

## ABSTRACT

**Andriani Tika (1302050231). Improving Students' Speaking Achievement through Learning Activities Exploration at SMA Negeri 1 Sei Rampah, Skripsi, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.**

It concerns with improvement students' speaking achievement through learning activity exploration at X IPS-3 grade students of SMA Negeri 1 Sei Rampah. In this class there is one class which consist of 41 students, the number of male are 15 students and the number of female are 26 students. The study deal with procedure text. It was found that students' speaking achievement still low. Related research of this research are "Learning Activities Exploration to Improving Students' Speaking Skill" published by International Journal of Educational Researchers, made by Agus Darmuki, Andayani, Joko Nurkamto, and Kundharu Saddhono in 2016. This study used a Classroom Action Research (CAR) which is conducted to solve the students problem in speaking. The Classroom Action Research (CAR) was done based on Prof. Mohammad Ali's design. The application of the approach to action research in two cycles namely, cycle I and cycle II. Action research continuously in some cycles that consist of planning, action, observation, and reflection. This study applied qualitative and quantitative data. The qualitative data analyzed from the interview and observation sheet. The quantitative data taken from computing the score of speaking test students. The finding of this study indicated that improvement students' speaking through learning activities exploration was successful since the criteria of success were achieved. Based on the result in cycle 1, the data showed the mean score was 70,36%. There were only 16 students or 40% of students who got the score passed the KKM. In cycle 2, the data showed the mean score was 82,95%. There were 39 students or 95.12% of students who got the score passed the KKM. In this case, those score showed the successful of the classroom action research toward students X IPS 3 grade of SMA Negeri 1 Sei Rampah. The writer suggests that the English teacher could implement Learning Activities Exploration in teaching speaking in order to improve students' speaking achievement.

*Speaking, Learning Activities Exploration*

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This study is the one of the requirements for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choice a good technique in teaching English, especially in teaching speaking. In writing this study with the title "Improving Students' Speaking Achievement through Learning Activities Exploration at SMA Negeri 1 Sei Rampah" the researcher faced so many difficulties and problems but she did not end her effort to make it better, and it impossible to finish without much help from the others.

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

Medan, April 2017  
The Researcher

TIKA ANDRIANI

# CHAPTER 1

## INTRODUCTION

### **A. The Background of the Study**

Nowadays English language learning has become a necessity. Similarly, in the context of education, English serves as a tool to communicate in order to access information even in the context of everyday situations, namely as a means to foster transnational interpersonal relationships, exchange information, as well as enjoy the aesthetic language of the culture of the English language. Therefore, learning English is very important considering the world improve the current information. Hence the importance of mastering the English subjects for the citizen of Indonesia, especially the students, the government has included teaching English in the national curriculum from primary school level, junior high schools, senior high schools, and colleges. For the primary level, English subjects given as local content, while for the junior high school and senior high school, English subjects given as compulsory subjects tested in the national examination.

Besides in the field of education, the importance of speaking English is also applied in the era of the ASEAN economic community. There are three reasons why English is important in a competition held by the community of MEA. First, English is used as a medium to gain knowledge. Secondly, speaking English serves get a decent job. Many national and international companies require participants to be able to communicate fluently. Third, speaking English helps someone to promote local products in the international arena.

## **CHAPTER II**

### **THEORETICAL OF LITERATURE**

#### **A. Theoretical Framework**

This study deals with theories that support the concept. In this case, theoretical framework is used to give some clear concept apply in this research. It intends to define the boundary of this study. There are many points in this study that were discussed as follows:

#### **1. Description of Teaching Speaking**

##### **1.1 The Nature of Speaking**

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

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

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time of Research**

This research was conducted at SMA Negeri 1 Sei Rampah Jl. Rambong Sialang No.50 Kecamatan Sei Rampah, Kabupaten Serdang Bedagai. This research will focused in X IPS 3 grade students at academic year 2016/2017. The reason for choosing this school because the researcher ever conducted field experience practice (dedication society) in 4<sup>th</sup> semester in this school and the researcher found that the students' achievement in teaching speaking, especially in teaching procedure text are still low and the progress is still not satisfying. So, the researcher hopes to be able to solve this problem.

#### **B. Research Subject**

The research subject of this research are all the students of the tenth grade of the SMA Negeri 1 Sei Rampah Jl. Rambong Sialang No. 5 Kecamatan Sei Rampah, Kabupaten Serdang Bedagai, during the academic year 2016/2017. In this class there is one class which consist of 41 students, the number of male are 15 students and the number of female are 26 students.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Result of Pre Implementation of the Action**

##### **1. The Result of Interview**

The interview was held on Friday, January 27<sup>th</sup> 2017 started at 09.10 and finished at 10.00. The researcher asked the teacher some questions which were divided into three categories of questions, they are: the general condition of class, the difficulty in speaking achievement, and the strategy used in teaching speaking.

First category discussed the general condition of class especially in speaking class. The teacher said that the most of students did not like studying English, because it is a difficult lesson and they sometimes gained low competence in English. The teacher also said that speaking is the most difficult achievement to learn in X IPS 3, because most of them were hardly to pass the target score of the minimal mastery level of criterion (KKM).

Second category is the difficulty in speaking achievement. The teacher said that the students' difficulties in speaking in pronouncing the word or sentence, self confidence, and organizing the word into a sentence, and this caused by less in English speaking.

The last category is the strategy used by the teacher in teaching English speaking. The teacher said that she has never taught English speaking through Learning Activities Exploration in teaching the students, she usually teaches speaking by introducing new dialogue to the students, then she read the dialogue,



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the result of data analysis, the writer inferred that teaching English through Learning Activities Exploration can improve students' speaking achievement. The result of test in Cycle I shows students mean score is only 70,36% and the result in Cycle II is 82,95% with 95,12% students who passed the KKM. So, it was showed the significant improvement in teaching speaking through Learning Activities Exploration. Moreover by implementing Learning Activities Exploration in teaching speaking, the students have chances to be active and cooperative in speaking activity.

#### **B. Suggestion**

The writer would like to give suggestion for teachers and students. First, English teachers could implement Learning Activities Exploration as an alternative strategy in teaching speaking. Second, it is recommended that the students through Learning Activities Exploration as one of their strategies to practice and improve their speaking achievement in giving personal response which can be their business opportunity.

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$$p = \frac{16}{41} \times 100\%$$

$$p = 40 \%$$

Based on the result in cycle 1, the data showed the mean score was 70,36%. There were only 16 students or 40% of students who got the score passed the KKM. After analyzing the result in cycle 1, it concluded that most of students X IPS 3 grade of SMA N1 Sei Rampah had difficulty in speaking achievement. So, it needs to find out the solution to overcome this problem. Here, the writer used “Real Media” method in teaching procedure text to develop students’ speaking achievement.

#### **4. The Result of Students’ Speaking Score in Cycle 2**

This students’ speaking in cycle 2 score was conducted on Wednesday, February 13<sup>th</sup> 2017 at 10.53 to measure students’ speaking achievement at second, and it was done after implementing Classroom Action Research.

In students’ speaking score, the students’ speaking achievement was good. It could be seen on the table list here in test speaking evaluation :

### **B. The Implementation of the Action**

#### **1. Cycle 1**

##### **a. Planning**

In this phase, the researcher and the teacher arranged the lesson plan that included the competition standard and selected the appropriate the material. The lesson plan was focused in Procedure Text. The researcher also prepared the media, camera record, laptop, and field notes.

## **b. Acting**

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the researcher acted as the teacher who did the action by teaching students X IPS 3 grade of SMA N 1 Sei Rampah used “real media” method. The acting in the first cycle was done on February 6<sup>th</sup> and 13<sup>th</sup> 2017. In teaching the lesson, the researcher used three phases techniques: pre teaching activity, while teaching activity, and post teaching activity. In this acting, tried to integrate the students to participate in classroom activities. In detail, the researcher presented in the following action:

### **First Meeting**

#### **Recount Text**

Day/Date: Monday, February 6<sup>th</sup> 2017

#### i. Pre teaching activity

The reseearcher open the class by saying greeting and asking students’ condition. Besides, she also asked the students’ readiness to learn.

#### ii. While teaching activity

In the while teaching activity, the researcher teach the material and assigned students to make conversation about Recount Text in pairs.

#### iii. Post Teaching Activity

Before closing the material, the researcher assigns students to find pictures of food or drink per group. Each group consisted of five students. The picture may be taken from various sources like the internet, magazines, newspapers and so on. The researcher closes the lesson with a prayer and a greeting.

