

**THE EFFECTIVENESS OF ILLUSTRATION STORY TO IMPROVE THE
STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF SMPN 2
BANGKALA BARAT**
(A Classroom Action Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar
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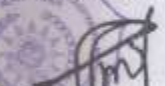
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ABSTRACT

WAHYUNI NURUL UTAMI.2013. *The Effectiveness of Illustrated Story to Improve the Students' Speaking Ability at the Second year of SMPN 2 Bangkala Barat*, under the thesis of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, Consultant by Hasnawati Latief and Astrianto Setiadi.

This research was aimed to explain the improvement of the students' speaking accuracy and speaking fluency through illustrated story in teaching speaking.

To investigate the problem above, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the second year students of SMPN 2 Bangkala Barat Jeneponto with the number of the subject 21 students.

The research findings indicate that the application of illustrated story is significant in improving the students' speaking ability in terms of accuracy and fluency. It is proved by the mean score of cycle I is 5.16 then improved to be 7.31 in cycle II. They are higher than the mean score of diagnostic test namely 3.18. And the standar KKM (70), that could be achieved after conducting cycle II. The researcher concluded that illustrate story can improve the students' speaking ability.

Keyword: *illustrate story, Speaking Ability.*

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Makassar, januari 2019

The Researcher

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan TIM PENGUJI adalah ASLI hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun. Demikian pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia memenuhi sanksi apa bila pernyataan ini tidak benar.

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Yang membuat pernyataan,

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CHAPTER I

INTRODUCTION

A. Background

According to Neschetna (2011), illustrated story is media in composing narrative essay. A delightful way to read is by using illustrated story because it can save thousands of words. Illustrated are easy to find and to use. It can be used evenly level and it is interesting for students. By reading the story, the students are given opportunities to read independently wherever possible but taking a more supportive role if the students have difficulty in maintaining independent reading.

By using visual media or serial image media in the process learning will increase motivation for students speaking ability. The series image used can serve to convey that message more effective, efficient, and interesting. The message conveyed is made into a symbol visual communication. The result of the analysis show an increase in vocabulary mastery through the development of effective image media in improving skills speaking students. The learning process becomes more active and motivated students are increasing with a factual learning experience through the media drawing series. Based on this research can be concluded that the use image series media in the learning process can improve the skills speaking students significantly.

Teacher can use illustrate story to complement an English language course or as main teaching resource. Illustrate story can act as a springboard for a wide variety of activities to develop student's English language language skill and bring other areas of the curriculum to

life, through the theme or content of the book. They are so also very motivating as the exercise student's imaginations and appeal to different interest and learning style. Illustrate story is a response of laughter, sadness, empathy, excitement and anticipation, all of which encourage social and emotional development. Another important benefit is that illustrate story encourage student to enjoy language learning and foster their appreciation of literature

According to Bodmer (1992), illustrations serve to expand, explain, enterpret, or decorate a written text. The perform certain functions that may differ from those of gallery paintings. Art work in picture books is most often concerned with storytelling. Therefore, illustrations in picture books may function in one or more of the following ways.in picture books ,as in all literature,setting is used used to establish a story's location in time and place create a mood,clarify historical background if necessary, provide an antagonist or emphasize symbolic meaning(Norton,1987)

Illustrate is supply with picture explain by using example diagram story etc. illustration is a visualization such as drawing, painting, photograph other work of art that stress subject more that form the aim of an illustration (such as a story, poem or newspaper article), so the students with learning difficulties with modification. It can provide stimulating and challenging learning opportunities, a visual representation. Of something described in the text (Jessie, 2002).

Speaking is one of productive skills which orally produce an idea by the speaker. Keth and Morrow in Musdaliana (2004:4) states that speaking ability is important in a process of language learning. The people do communication through speaking to gain much more information; therefore, both teacher and students should realize the role of speaking ability for the success in language learning.

According to Manser (1996:306), Speaking performance is the way of one's manner in speaking, which is assessed through how the fluency and accuracy. Marcel (1978), distinguishes the outlined of accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the patterns of sentence while fluency of someone way of speaking dealing with how to produce words in certain period of times without missing any main words on their speech.

Related to the statements above, the researcher did pre -observation that is at SMPN 2 Bangkala Barat, the researcher faced many problems in teaching learning process. The crucial problems were the students' problems in speaking. The problems were; first, the students always did mistakes in grammar and pronunciation aspect. Basically, they only spoke English but they did not pay attention to the sentence structure and correct pronunciation. Second, the students were afraid of making mistake in speaking English. It indicates that the students had limited vocabulary. Third, the students were difficult to speak fluently because they were seldom to practice their English language.

From the problems above the researcher will apply one of teaching strategy. That was an interesting strategy and it can improve the student's speaking ability, namely through reading illustrated story. The strategy is designed to create the students' interest to learn with pleasant method. The core of reading illustrated story is corporation between groups and shared.

Another thing that we can create process relaxing learning atmosphere that is reading illustrated story. Usually the students are motivated to be active to take a part in class when the teacher uses pictures and it is story. Because an effective the other language skills. The principles of teaching reading are to reach the target of language no matter what techniques and methods are used.

B. Problem Statements

Based on the background above, the research questions are formulated as follows:

1. How is the effectiveness of illustrate story in improving the students' speaking accuracy at class VIII of SMPN 2 Bangkala Barat?
2. How is the effectiveness of illustratee story in improving the students' speaking fluency at class VIII of SMPN 2 Bangkala Barat?

C. Objective of the Study

Based on the research questions above, this research is aimed as follows:

1. To explain how the effectiveness of illustrated story in improving the students speaking accuracy at class VIII of SMPN 2 Bangkala Barat.
2. To explain how the effectiveness of illustrated story in improving the students speaking fluency at class VIII of SMPN 2 Bangkala Barat.

D. Significance of the Study

The result of this reseach is expected to give useful information in teaching and learning English in improving the quality of education and human resource. In practice, it can give contribution for further researcher who is interested in teaching and learning speaking. In addition, It can be a reference for the teachers to teach speaking by reading illustrated story which can gain the full responses of the students.

E. Scope of the Study

This research is limited on the influence of illustrated story to improve the students' speaking ability. It is focused on the students' speaking accuracy in term of vocabulary and grammar, fluency (content), Smoothness. These items are chosen because those are very important to be identified by the researcher to improve the role of illustrated story in motivating and overcoming the students' problems in learning speaking in English language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher writes down some previous related research findings found by some researchers which relate to speaking. As follows:

Musdaliana, (2004). Thesis. *Improving the Speaking ability of the second year Students of SMA Negeri 4 Parepare Through storytelling*. She reported that it is an effective way to increase the students' speaking ability because the students who have low spirit is interested in studying English through storytelling. He found that 75.5 % of the students were interested in studying English and 72 % of the students were improving their English through storytelling.

Rahman, (1995). *The Students' Interest in Studying Speaking through illustrate story book*. He reported at the students are really interested in learning English through illustrate story book. He found that 77.5 % of the students were interested in learning English and 75 % of the students improved their English through illustrate story book.

Mukminatien, (1999). *Analysis of Grammatical Error in Speaking*. She reported that the students' improvement in speaking is improved by analyzing of grammatical error. She found that 75.10% of the students were interested in studying English and 70 % of the students were improving their speaking through this strategy.

Ahmad Risal, (2011). *Improving the Students' Speaking Ability through Classroom Discussion Technique at the Second grade Students of SMP UNISMUH Makassar*. He explained that discussion technique is a good way to improve the students speaking ability. He found that 73 % of the students were effective in learning English and 70 % of the students could increase their English through classroom discussion technique.

Abdullah, (2008). *Improving Students' Reading Ability through English Magazines Using Three-Phase Techniques*. She reported that English magazine using three-phase technique is a good method in studying English and can improve their reading ability. He found that 76 % of the students were interested in this m and 74 % of the students were effective in reading.

Relating the previous research findings above, the researcher conclude In teaching and learning speaking by using illustrated book story as teaching aids can interest the students to be studied reading subject. Besides, reading activity should be influence to improve speaking ability through interesting material such as illustrated story, so that the students can be relax and have fun while speaking.

B. Illustrated Story

Illustrate is supply with picture explain by using example diagram story etc. illustration is a visualization such as drawing, painting, photograph other work of art that stress subject more that form the aim of an illustration such as a story, poem or newspaper article (Jessie 2002).

1. Definition of Illustrated Story

According to Neschetna (2011), illustrated story is media in composing narrative essay. A delightful way to read is by using illustrated story because it can save thousands of words. Illustrated are easy to find and to use. It can be used evenly level and it is interesting for students. By reading the story, the students are given opportunities to read independently wherever possible but taking a more supportive role if the students have difficulty in maintaining independent reading

2. Why Use Illustrated Story

Teacher can use illustrate story to complement an English language course or as main teaching resource. Illustrate story can act as a springboard for a wide variety of activities to

develop student's English language skill and bring other areas of the curriculum to life, through the theme or content of the book. They are so also very motivating as the exercise student's imaginations and appeal to different interest and learning style. Illustrate story is a response of laughter, sadness, empathy, excitement and anticipation, all of which encourage social and emotional development. Another important benefit is that illustrate story encourage student to enjoy language learning and foster their appreciation of literature

Most of the art and design programmed of the study is relevant to students with learning difficulties with modification. It can provide stimulating and challenging learning opportunities, the focus of teaching by using illustrated story may be on giving students opportunities to:

- a. Use visual and tactile elements materials and processes to communicate that they see feel.
- b. Improve their control of materials, tools and techniques.
- c. environment Working with illustrations provides a creative and artistic learning which children respond to.
- d. A story book provides a child-centred universe where abstract concepts are symbolised within the text and images.
- e. It provides an ideal context for literacy practice as well as linguistic acquisition.
- f. Providing information through pictures is an important and fast developing method of communication in the global world.

3. Advantages and of Illustrated story

According to Mitchtall (In Nurgianto, 2005: 159) reveals the advantages and importance of illustrated story as follows:

- a. Helps the student's emotional development.

- b. Helping students learn about the world and its existence.
- c. Learn about others ,the relationship that occur and the development of fellings.
- d. Getting the fun
- e. To appreciate beauty,and
- f. To stimulate the imagination
- g. Promote a feeling of well being and relaxation
- h. Increase student's willingness to communicative thoughts and fellings
- i. Encourage active participation
- j. Increase verbal proficiency
- k. Encourage use of imagination and creativity
- l. Encourage cooperation beetwen students
- m. Enhance listening skills
- n.

4. Characteristics Of Illustrate story

Dr Robert sweetland, (2006, 10) divides two characteristics. They are:

- a. Illustrated
 - Illustrations extend and/or support the written text (setting, plot, characterization, theme, tone, mood, style)
 - Illustrations are related to the purpose of the piece
 - Illustrations are clear and easily distinguishable, if applicable
 - Illustrations are free from bias and stereotypes, as applicable.
- b. Story
 - The reader can understand/interpret the text and illustrations
 - Characters
 - Plot
 - Setting
 - Style and tone is appropriate for the audience
 - Theme is appropriate for the audience

- The reader can have a significant transaction with the story/piece

5. Procedure of teaching illustrated story

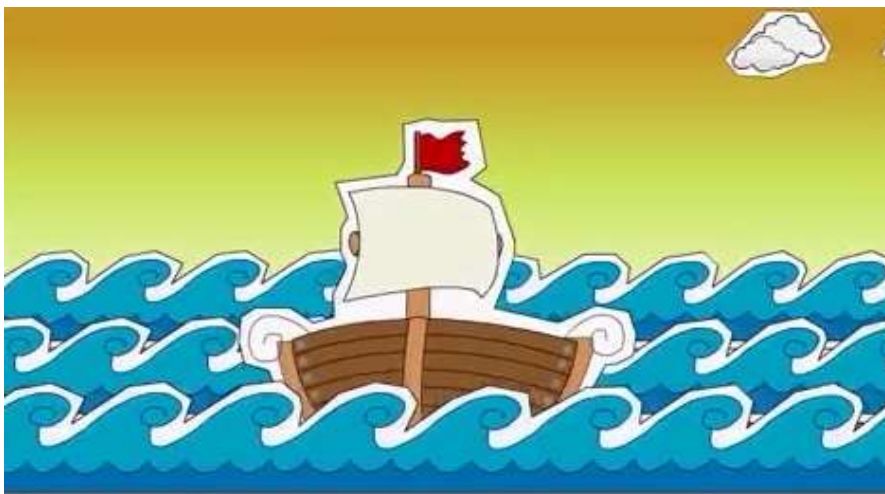
Procedure of teaching illustrate story base of Ahmad Turmuzi (2013) as follow ;

- a. Prepares the drawings according to the learning objectives.
- b. The teacher puts a pictures on board or aired through OHP
- c. gives instructions and gives students the opportunity to student to pay attention/ analyze picture
- d. through group discussions of 2-3 students, the discussion results from the analysis of the drawings are recorded on the paper
- e. each group is given to opportunity to read out the results of the discussion
- f. starting from the comments / results of student discussion, teachers begin to explain the material according to the goals to be achieved
- g. teacher shows /shows pictures of activities related to the material.
- h. Teacher appoint / alternate students to install/ sort picture into logical sequence .
- i. Teacher asks the reason for the sequences of images
- j. From the reason/ sequence of images the teacher starts to name the concept /material in accordance with the competence to be achieved
- k. Conclution.

