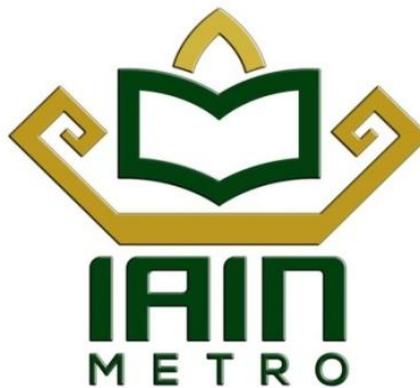


AN UNDERGRADUATE THESIS

**USING MACROMEDIA FLASH ANIMATION
TO INCREASE THE STUDENTS' SPEAKING SKILL
AMONG THE EIGHTH GRADE AT SMPN 1 PUNGGUR
IN THE ACADEMIC YEAR OF 2018 / 2019**

**By :
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STUDENT ID. 14127777**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

**USING MACROMEDIA FLASH ANIMATION
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IN THE ACADEMIC YEAR OF 2018 / 2019**

**Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AMONG THE EIGHTH GRADE AT SMPN 1 PUNGGUR
IN THE ACADEMIC YEAR OF 2018 / 2019**

ABSTRACT

**By:
NUR RAHMAWATI**

The aimed of this study is to increase students' speaking skill of the eighth grade of the SMPN 1 Punggur by using Macromedia Flash Animation in the academic year of 2018 / 2019.

This research is Classroom Action Research (CAR), which consisted of two cycles and each cycle consisted of four steps that were planning, acting, observing and reflecting. The subjects of the research were 34 students of class VIII 6 of SMPN 1 Punggur. The research was conducted in two cycle and each cycle consisted of two meetings

The results of this research showed that from two cycles , the students' average scores for the speaking skill are 60 in pre-test, then 69 in post-test I and 76 in post-test II. The students passed Minimum Standard Criteria (MSC) at least 73. It concluded that Macromedia Flash Animation was successful to increasing students' speaking skill.

Key Words: Macromedia flash, Speaking Skill, Classroom Action Research

**PENGUNAAN ANIMASI MACROMEDIA FLASH
UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA
PADA KELAS VIII DI SMPN 1 PUNGGUR
TAHUN PELAJARAN 2018 / 2019**

ABSTRAK

**Oleh:
NUR RAHMAWATI**

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa kelas VIII SMPN 1 Punggur dengan menggunakan *Animasi Macromedia Flash* pada tahun pelajaran 2018/ 2019.

Penelitian ini, yang merupakan *Penelitian Tindakan Kelas (CAR)* , yang terdiri dari dua siklus dan setiap siklus terdiri dari empat tahap yaitu perencanaan, tindakan, pengamatan dan refleksi. Subyek penelitian adalah 34 siswa kelas VIII 6 SMPN 1 Punggur. Penelitian telah dilakukan dua kali siklus dan setiap siklus terdiri dari dua kali pertemuan.

Hasil penelitian ini menunjukkan bahwa dari dua siklus, nilai rata-rata keterampilan berbicara siswa adalah 60 pada pre-tes, lalu 69 pada post-test I dan 76 pada post-test II. Para siswa dapat melampaui Standar Kriteria Minimal tepatnya 73. Disimpulkan bahwa *Animasi Macromedia Flash* berhasil meningkatkan keterampilan berbicara siswa.

Kata Kunci: *Macromedia Flash, Keterampilan Berbicara, Penelitian Tindakan Kelas*



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To The Honorable,
The Dean of Tarbiyah Faculty
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat dimunafqsyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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APPROVAL PAGE

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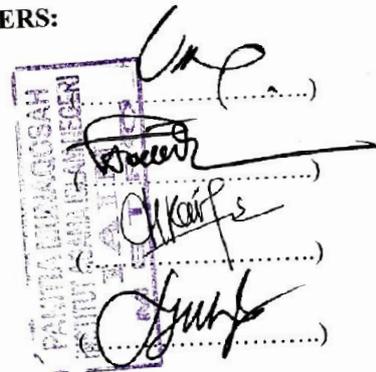
No: B-1240/m-28-1/D/PP-00.2/09/2019

An Undergraduate Thesis entitled: **USING MACROMEDIA FLASH ANIMATION TO INCREASE THE STUDENTS' SPEAKING SKILL AMONG THE EIGHTH GRADE AT SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2018/2019**

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, April 2019

 Researcher,

Nur Rahmawati
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Yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2019



Penulis,


Nur Rahmawati
NPM. 14127777

MOTTO

وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ

My Succes is only by Allah (Q.S 11:88)

*It's not the end yet, no matter we have to do,
we have to make it to the end
~Christoper Bang~*

DEDICATION PAGE

This undergraduate thesis is dedicated to:
My beloved parents, all of my friends and others whom I can't mention
one by one, thanks for every support, love, smile, prayer, sweat,
patience, warmth, happiness, and togetherness sincerely given to me.

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Praise be to ALLAH the Most Gracious and the Most Merciful, ALLAH SWT who always gives her all the best of this life and there is no doubt about it. So the researcher could finish this undergraduate thesis entitled “ Using Macromedia Flash Animation to Increase the Students’ Speaking Skill among the Eighth Grade at SMPN 1 Punggur in the Academic Year of 2018 / 2019 “.

The researcher would like to thanks to Prof. Dr. Enizar, M.Ag, who has given permission to the writer to done this research. Then ,the researcher would like to thanks Mrs. Dr. Umi Yawisah, M. Hum and Mrs. Syahreni Siregar, M. Hum who have constantly given their endorsement, time, and guidance so that the researcher could finish the Undergraduate thesis.

The researcher hopes that this little piece of work can be useful for me and for all the readers, and also this paper can contribute soothing to the betterment of English teaching and learning in general. May all of your helps will get reward from the Greater, Allah. And the last the reseacher hope this proposal can be beneficial for the readers and all. Amin .

Metro, April 2019

Nur Rahmawati
St. Number.
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the tool of communication and has a main role in human lives. We can express the ideas, experiences, suggestions, and feelings to others by using language. Not only the device in communication but also something makes us be a stick together between countries. Therefore, we need an international language.

English is the most language used in many states. Therefore, English is applied as an international language. Indonesian people need to master English in order to communicate with foreigners; especially since Indonesia is a member of AEC (Asian Economic Community), mastering it is very important. Besides, it is used to education, culture, technology, knowledge, politics and social relations. By expert it, make us easier to follow the development era.

In Indonesia, English is the first foreign language. English is one of compulsory subjects that are taught in schools, starting from kindergarten school to the university. English consists of four skills as a subject should be mastered, there are listening, speaking, reading and writing. To develop English skills, we need to understand the aspects of skills; there are grammar, vocabulary, pronunciation and spelling.

Speaking have main role to communicate. Moreover, it can facilitate in language acquisition and development. Speaking is crucial part of foreign language learning and teaching process in Indonesia. Nowadays, every school is require that aim the teaching speaking is to increase students communicative skill, by speaking the students get the information, they can give an explanation it with oral language, students also can learn how to use language, express themselves, get communicate and give information to other students around the world.

However today, many teachers agree that increase students speaking skill by using English in their daily activity, the student have to learn speak English to start communication and interaction. The students have to master the component of speaking. In the process of learning and teaching, teacher should makes students interest in learning English more. Teacher has to uses way to teach speaking, such as approach, method, media and strategy, it can help the students be easier to start communicate between seatmate, classmate and teachers. Make students feel easy to practicing their speaking skill.

Based on information from the English teacher in SMPN 1 Punggur, many students get difficulties in their speaking skill, Those problems appear from some factors such as the media in teaching process and then the students. The students need media which can help them to increase the idea to speak and also make them enjoy. Media is one of the alternatives, media which were equipped with visual

presentation like animation that can help the students to acquire the use of the expressions in the real situation, hear the correct pronunciation of some words, and also make the enjoy. Another problems came from the students. The students are shy to speak, low motivation, less self confidence, afraid of making mistakes because they have limited vocabularies, the students look confuse if the teacher call one by one of them came in front of class to performance their speaking skill.

Related to the point of view above, the reseacrhер wants to use macromedia flash animation in teaching speaking skill of the eighth grade students of SMPN 1 Punggur. By using macromedia flash animation in the learning process, the researcher hopefully it can support students to increase their understanding, help and also motivate the students mastering English speaking skill. It gives much opportunity for the students to practice their skill. Macromedia flash animation is learning process using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled by computer. It make the teaching-learning process more attractive than before. This statment corroborated by the result of pre-survey at the eighth grader of SMPN 1 Punggur that can be known as follows :

Table 1

The Pre Survey data of Speaking Skill at the eleventh grade students of SMPN 1 Punggur

NO	Name	Scores	Criteria
1	AN	55	Failed
2	AK	60	Failed
3	AFR	50	Failed
4	AAL	75	Passed
5	AF	60	Failed
6	BR	45	Failed
7	BP	70	Failed
8	BRS	65	Failed
9	BDS	60	Failed
10	CAU	60	Failed
11	CAN	70	Failed
12	DRE	65	Failed
13	DNN	75	Passed
14	DV	70	Failed
15	FN	70	Failed
16	GRW	60	Failed
17	HRW	65	Failed
18	IMH	60	Failed
19	IW	75	Passed
20	LA	55	Failed
21	MAW	60	Failed
22	MNS	60	Failed
23	NM	65	Failed
24	NAP	85	Passed
25	NH	75	Passed
26	PNS	65	Failed
27	RIR	55	Failed
28	RAP	45	Failed
29	RI	65	Failed
30	SAS	50	Failed
31	SDA	60	Failed
32	SH	65	Failed
33	TSA	65	Failed
34	WMW	75	Passed

Source : The test result, taken on March, 14th 2018

Based on the result of pre-survey data above, the researcher found that students who passed for the oral test with the highest grade 80 and the lowest 46, with the minimum mastery criteria for English subject is 73, the data can be known as follows:

Table 2
Data of Passing Grade Criteria

No	Grade	Explanation	Total of Students	Presentase
1	≥ 73	Pass	6	17.6%
2	≤ 73	Fail	28	82.4%
Total			34	100%

Source : The test result, taken on March, 14th 2018

B. Problem Identification.

Based on the background of study, researcher found that the students speaking score still low.

C. Problem Limitation.

Based on the problem identification above, researcher will focus on the increase the students' speaking skill by using macromedia flash animation at the eighth grade of SMPN 1 Punggur.

D. Problem Formulation.

Based on the identification and limitation above, the researcher underline the problem as follows :

“Can the macromedia flash animation increase the student speaking skill at the eighth grade of SMPN 1 Punggur?”

E. Objective the Research.

The objective of this research is to know whether the macromedia flash animation can increase the students' speaking skill.

F. Benefit of the Study.

The usefulness of this researcher are :

1. For the Teacher.

This research is hopefully motivating teachers to apply Multimedia in their teaching in order to make the process of teaching speaking more creative and fun.

2. For the students.

The result is expect to improve the students' speaking skill that supports the successfulness in language learning.

3. For the Researcher.

The research is expect to be an experience in doing a research to find problem, plan, implement and evaluate actions to solve the problems relate to the process of teaching and learning of English.

G. Prior Research

In this research, the writer takes review of related literature from the other thesis as comparison. The first was conducted by Rara Diska Nurhana with the title *"Improve the reading skills of 8th grade students of*

SMP Raden Fatah Cimanggu, Cilacap by using Interactive Multimedia”¹ in her research, she aimed that the using of the Interactive Multimedia could improve the students’ reading skills at SMP Raden Fatah Cimanggu. The results of her research show that there is improvement of the students’ reading skills through the use of Interactive Multimedia. The students made a good improvement in some aspects of reading skills, such grammatical words classes, system, particular meaning, and task achievement. They were more confident to reading aloud. They actively participated during the teaching and learning process.

The second study had been done by Zarkoni, entitled “ *The use of macromedia flash player to improve vocabulary mastery in the seventh grade of MTs SA Pancasila Salatiga*”² The aims of his research are to describe the students’ vocabulary mastery which are not taught by using macromedia flash player and to know the students’ vocabulary mastery which are taught by using macromedia flash player, to know the students’ mastery on vocabulary before and after using macromedia flash player. The result of his research shows that using macromedia flash player is effective to increase students’ vocabulary mastery.

Related to the prior research above, the researcher would like to continue the previous studies by the title “Using Macromedia Flash Animation to Increase Students’ Speaking Skill at the Eight Grade of

¹ Rana Diska Nurhana, “*Improve the reading skills of 8th grade students of SMP Raden Fatah Cimanggu*,”Yogyakarta September,16,2014.

² Zarkoni,” *The use of macromedia flash player to improve vocabulary mastery in the seventh grade of MTs SA Pancasila Salatiga*”,Salatiga March 05, 2014.

SMPN 1 Punggur”. This study has own goal and limitation, so this study is not plagiarism.

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Speaking

1. Definition of Speaking Skill

Thornburry stated that speaking is so much a part of daily life that we take it or granted. The average person produces tens of thousands of words a day, although some people-like auctioneers-may produce even more than that.³ From the statement it can be concluded that speaking dominating our life because speaking is an activity using by someone to communicate. It takes place every where and has become part of our daily activities.

According to Cameron speaking is the active use of language to express meanings, so that other people can make sense of them.⁴ It means that we are express our ideas, feelings and desires to others by speaking. People can also share information to other through communication. In some situations, speaking is use to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

³ Scott Thornburry,2005, *How to Teach Speaking*, New York: Pearson Education Limited,p.1.

⁴ Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. p.41

Chomsky in Garnham said linguistic performance is the actual use of language in contexts and also William O’Grady stated that linguistic competence was the ability in producing and understanding an uncountable number of utterances. From the two definitions above, speaking skill consisted of linguistic performance and linguistic competence. In brief, it is said that speaking skill is a mental motor skill consisting of the coordination of sound, mechanism, which produced by our muscles and mental aspect. That is how to arrange the meaningful words and sounds.⁵

From the explanation above, the researcher concludes that speaking skill is always relevant to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the situation.