## **Second Meeting**

### Procedure Text

Day/Date: Monday, February 13<sup>th</sup> 2017

#### i. Pre Teaching Activity

In pre teaching activity the researcher friendly greetings to the students when entering the classroom, the researcher started teaching and learning activities to pray together, teacher checked student attendance, and the teacher introduced the topic of learning the material linking the student experience.

#### ii. While Teaching Activity

In while teaching activity, the researcher ensure or check again whether the student has been collecting data well, the researcher explained the material about Procedure Text. After the material described, the researcher gave a test to students. The students assigned to make conversation about the sequence of manufacturing steps of the images that have been taken by each group. While the students presented their conversation in front of the class, the researcher assess students' achievement to speak in accordance with the assessment procedures speaking.

#### iii. Post Teaching Activity

In post teaching activity, researcher divided the students into five groups. Each group consisted of eight students. Then the researcher assigned students to determine what food or drink they demonstrated in front of the class with the sequence of manufacturing steps based on the tools and materials. The researcher closes the lesson with a prayer and a greeting.

### c. The Result of Students' Speaking Score in Cycle 1

This Students' speaking score was conducted to measure students' speaking achievement at first, and it was done after implementing Classroom Action Research.

In students' speaking score, the students' speaking achievement was not so good. It could be seen on the table list here in test speaking evaluation :

**Table 4.1**  
**Observation Sheet in The First Cycle**

#### **Rating Formats**

**Speaking** (conversation shaped procedure)

| No | Name | Aspect of Assessment |        |          |       |         | Score |
|----|------|----------------------|--------|----------|-------|---------|-------|
|    |      | Pron                 | Accent | Gram-mar | Vocab | Fluency |       |
|    |      | 0-20                 | 0-20   | 0-20     | 0-20  | 0-20    |       |
| 1  | AA   | 16                   | 16     | 15       | 14    | 16      | 77    |
| 2  | AAK  | 14                   | 13     | 15       | 15    | 16      | 73    |
| 3  | AA   | 12                   | 13     | 11       | 11    | 13      | 60    |
| 4  | AK   | 16                   | 13     | 14       | 15    | 16      | 76    |
| 5  | APS  | 12                   | 11     | 13       | 14    | 14      | 64    |
| 6  | BS   | 13                   | 12     | 12       | 11    | 14      | 62    |

|              |     |    |    |    |    |    |      |
|--------------|-----|----|----|----|----|----|------|
| 7            | BIK | 13 | 13 | 12 | 12 | 13 | 63   |
| 8            | DN  | 16 | 15 | 15 | 14 | 16 | 76   |
| 9            | DK  | 14 | 13 | 15 | 15 | 14 | 71   |
| 10           | EL  | 12 | 13 | 12 | 12 | 13 | 62   |
| 11           | FP  | 10 | 12 | 10 | 11 | 10 | 53   |
| 12           | IA  | 16 | 14 | 14 | 15 | 15 | 74   |
| 13           | IS  | 12 | 13 | 13 | 14 | 14 | 65   |
| 14           | IA  | 16 | 15 | 14 | 13 | 16 | 74   |
| 15           | IN  | 12 | 12 | 13 | 14 | 14 | 65   |
| 16           | KM  | 12 | 13 | 12 | 12 | 14 | 63   |
| 17           | KNN | 12 | 13 | 13 | 14 | 13 | 65   |
| 18           | LDP | 16 | 15 | 13 | 16 | 16 | 76   |
| 19           | MRL | 16 | 15 | 15 | 16 | 16 | 78   |
| 20           | MRS | 16 | 15 | 15 | 14 | 16 | 76   |
| 21           | MS  | 14 | 15 | 16 | 16 | 14 | 75   |
| 22           | MUP | 16 | 15 | 16 | 15 | 16 | 78   |
| 23           | MUT | 16 | 14 | 15 | 14 | 16 | 75   |
| 24           | NA  | 13 | 12 | 14 | 12 | 13 | 64   |
| 25           | NSA | 14 | 15 | 12 | 13 | 15 | 69   |
| 26           | NA  | 16 | 15 | 14 | 13 | 15 | 73   |
| 27           | RM  | 16 | 15 | 14 | 15 | 16 | 76   |
| 28           | RA  | 15 | 14 | 14 | 14 | 16 | 73   |
| 29           | RSN | 13 | 14 | 12 | 12 | 13 | 64   |
| 30           | RNA | 13 | 14 | 15 | 15 | 14 | 71   |
| 31           | RP  | 16 | 15 | 15 | 16 | 16 | 78   |
| 32           | RA  | 16 | 15 | 14 | 16 | 16 | 77   |
| 33           | RK  | 14 | 13 | 15 | 15 | 14 | 71   |
| 34           | SAS | 15 | 16 | 14 | 16 | 16 | 77   |
| 35           | SM  | 16 | 15 | 16 | 15 | 16 | 78   |
| 36           | TR  | 15 | 14 | 13 | 13 | 15 | 70   |
| 37           | TW  | 12 | 13 | 12 | 12 | 13 | 62   |
| 38           | UFN | 11 | 11 | 11 | 10 | 12 | 55   |
| 39           | WSN | 14 | 13 | 13 | 15 | 15 | 70   |
| 40           | MHK | 16 | 16 | 15 | 16 | 16 | 79   |
| 41           | NKS | 16 | 14 | 15 | 16 | 16 | 77   |
| <b>TOTAL</b> |     |    |    |    |    |    | 2885 |

**Note:**      *Students who pass the KKM*

Based on the data above, the writer highlighted the students who passed the KKM (75), and to get the result in cycle 1, the writer calculated the mean score by employing the formula that has already been previously pointed out.

$$x = \frac{\text{Students Score}}{n}$$

$$x = \frac{2885}{41}$$

$$x = 70,36 \% \quad \text{The category of scoring: } 70,36 \% = \text{Enough}$$

Next, to know the class percentage that passed the target score of minimal category level or *Kriteria Ketuntasan Maksimal (KKM)*, the writer used the following formula :

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{16}{41} \times 100\%$$

$$p = 39,02 \%$$

To determine the percentage of students who did not master English speaking based aspect of assessment in speaking, the writer used the following formula:

| No. | Aspect of Assessment in Speaking | Formula:  |
|-----|----------------------------------|---|
| 1.  | Pronunciation                    | $p = \frac{F}{N} \times 100\%$<br>$p = \frac{10}{41} \times 100\%$<br>$p = 24,39\%$ |
| 2.  | Accent                           | $p = \frac{F}{N} \times 100\%$<br>$p = \frac{6}{41} \times 100\%$<br>$p = 14,63\%$  |



|    |            |   |
|----|------------|---|
| 3. | Grammar    | $p = \frac{F}{N} \times 100\%$ $p = \frac{10}{41} \times 100\%$ $p = 24,39\%$ |
| 4. | Vocabulary | $p = \frac{F}{N} \times 100\%$ $p = \frac{10}{41} \times 100\%$ $p = 24,39\%$ |
| 5. | Fluency    | $p = \frac{F}{N} \times 100\%$ $p = \frac{2}{41} \times 100\%$ $p = 4,87\%$   |

Based on the result in cycle 1, the data showed the mean score was 70,36%. There were only 16 students or 39,02% of students who got the score passed the KKM. Based on an aspect of assessment in speaking, the students who did not master English speaking in pronunciation there were 10 students or 24,39% pronunciation problems necessitate concentrated. In accent there were 6 students or 14,63% marked foreign accent and occasional. In grammar there were 10 students or 24,39% made frequent errors of grammar word order which occasionally obscure meaning. In vocabulary there were 10 students or 24,39% used wrong conversation somewhat limited because of inadequate vocabulary, and in fluency there were 2 students or 4,87% speed and fluency are rather strongly by language problem.

After analyzing the result in cycle 1, it concluded that most of students X IPS 3 grade of SMA N1 Sei Rampah had difficulty in speaking achievement. So, it needs to find out the solution to overcome this problem. Here, the writer used "Real Media" method in teaching procedure text to develop students' speaking achievement.

#### **d. Reflecting**

In this phase the writer and teacher discussed the strength and the weakness of the action. Based on the data has been collected and analyzed by teacher and researcher, it was found that students' grammar and pronunciation are still low in speaking, because the students confused to speak English before they write what they want to say, so teacher give more attention and exercise to students in order to make them braver and make confident to speak English.

### **2. Cycle 2**

#### **a. Planning**

The cycle 2 was carried out to solve problems that had been found in cycle 1, which were students still low in speaking achievement, especially to speak spontaneously. In this phase the writer and the teacher arranged the new lesson plan and the material still related.

