

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT WITH FLASHCARD
THROUGH DRILLING TECHNIQUE**

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF
MUHAMMADIYAH SUMATERA UTARA MEDAN**

2019



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/09/2019	Chapter I	
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26/09/2019	Chapter IV	
	Chapter V	
	Grammar	
27/09/2019	Abstract	
	Chapter IV	
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	Appendix	
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ABSTRACT

Nindi Vourezky. 1502050239 “Improving Students Speaking Achievement With Flashcard Through Drilling Technique”. Thesis English Department the Faculty of Teachers Training and Education University of Muhammadiyah Sumatera Utara. (UMSU), Medan 2019

This research deals with classroom action research which is mainly aimed to improve the students' speaking achievement through implementing drilling technique assisted by media flashcard, it was conducted at VII-3 grade class in to cycles activities. The data were classified into quantitative data and qualitative data in which collected through observation sheet, interview, diary note, speaking test. The criteria of ability was 70 which based on minimum ability criterion (KKM) of SMP Swasta Bandung. Based on the speaking test the mean score of pre-test was 28.3, in first cycle test the mean of score was 66.6 and the second cycle test the mean of score was 83. The improvement also can be seen from the percentage of the students' speaking achievement, in pre-test was 0% students can get point more than 70. In first cycle test was 53.4% students get point more than 70. In second cycle test 100% students got point more than 70, it means that teaching by using drilling technique can help students to improve them in speaking achievement. This technique also make the students feel enjoy, comfortable, and more creative to create the ideas without worrying make mistakes through media flashcard.

Keyword: Classroom Action Research, Drilling Technique and Speaking Achievement

ACKNOWLEDGMENTS



In the name of Allah SWT, the most beneficent, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Secondly, blessing and peace is upon the prophets Muhammad SAW who has brought human beings from the darkness into brightness era. Thank to her beloved parents Normatias and Nurlaili Hulu. For their support morally and materially during her academic years in completing her study at Faculty of Teacher Training and education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle *“Improving Students Speaking Achievement With Flashcard Through Drilling Technique”*, the researcher faced a lot of difficulties, obstacles and problems and without much help from the following person, it was impossible for her to finish it.

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara Medan.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, the dean of FKIP UMSU, who has given her recommendation to carry out this study.

3. Mandra Saragih, S.Pd, M.Hum and Firman Ginting, S.Pd, M.Hum, the Head and Secretary of English Department in Faculty of Teacher Training and Education university of Muhammadiyah Sumatera Utara for their encouragement in completing this research.
4. Her beloved Supervisor Mandra Saragih, S.Pd, thank for all guidance, knowledge, suggestion, support, time, spirit, and pray.
5. Her beloved Reviewer Dra. Diani Syahputri S.Pd, M.Hum, thank for all guidance, knowledge, suggestion, support, time, spirit, and pray.
6. Faisal Lubis S.Pd (Headmaster) of SMP Swasta Bandung. Thanks for all guidance, knowledge, suggestion, support and advice.
7. All of lectures of FKIP of University of Muhammadiyah Sumatera Utara, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
8. All of the teacher in SMP Swasta Bandung. Thanks for all support, knowledge, suggestion, support, etc.
9. All of the students (VII-3) of SMP Swasta Bandung that helped her to observation this study.
10. All of beloved families. Thanks a lot of for the pray and support.
11. Her beloved friends Lili Elisa, Yulia Oktazena, Nanda Kumala Dewi, Dinda Malinda Lubis, Dewi Fatimah, and Bella Novira .

12. All the classmate in VIII-D Morning English class. All her friends and all people who had support and help her so help so researcher can resolves this study. Thank you so much for all.

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

Medan, 2019

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

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

Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Although speaking skill is very essential to support further oral communication it is the most difficult skill to develop. Speaking needs practicing as often as possible. Many students are very difficult to speak English because it is caused by several factors. According to Hornby (1995). “five factors play an important role the production of an appropriate speech, (1) *Pronunciation* which includes the segmental features-vowels and consonant and the stress an intonation patterns, (2)

Grammar, i.e., producing the correct form of sentence, (3) *vocabulary* which has to do with appropriate word-choice with respect to its context, (4) *fluency* which is the ease and speed of the flow of speech, and (5) *self-confidence* which is seen and as a crucial affective factor in the speaking competence”.

Based on the theory above, the researcher gets some problems still difficult to speak English. It is caused by several factors namely: (a) lack of confidence (b) lack of pronunciation, and (c) lack of vocabulary. It is so difficult for students to apply learning English in daily life. Lack of confidence in students, it is very difficult for students to speak in English in front of the class when called by the teacher. They can only talk of a teacher in teaching speaking in a book. Thus, the task of a teacher in teaching speaking should be able to provide individualized approaches to the students so that their speaking skills can improve slowly. So, naturally if the pronunciation of students in English. They can only focus on how to know the English language and can speak English well. When it has been mastered by students, it is not difficult for teachers to improve the pronunciation of students in English.

Based on the problems, the researcher provides a solution to the drilling technique. This technique is very suitable for foreign language especially for young learners because it emphasizes repeating through oral practice that makes foreign language getting accustomed to teacher's control. There are many ways of teaching that the teachers need to pay attention to improve student's speaking. Considering the writer focus on junior high school in seven graders, the

supporting media below may help teachers to facilitate what should be taught in their ages. These supporting media focus on speaking achievement is flashcards.

B. Identification of problem

Based on the background above the writer identified the problems as follows:

1. The students have low speaking ability.
2. The students have limited time to practice speaking English in the classroom.
3. The teachers in teaching speaking is less interesting for students.
4. The students do not have motivation to improve their speaking ability because the lack of simulation

C. Scope and Limitation

Based on the explanation on the identification of the problem above, it is clear that there are so many problems that the researcher found in the junior high school that the improving of students speaking. Therefore, this study focused on improvement the speaking ability in the English teaching and learning process at junior high school through drilling technique with flashcard as a media of students.

D. Formulation of the Problem

Based on limitation of the problem above, the writer formulated the problem as follows :is there a significant improvement of using Drilling Technique towards students speaking ability with flashcards media at junior high school.

E. Objective of the Study

The subject of this research is to describe whether there is a significant improvement of using Drilling Technique with flash card towards students speaking ability.

F. Significance of the study

in this research, The significant of the research is:

1. Theoretically

This research hopefully will provide information for English teacher that drilling technique to teach speaking and additional information for further research.

2. Practically

- a. It is expected to the English teacher about how to apply drilling technique in teaching and learning process.
- b. Giving description to English teacher about how to apply Drilling technique with flashcard as a media in teaching and learning process.
- c. Motivate students in learning English to improve their speaking ability.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories needed to explain some concept applies concerning the research. The theories must be classified to avoid confusion. The following theories used in this study.

1. The Nature of Speaking

Communication is defined as a continued process of expression, interpretation and Brown (2001) states that when someone speaks a language it means that he/has can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language. According to Harmer (1991) reading and listening are classified as receptive skills while speaking and writing are productive skills. Cameron (2001:40) states that speaking is the active use of language to express and to share meanings so that other people can make sense of them. Lines and Nunan (2005:47) state that speaking is equally important in young learners overall language development. In relation to that thornbury (2001) states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with the little time for detailed planning. Further, he adds the

nature of speaking means that the grammar of the written language. Therefore, the study of written grammar may not be the most efficient preparation for speaking.

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

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007, p. 237) comments that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages it can be concluded that speaking is a productive skill hat communicate the conversation and it can be done not only orally but also by nosy language.

It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of

achieving goals that involves transferring messages across. To support those definitions or speaking, there are the micro skills of oral communication from Brown (2001, p. 271) :

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English, stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral productions and use various strategic devices-pauses, fillers, self-corrections, back tracking-to enhance the clarity of the message.
8. Use grammatical word classes (noun,verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and alliptical forms.
9. Produce speech in natural constituent-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face-to-face conversations.
14. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words and spelling for help.

2. The element of speaking

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

- a) Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns).

As states by Harmer (2007, p. 343), if students want to be able to speak fluency in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.

b) Grammar

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

c) Vocabulary

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

d) Fluency

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

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

3. Types of Speaking Performances

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

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and orally repeat some words.

b. Intensive

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

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small

talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

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

f. Extensive (monologue)

Teachers gives students extended monologue in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. Classroom Speaking Activities

Teaching speaking should be taught through attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001,

p. 348-352) states six classroom speaking activities. They are acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts activities that should be considered by the teachers in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre director who draws attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication among students. The games are made based on the principle of the information gap so that one student has to talk to his/her partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001, p. 272) discussion range is divided into several stages from highly formal interactions.

The first is the buzz group that can be used for a whole range of discussion. For example, the students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is giving instant comment which can train the students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their mind.

The last was formal debate. The students are asked to prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' argument whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they

are prepared and more 'writing like'. However, if it is possible, the students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both the questionnaire and respondent have something to say to each other, students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a recorder, who helps them in the design process.

Those activities can be used by teachers to teach speaking. The teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. The teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, the teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far can speak, say and express their feeling in English.

5. Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "instruction". Teaching is an interactive activity between the teacher and students involving class room talk.

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

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

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to messages-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies

According to Nunan (2003, p. 54-55), there are some principles for teaching speaking. Some of which are explained as follows;

1. Give students practice with both fluency and accuracy

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

2. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and students talk time should be more. It is important for language teachers do not take up all the time. Pair work and group work can be used to interact and practice the language with other students.