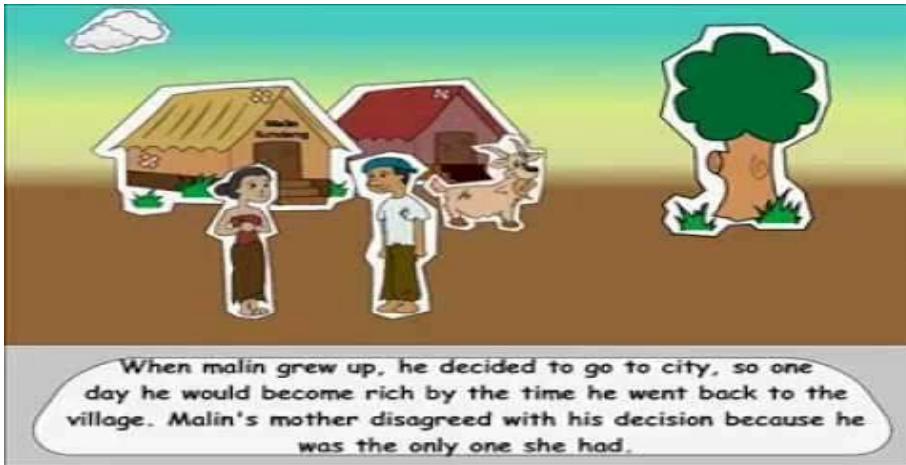
6. Example of Illustrate story

Illustrate story are anything that is manifested visually into the result of feelings and thoughts. Images can use as a medium in the organization of the educational process to enable the process of teachingand learning. Tarigan (1995: 209), The selection of images

should be appropriate, interesting and can stimulate students to learn. Such as example of illustrate story “Malin Kundang” as follow :



This is a story about malin kundang. he was a boy from a very poor family who live with his mom. His father is a sailor.... but he had already died..



Malin made lots of money. He bought a huge ship of his own and married a beautiful woman.



Many years later, Malin's ship landed on the small beach where he grew up. People recognized him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.



C. Some concepts in Speaking

1. Definition of Speaking

Communication with language is carried out through two basic human activities, namely speaking and listening. In speaking we must put ideas into word for other people to group to understand our idea and hope people given us feedback that is why the two activities cannot be separated from one to other. They are integrated parts in language. Its means that when we study language we also think of how people speak and understand each other (Clark and Clark in Nurhasanah1977 : 25).

There are also some definitions of speaking:

- a. Speaking is a part of oral communication uses language as medium to express feeling, ideas, information or asking information from others.
- b. Clark and Clark (1977: 223) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their start of knowledge. They ask them questions to get them to provide information. They request things to get them to do thing fo r them.
- c. Speaking is a kind of verbal language in spoken form; it is the process of producing sounds, ideas, messages, or thoughts processed by human being through organ speech.
- d. Speaking is the ability to create utterance comprehensive to native speaker. And, is the ability to speak in truth communicative setting.

Byrne in Nurhasanah (2008: 11) states that the oral communication is two processes between the speaker and listener and involved the productive as speaking and receptive as listening. So, both speaker and listener are active during the oral communication. This means that speaker has to encode the message. The message it self, in normal speech contains some

important information that sometimes beyond the listener need. This is usually happens in education such as when the students study English for going abroad in travel, best he was taught to study English for going abroad in a travel, best he was taught to study English.

Speaking as an oral communication as in mentioned above can be classified into three responses: *direct, indirect, and without responses.*

a. Oral communication with direct responses

In oral communication with direct responses, the speaker and listener talk to one another freely; they give some responses toward the speakers talk. The type of such communication commotion where the only occurs in social interaction where the formal language required like a meeting when the audience asks questions and presenter responds directly.

b. The communication with indirect responses

The kind of such communication commonly takes place in informal situation. It usually exists in a formal meeting of a conference that a moderator conducts all of the speech from the speaker to the audience. The presenter delivers a speech after the chance from the moderator. On the other hand, the audiences ask some questions to the presenter after getting the chance form the moderator. This means that moderator asks the motor of communication. During the program, no one can speak to others without control from the moderator the moderator and the direct individual talk is avoided.

The type of such communication also happens in a speech context whether there are a stranger and interpreter and a speaker of certain mother tongue .When the foreigner speakers English to the man understand on the other hand. The listener talks to the foreigner through interpreter and he directly translate it.

c. Oral communication without responses

The type of such communication usually takes place in either formal or informal situation. The following moment when the speakers deliver a speech in front of the audience and after the speech is over, there is no chance given to the audience to ask question or put forward the argument. For example, the priest stand on the pulpit to deliver a speech about the history of national heroes in a national anniversary, or politician explains about the party belongs to in a given campaign. The communication takes place during the moment of the activity and there is no feedback situation.

From those definitions, it can be use that the speaking activity can well run, if there are speakers, listeners and mutual understanding between them in exchanging ideas. Ur (1996:120) gives some characteristics when the speaking activity can be said have been successful. They are as follows:

- 1) Learners talk a lot. Learners should get as much as possible chance to speak. But, unfortunately, it is most usually time is taken up with the teacher talk or pauses.
- 2) Participation is event. All students should get same chance to speak and give contributions; classroom discussion is not dominated by a minority of talkative participants.
- 3) Motivation is high. Learners are full of desire to speak; because they are interested in the topic and have something new to say about it.
- 4) Language is of an acceptable level. Learners express them selves in utterances that are relevant, easily comprehensible to each other, and of acceptable level of language accuracy.

Actually, speaking is not an easy thing; it is not enough for students to listen only to the speech. The students should be given numerous speaking opportunities to develop their speaking ability. As stated by River (1968:160), the teacher will need to give the students opportunity to practice their speaking skill.

2. The Nature of Speaking

Speaking is a means oral communication that gives information. Communication involves two elements namely the speaker who gives the message and the listener who receive the message. In other words, the communication involves the productive skill of speaking and the respective skill of listening. It is commonly known that listening (understand speech), speaking, reading and writing are the four language skills, but what is their nature? In terms of medium, speaking and reading relate to language expressed through the oral medium and writing relate to language expressed through the visual medium. In terms of activity of the user, speaking and writing are said to be productive skills whereas listening and reading are said to be receptive skills.

The form aural and visual medium, and productive and receptive skills refer to the way language is manifested. They do not fit the way language is realized in communication. Hence the above presentation of language skills is usage-oriented not use-oriented. Widdowson (1985:58) states that the act of communication through speaking is commonly performed in face-to-face interaction and occurs as part of a language or rather forms of verbal exchange what is said, therefore, it depends on an understanding. He further stated that the act of speaking involves not only the production of sound but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body. All of these non-vocal accomplishments of speaking as a communication activity are transmitted through the visual medium.

3. Assessing Speaking Ability

According to Crystal in Risal (2011) states that there are three main factors that need to be considered in assessing speaking ability, such as :

- a. Accuracy essentially depends on the recognized of the considering the phonetic of conversation English. Particularly from the point of view of its segmental (vowel and consonant) system.
- b. Fluency that is a highly complex notion relate mainly to smoothness of continuity in discourse. It has include a consideration of how sentences are connected, how sentences also certain aspects of the prosody of discourse.
- c. Comprehensibility refers to the suitable of language to situation. It is also the way in which informality is expressed by choosing of vocabulary, idiom and syntax.

4. The Element of Speaking

As we know that language as a tool everyday communication. Speaking is one of the productive skills of English which means oral communication in which the speaker express ideas, information or feeling to others. Nothing works without communication. For example, the buyer and the seller, they can not make any transaction by just keeping silent, neither the office staff, the policeman and so on. In this case, the writer is discussing three elements of spoken language that the writer assumes quite important as follows :

1) Accuracy

a. Vocabulary

Vocabulary is quite basic in a language, especially in speaking because no body can speak without memorizing some vocabularies even though mastering in structure and

grammar. Sometimes when using vocabulary in speaking, students cannot use them correctly.

Adrian Doff in Mukminatien (1999:20) distinguishes two types of vocabulary. In general, they are active and passive vocabulary :

- 1) Active vocabulary : words which students will need to understand and to use them as well.
- 2) Passive vocabulary: words which we want the students to understand but they will not need to use them.

b. Grammar

Allen, Brown and Yatvin in Mukminatien (1999: 26) defines grammar as the system of sentence analysis, rules and labeling: it is best the way of speaker to construct sentence in speech.

In addition, Simon and Schuster in Rahman (1995: 15) defined grammar as in the following :

- 1) The study of language which deals with the forms and the structure of words (morphology) and with their customary arrangement in phrase and sentence (syntax).
- 2) The system of word structures and word arrangements of a given language at a given time.
- 3) A system rules for speaking and writing a given language.
- 4) A book containing such rules.
- 5) One's manner of speaking or writing. It has to be learned because that valuable transmission in speech through the understanding of structural patterns.

Moreover, to communicate effectively, the speaker should give a tidy pieces of language to work with (Harmer, 1991:23). This means structural patterns reveal understandable speaking. Speaking should see what, when and where to speak.

c. Pronunciation

Simon and Schuster in Rahman (1995: 18) define pronunciation as :

- 1) The act or manner of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc.
- 2) The manner of uttering a discourse or oration.

Noticeably, accent is not the most priority matter to be native speaker like pronunciation, but having sure that that sayings are understood is much more important. In other hands, the language learners need to be able to say what he or she wants to say. This means that his/her pronunciation should be at least adequate for that purpose (being understood). Pronunciation can not be separated from intonation and stress.

2). Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistakes made. Therefore fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern vary in word order and omit element of structure and also certain aspects of the prosily of discourse.

According to Webster (1997 : 500) fluency refers to be able to speak or write smoothly, easily, or readily to an easy flow is word are to respond able to communicate with base it suggest

to ready flow an accomplish speak or write. It is usually a term of communication. Whereas, Marcel (1978: 12) states that fluency is someone's way of speaking dealing with how to procedure words in certain period of tones without missing any main words on their speech.

And then, talk about self confidence speaking is the oral communication, with other people speaking need braveness. There are many students who have no self confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the word is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntarily rating something. From the four components above the researcher only focus on accuracy and fluency, which accuracy covers by vocabulary and grammar.

The researcher focuses on accuracy and fluency because of these elements are the basic and important elements in speaking that should be learning as the beginner students. These elements also as a scope of the study so that the explanation in these research bases on the purpose that want to be reached.

As said by Brown in Risal (2011 : 25) fluency is probably best achieved by allowing the “stream” of speech to flow then, assumes of his speech spills over beyond of comprehensibility to “riverbank” of instruction or someone detail of phonology, grammar, discourse will channel to speech or more purpose full course.

