

**THE IMPLEMENTATION OF DRILL METHOD BY USING
FLASHCARD LEARNING MEDIA TO ACHIEVE
STUDENTS' SPEAKING**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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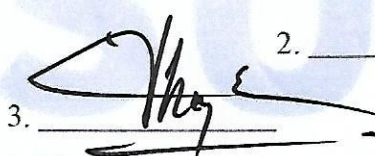
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ABSTRACT

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This study deals analyzing aimed to find out the use of drill method with flashcard learning media to achieve students' speaking. The subject of this research was all students in XI-2 class of SMP SWASTA BAKTI-II MEDAN in the academic year 2019/2020. It consisted of one class with 36 students. This research was done to improve the students' speaking with drill method by using flashcard learning media. This research design used classroom action research (CAR). There are two kinds of data collected in this research, namely quantitative and qualitative data. The quantitative data were taken from the students' speaking scores, while the qualitative ones obtained from the observation of students' activity and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research findings indicated that there was an improvement of students' scores after applying drill method by using flashcard learning media. In Pre-test, the students' average score was 26.69 (no one got score more than 75), in Cycle I, the students' average score was 66.86 (14 people got score more than 75) and in Cycle II the students' average score was 80.69 (28 students got score more than 75). It meant that there was an improvement from Cycle I to Cycle II at 66%. It was also found that the students' activities and teacher's performance increase ;the average percentage of students' activity in the learning process was 57% in the first cycle and increased to 81% in the second. While, the teacher's activity in learning had improved well with the average percentage of 42% in the first cycle and 89% in second cycle. Based on the results from quantitative and qualitative data analysis proved Drill Method by using Flashcard Learning Media can achieve Students' speaking.

Keywords: *drill method, flashcard learning media, speaking*

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CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four skills in learning English those are listening, speaking, reading and writing. But, the mastery of speaking skill in English is a priority for many second-language or foreign-language learners (Richards, 2008) English is a priority because English is an international language which is used by all people around the world to communicate with others. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated (Brown, 2001). By listening to a correct model, students will be able to speak correctly. By creating English atmosphere in the classroom placed teacher as a model, students will be accustomed to using English orally to express their mind, feeling, communicate with their friends and teacher and etc. so, they will be able to use English fluently in daily life.

Speaking is one of the skills that should be learned by students in the process of learning English language. Generally, speaking was defined as the exchange between people's knowledge, information, ideas, opinions, feelings so that it is should be a concept or idea and follow from what they say, it may be referred to as an act of communication through speech generally appearing in the interaction and agreement phase as part of a dialogue or more precisely the exchange of verbs. Speaking facilitates the students to learn on how to organize ideas, express the language in spoken form with an acceptable way of

Pronunciation and stress use. Speaking is needed by the teacher and students to talk to one another for their lesson purposes.

Students have some problems in speaking English. The students find it difficult to develop their speaking skills, especially when they must speak up in front of the class. The students' problem in speaking appeared because of some factors. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. As a result the students become passive in the classroom. It also causes them getting bored and do not enjoy the lesson. This condition supports the teacher draw up appropriate learning teaching. To develop English learning quality, it is necessary to find good learning method for the students' role. These difficulties can be seen in every level of study beginning with elementary school level up to high level of schools.

These phenomena happened to almost secondary schools level including SMP BAKTI-II MEDAN. This was due to the policy of educational ministry which obligated the students to learn foreign language including English since their secondary school levels. The students did not have bravery to speaking English, the students worried about making mistakes, the students were less vocabulary, the students had many difficulties in pronunciation. The teacher should use appropriate method in teaching of English language to make the students had strong interest in teaching and learning process especially in learning speaking. Method was used to make interaction between the teacher and students.

Then, the teacher had to prepare interesting learning media before the teaching and learning process was done. In this case, the researcher used suitable method and creative learning media in teaching speaking. Drill method was an effective way to achieve the students' speaking English. The researcher also used flashcard learning media in her research.

Based on the explanation above the researcher obtained interested in conducting a research entitled "The Implementation Of Drill Method By Using Flashcard Learning Media To Achieve Students' Speaking"

B. The Identification of the Problems

The problems of the research were identified clearly as the followings:

1. The students did not have bravery to speaking
2. The students were less vocabulary
3. The students had many difficulties in pronunciation

C. The Formulation of the Problem

The problem of this research was formulated as the following: "Is There Improvement of Implementation Drill Method by using Flashcard Learning Media?"

D. The Objective of the Study

The objective of this research was to investigate The Implementation of Drill Method by using Flashcard Learning Media to Achieve Students' Speaking.

E. The Scope and Limitation

Base of the problem above, The scope of the research was focused on Speaking and the researcher limited the research on The Implementation Of Drill Method By Using Flashcard Learning Media To Achieve Students' Speaking in IXth grade students of SMP BAKTI-II MEDAN 2019-2020 academic year.

F. The Significance of the Study

The finding of the study expected to be useful theoretically and practically.

1. Theoretically

Theoretically, those were the valuable references in achieve the speaking skill, especially about pronunciation and vocabulary.

2. Practically

Inspire the teacher applied Drill Method in their teaching especially in speaking. Increase student interest and motivation in speaking learning. Contribute on varying the teaching strategy to be applied by the teachers in the school. Motivate the other researchers to do the further research, especially about speaking skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Speaking Theories

Speaking is one of skills need to be mastered in learning every language, includes English. Therefore, it can be considered that one of the principles in teaching and learning English language is to make the students speak. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing speech of sound as the main instrument (Brown, 2000). To speak, students need to produce meaningful sound which can be understood by other students and to speak, students need also to receive and understand other's speaking in order to respond the message. Oral communication is a two way process between a speaker and listener and involves the productive skill of speaking and receptive skill of listening (Byrne, 1997). From that explanation, we know speaking as productive skill which need to receptive skill, listening. Speaking happens involve two skills, they are speaking skill itself and listening skill.

Speaking as the main learning skill focus in this research has been defined variously by the experts. Speaking is transferring one's idea and feeling by using target language (Levin and Nolan, 1991). This theory views speaking as a way to share idea, feeling, opinion, thought, and information by using language with other people. When students are speaking in English, they

should be able to pronounce correctly. Pronunciation will be the way they produce and articulate the words.

Speaking is a matter of transferring one's ideas and feeling orally. When someone speaks, it means that he or she wants to send his or her own thinking and information to her listeners. He or she also wants to inform or tell about what he or she feels in order to get response (Ferrer, 1994). It can be concluded that speaking is an oral communication that is used to express or give information about someone's feeling and ideas. The purpose of using spoken language is to get response from the learners. Thus the spoken language itself has to be understood by one person as well.

As stated by Chaney (1998) which is quoted by Kayi (2006) Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge.

In other words, (Brown, 1994; Burns & Joyce, 1997) in Florez (1999) say that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information." Besides that, speaking is one of the important skills that have to be mastered by students in learning English. It is an essential tool for communicating. Talking about speaking is talking about communicating, express the ideas, feeling, opinions and others, that will be change for one person to another.

Based on the definition speaking above, it can be concluded that speaking is an important instrument of communication included expressing ideas, , opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain. It also sharing meaning, feeling or opinion through verbal or non-verbal symbol. Speaking seems to be one of the most difficult skills because it requires a great deal of practice and also exposure.

1.1 Types of Classroom Speaking Performance

Brown (2000) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

a. Imitative

Imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair wor activity;

c. Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one.

d. Transactional

In this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language;

e. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;

f. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches. the researcher concluded that there are six kinds of teaching

speaking of performance that can be used by the teachers. Those have different way of teaching speaking. The teacher can choose one or more of types of speaking performance based on the students' needs.

1.2 Speaking Assessment

Giving the score to the students' answer based on the scoring speaking. There are five scoring components scales namely pronunciation, accent, grammar, vocabulary, and fluency. Each of speaking scoring component is elaborate in the following table by H. Douglas.

Table 2.1 Speaking Scoring Component by Douglas (2001)

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is asks to repeat
		0 – 4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no ttace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occational
		5 – 8	Poor	Mispronunciation that do not interface with understanding forign accent requires concentrated listening and 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 grammatically and/or word order errors, which do not, however 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 virtually 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 in adequate vocabulary
		5–8	Poor	Misuse of word and limited vocabulary make
		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

Based on these indicators then the students speaking ability were classified in quantitative and qualitative system. These scales were shown as follows:

Table 2.2 The Scale of Speaking Ability

Qualitative Forms	Quantitative Forms
Very Good	80-100
Good	60-80
Fair	40-60
Poor	20-40
Very Poor	0-20

1.3 Characteristics of Speaking

To attract the attention when someone talking, we must be able to compose the sentence properly and correctly, so that the conversation not be boring, we must be able to master some characters of speech skills to ensure what we say to the listener that the conversation has a purpose, information and benefits.

Sauvignon (1983) quoted Platt and Weber's statement that speaking as one of the communication competences has several essential characteristics:

- a. Knowledge of the rules of speaking, know how to begin and end conversation, know what topics can be talked about indifferent types of speaking events, know which address forms should be used with situation.
- b. Know how to use and response to different types of speech such as thanks, request, apologize, invitation, and command between the speaker and listener.

- c. Know how to use language appropriately from the characteristic of the communication competence. It means that speaking is not only a matter of how to produce words but also to produce those words appropriately in a good arrangement in order to prevent misunderstanding between the speaker and the listener.
- d. Knowledge of grammar and vocabulary of language. The ability of expressing an opinion is successfully achieved by the students when they have these competences. They know how to use the expressions in certain situations, they know how to respond and prevent the miscommunication and of course they know how to arrange the words appropriately and use good vocabulary.

