IMPLEMENTING AN ACTING PLAY SCRIPTS TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL
(A Classroom Action Research at the Eighth Class Students
of SMPN 1 Kalitidu in the Academic Year of 2008/2009)

THESIS

BY:

Eny Yuliati
S890208106

Submitted to Fulfil One of the Requirements for the Completion
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APROVAL

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S890208106

This Thesis has been approved by Supervisors of English Education

of Graduate School of Sebelas Maret University

Supervisor 1   Supervisor 2

Dra. Dewi Rochsantiningsih, M.Ed, Ph.D   Dr.Ngadiso, M.Pd
NIP. 19600918 198702 2 001   NIP. 19621231 198803 1 009

Head of English Education Department

Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009

LEGITIMATION FROM THE BOARD OF EXAMINERS

Title:

IMPLEMENTING AN ACTING PLAY SCRIPTS TECHNIQUE TO IMPROVE STUDENTS'
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This thesis has been examined by the Board of Thesis Examiners of Graduate School of English Education of Sebelas Maret University Surakarta on February 2010.

Board of Examiners	Signature
Chairman : Prof. Dr. Joko Nurkamto, M.Pd	....
Secretary :Dr. Drs. Abdul Asib, M.Pd	....

Member of Examiners:

1. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D	....
2. Dr. Ngadiso, M.Pd	………….

Surakarta, 23 February 2010

The Director of Graduate School
of Sebelas Maret University

The Head of English Education
of Graduate School of Sebelas
Maret University

Prof.Drs.Suranto, M.Sc. M.Pd
NIP. 19570820 198503 1 004

Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled: IMPLEMENTING ACTING PLAY SCRIPTS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL (A Classroom Action Research at MPN I Kalitidu in the academic year of 2008/2009). It is not a plagiarysm or made by others. Anything related to other's work is written in quotation, the source of which is listed on the bibliography.

If, then, this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Bojonegoro, February 2010

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ABSTRACT

Eny Yuliati. 2010. *The Implementation of Acting Play Scripts to Improve students' speaking skill*(A Classroom Action Research at SMPN IKalitidu).Thesis, Surakarta: Graduate School Sebelas Maret University.

The research is aimed at (1) identifying whether Acting Play Scripts technique can improve students' speaking skill; (2) describing to what extent Acting Play Scripts technique improve students' speaking skill; and (3) describing the class situation when Acting Play Scripts technique is implemented in speaking class. The research was conducted at SMPN I Kalitidu Bojonegoro; the subjects of the reseach were the eighth grade students in the academic year 2008/2009.

The study applied action research technique to improve students' speaking ability through Acting Play Scripts (APS). Action research is a way of reflecting on teaching which is done systematically by collecting data on everyday practice and analyzing in order to come to some decisions about what the future practice should be. The research consisted of two cycles, with four meetings in each cycles.The research elaborated planning, action, observation and reflection in each cycle.There are two types of data in the research, namely the quantitative and qualitative data which were collected by observation, interview, questionaire, and test. The quantitative data were analyzed using descriptive statistic, finding out the mean of the scores in the test and the improvement of the students' scores during the research. The qualitative data were analyzed using Constant-comparative technique proposed by Strauss and Glasser consisting of the following steps: (1) comparing incidents aplicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4) writing the theory.

The results of the study showed that: (1) APS can improve students' speaking skill; (2) APS can improve students' speaking ability in terms of: (a) raising achievement in speaking; (b) raising students' fluency in speaking; (c) improving students' ability to express ideas using appropriate vocabulary and grammatical form; and (d) improving students' speaking level; and (3) APS can improve classroom situation, in terms of: (a) creating live teaching atmosphere; (b) increasing students's participation, reducing teacher domination, providing bigger oppotunities for speaking practice, enhancing spoken activity; and (c) increasing teacher innovation and understanding about students' potentials.

Realizing that APS technique is beneficial to improve the students' speaking ability and imrpoving classroom situation, some suggestions are made based on the research findings: (1) English teacher should design teaching material and action plan to conduct APS technique which can be held at school regularly; (2) students should realize that they have potentials to be good speakers and open themselves to any chances of self-development in speaking; and (3) Researcher are expected to use the technique as a starting point to conduct further research in the same field.

MOTTO

If you want a great change, change yourself

(Sukarno)

DEDICATION

Journey in completing this thesis seems so long so that I would like to express my sincere thanks and appreciation to all those colleagues and friends whose helpful commends, support, and encouragement were invaluable to me in the preparation of this thesis, specifically, I would like to thank to:

- H. Andik Bakhari, my beloved husband, for his unconditional supports and encourages from the start to finish this thesis.

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6. All of my students in 8D, whose careful work and unending patience in doing the implementation of APS technique.

She realizes that this thesis is still far from being perfect. That is why she always expects criticisms and suggestions from the readers and users in order to make improvement. However, the writer hopes that this thesis can be useful for other writers, teachers, and especially for students.

Bojonegoro, January 2010

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LIST OF ABBREVIATION

SKL   = Standar Kompetensi Lulusan

KKM = Kriteria Ketuntasan Minimal

CAR   = Classroom Action Research

OSIS   = Organisasi Siswa Intra Sekolah

SSN   = Sekolah Standart Internasional

LKS   = Lembar Kerja Siswa

UAN   = Ujian Akhir Nasional

C   = Cycle

M   = Meeting

T   = Teacher

S   = Student

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CHAPTER I

INTRODUCTION

A. Background of the Study

Kepmendikbud No: 096/1967 states that the aim of teaching English in junior High School to the university level is to develop working knowledge of English reflected from effective reading ability, ability to understand spoken English, ability to write, and speaking ability. Moreover, it is clearly stated in *Standart Kompetensi Lulusan* for speaking in the year 2008 that the students graduated from the junior high schools are expected to be able to understand many kinds of text: narrative, descriptive, report, recount, procedure and functional text such as: advertisement, notice, label, letter, warning, brochure, etc. Besides, it is recommended for the students to be able to express idea in the simple conversation in form of transactional and interpersonal, interactive and non interactive, in formal and non formal situation to communicate in the context of daily life.

In line with this aim, students in Junior High School level are required to understand both simple written text of English and Spoken English. This is stated clearly in Curriculum of SMP Negeri 1 Kalitidu in the year 2008/2009. It says that "The Competency Standard of speaking for students to achieve is the ability to express ideas or opinion in transactional and interpersonal communication and sustain it in daily life context".

To most students, expressing ideas or opinion in transactional and interpersonal communication is the most important aspect of learning a foreign language like English, and success is measured in terms of the ability to carry out a conversation in the language. In classroom setting, the learner's success in learning English should be measured in terms of their ability to converse or speak in English. Moreover, Brown (2000: 267) says that language acquisition is considered successful if someone can demonstrate his/her ability to speak in the target language. Therefore, it is essential that the teaching of English be directed to achieve speaking skill. That is why discussion, question and answer, drama, games, and role play are recommended in the classroom teaching learning activities.

All those learning activities require both reading and writing skill and emphasize the importance of teaching listening and speaking skill. To support those skills, there are some activities applied in SMPN I Kalitidu to improve the students' ability in speaking English such as: English Conversation, English Day, and English broadcasting program. The good side of those activities is that some students of SMP Negeri 1 Kalitidu often got the champions in some English Contest in Kalitidu sub district level or even in region level.

To whatever extent, the problem faced by SMP Negeri 1 Kalitidu students according to the process of teaching and learning is speaking skill. Among the English teaching learning, those are reading, speaking, writing, and listening; students' speaking skill is the lowest. From the explanation of the problem above, the researcher chooses the Classroom Action Research to improve or solve the

students speaking problem in the eighth year of SMP Negeri 1 Kalitidu. The researcher observed that the problem existing in SMP Negeri I Kalitidu is indicated by the following indicators: indicators related to the competence and indicators related to the situation of the class. Indicators related to the competence are: (1) most of the students do not have adequate vocabularies to support them to speak English; (2) students also have problems with English sentence patterns. They seemed confused to arrange words in English; (3) the students could neither pronounce the words correctly nor speak in a proper intonation; (4) students' achievement in English speaking is below *Kriteria Ketuntasan Minimal* (KKM); and (5) the students neither achieve fluency nor accuracy in speaking English. Meanwhile, the indicators related to the situation of the class are: (1) the students show low participation in speaking class; (2) the class observed is a teacher-centered speaking class. It is the teacher who does most of the speaking. Teacher uses course book without providing any communicative activities to prompt the students' speaking; (3) there is no interaction built except daily formal conversation when the teacher greeted the students; (4) the activities of learning speaking focus on the activities which are not promoting the speaking performance; and (5) the atmosphere in class is not cheerful and fun.

Those problems arise because there are some causes which make speaking still need more attentions. They are: (1) the teacher rarely conducts real speaking activities in speaking class. Teacher often gives the students task to write what they have just learnt.; (2) Students have no rehearsal time to practice or to express their own English, and there is no special allocation time to evaluate students' speaking skill at the end of semester; and (3) The teachers are not aware that

variation techniques used in the process of teaching and learning is very important for students.

Acting Play Scripts (APS) technique is used in this research because it is necessary to give an interesting technique to increase students' skill in speaking. APS is one of the teaching speaking techniques in which the students have to act out the short written sketches or scenes in group of two, three or four. They have to create their scripts based on the topic given, memorize it and at last they have to act their scripts out in front of the class. This technique is suitable with the characteristics of successful speaking activity. The characteristics are: the learners talk a lot, as much as possible, participation is even, motivation is high, learners are eager to speak because they are interested in the topic and have something new to say about it, and language is of an acceptable level learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. APS also requires social interaction and negotiation of meaning among heterogeneous group members in which they have to help each other.

The reasons for choosing APS according to Dougill (1987: 22) are that "In scripts there is language value. Scripts provide a rich source of comprehensible input in language that is natural and spoken". The second reason: scripts are of such value because they offer psychological security to the students. Scripts also answer the child's desire for structure, and for a secure starting point (Dougil, 1987: 23).

APS is really not a threatening activity because the students work in groups in which they can discuss the problems together; they have enough time to write the Scripts in which the students can discuss about the choice of words, the grammar, and the intonation to perform their Scripts dramatically. Comprehension is also involved in this technique so that the students can interpret the content of the Scripts, the style, and the characterization. Without threatening environment, the students are confident in speaking and by having self- confidence the students are motivated to involve in those activity.

Knowing that there are positive benefits of implementing this technique, the researcher expects that APS technique can change the passiveness of the students in the classroom activities directly into an active learning and trigger the students to interact fluently each other in the target language.

B. Problem Statements

Based on the background of the study, the writer would like to know whether the use of "Acting Play Scripts" in teaching speaking skill can improve the students' English speaking skill. The problems can be formulated as follows:

1. Can Acting Play Scripts Technique improve the students' speaking skill?

2. To what extent Acting Play Scripts Technique improves the students' speaking skill?

3. How is the situation when the Acting Play Scripts technique is implemented in class?

C. The Objectives of the study

Based on the problem statement, the objectives of this research are:

1. To identify whether Acting Play Scripts technique can improve students'
   speaking skill.

2. To know to what extent Acting Play Scripts technique improve students'
   speaking skill.

3. To describe class situation when Acting Play Scripts technique is implemented
   in speaking class.

D. The Benefits of the Study

1. For Students:

   a. To create students skill in speaking in daily life.

   b. To provide revelation of learning English and practice for their speaking
      in meaningful way.

   c. To motivate students to practice speaking English fluently.

   d. To create an interesting and comforting atmosphere in the classroom.

   e. To increase students motivation to master English Speaking skill.

2. For teacher (as a researcher):

   a. To make create joyful learning in speaking class

   b. To enlarge the mind set of teaching speaking in the teaching learning
      process.

3. For other teachers:

    a. As a reference for those who want to conduct a research in English teaching process.

    b. As an input of knowledge in English teaching process.

4. For English Education Department:

To utilize the result of the study on a scope of a similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the following sections: the theoretical description and action hypothesis. Meanwhile, the theoretical description consists of the explanation of speaking skill, drama, and communicative language teaching. Here the writer tries to elaborate the further discussion of each section above.

A. The Nature of Speaking

1. The Meaning of Speaking Skill

Speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore speaking involves interaction (Thornburry, 2005: 8).

Spoken English has different characteristics with the written form. Harmer (1998: 49) states saveral characteristics of English as spoken language, as follows: first, people speak in incomplete sentence. Second, speakers must rrepeat what each other says. Third, speakers tend to apply contractions. Another characteristic in spoken language is paralinguistic feature (Harmer, 1998: 49). Paralinguistic feature refers to non-linguistic ways in which speech can be affected. These include the tone, expression, and body language.

Harmer (1991: 46) states that when people are engaged in talking to each other, they are doing so for good reasons:

a. They want to say something

When people want to speak, it means that there is a definite decision to address other people. People need to speak, otherwise they will keep silent.

b. They have some communicative purpose

Speakers say things because they want something to happen as a result of what they say, such as giving some information or expressing pleasure. The important thing is the message they wish to convey and the effect they want it to have.

c. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achievethis communicative purposes they will select from the "store" of language theypossess. That is the language that they think appropriate for this purpose.

The process of speaking involves three stages namely conceptualization, formulation, and articulation (Thornburry, 2005: 9). Formulation refers to the mapping of the idea in the mind. When the idea has been mapped out, then it is formulated. Formulation involves the making of strategic choices at the level of discourse, syntax, and vocabulary. What has formulated is then articulated. Articulation involves the use of the organ of speech to produce sounds. The processes of articulation are engaged by forming vowels and consonants and then combined into phonemes (Thornburry, 2005: 5).

Thornburry (2005: 4) proposes basic knowledge that enabling speech in a second language, they are:

a. A core grammar

b. a core vocabulary of at least 1000 high frequency items

c. some common discourse markers

d. a core "phrase book" of multi-word units (chunks)

e. formulaic ways of performing common speech acts, such as requesting or inviting.

f. mastery of those features of pronunciation that inhabit intelligibility.

Harmer (1991: 50) suggests three stages in teaching speaking, namely introducing new language, practice, and communictive activities.

a. Introducing new language

Intoducing stage is often called presentation. Teacher often works with controlled technique, such as asking students to repeat and perform in drills. Teacher usually insists in accuracy. There is correction on students' mistakes. Drilling abbondoned as soon as possible because it is very important in helping students to assimilate with the new language and enabling them to produce new language for the first time.

b. practice

During practice time the teacher may intervene slightly to help guide and point out inaccuracy.

c. communicative activities

Communicative activities are those which exhibit the characteristics at the communicative end of the lesson. Students are involved in activities that give them both the desire to communicate and a purpose which involve them in a varied use of language.

Another opinion about speaking is stated by Widdowson (1978: 58). He says that speaking has two meanings. First, it refers to the manner in which language is manifested. Second, it refers to the manner in which language is realized as communication.

Mackey (2007: 13) states that speaking is oral expression that involves not only the use of the right patterns of rhythm and intonation but also right order to convey the right meaning. In addition, Nunan (1991: 390) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in the language.

2. Types of Classroom Speaking Skill

According to Brown (1994: 266), there are six types of speaking skill that the students are expected to carry out in the classroom. In this section, the six types of speaking skill are presented as follows:

a. Imitative

In this type of performance, the students are asked to repeat or imitate the teachers' speech or speech of tape recorder. Imitation of this kind is carried out

not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. Such activity is also called "drilling". Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties- either phonological or grammatical. They offer limited practice through repetition. Furthermore, Brown says that drills can help to establish certain psychomotor pattern and to associate selected grammatical forms with their appropriate context.

