

**ASSESSING CLASSROOM ACTION RESEARH (A COLLABORATIVE
RESEARCH ON THE USE OF NEWSPAPER ARTICLE IN TEACHING
SPEAKING)**

THESIS

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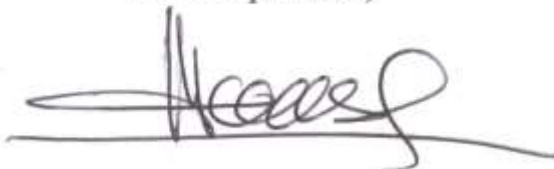
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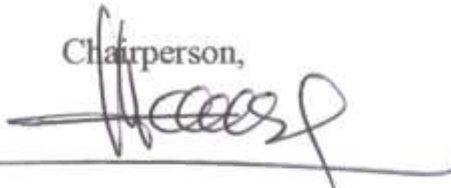
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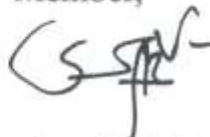
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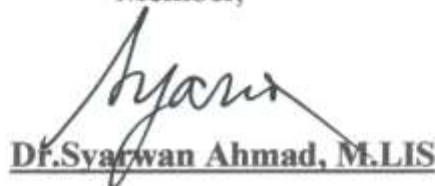
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Banda Aceh, January 18th 2018

The researcher

ABSTRACT

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Title : Assessing Classroom Action Research (A Collaborative Research On The Use of Newspaper Article in Teaching Speaking)
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Keywords : Teaching speaking by using newspaper, assessing classroom action research, SMAN 2 students

This research aimed to know whether using newspaper can improve the students' speaking ability and to know the class atmosphere when the teacher use newspaper in teaching speaking. The subjects of this research were all students of 2 IPA 2, consists of 22. This research was conducted in two cycles by following the procedure of the action research. This research employed qualitative and quantitative methods. Observation and observation checklist were used to collect data, and test as instrument. The observation result of students from process was 68,5% in the first cycle and 78,5% in the second cycle. While from product, students' result in post-test was 65,45%. This score shows that the criteria of success has not met yet. Test result of students in second cycle was 77,04%, and this score shows that the criteria of success had met. The finding of the research proves that teaching speaking by using newspaper article can increase students' speaking. It was effective to be implemented in speaking.

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CHAPTER I

INTRODUCTION

A. Background of study

Communication is the most important thing that human needs to stay connected to other people in the world. Look at the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily need. Hornby (2000) writes “Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour”. English has been the most important language in international communication. Indonesia as one of the developing countries has also set it as educational curriculum to include English as a foreign language which is studied from elementary school up to the university level.

There are four skills that should be mastered by the students in English, they are listening, speaking, reading, and writing. Each of them are important and has the relation each other.

There are many kinds of subject in teaching and learning English, one of the basic language skills is speaking. Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a second language and success is measured in terms of the ability to carry

out a conversation in the language. The interaction in communication will not run smoothly if the speaker don't have the speaking ability. According to Setiyadi (2006) Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

In fact, based on experience at SMAN 2 Banda Aceh, they have been studying English for more than three years, but they are still unable to use English in interacting with their teacher in the classroom. They still face difficulties in pronouncing word, less of comprehensibility, when speaking in the classroom. This phenomenon had been experienced by the English teachers of SMAN 2 Banda Aceh.

Teaching speaking is not easy for teachers. The students usually get bored of learning this subject because most of students feel that speaking in English is difficult. This phenomenon is very terrible because speaking is important for students to practice their capability and their understanding, how to send idea, and how to spell word well. The teacher should device a good exercise or a way of teaching speaking to attract students' attention, so that children will enjoy and understand the learning process well.

According to Newton (2016) the use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. The newspaper, the most widely used of the media, is effective for teaching. The news gives fact condition, and students like to learn something fact, not fiction. As we know, some problem of students in

learning English is students only focus on the book, and they will get bored. So, by using newspaper article as real object, it will attract students attention.

B. Research questions

In this research the researcher has two questions to answer which are as follow :

1. How does the Newspaper increase the students' speaking ability?
2. How is the classroom atmosphere when the teacher uses the Newspaper in teaching process?

C. The Aim of Study

The objectives of this research are :

1. To find out the newspaper can increase students' speaking ability.
2. To investigate the classroom atmosphere when the teacher applied news in increasing students speaking ability.

D. Scope of the Research

The researcher limits the research of the use of newspaper as the source of learning to increase students' Speaking ability in giving opinion orally, and the focus is on personal point of view. The study just concerns on extensive speaking when giving an opinion after students read the newspaper. The newspaper limited on *Serambi* Newspaper. The researcher choose *Serambi* because based on researcher observation *Serambi* has reached best seller newspaper in Aceh province.

E. Significance of Study

1. Theoretically

This research hopefully can give inspiration to the teacher to make some variation in teaching English. And also it is hope to make the XI IPA 2 Class students of SMAN 2 Banda Aceh be more interest and give more attention in learning English.

2. Practically

Practically by doing this research, students got a better ability in speaking. Hopefully this research also useful for the teacher to know any difficulties students in speaking.

F. Terminology

To avoid misinterpretation and making easy to understand this research tittle, the writer would like to clarify and explain the terms used in this study as follow :

a. Speaking

Speaking is considered as the productive and oral skill. Scoot states that speaking is cognitive skill. Thormbury Scoot (2005) stated that “The idea that knowledge becomes increasingly automated through successive practice”.

Based on definition above, it can be concluded that speaking is ability or skill which is haven by people to express their idea orally or to

communicate with other people. It is important skill that must we have because only through this skill we can express our message orally.

b. Newspaper

Newspaper is the mass media beside magazine, television, or radio. AS Hornby(2000) said that “Newspaper is printed publication appearing daily or weekly and containing, and articles on various subject”.

From the explanation above, researcher conclude that newspaper is printed media beside magazine and contain various subjects inside it that appear daily or weekly.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

When we are talking about speaking, we may assume that as medium of communication and a tool of learning. Speaking serves an indispensable function in society. It is not easy to define something as we want since the definition will influence someone's way of thinking. Considering the previous statement, the researcher is going to mention some definitions given by expert.

According to Thornbury (2005) speaking is cognitive skill. The idea that knowledge becomes increasingly automated through successive practice. Speaking is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Moreover in the point of view of Jones, speaking is a form of communication. It is important that way you say are conveyed in the most effective way. Jones (1989) said that "How you say something can be as important as what you say in getting meaning across".

Meanwhile According to Bailey (2005) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In other hand Bygate (1997) said "speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which students are

frequently judged. It is also the vehicle part excellent of social solidarity, of social ranking, of professional advancement and of business”. It indicates that as one of the language skills, speaking should get attention from the teachers and learners because it plays the important role of our society.

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication, because it is a way to express idea and opinions directly what we have in our mind.

Based on the definition above, the researcher concludes that speaking is an activity that can express thoughts, ideas, and opinions orally to respond to the verbal and non verbal information.

2. The Elements of Speaking

Teaching speaking as the second language for students is not easy because speaking is a complex skill which often develops at different rates. It needs a hard work and along process. At least there are five components in speaking :

- a) Pronunciation
- b) Grammar
- c) Vocabulary
- d) Fluency
- e) Comprehension

All of those components will be explained as follow :

a) Pronunciation

According to Harris (1969) Pronunciation including the segmental features, vowels, consonant and the stress and intonation patterns.

b) Grammar

Rodman (1998) states Grammar is the sounds and the sounds patterns, the basic unit of meaning such as words, and the rules combine them to form new sentence. Therefore grammar is very important in speaking because if the speaker does not master grammar structure, the speaker cannot speak English well.

c) Vocabulary

Folse (2004) stated Vocabulary is a basic element in language. Vocabulary is a single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d) Fluency

Riddel (2001) states that fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently students should be able to get the message across with whatever resource and abilities they have got, regardless of grammatical and other mistakes.

e) Comprehension

Riddel (2001) Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject, object, or knowledge.

From the definition above, it can be concluded that students are called mastery speaking if five of components speaking is mastery first. All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking.

3. Types of Speaking

The most important feature of speaking activity is to provide an opportunity for the students to get individual meaning across and utilize every area of knowledge they have. Actually there are many speaking activities can be used by teacher in classroom to make their students speak up. Good speaking activities can and should highly motivating. There are some types of speaking states by some experts, but in this case researcher will mention types of speaking given by Brown. According to Brown (2014)

There are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

a. Imitative speaking

Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.

b. Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.

c. Responsive Speaking

Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and direction.

d. Interactive Speaking

Complex interaction which sometimes includes multiple exchanges and/or multiple participant. The example is role play.

e. Extensive Speaking

Brown (1994) Extensive speaking is oral production, include speeches, oral presentation, and story telling.

Based on explanation above, it can be concluded that there are five basic types of speaking that can be used in speaking class. They are imitative, intensive, responsive, interactive, and extensive speaking. The use

of them is depend on teaching and learning condition which one of the types better to be used in the situation. In this research, researcher uses extensive speaking.

4. Speaking Ability

There are some explanations stated by expert about speaking ability. In this case the researcher will conclude four explanations from the experts. According to Hornby (2000) Ability is skill or power. However, speaking ability is skill or power to express ideas, opinions or message orally. Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of language use and rule of grammar.

Meanwhile Harmer (1998) stated that Speaking ability is an important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. Through speaking people convey what they mean by arranging a set of words which contain a subject talked about and the situation. In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Harmer (1998) said that “Reading and listening are called receptive skills, because receptive skills are the ways in which people extract meaning from the discourse the see or hear”. When we are listening or reading something it means that we receive something from what we listen or read.

Other skills are speaking and writing. When we are speaking and writing, it means that we are producing something. So that, speaking and writing skills are called productive skills.. Moreover Broughton (1978) states that however good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.

In other hand, Nunan (1995) states that the most aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking. Getting students to speak in class can sometimes be extremely easy. In a good class at an appropriate level will often participate freely and enthusiastically if we give them interesting learning process. Speaking ability is described as the ability to express oneself in life situation.

Thus, it can be concluded that speaking ability is the ability or skill to convey our ideas, opinions or message orally. Speaking ability also the way to sequences ideas fluently. Speaking ability is always used in everyday life. It is the only one way when we want to communicate to each other orally.

5. Teaching Speaking Ability

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others. Teaching speaking ability is very important part in second language learning.

The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking.

There are many purposes and aim of speaking activity, someone speak relationship with friend at school, book store or on bus for getting information and knowledge like asking the new gossips, or for curiosity like speaking about sports etc. At least, speaking purpose does not mean only for asking and answer but also training our tongue to get accustomed to English. By speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking ability is to improve and develop students speaking skill.

