AN UNDERGRADUATED THESIS

INCREASING THE STUDENTS' SPEAKING PERFORMANCE THROUGH WHOLE-CLASS DISCUSSIONS AT THE STUDENT ELEVENTH CLASS OF SMK PGRI 1 PUNGGUR

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(STAIN) OF JURAI SIWO METRO
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INCREASING THE STUDENTS' SPEAKING PERFORMANCE THROUGH WHOLE-CLASS DISCUSSION AT THE ELEVENTH CLASS OF SMK PGRI 01 PUNGGUR

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**STATE ISLAMIC COLLAGE
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1434 H/2013 M**

MENINGKATKAN KEMAMPUAN BERBAHASA SISWA DENGAN METODE DISKUSI SELURUH KELAS PADA SISWA KELAS SEBELAS DI SEKOLAH SMK PGRI 1 PUNGGUR

ABSTRAK
Oleh
SARMITHA DEWI

Penelitian ini ditujukan untuk mengetahui : (1) prestasi belajar bahasa inggris siswa dengan menggunakan penerapan metode belajar Whole Class Discussion (2) mengedintifikasi pencapaian kesuksesan belajar siswa terhadap penerapan metode Whole Class Disscussion. Penelitian dilakukan kepada dua puluh siswa kelas XI di SMK PGRI 1 Punggur. Alat yang digunakan untuk pengumpulan data adalah pengamatan (observasi), dan tes (test), penelitian ini dilakukan dalam dua tingkatan (siklus).dalam setiap siklus terdiri dari perencanaan (planning), pelaksanaan (acting), pengamatan (observating) dan pengayaan/refleksi (reflecting).materi yang digunakan dalam penelitian ini adalah merupakan materi-materi speaking sederhana yang dapat dengan mudah dipahami oleh siswa kelas XI SMK PGRI 1 Punggur. peneliti memberikan materi dengan menggunakan metode whole class discussion. Dalam penelitian ini siswa diberikan tes awal (Pre tes) sebelum pelaksanaan penelitian dan tes akhir (Post tes) pada akhir penelitian.

Metode penelitian ini adalah penelitian tindakan kelas. Tekhnik pengumpulan data yang di gunakan adalah dengan observasi, metode test berupa unjuk kerja siswa, dan metode dokumentasi. Lembar observasi guru di gunakan untuk menilai bagaimana guru menerapkan metode pembelajaran whole class discussion di kelas, lembar observasi aktifitas, tes soal unjuk kerja siswa di gunakan untuk menilai dan mengetahui kreatifitas siswa kelas XI SMK PGRI 1 Punggur.

Hasil dari pertemuan pada siklus pertama menyatakan bahwa keberhasilan penelitian belum tercapai karna yang mendapat nilai 65 kurang dari 85%. Pada siklus kedua, 85% siswa mendapat nilai lebih dari 65. Ini berarti target dari pembelajaran tercapai.

Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa penerapan metode whole-class discussion memimbulkan dampak yang positif bagi kemampuan berbicara siswa hal ini terbukti dari kemampuan speaking siswa kelas sebelas SMK PGRI 01 Punggur yang semakin meningkat.

INCREASING THE STUDENTS SPEAKING PERFORMANCE THROUGH WHOLE-CLASS DISCUSSION AT ELEVENTH CLASS OF SMK PGRI 1 PUNGGUR

ABSTRACT

by

SARMITHA DEWI

This study aimed to determine: (1) achievement of students learning English by using the application of learning methods whole-class discussion (2) identify the achievement of student learning success of the application of the method whole-class discussion. The study was conducted to eleventh class in SMK PGRI 1 Punggur. The tools used for data collection was observation (observation), and test (test), this study was conducted in two levels (cycles). in each cycle consisting of planning (planning), execution (acting), observation (observating) and enrichment / reflection (reflecting). Material used in this study is a simple speaking material that can be easily understood by students of class XI SMK PGRI 1 Punggur. The teacher gives the material by using the method of whole-class discussion. In this study students were given the test early (pre-test) prior to the end of the study and test (post test) at the end of the study.

The method of this research is a class of action research. Data collection techniques used is observation, test methods such as student performance, and documentation methods. Teacher observation sheet used to assess how teachers use whole-class discussion method of learning in the classroom, observation activity sheets, and tests about the performance of students in use to assess and determine the class XI student creativity SMK PGRI 1 Punggur.

Results of the meeting stated that the success of the first cycle of the research has not been achieved because the 65 scored less than 80%. In the second cycle, 80% of students scored more than 65. This means that the target of the learning achieved.

Based on the results of the research can be in the know that understanding students learning English especially in speaking performance of students from cycle to cycle to increase, it can be seen from the average student value is 64,125 from 72.20 in the first cycle to the second cycle. Based on these results it can be concluded that the application of the whole-class discussion method lead to a positive impact on students' performance to speak it is evident from the eleventh class students speaking performance increasing in SMK PGRI 1 Punggur.

ORISINALITAS PENELITIAN

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Menyatakan bahwa slripsi ini keseluruhan adalah as;i pene;itian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Punggur,   July 2013
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STATEMENT OF RESEARCH ORIGINALITY

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Metro, 3 Agustus 2013

The writer

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TABLE OF CONTENTS

LIST OF PIGURES

LIST OF THE TABLES

chAPTER I

INTRODUCTION

A. Background of Study

English is one of popular languages in the world. Many people use English to communicate each other. When we go to other country we always use English, example America, London, and etc. Study English is very important for us because of with English we can get more knowledge.

English is a foreign language which is commonly used language in Indonesia. Many aspects in Indonesia use English there are industry aspect, business aspect, education aspect and many other. For example business aspect, many product in Indonesia use English as the language to promote their products internationally. As we know English is international language so every relation with another country uses English. In education of Indonesia, English is very crucial subject. In the University English very necessary for study. All programs definite learn English subject.

English has four basic skills, the first listening, the second speaking, the third reading, and writing. Among all basic skills the more important is speaking. Speaking is second point in English basic skill. People can communicate with other people by speaking. They can speak up their expression directly. So we must master speaking if we speak English fluently. We must study carefully in English subject to speak well.

In the class often some students inappropriate pronounce in speaking performance. But the teacher decrease observes about it. The teacher lack in mastering method for teaches speaking. This caused hard student for speak well, often wrong pronoun in speaking. The students need good teaching instruction in speaking, especially for senior high school. Speaking is important level for senior high school. In this research explain that teacher must have an appropriate method to give easiness for the teacher in teaching English, specifically in speaking lesson.

On pre survey result, at the SMK PGRI 1 Punggur the researcher detect many students difficulty to study English especially speaking performance. Most of these they are filling bored in speaking subject. And the teacher not realize about this problem. The researcher found that student's speaking performance was still low. English teacher at the SMK PGRI 1 Punggur has decided the score 65 was the completeness' Standard (MMC). There were students got minimum score is 30 and maximum score is 80, 19 students who got score under 65 or 94.12% and only 1 student who got more than 65 or 5.88%.

