

**IMPROVING THE STUDENTS SPEAKING SKILL THROUGH TELLING
EXPERIENCE OF THE PAST TIME EVENTS AT MADRASAH
TSANAWIYAH (MTs) NEGERI PALOPO**

A Thesis

*Submitted to the English Education Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*



**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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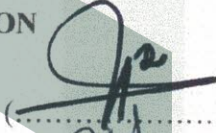
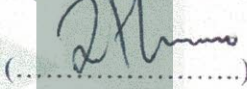
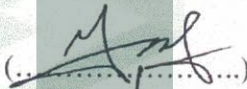
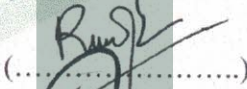

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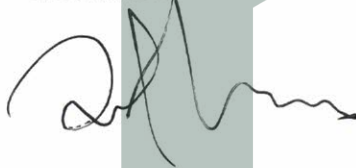
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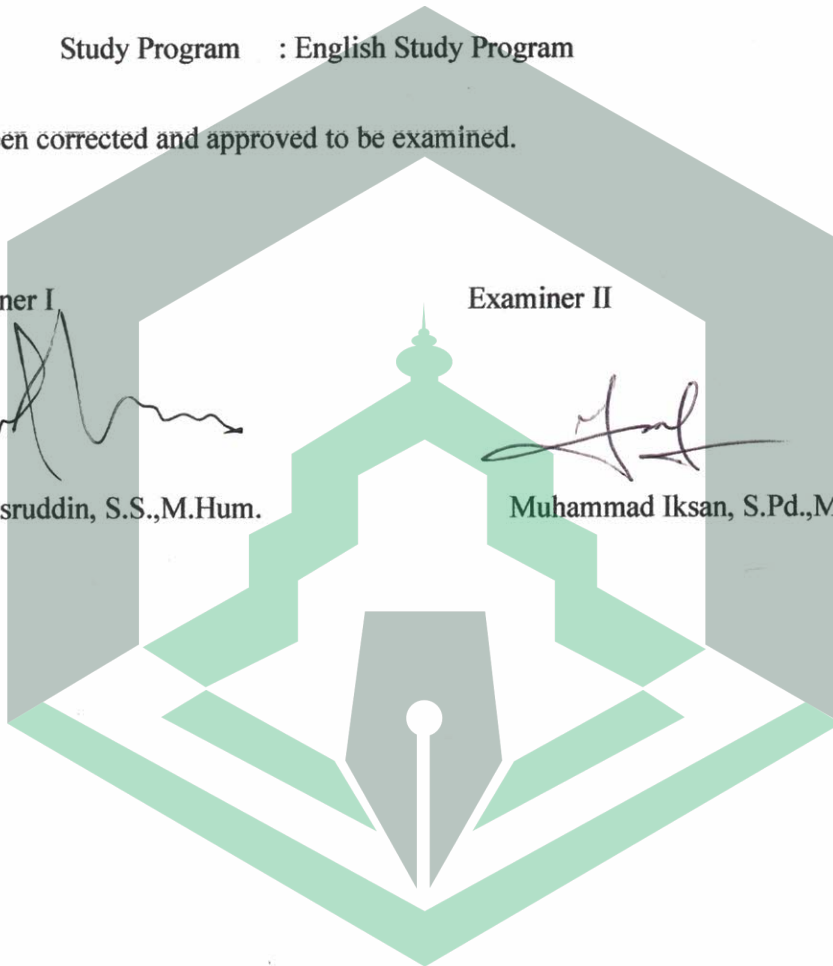


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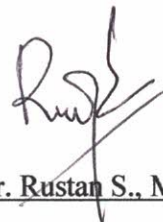
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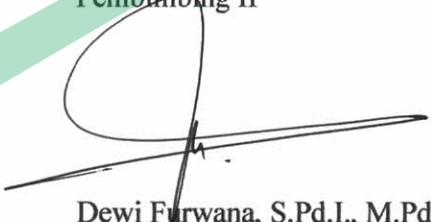
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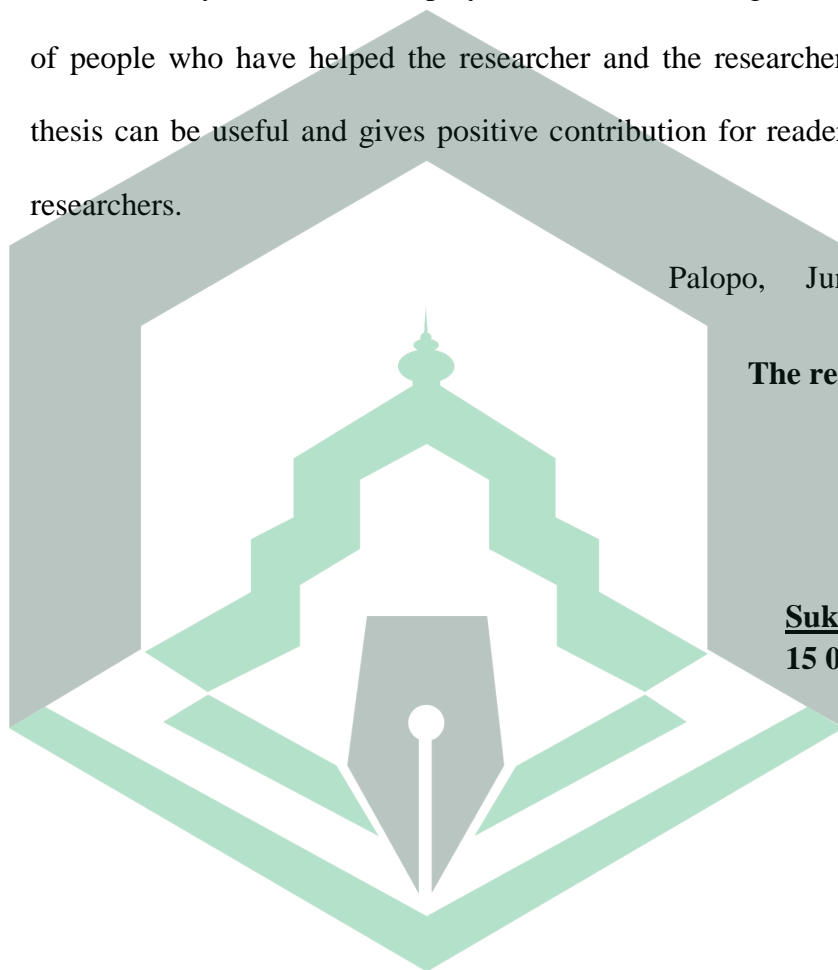


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ABSTRACT

SUKMAWATI, 2020, Improving the Students' Speaking Skill of the Past Time Events at Madrasah Tsanawiyah (MTs) Negeri Palopo. Thesis Tarbiyah Department. Consultant (1). H.Rustan S. (2). Dewi Furwana

This research focus on Telling Experience of the Past Time Events in teaching student's speaking in the eighth grade of MTs Negeri Palopo. The problem statement of this research what are the effectiveness ways in teaching speaking through telling experience of the past time events to improve student's speaking skill at MTs Negeri Palopo? This research aims to find out the appropriate way of teaching speaking through telling experience of the past time events for students in MTs Negeri Palopo. The effectiveness ways in through telling experience of the past time events are: 1) The research prepared all facilities that needed. 2) The research explained about the speaking material. 3) The research determines the pairs of each student to begin story telling. 4) The research gave chance to students to explain the material with their partner. 5) The research explains the material that would in learning process. 6) The research pays attention to each partner of the students. 7) For the students, research gave more attention and gave guided more so that the student will not felt difficulty in learning. 8) The research gave an explanation about the material, that has been given before and make a conclusion. This research use Classroom Action Research (CAR). The subject of the research is class VIII marketing at MTs Negeri Palopo. The total numbers of students are 25. The researcher takes class VIII Marketing 2 the total of the 25 students. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting. The result of this research shown that there were speaking skills at the eighth class students of MTs Negeri Palopo after conducting the treatments by telling experience of the past time events. In which the score of a cycle 1 am 43,64 and the score of cycle II is 71,02. It means through telling experience of the past time event is an appropriate way to improve the students' speaking skills. Also, the researcher found the result of the observation that almost all of the students gave positive responses, such as they gave attention seriously in learning process, they had been more active than before, make them happy and enjoy the class, and of course they could improve their speaking through telling experience of the past time events in improving speaking skill.

Key Words: Teaching, Speaking, Telling Experience, and Experience Unforgettable

CHAPTER I

INTRODUCTION

A. Background

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.¹ It means the activity of two or more people who do some activities including those who act as givers and recipients of information so that it can be stated that the interaction process occurs. The function of speaking is to people to communicate with each other to express their ideas, feeling, thought, etc.² For the students speaking is a crucial part of second language learning and teaching. It means students should be able to communicate with the other to get or to share information and express what they feel.³ Speaking is one of four language skills and speaking is the most important part of the language learning process. The strategy is using minimal responses, teachers have to know that among our students who are learning there are students who are embarrassed to speak, lack of confidence to participate and there are often positioned themselves as listeners. For that one way to motivate them is to take part, thereby enabling them to create a minimum stock response that can be used in the conversation. The minimal response

¹Aida Abd.2012. *The Effectiveness of Teased Instruction Program in Developing the English Language Speaking Skill of secondary Stage student*. P. 32

²[Http://autodidact.blogspot.com/pengertian-komponen-dan-fungsi-speaking.html](http://autodidact.blogspot.com/pengertian-komponen-dan-fungsi-speaking.html). Accessed on (26 February 2017).

³Chaney, A.L., *Teaching Oral Communication. (inGrandes K-8, Boston: Allyn and Bacon, 1998)*. P. 3

can be predicted and often used, such as understand (an agreement, doubt, etc.) allowing students to gradually take part in the conversation.⁴

Speaking skill is one of difficult activities is learning English. It is a form to get information through oral communication. As a human being, we always need communication to express our ideas. Speakers talk in order to have some effects on their listener. They assert things to change their state of knowledge. We have to study about speaking to crates a good communication. By communication we can share ideas, information, feeling and images all the time. In addition, students problem are not only from the classroom environment but also from the students themselves. In fact, many students master the theory better than practice.

On the observation and interviews conducted by the researcher to eighth-grade students of Madrasah Tsanawiyah (MTs) NegeriPalopo, however, some problems were still found in the student's abilities in English, especially in speaking. The students speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. To improve the students speaking skills, the research have to create an interesting activity in the classroom which involve student knowledge and it has possibility to make the students more active to speak and the students can do the activity through telling experience of the past time events.

⁴Nina Agustina,"*Speaking Skill or Speaking Activity*",*NinaAgustina SPEAKING.html*// . Accessed on (Wednesday,19 December 2012).

The past time events as general concept comprises knowledge of or skill in or observation of something or some events gained through involvement in or exposure to that thing event the history of the word experience aligns. The concept of telling experience of the past time events generally refers to know-how or procedural knowledge, rather than propositional knowledge. There are many ways to improve the learner speaking skill. One of the ways is spoken language skill can be develop simply by assigning students general topic to discuss or by getting them to talk son certain subject. Retelling past time is one of the method that invite the students talk about the something they have experienced, done, and of course they get from their experience, will give attention seriously in learning if the material is interesting for them. So that in this research the writer discuss about one of method that can improve students speaking skill namely through telling experience of the past time events.

On the conditions above, it could be concluded that the students speaking skills were low. Regarding the problems above, the research team agreed to work collaboratively to overcome the problems and to improve the speaking skills of eighth grade students of Madrasah Tsanawiyah (MTs) NegeriPalopo through telling experience the past time events. Telling the past time events to experience believed to be able to stimulate and guide the students to speak. Teachers can use techniques or activities to meet the goal of speaking

From the explanation above, we know that one of aspect must be mastered by the students is speaking as important part in our daily life. Furthermore the writer is interested to study speaking by using **“Improving the Students Speaking Skill Through Telling Experience of The Past Time Events at Madrasah Tsanawiyah (MTs) NegeriPalopo”**, because the students of MTs NegeriPalopo are lacking about speaking skill.

B. Problem Statement

On the explanation on the background, the researcher formulates the research question as follow:

1. What is the effective ways experience of the past time events can improve speaking skill the students of the eighth grade at MTs NegeriPalopo?
2. What is the student's response about learning speaking through telling experience the past time events of the eighth grade at MTs NegeriPalopo?

C. Objective of the Research

Based on the problem statement above, the objective of the research as follows:

1. To find out the ways to improving students speaking skills through telling experience the past time events of eighth grade students of Madrasah TsanawiyahNegeriPalopo.

2. To know the students' response about learning speaking through telling experience the past time events of eighth grade students of Madrasah Tsanawiyah Negeri Palopo.

D. Significance of the Research

Are two significances of this research:

1. The theoretically

Results of this research are expected to give a meaningful contribution to the development of apply language teaching discipline, especially for the enrichment of the research teaching strategy in helping the students to improve students' speaking skills.

2. The practically

The results of this research are expected to give a practical effect for school, teacher, student, and researcher.

- a. For students

This research can add the students' interest in English learning, so it can help them to speak and learn English.

- b. For teachers

This research not only can give an additional contribution to English teachers to develop language teaching but also the teachers can improve the quality of the teaching-learning process.

