AN UNDERGRADUATE THESIS

IMPROVING SPEAKING PERFORMANCE
THROUGH PECHA KUCHA PRESENTATION METHOD
AMONG THE TENTH GRADERS
OF SMA MUHAMMADIYAH PEKALONGAN EAST
LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING SPEAKING PERFORMANCE
THROUGH PECHA KUCHA PRESENTATION METHOD
AMONG THE TENTH GRADERS
OF SMA MUHAMMADIYAH PEKALONGAN EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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ABSTRACT

By:

SEFVIRDA ARNIATIKA

Speaking performance is considered to relate some language competencies with the spoken language production. In reality, most of the students find it difficult to express themselves in spoken language into the target language. The objective of this research is to show the improvement of the students' speaking performance using Pecha Kucha presentation method among the tenth graders of SMA Muhammadiyah East Lampung.

Since the students' speaking performance among the tenth graders of SMA Muhammadiyah East Lampung is poor, some problems are considered as the significant factors that influence their speaking performance. The problems that give any concern to the poorness of the students' speaking performanare are: the students' low motivation in learning English, much more anxiety to perform a speech in front of class, ineffective method and unsuitable media used by the teacher.

The research method used in this research is a Classroom Action Research (CAR) which is used to solve the students' problem in speaking performance. The subjects of this research are X MIA students of SMA Muhammadiyah Pekalongan East Lampung in the academic year of 2017/2018. The research instruments used to collect the data in this research are test, observation and documentation.

The result of this research shows that the implementation of Pecha Kucha presentation method is successful since the criteria of success are achieved. The first criterion is 70% of the students could pass the target score ≥ 70 based on the KKM. The finding shows that 77.78% of the students had already achieved the target score. Besides, the second criterion is the students who became more active in the learning process. The result of observation shows that by using Pecha Kucha presentation method, most of the students are involved actively in the learning process.

PENINGKATAN PERFORMA BERBICARA

MELALUI PENERAPAN METODE PRESENTASI *PECHA KUCHA* TERHADAP SISWA KELAS SEPULUH

DI SMA MUHAMMADIYAH PEKALONGAN LAMPUNG TIMUR

ABSTRAK

Oleh:

SEFVIRDA ARNIATIKA

Performa berbicara merupakan suatu keterkaitan antara kompetensi berbahasa dengan kemampuan memproduksi suatu bahasa lisan. Dalam penerapannya, kebanyakan siswa merasa kesulitan untuk memproduksi bahasa lisan ke dalam target bahasanya yaitu bahasa Inggris. Penelitian ini bertujuan untuk menunjukkan peningkatan performa berbicara siswa melalui penerapan metode presentasi *Pecha Kucha* terhadap siswa kelas X MIA di SMA Muhammadiyah Lampung Timur.

Performa berbicara yang rendah pada siswa kelas X di SMA Muhammadiyah Pekalongan Lampung Timur dapat disebabkan oleh berbagai faktor seperti adanya masalah yang terjadi pada kegiatan belajar mengajar di dalam kelas. Beberapa masalah yang ditemukan antara lain: rendahnya motivasi belajar siswa, kecemasan siswa yang berlebihan, metode mengajar yang kurang efektif dan penggunaan media yang kurang sesuai.

Metode penelitian yang digunakan yaitu Penelitian Tindakan Kelas yang ditujukan untuk menyelesaikan masalah siswa dalam performa berbicara. Adapun subjek penelitian yaitu siswa kelas X MIA di SMA Muhammadiyah Pekalongan Lampung Timur tahun ajaran 2017/2018. Instrumen penelitian yang digunakan untuk mengumpulkan data antara lain tes, obeservasi dan dokumentasi.

Hasil dari penelitian ini menujukkan bahwa penerapan metode presentasi *Pecha Kucha* dapat mencapai indikator kesukesan yang telah ditentukan. Indikator pertama yaitu 70% siswa dapat mencapai nilai KKM $\geq$ 70. Dalam hal ini, sebanyak 77.78% siswa dapat mencapai nilai KKM. Adapun indikator yang kedua yaitu siswa dapat lebih aktif dalam kegiatan belajar. Dari hasil observasi dapat disimpulkan bahwa melalui penerapan metode presentasi *Pecha Kucha,* siswa dapat lebih aktif dalam mengikuti kegiatan belajar di dalam kelas.

APPROVAL PAGE

Title   : IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN EAST LAMPUNG

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To be discussed in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies of Metro.

Metro, November 2017

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : Pengajuan Munaqosyah

Kepada Yth.,

Ketua Jurusan TBI

Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi yang disusun oleh:

Nama	: SEFVIRDA ARNIATIKA
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Judul Skripsi	: IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
                of Sefvirda Arniatika

To: The Honorable,
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Assalamu'alaikum Wr. Wb

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

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Title   : IMPROVING SPEAKING PERFORMANCE THROUGH
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                PEKALONGAN EAST LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE
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An undergraduate thesis entitled: IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN EAST LAMPUNG

Written by Sefvirda Arniatika student number. 13108377, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 12th, 2017 at 11.00-13.00.

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah, M.Hum (.................,.........)

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The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro , November 2017

The writer

SEFVIRDA ARNIATIKA
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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : SEFVIRDA ARNIATIKA

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Jurusan   : Tadris Bahasa Inggris (TBI)

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

Metro, November 2017

Yang Menyatakan

SEFVIRDA ARNIATIKA
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MOTTO

وَٱلْعَصْرِ ١ إِنَّ ٱلْإِنسَٰنَ لَفِي خُسْرٍ ٢ إِلَّا ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ وَتَوَاصَوْاْ بِٱلْحَقِّ وَتَوَاصَوْاْ بِٱلصَّبْرِ ٣

Translation:

1. I swear by the time,

2. Most surely man is in loss,

3. Except those who believe and do good and enjoin on each other truth, and enjoin on each other patience.

(Al-'Asr: 1-3)

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved family and all whom I love."

ACKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the universe, inspiration of His life, that the researcher finally could finish the undergraduate thesis entitled "IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN EAST LAMPUNG". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro

First of all, the deepest gratitude would be addressed to my beloved parents and brother, Mrs. Etty Kundariyati and Muhammad Elfar Noveriyanto, for their endless love, understanding and supports to finish this undergraduate thesis soon.

Secondly, the greatest gratitude would also be addressed to both of my advisors, Mrs. Dra. Umi Yawisah, M.Hum and Mr. Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish this undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, 12 December 2017

SEFVIRDA ARNIATIKA
St. Number 13108377

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CHAPTER I

INTRODUCTION

A. Background of Study

English is spreading around the world not only as the role of the international language but also as the acknowledgement of English as first, second and foreign language. In the development of English today, most of countries are adopted English as the official language or even just the foreign language. Particularly, in Indonesia, English is considered as the primary foreign language which is given more importance than any of the other foreign languages being taught. This implies that English cannot be separated from both the education system of Indonesia and Indonesian students' daily activities. As the role of the tool in the students' daily life, English seems to be the basis on how much the students as the language learner can use and improve their spoken language. In addition, that is no doubt to state that speaking is the hardest skill ever among the others to be mastered.

Furthermore, speaking as the hardest skill is one of the productive skills that functions to express something from the speaker to the listener in the way of spoken language. Many of the students are complaining about their incompetence in speaking. The main reason under investigation is because English is not the mother tongue of Indonesian students so that the students are not familiar with English to communicate. On the other hand, students are difficult to speak English because the methods of learning are unsuitable and

ineffective. In short, it is obviously that students are low in motivating themselves to perform speaking.

As the researcher found in the location of the study at SMA Muhammadiyah Pekalongan East Lampung among the tenth graders, there are many specific problems faced by the students in their speaking such as; the students are having so much time to think before speaking and sometimes they have no idea to say. These cases can be affected by some factors among others; the students' interest in speaking, the material, the media, and the unsuitable method in English teaching. Beside of that, the traditional teaching is also giving the contribution in their difficulty because they cannot develop their own way to express themselves.

There is a table below about the pre-survey data among the tenth graders of SMA Muhammadiyah Pekalongan East Lampung in speaking performance as follows:

Table 1.1

The Pre-survey Result of Speaking Performance among the Tenth Graders of
SMA Muhammadiyah Pekalongan East Lampung

No.	Score	Frequency	Percentage	Category
1.	< 70	12	66.67%	Failed
2.	≥ 70	6	33.33%	Passed
	Total	18	100%	

Source: The English teacher's graded book taken on September, 29th 2017

Based on the pre-survey data above, it can be analyzed that the minimum mastery criteria (KKM) for the English subject is 70. Then, from 18 students in the X MIA class of SMA Muhammadiyah Pekalongan East Lampung, there are 12 students or 66.67% of the students who got the score under 70

and there are only 6 students or 33.33% of the students who passed the score of 70. In short, it can be concluded that the speaking performance of the students in X MIA class is poor and it needs to be improved.

In the relation to the data above, the researcher will find out an alternative way to create a suitable and an effective method in order to assist the students and improve their speaking performance. One of the alternative ways is by applying the method of Pecha Kucha presentation. Because speaking seems to be the most important skill, so it must be paid more attention to have a better way in teaching. This Pecha Kucha presentation method is a format of presentation by using slides in the way of 20x20 means 20 slides in 20 seconds per slide. This method gives the students an opportunity to practice their speaking so that they can improve their own performance.

Based on the statements above, the researcher will take a study under the title: "Improving Speaking Performance through Pecha Kucha Presentation Method among the Tenth Graders of SMA Muhammadiyah Pekalongan East Lampung".

B. Problem Identification

From the background of the study above, the researcher makes some identifications of the problem at SMA Muhammadiyah Pekalongan East Lampung among the tenth graders, such as:

1. The motivation of the students is low and they have no interest in learning English especially speaking.

2. The students are having more anxiety while performing a speech.

3. The students have a little opportunity to express themselves.

4. The environment of the class does not support the students in learning and practicing English better.

5. The media does not really support the English learning process.

6. The English learning methods are not suitable enough and ineffective.

C. Problem Limitation

In line with the problems mentioned above, the researcher limits the problem only focused on the unsuitable method used by the teacher in teaching English especially for the English speaking performance.

D. Problem Formulation

Concerning the background of the study and problem identifications above, the researcher formulates the problems in this study as follows:

1. Can the use of Pecha Kucha presentation method improve the speaking performance among the tenth graders of SMA Muhammadiyah Pekalongan East Lampung?

2. Can the use of Pecha Kucha presentation method improve the learning activities among the tenth graders of SMA Muhammadiyah Pekalongan East Lampung?

E. Objective and Benefit of Study

1. Objective of the Study

There are some objectives of the study as follows:

a. To show the improvement of the students' speaking performance through Pecha Kucha presentation method.

b. To show the improvement of the students' learning activities in the classroom.

2. Benefit of the Study

This study is expected to give more contributions as follows:

a. For the students

Hopefully, this study can be as the motivation for the students who are expected to be more motivated to speak, share their idea, and also improve their own performance in speaking.

b. For the teacher

Hopefully, through this study, the teacher is expected to be more powerful in conducting teaching by using the Pecha Kucha presentation method as an alternative way.

c. For the other researchers

Hopefully, for the other researchers, this study can be used as the reference in order to build a prior knowledge and give a new idea for conducting the research.

CHAPTER II

THEORETICAL REVIEW

A. Speaking Performance

1. The Nature of Speaking Performance

The nature of speaking performance can be elaborated first by understanding the word of speaking and performance. According to O'Malley and Pierce, speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. It means that oral communication involves the negotiation of meaning between two or more persons that is always related to the context in which it occurs, anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intention.[1] Moreover, in speaking, the speaker is not only known about the competence but also the performance of speaking so that the other people could catch the idea or message of the speaker.

According to Ur, speaking can be defined as the skill that practically used by the people who know a language and use that language.[2] It is significantly to relate speaking as the most natural way in human's living processes and experiences particularly in the way of communication. This statement is also supported by Brown that states social contact in interactive language functions is an importance key and in which it is not

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[1] Rebecca Hughes and Beatrice Szczepek Reed, *Teaching and Researching Speaking: Third Edition,* (New York: Routledge, 2017), p. 97.

[2] Penny Ur, *A Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), p. 120.

about what the speaker says that counts but it is about how the speaker says about in the way of body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance the listener's attention so that the communication will be more effective.[3]

Furthermore, there is Holtgraves who claimed that speaking is speech or utterances with the purpose of having intention to be recognized by the speaker and the receiver processes the statements in order to recognize their intentions.[4] In line with Holtgraves, Brown and Yule stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.[5] In addition, Rebecca stated that speaking is the first mode in which children acquire language which is the part of daily involvement of most people with language activities, and it is the prime motor of language change.[6] From those definitions above, the researcher concludes that the definition of speaking is an interactive process of constructing meaning by involving non-verbal language to express and help the communication effectively.