From the statement above, it was concluded that speaking have many charactersuch as of know how to use the expressions in certain situations, to produce words appropriately, to respond and use good vocabulary.

1.4 Processes of Speaking

The process of Speaking, speaking is the direct and useful form communicating. This is one of the main macro forms of communication as it is physically interacting with another person through a certain language. To speak help us to communicate our thoughts , ideas, suggestion, comments, etc in the most natural and reliable way without much distortion of information. It requires resources that are naturally available every living thing by nature.

The speaking process includes activities that occure prior to, during, and after the factual event:

a. Pre-Speaking: Planning and Organizing

Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are choose a speaking topic, determine purpose, determine audience and determine format.

b. Speaking: Going Public

In order to communicate and interact with others, students need to engaged in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking were to explore and experiment with a variety of ideas and formats, to describe, to inform or explain, to clarify thinking, and to converse and discuss.

c. Post-Speaking: A Time for Reflection and Setting goals

Following speaking experiences, both formal and informal, it was important to have students reflected upon their performance. Some purposes for post-speaking activities were listed below: (1) to reflect upon performance, and (2) to set goals for improvement.

2. **Drill Method**

Drill is a repeated operation or exercise intended to develop a skill or an acquaintance with a procedure. It is used best to teach a skill and memorization. Good teacher supervision is imperative. The main purpose of drill is the actual doing and experiencing, which is one way learning takes place (Sharon and

Weldon, 1997). Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice.

Matthews, Spratt, and Dangerfield (1991) said that “A drill is a type of highly controlled oral practice in which the students respond to given cue. The response varies according to the type of drill. Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills can be useful teaching-learning material because they provide practice of small, manageable chunk of language. It helps to build confidence and automatic use of structures and expressions that been drilled.

According to Tice (2004), drilling remains a useful technique in the classroom if it is used appropriately. For the learners, drilling can provide for a focus on accuracy. Increasing accuracy, fluency, and complexity is a way where a learner language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types. Provide learners with intensive practice in hearing and saying particular word phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language. Provide a safe environment for learners to experiment with producing the language. This may help build confidence

particularly among learners who are not risk-takers. Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence. Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer-correction. Help memorization and automation of common language patterns and language chunks might be good for oral communication learners. Meet student expectations. The students may think drilling is an essential feature of language classrooms.

2.1 Types of Drill

Richards, J. C (1986) say that dialogues and drills form are the basis of audio lingual classroom practices. In addition, Brooks in Richards and Rodgers (1986) states that the use of drills and pattern practice is a distinctive feature of the audio-lingual method. Various kinds of drills used include the following: (1) Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. (2) Inflection: One word in an utterance appears in another form when repeated. (3) Replacement: One word in an utterance is replaced by another. (4) Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions. (5) Completion: The student hears an utterance that is complete except for one word, then repeats the utterance in complete form. (6) Transposition: A change in word order is necessary when a word is added. (7) Expansion: When a word is

added it takes a certain place in the sequence.(8) Contraction: A single word stands for a phrase or clause. (9) Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality. (10) Integration: Two separate utterances are integrated into one. (11) Rejoinder: The student makes an appropriate rejoinder to a given utterance. (12) Restoration: The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning.

In addition, Diane Larsen-Freeman (2000) also states that there are several kinds of drill techniques used in audio lingual method:

a. Dialog memorization

Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's line, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the audio-lingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

b. Backward build-up (expansion) drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of

the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

c. Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

d. Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

e. Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence.

f. Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

g. Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

h. Question-and-answer drill

This drill gives student practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

i. Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, ship/sheep. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher

selects the sounds to work on after she has done a contrastive analysis, a comparison between the student native language and the language they are studying.

j. Complete dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

k. Grammar game

The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

Repetition drills are used for familiarizing students quickly with a specific structure formulaic expression (Doff 1990). Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class. Furthermore, at its simplest, drilling means listening the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It is a repetition drill. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it. (Tice, 2004).

Based on Behaviorist's view, learning to speak a foreign language is like the other skills. It is simply a question of correct habit formation. It is though that repeating phrases correctly in lots of time would lead the learner to master the language. Larson-Freeman (2000) said: "language learning is a process of habit

formation. The more often something repeated, the stringer the habit and the greater learning. Learning a foreign language is the same as the acquisition of the native language.” In accordance with the idea, repeating or drilling models plays a very important role in language learning. In audio lingualism, drilling is needed to facilitate learning, although it is meaningless and mechanical drill (Tice, 2004). In conclusion, repetition drill enables the students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases.

3. Flashcard Learning Media

In this research, one learning media that the researcher used in conducting an interesting learning for young learners was flashcard. Flashcard was a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

Furthermore, Eslahcar (2012) stated that: Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format.

Therefore, it can be concluded that flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it which can bear information that is useful media for teaching learning activities.

3.1 The Contribution of Flashcards

The researcher decided to use flashcards as an alternative to improve young learners interest in learning English because young learners can build their own imaginary from the pictures they saw in flashcards. Moreover, young learners also need visuals or reality to make them interested with something they learnt.

Pictures on flashcards were valuable aid. They bring image of reality into the unnatural world of the language classroom. (Joklova,2009) stated: The picture is used in a more meaningful and real-life communicative way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

Pictures bring not only images of reality, but also function as a fun element in the class (Hill, 1990). Sometimes, it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere. In addition, (Moon,2000) also stated: Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

It can be concluded that flashcards that bear picture on it can be useful to create fun class activities. Flashcards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners (Budden, 2004). Flashcards which have colorful pictures are interesting and can attract the young learners interest because generally, young learners like something unique, colorful and they are also interested about many pictures. Students' visual aids such as pictures, charts, flash cards, etc. are valuable to be used in the teaching learning process. Studying with those media is enjoyable and interesting.

While, Voxy ELT poll (2011) stated: 93% of teachers say that flashcards help students learn language. Flashcards also appeal to the young learner; in pedagogy, the focus remains on the content and the effective delivery of that content. With flashcards, we are able to set numerical targets: "How many words have I mastered today? when we meet our goals, we are rewarded with a sense of achievement that motivates us to keep learning. Brown (2000) as quoted by Eslahcar(2012) stated that flash card can be taken almost anywhere and studied when one has a free moment.

Flashcards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a short time within lesson. Moreover, the result of a study conducted by Tan and Nicholson (1997) showed that flashcard training groups were significantly better than the control group in speed of reading words and reading comprehension. Students said that they enjoyed their lessons and flashcards could be fun. Furthermore, Hill (1990) listed several advantages of

flashcards, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are personal (teacher selects them); flexibility – easily kept, useful for various types of activities (drilling, comparing, etc.), they are always fresh and different”, which means they come in a variety of formats and styles and moreover the learner often wonders what comes next. Based on the reasons above, flashcards are a simple, versatile, yet often underexploited resource. I would like to use flash cards in teaching and learning activity in order to build interesting learning activity in young learners English class.

In conclusion, the researcher decided that using flashcard may help the teacher to improve his/her teaching strategy and increase young learners interest in learning English. Finally, the subject was taught with enjoyable, interesting and fun atmosphere but the students still understand the material had been taught well.

3.2 Type of Teaching Strategies by Using Flashcards

In teaching English by using flashcards, there are many strategies can be used. Budden (2004), in his article, have divided the strategies into the following categories: memory, drilling, identification, and TPR activities. Moreover, the researcher describe about the strategies that are used in this research. They are drilling strategy and identification strategy.

a. Drilling Activities

Drilling activity can be defined as an activity that practices a particular skill and often involves repeating the same thing several times. The example

activity of drilling activity was called invisible flashcards: (1) The teacher sticks 9 flashcards on the board and draws a grid around them. (2) The teacher used a pen or a pointer to drill the 9 words (3) The teacher gradually removed the flashcards but continued to drill and point to the grid where the flashcard was. (4) When the first card is removed and the teacher points to the blank space, nod his/her head to encourage children to say the word of the removed flash card. (5) Students should remember and continue as if the flashcards were still there. They seem to be amazed that they can remember the pictures.(6) Depending on the age group then the teacher puts the flashcards back in the right place on the grid, asks the children where they go, or asks students to come up and write the word in the correct place on the grid.

b. Identification Activities

Identification activity was the activity that provided the learners with the word that can help them to guess the word that teacher referred. The activity was called reveal the word. The following was the steps of reveal the word: (1) The teacher covers the flash card or word card with a piece of card and slowly reveals it. (2) Students guess which one it is. (3) Once the card is shown, the teacher chorally drills the word with the group using different intonation and silly voices to keep it fun. The teacher varies the volume too, whispers and shouts the words. Children will automatically copy his/her voice. (4) Alternatively, the teacher flips the card over very quickly so the children just get a quick glimpse. (5) The teacher repeats until they have guessed the word.

In this research, I will use drilling activities in cycle 1 and identification activity in cycle 2.

B. Previous Relevant Studies

Numerous studies that are related to this study had been conducted before. One of them is conducted by Alawiyah (2017) with the research title is *The Use Of Repetition Drill to Improve Speaking Skill on Descriptive Text of the eighth year students of MTSNSalatiga in the academic year 2016/2017 A Graduating*. The research found that there is significant influence of Repetition Drill to increase students' speaking skill of the eighth year students of MTSNSalatiga. This finding showed that the students spoke by using Repetition Drill have good result in speaking skill that who are spoke by using conventional one.