- c. For researchers,

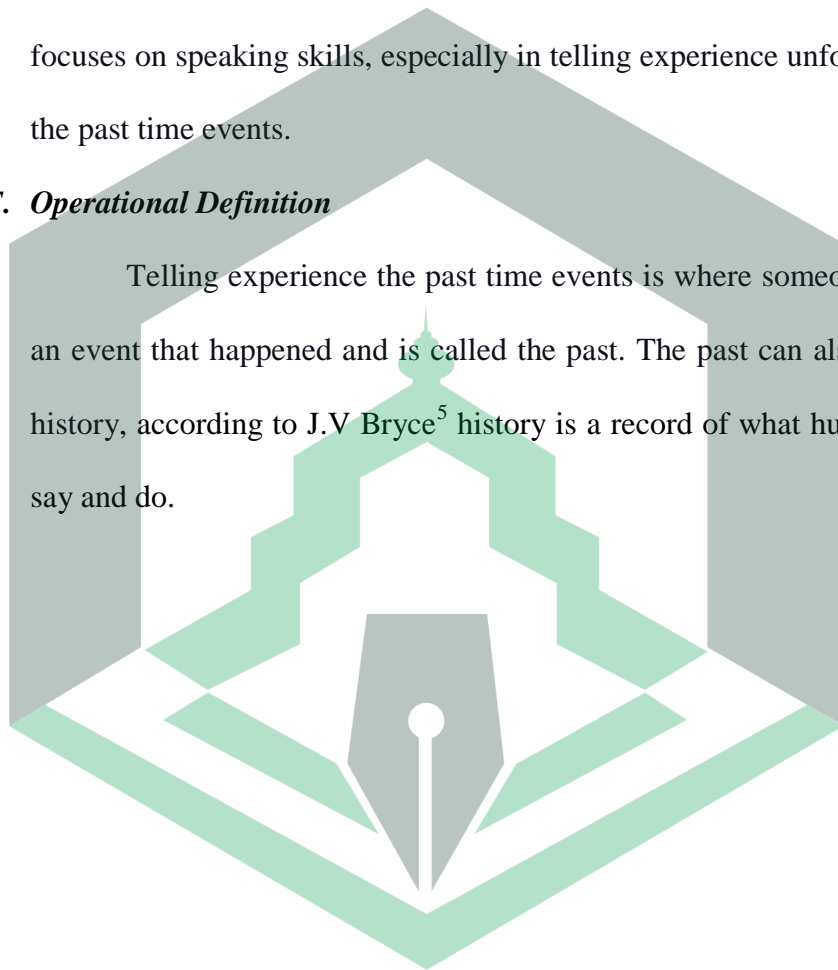
Research can contribute the researcher to help to find out the best media for teaching speaking

E. Scope of the Research

The research was using the telling experience of the past time events in speaking skills. By discipline, this research under apply English Language Teaching. By activity, this research was used telling experience of the past time events in teaching speaking. By content, this research focuses on speaking skills, especially in telling experience unforgettable of the past time events.

F. Operational Definition

Telling experience the past time events is where someone recounts an event that happened and is called the past. The past can also be called history, according to J.V Bryce⁵ history is a record of what humans think, say and do.



⁵James Bryce (1838) *“The Encyclopedia Britannica: A Dictionary of Arts, Sciences, Literature and General Information”*.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research*

In writing this thesis, researcher find some researches relate to this research a follows:

1. Nasrullah, in his research “Improving speaking skill through retelling story at the tenth year students of Madrasah Alyah Negeri (MAN) Palopo “He came with the conclusion that use of retelling story could improve speaking skill and the vocabularies of the students will increase and also can give motivate the students to improve their speaking skill.⁶
2. Asdiani in here thesis under the title of The Use of Story Book in Improving student's reading comprehension at the fifth grade in SDN 442 Kambo. Students need to be exercised and trained in order to have good reading skills.
3. Imran Ilham in his thesis under the title of the Application of continued story in improving students’ Speaking Skill at the Eight-year students SMP 8 Palopo. English teachers in the teaching process should pay attention to choose a method or technique because every skill (listening,

⁶Nasrullah, “*improving speaking skill through retelling story at the Tenth year students of Madrasah AlyahNegeri (MAN) Palopo. (Palopo: STAIN Palopo, 2008),p.48.*”

writing, speaking, and reading) has different methods and techniques in the learning process.⁷

Based on the previous findings, the researcher assumes that improving students' speaking skills the English teachers have to find out the appropriate teaching technique in presenting the teaching material in the classroom that can be useful and interested for the learner. Are some techniques used to each one of them is telling technique? Therefore to improve students' interest, the teacher should consider the preferred learning style of students and it can be realized through the application of telling the past time events.

There are several researchers concern about speaking students talk in the classroom, and explain past time events. There are fore speaking is the most important component in language because it happens in real-time, without speaking the people cannot communicate, share with the other people.

B. *Definition of Terms*

1. **Speaking Skill**

An important concept to keep in mind is that people use language in recognizable ways to get things done. There are many, many “**speech acts**” (or **function**) in any language, and it is important that students learn the appropriate ways to accomplish their goals when they are speaking.

⁷Imran Ilham, “*The Application of Continued Story in Improving Students Speaking at the Eight Year Students of SMP 8 Palopo (Palopo: STAIN Palopo, 2009),p48.*”

Many people believe speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language measured from the performance of learner to speak the language learned. However, most people's language has a goal to be able to speak so that they can communicate. State the nature of language is a principal means for communication among human beings. Noticing the process of communication, it is assumed that main activities occur in it, namely speaking and listening.

Speaking is required to communicate ideas, opinions, and comments to make contact with other people in a conversational situation. Almost all of us learn to speak and in fact, speaking is so much a part of daily life. However, learning to speak and in fact, speaking involves developing a number of complex skills and different types of knowledge about how and when to communicate. When thinking about speaking what to consider is how we develop speaking in our mother tongue. If we have only contact with very young babies we will know that although they cannot speak, the skill appears to be some kind of communication taking place.

Speaking is used for many different purposes and each purpose involves different skills. For example, the purpose may be to make social contact with people to establish rapport or to engage in the harmless chitchat that acculturates much of the time that spend with friends. People engage in discussion with someone on the other hand, the purpose may be to seek or

express opinions to persuade someone about something or to clarify information.

a. Strategies for Improving Speaking Skill

As the research in teaching their students, they have to know the students ability first. So that, in learning process the research can present to their condition in following language learning process because in learning foreign learning.

Students often think that the ability to speak a language is the product of language learning process, but speaking is also a crucial part of language learning process.

b. Principles for Designing Speaking Technique

There are seven principles for designing speaking technique which will explain as follow:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zest content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips.
- 2) Provide intrinsically motivating techniques.
- 3) Try at all times to appeal to student ultimate goals and interest.
- 4) Encourage the use of authentic language in meaningful context
- 5) Provide appropriate feedback and correction

- 6) Capitalize on the natural link between speaking and listening
- 7) Give students opportunities to initiate oral communication
- 8) Encourage the development of speaking strategies

c. Types of Classroom Speaking Performance

According to Brown, there are six types of classroom speaking performance that students are expected to carry out in the classroom.⁸

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learner practice an intonation contour or try to pinpoint a certain sound.

2) Intensive

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

3) Responsive

A good deal of student speech in the classroom is responsive, short replies to research or students initiated questions or comments

4) Transactional (dialogue)

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

⁸ Brown Gillian and George Yule “*Teaching the Spoken Language, Cambridge: Cambridge*”

5) Interpersonal (dialogue)

The other from of conversation mentioned in the previous chapter will interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries or perhaps short speeches.

2. Theories of speaking

- a. According to Henry Guntur Tarigan: explains that speaking is a language skill that develops in a student's life that is preceded only by listening skills, and at that time the ability to speak or say is learned.
- b. According to Djago Tarigan : speaking is the skill of conveying messages through language.
- c. According to Ars jaddan Mukti U.S. : the ability to speak is the ability to utter sentences to express, convey the thoughts of the ideas we have in mind.⁹

Based on some explanation above, the researcher can conclude that speaking is oral communication when we speak there is a meaning that wants to be conveyed clearly described which happens interaction.

⁹RiaFitria, "Pengertian Berbicara Menurut Beberapa Ahli", (<https://www.trigonalmedia.com/2014/12/pengertian-berbicara-menurut-para-ahli.html>, accessed on May, 2018)

3. Component of Speaking

There are components in mastering speaking skill such as:

a. Pronunciation

One of our proud when we are able to speak English with good pronunciation. Elsjelyn find the factors that influence the pronunciation of someone such as sex variety, mother tongue, privates, and attitude for pronunciation talent.¹⁰ In English, there are two parts that should be mastered in language pronunciation. They are:

1) Sound

Sound is word are made up of individual sounds for example 'beat' = /b+i+t/. By changing one sound, we can change the words and is meaning.

2) Stress

Stress is part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice, in English and other languages, one or more of the syllables in each content word id stressed.

3) Pitch and intonation

9. Evelyn RientjeElsjelyn, "*English Made Easy*" Jakarta: Kesaint Blanc, 2006),p.55

Pitch described the level in which you speak and intonation is often described as the music of speech.¹¹

b. Appropriateness

Appropriateness is the ability to use the language correctly in communicating, according to Evelyn:

“There are rules of use without which the rules of syntax are meaningless, if someone wants to use the language correctly he must consider some variables like sitting (situation): where and how someone speaks, participant, with whom he speaks, purpose, channel (communication tools) and topic.”

4. Aspect of Assessing Speaking

Theory that written by J.B. Heaton, rating scale to value the digress of learners speaking ability the rating scale includes accuracy, fluency and comprehensibility.¹² Based on the statement, the writer divides speaking skill into three main components, as follows:

a. Accuracy

Accuracy is the ability to use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to some. Brown says that accuracy achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output. Extend by

¹¹Jeremy Harmer, *How To Teach English* (Spain: Longman, 1998),p.50

¹²J.B.Heaton, *Writing English Language Tesk*, (Longman Group, U.K. England, 1991).

allowing students to focus on the element of phonology grammar and discourse in the spoken output. Brown says that accuracy is achieved in some extent by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.¹³ Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation,¹⁴ are described bellows:

1) Grammar

Grammar ‘describes how we combine, organize and change words and parts of words to make the meaning. We can use grammar to describe parts of speech, grammatical structure and how words are formed.

2) Vocabulary

Mastering vocabulary is first step to speak English if we do not master vocabulary we cannot utterance what is our purpose. If we do not have many vocabularies, it is impossible to express our opinion or idea in speaking English. So vocabulary is important thing to make accuracy in speaking.

3) Pronunciation

Pronunciation is one of the most important aspects also one has to master when learning English. The pronunciation system of English word is unique. That is the reason why many people say that the pronunciation of English language is difficult.

¹³H. Douglas Brown, *Teaching by Principle: An Interaction Approach to Language Pedagogy* (New York; Longman Inc, 2001), p.268.

¹⁴Mary spratt, dkk, *The TKT Teaching Knowledge Test Course (T.Cet; Cambridge, 2005)*, p. 34

b. Fluency

Fluency is the ability to produce one wish to say smoothly and undue hesitation. Speaking without great and effort with fairly wide ranges of expression in the past researcher Tasyid and Nur found that in the student speaking akill they were fairly fluent in interaction with speak of 75-89 words for minute with no more than 3 false and repetition and not more 7 fillers words per 100 words. Fluency is ‘speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.’¹⁵ Fluency refers to be able to communicate the idea without thinking too much about the things to say or having to stop.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repsasily. Comprehension is exercise to improve one understanding.¹⁶

The first point to emphasize is that speech production take place in real time and is therefore essentially linear, words follow words phrase. Speech as produce utterance, in response to the word by word and utterance by utterance production of the person we are talking to. Base on the point speaking involved.¹⁷

¹⁵DevidNunan, *Language Teaching Methodology a textbook for teacher* (Sidney, Macquaries University: Phoen. p.34

¹⁶Martin H. Manser, *Oxfords Learners Dictionary (Second Edition, Oxford University Press, 2003)*, p.10

¹⁷J.B.Heaton, *Writing English Language Tesk*, (Longman Group, U.K. England, 1991). P.100

Teaching and learning take place as the result of a communication process. Learning ability of individuals is mostly related to how effective students use the oral communication skill.

5. Characteristic of a Successful Speaking Activity

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rules of use”. This effective teaching of oral skills would naturally involve developing “communicative competence” in the learners.¹⁸ According to Penny Ur, there four characteristic of a successful speaking as follows:¹⁹

a. Learners talk a lot.

As much possible as of the period of time allotted to the activity is in fact occupied by learners talk. This may seen obvious, but often most of time is taken up with teacher talk or pause.

b. Participation is even.

Classroom discussion is not dominated by a minatory a talkative participant: all get chance to speak and contribution are fairly even distributed.

c. Motivation is high.

¹⁸Foley J.A., *New Dimensions in The Teaching of Oral Communication*(Singapore: SEAMEO, Regional Language Center, 2005), P. 55.

¹⁹Penny Ur, A., *Course Language Teaching Practice And Theory*, (Great Britain: Cambridge University Press, 1996). P.21.

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy and fluently.

According to Anonim, the other characteristics of successful speaking activities include:²⁰

- 1) Making sure that student participation is not dominated by a few talkative students.
- 2) Making sure that students want to speak because they are interested in the topic.
- 3) Making sure that students have something relevant to say.
- 4) Making sure that students can be understood by everyone.
- 5) Making sure that there are not frequent interruptions while students are speaking.

Based on the characteristics described above, to make students successful in speaking the researcher brought an interesting mystery guess game that they know to use by students in practice speaking.

²⁰Anonim, *Characteristic of Successful Speaking*, (<http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761>). Accessed November 15, 2012.

6. Problems Speaking

Many people think that speaking skill is more difficult than learning others skill. Most of the learner get the problem when they perform speaking, because they have to be able to reach the goal of communication namely make an understanding interaction. Besides that, speakers must have some vocabularies to communicate their ideas as way in communicating with the other one. Jack C. Richard and Willy A. Renandya say that; “Speaking a language is especially difficult for foreign language learn because effective oral communication requires the ability to use the language appropriated in social interaction.”²¹

There are some problems with speaking activities, those are:

- a. Inhibition, unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at a time if student is to be heard: an in large group this means that each one will

²¹Jack C. Richard and Willy A. Renandya “*Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press 2002)”.

have only very little taking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- d. Mother tongue use. In class where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign, and because they feel less 'exposed' if they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to the target language.²²

7. Principle for Teaching Speaking

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group work of pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design class room activities that involve guidance and practice in both translational and international speaking.

²²Penny Ur. *"A course Language Teaching"* (Australia: CharnbridgeUniversity press, 1996),p.120

C. The Past Time Events

Experience the past time events or events retell the reader a past event or what happened. Past time is a small association of historians dedicated to the historical interpretation of history from the Elizabethan Age to the Nuclear Age, from the fall of the Earl of Essex in 1601 to the Cuban Missile Crises 1962.

