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THE USE OF POP-UP CARDS TO IMPROVE THE SEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT AT A JUNIOR HIGH SCHOOL

THESIS

By:

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2020

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Nur Kholis and Nunik Wahyuni
2. My beloved brother: M. Hikmal Nuriza Wahyu Putra
3. My beloved grandmother: Dawiyah
4. My beloved lecturers
5. My beloved friends: Nando, Filcha, Alfin, Avinda, Astrin, Dian, Rachel

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MOTTO

"Allah does not like to impose a problem on you. He rather likes to cleanse you and perfect His blessing on you, so that you may be grateful."
(Q.S Al-Maidah 5:6)

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is original and authentic pieces of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title. Additionally, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedure and guidelines, e.g. cancellation of my academic award.

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Jember, February 17th 2020

The writer,

Friska Audyna Putri

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CONSULTANT APPROVAL

THE USE OF POP-UP CARDS TO IMPROVE THE SEVENTH GRADE STUDENTS' SPEAKING ACHIEVEMENT AT A JUNIOR HIGH SCHOOL

THESIS

Composed to Fulfill One of Requirement to Obtain S1 Degree at the English Education Program of the Language and Arts Education Department Faculty of Teacher Training and Education
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1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Education Department.
3. The Chairperson of English Language Education Study Program.
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6. My academic supervisor, Dra. Wiwiek Eko Bindarti, M.Pd.
7. The principal of SMP Negeri 2 Jember and The English Teacher who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, February 17th 2020

The Writer

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SUMMARY

The Use of Pop-Up Cards to Improve the Seventh Grade Students' Speaking Speaking Achievement at a Junior High School; Friska Audyna Putri; 160210401010; 2020; 84 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research focused on using pop-up cards to improve the seventh-grade students' speaking achievement at a junior high school. The research was conducted from December 17th, 2019 to January 13th, 2020 at SMP Negeri 2 Jember. The research participants were the students of class VII F. This class was chosen because it had the lowest mean score on the speaking pre-test (72). Besides, the results of the observation also showed that this class was passive during the English lesson. Further, the English teacher also informed that the students of class VIII F had the difficulties in learning speaking because they lack vocabulary and grammar, and they were passive in English teaching and learning process.

This research was carried out in one cycle that consisted of five meetings; four meetings for executing the action and one meeting for administering the speaking test. The cycle covered three stages that include planning a change, acting and observing, and reflecting. In this research, documentation, observation, and the speaking test were used to get the data. This classroom action research was done collaboratively with the English teacher. The researcher taught the students in all meetings; Meeting 1-Meeting 4, while the English teacher observed the students' active participation during the process of teaching and learning of speaking by using pop-up cards. The observation was assisted by the help of some colleagues.

The evidence of the research success was indicated by two improvements in two matters. The first was the number of students who involved actively in the teaching and learning process of speaking by using pop-up cards that improve from 43.33% in the preliminary study to 81% in cycle one. Further, the second evidence dealt with the enhancement of the students' speaking test mean score

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that improved from 72 to 81 as well as the percentage of the students who passed the passing grade improved from 40% to 86%.

Reflecting on the findings of this study, it proved that the use of pop-up cards in the teaching and learning process could help students in learning speaking. During the action given, it showed that pop-up cards could be used as an effective media to facilitate students in improving their speaking skill. As proven by the result of the observation and speaking post-test, applying the pop-up cards in the teaching and learning process could help the teacher gain the students' attention and enthusiasm during the learning process, help students develop their idea about what they want to say through the content of the pop-up cards, and also build their confidence to perform in front of the class.

Hence, it could be said that the students' participation and the students' speaking improvement reflect the benefits of using pop-up cards by which the conducive learning environment and an interesting learning situation were emerged. As a result, it could be concluded that the use of pop-up cards could improve the class VII F students' active participation and students' speaking achievement. In consequence, it was suggested to the English teacher to use pop-up cards as alternative media or variation for teaching speaking to improve students' speaking achievement.

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CHAPTER I
INTRODUCTION

This chapter covers some aspects related to the topic of the research. It consists of four parts. They are research background, research questions, research objectives, and research contributions.

1.1 Research Background

Speaking is an important skill to be learned because it is the way to express our ideas and to communicate with other people. Baidawi (2016) reveals that mastering speaking is the most important aspect in learning a second language and the success is measured by the students' ability to have a conversation in English. Unfortunately, in the teaching-learning process, most of the students still experience difficulties in learning English, especially in learning to speak. Thornbury (2005) states speaking activities will always be followed by other language components such as grammar, vocabulary, and pronunciation. Hence, it is not easy for students to speak English well because they need to change their ideas into English with those components. It can be seen from how students pronounce and produce the words because English is a foreign language for them and the students are not familiar to use English in their everyday life. Therefore, it becomes hard for some students to learn English.

Moreover, Malihah (2010) also states that between the four language skills, most students believe that speaking is the most difficult skill to be mastered because it requires great courage and preparation to produce language. Because of this, the students should practice a lot to master speaking skill. There are some reasons that make speaking important in the teaching-learning process. For example, students can measure their ability about how much they understand the English words when they practice speaking; and they will understand their language problems, especially in English. As a result, students can become good users of English.

Prior to the research, preliminary study was carried out by using an interview, observation, and pre-test at SMP Negeri 2 Jember. Based on the

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interview, the teacher stated that class VII F had the lowest speaking achievement compared to other classes of the seventh grade. The English teacher also stated that most students in class VII F had problems to speak in English. For example, most students tended to keep silent during the speaking class because they did not know what they want to say, they lacked vocabulary and grammar, and they were afraid to make mistakes when they expressed their idea in English. It could be proven with the results of the pre-test conducted by the researcher in class VII F. The results showed that there were only 12 of 30 students (40%) who could pass the passing grade of the English subject (see Appendix G, p.56). Besides, the passing grade of the English subject that applied in this school is 75.

Furthermore, there were also some reasons that caused students to face difficulties during the speaking class that was shown on the results of the observation during the preliminary study. First, more than half of the students (56.67%) in this class were less interested in speaking. It was shown when the researcher observed the students' participation using observation checklists in which the students were required to perform their speech about introducing him/herself. There were only 13 students classified as active participant and 17 students were classified as a passive participants. There were a lot of passive participants in VII F class because most students considered that speaking was a difficult skill to be mastered and they got problems in delivering their idea by using English in a spoken form. Second, most students in this class also felt bored, unmotivated, and shy to speak in the teaching and learning process. Another reason was sometimes students did not know how to express what they wanted to say because they lacked vocabulary and grammar.

The students' problems occurred because, during the teaching and learning process, the learning resources were basically English textbooks and their written exercises. These made the teaching and learning process not really interesting and made the students reluctant to perform their speaking practice. Therefore, there should be some innovations in the use of the learning resources not only as the references, but also as the learning media. Sudjana (1991) demonstrates that learning media in the teaching-learning process can give benefits to make learning

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situation more attractive, the material of learning clearer, and learning methods more varied. Hence, by using media in the teaching and learning process, the students can easily understand the materials during the teaching and learning process, they can focus on attending the classroom activities, they also will enjoy and feel enthusiastic in joining the teaching and learning process, so it can help them to improving their speaking skills.

One of the learning media which can be used in the teaching of speaking is pop-up cards. Khotimah (2012) strongly believes that a unique visualization of the pop-up cards, the content, and materials can be used to stimulate students to learn, develop the students' idea, facilitate students to remember the material that they see in the inside of the pop-up cards, and the more important is to build the relevant words to express their idea.

It is in line with the previous study conducted by Tirtanawati (2015) in a Non-English Department student revealed that the use of pop-up pictures could improve students speaking skills. It could help students to build their creativity, to make students increase their confidence to communicate with other people, and it was also suitable to facilitate the teaching-learning process of speaking. In addition, Rizka, Wahyuni, and Priyatmojo (2018) showed in their experimental study that the eighth-grade students' vocabulary achievement taught by using pop-up cards significantly increased. It showed there were positive effects of using pop-up cards in the teaching-learning process and it could help students improved their vocabulary achievement. Another study conducted by Oslen, Zhabanova, Parpucu, Alkouri, and Rule (2013) in fifth-grade elementary students also described that students enjoyed activities using pop-up media and they showed an enthusiastic and focused response in the learning process.

While a variety of methods, participants, and skill for the use of pop-up cards had been presented, there was relatively scarce research literature that emphasized the use of pop-up cards in teaching speaking, especially in seventh-grade junior high school students. Consequently, the present study was devoted to investigate the use of pop-up cards in improving the students’ speaking achievemet.

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1.2 Research Questions

Based on the use of pop-up cards in teaching speaking, the research problems are formulated as follows.

1. How can the use of pop-up cards improve the Class VII F students' active participation in the teaching-learning process of speaking?
2. How can the use of pop-up cards improve the Class VII F students' speaking achievement?

1.3 Research Objectives

As the purpose of the research is to improve the students' speaking achievement, the formulations of the research objectives are:

1. to improve the Class VII F students' active participation in the teaching-learning process of speaking by using pop-up cards.
2. to improve the Class VII F students' speaking achievement by using pop-up cards.

1.4 Research Contributions

The results of this classroom action research are expected to give important contributions to the English teacher and other researchers.

1. Empirical Contribution

By using pop-up cards in the teaching-learning process, it is hoped that this study can give new information about the use of pop-up cards in teaching speaking. This study provides data about improving students' speaking skills in a junior high school which is not presented in the previous studies related to the research method, the participants, and the students' skill. The result of the research may be useful for other researchers as a reference and source of information to conduct further research dealing with the use of pop-up cards. In this case, it is used to help the teacher in teaching descriptive text and ask students to describe animals and things orally through the use of pop-up cards (this research did), the other researcher may use the pop-up cards to teach narrative text or recount text and asks their students to perform a dialogue. Besides, the teacher can also guide

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their students to create their own pop-up cards that can be applied as long-term learning resources.

2. Practical Contribution

The result and the action in this research can be taken as examples for the teacher in teaching speaking. It is hoped that the result of this research is useful to encourage an English teacher in a junior high school to be more creative and innovative in the practice of using pop-up cards. Hence, the English teacher can help students to improve their speaking achievement and make a more conducive learning environment. Moreover, this research also can be used as a guide for the teacher to create a memorable and interesting learning situation by using pop-up cards for teaching speaking due to some advantages of it.

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CHAPTER II
LITERATURE REVIEW

This chapter covers some aspects related to the literature review. The writer divides this chapter into four sections. The first section is the teaching and learning of speaking which discusses the phenomenon related to the topic. The second section is pop-up cards in the teaching-learning process that discusses the use of pop-up cards as the teaching-learning media. The third section is the procedures of teaching speaking by using pop-up cards. The last section is the previous researches on pop-up cards which reviewed the previous researches conducted on this field.

2.1 The Teaching and Learning of Speaking

Speaking as one of the important skills in mastering English plays an essential role in our daily life. Hence, it is very important for students to have a good speaking ability because speaking also considered as a productive skill. It means that when people speak, they will produce something like opinions, ideas, feelings, or thoughts. Chaney (1998) reveals that in the teaching-learning process, speaking also takes an important role because speaking can be called the bridge of communication between the teachers and the students. Additionally, speaking ability becomes one of the crucial parts of the teaching-learning process. During the teaching-learning process, some students may get a good score in English, but they can not speak English fluently.