The second that is related to this research was conducted by Aminuddin (2017) with title *The Use of Flashcard to Teach Speaking at the second year students of SMAN 5 Enrekang*. The result of the research was found that there was big different significant of students' achievement in speaking with the score of posttest (4.1) in experimental class was greater than the mean score of post-test (2.9) in controlled class. From t-test, the researcher found that the value of t-test (2.29) was greater than t-table (2.00). Therefore, the researcher suggested that The Use of Flashcard is effective in teaching speaking.

C. Conceptual Framework

Speaking was an interactive process of constructing meaning that involves producing and receiving and processing information. As an activity of language production, speaking needed creativity in it. In other words, someone needed creativity in conveying their ideas when speak with one and another . Before it, someone needed to get some ideas or some points that they transfer to another person.

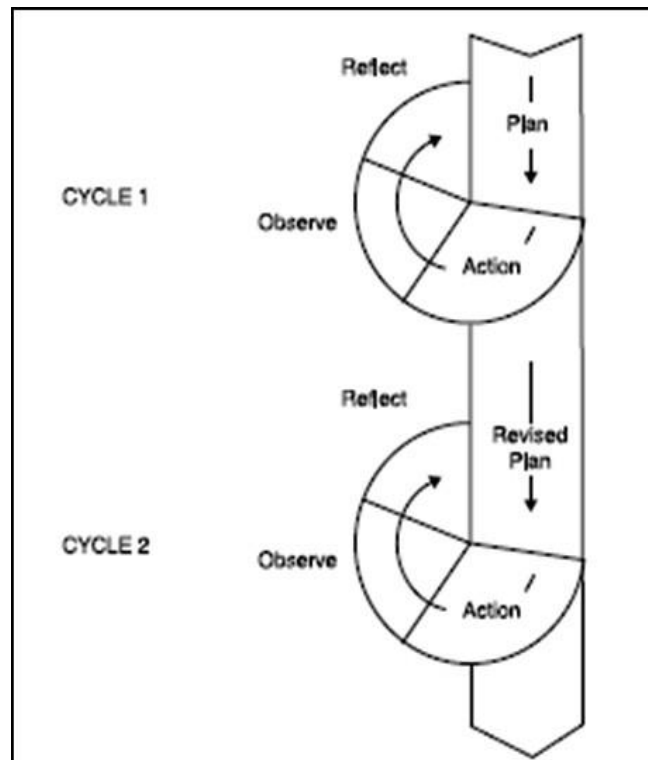
Unfortunately, it was not easy for some people to speaking english. They were afraid that they made mistake while speaking english and some people also doesn't understand how to arrange the words into sentences when they were want to speak with another person. This condition also happened in the area of school; there were many students who had difficulty in speaking english. Actually, for facing this problem, teachers should try to find an appropriate media which can help students to be more excited for speaking english, so it was easier for them to speak english.

With those reasons, the researcher thinks that using Drill Method by Flashcard Learning Media was the best way to help the students' speaking because it had many benefits in the teaching and learning process. First, using Drill Method by Flashcard Learning Media can help the students' bravery to speaking.

CHAPTER III
METHOD OF RESEARCH

A. Research Design

The research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart.



**Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in
Arikunto (2013)**

The research was applied in two cycles with three meetings for each. There were four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

- a. Planning, the researcher and the teacher made the plans regarding the implementation of the research related to this strategy.
- b. Action, the teacher applied the strategy to the students' in the classroom and the researcher observed.
- c. Observation, the researcher observed the process of implementing learning in the classroom to get the data.
- d. Reflection, the researcher along with the teacher collaborator reflect on the implementation of the learning process.

B. Subject of Research

The subjects of this research were the teacher and the students of IXth SMP SWASTA BAKTI-II MEDAN located on Jalan Keladi no. 61, Kelurahan Tanjung Mulia Hilir, Kecamatan Medan Deli, Medan, Sumatera Utara of 2019/2020 academic year. It had amounted to 36 students, consist of 20 males and 16 females. This subject was chosen as a place of study because it was experienced by the researcher based on the consideration that the class was the weakest in speaking.

The position of the researcher was as an observer while the implementation of the learning process done by the teacher. The researcher collaborates with the English teacher in applying the strategy.

C. Instrument of Research

The instruments that was used by the researcher in collecting the data. there were (1) test and (2) observation sheet.

1. Test

The test was given to the students in order to get quantitative data. The researcher used oral test in the form of performing short sentences based the given topics. Pre-test was given before giving students the treatment, while post-test was given after giving students the treatment to know the Drill Method by using Flashcard Learning Media to achieve students' speaking or not.

2. Observation Sheet

Observation was used to collect qualitative data. It was about teacher performance and students activities in the learning process of Drill Method by using Flashcard Learning Media. The observation sheet was arranged and filled by the researcher by ticking the checklist during the learning.

D. Procedure of Research

The procedures of the research was described as the followings:

1. Cycle 1

1.1 Planning

In this step, the researcher collaborated with the teacher to offer a new method in improving students' speaking. It was the implementation of Drill Method by using Flashcard as a learning media. The action was based on the

lesson plan applied in the class. Besides that the researcher also prepared materials that were taught in the class, make lesson plans, the form of observation in order that the class could observe well, teaching aids, test instrument, etc.

1.2 Action

This step was the implementation of Drill Method by using Flashcard learning media as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation of Drill Method by using Flashcard in the class can promote students' speaking.

To obtain the purpose, the teacher must create the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

1.3 Observation

The observation was used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher observed by using observation sheet namely: students' observation sheet and the teacher's performance in learning activities. The researcher was an observer for English teacher and the students.

1.4 Reflection

Reflection was a feedback process from the action that is done. Reflection used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II because the result in cycle I was still need improvement. In cycle II also had four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test was to know the mean scores of students before given a treatment.

2. Treatment

The treatment was given to the students by using Drill Method by Flashcard Learning Media. The treatment was given in the cycles.

3. Post-Test

And after the treatment gave to the students, the researcher gave a test again to find out their score in speaking

.

F. Technique for Data Analysis

There were two kinds of research data namely: quantitative and qualitative data. The quantitative data was used to describe the situation during the teaching learning process, and the quantitative data was used to analyzing the students' score.

The qualitative data was analyzed from the observation sheets to describe the improvement of students' speaking.

The qualitative data was analyzed by using formula as follow:

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

The formula was described as following:

\bar{x} : The mean of students' score

$\sum x$: The total score of students

N : The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013})$$

Where:

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

After getting the percentage of the above analysis results, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Success Level Criteria of Students' Learning in Percent

Level of Success (%)	Categories
81 – 100 %	Very High
61 – 80 %	High
41 – 60 %	Moderate
21 – 40 %	Low
0 – 20 %	Very Low

The qualitative data consist of the information about the teacher's performance and the students' activities in the learning process will be analyzed based on the students' activities and the teacher's performance category as proposed by Arikunto (2007).

After getting the percentage of each individual activity, then the results was used as a determination of the criteria level of students' activities in the learning process proposed by Arikunto (2007) as the following table.

Table 3.2 Criteria of Students' Activities in Learning

Value Range	Categories
81 – 100 %	Very Active
61 – 80 %	Active
41 – 60 %	Quite Active
21 – 40 %	Less
0 – 20 %	Passive

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.3 Category of Teacher's Performance

Value Range	Categories
81 – 100 %	Very Good
61 – 80 %	Good
41 – 60 %	Enough
21 – 40 %	Less
0 – 20 %	Bad

G. Success Indicator

According to Arikunto (2013), This Classroom Action Research (CAR) was judged to succeed if $\geq 75\%$ of the total students reached the minimum score at 75 (Good), then the students activities in learning activities was categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data

This study was conducted of qualitative and quantitative data. The quantitative data were used to describe the situation during the teaching and learning process and the quantitative data were used to analyze the students' ability in speaking. While quantitative data were taken from students' score of speaking tests in pre-test, cycle I and cycle II as displayed in appendix 3. Qualitative data were obtained from the students' activity in learning process as appendix 4 and 5, and teacher's performance as conceived in appendix 6 and 7.

B. Data Analysis

After conducting the pre-test to 36 students, the researcher obtained that the mean score of students' speaking was 26.69 with the successful percentage 0%. It means that no one of the students achieved the minimum score of successful (75). Thus the researcher conducted cycle I to achieve students' speaking.

1. Report of Cycle I

The researcher collaborated with the teacher increase the students' speaking skill trough drill method by using flashcard learning media. All activities were elaborated by the researcher as follows:

a. Planning

The researcher prepare and made a lesson plan, the material that related to the oral test, they are pronunciation, accent, grammar, vocabulary, fluency and topic what will discuss. The researcher also prepare the instrument of collecting data, such as observation sheets, field note in order to know students activeness in join teaching learning process. Then the researcher conducted post-test to know the improvement of students' speaking. It consist of one topic. There were 36 students joining in the class.

b. Action

This stage includes three stages: appreciation, learning process, and evaluation. The teacher started the lesson by greeted "*Assalamualiakumwarahmatullahiwabarakaatuh*" and said hello to the students. The teachers" open the lesson, introduces herself, conveyed the purpose of coming in the class, and checked the students' attendance list. After checked the attendance list, the teacher said that they would learn English on a month especially about descriptive text. Before, began the lesson, the teacher asked to the students' about what is descriptive text. One of the students "Saskia" answered that descriptive text is text that describes something. After giving a little explanation about descriptive text, the teacher told that they will do a pre-test. The teacher gave some pictures and asked to the students to choose one and then described it. Then, gave 10 minutes before asked to the students to perform in front of the class to do a pre-test about descriptive text. It was done on one meeting. After the students finished the pre-test, the teacher closed the lesson and

said “*hamdallah*” together.