1. Retell Past Event

a. Purpose

Retell the reader a past event or what happened.

b. Generic Structure

1) Orientation

Provides the setting (when and where) and introduces participant.

2) Events Tell what happened in temporal sequence.

3) Re orientation

Closure of events (ex : Comments or Conclusions)

c. Language Features

- 1) Focus on individual participants, ex: use the word “I” or “We”.
- 2) Use the words which indicated when (ex: after lunch) and where the events took place (ex: in the garden, in a restaurant, etc).
- 3) Use temporal sequence ex: one day. Next, then, before, finally, etc.
- 4) Written in the past tense, ex: had and visited.

The example of the experience past time events (recount).

One that day, I went to do some shopping downtown. Since I love burger, I went to McDonald for lunch, I ate my lunch. After that, I asked the waiter for the bill. I took out my wallet but I didn't have money left in my wallet.

Well, at first I called my parents, but they were out. After that I tried to call my friend, Rony, but his mobile phone was off. So, I finally phoned Mr. Deddy, my teacher. He was very nice and brought my money.

2. Talking about Past Events and Situations

We use the past simple:

- a. When we are talking about an event that happened at a particular time in the past
 - 1) We arrived home before dark.
 - 2) The film started at seven thirty.
- b. When we are talking about something that continued for some time in the past
 - 1) Everybody worked hard through the winter.
 - 2) We stayed with our friends in London.
- c. When we are talking about something that happened several times in the past we use.
- d. The Simple Past:
 - 1) Most evenings we stayed at home and watched DVD.
 - 2) Sometimes they went out for a meal.

D. Simple Past Tense

Simple past tense is simple verb form to indicate that occurrence happened at past tense simple, occurrence time (yesterday, days two last, year last) or period of it is time (months to for, day for, hour for) can be mentioned specifically. Past tense is a sentence that is verb expresses an occurrence/ event or condition that happen in the past.

Simple past tense of verb-2 (past tense) or verb linking “be” (was, were). What is verb-2? Verb-2 represent infinitive bare (elementary form of verb) with addition – ed, - d, - t, - n, or – ne for the regular of form or verb which is not consistent at verb irregular. In making of sentence simple past tense do not too difficult. Following its formula:

Positif : Subject + V2

Negatif: Subject + did not + V1

Pertanyaan : Did + Subject + V1 + ?

WARNING: We do not normally use *would* with stative verbs

We use the past continuous:

When we are talking about something which happened before and after a given time in the past:

- a. It was just after ten. I was watching the news on TV.
- b. At half-time we were losing 1-0.
- c. When we are talking about something happening before and after another action in the past:
 - 1) He broke his leg when he was playing rugby.

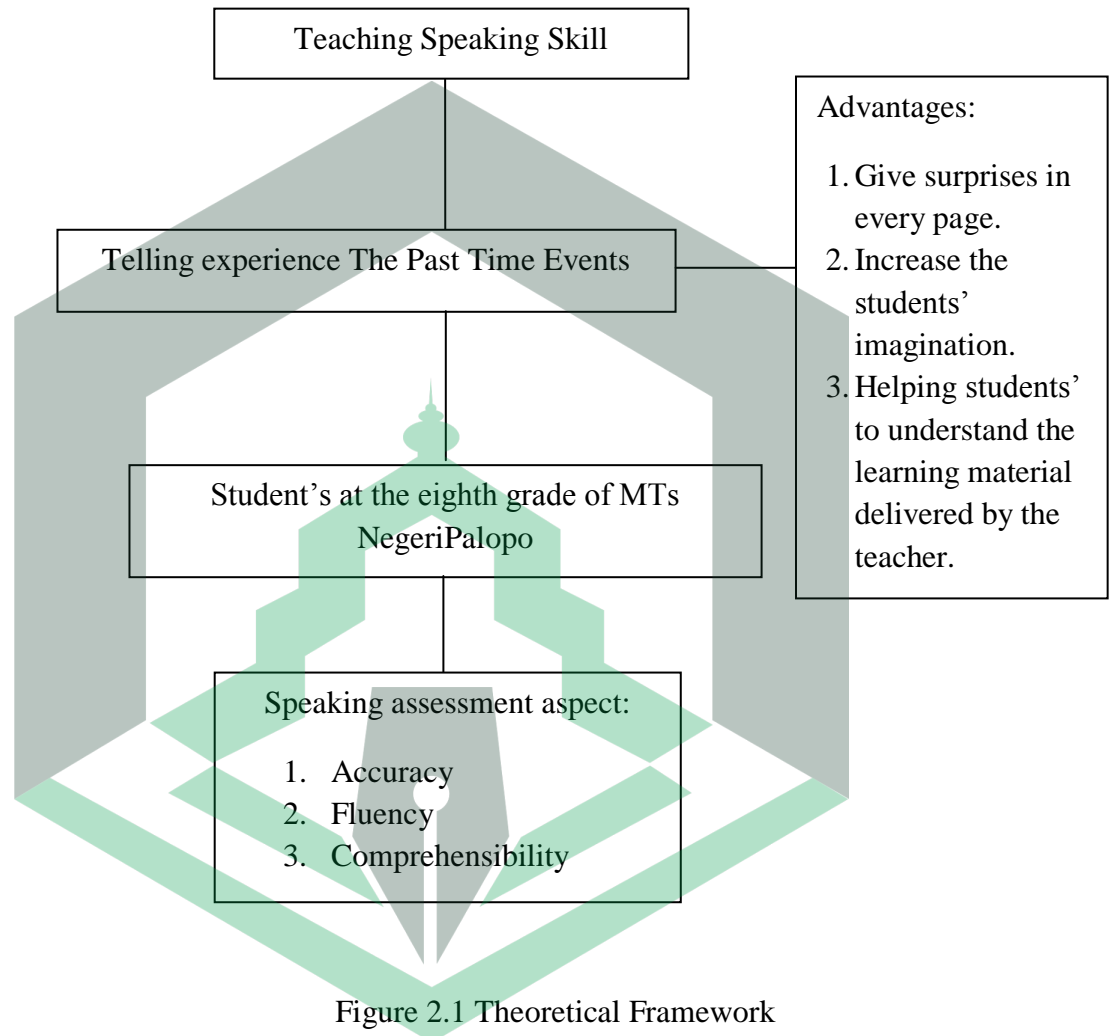
2) She saw Jim as he was driving away.

E. *Conceptual Framework*

One of the important lessons in education is English language. English language is one of the thought studies from elementary school to college. However there are many thoughts states that English language is very difficult lesson to understand. Therefore teachers should be able to create effective learning conditions, so that learners would be able to create improve learning conditions, so that learners can understand English language.

This research the researcher focuses on teaching speaking through telling the past time events to improve the students' speaking skill, and this research the students will use classroom action research to know the students speaking ability. In speaking activity, the students are facilitated to speak about the themes part of telling the past time events. It means students can be confidence to explain their opinions, because parts of have many themes that can give students to motivation to know what the picture of every part. Beside that is one of solution to give motivation to be more active in practicing their speaking.

The conceptual framework in this research is shown in the diagram below:



CHAPTER III

RESEARCH METHOD

A. Research Method

The method of this research was CAR (Classroom Action Research) to discover whether the use of telling experience of the past time events in speaking improvement in students class VIII F Madrasah Tsanawiyah (MTs) NegeriPalopo. Classroom action research was an effective method of research in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in the classroom. In classroom action research, English teachers assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment.²³

Classroom Action Research was the research conducted by the classroom teacher or school who was teaching with an emphasis on the improvement or enhancement of learning practices and processes.²⁴

In order to solve the problem, the researcher use CAR (Classroom Action Research) that contains four stages: they are planning, implementation of the action, observation, and reflection.

²³ Mohammad Adnan Latief, "*Research Methods on Language Learning An Introduction*" ,(Malang: UM Press, 2014). Page. 144

²⁴Susilo, "*PenelitianTindakanKelas*", (Cet.II, Yogyakarta: Pustaka Book Publisher, 2009). Page 16.

B. Design of Research

The research begins with surveying and identifying classroom problems. A classroom problem pointing to the classroom practice will be improved to result in better learning achievements of the students.

Based on the result of the observation that is done by the researcher, most of the students were still less of speaking. That is why the design of this research refers to planning how to teaching speaking well. She hope that with her planning, students can mastering about English speaking. The researcher makes planning with her collaborator about the strategy on speaking learning, and the researcher focused on classroom action research in teaching speaking skill through telling experience of the past time events.

C. Setting and Subject of Research

The subject of this research was students in MTs Negeri PALOPO Class VIII F. The class consisted of 25 students (10 male students and 15 female students).

D. Data Sources

1. Students

The position of students in this research as the subject of the research, the researcher hopes after researching the students can improve their speaking.

2. Collaborator

The position of collaborator in this research as an observer, the collaborator help the researcher to observe the students, so the researcher is able to know the student's condition in the learning process and give suggestion and solution to the problem for each cycle.

E. Procedure of the Research

First Cycle

In this part, there are four stages namely: planning, implementation, observation, and reflection

a. Planning

- 1) The researcher makes a lesson plan based on the curriculum and arranges the material of the lesson plan.
- 2) Make a list of observations to observe the condition of the learning process.
- 3) Prepare the facilities to be used in the learning process.
- 4) Selecting the teaching materials that match the class behavior.

b. Implementing

First meeting

1. Pre-teaching

- a) The teacher begins this meeting with greetings.

- b) The teacher explains the procedure of learning for this meeting before the teacher starting the lesson.
- c) The teacher tells the students about the material in the meeting.
- d) The teacher tells the students about the material to be used in this meeting.

2. While-teaching

- a) The teacher tells the students how to tell their experiences
- b) The teacher give chance to students in front of the class to telling their experiences
- c) The teacher tells the students how to tell their experiences
- d) Teachers divide students into some group
- e) For each group decide who will go first and who will go last
- f) Then the group chosen first began to share their experiences
- g) If the student has finished telling the story then it is given to the other students
- h) The first groups finish that telling their experience, we step into the other groups.

3. Post-teaching

- a) Teacher gives a conclusion about the material and tells students about the word or sentence that they don't know before
- b) Teacher close the meeting

Second meeting

1. Pre-teaching

- a) The teacher begins this meeting with greetings
- b) The teacher explains the procedure of learning for this meeting before the teacher starting the lesson
- c) The teacher tells the students about the material to be used in this meeting.

2. While-teaching

- a) The teachers continue the material at the initial meeting.
- b) The teacher tells the students how to tell the experience
- c) The teachers give chance to students in front of the class to tell their experiences
- d) The teacher tells the students how to tell the experience
- e) Teachers divide students into some group
- f) For each group decide who will go first and who will go last
- g) Then the student began to tell their experiences
- h) If the student has finished telling the story then it is given to the other students
- i) The first groups finish that telling their experience, we step into the other groups.

3. Post-teaching

- a) Teacher gives a conclusion about the material and tells students about the word or sentence that they don't know before

b) Teacher close the meeting

c. Observing

This is implementing while in a teaching-learning process. The researcher writes everything in the learning process from the teacher's performance in the opening until closing the learning process, and the students' activity in the learning process. Then the result of this observation collected and analyzed to be material of reflection.

d. Reflecting

In this stage, the teacher, researcher or another observer each collaboration evaluates to know weakness and strangeness from the implementation of the initial cycle used as consideration of lesson plans in the next cycle.

Second Cycle

In this part, there are four stages namely: planning, implementation, observation, and reflection.

a. Planning

- 1) The researcher makes a lesson plan based on the curriculum and arranges the material of the lesson plan.
- 2) Make a list of observations to observe the condition of the learning process.
- 3) Prepare the facilities to be used in the learning process.
- 4) Selecting the teaching materials that match the class behavior

b. Implementing

First meeting

1) Pre-teaching

- a) Teacher begins this meeting with greetings
- b) Teacher explains the procedure of learning for this meeting before the teacher starting the lesson
- c) The teacher tells the students about the material in meeting.
- d) The teacher tells the students about the material to be use in this meeting.

2) While-teaching

- a) The teacher tells the students how to tell experience
- b) The teacher give chance to students in front of class to tell their experiences
- c) The teacher tells the students how to playing tell experience.
- d) Teachers divide students into some group
- e) For each groups decide who will go first and who will go last
- f) Then the student began tell their experiences
- g) If the students finish tell their experience then another student's turn
- h) The first group finish then step into the other group

3) Post-teaching

- a) Teacher gives conclusion about the material and tell students about the word or sentence that they don't know before
- b) Teacher close the meeting

Second meeting

1) Pre-teaching

- a) Teacher begins this meeting with greetings
- b) Teacher explains the procedure of learning for this meeting before the teacher starting the lesson
- c) The teacher tells the students about the material to be used in this meeting.

2) While-teaching

- a) The teachers continue the material at the initial meeting.
- b) The teacher tells the students how to tell experience
- c) The teacher give chance to students in front of class to tell their experiences
- d) The teacher tells the students how to tell experience.
- e) Teachers divide students into some group
- f) For each groups decide who will go first and who will go last
- g) Then the student began tell their experiences
- h) If the students finish tell their experience then another student's turnp
- i) The first group finish then step into the other group

3) Post-teaching

- a) Teacher gives conclusion about the material and tell students about the word or sentence that they don't know before
- b) Teacher close the meeting

c. Observing

This is implementing while in a teaching learning process. The researcher writes everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. Then the result of this observation collected and analyzed to be material of reflection.

d. Reflecting

In this stage, the teacher, researcher or other observer each collaboration evaluate to know weakness and strength from the implementation of the initial cycle used as consideration of lesson plans in the next cycle.

F. Instrument of Collecting Data

1. Observation

In this research there are two kind observation, observations students' activity and observation implementation learning. Observation student activity was focus on students active in learning process and observation implementation learning was focus on teacher activity or students active in learning process. Observation is done on the written way or spoken way.

