



**WORKSHOP
PENINGKATAN KARIER
PTK SMP
MELALUI MGMP SMP
TAHUN 2013**

FOTO-FOTO KEGIATAN



Peserta Pelatihan Peningkatan Karier MGMP B.Ingggris SMP Kab.Madiun



Pembukaan Workshop Peningkatan Karier MGMP B.Ingggris SMP Kab.Madiun



Nara Sumber Kurikulum 2013



Nara Sumber PKB dan PKG



Nara Sumber dari IKIP PGRI Madiun



Nara Sumber Menyajikan Materi



Peserta Pelatihan Mendengarkan dengan Cermat



Nara Sumber Membimbing Peserta Pelatihan dalam Mengerjakan Tugas



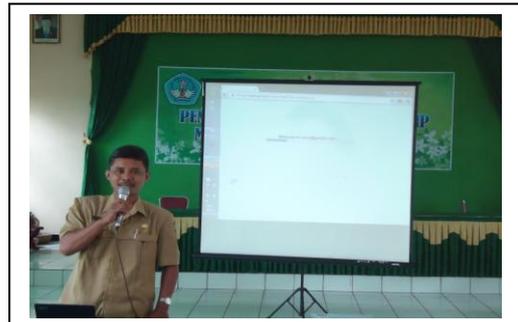
Nara Sumber Metode Pembelajaran Menyajikan Materi



Nara Sumber Media Pembelajaran Menyajikan Materi



Nara Sumber Kurikulum 2013 Menyajikan Materi



Nara Sumber Artikel/Jurnal Ilmiah Menyajikan Materi



Peserta Pelatihan Mengerjakan Tugas-Tugas yang diberikan



Peserta Pelatihan Mengerjakan Tugas yang diberikan dengan serius



Peserta Pelatihan Bertanya Kepada Pemateri



Pemateri membimbing peserta Pelatihan

DESKRIPSI KEGIATAN

A. Tempat dan Waktu

Kegiatan Peningkatan Karier PTK SMP melalui MGMP B.Ingggris SMP tahun 2013 ini diselenggarakan selama 8 hari dari tanggal 22 Oktober 2013 sampai dengan 16 Nopember 2013 bertempat di SMP Negeri 1 Mejayan. Alamat : Jalan P.Sudirman no.71 Desa Mejayan Kecamatan Mejayan Kabupaten Madiun

B. Sarana dan Prasarana

Kegiatan Ini menggunakan gedung milik SMPN 1 Mejayan dengan fasilitas sound system lengkap, whiteboard, screen, LCD projector, dan Laptop. Setiap peserta workshop menerima satu set alat tulis dan handout sebagai bahan ajar.

C. Deskripsi Program

Struktur dan silabus kegiatan Workshop MGMP , yang didanai oleh *Block Grant* adalah sebagai berikut.

Tabel 2.1

No	Mata Workshop	Alokasi waktu (1jam= 45')		Narasumber
		Teori	Praktik	
1	Umum			
	1. Kebijakan Dinas Pendidikan kabupaten Madiun	2		Ka Dindik Kab.
	2. Pengembangan Keprofesian Berkelanjutan (PKB)	3		Madiun Pengawas SMP
	3. Paparan pengembangan karir PTK SMP melalui pengembangan diri, Publikasi Ilmiah dan Karya Inovatif	3		Pengawas SMP
2.	Pokok			
	1. Penyusunan Artikel Ilmiah			

	<ul style="list-style-type: none"> a. Pemaparan Artikel Ilmiah b. Penyusunan Artikel Ilmiah c. Perbaikan dan Finalisasi Laporan d. Presentasi Laporan 	4	4 2 2	Trainer
	2. Pengenalan Metode dan Media <ul style="list-style-type: none"> a. Pemaparan Metode b. Presentasi Metode c. Pemaparan Media d. Presentasi Media 	4 4	4 2	Trainer
	3. Penyusunan Penelitian Tindakan Kelas (PTK) <ul style="list-style-type: none"> a. Pemaparan PTK b. Penyusunan Proposal PTK c. Perbaikan dan Finalisasi Laporan d. Presentasi Laporan 	6	8 4 4	Trainer
	4. Menyusun Publikasi Karyalilmiah <ul style="list-style-type: none"> a. Pemaparan Penyusunan Publikasi Karya Ilmiah b. Penyusunan Publikasi Karya Ilmiah c. Perbaikan dan Finalisasi Laporan d. Presentasi Laporan 	2	4 1 2	Trainer
	5. Menyusun Penulisan Presentasi pada Forum Ilmiah <ul style="list-style-type: none"> a. Pemaparan Penyusunan Penulisan Presentasi pada Forum Ilmiah b. Penyusunan Penulisan Presentasi pada Forum Ilmiah c. Perbaikan dan Finalisasi Presentasi d. Presentasi Laporan 	4	4 1 2	Trainer
3	Penunjang			
	<ul style="list-style-type: none"> a. Pretes b. Post Tes 		2 2	Trainer

Jumlah	32	48	
Jumlah Total	80		

Bahan Ajar kegiatan Workshop MGMP , yang didanai oleh *Block Grant* adalah sebagai berikut.

1. Kebijakan pendidikan kabupaten madiun
2. Kebijakan pemerintah tentang pembinaan karier guru
3. PKB dan PKG
4. Pengenalan Kurikulum 2013
5. Implementasi kurikulum 2013
6. Teknik Membuat RPP
7. Pengenalan Metode pembelajaran bahasa Inggris
8. Pengenalan Media Pembelajaran bahasa Inggris
9. Teknik Penulisan Penelitian Tindakan Kelas
10. Teknik penyusunan proposal PTK
11. Teknik penulisan artikel/jurnal ilmiah
12. Teknik publikasi karya ilmiah

D. Metode

Metode yang digunakan dalam pelatihan ini adalah metode pelatihan bagi orang dewasa (andragogi), yaitu ceramah, tanya jawab, praktek, permainan, penugasan kelompok, dan kerja mandiri. Dengan cara inidiharapkan peserta mampu memahami seluruh materi yang disajikan dalam pelatihan ini.

E. Jadwal Kegiatan

Tabel 2.2

Hari/Tgl.	Waktu	Materi	Nara Sumber
Selasa, 22 Oktober 2013	07.00 – 08.00	Pretest	Panitia
	08.00 – 08.30	Pembukaan	Sambutan Pembina MGMP Bahasa Inggris
	08.30 – 09.30	Sambutan dan Pengarahan	Kepala Dinas Pendidikan Kab. Madiun
	09.30 – 10.00	Coffee Break	Panitia
	10.30 – 12.00	PKB dan PKG	Muntoro Wiji Atmojo, M.Pd
	12.00 – 13.00	ISHOMA	Panitia
	13.00 – 14.30	PKB dan PKG	Muntoro Wiji Atmojo, M.Pd

	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Pengenalan Kurikulum 2013	Agus Sucipto, S.Pd, M. Pd
Sabtu, 26 Oktober 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.00	Implementasi Kurikulum 2013	Sujito, S.Pd
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Implementasi Kurikulum 2013	Sujito, S.Pd
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Pembuatan RPP	Peserta Workshop
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Presentasi RPP	Peserta Workshop
Selasa, 29 Oktober 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Metode Pembelajaran	Erlık Widiyani Setyati, S.Pd, M. Pd
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Diskusi Metode Pembelajaran	Erlık Widiyani Setyati, S.Pd, M. Pd
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Media Pembelajaran	Brigitta Septarini, SS, M.Pd
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Diskusi Media Pembelajaran	Brigitta Septarini, SS, M.Pd

Sabtu, 02 Nopember 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Pemaparan PTK	Nuri Ati Ningsih, S.Pd, M.Pd
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Pemaparan PTK	Nuri Ati Ningsih, S.Pd, M.Pd
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Diskusi PTK	Nuri Ati Ningsih, S.Pd, M.Pd
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Pembuatan Bab I dan II	Peserta Workshop
Senin, 04 Nopember 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Pembimbingan Bab I dan II	Nara Sumber dan Peserta
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Pembimbingan Bab I dan II	Nara Sumber dan Peserta
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Pembuatan Bab III	Peserta Workshop
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Pembuatan Bab III	Peserta Workshop
Sabtu, 09 Nopember 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Pembimbingan Bab III	Nara Sumber dan Peserta
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Pembimbingan Bab III	Peserta Workshop
	12.00 – 13. 00	ISHOMA	Panitia

	13.00 – 14.30	Presentasi Proposal PTK	Peserta Workshop
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Presentasi Proposal PTK	Peserta Workshop
Selasa, 12 Nopember 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Artikel atau Journal Ilmiah	Zainal, S.Pd
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Penulisan Artikel atau Journal Ilmiah	Zainal, S.Pd
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Pembuatan Artikel atau Journal Ilmiah	Peserta Workshop
	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 17.00	Pembuatan Artikel atau Journal Ilmiah	Peserta Workshop
Sabtu, 16 Nopember 2013	07.30 – 08.00	Presensi	Panitia
	08.00 – 09.30	Pembimbingan Artikel atau Journal Ilmiah	Nara Sumber dan Peserta
	09.30 - 09.45	Coffee Break	Panitia
	09.45 – 12.00	Pembimbingan Artikel atau Journal Ilmiah	Peserta Workshop
	12.00 – 13. 00	ISHOMA	Panitia
	13.00 – 14.30	Presentasi Artikel atau Journal Ilmiah	Peserta Workshop

	14.30 – 14.45	Coffee Break	Panitia
	14.45 – 15.30	Pengumpulan Hasil Workshop	Panitia
	15.30-17.00	Post test	

F. Pengarah dan Nara Sumber

1. Pengarah

Pengarah untuk kegiatan pelatihan PTK Guru sebanyak 2 orang yaitu Drs. Suhardi, MM selaku Kepala Dinas Pendidikan Kabupaten Madiun dan Zainal, S.Pd selaku Pembina MGMP Bahasa Inggris.

2. Nara sumber

Narasumber untuk kegiatan pelatihan PTK Guru adalah unsur Dinas Pendidikan terdiri atas Guru, Kepala Sekolah, Pengawas Sekolah dan dosen-dosen bahasa Inggris IKIP PGRI Madiun yaitu :

Tabel 2.3

No.	Nama	Unit Kerja	Materi yang disampaikan
1	Muntoro Wiji Atmojo, M.Pd	Pengawas SMP Dinas Pendidikan Kab. Madiun	PKB dan PKG
2.	Agus Sucipto, S.Pd, M.Pd	Kepala SMPN 1 Geger	Pengenalan Kurikulum 2013
3.	Sujito, S.Pd	Pengawas SMP Dinas Pendidikan Kab. Madiun	Implementasi Kurikulum 2013
4.	Erluk Widiyani Setyati, S.Pd, M. Pd	IKIP PGRI Madiun	Metode Pembelajaran

5.	Brigitta Septarini, SS, M.Pd	IKIP PGRI Madiun	Media Pembelajaran
6.	Nuri Ati Ningsih, S.Pd, M.Pd	IKIP PGRI Madiun	Penelitian Tindakan Kelas
7.	Zainal Arifin, S.Pd	Kepala SMPN 1 Gemarang	Journal dan Artikel Ilmiah

G. Peserta

Peserta Pelatihan adalah Guru Bahasa Inggris yang terdaftar sebagai anggota Masyarakat Guru Mata Pelajaran (MGMP) sebanyak 38 orang dan pengurus 6 orang dengan daftar nama sbb:

Tabel 2.4

NO	NAMA	Kedudukan	ALAMAT SEKOLAH	NIP
1	Zainal Arifin, S.Pd.	Pembina	SMPN 1 GEMARANG	196805151989011003
2	Ahmad Hanif A., S.Pd.	Ketua	SMPN 2 SARADAN	197011091997031006
3	Drs. Warso	Sekretaris	SMPN 3 SARADAN	196712261998031003
4	Maya Hartuti, S.Pd.	Bendahara	SMPN 1 PILANGKENCENG	197004271998022007
5	Heny Sulisty R, M.Pd.	Guru Inti	SMPN 1 GEGER	197408122007012020
6	Sri Winarsi, S.Pd.	Guru Inti	SMPN 1 MEJAYAN	1965705081989032012
7	Sri Widayani, S.Pd	Anggota	SMPN 1 KEBONSARI	196804101998022003
8	Yuni Muawanah	Anggota	SMPN 2 KEBONSARI	197106261997032007
9	Nur Hidayati, S.Pd	Anggota	SMPN 1 DOLOPO	196906182008012011
10	Sri Wahyu W, S.pd	Anggota	SMPN 2 DOLOPO	196708202007012022
11	Yani Subandrio, S.pd	Anggota	SMPN 1 GEGER	197904182005011011
12	Romadhon, S.Pd, M.Pd	Anggota	SMPN 2 GEGER	196010041988031001
13	Budiyanto, S.Pd	Anggota	SMPN 3 GEGER	196906192007011012
14	Sariatun, S.pd	Anggota	SMPN 1 DAGANGAN	196805042008012022
15	Sariatun, S.Pd	Anggota	SMPN 2 DAGANGAN	196805042008012022
16	Drs. Sutjahyo	Anggota	SMPN 1 WUNGU	196312271995121001
17	Bingu Lailatin, S.Pd	Anggota	SMPN 2 WUNGU	196709131993022002

