



APPENDICES



APPENDIX 01

LETTER OF CONDUCTING RESEARCH



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 2 KUBUTAMBAHAN



Alamat: Banjar Dinas Tangkid, Desa Tamblang, Kec. Kubutambahan, Kab. Buleleng

SURAT KETERANGAN

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Yang bertanda tangan dibawah ini :

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Untuk menjadi pembimbing Mahasiswa dalam Permohonan Izin Penelitian Universitas Pendidikan Ganesha

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Fakultas : Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha

Memang benar nama tersebut telah diterima untuk mengadakan Penelitian dari tanggal 21 Oktober s/d 05 Nopember 2021 pada guru-guru Bahasa Inggris pada SMP Negeri 2 Kubutambahan.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tamblang, 27 Juni 2021
Kepala SMP Negeri 2 Kubutambahan

Nyoman Triyasa, S.Pd, M.Pd
NIP. 19621231 198603 1 298



APPENDIX 02
INSTRUMENTS

**PRELIMINARY OBSERVATION CHECKLIST
ON TEACHING AND LEARNING ACTIVITY**

Date :

Time :

Class :

NO.	ASPECTS	DESCRIPTIONS
Set of Teaching – Learning Activity		
A	1. Curriculum	
	2. Syllabus	
	3. Lesson Plan	
Teaching – Learning Process		
B	1. Lead-in	
	2. Explanation	
	3. Teaching Method	
	2. Language	
	2. Time Allocation	
	3. Movements	
	4. Motivating Students	
	5. Class Management	
	6. Evaluation	
	7. Closing	
Students' Behavior		
C	1. Students' Response	
	2. Students' Attitude	

Adapted from Farah (2013)

INTERVIEW GUIDELINES

A. In the Planning

Teacher

1. How is the condition of students and process of English learning?
2. Is there any use of specific method?
3. How do students understand about English learning?
4. Are there any skills that are mostly emphasized in English learning?
5. Have you ever used any media other than books during the English learning?

Students

1. How do you perceive English learning?
2. Among the four English skills, which one is preferred?
3. What problems did you face with the skill you didn't like?
4. What efforts you usually do in increasing these skills?
5. What kind of learning do you like? Does it with games? Or with media?

B. During the Implementation

Cycle 1

Teacher

1. How do you assess the students' competency in cycle 1?
2. What progress were the students made in cycle 1?
3. What are the shortcomings in cycle 1?
4. What is your suggestion for the next cycle?

Students

1. What do you think about English learning today?
2. Do you like the used of flashcard in English learning?
2. Does using flashcard help you in speaking skill?
3. Do you still have difficulty in speaking?

Cycle 2

Teacher

1. How do you assess the students' abilities in cycle 2?
2. What progress were the students made in cycle 2?
3. What are the shortcomings in cycle 2?
4. What is your suggestion for the next cycle?

Students

1. What do you think about English learning today?
2. Do you like the used of flashcard in English learning?
3. Does using flashcard help you in speaking skill?
4. Do you still have difficulty in speaking?



PRE-TEST AND POST-TEST

PRE-TEST

1. Please describe things or people or animal that you know!
 - a. Mention the English name of the things, people, or animal
 - b. Choose one of things, people, or animal, then describe it at least 5-10 sentences
 - c. Perform it in front of the class without text.

POST-TEST

1. Please describe things or people or animal that you know!
 - a. Mention the English name of the things, people, or animal
 - b. Choose one of things or people or animal, then describe it with 5-10 or more sentences
 - c. Perform it in front of the class without text.



SPEAKING ASSESSMENT

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1
Grammar	Make a few errors of grammar	5
	Grammatical error occasionally obscure meaning	4
	Make frequent errors in grammar and word order	3
	Grammatical error makes the comprehension difficult	2
	Error in grammar make speech virtually	1
Fluency	Speech is fluent without hesitation	5
	Some hesitation but generally prompt responses	4
	Speed and fluency strongly affected by language problem	3
	Slow speed which a lot of causes	2
	Very disconnected speech	1

Adapted from Brown (2004)

Note:

The Highest Score = 20 (the result of multiplying the highest score per indicator)

$$\text{Scores} = \frac{\text{Score Obtained}}{\text{Highest Score}} \times 100$$

The Range of Score:

85 > 100

70 > 84

55 > 69

< 54

Qualitative Score:

A = Excellent

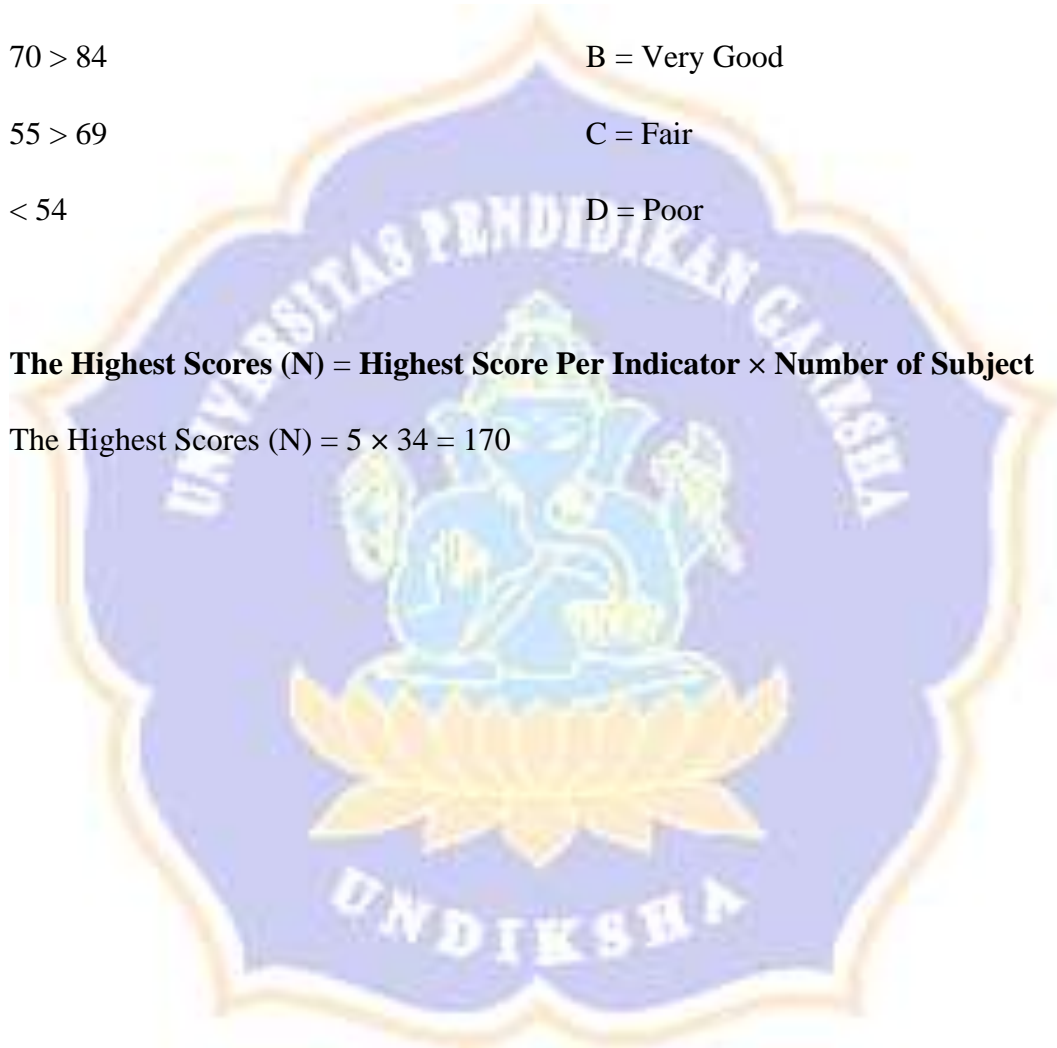
B = Very Good

C = Fair

D = Poor

The Highest Scores (N) = Highest Score Per Indicator × Number of Subject

The Highest Scores (N) = 5 × 34 = 170





APPENDIX 03
SYLLABUS AND LESSON PLANS

SYLLABUS

School : SMP Negeri 2 Kubutambahan

Subject : English

Grade/Semester : VIII/1

Core Competencies :

CC 1 : Appreciating and living the teachings of their religion

CC 2 : Appreciating and living honest behavior, discipline, responsibility, caring (tolerance and mutual cooperation), polite, confident in interacting effectively with the social environment and nature within the reach of the association and its existence

CC 3 : Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events

CC 4 : Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective or theory.

Basic Competency		Indicator		Subject Matter	Learning
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and	4.6.1	Creating a descriptive text orally by using their own language by paying	Social Function Mentioning, describing, and making an inventory, and so on. Text Structure	1. Making short texts to describe each house and its surroundings by mentioning the presence of people, things,

	<p>requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.</p>		<p>attention to social functions, text structure, and linguistic elements in accordance with context of their use.</p>	<p>1. Starting 2. Responding (expected/unexpected)</p> <p>Language Feature</p> <p>1. Phrases with There is/are 2. Indefinite number of words: little, few, some, many, much, a lot (of) 3. Prepositional phrase: in, on, under, in front of, below, above, and so on 4. Speech, word stress, intonation, spelling, punctuation, and handwriting.</p> <p>Topic The presence of people, animals, things in the</p>	<p>animal and their number, with correct spelling and punctuation 2. Presenting in other groups and ask questions about the content of the text 3. Reflect on the process and learning outcomes.</p>
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				classroom, at school, at home, and in the surroundings that can foster the behavior contained in core competencies.	
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LESSON PLAN 1

School : SMP N 2 Kubutambahan
Grade/Semester : VIII/1
Subject : English
Topic : Describing things, people, or animal
Competency : Speaking
Time Allocation : 1 x 60 minutes
Meeting : 1 (pre-test)

A. Basic Competence and Indicator

No	Basic Competence	Indicator
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.	4.6.1 Creating a descriptive text orally by using their own language by paying attention to social functions, text structure, and linguistic elements in accordance with context of their use.

B. Learning Objectives

By implementing flashcards, students are expected to be able to describe things, people, or animal.

C. Learning Materials

Definition of Descriptive Text

Descriptive text is a text that used to describe something i.e. particular person, thing, or animal. It also means a text which says what a person, a thing, or an animal is like.

The Purpose of Descriptive Text

Its purpose is to describe and reveal a particular person, thing, or animal

The Generic Structure of Descriptive Text

Descriptive text has its own rules in writing. In generic structure there are two structures must be followed, namely identification and description.