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[3] H. Douglas Brown, *Principles of Language Learning and Teaching (4th Edition),* (New York: Addison Wesley Longman, 2000), p. 262.

[4] Gert Rickheit and Hans Strohner, *Handbook of Communication Competence,* (Germany: Mouton de Gruyter, 2008), p. 207.

[5] Gillian Brown and George Yule, *Teaching the Spoken Language,* (Cambridge: Cambridge University Press, 1999), p. 14.

[6] Rebecca Hughes, *Spoken English, TESOL, and Applied Linguistics: Challenges for Theory and Practice,* (Great Britain: CPI Antony Rowe, 2006), p. 144.

Meanwhile, there are some experts also define the term of performance. Regarding to Brown, performance is the overtly observable and concrete manifestation or realization of competence.[7] This term describes that performance can be observed by actual doing about something. Bad or good someone's competence can be measured by his or her real performance.

Whereas, Ellis claimed that performance consists of the use of grammar in the comprehension and production of language. This theory sees performance based on the content of that performance itself, such as grammar and language.[8] In addition, there is Chomsky who stated that performance is related to the term of competence and defined as the specific application of particular language in production and understanding of utterances.[9]

In short, the term of performance can be defined as a particular act by speech that attempts to explain how speakers use language to accomplish intended actions and how listeners conclude the purpose of the speakers.

Thus, based on those definition of the experts above, it can be said that speaking performance is the act of conveying messages from the speaker to the listener through words, utterance, and sentences where their performance in speaking will automatically show their good or bad competence either.

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[7] H. Douglas Brown, *Principles of.*, p. 30.
[8] Rod Ellis, *The Study of Second Language Acquisition,* (Great Clarendon Street: Oxford University Press, 2003), p. 13.
[9] Gillian Brown *et.al.*, *Perfomance and Competence in Second Language Acquisition,* (Cambridge: Cambridge University Press, 1996), p. 13.

2. Basic Competencies in Speaking Performance

According to Yule, there are three basic competencies to improve the speaking performance, as follows:[10]

a. Grammatical Competence

Grammatical competence involves the accurate use of words and structures.[11] Besides, it also subsumes three primary kinds of linguistic ability: *syntactic, semantic* and *phonological.* The first refers to the ability to combine words together to form grammatical sentences and to know which sequences of words form grammatical or ungrammatical sentences. Meanwhile, the seconds is about well-formedness or ill-formedness of sentences. Then, the last is phonological that subsumes the phonological well-formedness or ill-formedness of sentences.[12]

b. Sociolinguistic Competence

Sociolinguistic competence is the ability to use appropriate language.[13] This competence is made up of two sets of rules: sociocultural rules of use and rules of discourse. Knowledge of these rules will be crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between the literal meaning of an utterance and the speaker's intention.[14]

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[10] George Yule, *The Study of Language (Fourth Edition),* (Cambridge: Cambridge University Press, 2010), p. 194.

[11] *Ibid.*

[12] Andrew Radford, *Transformational Syntax,* (Cambridge: Cambridge University Press, 1981), p. 3-5.

[13] George Yule, *The Study*., p. 194.

[14] M. Canale and M. Swain, "Theoretical Bases of Communicative Approach to Second Language Teaching and Testing", *Applied Linguistic,* 1(1)/1980, p. 30.

c. Strategic Competence

Strategic competence is the ability to organize a message effectively and to compensate, via strategies, for any difficulties.[15] This competence is made up of verbal and non-verbal communication strategies that may be called into action in order to compensate for breakdowns in communication due to performance variables or to insufficient competence.[16]

3. Speaking Performance Process

Since Bygate views speaking as a speaker-internal process, his first level of analysis is three processing stages: planning, selection and production.[17] To enable planning in an interactive speaking situation, Bygate proposes that learners need to know information and interaction routines, and they need to keep building an image of the ongoing conversation in their mind.

At the selection stage, learners use their knowledge of lexis, phrases and grammar to choose how to say what they want to say. The skills related to this, according to Bygate, have to do with negotiation of meaning.

Last, production activities are closely related to the time-bound nature of speaking. The knowledge required here is articulation and the speaker's

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[15] George Yule, *The Study.*, p. 194.
[16] M. Canale and M. Swain, Theoretical Bases., p. 30.
[17] Sari Louma, *Assessing Speaking.,* p. 104.

knowledge of grammatical and pronunciation rules. Here is the figure below about the speaking performance process:[18]

Figure 2.1 Speaking Performance Process
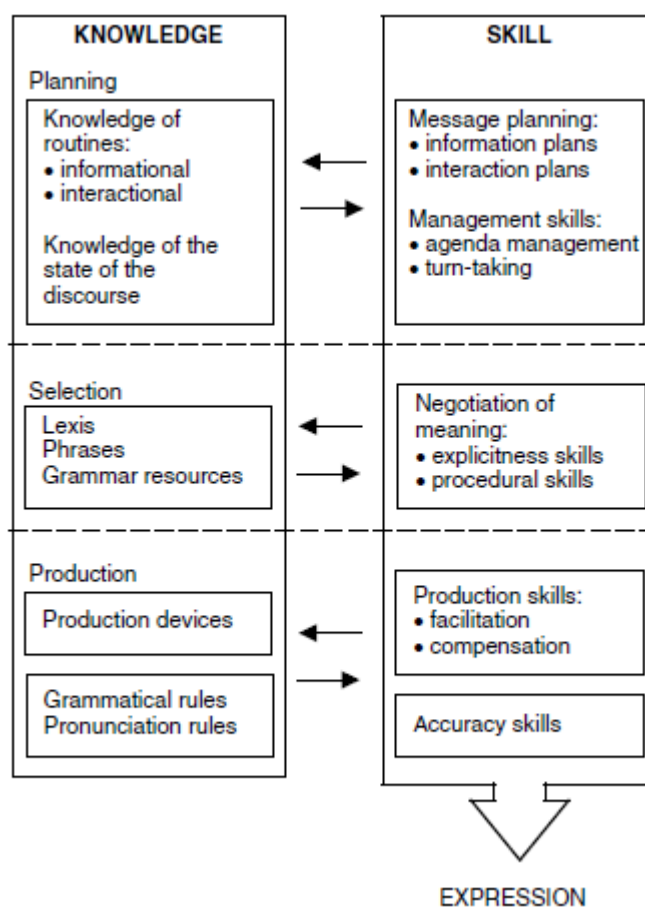
Source: Sari Louma, *Assessing Speaking,* (Trumpington Street: Cambridge University Press, 2004), p. 105.

4. Types of Classroom Speaking Performance

Brown suggests some types of classroom speaking performance as follows:[19]

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[18] Sari Louma, *Assessing Speaking.*, p. 105.
[19] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Weasley Longman, 2001), p.271-274.

1) Imitative

    A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form.

2) Intensive

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

3) 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 dialogues.

4) Transactional (Dialogue)

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

5) Interpersonal (Dialogue)

The other form of conversation is interpersonal dialogue which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (Monologue)

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

5. Activities to Improve Speaking Performance

In order to determine what speaking activities will be applied, the teacher is believed to consider some aspects. Here, Harmer explains a number of classroom speaking activities as follows:[20]

a. Acting from a script

This type of activities allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by them. Sometimes it can be followed by filming the result. By giving the students practice in these things before they give their performance, it means that acting out is both learning and language producing activity.

b. Playing communication games

This type of activities makes use of games which are designed to provoke communication between students. It frequently depends on an

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[20] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Longman, 2002), p. 271-274.

information gap so that one student has to talk to the partner in order to do the required tasks.

c. Discussions

This activity needs to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing some activities which force students to attain a decision as a result of choosing between specific alternatives in the discussion.

d. Prepared talk

This activity allows a student (or a group of students) to make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both the speaker and the listener if properly organized.

e. Questionnaires

This type of activities allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say at each other by using the natural use of certain repetitive language patterns and thus are situated in the middle of people communication continuum. The results obtained from questionnaire can form the basis of written work, discussions, or prepared talks.

f. Simulation and role play

These types of activities can be used to encourage the general oral fluency or to train the students for specific situations by simulating a real-life world. These are suitable for students of English for Specific Purpose (ESP). In addition, these activities have three distinct advantages. First, both simulation and role play can be good fun and motivating activities. Second, both simulation and role play allow hesitant students to be more confident in speaking since they do not have to take any responsibility for about they say. Third, both simulation and role play allow the students to use a much wide range of language.

B. Pecha Kucha

1. The Concept of Pecha Kucha

Pecha Kucha, the Japanese word for 'chit-chat', was originally devised by two architects in Tokyo (Mark Dytham and Astrid Klein) as a way for young designers to meet, network, and show their work in public. The idea behind Pecha Kucha is to keep presentations concise, the interest level up, and to have many presenters share their ideas within the course of one meeting.[21] Furthermore, the means of Pecha Kucha as stated by Garner is an electronic presentation format composed of exactly 20 PowerPoint slides with exactly 20 seconds for each slide and the total of the presentation itself is 6 minutes 40 seconds.

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[21] Brenda Herchmer, *Leadership: For Active Creative Engaged Communities*, (USA: iUniverse, 2012), p. 55.

According to Reynolds, Pecha Kucha is a method of presentation which is designed by using 20 slides shown for 20 seconds. This method is a good training and good practice or exercise for getting the speaker's story down. In addition, the concept of Pecha Kucha method is aimed to keep the presentations brief and focused and to give more people a chance to present.[22] Moreover, Keith and Lundberg stated that Pecha Kucha is a presentation format which consists of 20 slides shown for 20 seconds each; 400 seconds= 6 minutes and 40 seconds for a speech. The slides are obviously designed to advance automatically, so the speaker has no choice but to be concise and keep with the audience.[23]

As a method, Pecha Kucha is very simple and fun. The consideration of this statement is because Pecha Kucha encourages the students to present ideas in an informal way as mandated by the course syllabus.[24] Another peculiarity with Pecha Kucha is a rule that slides must contain only images. It means that text are not allowed to be dominant. This rule surely forces the audience to focus exclusively on the presenter's speech for key information. The rule itself also supported by the concept of Pecha Kucha stated by Ingle and Duckworth that Pecha Kucha is a form of 'lightning talk'-short presentation, typically lasting around five minutes in order to engaging with the audience, communicating key messages in a

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[22] Garr Reynolds, *Presentation Zen: Simple Ideas on Presentation Design and Delivery (Second Edition),* (USA: New Riders, 2012), p. 41.
[23] William M. Keith and Christian O. Lundberg, *Public Speaking: Choices and Responsibility (Second Edition),* (USA: Cengage Learning, 2014), p. 247.
[24] Peter Mickan and Elise Lopez, *Text Based Research and Teaching,* (UK: Palgrave Macmillan, 2017), p. 312.

clear and concise way, and avoiding the much feared but all too frequently observed 'death by PowerPoint'.[25]

In sum, Pecha Kucha method is a type of presentation that enables the students to learn from their peers and provide the opportunity to express idea by showing the slides with a simple topic.

2. The Principle of Pecha Kucha

There are several basic principles to conduct the Pecha Kucha presentation, as follows:[26]

a. Meaningful Design. The slide show is suggested to be designed in short, meaningful, and content-rich.

b. The images provided are relevant to the message, medium, and audience's need.

c. Each slide should reinforce or enhance the message.

d. Providing the right amount of information, neither too much nor too little.

e. Simplicity. The strategy to keeping it simple is to include only one concept or idea per slide. The goal is to have a slide that can be understood easily by the audience.

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[25] Steve Ingle and Vicky Duckworth, *Enhancing Learning through Technology in Lifelong Learning,* (New York: Open University Press, 2013), p. 45.

[26] Sheila Kasperek, *The Public Speaking Project,* (San Fransisco: Licensed under a Creative Commons Attribution, 2011), p. 6-7.

3. The Advantage of Pecha Kucha

Pecha Kucha may also be superior to traditional PowerPoint presentation in the term of learning. According to Beyer, there are several advantages of Pecha Kucha as follows:[27]

a. Pecha Kucha presentation would be appropriate and advantaged for the students presentation of review the topics, general topic overviews and material that ties into the course but not in a specific empirical study.

b. As a student presentation style, it will force the students to be more familiar with their material and reduce the mistakes often seen with traditional PowerPoint slides. By its set time of presenting slides, it will keep the presentation running on time and make a better performance for the students.

c. Pecha Kucha helps the student to avoid having conflicting audio and visual messages that will reduce the audience's cognitive load. It is because Pecha Kucha is a faster paced presentation that can be more appealing and interesting for students listening to numerous student presentations.

d. Pecha Kucha may also be a valuable tool for student presenters' understanding and retention of the content they present. In this case, the student presenter are forced to become master with the content of the presentation because they do not have text on the slide to read from.