2. Speaking Test

Speaking tests is used to obtain the information about the students' speaking skills before and after the implementation of telling experience in teaching and learning process of speaking. The test is done twice, in the forms of pre-test and post-test. The researcher will use some experience unforgettable in test, and the students will tell their experiences. The researcher will use speaking rubrics to collect the sources of the students' speaking performance and analyzed the fluency, accuracy, and comprehensibility.

3. Documentation

The researcher using recording as instrument to collecting data to take a record in the process of teaching learning speaking as an evidence this research.

G. Technique of Data Analysis

The data is collect by researcher, tabulate into scoring classification, and test significanceatthe following:

1. Scoring for each classificaton of speaking skill (accuracy, fluency,comprehensibility). It will assist to give scoring in oral test.

a) Accuracy

Table 3.1 The Classification Score for Test

Rating	Criteria
6	Pronunciation is only very slightly influence by the mother tongue. Two or three minor grammatical and lexical error.
5	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion.
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b) Fluency

Rating	Criteria
6	Speaks without too great and effort with a fairly wide range expression. Scarchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pause. Fairly smooth delivery mostly. Occasionally fragmentary succede in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time.often has search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pause while researcher for the desired meaning. Frequently framentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.

1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.
---	---

c) Comprehensibility

Rating	Criteria
6	Easy for the listener so understand for the speaker's intentional and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarifications on necessary.
4	Most of what the speker says ineasy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.
3	The listener can understand a lot of what is said, but be must constanly sook clarification. Cannot understand many of the speaker's more complex or longer sentence.
2	Only small bits (usually short sentence and phrase) can be understood and then with conciderable effort

	by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarify anything be seems to have said.

(Adopted From JB Heaton)²⁵

To Clariant student score, there were five classifications which will use as follow:

No	Classification	Score
1.	Excellent	90-100
2.	Very Good	80-89
3.	Good	70-79
4.	Average	60-69
5.	Poor	50-59
6.	Very Poor	0-49

²⁵J.B Heaton, *Writing English Language Test*, ed. 1: New York inc 1998, P.100

Calculating the mean finding out the stand deviation of the pre-test and post-test computing the frequency and the rate percentage of the student's scores by using SPSS 20.

In this stage, the researcher analyzes data. The data taken from the test are analyzed by using the following formula.

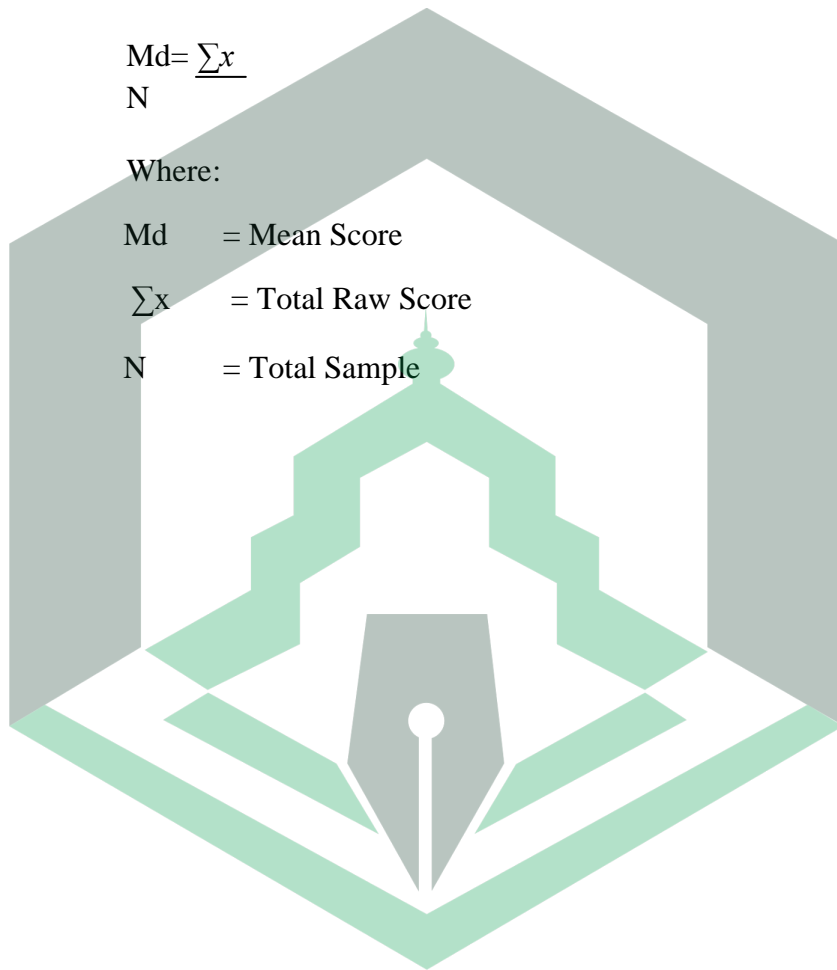
$$Md = \frac{\sum x}{N}$$

Where:

Md = Mean Score

$\sum x$ = Total Raw Score

N = Total Sample



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Condition of the Class

The researcher got some data about the condition of the class which was problems for students. The researcher was informed that the condition of students in the class was the lack of practice English, especially on speaking practice. So there were many students did not speak English fluently. Some students spoke based on textual reading. Then some students were bored during the learning process and also seldom joined in speaking class.

2. Report of the Research

a. Cycle 1

1) Planning

The planning section in this cycle were the researcher prepared all tools that needed to carry out the study in the class, such as lesson plan (RPP), preparing the test to knew the basic students' speaking ability, the researcher also prepared some tools as the instrument to support this research such as telling about experience, observation sheets, and camera.

- a) The researcher greeting to students
- b) The researcher explained speaking material and the ruled of telling experience
- c) The researcher informed about learning activities for the next meeting
- d) The researcher finished learning activity by pray together

2) Implementing

In first cycle the researcher started on Wednesday 14 January 2020 at 8.00 am. TheIn the first cycle, the researcher started on Wednesday 14 January 2020 at 8.00 am. The researcher and collaborator entered to the English class. She said greeting and asking the students about their condition and pray together to start the lesson. The researcher prepared tools that would be used to learn. And then the researcher asked students about the condition to ready to study and prepare to teach.

The researcher explained the procedure of learning before the researcher starts the lesson. Before explaining the material the researcher asked the students and said “did you have any experience?” then the students said “yes. I have experience miss”.

The researcher tolls the students about the material and toll about tell experience that used. After that, the researcher explained how to used and ruled to told experience to improve their speaking. The students can ask the researcher if they confused or did not

understand the material that the researcher gave before. Then the researcher gave chance to students one by one to come forward in front of the class to present the material individually that the researcher explains before. When the researcher was sure all of the students understood the material.

The researcher then divided students to be 5 groups. The researcher divided them by asking the students to count. Each student count beginning from 1 until 5 and back again to 1 until 5 again and so on, for example, a student count 1, the next student said 2, the next students said 3, next student said 4 and the next student said 5 and next student back again said 1 and so on until all of the students get number, after that the researcher asks them to collect each number, for example, each number 1 collect with number 1, number 2 collect with number 2, number 3 collect with number 3, number 4 collect with number 4 and number 5 collect with number 5. Each group consists of 5 members. After making a group then the students started to play the game that the researcher told before.

At the end of this meeting the researcher gave a conclusion about the material, then the researcher told the students' word or sentence that they did not before. Then the researcher told about the material in the next meeting, after that the researcher closed the meeting.

3) Observing

Based on the result of observing in the first cycle the researcher found some problems in the teaching-learning process. When the researcher gave speaking material in the class there were students did not pay attention, they were disturbed each other. Then the researcher tries to make normally the situation in the class, it was making students quite a situation and the researcher continued the material. But for several minutes later the students made crowded in class again.

In this cycle was not really conducive the students were very crowded. They spoke aloud to each other during the teaching-learning process. There were students who did not understand the rule of the game. The instruction should be repeated several times since it was the first time for the students to do in the classroom.

4) Reflecting

The researcher and collaborator made reflecting to decrease the lack in this cycle. There was still significant weakness in the cycle I. When the researcher entered the class some of the students still busy with their activity but some of them also gave enthusiasm when the researcher and collaborator came to the class. Some of the students were not really active in learning activities, only 5 students were very active, 7 students were active, 7 students were less active and 6 students were not active. It means that the students were not really

active. In the learning process, there were students enjoyed because the researcher teaching material using the game. So the students did not bore in the learning process. The evaluation means score only 43,64. The advisements of the students still low. There were only some students were active in giving responding to the topic given by the researcher.

In fact, after making observation the researcher concluded that the learning process that occurs in the classroom was relatively ineffective. 68% of students did not pay attention and followed the learning process optimally. They were disturbing each other. When they spoke English they were shy with their friends and if they making mistakes. The researcher was changed the learning model. In the first cycle, she asked the students to present a material individually. Because some of the students shy if present the material individually. In the second cycle, the researcher asked the students to choose a partner and discuss the material that the researcher gave before. After the class, the researcher gave students the material to learn at home to prepare in cycle II.

Based on the result of the observation, the students' scores of the test were still disappointing in the first cycle. Therefore the researcher needs to do reflection to identify the weakness action in cycle I they was: 1) the mean score the result of the students test in cycle I was 43,64. It means the score was still low. So the student's

score of the students in cycle II must be improved. 2) Based on the result of the observation, the student's ability in speaking skill through telling experience was still low. Related to the student's ability in speaking skills, the solution of problems would be prepared such as 1) the researcher explained more material 2) the researcher formed the students in partner to discussing the material 3) the researcher guided the students more intense in the material.

5) The result of students speaking test

Table 4.1

The result of the test in cycle 1

No	Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	01	2	1	4	39
2	02	1	2	3	33
3	03	3	3	3	50
4	04	2	3	1	33
5	05	4	3	1	44
6	06	2	3	3	44
7	07	3	3	2	44
8	08	2	1	3	33
9	09	3	2	2	39
10	010	2	3	3	44
11	011	3	3	4	56

12	012	2	2	2	33
13	013	4	4	1	50
14	014	3	2	3	44
15	015	4	4	1	50
16	016	3	2	4	50
17	017	2	3	3	44
18	018	3	3	2	44
19	019	3	2	2	39
20	020	2	3	2	39
21	021	3	3	2	44
22	022	4	4	3	61
23	023	4	4	2	56
24	024	3	2	2	39
25	025	2	2	3	39
Mean Scores					43,64

Calculating the mean score of the student's speaking test of cycle 1

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

$$= \frac{1091}{25}$$

$$= 43,64$$

Table 4.2

The rate percentage of students' score at the first cycle

Classification	Score	Frequency	Percentage
Excellent	90-100		
Very Good	80-89		
Good	70-79		
Average	60-69	1	4%
Poor	50-59	6	24%
Very Poor	0-49	18	72%
	Total		100%

Based on the on table 4.2 shows that the students' score at the first cycle test there were none students (0%) got classification "Excellent", none students (0%) got classification "Very Good", none students (0%) got classification "Good", 1 student (4%) got classification "Average", 6 students (24%) got classification "Poor" and 18 students (72%) got classification "Very Poor".

Table 4.3
Observation list in cycle I

No	Student Name	Student Participation		
		Not Active	Less Active	Active
1	01		✓	
2	02			✓
3	03	✓		
4	04	✓		
5	05		✓	
6	06		✓	
7	07			✓
8	08			✓
9	09			✓
10	010			✓
11	011		✓	
12	012		✓	
13	013		✓	
14	014			✓
15	015	✓		
16	016			✓
17	017		✓	
18	018	✓		
19	019			✓

20	020		✓
21	021	✓	
22	022	✓	
23	023	✓	
24	024		✓
25	025	✓	

Where:

- a) Active: The students were responsive and participate fully in all activities in the learning and teaching process.
- b) Less Active: The student pays attention and gave responses once in a while.
- c) Not Active: The student does not give responses to the material, she/he looks confuse, bored and sometimes leaves the class.

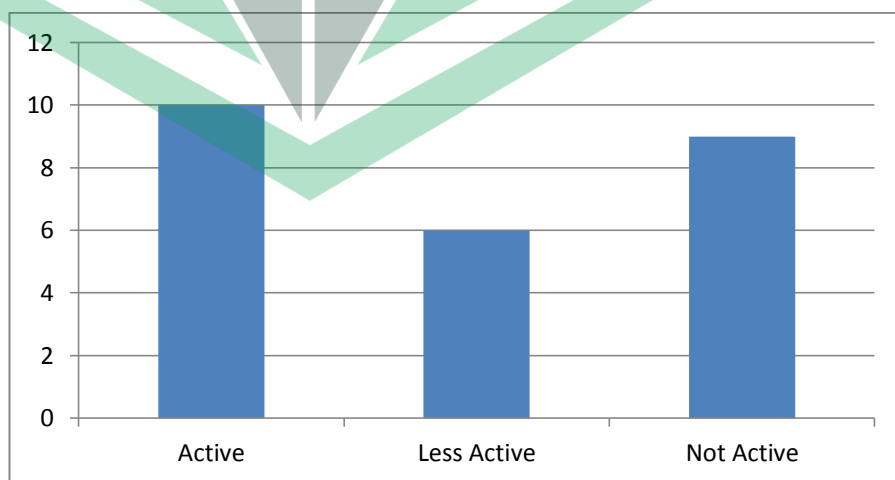


Diagram 4.1 The diagram result of the observation list in cycle 1

There were still significant weakness in the first cycle namely: some of students did not really active in learning activities, only 10 students active, 6 students less active and 9 students did not active. It was means that the students did not really active. The evaluation means score was 43,64

In the findings, there were some students active in giving responds to talk about the material that give by the researcher. In fact, after making observation the researcher can concluded that the learning process that occurs in the classroom was relatively ineffective. Most of the students did not pay attention and follow the learning process optimally, there were play games, disturb their friends and toll stories with their seatmates. After doing observation they said they were bored during learning process and total Sample seldom join in speaking class because they were shy and afraid in speaking. In first cycle the researcher asked the students to explain about experience. And then the student tell about their experience for the nextcycle the researcher asked them to experience the people they want in front of class and did not change the material in the first cycle and in the second cycle still same is about describing people.