2. Aspect of Speaking Skills

There are five aspects as follow :

a. Fluency

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes: the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar. The ability to communicate ideas

⁵ LE THI NGOC DIEP, “*MEASUREMENT OF FACTORS AFFECTING ENGLISH SPEAKING SKILLS OF STUDENTS AT THE FOREIGN LANGUAGES DEPARTMENT OF VAN LANG UNIVERSITY*”, RESEARCH AND SCIENCE TODAY, Spring 2017, No. 1(13)/2017 ISSN-P: 2247-4455 / ISSN-E: 2285-9632. P.139

effectively, the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. It is sometimes contrasted with **accuracy**, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.⁶

b. Pronunciation

Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.⁷ Moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily.

c. Vocabulary

Vocabulary instruction is use to help students learn new words and to help them acquire a deeper understanding of the words they know. Attending to students' vocabularies is an important part of enhancing their ability to read, write, speak, listen, and think.⁸ Vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly. Which

⁶ Jack C Richards, 2002, *Dictionary of Language Teaching and Applied Linguistics*, 3rd edition, Malaysia: Longman. P 204.

⁷ Lucy Pollard , 2008, *Lucy Pollard 's Guide to Teaching English*, p.65

⁸ Andrew P. Johnson, 2008, *Teaching Reading and Writing_ A Guidebook for Tutoring and Remediating Students* , New York: USA. p.93

spoken language differs from written language is that the choice of vocabulary is very different. Written vocabulary is formal, and explicit. Spoken vocabulary tends to be familiar, and every day. From that statement we can conclude that the appropriate way to develop the students' speaking skill is made sure that the vocabulary use in the speaking topic is familiar for them.

d. Grammar

Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.⁹ Thus, grammar is needed to make a good understanding and comprehension between speaker and listener. However, most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not able to produce sentences that grammatically correct. Realizing that the students' grammar mastery is very weak; in addition, they feel embarrassed when they want to produce English sentences orally.

e. Comprehension

Gerald stated that comprehension is the essence of reading because the goal of written language is communication of messages. If

⁹ Ann Batko, Edward Rosenheim , 2004, *When Bad Grammar Happens to Good People: How to Avoid Common Errors in English*. Franklin Lakes, NJ: Career Press. p.22

we do not understand the message, we are not reading.¹⁰

Comprehension is the process of constructing meaning through interaction and involvement with written language, oral language, and/or visual stimuli. Comprehension involves three components: the active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristics of the text that is read, listened to, or watched, based on JoAnne statement.¹¹

3. Function of Speaking.

According to Brown and Yule there are three functions of speaking. “three part version of Brown and Yule’s framework: talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.¹²

a. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of

¹⁰ Gerald G. Duffy, 2009, *Explaining Reading, Second Edition* , New York;The Guilford Press. p.14

¹¹ JoAnne Schudt Caldwell, 2008, *Comprehension Assessment* . New York ; The Guilford Press. p.20

¹².Jack C. Richards, 2008. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.¹³

b. Talk as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.¹⁴

c. Talk as performance.

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.¹⁵

4. Problem in Speaking

There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:¹⁶

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

¹³ Ibid., p. 22

¹⁴ Ibid., p. 24

¹⁵ Ibid., p. 27

¹⁶ H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.2001,p.270-271

b. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g. Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained below. The stress times rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. The Measurement of Speaking Skills

Weir provides the analytic scale below for the measure of speaking in preference to a banded impression scale for the reasons expressed in relation to the measure of speaking.¹⁷ The rubric is shown in the following table.

Table 3 : The indicator of speaking measurement

Aspect	Category	Indicators
Fuency	4	Generally natural delivery, only occasional halting when searching for appropriate words or expresions.
	3	The students hesitates and repeats himself at times but can generally maintain a flow of speech, althought s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The students speaks so little that no “fluent” speech can be said occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rythm, intonation and pronunciation but

¹⁷ Cyril J Weir,2005,*Testing and Validation*,New York;Palgrave Macmillan, p.195

		comprehension is not impeded.
	3	Rythm, intonation and pronunciation require more careful listening ; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rythm, intonation and pronunciation.
	1	Words are unintelligible
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.

	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

B. Multimedia Learning

According to Mayer multimedia learning is alternative to purely verbal presentations to use multimedia presentations in which people learn from both words and pictures – situation. Multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning. The case for multimedia learning rests on the premise that learners can better understand an explanation when it is presented in words and pictures than when it is presented in words alone.¹⁸ Multimedia is also used in an educational context to describe the mix of video and audio cassettes, printed texts and handbooks which traditionally make up distance learning material.¹⁹

Multimedia can be viewed in three ways – based on the devices used to deliver an instructional message (i.e., the delivery media), the representational formats used to present the instructional message (i.e., the

¹⁸ Richard E. Mayer, *Multimedia Learning*, (Santa Barbara; Cambridge University Press, 2009) p. 3

¹⁹ Janet Collins, Michael Hammond and Jerry Wellington, 2002, *Teaching and learning with multimedia*, (New York; Routledge, 2002) p. 3

presentation modes), or the sense modalities the learner uses to receive the instructional message (i.e., sensory modalities). Three views of multimedia are as follows :²⁰

a. The Delivery-Media View

The most obvious view is that multimedia means the presentation of material using two or more delivery devices. The focus is on the physical system used to deliver the information – such as computer screens, amplified speakers, projectors, video recorders, blackboards, and human voice boxes.²¹

b. The Presentation-Modes View

A second view is that multimedia means the presentation of material using two or more presentation modes. The focus is on the way that material is represented – such as through the use of words or pictures. For example, in computer-based multimedia, material can be presented verbally as on-screen text or narration and pictorially as static graphics or animation.²²

c. The Sensory-Modality View

According to the sensory modalities view, multimedia means that two or more sensory systems in the learner are involved. Instead of focusing on codes used to represent

²⁰ Richard E. Mayer, *Multimedia Learning*, p.7

²¹ . Ibid., p.8

²² . Ibid.,

knowledge in learners' information-processing systems, the sensory-modalities view focuses on the sensory receptors the learner uses to perceive the incoming material – such as the eyes and the ears.²³

C. Macromedia Flash Animation

1. Definition of Macromedia Flash Animation

Macromedia Flash is a powerful development tool that offers tremendous capabilities. Until recently, developers mostly utilized Flash's strengths to create complex animations or fast-loading movies. However, the most recent versions of Flash offer developers capabilities far beyond the tool's original scope. Using Flash, developers can create web applications with all of the same power and advantages of traditional client-server technologies.²⁴

Flash is an authoring tool that designers and developers use to create presentations, applications, and other content that enables user interaction. Flash projects can include simple animations, video content, complex presentations, applications, and everything in between. In general, individual pieces of content made with Flash are called *applications*, even though they might only be a basic animation. You can make media-rich Flash applications by including pictures, sound, video, and special effects.²⁵

²³ . Ibid.,p.9

²⁴ Christine Perfetti and Jared M. Spool, , *Macromedia Flash: A New Hope for Web Applications*, (Neck Road 242 Bradford; User Interface Engineering, 2002) p.3

²⁵ Macromedia, *Getting Started with Flash*, (San Francisco; Macromedia Inc, 2005). P.5

Macromedia flash has a feature of making animations. Animation has many benefits such as helping to understand learning materials, making them more meaningful, making learning materials easier to grasp and helping to visualize the learning materials. Macromedia flash is an animation use to create designs, presentation tools, and publications that require the availability of facilities for its users so that learning will not seem monotonous. Tools that are owned by macromedia flash can also be utilized to help further animate the material in social science learning process to be more real, relevant and interesting for learners.²⁶

Macromedia Flash in learning is learning media animation software to help teachers in delivering the learning to be more interesting and easy to be understood by the students and the implementation uses computer and imager projector. The software is very useful in supporting the success of a presentation and teaching-learning process. In *Macromedia Flash*, we can include some elements, like image or movie, animation, presentation, game that can be used as a tool to design web and various other multimedia applications.²⁷

²⁶ Siswanto, Bambang Supeno, Sumardi & Suheri," *Development of Macromedia Flash Based Materials" on Learning Social Science Knowledge*,(Jember: Universitas Negeri Jember (UNEJ)), No. Vol. 5, No. 02, (23-29). P.24

²⁷ Mardhatillah," *The Development of Macroedia Flash-Based Interactive Multimedia of Indonesia "on Language Learning at Elementary School*,(Banda Aceh: STKIP Bina Bangsa Getsempena May **18-19, 2017**).p.281

From the explanation above, it can be concluded that Macromedia Flash is a graphics design application software which is very popular, especially to create animation applications in the spectacular effects. Macromedia Flash is very useful to support the success of a presentation and help the teacher in learning process. In Macromedia Flash, we can include elements such as images or movies, animations, presentations, games, can be used as a tool for web design, and various other multimedia applications. The use of Macromedia Flash is the most appropriate props, because teachers can provide learning interesting and easy to understand for students.

2. The Elements of Macromedia Flash

Multimedia is any combination of text, art, sound, animation, and video delivered to you by computer or other electronic or digitally manipulated means.²⁸ There are many components that can be used by the user to create what they want to design.

a. Image

Multimedia on a computer screen is a composite of elements: text, symbols, photograph-like bitmaps, vector-drawn graphics, three-dimensional renderings, distinctive buttons to click, and windows of motion video. Some parts of this image may even twitch or move so that the screen never seems still and tempts your eye. Graphic elements can usually be scaled to different sizes, colorized or patterned or made

²⁸ Tay Vaughan, *Multimedia: Making It Work Ed.8th*, (New York: McGraw-Hill Osborne Media, 2010) p.xiv

transparent, placed in front of or behind other objects, or be made visible or invisible on command.²⁹

b. Text

Using text and symbols for communication is a very recent human development that began about 6,000 years ago in the Mediterranean Fertile Crescent—Mesopotamia, Egypt, Sumeria, and Babylonia—when the first meaningful marks were scraped onto mud tablets and left to harden in the sun. Today, text and the ability to read it are doorways to power and knowledge. Reading and writing are expected and necessary skills within most modern cultures.³⁰

c. Sound

The sound tools in Flash are quite limited, so it is best to create the sound file exactly as you want to use it in your audio software before you bring it into Flash.³¹ Sound is a thing that produces such a sensation, a thing that can be heard. Macromedia Flash can import sound to following animation or object, in order that the pictures show up be alive.

d. Animation

Animation is the illusion of movement caused by a sequence of pictures changing rapidly over time. Due to a process known as the ‘persistence of vision’ our eyes are tricked into seeing these still images as being in motion rather than as individual pictures. To create animation

²⁹ Ibid., p.68

³⁰ Ibid., p.18

³¹ Birgitta Hosea, *Focal Easy Guide to Macromedia Flash*, (Oxford;UK:Elsevier Ltd 2006). p. 169

with Flash you also create a series of still images – on the Stage – and change them over time to give the impression of movement.³²

e. Video

Video is the element of multimedia that can draw gasps from a crowd at a trade show or firmly hold a student's interest in a computer-based learning project. By using video elements, it can effectively present the messages and reinforce of story, and viewers tend to retain more of what they see.³³

3. Make a Macromedia Flash

In this case, the researcher only as a user but the researcher trying to explain how to make a Flash Application, you typically perform the following basic steps:³⁴

- a. Decide which basic tasks the application will perform.
- b. Create and import media elements, such as images, video, sound, text, and so on.
- c. Arrange the media elements on the Stage and in the Timeline to define when and how they appear in your application.
- d. Apply special effects to media elements as you see fit.
- e. Write ActionScript code to control how the media elements behave, including how the elements respond to user interactions.

³² Ibid., p.118

³³ Tay Vaughan, *Multimedia: Making* , p. 164.

³⁴ Macromedia, *Getting Started* .,p.8

- f. Test your application to determine if it is working as planned and find any bugs in its construction. Test your application throughout the creation process.
- g. Publish your FLA (format video uses in flash) file as a SWF (Small Web Format) file that can be displayed in a web page and played back with Flash Player.

Depending on your project and your working style, you may use these steps in a different order. As you become familiar with Flash and its workflows, you will discover a style of working that suits you best.

4. Procedures of Teaching by Using Macromedia Flash

Procedures by using macromedia flash are as follows:³⁵

- a. Select relevant words from the presented text or narration
- b. Select relevant images from the presented illustrations.
- c. Organize selected image into a coherent visual representation.
- d. Integrate the visual and verbal representations with prior knowledge.

5. Advantages and Disadvantages of Using Macromedia Flash

Macromedia flash is a computer program used to create presentations and applications. Macromedia flash is the concept of learning with the audiovisual technology that capable of generating new features that can

³⁵ Sanjaya Mishra, *Interactive Multimedia in Education and Training*, (United Stated; Idea Group Publishing, 2005), p. 14

be used in education. Multimedia-based learning can certainly presents a more interesting subject matter, is not monotonous, and ease of delivery.

a. The Advantages of Using Macromedia Flash.

There are six advantages of using macromedia flash 8. The first advantage is animation and graphics are consistent and flexible for window size and screen resolution regardless of the user's monitor. Second, picture quality is maintained. Third, the time of day (loading time) program is relative quickly. Fourth, interactive program is generated and easy to make animation. Then, it can be integrated with the other programs. Finally, it can be used to create short time films or cartoons, presentation, and more³⁶

b. The Disadvantages of Using Macromedia Flash.

There are some disadvantages of Using Macromedia Flash. The first is need a long time for study and understanding the software that has never used graphic design software before. Second, the graphics are incomplete. Third, slow in login and less simple. Fourth, the menu is not user friendly. Fifth, need a lot of tutorial resources. Sixth, less in 3D, making 3D

³⁶ Hari J.A. Saputra, *Macromedia Flash 8 to Help English Teacher to Build Media Toward Teaching Reading*, Journal of English Language Teaching, Vol.1 No.2, Maret 2013, Seri E.p.397

animations is difficult. Last, the programming language turned out to be difficult.³⁷

³⁷ Synthia Kamala, " *Penggunaan Macromedia Flash Profesional 8 dalam Pembelajaran Sejarah Kelas XIIs 1 SMA Negeri 2 Kalianda* ",Lampung April 07,2016

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Operational Definition of Variables

Trochim states that variable is any entity that can take on different values. It means that anything that can vary can be considered a variable.³⁸

The two kinds of variables are dependent variable and independent variable as follow:

1. Dependent variable

Dependent variable is what you presume to be affected by the independent variable.³⁹ The dependent variable in this research is the students' speaking skill. The increase in students' speaking skill can seem after using macromedia flash animation.