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[27] Alisa Beyer *et.al.,* "Comparing Students' Evaluations and Recall for Student Pecha Kucha and PowerPoint Presentations", *Journal of Teaching and Learning with Technology.* Vol. 1, No. 2/2012, p. 37-38.

e. Learning to do Pecha Kucha may also give the students better visual design literacy as a result of preparing each image to map their intended message with virtually no text on the slides.

4. The Disadvantage of Pecha Kucha

In contrast to the advantage of Pecha Kucha, several common themes appeared in response to be the disadvantages of Pecha Kucha, among others:[28]

a. Many students noted the negative about the timing components of this format as the worst thing. Examples of these responses include: less quality because of the *fight against time.* No time to explain more specifics; it is oppressive trying to keep within the time limit; timing is hard to grasp; twenty second is short and terrifying.

b. Similar to the timing constraint, the constraint on content are seen by many as negative. Example includes no time to explain more specifics, the difficulty to select which information is going to be used, limited coverage of important topics, time crunch, and not everything can be covered (rushed).

c. The need for more practice than in the traditional presentation format is higher. It is because the students are pushed to learn the slides a way longer. If the presenter is not well practiced before, it will make a weak presentation.

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[28] Joe S. Anderson and Susan K. Williams, "Pecha Kucha for Lean and Sticky Presentations in Business Classes", *Journal of Teaching the Academy of Business Education.* Vol. 14, 2012, p. 4.

5. Educational Technology in Pecha Kucha

Students are allowed to use many varieties of visual aids in their presentation. This work may help them to make the topic delivered effectively. Over the years, technology has changed the way that teachers and students are able to show each other things as one of the most important functions of classroom equipment.[29]

According to Harmer, there are four major of presentation aids as follows:[30]

a. The Board

Board provides a motivating focal point during whole-class grouping. Moreover, boards can be used for a variety of different purposes, including: note-pad, explanation aid, picture frame, public workbook, game board and noticeboard.

b. The Overhead Projector (OHP)

Despite modern computer-based presentation equipment and programs, the OHP transparancies is much more likely to be problem-free than other more sophisticated pieces of equipment. One of the major advantages of the overhead projector is that the user do not have to show everything. By covering some of the transparency with a piece of card or paper, teachers can blank out what they do not want the students to see.

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[29] Jeremy Harmer, *The Practice.,* p. 183.
[30] Jeremy Harmer, *The Practice.,* p. 183-187.

c. The Flip Chart

Flip charts are very useful for making notes, recording the main points in a group discussion, amending and changing points, and for the fact that individual sheets of paper can be torn off and kept for future reference.

d. Computer-Based Presentation Technology

Presentation software, such as PowerPoint, increases the capacity to present visual material (words, graphics and pictures) in a dynamic and interesting way. In fact, the software offers a more interesting option where the users can mix text and visuals with audio/video tracks so that pictures can dissolve or fly onto and off the screen, and music, speech and film can be integrated into the presentation.

Moreover, there are also many kinds of visual aids that can be used by the students in their presentation such as: a) printed materials, b) viewcharts, c) overhead tranparancies, d) slides, e) videos, and f) multimedia .[31]

In conclusion, the researcher used the visual aids of slides in the format of PowerPoint and was displayed with projector/overhead transparancies/laptop to support the Pecha Kucha method in order to get easier in the student presentation work.

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[31] Jeff Davidson, *The Complete Guide to Public Speaking,* (New Jersey: John Wiley & Sons, Inc., 2003), p. 79-84.

6. The Procedure of Pecha Kucha

The concept of Pecha Kucha is based in a simple idea that by limiting the number of slides in a presentation and also the amount of time a presentor can spend on each slide. The presentation itself will convey information concisely and at a rapid pace. Furthermore, before preparing a Pecha Kucha presentation, it must be remembered that the presenter is allowed 20 slides in 20 second each slide.[32] In this case, the teacher and the presenter can apply these procedures of Pecha Kucha presentation as follows: [33]

7. Dividing the class into groups. It can be consisted of 4-5 students in each group. (Teacher's role)

8. Explaining the procedure to the students on making the Pecha Kucha presentation. (Teacher's role)

9. Determining the amount of time available and the profeciency level of the students. (Teacher's role)

10. Then, set the limitation for each slide and decide on the number of slides for the entire slideshow. In this step, the presenter must determine the time of the images-slides including the theme, gather material, work out the script, and adjust rhythm and pace. It must be set in 20 second each slide so that the total of the time is automatically running not more than 6 minutes 40 seconds. (Presenter's role)

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[32] Dave Gray *et.al., Gamestorming,* (USA: O'Reilly, 2010), p. 111.
[33] Brenda Herchmer,. *Leadership: For.*, p. 55.

11. Choosing the theme/content of those slides. The slideshow will be created with Microsoft PowerPoint. It is important to choose an appropriate theme because doing Pecha Kucha is not reading the slides but it is telling the story of what images in the slides are. In this case, the students are forced to not only describe what is on the screen but they must reveal their thought, mistakes and breakthrough learnings. By being authentic, the audience is much more likely to care and relate to the topic. (Teacher's role and presenter's role)

12. Providing the slideshows to students in advance to give the description of the work. (Teacher's role)

13. Encouraging the students to prepare and rehearse their presentations before class. (Teacher's role)

14. Completing the slides and rehearse until the presenter feels a rhythm and cadence starting to emerge. (Presenter's role)

15. Play the slideshow and let the students perform their presentations. (Presenter's role)

7. Pecha Kucha and Speaking Performance

According to Richards, speaking performance involves some examples to conduct well such as: models of speeches, oral presentation, stories, etc., through video or audio recordings or written examples.[34] As stated before, the idea behind Pecha Kucha is to keep a presentation concise, interest level up and give more opportunities to express the idea.

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[34] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice,* (Cambridge: Cambridge University Press, 2008), p. 35.

Those statements are related at each other because since Pecha Kucha is performed by using oral presentation, the teaching of speaking performance can be applied to the use of spoken languge.

Furthermore, the method of Pecha Kucha can also be identified as the way on how the teachers can measure the competence of the students such as the grammatical competence and discourse competence. All the competencies are reflected on the students' work in their own performance of Pecha Kucha presentation.

C. Action Hypothesis

On attempting to give a tentative solution to the problem, the researcher formulates the hypothesis as follows:

1. The students' speaking performance can be improved through Pecha Kucha presentation method.

2. The students' learning activities can be improved while using the method of Pecha Kucha.

CHAPTER III

RESEARCH METHOD

A. Setting of Study

The researcher conducted the research among the tenth graders of SMA Muhammadiyah Pekalongan East Lampung, which is located in Jalan Raya Pekalongan, Pekalongan, East Lampung. Besides, the time to conduct the research would be in the effective time of teaching and learning at school.

B. Subject of Study

The subject of the research was the students of X (Tenth) grade of SMA Muhammadiyah Pekalongan East Lampung. From 2 classes of the tenth grade, X MIA was choosen as the subject of the research. This class was choosen because it was a worse class which had many more problems in speaking rather than another class. Hence, their speaking performance needed to be improved. Here is the table below of the students in X MIA class:

Table 3.1

The Total Students of X MIA

No.	Sex	Total
1.	Male	4
2.	Female	14
		18

C. Research Procedure

The researcher applied the Classroom Action Research. According to Ary *et.al*., action research is a planned, systematic, and cyclical approach to

understanding the process of learning and to analyzing the work of educational places.[35]

In this research, the researcher adopted the procedure of Classroom Action Research from Kemmis and Mc Taggart, they are: preliminary observation (reconnaissance), planning, implementing, observing and reflecting.[36]

1. Reconnaissance

In this step of research procedure, the researcher directly observed the process of teaching and learning in the classroom, identified some problems of the research location and collected the pretest score of the students' speaking performance.

2. Planning

In this step, the researcher conducted the action research among X MIA graders of SMA Muhammadiyah Pekalongan East Lampung in several cycles. The researcher discussed with the English teacher or collaborator to determine the actions to solve the existing problems. Besides, this step also covered socializing the research program, designing lesson plan and preparing the indicator of succes.

3. Implementing

In this step, the researcher conducted the teaching by using Pecha Kucha presentation method. Therefore, the researcher played the role as

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[35] Donald Ary *et.al*., *Introduction to Research in Education,* (Wadsworth: Cengage Learning, 2010), p. 514.
[36] Stephen Kemmis *et.al*., *The Action Research Planner: Doing Critical Participatory Action Research,* (Singapore: Springer, 2014), p. 89-112.

the teacher and worked collaboratively with the collaborator (English Teacher). In this case, the collaborator also played as the observer. When the researcher as the teacher applied Pecha Kucha presentation method in teaching speaking, the English teacher as the collaborator observed the process of the teaching and learning with the observation sheet which is prepared by the researcher. At last, the researcher gave a post-test to the students by using oral test.

4. Observing

In this step, the researcher collected the data and valuable information which is gathered by the observer about the students' responses, participation, achievement and everything found during the teaching and learning process.

5. Reflecting

In this step, the researcher analyzed the data and made the reflection of the actions. If the result of the actions did not show the improvement of the students' speaking performance as stated in the indicator of success, the researcher would do the next cycle.

Here is the action research spiral adopted by the researcher:[37]
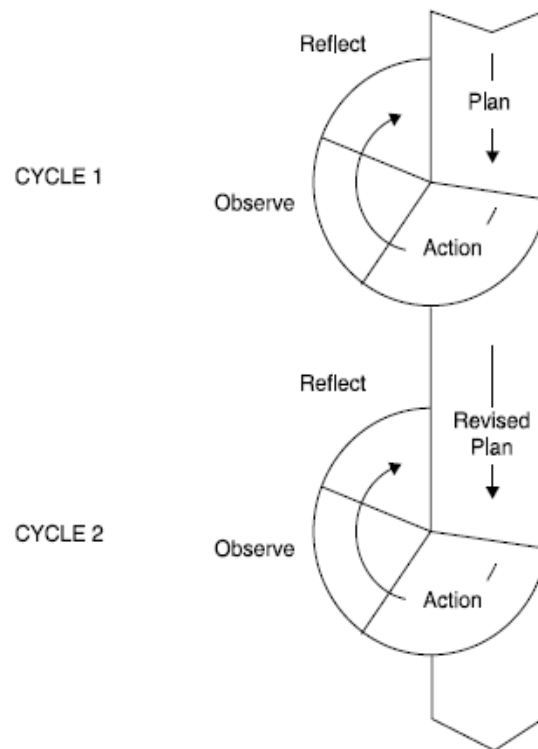
Figure 3.1 Kemmis and McTaggart's Action Research Spiral

D. Data Collecting Technique

The term of data collecting technique refers to the way on how the data is gathered in order to ensure the acquisition of relevant and valid information.[38] In completing the data, the researcher used qualitative data and quantitative data.

In order to gain the qualitative data, the researcher used observation and documentation.[39] Meanwhile, in gaining the quantitative data, the researcher used pre-test and post test.[40]

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[37] David Hopkins, *A Teacher's Guide to Classroom Research (4th Edition)*, (McGraw Hill: Open University Press, 2008), p. 51.

[38] Daniel R. Tomal, *Action Research for Educators,* (USA: Scarecrow Press, Inc., 2003), p. 25.

[39] Donald Ary, *Introduction to*., p. 32.

1. Observation

   Observation is a mainstay of action research that enables the researcher to document and reflect systematically upon classroom occurring in the interactions and events[41]. The observation in this study was conducted to monitor the teaching and learning in the classroom. In this case, the researcher used the technique of checklist to gather the information.[42]

2. Documentation

   Documentation is used to get information that consists of public and private records that are needed in the form of newspapers, minutes of meetings, personal journals, and letters which is obtaining about a site or participations in a study.[43] The documentation in this study was used to collect the data in the form of photographs, pictures, written work, classroom materials, letters, class memos, and previous test or examination papers. These kinds of documentation will support the main data of this study.

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[40] Donald Ary, *Introduction to*., p. 274.

[41] Anne Burns, *Collaborative Action Research for English Language Teachers,* (Cambridge: Cambridge University Press, 1999*),* p. 80.

[42] Daniel R. Tomal, *Action Research.,* p. 28-32.

[43] Donald Ary, *Introduction to*., p. 442.

3. Test

   Test is the way in measuring a person's ability, knowledge, or performance given domain.[44] This technique provides two kinds of test; pre-test and post-test.

   a. Pre-Test

      In this case, the pre-test was conducted before implementing the Pecha Kucha presentation method to measure the students' speaking performance.

   b. Post-Test

      The post-test was implemented after giving the treatment to the students using the method of Pecha Kucha presentation. Then, the researcher assessed the students speaking performance by using the scoring rubric of speaking performance.

E. Research Instrument

   Research instrument is a tool that functions to measure, observe, or document a quantitative data.[45]In this study, the researcher used three kinds of the instrument to collect data. There were observation, documentation, and test.