1. Identification

Identification serves to introduce the reader about something i.e., particular person, thing, or animal that is described. Usually, this section in the first paragraph to identify something to be described.

2. Description

Description contains the detail of characteristics features of the subject. Mostly, this section in the second paragraph to describe parts, characteristics, physical appearance, ability, habit, size, and daily live.

Language Feature

1. Using the Simple Present Tense to illustrate a fact or truth about something or someone. Example: The color of my bag is pink
2. Using Descriptive Adjective to describe something by explaining its properties. Example: Handsome, Small, Short, etc.

Example of Simple Monologue

(Describing shape and function of things)

My Smartphone

I have a favorite thing. I always carry it wherever I go. I believe everyone in the world has this thing.

It sizes small and the shape is rectangular, so it fits in my mini bag. I usually use it to contact someone. Sometimes, I use it to entertain myself like playing games or playing social media. Actually, there are many things I can do through it. That is why I claim it as my favorite thing, my smartphone.

(Describing people's appearance and personality)

Mrs. Anya

Mrs. Anya is my old sister. She works as a lecturer at a renowned university in Bali. She officially starts her job there in a day after her graduation. She is so talented and hardworking.

This year, she will be a 33-year-old woman. She has two beautiful daughters and a son, named Elina, Tasya, and Vero. Mrs. Anya is a kindhearted person, smart, and funny. She has straight brownish black hair and slanted eyes. She likes to wear fashionable clothes and always wears eyeglasses. That is why many students called her as Korean girl but in local version. However, she is currently on leave because she wants to continue her study for professorship.

(Describing animal's characteristics)

My Little Bunnies

I have a rabbit who is given by my aunt. Her name is Bunny. This week, she has given birth to three adorable children.

They have a purely white fur. They have long ears and a short tail. One of them has a red big eye. Every day, I always give them carrots as regular food. I also give them other vegetables, especially for their mom. One day, I opened their cage and they used to jump everywhere. I'm so scared if I can't catch them. Then, I don't want to open the cage carelessly.

D. Source

Internet : <https://puspapendini.blogspot.com/2018/12/descriptive-text-definition-structure.html?m=0>

E. Learning Techniques

Simple Monologue – Individual Work

F. Learning Steps

Learning Steps	Activities	Time Allocation
Pre-Activities	<ol style="list-style-type: none">1. Researcher greets students2. Researcher starts the lesson by praying together3. Researcher asks about students' condition4. Researcher check students' attendance5. Researcher tells the learning objective.	7 minutes
Main Activities	<ol style="list-style-type: none">1. Researcher introduces the topic that is going to be learned	45 minutes

	<ol style="list-style-type: none"> 2. Researcher explains about descriptive text included the purpose and the generic structure 3. Researcher gives an example how to describe things, people, or animal 4. Researcher asks students one by one to describe one things, people, or animal that they already know orally. 	
Post Activities	<ol style="list-style-type: none"> 1. Researcher summarizes the learning that has been done 2. Researcher asks students to ask something that is unclear yet 3. Researcher tells the plan of the next lesson 4. Researcher closes the lesson with praying together. 	8 minutes

G. Speaking Assessment

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1

Highest Scores (N)						
Mean						
Scores ($\Sigma n/\Sigma s$)						



LESSON PLAN 2

School : SMP N 2 Kubutambahan
 Grade/Semester : VIII/1
 Subject : English
 Topic : Describing things with ‘What is It?’ game
 Competency : Speaking
 Time Allocation : 1 x 60 minutes
 Meeting : 1 (action)

A. Basic Competence and Indicator

No	Basic Competence		Indicator
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.	4.6.1	Creating a descriptive text orally by using their own language by paying attention to social functions, text structure, and linguistic elements in accordance with context of their use.

B. Learning Objectives

By implementing flashcards, students are expected to able to describe the characteristic of things through ‘What is It?’ game.

C. Learning Materials

cell phone
/'selfaʊn/



© vml&LJM

scissors
/'sɪzəz/



© vml&LJM

sandals
/'sændlɪz/



© vml&LJM

cupboard
/'kʌbəd/



© vml&LJM

bucket
/'bʌkɪt/



© vml&LJM

computer
/kəm'pjʊ:tə(r)/



© vml&LJM

sunglasses
/sʌŋglɑ:sɪz/



© vml&LJM

clock
/klɒk/



© vml&LJM

desk
/desk/



© vml&LJM

shoes
/'ʃu:z/



© vml&LJM

TV (television)
/'telɪvɪʒn/



© vml&LJM

chair
/'tʃeə(r)/



© vml&LJM

Example of 'What is It?' Game



What is It?

I have something in my bag. I wonder if you can guess it right or not. So, please listen, I am going to tell you about its characteristics.

It is not quite big. The shape is long but small. It has three kinds of cover color, as I know. But, mine is blue and dark green. Sometimes, I find it on my friend's desk who tries to pick it up. How can I know? Because I already carved my name there so that I can recognize mine. Lastly, the fun fact is I always put an eraser at the end. What is It?

Example Yes/No Questions

- A : Is it elliptical?
B : Yes, it is/No, it isn't
A : Is it used for writing?
B : Yes, it is/No, it isn't

D. Source

Internet : STELLAELM

<https://www.google.com/search?q=stellaelm+flashcards&tbm=isch&ved>

Relevant Book : Beginner's Communication Game 'What is It?' game

E. Learning Techniques

Group Discussion – Group Performance

F. Learning Steps

Learning Steps	Activities	Time Allocation
Pre-Activities	<ol style="list-style-type: none">1. Researcher greets students2. Researcher invites students to pray together3. Researcher asks about students' condition4. Researcher check students' attendance5. Researcher tells the learning objective.	5 minutes
Main Activities	<ol style="list-style-type: none">1. Researcher prepares the flashcard2. Researcher divides students into some groups which consists of four students3. Researcher gives explanation about the rules of playing the flashcard in 'What is It?' game4. Researcher gives an example of describing characteristic of things through 'What is It?' game5. Researcher shares the flashcard to each group6. Researcher asks each group to perform in front of the class by describing characteristic of things through 'What is It?' game.	45 minutes

Post Activities	<ol style="list-style-type: none"> 1. Researcher summarizes the learning that has been done 2. Researcher asks students to ask something that is unclear yet 3. Researcher tells the plan of the next lesson 4. Researcher closes the lesson with praying together. 	10 minutes
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G. Speaking Assessment

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1
Grammar	Make a few errors of grammar	5
	Grammatical error occasionally obscure meaning	4
	Make frequent errors in grammar and word order	3
	Grammatical error makes the comprehension difficult	2
	Error in grammar make speech virtually	1
Fluency	Speech is fluent without hesitation	5

4										
5										
6										
7										
8										
Total Scores (n)										
Highest Scores (N)										
Mean Scores ($\Sigma n / \Sigma s$)										

LESSON PLAN 3

School : SMP N 2 Kubutambahan
Grade/Semester : VIII/1
Subject : English
Topic : Describing thing, people, or animal
Competency : Speaking
Time Allocation : 1 x 60 minutes
Meeting : 2 (post-test 1)

A. Basic Competence and Indicator

No	Basic Competence	Indicator
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.	4.6.1 Creating a descriptive text orally by using their own language by paying attention to social functions, text structure, and linguistic elements in accordance with context of their use.

B. Learning Objectives

By implementing flashcards, students are expected to be able to describe things, people, or animal

C. Learning Materials

Example of Simple Monologue

(Describing thing in the room)

My 'Silvy' Dress

I have a very special thing. It is a gift from my father for my good rank in school. He knows I do really want it, then he buys it for me. Yes, I am very lucky to have it.

Every day, I always take care of my dress. I don't want its color get dirty or to fade so I keep it in the closet. Well, I named it 'Silvy' because the color is silver. It is very soft, fluffy, and so beautiful. I feel comfortable when I wear it. I love it very much because the size fits my body perfectly. Someday, I will wear it on my birthday party.

(Describing people's appearance and personality)

Mrs. Anya

Mrs. Anya is my old sister. She works as a lecturer at a renowned university in Bali. She officially starts her job there in a day after her graduation. She is so talented and hardworking.

This year, she will be a 33-year-old woman. She has two beautiful daughters and a son, named Elina, Tasya, and Vero. Mrs. Anya is a kindhearted person, smart, and funny. She has straight brownish black hair and slanted eyes. She likes to wear fashionable clothes and always wears eyeglasses. That is why many students called her as Korean girl but in local version. However, she is currently on leave because she wants to continue her study for professorship.

(Describing animal's characteristics)

My Little Bunnies

I have a rabbit who is given by my aunt. Her name is Bunny. This week, she has given birth to three adorable children.

They have a purely white fur. They have long ears and a short tail. One of them has a red big eye. Every day, I always give them carrots as regular food. I also give them other vegetables, especially for their mom. One day, I opened their cage and they used to jump everywhere. I'm so scared if I can't catch them. Then, I don't want to open the cage carelessly.

D. Source

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E. Learning Techniques

Simple Monologue – Individual Work

F. Learning Steps

Learning Steps	Activities	Time Allocation
Pre-Activities	<ol style="list-style-type: none">1. Researcher greets students2. Researcher starts the lesson with praying together3. Researcher asks about students' condition4. Researcher check students' attendance5. Researcher tells the learning objective.	7 minutes
Main Activities	<ol style="list-style-type: none">1. Researcher introduces the topic that is going to be learnt	45 minutes

	<ol style="list-style-type: none"> 2. Researcher gives an example how to describe things, people, or animal 3. Researcher asks students one by one to describe one thing, people, or animal around them orally. 	
Post Activities	<ol style="list-style-type: none"> 1. Researcher summarizes the learning that has been done 2. Researcher asks students to ask something that is unclear yet 3. Researcher tells the plan of the next lesson 4. Researcher closes the lesson with praying together. 	8 minutes

G. Speaking Assessment

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1
Grammar	Make a few errors of grammar	5

Scores ($\Sigma n/\Sigma s$)						
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LESSON PLAN 4

School : SMP N 2 Kubutambahan
Grade/Semester : VIII/1
Subject : English
Topic : Describing people's appearance and job
Competency : Speaking
Time Allocation : 1 x 60 minutes
Meeting : 1 (action)

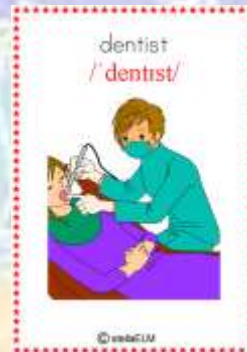
A. Basic Competence and Indicator

No	Basic Competence	Indicator
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.	4.6.1 Creating a descriptive text orally by using their own language by paying attention to social functions, text structure, and linguistic elements in accordance with context of their use.

