AUDIO LINGUAL TEACHING AS AN ALTERNATIVE
METHOD IN TEACHING SPEAKING
An Action Research Given to the First Year Students of SMP Negeri 2
Pemalang in the Academic Year 2006/2007

A Final Project

Submitted in Partial Fulfillment of the Requirements for Degree of Sarjana
Pendidikan in English Department

By
Purwita Anggraeni
2201402030

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
SEMARANG STATE UNIVERSITY
2007
PERNYATAAN

Dengan ini saya,
Nama : Purwita Anggraeni
Nim : 2201402030
Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:
“AUDIO LINGUAL TEACHING AS AN ALTERNATIVE METHOD IN TEACHING SPEAKING”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun Tim Penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya. Demikian harap pernyataan ini dapat digunakan sebagaimana mestinya

Semarang,
Yang membuat pernyataan

Purwita Anggraeni
NIM: 2201402030
MOTTO AND DEDICATION

Motto

“He that will eat the kernel, must crack the nut”

Dedication

This final project is particularly dedicated to:

My beloved family

Those who always give great encouragement to me in accomplishing this final project
ABSTRACT


Keywords: Audio-lingual Teaching Method, Alternative Technique, Teaching Speaking, First year students of Junior High School.

The topic of this study is “*Audio-lingual Teaching as an Alternative Method in Teaching Speaking an Action Research Given to the first year students of SMP Negeri 2 Pemalang In the academic year 2006/2007* An Action Research.”. This final project is an action research. In this study, I limit the discussion by stating the following problem: “How effective is Audio-lingual Teaching Method used as an alternative method in improving the students’ speaking achievement?”

The objective of the study is to explain the effectiveness of Audio-lingual Teaching as an alternative method in improving the students’ speaking achievement. It is expected that the result of the study will provide a deeper understanding about using Audio-lingual Teaching as teaching method for English teachers and also for the readers. There were four steps in conducting this action research: planning, acting, observing, and reflecting.

In order to achieve the objective of this study, the writer designed a quasi experiment using pre-test and post-test. The population of this study was the first year student of Junior high School of SMP Negeri 2 Pemalang. The sample of this study was class VII E. The number of the student was 40 students. There were four meetings during the experiment. Before the experiment was conducted, the students were given a pre-test. At the end of the experiment, the students were given a post-test.

The result of this study revealed that the post-test scores were better than the pre-test scores. It could be seen by comparing their means. The mean of the pre-test scores was 11.18 while the mean of the post-test scores was 19.25. The difference between the two means was 8.56. The result of applying one sample t-test revealed that the obtained value (15.03) was higher than the t-table value (2.02). It means that there is significant difference in grade of speaking test achieved by the students after they have been taught using Audio-lingual Teaching Method.

In line with the result, the writer suggests that the Audio-lingual teaching Method is one of the effective method as to increase students’ enthusiasm in learning English. This result hopefully would motivate teachers to use the Audio-lingual Teaching Method in their classroom, especially when teaching speaking to first year students of junior high school.
ACKNOWLEDGEMENT

First of all, I praise to Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project.

I would be grateful to many people who have contributed their ideas and time in completing my final project. I would like to express my sincere gratitude to Dwi Anggara Asianti, S.S, and M.Pd. as my first advisor for giving me guidance and help to finish this final project. My gratitude goes to Dra. Hj.Dwi Rukmini, M.Pd. as my second advisor who has spent countless hours correcting this final project in order to make it better. I also thank the examiners who have spent their time to examine me and correct my final project.

I also would like to extent my deep thanks to the principal of SMP Negeri 2 Pemalang and all the teachers who have helped me in conducting this study.

My special thanks to all lectures of the English Department of UNNES who have taught me since the first year of my study.

Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and critics for the improvement of this final project are always open-heartedly welcomed.

Semarang,

The Writer
TABLE OF CONTENTS

PERNYATAAN................................................................................................. i
MOTTO AND DEDICATION .......................................................................... ii
ABSTRACT...................................................................................................... iii
ACKNOWLEDGEMENT ............................................................................... iv
TABLE OF CONTENTS............................................................................... v
LIST OF APPENDICES................................................................................ viii
CHAPTER I. INTRODUCTION................................................................. 1
  1.1 Background of the Study .............................................................. 1
  1.2 Reasons for Choosing the Topic ................................................ 5
  1.3 Problem of the Study ................................................................. 7
  1.4 Objective of the Study .............................................................. 7
  1.5 Significance of the Study .......................................................... 8
  1.6 Outline of the Study ................................................................. 9
CHAPTER II REVIEW OF RELATED LITERATURE ............................ 10
  2.1 The General Concepts of Audio-lingual Method .................... 10
  2.2 The Principles of Audio-lingual Method ................................. 12
  2.3 Techniques of Audio-lingual Method...................................... 16
  2.4 The Analysis of Speaking......................................................... 20
  2.5 Speaking Skill............................................................................. 24
    2.5.1 The Elements of Speaking................................................ 27
  2.6 The General Meaning of Action Research ............................. 28
2.6.1 Types of Action Research ................................. 31
2.6.2 The Steps in doing Action Research .................. 34
2.7 Hypothesis .............................................................. 35

CHAPTER III METHOD OF INVESTIGATION ............... 36
3.1 Location of the Study .............................................. 36
3.2 Population ............................................................ 36
3.3 Sample and Technique of Sampling ...................... 37
3.4 Variable ............................................................... 39
3.5 Method of Collecting Data ...................................... 39
3.6 Instruments of the Study ......................................... 40
3.7 The Procedure of the Study ................................. 41
  3.7.1 Pre-test ............................................................ 44
  3.7.2 Teaching-learning Activity I ......................... 45
  3.7.3 Teaching-learning Activity II ....................... 46
  3.7.4 Post-test ........................................................ 48
3.8 Scoring technique ................................................. 49
3.9 Validity and Reliability ....................................... 52
  3.9.1 Validity .......................................................... 53
  3.9.2 Reliability ....................................................... 53

CHAPTER IV DATA ANALYSIS AND INTERPRETATION .... 54
4.1 Result of the Study ................................................. 54
4.2 Data Analysis ........................................................ 54
CHAPTER I

INTRODUCTION

1.1 Background of the Study

We never stop learning language—from the babbling of babies to the vicarious preschool years, from our early encounters with print and our first attempts at writing through to the secondary textbooks and then beyond to the new demands of the adulthood, where we still continue to learn and refine the language needed in every new situation in which we find ourselves. (Derewianka, 1990:3)

People use language to express their mind, wishes, and ideas. Language is a means of communication people use to share ideas with others. Language predicts attitude and wishes of the users. Ramelan (1992:14) says:

“…the use of language enables the members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding.”

Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those functions of language, people study language both formal or in class and informal or outside the class.

English is one of the widely used international languages. Both as a means of oral and written communication, including the broadcasting and the writing of newspaper, magazine and technological as well as scientific books. Therefore, people who want to be acquainted with technology and scientific advances have to
master this language well since it is much used in science and technology in almost all countries.

In countries where English is neither the first nor the second language, it is taught or learned as the first foreign language for practical necessary uses of communication. English can serve as the language of instruction in higher education or as a *lingua franca* among those whose native is not English.

According to Harmer (2001:1) a lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language. In other words, it is used for communication between two speakers who have different native languages and they use more than one language as a second language.

In Indonesia English is taught at SMP (junior high school), SMU (senior high school), in University, many courses and it has also been taught at SD (elementary school). Knowing that English is quite significant for Indonesia in the future, the government always makes efforts to improve the quality of English teaching. By improving the quality of teachers and other components in educational process, hopefully the English teaching can be improved. One of the improvements of the English teaching deals with the syllabus which is reflected in the materials given to the students.

According to Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP, 2006:278) the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in
developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students’ comprehension about interrelatedness between language and culture.

Noparat (http://www.philseflsupport.com/teachingmethodology.htm) states that the result of teaching English in some of the Junior and Senior High Schools at South-East Asia, especially speaking, is still considered unsatisfactory. The students still have very poor ability to use English for oral communication. Due to the fact, it needs some efforts to improve the students’ ability in speaking. One of the improvements of the speaking ability deals with the method which is reflected in the material and the way of teaching given to the students. Brown explained:

“the next ‘revolution’ in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translation through very intensive language courses focusing on aural/oral skills. (Brown, 1994 cited in www.englishraven.com/method-audioling.html)

He adds that this in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM). (Brown, 1994 cited in www.englishraven.com/method-audioling.html)
According to Nagaraj (1996:79) the Audio-lingual method can be traced back to the language teaching programs devised in America during the Second World War. Its focus was on the learner’s ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language. Meanwhile William Moulton, as quoted by Nagaraj (1996:79) enumerated five slogans which formed the basis of the Audio-lingual Method is as follows:

1. Language is speech, not writing
2. A language is set of habits
3. Teach the language, not about the language
4. A language is what native speakers say not what someone thinks they ought to say
5. Languages are different.

As the writer said in the previous paragraph one of the methods which can be used to teach speaking is Audio-lingual Method. Just as with the Direct Method, the Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appear to be very “productive” students.

Moreover, being able to use the target language communicatively is the goal of this method. Therefore, students need to over learn the target language, to learn and use it automatically without stopping to think by forming new habits in the target language and overcoming the old habits of their native language. (Larsen-Freeman, 2002:45)

He also adds that the main characteristics of this method are that new vocabulary items and structures are represents through dialogues. Those dialogues
are learned through imitation and repetition. Drills are conducted based upon the patterns presented in the dialogues.

According to Larsen-Freeman (2002:46) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, they explain that drills, as part of audio-lingual method, have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

1.2 Reasons for Choosing the Topic

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a junior high school, however, there are some difficulties faced by junior high school students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teacher, friends and so on) to communicate. Since speech is power, act, manner of speaking (Hornby, As. 1995:828) and as stated in The New Book of Knowledge, speech is one of man’s most valuable possessions (Horn D. Thomas, 1997:376). Some teachers say that they still have difficulties to teach speaking to Junior High School students since something students are not able to express what is on their minds because their lack of actual language.

To help the teachers in teaching speaking to junior high school students, teachers may use an interesting teaching method to present their teaching materials that also help them in creating fun class. One of the alternative methods is Audio-lingual teaching method. Audio-lingual teaching method is defined as a
method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to breakdown the trouble some sentences into smaller part (http://www.teachingenglish.org.uk/think/methodology/drilling1.shtml).

Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. There are some good points that teachers may find when they use audio-lingual method in their teaching, namely: (1) the classroom activity, which is the teacher’s centered so that it makes the teacher easier to manage the students (2) the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have (3) the classroom activity, which focuses on pattern drills so that the teacher only gives brief explanation, and focus on oral skills leading to good pronunciation and speech.

That is why I choose the topic “Audio-lingual teaching as an alternative method in teaching speaking” for the following reasons:

(1) Teachers want their students to be able to use the target language communicatively. (Larsen-Freeman, 2002:45) In order to do this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. For that reason, I choose Audio-lingual teaching as an alternative method in order to improve the students’ speaking achievement.

(2) Language learning is a process of habit formation. (Skinner, 1957:5-6) The more often something is repeated, the stronger the habits and the greater the learning. As language is spoken, the learners of a language have to be able
to speak in the language. We must do lots of practices to be able to speak in a certain language. But in fact, most of students have little opportunity to practice speaking English outside the classroom. So they need lots of practices when they are in the classroom. Thus, during the study I will give more speaking practices to the students.

(3) The average of the speaking grades of first year students of SMP N II Pemalang in the first semester of the academic year 2006/2007 is not satisfied enough (73.90). One of the ways to solve this problem is by improving the quality of teaching method/technique. This fact encourages me to use Audio-lingual teaching as an alternative method in order to improve the students’ speaking achievement

(4) SMP Negeri II Pemalang is one of the favorite junior high schools in Pemalang which is also one of Sekolah Standar Nasional (SSN) there.

1.3 Problem of the Study

Based on the general background of the study above, statement of the problem can be stated as: How effective is audio-lingual teaching used as an alternative method in improving the students’ speaking achievement?

1.4 Objectives of the Study

The objective of the study is to explain the effectiveness of Audio-lingual teaching as an alternative method in improving the students’ speaking achievement.
1.5 Significance of the Study

Basically, there are three kinds of research significance are as follows: (1) the theoretical significance (2) the practical significance and (3) the further research and development. The significances are as follows:

(1) Theoretical Significance

The significance of this study is to introduce or even to familiarize Audio-lingual teaching method, in this case the easy speaking from the method itself for improving the students’ achievement in speaking. The research findings will also enrich the previous theories and research findings about the English skill, especially speaking skill.

(2) Practical Significance

The research findings will give some advantages to the English teachers, the curriculum makers and the effort to develop the learning and teaching a language in school. Audio-lingual teaching method can be used as the alternative method that is the students can imitate the native speaker so that the students can practice and produce the fluency in speaking. The writer implied this method to get information about the year VII students of SMP N II Pemalang with respect to their ability to use Audio-lingual teaching method as a good method to study English.

(3) The further research and development

The research findings would also give some advantages to the further research and development efforts as a reference and empirical evidence.
1.6 Outline of the Study

This study consists of 5 chapters. Chapter 1 covers the general background of the study, reasons for choosing the topic, problem of the study, objective of the study, and the significance of the study.

Chapter 2 discusses review of the related literature. It comprises teaching speaking to children by using audio lingual teaching method.

