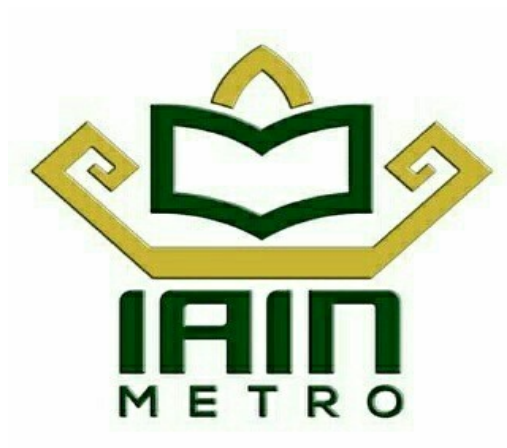


AN UNDERGRADUATE THESIS

**THE USE OF FILMS AS MEDIA TO IMPROVE STUDENTS'
ARGUMENTATIVE SPEAKING PERFORMANCE AT THE
EIGHT GRADE STUDENT OF SMPN 1 ABUNG SEMULI**

**By:
Nur Indah Wahyuni
Student Number: 1292847**

**Tarbiyah Faculty
English Education Department**



STATE ISLAMIC INSTITUTE OF METRO

2017M / 1438H

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OF SMPN 1 ABUNG SEMULI**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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STATE ISLAMIC INSTITUTE OF METRO

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STUDENTS' ARGUMENTATIVE SPEAKING
PERFORMANCE AT THE EIGHTH GRADE
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It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat diajukan untuk dapat dimunafqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

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RATIFICATION PAGE

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The undergraduate thesis entitled: The Use Of Films as Media to Improve Students' Argumentative Speaking Performance at The Eighth Grade Students Of SMPN 1 Abung Semuli. Written by Nur Indah Wahyuni, student Number: 1292847, English Education Department had been examined (Munaqosah) in Tarbiyah Faculty on Tuesday, February 21th 2017 at 09.30-11.30 A.M

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**THE USE OF FILMS AS MEDIA TO IMPROVE STUDENTS'
ARGUMENTATIVE SPEAKING PERFORMANCE AT THE EIGHTH
GRADE STUDENT OF SMPN 1 ABUNG SEMULI**

ABSTRACT

BY:

NUR INDAH WAHYUNI

The objectives of this thesis to find out how could films as media to improve the students' argumentation speaking performance in learning English and how far the improve of the students' argumentation speaking performance through films.

This research was conducted at the eight grade of SMP N 1 Abung Semuli. To conduct this classroom action research, the researcher divides into two cycle. Each cycle consist of planning, acting, observing, reflecting. I this research, the researcher took one class namely VIII A which consist of 34 students.

The result of the researcher shows the increase of student's speaking performance after beig thought by using films as media. The result of the students average score on first cycle in pre-test is 42,9, post-test 1 is 61,3, and second cycle is 76,1.

Based on the result of the research, the researcher concludes that using films as media can be used to increase student's argumetatio speaking performance at the eight grade of SMP N 1 Abung Semuli.

**PENGUNAAN FILM SEBAGAI MEDIA UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA SISWA YANG BERCIRI
ARGUMENTATIVE PADA TINGKATAN DELAPAN DARI SMP N 1
ABUNG SEMULI**

ABSTRAK

OLEH

NUR INDAH WAHYUNI

Objek dari skripsi ini untuk menemukan bagaimana film sebagai media dapat meningkatkan kemampuan berargumen dalam kemampuan berbicara siswa dalam pembelajaran Inggris dan sejauh mana meningkatkan kemampuan berargumen dalam berbicara siswa melalui film.

Penelitian ini berfokus pada tingkatan delapan dari SMPN 1 Abung Semuli. Berfokus pada penelitian tindakan kelas, peneliti membagi kedalam dua siklus. Setiap siklus konsisten pada rencana, tindakan, pengamatan, pengayaan. Penelitian ini, peneliti berfokus pada kelas VIIIA dengan jumlah murid 34 siswa.

Hasil yang ditunjukkan ada peningkatan dari kemampuan berbicara setelah menggunakan film sebagai media. Rata-rata hasil pada siklus pertama dalam pre-test adalah 42,9, post-test adalah 61,3, dan pada siklus kedua adalah 76,1.

Hasil terbaik pada penelitian, peneliti menyimpulkan bahwa menggunakan film sebagai media dapat digunakan untuk meningkatkan kemampuan berargumen dalam berbicara pada tingkatan delapan di SMPN 1 Abung Semuli.

STATEMENT OF RESEARCH ORIGINALY

The undersigned:

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

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The researcher

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

Metro, Februari 2017
yang menyatakan

Nur Indah Wahyuni
NPM. 1292847

MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

“ALLAH (alone) is sufficient for us, and He is the Best Disposer of affair for us”

(Surah Al ‘Imran 3;173)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to :

- 1. My lord (ALLAH SWT), who always give me powerful guidance in every problems until able to finish this scrip.*
- 2. My beloved father Agus Supriyanto and my mother Sumiyatun, who always pray me, give me support and guidance to be success in my study. I do love you and you are my spirit in my life.*
- 3. My beloved my young sister Demas Adlu Noer Lathiifah.*
- 4. My sponsor Drs. Kuryani Utih M.Pd, and Mrs. Syahreni Siregar, M.Hum (it will not be real without your assistance).*
- 5. My beloved Ecology Class, thank for all your support and your care.*
- 6. My headmaster and English teacher of SMP N 1 Abung Semuli.*
- 7. My Alamamater STAIN Jurai SIwo Metro is the best.*

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In the name of Allah, the Most Gracious, the Most Merciful.

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The researcher could not endure the obstacles which arose during the process without her family support. She is grateful to have her mother, Sumiyatun, father, Agus Supriyanto, and young sisters, Demas Adlu Noer Lathiifah, who have continuously provided encouragement for her to keep on going.

The researcher is indebted to many people whom she cannot mention on by one. She realizes the imperfectness of this work; nevertheless, she hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general.

It is Allah who bestows success and guides to the Right Path.

Metro, February 2017

The researcher,

Nur Indah Wahyuni

NPM. 1292847

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is tool of communication among the people in the world. Most of people the consider that language means to convey ideas, opinon, and feeling among the paople by oral or written ways. Without the presence the language, it is so hard to imagine what people means. With the presence of language, it is can help people to express and share their feeling, idea and knowledge to other.

In Indonesia, English as a second language that goverment chooses as foreign language to learn from elementary school up to university level. It has four skill that must be paid attention on learning it. They are listening, speaking, reading and writing skill.

In this case, students' problem are not only from classroom but also from themself. In reality we often find the student master the theory be better than practice. For example, in English there is speaking subject, their assume they may have the knowledge of speaking. But, when they practice they find difficulties.

Speaking as a productive skill consists of verbal utterance production which derives attention both in first or secon language, the purpose of speaking is to share meaning or idea. The mastery of speaking in English is a priority for learner. The student can evaluate their success in language

learning with way how much they have improved in their spoken. In improving students' speaking performance we are not looking for perfect, we are looking to make fewer errors. But, the students feel that speaking is difficult study to learn.

Teaching speaking, especially English, is teaching students on how to communicate orally to other. In teaching speaking, an English teacher has to be a facilitator to their students. The teacher must try to give good model for their students. English teacher must create a conducive classroom which enjoy, fun, but keep focus. So the students can learning without underpressing feel and easy to understand what teacher teach. Teacher can designing their lesson object, what students' need to ease students in mastering speaking performance. Teacher can also discuss with their student about problem and how to solve the problem. Briefly, the important thing for the teacher in teaching speaking is to give students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication. To help the students, the teacher can use any kinds of media to teach speaking.

To select the appropriate media, the teacher must consider the characteristic of the student, which directly related to the learning process such as verbal abilities, visual and audio perception skill.

In this case, researcher give way to teach speaking performance with use film as media to learning to make learning activity cheerful and not monotonous. Media will give different situations in teaching and learning

process to increasing students' speaking performance. Media can be used by both teachers and students. The use of media also allows the students to be involved in teaching and learning process.

Films, one of teaching media shows characters of something and their details. Films can help on all counts. This is due in part to the fact that films use language and we can know how language style and language cultural that use in performing. There are advantages involving film as media in teaching and learning activity. For example, it can make students think and imagine how character of the story, plot of the story and others. Usually, the students more understanding learn use films as media than learn use monotonous subjects. By using films, students are expected to improve their idea. They can make argumentative or create a story. It means that students can share their argumentative about story of films or they can share their story which they made.

The eight class students at SMPN 1 Abung Semuli learned the speaking argumentation performance is poor. The data of pre survey on January 19, 2015 at the eight grade students of SMPN 1 Abung Semuli illustrates the level of argumentative speaking performance.

Tabel 1
The Data of Speaking Argumentative Performance at the Eight Grade
Students of SMPN 1 Abung Semuli

NO	Name	speaking performance	
		score	Catagory
1	AQUTP	80	Good
2	AS	86	Good
3	AA	80	Good
4	BAN	86	Good
5	CES	60	Poor
6	DNN	60	Poor
7	DIS	80	Good
8	DBL	60	Poor
9	DAH	60	Poor
10	DAP	93	Fair
11	DYA	67	Poor
12	ES	60	Poor
13	EM	60	Poor
14	EKW	60	Poor
15	EN	65	Poor
16	FRB	75	Fair
17	FS	75	Fair
18	GWEP	70	Poor
19	IDS	75	Fair
20	IE	75	Fair
21	JNA	60	Poor
22	KS	60	Poor
23	MAF	60	Poor
24	MA	86	Good
25	NA	86	Good
26	PAS	93	Good
27	PSL	75	Fair
28	RAM	60	Poor
29	RF	75	Fair
30	RDA	60	Poor
31	RDA	60	Poor
32	SRS	80	Good
33	SA	60	Poor
34	VA	60	Poor
Total		2402

Average	70	Poor
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Table 2
Recapitulation of Score

No	Grade	Frequensy	Presentage	Explanation
1	85 – 100	6	17,64%	Excellent
2	80 – 85	4	11,76%	Good
3	75 – 79	6	17,64%	Fair
4	60 – 74	18	52,9%	Poor
Total		34	100%	Poor

From the explanation above, we know that the students' argumentative speaking performance is catagorized into low level. The performance to argumentative speaking is still poor because the average grade is 70.