#### **b. Acting**

##### Procedure Text

Day/Date: Monday, February 22<sup>nd</sup> 2017

##### **i. Pre Teaching Activity**

In pre teaching activity the teacher friendly greetings to the students when entering the classroom, the teacher started teaching and learning activities to pray together, teacher checked student attendance, and the teacher introduced the topic of learning the material linking the student experience.

## ii. While Teaching Activity

In while teaching activity, the teacher ensure or check again whether the student has been collecting data well. The teacher explained the material about Procedure Text. After the material described, the teacher practiced “How to make a Lemon Tea” in accordance with the tools and materials (real media) who have been taken. After that, the teacher gave a test to students. The students assigned to demonstrate how to make something with the sequence of manufacturing steps based on the tools and materials that have been brought by each group. Teachers assess students' achievement to speak in accordance with the assessment procedures speaking.

After all the students practice their task, the students allowed to leave the classroom to the teachers or students who were outside the classroom to sample their food and commented on the food or drink they made. For the group receiving good comments, will gave extra points.

## iii. Post Teaching Activity

In post teaching activity, the teacher summing the scores of students and announced it in front of the class. For the group receiving the highest points awarded teacher. The teacher closes the lesson with a prayer and a greeting.

### **c. The Result of Students' Speaking Score in Cycle 2**

This students' speaking in cycle 2 score was conducted to measure students' speaking achievement at second, and it was done after implementing Classroom Action Research.

In students' speaking score, the students' speaking achievement was good. It could be seen on the table list here in test speaking evaluation :

**Table 4.2**  
**Observation Sheet in The Second Cycle**

**Rating Formats**

**Speaking** (conversation shaped procedure)

| No | Name | Aspect of Assessment |        |          |       |         | Score |
|----|------|----------------------|--------|----------|-------|---------|-------|
|    |      | Pron                 | Accent | Gram-mar | Vocab | Fluency |       |
|    |      | 0-20                 | 0-20   | 0-20     | 0-20  | 0-20    |       |
| 1  | AA   | 16                   | 18     | 17       | 17    | 18      | 86    |
| 2  | AAK  | 17                   | 18     | 19       | 19    | 19      | 92    |
| 3  | AA   | 18                   | 17     | 16       | 13    | 18      | 82    |
| 4  | AK   | 17                   | 18     | 16       | 16    | 19      | 86    |
| 5  | APS  | 16                   | 15     | 16       | 15    | 18      | 80    |
| 6  | BS   | 18                   | 16     | 17       | 18    | 19      | 88    |
| 7  | BIK  | 16                   | 15     | 15       | 14    | 16      | 76    |
| 8  | DN   | 19                   | 18     | 18       | 17    | 19      | 91    |
| 9  | DK   | 17                   | 16     | 14       | 16    | 17      | 80    |
| 10 | EL   | 16                   | 16     | 16       | 16    | 17      | 79    |
| 11 | FP   | 12                   | 14     | 13       | 15    | 16      | 71    |
| 12 | IA   | 17                   | 16     | 16       | 18    | 18      | 85    |
| 13 | IS   | 18                   | 17     | 17       | 16    | 18      | 86    |
| 14 | IA   | 16                   | 15     | 14       | 16    | 17      | 78    |
| 15 | IN   | 17                   | 16     | 15       | 16    | 17      | 81    |
| 16 | KM   | 15                   | 14     | 17       | 16    | 16      | 78    |
| 17 | KNN  | 17                   | 16     | 15       | 16    | 16      | 80    |
| 18 | LDP  | 16                   | 16     | 16       | 18    | 16      | 82    |
| 19 | MRL  | 18                   | 16     | 17       | 17    | 18      | 86    |
| 20 | MRS  | 18                   | 17     | 17       | 16    | 16      | 84    |
| 21 | MS   | 16                   | 17     | 18       | 18    | 16      | 85    |
| 22 | MUP  | 17                   | 16     | 15       | 16    | 17      | 81    |
| 23 | MUT  | 18                   | 16     | 16       | 15    | 15      | 80    |

|              |     |    |    |    |    |    |      |
|--------------|-----|----|----|----|----|----|------|
| 24           | NA  | 16 | 15 | 16 | 17 | 18 | 82   |
| 25           | NSA | 17 | 16 | 15 | 16 | 16 | 80   |
| 26           | NA  | 17 | 15 | 18 | 17 | 18 | 85   |
| 27           | RM  | 18 | 18 | 17 | 16 | 19 | 88   |
| 28           | RA  | 15 | 16 | 17 | 17 | 15 | 80   |
| 29           | RSN | 18 | 17 | 16 | 16 | 19 | 86   |
| 30           | RNA | 17 | 16 | 15 | 15 | 17 | 80   |
| 31           | RP  | 19 | 18 | 17 | 17 | 19 | 90   |
| 32           | RA  | 18 | 17 | 16 | 18 | 18 | 87   |
| 33           | RK  | 18 | 16 | 16 | 17 | 17 | 84   |
| 34           | SAS | 18 | 16 | 14 | 15 | 17 | 80   |
| 35           | SM  | 16 | 15 | 17 | 18 | 16 | 82   |
| 36           | TR  | 17 | 16 | 17 | 18 | 18 | 86   |
| 37           | TW  | 16 | 15 | 16 | 17 | 17 | 81   |
| 38           | UFN | 11 | 15 | 14 | 12 | 16 | 68   |
| 39           | WSN | 18 | 17 | 17 | 16 | 19 | 87   |
| 40           | MHK | 16 | 16 | 17 | 15 | 16 | 80   |
| 41           | NKS | 18 | 17 | 18 | 19 | 18 | 90   |
| <b>TOTAL</b> |     |    |    |    |    |    | 3393 |

**Note:**      *Students who pass the KKM*

Based on the data above, the writer highlighted the students who passed the KKM (75), and to get the result in cycle 2, the writer calculated the mean score by employing the formula that has already been previously pointed out.

$$x = \frac{\text{Students Score}}{n}$$

$$x = \frac{3393}{41}$$

$$x = 82,75\% \quad \text{The category of scoring: } 82,75\% = \text{Good}$$

Next, to know the class percentage that passed the target score of minimal category level or *Kriteria Ketuntasan Maksimal (KKM)*, the writer used the following formula :

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{39}{41} \times 100\%$$

$$p = 95,12 \%$$

To determine the percentage of students who did not master English speaking based aspect of assessment in speaking, the writer used the following formula:

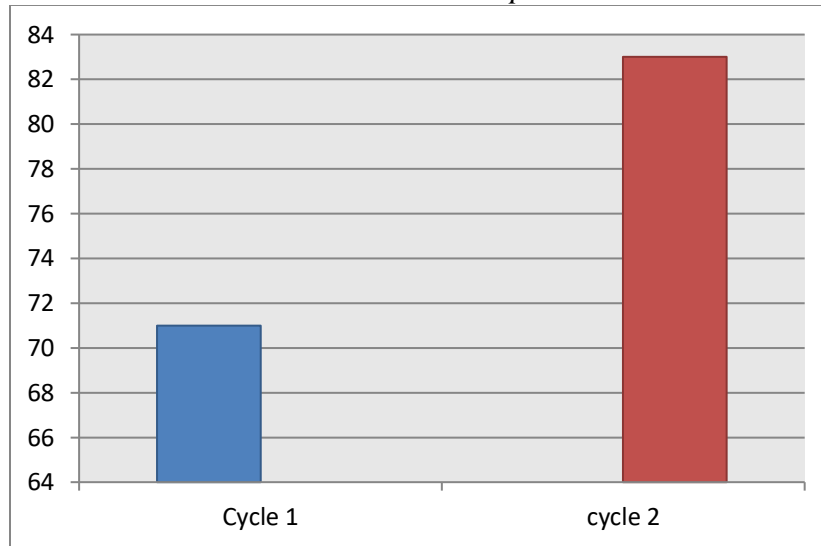
| No. | Aspect of Assessment in Speaking | Formula:   |
|-----|----------------------------------|--|
| 1.  | Pronunciation                    | $p = \frac{F}{N} \times 100\%$ $p = \frac{2}{41} \times 100\%$ $p = 4,8\%$ |
| 2.  | Accent                           | 0%   |
| 3.  | Grammar                          | 0%   |
| 4.  | Vocabulary                       | $p = \frac{F}{N} \times 100\%$ $p = \frac{1}{41} \times 100\%$ $p = 2,4\%$ |
| 5.  | Fluency                          | 0%   |

Based on the result in cycle 2, the data showed the mean score was 82,75%. There were 39 students or 95.12% of students who got the score passed the KKM. Based on an aspect of assessment in speaking, the students who did not master speaking in pronunciation there were only 2 students or 4,8% and in vocabulary there was 1 student or 2,4% that has limited vocabulary. For more votes such as accent, grammar and fluency, 39 students passed and attain their achievement to speak English in accordance with the aspect that has been described previously.