Brown and Yule (1999) believe that one of the most difficult aspects of language learning for teachers to help students is learning to speak in a foreign language. It can be proven because there are still many student finds difficulties in mastering speaking during the teaching and learning process. Most students tend to keep silent when the teacher asks them to speak in English because they are afraid of speaking English in wrong grammar rules and vocabularies. Moreover, Sa'diyah (2016) mentions that many students in Indonesia mostly feel unmotivated and discouraged easily in learning a foreign language. Consequently,

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in teaching speaking, teachers must be aware that their students can speak English in different situations and genres. The teacher should allow their students to talk a lot, to perform their ideas, to involve all students in the activity chosen by the teacher, and the activity should be able to motivate students to participate actively in the learning process and appropriate with students' proficiency level.

In the teaching and learning process of speaking, students need to practice their speaking skills to become fluent speakers in conveying their ideas in English. According to Heaton (1990), speaking belongs to complex skills that have several elements and it requires the use of some different abilities simultaneously. Therefore, there are five aspects of speaking used to analyze the process of speaking test namely fluency, pronunciation, grammar, vocabulary, and comprehension. Thus, students need to concern with those aspects of speaking when they are learning to speak. Shuying (1999) assumes that good communication in English is when we are able to speak English fluently. It is reasonable because most of the people can know or measure someone's ability in English by looking at their performance when they speak in English. Hence, students need to actively participate so they will get a lot of experience in showing their idea and build their self-confidence in performing their idea in the teaching-learning process.

Furthermore, the teacher also can measure how far their students' mastery in speaking when the students deliver their idea in the teaching-learning process. Nunan (1991) reveals that in language learning, teachers need to help their students by managing communication in the classroom and establishing strategies to ensure that all students have a fair and equal opportunity to develop their speaking skills. It is also important for the teacher to give corrections and comments if the teacher finds any mistakes in their students.

In the speaking class, students are supposed to be active to participate in the learning activity. Cahyono and Widiati (2006) describe that students in foreign language learning will be considered as successful if they can communicate effectively using a foreign language. Therefore, the teacher should help students by encouraging them and making an opportunity for them to speak. Moreover, the

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success of the teaching-learning process depends on several factors. One of them is the media used by the teacher. Baidawi (2016) reveals that media are physical devices that can present a message and stimulate students to learn. Therefore, if the teacher used appropriate media and students give a good response, the teaching-learning process can run well.

Based on the explanation above, English teachers are expected to be able to apply appropriate teaching media and techniques to solve the problem faced by the students in learning speaking. In this research, the researcher focused on the students' speaking achievement. Using the pop-up card, students are expected to be more active in the teaching-learning process, knowing various kinds of vocabulary to improve their speaking, become a fluent speaker, understand the content of the picture in a pop-up card, understand various types of animals and can describe it using their own words through the pop-up cards, so that the students can improve their speaking achievement.

2.2 Pop-Up Cards in Teaching-Learning Process

A pop-up card is a card that can display movements or a form of three-dimensional shapes through the use of paper which looks like a real situation. Putri, Yasbiati, and Pranata (2018) define pop-up cards as a card that is almost the same as a greeting card or an invitation card. However, something that makes the pop-up card looks more special is when we open the pop-up card, there will be an image that pops out and looks real. Taylor and Bluemel (2012) mention that the pop-up card is a card construction or card movements that can arise from its page and can make the students feel surprised and enthusiastic to learn. The shape of an image in the pop-up card can be truer through the dimensional visual display and also coupled with a surprise on every part. The pictures in the pop-up card can suddenly come up when we open it and the shapes can stand in the middle of the page by this visualization, so the impression that students want to display can be delivered through this pop-up card.

Moreover, there are two kinds of pop-up media, known as pop-up books, and pop-up cards. However, there is a difference between pop-up books and pop-

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up cards. The difference is the pop-up books made of several three-dimensional pieces of paper that are put together with a sequential story become a book. Therefore, the pop-up books have a shape and character that will change on every page. Otherwise, the pop-up cards are pieces of paper with three-dimensional shapes that are formed into a book and only have one page. Therefore, these pop-up cards will display three-dimensional shapes when we open them. However, this pop-up card only consists of one form of character. In this research, the researcher used the pop-up card to improve the students' speaking achievement. Compared with the pop-up book, the pop-up card is easier to make, more practical to bring, and it is also suitable for the material that is used in this research which is descriptive text. The example of the pop-up book can be seen in Figure 1 and the example of the pop-up card can be seen in Figure 2.

Source: bookdepository.com

Figure 1. The example of pop-up book

Source: lovepopcards.com

Figure 2. The example of pop-up card

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Besides, Iizuka, Endo, Mitani, Kanamori, and Fukui (2011) classify pop-up cards into two types. There are 90-degree and 180-degree. The difference between those two pop-up cards is, the 90-degree card is constructed by adding pieces and folds to a piece of paper so that the structure can pops-up when the card is opened 90 degrees. The example of pop-up cards with 90 degrees design can be seen in Figure 3. Meanwhile, the 180-degree card is constructed from several pieces of paper, and a structure will pops out when the card is opened 180 degrees. In this research, the researcher decided to use the pop-up cards with 180-degree design because the shape of the object inside the pop-up card is clearer and attractive rather than pop-up cards with 90-degree design. The example of pop-up cards with 180 degrees design can be seen in Figure 4.

Source: sadieshouse.com

Figure 3. The examples of pop-up cards with 90-degrees design

Source: 2-to-tango.com

Figure 4. The examples of pop-up cards with 180-degrees design

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Nowadays pop-up card has been popular because of its fascination. Many people sometimes use pop-up cards to make a birthday card, a special gift, a thanksgiving card, etc. Moreover, junior high school students generally already know about various kinds of cards such as thanksgiving cards, birthday cards, and they will mostly interest in something like a pop-up card, especially to learn speaking. Faradisha (2013) assumes that a pop-up card is one of an instructional media that relates to the students' characteristics because it can influence their sensory aids. Consequently, it will be a good idea to make a pop-up card as media in the teaching-learning process.

According to Harmer (2007), good speaking activities must be very interesting and make students focus on the learning process. Therefore, in the teaching-learning process, teachers have an important role to make students interested. This statement is supported by Arsyad (2009) who argues that the teacher must be creative in the learning process. It means that the material used by the teacher should be able to stimulate the students' creativity in learning something. It is not enough for the teacher to rely on the textbook only. Johnson (1992) demonstrates that pop-ups are something interesting and imaginable that can resemble real situations. Therefore, pop-up cards are particularly effective as teaching media and make students interested in the learning process.

Furthermore, Sa'diyah (2015) states by using a pop-up card in the teaching-learning process, students can get a visualization of a more interesting picture and shape. It starts from the image in a pop-up card which looks three dimensions and the image inside can be moved when the page opened. Mostly junior high school students like bright colors and cast of simple characters. Hence, the pop-up card has the ability to reinforce the impression to be conveyed from the images because it has bright colors and real shape. Many kinds of picture can be displayed in pop-up cards. It is very diverse such as the introduction of animals, transportation, fruits, things, activities, professions, etc. So, the teacher has many choices of a picture to help students improve their speaking skills by training them to speak in describing something. However, the use of pop-up cards

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in the teaching-learning process also has some advantages and disadvantages. They are as follows:

1. The Advantages of Pop-Up Cards in Teaching Speaking

Tirtanawati (2015) reveals that pop-up cards have some advantages to support the students in learning speaking. The first is pop up cards are beautiful and attractive. The second is pop up cards are simple to make or bring in the classroom activity. The next is pop up cards can provide the chance for students to have any communications and different expressions in each character that they see in the pop-up media. Moreover, pop-up cards also can stimulate the students' imagination to speak about the picture that they see in the pop-up cards. It can also reduce students' boredom because it has three-dimensional elements.

2. The Disadvantages of Pop-Up Cards in Teaching Speaking

Besides the advantages, there are also some disadvantages of using pop-up cards in the teaching-learning process. Glaister and Holmes (2003) mention two disadvantages of a pop-up card. The first is pop-up cards are made by paper. Hence, if the papers have low quality, it means that pop-up cards are fragile or easily broken. To solve this problem, we need to keep the pop-up card very gently. The second is pop-up cards that need much money because it is made by the high quality of the paper and full of colors to make the pictures inside the pop-up card can be attractive for getting students' attention. Therefore, to solve this problem, we can make pop-up cards by ourselves.

2.3 The Procedures of Teaching Speaking by Using Pop-Up Cards

The use of pop-up cards in this research was applied to teach the descriptive text. The theme of the descriptive text focused on animals and things as stated in the syllabus of the English 2013 curriculum (See Appendix H, p.57). The procedures of teaching speaking by using pop-up cards as media in this research were as follows:

1. Giving a leading question related to the descriptive text.
2. Explaining about the definition, goal, generic structure, and language features of descriptive text.
3. Giving the example of descriptive text.

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4. Explaining how to describe something by using pop-up cards.
5. Asking students to identify the generic structure and the language features of the descriptive text.
6. Giving the pop-up card to each student.
7. Asking students to make a descriptive text about animals or things in the pop-up cards.
8. Asking students to tell their descriptive text in front of the class.
9. Giving comments and suggestions to the students' performance.
10. Guiding students to conclude what they have learn.

2.4 Previous Researches on Pop-Up Cards

As it had been explained before, pop up card was one of the good media as it could give stimulus to students by seeing and recognizing the pictures in the pop-up cards so the students could easily understand it. Therefore, pop up cards were suitable for providing the topic in a description of something (a place, object, animals, profession, etc). Some previous researchers had investigated the use of pop-up cards. The research findings were used as the reference for this present research.

Tirtanawati (2015) showed that the use of pop-up pictures could improve the non-English Department students' speaking skill and she proved that the pop-up picture was very useful for students to learn speaking. There were 30 of 35 students who scored above the passing grade. It showed that pop-up pictures could contribute greatly to improve the students' speaking skills. Moreover, Rizka, Wahyuni, and Priyatmojo (2018) conducted a study in eighth-grade students' junior high school to describe the students' vocabulary achievement that was taught by using pop-up cards. The result had shown improvement. The students' scores in the pre-test and post-test improved. In the pre-test, the mean score of the control group was 61.67 and the experimental group was 59.44. Meanwhile, in the post-test, the control group scored 83.50 and the experimental group scored 88.33. The result showed that there were significant differences between students who were taught using the pop-up card. Furthermore, Novitanti, Santoso, and Habibah (2013) conducted a study in a junior high school using the experimental design with 33 participants. Their study showed that pop-up card effectively helped students in a junior high school in learning about the

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organization of living systems. The students' score in science subjects was increased. There were 93.94% of students in the experimental class who could pass the passing grade. Moreover, 84.8% of students also classified as active criteria. Putri, Yasbiati, and Pranata (2018) also mentioned that from attitude and skill observation, fourth-grade students in the experiment class got a better result rather than control class. They concluded that there were influences of pop-up card media on students' learning of animals based on food type.

