# IMPROVING STUDENTS SPEAKING SKILL THROUGH POP-UP BOOK

# MEDIA OF THE TENTH GRADE AT MAN PALOPO

**IAIN PALOPO**

**A THESIS**

*Submitted as a Part of the Requirements for S.Pd. Degree*
*in English Language Education Study Program*

**Written by**
**NURASIKIN**

**REG. NUMBER: 15.0202.0137**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**
**TARBIYAH AND TEACHER TRAINING FACULTY**
**STATE ISLAMIC INSTITUTE OF PALOPO**
**2019**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**
**TARBIYAH AND TEACHER TRAINING FACULTY**
**STATE ISLAMIC INSTITUTE OF PALOPO**
**2019**

## THESIS APPROVAL

This thesis, entitled "**Improving Students Speaking Skill Through Pop-Up Book Media of the Tenth Grade at MAN Palopo**" written by **Nurasikin, Reg. Number 15.02.02.0137**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, September 2nd 2019 M**, coincided with **Muharram 2nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>September 2nd, 2019 M</u>
Muharram 2nd 1441 H

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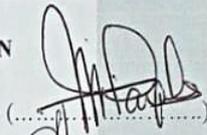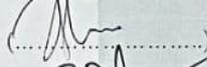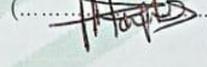
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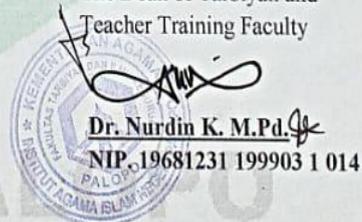
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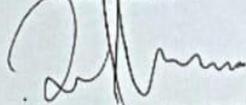
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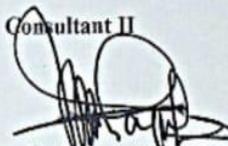
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*Wassalamu'alaikum Wr.Wb.*

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**NOTA DINAS PEMBIMBING**

Palopo,                2019

Lampiran        : -

Hal              : Skripsi

KepadaYth.

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Fakultas        : Pendidikan Bahasa Inggris

Prodi           : Tarbiyah dan Ilmu Keguruan

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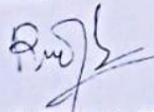
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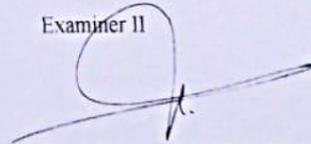
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*In the name of Allah, the most gracious and most merciful*

ٱلْحَمْدُ لِلَّهِ رَبِّ ٱلْعَٰلَمِينَ

*Praise be to Allah, the Cherisher and sustainer of the worlds*

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# ABSTRACT

**NURASIKIN, 2019.** *"Improving Students Speaking Skill Through Pop-Up Book Media of The Tenth Grade At MAN Palopo"* **Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Dr. Masruddin, S.S., M.Hum. (2) Amalia Yahya, S.E., M.Hum.**

**Key words: Improving Speaking Skill, Pop-Up Book Media.**

This thesis deal with improving speaking skill of the tenth grade at MAN Palopo through Pop-Up Book Media. The research question are: how pop-up book media can improve students' speaking skill of the tenth grade at MAN Palopo? And what is the students' response about learning speaking through pop-up book media of the tenth grade at MAN Palopo? Objectives of the research are to find out ways to improve students' skill through pop-up book media of the tenth grade at MAN Palopo and to know the students' response about learning speaking through pop-up book media of the tenth grade at MAN Palopo.

This research employed Classroom Action Research (CAR) with three cycles namely the first cycle, second cycle and third cycle. Cycle consists of four steps, namely Planning, Action, Observation and Reflection. There are four meeting during the research cycle. The sample of this research was class X.MIA.2 consisted of 24 Students. In collecting data, observation sheet, interview and audio-visual.

The effective way to improve students speaking skill through pop-up book media in the learning process are in small groups and pairs, with the aims students can discuss with their friends before describing the topic in front of class. The result of this research revealed that the cycle III was better than cycle I and cycle II scores. It can be shown by the mean score of the students perfomance cycle I (58,83), cycle II (64,38) and cycle III (82,13 ). Whereas, the students' responses after using the pop-up book media were positive, it can be proved with the result of questionnaire that they are more interested in learning process than before, easily understand the materials, fun, comfortable learning, confidence and brave to express their ideas in learning process.

# CHAPTER I

# INTRODUCTION

## A. *Background*

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

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[1] Aida Abd.2012. *The Effectiveness of teased instruction program in Developing the English Language Speaking Skill of secondary Stage student*. P. 32

[2] Httpp://autodidact.blogspot.com/*pengertian-komponen-dan-fungsi-speaking*.html. Accessed on (26 februari 2017).

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

understand (agreement, doubt, etc.) allowing students to gradually take part in the conversation.[4]

Based on observation made by researcher, fear of wrong when talking will cause some people assuming that public speaking is a very frightening thing and motivation to study is important thing for student. It is problem by students of the tenth grade at MAN Palopo. So that, the researcher choose one solution of that is using Pop-Up Book media to overcome the problem of public speaking is a very frightening thing because pop-up book media is a book that has a section that can move or have a three dimensional element and certainly very unique and will be colorful in each part. And the most important of pop-up book media is a good tool for fishing, encouraging or motivation students to speak because the positive things that is can be obtained from the use of image media is with images, students' minds will be filled with ideas and information that simplify students in speaking because they no longer feel confusion and deep difficulties determine what they should convey.

With this media is expected to stimulate students to think how to discribing through pop-up book, because there is surprise that offered when the pop-up book is opened and also one of the reason students want to know what is surprise thing of the pop-up book. It means students more fun and easy when learning process and also can give motivation to students then improve their ability, specially to improve speaking skill.

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

Therefore, the researcher plan a study to motivate student to speak English by talking the title **"Improving Students Speaking Skill Through Pop-Up Book Media of The Tenth Grade AtMAN Palopo"**

**B.** *Problem Statement*

Based on the explanation in the background above, the researcher formulates the problem statements, as follows:

1. How Pop-Up Book media can improve students' speaking skill of the tenth grade at MAN Palopo?

2. What is the students' response about learning speaking through pop-up book media of the tenth grade at MAN Palopo?

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

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

1. To find out the ways to improve students speaking skill through pop-up book media of the tenth grade at MAN Palopo.

2. To know the students' response about learning speaking through pop-up book media of the tenth grade at MAN Palopo.

**D.** *Significane of the Research*

There are two significances of this research:

1. The theoretically

The results of this research are expected to give meaningful contribution for the developing of apply language teaching discipline, especially for

enrichment of the teachers teaching strategy in helping the students to improve students' speaking skill.

2. The practically

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

a. For students

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

b. For teachers

This research not only can give additional contribution to English teacher to develop language teaching, but also the teachers are able to improve the quality of teaching learning process.

c. For researchers

The research can contribute the researcher to help to find out the best media for teaching speaking.

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

The scope of this research was restricted to improve speaking skill through pop-up book media of the tenth grade at MAN Palopo. The concern to improve  accuracy, fluency, and comprehensibility. The main focus of this research is the students' ability in desribing through pop-up book media.

**F.** *Definition of Term*

Pop-up book is defined as three-dimensional design in a book that lifts up on the page when the book is opened to the specially-designed page, or a temporary retail store.[5] It means that pop-up book media is a book that has a section that can move or have a three dimensional element.

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[5]Http://www.Yourdictionary.com.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

A.  *Previous Related Study*

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

1. Amy Firstyani in her research "Developing a Pop Up Book with Audio
as Media for the Teaching of Listening to the Third Grade Students of SD Negeri
Adisucipto 2 Depok Sleman Yogyakarta." She conclude that Pop Up book as the
product of this research is feasible to be used for the teaching of listening.[6]

2. Istianatus Sa'diyah in her research "The Use Of Pop Up Story Book To
Improve Speaking Ability On Recount Text ( A Classroom Action Research With
The Eighth Graders Of Mts Al-Asror Gunungpati Semarang In The Academic
Year Of 2015/2016)." She came with conclusion that using pop-up story book
learning media can improve students' speaking ability on recount text. This is
proved by students' test score that improved in evey cycle.[7]

3. Dita Arintia in her research "Developing A Pop Up Book For Teaching
Reading To The Third Grage Students At SDN 2 MRANTI In The Academic
Year Of 2014/2015." She conclude that the medium is feasible to be used for

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[6]Amy Firstyani, "*Developing A Pop Up Book Whit Audio As Media For The Teaching Of Listening To The Third Grade Students Of SD Negeri Adisucipto 2 Depok Sleman Yogyakarta*", Deparment of English Education Faculty of Languages and Arts State University of Yogyakarta(2013).

[7]Istianatus Sa'diyah, "*The Use Of Pop Up Story Book To Improve Speaking Ability On Recount Text ( A Classroom Action Research With The Eighth Graders Of Mts Al-Asror Gunungpati Semarang In The Academic Year Of 2015/2016)",*Education and Teacher Training Faculty Walisongo State Islamic University Semarang(2016).

teaching reading. The statement is supported by students opinions given on the interview after the implementation.[8]

Based on the previous of findings above, the researcher assumes similarities of this research that to teach English language for students. The teachers have to find out the appropriate teaching media in teaching material English that can be useful and interested for students. The teacher can use pop-up book media as media that appropriate in teaching to make them interest in learning second language. In addition, discussion media can simulate the students' to speak. Because in discussion media, the students are more required to always practice in their life. Generally, this research looks like the previous of findings above, where the discussion is use as one of media to teach four skills in English and that make them to be more motivat in learning through pop-up book media.

The difference this reseacher there are two of three previous study above developing pop-up book media for teach second language and also two previous researcher use reaseach and development (R&D) method. There is one research improve students speaking ability especially on recount text and also one of research developing pop-up book with audio as media. The point of itis improve difference skills in three researcher such as listening, speaking,and reading skills. And only one like this researcher improve students speaking skill and also use class roomresearch (CAR) .

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[8]Dita Arintia, "*Developing A Pop Up Book For Teaching Reading To The Third Grage Students At SD N 2 MRANTI In The Academic Year Of 2014/2015*". English Education Department Faculty of Languages and Arts state University of Yogyakarta(2015).

### B. *Conceptual of Speaking*

#### 1. Theories of Speaking

The definition of speaking according expert as follows:

1. According Henry Guntur Tarigan: explains that speaking is a language skill that develops in a students life that is preceded only by listening skills, and at that time the ability to speak or say is learned.

2. According Djago Tarigan : speaking is the skill of conveying messages through language.

3. According Arsjad dan Mukti U.S. : the ability to speak is the ability to utter sentences to express, convey the thoughts of the ideas we have in mind.[9]

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

#### 2. Component of Speaking

Theory that written by J.B. Heaton, rating scale to value the digres of learners speaking ability the rating scale includes accuracy, fluency and comprehensibility.[10] Based on the statement, the writer divides speaking skill into three main components, as follows:

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

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

1) Accuracy

Accuracy is the ability to use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to some. Brown says that accuracy achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output. Extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output. Brown says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.[11]Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation,[12] are described bellows:

1. Grammar

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

2. Vocabulary

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

---

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

[12]Mary spratt, dkk, The *TKT Teaching Knowledge Test Course (T.Cet; Cambridege, 2005)*, p. 34

3. Pronunciation

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

2) Fluency

Fluency is the ability to produce one wish to say smoothly and undue hesitation. Speaking without great and effort with fairly wide ranges of expression in the past researcher Tasyid and Nur found that in the student speaking akill they were fairly fluent in interaction with speak of 75-89 words for minute with no more than 3 false and repetition and not more 7 fillers words per 100 words. Fluency is 'speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.[13] Fluency refers to be able to communicath the idea without thinking too much about the things to say or having to stop.

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repsasily. Comprehension is exercise to improve one understanding.[14]

The first point to emphasize is that speech production take place in real time and is therefore essential lly linear, words follow words phrase. Speech

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

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

as produce utterance, in response to the word by word and utterance by utterance production of the person we are talking to. Base on the point speaking involved.[15]

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

### 3. Characteristic of a Successful Speaking Activity

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rules of use". This effective teaching of oral skills would naturally involve developing "communicative competence" in the learners.[16] According to Penny Ur, there four characteristic of a successful speaking as follows:[17]

a. Learners talk a lot.

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

b. Participation is even.

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

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

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

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

c. Motivation is high.

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

d. Language is of an accepteble level.

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

According to Anonim, the other characteristics of successful speaking activities include:[18]

a. Making sure that student participation is not dominated by a few talkative students.

b. Making sure that student want to speak because they are interested in the topic.

c. Making sure that students have something relevant to say.

d. Making sure that students can be understood by everyone.

e. Making sure that there are not frequent interruptions while students is speaking.

Based on the characteristics describe above, to made students successful in speaking the researcher brought interesting mystery guess game that they known to used by students in practice speaking.

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[18]Anonim, *Characteristic of Succesful Speaking, (http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761*). Accessed November 15, 2012.

## C. *Media*

### 1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.[19] NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program. Media is something which can give message and stimulate the brain of the students; their feeling and desire so in learning process they use media creatively can objective that will be get.[20] It means media can gives motivation to students in learning, because media gives interest to know, how to use this media.

ACET (Association for Education and Communication Technology) define media that is all the form of utilized to process of information channeling. According to Azhar Arsyad media in Arabic are intermediary or mediator a message from sender to receiver message.[21] And also media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.[22] It means media is one of many solutions that can used to give some information to interesting student's motivation.

### 2. The function of media

Media have important roles in teaching learning process. One of the functions of teaching media is a as the teaching aids that also affect the climate,

[19]Rohani Ahmad, *Media Instructional Education*, (Jakarta: PT. Rineka Cipta, 1997), p.3.
[20]Asnawir and Usman, *Media pendidikan* (cet I; Jakarta: ciputat pers, 2002), P. 11.
[21]Azhar Arsyad, *Media Pembelajaran*, (Cet V: Jakarta: Raja Gravindo, 2003). P. 3.
[22]Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta; Bumi Akara, 1995), P.7.

the conditions, and the learning environment organized and created by teachers. [23]

It means that media is very important in teaching learning process, can give motivation students to study. So it creates good learning process.

According to Asnawir and Usman about the function of media are: [24]

a. Media can overcome the limited of experience, which is had by students.

b. Media overcome classroom situation.

c. Media can make direct interaction between students and environment.

d. Media can result variety observation.

e. Media can increase new desire and interest of the students.

f. Media can implant the right basic concept, real and realist.

g. Media can increase motivation and stimulate students to study.

h. Media can give integral experience from concrete and to abstract things.

Media is one of the good tools that can be help teacher to deliver the content of the material.

According to Kustandi suggests four functions of learning media, especially visual media, namely:[25]

1. Attention function

The attention function of visual media is the core, namely attracting and directing students' attention to concentrate on the content of the related lesson with visual meaning displayed or accompanying the text of the subject matter.

2. Affective function

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[23]Nana Sudjana and Ahmad Rivai, " *Media Pengajaran*", (Bamdung: Sinar Baru Algesindo, 1997). P. 2.

[24]Azhar Arsyad,"*Media Pembelajaran*" (Jakarta: PT Raja Grafindo Persada, 2003) P. 15.

[25]Kustandi, Cecep & Sutjipto, B. *Media Pembelajaran Manual dan Digital*. (Bogor: Penerbit Ghalia Indonesia. 2011 ). P.20.

The affective function of visual media can be seen from the level of enjoyment of students when learning (or reading) pictorial text.

3. Cognitive function

The visual function of visual media is seen from the research findings reveals that visual symbols or images smoothen achievement of goals to understand and remember information or messages contained or messages contained in the picture.

4. Compensatory function

The compensatory function of learning media can be seen from the results of the study the viual media provides context for understanding text help students who are weak in reading to organize information in the text and remember it again.

3. Types of media

According to Syaiful Bahri, media can be seen from types of media form. There are audio media, visual media, and audiovisual media, as follow:[26]

a) Audio Media

Audio media are teaching media that is only related our hearing. For example: radio, cassette recorder, or electronic transcription. Audio recording is related to the students' skill especially in listening. So, it is not suitable for deaf people.

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[26]Syaiful Bahri Djamarah, " *Strategi Belajar Mengajar*", (Jakarta: Rineka Cipta, 2010). P.124.

b) Visual Media

Visual media are teaching media which is only related to sense of view. It is an image that conveys message to the students through photo, blackboard, picture, chart, which illustare the real object or situation.

c) Audiovisual Media

It is medium that can be see and listen, like a film, video, or television. This media are better that audio and visual media. It is very important in teaching learning process, by seeing video, students analyze gestures, paralinguistic, and expressions that help students to see beyond what they are listening and seeing.

According to Sadiman are as follows:[27]

a. Graphic Media

Graphic media is including visual media. Graphic media works for channel messages from the source to the recipient of the message. Graphic media related with the sense of sight. The message delivered is poured into visual for the message to be successful it is necessary to understand correctly these symbol. Graphic media consists of several types, namely: picture/ photos, sketches, diagrams, cartoons, posters, boards flannel, bulletin board, map and globe.

b. Audio Media

Audio media is related to the sense of hearing is different from the media graphics that use the sense of sight. The message will be delivered poured into auditive symbols, both verbal (into words/ oral language) and non verbal. There

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[27]Arif S. Sadiman, dkk. *Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta. PT. Raja Grafindo Persada. 2011*. P.28.

are several types of media that can grouped into audio media, among others: radio, tape recorder magnetic, phonograph record, and language laboratory.

    c.  Silent Projection Media

Silent projection media is almost the same as related graphic media with the sense of sight. Graphic material are widely used in silent projection between them is the media graphics can directly interact with the media message in question on projection media, the message must be projected with the projector so that the target can be seen first. Sometimes media types are accompanied audio recording, but some are just visual. Silent projection media type among others: frame film, string film, transparency media, translucent projector view, microfis, film, bracelet, television, video, games and simulation.

According to Djamarah and Zain, classift media into several types namely:[28]

    a.  Auditive media, which are media that rely on sound skills only, such as radio, cassettes and recorders.

    b.  Visual media is media that only relies on the sense of sight because it only relies in the sense of sight because it only displays still images like movies, frames, photos, pictures, or painting.

    c.  Audiovisual media are media that have sound elements and elements picture. And this type of media has better capabilities.

According to Sahid, teaching media can be grouped as follows:[29]

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[28] Djamarah, B. S. & Zain, A. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta. 2014. P. 124.

[29] Anonymous. Retrieved on 21st August 2017 http://repo.iain tulungagung.ac.id/2297/3/CHAPTER%20II. Pdf.

a. Visual Media

The media which can show information that just can be seen and read. For example: picture, photo, graphic, poster, cartoon, comic, book, etc.

b. Audio Media

The media which can show information that just can be heard. For example: radio, tape, recorder, language laboratory. MP3 player, etc.

c. Projected still media

The media that need projector to show the information which inform of no-motion picture/ writing. For example: power point slide, micro film, etc.

d. Projected motion media

The media that need projector to show information inform of motion picture/writing. For example: film, television, video (VXD, DV, VTR), computer, etc.

Based on kinds of media above, the writer chose visual media because this research used the picture as media in teaching.

D.  *Pop-Up Book*

1. Definition of Pop-up Book

Pop up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs or wheels.[30] And also pop-up book is a book that displays the movement and interaction through the use of paper, as the material folds, rolls, wheels or its

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[30]Sylvia, I. N. & Hariani, N. *"Pengaruh Penggunaan Media Pop Up Book terhadap Keterampilan Menulis Narasi Siswa Sekolah Dasar"*. Jurnal Pendidikan Guru Sekolah Dasar. 2015. P. 1197.

rotation.[31] Throughout the greater part of the 20th century, the word pop-up would more than likely conjure up images of lavish children's story books, which by the magicof paper enginnering presented the reader with three-dimensional illustrations at the trun of every page.[32] It gives motivation to student to make some opinion to explain about the situation of the book.

Pop up book media is a book-shaped media that has three dimensional and motion elements and also delivered in the form of an interesting image because there are parts that when opened can move or change shape.[33] Learning process of speaking, students can be more creative thingking by gaining direct experience. Pop up books have more of them can visualize the story for the better, display images that have dimensions and can move when opened can support the learning process, facilitate students in understanding learning materials, and improve the quality of teaching teachers. Teachers will be easy to design the form of delivery of the material well so that students can receive the material well because it is supported by the media that attract students.