Chapter 3 deals with method of investigation that consists of location of the study, sample and technique of sampling, variable, method of collecting data, instruments of the study, procedure of the study, scoring technique and the last is validity and reliability of the test.

Chapter 4 discusses data analysis and data interpretation

Chapter 5 is the final chapter that contains conclusions and suggestions on the basis of the research finding.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The General Concepts of Audio-lingual Method

Using contrastive The Audio-lingual Method, also known as the aural oral, Functional skills, new key or American method of language teaching was considered a “scientific” approach in language teaching (Lado in Omaggio, CA, 1986:61)

According to Bushra Noori (www. yementimes. Com / article. shtml?p=education) the last four decades of the 29th century witnessed a phenomenal increase in global communication. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which is based on the aural-oral approach. It put accent on the acquisition of oral language skills through oral practice based on repetition and analogy.

He added that the Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by
which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written. Therefore, it is assumed that speech has priority in language teaching. This theory is an interpretation of language learning in terms of stimuli and response, operant conditioning and reinforcement with emphasis on successful error-free learning.

Furthermore, Brown (1994:57) explains that the Audio-lingual Method was widely used in the United States and other countries in the 1950’s and 1960’s. It is still used in some programs today. This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching “linguistics patterns” in combination with “habit forming”.

He also explains that this method was one of the first to have its roots “firmly grounded in linguistics and psychological theory” (Brown,1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

According to Brown (1994:57) another factor that accounted for the method’s popularity was the “quick success” it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and “over-learning” of language patterns and forms, students and teachers were
often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to “over learn” the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language “habits” of the first language would constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of “habits” appropriate linguistically to the language being studied. (http://www.englishraven.com/method_audioling.html)

By the explanation above the writer concludes that Audio-lingual method is a kind of method for teaching language through dialogues which stresses on the students’ habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken.

2.2 The Principles of Audio-lingual Method

The Audio-lingual method, like the direct method, is also an oral-approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. It was thought that the
way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

Bushra Noori (2001) describes the principles of the Audio-lingual method as follows: (1) instructions are given in the target language (2) language forms occur within a context (3) students’ native language interferes as little as possible with the students’ attempts to acquire the target language (4) teaching is directed to provide students with a native speaker like model (5) analogy provides a better foundation for language learning than analysis (6) errors are carefully avoided because they lead to the formation of bad habits (7) positive reinforcement helps the student to develop correct habits (8) students are encouraged to learn to respond to verbal and non-verbal stimuli (9) the teacher is regarded as an orchestra leader conducting, guiding and controlling the students’ behaviour in the target language (10) learning foreign language is treated on par with the native language.

(www.yementimes.com/article.shtml?p=education)

He also enumerates other principles of Audio-lingual method as follows: (11) a comparison between the native language and the target language is supposed to help the teachers to find the areas with which their students probably experience difficulty; this is expected to help students to overcome the habit of the native language (12) language is not seen separated from culture. Culture is everyday behaviour of people who use the target language. One of the teacher’s responsibilities is to present information about that culture in context
(13) students are taken to be imitators of the teacher’s model or the tapes (14) the dialogue is the chief means of presenting vocabulary, structures and it is learned through repetition and imitation (15) mimicry, memorization, and pattern drills are the practice techniques that are emphasized (16) most of the interaction is between the teacher and the learner and it is limited by the learner (17) listening and speaking are given priority in language teaching and they precede reading and writing (18) correct pronunciation, stress, rhythm and intonation are emphasized (19) the meanings of the words are derived in a linguistics and cultural context and not in isolation (20) audio-visual aids are used to assist the students’ ability to form new language habits. (www.yementimes.com/article.shtml?p=education)

Meanwhile, Brown (1994:57) also enumerates the principles of the Audio-lingual method are as follows: (1) New material is presented in dialog form (2) There is dependence on mimicry, memorization of set phrases, and over learning (3) Structures are sequenced by means of contrastive analysis and taught one at a time (4) Structural patterns are taught using repetitive drills (5) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation (6) Vocabulary is strictly limited and learned in context (7) There is much use of tapes, language labs, and visual aids (8) Great importance is attached to pronunciation (9) Very little use of the mother tongue by teachers is permitted (10) Successful responses are immediately reinforced (11) There is
great effort to get students to produce error-free utterances (12) There is tendency
to manipulate language and disregard content.

Drills as a part of the Audio-lingual method also have some hints for using
the Audio-lingual drills it selves in second language teaching. The hints can be
explained as follows: (1) the teacher must be careful to insure that all of the
utterances which students will make are actually within the practiced pattern. For
example, the use of the AUX verb have should not suddenly switch to have as a
main verb (2) Drills should be conducted as rapidly as possibly so as to insure
automatically and yo establish a system (3) Ignore all but gross errors of
pronunciation when drilling for grammar practice (4) Use of shortcuts to keep the
pace of drills at a maximum. Use hand motion, signal cards, notes, etc. to cue
response. The teachers are a choir director. (5) Use normal English stress,
intonation, and juncture patterns conscientiously (6) Drill material should always
be meaningful. If the content words are not known, teach their meanings (7)
Introduce the drill in this way: (a) Focus (by writing on the board, for example)
(b) Exemplify (by speaking model sentences) (c) Explain (if a simple grammatical
explanation is needed) (d) Drill (9) Do not stand in one place; move about the
room standing next to as many different student as possible to spot check their
production. Thus you will know who to give more practice to during individual
drilling (10) Arrange to present drills in the order of increasing complexity of
student response. The question is: How much internal organization or decision
making must the students do in order to make a response in this drill. Thus:
imitation first, single-slot substitution next, then free response last (www.coe.sdsu.edu/people/jmora/ALMmethod.shtml)

2.3 Techniques of the Audio-lingual Method

There have been many arguments about the emphasis on or the importance of the subject matter and the importance of the method. Some methods have been applied to the teaching of English in the effort improving the result, such as the Direct Method, the Total Physical Response Method and Audio lingual Method.

Drills, as part of the Audio lingual method, have been applied to the teaching of English especially in speaking. In this case, teaching English as a foreign language makes teachers and students try to use English as a means of communication the better our students will master English. In reaching the goals of the teaching speaking, the use of an appropriate method is keenly needed. In the writer’s opinion, drills are probably one of the best alternatives in teaching speaking.

According to Geetha Nagaraj (1998) in English Language Teaching Approaches, Methods, and Techniques page 80 language was introduced through dialogues which contained common structures used in everyday communication as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language. Native speaker- like pronunciation was important in presenting the model. Phrases and sentences of a dialogue were taught through repetition, first by the whole class, then smaller groups and finally individual
learners. To consolidate what was learnt, the dialogue was adapted and personalized by application to the learner’s own situation. These drills were practiced orally, first in chorus and later individually. Some generalizations (not rules) were given to advanced learners about the structures they had practiced.

Writing, in the early stages, was confined to transcriptions of the structures and dialogues learnt earlier. Once the learner had mastered the basic structured, s/he was asked to write reports or compositions based on the oral lessons. The pattern or structure drill exercises were found in most contemporary text books and on language laboratory tapes. They were designed for rapid oral practice in which more items were completed per minute than in written practice. Some teachers mistakenly use them for written practice, thus giving students a boring, tedious chore. Pattern drill exercises were useful for demonstrating the operation of certain structural variations and familiarizing students with their use. They served an introductory function. They were useful only as a preliminary to practice in using the new structural variations in some natural interchange, or for review and consolidation of the use of certain structures when students seem in doubt. When pattern were used, it is important that students understand the changes in meaning they are affecting by the variations they are performing. Sometimes a grammatical feature has been encountered in listening or reading material or in a dialogue. Intensive practice exercises or drills were useful for learning such formal characteristics of English as tense forms (not tense use), irregular forms of verbs, pronoun choices, and so on.
Furthermore, Bushra Noori (2001) says that the lesson in audio-lingual method typically begins with a dialogue, which contains the structure and vocabulary of the lesson. The students are expected to mimic the dialogue and eventually memorize it. Often, the class practices the dialogue as a groups, and then in smaller groups. The dialogue is followed by pattern drill on the structure introduced in the dialogue. The aim of the drill is to “strengthen habits” to make the pattern “automatic”. (www.yementimes.com/article.shtml/i=633&p=education)

The techniques derived from the principles of the Audio-lingual method are as follows: (1) students listen to a native-like model such as the teacher of a tape recorder (2) students repeat the new material chorally and individually (3) teachers correct students’ errors immediately and directly (4) dialogues are memorized by reversing roles between (teacher-student) (student-student) (5) students are encouraged to change certain key words or phrases in the dialogue (6) students write short guided compositions on given topics (7) students are encouraged to induce grammatical rules (8) students are involved in language games and role play (9) filling in the blanks exercise in used (10) minimal pairs are used (11) teachers ask questions about the new items or ask general questions (12) substitution drills, chain drills, transformation drills and expansion drills are used (13) language laboratory is used for intensive practice of language structures as well as suprasegmental features (14) dialogue is copied in students’ note book (15) students are asked to read aloud. (www.yementimes.com/article.shtml/i=633&p=education)
Larsen-Freeman, (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. The listing here are as follows:

1. Dialogue memorization

   Students memorize an opening dialogue using mimicry and applied role playing.

2. Backward Build-up (Expansion Drill)

   Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.

3. Repetition drill

   Students repeat teacher’s model as quickly and accurately as possible.

4. Chain drill

   Students ask and answer each other one by one in a circular chain around the classroom.

5. Single-slot Substitution drill

   Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.

6. Multiple-slot Substitution drill

   Same as the single slot drill, except that there are multiple cues to be substituted into the line.
(7) Transformation drill
Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.

(8) Question and Answer drill
Students should answer or ask questions very quickly.

(9) Use Minimal Pairs
Analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words.

(10) Complete the dialogue
Selected words are erased from a line in the dialogue-students must find and Insert.

(11) Grammar games
Various games designed to practice a grammar point in context, using lots of repetition

2.4 The Analysis of Speaking
Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to
communicate. Martin Bygate (1998:7) acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

From the four skills mentioned earlier, we could make them grouped into two categories; oral and written features. As what stated in Oxford Dictionary, orally means through spoken word, of, by, or for the mouth. While written on other hand is the form of letters, symbols, words or messages etc especially on paper.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1987:6) states that speaking is the vehicle:”par excellence” of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequences of words in their correct pronunciation. One is said to be a good speaker
provided he manages to deliver what is in his mind well and to make his audience understand him.

According to the Oxford Advanced learner’s Dictionary, speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. while speech means the power of action of speaking; a manner or way of speaking....(1995:1140,1142)

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reasons. Jeremy Harmer (2002:46) states the reasons as follows:

(1) “They want to say something”. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2) “They have some communicative purpose”. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they
are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

(3) “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they posses) the language they think is appropriate for this purpose.

Of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

According to the BBC World Service radio series (http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdfc/betterspeaking.pdf) there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English.
Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

2.5 Speaking Skill

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. The diagram below expresses these four skills:

<table>
<thead>
<tr>
<th>Medium</th>
<th>Productive/ active</th>
<th>Receptive/ passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aural</td>
<td>Speaking</td>
<td>Listening</td>
</tr>
<tr>
<td>Visual</td>
<td>Writing</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple
conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.)

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

(1) pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation);

(2) grammar;

(3) vocabulary;

(4) fluency (the ease and speed of the flow of speech)

(5) Comprehension.

(Harris, 1969:81)

The ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. Lado (1961:239-240) defines speaking ability as:

“The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore,
the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students’ ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign
language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2.5.1 The Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

(1) Language features

The elements necessary for spoken production, are the following:

a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we
are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

(2) Mental / social processing

Success of speaker’s productivity is also dependent upon the rapid processing skills that talking necessitates

a) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) (On the spot) information processing: quite apart from our response to other’s feelings, we also need to be able to process the information they tell us the moment we get it.

2.6 The General Meaning of Action Research

Action research is the name given to an increasingly popular movement in educational research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school-improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process.

Action research represents a growing field of educational research whose chief identifying characteristics is the recognition of the pragmatic requirements
of educational practitioners for organized reflective inquiry into classroom instruction. Action research is a process to empower all participants in the educational process (students, instructors, and other parties) with the means to improve the practices conducted within the educational experience (Hopkins, 1993, cited in http://www.physicsed.buffalostate.edu/danowner/actionrsch.html)

Furthermore, Hopkins explains that Action research has been described as an informal, Qualitative, formative, subjective, interpretive, reflective, and experiential model of inquiry in which all individuals involved in the study know contributing participants. It has the primary intent of providing a framework for qualitative investigations by the teachers and researcher in complex working classroom situations.

For more details, the writer would like to offer some definition of what Action research is from some experts:

(1) Rapoport (cited in Hopkins, 1985) says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

(2) Kemmis (cited in Hopkins, 1985) asserted that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social educational practices (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering
when undertaken by participants collaboratively sometimes in cooperation with outsiders.

(3) Watts (1985:118, cited in Brown http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf) underscores that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: (a) teachers and principals work best on problems they have identified for themselves (b) teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently (c) teachers and principals help each other by working collaboratively (d) working with colleagues helps teachers and principals in their professional development.

In this globalization era, educators are demanded to be more professional in their job, otherwise they will be left behind. So, it is important for them to be more creative in finding a new kind of method in teaching process. To support all those things they have to conduct their own strategy of teaching by doing some kinds of research. They have to try hard in order to reach the target language.