Brown's statement above can be interpreted that drilling is still important and for teaching speaking, mainly pronunciation and intonation as long as it is not overused and students know why they are doing the drill.

b. Intensive

In this type of skill, students deal with their linguistic difficulties-either phonological or grammatical aspect of language. Brown states that intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be in form of self-initiated or it can be part of some pair work activity, where learners are 'going over' certain forms of language.

c. Responsive

In this type, students may give short replies to teacher or even students have an initiative for asking questions or comments. Students' responses are

usually sufficient and do not extend into dialogues. However, such speech can be meaningful and authentic.

d. Transactional (dialogue)

Here, students are involved in exchanging specific information with their conversational partners. This activity is carried out for the purpose of conveying or exchanging specific information. Brown (1994: 266) says that transactional language is an extended form of responsive language. It may have more of a negotiate nature than merely responsive speech.

e. Interpersonal (dialogue)

The students actively participate in the authentic give and take of communicative interchange. This type of activity is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. It deals with the factors of casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

f. Extensive (monologue)

The students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This skill is used to develop students' global oral ability of producing spoken language which is more formal deliberative.

3. Characteristics of Successful Speaking Activity

Ur (1996: 121) identifies four problems that may hamper the successful of speaking class as follows:

a. Inhibition.

Speaking activities require real context and exposure to an audience. This often makes students inhabited in speaking in front of others. Students may be worried or afraid of making mistakes and being humiliated.

b. Nothing to say

Students often cannot think and find any words to say even though they may have some vocabularies and knowledge about the topics.

c. Low or uneven participation

Speaking class may face this problem, especially in big classes. Students must wait for their turn to speak and before they have chance to speak, the time is over. A talkative or smart student who dominates the speaking will make this problem worse.

d. Mother tongue use

The use of native language during speaking activities will hamper the use of the target language.

Chaney (1998: 13) defines that speaking as the "process of building and sharing meaning through the use of verbal and non-verbal symbol in variety context". Speaking involves three areas of knowledge: pronunciation, grammar,

and vocabulary. Speaking is also the ability to use the right words in the right order with the right pronunciation.

From the definitions above, it can be concluded that speaking is ability to say something which involves the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the appropriate words or vocabularies in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

To create a successful speaking class and to solve the problems mentioned above, Ur (1996: 121-122) suggests the teacher to use activities as the following:

a. Use group work

In line with Ur's opinion, Brown (2000: 178) states that group work can prompt interactive language, offer a comfortable affective climate, promote students responsibility and a move toward individualizing instruction.

b. Base the activity on easy language

Teachers should recognize the level of the students' language and provide an easy activity to recall and produce.

c. Make a careful choice of topic and task to stimulate interest

Teachers should choose an interesting topic and task for the students in order to motivate their interest in the activity provided.

d. Give some instructions or trainings in discussion skills.

Giving instruction or training on how discussion should be performed will ensure that the activities work well. There should be clear rules how discussion will be done and each student is given specific roles to get involved in it.

e. Keep students speaking in the target language.

Teachers should monitor the students in speaking class to make sure they speak well at their best ability. To help teachers do this job, they can ask some students to monitor the others in turn.

Kayi (2006) suggests some considerations for English language teachers while teaching speaking:

a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials, and shared knowledge.

b. Try to involve each student in every speaking activity; for this aim, practice different ways of students' participation.

c. Reduce teacher speaking time in class while increasing students speaking time. Step back and observe students.

d. Indicate positive signs when commenting on a students' response.

e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" In order to prompt students to speak more.

f. Provide written feedback.

g. Do not correct students' mistakes in pronunciation very often while they are speaking. Correction should not distract students from his or her speech.

h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

j. Provide the vocabulary beforehand that students need in speaking activities.

k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Ur (1999: 120) says that the characteristics of a successful speaking activity are as follows:

a. Learners talk a lot

The students talk as much as possible. All of the period of the time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even.

Classroom discussion is not determined by a minority of talkative participants; all get chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

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

d. language is of an acceptable level.

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

From the statements above, it can be concluded that someone owns a certain language speaking competence if he/she can produce oral language to participate in any kind of activity. He/she can also respond the other ones' speaking to maintain his/her social relationship. Besides, his/her language is acceptable and easily comprehensible at the level of language accuracy.

4. Macro and Micro-skill of Speaking

Brown (2003: 142-143) explains that a list of speaking skills can be drawn up for the purpose to serve as a taxonomy of skills from which we will select one or several that will become the objective of an assessment task. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skill implies the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. The micro and macro-skills total roughly 16 objectives to assess in speaking are described as follows:

a. Micro-skills

1) Producing difference among English phonemes and allophonic variant.

2) Producing chunks of language of different length.

3) Producing English stress patterns, words in stressed position, rhythmic structure, and intonation contours.

4) Producing reduced forms of words and phrases.

5) Using an adequate number of lexical units (words) to accomplish pragmatic purposes.

6) Producing fluent speech at different rates of delivery.

7) Monitoring one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8) Using grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), word order, pattern, rules, and elliptical forms.

9) Producing speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

10) Expressing a particular meaning in different grammatical form.

11) Using cohesive devices in spoken discourse.

b. Macro-skills

1) accomplishing appropriately communicative function according to situations, participants, and goals.

2) using appropriate styles, registers, implicative, redundancies, pragmatic conventions, convention rules, floor keeping and yielding, interrupting,

and other sociolinguistic features in face-to-face conversations.

3) conveying links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification.

4) conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

As we consider designing tasks for assessing spoken language, these skills can act as a checklist of objectives. The macro-skill has the appearance of being more complex than the micro-skill; both contain ingredients of difficulty, depending on the stage and context of the test-taker.

5. Factors Influencing the Students' Speaking Skill

There are some influential factors in developing the speaking skill. The factors that influence the speaking skill of the students are interest, motivation, and environment. The explanation of each factor is as follows:

The first one is the students' interest. The students' interest to study and practice the speaking skill is an important factor. By having strong interest, the learners will try to give great attention to improve their speaking. They will

manage some activities that enable them to increase their skill. Besides, the desire to learn is strengthened (Alexander, 1976: 17).

Dealing with the above opinion, it is necessary to know that one of the causes of the failure in teaching English at school is that the teacher still teaches with the routine activities without considering that it will make the students bored, and lost their attention to the teaching and learning process. As the result, the students will not be able to catch the lesson easily because of their lost interest and participation, as stated by Douglas "Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease." (1987: 48).

Here, interest becomes a crucial factor in deciding on classroom practice for teaching the students. So, the teacher should apply the suitable teaching technique which enables to increase the students' interest for learning in the classroom. In other word, the technique used by the teacher in teaching English to the students especially speaking skill should be able to create an interesting atmosphere so that the students will be able to be comfortable, enthusiastic, excited, and interested in joining the lesson in the teaching learning activity.

The second one is the students' motivation. Ur (1999: 274) states that various studies have found, that motivation is very strongly related to achievement in language learning. The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to

progress. Learners' motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.

Furthermore, Ur (1999: 275) says that the authors of a classic study of successful learning come to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristic, most of them clearly associated with motivation. Some of these are: first, the learner has positive task orientation. He/she is willing to tackle tasks and challenges, and has confidence in his or her success. Second, the learner has ego involvement. He/she finds it important to succeed in learning in order to maintain and promote his/her own self image. Then the learner also has a need for achievement. He/she has a need to achieve, to overcome difficulties and succeed in what he or she ought to do.

Next, the learner has high aspiration. He/she is ambitious, goes for demanding challenges, high proficiencies, top grades. Fifth, the learner has goal orientation. He/she is very aware of the goals of learning or of specific learning activities, and directs his or her efforts towards achieving them. While the sixth, the learner has perseverance. He/she consciously invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress. Lastly, the learner has tolerance ambiguity. He/she is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he/she can live with these patiently, in the confidence that understanding will come later.

Then, the third one is the students' environment. Environment is an important factor in gaining the speaking skill. One of the reasons for his failure to

learn or maintain his second language is no contact between the learners and the community in which the language is spoken. The components of this factor can be home environment, school environment, community environment, etc.

Based on the statements above, it can be concluded that the successful student depends on their interest, motivation, and environment surrounding them. It means that the students should motivate themselves to achieve English, although there are extrinsic factors influencing their study. However, the intrinsic interest and motivation has stronger influence than extrinsic ones.

6. Task Types of Speaking Activities

It has been admitted before that the students who study a language have a desire to speak a language. There are many activities which can support the speaking skill. It is stated by Yusnani Lubis (in Suharno, 1998: 27) that there are fourteen types of communicative activities. But in this case, it would be explained four of them: retelling a story, role-play, dialogue and drama.

a. Retelling story is an oral activity to retell a certain topic which is from a simple story that is easily to be kept remembers, either in reading or writing forms.

b. Role-play is a sort act in language learning that the students should be asked to imagine themselves in a situation which could occur outside the classroom or they should be asked to adopt a specific role in his situation, even sometimes they should behave as if the situations are really exist, in accordance with their roles.

c. Dialogue is a short conversation between two persons. It can be presented as language model in the manipulative phase of language learning. The learners in this case are grouped into pairs. The teacher's role is to prepare the students linguistically for what they have to say and to provide props which serve as stimuli for conversation. In this case the learner is given a task to fill in a form which contains the information about his partner. In order to do this, each learner in turn must ask question and supply answer. As a final activity, random learners are asked to tell in narrative form.

d. Drama is a more formalized form of role-play, with a preplanned story line and script. Sometimes small groups may prepare their own short dramatization of some even, writing the script and rehearsing the scene as a group. This may be more commonly referred to as a "skit". Longer more involved dramatic performances have been shown to have positive effects on language learning, but they are time consuming and rarely can form part of a typical school curriculum.

According to Scrivener (1994: 69), there are six types of drama activity which are commonly found in English language teaching classrooms:

a. Role-play. Students act out small scenes using their own ideas or from ideas and information on role-cards.

b. Simulation. This is really a large-scale role play. Role-cards are normally used and there is often background information as well. The intention is to create a much more complete, complex 'world', say of a business company, television studio, government body, etc.

c. Drama games. Short games that usually involve movement and imagination.

d. Guided improvisation. A scene is improvised. One by one the students join in character, until the whole scene and possibly story take on a life of their own.

e. Acting play scripts. Short written sketches or scenes are acted by the students.

f. Prepared improvised drama. Students in small groups invent and rehearse a short scene or story that they then perform for the others.

7. Testing Speaking

Speaking is a part of our daily activity that most of it takes the form of face to face dialog, so speaking involves interaction (Thornburry, 1998: 8). In line with this, speaking test is different from the type of written test for it has specific features to apply. Weir (1998: 73) suggests that testing speaking should be built on a *number* of dynamic characteristics of actual communication such as unpredictable, in a realistic context, involving interaction, purposive, interesting and motivating; with positive washback effect on the material preceded test.

There are many techniques to conduct oral or spoken test. The most commonly used spoken test types are suggested by Thornburry (2005: 124-125) as follows:

a. Interviews

An interview is conducted by calling out individuals one by one for their interviews. Interview is easy to set up but it is not conductive to test informal, conversational speaking style. The effect of interviewer, such as style of questioning is difficult to eliminate.

b. Live monologue

The candidates prepare and present a short talk on a pre-selected topic. This type of test eliminates the interviewer effect and provides evidence of the candidates's ability to handle on extended turn, which is not always possible in interviews. Other students can be involved as audience in question and answer session so the speaker's ability to speak interactively and spontaniously can be coped in the test.

c. Recorded monologues

Recorded monologue is less stressful than a more public performance. It is more practicable than life-monologue. Learners can record themselves on cetain topic talk. The assessment of recorded monologue can be done after the event, and the result can be triangulated.

d. Role plays

A learner must perform a certainrole in a classroom. Another role can be performed by another student or teacher.

e. Collaborative tasks and discussions

These are similar to arole plays except that the learners are not required to assume a role but simply to be themselves. The learner's interactive can be observed in circumstances that closely appoximate real-life language use.

Thornburry (2005: 127) proposes two main ways of scoring in spoken test: holistic scoring and analytic scoring. In holistic scoring, a single score is given on the basis of overal scoring. In analytical scoring, a separate score is given for different aspects of the task. Holistic scoring is quicker to apply; it is adequate for informal testing of progress. Holistic scoring requires the involvement of more than one scorer. Analytic scoring is longer and it compels testers to take a variety of factors into account. However, the scorer may be distracted by all the categories and lose sight of the overall picture.

In line with the describtion above, Madsen (1983: 167) states that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as appropriateness, fluency, grammar, vocabulary, and pronunciation. He states that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale (Madsen, 1983: 169-170). The scale is applied to achieve the consistency in scoring.

Table 2.1 Criteria of Fluency proficiency by Madsen

Score	Indicator
21-25	Fluent communication
16-20	Good communcation
11-15	Satisfactory
6-10	Communication hesitant
0-5	Communication minimal

Table 2.2 Criteria of vocabulay proficiency by Madsen

Score	Indicator
21-25	Wholly appropriate
16-20	Few limmitation
11-15	Sometimes limited
6-10	Limitation affected the task
0-5	Inadequate for the task

Table 2.3 Criteria of Grammar proficiency by Madsen

Score	Indicator
21-25	Clear and appropriate use of grammar
16-20	Few inaccurance grammar
11-15	Inaccuracy of grammar do not serously impede understanding
6-10	Inacuracy of grammar do not impede understanding
0-5	Inacuracy of grammar makes understanding almost impossible

Table 2.4 Criteria of Pronunciation proficiency by Madsen

Score	Indicator
21-25	Clear pronunciation
16-20	Few inaccurate pronunciation
11-15	Inacuracy of pronunciation do not seriously impede understanding
6-10	Inaccuracy of pronunciation do not impede understanding
0-5	Inaccuracy of pronunciation makes understanding almost impossible

Hughes (2003: 131-132) designs a scale to score speaking. In Hughes scale, the students are tested on comphrehension, fluency, grammar, vocabulary, and pronunciation. They can get a maximum of ten scoring in each of these aspects. The scoring rubric by Hughes are as follows (the more detail data can be seen in Table 3):

Table 2.5 scoring rubric of speaking test by Hughes

Pronunciation.	Grammar	Fluency	Vocabulary.	Comprehension.

1-10	1-10	1-10	1-10	1-10

It is stated by Ur (1996: 34) that there are nine reasons for conducting a test. A test can be used as a means to:

a. Give the teacher information about where the students are at the moment, to help to decide what to teach;

b. Give the students information about what they know, so that they also have an awareness of what they need to learn or review;

c. Asses for some purposes external to current teaching (a final grade for the course, selection);

d. Motivate students to learn or review specific materials;

e. Get a noisy class to keep quiet and concentrate;

f. Provide a clear indication that class has reached "station" in learning, such as the end of a unit, thus contributing a sense of structure in the course as a whole;

g. Get students to make an effort (in doing the test itself), which is likely to lead to better result and feeling of satisfaction;

h. Give students task which themselves may actually provide useful review or practice, as well as testing;

i. Provide students with a sense of achievement and progress in their learning.