According to Dzuanda explained the mean of the pop-up book is a book that has moving parts or has a three dimensional elements and provide a more

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[31]Alit Ayu Dewantari, *Sekilas Tentang Pop-up, Lift the Flap, and Movable Book*, Http://dgi-indonesia.com/sekilas-tentang-pop-up-lift-the-flap-and movable-book/, Retrieved on june 28th 2015.

[32]https://www.macmillandictionary.com/buzzword/entries/pop-up.html. Accessed on, 1 Juli 2014.

[33]https://www.almuslim.sch.id/index.php/component/k2/item/56-pop-up-book-untuk-peningkatan-motivasi- belajar- siswa. Accessed on (Tuesday, 14 June 2016).

interesting story visualization, ranging from display images that can move when the page open.[34]

    2. Type of pop-up book

According to Bernadette, there are several pop up teachniques including as following:[35]

    a. Flaps

Flaps are one of the earliest and simplest forms in pop up techniques. When the flap is lifted a hidden illustration revealed.

    b. V-Folding

V-Folding technique adds a folding panel to the side of the image which will be pasted. This pen is placed on the side of the card so that it does not appear from the outside.

    c. Internal Stand

Bianya was used as a small backrest, so that at the moment opened, the picture will stand. Made by cutting paper folded perpendicular and given a panel to attach on the card.

    d. Transformation

Transformation shows the display from consisting of pop-up pieces arranged vertically. When pulling a page sheet to the side or up so that display can change to a different from.

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[34]Dzuanda, *Design Pop-Up Child Book Puppet Figure Series "Gatotkaca"* http://digilib.its.ac.id/public/ITS-Undergraduate-5380-3402100054-cover%20en.pdf. 2011. Accessed on june 11th 2015.
[35]

e. Volvelles

Volvelles is a from of display that uses elements circle in its creation, this display has a part, the part that can rotate.

f. Peepshow

Peepshow shows a display that is composed of a series piles of paper arranged in layers so that creating the illusion of depth and perspective.

g. Pull-tabs

Pull-tabs are a sliding paper tab or a drawn shape and encouraged to show a new image movement.

h. Carousel

This technique is supported by straps, ribbons or buttons that are when opened and folded back into a complex object.

i. Box and Cylinder

Box and cylinder are a movement cube or tube that moves up from the middle of the page when page opened.

According to Sabuda are as follows:[36]

a. Transformations, that is the form of display that consists of pieces of pop-up are arranged vertically.

b. Volvelles, that is a form of display that uses the element of the circle in making.

c. Peepshow, is composed of a series of piles of papers arranged stacked together so that it creates a depth and perspective.

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[36]http://www.robetsabuda.comdated . Accessed on (02, September 2016).

d. Pull-tabs, that is a paper tab sliding or a drawn shape and pushed to show a new image movement.

e. Carousel, this technique is supported by a string, ribbon or button that when opened and folded back in the form of a complex object.

f. Box and cylinder, is the movement of a cube that moves up from the middle of the page when the page is opened.

According to Dzuanda B. type of pop-up book are transformations pop up, tunnel pop-up books, volvelles pop-up, movable pop-up, pull-tabs and pop-outs.[37] Based on the description above, it can be concluded that the pop-up boo is a book which has a movable or three-dimensional element. Pop up book provide visualization of more interesting stories. This book also provides suprises on each page that can invite amazement when the page is opened, beside that the pop up book has an image display beautiful and enforceable.

Based on above type of pop-up book, the researcher use V-Folding and Internal Stand.

E. *Conceptual Framework***:**

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

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[37] Dzuanda B. *Perencangan Buku Cerita Anak Pop-up*. Surabaya: Institut Teknologi Sepuluh November Surabaya. 2011. P.23.

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

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

```
              ┌─────────────────────────────┐
              │   Teaching Speaking Skill   │
              └─────────────────────────────┘
                            │
                            │      ┌──────────────────────────────────┐
                            │      │ Advantages:                      │
                            │      │                                  │
     ┌──────────────────────────┐ │ 1. Give surprises in every page. │
     │    Pop-Up Book Media     │─│ 2. Increase the students'        │
     └──────────────────────────┘ │    imagination.                  │
                            │      │ 3. Helping students' to          │
                            │      │    understand the learning       │
                            │      │    material delivered by the     │
                            │      │    teacher.                      │
                            │      └──────────────────────────────────┘
              ┌─────────────────────────────────────┐
              │ Student's at the tenth grade of     │
              │ MAN Palopo                          │
              └─────────────────────────────────────┘
                            │
              ┌─────────────────────────────────────┐
              │ Speaking assessment aspect:         │
              │                                     │
              │    1. Accuracy                      │
              │    2. Fluency                       │
              │    3. Comprehensibility             │
              └─────────────────────────────────────┘
```
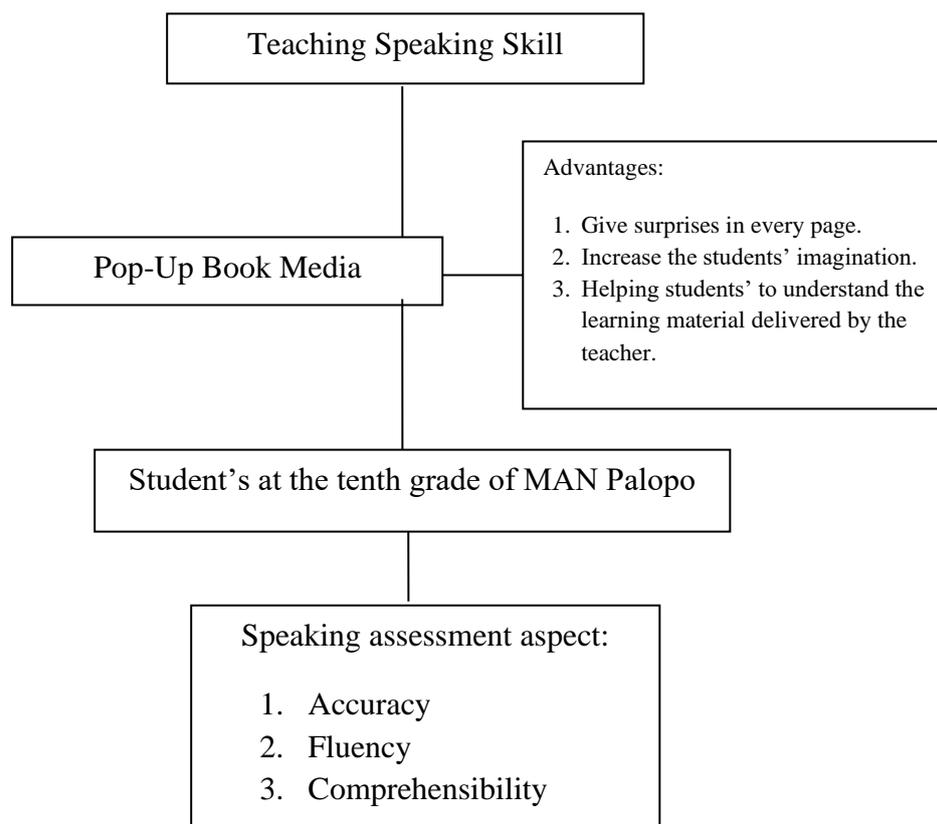
## CHAPTER III

## METHOD OF RESEARCH

### A.   *Research Method*

The method applied in this researcher was Classroom Action Research (CAR). CAR is action research that executed by teacher within class. Class Action Research is the research conducts by the classroom or school where teaching with emphasis on the improvement or enhancement of learning practices and processes[38]. It used to know whether through pop-up book media to improving speaking skill of the tenth grade at MAN Palopo. Action researcher is the way groups of people can organize the conditions under which they can learn from their own experience accessible to other.[39]

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. It a research conducted by the teacher who wants to make their students mastering by material. There are three key words you need to know it is meaning one by one, the following explanation:

1. Research, is an activity to see an object using a specific methodology and a view rules to obtain data or information which is useful in improving the quality of the interesting an important for researchers.

2. Action, point to some intentional motion activity with a specific purpose. In a series of cycle in the form of research activity for students.

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[38] Susilo, *Penelitian Tindakan Kelas*, (cet. II- Yogyakarta; Pustaka Book Publisher, 2009)., p.16

[39] Sukardi, Metodology penelitian pendidikan, (Jakarta: bumi aksara, 2003), p.210.

3. Class, in this sense is not bound to a classroom, but more specific terms. As has long been recognized in the field of education and teaching of the term class is a group of students at the same time, received the same lessons from the same teacher.[40]

## B. *Time and Location of the Research*

### 1. Time of the Research

This research was conduct on Juny in 2019 at MAN Palopo.

### 2. Location of the Research

Research location is a very important role to support the success of research. According to Nasution, the location of the research shows that the place or location off social research is characteristic by the presence of observable elements of actors, places and activities.[41]The location of this research at Dr. Ratulangi street Balandai, Sub-district.Bara, Palopo City, South Sulawesi Province.Precisely in the school area of Madrasah AliyahNegeri (MAN) Palopo.



[40]Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Cet.6; Jakarta: Bumi Aksara,2007), p.2-3

[41]S. Nasution, Metode Research, (Jakarta. Bumi Aksara, 2004). P. 43

## C. *Subject of the Research*

The subject of this research is students of Madrasah AliyahNegeri (MAN) Palopo at the tenth grade of MIA (Matematika, IlmuAlam) 2 department consisted of 24 students, so there are 24 students as the subject.

## D. *Instrument of the research*

There are some instrument that uses by researcher, they are:

1. Observation sheet

In this case to collect data about students participation in learning and teaching process in every meeting, during the implementation of pop-up book media and as sources of reflection for the next cycle.

2. Interview guide

In this a list of questions you will ask your participants during the interview or that you can use to help you direct the conversation toward the topics and issues you want to learn about.

3. Lesson Plan

In this a detailed guide for teaching a lesson. It's a step-by-step guide that outlines the teacher's objectives for what the students will accomplish that day. A good lesson plan is one that sees the "big picture" but includes detailed information for each activity.

4. Questionnaire

In this instrument, the researcher prepared the sheets of questionnaire where the researcher gives some list of questions about speaking skill and the students' perception through pop-up book media in improving speaking. There are

four choosing in the questioner namely: strongly agree, agree, uncertain, disagree and strongly disagree.

### E. *Technique of Collecting Data*

1. Observation

In this section is collection of reseachers notes conducting field interviews and a collection of students video recordings. After all the results are collected, the researcher conducts an obervation with his partner to find his fault and reflect on the first stage.

2. Interview

In this section the reseracher conduct a question and answer session in advance to each student and important part to know level of students and special to improve students speaking skill. The aims of the research is to know the real ability of student target and also to know students understand about the material describing or not, and it used to guide the researcher in in finding out the level of students in speaking class.

3. Audio-Visual

In this section researchers will recond the situation of students in learning process when speaking through pop-up book media. In addition to recording researchers also take pictures of students both individually and in groups that also relevant to the research.

**F.** *Procedure of the Research*

Procedure of the Research used classroom action research (CAR) and there are four stages in the procedure: Planning, Action, Observation and Reflecting.

The cycle scheme of Classroom Action Research, According Suwarsih Madya:[42]
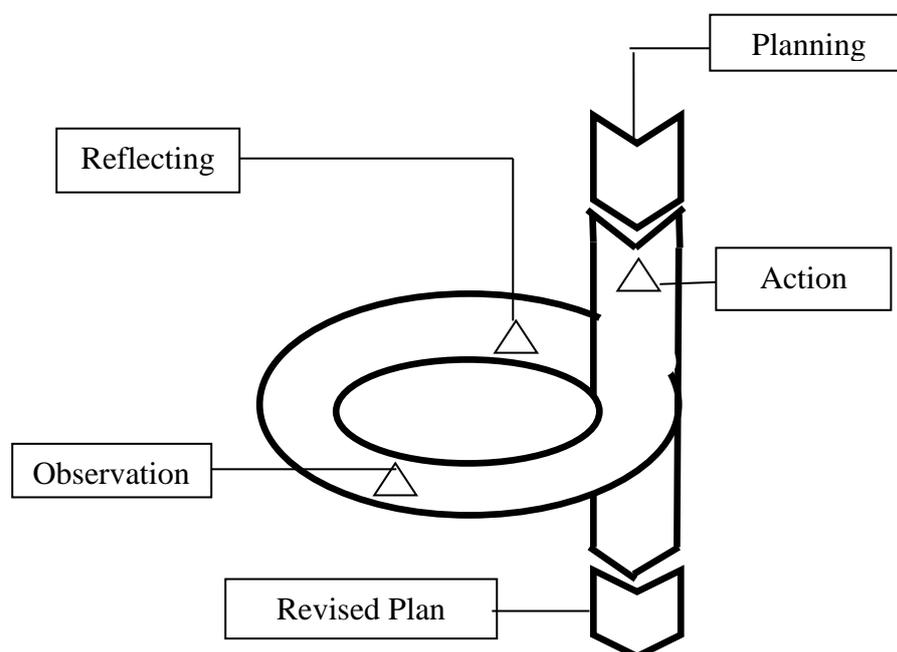
*Picture 3.2 Basic Process of Action Research*

**First Cycle**

1. Planning:

a) In this section, the research prepared materials that given to the students, making lesson plan based on the curriculum, and designing the steps in doing the action.

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[42]Prof. Suwarsih Madya, Ph.D. Penelitian Tindakan (Action Research) Teori dan Praktik. (T.Cet;ALFABETA Bandung, 2011). P. 67

b)  Preparing learning instruments.

2.  Action:

a)  The researcher explained the aims of the learning process.

b)  The researcher explained about pop-up book media and how to use this media in learning.

c)  The researcher gave a theme about describing people.

d)  The researcher gave example how to describing something by using pop-up book.

e)  The researcher divided the students into four groups.

f)  The researcher asked every student to describe and discussed it with their group.

g)  The teacher guided the students to actively in discuss their group.

h)  The teacher asked the students to describe their picture in front of class.

3.  Observation:

a)  The researcher identified and makes a note about all of problem that the teacher gets when teaching and learning process.

b)  The researcher did the evaluations which use the result of the study to know how far the students have improvement.

c)  The researcher gave the students chance for giving suggestion in action research.

4.  Reflection:

The result of the data had been done, it was continue until can be make as reflection after action research. The reflection was discussed with a partner

while the researcher should make research planning for the next cycle. The researcher makes a lesson plan for the next cycle which repaired form the first cycle.

The action research would make success criteria based on the result of action. The action research would make success if some of the following requirements were fulfilled:

a) Most of the students are active which shows that they are encouraged in the learning process. And the students' score must 70% to get the requirement of the success.

b) Most of the students' perception shows that they agree or shows positive attitude toward the use pop-up book in speaking class which described through questionnaire.

This classroom action research will success if some of the following requirement is fulfilled are the mean score of the test is six (excellent) and five (very good) the student participation in discussion is active.

## G. *Technique of Data Analysis*

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

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

a. Accuracy

Table 3.1

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

b.    Fluency

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

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

c. Comprehensibility

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

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

(Adopted From Heaton)[43]

2. Students' score

Scoring the students' point by using the following simple formula:

The number of students' point

$$Score = \frac{\text{The number of students' point}}{\text{Total point}} \times 100$$

3. Classifying the Students will be classify into six levels as follow:

Table 3.2

| Classification | Scale | Score |
|---|---|---|
| Excellent | 86-100 | 6 |
| Very good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very poor | $\geq 25$ | 1 |

4. Determining the mean score, percentage, standard deviation, test of significance was used SPSS program version 20.

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

## CHAPTER IV

## FINDINGS AND DISCUSSION

### A. Findings

In this chapter, the teacher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the teacher wants the implementation of teaching speaking through pop-up book media to the tenth grade at MAN Palopo and to find out the students' improvement in speaking. In this research, the teacher used classroom action research. Its purpose is to know students' ability in speaking. In these findings, the teacher presents the result of research and the analysis of the data collected which are conducted through questionnaire, pre-text, cycle one, cycle two and cycle three. The results descriptions as follows:

### 1. The analysis of Pre-Test

The pre-test was conducted on June 13th, 2019. On this occasion, the teacher joined in class to know the condition of the students in the speaking class, through observed identify activity and problem of the students in speaking class. The teacher explains what the meaning of describing and then students have to find one thing or people that would be used to object in the material describing. The teacher only asked students to practice agreement and disagreement in pairs that is the researcher found that many students have difficulties in speaking because students have little practice in speaking. From the problem found in pre-test observation, the teacher planned to implement pop-up book in speaking class to improve their speaking achievement**.**

. Evaluation of the students' ability in speaking performance showed that some students got low scores. The mean score was only 34.

**Table 4.1**

**The Result of Students' Speaking Performance in Pre-test**

| No | Respondents | Three Aspects of Speaking Assessment | | | Score of Test |
|----|-------------|----------|---------|-------------------|---------------|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | Student 01 | 2 | 2 | 1 | 28 |
| 2 | Student 02 | 1 | 2 | 1 | 22 |
| 3 | Student 03 | 3 | 1 | 2 | 33 |
| 4 | Student 04 | 2 | 2 | 3 | 39 |
| 5 | Student 05 | 2 | 2 | 1 | 28 |
| 6 | Student 06 | 2 | 2 | 2 | 33 |
| 7 | Student 07 | 2 | 2 | 1 | 28 |
| 8 | Student 08 | 2 | 2 | 1 | 28 |
| 9 | Student 09 | 1 | 2 | 1 | 22 |
| 10 | Student 10 | 4 | 5 | 5 | 78 |
| 11 | Student 11 | 2 | 1 | 1 | 22 |
| 12 | Student 12 | 1 | 2 | 2 | 28 |
| 13 | Student 13 | 3 | 3 | 2 | 44 |
| 14 | Student 14 | 2 | 2 | 3 | 39 |
| 15 | Student 15 | 4 | 4 | 3 | 61 |
| 16 | Student 16 | 3 | 4 | 3 | 56 |
| 17 | Student 17 | 1 | 1 | 1 | 17 |
| 18 | Student 18 | 1 | 1 | 2 | 22 |
| 19 | Student 19 | 1 | 2 | 1 | 22 |
| 20 | Student 20 | 1 | 1 | 2 | 22 |
| 21 | Student 21 | 2 | 1 | 1 | 22 |
| 22 | Student 22 | 3 | 1 | 2 | 33 |
| 23 | Student 23 | 3 | 4 | 3 | 56 |
| 24 | Student 24 | 2 | 1 | 3 | 33 |
| Total | | 50 | 50 | 47 | 816 |
| Mean Score | | | | | 34 |

**Table 4.2**

**Diagram Result of the speaking performance on pre-test**
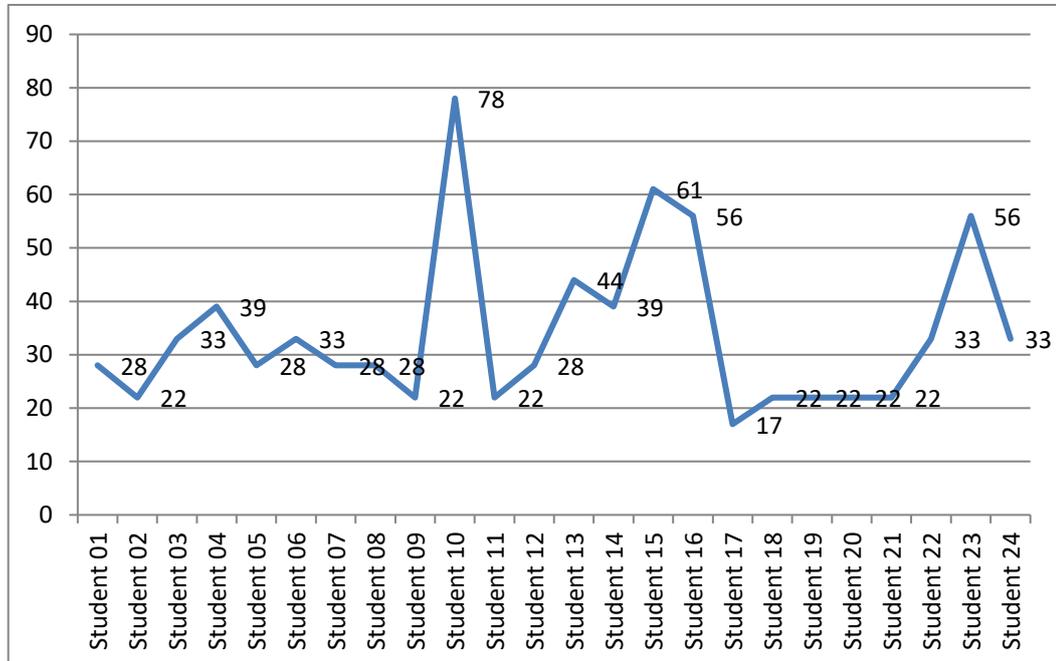


Based on table 4.2 shows that the highest score of speaking performance in the pre-test was only one got 78 scores, and also the lowest score of 24 students was 17 scores. It was one of student got a good point in the pre-test, whereas just one of 24 students got was very low in speaking performance.

