THE USE OF POP UP STORY BOOK TO IMPROVE SPEAKING ABILITY ON RECOUNT TEXT
(A Classroom Action Research with the Eighth Graders of MTs Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English language Education

By:
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SEMARANG
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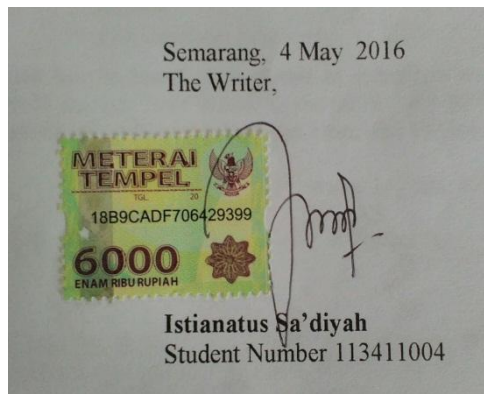
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RATIFICATION

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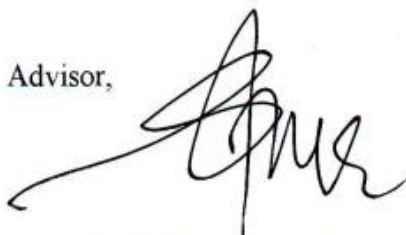
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Wassalamu'alaikum. wr. wb.

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ABSTRACT

Title : **THE USE OF POP-UP STORY BOOK TO IMPROVE SPEAKING ABILITY ON RECOUNT TEXT (A Classroom Action Research with the Eighth Graders of MTs Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016)**
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This study is focused on speaking. Speaking is an important to be learnt because it is the way to communicate with other people, but in fact the students' ability in speaking is low. It is caused by students' limitation in mastering the aspects of speaking such as vocabulary, pronunciation, grammar, and fluency. In this research, the researcher used pop-up story book learning medium to improve students' speaking ability especially on recount text. The objectives of this study are: (1) To describe the students' participation during learning process by using pop-up story book to improve speaking ability in recount text (2) To identify the improvement students' speaking ability in recount text after being taught using pop-up story book. This study is classroom action research that was done in two cycles. The data collection was done using documentation, observation, and test. The data from the observation that had been taken from every cycle was analyzed descriptively while the data from test was analyzed quantitatively. In this research, the researcher used pop-up story book in teaching speaking recount text at MTs Al-Asror Gunungpati Semarang. The participant of this study was 35 students in class VIIIth C. The result of this study showed that using pop-up story book learning media can improve students' speaking ability on recount text. This is proved by students' test score that improved in every cycle. In the pre-research, the students' average score was 55.83. In the first cycle, the students' average score was 69.38 and in the second cycle students got 74.

The result of this study is expected to become the information for teacher of English in teaching speaking especially speaking of recount text.

ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin, none of the best word to express my gratitude to Allah for His Rahman and Rahim until this research could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah.

It is also a pleasure to thank many people who made this thesis entitled *"The Use of Pop-up Story Book to Improve Speaking Ability on Recount (an Action Research with the Eighth Graders at MTs. Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016)"*. The researcher would like to acknowledge that she cannot complete this thesis without love, support, cooperation, help, and encouragement from them. Therefore, the researcher would like to extend her appreciation to:

1. Dr. H. Raharjo M.Ed, St. as the Dean of Islamic Education and Teacher Training Faculty (FITK).
2. Dr. H. Ikhrom, M.Ag. as the Head of English Department.
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4. All lectures especially English Department of Islamic Education and Teacher Training Faculty (FITK).

5. My great father and mother, for being my constant source of unconditional love, for the sincere prayers, and for always being home for me.

6. BITA Community that had given me new religious atmosphere (Especially Amar, Lilik, Anshori, Jamal, Saiful, Faris, Sauqy, Uzy)

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9. Mrs. Nur Syafa'ah M.Pd as a collaborator in this research.

10. And all to people who have helped the researcher to finish this study.

The researcher realizes that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this thesis better.

Semarang, 4 May 2016

Istianatus Sa'diyah
NIM. 113411004

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CHAPTER I
INTRODUCTION

A. Background of the Research

Language is very important in our lives, because it is always used in our daily activity to communicate with others. One standard definition of language, it is stated that a language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enables member of a given community to communicate intelligibly with one another.[1] It can be said that we can't communicate each other without language, because it is one of the communication tools used by people in general. We can use language to convey our messages or to express our ideas through oral, written, or signal language.

As human we are taught to speak by using language. Allah decrees in the holy Qur'an surah Ar-Rahman: 3-4 as follows:

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

"He has created man. He has taught him to speech (and intelligence)…."[2]

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[1] H. Douglas Brown, *Principles Of Language Learning And Teaching, (*New York: Addison Wesley Longman. Inc., 2000) 4th Ed, p.5

[2] A. Yusuf Ali, *The Holy Qur'an Text, Translation And Commentary,* (USA:Amana Corp. 1983),p.1472

Allah, *Ar-Rahman,* taught this *Al-Qur'an* to all of the *Ummat* in this world. "*He has created man*" the most of creature who needs His guidances, as well as the most potential to take advantages of the guidances and "*He has taught him to speech*", namely the ability to explaine what is in his mind, with a variety of the main way that is talking with good and right. The word *al-insan* in this surah included all of human, since the Adam A.S until the end of time.The word *al-bayan* at the means *clear*. This word was understood by Thabathaba'i in the sense of "potential reveal", namely *kalam* or greeting that can be revealed what contained in mind.[3]

There are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Speaking foreign language is not so easy in our own language because both foreign and native language have different rules. In reality, many students still leave many problems.

Speaking is one of four language skills that needed in human life. Speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. Speaking is so much a part of daily life that we take it for granted. The average person

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[3]M. Quraish Shihab, *Tafsir Al-Misbah,* (Jakarta: Lentera Hati, 2002),p.278

produces tens of thousands of word a day, although some peoples, like auctioneer or politicians, may produce even more than that.[4]

Some problems in learning English process are the teacher teaches them by using English rarely, the lesson is intended to the grammatical aspects not the conversation, and the students do not get the function and the element of the grammar they learn. So they do not know when they should use the grammar and how to apply it.

Richard states the mastery of speaking skills in English a priority for many second language or foreign language learners.[5] Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they fell they have improved in their spoken language proficiency.

In order to be able to speak English well, students have to feel comfort and confident. They also must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily.

[4]Scott Thornbury, *How To Teach Speaking*,(UK: Longman Pearson Education 2005),p.1

[5] C Jack Richard, *"Teaching Listening And Speaking (From Theory To Practice)",* (New York: Cambridge University Press), p.19

Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.[6]

The reasons of learning are to change students' intellectuality, morality and societal attitude. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.[7]

The use of appropriate learning media in teaching learning process can influence the students' achievement in learning language, especially speaking skill in English. It is appropriate with Nana Sudjanas' said "Learning media" in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation"[8]

In the development of the education at the present time, there are many kinds of media that can be applied in language

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[6] Intan Aulia, Unpublished Thesis Under The Title "The Effectiveness Of Using Describing Picture To Improve Students' Speaking Skill In Descriptive Text" (Semarang: Iain Walisongo, 2010)

[7] Nana Sudjana, Ahmad Rivai, *Media Pengajaran"*, (Bandung: CV Sinar Baru, 1991), p.1

[8] Nana Sudjana, Ahmad Rivai, "*Media Pengajaran",*Bandung: CV Sinar Baru, 1991),p.2

teaching. One of them is pop-up Story book. Pop-up Story book is a book that has moving parts or have a three dimensional elements and provide a more interesting story visualization, ranging from display images that can move when the page is opened.[9]

In MTs. Al-Asror Gunungpati Semarang, especially in VIII C, the students' speaking ability on recount text is low. The standard of English score is 7.0 but there were many students that did not reach it yet. The lowest score is 56, the highest score is 66, and the average score is 55.83.

Based on the result of observation in preliminary research, the researcher and the teacher discussed about the problem and look for the solution to improve students' speaking ability on recount text. Teaching speaking in the classroom should be interested with appropriate media in order to make students speaking ability on recount text can be improved and the process of learning can be enjoyable.

In this research, the researcher is offered pop-up Story book learning medium as a teaching media which is regarded very powerful for improving students' speaking ability on recount text. The researcher hoped the use of pop-upStory book can improve speaking ability on recount text of MTs. Al-Asror Gunungpati Semarang.

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[9] Dzuanda, *Design Pop-Up Child Book Puppet Figure Series "Gatotkaca"Http://Digilib.Its.Ac.Id/Public/Its-Undergraduate-5380-3402100054- Cover%20en.Pdf,* Retrieved From Internet On June 11th 2015

Considering the above matter, the researcher conducted a research entitle "The Use of Pop-UpStory Book to Improve Speaking Ability on Recount Text (A Classroom Action Research with theEighth Graders of MTs Al-Asror Gunungpati Semarang in The Academic Year of 2015/2016)"

B. Reason For Choosing The Topic

There are three reasons for choosing this topic:

1. Speaking is language skills which should be developed for students in mastering English.
2. Most of students get difficulties when they have to speak moreover retelling an English text.
3. The researcher wants to introduce pop-up story book as a media in teaching speaking recount text.

C. Research Question

1. What is the improvement of students' speaking ability on recount text after being taught using pop-up storybook?

D. Objectives the Research

The objective of this research is:

1. To identify the improvement students' speaking ability in recount text after being taught using pop-up story book.

E. Benefit of the Research

Based on the objectives of the research, the benefit of the research can be stated as follow:

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1. For Students

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

2. For Teachers

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

3. For the researcher

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

CHAPTER II
THE USE OF POP-UP STORY BOOK TO IMPROVE
SPEAKING ABILITY ON RECOUNT TEXT

A. Previous Research

   This previous research is from M. Mursyid, student's number 2701409003. Bachelor Program of Arabic language Education of Semarang State University (UNNES). The title is *"Arabic Storybook Series: Media Keterampilan Membaca Bahasa Arab Kelas IV MI Miftahul Hidayah Visualisasi Tiga Dimensi"* the objective of this study is to know the suitable of Arabic storybook series learning media to students, teacher and curriculum. . In order to achieve the objective of the study, the researcher conducted a research and development as the method of the research. This study was conducted of the IV grade students of MI Miftahul Hidayah Gunungpati in the academic year of 2013. The number of the students was 25 students. The result of this research showed the students liked the situation of teaching and learning when using the media as the aids of process of teaching and learning. As many 21% of students particularly liked the task given in the high category, 17% of students liked the preference level is very high category, 14% faster category,

11% is rather high, 6% is very fast, 5% rather quickly, 1% lower only 0% and less like tasks given or into the category of slow.[1]

The difference between his previous research and this research is the previous research used learning media to improve students' reading skill but the writer focused on speaking skill. The writer designed her research as a classroom action research but the previous research designed his research as a research and development study (RnD)

The similarities between his research and my research are using kinds of pop-up book learning media.

This second one research is from Farid Helmi, student's number 063411058. Bachelor program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo Semarang). The title is "Improving Students' Skill in Writing Recount Text by Using a Personal Letter" (A Classroom Action Research With the Tenth Graders Of MASS Proto Pekalongan In The Academic Years of 2011/2012). The objective of this study is to describe the improvement of students' skill in writing recount text after being taught by personal letter. In order to achieve the objective of the study, the researcher conducted a classroom action research as the method of his research. This study was conducted of the X grade students of MASS Proto Pekalongan in the academic year of 2011/2012. The number of

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[1] M. Mursyid, Unpublished Thesis Under Title "Arabic Storybook Series: Media Keterampilan Membaca Bahasa Arab Kelas IV MI Miftahul Hidayah Visualisasi Tiga Dimensi", (Semarang: UNNES, 2013)

the students was 39 students. There were three meetings during the research. They are preliminary research, cycle I and cycle II and those are given after the treatment. The result of the test showed that the students' score in the preliminary test was 55.5, the students' score in the cycle I Test was 65.7, and the students' score in the cycle II was 72.2. The achievement of the test showed that the treatment was successful and effective because the result of the cycle II was higher than the cycle test I. In line with this result, the researcher concluded that the research improved students' recount writing skill.[2]

The difference between his previous research and this research is the previous research used personal letter learning media to improve students' writing recount text but the writer focused on speaking skill and also used pop-up story book learning media in teaching recount text.

