THE USE OF KWL (KNOW, WANT, LEARN) TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT BY USING CARICATURE

SKRIPSI

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

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ABSTRACT

Lubis Dinda Malinda, 1502050237. The Use of KWL (Know, Want, Learn) to Improve Students' Speaking Achievement by Using Caricature. Skripsi. English Education Program Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2019

This study deals with The Use of KWL (Know, Want, Learn) to Improve Students' Speaking Achievement by Using Caricature. This study was VIII-2 grade students' SMP Swasta Bandung at Jl. Pengabdian No. 14, Bandar Setia, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371 in academic year 2019/2020. It consisted of one class with 30 students' as respondents. The data of this study were obtained by using test, observation sheet, interview sheet and diary notes. Based on the analysis, it was found that the students', achievement improved from the Pre-test, the basic knowledge of students' achievement, the Cycle I and Cycle II test using Kwl (Know, Want, Learn) Strategy it is a teaching strategy that available to teacher in processing, understanding, and remembering the newly presented material. In pre-test, the mean of the students' score was 30,6 without treatment, in the cycle I test was 55.3 and the mean of the students' score of the cycle II was 73.6after reflection there was an improvement of the students'. Moreover in the pre-test, there were 0% (0 students' of 30 students), in the Cycle I, there were 33.3% (10 students of 30 students'), in the cycle II, there were 79.9% (24 students' of 30 students'). So the total percentage of the improvement from pre-test, cycle I, cycle II was about 20%.

Keyword :*Speaking, KWL (Know, Want, Learn) Strategy.*

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Medan,   September 2019

Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of other skills which should be mastered. Speaking is used when someone wants to communicate message with others orally. Brown (2004) states that speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skills, which necessarily compromises the reliability and validity of an oral production test. Speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities and it is the prime motor of language contact. Speaking is one way to communicate which ideas and through message orally. Furthermore, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In conclusion, speaking is used when someone wants to communicate message, ideas, and thought switch others orally.

In fact, speaking skill of Indonesian people is not good enough. In relation to these problems, a preliminary study will be conducted at SMP Swasta Bandung through interview with the students' and English teachers to know the students' problems in speaking achievement. It will found that the students' had problem in learning speaking.

Based on observation SMP Swasta Bandung, the problem are the teachers does not use an appropriate strategy, the students speaking ability is still low, low interest of students in speaking. The problem above the teachers can make strategy KWL (Know, Want, Learn) as appropriate strategy, in relation to the benefits of media use in classroom, caricature can be used as media in teaching speaking. Caricature media can be used to give students practice speaking or writing English in real situation. In the caricature, the students or teachers write key words that can give opinion for other students. Caricature with words written on them that help speakers remember what they have to say. Therefore, the person who see this caricature can remember what they should tell. In caricature, there are some cues that guide the students to speak English. When students see the caricature, they can remember what they should talk. They just answer in the caricature and they can be interested in speaking English.

Considering these problems, one of the solutions of the students' problems in speaking is the use of media in teaching speaking. Media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. A suitable media can help the students improve their speaking. Some media in the teaching speaking skill is intended to make the teaching process easier and to help can be used the student speak up. Media have a crucial role in teaching English effectively and in more interesting way. Media provide huge information, they motivation students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

If the teacher is creative, caricature will be a good media to improve students' speaking achievement. Teacher can choose the trending picture, so students are interested and they want to speak up, and at least they want to tell about their options. Caricature can be used to give students practice in speaking and writing English in real situation. The use of caricature is able to motivate the students in learning speaking. These activities will improve students' speaking achievement, and train them to think critically and creatively. In summary, when they see the picture in the caricature, they will not get confused to find the idea to talk about the topic.

Concerning about the use of caricature in teaching speaking, there will a significant improvement on students speaking achievement of the Eight Grade students of SMP Swasta Bandung through the use of caricature. In accordance with the explanation and problems describes above, caricature is used to teach speaking to the Eight grade students of SMP Swasta Bandung will conducted in this research. Therefore, the title of this study is **"The Use of KWL (Know, Want, Learn) to Improve Students' Speaking Achievement by Using Caricature"**, as a Media to the Eight Grade students of SMP Swasta Bandung.

B. The Identification of Problem

In this Identification, the writer just defines only the important terms. They are:

1. The teacher does not use an appropriate strategy.

2. The students speaking ability is still low.

3. Vocabulary of the students is still low.

C. The Scope and Limitation

The scope of this study is concerned about speaking and limited in teaching asking and giving by using strategy of KWL (Know, Want, Learn) to improve students' speaking achievement by using caricature.

D. The Formulation of the Study

Based on the background of this study, the writer formulates the research question as follows: "is there any significant improvement using KWL (Know, Want, Learn) teaching speaking achievement by using caricature?

E. The Objective of the Study

The subject of this research is to describe whether is there a significant improvement of using KWL (Know, Want, Learn) strategy with caricature towards students' speaking achievement.

F. The Significance of the Study

1. Theoritically

   Theoretically the study will give easier and interesting way in teaching speaking achievement by using caricature with KWL (Know, Want, Learn) strategy.

2. Practically

   a. For teachers

The study is expected can be one of the references for teachers in doing various ways in teaching learning process especially in speaking class.

b. For students

In other side, KWL (Know, Want, Learn) strategy is expected to help students enjoy their speaking achievement. This strategy will increase students' collaboration in completing assigned task.

c. For researcher

This study is expected to be one the guidances for me to build an effective teaching learning process, especially for speaking class.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The study of theory is a supporting factor in a study because in this theoretical study described the theories assoctiated with the variable under study. The theories are used as the basis or references for the discussion of research. Given the importance of this, then the theories that support the problem to be examined for clarity in research.

1. The Nature of Speaking Ability

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001, p. 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Richards and Renandya (2002, p. 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any

accompanying speech. Brown (2007, p. 237) comments that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. It can be concluded that speaking is a productive skill that communicate the conversation and it can be done not only orally but also by body language.

It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. To support those definitions of speaking, there are the micro skills of oral communication from Brown (2001, p. 271):

1. Produce chunks of language of different lengths.

2. Orally produce different among the English phonemes and allophonic variants.

3. Produce English, stage pattens, word in stressed and unstressed positions, rhythmic structure, intonational contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, hack tracking-to enhance the clarity of the message.

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

9. Produce speech in natural constituent – in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face to face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

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

2. **Conceptual Framework**

The use of media in the teaching speaking achievement process is applied in many classroom situations. One of the best media that can be very helpful is caricature. The caricature helps both the teacher and the students' in the teaching speaking achievement process. The caricature brings the real model and situation to the classroom so that can help the students' to speaking English. Furthermore, using caricature as the media of teaching also makes the students' to work with their long-term memory by imaging a picture of a person that will be described.