Calculate the mean score of the students' speaking test of the pre-test by using SPSS 20.

**Table 4.3**
**Mean Score of Pre-test**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-test | 24 | 17,00 | 78,00 | 34,0000 | 15,12844 |
| Valid N (listwise) | 24 |  |  |  |  |

Based on the result score of the pre-test observation for clear look at the table:

a.  Accuracy

**Table 4.4**
**Accuracy**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | 0% |
| Very Good | 5 | - | 0% |
| Good | 4 | 2 | 8% |
| Average | 3 | 5 | 21% |
| Poor | 2 | 10 | 42% |
| Very Poor | 1 | 7 | 29% |

The table 4.4 shows the highest score in the area of accuracy was 42% or 11 frequencies on poor classification, whereas the lowest percentage was 0% or none of the student on excellent classification. It means students low in the area of accuracy, with the show in part of poor classification was high percentage.

b.  Fluency

**Table 4.5**
**Fluency**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | 0% |
| Very Good | 5 | 1 | 4% |
| Good | 4 | 3 | 13% |
| Average | 3 | 1 | 4% |
| Poor | 2 | 11 | 46% |
| Very Poor | 1 | 8 | 33% |

The table 4.5 shows the highest score in the area of fluency was 46% or 11 frequencies on poor classification, whereas the lowest percentage was 0% or none

of the student on excellent classification. It means students also low in the area of

fluency, with the show in part of poor classification was high percentage.

C. Comprehensibility

**Table 4.6**
**Comprehensibility**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 0 | 0% |
| Very Good | 5 | 1 | 4% |
| Good | 4 | 0 | 0% |
| Average | 3 | 6 | 25% |
| Poor | 2 | 7 | 29% |
| Very Poor | 1 | 10 | 42% |

The table 4.6 shows the highest score in the area of comprehensibility was

42% or 10 frequencies on very poor classification, whereas the lowest percentage

was 0% or none of the student on excellent classification. It means students very

low in the area of comprehensibility with the show in part of very poor was high

percentage.

**Table 4.7**

**The Rate Percentage of Students' Score on Pre-Test**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 86-100 | - | - |
| Very Good | 71-85 | 1 | 4,16% |
| Good | 56-70 | 3 | 12,5% |
| Average | 41-55 | 1 | 4,16% |
| Poor | 26-40 | 11 | 45,83% |
| Very Poor | $\geq$25 | 8 | 33,33% |

According to the table 4.7 shows the highest score of pre-test was 45,83% or 11 frequencies on poor classification, whereas, the lowest percentage was 0% or none of the excellent classification. It means students low score in the pre-test, with the show in part of poor was high percentage of the 24 students.

Before teaching in cycle one, the teacher interviewed students one by one to find what the factors of students have difficulty in speaking class.

Based on the results of observations in the class, the main factors that make students difficulty in speaking class was shy to speak or lack of confidence, the pronunciation and writing were different, and lack of vocabulary. And also, the teacher explains the lesson just a simple it means students not enjoy and interested in the learning process.

1) **Description Result of First Cycle**

a. **Planning**

In the planning section, the teacher prepared lesson plan about teaching speaking through the pop-up book of the tenth at grade at MAN Palopo, the supported instruments guidelines for observation sheet and also a camera to take a picture and video to know what the students did when the class started. In this section, the preparations which were prepared by the teacher before acting in the first cycle were:

1) Teacher greets to students first

2) Prayer before learning

3) Checks student attendance

4) Introduce yourself as a researcher

5) Give explain to the students about the pop-up book

6) Give the students about language patterns and also vocabulary to support their word to help explain their opinion.

7) Explain how to learn to speak through pop-up book media and the researcher gives an example about it.

8) The researcher gives to students one pop-up book to one student to improve their opinion about their topic.

9) Give the chance to practice their abilities.

10) Give a conclusion as apperception and motivation to all students.

11) Asks students about the difficulty of learning speaking.

12) Prayer together after learning.

13) And the last give greets to students and close the class.

**b. Action**

This action step the teacher opened the class and greeting the students by saying "Assalamu'Alalikum Warahmatulahi Wabarakatu" and then asked the condition of the students such as Morning Class! How are you today?" most of the students had a good response to the teacher but there were several of them just silent. Later on, the teacher gives instruction to prayer before leaning but several students just play their phone or not follow the instruction the leader of the class. Next, teacher checksstudents' attendance before the learning process but the conditions of still noisy with other activities. And for concentrating students attention the teacher introduction herself to students so that they know the teacher who teache and condition of class start to be silent again because all the students

just want to know the name of their teacher and also the teacher give the change for students to ask something if anyone had questions about their teacher. For this section several of them very active in asking questions and the duration used by the teacher stared from opened the class until introduced about herself was ten minutes. Next, the teacher started to class with explain about pop-up book, but all the students just client because its the first time for them to hear about that. So the teacher explains about pop-up book that would be used as a medium for this learning process but when the teacher explains the function of this book some of the students only focus on pop-up book so its making students did not hear what the teacher said. Later on, the teacher gives some papers which contain about language pattern of this meeting and also vocabulary to support their word or their idea about the topic of this cycle. After all the students got the paper, the teacher explained again how to describe people through pop-up book with the help of language pattern in the paper. When the teacher explain about that, several of student busy with their activity only six that real focus in the material of this cycle. Later on, the teacher gives the change to all student to ask something if there was not clear or difficult to understand but again some of them were silent and duration used by the teacher stared from explain to students about pop-up book until explain how to speak through pop-up book and also gives some example was twenty minutes.After that, the teacher gives pop-up book to one student one pop-up book with the different topics with the aim that they were easy to improve their idea. After five minutes, the teacher asked students to raise their hands when they had finished. And the teacher asked the student to come forward

in front of the class to describe people according to what they arrange before, one by one. In the first meeting, only eight students braved to come forward in front of the class because the other still shy to speak and there were students took a lot of time when they applying or presentations about their material through the pop-up book and duration used by the teacher stared from teacher gives students pop-up book as a medium to improve their idea until gives the change to practice in front of class was fifty-seventh minutes.And before the teacher closed the class, the teacher gives a conclusion for the first meeting there were many students still not serious when the class was stared and focused on other things and also very few of them were active if there was material not clear. So the teacher gives motivation to all students to be serious in the learning process and also the teacher asks students about the difficult things when during the learning process and there were of them said "so difficult to continue some of the words".After that, the teacher instructs the leader of the class player after learning and for this section, all the students follow the instruction of the leader. The last teacher gives greets to all students and closed the teaching-learning process by saying ''Hamdallah and Wassalamu'alaikum Warahmatullahi Wabarakatu''. So, the duration used by the teacher stared from the teacher gives the conclusion and motivation to all students until the teacher gives greets and closed the learning process was ten minutes.

### c. Observation

During the learning process in the first cycle, appear the times that teacher made planning in the class was not enough. Where the time that teacher planed was 90 minutes but happens in the classroom was 97 minutes, causes it

happened there were some students took a long time when they describing people or explain their ideas in front of the class. So it made during the learning process not conducive used the time. Besides, several of them just want to hear their friend percentage in front and also there was busy with the activity such as disturb other students, play their phone and ate candy and snick and for gives some instruction of students was very difficult causes them very afraid to made mistake when they speak. Then, in the first cycle teachers and collaborators observed students' speaking ability. Teachers and collaborators revealed that students' speaking abilities have increased compared to the result of the pre-test at the previous meeting. Next, the condition in the class was still noisy with their activities.

Evaluation of the students' ability in speaking performance showed that there were some students got low scores. The mean score was only 58,83.

**Table 4.8**
**The Result of Students' Speaking Performance in Cycle I**

| No | Respondents | Three Aspects of Speaking Assessment | | | Score of Test |
|---|---|---|---|---|---|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | Student 01 | 4 | 3 | 5 | 67 |
| 2 | Student 02 | 2 | 3 | 4 | 50 |
| 3 | Student 03 | 3 | 3 | 3 | 50 |
| 4 | Student 04 | 3 | 4 | 3 | 56 |
| 5 | Student 05 | 4 | 3 | 4 | 61 |
| 6 | Student 06 | 3 | 2 | 4 | 50 |
| 7 | Student 07 | 3 | 4 | 3 | 56 |
| 8 | Student 08 | 4 | 3 | 4 | 61 |
| 9 | Student 09 | 3 | 2 | 3 | 44 |
| 10 | Student 10 | 4 | 5 | 6 | 83 |
| 11 | Student 11 | 3 | 4 | 4 | 61 |
| 12 | Student 12 | 2 | 3 | 2 | 39 |
| 13 | Student 13 | 5 | 4 | 4 | 72 |
| 14 | Student 14 | 4 | 5 | 4 | 72 |
| 15 | Student 15 | 5 | 4 | 6 | 83 |
| 16 | Student 16 | 4 | 5 | 5 | 78 |
| 17 | Student 17 | 2 | 2 | 3 | 39 |
| 18 | Student 18 | 2 | 3 | 2 | 39 |
| 19 | Student 19 | 3 | 4 | 3 | 56 |
| 20 | Student 20 | 3 | 3 | 4 | 56 |
| 21 | Student 21 | 3 | 3 | 3 | 50 |
| 22 | Student 22 | 3 | 4 | 4 | 61 |
| 23 | Student 23 | 4 | 5 | 4 | 72 |
| 24 | Student 24 | 3 | 4 | 3 | 56 |
| | Total | 79 | 85 | 90 | 1412 |
| | Mean Score | | | | 58.83 |

**Table 4.9**

**Diagram Result ofthe Speaking Performance on Cycle I**
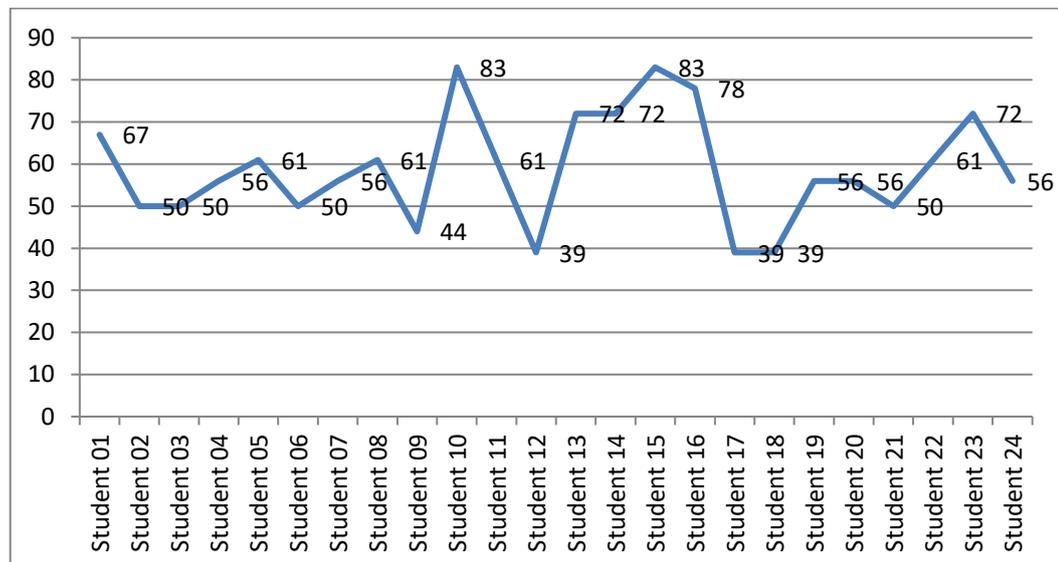


Based on table 4.9 shows that the highest score of speaking performance in cycle one there were 2 students got 83 scores, that the number of students 10 and 15. And there were 3 students got 39 scores of speaking performance it's included in the lowest score of 24 students. It means there were 2 students got a high score and 3 students got a low score of speaking performance in this cycle.

Calculating the mean score of the students' speaking test cycle one by using SPSS 20.

**Table 4.10**
**Mean Score of cycle 1**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Cycle1 | 24 | 39,00 | 83,00 | 58,8333 | 13,01059 |
| Valid N (listwise) | 24 |  |  |  |  |

Based on the result score of the test in cycle I observation for clear look at the table:

a. Accuracy

**Table 4.11**
**Accuracy**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very Good | 5 | 2 | 8% |
| Good | 4 | 7 | 29% |
| Average | 3 | 11 | 46% |
| Poor | 2 | 4 | 17% |
| Very Poor | 1 | - | 0% |

The table 4.11 shows the highest score in the area of accuracy was 46% or 11 frequencies on average classification whereas the lowest percentage was 0% or none of the student on excellent and very poor classification. It means students not very low in the area of accuracy with the show in part of average was a high percentage.

b. Fluency

**Table 4.12**
**Fluency**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very Good | 5 | 4 | 17% |
| Good | 4 | 8 | 33% |
| Average | 3 | 9 | 38% |
| Poor | 2 | 3 | 13% |
| Very Poor | 1 | - | 0% |

The table 4.12 shows the highest score in the area of fluency was 38% or 9 frequencies on average classification whereas the lowest percentage was 0% or none of the student on excellent and very poor classification. It means students not very low in the area of fluency with the show in part of average was a high percentage.

c. Comprehensibility

**Table 4.13**
**Comprehensibility**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 2 | 8% |
| Very Good | 5 | 2 | 8% |
| Good | 4 | 10 | 42% |
| Average | 3 | 8 | 33% |
| Poor | 2 | 2 | 8% |
| Very Poor | 1 | - | 0% |

The table 4.13 shows the highest score in the area of comprehensibility was 42% or 10 frequencies on good classification whereas the lowest percentage was 0% or none of the student on very poor classification. It means students had a high percentage on comprehensibility with the show in part of good classification was a high percentage and none of students on very poor classification.

**Table 4.14**
**The Rate Percentage of Students' Score on the First Cycle**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 86-100 | - | - |
| Very Good | 71-85 | 6 | 25% |
| Good | 56-70 | 10 | 41,66% |
| Average | 41-55 | 5 | 20,83% |
| Poor | 26-40 | 3 | 12,5% |
| Very Poor | $\geq25$ | - | - |

According to the table 4.14 shows the highest score of the first cycle was 41,66% or 10 frequencies on good classification, whereas the lowest score was 0% or none of the students excellent and very poor classification. It means students stared to have a good score in the first cycle, with the show in part of good classification was high percentage of the 24 students.

**Table 4.15**

**The Observation of Students' Activity in the First Cycle**

| No | Name | Aspect | | | | $\sum$ | Qualification |
|----|------|---|---|---|---|---|---------------|
| | | A | B | C | D | | |
| 1 | Student 01 | 3 | 3 | 2 | 2 | 10 | Active |
| 2 | Student 02 | 2 | 3 | 1 | 2 | 8 | Quite Active |
| 3 | Student 03 | 3 | 2 | 2 | 2 | 9 | Active |
| 4 | Student 04 | 3 | 4 | 3 | 3 | 13 | Very Active |
| 5 | Student 05 | 2 | 3 | 1 | 1 | 7 | Quite Active |
| 6 | Student 06 | 2 | 1 | 1 | 2 | 6 | Quite Active |
| 7 | Student 07 | 2 | 2 | 3 | 3 | 10 | Active |
| 8 | Student 08 | 1 | 2 | 1 | 3 | 7 | Quite Active |
| 9 | Student 09 | 2 | 3 | 2 | 3 | 10 | Active |
| 10 | Student 10 | 4 | 3 | 3 | 3 | 13 | Very Active |
| 11 | Student 11 | 1 | 3 | 1 | 2 | 7 | Quite Active |
| 12 | Student 12 | 2 | 3 | 1 | 1 | 7 | Quite Active |
| 13 | Student 13 | 3 | 2 | 3 | 1 | 9 | Active |
| 14 | Student 14 | 2 | 1 | 3 | 3 | 9 | Active |
| 15 | Student 15 | 4 | 3 | 4 | 3 | 14 | Very Active |
| 16 | Student 16 | 3 | 3 | 4 | 3 | 13 | Very Active |
| 17 | Student 17 | 2 | 1 | 1 | 1 | 5 | Quite Active |
| 18 | Student 18 | 3 | 1 | 2 | 2 | 8 | Quite Active |
| 19 | Student 19 | 3 | 1 | 2 | 1 | 7 | Quite Active |
| 20 | Student 20 | 1 | 3 | 1 | 2 | 7 | Quite Active |
| 21 | Student 21 | 3 | 4 | 3 | 1 | 11 | Active |
| 22 | Student 22 | 2 | 1 | 3 | 3 | 9 | Active |
| 23 | Student 23 | 3 | 4 | 3 | 2 | 12 | Active |
| 24 | Student 24 | 1 | 1 | 2 | 1 | 5 | Quite Active |

Information aspects of the observation are:

a. Pay attention to the teacher when explaining the material.

b. Students follow instructions from the teacher during the learning process.

c. Ask a question to the teacher if there is material that cannot be discussed.

d. Cooperate with group friends.

Information on giving a checkmark in the value column (1 2 3 4) as follows:

1. Less active:

The students do not give a response to the material, she/he looks confused bored and sometimes leaves the class, disturb another friend, busy with their activity, etc.

2. Quite Active:

The students pay attention and give responses once in a while.

3. Active:

The students response to the material and interacting with others, whether to the teacher or his/her friends.

4. Very Active:

The students are responsive and participated fully in all activities in the learning and teaching process.

Information on giving the qualifications as follow:[44]

| Score | Percentage | Qualification |
|-------|------------|---------------|
| 13-16 | 82%-100% | Very Active |
| 9-12 | 63%-81% | Active |
| 5-8 | 44%-62% | Quite Active |
| 1-4 | 25%-43% | Less Active |

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[44] Https://www.riduansalim.id/2015/12/cara-menghitung-aktivitas-siswa.

Based on the table 4.15 shows that the students' activity in the first cycle; there were 5 students got "Very Active" with score (13 and 14), 8 students got "Active" with score (9, 10 and 11), 11 students got "Quite Active" with score (5, 6, 7 and 8), and none of the students got "Less Active".

**Table 4.16**

**The Rate Percentage of Students' Activity in the First Cycle**

| N o | Aspect | Very Active | | Active | | Quite Active | | Less Active | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | Aspect A | 2 | 8,33% | 9 | 37,5% | 9 | 37,5% | 4 | 16,66% |
| 2 | Aspect B | 3 | 12,5% | 10 | 41,66% | 4 | 16,66% | 7 | 29,16% |
| 3 | Aspect C | 2 | 8,33% | 8 | 33,33% | 6 | 25% | 8 | 33,33% |
| 4 | Aspect D | - | - | 9 | 37,5% | 8 | 33,33% | 7 | 29,16% |
| Average | | 1,75 | 7,29% | 64,5 | 37,49% | 6,75 | 28,12% | 6,5 | 27,07% |

Based on the table 4.16 shows the highest and lowest scores of students activity in the first cycle, on the aspect of A there were active and quite active got the same point with the highest percentage was 9 students got (37,5%) scores, and in the lowest percentage there was very active with percentage of 2 students got (8,33%) scores. On the aspect of B the highest percentage inactive there were 10 students got (41,66%) scores, and in the lowest percentage there was very active with the percentage of 3 students got (12,5%) scores. On aspect of C the highest percentage there were active and quite active like on the aspect of A but different score with the percentage was 8 students got (33,33%) scores, and in the lowest percentage there was very active with percentage of 2 students got (8,33%) scores, it's like the lowest percentage on aspect of A. And the last the highest score on the aspect of D there was active percentage like in the aspect of B but different scores

with the percentage of 9 students got (37,5%) scores, and in the lowest

percentage, there was very active with none of the student percentage. So, the

highest aspect of students' activity in the first cycle was the aspect of B with

percentage active of 10 students got (41,66%) and the lowest aspect of students'

activity was the aspect of D with percentage very active of none of the student.