B. Learning Objectives

By implementing flashcards, students are expected to able to describe people's appearance and job.

C. Learning Materials



Example of Describing People's Appearance and Job

My Brother, My Hero

Today, my brother got a day off from his job. I am going to pick him up at the airport tonight. Actually, I am nervous during the way there. Imagine, this is my first time to meet him again after 3 years of his duty.

My brother works in Papua. He usually calls me in his spare time. Even we have a video call every night. Sometimes, he sends me photo about his activities there. Well, he looks so handsome with that outfit. The gray and black suit made him look so bold and dashing. He always carries a gun wherever he goes. Usually, he places it near his belt and he also keeps a knife in his shoe pocket. What a scary job it is! However, he really loves his job because he can save human's life. Yes, his goal has been achieved and I am so proud of him, my hero.

D. Source

Internet : STELLAELM

<https://www.google.com/search?q=stellaelm+flashcards&tbm=isch&ved>

E. Learning Techniques

Group Discussion – Group Presentation

F. Learning Steps

Learning Steps	Activities	Time Allocation
Pre-Activities	<ol style="list-style-type: none">1. Researcher greets students2. Researcher starts the lesson with praying together3. Researcher asks about students' condition4. Researcher check students' attendance	5 minutes

	<ol style="list-style-type: none"> 5. Researcher reminds students about the previous lesson and tells their score on post-test 1 6. Researcher tells the learning objective. 	
Main Activities	<ol style="list-style-type: none"> 1. Researcher prepares the flashcard 2. Researcher divides students into some groups which consists of four students 3. Researcher gives explanation about the rules of playing the flashcard 4. Researcher gives an example of describing people's appearance and job 5. Researcher shares the flashcards to each group 6. Researcher asks each group to performance in front of the class by describing people's appearance and job of the flashcard. 	45 minutes
Post Activities	<ol style="list-style-type: none"> 1. Researcher summarizes the learning that has been done 2. Researcher gives some advices to the students 3. Researcher tells the plan of the next lesson 4. Researcher closes the lesson with praying together. 	10 minutes

G. Speaking Assessment

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1
Grammar	Make a few errors of grammar	5
	Grammatical error occasionally obscure meaning	4
	Make frequent errors in grammar and word order	3
	Grammatical error makes the comprehension difficult	2
	Error in grammar make speech virtually	1
Fluency	Speech is fluent without hesitation	5
	Some hesitation but generally prompt responses	4
	Speed and fluency strongly affected by language problem	3
	Slow speed which a lot of causes	2
	Very disconnected speech	1

Adapted from Brown (2004)

6										
7										
8										
Total Scores (n)										
Highest Scores (N)										
Mean Scores ($\Sigma n / \Sigma s$)										



LESSON PLAN 5

School : SMP N 2 Kubutambahan
Grade/Semester : VIII/1
Subject : English
Topic : Describing things, people, or animal
Competency : Speaking
Time Allocation : 1 x 60 minutes
Meeting : 2 (post-test 2)

A. Basic Competence and Indicator

No	Basic Competence	Indicator
4.6	Composing a very short and simple oral and written transactional interaction text involves the act of giving and requesting information regarding the whereabouts of people, things, and animal with attention to social functions, text structure, and linguistic elements which are correct and in context.	4.6.1 Creating a descriptive text orally by using their own language by paying attention to social functions, text structure, and linguistic elements in accordance with context of their use.

B. Learning Objectives

By implementing flashcards, students are expected to be able to describe things, people, or animal

C. Learning Materials

Example of Simple Monologue

(Describing shape and function of things)

My Smartphone

I have a favorite thing. I always carry it wherever I go. I believe everyone in the world has this thing.

It sizes small and the shape is rectangular, so it fits in my mini bag. I usually use it to contact someone. Sometimes, I use it to entertain myself like playing games or playing social media. Actually, there are many things I can do through it. That is why I claim it as my favorite thing, my smartphone.

(Describing people's personality)

My Best Friend, Richard

Richard is my best friend and he is my classmate in college. He comes from an educated family. His father is a journalist and his mother is a lawyer. He has a very good manners and too smart. He is also a hardworking man. Many people really admire him because he often helps them with no benefit.

Another thing that steals people's attention is he has a perfect posture. His black curly hair makes him looked so mature and manly. He also has a good hear. He is gentle but fearless. In leisure time, he likes to play basketball and football. He is very good at sports, and he won a lot of champions. That is why his parents feel so proud of him. So do I, he becomes my inspiration to be success in the future.

(Describing animal's characteristics)

My Little Bunnies

I have a rabbit who is given by my aunt. Her name is Bunny. This week, she has given birth to three adorable children.

They have a purely white fur. They have long ears and a short tail. One of them has a red big eye. Every day, I always give them carrots as regular food. I also give them other vegetables, especially for their mom. One day, I opened their cage and they used to jump everywhere. I'm so scared if I can't catch them. Then, I don't want to open the cage carelessly.

D. Source

-

E. Learning Techniques

Simple Monologue – Individual Work

F. Learning Steps

Learning Steps	Activities	Time Allocation
Pre-Activities	<ol style="list-style-type: none">1. Researcher greets students2. Researcher starts the lesson with praying together3. Researcher asks about students' condition4. Researcher check students' attendance5. Researcher tells the learning objective.	5 minutes
Main Activities	<ol style="list-style-type: none">1. Researcher introduces the topic that is going to be learnt	45 minutes

	<ol style="list-style-type: none"> 2. Researcher gives an example how to describe things, people, or animal 3. Researcher asks students one by one to describe things, people, or animal orally. 	
Post Activities	<ol style="list-style-type: none"> 1. Researcher summarizes the learning that has been done 2. Researcher gives some advices to the students 3. Researcher closes the lesson with praying together. 	10 minutes

G. Speaking Assessment

Criteria	Indicators	Score
Vocabulary	Use the appropriate vocabulary	5
	Sometimes use inappropriate vocabulary	4
	Frequently use the wrong word and inadequate vocabulary	3
	Misuse the word and very limited vocabulary	2
	Vocabulary limitation so extreme	1
Pronunciation	Clear voice and has standard of English accent	5
	Sometimes the problem requires concentrated listening	4
	Occasionally lead to misunderstanding	3
	Very hard to understand and must be repeated	2
	Pronunciation problem so severe	1
Grammar	Make a few errors of grammar	5
	Grammatical error occasionally obscure meaning	4
	Make frequent errors in grammar and word order	3
	Grammatical error makes the comprehension difficult	2



APPENDIX 04
INTERVIEW TRANSCRIPT

A. IN THE PLANNING

Interview I (Class Observation)

Informant : Ketut Suwarningsih, S. Pd.

Profession : English Teacher

Date : Wednesday, January 29th, 2020

Time : 13.30 – 13.50

Place : Teacher Office

R : Researcher, T : Teacher

R : Good morning, Ma'am. Let me introduce myself, my name is Ni Ketut Ayu Sandya Dewi, I am an English student in 8th semester. The purpose of my attendance here is to do my thesis research. Accordingly, can I do an interview with you as English teacher?

T : Of course, dear.

R : Thank you, Ma'am. Related to English learning in VIII class, I want to ask about the condition and the process during teaching English in the class.

T : Do you mean the condition include readiness? Do you mean the readiness of equipment used for the learning? The conditions are good, the students must be ready to learn with the equipment used to support the practice.

R : So far, are there students who are not attractive to English learning?

T : Unattractive? Of course, there are some. It depends on how we guide them from disliking to like it is by giving views. I mean no matter if the students don't like English. It is because English is mandatory and they have to get mark. So, the consequence is the final result on rapport if they don't participate. That is how I am motivate them.

R : That is great, Ma'am. Then, is there any use of certain methods or strategies in teaching English?

T : Of course, each teacher has. Teaching is an art. Every teacher must have a strategy to create or liven up the classroom atmosphere. If the class is too calm, a louder voice can arouse sleepiness, but it does not mean yelling.

R : How about students' understanding during English learning, Ma'am?

T : In here, students come from different background. There are students who are supported by their parents and sure they have preparation and facilities of studying, meanwhile there are some who do not care and who only live with grandparents are difficult to handle.

R : Is there any skills show up? I mean like speaking, reading, and so on?

T : In English learning, speaking is the most showed up. However, there are some students who cannot read as well and there are some who are good in speaking by reading. It is because I always give them reading session in each meeting.

R : What class do you teach in VIII grade?

T : F and G class.

R : Which class do you think still weak in speaking, Ma'am?

T : F class, because G is mixed class. When in 7th grade there were 9 classes, but there was one class that changed to another class during 8th grade.

R : What do you think the reason of students' weaknesses in speaking?

T : As we commonly known, students like to play. Some of them are afraid when they make a mistake and other students make it a joke. Thus, these students are afraid to try and afraid of being laughed.

R : Have you ever used learning media such as flashcards, Ma'am?

T : For the media, I only use worksheets (LKS). Sometimes I write it on the board and sometimes I give them listening practice. Usually, I read the

book and ask the students to listen. Then, I ask them to read it one by one.

R : I see, Ma'am. Actually, I want to do research here about the use of flashcard (media) in order to improve students' speaking competency.

T : That is a good idea, dear. By using flashcards, the students can study in a new atmosphere. I support you as long as the students' motivation in English learning increases. Especially, in VIII F class which is extraordinarily stubborn. Hopefully your research run smoothly. Later, if the students are naughty, let me know.

R : Sure, Ma'am. Thank you for your support.

Interview I (Class Observation)

Informant : VIII F Students

Date : Wednesday, January 29th, 2020

Time : 11.50 – 12.00

Place : VIII F Classroom

R : Researcher, S1 : Agus, S2 : Sinta, Ss : Students

R : Good morning, students. Beforehand, I thank you for your availability in taking time for me. My existence here is to ask a few things related to English learning. First, let me introduce myself. My name is Ni Ketut Ayu Sandya Dewi. I am an English student in UNDIKSHA. Directly, do you like English learning?

Ss : Dislikes, Miss.

R : Really? Please raise your hand if you like English learning!

Ss : (Only 4 students raised their hand)

R : It means the rest of you do not like it, right? Why?

S1 : It is hard to learn foreign language, Miss. We don't know its name (word in English), it is hard to say (pronounce), and confusing, Miss.

R : Well, it means you have problem in speaking, right? Let me know, what is the activity during English learning, especially on speaking session?

Ss : Usually we are asked to read book in a sentence by using drill method. Later, if there is a mistake in pronunciation, the teacher will correct it.