2. Independent Variable

Independent variable is the variable that is selected and used by the researcher to give effect to the dependent variable. Using macromedia flash animation is the independent variable of this research. The media would be helping the students' speaking skill well.

³⁸ William M. K. Trochim, *The Research Methods Knowledge Base*, p.14

³⁹ Ibid, p.14

B. Setting of Research

The research was conducted at eighth grade 8.6 class of SMPN 1 Punggur located at Jl. Pendidikan No. 2 Punggur , Central Lampung. The researcher used one type of research, it is Classroom Action Research (CAR) which focus on increase students' speaking skill.

C. Subject of Research

The subject of this research are the student of the eighth grade students of SMPN 1 Punggur Central Lampung especially the eight six class. The researcher taken this class because most of the students has the lowest score. There were 34 students in the classroom, consist of 18 girls and 16 boys.

D. Research Procedure

The researcher used classroom action research, Fraenkel states that action research is conduct by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.⁴⁰ Its means that action research generally want to solve some kind of day-to-day immediate problem, such as how to give the methods, for example, How can teachers encourage students to think about important issues? How can content, teaching strategies, and learning activities be variance to help students of differing ages, gender, ethnicity, and askill learn more effectively? How can subject matter be present so as

⁴⁰ J. R. Fraenkel, N. E. Wallen, *How to Design and Evaluate Research in Education 7th Edition*, (McGraw-Hill, 2009). P.589

to maximize understanding? What can counselors do? What can other educational professionals do? How can parents become more involving in?

According to Robert P. Pelton, action research is take a look at the term itself and separate its parts. “Action” means pretty much what you might think it would. In terms of action research, the *action* is what you do as a teaching professional in the classroom. Creating the learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the “action” of action research.⁴¹ Moreover, Anne Burns’s states that classroom action research is kind of research which is done by the teacher as a writer in order to bring improvement on the result of teaching learning process.⁴² Therefore, the aimed of classroom action research are to solve the problems in teaching learning process and to improve the students’ learning result.

Here is the spiral model of classroom action research by Kemmis and Mc Taggart:⁴³

⁴¹ Robert P. Pelton, *Action Research for Teacher Candidates Using Classroom Data to Enhance Instruction*, (United Kingdom; The Rowman & Littlefield Publishing Group, Inc, 2010), P.4

⁴² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

⁴³ Valsa Koshy, *Action Research for Improving Practice_ A Practical Guide*, (2005). P.4

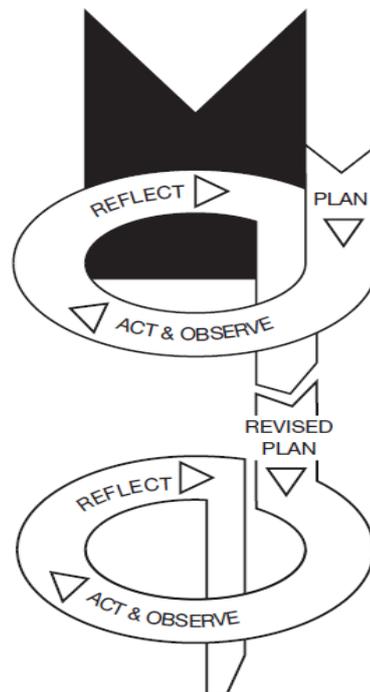


Figure 1. The spiral model of classroom action research by Kemmis and Mc Taggart.

Meanwhile, Kemmis and McTaggart said that action research typically involves four broad phases in a cycle of research there are planning, acting, observing, and reflecting (Figure 1). The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.⁴⁴

Classroom action research (CAR) cycles are :

⁴⁴ Anne Burns - Doing Action Research in English Language Teaching_ A Guide for Practitioners (ESL & Applied Linguistics Professional Series) (2009). P.7

1. Cycle I

a. Planning

In this phase the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.⁴⁵ It would something like interpreting the research data. The researcher used the classroom data, the individual data, or the subgroup data depending on the research questions. The activities are:

- 1) Identified the problem causes and finds the problem solving
- 2) Prepared the lesson plan
- 3) Prepared the materials, and designing the steps in doing the action.
- 4) Prepared source of learning.
- 5) Prepared list of students name and scoring.
- 6) Prepared sheets for classroom observation in order to know the situation of teaching learning process when the method or technique or make is apply.
- 7) Prepared a test in order to know whether students speaking increase or not.

b. Acting

In this step, The plan is a carefully consider one which involves some deliberate interventions into your teaching situation that you put

⁴⁵Ibid.,p.8

into action over an agreed period of time.⁴⁶ the researcher begin to face the students as the participants of this study. The researcher was act as a teacher in the class and teach them the target language using the Method. Besides that, the researcher was also apply some techniques and some variation activities to support the method. The purpose of this step is to solve the problem in their speaking skill. In this step, the researcher does some activities:

- 1) Applied the lesson plan
- 2) Explain the advantages of using Macromedia Flash Animation in learning process
- 3) Asked the students some questions orally and students have to answer orally about the theme.
- 4) Asked the students to practice in front of the class.
- 5) Gave occasion to the students to ask any difficulties or problem.

c. Observing

This phase involvesthe researcher to observed systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.⁴⁷

⁴⁶Ibid.,

⁴⁷Ibid.,

d. Reflecting

At this point, the researcher reflected on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. The researcher may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.⁴⁸

2. Cycle II**a. Planning**

- 1) The researcher identified the problem and finds the problem solving from the first cycle.
- 2) The researcher makes a lesson plan.
- 3) The researcher prepared the material, method, media and strategy.
- 4) The researcher prepared the source of learning.
- 5) The researcher prepared format to observe.
- 6) The researcher prepared format to evaluate the student’s activities after teaching learning process.

b. Acting

The researcher applies the action II

⁴⁸Ibid.,

c. Observing

In this step, the researcher observes the process of teaching and learning by used format of observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher was compared the score of pre-test and post test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data collecting Technique

The process of collecting data, researcher following the steps :

1. Observation .

Observation is monitoring and recording systematically to the phenomenon that is investigates. It means that observation is a data collection strategy in which the activities of subjects are visually examine. The aims of observation is to tell the situation being investugated: acvtivities, people, or individuals are involved in an activity and the relationship among them.

2. Test.

The researcher used test as a data collecting to know the students's speaking skill by oral test. In this research there are two kind of test, there are pre-test and post-test.

a. Pre-test

The pre-test will given in the first meeting before doing treatments in order to know skill of the students before doing the action research.

b. The post-test

The post-test will given in the last meeting after doing treatments in order to find out whether treatments gave any contribution to the students' achievement in the class. The increasing can be seen if the average score of the post-test is higher than the pre-test.

3. Documentation

Documentation is the source of the data used to complete the research, both in the form of written sources, movies, animation pictures (photos), and monumental works, all of which give more information to the research process.

The researcher used this technique to get the data about the research setting, the students' speaking skill and its aims to giving factual evidence regarding the use of the macromedia flash to increase the students' speaking skill.

4. Field note

To collect the more accurately, the researcher will used field note to make easy when analyze the data. This is to know

students activities during teaching process. It is done after finishing teaching and learning process

F. Research Instrument

Research instrument is to get the data that useful when the researcher has done to collect information in the field. In this research, the research instrument will be designed by the researcher. The instrument are observation sheet, test and documentation, as follow:

1. Observation Sheet

Observation was conducted during the teaching learning process. The observer observed the process happened in the classroom. The observation was done for observing the students' activities and also the teacher's teaching activities, the researcher analyzed the result of the observation separately. So, there were two kinds of observation sheets, they were observation sheet for the students' activities and for the teachers' activities. The observation was done to find out the students' activities and teacher's activities.

2. Test

This research used two kinds of test, there are pre-test that give before the treatment , and post-test that given at the end of Cycle I and Cycle II, The post-test was aimed to check students' speaking skill after used macromedia flash animation in learning process. The test was conducted by asking students to speak about one topic was given

by researcher and it was recorded. The two observers, they were researcher and the teacher analyzed the result based on scoring rubric proposed by Weir.

3. Documentation

The instrument which is used in documentation method is documentation guidance, they are:

- 1) Documentation about description of SMPN 1 Punggur.
- 2) Documentation about the buildings of SMPN Punggur.

G. Data Analysis Technique

Data analysis was conducted by takes the average score of the pre-test and post-test. Furthermore, to know gain, the researcher was compared between pre-test and post-test. If, from cycle I there are some students not successful, so the researcher would like to conduct cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in classroom action research will be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow⁴⁹ :

⁴⁹Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth), 2010, p.108-109

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

Notes:

\bar{X} = Mean X = Raw Score
 Σ = sum of N = Number of cases
 $\sum X$ = The total number of students' scores

and the formula from the percentages score:

$$P = \frac{\sum X}{N} \times 100$$

Notes:

P = Percentages N = Number of Cases
 $\sum X$ = The total number of students' score

To get total score and increase the students' progress from the implement treatments, the researcher compare the average and percentages of pre-test and post-test.

H. The Indicator of succes

To know the result, researcher was compared between pretest and post test takes from the process of the action research in cycle I and cycle II. The reseacher was use minimum standard criteria(MSC) at the school at least 73 as the filter of the result. If in cycle I the researcher find students who have the score under minimum standard, in cycle II will be conduct. The minimum cycle in classroom action research is two cycles. The reseacher doesn't need to continue to the next cycle if all of the student pass through the filter or minimum standard.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEACH

1. Description of School

This classroom action research was done at SMPN 1 Punggur which is located on Jl. Pendidikan No.2 Punggur, Central Lampung, at the land in 18350 M² wide. It was established on 1984. The school got the permission operations on August, 19 2002 with number 296/kpts/05/2002 since 2002 at the time Mr. Mulyo Sutamto as a principle. NSS/NPSNof SMPN 1 Punggur is 201120208091/10801933 and contact person of SMPN 1 Punggur is 075-7522125. E-mail is SMPN1Punggur@yahoo.co.id. The head master of SMPN 1 Punggur is Hi. Purnomo, S.Pd.

The vision and the mission of SMPN 1 PUNGGUR as follow:

Vision: *“Achieving, skilled, faithful and devoted in a comfortable environment based on the values of character and culture of the nation”*.

Mission:

- a. To organize the learning process by developing learning tools, learning methods and strategies, learning resources and tools and assessment systems.

- b. To organize the competence and professionalism of education and education personnel.
- c. To formulate RKS and RKAS in a participative and democratic manner.
- d. To implement MBS that is independent, transparent, table account, participatory, flexible, and sustainable.
- e. To develop and implement national character and cultural education values.
- f. To improve the quality and quantity of school facilities and infrastructure.
- g. To gather participation and cooperation with the community, especially the school committee.
- h. To utilize the potential and environment of the school.

Purpose :

- a. To Increase standard learning Process
- b. To increase the scoring system which is objective and educative
- c. To increase the average of minimum standard criteria of all lessons.
- d. To increase the scoring of national examination
- e. To increase the quality and percentage of graduates

The school has 24 classroom that is 8 study rooms to class VII with 256 students, 8 study rooms to class VIII with 282 students, 8 study rooms to class XI with 274 students, a computer laboratory, a library, a science lab, a language lab, a head master room, an office, an room, an official employee room, a counseling guidance room, a religious room (musholla). The school has 56 teachers and 6 official employees. The number of the subject of research has 34 students that consist of 16 males and 18 females.

B. Description of Research

This research was classroom action research whose had purpose to increase the students' speaking skill and it was conducted at the Eighth Grader of SMPN 1 Punggur in academic year 2018/2019. This research was conducted in two cycles. The researcher using Macromedia Flash Animation to increase students' speaking skill.

The researcher was conducted pre-test on Thursday, November 15th, 2018 at 13.20 a.m until 14.00 p.m. In this meeting the researcher was being an observer and the collaborator was being a teacher. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking skill before doing the action of the classroom action research. The researcher gave oral test that related with their materials to know the students' speaking skill before researcher giving treatment. The result of pre-test could be seen on the table below:

Table 4
Scoring of Students' Speaking Skill of Pre-Test

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	3	2	2	2	2	11	55	Failed
2	AK	3	2	3	2	2	12	60	Failed
3	AFR.	2	2	2	2	2	10	50	Failed
4	AAL	3	3	3	3	3	15	75	Passed
5	AF	3	2	3	2	2	12	60	Failed
6	BR	2	2	2	2	2	10	50	Failed
7	BP	3	2	3	2	2	12	60	Failed
8	BRS	3	2	3	2	2	12	60	Failed
9	BDS	2	2	2	2	2	11	55	Failed
10	CAU	3	3	2	2	3	13	65	Failed
11	CAN	3	2	2	3	3	13	65	Failed
12	DRE	3	2	2	3	2	12	60	Failed
13	DNN	3	3	3	3	3	15	75	Passed
14	DV	3	3	3	3	3	15	75	Passed
15	FN	3	2	2	2	2	11	55	Failed
16	GPW	2	2	2	2	2	10	50	Failed
17	HRB	2	2	2	2	2	10	50	Failed
18	IMH	3	2	2	2	2	11	55	Failed
19	IW	3	2	2	2	3	12	60	Failed
20	LA	2	2	3	2	3	12	60	Failed
21	MAW	3	2	3	2	2	12	60	Failed
22	MNS	2	2	2	2	2	10	50	Failed
23	NM	3	2	2	2	3	12	60	Failed
24	NAP	3	3	3	3	3	15	75	Passed
25	NH	3	2	3	2	3	13	65	Failed
26	PNS	3	2	2	2	3	12	60	Failed
27	RIR	3	2	2	3	3	13	65	Failed
28	RAP	2	2	2	2	2	10	50	Failed
29	RI	3	2	3	2	3	13	65	Failed
30	SAS	3	2	3	2	3	13	65	Failed
31	SDA	2	3	3	2	3	13	65	Failed
32	SH	3	2	2	3	3	13	65	Failed
33	TSA	3	2	2	2	2	11	55	Failed
34	WMW	3	3	3	3	3	15	75	Passed
High Score								75	
Lowest Score								50	
Total								2070	
Average								60	

Notes : F: Fluency

P: Pronunciation

V: Vocabulary

GA: Grammar Accuracy

IS: Interactional Strategies

Based on the table above, it could be analyzed that the score of students who passed for the pre-test there were 5 students or 15% and 29 students or 85% who failed the pre-test. The highest score in pre-test was 75 and the lowest score was 50, the average score was 60, with the minimum standard criteria for English subject is 73 in SMPN 1 Punggur. It indicated that the result of students' speaking skill was low. It was the reason why the researcher used Macromedia Flash Animation to increase students' speaking skill.