Brown (1994) states” There are some principles for designing speaking techniques “:

- a) Use techniques that cover the spectrum of the learners.
- b) Provide intrinsically motivating techniques.
- c) Encourage the use of authentic language in meaningful context.
- d) Provide appropriate feedback and correction.
- e) Give students opportunities to initiate oral communication.
- f) Encourage the development of speaking strategies.

Some students think that speaking is difficult, however they don’t like to follow the speaking lesson. It is might caused by kind of activities that did not make them interest. Some teachers did not give an activity that make them enjoy to follow the speaking lesson. According to the Riddel (2001)There are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debates, debates, students’ talk, role-play, and discussion.

Setiyadi (2006) states that The goal of foreign language teaching is communicative ability. It means that the teaching speaking ability must be increased in order to get the goal of the language learning.

From the explanation above, It can be concluded that teaching speaking ability is giving somebody skill or ability to communicate to each other. It is very important for students, because only through speaking ability they can share their ideas orally. Teaching speaking ability is needed not only for communication in the classroom but also needed in the real life

situation when we communicate with other people. To teach speaking, teacher should choose appropriate activities in order to make the students enjoy to join the activities.

6. Ways of Giving Opinion in Speaking

When we talk about giving opinion, we should to know first what does mean of opinion. There are some definitions of opinion states by expert. According to Setiyadi (2016) In general an opinion is a judgment, viewpoint, or statement about matters commonly considered to be subjective. What distinguishes fact from opinion is that facts are verifiable. Meanwhile refers to Damer (2009) An opinion may be supported by facts, in which case it becomes an argument, although people may draw opposing opinions from the same set of facts. Opinions rarely change without new arguments being presented. It can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments. In casual use, the term opinion may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires. It may refer to unsubstantiated information, in contrast to knowledge and fact.

According to Cantril (1936) When we give our opinion, we say what we think, feel or believe about something or somebody. For example, what do you think of the new boss? What do you think is the best way to improve your English?

Some people are very opinionated, which means they are certain about what they think and believe and express their ideas and opinions strongly

and frequently. They love and can't stop themselves expressing their opinions. Other people are more cautious and careful when asked to give their opinions. They prefer not to be so certain about their own ideas and opinions and try to keep an open mind.

There are some ways to give an opinion about what we want to comment, we can use personal point of view, agreeing or disagreeing with an opinion, but in this research, the researcher will focus on giving opinion in personal point of view. Personal point of view means that people giving their argument belong to what they believe. Setiawan (2014) Use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

From the explanation above, it can be concluded that ways of giving opinion is the way to express idea, or thought. We can express what we

want to comment, but there are ethic to tell it, and we should to express our idea by using the right ways.

B. Media

1. Definition of Media

There are some definitions of media state by experts. According to Jacob (2005) media can be seen as a medium, broadly conceived, any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. While for Gagne media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes ,knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy ,as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

Jacob (2005) Generally, media are selected on their ability to present the events of instruction. In addition Mayer states the media can be defined as all the methods and material that can be used to support the learning process.

From the explanation above, it can be concluded that media is helping tool in teaching to support the learning process.

2. Types of Media

There are four types of media according to Romiszowski (1992). Which are: print, visual ,audio and audio-visual media.

a. Print Media

Print media include text books, magazines, newspapers, journal, bulletins, web pages, blogs etc. They help learners to get more information through reading widely, research and providing more enjoyment from various sources of facts. It is important to identify all the reading materials before issuing them to children.

b. Visual Media

These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, art facts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation.

c. Audio Media

These include human sounds, radio and recording. It is possible for learner to hear interesting conversation from native speaker or any recording from outside.

d. Audio-Visual Media

Audio-Visual include video and film. The visual element is attractive and commands attention, and the sounds produced is much easier to understand the facial impressions, gestures ,physical background shown and learning becomes closer to real life situation.

From the definition above, it can be concluded that there are four types of media, print media, visual, audio, and audio visual. In this research, the researcher uses print media especially newspaper to conduct the research.

3. Newspaper

a. Definition of Newspaper

One of the printed mass media is newspaper, beside magazine, book, radio, and television. There are some definitions of newspaper refers to expert. According to Hornby (2000) “Newspaper is printed publication appearing daily or weekly and containing, and articles on various subject”.

Meanwhile, according to Navajo (1995) “A newspaper is unbound publication issued at regular interval that seek to inform, explain, and interpret, influence and entertain”. It also serves readers and its own financial viability by publishing advertising. The publication is typically sectioned off based on subject and content. The most important or interesting news will be displayed on the front page of the publication. Newspapers may also include advertisements, opinions, entertainment and other general interest news.

Moreover, newspaper is a set of large sheets of paper that have news stories, information about local events, advertisements, etc., and that are folded together and sold every day or every week. Wardhani (2008) Newspaper also can defined as printed media are published every day on a regular basis. Writing in form of news, articles, feature (human interest

stories or profiles) ,and the canopy. Detailed information presented answered questions formula 5 W + 1 H. Fill in the information intended to influence rationally / mind.

Nowadays news become a primer thing in society. Community's needs of information will increase as the news of the public's curiosity about what is happening in their social life. Either about politic, criminal , government, world celebrities , and even the news of the world, news became very needed by people who are “thirsty” for information. In this modern era news can be found easily, if people have no time to buy a newspaper to get news, they can use internet to get news.

News plays very important roles in daily chores of our life. Every state and country has their own news channels providing them latest and breaking news about their country or world. News can be of any fields like lifestyles, sports, politics, etc. News favored by the entire community, adults and teenagers, workers and students. Students love to read the news because they can add their insights by reading the news , and students also thirst for curiosity, so that news become something that is interesting for students. By reading news students will get new knowledge and be more confidence to associate with their environment and it will make students feel that they are modern because they know lot of what is happening in life. Acoording to Diah (2008) News is the part of mass media. One the function of mass media is to educate. Sharing knowledge by the form of headlines, articles, special reports , or a story that has the function of education.

Based on that definition above, it can be concluded that newspaper is a piece of writing or a simple text usually consist of a particular issue inside it, for example economic report, education, business, culture, or other recent news which are published daily or weekly.

b. The Advantages of Using Newspaper in Classroom

Newton (1988) Using of mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. Newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as "Newspapers in Education" (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and supplement traditional classroom texts and resource materials. According to Alex and Kourtner journal (1988) The Newspaper as an Effective Teaching Tool explains the intent of the program and provides a variety of classroom activities using newspapers.

Thompson (2002) Newspaper has a long history for being regarded as useful educational tool and the usage in classroom. Newspaper has long being used as an instructional tool.

There are some advantages of using newspaper in the classroom, According to Diamond (1981) Those are :

- a. Newspapers bridge the gap between the classroom and the “real” world. Students learn life skills, make career decisions, and become more motivated to learn by using the newspaper in the classroom.
- b. Newspapers can stand alone as teaching tools

- c. Sharpens thinking skills.
- d. Increases student's interest and motivation by providing study materials relevant to their lives.
- e. Prepares students for active citizenship in their democracy.
- f. Heightens teachers' interest in new teaching techniques.
- g. Involves schools in the lives of the communities they serve

Good teaching material can be used to teach many aspects of the language. Again newspaper have this qualification. As stated by Joe Pemagbi (1995) "News on newspaper can be used to teach many aspects of language and communication skills. Editorial and feature article can provide passage for summary and comprehension, letters to editor can demonstrate good features of letter writing, editorial and gossip column can be used to teach formal and informal varieties of English.

From the explanation above, it can be concluded that using newspaper is very useful and can improve the students' speaking ability.

C. The Procedure of Using Newspaper as the Source of Learning in Speaking Class

Teaching and learning process are really important for the students. Therefore teacher needs to select and decide the appropriate material for his/her students, because the appropriate material giving great impact for students' understanding. In choosing News, teachers are needed to be carefully planned because different news gives greatly different returns for learning. News must be efficient to the students in learning process and

must be suitable in teaching condition, but still interesting to the students. According to Umam (2010) There are two important question to choose a suitable material in news :

1. Will the students find material interesting?

Sanderson (1999) Our students' motivation is a crucial to the success of the lesson, and it can be as frustrating task to try to make them work with materials they simply do not like. It means that before teaching in the classroom, teachers need to find the interesting materials to avoid students' bored, because students motivation in crucial to the success of the lesson.

2. Are the material appropriate for the students in term of their existing knowledge ?

Umam (2010) The ability to integrate new information with one's existing knowledge is part of the process of the successful learning. If there is too great a mismatch between the conceptual difficulty of the material teacher's choose, and the students' ability to understand the materials, they will soon become discouraged. It can help considerably if teacher choose material contain at least some information that the students already understand. It means that teacher needs to choose the suitable materials with the students existing knowledge, because it can help students to understand the material easily.

Newspapers are much more current than course books. There is also a lot of information in newspapers which make them an excellent springboard

for lessons. Duncan and Lindsay (2016) There are lots of different kinds of texts in newspapers that will interest the students.

Duncan and Lindsay (2016) Here are the list of idea how to use newspaper for speaking activities :

a. What Is This

Cut out some photos from the newspaper of recent news items which are familiar/ relevant/ of interest to students, then the students give their opinion orally based on the picture from newspaper.

b. Newspaper as a Prop (a Newspaper any language)

Teachers can use a newspaper in class without learners having to read it at all. Choose an interesting article or story from the newspaper and make enough copies for every pair of students. Then ask students to give their opinion orally alternately. A variation of this would be to ask the students to read something from the newspaper in their own language and explain it to teacher in English.

Based on the explanation of Umam and Lindsay, the researcher tries to modify the procedure of using news in the classroom.

It consist as follow :

1. The teacher prepared some interesting articles from newspaper, and the article is appropriate with the students' existing knowledge.
2. After the teacher gives the articles from newspaper, the students choose the article they like.
3. Then the teacher explains about the material.

4. After the explanation from teacher, students ask about the lesson.
5. The teacher gives time for students to read and comprehend the article carefully for about 10 minutes.
6. Then, the students make conclusion about what they want to tell based on the news.
7. After the students read and comprehend the article, the teacher asks students one by one to tell their opinion orally based on what they read.
8. The students must tell their opinion for about 3-5 minutes for each student in front of the class.
9. The students get feedback from teacher.

From the explanation above, it can be concluded that the using of types of news must be suitable with students' want and suitable with their necessary. Because of these considerations, the researcher decided to use the news by using Indonesian news. Researcher believes it would be more efficient in the learning process.