Ur (1996: 135) designs a scale to score speaking test. In Ur scale, the students are tested on fluency and accuracy. They can get maximum of five in each of these aspects and ten points in all.

Table 2. 6 Ur's speaking test scale

Accuracy		Fluency	
Little or no language is produced.	1	Little or no communication.	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent.	2	Very hesitant and brief utterances, sometimes difficult to understand.	2
Adequate but rich vocabulary, makes obvious grammar mistakes, slight foreign accent.	3	Get idea across, but hesitaantly and briefly	3
Good range of vocabulary, occational grammar slips, slight foreign accent.	4	Effective communication in short turn.	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns,	5

Out of the speaking scales stated by Madsen, Hughes and Ur above, there are many other scales in assessing speaking performance. The ranges of scores and the kinds of skills included may be not the same. But, as a whole, what is evaluated in speaking test is ability of English such as pronunciation, grammar, vocabulary, fluency, and comprehension. Based on the language components which are evaluated in the research, the researcher decided to use Hughes's speaking skill because these five aspects of speaking were completely stated.

B. The Nature of Acting Play Scripts Technique

1. The Meaning of Acting Play Scripts

According to Scrivener (1994: 69), APS is short written sketches or scenes which are acted out by the students in front of the class. It is an excellent way to

get students to use the language. It essentially involves using the imagination to make oneself into another character, or the classroom into a different place. It can be a starting point for exciting listening and speaking work and it can be utilized as a tool to provide practice in specific grammatical, lexical, functional or phonological areas.

Related to the theory above APS can improve the learners' speaking skill in any situation, and help the learners to interact. As for the shy learners, APS help by providing a mask, where learners with the difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Therefore, based on the above description, the writer believes that APS can give an appropriate contribution to solve the students' English speaking problem.

2. The Reasons for Choosing Acting Play Scripts

APS is chosen as one of the tasks in the teaching activities to create the situation for learners to actively interact in the language, thereby making the learning language more meaningful. At the same time, the learners are introduced to the different styles-listening, remembering, discussing, writing, and presenting. The students are hoped to be able to improve and enhance their own ability in mastering of speaking competence in their daily life communicatively and actively.

The following is the main reason stated by Scrivener (1994: 69) that bringing the outside world into the classroom in this way we can provide a lot of useful practice (in cafes, shops, banks, streets, zoos, parties, etc.) that would

otherwise impossible. There can also be a freeing from the constraints of culture and expected behavior; this can be personally and linguistically very liberating. Curiously, it is sometimes the shyest students who are most able to seize the potential.

Next, some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, APS is very useful dress rehearsal for real life. It enables them not only to acquire set phrases, but also to learn how interaction might take place in variety of situations.

Furthermore, APS helps shy students by providing them with a mask. Some more shy members of a group may have a great deal of difficulty participating in conversation about themselves, and in other activities based on their direct experience. These students are deliberated by APS as they no longer feel that their own personality is involved.

The most important reason for using APS is that it is fun and motivating. Quieter students get the chance to express themselves in a more open. The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities. Lastly, the real situations can be created and the students can take the benefits from the practice.

3. The Steps to Run an APS Technique.

According to Scrivener (2004: 70), APS technique provides the possibility of practicing a lot of vocabularies in a useful and interesting way. There is also scope for use of functional language like: apologizing, refusing, offering help, asking for opinion, agreeing/ disagreeing, denying, praising, congratulating, etc. That is why; he gives some guidelines to run this technique. The steps are as follows:

a. Make sure that the students understand the idea of APS. The teachers should explain to the students that they know what is going to happen, what should they do and whether they are comfortable to do that or not.

b. Make sure that the situation is clear.

c. Allow the students to write the scripts in the right structure, let them open the dictionary to find the proper words, and also give time to memorize the scripts.

d. Give them time to prepare their ideas before the speaking starts

e. And at last, when the activity of speaking starts, encourage the students to improve rather than rely on prepared scripts. This condition will make them more relax and could create a natural situation in class.

4. Teacher's Role in Acting Play Scripts

It is stated by Brown (2001: 167-168) that there is a spectrum of possibilities of teacher's roles which are more conducive to creating on interactive classroom.

a. The teacher as controller

In this role, teacher is a "master" controller, always in charge of every moment in the classroom. Master controller determines what the students do, when they should speak, and what language forms they should use. A teacher can often predict many students' responses because everything is mapped out ahead of time.

b. The teacher is the director

The teacher is like a conductor of an orchestra so the teacher's job is to keep the process flowing smoothly and efficiently.

c. The teacher as manager

The teacher is as one who plans lessons, modules, and courses and who structures the larger, longer segments of classroom time.

d. The teacher as facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students. The facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

e. The teacher as resource

In this role, the teacher is available for advice and counsel when they look for it.

C. Related Research

The research which will be done in SMP Negeri 1 Kalitidu is related to the previous research done by Anis Dian SMA Negeri 2 Bojonegoro and Suharno from SMP Negeri 1 Wonogiri. Both of the researchers conducted this research in improving students' speaking skill through Role Play and Small Group Work. It is clear that Role Play and Small Group Work (problem solving) in decision making belong to communication activities.

1. The research done by Anis Dian Hartini, entitled "Improving Speaking Performance of the Second Year Students at SMA Negeri 2 Bojonegoro Trough Small Group Work". In the year 2007, proved that Small Group Work is effective to: (1) Increase the number of students who activity involved in the speaking activity; (2) Increase students' confidence and self- initiatives to use English for their oral communication. The students make a progress or improvement in some aspects of language components, mainly Grammar, vocabulary, fluency, comprehensibility, and pronunciation; (3) to create a good and natural class atmosphere; (4) to create a cooperative situation among students; and (5) to provide students ample opportunities to practice their English orally in more natural and interactive situation.

2. The research done by Suharno, entitled "Improving students' English Speaking Using Role Play" in the year 2007, proved that Role Play is effectively increase students' motivation and interest to study English

especially English Speaking. The use of Role Play improved and enhanced the students' speaking competence. And the last, the use of Role Play teaching technique really improves the students' achievement in Learning English especially in English Speaking.

Moreover, Kemmis states that classroom action research is a concept of doing X to improve Y. It is held because there is one or more problems found in something or because the belief that the condition of something is not good and needs improvement (Ngadiso in Siti Zulaihah, 2007: 3). In this case Acting Play Scripts is the X variable while speaking skill is the Y variable. The researcher will apply APS technique to improve students' speaking skill. The researcher will record all the students' activities regarding their attitude, respond and progress in speaking skill. The research will be implemented in the form of collaborative action research by inviting one of the English teachers in SMP Negeri 1 Kalitidu. This research will be done in four steps of planning, acting, observing, and reflecting.

D. Teaching Speaking Using Acting Play Script Technique

In general, the students will be successful in their learning if they are involved to participate into the teaching learning process in classroom. It means that there will not be a positive result if they are not involved in the teaching learning actively and interactively. The more students participate in teaching learning process, the better and the sooner they achieve what they are learning. Moreover, the students' learning related to their English speaking skill is very important.

The success of learning cannot be separated from the role of the teaching which is done by the teacher. It means that the teacher has a very important role to create the atmosphere of the class in order that the students are able to be interested and take part in teaching learning process interactively and effectively. It is suggested by Lewis (in Suharno, 2005: 28) that how classroom learning can be more effectively managed to produce the desired outcomes of language learning, that is, for learners ought to use the new language for a variety of communicative purpose and context, so that, the objective of teaching learning process can be reached optimally and successfully.

One of the students 'successes in speaking English learning depends on the teacher's role in managing the class and using the teaching technique in the classroom. Therefore, the teacher has to be able to decide to take the appropriate teaching technique to facilitate the students' learning English. In this case, one of the most appropriate teaching techniques that can be applied by the teacher to overcome the students' problem dealing with English speaking competence is APS.

According to some experts, APS has some meanings, however the writer tries to make conclusion that it is one of teaching technique which is used to develop fluency in students' language, promote interaction among the students in the classroom, and increase motivation to the students' learning.

The students' problem is that their English speaking skill is still low. It can be seen from the recorded mark that the writer got; mostly speaking skill mark is still lower than others or under the minimum required score or *Kriteria*

Ketuntasan Minimal (KKM) . Besides, based on the writer's observation, most of the students are still shy, nervous, and lazy to use or to express their own English orally and communicatively in their daily activities either inside or outside the class. When the writer asked them about the causes which made them behave like that, some of them said that they were not accustomed to using it, so they felt unconfident. They were mostly afraid to make mistakes and to be laughed by someone else.

In another side, when the writer asks the English teacher about the way to teach English speaking, she said that she stressed the dialogue comprehension in which the text has been stated in the packet book rather than created by the students to be more active, interactive, and productive to use their own English orally. It means that the students should be led to rehearse their own English orally. They have to be asked not only to comprehend the structured dialogue but also to practice it. At last, they are asked to produce their own English words to use them in certain situation. So, they must be creative, innovative, and productive.

From the four of language skill, speaking is regarded the mostt important skill. Speaking skill becomes the indicator of someone knowledge in a language. Someone who knows the language is the speaker of that language. Therefore, the teaching and learning English in the classroom has an aim for developing students' ability in speaking. However, the fact in my class shows that most of students have low ability in speaking.

The students' difficulty is caused by: the limmited English vocabulary, students' difficulty in applying sentence pattern, students' low ability in pronouncing words, students' fluency in speaking English, and low motivation in participating in speaking activity caused by shyness and embarrassment in making mistakes.

The situation is worsening by teacher's choice of teaching technique. Teacher doesn't apply active learning. She doesn't explore students' potential for speaking as she uses grammar-translation method. The limmited time to practice speaking makes the problem getting worse.

The problem above can be solved by applying APS technique in teaching speaking. It is also because APS gives natural context for using target language in the classroom. There are a lot of chances for the students to interact in English in acting the plays. Besides, it encourages students' active learning. It is also motivated and familiar to the students for the choice of the material can be adopted to students' interests as well as the real world need. The procedure of APS technique can be shown as follows:

1. the teacher introduces to the students about APS technique and how to apply it.

2. the teacher recalls the students' memory about the related tenses.

3. the teacher and the students discuss related vocabularies and learn how to pronounce the words properly.

4. the students work with their group to compose the sripts about the topic given.

5. the students memorize the scripts and act it out in front of the class.

Related to the previous description of the related theories and basic assumption above, it is believed that APS technique can improve students' ability in speaking. Last but not least, APS technique is able to fulfill the requirement of good speaking technique in teaching and learning process. It is assumed that APS can help the students to improve the aspect of speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension as well as how the situation of the class when the APS technique is implemented in teaching and learning speaking class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the following sections: research design, setting and subject of the study, research procedure, problem identification, planning of action (designing the lesson plan, selecting drama activities and deciding the criteria of success), and implementation of the action, observation, and reflection.

A. Research Design

In this study, the researcher uses Classroom Action Research design. This study is a phenomenological one because it is designed to describe and interpret the researcher's own experience and problem in her daily teaching practice which focuses on a group of students in a certain class. As defined by Mills (1997: v) CAR has the potential to be a powerful agent of educational change. For English learning, CAR aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. CAR may be done in several cycles each of which is repeated in the next cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the next cycle. It can be said that the developing teaching strategies is expected that the teachers may solve their problem in class.

Mills (1997: 21) defines that CAR is systematic inquiry done by the teacher (or other individuals in the teaching/learning environment) to gather information about-and subsequently improve the ways their particular schools operate, how they teach and how well their students learn. It means that CAR encourages the teacher to be aware of her own practice, to be critical of that practice and to be prepared to change it. Moreover, Kemmis (in Siti Zulaihah, 2007: 3) states that classroom action research is a concept of doing X to improve Y. It is held because there are one or more problems found in something or because the belief that the condition of something is not good and need improvement. In this case APS is the X variable while speaking skill is the Y variable. The researcher will apply APS technique to improve students' speaking skill. The researcher will record all the students' activities regarding their attitude, respond and progress in speaking skill. The research will be implemented in the form of collaborative action research by inviting one of the English teachers in SMP Negeri 1 Kalitidu. This research will be done in four steps of planning, acting, observing, and reflecting.

Considering the aim of **CAR**, that is, improving teaching-learning quality, the researcher wants to apply this design to improve the speaking skill of the eighth year students at SMPN I Kalitidu through APS. In this study, the researcher is as a designer, the observer and the rater of this CAR implementation and works together with the collaborator who assists the researcher for the reliability of the result.

B. Setting of the Study

The location of the research is SMP Negeri I Kalitidu. It is located on Jl. Raya Ngasem No. 460 Kalitidu – Bojonegoro. It is a big school with the area about 24.650 m^2 in suburban area. However, it is easy to reach. The students go to school by public transportation and they can stop exactly in front of the school. The facility in that school is good enough for the students to enlarge their skill.

There are three main buildings in SMP Negeri I Kalitidu. The first building is located in the most front used for the teachers, staff, and counseling. The teachers' room is about 50 m from the gate. There are 25 tables and 50 chairs in it. A television set is put at the corner of the building. On the right side of the teachers' room is guidance and counseling room. Some teachers are on duty to serve the guests and also the students who are late. Here, the students may consult their problems, either personal problem or school problem. The left side of the teachers' room is administrators' room. There are 7 staffs working there. This room is facilitated with 2 computers, 2 fans, telephone, 7 chairs, and 7 tables, 3 filing cabinets, a printing machine to print the test sheet for the students. A bathroom and an empty room in which the students can change their clothes after having sports are close to the administration room.

Opposite of the administration room are school's canteens and cooperative room. It sells many kinds of food and drinks, while the cooperative prepare students' stationary so that the students don't have to leave the school to buy their need. The building is not too big but it looks clean enough to serve the

students' need. Here, the students can have breakfast after having exercises or even have lunch after school. The price is not cheap enough and it taste delicious.

On the back corner of the school is a computer laboratory. This room is completed with 48 sets of computers which are linked to internet so that it is easy for the students and the teachers to find materials for teaching because the teachers can access the internet 24 hours freely. Besides the computer laboratory there are some classes. They are classes IXA, IXB, IXC, IXD, and IXE. In front of class IXC is *Bahasa Indonesia* Laboratory. The room is completed with 22 head sets, 1 master console, 29 inches-television and 22 chairs. We can find a library beside this room. There are many kinds of books in it. Students can borrow the book or just read them during the break time. In front of the library we can find classes VIIIA and VIII B.

Next to those classes there are some laboratories. Near class VIII F there are a Biology laboratory, and Physics laboratory. Next to the room we can find a big English laboratory. It is a new building and built in 2006. All the equipments in the laboratory are new. In the language laboratory there are 48 booths and earphones, 48 tape recorders are on each table, a computer, 2 television sets, and 1 parabola antenna to look at any kinds of program from abroad. The room is completed with an air conditioned. Everyday there are students having practice lessons in the laboratories.

The room in which the researcher made research is completed with some facilities. It is class VIIIF. It is equipped with 2 big fans, 29 inches-televisions set, and a DVD player. There are 40 chairs for students, one teacher table, and 2 chairs

for the teachers. On the wall there are a white board and a black board, pictures of president and vice-president, a picture of *Garuda Pancasila*, a calendar, a class schedule, a clock, and a big board to display students' portfolios. There are 6 lamps at the ceiling.