On next meeting, the teacher entered the class. Before started the lesson, the teacher said *basmallah* together with the students, then asked the students condition, and checked the attendance list. After that, the teacher gave a handout to the students. The teacher asked to some students to read about the definition of descriptive text, the purpose, and the generic structure of descriptive text. Then the teacher explained more detail in bahasa in order to make the students understood about the material. After explained it, the teachers gave an example of descriptive text, then lead them to speak it by repetition drill technique. But, before applied it to the students, the teacher explained first about the definition and the procedure of repetition drill technique.

After the teacher explained the procedure of repetition drill, the teacher gave an example of descriptive text. The teacher drill the students how to pronounce every sentence with pronunciation and intonation correctly. Then, the teacher asked to some students to perform the example of descriptive text in front of the class. Finally, the researcher took a conclusion related with the topic.

On next meeting, the researcher and observer entered the class. The researcher informed to the students that she would give a post-test. Before did a post-test, the researcher gave a descriptive text about “my favorite cartoon “spongebob squarepants” and drilled the students about the text. Next, the researcher asked to the students to perform one by one in front of the class. After the students finished the test, the teacher closed the meeting said *hamdallah* together.

c. Observation and Evaluation

1. Students' Speaking Score

The quantitative data was taken from the students' score in a speaking achievement test of greeting. That consisted of 5 speaking scoring component. There are 39% complete and 61% incomplete with the ideal score of 75. The total score of students could be seen in appendix 4

Table 4.1

Students' Speaking Score in Cycle I

Success	Total Students	%	KKM
Complete	14	39%	75
Incomplete	22	61%	
Total	36	100%	

2. Observation of students' activity in learning process.

The activity of students in learning process was presented in the following table:

Table 4.2

Observation Sheet of Students' Activities in Learning Process Cycle I

No	Aspects of Observation	Percentage
1	Interest	69%
2	Attention	56%
3	Participation	47%
4	Presentation	56%
Means		57%

The data above shows that the students' learning activities by using drill method with flashcard learning media reached at 69% of interest, 56% of

attention, 47% of participation, 56% of presentation. With the mean was 57%. The data showed that students' interest in learning was considered as the highest level compared to the other aspects. Because when the teacher shows the flashcard learning media, they were very enthusiastic to answer the question from the teacher. And the lowest was participation aspect, because the students' score still low. The total score of students' observation could be seen appendix 7

3. The results of the teacher's performance in teaching by using the Drill Method with Flashcard Learning media was shown clearly in the following table

Table 4.3

The Percentage of Teacher's Performance in Cycle I

No	Activity	Score	Catagory
1	Apperception	53%	Highest
2	Material Explanation	36%	
3	Explanation of Drill Method	42%	
4	Classroom Management The Use of Media (Flashcard)	33%	Lowest
5	The used of Media (Flashcard)	42%	
6	Voice	39%	
7	Ability to Evaluate	50%	
8	Rewarding Individual	39%	
9	Determining the Score of Individual	42%	
10	Concluding Learning Material	47%	
11	Closing The Learning	44%	
	Means	42%	

The data above shows that the ability of teacher's performance in applying the drill method by using flashcard learning media in teaching speaking already looked relatively low at means 42% while was the ideal score was >75%. The result of teachers' activity, the highest score was Apperception at 53%, and the lowest score was of Classroom Management at 33%. It was concluded that the teacher's performance in learning process was categorized enough. The total score of students' observation could be seen appendix 6

2. Reflection

Based on the data obtained from the observations and evaluations above, there were some points to reflect as follow:

1. The students were still unable in learning with drill method by using flashcard learning media. The students still were affected with individual learning, so that learning was not yet well developed. It was seen from the observation of students' activities in the teaching learning process by using Drill Method with Flashcard Learning media were still relatively low with average percentage was 11%.
2. The teacher was still unable to create an active learning by using Drill Method with Flashcard Learning media. This was obtained from observation of teacher activities in Drill Method by using Flashcard Learning media was still relative low, that only reached the average percentage at 42%.
3. The result of evaluation indicated that students' mastery of leaning material was still inadequate. However, there was an increase. It was proven by the

comparison of the average of learning achievement in pretest and cycle I. That was 26.69 and 66.78 in cycle I.

3. Report of Cycle II

The cycle II was an improvement of the cycle I learning process. The improvement in the learning process of cycle II lies in the preparation of learning, conditioning the learning atmosphere to be calm and concentration. The steps in cycle II are same with cycle I. that were planning, action, observation and reflection.

a. Planning

Planning in cycle II based on re-planning cycle I, namely compiling learning design in accordance with the problems in the cycle I, to motivate students to be more active in learning, re-introduce the steps of the learning method. So that students were more understand and active in discussion with that learning method, providing learning media to help increase students' motivation and attractiveness learning in speaking, help direct students to discuss with dill method, and guide more intensive students who have difficulty understanding in learning the material.

b. Action

The implementation of the action in the cycle II was carried out because the learning in the cycle I action was less successful in overcoming students problems, so that achievement of values realized through scores was still relatively low. So that, the action carried out to sharpen the parts that were correct

in cycle I. Proven from cycle II action, the students' ability was increase from the result of cycle I. Thus, the problems in cycle II can be resolved

c. Observation and Evaluation

1. Students' Speaking Score

The quantitative data was taken from the students' score in a speaking achievement test of greeting. That consisted of 5 speaking scoring component. There are 78% complete and 22% incomplete with the ideal score of 75. The total score of students could be seen in appendix 5

Table 4.4

Students' Score in Cycle II

Success	Total Students	%	KKM
Complete	28	78%	75
Incomplete	8	22%	
Total	36	100%	

2. Observation of students' activity in learning process.

The activity of students in learning process was presented in the following table

Table 4.5

Observation Sheet of Students Activities in Learning Process Cycle II

No	Aspects of Observation	Percentage
1	Interest	97%
2	Attention	78%
3	Participation	72%
4	Presentation	81%
Means		82%

The data above shows that the students' learning activities by using drill method with flashcard learning media reached at 97% of interest, 78% of attention, 72% of participation, 81% of presentation. With the mean was 82%. The data showed that students' interest in learning was considered as the highest level compared to the other aspects. Because when the teacher shows the flashcard learning media, they were very enthusiastic to answer the question from the teacher. And the lowest was participation aspect, because the students' score still low. The total score of students' activities could be seen appendix 5

3. The results of students' observations on the teacher's performance in teaching by using the Drill Method with Flashcard Learning media was shown clearly in the following table:

Table 4.6

The Percentage of Teacher's Performance in Cycle II

No	Activity	Score	Category
1	Apperception	86%	
2	Material Explanation	89%	
3	Explanation of Drill Method	94%	Highest
4	Classroom Management The Use of Media (Flashcard)	92%	
5	The used of Media (Flashcard)	86%	
6	Voice	92%	
7	Ability to Evaluate	89%	
8	Rewarding Individual	86%	
9	Determining the Score of Individual	92%	
10	Concluding Learning Material	94%	Highest
11	Closing The Learning	83%	Lowest
	Means	89%	

The data above shows that the ability of teacher's performance in applying the drill method by using flashcard learning media in teaching speaking already looked increase than cycle II at means 89% while was the ideal score was >75%. The result of teachers' activity, the highest score was Explanation of Drill Method and concluding learning material at 94%, and the lowest score was of closing the learning at 83%. It was concluded that the teacher's performance in learning process was categorized very good.

4. Reflection

Based on the data obtained from the results of observations and evaluations in the learning process in cycle II there was achieve students' speaking. But there were still obstacles or problems that need solution. As for the success gained during cycle II, this as follows:

1. The activity of students in the teaching and learning process with Drill Method with Flashcard Learning media had led to better. Student had been able understand the tasks gave by the teacher, and participate in activities. Students begins to be able to present their work well. This was shown from the data from observations on students activities increasing from 57% in cycle I become 81 % in cycle II.
2. The increase in the results of student activities in the learning process, supported by the increasing activity of teachers in maintaining and improving the atmosphere of learning Drill Method with Flashcard Learning media. Teacher intensively guide the students especially when students have difficulties. This was shown from the data from observations of teacher's

performance in teaching and learning proces by using the Drill Method with Flashcard Learning media increasing , from 42% in cycle I become 89% in cycle II.

3. There was an increase on students' speaking. This was shown from the average evaluation results, namely 11% in cycle I become 77% in cycle II.

C. Research Findings

Based on data analysis, the result of research were listed in the following:

1. The students' speaking increased after applying Drill Method by using Flashcard Learning Media. This was indicated from pre-test average score was 22.69 with the succesfull percentage 0% and it increased in the cycle I with the average of the students' score was 66.78 with the succesful percentage 39% and in the cycle II the average of the students' score was 80.69 with the percentage 78%.
2. From the result of students' activities observation sheet, there was increase in students' activities in teaching and learning process from the first cycle with average precentage 57% and in second cycle became 81%.
3. The teacher's performance also pointed a significant improvement. This were indicated from the mean percentage 42% in the first cycle to 89% in the second cycle

D. Discussion

Based on the data analysis, it showed that the achievement of students' speaking by using drill method with flashcard learning media. At the first cycle, the method applied and supported by the learning media. At this stage, students' graduation rate 11 %. The result indicated that the level of learning achievement was still relatively less successful. However, in cycle I there was an increase in students' speaking from the pre-test. In this action, the students' activities in learning process was relatively quite active with the average percentage of 57%. Meanwhile, the teachers' performance in the cycle was 42%. The students did not accustom to learning by using drill method with flashcard learning media the medium of learning that needed to be improved on the second cycle.