The similarities between his research and my research are using classroom action research, and also he taught the same material, that is recount text.

The last one is from Intan Aulia Asfa student's number 63411061. Bachelor program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo

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[2] Farid Helmi, Unpublished Thesis Under Title "Improving Students' Skill In Writing Recount Text By Using A Personal Letter" (A Classroom Action Research With The Tenth Graders Of MASS Proto Pekalongan In The Academic Year of 2011/2012), (Semarang: UIN Walisongo, 2011)

Semarang). The title is "The Effectiveness of Using Describing Picture To Improve Students' Speaking Skill in Descriptive Text (An Experimental Research At The Eighth Grade Students of SMP H. Isriati Semarang In 2010/2011 Academic Year). The objective of this study was to described picture as technique/method to improve students' speaking skill in describing text. In order to achieve the objective of the study, the researcher conducted an experimental research as the method of his research, which conducted in two classes; the experimental group (VIII A) and control group (VIII C) as sample. The VIII A was taught by using describing picture, while the VIII C was taught without describing picture (Direct Method).

After the data had been collected by using test, she concluded that t-test was (4.348), whereas the t-table was (2.01) for a = 5%. The t-test score was higher the t-table (4.348 > 2.01). It was meant that Ha (alternative hypotheses) was acceptable while Ho (null Hypotheses) was rejected. Since t-test score was higher than the t-table, describing picture was effective technique/method in improving students' speaking skill in descriptive text at the eighth grade students of SMP H.Isriati Semarang.[3]

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[3] Intan Aulia, Unpublished Thesis Under Title "The Effectiveness Of Using Describing Picture To Improve Students' Speaking Skill In Descriptive Text (An Experimental Research At The Eighth Grade Students of SMP H. Isriati Semarang In The Academic Year Of 2010/2011) (Semarang: IAIN Walisongo, 2011)

The differences of the second previous research and this research is the second previous research focused on descriptive text to improve students' speaking skill and the writer focused on recount text to improve students' speaking skill.

The similarities of the second research and this research are both of them try to improve speaking skill of learning language.

B. Theoretical Framework

1. Concept of Speaking

a. Definition of Speaking

Speaking is one of the central elements of communication In EFL teaching learning, it is an aspect that needs special attention and instruction.[4] Speaking is so much part of our daily life that we tend to take it for granted. We speak in order to carry out various social activities. Although we may not always be consciously aware of doing so, we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context.[5] Speaking is an activity requiring the integration of many systems. All these

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[4] Jack C, Richard and Willy A. Renandya, *"Methodology In Language Teaching (An Anthology Of Current Practice)",* (Cambridge: University Press),p.210

[5] Norbeth Schimitt, ed. *An Introduction to Applied Linguistic*, (New York: Oxford University Press, 2002),p.212

factors combine to make speaking a second or foreign language a formidable task for language learner yet for many people, speaking is seen as the central skill.[6]

Teaching speaking skill to students should be oriented to enable the students to speak English in different situations and genres. There are four recommendations for teachers who are going to teach speaking skill.[7] First, whatever the activity chosen, it should allow students to talk a lot. Teachers should select speaking activities that demand students to talk a lot. The activity should also be able to involve all the students in the activity. It does not only better students who dominate the class. Besides that, the activity should be able to motivate students participate and to talk. Therefore, the activity should be interesting to the students. The last one, the activity should be acceptable with students' proficiency level. If it is too difficult or too easy for them, it will motivate than to participate.

b. **Element of Speaking**

To be a good speaker, the ability to produce utterance (utterances) is not enough. There is much linguistics to be mastered by languages learners in order

[6] Marianne Celce Murcia, "*Teaching English as a Second or Foreign Language",* (United States: Copyright, 2001), p.103

[7]TEFLIN, "*The 51st Teflin International Conference",* (Bandung: TBA Yadari-Abab, 2003), p.4

to be able to express their feelings and ideas appropriately. Here are elements of speaking according to Harmer in his book *The Practice of English Language Teaching* that speakers have to be competent in the speaking skill, those are: Language features in which contains 4 points. Those are:

1) Connected Speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through Contraction and stress patterning).

2) Expressive devices is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

3) Grammar and lexis are described as people live in different ways, places, and environments causing different mindset too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when

students have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.

4) Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener.[8]

Those are some elements which arrange the language that English speaker must be expert. Perhaps, some languages have difference in their pronunciation, lexeme, morpheme, and etc. But, generally they have the same elements in the same way because of the language function it is self.

c. **Aspect of Speaking**

In presenting language, speaker cannot speak as he likes. Speakers should consider to the listener and

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[8] Jeremy Harmer, "*The Practice of English Language Teaching,* 3rd Ed*"*, (London: Pearson Education Limited, 2001), p. 269-270

some aspect of speaking. There are some aspects of speaking:[9]

1) Pronunciation including the segmental features-vowels and consonants, the stress and intonation patterns.

2) Grammar as the result for forming words and making sentences. Grammar is not only about forming word to sentences, but grammar also tells that a word can be a sentence in certain situation.

3) Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use. Speaker needs to use understandable words and pronounce them well.

4) Fluency; the ease and speed of the flow of speech. Indeed, the term fluency is not only talks about the speed of speech, fluency also talks about the pause of speech. A fluent one not only talks quickly, but also pause the speech appropriately.

5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

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[9]Alfi Hafidoh, Unpublished Thesis Under Title "*The Implementation Of Inside Outside Circle Technique To Improve Students' Speaking Skill",* (Semarang; UIN Walisongo 2014), p.14-15

2. Recount Text

a. Definition of Recount Text

According to Anderson, "Recount is a piece of texts that retells past events, usually in the order in which they happened." The purpose of a recount is to give the audience a description of what occured and when it occured.[10]

Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[11]

b. Generic Structure of Recount Text

There are three generic structure of recount. They are:[12]

1) Orientation: provides the setting and produces participants. It provides information about "who", "where", and "when".

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[10] Anderson, *Text Types In English 1&2",* (South Yurra: McMillan Education, 1997),p.48

[11] Farid Helmi, Unpublished Thesis Under Title "Improving Atudents' Skill in Writing Recount Text By Using A Personal Letter" (A Classroom Action Research With the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/2012), Semarang: IAIN Walisongo, 2011, p.28

[12] Farid Helmi, Unpublished Thesis Under Title "Improving Atudents' Skill in Writing Recount Text By Using A Personal Letter",....,p.28

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2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation: optional-closure of events. It is rounds off the sequence of events.

c. Language Feature of Recount Text

The language features usually found in recount text are:[13]

1) Proper nouns to identify those involved in the text.

2) Descriptive words to give details about who, what, when, where, and how.

3) The use of past tense to retell the events.

4) Words that show the order of events (for example, first, next, then)

d. The Example of Recount Text

Our Trip to the Blue Mountain

Orientation on Friday we went to the Blue Mountains. We stayed at David and Della's house. It has big garden with lots of colorful flowers and a tennis court.

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy

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[13] Anderson, *"Text Types In English 1&2",* (South Yurra: McMillan Education, 1997),p.50

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and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 on Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

Reorientation   in the afternoon we went to home. It was an unforgettable experience.

3. **Media**

   a. **Definition of Media**

   One way to support teaching and learning is using media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Therefore, media also has contribution in improving students' skill.

   Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media give some resourceful teaching aids that help both teacher and students in material.

   The word "Media" is derived from Latin that means "mediator".[14] In Arabic media are (وسائل) intermediary or mediator a message from sender to receiver message.[15]

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[14] Syaiful Bahri Djamarah, *"Strategi Belajar Mengajar",* (Jakarta: Rineka Cipta, 2010), p.120

[15] Azhar Arsyad, *"Media Pembelajaran",* (Jakarta: PT Raja Grafindo Persada, 2003), p.3

Gerlach and Ely as quoted by Azhar Arsyad say: "Media can be understood of man, materialistic, or an event that make students are able to obtain the knowledge, skill, or behavioral". It means that teachers, text books, and school environment are media.[16] Asnawir and Usman say that media are things which can be manipulated, seen, heard, read, or spoken by the instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.[17]

From those definitions, media are kinds of substances that are used by teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way.

b. Function of Media

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

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[16] Azhar Arsyad, *"Media Pembelajaran",* (Jakarta: PT Raja Grafindo Persada, 2003),p.3

[17]Asnawir and M. Basyaruddin Usman, *"Media Pengajaran",* (Jakarta: Ciputat Press, 2002),p.11

conditions, and the learning environment organized and created by teachers.[18]

Media are very important in teaching learning process. Media give motivation for students to be more interested in learning process. Students are able to understand the message better as the materials are presented in a certain way. Media provide various kinds of teaching method and technique, so the students will not be difficult and bored to study the materials. They are not only listening to Teacher's explanation but also doing some activities to practice the media. Sometimes teachers do not concern it and still use monotonous methods. After while, using media can stimulate the student's mind, feeling, attention. So it crates good learning process.[19]

According to the Asnawir and M. Basyaruddin Usman, there are several functions of the media as follow:[20]

1) Teaching by media can help students easier to understand the materials and the teachers easier to convey the material to the students.

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[18] Azhar Arsyad, *"Media Pembelajaran"* (Jakarta: PT Raja Grafindo Persada, 2003)p,15

[19]Nana Sudjana and Ahmad Rivai, *"Media Pengajaran",* (Bandung: Sinar Baru Algesindo, 1997),p.2

[20] Asnawir and M. Basyaruddin Usman, *"Media Pengajaran",* (Jakarta: Ciputat Press, 2002),p.24-25

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2) Giving the real experience (something which abstract can be concrete)

3) Stimulating students' attention and does not make them bored.

4) Making the senses can be active, so the students will work well.

5) Attracting students to study the material better.

6) Arousing the world of theoretical with the reality.

Media provide various kind of teaching method and technique, so students attracted in teaching learning process and the students' achievement increased significantly. The researcher concludes that media show its functions. Here, media can help the teacher to convey the message of the materials well.

c. **Classification of Media**

In learning language, teacher needs media. Media can be used to transfer a message from the sender to the receiver effectively. Because it makes students can stimulate their attention in the teaching learning process.

According to the Syaiful Bahri Djamarah, the classification can be seen from the types of media, covering powers, and object making, as follow:

1) **Types of media**

Media can be seen from types of media form. There are audio media, visual media, and audiovisual media, as follow:

a) **Audio media**

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

b) **Visual media**

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

c) **Audiovisual media**

It is medium that can be seen and listened, like a film, video, or television. This media are better than audio and visual media. It is very important in teaching learning process, by seeing video, students analyzed gestures, paralinguistic, and expressions that help students

to see beyond what they are listening and seeing.[21]

2) **Covering powers**

In learning media can be seen from the covering power forms. There are media by broad covering power and all at once, media by definite covering power on space and time, media for individual teaching. Those will be explained as follow:

a) **Media by broad covering power and all at once**

The use of media is not only limited on space and time, but also can reach the number of students in the same time. For example: radio, television

b) **Media by definite covering power on space and time**

The use of media by definite covering power on space and time needs specific space and time. This media can't reach the number of students in the same time. For example: film, sound slide, etc.

