**THE IMPLEMENTATION OF USING CIRCUIT LEARNING STRATEGY TO INCREASE STUDENTS' SPEAKING ABILITY ASSISTED BY SERIES PICTURE MEDIA**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements*
*For the Degree of Sarjana Pendidikan (S.Pd)*
*English Education Program*

By

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**2019**

## BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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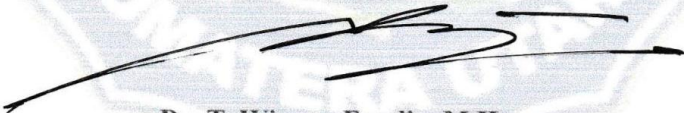
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Judul Skripsi   : The Implementation of Using Circuit Learning Strategy to Increase Students' Speaking Ability Assisted by Series Picture Media

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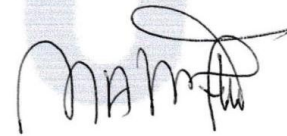Pembimbing

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# SURAT PERNYATAAN

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Hormat saya

Yang membuat pernyataan,

**Bella Novira**

Diketahui oleh Ketua Program Studi

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# ABSTRACT

**Novira, Bella. 1502050207. "The Implementation of Using Circuit Learning Strategy to Increase Students' Speaking Ability Assisted by Series Picture Media". Skripsi, English Education Program, Faculty of Teachers Training and Education University of Muhammadiyah Sumatera Utara Medan 2019.**

The research was aimed to find out the improving of using Circuit Learning strategy in learning speaking. This research was applied by classroom action research (CAR). It was done through plan, action, observation, and reflection. The research was conducted at SMP Swasta Bandung which is located on Jalan Pengabdian No. 14, Bandar Setia, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara . The subject of this research was VIII-1 students and the object of this research were consisted 30 students. Based on the speaking test score, students' score keep improving in every test. In pre-test the mean score was 29.3, in first cycle test the mean of score was 66.6, and the second cycle test the mean of score was 83. The improvement also can be seen from the percentage of the students' speaking skill, in pre-test was 0% students can get point more than 70. In first cycle test was 53.4% students get point more than 70. In second cycle test 100% students got point more than 70, it means that teaching by using Circuit Learning Strategy can help students to improve them in speaking skill, this strategy also make the students feel enjoy, happy, comfortable, and more creative to create the ideas without worrying make mistakes through series picture media.

**Keywords** : *circuit learning, speaking ability, series picture.*

# ACKNOLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
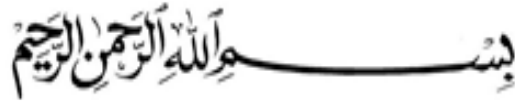
In the name of Allah SWT, the most beneficient, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Secondly, blessing and peace is upon the prophet Muhammad SAW who has brought human beings from the darkness into brightness era. Thank to her beloved parents **Ridwan** and **Ernawaty.** For their support moraly and materially during her academic years in completing her study at Faculty of Teachers Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle *"The Implementation of Using Circuit Learning Strategy to Increase Students' Speaking Ability Assisted by Series Picture Media",* the researcher faced a lot of difficulties, obstacles and problems and without much help from the following person, it was impossible for her to finish it.

1. Dr. Agussani, M.AP**,** the Rector of University of Muhammadiyah Sumatera Utara Medan.

2. Dr.H. Elfrianto Nasution, S.Pd, M.Pd**,** the dean of FKIP UMSU, who has given her recommendation to carry out this study.

The researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all of the readers or other research who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan,          2019

The researcher

**Bella Novira**
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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Indonesian students in a school have to learn English as one of the target languages. They need to learn both language skills and also language components. Language skills as stated by (Brown 2001:232) are listening, reading, speaking, and writing. Language components contain vocabulary, grammar, and pronunciation. Furthermore, students are expected to be able to apply those skills and components in their daily activities.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, the speaking skills could be seen as the leading skills during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

Speaking is the primary indicator of successful language learning, which means that success in language learning is often measured in terms of the ability to carry out a conversation in the target language (Richard:2008). Based on that statement by speaking, we can convey information and ideas, and maintain social relationship by communicating with other people. People who conduct communication can be said successful if they can convey their speaking like water

1

flow in a river. There are no spaces during the speaking process. The components of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension. This means the speaker can arrange the sentence correctly and relevantly. To reach a successful communication, a speaker needs two aspects that should be fulfilled. The first is correctness and relevance of message. It means that a speaker knows the content of what he is saying. The second aspect is self-management. This aspect deals with the arrangement of ideas in appropriate and effective way then present them to the listeners.

In fact, many students feel difficult to apply speaking in the learning process nowadays. This becomes one of the reasons why their ability in speaking is not developed at school. They have several difficulties in speaking. First is the students' difficulty in expressing ideas orally. The second problems are limited vocabulary. It makes the students is difficult to speak for a long time. The third, they have limited grammar ability. And the last they feel worried so much that they will make some mistakes during speaking. That actually makes them less contribute in speaking learning process. They would rather to keep silent than to speak during the English learning process.

Teaching speaking to students is quite complicated as well, because for Indonesian students, they always get stuck in memorizing new vocabularies, pronouncing the words, using the grammar correctly and accurately, expressing their ideas coherently, and eliminating their anxiety. Besides, some students have not been able to think something abstract to get the idea to express something if they want to speak so that it makes them not actively participate in learning

activity especially in speaking class. Furthermore, teacher in delivering English lessons are less effective especially in speaking, thus causing low motivation to learn English. It happens because the teacher often uses monotonous way in teaching speaking and there are no several of media and technique in teaching speaking. It will make the students feels bored.

Based on the explanation of problems in speaking above, so researcher use Circuit Learning Strategy as one of cooperative learning strategies to be applied in speaking class. Furthermore, in this study the researcher uses the series picture as media. In the teaching speaking skill, series picture is useful because students can see and touch it directly, and by using attractive poster it can make the students interest to the material. They do not need to imagine so they will be easy to express their ideas. So the researcher feels interested to choose the title in this research **"THE IMPLEMENTATION OF USING CIRCUIT LEARNING STRATEGY TO INCREASE STUDENTS' SPEAKING ABILITY ASSISTED BY SERIES PICTURE MEDIA"**. This study is expected will be a more significant way to find out the effect the students' speaking ability.

## B. Identification of the Problem

1. The students' speaking ability was low
2. The students were lack of vocabulary and grammar mastery
3. The English teaching media was not strongly enough to contribute the students' speaking achievement.

## C. The Scope and Limitations of the Study

The scope was of this research is about classroom action research which is focused on teaching speaking, and its limitation was mainly concerned on expressing of Asking and Giving opinion.

## D. The Formulation of the Problem

The problem of this research is formulate as follow:

1. How did circuit learning strategy by series picture media improve the students' speaking ability?

## E. The Objective of the Study

The objective of study is follow :

1. To investigate the improvement of the students' speaking ability taught by Circuit Learning strategy.

## F. Significance of the Study

The result of this research is expected to give contribution theoretically and practically both the research and the students:

1. Theoretically

This study will be expected to be useful to give information about using Circuit Learning strategy to increase students' skill on speaking.

2. Practically

    1. The teacher : as a source of valuable information about how to increase students' speaking ability through circuit learning strategy.

    2. Students : in order to increase their speaking ability by teaching them giving opinion through circuit learning strategy.