If the researcher use news in authentic texts English language , it is feared that students cannot understand the content of the news so that students will be difficult to give their opinion, not because of they have no any comprehension about speaking in English, but because they don't know what the news talking about. So once again researcher believes that because of its considerations, the researcher use news by using Indonesian.

D. Previous Relevant Studies

The first research was conducted by Khoirul Umam (2010). His research focused on mastery verb, adjective, and noun. The result of this thesis is the students showed positive influence toward the using of Newspaper in teaching learning process. It was found that the students had improved the quality of mastery vocabulary in the higher means scores post test from the pre test. Umam's study using newspaper to increase students' vocabulary mastery, while this research to increase students' speaking ability. Umam used newspaper by using English because he wants to increase vocabulary, while this research using newspaper by using Indonesian.

The second research was conducted by Novian Parasticha (2012). In her research, she wants to find out the students' achievement in reading by using short stories in hello magazines and the students who do not use hello magazines. She used documentation and test to complete the data, and the result is the students had more interested when learning reading comprehension by using hello magazines than students who didn't. Novian's study was experimental research where she wants to know students' achievement in teaching learning process by using printed mass media (hello magazine), while this study is an action research which have purpose to increase student's speaking skill.

The third research was conducted by Sartika Sari (2012). In her research, she used teen magazines with using English language to improve

students' reading interest. She had chosen interesting article for teaching and learning process. The result of her research is students become very excited in reading subject, and they follow the subject with higher interest after using teen magazines in learning process than before using it. The result of her study showed that using teen magazines is effective to improve students' reading interest. Sartika's study was experimental research also, she want to see " is the teen magazines can improve students' reading interest or not", and she used magazine by using English text, while this study is not to see the effectiveness printed mass media, but to apply printed mass media as the way to improve students' speaking skill.

From the studies above, it can be concluded that printed mass media has big power to be used in teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design applied in this research is qualitative approach and the type is an action research (field research). The researcher chose an action research for it, in line by the criteria of qualitative research by Arikunto (2006) “The objective of qualitative research into develop and employ the natural setting situation to find out the direct source of data in the field”.

1. Classroom Action Research

Classroom action research as a method of professional development which involves the systematic collection and analysis of the data related to practice. The researcher focuses on a problem (or topic or an issue which needs to be explained), and on the basis of information (about the up-to-date state of the art, about the people who will be involved and about the context), plans, implements, then evaluates an action then draws conclusions on the basis of the findings.

2. The Model of Classroom Action Research

In this research, the researcher chose a collaborative model of classroom action research.

a. The Collaborative Action Research

Ferrance (2000) stated that Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may

involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

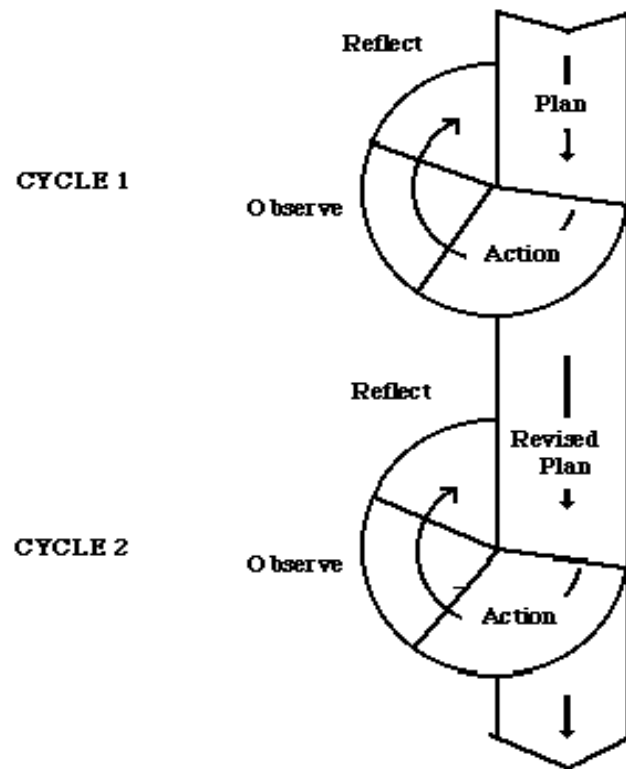
B. Research Setting and Subject

This research was conducted at SMAN 2 Banda Aceh which is located at Kp.Mulia Banda Aceh. There are thirty-three classes at that school, but it is not impossible to do research all of that classes, so the researcher chose one class. The subjects of this research are the eleventh grade students and the English teacher of class XI IPA 2. This class only consists of 22 students.

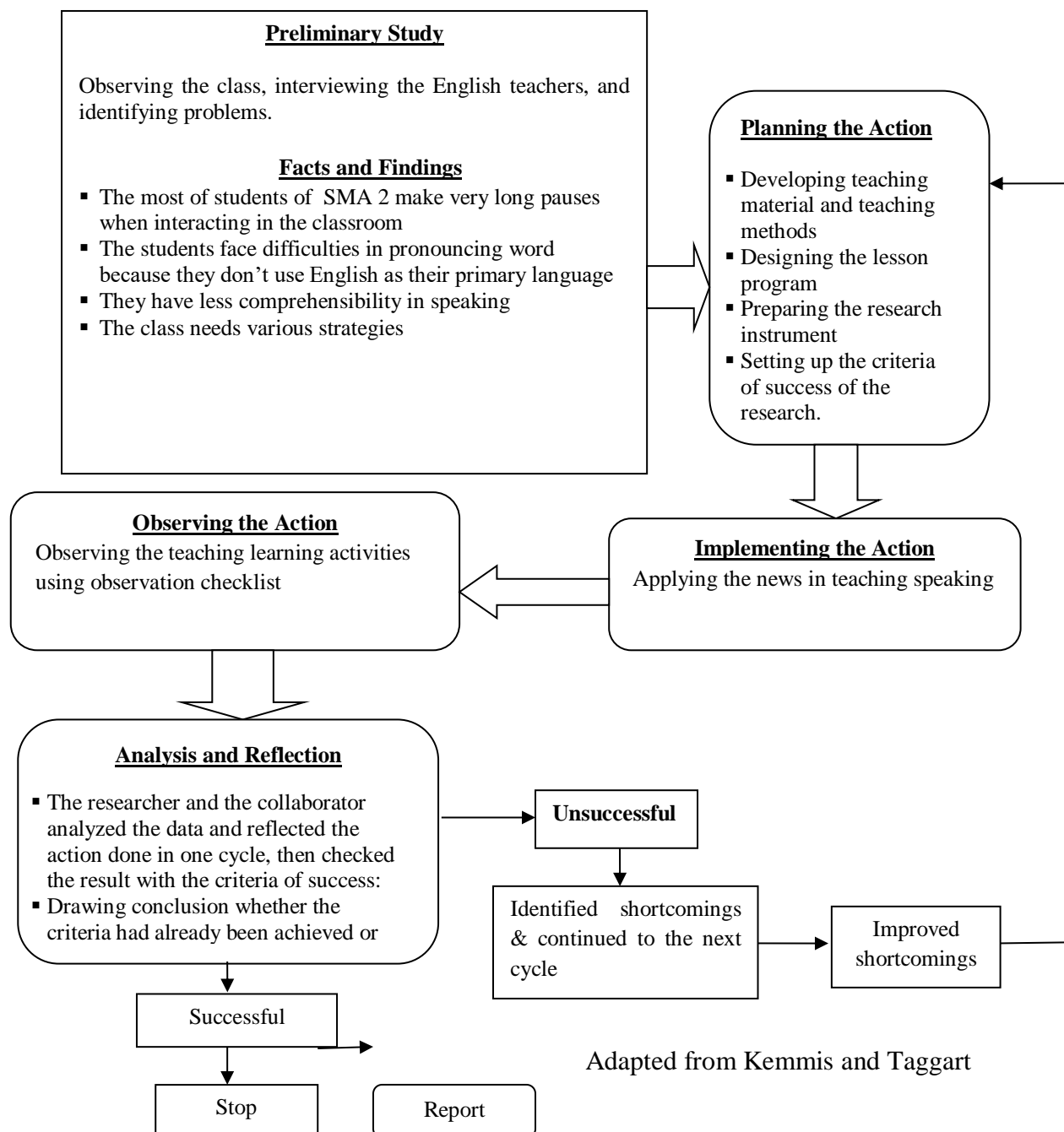
C. Research Procedure

Taggart and Kemmis (1998) The classroom action research consists of several cycles in which each cycle is composed of several meeting depend on the stages in process genre approach. The spiral of cycles will recur until a satisfactory result has been achieved and stop until the time is felt enough. Action research consists of four basic steps in a cycle of research namely planning, acting, observing, and reflecting. It can be seen in the picture below:

Cyclical AR Model by Kemmis and Mc Taggart



From the theory above, it can be modified the steps of classroom action research as follow:



The activities started by conducting preliminary study. It was done to know the real condition of the student and teacher problem in the class. Next, the researcher will plan to implement this study.

1. Preliminary Study

In the preliminary study, the researcher identified the situation of teaching and learning problems. It was done to get more authentic data concerning the teaching of English especially about teaching speaking. This study was done by observing the process of teaching English in the classroom and interviewing the English teacher and students. In this phase, the researcher collected all necessary information related to the students' and teacher's problems in English class especially in learning speaking.

2. Planning the Action

Arikunto (2006) Planning is explaining “what about, why, when, where, and by whom”. Planning is a step to prepare the classroom instructional method to be developed. In this study to solve the instructional problem. The using of news that becomes the focus of the study, to be prepared, tries out, revised, and tried again until it proves effective to solve the problem. The researcher designed the planning with the teacher based on the related problem. The planning was formulated as follow:

a. Preparing teaching strategy and materials

In conducting the study, the researcher planned to apply the use of newspaper in teaching English.

b. Designing the lesson plan

Before the implementing the action, the researcher designed lesson plan as the guide for the teacher in conducting the teaching. The lesson plan will be developed based on the curriculum used in this school, that is the Curriculum 2013. The teaching procedure in the lesson plan is divided into three stages consists of pre-activity, main activity, and post activity. In the pre-activity, the students were brainstormed to their prior knowledge about the topic. Furthermore, in the main activity the students give some materials leading to reach the objectives of the lesson plan especially in increasing students' speaking ability. In last, the post activity was conducted by giving certain tasks for the students to see the students' comprehending of lesson. The teacher allocated the time is the classroom activity, 2x45 minutes (two lesson hours).

c. Preparing the Research Instrument

The instruments was used to collect the data. in this research consist of test that given to the students after given treatment. After the treatment is done, the researcher would be seen the development of the treatment, it means the researcher wants to know that the student can develop their ability in speaking by using news or not.

d. Preparing the Criteria of Success

At this stage, criteria of success to measure the effectiveness of the method are also decided. The criteria of success are derived from the problems to be solved through this study and some other instructional goals

to be achieved through the implementation of this method. The criteria of success when achieved become the strength of the method that attracted other teachers to use the method to solve the same problems in learning speaking. The standard of the success of this research was seen from two sides, they are process and product. From process point of view, the students at the class XI IPA 2 still poor of reacting (responding and questioning) at class in teaching and learning process. The fact is only 50 % students who give good reacting when the class runs, so process would be said success if they can reach 70% minimally of their reacting. While, from product point of view would be seen from KKM (Kriteria Ketuntasan Minimal). KKM in SMA 2 is 75, but in fact, only 50 % students can reach it. So, the researcher determined the criteria of success if 70 % students can reach the KKM, namely score 75.