R : I see. By the way, it is called reading. However, it is also good to practice speaking. Well, have you been asked to perform in front of the class and speaking English?

S2 : Usually we are asked to make conversation with our next friend and perform it in front of class if we want to have plus point.

R : Do you like this kind of activity?

Ss : Actually, we are getting bored, Miss. Sometimes I don't understand what to do and I don't know what I make.

R : How come? How did your teacher teach you? Is there no variation such as games or media used other than books?

Ss : No, Miss.

R : Okay, if you learn English by using media, are you interested or not?

Ss : Perhaps, if it is fun, Miss.

R : Well, I want to tell you that my existence here is to do thesis research which involves speaking and learning media. Early, I already have discussed with your English teacher, Mrs. Sukarni about this. With her permission, I have plan to collect data in your class. So please help me later, right?

Ss : Okay, Miss.

R : Thank you.

B. IN THE IMPLEMENTATION

Interview II (Meeting 1 in Cycle 1)

Informant : Ketut Suwarningsih, S. Pd.

Profession : English Teacher

Date : Thursday, October 28th, 2021

Time : 15.20 – 15.40

Place : VIII F Classroom

R : Researcher, T : Teacher

R : Good afternoon, Ma'am. I'm sorry for making you waiting.

T : That's okay. After all, there are still teachers who haven't come home yet.

R : Yes, Ma'am. If so, I'll just start right away, Ma'am. I will ask a few questions regarding the first meeting today. What do you think?

T : For today's meeting, I saw that the students really enjoyed the learning process. They were very enthusiastic about the game that you provided. Although there were some of them that were difficult to control, they still followed the directions you gave. Besides, I also saw that there was an improvement in their speaking skill such as pronunciation, vocabulary, and fluency. Although not all of them have experienced it, but I saw that there has been a better change.

R : Then, what do you think about the grammar aspect?

T : Maybe because I don't put too much emphasis on grammar when teaching, so the students didn't focus too much on that. Even so, I saw an improvement, but when compared to other aspects, I think it is still low. Oh right, I also remember that during the question-and-answer session, there were still some students who asked in Indonesian, right? Luckily you quickly realized to correct them.

R : Yes, Ma'am. It is a habit that the students speak in Indonesian.

T : Yes, that's how they are. How many meetings are there for tomorrow? Is it twice?

- R : Yes, Ma'am. There will be one meeting for this week and also next week, Ma'am.
- T : The media is still the same, right?
- R : Yes, Ma'am. Flashcards are still used as the media. In your opinion, is there anything that needs to be fixed for tomorrow's meeting? Maybe from the media or the method?
- T : What will the material be about tomorrow?
- R : Describing people's appearance and job, Ma'am.
- T : Does that mean the pictures are about people? Will the activities be the same as before?
- R : No, Ma'am. For tomorrow's meeting, the students will do a simple monologue in which they will speak in front of the class by bringing a flashcard that has been selected to be described.
- T : I'll just go with it.
- R : Yes, Ma'am. Does that mean there's nothing else to fix?
- T : I don't think so. After all, you have already given me a little preview for tomorrow's activities, right.
- R : Yes, Ma'am. If so, thank you for your time.

Interview II (Meeting 1 in Cycle 1)

Informant : VIII F Students

Date : Thursday, October 28th, 2021

Time : 14.00 – 14.10/15.10 – 15.15

Place : VIII F Classroom

R : Researcher, S2 : Heri, S4 : Nakula, S8 : Sahadewa, S9 : Suanggadika, S13 : Sumerta, S23 : Sugi, S32 : Ayu, Ss : Students

R : Okay students, I will finish today's learning process. Then, because there is still 10 minutes left, I want to interview you about today's lesson. May I have your time?

Ss : Yes, Miss.

- R : I want to ask; how do you feel about learning speaking using flashcards and games too?
- S8 : I think it's good Miss. It's not boring.
- Ss : Exciting, Miss.
- S23 : Personally, I really like to study with the help of certain media, Miss. One of them is like what you apply to this class. Then, you give a game that really make me enthusiastic to win this game. That's it, I think it's fun. Just like Sahadewa said, it's not boring.
- S32 : I agree, Miss. Usually, when we speak, we rely on the text, whether reading or having a conversation. However, the activities we do today are very different from before. Starting from games, group discussions, guessing each other, even speaking, we only relied on pictures. It's good for me to think about anything and how to describe the picture.
- R : Wow, Sugi and Ayu are very detailed in giving the answer. Thank you. Then for the others, is there anything that feels less impressive? Or do you have difficulty in speaking itself? There are aspects too, right?
- S13 : As for me, I used to be shy. I don't dare to perform and even speak. Well, since today the atmosphere is exciting, I got carried away. Without realizing it, I began to dare to perform, I have started to be confident. But then, I was embarrassed again as you corrected me that I still made a mistake in pronunciation.
- R : Oh my gosh, why should you be ashamed, Sumerta? I just corrected you so that your pronunciation would be better. It is not wrong, right?
- S13 : Yes, but my friends laughed, Miss.
- R : Hmm, for anyone, not just Sumerta, you can't do that. Your actions have such an influence on other people. He became embarrassed again although he had started to be confident. We learn together here, no one is smarter or vice versa. We help each other so that we can do it together.
- S9 : I think it's still difficult, Miss, because I can't speak English.
- R : Fine. Who has the same thoughts as Suanggadika? Why is no one answering?

- S23 : Actually, the media that you apply is good and even really help me in practicing my creativity, communication, and collaboration besides of speaking. For others, it may be because they are not used to speaking. Although you use media, games, or any method, it will still be difficult for them.
- S4 : For me, I have problems with pronunciation and grammar, Miss. Maybe vocabulary selection too since I'm not used to speaking English, Miss. But when it comes to fluency in speaking, I can do it, especially if I read.
- R : But, does this flashcard media not help you in improving your speaking?
- S4 : It helps, Miss, but like I just said, I can speak fluently but something is still wrong. But that's okay too for me. It's learning.
- R : Okay, is there any other difficulty in describing something?
- Ss : Yes, there is, Miss.
- R : What's the difficulty?
- S2 : Making the sentence, Miss.
- Ss : Same as me, Miss. Every time I consult, there must be something wrong.
- R : Hmm, it is correcting in order to make it better, it's a common if the wrong thing is corrected. Well, how about the picture? Is the colour and size good?
- Ss : Good, Miss.
- R : Okay then, thank you. We will end today's meeting. See you tomorrow.
- Ss : Okay Miss. You're welcome.

Interview III (Meeting 2 in Cycle 2)

Informant : Ketut Suwarningsih, S. Pd.

Profession : English Teacher

Date : Friday, November 5th, 2021

Time : 13.10– 13.30

Place : Teacher Office

R : Researcher, T : Teacher

R : Good afternoon, Ma'am. I'm sorry to keep you waiting again. As I said earlier, I would like to do the last interview, Ma'am.

T : Okay.

R : I'll just start right away Ma'am. How is the progress until today's meeting, Ma'am? Especially for the aspects.

T : So far, I have seen that it is very good. There is always improvement in every aspect, starting from choosing vocabulary that is appropriate to the context and they also already know its meaning. The pronunciation is the same, although there is still a little error. Well, composing sentences or grammar is what I am most pessimistic about. However, it turned out to be a pretty good improvement too. I didn't expect that. Do you help them outside of school hours?

R : Yes Ma'am. Incidentally, we have a WhatsApp group. It is usually used to ask questions, especially for those who are embarrassed to ask in class Ma'am. Thus, I help them through the group as much as possible.

T : I see. It's good. Indeed, in class F, there were actually a lot of people who are active, when they were still in online learning. Since face-to-face classroom is applied, the students are still kept quiet so that I doubt whether they really understand or not when I ask them.

R : I see, Ma'am. Let me ask you again, Ma'am, what do you think about the indicators in general?

T : Ah yes, it is cut, right? I said earlier that the overall aspects have seen a marked improvement. However, there were still some who still make mistakes but I think that's reasonable. Generally, I think the indicators have been achieved.

R : Yes, Ma'am. Then, could the actions that I have applied in each cycle be used as a reference for the next learning process, Ma'am?

T : Of course, you could. I have seen how it was implemented. I think it is also suitable if it is applied to different materials. Your flashcard is interesting too. Besides speaking, it can be used for other things, for example vocabulary, procedure text, right? That could be a new innovation for me so that my students don't get bored.

R : It's good then, Ma'am. That means I don't need to continue in the next cycle, right, Ma'am?

T : No need, really. The indicators have already been achieved.

R : Okay Ma'am. Then, thank you so much for your help so far.

Interview III (Meeting 2 in Cycle 2)

Informant : VIII F Students

Date : Friday, November 5th, 2021

Time : 09.25 – 09.35/13.55 – 13.05

Place : VIII F Classroom

R : Researcher, Ss : Students, S4 : Nakula, S6 : Widi, S13 : Sumerta, S14 : Cantika, S20 : Putri, S23 : Sugi

R : Alright students, I'll just interview you. Last week I asked about your impressions on that day's lesson. Now, I want to ask the same thing. What is your impression of using flashcard media while learning English, especially for your speaking?

S23 : Good, Miss. I personally feel an improvement in my speaking ability. Besides, our learning activities are not monotonous. Sometimes there are games, group activities, and individual activities as well. So, I enjoy every learning process. It's exciting.

R : How about the others? Does anyone feel a better change?

Ss : Yes, Miss.

R : What is the change?

S6 : My pronunciation is getting better, Miss. I also speak more fluently.

S13 : Same with me, Miss. Now, I'm not embarrassed anymore. I've also started to understand what I'm doing.

R : Good. Does anyone else have an improvement in their speaking skills?

S20 : I do, Miss. I am more confident when I speak English although there are still some difficulties in the way of speaking.

R : Okay, good. Then, what are the difficulties?

S14 : I still have difficulty in grammar, Miss. Sometimes, I'm confused with the writing structure. There's the past and the present form, I'm still confused about the difference, Miss. Ah yes, I also don't understand the use of are/is, but I know the meaning of each word, Miss.

R : Okay, what do you mean is grammar, right? Grammar is really difficult if you don't understand the basics or the keywords. In my opinion, the junior high school level should have memorized the formulas for simple present tense and simple past tense since these tenses will often be encountered in junior high school materials. From now on you should memorize the two tenses so that you can distinguish the past structure from the present one, so you don't get confused anymore.

S14 : Okay, Miss. But what I mean is when I speak, Miss. I understand when it comes to writing, but when I speak the arrangement will be reversed, Ms.