By using films as a media to improve students' argumentative speaking performance, the researcher hopes can improve students' argumentative speaking performance in English subject. The renovation of

English teaching is to improve English subject with enjoyable media and easy to understand, in this case especially speaking performance.

Based on discussion above, the writer would like to conduct a research “The use of films as media to improve students’ argumentative speaking performance at the eight grade student of SMPN 1 Abung Semuli”

B. Problem identification

The writer found many problem based on the background above. The problem can be identified as follows:

1. The poor mastery of students’ speaking performance.
2. The students find it difficult to argue.
3. The poor of teaching media to teaching and learning activity.
4. The students not active in speaking.
5. The students are not interested in learning English.

C. Problem limitation

Base on the problem identification, the researcher focus on the poor of teaching media to teaching and learning activity and students’ argumentative speaking performance is low. Therefore, the researcher limits the the problem only on use of films as media to improve students’ speaking performance .

D. Problem formulation

The problem that will be studied in this research are formulated “Can films be as media to improve students’ argumentative speaking performance at the eight grade student of SMPN 1 Abung Semuli ?

E. Objectives and Benefits of the study

1. Objectives of the Study

The researcher aimed to:

- a. To know the improvement students’ argumentative speaking performance use film as media.
- b. To improve the students partisipation in the process of learning argumentative speaking performance, of that the students can be more active in the classroom.

2. Benefits of the Study

The researcher aimed to:

- a. For the students, as motivate for the students learning English vocabulary the researcher hope that they can easy in learning. And it hoped that the student can improve their argumentative speaking performance through learning using films and develop their study in order to be successful.

- b. For the other researcher, as reference to other research about teach English better in the future, and we can know that advantage the using media in teaching learning.
- c. For teacher, the teacher get information how teaching speaking performance on teaching activites and will improve his performance in teaching program well.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Concept of Speaking Performance

1. The Concept of Speaking

a. Definition of Speaking

Speaking is productive skill in oral word¹. According David Nunan, mastering art of speaking means the single most important dimension of studying a second language and success in terms of the competence to carry out a conversation in the language.²

Based on the statement above, it can be concluded that speaking is the activity to perform productive skill used oral word to communicate. Mastering of speaking must consider everything that is involved in our ability, how we use grammar, vocabulary, pronunciation and other.

b. Functions of Speaking

According Brown and Yule's in Jack C. Richards, there are three parts of function of speaking, such as;

1) Talk as Interaction

According Brown and Yule in Jack C. Richards, in this situation, people use either casual or more formal language on the circumstance and their nature has been

¹ Marriam Bashir, *et.al.* "Factor Effecting Students' English Speaking Skill", *British Journal of Art and Sciences* ISSN: 2046-9578, volume 2, Nomor 1.(2011): 5.

² David Nunan, *Language Teaching Methodology A text for teachers*, (Sydney: Prentice Hall, 1991), p. 39

well describe. For example; when people meet with other people, there are conversation or interaction with other.

2) Talk as transaction

In this type, situation focus on what is said or done. The situation to give information or message to making people understood and how they respect or interact social with other people.

3) Talk as Performance

There are three type of talk or speaking as performance, such as;

a) Public Talk

Public Talk is the process or art of performing a presentation focused around and individual directly speaking to alive audience in a structure, deliberated manner in order to inform, influence, or enteratin them.³

b) Public announcement

Public announcement is the process of performing to giving information about someting in fround of audience.

c) Speeches

³ <https://en.m.wikipedia.org> downloaded 02 februari 2016.

Speech is the vocalized form human communication.⁴ According, Fransella in Christopher Turk , If we are to improve speaking in speech, we must first become more aware of ourselves, our motivations, behaviour patterns, and likely mistake.⁵ Second, we must be aware of the audience's psychology, and their reactions to the speaker faults and omissions.

c. Speaking Situation

There are three kinds of speaking situations in which we find ourselves:⁶

1) Interactive

Usually interactive speaking situation can do , such as; face-to-face conversation or telephone call. So that, we are can alternately listening and speaking moment with conversation patner.

2) Partially Interactive

In this situation, we can speak use few interaction with conversation patner, such as when we giving a speech to audience. When we speech in front of audience. We can

⁴ <https://en.m.wikipedia.org> downloaded 02 February 2016

⁵ Christopher Turk, *Effective Speaking Communication in Speech*, (British: Spon press, 1985), p. 5

⁶ Marriam Bashir.*et.al.*, "*Factor Effecting.*", p.38

know if the audience understood or not from the expression on their face, or their body language.

3) Non-Interactive

In non-interactive situation, do not interaction between speaker and audience, for example; speaker speech or radio broadcast.

d. Purpose of Speaking

There are some purpose of speaking, such as:

1) Informative

Its goal is that the listeners understand something that the same way that the speaker understand the subject.

2) Invitational

The invitational element is hence an invitation to listeners in agreement or evaluation of some sort.

3) Dispositional

Dispositional speaking is more persuasive in intent than invitational in that it seek to agreement on an attitude, value or belief.

4) Actuation

Actuation seeks to get people to act, to perform in some way.

e. The Speaking Performance

1) Definition of Speaking Performance

Speaking performance performing or express of ideas with oral. Thus, the students can learn to express their ideas fluently with precise vocabularies and good pronunciation.

2) Function of Speaking Performance

There are some function of speaking performance, such as:⁷

a) Speeches

Speech is the vocalized form human communication. In this situation, the we must aware of ourself, our motivation and likely mistake.⁸

b) Public Talk

Public talk is process of performing a presentation focused around and individual directly speaking to alive audience.⁹

c) Story telling

Story telling is a procedure that enables a child to play a large role in reconstruction story. Story telling encourages students to think about stories as they retell them.

⁷ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (USA: Cambridge University Press, 2007), p. 23.

⁸ Christopher Turk, *Effective Speaking*.

⁹ <https://en.m.wikipedia.org> downloaded 02 February 2016.

3) The Measurement of Speaking Performance

a) Daily Diary to Record

According to Wallace, a diary is a private document where in the writer can keep and write his/her feeling and thoughts.¹⁰ I use daily diary to record my private thoughts from specific observations made each day where I could express my feelings and judge any situation without fear of any criticism, and where I could reflect on the effectiveness of my lessons while implementing my action plan.

b) Questionnaire

According Burn and Hood a set of questions to which respondents write out their responses to the question provided.¹¹ Questionnaire of pra survey I ask about something and the student must explore their ideas or their argues about that thing. And in the next research I will use film as media to teaching argumentative speaking performance.

¹⁰ Mona Khameis, *Using Creative Strategies to PromotenStudents' Speaking Skill*, (Fujairah, 2006), p. 115

¹¹ *Ibid.*, p. 114

4) Types of Classroom Speaking Performance

There are six types categories of classroom speaking performance, such as;¹²

a. Imitative

This type the speaker or student to try speak or practice with vowel sound that same with native speaker.

b. Intensive

Intensive in speaking performance in the classroom concentrated focus on some phonology or grammatical aspect of language.

c. Responsive

In this category, there are responses or short replies to teacher or students from student speech in the classroom.

d. Transactional (dialogue)

Transactional language, carried out of the purpose of conveying or exchanging specific information, is an extended form or responsive language.

e. Interpersonal (dialogue)

In this interpersonal (dialogue), conversation between two people or more, usually with non-formal language.

¹²Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (USA: Longman, 2000), p.271-274.

f. Extensive (monologue)

Student at intermediate to advanced levels are called on to give extended monologue.

f. Teaching Speaking as Performance

According, Jones in Jack C. Richards, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal, uses spoken language.¹³

B. The Concept of Argumentative

1. Definition of Argumentative

There are some definition of argumentative, such as;¹⁴

Argumentative is all activity to making claim, giving criticizing or rebutting using the right reasons. Argumentative is a activity to presenting or explaining to support their argument, so their argument that they presented become stronger.

From the explanation above, the researcher statment that argumentative is all activity to presenting their argument used right reason so their argument clearly.

¹³ Jack C. Richards, *Teaching Listening.*, p. 3.

¹⁴ Stephen Toulmin.*et.al.*, *An Introduction to reasoning*, Second Edition, (New York: Macmillan Publishing Company, 1984), p. 14.

2. Elements of Argumentative

There four elements that can we found in argumentative, there are;¹⁵

a. Claim

Claim is a statment that we provide to public or other people, that they can recieve, and our statment has reasons.

b. Grounds

After clarified the claim, we must maintain the grounds of the statment, so that other people can accept why we defended our argument.

c. Warrants

Warrants. Knowing on what grounds a claim is founded is, however, only the first step toward judging its solidity and reliability.

d. Backing

In arguement can not taken entirely on trust. Sometime, we know what rules, principles.

3. The Argumentative Speaking Performance

In this research, argumentative speaking performance can make the students more confident to express their argues and their ideas in spoken language. With argumentative speaking performance in teaching learning process can stimulates students productive skill (speaking) because it make the students think how to explor their argues or their ideas with language themself.

¹⁵ *Ibid.*, p.25.

C. The Concept of Media

1. Definition of Media

Media is a channel of communication.¹⁶ According to Atherson in Burke media is message.¹⁷ Raiser and Gagne in Burke, T.M.E. the media as“ . . . the physical means by which an instructional message in communicated”.¹⁸

From the explanation above, the researcher statment that media is anything that we can used to deliver a message or information to the other people or students.

2. Classification of Media

According Gerlach and Ely in Burke, stated that media could be classified into six categories.¹⁹ Those categories were:

a. Still Picture

Still Picture are photographic to presentation of people, place, animal, plant and others. Commonly, still picture can make form such as; postcards, study prints and others.

b. Motion Picture

¹⁶ Robert Heinich, *et.al.*, *Interactional Media and Technology for Learning*, (USA: Merrill Prentice Hall, 1982), p. 9.

¹⁷ T. M.E. Burke, *The Role Of Teaching- Learning Media In Teaching Biology In OBE Classes*, (The North-West University “potchefstroom Campus”), p. 11

¹⁸ *Ibid.*

¹⁹ T. M.E. Burke, *The Role Of Teaching.*,p. 15.