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

1. Awareness – learners are made aware of features of target language knowledge,
2. Appropriation – these features are integrated into their existing knowledge-base,
3. Autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

B. The Use of Drilling technique

Drilling technique is a technique for teaching language through dialogue which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken (Setiyadi, 2006, p. 54), in addition, drill is part of audio-lingual method (ALM). On the other hand, drill means forcing the students to use the target language. There are several types of drilling techniques in ALM (Setiyadi, 2006, p. 63-66), which are repletion drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. In this study, the writer chose three of them: repetition drill, substitution drill, and translation drill.

They are the types of drill that are, in the writer's opinion, needed by students. The drills can be adjusted to the classroom dynamics during the teaching and learning process. Using drilling technique, the teacher should drill the students to use the target language and make it familiar in order that the students can remember and understand new vocabulary. During the teaching learning process, the students are dependent on the teacher. The teacher can also use more than one drill to improve the teaching and learning process.

Drills are practice, and will help learners develop automatic responses, when learners are able to provide quick responses, they will become highly motivated; as a result, their foreign language learning process will get easier. Through repetition, learners form habits. Larsen-Freeman (2000) comments 'the more often

something is repeated, the stronger the habit and the learning". When learners put these habits into practice, they will have an opportunity to maintain proficiency in the target language. Similarly, Rivers argues that "foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized" (1964, p. 19-22).

Drills are useful language materials to practice language chunks. At the same time, they will allow learners to comprehend language patterns with ease. This facilitating role of drills in foreign language learning will help learners to provide prompt responses without hesitation in real communications. When learners get it during drills, they will endeavor to do their best; consequently, drills are useful in that they will keep students focused for a better achievement. Drills in language learning can be used to practice grammatical structures and vocabulary items. For instance:

Teacher: I go to work, he

Students: He goes to work

Teacher: They

Student: They go to work

In this substitution drill learners will see how grammar works. These drills facilitate learning grammar effectively. Learners see how grammar functions through these drills, and they will master the grammar of the language with fun and ease.

Teacher: I read a book student: I

Don't read a book, Teacher: He

Rides a bicycle students: He

Doesn't ride a bicycle

Abundant repetition in foreign language learning might lead to boredom. Therefore, in order to make drills more motivating in learning process, Spratt (1991, p. 10-11) makes some suggestions:

They should look like real language, containing hesitations, proper social reaction such as exclamations, questions, or comments that require a response. They can even consider register and nonverbal elements.

The response should not be totally predictable; a variety of responses should be incorporated.

They should involve genuine reactions between or among the speakers.

They should be purposeful and based on topics of relevance to students

They should be sufficiently controlled and allow the teacher to observe how well learning has taken place.

They should allow for sustained language practice.

1. The Advantages of Drilling Technique

Drilling and practice is an effective way for students to learn. Drills refer to the repetitive practice of different skills. For example, a drill in language can entail having students write a list of words or equations repeatedly or using flashcard. Teachers can use drilling as a way to help students solidify newly learned skills. However, if they rely on drills heavily, students may only be learning things in order to get to the next step and not gaining a full understanding of the material.

The advantages of drills technique are Provides basic skills for students and Allow students to build on mastered skills. Practice and drills give students an opportunity to learn certain concepts quickly and effectively. Teaching students through various methods such as flashcards or repetitive rewriting can help them use these skills in different environment and many different ways, teaching it in different ways can accommodate students who have various learning styles. For example, some students who learn visually many benefit from rewriting a misspelled word in order to retain the correct spelling. Using various drills for various learning styles can help students integrate various tactics to remembering skills. Drilling and practice is an effective way for students to learn. Drills refer to entail having students write a list of words or equations repeatedly or using flashcard. Teachers can use drilling as a way to help students may only be

learning things in order to get to the next step and not gaining a full understanding of the material.

2. The Disadvantages of Drilling Technique

One of the disadvantages of drills is learners may repeat without understanding. To minimize errors, and to increase efficiency teachers should control over learners' productions. Though it has been to master a foreign language through drills, creating too much time for them in learning process may hinder learners from thinking. It is always useful to provide more varieties so that learners know what to produce in different environments.

Hard for students to focus when done too often, students who only learn through drills may get distracted and bored with practice drills, especially if they have already mastered the skills. After every student demonstrates knowledge concerning the subject, the drills and practice exercises should be used occasionally to maintain proficiency. Drilling and practice is an effective way for students to learn, drills refer to the repetitive practice of different skills. For example, a drill in language can entail having students write a list of word or equations repeatedly or using flashcards. Teachers can use drilling as a way to help students solidify newly learned skills. However if they rely on drills heavily, students may only be learning things in order to get to the next step and not gaining a full understanding of the material.

Students may not truly be relying on just remembering in order to take a test, but are not really understanding the material properly. If the learning becomes too

predictable, students may not gain clear knowledge about the skills they are supposed to master. They may just be memorizing the material and that can cause problems for them later on when trying to accomplish more complex tasks and learn more advanced lessons.

C. The innovation Flashcard

A description of the use of flashcard in teaching students of English as a second language (ESL) to interact by using dialogues for conversation should begin with a review of the literature concerning the form and content of flashcards. Flashcard are a type of data based instructional strategy that is usually associated with the direct instruction (DI) procedures, described by Silber, Carnie, and Stain (1981) for teaching math. In this procedure, the teacher presents flashcard and provides immediate feedback to students after allowing some time for the learner to respond and then rewarding correct responses and providing models for correcting errors. Errors cards are used again later in order for the learner to be able to master all of the concepts in the cards. DI flashcards, due to their procedure, have been used to master concepts and discrete items of curricula, especially in math (Karp & Voltz, 2000), and many times their use has been in the field of special education (Maccini & Gagnon, 2000).

Even though flashcard can be easily adapted to a variety of academic areas (Erbey, et al, 2011), in the field of language teaching, these flashcard are mostly focused on the mastery of sight words (Ruwe, et a, 2010), and thus they have become widely used as a way to learn vocabulary, and popularized under the

name of vocabulary flashcard. The ways in which flashcard are used today have also changed the procedure under which they were conceived, changing from a teacher-centered DI flashcard, to a self-study flashcard. The widespread use of vocabulary flashcard is no surprise since the use of DI Flashcard aligns perfectly for teaching items of language that are isolated from context, or discrete.

1. Interactions flashcards

In language learning a flashcard is typically considered to be any card printed with pictures, words or numbers and as part of a learning drill. Although this definition could be good enough for the purpose of this study, there are other details of flashcards that would help clarify the specific features of the kind of flashcard that was designed in the execution of this project.

The main characteristics of a flashcard are size, content, and nowadays. Due to the development of the information and communication technologies (ICT), format, many of these characteristics are not differentiating. Two identical flashcard except for their size, let's say one is bigger than the other, do not really have different impact on learning. Flashcards are usually designed to be about the size of a playing card just so they can be easily handled in a deck, not because they would be more effective. Similarly, two flashcard that are the same, except for their topic, one for math and another for English, would probably have the same impact on learning. This is why flashcards can be used to learn virtually any set of information.

In junior high schools, flashcards are often employed to help students with memorization of basic math principles. When used to teach a foreign language, they are usually proposed to help students review vocabulary words and their meanings. One study shows a setting in which students print an unfamiliar word on one side of an index card and on the other side, they write the sentence in which the word found, the dictionary pronunciation guide entry, and a paraphrase of the dictionary definition (Thompson, et al, 1984). This study showed that flashcard enhance interaction in the classroom and increase learners confidence.

Other characteristics of flashcard could be considered differentiating. When using a flashcard, the particular procedure that is followed could affect the learning level. The basic procedure consist of an individual holding up a card and showing one side of the card to another person, prompting a response. If the response is accurate, the next card is displayed and so on. However, some students use flashcards on their own to quiz themselves. There could be learning level differences between the social use of flashcards and their individual use. Also, the electronic variations of flashcards created and administered by computer software specially designed for this purpose and online flashcards that are available make it possible for students to have a procedural guide or study with sets of flashcard that are already made instead of creating their own. It may be that real flashcard and virtual flashcards have different effects on learning.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

The research carry out in SMP Swasta Bandung, this school located at Jln. Pengadilan no.72 Desa Bandar Setia, Kab. Deli Serdang. The research take place at SMP Swasta Bandung. The research apply at the junior high school.

B. Subject of Research

The subject of this research were atSMP Swasta Bandung academic year 2019/2020. And the sample is taken in the VII-3 class there are 30 students.

C. Research Design

Types of this research is CAR

Classroom Action Research (CAR) classroom Action Research means a research conduct in the classroom to know the result of an action applied on a subject research in the classroom. Acorrding to Arikunto (2006: 2-3) classroom action research, action and class. It can be describe as follows:

a) Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

b) Action is movement activity, which is done deliberately with a certain purpose.

c) Classrooms a group of students in same time and have same lesson from teacher

Based on three of main words, classroom action research (CAR) means research which is done by the teacher in teaching learning process to understand the situation and to improve the skill of the students in learning process.

Figure 3.1: The Cycle of Action Research.