    3. Other researcher : who were interested in doing research about strategy as a basis for further study.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or explanation applied in the research concerned. The theories must be classified to avoid confusion. The following theories used in this study.

## 1. The Nature of Speaking

Speaking is one of basic skill that must be mastered by students since it is very important for them to communicate in the class or out the class. They must practice it especially in learning process in order to be fluent in speaking. Speaking is an interaction process between a speaker and listener. In speaking there is a process of communication which convey the message and a listener has to decode or interpret the message, which contain information. The speaker and the listener interaction takes place in real time, thereby allowing time for listener to respond the speaker if the rule of a conversation is to be maintained.

According Haryadi (1997) speaking in general can be interpreted a the delivery of one's intentions (ideas, thoughts, content) to another person who using spoken language, so that purpose was understood by others. Djiwandono (2008) states that "speaking means expressing mind verbally.

According to Hornby (2011: 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language;

expressing one-self in words; making speech. While skill is the ability to do something well. Therefore the writer infers that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thoughts, and needs orally.

Wendy and Lisbeth (2011:33) stated that "speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English". Since the listening and speaking are the product of skill, there are many relationships each other. The ability of listening and speaking have some information which is gained from listening. In other word, the topic to be discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why in listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is to control interaction by noticing who is saying, to whom the speakers are saying, there are a process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill. It is necessary to use accept able forms of correct language. The forms involve grammar, vocabulary, and pronunciation. To increase the student's speaking skill, the teacher need to help the students as produce forms in foreign language. It is a part

of teacher's job to help the students in producing form in foreign language. It means that one communicate naturally while thinking about forms of the message raher than the message itself.

Based on the statement above, the students have the competence of speaking in order to able to speak English well. The students need to understand words and connecting devise that link together. The students need to practice the language which they learned. When the students want to develop their skill of speaking in a foreign language, the student must have continual practice in communicating. By increasing students' speaking in English, the teacher need to help the students' practice to speak English in daily life. So, the students never afraid to practice their speaking.

## 2. Teaching Speaking

Burns and Joyce (1997 : 134 - 135) suggest for students who are reluctant to speak in class:

a. Give students time familiarize themselves with the classroom and with formal learning and acknowledge that a silent period of adjustment maybe necessary.

b. Introduce students to speaking activities through structured and guided practice that will provide them success and increase their confidence.

c. Provide opportunities to practice speaking through small group or pair work.

d. Rather than requiring students to speak individually in fourth of the whole class.

Teacher can know the effective of language teaching after observing and evaluation five factors above. While Harmer (1991: 10) stated that "there are two indicators or components of language teaching success". It can be seen in the output of the language teaching and learning. Firstly, in practice output and the second is communication output.

Practice output is when students are asked to use new items of; language in different context. According to Brown (2003:172-173), there are several aspects that indicate students' achievement in speaking such as the following:

a. Fluency

This refers to how good the students are in keeping talking at the right speed and how good they are connecting their ideas together. There are many factors that influenced the fluency of the speaker, he may not concentrate on the sound to the message.

b. Vocabulary

The word vocabulary is used to indicate that they are list of words, which should be understood in order communicate well. It means whole stock of word used by nation, by any set of person or by individual.

c. Grammatical of Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that should be followed.

d. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicative effect of the students' pronunciation, there is evaluation how much strain it causes on a listener, and how not cable their accent is, although accent itself is not to be able to produce the phonological features of speech.

e. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through understanding. When the speaker says something, they must understand about information or message that they say.

## 2.1. Types of Classroom Speaking Performance

In designing speaking activities for foreign-language teaching, it was necessary to recognize the different functions of speaking performed in daily communication and the different purposes for which the students need speaking ability. According to Brown (2001: 271-274), there were six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

1.  Imitative

    A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this

kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

   Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

   A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

   Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

   The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

   Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short

speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

## 2.2. Student's Improvement in Speaking

Based on the concept of learning speaking, students are called well in speaking if they can express their feeling, ideas, emotion through verbal sense effectively. Teacher as guidance has a responsibility to help students in increasing their speaking skill by making some correction regarding to the problem in teaching learning progress. If the students have a problem for example speaking anxiety, the teacher has to find out the way to solve it. Applying a suitable teaching technique can be solution.

In speaking, the students include verbal techniques in oral presentation. The students can tell to the class about the story or something that they want to discuss in their group by using verbal and nonverbal technique to deliver and clarify an oral presentation for a specific audience and purpose.

## 3. Assessing Speaking

**Table 2.1**
**Based description of oral test**

| Components | Score maximal | Score | Description |
|---|---|---|---|
| **Fluency:** means able to speak smoothly and readly and refers to the ability of speakers | **20** | 1-5 | Bad: The student has problem with fluency that makes him/her difficult to response and understand. |

| | | 5-10 | Good: The student's speech is not very fluent and has a number of problems in reproduction. |
|---|---|---|---|
| to use the language very well. | | 10-15 | Better: The student's response is generally fluent with minor problems in processing words. |
| | | 15-20 | Best: The student's speech is generally fluent. |
| **Pronunciation:** Pronunciation related with the practice word production, to know these sound if they do not understand in their turn. | **20** | 1-5 | Bad: The student has problems with pronunciation that makes the response difficult to understand. |
| | | 5-10 | Good: the student's pronunciation is not very clear. |
| | | 10-15 | Better: the students generally good pronunciation that makes her/ him response easy to understand. |
| | | 15-20 | Best: the student generally good pronunciation that makes her/ him response easily to understand. |
| **Grammar:** grammar refers to the grammatical mastery in speaking. Grammar is foundation of how of construct correct and intelligible sentences. | **20** | 5-10 | Bad: the student has a number of errors in grammar or uses only very basic grammar fairly accurately. |
| | | 10-15 | Better: the student uses either accurate easier grammatical structures or more advanced grammatical structures with some mistakes. |

| | | 15-20 | Best: the student uses advanced grammatical structures or more advanced grammatical with structures with some mistakes. |
|---|---|---|---|
| **Vocabulary:** words are essential to communication. | **20** | 1-5 | Bad: the student has number of errors in vocabulary that interfere with meaning. |
| | | 5-10 | Good: the student has number of errors in vocabulary fairly accurately. |
| | | 10-15 | Better: the students uses wither accurate easier vocabulary or more advanced vocabulary with some errors. |
| | | 15-20 | Best: the student uses advanced vocabulary with high degree of accuracy. |
| **Comprehensibility:** the comprehend means of easy for the listener to understand the speakers intention and general meaning. | **20** | 1-5 | Bad: the student is only occasionally intelligible. |
| | | 5-10 | Good: the student is not always intelligible. |
| | | 10-15 | Better: the student can generally be understood. |
| | | 15-20 | Best: the student can be understood completely. |
| Total | **100** | | |

4. **Circuit Learning Strategy**

    4.1. **Definition Circuit Learning Strategy**

    According to DePorter et al (2010: 230) the definition of circuit learning is "rotating learning, called rotating learning because students really take information in the same pattern every day". Whereas according to Huda (2013: 311) circuit learning is "one type of cooperative learning model that maximizes the empowerment of thoughts and feelings by adding and repetition."