Motion picture, also called photoplay, movie or films is a series of still image which, when shown on a screen, creates the illusion of moving images.²⁰

c. Television

Television is the transmission of live moving images electronically, either through the air or through wires or cables.²¹

d. Audio Tape Recording

The teacher can record the information or message of learning materials and the record use audio tape recording and sometime the teacher can play. Information and message of learning material which are teachers record can make the student to imagine, thinking, and answer question of the material.

With use audio tape recording, cost more cheap and the material can to some group. There are some advantage and limitation of audio tape recording media, such as;

1. Advantage

- a) Operate of audio tape recording is easy.
- b) Recording of material give opportunity to student to listening the material.

²⁰ <https://en.m.wikipedia.org>, p.1.

²¹ Robert Heinich, *et.al.*, *Interactional Media.*, p. 192.

2. Limitation

- a) In a recorded, sometime difficult to find out main idea of learning material.
- b) If there is error recorded, we can not replay the record.

e. Models

Models is three dementional to presentaion of real objects.²² Commonly, the students more understand if use real objects.

f. Computer

Computer is a mechine that has many application to the intruactional process. Computer will be used to present information, manipulate data, word processing, complex calculating, presentation and other.

There are some advantage and disadvantage of computer, such as;²³

1) Advantage

- a) Computer based instruction allows students some control over the rate and sequence of their learning
- b) Computer assisted instruction is effective with speacial learners.

²² *Ibid.*, p. 88.

²³ *Ibid.*, p. 219-220.

- c) Computer can cover a knowledge base associated with the information. Computer can manage information, such as; graphic, text, audio and video.
- 2) Disadvantage
- a) To use a computer we must have skill to operate the computer.
 - b) Usually, Variation of hardware not compatible with software.
 - c) Computer based instruction often lack social interaction.

Based on the classification, in this study, the reseacher used film as media to ease students in mastering the material given to them especially related to speaking.

D. Concept of Films

1. Definiton of Film

A film is a series of still image which, when shown on a screen, creates the illution of moving image.²⁴ Film refers to image that make up motion picture were originally capture, cut and projected.²⁵

²⁴ Wikipedia, The Free Encyclopedia, "*Film*".,p. 1.

²⁵ Richard Barsam and Dave Monahan, *Looking at Movies an Introduction to Film*, (New York: Norton and Company, 2010), 3th edition, p. 3.

Base on explanation above, the researcher statment that film is a medium in which there are motion picture that in combine with sound, color variation and other to give information, message, or telling about story and other with presented through projector.

Film is not only interisting but also has become a people need. In teaching and learning process, film has the interisting subject, such as; motion, sound, color, and other, so that made the sudent more understood.

2. Types of Film

The types of Films can be described as follows:²⁶

a. Documentary Film.

Documentary Film is a purpose of giving to describe about the story, by using the true society and situation.²⁷ documentary film is more concerned with the recording of reality, the education of viewers, or the presentation of political or social analyses.²⁸

b. Ezperimental Film

In the film experemental not tell how the story goes, to help understand how the story in this film , they help the audience with movement , dance , poetry and others.²⁹ experimental films made

²⁶ David Bordwell and Kristin Thompson, *Film Art An Introduction*, (New York: Mc Graw Hill, 2008), p. 338

²⁷ *Ibid.*

²⁸ Richard Barsam and Dave Monahan, *Looking at Movies.*, p. 65.

²⁹ *Ibid.*, p. 71.

for various reasons . maybe the filmmakers want to express themselves or stories in their viewpoint.³⁰

c. Animated Film

According to ASIFA in Eva animation is the creation of moving images through the manipulation of all varieties of techniques apart from live action methods.³¹

In this research, the researcher will use animated films as media to facilitate students' learning process, because the researcher thinks that the animated film is more easy to received by student. Beside that, by using anime films they will be more interested.

3. The use of Films in Teaching Language

As a teacher, we have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested in our teaching.

As we know that there are many media which can be used to teach language, one of them is film. Film can be an effective medium in teaching and learning language because it can stimulate students both receptive skills (listening and reading) and productive skills (writing and speaking). Moreover, film will facilitate students' learning process because by choosing appropriate film for students, they will enjoy

³⁰ David Bordwell and Kristin Thompson, *Film Art An.*, p. 355.

³¹ Ulo Pikkov, *Animasophy Theoretical Writing on the Animated Film*, (Canada: Estonian Academy of Arts, 2010), translated by Eva Naripea, p. 15.

teaching and learning process and be easy on understanding the material given.

4. Films as Media to Improve Students Argumentative Speaking Performance

One way to support teaching and learning speaking is using media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Besides that, media also give contribution in improving students' speaking performance.

In addition, media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teacher and students in material. Film is one of the audiovisual media that can help students manipulate motion of picture in speaking. In this study, the use of audio-visual media named film is expected to be able to motivate students to learn and pay attention to the material given and improving their ability to speak.

Film can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.

Films will facilitate students' learning process because by choosing appropriate film for students, they will enjoy teaching and learning process and be easy on understanding the material given. Film also can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher-level students, video can provide variety, interest, stimulation, and help to maintain motivation. For advanced students, video can fulfill the same functions as for native speakers to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.

In addition, it can be concluded that film is a useful way to prompt students into narrative speaking. Choosing the right film is very important. A lesson will be much easier and interesting if we use film.

By using films as media in teaching, students will be more interested in learning speaking. Besides that, they will practice regularly especially in speaking.

By using film during teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented.

In this research, argumentative speaking was aimed to student in order to make them more confident to express their idea in spoken language. Spoken language is typically more dependent on its context than written language is.

E. Action Hypothesis

Based on the frame of theory, the researcher formulates the action hypothesis as follow:

By using film as media, students' argumentative speaking performance can be improved.

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Research

The setting of the research is the SMP N 1 Abung Semuli, which is located in Semuli Jaya, Kecamatan Abung Semuli, Kabupaten Lampung Utara. It is one of the school which has not been implemented Film as Media Speaking Argumentative yet. The researcher will ask to the teacher as he collaborator in this researched that the function is as controller in teaching process. The English teacher name is Mrs. Harum Rimbawati, S.Pd. Therefore, the researcher will be easy to know the students development in teaching learning process.

The subject of this researched is the students of the eight grader of the SMP N 1 Abung Semuli. In VIII B class there are 16 males and 18 females, so the total in this class there are 34 students.

Data above explained that there are 16 males students and 18 females students in the eight graders. The total of the subject are 34 students. The researcher choose the eight graders as subjects of the research based on suggestion from the teacher because most of the students are very low especially in listening skill.

B. Object of The Study

The object of this research is speaking skill. In this research the researcher selected Film as media to improve students' argumentative speaking performance.

C. Action Plan

The kind of this research is classroom action research, because classroom action research is one of the efforts to improve the teaching program quality in all educational level and activity to developing the teacher profession.

According to Anne Burns action research is part of broad movement that has been going on in education generally for some time.³² Action research involves taking a self reflective, critical, and systematic approach to exploring teaching context of teacher.

According to Yogesh Kumar Singh action research is a method to improving and modifying the working system of a classroom in school.³³

It means that classroom action research is the action research which the aim is to solve the problem in teaching learning process in the class.

³² Anne Burns, *Doing Action Research in English Language: a guide for practitioners*, (New York: Routledge, 2009), p. 2.

³³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 261.

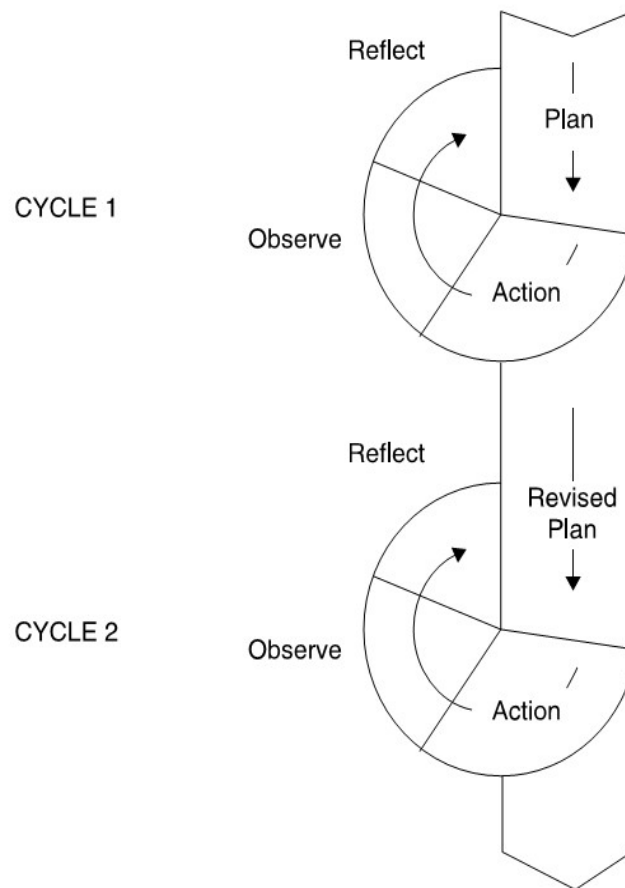


Figure 1. Cycle Action Research model based on Kemmis and McTaggart in Anne.³⁴

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the instruction from the teacher in learning process and it can increase the quality of learning process. In the action research, the researcher is concerned with using a systematic process in solving educational problems and making improvement.

³⁴ Anne Burn, *Doing Action Research*., p. 9.

There are four steps in cycle. They are planning, acting, observing and reflecting.³⁵ If the first cycle has failed or only reach less improvement, and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by like these procedures as follows:

1. Cycle I

a. Planning

A planning is developed for taking action for gathering information and data in order to observe.³⁶ With the planning the step will run well. Here is the step that the writer can make in planning:

- 1) The researcher identifies the problem and find the problem solving.
- 2) Planning the subject of the study.
- 3) Planning lesson plan.
- 4) Planning evaluation of lesson.

b. Acting

The second step in the action research is acting. It is the implementation of the planning.³⁷ Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

³⁵ *Ibid.*, p. 4

³⁶ Donald Ary, Lucy Cheser Jacobs, *et.al.*, *Introduction to Research in Education*, (USA: Wadsworth, 1976), 8th edition, p. 519.

³⁷ *Ibid.*

1) Pre Teaching Activities

- a) The researcher greets, lead praying and check attendance list.
- b) The researcher asked the students some questions related the topic.
- c) Chooses the appropriate with the material going to be taught.