In teaching oral of KWL (Know, Want, Learn) on students' speaking achievement by using caricature, firstly, the students' see a picture caricature, the teacher give the explanation about the materials and discusses them with the students'. Second, the student see another caricature and then the student understand and describe what they see in the caricature and then they present in front of the class with a short time.

3. The Concept of Speaking

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations in the world. Speaking is a part of productive skill in English Language Teaching. Its function is to convey written and spoken message which lies in the structure and meaning of all language. Speaking is to be able to use a particular language. Speaking is a natural skill, which the human began to develop in the first year of life. Speaking

is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Cameron (2001), speaking is an active use of the language to express meaning so that people can make sense of them.

In the real condition, students can practice their speaking skill in their daily activities. It will improve their self-confidence because they practice it every day. The ability of students to speak will improve if they want to practice it. Learning by doing is the concept of being master in speaking. Scoot (2005, p. 90-91) divides the criteria for speaking tasks, they are:

1. Productivity,

A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.

2. Purposefulness,

Often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. For example, the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members.

3. Interactivity,

Activities should require learners to take into account the effect they are havingon their audience. If not, they can hardly be said to be good

preparation for real life language use. Even formal, monologue speaking task such as talk and presentation of interaction should be performed in situations where there is at least possibility of interaction, example: where there is an audience present, one which can demonstrate interest, understanding, and even ask questions for make comments at the end.

4. Challenge,

   The task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome.

5. Safety,

   While learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without to much risk. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and non judgmental attitude to error on the part of the teacher. Also, learners need to be secure in the knowledge that the teacher like a driving instructor will always be there to take over if things get seriously out of hand.

6. Authenticity,

   Speaking task should have some relations to real life language use. Based on explanation above, speaking is activity of communication between speaker and hearer with spoken language that involves producing and receiving and processing information.

4. The Elements Of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. According to Heaton, 1990, p. 70-71), Either four of five components are generally recognized in analyzing the speech process:

a. Pronunciation

Including the segmental features-vowels and consonants and the stress and intonation patterns). As stated by Harmer (2007, p. 343), if students want to be able to speak fluently in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.

b. Grammar

Bygate (1997, p. 3) states that it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.

c. Vocabulary

As we know, vocabulary is the basic element in a language. Folse (2004, p. 2) comments that vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001, p. 118). Meanwhile, according to Gower et al (1995, p. 100), fluency can be thought of as the ability to keep going when speaking spontaneously.

e. Comprehension

The last speaking element is speaking comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5. Types of Classroom Speaking Performance

Speaking is a productive skill that can be directly and empirically observed, thoseobservations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Brown (2004, p. 140) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just

imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places studentsdoing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions thatthey are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

6. Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "instruction". Teaching is an interactive process between the teacher and the students and among the students themselves (Kimatafsirah, 2003, p. 2). According to Brown (2007) defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Speaking English is the main goal of many learners. Many learners regard speaking skill as the measure of knowing a language. The regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The goal of teaching speaking skill is communicative efficiency. In addition, speaking is the ability to express, to convey one's idea or felling. Teaching speaking means teaching the students how to use the language to express their ideas or thought. The best way to teach speaking is to get the students to interact to each other and work in groups. Demonstrate to the students that their language abilities are valued and accepted. Introduce the practice of idea collection prior to beginning task such as writing or problem solving, and then provide an opportunity for the students to share ideas and expand their existing knowledge by building on each other's contribution (Life Treasure Foundation, 2004, p.1).

Brown (2001, p. 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Furthermore, according to Nunan (2003) teaching speaking is to teach English language learners to produce English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the

rhythm of the second language, select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses which is called fluency.

Kayi (2006) state teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students' pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to the students more active in the learning process and at the same time make their learning more meaningful and fun for them.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001, p. 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

According to Nunan (2003), there are some principles for teaching speaking. Some of which are explained as follows;

1. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do

not take up all the time. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other students.

According to Thornbury (2007, p. 40), the process of developing speaking skill consists of three stages:

1. Awareness – learners are made aware of features of target language knowledge,

2. Appropriation – these features are integrated into their existing knowledge-base.

7. Teaching Media

Media can also be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. According to Mursyidto (2014, p. 18) Media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teachers' way to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experience. According to Sanaky (2010, p. 5) said that the media are different types of components or learning resources in the learning environment to stimulate

learning to learn. Learning media is a tool that serves and is used to convey the message of learning.

The purposes of learning media as a tool in the learning process are follows:

a. Facilitate the learning process in the classroom.

b. Improving the efficiency of the learning process

c. Keeping relevance between learning materials with the purpose of learning, and

d. Concentration helps the learning in the learning process.

The benefits of learning media as a tool in the learning process are as follows:

a. Teaching learning so that more attention can foster motivation to learn.

b. Teaching materials will be quite vague, so as to better understand learning, and allow learning to master teaching purposes well.

c. Learning methods vary not merely verbal communication through the spoken word narrative of teachers, learners are not bored, and teachers are not exhausted.

d. Learners do activity learns more, because not only listen to the explanation of the teacher alone, but also other activities that do such as: observing, doing, demonstrate, and other.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However the teacher should select and think carefully about the

appropriate media base on the students' need and the materials. In teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino, S.E, Lowther, D.L, Russell, J.D (2007, p. 12) explains five roles of media in teaching and learning process:

1. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teacher in particular are integrating content and skills from many subjects. As the secondary level, teams of teachers from different content areas are working together to show the overlap to their course content.

These units provide a rich environment of focus within which learning takes places. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

2. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos, and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

3. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4. Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

5. Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in English teaching and learning process. Media are not only able to be the teacher's language but also help adding elements of

reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that make students enthusiastic in learning English. It is clearly stated that media are very useful and really needed for the teaching and learning process.

The teachers have to be creative to select pictures because not every card is appropriate with learning materials. Harmer (2007, p. 179) says that there are there qualities of pictures that have to be considered by the teachers in choosing caricature. First, pictures need to be an appropriate not only for the purpose in a hand but also for the classes they are being used for. It means the pictures must have a standard level for the class. If the caricature are really childish, the students will dislike the activities. It will be the same condition if the pictures are really difficult. Second, pictures are visible. The students can see and know the instruction clearly. Last, picture caricature have to be durable. The picture caricature can use more than one times.

B. The Use of Caricature as Media in Teaching Speaking

Teaching speaking is one of some difficult skills to be taught by many teachers in the classroom. Harmer (2011) adds that teaching speaking is used as a practice tool to help students practice and work with language they have been studying. Kleeman (2006) points out caricature as media focusing on using pictures in teaching speaking. Furthermore, he

supposes that the teacher creates a new model ofthe speaking process to teach student to be more successful in speaking, and it is caricature. Caricature is defined as media in teaching speaking, which teacher brings caricature to students and distributes to students and then assigns them to describe to speaking achievement in accordance with caricature to describe the contents the pictures.