The mosque is beside the gate. The students pray '*Dhuha*' in this place in turn because the place is not too big. *Organisasi Siswa Intra Sekolah* (OSIS) and the students usually held some activities dealing with Religion of Islam such as *Maulid Nabi, Isra mi'raj*, reading al-Quran during the fasting month or *tadarusan*, praying *Tarwih*, etc. Along the school's fence in the front yard are sports courts. The students can play volley ball, badminton, table tennis, and even they can do many activities such as arts performance, Band show, and the others.

SMP Negeri I Kalitidu is one of the oldest SMP in Kalitidu regency. It was built in 1980. The total number of students is about 800 students. They come from low and medium economic background. Since 2005 this school decided to be a National Standard School (SSN).

There are some considerations why the researcher chooses the place:

1. the researcher teaches at this school so that it is easy for her to make research

2. There are enough data available so that when there are mistakes it will be very easy for the researcher to correct them and easy to make coordination with the collaborator.

3. For the time being, there are two kinds of classes, regular classes and superior classes. The researcher wants to prove whether the superior class students are able to speak better like what the common people think they are.

C. Subject of the Study

This research is done to the eighth students of SMP Negeri I Kalitidu academic year 2008/2009. The number of the students is 40. There are unbalance number of male and female students. There are 28 females while the number of male students is 12. Generaly, these students have ability in English but most of them have difficulty in speaking.

The data gathered of the students' speaking score and the result of preliminary test show their speaking ability as follows: five students have above average ability, two students have average ability and the rest, thirty three students have under average ability. Those five students in above average ability have sufficient vocabulary and good pronunciation. They have ability in applying grammatical concepts in producing sentences and utterances. Besides, they have bravery to speak English, they are not shy or afraid of making mistakes. Students of under average ablity have limmited voabulary and improper pronunciation. They make mistakes in word order. They are shy and afriad of making mistakes.

When I asked them about the problems, most of them stated that they din't master Englih vocabulary and grammar, and they did not know how to pronounce the English words. They did not know how to express their ideas in suitable

expressions. Furthermore, they said that they felt shy in speaking English especially in making mistakes for everybody would laugh at them.

D. Research Procedure

Kemmis and Mc.Taggart stated that CAR is a series of reflective spirals consisting of general plan, action, observation on action, and reflection on action (2003: 25). The CAR procedure is presented as follows:

Preparation:

- ➢ Identifying the problem
- ➢ Analyzing the problems
- ➢ Formulating the problems

Planning of action

Analysis & Reflection

Observation & Evaluation

Implementation of Action

Planning of Action

Observation & Evaluation

Analysis & Reflection

Implementation of Action

Review Plan

Fail

Succeed

stop
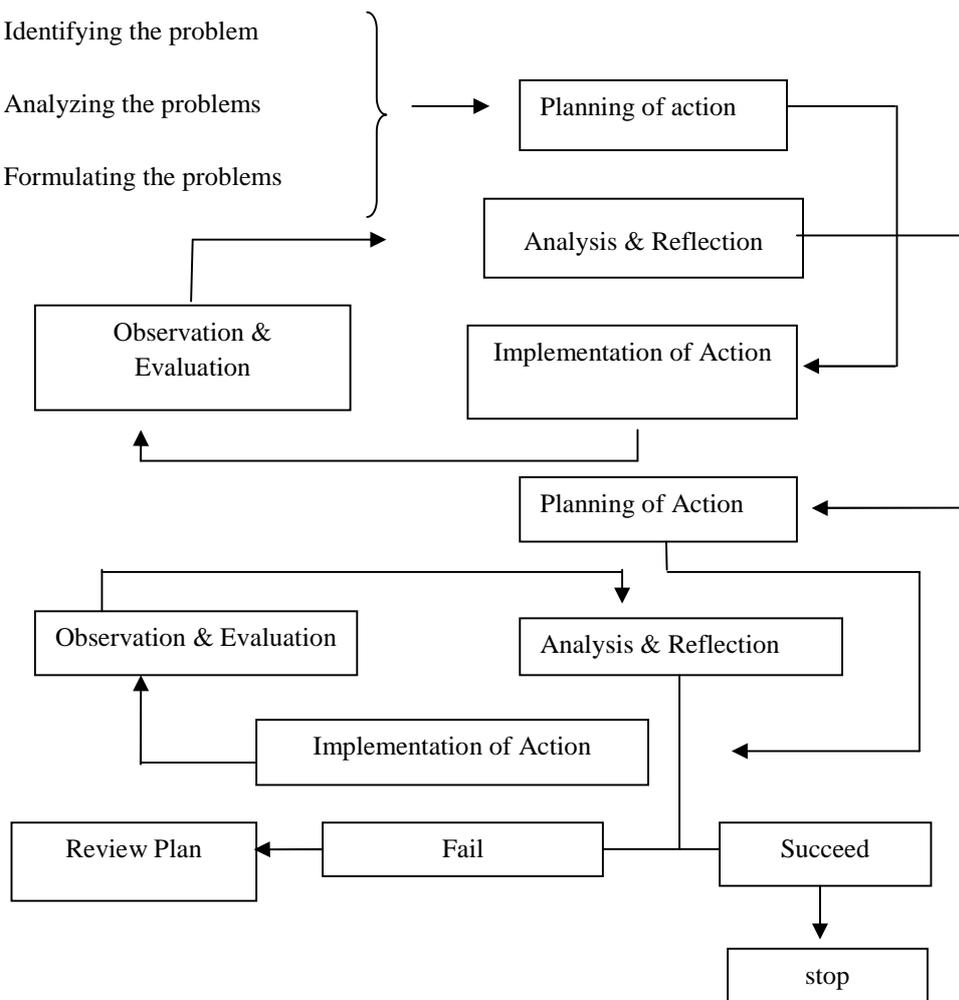
1. Problem Identification

In general, speaking performance covers some aspects of language components: pronunciation, grammar, vocabulary, fluency, and comprehensibility. In this study, the researcher took into account the five aspects of language components to observe the students' speaking performance.

As the first step in conducting this study, the researcher wanted to know the general description of the students' speaking performance by doing a preliminary study or test which was done on May 5, 2009. The students working in pairs were tested based on the topic given ("agreement-disagreement"). From this activity, the researcher found that the play could not run smoothly. Only 7 from 40 students or about 18% of the total number of students were successfully acting in the play while the rest of the class or about 82% were not. Based on the fact above, the researcher is highly motivated to conduct this study aiming at improving this students' speaking skill. APS is chosen as the strategy since it is believed that by working in pairs or in group students will be free from anxiety, inhibition or other factors that prevent them from being confident to express their opinion by using the target language.

2. Planning of Action

After identifying the problem and knowing the causes of the poor speaking performance of the students, the researcher planned the action to improve the students' speaking skill which covers designing lesson plan, selecting small group activities, and deciding the criteria of success.

a. Designing Lesson Plan

A lesson plan is designed to equip the teacher with a set of teaching-learning components for the effectiveness of carrying out of the teaching and learning activity in the classroom. The components include: (1) the specific instructional objectives that should be achieved; (2) the instructional material sources and media which should be used; (3) the teaching-learning stages or scenario which should be taken in class; and (4) assessment which should be done.

The teaching-learning scenario is done in three stages: Pre-activity, main activity, and post activity. In Pre-activity, the teacher gives triggering questions as brainstorming activity to prepare the students with the topic being discussed and provides the students with the background knowledge they would use to do the assigned tasks.

The main activity is focused on the teaching speaking through acting play script tasks. The teacher explains the technique to the students. The teacher explains the situation of the play. The students are asked to sit in groups of 2 or 4, and then they are given a topic to discuss and told what to do. They are given time to write the script, memorize it and finally they are asked to present or perform it to the class. During this activity, observation is being done to get the data needed.

The post activity is focused on reviewing or debriefing what the students have done in the task given. The teacher gives a kind of evaluation or correction

on the students' speaking skill including pronunciation, grammar, vocabulary, fluency, and comprehensibility.

b. Selecting Acting Play Script Activities

As stated in the previous chapter, there are many kinds of tasks or activities offered to the teaching of speaking. However, the researcher only uses or applies one of them which is believed to be the most appropriate ones for the eighth year students at SMP Negeri 1Kalitidu. It is APS. The activity is chosen in this study because the researcher believes it is very applicable in that class based on the speaking ability and interest of the students.

In APS, the students are grouped into 2 or 4. All groups are given a topic to prepare. They have to make a script for the topic and act it in front of the class. Their action is responded by the other groups. During this activity, the researcher and the collaborator do their observation to know the students' speaking skill.

c. Deciding the Criteria of Success

In deciding the criteria of success, the researcher uses the criteria to see whether the implementation of APS in the teaching speaking has succeeded or failed. It is used to decide whether the action has to be continued to the next cycle(s) or stopped.

The criteria of success are based on the result of the observation and test after the action. The action will be considered successful if the mean score of the students' speaking skill can reach 6.5, the classical completeness is 85 %, and the students feel more confident to use English orally.

3. Implementation of the Action

In this study the researcher is the designer of the action, the observer, and the rater of the students' speaking skill. Meanwhile, the collaborator is the assistant and the rater of the students' speaking test in order to keep the reliability of the test.

The action is administered for two cycles. Each cycle consist at least three meetings, excluded pre and post test. After observing and reflecting the action, the researcher evaluated whether or not the action had fulfilled the criteria of success. The action will be continued to the next cycle if it has not fulfilled the criteria of success. On the other hand, if the action has fulfilled the criteria of success, the action will be stopped. The schedules of the implementation of the action research are as follows:

Table 3.1 the implementation of Classroom Action Research (CAR)

No	Date	Stages	Topic	Activities
1	May 08, 2009	Preliminary Study	Agreement/ disagreement	The students work in pairs, make a dialogue using their own words. Observing the students' speaking skill
2	May 15, 2009	Cycle 1 Meeting 1	Agreement/ disagreement and asking opinion	Explainining about APS technique and discussing about the related structure
3	May16, 2009	Meeting 2	Agreement/disagreement And asking opinion	Explaining and modeling about the expression.

4	May 22, 2009	Meeting 3	Agreement/ disagreement and asking opinion	Composing the scripts (discussion and preparation)
5	May 3, 2009	Meeting4	Agreement/disagreeme nt And asking opinion	Observing the students' presentation

No	Date	Stages	Topic	Activities
6	May 29, 2009	Cycle 2 Meeting 1	Offering/accepting help	Reminding the students about APS technique and discussing about the related structure
7	May 30, 2009	Meeting 2	Offering/accepting help	Explanation and modeling of the expression.
8	June 5, 2009	Meeting 3	Offering/accepting help	Involving the students in a group to compose the scripts.
9	June 6, 2009	Meeting 4	Offering/accepting help	Observing the students' speaking skill. (presentation)

In this study, the implementation of the action will be conducted during the teaching learning process in the second semester of Academic Year 2008/2009.The description of the steps in implementing the APS activity is presented as follows:

Table 3.2. The implementation of Acting Play Scripts Activity.

No.	Stage	Activities in Class
1.	Pre-Activity	1. Warming-up • Greeting and checking students' attendance list • Giving brainstorming activity • Introducing Acting Play Scripts activity being applied • Telling the purpose of the activity • Giving detailed instructions on how to do the activity
2.	Main Activity	2. Implementation of Acting Play Scripts activity

		• Dividing a class into group of four
		• Explaining the situation of the play
		• Discussing the vocabularies connected to the topic
		• Discussing the pattern related to the topic
		• Asking the students to make scripts based on the topic given
		• Giving the time for memorizing the scripts
		• Giving chance to each group to act the result of their scripts to the class
		• Letting the other groups give response
3.	Post-activity	3. closing
		• Evaluating the students' performance by giving comments and correction on the students' mistake related to pronunciation, grammar, and vocabulary
		• Motivating the students to be more confident to speak
		• Closing the meeting

4. Observation

In this study, the researcher did the observation during the implementation of acting Play Scripts activities. Some main points which are observed in this stage are the steps in implementing the strategy, the students' reaction to the strategy, and the progress of the students' speaking performance. In order to get accurate and reliable data, the researcher made use of some instruments, such as observation format, field note, interview data, and reflection note.

a. Observation Format

The observation format is used to gather data on the students' oral proficiency which covers pronunciation, grammar, vocabulary, fluency, and comprehensibility. There is one type of observation format used in this study. It is used to collect data about the students' performance in practicing the APS. The observation format is used when both the Rresearcher and the collaborator are doing the observation. The observation format includes the description of the

students' oral proficiency and the scale of score which range from 1-10. The data obtained from the observation activities are taken into account to measure the improvement or progress of the students' skill.

b. Field Note /Tape Recorder

This instrument contains the record of facts of the implementation of APS activities applied in the teaching-learning process. This instrument is used as a mean of recording facts which can be put in the observation formats. Tape recorder may be used to record everything the students performed during the oral presentation. It is very helpful to identify and analyze the data because it can be played repeatedly.

5. Test

Test is categorized as oral test of speaking skill. It is used to gain the score of the students' speaking skill. During the students' performance or action, the researcher observes how the students use their English based on the given tasks and administers it in the form of score. In this study, the researcher uses an analytical rating score. It contains the analytic score that the performance is observed separately under the language components: pronunciation, grammar, vocabulary, fluency, and comprehensibility in a 1-10 scale. The performance is observed or evaluated by two raters, namely the researcher herself and the collaborator to keep the reliability of the test result.

There are two kinds of tests:

- Preliminary test, which is used to get the general description about the students' speaking skill before the implementation of Acting Play Scripts activities.

- Ongoing test, which is used to know the progress or improvement of the students' speaking skill during the implementation of the action.

And here, the scoring rubric from Hughes is used to achieve the consistency in scoring. The scoring rubric applied is as follows:

Table 3.3 Criteria of Pronunciation proficiency by Hughes (2003: 131)

No	Proficiency Description	Scale of Score
1	Pronunciation frequently unintelligible	1,0 – 4,5
2	Frequent gross errors and very heavy accent make. Understanding difficult, require frequent repetition.	4,6 – 5,5
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding. Apparent errors in grammar and vocabulary	5,6 – 6,5
4	Marked "Foreign accent" and occasional mispronunciation which do not interfere with misunderstanding	6,6 – 7,5
5	No conspicuous mispronunciations, but would not be taken for a native speaker	7,6 – 8,5
6	Native pronunciation, with no trace of "Foreign accent"	8,6 – 10,0

Table 3.4 Criteria of Grammar proficiency by Hughes (2003: 131)

No.	Proficiency Description	Scale of Score
1	Grammar almost entirely inaccurate in stock phrases	1,0 – 4,5
2	Constant errors showing control of very few major patterns and	4,6 – 5,5

No.		Scale of Score
	frequently preventing communication	
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	5,6 – 6,5
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	6,6 – 7,5
5	Few errors, with no pattern of failure	7,6 – 8,5
6	No more than errors during the interview	8,6 – 10,0

Table 3.5 Criteria of Vocabulary proficiency by Hughes (2003: 131)

No.	Proficiency Description	Scale of Score
1	Vocabulary inadequate for even the simplest conversation	1,0 – 4,5
2	Constant limited to basic personal and survival areas (time, food, transportation, family, etc).	4,6 – 5,5
3	Choice of words sometimes inaccurate, limitations of vocabulary, prevent discussion of some common professional and social topic	5,6 – 6,5
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions	6,6 – 7,5
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation	7,6 – 8,5
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker	8, 6 – 10,0

Table 3.6 Criteria of Fluency proficiency by Hughes (2003: 132)

No.	Proficiency Description	Scale of Score
1	Speech is too halting and fragmentary that conversation is virtually impossible	1,0 – 4,5
2	Speech is very slow and uneven except for short or routine sentences	4,6 – 5,5
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted	5,6 – 6,5
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	6,6 – 7,5

| 5 | Speech is effortless and smooth, but perceptively non native in speed and evenness | 7,6 – 8,5 |
| 6 | Speech on all professional and general topics as effortless and smooth as a native speakers' | 8,6 – 10,0 |

Table 3.7 Criteria of Comprehension proficiency by Hughes (2003: 132)

No.	Proficiency Description	Scale of Score
1	Understand too little for the simplest type of conversation	1,0 – 4,5
2	Understand only show, very simple speech on common social and touristic topic; requires constant repetition and rephrasing	4,6 – 5,5
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing	5,6 – 6,5
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing	6,6 – 7,5
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech	7,6 – 8,5
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker	8,6 – 10,0

6. Reflection

Reflection is a way to see whether the implementation of APS activities is successful or failed to improve the students' speaking skill. It is done after finishing each cycle. If the data fulfill the criteria of success, the action will be stopped. On the other hand, if the data do not fulfill the criteria of success, the action will be continued to the next cycle. It is already stated before the action can be considered successful if the mean score of the students' skill can reach more than 6.5 and there are more students who are actively involved in the speaking activity, and the students feel more confident to use their English orally.