Furthermore, Olsen, Zhbanova, Parpucu, Alkouri, and Rule (2013) described in their research that student in the first until fifth grade enjoyed, enthusiastic, and focused on the lesson through pop-up activities. The students were also thankful to the teacher for allowing them using pop-up cards in the teaching and learning process. Moreover, Prasarntong and Dennis (2016) had reviewed an example of pop up in the form of a dictionary. Their study in Thai students showed that many students want to learn vocabulary by using a pop-up dictionary. By using pop-up cards, students could repeat the new vocabulary for remembering new words, they could try to guess the meaning of vocabulary, and learn a word by themselves using the pop-up dictionary to improve their vocabulary skills. Further, Susilo, Sujadi, and Indriati (2018) revealed in their study that eight grade students obtained a better result of their mathematic score when they were given the media of visual design of pop-up mathematic books in the learning process. The students who given the media of pop-up books were more able to answer and solve the mathematic problem. The data from the questionnaires also showed that there were 80% of students were interested to learn with this media. Zaeni, Winaryati, and Yulianto (2018) demonstrated the development of the pop-up book as science media for third-grade elementary students. From the observation, questionnaires, and interviews showed that this media could attract students' interests and made them easier in understanding the materials in the learning process. Another study by Rahmawati, Rahman, Sopandi, and Darmawati (2015) also revealed that pop-up book gave a better influence on students' reading ability in thematic learning of fourth-grade students. The results showed that there was an improvement in the control class and experimental class.

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Although numerous studies had been done to examine the relationship between pop-up media and students' achievement, previous research studies related to the use of pop-up cards mainly concerned with some skills such as reading and speaking and some language components such as vocabulary and grammar. Despite the relatively huge amount of research that had accumulated so far about the pop-up cards, the researches that discussed the use of pop-up cards in improving students' speaking achievement and students' participation were still limited. Moreover, the participant of the previous research was different from this present research. There were Thai students (e.g. Prasarntong and Dennis, 2016), science students (e.g. Oslen, Zhbanova, Parpucu, Alkouri, and Rule, 2014), non-English department students (e.g. Tirtanawati, 2015), elementary school students, and eighth-grade junior high school students. However, this present study was conducted with different participants, methods, and different skills. This present study focused on investigating the use of pop-up cards in improving the seventh-grade students' speaking achievement and focus on some aspects of speaking such as fluency, grammar, vocabulary, pronunciation, and comprehension.

According to Adams and Frith in Hughes (1989), the aspects of speaking that must be considered are pronunciation, vocabulary, fluency, grammar, and comprehension. Considering this statement, this research focused on those five aspects of speaking. However, the researcher realized that teaching speaking through pop-up cards in this research did not correlate directly with pronunciation and grammar aspects. The use of pop-up cards tended to be more on the aspects of vocabulary, comprehension, and fluency. Meanwhile, the aspects of grammar and pronunciation were taught indirectly during the teaching-learning process by using descriptive text.

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CHAPTER III
RESEARCH METHODS

This chapter discusses the research design, intervention design, research context, research participants, data collection methods, and data analysis method.

3.1 Research Design

A classroom action research (CAR) was used in this study as the research method. Classroom action research was chosen because there were some problems faced by the students in the teaching and learning process of speaking at SMP Negeri 2 Jember. During the teaching-learning process, most students still felt difficult to express their ideas because they lack vocabulary and grammar, shy to speak in English, and also feel bored. Hence, it was needed for the researcher to help students solve those problems. The purpose of classroom action research was to solve the students' problems and to improve students' skills in the teaching-learning process. In this research, the researcher tried to improve the students' problems in learning speaking and improve their participation in the teaching – learning process by using pop-up cards as media. Using pop-up cards was one way to solve the students' problem in learning speaking because it could help students to investigate the vocabulary they had found through the three-dimensional shape inside the pop-up cards and it would make them easier in constructing a good sentence. As a result, students would be more confident to speak in English.

This research which was conducted collaboratively with the English teacher of the seventh grade at SMP Negeri 2 Jember, achieved two targets related to being active participants in the teaching and learning process and the improvement of their speaking achievement. Those two targets were the indicators of the research success.

The research was conducted in cycles and covered several activities. According to Kemmis and McTaggart (1988), the steps of classroom action research are planning a change, acting, observing, and reflection. The procedures of action research could be seen in Diagram 3.1. In planning a change, the

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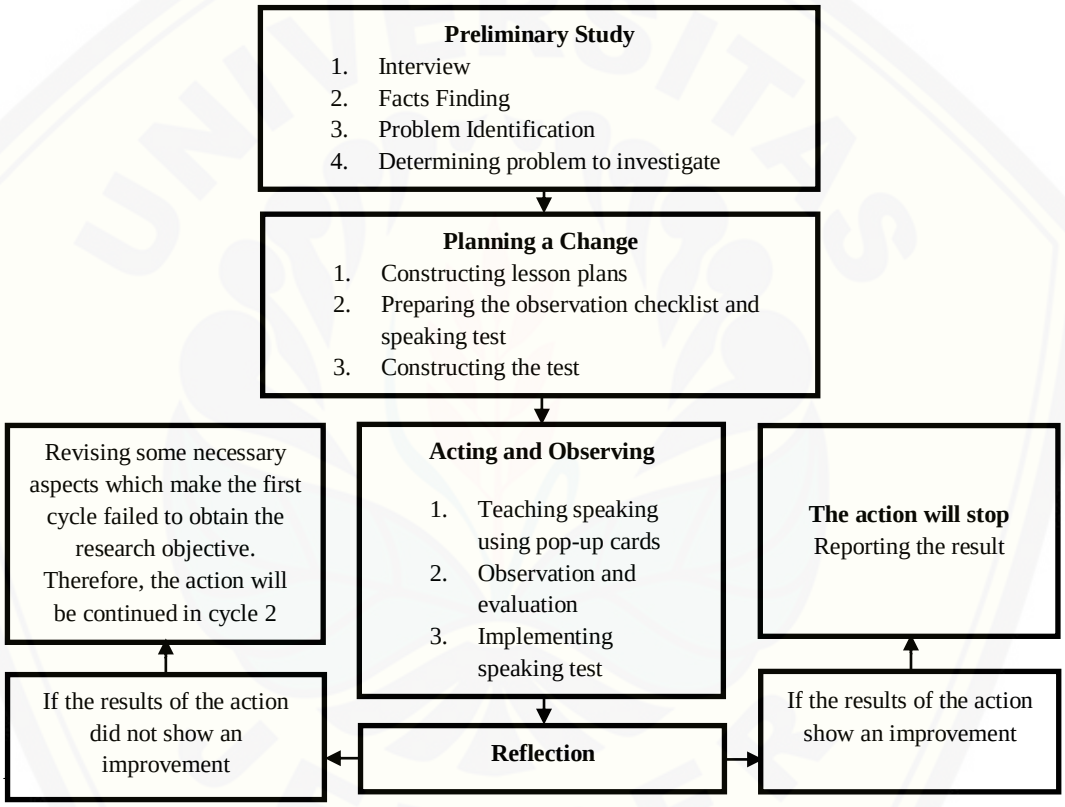
researcher planned some actions that would be applied and construct the lesson plans. After that, the lesson plans and materials would be implemented in classroom activities. The observation section was done during the teaching and learning process. In reflection, it showed how the teaching and learning activities run and how the students' speaking scores improved. To be more detail the steps could be explained as follows:

Diagram 3.1. The Design of Classroom Action Research



Adapted from Kemmis and McTaggart (1988, p.19)

3.1.1 Planning a Change

Planning was the beginning process of research to conduct actions after the researcher conducted a preliminary study and found the problems faced by the students. The researcher needed to make a preparations before doing the action research. The preparations were done by the researcher before the action research included:

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a) Choosing the topic for speaking activity by using pop-up cards based on the curriculum.
b) Preparing the teaching materials based on the topic. Constructing the lesson plans for the first cycle (meeting 1 through meeting 4).
c) Constructing the research instruments (the scoring rubric of speaking and the observation checklist containing the indicators observed in the teaching-learning process).
d) Preparing the recorder to record the students' speaking test performance to help scoring.

3.1.2 Acting and Observing

The implementation of the action in cycle 1 was done based on a lesson plan which consists of 4 meetings and 1 meeting for the evaluation. If the results of cycle 1 did not show the improvement of student's active participation and students' speaking achievement, it was continued to cycle 2 by revising the weaknesses of cycle 1. The action in the cycles was done collaboratively with the English teacher. During the teaching and learning process, the researcher taught the class in and the English teacher observes the classroom activity. The observation was written in the form of the observation checklist. Then, the researcher analyzed the result of the observation checklist to know the improvement of students' participation in joining the English class during the four meetings.

In this classroom action research, the observation was done in each meeting. The observation in cycle 1 had a purpose to know the students' responses to the use of the pop-up card. Their responses indicated their active or passive involvement during the teaching and learning activities. The evaluation was carried out to know the improvement of students' speaking achievement after giving the actions in cycle 1. The evaluation was done by administering the speaking test at the end of the cycle. The success of this research was considered based on the improvement that was achieved by the students.

3.1.2 Reflection

In the analysis of the data, the researcher got the data from observing the teaching-learning process and the result of the students' test. After analyzing the

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data in each cycle, the researcher and the English teacher did the reflection. The reflection was conducted to know whether or not the action given could successfully improve the students' active participation and students' speaking achievement. The result was used to decide whether the cycle was stopped or continued. If the action was stopped in cycle one, the researcher concluded the results to answer the research problems.

3.2 Intervention Design

The researcher taught the descriptive text to the students by using pop-up cards as the learning media and focusing on the theme of animals and things. Those themes were stated in Basic Competence 3.7 and 4.7 of the Curriculum 2013 for the seventh-grade level. The animals and things that were discussed during the four meetings were pet animal, jungle animal, things in the house, and things in the classroom.

In the first meeting, the students learned how to describe pet animals by using pop-up cards. After the teacher explained what the descriptive text was and giving the example about how to describe animals using pop-up cards, the students were asked to make the descriptive text about animals in the pop-up card, prepare for their speech in 10 minutes, and then they were asked to perform their descriptive text orally in front of the class. The actions in each meeting were the same as that of the first meeting, but there was a difference in the topic given. In the second meeting, they discussed jungle animals. In the next meeting, they learned how to describe things in the classroom, and in the last meeting, they discussed how to describe things in the house.

The time allocation for each meeting was 2 x 40 minutes. Dealing with the teaching methodology, the researcher applied a scientific approach as it was recommended by Curriculum 2013. The teaching procedure in each meeting was shown in the following:

1. Observing: In this step, students were given a dialogue about describing animals/things and the teacher asked some leading questions. After that, the teacher explained the social function, generic structure, and language features of

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descriptive text. Then, the researcher showed the pop-up cards to the students and explained how to describe animals or things using pop-up cards.

2. Questioning: In this step, students asked some questions about something that they did not understand the content of the pop-up cards or about the descriptive text itself.