1. Observation

   The researcher used the observation guidelines as the instrument in collecting the data. In addition, the researcher made the observation checklist based on the guidelines about teacher's performance in teaching

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[44] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (New York: Pearson Education, 2005), p. 3.
[45] Donald Ary, *Introduction to*., p. 14.

speaking, students' learning activities and students' speaking performance by using Pecha Kucha presentation.

2. Documentation

The researcher used the documentation guidelines as the instrument in collecting the data. Related to the guidelines, the researcher made the documentation items about the condition of the teachers and officials, the students condition, and the condition of school's facilities.

3. Test

The test was conducted to assess the students' speaking performance both individually and group in the form of oral test. The assessment was based on the scoring rubric below:[46]

Table 3.2

The Assessment of Speaking Performance

Grammar	1	Errors in grammar are frequent, but speaker still can be understood.
	2	Could usually handle the elementary constructions quite accurately, but does not have through or confident control of the grammar.
	3	Control of the grammar is good and able to speak the language with sufficient structural accuracy.
	4	Able to use the language accurately and the errors in grammar are rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything.
	2	Speaking vocabulary is sufficient to express simply with some circumlocutions.
	3	Speaking vocabulary is broad enough and able to

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[46] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Weasley Longman, 2001), p.406- 407.

		speak the language with sufficient vocabulary.
	4	Speaking vocabulary is in a high degree of precision and could understand also participate in any conversation.
	5	Speech on all levels is fully accepted by educated native speakers in all its features.
Comprehension	1	Could understand the simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Could get the gist of most conversations of non-technical subjects (topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Could understand any conversation within the range of speaker's experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	No specific fluency description.
	2	Could handle with confidence but not with facility most social situations.
	3	Could discuss particular interests of competence with reasonable words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs and could participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language and accepted by educated native speaker.
Pronunciation	1	Errors in pronunciation are frequent but still could be understood.
	2	Accent is intelligible though often quite faulty.
	3	Errors in pronunciation are rare, never interfere with understanding and the accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.
	1	Could ask and answer the questions topic which is familiar to the speaker.

	2	Able to satisfy routine social demands and work requirements.
Task	3	Could participate effectively in most formal and informal conversation on practical, social, and professional topics.
	4	Could handle informal interpreting from and into language.
	5	Speaking proficiency equivalent to that of educated native speaker.

Source: H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Weasley Longman, 2001), p.406-407.

F. Data Analysis Technique

The term of data analysis as cited in Donald Ary is a process of sifting, discarding, and cataloguing an attempt to answer the two basic questions: 1) what are the important themes in this data?; 2) how much data support each of these themes?[47]

In order to analyze the data, the researcher used the formula as follows:[48]

$$X = \frac{\sum x}{n}$$

Note:

X = Mean (the average score of the students)

$\sum x$ = the sum of total score

n = the total subject under study

G. The Indicator of Success

In this study, the researcher determined the indicator of success as follows:

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[47] Donald Ary, *Introduction to.*, p. 547.
[48] Timothy C. Urdan, *Stastistics in Plain English (3rd Edition),* (New York: Routledge, 2010), p. 14.

1. If 13 students or 70% of the students can pass the minimum mastery criteria (KKM) $\geq$ 70 which is adopted from the school agreement (SMA Muhammadiyah Pekalongan East Lampung).

2. If 13 students or 70% of the students can participate actively in the learning activities.

   If the indicator of succes above can be achieved, it means that the study of Classroom Action Research would be stopped, but if the condition has not been reached yet, so there would be the next cycle as the alternative.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **RESULT OF THE RESEARCH**

1. **Description of the Research Location**

   a. The History of SMA Muhammadiyah Pekalongan East Lampung

   SMA Muhammadiyah Pekalongan East Lampung is a Senior High School (SMA) in East Lampung and it was established as one of the Muhammadiyah's activities in Pekalongan or *AUM* (*Amal Usaha Muhammadiyah*). It is located on Jalan Raya Pekalongan, Pekalongan, East Lampung.

   SMA Muhammadiyah was registered to the Department of Education and Culture with registration number: 009/C/Kep/1/1990 and the School Statistics Number (NSS): 304120203015.

   Furthermore, the solidarity of SMA Muhammadiyah Pekalongan was built by its vision and mission that highly dedicated as the main starting point to carry out the system. The vision of SMA Muhammadiyah Pekalongan East Lampung is "Achievement and Islamic". Moreover, the specific missions of SMA Muhammadiyah Pekalongan East Lampung are generated as follows:

   1) Providing the students with some learning facilities to improve the students' learning.

   2) Implementing the process of teaching and learning effectively.

3) Developing the spirit of high achievement to all the school members intensively.

4) Encouraging and assisting each student to know their potencies and grow it up.

5) Developing the theory and practice of Islam in the daily life.

6) Managing all the members to directly participate.

b. The Teachers' Educational Background at SMA Muhammadiyah Pekalongan East Lampung

The number of the teachers' educational background in SMA Muhammadiyah Pekalongan East Lampung in the academic year of 2017/2018 can be identified as follows:

Table 4.1

The Teachers' Educational Background

Educational Background				TOTAL
SMA	D3	S1	S2	
2	1	10	2	15

c. Students Quantity of SMA Muhammadiyah Pekalongan East Lampung

The student's quantity of SMA Muhammadiyah Pekalongan East Lampung in the academic year of 2017/2018 can be identified as follows:

Table 4.2

The Students Quantity of SMA Muhammadiyah Pekalongan East Lampung
in the Academic Year of 2017/2018

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class X	7	24	31
2.	Class XI	12	26	38
3.	Class XII	17	24	41
	TOTAL	36	74	110

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Atmaliyati S.S. as the collaborator conducted the research in two cycles and each cycle consists of planning, implementing, observing and reflecting. Before conducting the cycles, the researcher firstly conducted the pre-cycle or Reconnaisance to observe the process of teaching and learning in the classroom and to analyze the score of pretest.

a. Reconnaissance

In order to find the problems related to the teaching and learning process of class X MIA in SMA Muhammadiyah Pekalongan East Lampung, the researcher conducted some sequences of the observation. The observation was conducted on Friday, September 29th 2017. Based on the observation, it was known that the process of teaching and learning in the classroom is ineffective and not conducive. It was described when the teacher delivered the material, there were no students who made a good response actively. The

students tended to keep silent all the time unless the teacher asked them to speak up.

After observing the classroom activity, the researcher collected the pretest score of students' speaking performance. The pretest was conducted on Friday, October 6th 2017 by measuring the students' speaking performance.

The students' score of pretest was collected by asking the students to perform in front of the class in order to do a brief introduction. They were asked to tell about themselves orally. The result of pretest could be seen on the table below:

Table 4.3

The Pretest Score

NO	NAME	SCORE	NOTE
1	AH	60	Failed
2	DFA	46	Failed
3	DR	66	Failed
4	DA	66	Failed
5	EW	56	Failed
6	HGP	70	Passed
7	INM	60	Failed
8	IPW	50	Failed
9	MQA	60	Failed
10	MK	60	Failed
11	NS	66	Failed
12	RP	70	Passed
13	SA	70	Passed
14	WS	58	Failed
15	YO	60	Failed
16	YWY	60	Failed
17	BI	66	Failed
18	HFS	70	Passed

Total Score	1114	
Average	61,89	
Highest Score	70	
Lowest Score	46	

Table 4.4

Students' Mark of Pretest of Speaking Performance Pretest

No	Mark	Frequency	Category
1	≥ 70	4	Passed
2	< 70	14	Failed
Total Students		**18**	

Based on the pretest above, it could be showed that the average score of the students in pretest was 61,89. Furthermore, the highest score of the students' pretest was 70 and 46 as the lowest. In addition, related to the minimum mastery criteria (KKM) of the English subject (≥ 70), there were only 4 students who had passed the minimum mastery criteria (KKM) and 14 students were failed. In short, it could be concluded that the students' speaking performance was very poor.

From the data above, the researcher concluded that the students' score of speaking performance was poor. Besides, this number implies that; a. The students spoke less fluently and had few long breaks. b. The students' speech was not comprehensible and there were some mispronunciations too. c. The students used limited vocabularies and inappropriately. d. The students had many grammatical mistakes.

After discussing with the collaborator, Mrs. Atmaliyati, S.S., the researcher had identified the field problems found in teaching and learning process as follows:

a. The students were not confident to speak English.

b. The students did not speak English fluently.

c. The students had difficulties in using grammar.

d. The students found difficulties in pronouncing some English words.

e. The students were lack of vocabularies.

f. The students often used Bahasa Indonesia to speak, especially to answer the teacher's questions.

g. The students depended on the materials given by the teacher and did not initiate to suffice their needs of materials.

h. The students had fewer practices of speaking.

i. The students were not totally giving more attention to their teacher.

j. The method used by the teacher did not engage to the students to speak up.

k. The teacher did not develop the media to teach speaking effectively.

b. Cycle I

Cycle I consists of planning, implementing, observing and reflecting. Here is the details explanation of each step in Cycle I.

1) Planning

According to the result of the pretest above, the researcher has identified and found the problems after taking the students' pretest

score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, observation sheet that contains about list of students' names and activity, and evaluation for the next meeting.

2) Implementing

In this step, the researcher conducted the implementation of the treatment in the next meeting. The researcher conducted the treatment on Friday, October 13rd, 2017. In this meeting, the role of the researcher was as an English teacher and Mrs. Atmaliyati, S.S. was as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about recount text.

At the beginning of teaching and learning process, the researcher asked to the students about recount text. Some of the students did not know at all about recount text. Secondly, the researcher explained about definition, generic structure, social function and language feature of recount text.

Afterwards, the researcher explained about the concept of Pecha Kucha presentation method. The researcher divided the students into four groups that contained 4-5 students. The researcher gave the example of Pecha Kucha presentation in slides

using power point. Then, each group were asked to organize a presentation about their personal experience in 20 slides. Each group was given a chance to discuss and provided some pictures to be showed in their slides as the content of the presentation. As long as the students studied in group, the researcher went around in the class and helped the students to compose a good presentation. In another hand, the students must be pointed out the picture only and took a note to be presented orally. Then, the students should practice their works in front of the class. The researcher guided all students of each group to be actively in their works. Then each group presented the result of discussion. Afterwards, the researcher gave some additions of their work and performance.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Friday, October 20th, 2017. The post-test was done to know the improvement of the students' speaking performance after giving treatment. The researcher asked the students to do a Pecha Kucha presentation

about their personal experience. The result of post-test in cycle I

could be seen on the table, as follows:

Table 4.5

Post-Test I Score

NO	NAME	POST-TEST 1	NOTE
1	AH	68	Failed
2	DFA	50	Failed
3	DR	70	Passed
4	DA	68	Failed
5	EW	60	Failed
6	HGP	76	Passed
7	INM	68	Failed
8	IPW	50	Failed
9	MQA	60	Failed
10	MK	66	Failed
11	NS	70	Passed
12	RP	70	Passed
13	SA	76	Passed
14	WS	50	Failed
15	YO	58	Failed
16	YWY	60	Failed
17	BI	64	Failed
18	HFS	70	Passed
Total Score		1154	
Average		64,11	
Highest Score		76	
Lowest Score		50	

Table 4.6

Students' Mark of Post-test I of Speaking Performance

No	Mark	Frequency	Category
1	≥ 70	6	Passed
2	< 70	12	Failed
Total Students		18	

From the table 3, it could be analyzed that the students' average score was 64, 11. The highest score was 76 and the lowest score was 50. Based on the minimum mastery criteria (KKM), there were 6 students that had passed on post-test I or got score ≥70. It means that in cycle I, the students' achievement was improved enough, but it was not successful yet.

3) Observing

In this step, the researcher observed the students activities during the learning process. Besides, there was a collaborator who also observed the teacher's performance of the researcher during teaching the students using the method of Pecha Kucha presentation.

In the learning process, there were five indicators used and mentioned to know the students' learning activities. Every student who was active in learning process was given a thick in the observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on the appendix. The indicators of the students' activities were:

a) The students attended the class of English subject.

b) The students paid attention while in the process of teaching and learning.

c) The students worked in group actively.

d) The students were confident to present their presentation.

e) The students had a good understanding in their own material.

The result of the students' learning activities could be seen as follows:

Table 4.7

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students attended the class of English subject.	18	100%
2	The students paid attention while in the process of teaching and learning.	14	77.78%
3	The students worked in group actively.	10	55.55%
4	The students were confident to present their presentation.	5	27.78%
5	The students had a good understanding in their own material.	6	33.33%
Total students		**18**	

The table showed that the presence of the students in attending English subject class was 18 students (100%). Besides, there were 14 students (77.78%) who gave attention to the teacher's explanation, 10 students (55.55%) who active in group, 5 students (27.78%) who were confident to deliver their presentation, and 6 students (33.33%) who understood the materials.

Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only two activities, they were the students' presence and the students attention, that got the percentage of $\geq 70\%$ and the others got $<70\%$.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pretest and post-test I score.