    Based on the opinions of several experts above, it can be concluded that circuit learning is learning that maximizes the empowerment of thoughts and feelings with adding and repetition patterns that are applied with the same pattern every day to students. Adding to the circuit learning is the teacher making a concept map in explaining the learning material to students, then when they want to continue the learning material at the next meeting the teacher adds a new part of the concept map branch from the concept map learned in the previous meeting according to the material to be learned. So is the student worksheet provided by the teacher. The teacher makes student worksheets in the form of concept maps which in certain parts will be filled by students according to their own language, as well as in the learning process at the next meeting the teacher adds a new branch section of the concept map to the concept map that has been studied before to be filled by students in accordance with the learning material learned. Likewise the next day until the subject is finished. While repetition (repetition) is the teacher repeating a

glimpse of the lessons learned at the previous meeting at the time of going to continue the next learning material and so at the next meeting until the subject is taught.

Circuit learning begins with affirmation activities at the beginning of learning and visualization activities in explaining learning material. According to De Porter et al (2010: 60) affirmations are "reinforcement or affirmation". Affirmation activities are used to condition students with a state of mind that is successful and confident. Students tend to have negative associations with examinations, tests, or when participating in learning material that is considered difficult. Because they experience this condition students feel scared, and fear makes students closed. Even after hours of learning, many students have empty thoughts or cannot receive learning methods well.

So, the first step in circuit learning is to break through the negative state and replace it with empowering thoughts and feelings. While the visualization activities (quoted http://kbbi.web.id/visualisasi. Online. Accessed on Monday, November 21, 2016 at 19.30 WIB) is the disclosure of ideas or feelings using the form of images, writing (words and numbers), maps, chart. This visualization activity has entered the stage of circuit learning core activities, namely at the time of explanation of learning material through drawings and concept maps.

According to DePorter et al (2010: 230) the purpose of circuit learning is, "teaching the prime condition for learning" so as to prevent fear, saturation, negative thoughts, boredom and not confident in learning.

## 4.2. Steps in Circuit Learning Strategy

Step 1 Preparation

- Apperception.

- Explain the learning objectives that must be achieved by students in today's learning.

- Delivering material coverage and explanation of activities

Step 2 Core Activities

- Conduct questions and answers about the topics will be discussed.

- Stick a picture of the topic on the board.

- Ask questions about pasted images.

- Attach a concept map that has been made.

- Describe pictures and concept maps that have been pasted. (visualization activities)

- Divide students into groups of five to six people.

- Provide worksheets to each group of students.

- Explain that each group must fill in student worksheets and fill in parts of the concept map according to their own language.

- Explain that the concept map that has been worked on will be presented.

- Carry out presentation of part of the concept map that has been worked on.

- Provide reinforcement in the form of praise or prizes for the results of a good presentation and give encouragement to those who have not received praise or gifts to try harder.

- Re-explain the results of the student discussion so that students' insight becomes wider.

Step 3 Closing

- Provoking students to make summaries.

- Assess the results of student work.

## 4.3. Advantages and Disadvantages of Circuit Learning Strategy

Huda (2013: 313) draws the following conclusions: The advantages of the cooperative learning model of circuit learning type are increasing students' creativity in composing words with their own language and training the concentration of students to focus on the concept maps presented by the teacher. Meanwhile, the lack of the cooperative learning model of circuit learning type is that the implementation of the strategy not all subjects can be presented through this strategy.

## 5. Series Picture as Media

In general, according to Latuheru (in Sa'diyah, 2008) the use of instructional media can give rise to certain advantages in the teaching– learning process: (1) attracting and increasing students' attention; (2) helping to cope with the differences of the students' experience due to differences in their social and economic backgrounds; (3) providing learning experience that may be difficult to get in any other way; (4) helping arrange the experience the students acquire systematically to promote their cognitive development; (5) helping develop

students' ability to do self-learning based on their experience and facts they learn; (6) decreasing verbalism (using verbal language whether oral or written) in the learning process.

Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Then, according to Raimes (1983:27), everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Picture bring the outside world into the classroom in vividly concrete way. So picture is a valuable resources as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks and a focus of interest for students.

Wright (1989:4) states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also stated that one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference an in helping to discipline the activity. Then, according to Wright (1989:22), speaking and writing are both productive skill and pictures can often be used in similar ways to promote them. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what to say.

A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures.

## 6. Expressing Asking and Giving an Opinion

Opinion is phrase or sentence that consists of argument, reason or opinion from someone. Asking Opinion is a sentence which asking opinion or argument to other people to satisfaction. Giving Opinion is a sentence that gives a reason to someone or other people. So, Asking and Giving Opinion is expressions that is used for talking about argument or opinion of two or more people.

## 6.1. Expressing Asking an Opinion

There are expressions of asking opinion in two situations:

✓ Formal

- Do you have any idea?

- Do you have any opinion on …

- Do you think is/are …

- Have you got any comments on …

- What is your opinion about….?

- What are you feeling about….?

✓ Informal

- What do you think of…….?

- What do you think about…?

- What is your idea/opinion...?

- How do you like?

- How do you think of Rina's idea ?

## 6.2. Expressing Giving an Opinion

There are expressions of giving opinion in two situations:

✓ Formal

- I personally believe …..

- I personally consider ….

- I personally think /feel ….

- I hold the opinion ….

- Well, personally …

- I assume/guess …

✓ Informal

- I think it's good/nice/great …

- I think that…

- I think I like it.

- In my opinion …

- In my case …..

- In my mind …..

- I believe ...

- If you ask to me, I feel ….

Examples :

➢ Example of formal situation

Student        : Miss Irene, what is your opinion about my result in this semester?

Teacher        : I personally think your result in this semester is very  good, keep your grades Lisa.

Student        : Thank you so much for your information  Miss  Irene.  I am very glad to hear that.

➢ Example of informal situation

Jennie  : What is your idea about the stars in this night Joy?

Joy      : Wow.. I think it is very beautiful, jen.

Note  :

Formal situation, usually we can use when we speak with parents, teacher, lecturer and so on. Also in the office, hospital, etc.

Informal situation, in this we can use when we speak with friends, classmate, etc.


**B.  Previous Relevant Studies**

The researcher will describe some thesis which is relevant to this study to make the investigation arrangement easier. There are two previous studies that related to the title, they are:

A journal by Nirwan Idrus Ph.D in Faculty of Engineering and Technology, Multimedia University, Malaysia. On the title "Circuit Learning – Teachers' and students' reactions to an innovative approach to language teaching". The similarity is this research focused on speaking skill. Based on the result of research findings, they found that teaching speaking through Circuit Learning model can be used to improve the students' speaking ability more significantly

that the students who teach in a conventional way. The result was proven by the results of students' writing test which were conducted in pre-test and post-test. Nirwan Idrus PhD compare an classroom action research with used Circuit Learning model and control class without use Circuit Learning model. It can be concluded that in the classroom action research the students speaking ability having a significant change after applying the model.

A journal was presented by Aswia Milda with title "The Implementation of Circuit Learning Model with picture media to improving students English skill in First Year Students of SMA Negeri 12 Banda Aceh". The result of the study showed that the mean scores of the students' speaking tests showed the improvement from 67,44 to 87,64. So, Circuit Learning Strategy was useful to improve the students' speaking skills and vocabulary mastery. These findings suggest that Circuit Learning technique will be used by teacher success in improve students' speaking skill. English teachers will be creative to teaching with picture media.