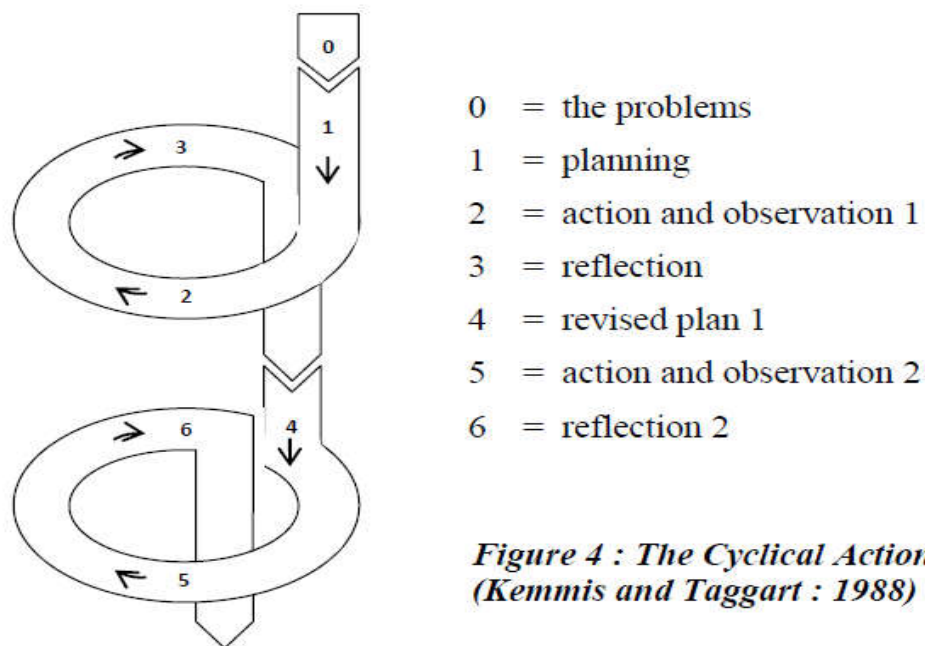


Figure 4 : The Cyclical Action Res (Kemmis and Taggart : 1988)

D. Implementation of Research

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

1. Cycle 1

a. Planning, will be done arrangement for doing something considering advance.

It will be purpose to teacher ads handbook which used in classroom in teaching learning process. Before running cycle I, all instruments such as lesson plan, observation sheet and diary notes had been prepared. The activities in planning are :

- 1) Making lesson plan.
- 2) Designing the material about the I love things around me by using flashcards as media.
- 3) Preparing observation sheets to know the students' condition and process of teaching learning and also to know students' increasing in speaking achievement by using drilling technique.
- 4) Preparing assessment to know the students' score in speaking by using drilling technique.

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

c. Observation, was purposed to find out information of attraction, such as the students' attitudes even obstacle that happen. That it was collected as the data that we was use as a basic of reflection. Observation was done together with the same time. It will be intend to discover the information about behavior, attitude, performance, activities, and even obstacle, during teaching learning in

speaking through drilling technique in the classroom. In doing observation, the researcher was help by the English teacher as the collaboration. So, observation should be done carefully.

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

2. Cycle II

- a. Planning**, according to evaluation in cycle I and found out the weakness in cycle I would repaired in cycle II. And the process in planning cycle II same with cycle I. The activities such as preparing lesson plan, preparing the material, preparing the observation sheet to know the students. Reaction and condition of the class when teaching learning process and also to know students' increasing in learning speaking through drilling technique. Preparing assessment to know the students' score in speaking skill through drilling technique.
- e. Action**, in this step the researcher was do the lesson plan had arranged in cycle I and also in cycle increased the weakness before. The material given in cycle

It same in cycle I. But all of the best was different. The teaching and learning process in action same in cycle I, it will be start from opening until closing.

- f. **Observation**, included implementation in a observation teaching and learning process in the classroom. It includes teaching and students' activities and the aim of the observation will be to control that teaching and learning process according planning or not.
- g. **Reflection**, in this phase will be to observe planning according to result in cycle I until cycle II. And also we will find out the weakness in cycle II decrease.

E. Research Instrument

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

1. Observation sheet

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

2. interview

Theinterview was use to collected information about students' attitude, perception, point of view and feeling in learning English.

3. Diary notes

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

4. Speaking test

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

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

Table 3.2
Based description of oral test

Components	Score maximal	Score	Description
Fluency: means able to speak smoothly and readily and refers to the ability of speakers to use the language very well.	20	1-5	Bad: The student has problem with fluency that makes him/her difficult to response and understand.
		5-10	Good: The student's speech is not very fluent and has a number of problems in reproduction.
		10-15	Better: The student's response is generally fluent with minor problems in processing words.

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

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

F. Technique of Collecting data

Data collecting is used to gather information, in this part is about classroom action research. This research was used some techniques to collect the data

a. Observation

In conducting the observation, the researcher uses field note and documentation. In accordance to Hopkins (1993: 104), keeping field notes is a way of reporting observation, reflections and reactions to classroom problem. ideally, they should be written as soon as possible after a lesson.

b. Test

Testing is number measuring a person ability, knowledge, or performance in a given domain (Brown, 2001: 3). In this research, the researcher used pre-test with drilling technique by media flashcards.

c. Videotape recorder

The videotape recorder is increasingly being used by teachers as a means of gathering general information about their teaching. It allows the teacher to observe many facets of his or her teaching quickly, and provides heuristic and accurate information for diagnosis (Hopkins, 1993: 115).

G. Technique of analyzing data

The researcher conducts the classroom action research of teaching speaking using the drilling technique at the twelve-year students of SMP Swatsa Bandung. In analyzing the data, the researcher uses quantitative and qualitative data analysis.

Qualitative and quantitative data is using in this study. The qualitative data is used to describe the situation during the teaching-learning process, and the quantitative data used to analyze the students' scores.

The quantitative data will analyze by using formula (Arikunto 2013: 315) as

following: $\tilde{x} = \frac{\sum x}{N}$

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

$\sum x$: The total score of students

N : The number of students

Next to categories the number of students who is pass the test successfully, the researcher apply the following formula:

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

Where :

P : The percentage of those who getting scores

R : The number of students getting score

T : The total number of students

CHAPTER IV
DATA AND DATA ANALYSIS

A. DATA

The data of this research consisted of two kinds. They were quantitative data and qualitative data that got from students' score on speaking with drilling technique through flashcard media and qualitative data that got from observation sheet and interview.

B. Data Analysis

1. The Quantitative Data

a) Pre-Test

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

Table 1.1 Total score pre-test of the students'

No	Students' initial name	Pre-test score
1	ARL	20
2	AA	30
3	AL	30
4	AN	30
5	ARR	20
6	CC	20
7	DI	30
8	DC	40
9	EJP	40
10	FF	20
11	FF	20

12	GS	20
13	JL	30
14	MP	20
15	MA	30
16	MISH	20
17	MAR	20
18	NPM	20
19	MI	30
20	NPM	20
21	PA	50
22	R	40
23	RA	20
24	RA	50
25	SK	40
26	SN	20
27	S	20
28	TC	30
29	YK	50
30	Z	20
Total Number		850
Mean Score		28.3

Based on the result in the Pre-Test from the test, the total score of the students was 850 and the number of students 30, so the mean was $x = \frac{850}{30} = 28.3$. The students who got score 70 was 0 students or 0%. So the students frequency in pre-test was 100%. From the pre-test also proved that students could not understand about materials.

1. Planning

The researcher arranged the lesson plan which apply drilling technique. And preparing instrument used in teaching, there were observation sheet, interview sheet and then preparing a test, the test consist Pre-test and Post-test and the last the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

2.Action

The procedure of the action :

Teachers' activity

- a. The teacher came to the class on time
- b. The teacher opened the class by greeting the students
- c. The teacher gave the motivation before learning
- d. The teacher gave the explanation about the materials and give the example.
- e. The teacher gave the test to the student about the materials.

Students activity

- a. The students came to the class on time
- b. The students answered the greeting from the teacher
- c. The students gave their attention when the teacher explained about the materials.
- d. The students to do the test based on the materials.

3. Observation

In this step the students were still confused about the materials because they lack of the vocabulary. In pre test the student need long time to answer the speaking test, but in post test they could finish to answer the text in 10-15 minutes. Moreover the class was more condusive than usual and they were very curious about the materials.

4. Reflection

Based on the observation and the result students test, it was known the teaching and learning speaking through drilling technique with flashcard media did not satisfied and still had to improvement. The test showed many students got score less than 70. Therefore the researcher still failed to applied drilling technique in learning process. After pre-test was done, the researcher needed to continue in cycle 1 to given the improvement in teaching and learning process.

From the cycle I the data showed that all the score of pre-test and post-test still many student got scores less than 70 (KKM). There were 16 students got scores passed KKM (70). Therefore the reseacher decided to next cycle II to make the achievement of the student in speaking.

b) Cycle I

In cycle I post-test were given and their data was show in the below :

Table 2.1 Total score of the students'

No	Students' initial name	Post test
		Cycle I
1	ARL	60
2	AA	60
3	AL	50
4	AN	70
5	ARR	50
6	CC	90
7	DI	80
8	DC	70
9	EJP	60
10	FF	70
11	FF	50
12	GS	80
13	JL	80

14	MP	60
15	MA	50
16	MISH	60
17	MAR	60
18	NPM	50
19	MI	70
20	NPM	50
21	PA	60
22	R	80
23	RA	90
24	RA	70
25	SK	70
26	SN	80
27	S	70
28	TC	60
29	YK	80
30	Z	70
Total Number		2000
Mean Score		66.6

Based on the result in the Cycle I from the test, the total score of the students was 2000 and the number of students 30, so the mean was $x = \frac{2000}{30} = 66.6$. The students who got score 70 was 16 students or 53.4%. So the students frequency in cycle I was 53.4%. From the pre-test also proved that students could not understand about materials.