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

c) **Media for individual teaching**

The use of this media is only for individual. For example: program module, and teaching by computer.[22]

3) **Object making**

Media can be seen from object making form. There are simple media and complex media, as follow:

a) **Simple media**

This media are easy to get and the price is cheap. The way of making this media are easy and the use of the media is not difficult. For example is picture, or thing, etc.

b) **Complex media**

In this media, the basic of the material is difficult to gets and expensive. And the way of making this media is also difficult. It needs some skills. For example is computer, etc. [23]

Sudjana and Rivai classify media into four general categories, they are as follows:[24]

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[22]Syaiful Bahri Djamarah, *"Strategi Belajar Mengajar",* (Jakarta: Rineka Cpta, 2010),p.125

[23] Syaiful Bahri Djamarah, *"Strategi Belajar Mengajar",* (Jakarta: Rineka Cpta, 2010),p.126

[24] Sudjana Nana, and Rivai, *"Media Pengajaran",*(Bandung: Sinar Baru Algasindo. 2007), p.3-4

25

1) Graphic media (two dimensions media) is media with length and width such as picture, photo, diagram, poster, cartoon, and comic

2) Three dimensions are media with a solid model such as diorama, mock up or pop-up.

3) Projectors media such as slide, film stripe, film, OHP, etc.

4) Using environment as teaching media

In this study, the researcher used three dimensions media named pop-up book story as the interaction media, because by using pop-up book story, it can motivate the students to learn and pay attention to the material given.

4. Pop-up Story Book

a. Definition of Pop-up Story Book

Pop-up is an illustration which when activated by the opening of a page, pulling a tab, or lifting a flap rises above the level of the page. A three-dimensional illustration.[25]

Pop-up book is a book that displays the movement and interaction through the use of paper, as the material folds, rolls, wheels or its rotation.[26]

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[25]http://www.popuplady.com/about03-glossary.shtml, Retrieved on April 15th 2016, at 10.54 a.m

[26]Alit Ayu Dewantari, *Sekilas Tentang Pop-up, Lift the Flap, dan Movable Book*, http://dgi-indonesia.com/sekilas-tentang-pop-up-lift-the-flap-dan-movable-book/, Retrieved on June 28th 2015, at 08.45 p.m

Considering the above matter, Dzuanda explained the mean of the pop-up book is a book that has moving parts or has a three dimensional elements and provide a more interesting story visualization, ranging from display images that can move when the page opened.[27]

Based on explanation above, the pop-up story book is a story book that has a three dimensional element, that can move when the pages of book opened.   In addition a pop-up book has a beautiful image display and also can be enforced. So the media pop-up book is suitable for the process of teaching learning.

b. **Pop-up Story Book as a Learning Media**

The use of pop-up story book stems from the 13th century, at the first pop-up book is used to teach anatomy, mathematics, astronomy makes estimate, a book like this is only used to help the scientific work. Until the 18th century this technique began to be applied to books designed as entertainment especially geared to children.[28]

Pop-up books can provide a visualization of a more interesting story. Starting from the image display

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[27]Dzuanda, *Design Pop-Up Child Book Puppet Figure Series "Gatotkaca"http://digilib.its.ac.id/public/ITS-Undergraduate-5380-3402100054-cover%20en.pdf,* downloaded on June 11th 2015 at 09.45. a.m.

[28] Ellen G.K. Rubbin, *pop-up and Moveable Books in the Context of History,* http://www.popuplady.com/about01-history.shtml, Retrieved on April 15th 2016, at 11.13 a.m

look more dimensions, image can be moved when the page opened or shifted, moveable part when deformed, has a texture as the original object, there are some that can emit sound. Some experts claim that the students liked bright colors, cast of characters that are simple and intriguing story.

Pop-up story book has ability to reinforce the impression to be conveyed in a story, so that it can be felt. Dimensional visual display makes the stories truer, coupled with a surprise given on every page. Images or picture can suddenly appear from behind a yard, or a building can stand majestically in the middle of the page by this visualization, so the impression you want to display can be delivered.[29]

Kind of the story told in the pop-up book can be very diverse, ranging from the knowledge such as the introduction of animals, state geographic, cultural, historical, religious activities, to the imaginary stories such as fairy tales, fables, folktales, myths, legends. Besides, pop-up books also have deficiency, the pop-up book has displays that can move, rises or appear and dimension. So, a teacher requires skill, patience, time and also cost more than for other media.

[29]M. Mursyid, Unpublished Thesis Under Title " Arabic Storybook Series: Media Keterampilan Membaca Bahasa Arab Kelas IV MI Miftahul Hidayah Visualisasi Tiga Dimensi", (Semarang: UNNES, 2013),p. 30-31

According to Dzuanda Pop-up story book media has some benefit there are:[30] Teach the children to appreciate books and treat it better, Closing the parents of children, Develop children's creativity, Stimulate child's imagination, Adding knowledge to give a depiction of an object (object recognition), Can be used as a medium for instill a love of children to read.

c. **The Teaching Steps in Pop-up Story Book Learning Media**

The success or failure of the teaching learning process is depend on several factors, one of them is media that used by teacher. If the teacher used a good media and students gave good respond, teaching learning process will run well. Therefore the researcher used pop-up book story media to improve speaking ability on recount text. There are the steps to use the media:

1) Teacher divided the students into 2 groups.
2) Teacher gave each group a pop-up story book
3) Teacher asked to the students of each groups to discussed the story that illustrated by pop-up story book media.

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[30]Nila Rahmawati, *"Pengaruh Media Pop-up Book Terhadap Penguasaan Kosakata Anak Usia 5-6 Tahun Di TK Putera Harapan Surabaya" (Vol 3, No. 1, 2014)* http://ejournal.unesa.ac.id , downloaded 16th April at 10.39 a.m, p.4

4) After discussed, teacher asked some question related the story.

5) To get an accountability of students, the teacher asked them to retell the story with their own word orally.

C. Action Hypothesis

Hypothesis is provisional estimates to the formulation of research problems.[31] Based on the statement of the problem above, the hypothesis of the study is pop-up story book can improve students' ability on speaking recount text.

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[31] Sugiyono, "*Statistika Untuk Penelitian*", (Bandung: Alfabeta, 2013), p.84.

CHAPTER III
RESEARCH METHOD

A. Research Design

A classroom action research (CAR) is used in this study as the method. Classroom action research (CAR) is part of a board movement that has been going on in educational generally for some time. It is related to the ideas of "reflective practice" and the teacher as researcher. In action research, the researcher is concerned with using a systematic process in solving educational problems and making improvement.[1] Research method is a systematic activity by using certain methods to find new thing or to prove a theory. This research is classroom action research (CAR) that uses data observation toward teaching learning process in speaking recount text. A form of research which is becoming increasingly significant in language education is Action research.[2] Kemmis and MC Taggart for example, argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researcher; secondly, that it is collaborative; and thirdly, that is it is aimed to changing things. A distinctive feature of action research is that those affected by planned changes have the

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[1] Daniel R. Tomal, "*Action Research for Educators*", (United States of America: Scarecrow Press, 2003),p.8

[2] David Nunan, "*Research Methods In Language Learning*", (United State, Cambridge University Press, 1992),p.17

primary responsibility for deciding on courses. Cohen and Manion argue that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also state that the aim of action research is to improve the current state of affairs within the educational context in which the researcher is being carried out.[3]

From the definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her colleague, in the classroom. This research is concern to solve the problem in the classroom. Involving a group of students to improve students' achievement in learning process and enhance the students' understanding of the lesson.

There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in one cycle for doing in classroom action research are:

1. **Planning**

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on

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[3] David Nunan, *"Research Methods In Language Learning"*, (United State, Cambridge University Press, 1992),p.18

the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

2. **Acting**

    This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much the improvement of students' speaking ability on recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in groups, evaluate their mistakes and make summarize about materials.

3. **Observing**

    In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

4. **Reflecting**

    Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[4]

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[4] Arikunto, Suharsimi, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: PT Rineka Cipta, 2006),p.99

B. Setting of the Research

This classroom action research took place at MTs Al-Asror Gunungpati Semarang Central Java in the year of 2015/2016 which is located Jl.Legoksari raya No. 2 Gunungpati Semarang.

C. Subject of the Research

The subject of this Research is students at the Eighth graders of MTs Al-Asror Gunungpati Semarang in the academic year of 2015/2016. The reason is because at this grade the students are in the process of developing their psychology, so that the researcher directed them to choose the importance of using common language and usual way in communication. Then, it will be a good manner to increase the students' awareness in using language as the practical way.

D. Collaborator of the Research

The collaborator in this Classroom Action Research is person who helps the researcher to collect the data. The collaborator in this research is the English teacher who teaches English in the MTs. Al-Asror Gunungpati Semarang at Eighth Class, she was Nur Syafa'ah, M.Pd.

E. Procedure of the Research

In this research, the researcher conducted two cycles of classroom action research. There are four steps process in each

cycle for doing classroom action research. To be more detail the phases can be ilustrated as follows:[5]
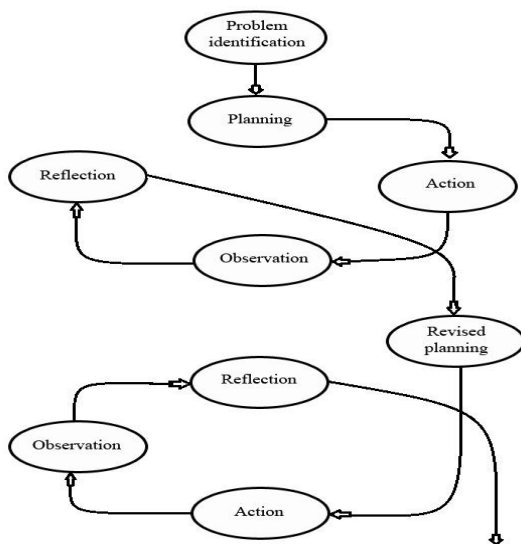
Figure 1 Action Research Cycle

(Adapted from Sanjaya's book *Penelitian Tindakan* Kelas)[6]

The researcher conducted two cycles and each cycle is ended by a final test, but before conducted the first cycle she conducted pre-cycle to know the initial condition of students'motivation in learning recount text especially in speaking skill. The activities that have done in each cycle are as follows:

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[5] Wina Sanjaya, *"Penelitian Tindakan Kelas",* (Jakarta: Kencana Prenada Media Group, 2009),p.53-54.

[6] Wina Sanjaya, *"Penelitian Tindakan Kelas",* (Jakarta: Kencana Prenada Media Group, 2009),p.54

1. **Procedure of Preliminary Research**

   Preliminary Research of the research was conducted on 23th November 2015. In this preliminary the researcher observed the class to get the information about students' initial condition and to know their problems in teaching learning. From the pre-research, the researcher got the data. From the result of the data, all students were not achieved the required score. Based on the problem, the reseacher intended to use pop-up story book in the next activity to make students interest and enjoy in the learning process so that their speaking score would be better.

2. **Procedure of Cycle 1**

   Cycle 1 of the research was conducted on 26th November 2015. In this cycle, the teacher taught to the students used pop-up book story. The activities of the first cycle as follows:

   a. **Planning**

      The first phase in conducting the action research was planning. In this phase, the researcher did the following activities:

      1) Evaluated the result of the test on pre-cycle and discussed with the teacher to be better in the next meeting.

      2) Prepared the material and media of the study that teacher need.

3) Made a lesson plan for the cycle two.

b. **Acting**

In this step there were many activities that have done. The researcher gave students material about recount text with the title "Shinchan Holiday". There are as follows:

1) Teacher started by greeting students, then check students' attendance

2) Teacher gave stimulation related the topic

3) Teacher explained the material, and then gave chance to the students to asked question about the material.

4) Teacher divided class into 2 groups and gave each group a pop-up book story and some question related to the media.