3. Implementing

Implementing is the stage after the planning to implement the newspaper that has been planned. At this stage, the researcher has mastered the using newspaper scenario before starting the implementation in class. The researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers' performance, but in the process of actually trying out the using of news to test how much the news can solve the classroom in learning speaking.

4. Observing

Observing is a process of collecting data indicating the success of the method in solving the classroom problems in learning reading. The focus of the observation is on the data related to the criteria of success that have been decided. The question that becomes the concern in the observing process is “How well does the method solve the problems?” or “How well is the method implemented by the researcher?” These last two questions are not the questions for Classroom Action Research but appropriate for observers observing students who are learning how to teach, like in the practice teaching program.

At this observing stage, which aims at collecting data, the researcher and the collaborator have to define the type of data to be collected, the instrument to collect, the instrument to collect the data, the data sources, and the technique of data collecting. In other word, the discussion on those topics should be under this observing stage. Many classroom action research report present both, observation and data collecting which of course are overlapping, as both refer to data collecting.

5. Analysis and Reflection

Analysis and reflection is the process of analyzing data to determine how far the data collected have shown the success of the method in solving the problem when the teacher teaches reading. Reflection also shown what factors support the success of the method or what other problems may occur during the implementation process. The discussion on data analyzing is

done under the reflection stage. The analyzing of the result of observation is done by comparing the data collected with the target of the criteria of success.

The reflection stage aims at evaluating which criteria or target of success has been achieved, which one has not been achieved, and what are the possible reasons that those targets are not achieved yet. The result of the reflection is used to determine what part of the method needs improvement. The method is examined to find out how maximum improvement can possibly be made so that when implemented again all the targets of success can be achieved.

The revised method (planning) is then implemented again, the result is observed, and then reflected in the second cycle. The cycle is repeated until the implementation of the method can achieve all the targeted criteria of success.

The number of cycles cannot be predicted in advance, a classroom action research may take only one cycle if after the first cycle, all the targeted criteria of success had been achieved. The researcher, in fact, had to do their best to plan their classroom action research as few cycles as possible. But if the targeted criteria of success have not all been achieved yet, then the revision of the method still needs to be done and another following cycle is still needed.

D. Data Collection Techniques

In this research, the researcher applied test and observation as the data collection technique. It will be explained as follow :

1. Tests

Hornby (1993) Test is a set question used to measure a person's knowledge or ability. There are two kinds of test. They are subjective and objective test. Subjective test is a test in which the learners ability or performance are judged by examiners' opinion and judgment. The example of subjective test is using essay and short answer. While Objective test is a test in which learners ability or performance are measured using specific set of answer, means there are only two possible answer, right and wrong. In other word, the score is according to right answers. Mendel (2007) Type of objective test includes multiple choice tests, true or false test, matching and problem based questions. Here, the researcher used subjective test.

The researcher conducted two tests, they are pre-test and post-test. Pre-test was given before the teacher use newspaper in teaching speaking to know the students' basic ability. While post-test was given after the teacher use basic to know the improvement of the students' ability in speaking.

2. Observation

Clayton (2000) Defined observation is the systematic recording of observable phenomena or behaviour in a natural setting. There are two types of qualitative observation, they are participant and non participant

observation. Participant observation is where the researcher deliberately joins in with the activities of a group while observing them. Moreover non participant observation is kind of observation when the researcher is not directly involved in the situation to be observed. The researcher looks in from the outside and does not interact with the subjects. Here, the researcher used participant observation because the researcher want to know the increase of students' speaking ability when newspaper applied, and participant observation may provide valid findings and useful data.

E. Research Instrument

The instruments of collecting data in this research are test and observation checklist.

1. Test

The test used in this research is pre test and post test. The researcher gives oral test to the students to know their knowledge of speaking ability. The researcher divided score into Accuracy, fluency and comprehensibility. It is based Heaton (1989) scale rating score :

Table 1.1
The Rating Scores of Oral Test

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speakers' intention and general meaning very few interruption of clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
	Pronunciation is still moderately influenced by the mother-tongue but	Although he has to make an effort and search for words, there are not too	Most of what the speaker says is easy to follow. His intention is always

4	no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but <i>only a few serious</i> phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification cannot understand many of the speaker's more complex or longer sentences.
	Pronunciation	Long pauses while	Only small bits

2	seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	(usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Note maximum score= 18

$$Score = \frac{\text{The Result of Score}}{\text{maximum score}} \times 100$$

2. Observation Checklist

Observation checklist is an observation table used as additional information for researcher. Observation checklist consists of the statements about the teacher and students' activities in implementation the procedures in the classroom.

F. Data Analysis Technique

The data obtain analyzed quantitatively and qualitatively. Quantitatively, the researcher found the mean score of the student in pre-test and post-test. The result of both tests was analyzed by using the formula adapted from Winarsunu.

$$X = (\sum fx) / N$$

Where:

X = Mean

$\sum fx$ = Total score of all student

N = The number of sample.

Meanwhile qualitatively, the data was analyzed since the researcher collects the data in the field of the research. In analyzing the data qualitatively, the researcher will use inductive method from Miles and Huberman. There are three steps in analyzing data through this method; they are data reduction, data display, and data verification.

1. Data Reduction

Data reduction is summarizing, choosing, and focusing on important data and throwing the unnecessary data. Here the researcher rearranged the data in good range and made summary to get the data more clearly based on the problem of the research.

2. Data Display

Data display is used to describe the data. By displaying data, the data became well organized and well structured in a good form that made us easily to understand what has happened and know what the researcher do next.

3. Data Verification

Having finished data display, the final step is made conclusion related to research problem. In this step the researcher revisit the data many times to verify, test, or confirm the themes and patterns had been identified. After that, the researcher made the conclusion related to research problem. Sugiono (2007) said “The conclusion must be related and answer the problem of the research”.

Based on the explanation above, it can be concluded that the data was analyzed quantitatively and qualitatively. In the quantitatively the data was analyzed using Winarsunu formula. While qualitatively, the data will be analyzed using inductive method which consist of three steps which have explained above.

CHAPTER IV

RESEACRH FINDINGS AND DISCUSSION

This chapter presented the data and findings of the research in improving the students' ability in mastering vocabulary by using English short story. The data findings use presented in sequence based on the cycles. It covered the planning of the action, the implementation of the action, the analysis and reflection.

Data was collected from the second year students of SMAN 2 Banda Aceh. It was done, could students increase this speaking ability by using the newspaper.

A. Cycle I

Cycle one had been done for three days. It was conducted in three meetings. The planning, the implementing, the analysis, and the reflection of this cycle are presented in this part. The activities of the students had in cycle 1 can be seen clearly in appendices V and VIII. All the activities were aimed at developing the students' speaking ability.

1. Planning

Before the teaching and learning activities were conducted in the class, the researcher made some discussion about the activities in the first cycle. Some preparations were made including the lesson plan, the instructional, materials, and the newspaper as the media of learning. The lesson plan was designed for three meetings. It was focused on teaching and

learning speaking in giving opinion by using newspaper. The researcher was designed the criteria of success. The speaking process have done in classroom.

2. The Implementing of The Action

In the cycle one, the implementation of the action was conducted in three meetings. Pre-test was given for students before the cycle one was conducted to know their ability in speaking. The test consists of two issues, then the students should choose one of the issues and tell their opinion orally about it.

In the first meeting, the researcher implemented the action of using newspaper to tell their opinion based on what they read on newspaper. In this meeting, the researcher explained how to give opinion after reading the newspaper. The researcher gave some news from newspaper to each students and asked them to choose one of the articles. After choosing and reading, they told their opinion orally in front of the class. At the second and the third meeting, the researcher also applied the Serambi Newspaper and give material about opinion deeply.

In implementing the action plan of cycle one, the research's instrument such as observation checklist and test were employed to obtain the data about the teacher and students' activities during the teaching learning process. The implementation of this action was conducted in three meetings with various activities.

a. Meeting 1

To begin the action, the researcher entered the class and greeted the students. All of the students responded the greeting from teacher. Then the teacher asked students' condition, checked the students' attendance, and gave the motivation. When the teacher gave motivation for students, half of students listen accurately to the teacher, and the rest were not. After that, the teacher introduced the researcher to the students and told them about the aims of her coming into the class. Students seem excited to know new comer to their class. After introducing herself, then the researcher started the lesson in that day. The teacher explained that today's material was about giving opinion. The researcher observes teaching and learning process while the teacher explaining how to give opinion after reading the newspaper. In this meeting, the researcher give some interesting articles and the teacher gives the articles from newspaper to each student, and asked them to choose the interesting article. All of students seem very interested choose newspaper they like. Then the teacher explained what they should do with newspaper and what was the correlation with today's material, but when the teacher explained, only some students listen seriously for teacher's explanation, most of students seemed to be not serious. After explanation from the teacher some students asked the related topic and the teacher answered clearly. Based on the teacher's instruction, the students read and comprehended the article again only some students did it seriously. After reading the news, students drew conclusion about what they wanted to tell

in front of the class. In this step there are about eleven (11) students drew conclusion. Then the teacher called students one by one in front of the class to tell their opinion. Other students who didn't come in front of the class gave reason that they were not ready yet to perform in front of the class. After some of students gave opinion, then they got feedback from teacher. Finally the teacher gave summary of the teaching and learning today and for about eleven (11) students gave serious attention then teacher gave homework for students and some students made notes. At the end of the class, the teacher and researcher convey salam. The students' response in the first meeting based on the data in the observation checklist was 62,8 %. (Appendices V)

b. Meeting 2

The second meeting focused on improving students' speaking ability. To begin the action the researcher entered the class and greeting the students. All of students responded the greeting from teacher. Then the teacher asked students' condition and gave the motivation. Most of students listened accurately to the teacher's motivation. To initiate the activities, the researcher checked the attendance list as usual. Then the researcher sat at the teacher's chair to observe the teaching and learning process. In this meeting the teacher asked the students whether they still remember the material in the previous meeting or not. Most of students answered "yes". The teacher made sure that students knew how to give opinion. The teacher

trying the students to force to enable speak more about their opinion after reading the news on newspaper.