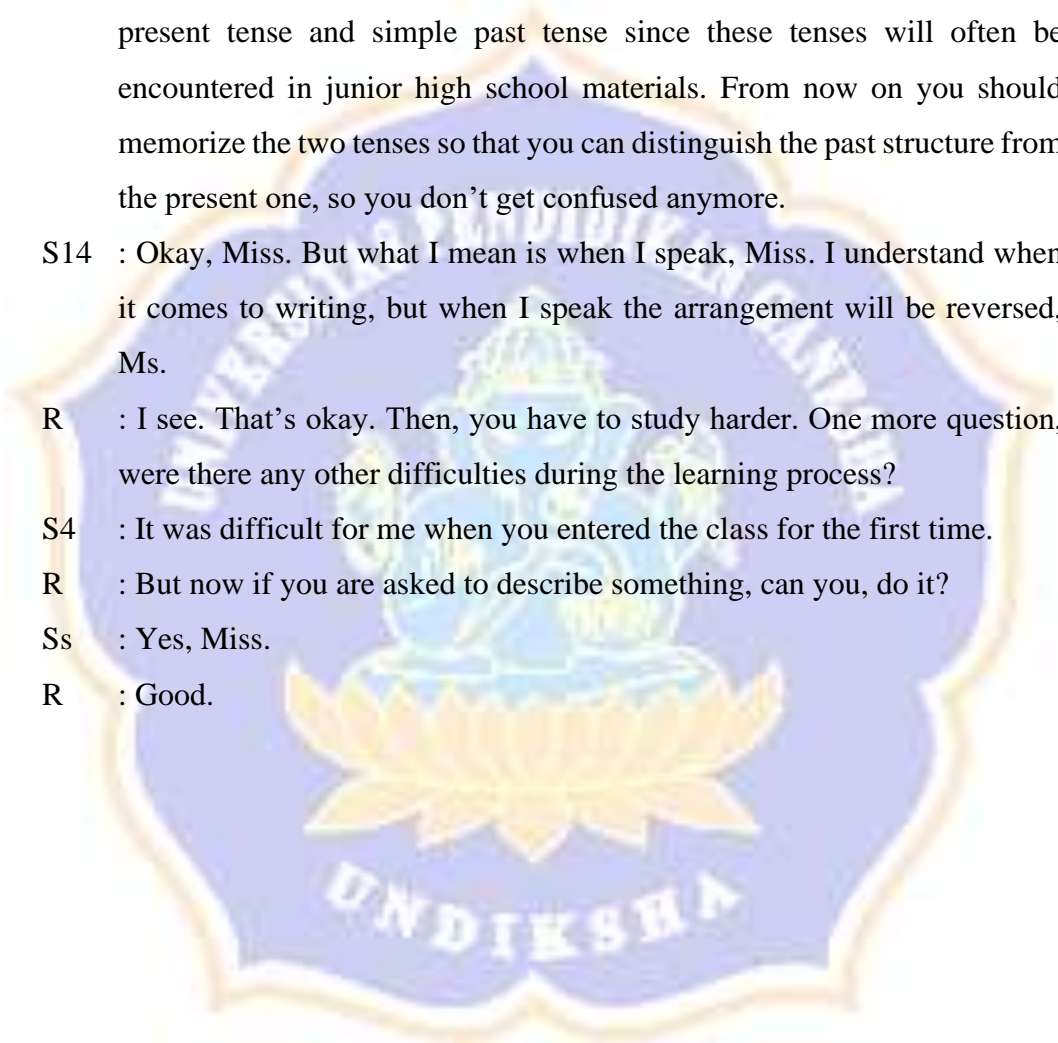
R : I see. That's okay. Then, you have to study harder. One more question, were there any other difficulties during the learning process?

S4 : It was difficult for me when you entered the class for the first time.

R : But now if you are asked to describe something, can you, do it?

Ss : Yes, Miss.

R : Good.





APPENDIX 05
FIELD NOTES

FIELD NOTE 1 (PERMISSION)

Date : Wednesday, January 29th, 2020

Time : 07.30 – 11.45

Place : Administration Room, Principal Room, and Teacher Room of SMP N 2 Kubutambahan

At 07.30, the researcher arrived at school. Then, the security asked the researcher to go to administration room and wait for the head of administration, Mrs. Surya. There, the researcher explained her purpose for coming to SMP N 2 Kubutambahan was to give research permit application letter and to conduct observation in class. When it was clear, she asked the researcher to meet the principal directly.

In the principal room, the researcher explained her purpose for coming to SMP N 2 Kubutambahan was to give research permit application letter and to conduct observation in class. There was a little conversation with him, Mr. Triyasa that required the researcher to briefly explain what her research would be like. After he understood about the researcher's explanation, he accepted the research permit application letter. Then, the principal asked the researcher to come to teacher room and meet the English teachers. The researcher had to wait until 09.30 because all the English teachers were teaching.

After a while, all the English teachers came to teacher room. The researcher asked for their free time to enquire some questions and gave brief explanation related to the research that will be applied. Among those three English teachers, the teacher who teaches in VIII F and G class, Mrs. Suwarningsih was willing to collaborate with the researcher. It was because the topic and media that will be used by the researcher were considered suitable to be applied in her class. Then, Mrs. Suwarningsih asked the researcher to do class observation directly because she had teaching schedule in VIII F class at 10.30 – 11.50 and VIII G class at 12.05 – 13.25 that day. After finished the class observation, the researcher discussed with the teacher about the class that will be used as the research subject. At the end, the

researcher with teacher's suggestion decided to use VIII F class as the research subject. Then, at 13.50 the researcher permitted to the teacher in the office before leaving.

FIELD NOTE 2 (CLASS OBSERVATION)

Date : Wednesday, January 29th, 2020

Time : 10.30 – 11.50

Place : VIII F Classroom

At 10.35, the teacher and the researcher entered the classroom. Then, the students stand up and did greeting to the teacher. Before the lesson started, the teacher who took as a collaborator introduced the researcher as an observer to the students related to her purpose for entering the classroom. For the detail, the researcher was asked to do self-introduction before observing the teaching and learning process.

The teacher opened the class by asking "*Is there any absent today?*" Some students said no and the rest of them paid less attention to what the teacher said. Then, the teacher started the lesson by asking "*Was there an assignment that I gave you at the previous meeting?*" Some students looked so confuse about the question given. Realizing the situation, the teacher asked the students again but in Bahasa. Then the students answered *ada, bu*. Teacher asked them to submit the assignment on the teacher's bench.

Before proceeding to the next material about showing the existence of things and people, the teacher asked if there was anything that was still not understood regarding the material at the last meeting. The students who paid more attention to their teacher explanation tried to remember the material by opening their LKS. However, the rest of them were busy with their own activity and paid less attention.

Briefly, the teacher continued the material and gave the explanation. In explaining the material, the teacher relied strictly on handbooks/LKS. During the lesson, teacher applied teacher centered-learning. Even teacher and students often used Indonesian than English. Though the teacher asked them to speak in English, but they did not give any attention to her. In here, teacher always tried to apply reading activity so she asked the students to read the text through drilling method. Then it would be following with finding the unfamiliar word and questions and answers session. Evidently, it turned out that there were some mistakes during students' reading activity. Some of them were still stammering. Even there was mistake in pronouncing the word. Realizing this, the teacher explained one by one to the students and gave them correction. After all students had the turn to read the sentences, the teacher asked students to find the unfamiliar word before answer the questions provided under the text. Again, most students did not understand what was the text about, so do with the questions means. Then, the teacher helped them by translating it into Bahasa.

After the questions and answers session finished, the teacher asked the students if there was anything that had not been understood from today's material. Then, the students answered 'no' in unison. In this situation, it was very clear that the students want the learning process to end quickly. However, the teacher wanted to make sure whether the students really understood or not, so she gave them assignment to do at home and submit it on the next meeting. Based on the time allocation that there were still 27 minutes left, the teacher asked the students to practice the conversation task they collected today in front of the class. A moment after the instruction, some students seemed to complain and lost enthusiasm because from the start they were lazy to follow the English learning process and hoped it would end soon. After all, they ended up obeying the teacher's instruction despite of the drama. Here came the reason they complained and not enthusiastic. Some of them make mistakes in pronouncing word to word. Besides, they seem to stutter when they talked. Seeing this, the other students mocked and laughed on them. Even worse, many of them did not understand the content of their conversation. At the end, the teacher gave evaluation before closing the learning process. She realized and then she told the students that they made so many

mistakes in conversation activity a few minutes ago. Starting from mistakes in choosing the appropriate vocabulary, the confidence, the expression, the grammar, and the worst was the understanding of the conversation itself. This is very unfortunate by the teacher, though the students had often been asked to practice at home other than at school because it will train and familiarize them in speaking English. However, the teacher did not give up to encourage and motivate the students. At 11.50, the teacher ended the learning process then left the class without the researcher because she would like to interview the students.





APPENDIX 06
STUDENTS' SCORES

STUDENTS' PRE-TEST SCORES

Meeting : (Pre-Test)