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

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test,

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

b. Action

In this step, there was some activities that had been done by the researcher. Firstly the researcher explained about the materials, and give some example to make the students more understood. The teacher was applied Drilling technique with media flashcard. The teacher ask the students to practices has finished.

c. Observing

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

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning speaking by implementing of drilling technique with media flashcard, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. The reflection, the researcher knew the problems and the result of the students when did test. Look at the result of students' test. From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping it could be better than before. Second cycle was held to achieve the improvement score of the students speaking achievement. The research gave test more in post- test I, the test gave after using drilling technique.

c) Cycle II

In cycle II post-test were given and their data was show in the below :

Table 3.1 total score of the students'

No	Students' initial name	Post test
		Cycle II
1	ARL	80
2	AA	80
3	AL	70
4	AN	90
5	ARR	80
6	CC	90
7	DI	80
8	DC	90
9	EJP	80
10	FF	80
11	FF	70
12	GS	80

13	JL	90
14	MP	80
15	MA	70
16	MISH	80
17	MAR	90
18	NPM	70
19	MI	90
20	NPM	90
21	PA	90
22	R	90
23	RA	80
24	RA	90
25	SK	80
26	SN	90
27	S	90
28	TC	80
29	YK	90
30	Z	80
Total Number		2490
Mean Score		83

Based on the result from the post-test in cycle II, the total score of the students was 2490 and the number of students was 30, so the mean score was $X = \frac{2490}{30} = 83$. The students who got score 70 was 100% or 30 students and the students who got scores less than 70 was 0% or 0 students. So, the students' frequency in the cycle II was 100% .

1. Planning

In this step the researcher did :

- a. Preparing lesson plan that related with the study.
- b. Preparing the material to about I love things around me with flashcard as a media.

- c. Preparing a observation sheet.
- d. Preparing a test.
- e. The researcher gave a test.

2. Action

Teachers' activity

- a. The teacher came to the class on time
- b. The teacher opened the class by greeting the students
- c. The teacher gave the explanation about the material
- d. The teacher gave a clue for the material.
- e. The teacher was give some examples.
- f. The teacher gave some question about the materials.
- g. The teacher gave explanation about the materials
- h. The teacher asked the student to make sentence about the materialand then try to speak in front of the class.
- i. The teacher made a conclusion about the materials
- j. The teacher closing the meeting

Students' activity

- a. The students came to the class on time
- b. The students answered greeting from their teacher
- c. The students gave their attention when the teacher explained about the materials
- d. The students gave their opinion about the materials.
- e. The students answered the question about the materials.

- f. The students gave their attention when the teacher explained about materials.
- g. The students made sentence about the materials.
- h. The students made a conclusion about the materials.

3. Observation

In this step the students more enjoyed and enthusiastic when speaking with media flashcard through drilling technique. The situation was better and the students more active and they answer the test more seriously. The student not felt confused again about the materials.

4. Reflection

After done in collecting the data, many students got score 70 (KKM) it showed that the students got significant improvement in this cycle. The students can mastered speaking with flashcard media. The result showed had achievement in teaching and learning through drilling technique with flashcard.

From the cycle II, the data showed that all the score of post-test many students passed the KKM (70), The last, based on the observation the students more enthusiastic and give full their attention in teaching and learning process using drilling technique with flashcard media.

Concluded that the students score in cycle II had improved. All of students were already speaking ability. It is meant that the students' achievement in speaking ability at SMP Swasta Bandung Estate in academic year 2019/2020 had been improved by speaking skill. The improvement of students' score in Pre-Test and Post-Test eachcycle can be seen from the chart below :

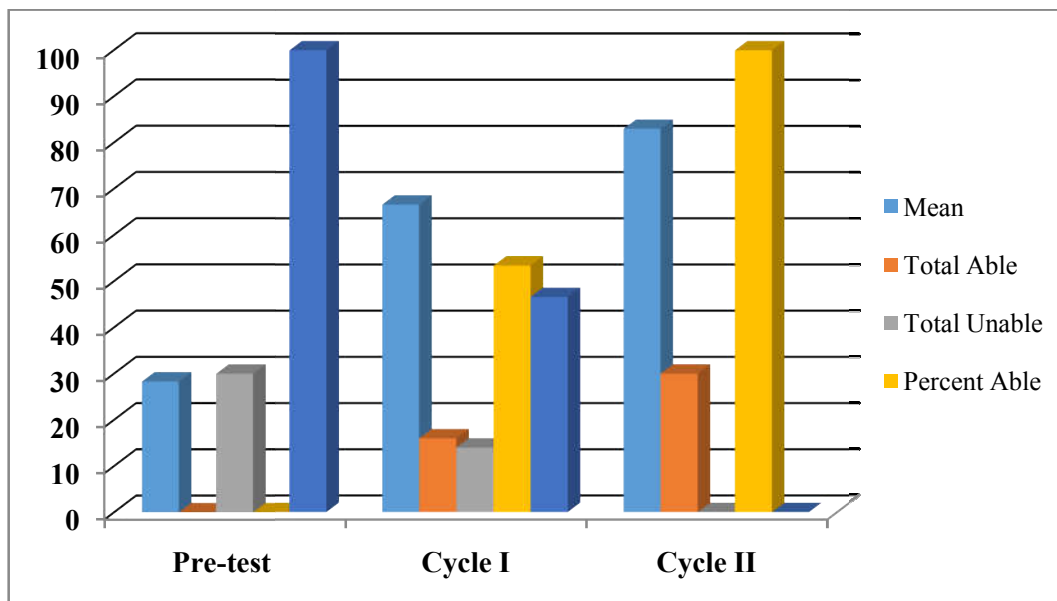


Chart 5.Improvement of mean score, total score, total able, total unable, percentage able, percentage unable of students' result in pre-test, cycle I and cycle II

The result showed the improvement of the mean score of the students score from the pre-test to cycle II. The pre-test was only 28.3, the cycle I was 66.6 and the cycle II was 83. The total of able students in pre-test was 0% and total of unable was 100% and the total unable students was 0%. It could be concluded that drilling technique could improved the students' speaking achievement.

2. The Qualitative Data

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

sheet were used to know the students' responded in learning by using drilling technique. The qualitative data was collected from observation sheet, diary notes and interview sheet that was analyzed as follow:

a. Observation Sheet

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

b. Interview Sheet

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

c. Diary Notes

Based on diary notes, the class situation changed after researcher conducts action researcher using drilling technique. The second meeting and third meeting (cycle 1) the students still low enthusiastic and just some students active to learning. But in fourth meeting (cycle 2) everything changed. The students become more active

and enthusiastic. First reason change the theme to write the text. It was make them passion and enthusiastic to learning English. Beside it was fun it was enjoyed to them. Not must always think hard. (see in appendix)

C. Research Findings

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

The next improvement could be seen through the increasing mean in each season of the best. The mean of the score from the pre-test until cycle II (28.3), (66.6), (83) was improved. In addition, the percentage of able students' also added from (0%), (53.4%), (100%) this had proved that drilling technique was one of effective applied to the students' especially those who were learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and conclusion are drawn concluded that there was improvement of the students' speaking ability by using drilling technique in speaking. It was showed by the mean of the students. In the pre-test showed 28.3 (0 students), in cycle I showed 66.6 (16 students') and in cycle II showed 83 (30 students) so there was improvement from pre-test until cycle II. And it was proved that from all the students can answer the test and got score more than 70.

B. Suggestion

In relation of conclusion, suggestion are stages as following :

1. This study help the teacher and students of English provide the information about the material been taught.
2. For the English teachers, it is better to use interactive multimedia as the first stage in speaking skills, because it could make the teaching learning process active, especially when teaching speaking.
3. The students become more interested in the learning process by using the drilling technique. The teacher can use drilling technique in teaching speaking because it is an interesting way to make students to freely to produce the ideas without worry mistakes and help the students to easy in understanding the material.

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Appendix I

LESSON PLAN

School	: SMP Swasta Bandung
Subject	: English
Class/ Semester	: VII / 3
Topic	: I Love Things around me
Skill	: Speaking
Time Allocation	: 2 x 45 Minutes / Meeting
Meeting	: Pre-Test

A. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

B. Basic Competence and Indicator

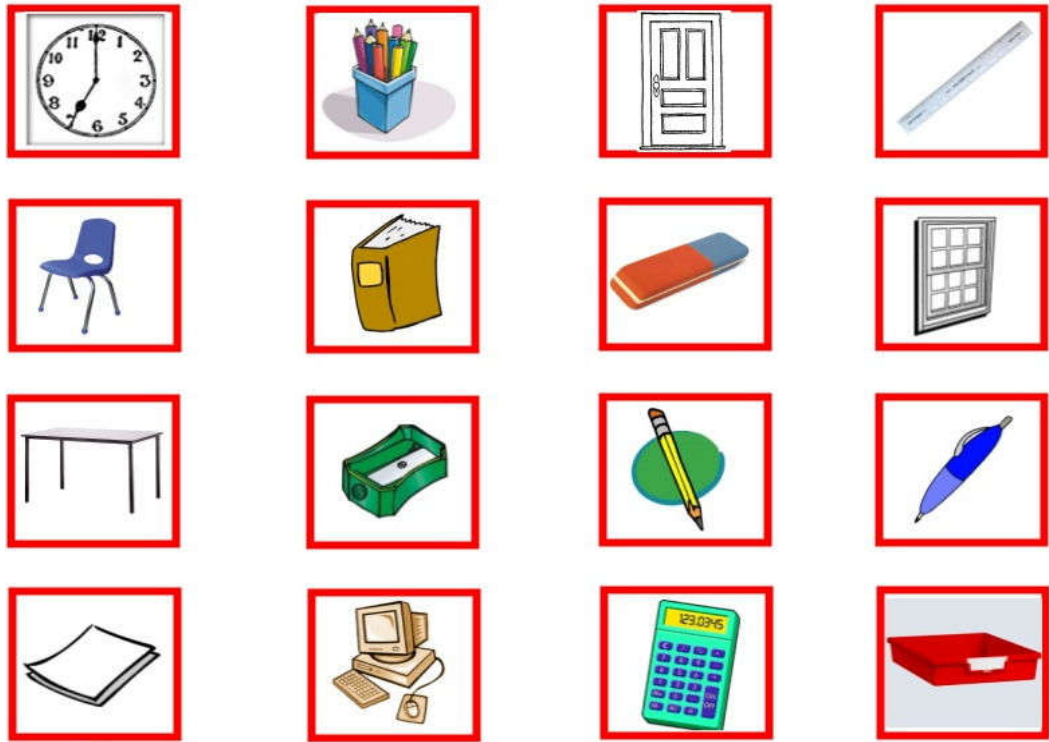
NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	<p>Identify characteristics of descriptive text.</p> <p>Explain the text format of the descriptive text.</p> <p>Explain the function of an descriptive text</p> <p>Explain the linguistic element in the text of the descriptive text.</p>
4	Capturing the meaning in the text of a descriptive text of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the descriptive text.</p> <p>Develop descriptive text.</p>