5. Categories of Speaking

Gamble and Walter (1984) classifies speaking into two categories as follows:

a. Speaking Informatively

Gamble and Gamble explained about speaking informatively as follows: an informatively speech gives an audience more information about something than they already have. It can

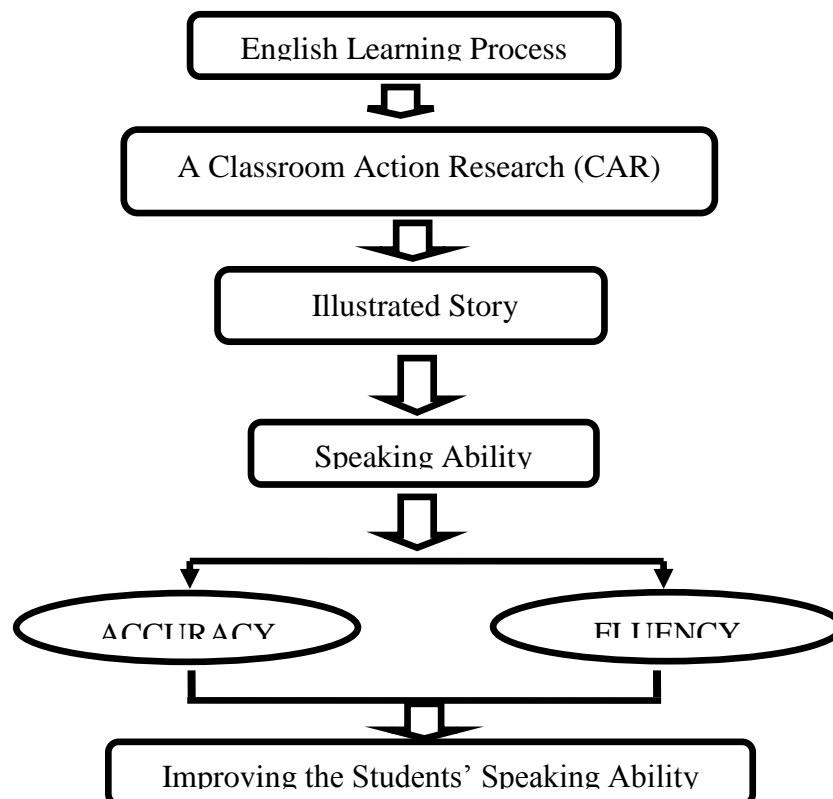
update and add to their knowledge, refine their understanding or provide background material. There are basic types of informative presentations. Speeches than explain a process, describe a person, place of thing or define term.

b. Speaking Persuasively

Gamble and Gamble (1984) also describe about persuasive speaking as follows : the goal of persuasuve speech is to modify the thought, feeling and action of an audience. To be an effective persuasive speaker one needs first to identify his persuasive goal and learn as much as he can know about the general opinion of his specific proposal is likely to be. He should then tailor his presentation accordingly, to get information appealing to their needs and goals and promise them a meaningful reward for accepting his proposal.

D. Conceptual Framework

The schematic conceptual framework is presented as follows:



In this conceptual framework, the students will face many problems in learning English. One of the crucial problems is their speaking ability that covers fluency and accuracy in speaking English.

Based on the problems above, the researcher will apply illustrated story to overcome the problems. Illustrated story is one of the effective media in teaching speaking because it gives each student an opportunity to speak in the target language for an extended period of time and students naturally produce more speech. In this activity the students have to make what they are saying comprehensible to others.

This learning process would have been done through classroom action research that has four phases. They are planning, action, observation and reflection. In the last phase of the cycle I, the strategy is unsuccessful; the research would have been continued to the cycle II that have the same phases of cycle I. Finally, reading illustrated story is effective to improve the students' speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research was used is a classroom action research (CAR). It covered research location, research time and classroom action research cycles as follows:

1. Research Location

This Classroom Action Research was conducted at SMPN 2 Bangkala Barat for English subject.

2. Research Time

This research was conducted on September – Oktober 2018 academic year.

3. Classroom Action Research Cycle

This Classroom Action Research was conducted by two cycles, they were : cycle I and cycle II. It aimed at observing of the effectiveness of illustrated story in improving the student's speaking ability.

B. Research Variables and Indicators

The following are the variables of the research:

1. Independent variable

Independent variable of the research is use of illustrate story in teaching speaking ability. Illustrate story is a material to facilitate the students to build their motivation and ability in speaking class.

2. Dependent variables

Dependent variables consist of students' accuracy and fluency In speaking English.

The indicators are:

a. The indicators of the students' accuracy are:

1) Vocabulary

Webster's near world print dictionary (Webster: 1983:2946), vocabularies are list of word etc as dictionary or glossary and all of words use a language or by a person group etc.

2) Grammar

Grammar is the study of the way words and their component parts combine to form sentences (Crystal, 1993). He classifies grammar into two types: competence and performance grammar. In so far as a grammar defines the total set of roles possesses by a speaker, it is a grammar of the speaker's competence (competence grammar) in so far as a grammar is capable of accounting for only the sentences has actually use (as found in a sample of output) it is a performance of grammar".

b. Fluency

Fluency refer to able to speak to write smoothly, easy reading, to an easy flow is word or able communication with base is suggest the flow an accomplish speaker and writer, it is usually a tern of commendation. According to Hornby (1995:122) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connect, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

C. Research Subject

The Subject of the study is the students at the second year of SMPN 2 Bangkala Barat in 2018/2019 academic that consisted of one class namely VIII class.

D. Research Procedure

This research followed the principal working of *classroom action research* that contained of four stages, they were: Planning, Implementation of Action, Observation, and Reflection.

This research was conducted around two cycles. They were first and second cycle and each cycle would be the series of activity which has close relation. Where, the realization of the second cycle continued and re-corrected from the first cycle.

CYCLE I

1. The Planning

The activities that was done in this stage as follows:

- a. Understanding the curriculum of the school and analyze it to know basic competency and apply to the students by illustrate story.
- b. Making lesson planning base on the syllabus, and prepare material of lesson planning and base on the teaching of speaking skill.
- c. Making the sheet of students' assessment, to measure the students' achievement in speaking accuracy and fluency.
- d. Making observation checklist to observe the students activity.
- e. Making instrument evaluation that is use in classroom action research cycles.
- f. Prepare teaching material.

2. Implementation of action

The activities that were done in this stage were:

- a. The teacher introduce and explain the objectives and strategy of illustrate story to the students.
- b. The teacher devide the students into four groups.
- c. The teacher give to the students group a text of story base on the teaching material.
- d. The teacher read and explain the text clearly.
- e. The students in the groups have to read and memorize everything they can about the story.
- f. The teacher ask every group to discuss their story.
- g. The teacher ask the students to work out what is happening in the story.
- h. Every group retell the text of story in front of class.
- i. The teacher give conclusion to the text of story

3. *Reflection*

Analyze all of the data that would have been collect from observation, to assess the teaching program's achievement after giving an action at the first cycle. The getting result could be base to formulate the next better lesson plan.

After conducting the first cycle with the data found, the researcher would the next cycle. In the second cycle, the researcher repair the weakness in the first cycle based on the data found.

CYCLE II

It is like cycle in the cycle I, cycle II also consist of planning, action, observation and reflection as follows:

1. Planning
 - a. Making lesson plan to apply reading illustrate story.

- b. Understanding the material taught to the students.
- c. Prepare instruments that are use in classroom action research cycle.
- d. Making the sheet of students' assessment, to measure the students' achievement in speaking.

2. Action

- a. In this activity, the teacher will invite the students to make four groups (A, B, C, end D)
- b. The teacher ask the students to be silent and prepare themselves.
- c. The teacher build the students imagination by giving picture.
- d. The teacher read and explain the text clearly.
- e. Then, he ask the students to make story/sentence according to the picture
- f. After that, the teacher asked the students to make four groups (A, B, C,and D). The teacher will use illustrate story-telling activity.
- g. The teacher will gives different illustrate story to each of group, and the groups have to read and memorize everything they can tell about the illustrate story that is in them, what is happening and consist of narrative test.
- h. The teacher gives 30 minutes to do that and memorize the story. After finishing the work, the teacher collects back the illustrate story and ask for one student from each of group (A, B, C, and D) to form new four person group.
- i. Then, the teacher ask the students to work out what is happening in the story. Most of students describe their illustrate story to each other and speculating it.
- j. The teacher give conclusion to the text of story.

3. Observation

This phase, the researcher would have been done

- a. In this phase, the researcher is:
 - b. Taking observation toward the application of reading illustrate story.
 - c. Noting every action and every change happen in the teaching and learning process.
 - d. Observing the students' improvement in speaking ability, especially the students' accuracy and fluency.
 - e. Doing evaluation to know the students' improvement, after using reading illustrate story.
4. Reflecting

After collecting the data, the researcher evaluated the teaching-learning process. Then, did the reflection by seeing the result of the observation, whether the teaching learning process of speaking using reading illustrated story reach success criteria based on the test result of second action. From the result of the research, the researcher can draw conclusion about the effectiveness of reading illustrated story can improve the students' speaking ability.

E. Research Instrument

The researcher was used two instruments to assess the students' speaking skill. The instruments were used as below:

1. Observation sheet

Observation sheet aimed at finding out the students' data about their presence and activeness in teaching learning process.

2. Speaking Test

Speaking test aimed at finding out the students' competence in learning English speaking. The researcher gave tests in each cycle to find out the improvement of the students' speaking fluency and accuracy.

F. Data Collection

In this research collecting data was done by seeing the student' score on accuracy (Grammar and vocabulary) and fluency from the test in cycle. The students were given the oral test relating to the material. The students called out in turn and researcher tested them by giving the situation relating to the material and then recorded their presentation

1. Accuracy

Table 2: The assessment of grammar

Classification	Score	Criteria
Excellent	6	A few minor grammatical and lexical errors but most utterances are correct.
Very Good	5	Make few noticeable errors of grammar and word order.
Good	4	Occasionally makes grammatical of word order errors which do not, however obscure meaning.
Average	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern.
Very poor	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.

(Heaton 1988:100)

Table 2: The assessment of vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he search for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton 1988:100)

The assessment of speaking fluency involves self confidence and content.

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understand and then with considerable effort by someone who is use to listening to the speaker hardly anything of what is said can be understand.
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton 1988:100)

G. Data Analysis

The data from cycle I and cycle II is analyze through the following steps:

1. To calculating the scores using the following simple formula:

2. Calcula A Student's Score = $\frac{\text{The gain score}}{\text{The maximal score}} \times 10$ the following formula:

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

Notes:

X = Mean score

$\sum X$ = The sum of all score

N = The number of students (Gay, 1981)

3. To classify the students' score, there are seven classifications which are use as follow:
 - a. 9.6 to 10 is classify as excellent
 - b. 8.6 to 9.5 is classify as very good
 - c. 7.6 to 8.5 is classify as good
 - d. 6.6 to 7.5 is classify as fairly good
 - e. 5.6 to 6.5 is classify as fair
 - f. 3.6 to 5.5 is classify as poor
 - g. 0.0 to 3.5 is classify as very poor

(Direktorat Pendidikan 1999)

4. To calculate the percentage of the students' achievement, the formula which will use as follows:

$$P = \frac{F}{N} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the students' achievement

N : The Total Number of Students

(Sudjana, 1999)

5. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P : Percentage

X₁ : 1st Cycle

X₂ : 2nd Cycle

(Sudjana 1999)

6. To analyze the students' participation in research toward the material and activities in teaching and learning process by checklist. The students' active participation describe follow:

No	The students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students

(Sudjana 1999)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of findings of the research and its discussion. The findings of the research present the result of the improvement of the students' speaking ability that covers the students' speaking accuracy and the students' speaking fluency, and the discussion of the research covers further explanation of the findings.

A. The Findings

The finding of this classroom action research deals with the answer of the problem statement which is aimed to improve the students' speaking ability covers accuracy and fluency. The findings consisted of the improvement of the students' accuracy and fluency in speaking ability and the students' activeness in teaching and learning process. The findings of the research detected that the use of illustrated story can improve the students' speaking ability in class VIII at SMPN 2 Bangkala Barat.