E. Technique of Collecting Data

The quantitative data will be found by administering pretest and posttest. In finding qualitative data, the researcher will do direct observation in the classroom, give questionnaire, and interview the classroom teacher and the students. In addition, the researcher will use video, photograph, and field notes. The data are collected by using some technique as follows:

Table 3.8 Technique of Collecting and Analyzing data

No	Stages	Aims	Who/What Involved	Technique of Collecting Data	Kinds of Data	Technique of Analyzing Data
1	Pre-research	a. Collecting quantitative data	Students	Pre-test	Score in daily test	Scoring and rubric scale
		b. Collecting qualitative data	- Students - Class - Teacher	Interview Observation Questionnaire	Interview data	Descriptive statistic
2	Whilst Research	a. Collecting quantitative data	Students	Test	Test score	Scoring and rubric scale
		b. Collecting qualitative data	Researcher, collaborator	Observation	Field note	- Descriptive - Elaboration
		c. Collecting qualitative data	Students	Questionnaire	- Questionnaire - Field note	Score percentage criteria
		d. Collecting qualitative data	- Research - Teacher - Students	Interview Diary	Recorded from interview Reflective notes	Descriptive Elaboration CCM (Constant Comparative Method)

F. Technique of Analyzing Data

To analyze data, the researcher will analyze the data collected by using the procedure as follows:

1. Qualitative Data

To analyze qualitative data, the researcher analyses the teaching and learning improvement using constant comparative method recommended by Glaser and Strauss (1980: 105). There are four steps in this method as explained the following;

1. Comparing incidents applicable to each category.

   It is a process in which the researcher classifies the nature and dimensions of the various concepts arising from the data.

2. Integrating categories and their properties

   The researcher starts to write down the relation of the various concepts. It is needed for the researcher to play attention to all concepts emerged to the relationships.

3. Delimiting the theory

   When the patterns of the concept relationship get clearer, the researcher ignores the concepts which are irrelevant to the inquiry. As the numbers of categories are reduced, the theory will become simple.

4. Writing the theory

   It is the last step of constant comparative method. Here the researcher notes theories resulted from the analysis in the previous three steps.

2. Quantitative Data

This study will be successful if there is an improvement of students' ability in speaking. One of the indicators of the improvement is the increasing of speaking scores. In this case, before applying the action, the researcher will give a pre-test to her students. In the end of the action, the researcher will give post-test in order to know the improvement of the speaking ability. Speaking score as the result of pre-test and post-test in this research will be analyzed by using inter rater score to find the mean score between the researcher and her Collaborator.The improvement from one action to another shows the success of this study.

The data obtained from speaking test are individual data. Mills (1997: 107) explains about how to find the mean of the data. The formula used is:

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

$\bar{X}$ = Mean Score

$\sum x$ = Total Score

n = Total Students

CHAPTER IV

RESEARCH FINDING

As stated in chapter III, there are four steps in conducting CAR namely: planning, acting, observing, and reflecting. Therefore, the researcher elaborates those four steps in this chapter. The elaboration of them has objective to present the research findings which provide evidences to answer the problem statements stated in chapter I.

There are two sections in this chapter. Section A relates to the introduction and section B relates to the findings and discussion of the findings. The summary of the findings is shown in Table 4.1.

I. Pre-research: Gaining base-line data		
- Observing teaching and learning process - Interviewing students - Conducting pre-test - Questionnaire		
II. Research Implementation		
Cycle	Task	Activity
One: Expression of Agreement / Disagreement Topic: Holiday	1. Explanation, giving examples 2. Writing the scripts 3. Presentation the play	1. The teacher explains the technique, the expression and gives examples 2. The students compose the scripts based on the topic given 3. The students act the play in front of the class
Two: Expression of giving, asking and refusing help Topic: recreation	1. Explanation, giving examples 2. Writing the scripts 3. Presenting the play	1. The teacher explains the technique, the expression and giving examples 2. The students compose the scripts based on the topic given 3. The students act the play in front of the class

A. The Process of the Research

This section is divided into three parts, namely the situation before the research, the implementation of the research consisting of Cycle 1, Cycle 2, final reflection, and the research findings.

1. The Situation before the Research

The situation before the research was identified in pre-research stage. The pre-research stage was held to get the base-line data of the research. The result of pre-research activity can be seen in Table 4.2.

Table 4.2. Result of pre-research

No	Issues	Indicators
1.	Students' ability in speaking	1. Most of the students did not have adequate vocabulary to support them to speak English 2 Students had problem with English sentence pattern 3. Students could not either pronounce the words correctly or speak in proper intonation 4. Students' achievement in English was below KKM: 6.5 5. Students neither achieved fluency nor accuracy in speaking English
2.	Classroom Situation	1. The students showed low participation in speaking class 2. The class observed was a teacher center 3. There was no interaction built except daily formal conversation when the teacher greeted the students 4 Activities of learning was not promoting the speaking performance 5. The atmosphere in class was not cheerful and fun

In more details, the situation before the research is described in the following sections:

a. Students' ability in Speaking

Pre-test was conducted in the form of interview to identify the students' ability in speaking. The theme for interview was agreement/disagreement, and the topic was recreation. This topic was chosen because it had been taught before

conducting the research. The result of pre-test showed that the students had low ability in speaking. This was proved by the low achievement of speaking test. The mean score of the preliminary test was 62 (see appendix 4). From this test, the students' speaking ability could be categorized into three levels; above everage, average, and under average. Thirteen percent of students had above average ability, five percent of students had average ability, and eighty two percent students had under average ability. The feature of students' speech could be seen in Table 4.3.

Table 4.3 Feature of Students' Speaking

∑ of students	Percentage	Level	Speaking feature
5	13%	Above average	- The speech could be understood - Having sufficient vocab and good pronunciation - Using the right grammatical form - Brave to speak, not shy, and self- confident
2	5%	Average	- The speech could be understood - Having enough vocab and pronunciation - Making some mistakes in grammatical form - Not shy but sometimes doubtful in speaking
33	82%	Below average	- The speech could not be understood - Having limmited vocab and poor pronunciation - Making many mistakes in grammatical form - Not brave to speak, shy, and lack of self- confident

b. Classroom Situation

Teaching and learning process was not alive before conducting the research. The description is as follows: conventional technique was applied by the teacher in teaching speaking for the students of grade eight in SMPN I Kalitidu,

The students were taught using the material printed on the students' handbooks. The class used *Lembar Kerja siswa* (LKS) and text book in daily learning.

The teacher rarely conducted speaking activity in class. Speaking activity was only done by greeting the students at the first meeting and asking their condition. In teaching expressions like: asking for opinion, showing sympathy, congratulating, leave taking, offering help, repeatation, etcetera, the students were explained about these expressions and they were asked to do the exercises written on their LKS. They did not have any chance to express their own opinion using those expressions orally.

From the observation, it was proved that the class was very quiet. There was no spirit in learning because for the students, the lesson was not interesting at all. During the lesson, the teacher spoke all the time explaining the topic to the students and at last, only clever students participated in doing the exercises, while the rest of the students just kept silent.

The situation above showed that the teacher was not innovative to create joyful technique in teaching speaking. The teacher did not give chance for the students to speak because functional skills or expressions were only given in a written form. The teacher dominated speaking in class. Truly, there was no time for speaking practice. The lesson was material oriented from the text book and exercises from LKS. Although the teacher had tried to arrange the materials well, she could not find interesting ways to deliver the lesson to the students. The technique was not suitable for the students' need. The students did not have chance to explore their ability.

The problem above can be solved by applying APS technique in teaching speaking. It is so because APS technique gives a natural context for using the target language in classroom. APS gives chances for the students to interact in English in acting the play. Besides, it encourages students' active learning. It is also motivated and familiar to the students for the choice of the material can be adapted to the students' interest as well as the real world need. From the characteristics of the APS above, it is believed that APS technique can improve students' ability in speaking.

c. Students' Perception about speaking

To explore students' perception about speaking, the researcher conducted In-depth interview with the students. Besides, the students were also asked to fill the questionnaire to support the data (see appendix 13). The result of the interview can be seen in Table 4.4

Table 4.4 Result of Interview

No	Questions	Students response	
		Yes	No
1.	Do you like English?	100%	0%
2.	Is English important?	100%	0%
3.	Do you like speaking class?	50%	50%
4.	Can you speak English?	35%	65%
5.	Is speaking difficult?	100%	0%

The result of the interview showed that all of the students in the class liked English very much. They liked English because by mastering English, they could enjoy western films and songs, brows in internet, talk to native speakers, etc.100% of students thought that English was an important subject. In a globalization era,

English is a mean to search for information about anything in this world. English is needed in almost all subject of learning, for example: teacher uses English to

to deliver or explain about math, biology, physics, and many others. Another reason was because it was one subject of final exam (UAN). The students were judged successful if they could pass that examination. Unfortunately, from the result of the interview, half of the students in this class stated that they like speaking class. For them, this subject was a time to practice their ability. Meanwhile, 65% of the students said that they could not speak English well. They said that English is difficult, while the rest of 35% said that English is not difficult at all. That is why they liked to express their opinion and ideas in English although they still made mistakes in expressing it. They were not reluctant to speak it up in their English lesson. The next question in the questionnaire was about the difficulty of English. All students (100%) realized that English was difficult because it was totally different from Bahasa Indonesia. In English, there are many rules for different times or tenses, different pronunciation of word has different meaning, one certain word might has many meanings, students have to memorize vocabularies as many as possible to compose a sentence, and so on.

From the result of the interview above, it could be concluded that there were some difficulties which were faced by the students. Some of the students said that it was difficult for them to pronounce the words correctly, especially anytime they found new words. The students did not use to look at the way to pronounce the words when they looked for the meaning of those words. Another cause was vocabulary. The students were not spirited enough to memorize words

although they realized that without having many vocabularies, it was impossible for them to express their idea properly.

Grammar was also a big problem for the students. They thought that they did not need to learn sentence pattern in arranging sentences. Learning speaking means speaking directly without structure. They did not realize that without studying sentence pattern they would not be able to arrange the words. So they did not practice to arrange sentences frequently.

The last problem was psychological barriers like shyness, the fear of making mistakes, the fear of being humiliated and lack of confidence. To solve these, the students were motivated by the teacher that in this class they were the same. They were learning together so that they were able to speak English well. Speaking English was a habit. If they were reluctant to speak, it meant that they blocked their ability. So they should always try their ability although it was hard and they made a lot of mistakes at first. But they had to keep trying. Remember the class motto: **SPEAKING YES, NO SHY.**

In Table 4.5, we can see clearly students' difficulties in learning English. This data was taken from the questionnaire about students' difficulty in learning speaking (see appendix 13).

Table 4.5. Problems of speaking Difficulties

No	Problems of speaking difficulties	Percentage

1	Psychological barriers: shyness, he fear of making mistakes, the fear of being humiliated, lack of self confidence	30%
2	Grammar	25%
3	Vocabulary	25%
4	Pronunciation	20%

2. Research Implementation

This classroom action research of teaching speaking using APS technique was conducted in two cycles. The first cycle consisted of four meetings. In the first cycle the researcher introduced to the students about APS technique in teaching speaking and how students could use APS in improving their speaking skill. The first cycle was held on May 15th, May 16th, May22nd and May 23rd 2009. Each meeting was conducted in two teaching periodes, and each teaching periode lasted for eighty minutes. The second cycle was conducted from May 29th, May 30 th, June 5th and lasted on June 6th 2009. The overall implementation of the research could be seen in Table 4.6 below.

Table 4.6 Overall Implementation of the Research

Problem	**Students had low speaking ability**
Solution	Teaching speaking through Acting Play Scripts
Students	Eighth grade
No. of Cycle	2
Cycle 1: Agreement/Disagreement	
Planning	Preparing the topic, the theme, media, the stage, and time allotment
Action	M1: explaining about APS technique, discussing and modeling about tenses M2: discussing related vocabularies and expression M3: writing scripts in groups M4: Presenting the scripts
Observation	Students: improving in all aspects but the achievement were still below the passing grade Teacher: lesson plan, lack of modeling, grammar discussion, and monitoring Class situation: alive, crowded, fun, disorganized, noisy
Reflection	(+) raising the students' motivation and spirit in speaking English, confidence, and involvement (-) the stage was not wide, time was limited, no media

Cycle 2: Giving, Asking and Rejecting Help	
Planning	Revising the plan by deciding the topic of the activity, the theme, tenses, vocabulary, media, stage and time allotment
Action	M1: discussing and modeling about Giving, Asking and Rejecting Help, M2: discussing related vocabularies and tenses M3: writing scripts in groups M4: Presenting the scripts
Observation	Students: more enthusiastic to involve, take and give action happen, they can share difficulties and problem, correct their mistakes one another Teacher: sit on her seat too often, teacher's role as facilitator should be emphasized Class Situation: alive, crowded, fun, disorganized, noisy
Reflection	(+) students felt more confident and had less anxiety (-) disturbed other classes

a. Cycle 1

The result implementation of the research in cycle 1 could be seen in Table 4.7 below.

Table 4.7. The implementation of Cycle 1

Plannin	**Topic : Agreement/Disagreement** **Theme: Holiday** **Each meeting consist of: pre-activity, main-activity, post-activity** **No real media used)**
Acting	First meeting-third meeting • Explaining APS • Recalling tenses and vocabulary related to the topic • Explaining about the expression • Doing exercises dealt in the expression, tenses, vocabularies • Writing the scripts • Presenting the scripts in front of the class
Observation	Students: • Highly motivated and spirited, could perform the play fluently, but made some mistakes in grammar, pronunciation • less confident
	Teacher: • Prepared the lesson plan • Did not give written model • Lack monitoring of group work • Spoke softly
	Classroom situation: • Alive, crowded • Fun
Reflection	Strength: • motivating students to speak • participation was even

	• fun and relax atmosphere
	Weakness:
	• crowded

The result of Cycle I is described on the following section:

1) General Planning

Planning was the first step in doing a classroom action research. The researcher, therefore, planed important things in order that the research could run well.

a) Time allotment

The time allotment in each meeting was 80 minutes. The researcher had to use the time efficiently so that the students' speaking achievement could be attained. There were three meetings in cycle one out of the pre-test and post-test.