Date : Thursday, October 21st 2021

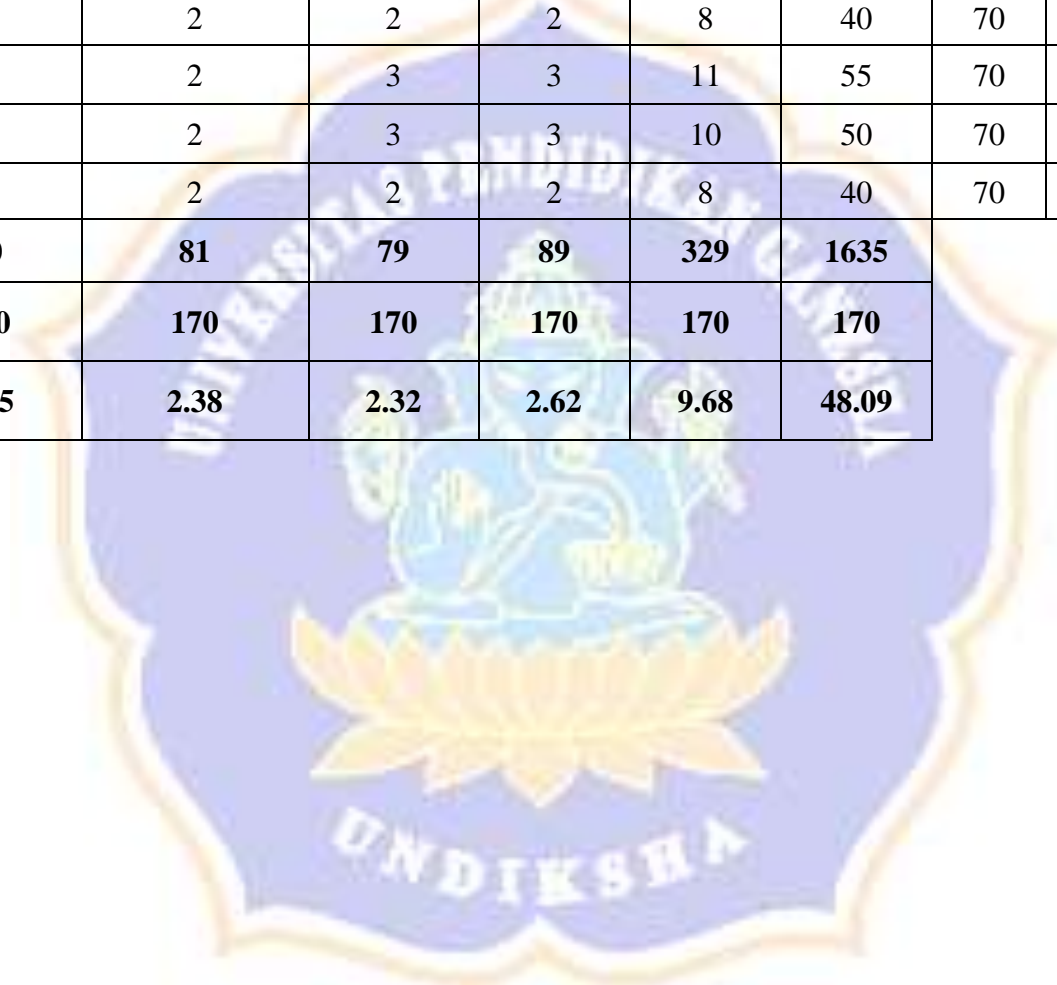
Time : 13.10-14.10/14.15-15.15

Class : VIII F

No	NAME	INDICATORS				SUM	SCORES	KKM	CATEGORY	PASS/FAIL
		Vocabulary	Pronunciation	Grammar	Fluency					
1	GDSM	2	2	2	2	8	40	70	D	Fail
2	GHAP	2	2	2	3	9	45	70	D	Fail
3	IGBS	2	2	2	2	8	40	70	D	Fail
4	IGNPM	3	4	3	4	14	70	70	B	Pass
5	IGWWDY	2	1	2	2	7	35	70	D	Fail
6	IGWD	3	4	3	4	14	70	70	B	Pass
7	IKMK	2	2	2	2	8	40	70	D	Fail
8	IKSPM	3	4	3	4	14	70	70	B	Pass
9	IKSMG	2	2	2	2	8	40	70	D	Fail
10	IKER	2	2	2	3	9	45	70	D	Fail
11	IMAAR	2	2	2	2	8	40	70	D	Fail

12	IPNS	2	2	2	2	8	40	70	D	Fail
13	IPS	2	2	2	2	8	40	70	D	Fail
14	KCD	2	2	2	2	8	40	70	D	Fail
15	KID	2	2	2	2	8	40	70	D	Fail
16	KIKW	3	2	2	2	9	45	70	D	Fail
17	KAR	2	2	2	2	8	40	70	D	Fail
18	KPA	2	2	2	2	8	40	70	D	Fail
19	KASA	2	3	2	2	9	45	70	D	Fail
20	KPDR	2	3	2	3	10	50	70	D	Fail
21	KRAA	2	2	2	2	8	40	70	D	Fail
22	KSD	3	4	3	4	14	70	70	B	Pass
23	LS	3	4	3	4	14	70	70	B	Pass
24	LTI	4	3	4	3	14	70	70	B	Pass
25	MDW	2	2	2	3	9	45	70	D	Fail
26	MYS	3	2	2	3	8	40	70	D	Fail
27	NKD	2	2	2	2	8	40	70	D	Fail
28	NKTMA	2	2	2	2	8	40	70	D	Fail
29	NLSSW	2	2	2	3	9	45	70	D	Fail

30	NMB	4	3	4	4	15	75	70	B	Pass
31	PAMY	2	2	2	2	8	40	70	D	Fail
32	PAJ	3	2	3	3	11	55	70	C	Fail
33	PDTW	2	2	3	3	10	50	70	D	Fail
34	PNIF	2	2	2	2	8	40	70	D	Fail
Total Scores (n)		80	81	79	89	329	1635			
Highest Scores (N)		170	170	170	170	170	170			
Mean Scores ($\Sigma n/\Sigma s$)		2.35	2.38	2.32	2.62	9.68	48.09			



STUDENTS' SCORES IN ACTION CYCLE 1

Meeting : 1 (Action)

Date : Friday, October 22nd 2021

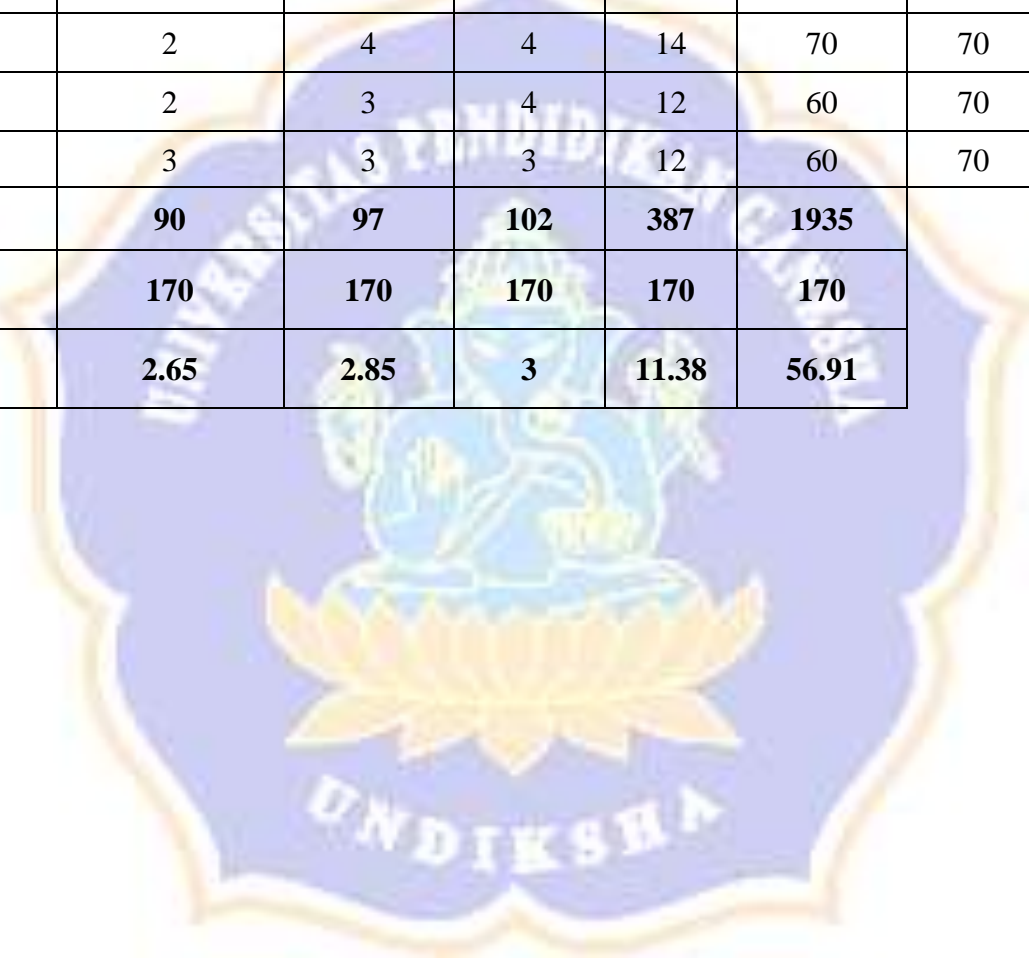
Time : 08.35-09.35/12.05-13.05

Class : VIII F

No	NAME	INDICATORS				SUM	SCORES	KKM	CATEGORY	PASS/FAIL
		Vocabulary	Pronunciation	Grammar	Fluency					
1	GDSM	2	2	2	2	8	40	70	D	Fail
2	GHAP	2	2	2	3	9	45	70	D	Fail
3	IGBS	2	2	2	3	9	45	70	D	Fail
4	IGNPM	3	4	3	4	14	70	70	B	Pass
5	IGWWDY	2	2	2	3	9	45	70	D	Fail
6	IGWD	3	4	3	4	14	70	70	B	Pass
7	IKMK	2	2	2	2	8	40	70	D	Fail
8	IKSPM	3	3	3	3	12	60	70	C	Fail
9	IKSMG	2	2	2	2	8	40	70	D	Fail
10	IKER	3	2	3	3	11	55	70	C	Fail
11	IMAAR	2	2	2	2	8	40	70	D	Fail

12	IPNS	2	2	2	2	8	40	70	D	Fail
13	IPS	4	3	4	4	15	75	70	B	Pass
14	KCD	3	4	3	4	14	70	70	B	Pass
15	KID	3	3	3	3	12	60	70	C	Fail
16	KIKW	3	3	3	4	13	65	70	C	Fail
17	KAR	3	2	3	2	10	50	70	D	Fail
18	KPA	3	2	3	2	10	50	70	D	Fail
19	KASA	3	2	3	3	11	55	70	C	Fail
20	KPDR	3	3	3	3	12	60	70	C	Fail
21	KRAA	2	3	2	3	10	50	70	D	Fail
22	KSD	4	4	4	3	15	75	70	B	Pass
23	LS	4	3	4	4	15	75	70	B	Pass
24	LTI	4	3	4	4	15	75	70	B	Pass
25	MDW	3	2	3	2	10	50	70	D	Fail
26	MYS	3	2	3	2	10	50	70	D	Fail
27	NKD	3	2	3	3	11	55	70	C	Fail
28	NKTMA	3	3	3	3	12	60	70	C	Fail
29	NLSSW	2	3	2	3	10	50	70	D	Fail

30	NMB	4	4	3	4	15	75	70	B	Pass
31	PAMY	3	3	3	2	11	55	70	C	Fail
32	PAJ	4	2	4	4	14	70	70	B	Pass
33	PDTW	3	2	3	4	12	60	70	C	Fail
34	PNIF	3	3	3	3	12	60	70	C	Fail
Total Scores (n)		98	90	97	102	387	1935			
Highest Scores (N)		170	170	170	170	170	170			
Mean Scores ($\Sigma n/\Sigma s$)		2.88	2.65	2.85	3	11.38	56.91			



STUDENTS' POST-TEST 1 SCORES

Meeting : 2 (Post-Test 1)