In this case, those score showed the successful of the classroom action research toward students X IPS 3 grade of SMA Negeri 1 Sei Rampah.

From all the calculation above, the writer interpreted the result of cycle I up to cycle II through the diagram below :

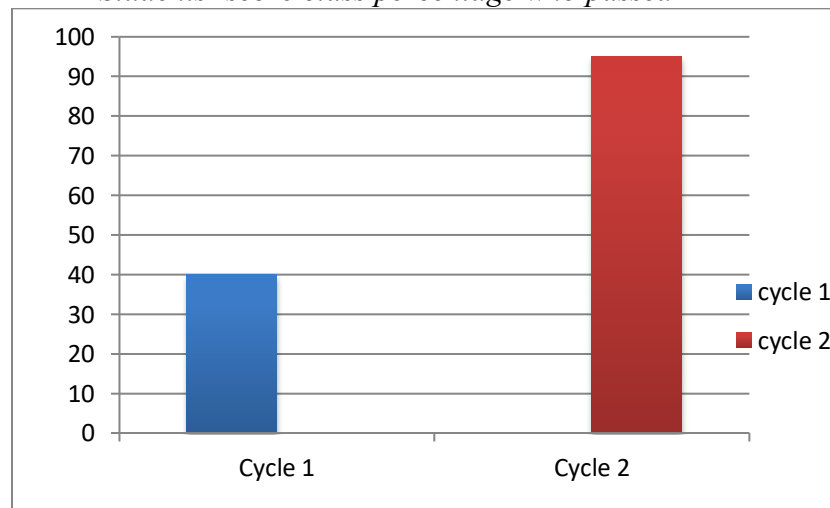
**Figure 4.1**  
*Students Score Mean Improvement*



In cycle 1, the data showed the mean score was 70,36%.

In cycle 2, the data showed the mean score was 82,75%

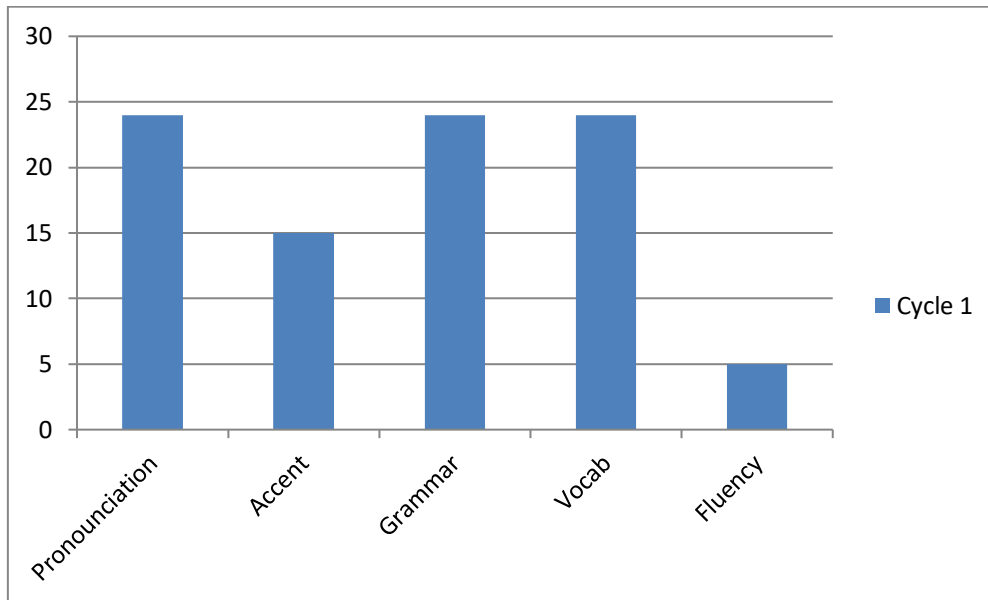
**Figure 4.2**  
*Students' score class percentage who passed KKM*



In cycle 1, there were 39,02% of students passed the KKM  
In cycle 2. there were 95.12% of students passed the KKM

**Figure 4.3**

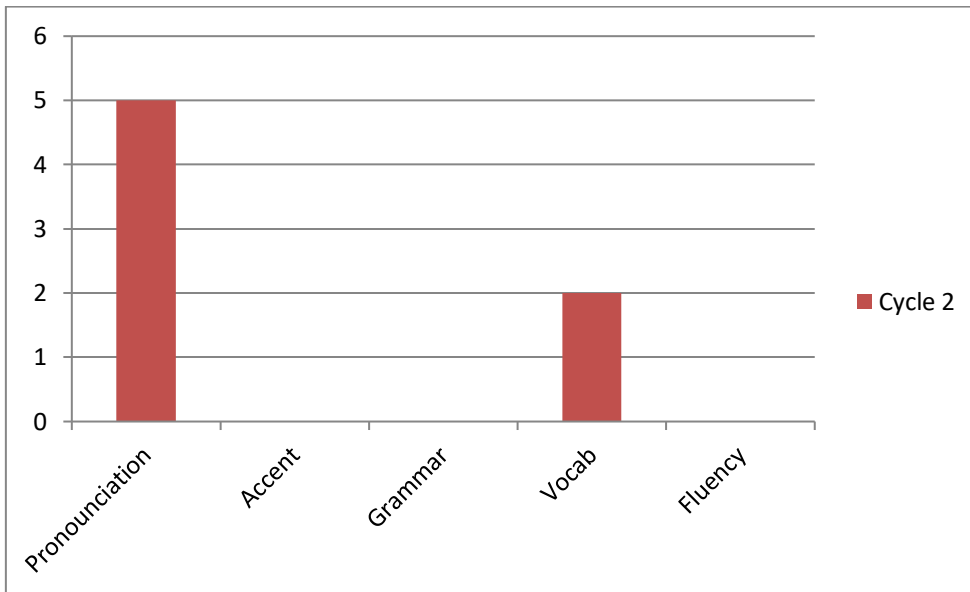
*Students who did not master speaking based aspect of assessment*



1. In pronunciation there were 10 students or 24,39%
2. In accent there were 6 students or 14,63%
3. In grammar there were 10 students or 24,39%
4. In vocabulary there were 10 students or 24,39%
5. In fluency there were 2 students or 4,87%



**Figure 4.4**  
*Students who did not master speaking based aspect of assessment*



1. In pronunciation there were 2 students or 4,8%
2. In accent there was 0% student
3. In grammar there was 0% student
4. In vocabulary there were 1 student or 2,4%
5. In fluency there was 0% student

**Table 4.1**  
**Observation Sheet in The First Cycle**

**Rating Formats**

**Speaking** (conversation shaped procedure)

| No | Name | Aspect of Assessment |        |          |       |         | Score |
|----|------|----------------------|--------|----------|-------|---------|-------|
|    |      | Pron                 | Accent | Gram-mar | Vocab | Fluency |       |
|    |      | 0-20                 | 0-20   | 0-20     | 0-20  | 0-20    |       |
| 1  | AA   | 16                   | 16     | 15       | 14    | 16      | 77    |
| 2  | AAK  | 14                   | 13     | 15       | 15    | 16      | 73    |
| 3  | AA   | 12                   | 13     | 11       | 11    | 13      | 60    |
| 4  | AK   | 16                   | 13     | 14       | 15    | 16      | 76    |
| 5  | APS  | 12                   | 11     | 13       | 14    | 14      | 64    |
| 6  | BS   | 13                   | 12     | 12       | 11    | 14      | 62    |
| 7  | BIK  | 13                   | 13     | 12       | 12    | 13      | 63    |
| 8  | DN   | 16                   | 15     | 15       | 14    | 16      | 76    |
| 9  | DK   | 14                   | 13     | 15       | 15    | 14      | 71    |
| 10 | EL   | 12                   | 13     | 12       | 12    | 13      | 62    |
| 11 | FP   | 10                   | 12     | 10       | 11    | 10      | 53    |
| 12 | IA   | 16                   | 14     | 14       | 15    | 15      | 74    |
| 13 | IS   | 12                   | 13     | 13       | 14    | 14      | 65    |
| 14 | IA   | 16                   | 15     | 14       | 13    | 16      | 74    |
| 15 | IN   | 12                   | 12     | 13       | 14    | 14      | 65    |
| 16 | KM   | 12                   | 13     | 12       | 12    | 14      | 63    |
| 17 | KNN  | 12                   | 13     | 13       | 14    | 13      | 65    |
| 18 | LDP  | 16                   | 15     | 13       | 16    | 16      | 76    |
| 19 | MRL  | 16                   | 15     | 15       | 16    | 16      | 78    |
| 20 | MRS  | 16                   | 15     | 15       | 14    | 16      | 76    |
| 21 | MS   | 14                   | 15     | 16       | 16    | 14      | 75    |
| 22 | MUP  | 16                   | 15     | 16       | 15    | 16      | 78    |
| 23 | MUT  | 16                   | 14     | 15       | 14    | 16      | 75    |
| 24 | NA   | 13                   | 12     | 14       | 12    | 13      | 64    |
| 25 | NSA  | 14                   | 15     | 12       | 13    | 15      | 69    |
| 26 | NA   | 16                   | 15     | 14       | 13    | 15      | 73    |
| 27 | RM   | 16                   | 15     | 14       | 15    | 16      | 76    |
| 28 | RA   | 15                   | 14     | 14       | 14    | 16      | 73    |
| 29 | RSN  | 13                   | 14     | 12       | 12    | 13      | 64    |
| 30 | RNA  | 13                   | 14     | 15       | 15    | 14      | 71    |
| 31 | RP   | 16                   | 15     | 15       | 16    | 16      | 78    |