The action research framework is most appropriate for participants who recognize the existence of shortcomings in their educational activities and who would like to adopt some initial stance in regard to the problem, formulate a plan, carry out an intervention, evaluate outcomes, and develop further strategies in an iterative fashion (Hopkins, 1993 cited in http://www.physicsed.buffalostate.edu/danowner/actionrsch.html).
In short, action research is characterized by those constraints and strength given a research methodology intended to be a workable technique for working classroom teachers. One can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers’ rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better.

An action research is done to improve a teaching learning process. Elliot (1991:49) concludes that action research improves a teaching learning process by saying “The fundamental aim of action research is to improve practice rather than knowledge”

According to Bristol (1993:44), the definition of action research is: “…is a form of self-reflective inquiry undertaken by participants in social including educational situation in order to improve the rationality and justice of their understanding of the practices and the situations in which practices are carried out.

From those explanations, one can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers’ rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better.

2.6.1 Types of Action Research

Part of the confusion we find when we hear the term “action research” is that there are different types of action research depending upon the participants involved. A plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a

According to Brown (http://www.alliance.brown.edu/themesed/act research.pdf) there are four types of action research as follows:

(1) Individual teachers research

Usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents.

(2) Collaborative action research

May include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

(3) School-wide research

Focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways or the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a
school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance.

(4) District-wide research

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for design-making. A district may choose to address a problem common to several schools or one of organizational management.

![Figure 1 Types of action research]
2.6.2 The Steps in Doing Action Research

According to Hopkins (1993:48) there are several essential processes in doing action research is needed (cyclical) as follows:

(1) Planning

After making sure about the problem of the research, researcher needs to make a preparation before doing an action researcher. The kind of preparation can be seen are as follows:

(a) The steps and the activities during the research.
(b) Preparation for teaching facilities.
(c) Preparation for data analysis during the research process.
(d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

(2) Action research

Doing an action research is the main cycle of action research. These are followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

(3) Observation

In this step, a researcher has to observe all events or activities during the research. The observation can be classified into three categories: (a) teachers’ talk (b) pupils’ talk (3) silence or confusion.

Observation is a usual step when a researcher is observing or assessing the decision of research during teaching learning process as the result of learning
interaction among the learners (Classroom Action Research, PGSM team, 1999:39).

(4) Reflection

A reflection is an effort to inspect what has or has not been done, what has or not has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1993:48)

After knowing the aims in conducting an action research, the teacher uses an action research when he or she finds some problems such as the students have not achieved the target he expected during the teaching learning process. As a teacher, he has to find out the problem and try to solve it. One way to solve the problem is by conducting an action research. A teacher does a classroom action research and it is conducted in the class, which involves all of the students in the classroom. By doing an action research, teachers may give contribution to her or other teachers as well as to students in general.

2.7 Hypothesis

On the basis of the problem of the study, I draw the hypothesis of the research. It can be stated as follow:

“By using Audio-lingual teaching as the alternative method in teaching speaking, it will improve the speaking achievement of first year students of SMP Negeri II Pemalang in second semester of the academic year 2006/2007”.
CHAPTER III
METHOD OF INVESTIGATION

3.1 Location of the Study

This action research was conducted in SMP Negeri 2 Pemalang, which is located on Jalan Sumbing No.I Pemalang. It is about four kilometers from the city. It is a dynamic and strategic village. Most of the students came from that village and villages near it. It is one of favorite Junior High Schools in Pemalang.

3.2 Population

There were many definitions of population. Mursid Saleh (2002:17) says that population is group of objects, events or indicators that become targets of the research. Meanwhile Johnson, D.M (1987:110) states that population is the entire group of entities or person to which the results of a study are intended to apply. Brown. A and Dowling.P (1998:33) also say that population is the notional class of possible subjects and it may be defined at any level of analysis.

The population may be all the individuals of a particular type or more restricted part of that group. The population in this study was the first year students of SMP Negeri II Pemalang in the academic year 2006/2007 which is consists of eight classes and each class consists of 40 students except class VII F has 41 students and VII H has 43 students.
3.3 Sample and Technique of Sampling

Sample is a sub group of the population that affects the conclusion which refers to the result (Johnson. D.M 1987:111). Arikunto (2002:109) says that sample is a limited number of elements from a population to be representative of the population.

According to Johnson. D.M (1987:111-113) there are two kinds of samples, the samples are as follows:

1) Non probability samples consist of two types, they are:

   a. A sample of convenience

      It contains elements or persons selected because of their accessibility

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VII A</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>VII B</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>VII C</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>VII D</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>VII E</td>
<td>40</td>
</tr>
<tr>
<td>6.</td>
<td>VII F</td>
<td>41</td>
</tr>
<tr>
<td>7.</td>
<td>VII G</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>VII H</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>323</td>
</tr>
</tbody>
</table>

Figure 2. Students’ population of SMP N II Pemalang
b. A volunteer sample

It consists of persons who volunteer to participate in a study.

2) Probability samples also have two types, they are:

a. Simple random sampling

It is one technique designed to ensure that the essential characteristics of the sample being studied are laid those of the population from which the sample is drawn. In this case, each element has the same chance or being selected.

b. Stratified sampling

It involves dividing the population into strata (levels) and selecting samples from within each level.

The method of sampling would be used in this study was the random sampling. According to Brown. A and Dowling P (1998:33) the production of a random sample involve attempting to ensure that each member of population that you are sampling has an equal chance or probability of being selected as a subject. As stated by Aron.A and Aron. E.N (1997:85) random selection is the ideal method of picking out a sample to study. In practice, then, a random sample is one which ensures that each member of the sampling frame has an equal probability of being selected.

Here, the writer did not take the sample based on the students individually but based on the group of students in class with the following reasons:

1) The population in this study consists of the classes which are relatively same.

2) Getting the material based on the curriculum.
3) The students who become the object of the study are in the same level.

4) There is no superior class in the class division.

   The writer took one class from eight classes that became the member of population. The procedure was as follows: first, the writer wrote the name of each member of population in a piece of paper and rolls it. Then, she put the paper in a box and shakes it. Finally, the writer took one of the roll papers and opens it to know which class who became the sample. The result is class VII E as the sample of the study.

3.3 Variable

   Variable is a quality which can take a number of different values or states (Brown. A and Dowling.P, 1998:22). According to Sudjana (1992:310) there are two kinds of variables, that is independent variable and dependent variable. Independent variable is a variable that are easily obtained and can be diversified into free variable, while dependent variable is the effect of independent variable. In this study, the independent variable was the use of Audio-lingual teaching as a method in teaching speaking and signed by (X) while the second variable is called dependent variable was the students’ speaking skill improvement and signed by (Y).

3.4 Method of Collecting Data

   In this study, several procedures would be used in order to get the empirical data required. The research would be conducted in three ways are as follows:
1) Questionnaire

The writer used this method to measure how Audio-lingual method influence the students’ speaking skill improvement.

2) Observation

This method would be used to observe the teaching-learning process and the students’ activities.

3) Test

This study would be carried out through four activities. The two activities were teaching-learning process. In the third activity, the students did the post-test and questionnaire. Before giving the three last activities, the writer gave a pre-test.

3.5 Instruments of the Study

1) Questionnaires

According to Brown, A and Dowling, P (1998:66-69) questionnaires hold a number of attractions for the researcher who wishes to collect information from a large number of people but has limited time and resources. They also said that questionnaires are particularly useful for gathering simple information on what people do or have done (although care must be taken to allow for the limitation of memory in the question asked) and what people know alternative. Meanwhile, Arikunto says that a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge, belief etc. (2002:128).
From the assumptions above, the writer had reasons for choosing questionnaires as her instrument. The reasons were as follows: it could collect information from a large number of students and on the other side; the students as respondents could completed and returned it in certain period.

The alternative questions of questionnaire would be used in this study is the closed question. The writer wanted to underline here that the questionnaire would be used to measure the students’ speaking skill improvement. The writer tried to construct the questionnaire which contains five items.

2) Field notes

It would be used to note finding and improvement during action step in each cycle. The guideline of the field notes encompassed:

(a) Observation towards the students

(i) observed students’ activities

(ii) observed students’ co-operation in their groups

(b) Observation towards the teachers’ way of teaching.

3) Test items

This study would be carried out through four activities. The two activities were teaching-learning process. In the first activity, the writer gave a pre-test. The purpose was to know how far the students could speak English fluently by performing the simple dialogue relating to the given materials. In the second activity, the writer applied audio lingual teaching method in teaching-learning process with the material “Introduction”. The students performed the simple
dialogues given by the teacher. In the third activity, the writer still used audio-lingual teaching method in teaching-learning process with the material “Hobbies” just the same as previous activities the students still performed the simple dialogue. In the last activity, the students did the post-test and fill in the questionnaire. The purpose of which was to measure the students’ progress and result of the teaching-learning activities. The writer used the same dialogue in the first activity (pre-test) to last activity (post-test) with the purpose giving such kind of illustration about the material which has been taught to students. In this study, the writer used an oral test as the instruments for collecting data. According to the statement above, the writer assumed that in her research, she would like to conduct an achievement test. The achievement test is similar to the progress that it measures how much the students have learned of first foreign language interaction (Rebecca M. Vallette, 1996:4). The achievement test is appropriate to measure that students’ progress in learning process.

Achievement test can be designed to measure a variety of learning outcomes, such as knowledge of particular facts; the ability to apply facts and principle; and various thinking skills. The first aim in constructing an achievement test is to identify the learning outcomes that are measured. It was based on the speaking mastery of the students after conducting the teaching-learning process by using Audio-lingual Method. The students’ voices would be recorded on tape recorder when the students perform the dialogues. Students would be asked to memorize the dialogues and then perform the dialogue.
3.6 The procedure of the Study

This study would be carried out through four activities. The two activities were teaching-learning activities. The first activity was pre-test and it was continued with a post-test after the teacher gave the two teaching-learning activities to the students.

In order to be clear, the writer would like to present a model of action research stated by Kemmis cited in Hopkins (1985)

![Diagram of Action Research Design Protocol]


Figure 3 clearly displays the iterative nature of Action Research along with the major steps of planning, action, observation and reflection before revising the plan (Hopkins, 1985)
The action research was conducted through four activities; in which each activity consisted of four steps, as follows:

1) Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

2) Acting

After recognizing the possible cause of problems faced by the students of SMP Negeri 2 Pemalang, i.e. low score of speaking test, the action was decided in advance. The action was aimed to solve the problem.

3) Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management. In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and instruments (observation, questionnaire, and so forth).

4) Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted any
progress, what progress happened, and also about the positives and negatives, and so on.

In the planning, the writer wanted to improve the students’ speaking skill. She would use the audio-lingual method for improving the students’ achievement in speaking. There would be some steps like a pre-test, the teaching-learning activities, and post-test. Here is the elaboration of the whole activities:

### 3.7.1 Pre-test

Pre-test was the first activity before the teacher did the teaching-learning activities and a post test. The students would perform the dialogue. Their voices would be recorded by the teacher. Because it was the first meeting, the writer introduced herself to students.

a. Planning

1) Making lesson plan based on the teaching-learning activity

2) Preparing the test instrument (a series of dialogues consists of four different dialogues)

3) Preparing teaching facilities (board marker, eraser, and tape recorder)

4) Preparing hand-rolled paper and assessments sheets.

5) Preparing students’ attendance list

b. Acting

1) Teacher introduced herself to students.

2) Teacher called the students’ name.
3) Teacher explained her aim in conducting an action research in the classroom.

4) Teacher introduced the dialogues.

5) Students read the dialogues

6) Teacher asked students to work in pairs, read the dialogues and performed the dialogues.

7) Teacher recorded the test, analyzed the result of the test and gave scores to the students.

c. Observing

1) Observing the students’ activities

2) Observing the students’ cooperation in their groups

d. Reflecting

In this step, I evaluated the steps in pre-test and discussed the results of the observation for the improvement in post test.

3.7.2 Teaching-learning Activity I

In teaching-learning activity I, the writer would present Audio-lingual teaching as the method in teaching speaking. In order to make the teaching learning process effective, it was necessary for each member of the class to participate. The following procedures were as follows:

a. Planning

1) Choosing the teaching material: introducing

2) Arranging a lesson plan based on the teaching material.
3) Preparing the test instrument
   (1) hand-out consists of a series of dialogues.
   (2) Pictures that was appropriate to the teaching material
4) Preparing teaching facilities (board marker, eraser and tape recorder)
5) Preparing observation sheets
6) Preparing students’ attendance list

b. Acting
   1) Teacher showed some pictures to the students
   2) Teacher distributed the copies of dialogues to each students
   3) Teacher read the dialogue
   4) Students listened and repeated the teacher
   5) Teacher drilled the students
   6) Teacher divided the class into group of four (each group consists of four persons).
   7) Students practiced the dialogue until they memorized the dialogues
   8) Students performed the dialogue in front of the class

c. Observing
   1) Observing the students’ activities
   2) Observing the students’ co operation in their groups
   3) Observing the teaching learning process

d. Reflecting
   In this step, I evaluated the steps in pre-test and discussed the result of the observation for the improvement in the next activities.
3.7.3 Teaching-learning Activity II

Basically, the teaching learning activity II is just the same as in teaching learning activity I. The writer still used Audio-lingual teaching as the method with improvements during the teaching learning process. The following procedures were as follows:

a. Planning
   1) Choosing the teaching material: Hobbies
   2) Arranging a lesson plan based on the teaching material
   3) Preparing the test instrument
      (1) Hand-out consists of series of dialogues
      (2) pictures that was appropriate to the teaching material
   4) Preparing teaching facilities (board marker, eraser, and tape recorder)
   5) Preparing observation sheets
   6) Preparing students’ attendance list

b. Acting
   1) Teacher distributed some pictures to students
   2) Teacher asked the students about those pictures
   3) Teacher asked the students about their activities in spare time
   4) Teacher distributed the copies of dialogues
   5) Teacher read the dialogues
   6) Students listened to the teacher
   7) Teacher read the dialogue sentence by sentence
   8) Students imitated the teacher
9) Teacher drilled the students
10) Teacher divided the students into group of four
11) Students read the whole dialogue
12) Students performed the dialogue in group
13) Students performed the dialogue in front of the class
c. Observing
   1) Observing the students’ activities
   2) Observing the students’ cooperation in their groups
   3) Observing the teaching learning process
d. Reflecting
   In this step, I evaluated the steps in teaching learning activity I and discussed the results of the observation for the improvement in the next activities.