From the result of observation in cycle I, there were some problems that found, as follows:

a) There were some students that shown unenthusiastic to the teacher's explanation.

b) Some students did not active in group.

c) Some students had many more anxiety and less of confidence.

d) Some students did not understand the material.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more interesting, communicative and attractive.

b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.

c) The teacher guided the students who they were not active yet in a group discussion.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 4.8

Students' Score at Pretest and Post-Test I

No	Name	Pretest Score	Post-Test I Score	Improvement	Explanation
1	AH	60	68	8	Improved
2	DFA	46	50	4	Improved
3	DR	66	70	4	Improved
4	DA	66	68	2	Improved
5	EW	56	60	4	Improved
6	HGP	70	76	6	Improved
7	INM	60	68	8	Improved
8	IPW	50	50	0	Constant
9	MQA	60	60	0	Constant
10	MK	60	66	6	Improved
11	NS	66	70	4	Improved
12	RP	70	70	0	Constant
13	SA	70	76	6	Improved
14	WS	58	50	-8	Decreased
15	YO	60	58	-2	Decreased
16	YWY	60	60	0	Constant
17	BI	66	64	-2	Decreased
18	HFS	70	70	0	Constant
	Total	**1114**	**1154**	**40**	
	Average	**61, 89**	**64,11**	**2,22**	

In this research, pretest and post-test I had done individually. It was aimed to know the students' speaking performance before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students'

result score. It could be seen from the average score in pretest 61,89 and post-test I 64,11. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 6 students (33.33%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It was divided into planning, implementing, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, and post-test II.

2) Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students be more active. The

implementation of this step was conducted in two meetings, namely: treatment and post-test II.

The treatment in cycle II was conducted on Friday, October 27th, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about procedure text. The teacher asked to the students to mention about definition of procedure text, generic structure, social function, and language features. Moreover, the teacher divided the students into 4 groups as in previous cycle. In groups, the students discussed the text about "How to make food and beverage". Then, the teacher asked them to discuss about the pictures of the procedure text. The teacher guided the students to be active in group and after all the groups finished the discussion, the teacher asked each group to present their work.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to speak up more in order to get good scores especially in English subject.

After giving the treatment in cycle II, the researcher conducted post-test II on Friday, November 3rd, 2017. The test was asked the students to present their presentation in front of the class by using the method of Pecha Kucha presentation. It was the same type as the first cycle but in the different kind of text. The result of post-test II could be seen on the table below:

Table 4.9

Post-Test II Score

NO	NAME	POST-TEST II	NOTE
1	AH	76	Passed
2	DFA	70	Passed
3	DR	76	Passed
4	DA	70	Passed
5	EW	58	Failed
6	HGP	76	Passed
7	INM	70	Passed
8	IPW	58	Failed
9	MQA	70	Passed
10	MK	70	Passed
11	NS	76	Passed
12	RP	70	Passed
13	SA	76	Passed
14	WS	70	Passed
15	YO	60	Failed
16	YWY	70	Passed
17	BI	68	Passed
18	HFS	70	Passed
Total Score		1254	
Average		69,67	
Highest Score		76	
Lowest Score		58	

Table 4.10

Students' Mark of Post-test II of Speaking Performance

No	Mark	Frequency	Category
1	≥ 70	14	Passed
2	< 70	4	Failed
Total Students		18	

Based on the table above, it could be seen that the students' average score in post-test II was 69,67. The highest score was 76 and the lowest score was 58. According to the minimum mastery criteria (KKM), 77.78% students had passed the test. Most of the students could improve their speaking performance. It means that cycle II was successful.

3) Observing

In this step, the role of the researcher and the collaborator was same as the previous step in the cycle I that was to observe the students' learning activities and teacher's performance. There were also five indicators used to know the students' activities.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 4.11

The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students attended the class of English subject.	18	100%
2	The students paid attention while in the process of teaching and learning.	16	88.89%
3	The students worked in group actively.	15	83.33%
4	The students were confident to present their presentation.	14	77.78%
5	The students had a good understanding in their own material.	13	72.22%
Total students		**18**	

The table above showed that the students' activity in cycle II was improved. The students' activities that had high percentage were students' presence in English subject class (100%) and the second-high percentage was students' attention (88.89%), then the third was students' who active in group (83.33%). The fourth-high percentage was the students' confidence (77.78%) and the last was the students' understanding (72.22%). Based on the result above, the researcher indicated that learning process in cycle II was successful because all indicators of the students' learning activities got the percentage of ≥ 70%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There was > 70% of students who passed the post-test. It means that the students' speaking performance had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

The students score on speaking performance from post-test I to post-test II could be seen on the table below:

Table 4.12

Students' score at Post-Test 1 and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improvement	Explanation
1	AH	68	76	8	Improved
2	DFA	50	70	20	Improved
3	DR	70	76	6	Improved
4	DA	68	70	2	Improved

5	EW	60	58	-2	Decreased
6	HGP	76	76	0	Constant
7	INM	68	70	2	Improved
8	IPW	50	58	8	Improved
9	MQA	60	70	10	Improved
10	MK	66	70	4	Improved
11	NS	70	76	6	Improved
12	RP	70	70	0	Constant
13	SA	76	76	0	Constant
14	WS	50	70	20	Improved
15	YO	58	60	2	Improved
16	YWY	60	70	10	Improved
17	BI	64	68	4	Improved
18	HFS	70	70	0	Constant
Total		**1154**	**1254**	**100**	
Average		**64,11**	**69,67**	**5,56**	

Based on the result above, it could be inferred that Pecha Kucha presentation method could improve the students' speaking performance because there was an improvement from the total average in post-test I 64,11 became 69,67 in post-test II. In the cycle II, most of the students could develop their speaking performance. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 4.13

The Comparison between Students' Speaking Performance in
Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AH	68	76	Improved
2	DFA	50	70	Improved
3	DR	70	76	Improved
4	DA	68	70	Improved

5	EW	60	58	Decreased
6	HGP	76	76	Constant
7	INM	68	70	Improved
8	IPW	50	58	Improved
9	MQA	60	70	Improved
10	MK	66	70	Improved
11	NS	70	76	Improved
12	RP	70	70	Constant
13	SA	76	76	Constant
14	WS	50	70	Improved
15	YO	58	60	Improved
16	YWY	60	70	Improved
17	BI	64	68	Improved
18	HFS	70	70	Constant
Total		**1154**	**1254**	
Average		**64,11**	**69,67**	

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 14 students (77.78%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued to the next cycle.

B. INTERPRETATION

1. Cycle I

In the first step of Cycle I, the researcher discussed with the collaborator, Mrs. Atmaliyati, S.S. to prepare some kinds of teaching designs. Then, in the implementation stage, the researcher gave the treatment to the students. The treatment was conducted by teaching the students using Pecha Kucha presentation method. Furthermore, the

researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 6 students (33.33%) students who passed the post-test I. The lowest score was 50, the highest score was 76, and the average score was 64,11.

From the result of the students' score in pretest and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pretest 61,89 and post-test I 64,11. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 6 students (33.33%) who passed in post-test I. It means that in the cycle I, the students' achievement was improved enough but it was not successful yet because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 14 students (77.78%) who passed the test because they got score $\geq$ 70. In post-test II, the lowest score was 58, the highest score was 76, and the average score was 69,67.

From the result of the students' score from post-test II, it could be concluded that there was an improvement of the students' score. The improvement could be seen on the average score. The average score in the post-test I and post-test II were 64,11 and 69,67, then the increasing score was 5,86. In the pretest, post-test I, and post-test II, the total students who got score ≥ 70 were 4, 6 and 14 students. Because the achievement of the students had been improved enough and the indicator of success was reached, the research was successful and would not be continued to the next cycle.

3. Students' Score in Pretest, Post-test Cycle I, and Post-test Cycle II

English learning process was successful in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 4.14

Students' Score of Pretest, Post-test I, and Post-test II

No	Name	Pretest Score	Post-Test I Score	Post-Test II Score
1	AH	60	68	76
2	DFA	46	50	70
3	DR	66	70	76
4	DA	66	68	70
5	EW	56	60	58
6	HGP	70	76	76
7	INM	60	68	70
8	IPW	50	50	58

9	MQA	60	60	70
10	MK	60	66	70
11	NS	66	70	76
12	RP	70	70	70
13	SA	70	76	76
14	WS	58	50	70
15	YO	60	58	60
16	YWY	60	60	70
17	BI	66	64	68
18	HFS	70	70	70
Total		**1114**	**1154**	**1254**
Average		**61,89**	**64,11**	**69,67**

Based on the result of pretest, post-test I and post-test II, it was showed that there was an improvement of the students' score. It could be seen from the average score from 61,89 to 64,11 became 69,67. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pretest, post-test I and post-test II, as follows:

Figure 4.1

Graph of the Result of Pretest, Post-test I and Post-test II

Graph of the Result of Pretest, Post-Test I and Post-Test II
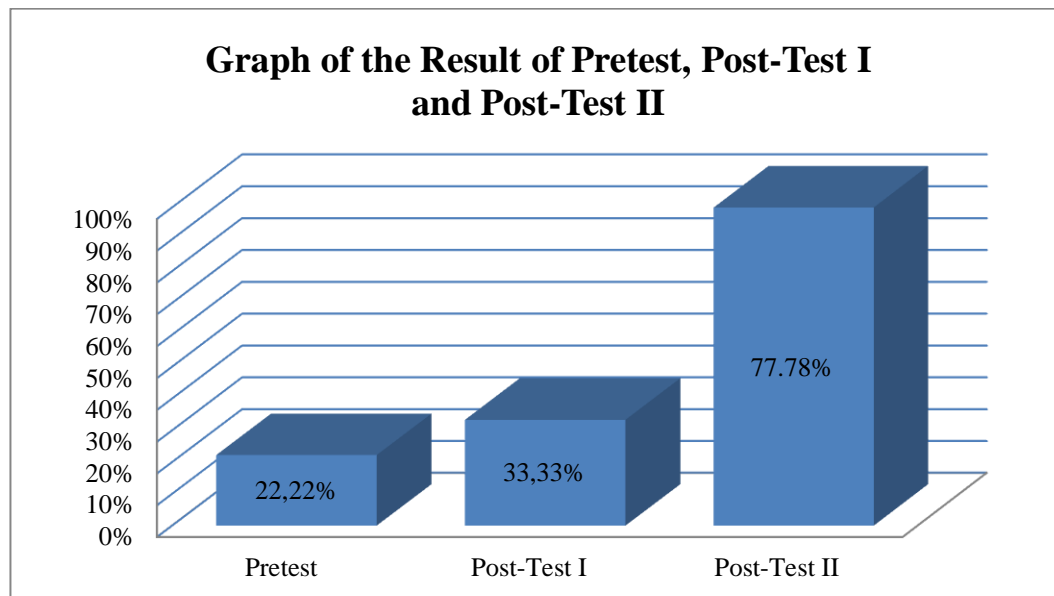
Based on the graph above, it can be inferred that Pecha Kucha presentation method could improve the students' speaking performance. It was supported by the improving scores of the students from pretest to post-test I and from post-test I to post-test II.

4. The Comparison of Pretest and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the application of Pecha Kucha presentation method could improve the students' speaking performance. There was a progress average score from 22.22% to 33.33% and to 77.78%.

From the graph in figure 4.1, it could be seen that there was an improvement on the average score and total of the students who passed the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 61,89 and only 4 students or (22.22%) passed the test. Moreover, in the post-test I and II there was 6 students or (33.33%) who passed the test with the average score of 64,11 and 14 students or (77.78%) who passed the test with the average score of 69,67. From the explanation above, the researcher concluded that the research was successful and the cycle could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 70) was reached.