The researcher was changed the learning model. In first cycle she asked the students to present a material individually, because some of students shy if present the material individually. In the second cycle the researcher asked the students to choose a partner and discuss about

thematerial that researcher gave before. The variety of teaching will help to get higher motivation to upgrade in learning.

Based on the result of the test in cycle 1, the observation for clear look at that table.

1. Accuracy

Table 4.4 Accuracy

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	5	25
Average	3	10	25
Poor	2	9	25
Very Poor	1	1	25

Based on the table 4.4 shows that the students' score in the accuracy of cycle I are varieties : in which there were none students got "Excellent", none students got "Very Good", 5 students got "Good", 10 students got "Average", 9 students got "Poor" and 1 students got "Very Poor" classification.

2. Fluency

Table 4.5 Fluency

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	4	25
Average	3	11	25
Poor	2	8	25
Very Poor	1	2	25

Based on the table 4.5 shows that the students' score in the fluency of cycle I are varieties: in which there were none students got "Excellent", none students got "Very Good", 6 students got "Good", 11 students got "Average", 8 students got "Poor" and 2 students got "Very Poor" classification.

3. Comprehensibility

Table 4.6 Comprehensibility

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	3	25
Average	3	10	25
Poor	2	8	25
Very Poor	1	4	25

Based on the table 4.6 shows that the students' score in the Comprehensibility of cycle I are varieties: in which there were none students got "Excellent", none students got "Very Good", 3 students got "Good", 10 students got "Average", 8 students got "Poor" and 4 students got "Very Poor" classification.

Based on the result of the observation and score of the test still disappointed in the first cycle, the researcher needed to do reflection to know the weakness in cycle I they were: (1) the mean score the result of the students test in cycle I the percentage 43,64 It was means under low the score standard, so the students score of test in cycle II must be increase (2) based on the result the observation made by observer to activities researcher execution learning speaking skill through telling experience of the past time events that the

students speaking skill is still low, the researcher do second cycle and must be increase some aspect in the next cycle.

b. Cycle II

1) Planning

The researcher hoped in cycle II the students were more active in class then before. The researcher and collaborator back to prepare all the requirement to continue the research such as: lesson plan (RPP), observation sheets, snake and ladder board game, camera and all of tools that researcher needed in this research. Planning in the second cycle is different with first cycle. In the second cycle to make students to beactive in the class. The students will discuss the material with their partner and asking the researcher if they were confused the material.

- a) The researcher greeting to students
- b) Explain speaking material tell experience
- c) finished learning activity by pray together

2) Implementing

In the second cycle the researcher started on Wednesday 18 January 2020, the researcher and collaborator entered to the English class. She said greeting and asking the students about their condition and pray together to start the lesson. The researcher

explained the procedure of learning for this meeting before the researcher start the lesson.

The researcher told the students about the material and game that used after that the researcher explained about speaking material and explained how to use and rule to tell about experience to improve their speaking. The students can ask researcher if they confused with the material. Then the researcher gave chance to students come forward in front of class to present the material with their partner that their chosen. When the researcher was sure all of the students understood about the material.

The researcher divided students to be 5 groups. The researcher divided them by asking the students to count. Each student count beginning from 1 until 5 and back again to 1 until 5 again and so on, for example a student count 1, the next student said 2, the next students said 3, next student said 4 and the next student said 5 and next student back again said 1 and so on until all of the students get number, after that the researcher ask them to collect each number, for example each number 1 collect with number 1, number 2 collect with number 2, number 3 collect with number 3, number 4 collect with number 4 and number 5 collect with number 5. Each group consists of 5 members.

The end of this meeting the researcher gave conclusion about the material, the researcher told the students words or sentences that they did not know before. After that the researcher closed the meeting and the researcher said “Thank you so much because you are all ready to help me in my research”.

3) Observing

Based on the result of observation in cycle II when the researcher gave speaking material in the class situation was conducive and did not crowd than before cycle. They could focus in learning process and the students did not disturb each other. The researcher tried to ice breaking in the class and made normally the crowded situation in class. So, the researcher could continue the material. In this cycle the students were more active and could understand about the material and the rule of the game. And the researcher did not have to repeat several times to give instruction to students.

4) Reflecting

The result of the last cycle the researcher and collaborator found the students really active and enjoy in lesson at the classroom. When the researcher entered to the class the students gave good enthusiasm when the researcher and collaborator came to the class. There were students active in learning activities, there were 13 students very active, 10 students were active, 2 students were less active and none students were not active. It means that the students were really active. In learning

process there were students enjoyed because the researcher teaching material using game. So the students did not bored in learning process. The evaluation mean score was 71,02 . There were improved of the students score.

In the fact after making observation the researcher concluded that the learning process that occurs in the classroom was relatively effective. 98% of students gave pay attention and followed the learning process optimally. They did not disturb each other. The researcher explained about the material fluently without trouble in the class and they were very active to join the learning process. They had strong spirit, good participant and they will focus if the researcher gave explanation about the material. The researcher was changed the learning model. In first cycle she asked the students to present a material individually. Because some of students shy if present the material individually. In this cycle the research asked the students to choose a partner and discuss about the material that researcher gave before.

Based on the result of the observation, the students' score of the test in cycle 2 were increase then in the cycle 1. The mean score of cycle I was 43,64 and the mean score of cycle II was 71,02. It was means the researcher and collaborator can conclude that in the second cycle the use of snake and ladder board game was appropriate way in teaching speaking.

5) The result of students speaking test

Table 4.7 The result of the test in cycle II

No	Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	01	5	3	4	67
2	02	5	4	5	78
3	03	4	4	5	72
4	04	5	5	4	78
5	05	5	5	3	72
6	06	5	5	4	78
7	07	4	5	5	78
8	08	4	3	5	67
9	09	5	5	4	78
10	010	4	3	4	61
11	011	4	5	5	78
12	012	4	4	5	72
13	013	3	4	5	67
14	014	3	4	4	61
15	015	4	4	4	67
16	016	4	5	5	78
17	017	4	4	3	61
18	018	5	3	4	67

19	019	5	4	4	72
20	020	4	5	5	78
21	021	4	3	4	61
22	022	5	5	5	83
23	023	5	4	5	78
24	024	4	4	3	61
25	025	4	4	5	72
Mean Scores					71,02

Calculating the mean score of the student's speaking test of cycle 2

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

$$= \frac{1,780}{25}$$

$$= 71,02$$

Table 4.8 The rate percentage of students' score at the second cycle

Classification	Score	Frequency	Percentage
Excellent	90-100		
Very Good	80-89	1	4%
Good	70-79	14	56%
Average	60-69	10	40%
Poor	50-59		
Very Poor	0-49		
Total			100%

The table 4.8 shows that the students' score at the second cycle test there were none students (0%) got classification "Excellent", 1 student (4%) got classification "Very Good", 14 students (56%) got classification "Good", 10 students (40%) got classification "Average", none students (0%) got classification "Poor" and none students (0%) got classification "Very poor".

Table 4.9 Observation list cycle II

No	Student Name	Student Participation		
		Not Active	Less Active	Active
1	01			✓
2	02			✓
3	03			✓
4	04			✓
5	05			✓
6	06		✓	
7	07			✓
8	08			✓
9	09			✓
10	010			✓
11	011			✓
12	012			✓
13	013			✓

14	014		✓
15	015		✓
16	016		✓
17	017	✓	
18	018		✓
19	019		✓
20	020		✓
21	021		✓
22	022		✓
23	023		✓
24	024		✓
25	025		✓

Where:

- a) Active : the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends
- b) Less Active : the student pays attention and gave responses once in a while
- c) Not Active : the student did not give responses to the material, she/he looks confuse, bored and sometimes leaves the class

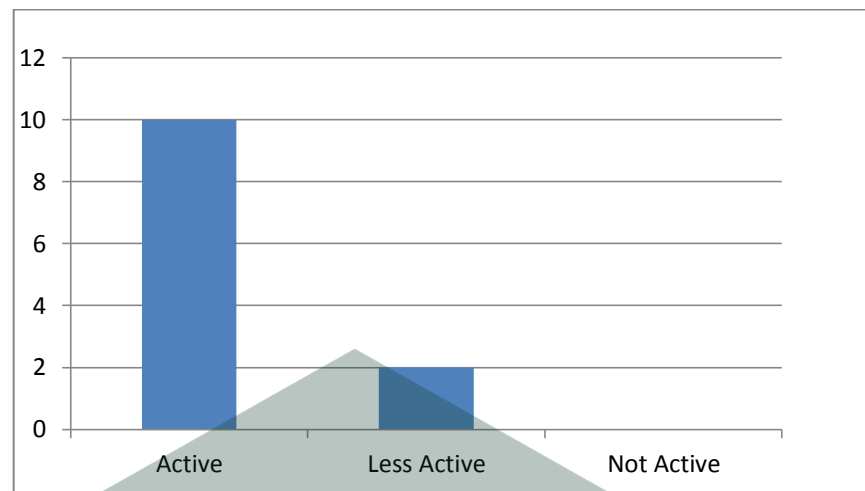


Diagram 4.2 The diagram result of the observation list in cycle II

From the observation activity at the classroom above showed that there were 23 students active, 2 students less active and none student did not active. it was means that the students really active. The evaluation means score is 71,02. It was mean that in the second cycle, most of students very active to join the learning process and they enjoy the lesson. Also most of them got good score and the researcher and observer were sure in this cycle is succes based on the observation.

Based on the result of the test in cycle II the observation for clear look at that table.

1. Accuracy

Table 4.10 Accuracy

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	10	25
Good	4	13	25
Average	3	2	25
Poor	2		25
Very Poor	1		25

Based on the table 4.10 shows that the students' score in the accuracy of cycle II are varieties: in which there were none students got "Excellent" 10 students got "Very Good", 13 students got "Good", 2 students got "Average", none students got "Poor" and none students got "Very Poor" classification

2. Fluency

Table 4.11 Fluency

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	12	25
Good	4	8	25
Average	3	5	25
Poor	2		25
Very Poor	1		25

Based on the table 4.11 shows that the students' score in the fluency of cycle II are varieties: in which there were none students got "Excellent", 12 students got "Very Good", 8 students got "Good", 5 students got "Average", none students got "Poor" and none students got "Very Poor" classification.

3. Comprehensibility

Table 4.12 Comprehensibility

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	12	25
Good	4	9	25
Average	3	4	25
Poor	2		25
Very Poor	1		25

Based on the table 4.12 shows that the students' score in the Comprehensibility of cycle II are varieties: in which there were none students got "Excellent", 12 students got "Very Good", 9 students got "Good", 4 students got "Average", none students got "Poor" and none students got "Very Poor" classification.

Based on the result of the research, the researcher concluded that there were 2 cycles used during the research process. In the first cycle the student's speaking ability is still at a low level. In the second cycle there is an increase using the paired approach. It can be proven by the first cycle score 43.64 and the second cycle score of 72.02.

B. Discussion

There was great progress in the research to teaching speaking through telling experience of the past time events in the learning process. Telling experience of the past time events made students more active, interesting and did not bored in learning process. It was occur repeatedly for two times from cycle I and cycle II.

The classroom action research had conducted in twocycle that consist of two meetings. Cycle I consisted of two meeting and cycle II consisted of two meetings. There were four stages: planning, implementing, observing and reflecting. The researcher's collaborator acted as the observer who observation and keep monitoring. During the research, observation the research process while the researcher apply telling experience of the past time events in the classroom based on the planning which has design by the researcher and collaborator.

Most of the students of eighth grade the students of MTs NegeriPalopo in English subject had significant improvement in learning teaching process through telling experience of the past time events, such as in motivation, braveness to speak, confidence and their ability speaking English. It could be seen from their answer in observation students and their scoring test. The improvement can be seen through students mean score at cycle I (43.64) and cycle II (71,02), most of students have positive response and active

involvement in learning and teaching process, and also the quality of learning and teaching process increase from first cycle to second cycle and second cycle to the next cycle. This quality can be seen from the students behavior emerged during learning and teaching process.

However, after the students learning speaking through telling experience of the past time events they feel enjoy and active in learning process. It seen from their enthusiastic and interested in the lesson while teaching learning process and the increase of their understanding from their score.

Based on the result of the students' speaking score, it was found that the students' speaking score was improving. It indicated that telling experience of the past time events could increase their speaking. Most of students gained good score at the end of cycle. The in the first cycle was 43,64 and the students' score in the second cycle was 71,02.

In the first cycle was less success because the students' performance in classroom was less active to join learning process. Telling experience of the past time events was great to use in teaching speaking and great ways too. Even thought, there were some students were active in this cycle. The result of score in cycle I the highest score was 61 and the lowest was 33, the mean score of the students was 43,64. The researcher and collaborator has initiative to continue

the research to more prove the power of telling experience of the past time events but using different model from cycle I.

In the second cycle made students to be active in the class. Almost students focused during the learning process. There were not shy to talk. From the result of the students speaking test the highest score was 83 and the lowest was 61. It mean the students result was improve. All of students has good participant in learning process and it cause the improvement of comprehension. The researcher and collaborator more believe that telling experience of the past time events was really great in teaching students speaking ability and it really nice if we use in the classroom because the students will active and enjoy the lesson.

The researchers take some students as the representative who has different ability. The first student is student (04), the researcher found the student difficulty to tell their experiences. After the researcher gave explanation and applying telling experience of the past time events board game in learning process, the students more interest to tell their experiences. The second student is student (08), the researcher found the student low in fluency and accuracy in describe material. After the researcher gave explanation and applying telling experience of the past time events in learning process, the students really enjoy in learning process..and the last student is student (013), the researcher found that student low in comprehensibility in

describe material. After the researcher gave explanation and applying telling experience of the past time events in learning process, the student more active in learning process.