(1) Friday, May 8th 2009   Pre-test

(2) Friday, May 15th 2009   The first meeting

(3) Saturday, May 16th 2009   The second meeting

(4) Friday, May 22nd 2009   The third meeting

(5) Saturday, May 23rd 2009   The fourth meeting (assessment)

b) Teaching Material

The researcher used APS to improve students' speaking ability by applying expressions like: agreement/disagreement; asking, giving, and rejecting

help; making, expanding and closing telephone call. The concept of APS was to teach the students to speak English in meaningful activities in order to produce a speaking which looks like a real conversation. Therefore, the researcher had prepared some important materials as in the following:

(1) Text which contains functional skill

(2) Teaching media such as students' working sheet, dictionaries, real objects, pictures, and many others

(3) Field-note, to help the researcher understand what happened during the process of implementing APS in class. The researcher could record students' activities and progress to help the researcher decided what to do in the next meeting.

(4) Video shooting. The researcher used video shooting to record the process of action research in the classroom. The real process of conducting research can be observed in detail and evaluated for the next meeting.

2) Acting

The researcher carried out the actions of cycle 1 in four meetings. The speaking topic was agreement/disagreement, and the theme was Holiday. The data were collected through classroom observation, video-tape, photographs, test, and students' journal reflection at the end of cycle I.

a) Meeting 1

(1) Pre-activity

The lesson started at 7.20 o'clock a.m. the teacher and the collaborator came on time. In the first meeting the teacher started the activity by greeting the students and asked them to have an exercise of 'Coconut song' together. The students exercised energetically. This excercise was lead by one of the student in this class. And then the lesson was continued by talking about holiday. The teacher asked about students' experience in spending their leisure time. The students answered the teacher's questions enthusiastically.

(2) Main activity

The researcher introduced APS technique in teaching speaking, what was meant by APS, how to make it and how to perform it. The students seemed to be curious with the idea of learning speaking using APS. They seemed to associate the word "acting" with something fun and easy. The researcher also accomplished the students by explaining about the tenses especially future tense which might be useful to express their ideas. After the explanation, the students wrote the examples of sentences on the board. The researcher observed the students' sentences. Some of the students made mistakes and the others corrected them.

(3) post-activity

In this activity, the teacher did an evaluation by giving some comments on students' sentences. She motivated the students to be more accurate in writing sentences. Finally she said goodbye to the students before leaving the class.

b) Meeting 2

(1) Pre-activity

When the researcher and the collaborative teacher arrived in the class at 07.00 a.m. the students smiled warmly. The class atmosphere was relaxed and cheerful. The researcher reminded the topic for the day and started by singing and exercising COCONUT song as the warming-up activities. All the students could enjoy the exercise because they could play it easily. The students thought the exercise was so enjoyable but the researcher believed this activity was good to raise the students' interest and motivation in conducting their assignment.

(2) Main-activity

First of all the researcher explained the expression about agreement/ disagreement, how to express it, why did we use it, and at what condition. The teacher gave many examples of dialogues about it and the students had to practice those expressions in pairs from the examples given. The teacher also asked the students to find vocabularies including adverb of place and time connected with the topic given: holiday. Every student mentioned their ideas while the teacher wrote them on the board. After that, the researcher gave examples how to pronounce those words and the students repeated after the teacher. They also tried to understand the meaning of those words by looking p their dictionary to ease them in composing the scripts.

(3) post-activity

In this activity, the teacher did an evaluation by giving some comments on students' performance. She motivated the students to be more confident, brave, and give more attention about the intonation. Finally she said goodbye to the students before leaving the class.

c) Meeting 3

(1) Pre-activity

The teacher started the lesson by greeting the students and checking the students' attendance. She told the students that in this meeting, they were going to compose the scripts about holiday.

(2) Main-activity

The researcher started the lesson by asking the students to work in group. They had their own group with their typical names. Once the teacher clapped her hand, they ran and sat with their group. They did all of their activities energetically. Before the students started composing their scripts, they declared their groups' motto to arise their spirits. Every group had different motto. The class became very noisy.

Then topic was given by the teacher about agreement/disagreement and the theme was holiday. The students could use future tense to arrange their sentences. Then, they started to discuss their job with their group, while the researcher was observing the students' work, group by group.The students were so excited in

doing their activities and it made the class was so disorganized and noisy.They discussed their task together because they wanted to finish their scripts soon.

(3) post-activity

At the end of the meeting, the researcher reminded the students that the next day they had to present their play in front of the class. They should prepare their performance well. They also had to bring their media related to the topic to make the play look more alive and interesting. Finally, the researcher and the collaborator greeted the students and left the class.

c) Meeting 4

(1) Pre-activity

The teacher started the lesson by greeting the students and checking the students attendance. All of the students were present. Then, the researcher asked the students whether they were ready to present their play or not. It seemed that the students had prepared themselves for the topic that day. The teacher and the students had a small chit chat in English about everyday life. And even though several mistakes were still found while the students responded, the teacher impressed with their high-motivated nature to speak English now. After that, she gave the first five minutes for the students to prepare their media and the 'stage' to present the play.

(2) Main-activity

It was time to show. The first group performed their act in front of the class while the others were observing and listening to the action to find mistakes from their friends' performance if they might make it. Fortunately, action from group one ran smoothly. They acted bravely and only made slightly mistake in pronunciation. But still their action was understandable. The performance continued by group two.

When the second group acted their scripts, they made mistakes in arranging sentences. They said: *I like to basketball* and *And how if will.* After they finished their performance, the researcher asked the observers to correct their mistakes. One of the students said that it should be *I like playing basketball* instead of *I like to basketball*. The other student tried to correct the second mistake by saying: *how if I will* …. Instead of *how if will*… When the third group presented their play, the researcher said that they were not ready enough because there were some mistakes in pronunciation and also in the structure. This group made mistakes such as: *I am buy, We will discussion, Why we will go? Endang opinion* and *The bell to sound.* The researcher wrote the mistakes on the board and corrected with the class. The next performance was from group 4.The researcher said that their intonation was flat. They also made mistake in structure: *How with the passport?* As usual, after they finished the researcher asked the other students to correct the mistakes. When group 5 acted their scripts, the researcher was disappointed because the group was not ready yet. They didn't memorize the scripts and they also made mistakes in grammar such as: *How in there,* and *How perform?*

After group five finished their performance the teacher evaluated students'
activity by giving some comments towards what they had already done. In this
case, the focus of the teacher's comments was on all speaking aspect:
pronunciation, fluency, vocabulary, comprehension and grammar. Finally, the
teacher gave motivation to the students, especially the rest of the groups to have
more practice to perform the play better.

Unlike group 5, group 6 performed the play fluently and in very good
pronunciation, almost like native speakers. Although the observers still found
some mistakes in arranging the words, for example: *Would you want to join me?*
Do you ever go? The observers only found one mispronunciation, in pronouncing
the word *arrogant*. The second meeting was continued by the performance of
group 7.The students were very amused because their performance was really
funny. But still the observer found one mistake like: *Where we will you?* The next
performance was group eight. After the eight groups presented their play, the
observer criticized that they made mistakes in arranging the words, for example:
Where will you going? Do you to agree if invite? What will we going? and *I wait*
you. Presentation was continued by group nine. Although they have tried hard to
prepare their act well, still there were mistakes found, for example: *I will go swim,*
I has a plan, Would you like to go to swim?

Finally, it was time for the last group to present their play. Although there
was not any mistake in grammar made by group ten, but the observer found
mistakes in choice of word and pronunciation. They were: [*scenery*] and *that's*
all we dialogue.

(3) Post-activity

At the end of the first cycle, the researcher evaluated the performance of the students by giving comments and corrections on their mistakes related to language components.The researcher gave motivation to the students to be more confident and active to participate in the activity. Then, she closed the lesson and said good bye.

3) Observing

Based on the field note filled by the collaborator (see appendix 8), the teacher had done useful things. She had told the topic and the purpose of the activities before the lesson started. She explained the procedure of implementing the APS clearly. She used the media effectivelly. She monitored the activities from the discussion section to the presentation of the play. She motivated the students to be more active.

According to the field note, most students showed their high motivation. They were enthusiastic and interested in joining the activity. They were relax and happy. Besides, there was also improvement on the students' English speaking skill. However, few of them had not shown their high motivation. They were not enthusiastic and interested in joining the activity. They seemed worried.

4. Reflection

In conducting this action research, the researcher cast a role as the teacher to present APS in teaching speaking. During implementing the technique, the

researcher and the collaborative teacher observed the situation, facts, the students' progress and their respond toward the technique. From the observation above the researcher noted that APS was effective:

a) To improve students' speaking skill achievement

There was improvement in students' speaking achievement in general compared with the data obtained from the pre-test score. Those five components of speaking skill: grammar, vocabulary, fluency, comprehension, and pronunciation but the mean score were still below the passing grade. The detail data could be seen in appendix 4. The result of preliminary-test and post-test in cycle 1 can be seen in the following table.

Table 4.8 The score of Cycle 1

Score	Pre-test	Post-test
Lowest	50	58
Highest	72	78
Mean	62	62.8

The teacher and the collaborative teacher strongly agreed that APS was good at improving students' pronunciation, grammar, vocabulary, fluency, and comprehension. The students' mean score of pronunciation mean score was from 5.6 became 5.7. Students' mean score of grammar and vocabulary did not show significant improvement: 5.9 and 6.4. Students' mean score of fluency was from 6.6 became 6.7 and comprehension's mean score was from 6.4 became 7.0. That's why; this was prooved that APS could raise the students' motivation and spirit in

speaking English. In the journal reflection Student AL admitted: *Saya merasa senang dengan adanya Acting Play karena membuat saya menjadi lebih percaya diri.* Moreover, Student SP said that:

> *Saya senang sekali dengan pembelajaran b.Eny. Dengan cara praktek speaking itu membuat saya bisa dalam berbicara bahasa Inggris dengan lancar. Memang sih, awalnya susah dan tidak bersemangat, tapi ahirnya saya menjadi ketagihan dalam beracting.*

b. To improve students' motivation, confidence and involvement in speaking class

The researcher and the collaborator observed that APS technique was successful in motivating students to speak English. It was prooved the students talked a lot during the discussion and the play. They were also able to change the atmosphere of the classroom into a more relaxed and cheerful. The students seemed enjoy getting along and interacting among each others.

The researcher also noticed that the play could improve the students' confidence to speak English. It was noticed that the students whose English ability were low seemed enthusiastic to join the play. They had a satisfaction of achievement feeling because they could speak English like the students whose English's ability was better. In journal reflection student ER said that: *Pementasan drama ini sangat bagus untuk pengembangan kepribadian anak agar anak tidak malu dan lebih pecaya diri berada di depan umum.*

The high involvement and enthusiasm in joining the activity, made the class became noisy. It was prooved by the evident that during the implementation, all students were active in composing scripts with their groups and every student

involved in acting the play. Most of the students found that the play was interesting. It grew a great excitement among them and made them scattered around the class.

c. To improve students' competence in speaking function and strategies.

APS gave chances for the students to improve their competence in speaking skill by providing activities which used English to interact among them in interpersonal or transactional communication. The communication during the technique implementation also gave the students' opportunity to practice expressing their ideas, minimal responses, clarification, eye contact, facial expression, and intonation.

After doing Action Research in the class, there were some strength and weaknesses which could be found. The strength and weaknesses could be seen as follows:

The strength of cycle 1:

1. There was improvement in students' speaking achievement in the students' mean score of pronunciation, grammar, vocabulary, fluency, and comprehension.

2. The students' motivation, confidence, and involvement in speaking class improved.

3. The students were able to use and mix other expression such as: greeting, compliment, thanking, leave taking, etc. to make their scripts better and more alive.

The weaknesses of cycle 1:

1. The class was disorganized and noisy during the discussion and presentation. The noise could hamper the researcher and collaborative teacher to control the students' language use.

2. The students' mean score of pronunciation, grammar, vocabulary, fluency, and comprehension improved but below the passing grade.

From the journal reflection, student ST said: *Saya harap bu Eny selalu semangat mengajar anak-anak 8F, karena kami, dan saya sendiri masih sangat membutuhkan bimbingan dan pengajaran dari bu Eny. Kami tentunya menunggu senam-senam terbaru dari bu Eny, ide-ide kreatif dari bu Eny, karena setiap Ibu masuk ke kelas 8F pasti selalu ada ide baru.*

Students LY said: *Selama saya belajar Bahasa Inggris saya belum pernah berkembang sepesat ini. Dengan pembelajaran praktek B. Inggris seperti "drama/Acting" dapat berkembang dengan cepat daripada hanya teori. Karena dalam kenyataannya teori tidak digemari oleh siswa, siswa cepat bosan jika tidak diberi pengimbangan antara teori dan praktik ataupun lebih mendorong ke praktik, maka seorang siswa akan lebih semangat pada pelajaran tersebut karena pada dasarnya "Drama" itu suatu permainan yang menyenangkan.*

Another student added that: *Saya lebih suka berdrama, karena dengan berdrama saya bisa lebih berani berbicara bahasa Inggris dan juga saya bisa berekspresi walaupun belum baik.*

5. Revising the Plan

To solve the problems which appeared in cycle 1, the researcher and the collaborator revised the plan to eliminate or reduce the weaknesses of the

implementation of APS technique in cycle 1. It was expected that the weaknesses would not occur anymore.

The researcher observed that one of the weaknesses was the 'stage'. The researcher felt that the 'stage' was not wide enough for the students to move during the action. There were a lot of tables and chairs around the 'stage' so that sometime they were not free to express their action. Besides, they did not prepare media to support their performance. They tent to use unreal things like calculator which was used as a cell phone, a box which was used as a stove, a pencil as a microphone, etc. These made their performance looked unnatural although actually they didn't need much money to prepare them. The plan for the next cycle was that the students should prepare their media well to help their performance more natural and live.

The other plan for the next cycle would focus on improving students' accuracy in speaking, especially grammar and pronunciation. The researcher would apply a top down method in teaching grammar by giving a lot of examples of certain pattern so that they could make their own conclusion. The students were expected to be able to raise their own awareness of mistakes and could correct the mistakes themselves. This was aimed to help the students to arrange the students' sentences into a correct arrangement.

b. Cycle 2

1) General Planning

Planning was the first step in doing a classroom action research. The researcher, therefore, planed important things in order that the research could run well.

a) Time allotment

The time allotment in each meeting was 80 minutes. The researcher had to use the time efficiently so that the students' speaking achievement could be attained. There were four meetings in cycle one out of the pre-test and post-test.

(1) Friday, May 29th 2009   The first meeting

(2) Saturday, May 30th 2009   The second meeting

(4) Friday, June 5th 2009   The third meeting

(5) Saturday, June 6th 2009   The fourth meeting (assessment)

b) Teaching Material

The researcher used APS to improve students' speaking ability by applying expressions asking, giving, and rejecting help. The concept of APS was to teach the students to speak English in meaningful activities in order to produce a speaking which looks like a real conversation.