C. Learning Objectives

1. Students can be grateful for the opportunity to learn English as the language of instruction in international communication that is realized in the spirit of learning.
2. Students can show responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.
3. Students can analyze social functions, structure the text about the topic of the flashcard given, according to the context of I Love things around me use.
4. Through observation, students can analyze the social function, text structure, and linguistic elements in the flashcard of I Love things around me that are warmly spoken of publicly.
5. Students are able to practice the I Love things around me.

D. Learning Material

1. Present the intent / message delivered from media flashcard using the drilling technique.
2. Social functions: describe, compare, associate, analyze, apply.
3. Maintain interpersonal relationships with teachers, friends, and others.



Flashcards

A **flashcard** or **flash card** is a card bearing information on both sides, which is intended to be used as an aid in memorization. Each flashcard bears a question on one side and answer on the other.

E. Learning methods

Approach : Communicative Learning

Method : Direct and Presentation Method

Learning Model : Using Drilling Technique

F. Learning Resources and Media

Source : Internet, English language book

Media : Flashcards, recorders.

G. Steps of Learning Activities

1. Introduction (10 minutes)

- The teacher greets (greeting)
- The teacher checks the attendance of students
- The teacher communicates with students and gives several questions for the material to be taught

2. Core Activities (70 minutes)

a. Observe

- The teacher asks each student to express the meaning contained in the serial sheets that will be given.
- The teacher will call on students one by one.
- Then they observe and respond to the radiant image.

b. Questioning (questioning)

- Students will make groups divided into 4-6 people per group
- The teacher will share the questions related to the series of images using "I Love Things around me"

is a things which mention for example object in the classroom. I love things around me is a sentence that explain about where is the things location and mention what the things name. So, I Love Things around me is expressions that are used to talk about things around then mention the things and make a sentence about the things.

I Love Things around me

Mention things in classroom :

- Table
- Chair
- Window
- Door
- Book
- Pen

Make sentence matching the articles *a, an* :

- **A pen**
- **An eraser**

Make a sentence with I have use “Plural and Singular”

- **I have a pen**
- **I have two books**

Make a sentence with there is and there are use preposition

- **Under, in front of, on, behind, beside, between, etc.**

Example : **There is a cat under the table**

There are books on the table

c. Associate

- Students are given a *Flashcards* by the teacher then students are able to present according to what is in Flashcards serially accurately, smoothly and acceptable.
- Students get *feedback* from teachers and friends about the results of the analysis presented.

d. Communicate

- Students present poster presentations in front of the class with due regard to pronunciation, word pressure and proper intonation.

3. Closing (10 minutes)

- Students and teachers reflect on learning activities and their benefits
- Students and teachers give feedback to each other on the learning process and results
- The teacher gives independent assignments to students.
- Students receive independent assignments.
- Students and teachers give closing remarks.

H. Evaluation

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

1. Do you agree we must learning English lesson ?
2. What's your opinion about the advantages of learning English lesson?
3. What's your opinion about the disadvantages of learning English lesson ?

I. Assessment and Scoring

a. Vocabulary

Level	Explanation
19-25	Very good, rarely has trouble
13-18	Good, sometimes use in appropriate terms about language.
7-12	Fair, frequent use wrong words speech limited to simple vocabulary.
1-6	Unsatisfactory, very limited vocabulary and make the comprehension quite difficult.

b. Grammar

Level	Explanation
19-25	Very good, few noticeable errors
13-18	Good, occasional grammatical errors do not obscure meaning.
7-12	Fair, error of the basic structure, meaning occasionally obscure by grammatical errors
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c. Pronunciation

Level	Explanation
19-25	Very good, understandable
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7-12	Fair, error of basic pronunciation
1-6	Unsatisfactory, hard to understand because of sound, accent, pitch, difficulties, and incomprehensible.

d. Fluency

Level	Explanation
19-25	Very good, understandable
13-18	Good, speech generally natural
7-12	Fair, some define stumbling but manage to rephrase and continue
1-6	Unsatisfactory, speed of speech and length utterances were far below normal, long pauses, utterances left unfinished

e. Accent

17-20	Native pronunciation with no trace of "foreign accent".
13-16	No conspicuous mispronunciation, but would not be taken from native speaker
9-12	Marked "foreign accent" and occasional.
5-8	Mispronunciation that do not interfere with understanding "foreign accent" requires concentrated listening & mispronunciation lead to occasional misunderstanding and apparent errors in grammar as vocabulary
0-4	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition.

Medan, August 2019

Teacher's Candidate



Nindi Vourezky
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Known by



SMP Swasta Bandung

Faisal Lubis, S.Pd.

Teacher's Guidance



Siti Aisyah Sitepu, S.Pd.

LESSON PLAN

School : SMP Swasta Bandung
Subject : English
Class/ Semester : VII / 3
Topic : I Love Things around me
Skill : Speaking
Time Allocation : 2 x 45 Minutes / Meeting
Meeting : Cycle I

A. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

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B. Basic Competence and Indicator

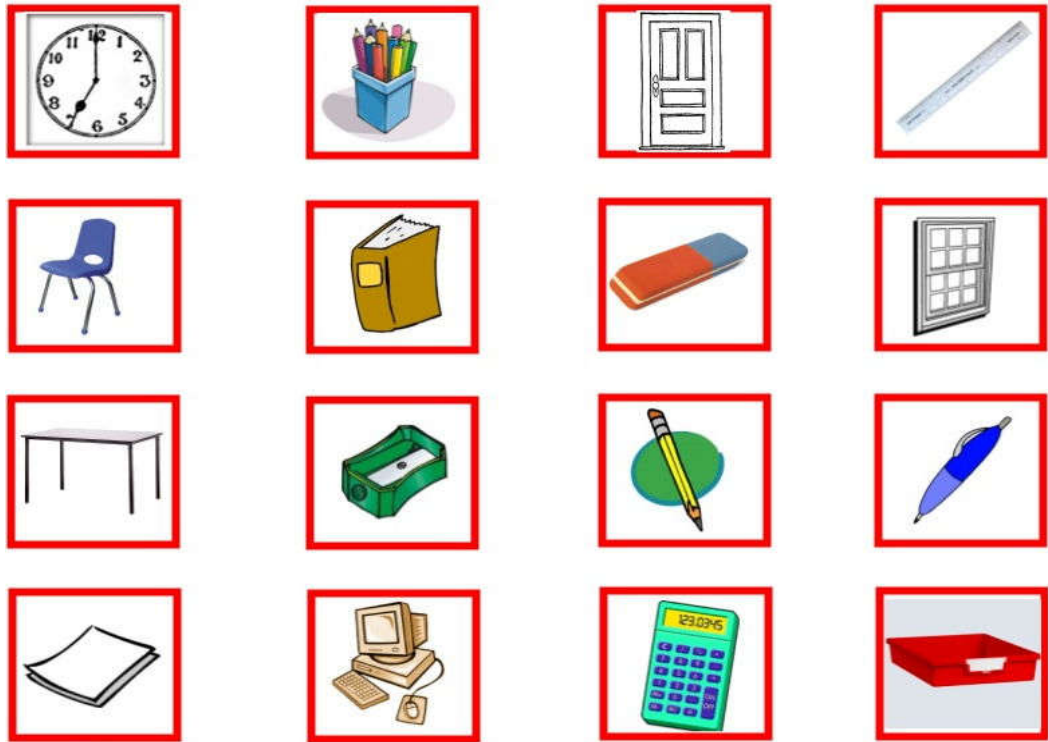
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C. Learning Objectives

6. Students can be grateful for the opportunity to learn English as the language of instruction in international communication that is realized in the spirit of learning.
7. Students can show responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.
8. Students can analyze social functions, structure the text about the topic of the flashcard given, according to the context of I Love things around me use.
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10. Students are able to practice the I Love things around me.

D. Learning Material

4. Present the intent / message delivered from media flashcard using the drilling technique.
5. Social functions: describe, compare, associate, analyze, apply.
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Flashcards

A **flashcard** or **flash card** is a card bearing information on both sides, which is intended to be used as an aid in memorization. Each flashcard bears a question on one side and answer on the other.