This research are similar according to Imran Ilham in his thesis under the title of the Application of continued story in improving students' Speaking Skill at the Eight year students SMP 8 Palopo. English teacher in teaching process should pay attention to choose a method or technique because every skill (listening, writing, speaking, and reading) has different method and technique in learning process,²⁶ according to Asdiani in here thesis under the title of The Use of Story Book in Improving student's reading comprehension at the fifth grade in SDN 442 Kambo. Students need to be exercised and trained in order to have good reading skills, and according to Nasrullah, in his research "Improving speaking skill through retelling story at the tenth year students of Madrasah AlyahNegeri (MAN) Palopo "He came with conclusion that use of retelling story could improve speaking skill and the vocabularies of the students will increase and also can give motivate the students to improve their speaking skill."²⁷

²⁶Imran Ilham, "*The Application of Continued Story in Improving Students Speaking at the Eight Year Students of SMP 8 Palopo (Palopo: STAIN Palopo, 2009),p48.*"

²⁶Nasrullah, "*improving speaking skill through retelling story at the Tenth year students of Madrasah AlyahNegeri (MAN) Palopo. (Palopo: STAIN Palopo, 2008),p.48*"

According to researchers telling experience of the past time events very related. Where when students tell stories that experience can also improve students speaking. When students tell their experience, the students can also learn speaking in this way, the students speaking skills also improve.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research result the researcher concluded the appropriate ways of teaching speaking through telling experience of the past time events in MTsNegeriPalopo are: : 1) The research prepared all facilities that needed. 2) The research explained about the speaking material. 3) The research determines the pairs of each student to begin story telling. 4) The research gave chance to students to explain the material with their partner. 5) The research explains the material that would in learning process. 6) The research pays attention to each partner of the students. 7) For the students, research gave more attention and gave guided more so that the student will not felt difficulty in learning. 8) The research gave an explanation about the material, that has been given before and make a conclusion.

On the description of data analysis in the previous chapter, the researcher telling experience of the past time events is an appropriate way to improve students speaking ability especially tell their experience in the eighth grade of MTsNegeri PALOPO. The students are active to speak and understand the speaking the material. That is a significant improvement. It is proven by the significant difference between the student's mean score at cycle 1 and cycle 2. The mean score of the students in cycle 1 is 43,64 and the mean score of the students in cycle 2 is 71,02. The student's participant

and the second cycle the more active than the first cycle. In this case, the students have a positive perception telling experience of the past time events can improve their speaking ability.

B. Suggestions

Related to the conclusion above the researcher gave some suggestions and hopefully will be useful for the teachers and students.

1. For teachers

A teacher should before starting the lesson at least know the condition of students so that the learning process is reciprocal and interesting. And also, a teacher is not too monotonous when explaining which makes students feel bored. Use learning methods or techniques that attract students' attention.

2. For students

The students should be paying attention to the teachers about telling experience of the past time events of teaching because it will help the students to more easily understand in speaking. To be able speaking well the students should be practice and tell their experience in the learning process to help them to more active in the learning process.

3. For further researchers

The research hope through this thesis can suggest that other researchers who conduct similar studies develop this research to improve students' speaking abilities or other material.



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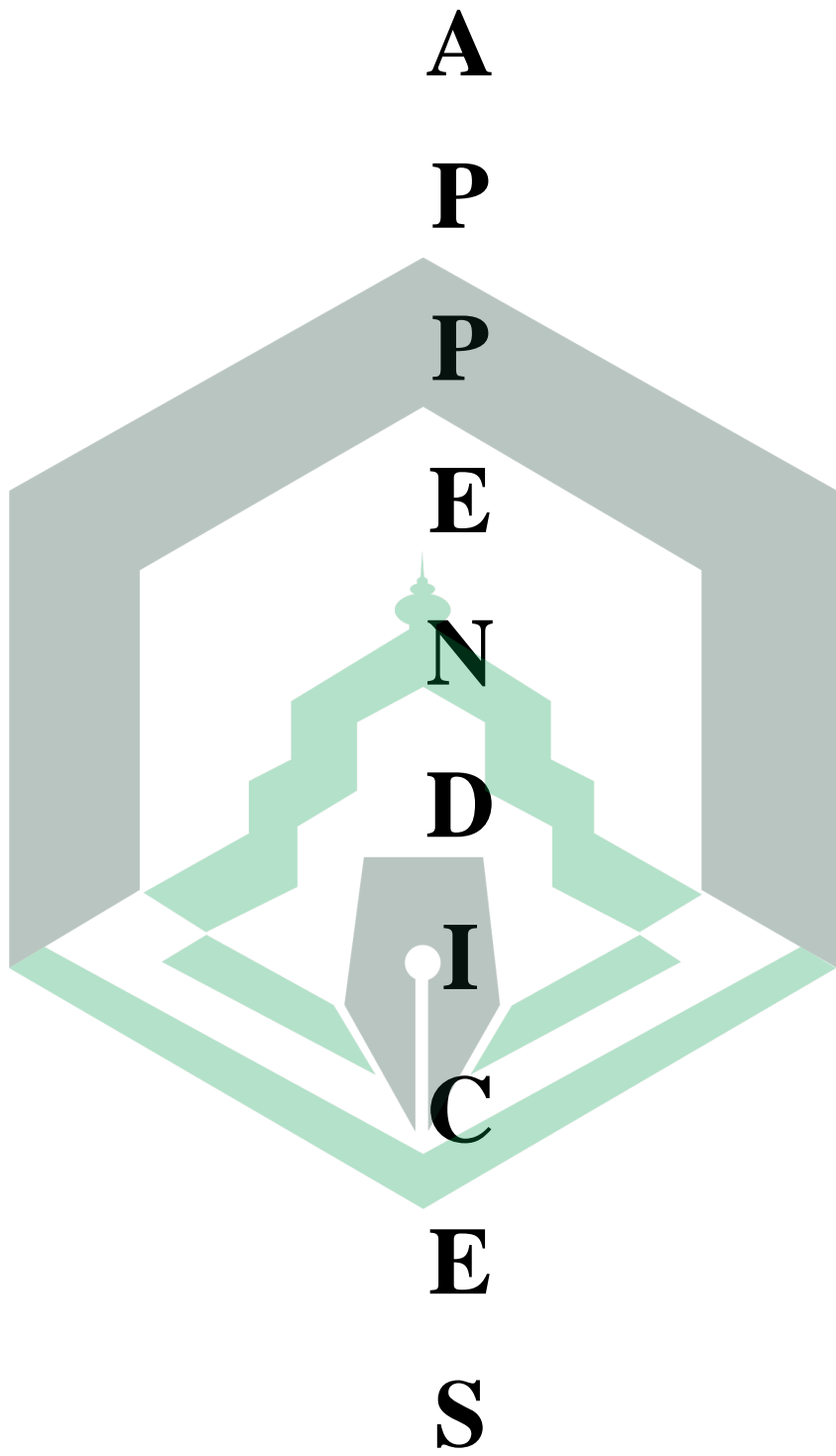
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SIKLUS 1

- A. Sekolah : Madrasah Tsanawiyah Negeri (MTsN) Palopo
- Mata pelajaran : Bahasa Inggris
- Kelas : VIII/C
- Pembahasan : It's English Time
- Waktu : 2x45 menit
- Keterampilan : Berbicara
- B. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar

1.1 Menerapkan struktur teks dan unsur kebiasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta respon sesuai dengan konteks penggunaannya.

1.2 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator

- Menggunakan kosa kata yang tepat digunakan untuk pelajaran saatnya berbahasa inggris.
- Saatnya berbahasa inggris sesuai petunjuk yang di berikan.

E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa inggris.

- Siswa dapat berbahasa inggris sesuai petunjuk yang sudah diberikan kepada mereka.

F. Materi Pembelajaran

Sekarang saatnya bahasa inggris.

G. Metode Pembelajaran

Direct Method

H. Langkah-langkah Kegiatan

1. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran siswa

2. Kegiatan Inti

- Guru menanyakan tentang sekarang saatnya bahasa inggris
- Guru dan siswa bertanya jawab terkait materi
- Guru memberikan penjelasan “how to learning it’s English time”
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran saatnya berbahasa inggris dan guru memberikan tema mereka harus bercerita tentang pengalaman mereka yang terjadi dimasa lampau

- Guru menjelaskan alur kepada siswa untuk menceritakan pengalaman mereka yang terjadi dimasa lampau yang akan digunakan didalam proses pembelajaran
- Guru membagi siswa menjadi beberapa kelompok (sesuai jumlah siswa)
- Kemudian untuk setiap kelompok memutuskan siapa yang akan memulai dari pertama sampai akhir
- Siswa yang ditunjuk dari kelompoknya memulai bercerita tentang pengalaman mereka masing-masing.
- Kemudian kelompok lainnya yang mendengarkan cerita dari kelompok yang sudah diberikan kesempatan bercerita, mereka menulis cerita yang di ceritakan dari kelompok yang tampil
- Setelah yang diberikan kesempatan bercerita selesai, kelompok yang mendengarkan dan menulis di beri kesempatan untuk bertanya kepada yang bercerita, dengan memberikan pertanyaan “how about you experience, and can you tell me, pliss?”
- Kemudian siswa yang bercerita tadi menjawab pertanyaan dari kelompok lain
- Setelah itu beralih kekelompok lainnya sampai kelompok yang terakhir
- Menanyakan kesulitan setiap kelompok dalam pelajaran
- Menyimpulkan materi

3. Kegiatan penutup

- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran “It’s English Time”.
- Siswa membuat kesimpulan
- Guru menutup pelajaran dengan berdoa dan mengucapkan salam

I. Sumber belajar

Buku-buku English for SMA yang relevan

J. Media pembelajaran

- Buku dan alat tulis

K. Penilaian

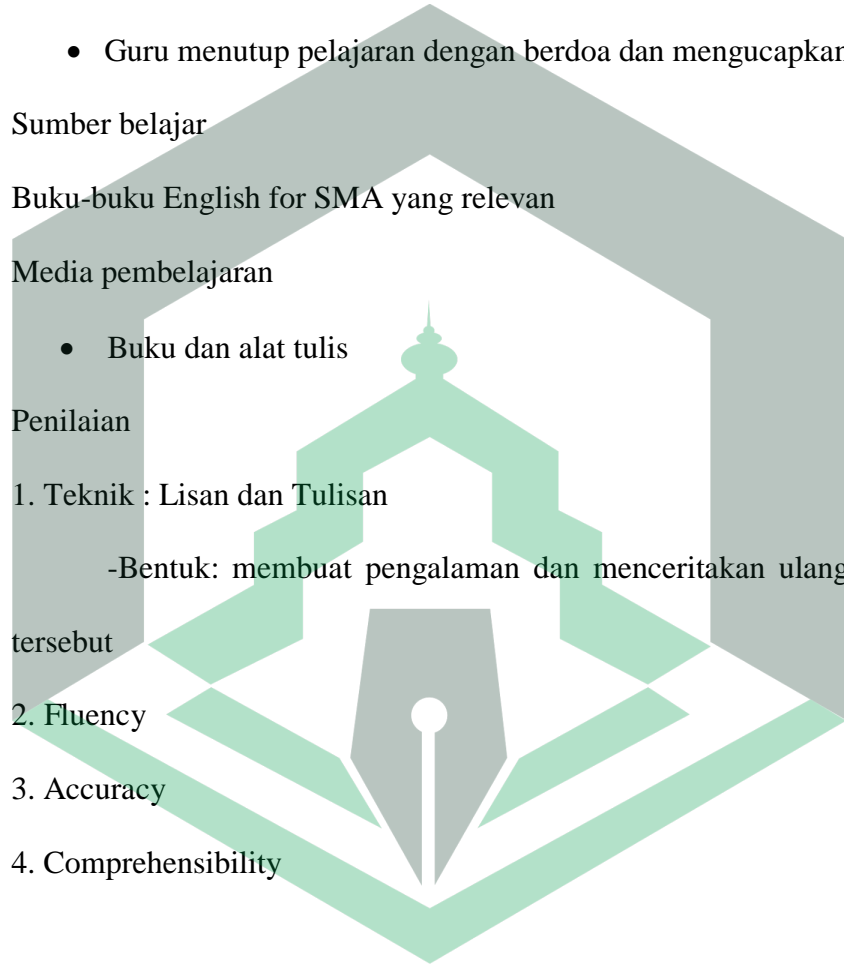
1. Teknik : Lisan dan Tulisan

-Bentuk: membuat pengalaman dan menceritakan ulang pengalaman tersebut

2. Fluency

3. Accuracy

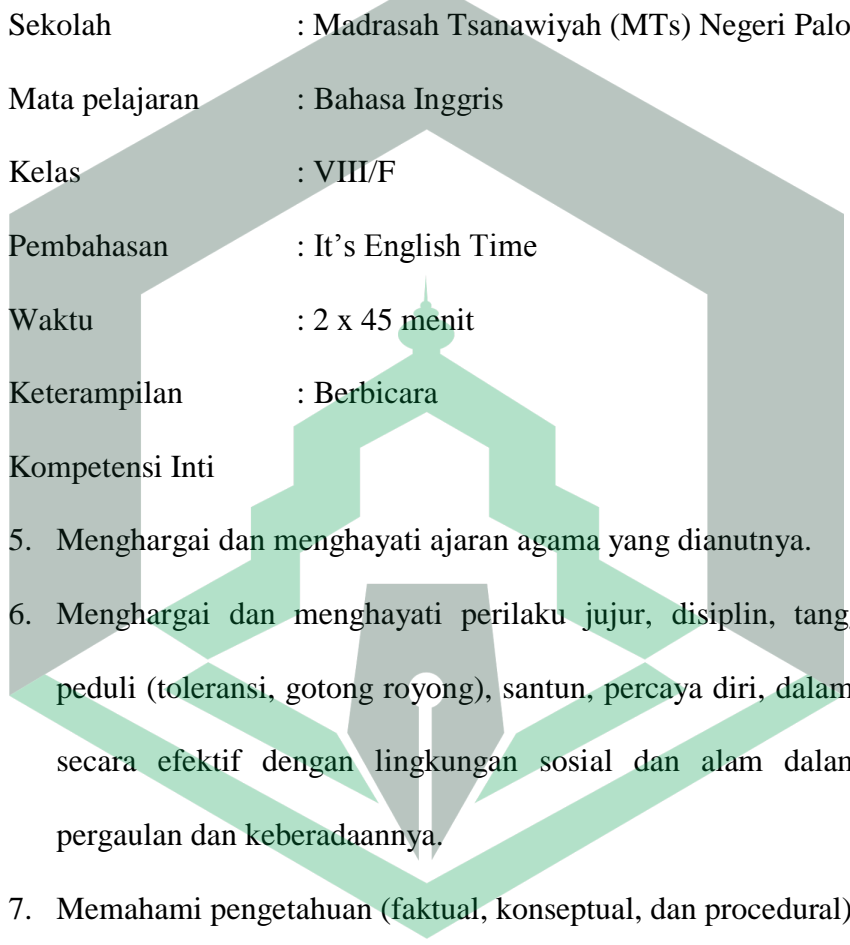
4. Comprehensibility



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SIKLUS II

- 
- A. Sekolah : Madrasah Tsanawiyah (MTs) Negeri Palopo
- Mata pelajaran : Bahasa Inggris
- Kelas : VIII/F
- Pembahasan : It's English Time
- Waktu : 2 x 45 menit
- Keterampilan : Berbicara
- B. Kompetensi Inti
5. Menghargai dan menghayati ajaran agama yang dianutnya.
 6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 7. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar

1.3 Menerapkan struktur teks dan unsur kebiasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta respon sesuai dengan konteks penggunaannya.

