

**IMPROVING SPEAKING SKILL BY USING CLASSROOM  
OBSERVATION TECHNIQUE AT THE EIGHT YEAR IN  
SMP PMDS PUTRA PALOPO**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State  
College for Islamic Studies of Palopo in Partial Fulfillment of Requirement  
for S.Pd Degree in English Education**

**IAIN PALOPO  
BY**

**EKA NINGSIH  
NIM: 08.16.3.0091**

**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
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**Under Supervision:**

- 1. Dr. Rustan, S.S., M. Hum**
- 2. Wisran, S.S., M. Pd**

**ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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## THE DOKUMENTASI ON THE RESEARCH



Cycle I

The researcher explains the material but the classroom situation was not still conducive because the students still confuse about the material.



Cycle II

The researcher explains more and Students had been serious in learning process because the students had understood about the material.





### Cycle I

The students still look at in the blackboard as guide in practiced speaking in front of class



### Cycle II

The students practiced speaking in pairs.

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## LESSON PLAN

**Course** : English  
**Semester** : I  
**Topic** : Preference  
**Time Allotment** : 90 minutes

### LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to comprehend new vocabulary items related to the topic.
2. The students will be able to use adjective in sentence
3. The students will be able to tell about someone as fluently, accurately, and comprehensibility

### MATERIAL AND MEDIA

1. Classroom observation technique
2. Article about classroom observation technique

### TEACHING LEARNING ACTIVITIES

#### a. Pre-viewing activities

No.	Teachers' activities	Students' activities
1.	The teacher greets and ask students about their condition and their readiness to follow the teaching and learning process	The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process.
2.	The teacher shows he article and elicits students' prior knowledge and attention to the lesson.	The students focus and recall their prior knowledge

#### b. Whilst-viewing activities (60 minutes)

No.	Teacher's activities	Students' activities
1.	The teacher provides some vocabulary	The students pay attention and write the vocabulary
2.	The teacher asks the students to repeat the vocabulary	The students follow the teacher instruction.

3.	The teacher asked students and share it to their friends.	A comes forward and do teacher's instruction.
4.	The teacher asked students to make a sentence.	The students mention the vocabulary and make it into simple sentences.
5.	The teacher asked students to use the adjective that have been studied to tell about someone they remember based on the vocabulary.	The students do performance in front of class.



## LESSON PLAN

**Course** : English  
**Semester** : II  
**Topic** : Preference  
**Time Allotment** : 90 minutes

### LEARNING OBJECTIVES:

By the end of the lesson

4. The students will be able to comprehend new vocabulary items related to the topic.
5. The students will be able to use adjective in sentence
6. The students will be able to tell about someone as fluently, accurately, and comprehensibility

### MATERIAL AND MEDIA

3. Classroom observation technique
4. Article about classroom observation technique

### TEACHING LEARNING ACTIVITIES

#### c. Pre-viewing activities

No.	Teachers' activities	Students' activities
3.	The teacher greets and ask students about their condition and their readiness to follow the teaching and learning process	The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process.
4.	The teacher shows he article and elicits students' prior knowledge and attention to the lesson.	The students focus and recall their prior knowledge

#### d. Whilst-viewing activities (60 minutes)

No.	Teacher's activities	Students' activities
1.	The teacher provides some vocabulary	The students pay attention and write the vocabulary
2.	The teacher asks the students to repeat the vocabulary	The students follow the teacher instruction.

3.	The teacher asked students and share it to their friends.	A comes forward and do teacher's instruction.
4.	The teacher asked students to make a sentence.	The students mention the vocabulary and make it into simple sentences.
5.	The teacher asked students to use the adjective that have been studied to tell about someone they remember based on the vocabulary.	The students do performance in front of class.

- Continued to the next meeting if it is not finished yet

#### Evaluation

The learning objectives are evaluated during the students' performance using assessment from prepared for the purpose and the teacher's observation on the students' activities.



## ACKNOWLEDGMENT

Alhamdulillah Rabbil Alamin, the writer expresses his highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given His love, blessing, and mercy to finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon her.

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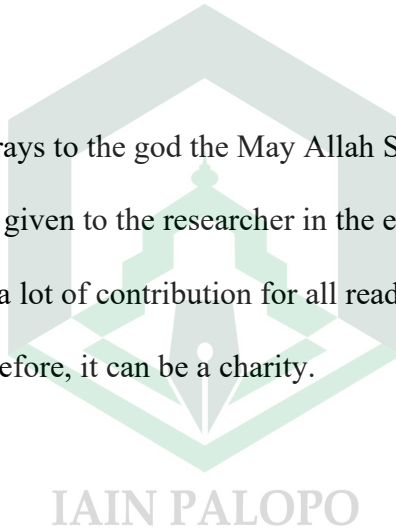


“Thanks for our nice brotherhood and all unforgettable experience during our togetherness in NTC.

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13. The headmaster and all the teachers especially for English teacher Mujahidah, S.Pd of SMP PMDS Putra Palopo who has helped the writer during his research in the school.

Finally, the writer prays to the god the May Allah SWT., shower divine judgment of their service who has given to the researcher in the end. The researcher expects that this thesis can give a lot of contribution for all readers especially for the regional, national, and state. Therefore, it can be a charity.



Palopo, 7<sup>th</sup> January 2013

The Researcher

## PRONOUNCEMENT

Signed by:

Name : EKA NINGSIH

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Study Program : TADRIS INGGRIS

Department : TARBIYAH

Declares that this thesis she wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic studies Palopo entitled **“Improving Speaking Skill by Using Classroom Observation Technique at the Eight Years in SMP PMDS Putra Palopo”** is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 7<sup>th</sup> of January 2013

Researcher

EKA NINGSIH  
08.16.3.0091

## CONSULTANT APPROVAL

Thesis Entitled: Improving Speaking Skill by Using Classroom Observation  
Technique at the Eight Year in SMP PMDS Putra Palopo.

Writing By:

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Reg. Num : 08. 16. 3. 0091  
Faculty : Tarbiyah  
Study Program : English

Has been corrected and approved to be examined.



Palopo, January 7<sup>th</sup>, 2013

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## NOTA DINAS PEMBIMBING

Hal : skripsi  
Lamp : -

Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

Palopo

*Asslamu Alaikum Wr. Wb*

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama : Eka Ningsih

Nim : 08. 16. 3. 0091

Program Studi : Tadris Bahasa Inggris

Judul : ***Improving Speaking Skill by Using Classroom Observation***

***Technique at the Eight Year in SMP PMDS Putra Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk di proses selanjutnya.

*Wassalamu Alaikum Wr. Wb.*

Palopo, January 7<sup>th</sup>, 2013  
Pembimbing

Dr. Rustan S, M. Hum  
19651231 199203 1 054

## ABSTRACT

**Eka Ningsih**, Writer, 2013. *Improving Speaking skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo*. Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Rustan S, M. Hum and Wisran, S.S., M.Pd

Key word: Improving Speaking Skill, Classroom Observation Technique

This thesis is about improving speaking skill by using classroom observation technique at the eight year in SMP PMDS Putra Palopo, The problem statement of this research was “What is the appropriate ways in improving speaking skill by using classroom observation technique at the eight year in SMP PMDS Putra Palopo? The objective of the research is to find out the best ways in improving speaking skill by using classroom observation technique at the eighth year in SMP PMDS Putra Palopo.

In this research used Classroom Action Research method; the target of this research is the eight year students at SMP PMDS Putra in 2011/2012 academic year. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used speaking test it is covering three important aspects such as accuracy, fluency, and comprehensibility, Observation and questionnaire, the activities of students during learning process, it is analyzed. The activities of students during learning process, it is analyzed by considering the students’ participation and level of Classroom Observation Technique Implementation.

The result of this research finds that the best ways in teaching speaking by using classroom observation technique are: (a) give students motivation, so the students have self confidence (b) give more opportunities to students to make turns in speaking during the times allocated (c) observe the students’ activities in the classroom more intense (d) the teaching speaking make more interact and fun, so the students can express their ideas freely.

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## CURRICULUM VITAE



Eka Ningsih, She was born on 26<sup>th</sup> September 1989 in Margolembo, as the first child from the happy and simple family. Her father's name is Sajiman and her mothers' name is Juminem. She has one brother (Tri Wijayanto) and one sister (Reski Wijayanti) who always give support to continue her studying.

She was starting her studying at the elementary School (SD) Num. 291 Sindu Agung in 1996 and graduated in 2001 and continued it in Islamic Junior High School Margolembo (Pon-Pes Al- Muhajirien Margolembo) In 2004 she graduated it and then continued her studying in Islamic Senior High School Margolembo (Pon-Pes Al- Muhajirien Margolembo) and she graduated in 2007. After that, she continued her studying at the State College for Islamic Studies (STAIN) Palopo and taking English Department and she finished her studying at the State College for Islamic Studies (STAIN) Palopo in 2013.

During her studying in STAIN Palopo, she ever joined in some organization, namely:

1. English Students Association (HMPS BIG) STAIN palopo ( 2010)
2. Institute Mission Campus (LDK) al misbah STAIN palopo (2009- 2011)
3. Forum al hikmah STAIN palopo ( 2008 – 2010)
4. GET U club ( 2010)
5. Institute Necis Training Centre ( NTC) Palopo ( 2010 – 2012)





# CHAPTER 1

## INTRODUCTION

### *A. Background*

Language is a means of communication, which human beings use in their life. They use it in speaking and writing. Through language they express their ideas and their feeling. Because, without language they can not communicate to another.

English is consisting of four skills, namely Listening, Speaking, writing, and Reading. These four skills are usually considered as integral system because they support each others, among the four skills, speaking is often considered as the most difficult skill to be learned by the students, Brown and Yule (1983) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who unable to express his idea in English after having studied it for some years.<sup>1</sup>

Speaking is a part of daily life that we take for granted. The average person produces tens of thousands of words a day, although some people like auctioneer or

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<sup>1</sup>. <http://syaifullaheducationinformationcenter.blogspot.com> accessed on 12 July 2012

politician may produce even more than words. One of the suitable approaches to develop speaking ability is communicative approach. This approach is known as communicative language approach which focuses on using language interactively in meaning communication or have real context.<sup>2</sup> They are students who should have better English skill because, they still continue their study in Senior High School and University that need their ability in English skill especially in speaking skill. The researcher finds that some of them do not have it and even unskillful at English. So it is considered necessary to find out effective technique to improve their speaking skill and solve this case by holding a research.

There are some determining factors that can succeed learning and teaching process. And one of the determining factors to succeed learning and teaching process is the technique applied by teachers. Then the teachers, therefore, are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to upgrade in learning English. So, the good teachers or trainers should encourage learner's motivation by using an exact way such as through technique. Because, the law of motivation shows us that the participants must want to learn, they must be ready to learn and there must be some reason to learn. Researcher find that if participants have strong motivation to learn, or a sense of purpose, they will excel in learning.<sup>3</sup> One motivation has been created the learning

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<sup>2</sup>. Nurdin, et.all, *Pengembangan Keterampilan Berbahasa Inggris Mahasiswa STAIN Palopo melalui Program English Camp* (Palopo: Islamic State Collage of Palopo, 2007), p.1

<sup>3</sup>. Tawakal. *Encouraging students to Speak English By Using Picture At The Second Level Students of ESC family Palopo (A Classroom action Research)*. Unplubished Thesis 2011, p. 2

atmosphere opens up. For the reason, the process of teaching English especially English speaking, it will be success if it is supported by some factors such as qualified teacher, supplementary materials, teaching technique. Each of those factors must have function in teaching learning process. The function of teaching technique is for helping teacher to deliver their idea or knowledge in order that it can be understood easily by students. After making observation at SMP PMDS PUTRA researchers can conclude that the learning process that occurs in the classroom is relatively ineffective. Most of the students do not pay attention and follow the learning process optimally, there are plays games, disturb their friends, drawing, writing something beyond the material being taught and they seldom joint in speaking class. Among their reasons, the most significant problem, they are affraid if the teacher asks them to speak because thay have less vocabulary and when they want to speak English they are shy if make mistake when speaking. That is way, the researcher use classroom observation technique because this technique can stimulte students to speak up from whatever they observeb in their class as the main topic.

And in this case the researcher using classroom observation is one of technique that invites the students to talk about something in class and improve their speaking skill (How many windows / tables / chairs / students are there). The researcher hoped that this technique could be used to improve the students speaking skill in SMP PMDS Putra Palopo.

So, the researcher interested to do the research about Using classroom observation technique in teaching Speaking Skill at the Eight Year in SMP PMDS Putra Palopo.

### ***B. Problem Statement***

Based on the description of background above, the writer formulates problem statement is : “what is the best ways in improving speaking skill by using Classroom observation technique at the eight year in SMP PMDS Putra Palopo?”

### ***C. Objective of the Research***

Based on the formulates above, the objective of the research is to find out the best ways in improving speaking skill by using classroom observation technique at the eighth year in SMP PMDS Putra Palopo.

### ***D. Significance of the Research***

The significance of this research is expected to have both academic and practical contributions.

1. Academically, to help teacher / researcher to find out the alternative way to teach speaking and produce the relevant and valid knowledge for their class to improve their teaching.

2. Practically, The result of this research will be helpful both for students and teacher to reduce the problems in teaching and learning English in speaking skill.

### ***E. Scope of the Research***

The scope of this research restricted to improve speaking skill at the eight year students of SMP PMDS Putra Palopo by using classroom observation technique. The material adapted from teacher's curriculum and concern to improve of accuracy, fluently, and comprehensibility.



## CHAPTER II

### REVIEW OF LITERATURE

#### *A. Previous Studies*

There are few researchers who conducted previous research aimed at teaching students' speaking skills.