5) Teacher asked each group to discuss the story that was illustrated by pop-up book story.

6) Teacher asked students to answer the question

7) Teacher gave oral test to the students by asked them to retell the story with their own word.

c. **Observing**

Observe students' activities in teaching learning process and while they are doing the assignment. There are many aspects that were observed by the researcher and teacher such as: teaching learning activity, students' activeness, students' responses and students' participation

in learning activity. So that the researcher should make a note in every activities and changing in learning process.

d. **Reflecting**

The researcher together with the English teacher or collaborator evaluated and concluded the result of this cycle by calculating score of students test. From that score the researcher would know there is improvement or not in students speaking ability especially on recount text.

3. **Procedure of Cycle 2**

Cycle 2 of the research was conducted on 3rd December 2015. In this cycle the teacher the teacher taught to the students used pop-up book story. The activities of the second cycle as follows:

a. **Planning**

In this phase, the researcher did the following activities:

1) The researcher planned to review the previous lesson
2) The researcher planned to make lesson plan for next meeting.
3) The researcher prepared the material and media of the study that teacher need.

b. **Acting**

After doing first cycle, the researcher conducted the last cycle by giving new material about recount text

with the title "My Birthday Party". The activities of those are as follows:

1) Teacher started by greeting students.
2) Teacher reviewed the last lesson.
3) Teacher divided the class into 2 groups
4) Teacher gave each group pop-up book story with the title "My Birthday Party"
5) Teacher asked each group to discuss the meaning of the story.
6) Teacher gave quiz or question related to the story.
7) Teacher gave oral test to the students by retell the story with their own word.

c. **Observing**

Just like in the first cycle, in this cycle the researcher also observed the students. For some aspects that need to observe similar with first cycle. There are: teaching learning activity, students' activeness, students' responses and students' participation in learning activity.

d. **Reflecting**

Evaluated and concluded the result of the research. The researcher submitted all result from the first cycle until the last cycle. She calculated the mean of students score. From that score she knew the implementation of pop-up book story to solve students speaking problem.

F. Data Collecting Technique

"Collecting data is the conscious to get data by systematic method, based on standard procedure".[7] The purpose of collecting data in this research is to get relevant, accurate, and reliable materials. This research uses some techniques to collect the data as follows:

1. Observation

Observation is the process of observe toward the subject of observation by using all of sense.[8] An observation task is a focused activity to work on while observing a lesson in progress. It focuses on one or small number of aspect of teaching learning and requires to observe to collect data or information from actual lesson.[9]

Observation is used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities during the teaching and

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[7] Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*", (Jakarta: PT Rineka Cipta, 2006),p.222

[8] Suharsimi Arikunto, *"Prosedur Penelitian: Suatu Pendekatan Praktik",* (Jakarta: PT. Rineka Cipta, 2002),p.156

[9] Ruth Wajnryb, "*Classroom Observation Task"*, (Uk: Cambridge University Press, 1992),p.7

learning process. How teacher delivered the material what teacher arranged the classroom and also the students' response, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considered of asking the collaborator to help him to observe the classroom.

2. **Documentation**

   Documentation is done to get context and information explicitly.[10] In this research, documentation is collected by students' attendance, students' English score, and photo of teaching learning process using pop-up book learning media.

3. **Test**

   Test is some questions used to measure the competence, knowledge, intelligence, and ability of talent which is have by individual or group.[11]Test is an instrument measuring instrument for data collection where in responding to the questions in the instrument, participants are encourage to show maximum performance.[12] Brown states that a test is a method of measuring a person's ability, knowledge, or

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[10] Wijaya Kusumah, Dedi Dwitagama, "*Mengenal Penelitian Tindakan Kelas"*, (Jakarta: Indeks Penerbit, 2010),p.9

[11] Suharsimi Arikunto, "*Procedure Penelitian: Suatu Pendekatan Praktik",* (Jakarta: PT.Rineka Cipta,2002),p.150

[12] Purwanto, "*Evaluasi Hasil Belajar",* (Yogyakarta: Pustaka Pelajar, 2013),p.63

performance in a given domain.[13] Test is used to collect initial data and the final data about the student's ability to speak recount text.

In order to know the improvement of speaking ability, the writer gave speaking test to know student's ability. The researcher focused on element of speaking there are: pronunciation, grammar, fluency, comprehension, and vocabulary. In this research, the writer use spoken test.

G. Data Analysis Tecnique

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher got the data from document, observing the teaching learning process, and the result of the students' test.

In processing the data, the researcher used descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using pop-up book teaching media in improving speaking ability.

The data from observing are grouped based on students' behavior and students' indicator for students' activeness when the pop-up book teaching media is introduced. The result of observation is analyzed such as below:

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[13] Douglas Brown, "*Language Assessment Principles and Classroom Practice",* (San Francisco: Longman, 2004),p.3

Score = *Total Score*   x 100%
         Maximal score

In this research, the researcher also used mean formula to know the average of students' score and to check students' improvement in speaking. The formula is as follow:

$$M = \frac{\Sigma\chi}{N}$$

Explanation:

M   : The average of students' score

∑x : Total score

N   : The number of students

Scoring Guidance

For the test, all aspect of speaking is observed from students' vocabulary, pronunciation, grammar, fluency, and Comprehension. Here is the scoring guidance for the test:[14]

No.	Aspect of assessment	Score	Description
1.	Pronunciation	17-20	Have few traces of foreign accent.
		13-16	Always intelligible, though one is conscious of definite accent.
		9-12	Pronunciation problems occasionally lead to

[14] Alfi Hafizoh, Unpublished Thesis Under Title "The Implementation Of Inside Outside Circle Tecgnique To Improve Students' Speaking Skill"(A Classroom Action Research at 11 Grade of SMA Negri 1 Bandar Batang In The Academic Year of 2014/2015), (Semarang: UIN Walisongo, 2014)

No.	Aspect of assessment	Score	Description
			misunderstanding.
		5-8	Very hard to understand because of pronunciation problems. Must frequently be repeated.
		1-4	Pronunciation problems make speech virtually unintelligible.
2.	Grammar	17-20	Make few noticeable errors of grammar or word order.
		13-16	Occasionally makes grammatical and word order errors which do not obscure meaning.
		9-12	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		5-8	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.
		1-4	Errors in grammar and word order make speech virtually unintelligible.
3.	Vocabulary	17-20	Use of vocabulary is Resemble to native speaker.
		13-16	Sometimes need to rephrase the appropriate vocabulary.

No.	Aspect of assessment	Score	Description
		9-12	Conversation is limited because the uses of wrong vocabulary.
		5-8	Limited vocabulary makes comprehension quite difficult.
		1-4	Vocabulary limitations so extreme make conversation virtually impossible.
4.	Fluency	17-20	Speech as fluent and effortless resemble to native speaker.
		13-16	Speed of speech seems to be slightly affected by language problems.
		9-12	Speed of speech is rather fast affected by language problems.
		5-8	Usually hesitant, forced into silence by language limitation.
		1-4	Speech is halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	17-20	Appears to understand everything without difficulty.
		13-16	Understand nearly everything at normal speed, although occasional repetition may be necessary.
		9-12	Understand most of what is said

No.	Aspect of assessment	Score	Description
			at slower than normal speed with repetitions.
		5-8	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.
		1-4	Can not be said to understand even simple conversation English.

The score analytic scale is like below:

Score	Grade
17-20	Excellent
13-16	Good
9-12	Fair
5-8	Poor
1-4	Very bad

H. Criteria of the Research Success

These are criteria by which this research considering success according to Nunan, which are presented by the researcher, those are:

1. The result of exceed the determined target score.
2. The innovation had overall positive response from participating teacher.

3. The innovation has beneficial impact on students' speaking. A comparative analysis students' test score indicated, in term of evaluation criteria identified by the researcher.
4. Teachers' classroom practice change as a result of a participation innovation.
5. The objective of the innovation largely met.
6. The innovation has a number of distinctive features which contributed to its effectiveness.[15]

In step on this, the researcher infers that the research will be considered success if the using pop-up book learning media in teaching speaking recount text for the students' eight grade of MTs Al-Asror Gunungpati Semarang brings about changes and benefits by all mean of students' speaking ability, students' motivation, teaching and learning outcomes.

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[15] David Nunan, "*Research Methods In Language Learning*", (United State, Cambridge University Press, 1992),p.207-208

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. The Research Finding

This study is Classroom Action Research on the use of Pop-up Story Book in teaching speaking Recount Text. In this chapter, the researcher wanted to describe the use of Pop-up Story Book and analysis the result that was conducted in two cycles. Those were explained as follows:

1. Preliminary Research

The Preliminary Research was done on November 23th 2015. In this occasion the researcher joined the speaking class and observed the initial condition and students' activity in the class to identify the problem. During Pre-Research, the researcher observed students' behavior and activity based on the observation checklist.

Table 4.1
Teacher's Performance in Pre-Research

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher prepared lesson plan				√		4
2.	Teacher explained the material				√		4
3.	Teacher asked questions			√			3
4.	Teacher responded			√			3

No	Aspect	Score					Grade
		1	2	3	4	5	
	students' question						
5.	Teacher managed the class			√			3
6.	Teacher used media			√			3
7.	Teacher gave instruction			√			3
8.	Teacher gave exercises			√			3
9.	Teacher gave feedback and reviewed the material			√			3
TOTAL SCORE							29

The score of observation as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{29}{45} x\ 100\ \%$$

$$= 64.44\ \%$$

In this activity, teacher explained the material and gave instruction clearly, but the media that used is whiteboard, textbook and slide power point. Teacher seldom responded students' question, because few students asked questions. Teacher always asked to know the students' understanding about the material. Teacher also warned the students that did not pay attention when the teacher explained the material.

Table 4.2
Students' Activeness in Pre-Research

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Students paid attention to teacher's explanation			√			3
2.	Students respond or answer to teachers' question			√			3
3.	Students asked questions to clarify understanding.		√				2
4.	Students are active during teaching learning process		√				2
5.	Students were enthusiastic in using pop-up book teaching media						
6.	Students do the best		√				2
TOTAL SCORE							12

The score of the observation as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{12}{30} x\ 100$$

$$= 40\ \%$$

From the result of observation above, it can be concluded that not all of students participated in the class activity. Most of them only paid attention to the teacher's explanation, and then they did not pay attention to the class. The researcher found that many students have difficulties in speaking. That is because students have little practice in

speaking and they felt shy in stating their opinion. Some of them only kept silent and follow another answer.

The purpose of the test was to measure to skill of the students in speaking and to know the basic score of speaking. Those are the score in Pre-Research:

Table 4.3
Students' Score in Pre-Research

No.	Name	Score
1	Achmad Fuadi	57
2	Adi Putra Pratama	57
3	Aguna Triyarso	61
4	Alifta Dina Lutvia Rizmasari	63
5	Annisa Khumairok Nurmayanto	62
6	Arifatur Rosyida	60
7	Ayyuba Anggawa Mulya	59
8	Bagas Pramudya Hadza	56
9	Difa Alfi Sabrina	65
10	Fais Johan Roni	57
11	Farah Nurul Kamalia	56
12	Fatma Maulida Rahma	60
13	Fika Oviana Fadila	62
14	Hadid Nur'afra Arasy	64
15	M Ilhan Dearna Yudhistira	Absent
16	Maulidya Aisyah Hamidah	62
17	Mohamad Arman Maulana	56
18	Muhamad Iqbal Novieyanto	60
19	Muhammad Aji Wijayanto	Absent
20	Muhammad Alfit Hari Mubarak	64
21	Muhammad Ivan Sauqi Khilmi	62
22	Muhammad Rifantofana	60
23	Muhammad Rohmatullah	64
24	Ndaru Wibisono	63
25	Novita Haryanti	65
26	Putri Rohmawati	61

51

No.	Name	Score
27	Qolbuddin Hikmatiyar	Absent
28	Rachma Audina Al Khanza	66
29	Reni Yulia Puspitasari	62
30	Rikho Ananda	63
31	Rizqi Intan Nur Laili	64
32	Salsa Qurrota Aini	60
33	Salsabila Kindly Aurelia Azzahwa	62
34	Yunita Cahya Setyaningrum	64
35	Zaidatur Rohmaniyah	57
Total Score		1954

The average of the class in first cycle:

$$M = \frac{\Sigma \chi}{N}$$
$$= \frac{1954}{35}$$
$$= 55.83$$

Based on the observation and students' score, most of the students had difficulties to do it. It can be seen from their face which appeared nervous and also from their activities. They were afraid to express their idea, feeling and they were less confident. From the problem found in Pre-Research observation, the researcher planned to use pop-up book learning teaching media in speaking class in order to train the students to speak in front of their friend and to improve students' speaking skill.