3.7.4 Post-test

In the last activity, the students did a post-test. In this test, the students performed the dialogue that given in the three previous meeting and fill up the questionnaire. The teacher recorded the students’ voices and distributed the questionnaire. The following procedures were as follows:
a. Planning
   1) Making lesson plan based on the teaching learning activity
   2) Preparing the test instrument (a series of dialogues)
   3) Preparing teaching facilities (board marker, eraser, and tape recorder)
   4) Preparing hand-rolled paper and assessment sheets
5) Preparing students’ attendance list

b. Acting
1) Teacher distributed the handout to students
2) Teacher introduced the dialogues
3) Students read the dialogues
4) Teacher called students’ name
5) Students performed the dialogue
6) Teacher recorded the test and noted the score for each category

c. Observing
1) Observing the students’ activities
2) Observing the students’ cooperation in their groups

d. Reflecting
Reflecting was done at the end of teaching learning activity II by observing and analyzing the results of observation in teaching learning activity I and II. Reflecting in this step was done to discuss the results of observations to make a conclusion.

3.8 Scoring Technique

In this study, I gave oral tests and analyzed the scores to measure the improvement and only gave scores on fluency quality of communication, pronunciation, and effort to communicate.

The students would be called out in turn and the writer tested them by giving dialogues relating to the material. In giving scores, I followed rating scale
developed by Walter Bartz (Bartz cited in Valette, 1983:150). He showed four items that was important to be scored: fluency, quality of communication, amount of communication, and effort to communicate. But in this study, I did not give score on amount of communication because the students did not create the dialogue. They only memorized the given dialogues.

The rating scale for the speaking test developed by Walter Bartz (Bartz cited in Valette, 1983:150) can be seen as follow:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Fluency</th>
<th>Quality of communication</th>
<th>Pronunciation</th>
<th>Effort to communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>speech is so halting and fragmentary that conversation is virtually impossible</td>
<td>Speech consists mostly of inappropriate isolated words and or incomplete sentences with just few very short complete sentences</td>
<td>Speech consists of very poor pronunciation</td>
<td>Students withdraws into long periods of silence, without any apparent effort to complete the task</td>
</tr>
<tr>
<td>2</td>
<td>Speech is very slow and uneven except for short or routine sentences</td>
<td>Speech consists of many inappropriate isolated words and or incomplete sentences with some very short complete sentences</td>
<td>Speech consists of mostly inappropriate pronunciation</td>
<td>Students makes little effort to communicate, what he does is “half-hearted” without any enthusiasm</td>
</tr>
<tr>
<td>3</td>
<td>Speech is frequently hesitant and jerky,</td>
<td>Speech consists of some inappropriate isolated words and or incomplete</td>
<td>Speech consists some inappropriate pronunciation</td>
<td>Students makes some effort to communicate, but still shows a</td>
</tr>
<tr>
<td></td>
<td>sentences may be left uncompleted</td>
<td>sentences with many very short complete sentences</td>
<td>rather “disinterested” attitude</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words</td>
<td>Speech consists of hardly any isolated words and or incomplete sentences with mostly complete sentences</td>
<td>Students makes an effort to communicate but does not use any non-verbal resources, such as gestures</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Speech is effortless and smooth, but perceptibly non-native in speed and evenness</td>
<td>Speech consists of isolated words only if appropriate and almost always completes sentences.</td>
<td>Students makes a real effort to communicate and uses some non-verbal resources, such as gestures</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Speech on all professional and general topics as effortless and smooth as native speaker</td>
<td>Speech consists of isolated words only if appropriate, otherwise always “native-like” appropriate complete sentences</td>
<td>Students makes a special (usually high) effort to communicate and uses all possible resources, verbal and non-verbal, to express himself or herself</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, score 6 as the highest mark for the indicator of successful achievement. To find the scores of the test, the writer counted up all score from the four indicators of the students.

To facilitate the computation, the writer composed the data which are needed in the computation using this following formula

\[ t = \frac{Md}{\sqrt{\sum x^2d}} \cdot \frac{N}{N-1} \]

In which:

- \(Md\) : mean from different pre-test and post-test
- \(xd\) : difference between devians and means devians
- \(N\) : numbers of subject
- \(df\) : db or \(N-1\)

(Arikunto, 2002:275)

### 3.9 Validity and Reliability of the Test

#### 3.9.1 Validity

Brown (1988:101) says that test validity is the degree to which a test measures what it claims to be measuring. Meanwhile, Gronlund (1982:126) says that validity refers to the appropriateness of the interpretations of test results (typically with regard to some practical use of the test results.

The concept of validity, as used in testing, can be clarified further by noting the following general points: (1) validity refers to the interpretation of test results (not to itself) (2) validity is inferred from available evidence (not
measured) (3) validity is specific to a particular use (selection, placement, evaluation of learning) (4) validity is expressed by degree (for example: high, moderate, or low). (Gronlund, 1982:126).

There were three ways to look at the validity of a test: content validity, construct validity, and criterion-related validity. Harris (1969:19) says that the analysis accords with the views of recognized authorities in the stills area and the test then reflects such an analysis, it may be said to have content validity. In addition, Gay (1987: 129) explains that logical validity includes content validity and it is so named because validity is determined primarily through judgment, they are item validity and sampling validity. Gay also insists that content validity is determined by expert judgment. There is no formula in which it can be computed and there is no way to express it quantitatively. Therefore, in this study the writer assumed the role of expert that the test was used was content validity for her study. Based on the validity theory of Gay, the validity of the instrument that the writer used was content validity.

3.9.2 Reliability

According to Harris (1969:14) by reliability is meant the stability of test scores. Test reliability is affected by a number of factors, chief among them being the adequacy of the sampling of tasks. In addition, Gay (1987:135) says that reliability is the degree to which a test consistently measures whatever it measures. Reliability refers to the consistency of test result. Reliability refers to the consistency of the students’ achievement (Gronlund, 1986:125). It means that the students will always get the same result.
In this study, the writer used the scorer/rater reliability. Gay (1987:141) states that scorer rater reliability refers to the situations for which reliability must be investigated, such as essay test, short answer test involving more than one word response, rating scale, and observation instrument. In this study, the writer used assessment criteria by Walter Bartz.
CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

4.2 The Result of the Study

This study was conducted in four activities. The two activities were teaching-learning activity. The first activity was pre-test and held in March, 10th 2007. The second activity was held in March, 14th 2007. The third activity was held in March, 17th 2007. The last activity was post-test and done in March, 21st 2007.

4.2 Data Analysis

Analysis means the categorizing, ordering, manipulating, and summarizing of data obtain answers to research questions (Kerlinger, 1988:125). The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem can be studied.

In scoring the test, the students called out in turn and the writer tested them by giving the dialogues relating to the material. In giving scores, the writer followed rating scale developed by Walter Bartz (Bartz cited in Valette, 1983:150). It showed four items that were important to be scored: fluency, quality of communication, amount of communication, and effort to communicate. But in this study, I did not give score on amount of communication because the students did not create the dialogue. They only memorize the given dialogues.
### 4.2.1 Analysis of the Pre-test

As stated in the previous chapter, before conducting this action research, the writer gave a pre-test. The purpose was to know how far the students could speak English fluently by performing the dialogue relating to the material was given.

#### The Result of the Pre-test

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R-01</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>R-02</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>R-03</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>R-04</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>R-05</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>R-06</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>R-07</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>R-08</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>R-09</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>R-10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>R-11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>R-12</td>
<td>9</td>
</tr>
<tr>
<td>13</td>
<td>R-13</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>R-14</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>R-15</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>R-16</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>R-17</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>R-18</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>R-19</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>R-20</td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td>R-21</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>R-22</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>R-23</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>R-24</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>R-25</td>
<td>11</td>
</tr>
<tr>
<td>26</td>
<td>R-26</td>
<td>11</td>
</tr>
<tr>
<td>27</td>
<td>R-27</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>R-28</td>
<td>14</td>
</tr>
<tr>
<td>29</td>
<td>R-29</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>R-30</td>
<td>11</td>
</tr>
<tr>
<td>31</td>
<td>R-31</td>
<td>17</td>
</tr>
<tr>
<td>32</td>
<td>R-32</td>
<td>15</td>
</tr>
<tr>
<td>33</td>
<td>R-33</td>
<td>10</td>
</tr>
<tr>
<td>34</td>
<td>R-34</td>
<td>10</td>
</tr>
<tr>
<td>35</td>
<td>R-35</td>
<td>8</td>
</tr>
<tr>
<td>36</td>
<td>R-36</td>
<td>15</td>
</tr>
<tr>
<td>37</td>
<td>R-37</td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td>R-38</td>
<td>12</td>
</tr>
<tr>
<td>39</td>
<td>R-39</td>
<td>13</td>
</tr>
<tr>
<td>40</td>
<td>R-40</td>
<td>10</td>
</tr>
</tbody>
</table>

447
The average of the students’ result = \frac{\text{The scores of the student}}{\text{The number of the students}}

= \frac{447}{40}

= 11.18

From the analysis above, the average achievement of the students’ pre-test was 11.18. The writer concluded that the students had difficulties to speak English fluently in performing the dialogue (appendix 3).

4.2.2 The Analysis of the Teaching-learning Activity 1

According to the writer, all activities could run well. All of the students were paying attention to the students the teacher seriously and interestingly while presenting the lesson. The students seemed to be worried when they performed the dialogue. They looked nervous because probably they rarely did conversation in the class.

In teaching-learning activity 1, the writer presented Audio-lingual teaching as the method in teaching speaking. The writer showed some pictures and gave the copies of dialogues to each student. Teacher drilled the students by using the combination drill in Audio-lingual teaching method. The students practiced and performed the dialogue in group and in front of the class.

4.2.3 The Analysis of the Teaching-learning Activity 2

According to the writer, all activities could run well. All students were paying attention to the teacher seriously while presenting the lesson. The students
did not seem to be worried and nervous anymore and they participate the class well. The same as in previous activity, in teaching-learning activity 2, the writer still used Audio-lingual teaching as the method in teaching speaking with different material given. Teacher drilled the students by using the combination drill in Audio-lingual teaching method. Teacher motivated the students to be more active in practicing the dialogue. The students practiced and performed the dialogue in group and in front of the class.

4.2.4 The Analysis of the Post-test

In the last activity, the students did a post test. The activities could run well. The students came forward one by one and got the turn in performing the dialogue. The students performed the dialogue that given in three previous and filled up the questionnaire. The writer recorded the students’ voices and distributed the questionnaire. The writer also noted the students’ scores for each indicator of assessment.

### The Result of the Post-test

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>SCORES</th>
<th>NO</th>
<th>CODE</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R-01</td>
<td>17</td>
<td>21</td>
<td>R-21</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>R-02</td>
<td>20</td>
<td>22</td>
<td>R-22</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>R-03</td>
<td>14</td>
<td>23</td>
<td>R-23</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>R-04</td>
<td>17</td>
<td>24</td>
<td>R-24</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>R-05</td>
<td>17</td>
<td>25</td>
<td>R-25</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>R-06</td>
<td>17</td>
<td>26</td>
<td>R-26</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>R-07</td>
<td>17</td>
<td>27</td>
<td>R-27</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>R-08</td>
<td>21</td>
<td>28</td>
<td>R-28</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>R-09</td>
<td>15</td>
<td>29</td>
<td>R-29</td>
<td>22</td>
</tr>
</tbody>
</table>
The scores of the student  

\[
\text{The average of the students’ result} = \frac{\text{The scores of the student}}{\text{The number of the students}}
\]

\[
= \frac{770}{40}
\]

\[= 19.25\]

From the analysis above, the average achievement of the students’ post test was 19.25. It can be concluded that the students’ achievement in speaking skill by using Audio-lingual teaching as the alternative method had a significant improvement (appendix 3)

4.3 Significant difference between Two Means

The mean of each can be calculated by using the following formula:

\[
X_1 = \frac{\sum X_1}{N_1} \quad \text{and} \quad X_2 = \frac{\sum X_2}{N_2}
\]

Where \(X_1\): The mean of the pre-test scores
X2: The mean of the post-test scores
N: The number of the subject sample
X: The scores of the student

The computation of the mean scores of the pre-test is as follows:

\[
X_1 = \frac{447}{40} = 11.18
\]

The computation of the mean scores of the post-test is as follows:

\[
X_2 = \frac{770}{40} = 19.25
\]

The difference between the two means is 8.56. To determine whether the difference statistically significant or merely a chance of occurrence, an appropriate statistical analysis has to be applied. The t-test was recommended to determine the significance of the difference between two means. The t-test formula is as follows:

\[
T = \frac{Md}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}
\]

Where:

T = t-value
Md = mean different pre-test and post-test
N = number of subjects
Df = db or (N-1)

First the writer calculated the means from different pre-test and post-test of the class:
Md = \frac{\Sigma d}{N}

= \frac{342.33}{40}

= 8.56

The t-value of the test is as follows:

T = \frac{Md}{\sqrt{\frac{\Sigma x^2}{N(N-1)}}}

= \frac{8.56}{\sqrt{\frac{505.53}{40(40 - 1)}}}

= \frac{8.56}{\sqrt{\frac{505.53}{40 \times 39}}}

= \frac{8.56}{\sqrt{\frac{505.53}{1560}}}

= \frac{8.56}{0.57}

= 15.03

4.4 Test of Significance

After getting the t-value, the writer consulted the critical value on the t-table to check whether the difference was significant or not. Before the experiment was conducted, the level of significance to be used in the experiment
had been divided first. For this experiment, the writer used the 5% (0.05) alpha level of significance as usually used in psychological and educational research.