|              |     |    |    |    |    |    |      |
|--------------|-----|----|----|----|----|----|------|
| 32           | RA  | 16 | 15 | 14 | 16 | 16 | 77   |
| 33           | RK  | 14 | 13 | 15 | 15 | 14 | 71   |
| 34           | SAS | 15 | 16 | 14 | 16 | 16 | 77   |
| 35           | SM  | 16 | 15 | 16 | 15 | 16 | 78   |
| 36           | TR  | 15 | 14 | 13 | 13 | 15 | 70   |
| 37           | TW  | 12 | 13 | 12 | 12 | 13 | 62   |
| 38           | UFN | 11 | 11 | 11 | 10 | 12 | 55   |
| 39           | WSN | 14 | 13 | 13 | 15 | 15 | 70   |
| 40           | MHK | 16 | 16 | 15 | 16 | 16 | 79   |
| 41           | NKS | 16 | 14 | 15 | 16 | 16 | 77   |
| <b>TOTAL</b> |     |    |    |    |    |    | 2885 |

### **Students who pass the KKM**

Based on the data above, the writer highlighted the students who passed the KKM (75), and to get the result in cycle 1, the writer calculated the mean score by employing the formula that has already been previously pointed out.

$$x = \frac{\text{Students Score}}{n}$$

$$x = \frac{2885}{41}$$

$$x = 70,36 \% \quad \text{The category of scoring: } 70,36 \% = \text{Enough}$$

Next, to know the class percentage that passed the target score of minimal category level or

*Kriteria Ketuntasan Maksimal (KKM)*, the writer used the following formula :

$$p = \frac{F}{N} \times 100\%$$

**Table 4.2**  
**Observation Sheet in The Second Cycle**

### **Rating Formats**

**Speaking** (conversation shaped procedure)

| No | Name | Aspect of Assessment |        |          |       |         | Score |
|----|------|----------------------|--------|----------|-------|---------|-------|
|    |      | Pron                 | Accent | Gram-mar | Vocab | Fluency |       |
|    |      | 0-20                 | 0-20   | 0-20     | 0-20  | 0-20    |       |
| 1  | AA   | 16                   | 18     | 17       | 17    | 18      | 86    |
| 2  | AAK  | 17                   | 18     | 19       | 19    | 19      | 92    |
| 3  | AA   | 18                   | 17     | 16       | 13    | 18      | 82    |
| 4  | AK   | 17                   | 18     | 16       | 16    | 19      | 86    |
| 5  | APS  | 16                   | 15     | 16       | 15    | 18      | 80    |
| 6  | BS   | 18                   | 16     | 17       | 18    | 19      | 88    |
| 7  | BIK  | 16                   | 15     | 15       | 14    | 16      | 76    |
| 8  | DN   | 19                   | 18     | 18       | 17    | 19      | 91    |
| 9  | DK   | 17                   | 16     | 14       | 16    | 17      | 80    |
| 10 | EL   | 16                   | 16     | 16       | 16    | 17      | 79    |
| 11 | FP   | 15                   | 14     | 13       | 15    | 16      | 73    |
| 12 | IA   | 17                   | 16     | 16       | 18    | 18      | 85    |
| 13 | IS   | 18                   | 17     | 17       | 16    | 18      | 86    |
| 14 | IA   | 16                   | 15     | 14       | 16    | 17      | 78    |
| 15 | IN   | 17                   | 16     | 15       | 16    | 17      | 81    |
| 16 | KM   | 15                   | 14     | 17       | 16    | 16      | 78    |
| 17 | KNN  | 17                   | 16     | 15       | 16    | 16      | 80    |
| 18 | LDP  | 16                   | 16     | 16       | 18    | 16      | 82    |
| 19 | MRL  | 18                   | 16     | 17       | 17    | 18      | 86    |
| 20 | MRS  | 18                   | 17     | 17       | 16    | 16      | 84    |
| 21 | MS   | 16                   | 17     | 18       | 18    | 16      | 85    |
| 22 | MUP  | 17                   | 16     | 15       | 16    | 17      | 81    |
| 23 | MUT  | 18                   | 16     | 16       | 15    | 15      | 80    |
| 24 | NA   | 16                   | 15     | 16       | 17    | 18      | 82    |
| 25 | NSA  | 17                   | 16     | 15       | 16    | 16      | 80    |
| 26 | NA   | 17                   | 15     | 18       | 17    | 18      | 85    |
| 27 | RM   | 18                   | 18     | 17       | 16    | 19      | 88    |
| 28 | RA   | 15                   | 16     | 17       | 17    | 15      | 80    |
| 29 | RSN  | 18                   | 17     | 16       | 16    | 19      | 86    |
| 30 | RNA  | 17                   | 16     | 15       | 15    | 17      | 80    |
| 31 | RP   | 19                   | 18     | 17       | 17    | 19      | 90    |

|              |     |    |    |    |    |    |      |
|--------------|-----|----|----|----|----|----|------|
| 32           | RA  | 18 | 17 | 16 | 18 | 18 | 87   |
| 33           | RK  | 18 | 16 | 16 | 17 | 17 | 84   |
| 34           | SAS | 18 | 16 | 14 | 15 | 17 | 80   |
| 35           | SM  | 16 | 15 | 17 | 18 | 16 | 82   |
| 36           | TR  | 17 | 16 | 17 | 18 | 18 | 86   |
| 37           | TW  | 16 | 15 | 16 | 17 | 17 | 81   |
| 38           | UFN | 15 | 15 | 14 | 14 | 16 | 74   |
| 39           | WSN | 18 | 17 | 17 | 16 | 19 | 87   |
| 40           | MHK | 16 | 16 | 17 | 15 | 16 | 80   |
| 41           | NKS | 18 | 17 | 18 | 19 | 18 | 90   |
| <b>TOTAL</b> |     |    |    |    |    |    | 3401 |

**Students who pass the KKM**

Based on the data above, the writer highlighted the students who passed the KKM (75), and to get the result in cycle 2, the writer calculated the mean score by employing the formula that has already been previously pointed out.

$$x = \frac{\text{Students Score}}{n}$$

$$x = \frac{3401}{41}$$

$$x = 82,95\% \quad \text{The category of scoring: } 82,95\% = \text{Good}$$

Next, to know the class percentage that passed the target score of minimal category level or

**Kriteria Ketuntasan Maksimal (KKM)**, the writer used the following formula :

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{39}{41} \times 100\%$$

$$p = 95,12\%$$

Speaking is an activity that is difficult, because it speaks not just pull out of words and sounds, but the preparation of the ideas developed in accordance with the listener or listeners (Mulgrave in Tarigan, 2008: 16). Difficulty speaking in front of publics affected by several

things which may hamper when speaking in public. These constraints may be fear, anxiety, and depression. The third feeling that can make people less confident, even can make someone feel unable to speak in front of publics.

The aspects of speech is learned that the learning activities of exploration students in X-IPS 3, the teachers engage learners in searching and collecting information, using the media to enrich the experience of managing information, facilitate learners interact so active learners, encouraging learners to observe a variety of symptoms, catch the signs that distinguish the symptoms in other events, observing the objects in the field and laboratory.