Tabel 5
Percentage of Students' Speaking Skill Score

No	Grade	Explanation	Total of Students	Presentase
1	≥ 73	Pass	5	15%
2	≤ 73	Fail	29	85%
Total			34	100%

Figure 2

The chart of percentage Students' Speaking Skill Score pre-test score could be seen as follow:

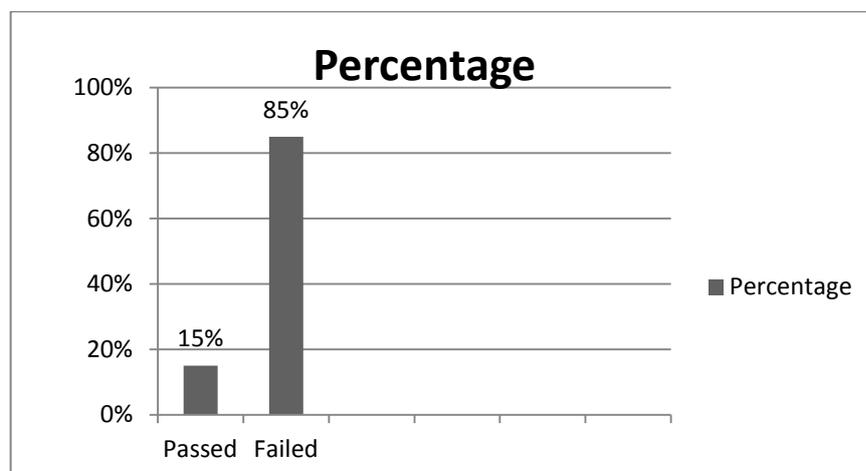


Table and chart show that students had low in speaking skill, because 85% or 29 students were in failed category and 15% or 5 students were in passed category. It means that students were failed to got minimum standard criteria.

1. Cycle 1

Cycle 1 consist of planning, action, observation and reflection. The researcher conducted pre-test to know the students speaking skill before giving the treatment and it used as the comparison score with post-test. The sequence of those steps as follows :

a. Planning

The first meeting was conducted on Monday, November 19th 2018 . In this section the researcher and the collaborator prepared some plans for the action based upon the problems that showed by the students. The researcher prepared plans that would be used in teaching and learning process there were lesson plan, learning material, media, observation sheet that contain list of students' names and activity, and instrument.

b. Acting

The second meeting was treatment. The researcher was conducted on November, Wednesday 21th 2018. The meeting started with praying, greeting, checking studentd attendance list and asking their condition. After that, the researcher showed video

animation which consist the explanation material that relevant with present continous tense, after that the researcher select relevant images from the presented illustrations. Then, the researcher explained what the character did base on images to help the students imagine it. Next, the researcher ask the students to integrate the visual and verbal representations with prior knowledge and the researcher asked the students to make sentences based on theme gave by researcher then perform in front of class individually . Last, in the end of meeting , the researcher gave a feedback.

After did a treatment, the researcher continued the third meeting that was conducted on November, Thursday 22th 2018. It was started by praying and greeting, checking the students' attendance list, and asking their condition. Then, the researcher gave post-test I to measure their skill. The result of post-test I could be seen on the table below:

Table 6
Scoring of students' Post-Test I

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	2	2	3	2	3	12	60	Failed
2	AK	3	3	3	2	2	14	70	Failed
3	AFR.	2	2	2	2	3	11	55	Failed
4	AAL	3	3	3	3	3	15	75	Passed
5	AF	3	3	3	3	3	15	75	Passed
6	BR	2	2	2	2	3	11	55	Failed
7	BP	3	3	3	2	3	14	70	Failed
8	BRS	3	3	3	2	3	14	70	Failed
9	BDS	2	3	3	2	3	12	65	Failed
10	CAU	3	3	3	3	3	15	75	Passed
11	CAN	3	3	2	3	3	14	70	Failed
12	DRE	3	2	2	3	3	12	65	Failed
13	DNN	3	3	3	3	3	15	75	Passed
14	DV	3	3	3	3	4	15	80	Passed
15	FN	3	3	2	2	3	13	65	Failed
16	GPW	2	2	2	2	3	11	55	Failed
17	HRB	3	3	3	2	3	14	70	Failed
18	IMH	3	2	3	2	3	13	65	Failed
19	IW	3	2	3	2	3	13	65	Failed
20	LA	3	3	3	3	3	15	75	Passed
21	MAW	3	3	3	3	3	15	75	Passed
22	MNS	3	2	2	2	3	12	60	Failed
23	NM	3	3	3	3	3	15	75	Passed
24	NAP	4	3	3	3	3	16	80	Passed
25	NH	3	3	3	3	3	15	75	Passed
26	PNS	3	3	3	3	3	15	75	Passed
27	RIR	3	3	3	3	3	15	75	Passed
28	RAP	3	2	2	3	2	12	60	Failed
29	RI	3	3	3	3	3	15	75	Passed
30	SAS	3	3	3	3	3	15	75	Passed
31	SDA	3	3	3	3	3	13	75	Passed
32	SH	3	3	3	2	3	14	70	Failed
33	TSA	3	3	2	2	3	13	65	Failed
34	WMW	3	3	3	3	4	15	80	Passed
High Score								80	
Lowest Score								55	
Total								2370	
Average								69	

Notes : F: Fluency

P: Pronunciation

V: Vocabulary

GA: Grammar Accuracy

IS: Interactional Strategies

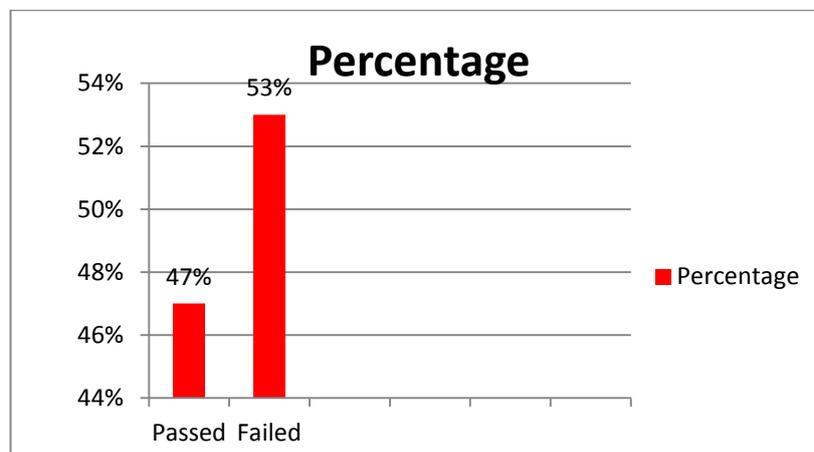
Based on the table above, it could be analyzed that the students' average score was 69. The highest score was 80 and the lowest score was 55. Based on minimum standard criteria, 16 students were passed on post-test 1 or got score >73 and 18 students were failed on post test I or got score <73 .

Table 7
Percentage of Students' Score in Post-Test I

No	Grade	Explanation	Total of Students	Presentase
1	≥ 73	Pass	16	47%
2	≤ 73	Fail	18	53%
Total			34	100%

Figure 3

The chart of percentage Students' Speaking Skill Score of post-test I could be seen as follow:



Based on the table and chart above, the students' had increased score than the pre-test before, but viewed from the indicator of success of this research that 73% of the total students must pass the Minimum

Standard Criteria. It means that the result of post-test I was unsuccessful based on the indicator of success.

c. Observation

The observation was done by researcher during learning process. There was observation that had been done such as; observation of student activities. The indicators of student activities as follows:

- 1) The students pay attention to the teacher explanation.
- 2) The students ask the teacher about the material.
- 3) The students can following the learning process.
- 4) The students respond the teacher questions.
- 5) The students result activity.

The observation result of students' learning activities on the first cycle could be seen on the table below:

Table 8
Student's Learning Activities in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AN		√	√	√		3
2	AK		√	√	√	√	4
3	AFR.	√		√	√		3
4	AAL		√		√	√	3
5	AF	√	√	√		√	4
6	BR		√				1
7	BP	√			√	√	3
8	BRS	√	√	√		√	4
9	BDS		√	√		√	3
10	CAU	√	√	√	√		4
11	CAN	√	√	√		√	4
12	DRE	√			√	√	3

13	DNN	√	√		√	√	4
14	DV	√		√	√	√	4
15	FN		√		√		2
16	GPW	√		√	√		3
17	HRB		√		√	√	3
18	IMH	√		√	√		3
19	IW	√	√	√	√		3
20	LA	√	√	√		√	4
21	MAW	√		√	√	√	4
22	MNS	√		√	√		3
23	NM	√	√	√	√		4
24	NAP	√	√		√	√	4
25	NH		√	√		√	3
26	PNS	√		√	√		3
27	RIR	√	√	√		√	4
28	RAP		√		√	√	3
29	RI	√		√	√	√	4
30	SAS		√	√	√	√	4
31	SDA			√	√	√	3
32	SH	√	√			√	3
33	TSA		√	√			2
34	WMW	√		√	√	√	4
Total		21	22	24	24	22	
Percentage		61%	64%	70%	70%	64%	

Note :

- 1 : The students pay attention to the teacher explanation.
- 2 : The students ask the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

Table 9
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I
1	Paying Attention to the Teacher's Explanation	61%
2	Asking the teacher	64%
3	Following the learning process	70%
4	The students respond	70%
5	The result activity	64%

The table above showed that not all of the students were active in learning process. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 73 % passed the criteria.

d. Field Note

At this step the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used macromedia flash animation. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

e. Reflection

From the result observation in learning process in cycle 1, it can be concluded that in the learning process it has not achieved the Minimum Standard Criteria of the research yet. At the end of

this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follows:

Table 10

The Comparison between Pre-Test and Post Test I Score

NO	NAME	Pre-Test Score	Post-Test I Score	Increasing Score	Note
1	AN	55	60	5	Increase
2	AK	60	70	10	Increase
3	AFR.	50	55	5	Increase
4	AAL	75	75	0	constant
5	AF	60	75	10	Increase
6	BR	50	55	5	Increase
7	BP	60	70	10	Increase
8	BRS	60	70	10	Increase
9	BDS	55	65	10	Increase
10	CAU	65	75	10	Increase
11	CAN	65	70	5	Increase
12	DRE	60	65	5	Increase
13	DNN	75	80	5	Increase
14	DV	75	80	5	Increase
15	FN	55	65	10	Increase
16	GPW	50	55	5	Increase
17	HRB	50	70	5	Increase
18	IMH	55	65	10	Increase
19	IW	60	65	5	Increase
20	LA	60	75	15	Increase
21	MAW	60	75	15	Increase
22	MNS	50	60	10	Increase
23	NM	60	75	15	Increase
24	NAP	75	80	5	Increase
25	NH	65	75	10	Increase
26	PNS	60	75	15	Increase
27	RIR	65	75	10	Increase
28	RAP	50	60	10	Increase
29	RI	65	75	10	Increase
30	SAS	65	75	10	Increase
31	SDA	65	75	10	Increase
32	SH	65	70	5	Increase
33	TSA	55	65	10	Increase
34	WMW	75	80	5	Increase
Total		2070	2375	285	

Pre-test and post test was done individually. The purpose was to know students' speaking skill before and after used treatment. According to the result of student's pre-test and post-test I score, there were an increased from the students' result score. The table above showed that the average score of pre-test score was 60 and average score of post-test I was 69 and the mean increase score was 9 point. There was increase between pre-test and post-test 1 but can be concluded that cycle I was not successful because of the indicator of success could not be achieved yet that was 73% of the total students must be passed the criteria. Therefore, this research would be continued in the next cycle.

2. Cycle II

Cycle II was similiar with cycle I. Cycle II also divided into planning, action, observation and reflection. It would be explained more as follows:

a. Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not succesfully yet. So, the researcher and collaborator try to revised the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward speaking skill. In this stage the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, material,

media, observation sheet of the students' activity and post test

II.

b. Acting

The action of cycle II consisted of two meeting. The first meeting in cycle II was conducted on November, Monday 26th 2018. The meeting started with praying, greeting, checking students attendance list and asking their condition. After that, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of present continous tense, and then, the researcher divided the students into 4 groups based on the theme to discussed. Then, the researcher gave 25 minutes to the students for finishing their task. Last, the researcher asked the students to perform in front of class individually.