18	Ary Marlana, S.Pd	Anggota	SMPN 1 NGLAMES	196402121985122002
19	Pratiwi S, S.Pd	Anggota	SMPN 2 NGLAMES	197505262007012008
20	Retno Puji K, S.Pd	Anggota	SMPN 1 JIWAN	197106172008012010
21	Kusprianto, S.Pd	Anggota	SMPN 2 JIWAN	196406061994121001
22	Susilo W, S.Pd	Anggota	SMPN 1 SAWAHAN	196306061990031016
23	Dwi Rahaju, S.Pd	Anggota	SMPN 2 SAWAHAN	196507071994122004
24	Ninik Hidayatun, S.Pd	Anggota	SMPN 1 BALEREJO	196305112000122001
25	Retno Purwantini, S.Pd	Anggota	SMPN 2 BALEREJO	196907021995122003
26	Susilowati, SS	Anggota	SMPN 1 WONOASRI	197208192008012004
27	Atik Ismiati, S.Pd	Anggota	SMPN 1 MEJAYAN	197909252009022004
28	Suwadi, S.Pd	Anggota	SMPN 2 MEJAYAN	196607092005011004
29	Murti Andri, S.Pd	Anggota	SMPN 3 MEJAYAN	196404231990032001
30	Minarti, S.Pd, M.Pd	Anggota	SMPN 4 MEJAYAN	197111181999032005
31	Eko Cahyono, S.Pd	Anggota	SMPN 1 PILANGKENCENG	197501182008011006
32	Alis Sulistyorini, S.Pd	Anggota	SMPN 2 PILANGKENCENG	197210212008012005
33	Erlina Wahyu, S.Pd	Anggota	SMPN 1 SARADAN	197102271998022005
34	Yekti Widayawati, S.Pd	Anggota	SMPN 2 SARADAN	197104022007012017
35	Rida Martinasari, S.Pd	Anggota	SMPN 3 SARADAN	-
36	Nanik Wahyuni, S.Pd	Anggota	SMPN 4 SARADAN	196805041989032009
37	Budi Santoso, S.Pd	Anggota	SMPN 1 GEMARANG	196502081995121003
38	Rury Umbara, S.Pd	Anggota	SMPN 2 GEMARANG	198601052010012027
39	Pandit Suryawan, S.Pd	Anggota	SMPN 1 KARE	196705171998031004
40	Stivia Nilanta, SS	Anggota	SMPN 2 KARE	198505202010012043
41	Nurul Hidayah, S.Pd	Anggota	SMPN 3 KARE	198108182009022010
42	Suwito, S.Pd	Anggota	SMPN 3 DOLOPO	196505172006041011
43	Jujuk Eka, S.Pd	Anggota	SMP SATU ATAP GEMARANG	198607142011012018
44	Titik Dayuti, SS	Anggota	SMP MUH 2 CARUBAN	-

H. Panitia

Panitia pelaksana kegiatan ini adalah pengurus MGMP Bahasa Inggris berjumlah 6 orang terdiri atas pembina, ketua, sekretaris, bendahara dan dua orang guru inti MGMP Bahasa Inggris.

Tabel 2.5

No	Jabatan	Unsur	Nama
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1	Penanggung jawab	Kepala Sekolah	Zainal Arifin, SPd
2	Ketua	Guru	Ahmad Hanif A, SPd
3	Sekretaris	Guru	Drs. Warso
4	Bendahara	Guru	Maya Hartuti, SPd
5	Anggota 1	Guru	Heny Sulisty Rini, M.Pd
6	Anggota 2	Guru	Sri Winarsih, S.Pd

I. Penggunaan Dana

Tabel 2.6

PENGUNAAN DANA KEGIATAN PENGEMBANGAN KARIR PTK MGMP B.INGGRIS SMP KABUPATEN MADIUN 2013

TAHAP PERSIAPAN (Pembuatan dan Pengiriman Proposal)

NO	KEGIATAN	VOLUME	SATUAN BIAYA	PPH/PPN	Materi
1	Belanja ATK	1 set	347400		
2	Transport penyusun proposal 5 orang	5x2 prtemuanx25.000	250000		
3	HR penyusun proposal 5 orang	5x2 prtemuanx25.000	250000	37500	
4	Penggandaan laporan				
	a. Foto kopi	200 lbr x 100	20,000		
	b. Penjilidan	4 x 20000	80,000		
5	Pengiriman proposal	1 kali	100000		

JUMLAH	450000	37500	
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TAHAP PELAKSANAAN

NO	KEGIATAN	VOLUME	SATUAN BIAYA	PPH/PPN	Materi
6	Snack 44 orang	44 x 8h x 7.500	3520000	70400	6000
7	Nasi kotak 44 orang	44 x 8h x 16.000	5632000	112700	6000
8	ATK dan sertivikat Peserta	44 set x 15.000	880000		6000
9	Penggandaan Materi	44 x 20000	880000		6000
10	Banner	1 lembar	200000		
11	Sewa				
	a. Sewa tempat/ gedung	8 hari x 75000	600000	12000	
	b. Sewa sound	8 hari x 25000	200000	4000	
12	ATK Kepanitiaan	1 set	294000		6000
13	Transport peserta 44 orang	44 x 8h x 20.000	7040000		
14	Nara Sumber				
	a. Transport	7 x 150.000	1050000		
	b. Honorarium				
	- Nara sumber IKIP PGRI	42 x 50000	2100000	105000	
	- Nara sumber lokal I	18 x 50000	900000	135000	
	-Nara sumber lokal II	16 x 50000	800000	120000	
15	HR Panitia	6 x 125.000	750000	112500	
16	Pengarah				
	a. Transport Pengarah	2 x 100.000	200000		
	b. HR Pengarah	2 x 100.000	200000	30000	
JUMLAH			2524600 0	701600	30000

TAHAP LAPORAN

NO	KEGIATAN	VOLUME	SATUAN BIAYA	PPH/PPN	Materi
17	Transport penyusun laporan 5 orang	5x2 prtemuanx25.000	250000		
18	HR penyusun laporan 5 orang	5x2 prtemuanx25.000	250000	37500	
19	Penggandaan laporan	4 set x 25000	100000		
20	Pengiriman laporan	1 kali	100000		
JUMLAH			700000	37500	

PUBLIKAS I				
21	Publikasi ke media cetak		200000	
JUMLAH			200000	
JUMLAH			28000000	776600 30000

Ketua MGMP B.Inggris
SMP
Kabupaten Madiun

Bendahara MGMP B.Inggris
SMP
Kabupaten Madiun

Ahmad Hanif A, S.Pd
NIP.197011091997031006

Maya Hartuti, S.Pd
NIP. 19700427 199802 2007

Hand Out Materi Workshop

Kurikulum 2013

RASIONAL KURIKULUM 2013

PPT - 1.1

BADAN PENGEMBANGAN SUMBER DAYA MANUSIA PENDIDIKAN DAN KEBUDAYAAN
DAN PENJAMINAN MUTU PENDIDIKAN
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

- Kurikulum menurut Undang-undang Nomor 20 Tahun 2003 Pasal 1 Ayat (19) adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.
- Pengembangan Kurikulum 2013 merupakan langkah lanjutan Pengembangan Kurikulum Berbasis Kompetensi yang telah dirintis pada tahun 2004 dan KTSP 2006 yang mencakup kompetensi sikap, pengetahuan, dan keterampilan secara terpadu.

Pendekatan Dalam Penyusunan SKL Pada KBK 2004 dan KTSP 2006

Mapel 1	Mapel 2	Mapel 3	Mapel n
SKL Mapel 1	SKL Mapel 2	SKL Mapel 3	SKL Mapel n
SK-KD Mapel 1	SK-KD Mapel 2	SK-KD Mapel 3	SK-KD Mapel n

Standar Isi

Standar Kompetensi Lulusan (SKL) Satuan Pendidikan

SK-KD: Standar Kompetensi (Strand/Bidang) dan Kompetensi Dasar

Tantangan Internal

- Tuntutan pendidikan yang mengacu kepada 8 Standar Nasional Pendidikan yang meliputi standar pengelolaan, standar biaya, standar sarana prasarana, standar pendidik dan tenaga kependidikan, standar isi, standar proses, standar penilaian, dan standar kompetensi lulusan.
- Tantangan internal lainnya terkait dengan faktor perkembangan penduduk Indonesia dilihat dari pertumbuhan penduduk usia produktif.

Reformasi Pendidikan Mengacu Pada 8 Standar

PESERTA DIDIK

KURIKULUM 2013

STANDAR (PROSES) PENILAIAN

STANDAR PROSES (PEMBELAJARAN)

STANDAR KOMPETENSI LULUSAN

STANDAR PENDIDIK DAN TENAGA KEPENDIDIKAN
Peningkatan Kualifikasi & Sertifikasi, Pembayaran Tunjangan Sertifikasi, Uji Kompetensi dan Pengukuran Kinerja

STANDAR SARANA-PRASARANA
Rehab Gedung Sekolah, RKB, Penyediaan Lab dan Perpustakaan, Penyediaan Buku

STANDAR PEMBIAYAAN
BOS, Bantuan Siswa Miskin, BOPTN/Bidik Misi (di PT)

STANDAR PENGELOLAAN
Manajemen Berbasis Sekolah

LULUSAN

Perkembangan Penduduk Sebagai Modal

SDM Usia Produktif (2020-2035) Melimpah

Kompeten →

Tidak Kompeten →

Modal Pembangunan

Transformasi Melalui Pendidikan

Beban Pembangunan

- Kurikulum
- PTK
- Sarpras
- Pendanaan
- Pengelolaan

Tantangan Eksternal

Tantangan Masa Depan

- Globalisasi: WTO, ASEAN Community, APEC, CAFTA
- Masalah lingkungan hidup
- Kemajuan teknologi informasi
- Konvergensi ilmu dan teknologi
- Ekonomi berbasis pengetahuan
- Kebangkitan industri kreatif dan budaya
- Pergeseran kekuatan ekonomi dunia
- Pengaruh dan imbas teknosains
- Mutu, investasi dan transformasi pada sektor pendidikan
- Materi TIMSS dan PISA

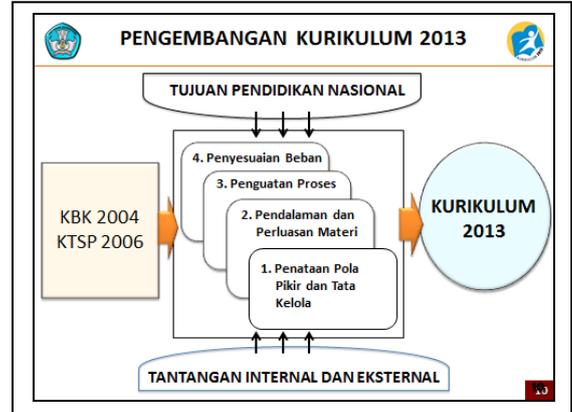
Tantangan Eksternal

Kompetensi Masa Depan

- Kemampuan berkomunikasi
- Kemampuan berpikir jernih dan kritis
- Kemampuan mempertimbangkan segi moral suatu permasalahan
- Kemampuan menjadi warga negara yang bertanggungjawab
- Kemampuan mencoba untuk mengerti dan toleran terhadap pandangan yang berbeda
- Kemampuan hidup dalam masyarakat yang global
- Memiliki minat luas dalam kehidupan
- Memiliki kesiapan untuk bekerja
- Memiliki kecerdasan sesuai dengan bakat/minatnya
- Memiliki rasa tanggungjawab terhadap lingkungan

Tantangan Eksternal

Persepsi Masyarakat
<ul style="list-style-type: none"> Terlalu menitikberatkan pada aspek kognitif Beban siswa terlalu berat Kurang bermuatan karakter
Perkembangan Pengetahuan dan Pedagogi
<ul style="list-style-type: none"> Neurologi Psikologi Observation based (discovery) learning dan Collaborative learning
Fenomena Negatif yang Mengemuka
<ul style="list-style-type: none"> Perkelahian pelajar Narkoba Korupsi Plagiarisme Kecurangan dalam Ujian (Contek, Kerpek.) Gejolak masyarakat (social unrest)



Penyempurnaan Pola Pikir Perumusan Kurikulum

No	KBK 2004	KTSP 2006	Kurikulum 2013
1	Standar Kompetensi Lulusan diturunkan dari Standar Isi	Standar Kompetensi Lulusan diturunkan dari kebutuhan	Standar Kompetensi Lulusan diturunkan dari kebutuhan
2	Standar Isi dirumuskan berdasarkan Tujuan Mata Pelajaran (Standar Kompetensi Lulusan Mata Pelajaran) yang dirinci menjadi Standar Kompetensi dan Kompetensi Dasar Mata Pelajaran	Standar Isi diturunkan dari Standar Kompetensi Lulusan melalui Kompetensi Inti yang bebas mata pelajaran	Standar Isi diturunkan dari Standar Kompetensi Lulusan melalui Kompetensi Inti yang bebas mata pelajaran
3	Pemisahan antara mata pelajaran pembentuk sikap, pembentuk keterampilan, dan pembentuk pengetahuan	Semua mata pelajaran harus berkontribusi terhadap pembentukan sikap, keterampilan, dan pengetahuan,	Semua mata pelajaran harus berkontribusi terhadap pembentukan sikap, keterampilan, dan pengetahuan,
4	Kompetensi diturunkan dari mata pelajaran	Mata pelajaran diturunkan dari kompetensi yang ingin dicapai	Mata pelajaran diturunkan dari kompetensi yang ingin dicapai
5	Mata pelajaran lepas satu dengan yang lain, seperti sekumpulan mata pelajaran terpisah	Semua mata pelajaran diikat oleh kompetensi inti (tiap kelas)	Semua mata pelajaran diikat oleh kompetensi inti (tiap kelas)