Based on interviews with teachers teaching glance SMA Negeri 1 Sei Rampah IPA grade X-IPS 3, on 9 September 2016 the students in X-IPS 3 SMA Negeri 1 Sei Rampah have difficulty with speaking achievement. According the teacher, students' difficulty in speaking achievement in explain how to prepare something done or accomplished through a sequence of actions or steps that true or called by *Procedure Text*.

Adopting the times are full of technology, the learning activities exploration in procedure text can be realized by the media in accordance with the learning technology developed at this time, and the method in question is the method of real media. Text Procedure learning using real media is used to motivate students, teachers facilitate students to bring items that will demonstrated or practiced in front of the class about how making a work (for example: how to make a tea).

So, using learning activities exploration in teaching speaking is the most useful for the students of SMA N 1 Sei Rampah of tenth grade senior high school. The use of learning activities exploration, the teachers engaged the students in search of knowledge and accumulate

information, used the media for enriching experience, and facilitated the students to interact so the students become active in speaking.

The researcher hope that the using of learning activities exploration brings a better result. As an English teacher, we should create a good method or technique in teaching and learning English. So that the students interest and enjoyable atmosphere in the classroom in studying English especially teaching speaking. Therefore, the researcher to choosed the thesis “Improving Students’ Speaking Achievement through Learning Activities Exploration at SMA N 1 Sei Rampah”.

## **B. The Identification of the Problem**

Based on the background previously, the problems was identified:

1. The students difficult to speak English well
2. The teacher did not create a good method in teaching and learning English
3. The students are less empowered to seek the source of lessons

## **C. The Scope and Limitation**

The scope of this research is speaking and the study was limited in teaching speaking through learning activities exploration in procedure text.

## **D. The Formulation of the Problem**

This research formulated question, is there any improvement of applying learning activities exploration on the students’ speaking achievement?

## **E. The Objective of the Study**

The objective of the study was formulated, to investigate the improvement of students' speaking achievement in speaking English through learning activities exploration

## **F. The Significance of the Study**

The findings of the research was expected to be useful for :

### 1. Theoretically

The findings are expected to be useful to increase students' achievement in teaching speaking especially teaching procedure text.

### 2. Practically

a. Benefits for students, to improve speaking achievement in learning activities

exploration especially in procedure text.

b. Benefits for teachers, ensuring that media in learning speaking achievement especially Procedure Text, and can develop the skills of teachers, especially in applying learning Procedure Text.

c. Benefits for schools, this study is expected to increase the quality of teaching and learning in school and create output students quality.

d. Benefits for the readers, by reading this research can add their knowledge and can apply this knowledge in their own used only.

Ongky Hojanto (2013: 22) states that through speaking we can convey ideas or thoughts to the people effectively and the respective. In their discussion on the nature of spoken language, The



teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well formed sentences which are integrated into highly structured paragraphs.

## **1.2 Teaching Speaking in Senior High School**

Drs. Syaiful Bahri Djamarah (2008: 46-47) states when the language used by students in senior high school as a means communication then there are certain purposes that wanted to communicate through speaking with friends. Speaking not only used the students to express thoughts and purposeful, but also to open the spiritual field to a higher level, and to develop response functions, feelings, intellect and will. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life. Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought
- b. They have a whole range of life experiences to draw on
- c. They have expectations about the learning process and may already have their own set patterns of learning
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom

e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too. As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the achievements of English communicative competence.

### **1.3 Teaching Speaking in Procedure Text through Learning Activities Exploration**

Teaching speaking on procedure text material through learning activities are the exploration of teaching and learning activities about how something is done or accomplished through a sequence of actions or steps that really are referring to their speaking ability.

The activities of teacher and students through learning activities exploration as follows :

a. The First Cycle

The First cycle are students do an active role in seeking from various sources, namely:

1. Before closing the learning activity on the previous material, the teacher assigns students to find pictures of food or drink per group. Each group consisted of five students. The picture may be taken from various sources like the internet, magazines, newspapers and so on
2. On the next day, before entering the lesson of procedure text, the teacher ensure or check again whether the student has been collecting data well
3. Teacher explains the material of the material procedure text
4. After the material described, the teacher gives a test to students
5. The students assigned to make conversation about the sequence of manufacturing steps of the images that have been taken by each group
6. Students discusses to accomplish their test
7. The students present their conversation in front of the class
8. Teachers assess students' achievement to speak in accordance with the assessment procedures speaking
9. Teachers repairs from errors contained mistakes when students presented their tests
10. Teacher closes by concluding the lesson

b. The Second Cycle

The second cycle is do to correct existing deficiencies in cycle 1. These improvements are planned by the observer or an English teacher in the classroom, whether it be material, method, or test. It aims to improve their speaking achievement.

## **2. Speaking Achievement**

Speaking achievement can be defined as what students have reached so far in their speaking ability after studying and practicing the speaking itself. Whether their speaking has been improved or not can be measured through the significant improvement of scores toward the act and utterance of the speaker. Sauvignon (1983) quoted Platt and Weber's statement that speaking as one of the communication competences has several essential characteristics.

Communication competences include:

- a. Knowledge of the rules of speaking, know how to begin and end conversation, know what topics can be talked about in different types of speaking events, know which address forms should be used with situation.
- b. Know how to use and respond 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.

## **3. Procedure Text**

### **3.1 Definition of Procedure Text**

Definition of procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

The generic structures of procedure text are :

- a. Goal/aim ( or title)
- b. Materials (not required for all procedural texts)
- c. Steps (the actions that must be taken)

### **3.2 Language Features of Procedure Text**

- a. Simple Present Tense
- b. Use of imperatives (e.g.: cut, don't mix)
- c. Use of action verbs (e.g.: turn, put, mix)
- d. Use of connectives (e.g. : first, then, finally, ...)
- e. Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top)

### **3.3 Generic Structure of Procedure Text**

1. Goal : It is containt the purpose of the text. (e.g. How to make Lemon Tea)
2. Material or Ingredient : it is containt of the materials that used in the process. (e.g. the material to make Lemon Tea are: 3 slices of lemon, 2 teabags, small pot, hot water, cup (500-550mL), and ice.

3. Step : it is containt of the steps to make something in the goal. (e.g. first, take 300mL of boiling water and put it in a pot,... )

### **3.4 Purpose of a Procedure Text**

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or To help us do a task or make something. They can be a set of instructions or directions.

Example of Procedure :

#### **HOW TO MAKE A LEMON TEA**

##### **Ingredients:**

1. 3 slices of lemon
2. 2 teabags
3. small pot
4. hot water
5. cup (500-550mL)
6. ice

##### **Steps:**

1. Take 300mL of boiling water and put it in pot
2. Turn on the heat to high
3. Add two tea bags to the boiling water
4. Let the tea bags soak in the water for a minute
5. Take out the tea bags and add sugar (it depends on how you sweet you want it)

6. Stir the sugar until it dissolve
7. Turn on the heat to medium and cover it with a lid
8. Grab a cup that is 500-550 mL in size and fill the cup halfway the ice
9. Bring the water to a boil and add the lemon slices
10. Let it boil for 1 minute
11. Pour mixture into the iced filled cup

#### **4. Learning Activities**

Learning activities is a process containing a series of activities of teachers and students on the basis of reciprocal relationships that take place in an educational situation in order to achieve certain goals. According to Winarno (1983) learning activities is the ongoing process of learning and teaching students in class. Implementation of learning activities is the interaction of teachers and students in order to deliver learning materials to students and to achieve the learning objectives. From these definitions in mind that in the learning process, there are several elements which are learning as a process that aims to teaching students in the classroom. In learning activities occur educative process of interaction between teachers and students. The activities carried out can lead to the one goal is to achieve learning objectives have been defined previously.

The other view is in line with it is put forward by Ali (1992) that the implementation of learning is the implementation of strategies that have been designed to achieve the learning objectives. Strategies, approaches, principles of learning methods aimed to achieve the learning objectives of efficient and effective. Based on the two limitations mentioned above, it is understood that the learning process is a form of the activities carried out by teachers and

students to establish communication educative using strategies, approaches, principles and certain methods in order to achieve effective learning and efficient by planning example lesson plan was created earlier. Therefore, learning activities should be carried out properly and optimally so that the learning objectives can be achieved properly and optimally anyway.

## **5. Learning Activities Exploration**

In exploration activities, teachers engage learners in searching and collecting information, using the media to enrich the experience of managing information, facilitate learners to interact so that learners actively, encouraging learners to observe a variety of symptoms, catch the signs that distinguish the symptoms on other events, observe objects in the field and laboratory.