The number of subjects in this experiment was 40. The degree of freedom (df) was N-1= 40-1= 39. For five percent alpha level and 39 degree of freedom, there was no definite critical value in the table. It was necessary to find the definite value in order to get the closest of the critical value in the t-table. The writer chose degree of freedom (df) 40 because it is the closest (df) from 39. The t-table for 40 was 2.02. The obtained t-value was 15.03 so the t-value was higher than the critical value on the table (15.03 > 2.02).

From the result, it could be concluded that the difference was statistically significant. Therefore, based on the computation there was significant difference between teaching speaking after and before using Audio-lingual Method. Teaching speaking after using Audio-lingual Method was more effective than teaching speaking before using Audio-lingual Method. It could be seen by the result of the test where the students’ score was higher after giving the treatment.

4.5 Data Interpretation

Interpretation takes the result of analysis, makes the interferences pertinent to the research relations studied and draws conclusions about these relations (Kerlinger, 1988:126).

In the test, the average scores of the pre-test and post-test of the students are 11.18 and 19.25. It shows that post-test scores of the class is better than the pre-test. The result of the post-test of the class is higher than that of the pre-test.
Based on the result above, the writer concluded that the teaching-learning activity by using Audio-lingual Method can improve the students’ fluency in speaking.

4.6 The Questionnaire Interpretation

The writer used questionnaire method besides testing the students. The writer had reasons for choosing questionnaire as her instrument. The reasons are as follows: it can collect information from a large number of students and on the other side; the students as respondents can complete and return it in certain period. The writer wanted to underline here that the questionnaire would be used to measure the students’ speaking skill improvement.

The questionnaire was in Bahasa Indonesia so that the students could understand the questions well. There were five questions in the questionnaire. Questions No. 1 and 2 were based on the result before using Audio-lingual Method and questions No. 3,4, and 5 were the result after using Audio-lingual Method. The result of the questionnaire can be seen in a diagram (appendix).

The Result of Questionnaire

1. The number of sample : 40 students (class VII E)
2. The number of item : 5 items (5 questions)
3. The number of choice : 3 choices
   a). For question No.1: 65 % students answer that they had accepted enough speaking practices in front of the class. The teacher often asks the students to practice speaking in the classroom. From the students’ answers, it can be seen that the teacher gave lots of speaking practices to the students.
b). For questions No.2: 82.5 % students answer that the teacher’s technique or method in teaching-learning activity has enough variations. It can be showed that few of the students think that the teacher’s teaching technique do not bore them.

c). For question No.3: 80 % students answer that they can accept Audio-lingual Method as the alternative technique especially in teaching speaking well. They can catch the material easier by drilling technique given.

d). For question No. 4: 80 % students answer that they can improve their capability in speaking especially their confident in performing small dialogues after the teacher gave the treatment.

e). For question No. 5: 72.5 % students answer that their interest in learning English are improve after the treatment. They feel comfort with the technique given.

4.7 The Observation Interpretation

4.7.1 Teaching-learning Activity I

In teaching-learning activity 1 I taught introduction as the material. The teacher helped me to observe the students’ activities and the way I taught. The result of observation can be seen as follow:

1) Observation of the students’ activities

a). 40 students were present (100 %)

b). 6 students actively asked questions (15 %)

c). 6 students actively answered teacher’s questions (15 %)
d). 38 students actively worked in groups (38 %)
e). 36 students did activities asked by the teacher (90 %)
f). 36 students paid attention to the teacher’s explanation (90 %)
g). 37 students did not make some commotion in the classroom (92.5 %)

2) Observation of the teacher’s activities

a). The researcher was good enough in opening the lesson in which inside of it
prepared the instrument, the material, and did the apperception.
b). The researcher did not give enough chances to students to be more active
during the teaching-learning process. The researcher did not give enough
feedback to the students.
c). The researcher was good in giving explanation of the teaching material but
sometimes too fast so that the students couldn’t catch the material easily.
d). The researcher sometimes ignored the students in the back row so that they
did not pay attention to the lesson.
e). The researcher was not has enough firm attitude in handling the trouble
makers students.
f). The researcher’s voice in pronouncing the English was good enough but
still too fast, which made some students did not understand well.
g). The use of media was interesting enough but more effective especially in
relation with the time allotment.
h). Involve the students in concluding the whole lesson in that day.
4.7.2 Teaching-learning Activity II

In teaching-learning Activity II I taught “Hobbies” as the material. The classroom teacher also observed the students and the teacher’s activities in this meeting. The results of the observations are as follows:

1) Observation of the students’ activities
   a). 40 students were present (100 %)
   b). 9 students actively asked questions (22.5 %)
   c). 8 students actively answered the teacher’s questions (20 %)
   d). 38 students actively worked in groups (95 %)
   e). 40 students did the activities asked by the teacher (100 %)
   f). 38 students paid attention to the teacher’s explanation (95 %)
   g). 40 students did not make some noise in the classroom (100 %)

2) Observation of the teacher’s activities
   a). The researcher was good enough in opening the lesson.
   b). The researcher gave enough chances to the students to be active during the learning.
   c). The researcher was developing question-answer activity by giving enough opportunity to students asking questions.
   d). The researcher was good in giving explanation of the teaching material.
   e). The researcher was good enough in classroom management in handling the class.
   f). The researcher showed fair attitude to students and warned the trouble maker in the classroom.
   g). The researcher encouraged students to be more active in the classroom.
h). The researcher’s voice was loud and clear enough, so that all of the students could hear her voice.

i). The teaching media used was interesting so that most of the students enjoyed the lesson.

j). The researcher helped the students to review the teaching material, which made the students more understand what they have learnt.
CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In chapter IV the writer has analyzed the data statistically. Based on the statistical analysis, it could be seen that the mean score of the post-test was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, t-test was applied. The result of computation was 15.03. The critical value for two tailed tests for 40 degrees of freedom 0.05 level of significance was 2.02.

Since the obtained t-value (15.03) was higher than the critical value at 0.05 alpha level of significance (2.00), the writer concluded that the test was statistically significant. As the mean of the post-test was statistically higher than that of the pre-test, the writer concluded that the speaking mastery achieved by the first year students of junior high school improved after they were taught using Audio-lingual teaching method.

After finishing the experiment, the writer concluded the advantages of using Audio-lingual teaching method to teach speaking to the first year student of junior high school. The advantages could be described as follows:
a). The students showed a great enthusiasm during the lesson
b). Using Audio-lingual teaching method to teach speaking to first year student of junior high school was very good. It was supported by the higher scores gained by the students who have been taught using Audio-lingual teaching method.
c). The Audio-lingual teaching method has a significant effect on the first year students’ speaking skills of Junior High School at SMP Negeri II Pemalang due to the significant difference (p=0.05) between the pre-test and post-test scores of the students’ speaking skills, in which the post-test’s mean is significantly higher than those of the pre-test.

d). This teaching method has an impact on the students’ speaking skills may derive from the fact that the students become more confident and motivated in learning the language because of the teaching aids and materials used in the class along with the provision at the teacher’s positive reinforcement.

e). The first year students of Junior High School have positive attitudes towards the Audio-lingual Teaching Method. This may be because during the class, students were positively reinforced. With the positive reinforcement, students’ intrinsic motivation became promoted that was the most fundamental to learn the language for their own self-perceived needs and goals leading them to positive attitudes towards the teacher, the class, the teaching method, and of course, language learning.

5.2 Suggestions

From the advantages of using Audio-lingual teaching method in teaching speaking English to the first year student of junior high school, the writer would like to give some suggestions to be considered by English teachers as follows:

a). Audio-lingual teaching method as an alternative method of the teaching process is a good way to be applied in the first year students of junior high school to improve their ability in speaking.
b). The students are more likely to be shy and afraid to take risks in speaking the target foreign language causing them to reach the satisfied levels of English comprehension and production should conduct a study using the Audio-lingual teaching method for their speaking class with a larger number of subjects.

c). The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

d). High appreciation from the students does not make the teachers in a hurry to add more words, sentences, and or dialogues building to learn. The teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before.
BIBLIOGRAPHY


Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan kondisi kalian. Berikan tanda check (V) pada kotak yang kalian pilih.

1. Apakah pelajaran bahasa Inggris yang kalian terima selama ini cukup memberikan latihan speaking?
   
2. Apakah teknik mengajar yang digunakan selama ini sudah cukup bervariasi?
   
3. Apakah teknik mengajar dengan Audio-lingual method bisa kalian terima dengan baik
   
4. Apakah kemampuan kalian dalam pelajaran bahasa Inggris terutama speaking meningkat setelah diadakan tindakan penelitian ini?
   
5. Apakah minat kalian dalam berbicara bahasa Inggris meningkat setelah tindakan penelitian ini?

<table>
<thead>
<tr>
<th>Ya</th>
<th>Tidak</th>
<th>Ragu-ragu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### RESULT OF QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Ya</th>
<th>tidak</th>
<th>Ragu-ragu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>82.5%</td>
<td>5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>3</td>
<td>80%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>72.5%</td>
<td>2.5%</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Observation Sheet for the Teacher**

**Cycle**: I  
**Meeting**: II  
**Date**: 14 Maret 2007  

**Petunjuk:**

Tulislah hasil pengamatan Anda dengan tanda check (V) pada setiap indikator sesuai dengan skala penilaian:

- **A**: 81-100  
- **B**: 61-81  
- **C**: 41-61  
- **D**: 21-40  
- **E**: 1-20

<table>
<thead>
<tr>
<th>No</th>
<th>Keterampilan/ kemampuan guru</th>
<th>Indikator</th>
<th>Skala penilaian</th>
<th>Catatan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A   B   C   D   E</td>
<td></td>
</tr>
</tbody>
</table>
| 1. | Membuka pelajaran            | 1. Melakukan persiapan fisik  
- Lantai, meja / kursi, papan tulis bersih, tertata rapi dan siap pakai  
- Menyiapkan alat bantu mengajar dan sumber pelajaran  
2. Melakukan persiapan siswa  
- Mengabsen kehadiran siswa  
- Memusatkan perhatian siswa  
3. Memulai pelajaran | √ | | | |

Appendix 2
<table>
<thead>
<tr>
<th></th>
<th>- Melakukan apersepsi</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Mengembangkan kegiatan belajar mengajar</td>
<td>1. memberikan kesempatan pada siswa untuk berpartisipasi aktif dalam KBM</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengembangkan kegiatan tanya jawab</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Memberikan kesempatan kepada siswa supaya lebih aktif dalam KBM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Banyak memberikan feedback kepada siswa</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menyajikan materi pelajaran</td>
<td>1. Materi diajarkan sesuai tujuan pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Materi diajarkan dengan lancar</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Penjelasan materi mudah dipahami</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usahakan menyampaikan materi tidak terlalu cepat agar lebih mudah dipahami siswa</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mengelola kelas</td>
<td>1. Menunjukkan sikap adil kepada seluruh siswa</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Memberikan perhatian kepada seluruh group</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Menegur secara wajar dan tegas jika ada tingkah laku siswa yang kurang baik</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Membuat seluruh siswa aktif</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Banyak perhatian kepada siswa yang duduk di belakang</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Bertindak tegas</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Indikator</td>
<td>Kriteria</td>
<td>Catatan</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 5  | Penggunaan bahasa dengan baik | 1. Menggunakan bahasa Inggris dengan baik dan benar  
2. intonasi suara dapat ditangkap oleh seluruh siswa | √ | Suara sudah cukup jelas tetapi masih terlalu cepat dalam berbicara |
| 6  | Menggunakan media | 1. Media yang tersedia digunakan tanpa kesulitan  
2. Media digunakan secara aktif, kreatif, efektif dan menyenangkan  
3. penggunaan media mampu memperjelas penyampaian materi | √ | Penggunaan media sudah cukup bagus tetapi lebih efektif lagi terutama berkaitan dengan alokasi waktu |
| 7  | Menutup pelajaran | 1. Menyimpulkan materi pelajaran secara singkat dengan melibatkan siswa | √ | Libatkan siswa dalam menyimpulkan |
Catatan:
# INSTRUMENT 3