Penyempurnaan Pola Pikir

1	Berpusat pada Guru	Menuju	Berpusat pada Siswa
2	Satu Arah		Interaktif
3	Isolasi		Lingkungan Jejaring
4	Pasif		Aktif-Menyelidiki
5	Maya/Abstrak		Konteks Dunia Nyata
6	Pribadi		Pembelajaran Berbasis Tim
7	Luas (semua materi diajarkan)		Perilaku Khas Memberdayakan Kaidah Keterikatan
8	Stimulasi Rasa Tunggal (beberapa panca indera)		Stimulasi ke Segala Penjuru (semua Panca indera)
9	Alat Tunggal (papan tulis)		Alat Multimedia (berbagai peralatan teknologi pendidikan)
10	Hubungan Satu Arah		Kooperatif

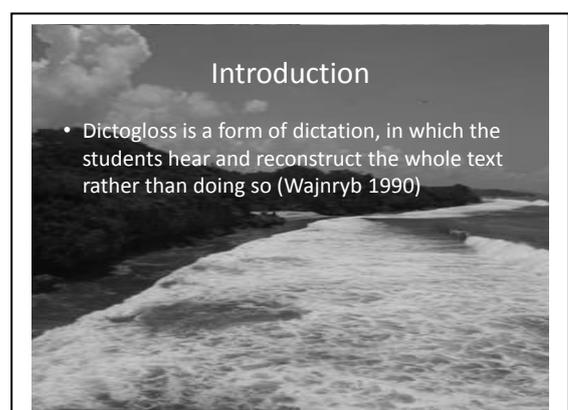
Penyempurnaan Pola Pikir (lanjutan)

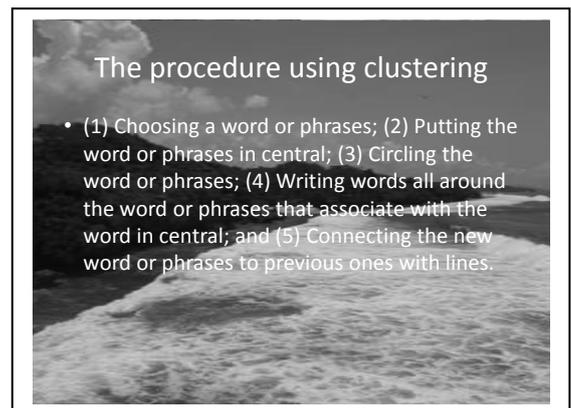
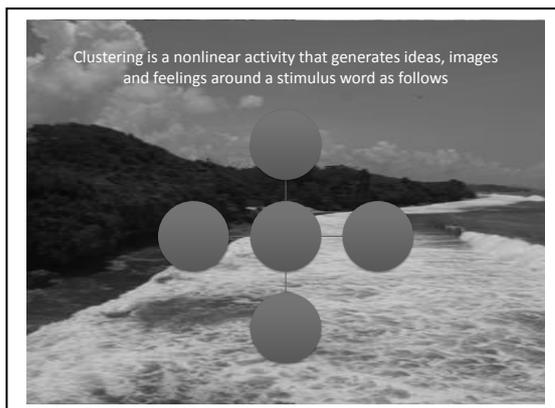
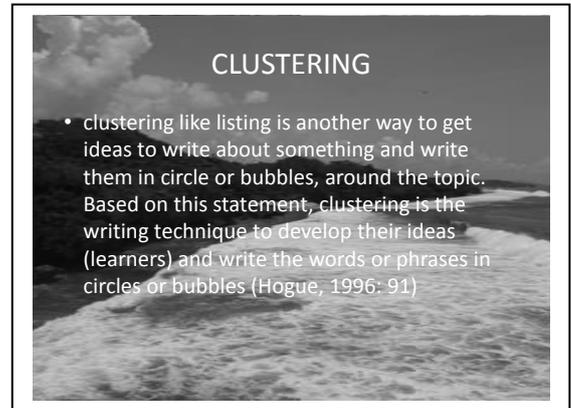
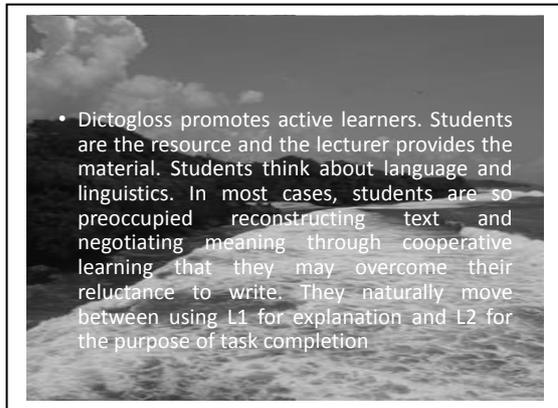
11	Produksi Massa (siswa memperoleh dokumen yg sama)	Menuju	Kebutuhan Pelanggan (siswa mendapat dokumen sesuai dgn ketertarikan sesuai potensinya)
12	Usaha Sadar Tunggal (mengikuti cara yang seragam)		Jamak (keberagaman inisiatif individu siswa)
13	Satu Ilmu Pengetahuan Bergeser (mempelajari satu sisi pandang ilmu)		Pengetahuan Disiplin Jamak (pendekatan multidisiplin)
14	Kontrol Terpusat (kontrol oleh guru)		Otonomi dan Kepercayaan (siswa diberi tanggung jawab)
15	Pemikiran Faktual		Kritis (membutuhkan pemikiran kreatif)
16	Penyampaian Pengetahuan (pemindahan ilmu dari guru ke siswa)		Pertukaran Pengetahuan (antara guru dan siswa, siswa dan siswa lainnya)

Pola Pikir Perumusan Kurikulum

No	KBK 2004	KTSP 2006	Kurikulum 2013
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3	Pemisahan antara mata pelajaran pembentuk sikap, pembentuk keterampilan, dan pembentuk pengetahuan	Semua mata pelajaran harus berkontribusi terhadap pembentukan sikap, keterampilan, dan pengetahuan,	Semua mata pelajaran harus berkontribusi terhadap pembentukan sikap, keterampilan, dan pengetahuan,
4	Kompetensi diturunkan dari mata pelajaran	Mata pelajaran diturunkan dari kompetensi yang ingin dicapai	Mata pelajaran diturunkan dari kompetensi yang ingin dicapai
5	Mata pelajaran lepas satu dengan yang lain, seperti sekumpulan mata pelajaran terpisah	Semua mata pelajaran diikat oleh kompetensi inti (tiap kelas)	Semua mata pelajaran diikat oleh kompetensi inti (tiap kelas)

ENGLISH TEACHING METHOD





ENGLISH TEACHING MEDIA

1. Songs to Improve the Students' Achievement in Pronouncing Words

- a. The teacher uses song "Mother How Are You Today?" or "Old Mc Donald"
- b. The teacher asks students to work in group.
- c. The teacher asks students to read together the underlined words shown in the lyric.
- d. After teacher plays the song, the students retell the song in front of the class using the words that they have read before.
- e. The last lesson, the teacher asks the students to read the underlined words of the lyric and make a note which words that are spelled incorrectly.

- f. In posttest, the teacher asks the students pronounce all of the words that have taught before in previous meeting.

2. The Implementation of Picture Story in Reading Skill

- a. The teacher can ask the students what is happening in each frame of the story. She can ask questions to elicit specific details or observations, and if students don't have a clear idea of what to say, various scenarios can be discussed until the class chooses one they like.
- b. Once the whole story has been elicited orally, the teacher tells the students that she will write it down as they retell it. While the students retell it, the teacher writes, trying to stay close to the students' own language. She can smooth it out for clarity's sake occasionally, but the story should be the students' product, based on their ideas.
- c. The teacher can ask questions again to make sure important information or vocabulary is included.
- d. After the story has been written, the class can practice reading it orally and individually.

3. The Use of Specimen in Teaching Writing Descriptive Text

- 1. Planning
 - a. Teacher puts specimen in the centre of the class
 - b. Teacher asks the students to see in detail the specimen
 - c. Teacher asks the students to make descriptive text about specimen
- 2. Drafting
 - d. Students make a short descriptive text about the specimen based on the generic structure and language feature of descriptive text
- 3. Revising
 - e. Teacher asks the students to read or correct the draft of their deskmates
- 4. Editing
 - f. Students edit their written text
 - g. Students collect the text to the teacher

4. USING MEDIA QUARTED CARD TO AROUSE THE SPEAKING ABILITY

- a. Teacher and students discussed the lesson related to the expression asking, giving and refusing something
- b. Students practiced the expression asking, giving and refusing something
- c. Teacher introduced quartet cards to the student
- d. Explain the rule how to play the quartet card game.
- e. Give a model how to play the game, including the language that will be used in this game.
- f. When the students can capture how to play the game then ask them to play it in group.

5. THE IMPLEMENTATION OF REALIA IN TEACHING WRITING

- a. Teacher takes a wooden ruler on the wall and shows it to the students.
- b. Teacher asks what it is, what colour it is, what it is made of and how the shape is. Then, the teacher writes the students' answer on the blackboard.
- c. Teacher also shows blackboard, bag and do the same things like in b.
- d. Teacher says that the students' answers can be arranged into short paragraph.
- e. Teacher gives examples by arranging three paragraphs about ruler, blackboard and bag.
- f. Teacher asks students to make short paragraph in 10 minutes by describing the things around the such as pencil box, bookselves, table, cupboard, globe, map, clock, door, window, book, etc.

6. Westlife's" songs used to Teaching English Grammar

- a. Teacher explains about grammar (simple past tense) and gives examples.
- b. Teacher asks the students to listen Westlife's songs (Season in the sun)
- c. Teacher asked the students to analyze simple past tense in that song.
- d. Teacher give exercises of simple past tense

7. The English magazine applied in the reading teaching

- a. The students read article found in magazine
- b. The students and the teacher discussed the article.
- c. The students and the teacher found out the meaning of some words in the article.
- d. The students wrote down the vocabularies on the white board.
- e. The students answer Questions which were related to the materials.
- f. The students made a conclusion about the materials.

8. Use of weblogs in teaching writing (recount text)

- a. The teacher gives example recount text about personal experience.
- b. Then the teacher asks the students to write at least ten sentences about personal experience in blog.
- c. The student starts to write the personal experience organized as recount text.
- d. The students finish their assignment and post it in the blog as well.

9. Using Engklek game and guessing technique to improve speaking skill

- a. The teacher explained the role of Engklek and Guessing game to students
- b. The teacher demonstrated about how to guess the picture to students by using a card picture
- c. The teacher showed the picture of an animal and ask to the students to guess what animal it is. Then, the teacher ask students to describe that animal orally.
- d. The teacher devided the students become several groups; every group contains 4-5 students.
- e. The teacher asks all students to the schoolyard.

- f. The teacher asks every group to made one row before play Engklek.
- g. The teacher asks students to play.
- h. The teacher paaid attention to the students' knowledge, fluency, attitude and accuracy in guessing the pictures.

10. Use *wayang suket* in teaching speaking

- a. Show the puppet
- b. Practice some dialogues in English to attract students' attention.
- c. Ask to the students to mention the content of the puppets' dialogues
- d. Invite the students to sing with the puppets.
- e. Ask the students to practice the dialogue by using puppets.

PENELITIAN TINDAKAN KELAS

PENELITIAN TINDAKAN KELAS

Action research

Tim Dosen Pendidikan Bahasa Inggris
IKIP PGRI Madiun

Area yang diteliti

- METODE MENGAJAR
- STRATEGI MENGAJAR
- MODEL PEMBELAJARAN
- MEDIA PEMBELAJARAN
- MATERI PEMBELAJARAN



CIRI-CIRI PENELITIAN TINDAKAN KELAS

(Suharsimi Arikunto)

1. Merupakan kegiatan nyata untuk meningkatkan mutu pembelajaran
2. Merupakan tindakan oleh guru kepada siswa
3. Tindakan harus berbeda dari kegiatan Biasanya
4. Terjadi dalam siklus berkesinambungan; minimum dua siklus
5. Ada pedoman yang jelas secara tertulis, bagi siswa untuk dapat mengikuti tahap demi tahap.
6. Ada unjuk kerja siswa sesuai pedoman tertulis dari guru

MEMBEDAKAN PTK DENGAN PENELITIAN FORMAL

(PENELITIAN pada UMUMNYA)

Penelitian lain	PTK
<ul style="list-style-type: none">• Dilakukan oleh "orang luar" atau para ilmuwan atau lembaga penelitian• Sampel harus representatif• Umumnya ada hipotesis• Mengembangkan teori tertentu	<ul style="list-style-type: none">• Dilakukan oleh guru/dosen• Tidak ada syarat sampel representatif• Tidak selalu ada hipotesis• Memperbaiki praktik pembelajaran secara langsung

Model-model PTK

- Model Kurt Lewin
- Model Kemmis dan Mc Taggart
- Model John Elliot

Sistematika PTK

Judul

Bab I Pendahuluan

- A. Latar belakang masalah,
- B. Rumusan masalah,
- C. Tujuan penelitian
- D. Manfaat penelitian

Bab II Landasan Teori

- A. Landasan Teori
- B. Penelitian yang Relevan
- C. Kerangka Berpikir
- D. Hipotesis Tindakan

- Bab III Metodologi Penelitian
 - A. Setting
 - B. Subyek
 - C. Metode Penelitian
 - D. Prosedur Penelitian
 - E. Teknik Pengumpulan dan Analisis Data
- Bab IV Hasil Penelitian dan Pembahasan
 - A. Deskripsi Kondisi Awal
 - B. Deskripsi Siklus I
 - C. Deskripsi Siklus II
- Bab V Penutup
 - A. Simpulan
 - B. Saran

Contoh judul PTK ke 2

APA	→	Peningkatan Kemampuan Menulis
TINDAKAN	→	dengan Peer feedback
SIAPA	→	Pada siswa kelas X.....