# CHAPTER III

# METHOD OF RESEARCH

## A. Location and Time

The research was conducted at SMP Swasta Bandung which is located at Jl. Pengabdian No. 14, Bandar Setia, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371 during the academic year 2019/2020. The reason for choosing this school because the researcher found the problem of difficulties in learning speaking at school.

## B. Subject of the Research

The subject of this research was taken one class at eight grade students of SMP Swasta Bandung, in the first semester by the academic year of 2019/2020. There were 30 students in the classroom. They were chosen based on the observation that they have problem in speaking. So that the students needed improvement in speaking.

## C. Research Design

This research in the Classroom Action Research (CAR) by using Circuit Learning as main target. This research was conducted to make an improvement on students' achievement considered to the process. In this CAR, there are four phases that should be conducted namely: plan, action, observation, and reflection (Arikunto, 2010).

**Table 3.1**

**Arikunto (2010:137)**
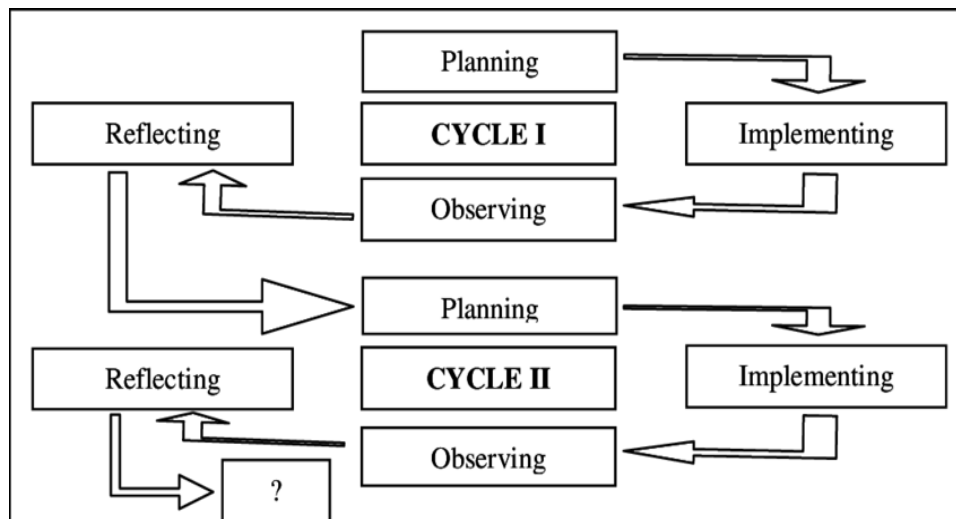


## D. Research Procedure

This research was conducted by two cycles. Every cycle had four stages; they are planning, action, observation, and reflection.

## 1. Cycle 1

a. **Planning**, was arrangement for doing something considering advance. It was purpose to teacher ads handbook which used in classroom in teaching learning process. Before running cycle I, all instruments such as lesson plan, observation sheet and diary notes had been prepared. The activities in planning are : (a) Making lesson plan, (b) Designing the material about the expressing asking and giving opinion by using series picture as media. (c) Preparing observation sheets to know the students' condition and process of teaching learning and also to know students' increasing in speaking achievement by using circuit learning strategy. (d) Preparing assessment to know the students' score in speaking by using circuit learning strategy.

b. **Action,** was processed doing things. This was implementation of planning. The researcher was flexible and welcome to the situation in school environment. Thus, the action was dynamic, needed immediately decision for what done and completed simple evaluation.

c. **Observation,** was purposed to find out information of attraction, such as the students' attitudes even obstacle that happen. That it was collect as the data that we was use as a basic of reflection. Observation was do together with the same time. It was intend to discover the information about behavior, attitude, performance, activities, and even obstacle, during teaching learning in speaking through circuit learning strategy an in the classroom. In doing observation, the researcher was help by the English teacher as the collaboration. So, observation should be done carefully.

d. **Reflection,** was feedback of the action which was done before. Reflection help teacher to make decision. Reflection was evaluative aspect to evaluate the effect of specious and suggest the way to handle it. Reflection also a phase to process taken the data from observation while teaching speaking through circuit learning strategy. The evaluation cover evaluating students' score of the speaking and the result of observation which purposes to analyze the situation and make the conclusion. After cycle I was run and the result given the increasing of using circuit learning strategy in students' speaking skill, it would be continued in cycle II.

2. **Cycle II**

a. **Planning,** according to evaluation in cycle I and found out the weakness in cycle I would repaired in cycle II. And the process in planning cycle II same with cycle I. The activities such as preparing lesson plan, preparing the material, preparing the observation sheet to know the students. Reaction and condition of the class when teaching learning process and also to know students' increasing in learning speaking through circuit learning strategy. Preparing assessment to know the students' score in speaking skill through circuit learning.

b. **Action,** in this step the researcher was the lesson plan had arranged in cycle I and also in cycle increased the weakness before. The material given in cycle II same in cycle I. But all of the best will be different. The teaching and learning process in action same in cycle I, it was start from opening until closing.

c. **Observation,** included implementation in a observation teaching and learning process in the classroom. It includes teaching and students' activities and the aim of the observation was to control that teaching and learning process according planning or not.

d. **Reflection,** in this phase was to observe planning according to result in cycle I until cycle II. And also we will find out the weakness in cycle II decrease.

E. **Instrument of the Research**

In this research, the instruments of the research which use in this research are:

1.  Observation sheet

    Observation sheet was for observing activity in classroom during teaching and learning process. The activity included teacher and students activities.

2.  Questionnaire/ interview sheet

The questionnaire or interview was used to collect information about students' attitude, perception, point of view and feeling in learning English.

3.  Diary notes

This instrument has function to record the events in teaching learning process. Diary notes was described the general impressions of the classroom and its climate.

4.  Speaking test

To get the data researcher was given a test. In speaking testing the researcher makes test which are suitable to measure students speaking ability. The researcher test the student by asking them to give a report orally either in individual test or group test based on the topic given. The time is given is 15 minutes.

The test was given in three times, which is pre-test, and in cycle I and cycle II. The pre-test was given before teaching learning process and cycle I and cycle II was given after teaching learning process to make the improvement of students' in speaking skill.

**F.  Technique of collecting data**

In this research, the researcher was performed by administrating two cycles. The researcher was given pre-test. There is an identification at the first meeting in

order that to get the background situation of the teaching learning in the class and the real information of the condition students in speaking. Then it was continue with planning, action, observation, and reflection. To evaluate the students' improvement in speaking, the researcher use speaking test. The students' was asked to make some opinion with their group, and they have to choose one topic by using circuit learning strategy and extend in into of the class. The time to finish test is 15 minutes. The score of the test is from 1-100. This technique was adjust from Harris (1977:84) and Brown (2001:172) to do this, there were five indicators to consider as follows. (a) Pronunciation, (b) Accent, (c) Grammar (d) Vocabulary, (e) Fluency.

## G. Technique of Analyzing Data

The study was applied qualitative and quantitative data. The qualitative data were found by describing the situation during the teaching and learning process and to see the students' opinion as well as their feeling during the teaching learning activity. The quantitative data was found by computing the score of students' speaking test.

The researcher was applied the following to know the mean of students'/ score for each cycle as show it below :

$$X = \frac{\sum x}{N}$$ (Arikunto, 2013)

Where :

X      = The mean of the students' score

$\sum x$     = The total score

N       = Number of the students

The criteria of ability was 70 which based on minimum ability criterion (KKM) of

SMP Swasta Bandung.