2) While Teaching Process

- a) The researcher applies the lesson plan.
- b) The researcher explained about the argumentative speaking.
- c) The researcher made some group, then give a film so that they are can see how the film, and other.
- d) The researcher was given evaluation.

3) Post Teaching Activates

- a) The researcher asked the students about the difficulties of the lesson.
- b) The researcher made conclusion together with the students.
- c) The researcher was given homework for them.
- d) After given treatment in cycle 1. The researcher given the post-test. The instrument will have different type from the instrument given in the pre-test.

c. Observing

In this step, the researcher analyze the data.³⁸ The observation is done in teaching learning process. We can observing with observing format.

d. Reflecting

Reflecting is the last step in this process. The researchers will analyze and observe the test result during teaching learning process.³⁹

2. Cycle II

a. Planning

- 1) The researcher identifided the problem and fount out the problem from the first cycle.
- 2) The researcher made a lesson plan.
- 3) The researcher prepared the material, method and strategy of teaching.
- 4) The researcher prepared format to evaluate the student's activities after teaching learning process.

³⁸ *Ibid.*

³⁹ Anne Burns, *Doing Action Research.*, p. 8.

b. Acting

The researcher applies the action plan II:

1) Pre Teaching Activities

- (1) Prays and greets the students.
- (2) Checked the attendant list.
- (3) Asked the students condition.
- (4) Choose the appropriate with the material going to be taught.

2) While Teaching Process

- (1) The researcher applied the lesson plan.
- (2) The researcher made some pairs, then given a film so that they can see and next, they could explained about the story of film.
- (3) The researcher given evaluation.

3) Post Teaching Activities

- (1) The researcher asked to the students about the difficulties.
- (2) The researcher greets for the students.

c. Observing

In this step, the writer observed the process of teaching learning by using 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 whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

The researcher collected the data by using data collection method as follow:

1. Test

In addition, test is a method of measuring a person's ability or knowledge in a given domain.⁴⁰ There are two kinds of test, such as pre-test and post test.

a. Pre-test

In the pre-test the researcher gives some questions in the first meeting before they receive a treatment.⁴¹ The type of pre test is argumentative speaking test, the researcher use objective test in the form of multiple choices in this test. In order that to know their ability before giving the treatment.

b. Post-test

Post-test is the result after giving the treatment in the pre-test.⁴² The result show there is any influence using film as media to improve students' argumentative speaking performance.

⁴⁰ H. Douglas Brown, *Teaching by.*, p. 384

⁴¹John W. Creswell, *Editiional Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 4th Edition, p. 297.

⁴²*Ibid.*

2. Observation

In this research, the researcher used the observation sheet, it is used to observe the students' activity in the classroom. The purpose of observation is to get the data about the students and the teacher activity since in the teaching learning process.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, radio, news) of information. Documentation use to gain information and data from the school such as the total of the students, teachers and the condition of the SMP N 1 Abung Semuli.

4. Field Note

Field note are the most common data collecting strategy used in action research to provide a record of what is going on during an observation⁴³

E. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre-test and post-test. The researcher chooses these scoring criteria since it is suitable to score speaking performance. Then, to provide the students' overall score.

According to Yogesh the formula for calculating of data below:⁴⁴

⁴³Donal Ary , *Introduction to Research.*, p.526.

⁴⁴ Yogesh Kumar Singh, *Fundamental of.*, p. 286.

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

X = Mean or average score

N = Number of student

$\sum X$ = Number of student's score

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and post- test. If 75 % of the students get score at least 75 in the post-test, it means that film as media can improve the students speaking performance. Then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 75. If from the cycle 1, there are some students are not successful so researcher conduct cycle 2. The minimum cycle in film as media is two cycles, if from cycle 2 all of the students are success; the cycle is able to stop until cycle 2. The formula to figure out the percentage of the students who pass the MSC in each cycle as follow:⁴⁵

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

P = Class Percentage

F = Frequency

N = Number of Student

F. Indicator of Success

⁴⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 82.

The Indicator of the success takes from the process and the result of the learning activities. This study is called success if 75% students get 75 is minimal score in the post test, it means that the film as media can improved students' argumentative speaking performance at the SMP N 1 Abung Semuli North Lampung.

CHAPTER IV

RESULTS OF THE RESEARCH

A. Description of Data

1. Research Setting

a. A Brief History of SMP N 1 Abung Semuli

SMP N 1 Abung Semuli first is named SMP N 1 Abung Selatan. On 1971, SMP N 1 Abung Selatan changes his name SMP 1 Abung Semuli and on April 01, 1977 to be SMP N 1 Abung Semuli. Located of SMP N 1 Abung Semuli on Trans AURI street Semuli Jaya, Abung Semuli North Lampung, at the land in 20.000 m² wide, all buildings 8000 m² wide and post code 34581. On October 08, 1977, the government gave SMP N 1 Abung Semuli SK No. 0447/0/1977, statistic number/ NPSN is 201120304006/10802879.

From the establishment, SMP N 1 Abung Semuli has changed of Head Master seventh times, they are as follows:

1. At the Academic year 1977/1989 guided by Suryad.
2. At the Academic year 1989/1992 guided by Saripudin Akib.
3. At the Academic year 1992/1999 guided by Sainda.
4. At the Academic year 1999/2008 guided by Heriyanto.
5. At the Academic year 2008/2010 guided by Dra. Heti Supriyati, S.Pd. MM.

6. At the Academic year 2010/2015 guided by Mariana Ahmad, S.Pd.

7. At the Academic year 2016 is Yusdawati as Headmaster.

b. The Condition Teachers and Official Employers

The number of teachers and official employers in Academic Year of 2016/2017 are 48 that can be identified as follows:

Table 03
The Condition Teachers and Official Employers in
SMP N 1 Abung Semuli.

No	Name	Sex	Occupation
1	Yusdawati, S.Pd	Female	Principal
2	Hayani, S.Pd	Female	Vice of Principal of “Curriculum”
3	Tamauli Sitohang, S.Pd	Female	Vice of Principal of “Students”
4	Komarudin, S.Pd	Male	Administration
5	Muh. Teguh	Male	Art and Culture teacher
6	Nurma Erlini, Amd, Pd.	Female	Social science Teacher
7	Sri Suryani, S.Pd	Female	Social science teacher
8	Sudiarto, S.Pd	Male	Natural science Teacher
9	Endah Sri Murdani	Female	PpKN teacher
10	Harum Rimbawati, S.Pd	Female	English teacher
11	Triana Yuniwati, S.Pd	Female	English Teacher
12	Masnun, S.Pd	Female	Social science teacher
13	Arlis Hendriana, S.Pd	Female	Mathematic Teacher
14	Jailani, S.Pd.I	Male	Lampung Language Teacher
15	Sutrisno	Male	Sport education Teacher
16	Leni widiastruti, S.Pd	Female	Art and culture Teacher
17	Umi Tarwiyah, S.Pd	Female	Indonesian Teacher

18	Sadikin, S.Pd	Male	Mathematic Teacher
19	Nunung Yulianti, S.Pd	Female	Indonesian Language Teacher
20	Ngudiasih, S.Pd	Female	Nature science Teacher
21	Endang Setiawati, S.Pd	Female	PpKn teacher
22	V.Dian Harjanti, S.STP	Female	Mathematic teacher
23	Vera Minorita, SS	Female	English Teacher
24	Linda Fausi, S.Psi	Female	BK Teacher
25	Nurhikmah	Female	Art Teacher
26	Martinus S, S.Pd	Male	Art Teacher
27	Eko Susanto, S.Si	Male	Mathematic Teacher
28	Mustajib, S.Pd	Male	Mathematic teacher
29	Senen, S.Pd.I	Male	Art and culture teacher
30	Sukasno	Male	Sport education Teacher
31	Sugiyatno	Male	Sport education Teacher
32	Desi Sulhiatiwati, S.Kom	Female	Computer Teacher
33	Benny Setiawan, S.Pd	Male	English Teacher
34	Muslimin, S.Ag	Male	Islamic Teacher
35	Melida, S.Pd	Female	Art education Teacher
36	Ayu renda, S.Pd	Female	BK Teacher
38	Suciningsih, S.Pd.MM	Female	PpKn Teacher
39	Lisa Estiana, SE	Female	Art and culture Teacher
40	Nurul Ulil Amri, S.Pd	Female	Art education Teacher
41	Samiyem	Female	Librarian
42	Sukasno	Male	Sport education teacher
43	Bidiono	Male	Gardener
44	Sudaryanti	Female	Administration
45	Masripah, S.Pd	Female	Librarian

		e	
46	Agnes Yeni Kristiani, SE	Female	Administration

Source: Observation result of the SMP N 1 Abung Semuli on November 13, 2016.

c. The Quantity of students

The quantities the students of SMP N 1 Abung Semuli in the Academic Year of 2016/2017 are 783 that can be identified as follows:

Table 03
The Quantity of SMP N 1 Abung Semuli students in the
Academic Year of 2016/2017

Class	Sex		Total
	Male	Female	
VII A	21	14	35
VII B	19	16	35
VII C	17	17	35
VII D	17	18	35
VII E	20	15	35
VII F	21	14	35
VII G	20	15	35
VII H	21	13	34
VII I	17	17	34
VIII A	15	19	34
VIII B	12	17	29
VIII C	14	18	32
VIII D	12	21	33
VIII E	13	19	32
VIII F	12	20	32
VIII G	11	21	32
VIII H	16	17	33
IX A	13	18	31
IX B	14	16	30
IX C	14	17	31
IX D	13	17	30

IX E	15	16	31
IX F	14	18	32
IX G	11	18	29
Total	372	411	783

Source: Observation result of the SMP N 1 Abung Semuli on October 06, 2016.

