THE USE OF QUESTION AND ANSWER METHOD AND COLOR CARD REALIA TO IMPROVE THE STUDENTS’ UNDERSTANDING IN SIMPLE PRESENT TENSE AT SMP ISLAM SUNAN GIRI SALATIGA IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as partial fulfillment of the requirement for
the Degree of Sarjana Pendidikan (S.Pd)

By:
MUHAMMAD TANZILURROKHMAN
113-14-160

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
DECLARATION AND PERMISSION FOR PUBLICATION

The one who signed below:

Name : Muhammad Tanzilurrokhman

Student ID Number : 113-14-160

Department : English Education Department

Faculty : Teacher Training and Education Faculty

 Declares that this graduating paper was written by the researcher herself and the researcher didn’t copy from other researchers. Theories and citations were used based on the code ethics of writing graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, February 14th 2019

The writer

Muhammad Tanzilurrokhman
NIM. 113-14-160
Salatiga, February 14th, 2019

Hanung Triyoko, S.S, M.Hum., M.Ed.
The Attentive Counselor’s note
Muhammad Tanzilurrokhman

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum, Wr. Wb.

After reading and correcting Muhammad Tanzilurrokhman’s graduating paper entitled THE USE OF QUESTION AND ANSWER METHOD AND COLOR CARD REALIA TO IMPROVE THE STUDENTS’ UNDERSTANDING IN SIMPLE PRESENT TENSE AT SMP ISLAM SUNAN GIRI SALATIGA IN THE ACADEMIC YEAR 2018/2019. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

Counselor

Hanung Triyoko, S.S, M.Hum., M.Ed.

NIP: 197308151999031003
A GRADUATING PAPER
THE USE OF QUESTION AND ANSWER METHOD AND COLOR CARD REALIA TO IMPROVE THE STUDENTS' UNDERSTANDING IN SIMPLE PRESENT TENSE AT SMP ISLAM SUNAN GIRI SALATIGA IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:

MUHAMMAD TANZILURROKHI MAN
NIM. 11314031

Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on March 12th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

Board of examiners

Head : Noor Maliah, Ph.D.
Secretary : Hanung Triyoko, S.S., M.Hum., M.Ed.
First examiner : Norwanto, Ph.D.
Second examiner : Dr. Mashlihatul Umami, M.A.

Salatiga, March 12th 2019

Suwardi, M.Pd.
NIP. 19670121 199903 1 002
MOTTO

SOMETHING EXTRAORDINARY STARTS FROM THE ORDINARY

THING THAT IS CULTIVATED

By Myself
DEDICATION

This graduating paper is sincerely dedicated to:

1. My beloved Parents were Abdurrosyid and Nur Ruqoyah, who always give me spirit and inspiration so that the writer can finish her study. Thanks a lot for your praying and guidance.
2. My beloved brothers and sisters (Anja, Anti, Bima, Bagus, Najih) who always motivate and support the writer to do the best.
5. My beloved partner (Neng) who always motivate and support the writer to do the best.
6. All of TBI ’14, especially Septian Dimas, Mahardhika Bima Sakti.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr.Wb.

Alhamdulillahirobbil ‘alamin, all praises are Allah SWT, the Most Gracious, and The Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy are upon great the Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without supports, advices, help and, encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Dr. Rahmat Hariyadi, M.Pd., the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

2. Mr. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty (IAIN) of Salatiga.

3. Mrs. Noor Malihah, Ph.D, the Head of English Education Department of Teacher Training and Education Faculty (IAIN) Salatiga.

4. My counselor Hanung Triyoko, S.S, M.Hum., M.Ed. who gives great attention, suggestion and guidance for this graduating paper from chapter 1 until chapter 5.

5. All of lecturers and staffs of State Institute for Islamic Studies (IAIN) of Salatiga
Salatiga, February 14th 2018
The writer

ABSTRACT


The objectives of the study are: (1) To find out the implementation of question and answer method and color card realia to improve the simple present tense understanding in oral test. (2) To find out the extent of question and answer method and color card realia to improve the simple present tense understanding in oral test at SMP Islam Sunan Giri Salatiga in the academic year 2018/2019.

The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research were 22 students of eighth-grade student of SMP Islam Sunan Giri Salatiga. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS based 22.00 for analyzing the test.

The result of this research shows that (1) the implementation using picture series to improve the eighth-grade students’ simple present tense understanding in oral test at SMP Islam Sunan Giri Salatiga is successful. The students who pass the passing grade improve gradually from the cycle I and the cycle II. The passing grade is 70. (2) The result of this research shows an improvement of students’ simple present tense understanding by implementing question and answer method using color card realia. It can be seen for the mean score of pre-test and post-test. In cycle I post-test higher than pre-test: 77.59 > 72.14. In cycle II: 84.05>76.09. It means that the implementation of question and answer method using color card realia is successful to improve students’ speaking ability SMP Islam Sunan Giri Salatiga.