Figure   1.1   Caricature   Picture   Adopted   from   Harmer   (2011).

In this regard, Keogh & Naylor (2010) also states that caricatures are effective tools which enable students to focus on the topic and participate actively in class discussions. They can write the inner thought of the characters that can be seen in the pictures. The aim of this activity is to get the students writing freely in an engaging way.

Caricature is one visual media that can be used in teaching of speaking. In addition, Michael (2011) highlighted that caricature picture can translate abstract ideas into a more realistic form, can be easily

obtained, can be used in different academic levels, can save teacher's time and energy, and can attract students' interest. Fulya and Yegen (2013) stated that the use of caricature picture in the classroom provides a stimulating focus for students' attentions and enjoy participating in caricatures. In short, students are motivated if the teachers use caricatures as media.

C. 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.

a. 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 ?

b. 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

Rika   : What is your idea about the stars in this night ben?

Beni   : Wow.. I think it is very beautiful, rik.

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.

D. Teaching Speaking by Using Caricature

Using Caricature will be affective if the students are cooperative. They

want to follow all the instructions to use Caricature as a medium in

speaking class.

Therefore, the procedure of teaching speaking by using Caricature that will be used by the researcher including pre-activity, whilst-activity and post-activity as follows:

a. Pre-Activity

1. The teacher greets the students.

2. The teacher checks the students' attendance.

3. The teacher gives some motivation based on the topic of study.

4. The teacher starts the lesson by reviewing the previous lesson.

5. The teacher explains the learning objectives in this chapter, and what the students will do to achieve these goals.

b. Whilst-Activity

1. The teacher explains what is the function of expressing greeting.

2. The teacher allows the students to ask some questions to check their understanding about the topic.

3. The teacher presents the students about Caricature as a Media (what is Caricature as a Media? What will the students do in this activity? What are the expectations by doing this activity?).

4. The teacher divides the students into pairs or small groups (4-5 students).

5. The teacher gives one card per group.

6. The teacher gives direction and introduces the topic.

7. The teacher gives the example about conversation in greeting.

8. The teacher uses cue words to help students initiate the conversation.

9. The students practice the conversation using Caricature with partner or present in front of the class individually.

10. The teacher reminds the students to speak up their ideas and use the expression of greeting that they have learned.

c. Post-Activity

1. The teacher asks the group to present their opinion about the problem in the caricature that they have learned, discuss it together and give feedback to the whole class.

2. The teacher and students conclude the result of today's topic.

3. The teacher give some motivational word and encourage the students to practice speaking English as much as possible.

4. The teacher close the class.

CHAPTER III

RESEARCH METHOD

A. The Location of the Research

The research was conducted at SMP Swasta Bandung which is located at Jl. Pengabdian No. 14, Bandar Setia, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371 during the academic year 2019/2020. The reason for choosing this school because from the observation it shows that the students in the school still have difficulty in speaking achievement.

B. Research Subject and Object

a. Research subject

The subject of this research is speaking achievement using KWL (Know, Want, Learn) strategy for students' of class VIII SMP Swasta Bandung The students' in the class numbered 30 students', 12 woman and 18 man in the odd semester of 2019/2020 school years.

b. Research Object

The subject of this research the use of KWL (Know, Want, Learn) strategy to improve students' speaking achievement in SMP Swasta Bandung to improve the speaking achievement of grade VIII-2 students'.

C. Research of Design

This research is a type of action research (classroom action research). According to Arikunto, Suhardjono, and Supardi (2015: 1), classroom action research is a study that explains the cause-effect of treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the effects of treatment. This, it can be said that Classroom Action Research is a kind of research that describes both process and outcomes, which conduct Classroom Action Research in its classroom to improve the quality of its learning.

Figure 3.1

Kemmis & Mc Taggart in Arikunto (2010:137)
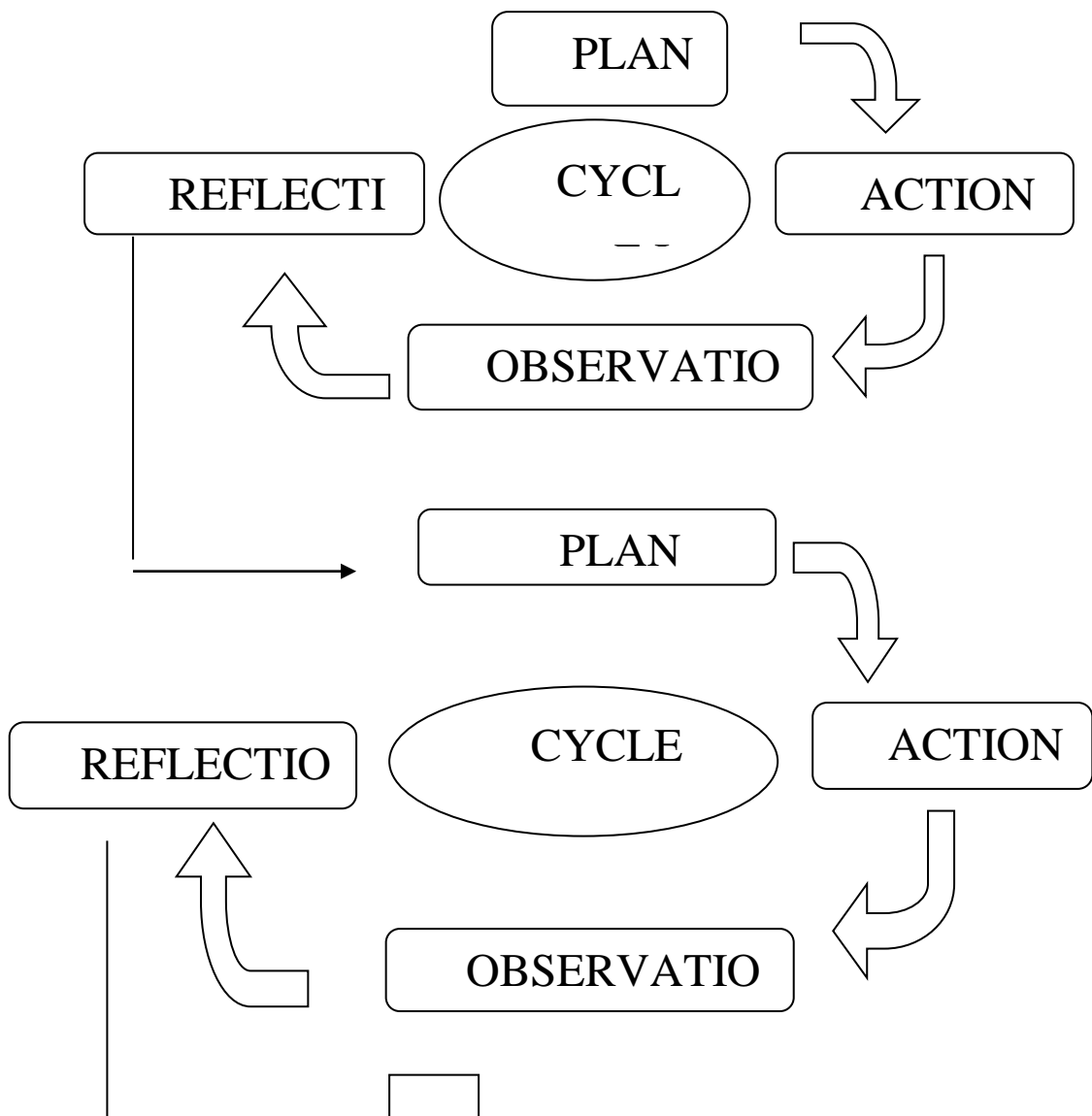
D. Research Procedure