d. The facilities

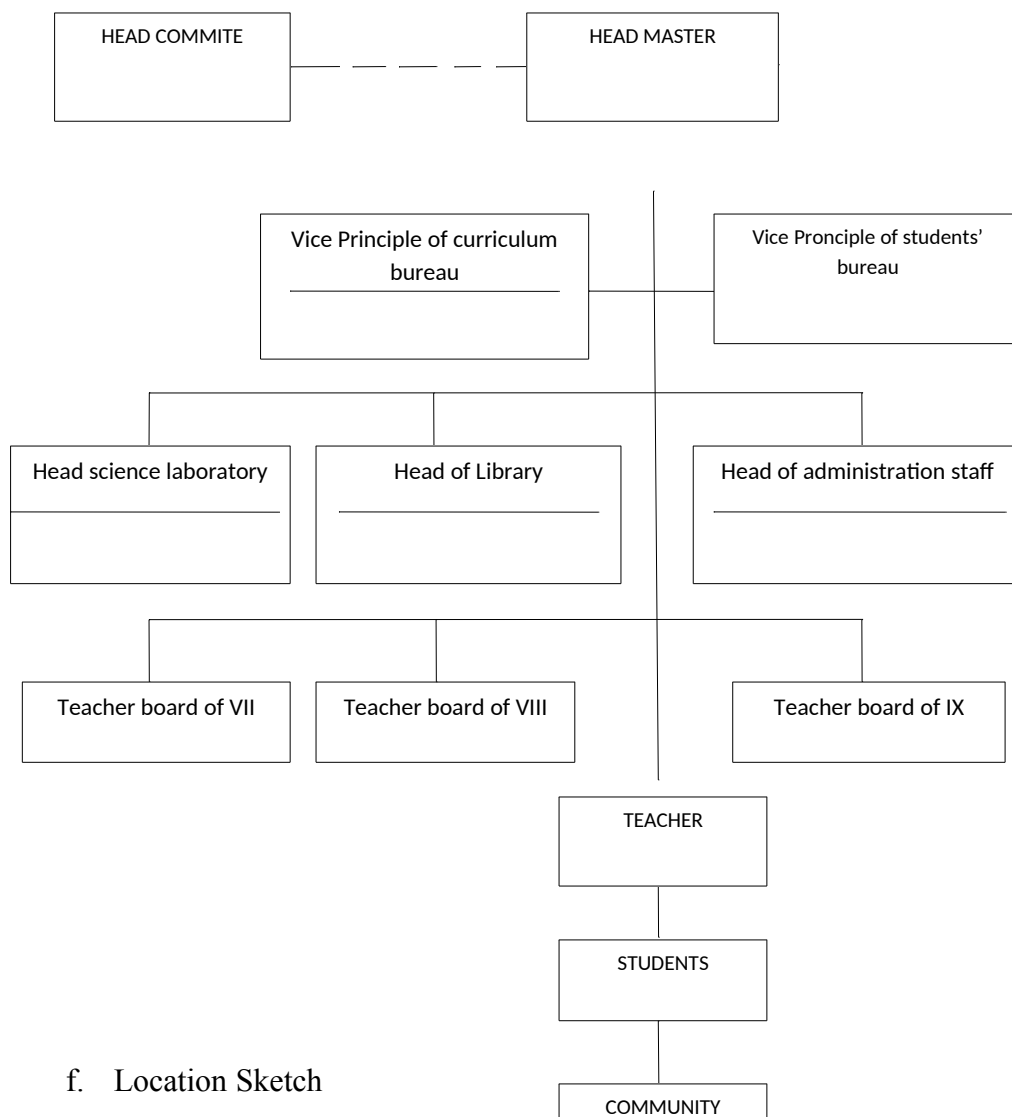
Table 05
SMP N 1 Abung Semuli has following facilities:

No.	Facilities	Total
1.	Headmaster room	1
2.	Teacher room	1
3.	Administration room	1
4.	Class room	24
5.	Computer room	1
6.	Lab. IPA	1
7.	BK room	1
8.	Library room	1
9.	OSIS room	1
10.	UKS room	1
11.	Masque	1
12.	Warehouse	1
13.	Kitchen room	1
14.	Canteen	6
15.	Teacher's toilet	1
16.	Cooperation room	1
17.	Student's toilet	3
18.	Yard	3
19.	Basket yard	1
20.	Volley yard	1

Source: Observation result of the SMP N 1 Abung Semuli on October 06th, 2016.

e. The Structure Organization

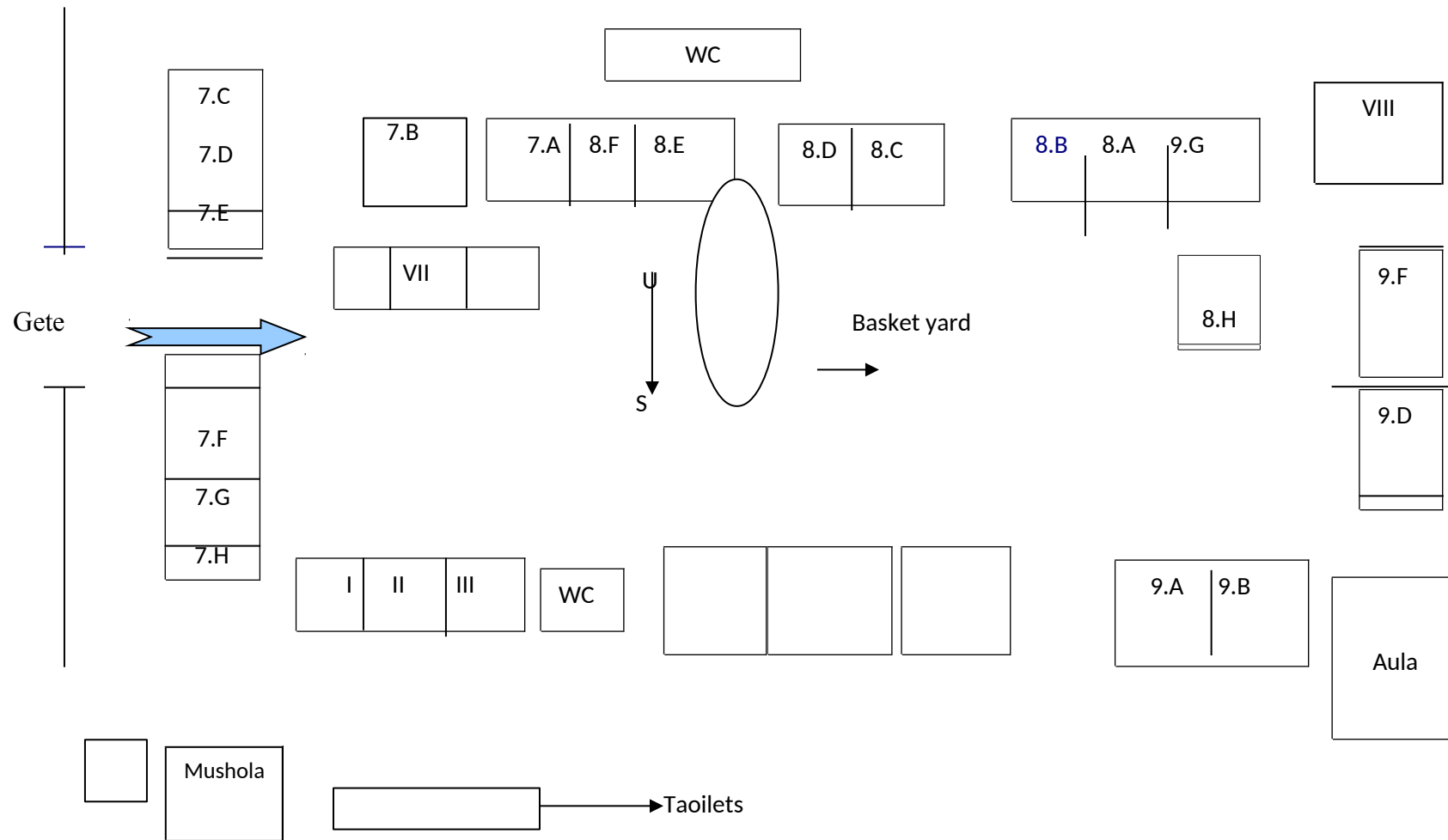
Graphich 1
Structure Organization of SMP N 1 Abung Semuli



f. Location Sketch

Observation result of the SM Temuli on october 06th 2016, location sketch of this school can be identified as follows:

Location Sketch of SMP N 1 Abung Semuli



Note:

- 1) Classroom : 7-9
- 2) Building.I : BP/BK room
- 3) Building.II : OSIS room
- 4) Building.III : UKS room
- 5) Building.IV : Warehouse
- 6) Building.V : Teacher office
- 7) Building.VI : Headmaster office and official employers
- 8) Building.VII : Warehouse
- 9) Building.VIII : Lab. IPA

2. Research Data

The researcher carried classroom action research which consisted of two cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in cycle 1 and two meeting in cycle 2, each meeting in these cycles took 2 x 40 minutes. As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting. To carry out the research, the researcher prepared lason plan, speaking pretest, speaking post and observation sheet. To conduct the research, the researcher took one class to be researched that is VIII A, which consisted of 34 students. To get the data, the researcher held five meeting October 6th 2016 to October 27th 2016.

To get score of the students speaking performace, there are five category in oral English rating scale frame, suc as: pronunciation, grammar, vocabulary, fluency, and comprehension, it can be identified as follows:

Oral English Rating Scale Frame

<u>No</u>	<u>Criteria</u>	<u>Rating Score</u>	<u>Comments</u>
<u>1</u>	<u>Fluency</u>	<u>4</u>	<u>Generally natural delivery, only</u>

		<u>occasional halting when searching for appropriate words/expressions.</u>
	<u>3</u>	<u>The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.</u>
	<u>2</u>	<u>Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts</u>
	<u>1</u>	<u>The student speaks so little that no 'fluent' speech can be said to occur.</u>
	<u>4</u>	<u>Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.</u>
<u>2</u>	<u>Pronunciation</u>	<u>Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.</u>
	<u>2</u>	<u>Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.</u>
	<u>1</u>	<u>Words are unintelligible.</u>
	<u>4</u>	<u>Effective use of vocabulary for the task with few inappropriacies.</u>
<u>3</u>	<u>Vocabulary</u>	<u>For the most part, effective use of vocabulary for the task with some examples of inappropriacy.</u>

	<u>2</u>	<u>Limited use of vocabulary with frequent inappropriacies.</u>
	<u>1</u>	<u>Inappropriate and inadequate vocabulary</u>
	<u>4</u>	<u>Very few grammatical errors evident.</u>
4	<u>3</u>	<u>Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.</u>
	<u>Grammatical accuracy</u>	
5	<u>2</u>	<u>Speech is broken and distorted by frequent errors.</u>
	<u>1</u>	<u>Unable to construct comprehensible sentences.</u>
	<u>4</u>	<u>Interacts effectively and readily participates and follows the discussion.</u>
	<u>3</u>	<u>Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.</u>
	<u>2</u>	<u>Interaction ineffective. Can seldom develop an interaction.</u>
	<u>1</u>	<u>Understanding and interaction minimal.</u>
<u>Interactional strategies</u> (In this criterion, the term 'interactional strategies' means using strategies such as initiating the discussion, asking for clarification, expanding the topic, turn taking and concluding the discussion.)		