ATURAN PENULISAN JURNAL

JUDUL (dalam bahasa Indonesia dan Bahasa Inggris)

Nama penulis pertama

Nama penulis kedua

⋮

¹Alamat penulis pertama (lengkap dgn email)

²Alamat penulis kedua (lengkap dgn email)

(alamat instansi, bukan rumah)

⋮

ABSTRAK

(abstrak ditulis dalam bahasa Indonesia dan bahasa Inggris)

Satu paragraf, memuat tujuan, metode penelitian yang digunakan, hasil, dan maksimum lima kata kunci.

Kata Kunci: aaaa, bbbb, cccc, dddd, eeee.

PENDAHULUAN

Pendahuluan memuat latar belakang penelitian secara ringkas dan padat, dan tujuan. Dukungan teori tidak perlu dimasukkan pada bagian ini, tetapi penelitian sejenis yang sudah dilakukan dapat dinyatakan.

METODE PENELITIAN

Metode penelitian merupakan prosedur dan teknik penelitian. Antara satu penelitian dengan penelitian yang lain, prosedur dan tekniknya akan berbeda. Kalau tidak berbeda, berarti penelitian itu hanya mengulang penelitian yang sudah ada sebelumnya. Tapi bukan berarti harus berbeda semuanya. Untuk penelitian sosial misalnya, populasi penelitian mungkin saja sama, tapi teknik samplingnya berbeda, teknik pengumpulan datanya berbeda, analisis datanya berbeda, dan lain.lain. Mohon diuraikan dengan jelas, bukan hanya mengopi dari penelitian lain. Kalau mau disertakan penelitian yang dilakukan termasuk ke dalam kategori penelitian yang mana, mohon diperhatikan dengan baik, jangan asal mengopi dari teori Metodologi Penelitian.

Bagian ini bisa dibagi menjadi beberapa sub bab, tetapi tidak perlu mencantumkan penomorannya.

PEMBAHASAN

Bagian ini memuat data (dalam bentuk ringkas), analisis data dan interpretasi terhadap hasil. Teori-teori yang sudah ada digunakan pada bagian ini untuk interpretasi, tentu saja bukan dengan *copy and paste*, tapi dengan penyesuaian kalimat sebagai interpretasi. Jika dilihat dari proporsi tulisan, bagian ini harusnya mengambil proporsi terbanyak, bisa mencapai 50% atau lebih. Referensi banyak yang tercantum dalam Daftar Pustaka harusnya dimuat pada bagian ini dalam bentuk rujukan (hanya menuliskan nama belakang penulis dan tahun terbit).

Bagian ini bisa dibagi menjadi beberapa sub bab, tetapi tidak perlu mencantumkan penomorannya.

SIMPULAN DAN SARAN

Simpulan dan saran dapat dibuat dalam sub bagian yang terpisah. Simpulan menjawab tujuan, bukan mengulang teori, berarti menyatakan hasil penelitian secara ringkas (tapi bukan ringkasan pembahasan). Saran merupakan penelitian lanjutan yang dirasa masih diperlukan untuk penyempurnaan hasil penelitian supaya berdaya guna. Penelitian tentunya tidak selalu berdaya guna bagi masyarakat dalam satu kali penelitian, tapi merupakan rangkaian penelitian yang berkelanjutan.

DAFTAR PUSTAKA

Bagian ini hanya memuat referensi yang benar-benar dirujuk; dengan demikian, referensi yang dimasukkan pada bagian ini akan ditemukan tertulis pada bagian-bagian sebelumnya. Sistematika penulisannya didasarkan pada *Harvard style* tapi dengan sedikit modifikasi adalah:

- Menurut abjad, dengan tata penulisan (baik bagi penulis pertama, kedua, dan seterusnya): nama belakang, lalu diikuti nama pertama dan seterusnya dalam bentuk singkatan. Contoh : Siringoringo, H.
- Tidak perlu dikelompokkan berdasarkan buku, jurnal, koran, ataupun berdasarkan tipe publikasi lainnya.
- Sistematika penulisan untuk buku: nama penulis tahun publikasi *Judul buku* Penerbit, kota. Contoh : Siringoringo, H. 2009 *Simulasi Sistem Industri* Gunadarma, Depok.
- Sistematika penulisan untuk jurnal: nama penulis Tahun publikasi “Judul tulisan” *nama jurnal* Volume, nomor (halaman). Penerbit, kota. Contoh : Siringoringo, H. 2009 “Consumer shopping behavior among modern retail formats” *Delhi Business Review* 10(1) 1-6.
- Sistematika penulisan untuk skripsi/tesis/disertasi: nama penulis. Tahun lulus. *Judul skripsi/tesis/disertasi*. Penerbit, kota.
- Sistematika penulisan untuk artikel dari internet: nama penulis. Tanggal, bulan, dan tahun download. *Judul tulisan*. Alamat situs.
- Sistematika penulisan untuk artikel dalam koran/majalah: nama penulis. Tanggal, bulan dan tahun publikasi. “Judul tulisan.” *Nama koran*. Penerbit, kota.

Aturan Penulisan:

- Tulisan merupakan hasil penelitian
- Tulisan ilmiah menggunakan bahasa Indonesia baku, setiap kata asing dicari padanannya dalam bahasa Indonesia baku, dan tidak perlu menyertakan bahasa asingnya.
- Kalimat yang diambil dari tulisan ilmiah dalam bahasa asing diterjemahkan dalam bahasa Indonesia baku.
- Referensi menggunakan aturan penulis, tahun, hanya mencantumkan nama belakang penulis dan tahun tulisan (contoh: Kotler, 2000) dan mohon diperiksa ulang dengan daftar pustaka (sangat membantu jika menggunakan fasilitas bibliografi yang ada di perangkat lunak pengolah kata)
- Tidak menggunakan catatan kaki
- Tulisan ilmiah dikirimkan dengan format:
 - o Ukuran kertas yang digunakan A4

- Panjang tulisan minimum 12 halaman, maksimum 16 halaman
- Marjin keliling 3 cm
- Spasi 1
- Dalam bentuk 1 kolom (standar, tidak perlu dibuat kolom)
- Huruf *Times New Roman*, ukuran 12
- Semua jenis rumus ditulis menggunakan *Mathematical Equation* (bagi pengguna MS Word ada di bagian Insert => Equation), termasuk pembagian/fraksi, Zigma, Akar, Matriks, Integral, Limit/Log, Pangkat, dsb
- Semua jenis symbol menggunakan simbol standar yang ada di pengolah data (bagi pengguna MS Word ada di bagian Insert => Symbol)
- Judul tabel dan gambar ditulis di tengah, *sentence case*, dengan jarak 1 spasi dari tabel atau gambarnya. Tulisan “Tabel” atau “Gambar” dengan nomornya diletakkan satu baris sendiri. Judul tabel diletakkan di atas tabel (sebelum tabel) dan judul gambar diletakkan di bawah gambar (setelah gambar). Penulisan sumber tabel atau gambar diletakkan di bawah tabel dan gambar (center pada gambar dan sejajar tabel pada tabel dengan huruf 10 pt). Pada gambar, penulisan sumber diletakkan setelah judul gambar dengan jarak 1 spasi. Tulisan dalam tabel 10 pt.

PRODUK WORKSHOP

I. Rencana Pelaksanaan Pembelajaran

LESSON PLAN

SCHOOL	:	SMP NEGERI I GEGER
SUBJECT	:	ENGLISH
GRADE/SEMESTER	:	VII / 2
SKILL	:	WRITING
TOPIC	:	NOTICE/CAUTION
TIME	:	2 x 40 Menit

A. MAIN COMPETENCE

- K1. Menghargai dan menghayati ajaran agama yang dianutnya.
- K2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
- K3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. BASIC COMPETENCE

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami fungsi sosial struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda/rambu (short notice), tandaperingatan (warning/caution), sesuai dengan konteks penggunaannya.

C. INDICATORS:

1. Siswa mampu mengidentifikasi makna dari teks notice dan caution.
2. Siswa mampu mengidentifikasi unsur kebahasaan dari teks notice dan caution.

D. LEARNING OBJECTIVES:

Diakhir pembelajaran, siswa mampu:

1. Siswa mampu mengidentifikasi makna dari teks notice dan caution.

2. Siswa mampu mengidentifikasi unsur kebahasaan dari teks notice dan caution.

E. LEARNING MATERIAL

Text Structure:

Ungkapan baku dari sumber-sumber otentik:

- a. Instruksi:
 - Read the report carefully.
 - No students should be late.
 - Always come on time.
 - Shake well before use.
- b. Rambu (short notice).
 - Keep the room clean and tidy.
 - Keep the door closed at all times.
 - Do not enter.
 - An email has been received.
 - No mobile phone in the library.
- c. Peringatan (Caution).
 - Caution-very hot water.
 - Danger-240 volts.
 - Slippery when wet.
 - Warning-Dangerous Chemical.

UNSUR KEBAHASAAN

1. Kata dan tata bahasa yang lazim digunakan (imperative sentence).
 - Verb₁ + Object → command
 - Don't + Verb₁ + Object → prohibition
2. Ejaan dan tulisan tangan yang jelas dan rapi.

F. LEARNING METHOD:

Scientific Approach, Discovery learning

G. LEARNING MEDIA:

Picture of Notice and Warning, related books.

H. LEARNING SOURCE

Gunawan, Asep., Khatimah, Yuli R., Wachidah, Siti. **Bahasa Inggris: When English Rings the Bell**. 2013: Politeknik Negeri Media Kreatif, Jakarta.

I. LEARNING ACTIVITY

Activity	Time Allocation
<p><u>Opening:</u></p> <ul style="list-style-type: none">a. Tegur sapa dan berdoa;b. Mengecek kehadiran siswa;c. Mempersiapkan siswa secara fisik dan mental.d. Menjelaskan tujuan kegiatan pembelajaran;e. Melakukan apersepsi dengan menunjukkan contoh notice dan warning dari objek disekitar (pencorrector).	10'
<p><u>Main Activity</u></p> <p>Observing</p> <p>Siswa mengamati beberapa contoh instruksi, notice dan warning yang ditempel guru di papan tulis.</p> <p>Questioning</p> <ul style="list-style-type: none">• Siswa dirangsang untuk bertanya tentang cara menemukan informasi tertentu dalam teks instruksi , rambu, atau tanda peringatan.• Siswa dirangsang untuk mempertanyakan perbedaan antara teks instruksi, rambu atau tanda peringatan. <p>Experimenting</p> <ul style="list-style-type: none">• Siswa secara berkelompok mengelompokkan kartu-kartu yang ditempel guru di papan tulis ke dalam instruction, short notice dan warning.• Siswa berlatih menemukan informasi tertentu dari teks instruksi, notice dan warning yang ditunjukkan guru (ditempel di papan tulis). <p>Associating</p> <ul style="list-style-type: none">• Siswa mencari contoh-contoh teks instruksi, notice dan warning yang lain dalam bahasa Inggris.• Siswa mencari contoh-contoh teks instruksi, notice dan	10' 10' 15' 10' 15'

<p>warning yang lain dalam bahasa Indonesia.</p> <p>Networking</p> <ul style="list-style-type: none"> Siswa membuat instruksi, notice dan warning berdasarkan situasi yang diberikan guru sesuai dengan discourse/wacana. 	10'
<p><u>Closing</u></p> <ul style="list-style-type: none"> Siswa dan guru mendiskusikan kembali kesulitan selama proses pembelajaran. Siswa dan guru membuat kesimpulan tentang materi. Guru memberikan tugas terstruktur pada siswa untuk membuat sebuah teks instruksi, notice dan warning dan dikumpulkan di pertemuan minggu selanjutnya. Guru memberikan informasi mengenai kegiatan pembelajaran dipertemuan yang akan datang. 	10'

J. LEARNING ASSESSMENT (process and performance assessment)

Attitude:

Observing students using observation form and it's done in learning process

Attitude Assessment form

No	Name	Indicators		
		Honesty	Bravery	Confidence

Scoring Rubric for Attitude			
No	Indicators	Criteria	Score
1	Jujur	Tidak pernah menunjukkan sikap tidak jujur	5

	(Honest)	Pernah menunjukkan sikap tidak jujur	4
		Beberapa kali menunjukkan sikap tidak jujur	3
		Sering menunjukkan sikap tidak jujur	2
		Sangat sering menunjukkan sikap tidak jujur	1
2	Berani (Brave)	Tidak pernah menunjukkan sikap tidak berani	5
		Pernah menunjukkan sikap tidak berani	4
		Beberapa kali menunjukkan sikap tidak berani	3
		Sering menunjukkan sikap tidak berani	2
		Sangat sering menunjukkan sikap berani	1
3	Confidence (percaya diri)	Tidak pernah menunjukkan sikap tidak percaya diri	5
		Pernah menunjukkan sikap tidak percaya diri	4
		Beberapa kali menunjukkan sikap tidak percaya diri	3
		Sering menunjukkan sikap tidak percaya diri	2
		Sangat sering menunjukkan sikap tidak percaya diri	1

Knowledge

Explain the meaning of the following instruction, notice and warning.