After giving the second treatment in cycle II, the researcher conducted post test II on November ,Wednesday 28th2018. The test was oral test. The result of post-test II could be seen on the table below:

Table 11
Scoring of students' Post-Test II

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	3	3	3	3	3	15	75	Passed
2	AK	3	3	3	3	3	15	75	Paseed
3	AFR.	2	2	3	2	3	13	65	Failed
4	AAL	3	3	4	3	3	16	80	Passed
5	AF	3	3	3	3	4	16	80	Passed
6	BR	3	2	3	2	3	13	65	Failed
7	BP	3	3	3	3	3	16	80	Passed
8	BRS	3	3	3	3	3	15	75	Passed
9	BDS	3	3	3	3	3	15	75	Passed
10	CAU	4	3	3	3	3	16	80	Passed
11	CAN	3	3	3	3	3	15	75	Passed
12	DRE	3	3	3	3	3	75	75	Passed
13	DNN	3	3	4	3	3	16	80	Passed
14	DV	3	3	4	3	4	15	85	Passed
15	FN	3	3	3	5	3	15	75	Passed
16	GPW	3	3	3	2	3	14	70	Failed
17	HRB	3	3	3	3	3	15	75	Passed
18	IMH	3	3	3	3	3	15	75	Passed
19	IW	3	3	3	3	3	17	75	Passed
20	LA	4	3	3	3	3	16	80	Passed
21	MAW	3	3	4	3	3	16	80	Passed
22	MNS	3	3	3	2	3	14	70	Failed
23	NM	4	3	3	3	3	16	80	Passed
24	NAP	4	3	3	4	3	17	85	Passed
25	NH	3	3	4	3	3	16	80	Passed
26	PNS	3	3	3	3	4	16	80	Passed
27	RIR	3	3	3	3	4	16	80	Passed
28	RAP	3	3	3	3	3	15	75	Passed
29	RI	4	3	3	3	3	16	80	Passed
30	SAS	3	3	3	3	3	15	75	Passed
31	SDA	3	3	3	3	3	13	75	Passed
32	SH	3	3	3	3	3	15	75	Passed
33	TSA	3	3	3	3	3	15	75	Passed
34	WMW	4	3	3	3	4	17	85	Passed
High Score								85	
Lowest Score								65	
Total								2610	
Average								76	

Notes : F: Fluency P: Pronunciation V: Vocabulary
 GA: Grammar Accuracy IS: Interactional Strategies

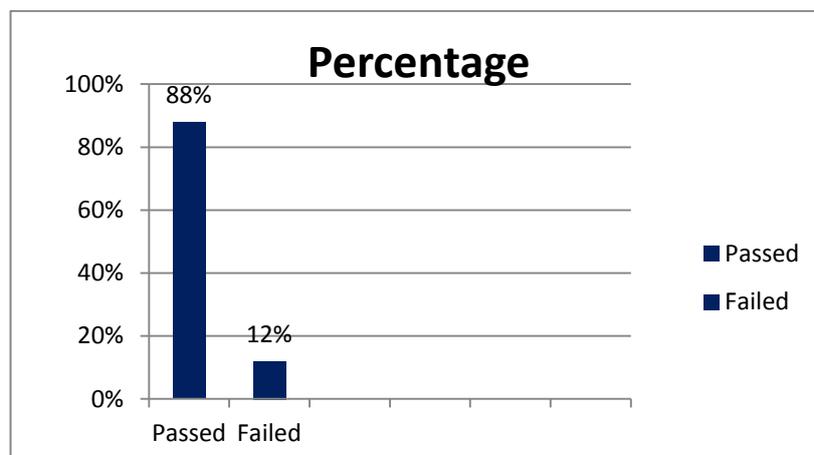
Based on the table above, it could be analyzed that the students' average score was 76. The highest score was 85 and the lowest score was 65. Its means there were increased score in post-test II.

Table 12
Percentage of Students' Score in Post-Test II

No	Grade	Explanation	Total of Students	Presentase
1	≥ 73	Pass	30	88%
2	≤ 73	Fail	4	12%
Total			34	100%

Figure 4

The chart of percentage Students' Speaking Skill Score post test II could be seen as follow:



Based on the table and chart above, there were increased students' grade of post-test .There were 88% or 30 students who passed minimum standard criteria. Its means that in cycle II was succesfull. Because viewed from the indicator of success was achieve that if 73% of the total students passed the test.

c. Observing

The researcher presented the material by using macromedia flash animation . In the learning process has similar step with the previous cycle. There were also used activities during the learning process were also being observed by the observer. The observation result of students' activities on the second cycle could be seen on the following table:

Table 13
Student's Learning Activities in Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AN		√	√	√	√	4
2	AK	√	√	√	√	√	5
3	AFR.	√	√	√	√		4
4	AAL		√	√	√	√	4
5	AF	√	√	√	√	√	5
6	BR		√	√	√		3
7	BP	√		√	√	√	4
8	BRS	√	√	√		√	4
9	BDS	√	√	√		√	4
10	CAU	√	√		√	√	4
11	CAN	√	√	√		√	4
12	DRE	√	√		√	√	4
13	DNN	√	√	√	√	√	5
14	DV	√	√	√	√	√	5
15	FN		√	√	√	√	4
16	GPW	√		√	√		3
17	HRB	√	√	√	√	√	5
18	IMH	√		√	√		3
19	IW	√	√	√	√		4
20	LA	√	√	√		√	4
21	MAW	√	√	√	√	√	5
22	MNS	√	√		√		3
23	NM	√	√	√	√		4

24	NAP	√	√	√	√	√	5
25	NH	√	√	√		√	4
26	PNS	√	√	√	√		4
27	RIR	√		√	√	√	4
28	RAP	√	√		√	√	4
29	RI	√	√	√	√	√	5
30	SAS		√	√	√	√	4
31	SDA	√		√	√	√	4
32	SH	√	√	√	√	√	5
33	TSA	√	√	√		√	4
34	WMW	√		√	√	√	4
Total		29	28	30	28	26	
Percentage		85 %	82 %	88 %	82 %	76 %	

Note :

- 1 : The students pay attention the teacher explanation.
- 2 : The students ask to the teacher about the material.
- 3 : The students can following the learning process.
- 4 : The students respond the teacher question.
- 5 : The students result activity.

Table 14
The Percentage of Student's Learning Activities at Cycle II

No	Students Activities	Cycle II
1	Paying Attention to the Teacher's Explanation	85%
2	Asking the teacher	82%
3	Following the learning process	88%
4	The students respond	82%
5	The result activity	76%

The table above showed that the students' activity in cycle II increased significantly from the previous cycle. It could be conclude that the learning process of cycle II was successful because $\geq 73\%$ of students' activity had been fulfilled at least 73

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 15

The comparison between post test I and post test II scores

NO	NAME	Post-Test I Score	Post-Test II Score	Increasing Score	Note
1	AN	60	75	10	Increase
2	AK	70	75	5	Increase
3	AFR.	55	65	10	Increase
4	AAL	75	80	5	Increase
5	AF	75	80	5	Increase
6	BR	55	65	10	Increase
7	BP	70	80	10	Increase
8	BRS	70	75	5	Increase
9	BDS	65	75	10	Increase
10	CAU	75	80	5	Increase
11	CAN	70	75	5	Increase
12	DRE	65	75	10	Increase
13	DNN	75	80	5	Increase
14	DV	80	85	5	Increase
15	FN	65	75	10	Increase
16	GPW	55	70	10	Increase
17	HRB	70	75	5	Increase
18	IMH	65	75	10	Increase
19	IW	65	75	10	Increase
20	LA	75	80	5	Increase
21	MAW	75	80	5	Increase
22	MNS	60	70	10	Increase
23	NM	75	80	5	Increase
24	NAP	80	85	5	Increase
25	NH	75	80	5	Increase
26	PNS	75	80	5	Increase
27	RIR	75	80	5	Increase
28	RAP	60	75	10	Increase
29	RI	75	80	5	Increase
30	SAS	75	75	0	Constant
31	SDA	75	75	0	Constant
32	SH	70	75	5	Increase
33	TSA	65	75	10	Increase
34	WMW	80	85	5	Increase
Total		2375	2600		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score is 85 and the lowest score is 65. The average score of post-test II was 76. Besides, the percentage of students' successfulness of post-test II score was 88% or 30 students of the total students passed the minimum standard criteria and 12% or 4 students did not pass the minimum standard criteria at least 73. It means that the indicator of success of this research had been achieved that was $\geq 73\%$ students was gotten score 73. It indicated that the students' speaking skill was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that macromedia flash animation could increase students speaking skill.

B. Interpretation

1. Cycle I

In this action, the researcher gave students' the pre-test individually to measure the student's speaking skill before implementing the treatment. In pre-test there were 5 students or 15% who passed the test and 29 students or 85% who failed the pre-test. The highest score in pre-test was 75 and the lowest score was 50, the average score was 60, with the minimum standard criteria for English subject is 73.

After conducted the pre-test, the researcher gave the treatment to the students' in cycle I. The treatment was implemented by using macromedia flash animation in teaching process. Furthermore, the researcher gave the students post-test in the next meeting. The post-test called post-test I.

Afterwards , with analyzed the result of post test I. The researcher concluded that the students' average score was 69. The highest score was 80 and the lowest score was 55. Based on minimum standard criteria , 16 students were passed on post-test 1 or got score ≥ 73 and 18 students were failed on post test I or got score ≤ 73 .

Based on the result of pre-test and post-test I, the students' had increased score than the pre-test before, but viewed from the indicator of success of this research that 73% of the total students must pass the Minimum Standard Criteria. It means that the result of post-test I was unsuccessful based on the indicator of success.

2. Cycle II

After analyzed the students score in the post test I in cycle I. The researcher had to conduct next cycle because only 47% or 16 students were passed on post test I and got score ≥ 73 .

In the next cycle, the researcher gave the second treatment and than conducted post test II. Afterwards, the researcher analyzed the result of post test II and conclude that were 88% or 30

students of the total students passed the minimum standard criteria and 12% or 4 students did not pass the minimum standard criteria at least 73. It means that the indicator of success of this research had been achieved that was $\geq 73\%$ students was gotten score 73. It indicated that the students' speaking skill was increased.

The increased score could be seen on the average score. The average score in post test I and post test II were 69 and 76, then the increasing score was 6. In the pre test, post test I and post test II, the total students who got score ≥ 73 were 5, 16 and 30. Because the achievement of students had increased enough and indicator of success was reached. The research was successful and could be stopped in cycle II.

3. Comparison the Scores in Pre-Test, Post-Test I and Post-Test II

The scores from the implementation of the cycle I and II can be seen in the following :

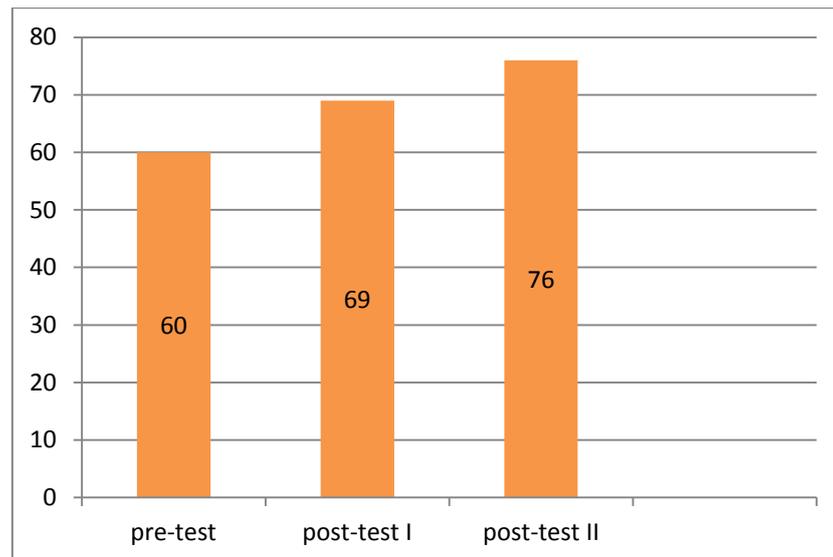
Table 16

The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

NO	NAME	Pre-Test	Post-Test I Score	Post-Test II Score	Note
1	AN	55	60	75	Increase
2	AK	60	70	75	Increase
3	AFR.	50	55	65	Increase
4	AAL	75	75	80	Increase
5	AF	60	75	80	Increase
6	BR	50	55	65	Increase
7	BP	60	70	80	Increase
8	BRS	60	70	75	Increase
9	BDS	55	65	75	Increase
10	CAU	65	75	80	Increase
11	CAN	65	70	75	Increase
12	DRE	60	65	75	Increase
13	DNN	75	75	80	Increase
14	DV	75	80	85	Increase
15	FN	55	65	75	Increase
16	GPW	50	55	70	Increase
17	HRB	50	70	75	Increase
18	IMH	55	65	75	Increase
19	IW	60	65	75	Increase
20	LA	60	75	80	Increase
21	MAW	60	75	80	Increase
22	MNS	50	60	70	Increase
23	NM	60	75	80	Increase
24	NAP	75	80	85	Increase
25	NH	65	75	80	Increase
26	PNS	60	75	80	Increase
27	RIR	65	75	80	Increase
28	RAP	50	60	75	Increase
29	RI	65	75	80	Increase
30	SAS	65	75	75	Increase
31	SDA	65	75	75	Increase
32	SH	65	70	75	Increase
33	TSA	55	65	75	Increase
34	WMW	75	80	85	Increase
Total		2070	2375	2600	
Average		60	69	76	

Based on the table above, it can be describe in the charts as follow:

Figure 5
The Average Score of Students Speaking Skill in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the charts above, in the cycle I from the pre-test to the post-test have progress average score from 60 to 69. There is increasing about 9 point. Then from the cycle II have progress average score from 69 to 76, there is increasing about 7 point. It can be concluded that macromedia flash animation could increase students' speaking skill and the students were passed minimum standard criteria score at least 73.