Note: The total of students speaking score above is 20 will be multiplied five (20*5), so the total score of students is 100.

In this case, the researched made an equation of scoring the students oral test. The score it each point is multiplied by five, so the highest score is 100.

For example:

The score of students' grammar is two. The reasearcher multiples two by five, so the score of students' grammar is 10.

Here is the identification of the scores:

If a student gets 2, so $2 \times 5 = 10$

If a student gets 3, so $2 \times 5 = 15$

If a student gets 4, so $4 \times 5 = 20$

For example:

Student A get 1 in pronunciation, 2 in grammar, 1 in vocabulary, 1 in fluency, 1 in comprehension. So, the student total score will be:

Pronunciation	$1 \times 5 = 5$	
Grammar	$2 \times 5 = 10$	
Fluency	$1 \times 5 = 5$	
Comprehension	$1 \times 5 = 5$	(+)
<hr/>		
Total = 30		

It mean the student A get score 30 for speaking.

In the first meeting, the researcher used text of story to support the material before given main topic about argumentative. It to found out students' speaking performance before the researcher given mind topic about argumentative. The result of pre-test is clearly presented below:

Table 07
The students result at pre-test of Argumentative Speaking Performance

No	Name	Category					Total score
		pronouncia tion	gramm ar	vocabul ary	Fluen cy	comprehen tion	
1	AQU TP	10	10	10	10	10	50
2	AS	5	10	5	5	5	30
3	AA	15	10	10	10	15	60
4	BAN	10	10	5	10	10	45
5	CES	10	5	10	10	5	40
6	DNN	10	10	10	10	10	50
7	DIS	5	10	10	10	10	45
8	DBL	5	10	10	10	5	40
9	DAH	5	10	5	10	10	40
10	DAP	5	10	10	5	10	40
11	DYA	10	10	10	10	5	45
12	ES	10	5	10	10	10	45
13	EM	10	10	5	5	10	40
14	EKW	10	5	5	10	5	35
15	EN	10	5	10	10	10	45

16	FRB	10	10	10	10	5	45
17	FS	10	5	10	10	10	45
18	GWE P	5	5	10	10	10	40
19	IDS	10	5	10	5	10	40
20	IE	10	5	10	10	10	45
21	JNA	10	5	10	10	10	45
22	KS	5	5	10	10	10	40
23	MAF	10	5	10	5	10	40
24	MA	10	5	10	5	10	40
25	NA	10	5	10	10	10	45
26	PAS	10	5	10	10	10	45
27	PSL	10	5	10	10	10	45
28	RAM	5	5	10	10	10	40
29	RF	10	5	10	10	10	45
30	RDA	10	5	10	10	10	45
31	RDA	5	5	10	10	10	40
32	SRS	10	5	10	5	10	40
33	SA	10	5	10	10	10	45
34	VA	10	5	10	5	10	40
TOTAL							1460
AVERAGE							43

Table 8

Recapitulation Score at Pre-test of Argumentative Speaking Performance

Score	Frequency	Percent %
-------	-----------	-----------

≥ 75	-	-
≤ 75	34	100%
Total	34	100%

Based on the table above, we can see that 34 students (100%) were not success. The complete study were the students which fulfill the minimum standard at SMP N 1 Abung Semuli at least 75. So, the researcher can compare that the success students were more be less not success students. And from the result pre-test, researcher got average 42,9. The description of the research is clearly presented below.

a. Cycle 1

1) Planning

The researcher and the teacher discussed and set lesson plan for students. The researcher made lesson plan related to the material and also made sample and prepared the items pre-test, text related the material to support teaching learning process, identifies the problem and finds the cause of the problem. Besides, researcher made lesson plan, sample pre-test and post-test, the researcher prepared observation sheet to measure student's activity in the teaching learning process.

2) Acting

Classroom action research in cycle 1 on Thursday, October 6th 2016 at 07.30 to 09.00. In the first meeting the researcher was given pre-test to all of students. The material in pre-test about made argument from the story in the text and in post-test 1 made argument from film. Acting in cycle 1 the researcher was divided in three meetings which can be seen in the following table:

Table 6
The Schedule of Action in cycle 1

Meeting	Day/Date	Time	Activities
1 st	Thursday, October 6 th , 2016	07.30-09.00	Giving the pre-test
2 nd	Monday, October 10 th 2016	07.30-09.00	Doing action by giving the material about argumentative
3 rd	Thursday, October 13 th , 2016	07.30-09.00	Giving post-test 1

a) The first meeting

The first meeting was conducted on Thursday, 6th October 2016 at 07.30 – 09.00 am. Pre activity lasted 10 minutes. In the pre activity, the researcher divided the students into pair.

The main activity lasted for 60 minutes. In the main activity, the researcher gives the material and explained

about direction of material. After that, the researcher giving the students a few minutes to work out their argument. If they have trouble, the researcher helping the students to intervention.

After the students finished, then the students performed the result of their discussion in front of class. And then the researcher gives permission to other students to asked about performed of their friends. After the students performed their result, the research rechecked again the mistakes.

The post activity lasted for 10 minutes. The researcher gives about that in speaking performance something like; pronunciation, grammar, vocabulary are important things. The researcher also asked the students to learn more for the next meeting.

b). Second meeting

Second meeting was conducted on Monday, 10th October 2016 at 07.30 – 09.00 am. Pre-activity lasted 10 minutes. In pre-activity was begun by explaining the goals of teaching learning process.

The main activity lasted for 60 minutes. The researcher explained the material about argumentative. After the researcher explained the material and direction of

post test. The researcher divided the students into pair, one of them explained about synopsis and each other explained about moral values. And then the researcher asked to the students to make their argument about everything, then the researcher giving a few minutes to work out their argument.

After the students finished, then the students performed the result of their discussion in front of class. And then the researcher gives permission to other students to asked about performed of their friends. After the students performed their result, the research checked again the mistakes.

The post activity lasted for 10 minutes. The researcher explained question of the students have. And the researcher informed to the students that there would be a test for the next meeting.

c). Third meeting

Third meeting was conducted on Thursday, 13th October 2016 at 07.30 – 09.00 am. Pre-activity lasted 10 minutes. In pre-activity was begun by explaining the goals of teaching learning process.

The main activity lasted for 60 minutes. The researcher explained the material about argumentative. After the researcher explained the material and direction of

post test. The researcher divided the students into pair, one of them explained about synopsis and each other explained about moral values. And the researcher giving a films to understanding by students and the researcher giving a few minutes to work out their arguments.

After the students finished, then the students performed the result of their discussion in front of class. And then the researcher gives permission to other students to asked about performed of their friends. After the students performed their result, the research rechecked again the mistakes.

The post activity lasted for 10 minutes. The researcher explained question of the students have. The researcher also asked the students to learn more for the next meeting.

3). Observation

In cycle 1, the researcher divided three meeting . the observation was done from pre-activity until post-activity. In pre-test, the researcher used text of story to suport the material. In this cycle, the researcher observed pre-test, activities, and post-test 1 of students.

a). Result of pre-test 1

Result of the pre-test in first meeting can be seen in the following table:

Table 9
The students result at post-test 1 of Argumentative Speaking Performance

No	Name	Category					Total score
		pronunciation	grammar	vocabulary	Fluency	comprehension	
1	AQU TP	15	15	15	15	10	70
2	AS	10	10	15	10	10	55
3	AA	20	15	15	15	10	75
4	BAN	15	15	15	15	15	75
5	CES	15	10	10	15	10	60
6	DNN	15	15	15	15	15	75
7	DIS	15	10	10	15	10	60
8	DBL	15	10	15	10	10	60
9	DAH	15	10	15	10	10	60
10	DAP	15	10	15	15	10	65
11	DYA	15	10	15	15	10	65
12	ES	15	10	15	10	10	60
13	EM	15	10	10	10	15	60
14	EKW	15	10	10	10	10	55
15	EN	15	10	15	10	10	60

516	FRB	15	10	15	10	10	60
17	FS	15	10	15	15	10	65
18	GWE P	10	10	15	15	10	60
19	IDS	15	10	15	10	10	60
20	IE	15	10	15	10	10	60
21	JNA	15	10	15	10	10	60
22	KS	10	10	15	10	10	55
23	MAF	15	10	15	10	10	60
24	MA	15	10	15	10	10	60
25	NA	15	10	15	10	10	60
26	PAS	15	10	10	10	10	55
27	PSL	15	10	15	10	10	60
28	RAM	10	10	15	15	10	60
29	RF	15	10	15	10	10	60
30	RDA	15	10	15	10	10	60

3 1	RDA	10	10	15	10	10	55
3 2	SRS	15	10	15	10	10	60
3 3	SA	15	10	15	10	10	60
3 4	VA	15	10	15	10	10	60
TOTAL							2085
AVERAGE							61,3

Table 10

Recapitulation Score at Post-test 1 of Argumentative Speaking Performance

Score	Frequency	Percent %
≥ 75	3	8,8%
≤ 71	31	91,17%
TOTAL	34	100%

Based on the table above, we can see that 3 students (8,8%) were success and 31 students (91,2%). The minimum standard criteria at SMP N 1 Abung Semuli at least 75. So, the researcher can compare that the success students were more be less not success students. And from the result post-test 1, researcher got average 61,3.

c). The Students Activities Result

Every meeting in cycle 1 was done the researcher. The researcher conducted the learning process observed the situation in the classroom.

(1) The First Meeting

In the first meeting, the researcher observed the class. There was one table of observation that is for observing student activities. From the table of class observation we can see that percentage of the active students was 29.5 % (10 students) from 34 students and 70.5 % (24 students) was not active yet.

(2). The Second Meeting

The analysis data of student activities in the second meeting showed that the active students good than the first meeting. In this meeting, the active students was 44,1 % (15 students) from 34 students and 55,9 % (19 students) was not active yet.

(3). The Third Meeting

The result of the student activities in the third meeting was 44,1% (15 students) from 34 students and 55,9 % (19 students) was not active yet.