Based on those problems, the researcher was trying to increasing the students' speaking performance through whole-class discussion. Whole-class discussion is when the teacher investigates the students' speaking performance in the class. When the students' perform in speaking lesson teacher mush correct what students' speech and true or false in speaking. Students like something interesting unique, so teacher must comprehend the method to teach speaking

lesson well. Based on previous explanation, the writer purpose INCREASING THE STUDENTS' SPEAKING PERFORMANCE THROUGH WHOLE-CLASS DICUSSION AT THE STUDENT ELEVENTH CLASS SMK PGRI 1 PUNGGUR.

B. Problem Identification

1. Some teachers used inappropriate technique in speaking instruction

2. The students usually mispronounce some vocabularies

3. The student speaking performance is very little

4. The student bored when their study speaking lesson

5. The students found out difficult in learning English.

C. Problem Formulation

Can whole-class discussion increase the students'speaking performance eleventh class of SMK PGRI 1 Punggur.

D. Objectives of The Study

Generally, the objective of this research is to increase the students' speaking performance ateleventh class SMK PGRI 1 Punggur specifically, it is to:

1. Find out whether using whole-class discussion can be used to increase students' speaking performance at eleventh class of SMK PGRI 1 Punggur.

E. Benefit of The Study

The results of this classroom action research are expected:

1. For the Teachers:

Give information to English teacher if using whole-class discussion is can be effectiveness to teach speaking.

2. For the students:

a. To give motivation for the students to learning English.

b. To increase student's motivation in study English

c. To facilitate student in study speaking.

3. For the School

This research can be used as information to improve learning English in the future.

4. For the Researcher

This research is expected as a contribution for other researcher to conductions further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. **The Concept Speaking**

Definition of Speaking

Creative language skill is a Speaking. Theoretically, according to O' Grady, it is a metal process.[1] According to Scott speaking is the most demand skill that should teach by the teacher.[2] This means that it is psychological process by which a speaker puts a metal concept into some linguistic form, such as word, phrases, and sentences used to convey message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in communicative interaction.

a. The Concept, Function and Increase of Speaking Performance

Speaking is one of the skill that have to be mastered by students in learning English. The ability to speak fluently presupposes not only know knowledge of language feature, but also the ability to process information and language "on the spot"[3].

Elements of speaking according to Jeremi Harmer:

1) Language Features.

Among the elements necessary for spoken production are the following:

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[1] SagamSiahaan, *Issues In Linguistics, GrahaIlmu,* Yogyakarta, 2008,p.95
[2] Thornbury Scott, *How To Teach Speaking,Longman.*p.1
[3] Harmer, Jeremy, *The Practice of English Language Teaching*, Third Edition, Logman: Person, 2001, p.269.

a).Connective Speech, b) Expressive Devices, c) Lexis and Grammar,

d) Negotiation Language.

2) Mental / Social Processing

a) Language Processing, b) Interacting With Other, c) (On the Spot)

Information Processing[4].

Several language experts have attempted to categories the function of speaking in human interaction. According to Brown and Yule, as quated by Jack C.Richard.

The functions of speaking are classified into there, they are:

a) Talk as Interaction

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others, the focus is more on the speakers and how they wish to present themselves to each other than on the message,

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[4] Ibid, p.271.

such exchanges may be either casual or more formal depending on the circumstances and their nature has been well described.

b) Talk as Transaction

Their type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately. Rather than the participants and how they interact socially with each other.

c) Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance, this refers to public talk. That is, talk which transmits information before an audience such us morning talks, public announcements, and speeches[5].

Each at these speech activities is quite distinct in terms of form and function and requires different teaching approach[6].

Based on the above explanation should know about how to produce speech sounds. It is very important for the speaker or

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[5] Richard , Jack C. *Developing Classroom Speaking Activities, from Theory to Practice*, p. 2-4

[6] Richard, Jack C. *Teaching Listening and Speaking: from Theory to Practice*, Cambridge: Cambridge University Press, 2008.p.21.

speech language learners. There are parts of the product to know the sound to speakers or language learners. They are:

1. Pronunciation or Speech Sounds

    Generally speech sound is started by pumping of air from language then for larynx that there is vocal cord. Speech sounds is classified into consonant and vowels.

2. Intonation

    a. Intonation is a change in pitch usually used over a large unit than the word, such as the prase or sentence, to convey or modefy meaning[7].

    Other definition about intonation, they are:

    b. Intonation is often spoken of as if it consists of melodic patterns or tunes added on to the consonants and vowels of an utterance[8].

    c. Intonation is the rise and fall of the voice in speaking especially as this affects the meaning of the what is being said[9].

3. Stressing.

[7] Leaver, Betty,et.al.,*Achieving success in Second Language Acquisition, first edition.*, Cambridge, Cambridge University Press,2005
[8] Gallop, Collin, *English Phonology. (English Education Program of STAIN Jurai Siwo Metro, 2009*),p.106
[9] Homby, *Oxford Advanced Learner's Dictionary, Sixth edition*, Oxford University press, New York, 2000, p. 713.

Stressing is part of speech sounds, from hard and soft sounds that is resulted. This stressing can happen sporadic, and then they are disthinctive.

Stress is a feature of words not oly when the word contrasts phonemically with its minimal pair partner, but also and giving shape to a word as spoken[10].

4. Pitch

Pitch is the rissing and falling of the voice. Changes in pitch can make a difference meaning at he word level (where it is called "tone" or in a larger sentencial unit (where it is called "intonation)"[11].

b. **The Characteristics of Speaking Performance.**

The characteristics of speaking there are 8 characteristics, they are:

1. Clustering

Fluent speech is phrasal, nor word by word. Learners can organize their output both cognitively snd physically (in breath groups) through such clustering.

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[10] Broughton, Geoffrey, et.al. *Teaching English as a foreign language, 2nd ed.,* University of London Institute of Education: Rutledge, 1980, p.53.
[11] Leaver, Betty Lou, *et.al. Achieving success in Second Language Acquisition, first ed.,* Cambridge: Cambridge University Press, 2005, p.171.

2. Redudancy

    The speakers has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this fature of spoken language.

3. Reduced forms

    Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in teaching Pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn sigmatizes them.

4. Performance Variables

    One of advantages of spoken language is that the proccess of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5. Colloquial Language

    Make sure your students are reasonable well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

    Another salient characteristics of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners

echieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhytm, Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhytm of spoken English and its intonations patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component : the creativity of conversational negotiation[12].

c. **Types of Classroom Speaking Performance.**

Six categories apply to other types of oral production that students are expected to perform in the classroom.

1) Imitative

A very limited portion of classroom speaking time may legitimately he spent generating "human tape recorder" speech where, for

[12] H. Douglas Brown. *Teaching by Principles, An Interactive Approach to Language Pedagogy.* San Fransisco State University. Longman. P.270

example, learners practice an intonation countour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out for the purpose of meaning interaction, but for focusing on some particularelement as language form.

)   Intensive

Intensive speaking goes one step beyond imitative to include and any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or ot can even from part of some pair work activity, where learners are "going over" certain forms oif lnguage.

)   Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialog (categories 4 and 5).

)   Transactional (dialogue)

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

)   Interpersonal (dialogue)

The other form of conversation mentioned in the pervious chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

)   Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form or oral reports, summaries, or perharps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu[13].

In primary schools two main types of speaking activities are used. The first type, songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. The games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation[14].