In this meeting, the researcher focused on theory or explaining the material in speaking class. As in the previous meeting, the researcher provided some articles from newspaper. The teacher asked the researcher to give the article for each student, and choose the article they like. Then the teacher explained about the lesson and the rest of students listen seriously to the teacher explanations and sometimes some students asked question about the related topic, and the teacher answered clearly. Futhermore, students read and comprehended the article, but only some students did it seriously. Only twelve (12) students can drew conclusion based on the news studied. After that the teacher called students to come in front of the class, and about fiveteen (15) students come in front of the class, but only nine (9) students gave opinion for about 3-5 minutes. As usual the teacher gave feedback to the students after telling about their opinion. Then the teacher explained the summary of the lesson and students still gave good attention. Finally, the teacher gave homework to students and some of them made note about the homework. At the end of the class, the teacher motivated their spirit to improve their English. The situation in the class at the time was quite crowded because it was the impact of their activity in learning, and teaching learning for today is running well. The students' response in this class increase become 65,7 % (Appendices V) than in the first meeting.

c. Meeting 3

In third meeting, the researcher entered the class greeted and checked students' attendance list as usual and asked them to sit in a good position. All of students accepted the instruction accurately. Next, the teacher gave motivation about speaking to students. This is important to increase students' self-confidence. The researcher sat at teacher's chair when the class was started. The teacher asked the students one by one to know their comprehensibility about the material explained by the teacher, and about fifteen (15) students still remember well about the material.

In this meeting, the researcher brought news from newspaper then gave example to students how to give a good opinion. After students knew how to give a good opinion, and teacher asked the researcher to give the article from newspaper which had been provided by the researcher. Then the teacher explained about the point of the news, and about sixteen (16) students listened seriously for the teacher's explanation. When the teacher explained, some of students asked about the related topic. Then the teacher gave time to the students to read and comprehended the article, and about sixteen (16) students did it. After 10 minutes, the teacher commanded the students to draw conclusion about what they want to tell about the news on newspaper, and about fifteen (15) students drew the conclusion. Teacher called students in front of the class, again for about 16 students came, but only twelve (12) students who gave opinion 3-5 minutes. Finally, the teacher tells the summary of the lesson today and students XI IPA 2 class

gave good respect. After that the teacher did not forget to give homework to the students and some students made note about the homework from teacher. At the end of the class, teacher gave spirit to the students. In this meeting the students' responded increase become 68,5 % (Appendices V) more than in the first and second meeting. It was based on the data in the observation checklist.

3. Analyzing and Reflecting

After making the action, the researcher would like to analyze and reflect the data given in the first cycle, the researcher analyzed the values already obtained by students. The analyzing data as follows:

1. Analysis

a. Analysis of Teaching and Learning Process

The analysis of teaching and learning process done by referring to the information obtained from the observation checklist (to the teacher and the students). The information was about the students' and the teacher's activities in the class and also about media applied (appendices IV and V).

Based on the result of researcher's observation checklist (appendices V), the result of the observation to the students in teaching speaking activities that all of the students responded to the teacher's greeting. They answered the teacher's questions. When the teacher explained the topic, most of them did not pay attention but a part of them did it too, all of them followed the instruction given by the teacher to choose article from newspaper given by researcher and teacher. In the first and

second meeting some of students read the materials seriously but some of them are unserious. Most of students attention when the teacher gave more explanation about the lesson and the teacher motivated the students to study hard.

From observation checklist, it showed that the teacher started the meeting by greeting the students. Next, the teacher began the lesson and gave clear instructions about the objective and rules of the lesson. Then, the researcher explained the material about giving opinion. Finally, the researcher gave summary of the lesson and gave students' homework.

For the second meeting, all of students responded the teacher greeting and also paid attention when the teacher asked about what they reminded in last meeting, and in this meeting some of students paid attention, give respond, and asked question to the teacher's explanation. Most of students applied the newspaper.

For the last meeting or the third one, the teacher's guide the students to ask about related topic, then asked the students one by one to know their comprehensibility about the material which has been explained by the teacher. The researcher also provided example of news and give to the students how to give a good opinion. After the students understand, the teacher gave instruction to researcher to give the article for students. The class ended after the teacher told the summary of the lesson and gave homework to the students.

The percentage of observation checklist from the students' activities in the classroom while the implementation of newspaper for the first cycle is as formulation as below :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Max Score}} \times 100 \%$$

Based on the data recorded in the observation checklist for the students (appendices V and VI), it could be seen that percentage of students' activities in first cycle in the first meeting was 62,8 % in the second meeting 65,7 % in the third meeting 68,5 %. The researcher did not declare success if minimally 70 % students's respons well when newspapers are applied in the classroom. So the process of teaching learning in first cycle, students did not meet the criteria of success.

b. Analysis of the Students Learning Result

Pre-test was given to the students before the first meeting was conducted. Post-test was given to the students after meetings conducted, and the result of both tests could be seen on appendicesVIII.

Next, the researcher analyzed the students' average score to find out the students' speaking ability before and after implementing the newspaper. The result of test was put into the following and the calculation of the research was as formulated :

$$X = (\sum fx) / N$$

Where:

X = Mean

$\sum fx$ = Total score of all student

N = The number of sample.

The score of pre-test and post-test were obtained by the students after following the test. Then, the teacher got the students' average score from the pre-test. The total value of the test is derived by dividing the total number of students with the amount of student value. So, the average score of pre-test was 49,8 %. This score met fair the criteria of pre-test.

Furthermore, in doing post-test the teacher prepared based on the article on the newspaper. The average score of post-test was 65,4 %. The number showed that the implementation material from newspaper increase the students' speaking ability, although the score did not achieve the criteria of success yet. Finally, the researcher found out the teaching speaking by using newspaper in the first cycle was failed. So, the researcher tried to continue this research by applying newspaper in the second cycle.

2. Reflecting

To see whether the action was successful or not, the researcher as the teacher who observed the teaching and learning process made reflection.

The reflection was focused on the analysis in order to know whether the criteria of success were achieved or not.

The action taken in the first cycle was executed based on RPP that made at the beginning of the planning stage. The improvement of this teaching can be seen at the first implementation. After analyzing the result, in the first cycle facts were found with the result of teaching learning process. There some processes had not been achieved yet. It can be seen in average score they got. It's really showing the unsatisfying result. The students' speaking was still low.

B. Cycle 2

The researcher carried out the second cycle for two days. It was finished in two meetings. The implementation, the analysis, and the reflection of this cycle would be presented below:

1. Planning

Based on the result of analysis of teaching and learning process and the students result during the cycle one, the researcher agreed to do some revisions and improve the strategy in second cycle . The revision and the improvement were not only covered the strategy but also the way the teacher dealt with the students. The researcher and the students made the criteria of success.

2. The Implementing of the Action

In the second cycle, the implementation of the action was conducted in two meetings. Before implementing the action, the teacher prepared the materials, lesson plan, and other things that were needed in teaching learning process. The implementation of the action in the cycle two as follows :

a. Meeting 1

To begin it, the researcher entered the class and greeted the students. All of students responded the greeting from teacher. Next, the teacher asked the students' condition and checked the students' attendance. Then the teacher gave brainstorming for a few minutes by asking the students' situation and asked them to sit in a good position. The researcher opened the lesson by asking the students whether they still remembered the activities they had done at previous meeting. It was done to refresh the students' mind on activities. For the result, about nineteen (19) students still remember well the activities done at the previous meeting. All activities in this meeting were done in order to enable students to increase the students' speaking ability, especially in giving opinion. After the teacher giving brainstorming, the lesson started soon. The teacher continued the teaching by giving materials about giving opinion. It was about the ways to give opinion, and how to convey a good opinion. It would be done to avoid students forgetting the material. After that the teacher asked the researcher to give two news from newspaper. Then the teacher explained about the

article, and about thirteen (13) students listened seriously about the explanation from teacher, also about eight (8) students asked about related topic. Then the teacher asked the students to read newspaper for about 10 minutes. In this step, students read carefully and tried to comprehend the article seriously. Next, the researcher asked the students to draw conclusion about what they want to tell based on news they chose, and most of students drew a conclusion. Then teacher called students one by one to tell their opinion in front of the class, and about fifteen (15) students came in front of the class, but only nineteen (9) students told their opinion 3-5 minutes. After students giving their opinion, teacher gave feedback to the students, and about sixteen (16) listened to the teacher. Finally the teacher gave summary of the lesson, and gave homework to the students. The teacher asked the students to read newspaper about what happen in daily life again at home. The class closed when the bell rang.

When the teaching and learning process, the researcher monitored the students at back. They looked active and enjoy, some of students asked question. Based on observation checklist, the percentage of the learning process was 74,2 % (Appendices VI). The teacher felt satisfied that the class seemed well in speaking.

b. Meeting 2

The last meeting. To begin, the researcher entered the class and greeted the students, and asked the students' condition and checked attendance list as usual. All of students responded the opening of the lesson

well. The teacher gave motivation and spirit for students, and most of students listened seriously to the teacher. Then the teacher gave question to know whether they reviewed material or not. Most of the students could answer of the question. It means they listened to the teacher. Then, the teacher asked one of students to tell what news they read at home in front of the class. The other students listened to her and then give opinion about news explained by their friends. The class seem interested and active in warming activities. Next, the teacher commanded the researcher to give the article from newspaper that had been provided by the researcher, and all of students seem excited to wait the article. It proved when the researcher hold the article then students asked what news did the researcher brought in that day.

After the students chosed the article, the teacher asked them to read the news as usual. Like in the previous meeting after reading the newspaper the students drew the conclusion and most of students did it. They sometimes opened the dictionary and also asked the researcher and teacher about English words. Teacher called students in front of the class, and about seventeen (17) students come in front of the class, but nineteen (9) students who gave their opinion 3-5 minutes. As usual the teacher gave feedback after the students giving opinion. Finally, the teacher gave summary of the lesson and asked students to keep their spirit. Teacher also never forgot to give homework to the students. And the class ended when the bell rang. The researcher found students were increasing in speaking because of using

newspaper. The students' activities in the class also were increasing than in the first meeting, it was based on data in the observation checklist 78,5 % (Appendices VI).