1. The Improvement of the Students' Speaking Accuracy

The use of illustrated story in improving the students' speaking accuracy is dealing with vocabulary (VOC) and grammar (GRA). The improvement of the students' speaking accuracy dealing with vocabulary and grammar can be seen clearly in the following table;

Table 1: The improvement of the students' speaking accuracy

No	Indicators	The Students' mean Score		Improvement (%)	
		Cycle I	Cycle II	Cycle I	Cycle II
1.	Vocabulary	5.24	7.36		8.74 %
2.	Grammar	5.08	7.27		8.54 %

3.	\bar{X}	5.16	7.31	8.64 %
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The table above indicates that the indicators of the students' speaking accuracy in terms of vocabulary and grammar improved significantly. The students' speaking accuracy improvement is quite significant from cycle I is 5.16 (fair) to cycle II became 7.31 (fairly good). It indicates that the improvement of the students' speaking accuracy in cycle one to cycle two is 8.64 %. It also indicates that it is improved significantly through the use of illustrated story. And it proves that the use of illustrated story in teaching and learning process can improve the students' speaking accuracy after taking action in cycle I and cycle II.

In fact, the use of illustrated story made the students' speaking accuracy increased. There is a changing category of students from fair category becomes fairly good category.

a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter is caused by:

1. The Students are afraid to make mistake in vocabulary.
2. Some students were not able to express their opinion at illustrated story.
3. Some students still did not know the step of illustrated story.
4. The teacher's part role limited to students creativity in expressing their mind.

Therefore, most of them were difficult to express their mind and still felt nervous to guess what the teacher described or explained. As result, the mean score of the students' accuracy in cycle I is still low. As we can see in table 1 that the mean score is only 5.16 and it is only classified as fair. Its result is still under the completeness grade standard at SMP.

b. At the end of the second cycle could be concluded:

1. Students already have not afraid to mention the words.

2. Students accustomed with illustrated story and interested with illustrated story.
3. Students could express their mind freely because they were given chance to act as 'knower'.
4. Students were enjoyed and relax with this method in learning process.

the researcher intensively gave understanding or explanation and chance about illustrated story. The researcher helped the student's in improving their speaking accuracy covers vocabulary and grammar

2. The Improvement of the Students' Speaking Fluency

The use of illustrated story can improve the students' speaking fluency. The improvement of the students' speaking fluency can be seen clearly in the following table:

Table 2. The improvement of the students' speaking fluency

No	Indicators	The Students' mean Score		Improvement %
		Cycle I	Cycle II	Cycle I → Cycle II
1.	Fluency	5.08	6.79	37.41 %

The table above indicates that the improvement of the students' speaking fluency in cycle II is greater than cycle I. The students' mean score improved from 5.08 (fair) become 6.79 (fairly good). It indicates that the improvement of the students' speaking fluency in cycle one to cycle two is 37.41%. It also indicates that it is improved significantly through the use of illustrated story. And it proves that the illustrated story in teaching and learning process can improve the students' speaking fluency after taking action in cycle I and cycle II.

In fact, the use of illustrated story made the students' speaking accuracy increased. There is a changing category of students from fair category becomes fairly good category.

<6.79 %). Therefore, the use of illustrated story improves the students' speaking fluency, and the improvement is significant (fair→fairly good).

The process that could be explained from cycle 1 to cycle 2 as follows:

- a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter was caused by:
 1. The Students have little self confidence, and low motivation to speak extensively.
 2. The Students are reasons why they can't understand what they speak.
 3. The students have not been enough encouraged to speak.

Therefore, most of them were difficult to speak fluently and still felt nervous to guess what their friends described or explained. As result, the mean score of the students' accuracy in cycle I was still low. As we can see in table 2 that the mean score is only 5.08 and it is only classified as fair. Its result is still under the completeness grade standard in SMP.

- b. At the end of the second cycle could be concluded:
 1. Students already had self confidence and high motivation to speak intensively.
 2. Students accustomed to understand what the other students explain.
 3. Students have been encouraged to speak.

The explanation above explains that, when the researcher conducted action in cycle II, the students' mean score improved from 5.08 to 6.79. It has classified as fairly good and has achieved the standard score in SMP. In this cycle, the researcher intensively encouraged the students to speak. The researcher helped the student's in improving their speaking fluency.

3. The Improvement of the Students' Speaking Ability

The use of illustrated story in improving the students' speaking ability deals with accuracy (ACC) and fluency (FLU). The improvement of the students' speaking ability that deals with accuracy and fluency can be seen clearly in the following table:

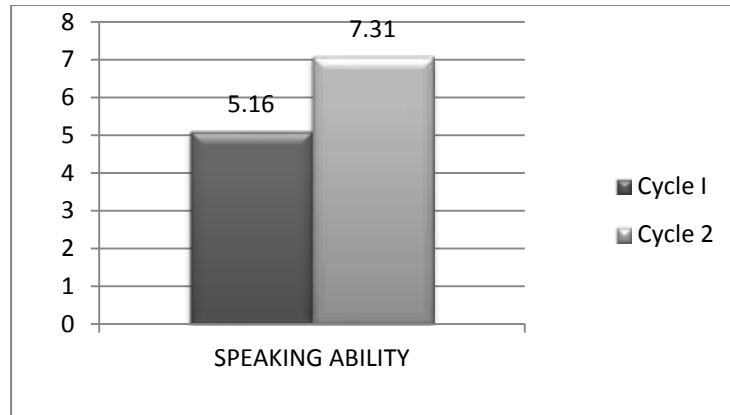
Table 3: The improvement of the students' speaking ability

No	Indicator	The Students' mean score		Cycle I Cycle II
		Cycle 1	Cycle II	
1.	Accuracy	5.16	7.31	39.96 %
2.	Fluency	5.08	6.79	37.41 %
3.	\bar{X}	5.16	7.31	38.88 %

The table above indicates that there is the improvement of the students' speaking ability from cycle I to cycle II, the Students' speaking ability in cycle I is categorized as fair (5.16) then the students' speaking ability increases in cycle II which categorized as fairly good (7.31). Therefore, the improvement of students' speaking ability achievement from cycle I until cycle II is (38.88).

And it proves that the use of illustrated story in teaching and learning process can improve the students' speaking ability after taking action in cycle I and cycle II has been achieved the standard score.

To see clearly the improvement of the students' speaking ability, the following chart is presented:



The Improvement of the Students' Speaking Ability

The chart above shows the improvement percentage of the students' speaking ability in cycle II is higher 7.09 than cycle I is 5.12. It also shows that the result of cycle I is the lowest achievement. After evaluation in cycle I and cycle II, there is a significant improvement of the students' speaking ability that shown clearly in the chart after taking an action in cycle through illustrated story.

4. The Percentage of the students' speaking accuracy

The application of illustrated story in improving the students' speaking accuracy can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of illustrated story in improving the students' speaking ability.

Table 4: The Percentage of the Students' Accuracy in Speaking.

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	7	30 %
3	Good	7.6 – 8.5	0	0	0	0	0	0

4	Fairly good	6.6 – 7.5	0	0	1	5 %	14	70 %
5	Fair	5.6 – 6.5	1	5 %	2	5 %	0	0
6	Poor	3.6 – 5.5	20	95%	18	90 %	0	0
7	Very poor	0 – 3.5	0	0	0	0	0	0
Total			21	100	21	100	21	100

The table above shows that the percentage of the students' accuracy in speaking Diagnostic Test indicates that 1 student (5 %) get fair, 20 students (100%) get poor, and none of students for the other classification.

After taking action in cycle I by using illustrated story, the percentage of the students' vocabulary is 1 students (5 %) fairly good, 2 students (5 %) get fair, 18 students (90 %) get poor and none of the students for the other classification. and then the cycle II, the percentage of the students' accuracy in speaking is 7 students (30 %) very good, 14 students (70 %) get fairly good and none of the students for the other classification.

5. The percentage of the students' speaking fluency

The application of illustrated story in improving the students' speaking can be seen the difference clearly by considering the result of the students' observation data and the students' knowledge after taking action in cycle through the application of illustrated story.

Table 5: The percentage of the students' Fluency in speaking

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	1	5%

3	Good	7.6 – 8.5	0	0	0	0	0	0
4	Fairy good	6.6 – 7.5	1	5%	1	5%	20	95%
5	Fair	5.6 – 6.5	0	0	5	25%	0	0
6	Poor	3.6 – 5.5	1	5%	0	0	0	0
7	Very poor	0 – 3.5	19	90%	15	70%	0	0
Total			21	100	21	100	21	100

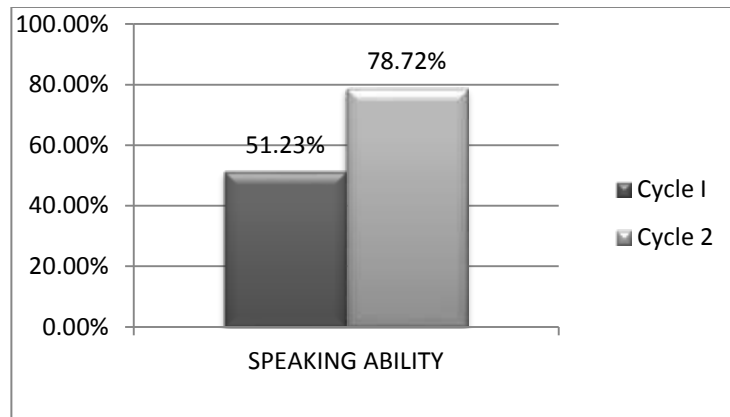
The table above shows that the percentage of the students' fluency in D -Test indicates that, 1 student (5 %) get fairy good, 1 student (5 %) get poor, 19 students (90%) get very poor and none of students for the other classification.

After taking action in cycle I by using illustrated story, the percentage of the students speaking test in fluency is 1 student (5 %) fairy good, 5 student(25%) get fair, 15 students (70%) get very poor and none of the students for the other classification.

In cycle II, the percentage of the students' speaking test fluency is 1 student (5%) get very good, 20 students (95 %) get fairy good and none of the students for the other classification

6. The Result of the Students' Activeness in Teaching and Learning Process

The result observation of the students' activeness in teaching and learning process toward the use of illustrated story in improving the students' speaking ability at the second year students of SMPN 2 Bangkala Barat in class VIII which is conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:



The Improvement of the Students' Activeness

The chart above shows that there is improvement of the students' activeness in teaching and learning process where in cycle I is 51.23 % fewer than cycle II, but after conducting cycle II the students' activeness in the process of teaching and learning becomes 78.72% (67.66% < 78.72). In fact, the students' activeness in cycle I was lower than the students' activeness in cycle II. It because in cycle I, illustrated story was un familiar with them. They were still did not know that strategy steps and purposes. The researcher also limited the students chance to speak intensively. Therefore, the students were not interested in learning because they didn't enjoy the material. As result they were less active to participate in learning and teaching process. But in cycle II the researcher tried to give clearer instruction to students about illustrated story. As result, the students became accustom with it. They got many chance to speak intensively, so during this cycle they became more active than previous cycle. Through the chart above, the researcher concludes that the use of illustrated story can improve the students' activeness in learning speaking.

B. Discussion

In the previous research findings, it showed that the students' speaking ability through illustrate story to improved from very low to the high mean score of speaking ability. The researcher had made the action of cycle II more interesting than cycle I. Therefore, the students' speaking ability in cycle II was better than cycle I.

In cycle I, the researcher gave less explanation about illustrate story to students, so they seem like the shock. They were still confused about how to use that method in speaking. But in cycle II, the students' really enjoyed to speaking by using illustrate story because the researcher had explained this method clearer than cycle I. At first, the students' were very lazy tried to describe things as required in the illustrate story. But the researcher always tried to stimulate the students' anxiety of what the speaking ability will be about As a result, the students are enthusiastic to give their predictions and modify their predictions if they got any mistakes in predicting the speaking ability.

1. The Improvement of Students' Accuracy in Speaking Ability through illustrate story.

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking ability in terms of Grammar and vocabulary, and the observation result of the students' presence activeness in teaching and learning process by using illustrate story

Before taking a classroom action research through "illustrate story", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking ability at the eighth grade students' of SMP Negeri 2 Bangkala Barat Kabupaten Jeneponto was very poor, so it must be improved. The D-

Test's score was that 1 student (5%) fair, 20 students (100%) got poor, and none of students for the other classification.

To improve the students' speaking ability, the researcher decided to use illustrate story and then prepared to do cycle I that consisted of four phases namely: planning, action, observation, and reflecting. In cycle I, the researcher found that the students still difficult and confused to speak. They often inhibited about trying to say things in a foreign language in the classroom, worry about making mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

At the first the research found that the students difficult to find new word create the sculpture and memorizing to describing things. The researcher prepared well before do the second cycle. The researchers know what the weakness and the strengths, because the researchers did reflection. In the cycle II the researcher putting the students' in groups and give they test. It used to know students' prior knowledge before applying the method. The result in test is still low and classified into poor.