1.4 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator

- Menggunakan kosa kata yang tepat digunakan untuk pelajaran saatnya berbahasa inggris.
- Saatnya berbahasa inggris sesuai petunjuk yang di berikan.

E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk pelajaran saatnya berbahasa inggris.

- Siswa dapat berbahasa inggris sesuai petunjuk yang sudah diberikan kepada mereka.

F. Materi Pembelajaran

Sekarang saatnya bahasa inggris (It's English Time)

G. Metode Pembelajaran

Direct Method

H. Langkah-langkah Kegiatan

4. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum memulai pelajaran
- Guru mengecek kehadiran siswa

5. Kegiatan Inti

- Guru menanyakan tentang sekarang saatnya bahasa inggris
- Guru dan siswa bertanya jawab terkait materi
- Guru memberikan penjelasan "how to learning it's English time"
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu memberikan contoh tentang pelajaran saatnya berbahasa inggris dan guru memberikan tema mereka harus bercerita tentang pengalaman mereka yang terjadi dimasa lampau

- Guru menjelaskan kepada siswa untuk menceritakan pengalaman mereka yang terjadi dimasa lampau yang akan digunakan didalam proses pembelajaran
 - Guru menentukan pasangan setiap siswa untuk mulai bercerita
 - Kemudian untuk setiap pasangan memutuskan siapa yang akan memulai dari pertama
 - Siswa yang ditunjuk dari pasangannya memulai bercerita tentang pengalaman mereka masing-masing.
 - Setelah itu beralih dari pasangan lainnya sampai kepasangan yang lainnya
 - Menanyakan kesulitan setiap pasangan dalam pelajaran
 - Menyimpulkan materi
6. Kegiatan penutup
- Guru memberikan tugas (pekerjaan rumah) untuk pelajaran “It’s English Time” (telling experience of the past time events).
 - Siswa membuat kesimpulan
 - Guru menutup pelajaran dengan berdoa dan mengucapkan salam

I. Sumber belajar

Buku-buku English for SMP/MTs yang relevan

J. Media pembelajaran

- Buku dan alat tulis

K. Aspek Penilaian

1. Fluency
2. Accuracy
3. Comprehensibility



Language Pattern

A. Opening

1. Assalamualaikum warahmatullahi wabarakatuh
2. Thanks for the time give to me
3. My name is
4. I would like to describe.....
5. Let me describe.....
6. I will describe.....

B. Description

1. Mr/Ms is
2. He/She is a
3. He/She has face
4. He/She has skin
5. He/She has body
6. He/She has nose

C. Conjunction

1. And (dan)
2. Then (kemudian)
3. But (tapi)
4. Next (selanjutnya)

5. Usually (biasanya)
6. The first (pertama)
7. second (kedua)

D. Physical characteristic (Ciri fisik)

1. Complexion (Warna kulit)
 - a. light (putih)
 - b. fair (cerah)
 - c. tan (kecoklatan)
 - d. dark (gelap)
2. Height (tinggi badan)
 - a. tall (tinggi)
 - b. short (pendek)
 - c. medium height (sedang)
3. Age (umur)
 - a. old (tua)
 - b. young (muda)
 - c. middle aged (paruh baya)
 - d. elderly (tua, usia lanjut)
4. Figure (bentuk tubuh)
 - a. small (kecil)
 - b. big (besar)

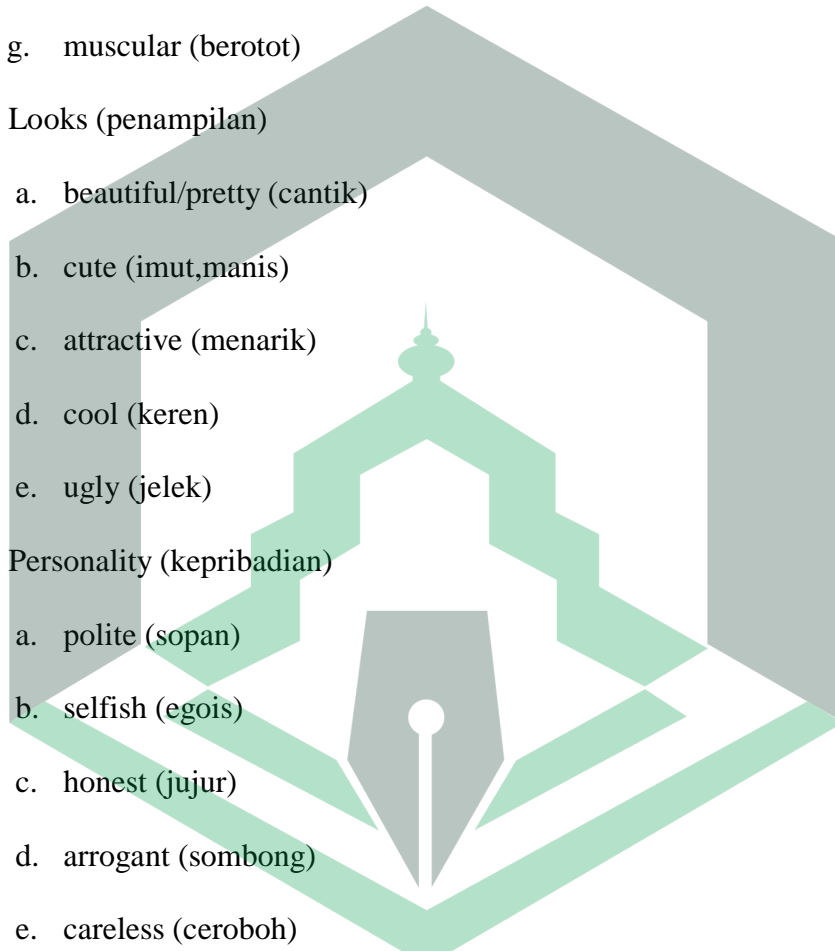
- c. skinny (kurus)
- d. slim (ramping)
- e. fat (gemuk)
- f. stocky (kekar)
- g. muscular (berotot)

5. Looks (penampilan)

- a. beautiful/pretty (cantik)
- b. cute (imut,manis)
- c. attractive (menarik)
- d. cool (keren)
- e. ugly (jelek)

6. Personality (kepribadian)

- a. polite (sopan)
- b. selfish (egois)
- c. honest (jujur)
- d. arrogant (sombong)
- e. careless (ceroboh)
- f. diligent (rajin)
- g. stingy (pelit)
- h. confident (percaya diri)



E. Closing (penutup)

1. Thanks for your attention. Assalamualaikum Wr.Wb
2. Ok/well. I think enough, thanks for your attention. Assalamualaikum
Wr. Wb
3. Ok/well, I think enough for my presentation today. Assalamualaikum
Wr. Wb



SIKLUS I

LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES PEMBELAJARAN SPEAKING MELALUI TELLING EXPERIENCE OF THE PAST TIME EVENTS

Nama siswa :

Nis :

Pertemuan ke :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa menerima instruksi pada proses awal kegiatan pembelajaran				
2	Pusat perhatian dalam memahami materi				
3	Ketekunan siswa dalam mendiskusikan materi				
4	Semangat siswa dalam menerima materi menggunakan telling experience of the past time events				
5	Ketertiban siswa selama pembelajaran berlangsung				
6	Kemampuan siswa dalam memahami materi yang diajarkan				
7	Keaktifan siswa dalam kelas				
8	Tingkat kemampuan siswa dalam mengungkapkan gagasan, memberi tanggapan, sanggahan atau tambahan terhadap topik yang dibicarakan				

Ket : 1: Tidak Baik

2: Kurang Baik

3: Cukup Baik

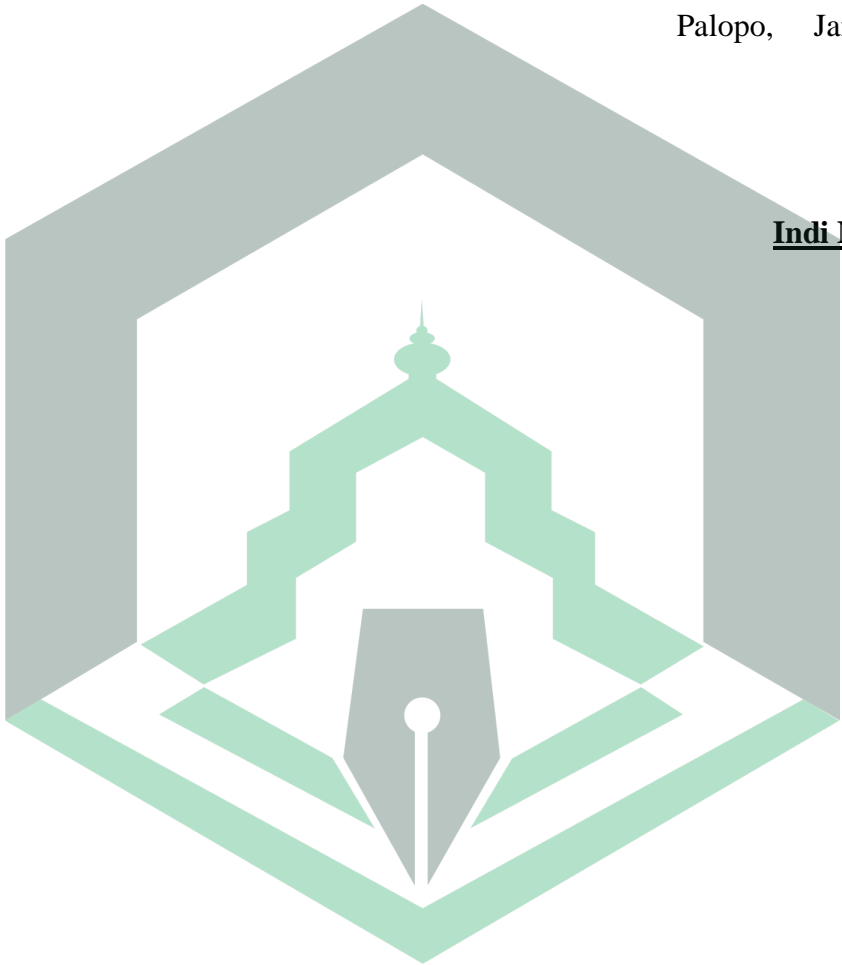
4: Baik

Catatan:

.....
.....

Palopo, January 2020

Indi Muh. Nur



SIKLUS I

**LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES
PEMBELAJARAN SPEAKING MELALUI TELLING EXPERIENCE OF
THE PAST TIME EVENTS**

Nama :

Nim :

Pertemuan ke :

NO	ASPEK PENGAMATAN	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (Secara Keseluruhan)				
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka kelas				
	2. Memotivasi Siswa				
	3. Menghubungkan materi pembelajaran sekarang dengan sebelumnya				
	B. Kegiatan inti				
	1. Menjelaskan materi tentang menceritakan pengalaman				
	2. Menjelaskan tentang alur bagaimana menceritakan pengalaman				
	3. Melatih siswa mengaplikasikan telling experience of the past time events				
	4. Mengawasi siswa dalam menerima materi				

	5. Mengarahkan siswa dalam melaksanakan telling experience of the past time events				
	6. Memberikan bantuan kepada siswa yang kesulitan				
	7. Feedback dari guru				
	C. PENUTUP				
	1. Menyimpulkan materi				
	PENGELOLAAN WAKTU				
	TEKNIK BERTANYA GURU				
	PENGUASAAN KELAS				

Keterangan :

- 1: Tidak Baik
- 2: Kurang Baik
- 3: Cukup Baik
- 4: Baik

Catatan :

.....

.....

.....

.....

.....