3. Analyzing and Reflecting

After making the action, the researcher would like to analyze and reflecting the data that has been given in the first cycle, the researcher analyzed the value that the student has obtained. The analysis data as follows:

1. Analysis

a. Analysis of the Teaching and Learning Process

The analysis of teaching and learning process was done by referring to the information obtained from the observation checklist (to the teacher and the students) and the test. The information was about the students' and the teacher's activities in the class and also about the newspaper applied. The activities both of them can be seen in appendices V and VI.

Based on the result of observation checklist (see appendices V and VI), it was found that after being treated with the newspaper, the teaching and learning process became better. Related to the process of teaching and learning aspect, the researcher did not spend much time dealing with how to encourage the students to understand about newspaper. In this cycle the researcher could manage the time better.

Based on the data recorded in the observation checklist for the students, it could be seen that percentage of students' activities in second cycle in the first meeting was 74,2 %, and in the second meeting was 78,5 %. It was categorized in the good level. So, the teaching and learning in second cycle meet criteria of success.

b. Analysis of Students' Learning Result

The researcher analyzed the students' average score to find out the students speaking ability by using newspaper. The result of test was analyzed by using the following formula :

$$X = (\sum fx) / N$$

Where:

X = Mean

$\sum fx$ = Total score of all student

N = The number of sample.

From the result of students' average test score above (post-test cycle 2), the researcher found out that there was an increasing students' speaking ability by using newspaper in the second cycle and it was succesfull. The result of students' average test score of post-test the first and the second cycle were differences. In the first cycle, the students got average test score 65,45 %. While in the second cycle the students got average test score was 77, 04 %.

Finally, because of the teaching speaking by using newspaper was successful and got the average score 77,04 % means that the research finds the criteria of success. So, the researcher found the new theory in teaching speaking to the students. So, the teaching speaking by using newspaper could be continued by the researcher's collaborator in other days.

2. Reflecting

After having the analysis of teaching and learning process and analysis of students' learning result, all the subjects were able to develop their ability in speaking by using newspaper. The development was indicated by final speaking result of the students which could achieve good criteria of success. The average score of post test in cycle two was 77,04 %. It means using newspaper can increase the students' speaking ability

After the second cycle was conducted, students became better than in first cycle. Thus the second cycle was success. Students enjoy the lesson when learning is given by teaching using newspapers

A. Discussion

After having the reflection in first and second cycle, the researcher would like to make some discussions. Based on the reflection in first cycle, it can be seen that the teaching learning process in the first cycle does not meet the criteria of success. The students' average score in first cycle was 49,86 % in pre-test and 65,45 % in post-test. It's really the unsatisfying result, and the researcher had to continue next cycle in order to get the minimal result of this research.

The reflection in second cycle succeeded. The improvement of this teaching can be seen in the average score that they got. The students average score in this cycle were 77,04 %.

The difference score showed that after giving the treatment, the score of the students was better than before. It can be seen that there was significant in the improvement of the students' speaking ability after their teacher teach them using interesting media.

After applied the newspaper, the researcher saw that there were good responding from the students. The students were very interested. The students become more active, enjoy, and enthusiastic with newspaper in speaking learning process. Moreover, newspapers are more easily accepted by students because they were familiar with newspaper. From the observation that the researcher conducted, the researcher described that the process of increasing students' speaking ability at the class 2 IPA 2 of SMAN 2 Banda Aceh was successful. All students seemed happy and enjoy with newspaper.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discussed conclusions and suggestions as an inference of the result of the research finding presented in previous chapter. The conclusions are about the model of teaching speaking by using newspaper and the result of the students' speaking. While the suggestions are recommended for the teacher, students and for the future researcher.

A. Conclusion

Based on the findings in the previous chapter, some conclusions are drawn:

1. The implementation on using of newspaper article in teaching speaking can improve students' speaking skill for the second year students of XI IPA 2 class at SMA Negeri 2 Banda Aceh. Based on the result of students' test score showed that post-test scores was higher than pre-test scores. In first cycle there were three meetings, it is proved by the mean of pre-test was 49,86%, while the mean of post-test was 65,45%. And second cycle there were two meetings, as the result, the students got 77,04% in test. Therefore, it can be concluded that the newspaper can improve the students speaking ability.
2. Based on the observation checklist, it was found that after being this research by using newspaper, the teaching learning process become

better and gave a good impact to improving the learning result of the students. This could not be seen from some aspects.

In terms of the students' participation in the learning process, it shown that the activities in the second cycle work well in the students' speaking class. Different with in the first cycle, the researcher only encourages students to know ways of giving opinion and how to give a good opinion. But in the second cycle, the teacher did not only encourages the students to remind it after reading newspaper but also gave more motivation and help them by drew conclusion what they want to talk. So, teaching and learning process run well.

B. Suggestion

From the conclusions above, the researcher would like to propose some suggestions, it seems that using newspaper in learning speaking, especially giving opinion is a good media to make students enjoy and easy to increase speaking ability.

Here are some suggestions:

1. For the teachers, they might use newspaper article as their reference in teaching speaking skill. This teaching method is good for English teachers to implement in teaching learning process in order to help the students enjoy and fun in the learning activity. Thus, the students will be easy in understanding the learning materials.

2. For the students, the researcher suggest to try speak at home after learning at school. Students can learn together with friends, use other newspaper to read then share opinion with friends. It will be useful to increase their speaking ability.
3. At the end of the research, the researcher hopes this thesis will be useful for the researcher, teachers, and students, anyone who has concerned in teaching speaking.

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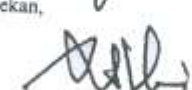
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
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TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

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- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed
2. Suraiya, M.Pd
Untuk membimbing Skripsi :
Nama : **Deviana Putri**
NIM : **231324311**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Assessing Classroom Action Research (A Collaborative Research on The Use of Newspaper Article in Teaching Speaking)**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Januari 2017
An. Rektor
Dekan,


Dr. Muhiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
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Nomor : B-778/Un.08/TU-FTK/ TL.00/01/2018

15 Januari 2018

Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Deviana Putri
N I M	: 231 324 311
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Taman Siswa Lr.Kek Tengah Merduati Banda Aceh

Untuk mengumpulkan data pada:

SMA 2 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Assessing Classroom Action Research (A Collaborative Research on The Use of Newspaper Article in Teaaching Speaking)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



Ag. Dakan,
Kepala Bagian Tata Usaha,

M. Said Parzah Ali



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 2
KOTA BANDA ACEH**

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Nomor : 060 /421/2018
Lamp : -
Hal : Telah Mengumpul Data

Banda Aceh, 02 Februari 2018

Kepada Yth,
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Keguruan (FTK) UIN Ar-raniry
Darussalam Banda Aceh
di-

Banda Aceh

Dengan Hormat.

Sehubungan dengan surat Kepala Dinas Pendidikan Aceh Nomor : 070/B.1/552.A/2018 tanggal 22 Januari 2018, Seperti tersebut pada pokok surat, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 2 Banda Aceh Menerangkan :

Nama : DEVIANA PUTRI
NIM : 231 324 311
Program Studi : Pendidikan Bahasa Inggris
Alamat : Banda Aceh

Telah melakukan pengumpulan data di SMA Negeri 2 Banda Aceh pada tanggal 22 s/d 29 Januari 2018 dalam rangka menyusun skripsi dengan judul: "ASSESSING CLOSSROOM ACTION RESEARCH (A COLLABORATIVE RESEARCH ON THE USE OF NEWSPAPER ARTICLE IN TEACHING SPEAKING)"

Demikian surat ini kami buat untuk dapat dipergunakan seperlunya.



APPENDIX IV List of Observation For Teacher

Subject : Class XI IPA 2 SMAN 2 Banda Aceh

Cycle : I

Meeting : 1, 2, and 3

Teaching Learning Stage	Description	Meeting					
		1		2		3	
		Yes	No	Yes	No	Yes	No
The Pre Teaching Activities	1.The teacher greets the students	✓		✓		✓	
	2.The teacher opened the lesson and gave clear instruction about the objective and rules of the lesson presented	✓		✓		✓	
	3. The teacher gave motivation for students.	✓		✓		✓	
The Whille Teaching Activities	4. The teacher prepared some interesting articles from newspaper,	✓		✓		✓	
	5. The teacher asked the students to choose article they like	✓		✓		✓	
	6. The teacher explains about the material.	✓		✓		✓	
	7. The teacher answered the question from students	✓		✓		✓	
	8. The teacher gave time for students to read and comprehend the article for about ten minutes	✓		✓		✓	
	9. The teacher asked students to make conclusion about what they want to tell based on news	✓		✓		✓	
	10.The teacher asked students one by one to tell their opinion orally based on what they read in front	✓		✓		✓	

	<p>of the class</p> <p>11. The teacher asked students to tell their opinion about 3-5 minutes</p> <p>12. The teacher gave feedback.</p>	✓		✓		✓	
		✓		✓		✓	
The Post Teaching Activities	<p>13. The teacher told the summary of the lesson</p> <p>15. The teacher gave task to students</p>	✓		✓		✓	
		✓		✓		✓	

APPENDIX V List of Observation For Students (Cycle One)

Teaching Learning Stage	Description	Meeting		
		1	2	3
The Pre Teaching Activities	1. The students responded the Teachers' Greetings	5	5	5
	2. The students listen for instruction from teacher about the objective and rules of the lesson .	5	4	4
	3. The students get motivation from teacher.	3	4	4
The Whille Teaching Activities	4. The students get interesting article from teacher	5	5	5
	5. The students chose the article they like	5	5	5
	6. The student listen explanation from teacher	2	3	3
	7. The students asked about the lesson	2	2	2
	8. The students read and comprehend the article for about ten minutes	2	2	3
	9. The students made conclusion about what they want to tell based on news	3	3	3
	10. The students told their opinion orally in front of the class	3	3	3
	11. The students told their opinion about 3-5 minutes	2	3	3
	12. The students got feedback from teacher	2	2	3
The Post Teaching Activities	13. The students listen for summary of the lesson	3	3	3
	14. The students made note about the task from teacher	2	2	2

Note :