01. Stop Littering.
02. Clean the white board.
03. HIGH VOLTAGE!!!
04. Don't step on the grass.
05. No smoking.

Knowledge Assessment Form

No	Name	Indicators			Total
		Pilihan Kata	Ketepatan Tata Bahasa	Keterpaduan Kalimat	

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor max}} \times 100$$

Scoring Guidance for Writing			
No	Indicators	Criteria	Score
1	Pilihan Kata	100% pilihan kata tepat	5

		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
2	Ketepatan Tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1
3	Keterpaduan Kalimat	100% kalimat terpadu dan runtut	5
		80% kalimat terpadu dan runtut	4
		60% kalimat terpadu dan runtut	3
		40% kalimat terpadu dan runtut	2
		20% kalimat terpadu dan runtut	1

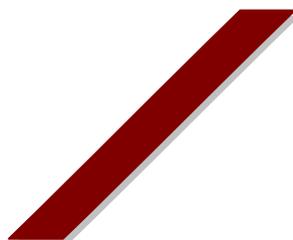
Mengetahui
Kepala Sekolah

Guru

Agus Sucipto, S. Pd., M.Pd.
NIP : 19690917 199702 2 002

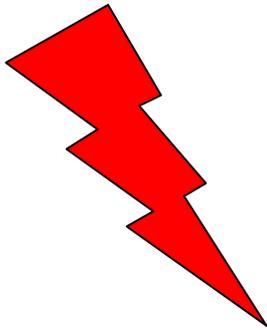
Yani Subandriyo, S.Pd.
NIP. 197904182005011011

Some examples of NOTICE and WARNING:



NOTICE
KEEP DOOR
CLOSED AT
ALL TIMES





Kelompok KD 3.9 :

- | | |
|--------------------|-----------------|
| 1. Yani Subandriyo | SMPN 1 Geger |
| 2. Budi Santoso | SMPN 1 Gemarang |
| 3. Budiyanto | SMPN 3 Geger |
| 4. Suwadi | SMPN 2 Mejayan |
| 5. Pandit Suryawan | SMPN 1 KAre |

JOURNAL ILMIAH

USING “MOST NAMES” TO IMPROVE STUDENTS’ SPEAKING SKILL IN DESCRIPTIVE TEXT

(The Action Research was Done to the Eight A Grade Students of SMPN 1 Geger Madiun in the Academic Year 2012/2013)

By

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ABSTRACT

The research was done in August 2012 in SMPN 1 Geger Madiun. The subject of the study was the eight year students consisting of 20 students. It was a classroom action research. The researcher conducted the research in some steps for each cycle. There were planning, acting, observing, and reflecting. In collecting data, there were two kinds of data which were used in this study, the quantitative data and the qualitative data. The quantitative data were in the forms of students’ scores. The data were students’ scores from the beginning of the research to the end of the research. They came from the tests given. The qualitative data were collected by the following techniques: observations, interviews, and document analysis. The quantitative data were analyzed using descriptive statistics. It compares the score of the pretest to the score of the post test. The qualitative data were analyzed by using analyzed into data reduction, data display and conclusion drawing/ verification.

The research findings showed that by implementing the “Most Names” in the speaking class, there were some improvements which can be classified into three main points as follows: The improvement of students’ speaking skill; The improvement of students’ participation; The improvement of students’ interest; And the improvement of students’ motivation. For that reason, “Most Names” was able to stimulate students to speak English.

In conclusion, “Most Names” is able to improve students’ speaking skill in class VIII/A. However, “Most Names” has its own strength and weaknesses. Most Names stimulated students to be more active, interactive, and creative to speak English.

In short, it is recommended to the teachers to use “Most Names” to improve the students’ speaking skill in English.

Key words: Most Names, Speaking, Descriptive

I. INTRODUCTION

Speaking is one of the four skills which have been taught at school besides listening, reading, and writing, and all of them are taught integrated. They cannot

be separated because all of the language skills are used to communicate with other people. Bailey and Savage (in Murcia, 2001: 103) state that speaking in a second

language or foreign language has often been viewed as the most demanding of the four skills. When students master speaking English, they will be able to earn more money, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English speaking nations, or simply to meet more people.

The aim of speaking is primarily to communicate his message rather than to be nice to the listener and when the message is the reason for speaking, the message must be understood (Brown and Yule, 1998: 13). It is needed to give more opportunity for the students to communicate by using target language regularly to build their skill in speaking English and try to understand when someone speaking English, so they will be brave to communicate by using the target language and by using their knowledge, try to understand and response it, so the communication will be happened.

The aims common to all communicative activities, to have people relaxed and enjoy themselves, acquire language through natural use, as well as make language more readily available, are particularly important (Edge, 2001: 101).

It was expected that the students of SMPN 1 Geger Madiun can speak English well or use English to communicate at school especially on Friday because there is one day English program on the day. All teachers should also speak English in the classroom and students must respond it well. Students and teachers should be given the opportunity to speak English in the classroom or outside the classroom. School environment must support to create English atmosphere, so it will motivate students to practice their speaking skill.

In fact, the condition was still far from what was expected. In other words, the students speaking skill was still low. It happened because of students' low competence, low motivation, and the unsuitable method in teaching-learning process.

There was a serious problem in class VIII/A of SMPN 1 Geger Madiun in the speaking skill. The average score of students in speaking is 67. The highest score was 85 and the lowest score was 46. There were 20 students in the class, just 3 students passed from passing grade of speaking and 17 students could not pass the passing grade. It meant that 85% students failed in speaking test and just 15% students succeed. The cause of the

problems were as follows: students read the words like in Indonesian; students asked their friends or teachers the intonation of the sentences, students used 'be' and 'verb' in a sentence; students used unsuitable vocabulary, students spoke word by word so it made difficult to understand what they talked about.

Referring to the questions whether students used English to communicate with their friends outside the classroom or not, most of them said no and they had various reasons, for example they were not motivated to speak English because they were ashamed or they lack of self-confidence. They didn't want their friends considered him to be proud and they were afraid of making mistakes. They spoke English very little in order to fulfill their assignment on Friday English day. Some students had tried to use English in daily activity especially on Friday but their friends always responded it in Indonesian and this condition made them change into Indonesian. This condition also happened in the classroom. When students didn't understand what the teacher said they always keep silent but when the teacher asked about what they were talking about there weren't any students who could answer the questions. Sometimes when students had to make a dialogue and

demonstrate it in front of the classroom, they usually did it by reading their books.

Based on the observation and the interview of class VIII/A students above, it could be identified that there were some causes why the students were not motivated to speak English during learning process in the classroom or using it as daily means of communication. They were afraid of doing mistakes in pronunciations and structures, they lack of vocabularies, they didn't have self-confidence in speaking English, and they didn't have more chance to speak English. It could be said that the students need a certain learning environment that makes them brave to speak English without thinking of some mistakes, made them had more self-confidence, got many vocabularies they need, gave pattern they need and gave them more chance to speak in right pronunciations, structures, and expressions. Nunan (1999: 233) states that learners are unmotivated because lack of success over time/lack of perception of progress, uninspired teaching, boredom, lack of perceived relevance of materials, lack of knowledge about the goals of the instructional program, lack of appropriate feedback. Nunan also presents what can be done by the teacher is making instructional goals

explicit to learners, break learning down into sequences of achievable steps, link learning to the needs and interests of the learners, allow learners to bring their own knowledge and perspectives into the learning process, encourage creative language use, help learners to identify the strategies underlying the learning tasks they are engaged in, and develop ways in which learners can record their own progress.

According to Bygate (2000: 3) one of the basic problems in foreign-language teaching is to prepare learner to be able to use the language. It is also stated that how this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims. Richards, et al. (2002: 204) also state that it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately.

Dealing with the condition above, the solution offered was related to “Most Names”. “Most Names” is a kind of guessing game. Game is one of the techniques that can be applied in teaching speaking because games give students pleasure to practice to express themselves. Games are also useful to encourage students’ interaction in oral communication. Games offer the creation of an enjoyable atmosphere to learn.

(Edge, 2001: 101) states that the game is words as ‘play’, ‘fun’, ‘cooperative’, and ‘competition’.

There are many kinds of language games or communication games which we can apply for our students in order to improve their speaking skill. It will create students-centered speaking climates and it will make students conduct direct conversation program quite well because a game can be stimulating and entertaining, and when the participants have stopped playing the game teacher can use it as a stimulus for additional conversation (Dobson, 1987: 107).

By using games, students will be stimulated to speak English in their daily life both in the classroom and outside the classroom. The most important is by using the games the average score of students in speaking will improve too. It was expected that more than 75% students of class VIII/A can reach Passing Grade of speaking.

II. RESEARCH METHODOLOGY

This study applied Classroom Action Research (CAR). Action Research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to

evaluate the success and/or appropriacy of certain activities and procedures (Harmer, 2003: 414). According to Mills (2000: 6) Action Research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate how they teach and how well their students learn. This information is gathered with the goals of gaining insight, developing reflecting practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved.

The Classroom Action Research is aimed at educating teachers by the process of becoming self conscious about their work, and that is as important an aim as evaluating or information gathering (Brumfit and Mitchell, 1989: 9). (Maley in Harmer 2003: 414) states that the aims of the action research is to abstract a theory from classroom practice besides to solve immediate problems, or answer urgent personally-relevant questions.

By doing action research teachers knew more about their students and what they found motivating and challenging.

Teachers learnt more about themselves-how effective they were, how they looked at their students, how they looked at themselves if they were observing on teaching and they would improve their quality in teaching to achieve their goal in teaching-learning process.

Action research is described as a spiral of steps and there are four stages: planning, acting, observing, reflecting (Lewin in McNiff, 1998: 22)

In Planning, students' problem in speaking English was classified based on the interview and observation in the pre cycle of class VIII/A of SMP Negeri 1 Geger Madiun. There were four students' problems to solve; students had very limited chance to speak English, they had low interest and motivation to speak each other, they had limited vocabulary and they had many mistakes to pronounce in English. Based on the problems stated above language games were implemented to overcome the problems with the following activities: (1) designing language game activities in English class, (2) setting the objective that would be achieved, and (3) designing the tests that would be used to know the success of the action.

In acting and observing step, language games would be implemented in this step and the activities done here

were designed based on the students' problems.

Many kinds of language games like guessing games and describing games would be applied to the students of VIII/A grade of SMP 1 Geger Madiun. The games would be done classically, in pairs or group of four till six. The teacher and the collaborator would act as facilitators and observers. The individual test would be given to know the improvement of the students' speaking skill. At the end of the class, students would be interviewed to know their opinion and response of the language games implementation.

The last step is reflecting. It's time to reflect or review everything which had been done in the action activity. It would be analyzed to find the strength and the weakness and evaluate the success and the failure of the implementation of language games to solve students' problems. Then, the weakness and the failure would be solved in the next cycle.

There are two kinds of data which are used in this study, the quantitative data and the qualitative data. The quantitative data are in the forms of students' scores. The data are students' scores from the beginning of the research to the end of the research. They come

from the tests given. The qualitative data are collected by the following techniques: observations, interviews, and documentation.

The observation is done to observe how the students of VIII/A grade skill in speaking especially their activity before and after using guessing game. Sutrisno Hadi (1986) in Sugiono (2007: 145) states that *"Tehnik mengumpulkan data menggunakan observasi dilakukan jika peneliti ingin mengetahui tingkah laku manusia, proses kerja fenomena alam dan responden yang diteliti dalam jumlah kecil."*

The statement above means that by using the observation, the researcher wants to understand the behaviour of people, working process and, natural phenomenon. Few respondents, in this case, the researcher was actively in the research to observe exactly how the behaviour of student and the studying process of student. While doing observation the researcher will present the check-list as the result of the observation.

The writer also used interview to collect the data. *"Inteviu adalah alat pengumpul informasi dengan cara mengajukan sejumlah pertanyaan. Ciri utama dari interview adalah kontak langsung dengan tatap muka antara pencari informasi (interviewer) dan sumber informasi (interviewee)."*(Margono, 2000: 165).

That statement means that interview is a tool to get information by giving questions orally and the respondents answer them orally too. The main characteristic of interview is directly contacts between interviewer and interviewee. In this research, the writer interviews some students VIII-A grade in questioner form about the learner ability in speaking. This Interview was done to get the information from students what problem faced by students in speaking and what they feel after they study in speaking by using most names." *Didalam interview, penulis berusaha mendengarkan yang responden rasakan* (Sugiono: 2007: 141).

The last data collecting technique used by the writer is documentation, documentation helps the way to collect data by using books, theories, and laws (Margono 2000: 181). In this research, the writer used books and collected some theories to support the research.

According to Suharsimi Arikunto (2002:206), *'Metode dokumentasi yaitu mencari data mengenai hal-hal atau variabel yang berupa catatan, transkrip, buku, surat kabar, majalah, prestasi, notulen rapat, legger, agenda, dan sebagainya*. It means that documentation method is an activity in finding data which is formed in writing forms such as, notes, transcript, newspaper, magazines, and agenda.

This research takes document from the English book used for teaching and learning, speaking scores of the eighth grade students of SMPN 1 Geger Madiun both pre research and after the research was done, RPP, and photographs.

The quantitative data will be analyzed by using descriptive statistics. It analyzes the comparison between the score of the pretest, before implementing Most Name and the score of the posttest, after implementing Most Name.

The qualitative data would be analyzed into data reduction, data display and conclusion drawing/ verification such as stated by Mile and Huberman in Sugiono (2006: 337-345). The complete explanations are as follows.

Data reduction is the way where the researcher summarizes, writes down the important data and throws away the unimportant data. It makes the researcher easier to give a clear description of the research and to collect data.

In qualitative research, data display can be made in the form of table, graphic, pie chart, and pictograph. Besides that, it can also be presented by giving short text, chart, or flowchart. By displaying data, it will make easier for researcher to understand what happens in the research and then plan what should do based on the data display.

It is the time where the researcher concludes the research. The first conclusion is usually temporary and it will be changed if there is no evidence supporting the collecting data done in the next step. If the first conclusion is supported by the evidences, it will be a credible conclusion. The conclusion of the qualitative research can be a description of the object, hypothesis or theory.

III. RESEARCH FINDINGS AND DISCUSSION

The previous condition of the eight grade students was far from what is expected. Based on the interview and some questionnaires answered by the students and teacher, it could be concluded that the students had problems in speaking English especially on accent, grammar, vocabulary, fluency, and comprehension.