3. Experimenting: The researcher asked the students to identify the generic structure and language features of the descriptive text given by the teacher.

4. Associating: The researcher gave the pop-up cards to each student and asked them to make the descriptive text about animals or things in the pop-up cards.

5. Communicating: The researcher asked the students to tell their descriptive text in front of the class orally.

3.3 Research Context

This research was conducted at SMP Negeri 2 Jember which was chosen purposively because of some reasons. First, the headmaster and the English teacher of SMPN 2 Jember have given permission to the researcher to conduct this research. Second, the descriptive text was used in this research to teach seventh-grade students and supported by the media of pop-up cards. The descriptive text was chosen because it was regarded as the learning material that contains in the 2013 curriculum for junior high school (see Appendix I, p.60). Third, the English teacher agreed and he was interested to collaborate in this study. Moreover, the English teacher never used pop-up cards during the teaching and learning process, especially in teaching speaking.

3.4 Research Participants

The participants were class VII F students of SMP Negeri 2 Jember in the academic year 2019/2020 consisted of 30 students. This participant was determined purposively because they have a problem with speaking. The researcher decided to select this class because they were passive English users. Based on the result of the interview with the English teacher during the preliminary study and the results of the pre-test conducted by the researcher, the

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selected class had low scores of daily speaking achievement. The average score of the speaking test was 72 which was below the passing grade. Furthermore, seventh-grade students were new students, so many of them were still felt difficult to speak in English.

3.5 Data Collection Methods

There were three kinds of data collection methods that were used in this research. To be more detail, those methods were described as follows:

3.5.1 Observation

In this research, the observation was done collaboratively with the English teacher in each meeting. The purpose of this observation was to get the data about the students' active participation in following the teaching and learning process of speaking. The observation guide in the form of a checklist was provided to note the students' participation during the teaching-learning process. Arikunto (2006) reveals that applying checklists as an instrument in the observation is the most effective way. The checklist was contained some items that may appear in the teaching-learning process. The indicators of students' participation were based on whether they were active or passive in attending the teaching and learning process. The table of the observation checklist was as follows:

Table 3.2 Observation Checklist for Students' Active Participation

NO	Students' Initial Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
Etc.								

Indicators:

1. The students showed enthusiasm in answering the teachers' questions.
2. The students prepared a descriptive text based on the pop-up card given.
3. The students effectively used the times given by the teacher to prepare and finish their descriptive text by using pop-up cards.

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4. The students performed their descriptive text by using pop-up cards in front of the class orally.
5. The students paid attention to their friends' presentations.

Those indicators were used to decide whether the students' were active or passive during the teaching and learning process. The students were classified as active if they could fulfill at least 3 of the 5 indicators. However, if they performed fewer than 3 indicators, the students were classified into passive.

3.5.2 Documentation

The researcher recorded the students' performance when they were asked to perform their speech in front of the class. The recording of the students' performance during the speaking test was changed to phonetic transcription and was used to strengthen the data taken from the speaking test. The researcher used the recording to re-check the students' scores by listening to the recorded speaking test results and assessing each indicator of speaking based on the scoring rubric of speaking prepared to make sure that the score was appropriate with the students' performance. Moreover, recording the students' performance during the speaking post-test could displayed the improvement of students' results in enhancing their speaking achievement during the action given.

3.5.3 Speaking Test

The speaking test was used to get the main data of VII F students' speaking achievement by using pop-up cards. The test was constructed collaboratively with the English teacher in a cycle after giving the action.

According to Hughes (2003), there are four types of tests. They are the proficiency test, diagnostic test, achievement test, and placement test. In this research, the researcher decided to use the achievement test because this research was intended to know the improvement of students' speaking achievement when they were learning to speak by using pop-up cards. This achievement test was also used to measure students' success in achieving the objectives of learning activities during the given treatments.

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Moreover, in constructing a test, it must be valid and reliable. According to Heaton (1991), the validity of a test depends on the extent to which the test measures what it is supposed to measure. It means that a test was considered to be valid if it measures accurately based on what it is intended to measure. In order to achieve the validity of the speaking post-test, the researcher constructed the test based on the basic competence 3.7 and 4.7 as stated in the English 2013 curriculum for junior high school. The curriculum commands that had to fulfill are the students could understand the social function, the generic structure, and the language features of oral and written descriptive texts with the topic of persons, animals, and things in a very short, simple, and appropriate to the context of the descriptive text. For the more specific details, see Appendix I, p.60.

In terms of the reliability of the test, the researcher used inter-rater reliability. The researcher and the English teacher scored independently based on the scoring rubric of speaking. Before the post-test, the researcher and the English teacher would sit together to understand and discuss the score in each criterion of the scoring rubric to have the same perception when they had scored the students' performance by using the scoring rubric. The students' scores were categorized as tolerable if the score difference showed less than 8 points. If there was a score difference above 8 points between the scorer 1 and scorer 2, the researcher and the English teacher re-scored the students' performance by re-listening to the recording. On the other hand, if the score difference showed less than 8 points, the average score would be calculated.

Dealing with scoring the speaking test results, the researcher used analytical scoring because each component of speaking in this speaking test was scored. The researcher used the scoring rubric of speaking by Adams and Frith (in Hughes, 1989, pp.111-112). The speaking test covered the five components of speaking namely pronunciation, vocabulary, fluency, grammar, and comprehension. Moreover, the students' performance was recorded by using an audio recording. It had a purpose to help the researcher in re-checking the student's scores by listening to the recording of the students' performance and

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make sure that the score given during the speaking post-test was appropriate with their performance. Further, the procedures of the speaking test were as follows:

1. The researcher asked the students to do the test individually.
2. The researcher gave random pop-up cards to each student by giving them a lottery.
3. The researcher provided 30 different pop-up cards with different topics.
4. Each student was asked to make the descriptive text based on the topic in the pop-up cards and present their descriptive text in front of the class orally.
5. The researcher asked each student to prepare their descriptive text approximately in 15 sentences.
6. Each student was given a chance to prepare their descriptive text in 20 minutes.
7. Each student was asked to present their descriptive text randomly based on the lottery.
8. The researcher recorded the students' performance.
9. The students' performances were scored based on the five aspects of speaking.

The speaking pos-test would be held at the fifth meeting. It was done in 2x40 minutes which was one meeting only. In the speaking post-test, the researcher asked the students to do the test individually. The turn and the topic of the student's performance determined by the lottery given by the teacher. The students performed their descriptive text orally one by one inside the classroom, so the rest of the students waited outside the classroom. Moreover, the English teacher helped the researcher to conducted the speaking post-test as the scorer 2.

3.6 Data Analysis Methods

In this research, the collected data were the results of the students' active participation and the students' speaking achievement. The data collected was analyzed quantitatively. The students' active participation was categorized as improving if the percentage of students' active participation showed more than 44.33% of students active. This data was showed on the result of the observation checklist when the researcher observed the students' participation in learning the material of introducing her/himself during the preliminary study. There were 13 students active (43.33%) and 17 students passive (56.67%) in joining the teaching and learning process. Consequently, if the result of the observation checklist during the four meetings showed an improvement above 43.33% of students active, it was concluded that pop-up cards could improve the students'

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participation. Moreover, the data collected from the observation checklists about the students' active participation that was obtained during the four meetings were analyzed quantitatively in the percentage by using the following formula:

$$E = \frac{A}{N} x\ 100\%$$

Notes:

E: the percentage of the students who participated actively during teaching and learning process of speaking by using pop-up cards
A: the number of the students who participate actively
N: the total number of the students

(Cohen *et al*, 2000, p.326)

Meanwhile, the results of the speaking test were analyzed based on five aspects of speaking in the scoring rubric of speaking by Adams and Frith (in Hughes, 1989, pp.111-112). The five aspects namely pronunciation, vocabulary, fluency, grammar, and comprehension had five criteria for each aspect. The researcher adapted the scoring rubric by Adams and Frith (in Hughes, 1989, pp.111-112) because the researcher wanted to adjust each criterion of the speaking rubric dealing with the level of students in junior high school. Furthermore, the researcher made some revision of the criteria by changing the description of the criteria to be more understandable (see Appendix D, p.50). The data collected from the speaking test was analyzed using the rubric in the following table below:

Table 3.3 Scoring Rubric of Speaking

No	Students' Initial Name	The Performance					Score
		F	P	G	V	C	
1							
2	Etc.						
Final Score: $\frac{Obtained\ Score}{Maximum\ Score} X\ 100$		**Notes:** 1. F: Fluency 2. P: Pronunciation 3. G: Grammar 4. V: Vocabulary 5. C: Comprehension					

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Furthermore, to find out the mean score and the percentage of the students who scored above the passing grade of the English subject, the researcher analyzed it by using the following formula:

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

Notes:
M : the students' mean score
∑M : the total score of the students' speaking test
N : the total number of the students doing the test

(Cohen *et al*, 2000, p.326)

$$S = \frac{R}{N} x\ 100\%$$

Notes:
S : the percentage of the total number of the students whose score is ≥ 75
R : the total number of the students whose score is ≥ 75
N: the total number of the students doing the test

(Purwanto, 2009, p.112)

If the results of the speaking test showed an improvement compared with the results of their score in the pre-test, it could be concluded that pop-up cards could successfully improve the students' speaking achievement and also solve the students' problem in learning speaking. Consequently, cycle one would be stopped.

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CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and as well as the future researchers. Each item will be presented in the following section.

5.1 Conclusion

Based on the result of data analysis and the discussion in the previous chapter, there were two points can be concluded as the following.

1. Using pop-up cards could improve the seventh-grade students' participation in the teaching-learning process of speaking at SMP Negeri 2 Jember. It was proved by the result of the observation that there was an improvement in the percentages of the students' participation from 43.33% in the pre-test to 81% in the post-test.
2. Using pop-up cards could improve the seventh-grade students' speaking achievement at SMP Negeri 2 Jember. It was proved by the result of the students' speaking test that there was an improvement in the percentages of the students who achieve the passing grade from 40% in the pre-test to 86% in the post-test. Further, the students mean score of the speaking test also showed an improvement from 72 to 81.

5.2 Suggestion

Based on the results of this classroom action research, some suggestions were given to the English teacher and future researchers.

1. The English Teacher

Based on the research result, the English teacher is suggested to use pop-up cards as alternative media or variation for the teaching-learning process to improve the students' speaking achievement. Moreover, the use of pop-up cards also can help the English teacher create a conducive learning environment and

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generate a memorable learning situation using pop-up cards for teaching speaking due to some advantages of pop-up cards. Furthermore, the English teacher is suggested to ask students to practice speaking in English since experimenting activity. This can be done by giving them a task in pairs or a group through using pop-up cards. Hence, they will gain a lot of experiences in practicing speaking English in the teaching and learning process, so that the students will have a significant improvement in their speaking achievement.

2. The Future Researchers

The future researchers who have a similar topic are suggested to use these results as a reference to conduct further research dealing with improving students' speaking achievement by using pop-up cards with different skills or different levels of research participants. Furthermore, it is also suggested for the future researchers to choose the right time and place before conducting the speaking post-test. This is because the other activities in the school like sports subjects may disturb the process in conducting the post-test as well as the recording quality of the students' performance. It is also important for the researcher to bring an audio recording with a high quality of the battery, so the recording activity will not be stopped due to battery constraints.