1. Akhiruddin Nuralang in his thesis entitled: "Improving Students' Speaking Skill Through Survey at The Ninth Year of SLTP 2 Palopo, he found that using survey in teaching speaking in effective technique to improve the students' speaking skill. In addition, through survey students can increase his performance by speaking in front of the class.<sup>4</sup>

2. Sri Endang Kusmaryati in her thesis entitled: "Improving English Speaking Ability Through Classroom Discussion for Students of MA NU Banat Kudus in the academic year 2008/2009, she found that the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught by using Classroom Discussion is higher than the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught without using Classroom Discussion. It means that the Classroom

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<sup>4</sup>. Akhiruddin Nuralang, "Improving Students' Speaking Skill Through Survey At The Ninth Year of SLTPN 2 Palopo" (Unpublished Thesis, 2009), p. 64

Discussion is effective in improving English speaking skill as a model of Student-Centered.<sup>5</sup>

### **B. Some Pertinent Ideas**

#### 1. Theories of Speaking

Speaking is one of the central elements of communication. In ESL teaching it is an aspect that needs special attention and instruction. In order to provide effective interaction, it is necessary for teacher of ESL to be careful to examine the factors, conditions, and components that underlie speaking effectiveness. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.<sup>6</sup>

Speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language of foreign language is difficult as we learned our native language as a child.<sup>7</sup>

Speaking is used for many different purposes, and each purpose involves different skill and speaking is fundamentally on instrumental act. Speaker talks in order to have some effect on their learners, and we may use speaking to describe

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<sup>5</sup>. Sri Endang Kusmaryati, "Improving English Speaking Ability Through Classroom Discussion for Students of MA NU Banat Kudus in the academic year 2008/2009. 2008 The Internet Available Online, accessed on 12 February 2013

<sup>6</sup>. Jack C Richard and Willy A. Renandya. *Methodology in Language Teaching*. (New York Cambridge University, 2002) p. 210

<sup>7</sup>. *Ibid.* p. 204

things to explain about people's behavior, to take polite request, or to entertain people with a joke and another.<sup>8</sup>

## 2. Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot".

### a. Language Features

Among the elements necessary for spoken production, are the following:

- a) Connected Speech: in connected speech, sound is modified assimilation omitted, added or weekend. It is for this reason that we should involve students in nativities designed specially to improve their connected speech.
- b) Expressive Devices: the use of device contributes to the ability to convey meanings. The allow the extra expression of emotion and intensity. Student should be able to develop at least some of such supra segmental features and device in the same way if they are to be fully effective communicators.
- c) Lexis and Grammar: spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.
- d) Negotiating Language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

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<sup>8</sup>. Jack C Richard and Willy A. Renandya. *Opcit*, p. 3



## b. Metal/Social Processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above.

a) Language Processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so

c) (On-The-Spot) Information Processing: quite apart from our response to others feelings we also need to be able to process information they tell us the moment we get it. The teachers' task will be two fold: to give them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.<sup>9</sup>

## 3. Types of Spoken Language

There are two types of spoken language, namely:

### a. Monologue

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must

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<sup>9</sup>. Jeremy Harmer, *the Practice of English Language Teaching* (Ed.III; England: Pearson Education Limited,2001), p. 269

process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

#### b. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which those purpose is to convey propositional for which those purpose is to convey propositional or factual information (transactional).<sup>10</sup>

Study about foreign language is too difficult for beginners or learners speaking skill. The following characteristic of spoken language can make oral performance easy as well as in some cases difficult.

##### 1) Clustering

Fluent speech is phrasal not by word. Learners can organize their output both cognitively and spicily through such clustering.

##### 2) Redundancy

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

##### 3) Reduced Forms

Contractions, elisions, reduced vowels, etc; all form special problems teaching spoke English.

##### 4) Performance variables

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<sup>10</sup>. H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Ed. II; San Fransisco: Addison Wesley Longman, 2001), p. 251

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.<sup>11</sup>

#### 4. The Main aspect Of Assessing Speaking Skill

The main aspect of assessing speaking skill divides into three main components, as follow:

##### a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and searching. Speak without you great an effort with a fairly wide range of expression. In the past research Rasyid and Hapsah J. Nur (1999) find that in the students speaking skill they were fairly fluent interaction with speak of 75-89 words per minute with not than fillers per 100 words.

##### b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their output.<sup>12</sup>

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<sup>11</sup>. *Ibid*, p. 270

<sup>12</sup>. *Ibid*, p. 268

### c. Comprehensibility

Comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understand.<sup>13</sup>

#### 5. Definition of Classroom Observation

Classroom Observation is a process by which a CTE consultant sits in on one or more class sessions, records the instructor's teaching practices and student actions, and then meets with the instructor to discuss the observations. Classroom Observation allows an instructor to: Receive feedback from an objective, experienced observer and engage in context-specific discussions about teaching with a CTE consultant.<sup>14</sup>

Classroom observation provides teachers with necessary feedback. Effective teachers use this information to change practices and grow as educators. Observers can vary the techniques and strategies they use to evaluate teachers to provide more extensive findings. In turn, the teachers being observed can implement productive and needed changes. There are four technique applied to explain classroom observation in teaching class, namely:

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<sup>13</sup>. H. Martin Manser, *Oxford Learners Pocket Dictionary*, (New Edition; 1995), p. 81

<sup>14</sup>. <http://depts.washington.edu/cidrweb/consulting/observation.html>

#### a. Questioning Techniques

Questioning students indicates to the teacher if students are absorbing the information or if further clarification is needed. One technique is to count the number of questions asked to the students. The observer should also record how many times the teacher calls on male and female students. Document the proximity of the students answering questions on a seating chart. This style of observation identifies a balanced approach to questioning or showcases if there is an imbalance. Teachers need to be cognizant of their questioning techniques.

#### b. Mobility

Teachers can be unaware of lack of mobility in the classroom. Movement around the room helps to keep students engaged and improves classroom management. Observers use a seating chart of the room to indicate where the teacher is during the lesson. Do not let the teacher know you are looking at movement or they will move. Make teachers aware of their normal positioning in the classroom. The technique helps establish if s teacher favors one side of the classroom versus the other.

#### c. Structure and Transition

Another technique for observers is to examine the structure of the lesson. All lessons should incorporate an introduction or anticipatory set, an activity and closure. The transition from one segment to the next is needed to keep the class orderly and organized. The observer takes notes of each component and how smoothly each one was integrated into the lesson. Observers should note exactly how long it took to

transition into each part of the class. This technique will help the teacher with the organization of future lessons.

#### d. Videotaping

Videotaping a lesson and reviewing the entire period with the teacher is an excellent technique for observation. Students will need to sign a release if they are to appear on any portion of the video, unless the school has them sign one at the beginning of the year. You could also elect to simply tape the teacher, because you will still hear the interactions. Watching the video allows the teachers to see how they present themselves to the class. It serves as an opportunity for teachers to reflect on their deliveries and methodologies.<sup>15</sup>

Classroom observation is quantitative method of measuring classroom behaviors of both teachers and students.

Most classroom observation includes the following:

- 1) A purpose for the observation
- 2) Operational definitions of all the observed behaviors
- 3) Training procedures for observes
- 4) A specific observational focus
- 5) A unit of time
- 6) An observation schedule
- 7) A method to record the data

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<sup>15</sup>. [www.edu.plymouth.ac.uk/resined/observation/obs\\_home.htm](http://www.edu.plymouth.ac.uk/resined/observation/obs_home.htm)

8) A method to process and analyze data

The observation is:

- a) Confidential
- b) An objective recording of
  - 1) What the instructor is doing and saying
  - 2) What the students are doing and saying
  - 3) Interactions between the instructor and students
- c). Tailored to fit the needs of the instructor
- d). Is used for formative, not summative purposes

6. Typical observation format

(1) Pre-observation meeting.

The purpose of this meeting is to share information that helps both the instructor and observer prepare for the observation. Information exchanged during this meeting includes the purpose of the observation, course information (including the syllabus), class activities on the days of the observation, what will happen during the observation, and observation follow up opportunities.

(2) Observation

Two observations are preferred; the length of time of each observation is determined jointly by the instructor and observer.

### (3) Observation follows up

Two meetings are usually held between the instructor and observer. A brief, immediate post-observation meeting is held to determine if the instructor felt the class was typical and to relay any immediate concerns of the instructor to the observer. The second meeting is held at a later date. The purpose of this meeting is to review the observation data and plan any follow-up desired by the instructor.

The discussion about the observation data:

- (a) Is descriptive, rather than evaluative
- (b) Focuses on behavior, rather than on the person
- (c) Emphasizes sharing information, rather than giving advice
- (d) Comes in amounts that the receiver can use, rather than everything that could possibly be said
- (e) Is checked to insure clear communication
- (f) Is followed by a plan for follow up.<sup>16</sup>

### (4) recording the observation

Observers have some choices about what sort of record could be kept of a lesson, and some may choose to keep none at all. Most, however, will at least keep notes, but there are several other possibilities, small compact video cameras offer further options beyond written notes, though teacher and pupils who are not used to

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<sup>16</sup>. Com/file/view/cameron\_class observation booklet.pdf



being video recorded may be inhibited. Each approach has advantages and disadvantages.

#### 7. Model classroom observation

Seat TWO students at the front of the class facing the white/black board with the other students looking on. The two students are both given a chance to answer each question and they are awarded points for correct answers.

#### Sample Questions

1. How many windows / tables / chairs / students are there?
2. What are their names?
3. Who is sitting next to Z / between X and Y / opposite X / on the left / on the right?
4. What is (s) he wearing? / What color is Z's shirt.

**Alternatively**, seat students in pairs back to back and issue them with a checklist of vocabulary for describing physical appearance and clothing:

<b>Height</b> tall/short	<b>Built</b> Well Built	<b>Age</b> Middle Aged	<b>Hair Style</b> Curly
<b>Hair Length</b> Long	<b>Eyes</b> Large Eyed	<b>Shape of Head</b> Oval	<b>Complexion</b> Fresh
<b>Article of Clothing</b>	<b>Material</b>	<b>Pattern</b>	<b>Color</b>
Shirt/skirt etc	Dark Green	Plain/checked	Light Blue

Ask them to describe each other using suitable words from each category.

**I Spy with my little eye, something beginning with + letter ABC**

The objects sighted must be in view of all the students in the classroom.

### *C. The Concept of Classroom Action Research*

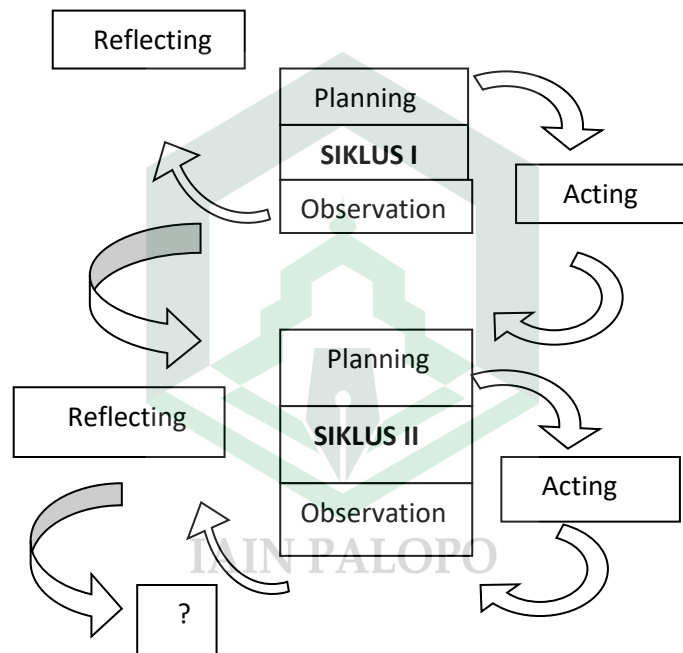
#### **1. What is Classroom Action Research**

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance.

Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

The method that was used in this research was classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research was held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second was continued and repaired from the first cycle. And this is classroom action research according to Kemmis & Mc Taggart<sup>17</sup>



The cycle of Classroom action research by Kemmis and Mc Taggart.

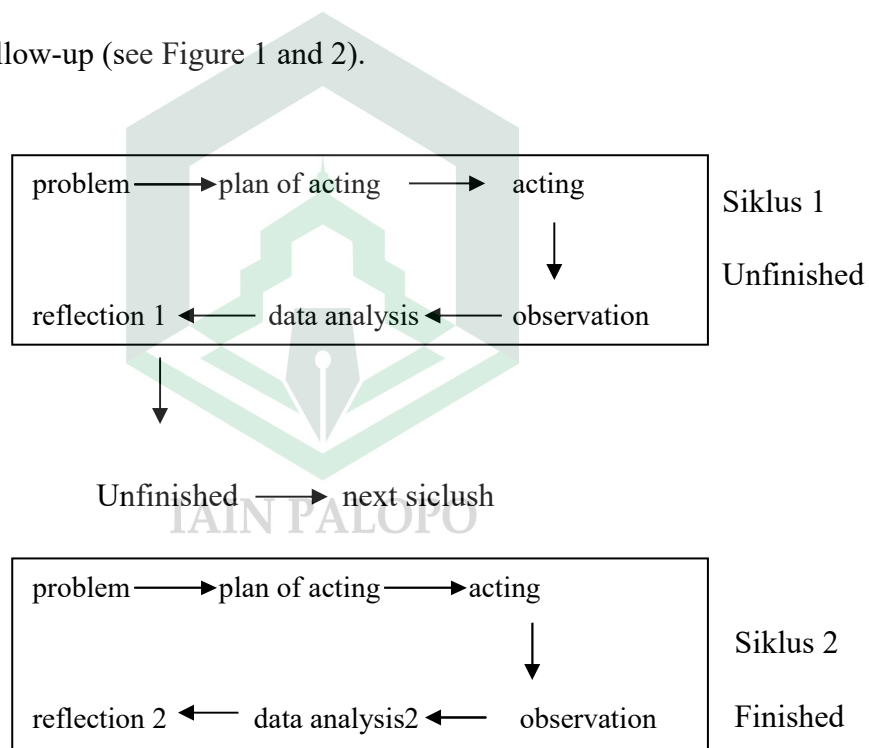
In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

<sup>17</sup> Prof. Dr. Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), p. 97

## 2. Procedure of Classroom Action Research

It is the assessment process through the system cycle of various learning activities, according to **Joni** (1988) there are five stages, namely:

- a) The development focus of the research problem
- b) Planning corrective actions
- c) Implementation of corrective action, observation and interpretation
- d) Analysis and reflection
- e) Planning follow-up (see Figure 1 and 2).



In practice, CAR begins with an awareness of the problems which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and / or learning outcomes audiences students, and school programs or implementation of something. Starting

from the awareness of the existence of these problems, which still reflected the possibility of a blur, teachers - either alone or in collaboration with faculty LPTK who became his partner and then define the problem in a more sharply focused if necessary to collect additional field data in a more systematic and / or conduct studies relevant literature.