To get score of the students' activities, the researcher used four indicator, such as : pay attention of the teachers' explanation, understanding the material, active in class, the students able do the task, each score of students' activities is 1. The score it each indicator is multiplied by 1, so the highest score is 4. The result could be seen in table follow:

Table 11
The Students Activities Result in cycle 1

No	Students Names	First Meeting	Second Meeting		Third Meeting
		Activities	Activities	Activities	
1	ABUTP	3	3	4	
2	AS	3	3	3	
3	AA	4	4	4	
4	BAN	3	4	3	
5	CES	3	3	4	
6	DNN	3	3	3	
7	DIS	4	4	4	
8	DBL	3	4	3	
9	DAH	3	3	4	
10	DCAP	4	4	3	
11	DYA	3	3	4	
12	ES	3	3	3	
13	EM	3	3	3	
14	EKW	4	4	4	
15	EN	4	4	4	

16	FRB	4	4	3
17	FS	3	4	3
18	GEP	3	3	4
19	IDS	3	3	3
20	IE	3	3	3
21	JNA	4	4	4
22	KS	3	3	3
23	MAF	4	4	4
24	MA	3	3	3
25	NA	3	3	4
26	PAS	4	4	4
27	PSL	3	4	3
28	RAM	3	3	3
29	RF	3	3	4
30	RDA	4	4	3
31	RDA	3	3	3
32	SRS	3	3	3
33	SA	3	4	3
34	VA	3	3	4
TOTAL		109	117	117
AVERAGE		3,29	3,4	3,4

Table 12

Distribution of Students Activities Result in Cycle I

Meeting	Activities	Percentage (%)
1 st	10	29.5
2 nd	15	44,1
3 rd	15	44,1

4). Reflection

At the end of the first cycle, it was got the students achievement had not been fulfilled yet. The student scores also improved from the average in pre-test 43, but it was not fulfill KKM at least 85% students must got ≥ 75 . In cycle 1 showed that the not success students were all of students 100%. So, it was not fulfill KKM. The improved of students score at pre-test and post-test 1 of argumentative speaking performance can be seen in the following table:

Table 1

The increasing of students score at pre-test and post-test cycle 1

N o	Students Names	Pre-test Score	Post-test 1 Score	improvin g	Explanatio n
1	ABUTP	50	70	30	Improved
2	AS	30	55	25	Improved
3	AA	60	75	15	Improved
4	BAN	45	75	30	Improved
5	CES	40	60	20	Improved

6	DNN	50	75	25	Improved
7	DIS	45	60	15	Improved
8	DBL	40	60	20	Improved
9	DAH	40	60	20	Improved
10	DCAP	40	65	15	Improved
11	DYA	40	65	15	Improved
12	DES	45	60	15	Improved
13	EM	40	60	20	Improved
14	EKW	35	55	20	Improved
15	EN	45	60	15	Improved
16	FRB	45	60	15	Improved
17	FS	45	65	20	Improved
18	GEP	40	60	20	Improved
19	IDS	40	60	20	Improved
20	IE	45	60	15	Improved
21	JNA	45	60	15	improved
22	KS	40	55	15	Improved
23	MAF	45	60	15	Improved
24	MA	40	60	20	Improved
25	NA	45	60	15	Improved
26	PAS	45	55	10	Improved
27	PSL	45	60	15	Improved
28	RAM	40	60	20	Improved
29	RF	45	60	15	improved
30	RDA	45	60	15	Improved

31	RDA	40	55	15	Improved
32	SRS	40	60	20	Improved
33	SA	45	60	15	Improved
34	VA	40	60	20	Improved
Total		1460	2085		
Average		42,9	61,3		

Based on the table above, we can see that the average score in pre-test is 42,9 and post test is 61,3. The minimum standart criteria at SMPN 1 Abung Semuli at least 75. So, the researcher concluded that indicator of success incompleted. So that, this research continued to cycle 2.

b. Cycle 2

The cycle 2 consisted of two meetings. From the result of cycle 1 is sucess yet. In this cycle, the reseacher given post-test 2.

1). Planing

In the second cycle, the researcher and the teacher discussed and fixed the lesson plan. The researcher and the teacher also discussed how made the student more understood and active in the class wityh ussed films. The researcher also prepared material to teaching and observation sheet to muasure the activity of students during the teaching learning process.

2). Acting

Classromm action research in cycle 2 was begun on Monday, October 17th 2016. In the cycle 2 consisted of two

meetings. In the first meeting the researcher was given material so that the students more understood than cycle 1 and the material in about argumentative. In the second meeting, the researcher given post-test 2 made argument from film. Acting in cycle 2 the researcher was divided in two meetings which can be seen in the following table:

Table 1
The Schedule of Action in cycle 2

Meeting	Day/Date	Time	Activities
1 st	Monday, October 13 th , 2016	07.30-09.00	Doing action by giving the material about argumentative
2 nd	Thursday, October 20 th 2016	07.30-09.00	Giving post-test 2

a). First meeting

First meeting was conducted on Monday, 13th October 2016 at 07.30 – 09.00 am. Pre-activity lasted 10 minutes. In pre-activity was begun by explaining the goals of teaching learning process.

The main activity lasted for 60 minutes. The researcher explained the material about argumentative. After the researcher explained the material. In this meeting, the researcher focused how made the students

more understood about materials of argumentative. So, in this scyle the researcher more explained about argumentative and sharing about students find it difficultes in this material. in this meeting full take and given about argumentative.

The post activity lasted for 10 minutes. The researcher explained question of the students have. And the researcher informed to the students that there would be a test for the next meeting.

b). Second meeting

Second meeting was conducted on Thursday, 20th October 2016 at 07.30 – 09.00 am. Pre-activity lasted 10 minutes. In pre-activity was begun by explaining the goals of teaching learning process.

The main activity lasted for 60 minutes. After the researcher play back the last material the researcher explained direction of post-test 2. The researcher devided the students into pair, one of them explained about synopsis and each other explained about moral values. And the researcher giving a films to understanding by students and the researcher giving a few minutes to work out their arguments.

After the students finished, then the students performed the result of their discussion in front of class. And then the researcher gives permission to other students to asked about performed of their friends. After the students performed their result, the research rechecked again the mistakes.

The post activity lasted for 10 minutes. The researcher explained question of the students have. The researcher also asked the students to learn more for the next meeting.

3). Observation

In cycle 1, the researcher divided three meeting . the observation was done from pre-activity until post-activity. In post-test 2, the researcher used text of story to suport the material. And result of the post-test 2 in second meeting can be seen in the following table:

Table 14

The students result at post-test 2

No	Name	Category					Total score
		pronouncia tion	gramm ar	vocabul ary	Fluen cy	comprehen tion	
1	AQU TP	20	15	20	15	10	75

2	AS	15	10	20	15	10	70
3	AA	20	10	20	15	10	80
4	BAN	20	15	20	20	10	85
5	CES	20	10	15	15	10	70
6	DNN	20	10	20	15	15	80
7	DIS	20	10	10	20	15	75
8	DBL	20	10	20	15	10	75
9	DAH	15	10	20	15	15	75
10	DAP	20	15	20	10	10	75
11	DYA	20	10	10	10	5	45
12	ES	20	15	20	15	10	80
13	EM	20	10	20	15	15	80
14	EKW	20	10	15	15	10	70
15	EN	20	10	20	20	10	80
16	FRB	20	10	20	15	10	75
17	FS	20	10	20	20	10	80
18	GWE P	15	10	20	20	15	80
19	IDS	20	10	20	15	10	75
20	IE	15	10	20	20	20	80
21	JNA	20	10	20	15	10	75
22	KS	15	10	20	15	10	70
23	MAF	20	10	20	15	10	75
24	MA	20	10	15	20	10	75
25	NA	20	10	20	15	15	80
26	PAS	20	10	20	15	10	75
27	PSL	15	10	20	15	15	75
28	RAM	15	10	20	20	15	80
29	RF	20	10	20	15	10	75
30	RDA	20	10	20	20	10	80

31	RDA	15	10	20	15	15	75
32	SRS	20	10	20	15	10	75
33	SA	20	10	20	10	15	75
34	VA	20	10	20	15	10	75
TOTAL							2590
AVERAGE							76,1

Table 1
Recapitulation Score at Post-test 2 of Argumentative Speaking Performance in cycle 2

Score	Frequency	Percent %
≥ 75	29	85,29%
≤ 75	5	14,7%
TOTAL	34	100%

Based on the table above, we can see that 29 students (85,35%) were success and 5 students (14,65%). The minimum standard criteria at SMP N 1 Abung Semuli at least 75. So, the researcher can compare that the success students were more be less not success students. And from the result post-test 2, researcher got average 76,1.

c). The Students Activities Result

Every meeting in cycle 1 was done the researcher. The researcher conducted the learning process observed the situation in the classroom.

(2) The First Meeting

In the first meeting, the researcher observed the class. There was one table of observation that is for observing student activities. From the table of class observation we can see that percentage of the active students was 58,8 % (20 students) from 34 students and % (14 students) was not active yet.