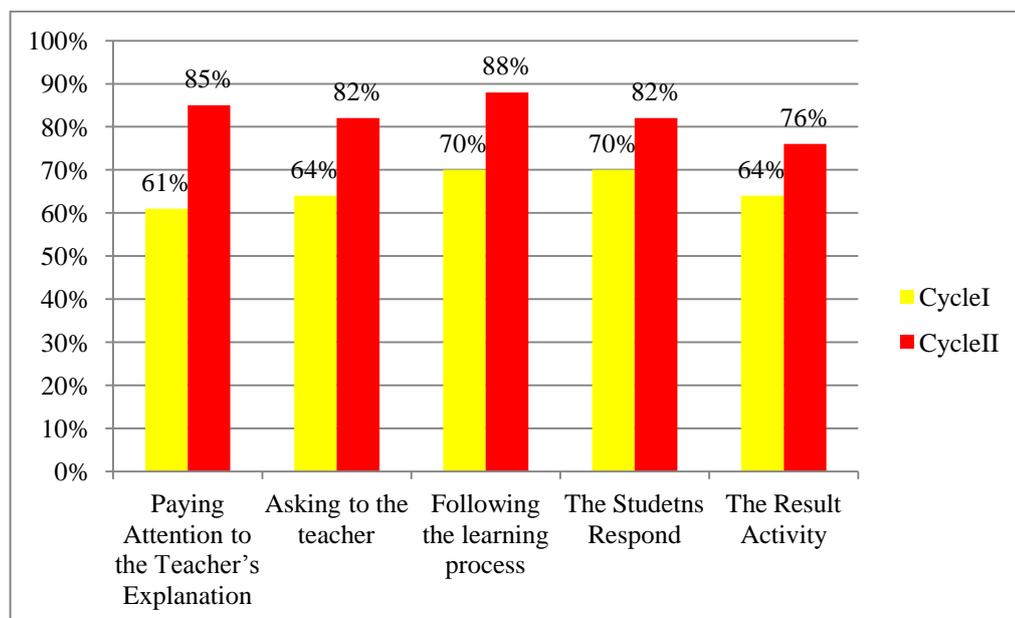
4. Result of Students Learning Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity in cycle I and cycle II could be seen in the table below:

Table 17
The Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Increasing
1	Paying Attention to the Teacher's Explanation	61%	85%	24%
2	Asking the teacher	64%	82%	18%
3	Following the learning process	70%	88%	18%
4	The student respond	70%	82%	12%
5	The result activity	64%	76%	12%

Figure 6
The Result of Students' Activity at Cycle I and Cycle II



Based on the table and charts above, it can be explained as follows:

- a) The students' activity to pay attention towards teacher's explanation from cycle I to cycle II increased by the percentage at least 61% in cycle I become 85% in cycle II and the increasing percentage was 24%.

- b) Then the students' participation to ask the teacher about the material increased from the cycle I up to cycle II. The percentage of this activity in cycle I was 64% and in cycle II 82% by the increasing percentage was 18%.
- c) The student's participation in learning process increased significantly. The percentage of this activity in cycle I was 70% and at cycle II was 88% by the increasing percentage was 18%.
- d) The percentage of the students' respond in cycle I was 70% and in cycle II was 82% by the increasing percentage was 12%.
- e) The students' present their result in learning process also increased. It could be seen in cycle I in which the percentage of this activity was 64% and in cycle II was 76% by the increasing percentage was 12%.

Regarding to the data above, the students' active and enthusiasm to follow teaching and learning process showed significant increase by using macromedia flash animation in teaching speaking .

This research can be concluded that using macromedia flash animation can increase students' speaking skill at the eighth grade of SMPN 1 Punggur in the academic year of 2018/2019 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 76% from total students was gotten score at least 73 and the students become more active and enthusiastic in teaching learning process end then there was significant increasing of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follows:

Macromedia Flash Animation can be effective media to increase the students' speaking skill, because macromedia flash is easy to be understood by the students and the implementation of the computer and imager projector help the students to visualize the learning materials and made the students become more curious, active and enthusiastic during teaching learning process.

Students' speaking skill can be increased by using macromedia flash animation from the result of pre-test up to the post-test II. It could be seen in pre-test which the average was 60, in post-test I the average score was 69 and then the post-test II the average score was 76. Many students' passed in each test, it could be seen in pre-test only 5 students' (15%) and post-test I there were 16 students(47%) ,then post-test II increased until 30 students (88%).

This research was successful viewed from indicator of success, because of 88% or 30 of the total students already passed the criteria by the minimum standard criteria score at least 73. As a result the cycle could not be conducted in the next cycle.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows :

1. The students are suggested to increase their speaking skill and more active in learning speaking by using macromedia flash animation.
2. It is suggested for English teacher to use macromedia flash animation as a media in learning speaking process which make students more easier in understanding the material.
3. It is suggested for the next researcher, hoped that they will conduct a similar study on the other skills like listening, reading, and writing and at other levels of students for increase the teaching of English or carry out an experimental study on the same skill in order to verify the present result.

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang	Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini <i>Fungsi sosial</i> Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..	Mengamati Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	KRITERIA PENILAIAN Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang	8 JP	Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

<p>sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulisan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i> , dan sebagainya.</p> <p>Unsur kebahasaan Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense. Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense. Adverbia: <i>now</i></p>	<p>Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. Menirukan contoh-contoh interaksi dengan menyebutkan</p>	<p>dilakukan/berlangsung saat ini.</p> <p>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan</p>		<p>interpersonal/transaksional dengan benar dan akurat</p> <p>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</p> <p>Contoh interaksi tertulis</p> <p>Contoh teks tertulis</p> <p>Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.com</p>
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	<p>Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>Ucapan, tekanan kata, intonasi,</p> <p>Ejaan dan tanda baca</p> <p>Tulisan tangan.</p> <p>Topik</p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <p>Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play,</i> dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p>	<p>tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>CARA PENILAIAN: SIKAP Observasi Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal</p>		<p>english.britishcouncil.org/en/</p>
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		<p>Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <p>Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>Mengomunikasikan</p> <p>Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsinya.</p> <p>Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Membicarakan permasalahan yang dialami dalam menggunakan</p>	<p>belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</p>		
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		<p>bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>dilakukan/berlangsung saat ini.</p> <p>KETERAMPILAN</p> <p>Unjuk kerja</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang</p>		
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			sedang dilakukan /berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.		
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Punggur, November 2018

Collaborator

Researcher

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Nur Rahmawati
NPM: 14127777

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP I)

Satuan Pendidikan	: SMPN 1 Punggur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Pokok Bahasan	: Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
Alokasi Waktu	: 4 x 2 JP

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. KOMPETENSI DASAR (KD)

3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya

4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 3.7.2 Menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 4.8.1 Memahami teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.
- 4.8.2. Menyatakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.

D. MATERI PEMBELAJARAN

- **Fungsi Sosial dari ungkapan**
 - Menjelaskan, memberialasan, memberi contoh tindakan, dsb.
- **Struktur Teks dari percakapan yang menggunakan ungkapan kegiatan yang sedang dilakukan yaitu:**
 - What are you doing here? Waiting for her; Don't play around.
 - Look!Everybody is doing their task.;
 - I need to see the Principal. May I see him now? No, he's having a meeting.;
 - Be quiet, please. The baby is sleeping. , dan sebagainya.



n Present Continuous tense.

- Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense.
- Adverbia: now
- Kata ganti obyek: me, you, him, her, us, dst.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi,
- Ejaan dan tandabaca
- Tulisan tangan.

E. METODE PEMBELAJARAN

- Metode Scientific
- Model Pembelajaran Role Play

F. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Video pembelajaran tentang dialog yang membicarakan tentang kegiatan yang sedang dilakukan.
- Laptop, Speaker, & LCD

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Internet, youtube
- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,

2. mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
3. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

1. Peserta didik membaca dialog singkat berkaitan tentang kegiatan yang sedang dilakukan
2. Peserta didik mengamati pola kalimat dan struktur kalimat yang digunakan dalam dialog tersebut

Menanya

1. Dengan bimbingan guru pesertadidik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.
2. Denganbimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.
3. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana menyusun kalimat yang menyatakan sedang melakukan suatu kegiatan.

Mengeksplorasi

1. Secara individu peserta didik membuat pertanyaan untuk menanyakan kegiatan yang sedang dilakukan temannya.
2. Secara individu peserta didik membuat kalimat tentang apa yang sedang dilakukan.

3. Secara berpasangan peserta didik bertukar pertanyaan dengan teman sebangku tentang apa yang sedang dilakukan.

Mengasosiasi

1. Secara berpasangan peserta didik mengembangkan satu pertanyaan yang telah dibuat menjadi dialog panjang bersama pasangan

Mengomunikasikan

1. Secara acak guru memilih beberapa peserta didik untuk mempraktekan dialog yang telah dibuat secara bergantian.
2. Guru memperhatikan dan mengoreksi praktek yang dilakukan oleh peserta didik.

c. Kegiatan Penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan tugas kepada peserta didik untuk mempraktikkan atau mengucapkan kegiatan yang sedang dilakukan dan mencatat kapan siapa saja peserta didik mengucapkan ungkapan tersebut.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini.
3. Instrumen : *Work in pairs, then fo the guessing Game ! One if you talk about the activities, Then the other act them out*

Rubrik Penilaian Aspek Keterampilan Berbicara

No	Aspek yang Dinilai	Kriteria	Score

1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Punggur, November2018

Collaborator

Researcher

Helmi Wijayanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

Satuan Pendidikan	: SMPN 1 Punggur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Pokok Bahasan	: Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
Alokasi Waktu	: 4 x 2 JP

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. KOMPETENSI DASAR (KD)

3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya

- 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 3.7.3 Merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 4.8.1 Memahami teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.
- 4.8.3. Menanyakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.

D. MATERI PEMBELAJARAN

Fungsi Sosial dari ungkapan

- Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

Struktur Teks dari percakapan yang menggunakan ungkapan kegiatan yang sedang dilakukan yaitu:

- What are you doing here? Waiting for her; Don't play around.
- Look!Everybody is doing their task.;
- I need to see the Principal. May I see him now? No,
- he's having a meeting.;
- Be quiet, please. The baby is sleeping. , dan sebagainya.

Unsur Kebahasaan dari , yaitu:

- Kata kerja untuk kegiatan dan tindakan dalam Present Continous tense.
- Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

- Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense.
- Adverbia: now
- Kata ganti obyek: me, you, him, her, us, dst.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi,
- Ejaan dan tanda baca
- Tulisan tangan.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Video pembelajaran tentang dialog yang membicarakan tentang kegiatan yang sedang dilakukan.(alamat web menyusul)
- Komputer, Laptop, Speaker, & LCD

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Internet, youtube
- Kamus Bahasa Inggris

F. METODE PEMBELAJARAN

- Metode Scientific
- Model Pembelajaran Role Play

G. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-2

a. Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
3. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

1. Peserta didik membaca dialog singkat berkaitan tentang kegiatan yang tidak sedang dilakukan, dialog yang menggunakan yes no-question yang bertanya tentang yang sedang dilakukan, menanyakan alasan tentang kegiatan yang dilakukan.
2. Peserta didik mengamati pola kalimat dan struktur kalimat yang digunakan dalam dialog tersebut.

Menanya

1. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.
2. Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.
3. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana menyusun kalimat yang menyatakan sedang melakukan suatu kegiatan.

Mengeksplorasi

1. Secara individu peserta didik merubah kalimat positif dari ungkapan yang menunjukkan kegiatan yang sedang dilakukan yang dibuat di pelajaran sebelumnya menjadi kalimat negative dan yes no question.
2. Secara individu peserta didik membuat alasan tentang kegiatan yang dilakukan.

Mengasosiasi

1. Guru member teks rumpang yang berisi cerita tentang kegiatan yang sedang dilakukan.
2. Peserta didik mengisi teks rumpang dengan struktur bahasa yang benar yang berhubungan dengan struktur bahasa “sedang” dalam bentuk positif, negative, maupun kalimat Tanya, mengisi teks rumpang berkaitan dengan alasan.

Mengomunikasikan

1. Peserta didik saling bertukar saling bertukar pekerjaan dengan teman nya dan mengoreksi pekerjaan teman berdasarkan pengetahuan mereka.
2. Guru siap menerima dan membantu peserta didik yang mengalami kesulitan dalam mengoreksi pekerjaan teman.

c. Kegiatan Penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
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		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1

3	Ketelitian	Excellent Good Fair Poor	4 3 2 1
4	Kelancaran	Excellent Good Fair Poor	4 3 2 1
5	Action	Excellent Good Fair Poor	4 3 2 1
		Total Score	20

Punggur, November 2018

Collaborator

Researcher

Helmi Wijayanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

Measurement of Stdents' Speaking Skill

Aspect	Category	Indicators
Fuency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words or expresions.
	3 (Good)	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Fair)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (Poor)	The students speaks so little that no "fluent" speech can be said occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of rythm, intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rythm, intonation and pronunciation require more careful listening ; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Fair)	Comprehension suffers due to frequent errors in rythm, intonation and pronunciation.
	1 (Poor)	Words are unintelligible
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (Good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Fair)	Limited use of vocabulary with frequent inappropriacies.
	1 (Poor)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (Excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Fair)	Speech is broken and distorted by frequent errors.
	1 (Poor)	Unable to construct comprehensible sentences.
Interactional strategies/ Comprehension	4 (Excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (Good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistenly.
	2 (Fair)	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

	(Poor)	
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Pre-Test

Direction:

1. Please telling yourself!
2. Using present continuous tense as you know!
3. Perform in front of class orally!

Example :

I'm Desi, i'm living in punggur, i'm listening music every morning, i'm a student of JHS

Post-Test I

Direction:

1. Please describe one of your friend!
2. Choose one of this place you will meet with your friend.
 - a. Canteen
 - b. Library
 - c. Classroom
3. Describe your friend, base on the place you choose above , 5 sentences each students!
4. Perform in front of class orally!

Example :

Library

She is Ana. She is reading a history book. She is bringing a note. She is making a summary.

She is enjoying the library vibe.

Post Test II

Direction:

1. Please describe your daily routine by choosing one of the following place;
 - a. Canteen
 - b. Classroom
 - c. In the Park
 - d. At Home
2. Make a 4 sentences each students!
3. Perform in front of class orally one by one!

Example :

I'm Studying English now. My Teacher is writting a text on the white board. She is giving a questions. I'm answering a questions with good answer. Now, I'm feeling happy.