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action program will be tested. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

1. Determination Focus / Issues Research, which includes:

- a) Sensing a problem
- b) CAR Problem Identification
- c) Problem Analysis
- d) Formulation of the problem

2. Action Plan, which includes:

- a) Formulation of a solution in the form of hypothetical action.
- b) Eligibility Analysis Hypothesis Actions
- c) Preparation Action

### 3. Implementation of Action and Observation-Interpretation

- a) Implementation Actions
- b) Observation and Interpretation
- c) Discussion of feedback (reviews discussions)

### 4. Analysis and Reflection

- a) Data Analysis
- b) Reflection

### 5. Follow-up Planning

- a) Observation Procedures
- b) Some Action

### **3. Why Classroom Action Research Important?**

According to Sunendar / Sudrajad. There are several reasons why CAR is a need for teachers to improve the professional a teacher:

1. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He became reflective and critical of what he and his students.

2. CAR can improve the performance of teachers to become professionals. Teachers are no longer as a practical, who already feel satisfied with what is done for many years without any improvement and innovation, but also as researcher in its field.

3. By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.

4. Implementation of CAR does not interfere with the main task of a teacher because he does not need to leave class. CAR is an integrated research activities with the implementation of the learning process.

a) By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials he uses.

b) Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.

#### **4. Type of Classroom Action Research**

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR (Chain, 1990).

For more details, here presented in brief about the four types of CAR. They are:

1. CAR diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

2. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

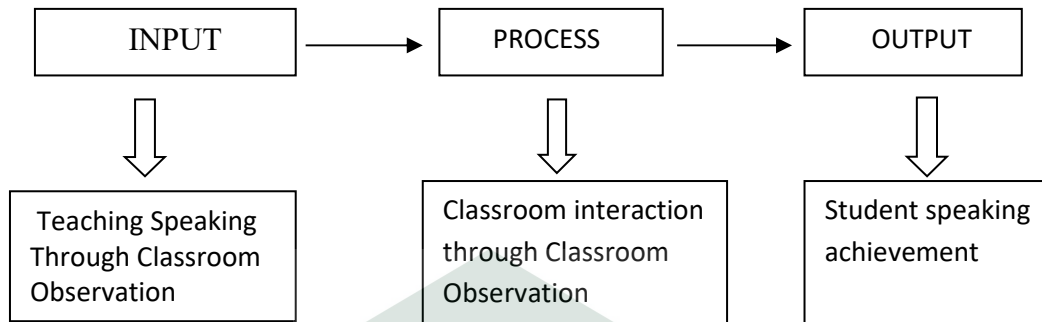
3. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

4. Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in activity teaching and learning. In relation to activity of teaching and learning, it is possible there is more than one strategy or technique that is set to achieve an

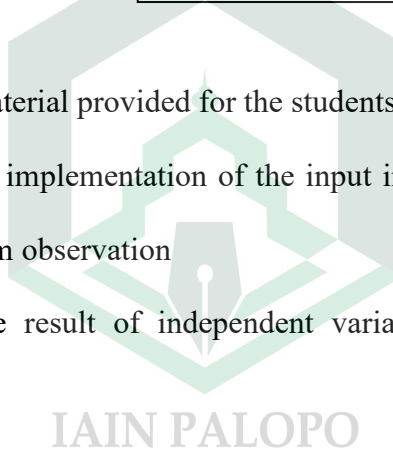


Instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.<sup>18</sup>

#### ***D. Theoretical Framework***



- a) Input refers to the material provided for the students.
- b) Process refers to the implementation of the input in the class room. The students learn speaking classroom observation
- c) Output refers to the result of independent variable that is students speaking achievement.



<sup>18</sup> Andi Yuni Utami Idris, *Developing student's writing ability of the fifth (5<sup>th</sup>) semester students at STAIN Palopo through critical thinking skill*, Unpublished Thesis : 2011

## CHAPTER III

### RESEARCH METHOD

#### *A. Research Type*

This research followed the principal working of Classroom Action Research (CAR) that contains of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

This research were held arround two cycles. They were first and second cycle and each cycle was the series of activities which had close relation. Where, the realization of the second cycle was continued and repaired from the first cycle.

#### *B. Research Location*

The research location is at SMP PMDS Putra Palopo. It is Located on Jl. Dr. Ratulangi Balandai.

#### *C. Research Design*

The design of this study is Classroom Action Research (CAR) where the researcher tries to describe about classroom observation technique in teaching speaking skill at the eighth year in SMP PMDS Putra Palopo.

#### *D. Subject of Research*

The Subject of the study is the English teacher and all students in the eight years at SMP PMDS Putra Palopo.

***E. Data Source:***

1. English teacher

English teacher was a researcher in this research, where the English teacher applied classroom observation technique while teaching speaking in classroom.

2. Students

The position of students in this research as subject of the research, the researcher hoped after researching the students could improve their vocabulary.

3. Collaborator

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher was able to know the students condition in learning process and gave suggestion and solution to the problem for each cycle.

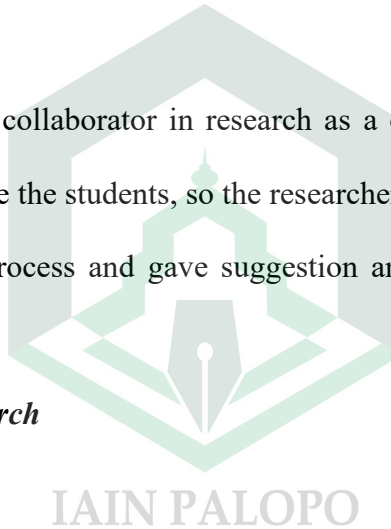
***F. Procedure of Research***

**Cycle I**

The first cycle in classroom based of the research consists planning, acting, observation and reflecting.

**a. Planning**

first step of action research cycle is planning. In this step researcher arrange action scenario. In the scenario, mentioned the facilities be needed, proponent tool in teaching process, instrument and record way activity during process continue. So, the



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teacher as researcher must prepare well action planning with the facilities necessary.

There are some activities will carry out in this step namely

1) Acting. In this step, researcher do action planning base on scenario. There are interaction-communication between teacher-students and among students in learning process. In this section, the researcher (teacher) prepares the materials that will be given to the students in classroom to determined the succes indicators of this classroom observation technique in the form of classroom action research and making lesson plan scenario or lesson planning base on the curriculum, and it should be speaking oriented.

2) Observing. In the step, the researcher is demanded to accurate in collect the data, about result from giving action that have been done. The researcher making the observation checklist for observing the condition of learning process and use instrument observation and recording instrument during learning process.

3) Reflection. The researcher make activity that review critically about the change of students, classroom situation, teacher, and all element who include in teaching process. By this reflection, researcher can do evaluation toward what have been done and making prepare all facilities needed in doing classroom observation technique such us the questioner, orentation for interview, test, to evaluate all of students toward what have been done of teacher.

## **b. Acting**

When the process going on, the teacher should be researcher that observe behavior change that estimated as reaction or perception toward action which is given. Researcher must observe accurately student is behavior even situation in the classroom. There are some activities that will be done in this phase namely:

### 1) Brain storming

(a) The first, the teacher gives motivation to the students before she/he tells out the learning aims and the basic of competence.

(b) The teacher tells out the learning aims and the basic of competence that will be done in with use the classroom observation technique.

### 2) Core program

(a) Teacher asks the students to arrange the bench (the chair and table) in a circle and to open the door and window to make the classroom gets a good lighting.

(b) Teacher shows some material before beginning the learning process.

(c) The student practices the classroom observation technique in front of the classroom.

### 3) Closing

(a) Teacher asks the students to sing a song together to celebrate their achievement in speaking class.

(b) Ask the students to move back the bench (table and chair).

(c) Teacher asks the students' problem about the materials and the learning process

(d) Giving an assignment to the students.

**c. Observing**

During the learning process going on, the observer observe all of students' learning encourage and teacher's learning activity with use the instrument of observation that have prepared by the research.

**d. Reflecting**

This step is conducted to know how far the students understand the materials this will be given. What the strength and the weakness of the activities are. What characteristics of students appeared during the learning process are evaluated. Those phenomena are a reference to manage the next planning. Those cycles are continued to second cycle until the target of learning will be achieved.

**Cycle II**

After doing the first cycle, there are still many weaknesses then based on the reflection part, the researcher will do the second cycle. It also consists of planning, acting, observation, and reflecting.

**a. Planning**

The research team made a lesson plan based on the result of reflection in the first cycle.

**b. Acting**

The teacher taught the student's speaking ability by using classroom observation technique based on the planning in the second cycle.

### **c. Observation**

The research team (teacher and collaborator) did the observation through the learning by using Classroom observation technique.

### **d. Reflecting**

The research team did the reflection toward the second cycle.

## ***G. Instrument and Procedure of Collecting Data***

The collecting data techniques in this classroom action are:

1. Test : To find out the students' score.
2. Observation: To find out the student's achievement when they begin speaking with other.
3. Interview : To find out the level of successful in implementing the using classroom observation in teaching speaking.
4. Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.
5. Questionnire technique: was method that be used with made list question then is given to the respondent by letter and is answered by directly. In this case writer use four alternative choices as follows:
  - a. Strongly Agree (4)
  - b. Agree (3)
  - c. Disagree (2)
  - d. Strongly Disagree (1)

6. Camera: is use to take the picture of student's, teacher's, and partner's activity.

The data from speaking test are the score on the scoring classification. They are accuracy, fluency, and comprehensibility. According to J.B Heaton in Yusuf. Detail elaboration is presented as follow:

1. Accuracy

**Table: 1**  
**Accuracy**

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical ad lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.



Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very Poor	1	Serious 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.

## 2. Fluency

**Table: 2  
Fluency**

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair

		range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very Poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

### 3. Comprehensibility

**Table: 3**  
**Comprehensibility**

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.

Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex longer sentence.
Poor	2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>19</sup>

Based on the table above, the students will get excellent if their score is 6, very good if their score is 5, good if their score 4, average if their score 3, poor if their score is 2, and very poor if their score is 1.

The data in cycle 1 and 2 are collected through the following steps:

a. Scoring students speaking test

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<sup>19</sup>. Yusuf, "Improving Students' Speaking Skill in Retelling Story Through Picture At Third Semester Students of STAIN Palopo" ( Unpublished Thesis : 2009 )p. 27

- b. Calculating the mean score of the students' speaking test by using the following formula according to Arikunto Suharsimi in Yusuf.<sup>20</sup>

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

Where:

Md = Mean Score

$\sum x$  = Total Raw Score

N = Total Sample



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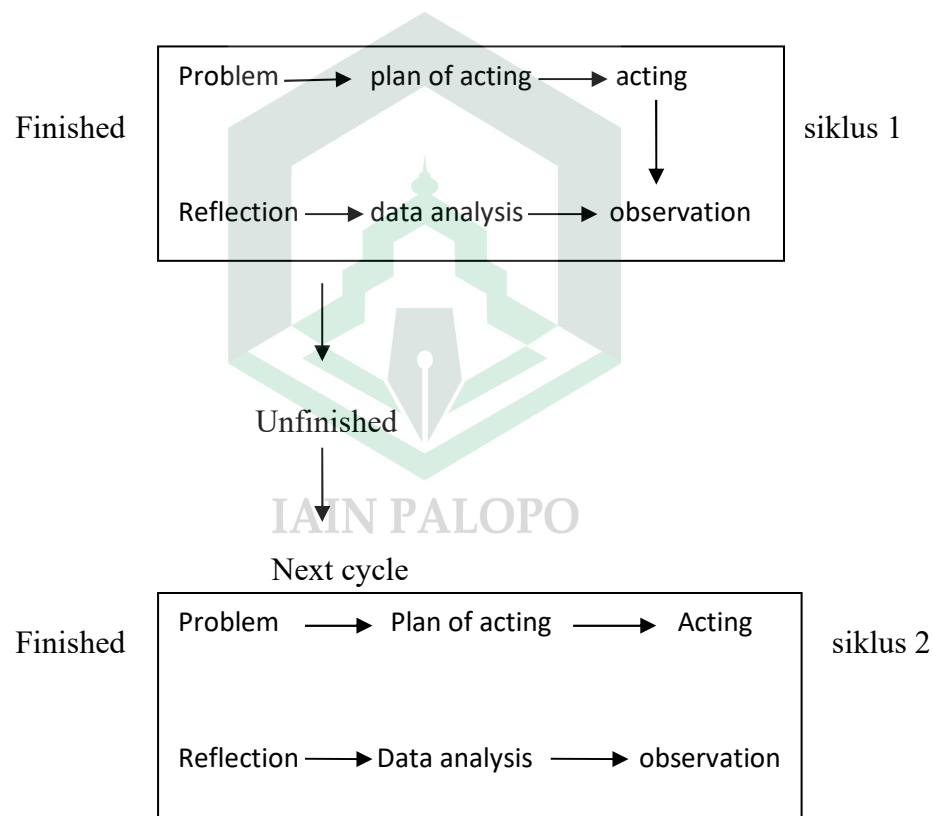
<sup>20</sup>. *Ibid*, p. 30

## CHAPTER IV

### FINDING AND DISCUSSION

#### *A. Finding*

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



#### I. Description the result the First Cycle

The first cycle of this research based research consist of planning, acting, observation, and reflecting.

### **a. Planning**

To carry out the action research class required different tools that had been created and developed previously, namely: Lesson plan (RPP) about the use of classroom observation in learning speaking skill of classroom management, the supported instrument: guidelines for questionnaires, observation sheets, camera and tests to make the good management in the classroom, the researcher took 23 students. In order the English teaching method got useful significance for the English teacher and the students. In the section, the researcher prepared what have to do before doing action in cycle I are:

1. Introducing to students about classroom observation technique
2. The researcher explained the material conversation about situation class and describing physical appearance.
3. The researcher explained how to use classroom observation technique to improve their speaking ability.
4. The researcher ask to students that they are will practice using classroom observation technique as they prepare for carry out a speaking task in English conversation.
5. Observer and researcher observed the students activities.
6. The researcher gave chance to students express their difficulties in learning process.

**b. Acting**

In this action, the researcher gave the students material of speaking skill using classroom observation then the researcher gave them one material to observe situation class and describing physical appearance. After that, the researcher asked the students in front of class to presentation about the topics, and asked the students choose partner to made conversation.