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Appendix A

RESEARCH MATRIX

Title	Research Questions	Variables	Indicators	Research Method
"The Use of Pop-Up Cards to Improve the Seventh Grade Students' Speaking Achievement at a Junior High School"	1. How can the use of pop-up cards improve the Class VII F students' active participation in the teaching-learning process of speaking? 2. How can the use of pop-up cards improve the Class VII F students' speaking achievement?	1. Independent: The use of Pop Up Cards in teaching speaking 2. Dependent: The seventh grade students' speaking achievement.	1. The steps of teaching speaking using pop-up cards: - The teachers provide the pop up-cards that contain the topic of animals and things. For example: pet animal, jungle animal, things in the classroom, things in the house. - The teacher open and shows the pop-up cards to students. - The teacher explain about how to describe something using pop-up cards. - The teacher gives the pop-up cards for each student. - The teachers ask students to make the descriptive text based on the pop-up cards. - The teacher asks students to perform their descriptive text in front of the class. 2. The scores of speaking test in each cycle which covers five aspects of speaking namely pronunciation, vocabulary, fluency, grammar, and comprehension.	1. Participants - The Class VII F students' in the academic year of 2019-2020 2. The Collaborator - The Class VII F English Teacher. 3.Documents - The previous scores of speaking test from the English teacher. 4. Research Design The classroom action research with the cycle model. - Planning a Change - Acting and Observing - Reflection Adopted Kemmis and McTaggart (1988, p.19) 1. Area determination method. - Purposive method 2. Participant determination method - Purposive method 3. Data collection methods

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				- Observation - Speaking test 4. Data analysis method - The percentage of students' active participation will be analyzed by using the observation checklist contains five indicators. The data in each meeting will be analyzed quantitatively in the percentage by using the formula below. $E = \frac{A}{N} x\ 100\%$ Notes: E: the percentage of the students who participated actively during teaching and learning process of speaking by using pop-up cards A: the number of the students who participate actively N: the total number of the students (the subject) (Cohen *et al*, 2000, p.326) - The percentage of the speaking test will be analyzed based on five aspects of speaking in the scoring rubric of speaking by Adams and Frith (in Hughes, 1989, pp.111-112).

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Appendix B

SPEAKING PRE-TEST

School	**: SMP Negeri 2 Jember**
Subject	**: English**
Class/Semester	**: VII F/ 1**
Language Skill	**: Speaking**
Language Focus	**: Introduce Yourself**
Time Allocation	**: 80 Minutes**

INSTRUCTION:

Please tell me about yourself; name, address, hobbies, and other familiar topics in 1-2 minutes. (The instruction will be given orally)

Example:

1. What is your full name?
2. What is your nickname?
3. What is your address?
4. What are your hobbies? Why do you like them?
5. What are your favorite foods? Why do you like them?
6. What are your favorite drinks? Why do you like them?
7. What is your favorite subject? Why do you like it?
8. What is your motivation in choosing SMP Negeri 2 Jember as your junior high school?

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Appendix C

SPEAKING POST-TEST

School	**: SMP Negeri 2 Jember**
Subject	**: English**
Class/Semester	**: VII F/ 1**
Language Skill	**: Speaking**
Language Focus	**: Descriptive Text**
Time Allocation	**: 80 Minutes**

INSTRUCTION:

1. Please make a descriptive text about the animal or things in the pop-up cards approximately in 15 sentences and tell your descriptive text in front of the class orally.
2. You can describe it based on its physical appearance, size, food, habitat, etc.
3. You will be given a chance to prepare your descriptive text in 20 minutes.
4. Your speaking will be scored based on some aspects: pronunciation, vocabulary, fluency, grammar, and comprehension.
5. The teacher will ask you to perform your descriptive text randomly based on the lottery.

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Appendix D

SCORING RUBRIC OF SPEAKING

ASPECT	SCORE	CRITERIA
Pronunciation	**1**	Pronunciation is incomprehensible in every single word.
	2	Frequently error pronunciation happens.
	3	Pronunciation is influenced by mother tongue, lead mispronunciation.
	4	Mother tongue still influences pronunciation, but only few errors happen.
	5	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct.
Vocabulary	**1**	Basic vocabulary, less precise and causes misunderstanding.
	2	Vocabulary adequate for the simple conversation.
	3	Developed vocabulary adequate for building interesting conversation.
	4	Professional vocabulary adequate to discuss special topic or interests.
	5	Purposefully chosen vocabulary. Professional vocabulary adequate to cope with varied situations.
Fluency	**1**	Speech is so halting incomplete.
	2	Speech is very slow and frequently produces incomplete sentences.
	3	Speech is frequently hesitant and sentences may be left uncompleted.
	4	Speech is occasionally hesitant, complete sentences are used.
	5	Speech is effortless and smooth.
Grammar	**1**	Grammar almost entirely inaccurate sentences.
	2	Constant errors in most of sentences.

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	3	Frequent errors showing some misunderstanding.
	4	Not more than 3 errors. Most of sentences are in good controlled.
	5	No error at all. Perfect control in all sentences.
Comprehension	**1**	Content of speech almost entirely incomprehensible.
	2	Difficult to be understood and inaccurate.
	3	Few of misunderstanding and produce incoherent sentences.
	4	Occasionally lead misunderstanding, a few sentences need correction.
	5	Understandable, perfect statement with correct intention.
Final Score: $\frac{Obtained\ Score}{Maximum\ Score}\ x\ 100$ $\frac{pronunciation+vocabulary+fluency+grammar+comprehension}{25} x100$		

Adapted from Adams and Firth (in Hughes, 1989, pp. 111-112)

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Appendix E

The Observation Checklist for Students' Active Participation

NO	Students' Initial Name	INDICATORS					Active	Passive
		1	2	3	4	5		
1.	AWA							
2.	ARB							
3.	AYS							
4.	AIS							
5.	ANCW							
6.	BPT							
7.	CSA							
8.	DAA							
9.	DKW							
10.	DDA							
11.	EFAN							
12.	FVR							
13.	GYK							
14.	GN							
15.	HE							
16.	JMA							
17.	KIRF							
18.	LDGK							
19.	MDG							
20.	NCA							

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21.	NMA							
22.	OSR							
23.	RKW							
24.	RAW							
25.	RDA							
26.	SHW							
27.	TTAG							
28.	WDAM							
29.	YZDM							
30.	YDW							

The Indicators of Students' Active Participation

1. The students showed enthusiasm in answering the teachers' questions.
2. The students prepared a descriptive text based on the pop-up card given.
3. The students effectively used the times given by the teacher to prepare and finish their descriptive text by using pop-up cards.
4. The students performed their descriptive text by using pop-up cards in front of the class orally.
5. The students paid attention to their friends' presentations.

Those indicators were used to decide whether the students' are active or passive during the teaching and learning process. The students were classified as active if they could fulfill at least 3 of the 5 indicators. However, if they performed fewer than 3 indicators, the students were classified into passive. Moreover, the data collected from the observation checklists about the students' active participation in each meeting were analyzed quantitatively in the percentage by using the formula adapted from Cohen *et al*, 2000, p.326

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Appendix F

Interview Guide

No.	Questions	Answers
1.	What curriculum does this school use?	This school uses the 2013 curriculum.
2.	How many times do you teach the seventh grade in a week?	I teach seventh-grade students twice a week. So, I teach eight hour a week for each class.
3.	What books or references do you usually use for teaching English?	I usually use a *Mandiri* book from *Erlangga* and *Kementrian Pendidikan dan Kebudayaan Republik Indonesia (When English Rings a Bell).*
4.	Which class has the lowest mean score in speaking English subject for the seventh grade?	The VII F Class had the lowest mean score compared with the other class.
5.	Why did the VII F Class students get the lowest mean score than the other classes?	It happens because they feel shy to practice speaking English in front of the class. They are afraid if they make some errors when they are speak like errors in their vocabulary, grammar, and pronunciation.
6.	Have you ever used media to teach the seventh grade students? If so, what media do you use to teach speaking?	No, I have not. I only use textbook as the main medium.

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7.	How is the students' participation in the classroom during the teaching and learning process?	There are some students who active in the learning activities, but there are also some of them who are passive. It happens because some of them not interested or like English.
8.	How do you teach speaking in the seventh grade students?	I taught my students to speak in English by training them to practice as often as possible like asking them to do a dialogue.
9.	What is the minimum requirement standard score or the passing grade of the English subject in this school?	The passing grade of the English subject in this school is 75.

Jember, September 5th, 2019

The English Teacher,

Tupadi, S. Pd.

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Appendix G

The Pre-test Scores in Class VII F

NO	NIS	Students' Initial Name	L/P	INDICATORS					SCORE
				F	P	G	V	C	
1.	12632	AWA	L	3	4	4	4	4	76*
2.	12633	ARB	P	4	5	3	4	4	80*
3.	12634	AYS	L	3	3	2	3	4	60
4.	12635	AIS	P	3	4	3	4	4	72
5.	12637	ANCW	P	4	3	3	4	3	68
6.	12638	BPT	P	4	4	3	4	4	76*
7.	12639	CSA	P	4	4	3	4	4	76*
8.	12640	DAA	P	5	4	3	4	5	84*
9.	12641	DKW	P	4	5	3	4	4	80*
10.	12642	DDA	P	3	4	3	4	4	72
11.	12643	EFAN	P	3	4	3	4	4	72
12.	12644	FVR	L	3	3	2	3	3	56
13.	12645	GYK	L	4	4	3	4	3	72
14.	12646	GN	P	4	3	3	4	4	72
15.	12647	HE	L	3	3	3	4	4	68
16.	12648	JMA	L	4	4	4	4	4	80*
17.	12649	KIRF	L	4	3	3	3	4	68
18.	12650	LDGK	P	4	4	3	4	4	76*
19.	12651	MDG	L	4	4	4	4	4	80*
20.	12652	NCA	P	4	4	4	4	5	84*

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21.	12653	NMA	P	3	3	3	3	3	60
22.	12654	OSR	P	5	4	3	4	4	80*
23.	12655	RKW	P	5	4	3	4	5	84*
24.	12656	RAW	P	3	4	3	3	3	64
25.	12657	RDA	L	4	3	3	3	4	68
26.	12658	SHW	L	3	3	3	4	4	68
27.	12659	TTAG	L	4	3	3	4	4	72
28.	12660	WDAM	P	3	3	3	3	4	64
29.	12661	YZDM	L	4	3	3	4	4	72
30.	12662	YDW	P	3	3	3	3	3	60

TOTAL SCORE: 2.164

Notes: The starred score in the table means that the score passed the passing grade of the English subject

The average score of the class in the pre-test:

$$\frac{total\ score}{total\ students} \quad \frac{2.164}{30} = 72$$

Passing percentage:

$$\frac{total\ students\ who\ passed\ the\ passing\ grade}{total\ students} x\ 100\ \frac{12}{30} x100 = 40\%$$