N > 70 = Able

N < 70 = Unable

# CHAPTER IV

# DATA AND DATA ANALYSIS

## A. Data

This research was involved qualitative and quantitative data. The quantitative data was obtained from speaking test, and the qualitative data was obtained from observation sheet and interview sheet. The data were taken from 1 class; it was VIII-1 which consisted of 30 students.

Since the data about the students' ability was not significantly improved in one cycle, it was needed to conduct the next cycle, so this research was accomplished in two cycles. First meeting includes pre-test, the second meeting was cycle I and the third meeting was cycle II.

The data of students' score in pre-test, Cycle I, and Cycle II can be seen below:

## B. Data Analysis

## 1. The Quantitative Data

Pre-test which was given before running cycle I. The researcher gave one topic to all students and tried to make their opinion about it in group. And the point of pre-test can see on the below :

**1.1. The Score before Pre-test**

<p align="center"><strong>Table 4.1<br>Students score in pre-test</strong></p>

| No | Students initial name | Pro noun | Acc Ent | Gram mar | Vocab Ulary | Flu ency | Total score | Ability |
|----|----|----|----|----|----|----|----|----|
| 1 | AH | 3 | 4 | 4 | 5 | 4 | 20 | unable |
| 2 | AP | 4 | 5 | 5 | 3 | 3 | 20 | unable |
| 3 | AB | 2 | 4 | 6 | 5 | 3 | 20 | unable |
| 4 | AS | 4 | 2 | 2 | 4 | 8 | 20 | unable |
| 5 | APW | 5 | 5 | 5 | 3 | 2 | 20 | unable |
| 6 | AA | 4 | 3 | 2 | 4 | 7 | 20 | unable |
| 7 | CNH | 15 | 10 | 13 | 5 | 3 | 50 | unable |
| 8 | DR | 20 | 10 | 10 | 5 | 5 | 50 | unable |
| 9 | DS | 6 | 4 | 5 | 3 | 2 | 20 | unable |
| 10 | DL | 4 | 6 | 5 | 5 | 10 | 30 | unable |
| 11 | ER | 3 | 5 | 6 | 4 | 7 | 20 | unable |
| 12 | INA | 20 | 10 | 14 | 2 | 2 | 50 | unable |
| 13 | IFG | 8 | 10 | 14 | 10 | 8 | 50 | unable |
| 14 | MA | 3 | 8 | 10 | 6 | 3 | 30 | unable |
| 15 | MAS | 3 | 5 | 5 | 4 | 13 | 30 | unable |
| 16 | MIN | 4 | 2 | 4 | 4 | 6 | 30 | unable |
| 17 | MIA | 4 | 2 | 3 | 5 | 6 | 20 | unable |
| 18 | NF | 5 | 5 | 5 | 5 | 10 | 30 | unable |
| 19 | NG | 17 | 13 | 5 | 3 | 2 | 40 | unable |
| 20 | NAT | 4 | 6 | 5 | 3 | 2 | 20 | unable |

| 21 | R | 3 | 5 | 10 | 13 | 9 | 40 | unable |
|----|-----|----|---|----|----|----|----|--------|
| 22 | RLT | 2 | 4 | 3 | 4 | 7 | 20 | unable |
| 23 | RH | 10 | 6 | 13 | 11 | 10 | 50 | unable |
| 24 | SP | 2 | 3 | 2 | 4 | 9 | 20 | unable |
| 25 | S | 2 | 2 | 3 | 9 | 4 | 20 | unable |
| 26 | SK | 5 | 4 | 8 | 5 | 8 | 30 | unable |
| 27 | SIS | 6 | 8 | 5 | 4 | 7 | 30 | unable |
| 28 | TIW | 2 | 6 | 2 | 5 | 5 | 20 | unable |
| 29 | UH | 4 | 5 | 5 | 3 | 3 | 20 | unable |
| 30 | VA | 7 | 6 | 10 | 10 | 8 | 40 | unable |
| Total Number | | | | | 880 | | | |
| Mean Score | | | | | 29.3 | | | |

From the table of pre-test, the total score of students was 1302 and the number of students who took the test was 26 students, so the students' mean was:

$$x = \frac{\sum x}{N} \; x \; 100 \; \%$$

Where :

$x$ = The mean of the students' score

$\sum x$ = The total score

N = Number of the students

In pre-test the total score of the students' was 800 and the number of the students were 30. So the mean was :

$$X = \frac{800}{30} = 29.3$$

From the analysis above, students' achievement in speaking was low. The students' mean was 29.3 to get know the number of students who were competent in speaking test by calculating with the following formula:

$$P=\frac{R}{T}x100\%$$

Where:

P = the percentage of master students

R = the number of master students

T = the total of students

The students that got point up to 70 in pre-test were 0 students, so the formula:

$$P = \frac{0}{30}x100\% = 0\%$$

From the table analysis, the students' speaking ability in asking and giving opinion was very low. The number of students was 30. Number of the students who passed in pre-test session was 0 (0%).

From the explanation above, the students' speaking ability in asking and giving opinion was classified very low when conducting action research in pre-test. So, post-test was continued in cycle I.

 Means of students score in pre-test shown below:

**Chart 1. Pre-test**
**Students score in Pre-test**
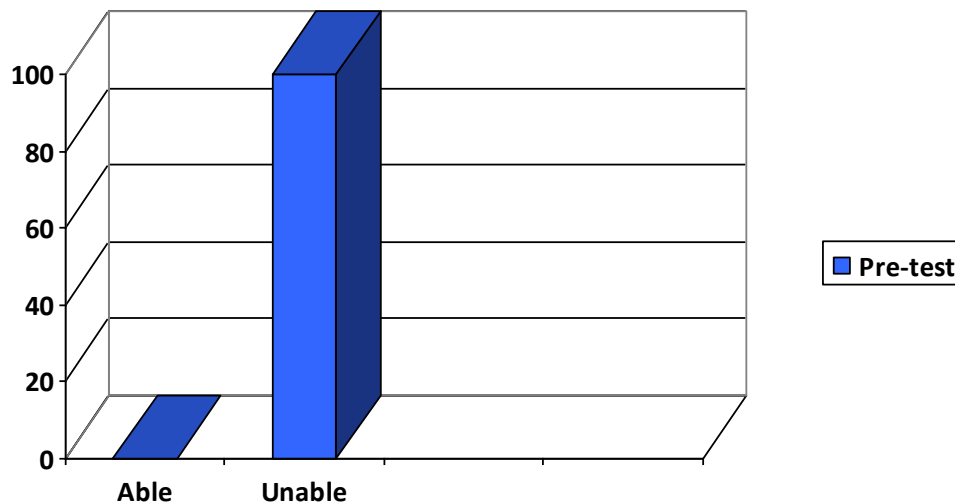


**1.2 The Treatment Done in Cycle I**

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in

every steps:

**a. Planning**

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of circuit learning strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan consisted of the action, preparing the teaching material which related to implementation of circuit learning strategy that was needed in action, preparing

the test to measure the result of the study, observation sheet, interview sheet and diary notes.