In this meeting the researcher introduced about classroom observation to students. And then explained the material about describing situation class and describing physical appearance. Before explaining how to used classroom observation technique to improve their speaking, and the students could ask to researcher if they confused with the material. The researcher explained how to used classroom observation technique and how to explain those topics during 10 minutes. After that the researcher gave the students example of the describing situation class and describing physical appearance in front of class. The condition in class conducive and the researcher could control the class, and the student enthusiasm followed the material.

The researcher gave the students chance to prepare themselves before making conversation in front of class during 5 minutes. After that the researcher guided the students to choose partner for conversation in front of class. Presentation all students in front of class with material describing situation class and describing physical appearance during 20 minutes. The students was shown by researcher about those topics. And then the researcher gave the students home work that was study about all

of the material and gave vocabulary to memorize in their dormitory because the students speaking do not improved in cycle 1 and must increase in next cycle. And finally activities in action cycle 1 the researcher gave chance to the students to express their difficulties in learning speaking through classroom observation technique.

### **c. Observation**

Based on observation activities made by researcher and collaborators in the first cycle, the researcher and observer to observed the learning activity about describing condition class, describing physical appearance and activity student in learning speaking through classroom observation technique. Observation the students' activities in the first cycle many students was still confused with the classroom observation technique especially to application before persentation in front of class because that was new strategy. Class condition during learning shown that:

- 1) The condition of the class was noisy when the researcher gave explanation.
- 2) The students were not familiar with the using classroom observation technique in teaching speaking skill.
- 3) The student's less active.
- 4) Learning process was not effective because some students just silence although they confused or they did not understand with rhe material.
- 5) The students were not focused when the researcher explained material.
- 6) There were some students cheat note when presentation in front of class.

The observation about activities researcher made by observer when explained the material and explained about classroom observation technique.



#### d. Reflection

##### 1. Description the result of test cycla 1

Evaluation on students' learning showed that the students' mastery on speaking was mostly in low scores. The mean score was only 65, 21

Here are some of the data transcriptions that become representative for each score that the students got in the examination in cycle I within the learning and teaching process.

##### **Respondent 1:**

“Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. e... bagaimana Ka’? there is 23 students, 24 chair,24 table, apa lagi itu bahasa inggrisnya? appearance my friend, his name is ahmad, his hair tidak saya tahu Ka’?.....”

##### **Respondent 2:**

“Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. there is 23 students, 24 chair, 24 table, eeee..... 1 white board and 1 door. and my friend his name is renaldi, in next renaldi is dika, opposite dika, gimana.... sudah ya Ka’?... waalaykum salam wr... wb....”

##### **Respondent 3:**

“Assalamu Alaikum wr. Wb. I want describing situation my class and describing physical appearance my friends...ee.....”

**Respondent 4:**

“ Assalamu’alaykum. wr... wb... I want describing situation my class and describing physical appearance my friends... bagaimana caranya?tidak saya tahu saya....

**Respondent 5:**

“Assalmu’alaykum. wr..wb. I want describing situation class and describing physical appearance my friends. in class there is 1 white board,1 door, 12 window, e... yang apanya lagi? my friend his name is Ardi, I think that’s all...

**Respondent 6:**

“Assalamu’alaykum. wr.wb. in my class there is 23 students terus apa? 24 chairs and 24 table juga.....eee...e... I think that’s all. wassalmualykum wr.wb.”

**Respondent 7:**

“Assalamualaykum wr..wb... I want describe situation in my class and describe physical appearance my friends. In class there is 23 students, 24 chairs and tables, 12 windows, eee... apa lagi? my friends name is Ramdan his hair apa itu rambutnya? eee I think that’s all, Assalamu’alaykum wr..wb...

**Respondent 8:**

“Assalamu’alaykum wr.. wb... I want describe situation in my class and describe physical appearance my friends. In class there is 23 students, 24 chairs and tables, 12 windows, eee... apa lagi? my friends name is Dodi his hair apa itu rambutnya? eee his eye is large eyed e... I think that’s all, Assalamu’alaykum wr..wb...

**Respondent 9:**

“Assalmu’alaykum wr..wb... I want describe situation in my class and describe physical appearance my friends. in class there is 23 students, 24 chairs and tables, 12 window, 1 door and white board, my friends name is dika he is 12 years old, his hair is curly terus... sudah mi... I think that’s all...

**Respondent 10:**

“Assalamu’alaykum wr.. wb... I want describe situation in my class and describe physical appearance my friends. In class there is 23 students, 24 chairs and tables, 12 windows, eee... apa lagi? my friends name is Cholik his hair apa itu rambutnya? eee his eye is large eyed and I think that’s all, Assalamu’alaykum wr..wb...

**Respondent 11:**

“Assalamu’alaykum wr.. wb... I want describe situation in my class and describe physical appearance my friends. In class there is 23 students, 24 chairs and tables, 12 windows, eee... apa lagi? my friends name is Ahmad his hair apa itu rambutnya? eee his eye is large eyed and next Ahmad is... bside ... and... is.... I think that’s all, Assalamu’alaykum wr..wb...

**Respondent 12:**

“Assalamualaykum wr. wb.. “Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. there is 23 students, 24 chair, 24 table, eeee..... 1 white board and 1 door. and my friend his name is renaldi, in next renaldi is dika, opposite dika, gimana.... sudah ya Ka’?... waalaykum salam wr... wb....

**Respondent 13:**

“Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. there is 23 students, 24 chair, 24 table, eeee..... 1 white board and 1 door. and my friend his name is renaldi, in next renaldi is dika, opposite dika, gimana.... sudah ya Ka’?... waalaykum salam wr... wb....

**Respondent 14:**

“Assalamu’alaykum. wr..wb.. I want describing situation in my class and appearance my friend. there is 23 students, 24 chair, 24 table, eeee..... 1 white board and 1 door. and my friend his name is renaldi, in next renaldi is dika, opposite dika is..., gimana.... sudah ya Ka’?... waalaykum salam wr... wb....

**Respondent 15:**

““Assalamu’alaykum wr.. wb... I want describe situation in my class and describe physical appearance my friends. In class there is 23 students, 24 chairs and tables, 12 windows, eee... apa lagi? my friends name is Cholik his hair apa bahasa inggrisnya itu rambutnya? eee his eye is large eyed and I think that’s all, Assalamu’alaykum wr..wb...

**Respondent 16:**

“Assalmu’alaykum wr..wb... I want describe situation in my class and describe physical appearance my friends. in class there is 23 students, 24 chairs and tables, 12 window, 1 door and white board, my friends name is dullah he is 12 years old, his hair is curly terus... sudah mi... I think that’s all...

**Respondent 17:**

“Assalmu’alaykum wr..wb... I want describe situation in my class and describe physical appearance my friends. in class there is 23 students, 24 chairs and tables, 12 window, 1 door and white board, my friends name is dodu he is 12 years old, his hair is curly terus... sudah mi... I think that’s all...

**Respondent 18:**

“Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. e... bagaimana Ka’? there is 23 students, 24 chair,24 table, apa lagi itu bahasa inggrisnya? Appearance my friend, his name is abdul, his hair tidak saya tahu Ka’?

**Respondent 19:**

“Assalamu’alaykum wr...wb.... I want describing situation in my class and appearance my friend. e... bagaimana Ka’? there is 23 students, 24 chair,24 table, apa lagi itu bahasa inggrisnya? Appearance my friend, his name is gani, his hair tidak saya tahu Ka’?

**Respondent 20:**

“Assalamu’alaykum. wr..wb... I want describing situation in my class and appearance my friend. there is 23 students, 24 chair, 24 table, eeee..... 1 white board and 1 door. and my friend his name is renaldi, in next renaldi is dika, opposite dika, gimana.... sudah ya Ka’?... waalaykum salam wr... wb....

**Respondent 21:**

“Assalamu’alaykum wr.wb.... I want describing situation in my class and appearance my friend. There is 23 students, 24 chair, 24 tables, eeee..... 1 white board and 1 door. And my friends’ name is renaldi, in next renaldi is dika, opposite dika, gimana.... sudah ya Ka’? waalaykum salam wr... wb....

**Respondent 22:**

“Assalamu’alaykum wr..wb.. I want describe situation in my class and describe appearance physical my friends. In class there are 23 students, 24 chairs and tables, 12 windows, 1 door and white board. And my friends’ name is renaldi, he is tall, and has well built, large eyed he is 12 years old and sitting next renaldi is Dika between Dika and Doni there is Renaldi I think that’s all wassalmu’alaykum wr.wb...

**Respondent 23:**

“Assalamu’alaykum wr..wb.. I want describe situation in my class and describe appearance physical my friends. In class there are 23 students, 24 chairs and tables, 12 windows, 1 door and white board. And my friends’ name is renaldi, he is tall,ee.. and has well built, large eyed he is 12 years old and ee... sitting next renaldi is Dika, between Doni and Dika there is renaldi. I think that’s all wassalmu’alaykum wr.wb...

**Table 4: the result of the test in cycle 1**

**Cycle 1**

No.	No. Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1.	001	2	1	2	55
2.	002	3	2	3	65
3.	003	1	2	2	55
4.	004	2	1	2	55
5.	005	2	2	2	60
6.	006	1	2	2	55
7.	007	3	3	3	70
8.	008	3	3	3	70
9.	009	4	3	4	75
10.	010	3	3	3	70
11.	011	3	3	3	70
12.	012	3	2	3	65
13.	013	2	2	1	55
14.	014	3	3	2	65
15.	015	3	3	3	70
16.	016	4	4	3	75

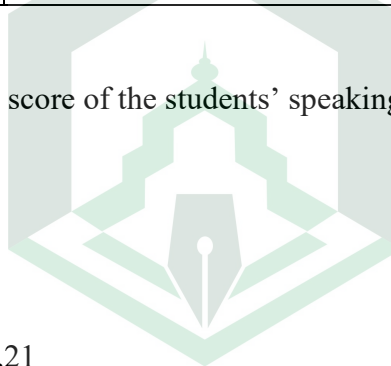
17.	017	4	4	3	75
18.	018	2	2	2	60
19.	019	2	2	2	60
20.	020	1	2	2	55
21.	021	2	1	2	55
22.	022	5	4	5	85
23.	023	4	4	4	80
	Mean Score				65,21

Calculating the mean score of the students' speaking test of cycle 1

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

$$= \frac{1500}{23}$$

$$= 65,21$$



IAIN PALOPO

2. The result of observation student's activities during the teaching and learning process. It can be seen in the table below:

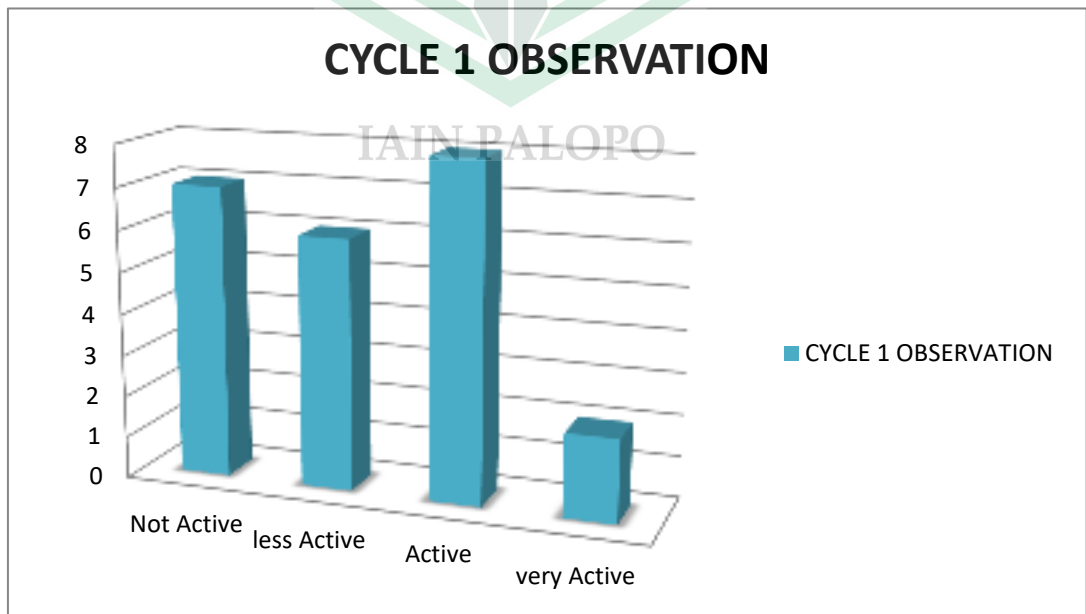
OBSERVATION LIST CYCLE 1

No.	Students Name	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				
2	002				
3	003				
4	004				
5	005				



6	006				
7	007				
8	008				
9	009				
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				
		7	6	8	2

**Table 5: The Result of The Test in Cycle**



**Table 6: the result of the test in cycle 1**

There were still significant weaknesses in the cycle 1 namely: Most of the students were still not familiar with the using classroom observation technique in speaking skill because the students never heard about classroom observation technique before. Some of the students did not really active in learning activities, only 8 students active, 2 students very active, 6 students less active, and 7 students not active. It means that the student's did not really active. The evaluation means score was only: 65.21. In the findings, there were only some students active in giving responds to talk about the topic that the given by researcher. Infact, after making observation the researcher can conclude that the learning process that occurs in the classroom is relatively ineffective. Most of the students did not pay attention and followed the learning process optimally, there were plays games, disturb their friends. After doing interview they said that they were bored during learning process and seldom joint in speaking class because they are affraid if the teacher asked them to speak because they had less vocabulary and when they wanted to speak English they were shy if made mistake when speaking. The researcher, was challenged to develop various teaching technique and changed the learning model, in first cycle the reseracher asked the student to explain describing situation class and describing physical appearance individually and the next cycle, the researcher asked them to choose partner for conversation in front of class and did not changed the material in the first cycle and in the second cycle still same is about describing situation class and describing physical appearance and gave some difficult words then asked them to memorize in their dormitory to prepare in the next cycle. The variety of teaching

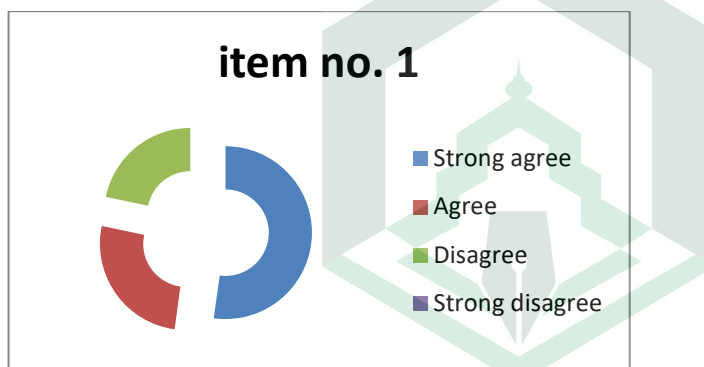
techniques would help learners to get higher motivation to upgrade in learning English.