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Appendix H

The Result of the Observation in Class VII F

NO	Students' Initial Name	INDICATORS					Active	Passive
		1	2	3	4	5		
1.	AWA	-	√	-	√	-	-	√
2.	ARB	√	√	-	√	-	√	-
3.	AYS	√	√	-	√	√	√	-
4.	AIS	-	√	-	√	-	-	√
5.	ANCW	-	√	-	-	√	-	√
6.	BPT	-	√	-	√	-	-	√
7.	CSA	√	√	-	√	√	√	-
8.	DAA	-	√	-	√	-	-	√
9.	DKW	-	√	-	√	-	-	√
10.	DDA	√	√	-	√	√	√	-
11.	EFAN	-	√	-	√	√	√	-
12.	FVR	-	√	√	√	√	√	-
13.	GYK	-	√	-	√	-	-	√
14.	GN	-	√	√	√	-	√	-
15.	HE	√	√	√	√	-	√	-
16.	JMA	-	√	-	√	-	-	√
17.	KIRF	-	√	-	√	-	-	√
18.	LDGK	-	√	-	√	-	-	√
19.	MDG	-	√	-	√	-	-	√
20.	NCA	-	√	√	√	√	√	-

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21.	NMA	-	√	-	√	-	-	√
22.	OSR	√	√	-	√	√	√	-
23.	RKW	-	√	-	√	-	-	√
24.	RAW	-	√	√	√	-	√	-
25.	RDA	-	√	-	√	-	-	√
26.	SHW	-	√	-	√	-	-	√
27.	TTAG	-	√	√	√	√	√	-
28.	WDAM	-	√	-	√	-	-	√
29.	YZDM	-	√	-	√	-	-	√
30.	YDW	√	√	-	√	-	√	-
TOTAL							13	17

The Indicators of Students' Active Participation

1. The students showed enthusiasm in answering the teachers' questions.
2. The students prepared a descriptive text based on the pop-up card given.
3. The students effectively used the times given by the teacher to prepare and finish their descriptive text by using pop-up cards.
4. The students performed their descriptive text by using pop-up cards in front of the class orally.
5. The students paid attention to their friends' presentations.

Students' Partciation	**Precentage**
Active	$E = \frac{A}{N} x\ 100\%$ $\frac{13}{30} X\ 100\% = 43{,}33\%$
Passive	100% - 43,33% = 56,67%

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Appendix I

"KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA INGGRIS SMP/MTS" BASED ON 2013 CURRICULUM

KOMPETENSI INTI 3 **(PENGETAHUAN)**	**KOMPETENSI INTI 4** **(KETERAMPILAN)**
1. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	2. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
KOMPETENSI DASAR	**KOMPETENSI DASAR**
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	4.7 Teks Deskriptif 4.7.1Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Source: Lampiran Permendikbud 37 Tahun 2018

Speaking Test Instruction
1. Please make the descriptive text about **animal or things** in the pop-up cards approximately in 15 sentences. 2. You can describe it based on its physical appearance, size, food, habitat, etc. 3. Tell your descriptive text in front of the class **orally.**

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Appendix J

LESSON PLAN I

School	: SMP Negeri 2 Jember
Subject	: English
Class/Semester	: VII / 1
Language Skill	: Speaking
Text type	: Descriptive Text
Theme	: Pet Animal
Time Allocation	: 2x40 minutes

I. CORE COMPETENCE

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

K1 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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II. BASIC COMPETENCE AND INDICATORS

Basic Competences	Indicators
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Comparing the definition, social function, generic structure, and language features of descriptive text. 3.7.2 Mentioning the definition, social function, generic structure, and language features of descriptive text.
4.7 TeksDeskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptiflisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, danbenda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fung sisosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1.1 Applying the social function, language features, and the generic structures of descriptive text appropriately. 4.7.2.1 Preparing the descriptive text about pet animal in the pop-up cards appropriately. 4.7.2.2 Telling the descriptive text about pet animal in the pop-up cards orally.

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III. LEARNING OBJECTIVES

After the end of the lesson:

1. Students are able to compare the definition, social function, generic structure, and language features of descriptive text.
2. Students are able to mention the definition, social function, generic structure, and language features of descriptive text.
3. Students are able to apply the social function, language features, and the generic structures of descriptive text appropriately.
4. Students are able to prepare the descriptive text about pet animal in the pop-up card appropriately.
5. Students are able to tell the descriptive text about pet animal in the pop-up cards orally.

IV. LEARNING MATERIALS

1. Definition of Descriptive Text:

- Descriptive text is a type of a text which describes what a person or a thing is like in a particular or specific way.

2. Purpose of Descriptive Text :

- To describe a particular person, thing or place.

3. Generic Structures of Descriptive Text:

- Identification: contains about the introduction of a person, place, animal or object will be described.
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

4. Language Feature of Descriptive Text:

- Using specific participants: has a certain object, is not common and unique (only one). For example: The rabbit, my house, Borobudur temple, etc.
- Using the adjective (an adjective) to clarify the noun. For example: a beautiful beach, a handsome man, a cute rabbit, etc.

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- Using simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Using action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.)

5. Example of a descriptive text:

Rabbit	
Identification	Rabbit is a cute animal and has thick hair. They have two eyes, four legs, two ears, and a tail.
Description	Rabbit ears look so funny and they like to move up. Four feet they have are very strong, especially the hind feet because those are used as a point for the jump. Their front feet have 5 fingers while the hind feet have 4 fingers. Using their four legs, they can run very fast and it makes them easier to run away from chasing predators.

Source: media.siswa.com

V. TEACHING METHOD

Approach : Scientific Approach

Model : Discussion

VI. MEDIA AND LEARNING RESOURCHES

Media :

a. Whiteboard
b. Board marker
c. PPT
d. Recorder
e. Pop-Up Cards

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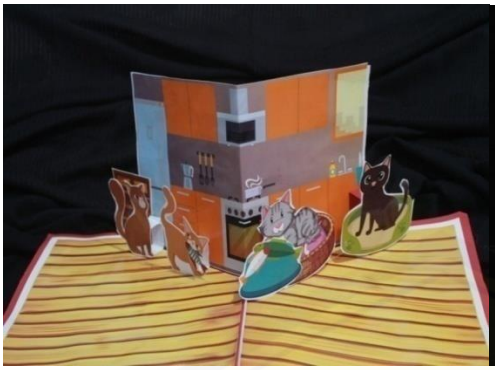

Learning Resources : Internet (http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php)

VII. LEARNING ACTIVITIES

Activity	Description	Time Allocation
Set Induction	- The teacher greets and asks students to pray together. - The teacher checks the students' attendance. - The teacher shows a dialogue that described pet animal through presentation slides. - The teacher asks some leading questions. a) Do you know what animal has been described in the dialogue? b) What do you think about this animal? c) Do you know what type of text that is used to describe animal, thing, or person? d) Etc. - The teacher tells the material and learning goal.	10'
Main Activity	**Observing** - The teacher explains the definition, goal, generic structure, and language features of descriptive text.	60'

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	- The teacher shows the example of descriptive text and asks students to pay attention. - The teacher shows the pop-up cards to the students. - The teacher explains how to describe pet animals by using pop-up cards. **Questioning** - The teacher gives the opportunity to students to ask question about the social function, generic structure, and language features of the descriptive text. **Experimenting** - The teacher asks students to identify the generic structure and the language features of descriptive text given by the teacher. **Moli** Moli is the name of my pet. He is a male. His fur is short and soft. I got him from my father as my birthday present. He has white fur over his legs and neck with a black mark over his back and half of his tail. Brown fur covers both his ears, around eyes, and also both sides of his head. He has a black nose. It makes him looks so adorable. I usually feed Moli two or three times a day. He loves to eat meat, bone, fish, whether it's raw or cooked. But his favorite one is fried chicken. When I ate a fried chicken, I always share half for him. He looks so happy when I gave it to him. Source:contohtext.com - The teacher and students discuss it together. **Associating** - The teacher gives the pop-up cards randomly to each student.	

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	- The teacher asks students to make a descriptive text of pet animal in the pop-up cards appropriately. **Communicating** - The teacher asks students to tell the descriptive text in front of the class orally. - The students pay attention to the teachers' suggestion about their performance.	
Closure	**Post Activity** - The teacher guides students to conclude what they have learned. - The students do a reflection related to their learning activities. - The teacher tells about the materials in the next meeting. - The teacher closes the teaching-learning activities by greetings and prayer.	10'

VIII. SCORING

a. Process Assessment

Satuan Pendidikan : SMP Negeri 2 Jember

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

NO	The Students' Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
Etc.								

Indicators:

1. The students showed enthusiasm in answering the teachers' questions.
2. The students prepared a descriptive text based on the pop-up card given.

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3. The students effectively used the times given by the teacher to prepare and finish their descriptive text by using pop-up cards.
4. The students performed their descriptive text by using pop-up cards in front of the class orally.
5. The students paid attention to their friends' presentations.

The students are classified as active if they can fulfill at least 3 of the 5 indicators. However, if they perform fewer than 3 indicators, the students are classified into passive.

b. Product Assessment

Satuan Pendidikan : SMP Negeri 2 Jember

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2019-2020

Pengetahuan & Keterampilan

- **Instruction :** Please make a descriptive text about the pet animal in the pop-up cards approximately in 15 sentences and tell your descriptive text in front of the class orally. You can describe it based on it physical appearance, habitat, food, etc. You will be given a chance to prepare your descriptive text in 10 minutes. The teacher will ask you to perform randomly based on the lottery.
- **The score:**

No	The Students' Name	The Performance					Score
		P	V	F	G	C	
1							
2	Etc.						
Final Score: $\frac{\text{Obtained Score}}{\text{Maximum Score}} \text{X } 100$							

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- **The Rubric**

- ASPECT	SCORE	CRITERIA
Pronunciation	**1**	Pronunciation is incomprehensible in every single word.
	2	Frequently error pronunciation happens.
	3	Pronunciation is influenced by mother tongue, lead mispronunciation.
	4	Mother tongue still influences pronunciation, but only few errors happen.
	5	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct.
Vocabulary	**1**	Basic vocabulary, less precise and causes misunderstanding.
	2	Vocabulary adequate for the simple conversation.
	3	Developed vocabulary adequate for building interesting conversation.
	4	Professional vocabulary adequate to discuss special topic or interests.
	5	Purposefully chosen vocabulary. Professional vocabulary adequate to cope with varied situations.
Fluency	**1**	Speech is so halting incomplete.
	2	Speech is very slow and frequently produces incomplete sentences.
	3	Speech is frequently hesitant and sentences may be left uncompleted.
	4	Speech is occasionally hesitant, complete sentences are used.
	5	Speech is effortless and smooth.
Grammar	**1**	Grammar almost entirely inaccurate sentences.
	2	Constant errors in most of sentences.
	3	Frequent errors showing some misunderstanding.
	4	Not more than 3 errors. Most of sentences are in good controlled.
	5	No error at all. Perfect control in all sentences.
Comprehension	**1**	Content of speech almost entirely incomprehensible.