The activities of teachers and students in learning activities exploration cycle are :

a. Students :

1. Dig up information by reading, discussing, or trial
2. Collect and process data

b. Teachers :

1. Use a variety of approaches and media
2. Facilitating the interaction between all learners, students with teachers, and learners with learning resources
3. Engage actively learners

Wayne B. Jennings, chair of the International Association for Learning Alternatives, noted how current brain research has shed light on how to accelerate the learning process: “Brain based learning means major increases of input and experiential learning. Use the real community: field trips, speakers, action projects. Involve students in planning the what and how of learning, the operation of the school, the events and activities of classrooms. Work on real products and



services to the school and community. Increase simulations, role playing, panels, debates, surveys, newsletters, running small businesses, researching topics of interest, decorating the school. Textbooks become references; use more libraries, museums, videos, reference data bases, films, magazines, newspapers, booklets, and interviews.

## **6. The Advantages of Learning Activities Exploration**

Related to the process of learning:

1. Exploration activities are activities undertaken students / learners to gain new experience under the guidance of teachers
2. Work processes in facilitating the learning process of students from not knowing to knowing
3. They described a deep understanding to provide in-depth response also

## **B. Conceptual Framework**

This research concept is about teaching speaking through learning activities exploration. Learning activities exploration is learning in activities that help students learn how to dig up information by reading, discussing and trial, facilitating the interaction between all learners, students with teachers, and learners with learning resources. In teaching speaking through learning activities exploration in procedure text, there are steps where the students Learners will be divided into several groups, each group consist of 5 peoples. Furthermore, each group will be given the task to explore, by searching procedure text media in lessons outside of school, for example such as how to make lemon tea. Students are given the task to bring the tools and materials to make the lemon tea and looking from various sources about the manner and order of lemon tea.

When the students found the answer, for example, obtained information that makes lemon tea can be done in various ways, for example: tea, lemon, sugar, and warm water. Furthermore, the students will to practice a variety of ways. So, it can make students don't get bored and more attractive and active in teaching learning process.

### C. Related Research

Related research of this research are "Learning Activities Exploration to Improving Students' Speaking Skill" published by International Journal of Educational Researchers, made by Agus Darmuki, Andayani, Joko Nurkamto, and Kundharu Saddhono in 2016.

**Table 3.1**

**Research Subject**

| <b>No.</b>   | <b>Class</b> | <b>Male</b> | <b>Female</b> |
|--------------|--------------|-------------|---------------|
| 1.           | X IPS-3      | 15          | 26            |
| <b>Total</b> |              | <b>41</b>   |               |

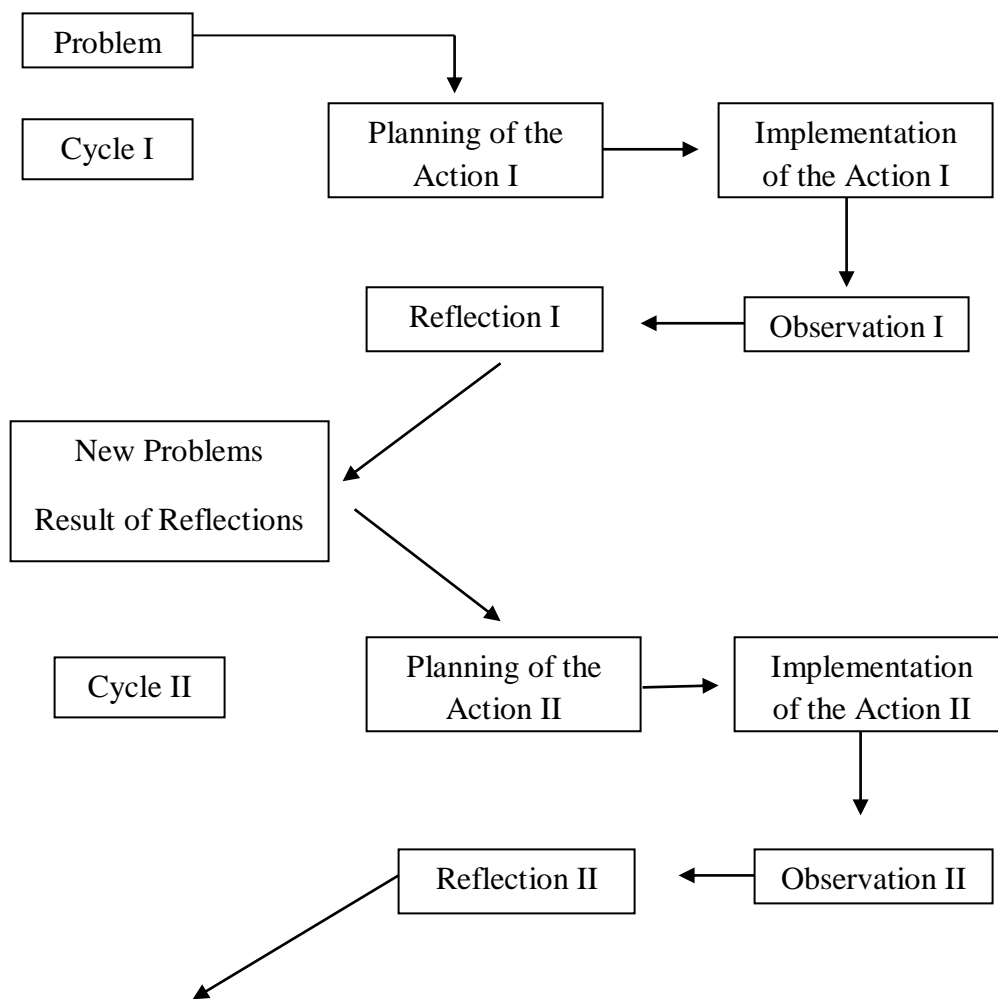
### C. Research Design

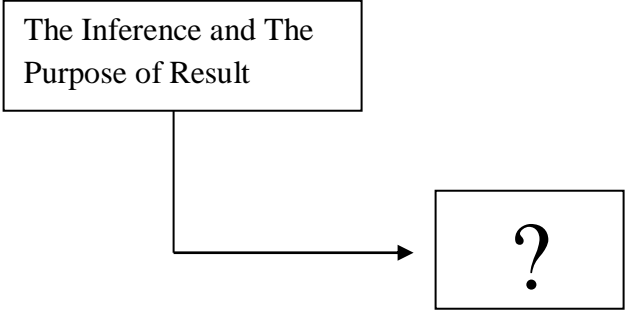
This research was observed in classroom. Action Research by Learning Activities Exploration as main target. This research attempted to explain the influence of Learning Activities Exploration to improve students achievement in speaking grade X IPS-3.

The application of the approach to action research in two cycles namely, cycle I and cycle II. Action research continuously in some cycles that consist of planning, action, observation, and reflection.

Table 3.2 CAR Kemmis & Mc Taggart

In Prof. Mohammad Ali (2014: 203)



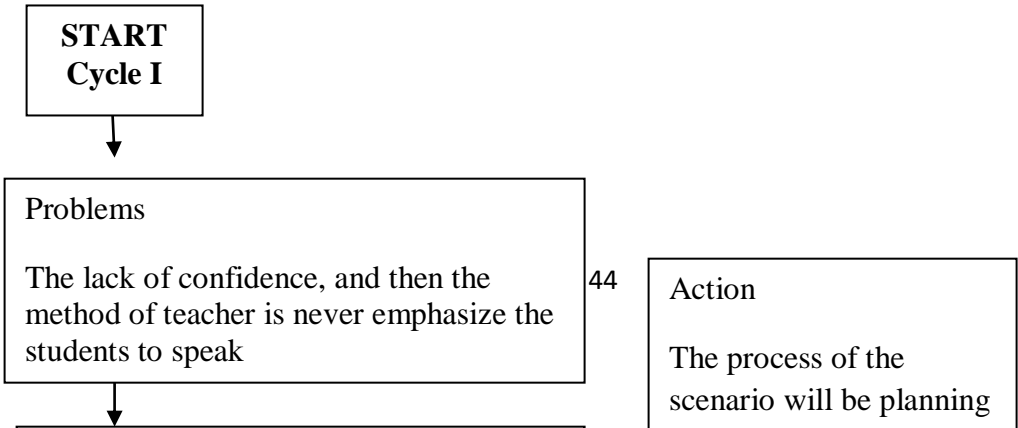


In this methodology the researcher applied classroom action research which further defined as a cyclic of action. In Prof. Mohammad Ali (2014: 203) states “The problems begins with the first cycle consists of four activities, namely planning, action, observation and reflection. Based on this first cycle, the teacher will know where successes and failures or obstacles encountered in the first cycle. Therefore, teachers redefined the action plan for the second cycle. Activity in the second cycle may include activities as is done in the first cycle, but has already made improvements or additions by obstacles or failures encountered in the first cycle”.