### 3. The data through the questioners cycle I

This data was used to find out the students' attitude in speaking skill through classroom observation technique, there were some item.

#### a) Item no. 1

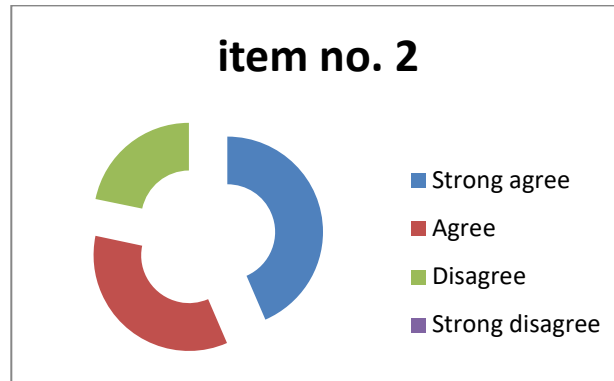
I am interested studying English speaking using classroom observation technique



Based on research of data analysis can be known that from 23 respondents. There were 11 students strongly agree to follow in English learning activity, there were 6 students agree, there were 5 students disagree, and none of student strongly disagree. Based on to find out that the students attitude is low interest to study English speaking.

#### b) Item no. 2

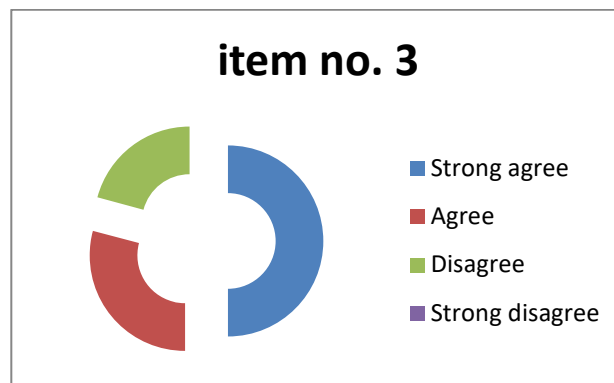
Using classroom observation technique can improve my speaking skill



Based on the result of the research can be proved that classroom observation technique influence speaking skill of 23 respondent. There were 10 student's strongly agree, if using classroom observation technique can improve their speaking skill. There were 8 students agree, there were 5 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is low interest.

c) Item no. 3

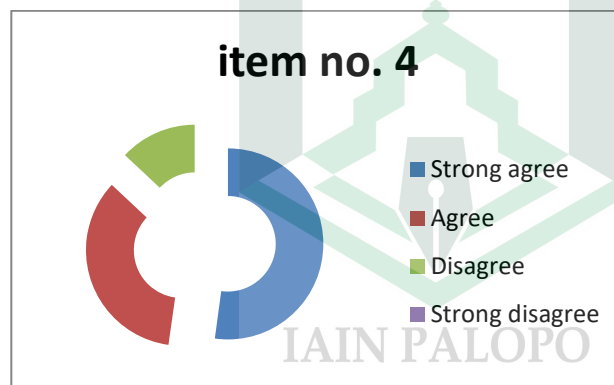
Studying English speaking using classrom observation technique can increase self confidence



Based on the result of the research can be proved that influence classroom observation technique in improving the students' speaking skill that from 23 respondent. There were 12 student's strongly agree, if using classroom observation technique can increase self confidence. There were 7 students agree, there were 4 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is low interest.

d) Item no. 4

Using classroom observation technique helped the students brave to practice speaking in front of class.



Based on the result of the research can be proved that influence classroom observation technique in improving the students' speaking skill that from 23 respondent. There were 12 student's strongly agree, if using classroom observation technique can increase self confidence. There were 8 students agree, there were 3 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is low interest.

e) Item no. 5

Studying speaking using classroom observation technique can increase my motivation.



Based on the result of the research can be proved that influence classroom observation technique in improving the students' speaking skill that from 23 respondent There were 13 student's strongly agree, if using classroom observation technique can increase self confidence. There were 7 students agree, there were 3 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is low interest.

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

#### 1. Accuracy

**Table: 7**  
**Accuracy**

Classification	Score	Frequency	Total sample
Excellent	6		23
Very good	5	1	23

Good	4	4	23
Average	3	8	23
Poor	2	6	23
Very Poor	1	4	23

The table above shows that the students' score in the area of accuracy of cycle I are varieties; in which there were none of student got 'excellent', 1 student got 'very good', 4 students got 'good', 8 students got 'average', 6 students got 'poor' and 4 students got 'very poor' classification.

## 2. Fluency

**Table: 8  
Fluency**

Classification	Score	Frequency	Total sample
Excellent	6		23
Very good	5		23
Good	4	4	23
Average	3	7	23
Poor	2	9	23
Very Poor	1	3	23

The table above shows that the students' score in the area of accuracy of cycle I are varieties; in which there were none student got 'excellent', none of student got 'very good', 4 students got 'good', 7 students got 'average', 9 students got 'poor', and 3 student got 'very poor' classification.

### 3. Comprehensibility

**Table: 9**  
**Comprehensibility**

Classification	Score	Frequency	Total sample
Excellent	6		23
Very good	5	1	23
Good	4	2	23
Average	3	9	23
Poor	2	10	23
Very Poor	1	1	23

The table above shows that the students' score in the area of comprehensibility of cycle I are varieties; in which there were none student got 'excellent', 1 student got 'very good', 2 students got 'good', 9 students got 'average', 10 students got 'poor', and 1 student got 'very poor' classification.

Based on the result of the observation and score of the test still disappointed in the first cycle, the researcher need to do reflection to know the weakness action in cycle I they were: (1) the mean score the result of the students' test in cycle I the percentage 65.21. It means under low the score standard, so the students' score of test in cycle II must be increase (2) based on result the observation made by observer to activities researcher execution learning speaking skill through classroom observation technique that the students speaking skill was still low, show the researcher did second cycle and must be increase some aspect in the next cycle. Especially the



students' ability in speaking skill. The solutions of the problems the researcher did some way in next cycle they were:

- 1.) The researcher would observe the students more intense.
- 2.) The researcher would more explain the material
- 3.) The researcher would guide the students that cannot speak English until they can fluent to speak English.
- 4.) The researcher forbidden the students if they cheat note.

## II. Description the result the Second Cycle

### a. Planning

The researcher hoped in cycle II the students more active in class than before. Planning in the second cycle different with first cycle, in the second cycle was made students to be active in the class make conversation and not just silent if they confused with the material and reflection in the first was used to plan the second cycle.

In order to decrease the weaknesses and to keep the successful the first cycle, then the second cycle was planned as follows:

- a. In the second cycle observed the students more intense.
- b. Giving more explanation and intensive guidance to the students for understand and practice the speaking through giving more vocabulary to difficult word and guide the student that can not to speak English until they can fluent to speak English.
- c. Giving motivation to the students in order to be active in speaking and learning process and more explaining the material and classroom observation technique.

d. Asked to students to make conversation in front of class with their partner and the material conversation in the second cycle same with first cycle.

e. Giving more motivation to the students in order to be active in learning process. Such as giving then wise word to built their self confidence to study more and more.

**b. Action**

Like in the first cycle, in this action the researcher gave more explanation about the material in speaking skill using classroom observation technique and gave guidance to the students how to speak in a good way.

The material in cycle II same with first cycle is describing situation class and describing physical appearance. In the beginning learning activities, gave motivation to the students. Explained how to use classroom observation technique, because many students confused how to practice in the first cycle. In the second cycle the researcher gave the students example how to practice in using of speaking test. The condition in class more conducive, the researcher could control the class, and the student enthusiasm followed the material. And many students to be active in the class. In the second cycle gave much time the students to prepare themselves in test.

The researcher gave the students chance to prepare themselves before making conversation in front of class during 20 minutes. After that the researcher guide the students to chose partner for conversation in front of class. The researcher asked students if they talk to themselves as they prepare to do.

Presentation all students in front of class with material describing situation class and describing physical appearance during 35 minutes. After that the reseracher

gave the students what the meaning the conversation. Then activities in action cycle II the researcher gave chance to the students to express their difficulties in learning speaking through classroom observation technique.

### c. Observation

Based on observation activities made by researchers and collaborators in the second cycle, the researcher and observer to observe the learning activity about condition class and students' activity in learning speaking using classroom observation technique. Observation the students activities in the second cycle many students to be active in the class to express their opinion, the students' self confidence was increasing, and they were not shy to speak in front of class. Then condition in class more condusive than cycle I, and then the students' speaking improved in the second cycle.

### d. Reflection

#### 1. Description the result of cycle II

Evaluation on students' speaking skill showed that the students got better score than the first cycle. The mean score was **77, 82**.

Here are some of the data transcriptions that show the students' improvement in cycle II make conversation.

**Respondent 1:** "Assalamu'alaykum. wr..wb... hi agus? I would ask you about situation in our class and physical our friends?"

**Respondent 2:** "Waalaykumsalam wr... wb... hi Ahmad... okay please..."

**Respondent 1:** “How many windows/tables/chairs/students are there?”

**Respondent 2:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 1:** “who is sitting next to Doni/ between renald and dika/ on the left/ on the right?”

**Respondent 2:** “sitting next doni is dika/ between renald and dika is doni/ on the left is ahmad and on the right is ical.

**Respondent 1:** “how about doni’s height/ his hair/ and how years old?”

**Respondent 2:** “doni is tall/his hair style is curly/ and he 13 years old...”

Respondent 1 and respondent 2 ask by turn:

**Respondent 2:** “Assalmu’alaykum ... hi Ahmad? I would ask you about situation in our class and physical appearance our friend?”

**Respondent 1:** “Waalaykum salam... hi Agus... okay please...”

**Respondent 2:** “How many windows/tables/chairs/students are there?”

**Respondent 1:** “there are 12 window/ 24 tables/ 24 chairs/ and 23 student”

**Respondent 2:** “who is sitting next to Doni/ between renald and dika/ on the left/ on the right?”

**Respondent 1:** “sitting next doni is dika/ between renald and dika is doni/ on the left is ahmad and on the right is ical.

**Respondent 2:** “how about doni’s height/ his hair/ and how years old?”

**Respondent 1:** “doni is tall/his hair style is apa lagi? O iya curly/ and he 13 years old...”

Next Respondent 3 and 4

**Respondent 3:** “Assalamu’alaykum. wr..wb... Hi Doni? I would ask you about situation in our class and describe physical appearance our friend?”

**Respondent 4:** “Waalaykumsalam. wr..wb... Hi Renald... Okay please...”

**Respondent 3:** How many windows/tables/chairs/students are there?

**Respondent 4:** “there are 12 window/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 3:** “who is sitting next to dika/ sitting between renald and dika/ sitting on the left/ on the right?”

**Respondent 4:** “sitting next dika is dullah/ between renald and dika is doni/ on the left is ahmad and on the right is ical.

**Respondent 3:** “how about Doni’s height/ how about his hair/ and how years old?”

**Respondent 4:** “doni is tall/his hair style is apa tadi? O iya curly/ and he 13 years old...”

Respondent 3 and respondent 4 ask by turn:

**Respondent 4:** “Assalamu’alaykum. wr..wb... Hi Renald? I would ask you about situation in our class and describe physical appearance our friend?”

**Respondent 3:** “Waalaykumsalam. wr..wb... Hi Doni... Okay please...”

**Respondent 4:** How many windows/tables/chairs/students are there?

**Respondent 3:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 4:** “who is sitting next to dika/ between renald and dika/on the left/ on the right?”

**Respondent 3:** “sitting next dika is dullah/ sitting between renald and dika is doni/  
sitting on the left is ahmad and on the right is ical.

**Respondent 4:** “how about Doni’s height/ how his hair/ and how years old?”

**Respondent 3:** “doni is tall/his hair style is curly/ and he 13 years old...”

Next Respondent 5 and respondent 6 :

**Respondent 5:** “Assalamu’alaykum. wr..wb... Hi Dika? I would ask you about  
situation in our class and describe physical appearance our friend?”

**Respondent 6:** “Waalaykumsalam. wr..wb... Hi Dullah... Okay please...”

**Respondent 5:** How many windows/tables/chairs/students are there?

**Respondent 6:** “there are 12 window/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 5:** “who is sitting next to Renald/ sitting between renald and dullah/  
sitting on the left/ on the right?”

**Respondent 6:** “sitting next Renald is me/ between renald and you is me/ on the left  
is ahmad and on the right is ical.

**Respondent 5:** “how about Renald’s height/ how about his hair/ and how years old?”

**Respondent 6:** “Renald is tall/his hair style is apa tadi? O iya curly/ and he 14 years  
old...”

Respondent 5 and respondent 6 ask by turn:

**Respondent 6:** “Assalamu’alaykum. wr..wb... Hi Dullah? I would ask you about  
situation in our class and describe physical appearance our friend?”

**Respondent 5:** “Waalaykumsalam. wr..wb... Hi Dika... Okay please...”

**Respondent 6:** How many windows/tables/chairs/students are there?

**Respondent 5:** “there are 12 window/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 6:** “who is sitting next to Renald/ sitting between renald and dullah/  
sitting on the left/ on the right?”

**Respondent 5:** “sitting next Renald is me/ between renald and you is me/ on the left  
is ahmad and on the right is ical.

**Respondent 6:** “how about Renald’s height/ how about his hair/ and how years old?”

**Respondent 5:** “Renald is tall/his hair style is apa tadi? O iya curly/ and he 14 years  
old...”

Next Respondent 7 and 8:

**Respondent 7:** “Assalamu’alaykum. wr..wb... Hi Adul? I would ask you about  
situation in our class and describe physical appearance our friends?”