Based on what were found in this research, there were some improvements as follow:

1. The Improvement of Students' Speaking Skill

Based on the observation in cycle 1 and cycle 2, it was found that each indicator of speaking improved. There were improvements on: (a) students' accent, some students could say something in a good stress and

intonation, they could pronounce each of the word well; (b) students' vocabulary, students got some new words about adjectives, part of the body, possessive adjectives. Most students could use the words correctly in applying the game; (c) Students' grammar, Most of students could arrange and use nominal and verbal sentences in descriptive text well. They could change positive sentences into negative and interrogative sentences and also arrange and use the noun phrase well; (d) Students' comprehension, Most of students could ask to their friends and answer each of the questions which were given in the game from their friend to find someone or something in the describing well. It means that they understood the topic; (e) Fluency, Most of students could someone's appearance clearly and fluently from cycle 1 to cycle 2. They always got some experience from the previous cycle, so they could tell more clear and fluent.

By using the most names which had been applied in this research, there were improvements in each of speaking indicators. It happened because games focus student attention on specific structures, grammatical patterns and vocabulary items as has been stated by Callum (1998: ix).

The students' speaking score improved from cycle 1 to cycle 2 which can be seen from the following table.

Comparison of high, average, and lowest score of pre-test, post-test 1 and post-test 2

No	Level	Pre-Test	Post-Test 1	Post-Test 2
1	High score	85	85	95
2	Average score	67.15	74.8	81.1
3	Lowest score	46	61	67

Comparison of students achieved the passing grade

No	Explanation	Passing grade	Number of Students		
			Pre-Test	Cycle 1	Cycle 2
1	Score above passing grade	80	4	11	17
2	Score lower passing grade	80	16	9	3

From the table above, it could be concluded that the students' score improved from cycle 1 to cycle 2. At the last of the research or cycle 2, there were 17 students or 85% student who fulfilled the passing grade while the rest, 3 students or 15% student did not pass from the passing grade. This study could be said successful because more than 75% student could fulfill the passing grade.

Based on the explanation above and analyze the indicators of speaking, it can be seen that the implementation of most names as a kind of guessing game could improve students' speaking skill.

2. The Improvement of Students' Participation

Most Names which had been applied in this research from cycle 1 to cycle 2 was very challenging. Each group played in turn to be the winner of the competition. So, they had to cooperate among their friends in their own group to do the game well. As stated by Edge (2001: 101) that game include such word as 'play' fun, cooperation and competition. All students should be involved in the game especially in their own group because each of group members had different task. There were students as the representatives of the group and students who answered the questions, and shared their ideas to decide the best answers. All of the class should be involved in one way or another as has been stated by Callum (1998: xi).

Most Names as a kind of Guessing Game which had been applied was student centre. The teacher was as a facilitator and prepared the media of the game. The players were all students in the classroom, so all students had to participate in the game. Games ensure maximum student participation for a minimum of teacher preparation (MC Callum, 1998: ix).

3. The Improvement of Students'

Interest and Motivation

Based on the collaborator and the researcher observation from cycle 1 to cycle 2, most of student said that they enjoyed the game very much. They didn't feel boring and sleepy when they were playing games. They also felt that the time too fast because they didn't want to stop playing the games.

By Most Names which had been applied in this research, students were motivated to be the winner of the competition, so they were motivated to study hard. They tried to find each of the word which they did not know the meaning of it; they memorized the words; and tried to use the words to make good sentences so their friends could understand what they talk about. It means that most names improved students' interest and motivation. Games automatically stimulate student interest, a properly introduce game can be one of the highest motivating techniques (MC Callum, 1998: ix).

In the first and second cycle, most names had been done to achieve the skill of speaking. The problems which happened in the previous cycle could be covered in the next cycle. Competitions were the students' favorite activities. Each of the cycle competed in group.

Students were motivated to be the winner of the competition. As the result they played the game seriously.

Individual test was students' duty in each cycle. Every student had to perform in describing someone's appearance to get the individual score. As the result student tried to do the best in order to get good mark from the teacher. Beside the indicators of speaking which students attended, they used eye contact, gesture, expression, and intonation well.

IV. CONCLUSION, IMPLICATION, AND SUGGESTION

The research was done completely in August, 2012. The research was done in two cycles. Based on the findings in implementation most names in teaching speaking, the researcher made conclusion viewed from students' speaking skill, the strengths and the weaknesses, and also the students' responses toward the implementation of most names.

First, Most Names can improve students' speaking skill. The speaking skill includes saying in a good accent, using correct grammatical sentences, selecting appropriate words and expressions, comprehending the topic of conversation, and saying in a clear and fluent voice so the other people can

understand what we talk about. Those indicators of speaking can be achieved by the implementing of most names and from the research, it could be seen that the students could improve their speaking skill from cycle 1 to cycle 2.

Second, Most Names had more strengths than weaknesses, It made students work in a group and familiar each other, the students are as the subject so they did everything by themselves, all students involve in the activity, students learn not only from their teacher but also from their friends, students motivate to study hard like their friend which success in the game, and students competed one another to study hard to be the winner of the competition.

Third, students gave good responses in the implementation of the most names. They like doing most names. They enjoyed the game very much and felt that the time ran too fast. They did not feel sleepy and were not bored. By applying most names, they became more confident with their speaking skill. Most Names were done in group. They gathered ideas from the group members so this condition could add their knowledge because they shared each other; the self confidence could be developed when they delivered their ideas to their friends in group, their

friends were appreciated them, and when one of the group members to be the representative, he or she would describe someone, it made his or her self confidence increased; the eye contact, body movement, and gesture were developed by explaining someone in detail. They used eye contact, body movement, and gesture to make clear their sentences so their friend could guess someone in describing.

Student had more good relationship with their friends in the group because they always play the game and share among their friends in the group. From the result of the research, there were some positive responses to the students in teaching learning process in order to achieve the goal and the researcher had recorded the strengths and the weaknesses of applying game to improve the students' speaking skill. The strengths were more than the weaknesses. All the improvements achieved by the students can improved their skill in speaking English.

In teaching learning process, especially in teaching speaking, it is necessary to implement an appropriate technique. The technique used by English teacher is based on the purpose of the related lesson, the characteristic of the class, the ability, and the reason of

language learning. Choosing Most Names as the game in teaching speaking is an effective way to teach descriptive text.

Most Names can support students' motivation. They are motivated and enjoy in teaching learning activity. It helps students comprehend the material they learn. Consequently, their achievement improved.

By considering the fact, there are students' significant improvements achieved by the students and benefits when Most Names is implemented in the classroom activities. It implies that most names is urgently needed to improve students' speaking skill.

Realizing that Most Names is very essential in developing students' skill in speaking, some suggestions are put forward to the English teachers, the other researchers, and the students.

1. The Teacher

The teacher should be creative and innovative to design the activity in studying-learning process especially in speaking activity accordance with the students' problem. The task given to the students should not very hard; working in a group can solve this problem. The time should be attended to get the maximal result.

The teacher should remember that Most Names as the game is one of the alternative techniques to achieve the students' speaking skill in English. Teacher should not measure the students' competence from their ability in finishing the task but rather on the students' skill in using the language communicatively in their daily life.

The teacher should facilitate the students to practice speaking. One of them is through most names which can be held in the form of competition among the students at school.

2. The Student

The students should be more confidence and brave to speak English. By applying Most Names, it is easy for students to practice in speaking English among their friends. Students should practice English everyday in the daily life and it will improve their speaking skill. English is very important for us. By mastering English, it will be easy for us to get a good education, to get a good relationship, and to get a good job.

3. The Other Researcher

Most Names as a kind of guessing game is one of interesting and joyful techniques that can be applied in the classroom to improve the students' speaking skill. There were some weaknesses in this study so it is hoped

that the other researcher could help to overcome the weaknesses which were found.

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PENELITIAN TINDAKAN KELAS

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, the objective of the study, scope and limitation of the study, significance of the study.

A. Background of the Study

Language is a means of communications in order to get information used by human being and it is very important because people need language to interact one to other. Language is a kind of skill, which need to practice to use it every time. Brown states that, “Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.” (2000: 5). Based on the explanation it can be concluded that language is something for communication automatically owned by children without their consciousness to master it by making an effort or formal instruction and it will be possessed by human being accordingly.

In this world, there is assorted of international language which is used by international society. English is one of them, English belongs to international language, which is used to write science books which is learn by all of people in the world. English is an international language (Edge, 1993: 25) “As one of international language, English become the most important medium of communication in the world”. English is used in many fields, namely: politics, tourism, etc. Now, Indonesian people learn English because of the demand of the global era. Beside, they want to be able to communicate with other people from other countries who have different

language and culture. Therefore, learning and mastering English has already become a necessity. Even though, English has been a compulsory subject, however, for most of the students in Indonesia, learning English is difficult. Some of them even regard it as something burdening, unchallenging, as well as boring.

In junior high school, learning English is the continuation of their study in elementary school. But sometimes it is so difficult for them to understand English well. The problems which are generally faced by the students at junior high school when they deal with speaking skills are among other things; firstly, they know quite limited vocabulary. This condition cause it is quite hard for them to start uttering words, phrases or even sentences for many various reasons. Another problem related to the students' speaking skill is because they are not used to or they simply do not have much exposure in the target language outside and during the English classroom activities.

Based on one of the English teacher's experience as the English teacher at SMP Negeri 2 Gemarang for two years, she often sees the difficulties faced by the students especially in speaking. The students' ability in speaking skill such as vocabulary, pronunciation (utterance), and fluency are stills less and the students' stills found the difficulties how to pronounce a word, memorize a vocabulary. Beside that, the students are not interested in learning English. They low interest in learning process causes their attention to the material becomes low. The teacher uses some techniques to get students' interest but the practice is still questionable because the students don't have any interest in English, the students do not listen to the teacher explanation, even some of them are laughing and talking with their friends. As the result, some of them could not do the exercise well and finally they got unsatisfactory achievement. The students' average score in English speaking was 60 but the passing grade is 70.

Another problem of teaching English in this case how to develop the students' speaking ability especially junior high school is the ineffective methodology and the lack of media for teaching speaking. So, in teaching learning process, teachers should be able to choose and select to appropriate methods or techniques and suitable media in order to make student understand.

Media are effective tools for students in learning process and can attract them to study happily and fun. There are many kinds of media. One of them is picture. It is good media. It shows the object directly and it can help students to understand the material.

Picture series as one of the visual aids can help not only to improve all language skills but also to promote a friendly atmosphere in the classroom and to ensure greater students' participation. In practice, the explanation using series of picture will lead the students to view more curiously and meaningfully on the subject given.

For the technology has developed rapidly, nowadays picture series not only can be given in the form of printed object. It can be more interesting if the series of picture is made in the form of short film that can be played using windows media player. In this way, music can be added to make the series of picture becomes more attractive. By using this kind of media, it can grabs more students' attention. Beside that, teaching speaking by using picture series through windows media player is more meaningful than teaching without using media because by the use of such media, students can learn and remember the teaching materials more easily.

The usage of teaching media or visual aids in teaching English foreign language is crucial in order that the teaching and learning will be successful and in the long run the main goal of teaching language – students are able to speak – can be achieved. Based on the reason above, the researcher is interested in conducting a research entitles “Improving the Students' Speaking Skill of Seventh Grade Students at SMP N 2 Gemarang by using Series of Picture”.

B. Statement of Problem

Given the fact explained at the background of the study, the problem in this study can be formulated as follows: How can the series pictures using windows media player improve the speaking skill of the students of grade seventh SMP Negeri 2 Gemarang?

C. Objective of the Study

The aim of the study (classroom action research) is to improve students' speaking skill of seventh grade students at SMP Negeri 2 Gemarang using series picture as a teaching media.

D. Scope and Limitation of the Study

The scope of the study focuses on using media in teaching speaking. Then it is limited in using series pictures that is played in windows media player in order to improve the speaking skill in procedure text of the students grade seventh SMP Negeri 2 Gemarang.

The series pictures may be able to increase the students speaking skill at grade seventh students of SMP Negeri 2 Gemarang in academic year 2012/2013, however, it might not be best applicable to improve the students speaking skill at other schools. This is quite possible realizing the fact that the characteristic either the students and the schools instruments or the students facilities and the school learning atmosphere are not the same.

E. Significance of the Study

The result of the classroom action research (CAR) will give some significance and contribution in teaching learning English as follows:

1. For SMP Negeri 2 Gemarang as an educational institution. The result of the study will be function as data resources and information in order that the English teaching and learning process in this case the teaching of speaking will be better in time to come.

2. The teachers and practitioners in education will get the benefit and it will be easier for them to understand the basic concept of teaching speaking. The study will give a clear picture and more information in order that the teachers are able to design better teaching learning process, the materials, method or strategy, and media for developing speaking skill of the difficulties that the students are facing so they can find the way out by choosing the appropriate and effective strategy as well as develop the visual aids so that the obstacle faced by the students in developing speaking skill can be overcome.

CHAPTER II REVIEW OF RELATED LITARATURE

This chapter discusses definition of speaking, types of classroom speaking activities, model of teaching, teaching speaking through series of pictures, and assessment on speaking.

A. Definitions of Speaking

Speaking is a language skill that applies verbal performance and non verbal performance. In other words, speaking ability deals with students' ability to use the target language orally. In this case, Lyons (1995:21) says that performance applies to "the use of language system, the process and its product". It means that the process and its product is the process of learning to speak and the product of students' speaking ability.

Speaking as one of productive skills is commonly defined as the ability of exercising a language orally. Speaking skills is basically regarded by some linguists and language learners too as the culmination point of learning language. In other word, learning language means learning how to acquire the language for oral communicative purpose. However, in many cases, the process of teaching and learning does not go in line with that ultimate goal.