2. First-Cycle

a. Planning

The first cycle was held on 26th November 2015. In planning, before applying the media, researcher had to prepare everything which needed in learning process, researcher prepared lesson plan, the material, the media, the test instrument, and the observation checklist.

b. Action

In the class, the teacher did the teaching learning process according to the procedures that made before. The teacher opened the class, greeted the students and checked students' attendance. Teacher gave stimulant question to the students related the material, and then explained the material to the students. She explained the generic structure, language feature, and also social function of recount text. Teacher gave chance to the students to ask question and then teacher gave feedback to them.

After explained the material, teacher divided the students into 2 groups. And then teacher gave example of recount text that illustrated by pop-up story book. The next activity was the students of each group discuss the meaning of the example of recount text that was illustrated by pop-up story book. Then the teacher gave quiz and reviews the material. At the end of the lesson, the researcher gave assessment by oral test.

c. **Observation**

The next phase is observation. In this phase, the researcher observed the class during the teaching learning process. The observation was done in order to know the teaching learning activity, students' activeness, students' responses and students' participation in learning activity. In first cycle, the score was higher than in pre-research.

Table 4.4
Teacher's Performance in First Cycle

No	Criteria	Score					Grade
		1	2	3	4	5	
1	Teacher prepares lesson plan				√		4
2	Teacher explains the material				√		4
3	Teacher asks questions			√			3
4	Teacher responds students' question				√		4
5	Teacher manage the class			√			3
6	Teacher uses the media				√		4
7	Teacher give instruction			√			3
8	Teacher gives exercises				√		4
9	Teacher gives feedback and reviews the material.			√			3
TOTAL SCORE							32

The score of the observation in First Cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{32}{45} x\ 100\ \%$$

$$= 71.11\ \%$$

According to the result of observation, it shows the teacher activities used pop-up story book is fair with 71.11 %. Teacher explains the material clearly. Teacher asked some question to know the students' understanding about the material. Some students answered the teacher's question. There was progress between teacher and student's interaction, although some students answered the question and paid attention the teacher's explanation. Teacher also warned some students that did not pay attention when the teacher explained the material.

Table 4.5
Students' Activeness in First Cycle

No.	Criteria	Score					Grade
		1	2	3	4	5	
1	Students pay attention to teacher's explanation				√		4
2	Students respond or answer to teachers' question			√			3
3	Students ask questions to clarify understanding		√				2
4	Students are active during teaching learning process		√				2
5	Students are enthusiastic in using pop-up book teaching media			√			3
6	Students do the best			√			3
	TOTAL SCORE						17

The score of observation in first cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{17}{30} x\ 100\ \%$$

$$= 56.67\ \%$$

From the observation in first cycle, it can be concluded that the students were more active than in the pre-research. More students joined the class enthusiastically but still did not respond well. When applied the media, there were some students' not interest well, because they still confused with the use of it. Then, all of students did the test. Students told recount text that they have made orally without text.

Table 4.6
Students' Score in First Cycle

No.	Name	Score
1	Achmad Fuadi	68
2	Adi Putra Pratama	**72**
3	Aguna Triyarso	73
4	Alifta Dina Lutvia Rizmasari	72
5	Annisa Khumairok Nurmayanto	70
6	Arifatur Rosyida	70
7	Ayyuba Anggawa Mulya	70
8	Bagas Pramudya Hadza	69
9	Difa Alfi Sabrina	70
10	Fais Johan Roni	69
11	Farah Nurul Kamalia	68
12	Fatma Maulida Rahma	67
13	Fika Oviana Fadila	70

No.	Name	Score
14	Hadid Nur'afra Arasy	73
15	M Ilhan Dearna Yudhistira	67
16	Maulidya Aisyah Hamidah	65
17	Mohamad Arman Maulana	64
18	Muhamad Iqbal Novieyanto	68
19	Muhammad Aji Wijayanto	69
20	Muhammad Alfit Hari Mubarak	68
21	Muhammad Ivan Sauqi Khilmi	65
22	Muhammad Rifantofana	70
23	Muhammad Rohmatullah	66
24	Ndaru Wibisono	74
25	Novita Haryanti	74
26	Putri Rohmawati	69
27	Qolbuddin Hikmatiyar	72
28	Rachma Audina Al Khanza	68
29	Reni Yulia Puspitasari	75
30	Rikho Ananda	71
31	Rizqi Intan Nur Laili	70
32	Salsa Qurrota Aini	66
33	Salsabila Kindly Aurelia Azzahwa	69
34	Yunita Cahya Setyaningrum	70
35	Zaidatur Rohmaniyah	67
Total Score		**2428**

The average of the class in first cycle:

$$M = \frac{\Sigma \chi}{N}$$

$$= \frac{2428}{35}$$

$$= 69.38$$

From the activity in the first cycle, students were more enthusiastic. They enjoyed the activity and tried to speak more.

d. Reflection

In reflection, teacher and collaborator discussed about the result from the first cycle. The researcher and the teacher needed to make improvement to be motivation to students that speaking is a needed skill.

The teacher also had to prepare teaching media well. From the activity, students enjoyed pop-up book story learning media, but they had no achieved the minimum score yet. The teacher and the researcher decided to give them second cycle to improve their improvement.

3. Second-Cycle

a. Planning

The second cycle was conducted on 3rd December 2015. As in the first cycle, the researcher also prepared everything that needed in the second cycle. In planning, the researcher made lesson plan, prepared the material, observation checklist, and the test instrument. Teacher did this cycle based on the reflection of first cycle.

b. Action

In this cycle, the teacher did teaching learning process according to the procedures that made before. The teacher referred to the activities from the first cycle. The teacher opened the class, greeted the students, and then checked students' attendance. Before started the lesson,

the teacher gave motivation more to students to build
students bravery in speaking. Teacher then gave
stimulating question to students and explained the
material. After explained the material, teacher asked
students to discuss the example of recount text that was
illustrated by pop-up story book. Teacher then gave quiz
and assessment by oral test. At the end of the lesson,
teacher gave chance to students to ask about students
difficulties. Finally, teacher closed the class.

c. **Observation**

In observation, the researcher observed the class
during the teaching learning process. The observation was
done in order to know teaching learning activity, students'
activeness, students' responses and students' participation
in learning activity.

Table 4.7
Teacher's Performance in Second Cycle

No	CRITERIA	SCORE					Grade
		1	2	3	4	5	
1	Teacher prepared lesson plan				√		4
2	Teacher explained the material					√	5
3	Teacher asked questions				√		4
4	Teacher responds students' question				√		4
5	Teacher managed the class				√		4
6	Teacher used the media				√		4

No	CRITERIA	SCORE					Grade
		1	2	3	4	5	
7	Teacher gave instruction				√		4
8	Teacher gave exercises				√		4
9	Teacher gave feedback and reviews the material.				√		4
TOTAL SCORE							37

The score of the observation in Second Cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{37}{45} x\ 100\ \%$$

$$= 82.22\ \%$$

According to the result of the observation, it showed that the teacher's activities using pop-up story book media is fair with 82.22%. Teacher explained the material clearly. Teacher asked some questions to know the students' understanding about the material. Some students answered the teacher's question. There was progress between teacher and students' interaction, because all of students answered the questions and paid attention to the teacher's explanation.

The researcher also observed students in learning process. In this cycle, students showed their enthusiasm more than in the first cycle. The result for the second observation was higher than in the first cycle.

Table 4.8
Students' Activeness in Second Cycle

No	CRITERIA	SCORE					Grade
		1	2	3	4	5	
1	Students pay attention to teacher's explanation					√	5
2	Students respond or answer to teachers' question				√		4
3	Students ask questions to clarify understanding		√				2
4	Students are active during teaching learning process			√			3
5	Students are enthusiastic in using pop-up book teaching media				√		4
6	Students do the best				√		4
TOTAL SCORE							22

The score of observation in second cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{22}{30} x\ 100$$

$$= 73.33\ \%$$

From the result of observation, it showed that the students' participation in teaching learning process was increasing. Students were more active and enthusiastic to follow speaking class. After applied the pop-up book story, the researcher gave a test. The teat form was an oral test. Here is the score of the students in second cycle.

61

Table 4.9

Students' Score in Second Cycle

No.	Name	Score
1	Achmad Fuadi	73
2	Adi Putra Pratama	78
3	Aguna Triyarso	78
4	Alifta Dina Lutvia Rizmasari	79
5	Annisa Khumairok Nurmayanto	72
6	Arifatur Rosyida	74
7	Ayyuba Anggawa Mulya	76
8	Bagas Pramudya Hadza	73
9	Difa Alfi Sabrina	78
10	Fais Johan Roni	75
11	Farah Nurul Kamalia	Absent
12	Fatma Maulida Rahma	78
13	Fika Oviana Fadila	74
14	Hadid Nur'afra Arasy	78
15	M Ilhan Dearna Yudhistira	78
16	Maulidya Aisyah Hamidah	77
17	Mohamad Arman Maulana	73
18	Muhamad Iqbal Novieyanto	74
19	Muhammad Aji Wijayanto	76
20	Muhammad Alfit Hari Mubarak	77
21	Muhammad Ivan Sauqi Khilmi	75
22	Muhammad Rifantofana	78
23	Muhammad Rohmatullah	75
24	Ndaru Wibisono	77
25	Novita Haryanti	80
26	Putri Rohmawati	75
27	Qolbuddin Hikmatiyar	80
28	Rachma Audina Al Khanza	77
29	Reni Yulia Puspitasari	75
30	Rikho Ananda	75
31	Rizqi Intan Nur Laili	76
32	Salsa Qurrota Aini	75

No.	Name	Score
33	Salsabila Kindly Aurelia Azzahwa	78
34	Yunita Cahya Setyaningrum	77
35	Zaidatur Rohmaniyah	76
Total score		2590

The average of the class in second cycle:

$$M = \frac{\Sigma \chi}{N}$$
$$= \frac{2590}{35}$$
$$= 74$$

From the result of the test, it showed the improvement of the score. It indicated that the students' speaking ability had been improved. The average of the class was 74. It is higher than in the first cycle. It concluded that students had been improved their speaking ability and achieved the minimum criteria of the class.

d. **Reflection**

For the reflection in second cycle, the researcher found the improvement from the students. The students were more confident to speak. Students were more active than in first cycle. From this improvement, it could be concluded that teaching students by using pop-up book story learning media was more significant to improve students' speaking ability on recount text.