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

a. Cycle 1

1. 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 :

1) Making lesson plan.

2) Designing the material about the expressing asking and giving opinion by using caricature as media.

3) Preparing observation sheets to know the students' condition and process of teaching learning and also to know students' increasing in speaking achievement by using strategy KWL (Know, Want, Learn).

4) Preparing assessment to know the students' score in speaking by using strategy KWL (Know, Want, Learn).

2. Action, was processed doing things. This will be do 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.

3. Observation, was purposed to find out information of attraction, such as the students' attitudes even obstacle that happen. That it will be collect as the

data that we was use as a basic of reflection. Observation was do together with the same time. It will be intend to discover the information about behavior, attitude, performance, activities, and even obstacle, during teaching learning in speaking through strategy KWL (Know, Want, Learn) an in the classroom. In doing observation, the researcher will be help by the English teacher as the collaboration. So, observation should be done carefully.

4. Reflection, will done feedback of the action which was done before. Reflection help teacher to make decision. Reflection will be do 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 strategy KWL (Know, Want, Learn). 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 strategy KWL (Know, Want, Learn) in students' speaking achievement, it would be continued in cycle II.

b. Cycle II

1. 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 strategy KWL (Know, Want,

Learn). Preparing assessment to know the students' score in speaking achievement through strategy KWL (Know, Want, Learn).

2. Action, in this step the researcher will be do 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 will be start from opening until closing.

3. 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 will be to control that teaching and learning process according planning or not.

4. Reflection, in this phase will be 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. Research Instruments

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

1. Observation sheet

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

2. Questionnaire/ interview

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 will be 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 achievement. 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 achievement.

Table 3.1

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 to use the language very well.	**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.
		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	**20**	1-5	Bad: The student has problems with pronunciation that makes the response difficult to

			understand.
know these sound if they do not understand in their turn.		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	**20**	1-5	Bad: the student is only occasionally intelligible.

		5-10	Good: the student is not always intelligible.
for the listener to understand the speakers intention and general meaning.		10-15	Better: the student can generally be understood.
		15-20	Best: the student can be understood completely.
Total	**100**		

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.

Table 3.2

Speaking Measurement

1. Pronunciation

17-20	Very good	It was few traces of the foreign accent.
13-16	Good	Always intelligible through one is conscious of definitive.
9-12	Fair	Pronunciation problems necessitate consentrated.
5-8	Poor	Very hard to understand because of the pronunciation, must frequently is asked to repeat.
0-4	Very poor	Pronunciation problem so ever as to make speech virtually unintelligent.

2. Accent

17-20	Very good	Native pronunciation with no trace of "foreign accent".
13-16	Good	No conspicuous mispronunciation, but world not be taken from native speaker.
9-12	Fair	Marked "foreign accent" and occasional.
5-8	Poor	Mispronunciation that do not interfere with understanding "foreign accent" requires concentrated listening & mispronunciation lead to occasional misunderstanding and

		apparent errors in grammar as vocabulary.
0-4	Very poor	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition.

3. Grammar

17-20	Very good	Make few (in any noticeable) errors of grammar word order.
13-16	Good	Occasionally make grammatical and or/ word order which occasionally obscure meaning.
9-12	Fair	Makes frequent errors of grammar word order which occasionally obscure meaning.
5-8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and or/ restrict him to basic pattern.
0-4	Very poor	Errors in grammar and word order as severe as to make speech virtually intelligible.

4. Vocabulary

17-20	Very good	Use of vocabulary and idioms is virtualy that native speaker.
13-16	Good	Sometimes uses inappropriate terms and or/ must rephrase ideas because of lexical inadequate vocabulary.
9-12	Fair	Frequently uses the wrong word conversation

		some what limited because of inadequate vocabulary.
5-8	Poor	Misuse of words and limited vocabulary make comprehension quite difficult.
0-4	Very poor	Vocabulary limitation so extreme as to make conversation virtually impossible.

5. Fluency

17-20	Very good	Speech as fluent and effort less as that of native speaker.
13-16	Good	Speed of speech seem to be slightly affected by language problem.
9-12	Fair	Speed and fluency are rather strongly by language problem.
5-8	Poor	Usually hesitant often forced into silence by language limitation.
0-4	Very poor	Speech is a halting and fragmentary as make conversation virtually impossible.

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 :

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

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 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-2 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.

a. The Quantitative Data

Pre-test which is 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 be seen below :

Table 4.1

Students Score In Pre-Test

No	Students initial name	Pronoun	Accent	Grammar	Vocabulary	Fluenc
1	ARP	5	5	5	10	5
2	AA	5	5	5	3	2
3	ARD	2	5	5	5	3

4	BP	2	2	10	10	6
5	DM	5	3	5	3	4
6	DAS	4	3	2	4	7
7	EI	10	10	13	5	2
8	FHZ	20	10	10	5	5
9	IAY	6	4	5	5	10
10	IM	4	6	5	5	10
11	IP	3	5	6	4	2
12	KK	10	10	14	2	4
13	MRS	5	10	14	10	11
14	MRP	3	8	10	6	3
15	MSR	3	5	5	4	13
16	ND	4	4	2	4	6
17	NN	4	5	10	5	6
18	NAP	5	5	5	5	10
19	NF	17	13	5	3	2
20	PA	4	6	5	3	2
21	RS	3	5	10	13	9
22	RH	2	4	10	4	10
23	RL	10	6	13	11	10
24	RN	2	3	2	4	9
25	RM	9	2	3	2	4
26	RY	5	4	8	5	8
27	SW	6	10	3	4	7
28	SM	2	6	2	5	5
29	SH	10	5	5	10	10
30	UA	6	6	10	9	9
Total Number		920				
Mean Score		30.66666667				