**b. Action**

In this step, there was some activities that had been done by the researcher. Firstly the researcher explained about expression of asking and giving Opinion, and give some example to make the students more understood. After they were know to different the expression formal and informal of asking and giving opinion, the teacher was applied Circuit Learning strategy that divided students into pairs and give the students a dialogue content some situation of asking and giving opinion. The teacher ask the students to practices has finished.

**c. Observing**

The observation was done to on serve the students' behavior and the students' problem during done the learning process. Most of the students had participated effectively in the discussion. They were enthusiastic and enjoyable to discuss about the topic or situation by using circuit learning strategy. However some of them were still had problem to speak. Observation was done carefully because the data which was taken from this activity were used as a basic reflection.

**d. Reflection**

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning speaking by implementing of circuit learning strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the researcher knew the problems and the result of the

students when did test. Look at the result of students' test. From the students'

response and the students' scores above, the researcher stated to continue in cycle

two in hoping it could be better than before. Second cycle was held to achieve the

improvement score of the students speaking achievement. The research gave test

more in post- test I, the test gave after using circuit learning strategy. The

researcher found improvement of the students' score in post-test of the first cycle.

Here the students' score of post- test in first cycle.

**Table 4.2**
**Students' score in cycle I**

| No | Students initial name | Pro Noun | Acc Ent | Gram Mar | Vocab Ulary | Flu ency | Total score | Ability |
|----|----|----|----|----|----|----|----|----|
| 1 | AH | 20 | 15 | 10 | 8 | 7 | 60 | unable |
| 2 | AP | 8 | 7 | 15 | 10 | 20 | 60 | unable |
| 3 | AB | 8 | 15 | 12 | 8 | 7 | 50 | unable |
| 4 | AS | 18 | 13 | 14 | 15 | 10 | 70 | able |
| 5 | APW | 14 | 4 | 16 | 7 | 8 | 50 | unable |
| 6 | AA | 20 | 20 | 20 | 20 | 10 | 90 | able |
| 7 | CNH | 10 | 20 | 20 | 10 | 20 | 80 | able |
| 8 | DR | 20 | 15 | 10 | 20 | 5 | 70 | able |
| 9 | DS | 20 | 10 | 10 | 10 | 10 | 60 | unable |
| 10 | DL | 20 | 15 | 15 | 10 | 10 | 70 | able |
| 11 | ER | 15 | 13 | 10 | 6 | 6 | 50 | unable |
| 12 | INA | 20 | 20 | 20 | 15 | 5 | 80 | able |
| 13 | IFG | 20 | 10 | 10 | 20 | 20 | 80 | able |

| 14 | MA | 10 | 10 | 15 | 15 | 10 | 60 | unable |
|----|-----|----|----|----|----|----|----|--------|
| 15 | MAS | 14 | 7 | 5 | 14 | 10 | 50 | unable |
| 16 | MIN | 15 | 20 | 5 | 5 | 5 | 60 | unable |
| 17 | MIA | 3 | 18 | 8 | 16 | 15 | 60 | unable |
| 18 | NF | 3 | 8 | 16 | 8 | 15 | 50 | unable |
| 19 | NG | 3 | 24 | 8 | 16 | 19 | 70 | able |
| 20 | NAT | 4 | 10 | 16 | 8 | 12 | 50 | unable |
| 21 | R | 3 | 24 | 14 | 10 | 7 | 60 | unable |
| 22 | RLT | 4 | 30 | 20 | 10 | 16 | 80 | able |
| 23 | RH | 4 | 30 | 20 | 10 | 26 | 90 | able |
| 24 | SP | 4 | 24 | 20 | 10 | 12 | 70 | able |
| 25 | S | 20 | 10 | 24 | 12 | 4 | 70 | able |
| 26 | SK | 10 | 10 | 20 | 20 | 20 | 80 | able |
| 27 | SIS | 3 | 24 | 10 | 20 | 13 | 70 | able |
| 28 | TIW | 12 | 12 | 4 | 16 | 16 | 60 | unable |
| 29 | UH | 20 | 20 | 20 | 10 | 10 | 80 | able |
| 30 | VA | 16 | 16 | 20 | 10 | 8 | 70 | able |
| **Total Number** | | 2000 | | | | | | |
| **Mean Score** | | 66.6 | | | | | | |

From the table of post-test in the first cycle, the students that able the test

was 16, and the students did unable was 14. Total score of the students was 2000

and the number of students who took the test was 30, so the mean of the students

was:

$$x = \frac{\sum x}{N} \ x \ 100 \ \%$$

Where :

$x$ = The mean of the students' score

$\sum x$ = The total score

N = Number of the students

In pre-test the total score of the students' was 2000 and the number of the students were 30. So the mean was :

$$X = \frac{2000}{30} = 66.6$$

From the analysis above, students' achievement in speaking was low. The students' mean was 66.6 to get know the number of students who were competent in speaking test by calculating with the following formula:

$$P = \frac{R}{T} x100\%$$

Where:

P = the percentage of master students

R = the number of master students

T = the total of students

The students that got point up to 70 in pre-test were 16 students, so the formula:

$$P = \frac{16}{30} x100\% = 53.4\%$$

From the table analysis, the students' speaking ability in asking and giving opinion was still low. The number of students was 30. Number of the students who passed in pre-test session was 16 (53.4%).

From the explanation above, the students' speaking ability in asking and giving opinion was classified still low when conducting action research in cycle I. So, post-test was continued in cycle II.

Means of students score in cycle I shown below:

**Chart 2.**

**Students score in cycle I**
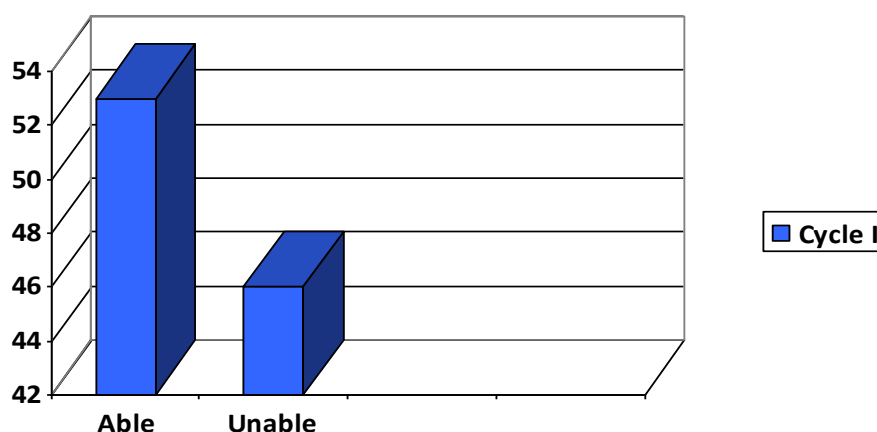


### 1.3 The Treatment Done in Cycle II

The researcher continue the research in two cycle. The aim was to improve the students' score in speaking after doing post-test in the first cycle. The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

**a. Planning**

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used for implementing of circuit learning strategy, preparing observation sheet. Therefore, the researcher also prepared the lesson plan to teach.

The time allocation would be done for ninety minutes for one meeting. In this step, there were some activities had been done by the researcher, they are: making lesson plan consisted of the action, preparing the teaching material which related to implementation of circuit learning strategy that was needed in action, preparing the test to measure the result of the study, observation sheet, interview sheet and diary notes.