1 = No one does

2 = Only some students do

3 = Half of students do

4 = Most of students do

5 = All of students do

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Max Score}} \times 100 \%$$

$$\text{Meeting One:} \quad \frac{44}{70} \times 100 \%$$

$$= 62,8 \%$$

$$\text{Meeting two:} \quad \frac{46}{70} \times 100 \%$$

$$= 65,7 \%$$

$$\text{Meeting Three} \quad \frac{48}{70} \times 100 \%$$

$$= 68,5 \%$$

APPENDIX VI List of Observation For Students (Cycle Two)

Teaching Learning Stage	Description	Meeting	
		1	2
The Pre Teaching Activities	1. The students responded the Teachers' Greetings	5	5
	2. The students listen for instruction from teacher about the objective and rules of the lesson .	5	5
	3. The students get motivation from teacher.	3	4
The Whille Teaching Activities	4. The students get interesting article from teacher	5	5
	5. The students chose the article they like	5	5
	6. The student listen explanation from teacher	3	4
	7. The students asked about the lesson	3	3
	8. The students read and comprehend the article for about ten minutes	3	3
	9. The students made conclusion about what they want to tell based on news	4	4
	10. The students told their opinion orally in front of the class	3	4
	11. The students told their opinion about 3-5 minutes	3	3
	12. The students got feedback from teacher	3	3
The Post Teaching Activities	13. The students listen for summary of the lesson	3	3
	14. The students made note about the task from teacher	4	4

Note :

1 = No one does

2 = Only some students do

3 = Half of students do

4 = Most of students do

5 = All of students do

$$\begin{aligned} \text{Average Score} &= \frac{\text{Total Score}}{\text{Max Score}} \times 100 \% \\ \text{Meeting One} &= \frac{52}{70} \times 100 \% \\ &= 74,2 \% \\ \text{Meeting Two} &= \frac{55}{70} \times 100 \% \\ &= 78,5 \% \end{aligned}$$

APPENDIX VII

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 2 Banda Aceh

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Kompetensi Inti :

- Menghayati dan Mengamalkan ajaran agama yang dianutnya
- Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, responsif, pro aktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menepatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar :

- Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator :

- Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
- Menyapa guru dan teman dengan santun
- Mengucapkan tindak tutur menyampaikan pendapat secara lisan sesuai konteks.

Tema : Peristiwa

Aspek / Skill : Speaking

Alokasi Waktu : 6 x 45 Menit

1. Tujuan Pembelajaran

Setelah mengikuti pembelajaran siswa mampu :

a. Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima.

b. Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan dapat diterima.

c. Mengucapkan tindak tutur menyampaikan pendapat secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

d. Menggunakan tindak tutur menyampaikan pendapat secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh.

2. Materi Pembelajaran

- Giving Opinion

3. Metode Pembelajaran : Individual Approach (Using Newspaper)

4. Langkah-langkah kegiatan

Pertemuan Pertama :

a. Kegiatan Pendahuluan

- Salam Pembuka

- Tanya Jawab terkait kondisi siswa

- Menyampaikan tujuan pembelajaran

- Apersepsi dan Motivasi

b. Kegiatan Inti

- Guru menyiapkan artikel yang menarik dari koran dan artikel yang diberikan sesuai dengan pengetahuan siswa.
- Setelah guru memberikan artikel, siswa memilih artikel yang mereka sukai.
- Guru menjelaskan materi pembelajaran.
- Dengan arahan guru siswa menanyakan tentang materi yang berkenaan.
- Guru memberikan waktu ke siswa untuk membaca dan memahami berita yang telah dipilih lebih kurang sepuluh menit.
- Dengan arahan guru siswa membuat kesimpulan tentang opini apa yang akan mereka sampaikan berdasarkan berita.
- Guru menyuruh siswa menyampaikan opini mereka di depan kelas satu persatu berdasarkan berita yang mereka pilih.
- Siswa menyampaikan opininya dalam waktu 3-5 menit.
- Guru memberikan feedback.

c. Penutup

- Menanyakan kesulitan siswa selama PBM
- Menyimpulkan materi pembelajaran
- Melakukan refleksi bersama terhadap pembelajaran yang telah dilaksanakan

5. Sumber, dan Alat Belajar

- Newspaper (*Serambi*)
- Kamus

6. Penilaian

- a. Teknik : Lisan

b. Bentuk : Unjuk Kerja (Performance)

Pertemuan Kedua

a. Kegiatan Pendahuluan

- Salam Pembuka
- Tanya Jawab terkait kondisi siswa
- Menyampaikan tujuan pembelajaran
- Apersepsi dan Motivasi

b. Kegiatan Inti

- Guru menyiapkan artikel yang menarik dari koran dan artikel yang diberikan sesuai dengan pengetahuan siswa.
- Setelah guru memberikan artikel, siswa memilih artikel yang mereka sukai.
- Guru menjelaskan materi pembelajaran.
- Dengan arahan guru siswa menanyakan tentang materi yang berkenaan.
- Guru memberikan waktu ke siswa untuk membaca dan memahami berita yang telah dipilih lebih kurang sepuluh menit.
- Dengan arahan guru siswa membuat kesimpulan tentang opini apa yang akan mereka sampaikan berdasarkan berita.
- Guru menyuruh siswa menyampaikan opini mereka di depan kelas satu persatu berdasarkan berita yang mereka pilih.
- Siswa menyampaikan opininya dalam waktu 3-5 menit.
- Guru memberikan feedback.

c. Penutup

- Menanyakan kesulitan siswa selama PBM
- Menyimpulkan materi pembelajaran
- Melakukan refleksi bersama terhadap pembelajaran yang telah dilaksanakan

5. Sumber, dan Alat Belajar

- Newspaper (*Serambi*)
- Kamus

6. Penilaian

- a. Teknik : Lisan
- b. Bentuk : Unjuk Kerja (Performance)

Pertemuan Ketiga

a. Kegiatan Pendahuluan

- Salam Pembuka
- Tanya Jawab terkait kondisi siswa
- Menyampaikan tujuan pembelajaran
- Apersepsi dan Motivasi

b. Kegiatan Inti

- Guru menyiapkan artikel yang menarik dari koran dan artikel yang diberikan sesuai dengan pengetahuan siswa.
- Setelah guru memberikan artikel, siswa memilih artikel yang mereka sukai.
- Guru menjelaskan materi pembelajaran.
- Dengan arahan guru siswa menanyakan tentang materi yang berkenaan.

- Guru memberikan waktu ke siswa untuk membaca dan memahami berita yang telah dipilih lebih kurang sepuluh menit.
- Dengan arahan guru siswa membuat kesimpulan tentang opini apa yang akan mereka sampaikan berdasarkan berita.
- Guru menyuruh siswa menyampaikan opini mereka di depan kelas satu persatu berdasarkan berita yang mereka pilih.
- Siswa menyampaikan opininya dalam waktu 3-5 menit.
- Guru memberikan feedback.

c. Penutup

- Menanyakan kesulitan siswa selama PBM
- Menyimpulkan materi pembelajaran
- Melakukan refleksi bersama terhadap pembelajaran yang telah dilaksanakan

5. Sumber, dan Alat Belajar

- Newspaper (*Serambi*)
- Kamus

6. Penilaian

- a. Teknik : Lisan
- b. Bentuk : Unjuk Kerja (Performance)

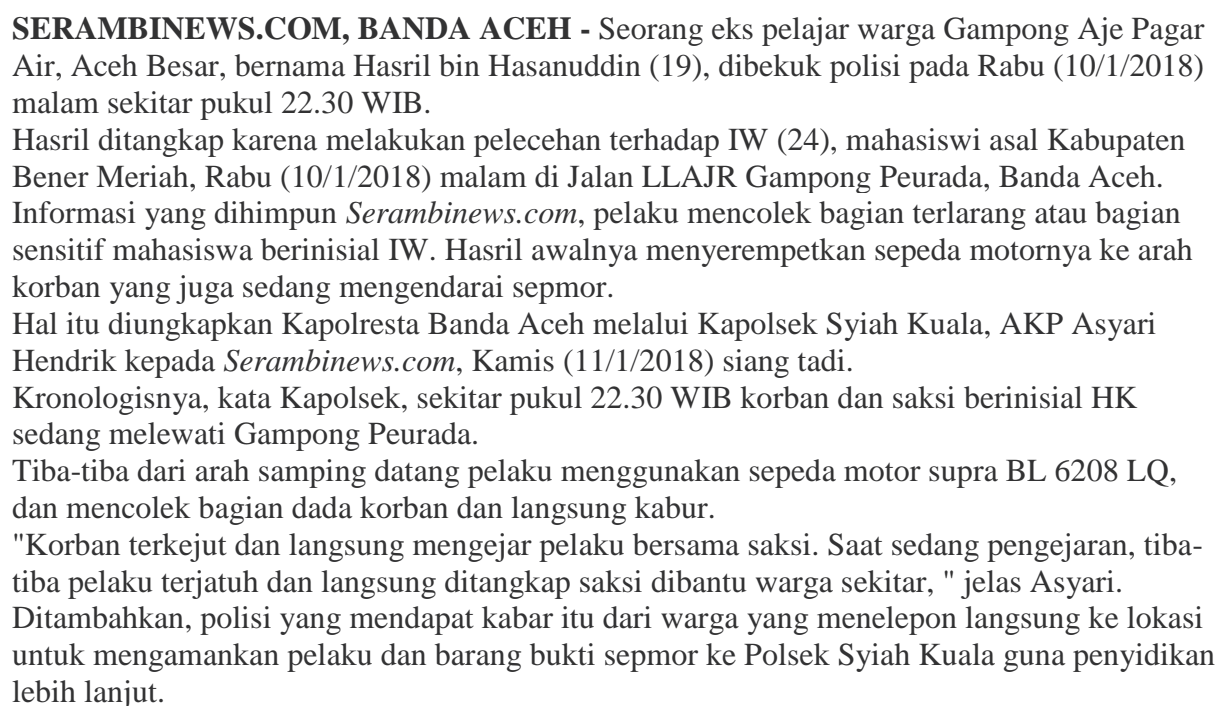
APPENDIX VIII Instrument Pre-Test For Students

Assignment :

Choose one of the topic below, you may tell your opinion about the topic in more or less 3-5 minutes. You may tell about :

1. The dangerous of drugs for teens.
2. Break the fast together with non muslim.

Remaja Ini Serempet Motor Lalu Colek Area Terlarang Mahasiswi di Peurada



"Kasus ini akan kami limpahkan ke Wilayatul Hisbah (WH) hari ini. Sebab pelanggaran yang dilakukan pelaku diatur dalam qanun jinayat beserta sanksinya," demikian Kapolsek Syiah Kuala.(*)

Warga Lhokseumawe Dihebohkan Penemuan Bayi Perempuan di Dalam Kardus



SERAMBINNEWS.COM, LHOKSEUMAWE - Seorang bayi perempuan mungil yang diperkirakan baru lahir, ditemukan dalam kardus di depan sebuah kios milik Sakdiah (58) Desa Blang We Baroh, Kecamatan Blang Mangat, Lhokseumawe, Minggu (14/1/2018) sekitar pukul 08.00 WIB.