E. Learning methods

Approach : Communicative Learning

Method : Direct and Presentation Method

Learning Model : Using Drilling Technique

F. Learning Resources and Media

Source : Internet, English language book

Media : Flashcards, recorders.

G. Steps of Learning Activities

2. Introduction (10 minutes)

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- The teacher checks the attendance of students
- The teacher communicates with students and gives several questions for the material to be taught

3. Core Activities (70 minutes)

b. Observe

- The teacher asks each student to express the meaning contained in the serial sheets that will be given.
- The teacher will call on students one by one.
- Then they observe and respond to the radiant image.

c. Questioning (questioning)

- Students will make groups divided into 4-6 people per group
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Mention things in classroom :

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- Chair
- Window
- Door
- Book
- Pen

Make sentence matching the articles *a, an* :

- **A pen**
- **An eraser**

Make a sentence with I have use “Plural and Singular”

- **I have a pen**
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Make a sentence with there is and there are use preposition

- **Under, in front of, on, behind, beside, between, etc.**

Example : **There is a cat under the table**

There are books on the table

d. Associate

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- Students get *feedback* from teachers and friends about the results of the analysis presented.

e. Communicate

- Students present poster presentations in front of the class with due regard to pronunciation, word pressure and proper intonation.

4. Closing (10 minutes)

- Students and teachers reflect on learning activities and their benefits
- Students and teachers give feedback to each other on the learning process and results
- The teacher gives independent assignments to students.
- Students receive independent assignments.
- Students and teachers give closing remarks.

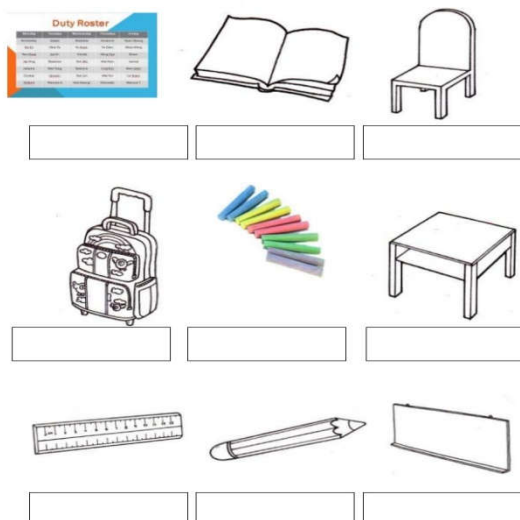
H. Evaluation

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

Fill in the blanks with correct words. Choose the words from your textbook, page 73.



1. Please mention things above ?
2. Make a sentence with “I have” ?

I. Assessment and Scoring

a. Vocabulary

Level	Explanation
19-25	Very good, rarely has trouble
13-18	Good, sometimes use in appropriate terms about language.
7-12	Fair, frequent use wrong words speech limited to simple vocabulary.
1-6	Unsatisfactory, very limited vocabulary and make the comprehension quite difficult.

b. Grammar

Level	Explanation
19-25	Very good, few noticeable errors
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e. Accent

17-20	Native pronunciation with no trace of “foreign accent”.
13-16	No conspicuous mispronunciation, but would not be taken from native speaker.
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Medan, August 2019

Teacher's Candidate



Nindi Vourezky
NPM. 1501050239



Known by
SMP Swasta Bandung

Faisal Lubis, S.Pd.

Teacher's Guidance



Siti Aisyah Sitepu, S.Pd.

LESSON PLAN

School : SMP Swasta Bandung
Subject : English
Class/ Semester : VII / 3
Topic : I Love Things around me
Skill : Speaking
Time Allocation : 2 x 45 Minutes / Meeting
Meeting : Cycle II

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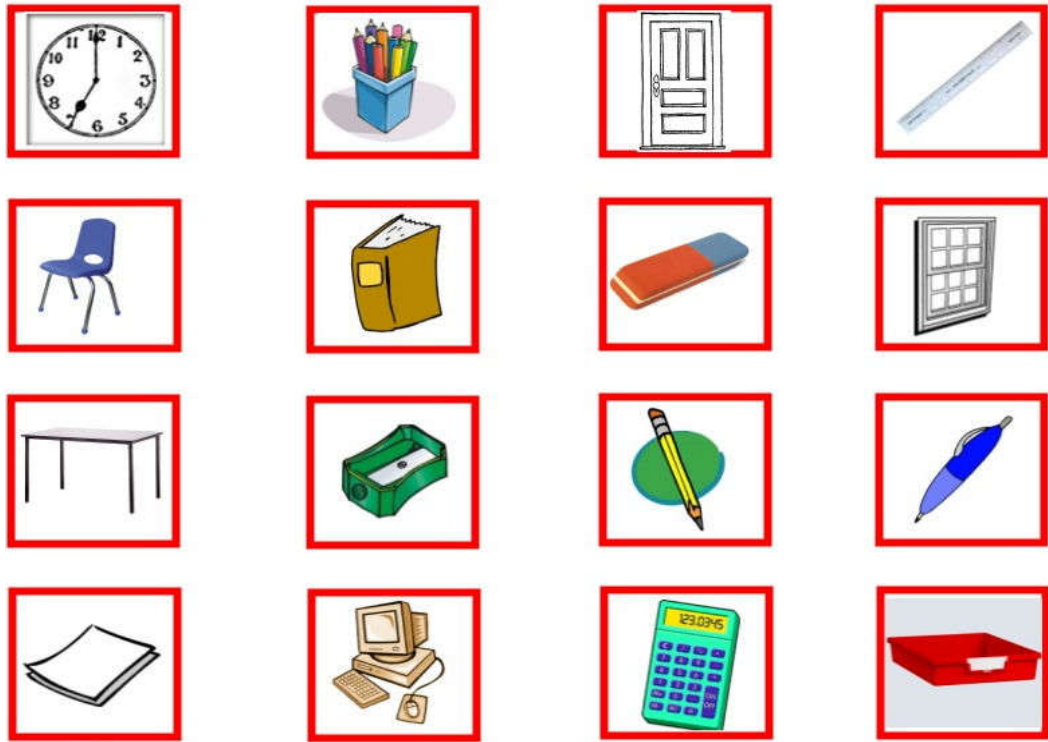
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I Love Things around me

Mention things in classroom :

- Table
- Chair
- Window
- Door
- Book
- Pen

Make sentence matching the articles *a, an* :

- **A pen**
- **An eraser**

Make a sentence with I have use “Plural and Singular”

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- **I have two books**

Make a sentence with there is and there are use preposition

- **Under, in front of, on, behind, beside, between, etc.**

Example : **There is a cat under the table**

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f. Communicate

- Students present poster presentations in front of the class with due regard to pronunciation, word pressure and proper intonation.

5. Closing (10 minutes)

- Students and teachers reflect on learning activities and their benefits
- Students and teachers give feedback to each other on the learning process and results
- The teacher gives independent assignments to students.
- Students receive independent assignments.
- Students and teachers give closing remarks.

H. Evaluation

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

Living Room Objects Names in English



1. Please mention things in the living room above ?
2. Make a sentence with “There is or There are” ?

I. Assessment and Scoring

a. Vocabulary

Level	Explanation
19-25	Very good, rarely has trouble
13-18	Good, sometimes use in appropriate terms about language.
7-12	Fair, frequent use wrong words speech limited to simple vocabulary.
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b. Grammar

Level	Explanation
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Teacher's Guidance



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Pre-Test

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

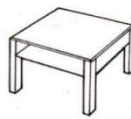
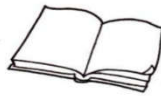
4. Do you agree we must learning English lesson ?
5. What's your opinion about the advantages of learning English lesson?
6. What's your opinion about the disadvantages of learning English lesson ?

Test Item (Cycle I)

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

Fill in the blanks with correct words. Choose the words from your textbook, page 73.



1. Please mention things above ?
2. Make a sentence with "I have" ?

Test Item (Cycle II)

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.



1. Please mention things in the living room above ?
2. Make sentence with "There is or There are" !

Anisa Ramadhani - R
VII 3

Pre-Test

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

1. Do you agree we must learning English lesson ?
2. What's your opinion about the advantages of learning English lesson?
3. What's your opinion about the disadvantages of learning English lesson ?

1. Yes . I do

2. IF WE CAN SPEK ENGLISH WE CAN GO TO ENGLAND

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
5	4	3	4	4	20

Test Item (Cycle I)

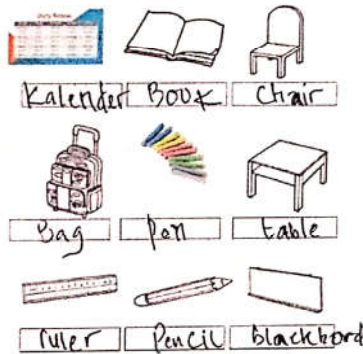
Name: Anisa Ramadhani. R

Class: VII 3

Answer these questions and perform it in front of the class!

Discussion: make one group into 4-6 membership.

Put the number with correct words. Cross the words both your left and right.



1. Please mention things above?

2. Make a sentence with "I have"?

Answer: I have ruler
I have kalender

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
15	9	10	15	11	60

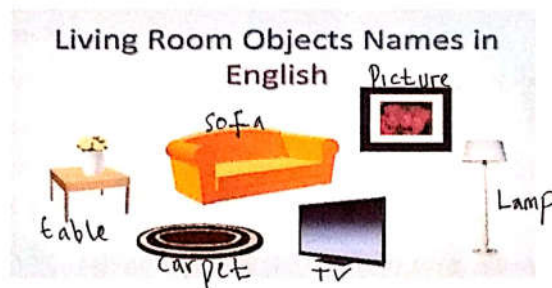
Test Item (Cycle II)

Name : Anisa Ramadhani. 'R

Class : VII³

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.