To solve this problem, the researcher did more effort and gives the treatment to the class by illustrate story. The research followed the procedure of implementing illustrate story in the classroom. Firstly the researcher gave the material, but the research found that the students' are difficult to understand the meaning of each word' to describing. The students also find the meaning from their dictionary. However, the research here helped the students to define the meaning. Therefore, there are no any manipulations in this research to make sure that everything

happens naturally. Illustrate is supply with picture explain by using example diagram story etc. illustration is a visualization such as drawing, painting, photograph other work of art that stress subject more that form the aim of an illustration such as a story, poem or newspaper article (Jessie 2002).

From the explanation previously, the researcher analyzed that the students' ability in speaking in term of accuracy by using illustrate story was improved, where the students' mean score in cycle I cycle II was higher than

D -Test. The researcher also analyzed the percentage of students' progress in speaking ability through illustrate story.

2. The Improvement of Students' fluency in Speaking Ability through illustrate story.

In improving the students' fluency in speaking ability, the researcher used illustrate story. The finding result shows the students' improvement of the students' fluency. Before taking a classroom action research through "illustrate store", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking ability at the eighth grade students' of SMP Negeri 2 Bangkala Barat, Kabupaten jenepono was very poor, so it must be improved. The D-Test's score was that 1 students (5%) fairly good, 1 students (5%) got poor, 19 students (90%) got very poor and none of students for the other classification.

The researcher has change the activity more interesting in cycle II so that the students could show improvement, in the first cycle the researcher gave less explanation about illustrate story to students' seemed like confused. But in cycle II, the students really enjoyed the technique because the researcher gave them explanation intensively and motivation when teaching and learning process. At the first, the research found that the students difficult to find

new words and memorizing. So the technique can improvement by doing some interesting efforts from cycles I to cycle II. The researcher prepared well before did the second cycle. The researcher knows what the weakness and the strengths, because the researcher did reflection.

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English speaking through illustrate story. They confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and shy to speak, the frequency and percentage of students' speaking ability were increased well in each illustrate story could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. Another aspect that found by researcher in speaking English such as low motivation to speak, don't have enough fluency to express their ideas, feeling shy when they spoke in front of their friends, still rigid express their ideas through oral communication, unfamiliar with good techniques to speak easily, well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom who was not active in speaking.

The researcher found in the cycle I, that although all of the students know how to speak most of them were difficult to understand what they have to speak. Learning process in the cycle I is was not really successful, so the researcher decided to did cycle II, the researcher revised the lesson plan. Where, when the researcher explained about illustrate story should explain more clearly, if needed gave chance to the students to ask about the material. Besides that, the researcher had to give better guidance for students' in describing things.

From the explanation previously, the researcher analyzed that the students' ability in term of fluency by using illustrate story was improved, where the students' mean score in cycle I and cycle II was higher than D-Test. The researcher also analyzed the percentage of students'

progress in speaking ability through illustrate story. It means that the students' achievement in fluency especially after using illustrate story in classroom were the teaching and learning process. By using this method the students and the researcher were cooperate each other in improving students' knowledge.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Illustrate story can improve the students' speaking ability in term of Accuracy in describing things at Eighth grade Students of SMP Negeri 2 Bangkala Barat, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking ability in term of fluency in cycle I is 5.08 and improve become 6.79 in cycle II. That was mean that there is significant improvement of fluency from cycle I to cycle II, the improvement is 37.41%.
2. Illustrate story can improve the students' speaking ability in term of Fluency in describing things at Eighth grade Students of SMP Negeri 2 Bangkala Barat, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking ability in term of accuracy in cycle I is 5.16 and improve become 7.31 in cycle II. That was mean that there is significant improvement of vocabulary from cycle I to cycle II, the improvement is 39.96%

B. Suggestions

After seeing the findings as well as the discussion, the researcher gave suggestions which may be useful as follows:

Illustrate story can significantly improve the students' speaking ability in term of accuracy and fluency. At the Eighth grade Students of SMP Negeri 2 Bangkala Barat. So it is strongly suggested to be applied teaching English in the classroom to improve the students' speaking ability. The teacher should be creative in teaching English especially speaking because to master English, it needs more technique or method in improving it. The students should try to

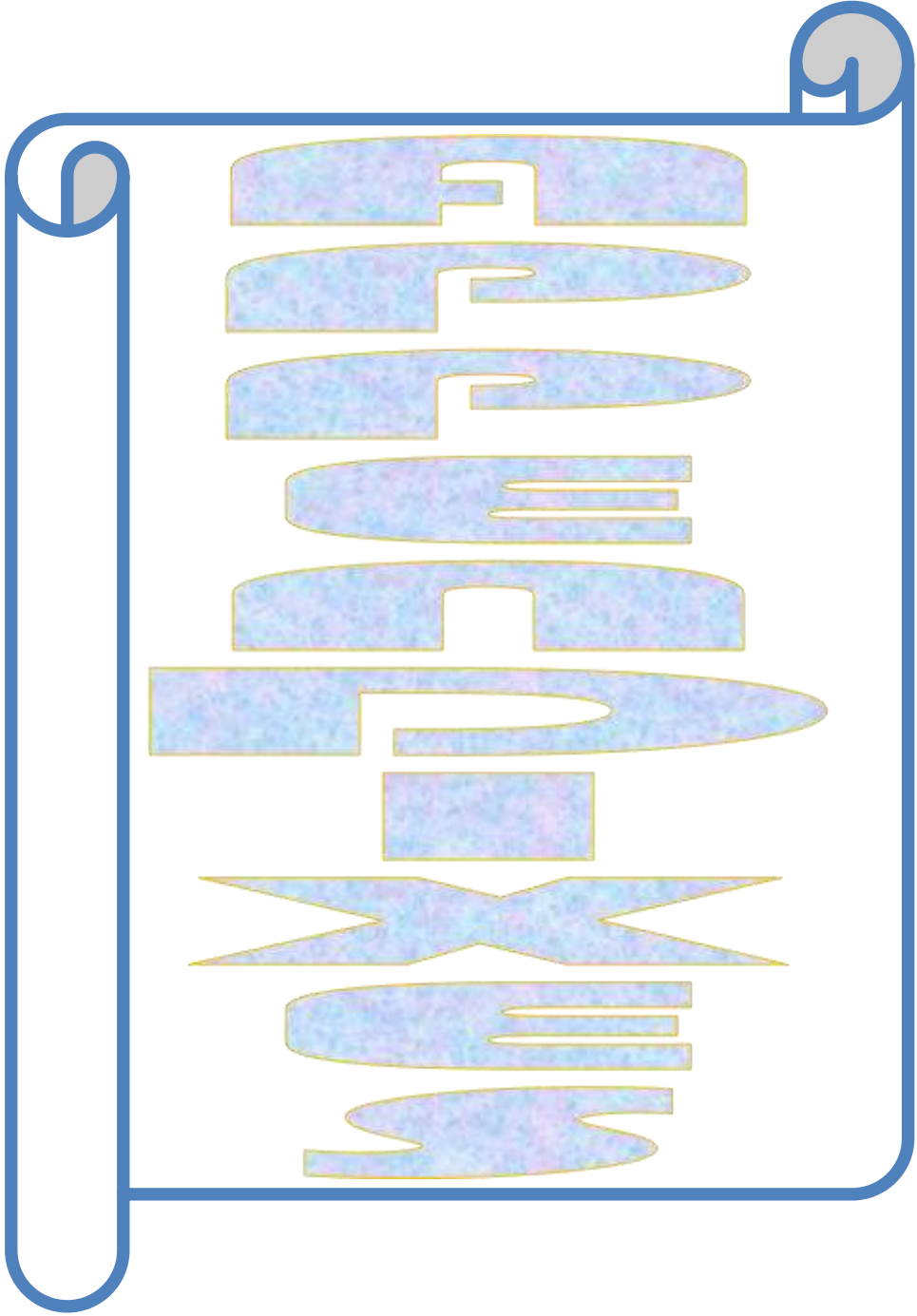
speak individually or group because it can stimulate to speak up more and to get naturally communication. The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot in improving speaking ability. Furthermore, the students are suggested to have a lot of practice speaking in order to improve their accuracy and fluency in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking. The most important suggestion is for the researchers in the future, so that they should conduct the research related to this topic of the paper where the result can be a reference to develop their findings and might have difference.

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APPENDIX A

TEACHING MATERIAL

Cycle I and Cycle II

The teacher gave each pair teaching material:

First meeting

EXPRESSING OPINION

Inquiring about opinion

- What do you think about.....?
- What is your opinion about.....?
- What do you feel about.....?
- What is your comment about.....?
- What can you say about.....?
- How do you feel about.....?

Indicating opinion

- In my opinion.....
- I think.....
- In my mind.....
- As far as I concern.....
- In my view.....
- I see your opinion about.....
- As far as I know.....

Example result summarize reading illustrated story

Theme:” MalinKundang

MalinKundang

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called MalinKundang. They didn't earn much as fishing was their only source of income. MalinKundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. “Mother, what if I sail overseas?” asked MalinKundang one day to his mother. Her mother didn't agree but MalinKundang had made up his mind.

“Mother, if I stay here, I’ll always be a poor man. I want to be a successful person,” urged Malinkundang. His mother wiped her tears, “If you really want to go, I can’t stop you. I could only pray to God for you to gain success in life,” said his mother wisely. “But, promise me, you’ll come home.”

In the next morning, MalinKundang was ready to go. Three days ago, he met one of the successful ship’s crew. Malin was offered to join him. “Take a good care of yourself, son,” said MalinKundang’s mother as she gave him some food supplies. “Yes, Mother,” MalinKundang said. “You too have to take a good care of yourself. I’ll keep in touch with you,” he continued before kissing his mother’s hand. Before Malin stepped onto the ship, Malin’s mother hugged him tight as if she didn’t want to let him go.

It had been three months since MalinKundang left his mother. As his mother had predicted before, he hadn’t contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malinkundang home. Every day and night, she prayed to the God for her son’s safety. There was so much prayer that had been said due to her deep love for MalinKundang. Even though it’s been a year she had not heard any news from MalinKundang, she kept waiting and praying for him.

After several years waiting without any news, MalinKundang’s mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, MalinKundang’s mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was MalinKundang, her son.

MalinKundang’s mother quickly went to see her beloved son. “Malin, you’re back, son!” said MalinKundang’s mother and without hesitation, she came running to hug MalinKundang, “I miss you so much.” But, MalinKundang didn’t show any respond. He was ashamed to admit his own mother in front of his beautiful wife. “You’re not my Mother. I don’t know you. My mother would never wear such ragged and ugly clothes,” said MalinKundang as he release his mother embrace.

MalinKundang’s mother take a step back, “Malin... You don’t recognize me? I’m your mother!” she said sadly. MalinKundang’s face was as cold as ice. “Guard, take this old women out of here,” MalinKundang ordered his bodyguard. “Give her some money so she won’t disturb me again!” MalinKundang’s mother cried as she was dragged by the bodyguard, “Malin... my son. Why do you treat your own mother like this?”

MalinKundang ignored his mother and ordered the ship crews to set sail. MalinKundang’s mother sat alone in the pier. Her heart was so hurt, she cried and cried. “Dear God, if he isn’t my son, please let him have a save journey. But if he is, I cursed him to become a stone,” she prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. MalinKundang’s huge ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

Second meeting

Example: Theme “Sangkuriang”

Sangkuriang

Long time ago in West Java, lived a beautiful girl named DayangSumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry DayangSumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until DayangSumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells her mother about the dog. "What?" DayangSumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. DayangSumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang feel sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, DayangSumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was no where to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "DayangSumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, DayangSumbi looked more beautiful and even younger.

And time passed by. Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, DayangSumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked DayangSumbi to fix the turban on his head. DayangSumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, DayangSumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. After the sun went down, Sangkuriang went to the hill. Then he called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat.