5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The improvement table could be shown as follows:

Table 4.15

Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	The students attended the class of English subject.	18	100%	18	100%	0%
2	The students paid attention while in the process of teaching and learning.	14	77.78%	16	88.89%	11.11%
3	The students worked in group actively.	10	55.55%	15	83.33%	27.78%
4	The students were confident to present their presentation.	5	27.78%	14	77.78%	50%
5	The students had a good understanding in their own material.	6	33.33%	13	72.22%	38,89%

Figure 4.2

Graph of the Students' Result of Learning Activities in Cycle I and Cycle II
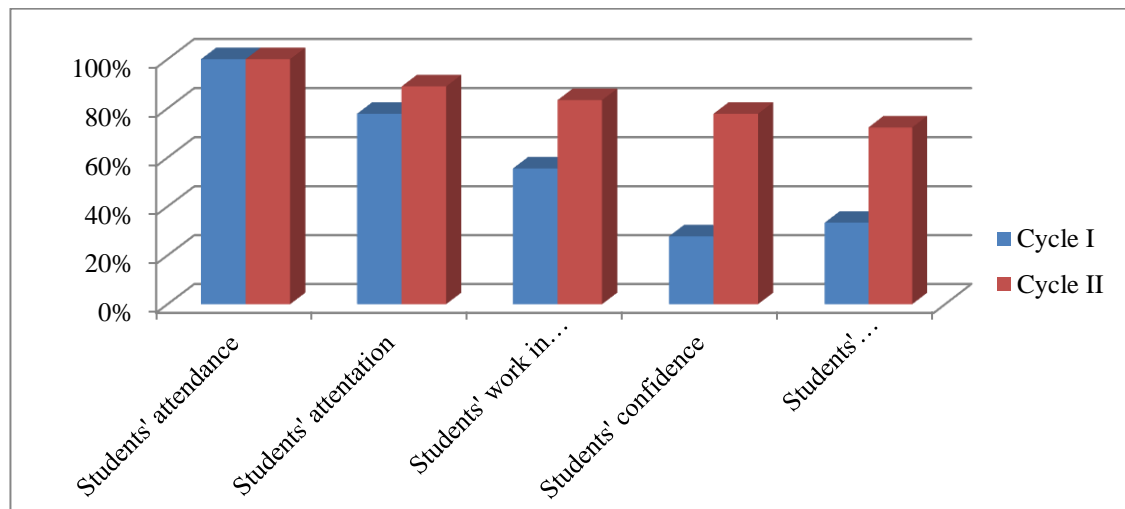
Based on the graph above, it can be explained as follows:

a. The students attended the class of English subject

The students' attendance was constant (100%) from the first meeting of post-test I up to post-test II.

b. The students paid attention while in the process of teaching and learning

In the cycle I, the percentage of the students' attention was 77.78%. They paid attention along the English lesson especially when the teacher explained the material and gave the instructions. Then, in the cycle II, the students had more paid attention to the teacher with the percentage of 88.89%. The improvement of the students' attention from the cycle I to the cycle II was 11.11%.

c. The students worked in group actively

The students' cooperation in the cycle I can be shown in the percentage of 55.55%. It means that the students did not work in group actively but most of them were silent and worked individually. Then, in the cycle II, the students had actively worked in group with the percentage of 83.33% and the improvement was 27.78%.

d. The students were confident to present their presentation

In the cycle I, most of students were not confident to present their presentation in front of the class. It was proved with the students' percentage of 27.78%. Meanwhile, in the cycle II, the students had the percentage of 77.89%. It means that there was an improvement of the students' confidence to present the presentation with the improving percentage of 50%.

e. The students had a good understanding in their own material

The students' understanding in the cycle I reached the percentage of 33.33%. It means that most of the students did not have a good understanding on their own material. They did not know what and how to deliver it. Then, in the cycle II, the percentage was improved with the percentage of 72.22%. The students' understanding had improved 38.89% from the cycle I to the cycle II.

Based on the data above, it could be concluded that the students were active in the learning process because most of the students shown good improvement in their learning activities when Pecha Kucha presentation method was applied in the learning process from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the application of Pecha Kucha presentation method in students' speaking performance, it could be concluded that there was an improvement of the students' speaking performance by using Pecha Kucha presentation method among the tenth graders of SMA Muhammadiyah Pekalongan East Lampung. Therefore, the application of Pecha Kucha presentation method could be an effective method to be applied and it could be used as an alternative way in teaching speaking because the method is ease of use and very beneficial one. Moreover, by applying this method, the students also could involve actively in the process of learning. In addition, it made the students easier to understand the material so the students' speaking performance was also improved.

It was supported by the improvement of the students' average score from pretest 61,89 to post-test I 64,11 then became 69,67 in post-test II. In the cycle I, there were 6 students who passed the test. Moreover, in the cycle II, there were 14 students who got score ≥ 70. It means that the result of cycle II had already reached the indicator of success that was $\geq 70\%$ of the students who fulfiled the KKM. It was clear enough to state that Pecha Kucha presentation method could be used to improve the students' speaking performance.

B. SUGGESTION

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

1. The students are suggested to be more active in the process of learning English so they can be more competent and well practiced of the material that has been given by the teacher especially in their performance of speaking.

2. The students are suggested to improve their personal competencies of grammar, vocabularies and discourse in order to have a good performance in speaking English.

3. It is suggested for the English teacher to use Pecha Kucha presentation method as an alternative method in the classroom because this method is an effective, simple, and very beneficial to improve the students' speaking performance and to encourage the students in their learning process.

4. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.

5. It is suggested for the headmaster in order to persuade the teachers to use this method because it is very effective method to be applied for the teacher in teaching and delivering the material.

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APPENDICES

APPENDIX 1

SILABUS PEMBELAJARAN

Nama Sekolah   **: SMA Muhammadiyah Pekalongan**
Mata Pelajaran   **: Bahasa Inggris**
Kelas / Semester   **: X / 1**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 4 Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount, narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative, dan procedure*	1. Recount Text Generic Structure: Orientation, Event and Re-orientation General purpose: To tell the readers about the experience Teks monolog berbentuk recount, contohnya: My Teaching Experience A year ago, I had a beautiful experience. I was asked to teach the children in a village in Purbolinggo.	- Siswa mendengarkan penjelasan guru mengenai *recount text* - Siswa berdiskusi mengenai pengalaman pribadi mereka di masa lampau - Siswa membuat sebuah cerita dalam bentuk gambar di powerpoint - Siswa mempresentasikan di depan kelas	• Merespon teks monolog sederhana berbentuk recount. • Melakukan teks monolog sederhana berbentuk recount	Tes Lisan	2 x 40 menit	- Laptop - Kamus - Internet - Handout

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		When I had my first day there, I met some nice students. They welcomed me and my friends so friendly. I did many activities there. I went to their school, taught them English and asked them to do a speech. It was a fantastic moment I ever had! 2. Procedure Text Generic Structure: Goal, Material, Steps General purpose: To describe how something is accomplished through a sequence of actions or steps. Teks monolog berbentuk procedure, contohnya: How to Make Catfish Nugget	- Siswa mendengarkan penjelasan guru mengenai *procedure text* - Siswa berdiskusi mengenai cara membuat makanan dan minuman favorit masing-masing - Siswa membuat *procedure text* dalam bentuk gambar di powerpoint - Siswa mempresentasikan di depan kelas	• Melakukan teks monolog lisan berbentuk procedure. Mempresentasikan teks monolog lisan berbentuk recount dan procedure	Tes Lisan	2 x 40 menit	- Laptop - Kamus - Internet - Handout

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar

		Ingredient:
		
		  - Catfish
		  - Flour
		  - Garlic
		  - Salt
		  - Oil
		Material:
		
		  - Bowl
		  - Pan
		  - Spoon
		Steps:
		
		Firstly, wash and slice the catfish into the smallest part.
		
		Then, blend it with garlic and salt.
		
		After that, pour little by little flour in a bowl.
		
		Then, make it in some forms as you like. It can be circle or rectangle.
		
		After that, fried it in pan.
		
		Finally, your nugget is ready to serve.					

APPENDIX 2

LESSON PLAN

Name of School: SMA Muhammadiyah Pekalongan

Subject : English

Class/Semester : X/I

Skill : Speaking

Topic : Telling Personal Experience

Time Duration : 2 x 40

Standard of Competency :

4. Expressing meaning in a short functional text and monolog of recount, narrative and procedure in the context of daily life.

Basic Competency :

4.2 Expressing meaning in a short monolog of recount, narrative and procedure text by using spoken language accurately, fluently and acceptably in the context of daily life.

Indicators :

Students are able to:

1. Use past tense to tell a story/personal experience
2. Tell a story in front of the class

Learning objectives :

By the end of the lesson, the students are able to do a presentation and tell their personal experience.

Source :

PowerPoint Slides and Teacher's Material

Media   :

Laptop and/or LCD Projector

Materials   :

Method   :

Pecha Kucha Presentation

Learning Activities   :

No.	Activity	Time Duration
1.	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance. 3. Teacher introduces the topic of what they are going to learn.	5'
2.	WHILST TEACHING 1. Students listen to a brief explanation from the teacher about the principles of Pecha Kucha. 2. Students watch the example of Pecha Kucha Presentation.	80'

	3. Students identify the main organization of the presentation. 4. Students interpret the picture on presentation's slides. 5. Students discuss more about the presentation in group. 6. Students do a presentation of Pecha Kucha in front of class by a chosen topic.	

3.	POST-TEACHING
	   1. Teacher gives feedback.
	   2. Teacher and students take a conclusion of what they are learning.
	   3. Teacher ends the lesson by saying a prayer.
		5'

Assessment   :

    1. Form   : Oral Test
    2. Technique   : Monologue
    3. Rubric   :

Grammar	1	Errors in grammar are frequent, but speaker still can be understood.
	2	Could usually handle the elementary constructions quite accurately, but does not have through or confident control of the grammar.
	3	Control of the grammar is good and able to speak the language with sufficient structural accuracy.
	4	Able to use the language accurately and the errors in grammar are rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything.
	2	Speaking vocabulary is sufficient to express simply with some circumlocutions.
	3	Speaking vocabulary is broad enough and able to speak the language with sufficient vocabulary.
	4	Speaking vocabulary is in a high degree of precision and could understand also participate in any conversation.
	5	Speech on all levels is fully accepted by educated native speakers in all its features.

Comprehension	1	Could understand the simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Could get the gist of most conversations of non-technical subjects (topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Could understand any conversation within the range of speaker's experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	No specific fluency description.
	2	Could handle with confidence but not with facility most social situations.
	3	Could discuss particular interests of competence with reasonable words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs and could participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language and accepted by educated native speaker.
Pronunciation	1	Errors in pronunciation are frequent but still could be understood.
	2	Accent is intelligible though often quite faulty.
	3	Errors in pronunciation are rare, never interfere with understanding and the accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.
Task	1	Could ask and answer the questions topic which is familiar to the speaker.
	2	Able to satisfy routine social demands and work requirements.
	3	Could participate effectively in most formal and

		informal conversation on practical, social, and professional topics.
	4	Could handle informal interpreting from and into language.
	5	Speaking proficiency equivalent to that of educated native speaker.

Pekalongan,   October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

APPENDIX 3

LESSON PLAN

Name of School: SMA Muhammadiyah Pekalongan

Subject   : English

Class/Semester : X/I

Skill   : Speaking

Topic   : How to Make Nugget

Time Duration   : 2 x 40

Standard of Competency   :

4. Expressing meaning in a short functional text and monolog of recount, narrative and procedure in the context of daily life.

Basic Competency   :

4.2 Expressing meaning in a short monolog of recount, narrative and procedure text by using spoken language accurately, fluently and acceptably in the context of daily life.

Indicators   :

Students are able to:

3. Make a sequence of procedure about something.
4. Do a monologue and present a procedure text.

Learning objectives   :

By the end of the lesson, the students are able to do a presentation and tell their work on how to make something.

Source   :

PowerPoint Slides and Teacher's Material

Media   :

Laptop and/or LCD Projector

Materials :

Method :

Pecha Kucha Presentation

Learning Activities :

No.	Activity	Time Duration
1.	**PRE-TEACHING** 4. Teacher starts the lesson by greeting and saying a prayer. 5. Teacher checks the students' attendance. 6. Teacher introduces the topic of what they are going to learn.	5'
2.	**WHILST TEACHING** 7. Students listen to a brief explanation from the teacher about the principles of Pecha Kucha. 8. Students watch the example of Pecha Kucha	

			80'
	Presentation.		
	9. Students identify the main organization of the presentation.		
	10. Students interpret the picture on presentation's slides.		
	11. Students discuss more about the presentation in group.		
	12. Students do a presentation of Pecha Kucha in front of class by a chosen topic.		
3.	POST-TEACHING		
	4. Teacher gives feedback.		
	5. Teacher and students take a conclusion of what they are learning.		5'
	6. Teacher ends the lesson by saying a prayer.		

Assessment :

4. Form : Oral Test
5. Technique : Monologue
6. Rubric :

Grammar	1	Errors in grammar are frequent, but speaker still can be understood.
	2	Could usually handle the elementary constructions quite accurately, but does not have through or confident control of the grammar.
	3	Control of the grammar is good and able to speak the language with sufficient structural accuracy.
	4	Able to use the language accurately and the errors in grammar are rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything.
	2	Speaking vocabulary is sufficient to express simply with some circumlocutions.
	3	Speaking vocabulary is broad enough and able to speak the language with sufficient vocabulary.
	4	Speaking vocabulary is in a high degree of precision and could understand also participate in any conversation.
	5	Speech on all levels is fully accepted by educated native speakers in all its features.