B. The Discussion

Purwanto states that the students' achievement is often used as a measure to determine how far a student mastered the material taught. It is required a series of measurements by using good evaluation tools to realize it.[1]

Pop-up story book can improve students speaking ability on Recount Text with the Eighth graders of MTs. Al-Asror Gunungpati Semarang. It is proved by the percentage of teacher's performance and students' activeness in teaching learning process which influence the average of the students' score test from the Pre-Research, First Cycle until the Second Cycle. The comparison of the result in every cycle can be presented below:

Table 4.10
Comparison of the Percentage Teacher's Performance

No.	Cycle	Percentage (%)
1.	Pre-Research	64.44
2.	Cycle 1	71.11
3.	Cycle 2	82.22

Table 4.11
Comparison of the Percentage Students' Participation

No.	Cycle	Percentage (%)
1.	Pre-Research	40
2.	Cycle 1	56.67
3.	Cycle 2	73.33

---

[1] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: Pustaka Pelajar, 2013), p.44

Table 4.12
Comparison of the Average of Students' Score

No.	Cycle	Average
1.	Pre-Research	55. 83
2.	Cycle 1	69.38
3.	Cycle 2	74

Table 4.10 presented the comparison of the percentage of teacher's performance in every cycle. It shows 6.67 % improvement from 64.44% in the preliminary to 71.11% in the first cycle. In the second cycle it increases to 82.22 % in which there is 11.11 % of improvement.

Table 4.11 presented the comparison of the percentage of students' participation in each cycle. Before pop-up story book learning media being applied, the students were not interested in the teaching and learning process. The students' participation is only 40%. It rises to 56.67% in the first cycle and 73.33% in the second cycle after the teacher used pop-up story book learning media. Majority of the students were enthusiastic in the teaching learning process. From the result of cycle 2 that the students' participation passed the indicator of success, the researcher and teacher decided to finish the treatment.
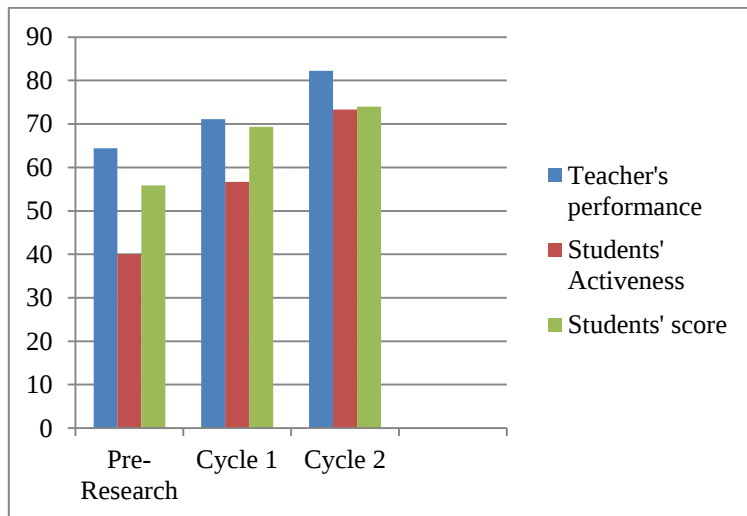
Another way to see the improvement in the teaching and learning process is by analyzing the students' score of test. From the table, it can be concluded that there is improvement. In preliminary, the average of students' score is 55.83. In the first

cycle, the average of students' score is increased, it is 69.38. In the second cycle, the average of students' score is 74.

Pop-up story book learning media makes the students more active in their learning. This media give chance to all students to speak with different partner in short time and in such structural way. it is appropriate with Arsyad's statement that the use of media in a teaching learning process can arouses students' desirability, interesting, the motivation and stimulation of learning activity, and even brings psychological effects on students.[2]

Here is the improvement graph:

Graph 4.1
The Improvement in Every Cycle

    [2] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT Raja Grafindo Persada,2011), p.15

From the graph 4.1 above, it can be concluded that the used of pop-up story book learning media can improve students' speaking ability on recount text. The improvement is not only in the students' achievement but also in their interest in learning. Therefore, this classroom action research in the use of pop-up story book learning media to improve Students' Speaking Ability on Recount Text with the Eighth Graders of MTs. Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016 is successful.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

      The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use of pop-up story book to improve speaking ability on recount text (A Classroom Action Research with the Eighth Graders of MTs Al-Asror Gunungpati Semarang in the Academic Year of 2015/2016), it can be concluded that:

1. Teaching speaking recount text through pop-up story book can be enjoyable experience for both teacher and student in taught by pop-up story book. It can be seen by students' achievement in speaking test in each cycle. In the first cycle the average of the students' was 69.38. In the second cycle the average of the students' achievement was 74. Students' speaking ability on recount text improves as well as their motivation in speaking and they were interested speaking using pop-up story book. The result of the research shows that the students improve their speaking ability on recount text efficiently and effectively.

B. Suggestion

In this study, the writer would like to offer some suggestions to improve the students' speaking ability especially on recount text in order to get the better result.

1. For English teacher

   Speaking was mostly known as difficult subject. English teacher should be able to develop their media and technique to teach the students in order to make them interest in learning the subject. The use of media and technique in teaching and learning process can attract students' interest and motivation in teaching and learning process. The researcher gave suggestion for English teacher to use pop-up story book as one of media in language classroom to teach speaking ability in other genres.

2. For students

   Speaking is important subject to be learnt. But, most students have difficulties in say something. Therefore, the students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve speaking ability, students have to develop their knowledge and practice many exercises in order to get a better achievement in speaking ability.

3. For the next researcher

   The writer hopes the other researchers can use it as a reference to conduct their research on the same field. It is

really possible that there is another more effective way to teach speaking ability. Hopefully, there will be an improvement for the next study.

C. Closing

Praise is to Allah SWT that has been giving protection and guidance so that this thesis can be finished. The writer realized that this paper is far from perfection. Because of that, criticizes and suggestion from the reader are very expected for the perfection of the paper. Hopefully, this paper is useful for all of us. Aamiin.

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Appendix 1

STUDENTS' NAME LIST

No.	Nama	Sex
1	Achmad Fuadi	Male
2	Adi Putra Pratama	Male
3	Aguna Triyarso	Male
4	Alifta Dina Lutvia Rizmasari	Female
5	Annisa Khumairok Nurmayanto	Female
6	Arifatur Rosyida	Female
7	Ayyuba Anggawa Mulya	Male
8	Bagas Pramudya Hadza	Male
9	Difa Alfi Sabrina	Female
10	Fais Johan Roni	Male
11	Farah Nurul Kamalia	Female
12	Fatma Maulida Rahma	Female
13	Fika Oviana Fadila	Female
14	Hadid Nur'afra Arasy	Male
15	M Ilhan Dearna Yudhistira	Male
16	Maulidya Aisyah Hamidah	Female
17	Mohamad Arman Maulana	Male
18	Muhamad Iqbal Novieyanto	Male
19	Muhammad Aji Wijayanto	Male
20	Muhammad Alfit Hari Mubarak	Male
21	Muhammad Ivan Sauqi Khilmi	Male

No.	Nama	Sex
22	Muhammad Rifantofana	Male
23	Muhammad Rohmatullah	Male
24	Ndaru Wibisono	Male
25	Novita Haryanti	Female
26	Putri Rohmawati	Female
27	Qolbuddin Hikmatiyar	Male
28	Rachma Audina Al Khanza	Female
29	Reni Yulia Puspitasari	Female
30	Rikho Ananda	Male
31	Rizqi Intan Nur Laili	Female
32	Salsa Qurrota Aini	Female
33	Salsabila Kindly Aurelia Azzahwa	Female
34	Yunita Cahya Setyaningrum	Female
35	Zaidatur Rohmaniyah	Female

Appendix 2

<p align="center">**LESSON PLAN**</p>
<p align="center">**First cycle**</p>

School   : MTS Al-Asror Gunungpati Semarang

Subject   : English

Grade /Semester   : VIII/ I

Material   : Recount Text

Skill Focus   : Speaking

Allocated Time   : 2 x 45 minutes

A. Standard of Competence

Expressing meaning of oral short functional text and simple essay of descriptive and recount text to interact with their environment

B. Basic Competence

Expressing meaning of short functional monologue text by using a variety of oral language accurately, fluently and acceptably to interact with their environment in the form of descriptive and recount text.

C. Indicators

1. Mentioning the definition of recount text.

2. Identifying the social functions, generic structure and language feature of recount text.

3. Making short and simple spoken recount text.

D. Learning Aim

By the end of this lesson with pop-up story book, students are able to understand the main topic and information in Recount text and making spoken or oral recount text, short and simple.

E. Teaching Material

Recount text

1. Definition

Recount text is a text that tells something already happened or the text tells the past event.

2. Social Purpose

- To tells the listener or reader about the story in the past.

3. Generic Structure

- Orientation : part of paragraph which introduces about the setting (when ,where and who) of the story
- Event : part of paragraph which tells what happened in the story in temporal sequence.
- Re-orientation : closure of the event

4. Language Features

- Focus on specific participant.
- Use of simple past tense
- Use of connector to put events in orders.
- Use of Action verb

5. Example

Shinchan Holiday

Last weekend, Shinchan enjoyed his holiday.

Shinchan ate fruits at home in the morning, after that he played jumping rope, then he went to the beach with his friends. Finally, he drank juice with his daughter in the beach. He was very happy in that day.

F. Teaching Method/Technique

- Technique : Observing, Discussion, Asking-Question, Practicing

G. Learning Activities

- Pre-Activities
  - Teacher enters the class and greets the students.
  - Teacher checks students' attendance.
  - Teacher asks students to pray together

- Main Activities
  - Teacher gives stimulating question that lead to the topic
  - Teacher explains the material to the students
  - Teacher stimulates students to analyze the definition, social purpose, generic structure, and language feature.
  - Teacher gives students chance to ask question about the material.
  - Teacher introduces and explains about pop-up book media.
  - Teacher divides the students into 3/ 4 groups.
  - Teacher gives students a pop-up book story to each group and some question related to the media.

- Teacher asks each group to discussed the story was illustrated by pop-up book
- Teacher gives some question related to the story that was illustrated by pop-up story book
- Teacher asks some students to answer the question.
- Teacher asks the students to retell the story with their own word

- Post-Activities
  - Teacher reviews the material.
  - Teacher gives motivation to students.
  - Teacher ends the class by greeting.

H. Media and Sources of Learning

- Media   : -Pop-up book
- Sources   :

  Wardiman, Artono dkk. 2008. *English in Focus*. Jakarta: Pusat

  Perbukuan Departemen Pendidikan Nasional.

I. Assessment

1. Form   : Spoken/ oral test
2. Technique   : The students are assigned to retell the story with their own word.
3. Aspects   :
   a. Vocabulary   = 20
   b. Fluency   = 20
   c. Pronunciation   = 20
   d. Grammar   = 20

e. Comprehension   = 20

4. Instruments   :

- Answer the question orally!

  - What did shinchan do at the last weekend?

  - What did shinchan do at home in the last morning?

  - What does shinchan do after eat fruit?

  - Who went to the beach with his friend?

  - Who drank the juice with shinchan?

- Retell the story with your own word!!
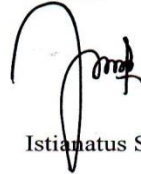
Semarang, 26 November 2015

Mengetahui,

Collabolator

Peneliti

Nur Syafa'ah MP.d

Istianatus Sa'diyah

Kepala MTs Al Asror Semarang

Drs. Subki

Appendix 3

LESSON PLAN
Second cycle

School   : MTS Al-Asror Gunungpati Semarang

Subject   : English

Grade /Semester   : VIII/ I

Material   : Recount Text

Skill Focus   : Speaking

Allocated Time   : 2 x 45 minutes

A. Standard of Competence

   Expressing meaning of oral short functional text and simple essay of descriptive and recount text to interact with their environment

B. Basic Competence

   Expressing meaning of short functional monologue text by using a variety of oral language accurately, fluently and acceptably to interact with their environment in the form of descriptive and recount text.

C. Indicators

1. Mentioning the definition of recount text.

2. Identifying the social functions, generic structure and language feature of recount text.

3. Making short and simple spoken recount text

D. Learning Aim

By the end of this lesson with pop-up story book, students are able to understand the main topic and information in Recount text and making spoken or oral recount text, short and simple.