**Table 4.17**

**Diagram Result ofStudents' Activity in the First Cycle**
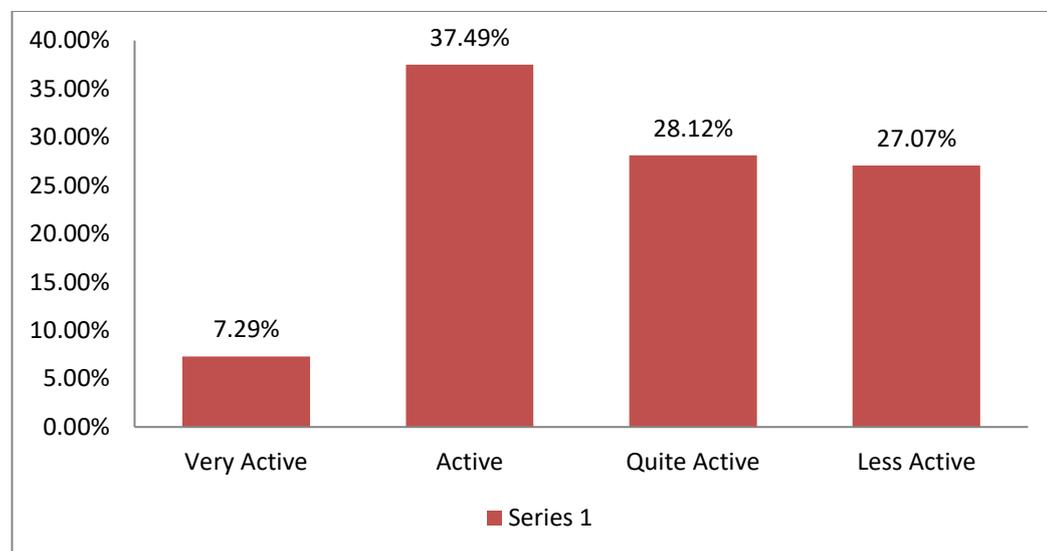


Based on the table 4.17 shows that the highest score in students' activity in

the first cycle there was an active percentage with 37,49 % scores. Whereas, the

lowest percentage was a very active percentage with 7,29% scores. It means

students more active in speaking class than before.

**d. Reflection**

From this reflecting process, the teacher found a significant weakness of

students' speaking ability when applying pop-up book media in teaching to speak.

Students weaknesses were still shy when speaking in front of the class, they were

not brave in explaining their opinion and also there were still a few students not

pay attention to the teacher when the leaning process. And the last about time problems, there were some students spend a lot of time when applying pop-up book media. So, the teacher and collaborator decide to continue to the second cycle with giving a solution or the new strategy of the problems on the first cycle. Such as, before stared in the learning process the teacher remind about the previous lesson with the way gives some questions to all students. So that, the students that very weakness in the first cycle would understand about the material before, causes the terms to move in the next cycle made the students not too confused to receive the new material. And for students that still shy or they were not brave to speak in front of the class, the teacher gave more attention in the next cycle with the aims the teacher got the problem of the students that made them still shy and chose always silent in the first cycle. Next, about the times was not conducive to the first cycle. So the solution of that, before students percentage their ideas in front of the class the teacher gives information to all students about times that would be used to explain their topic with the aims for the next cycle the times were conducive that before when apply pop-up book media in the leaning process speaking class. So that, all students had chance to speak or percentage their ideas.

### 2) Description Result of Second Cycle

#### a. Planning

In this section, the teacher prepared a new plan than before. This cycle the teacher made a plan, to make students brave to come in front of the class not shy again and also focus about time because in first cycle the time was not enough

in the teaching process, there were of students took a lot of time to present their opinion about their topic. And like in the first cycle the teacher prepared lesson plan about teaching speaking through pop-up book of the tenth at grade at MAN Palopo, the supported instruments guidelines for observation sheet and also camera to take a picture. In this section, the preparations which were prepared by the teacher before action in the second cycle were:

1) The teacher greets the students first.

2) Prayer before learning.

3) Check student attendance.

4) Remind students about the previous lesson before continue.

5) Explain to the student about the topic of this meeting.

6) Give the students about language patterns and also vocabulary to support their word to help explain their opinion.

7) Explain how to learn to speak through pop-up book media and the teacher gives an example about it.

8) Give students one by one to describing their topic on the pop-up book.

9) Given the chance to practice speaking one by one.

10) Give a conclusion as apperception and motivation such as study hard for all students.

11) Asks students about the difficulty of learning speaking.

12) And the last give greets and close the class.

**b. Action**

As the first cycle, the teacher opened the class and greeting the students by saying "Assalamu'Alalikum Warahmatulahi Wabarakatu" and then asked the condition of the students such as Morning Class! How are you today?" most of the students had a good response to the teacher, they look so happy about this meeting. Before the teacher opened the class, there was of student instruct all students to pray together before learning and all of the students follow the instruction of the leader. After that, the teacher checks student attendance causes teachers to want to shows students discipline in the class so when the teacher checks students' attendance, students more seriously to hear their names. So the duration used by the teacher stared from teacher gives greets to all students until checks students' attendance was five minutes. Next, the teacher reminds students about the previous lesson before continuing the material of this meeting with the ways, the teacher gives some questions around the related previous lesson. And only six students answer with a good point about some questions of the teacher. It minds that, just a few students review the material before. And the teacher tries to review again the material in the first cycle before continue in the next material and when the teacher reviews the material several of the more active so very interested to learn. Later on, the teacher continued the material of this meeting and likes above some of the students look very interested when the teacher says the topic of this meeting was "Animal" there was of a student who gives applause causes their very like the material for this cycle. Not took to long, the teacher gives some of the paper about language pattern to students to support their idea to describe the

topic. In the first paper, some sentences used to explain how to open a percentage, how to describe the content of the topic and how to close percentage. And in the second paper, there were some vocabularies to make it easy of students to express their idea, teacher explain again to students about how to learn to speak through pop-up book media with collaborated language pattern and some vocabularies on the paper and also a teacher always gives example before. Its means duration used by the teacher stared from remind about the previous lesson until the teacher explains again about how to learn speaking through pop-up book was twenty-five minutes. After that, the teacher took pop-up book and gives to all students and every student had a differed topic in this meeting. Some of the students' so interested when they opened their pop-up book, they got the favorite animal and it's made the class very noisy again. Later on, the teacher gives example to the student about how to describe animal through pop-up book media with support by the paper about language pattern and also vocabulary. After that, the teacher gives a change to gives a question if there of the material was not clear, but several of them say "there was no". And for effective the time teacher instructs to "raised your hand, when finished with your sentence". But there were six students still shy to speak or percentage their ideas in front but several of them brave to speak. So the teacher gives more attention to six students to make their brave to made a mistake and not shy to speak but for this cycle, there was still shy. So, the duration used by the teacher stared from the teacher gives pop-up book and give example until gives more attention to six students that still shy was fifty minutes.Besides, the teacher gives a conclusion as an apperception and also

motivated such as always study hard and always review again the material that had been there was got in everywhere and students said "yes miss". Next, before closed the learning process teacher asks again about the difficulty during the learning process but several of them said "no miss, the learning process so fun". It means students give a positive response to this cycle. The last teacher gives greet and closed the teaching-learning process by said ''Hamdallah and Wassalamu'alaikum Warahmatullahi Wabarakatu'' and "see you".

### c. Observation

During the learning process in the second cycle, appear the times that teacher made planning in the class. Where in this section the time that had been preparing of teacher was enough to used of students because teacher decide time to all students when they presented their idea and also condition of the class was students more active than before to give question when they still understood about what this medium and also brave to speak in front of class. Although, there were six of students still shy to speak in front. The teacher tried to give more attention and also gave some motivated to study but there were still shy to stand up in their friend, they were afraid to make mistake causes they thought speak English was very difficult things but teacher had give motivated that was none of the people know what they weakness before their try first and none of the students got the success before their brave to make mistake. But this cycle, the teacher and collaborators revealed that students' speaking ability have increased compared to the result of the second cycle than the first cycle the teacher showed only six from twenty-four students still shy.

Evaluation of the students' ability in speaking performance showed that there were some students got good scores. The mean score was 64,38.

**Table 4.18**
**The Result of Students' Speaking Performance in Cycle II**

| No | Respondents | Three Aspects of Speaking Assessment | | | Score of Test |
|----|-------------|----------|---------|-------------------|---------------|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | Student 01 | 4 | 3 | 5 | 67 |
| 2 | Student 02 | 2 | 3 | 4 | 50 |
| 3 | Student 03 | 3 | 4 | 4 | 61 |
| 4 | Student 04 | 3 | 4 | 5 | 67 |
| 5 | Student 05 | 4 | 3 | 4 | 61 |
| 6 | Student 06 | 4 | 2 | 4 | 56 |
| 7 | Student 07 | 3 | 4 | 3 | 56 |
| 8 | Student 08 | 4 | 3 | 4 | 61 |
| 9 | Student 09 | 3 | 2 | 3 | 44 |
| 10 | Student 10 | 5 | 5 | 6 | 89 |
| 11 | Student 11 | 4 | 5 | 4 | 72 |
| 12 | Student 12 | 4 | 3 | 2 | 50 |
| 13 | Student 13 | 5 | 4 | 4 | 72 |
| 14 | Student 14 | 4 | 5 | 4 | 72 |
| 15 | Student 15 | 5 | 4 | 6 | 83 |
| 16 | Student 16 | 4 | 5 | 5 | 78 |
| 17 | Student 17 | 3 | 5 | 3 | 61 |
| 18 | Student 18 | 2 | 3 | 2 | 39 |
| 19 | Student 19 | 3 | 4 | 4 | 61 |
| 20 | Student 20 | 4 | 5 | 4 | 72 |
| 21 | Student 21 | 4 | 3 | 5 | 67 |
| 22 | Student 22 | 3 | 4 | 4 | 61 |
| 23 | Student 23 | 4 | 5 | 5 | 78 |
| 24 | Student 24 | 3 | 4 | 5 | 67 |
| | Total | 87 | 92 | 99 | 1545 |
| | Mean Score | | | | 64.38 |

**Table 4.19**

**Diagram Result of the Speaking Performance on Cycle 1I**
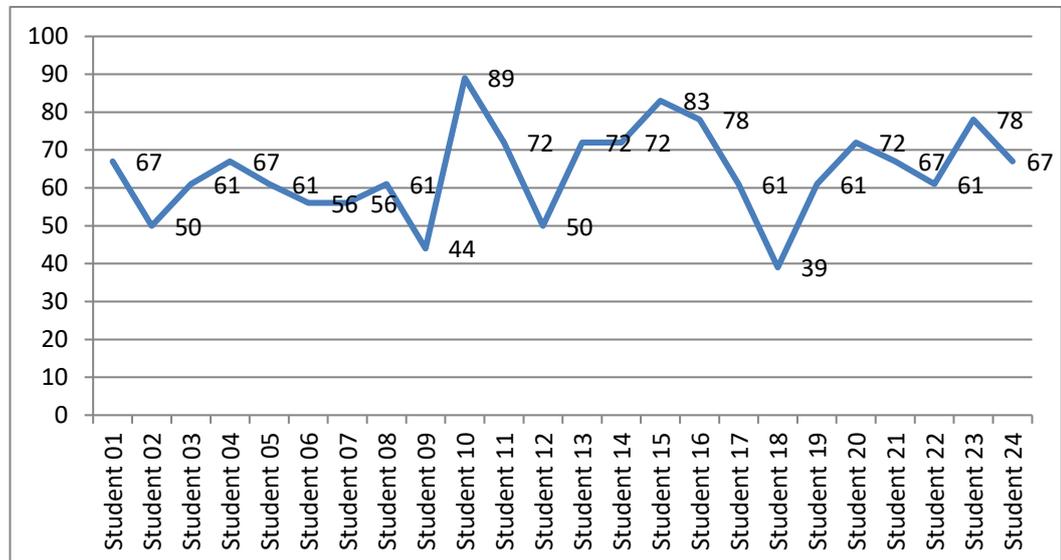


Based on table 4.19 shows that the highest score of speaking performance in cycle two there was only one student got 89 scores, that the number of students 10. And also only one student got 39 scores in this cycle two of speaking performance. It was the lowest score of 24 students for this cycle. This can show an increased in the student learning process compared to the previous cycle, although there was still one student who got the lowest score of 24 students in speaking performance.

Calculating the mean score of the student's speaking test cycle two by using SPSS 20.

**Table 4.20**
**Mean Score of Cycle 2**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| cycle2 | 24 | 39,00 | 89,00 | 64,3750 | 11,91569 |
| Valid N (listwise) | 24 |  |  |  |  |

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

a. Accuracy

**Table 4.21**
**Accuracy**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | 0% |
| Very Good | 5 | 3 | 13% |
| Good | 4 | 11 | 46% |
| Average | 3 | 8 | 33% |
| Poor | 2 | 2 | 8% |
| Very Poor | 1 | - | 0% |

The table 4.21 shows the highest score in the area of accuracy was 46% or 11 frequencies on good classification whereas the lowest percentage was 0% or none of the student on excellent and very poor classification. It means students not very low in the area of accuracy with the show in part of good classification was a high percentage.

b. Fluency

**Table 4.22**
**Fluency**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | 0% |
| Very Good | 5 | 7 | 29% |
| Good | 4 | 8 | 33% |
| Average | 3 | 7 | 29% |
| Poor | 2 | 2 | 8% |
| Very Poor | 1 | - | 0% |

The table 4.22 shows the highest score in the area of fluency was 33% or 7 frequencies on good classification whereas the lowest percentage was 0% or none of the student on excellent and very poor classification. It means students not very low in the area of fluency with the show in part of good classification was a high percentage.

c. Comprehensibility

**Table 4.23**
**Comprehensibility**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | 2 | 8% |
| Very Good | 5 | 6 | 25% |
| Good | 4 | 11 | 46% |
| Average | 3 | 3 | 13% |
| Poor | 2 | 2 | 8% |
| Very Poor | 1 | - | 0% |

The table 4.23 shows the highest score in the area of comprehensibility was 46% or 11 frequencies on good classification whereas the lowest percentage was 0% or none of the student on very poor classification. It means students more increased in the area of comprehensibility with the show the percentage of comprehensibility none of the students on very poor.

**Table 4.24**
**The Rate Percentage of Students' Score on the Second Cycle**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 86-100 | 1 | 4,16% |
| Very Good | 71-85 | 7 | 29,16% |
| Good | 56-70 | 12 | 50% |
| Average | 41-55 | 3 | 12,5% |
| Poor | 26-40 | 1 | 4,16% |
| Very Poor | $\geq 25$ | - | - |

According to the table 4.24 shows the highest score of the second cycle was 50% or 12 frequencies on good classification, whereas the lowest score was 0% or none of the students on very poor classification. It means students stared to have an excellent score in the second cycle than before, and this cycle none of the students on very poor classification of the 24 students.

**Table 4.25**

**The Observation of Students' Activity in the Second Cycle**

| No | Name | Aspect | | | | Σ | Qualification |
|----|------|--------|---|---|---|---|---------------|
| | | A | B | C | D | | |
| 1 | Student 01 | 3 | 4 | 3 | 3 | 13 | Very Active |
| 2 | Student 02 | 2 | 4 | 1 | 1 | 8 | Quite Active |
| 3 | Student 03 | 4 | 2 | 2 | 2 | 10 | Active |
| 4 | Student 04 | 4 | 4 | 3 | 3 | 14 | Very Active |
| 5 | Student 05 | 3 | 3 | 2 | 2 | 10 | Active |
| 6 | Student 06 | 1 | 3 | 2 | 2 | 8 | Quite Active |
| 7 | Student 07 | 2 | 2 | 1 | 2 | 7 | Quite Active |
| 8 | Student 08 | 3 | 4 | 2 | 3 | 12 | Active |
| 9 | Student 09 | 2 | 3 | 1 | 2 | 8 | Quite Active |
| 10 | Student 10 | 4 | 4 | 4 | 3 | 15 | Very Active |
| 11 | Student 11 | 3 | 3 | 3 | 2 | 11 | Active |
| 12 | Student 12 | 2 | 2 | 2 | 1 | 7 | Quite Active |
| 13 | Student 13 | 4 | 2 | 3 | 3 | 12 | Active |
| 14 | Student 14 | 2 | 3 | 3 | 3 | 11 | Active |
| 15 | Student 15 | 4 | 4 | 3 | 4 | 15 | Very Active |
| 16 | Student 16 | 3 | 3 | 4 | 3 | 13 | Very Active |
| 17 | Student 17 | 2 | 3 | 3 | 2 | 10 | Active |
| 18 | Student 18 | 2 | 1 | 1 | 2 | 6 | Quite Active |
| 19 | Student 19 | 3 | 3 | 2 | 1 | 9 | Active |
| 20 | Student 20 | 3 | 4 | 3 | 2 | 12 | Active |
| 21 | Student 21 | 3 | 4 | 3 | 3 | 13 | Very Active |
| 22 | Student 22 | 2 | 3 | 3 | 3 | 11 | Active |
| 23 | Student 23 | 3 | 4 | 2 | 4 | 13 | Very Active |
| 24 | Student 24 | 3 | 3 | 2 | 3 | 11 | Active |

Information aspects of the observation are:

a. Pay attention to the teacher when explaining material.

b. Students follow instruction from the teacher during learning process.

c. Ask question to the teacher if there is material that cannot be discussed.

d. Cooperate with group friends.

Information on giving a checkmark in the value column (1 2 3 4) as follows:

1. Less active:

The students do not give a response to the material, she/he looks confused bored and sometimes leaves the class, disturb other friends, busy with their activity, etc.

2. Quite Active:

The students pay attention and give responses once in a while.

3. Active:

The students response to the material and interacting with others, whether to the teacher or his/her friends.

4. Very Active:

The students are responsive and participated fully in all activities in the learning and teaching process.

Information on giving the qualifications as follow:[45]

| Score | Percentage | Qualification |
|-------|-----------|---------------|
| 13-16 | 82%-100% | Very Active |
| 9-12 | 63%-81% | Active |
| 5-8 | 44%-62% | Quite Active |
| 1-4 | 25%-43% | Less Active |

Based on the table 4.25 shows that the students' activity in the second cycle; there were 7 students got "Very Active" with scores (13, 14 and 15), 11 students got "Active" with scores (9, 10, 11 and 12), 6 students got "Quite Active" with

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[45] Https://www.riduansalim.id/2015/12/cara-menghitung-aktivitas-siswa.

score (6, 7 and 8), and none of the students got "Less Active". It means this second cycle, students more active in class speaking than before.

**Table 4.26**

**The Rate Percentage of Students' Activity in the Second Cycle**

| No | Aspect | Very Active | | Active | | Quite Active | | Less Active | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | Aspect A | 5 | 20,83% | 10 | 41,66% | 8 | 33,33% | 1 | 4,16% |
| 2 | Aspect B | 9 | 37,5% | 7 | 29,16% | 6 | 25% | 2 | 8,33% |
| 3 | Aspect C | 3 | 12,5% | 9 | 37,5% | 8 | 33,33% | 4 | 16,66% |
| 4 | Aspect D | 2 | 8,33% | 10 | 41,66% | 9 | 37,5% | 3 | 12,5% |
| Average | | 4,75 | 19,79% | 9 | 37,49% | 7,75 | 32,29% | 2,5 | 10,41% |

Based on the table 4.26 shows the highest and lowest scores of students activity in the second cycle, on the aspect of A there was "active" with the highest percentage on 10 students got (41,66%) scores, and in the lowest percentage there was "less active" with percentage of only one student got (4,16%) scores. On the aspect of B there was "very active" with the highest percentage on 9 students got (37,5%) scores, and in the lowest percentage there was "less active" with the percentage of 2 students got (8,33%) scores. On the aspect of C there was "active" with the highest percentage on 9 students got (37,5%), and in the lowest percentage there was "very active" with the percentage of 3 students got (12,5%) scores. And the last the highest score on the aspect of D there was "active" percentage like in the aspect of A with the percentage of 10 students got (41,66%) scores, and in the lowest percentage there was "very active" with the percentage of 2 students got (8,33%) score.So, the highest aspect of students' activity in the

second cycle there were aspect of A and B with the same percentage "active" of 10 students got (41,66%) and the lowest aspect of students' activity there was aspect of A with percentage "less active" with the percentage of 1 student got (4,16%) score.