DayangSumbi, who had been spying on him, realised that Sangkuriang would fulfill the condition she had set. DayangSumbi immediately woke all the women in the village and

asked them to wave a long red scarf. All the women in the village were waving red scarf, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The boat then became a mountain, called Mount TangkubanPerahu (Tangkuban means upturned or upside down, and Perahu means boat). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word Bendung, which means Dam).

Third meeting

Theme "LutungKasarung"

LutungKasarung

Prabu Tapa Agung had led a kingdom in West Java for a long time. He was getting old and therefore wanted to choose a successor. But unfortunately, he had no son. He thought of choosing one of his daughters, Purbararang and Purbasari. But it wasn't an easy choice. They were both very pretty and smart. The only difference was their temperament. Purbararang was rude and dishonest, while Purbasari was kind and caring. With those considerations, Prabu Tapa Agung finally chose Purbasari to be his successor.

Purbararang didn't agree with her father's decision. "It's supposed to be me, Father. I'm the eldest daughter!" Purbararang said. Prabu Tapa Agung smiled. "Purbararang, to be a queen takes more than age. There are many other qualities that one must possess," explained Prabu Tapa Agung wisely. "What does Purbasari have that I don't?" Purbararang pouted. "You'll find out when Purbasari has replaced me," Prabu Tapa Agung answered.

After the discussion, Purbararang went back to her room. "Is there something wrong?" asked Indrajaya. Indrajaya is Purbararang's future husband. "I'm upset! Father chose Purbasari as his successor and not me! I have to do something!" Purbararang said. Driven mad by her anger, she came to a witch and asked her to send rash all over Purbasari's body. Before going to bed, Purbasari started to feel itch all over her body. She tried applying powder to her body, but it's no use. Instead, the itching grew even worse. She didn't want to scratch it, but she just couldn't help it. In the next morning, there were scratch mark all over Purbasari's body. "What happened to you?" asked Purbararang, pretending to be concerned. "I don't know, sis. Last night, my body suddenly felt very itchy. I scratched and scratched, and this is what happened," Purbasari answered. Purbararang shook her head. "You must have done something really awful. You've been punished by the gods!"

That day, the whole kingdom was scandalized. "What have you done, Purbasari?" demanded Prabu Tapa Agung. Purbasari shook her head. "I didn't do anything that would upset the gods, Father," she answered. "Then how can you explain what happened to your body?" Prabu Tapa Agung asked again. "If you don't confess, I'll banish you to the woods." Purbasari took a deep breath. "Like I said before, I didn't do anything wrong. And I'd rather be thrown into the woods than to confess to a deed I didn't commit."

After a short discussion with his advisor, Prabu Tapa Agung ordered Purbasari to be moved to the woods. Purbasari was very sad, but she couldn't do anything to defy her father's order. She was accompanied to the woods by a messenger. He built a simple hut for Purbasari. After the messenger left, suddenly a black monkey came to Purbasari's hut. He carried a bunch of bananas. From behind him, some animals looked on. "Are the bananas for me?" Purbasari asked. The black monkey nodded, as if he understood what Purbasari said. Purbasari took the bananas with pleasure. She also said thanks. The other animals that were looking on also seemed to smile. "Are you willing to be my friend?" Purbasari asked them. All the animals nodded happily. Although she was living by herself in the woods, Purbasari never lacked of supplies. Everyday, there were always animals bringing her fruits and fish to eat.

A long time had passed since Purbasari was banished to the woods, but her body still itched. At some places, her skin was even ulcerating. What am I supposed to do?" Purbasari sighed. The monkey who was sitting next to her stayed still, there were tears in his eyes. He hoped Purbasari would remain patient and strong.

One night, on a full moon, the monkey took Purbasari to a valley. There is a pond with hot spring water. The monkey suddenly spoke, "The water of this pond will heal your skin," he said. Purbasari was surprised, "You can talk? Who are you?" she asked. "You'll find out, in time," the monkey said. Purbasari didn't want to force the monkey. She then walked to the pond. She bathed there. After a few hours, Purbasari walked out of the pond. She was shocked to see her face reflected on the clear pond water. Her face was beautiful again, with smooth and clean skin. Purbasari observed her entire body. There were no traces of any skin ailments. "I'm cured! I'm cured!" Purbasari shouted in joy. She quickly offered thanks to the gods and also to the monkey.

The news of Purbasari's condition quickly spread to the kingdom, irritating Purbararang. She then accompanied by Indrajaya go to the woods to see Purbasari. Purbasari asked if she would be allowed to go home. Purbararang said she would let Purbasari return to the palace if Purbasari's hair were longer than hers. Purbararang then let her hair down. It was so long, it almost touched the ground. But it turned out that Purbasari's hair was twice longer than Purbararang's hair.

"Fine, so your hair is longer than mine." Purbararang admitted. "But there is one more condition you must fulfill, do you have a future husband who is handsomer than mine?" said Purbararang as she walked toward Indrajaya. Purbasari felt miserable. She didn't have a future husband yet. So, without much thought, she pulled the black monkey beside her.

Purbararang and Indrajaya burst out, but their laughter didn't last long. The monkey meditates and suddenly transformed into a very handsome young man, a lot more handsome than Indrajaya. "I'm a prince from a kingdom far away. I was cursed to be a monkey because of a mistake I committed. I could regain my true form only if there's a girl who would be willing to be my wife," said the young man.

Finally, Purbararang gave up. She accepted Purbasari as the queen, and also confessed everything she had done. "Please forgive me. Please don't punish me," Purbararang said, asking for forgiveness. Instead of being angry, Purbasari smiled. "I forgive you, sis," she said. Soon after, Purbasari become queen. Beside her was the handsome prince, the former monkey known as LutungKasarung.

Fourth meeting

Example Theme: "Cindelas"

Cindelas

Raden Putra was the king of Jenggala kingdom. He had a beautiful queen and concubine. Unlike the queen, the concubine had bad personalities. She was envious and jealous with the queen, so she planned to make the queen leave the palace. The concubine then asked the royal healer to help her in her plan. One day, the concubine pretended to be ill. Raden Putra called the royal healer to give the concubine treatments. "What is her disease?" Raden Putra asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her meal," the royal healer lied.

Raden Putra was shock and angry to hear the explanation. He called the queen and asked her if the story was true. Of course the queen denied, but Raden Putra won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Raden Putra's anger ended in a decision. The queen should be banished to the woods and terminated. He did not know that the queen was already pregnant. Raden Putra commanded one of his general to do the punishment. The queen was banished to the woods, but the wise general didn't have the heart to kill her. He built a simple house in the woods for her. On his way back to the palace, he smeared his sword with rabbit blood, so Raden Putra would believe that he had killed the queen.

After the general left, the queen lived by herself in the woods. Several months later, she gave birth to a healthy baby boy. The baby was named Cindelas. He grew up as a nice, healthy, and handsome boy. One day, while Cindelas helped her mother to collect some fire woods, an eagle dropped an egg. Cindelas brought the egg to be brooded by a chicken behind their house. The egg hatched into a chick and then it slowly became a strong rooster. The rooster is no ordinary rooster. The rooster could sing. Every morning, the rooster woke Cindelas up with its beautiful song, "My master is Cindelas. His house is in the woods. He's the son of Raden Putra." The rooster often sang that song.

Cindelas always woke up early in the morning and listen happily to his rooster's song. He didn't realize the meaning of the song until one day, he started to think. "Who is Raden Putra?" he asked his mother. The queen then told him the whole story. She also told him why they were banned from the kingdom and lived in the woods. Cindelas was very surprised. He decided to go to the palace to meet the king, his father. Cindelas asked her mother's permission to go to the kingdom and to tell the king what really happened. He also brought his rooster that grew bigger and stronger each day.

On his way, Cindelas stopped at a village. There, he met some people who were involved in cockfighting. They challenge him to see how strong his rooster was. "If your rooster wins, you'll get a reward," said the man who challenged him. Cindelas accepted the challenge. In a few minutes, his rooster defeated the opponent's rooster. He was challenged again by other man, and one more time, his rooster won. He won again and again.

The news about Cindelas' rooster quickly spread to the whole Jenggala kingdom and made Raden Putra curious. So, he invited Cindelas to the palace. "What is your name, boy?" Raden Putra asked as Cindelas arrived in the palace. "My name is Cindelas, Your Majesty," Cindelas answered. He felt both thrilled and happy to see Raden Putra.

Raden Putra challenged Cinderelas with one condition. If Raden Putra's rooster won, Cinderelas' head would be cut off. But if Cinderelas' rooster won, Raden Putra would share half of his wealth. Cinderelas accepted the condition. The competition was held in the front yard of the palace. The two roosters fought bravely. But in just a few minutes, Cinderelas' rooster won the fight! Raden Putra shook his head and stared at Cinderelas from his seat, "That rooster is no ordinary rooster, and the boy is not an ordinary boy either. Who is he exactly?" he thought. Raden Putra was about to ask when suddenly Cinderelas' rooster sang the song, "My master is Cinderelas. His house is in the woods. He's the son of Raden Putra."

Raden Putra was surprised. "Is it true?" he asked. "Yes, My Majesty. My name is Cinderelas and my mother was the queen," said Cinderelas. Radenputra called the general who had banished the queen. The general then confessed that he never killed the queen. Later, the royal healer also admitted his mistake. Raden Putra was so shocked. He immediately went to the woods to pick up the queen. Ever since, Cinderelas and his parents lived happily together. As for the concubine, she was sent to the jail as punishment.

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Jenjang Sekolah	: SMPN 2 Bangkala Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Pertemuan	: I, 2, 3, 4 (Siklus 1)
Alokasi waktu	: 8x 45 menit (4x pertemuan)
Standar Kompetensi	: Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

I. Kompetensi dasar :

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

II. Indikator

1. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
2. Siswa mampu mengungkapkan pendapat sesuai topik berdasar tema yang ada
3. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
4. Siswa mampu mengungkapkan pendapat sesuai topik
5. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
6. Siswa mampu mengungkapkan pendapat sesuai topik
7. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
8. Siswa mampu mengungkapkan pendapat sesuai topik

III. Tujuan pembelajaran

1. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Malin Kundang”.
2. Siswa mampu mencari informasi dan menyampaikan informasi dengan tema “Malin Kundang”
3. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Sangkuriang”.
4. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Sangkuriang”.
5. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Lutung Kasarung”.
6. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Lutung Kasarung”
7. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Cindelas”
8. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Cindelas”

IV. Materi Pembelajaran :

1. Asking for Opinion:
 - What do you think of/if
 - Do you think
 - What’s your opinion about
 - What do you assume
2. Giving Opinion:
 - I think
 - In my opinion of
 - I assume
 - In my opinion

Materi ajar :

- Theme: “Malin Kundang”
- Theme: “Sangkuriang”

- Theme : “Lutung Kasarung”
- Theme : “Cindelas”

V. Metode/ Model pembelajaran : illustrated Story

VI. Langkah-langkah pembelajaran :

***Pertemuan Ke-1**

1. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari- hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

2. Kegiatan Inti (50 menit)

- Guru membagi siswa kedalam 4kelompok .
- Guru memberikan sebuah contoh topic yang berhubungan dengan “cerita ilustrasi”.
- Guru membaca nyaring teks cerita ilustrasi dan siswa mempelajarinya
- Siswa membaca nyaring teks cerita ilustrasi secara bergantian
- Setiap kelompok berdiskusi serta menyiapkan informasi dari berbagai sumber untuk mendukung hasil cerita ilustrasi mereka
- Setiap kelompok mempersentasikan hasil cerita ilustrasi mereka
- Peserta kelompok lain memberikan pertanyaan kepada penyaji serta argument tentang hasil cerita ilustrasi
- Guru mengajak siswa menceritakan ulang tentang cerita ilustrasi yang telah didiskusikan

3. Kegiatan akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pelajaran.

***Pertemuan Ke-2**

1. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari- hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

2. Kegiatan Inti (50 menit)

- Guru membagi siswa kedalam 4kelompok .
- Guru memberikan sebuah topic setiap kelompok yang berhubungan dengan , ”cerita ilustrasi”.
- Guru membaca nyaring teks cerita ilustrasi dan siswa mempelajarinya
- Siswa membaca nyaring teks ilustrasi secara bergantian
- Setiap anggota kelompok harus mendiskusikan materi yang telah diberikan dalam kelompoknya.
- Menyampaikan hasil diskusi setiap kelompok di depan kelas.
- Siswa diberi kesempatan untuk memberi masukan atau mengoreksi kelompok lain.
- Guru meminta salah satu siswa untuk memberikan kesimpulan.