Date : Thursday, October 28th 2021

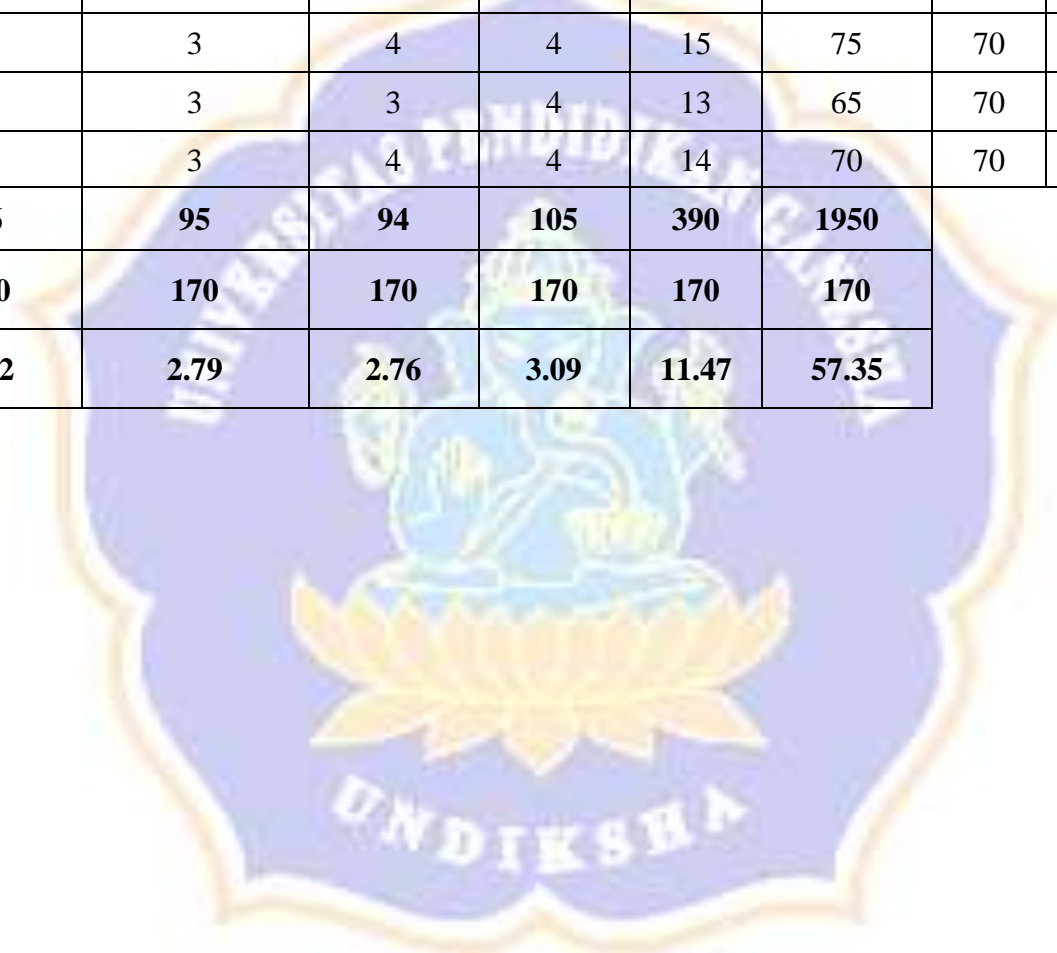
Time : 13.10-14.10/14.15-15.15

Class : VIII F

No	NAME	INDICATORS				SUM	SCORES	KKM	CATEGORY	PASS/FAIL
		Vocabulary	Pronunciation	Grammar	Fluency					
1	GDSM	2	2	2	3	9	45	70	D	Fail
2	GHAP	2	3	2	3	10	50	70	D	Fail
3	IGBS	2	2	2	2	8	40	70	D	Fail
4	IGNPM	3	4	3	4	14	70	70	B	Pass
5	IGWWDY	3	2	3	2	10	50	70	D	Fail
6	IGWD	4	4	3	3	14	70	70	B	Pass
7	IKMK	2	2	2	2	8	40	70	D	Fail
8	IKSPM	3	4	3	4	14	70	70	B	Pass
9	IKSMG	2	2	2	2	8	40	70	D	Fail
10	IKER	2	2	2	3	9	45	70	D	Fail
11	IMAAR	2	2	2	2	8	40	70	D	Fail

12	IPNS	2	2	2	2	8	40	70	D	Fail
13	IPS	4	3	4	4	15	75	70	B	Pass
14	KCD	3	4	3	4	14	70	70	B	Pass
15	KID	4	4	3	4	15	75	70	B	Pass
16	KIKW	4	3	4	3	14	70	70	B	Pass
17	KAR	2	2	2	2	8	40	70	D	Fail
18	KPA	3	2	3	2	10	50	70	D	Fail
19	KASA	3	4	3	4	14	70	70	B	Pass
20	KPDR	4	3	4	3	14	70	70	B	Pass
21	KRAA	3	2	3	4	12	60	70	C	Fail
22	KSD	3	4	3	4	14	70	70	B	Pass
23	LS	4	4	4	5	17	85	70	A	Pass
24	LTI	4	3	4	5	16	80	70	B	Pass
25	MDW	2	2	2	2	8	40	70	D	Fail
26	MYS	2	2	2	2	8	40	70	D	Fail
27	NKD	2	3	2	3	10	50	70	D	Fail
28	NKTMA	2	2	2	2	8	40	70	D	Fail
29	NLSSW	2	2	2	2	8	40	70	D	Fail

30	NMB	4	4	3	4	15	75	70	B	Pass
31	PAMY	2	2	2	2	8	40	70	D	Fail
32	PAJ	4	3	4	4	15	75	70	B	Pass
33	PDTW	3	3	3	4	13	65	70	C	Fail
34	PNIF	3	3	4	4	14	70	70	B	Pass
Total Scores (n)		96	95	94	105	390	1950			
Highest Scores (N)		170	170	170	170	170	170			
Mean Scores ($\Sigma n/\Sigma s$)		2.82	2.79	2.76	3.09	11.47	57.35			



STUDENTS' SCORES IN ACTION CYCLE 2

Meeting : 1 (Action)

Date : Friday, October 29th 2021

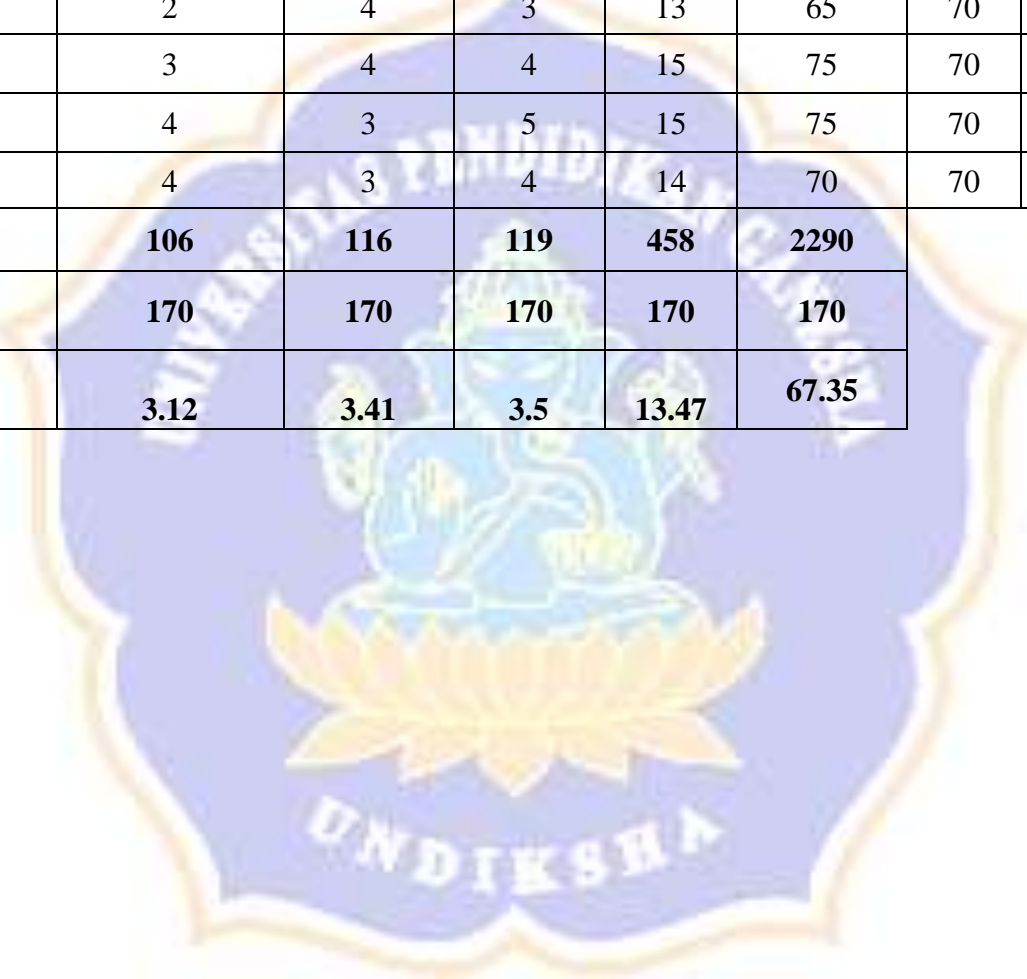
Time : 08.35-09.35/12.05-13.05

Class : VIII F

No	NAME	INDICATORS				SUM	SCORES	KKM	CATEGORY	PASS/FAIL
		Vocabulary	Pronunciation	Grammar	Fluency					
1	GDSM	3	3	3	3	12	60	70	C	Fail
2	GHAP	3	3	3	3	12	60	70	C	Fail
3	IGBS	3	3	3	2	11	55	70	C	Fail
4	IGNPM	3	4	3	5	15	75	70	B	Pass
5	IGWWDY	3	3	3	3	12	60	70	C	Fail
6	IGWD	4	3	4	3	14	70	70	B	Pass
7	IKMK	3	2	3	3	11	55	70	C	Fail
8	IKSPM	4	4	4	5	17	85	70	A	Pass
9	IKSMG	2	3	2	3	10	50	70	D	Fail
10	IKER	3	3	3	3	12	60	70	C	Fail
11	IMAAR	3	2	3	3	11	55	70	C	Fail