Sejauh ini belum diketahui siapa orang tua yang tega membuang bayi tersebut. Penemuan itu pun menghebohkan warga Lhokseumawe.

Berdasarkan informasi yang dihimpun *Serambinews.com*, pagi tadi anak Sakdiah keluar dari rumahnya dan melihat ada satu kardus terletak di depan kios dekat rumahnya tersebut. Saat dibuka kardus terlihat bayi, sehingga ia langsung memberi tahu ibunya.

Selanjutnya Sakdiah menginformasikan kepada Keuchik Blang We Baroh dan melaporkan ke Polsek Banda Sakti.

Tidak lama kemudian, polisi tiba di lokasi, memasang *police lined* dan membawa bayi itu ke Rumah Sakit Umum Cut Mutia Buket Rata untuk proses pemeriksaan kesehatan bayi.(*)

Assignment:

1. Choose one of the topic above.

2. Read and comprehend the topic you have chosen.
3. Tell your opinion on the topic you have chosen in more or less 3-5 minutes

APPENDIX IX Instrument post-test 2

Siswa dan Guru Berprestasi di Subulussalam Dapat Penghargaan, Uang Tunai dan Biaya Umrah



SERAMBINNEWS.COM, SUBULUSSALAM - Ratusan murid dan siswa berprestasi termasuk guru di Kota Subulussalam mendapat penghargaan dari pemerintah setempat.

Penghargaan tersebut diserahkan Wali Kota Subulussalam H Merah Sakti SH, di Gedung Serbaguna Pendapa Wali Kota Subulussalam, Sabtu (13/1/2018).

Bantuan berprestasi tersebut berupa uang tunai bagi murid dan siswa berprestasi.

Sedangkan untuk guru berupa biaya perjalanan umrah.

Kepala Dinas Pendidikan dan Kebudayaan Kota Subulussalam H Irwan Yasin M.Si mengatakan, bantuan tersebut telah bergulir selama tiga tahun dan akan terus ditingkatkan.

Para murid dan siswa berprestasi yang mendapat bantuan pemerintah tampak sumringah saat menghadiri ke lokasi pendapa wali kota.

Tak hanya murid dan siswa, kegiatan penyerahan penghargaan prestasi turut dihadiri orang tua anak dan guru pendamping.(*)

Warga Takengon Diduga Dihipnotis, Uang Rp 350 Juta Raib, Pelaku Ikut Bantu Cairkan Uang di Bank



SERAMBINNEWS.COM, TAKENGON – Damai, seorang warga Kampung Tetunyung, Kecamatan Lut Tawar, Kabupaten Aceh Tengah, diduga menjadi korban hipnotis.

Tak tanggung-tanggung, pelaku berhasil menguras uang milik korban Rp 300 juta lebih. Kasus hipnotis ini, terjadi pada Selasa (9/1/2018) lalu, di salah satu bank di kota dingin Takengon.

Aksi kriminal dengan cara hipnotis ini baru mengemuka seiring dengan mulai beredarnya video kejadian tersebut. Video ini dengan cepat menyebar di kalangan masyarakat.

Dalam video tersebut, korban yang ketika itu mengenakan jaket training dengan balutan peci, ditemani salah seorang yang diduga sebagai pelaku menarik uang di salah satu bank di Takengon.

Dalam video berdurasi lebih satu menit itu, pelaku yang mengenakan jaket jeans, terlihat dengan santai ikut membantu korban mengemasi uang ratusan juta ke dalam kantong plastik setelah menarik uang dari counter teller (meja kasir).

“Kejadian itu memang benar. Dan sudah dilaporkan ke polisi,” kata salah seorang keluarga korban, Nadia Resti ketika dihubungi *Serambinews.com*, Jumat (12/1/2018).

Disebutkan Nadia, sebelum kejadian, orang tuanya dijumpai seseorang yang tidak dikenal di Jalan Sengeda, Kota Takengon. Tak lama setelah berbincang-bincang, korban justru sempat pulang ke rumah untuk mengambil mobil dan buku tabungan.

“Setelah itu, bapak mengambil uang ke bank dan menyerahkannya ke pelaku. Setelah sadar, uang dan orang yang tidak dikenal tadi sudah tidak ada,” jelas Nadia yang merupakan seorang anak korban. (*)

Assignment:

1. Choose one of the topic above.
2. Read and comprehend the topic you have chosen.
3. Tell your opinion on the topic you have chosen in more or less 3-5 minutes

APPENDIXES X The Result of Students' Speaking Ability In Pre-Test Cycle one

The Result and Analysis of The Students' Speaking Ability in Pre-Test

No	Name of Students	Fluency	Accuracy	Comprehensibility	Score
1.	Afan Kamal	3	3	3	50
2.	Aiza Razali	2	3	3	44,4
3.	Alif Hilmy Rizkya	2	3	3	44,4
4.	Andika Dwi Perkasa	3	4	3	55,5
5.	Arifin Nahri	4	3	3	55,5
6.	Cut Handayani	2	3	3	44,4
7.	Cut Nyak Thufaila	3	2	3	44,4
8.	Cut Tari Annisa	3	3	4	55,5
9.	Fathih Akbar Pratama	3	2	3	44,4
10.	Giovanni Elvia	2	3	3	44,4
11.	Hafizh Asad	2	3	2	38,8
12.	Indah Lainatul	3	2	3	44,4
13.	T.Muhammad Farhan	3	2	3	44,4
14.	M.Ikhsan Maulana	4	3	4	61,1
15.	Muhammad Haris	3	2	4	50
16.	Nelsifa Azkia	2	3	3	44,4
17.	Nita Rahmi	2	2	3	38,8
18.	Rahul Azmi	3	3	3	50
19.	Sabila Qurasifa	4	4	4	67
20.	Sazkia Zahara	3	2	3	44,4
21.	Sharon Alfin	3	4	3	55,5
22.	Syifa Salsabila	4	4	3	66,6

$$\begin{aligned}
 \text{Percentage of Average} &= \frac{1097}{22} \times 100 \% \\
 &= 49,86 \%
 \end{aligned}$$

APPENDIXES XI The Result of Students' Speaking Ability In Post-Test (Cycle One)

The Result and Analysis of The Students' Speaking Ability in Post-Test

No	Name of Students	Fluency	Accuracy	Comprehensibility	Score
1.	Afan Kamal	5	4	5	77,7
2.	Aiza Razali	3	3	4	55,5
3.	Alif Hilmy Rizkya	3	4	4	61,1
4.	Andika Dwi Perkasa	3	4	4	61,1
5.	Arifin Nahri	4	4	4	66,6
6.	Cut Handayani	3	4	4	61,1
7.	Cut Nyak Thufaila	4	3	4	61,1
8.	Cut Tari Annisa	4	4	5	72,2
9.	Fathih Akbar Pratama	4	3	4	61,1
10.	Giovanni Elvia	3	4	4	61,1
11.	Hafizh Asad	3	3	3	50
12.	Indah Lainatul	4	3	4	61,1
13.	T.Muhammad Farhan	4	4	4	66,6
14.	M.Ikhsan Maulana	4	3	4	61,1
15.	Muhammad Haris	5	4	5	77,7
16.	Nelsifa Azkia	4	3	5	66,6
17.	Nita Rahmi	3	4	4	61,1
18.	Rahul Azmi	3	3	4	55,5
19.	Sabila Qurasifa	4	4	4	66,6
20.	Sazkia Zahara	5	5	5	83,3
21.	Sharon Alfin	4	3	4	61,1
22.	Syifa Salsabila	4	5	4	77,7

$$\begin{aligned}
 \text{Percentage of Average} &= \frac{1440}{22} \times 100 \% \\
 &= 65,45 \%
 \end{aligned}$$

APPENDIXES XII The Result of Students' Speaking Ability In Post-Test (Cycle two)

The Result and Analysis of The Students' Speaking Ability in Post-Test

No	Name of Students	Fluency	Accuracy	Comprehensibility	Score
1.	Afan Kamal	5	5	6	88,8
2.	Aiza Razali	5	4	5	77,7
3.	Alif Hilmy Rizkya	5	5	5	83,3
4.	Andika Dwi Perkasa	4	5	5	77,7
5.	Arifin Nahri	5	4	5	77,7
6	Cut Handayani	5	4	5	77,7
7.	Cut Nyak Thufaila	5	4	5	77,7
8.	Cut Tari Annisa	4	5	5	77,7
9.	Fathih Akbar Pratama	5	5	5	83,3
10	Giovanni Elvia	4	5	5	77,7
11	Hafizh Asad	5	5	4	77,7
12	Indah Lainatul	4	5	5	77,7
13	T.Muhammad Farhan	5	5	6	88,8
14	M.Ikhsan Maulana	4	4	4	66,6
15	Muhammad Haris	5	4	5	77,7
16	Nelsifa Azkia	5	4	5	77,7
17	Nita Rahmi	4	4	4	66,6
18	Rahul Azmi	4	3	4	61,1
19	Sabila Qurasifa	4	4	4	66,6
20	Sazkia Zahara	5	5	6	88,8
21	Sharon Alfin	4	4	4	66,6
22	Syifa Salsabila	4	5	5	77,7

$$\begin{aligned}
 \text{Percentage of Average} &= \frac{1695}{22} \times 100 \% \\
 &= 77,04 \%
 \end{aligned}$$

AUTOBIOGRAPHY

1. Name : Deviana Putri
2. Date of Birth : December 20th, 1994
3. Sex : Female
4. Religion : Islam
5. Ethnic/ Nationality : Aceh / Indonesia
6. Status : Single
7. Occupation : University Student
8. Address : Banda Aceh
9. Name of Parents
 - a. Father : Hanafiah Umar
 - b. Mother : Isnawati Syahbuddin
 - c. Occupation : Ibu Rumah Tangga
 - d. Address : Lhokseumawe
10. Educational Background
 - a. Elementary School : MIN Kutablang Lhokseumawe, 2007
 - b. Junior High School : MTSS Darussyariah Banda Aceh, 2010
 - c. Senior High School : SMAN 2 Banda Aceh, 2013
 - d. University : Ar-Raniry Islamic State University