3. Kegiatan akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pelajaran.

***Pertemuan Ke-3**

1. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari- hari.

- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (50 menit)
 - Guru membagi siswa terdiri dari 4 kelompok.
 - Guru memberikan sebuah topic setiap kelompok yang berhubungan cerita ilustrasi
 - Guru membaca nyaring cerita ilustrasi dan siswa mempelajarinya
 - Siswa membaca nyaring cerita ilustrasi secara bergantian
 - Setiap anggota kelompok harus mendiskusikan materi yang telah diberikan dalam kelompoknya.
 - Menyampaikan hasil diskusi setiap kelompok di depan kelas.
 - Siswa diberi kesempatan untuk memberi masukan atau mengoreksi kelompok lain.
 - Guru meminta salah satu siswa untuk memberikan kesimpulan.
 3. Kegiatan akhir (10 menit)
 - Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pelajaran.

***Pertemuan Ke-4**

1. Kegiatan awal (15 menit)
 - Salam/ berdoa
 - Absensi
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari- hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (50 menit)
 - Guru membagi siswa kedalam 4 kelompok
 - Guru memberikan sebuah contoh topic pada semua kelompok yang berhubungan dengan cerita ilustrasi
 - Guru membaca nyaring teks ilustrasi dan siswa mempelajarinya

- Setiap kelompok berdiskusi serta menyiapkan informasi dari berbagai sumber untuk mendukung hasil reading ilustrasi mereka
 - Setiap kelompok mempersentasikan hasil reading cerita ilustrasi
3. Kegiatan akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pelajaran.

VII. Sumber Pembelajaran :

- Internet

VIII. Alat /Media Pembelajaran :

- Teks yang relevan
- Tape recorder

IX. Penilaian :

- Teknik : Oral test
- Bentuk : Performance assesment

Makassar, 15 Oktober 2018

Penulis,

Wahyuni Nurul Utami

NIM. 10535 569713

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah	: SMPN 2 Bangkala Barat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Pertemuan	: I, 2, 3, 4 (Siklus 11)
Alokasi waktu	: 8x 45 menit (4x pertemuan)
Standar Kompetensi	: Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

I. Kompetensi dasar :

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

II. Indikator

9. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
10. Siswa mampu mengungkapkan pendapat sesuai topik berdasar tema yang ada
11. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
12. Siswa mampu mengungkapkan pendapat sesuai topik
13. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
14. Siswa mampu mengungkapkan pendapat sesuai topik
15. Siswa mampu berbicara secara akurat dan fasih berkaitan dengan topik pembahasan.
16. Siswa mampu mengungkapkan pendapat sesuai topik

III. Tujuan pembelajaran

6. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Malin Kundang”.
7. Siswa mampu mencari informasi dan menyampaikan informasi dengan tema “Malin Kundang”

8. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Sangkuriang”.
 9. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Sangkuriang”.
 10. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Lutung Kasarung”.
6. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Lutung Kasarung”
 7. Siswa mampu menggunakan tindak tutur menyampaikan dan meminta pendapat dengan tema “Cindelaras”
 8. Siswa mampu mencari informasi, serta merespon, menyampaikan dan meminta pendapat dengan tema “Cindelaras”

IV. Materi Pembelajaran :

3. Asking for Opinion:
 - What do you think of/if
 - Do you think
 - What’s your opinion about
 - What do you assume
4. Giving Opinion:
 - I think
 - In my opinion of
 - I assume
 - In my opinion

Materi ajar :

- Theme: “Malin Kundang”
- Theme: “Sangkuriang”
- Theme : “Lutung Kasarung”
- Theme : “Cindelaras”

V. Metode/ Model pembelajaran : Illustrated Story

VI. Langkah-langkah pembelajaran :

***Pertemuan Ke-1**

4. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

5. Kegiatan Inti (50 menit)

- Guru membagi siswa kedalam 4kelompok .
- Guru memberikan sebuah contoh topic yang berhubungan dengan “cerita ilustrasi”.
- Guru membaca nyaring teks cerita ilustrasi dan siswa mempelajarinya
- Siswa membaca nyaring teks cerita ilustrasi secara bergantian
- Setiap kelompok berdiskusi serta menyiapkan informasi dari berbagai sumber untuk mendukung hasil cerita ilustrasi mereka
- Setiap kelompok mempersentasikan hasil cerita ilustrasi mereka
- Peserta kelompok lain memberikan pertanyaan kepada penyaji serta argument tentang hasil cerita ilustrasi
- Guru mengajak siswa menceritakan ulang tentang cerita ilustrasi yang telah didiskusikan

6. Kegiatan akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pelajaran.

***Pertemuan Ke-2**

4. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai

- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

5. Kegiatan Inti (50 menit)

- Guru membagi siswa kedalam 4kelompok .
- Guru memberikan sebuah topic setiap kelompok yang berhubungan dengan , ”cerita ilustrasi”.
- Guru membaca nyaring teks cerita ilustrasi dan siswa mempelajarinya
- Siswa membaca nyaring teks ilustrasi secara bergantian
- Setiap anggota kelompok harus mendiskusikan materi yang telah diberikan dalam kelompoknya.
- Menyampaikan hasil diskusi setiap kelompok di depan kelas.
- Siswa diberi kesempatan untuk memberi masukan atau mengoreksi kelompok lain.
- Guru meminta salah satu siswa untuk memberikan kesimpulan.

6. Kegiatan akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pelajaran.

***Pertemuan Ke-3**

4. Kegiatan awal (15 menit)

- Salam/ berdoa
- Absensi
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

5. Kegiatan Inti (50 menit)

- Guru membagi siswa terdiri dari 4 kelompok.

- Guru memberikan sebuah topic setiap kelompok yang berhubungan cerita ilustrasi
 - Guru membaca nyaring cerita ilustrasi dan siswa mempelajarinya
 - Siswa membaca nyaring cerita ilustrasi secara bergantian
 - Setiap anggota kelompok harus mendiskusikan materi yang telah diberikan dalam kelompoknya.
 - Menyampaikan hasil diskusi setiap kelompok di depan kelas.
 - Siswa diberi kesempatan untuk memberi masukan atau mengoreksi kelompok lain.
 - Guru meminta salah satu siswa untuk memberikan kesimpulan.
6. Kegiatan akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pelajaran.

***Pertemuan Ke-4**

4. Kegiatan awal (15 menit)
- Salam/ berdoa
 - Absensi
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari- hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
5. Kegiatan Inti (50 menit)
- Guru membagi siswa kedalam 4 kelompok
 - Guru memberikan sebuah contoh topic pada semua kelompok yang berhubungan dengan cerita ilustrasi
 - Guru membaca nyaring teks ilustrasi dan siswa mempelajarinya
 - Setiap kelompok berdiskusi serta menyiapkan informasi dari berbagai sumber untuk mendukung hasil reading ilustrasi mereka
 - Setiap kelompok mempersentasikan hasil reading cerita ilustrasi
6. Kegiatan akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.

- Menyimpulkan materi pelajaran.

VII. Sumber Pembelajaran :

- Internet

VIII. Alat /Media Pembelajaran :

- Teks yang relevan
- Tape recorder

IX. Penilaian :

- Teknik : Oral test
- Bentuk : Performance assesment

Makassar, 15 Oktober 2018

Penulis,

Wahyuni Nurul Utami

NIM. 10535569713

APPENDIX C

Diagnostic test Cycle I

1. Retell your experience and choose one of the five sub-topics above, and then after gives is minutes to discover and try to retell experience about it by using your own words!

- a. Sweet memory
- b. Bitter memory
- c. Your holyday
- d. Your friendship
- e. Funny experience

Instrument of the research

For D-Test

Cycle II

1. Retell your experience and choose one of the five sub-topics above, and then after gives is minutes to discover and try to retell experience about it by using your own words!

- a. Sweet memory
- b. Bitter memory
- c. Your holyday
- d. Your friendship
- e. Funny experience

Instrument of the research

Cycle I

1. practice your language skills and choose one of four theme above, and then after gives is minutes to discover , search information relating your theme , discuss with your group and then present your result of reading illustrated story.

- a. Malin Kundang
- b. Lutung Kasarung
- c. Sangkuriang
- d. Cindelas

Instrument of the research

Cycle II

1. practice your language skills and choose one of four theme above, and then after gives is minutes to discover , search information relating your theme , discuss with your group and then present your result of reading illustrated story.

- a. Malin Kundang
- b. Lutung Kasarung
- c. Sangkuriang
- d. Cindelas

APPENDIX D

THE RESULT OF STUDENTS' D-TEST CYCLE I SMPN 2 BANGKALA BARAT

Students' Code	Accuracy		Fluency	Mean Score
	Vocabulary	Grammar		
VIII-1	5	3.3	5	4.43
VIII-2	5	3.3	3.3	3.87
VIII-3	3.3	1.7	3.3	2.77
VIII-4	6.7	5	6.7	6.13
VIII-5	5	3.3	3.3	3.87
VIII-6	5	3.3	3.3	3.87
VIII-7	3.3	1.7	1.7	2.23
VIII-8	5	3.3	3.3	3.87
VIII-9	5	3.3	3.3	3.87
VIII-10	5	3.3	3.3	3.87
VIII-11	5	3.3	3.3	3.87
VIII-12	3.3	3.3	1.7	2.77
VIII-13	3.3	1.7	1.7	2.23
VIII-14	5	3.3	3.3	3.87
VIII-15	5	5	3.3	4.43
VIII-16	5	3.3	3.3	3.87
VIII-17	5	3.3	3.3	3.87
VIII-18	5	3.3	3.3	3.87
VIII-19	5	3.3	3.3	3.87
VIII-20	5	3.3	3.3	3.87
VIII-21	5	3.3	3.3	4.15
Total score	99.9	67.9	66.3	78.03
Mean score	4.76	3.23	3.32	3.77

THE MEAN SCORE FOR D-TEST OF CYCLE I

1. Accuracy

➤ Vocabulary $= \frac{99.9}{21} = 4.76$

➤ Grammar $= \frac{67.7}{21} = 3.23$

2. Fluency $= \frac{66.3}{21} = 3.32$

THE RESULT OF STUDENTS' CYCLE I
SMPN 2 BANGKALA BARAT

Students' Code	Accuracy		Fluency	Mean Score
	Vocabulary	Grammar		
VIII-1	6.7	5	5	5.57
VIII-2	5	5	5	5.00
VIII-3	5	5	5	5.00
VIII-4	6.7	6.7	6.7	6.70
VIII-5	5	5	5	5.00
VIII-6	5	5	5	5.00
VIII-7	5	5	5	5.00
VIII-8	5	5	5	5.00
VIII-9	5	5	5	5.00
VIII-10	5	5	5	5.00
VIII-11	5	5	5	5.00
VIII-12	5	5	5	5.00
VIII-13	5	5	5	5.00
VIII-14	5	5	5	5.00
VIII-15	6.7	5	5	5.57
VIII-16	5	5	5	5.00
VIII-17	5	5	5	5.00
VIII-18	5	5	5	5.00
VIII-19	5	5	5	5.00
VIII-20	5	5	5	5.00
VIII-21	5	5	5	5.00
Total score	110.1	106.7	106.7	107.83
Mean score	5.24	5.08	5.08	5.13