Comprehension	1	Could understand the simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Could get the gist of most conversations of non-technical subjects (topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Could understand any conversation within the range of speaker's experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	No specific fluency description.
	2	Could handle with confidence but not with facility most social situations.
	3	Could discuss particular interests of competence with reasonable words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs and could participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language and accepted by educated native speaker.
Pronunciation	1	Errors in pronunciation are frequent but still could be understood.
	2	Accent is intelligible though often quite faulty.
	3	Errors in pronunciation are rare, never interfere with understanding and the accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.
Task	1	Could ask and answer the questions topic which is familiar to the speaker.
	2	Able to satisfy routine social demands and work requirements.

	3	Could participate effectively in most formal and informal conversation on practical, social, and professional topics.
	4	Could handle informal interpreting from and into language.
	5	Speaking proficiency equivalent to that of educated native speaker.

Pekalongan,   October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

APPENDIX 4

STUDENTS' ATTENDANCE LIST

X MIA OF SMA MUHAMMADIYAH PEKALONGAN

NO	NAME	Friday, October 6th 2017	Friday, October 20th 2017	Friday, November 3rd 2017
		PRE-TEST	POST-TEST I	POST-TEST II
1	Aldo Hermawan	✓	✓	✓
2	Dewi Febria Anggraini	✓	✓	✓
3	Dilla Rosita	✓	✓	✓
4	Dwi Astuti	✓	✓	✓
5	Ela Wahyuni	✓	✓	✓
6	Happy Gatra P. A. I.	✓	✓	✓
7	Indana Nur Masfu'ah	✓	✓	✓
8	Intan Putri Wahyuni	✓	✓	✓
9	Maulida Qurrota A'yun	✓	✓	✓
10	Maya Kurnilawati	✓	✓	✓
11	Nurhidayatus Safrodin	✓	✓	✓
12	Retno Prasasti	✓	✓	✓
13	Syifa Azzahra	✓	✓	✓
14	Wiwin Sunarsih	✓	✓	✓
15	Yeni Oktariza	✓	✓	✓
16	Yunda Wisti Yani	✓	✓	✓
17	Bagus Irawan	✓	✓	✓
18	Hendra Fajar Saputra	✓	✓	✓

Pekalongan,
November 2017

The Collaborator   The Researcher

ATMALIYATI, S.S
ARNIATIKA   **SEFVIRDA**
NBM. 1 035 283   **NPM. 13108377**

APPENDIX 5

<div align="center">

PRETEST

</div>

Direction: *Please speak louder and give all the answers clearly!*

1. Please introduce yourself in front of the class about:

    a. Your full name

    b. Where you live

    c. Your hobby

    d. Your dream

APPENDIX 6

<div align="center">

CYCLE I

POST-TEST

</div>

Direction: *Read carefully the instructions below!*

1. Please make a Pecha Kucha presentation with your group about your personal experience!

APPENDIX 7

CYCLE II

POST-TEST

Direction: *Read carefully the instructions below!*

1. Please make a Pecha Kucha presentation with your group about the procedures on how to make your favorite food and beverage!

APPENDIX 8

STUDENTS' SPEAKING PERFORMANCE ASSESSMENT IN PRETEST

Rater: Researcher

No.	Name	Aspects						Total Score	Final Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task		
1.	AH	3	4	2	3	3	3	18	60
2.	DFA	1	2	3	2	2	3	13	46
3.	DR	2	4	4	3	3	3	19	66
4.	DA	3	3	3	3	3	4	19	66
5.	EW	2	3	3	3	2	3	16	56
6.	HGP	3	4	4	3	3	4	21	70
7.	INM	3	3	3	3	3	3	18	60
8.	IPW	2	2	3	3	3	2	15	50
9.	MQA	2	4	3	2	3	4	18	60
10.	MK	3	3	3	3	3	3	18	60
11.	NS	3	3	3	2	4	4	19	66
12.	RP	3	3	4	4	4	3	21	70
13.	SA	4	4	3	4	3	3	21	70
14.	WS	1	3	3	2	4	3	17	58
15.	YO	2	3	3	2	4	4	18	60
16.	YWY	2	3	3	3	3	4	18	60
17.	BI	3	3	3	2	4	4	19	66
18.	HFS	4	3	3	3	4	4	21	70
TOTAL SCORE									**1114**
AVERAGE									**61,89**

Note:

Final Score = Total Score x 100
30

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
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APPENDIX 9

STUDENTS' SPEAKING PERFORMANCE ASSESSMENT IN POST-TEST I

Rater: Researcher

No.	Name	Aspects						Total Score	Final Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task		
1.	AH	2	3	3	4	4	4	20	68
2.	DFA	2	2	2	3	3	3	15	50
3.	DR	2	3	4	4	4	4	21	70
4.	DA	3	2	3	4	4	4	20	68
5.	EW	3	2	4	2	3	4	18	60
6.	HGP	3	3	4	4	4	4	22	76
7.	INM	3	3	4	3	3	4	20	68
8.	IPW	2	2	2	3	2	4	15	50
9.	MQA	3	3	3	3	3	3	18	60
10.	MK	2	3	3	3	4	4	19	66
11.	NS	3	4	3	4	3	4	21	70
12.	RP	4	3	3	3	4	4	21	70
13.	SA	2	3	4	4	4	4	22	76
14.	WS	3	3	2	2	3	2	15	50
15.	YO	2	3	3	3	3	3	17	58
16.	YWY	3	2	3	3	3	4	18	60
17.	BI	3	3	3	3	3	4	19	64
18.	HFS	2	3	4	4	4	4	21	70
		TOTAL SCORE							**1154**
		AVERAGE							**64,11**

Note:

Final Score = $\frac{\text{Total Score x 100}}{30}$

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

APPENDIX 10

STUDENTS' SPEAKING PERFORMANCE ASSESSMENT IN POST-TEST II

Rater: Researcher

No.	Name	Aspects						Total Score	Final Score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task		
1.	AH	3	3	4	4	4	4	22	76
2.	DFA	3	3	4	4	3	4	21	70
3.	DR	4	4	3	3	4	4	22	76
4.	DA	2	3	4	4	4	4	21	70
5.	EW	2	3	3	3	3	3	17	58
6.	HGP	4	4	3	3	4	4	22	76
7.	INM	3	4	3	3	4	4	21	70
8.	IPW	2	2	3	3	3	4	17	58
9.	MQA	3	2	4	4	4	4	21	70
10.	MK	3	3	3	4	4	4	21	70
11.	NS	4	3	3	4	4	4	22	76
12.	RP	4	3	3	3	4	4	21	70
13.	SA	4	4	3	4	4	3	22	76
14.	WS	2	3	4	4	4	4	21	70
15.	YO	2	3	3	2	4	4	18	60
16.	YWY	3	4	4	3	3	4	21	70
17.	BI	3	3	4	3	3	4	20	68
18.	HFS	4	3	3	3	4	4	21	70
TOTAL SCORE									1254
AVERAGE									69,67

Note:

Final Score = Total Score x 100
30

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   NPM. 13108377

APPENDIX 11

The Condition of the Teachers and the Official Employers in
SMA Muhammadiyah Pekalongan East Lampung in the Academic Year of 2017/2018

NO	NAME	OCCUPATION
1	A. Marzuki, M.Pd.I.	Headmaster
2	Dra. Siti Soleha, P.A.	Islamic Teacher
3	Atmaliyati, S.S.	English Teacher
4	Iswadi, S.Pd.	Economy Teacher
5	Rudianto, S.Pd.	Math Teacher
6	Ferita Nurhayati, S.Pd.	Indonesian Language Teacher
7	Budiono, S.Ag.	History Teacher
8	Yunia Sari Rezeki, S.E.	Computer Teacher
9	Inrohwadi, S.Pd.	Biology Teacher
10	Eka Puspitasari, S.Pd.	Sosiology Teacher
11	Ferita Sari, S.Pd.I.	Arabic Teacher
12	Yuda Sanjaya	Sport Teacher
13	Ina Rakmawati, S.Pd	Chemist and Art Teacher
14	Joni Veriyanto	KMD and Civic Teacher
15	Siti Farida, A.Md.	Head of Administration

APPENDIX 12

The Condition of Facilities in SMA Muhammadiyah Pekalongan East Lampung
in the Academic Year of 2017/2018

NO	FACILITIES	QUANTITY
1	Classroom (Class X-XII)	6
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Laboratory	4
7	OSIS Room	1
8	TIK Room	1
9	Sport Yard	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	1
14	Library	1
TOTAL		**23**

APPENDIX 11

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, October 20th 2017
Cycle   : I
Group   : I

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.		✓			1
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.		✓			1
4.	The supporting points were clearly expressed and supported well by facts or argument.		✓			2
5.	The conclusion restated the main idea or purpose.	✓				0
	DELIVERY					
6.	The speakers used gestures and body language well.				✓	4
7.	The speakers maintained eye contact with the audience.	✓				0
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.		✓			1
10.	The speakers' rate of speech was appropriate.		✓			1
11.	The speakers' pronunciation was clear and comprehensible.			✓		2
12.	The speakers' grammar was correct and didn't prevent understanding.		✓			1
13.	The speakers used visual aids, handouts, etc. effectively.		✓			1
14.	The speakers showed enthusiasm and interest.			✓		2
15.	The speakers responded to audience questions well.	✓				0
	TOTAL					19

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, October 20th 2017
Cycle   : I
Group   : II

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.		✓			1
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.			✓		2
4.	The supporting points were clearly expressed and supported well by facts or argument.		✓			1
5.	The conclusion restated the main idea or purpose.	✓				0
	DELIVERY					
6.	The speakers used gestures and body language well.			✓		2
7.	The speakers maintained eye contact with the audience.		✓			1
8.	The speakers' language was natural and fluent.	✓				0
9.	The speakers' volume of speech was appropriate.		✓			1
10.	The speakers' rate of speech was appropriate.		✓			1
11.	The speakers' pronunciation was clear and comprehensible.	✓				0
12.	The speakers' grammar was correct and didn't prevent understanding.		✓			1
13.	The speakers used visual aids, handouts, etc. effectively.		✓			1
14.	The speakers showed enthusiasm and interest.	✓				0
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					14

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, October 20th 2017
Cycle   : I
Group   : III

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.		✓			1
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.		✓			1
4.	The supporting points were clearly expressed and supported well by facts or argument.		✓			1
5.	The conclusion restated the main idea or purpose.	✓				0
	DELIVERY					
6.	The speakers used gestures and body language well.			✓		2
7.	The speakers maintained eye contact with the audience.	✓				0
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.		✓			1
10.	The speakers' rate of speech was appropriate.	✓				0
11.	The speakers' pronunciation was clear and comprehensible.	✓				0
12.	The speakers' grammar was correct and didn't prevent understanding.		✓			1
13.	The speakers used visual aids, handouts, etc. effectively.		✓			1
14.	The speakers showed enthusiasm and interest.	✓				0
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					12

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, October 20th 2017
Cycle   : I
Group   : IV

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.			✓		2
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.		✓			1
4.	The supporting points were clearly expressed and supported well by facts or argument.		✓			1
5.	The conclusion restated the main idea or purpose.	✓				0
	DELIVERY					
6.	The speakers used gestures and body language well.		✓			1
7.	The speakers maintained eye contact with the audience.			✓		2
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.			✓		2
10.	The speakers' rate of speech was appropriate.			✓		2
11.	The speakers' pronunciation was clear and comprehensible.		✓			1
12.	The speakers' grammar was correct and didn't prevent understanding.			✓		2
13.	The speakers used visual aids, handouts, etc. effectively.			✓		2
14.	The speakers showed enthusiasm and interest.			✓		2
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					22

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, November 3rd 2017
Cycle   : II
Group   : I

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.		✓			1
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.			✓		2
4.	The supporting points were clearly expressed and supported well by facts or argument.			✓		2
5.	The conclusion restated the main idea or purpose.		✓			1
	DELIVERY					
6.	The speakers used gestures and body language well.			✓		2
7.	The speakers maintained eye contact with the audience.			✓		2
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.			✓		2
10.	The speakers' rate of speech was appropriate.			✓		2
11.	The speakers' pronunciation was clear and comprehensible.			✓		2
12.	The speakers' grammar was correct and didn't prevent understanding.		✓			1
13.	The speakers used visual aids, handouts, etc. effectively.			✓		2
14.	The speakers showed enthusiasm and interest.			✓		2
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					25

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, November 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, November 3rd 2017
Cycle   : II
Group   : II

No.	Aspects	Score				Total
		0	1	2	3	
CONTENT						
1.	The purpose or objective of the presentation was accomplished.			✓		2
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.			✓		2
4.	The supporting points were clearly expressed and supported well by facts or argument.			✓		2
5.	The conclusion restated the main idea or purpose.		✓			1
DELIVERY						
6.	The speakers used gestures and body language well.			✓		2
7.	The speakers maintained eye contact with the audience.			✓		2
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.			✓		2
10.	The speakers' rate of speech was appropriate.		✓			1
11.	The speakers' pronunciation was clear and comprehensible.		✓			1
12.	The speakers' grammar was correct and didn't prevent understanding.		✓			1
13.	The speakers used visual aids, handouts, etc. effectively.			✓		2
14.	The speakers showed enthusiasm and interest.		✓			1
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					23