**Table 4.27**

**Diagram Result of Students' Activity in the Second Cycle**
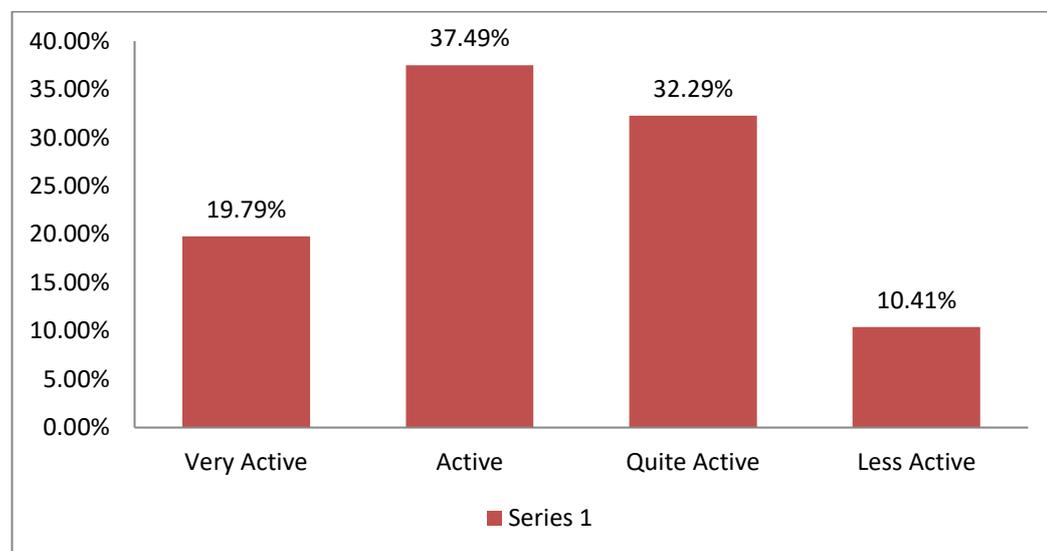


Based on the table 4.27 shows that the highest score in students' activity in the second cycle there was "active" percentage with 37,49 % scores. Whereas, the lowest percentage was "less active" percentage with 10,41% scores. It means students more active in speaking class than before.

d. **Reflection**

From this reflecting process, the teacher found a significant weakness of students' speaking ability when applying pop-up book media in teaching to speak. There were six students still shy when speaking in front of class causes they just thought afraid to make mistake when they speak in front, not confidence in front of their friend. So the teacher gives more attention of the six students with the

aims made students more than brave to make mistake first before they got a success causes teacher wants all of the students brave to explain their idea. Besides, to gives a solution of that the teacher made a new strategy such as for the next cycle teacher instructs all students chose their partner, causes when all students had a partner they would discuss their topic but with the different content. It would be simulated the students responded about their topic and the most important of that made students brave to gives some questions to their partner causes the problem was still shy to speak in public. So when students enjoyed their partner, it made them more confidence to stand in front of class cause they had been practice first with their partner before stand in front and also there would stand with their partner so no alone. They would be brave made mistake in learning process when they speak in front cause they remember was no one to be a success without made mistake first. So, the teacher and collaborator decide to continue to the third cycle to increase students speaking ability with the new strategy until twenty-four students not shy and brave to speak.

### 3) Description Result of Cycle Three

#### a. Planning

In this section, the teacher hoped in cycle III all the students in the speaking class more active than before. And of course planning in the second cycle was different between in the third cycle. This cycle made all students active in the class. In this section, the teacher prepared a new plan then before in the second cycle. This cycle the teacher made a planned student brave to come in front of the class. And like in every cycle the teacher prepared lesson planed about

teaching speaking through pop-up book of the tenth at grade at MAN Palopo, the supported instruments guidelines for observation sheet and also camera to take a picture. In this section, the preparations which were prepared by the teacher before action in the third cycle were:

1) The teacher greets students first.

2) Prayer before learning.

3) Check student attendance.

4) Remind students about the previous lesson before continue.

5) Explain to the student about the topic of this meeting.

6) Give the students about language pattern and also vocabulary to support their word to help explain their opinion.

7) Explain how to learn to speak through pop-up book media and the researcher give an example about it.

8) The teacher instructs the student, to find their partner for this meeting.

9) Given the chance to practice speaking with their partner and different topic in front through pop-up book.

10) Give a conclusion as apperception and motivation such as study hard to all students and tell to students they have great improving speaking skills for this meeting.

11) Before closed the class, the teacher says many thanks to all students for their participation during the teaching-learning process.

12) And the last give greets to all students and close the class.

**b. Action**

In this action the teacher opened the class also said greeting to the students and saying "Assalamu'alaikum Warahmatullahi Wabarakatu" continues asked the condition of class or students such as "Morning Class!" The class more interactive because all the students' had a good responded to the teacher. Next, like in every cycle was before stared the material, the leader gives instruction to all students to pray together and all students follow the instuction. After that, the teacher checks students' attendance with aims to decipline students before learning process and duration used by the teacher stared from the teacher greets to all students until checks student attendance was five minutes.Later on, the teacher give some questions to review the material before continue the new material. And all students very active when the teacher gives some questions, several of them alwasy wont to answer the question or very ambicius to speak.It shows all of them very active to raise their hands. Later on, the teacher explains to students about the material of this meeting and not forgot to gives some paper or language pattern to support their idea until they can brave to speak or they had a key to express their ideas. As the first cycle, in this action the researcher explained more about how to describe people through pop-up book media but for this section teacher gives more attention to six students that still shy in the cycle before. Next, the teacher explained how to describing things by the content through pop-up book such as the opened, description of the thing like; the shape, color, benefit, and material of the thing, and also conjunction to continue some of the words and the last, how to closed the precentage. Beside that, there was a vocabulary sheet to

support the content of the precentage, like the name of a noun, color, and shape. After that, teacher explain again about how to describe things through pop-up book and also the teacher gives some example about it and duration used by the teacher stared from the teacher remind about previous lesson until teacher explain again how to describe things through pop-up book was twenty minutes. Later on, the teacher gives instruction to students found a partner for this cycle with the aims that would the student more interested in learning process because there was person to share their idea when they afraid or shy ask the teacher about material that they did not understand. But every personil in the group have to come in front of the class to percentage their topic one by one, and its like a power to six students causes they thank there was a friend to compeny when standing in front or not alone. So from of that the students brave to speak and percentage their opinion in front the class and duration used by the teacher stared from give instruct to find their partner until given the time to all partner to practice their idea through pop-up book was fifty minutes. And the most important thing in this cycle was giving more motivation and also conclusion such as apprecetion to all students' causes they have great improved speaking ability for this cycle than before and don't forgot to study hard. So before close the class, the teacher said many thanks to all students for their participation during teaching learning process and all students said thanks again for knowledge that had been given.And the last, teacher gives greet to all students and closed the class said ''Hamdallah and Wassalamu'alaikum Warahmatullahi Wabarakatu''.

### c. Observation

During the learning process in the third cycle, the condition of the class more conducive and many students were active in the class. They discussed the topic seriously with their partner. They were active in sharing their ideas in made a sentence. Every group raised up their hands when the teacher asked them to describe their idea about things. Where in this section condition of the class was more active than before, of the 24 students not shy or afraid again to gives a question when they did not understand what they had to do and also brave when they speak in front of the class. Teachers and collaborators revealed that students' speaking abilities have more increased compared to the result of the third cycle than the second cycle.

Evaluation of students' ability in speaking skill showed that the students' mastery through pop-up book media was better than the second cycle. The mean score was 82,13.

**Table 4.28**
**The Result of Students' Speaking Performance in Cycle III**

| No | Respondents | Three Aspects of Speaking Assessment | | | Score of Test |
|---|---|---|---|---|---|
| | | Accuracy | Fluency | Comprehensibility | |
| 1 | Student 01 | 6 | 4 | 6 | 89 |
| 2 | Student 02 | 4 | 5 | 5 | 78 |
| 3 | Student 03 | 6 | 4 | 5 | 83 |
| 4 | Student 04 | 5 | 5 | 6 | 89 |
| 5 | Student 05 | 4 | 5 | 6 | 83 |
| 6 | Student 06 | 3 | 5 | 4 | 67 |
| 7 | Student 07 | 4 | 5 | 6 | 83 |
| 8 | Student 08 | 5 | 6 | 5 | 89 |
| 9 | Student 09 | 5 | 4 | 5 | 78 |
| 10 | Student 10 | 5 | 6 | 6 | 94 |
| 11 | Student 11 | 5 | 4 | 5 | 78 |
| 12 | Student 12 | 3 | 4 | 5 | 67 |
| 13 | Student 13 | 5 | 4 | 6 | 83 |
| 14 | Student 14 | 4 | 5 | 6 | 83 |
| 15 | Student 15 | 5 | 6 | 6 | 94 |
| 16 | Student 16 | 5 | 5 | 6 | 89 |
| 17 | Student 17 | 6 | 4 | 5 | 83 |
| 18 | Student 18 | 3 | 4 | 4 | 61 |
| 19 | Student 19 | 4 | 5 | 5 | 78 |
| 20 | Student 20 | 6 | 3 | 5 | 78 |
| 21 | Student 21 | 5 | 6 | 5 | 89 |
| 22 | Student 22 | 6 | 5 | 5 | 89 |
| 23 | Student 23 | 5 | 4 | 6 | 83 |
| 24 | Student 24 | 4 | 5 | 6 | 83 |
| | Total | 113 | 113 | 129 | 1971 |
| | Mean Score | | | | 82.13 |

**Table 4.29**

**Diagram Result ofthe Speaking Performance on Cycle III**
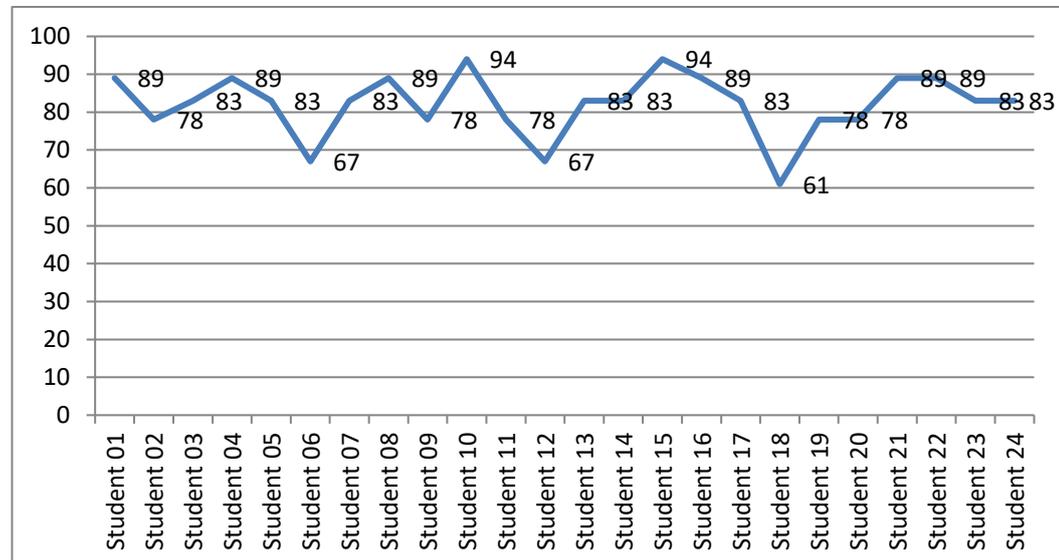


Based on table 4.29 shows that the highest score of speaking performance in the third cycle there were 2 students got 94 scores, that the number of students 10 and 15. And there was only one student who got 61 scores of speaking performance it includes the lowest score of 24 students. It means there were 2 students got high score this cycle and only one student got a low score of speaking performance in this cycle. This cycle very interested in the student than the cycle before because just only one student got the lowest score.

Calculating the mean score of the students' speaking test cycle three by using SPSS 20.

**Table 4.30**

**Mean Score of Cycle III**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Cycle3 | 24 | 61,00 | 94,00 | 82,1250 | 8,23731 |
| Valid N (listwise) | 24 |  |  |  |  |

Based on the result score of the test in cycle III observation for clear look at the table:

a. Accuracy

**Table 4.31**
**Accuracy**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 5 | 21% |
| Very Good | 5 | 10 | 42% |
| Good | 4 | 6 | 25% |
| Average | 3 | 3 | 13% |
| Poor | 2 | - | 0% |
| Very Poor | 1 | - | 0% |

The table 4.31 shows the highest score in the area of accuracy was 42% or 10 frequencies on "very good" classification whereas the lowest percentage was 0% or none of the student on "poor and very poor" classification. It means students more active in the area of accuracy than before with the shows in part of poor and very poor classification were the lowest percentage or none of the students not poor and very poor.

b. Fluency

**Table 4.32**
**Fluency**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 4 | 17% |
| Very Good | 5 | 10 | 42% |
| Good | 4 | 9 | 38% |
| Average | 3 | 1 | 4% |
| Poor | 2 | - | 0% |
| Very Poor | 1 | - | 0% |

The table 4.32 shows the highest score in the area of fluency was 42% or 10 frequencies on "very good" classification whereas the lowest percentage was 0% or none of the student on "poor and very poor" classification. It means students more active in the area of fluency than before with the shows in part of poor and very poor classification were the lowest percentage or none of the students not poor and very poor.

c. Comprehensibility

**Table 4.33**
**Comprehensibility**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 11 | 46% |
| Very Good | 5 | 11 | 46% |
| Good | 4 | 2 | 8% |
| Average | 3 | - | 0% |
| Poor | 2 | - | 0% |
| Very Poor | 1 | - | 0% |

The table 4.33 shows the highest score in the area of comprehensibility there was "excellent and very good" classification with the same scores 46% or 11 frequencies whereas the lowest percentage there were "average, poor and very

poor" classification with the same score 0% or none of the student. It means students a more good percentage in the area of comprehensibility with the shows the percentage of excellent and very good success score than before.

**Table 4.34**

**The Rate Percentage of Students' Score on the Third Cycle**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 86-100 | 8 | 33,33% |
| Very Good | 71-85 | 13 | 54,16% |
| Good | 56-70 | 3 | 12,5% |
| Average | 41-55 | - | - |
| Poor | 26-40 | - | - |
| Very Poor | ≥25 | - | - |

According to the table 4.34 shows the highest score of the third cycle was 54% or 13 frequencies on "very good" classification, whereas the lowest score there was 0% or none of the students on "average, poor and very poor" classification. The score of students this cycle was very well scored and success than before, it supports by calculated on the average, poor, and very poor classification that shows none of 24 students this part.

**Table 4.35**

**The Observation of Students' Activity in the Third Cycle**

| No | Name | Aspect | | | | Σ | Qualification |
|----|------|--------|---|---|---|---|---------------|
| | | A | B | C | D | | |
| 1 | Student 01 | 4 | 4 | 3 | 4 | 15 | Very Active |
| 2 | Student 02 | 2 | 4 | 2 | 3 | 11 | Active |
| 3 | Student 03 | 4 | 3 | 2 | 3 | 12 | Active |
| 4 | Student 04 | 3 | 4 | 4 | 3 | 14 | Very Active |
| 5 | Student 05 | 3 | 3 | 2 | 4 | 12 | Active |
| 6 | Student 06 | 3 | 4 | 2 | 2 | 11 | Active |
| 7 | Student 07 | 3 | 2 | 4 | 2 | 11 | Active |
| 8 | Student 08 | 4 | 4 | 2 | 4 | 14 | Very Active |
| 9 | Student 09 | 2 | 3 | 4 | 2 | 11 | Active |
| 10 | Student 10 | 3 | 4 | 4 | 4 | 15 | Very Active |
| 11 | Student 11 | 3 | 4 | 3 | 2 | 12 | Active |
| 12 | Student 12 | 2 | 2 | 2 | 3 | 9 | Active |
| 13 | Student 13 | 4 | 3 | 2 | 4 | 13 | Very Active |
| 14 | Student 14 | 3 | 4 | 4 | 3 | 14 | Very Active |
| 15 | Student 15 | 4 | 4 | 3 | 3 | 14 | Very Active |
| 16 | Student 16 | 4 | 3 | 3 | 3 | 13 | Very Active |
| 17 | Student 17 | 3 | 4 | 3 | 4 | 14 | Very Active |
| 18 | Student 18 | 2 | 3 | 3 | 2 | 10 | Active |
| 19 | Student 19 | 3 | 2 | 2 | 2 | 9 | Active |
| 20 | Student 20 | 4 | 3 | 3 | 2 | 12 | Active |
| 21 | Student 21 | 4 | 4 | 3 | 4 | 15 | Very Active |
| 22 | Student 22 | 3 | 3 | 4 | 3 | 13 | Very Active |
| 23 | Student 23 | 3 | 4 | 3 | 4 | 14 | Very Active |
| 24 | Student 24 | 4 | 3 | 4 | 3 | 14 | Very Active |

Information aspects of the observation are:

a.  Pay attention to the teacher when explaining material.

b.  Students follow instruction from the teacher during learning process.

c.  Ask question to the teacher if there is material that cannot be discussed.

d.  Cooperate with group friends.

Information on giving a check mark in the value column (1 2 3 4) as follows:

1. Less active:

The students do not give respond to the material, she/he looks confused bored and sometimes leaves the class, disturb other friend, busy with their activity, etc.

2. Quite Active:

The students pay attention and gives responses once in a while.

3. Active:

The students response the material and interacting with others, whether to the teacher or his/her friends.

4. Very Active:

The students are responsive and participated fully in all activities in the learning and teaching process.

Information on giving the qualifications as follow:[46]

| Score | Percentage | Qualification |
|-------|------------|---------------|
| 13-16 | 82%-100% | Very Active |
| 9-12 | 63%-81% | Active |
| 5-8 | 44%-62% | Quite Active |
| 1-4 | 25%-43% | Less Active |

Based on the table 4.35 shows that the students' activity in the third cycle; there were 13 students got "Very Active" with scores (13, 14 and 15), 11 students got "Active" with scores (9, 10, 11 and 12), and the last none of the students got

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[46] Https://www.riduansalim.id/2015/12/cara-menghitung-aktivitas-siswa.

"Quite Active" and "Less Active". It means students very active in class speaking than before, it supports by observation of students' activity of this cycle.

**Table 4.36**

**The Rate Percentage of Students' Activity in the Third Cycle**

| No | Aspect | Very Active | | Active | | Quite Active | | Less Active | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | Aspect A | 9 | 37,5% | 11 | 45,83% | 4 | 16,66% | - | - |
| 2 | Aspect B | 12 | 50% | 9 | 37,5% | 3 | 12,5% | - | - |
| 3 | Aspect C | 7 | 29,16% | 9 | 37,5% | 8 | 33,33% | - | - |
| 4 | Aspect D | 10 | 41,66% | 8 | 33,33% | 6 | 25% | - | - |
| Average | | 9,5 | 39,58% | 9,25 | 38,54% | 5,25 | 21,87% | - | - |

Based on the table 4.36 shows the highest and lowest scores of students activity in the third cycle, on the aspect of A there was "active" with the highest percentage of 11 students got (45,83%) scores. On the aspect of B, there was "very active" with the highest percentage of 12 students got (50%) scores. On the aspect of C, there was "active" with the highest percentage on 9 students got (37,5%). The last the highest score on the aspect of D there was "very active" with the percentage of 10 students got (41,66%) scores. And then in the lowest percentage of aspects A, B, C, and D, there was "Less active" with the percentage of none students. So, the highest aspect of students' activity in the third cycle there was an aspect of B with percentage "Very active" of 12 students got (50%) score and the lowest aspect of students' activity there were aspect of A, B, C and D on "less active" with the percentage of none student or (0,00%) score.