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[13] Ibid, p.271-274

[14] Cabrera, Marcos Penate. TESL *Journal Achieves. Teaching Four Skills in the Primary EFL Classroom. University of Las Palmes De Gran Canaria.*

d. Testing Speaking

To test speaking ability, there are some indicators that should be scored, according to Weir, he classified into five Analytic speaking criteria as follow:

Table I

Analytic Speaking Criteria.[15]

Aspect	Category	Indicators
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2(adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4(excellent	Occasional errors of pronunciation a few

[15] Cyril J. Weir, *Language Testing and Validation*, Palgrave,(Macmillan), P.195-196

	)	inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension.
	2(adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with few in appropriacies
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.
	2(adequate)	Limited use of vocabulary with frequent in appropriacies.
	1 (fair)	In appropriate 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(adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	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 consistently.
	2(adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

2. **Speaking Performance**

The power or capacity of special skill or competence in an activity it's mean by performance.[16]

Speaking is one of the skills that have to be mastered by students in learning English. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language. So, speaking performance is special skill or competence that has to be mastered by the students in the activity. There some activities to promote speaking, such as: discussion or debate, role play, simulation, information gap, brainstorming, storytelling, interviews, and etc. those activities have purpose

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[16]http://dictionary.reference.com/browse/ability. 13maret 2013

of discussing or debating is to make the students fluently speaking and having special ability in discussing.

The test of speaking performance should be possible the students to not only pronounce their speaking performance, but also pronounce the ideas, thinking or feeling. Then, the test should be functional; beside it can show the student's speaking performance and the use normally. Moreover it can be explained that elements of measurement can be formulated as follows:[17]

B. **The Concept Of Whole-Class Discussion**

As asserted by Richard, Methods arise to be based on very dissimilar opinions of what language is and how a language is educated. Some methods suggest seemingly and unacquainted classroom techniques and practices. Others are defined in books that are unbreakable to locate, unclearly written, and hard to understand.[18]

Discussion is debate, as of the community question in ameeting, connectingopposite viewpoints.Discuss is a formal method of interactive and representational argument. Discuss is a broader form of argument than logical argument, which only examines what is or isn't the case which is a technique of persuasion. Through logical consistency, factual accuracy and some degree of emotion appeal to the audience are important elements of the art of persuasion, in discussing on side often prevails over the other side by presenting a superior or framework of the issue, which is far more strategic.

1. **Whole ClassDiscussion as a Teaching Method**

Whole Class Discussion is a modified form of classroom lecture where the focus is shared between the instructor and the students for information transfer. Typically, an instructor will stand before a class and present

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[17]Syafi'i Ahmad, *Debaters'Briefing*

[18]*Jack* C. *Richards and Theodore* S. *Rodgers*,Approaches and Methods In Language Teaching(Australia,Cambridge University Press 1986)p.vii

information for the students to learn but the students will also participate by answering questions and providing examples.

1) Making Preparations

Planning is the key to delivering a successful lecture. Lecturers need at least a brief outline. It is important to keep in mind that successful lectures are built around a few main points. The outline should include the following:

1. Purpose and objectives for learning outcomes
2. Important details or points
3. Examples and illustrations to support each main point
4. Summary
5. Assessment plan

A well-planned framework is particularly helpful to teachers who must present the same lecture multiple times. The outline serves as a checklist to ensure completeness each time the lecture is given.

2) Final Thoughts

Whole-class discussions are an excellent teaching method when used in conjunction with other methods. Instruction should be varied from day to day to help reach the most students possible. Teachers need to provide their students with note taking skills before starting discussions. It is important that teachers be good at managing and facilitating discussions. Questioning

techniques are effective for this. Two questioning techniques that teachers employ is to increase their wait time after questions are asked and to only ask one question at a time.

2. **Pros of Whole-classDiscussion as a Teaching Method**

1. Whole-class discussions provide for greater interaction between teacher and students.
2. Instructors maintain a greater control over what is being taught because they are able to steer the discussion.
3. Auditory learners find them appealing to their learning style.
4. Teachers can check on what students are retaining through questions posed.
5. Whole class discussion is comfortable for many teachers because it is a modified form of lecture.
6. Students have a tendency to stay focused on the lesson because they might be called on to answer questions.
7. Students may feel more comfortable asking questions during whole group discussions.

3. **Cons of Whole-class Discussion as a Teaching Method**

1. Whole-class discussions require setting up and enforcing ground rules for students. If these rules are not enforced then there is a possibility that the discussion could quickly go off-topic.

2. Students who are weak in note-taking skills will have trouble understanding what they should remember from group discussions. This is even more so than in lectures in many cases because not only the teacher but fellow students are talking about the lesson.

3. Some students may not feel comfortable being put on the spot during a whole group discussion.

4. Advantage and Disadvantage of Whole-class Discussion

1. The Advantage of Whole-Class Discussion

   You only have to plan the lesson once, the lesson will be right for a few students.

2. The Disadvantage of Whole-Class Discussion

   Some students will already know what you are teaching and will be bored. Some students will not be ready to learn what you are teaching and will feel inadequate. Sometimes they will misbehave as a result

C. **The Procedure of Teaching Speaking through Whole-class Discussion**

   Here are the steps of teaching speaking through whole class discussion. They are as follows:

No	Pre – Activities
1.	The teacher greets the students.
2.	The teacher introduces the topic of today's lesson by giving simple questions.

No	While – Activities
1.	The teacher asks the students to make a group.
2.	The teacher allotted text of conversation to the students.
3.	The teacher asks the students to translate what the meaning of conversation about. And then show in front of class with her partner.

No.	Post – Activity
1.	The teacher asks the students whether they need further explanation.
2.	The teacher asks the students to do the exercise.

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

By using Whole-Class Discussion as the technique of teaching, the students will be able to increase their Speaking Performance at SMK PGRI 1 Punggur.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of The Research

The object of this research is Speaking Performance. According to Mc Taggart (via Sukardi) action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experiences accessible to others.[19]In this research, the researcher want to improve the student's speaking performance through an action.

B. Setting and Subject of Research

This research will be done is the sixth class of SMK PGRI 1 Punggur of the Middle Lampung in the academic 2012-2013, which consists of 25 students.

The researcher will be held as the eleventh class because most of students are low English ability especially in speaking performance. Data of the subject at the eleventh class SMK PGRI 1 Punggur it can be seem that.

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[19]Sukardi,*MetodologiPenelitianPendidikan,*(Yogyakarta; Bumi A*ksara,2003*),p.20

Table I

The Subject of This Research

No.	Class	Sex		Total
		Male	Female	
1.	X1	25	10	35
Total		**25**	**10**	**35**

C. Classroom Action Research

a. Action Plan

Action Research is a process in which participants organize their own educational practice systematically and carefully by using the techniques of research[20]. It means that action research is a way to investigate teaching and learning process in class. While according to Suharsimi Arikunto, that action research is a precision about teaching and learning process in class actions, which deliberately raised and occur together in a classroom.[21] In other words, a study is conducted by the teacher in his own class through self-reflection, in order to increase performance as a teacher so that students' learner outcomes to be increased.

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[20] Http//*en.wilkipedia.org/wiki/action research*, December -15-2010
[21]Heidi watt in Nazar Alam Hamdani & Dodi Herman.*Classroom Action Research*, (Rahayasa,2008).p.44

b. **The Goal of CAR.**

1) To improve teaching process. CAR is a strategic way to improve education service especially in teaching process.