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	2	Difficult to be understood and inaccurate.
	3	Few of misunderstanding and produce incoherent sentences.
	4	Occasionally lead misunderstanding, a few sentences need correction.
	5	Understandable, perfect statement with correct intention.
Final Score: $\frac{Obtained\ Score}{Maximum\ Score} x\ 100$ $: \frac{pronunciation+vocabulary+fluency+grammar+comprehension}{25} x100$		

Adapted from Adams and Firth (in Hughes, 1989, pp. 111-112)

Jember, 17th December 2019,

The Collaborator

The Researcher

Tupadi S.Pd
NIP.

Friska Audyna Putri
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IX. STUDENTS' WORKSHEET

Task 1 (Individual Task)

Instruction: Please make a descriptive text about the pet animal in the pop-up cards approximately in 15 sentences and tell your descriptive text in front of the class orally. You can describe it based on it physical appearance, habitat, food, etc. You will be given a chance to prepare your descriptive text in 10 minutes. The teacher will ask you to perform randomly based on the lottery.

Model Answer (Task 1)

Cat

There are four cats in this pop-up card. The cats are male. Those are adorable cats. They are very cute.

Their body are vey fat because they like to eat fish in the kitchen. They have black, white, brown, and grey fur. Those cats has two eyes, two ears, and four legs. They also have tails. I like this animal because its fur feels soft. Mostly, cat like to eat fish. I also have a cat in my house. I like to call him Toby. My cat is almost the same as the cat in this pop-up card. He has white fur. Every morning my mother feeds him a fish. Sometimes, Toby scratches out my arm when I play with him. Toby is an active animal. He likes to run around the house. Toby also likes to chase everyone in my house. When Toby feels tired or sleepy, Toby usually sleeps on the sofa in the living room or sometime under the table.

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Appendix K

The Result of the Observation in Meeting 1 & Meeting 2

NO	Students' Initial Name	MEETING 1							MEETING 2						
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AWA	-	√	-	√	-	-	√	√	-	√	√	√	√	-
2.	ARB	√	-	√	√	√	√	-	√	-	√	√	√	√	-
3.	AYS	√	√	√	√	√	√	-	√	-	√	√	√	√	-
4.	AIS	√	√	√	√	√	√	-	√	-	√	√	√	√	-
5.	ANCW	-	√	-	√	-	-	√	-	-	√	√	-	-	√
6.	BPT	-	√	-	√	-	-	√	-	√	-	√	-	-	√
7.	CSA	-	√	-	√	-	-	√	-	√	-	√	-	-	√
8.	DAA	√	√	√	√	√	√	-	-	√	√	√	√	√	-
9.	DKW	-	√	√	√	-	√	-	-	√	-	√	√	√	-
10.	DDA	-	√	√	√	√	√	-	-	√	√	√	-	√	-
11.	EFAN	-	√	√	√	-	√	-	√	√	√	√	√	√	-
12.	FVR	√	√	√	√	-	√	-	√	√	√	√	-	√	-
13.	GYK	√	√	√	√	√	√	-	-	√	√	√	√	√	-
14.	GN	√	√	√	√	√	√	-	-	√	√	√	-	√	-
15.	HE	-	√	-	√	-	-	√	-	√	-	√	-	-	√
16.	JMA	-	√	√	√	√	√	-	-	√	√	√	√	√	-
17.	KIRF	-	√	√	√	√	√	-	-	√	√	√	√	√	-
18.	LDGK	√	√	√	√	-	√	-	-	-	√	√	-	-	√
19.	MDG	√	√	√	√	√	√	-	-	√	√	√	√	√	-
20.	NCA	-	√	-	√	-	-	√	√	√	√	√	√	√	-
21.	NMA	-	√	-	√	-	-	√	-	√	-	√	-	-	√
22.	OSR	√	√	√	√	-	√	-	-	√	-	√	-	√	-

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23.	RKW	√	√	√	-	√	√	-	√	√	√	√	√	√	-
24.	RAW	-	√	√	√	-	√	-	√	√	-	√	-	√	-
25.	RDA	-	√	√	√	√	√	-	-	√	√	√	√	√	-
26.	SHW	-	√	√	-	-	-	√	-	√	√	√	-	√	-
27.	TTAG	√	√	√	√	√	√	-	√	√	√	√	-	√	-
28.	WDAM	√	√	√	-	√	√	-	√	√	√	-	√	√	-
29.	YZDM	-	√	√	-	√	√	-	-	√	√	√	√	√	-
30.	YDW	-	√	√	√	√	√	-	-	√	√	√	-	√	-
TOTAL							22	8						24	6

The Result of the Observation in Meeting 3 & Meeting 4

NO	**Students' Initial Name**	**MEETING 3**							**MEETING 4**						
		Indicators					**Active**	**Passive**	**Indicators**					**Active**	**Passive**
		1	**2**	**3**	**4**	**5**			1	2	3	4	5		
1.	AWA	-	-	-	-	-	-	-	√	√	√	√	√	√	-
2.	ARB	√	-	√	√	√	√	-	√	√	√	√	-	√	-
3.	AYS	√	√	√	√	√	√	-	-	√	√	√	√	√	-
4.	AIS	√	√	√	√	√	√	-	√	-	√	√	√	√	-
5.	ANCW	√	-	-	√	-	-	√	√	-	√	√	-	√	-
6.	BPT	√	√	√	√	√	√	-	√	√	√	√	-	√	-
7.	CSA	-	√	-	√	-	-	√	-	√	-	√	√	√	-
8.	DAA	√	√	√	√	√	√	-	√	√	√	√	√	√	-
9.	DKW	-	√	√	√	√	√	-	√	√	-	√	√	√	-
10.	DDA	-	√	√	√	√	√	-	√	√	√	√	-	√	-
11.	EFAN	√	√	√	√	-	√	-	√	√	√	√	√	√	-
12.	FVR	√	√	√	√	-	√	-	√	√	√	√	-	√	-
13.	GYK	-	-	-	-	-	-	-	√	√	√	√	√	√	-

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14.	GN	√	√	√	√	√	√	-	√	-	-	√	-	-	√
15.	HE	-	√	-	√	-	-	√	√	√	√	√	-	√	-
16.	JMA	√	√	√	√	√	√	-	√	√	√	√	√	√	-
17.	KIRF	-	√	√	√	√	√	-	√	√	√	√	√	√	-
18.	LDGK	√	√	√	√	-	√	-	-	-	√	√	√	-	-
19.	MDG	√	√	√	√	√	√	-	-	√	√	√	√	√	-
20.	NCA	-	√	-	√	-	-	√	-	√	-	√	-	-	√
21.	NMA	-	√	-	√	-	-	√	-	√	√	√	√	√	-
22.	OSR	√	√	√	√	√	√	-	-	√	√	√	√	√	-
23.	RKW	√	√	√	-	√	√	-	√	√	√	√	√	√	-
24.	RAW	-	-	-	-	-	-	-	-	√	√	√	√	√	-
25.	RDA	-	√	√	√	√	√	-	√	√	√	√	√	√	-
26.	SHW	-	√	√	-	√	√	-	-	√	√	√	√	√	-
27.	TTAG	√	√	√	√	√	√	-	√	√	√	√	-	√	√
28.	WDAM	√	√	-	√	√	√	-	√	√	√	-	√	√	-
29.	YZDM	-	√	√	-	√	√	-	-	√	√	√	√	√	-
30.	YDW	-	√	√	√	√	√	-	√	√	√	√	√	√	-
TOTAL							22	5						27	3

Notes: The highlighted table of the students' name means that the student was absent

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Appendix L

The Result of the Students' Speaking Test by the Researcher (Scorer 1)

NO	NIS	Students' Initial Name	L/P	INDICATORS					Score
				F	P	G	V	C	
1.	12632	AWA	L	4	4	4	5	5	88
2.	12633	ARB	P	4	5	4	5	4	88
3.	12634	AYS	L	4	3	3	5	4	76
4.	12635	AIS	P	4	4	3	5	4	80
5.	12637	ANCW	P	4	3	4	4	3	72*
6.	12638	BPT	P	4	4	4	4	5	84
7.	12639	CSA	P	5	4	4	4	5	88
8.	12640	DAA	P	5	4	4	5	5	92
9.	12641	DKW	P	4	5	4	4	4	84
10.	12642	DDA	P	4	3	4	4	5	80
11.	12643	EFAN	P	4	4	3	5	4	80
12.	12644	FVR	L	3	3	3	4	3	64*
13.	12645	GYK	L	4	3	4	5	4	80
14.	12646	GN	P	4	3	4	5	4	80
15.	12647	HE	L	4	3	4	4	4	76
16.	12648	JMA	L	5	4	3	4	5	84
17.	12649	KIRF	L	4	4	3	4	4	76
18.	12650	LDGK	P	5	4	4	4	5	88
19.	12651	MDG	L	5	4	3	4	4	80

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20.	12652	NCA	P	4	4	4	4	5	84
21.	12653	NMA	P	4	2	3	4	4	68*
22.	12654	OSR	P	5	4	4	4	5	88
23.	12655	RKW	P	4	4	4	5	5	88
24.	12656	RAW	P	-	-	-	-	-	-
25.	12657	RDA	L	3	4	4	4	5	80
26.	12658	SHW	L	3	3	4	5	4	76
27.	12659	TTAG	L	4	4	4	4	4	80
28.	12660	WDAM	P	4	4	3	4	4	76
29.	12661	YZDM	L	4	4	4	4	4	80
30.	12662	YDW	P	4	3	3	4	4	72*
								Total Students' Score	**2.332**
								Mean	**80.5**

Notes: a) The highlighted table of the students' name means that the student was absent

b) The starred scores means that the scores didn't pass the passing grade

The Result of the Students' Speaking Test by the English Teacher (Scorer 2)

NO	**NIS**	**Students' Initial Name**	**L/P**	**INDICATORS**					**Score**
				F	**P**	**G**	**V**	**C**	
1.	12632	AWA	L	5	4	3	5	5	88
2.	12633	ARB	P	4	5	4	5	5	92
3.	12634	AYS	L	4	3	3	5	4	76
4.	12635	AIS	P	4	4	4	4	4	80

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5.	12637	ANCW	P	4	3	4	4	3	72*
6.	12638	BPT	P	4	4	4	4	5	88
7.	12639	CSA	P	5	4	3	5	5	88
8.	12640	DAA	P	5	5	4	5	5	96
9.	12641	DKW	P	5	5	4	5	4	92
10.	12642	DDA	P	4	3	4	4	5	80
11.	12643	EFAN	P	5	4	4	5	4	84
12.	12644	FVR	L	4	3	3	4	3	68*
13.	12645	GYK	L	4	3	4	4	5	80
14.	12646	GN	P	4	3	4	4	5	80
15.	12647	HE	L	4	3	4	4	4	76
16.	12648	JMA	L	4	5	4	4	5	88
17.	12649	KIRF	L	4	3	4	4	4	76
18.	12650	LDGK	P	5	4	4	4	5	88
19.	12651	MDG	L	5	3	4	4	4	80
20.	12652	NCA	P	4	4	4	5	5	88
21.	12653	NMA	P	4	2	3	4	4	68*
22.	12654	OSR	P	5	4	4	4	5	88
23.	12655	RKW	P	5	4	4	5	5	92
24.	12656	RAW	P	-	-	-	-	-	-
25.	12657	RDA	L	3	4	4	4	4	76
26.	12658	SHW	L	3	4	4	4	4	76
27.	12659	TTAG	L	5	4	3	4	4	80
28.	12660	WDAM	P	3	4	4	4	4	76