Many cultural characteristic of a language also effects L2 or foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated (Dimitracopulu in Richards, p.205). In the words, "shared values and beliefs create the traditions and social structure that bind a community together and are expressed in their language"(Carraquillo in Richards, p.206). Thus, to speak a language, one must know how the language learning is used in a social context. The affective factors related to L2 or foreign language learning is emotions, self-esteem, empathy, anxiety, attitude, and motivation.

B. Types of Classroom Speaking Activities

According to Brown (2000:266), there are five types of speaking activities that students are expected to carry out in the classroom. In this section, the six types of speaking activities are presented as follows :

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back or imitate a word or phrase or possibly a sentence. While this is a purely phonetic level or oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as prosodic elements-intonation, stress, rhythm, juncture. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments, and the like.

4. Interactive

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

participants. Interaction can take in two the forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal response) or ruled or altogether.

C. Assessment on Speaking

Assessment is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students performance (Brown,2000:4).

As tasks become more and more open ended, the freedom of choice is given to the test-takers create a challenge in scoring procedures. In productive performance, the oral or written stimulus must be specific enough to elicit within an expected range of performance such that scoring or rating procedures apply appropriately. For example, in a pictures – series task, the objective of which is to illicit a story in a sequence events, test takers could opt for a plausible ways to tell the story, all of which might be equally accurate. How can such disparate responses be evaluated? One solution is to assign not one but several scores for each response, each score representing of several traits. They are pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc (Brown, 2000:140)

The score for each element of speaking cited above then can be put into the scoring form or column. The scoring point for each of the component can range from 0.00 for the lowest point up to 3.00 for the highest point.

D. Definition of Pictures

The term of picture is defined by some experts in various statements; however, in general they have the same meaning. According to Hornby (1990:923) pictures are paintings, drawings, sketches especially as the work of art. Further, Yunus (1991:49) notes that pictures are same as pictorial materials. Closely related to this idea, Raiser and Dick (1996:72) argue that in trying to convince student to adopt a particular point of view, messages presented by picture may be most effective in as much a sense of reality, of being there.

Based on the explanation above, it can be concluded that pictures may be drawn, painted or photographically processed and they vary in size in colour. Then, pictures can be used as effective media to convince student to adopt a particular point of view since messages presented by picture may be most effective in as much a sense of reality.

E. Kinds of Pictures

According to Yunus (1991:49), there are three kinds of pictorial material. They are individual pictures, composite pictures and picture series.

1. Individual Picture

Yunus (1991:50) explains that individual pictures are single pictures of an object, a person, or an activity. Similarly, Wright (1999:193) notes that individual picturea are pictures of single objects. The characteristic of individual pictures are small pictures and they can assist students to understand and retain the meaning of words. It is advisable and large enough to be seen by all students

2. Composite Picture

Wright (1999:98) says that a composite picture which gives detailed information. In addition, Yunus (1991:49) defines composite picture as large and single picture which show a scene (hospital, beach, railway, and street) in which we can see a number of people doing something. This means that composite picture can give different activities or information in the pictures. There may be a lot of people doing different things or it may be a landscape or cityscape showing a lot objects, etc.

3. Picture Series

Yunus (1991:50) defines picture series as a number or related composite that are linked to form a series or sequence of events. It means that every pictures that is presented has relation to each other and they build a series of events. The main function of it is to tell a story or a sequence of events. As Yunus(1991:51) says that the main function of a picture series is to tell a story or a sequence of events. This is because picture series are pictures which have relation each other to built up series or sequences. Picture series can be found in comics, cartoon strips, textbooks, etc.

Further, Underhill (1997:66) states that picture series usually consist of four to twelve drawings that can stimulate students to speak and lead them to develop their own interpretation about the people or events involved.

Regarding the ideas above, it is assumed that picture series are one of the most appropriate media for presenting material in the teaching learning process in the classroom, especially in the teaching procedure, narrative, or recount text. They are often used for developing the students' motivation to learn new language. Besides that using picture series in teaching learning process can provide student a visual experience and stimulate them to talk.

From the explanation above it can be assumed that using series picture in teaching speaking has some advantages. First, materials which are presented by picture may be most

effective in as much a sense of reality. Second, it can stimulate students to speak and lead them to develop their own interpretation about the people or events involved. Then, it also can develop their motivation in learning for the picture series are more interesting.

F. Pictures as Teaching Media

Pictures are one of the most appropriate media in teaching learning process in the classroom. They have been used for centuries to help students understand various aspect of foreign languages. They have motivated students, made the subject they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. Richard (2002:75) states, pictures are very useful and effective media in EFL teaching. They can be used to teach all languages skills such as listening, speaking, reading, and writing. Pictures are also be used to teach structure, vocabulary, and cultural content. They are often used by teachers to increase students interest, motivation, and attention to the material being taught. In line with this, Wright (1999:2) states that specifically pictures contribute interest and motivation a sense of the context of the language and as a specific reference point of stimulus.

Before using the pictures as a media to visualize an object or things, we should make sure that we use the right one. Picture should be large enough to be seen by all students, and it can be easily designed to provide its relevance with the instructional material. Thus, it needs good pictures to be presented in language teaching media. In order to get good pictures as language teaching media, teachers should select what pictures they will use. According to Suleiman (1991:29), there are some criteria to select good pictures. The following five criteria are presented as a practical guide in the selection of pictures for the classroom use.

- a. Pictures must be pleasing, clear, interesting, and easy to understand and large enough to show the details.

- b. Pictures must be suitable with teaching purpose. The selecting of pictures should be appropriate with specific teaching purpose that is exactly what the teachers want to explain and the appropriateness of class level.
- c. Pictures must be true and authentic
- d. Pictures must be simple. The complicated pictures cause the student being hard to grasp their messages.
- e. The use of harmonized and effective colour stimulates students interest.

Based on the description above, a good English teacher has to find interesting, authentic, and simple pictures. As a result, teachers can teach the material accompanied by pictures to the students effectively.

G. Series of Picture Using Windows Media Player

For the technology has developed rapidly, nowadays picture series not only can be given in the form of printed object. It can be more interesting if the series of picture is made in the form of short film that can be played using windows media player. Windows Media Player (abbreviated WMP) is a media player and media library application developed by Microsoft that is used for playing audio, video and viewing images on personal computers running the Microsoft Windows operating system, as well as on Pocket PC and Windows Mobile-based devices (http://en.wikipedia.org/wiki/Windows_Media_Player, accessed Mei 12, 2013)

In this way, music can be added to make the series of picture becomes more attractive. By using this kind of media, it can grab students' attention more. Beside that, teaching speaking by using picture series through windows media player is more meaningful than teaching without using media because by the use of such media, students can learn and remember the teaching materials more easily.

H. Teaching Speaking through Visual Aids (series of pictures).

Teaching speaking can be quite boring and unexciting either for the teacher moreover for the students unless it is presented in a creative and fun way. This becomes a big problem for the teachers themselves since it often that teachers lack of ideas and techniques or strategies. Teaching speaking seems to be the most complicated compared with the other three skills. This is because it involves some aspects of speaking. They are pronunciation, intonation, pitch, tone, rhythm, sentence pattern etc.

Furthermore Ramirez in his article about visual aids in the teaching of speaking argued that the learners of a foreign or second language have many obstacles to overcome. Not only must they cope with different sounds and types of utterances but they must also learn to think and respond in the new language without any help in his mother tongue. For non native speakers of English, this can be a hard task.

Research studies conducted by Khrasen in second language learning clearly indicate that attitude, motivation, and interest of the learners are very important and determinant factors for their achievement. A certain kind of visual instructional material can be used more effectively to develop and sustain motivation, to produce positive attitude toward English and to teach or reinforce language learning skill. Material or visual aids can help the students to communicate that is, to understand, to speak, to read, and to write English.

Pictures like audio, audio-video, and other form of visual aids can provide the students with life images. The language students like a child, photograph and store life images and words which must be provided for them by their teacher. Needless to say, images because of their vividness are easier to recall than words. As far as possible, the teacher should expose the students to real life situation. When this is not possible, the visual aids can serve as a substitute.

Many language teachers agree with the usefulness and effectiveness of visual aids. Many are already using visual aids effectively in the classroom. To strengthen the teaching and learning, teacher should use visual aids. So visual aids should be available to all of students starting with the beginner level of English and continuing as long as they study language. After all, the teacher does have to give the students every assistance and visual aids help them learn the target language?

Visual aids can be in the form audio, audio-video, and pictures. When it deals with visual aids, pictures are an un-separated part of teaching and learning media. Some teachers recognize the usefulness of simple drawings in their teaching. Drawings have many advantages: (1) they are quick to do, (2) their content can be determined exactly by the teacher, and (3) they are easy to reproduce.

Traditionally, pictures have been used for description or for illustrating a recorded dialogue. In recent years, however, there has been an emphasis on the communicative use of the language. Pictures are very useful in this respect. They provide references to which the learners can make a personal response, such as expressing likes or dislike. Pictures provide a focus for this basic activity (Wright,1996:2).

I. Advantages of Using Pictures Series

Speaking is a productive skill. In producing the target language (English), students learn how to use 'new' language most efficiently if they are allowed to use it in a controlled or guided way first of all. In this case, pictures are useful in teaching speaking. By looking at the pictures, recognizing and remembering on an object, the students have a chance to use the target language (English) orally. Wright (1999:17) says that speaking and writing are both productive skills and pictures can be often be used in similar ways to promote them. There are some advantages of

using pictures in language teaching. As Suleiman (1991:29) mentions three advantages of pictures as follow :

1. Easy to collect, to use, and teachers do not need many tools. They can cut them for magazines.
2. More inexpensive media than slide or film
3. Teachers can collect pictures and use them for a very long time.

Additionally, Hamalik (1990:63) notes some advantages of using pictures as follows :

1. Pictures are concrete. Through pictures, the students can look at everything about what is going to be discussed in the classroom briefly.
2. Pictures overcome the border of time and room. In this case, for example, the picture of Borobudur Temple can be brought and be studied out of Indonesia.
3. Pictures are easy to use and to collect.
4. Pictures can be used to explain something.

As teaching media, pictures are useful in teaching speaking for some reasons. Yunus (1991:53) notes that pictures can also provide a stimulus for using the language at the reproduction and manipulation stage to speak, to read, and to write. Further reasons of the use of pictures in teaching speaking, according to Wright (1999:17) are as follows :

1. Pictures can motivate the students and make them want to pay attention and want to take part
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train);
3. The pictures can be describe in an objective way (This is a train) or interpreted (it is probably a local train) or responded to subjectively (I like travelling by a train).

4. Pictures can cue responses to questions or cue substitutions through controlled practice
5. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Pictures are invaluable in helping the students to maintain a high level of interest and motivation for learning English including learning speaking. In fact, the use of pictures is vital for successful classroom experiences and motivation. Therefore, to become skilled and effective teachers, they must be able to use pictures in an enjoyable way to prevent students' boredom which the pictures used are appropriate to the material that is going to be taught. While the use of pictures series in teaching learning activities in the classroom can give some advantages (Ramirez, 1993:36) as follows :

1. Picture series such as comic strips provide subject matter for speaking narratively about the story beyond the pictures in the strip
2. A set of parallel picture / pictures that show sequence scene offer guidance of vocabulary, sentence structure to speak about the subject matter.
3. Not only do pictures provide a visual framework for the use of language skills, but they also provide real information about someone's activity, stories or processes of making something.

As mentioned in the previous part of this chapter, pictures are considered as one of the most appropriate media in teaching speaking. The use of pictures can arouse students' motivation to learn and stimulate them to talk (Yunus, 1991:51). Moreover, the students become more challenged to use English as a means of communication. Wright (1999:7) says that pictures provide students with challenges and opportunities to try to speak. Challenges in this case refer to identify , describe, match, analyze, interpret, and convince the content of the ideas, and to exchange information. Further, Heaton (1995:94) states that the most effective way of

developing and testing oral ability is using picture sequence that discussion about the pictures concerned. Through discussion, every student has the same chance to exchange his/her to others.

J. Review of Previous Study

Ramirez in his study about the use of visual aids in English classroom found that they are both educational and motivating. Visual aids which are provided to the students can bear life images. Children photograph and store life images and words then they are recalled when they are needed. Visual aids can strengthen the teaching and learning. This way, it will be easier for them to produce utterances. He suggested that teachers use visual aids more effectively.

He suggested to the teachers of English some points related to the use of visual aids as follows :

1. Visual aid should be directly relevant to a specific teaching objective and should be identified by the lesson with which it is to be used.
2. The visual aid should be a convincing representation of the actual object. Inaccuracies or poor representation lead to misunderstanding and false starts by instructors and students. The key phrase in this rule is “convincing representation”. Visual aid need not be minutely accurate or artistically perfect, but they need to be convincing enough to enlighten the students.
3. The visual aids should be of suitable size for teaching. The aid must be large and clear enough to be easily visible to all students in the teaching situation for which it is designed.
4. The visual aid should be simple, graphic, and easy to use or manipulate.

In the present paper, the role of picture series to improve the students speaking ability is investigated. It is hypothesized that the use of picture series as teaching media will improve the students speaking ability. The following 3 literature reviews attempt to demonstrate and support this hypothesis.

In a research by Rustiani is about the improving the speaking ability of grade eight students at SMP N 3 Tulungagung through picture series. It was held due to the fact that there were many SMP students couldn't use English as a mean of communication. One of the reasons why it happened was because the English teaching as a foreign language was ineffective enough. In SMPN 3 Tulungagung, speaking skill was given in a little time. Therefore, it seems very monotonous. The result of the research showed that using pictures as the media of teaching speaking was more effective to improve students speaking ability.

A research by Subariyanto is about improving the speaking ability of grade eight students at through picture series. It is conducted in SMPN 2 Balung Jember which took at least one month to implement 2 cycles. It is chosen because the English teacher had the problem in teaching learning process especially in teaching speaking and the students often got bad mark in speaking class. It is proved that by using pictures as teaching media, the score of speaking achievement can increase.