**Table 4.37**

**Diagram Result of Students' Activity in Third Cycle**
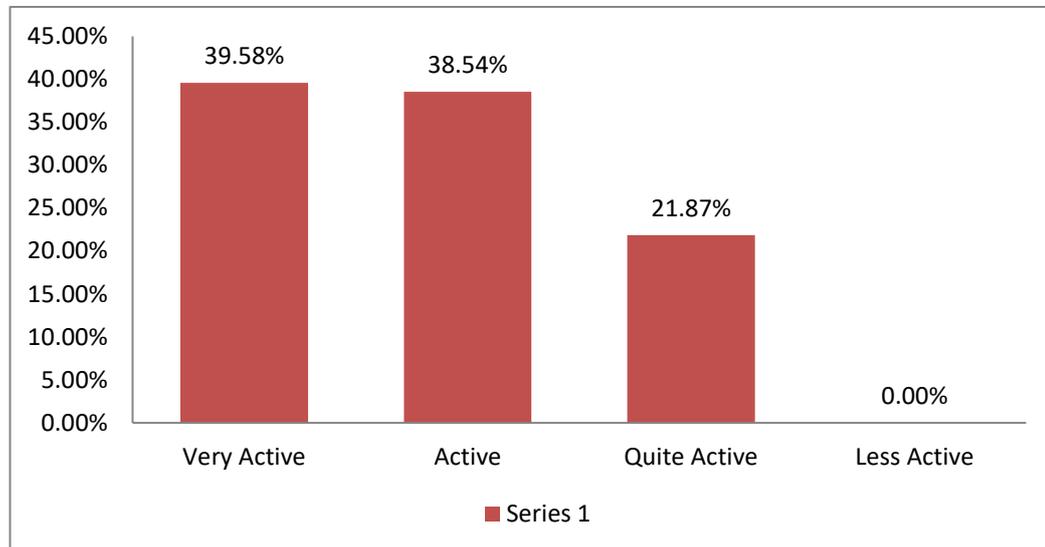


Based on the table 4.37 shows that the highest score in students' activity in the third cycle there was "very active" percentage with 39,58% scores. Whereas the lowest percentage was "less active" percentage with 0,00% scores or none of the students. It means students more active in speaking class than before.

**d. Reflection**

From this reflection process, the teacher found a high motivates of the students were very different when they applied pop-up book media in teaching speaking than before. When the second cycle there were six students not brave to speak and always shy during learning process but for this cycle, none of the students looks like shy, brave to speak and also there did not afraid to make mistake during percentage their idea or opinion in front of the class. All the students' fun during the learning process causes they believe there was no people got a success without made mistake first, it's like a power of them to brave stand in front and express or percentage their idea. In addtion, for this cycle their really

brave to raise their hands when the material was not clear, it's means it very interested for this cycle all the students brave and not shy to stand in front of class. So the result of the third cycle was applied pop-up book media in teaching speaking would improve student speaking ability. It meant that the teacher and collaborator decided to stop.

The table below was the comparison of the students' speaking performance result in the pre-test, cycle one, cycle two and cycle three.

**Table 4.38**
**Comparison of the students means scoring in the Pre-test, Cycle one, Cycle two and Cycle three**

| No | Respondents | Pre-test | Cycle one | Cycle two | Cycle three |
|---|---|---|---|---|---|
| 1 | Student 01 | 28 | 67 | 67 | 89 |
| 2 | Student 02 | 22 | 50 | 50 | 78 |
| 3 | Student 03 | 33 | 50 | 61 | 83 |
| 4 | Student 04 | 39 | 56 | 67 | 89 |
| 5 | Student 05 | 28 | 61 | 61 | 83 |
| 6 | Student 06 | 33 | 50 | 56 | 67 |
| 7 | Student 07 | 28 | 56 | 56 | 83 |
| 8 | Student 08 | 28 | 61 | 61 | 89 |
| 9 | Student 09 | 22 | 44 | 44 | 78 |
| 10 | Student 10 | 78 | 83 | 89 | 94 |
| 11 | Student 11 | 22 | 61 | 72 | 78 |
| 12 | Student 12 | 28 | 39 | 50 | 67 |
| 13 | Student 13 | 44 | 72 | 72 | 83 |
| 14 | Student 14 | 39 | 72 | 72 | 83 |
| 15 | Student 15 | 61 | 83 | 83 | 94 |
| 16 | Student 16 | 56 | 78 | 78 | 89 |
| 17 | Student 17 | 17 | 39 | 61 | 83 |
| 18 | Student 18 | 22 | 39 | 39 | 61 |
| 19 | Student 19 | 22 | 56 | 61 | 78 |
| 20 | Student 20 | 22 | 56 | 72 | 78 |
| 21 | Student 21 | 22 | 50 | 67 | 89 |
| 22 | Student 22 | 33 | 61 | 61 | 89 |
| 23 | Student 23 | 56 | 72 | 78 | 83 |
| 24 | Student 24 | 33 | 56 | 67 | 83 |
| | Total | 816 | 1412 | 1545 | 1971 |
| | Mean Score | 34 | 58.83 | 64.38 | 82.13 |

**Table 4.39**
**The Improvement of the Students Means Score**
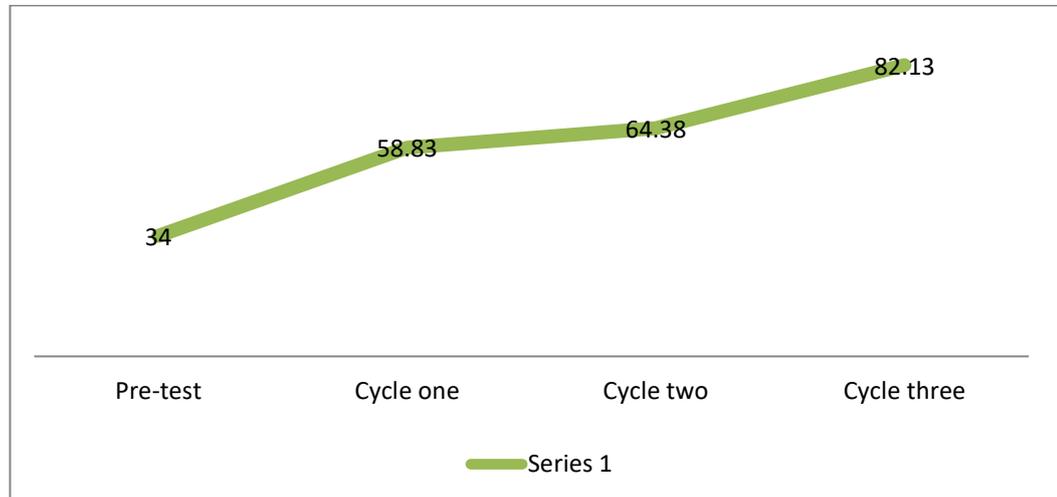


So, it can be discussed that through pop-up book as a medium to improve the students speaking skills was proven. It showed by the percentage and responds of students in the pre-test, cycle one, cycle two and cycle three.

## 2. The analysis of Questionnaire

Based on the results of a questionnaire, that has been given by the teacher to students after learning through pop-up book as medium. Students have positive responses it shows after used pop-up book as medium, students more interested in learning speaking than before so it help students' improve their speaking skill. After used pop-up book as medium students' more confidence to speak and brave to express they opinion in front of the class or in front they friend, cause learning though pop-up book as medium made students more fun and also comfortable during the learning process. Besides that, they were more motivated to learning speaking and help students more easily understand the material presented by the teacher, that it was encourages students more actively to learn than before.

**Table 4.40**
**Perception Through Questionnaire**
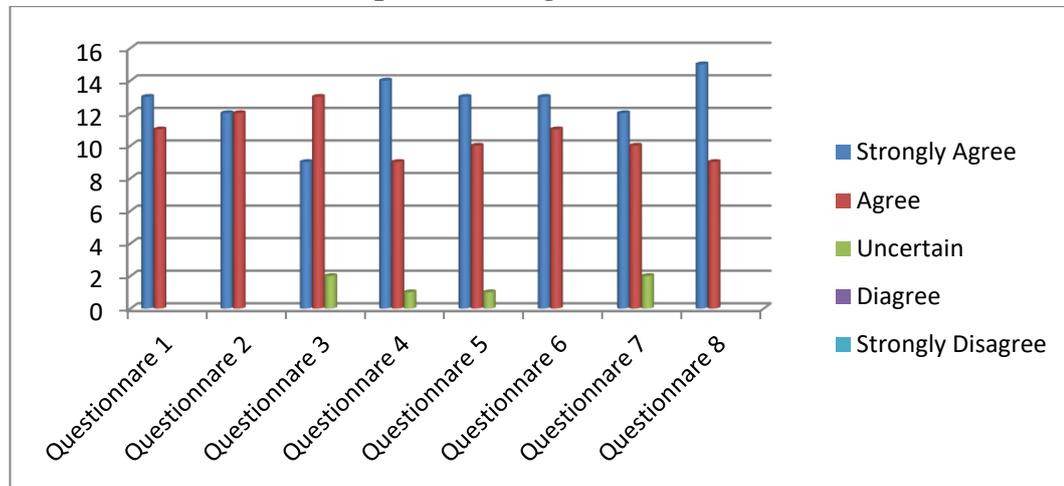


Based on the results obtained by the data questionnaire or the results of the assessment were all observation had shown a significant increase over the average of a predetermined. So that, the students' responses after learning through pop-up book as medium was very positive cause it would improve the ability of the students, present the confidence and brave to speaking in front or explain their idea and the muse important of this section through pop-up book as medium students have motivation to study cause it made students easy to understood the material that delivered by the teacher, until the students more than interest to learn that before. It shows of the questionnaire percentage the data above, the average score of the points in the questionnaire was in the category of strongly agree and agree.

**B. Discussion**

Based on the result in the first cycle, second cycle and third cycle, the teacher presented the discussion of data of students. The section presents the result of data analysis, it aims to describe the students' improvement in speaking ability

through pop-up book media. Based on the data found, the teacher presented the discussion of data given to students.On pre-test the average of students score was 34, on the first cycle the average of students' scores was 58,8, on the second cycle was 64,38 and the last the third cycle was 82,13. It indicated that the result of this research had been reached the target of criteria of success.

In the first cycle, teacher made planning in the class was not enough causes there were some students took a long time when they explain their idea. So it made during the learning process not conductive to used the time, still shy when speak, they were not brave for explaining their opinion and also there were still a few student not attention to the teacher when the learning process. And for that, in the next cycle before students percentage their idea the teacher gives information to all students about time were conducive that before. It made all the students had a chance to speak or percentage their idea.

In the second cycle, the time that had been prepared by teacher was enough and also the condition of the class more active than before. Several of them gives question when they still understood or some of material was not clear and then brave to speak causes the teacher gives motivated to study but there were six students still shy, they were not to confidence, cause they tough speaking was very difficult and they afraid to make mistake. And for that, in the next cycle the teacher give more attention of the six students. Gives instruction to student chose their partner causes when all students had a partner, they would discuss their topic and stimulated they brave gives some question to their partner about their

problem. It made them more confidence to explain their idea cause before their stand in front of the class, the students had been practice with their partner.

In the third cycle, condition of the class more conductive then in the cycle I and cycle II causes they discussed about their topic was seriously with their partner. They were active sharing their ideas made it easy to make a sentence and for six students that still shy in cycle one and cycle two that braver to speak that before, they were not afraid to make mistake when speak in front. And for that, this cycle the teacher found a high motivation of students to study than before. All the students have fun and they were not bored during the learning process causes they believe there was no person got a success without made mistake first and it's a power that made students more brave then before to speak in front of the class.

In the data analysis questionnaire, most of students gave positive perception though pop-up book as medium the students improve they ability to speak English. It shows in first questionnaire the highest percentage there was "strongly agree" with 13 scores and the lowest percentage there were "uncertain disagree and strongly" none of students chose it. In the second questionnaire the highest percentage there were "strongly agree and agree" with 12 scores and the lowest percentage there were "uncertain disagree and strongly" none of students chose it. In the third questionnaire the highest percentage there was "agree" with 13 scores and the lowest percentage there were "disagree and strongly" none of students chose it. In the fourth questionnaire the highest percentage there was "strongly agree" with 14 scores and the lowest percentage there were "disagree and strongly" none of students chose it. In the fifth questionnaire the highest

percentage there was "strongly agree" with 13 scores and the lowest percentage there were "disagree and strongly" none of students chose it. In the sixth questionnaire the highest percentage there was "strongly agree" with 13 scores and the lowest percentage there were "uncertain disagree and strongly" none of students chose it. In the seventh questionnaire the highest percentage there was "strongly agree" with 12 scores and the lowest percentage there were "disagree and strongly" none of students chose it. In the eighth questionnaire the highest percentage there was "strongly agree" with 13 scores and the lowest percentage there were "uncertain disagree and strongly" none of students chose it.

Based on the result above and the data analysis questionnaire through pop-up book could help the students more enjoyable in learning process. Therefore, the developed pop-up could be accepted as an alternative medium in learning process, In addition pop-up book was interested for learners, more fun learning, ease in learning, and language was easily to be understood.[47] Can be used as a medium to foster student motivation and be able to stimulate the imagination of students to develop student creativity. Several studies have shown positive result against the application of pop-up book in the learning-process. About the development of instructional media pop-up book virus material for class X SMA concluded that the value of the final test learners classically increased after the

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[47]Sri Adelila Sari *"The Development of Pop-Up Book on the Role of Buffer in the Living Body",* Deparment of Chemistry, Faculty of Mathematics and Science, State University of Medan, Indonesia(2017).

implementation of pop-up book.[48] Because pop-up book have a thing that can make a student's increase more active to speak.

Researchers also reviewed research related pop-up book as medium in teaching. Lilis Afifah (2018) In her research entitled pop-up book media for learning Garman literary works, revealed that in addition to being an educational medium for high school students, pop-up book can also be used as an interesting, creative and innovative learning resource. It means that students can understand and study material easily and not boring in the learning process. Khotimah, K (2012) in her research entitled Effectiveness of media use pop-up book Against Chinesse Vocabulary Mastery to Develop Simple, a unique visualization of pop-up book in the exposure of the material to simulate learner to learn, develop capacity, and facilitate learners to remember the material in the book. Other research related to pop up book written byAndi Irwan Benardi (2017) Revealed that the average activity of students while participating in learning with the help of pop-up book media was high and an increase in all indicators of student responses to learning reinforced that the pop-up book media was effectively used in early childhood learning.Mohammad Arif Nazaruddin and Mohammad Efendi (2018) the book of pop-up augmented reality to increase focus and object recognition capabilities for children with austiem. In their researcher they prove that pop-up book are feasible and effective for learning for children with austiem.

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[48]Jannah, I.N. *"Development of Media Education Pop-Up Book Matter Virus of Class X high"*(2015).

The conclusion of the four previous research above that the pop-up book can be used in various levels of education such as in early childhood, senior high school and even learni ng in children with autism. It  proven increase students learning so they can be more creative thinking and also improve the quality of teaching teachers.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chaper presents conclusions and suggestion based on the data analysis and findings in the previous chapter.

## A. Conclusions

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

1. During improving through pop-up book as medium in speaking class, the researcher found way to improve students' speaking skill they were: gave an interest topic in each cycle to students such as in the first cycle describe about people and the rules learning using small group to discuss, in the second cycle describe about animal and the rules learning using one by one to percentage but for this cycle several of students not confidence, and in the third cycle describe about thing and the rules learning using partner to make them interested in learn and also it make them enthusiasm during learning process and have self confidance to speak. It showed the improvement from the gain secore who students got in speaking performance in each cycle.

2. The result of the research indicates the students' response in teaching speaking skill through pop-up book as medium of the tenth grade at MAN Palopo. Students have positive response from the data questioner 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 students' attitude and the quality of learning process increase from first cycle, second cycle to third cycle.

## B.   *Suggestions*

The reseacher hopes that the result of the reseach to be useful for all readers especially for teachers as a guite in teaching speaking and students to improve their speaking skill through pop-up book as medium.

1. For the teacher

The teacher must given the new or interest topic to students which close to the students life because it will make the students can interested to learn and also make the students enjoy and fun when they apply pop-up book as medium.

2. For the students

The students should be deligent to practice and have strategy, such as describing an interesting topic to improve their speaking skill in English.

3. For the next reseacher

The reseacher realizes that this research is far from  being perfect. Therefore the reseacher suggests that other researchers who conduct similiar reseach to develop this reseach to improve the students' speaking skill or in other material.

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# APPENDIX

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah               : MAN Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas                 : X. MIA.2

Pokok Materi     : Descriptive text (Describing People)

Alokasi Waktu   : 2 x 45 Menit

Pertemuan        : Pertama (1)

I.    KOMPETENSI INTI

**KI – 1 dan KI – 2 : Menghayati dan mengamalkan** ajaran agama yang di anutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3 :** Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasaan, kenegaraan, dan

peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4 :** Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

3.2 Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorangdengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mempersentasikan atau mendeskripsikan gambaran seseorang, dengan bantuan pop-up book sebagai media dalam proses pembelajaran bahasa Inggris.

2. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan pop-up book media

3.  Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

**IV.** TEKNIK DAN ALAT/ BAHAN PEMBELAJARAN

1.  Tekhnik pembelajaran      : pop-up book media

2.  Alat/bahan pembelajaran   : Kertas, Spidol, Papan Tulis.

**V.** SUMBER BELAJAR

1.  BukuBahasaInggrisKurikulum 2013 for Grade X Senior High School (SMA/MA)

2.  Bukurefensi yang relevan

3.  Internet

**VI.** LANGKAH-LANGKAH PEMEBELAJARAN

1.  Introduction  (10 Minute)

    - Teacher greets to students first

    - Prayer before learning

    - Checks student attendance

    - Introduce yourself as a researcher

2.  Pre-activities speaking material through pop-up book media (20 Minute)

    - Give explain to the students about pop-up book

- Give the students about language pattern and also vocabulary to support their word to help explain their opinion.

- Explain how to learn speaking through pop-up book media and the researcher give example about it.

3. Main-activities Practice speaking (50 Minute)

- Researcher givesinstruction tostudents, make a small group to improve their opinion through pop-up book.

- Give the chance to practice their ability.

4. Closing (10 Minute)

- Give conclusion as apprection and motivation to all students.

- Asks to students about the difficulty of learning speaking.

- Prayer together after learning.

- And the last givegreet to students and close the class.

**VII.** PENILAIAN HASIL PEMBELAJARAN

1. Rubrik penilaian speaking

   a. Ketepatan

   Kriteria penilaian pada ketepatan berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata. |

| | | |
|---|---|---|
| Very Good (Sangat Baik) | 5 | pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar. |
| Good (Baik) | 4 | Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi kesalahan fonologis (pengucapan) yang srius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan. |
| Average (Rata-rata) | 3 | Pelafalan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan. |
| Foor (Buruk) | 2 | Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal. |
| Very Poor (Sangat buruk) | 1 | Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan. |

b. Kelancaran

Krikteria penilaian pada kelancaran berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan saru atau dua jeda yang tidak wajar. |
| Very Good (Sangat Baik) | 5 | Hanya berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar. |
| Good (Baik) | 4 | Meskipun ia harus berusaha dan mencari kata-kata, tidak terlalu banyak jeda yang tidak wajar. Pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampikan makna umum. Ekspresi-ekspresi yang baik. |
| Average (Rata-rata) | 3 | Menyita banyak waktu. Sring kali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspersi yang terbatas. |

| Foor (Buruk) | 2 | Berhenti lama ketika dia mencari makna yang diinginkan. Sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan. |
|---|---|---|
| Very Poor (Sangat buruk) | 1 | Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah. Kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas. |

c. Pemahaman

Krikteria penilaian pada pemahaman berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Mudah bagi pendengar untuk memahami makna pembicara dan makna umum. Sangat sedikit interupsi atau klarifikasi yang diperlukan. |
| Very Good (Sangat Baik) | 5 | Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klarifikasi diperlukan. |
| Good (Baik) | 4 | Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi. |

| | | |
|---|---|---|
| Average (Rata-rata) | 3 | Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama. |
| Foor (Buruk) | 2 | Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicara. |
| Very Poor (Sangat buruk) | 1 | Hanya tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa pun yang ia katakan. |

2. Pedoman Penskoran

    a. Student's score $=$   <u>The gain score</u> x 100

                                  The maximal score

b. Classifying the score of the students into six levels as follows:

| NO | Score | | Classification |
|----|-------|---|----------------|
| 1. | 86 - 100 | 6 | Excellent |
| 2. | 71 – 75 | 5 | Very Good |
| 3. | 56 – 70 | 4 | Good |
| 4. | 41 – 55 | 3 | Average |
| 5. | 26 – 40 | 2 | Poor |
| 6. | $\leq 25$ | 1 | Very Poor |

c. Calculating the test result of speaking by using SPSS program version 20.