Palopo, January 2020

Indi Muh. Nur

SIKLUS II
LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES
PEMBELAJARAN SPEAKING MELALUI TELLING EXPERIENCE OF THE
PAST TIME EVENTS

Nama siswa :

Nis :

Pertemuan ke :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa menerima instruksi pada proses awal kegiatan pembelajaran				
2	Pusat perhatian dalam memahami materi				
3	Ketekunan siswa dalam mendiskusikan materi				
4	Semangat siswa dalam menerima materi menggunakan telling experience of the past time events				
5	Ketertiban siswa selama pembelajaran berlangsung				
6	Kemampuan siswa dalam memahami materi yang diajarkan				
7	Keaktifan siswa dalam kelas				
8	Tingkat kemampuan siswa dalam mengungkapkan gagasan, memberi tanggapan, sanggahan atau tambahan terhadap topik yang dibicarakan				

Ket : 1: Tidak Baik

2: Kurang Baik

3: Cukup Baik

4: Baik

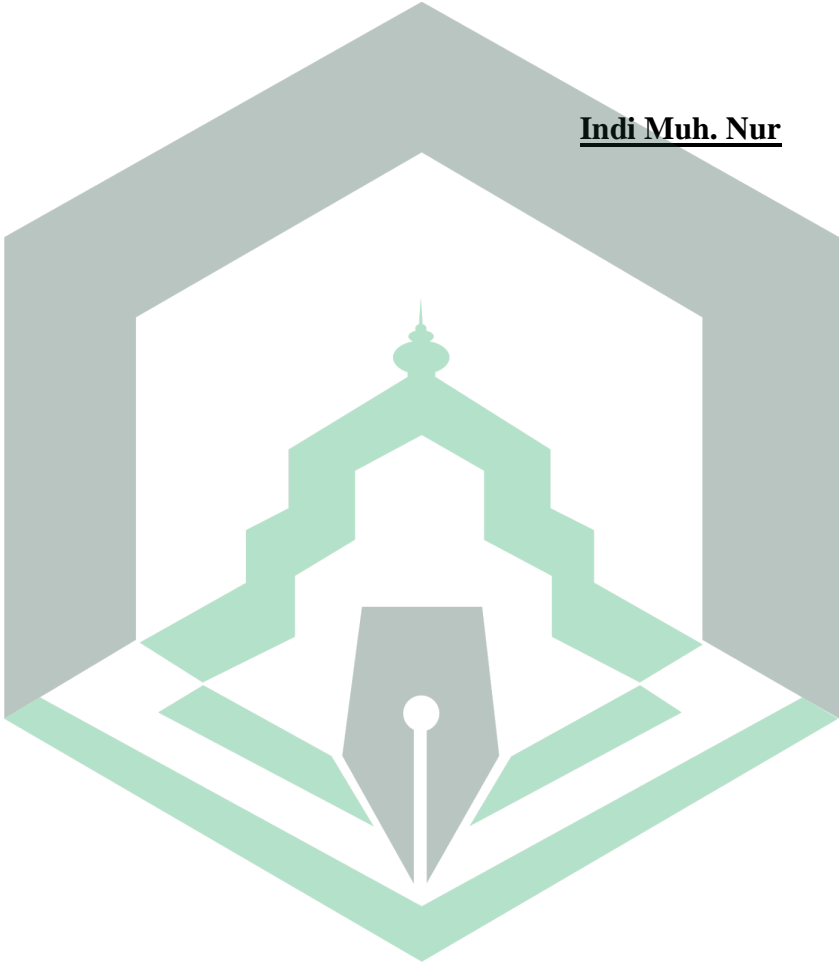
Catatan:

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Palopo, January 2020

Indi Muh. Nur



SIKLUS II

LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN SPEAKING MELALUI TELLING EXPERIENCE OF THE PAST TIME EVENTS

Nama siswa :

Nim :

Pertemuan ke :

NO	ASPEK PENGAMATAN	PENILITIAN			
		1	2	3	4
I	PERSIAPAN (Secara Keseluruhan)				
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka kelas				
	2. Memotivasi siswa				
	3. Menghubungkan materi pembelajaran sekarang dengan sebelumnya				
	B. KEGIATAN INTI				
	1. Menjelaskan materi tentang menceritakan pengalaman				
	2. Menjelaskan alur tentang telling experience of the past time events				
	3. Melatih siswa dalam mengaplikasikan telling experience of the past time events				

	4. Mengawasi siswa dalam menerima materi				
	5. Mengarahkan siswa dalam melaksanakan telling experience of the past time events				
	6. Memberikan bantuan siswa kepada yang membutuhkan				
	7. Feedback di guru				
	C. PENUTUP				
	1. Menyimpulkan materi				
	PENGELOLAAN WAKTU				
	TEKNIK BERTANYA GURU				
	PENGUASAAN KELAS				

Keterangan :

- 1: Tidak Baik
- 2: Kurang Baik
- 3: Cukup Baik
- 4: Baik

Catatan :

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Palopo, January 2020

Indi Muh. Nur

Documentation

1. The researcher gave material



2. The students present the material



3. The students telling experience of the past time past time events





Phonetic Symbol of the Students Speaking SIKLUS I

1. Student 01 :

One day, I go... to school with my friends, sampai in school kamipun berkumpul, suddenly salah satu my friend sit di teras dan ternyata yang ia duduki adalah tai ayam.. hehe

2. Student 02 :

One day, my friend mengajak me go bermain.. and, saya dilarang oleh my mother because I am not tidur siang...

3. Student 03 :

When I was a child I was sent to a kindergarten near my house by my mother, I am very happy because itu adalah first masuk school..

4. Student 04 :

Sewaktu kecil saya mempunyai seekor kucing, dia very funny and I am very like. Itu gave ketika I am ulang tahun by my father..

5. Student 05 :

Waktu liburan I and my parent vocation in my grandmother village. Di sana udaranya sangat sejuk dan nyaman. I am very happy and enjoy, and I am have friend very kind.

6. Student 06 :

I have doll, I am very like my doll, doll gave my mother. I always bermain sendiri dengan my doll. When my doll rusak, I cry menjadi-jadinya.

7. Student 07 :

One day, I go to themarket with my mother. I see very much doll, I am cry because I want to beli itu boneka, but my mother melarangku karena itu sangat mahal.

8. Student 08 :

Saya dan teman-teman bermain di lapangan,kami bermain football, my mother memanggilku pulang untuk mandi karena itu sudah sore.

9. Student 09 :

Once day, we go pramuka with my friends, we have banyak bekal dan peralatan pramuka. Sesampai disana kami memasang tenda...

10. Student 010 :

One day I go to sungai for mandi-mandi. I am hampir tenggelam because my friend mendorong saya dan saya tidak tau berenang..

11. Students 011 :

Sewaktu kecil, I am never cry in front of my house. If penjual ice cream lewat I am cry jika tidak di belikan oleh my mother.

12. Student 012 :

One day, I go to the market beli mainan, tiba-tiba I am terpelest, I am very shy because very much people see me..

13. Student 013 :

One day, I go to playing football. I am very happy because I am menang and I am mendapatkan hadiah..

14. Student 014 :

One day, we go in beach with my friends, we very happy because very much people. We play football in beach. I am pun terjatuh because my friend tidak sengaja menginjak kakiku dan sayapun terjatuh. It's my experience

15. Student 015 :

When still child I am go in Makassar with my parent. I am very happy because it's first experience. We walk while see pemandangan..

16. Student 016 :

One day, we walk in latuppa together my friends. We mengacara selesai semester naik kelas. Sesampai di sana My friends langsung melompat mandi, airnya very cool..

17. Student 017 :

When I am child, I am go in liburan in home my grandmother in village. Disana very sejuk dan banyak friends. I am very happy because disana banyak makanan, friend and pemandangan yg cantik.

18. Student 018 :

Sewaktu kecil I am have a cat yg very lucu. Hehe.. every day saya selalu bermain dengan my cat, dia pandai melompat. I am always kasi dia makanan.. I am very love my cat.

19. Student 019 :

Sewaktu kecil I am like sing, setiap in school saya selalu bernyanyi ketika di suruh oleh my teacher.. dan akhirnya sekarang saya tidak terlalu pandai menyanyi..

20. Student 020 :

One day I go to hypertmart with my family, when sampai di skalator I am takut because tangganya berjalan, I am pun cry and my father menggendongku sampai ke atas.

21. Student 021 :

Sewaktu I am child, I am go in my home grandmother. I am very happy because my grandmother always give me money and selama bebrapa tahun kami tidak bertemu..

22. Student 022 “

My experience unforgettable is when I am child I am follow drawing in my school. When I am school in kindergarten. I am very happy because I am juara satu.. hehe

23. Student 023 :

When I am school in SD I am like make cake with my mother, I am make cake chocolate because I like chocolate. My mother always teach me make a cake...

24. Student 024 :

One day, I am and my friend go in mountain, kami mendaki gunung tersebut. Kamipun kelelahan sampai di atas mountain. Hehehe

25. Student 025 :

One day I am go in taman, saya melihat very much flower, disana juga banyak kupu-kupu and I am pun menangkap kupu-kupu tersebut..



Phonetic Symbol of the Students Speaking

SIKLUS II

1. Student 01 :

Yesterday I went to a stadium. It is the nearest stadium to my home and home base of my favorite team. I had one free ticket to watch a match but I did not know the exact schedule of that match. So that, I just came there and expected to see the match. After arriving at the stadium, I parked my motorcycle at the parking area and I walked slowly to enter the stadium.

2. Student 02 :

Last week, I went to a traditional market to buy some daily needs. As usual, i go there alone and bring a shopping list. After arriving at the market, i started searching the tings i needed one by one. While i was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible

3. Student 03 :

Three days ago I was in the train station to pick my sister up for his arrival from London. There, I was so busy with my phone all the time. I was waiting my sister while sitting in waiting room. Then, I bought soft drink because the weather was little bit hot. After that i laid the phone on the bench while drinking. Not long after that, I saw my brother out of the train

4. Student 04 :

Two weeks ago, i and my family were in my grandpa's hometown. It is our annual agenda every holiday in the end of Semester. Unfortunately, it was rainy season there. It rained almost every day there. We had no enough time to visit some tourism places there because of the rain

5. Student 05 :

Last holiday, I went hiking on a mountain located in my village. I have never climbed it before. I went there with some of my friends. We started climbing at 7 p.m. It was so dark but I felt no worry because all of my friends were professional climber. We climbed slowly and enjoyed the moment. After climbing for about 7 hours, we could reach the top of the mountain. There were a lot of other climbers who reached that top faster than us

6. Student 06 :

Last week, I went to the lake for fishing. It was the suitable time for fishing because I had nothing to do. I went there with my friends. I woke up earlier in the morning and prepared everything. Not long after that, my friends came and we went to the lake we have decided before to start fishing

7. Student 07 :

One day, I wanted to go to the market with my mother. Until I got to the market I wanted to buy a clothespin. A place to sell clothespin across to road. When we wanted to go to the clothes shop I hurriedly crossed a road and suddenly there was a speeding car.

8. Student 08 :

Last semester holiday I was just stay at home and did my new hobby. It was drawing. I would wake up in the morning and looked for my drawing books and the crayon. After I found them, I would start to draw. Sometimes I would forget to eat my breakfast and my mother would angry to me. However my mother supported me with my new hobby

9. Student 09 :

Last holiday when my friends were having their vacation, I just stayed at home. I stayed at home because I was sick. It made me sad. I wanted to go to the beach and mountain like my friends. But I couldn't because I was

sick. My father took me to doctor and i fell better after drunk the medicine. My father also promised me that next holiday He would take me to the beach.

10. Student 010 :

Last holiday, I went to Makassar with my family. I had waited so long to go to this place. So, when finally we arrived there I was so excited. And finally I could ride the roller coaster. After paying the ticket, we sat on the roaler coaster's chair. When it started to move, I screamed. It was the best moment in my life.

11. Student 011 :

First time I went to my new school I was nervous. I did not know anyone. So, after I had the breakfast, my father took me to the school with his motorcycle. I went to my new class. There were some students there. One of the students greeted me. Her name was Rika. The other also greeted me. There were Andi, Sony, etc

12. Student 012:

I needed new bag because my old one was ripped. So, yesterday I went to the store. There were so many bags on the store. There was a big one. There were a small one. There were red bag. There were small bag. All of the bags were so good. I did not know which one to choose

13. Student 013 :

Last month was New Year holiday. I and my family went to Bira beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am. As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze

14. Student 014 :

One day, when I am child I want to in village my grandmother with my parent, when I am meet my grandmother I am kiss my grandmother.

15. Student 015 :

Last summer I had a nice holiday. I visited some great places. I went to the airport and will fly to Cleveland. I spent three days there. I am glad to see some of the Cleveland Cavaliers basketball game. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It has become world famous as a center for the film industry. Four major film companies - Paramount, Warner Bros, RKO and Columbia - had studios in Hollywood

16. Student 016 :

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice.

17. Student 017 :

Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

18. Student 018 :

My mom got me ready for school and then I had to wait for him to brush my hair and put each piece in just the perfect position. I had to show her my shoes that I had cleaned the night before by me and my school bag

should be neatly placed on my shoulder before I could get near the door in my room.

19. Student 019 :

Last weekend, my friends and I went camping in the mountain Kambo. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire

20. Student 020 :

When he was 5 years old my parents entering the kindergarten that is located not far from home. Memories of the time in kindergarten school very much. Every morning mother always takes me to the kindergarten even often always sit next to finish school. When kindergarten I was very timid and always cries if left mom, mom always took part as a kindergarten school, also with me. My current penchant for teachers kindergarten school is mrs Linda. He is in my opinion is the best teacher and soft, so I just want to be invited to play and learn accompanied mrs Linda. Even so delivered the mother at the gate, I will enter KINDERGARTEN if awaited mrs Linda, and I just want to go home if it has been snatched away shaking hands with him

21. Student 021 :

One day, I went to Latuppa with my friends. That was our weeken event. After that, we all gathered in front of my home, after all gathering we departed with feelings of joy. When we got there we headed to the waterfall the water was very cold and I was cold.

22. Student 022 :

When I was in Elementary School, I went to the city with my father to check the construction progress of our new house. The location is two hours away from our house in the village. We went there by motorcycle. It was just the two of us, so my father sat on the front and I sat on the back.

We left the village at 10 a.m in the morning after having a breakfast with our family. It is my habit to be sleepy when I am full. Within the first ten minutes of our trip, I already yawn so many times

23. Student 023 :

I start to learn how to recite Al-Qur'an when I was five years old. My teacher's house was two block away from my house, so whenever I wanted to go there I have to use bicycle. There were so many kids studying with me at that moment and when the class was over, sometimes we played together before we headed back to our house. One day when the class was over I went to a park with some of my friends. We were just cycling around the park when suddenly I fell from my bicycle. My body was thrown to a bush

24. Student 024 :

When I was in Elementary School, I played at my friend's house every day when the school was over. His house is close to my school and there is a thick forest at the backyard. We used to wander at the backyard until my parents pick me up.

25. Student 025 :

One of my experience unforgettable was when I beat the claw crane or claw machine in an arcade center in my town. It happened when I was seven years old. I managed to get three animal dolls from the claw machine. I was very happy and proud of myself at that time. It was school holiday. My parents took me and my sister to a shopping mall in my town. We arrived at the mall at 11 a.m in the morning. The first thing that we did when we arrived at the mall was accompanying my mother to go shopping.