The implementation of the cycle II starting from the problem at cycle I. Result measures the means score of the students' speaking score in cycle II was 77%, with the graduation rate of 75 %. In cycle II students' activities core was increase to be 81 %. Meanwhile, the teachers' performance in the study also experienced improvements, with a percentage of 89%. It means that there was a significant increase in students' achievement and learning activities, and otherwise managed very well.

Based on the research findings above, it was seen that there was an improvement of students' achievement in speaking by using drill method with flashcard learning media. From the explanation, the researcher took a conclusion that the application of drill method with flashcard learning media in learning process can achieve students' speaking.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After getting the findings researcher concluded there was improvement of students' speaking ability by using drill method with flashcard learning media. It means that applying drill method with flashcard learning media was a good way in teaching speaking skill.

Based on the research findings, the conclusions were described as follows:

1. There was improvement of students' speaking ability by using drill method with flashcard learning media. The improvement of students' achievement was indicated from the quantitative data. In cycle I and cycle II, the graduation score namely 11% was increased to 72%.
2. Learning using Drill Method with Flashcard Learning Media can improve student motivation and participation in the learning process and was relevant to contextual learning.
3. Through the Drill Method with Flashcard Learning Media enhanced students' ability to build their own knowledge, found steps in finding solutions or solutions to discussion a material which must be mastered by students, in individually.
4. With the Drill Method with Flashcard Learning Media in learning speaking was more enjoyable

B. Suggestions

Suggestion was stage as follows:

1. It was better for English teacher to implementation this method to improve students' achievement in speaking.
2. It was good for student' to applying drill method with flashcard learning media in learning speaking.
3. It was suggested for other researcher to implementation this research findings as the reference to investigate.

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APPENDICES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP SWASTA BAKTI-II MEDAN
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/I
Materi Pembelajaran	: Descriptive text
Aspek	: Speaking skill
Alokasi Waktu	: 4x45 (2 kali pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSIDASAR DAN INDIKATOR

Kompetensi Dasar

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

Indikator

- 4.11.1 Siswa mampu menyebutkan nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- 4.11.2 Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.
- 4.11.3 Siswa mampu melakukan monolog pendek dalam bentuk deskriptif.

C. TUJUAN PEMBELAJARAN

- 1. Siswa dapat mengidentifikasi dan menganalisis nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- 2. Siswa dapat bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif
- 3. Siswa dapat melakukan monolog pendek dalam bentuk deskriptif.

D. Materi Pembelajaran

- **What is descriptive text?**
- **Descriptive text** is a text that describes the features of someone, something, or a certain place.
- **Purpose** of descriptive text is to describe and reveal a particular person, place, or thing.
- **Generic structure :**
 - **Identification** is the part of the paragraph that introduces the character. Usually, identifying the phenomenon to be described.
 - **Description** is the part of the paragraph that describes the character. Describing the phenomenon in parts, qualities, or/and characteristics.
- **Example of descriptive text :**

Title	My cat
Identification	I have a cat as my pet. He is really playful, He loved to play with me and the new things he found
Description	He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep

E. Metode Pembelajaran : Repetition drill

F. Media dan Alat : -Flashcard

-Whiteboard, boardmarker

G. Sumber Belajar : Buku *English in Focus* for grade VII Junior High School

H. Langkah-langkah pembelajaran

Pertemuan Pertama

Langkah – langkah Kegiatan		Waktu
A. Kegiatan Awal		5 Menit
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Guru memberikansalam Guru memimpin doa sebelum memulaipelajaran Guru mengecek kehadiran siswa. <p>Guru menyampaikan tujuan pembelajaran</p> <ul style="list-style-type: none"> Guru melakukan pre-test 	<ol style="list-style-type: none"> Siswa menjawab salam. Siswa mengikuti dengan khitmat Siswa menginformasikan kehadiran atautidak. Siswa mendengarkan dengan baik Siswa melakukan 	
B. Kegiatan Inti		
Mengamati		20 menit
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Disajikan sebuah materi tentang deskriptif teks. Guru memberikan instruksi mengenai teknik <i>repetition drill</i> yang akan digunakan. <p>Procedure of repetition drill :</p> <p>A. Teacher says the model of sentence to the students.</p> <p>B. Students are asked to repeat the teacher’s model as accurately and as quickly as possible.</p> <ul style="list-style-type: none"> Guru meminta siswa untuk memahami: <ol style="list-style-type: none"> Descriptive text Generic structure dariteks deskriptif 	<ol style="list-style-type: none"> Siswa mengamati contoh tertulis tentang deskriptif teks. Siswa memperhatikan instruksi dari guru. Siswa memahami perintah guru. 	
Menanya	5 menit	
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Guru mengarahkan siswa untuk bertanya mengenai materi atau bahan ajar tentang struktur teks. 	<ul style="list-style-type: none"> Siswa menanyakan materi atau bahan ajar tentang struktur teks. 	

Mengumpulkan Informasi		20 menit
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Dengan bimbingan guru, siswa membacakan teks deskriptif yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat Dengan bimbingan guru siswa mendiskusikan ciri- ciri dan sifat-sifat binatang, orang, dan benda yang ada pada teks. 	<ol style="list-style-type: none"> Siswa menirukan membaca teks deskriptif. Siswa mengidentifikasi ciri-ciri dan sifat-sifat orang, binatang, dan benda berdasarkan teks yang diberikan guru. 	
Mengasosiasi		30 Menit
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Guru memberikan teks untuk berlatih siswa sesuai dengan bimbingan guru. Guru memberikan waktu kepada peserta didik Guru memberikan Post-test. Siswa 	<ol style="list-style-type: none"> Siswa berlatih teks yang diberikan guru sesuai dengan waktu yang ditentukan. Siswa mempresentasikan di didepan kelas. 	
Mengkomunikasi		5 menit
<ul style="list-style-type: none"> Guru memberikan umpan balik atas kegiatan belajar yang dilakukan peserta didik. Guru memberikan tugas dirumah, yaitu membaca teks deskriptif 	Siswa mencatat hasil kegiatan belajar	
C. Kegiatan Akhir		5 Menit
Guru	Siswa-Siswi	
<ul style="list-style-type: none"> Guru menyampaikan; Good job. Thank you so much for your participation. I'm very happy with your activity in the class. How about you, did you enjoy my class? Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya Guru mengucapkan salam 	<ol style="list-style-type: none"> Siswa memberikan jawaban atas pertanyaan guru. Siswa mendengarkan informasi guru. Siswa menjawab salam. 	

Pre-test : look at this picture, choose one, and describe it!

1. My teacher



2. My Mother

2. My Mother



3. My books



4. My cat



5. Spongebob



6. My Best Friend



I. Instrumensoal Cycle 1

Post-test : look at this picture, choose one, and describe it!

1. My teacher



2. My Mother



2. My Mother

3. My books



4. My cat



5. Spongebob



6. My Best Friend



J. Penilaian

Jenis penilaian : Tes lisan

Bentuk penilaian : Individu

Pedoman penilaian :

1. Pronunciation : 20%
2. Accent : 20%
3. Grammar : 20%
4. Vocabulary : 20%
5. Fluency : 20%

Scores :

1. Very Poor : 0-4
2. Poor : 5-8
3. Fair : 9-12
4. Good : 13-16
5. Very Good : 17-20

K. Component penilaian

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is asked to repeat

		0 – 4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no trace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occasional
		5 – 8	Poor	Mispronunciation that do not interface with understanding forign accent requires concentrated listening and 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 grammatically and/or word order errors, which do not, however 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 virtually 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 in adequate vocabulary
		5–8	Poor	Misuese of word and limited vocabulary make
		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

Medan, September 2019

Mengetahui:

Guru Pamong Pengajar

Peneliti

FAZAR MAHENDRA, SS

MUTIARA DAMAYANTI

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP SWASTA BAKTI-II MEDAN
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/I
Materi Pembelajaran	: Descriptive text
Aspek	: Speaking skill
Alokasi Waktu	: 4x45 (2 kali pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSIDASAR DAN INDIKATOR

Kompetensi Dasar

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

Indikator

- 4.12.1 Siswa mampu menyebutkan nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- 4.12.2 Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.
- 4.12.3 Siswa mampu melakukan monolog pendek dalam bentuk deskriptif.

C. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi dan menganalisis nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Siswa dapat bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif
- Siswa dapat melakukan monolog pendek dalam bentuk deskriptif

D. Materi Pembelajaran

Language Feature of descriptive text:

- Focus on Specific Participant (Prambanan temple, Bali, My Father, My Cat, My Mom)
- Use Simple Present tense. (S+V1+O)
- Describing features (use adjectives ; handsome, beautiful, tall, small, big)
- Using relating verbs/kata penghubung (is=adalah)

Example:

Title	My best friend
Identification	I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also friendly.
Description	Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

- E. **Metode/Teknik Pembelajaran** : Repetition drill
- F. **Mediadan Alat** : Flashcard dan *text descriptive*
Whiteboard, boardmarker
- G. **Sumber Belajar** : LKS Fokus, Internet
- H. **Langkah-langkah pembelajaran**

Pertemuan Pertama

Langkah – langkah Kegiatan		Waktu
A. Kegiatan Awal		
Guru	Siswa-Siswi	5 Menit
<ul style="list-style-type: none"> • Guru memberikansalam • Guru memimpin doa sebelum memulai pelajaran. • Guru mengecek kehadiran siswa. • Guru menanyakan kembali tentang materi yang telah didapat siswa pada pertemuan sebelumnya. • Guru menanyakan tugas rumah yang telah disampaikan pada pertemuan sebelumnya. • Guru melakukan pre-test 	<ul style="list-style-type: none"> 6. Siswa menjawab salam. 7. Siswa mengikuti dengan khitmat 8. Siswa menginformasikan kehadiran atau tidak. 9. Siswa menyampaikan materi sebelumnya. 10. Siswa melaporkan tugas 11. Siswa melakukan instruksi dari guru 	
B. Kegiatan Inti		
Mengamati		
Guru	Siswa-Siswi	20 menit
<ul style="list-style-type: none"> • Guru menjelaskan kelanjutan materi tentang deskriptif teks. • Guru memberikan instruksi Mengenai teknik <i>repetition drill</i> yang akan digunakan. Procedure of repetition drill: a. Teacher says the model of sentence to the students. b. Students are asked to repeat the teacher's model as accurately and as quickly as possible. 	<ul style="list-style-type: none"> 4. Siswa mengamati penjelasan tentang deskriptif teks. 5. Siswa memperhatikan instruksi dari guru. 6. Siswa memahami perintah guru 	

I. Instrumensoal Cycle II

Post-test : look at this picture, choose one, and describe it!