Palopo, 10 juni 2019

Mengetahui,

Guru,                                                              Mahasiswa,

**Rahmawati, SS.**                                          **Nurasikin**
**NIP. 19731102 200312 2 009**                      **NIM. 15 0202 0137**

# LANGUAGE PATTERN

## (PEOPLE)

1. Opening <u>(pembukaan)</u>

   a. I am going to describe about this picture.

      <u>(saya ingin menggambarkan tentang gambar ini)</u>

   b. I'd like to talk you about this picture.

      <u>(saya ingin menceritakan tentang gambar ini)</u>

   c. I'd like to say a few words about this picture.

      <u>(saya ingin menceritakan sedikit tentang gambar ini)</u>

   d. Let me tell you about this picture.

      <u>(saya akan menceritakan tentang gambar ini)</u>

2. Description (menggambarkan)

   a. The first way to describe girl.

      <u>(cara pertama untuk menggambarkan perempuan)</u>

      1. Cut Meriska is an **actress**. <u>(Dude Herlino adalah seorang bintang film perempuan)</u>

      2. Her characteristics are **beautiful, smart, friendly and kind**.

         <u>(sifatnya cantik, pintar, ramah, dan baik hati)</u>

      3. For her physics, she has **pointed nose** and **slim** and then she has **white skin** and **tall body**. <u>(untuk fisiknya, dia mempunyai hidung yang mancung dan langsing dan juga mempunyai kulit yang putih dan badan yang tinggi)</u>

4.  She wears **long dress** by **blue and pink colors**. (dia memakai gamis dengan warna biru dan ping)

5.  She wears **short veil** by **blue color**. (dia memakai kerudung yang pendek)

b.  Second way to describe boy.

(cara kedua untuk menggambarkan laki-laki)

1.  Dude Herlino is an actor. (Dude Herlino adalah bintang film laki-laki)

2.  His characteristic is handsome, discipline and clever. (sifatnya tampan, disiplin dan pintar)

3.  His physics are tall, and he has straight heir. (sifat fisiknya dia tinggi dan mempunyai rambut lurus)

4.  He wears batik shirt. (dia memakai baju kemeja batik)

c.  Conjunction.

(penghubung)

1.  Next            : Selanjutnya…

2.  Furthermore  : Selanjutnya…

3.  Then           : Kemudian…

4.  In addition    : Tambahan…

5.  The first       : Pertama…

6.  The scond     : Kedua…

7.  The thirs       : Ketiga…

8.  The last        : Terakhir…

3. Closing (penutupan)

   a. Thanks for your attention Assalamu'alaikumr.Wr. Wb. <u>(terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)</u>

   b. I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. <u>(saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)</u>

- Job and profession (pekerjaan dan profesi)

  a. Bintang Film Pria    ; Actor

  b. Bintang Film wanita   ; Actress

  c. Pengarang    ; Author

  d. PNS    ; Civil Servant

  e. Lurah/Kepala Desa    ; Chief of village

  f. Pemain Music/Musisi    ; Musician

- Adjective (kata sifat)

| No. | English | Meaning |
|-----|---------|---------|
| 1 | Beautiful | Cantik |
| 2 | Ugly | Jelek |
| 3 | Young | Muda |
| 4 | Old | tua |
| 5 | Handsome | Ganteng |

| 6 | Pale | Pucat |
|---|---|---|
| 7 | Tall | Tinggi |
| 8 | Short | Pendek |
| 9 | Small | Kecil |
| 10 | Fat | Gemuk |
| 11 | Slim | langsing |
| 12 | Smart | Pintar |
| 13 | Socialist | Sosial |
| 14 | Kind | Baik |
| 15 | Long hair | Rambut panjang |
| 16 | Sharp nose | Hidung mancung |
| 17 | Humble | Rendah hati |
| 18 | Brown hair | Rambut coklat |
| 19 | Brown eyes | Mata coklat |
| 20 | Thin | Kurus |
| 21 | Funny | Lucu |
| 22 | Happy | Bahagia |
| 23 | Friendly | Ramah |
| 24 | Wise | Bijaksana |
| 25 | Wonderful | Sangat bagus |

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X. MIA.2

Pokok Materi : Descriptive text (Describing Animal)

Alokasi Waktu : 2 x 45 Menit

Pertemuan : Kedua (2)

**VIII.** KOMPETENSI INTI

**KI – 1 dan KI – 2 : Menghayati dan mengamalkan** ajaran agama yang di anutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3 :** Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasaan, kenegaraan, dan

peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4 :** Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

IX. KOMPETENSI DASAR

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakanmendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

3.4 Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorangdengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

X. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

4. Siswa mampu mempersentasikan atau mendeskripsikan gambaran hewan, dengan bantuan pop-up book sebagai media dalam proses pembelajaran bahasa Inggris.

5. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan pop-up book media

6. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

**XI.** TEKNIK DAN ALAT/ BAHAN PEMBELAJARAN

3. Tekhnik pembelajaran        : pop-up book media

4. Alat/bahan pembelajaran     : Kertas, Spidol, Papan Tulis.

**XII.** SUMBER BELAJAR

4. BukuBahasaInggrisKurikulum 2013 for Grade X Senior High School (SMA/MA)

5. Bukurefensi yang relevan

6. Internet

**XIII.** LANGKAH-LANGKAH PEMEBELAJARAN

5. Introduction  (5 Minute)

- Prepare students

- Prayer before learning

- Checks student attendance

6. Pre-activities speaking material through pop-up book media (25 Minute)

- Remind to students about  previous lesson before continue.

- Explain to student about the topic of this meeting.

- Give students some vocabulary to support their word to help their explain their opinion

- Explain how to learn speaking through pop-up book media and the researcher give example about it.

7. Main-activities Practice speaking (50 Minute)

- Researcher givespop-up book to improve their opinion about their topic.

- Give the chance to practice speaking one by one in front of class through pop-up book media.

8. Closing (10 Minute)

- Give conclusion as apprection and motivation such as study hard.

- Asks to students about the difficulty of learning speaking.

- And the last give greet and close the class.

**XIV.** PENILAIAN HASIL PEMBELAJARAN

3. Rubrik penilaian speaking

d. Ketepatan

Kriteria penilaian pada ketepatan berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata. |

| | | |
|---|---|---|
| Very Good (Sangat Baik) | 5 | pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar. |
| Good (Baik) | 4 | Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi kesalahan fonologis (pengucapan) yang srius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan. |
| Average (Rata-rata) | 3 | Pelafalan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan. |
| Foor (Buruk) | 2 | Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal. |
| Very Poor (Sangat buruk) | 1 | Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan. |

e. Kelancaran

Krikteria penilaian pada kelancaran berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan saru atau dua jeda yang tidak wajar. |
| Very Good (Sangat Baik) | 5 | Hanya berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar. |
| Good (Baik) | 4 | Meskipun ia harus berusaha dan mencari kata-kata, tidak terlalu banyak jeda yang tidak wajar. Pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampikan makna umum. Ekspresi-ekspresi yang baik. |
| Average (Rata-rata) | 3 | Menyita banyak waktu. Sring kali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspersi yang terbatas. |

| Foor (Buruk) | 2 | Berhenti lama ketika dia mencari makna yang diinginkan. Sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan. |
|---|---|---|
| Very Poor (Sangat buruk) | 1 | Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah. Kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas. |

f. Pemahaman

Krikteria penilaian pada pemahaman berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Mudah bagi pendengar untuk memahami makna pembicara dan makna umum. Sangat sedikit interupsi atau klarifikasi yang diperlukan. |
| Very Good (Sangat Baik) | 5 | Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klarifikasi diperlukan. |
| Good (Baik) | 4 | Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi. |

| Average (Rata-rata) | 3 | Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama. |
| --- | --- | --- |
| Foor (Buruk) | 2 | Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicara. |
| Very Poor (Sangat buruk) | 1 | Hanya tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa pun yang ia katakan. |

4. Pedoman Penskoran

   d. Student's score = $\dfrac{\text{The gain score}}{\text{The maximal score}} \times 100$

e. Classifying the score of the students into six levels as follows:

| NO | Score | | Classification |
|----|-------|---|----------------|
| 7. | 86 - 100 | 6 | Excellent |
| 8. | 71 – 75 | 5 | Very Good |
| 9. | 56 – 70 | 4 | Good |
| 10. | 41 – 55 | 3 | Average |
| 11. | 26 – 40 | 2 | Poor |
| 12. | $\leq 25$ | 1 | Very Poor |

f. Calculating the test result of speaking by using SPSS program version 20.


Palopo, 10 juni 2019


Mengetahui,

Guru,                                                        Mahasiswa,



**Rahmawati, SS.**                                      **Nurasikin**
**NIP. 19731102 200312 2 009**              **NIM. 15 0202 0137**

# LANGUAGE PATTERN

## (ANIMAL)

4. Opening (pembukaan)

   e. I am going to describe about this picture.

   (saya ingin menggambarkan tentang gambar ini)

   f. I'd like to talk you about this picture.

   (saya ingin menceritakan tentang gambar ini)

   g. I'd like to say a few words about this picture.

   (saya ingin menceritakan sedikit tentang gambar ini)

   h. Let me tell you about this picture.

   (saya akan menceritakan tentang gambar ini)

5. Description (menggambarkan)

   d. Lions have strong jaws. (singa memiliki rahang yang kuat)

   e. My lion is really energetic and always running. (singa saya sangat energik dan selalu berlari)

   f. My lion consumes meat. (singa saya mengkonsumsi daging)

   g. Lion live in forest (singa hidup di hutan)

6. Conjunction(penghubung)

   9.  Next            : Selanjutnya…

   10. Furthermore     : Selanjutnya…

   11. Then            : Kemudian…

12. In addition  : Tambahan…

13. The first   : Pertama…

14. The second  : Kedua…

15. The third   : Ketiga…

16. The last   : Terakhir…

7. Closing (penutupan)

 c. Thanks for your attention Assalamu'alaikumr.Wr. Wb. <u>(terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)</u>

 d. I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. <u>(saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)</u>

- Animal Parts

| No | English | Meaning |
|----|---------|---------|
| 1 | Tail | Ekor |
| 2 | Beak | Paruh |
| 3 | Wing | Sayap |
| 4 | Fur | Bulu |
| 5 | Claw | Cakar |
| 6 | Shell | Kulit |
| 7 | Trunk | Belalai (of elephant) |
| 8 | Snout | Moncong |

| 9 | Jaw | Rahang |
|----|------|--------|
| 10 | Horn | Tanduk |
| 11 | Fang | Gigi taring |
| 12 | Hoof | Kuku |

- Adjective (kata sifat)

| No. | English | Meaning |
|-----|---------|---------|
| 1 | Long | Panjang |
| 2 | Strong | Kuat |
| 3 | Tiny | Kecil sekali |
| 4 | Smooth | Lembut |
| 5 | Large | Lebar |
| 6 | Big | Besar |
| 7 | Sharp | Tajam |
| 8 | Thick | Tebal |
| 9 | Wide | Lebar |
| 10 | Scaly | Bersisik |

- Animal Characteristics

| No | English | Meaning |
|----|---------|---------|
| 1 | Herbivorous | Makan tumbuh-tumbuhan |
| 2 | Carnivorous | Makan daging |

| | | |
|---|---|---|
| 3 | Wild | Liar |
| 4 | Dangerous | Berbahaya |
| 5 | Ferocious | Ganas, Buas |
| 6 | Tame | Jinak |
| 7 | Shy | Pemalu |
| 8 | Playful | Suka bermain |
| 9 | Nocturnal | Malam hari |
| 10 | Energetic | Penuh semangat |
| 11 | Lazy | Malas |
| 12 | intelligent | Cerdas |

- Animal Habitats

| No | English | Meaning |
|---|---|---|
| 1 | Deserts | Padang/ gurun pasir |
| 2 | Mountains | Gunung |
| 3 | Rivers | Sungai |
| 4 | Lakes | Danau/ telaga |
| 5 | Ponds | Kolam |
| 6 | Ocean | Lautan |
| 7 | Forest | Hutan |

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Sekolah            : MAN Palopo

Mata Pelajaran  : Bahasa Inggris

Kelas               : X. MIA.2

Pokok Materi    : Descriptive text (Describing Thing)

Alokasi Waktu   : 2 x 45 Menit

Pertemuan       : Ketiga (3)

**XV.** KOMPETENSI INTI

**KI – 1 dan KI – 2 : Menghayati dan mengamalkan** ajaran agama yang di anutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3 :** Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya, dan humaniora dengan wawasan kemanusiaan, kebebasaan, kenegaraan, dan

peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4 :** Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**XVI.** KOMPETENSI DASAR

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

3.6 Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorangdengan penjelasan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**XVII.** TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

7. Siswa mampu mempersentasikan atau mendeskripsikan gambaran benda, dengan bantuan pop-up book sebagai media dalam proses pembelajaran bahasa Inggris.

8. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan pop-up book media

9. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

**XVIII.** TEKNIK DAN ALAT/ BAHAN PEMBELAJARAN

5. Tekhnik pembelajaran     : pop-up book media

6. Alat/bahan pembelajaran   : Kertas, Spidol, Papan Tulis.

**XIX.** SUMBER BELAJAR

7. BukuBahasaInggrisKurikulum 2013 for Grade X Senior High School (SMA/MA)

8. Bukurefensi yang relevan

9. Internet

**XX.** LANGKAH-LANGKAH PEMEBELAJARAN

9. Introduction  (5 Minute)

   - Prepare students

   - Prayer before learning

   - Checks student attendance

10. Pre-activities speaking material through pop-up book media (20 Minute)

    - Remind to students about previous lesson.

    - Give some questions related previous lesson before continue the lesson.

    - Explain to student about the topic of this meeting.

- Give to students some vocabulary to support their word to help their explain their opinion.

- Explain how to learn speaking through pop-up book media and the researcher give example about it.

- Researcher instruct to student,to find their partner for this meeting.

11. Main-activities Practice speaking (50 Minute)

- Give the change to practice with their partner in front through pop-up book media with different topic.

12. Closing (15 Minute)

- Give conclusion about the test in this day and tell to students that they have great improving speaking skill through pop-up book.

- Before close the class, the researcher say many thanks to all students for their participation during teaching learning process. And the last give greet to all students and close the class.

**XXI.** PENILAIAN HASIL PEMBELAJARAN

5. Rubrik penilaian speaking

g. Ketepatan

Kriteria penilaian pada ketepatan berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| | | |

| | | |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata. |
| Very Good (Sangat Baik) | 5 | pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar. |
| Good (Baik) | 4 | Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi kesalahan fonologis (pengucapan) yang srius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan. |
| Average (Rata-rata) | 3 | Pelafalan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan. |
| Foor (Buruk) | 2 | Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal. |

| Very Poor (Sangat buruk) | 1 | Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan. |
|---|---|---|

h. Kelancaran

Krikteria penilaian pada kelancaran berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan saru atau dua jeda yang tidak wajar. |
| Very Good (Sangat Baik) | 5 | Hanya berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar. |
| Good (Baik) | 4 | Meskipun ia harus berusaha dan mencari kata-kata, tidak terlalu banyak jeda yang tidak wajar. Pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampikan makna umum. Ekspresi-ekspresi yang baik. |

| | | |
|---|---|---|
| Average (Rata-rata) | 3 | Menyita banyak waktu. Sring kali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspersi yang terbatas. |
| Foor (Buruk) | 2 | Berhenti lama ketika dia mencari makna yang diinginkan. Sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan. |
| Very Poor (Sangat buruk) | 1 | Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah. Kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas. |

i. Pemahaman

Krikteria penilaian pada pemahaman berbahasa Inggris siswa

| Klasifikasi | Nilai | Kriteria Penilaian |
|---|---|---|
| Excellent (Luar Biasa) | 6 | Mudah bagi pendengar untuk memahami makna pembicara dan makna umum. Sangat sedikit interupsi atau klarifikasi yang diperlukan. |
| Very Good (Sangat Baik) | 5 | Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klarifikasi diperlukan. |

| | | |
|---|---|---|
| Good (Baik) | 4 | Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi. |
| Average (Rata-rata) | 3 | Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama. |
| Foor (Buruk) | 2 | Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicara. |
| Very Poor (Sangat buruk) | 1 | Hanya tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa pun yang ia katakan. |

6. Pedoman Penskoran

g. Student's score = $\dfrac{\text{The gain score}}{\text{The maximal score}} \times 100$

h.  Classifying the score of the students into six levels as follows:

| NO | Score | | Classification |
|---|---|---|---|
| 13. | 86 - 100 | 6 | Excellent |
| 14. | 71 – 75 | 5 | Very Good |
| 15. | 56 – 70 | 4 | Good |
| 16. | 41 – 55 | 3 | Average |
| 17. | 26 – 40 | 2 | Poor |
| 18. | $\leq 25$ | 1 | Very Poor |

i.  Calculating the test result of speaking by using SPSS program version 20.

Palopo, 10 juni 2019

Mengetahui,

Guru,                                                         Mahasiswa,

**Rahmawati, SS.**                                  **Nurasikin**
**NIP. 19731102 200312 2 009**          **NIM. 15 0202 0137**

# LANGUAGE PATTERN

## (THING)

1. Opening <u>(pembukaan)</u>

   i.  I am going to describe about this picture.

      <u>(saya ingin menggambarkan tentang gambar ini)</u>

   j.  I'd like to talk you about this picture.

      <u>(saya ingin menceritakan tentang gambar ini)</u>

   k.  I'd like to say a few words about this picture.

      <u>(saya ingin menceritakan sedikit tentang gambar ini)</u>

   l.  Let me tell you about this picture.

      <u>(saya akan menceritakan tentang gambar ini)</u>

2. Description (menggambarkan)

   h. The shape of this.......... is/are…… <u>(Bentuk dari gambar ini adalah)</u>

   i. The colour of this……..is/are…… <u>(Warna dari gambar ini adalah)</u>

   j. The material of this……..is/are… <u>(Bahan dari gambar ini adalah)</u>

   k. The benefit of this…….is/are…... <u>(Manfaat dari gambar ini adalah)</u>

3. Conjunction (penghubung)

   17. Next            : Selanjutnya…

   18. Furthermore     : Selanjutnya…

   19. Then            : Kemudian…

20. In addition   : Tambahan…

21. The first    : Pertama…

22. The scond   : Kedua…

23. The third    : Ketiga…

24. The last    : Terakhir…

4. Closing (penutupan)

 a. Thanks for your attention Assalamu'alaikumr.Wr. Wb.

  (terima kasih atas perhatiaanya. Assalamu'alaikum Wr.Wb.)

 b. I think enough, thanks for your attention Assalamu'alaikum Wr. Wb.

  (saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)

Note:

Penggunaan Is untuk tunggal atau satu.

Sedangkan…

Penggunaan Are untuk jamak atau lebih dari satu.