Table 4.2

Finding The Students Frequency In Pre-Test

Value	F	%	Able	Unable
10	0	-	-	Unable
20	10	33,3%	-	Unable
30	11	36,67%	-	Unable
40	6	20%	-	Unable
50	3	10%	-	Unable
60	0	-	-	Unable
70	0	-	-	Unable
80	0	-	-	Unable
90	0	-	-	Unable
100	0	-	-	Unable
Total Number	30	100	0	30
Percentage		100%	0%	100%

Based on the result of pre-test students' mean score was 30.6 the number of able was 0% (30 students)
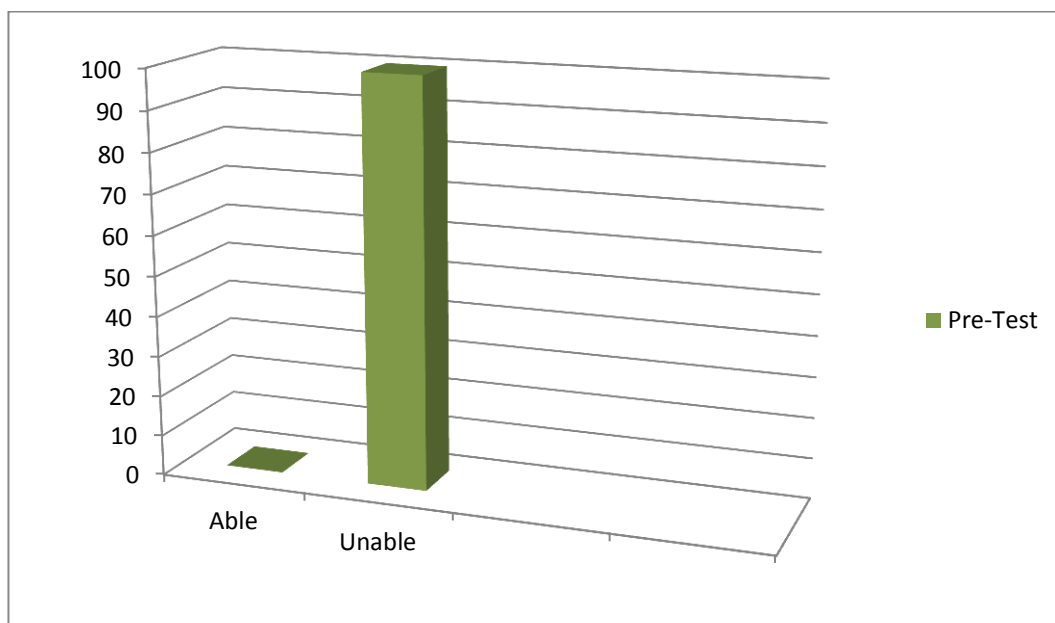
Figure 4.1. Diagram of Pre-test

The table and diagram above showed that there was 30 students or

% of the sample who was regarded as able, meanwhile the students who

were categorized as an unable were 30 students or 100%. From the data

obtained, it might be concluded that the VIII-2 class had a bad score. So,

to improve the students' score in speaking, the researcher used strategy

KWL (know, want, learn).

Table 4.3

Students Score In Cycle-1

No	Students initial name	Pronoun	Accent	Grammar	Vocabulary	Fluenc
1	ARP	5	5	10	10	10
2	AA	10	5	5	15	5

No	Name					
3	ARD	10	4	6	5	5
4	BP	5	5	5	5	10
5	DM	5	15	15	13	12
6	DAS	4	13	2	4	17
7	EI	15	10	15	5	5
8	FHZ	20	10	10	5	5
9	IAY	16	14	5	3	2
10	IM	`14	20	15	15	20
11	IP	5	5	6	7	7
12	KK	20	10	14	3	3
13	MRS	5	15	15	10	15
14	MRP	13	18	10	16	13
15	MSR	10	5	5	10	20
16	ND	14	12	14	4	6
17	NN	10	20	5	5	10
18	NAP	10	10	10	20	10
19	NF	17	13	5	3	2
20	PA	4	6	15	13	12
21	RS	13	15	20	13	19
22	RH	20	15	13	15	17
23	RL	20	6	13	21	10
24	RN	20	20	20	5	5
25	RM	15	15	3	17	20
26	RY	15	14	8	15	18
27	SW	16	18	15	14	17
28	SM	15	16	15	14	20
29	SH	10	10	20	10	10
30	UA	7	6	10	8	9
Total Number		1660				
Mean Score		55.33333333				

Table 4.4

Finding The Students Frequency In Cycle I

Value	F	%	Able	Unable

10	0	-	-	-
20	0	-	-	-
30	3	10%	-	Unable
40	6	20%	-	Unable
50	7	23.3%	-	Unable
60	4	13.3%	-	Unable
70	6	20%	Able	-
80	4	13.3%	Able	-
90	0	-	-	-
100	0	-	-	-
Total Number		100	10	20
Percentage		100%	33.3%	66.6%

Based on the result of cycle I students' mean score was 55.3 the number of able was 33.3% (10 students) and the number of students unable was 66.6% (20 students).

The percentage in cycle I shown in the chart below :
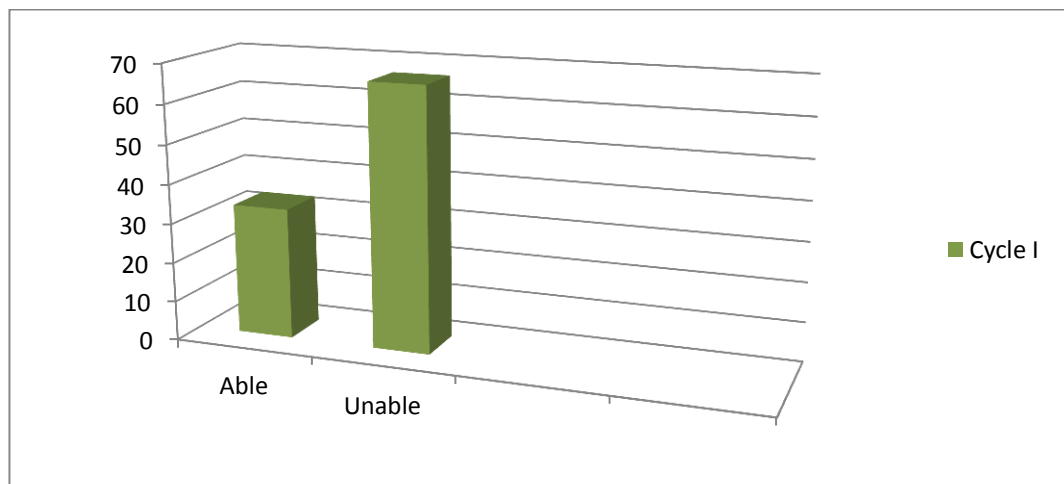
Figure 4.2. Diagram of Cycle I

The table and diagram above showed there were 10 students or 33.3% of sample who were regarded as able, mean while the students who were categorized as unable were 20 students or 66.6%. From the data obtained, it can be showed there were different data from pre-test to cycle I. And for getting maximal score, the researcher gave second test in cycle II with different topic.