1. My teacher



2. My Mother

3. My books



4. My cat



6. My Best Friend



5. Spongebob



2. My Mother



L. Penilaian

Jenis penilaian : Tes lisan

Bentuk penilaian : Individu

Pedoman penilaian :

1. Pronunciation : 20%
2. Accent : 20%
3. Grammar : 20%
4. Vocabulary : 20%
5. Fluency : 20%

Scores :

6. Very Poor : 0-4
7. Poor : 5-8
8. Fair : 9-12
9. Good : 13-16
10. Very Good : 17-20

M. Component penilaian

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive

		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently ask to repeat
		0 – 4	Very Poor	Pronunciation problem so severe as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no trace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would 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 and 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
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		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 virtually 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 in adequate vocabulary
		5–8	Poor	Misuese of word and limited vocabulary make
		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

Medan, September 2019

Mengetahui:

Guru Pamong Pengajar

Peneliti

FAZAR MAHENDRA, SS

MUTIARA DAMAYANTI

NOTE : 0-4 Very Poor
 13-16 Good
 5-8 Poor
 17-20 Very Good
 9-12 Fair

No	Aspects of Observation	Percentage
1	Pronunciation	0%
2	Accent	0%
3	Grammar	0%
4	Vocabulary	0%
5	Fluency	0%
Means		0%

Appendix 4

Students' Speaking Score Cycle I

School : SMP SWASTA BAKTI II MEDAN
 Academic Year : 2019/2020
 Class : IX-2

No	Students' Initial	Scoring Aspect					Total Score	TUNTAS/TI DAK TUNTAS
		Pronunciation	Accent	Grammar	Vocabulary	Fluency		
1	AZ	10	10	13	12	12	57	TT
2	AF	8	8	12	15	11	54	TT
3	AHE	9	8	11	13	10	51	TT
4	AE	6	10	11	11	7	45	TT
5	AJ	8	7	10	12	12	49	TT
6	AR	17	15	17	17	15	81	T
7	AS	18	15	17	17	14	81	T
8	DP	9	8	12	12	11	52	TT
9	DAN	8	8	9	12	12	49	TT
10	DAR	7	7	10	12	10	46	TT
11	DDL	17	15	17	17	15	81	T
12	EM	15	10	11	9	10	55	TT
13	GRA	18	17	16	17	15	83	T
14	HS	17	17	18	17	14	83	T
15	JN	10	11	15	12	12	60	TT
16	K	11	12	15	13	12	63	TT
17	K	12	7	11	12	10	52	TT
18	MA	13	12	14	13	15	67	TT
19	MA	18	16	15	17	15	81	T
20	MA	14	13	15	14	10	66	TT
21	MAS	11	11	15	12	10	59	TT
22	MF	14	14	15	13	11	67	TT
23	NH	14	13	15	12	10	64	TT
24	PF	16	17	17	17	15	82	T
25	PS	17	16	16	17	15	81	T
26	PA	17	16	16	17	15	81	T
27	SD	12	13	15	12	12	64	TT
28	SJ	10	10	13	12	12	57	TT
29	SY	15	16	18	18	14	81	T
30	SNA	11	12	15	15	13	66	TT
31	SZ	12	11	15	11	13	62	TT
32	TR	17	16	15	19	17	84	T
33	TA	16	15	18	18	15	82	T
34	VW	17	14	17	17	16	81	T
35	YM	13	13	12	11	9	58	TT
36	YA	15	16	17	19	15	82	T
Total		472	449	518	514	454	2407	
Mean		13.11	12.47	14.39	14.28	12.61	66.86	
Percentage		14%	8%	17%	11%	6%	39%	

NOTE : 0-4 Very Poor
 13-16 Good
 5-8 Poor
 17-20 Very Good
 9-12 Fair

Students' Percentage Speaking Score in Cycle I

No	Aspects of Observation	Percentage
1	Pronunciation	14%
2	Accent	8%
3	Grammar	17%
4	Vocabulary	11%
5	Fluency	6%
Means		11%

Students' Speaking Score in Cycle I

Success	Total Students	%	KKM
Complete	14	39%	75
Incomplete	22	61%	
Total	36	100%	

Appendix 5

Students' Speaking Score Cycle II

School : SMP SWASTA BAKTI II MEDAN
 Academic Year : 2019/2020
 Class : IX-2

No	Students' Name	Scoring Aspect					Total Score	TUNTAS /TIDAK TUNTAS
		Pronunciation	Accent	Grammar	Vocabulary	Fluency		
1	AZ	18	17	17	18	16	86	T
2	AF	17	14	16	18	17	82	T
3	AHE	18	15	17	17	16	83	T
4	AE	18	18	16	15	15	82	T
5	AJ	16	14	18	18	15	81	T
6	AR	11	10	15	15	11	62	TT
7	AS	13	13	15	14	12	67	TT
8	DP	19	17	18	19	15	88	T
9	DAN	18	15	18	19	17	87	T
10	DAR	16	15	17	19	15	82	T
11	DDL	19	15	17	20	18	89	T
12	EM	18	16	17	18	16	85	T
13	GRA	17	15	18	18	15	83	T
14	HS	18	16	19	19	15	87	T
15	JN	18	15	19	18	17	87	T
16	K	18	17	18	18	17	88	T
17	K	16	14	17	19	16	82	T
18	MA	17	16	18	18	16	85	T
19	MA	18	15	17	18	17	85	T
20	MA	18	16	18	18	17	87	T
21	MAS	16	15	19	19	17	86	T
22	MF	17	15	17	18	16	83	T
23	NH	14	13	15	12	10	64	TT
24	PF	12	13	15	12	14	66	TT
25	PS	17	15	16	18	18	84	T
26	PA	20	16	19	19	18	92	T
27	SD	12	13	15	12	12	64	TT
28	SJ	18	15	18	18	15	84	T
29	SY	17	16	18	18	17	86	T
30	SNA	11	12	15	15	13	66	TT
31	SZ	12	11	15	11	13	62	TT
32	TR	17	16	15	19	15	82	T
33	TA	18	15	18	18	17	86	T
34	VW	14	12	13	14	15	68	TT
35	YM	18	17	18	19	16	88	T
36	YA	18	15	19	19	15	86	T
Total		592	532	610	617	554	2905	
Mean		16.44	14.78	16.94	17.14	15.39	80.69	
Percentage		78%	75%	75%	72%	83%	78%	

NOTE :

0-4	Very Poor
13-16	Good
5-8	Poor
17-20	Very Good
9-12	Fair

Students' Percentage Speaking Score in Cycle II

No	Aspects of Observation	Percentage
1	Pronunciation	78%
2	Accent	75%
3	Grammar	75%
4	Vocabulary	72%
5	Fluency	83%
Means		77%

Students' Speaking Score in Cycle II

Success	Total Students	%	KKM
Complete	28	78%	75
Incomplete	8	22%	
Total	36	100%	

Appendix 6

The Result of Students' Score for Pre-Test, Cycle I, And Cycle II

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class : IX-2

No	Students' Name	Pre-test	Cycle I	Cycle II
1	AZ	33	57	86
2	AF	27	54	82
3	AHE	25	51	83
4	AE	22	45	82
5	AJ	22	49	81
6	AR	25	81	62
7	AS	29	81	67
8	DP	20	52	88
9	DAN	32	49	87
10	DAR	28	46	82
11	DDL	23	81	89
12	EM	25	55	85
13	GRA	21	83	83
14	HS	31	83	87
15	JN	34	60	87
16	K	24	63	88
17	K	31	52	82
18	MA	22	67	85
19	MA	27	81	85
20	MA	30	66	87
21	MAS	27	59	86
22	MF	19	67	83
23	NH	30	64	64
24	PF	21	82	66
25	PS	29	81	84
26	PA	31	81	92
27	SD	22	64	64

28	SJ	30	57	84
29	SY	21	81	86
30	SNA	28	66	66
31	SZ	30	62	62
32	TR	29	84	82
33	TA	35	82	86
34	VW	30	81	68
35	YM	24	58	88
36	YA	24	79	86
Total ΣX		961	2404	2905
The Mean Score		26,69	66,78	80,69

The Students' Score From The First Until Last Meeting in percent

Test	Students' score up to 80 points	Percentage
Pre-Test	0	0%
Cycle I	14	39%
Cycle II	28	78%