**Respondent 8:** “Waalaykumsalam. wr..wb... Hi Ical... Okay please...”

**Respondent 7:** How many windows/tables/chairs/students are there?

**Respondent 8:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 7:** “who is sitting next to Alan/ sitting between Alan and Ibrahim/ sitting  
on the left/ on the right?”

**Respondent 8:** “sitting next Alan is Muslimin/ between Alan and Ibrahim is  
Muslimin/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 7:** “how about Alan’s height/ how about his hair/ and how years old?”

**Respondent 8:** “Alan is short/his hair style is curly/ and he 12 years old...”

Respondent 7 and respondent 8 ask by turn:

**Respondent 8:** “Assalamu’alaykum. wr..wb... Hi Ical? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 7:** “Waalaykumsalam. wr..wb... Hi Adul... Okay please...”

**Respondent 8:** How many windows/tables/chairs/students are there?

**Respondent 7:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 8:** “who is sitting next to Alan/ sitting between Alan and Ibrahim/ sitting on the left/ on the right?”

**Respondent 7:** “sitting next Alan is Muslimin/ between Alan and Ibrahim is Muslimin/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 8:** “how about Alan’s height/ how about his hair/ and how years old?”

**Respondent 7:** “Alan is short/his hair style is curly/ and he 12 years old...”

Next Respondent 9 and respondent 10

**Respondent 9:** “Assalamu’alaykum. wr..wb... Hi Didi? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 10:** “Waalaykumsalam. wr..wb... Hi Irsan... Okay please...”

**Respondent 9:** How many windows/tables/chairs/students are there?

**Respondent 10:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 9:** “who is sitting next to Rudi/ sitting between Rusdi and Firzan/ sitting on the left/ on the right?”

**Respondent 10:** “sitting next Rudi is Firzan/ between Rusdi and Firzan is Rudi/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 9:** “how about Rudi’s height/ how about his hair/ and how years old?”



**Respondent 10:** “Rudi is short/his hair style is curly/ and he is 12 years old...”

Respondent 9 and respondent 10 ask by turn:

**Respondent 10:** “Assalamu’alaykum. wr..wb... Hi Irsan? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 9:** “Waalaykumsalam. wr..wb... Hi Didi... Okay please...”

**Respondent 10:** How many windows/tables/chairs/students are there?

**Respondent 9:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 10:** “who is sitting next to Rudi/ sitting between Rusdi and Firzan/ sitting on the left/ on the right?”

**Respondent 9:** “sitting next Rudi is Firzan/ between Rusdi and Firzan is Rudi/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 10:** “how about Rudi’s height/ how about his hair/ and how years old?”

**Respondent 9:** “Rudi is short/his hair style is curly/ and he is 12 years old...”

Next Respondent 11 and respondent 12

**Respondent 11:** “Assalamu’alaykum. wr..wb... Hi Muslimin? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 12:** “Waalaykumsalam. wr..wb... Hi Alan... Okay please...”

**Respondent 11:** How many windows/tables/chairs/students are there?

**Respondent 12:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 11:** “who is sitting next to Rudi/ sitting between Rusdi and Firzan/ sitting on the left/ on the right?”

**Respondent 12:** “sitting next Rudi is Firzan/ between Rusdi and Firzan is Rudi/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 11:** “how about Rudi’s height/ how about his hair/ and how years old?

**Respondent 12:** “Rudi is short/his hair style is curly/ and he is 12 years old...

Respondent 11 and respondent 12 ask by turn:

**Respondent 12:** “Assalamu’alaykum. wr..wb... Hi Alan? I would ask you about situation in our class and describe physical appearance our friends?

**Respondent 11:** “Waalaykumsalam. wr..wb... Hi Muslimin... Okay please...

**Respondent 12:** How many windows/tables/chairs/students are there?

**Respondent 11:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 12:** “who is sitting next to Ismail/ sitting between Ibrahim and Syafi’i/who is sitting sitting on the left/ on the right?

**Respondent 11:** “sitting next Ismail is Syafi’i/ between Ibrahim and Syafi’i is Ismail/ sitting on the left are Ismail and on the right is Ahmad.

**Respondent 12:** “how about Syafi’I’s height/ how about his hair/ and how years old?

**Respondent 11:** “Syafi’i is tall/his hair style is long/ and he is 13 years old...

Next Respondent 13 and respondent 14:

**Respondent 13:** “Assalamu’alaykum. wr..wb... Hi Ismail ? I would ask you about situation in our class and describe physical appearance our friends?

**Respondent 14:** “Waalaykumsalam. wr..wb... Hi Ibrahim... Okay please...

**Respondent 13:** How many windows/tables/chairs/students are there?

**Respondent 14:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 13:** “who is sitting next to Fatih/ sitting between Aziz and Fatih/who is sitting on the left/ on the right?”

**Respondent 14:** “sitting next Fatih is Rusdi/ between Aziz and Fatih is Algi/ sitting on the left are Rusdi and on the right is Ical.

**Respondent 13:** “how about Fatih’s height/ how about his hair/ and how years old?”

**Respondent 14:** “Fatih is tall/his hair style is long/ and he is 13 years old...”

Respondent 13 and respondent 14 ask by turn:

**Respondent 14:** “Assalamu’alaykum. wr..wb... Hi Ibrahim? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 13:** “Waalaykumsalam. wr..wb... Hi Ismail... Okay please...”

**Respondent 14:** How many windows/tables/chairs/students are there?

**Respondent 13:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 14:** “who is sitting next to Fatih/ sitting between Aziz and Fatih/who is sitting on the left/ on the right?”

**Respondent 13:** “sitting next Fatih is Rusdi/ between Aziz and Fatih is Algi/ sitting on the left are Rusdi and on the right is Ical.

**Respondent 14:** “how about Fatih’s height/ how about his hair/ and how years old?”

**Respondent 13:** “Fatih is tall/his hair style is long/ and he is 13 years old...”

Next Respondent 15 and respondent 16:

**Respondent 15:** “Assalamu’alaykum. wr..wb... Hi Syaifuddin? I would ask you about situation in our class and ee... describe physical appearance our friends?”

**Respondent 16:** “Waalaykumsalam. wr..wb... Hi Syafi’i... Okay please...”

**Respondent 15:** “bagaimana? How many windows/tables/chairs/students are there?”

**Respondent 16:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 15:** “who is sitting next to Ahmad/ sitting between Ahmad and Doni/who is sitting on the left/ on the right?”

**Respondent 16:** “sitting next Ahmad is Agus/ between Ahmad and Doni is Agus/ sitting on the left are Rusdi and on the right is Ical.

**Respondent 15:** “how about Ahmad’s height/ how about his hair/ and how years old?”

**Respondent 16:** “Ahmad is tall/his hair style is long/ and he is 13 years old...”

Respondent 15 and respondent 16 ask by turn:

**Respondent 16:** “Assalamu’alaykum. wr..wb... Hi Syafi’i? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 15:** “Waalaykumsalam. wr..wb... Hi Syaifuddin... Okay please...”

**Respondent 16:** “How many windows/tables/chairs/students are there?”

**Respondent 15:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 16:** “who is sitting next to Ahmad/ sitting between Ahmad and Doni/who is sitting on the left/ on the right?”

**Respondent 15:** “sitting next Ahmad is Agus/ between Ahmad and Doni is Agus/ sitting on the left are Rusdi and on the right is Ical.

**Respondent 16:** “how about Ahmad’s height/ how about his hair/ and how years old?”

**Respondent 15:** “Ahmad is tall/his hair style is long/ and he is 13 years old...”

Next Respondent 17 and respondent 18:

**Respondent 17:** “Assalamu’alaykum. wr..wb... Hi Aziz ? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 18:** “Waalaykumsalam. wr..wb... Hi Farhan... Okay please...”

**Respondent 17:** “How many windows/tables/chairs/students are there?”

**Respondent 18:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 17:** “who is sitting next to Irsan/ sitting between Irsan and Alan/who is sitting on the left/ on the right?”

**Respondent 18:** “sitting next Irsan is Didi/ between Irsan and Alan is Didi/ sitting on the left is Farhan and on the right is Dika.

**Respondent 17:** “how about Irsan’s height/ how about his hair/ and how years old?”

**Respondent 18:** “Irsan is short/his hair style is curly/ and he is 12 years old...”

Respondent 17 and respondent 18 ask by turn:

**Respondent 18:** “Assalamu’alaykum. wr..wb... Hi Farhan ? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 17:** “Waalaykumsalam. wr..wb... Hi Aziz... Okay please...”

**Respondent 18:** “How many windows/tables/chairs/students are there?”

**Respondent 17:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 18:** “who is sitting next to Irsan/ sitting between Irsan and Alan/who is sitting on the left/ on the right?”

**Respondent 17:** “sitting next Irsan is Didi/ between Irsan and Alan is Didi/ sitting on the left is Farhan and on the right is Dika.

**Respondent 18:** “how about Irsan’s height/ how about his hair/ and how years old?”

**Respondent 17:** “Irsan is short/his hair style is curly/ and he is 12 years old...”

Next respondent 19 and respondent 20:

**Respondent 19:** “Assalamu’alaykum. wr..wb... Hi Fatih ? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 20:** “Waalaykumsalam. wr..wb... Hi Algi... Okay please...”

**Respondent 19:** “How many windows/tables/chairs/students are there?”

**Respondent 20:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 19:** “who is sitting next to Dullah/ sitting between Dullah and Adul/who is sitting on the left/ on the right?”

**Respondent 20:** “sitting next Dullah is Ical/ between Dullah and Adul is Ical/ sitting on the left is Farhan and on the right is Dika.”

**Respondent 19:** “how about Dullah’s height/ how about his hair/ and how years old?”

**Respondent 20:** “Dullah is tall/his hair style is curly/ and he is 13 years old...”

Respondent 19 and respondent 20 ask by turn:

**Respondent 20:** “Assalamu’alaykum. wr..wb... Hi Algi? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 19:** “Waalaykumsalam. wr..wb... Hi Fatih... Okay please...”

**Respondent 20:** “How many windows/tables/chairs/students are there?”

**Respondent 19:** “there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 20:** “who is sitting next to Dullah/ sitting between Dullah and Adul/who is sitting on the left/ on the right?”

**Respondent 19:** “sitting next Dullah is Ical/ between Dullah and Adul is Ical/ sitting on the left is Farhan and on the right is Dika.

**Respondent 20:** “how about Dullah’s height/ how about his hair/ and how years old?”

**Respondent 19:** “Dullah is tall/his hair style is curly/ and he is 13 years old...”

Next respondent 21 and respondent 22:

**Respondent 21:** “Assalamu’alaykum. wr..wb... Hi Rudi ? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 22:** “Waalaykumsalam. wr..wb... Hi Rusdi... Okay please...”

**Respondent 21:** “How many windows/tables/chairs/students are there?”

**Respondent 22:** “in class there are 12 windows/ there are 24 tables/ there are 24 chairs/ and 23 students”

**Respondent 21:** “who is sitting next to Syaifuddin / sitting between Syaifuddin and Aziz/who is sitting on the left/ on the right?”

**Respondent 22:** “that sitting next Syaifuddin is Farhan/ and sitting between Syaifuddin and Aziz is Farhan/that sitting on the left is Farhan and sitting on the right is Dika.

**Respondent 21:** “how about Syaifuddin’s height/ how about his hair/ and how years old?”

**Respondent 22:** “Syaifuddin is tall/he has hair style is curly/ and now he is 13 years old...”

Respondent 21 and respondent 22 ask by turn:

**Respondent 22:** “Assalamu’alaykum. wr..wb... Hi Rusdi ? I would ask you about situation in our class and describe physical appearance our friends?”

**Respondent 21:** “Waalaykumsalam. wr..wb... Hi Rudi... Okay please...”

**Respondent 22:** “How many windows/tables/chairs/students are there?”

**Respondent 21:** “bagaimana?there are 12 windows/ 24 tables/ 24 chairs/ and 23 students”

**Respondent 22:** “who is sitting next to Syaifuddin/ sitting between Syaifuddin and Aziz/who is sitting on the left/ on the right?”

**Respondent 21:** “sitting next Syaifuddin is Farhan/ between Syaifuddin and Aziz is Farhan/ sitting on the left is Farhan and on the right is Dika.

**Respondent 22:** “how about Syaifuddin’s height/ how about his hair/ and how years old?”

**Respondent 21:** “bagaimana lagi? Syaifuddin is tall/his hair style is curly/ and he is 13 years old...”

Next respondent 23 and respondent 1:

**Respondent 1:** “Assalamu’alaykum. wr..wb... Hi Firzan ? I would ask you about situation in our class and describe physical appearance our friends?”



**Respondent 23:** “Waalaykumsalam. wr..wb... Hi Ahmad... Okay please...”

**Respondent 1:** “How many windows/tables/chairs/students are there?”

**Respondent 23:** “in class there are 12 windows/ there are 24 tables/ there are 24 chairs/ and 23 students”

**Respondent 1:** “who is sitting next to Syaifuddin / sitting between Syaifuddin and Aziz/who is sitting on the left/ on the right?”

**Respondent 23:** “that sitting next Syaifuddin is Farhan/ and sitting between Syaifuddin and Aziz is Farhan/that sitting on the left is Farhan and sitting on the right is Dika.