Table 4.5

Students Score In Cycle-II

No	Students initial name	Pronoun	Accent	Grammar	Vocabulary	Fluenc
1	ARP	10	10	10	10	20
2	AA	20	15	15	10	10
3	ARD	15	15	10	20	20
4	BP	10	10	20	15	15
5	DM	5	5	15	20	15

6	DAS	15	20	15	15	15
7	EI	20	15	15	20	20
8	FHZ	20	10	10	20	10
9	IAY	15	10	15	20	10
10	IM	20	10	10	10	10
11	IP	20	15	15	5	5
12	KK	20	10	15	15	10
13	MRS	15	15	15	15	10
14	MRP	10	10	10	15	15
15	MSR	15	15	15	15	10
16	ND	10	10	20	20	10
17	NN	10	10	20	15	15
18	NAP	15	20	15	10	10
19	NF	20	15	15	20	10
20	PA	10	10	20	20	20
21	RS	20	15	15	20	20
22	RH	20	20	20	15	15
23	RL	20	20	10	10	10
24	RN	20	20	20	20	10
25	RM	10	15	15	20	20
26	RY	15	15	20	20	10
27	SW	20	15	15	10	10
28	SM	10	10	10	15	15
29	SH	20	15	15	20	10
30	UA	20	20	20	15	15
Total Number		2210				
Mean Score		73.66666667				

Table 4.6

Finding The Students Frequency In Cycle II

Value	F	%	Able	Unable
10	0	-	-	-

20	0	-	-	-
30	0	-	-	-
40	0	-	-	-
50	0	-	-	-
60	6	20%	-	Unable
70	12	40%	Able	-
80	7	23.3%	Able	-
90	5	16.6%	Able	-
100	0	-	-	-
Total Number	30	100	24	6
Percentage		100%	79.9%	20%

Based of the result of cycle II students' mean score was 73.6 the number of students able were 79.9% (24 students) and the number of students unable were 20% (6 students).

The Percentage In Cycle II Shown In The Chart Below :

Figure 4.3. Diagram of Cycle II

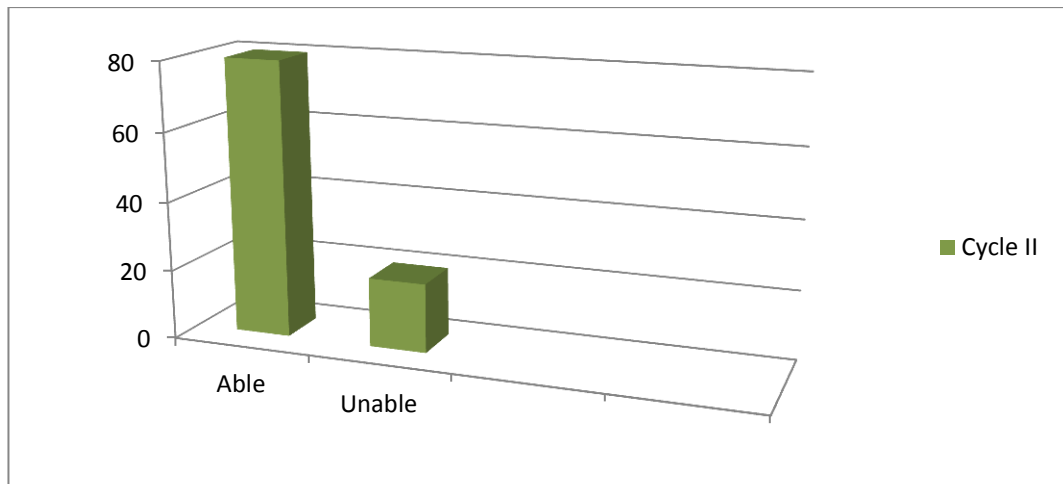The table and diagram above showed that there were 24 students or 79.9% of the sample who were regarded as able, meanwhile the students who were categorized as an unable were 6 students or 20%. From the data obtained, it might be concluded that VIII-2 class academic 2019/2020 were improved in speaking by using strategy KWL (know, want, learn).
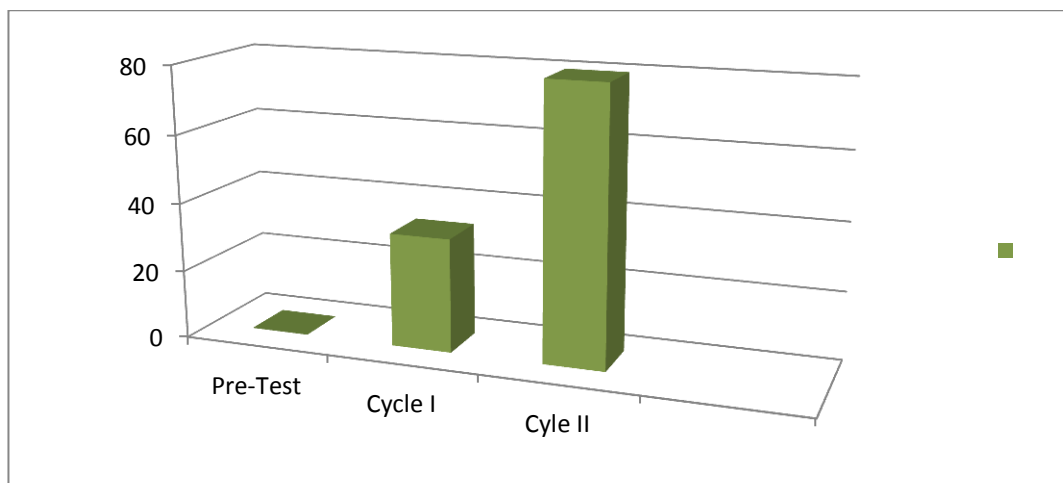

Figure 4.4 The Improvement of Students' Score

Table 4.7

The Improvement of Students' Score In Pre-Test, Cycle I and Cycle II

NO	Students' initial name	Pre- test	Cycle I	Cycle II
1	ARP	30	40	60
2	AA	20	40	70
3	ARD	20	30	80
4	BP	30	30	70
5	DM	20	60	60
6	DAS	20	40	80
7	EI	40	50	90
8	FHZ	50	50	70
9	IAY	30	40	70
10	IM	30	70	60
11	IP	20	30	60
12	KK	40	50	70
13	MRS	50	60	70
14	MRP	30	70	60
15	MSR	30	50	70
16	ND	20	50	70
17	NN	30	50	70
18	NAP	30	60	70