Scoring of Students' Speaking Skill of Pre-Test

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	3	2	2	2	2	11	55	Failed
2	AK	3	2	3	2	2	12	60	Failed
3	AFR.	2	2	2	2	2	10	50	Failed
4	AAL	3	3	3	3	3	15	75	Passed
5	AF	3	2	3	2	2	12	60	Failed
6	BR	2	2	2	2	2	10	50	Failed
7	BP	3	2	3	2	2	12	60	Failed
8	BRS	3	2	3	2	2	12	60	Failed
9	BDS	2	2	2	2	2	11	55	Failed
10	CAU	3	3	2	2	3	13	65	Failed
11	CAN	3	2	2	3	3	13	65	Failed
12	DRE	3	2	2	3	2	12	60	Failed
13	DNN	3	3	3	3	3	15	75	Passed
14	DV	3	3	3	3	3	15	75	Passed
15	FN	3	2	2	2	2	11	55	Failed
16	GPW	2	2	2	2	2	10	50	Failed
17	HRB	2	2	2	2	2	10	50	Failed
18	IMH	3	2	2	2	2	11	55	Failed
19	IW	3	2	2	2	3	12	60	Failed
20	LA	2	2	3	2	3	12	60	Failed
21	MAW	3	2	3	2	2	12	60	Failed
22	MNS	2	2	2	2	2	10	50	Failed
23	NM	3	2	2	2	3	12	60	Failed
24	NAP	3	3	3	3	3	15	75	Passed
25	NH	3	2	3	2	3	13	65	Failed
26	PNS	3	2	2	2	3	12	60	Failed
27	RIR	3	2	2	3	3	13	65	Failed
28	RAP	2	2	2	2	2	10	50	Failed
29	RI	3	2	3	2	3	13	65	Failed
30	SAS	3	2	3	2	3	13	65	Failed
31	SDA	2	3	3	2	3	13	65	Failed
32	SH	3	2	2	3	3	13	65	Failed
33	TSA	3	2	2	2	2	11	55	Failed
34	WMW	3	3	3	3	3	15	75	Passed
High Score							75		
Lowest Score							50		
Total							2070		
Average							60		

Scoring of Students' Speaking Skill of Post-Test I

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	2	2	3	2	3	12	60	Failed
2	AK	3	3	3	2	2	14	70	Failed
3	AFR.	2	2	2	2	3	11	55	Failed
4	AAL	3	3	3	3	3	15	75	Passed
5	AF	3	3	3	3	3	15	75	Passed
6	BR	2	2	2	2	3	11	55	Failed
7	BP	3	3	3	2	3	14	70	Failed
8	BRS	3	3	3	2	3	14	70	Failed
9	BDS	2	3	3	2	3	12	65	Failed
10	CAU	3	3	3	3	3	15	75	Passed
11	CAN	3	3	2	3	3	14	70	Failed
12	DRE	3	2	2	3	3	12	65	Failed
13	DNN	3	3	3	3	3	15	75	Passed
14	DV	3	3	3	3	4	15	80	Passed
15	FN	3	3	2	2	3	13	65	Failed
16	GPW	2	2	2	2	3	11	55	Failed
17	HRB	3	3	3	2	3	14	70	Failed
18	IMH	3	2	3	2	3	13	65	Failed
19	IW	3	2	3	2	3	13	65	Failed
20	LA	3	3	3	3	3	15	75	Passed
21	MAW	3	3	3	3	3	15	75	Passed
22	MNS	3	2	2	2	3	12	60	Failed
23	NM	3	3	3	3	3	15	75	Passed
24	NAP	4	3	3	3	3	16	80	Passed
25	NH	3	3	3	3	3	15	75	Passed
26	PNS	3	3	3	3	3	15	75	Passed
27	RIR	3	3	3	3	3	15	75	Passed
28	RAP	3	2	2	3	2	12	60	Failed
29	RI	3	3	3	3	3	15	75	Passed
30	SAS	3	3	3	3	3	15	75	Passed
31	SDA	3	3	3	3	3	13	75	Passed
32	SH	3	3	3	2	3	14	70	Failed
33	TSA	3	3	2	2	3	13	65	Failed
34	WMW	3	3	3	3	4	15	80	Passed
High Score								80	
Lowest Score								55	
Total								2370	
Average								69	

Scoring of Students' Speaking Skill of Post-Test II

NO	NAME	CRITERIA					TOTAL	SCORE	NOTE ≥73
		F	P	V	GA	IS			
1	AN	3	3	3	3	3	15	75	Passed
2	AK	3	3	3	3	3	15	75	Passed
3	AFR.	2	2	3	2	3	13	65	Failed
4	AAL	3	3	4	3	3	16	80	Passed
5	AF	3	3	3	3	4	16	80	Passed
6	BR	3	2	3	2	3	13	65	Failed
7	BP	3	3	3	3	3	16	80	Passed
8	BRS	3	3	3	3	3	15	75	Passed
9	BDS	3	3	3	3	3	15	75	Passed
10	CAU	4	3	3	3	3	16	80	Passed
11	CAN	3	3	3	3	3	15	75	Passed
12	DRE	3	3	3	3	3	15	75	Passed
13	DNN	3	3	4	3	3	16	80	Passed
14	DV	3	3	4	3	4	17	85	Passed
15	FN	3	3	3	5	3	17	85	Passed
16	GPW	3	3	3	2	3	14	70	Failed
17	HRB	3	3	3	3	3	15	75	Passed
18	IMH	3	3	3	3	3	15	75	Passed
19	IW	3	3	3	3	3	15	75	Passed
20	LA	4	3	3	3	3	16	80	Passed
21	MAW	3	3	4	3	3	16	80	Passed
22	MNS	3	3	3	2	3	14	70	Failed
23	NM	4	3	3	3	3	16	80	Passed
24	NAP	4	3	3	4	3	17	85	Passed
25	NH	3	3	4	3	3	16	80	Passed
26	PNS	3	3	3	3	4	16	80	Passed
27	RIR	3	3	3	3	4	16	80	Passed
28	RAP	3	3	3	3	3	15	75	Passed
29	RI	4	3	3	3	3	16	80	Passed
30	SAS	3	3	3	3	3	15	75	Passed
31	SDA	3	3	3	3	3	13	65	Failed
32	SH	3	3	3	3	3	15	75	Passed
33	TSA	3	3	3	3	3	15	75	Passed
34	WMW	4	3	3	3	4	17	85	Passed
							High Score	85	
							Lowest Score	65	
							Total	2610	
							Average	76	

The Pre Survey data of Speaking Skill at eleventh grade students of SMPN 1 Punggur

NO	INITIAL	CRITERIA					TOTAL	SCORE
		1	2	3	4	5		
1	AN	1	2	3	2	3	11	55
2	AK	2	1	3	3	3	12	60
3	AFR	1	1	2	3	3	10	50
4	AAL	3	3	3	2	3	15	75
5	AF	2	2	3	2	3	12	60
6	BR	1	1	2	3	2	9	45
7	BP	2	3	3	3	3	14	70
8	BRS	2	1	3	3	3	13	65
9	BDS	2	2	3	2	3	12	60
10	CAU	2	2	3	2	3	12	60
11	CAN	3	2	3	3	3	14	70
12	DRE	3	2	3	2	3	13	65
13	DNN	3	3	3	2	4	15	75
14	DV	3	2	3	3	3	14	70
15	FN	2	3	3	3	3	14	70
16	GRW	2	2	3	2	3	12	60
17	HRW	2	2	3	3	3	13	65
18	IMH	2	2	3	2	3	12	60
19	IW	2	3	3	4	3	15	75
20	LA	2	2	3	2	2	11	55
21	MAW	2	2	3	2	3	12	60
22	MNS	3	2	3	2	2	12	60
23	NM	2	3	3	2	3	13	65
24	NAP	4	3	4	3	3	17	85
25	NH	3	3	3	3	3	15	75
26	PNS	2	3	3	2	3	13	65
27	RIR	2	2	2	2	3	11	55
28	RAP	1	2	2	2	2	9	45
29	RI	2	3	3	2	3	13	65
30	SAS	2	2	2	2	2	10	50
31	SDA	3	2	2	2	3	12	60
32	SH	2	3	3	2	3	13	65
33	TSA	2	3	3	2	3	13	65
34	WMW	3	2	3	3	4	15	75

Source : The test result, taken on March, 14th 2018 by the researcher

Note :

1. Fluency
2. Pronunciation
3. Vocabulary
4. Grammatical Accuracy
5. Interactional Strategies

$$\text{Score} = \frac{\text{Sum of values student}}{\text{maximum score}} \times 100$$

- a. Excellent : 4 Point
- b. Good : 3 Point
- c. Fair : 2 Point
- d. Poor : 1 Point

Note :

1. *Sum of values students* : *Sum of scores obtained by students of the criteria 1-up to 5*
2. *The maximum score* : *The result of multiplying the highest score (4) with a number criteria set (there are 5 criteria)*

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE I

Day/Date : 21 November 2018
 School : SMPN 1 Punggur
 Class : VIII-6

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AN		√	√	√		3
2	AK		√	√	√	√	4
3	AFR.	√		√	√		3
4	AAL		√		√	√	3
5	AF	√	√	√		√	4
6	BR		√				1
7	BP	√			√	√	3
8	BRS	√	√	√		√	4
9	BDS		√	√		√	3
10	CAU	√	√	√	√		4
11	CAN	√	√	√		√	4
12	DRE	√			√	√	3
13	DNN	√	√		√	√	4
14	DV	√		√	√	√	4
15	FN		√		√		2
16	GPW	√		√	√		3
17	HRB		√		√	√	3
18	IMH	√		√	√		3
19	IW	√	√	√	√		3
20	LA	√	√	√		√	4
21	MAW	√		√	√	√	4
22	MNS	√		√	√		3
23	NM	√	√	√	√		4
24	NAP	√	√		√	√	4
25	NH		√	√		√	3
26	PNS	√		√	√		3
27	RIR	√	√	√		√	4
28	RAP		√		√	√	3
29	RI	√		√	√	√	4
30	SAS		√	√	√	√	4
31	SDA			√	√	√	3
32	SH	√	√			√	3
33	TSA		√	√			2
34	WMW	√		√	√	√	4
Total		21	22	24	24	22	
Percentage		61%	64%	70%	70%	64%	

Notes:

- **Tick (✓) for each positive activity**
- **The students' activities that observed are:**
 - 1 : The students pay attention the teacher explanation.
 - 2 : The students ask to the teacher about the material.
 - 3 : The students can following the learning process.
 - 4 : The students respond the teacher question.
 - 5 : The students result activity.

Punggur, November 2018

Collaborator

Researcher

Helmi Wijayanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

Observation Sheet of the Teacher's Activities in Cycle II

Day/Date : 21 November 2018
School :
Class : VIII-6

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√ √ √		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√ √	√ √ √	
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√	√	

Tick (√) for each positive activity.

Collaborator

Punggur, November 2018
Researcher

Helmi Wijavanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

THE STUDENTS' ACTIVITIES OBSERVATION SHEET IN CYCLE II

Day/Date : 26 November 2018
 School :
 Class : VIII-6

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AN		√	√	√	√	4
2	AK	√	√	√	√	√	5
3	AFR.	√	√	√	√		4
4	AAL		√	√	√	√	4
5	AF	√	√	√	√	√	5
6	BR		√	√	√		3
7	BP	√		√	√	√	4
8	BRS	√	√	√		√	4
9	BDS	√	√	√		√	4
10	CAU	√	√		√	√	4
11	CAN	√	√	√		√	4
12	DRE	√	√		√	√	4
13	DNN	√	√	√	√	√	5
14	DV	√	√	√	√	√	5
15	FN		√	√	√	√	4
16	GPW	√		√	√		3
17	HRB	√	√	√	√	√	5
18	IMH	√		√	√		3
19	IW	√	√	√	√		4
20	LA	√	√	√		√	4
21	MAW	√	√	√	√	√	5
22	MNS	√	√		√		3
23	NM	√	√	√	√		4
24	NAP	√	√	√	√	√	5
25	NH	√	√	√		√	4
26	PNS	√	√	√	√		4
27	RIR	√		√	√	√	4
28	RAP	√	√		√	√	4
29	RI	√	√	√	√	√	5
30	SAS		√	√	√	√	4
31	SDA	√		√	√	√	4
32	SH	√	√	√	√	√	5
33	TSA	√	√	√		√	4
34	WMW	√		√	√	√	4
Total		29	28	30	28	26	
Percentage		85 %	82 %	88 %	82 %	76 %	

Notes:

- **Tick (✓) for each positive activity**
- **The students' activities that observed are:**
 - 1 : The students pay attention the teacher explanation.
 - 2 : The students ask to the teacher about the material.
 - 3 : The students can following the learning process.
 - 4 : The students respond the teacher question.
 - 5 : The students result activity.

Punggur, November 2018

Collaborator

Researcher

Helmi Wijayanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

Observation Sheet of the Teacher's Activities in Cycle II

Day/Date : 26 November 2018
School :
Class : VIII-6

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√ √ √		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√ √ √	√ √	
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√	√	

Tick (√) for each positive activity.

Punggur, November 2018

Collaborator

Researcher

Helmi Wijayanti, S.Pd
NIP. 19730618 200701 2 014

Nur Rahmawati
NPM: 14127777

Field Notes

Cycle		Note Students' Activities
Cycle I	1 st Meeting (November 19 th 2018)	<ol style="list-style-type: none"> 1. Most of the students still confused in learning English process. 2. Most of the students were not confidence about their answer when the teacher give a question. 3. Most of the students were not confidence to show up their ideas while teaching-learning in process. 4. Some of the students did not giving attention while giving the treatment.
	2 nd Meeting (November 21 st 2018)	<ol style="list-style-type: none"> 1. Some of the students began interested in learning English but still less enthusiastic. 2. Some of the studens were explained about their answer. 3. Some of the students were confidence in sharing ideas while the teaching-learning process. 4. Some of the students could give the attention while giving the treatment.
Cycle 2	1 st Meeting (November 26 th 2018)	<ol style="list-style-type: none"> 1. Some of the students were enjoyed in learning English process and active in the classroom. 2. Most of the studens were explained about their answer. 3. The students could be more confidence in sharing ideas while the teaching-learning process. 4. Most of the students could give the attention and enthusiastic about the media that the reseracher used.
	2 nd Meeting (November 28 th 2018)	<ol style="list-style-type: none"> 1. Most of the students were active in learning English process individually. 2. Most of the students enjoyed the new learning media. 3. Most of the studens could be more express about their answer. 4. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. 5. Most of the students enthusiastic to applied the media in learning speaking.