**OBSERVATION SHEET FOR THE TEACHER**

**CYCLE** : II  
**MEETING** : III  
**DATE** : 17 Maret 2007

**Petunjuk:**
Tulislah hasil pengamatan anda dengan tanda check (V) pada setiap indikator sesuai dengan skala penilaian:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>61-81</td>
<td>41-61</td>
<td>21-40</td>
<td>1-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Keterampilan/ kemampuan guru</th>
<th>Indikator</th>
<th>Skala penilaian</th>
<th>Catatan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A   B   C   D   E</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Membuka pelajaran</td>
<td>1. Melakukan persiapan fisik</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lantai, meja / kursi,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>papan tulis bersih,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tertata rapi dan siap pakai</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyiapkan alat bantu mengajar dan sumber pelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Melakukan persiapan siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mengabsen kehadiran siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Memusatkan perhatian siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Memulai pelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Melakukan Apersepsi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>Mengembangkan kegiatan belajar mengajar</td>
<td>1. memberikan kesempatan pada siswa untuk berpartisipasi aktif dalam KBM</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengembangkan kegiatan tanya jawab</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Menyajikan materi pelajaran</td>
<td>1. Materi diajarkan sesuai tujuan pembelajaran</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Materi diajarkan dengan lancar</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Penjelasan materi mudah difahami</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Mengelola kelas</td>
<td>1. Menunjukkan sikap adil kepada seluruh siswa</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Memberikan perhatian kepada seluruh group</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Menegur secara wajar dan tegas jika ada tingkah laku siswa yang kurang baik</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Membuat seluruh siswa aktif</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Penggunaan bahasa dengan baik</td>
<td>1. Menggunakan bahasa Inggris dengan baik dan benar</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. intonasi suara dapat ditangkap oleh seluruh siswa</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Menggunakan media</td>
<td>1. Media yang tersedia digunakan tanpa kesulitan</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Media digunakan secara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Menutup pelajaran</td>
<td>Aktif, kreatif, efektif dan menyenangkan</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>penggunaan media mampu memperjelas penyampaian materi</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catatan:**
**OBSERVATION SHEET FOR THE STUDENTS**

**CYCLE**: I  
**MEETING**: II  
**DATE**: 14 Maret 2007

Petunjuk:
1. Isilah kolom jumlah dengan jumlah siswa yang mengikuti kegiatan sesuai dengan aktivitas siswa (hasil dari bagian 1)
2. Skala penilaian diisi dengan tanda (v) (bagian 2)

Keterangan SB: Sangat Baik (85-100%)  
S: Sedang (53-68%)  
B: Baik (69-84%)  
K: Kurang (<53%)

**Bagan 1**

<table>
<thead>
<tr>
<th>No</th>
<th>NAMA SISWA</th>
<th>Kehadiran siswa dalam mengikuti pelajaran</th>
<th>Siswa aktif menjawab pertanyaan guru</th>
<th>Siswa aktif dalam kelompok</th>
<th>Siswa melaksanakan aktivitas-aktivitas yang diminta guru selama proses belajar dengan baik</th>
<th>Siswa memperhatikan penjelasan guru dengan baik</th>
<th>Siswa tidak membuat gaduh suasana kelas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adika Nugraha Darmawan</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Afif Raharjo</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Alief Rizky Raharjo</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Amalia Rizkiani</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Arifandi Nur Fatah</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Permana</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Dian Ria Nita</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Dinta Selma Petriani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Elsa Riska Afrida</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Erda Tri Saputro</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Faizah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Ferina Dyah Retnani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Firman Muttaqien</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Hanggar Pratama</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Irfandi</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Irma Fatichatul Barkiyah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Kuntum Pinesthiana</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Maharani Dian Puspita</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Melza Ika Septiani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Moh. Dede Irawan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Mulhimatul Khoiriyah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>Nanda Rofiq Kurniawan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Nauli Sudena</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Nur Rizal Adhi Nugroho</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Nur Rochmah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Nurul Siamtryningsih</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Ova Maerakaca Raniatmaja</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Priskila Widhi Martani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Qurrota A’yun</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>30</td>
<td>Reza Aulia Rahman</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Ricky Yunio Marshieleno</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>Rofi Zulfa Hanifah</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Rudi Tri Mahardika</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Sandi Purwantoro Aji</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Saput Pinandito</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Sekar Putri Rahma Purwandari</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Shinta Shabrina</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Umi Hidayanti</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Umi Kulsum</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Whisnu Kurniadi</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Keaktifan siswa</td>
<td>Jumlah</td>
<td>Skala penilaian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa</td>
<td>%</td>
<td>SB</td>
<td>B</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>1.</td>
<td>Kehadiran siswa dalam mengikuti pelajaran</td>
<td>40</td>
<td>100</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Siswa aktif bertanya</td>
<td>6</td>
<td>15</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Siswa aktif menjawab</td>
<td>6</td>
<td>15</td>
<td></td>
<td>✓</td>
<td>✓/s</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Siswa aktif dalam kelompok</td>
<td>38</td>
<td>95</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Siswa melaksanakan aktivitas-aktivitas yang diminta guru selama proses belajar</td>
<td>36</td>
<td>90</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dengan baik</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Siswa memperhatikan penjelasan guru dengan baik</td>
<td>36</td>
<td>90</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Siswa tidak membuat gaduh kelas</td>
<td>37</td>
<td>92.5</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION SHEET FOR THE STUDENTS

CYCLE: II
MEETING: III
DATE: 17 Maret 2007

Petunjuk:
1. Isilah kolom jumlah dengan jumlah siswa yang mengikuti kegiatan sesuai dengan aktivitas siswa (hasil dari bagian 1)
2. Skala penilaian diisi dengan tanda (v) (bagian 2)
   Keterangan
   SB: Sangat Baik (85-100%)   S: Sedang (53-68%)
   B: Baik (69-84%)    K: Kurang (<53%)

Bagan 1

<table>
<thead>
<tr>
<th>No</th>
<th>NAMA SISWA</th>
<th>Kehadiran siswa dalam mengikuti pelajaran</th>
<th>Siswa aktif bertanya</th>
<th>Siswa aktif menjawab pertanyaan guru</th>
<th>Siswa aktif dalam kelompok</th>
<th>Siswa melaksanakan aktivitas-aktivitas yang diminta guru selama proses belajar dengan baik</th>
<th>Siswa memperhatikan penjelasan guru dengan baik</th>
<th>Siswa tidak membuat gaduh suasana kelas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adika Nugraha Darmawan</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Afif Raharjo</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Alief Rizky Raharjo</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Amalia Rizkiani</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Arifandi Nur Fatah</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Permana</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Dian Arfa Nita</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Dinta Selma Petriani</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>Elsa Riska Afrida</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Erda Tri Saputro</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Faizah</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Ferina Dyah Retnani</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Firman Muttaqien</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Hanggar Pratama</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Irfandi</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>Irma Fatichatul Barkiyah</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>Kuntum Pinesthiana</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>Maharani Dian Puspita</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>Melza Ika Septiani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>Moh. Dede Irawan</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>Mulhimatul Khoiriyah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>Nanda Rofiq Kurniawan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>Nauli Sudena</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>Nur Rizal Adhi Nugroho</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>Nur Rochmah</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>Nurul Siamtryningsih</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>Ova Maerakaca Raniatmaja</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>Priskila Widhi Martani</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>Qurrota A’yun</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>Reza Aulia Rahman</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>Ricky Yunio Marshieleno</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>Rofi Zulfa Hanifah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>Rudi Tri Mahardika</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>34</td>
<td>Sandi Purwantoro Aji</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>35</td>
<td>Saput Pinandito</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>36</td>
<td>Sekar Putri Rahma Purwandari</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>37</td>
<td>Shinta Shabrina</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>38</td>
<td>Umi Hidayanti</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>39</td>
<td>Umi Kulsum</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>40</td>
<td>Whisnu Kurniadi</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Keaktivitas siswa</td>
<td>Jumlah</td>
<td>Skala penilaian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa</td>
<td>%</td>
<td>SB</td>
<td>B</td>
<td>S</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Kehadiran siswa dalam mengikuti pelajaran</td>
<td>40</td>
<td>100</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Siswa aktif bertanya</td>
<td>9</td>
<td>22.5</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Siswa aktif menjawab</td>
<td>8</td>
<td>20</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Siswa aktif dalam kelompok</td>
<td>38</td>
<td>95</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Siswa melaksanakan aktivitas-aktivitas yang diminta guru selama proses belajar dengan baik</td>
<td>40</td>
<td>100</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Siswa memperhatikan penjelasan guru dengan baik</td>
<td>38</td>
<td>95</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Siswa tidak membuat gaduh kelas</td>
<td>40</td>
<td>100</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>CODE</td>
<td>NAMA SISWA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>R01</td>
<td>Adika Nugraha Darmawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>R02</td>
<td>Afif Raharjo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>R03</td>
<td>Alief Rizky Raharjo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>R04</td>
<td>Amalia Rizkiani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>R05</td>
<td>Arifandi Nur Fatah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>R06</td>
<td>Dewi Permana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>R07</td>
<td>Dian Arfia Nita</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>R08</td>
<td>Dinta Selma Petriani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>R09</td>
<td>Elsa Riska Afrida</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>Erda Tri Saputro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>Faizah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>Ferina Dyah Retnani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>Firman Muttaqien</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>Hanggar Pratama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>RS15</td>
<td>Irfandi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>Irma Fatichatul Barkiyah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>Kuntum Pinesthiana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>Maharani Dian Puspita</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>Melza Ika Septiani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>Moh. Dede Irawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>R21</td>
<td>Mulhimatul Khoiriyah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>Nanda Rofiq Kurniawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>Nauli Sudena</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>Nur Rizal Adhi Nugroho</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>Nur Rochmah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>R26</td>
<td>Nurul Siamtryningsih</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>R27</td>
<td>Ova Maerakaca Raniatmaja</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>R28</td>
<td>Priskila Widhi Martani</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>R29</td>
<td>Qurrota A'yun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>R30</td>
<td>Reza Aulia Rahman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>R31</td>
<td>Ricky Yunio Marshieleno</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>R32</td>
<td>Rofi Zulfa Hanifah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>R33</td>
<td>Rudi Tri Mahardika</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>R34</td>
<td>Sandi Purwantoro Aji</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>R35</td>
<td>Saput Pinandito</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>R36</td>
<td>Sekar Putri Rahma Purwandari</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>R37</td>
<td>Shinta Shabrina</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>R38</td>
<td>Umi Hidayanti</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>R39</td>
<td>Umi Kulsum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>R40</td>
<td>Whisnu Kurniadi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>NAMA SISWA</td>
<td>Fluency</td>
<td>Quality of communication</td>
<td>Pronunciation</td>
<td>Effort to communicate</td>
<td>Total score</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
<td>---------</td>
<td>--------------------------</td>
<td>---------------</td>
<td>------------------------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Adika Nugraha Darmawan</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Afif Raharjo</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Alief Rizky Raharjo</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Amalia Rizkiani</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Arifandi Nur Fatah</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dewi Permana</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dian Arfia Nita</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dinta Selma Petriani</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Elsa Riska Afrida</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Erda Tri Saputro</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Faizah</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ferina Dyah Retnani</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Firman Muttaqien</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Hanggar Pratama</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Irfandi</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Irma Fatichatul Barkiyah</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Sub 1</td>
<td>Sub 2</td>
<td>Sub 3</td>
<td>Sub 4</td>
<td>Total</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Kuntum Pinesthiana</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Maharani Dian Puspita</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Melza Ika Septiani</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Moh. Dede Irawan</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Mulhimatul Khoiriyah</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Nanda Rofiq Kurniawan</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Nauli Sudena</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Nur Rizal Adhi Nugroho</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>13</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Nur Rochmah</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>14</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Nurul Siamtryningsih</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Ova Maerakaca Raniatmaja</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Priskila Widhi Martani</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>16</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Qurrota A'yun</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Reza Aulia Rahman</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Ricky Yunio Marshieleno</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Rofi Zulfa Hanifah</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Rudi Tri Mahardika</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Sandi Purwantoro Aji</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Saput Pinandito</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
<td>Total</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Sekar Putri Rahma</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Shinta Shabrina</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Umi Hidayanti</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Umi Kulsum</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>13</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Whisnu Kurniadi</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>110</td>
<td>121</td>
<td>101</td>
<td>138</td>
<td>447</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Post-Test Scores of the Action Class