1. Please mention things in the living room above ?
2. Make sentence with "There is or There are" !

Answer :

There are picture beside sofa

There is TV

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
15	19	10	15	11	70

Mdwar Puspita

VII-3

Pre-Test

Test Item

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

1. Do you agree we must learning English lesson ?
2. What's your opinion about the advantages of learning English lesson?
3. What's your opinion about the disadvantages of learning English lesson?

1. Yes I do because english lesson have many function
2. The advantage is we can oprate computer

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
5	4	2	5	4	20

Test Item (Cycle I)

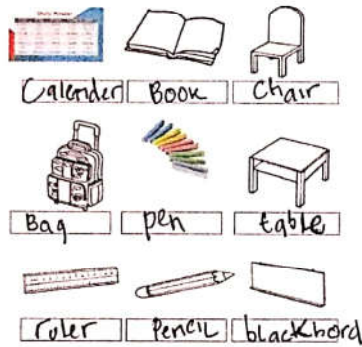
Name : Mawar Puspita

Class : VII-3

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

Put in the blanks with correct words. Choose the words from your notebook, page 22.



1. Please mention things above ?
2. Make a sentence with "I have" ?

Answer :

- 1 have Bag
- 1 have Book

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
15	12	13	10	10	60

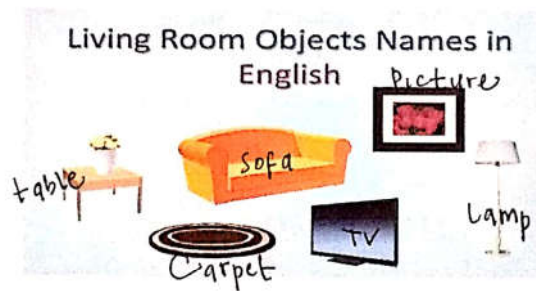
Test Item (Cycle II)

Name : Mdwar Puspita

Class : V11-3

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.



1. Please mention things in the living room above ?
2. Make sentence with "There is or There are" !

Answer :

There are lamp beside table
There is picture

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
15	15	20	10	10	70

FLUABIS

VII - 3

Pre-Test

Test Item

Answer these questions and perform it in front of the class!

Discussion : make one group into 4-6 membership.

1. Do you agree we must learning English lesson ?
2. What's your opinion about the advantages of learning English lesson?
3. What's your opinion about the disadvantages of learning English lesson?

1. Yes . I do

2. DIFFICULT to study

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
6	5	6	7	6	30

Test Item (Cycle I)

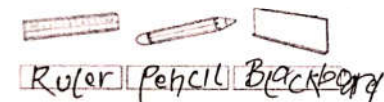
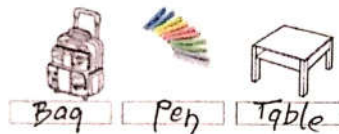
Name : ALIABIB

Class : VII - 3

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.

Put the words with correct words. Choose the words from your textbook, page 28.



1. Please mention things above ?
2. Make a sentence with "I have" ?

Answer :

I have one ruler

I have pens

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
20	15	15	10	20	80

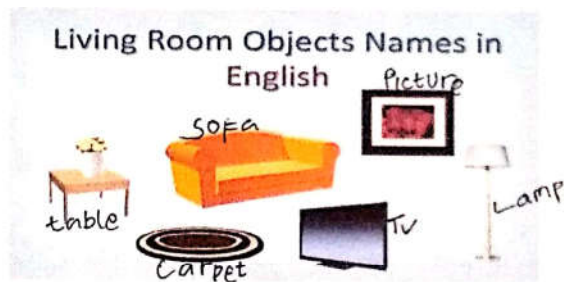
Test Item (Cycle II)

Name : ALLABIB

Class : VII - 3

Answer these questions and perform it in front of the class !

Discussion : make one group into 4-6 membership.



1. Please mention things in the living room above ?
2. Make sentence with "There is or There are" !

Answer :

There is table beside sofa
There is flower on the table

Pronunciation	Accent	Grammar	Vocabulary	Fluency	Total Score
20	15	20	15	20	90

Appendix 5

1. Pre-test

Students' score in pre-test

No	Students' initial name	Pronoun	Accent	Grammar	Vocabulary	Fluency	Total score
1	ARL	5	4	5	3	3	20
2	AA	6	5	6	7	6	30
3	AL	5	5	10	5	5	30
4	AN	8	5	6	6	5	30
5	ARR	5	4	3	4	4	20
6	CC	5	4	3	4	4	20
7	DI	10	5	4	6	5	30
8	DC	10	5	15	6	4	40
9	EJP	8	5	6	15	6	40
10	FF	5	4	3	4	4	20
11	FF	5	5	4	3	3	20
12	GS	5	4	4	5	2	20
13	JL	10	5	6	5	4	30
14	MP	5	4	2	5	4	20
15	MA	10	5	5	5	5	30
16	MISH	5	4	4	3	4	20
17	MAR	5	4	3	5	3	20
18	NPM	6	3	4	4	3	20
19	MI	6	4	5	5	10	30
20	NPM	5	4	3	4	4	20
21	PA	15	5	10	5	15	50
22	R	5	5	10	15	5	40
23	RA	5	3	3	5	4	20
24	RA	10	5	10	15	10	50
25	SK	10	4	15	5	6	40
26	SN	5	4	3	4	4	20
27	S	6	4	3	2	5	20
28	TC	5	4	5	6	10	30
29	YK	8	10	15	7	10	50
30	Z	5	3	5	4	3	20
Total Number		850					
Mean Score		28.3					

Appendix 6

2. Cycle I

Students' score in cycle I

No	Students' initial name	Pronoun	Accent	Grammar	Vocabulary	Fluency	Total score
1	ARL	20	15	10	8	7	60
2	AA	8	7	15	10	20	60
3	AL	13	15	14	4	4	50
4	AN	18	13	14	15	10	70
5	ARR	14	4	16	7	8	50
6	CC	20	20	20	20	10	90
7	DI	10	20	20	10	20	80
8	DC	20	15	10	20	5	70
9	EJP	20	10	10	10	10	60
10	FF	20	15	15	10	10	70
11	FF	15	13	10	6	6	50
12	GS	20	20	20	15	5	80
13	JL	20	10	10	20	20	80
14	MP	15	15	15	15	15	60
15	MA	14	7	5	14	10	50
16	MISH	15	20	5	5	5	60
17	MAR	3	18	8	16	15	60
18	NPM	3	8	16	8	15	50
19	MI	3	24	8	16	19	70
20	NPM	4	10	16	8	12	50
21	PA	3	24	14	10	7	60
22	R	4	30	20	10	16	80
23	RA	4	30	20	10	26	90
24	RA	4	24	20	10	12	70
25	SK	20	10	24	12	4	70
26	SN	10	10	20	20	20	80
27	S	3	24	10	20	13	70
28	TC	12	12	4	16	16	60
29	YK	20	20	20	10	10	80
30	Z	20	20	15	5	10	70
Total Number		2000					
Mean Score		66.6					

Appendix 7

3. Cycle II

Students' score in cycle II

No	Students' initial name	Pronoun	Accent	Grammar	Vocabulary	Fluency	Total score
1	ARL	4	30	20	10	16	80
2	AA	4	30	20	10	16	80
3	AL	3	24	10	20	13	70
4	AN	20	20	25	10	15	90
5	ARR	20	20	20	20	10	80
6	CC	10	20	20	10	20	90
7	DI	20	20	20	15	5	80
8	DC	15	15	20	20	20	90
9	EJP	15	16	25	20	14	80
10	FF	20	20	10	15	15	80
11	FF	4	24	20	10	12	70
12	GS	15	13	10	20	22	80
13	JL	20	25	25	10	10	90
14	MP	20	17	17	10	16	80
15	MA	4	24	20	10	12	70
16	MISH	20	20	20	10	10	80
17	MAR	25	25	13	17	10	90
18	NPM	15	15	20	10	10	70
19	MI	15	20	25	15	15	90
20	NPM	13	17	25	25	20	90
21	PA	20	25	15	15	15	90
22	R	20	20	20	10	20	90
23	RA	15	20	14	20	11	80
24	RA	20	15	15	25	25	90
25	SK	4	30	20	10	16	80
26	SN	15	15	20	20	20	90
27	S	15	15	20	20	20	90
28	TC	15	16	25	20	14	80
29	YK	10	20	20	10	20	90
30	Z	4	30	20	10	16	80
Total Number		2490					
Mean Score		83					

Appendix 8

The observation result of teacher's activities from cycle I and cycle II

Focused	Point which is observed	Cycle I		Cycle II	
		Yes	No	Yes	No
Teacher's	1. The teacher came on time	X			
	2. The teacher greeted the students	X			
	3. The teacher checked the students' attendances list	X			
	4. The teacher motivated the students	X			
	5. The teacher was able to control the situation in the class during learning process by using drilling technique		X		
	6. Teacher mastered the material	X			
	7. Teacher gave the opportunities to the students who want to share the ideas	X			

	8. Teacher being good facilitator during learning process by using drilling technique	X			
	9. Teacher advise the students' were noisy	X			
	10. Teacher closed the lesson and reminded them to study at home	X			
Students'	1. The students listened and paid attention to the teacher's	X		X	
	2. The responded the teacher's questions	X		X	
	3. The students' were able to follow the teacher's instructions in conducting drilling technique during learning process	X		X	
	4. The students got the point of their material	X		X	

	5. The students were able to run the learning process by using drilling technique	X		X	
	6. The students being active and responsive during learning process		X	X	
	7. The students felt so excited in conducted circuit learning strategy		X	X	
	8. The students did their assignment very well	X		X	
Context	1. The classroom is far from crowded	X		X	
	2. The classroom is comfortable (clean and calm)	X		X	

Appendix 9

Interview Sheet

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

III. Interviewing with the teacher before conducting drilling technique

R : Do the students in VII-3 like to learn English subject?