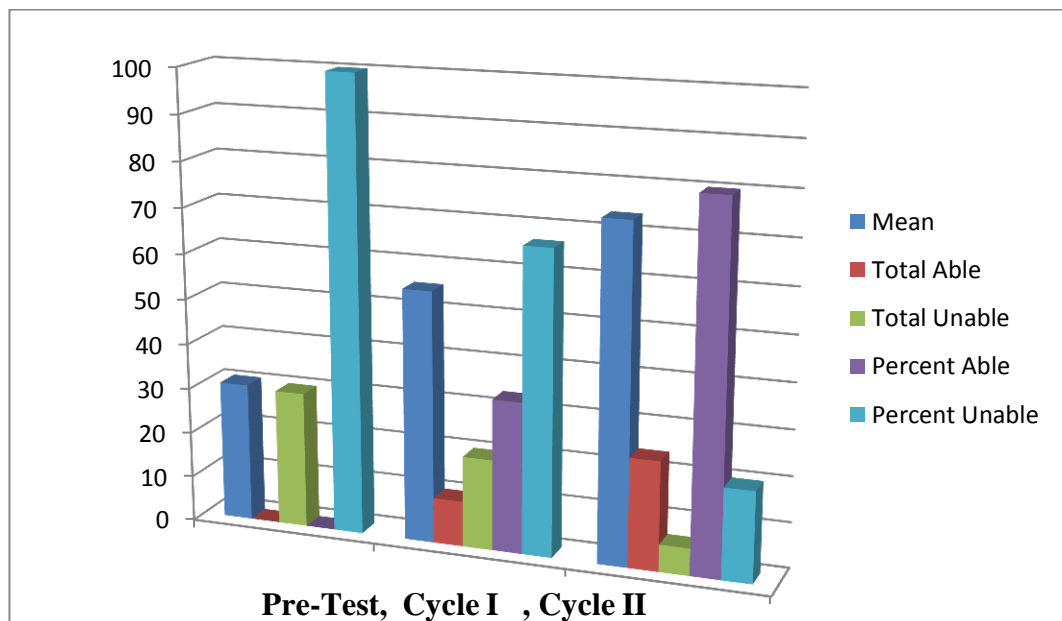| 19	NF	40	40	80
20	PA	20	50	80
21	RS	40	80	90
22	RH	30	80	90
23	RL	50	70	70
24	RN	20	70	90
25	RM	20	70	80
26	RY	30	70	80
27	SW	30	80	70
28	SM	20	80	60
29	SH	40	60	80
30	UA	40	40	90
Total Number		**920**	**1660**	**2210**
Mean		**30.6**	**55.3**	**73.6**
Number of students' able		**0**	**10**	**24**
Number of Students' unable		**30**	**20**	**6**
Percentage of students' able		**0**	**33.3%**	**80%**
Percentage of students' unable		**100%**	**66.6%**	**20%**

Figure 4.5. Diagram 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 30.6, the cycle I was 55.3 and the cycle II was 73,6. The total of able students in pre-test was 0% and total of unable was 100%, the total of able students in cycle II was 80% and the total unable students was 20%. It could be concluded that strategy KWL (know, want, learn) could improved the students' speaking achievement.

b. 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 achievement by using KWL (know, want, learn) strategy, 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 strategy KWL (know, want, learn).

B. Data analysis

a. The Analysis of the Qualitative Data

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 caricature 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 kwl (know, want, learn) as a strategy in teaching learning speaking.

The increase showed that by using strategy kwl (know, want, learn) 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 kwl (know, want, learn) could improved the students' speaking achievement.

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

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 920 and the number of the students were 30. So the mean was :

$$X = \frac{920}{30} = 30.6$$

In cycle I the total score of the students' was 1660 and the number of the students was 30. So the mean was :

$$X = \frac{1660}{30} = 55.3$$

In cycle II the total score of the students' was 2210 and the number of the students was 30. So the mean was :

$$X = \frac{2210}{30} = 73.6$$

The percentage of master students also could be seen by applying this formula :

$$P = \frac{R}{T}x\ 100\ \%$$

Where :

P = The percentage of master students'

R = The number of master students'

T = The total number of students (30 students)

The percentage of the improvement of students' speaking test could be seen as follow:

$$P_1 = \frac{0}{30}x100\ \% = 0\%$$

$$P_2 = \frac{10}{30}\ x\ 100\% = 33.3\%$$

$$P_3 = \frac{24}{30} \ x \ 100\% = 80\ \%$$

The result showed the improvement of the students' mean score from the pre-test, cycle I, cycle II, that was 30.6, 55.3, and 73.6. The percentage of master students' also improve from test to test. It could be concluded that the kwl (know, want, learn) could improved the students' in speaking achievement.

b. The Analysis of Qualitative Data

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

2.1. Observation Sheet

Based on the data collected on observation sheet it was interfered that good conducted and good management of the classroom by the researcher had been improved. The researcher as a teacher firstly got the students' interest. Then the researcher explained the purpose of the study, gave good motivation and encouragement to the students, and told them to study more. In addition, the researcher then did the learning process in a systematical and interesting ways.

Table 4.8

The Observation Result of Teacher's Activities From Cycle I and Cycle II

Focused	Point which is observed	Cycle I		Cycle II	
		Y	**N**	**Y**	**No**
Teacher's	1. The teacher came on time	X		H	
	2. The teacher greeted the students	X			
	3. The teacher checked the students' attendances list	X			
	4. The teacher motivated the students	X			
	5. The teacher was able to control the situation in the class during learning process by using KWL (know, want, learn) strategy		X		

	6. Teacher mastered the material	X			
	7. Teacher gave the opportunities to the students who want to share the ideas	X			
	8. Teacher being good facilitator during learning process by using KWL (know, want, learn) strategy	X			
	9. Teacher advise the students' were noisy	X			
	10. Teacher closed the lesson and reminded them to study at home	X			
Students'	1. The students listened and paid attention to the teacher's	X		X	
	2. The responded the teacher's questions	X		X	

			X		X	
		3. The students' were able to follow the teacher's instructions in conducting KWL (know, want, learn) as a strategy during learning process	X		X	
		4. The students got the point of their material	X		X	
		5. The students were able to run the learning process by using KWL (know, want, learn) Strategy	X		X	
		6. The students being active and responsive during learning process		X	X	
		7. The students felt so excited in conducted KWL (know, want,		X	X	

	learn) strategy				
	8. The students did their assignment very well	X		X	
Context	1. The classroom is far from crowded	X		X	
	2. The classroom is comfortable (clean and calm)	X		X	

2.2. Interview Sheet

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

I. Interviewing with the teacher before conducting KWL (Know, Want, Learn) strategy

R : Do the students in VIII-2 like to learn English subject?