Kosa Kata

➢ Noun (Kata Benda)

| No. | Indonesia | Inggris |
|-----|-----------|---------|
| 1. | Kacamata | Eyeglasses |
| 2. | Pensil | Pencil |
| 3. | Pulpen | Pen |
| 4. | Kertas | Paper |
| 5. | Gelas | Glass |
| 6. | Telepon | Telephone |

➢ Colour (Warna)

| No. | Indonesia | Inggris |
|-----|-----------|---------|
| 1. | Putih | White |
| 2. | Hitam | Black |
| 3. | Kuning | Yellow |
| 4. | Merah | Red |
| 5. | Ungu | Purple |

| 6. | Hijau | Green |
|----|-------|-------|
| 7. | Biru | Blue |
| 8. | Oranye | Orange |

➢ Shape (Bentuk)

| No. | Indonesia | Inggris |
|-----|-----------|---------|
| 1. | Tebal | Thick |
| 2. | Tipis | Thin |
| 3. | Panjang | Long |
| 4. | Pendek | Short |
| 4. | PersegiEmpat | Square |
| 5. | Segitiga | Triangel |

STUDENTS TRANSCRIPTION OF INTERVIEW

Student 1 :

1. Apakah adik suka belajar bahasa Inggris, khususnya materi Speaking?

   = Tidak terlalu kak

2. Apa yang adik rasakan saat belajar berbicara dalam bahasa inggris?

   = Langsung jujur saja le kak. Cepat bosan

3. Topik apa yang adik suka dalam pembelajaran speaking, khusunya tentang

   mendeskripsikan?

   = Orang bagus kak. hehehe

4. Apa kelemahan adik dalam pembelajaran speaking?

   = Tidak lancar berbicara.

5. Bagimana cara adik mengatasi kelemahan itu?

   = Terus berusaha untuk jadi yang terbaik.

6. Menurut adik, baiknya guru menjelasan supaya mudah di pahami seperti
   apa?

   = Menarik perhatian, kaya lucu-lucu kaya begitu.

Student 4 :

1. Apakah adik suka belajar bahasa Inggris, khususnya materi Speaking?

   = Suka, Iye suka.

2. Apa yang adik rasakan saat belajar berbicara dalam bahasa inggris?

   = Antara minder

3. Topik apa yang adik suka dalam pembelajaran speaking, khusunya tentang

   mendeskripsikan?

= Orang.

4. Apa kelemahan adik dalam pembelajaran speaking?

= Pengucapan.

5. Bagimana cara adik mengatasi kelemahan itu?

= Dengan belajar lagi dengan giat.

6. Menurut adik, baiknya guru menjelasan supaya mudah di pahami seperti apa?

= Yang terlalu cepat mengajar dalam mengajarkan materinya.

Student 16 :

1. Apakah adik suka belajar bahasa Inggris, khususnya materi Speaking?
   = Ya, ya suka sekali kak.
2. Apa yang adik rasakan saat belajar berbicara dalam bahasa inggris?
   = Tidak kak, biasa aja.
3. Topik apa yang adik suka dalam pembelajaran speaking, khususnya tentang mendeskripsikan?
   = Orang
4. Apa kelemahan adik dalam pembelajaran speaking?
   = Cara bacanya itu eh kak yang susah-susah.
5. Bagimana cara adik mengatasi kelemahan itu?
   = Dengan bertanya kepada guru yang mengajari bahasa inggris, bagaimana cara membacanya.
6. Menurut adik, baiknya guru menjelasan supaya mudah di pahami seperti apa?

= Dengan cara menceritakannya dan mengambarkannya.

Student 21 :

1. Apakah adik suka belajar bahasa Inggris, khususnya materi Speaking?

   = Tidak terlalu. Tidak.

2. Apa yang adik rasakan saat belajar berbicara dalam bahasa inggris?

   = Takut-taku sedikit. hehe

3. Topik apa yang adik suka dalam pembelajaran speaking, khususnya tentang mendeskripsikan?

   = Orang

4. Apa kelemahan adik dalam pembelajaran speaking?

   = Pengucapan.

5. Bagimana cara adik mengatasi kelemahan itu?

   = Latihan banyak-banyak.

6. Menurut adik, baiknya guru menjelasan supaya mudah di pahami seperti apa?

   = Menjelaskan dulu, baru kasih contohnya.

TRANSCRIPTION OF TREATMENT 1

Student 9       : Hem, I am going to discrib about Cinta Laura. Her karakters

beautiful, and smart kak. Next, her pisik wit skin and slim body.

Sudah mi kak.

Assalamu'alaikum warahmatullahi wabarakatu.

Student10      : Assalamu'alaikum warahmatullahi wabarakatu.

Let me tell you about this picture. Tasya Kamila is an actress and

mumusician. Her characteristics are beautiful, smart, and young

mulltitalent actress. Next, for her pisicsshe has pointed nose, and

fat and then she has white skin and short body. She wiear syal and

she wiar white shirt.

I think enough thanks for your attention Assalamu'alaikum

warahmatullahi wabarakatu.

Student 23     : Assalamu'alaikum warahmatullahi wabarakatu.

I am going to describe to describe abut ustadzah Maida Hawa.

Ustadzah Maida Hawa is a hean of MAN Palopo. Ya tunggu dulu,

hehehe and next her charakter smart, kin, dellinget, and very

deciplin. And for her pisics are with skin, shut body. The list, she

whirs whit shir and black skir.

I thank enough thanks for you attention Assalamu'alaikum

warahmatullahi wabarakatu.

TRANSCRIPTION OF TREATMENT 2

Student 8     : Assalamu'alaikum Warahmatullahi Wabarakatu.

I am going to describ about lizard. The fish, lizard have soft skin and lizard is alwasy creep in the wall. Next, lizard consumes mosquito and insect. And the last, lizard live in my home. Hehehe. sama di forest.

I think enough thanks for your attention Assalamu'alaikum Warahmatullahi Wabarakatu.

Student 10    : I am going to describe about this picture. The first, tiger have sharp claw. The second my tiger is very strong jumping and running. The third my tiger consumes met. The last, tiger live in forest.

Thanks for your attention Assalamu'alaikum Warahmatullahi Wabarakatu.

Student 15    : Assalamu'alaikum Warahmatullahi Wabarakatu.

I am going to describ bout this pictur, that is monkey. The fish, monkey live in forest. The second, monkey usually consumes fruits especially banans. Next, monkey heem aktif animal. The list, monkey usually hang over the tree.

I think enough, thanks for your attention. Assalamu'alaikum Warahmatullahi Wabarakatu.

TRANSCRIPTION OF TREATMENT 3

Student8       :Assalamu'alaikum Warahmatulahi Wabarakatu.

Let me tell you about this picture. The shape of this marker is long and the color of this marker are whit, black, and red. The material of this marker are ink and plastic. The list, the benefits of this marker is to write on the board.

Thanks for your attention.Assalamu'alaikum Warahmatulahi Wabarakatu.

Student17      : Assalamu'alaikum Warahmatulahi Wabarakatu.

I would like to describe about paper. The shape of this paper is long and thin. The color of this this paper is yellow. The material of this paper is wood. The last the benefits of this paper is to write.

I think enough thanks for your attention Assalamu'alaikum Warahmatulahi Wabarakatu.

Student21      :Assalamu'alaikum warahmatullahi wabarakatu.

Let me tell you about board. The shape of this board are long and broad. The color of this board are eh is white. Next, the material of this board are plastic and wood. And the last, the benefits of this board is to write some exam.

Thanks for your attention. Assalamu'alaikum warahmatullahi wabarakatu.

ANGKET MENINGKATKAN SPEAKING SKILL SISWA MELALUI POP-UP

BOOK MEDIA UNTUK SISWA KELAS X MIA.2 MAN PALOPO

Keterangan : Daftar pertanyaan ini bertujuan utuk mengumpulkan data tentang peranan metode listening conversation activities dalam meningkatkan kemampuan berbicara. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian ini dapat diperoleh dengan baik. Atas pertisipasinya diucapkan banyak terimah kasih.

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angkat ini.
2. Pada setiap pertanyaan disediakan 4 (empat point) yaitu: Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju. (STS).
3. Berilah tanda checklist (√) pada pilihan anda.

Identitas Responden:

Nama : Popiyanti Pakan

Kelas : X Mia 2

| No. | Pertanyaan | SS | S | RR | TS | STS |
|-----|------------|----|----|----|----|-----|
| 1. | Setelah menggunakan pop-up book media saya lebih tertarik belajar speaking dibandingkan sebelumnya | | √ | | | |

| 2. | Belajar speaking menggunakan pop-up book media dapat meningkatkan kemampuan speaking saya. | ✓ | . | | | |
|---|---|---|---|---|---|---|
| 3. | belajar speaking menggunakan pop-up book menghadirkan rasa percaya diri saya untuk speaking | | ✓ | | | |
| 4. | Belajar speaking menggunakan pop-up book media menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat | ✓ | ✐ | | | |
| 5. | Saya merasa senang dan nyaman belajar speaking menggunakan pop-up book media. | ✓ | | | | |
| 6. | Saya merasa termotivasi untuk belajar speaking menggunakan pop-up book media. | ✓ | | | | |
| 7. | Belajar speaking menggunakan ~~Pop-up Book~~ membuat saya lebih mudah memahami materi. | ✓ | | | | |
| 8. | Belajar speaking menggunakan pop-up book media mendorong saya lebih giat mempelajari speaking. | ✓ | | | | |

ANGKET MENINGKATKAN SPEAKING SKILL SISWA MELALUI POP-UP

BOOK MEDIA UNTUK SISWA KELAS X MIA.2 MAN PALOPO

Keterangan : Daftar pertanyaan ini bertujuan utuk mengumpulkan data tentang peranan metode listening conversation activities dalam meningkatkan kemampuan berbicara. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian ini dapat diperoleh dengan baik. Atas pertisipasinya diucapkan banyak terimah kasih.

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angkat ini.

2. Pada setiap pertanyaan disediakan 4 (empat point) yaitu: Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju. (STS).

3. Berilah tanda checklist (√) pada pilihan anda.

Identitas Responden:

Nama : Nurul Ainiyyah Jaya

Kelas : X MIA 2

| No. | Pertanyaan | SS | S | RR | TS | STS |
|-----|------------|----|----|----|----|-----|
| 1. | Setelah menggunakan pop-up book media saya lebih tertarik belajar speaking dibandingkan sebelumnya | √ | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2. | Belajar speaking menggunakan pop-up book media dapat meningkatkan kemampuan speaking saya. | ✓ | | | | |
| 3. | belajar speaking menggunakan pop-up book menghadirkan rasa percaya diri saya untuk speaking | ✓ | | | | |
| 4. | Belajar speaking menggunakan pop-up book media menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat | | ✓ | | | |
| 5. | Saya merasa senang dan nyaman belajar speaking menggunakan pop-up book media. | ✓ | | | | |
| 6. | Saya merasa termotivasi untuk belajar speaking menggunakan pop-up book media. | | ✓ | | | |
| 7. | Belajar speaking menggunakan ~~pop-up book~~ pop-up book membuat saya lebih mudah memahami materi. | ✓ | | | | |
| 8. | Belajar speaking menggunakan pop-up book media mendorong saya lebih giat mempelajari speaking. | ✓ | | | | |

# ANGKET MENINGKATKAN SPEAKING SKILL SISWA MELALUI POP-UP BOOK MEDIA UNTUK SISWA KELAS X MIA.2 MAN PALOPO

Keterangan : Daftar pertanyaan ini bertujuan utuk mengumpulkan data tentang peranan metode listening conversation activities dalam meningkatkan kemampuan berbicara. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian ini dapat diperoleh dengan baik. Atas pertisipasinya diucapkan banyak terimah kasih.

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angkat ini.
2. Pada setiap pertanyaan disediakan 4 (empat point) yaitu: Sangat Setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju. (STS).
3. Berilah tanda checklist (√) pada pilihan anda.

Identitas Responden:

Nama : Nurul Padilla S

Kelas : X mia 2

| No. | Pertanyaan | SS | S | RR | TS | STS |
|-----|-----------|----|----|-----|-----|-----|
| 1. | Setelah menggunakan pop-up book media saya lebih tertarik belajar speaking dibandingkan sebelumnya | ✗ | ✓ | | | |

| No. | Pernyataan | | | | | |
|---|---|---|---|---|---|---|
| 2. | Belajar speaking menggunakan pop-up book media dapat meningkatkan kemampuan speaking saya. | | ✓ | | | |
| 3. | belajar speaking menggunakan pop-up book menghadirkan rasa percaya diri saya untuk speaking | | ✓ | | | |
| 4. | Belajar speaking menggunakan pop-up book media menumbuhkan keberanian pada diri saya untuk mengemukakan pendapat | ✓ | | | | |
| 5. | Saya merasa senang dan nyaman belajar speaking menggunakan pop-up book media. | ✓ | | | | |
| 6. | Saya merasa termotivasi untuk belajar speaking menggunakan pop-up book media. | | ✓ | | | |
| 7. | Belajar speaking menggunakan pop-up book membuat saya lebih mudah memahami materi. | ✓ | | | | |
| 8. | Belajar speaking menggunakan pop-up book media mendorong saya lebih giat mempelajari speaking. | ✓ | | | | |

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
**PROGRAM STUDI TADRIS BAHASA INGGRIS**
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 180 / In.19/TBI/PP.00.9/04/2019
Lampiran : 1 (satu) Lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di –
  Palopo

**Assalamu' Alaikum Wr. Wb**
Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Nurasikin
NIM : 15 0202 0137
Jurusan : Ilmu Keguruan
Prodi : Improving Students Speaking Skill Through Pop-Up Book Media of the Tenth Grade at MAN Palopo

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.
Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.
Wassalamu' Alaikum Wr. Wb.

Pemohon

Nurasikin
NIM 15 0202 0137

Menyetujui

Pembimbing I

Dr. Masruddin,M.Hum
NIP 19800613 200501 1 005

Pembimbing II

Amalia Yahya, SE.,M.Hum
NIP 19771013 200501 2 006

Mengetahui
Ketua Jurusan Ilmu Keguruan

Dr. Taqwa, S.Ag., M.Pd.I
NIP 19760107 200312 1 002

## PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Improving Students Speaking Skill Through Pop-Up Book Media of the Tenth Grade at MAN Palopo,** dan yang ditulis oleh: Nurasikin NIM 15 0202 0137 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 03 April 2019
a.n. Dekan
Wakil Dekan I Akademik
Dan Kelembagaan

Dr. Muhaemin, MA
NIP. 19790203 200501 1 006

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**
**FAKULTAS TARBIYAH & ILMU KEGURUAN**
Jl.Agatis Telp. 0471-22076 Fax.0471-325195 Kota Palopo
Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor     : 0001 /In.19/FTIK/HM.01/05/2019          20 Mei 2019
Lampiran : -
Perihal    : *Permohonan Surat Izin Penelitian*

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di –
Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

| | | |
|---|---|---|
| Nama | : | Nurasikin |
| NIM | : | 15 0202 0137 |
| Program Studi | : | Tadris Bahasa Inggris |
| Semester | : | VIII (Delapan) |
| Tahun Akademik | : | 2018/2019 |
| Alamat | : | - |

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MAN Palopo dengan judul: **"Improving Students Speaking Skill Through Pop-Up Book Media of the Tenth Grade at MAN Palopo".** Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,

Nurdin K, M.Pd.
NIP 19681231 199903 1 014

**PEMERINTAH KOTA PALOPO**
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

**ASLI**

## IZIN PENELITIAN
NOMOR : 731/IP/DPMPTSP/VI/2019

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

### MEMBERIKAN IZIN KEPADA

| | | |
|---|---|---|
| Nama | : | NURASIKIN |
| Jenis Kelamin | : | Perempuan |
| Alamat | : | Jl. Balandai Kota Palopo |
| Pekerjaan | : | Mahasiswa |
| NIM | : | 15 0202 0137 |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**IMPROVING STUDENTS SPEAKING SKILL THROUGH POP-UP BOOK MEDIA OF THE TENTH GRADE AT MAN PALOPO**

| | | |
|---|---|---|
| Lokasi Penelitian | : | MADRASAH ALIYAH NEGERI PALOPO |
| Lamanya Penelitian | : | 10 Juni 2019 s.d. 10 Agustus 2019 |

### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 10 Juni 2019
Kepala Dinas Penanaman Modal dan PTSP

**FARID KASIM JS, SH, M.Si**
Pangkat : Pembina Tk. I
NIP : 19830309 200312 1 004

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**KANTOR KEMENTERIAN AGAMA KOTA PALOPO**
**MADRASAH ALIYAH NEGERI  KOTA PALOPO**
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Tlp/Fax (0471) 21671, E-mail : manpalopo7@gmail.com

**SURAT  KETERANGAN  PENELITIAN**
Nomor : 545 /Ma.21.14.01/TL.00/VIII /2019

Yang bertanda tangan dibawah ini :

| | | |
|---|---|---|
| N a m a | : | Drs. M. Bahrum T, M.Pd.I |
| NIP. | : | 196212311991011001 |
| Pangkat/Gol. | : | Pembina  IV/a |
| Jabatan | : | Wakamad Bidang Humas MAN Kota Palopo |

Dengan ini menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | Nurasikin |
| Jenis Kelamin | : | Perempuan |
| Alamat | : | Jalan Balandai Kota Palopo |
| Pekerjaan | : | Mahasiswi |
| NIM | : | 15 0202 0137 |

Benar-benar telah melakukan penelitian di MAN Palopo sehubungan dengan penyusunan *Skripsi* dengan judul **"IMPROVING STUDENTS SPEAKING SKILL THROUGH POP-UP BOOK MEDIA OF THE TENTH GRADE AT MAN PALOPO "**

Demikian Keterangan ini diberikan  untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Agustus 2019

A.n Kepala Madrasah,
Wakamad Bid. Humas

**Drs. M. Bahrum T, M.Pd.I**
NIP. 196212311991011001

# CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurasikin
NIM : 15 0202 0137
Jurusan/Program Studi : Ilmu Kegur / Pendidikan Bahasa Inggris
Hari/Tanggal : kamis / 22 Agustus 2019
Judul Skripsi : Improving Students Speaking Skill Through Pop - Up Book Media of the Tenth Grade at MAN Palopo

1. Needs more preportion to practice Teaching
2. spy attation on methodolgy.
3. spy attation theories & Explanation

Pembimbing/Penguji,
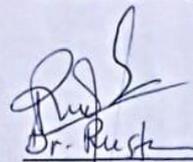
Dr. Rusta

NIP.

## CATATAN HASIL KOREKSI SEMINAR HASIL

Nama                          : Nurasikin
NIM                           : 15 0202 0137
Jurusan/Program Studi         : Ilmu Kegur / Pendidikan Bahasa Inggris
Hari/Tanggal                  : kamis / 22 Agustus 2019
Judul Skripsi                 : Improving Students Speaking Skill Through Pop - Up Book
                                Media of the Tenth Grade at MAN Palopo

1. Revise your cover
2. Revise your abstract
3. ~~Revise~~ Put the answer for problem statement no. 2
4. Revise your discussion

Pembimbing/Penguji,
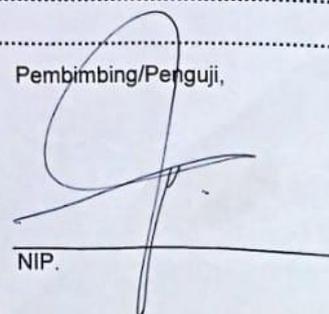
NIP.

# CATATAN HASIL KOREKSI UJIAN SKRIPSI

| | |
|---|---|
| **Nama** | : Nurasikin |
| **NIM** | : 15 0202 0137 |
| **Jurusan/Program Studi** | : Ilmu Kegu / Pendididkan Bahasa Inggris |
| **Hari/Tanggal Ujian** | : Senin / 02 September 2019 |
| **Judul Skripsi** | : Improving Students Speaking Skill Through Pop - Up Book Media of the Tenth Grade at MAN Palopo |

Please revise the following items :
1. Mispelling words, ungramatical sentence
2. writing technique
3.

Pembimbing/Penguji,
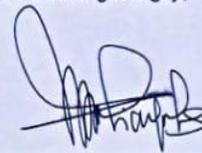
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NIP.

0813 9877 7672

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1. Rense your acknowlegment
2. Rense your abstrack
3. Rense yur Findings

Pembimbing/Penguji,

NIP.

Documentation



(Proses Pemberian Materi)



( Proses Diskusi Menggunakan Pop-Up Book )

( Interview )



( Pre-Test )