(2). The Second Meeting

The analysis data of student activities in the second meeting showed that the active students good than the first meeting. In this meeting, the active students was 64,7 % (22 students) from 34 students and 55,9 % (19 students) was not active yet. The result could be seen in table follow:

Table 16
The Students Activities Result in cycle 2

No	Students Names	First Meeting	Second Meeting
		Activities	Activities
1	ABUTP	3	3
2	AS	3	3
3	AA	4	4

4	BAN	3	4
5	CES	3	3
6	DNN	3	3
7	DIS	4	4
8	DBL	3	4
9	DAH	3	3
10	DCAP	4	4
11	DYA	3	3
12	ES	3	3
13	EM	3	3
14	EKW	4	4
15	EN	4	4
16	FRB	4	4
17	FS	3	4
18	GEP	3	3
19	IDS	3	3
20	IE	3	3
21	JNA	4	4
22	KS	3	3
23	MAF	4	4
24	MA	3	3
25	NA	3	3
26	PAS	4	4
27	PSL	3	4
28	RAM	3	3

29	RF	3	3
30	RDA	4	4
31	RDA	3	3
32	SRS	3	3
33	SA	3	4
34	VA	3	3
TOTAL		157	169
AVERAGE		4,6	4,9

Table 1

Distribution of Students Activities Result in Cycle 2

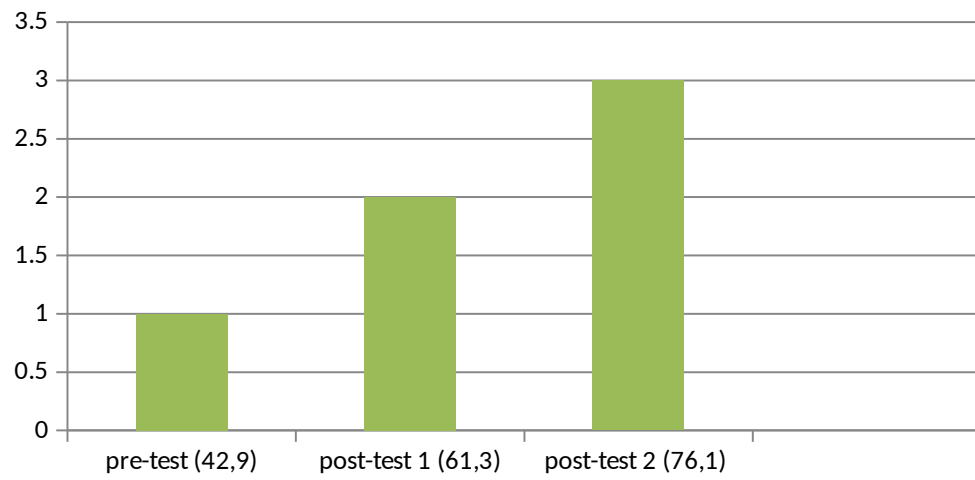
Meeting	Activities	Percentage (%)
1 st	20	58,8
2 nd	26	64,7

4). Reflection

At the end of the first cycle, it was got the students achievement had not been fulfilled yet. The student scores also improved from the average in post-test 2 is 76, it is was success must got ≥ 75 . In cycle 2 showed that the success students were all of students 85,25 %.So, it was fulfill KKM.

Figure 3

The Students Result Before and After Treatment



Improved students learning activities of cycle 1 and cycle 2 can be seen in the following table:

Table 1
The increasing of students score at pre-test and post-test cycle 1

N o	Names	First meeting (cycle 1)	Second meeting (cycle 1)	Third meeting (cycle 1)	First meeting (cycle 2)	Second meeting (cycle 2)	Explanation
		activities	activities	activites	activities	activities	
1	ABUTP	3	3	4	3	4	Improved
2	AS	3	3	3	3	3	Constant
3	AA	4	4	4	4	4	Constant
4	BAN	3	4	3	3	4	Improved
5	CES	3	3	4	3	4	Improved
6	DNN	3	3	3	3	4	Improved
7	DIS	4	4	4	4	4	Constant
8	DBL	3	4	3	3	4	Improved
9	DAH	3	3	4	3	4	Improved
10	DCAP	4	4	3	4	4	Constant
11	DYA	3	3	4	3	4	Constant
12	DES	3	3	3	3	3	Improved
13	EM	3	3	3	3	4	Constant
14	EKW	4	4	4	4	3	Constant
15	EN	4	4	4	4	4	Constant
16	FRB	4	4	3	4	4	Improved
17	FS	3	4	3	3	4	Improved
18	GEP	3	3	4	3	3	Constant
19	IDS	3	3	3	3	4	Improved
20	IE	3	3	3	3	3	Constant
21	JNA	4	4	4	4	4	Constant

22	KS	3	3	3	3	4	Improved
23	MAF	4	4	4	4	4	Constant
24	MA	3	3	3	3	4	Improved
25	NA	3	3	4	3	4	Improved
26	PAS	3	4	4	4	4	Constant
27	PSL	3	4	3	3	4	Improved
28	RAM	3	3	3	3	3	Constant
29	RF	3	3	4	3	3	Constant
30	RDA	4	4	3	4	4	Improved
31	RDA	3	3	3	3	3	Constant
32	SRS	3	3	3	3	4	Improved
33	SA	3	4	3	3	4	Improved
34	VA	3	3	4	3	3	Constant
Total		109	117	117	157	169	Improved
Average		3,29	3,4	3,4	4,6	4,9	Improved

Table 2

Distribution of improving students Learning Activities in Cycle 1 and 2

Meeting Cycle 1	Activities	Presentage (%)	Meeting Cycle 2	Activitie s	Presentag e (%)
1 st	10	29,5 %	1 st	10	29,5%
2 nd	15	44,1%	2 nd	29	85,2%
3 rd	15	44,1%			

Based on the table above, in cycle 1 we can see that 10 students (29,5%) in first meeting were active and become 15 students (44,1%) in second and third meeting. In cycle 2 we can see that 10 students (29,5%) in first meeting were

active and become 29 students (85,2%) in second meeting. So, the researcher can compared that the active students were more be less not active students.

Improved score of post-test 1 and post-test 2 also can be seen in the following table:

Table 1
The increasing of students score at post-test 1 in cycle 1 and post-test 2 in cycle 2

No	Names	Post-test 1 Score	Post-test 2 Score	Improving	Explanation
1	ABUTP	70	75	5	Improved
2	AS	55	70	15	Improved
3	AA	75	80	5	Improved
4	BAN	75	85	10	Improved
5	CES	60	70	10	Improved
6	DNN	75	80	5	Improved
7	DIS	60	75	15	Improved
8	DBL	60	75	15	Improved
9	DAH	60	75	15	Improved
10	DCAP	65	75	10	Improved
11	DYA	65	75	10	Improved
12	DES	60	80	20	Improved
13	EM	60	80	20	Improved
14	EKW	55	70	15	Improved
15	EN	60	80	20	Improved
16	FRB	60	75	15	Improved

17	FS	65	80	15	Improved
18	GEP	60	80	20	Improved
19	IDS	60	75	15	Improved
20	IE	60	80	20	Improved
21	JNA	60	75	15	Improved
22	KS	55	70	15	Improved
23	MAF	60	75	15	Improved
24	MA	60	75	15	Improved
25	NA	60	80	20	Improved
26	PAS	55	75	20	Improved
27	PSL	60	75	15	Improved
28	RAM	60	80	20	Improved
29	RF	60	75	15	improved
30	RDA	60	80	20	Improved
31	RDA	55	75	20	Improved
32	SRS	60	75	15	Improved
33	SA	60	75	15	Improved
34	VA	60	75	15	Improved
Total		2085	2590		
Average		61,3	76,1		

Based on the table above, we can see that average in post-test 1 in cycle 1 is 61,3 could improved to be 76,1 in cycle 2. The minimum standart criteria of SMPN 1 Abung Semuli at least 75. So, the researcher concluded that the research

is success. So that, this researched was stoped in cycle 2, because indicator of success is completed.

B. DISCUSSION

In teaching argumentative speaking performance the junior high school especially in students of VIIA in SMPN 1 Abung Semuli, based on pre-survey there are some problem like: some students found out difficulties to express their ideas in speaking.

The researcher used films as media to improved students argumentative speaking performance to organized students ideas and made students more actived in speaking also improved in learning English. There is positive improved about students' learning activities used films as media in teaching learning process. Based on the implementation of films as media in the teaching learning process can be effective in the speaking in the speaking performance.

Based on the explanation of cycle 1 and cycle 2, it could be inferred taht the used films as media could improved the students argumentative speaking performance. There was progress average score from pre-test 42,9, post-test 1 is 61,3 and post-test 2 become 76,1. Moreover, the minimum standart criteria was 75 in this research, in the post-test 1 there are 3 students (8.8%) was got score 75 or more with the average in class is 61,3 and the post-test 2 there are 29 students (85,29%) was got score 75 or more with the average in class is 76,1.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having conducted the research and analyzed all data in the process of teaching speaking performance through films at the eight grade students of SMP N 1 Abung Semuli, the resercher draws the conclusion as follow:

The use of films as media can increase the students argumetation speaking performance at the eight year of SMP N 1 Abung Semuli. The result of the post test shows that the students made progress in each aspect to speaking performance after being though using films as media to learning process.

Based on the explanation on all date, statement and discussion, the researcher could concluded that the used of films as media in teaching learning process makes the class more active and more new idea to made argument in speaking performance.

B. Suggestion

From the result the research, the researcher would like to give some suggestion as follows:

1. For the students, the students to learn that the argumentative.

2. For the teacher, the teacher to find out and choose a affective teaching media, one of them is by using films have been provide appropriate be applied in teaching speaking. The teacher to prepare lesson plan to make teaching learning process run well. For example, the teacher prepares suitable media to the topic.
3. The headmaster, the headmaster to can prepare media to support teaching and learning process in the class.
4. The other researcher, the other researcher to prepare approach well.

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DEDICATION PAGE

This undergraduate thesis would highly be dedicated to :

8. *My lord (ALLAH SWT), who always give me powerful guidance in every problems until able to finish this scrip.*
9. *My beloved father Agus Supriyanto and my mother Sumiyatun, who always pray me, give me support and guidance to be success in my study. I do love you and you are my spirit in my life.*
10. *My beloved my young sister Demas Adlu Noer Lathiifah.*
11. *My sponsor Drs. Kuryani Utih M.Pd, and Mrs. Syahreni Siregar, M.Hum (it will not be real without your assistance).*
12. *My beloved Ecology Class, thank for all your support and your care.*
13. *My beloved (Asyari Mahdi, S.Kom) thank you for your support, care and love to finish my thesis.*
14. *My headmaster and English teacher of SMP N 1 Abung Semuli.*
15. *My Alamamater STAIN Jurai Siwo Metro is the best.*

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- 20. My headmaster and English teacher of SMP N 1 Abung Semuli.*
- 21. My Alamamater STAIN Jurai Siwo Metro is the best.*

KURRICULUM VITAE

The writer was born on October, 2nd, 1994, in Semuli Raya Lampung Utara, Lampung. She is the first daughter in her family with a young sister. Her father is Agus Supriyanto and her mother is Sumiyatun.

3 x 4

She entered the elementary school of SDN 02 Semuli Raya in 2000 and graduated in 2006. Then she entered the junior high school of SMP N 1 Abung Semuli in 2006, then and graduated in 2009. At the same year she entered the senior high school of SMA N 1 Abung Semului and graduated in 2012. After that, she entered at STATE ISLAMIC INSTITUTE OF METRO in 2012.