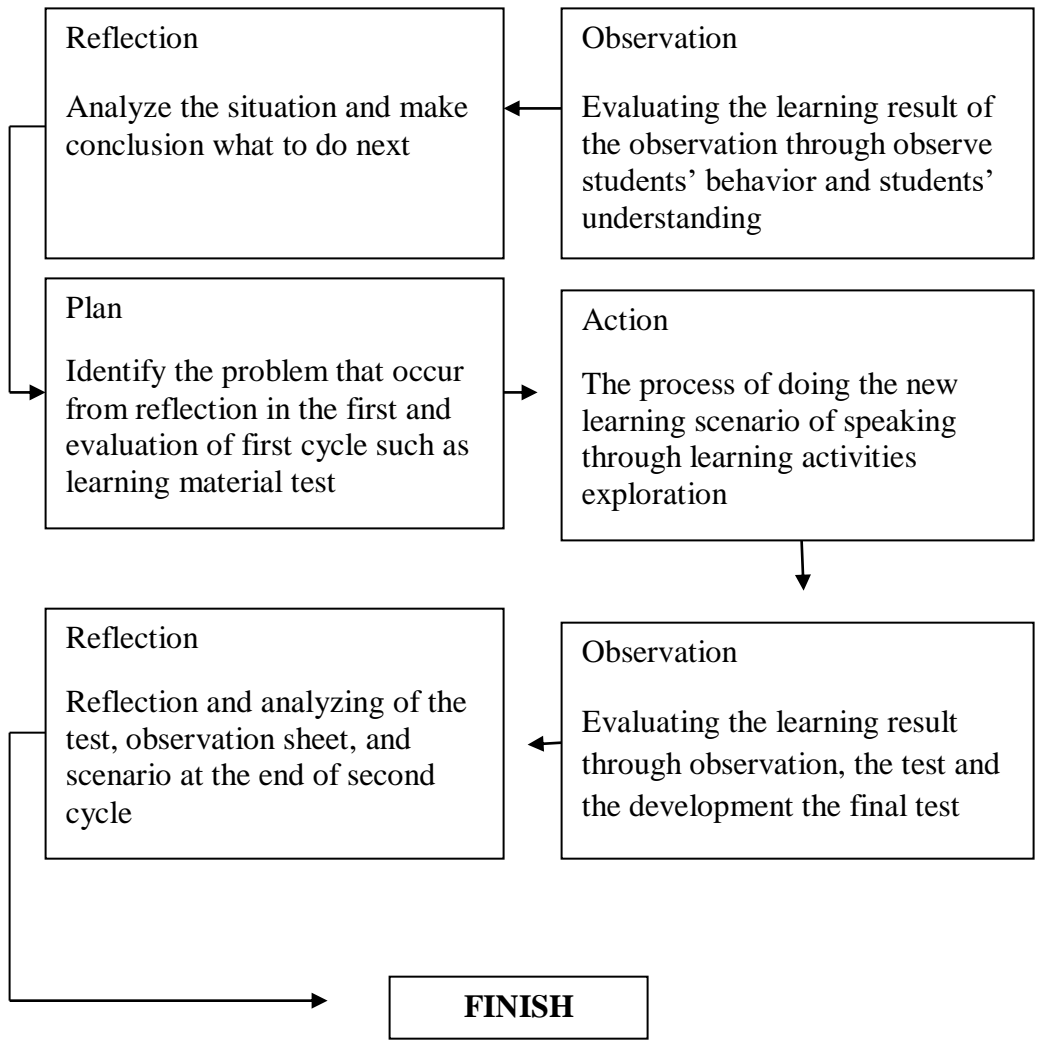
The researcher done the research in two cycle in every cycle include two meeting, there are cycle I and cycle I.

Table 3.3

**Teaching Cycles**



**Cycle II**



#### **D. Research Instrument**

According to Prof. Dr. Suharsimi Arikunto (2014: 92) “Instrument is something that has a very important position, because instrument will determine the quality of the data collected. The higher the quality of the instrument, the higher the evaluation results.” Instrument of research which use in this research are:

1. Interview

Interviews used to collect information about students' attitude, perception, point of view and feeling in learning English.

2. The Test

To get data, the researcher did some test. In speaking testing the researcher makes test which is suitable to measure students' speaking achievement. The researcher tests the student by asking them to give a report orally either in individual test or group test based on the topic given. The time given is five minutes.

3. Observation Sheet

Observation Sheet used to identify all the conditions that happened during the teaching learning process.

4. Camera Record

Camera record used to recording the whole of activities.

### E. Technique of Data Collection

There are some procedures in collecting:

1. Assign students to finds pictures, such as food or drink
2. The students assigned to make conversation from each group
3. Teacher assess students achievement with assessment procedures speaking :
  - a. 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 askes to repeat |
| 0-4   | Very Poor | Pronunciation problem  |

|  |  |  |
|--|--|--|
|  |  | so ever as to make<br>speech virtually<br>unintelligible |
|--|--|--|

b. Accent

|       |           |  |
|-------|-----------|--|
| 17-20 | Very Good | Native pronunciation<br>with no trace of foreign<br>accent   |
| 13-16 | Good      | There is no conspicuous<br>mispronunciation, but<br>would not be taken from<br>native speaker  |
| 9-12  | Fair      | Marked foreign accent<br>and occasional  |
| 5-8   | Poor      | Mispronunciation that<br>do not interface with<br>understanding foreign<br>accent requires<br>concentrated listening<br>and mispronunciation<br>lead to occasional<br>misunderstanding and<br>apparent errors in |



|     |           |   |
|-----|-----------|---|
|     |           | grammar as vocabulary   |
| 0-4 | Very Poor | Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition |

c. 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<br>restrict him to basic<br>pattern                                 |
| 0-4 | Very Poor | Errors in grammar and<br>word order as severe as<br>to make speech virtually<br>intelligible |

d. Vocabulary

|       |           |  |
|-------|-----------|--|
| 17-20 | Very Good | Use of vocabulary and<br>idioms is virtually that<br>native speaker  |
| 13-16 | Good      | Sometimes uses<br>inappropriate terms<br>and/or must rephrase<br>ideas because of lexical<br>inadequate vocabulary |
| 9-12  | Fair      | Frequently uses the<br>wrong word conversation<br>some what limited<br>because of in adequate<br>vocabulary        |
| 5-8   | Poor      | Misuese of word and<br>limited vocabulary make   |

|     |           |   |
|-----|-----------|---|
|     |           | comprehension quite difficult   |
| 0-4 | Very Poor | Vocabulary limitation so extreme as to make conversation virtually impossible |

e. 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 classified in quantitative and qualitative system. These scale will show as follows:

| Qualitative Forms | Quantitative Forms |
|-------------------|--------------------|
| Very Good         | 01-100             |
| Good              | 61-80              |
| Poor              | 21-40              |
| Very Poor         | 0-20               |

#### **F. Technique of Analyzing Data**

This study applied qualitative and quantitative data. The qualitative data taken from describing the situation during the teaching and learning processes and to see the students' opinion as well as their feeling during the teaching and learning activity. Qualitative data used to analyze the score of the students. By applying these data, it expected to get satisfy result. The qualitative data analyzed from the observation sheet, interview, and diary notes. The quantitative data taken from computing the score of speaking test students.

To know the development of the students' score for each cycle, the test was computed by applied the following formula:

$$\bar{x} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

Where:

$\bar{x}$  = The average count

$x_i$  = Students score

$n$  = The total number of students

Prof. Dr. Suharsimi Arikunto, (2014: 152)

The category of scoring:

90% - 100% = Very Good

80% - 89% = Good

65% - 79% = Enough

55% - 64% = Less

0% - 54% = Bad

while the students repeat it together, and the she give the meaning of the dialogue.

## **2. The Result of Observation**

This observation was conducted in order to know the teaching learning process directly before implementing Classroom Action Research (CAR). Based on the observation notes conducted on Friday, January 27<sup>th</sup> 2017 at 12.30 that was known in teaching speaking at the X IPS 3 grade students of SMA N 1 Sei Rampah in the 2016/2017 academic year, the teacher used

teacher method of dialogue. The students were assigned to create a conversation about the recount text in pairs. The teacher then call one of the student and the student to practice in front of the class.

The use of strategy like this, would be an ongoing problem for students in learning and understanding oral English usage. Moreover, students whose vocabulary, were limited in which unable them to say anything to communicate. It brings about silent toward and is lacking in speaking achievement in using expression likely in real communication.