S : Yes I do, but not all of them like English Subject

R : How are their behaviors in learning English subject?

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

R : Are they good in speaking skill ?

S : Not really, it is a little bit different to ask them to speak. They are still shy to speak in front of the classroom also.

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

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

R : Do you use a certain strategy ?

S : Not yet.

II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching speaking by using drilling technique.

R : What do you think about circuit learning strategy that was applied in the classroom?

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

R : So do you think this strategy can improve the students' ability in speaking especially mention about things around ?

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

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

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

Note :

R = Researcher

S = Mrs. Siti aisyah sitepu S.Pd(English Teacher)

II. interviewing the students before conducting drilling technique

R : Do you like English subject ?

X : Yes, I do.

Y : Not really

Z : No

R : Do you like to speak in English ?

X : Not really

Y : Actually no miss

Z : Yes, I do miss

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

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

Y : I feel shy if I speaking English miss

Z : I'm lazy and I'm bored to speaking English

R : Do you still remember about I love things around me? What it about?

X : Yes miss, it's about things around us. Example in the classroom such as table
etc.

Y : I don't know miss

Z : Forgot miss

III. Interviewing the students after conducting drilling technique

R : How do you think about this strategy ?

X : I like miss, very excited because study with media flashcards can see the picture

Y : I think that's quite good

Z : I really like because we do it in a group miss

R : Does the strategy help you get the information and understand you in mention things around you?

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

Y : Yes miss

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

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

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

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

Z : Yes it's interesting strategy to be applied

Diary Notes

First Meeting (23th August 2019)

The researcher entered the class for the first time and prepared many tools for recording documents such as camera in mobile phone for taking pictures and the teacher started to open the class. Firstly teacher introduced herself to the students and many goals being front of them. There were some dialogue between the researcher, teacher and students.

I am so nervous but I tried to make it as usual. I introduce myself, and after that begin the teaching. In the first meeting, pre-test was conducted some students pay attention on my explanation, and then make a group 4-6 students in one group. I wants to know how their speaking ability especially in I love things around me materials. Many of them looked confused with the test because this time only pre-test, I given freedom to write what they known using their language. They using dictionary and sometimes they ask to me about the difficult words.

Students need to explore their hard vocabulary, some students feel hard to find out the vocabulary they need, I should give the way how to get the vocabulary, because most of students have lack vocabulary.

Second Meeting (26th August 2019)

I begin with greeting, call their name and gave material about I love things around me. They listened my explanation about material. But some students just silent and did not active in this meeting. I try to ask of several students and they can answer my question especially about things around.

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

Third Meeting (31th August 2019)

The third meeting was better than second meeting. For the third meeting I begin with greeting, call their name. Third meeting students pay attention on my explanation. Because I given a post test for them. Before test begin, I was split time. First time explain material. To make sure their understanding about material and ready to do post-test.

In the third meeting, the students can understood and more active and spirit after applied drilling technique and the result could the test was very well. During the final meeting, the students had been mastering their speaking by I love things around me as a subject by using drilling technique.

Fourth meeting (3rd September 2019)

Last meeting on cycle 2, students pay attention my explanation. I were gave last test. I were split time, first time explain about the material. In this meeting the students can understood and more active and spirit after applied drilling technique and the result could the test was very well. During the final meeting the students had been mastering their speaking by I love things around me in learning by using drilling technique. Situation on class is silent they concentration. All of the students did every aspect of learning process.

Documentation



(Teacher check the students attendance)



(Students activity in Pre-Test)



(Classroom condition when learning about the materials)



(Students activity in Cycle I)



(Students activity in Cycle II)



(Students activity in Cycle II)



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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 : Nindi Vourezky
NPM : 1502050239
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,39

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Students Speaking Achievement With Flash Cards Through Drilling Technique	
	Teaching Reading Recount Text Through Gist Strategy	
	The Effectiveness Writing Descriptive Text Through Clustering Technique	

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

Medan, 14 Maret 2019
Hormat Pemohon,

Nindi Vourezky

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-2

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 : Nindi Vourezky
NPM : 1502050239
Prog. Studi : Pendidikan Bahasa Inggris

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

Improving Students Speaking Achievement With Flash Card
Through Drilling Technique

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Resty Wahyuni, S.Pd, M.Hum *ACC 26/04-2019*

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

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

Medan, 01 April 2019
Hormat Pemohon,

Nindi Vourezky

Keterangan

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




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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nindi Vourezky
NPM : 1502050239
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Improving Students Speaking Achievement With Flash Card Through Drilling Technique	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Resty Wahyuni, S.Pd, M.Hum

Medan, 14 Maret 2019
Hormat Pemohon,


Nindi Vourezky



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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 999 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Nindi Vourezky
N P M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students Speaking Achievement With Flash Card Through Drilling Technique.

Pembimbing : Resty Wahyuni, S.Pd, M.Hum

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 : 26 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 21 Sya'ban 1440 H
16 April 2019 M
Dekan
Dr. H. Sifianto 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
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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 Lengkap : Nindi Vourezky
N.P.M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students Speaking Achievement With Flashcard Through
Drilling Technique

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh
Pembimbing

Resty Wahyuni, 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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 23 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nindi Vourezky
N.P.M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students Speaking Achievement with Flashcard through Drilling Technique

No	Masukan dan Saran
Judul	Revise
Bab I	Introduction : Background, Identification of the Problem, formulation, the objective of study, Significance of the study.
Bab II	Review of literature, Previous studies, Conceptual Framework.
Bab III	Research basic Design
Lainnya	References, Appendix
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd, M.Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

(Pirman Ginting, 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.061-6619056 Ext, 22, 23, 30
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SURAT KETERANGAN

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

Nama Lengkap : Nindi Vourezky
N.P.M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Speaking Achievement with Media Flashcard through Drilling Technique

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23, Bulan Mei, 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**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nindi Vourezky
N.P.M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Speaking Achievement with Media
Flashcard through Drilling Technique

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Dra. Diani Syahputri, M.Hum

Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

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



UMSU
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nindi Vourezky
N.P.M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students Speaking Achievement with Flashcard through Drilling Technique


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4/3 - 2019	Background of the Study Chapter II	3 Resty
19/3 - 2019	Chapter I Limitation of problem Chapter II Review of literature	4 Resty
25/4 - 2019	Chapter III Technique of Collecting Data Referencas.	7 Resty
	Acc.	3 Resty

Medan, Mei 2019

Diketahui oleh:
Ketua Prodi


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

Dosen Pembimbing


(Resty Wahyuni, S.Pd, M.Hum.)



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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

Ingatlah, Cerdas & Terpercaya
Bila menawar surat ini agar disebutkan nomor dan tanggalnya

Nomor : 5266 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 21 Dzulhijjah 1440 H
22 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Bandung
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 : Nindi Vourezky
N P M : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Speaking Achievement with Media Flashcard through Drilling Technique.

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

Drs. H. Elyanto Nst, S.Pd, M.Pd. Δ
NIDN: 0115057302
* Keguruan & Ilmu Pendidikan *

** Pertiinggal **



SMP SWASTA BANDUNG

Jln. Pengabdian No. 72 Telp. (061) 7380823 Fax. (061) 4569233
DESA BANDAR SETIA KODE POS : 20371
KABUPATEN DELI SERDANG

NSS : 204070106297

NPSN : 10213954

NDS. G. 01252014

SURAT KETERANGAN

Nomor : 2326/E.7/SMP.PB/IX/2019

Yang bertanda tangan dibawah ini :

Nama : PAISAL LUBIS, S.Pd
Jabatan : Kepala Sekolah SMP Swasta Bandung
Alamat : Jalan Pengabdian No. 72 Bandar Setia

Menerangkan bahwa :

Nama mahasiswa : Nindi Vourezky
NIM : 1502050239
Program Studi : Pendidikan Bahasa Inggris
Nama Universitas : Universitas Muhammadiyah Sumatera Utara (UMSU)
Judul Penelitian : "Improving Students' speaking Achievement with Media Flasheard through Drilling Technique.

Telah melaksanakan Riset pada tanggal 23 Agustus s.d 5 September 2019 di SMP Swasta Bandung Bandar Setia.

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.



Bandar Setia, 9 September 2019
Kepala Sekolah,

PAISAL LUBIS, S.Pd

CURRICULUM VITAE

Name : Nindi Vourezky

Registered Number : 1502050239

Place / Date Birth : Kabanjahe / June 06th 1997

Sex : Female

Marital Status : Single

Religion : Moslem

Address : Jln. Gunung Mas No.10 Medan

Father's Name : Normatias

Mother's Name : Nurlaili Hulu

Hobby : Travelling, Singing, Reading, Drawing

Education

- Elementary School at SD Negeri No: 043948 Siabang-abang
- Junior High School at SMP Negeri 1 Kutabuluh
- Senior High School at SMK Negeri 1 Berastagi
- Student of English Department of FKIP UMSU until reaching the degree of Sarjana Pendidikan