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, November 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, November 3rd 2017
Cycle   : II
Group   : III

No.	Aspects	Score				Total
		0	1	2	3	
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.			✓		2
2.	The introduction was lively and got the attention.			✓		2
3.	The main idea or point was clearly stated toward the beginning.		✓			1
4.	The supporting points were clearly expressed and supported well by facts or argument.			✓		2
5.	The conclusion restated the main idea or purpose.		✓			1
	DELIVERY					
6.	The speakers used gestures and body language well.				✓	3
7.	The speakers maintained eye contact with the audience.			✓		2
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.		✓			1
10.	The speakers' rate of speech was appropriate.			✓		2
11.	The speakers' pronunciation was clear and comprehensible.			✓		2
12.	The speakers' grammar was correct and didn't prevent understanding.			✓		2
13.	The speakers used visual aids, handouts, etc. effectively.			✓		2
14.	The speakers showed enthusiasm and interest.		✓			1
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					25

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
3	EXCELLENT
2	GOOD
1	FAIR
0	POOR

Pekalongan, November 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

ORAL PRESENTATION CHECKLIST

Observer   : The Researcher
Date   : Friday, November 3rd 2017
Cycle   : II
Group   : IV

No.	Aspects	Score 0	1	2	3	Total
	CONTENT					
1.	The purpose or objective of the presentation was accomplished.			✓		2
2.	The introduction was lively and got the attention.				✓	3
3.	The main idea or point was clearly stated toward the beginning.		✓			1
4.	The supporting points were clearly expressed and supported well by facts or argument.			✓		2
5.	The conclusion restated the main idea or purpose.		✓			1
	DELIVERY					
6.	The speakers used gestures and body language well.				✓	3
7.	The speakers maintained eye contact with the audience.			✓		2
8.	The speakers' language was natural and fluent.		✓			1
9.	The speakers' volume of speech was appropriate.			✓		2
10.	The speakers' rate of speech was appropriate.		✓			1
11.	The speakers' pronunciation was clear and comprehensible.			✓		2
12.	The speakers' grammar was correct and didn't prevent understanding.			✓		2
13.	The speakers used visual aids, handouts, etc. effectively.			✓		2
14.	The speakers showed enthusiasm and interest.			✓		2
15.	The speakers responded to audience questions well.		✓			1
	TOTAL					27

Note: Tick (√) for each positive activity

Note   :

Score	Criteria
0	EXCELLENT
1	GOOD
2	FAIR
3	POOR

Pekalongan,   November 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

OBSERVATION CHECKLIST OF STUDENTS LEARNING ACTIVITIES

Observer   : Researcher
Cycle   : I
Date   : Friday, October 13rd 2017

No.	Student's Name	Indicators				
		Student's Presence	Student's Attention	Student's Cooperation	Student's Self-Confidence	Student's Understanding
1.	AH	✓	✓	✓	✓	
2.	DFA	✓				
3.	DR	✓	✓	✓		✓
4.	DA	✓	✓	✓		
5.	EW	✓	✓			
6.	HGP	✓	✓	✓		✓
7.	INM	✓	✓			
8.	IPW	✓				
9.	MQA	✓				
10.	MK	✓	✓	✓		
11.	NS	✓	✓	✓	✓	✓
12.	RP	✓	✓	✓	✓	✓
13.	SA	✓	✓	✓	✓	✓
14.	WS	✓				
15.	YO	✓	✓			
16.	YWY	✓	✓			
17.	BI	✓	✓	✓	✓	
18.	HFS	✓	✓	✓		✓
	TOTAL	18	14	10	5	6
	Percentage (%)	100%	77.78%	55.55%	27.78%	33.33%

Note: Tick (√) for each positive activity

Pekalongan,   October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

OBSERVATION CHECKLIST OF STUDENTS LEARNING ACTIVITIES

Observer   : Researcher
Cycle   : II
Date   : Friday, October 27th 2017

No.	Student's Name	Student's Presence	Student's Attention	Student's Cooperation	Student's Self-Confidence	Student's Understanding
1.	AH	✓	✓	✓	✓	✓
2.	DFA	✓	✓	✓	✓	
3.	DR	✓	✓	✓	✓	✓
4.	DA	✓	✓	✓	✓	✓
5.	EW	✓				
6.	HGP	✓	✓	✓	✓	✓
7.	INM	✓	✓	✓		✓
8.	IPW	✓			✓	
9.	MQA	✓	✓	✓	✓	✓
10.	MK	✓	✓	✓	✓	✓
11.	NS	✓	✓	✓	✓	✓
12.	RP	✓	✓	✓	✓	✓
13.	SA	✓	✓	✓	✓	✓
14.	WS	✓	✓	✓	✓	✓
15.	YO	✓	✓		✓	
16.	YWY	✓	✓	✓	✓	✓
17.	BI	✓	✓	✓		
18.	HFS	✓	✓	✓		✓
	TOTAL	18	16	15	14	13
	Percentage (%)	100%	88.89%	83.33%	77.78%	72.22%

Note: Tick (√) for each positive activity

Pekalongan,   October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

OBSERVATION CHECKLIST OF TEACHER'S PERFORMANCE

Observer   : The Collaborator

Date   : Friday, October 13rd 2017

Cycle   : I

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
	PRE-TEACHING			
1.	The teacher starts the lesson by greeting and saying a prayer.	✓		
2.	The teacher's voice is clear.	✓		
3.	The teacher uses non-verbal language, such as: eye contact, smile, and gestures.	✓		
4.	The teacher checks the students' attendance.	✓		
	WHILST TEACHING			
5.	The teacher introduces the topic of what they are going to learn.	✓		
6.	The teacher gives an example of Pecha Kucha presentation in front of class.	✓		
7.	The teacher gives a brief explanation about the presentation.	✓		
8.	The teacher gives the instructions for the student to conduct a presentation.	✓		
9.	The teacher invites the students to discuss together.	✓		
10.	The teacher gives the students opportunity to ask questions.	✓		
11.	The teacher moves around the class to	✓		

		✓		
	monitor the students' work.			
12.	The teacher asks the students to present their work in front of the class.	✓		
	POST-TEACHING			
13.	The teacher gives feedback.	✓		
14.	The teacher invites the students to take a conclusion.	✓		
15.	The teacher ends the lesson.	✓		

Note: Tick (√) for each positive activity

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

OBSERVATION CHECKLIST OF TEACHER'S PERFORMANCE

Observer   : The Collaborator

Date   : Friday, October 27th 2017

Cycle   : II

TEACHER'S ACTIVITY

No.	Aspects	Yes	No	Description (If Necessary)
	PRE-TEACHING			
1.	The teacher starts the lesson by greeting and saying a prayer.	✓		
2.	The teacher's voice is clear.	✓		
3.	The teacher uses non-verbal language, such as: eye contact, smile, and gestures.	✓		
4.	The teacher checks the students' attendance.	✓		
	WHILST TEACHING			
5.	The teacher introduces the topic of what they are going to learn.	✓		
6.	The teacher gives an example of Pecha Kucha presentation in front of class.	✓		
7.	The teacher gives a brief explanation about the presentation.	✓		
8.	The teacher gives the instructions for the student to conduct a presentation.	✓		
9.	The teacher invites the students to discuss together.	✓		
10.	The teacher gives the students opportunity to ask questions.	✓		
11.	The teacher moves around the class to	✓		

	monitor the students' work.			
12.	The teacher asks the students to present their work in front of the class.	✓		
	POST-TEACHING			
13.	The teacher gives feedback.	✓		
14.	The teacher invites the students to take a conclusion.	✓		
15.	The teacher ends the lesson.	✓		

Note: Tick (√) for each positive activity

Pekalongan, October 2017

The Collaborator   The Researcher

ATMALIYATI, S.S   **SEFVIRDA ARNIATIKA**
NBM. 1 035 283   **NPM. 13108377**

DOCUMENTATION

1. **Students' Pretest**

2. **Treatment**

3. Post-Test

CURRICULUM VITAE

Name of the writer is Sefvirda Arniatika. She was born in Siraman, on September 28th, 1996. She is the second child of Mr. Muhammad Haris and Mrs. Etty Kundariyati. She was enrolled her study in Sumedang at SDN II Parakan Muncang, on 2001-2007. After graduating her elementary school, she continued her study at SMPN 1 Cimanggung on 2007-2010. Then, she continued her study at SMA Muhammadiyah Pekalongan on 2010-2013. It was a long journey for her to find out her dream. Finally, on 2013, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies of Metro.

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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah iain@metrouniv.ac.id

Nomor   : 0286/In.28/D.1/TL.00/09/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.
KEPALA SMA MUHAMMADIYAH
PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor 0285/In.28/D.1/TL.01/09/2017 tanggal 06 September 2017 atas nama saudara

Nama	:	SEFVIRDA ARNIATIKA
NPM	:	13108377
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN"

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

Wassalamu'alaikum Wr. Wb

Metro, 06 September 2017
Wakil Dekan I

Dra. Isti Fatonah MA
NIP 19670531 199303 2 004

Nomor   : 171/IV.4/F/2017
Lamp.   :   -   Pekalongan, 26 September 2017 M
Hal   : Izin Research

Yth,
Sdr. Ketua
Institut Agama Islam Negeri Metro
Di
      Tempat.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Yang bertanda tangan dibawah ini, Kepala SMA Muhammadiyah Pekalongan memberikan izin kepada :

Nama   : SEFVIRDA ARNIATIKA

NPM   : 13108377

Jurusan   : Pendidikan Bahasa Inggris

Untuk mengadakan Research dalam rangka Penulisan Skrtipsi dengan judul : " IMPROVING SPEAKING PERFORMANCE THROUGH PECHA KUCHA PRESENTATION METHOD AMONG THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN ".

Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ
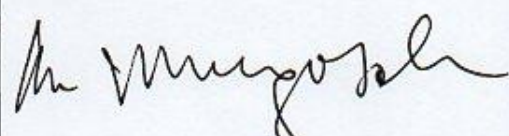
Kepala Sekolah

AHMAD MARZUKI, M.Pd.I
NBM. 999154

FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sefvirda Arniatika   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 13108377   Semester/TA : IX/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Senin, 20 Nov 2017	• Revise cover • Revise abstract • Revise tables of contents • Revise pre-survey data table • Revise chapter 3 (Subject of study) • Revise Chapter 4 (Description of Research Location) • Revise appendices • Revise Students' Score tables	
	24/11·17	acc for munagosyah	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sefvirda Arniatika   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 13108377   Semester/TA   : IX/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Rabu, 08-11-2017	- Revise Cover - Revise Abstract - Revise Table of Contents - Revise List of Appendices - Revise Description of the Research - Revise Comparison Score Graph - Revise Bibliography	
2.	Jumat, 10-11-2017	- Revise Motto - Revise Dedication Page - Revise Acknowledgement - Revise Interpretation - Revise Conclusion and Suggestion - Revise Bibliography	
3.	Rabu / 15 Nov 2017		

Mengetahui:
Ketua Jurusan TBI   Dosen Pembimbing II

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

FORMULIR KONSULTASI BIMBINGAN

Nama : Sefvirda Arniatika
NPM : 13108377

Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan/TBI
Semester/TA : VIII/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	18/5 2017	Revise: Cover, table of contents, Chapter I, Chapter II, and Bibliography	
2	22/5-17	acc for seminar	

Mengetahui,
Wakil Dekan I Bidang Akademik

Dra. Isti Fatonah, M.A
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NIP. 19620424 199903 2 001

FORMULIR KONSULTASI BIMBINGAN

Nama : Sefvirda Arniatika   Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM : 13108377   Semester/TA   : VIII/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at, 09/2016 /11	Bimbingan Outline Bab 1 - 3	
2.	Jum'at, 07/2017 /04	Bimbingan Bab 1 - 3 • Cover • Bab I = Introduction	
3.	Selasa, 16/5 2017	Revise • • Chapter I	
4.	Kamis, 18/5 2017		

Mengetahui,
Wakil Dekan I Bidang Akademik

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NIP. 19670531 199303 2 003

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sefvirda Arniatika
NPM : 13108377

Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : IX/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Senin/ 04 Sept 2017	APD	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
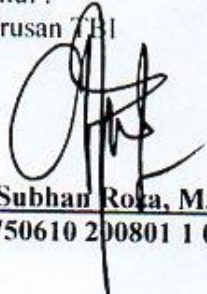**IAIN METRO**

Nama : Sefvirda Arniatika
NPM : 13108377
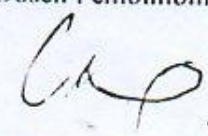
Fakultas/Jurusan : Tarbiyah/TBI
Semester/TA : IX/2017

No.	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
	8/9 '17	ucc for instrument	

Mengetahui :
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

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