**Respondent 1:** “how about Syaifuddin’s height/ how about his hair/ and how years old?”

**Respondent 23:** “Syaifuddin is tall/he has hair style is curly/ and now he is 13 years old...”

**Table 10: the result of the test in cycle 2**

No.	No. Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1.	001	4	3	4	75
2.	002	5	5	4	85
3.	003	4	4	3	75
4.	004	3	3	3	70
5.	005	3	3	3	70

6.	006	3	3	3	70
7.	007	4	3	4	75
8.	008	4	3	4	75
9.	009	5	5	4	85
10.	010	4	4	4	80
11.	011	4	4	4	80
12.	012	3	3	3	70
13.	013	3	3	3	70
14.	014	3	4	4	75
15.	015	3	4	4	75
16.	016	5	4	5	85
17.	017	5	4	5	85
18.	018	4	5	5	85
19.	019	4	3	4	75
20.	020	3	4	4	75
21.	021	3	3	3	70
22.	022	6	5	6	95
23.	023	5	5	5	90
	Mean Score				77,82

Calculating the mean score of the students' speaking test of cycle 1

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

$$= \frac{1790}{23}$$

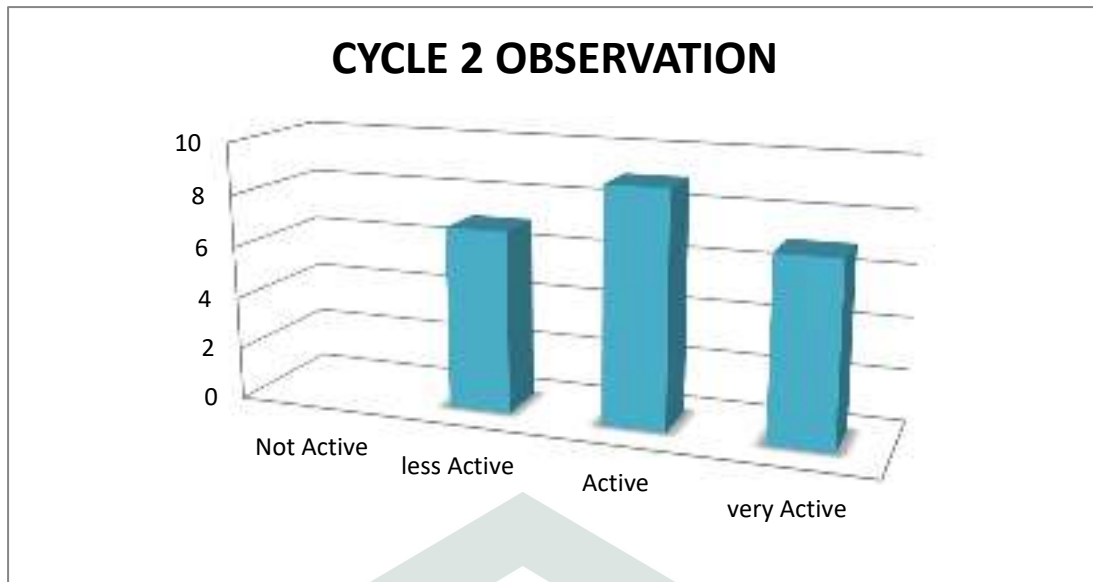
$$= 77,82$$

2. The result of observation student's activities during the teaching and learning process. It can be seen in the table below:

OBSERVATION LIST CYCLE 2

Students Name	STUDENTS PARTICIPATION			
	NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
		7	9	7

**Table 11: the result of the test in cycle 2**



**Table 12: the result of the test in cycle 2**

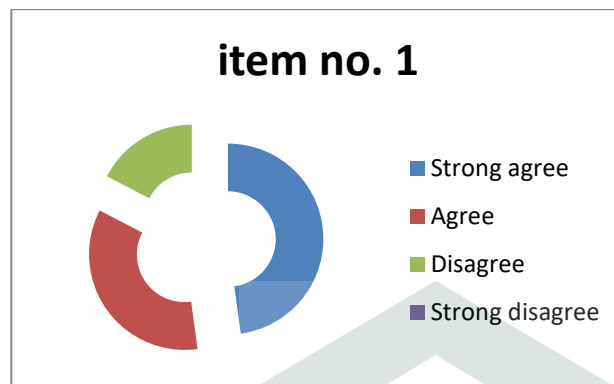
Some successful points in the Cycle 2 namely: most of the students were familiar with the using classroom observation technique in speaking skill. More of the student active in learning activities, 9 students active, 7 students very active, 7 students less active, and 0 student not active. The condition of the class was not noisy. The ideal mean score have achieved: 77.82. In the findings, some students active in giving responds to talk about the topic that given by researcher.

### 3. The data through the questioners cycle II

This data was used to find out the students' attitude in speaking skill through classroom observation technique, there were some items:

a. Item no.1

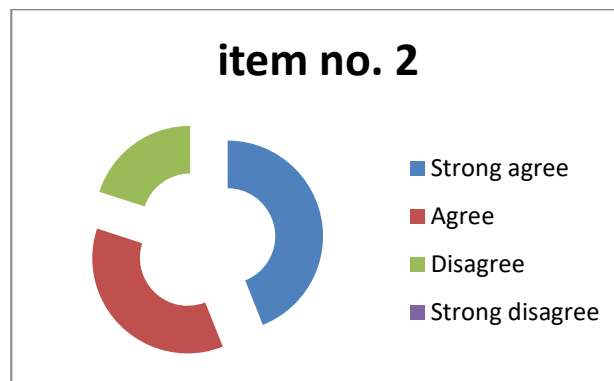
I am interested studying English speaking using classroom observation technique



Based on research of data analysis can be known that from 23 respondents. There were 11 students strongly agree to follow in English learning activity, there were 8 students agree, there were 4 students disagree, and none of student strongly disagree. Based on the result the students' attitude is low interest to study English speaking in cycle II.

b. Item no. 2

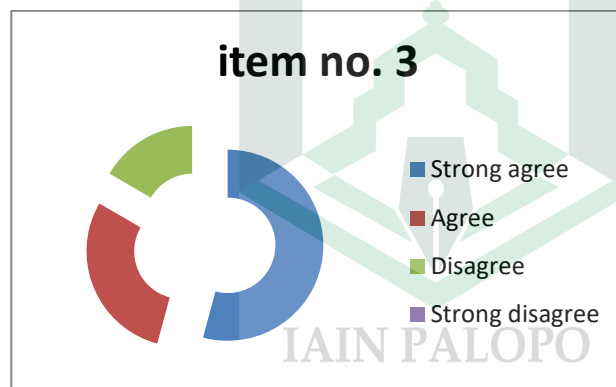
Using classroom observation technique can improve my speaking skill



Based on the result of the research can be proved that classroom observation technique influence speaking skill of 23 respondent. There were 11 students strongly agree, if using classroom observation technique can improve their speaking skill. There were 9 students agree, there were 3 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is low interest.

c. Item no. 3

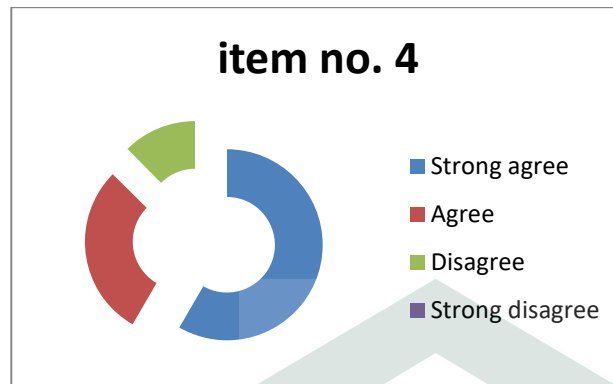
Studying English speaking using classrom observation technique can increase self confidence



Based on the result of the research can be proved that classroom observation technique influence speaking skill of 23 respondent. There were 13 students strongly agree, if using classroom observation technique can increase self confidence. There were 7 students agree, there were 3 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is average interest in the cycle II

d. Item no. 4

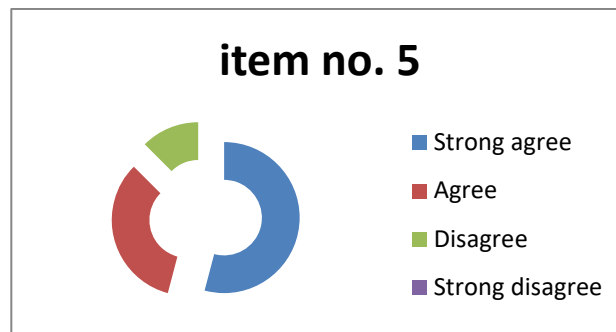
Using classroom observation technique helped the students brave to practice speaking in front of class.



Based on the result of the research can be proved that classroom observation technique influence speaking skill of 23 respondent. There were 14 students strongly agree, if using classroom observation technique can increase self confidence. There were 7 students agree, there were 2 students disagree, and none of student strongly disagree . Based on to find out that there were students attitude is average interest.

e. Item no. 5

Studying speaking using classroom observation technique can increase my motivation



Based on the result of the research can be proved that classroom observation technique influence speaking skill of 23 respondent. There were 13 students strongly agree, if using classroom observation technique can increase self confidence. There were 8 students agree, there were 2 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude was average interest in the cycle II.

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

1. Accuracy

**Table: 13**  
**Accuracy**

Classification	Score	Frequency	Total sample
Excellent	6	1	23
Very good	5	5	23
Good	4	8	23
Average	3	9	23
Poor	2		23
Very Poor	1		23

The table above shows that the students' score in the area of accuracy of cycle II were varieties but there were some improvements; in which there were still 1 student got 'excellent', 5 student got 'very good', 8 students got 'good', 9 students got 'average', none of students got 'poor' and none of students got 'very poor' classification.



## 2. Fluency

**Table: 14**  
**Fluency**

Classification	Score	Frequency	Total sample
Excellent	6		23
Very good	5	5	23
Good	4	8	23
Average	3	10	23
Poor	2		23
Very Poor	1		23

The table above shows that the students' score in the area of fluency of cycle II were varieties but there were some improvements; in which there were none of student got 'excellent', 5 student got 'very good', 8 students got 'good', 10 students got 'average', none of students got 'poor' and none of students got 'very poor' classification.

## 3. Comprehensibility

**Table: 15**  
**Comprehensibility**

Classification	Score	Frequency	Total sample
Excellent	6	1	23
Very good	5	4	23
Good	4	11	23
Average	3	7	23
Poor	2		23
Very Poor	1		23

The table above shows that the students' score in the area of comprehensibility of cycle II were varieties but there were some improvements; in which there were 1 student got 'excellent', 4 student got 'very good', 11 students got 'good', 7 students got 'average', none of students got 'poor' and none of students got 'very poor' clasification.

Based on the result of the observation and score of second cycle show good point, the researcher needed to do reflection to know weakness action in cycle II they were: (1) the mean score the result of the students' test in cycle II the percentage 77.82 1 student got 95 score, 1 student got 90 score, 5 student got score 85, 2 students got 80 score, 8 students got 75 score, and 6 students got 70 score. It means fulfilling pass standard, so the students' score of test in cycle II was increasing and based on result the observation made by observer to activities researcher execution learning speaking skill through classroom observation technique was good.

The researchers concluded the best ways in teaching speaking by using classroom observation technique were:

1. Giving students motivation, so the students have self confidence
2. Giving more opportunities to students to make turns in speaking during the times allocated
3. Observe the students' activities in the classroom more intense
4. The teaching speaking makes more interest and fun, so the students were express their ideas freely.

## ***B. Discussion***

Looking at data finding, the researchers present the discussion of data given to the students. The students of SMP PMDS Putra Palopo was lower in the cycle I than cycle II. In this case: discussion about data analysis, which was intended to find out the improvement on the students' speaking skill through classroom observation technique, it can be identified through the result of cycle I and cycle II.

The improvement the students speaking skill through classroom observation technique in the case, the researcher discusses the result of the data analysis in accordance with the scope of this research. The discussion is intended to know the students improvement in speaking English by using classroom observation technique.

Using the classroom observation technique to improve the speaking students and the researcher ask to students that they are will practice as they prepare for carry out a speaking task in English conversation and the explained how to used classroom observation technique and the researcher gave the material and time about situation class during 20 minutes. The example of question was "how many table, how many chair, and how many students in class?"

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 65, 21. It is low score by the standard score. In the fact, from the result of students activities in the first cycle many students confuse with the classroom observation technique especially to application and practice before presentation in front of class, because this strategy unfamiliar for them.

Based on observation activities made by researcher and collaborators in the first cycle the researcher found some weakness in teaching English speaking by classroom observation technique. They are (a) the condition class was noising when the researcher gave explanation (b) the seemed not to be discipline there is student just plays games, disturb their friend because the students were not familiar with the using classroom observation technique in teaching speaking skill (c) the students still less active because they less of vocabulary (d) learning process not interest because students just silence although they confused or they did not understand with the material and they are affraid in saying and they do not know what the meaning the words they have said (e) the students were not focused when the researcher explained material and there some students cheat note when persentation in front of class. The observation about activities researcher made by observer when explained the material and explained about classroom observation technique.

In this research, the researcher explained how to use classroom observation technique to improve their speaking ability. Because observers have some choices about what sort of record should be kept of a lesson, and some may chose to kept none at all most, however, will at lest keep notes, but there are several others possibilities, small concept video cameras offer futhers option beyond written notes, though teachers and pupils who are not used to being video recorded may be inhibited. Each approach has advantages and disadvages.

So the researchers gave their some difficult words and ask them to memorize in their dormitory to prepare in next cycle. And needed challenged to develop various

teaching techniques and to do reflection to get the best way in teaching speaking skill through classroom observation technique. The variety of teaching technique will help learners to get higher motivation to upgrade in learning English.

The students' attitude in learning English speaking through classroom observation technique relating to the data analysis based on the test, the researcher present the students' attitude in learning English speaking through classroom observation in cycle I is low interest. In relation to the observation checklist to know the students' active participation in speaking English by using classroom observation technique in the cycle I, it was found that there were 2 students *very active* in the speaking class using classroom observation technique, *the active* students were 8, *the less active* students were 6, and there were 7 students *not active*. It means that the student's did not really active. The evaluation from the result of students' test in first cycle was only 65, 21. It means under low the score standard, so the students' score of test in second cycle must be increase and the result of observation made by observer to activities researcher execution learning speaking skill through classroom observation technique that the students speaking skill was still low, show the researcher did second cycle and must be increase some aspect in the next cycle. Especially the students' ability in speaking skill.

In the discussion, there were only some students active in giving responds to talk about the topic that by given researcher. It was the expected nominal percentage. In this cycle, it was based on the plan and action that to know students' speaking skill, the teacher gave students some vocabularies because these as first problem

students to speak and asked the students to memorize those vocabularies and made them in English conversation. Then students were asked to use those vocabularies to tell about situation class. Because of limited time to students continued their performance of telling about describing physical other friends in next meeting.

In this cycle, the researcher found that there were some of students who still got low score in accuracy, fluently, and comprehensibility. In accuracy classification shown that the students' score in this area of cycle I were varieties; in which there were none of student got 'excellent', 1 student got 'very good', 4 students got 'good', 8 students got 'average', 6 students got 'poor' and 4 students got 'very poor' classification.

The students' scores in the area of fluently of cycle I were varieties; in which there were none of student got 'excellent', none of student got 'very good', 4 students got 'good', 7 students got 'average', 9 students got 'poor' and 3 students got 'very poor' classification.