**b. Action**

In this step, there was some activities that had been done by the researcher. Firstly the researcher explained about expression of asking and giving opinion, and give some example to make the students more understood. After they were know to different the expression formal and informal of asking and giving opinion, the teacher was applied circuit learning strategy that divided students into groups and give the students some situation of asking and giving opinion but different topic (one group one topic). The teacher gave the time to the students discuss about the topic. and then every group presented their discuss about the topic gives by the teacher.

**c. Observing**

The students' activity was observed and it showed the most of the students did not have problem to speak by using circuit learning strategy. They were active in the discussion and spoke about the topic enthusiastically.

**d. Reflection**

Having evaluated the students' oral test, the research found that the students' score showed to improvement. Based on the observation and the result of their

oral test, the research concluded that the students had mastered speaking skill through peer-interaction strategy. The students' score in the second cycle had increased from the first cycle. The percentage of the students who had mastered speaking achievement through circuit learning strategy was only 53.4% while in the second cycle in percentage 100%. This improvement made the research felt that the cycle can be stopped because the students' achievement in speaking was increased.

Here the students' score of post-test in the second cycle.

**Table 4.3**
**Students' score in cycle II**

| No | Students initial name | Pro noun | Acc Ent | Gram Mar | Vocab ulary | Flu ency | Total score | Ability |
|----|----------------------|----------|---------|----------|-------------|----------|-------------|---------|
| 1 | AH | 4 | 30 | 20 | 10 | 16 | 80 | able |
| 2 | AP | 4 | 30 | 20 | 10 | 16 | 80 | able |
| 3 | AB | 10 | 18 | 16 | 16 | 10 | 70 | able |
| 4 | AS | 20 | 20 | 25 | 10 | 15 | 90 | able |
| 5 | APW | 20 | 20 | 20 | 20 | 10 | 80 | able |
| 6 | AA | 10 | 20 | 20 | 10 | 20 | 90 | able |
| 7 | CNH | 20 | 20 | 20 | 15 | 5 | 80 | able |
| 8 | DR | 15 | 15 | 20 | 20 | 20 | 90 | able |
| 9 | DS | 15 | 16 | 25 | 20 | 14 | 80 | able |
| 10 | DL | 20 | 20 | 10 | 15 | 15 | 80 | able |
| 11 | ER | 4 | 24 | 20 | 10 | 12 | 70 | able |
| 12 | INA | 15 | 13 | 10 | 20 | 22 | 80 | able |

| 13 | IFG | 20 | 25 | 25 | 10 | 10 | 90 | able |
|----|-----|----|----|----|----|----|----|------|
| 14 | MA | 20 | 17 | 17 | 10 | 16 | 80 | able |
| 15 | MAS | 4 | 24 | 20 | 10 | 12 | 70 | able |
| 16 | MIN | 20 | 20 | 20 | 10 | 10 | 80 | able |
| 17 | MIA | 25 | 25 | 13 | 17 | 10 | 90 | able |
| 18 | NF | 15 | 15 | 20 | 10 | 10 | 70 | able |
| 19 | NG | 15 | 20 | 25 | 15 | 15 | 90 | able |
| 20 | NAT | 13 | 17 | 25 | 25 | 20 | 90 | able |
| 21 | R | 20 | 25 | 15 | 15 | 15 | 90 | able |
| 22 | RLT | 20 | 20 | 20 | 10 | 20 | 90 | able |
| 23 | RH | 15 | 20 | 14 | 20 | 11 | 80 | able |
| 24 | SP | 20 | 15 | 15 | 25 | 25 | 90 | able |
| 25 | S | 4 | 30 | 20 | 10 | 16 | 80 | able |
| 26 | SK | 15 | 15 | 20 | 20 | 20 | 90 | able |
| 27 | SIS | 15 | 15 | 20 | 20 | 20 | 90 | able |
| 28 | TIW | 15 | 16 | 25 | 20 | 14 | 80 | able |
| 29 | UH | 10 | 20 | 20 | 10 | 20 | 90 | able |
| 30 | VA | 18 | 18 | 20 | 14 | 10 | 80 | able |
| **Total Number** | | 2490 | | | | | | |
| **Mean Score** | | 83 | | | | | | |

From the table of post-test in the second cycle, the students that got able the test were 30 , and the students did unable were 0. Total score of the students was 2490 and the number of students who took the test was 30, so the mean of the students was:

$$x = \frac{\sum x}{N} \; x \; 100 \; \%$$

Where :

$x$       = The mean of the students' score

$\sum x$      = The total score

N       = Number of the students

In cycle II the total score of the students' was 2490 and the number of the students were 30. So the mean was :

$$X = \frac{2490}{30} = 83$$

From the data analysis above, the students' ability of speaking in post test II was improve. It could be seen of the mean score of the students was 83. It means that the score was categorized Able. The percentage of students who got able in speaking was calculated by applying the following formula:

$$P = \frac{30}{30} x \; 100 \; \% = \mathbf{100 \; \%}$$

From the table analysis in cycle II, the researcher concluded that the students speaking achievement was improved. It could be seen from the mean of the students' score was 83. The percentage of the students' score was 30 students got able or it was 100 %.
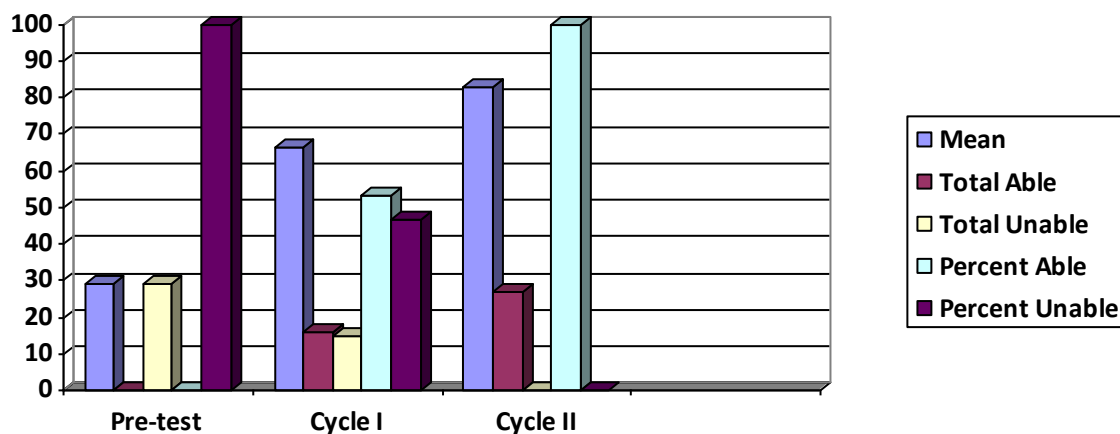
**Chart 3.**

**Students score in cycle II**
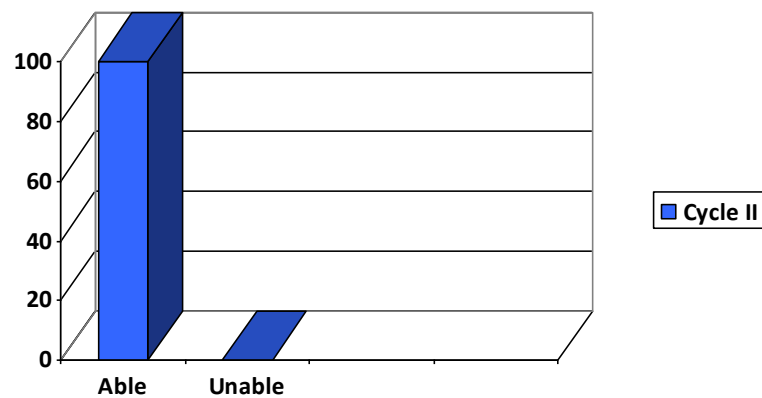


It can be concluded that the students' speaking ability in post-test in the cycle II was categorized able and improved. So the researcher stopped in this cycle. Here the students' score could be seen in the following table:

**Table 4.4**
**The improvement of students' score in Pre-test, Cycle I and Cycle II**

| NO | Students' initial name | Pre- test | Cycle I | Cycle II |
|----|------------------------|-----------|---------|----------|
| 1 | AH | 20 | 60 | 80 |
| 2 | AP | 20 | 60 | 80 |
| 3 | AB | 20 | 50 | 70 |
| 4 | AS | 20 | 70 | 90 |
| 5 | APW | 20 | 50 | 80 |
| 6 | AA | 20 | 90 | 90 |
| 7 | CNH | 50 | 80 | 80 |
| 8 | DR | 50 | 70 | 90 |
| 9 | DS | 20 | 60 | 80 |
| 10 | DL | 30 | 70 | 80 |
| 11 | ER | 20 | 50 | 70 |
| 12 | INA | 50 | 80 | 80 |
| 13 | IFG | 50 | 80 | 90 |
| 14 | MA | 30 | 60 | 80 |
| 15 | MAS | 30 | 50 | 70 |
| 16 | MIN | 30 | 60 | 80 |
| 17 | MIA | 20 | 60 | 90 |
| 18 | NF | 30 | 50 | 70 |
| 19 | NG | 40 | 70 | 90 |

| 20 | NAT | 20 | 50 | 90 |
|---|---|---|---|---|
| 21 | R | 40 | 60 | 90 |
| 22 | RLT | 20 | 80 | 90 |
| 23 | RH | 50 | 90 | 80 |
| 24 | SP | 20 | 70 | 90 |
| 25 | S | 20 | 70 | 80 |
| 26 | SK | 30 | 80 | 90 |
| 27 | SIS | 30 | 70 | 90 |
| 28 | TIW | 20 | 60 | 80 |
| 29 | UH | 20 | 80 | 90 |
| 30 | VA | 40 | 70 | 80 |
| **Total Number** | | **880** | **2000** | **2490** |
| **Mean** | | **29.3** | **66.6** | **83** |
| **Number of students' able** | | **0** | **16** | **30** |
| **Number of Students' unable** | | **30** | **14** | **0** |
| **Percentage of students' able** | | **0** | **53.4%** | **100%** |
| **Percentage of students' unable** | | **100%** | **46.6%** | **0%** |



**Chart 5. Improvement of mean score, total score, total able, total unable, percentage able, percentage unable of students result in pre-test, cycle I and cycle II**

The result showed the improvement of the mean score of the students score from the pre-test to cycle II. The pre-test was only 29.3, the cycle I was 66.6 and

the cycle II was 83. The total of able students in pre-test was 0% and total of unable was 100%, the total able in cycle I was 53.4% and unable was 46.6%, the total of able students in cycle II was 100% and the total unable students was 0%. It could be concluded that circuit learning strategy could improved the students' speaking ability.

Three meeting were conducted in this research and one of them was for the pre-test. The researcher gave speaking test in every meeting. In this first meeting the researcher gave one topic to all students and tried to make their opinion about series pictures that researcher gave in group. It was found that the mean score of the students were after the researcher knew the students' score, she used circuit learning as a strategy in teaching learning speaking.

The increase showed that by using circuit learning strategy students were able to improved their speaking. The mean of the students' score in last meeting was highest of all meetings, so it could be concluded that the students' ability in speaking was increased. Therefore, it could be concluded that the use of circuit learning could improved the students' speaking ability.

## 2.  The Qualitative Data

The qualitative data were taken from the observation sheet, diary notes and interview sheet. The observation sheet use to show the most of the students were active and enthusiastic in speaking ability by using circuit learning, diary notes were used to know the students' development in every morning. At last, interview sheet were used to know the students' responded in learning by using circuit learning strategy.

The qualitative data was collected from observation sheet, diary notes and interview sheet that was analyzed as follow:

**2.1. Observation Sheet**

Observation sheet was used to observe all activities that happened during teaching learning process. The observation was focused activities that happened during the teaching learning process. The activities included teacher and students activities. Observation sheets to teacher based on aspect-aspect during teaching process. And observation sheet for student based on activities during learning process. The teacher was an observer for researcher and the researcher was an observer for the students. The researcher did formal observation. The observation was done in last meeting as conclusion of every meeting. (see in appendix V)

**2.2. Interview Sheet**

Based on the data collected in the interview sheet interfered that way to collects information about students' attitude, perception, point of view and feeling in learning English. ( see in appendix VII)

**2.3. Diary Notes**

Based on diary notes, the class situation changed after researcher conducts action researcher using Circuit Learning Strategy. The second meeting and third meeting (cycle 1) the students still low enthusiastic and just some students active to learning. But in fourth meeting (cycle 2) everything changed. The students become more active and enthusiastic. First reason change the theme to write the text. It was make them passion and enthusiastic to learning English. Beside it was fun it was enjoyed to them. Not must always think hard. (see in appendix VI)

**C. Research Findings**

The result was indicated that there was improvement of the students speaking achievement through peer-interaction strategy. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis

of the students' score every meeting:

Based on the table above , the percentage of the students score in post-test of first cycle who got point up 70 there were still was 16 of 30 students, it was 53.4%. Then, the percentage of post test in the second cycle who got point up 70 there were 30 of 30 students, it was 83% . it means that there was improvement from post-test in first cycle and post-test in the second cycle was about 29.6%. From the data, it was indicated that using circuit learning strategy in teaching speaking was effective, and the researcher concluded that the students ' speaking achievement have been improved by using circuit learning strategy. The researcher also analyzed the qualitative data to support the research finding. The qualitative data were diary notes, interview sheet and observation sheet. All of these data was indicated that the students was more courageous and confident in speaking English, this can be seen from students participations in classroom, students' involvement in conversation and students performance. It was found that the teaching speaking by using peer-interaction strategy could increase the students' achievement to gave their attitude, active and good response (feedback) during teaching learning process.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the data analysis and conclusion are drown concluded that there was improvement of the students' speaking ability by using circuit learning strategy in speaking. It was showed by the mean of the students. In the pre-test showed mean score was 29.3 the number of able was 0% (30 students), in cycle I showed mean score was 66.6 the number of able was 53.4% (16 students) and in cycle II showed mean score was 83 the number of able was 100% (30 students) so there was improvement from pre-test until cycle II. And it was proved that from all the students can answer the test and got score more than 70.

## B. Suggestion

In relation of conclusion, suggestion are stages as following :

1. This study help the teacher and students of English provide the information about the material been taught.

2. This is realized that circuit learning improving students' speaking ability had important part as the means to diagnosing the students' speaking skill.

3. The students become more interested in learning process by using circuit learning strategy. The teacher can use circuit learning strategy in teaching speaking because it is an interesting way to make students to freely to produce the ideas without worrying mistakes and help the students to easy in understanding the material.

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