2) In the first goal is success, there will be another goal namely a practice in the teaching learning activities in the classroom.

3) Developing teacher's skill based on the problem faced by the teacher in the class.[22]

In the Classroom Action Research, the researcher would like to conduct the research in two cycles. There is a relationship between one and the others. They are:

1. Planning

2. Acting

3. Observing

4. Reflecting

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[22]*Ibid*, p. 21-22

Here are the steps of classroom action research design:

Planning

Reflecting   **Cycle I**   Acting

Observing

Planning

Reflecting   **Cycle II**   Acting

Observing

?
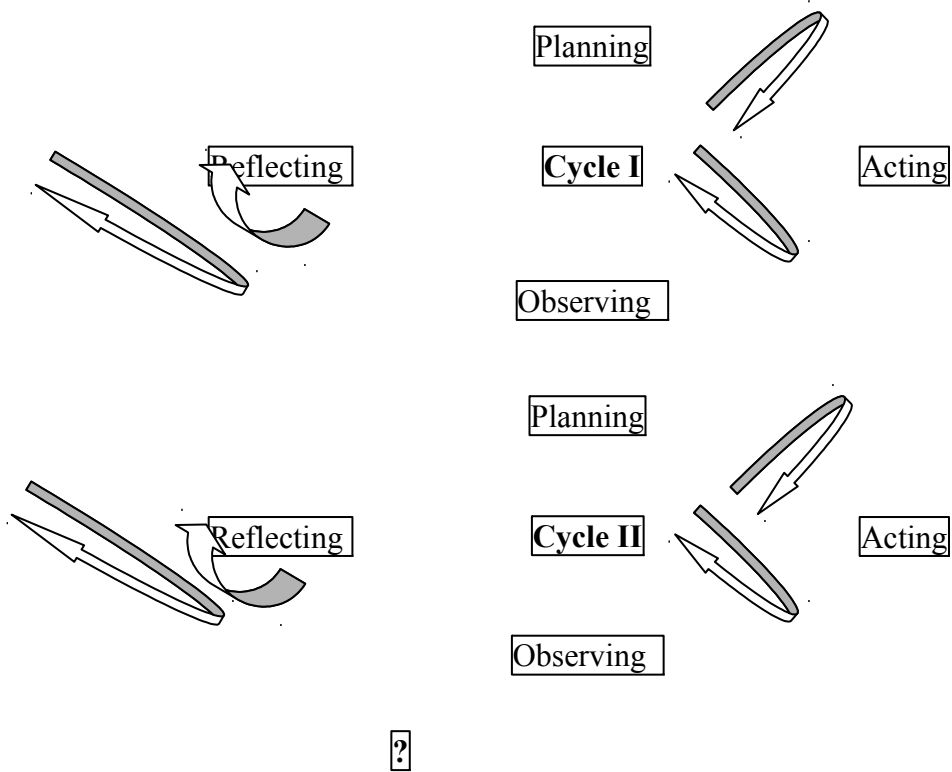
Sequence of action-reflection cycles.[23]

Cycle 1

   1. Planning

[23]SuharsimiArikunto, *PenelitianTindakanKelas*, BumiAksara, Jakarta, 2002 p.16

Planning is the first steps in each activity. Without planning the activity that the writer does will not focus. Here is step that the writer can make in planning:

a.   The researcher and the collaborator prepare the lesson plan.

b.   The researcher and the collaborator prepare the material.

c.   The researcher and the collaborator prepare source learning.

d.   The researcher and the collaborator prepare observation sheet.

2.   Acting

The second step in the action research is

Cycle II

1. Planning

Planning is the first step in each activity. Without planning the activity that the writer does will not be focus. Here is step that writer can make in planning:

a.   The researcher and the collaborator prepare the lesson plan.

b.   The researcher and the collaborator prepare the material speaking.

c.   The researcher and the collaborator prepare source learning.

d.   The researcher and the collaborator prepare observation sheet.

2. Acting

The second step in the action research is acting. It is the implementation about the planning. In this step the writer acts as follow:

a. Pre Teaching Activities

1) Prays and greets the students.

2) Checks the attendant list.

3) Asks the students condition.

4) Chooses the appropriate with the material going to be taught.

b. While Teaching Process

1) The teacher applies the lesson plan.

2) The teacher shows the conversation to the students.

3) The teacher gives explanation to the student how speak well by using whole class discussion.

4) The teacher teaches by using whole-class discussion..

5) The teacher asks the students to have conversations in front of the class.

6) The teacher gives evaluation.

c. Post Teaching Activities.

1) The teacher asks to the students to answer some question related to the topic.

2) The teacher greets for the students.

3. Observing

In this step the researcher observed the process of teaching learning by using whole-class discussion, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, speaking student's good participation and student's error. The important things in teaching learning process are noted by observer.

4. Reflecting

The researcher corrects and analyzes the result of the action. By reflecting, the researcher was known the strength and weakness of the action. In the step the researcher was compare the score distribution of pre test and post test, the researcher reviews and reflect on the student's attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

D. Data Collection Method

1. Observation

This is a monitoring and recording systematically to the phenomenon that is investigated.[24] Moreover, the research uses activities given and investigates to teach in the class whether they get bored or not with that activity given. It is done to know to what extent the using whole class discussion to teach the speaking works in the class, and can find the responses of students toward speaking performance by using whole-class discussion.

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[24] Edi Kusnadi, *MetodologiPenelitian,* GunungPesagi, Bandar Lampung, 2008, p. 103

These students and the teacher's activities are observed and noticed by the observer.

2. Test

   a. Pre test

       After observing the subject's activities, the writer was give pre test to know how far the students' speaking performance before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in speaking performance.

   b. Post test

       After treatments the writer was give them post test. It is done to know the students' speaking performance by whole-class discussion. Other words whether this way effective or not to increase the students speaking performance.

3. Documentation

       Documentation is a technique that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.[25]

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[25]Edi Kusnadi, *MetodologiPenelitian,* GunungPesagi, Bandar Lampung, 2008, p. 102

The researcher was use a documentation to get the data about the history of the school, the sum of teachers, official employed and students at SMK PGRI 1 Punggur.

4. Field Note

Field note is an instrument that has the function to see the action and students' development learning process[26]. Field note is one important thing to make a note of kind of the students' action that implemented by teacher in every cycle, the response of students toward action, etc. Field note must be written as soon as possible after the action implemented, in order to keep the objectivity of some facts found[27].

E. Data Analysis Method

1. Formula

Data analysis will be taken from the average score of the pre-test and post- test in cycle 1 and cycle 2. The formula to get the average as follow:

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

Note:

$\bar{x}$ = Average score

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[26]*Ibid,p.38*
[27]*Ibid,*

$\sum$x　　= The total number of student's score

N　　= Total of Students[28]

Furthermore, to know the result the researcher was compare between pre-test and posttest. Then, the result is matched by minimum standard (MS) at the school at least 65. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle. Then, the result will be matched by the minimum standard in this school at least 65.

2. Validity and Reliability

a. Validity

Nana SyaodihSukmadinata said that, "validity is points out of the data collecting and the data decision that gathered is really quite a wants to be gotten by researcher."[29]

Based on the explanation above, research that is done really correctness, and of the test has depicted the indicator and the basic competence that involved into curriculum. Test that makes is valid.