T : As far as noticed, only few students like to study English. But most of them really don't like to speak English.

R : How are their behaviors in learning English?

T : Basically, it depends on how we can control them and how the way in transfering the knowledge, how the strategy treats them while teaching learning process. Some of them are noise but others are quite good.

R : Are they good in speaking skill ?

T : Not really, it is a little bit different to ask them to speak. But we have to keep encouraging them so they will speak well, and they often complaining that they fell shy and not active to speak in class.

R : How do you teach speaking to them, especially in teaching asking and giving their opinion ?

T : the first, I explain them about asking and giving opinion and ask the students to make the example based on the explanation, and I ask the student to perform it in front of class.

R : Do you use a certain strategy ?

T : Not yet.

II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching speaking by using KWL (know, want, learn) strategy.

R : What do you think about KWL (know, want, learn) strategy that was applied in the classroom?

T : It is good strategy, because it involves a team work. I like idea when they have to do their job in groups. But it was so noise because they still unfamiliar with this strategy.

R : So do you think this strategy can improve the students' ability in speaking especially asking and giving opinion ?

T : I think if it is applied like what you have done, it can improve the scores.

R : Do you have some notes to improve the application of the strategy?

T : I think overall, it is a good strategy.

Note :

R = Researcher

T = Mrs. Nining (English Teacher)

I. interviewing the students before conducting KWL (know, want, learn) strategy

R : Do you like English subject ?

S1 : Yes, I do.

S2 : Not really

S3 : No

S4 : Yes

S5 : Sometimes I like

R : Do you like to speak in English ?

S1 : Not really

S2 : Actually no miss

S3 : No miss

S4 : No

S5 : No miss

R : Why you didn't like to speak in English ?

S1 : I don't understand how to pronounce the word miss

S2 : I feel shy if I speaking English miss

S3 : I'm lazy to speaking English

S4 : I don't know just don't like it

S5 : I don't know how to speak in English

R : Do you still remember about expressing asking and giving opinion? What it it about?

S1 : Yes miss, it's about ask someone's opinions or ideas

S2 : I don't know miss

S3 : Forgot miss

S4 : I don't care

S5 : It's like the expression in giving opinion what the topic discuss about with friends and other

II. *Interviewing the students after conducting KWL (Know, Want, Learn) strategy*

R : How do you think about this strategy ?

S1 : I like miss, it's like playing game

S2 : I like being the team leader miss, I think it's quite good

S3 : I really love my work in my group miss

S4 : Difficult to speak miss, because I can't give the opinion in my group

S5 : I really find and enjoy this strategy miss

R : Does the strategy help you get the information and understand you in asking and giving opinion?

S1 : Yes miss, it demands us to understand the topic in order to be able to do our group's assignment miss

S2 : Yes miss

S3 : Yes miss, now I can speak and not shy to speak in the classroom

S4 : This strategy make us to be creative, active and cooperative

S5 : It's a different way in studying especially for speaking miss, really helpful

R : Do you think it's needed to apply continuously to other topic ?

S1 : Yes, I think it's good alternative in teaching speaking it's really fun

S2 : It can be applied but the class is noisy I guess

S3 : Yes it's interesting strategy to be applied

S4 : Yes, because it can increase students self confidence

S5 : Yes, I think it will be nice if it's applied

2.3. Diary Notes

Based on the data collected in this diary notes interfered that the instrument has a function to record the events in teaching learning process. Diary notes was described the general impressions of the classroom and its climate.

First Meeting

In the first meeting, pre-test was conducted. The students answered the statement by asking and giving opinion that connected to next material. When they do making something, they feel confused and did not know what the answer and still noisy. They wanted to open their next book but the researcher did not allow to do it. Finally, they discussed and explained it.

Second Meeting

In this meeting, the students were taught by using KWL (know, want, learn) strategy. The teacher had explained the rule to do, they still looked confused. At the end they were asked to write what the teacher practice in front of the class. Most of students asked the teacher. The students did their assignment were well. Seeing the result of cycle I, some students looked confused to answer and say something and then teacher give motivation to the students.

Third Meeting

In this meeting, the students can understood and more active and spirit after applied KWL (know, want, learn) strategy and the result could the test was very well. During the final meeting, the students had been mastering their speaking by asking and giving opinion in learning by using KWL (know, want, learn) strategy.

C. Research Findings

Based on the data analysis, it was derived that the students' achievement in speaking by using KWL (know, want, learn) strategy was increased significantly. It could be seen through comparing the result of the test, starting from the pre-test, cycle I, and cycle II, that the score improved cycle by cycle until it reached the mastery standard and even more.

The next improvement could be seen through the increasing mean in each season of the best. The mean of the score from the pre-test until cycle II (30.6), (55.3), (73.6) was improved. In addition, the percentage of able students' also added from (0%), (33.3%), (80%) this had proved that KWL (know, want, learn) strategy was one of effective applied to the students' especially those who were learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was implemented to class VIII-2 of students SMP Swasta Bandung in academic year of 2019/2020 started on August, 2019, during the first semester of the academic year of 2019/2020.

1. The research that was carried out in two cycles was successful in improving the students' pronunciation, accent, grammar, vocabulary and fluency.

2. The researcher implemented the KWL (Know, Want, Learn) strategy and some additional actions, namely using classroom English, vocabulary practice, giving feedback to the students' pronunciation, and pronunciation drill.

3. Those actions gave an improvement in the students' speaking achievement. However, there were some unsuccessful actions in pre-test, cycle I needed to be improved. Therefore, the researcher decided to conduct cycle II.

4. Strategy KWL (Know, Want, Learn) can make to improve the students' of the result by using caricature.

The actions in cycle II were using KWL (Know, Want, Learn) strategy, classroom English, vocabulary practice, giving feedback to the students' pronunciation, pronunciation, and giving rewards to the best performance. There were some actions from pre-test, cycle I that were revised in cycle II.

In pre-test and cycle I, the teacher divided the students' based on the position of their seat. However in cycle II, the researcher grouped the students' based on their ability. It helped the passive students' to be active. The class management was also improved during cycle II.

Based on the result of the speaking performance test, the students' made a better improvement in their speaking achievement. It could be seen from the mean of the cycle II (73.6) That is higher than the mean of the cycle I (55.3) and pre-test (30.6).

B. Suggestion

Based on the result of the researcher, some suggestions are given to the participants who are closely related to this research. The following suggestions are offered :

1. For the English teacher

   The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to use various strategy that are appropriate with the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use KWL (Know, Want, Learn) strategy as one of the appropriate strategy in teaching speaking.

2. For Students'

   Through the KWL (Know, Want, Learn) strategy, the students' have opportunities to share their ideas. It also improves students' ability and motivation.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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