THE MEAN SCORE FOR TEST OF CYCLE I

3. Accuracy

➤ Vocabulary = $\frac{110}{21}$ = 5.24

➤ Grammar = $\frac{106}{21}$ = 5.08

4. Fluency = $\frac{106}{21}$ = 5.08

THE RESULT OF STUDENTS' D- TEST CYCLE II
SMPN 2 BANGKALA BARAT

Students' Code	Accuracy		Fluency	Mean Score
	Vocabulary	Grammar		
XI-1	6.7	6.7	6.7	6.70
XI-2	6.7	6.7	6.7	6.70
XI-3	6.7	6.7	6.7	6.70
XI-4	8.7	8.7	8.7	8.70
XI-5	6.7	6.7	6.7	6.70
XI-6	6.7	6.7	6.7	6.70
XI-7	6.7	6.7	6.7	6.70
XI-8	6.7	6.7	6.7	6.70
XI-9	6.7	6.7	6.7	6.70
XI-10	6.7	6.7	6.7	6.70
XI-11	6.7	6.7	6.7	6.70
XI-12	6.7	6.7	6.7	6.70
XI-13	6.7	6.7	6.7	6.70
XI-14	6.7	6.7	6.7	6.70
XI-15	8.7	6.7	6.7	7.37
XI-16	6.7	6.7	6.7	6.70
XI-17	8.7	6.7	6.7	7.37
XI-18	6.7	6.7	6.7	6.70
XI-19	6.7	6.7	6.7	6.70
XI-20	6.7	6.7	6.7	6.70
XI-21	6.7	6.7	6.7	6.70
Total score	146.7	142.7	142.7	144.03
Mean score	6.99	6.80	6.80	6.86

THE MEAN SCORE FOR D-TEST OF CYCLE II

1. Accuracy

➤ Vocabulary = $146.7/21 = 6.99$

➤ Grammar = $142/21 = 6.80$

2. Fluency = $142.7/21 = 6.80$

THE RESULT OF STUDENTS' TEST CYCLE II
SMPN 2 BANGKALA BARAT

Students' Code	Accuracy		Fluency	Mean Score
	Vocabulary	Grammar		
VIII-1	8.7	8.7	6.7	8.03
VIII-2	6.7	6.7	6.7	6.70
VIII-3	6.7	6.7	6.7	6.70
VIII-4	8.7	8.7	8.7	8.70
VIII-5	6.7	6.7	6.7	6.70
VIII-6	6.7	6.7	6.7	6.70
VIII-7	6.7	6.7	6.7	6.70
VIII-8	6.7	6.7	6.7	6.70
VIII-9	6.7	6.7	6.7	6.70
VIII-10	8.7	8.7	6.7	8.03
VIII-11	8.7	8.7	6.7	8.03
VIII-12	6.7	6.7	6.7	6.70
VIII-13	6.7	6.7	6.7	6.70
VIII-14	6.7	6.7	6.7	6.70
VIII-15	8.7	8.7	6.7	8.03
VIII-16	6.7	6.7	6.7	6.70
VIII-17	8.7	8.7	6.7	8.03
VIII-18	6.7	6.7	6.7	6.70
VIII-19	6.7	6.7	6.7	6.70
VIII-20	6.7	6.7	6.7	6.70
VIII-21	8.7	6.7	6.7	7.37
Total score	154.7	152.7	142.7	150.03
Mean score	7.36	7.27	6.79	7.14

THE MEAN SCORE FOR TEST OF CYCLE II

3. Accuracy

➤ Vocabulary = $154.7/21 = 7.36$

➤ Grammar = $152/21 = 7.27$

4. Fluency = $142.7/21 = 6.79$

APPENDIX E**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

NamaSekolah : SMPN 2 BANGKALA BARAT
TahunAjaran : 2018/2019
Kelas/Semester : VIII/I (Ganjil)
Siklus/Pertemuanke : I/I

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1		√			
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4				√	I
5	VIII-5		√			
6	VIII-6			√		
7	VIII-7			√		
8	VIII-8			√		
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12				√	A
13	VIII-13			√		
14	VIII-14		√			
15	VIII-15		√			
16	VIII-16			√		
17	VIII-17		√			
18	VIII-18			√		
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : I/ II

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1		√			
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4		√			
5	VIII-5		√			
6	VIII-6			√		
7	VIII-7		√			
8	VIII-8			√		
9	VIII-9		√			
10	VIII-10			√		
11	VIII-11		√			
12	VIII-12			√		
13	VIII-13			√		
14	VIII-14		√			
15	VIII-15		√			
16	VIII-16		√			
17	VIII-17		√			
18	VIII-18		√			
19	VIII-19		√			
20	VIII-20			√		
21	VIII-21			√		
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : I/ III

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1		√			
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4		√			
5	VIII-5		√			
6	VIII-6			√		
7	VIII-7		√			
8	VIII-8		√			
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12				√	A
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15		√			
16	VIII-16		√			
17	VIII-17		√			
18	VIII-18				√	A
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

NamaSekolah : SMPN 2 BANGKALA BARAT
 TahunAjaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuanke : I/ IV

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1		√			
2	VIII-2		√			
3	VIII-3			√		
4	VIII-4		√			
5	VIII-5		√			
6	VIII-6			√		
7	VIII-7			√		
8	VIII-8			√		
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12		√			
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15		√			
16	VIII-16		√			
17	VIII-17		√			
18	VIII-18		√			
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2017/2018
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : II/V

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1	√				
2	VIII-2		√			
3	VIII-3			√		
4	VIII-4	√				
5	VIII-5		√			
6	VIII-6		√			
7	VIII-7		√			
8	VIII-8		√			
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12		√			
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15	√				
16	VIII-16		√			
17	VIII-17		√			
18	VIII-18		√			
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21			√		
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : II/VI

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1	√				
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4	√				
5	VIII-5		√			
6	VIII-6		√			
7	VIII-7		√			
8	VIII-8		√			
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12		√			
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15	√				
16	VIII-16	√				
17	VIII-17		√			
18	VIII-18			√		S
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : II/ VII

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1	√				
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4				√	S
5	VIII-5				√	S
6	VIII-6		√			
7	VIII-7		√			
8	VIII-8		√			
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12		√			
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15	√				
16	VIII-16	√				
17	VIII-17		√			
18	VIII-18		√			
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

**LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR
RESPONDEN PENELITIAN**

Nama Sekolah : SMPN 2 BANGKALA BARAT
 Tahun Ajaran : 2018/2019
 Kelas/Semester : VIII/I (Ganjil)
 Siklus/Pertemuan : II/ VIII

NO	SISWA	RESPON SISWA SAAT PBM				KET
		SA	A	KA	TA	
1	VIII-1	√				
2	VIII-2		√			
3	VIII-3		√			
4	VIII-4	√				
5	VIII-5		√			
6	VIII-6		√			
7	VIII-7		√			
8	VIII-8		√			
9	VIII-9		√			
10	VIII-10		√			
11	VIII-11		√			
12	VIII-12		√			
13	VIII-13		√			
14	VIII-14		√			
15	VIII-15	√				
16	VIII-16		√			
17	VIII-17		√			
18	VIII-18		√			
19	VIII-19		√			
20	VIII-20		√			
21	VIII-21		√			
TOTAL						

APPENDIX F

A. The Raw Score of Students' Activeness

The total raw scores of the students' presence and activeness toward the use of illustrated strategy are presented in the following table:

The Raw Score of Students' Activeness in Cycle 1 and Cycle 2

No	Students' Code	PertemuanSiklus I				PertemuanSiklus II				Ket
		I	II	III	IV	I	II	III	IV	
1	VIII-1	3	3	3	3	3	4	4	4	
2	VIII-2	3	3	3	3	3	3	3	3	
3	VIII-3	3	3	3	2	2	3	3	3	
4	VIII-4	0	3	3	3	4	4	0	4	
5	VIII-5	3	3	3	3	3	3	2	3	
6	VIII-6	2	2	2	2	3	3	3	3	
7	VIII-7	2	3	3	2	3	3	3	3	
8	VIII-8	2	2	3	2	3	3	3	3	
9	VIII-9	3	3	3	3	3	3	3	3	
10	VIII-10	3	2	3	3	3	3	3	3	
11	VIII-11	3	3	3	3	3	3	3	3	
12	VIII-12	0	2	0	3	3	3	3	3	
13	VIII-13	2	2	3	3	3	3	3	3	
14	VIII-14	3	3	3	3	3	3	3	3	
15	VIII-15	3	3	3	3	4	4	4	4	
16	VIII-16	2	3	3	3	3	4	4	3	
17	VIII-17	3	3	3	3	3	3	3	3	
18	VIII-18	2	3	0	3	3	0	3	3	
19	VIII-19	3	3	3	3	3	3	3	3	
20	VIII-20	3	2	3	3	3	3	3	3	
21	VIII-21	3	2	3	3	2	3	3	3	
Frequency (<i>F_q</i>)		51	56	56	59	63	64	62	66	
Percentage (%)		62.96	69.14	69.14	72.84	77.78	79.01	76.54	81.48	

Notes:

4: SangatAktif

3: Aktif

2: KurangAktif

1: TidakAktif

Percentage of The Observation Result:

1. Cycle 1

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 62.96$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 69.14$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 69.14$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 72.84$$

2. Cycle 2

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 77.78$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 76.54$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 79.01$$

d. The Forth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 81.48$$

APPENDIX G

Attendant List of the Students' in Learning Process Class VIII SMPN 2 BANGKALA BARAT

No	Name	Attendant List							
		Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Agung	√	√	√	√	√	√	√	√
2	Andi Rey Serdi	√	√	√	√	√	√	√	√
3	Alvin	√	√	√	√	√	√	√	√
4	Akbar Tanjung	i	√	√	√	√	√	S	√
5	Arif	√	√	√	√	√	√	S	√
6	Al fajar Saputra	√	√	√	√	√	√	√	√
7	Dillah	√	√	√	√	√	√	√	√
8	Herlan Ananda Putra	√	√	√	√	√	√	√	√
9	Iqbal	√	√	√	√	√	√	√	√
10	Lisa	√	√	√	√	√	√	√	√
11	Muhammad Arfandi	√	√	√	√	√	√	√	√
12	Melly Amalia	A	√	A	√	√	√	√	√
13	Maya Andriani	√	√	√	√	√	√	√	√
14	Mirna	√	√	√	√	√	√	√	√
15	Muhammad Khasiron	√	√	√	√	√	√	√	√
16	Muhammad Lutfi	√	√	√	√	√	√	√	√
17	Muhammad Dedi	√	√	√	√	√	√	√	√
18	Nur sadrina istiqomah	√	√	A	√	√	S	√	√
19	Nurfatwah Ramadhani	√	√	√	√	√	√	√	√
20	Novarina	√	√	√	√	√	√	√	√
21	Windi shafira nur marta	√	√	√	√	√	√	√	√

Keterangan :

√ : Hadir

A : Alfa

S : Sakit

I : Izin

APPENDEX H
DOCUMENTATION IN LEARNING PROCES (CAR)







APPENDIX. I

Research Time

No	Action	Meetings	Date
1	D-Test	1	15 September 2018
2	Action of cycle I	4	17, 22, September 2018
3	Test of cycle I	1	24,29 September 2018
4	Action of cycle II	4	1, 6, Oktober 2018
5	Test of cycle II	1	13 Oktober2018

APPENDIX J

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Namasekolah : SMPN 2 BANGKALA BARAT
TahunPelajaran : 2018/2019
Kelas/ semester : VIII / I (Ganjil)
Siklus/ Pertemuan : I / I

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membukapelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 September 2018

Mengetahui

Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : I / II

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 September 2018

Mengetahui
Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : I / III

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 September 2018

Mengetahui

Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : I / IV

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 September 2018

Mengetahui
Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : II / V

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jenepono, 15 September 2018

Mengetahui
Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : II / VI

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 september 2018

Mengetahui

Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : II / VII

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jeneponto, 15 September 2018

Mengetahui
Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Namasekolah : SMPN 2 BANGKALA BARAT

TahunPelajaran : 2018/2019

Kelas/ semester : VIII / I (Ganjil)

Siklus/ Pertemuan : II / VIII

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alatperaga				
5	Antusiasdalamkegiatanmengajar				
6	Pengelolaan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Jenepono, 15 September 2018

Mengetahui
Guru Pengamat

Hamka, S.Pd
NIP : 197712012014121001

CURICULUM VITAE



WAHYUNI NURUL UTAMI is the first child of Drs Supriadi, S,S and Syamsiah, A,md. She was born on 27 April 1994 in Takalar. She has Two brothers. She lives in Jenepono Bangkala Barat. She finished her study at SD Tamasongo 08 Takalar 2004, at SMPN 2 Bangkala Barat 2008, at SMAN 4 Jenepono 2011 and then, She registered as a student of Muhammadiyah University of Makassar in English Education Department.

MOTTO

*Never stop trying and
praying, No effort betrays the
result.*

Wahyuni nurul utami