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[28]BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

[29] Nana SyaodihSukmadinata, *MetodePenelitianPendidikan,* PT. RemajaRosdaKarya, Bandung: 2011, p. 153

b. Reliability

Reliability iswhat the instrument can measure something that is measured consistently from time to time.[30] Based on the explanation above, it means reliability is a research instrument which can be said to have a high reliability value, if the tests are made to have accurate results.

3. Indicator of Success

The indicator of the process and the result of the action research. The students are called success if 80% students get referring to MMC 60. Indicators of the student's activity that will be observe that the students can success in speaking performance if they have of the criteria as follows:

a. The students can speak with correctly.

b. The students can speak in front of the class.

[30]BurhanNugiyanto, *op cit*, p. 341

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **Result of the Research**

1. **The history of SMK PGRI 01 Punggur**

SMK PGRI 01 Punggur was building on September 25, 1980. SMK PGRI 01 Punggur is located in Punggur. The location is not far the street and situation is peaceful. SMK PGRI 01 Punggur have change leader four times. The first headmaster was Syamsudin,A.Ma, the second headmaster was Suratman, S.Pd. The third headmaster is Agus gunardianta, S.Pd. And the last is Mardiyono, S.Pd. has been headmaster since 2012 until present day.

2. **The Condition of Building**

SMK PGRI 01 Punggur has 3 units of building that consist of:

a. 12 classrooms.

b. 1 headmaster.

c. 1 library.

d. 1 teacher office.

e. 1 ceremony yard.

f. 1 football field.

g. 1 warehouse.

3. **The Condition of SMK PGRI 01 PUNGGUR**

    a. Schools' name   : SMK PGRI 01 Punggur

    b. Schools address : Punggur, Central Lampung

    c. The status   : State-owned

Figure I

The Location State of SMK PGRI 01 Punggur

G
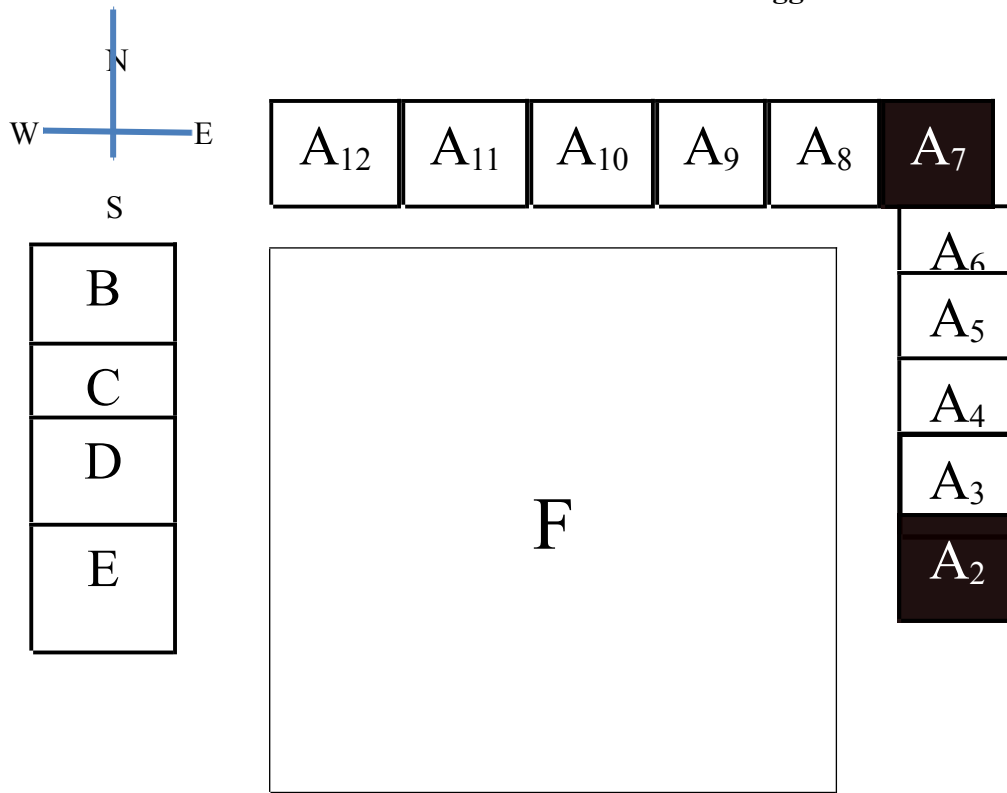
Note:

$A_{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12}$: Classroom

B   : Headmasters' room

C   : Teachers' room

D   : Bathroom

E   : Warehouse

F   : Ceremony yard

G   : Gate

4. Teacher and Staff Names

Table 2

The Teacher and Staff Officer of SMK PGRI 01 Punggur in Academic year 2012/2013

No	Name	Position
1.	Mardiyono, S.Pd.	Headmaster
2.	Agus Supriyono, S.Pd.	Vice Headmaster
3.	Nur Ngaenah, A.Ma.Pd	Mathematics Teacher
4.	Lc. Sri Listianti, A. Ma.Pd	English Teacher
5.	Sodron, S.Pd	Religion Teacher
6.	F. Sulistiani, S.Pd	Indonesia Teacher
7.	Reni Indasari, S.Pd	Social Teacher
8.	Supeno, SPG	Social Teacher
9.	Siti Hasanah, S.Pd	Science Teacher
10.	Sri Sukamti, S.Pd	Religion Teacher

11.	Rahmawati, SE	Religion Teacher
12.	Asri Pujiastuti, S.Pd	English Teacher
13.	Siti Muslimah, S.Pd	Accounting Teacher
14.	Riyanto, S.Pd	Sport Teacher

Source: the documentation result at SMK PGRI 01 on July 15, 2013.

5. The Number of Students

In this school there are 235 students of all from grade 1until 3, 93 are male and 143 are female. Average the students in the class are above 24 students or more.

To be clear look at the table below:

Table 3

The Number of Students of SMK PGRI 01 Punggur in the Academic

Year 2012/2013

No	Class	Male	Female	Total
1.	I	25	54	79
2.	II	31	63	93
3.	III	37	26	63
	Total	93	143	235

Source: the documentation result at SMK PGRI 01 Punggur on July 8, 2013

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B. Description of Finding

1. Cycle I

The cycle I consists of planning, action, observation, and reflection. Nevertheless, before the process of cycle I was done, the researcher conducted the pre-test score to know the student's score early and it used as comparison

score with post test. The result of the student's pre-test score can be explained, as follow:

Table 4

The Students Pre-test Result

No	Name	Students' Score
1.	AMN	50
2.	ASF	71
3.	AMF	55
4.	AK	60
5.	BP	52
6.	BMF	61
7.	DFS	59
8.	DDS	68
9.	EM	42
10.	ENS	40
11.	ENK	66
12.	EA	64
13.	FW	53
14.	FA	57
15.	FAN	69
16.	HT	40
17.	KA	52
18.	MJ	66
19.	PL	58
20.	RYU	50
21.	SNH	71
22.	UK	63
23.	VW	51
24.	ZA	69
Total		**1272**
Average		**53**

Table 5

Distribution of Students' Score at Pre-Test

Students' Score	Frequency	Percentage (%)
40 – 49	3	12,5 %
50 – 59	10	41,67 %
60 – 69	9	37,5 %
70 – 79	2	8,33 %
80 – 89	0	0
90 – 99	0	0
Total	**24**	**100 %**