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29.	12661	YZDM	L	4	4	4	4	4	80
30.	12662	YDW	P	4	3	4	4	4	76
								Total Students' Score	**2.372**
								Mean	**81.7**

Notes: a) The highlighted table of the students' name means that the student was absent

b) The starred scores means that the scores didn't pass the passing grade

The Average of Speaking Test by Scorer 1 and Scorer 2

NO	Students' Initial Name	Scorer 1	Scorer 2	Average	Improved	Not Improved
1.	AWA	88	88	88	√	-
2.	ARB	88	92	90	√	-
3.	AYS	76	76	76	√	-
4.	AIS	80	80	80	√	-
5.	ANCW	72*	72*	72*	√	-
6.	BPT	84	88	86	√	-
7.	CSA	88	88	88	√	-
8.	DAA	92	96	94	√	-
9.	DKW	84	92	88	√	-
10.	DDA	80	80	80	√	-
11.	EFAN	80	84	82	√	-

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12.	FVR	64*	68*	66*	√	-
13.	GYK	80	80	80	√	-
14.	GN	80	80	80	√	-
15.	HE	76	76	76	-	√
16.	JMA	84	88	84	√	-
17.	KIRF	76	76	76	-	√
18.	LDGK	88	88	88	√	-
19.	MDG	80	80	80	√	-
20.	NCA	84	88	86	-	√
21.	NMA	68*	68*	68*	√	-
22.	OSR	88	88	88	√	-
23.	RKW	88	92	90	√	-
24.	RAW	-	-	-	-	-
25.	RDA	80	76	78	√	-
26.	SHW	76	76	76	√	-
27.	TTAG	80	80	80	-	√
28.	WDAM	76	76	76	√	-
29.	YZDM	80	80	80	√	-
30.	YDW	72*	76	74*	√	-

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	Total Students' Score	**2.350**		
	Mean	**81**		
	∑		**25**	**4**

Notes: a) The highlighted table of the students' name means that the student was absent

b) The starred scores means that the scores didn't pass the passing grade

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Appendix M

CODING SYSTEM OF SPEAKING POST-TEST

1. Written in { } = Error in Pronunciation
2. Written in / / = Error in Content
3. Error in fluency consist of three aspects, they are:
    a. * = pauses
    b. ( ) = filler
    c. [ ] = repetition
4. Written in < > = Error in Grammar
5. Written in ⎪ ⎪ = Error in Vocabulary
6. The highlighted sentences is the phonetic transcription of the students' descriptive text

THE RESULTS OF STUDENTS' SPEAKING PERFORMANCE IN THE POST-TEST

1. **The Highest Score**
   Students' Initial Name : DAA
   Pop-Up Card : Fish

I have a pop-up card.

ˈai həv ə popup kɑːd

<It is tell about eight different fish>.

it s tel əˈbaut eit ˈdi.frənt fiʃ

Fish live in {water}.

fiʃ ˈlaiv in ə ˈwɔː.tə

The fish have a wonderful color.

ðə fiʃ həv ə ˈwʌn.də.fəl ˈkʌ.lər

It has orange colors, blue, red, and yellow.

it həz ˈɔ.rindʒ ˈkʌ.lərz, bluː, red, ənd ˈje.lou

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Fish eat plants, worms, and sometimes other fish with a smaller body.

fiʃ iːt plɑːnts, wəːmz, ənd ˈsʌm.taimz ˈʌð.ə fiʃ wið ə ˈsməː.lə ˈbɔ.di

Some of them have a unique pattern on their bodies.

səm əv ðəm həv ə juː.ˈniːk ˈpæt.ᵊn ɔn ðeə ˈbɔ.diz

I have a koi fish at my house.

ˈai həv ə <koi> fiʃ ət mai ˈhaus

I bought two koi fish since I in elementary school.

ˈai ˈbɔːt ˈtuː <koi> fiʃ sins ˈai in ˌel.iˈment.ər.i skuːl

They became my friends at my house. /I very like them/.

ˈðei biˈk.eim mai frendz ət mai ˈhaus. ˈai ˈver.i ˈlaik ðəm

Scorer 1:

Indicators						Final Score: $\frac{Obtained\ Score}{Max\ Score} x100$	Final Score
F	P	G	V	C	Obtained Score		
5	4	4	5	5	23	$\frac{24}{25} x\ 100$	92

Scorer 2:

Indicators						Final Score: $\frac{Obtained\ Score}{Max\ Score} x100$	Final Score
F	P	G	V	C	Obtained Score		
5	5	4	5	5	24	$\frac{25}{25} x\ 100$	96

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2. **The Lowest Score**

   Students' Initial Name : FVR

   Pop-Up Card : Bicycle

This is a pop-up card about the bicycle.

ðiːz iz ə popup kɑːd ə.ˈbaut ðə ˈbai.sik.ᵊl.

<It {contains} four bicycles>.

it kəʊ.ˈteinz fɔː ˈbai.sik.ᵊlz.

The {color} of the bicycle is black, red, and yellow.

ðə ˈko.lor əv ðə ˈbai.sik.ᵊl z blæk, red, ənd ˈje.lou.

The bicycle has {two} {wheels}.

ðə ˈbai.sik.ᵊl həz ˈtuː ˈwelz

I also have a bicycle in my {house}.

ˈai ˈɔːls.ou həv ə ˈbai.sik.ᵊl in mai hoʊz

The {color} of my bicycle is black.

ðə ˈko.lor əv mai ˈbai.sik.ᵊl z blæk

/I have a bicycle from mom when I go to class/.

ˈai həv ə ˈbai.sik.ᵊl frəm mɔm wen ˈai gou tə klɑːs

My bicycle also has two {wheels}.

mai ˈbai.sik.ᵊl ˈɔːls.ou həz ˈtuː ‘welz

/A wheel is in the front and the {other} wheel is in the back/.

ə ˈwel ɪz ɪn ðə frʌt ənd ði ˈao.tə ˈwel ɪz ɪn ðə ˈbæk

I always go to school by riding bicycle.

ˈai ˈɔːl.weiz gou tə skuːl bai ˈraid.iŋ ˈbai.sik.ᵊl

/I {don't} go alone* because most of of my friend* {also} ride their bike* to go to school/.

ˈai dʌn gou ə.ˈloun biˈkoz moust əv əv mai ˈfrend aːl ˈsəʊ raid ðeə baik tə gou tə skuːl

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Scorer 1:

Indicators						Final Score: $\frac{Obtained\ Score}{Max\ Score} x100$	Final Score
F	P	G	V	C	Obtained Score		
3	3	3	4	3	16	$\frac{17}{25} x\ 100$	64

Scorer 2:

Indicators						Final Score: $\frac{Obtained\ Score}{Max\ Score} x100$	Final Score
F	P	G	V	C	Obtained Score		
4	3	3	4	3	17	$\frac{17}{25} x\ 100$	68

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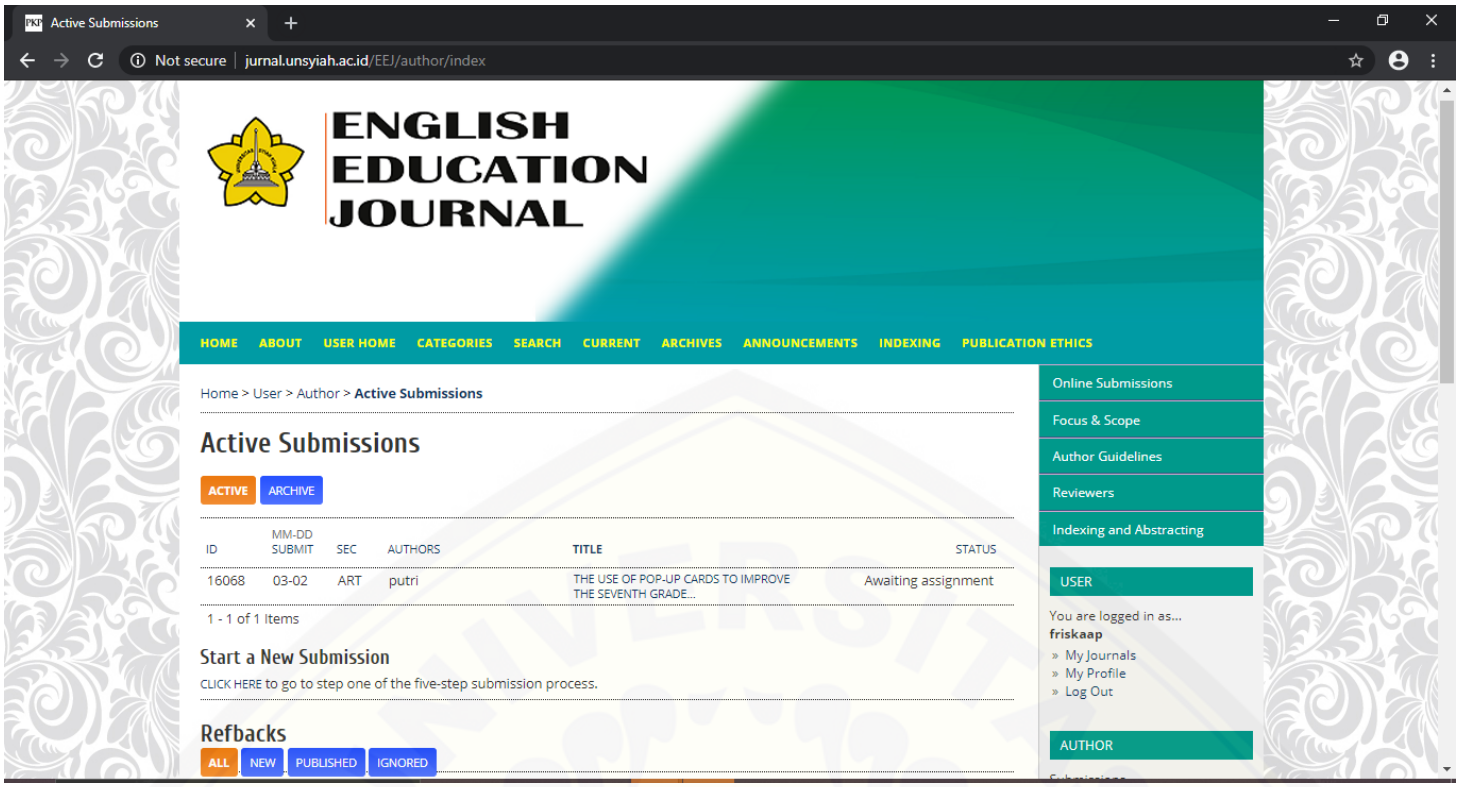

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