2) Acting

The researcher carried out the actions of cycle 2 in four meetings. The speaking topic was asking, giving, and rejecting help and the theme was Recreation. The data were collected through classroom observation, video-tape,

photographs, test, and students' journal reflection at the end of cycle 2. In general,

the result of cycle 2 can be seen in Table 4.9

Table 4.9 The implementation of Cycle 2

Planning	**Topic : Giving, Asking and Rejecting Help** **Theme: Recreation** **Each meeting consist of: pre-activity, main-activity, post-activity** **Real media used**
Action	M1: for the expression M2: for vocabulary and structure M3: for composing the scripts M4: for presenting the play

c

Observation	Students:	
	• There was improvement on students' speaking performance in general	
	• The improvement was on average score on grammar, vocabulary, and fluency	
	• Students were more enthusiast to involve themselves in their group	
	• The 'take and give' action happened	
	Teacher:	
	• Gave sufficient model in spoken and written form	
	• Used recorded material	
	• Gave enough vocabulary building	
	• Observing students' work	
	• Gave detail explanation and examples in grammar practice	
	Classroom situation:	
	• More alive, fun and enjoyable for students	
	• Group work was more effective to increase the chances to practice speaking	
Reflection	Strength:	
	• The students were more enthusiast	
	• Take and give action happened	
	• Students could share their difficulties	
	• They could correct mistakes each other	
	Weaknesses:	
	• Comprehension and pronunciation did not shoe significant improvement	
	• Students felt shy	

The result of Cycle 2 is described on the following section:

The implementation of the action based on the teaching learning scenario stated in the lesson plan (see appendix 3). There were four meetings in the second cycle. The implementation for each meeting was as follows:

a) Meeting 1

The first meeting was conducted on May 29, 2009. It lasted for two periods of lesson hour, 40 minutes for each.

(1) Pre-activity

The teacher started the lesson by greeting the students and checking the students' attendance list. Then, she did a warming up activity by asking the

students about Recreation. What tourist places have they ever visited? How was their impression? How did they go to that places, and so on. The teacher also reminded the students what APS was, how to do it, the joy and benefits of doing APS.

(2) Main-activity

The teacher explained a new material about: Giving, Asking and Rejecting Help" with the theme: Holiday. The tenses used were Future Tense and Present Tense. Then the teacher continued the activity by discussing about how to give, ask and reject help. She gave some examples of asking for help to the students. She also gave some examples of offering help and the response of each utterance. To make the examples clearer for the students, the teacher asked them to open their text book, *Buku Sekolah Elektronik* (BSE) to learn a dialogue about offering help. In pairs, the students read the text aloud in front of the class, while the other students were giving attention on their pronunciation and intonation. From this dialogue, the teacher asked whether the students found the examples about the topic they discussed. The students found some expressions like: *can you help me to get the flower pot over there? Would you like me to water the flower?* and so on. The students also found the response for that utterance like: *yes of course, no, thanks*, etc.

The next moment, the teacher gave another example of dialogue by asking the students to open their text book on the next page. The teacher invited other students to read the dialogue in front of the class. Again, the students looked for some examples from the dialogue. The examples of asking for help are: *Can you*

do me a favor, please? What can I do for you? Would you be so kind to me to take care of my cat? And these are the examples of accepting for help: *I'd be very happy to take care of your cat. Yes, of course.*

(3) Post-activity

      After the students finished their performance, the teacher did an evaluation by giving some comments towards what had already done. In this case, the focus of the teacher's comment was on pronunciation, fluency, and grammar. Finally, the teacher gave motivation to students to have more practice to use English before saying Good Bye to them. It needed about 10 minutes.

b) Meeting 2

      The second meeting lasted in 2 periods of lesson hour with 40 minutes for each. It was conducted on May 30, 2009.

(1) Pre-activity

      The first thing the teacher did in this activity was greeting the student. Then it was followed by asking about their health or condition and checking their attendance. Next, the teacher gave the students some questions dealing with their feeling when they were learning how to speak in English. It was aimed to know what problems they were facing and to encourage them not to be afraid or shy to speak up.

(2) Main-activity

      Learning from the evaluation of cycle 1, it seemed that most of the students haven't really mastered the tenses yet. That's why; they made some

mistakes in arranging words. After that, the teacher and the students recalled about the tenses they have ever learned: present tense and present continuous. The students recalled these tenses by making sentences on the board and changed those sentences into negative and interrogative. They practised arranging many sentences until they could make their own conclusion about the pattern. So, this time, the teacher tried to recall their memory about the tenses, to be applied in preparing the scripts

Another weakness the researcher wanted to solve was students' pronunciation. Students made mistakes in pronouncing words frequently. It was because they were reluctant to look-up their dictionary or they did not pay attention when the teacher gave them examples how to pronounce the words properly. The teacher suggested them to look up the dictionary to check the right pronunciation as many as possible.

The next step was asking the students to find vocabularies which related to the topic. Each student wrote one word on the board. After there were a lot of words written, the teacher asked the meaning of those words to the students. Then, the teacher gave example how to pronounce those words while the students were repeating after the teacher. That was why; they know how to pronounce the words correctly.

(3) Post-activity

The bell rang; it meant that the time was over. The teacher closed the meeting by asking the students to find more words related to the topic at home.

The teacher also reminded that they had to find pronunciation of those words from the dictionary. They greeted the students and left the class.

c) Meeting 3

The third meeting lasted in 2 periods of lesson hour with 40 minutes for each. It was conducted on June 5, 2009.

(1) Pre-activity

The teacher started the lesson by greeting the students and checking the students' attendance. Then, she gave instruction about what the students were going to do in preparing the play.

(2) Main-activity

In the previous meeting the students had been 'provided' by a lot of vocabularies and to pronounce them properly, patterns to compose the scripts and the excercises. Now, after the teacher felt that the 'supply' was complete, she asked the students to work in group. Again, in only one clap hand, the students had moved and sit with their groups. The topic and the theme were given to the students. They discussed their assignmnet in group. The researcher moved from one group to others, observing the students' work. The teacher noticed that there were not many mistakes in students' writing. The class became crowded because every student tried to express their ideas.

(3) Post-activity

The bell rang, time was up. The teacher reminded the students if they had problems they could ask her. The teacher also reminded the students to prepare their media at home for the next presentation. Finally, the teacher closed the lesson and said 'Good Bye' to the students.

d) Meeting 4

The fourth meeting was conducted on June 6, 2009. It lasted for two periods of lesson hour. 40 minutes for each.

(1) Pre-activity

The teacher started the lesson by greeting the students and checking the students' attendance. The teacher felt very amazed, surprised and honored because the class was full of media. She could see fishing cord, two plates of fried rice, soft drinks, accessories, cameras, cell phones, and many others. The students were eager to present their play. The teacher could see happiness and spirit on their faces to see their teacher entered the class. When the teacher asked, the students said:

> *Ibu, saran saya tempat pementasan sebaiknya dilakukan alam terbuka. Jika jalan ceritanya di alam terbuka jangan selalu di dalam kelas. Itu membuat anak-anak kurang menghayati cerita.(student CN)*

> *tempat/ lokasi yang digunakan kurang luas. Masih ada penampilan yang tidak menggunakan kostum selain seragam sekolah.(student SPT)*

> *seharusnya acting ini jangan ditampilkan didalam kelas saja. Sebaiknya dilakukan diluar kelas agar para siswa tidak merasa bosan dan tempatnya bisa ditata sesuai keinginan kelompok drama masing-masing.(students ALF)*

It seemed that they wanted to show off their performance. The teacher felt satisfied and impressed to see that. Then, the teacher started the lesson by doing an exercise of 'Kentucky Song' as a warming up activity to make the students were more spirited and motivated.

(2) Main-activity

To eliminate the weaknesses of cycle 1, presentation of the play were done out of the class. The activities were held in the garden, in front of the class. The garden was very wide, clean and shady. The students could express their play freely. Then, group 1 started to present their play. It ran smoothly so that there was no correction from the observers. After that, it was continued by group 2. The observers found two mistakes in structure from group 2' presentation. They were: *You are helping me* and *Can you selecting?* These mistakes were corrected by other observers after group 2' presentation was over.

Presentation was continued by group 3. The researcher observed that this group still felt shy. They also made some mistakes in grammar, like: *Let's back home* and *do you have many fish?* The next performance was from group 4. Although the observer didn't find any mistakes in grammar, choice of words or pronouncing words, the researcher criticized that they could not express their performance totally. They did not really comprehend their role yet. The next was group 5. This group presented their play well although the observer found some mistakes in pronouncing words, like: *[Fried fish], [river] and [shoes].*

At half past eight, group 6 performed their play. The researcher felt disappointed because they didn't perform well. Their voices were low and they didn't have good spirit to present the play. Performance of group 7 was better than group 6. But this group also made mistakes in grammar, like: *Can I stand up? Where do we stay? I will camping,* and *Don't speak.*

The observer found little weakness only on the presentation of group 8 and 9. Group 8 couldn't speak aloud, while group 9 said: *the last our say* instead of *the last I say.* At exactly 9 o'clock, the last group presented their play. This group also made mistakes in grammar although their mistakes were not really bad. They were: *to cooking, to cleaning,* and *see you too.* This meeting was closed by presentation of group 10 who presented their play so wonderful.

(3) Post-activity

After the students finished their performance, the teacher did an evaluation by giving some comments towards what they had already done. In this case, the focus of the teacher's comments was on those five aspects of speaking. Finally, the teacher congratulated the students that they had made good presentation. The teacher and her Collaborator left the class after saying 'Good Bye' to them.

3) Observation

In this section, the researcher presented the data, instruments and techniques for collecting data, and source of data.

The data obtained were quantified and presented in appendix 6. From the data we can see that there is an improvement on the students' speaking performance in general compared to the data obtained from the assessment in cycle 1. The visible improvement is on the average score on pronunciation, grammar, vocabulary, fluency, and comprehension.

The instrument used to collect the data was observation done by both the researcher and collaborator by making use of observation formats. Field note was also used to complete the data. While the techniques used to collect the data were by observing the students' oral performance and by recording it with the help of cell phone and field note. The sources of data were the students through their oral performance, cell phone, and field note made by both the researcher and her collaborator.

4) Reflection

Based on the observation done, the researcher got some results dealing with the implementation of APS activities in cycle 2.

Firstly, the researcher found that the students seemed more enthusiasm to involve themselves in their group activity rather than when they were asked to work individually or classically. The "take and give" action happened among them, and it was very helpful for them especially for the shy students.

Secondly, by working in small group the students could share their difficulties or problems in some aspects of language such as pronunciation, grammar, and vocabulary. They could correct their mistakes one another, so that it

was beneficial to improve their grammar, pronunciation and vocabulary when the oral production should be performed.

However, the researcher also found some weaknesses in cycle 2. It was found that many students felt shy to act totally. They were afraid that their friends would laugh at them for their 'silly action'. The teacher always reminded the students that they don't have to be shy. In this class they were the same. The teacher assured that they could perform their play well if they would. The teacher also reminded the students about their class' motto: NO SHY, SPEAKING YES!! It was enough to motivate them.

There was improvement in all components of students' speaking achievement compared with the data obtained from the cycle 1 score. It meant that there was an increase in the number of students' who participated in the speaking activity, and the students seemed more confident and had less anxiety in using the target language orally.Those five components of speaking skill were grammar, vocabulary, fluency, comprehension, and pronunciation. The detail data could be seen in appendix 6. The result of preliminary-test and post-test in cycle 2 can be seen in the following table.

Table 4.10 The score of Cycle 2

Score	Pre-test	Post-test
Lowest	50	62
Highest	72	84
Mean	62	71.0

The data shows that the average score in cycle 2 is satisfying. It can be seen that the minimum score gained by the students 62 and the maximum score is 84. And it can be prooved that the average score of pre-test is 62 and the average score of the post-test in cycle 2 is 71. It means that the average score gained by the students is more than the Minimum Required Score (*Kriteria Ketuntasan Minimal*) which has been determined by school curriculum i.e 65.

The researcher found that the students got more confident and enthusiastic in joining the activity. They felt enjoyed the topic given by the teacher. They were not afraid to make mistakes anymore because if they did so, their friends would help them to correct it. Such condition was able to create stress-free atmosphere since the students felt safer in using their English. When they were still preparing their scripts, they could correct each other if they made mistakes in pronunciation, grammar or choise of words. Since the students often practice their speaking in such activity, gradually they could speak English more fluently. This situation is very beneficial to improve their pronunciation, grammar, vocabulary, fluency, and comprehension.

Finally, it can be concluded that the implementation of APS technique in cycle 2 brought success. There was an increase in the number of students who were acively involved in the speaking activity. There was an increase in the average score of speaking skill and the students got high motivation in their English learning activity. Thus, the action in cycle 2 could be stopped.

5) Final Reflection

Having implemented the research in two cycles, the researcher had a discussion with a collaborator to make a final reflection of the research. Based on the result of observation and tests, there was an improvement in students' speaking ability. The improvement could be recognized from the improved achievement from cycle to cycle. Besides, the improvement in speech features could also be noticed. Another indicator of improvement was that the fluency and accuracy of speech was achieved.

The classroom situation was improved at the final stage. It was indicated by the live classroom situation with the increased students' participation during the discussion. Students were active in discussing the topic and arranging the sentences into good scripts. Another fact was that there were bigger chances for the students to act their scripts in a play, in which they could train their pronunciation and intonation as well. They also could choose the location for their presentation to be more alive. Teacher was more innovative in teaching speaking, and in trying all efforts to explore students' potentials in speaking.

B. Findings and Discussion

1. Findings

Analyzing the data of this study, the researcher found several findings to answer the problem of the research, which are 1) Can Acting Play Scripts Technique improve the students' speaking skill? 2) To describe to what extent Acting Play Scripts Technique improve the students' speaking skill? 3) How is the

situation when the Acting Play Scripts technique is implemented in class? Besides focusing on answering the problem of the research as stated in chapter I, the section also provides other findings during the implementation of action research in this study. The findings are summarized on table 4.13. The discussion of the research findings is presented in the following section.

Table 4.11 Summary of the Research Findings

Research Findings	Before Action Research	After Action Research
1. improvement in speaking ability:		
a. Achievement	a. Mean score of preliminary test: 62	a. Mean score of cycle 1: 62.8 and cycle 2: 71
b. Vocabulary	b. students couldn't find proper vocabularies: 64	b. students could find proper vocab (C1:64, C2: 64.5)
c. Grammar	c. students used ungrammatical sentences: 59	c. students used grammatical sentences: (C1: 59, C2: 65)
d. Fluency	d. some students cannot speak English fluently: 66	d. students can speak English fluently (C1: 68, C2:72)
e. Comprehension	e. the students do not comprehend their dialogue: 64	e. the students comprehend their dialogue (C1:70, C2: 76)
f. Pronunciation	f. students couldn't pronounce the words correctly: 57	f. students could pronounce the words correctly (C1: 58, C2: 74)
g. Level of speaking	g. average score: 1) 13% above average 2) 5% average 3) 82% under average	g. average score: 1) C1: 10%, C2: 33% 2) C1: 20%, C2: 45% 3) C1: 70%, C2: 22%
2. Improvement in classroom situation		
a. improvement in confident, motivation, and involvement	a. Low confident, low motivation, passive discussion	a. high confident, high motivation, active in discussion
b. atmosphere	b. passive, uninteresting, speaking activities	b. active, enjoyable, interesting
c. participant in speaking class	c. low, no attention in speaking	c. high, having attention in speaking
d. speaking practice	d. less chances	d. more chances in group
e. Form of activities	e. written-spoken	e. spoken
f. Teacher	f. not creative	f. creative, innovative
3. Other Finding Students' perception about APS	Did not familiar with APS	Agree with: 100% Improve ability: 100% Motivated: 100% Feel burden: 0%

a. Improvement of students' speaking ability

The findings of the study showed that the use of APS in speaking class could improve students' speaking ability. The improvement of the students' speaking ability could be recognized from the improvement of speaking achievement, the ability to answer the teacher's questions, the ability to express ideas using appropriate vocabulary and grammatical form. The students are able to mix other functional skill to make the scripts more alive and natural.