From the explanation above, it can be assumed that picture series are one of the appropriate media for developing students speaking ability. The pictures provide opportunities to the students to be involved in using language in the classroom and provide students with challenges in exchanging ideas.

CHAPTER III RESEARCH METHOD

This chapter discusses research design, setting and research subject, research procedure, techniques of collecting data and reflection .

A. Research Design

The objective of this research as stated in chapter I is to improve the speaking skill of the students of grade seventh SMP Negeri 2 Gemarang through the series pictures using windows media player. Based on this objective, the researcher applied classroom action research. Mills (2000:6) gave definition of classroom action research that is any systemic inquiry conducted by researchers in the teaching learning environment to gather information about the ways that the particular school operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting the positive changes in the school environment, and improving students outcomes and the lives of those involved.

As defined by Latif (2003:99) Classroom Action Research (CAR) for English learning is to discover the learning strategies which match the learners learning style and strategies in learning English. Classroom Action Research may be done in several cycles each of which is repeated in the next cycle when the result is not satisfying yet with the better revised lesson plan. Each cycle begins with planning, implementing the plan, observing the implementation of the chosen strategy. The result of the reflection determines the next cycle. In the other words, by developing teaching Carr and Kemmis in (Suhartatik,2006:33) states that Action Research is a from self-reflective enquiry undertaken by participants (teachers, students, principals) in social

(including educational) situations in order improve the rationality and justice of a) their own social or educational practices, b) their understanding of these practices and c) the situations and institution in which these practices are carried out.

Meanwhile Kasbolah (1995:15) defines that Classroom Action Research is an action research of educational aspect which is implemented in a class in order to improve the quality of teaching and learning process. It means that Classroom Action Research encourages the teacher to be aware of her/his own practices, to be critical of and to be prepared to change them.

The aim of this action research is to try to implement the alternative action in order to find the solution of the teaching and learning problems especially in teaching speaking. Thus, speaking skill or oral communicative competence of the students need improving. The research do believe in a variety of pictures that can be used to improve the students speaking skill.

The research was undertaken cycles. It was done systematically by collecting data on day-to-day teaching practice. The researcher however comprised four main steps: planning, implementing, observing, and reflecting. At first, the researcher did preliminary study to identify the problem. Then the rearcher made a lesson plant, implemented it in the class, made an observation and made a reflection. After the researcher made a reflection of the first cycle, if the result has not fulfilled the passing grade then the researcher would continue the research with the next cycle.

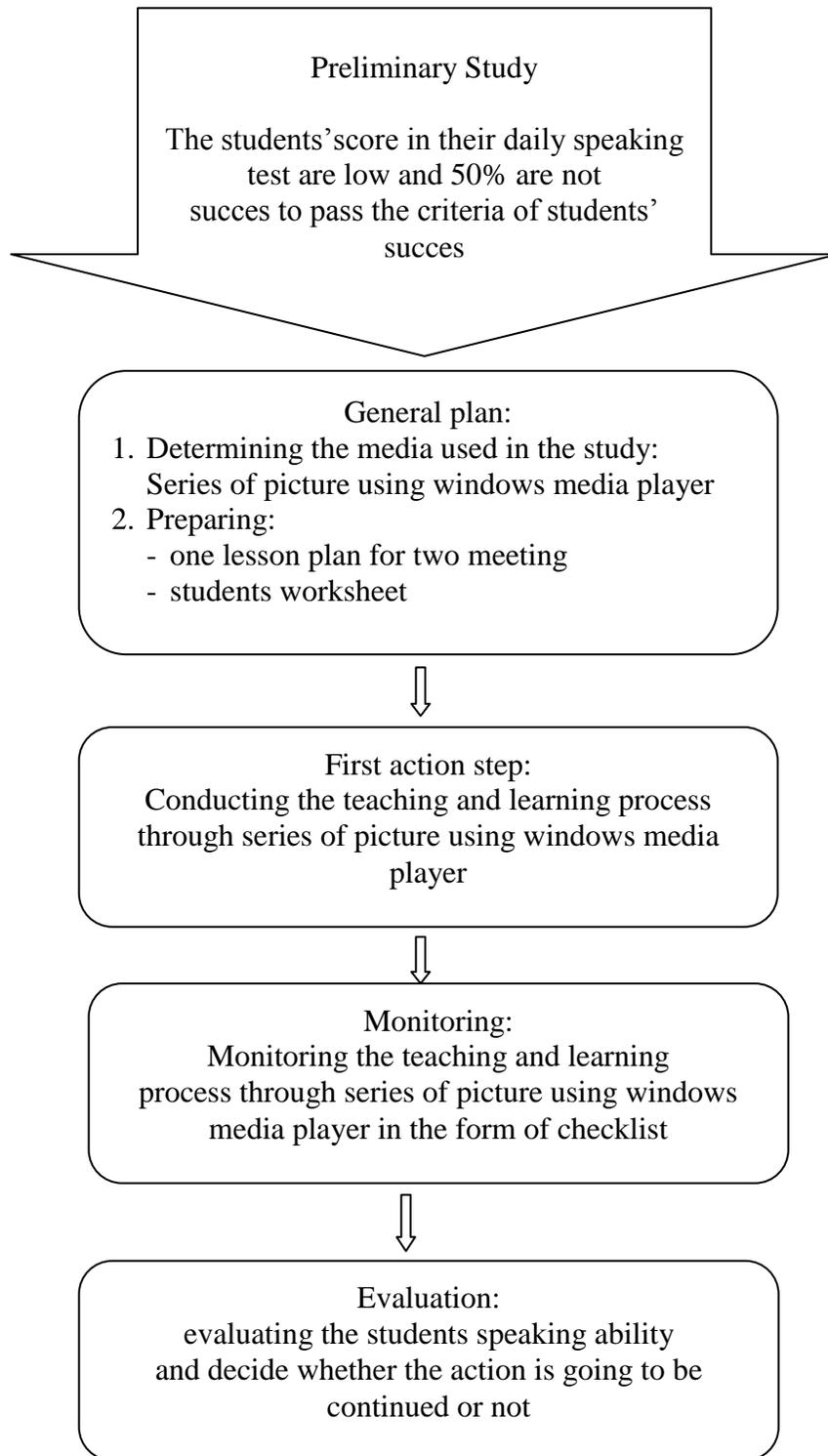


figure A. Design of Supardi's, Suhardjono's & Suharsimi Arikunto's (2010).

B. Setting and Research Subject

- **Place of the Research**

Place of the research is where the research is conducted to get the data that is the researcher needs. It was carried out at SMP N 2 Gemarang, Madiun, East Java which is located at Jl. Durenan, Gemarang.

- **Time**

Time is the time for doing this research. It will be done in second semester in the 2013/2014 academic year.

C. Subject

The subjects of the study were the students of SMP N 2 Gemarang, Madiun, East Java which involved 24 students consisting of 10 male students and 14 female students. The reason behind the research choice of this class was the suggestion from the teacher who teaches this class. According to the teacher most of the students in this class are very passive and ignorance toward English. However, it was so noisy that it generally quite hard to manage the class during the process of teaching and learning. It was expected that this study can help the teacher improve the students speaking ability in this class if not at school level.

D. Research Procedure

This research began with a preliminary observation to identify the problem in teaching speaking. It was done by asking to the teacher who teach the class the condition and data about the students' speaking ability. After the research know what the problem is, then followed by the next stage, implementation, observation and reflection.

1. Preliminary Study

The first step in this study was that the researcher wanted to know the general description of the students' oral interactional communicative competence by doing a preliminary study. The researcher collected the data from the teacher who teaches the class. The researcher asked about the students' achievement in their daily speaking test.

Based on the given fact, the researcher was eager to conduct this study aiming at improving the students speaking skill. The uses of series of picture was chosen as the strategy because it is believed that by providing the students with series of pictures, the students will be free from hesitation, anxiety, constraint of inhibition and other factors so that they will be confident to express their ideas or opinion in the target language based on the pictures they see.

2. Planning of Action

After identifying the problem and knowing the causes of poor student speaking skill, the researcher planned the action to improve the students speaking performance which covers designing lesson plan, selecting the series of picture for speaking activity, and deciding the criteria of success.

3. Designing Lesson Plan

A lesson plan was designed to equip the teacher with a set of teaching and learning components for the effectiveness of the process of the teaching and learning. The components included 1) the specific instructional objectives that should be achieved; 2) the instructional material sources and media should be used; 3) the teaching and learning stages or scenario should be implemented in the class; and 4) assessment should be carried out.

The teaching and learning scenario was carried out in three stages: Pre-activity, Main-activity and Post-activity. In Pre-activity, the researcher gave triggering questions

as brainstorming activity to lead the students to the topic which was going to be discussed and provided the students with the background of the knowledge they would use to do the assigned tasks.

The main activity was focused on the teaching speaking through series of pictures. The students were asked to sit in group of four and then the teacher give an example of a series of pictures. After that they had to make a procedure text based on the example they had seen. During this activity, the observation was being done to collect the needed data.

Post activity was focused on reviewing or debriefing what the students had done. The teacher provided them with a kind of evaluation or correction on the students speaking skill involving pronunciation, fluency, vocabulary and grammar.

At the stage of observing, the researcher helped by the other fellow teacher as collaborator on the study, help the group or students who get some difficulties during which they produce some utterances. The problem might be concerning the choices of words or every thing related to the language use or expression, vocabularies, grammar which may be incorrectly used by the students, and even the teacher can correct their pronunciation.

4. Selecting Series of Pictures for Speaking Activities

As stated in the previous chapter that series of pictures can stimulate or trigger the students to start uttering words, phrases and sentences. From seeing the pictures students can get involved in such enthusiastic and interesting discussion. Pictures can help the students express their ideas.

There are many kinds of pictures and in this study the researcher chose series of pictures which will be used as visual aids in the process of teaching speaking. Series of

pictures which are appropriate with the topics will enable the students to achieve the level of speaking proficiency as targeted in the teaching and learning instructional.

Students were divided into groups of four. Series of pictures were given to groups of students to discuss. They were assigned to present or report sequence explanation based on them in front of the class their sequence explanation was responded by the other groups, so classroom speaking activities was going on.

5. Deciding the Criteria of Success

In deciding the criteria of success, the researcher used the criteria to see whether the uses of series of pictures in teaching speaking had succeeded or failed. It was used to decide whether the action had to be continued to the next cycle(s) or stopped.

The indicator of success of this action research was when the students score of each component either in the students speaking skill keep increasing from cycle one till cycle two. This study is considered successful when 75% of the students in the grade 7 SMP N 2 Gemarang get 70 at minimum for their score of the students speaking skill covering four aspects of speaking; pronunciation, fluency, vocabulary use and grammar and the average score of speaking reach 70.

6. Implementation of The Action

In this study, the researcher was the designer of the action as well as the observer together with the collaborator to collect the data about the students speaking score. This action research was conducted to be consisting of two cycles. Each cycle was carried out on the basis of the progress or improvement that has been set to be achieved. After observing and reflecting stage, the researcher evaluated whether or not the action was continued to next cycle or not.

The first cycle was done in two meetings. In the first meeting the teacher gave built up the students' background knowledge. And then, she gave picture series and modelling. After that, she asked the students in group to make a procedure text based on the picture series then it was presented in front of the class. For the next meeting, the teacher gave some topics to be chosen by the students. Then they were asked to make procedure text based on the topic and present it in front of the class. If the result of the first cycle was not pass the minimum score (70) it would be continued to the second cycle. The description of the steps in implementing the group work speaking activity was presented in table in appendix 6.

E. Techniques Of Collecting Data

1. Observation

In this study, the researcher did the observation during the implementation of series of pictures for speaking classroom activities. Some main points which were observed in this stage were the steps of implementing the strategy, the students' reaction to the strategy, and the progress of the students' speaking performance.

The observation format was used to gather data on the students' oral communicative competence which covers pronunciation, fluency, vocabulary, and grammar. There was only one kind of observation format used in this study to collect data about the students' speaking skill using series of pictures. The observation format was used when the researcher and the collaborator were doing the observation. The observation format included the description of the students' oral communicative competence and the scale of score which range from 1-3. The data were taken to measure the improvement or progress of the students' speaking skill. The tables of scoring for the

students' speaking skill and description of proficiency can be seen in appendix 2 and appendix 3.

2. Field Note

This instrument contained the record of the facts of the uses of series of pictures during the process of teaching and learning of speaking or during speaking classroom activities. This instrument were used as means of recording facts which could not been put into observation format such as incorrect pronunciation, inappropriateness of vocabulary choices, and incorrect use of grammar during the students' presentation of sequence explanation based on the series of pictures.

3. Test

Oral communication test or speaking test was used to obtain the score of students' speaking ability. During the test, the observer and the collaborator observed how the student used their English based on the given tasks and put the score into rating score. It contains the analytical score that the performance was observed separately under the language components. They are fluency, pronunciation, vocabulary, and grammar in a 1-3 scale. The presentation or performance was observed or evaluated by two teachers namely researcher and collaborators to keep the reliability of the test result. In this research, the researcher used performance test. Performance test which was used to know the progress of the students' speaking skill after the implementation of the chosen strategy. Here is the description of the four sub-skills of the students' speaking skill can be described.

F. Reflection

Reflection is a way to see whether the implementation of the chosen strategy is success or not to improve the students' speaking skill. It was the uses of series pictures to develop the students' speaking skill. The reflection stage was done after each of cycle. If the data didn't fulfill the criteria of the success, the action would be continued to the next cycle. It was already stated before that the study could be considered successful if the mean score of the students speaking performance could reach 7.0 .

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