12	IPNS	3	3	3	3	12	60	70	C	Fail
13	IPS	4	3	4	4	15	75	70	B	Pass
14	KCD	3	4	3	5	15	75	70	B	Pass
15	KID	4	3	4	4	15	75	70	B	Pass
16	KIKW	4	4	4	3	15	75	70	B	Pass
17	KAR	3	2	3	3	11	55	70	C	Fail
18	KPA	4	3	4	3	14	70	70	B	Pass
19	KASA	4	3	4	3	14	70	70	B	Pass
20	KPDR	3	4	3	4	14	70	70	B	Pass
21	KRAA	4	3	4	3	14	70	70	B	Pass
22	KSD	4	4	4	4	16	80	70	B	Pass
23	LS	4	3	4	4	15	75	70	B	Pass
24	LTI	4	3	4	4	15	75	70	B	Pass
25	MDW	3	3	3	3	12	60	70	C	Fail
26	MYS	3	3	3	3	12	60	70	C	Fail
27	NKD	4	3	3	4	14	70	70	B	Pass
28	NKTMA	4	2	4	3	13	65	70	C	Fail
29	NLSSW	3	3	3	3	12	60	70	C	Fail

30	NMB	4	4	4	4	16	80	70	B	Pass
31	PAMY	4	2	4	3	13	65	70	C	Fail
32	PAJ	4	3	4	4	15	75	70	B	Pass
33	PDTW	3	4	3	5	15	75	70	B	Pass
34	PNIF	3	4	3	4	14	70	70	B	Pass
Total Scores (n)		117	106	116	119	458	2290			
Highest Scores (N)		170	170	170	170	170	170			
Mean Scores ($\Sigma n/\Sigma s$)		3.44	3.12	3.41	3.5	13.47	67.35			



STUDENTS' POST-TEST 2 SCORES

Meeting : 2 (Post-Test 2)

Date : Friday, November 5th 2021

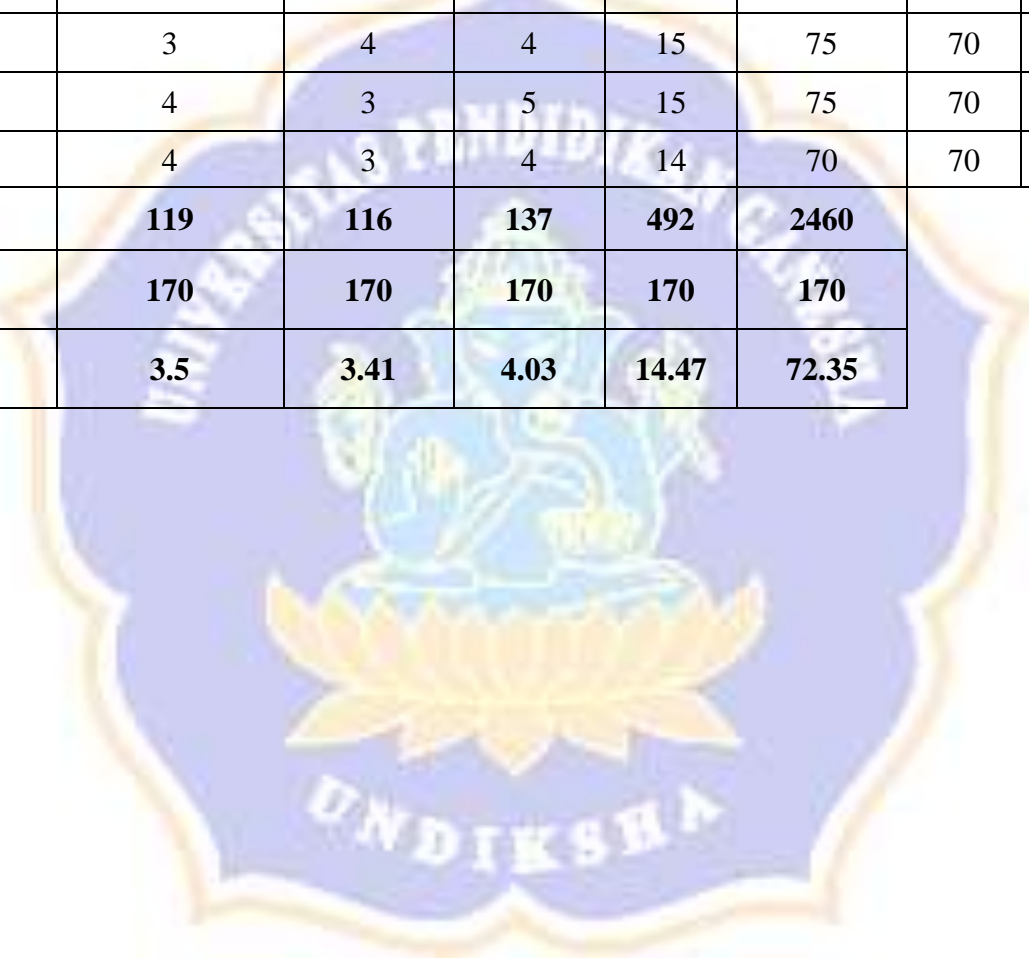
Time : 08.35-09.35/12.05-13.05

Class : VIII F

No	NAME	INDICATORS				SUM	SCORES	KKM	CATEGORY	PASS/FAIL
		Vocabulary	Pronunciation	Grammar	Fluency					
1	GDSM	3	3	3	3	12	60	70	C	Fail
2	GHAP	4	3	3	4	14	70	70	B	Pass
3	IGBS	3	3	2	4	12	60	70	C	Fail
4	IGNPM	4	4	4	5	17	85	70	A	Pass
5	IGWWDY	3	3	3	3	12	60	70	C	Fail
6	IGWD	4	5	4	5	18	90	70	A	Pass
7	IKMK	3	3	3	3	12	60	70	C	Fail
8	IKSPM	4	4	4	5	17	85	70	A	Pass
9	IKSMG	3	3	3	3	12	60	70	C	Fail
10	IKER	4	3	4	3	14	70	70	B	Pass
11	IMAAR	3	3	3	3	12	60	70	C	Fail

12	IPNS	3	3	3	3	12	60	70	C	Fail
13	IPS	3	4	3	5	15	75	70	B	Pass
14	KCD	3	4	3	4	14	70	70	B	Pass
15	KID	4	3	4	5	16	80	70	B	Pass
16	KIKW	3	4	3	5	15	75	70	B	Pass
17	KAR	3	3	2	4	12	60	70	C	Fail
18	KPA	4	3	4	3	14	70	70	B	Pass
19	KASA	4	3	4	4	15	75	70	B	Pass
20	KPDR	4	5	3	5	17	85	70	A	Pass
21	KRAA	3	4	3	4	14	70	70	B	Pass
22	KSD	3	5	4	5	17	85	70	A	Pass
23	LS	5	4	5	5	19	95	70	A	Pass
24	LTI	4	4	4	5	17	85	70	A	Pass
25	MDW	4	2	4	3	13	65	70	C	Fail
26	MYS	3	3	3	4	13	65	70	C	Fail
27	NKD	4	3	3	4	14	70	70	B	Pass
28	NKTMA	4	3	4	3	14	70	70	B	Pass
29	NLSSW	4	4	3	4	15	75	70	B	Pass

30	NMB	4	4	4	4	16	80	70	B	Pass
31	PAMY	3	3	4	4	14	70	70	B	Pass
32	PAJ	4	3	4	4	15	75	70	B	Pass
33	PDTW	3	4	3	5	15	75	70	B	Pass
34	PNIF	3	4	3	4	14	70	70	B	Pass
Total Scores (n)		120	119	116	137	492	2460			
Highest Scores (N)		170	170	170	170	170	170			
Mean Scores ($\Sigma n/\Sigma s$)		3.53	3.5	3.41	4.03	14.47	72.35			





APPENDIX 07
FLASHCARDS

cell phone
/'selfəʊn/



© studeELM

scissors
/'sɪzəz/



© studeELM

sandals
/'sændlɪz/



© studeELM

cupboard
/'kʌbəd/



© studeELM

bucket
/'bʌkɪt/



© studeELM

computer
/'kəm pjʊ:tə(r)/



© studeELM

sunglasses
/'sʌŋglə:sɪz/



© studeELM

clock
/'klɒk/



© studeELM

desk
/'desk/



© studeELM

shoes
/'ʃu:z/



© studeELM

TV (television)
/'telɪvɪʒn/



© studeELM

chair
/'tʃeə(r)/



© studeELM

barber
/ˈbɑːbɑ(r)/



© iStock/ELM

mailman
/ˈmeɪlmæn/



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reporter
/rɪˈpɔːtə(r)/



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pilot
/ˈpaɪlət/



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carpenter
/ˈkɑːpəntə(r)/



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waitress
/ˈweɪtrəs/



© iStock/ELM

cashier
/kæˈʃaɪə(r)/



© iStock/ELM

teacher



/ˈtiːtʃə(r)/

© iStock/ELM

dentist
/ˈdentɪst/



© iStock/ELM

flight attendant
/ˈflaɪt əˈtendənt/



© iStock/ELM

firefighter
/ˈfaɪə(r)ˈfaɪtə(r)/



© iStock/ELM

cook
/kʊk/



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APPENDIX 08
DOCUMENTATION



01. Preliminary Observation



02. Checking Students' Speaking



03. Researcher Explains the Materials



04. Researcher Gives Speaking Example



05. Pre-test Activity



06. Researcher Explains 'What is It' Rules



07. 'What is It' Discussion Activity



08. Students' Speaking on 'What is It' Game



09. Post-test 1 Activity



10. Teacher and Researcher were in Discussion



11. Teacher Helps Students' Speaking



12. Post-test 2 Activity



13. Teacher Assesses Students' Speaking





APPENDIX 09
LETTERS



RIWAYAT HIDUP

Ni Ketut Ayu Sandya Dewi, lahir di Bila, 06 Agustus 1997. Penulis adalah anak dari empat bersaudara. Putri dari pasangan I Made Sumabawa Ariana dan Ni Ketut Mawarni ini memiliki panggilan akrab yaitu Sandya.

Penulis berasal dari Pulau Bali dan Berkebangsaan Indonesia. Saat ini penulis beralamatkan di Dusun Kawanan Desa Bila, Kecamatan Kubutambahan, Kabupaten Buleleng. Pada tahun 2004-2010, penulis memulai pendidikannya di SDN 2 Bila, kemudian setelah lulus penulis melanjutkan pendidikannya di SMPN 2 Kubutambahan pada tahun 2010-2013. Selepas lulus dari SMP di tahun 2013, penulis melanjutkan sekolah di SMAN 1 Kubutambahan dengan mengambil jurusan Ilmu Pengetahuan Alam. Setelah lulus dari bangku SMA, penulis melanjutkan kuliah pada tahun 2016 dengan mengambil Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing di Universitas Pendidikan Ganesha, Singaraja.