Before the study, the researcher found that the students had low speaking achievement. The improvement of students' speaking ability is illustrated on graph 4.1. The graph shows that the speaking achievement is increased dramatically from cycle to cycle. The mean score in pre-test is 62, the mean score in cycle 1 is 62.8, and the mean score of cycle 2 is 71.

The result of Graph 4.1 Speaking Scores
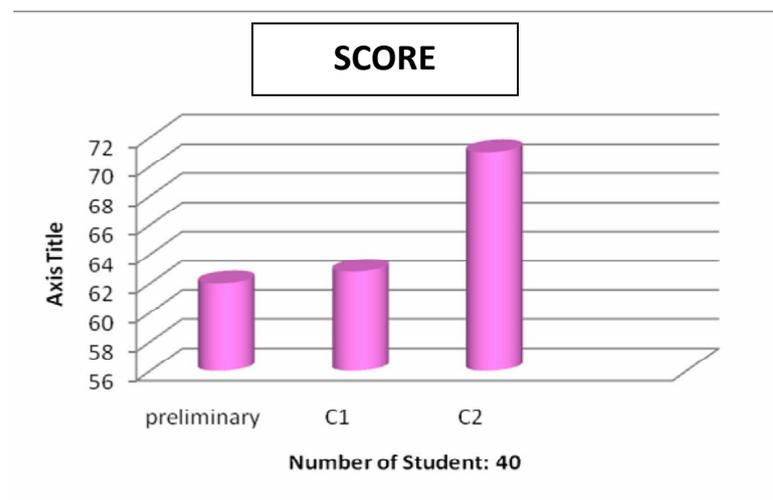
Another point in speaking ability improvement was the improvement of the number of students in class who reached the passing grade. It is clearly stated

in graph below that during the preliminary study, 17.5% of students reached the passing grade, in cycle 1 the number became 30%. In the second cycle it increased to 75%.

Graph 4.2 Improvement of speaking level
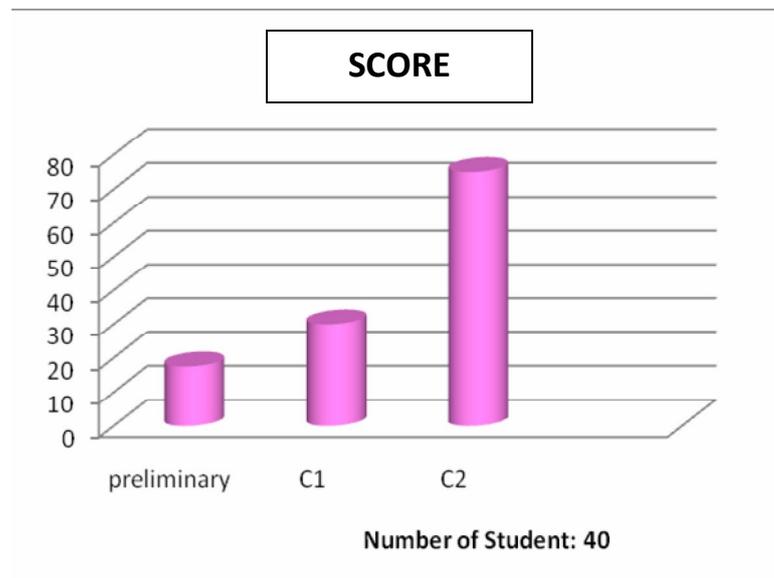
b. Improvement of classroom situation

The finding of teaching and learning process showed that there was a change of classroom situation before and after APS was implemented in speaking class. The teaching and learning process using APS was more alive. Most of the activities were students centered. Teacher applied various interesting activities, from classical activities in discussing the functional skill and tenses, composing the scripts and presenting the play in front of the class or in the school yard.

Teacher's improvement was also one of the finding in this research. It was clearly observed that the researcher, as a teacher had made improvement in many aspects. Firstly, the researcher improved in designing and developing teaching material. For example: the researcher prepared lesson plan so that the indicators

could reach the objectives well. the researcher also match the theme, grammar, and vocabularies related to the topic. Secondly, the researcher felt closer to the students, because during the discussion time, the researcher observed their work, the researcher moved from one group to others to help them if they had any difficulties. This way, the researcher knew what their problems were and what they wanted in teaching speaking. The last but not the least the researcher appreciated my students better than before the implementation of APS.

c. Other findings: students' responses toward the action

At the end of cycle 2, the researcher gave questionnaires to the students to find out the students' responses toward the implementation of APS. The result of the questionnaire can be seen in Table 4.14

Table 4.12 Students' Responses toward the Action

No.	Questions	Students' Response	
		Yes	No
1.	Do you agree with learning speaking through APS?	100%	0%
2.	Is there improvement in your speaking Ability?	100%	0%
3.	Are you motivated to learn speaking usnig APS?	100%	0%
4.	Do you feel any burden in learning Speaking through APS?	0%	100%
5.	Should we continue applying APS in the future?	100%	0%

Most students agreed to use APS as a technique in learning speaking. The reasons were because APS was fun, interesting, exciting and challenging. APS made the lesson easier to understand, and APS could be a good facility in leaning speaking. APS gave good motivations and raised the spirit of the students. The activity encouraged the students to speak. The students were curious about the activities so they wanted to learn more and more. APS improved not only

students' vocabulary and grammar but also pronunciation, comprehension, and fluency.

In line with the improvement of speaking ability, all students felt that the implementation of APS really improved their speaking ability. Before the implementation of APS, the students thought that they could not speak, they felt afraid of making mistakes, and shy. That was why they just kept silent in speaking sessions. But after APS was applied, they thought that they could speak English. They thought that speaking was easy and fun. They used to be very afraid when they got their turn to speak, but now, they are not reluctant to speak at all.

Every student felt that they were motivated to learn speaking with APS. The reasons were because APS was very enjoyable and challenging. The students found that speaking was not something difficult, therefore they were eager to do the activity. The students admitted that group work was really a perfect method to share with their friends, solve their problems, take and give to each other.

Now, speaking is no longer becoming a big problem for them. Before the implementation of APS, speaking activity was a big burden for the students. They even felt that the enjoyment of the activities made the students do the tasks in full of spirit.

One hundred percent of the students agreed that APS would be applied continuously in the learning speaking process. They realized that speaking English was not a frightening subject; moreover they had their friends to support them, to help them. One of the students said '*smoga, besok kita masih diajar sama bu eny,*

biar kita bisa bermain drama lagi. Menyanyi lagi. Ternyata, bahasa inggris

menyenangkan. Sekarang saya bisa berbicara, walaupun belum lancar.

Terimakasih bu guru.

2. Discussion

APS, which was applied in this research to improve students' speaking achievement, has successfully brought improvement, not only to the students' speaking ability but also Classroom situation. The findings can be theorized in two major points as follows: (1) APS activity can improve students' speaking ability; and (2) APS activity can improve classroom situation. The discussion of the theories is presented in the following section.

1. Acting Play Scripts activity can improve students' speaking ability.

a. Acting Play Scripts activity can improve students' speaking achievement.

The finding of the research showed that APS can improve students' speaking ability. The improvement can be seen from the improvement of speaking achievement. The improvement could be achieved because APS provides better opportunities for language learning to take place. It is supported by G. Bolton. (Heathcote: 1984, Foreword) that a play simulates reality develops self-expression and enhances value judgments.

Furthermore, Dougil (1987: 88) adds that APS is beneficial to develop learning strategy which consists of discussion and performance sections. In discussion section, the students discuss the topic, select the appropriate vocabulary and also tenses which could be used. And at last, they compose the

scripts from the data they gathered. When they have finished, they have to make sure that there is no mistakes on their scripts. They look up their dictionary to find the pronunciation of the new words, sometimes; they ask their friends or even the teacher. They memorize their part of their scripts and perform it in front of the class. Having strong underlying education theory, it is not surprising that APS is beneficial in improving students' achievement.

b. APS activity develops students' ability to express ideas using appropriate vocabulary and grammatical form.

In APS activity, there are three steps the students have to do, namely vocabulary and language focus, composing the scripts and action. That is why APS activity provides sufficient portion for vocabulary building or grammatical discussion. From those steps, we can see that building vocabulary becomes the crucial parts of a task, and it is placed at the very beginning steps; whereas grammatical form is also given sufficient portion, but it is placed after choosing related vocabularies.

Thornburry (2002: 2) states that discussing vocabulary of second language speaking is important because it gives the challenges for the students to make the correct connection between the form and meaning of words. Besides, it enabling the students to use the correct form of words for the meaning intended. Here we can note that vocabulary is the vital tool for the students to compose the scripts appropriately.

c. APS activity helps the students to develop pronunciation

Dougil (1987: 24) states that if the script is to be read aloud by a group, opportunities for characterization, changes of mood and pronunciation work will arise. In line with Dougil's statement, Bukart (1998) also categorizes pronunciation is one basic knowledge in speaking. Mechanic refers to the concept of using the right word in the right order with the right pronunciation. The only role for the teacher is providing enough practice of the knowledge that will help the students in communicating in real-life situation.

2. The improvement of classroom situation

a. APS activity arises students' participation and activation.

The research findings reveal that APS can improve the students' participation in speaking class. Before the research, the class showed low participation in speaking class. They tried to avoid the speaking turn by giving speaking turn to others. The students did not show their spirit in conducting the speaking tasks.

The situation changed after the implementation of APS. Every student has his own character in a play. It makes all students in each group has to take part in speaking class, although every students has different portion of speaking. To make their performance looked natural and run well, sometimes they have to make improvisation from the scripts. Dougil (1987: 1) states that language teaching nowadays has a variety of means for arising students' participation and activation. These include play, simulation and games. Moreover, Peter Slade and Brian Way

(1987: 3) stressed the developmental aspect of play could be used to increase awareness, self-expression and creativity. The students have to be creative enough to compose their scripts, the character, setting, and they also have to express their character as well as possible. During the presentation stage, the students are more likely to be more attentive because of interest in the performance of their peer.

Furthermore, Littlewood (1981: 17) states that APS can improve motivation because it can fulfill the ultimate objective of the students, which is to take part in communication with others. Student participation is improved because the students find that the classroom learning is related to this objective and help them to achieve this objective successfully.

b. APS makes classroom situation enjoyable.

Activity in playing the scripts should be both enjoyable and rewarding if handled in the right way. That is why; it has to be well prepared. Dougil (1987: 8) recommends considerable benefits of this activity, such as:

- Providing a framework for communicating. Here, students have to prepare their scripts first before they memorize it

- Allows for creativities to involve the whole person. It means that no one left in this activity, although every student has different portion of speaking allotment.

- Develop confidence and can be motivating. Students feel confident because they feel that they have friends in their group to support him and also to cover their weaknesses.

- Help cater for mixed ability classes and large number. Although the class is big, every student has their chance to speak because they are already classified into groups.

c. APS can reduce teacher's domination in speaking class

The finding showed that during the implementation of APS, the role of the teacher in speaking class was decreased. Dougil (1987: 25) states that the acting has changed the role of the teacher's domination into a decentralized class. Students work in pair and group actively.

As we know that in conducting APS, at first, the teacher may explain about the topic, the theme, connected vocabularies and tenses. And later, the students are free to compose their own scripts, memorize it, and act it out in front of the class. This allows the students to use all language they know, mix one functional skill and others connected with the theme.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having implemented APS technique to improve students' speaking ability, the researcher can make three conclusions as follows:

1. APS technique can improve students' speaking ability. The improvement of students' speaking ability can be identified from the improvement of: speaking achievement, students' ability in expressing ideas using appropriate vocabularies and grammatical forms, and students' ability to develop pronunciation.

2. APS technique can improve speaking classroom into a better situation in the way that the classroom situation becomes more alive with various challenging activities, and there is a rising students' participation. Besides, APS increased teacher's innovation in presenting the materials in the classroom by asking the students to compose their scripts, memorizing it, and acting it out in front of the class. The teacher used cell phones to record students' activities. The teacher also suggested the students to prepare their media to make their performance more alive.

3. The strength of the implementation of APS technique in speaking classroom is that it can raise students' participation in speaking class and it can enhance students' speaking ability. However, the implementation of

APS technique needs some preparations, especially in choosing interesting topics which are not only suitable to the theme but also suitable to the curriculum and students' need.

B. Implication

The result of the research shows that teaching speaking using APS technique can improve students' speaking ability, especially for the eighth grade students of SMP Negeri I Kalitidu.

Based on the result of the study, teaching speaking through APS technique is a suitable way to improve students' speaking ability. This study can be used as a reference for the teacher in improving the teaching quality by applying the suitable technique toward improving the students' speaking ability. Besides, teacher can apply APS technique in the class of listening, reading and writing. Considering the importance of APS technique in enhancing students' ability in speaking, it is advisable for other teachers to apply APS technique in their speaking class, so that learning functional skill is not merely understanding about the concept only, but also how to use it in our daily life. Students' memory about the concepts is more meaningful than if we just ask them to do the exercises on LKS.

C. Suggestion

Having implemented APS technique to improve students' speaking ability to the eighth grade students of SMPN I Kalitidu, the researcher would like to give some suggestions as follows:

1. For Teachers

   a. As a conductor of a teaching and learning process, teacher should be able to know the students' willing and interest to choose the most suitable and interesting technique to a certain topic to be applied in a speaking class.

   b. Teacher should be creative and innovative to use various techniques to arise students' interest in speaking class.

   c. Speaking activities should be enjoyable and stress free because enjoyment and free from threatening situation will increase students' participation in speaking class.

2. For students

   a. Students should realize that English is badly needed in the globalization era, and it is not a difficult subject as long as they have willingness to study hard.

   b. Students should realize that they have potentials to be good speakers. They should open themselves to any chances of self-development in speaking.

   c. Students should not feel shy or nervous in speaking. Besides, they don't have to be afraid of making mistakes because making mistakes is a part of learning.

3. For schools

    The school should change their policy that the only orientation of learning English is the grade of formative test, summative test or UAN, but moreover, the students should be able to express their ideas in a written form or oral form to communicate with their environment.

4. For Sebelas Maret Univesity

    a. As an institution of education, it is hoped that Sebelas Maret University can arrange a program both for the students and teachers. A program for students such as seminar, up-grading or workshop to teach much kind of techniques in teaching, so that teachers have better skill or various techniques in teaching. And the programs for students such as speaking competition, debate, storyttelling or many others should be held so that students have chances to express their ideas and compete among others.

5. For other researchers

    The researcher hopes that by reading this thesis, other researchers will be inspired and motivated to conduct a research to find interesting technique to improve students' speaking ability. It is proved that a better technique will create a better achievement.

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