DOCUMENTATION

Cycle I

Treatment



Post Test I



Cycle II Treatment





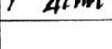
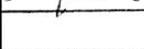
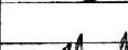
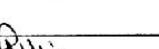
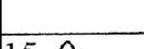
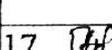
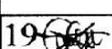
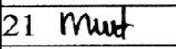
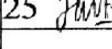
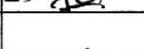
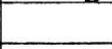
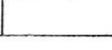
Post test II





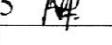
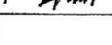
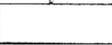
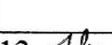
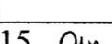
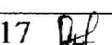
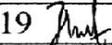
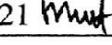
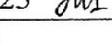
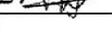
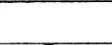
ATTENDANCE LIST

Day/Date : 22 November 2018
 School : SMP N 1 Punggur
 Class : VIII - 6

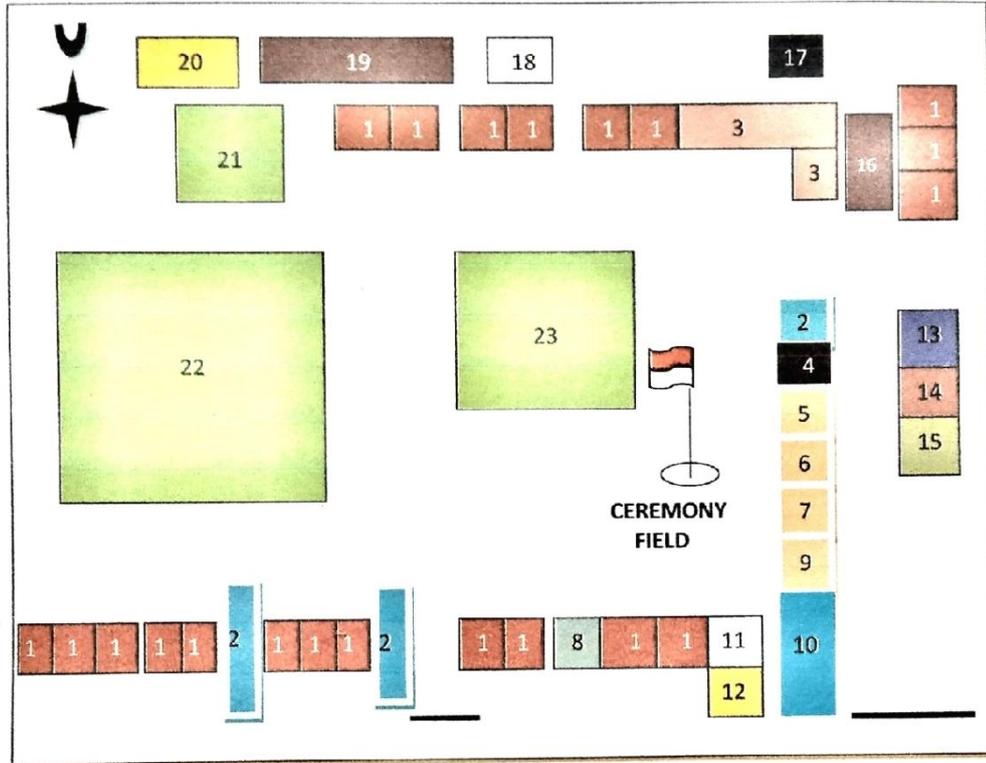
No	Name	Signature
1	Adji Nugroho	1 
2	Afida Khoirunnisa	2 
3	Ananda Friskia R.	3 
4	Asri Ayu Lestari	4 
5	Astrid Febriyanti	5 
6	Bagus Rahmadhani	6 
7	Bella Puspita	7 
8	Berliana Ristanti	8 
9	Boyke Dwi Saputra	9 
10	Cantika Aurelia	10 
11	Choirul Anam	11 
12	Desfita Ratna Enjeli	12 
13	Desi Natalia Naibaho	13 
14	Dio Virmansyah	14 
15	Fahrul Neza	15 
16	Gilang Pratama W.	16 
17	Hasna Ristinarum B.	17 
18	Iqbal Mukti Hidayat	18 
19	Irhan Wijayanto	19 
20	Latifatul Amalia	20 
21	Mifta Ayu Windiani	21 
22	M. Noris Syahendra	22 
23	Nasraf Mulika	23 
24	Nindia Aryandra P.	24 
25	Nurul Hidayati	25 
26	Putri Nadia Sari	26 
27	Renda Irawan	27 
28	Rendi Andika Pratama	28 
29	Rindi Irawati	29 
30	Satria Ardian Saputra	30 
31	Sinta Dwi Arnita	31 
32	Syahrul Hidayatulloh	32 
33	Teofillus Syahrul Aditya	33 
34	Wisnu Mukti Wibowo	34 

ATTENDANCE LIST

Day/Date : 28 November 2018
 School : SMP N 1 Pungkur
 Class : VIII - 6

No	Name	Signature
1	Adji Nugroho	1 
2	Afida Khoirunnisa	2 
3	Ananda Friskia R.	3 
4	Asri Ayu Lestari	4 
5	Astrid Febriyanti	5 
6	Bagus Rahmadhani	6 
7	Bella Puspita	7 
8	Berliana Ristanti	8 
9	Boyke Dwi Saputra	9 
10	Cantika Aurelia	10 
11	Choirul Anam	11 
12	Desfita Ratna Enjeli	12 
13	Desi Natalia Naibaho	13 
14	Dio Virmansyah	14 
15	Fahrul Neza	15 
16	Gilang Pratama W.	16 
17	Hasna Ristinarum B.	17 
18	Iqbal Mukti Hidayat	18 
19	Irhan Wijayanto	19 
20	Latifatul Amalia	20 
21	Mifta Ayu Windiani	21 
22	M. Noris Syahendra	22 
23	Nasraf Mulika	23 
24	Nindia Aryandra P.	24 
25	Nurul Hidayati	25 
26	Putri Nadia Sari	26 
27	Renda Irawan	27 
28	Rendi Andika Pratama	28 
29	Rindi Irawati	29 
30	Satria Ardian Saputra	30 
31	Sinta Dwi Arnita	31 
32	Syahrul Hidayatulloh	32 
33	Teofillus Syahrul Aditya	33 
34	Wisnu Mukti Wibowo	34 

The School Map of SMPN 1 Punggur



- Notes:
- | | | |
|--------------------|---------------------|---------------------------|
| 1. Classroom | 9. Music room | 16. Teachers parking area |
| 2. Toilet | 10. Library | 17. Warehouse |
| 3. Teacher room | 11. UKS | 18. Mosque |
| 4. Warehouse | 12. Koperasi school | 19. Students parking area |
| 5. Office | 13. Lab Computer | 20. Canteen |
| 6. Headmaster room | 14. Lab Bahasa | 21. Volly field |
| 7. Waka Room | 15. Lab Science | 22. Football field |
| 8. BK Room | | 23. Basket field |



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Ir ngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0668/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : NUR RAHMAWATI
NPM : 14127777
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : USING OF MACROMEDIA FLASH ANIMATION TO INCREASE
STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMPN
1 PUNGGUR IN THE ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di SMP N 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2018

Kepala Jurusan

Pendidikan Bahasa Inggris



Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014



**DINAS PENDIDIKAN DAN KEBUDAYAAN
KABUPATEN LAMPUNG TENGAH
SMP NEGERI 1 PUNGGUR**

Jln. Pendidikan No. 2 Tanggulangin Punggur Telp. (0725) 7522125, E-Mail : smpn1punggur@yahoo.co.id

SURAT IZIN PRA-SURVEY
NO. 422 /69 / 03 / C7.D8 / 2018

Berdasarkan surat saudara tanggal 13 Maret 2018 Nomor: B-0868/In.28.1/J/TL.00/03/2018 tentang izin Pra-Survey, kami Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah, mengizinkan kepada :

Nama : NUR RAHMAWATI
NPM : 14127777
Semester : 8 (delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra-Survey di SMP Negeri 1 Punggur Kabupaten Lampung Tengah sebagai bahan Penulisan Skripsi dengan Judul "*USING OF MACROMEDIA FLASH ANIMATION TO INCREASE STUDENTS SPEAKING SKILL AT THE EIGHTH GRADE OF SMPN 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018* "

Demikian surat izin Pra-Survey ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 21 Maret 2018
An.Kepala Sekolah

Drs. MUHANAS
NIP 19660311 199502 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3467 /In.28.1/J/PP.00.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

01 Nopember 2018

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Nur Rahmawati
NPM : 14127777
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Using Of Macromedia Flash Animation To Increase Student's Speaking Skill Of The Eighth Grade Of The SMPN 1 Punggur In The Academic Year Of The SMPN 1 Punggur In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

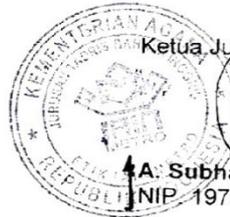
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah@metrouniv.ac.id

Nomor : B-3679/In.28/D.1/TL.00/11/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3678/In.28/D.1/TL.01/11/2018, tanggal 19 November 2018 atas nama saudara:

Nama : **NUR RAHMAWATI**
NPM : 14127777
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING OF MACROMEDIA FLASH ANIMATION TO INCREASE STUDENTS SPEAKING SKILL OF THE EIGHTH GRADE OF THE SMPN 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 November 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah_ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3678/In.28/D.1/TL.01/11/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **NUR RAHMAWATI**
NPM : 14127777
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING OF MACROMEDIA FLASH ANIMATION TO INCREASE STUDENTS SPEAKING SKILL OF THE EIGHTH GRADE OF THE SMPN 1 PUNGGUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 November 2018

Mengetahui,
Pejabat Setempat

Ds. Pramono
NIP. 19600909 198602 1007

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**DINAS PENDIDIKAN DAN KEBUDAYAAN
KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 PUNGGUR**

Jln. Pendidikan No. 2 Tanggulangin Punggur Telp. (0725) 7522125. E-Mail : smpn1punggur@yahoo.co.id

SURAT IZIN RESEARCH / SURVEY

NO. 422/24/03/C7.D8/2018

Berdasarkan surat saudara tanggal 19 November 2018 Nomor: B-3678/In.28/D.1/TL.01/11/2018 tentang izin Research/Survey, kami Kepala UPTD Satuan Pendidikan SMP Negeri 1 Punggur Kabupaten Lampung Tengah, mengizinkan kepada :

Nama : NUR RAHMAWATI
NPM : 14127777
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan research/Survey di SMP Negeri 1 Punggur Kabupaten Lampung Tengah sebagai bahan Penulisan Skripsi dengan Judul "USING OF MACROMEDIA FLASH ANIMATION TO INCREASE STUDENTS SPEAKING SKILL OF THE EIGHTH GRADE OF THE SMPN 1 PUNGGUR "

Demikian surat izin Survey ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.



Punggur, 30 November 2018
An. Kepala Sekolah

M. Muihanas
Drs. MUIHANAS
NIP 19660311 199502 1 001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0726) 41507, Faksimili (0725) 47296.
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Rahmawati
NPM : 14127777

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal yang Dibicarakan	Tanda Tangan Mahasiswa
		1	2		
1.	7 Jan 2019	✓		- Revise cover - Revise Table of content - Revise Bab IV	
2.	8 Jan 2019	✓		- Revise bab IV	
3.	rabu 9/1-19	✓		- Revisian is ok - acc for manager	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Nur Rahmawati
NPM : 14127777

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Hal yang Dibicarakan	Tanda Tangan Mahasiswa
		1	2		
1	Thursday 13/12/18		✓	Revise chapter IV (your data) Revise your abstract	
2	Thursday 03/01/18		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II



Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Rahmawati

NPM : 14127777

Fakultas : Tarbiyah

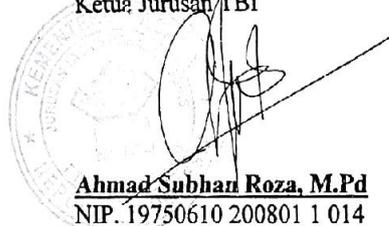
Angkatan : 14

Telah menyerahkan buku berjudul :

*Sociolinguistics of the sign
languages*

Metro, 17 Desember 2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Rahmawati

NPM : 14127777

Fakultas : Tarbiyah

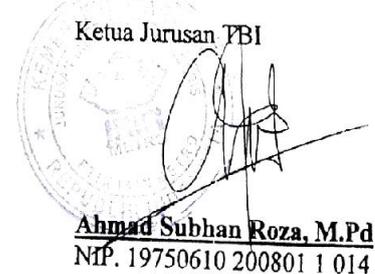
Angkatan : 14

Telah menyerahkan buku berjudul :

Sociolinguistics of the sign languages

Metro, 17 Desember 2018

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



IAIN

M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-38/In.28/S/OT.01/01/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

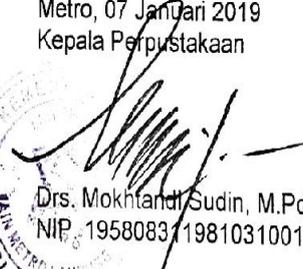
Nama : Nur Rahmawati
NPM : 14127777
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

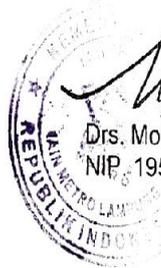
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14127777.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Januari 2019
Kepala Perpustakaan


Drs. Mokhtari Sudin, M.Pd.
NIP. 195808311981031001



CURRICULUM VITAE



Nur Rahmawati was born in Punggur on February 23th, 1996. She is the first child of married couple Mr. Suyono and Mrs. Sumiyati. She graduated from Elementary School at SDN 2 Badransari 2008, secondary school was at SMPN 1 Punggur 2011, and Senior High School was at SMA Kartikatama Metro, 2014. Then, Nur Rahmawati continued her study to Strata one of English Education Department of State Intitute for Islamic Studies (IAIN) Metro Lampung until now 2018.