Based on the table above, it can be seen that 7 students (29,167 %) were success and 17 students (70.83 %) were not success. The complete students were the students which fulfill the minimum standard at SMK PGRI 01 Punggur at least 65. So, we can compare that the success students were more be less not success students. And from the result pre test, we got average 53. So, the result was unsatisfactory. It was the reason why the researcher used whole-class discussion as an alternative method to increase the students' speaking performance.

a. **Planning**

In planning, I prepared the items test of pre test and post test, lesson plan and observation sheet. The observation sheet was used to make some notes to the important things that happens either teacher or students' activities on situation and condition of class while instructional process, in this research, I acted as a teacher who implemented the whole class

discussion in treatment. I prepared the material of this research were classroom speaking performance`.

b. Acting

The implementation of the action was conducted in three meetings that related to the schedules. Classroom action research in cycle I, I began on July 15 at 8.30 am until 09.30 am, I would them that I would do research in their class. To know students' ability before giving the action, in the first meeting all of students were given a pre test that has to do individually. The test was conversation test. The material in cycle I were classroom speaking performance.

In the second meeting that had done on Tuesday, April 16, 2013, the researcher begin the lesson by prepare the class like greeting, praying and checking the attendance list. The researcher reviews the last material shortly. Then the teacher explains about expression an opinion by whole-class discussion.

The third meeting that had done on Thursday, July 18 at 8.30 am until 09.30 am, the researcher begin the lesson by prepare the class like greeting, praying and checking the attendance list. The researchers review the last material shortly. Then the teacher explains about expression an opinion as like as sad, happy, angry, etc. To know students' speaking performance after giving the treatment, in the last meeting all of students were given a post-test that has to do individually. The test was oral test on conversation

test. At the end of the learning process the researcher and students correct together.

c. Observing

In observing the researcher presented in two meetings in cycle 1 of learning classroom speaking performance. The result of the observation can be seen on table:

1. The Observation Sheet of The Students' Activity

Table 6

The Students' Activities Result in Cycle 1

No	Name	Second Meeting		Third Meeting		Category
		Activities	Percentage (%)	Activities	Percentage (%)	
1.	AMN	3	33,33 %	4	44,44 %	Increase
2.	ASF	3	33,33 %	2	22,22 %	Decrease
3.	AMF	5	55,55 %	5	55,55 %	Constant
4.	AK	4	44,44 %	5	55,55 %	Increase
5.	BP	6	66,66 %	6	66,66 %	Constant
6.	BMF	6	66,66 %	8	88,88 %	Increase
7.	DFS	6	66,66 %	5	55,55 %	Decrease
8.	DDS	3	33,33 %	4	44,44 %	Increase
9.	EM	3	33.33 %	7	77,77 %	Decrease
10.	ENS	3	33,33 %	3	33,33 %	Constant
11.	ENK	7	77,77 %	7	77,77 %	Constant
12.	EA	8	88,88%	6	66,66 %	Decrease
13.	FW	4	44,44%	3	33,33 %	Decrease
14.	FA	4	44,44%	5	55,55 %	Increase
15.	FAN	3	33,33 %	4	44,44 %	Increase
16.	HT	5	55,55 %	5	55,55 %	Constant
17.	KA	3	33,33 %	7	77,77 %	Increase
18.	MJ	4	44,44 %	6	66,66 %	Increase
19.	PL	4	44,44 %	9	100%	Increase
20.	RYU	5	55,55%	7	77,77%	Increase
21.	SNH	6	66,66%	5	55,55%	Decrease
22.	UK	5	55,55%	4	44,44%	Decrease

23.	VW	6	66,66%	9	100%	Increase
24.	ZA	3	33,33%	3	33,33%	Constant

Note: ≤ 50 %   : Not Active
          ≥ 50 %   : Active

Table 7

Distribution of the Students' Activities Result in Cycle I

Meeting	Activities ≥ 50 % (students)	Percentage (%)
Second Meeting	9	47.37 %
Third Meeting	11	57.89 %
Average		**52.63 %**

Form the table of class observation we can see that percentage of the active students was 42.11 % (8 students) from 19 students and 57.89 % (11 students) not active yet. And the average of the activity of the students is about 52.63 % from the total of the students.

2. **The Observation of the Teachers' Activity**

Table 8

The teachers' activity of Cycle 1

No	Aspect of the Research	VG	G	F
1	Teacher opening the lesson	√		
2	Give motivation		√	
3	Correlative with the last material		√	
4	Mastery in give the lesson		√	
5	Based on indicator	√		
6	Clearly in explanation the expression an opinion by whole-class discussion		√	
7	As facilitator		√	
8	Control the class		√	
9	Asking to the students	√		
10	Give the students time to make question	√		
11	Give the students time to answer the question		√	
12	Make the students active			√
13	Make conclusion	√		
14	Give the students assignment	√		
15	Give evaluation	√		
	Total	7	7	1
	Score interval		36	

Where:
VG: 3 Score
G: 2 Score
F: 1 Score

Based on the table that was prepare to submit the data in cycle 1, it can be seen that the planning of the teaching learning got the Good category by got the 36 score.

Nevertheless in controlled the students' is not good enough, it is caused some of them like speak loudly in the class. So it made the class noisy and made their friend low to focus on the lesson and hard to make the students more active in learning process.

3. **The Result of the Treatment of Cycle I**

Table 9

The result of the Treatment of Cycle 1

No	Name	Students' Score
1.	AMN	69
2.	ASF	75
3.	AMF	70
4.	AK	68
5.	BP	52
6.	BMF	60
7.	DFS	65
8.	DDS	71
9.	EM	50
10.	ENS	49
11.	ENK	76
12.	EA	64
13.	FW	70
14.	FA	58
15.	FAN	70
16.	HT	52
17.	KA	66
18.	MJ	68
19.	PL	77
20.	RYU	52
21.	SNH	67
22.	UK	67
23.	VW	53
24.	ZA	70
Total		**1539**
Average		**64,125**

Table 10

Distribution of the Students' Score in Post Test

Students' Score	Frequency	Percentage (%)
40 – 49	1	4,17 %
50 – 59	6	25 %
60 – 69	9	37,5 %
70 – 79	8	33,33 %
80 – 89	0	0

90 – 99	0	0
Total	**24**	**100 %**

Based on the table above, we can see that 15 students (62,5 %) were success and 9 students (37,5 %) were not success. It was more is higher that the result of pre test. The criteria of students who was successful in mastering the material was the students who got minimum score of 65, while the class be said successful in achieving the material if 85 % of the students in that class got score at least 65. The fact showed that the result was unsatisfactory.

d. Reflecting

Based on the result of the post test in cycle I, it can be said that the most of the students got difficulty in instructional process. It is happened because the students' haven't used the whole-class discussion as method yet. Occasionally in doing the task, they didn't understand what the meaning of the sentence. They were confused because they had to imagine. It can be seen from the result of the cycle I. The students' score also increased from the average in pre test 53 and the average in post test 64,125 but it was not fulfill MS at least 85 % students must got $\geq$ 65. In cycle I showed that the success students were only 14 students or 62,5 %. So, it was not fulfilling.