<table>
<thead>
<tr>
<th>No</th>
<th>NAMA SISWA</th>
<th>Fluency</th>
<th>Quality of communication</th>
<th>Pronunciation</th>
<th>Effort to communicate</th>
<th>Total score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adika Nugraha Darmawan</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>2</td>
<td>Afif Raharjo</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>5.00</td>
</tr>
<tr>
<td>3</td>
<td>Alief Rizky Raharjo</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>4</td>
<td>Amalia Rizkiani</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>5</td>
<td>Arifandi Nur Fatah</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Permana</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>7</td>
<td>Dian Arfia Nita</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>8</td>
<td>Dinta Selma Petriani</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>21</td>
<td>5.25</td>
</tr>
<tr>
<td>9</td>
<td>Elsa Riska Afrida</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3.75</td>
</tr>
<tr>
<td>10</td>
<td>Erda Tri Saputro</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>11</td>
<td>Faizah</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>19</td>
<td>4.75</td>
</tr>
<tr>
<td>12</td>
<td>Ferina Dyah Retnani</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>13</td>
<td>Firman Muttaqien</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>21</td>
<td>5.25</td>
</tr>
<tr>
<td>14</td>
<td>Hanggar Pratama</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>19</td>
<td>4.75</td>
</tr>
<tr>
<td>15</td>
<td>Irfandi</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3.75</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Math</td>
<td>Sci</td>
<td>Eng</td>
<td>HK</td>
<td>Total</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>16</td>
<td>Irma Fatichatul Barkiyah</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>17</td>
<td>Kuntum Pinesthiana</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>18</td>
<td>Maharani Dian Puspita</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>19</td>
<td>Melza Ika Septiani</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>19</td>
<td>4.75</td>
</tr>
<tr>
<td>20</td>
<td>Moh. Dede Irawan</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>21</td>
<td>Mulhimatul Khoiriyah</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>3.5</td>
</tr>
<tr>
<td>21</td>
<td>Nanda Rofiq Kurniawan</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td>23</td>
<td>Nauli Sudena</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>19</td>
<td>4.75</td>
</tr>
<tr>
<td>24</td>
<td>Nur Rizal Adhi Nugroho</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td>25</td>
<td>Nur Rochmah</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>26</td>
<td>Nurul Siamtryningsih</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>27</td>
<td>Ova Maerakaca Raniatmaja</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td>28</td>
<td>Priskila Widhi Martani</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>6.00</td>
</tr>
<tr>
<td>29</td>
<td>Qurrota A'yun</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>30</td>
<td>Reza Aulia Rahman</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td>31</td>
<td>Ricky Yunio Marshieleno</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td>32</td>
<td>Rofi Zulfa Hanifah</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>33</td>
<td>Rudi Tri Mahardika</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>5.00</td>
</tr>
<tr>
<td>34</td>
<td>Sandi Purwantoro Aji</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>35</td>
<td>Saput Pinandito</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>4.25</td>
</tr>
<tr>
<td>36</td>
<td>Sekar Putri Rahma</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>5.75</td>
</tr>
<tr>
<td></td>
<td>Purwandari</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Shinta Shabrina</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>38</td>
<td>Umi Hidayanti</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>39</td>
<td>Umi Kulsum</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>5.00</td>
</tr>
<tr>
<td>40</td>
<td>Whisnu Kurniadi</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>3.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Height</th>
<th>Weight</th>
<th>Height</th>
<th>Weight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>170</td>
<td>205</td>
<td>185</td>
<td>207</td>
<td>770</td>
</tr>
</tbody>
</table>
**Signification test pretest to post test**

**Hypothesis test**

To measure hypothesis using the formula: \( t = \frac{MD}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}} \)

Ho accepted if \( t < t(\alpha, n-1) \)

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Post test</th>
<th>Pre-test</th>
<th>D</th>
<th>d</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1</td>
<td>17</td>
<td>11</td>
<td>6.00</td>
<td>-2.08</td>
<td>4.3056</td>
</tr>
<tr>
<td>2</td>
<td>R 2</td>
<td>20</td>
<td>10</td>
<td>10.00</td>
<td>1.93</td>
<td>3.7056</td>
</tr>
<tr>
<td>3</td>
<td>R 3</td>
<td>14</td>
<td>10</td>
<td>4.00</td>
<td>-4.08</td>
<td>16.6056</td>
</tr>
<tr>
<td>4</td>
<td>R 4</td>
<td>17</td>
<td>14</td>
<td>3.00</td>
<td>-5.08</td>
<td>25.7556</td>
</tr>
<tr>
<td>5</td>
<td>R 5</td>
<td>17</td>
<td>8</td>
<td>9.00</td>
<td>0.93</td>
<td>0.8556</td>
</tr>
<tr>
<td>6</td>
<td>R 6</td>
<td>17</td>
<td>11</td>
<td>6.00</td>
<td>-2.08</td>
<td>4.3056</td>
</tr>
<tr>
<td>7</td>
<td>R 7</td>
<td>17</td>
<td>12</td>
<td>5.00</td>
<td>-3.08</td>
<td>9.4556</td>
</tr>
<tr>
<td>8</td>
<td>R 8</td>
<td>21</td>
<td>12</td>
<td>9.00</td>
<td>0.93</td>
<td>0.8556</td>
</tr>
<tr>
<td>9</td>
<td>R 9</td>
<td>15</td>
<td>11</td>
<td>4.00</td>
<td>-4.08</td>
<td>16.6056</td>
</tr>
<tr>
<td>10</td>
<td>R 10</td>
<td>18</td>
<td>10</td>
<td>8.00</td>
<td>-0.97</td>
<td>0.0056</td>
</tr>
<tr>
<td>11</td>
<td>R 11</td>
<td>19</td>
<td>10</td>
<td>9.00</td>
<td>0.93</td>
<td>0.8556</td>
</tr>
<tr>
<td>12</td>
<td>R 12</td>
<td>22</td>
<td>9</td>
<td>13.00</td>
<td>-1.08</td>
<td>24.2556</td>
</tr>
<tr>
<td>13</td>
<td>R 13</td>
<td>21</td>
<td>12</td>
<td>9.00</td>
<td>-5.08</td>
<td>0.8556</td>
</tr>
<tr>
<td>14</td>
<td>R 14</td>
<td>19</td>
<td>12</td>
<td>7.00</td>
<td>3.93</td>
<td>1.1556</td>
</tr>
<tr>
<td>15</td>
<td>R 15</td>
<td>15</td>
<td>12</td>
<td>3.00</td>
<td>-0.07</td>
<td>25.7556</td>
</tr>
<tr>
<td>16</td>
<td>R 16</td>
<td>17</td>
<td>5</td>
<td>12.00</td>
<td>4.93</td>
<td>15.4056</td>
</tr>
<tr>
<td>17</td>
<td>R 17</td>
<td>18</td>
<td>10</td>
<td>8.00</td>
<td>-0.07</td>
<td>0.0056</td>
</tr>
<tr>
<td>18</td>
<td>R 18</td>
<td>18</td>
<td>5</td>
<td>13.00</td>
<td>-2.08</td>
<td>24.2556</td>
</tr>
<tr>
<td>19</td>
<td>R 19</td>
<td>19</td>
<td>14</td>
<td>5.00</td>
<td>0.93</td>
<td>9.4556</td>
</tr>
<tr>
<td>20</td>
<td>R 20</td>
<td>18</td>
<td>14</td>
<td>4.00</td>
<td>5.93</td>
<td>16.6056</td>
</tr>
<tr>
<td>21</td>
<td>R 21</td>
<td>14</td>
<td>5</td>
<td>9.00</td>
<td>2.93</td>
<td>8.56</td>
</tr>
<tr>
<td>22</td>
<td>R 22</td>
<td>23</td>
<td>15</td>
<td>8.00</td>
<td>-6.08</td>
<td>0.0056</td>
</tr>
<tr>
<td>23</td>
<td>R 23</td>
<td>19</td>
<td>13</td>
<td>6.00</td>
<td>1.93</td>
<td>4.3056</td>
</tr>
<tr>
<td>24</td>
<td>R 24</td>
<td>23</td>
<td>14</td>
<td>9.00</td>
<td>2.93</td>
<td>0.8556</td>
</tr>
<tr>
<td>25</td>
<td>R 25</td>
<td>25</td>
<td>11</td>
<td>14.00</td>
<td>-0.07</td>
<td>35.1056</td>
</tr>
<tr>
<td>26</td>
<td>R 26</td>
<td>22</td>
<td>11</td>
<td>11.00</td>
<td>-2.08</td>
<td>8.5556</td>
</tr>
<tr>
<td>27</td>
<td>R 27</td>
<td>18</td>
<td>16</td>
<td>2.00</td>
<td>4.93</td>
<td>36.9056</td>
</tr>
<tr>
<td>28</td>
<td>R 28</td>
<td>24</td>
<td>14</td>
<td>10.00</td>
<td>1.93</td>
<td>3.756</td>
</tr>
<tr>
<td>29</td>
<td>R 29</td>
<td>22</td>
<td>11</td>
<td>11.00</td>
<td>3.93</td>
<td>8.5556</td>
</tr>
<tr>
<td>30</td>
<td>R 30</td>
<td>23</td>
<td>15</td>
<td>8.00</td>
<td>-0.07</td>
<td>0.0056</td>
</tr>
<tr>
<td>31</td>
<td>R 31</td>
<td>23</td>
<td>17</td>
<td>6.00</td>
<td>3.93</td>
<td>4.3056</td>
</tr>
<tr>
<td>32</td>
<td>R 32</td>
<td>18</td>
<td>5</td>
<td>13.00</td>
<td>-0.07</td>
<td>24.2556</td>
</tr>
<tr>
<td>33</td>
<td>R 33</td>
<td>20</td>
<td>10</td>
<td>10.00</td>
<td>3.93</td>
<td>3.7056</td>
</tr>
<tr>
<td>34</td>
<td>R 34</td>
<td>22</td>
<td>10</td>
<td>12.00</td>
<td>0.93</td>
<td>15.4056</td>
</tr>
<tr>
<td>35</td>
<td>R 35</td>
<td>17</td>
<td>8</td>
<td>9.00</td>
<td>0.93</td>
<td>0.8556</td>
</tr>
<tr>
<td>36</td>
<td>R 36</td>
<td>23</td>
<td>15</td>
<td>8.00</td>
<td>-0.07</td>
<td>0.0056</td>
</tr>
<tr>
<td>37</td>
<td>R 37</td>
<td>22</td>
<td>10</td>
<td>12.00</td>
<td>3.93</td>
<td>15.4056</td>
</tr>
<tr>
<td>38</td>
<td>R 38</td>
<td>18</td>
<td>12</td>
<td>6.00</td>
<td>-2.08</td>
<td>4.3056</td>
</tr>
<tr>
<td>39</td>
<td>R 39</td>
<td>20</td>
<td>13</td>
<td>7.00</td>
<td>-1.08</td>
<td>1.1556</td>
</tr>
<tr>
<td>40</td>
<td>R 40</td>
<td>15</td>
<td>10</td>
<td>5.00</td>
<td>-3.08</td>
<td>9.4556</td>
</tr>
<tr>
<td><strong>Jumlah</strong></td>
<td>770</td>
<td>447</td>
<td>342.33</td>
<td>0.00</td>
<td>505.5251</td>
<td></td>
</tr>
<tr>
<td><strong>Rata-rata</strong></td>
<td>19.25</td>
<td>11.18</td>
<td>8.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ MD = \frac{\Sigma D}{N} = \frac{342.23}{40} = 8.56 \]

\[ t = \frac{8.56}{\sqrt{\frac{505.53}{40(40-1)}}} = 15.03 \]

On \( \alpha = 5\% \) with \( db = 40-1 = 39 \) the result \( t(0.95)(40) = 2.02 \)

---

Ho acceptance area
Because t-value is in Ho denial area, so we can conclude that there is any significant difference from pre-test to post-test.
TEST ITEMS

1. PRE-TEST

Dialogue I
Said : Hello, I am Said
   What is your name?
Ucup : My name is Ucup
Said : What is his name?
Ucup : His name is Bajuri
Said : What is her name?
Ucup : Her name is Parti
Said : Thanks.

Dialogue II
Bill : Hello
Tom : Good morning
Bill : I am Bill Smith
   Are you Tom Jones?
Tom : Yes, I am
Bill : Pleased to meet you
Tom : Nice to meet you too
Bill : How are you?
Tom : Fine thanks
Bill : How is Helen?
Tom : She’s very well, thank you.
   Excuse me, I have to go now
Bill : Good night, Tom.
Tom : Good bye, Bill.
Bill : See you tomorrow.

Dialogue III
Rado : Hello, I am Rado
Intan : Hello, Rado. I am Intan
Rado : Hi, Intan
Intan : You are new here, right?
Rado : I am
Intan : Well, welcome to the school
Rado : Thanks.

Dialogue IV
Mrs. Jane : Hello, Are you a new student?
Tom : Yes, Mom, I am
Mrs. Jane : and your name is?
Tom : Tom, mom
Mrs. Jane : Tom. Is that it?
Tom : Tommasi, Mom
Mrs. Jane : How do you spell it?
Tom : T.O.M.M.A.S.I
Mrs. Jane : Right…nice to meet you Tommasi
2. TEACHING-LEARNING ACTIVITY I

Dialogue I
Maya : Hello! I am Maya
Nita : Hi! I am Nita
Maya : I am a new student here
Nita : I am too
Maya : Are you in this class
Nita : Yes, I am
Maya : We are classmates then
Nita : That’s right. We are in the same class

Dialogue II
Bambang : Hello! I am Bambang. What is your name?
Ali : Hi! My name is Ali
Bambang : Are you a new student?
Ali : Yes I am
Bambang : Where do you live?
Ali : I live in Semarang

Dialogue III
David : Hi! I’m David. What’s your name?
Putri : My name is Putri
David : Putri. How do you spell it?
Putri : P.U.T.R.I
David : Where do you come from?
Putri : I am from Indonesia

3. TEACHING-LEARNING ACTIVITY II

Dialogue I
Oneng : What is your most exciting pastime?
Parti : Well, my favorite past time is growing flowers
Oneng : Why do you choose it?
Parti : Because I like their sweet smells, beautiful colors and lovely shapes
Oneng : Do you have special places for them?
Parti : No, I plant them in the flower pots.