The students' scores in the area of comprehensibility of cycle I were varieties; in which there were none of student got 'excellent', 1 student got 'very good', 2 students got 'good', 9 students got 'average', 10 students got 'poor' and 1 students got 'very poor' classification.

By the end of the second meeting in cycle I, researcher shared questionnaire to the students. Most of the respondents showed positive perception toward the every item which gives or display positive statement.

For first item in questionnaire, “ I am interested studying English speaking using classroom observation technique” indicated that most of the respondents said agree that the using classroom observation technique in speaking class makes students interested studying English speaking. There were 11 students strongly agree, 6 students agree, 5 students disagree and none of student strongly disagree. It means that by classroom observation technique in speaking class, it could make students feel interested studying English speaking.

The second item, “Using classroom observation technique can improve my speaking skill”. Where 10 students strongly agree, 8 students agree, 5 students disagree and none of student strongly disagree. It can be concluded that by using classroom observation technique in speaking class could improve speakings’ students.

The third item, “Studying in English speaking using classroom observation technique can increase self confidence”. Indicated that most of the students said agree that the use of classroom observation technique can increase self confidence of students. Where, 12 students strongly agree, 7 students agree, 4 students disagree, and none of student strongly disagree. It shows that the respondents find that the use classroom observation technique can increase self confidence of students.

The fourth item, “Using classroom observation technique helped the students brave to practice speaking in front of class” showed that there were 12 students strongly agree, 8 students agree, 3 students disagree, and none of students strongly

disagree. It means that the use of classroom observation technique in speaking class makes and helped the students brave to practice speaking in front of class.

And the last item, “improving speaking through classroom observation technique can increase my motivation”, indicated that there was 13 students strongly agree, 7 students agree, 3 students disagree and none of student strongly disagree. It shows that the respondents find that the use classroom observation technique can increase students’ motivation.

The problem in the first cycle attracted the researcher and partner to continue the next cycle. In the second cycle, the researcher observed the students more intense and did new plan such as rearranged the students’ position, and to do it to correct their mistakes and gave more explanation about the material in speaking skill and gave guidance. In order the English teaching method that had given by the researcher before doing action in second cycle, like introduce again to students about classroom observation. Classroom observation provides teacher with necessary feedback. Effective teachers use this information to change practice and grow as educators observers can vary the technique and strategies, they use to evaluate teachers.

And the researcher explained how to use classroom observation technique in teaching class to improve their speaking, classroom observation is a process by which a CTE consultant sits on one more class sessions, record the instructors’ teaching practices and student actions, and then meets with the instructor to discuss the observations. Classroom observation allows an instructor to: Receive feedback from



an objective, experienced observer. Classroom observation provides teachers with necessary feedback.

Effective teachers use this information to change practicing and grows as aeducators. Observers can vary the techniques and strategies they use to evaluate teachers to provide more extensive findings. In turn, the teachers being observed can implement productive and needed change. There were some of techniques applied to explain classroom observation in teching class. The first is use questioning technique, is one of technique is to count the number of questions asked to the students. The observer make document that related with the students answering questions. This style of observation identifies a balanced approach to questioning if there is imbalance. Teachers need to be know of their questioning techniques.

The second use videotaping. Videotaping a lesson and reviewing the entire period with the teacher is an excellent technique for observation. Students will need to sign a release if they are to appear on any portion of the video, unless the school has them sign one at the beginning of the year. We could also elect to simply watching the video allows the teacher to see how students present themselves to the class. It serves as an opportunity for teachers to reflect on their deliveries and methodologies. Classroom observation is quantitative method of measuring classroom behaviors of both teachers and students.<sup>21</sup>

In the second cycle was made students to be active in the class, like make conversation and they not just silent if they confused with the material and giving

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<sup>21</sup>. [www.edu.plymouth.ac.uk/resined/observation/obs\\_home.htm](http://www.edu.plymouth.ac.uk/resined/observation/obs_home.htm)

more explanation and intensive guidance to the students for understand and practice the speaking through give more vocabulary like difficult words and guide the student that can not to speak English until they can fluent to speak English and given motivation in order to be active in speaking and learning process. Such as giving their wise word to built their self confidence to study more and more.

In observation activities made by researchers and collaborators in the second cycle, the researcher and observer to observe the learning activity about condition class and activity student in learning speaking using classroom observation technique. Observation the students activities in the second cycle many students to be active in the class to express their opinion, the students' self confidence was increasing, and they are not shy to speak in front of class. Then condition in class more condusive than first cycle, and then the students' speaking improved in the second cycle. And this cycle the researcher gave chance to choose partner for conversation with other topic and the topic is describing situation class and describing physical appearance, and asked to students to make conversation in front of class with their partner, and asked them if material conversation in second cycle same with first cycle and the model of classroom observation is stand two students in front of class facing the white board to given a chance to answer each question. The researcher gave time to explained during 35 minutes, and ask them to describe each other using suitable words from each category.<sup>22</sup>

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<sup>22</sup>. Com/file/view/cameron\_class observation booklet.pdf

So solve that problem the researcher and the teacher planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success that had been decided before. Students' speaking skill in the second cycle improved than cycle I, it indicates than after giving the reflection based on observation made researcher and collaborators. The students have better achievement and the researcher has known in the application of appropriate way teaching speaking the student' attention was focused in learning, and the students were easy to understand the lesson.

The average scores that students got in cycle I did not reach the criteria of success in working indicator, so the researcher and partner made some strategies for this cycle. The students got improvement in every clasification. More of the students active in learning activities, there were 7 students *very active* in the speaking class using classroom observation technique, *the active* students were 9, *the less active* students were 7, and none of students *not active*.

The students' attitude in learning English speaking through classroom observation technique relating to the data analysis based on the test, the researcher present the students' attitude in learning English speaking through classroom observation technique in cycle II and the students' have good response because the mean score of students' test in second cycle, the ideal score have achieved 77, 82. 1 student got 95 score, 1 student got 90 score, 5 student got score 85, 2 students got 80 score, 8 students got 75 score, and 6 students got 70 score. It means fulfilling pass standard, so the students' score of test in cycle II was increasing and based on result

the observation made by observer to activities researcher execution learning speaking skill through classroom observation technique was good.

The mean score In the discussion, some students active in giving responds to talk about the topic that the given by researcher. The students' score in the area accuracy, fluently, and comprehensibility of cycle II were still varieties but there were improvements. In accuracy classification shown that the students' score in this area of cycle II were varieties; in which there were still 1 student got 'excellent', 5 got 'very good', 8 students got 'good', 9 students got 'average', none of students got 'poor' and none of students got 'very poor' clasification.

The students' scores in the area of fluently of cycle II were varieties; in which there were none of student got 'excellent', 5 student got 'very good', 8 students got 'good', 10 students got 'average', none of students got 'poor' and none of students got 'very poor' clasification.

The students' scores in the area of comprehensibility of cycle II were varieties; in which there were 1 student got 'excellent', 4 student got 'very good', 11 students got 'good', 7 students got 'average', none of students got 'poor' and none of students got 'very poor' clasification.

By the end of the second meeting in cycle II, researcher shared and give the questionnaire again to the students. Most of the respondents showed positive perception toward the every item which gives or display positive statement.

For first item in questionnaire, " I am interested studying English speaking using classroom observation technique" indicated that most of the respondents said

agree that the using classroom observation technique in speaking class makes students interested studying English speaking. There were 11 students strongly agree, 8 students agree, 4 students disagree and none of student strongly disagree. It means that by classroom observation technique in speaking class, it could make students feel interested studying English speaking.

The second item, “Using classroom observation technique can improve my speaking skill”. Where 11 students strongly agree, 9 students agree, 3 students disagree and none of student strongly disagree. It can be concluded that by using classroom observation technique in speaking class could improve speakings’ students.

The third item, “Studying in English speaking using classroom observation technique can increase self confidence”. Indicated that most of the students said agree that the use of classroom observation technique can increase self confidence of students. Where, 13 students strongly agree, 7 students agree, 3 students disagree, and none of student strongly disagree. It shows that the respondents find that the use classroom observation technique can increase self confidence of students.

The fourth item, “Using classroom observation technique helped the students brave to practice speaking in front of class” showed that there were 14 students strongly agree, 7 students agree, 2 students disagree, and none of students strongly disagree. It means that the use of classroom observation technique in speaking class makes and helped the students brave to practice speaking in front of class.

And the last item, “improving speaking through classroom observation technique can increase my motivation”, indicated that there was 13 students strongly agree, 8 students agree, 2 students disagree and none of student strongly disagree. It shows that the respondents find that the use classroom observation technique can increase students’ motivation.

The efficacy in the second cycle it can be seen by increasing of their spirit in learning English speaking and the students’ self confidence in speaking English, the improvement of students’ in English speaking through classroom observation technique.

It was closely related to the teacher use classroom observation technique in teaching English. Because it proved that there were improvements of class situation, namely: improvement of students’ motivation, and interest. Based on the result of the research, it can be concluded that the use classroom observation technique improved students’ speaking skill and class condition.

The result was also similar because classroom observation technique that implemented in class eleventh year students at SMP PMDS Putra Palopo worked and it gave improvement not only in students’ speaking skill but also class situation, where the quality of learning and teaching process increased from the students’ questionnaires, the checklist of the teacher activities in implementing the use classroom observation technique and classroom observation sheet.

Suparman, within the preface of his book, explains several specific competences related to speaking, He states that: Speaking skill requires some specific

competences. The specific competence comprises the mastery of vocabulary, grammar, courage to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.<sup>23</sup>

H. Douglas Brown explains several specific competences related to speaking. He states that: dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which those purpose is to convey proportional for which those purpose is to convey proportional or factual information (transactional). Study about foreign language is too difficult for beginners or learners speaking skill.<sup>24</sup>

Jack C Richard and Willy A. Renandya of their book explain about speaking too. Their states that: Speaking is one of the central elements of communication and used for many different purposes, and each purpose involves different skill and speaking is fundamentally on instrument act. Speaker talks in order to have some effect on their learners, and we may use speaking to describe things to explain about people's behavior, to take polite request, or to entertain people with a joke and another. In ESL teaching is an aspect that needs special attention and instruction. In other to provide effective interaction, it is necessary for teacher to be careful to examine the factors, conditions, and components that underlie speaking effectiveness.

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<sup>23</sup>. Suparman, *Practical Guide to Speak English* (Yogyakarta: UII Press, 2001). P. 1

<sup>24</sup>. Jeremy Harmer, *the Practice of English Language Teaching* (Ed.III; England: Pearson Education Limited, 2001), p. 269

Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and approximately. Speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language of foreign language is difficult as we learned our native language as a child.<sup>25</sup>

The learners cannot feed back the teacher and they find in expressing because of gaps in their linguistic repertoire. It is obvious that to build up learners' speaking skill the teacher needs to recognize well some specific competences (as like Superman identifies as mastery of vocabulary, grammar, etc). At the some time the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal.

Harmer express what the teacher should to do overcome the difficulty above. He states that the teachers' task will be two fold: to give them (learners) confidence in English and to equip them with hitherto unknown skill in either their own mother tongue or English.<sup>26</sup>

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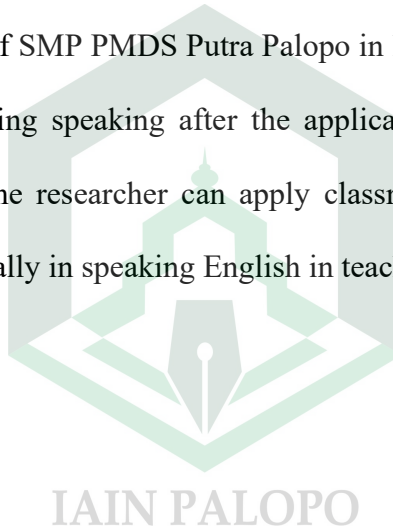
<sup>25</sup>. Jack C Richard and Willy A. Renandya. *Methodology in Language Teaching*. (New York Cambridge University, 2002) p. 210

<sup>26</sup>. Jeremy Harmer, *the Practice of English Language Teaching* (Ed.III; England: Pearson Education Limited,2001), p. 269



That was why before the teacher asked the students to present their telling of someone, teacher gave them vocabulary of adjective first and made it into sentences. So students provided by vocabularies and simple grammar that became their weapon to speak. In this reserach, the researcher found that classroom observation technique increased students' motivation in learning English and also improved students' speaking skill.

Based on the result of data analysis, the researcher concludes that the eleventh year students of SMP PMDS Putra Palopo in learning English speaking have good response in learning speaking after the application of classroom observation technique. Therefore, the researcher can apply classroom observation technique in teaching English especially in speaking English in teaching and learning process.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestion based on finding and discussion from the data analysis:

#### *A. Conclusions*

Based on the result of data analysis and findings in the previous chapter, the conclusion that can be drawn from this study is as follows:

1. According the result of the research the researcher conclude the best way in teaching speaking by using classroom observation technique are: (a) give students motivation, so the students have self confidence (b) give more opportunities to students to make turns in speaking during the times allocated (c) observe the students' activities in the classroom more intense (d) the teaching speaking make more interact and fun, so the students can express their ideas freely.

2. Most of the students of the eight year of SMP PMDS Putra Palopo in English subject had positive improvement in learning teaching process through classroom observation technique, such us in motivation, braveness to speak, confidence and their ability in speaking English. It could be seen from their answer on questionnaire filling, interview, the checlist of the teacher activities in implementing the use of classroom observation, and their scoring test.

3. From the cycle I, the researcher find that 65.21 students have positive response and active involvement in learning and teaching process it can be seen from students' attitude and the quality of learning and teaching process increase from first

cycle to second cycle, this quality can also be seen from the students' behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet and students' questionnaires.

### ***B. Suggestions***

Related to the conclusion above the researcher give some suggestions for the sake of the improvement of the students' skill by using interesting topics towards speaking English by using classroom observation technique.

#### 1. For Teacher

The teacher should give the students motivation in improving their speaking skill, use good method to stimulate the students' interest in speaking, should give the students much opportunity to practice speaking, and than the teacher should involve the students actively in the classroom activity. The teacher should present material which can stimulate the students to speak more actively and have big motivation to study English.

#### 2. For the students

The students should have strategies in speaking, such as use classroom observation technique to improve their speaking skill, and than the students should be diligent to practice their speaking in English.

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