2. **Cycle II**

   a. **Planning**

   In the planning, I and collaborator (Mss. Asri Pujiastuti, S.Pd) plan the materials that are speaking performance especially expression an opinion. I prepare whole-class discussion that related with speaking performance, identify the problem and finds the cause of the problem.

   b. **Acting**

   The first meeting in cycle 2 was done on Monday, July 22, 2013, before begins the learning process the researcher prepares the class like greetings, playing and checking attendance list. Than the researcher began ask the students about expression an opinion. Some of them still confused to remembering that. So the teacher explained the expression an opinion.

   In the second meeting in cycle 2 that had done on Thursday, July 25, 2013 the researcher begin the lesson by prepare the class like greeting, praying and checking the attendance list. The researcher reviews the last material shortly. Then the teacher explains about expression an opinion by using whole-class discussion as like as sad, angry, happy, etc. To know students' speaking performance after giving the treatment, in the last meeting all of students were given a post-test that has to do individually. The test was oral test on conversation test.

Table 11

The result of the Treatment of Cycle II

No	Name	Students' Score
1.	AMN	70
2.	ASF	65
3.	AMF	74
4.	AK	80
5.	BP	66
6.	BMF	69
7.	DFS	77
8.	DDS	72
9.	EM	81
10.	ENS	70
11.	ENK	68
12.	EA	66
13.	FW	73
14.	FA	65
15.	FAN	79
16.	HT	69
17.	KA	75
18.	MJ	78
19.	PL	66
20.	RYU	71
21.	SNH	69
22.	UK	75
23.	VW	75
24.	ZA	80
Total		**1733**
Average		**72,20**

Table 12

Distribution of the Students' Score in Post Test

Students' Score	Frequency	Percentage (%)
40 – 49	0	0
50 – 59	0	0
60 – 69	9	37,5 %
70 – 79	12	50%
80 – 89	3	12,5
90 – 99	0	0
Total	**24**	**100 %**

Based on the table above, we can see that all of the students were success and. It was more is higher that the result of pre test. The criteria of students who was successful in mastering the material was the students who got minimum score of 65, while the class be said successful in achieving the material if 85 % of the students in that class got score at least 65. The fact showed that the result was unsatisfactory.

c. **Observing**

In observing the writer presented in two meetings in cycle II of learning classroom speaking performance. The result of the observation can be seen on table:

1. **The observation sheet of The Students' activity**

Table 13
The Result of the Students' Activities in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Activities	Percentage (%)	Activities	Percentage (%)	
1.	AMN	7	77,77 %	7	66.67 %	Decrease
2.	ASF	9	100 %	9	75.00 %	Constant
3.	AMF	5	55,55 %	4	83.33 %	Decrease
4.	AK	8	88,88 %	6	41.33 %	Decrease
5.	BP	6	66,66 %	5	66.67 %	Decrease
6.	BMF	7	77,77 %	9	83.33 %	Increase
7.	DFS	4	44,44 %	7	91.67 %	Increase
8.	DDS	7	77,77 %	9	75.00 %	Increase
9.	EM	8	88,88 %	9	58.33 %	Increase
10.	ENS	4	44,44 %	8	66.67 %	Increase
11.	ENK	6	66.66 %	9	100 %	Increase
12.	EA	8	88,88 %	9	100 %	Increase

13.	FW	8	88,88 %	8	100 %	Constant
14.	FA	4	44,44 %	6	41.33 %	Decrease
15.	FAN	7	77,77 %	8	58.33 %	Increase
16.	HT	9	100 %	9	66.67 %	Increase
17.	KA	8	88,88 %	8	75.00 %	Constant
18.	MJ	6	66,66 %	9	75.00 %	Increase
19.	PL	8	88,88 %	9	91.67 %	Increase
20.	RYU	6	66,66%	5	55,55%	Decrease
21.	SNH	7	77,77%	7	77,77%	Constant
22.	UK	9	100%	6	66,66%	Decrease
23.	VW	8	88,88%	9	100%	Increase
24.	ZA	4	44,44%	8	55,55%	Increase

Note   : ≤ 50 %   : Not Active
           ≥ 50 %   : Active

Table 14

Distribution of Students' Activities Result in Cycle II

Meeting	Activities ≥ 50 % (Students)	Percentage (%)
Frist Meeting	19	79,16 %
Second Meeting	21	87,5 %
Average		**83,33 %**

Form the table of class observation we can see that percentage of the active students was 79.16 % (19 students) from 24 students and 20,83 % (5 students) not active yet in the first meeting. And 87,5 % (21 students) are active, 12,5 % (3 studends) in the second meeting And the average of the activity of the students is about 83,33 % from the total of the students

2. **The Observation of the Teachers' Activity**

Table 15

The Teachers' Activity of Cycle II

No	Aspect of the Research	VG	G	F
1	Teacher opening the lesson	√		
2	Give motivation	√		
3	Correlative with the last material	√		
4	Mastery in give the lesson	√		
5	Based on indicator	√		
6	Clearly in explanation the verb by using flash cards	√		
7	As facilitator	√		
8	Control the class	√		
9	Asking to the students	√		
10	Give the students time to make question	√		
11	Give the students time to answer the question	√		
12	Make the students active	√		
13	Make conclusion	√		
14	Give the students assignment	√		
15	Give evaluation	√		
	Total	**15**		
	Score interval	**45**		

Where:
VG: 3 Score
G: 2 Score
F: 1 Score

Based on the table that was prepare to submit the data in cycle 2, it can be seen that the planning of the teaching learning got the Good category by got the 45 score. So there was the increasing from the activity of teacher which done from the cycle 1 is about 36 and cycle 2 to be 45.

d. Reflecting

Based on the result of observation learning process in cycle II, it can be said that the instructional process by using whole-class discussion as method has achieved criteria minimum mastery of the research. This

success caused the researcher has revised and improved the instructional process in cycle II.

In the cycle II, the students were also active to do the task than before. They felt have motivation in each doing the task. So, the result, they can increase their speaking performance. And the researcher stopped in cycle II.

C. INTERPRETATION

1. Interpretations and Learning Result at Cycle I

Table 18
The students' Score at Cycle I

No	Name	Students' Score				
		Pre-test Cycle I	Post-test Cycle I	Increasing	Percentages (%)	Category
1.	AMN	50	69	19	36.36 %	Increase
2.	ASF	71	75	4	3.23 %	Increase
3.	AMF	55	70	20	12 %	Increase

4.	AK	60	68	8	0	Increase
5.	BP	52	52	0	-3.23 %	Constant
6.	BMF	61	60	-1	20 %	Decrease
7.	DFS	59	65	6	14.29 %	Increase
8.	DDS	68	71	3	36.36 %	Increase
9.	EM	42	50	8	0	Decrease
10.	ENS	40	49	9	6.67 %	Increase
11.	ENK	66	76	10	13.33 %	Increase
12.	EA	64	64	0	12.9 %	Constant
13.	FW	53	70	20	8.82 %	Increase
14.	FA	57	58	1	26.32 %	Increase
15.	FAN	69	70	1	15.32 %	Increase
16.	HT	40	52	12	8.69 %	Increase
17.	KA	52	66	14	0	Increase
18.	MJ	66	68	2	0	Increase
19.	PL	58	77	19	3.45 %	Increase
20.	RYU	50	52	2	40,8%	Increase
21	SNH	71	67	-4	8,7%	Decrease
22.	UK	63	67	4	4,7%	Increase
23.	VW	51	53	2	4,7%	Increase
24.	ZA	69	70	1	9,7%	Increase
Total		**1272**	**1539**			**Increase**
Average		**53.00**	**64,125**			**Increase**

In this research pre-test and post-test has done individually. It has aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test cycle I, it can be inferred that there was increasing from the students result score. It can be seen from average 53.68 becomes 60.63.