Dialogue II
Tora : Do you like reading?
Aming : Yes, I like reading. Reading is one of my hobbies.
Tora : Do you like cooking?
Aming : No, I don’t like cooking. And what is your hobby?
Tora : Listening to the music.
Aming : I like listening to the music too.
Dialogue III
Mary is from Australia. She wants to know about Indonesian food. She has an Indonesian friend. Her name is Sarah.
Mary : I like fried rice. Could I have the recipe?
Sarah : Of course. Actually there are many different recipes but this is my family’s favorite one. We call fried rice nasi goreng.
Mary : When do the Indonesian people eat nasi goreng?
Sarah : It is usually for breakfast.
Mary : What do Indonesians eat it with?
Sarah : With an omelet, shrimp chips, shredded meat, sliced tomato and sliced cucumber.
Mary : Well, I’ll try it

4. POST TEST
Listen to your teacher. Read the expressions with good pronunciation and intonation.
Perform the dialogues with your partner.

Dialogue I
Bill : Hello
Tom : Hello…Good morning
Bill : I am Bill Smith
Are you Tom Jones?
Tom : Yes, I am
Bill : Pleased to meet you
Tom : Nice to meet you too
Bill : How are you?
Tom : Fine thanks
Bill : How is Helen?
Tom : She’s very well, thank you.
Excuse me, I have to go now
Bill : Good night, Tom.
Tom : Good bye, Bill.
Bill : See you tomorrow.

Dialogue II
David : Hi! I’m David. What’s your name?
Putri : My name is Putri
David : Putri. How do you spell it?
Putri : P.U.T.R.I
David : Where do you come from?
Putri : I am from Indonesia.
David : Are you?
Putri : Yes, I am.
Dialogue III
Tora : Do you like reading?
Aming : Yes, I like reading. Reading is one of my hobbies.
Tora : Do you like cooking?
Aming : No, I don’t like cooking. And what is your hobby?
Tora : Listening to the music.
Aming : I like listening to the music too.

Dialogue IV
Basuki : What time do you usually get up?
Tukul : I usually get up at 5 a.m.
Basuki : What time do you have breakfast?
Tukul : I always have breakfast at 6 o’clock.
Basuki : How do you usually go to school?
Tukul : I usually go to school by bus. And you?
Basuki : I always go to school on foot because my house is not far away from school.
LEsson plan
pre-test

subject  : English
grade/semester  : 1st year junior high/II
academic year  : 2006/2007

1) Learner’s background
Intermediate, first year of junior high school
2) Time allotment
2 x 45 minutes
3) Learning outcomes
By the end of the lesson students should be able to know their early capability in
performing the dialogue.
4) Skill focus
Speaking
5) The teaching-learning process
   a). Building Knowledge of the Field (BKoF)
       * Teacher enters the classroom and greets the students
         - Good morning/good afternoon...
         - How are you?
       * Students give responses
         - Good morning/good afternoon…mom
         - I’m fine thank you,
         - And how are you?
       * Teacher answers the students
         - I am fine too
       * Teacher (in this case, the writer) introduce herself to students
       * Teacher asks the students to introduce themselves
       * Teacher calls the students’ name one by one by using the
         attendance list.
         - Let’s check to see who’s here
         - No one absent today?
         - Is Adika here? Where do you live? How old are you?
       * Students answer the teacher’s question
         - 40 students’ mom…
         - No, mom everybody’s here
         - I am here mom…
         - I am 13 years old
       * Teacher explains to the students about her aim in conducting the
         action research in the classroom.
   b). Modeling of the Text (MoT)
       * Teacher distributes some handouts of dialogues
       * The handout consists of four different dialogues. Each student
         receives the handout.
       * Teacher introduces some dialogues to students
       * Teacher asks the students to read and learn the whole dialogue
         attentively
         - Ok! All of you have you receive the handout?
- Now please pay attention to the dialogue!
- Then, read the dialogues with your friend next to you. I will give you about twenty minutes to read the dialogues. Then, I will call you in pairs to perform one of the dialogues in front of the class.
  ✴ Teacher prepares the recorder instruments and hand-rolled paper.

c). Joint Construction of the Text (JCoT)
  ✴ Teacher asks the students to read the dialogue
  ✴ Students begin to read the dialogue
  ✴ Teacher calls students’ name to practice the dialogue in pairs.

d). Independent Construction of the text (ICoT)
  ✴ Teacher calls student’s name
  ✴ Teacher asks the student who get the turn to take one of the hand-rolled papers randomly.
  ✴ Teacher begins to record the student’s voice
  ✴ Teacher notes the score for each category
  ✴ The other students have to wait for the turn outside of the classroom.
LESSON PLAN
POST-TEST

Subject: English
Grade/semester: 1st year junior high school
Academic year: 2006/2007

1) Learner’s background
Intermediate, first year of junior high school

2) Time allotment
2 x 45 minutes

3) Learning outcomes
By the end of the lesson students should be able to increase their capability in speaking especially in performing the dialogue.

4) Skill focus
Speaking

5) The teaching-learning process
   a). Building knowledge of the field (BKoF)
      * Teacher enters the classroom and greets the students
        - Good morning/good afternoon…
        - How are you? / How is everything?
      * Students give responses
        - Good morning/good afternoon mom…
        - I am fine thank you
        - And how are you?
      * Teacher answers the students
        - I am fine too
        - I am very well thank you
      * Teacher explains the students about what she’s going to do today
      * Teacher checks the students’ attendance
      * Teacher calls the students’ name
        - Is everyone here?
        - Let’s check to see who is here?
   b). Modeling of the Text (MoT)
      * Teacher distributes the handouts to students
      * The handout consists of four different dialogues. Each student receives the handout.
      * Teacher introduces some dialogues to students
      * Teacher asks the students to read and learn the whole dialogue attentively.
        - Ok! All of you have you receive the handout?
        - Now please pay attention to the dialogue!
        - Then, read the dialogues with your friend next to you. I will give you twenty minutes to read the dialogues. Then, I will call you in pairs to perform one of the dialogues in front of the class.
        - Teacher prepares the recorder instruments and hand-rolled paper.
   c). Joint Construction of the Text (JCoT)
      * Teacher asks the students to read the dialogue
Teacher calls students’ name to practice the dialogue in pairs
Students begin to read the dialogue

d). Independent Construction of the Text (ICoT)
Teacher calls student’s name
Teacher asks the student who get the turn to take one of the hand-rolled papers randomly.
Teacher begins to record the students’ voices
Teacher notes the score for each category
LESSON PLAN
TEACHING-LEARNING ACTIVITY I

Subject: English
Grade/Smtr : 1st year Junior High School/II
Academic year : 2007/2008

1) Learner’s background
Intermediate, first year students of Junior High School

2) Time allotment
2 x 45 minutes

3) Learning outcomes
By the end of the lesson students should be able to practice and perform the dialogue with the theme “introduction” in front of the class.

4) Skill focus
Speaking

5) The teaching-learning process
   a. Building Knowledge of The Field (BKoF)
      - Teacher enters the class and greets the students.
        ➢ Good morning students…
        ➢ How are you?
      - Students give responses
        ➢ Good morning, mom…
        ➢ Fine, thank you
        ➢ And, how are you?
      - Teacher answers the students
        ➢ I am fine too
        ➢ Let us begin the lesson
      - Teacher shows pictures of four students to the students.
      - Teacher asks the students about those pictures.
        ➢ All of you, can you see the pictures?
        ➢ How many students are there in the pictures?
      - Students answer the questions orally
      - Teacher points out some students and asks them still about those pictures.
        ➢ Adi, who is the girl in picture one?
        ➢ Dian, do you know the girl in picture two? What is her name?
        ➢ How about you Lisa? Who is the boy in picture three?
        ➢ And you Farid? Do you know the boy in picture four? What is his name?
      - Students give response by answering the teacher’s questions
      - Teacher shows other picture. The picture is about two of people. They are a man and a woman.
      - Teacher asks the students about the picture
        ➢ How many people are there in the picture?
        ➢ Who are they?
        ➢ What are they doing?
      - Students answer the question orally
   b. Modeling of The Text (MoT)
      - Teacher introduces the students some dialogue relating to the pictures
Here are some dialogues. I will read the dialogue first
Please listen to me carefully!

Students listen to the teacher carefully.

**Dialogue 1**
Maya : Hello! I am Maya
Nita : Hi! I am Nita
Maya : I am a new student here
Nita : I am too
Maya : Are you in this class
Nita : Yes, I am
Maya : We are classmates then
Nita : That’s right. We are in the same class

- Teacher reads the dialogue sentence by sentence
  - Ok! Let us read the dialogue sentence by sentence.
  - Listen to me first and then repeat after me
- Students imitate the teacher
- Teacher drills the students
- Teacher uses the combination of drilling technique in Audio lingual Method to drill the students
  - Now, please pay attention!

**Example:**

1) Simple repetition
   - Teacher : I am a new students
   - Students : I am a new students

2) Simple substitution
   - Teacher: I am a new student. (Ali) (Putri)
   - Students: Ali is a new student. He is a new student.
   - Students: Putri is a new student. She is a new student

3) Multiple Substitution
   - Teacher: I am a new student. (Ali) (singer)
   - Students: Ali is a new singer.

4) Simple Correlation
   - Teacher: I am a new student. (Ali & Putri)
   - Students: Ali and Putri is new student.

5) Transformation
   - Teacher : I am a new student (negative)
   - Students: I am not a new student.
   - Students give the response to the teacher by following the teacher’s instruction
   - Teacher introduces the second and the third dialogue to the students
   - Teacher does the same steps just like in the previous dialogue
   - Teacher drills the students
   - Students follow the teacher’s instructions

**Dialogue II**
Bambang : Hello! I am Bambang. What is your name?
Ali : Hi! My name is Ali
Bambang : Are you a new student?
Ali : Yes I am
Bambang : Where do you live?
Ali  : I live in Semarang

Dialogue III
David : Hi! I’m David. What’s your name?
Putri : My name is Putri
David : Putri. How do you spell it?
Putri : P.U.T.R.I
David : Where do you come from?
Putri : I am from Indonesia

c. Joint Construction of The Text (JCoT)
   - Teacher divides students into groups of four persons
   - Teacher asks the students to read the whole dialogue again
      ➢ Now, please read the dialogue again and then you try to perform the dialogue with your friends in group
      ➢ Pay attention to your pronunciation, fluency and your communication to your partner
   - Teacher asks the students to perform the dialogue in pairs and in group without read the text
   - Students perform the dialogue in group.
   - Teacher asks the students to perform the dialogue in front of the class without text (in group)
   - Students perform the dialogue in front of the class

d. Independent Construction of The Text (ICoT)
   - Teacher asks the students to read the whole dialogue.
   - Teacher asks the students to perform the dialogue in front of the class (without text).
   - Students perform the dialogue in front of the class (in pairs) (assessment 1).
   - Teacher gives comments to the students (if necessary).
1) Learner’s background
Intermediate, first year students of Junior High School
2) Time allotment
2 x 45 minutes
3) Learning outcomes
By the end of the lesson students should be able to practice and perform the dialogue with the theme “hobbies” in front of the class.
4) Skill focus
Speaking
5) The teaching-learning process
   a. *Building Knowledge of the Field (BKoF)*
      - Teacher enters the class and greets the students.
        ➢ Good morning students…
        ➢ How are you?
      - Students give responses
        ➢ Good morning mom…
        ➢ Fine thank you
        ➢ And how are you?
      - Teacher answers the students
        ➢ I am very well  thank you
      - Teacher distributes some pictures to students.
      - Teacher asks students what the pictures are talking about.
        ➢ How many pictures do you have?
        ➢ Can you mention what they are doing in the picture?
        ➢ Angga, what are he/she doing in picture No.1?
      - Students answer the questions orally.
      - Teacher points out some students and asks them still about those pictures
      - Students give response by answering the teachers’ questions.
- Teacher asks the students about their activities in spare time
  - What did you do in your spare time?
  - Why do you like it?
  - What is your hobby?
  - When did you do your hobby?
- Students answer the questions orally.

b. **Modeling of the Text (MoT)**
- Teacher distributes handout.
- Teacher introduces the students some dialogue relating to the topic.
- Teacher reads the dialogue first.
  - Here are some dialogues. I will read the dialogues first.
  - Please listen to me carefully!
- Students listen to the teacher carefully.
- Teacher reads the dialogue sentence by sentence.
  - Ok! Let us read the dialogue together.
- Students imitate the teacher.
- Teacher drills the students.
- Teacher uses the combination of drilling technique in audio-lingual Method to drill the students.
- Students give response by following the teacher’s instruction.
- Teacher introduces the second and the third dialogue.
- Teacher does some steps like in the previous dialogue.
- A teacher drills the students.
- Students follow the teacher’s instructions.

c. **Joint Construction of the Text (JCoT)**
- Teacher divides students into groups of four persons.
- Teacher asks the students to read the whole dialogue.
  - Now, please read the dialogue again and then you try to perform the dialogue with your friend in group.
  - Pay attention to your pronunciation, fluency and your communication to your partner.
- Teacher asks the students to perform the dialogue in group without read the text.
- Students perform the dialogue in group.
- Teacher asks the students to perform the dialogue in front of the class without text.
- Students perform the dialogue in front of the class.

d. *Independent Construction of the Text (ICoT)*

- Teacher asks the students to read and memorize the whole dialogue.
- Teachers asks the students to perform the dialogue in front of the class (without text)
- Students perform the dialogues in front of the class in pairs (assessment 2).
- Teacher gives comments to the students.