Appendix 7

Observation Sheet of Students' Activities in Learning Process

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : IX-II

Subject : English

Cycle : I

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1	AZ	2	2	2	2
2	AF	2	2	3	3
3	AHE	3	3	3	3
4	AE	2	3	2	3
5	AJ	2	2	1	2
6	AR	3	3	2	2
7	AS	2	3	2	2
8	DP	2	1	1	1
9	DAN	3	2	2	2
10	DAR	2	2	2	2
11	DDL	2	2	1	2
12	EM	2	3	1	3
13	GRA	1	1	2	1
14	HS	2	2	2	2
15	JN	1	2	1	2
16	K	2	2	1	1
17	K	2	3	2	3
18	MA	2	3	2	2
19	MA	2	3	1	2
20	MA	2	2	2	1
21	MAS	2	2	1	2
22	MF	3	3	2	2
23	NH	2	2	1	2

24	PF	2	3	1	3
25	PS	2	2	1	1
26	PA	1	1	1	1
27	SD	2	2	3	2
28	SJ	2	2	2	2
29	SY	2	2	2	2
30	SNA	1	2	2	1
31	SZ	2	3	1	2
32	TR	2	2	1	2
33	TA	1	2	2	1
34	VW	1	1	1	2
35	YM	1	3	2	1
36	YA	2	2	1	1
Total Score		69	80	59	68
Percentage		69%	56%	47%	56%

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

No	Aspects of Observation	Percentage
1	Interest	69%
2	Attention	56%
3	Participation	47%
4	Presentation	56%
Means		57%

Appendix 8

Observation Sheet of Students' Activities in Learning Process

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class/Semester : IX-II

Subject : English

Cycle : II

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1	AZ	2	3	2	3
2	AF	2	3	3	4
3	AHE	4	4	4	4
4	AE	2	2	2	2
5	AJ	3	4	3	3
6	AR	3	3	3	3
7	AS	3	3	3	3
8	DP	3	2	3	2
9	DAN	3	3	3	3
10	DAR	2	2	3	2
11	DDL	3	3	3	3
12	EM	2	3	3	3
13	GRA	3	4	3	3
14	HS	3	2	3	2
15	JN	3	3	3	3
16	K	2	2	3	2
17	K	3	3	2	3
18	MA	3	3	3	3
19	MA	3	3	3	3
20	MA	2	3	3	3
21	MAS	3	3	3	3

22	MF	3	3	3	3
23	NH	3	3	3	3
24	PF	3	2	3	3
25	PS	3	2	2	2
26	PA	3	3	3	3
27	SD	3	3	3	3
28	SJ	3	3	3	4
29	SY	3	2	2	2
30	SNA	3	3	2	3
31	SZ	2	3	1	2
32	TR	2	2	3	2
33	TA	4	3	2	2
34	VW	4	3	2	2
35	YM	3	3	2	2
36	YA	4	3	4	2
Total Score		103	102	99	98
Percentage		97%	78%	72%	81%

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive

No	Aspects of Observation	Percentage
1	Interest	97%
2	Attention	75%
3	Participation	72%
4	Presentation	81%
Means		81%

Appendix 9

Observation sheet of Teachers' Performance in learning process

School : SMP BAKTI II MEDAN
Academic Year : 2019/2020
Class/Semester : VIII-2
Subject : English
Cycle : I

No	Students' Initial	A	B	C	D	E	F	G	H	I	J	K
1	AZ	2	2	2	2	2	3	3	2	3	3	2
2	AF	2	2	2	2	2	2	3	2	2	3	3
3	AHE	2	2	3	2	1	2	3	3	2	3	3
4	AE	3	2	2	2	3	3	3	2	2	2	2
5	AJ	3	3	3	3	2	2	2	3	3	3	3
6	AR	2	2	2	3	3	2	2	2	2	3	2
7	AS	3	3	2	2	3	2	1	1	3	2	2
8	DP	2	3	3	2	3	3	1	2	2	2	3
9	DAN	3	2	3	2	2	2	2	2	2	2	3
10	DAR	1	2	3	3	2	3	3	2	3	2	2
11	DDL	3	3	2	2	3	3	2	3	2	3	3
12	EM	3	2	2	2	2	2	3	3	3	2	2
13	GRA	1	2	2	2	2	2	2	2	3	3	2
14	HS	2	2	2	3	3	2	3	2	3	2	3
15	JN	3	3	3	2	2	2	3	2	3	3	2
16	K	3	2	2	2	2	2	3	3	3	2	2
17	K	2	2	3	3	2	3	2	3	2	2	3
18	MA	3	3	2	2	3	2	3	2	2	2	2
19	MA	3	2	2	3	3	2	3	3	1	3	2
20	MA	3	3	2	3	3	3	2	2	2	2	2
21	MAS	2	2	2	2	2	2	2	2	2	2	2
22	MF	3	2	2	2	3	3	1	2	2	2	3
23	NH	3	2	2	3	2	2	3	3	3	3	3
24	PF	1	3	2	2	2	2	3	2	3	2	3
25	PS	3	2	3	2	2	2	1	2	3	1	2

26	PA	1	3	3	2	2	3	2	2	2	2	3
27	SD	2	3	2	3	3	2	3	3	2	3	3
28	SJ	3	2	3	2	2	2	3	2	2	3	3
29	SY	1	3	3	2	3	3	2	2	2	2	2
30	SNA	2	2	2	3	2	2	3	3	3	3	2
31	SZ	3	3	1	2	2	3	3	2	2	3	3
32	TR	2	2	3	1	3	2	2	3	2	3	2
33	TA	2	2	3	3	2	3	2	3	2	3	3
34	VW	3	3	3	1	3	3	2	3	3	3	2
35	YM	3	2	3	2	3	2	3	2	3	2	2
36	YA	3	1	2	3	2	3	2	3	2	2	2
Total Score		86	84	86	82	86	86	86	85	86	88	88
Percentage		53%	36%	42%	33%	42%	39%	50%	39%	42%	47%	44%
Average Value		42%										
Category		Enough										

Note:

Scale Score

4= Very Good

3= Good

2= Enough Good

1= Bad

Note Activities:

A: Apperception

B: Material Explanation

C: Explanation of Learning method

D: Technique part of group

E: Management of discusion

F: Giving question or quiz

G: Ability to Evaluate

H: Giving reward to Individual

I: Determining the score of Individual

J: Concluding Learning Material

K: Closing The Learning

Percentage of Teacher's Performance

No	Activity	Score	Category
1	Apperception	53%	Highest
2	Material Explanation	36%	
3	Explanation of Drill Method	42%	
4	Classroom Management The Use of Media (Flashcard)	33%	Lowest
5	The used of Media (Flashcard)	42%	
6	Voice	39%	
7	Ability to Evaluate	50%	
8	Rewarding Individual	39%	
9	Determining the Score of Individual	42%	
10	Concluding Learning Material	47%	
11	Closing The Learning	44%	
Means		42%	

Appendix 10

Observation sheet of Teachers' Performance in learning process

School : SMP BAKTI II MEDAN
 Academic Year : 2019/2020
 Class/Semester : VIII-2
 Subject : English
 Cycle : II

No	Students ' Initial	A	B	C	D	E	F	G	H	I	J	K
1	AZ	3	4	3	3	3	4	4	3	3	3	4
2	AF	3	3	3	3	3	3	3	3	3	3	3
3	AHE	3	3	3	3	2	3	4	2	3	3	3
4	AE	3	4	3	4	3	3	3	3	4	3	3
5	AJ	3	3	4	3	2	3	3	3	4	3	2
6	AR	3	4	3	3	3	3	3	3	3	3	4
7	AS	3	3	3	3	4	3	2	3	3	3	3
8	DP	4	3	3	3	3	2	3	3	3	4	3
9	DAN	4	3	3	3	3	3	4	3	3	3	4
10	DAR	2	4	3	3	3	4	3	3	3	3	2
11	DDL	3	3	3	3	2	4	4	3	3	3	3
12	EM	3	3	3	3	3	3	3	3	3	3	3
13	GRA	3	2	3	4	4	3	3	3	3	3	3
14	HS	3	3	3	3	3	4	3	3	4	3	2
15	JN	3	4	3	3	3	3	3	2	3	3	3
16	K	3	3	3	3	3	3	3	3	3	3	3
17	K	3	3	4	3	3	3	3	4	3	3	3
18	MA	3	2	3	3	3	4	4	3	3	3	3
19	MA	3	3	3	4	4	3	3	3	3	3	3
20	MA	3	3	3	3	3	3	3	3	3	3	3
21	MAS	4	3	3	3	3	3	3	3	3	3	3
22	MF	4	3	3	3	3	3	3	3	4	3	2
23	NH	2	2	2	2	2	2	2	2	2	2	4
24	PF	3	3	4	3	3	3	3	3	3	3	3
25	PS	3	4	3	3	3	3	3	2	3	3	4
26	PA	2	2	3	3	3	3	3	3	3	3	3
27	SD	3	3	4	3	3	3	3	3	3	3	4
28	SJ	2	4	3	3	3	2	3	3	2	4	3
29	SY	3	3	3	3	3	3	4	4	3	3	2
30	SNA	3	4	2	4	3	3	3	3	3	3	4
31	SZ	3	3	3	4	2	4	2	3	3	3	3

32	TR	2	4	3	2	3	3	3	3	2	3	3
33	TA	3	3	3	3	3	2	3	4	3	3	3
34	VW	3	4	3	3	3	3	3	4	3	2	3
35	YM	3	3	3	2	3	3	2	2	3	4	2
36	YA	3	3	4	3	3	3	4	3	4	3	3
Total Score		107	114	111	110	106	110	111	107	110	109	109
Percentage		86%	89%	94%	92%	86%	92%	89%	86%	92%	94%	83%
Means		89%										
Category		Very Good										

Note:

Scale Score

4= Very Good

3= Good

2= Enough Good

1= Bad

Note Activities:

A: Apperception

B: Material Explanation

C: Explanation of Learning method

D: Technique part of group

E: Management of discusion

F: Giving question or quiz

G: Ability to Evaluate

H: Giving reward to Individual

I: Determining the score of Individual

J: Concluding Learning Material

K: Closing The Learning

Percentage of Teacher's Performance

Activity	Score	Catagory
Apperception	86%	Highest
Material Explanation	89%	
Explanation of Drill Method	94%	
Classroom Management The Use of Media (Flashcard)	92%	Lowest
The used of Media (Flashcard)	86%	
Voice	92%	
Ability to Evaluate	89%	
Rewarding Individual	86%	
Determining the Score of Individual	92%	
Concluding Learning Material	94%	
Closing The Learning	83%	
Means	89%	

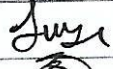
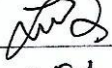

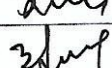
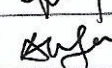
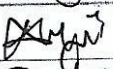
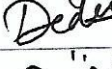
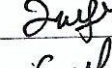
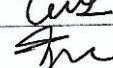
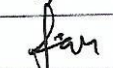
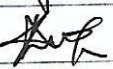
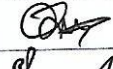
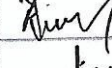
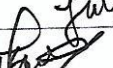

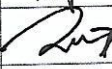
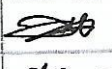
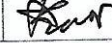



Appendix §1

Students' Attendance

School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class : IX-2

No.	Students' Name	Signature
1	Adinda Zahra	
2	Afif Fahreza	
3	Aldi Hari Erlangga	
4	Andini Elsiyana	
5	Arnita Julma S	
6	Aufa Ramadhan	
7	Ayu Syafitri	
8	Dede Prabowo	
9	Dini Aisyah Nabila	
10	DwiAryaramana	
11	Dwi Dina Lestari	
12	Elsa Mipanda	
13	Gilang Reza A	
14	Hari Sadewa	
15	Jefri N	
16	Khairunisa	
17	Krisna	
18	M Abdillah	
19	M Aldo	
20	M Alfalaj	
21	M Ari Syahputra	

22	M Fauzi	<i>fauzi</i>
23	Nabila Hikma	<i>Nabila</i>
24	PebyFitria	<i>Peby</i>
25	Putra Sutrisno	<i>Putra</i>
26	Putri Awal	<i>Razan</i>
27	Saskia Deswinta	<i>Su</i>
28	Shandi Juliansyah	<i>Shandi</i>
29	Sherly Yusnita	<i>Sherly</i>
30	Sri NurAsiyah	<i>Sri</i>
31	Sultan M. Zibral	<i>Cef</i>
32	Taufik Ar-Rohim	<i>Taufik</i>
33	Tiara Ananda	<i>Tiara</i>
34	Viki Walidi	<i>Viki</i>
35	Yulfi Manisah	<i>Yulfi</i>
36	Yusuf Afandi	<i>Yusuf</i>

Medan, September 2019

Mengetahui:

Guru



FAZAR MAHENDRA, SS

Peneliti



MUTIARA DAMAYANTI

RESEARCH DOCUMENTATION

Picture 1

The teacher explained the material
by using Drill Method with Flashcard Learning Media



Pictures 2

The implementation of Drill Method with Flashcard Learning Media





Pictures 3

The Student Presented Their Flashcard in front of The Class







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Mutiara Damayanti
NPM : 1502050165
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,37

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Drill Method by Using Flashcard Learning Media to Achieve Students' Speaking	 02/3/19
	The Implementation of Number Head Together (NHT) Learning Model by Using Tenses Diagram as Learning Media to Increase Students' Mastery on 16 Tenses	
	"Instagram" to Increasing Interest in Learning English of Millennials in the Current Technological Era	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Maret 2019
Hormat Pemohon,

Mutiara Damayanti

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

Form K-

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Mutiara Damayanti
NPM : 1502050165
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Drill Method by Using Flashcard Learning
Media to Achieve Students' Speaking

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 16 April 2019
Hormat Pemphon,



Mutiara Damayanti

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 892 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Mutiara Damayanti
N P M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Drill Method by Using Flashcard Learning Media to Achieve Students' Speaking.

Pembimbing : Hj. Darmawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 20 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 15 Sya'ban 1440 H
20 April 2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



=

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Mutiara Damayanti
NPM : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Drill Method by Using Flashcard Learning
Media to Achieve Students' Speaking

Sudah layak diseminarkan.

Medan, Juni 2019
Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Mutiara Damayanti
 N.P.M : 1502050165
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Implementation of Drill Method by Using Flashcard Learning Media to Achieve Students' Speaking

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16 April 2019	The background of the study, the identification of the problems, the scope and limitation, the formulation of the problem, the objective of the study, the signification of the study.	
17 Juni 2019	Theoretical framework, Method of research	
22 Juni 2019	Method of research, References	
24 Juni 2019	Appendix	
27 Juni 2019	Acc to submit seminar proposal	

Medan, 27 Juni 2019

Diketahui oleh:
 Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Mutiara Damayanti
N.P.M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Drill Method by Using Flashcard Learning
Media to Achieve Students' Speaking

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli,
Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Mutiara Damayanti
N.P.M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Drill Method by Using Flashcard Learning
Media to Achieve Students' Speaking

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Hj. Darmawati, S.Pd, M.Pd

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Mutiara Damayanti
N.P.M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Drill Method by Using Flashcard Learning
Media to Achieve Students' Speaking

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

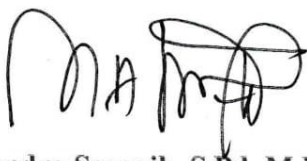
Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,




Mutiara Damayanti

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 535 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 29 Dzulhijjah 1440 H
30 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Bakti 2 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

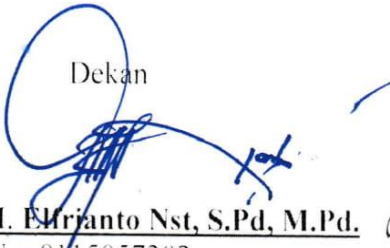
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Mutiara Damayanti
N P M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Drill Method by Usning Flashcard Learning Media to Achieve Students' Speaking.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan


Dr. H. Murjanto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertiinggal **



SMP SWASTA BAKTI-II

IZIN OPERASIONAL No : 420/128.Sapras/2017 Tanggal : 24 Mei 2017

NPSN : 69963629

Alamat : Jalan Keladi No.61 Tanjung Mulia Hilir Kecamatan Medan Deli, Kota Medan, Medan 20241

Medan, Rabu 25 September 2019

Nomor : 422 / / SK / B.II / IX / 2019

Lampiran : -

Perihal : Selesai Riset

Kepada Yth,
Ka. Biro Adm. Akademik dan Kemahasiswaan
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
di -
Medan

Dengan hormat,

Berdasarkan surat dari **UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Nomor surat : 5355 /II.3/UMSU-02/F/2019 tentang permohonan Riset Skripsi.

Sehubungan dengan hal tersebut, dengan ini Kepala Sekolah SMP SWASTA BAKTI – II Medan menyatakan bahwa, terhitung tanggal 26 Agustus 2019 s/d 25 September 2019 telah menyelesaikan Riset Skripsi di SMP SWASTA BAKTI – II Medan Kepada yang tersebut yang di bawah ini :

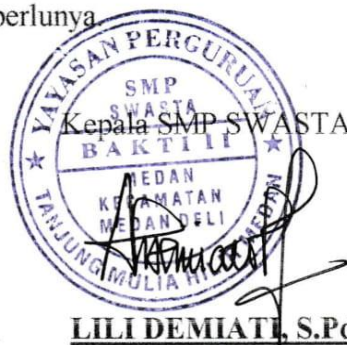
Nama : MUTIARA DAMAYANTI

N P M : 1502050165

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Implementation of Drill Method by Using Flashcard Learning Media
to Achieve Students' Speaking

Demikian surat ini dibuat untuk dapat dipergunakan seperlunya





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



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Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Mutiara Damayanti
N.P.M : 1502050165
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Drill Method by Using Flashcard Learning Media to Achieve Students' Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/9-2019	Abstract and Acknowledgment	f
16/9-2019	Chapter I, Chapter II, and Chapter III	f
19/9-2019	Chapter IV, and Chapter V	f
28/9-2019	Appendix.	f
30/9-2019	Submit to Green table	f.

Medan, 30 September 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

Appendix 24

CURRICULUM VITAE

Yang bertandatangan dibawah ini :

Nama : MUTIARA DAMAYANTI
Tempat/Tgl. Lahir : Labuhan Deli, 25 Januari 1998
Jenis Kelamin : Perempuan
Kewarganegaraan : Indonesia
Agama : Islam
No. Identitas : KTP No. 1271136501980003
Alamat : Jl. Marelan II pasar IV Timur No.78, Kel. Rengas Pulau.
Kec. Medan Marelan. Sumatera Utara
No HP : 082228111960
Email : mutiaradamayanti@gmail.com

PENDIDIKAN :

- | | |
|------------------------|----------------------------|
| 1. SD Negeri 064999 | Lulus Tahun 2009 Berijazah |
| 2. SMP Negeri 20 Medan | Lulus Tahun 2012 Berijazah |
| 3. SMAS Sinar Husni | Lulus Tahun 2015 Berijazah |

Demikian riwayat hidup ini saya buat dengan sebenarnya.

Medan, September 2019

Hormat saya,



MUTIARA DAMAYANTI

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Submission date: 02-Oct-2019 02:58PM (UTC+0700)

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