E. Teaching Material

Recount text

1. Definition

Recount text is a text that tells something already happened or the text tells the past event.

2. Social Purpose

- To tells the listener or reader about the story in the past.

3. Generic Structure

- Orientation : part of paragraph which introduces about the setting (when ,where and who) of the story
- Event : part of paragraph which tells what happened in the story in temporal sequence.
- Re-orientation : closure of the event

4. Language Features

- Focus on specific participant.
- Use of simple past tense
- Use of connector to put events in orders.
- Use of Action verb

5. Example

My Birthday Party

On the weekend, I had a birthday party. It was for my eighth years old. I invited my friends and then they come to my house. Firstly, we sang a birthday partys' song together and then I blew my candle and make a wish. After that we ate lunch. We had fairy bread, chips and cake. My friends gave me a lot of gift to me. Then, I opened my presents. I got a lot of great things.

I had fun at my party.

F. Teaching Method/Technique

- Technique : Observing, Discussion, Asking-Question, Practicing

G. Learning Activities

- Pre-Activities
    - Teacher enters the class and greets the students.
    - Teacher checks students' attendance.
    - Teacher asks students to pray together
- Main Activities
    - Teacher reviews the last material to the students
    - Teacher gives students chance to ask question about the last material.
    - Teacher divides the students into 3/ 4 groups.
    - Teacher gives the example of recount text to the each group that was illustrated by pop-up book story.
    - Teacher asks each group to discuss the story.

- Teacher gives question related the story.
- Teacher asks students to answer the question.
- Teacher asks the students to retell the story with their own word

- Post-Activities

  - Teacher reviews the material.
  - Teacher gives motivation to students.
  - Teacher ends the class by greeting.

H. Media and Sources of Learning

- Media　　　　　: -Pop-up book
- Sources　　　　:

  Wardiman, Artono, dkk. 2008. *English in Focus*. Jakarta: Pusat
  　　　　Perbukuan Departemen Pendidikan Nasional.

I. Assessment

1. Form　　　　　: Spoken/ oral test
2. Technique　　　　: The students are assigned to retell the story with their own word.
3. Aspects　　　:

   - Vocabulary　　= 20
   - Fluency　　　= 20
   - Pronunciation　= 20
   - Grammar　　　= 20
   - Comprehension　= 20

4. Instruments　：

   - Answer the question orally

- Who celebrated the party?

- When did the party hold?

- Who came to the party?

- What does she do after the lunch?

- What does she do before the lunch?

- Retell the story with your own word!!

Semarang, 3 Desember 2015
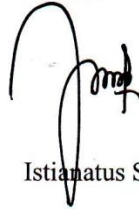
Mengetahui,

Collabolator

Peneliti

Nur Syafa'ah MP.d

Istianatus Sa'diyah

Kepala MTs Al Asror Semarang

Drs. Subki

Appendix 4

STUDENTS' OBSERVATION CHECKLIST

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Students pay attention to teacher's explanation						
2	Students respond or answer to teachers' question						
3	Students ask questions to clarify understanding						
4	Students are active during teaching learning process						
5	Students are enthusiastic in using pop-up book teaching media						
6	Students do the best						
TOTAL SCORE							

$$Score = \frac{Total\ Score}{Maximal\ Score} \text{ X } 100\%$$

Poor   : 0-20%
Fair   : 21-40%
Average   : 41-60%
Good   : 61-80%
Excellent   : 81-100%

Appendix 5

TEACHER'S OBSERVATION CHECKLIST

No	Aspect	Score
1	Teacher prepares lesson plan	
2	Teacher explains the material	
3	Teacher asks questions	
4	Teacher responds students' question	
5	Teacher manages the class	
6	Teacher uses the media	
7	Teacher gives instruction	
8	Teacher gives exercises	
9	Teacher gives feedback and reviews the material	

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

Poor   : 0-20%

Fair   : 21-40%

Average   : 41-60%

Good   : 61-80%

Excellent   : 81-100%

Appendix 6

STUDENTS' SCORE OF OBSERVATION IN PRE-CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Students pay attention to teacher's explanation			√			3
2	Students respond or answer to teachers' question			√			3
3	Students ask questions to clarify understanding		√				2
4	Students are active during teaching learning process		√				2
5	Students are enthusiastic in using pop-up book teaching media						
6	Students do the best			√			3
TOTAL SCORE							12

The score of the observation in Pre-Cycle as followed:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{12}{30} x\ 100$$

$$= 40\ \%$$

Appendix 7

TEACHER'S SCORE OF OBSERVATION IN PRE-CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Teacher prepares lesson plan				√		4
2	Teacher explained the material				√		4
3	Teacher asks questions			√			3
4	Teacher responds students' question			√			3
5	Teacher manages the class			√			3
6	Teacher uses the media			√			3
7	Teacher gives instruction			√			3
8	Teacher gives exercises			√			3
9	Teacher gives feedback and reviews the material.			√			3
TOTAL SCORE							29

The score of the observation in Pre-Cycle as followed:

$$Score \ = \frac{Total \ Score}{Maximal \ Score} x \ 100\%$$

$$= \frac{29}{45} x \ 100 \ \%$$

$$= 64.44 \ \%$$

Appendix 8

TEACHER'S SCORE OF OBSERVATION IN FIRST CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Teacher prepares lesson plan				√		4
2	Teacher explained the material				√		4
3	Teacher asks questions			√			3
4	Teacher responds students' question				√		4
5	Teacher manage the class			√			3
6	Teacher uses the media				√		4
7	Teacher gives instruction			√			3
8	Teacher gives exercises				√		4
9	Teacher gives feedback and reviews the material.			√			3
TOTAL SCORE							32

The score of the observation in First Cycle as followed:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{32}{45} x\ 100\ \%$$

$$= 71.11\ \%$$

Appendix 9

STUDENTS' SCORE OF OBSERVATION IN FIRST CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Students pay attention to teacher's explanation				√		4
2	Students respond or answer to teachers' question			√			3
3	Students ask questions to clarify understanding		√				2
4	Students are active during teaching learning process		√				2
5	Students are enthusiastic in using pop-up book teaching media			√			3
6	Students do the best			√			3
TOTAL SCORE							17

The score of observation in first cycle as followed:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{17}{30} x\ 100\ \%$$

$$= 56.67\ \%$$

Appendix 10

TEACHER'S SCORE OF OBSERVATION IN SECOND CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Teacher prepares lesson plan				√		4
2	Teacher explained the material					√	5
3	Teacher asks questions				√		4
4	Teacher responds students' question				√		4
5	Teacher manages the class				√		4
6	Teacher uses the media				√		4
7	Teacher gives instruction				√		4
8	Teacher gives exercises				√		4
9	Teacher gives feedback and reviews the material.				√		4
TOTAL SCORE							37

The score of the observation in Second Cycle as bellow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{37}{45} x\ 100\ \%$$

$$= 82.22\ \%$$

Appendix 11

STUDENTS' SCORE OF OBSERVATION IN SECOND CYCLE

No.	CRITERIA	SCORE					GRADE
		1	2	3	4	5	
1	Students pay attention to teacher's explanation					√	5
2	Students respond or answer to teachers' question				√		4
3	Students ask questions to clarify understanding		√				2
4	Students are active during teaching learning process			√			3
5	Students are enthusiastic in using pop-up book teaching media				√		4
6	Students do the best				√		4
TOTAL SCORE							22

The score of observation in second cycle as followed:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{22}{30} x\ 100$$

$$= 73.33\ \%$$

Appendix 12

STUDENTS' SCORE IN PRE CYCLE TEST

No.	Nama	V	P	G	F	C	Score
1	Achmad Fuadi	13	9	12	11	12	57
2	Adi Putra Pratama	14	9	11	12	11	57
3	Aguna Triyarso	13	12	11	13	12	61
4	Alifta Dina Lutvia Rizmasari	13	13	12	12	13	63
5	Annisa Khumairok Nurmayanto	13	12	11	13	13	62
6	Arifatur Rosyida	14	11	11	12	12	60
7	Ayyuba Anggawa Mulya	14	10	11	12	12	59
8	Bagas Pramudya Hadza	13	10	10	12	11	56
9	Difa Alfi Sabrina	15	13	12	13	12	65
10	Fais Johan Roni	14	10	11	11	11	57
11	Farah Nurul Kamalia	13	10	11	10	12	56
12	Fatma Maulida Rahma	14	12	11	11	12	60
13	Fika Oviana Fadila	14	12	11	13	12	62
14	Hadid Nur'afra Arasy	15	13	12	12	12	64
15	M Ilhan Dearna Yudhistira						Absent
16	Maulidya Aisyah Hamidah	15	12	12	11	12	62
17	Mohamad Arman Maulana	13	10	11	11	11	56
18	Muhamad Iqbal Novieyanto	14	11	12	11	12	60
19	Muhammad Aji Wijayanto						Absent
20	Muhammad Alfit Hari Mubarak	15	12	13	12	12	64

No.	Nama	V	P	G	F	C	Score
21	Muhammad Ivan Sauqi Khilmi	14	12	12	12	12	62
22	Muhammad Rifantofana	13	12	12	12	11	60
23	Muhammad Rohmatullah	14	13	13	12	12	64
24	Ndaru Wibisono	14	13	12	12	12	63
25	Novita Haryanti	15	13	12	13	12	65
26	Putri Rohmawati	14	12	12	12	11	61
27	Qolbuddin Hikmatiyar						Absent
28	Rachma Audina Al Khanza	15	13	13	12	13	66
29	Reni Yulia Puspitasari	14	12	12	12	12	62
30	Rikho Ananda	15	12	12	12	12	63
31	Rizqi Intan Nur Laili	16	12	12	12	12	64
32	Salsa Qurrota Aini	14	12	11	12	11	60
33	Salsabila Kindly Aurelia Azzahwa	15	12	11	12	12	62
34	Yunita Cahya Setyaningrum	16	13	11	12	12	64
35	Zaidatur Rohmaniyah	14	11	10	11	11	57
TOTAL SCORE							1954

The average of the class in first cycle:

$$M = \frac{\Sigma \chi}{N}$$
$$= \frac{1954}{35}$$
$$= 55.83$$

Appendix 13

STUDENTS' SCORE IN FIRST CYCLE

No.	Nama	V	P	G	F	C	Score
1	Achmad Fuadi	14	13	14	13	14	68
2	Adi Putra Pratama	14	14	15	14	15	72
3	Aguna Triyarso	15	15	14	14	15	73
4	Alifta Dina Lutvia Rizmasari	14	14	15	14	15	72
5	Annisa Khumairok Nurmayanto	14	14	14	14	14	70
6	Arifatur Rosyida	14	12	15	14	15	70
7	Ayyuba Anggawa Mulya	14	13	14	14	15	70
8	Bagas Pramudya Hadza	14	13	14	14	14	69
9	Difa Alfi Sabrina	14	13	15	14	14	70
10	Fais Johan Roni	14	13	13	14	15	69
11	Farah Nurul Kamalia	14	13	14	13	14	68
12	Fatma Maulida Rahma	14	13	14	13	13	67
13	Fika Oviana Fadila	14	13	14	14	15	70
14	Hadid Nur'afra Arasy	14	15	14	14	16	73
15	M Ilhan Dearna Yudhistira	14	13	13	13	14	67
16	Maulidya Aisyah Hamidah	13	13	13	12	14	65
17	Mohamad Arman Maulana	13	13	12	12	14	64
18	Muhamad Iqbal Novieyanto	15	13	13	13	14	68
19	Muhammad Aji Wijayanto	14	13	13	14	15	69
20	Muhammad Alfit Hari Mubarak	14	13	14	12	15	68
21	Muhammad Ivan Sauqi Khilmi	14	12	13	13	13	65