Table 19

The Students' Activities at Cycle I

No	Activities	Meeting	Percentage	Category

		Second Meeting	Third Meeting	Increasing	(%)	
1.	≥ 50 %	9	11	2	22.22 %	Increasing
2.	≤ 50 %	15	13	-2	-22,22 %	Decreasing
	Total	24	24			

From the result of the students' activities of cycle I, in second meeting was 9 students (37,5 %) were active and 15 students (62,5 %) were not active yet. And in third meeting was 11 students (45,83 %) were active and 13 students (54,16 %) were not active yet. It can be inferred that there was increasing from the students' activities.

2. **Interpretations and Learning Result at Cycle II**

Table 20
The Students Score at Cycle II

No	Name	Students' Result				
		Post-test Cycle I	Post-test Cycle II	Increasing	Percentages (%)	Category
1.	AMN	69	70	1	10 %	Increase
2.	ASF	75	65	-10	25 %	Increase

No.	Name	Pre-test	Post-test		%	
3.	AMF	70	74	4	12.5 %	Increase
4.	AK	68	80	12	36 %	Increase
5.	BP	52	66	44	20.69 %	Increase
6.	BMF	60	69	9	-3.85 %	Decrease
7.	DFS	65	77	12	25 %	Increase
8.	DDS	71	72	1	13.33 %	Increase
9.	EM	50	81	21	19.35 %	Increase
10.	ENS	49	70	31	18.75 %	Increase
11.	ENK	76	68	-8	44.12 %	Increase
12.	EA	64	66	2	37.14 %	Increase
13.	FW	70	73	3	29.73 %	Increase
14.	FA	58	65	7	16.67 %	Increase
15.	FAN	70	79	9	10 %	Increase
16.	HT	52	69	17	46.67 %	Increase
17.	KA	66	75	9	29.03 %	Increase
18.	MJ	68	78	10	73.91 %	Increase
19.	PL	77	66	-11	21.21 %	Increase
20.	RYU	52	71	19	25,47%	Increase
21.	SNH	67	69	2	35,30%	Increase
22.	UK	67	75	8	42,12%	Increase
23.	VW	53	75	22	28,56%	Increase
24.	ZA	70	80	10	34,67%	Increase
Total		**1539**	**1733**			**Increase**
Average		**64,125**	**72,20**			**Increase**

Based on the result of pre-test and post-test in cycle II, It can be inferred that whole-class discussion can increase the students' speaking performance. The students are able to read confidently in front of the class. All of the students attend the class from the first treatment until the last treatment. The students are comfortable in the class during the learning process. They are able do task the easily. The students' score in cycle II have increase it can be seen from average score that increase from 64.125 to

72,20. It means that the students can achieve the target, the target is 85 % students gain score more than or at least 65.

Table 21

The Students' Activities at Cycle II

No	Activities	Meeting		Increasing	Percentage (%)	Category
		First Meeting	Second Meeting			
1.	≥ 50 %	15	17	2	13.33 %	Increasing
2.	≤ 50 %	9	7	-2	-50 %	Decreasing
	Total	24	24			

From the result of the students' activities of cycle I, in first meeting was 15 students (62,5 %) were active and 9 students (37,5 %) were not active yet. And in third meeting was 17 students (89.47 %) were active and 7 students (29,16 %) were not active yet. It can be inferred that there was increasing from the students' activities.

3. **Interpretations and Learning Result at Cycle I and II**

Preparing the table in order to prove whether, there is any difference between the result of pre-test and post-test at the eleventh class of SMK PGRI 01 Punggur.

Table 22

The Increasing of Students Scores at Cycle 1 and Cycle II

No	Name	Students' Result			Category
		Pre-test	Post-test Cycle I	Post-test Cycle II	
1.	AMN	50	69	70	Increase

2.	ASF	71	75	65	Increase
3.	AMF	55	70	74	Increase
4.	AK	60	68	80	Increase
5.	BP	52	52	66	Increase
6.	BMF	61	60	69	Decrease
7.	DFS	59	65	77	Increase
8.	DDS	68	71	72	Increase
9.	EM	42	50	81	Increase
10.	ENS	40	49	70	Increase
11.	ENK	66	76	68	Increase
12.	EA	64	64	66	Increase
13.	FW	53	70	73	Increase
14.	FA	57	58	65	Increase
15.	FAN	69	70	79	Increase
16.	HT	40	52	69	Increase
17.	KA	52	66	75	Increase
18.	MJ	66	68	78	Increase
19.	PL	58	77	66	Increase
20.	RYU	50	52	71	Increase
21	SNH	71	67	69	Increase
22.	UK	63	67	75	Increase
23.	VW	51	53	75	Increase
24	ZA	69	70	80	Increase
Total		**1272**	**1539**	**1733**	**Increase**
Average		**53,00**	**64,125**	**72,20**	**Increase**

Based on the table of the data of cycle II showed that the result of post test can fulfill the minimum mastery criteria (MMC) where 100 % of students get score 65 0r more. And the students' activities were increasing from cycle I and cycle II. And the researcher stops her research only on the cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSING

Based on the result of the application of the whole-class discussion method. Through as media in two cycles of the action research. The researcher would like give the conclusion as follows:

1. Applying the whole-class discussion method, students can better understand the lessons of understanding of the English language, especially English language words more easily. This is evident from the increase in the value of students each meeting, with the value of the average pre-test 53,00 while the average post-test is 64,125. Thus, the increase is 72,70 points.

2. There are some problems English learning in the eleventh class of senior high school, from all the problems are:

   a. Student doesn't many understanding for English vocabulary.

   b. Student less focus in the English learning.

   c. Student less self confidence in presentation for take assessment.

B. SUGESSTION

Based on the result of the research. The researcher would like to give some suggestion as follows:

1. It is suggested to English teacher to whole-class discussion method to improve the speaking performance in learning. By whole-class discussion method, the students will be interested and motivated in studying. The students will not be bore in following the class.

2. It is suggested to English teacher to implementation whole-class discussion method toward speaking performance of the student in the class. It can make students more understand. Mixing the Indonesian's language and English, or when the students get confused about the explanation given is also very important, so all students can understand.

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Curriculum Vitae

The researcher was born at Raman Utara, June 01, 1990. She is the two daughters Siswadi and Sarmiatun.

Enrolling in TK PKK Rejo Binangun, in 1996-1997 made her ready to continue his study at SD Negeri I Bratasena Mandiri since 1997-2003. She decided to extend her study in MTS Negeri I Raman Utara in 2003-2006, this is the time that the researcher was falling in love with English. After graduating from MTS Negeri 1 Raman Utara, she continued her study in MA Negeri 1 Metro for three years (2006-2009). Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2009/2010. She has been in English Education Study Program since the academic year of 2009/2010 up to now.