No.	Nama	V	P	G	F	C	Score
22	Muhammad Rifantofana	14	13	14	13	16	70
23	Muhammad Rohmatullah	13	13	13	13	14	66
24	Ndaru Wibisono	14	15	14	15	16	74
25	Novita Haryanti	14	15	14	15	15	74
26	Putri Rohmawati	14	13	14	13	15	69
27	Qolbuddin Hikmatiyar	15	14	13	14	16	72
28	Rachma Audina Al Khanza	14	13	13	13	15	68
29	Reni Yulia Puspitasari	14	16	14	15	16	75
30	Rikho Ananda	14	14	15	14	14	71
31	Rizqi Intan Nur Laili	14	13	14	13	16	70
32	Salsa Qurrota Aini	13	13	13	13	14	66
33	Salsabila Kindly Aurelia Azzahwa	14	13	14	13	15	69
34	Yunita Cahya Setyaningrum	15	13	14	14	14	70
35	Zaidatur Rohmaniyah	14	12	14	12	15	67
TOTAL SCORE							2428

The average of the class in first cycle:

$$M = \frac{\Sigma\chi}{N}$$
$$= \frac{2428}{35}$$
$$= 69.38$$

Appendix 14

STUDENTS' SCORE IN SECOND CYCLE

No.	Nama	V	P	G	F	C	Score
1	Achmad Fuadi	16	14	14	14	15	73
2	Adi Putra Pratama	17	15	15	15	16	78
3	Aguna Triyarso	17	15	15	16	15	78
4	Alifta Dina Lutvia Rizmasari	18	16	14	16	15	79
5	Annisa Khumairok Nurmayanto	16	14	13	14	15	72
6	Arifatur Rosyida	16	14	14	15	15	74
7	Ayyuba Anggawa Mulya	16	15	14	15	16	76
8	Bagas Pramudya Hadza	15	14	15	14	15	73
9	Difa Alfi Sabrina	16	16	15	15	16	78
10	Fais Johan Roni	17	14	14	14	16	75
11	Farah Nurul Kamalia						Absent
12	Fatma Maulida Rahma	16	15	15	15	16	78
13	Fika Oviana Fadila	16	14	14	14	16	74
14	Hadid Nur'afra Arasy	17	15	15	16	15	78
15	M Ilhan Dearna Yudhistira	17	15	15	15	16	78
16	Maulidya Aisyah Hamidah	16	14	15	16	16	77
17	Mohamad Arman Maulana	15	14	14	15	15	73
18	Muhamad Iqbal Novieyanto	16	13	14	16	15	74
19	Muhammad Aji Wijayanto	16	14	15	15	16	76
20	Muhammad Alfit Hari Mubarak	16	15	15	15	16	77
21	Muhammad Ivan Sauqi Khilmi	16	14	14	15	16	75

No.	Nama	V	P	G	F	C	Score
22	Muhammad Rifantofana	17	15	14	16	16	78
23	Muhammad Rohmatullah	16	14	15	15	15	75
24	Ndaru Wibisono	16	15	15	15	16	77
25	Novita Haryanti	17	16	15	16	16	80
26	Putri Rohmawati	16	15	15	14	15	75
27	Qolbuddin Hikmatiyar	17	16	15	15	17	80
28	Rachma Audina Al Khanza	16	15	15	15	16	77
29	Reni Yulia Puspitasari	16	14	15	14	16	75
30	Rikho Ananda	16	15	14	15	15	75
31	Rizqi Intan Nur Laili	17	15	14	15	16	76
32	Salsa Qurrota Aini	15	14	15	15	16	75
33	Salsabila Kindly Aurelia Azzahwa	16	15	15	16	16	78
34	Yunita Cahya Setyaningrum	16	15	15	15	16	77
35	Zaidatur Rohmaniyah	16	14	15	15	16	76
TOTAL SCORE							2590

The average of the class in second cycle:

$$M = \frac{\Sigma \chi}{N}$$
$$= \frac{2590}{35}$$
$$= 74$$

Appendix 15

SCRIPT OF STUDENTS' SPEECH IN PRE-CYCLE TEST

1. ACHMAD FUADI

    My name is Achmad Fuadi, my their , yesterday I had a terrible day. I woke up late. because my alarm off. Next I breakfast, after that I go to school. next I forget my sock I want to take taxi, but I don't have money. Finally the day is Sunday.

2. ADI PUTRA P

    My my name is Adi Putra, my day. Yesterday I had terrible day. I woke up late because because my alarm off. Next I breakfast. After that I go to school. Forgot me sock. I want to take taxi, but I don't have money. Finally I walked a three miles. Finally the day is Sunday. Sunday.

3. AGUNA TRIYARSO

    Wis isin og bu, ... assalamualaikum ... My my name is Aguna my day. Yesterday I had a terrible day. I woke up late because my alarm off. Next I breakfast. Afterthat I go to school. Forget my sock. I went to take taxi, but I don't have money. Finally I walked a three miles.

4. ALIFTA DINA

    My name.... ,my name Alifta, my day yes ....yesterday I had a terrible day. I woke up and hear caused my alaram did not go on. And then I breakfast , next I want to takes I want to take taxi, but

I don't have money, finally the the day is Sunday. So terrible day.

5. ANNISA KHUMAIROK

My my name Annisa, my day. Yesterday i had a terrible day. I woke up late because my alarm off. Next i breakfast. After that I go to school. Forgot wear sock. I went to take taxi, but I don't have money. Finally I walked a three miles. Finally the day is Sunday.

Appendix 16

SCRIPT OF STUDENTS' SPEECH IN FIRST CYCLE TEST

1. ACHMAD FUADI

   My name Achmad Fuadi, shinchan holiday, last week e… shinchan happy his holiday. Frees,.. e.. he ate fruits at home in the morning. Em…. Then played jumping ropes, then went to the beach. Finally he drank,, juice with his sister e.. in the beach. Shinchan was very happy

2. ADI PUTRA P

   Em.. My my name is Adi Putra, shinchan holiday, last week. shinchan enjoyed his holiday. Frees .he ate fruits at home in the morning. Then he played jumping rope, then he went to the beach. Finally he drank juice with his daughter in the beach. He was very happy

3. AGUNA TRIYARSO

   My my name is Aguna. shinchan holiday, last weekend shinchan happy his holiday. Frees shinchan ate fruits at home in the morning. Next…. he played jumping rop. then he went to the back. Finally he drank juice with his daughter in the back. He was very happy

4. ALIFTA DINA

   My name Alifta. shinchan holiday, last week shinchan happy his holiday. Frees he ate fruits at home in the morning. Then he

played jumping rope, next he went to the beach. Finally he drank juice with his daughter. He was very happy

5. ANNISA KHUMAIROK

My my name Annisa shinchan holiday, last week, last week shinchan enjoyed his holiday. Frees he ate fruits at home in the morning. Next he played jumping ropes, (laugh) then he went to the beach. Finally he drank juice with his sister in the beach. He was very happy

Appendix 17

SCRIPT OF STUDENTS' SPEECH IN SECOND CYCLE TEST

1. ACHMAD FUADI

   My name is Ahmad Fuadi, my birth day party. On the week I had a birthday party it was for my eight years. I invited my friends, e and then they come my houre. Then we sang a birthday party's song. And then I blew my candle and make a wish. Then we lunch we got chip, cake, *nasi tumpeng*, my friend gave me a lot of gift. Then I open my present I got lot of great thing. I had fun at my party.

2. ADI PUTRA P

   My my is *buk*. My name is Adi Putra, my birth day party. On the weekend I had a birthday party it was for my eight years ald. I invited my friends, and the and then they come my house. Then we sang a birthday party's song. And then I blew my candle and make a wish. Then we ate lunch we had fairy bread, chip, cake, *nasi tumpeng*, my friend gave me a lot a lot of gift. Then I open my present I got lot of great things. I had fun at me my party.

3. AGUNA TRIYARSO

   My my name is Aguna, my birth day party. On the week I had a birtday party it was for my eight years old. I invited my… friends, and then they come to my house. firts we sang a (laugh) birthday party's song. And then I blew my candle and make a wish. Then

we ate lunch we had fairy bread, chip, cake, nasi tumpeng, my friend gave me a lot of gift. Then Then I open my present I got lot of great thing. I had fun at my party.

4. ALIFTA DINA

My name Alifta. My birthday party, last weekend I had a birthday party.it was for my eight years old. I invite my friends, and then they come to my house. First we sing a birthday party's song. After that make a wish. Then I blew my candle. After that we hand a lot we got a cake, juice, nasi tumpeng and candy. Next my friend gave me a gift. Then I open my gift, I got a lot of great things. I was very happy in that day.

5. ANNISA KHUMAIROK

My my name Annisa, my birthday party. On the weekend I had a birthday party it was for my eight years old. I invited my friends, and then they come to my house. First we sang a birthday party's song. And then I blew my candle and make a wish. Then we ate lunch we had fairy bread, chip, cake, nasi tumpeng, my friend gave me a lot of gift. Then Then I open my present I got lot of great thing. I had fun at my party

Appendix 18

THE ACTIVITIES OF THE FIRST CYCLE

Teacher explained the material

Students discussed the story that was illustrated by pop-up book story media

The process recording of the oral test

Students discussed the story that was illustrated by

pop-up book story media

The Activities of the Second Cycle

Teacher explained the material

Students discussed the story that was illustrated by pop-up
book story media

The process of recording the oral test

LEMBAGA PENDIDIKAN MA'ARIF NU

Akte Notaris 103 Tahun 1986

MADRASAH TSANAWIYAH (MTs) AL ASROR

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SURAT KETERANGAN

Nomor : 1599 / MTs. A / II / 2016

Kepada

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Walisongo Semarang

di – Semarang

Memperhatikan Surat Saudara Nomor : In.06.3/DI/TL.00/5530/2015 tanggal 26 Nopember 2015 tentang Permohonan Izin Penelitian/Observasi atas nama :

No	Nama	NIM	Jurusan/Prodi	Jenjang
1	Istianatus Sa'diyah	113411004	Pendidikan Bahasa Inggris	S1

Bersama ini kami beritahukan bahwa Mahasiswa tersebut telah melakukan Observasi / Penelitian dalam rangka Penyusunan Skripsi dengan judul : " **The Use of Pop – Up Book Story to Improve Speaking Ability on Recount Text.**" yang dilaksanakan pada bulan November – Desember 2015

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang   : 2 Februari 2016

Kepala MTs Al Asror Semarang

Drs. Subki

Nomor   : In.06.3/J4/PP.00.9/   /2015   Semarang, 26 Mei 2015

Lamp   : -

Hal   : **Penunjukan Pembimbing Skripsi**

Kepada Yth:

1. Dra.Hj.Siti Maryam, M.Pd.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswi:

Nama   : Istianatus Sa'diyah

NIM   : 113411004

Judul   : "The Use of Pop-Up Book Story to Improve Speaking Ability on Recount Text"

dan menunjuk saudari Dra. Hj .Siti Mariam, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

A.n. Dekan,

Ketua Jurusan Tadris Bahasa Inggris

Dr.H. Muslih, M.A.

NIP. 19690813 199603 1 003

Tembusan:

1. Dekan Fakultas Tarbiyah UIN Walisongo (sebagai laporan)

2. Mahasiswi yang bersangkutan

3. Arsip

KEMENTERIAN AGAMA
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Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama   : **ISTIANATUS SA'DIYAH**

NIM   : **113411004**

Fakultas   : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

...................................**85**................................... (....................**4,0 /A**..................)

Semarang, 12 Juni 2015
Ketua

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CURRICULUM VITAE

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B. Education Background

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       Semarang, June 2016

       Istianatus Sa'diyah
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