Key Words: Question and Answer, Simple Present Tense, Color Card.
# TABLE OF CONTENTS

DECLARATION ......................................................................................................... i  
ATTENTIVE CONSELORS’ NOTE ........................................................................... ii  
MOTTO .................................................................................................................... iii  
DEDICATION ............................................................................................................. iv  
ACKNOWLEDGEMENT ........................................................................................... v  
ABSTRACT ............................................................................................................... vi  
TABLE OF CONTENTS ............................................................................................ vii  
LIST OF APPENDIXES ........................................................................................... xi  
CHAPTER I ................................................................................................................. 1  
INTRODUCTION ....................................................................................................... 1  
  A. Background of the Research ............................................................................. 1  
  B. Problems Formulations .................................................................................... 4  
  C. Objective of the Research ................................................................................. 5  
  D. Significances of the research ............................................................................ 6  
  E. Hypothesis and Success Indicator ................................................................... 6  
  F. Research Methodology ..................................................................................... 7  
  G. Graduating Paper Organization ....................................................................... 16  
CHAPTER II ............................................................................................................... 18  
  A. Definition of Key Term .................................................................................... 18  
     1. Grammar ..................................................................................................... 18
a. Definition of grammar ................................................................. 18
b. Method teaching grammar ........................................................... 19
c. Kinds of grammar ...................................................................... 20

2. Speaking ....................................................................................... 23
   a. Definition of speaking ............................................................... 23
   b. Elements of speaking ............................................................... 24
   c. Function of speaking ............................................................... 26
   d. Aspects of teaching speaking skills .......................................... 28
   e. Problems with speaking activities ............................................. 29
   f. Characteristic of successful speaking ....................................... 30

3. Question and Answer Method ...................................................... 31
   a. The Definition ........................................................................... 31
   b. Essential Components of the Socratic method .......................... 32
   c. Basic Principles ....................................................................... 32

4. Realia ............................................................................................ 34
   a. Definition of Realia ................................................................. 34
   b. The characteristic of realia ....................................................... 34

5. Color Card .................................................................................... 36

B. Review of the Previous Research ................................................. 36

CHAPTER III ....................................................................................... 39

IMPLEMENTATION OF RESEARCH .................................................. 39

ix
A. The Procedures of the Research .............................................................. 39
B. The Minimal Criterion of The Passing Grade ........................................... 49

CHAPTER IV .............................................................................................................. 50

RESEARCH FINDINGS AND DATA ANALYSIS ................................................... 50

A. The Result of the research ............................................................................. 50
1. Research Finding ...........................................................................................
   a. Cycle I ....................................................................................................... 50
      1) Planning .............................................................................................. 51
      2) Acting .................................................................................................. 52
      3) Observing ......................................................................................... 57
      4) Reflecting ......................................................................................... 70
   b. Cycle II ..................................................................................................... 71
      1) Planning .............................................................................................. 71
      2) Acting .................................................................................................. 72
      3) Observing ......................................................................................... 78
      4) Reflecting ......................................................................................... 91
   2. Discussion ................................................................................................... 92

CHAPTER V ................................................................................................................ 100

CLOSURE .................................................................................................................. 100

A. Conclusion ...................................................................................................... 100
B. Suggestion ....................................................................................................... 102
LIST OF APPENDIXES

A. Syllabus
B. Lesson Plan
C. Result of Students Activity
D. Field Note
E. Note of Counselor
F. Official Statement from SMP Islam Sunan Giri Salatiga
G. SKK
H. Consultation Sheet
I. Documentation
J. CV
A. Background of the Research

Language is the most important part of communication. This means the language is a tool to convey messages, thoughts, opinions, and feelings to others. Language has various forms including oral language and written language.

There are millions of languages in the world. To connect between different languages, an international language is required to connect it. English is one of the international languages that is often used by many people in the world in various aspects of life there are political, economic, social and cultural. As an international language, English has relevance and usefulness in various aspects of life. In Indonesia, English is the first foreign language from primary school to college level.

Various aspects such as speaking, listening, reading, and writing are the skills used in English teaching. One of those aspects is talking. speaking is a language skill developed in a child's life, generated by listening skills, and at that time speaking skills are learned (Tarigan, 1990: 3-4). There are many ways to develop student’s speaking ability. Teachers can use different methods, techniques, and strategies to improve the quality of the ability. Grammar is needed in making speech more varied.
and context-appropriate. It can be easily mastered if combined with appropriate methods and strategies.

Based on the interview with the English teacher and the observation on September, 7th 2018, the researcher will take the eighth-grade students of SMP Islam Sunan Giri Salatiga in the context of grammar understanding. In the interview with the teacher, the researcher asked the most difficult skill among the four skills. The teacher answered that speaking is the most difficult skill and the students’ grammar are not good.

The second question is the most problem that faced by students in speaking learning. The teacher said that they are really confused in using grammar. It causes the students to be unwilling to speak English. Actually, they are curious to speak in English. Every time they are stimulated with English, they try to answer but when they are unable to compose the sentence, they are silent and do not continue.

The third question is about the Standardized of Minimum Score (KKM) of English subject and the Curriculum that is used for the eighth-grade students of SMP Islam Sunan Giri Salatiga. The teacher answered that the Standardized of Minimum Score (KKM) of English subject is 75, and the eighth-grade uses KTSP for the curriculum.
There are various methods of learning in delivering English learning. To figure out the problems, teachers can use those methods and develop them, one of which is the Question and Answer method (QNA) is also better known as the Socratic Method and combined with Color Card Realia. In the Socratic method, the classroom experience is a shared dialogue between teacher and students in which both are responsible for pushing the dialogue forward through questioning. The “teacher,” or leader of the dialogue, asks probing questions in an effort to expose the values and beliefs which frame and support the thoughts and statements of the participants in the inquiry. The students ask questions as well, both of the teacher and the student. (Reich, 2003: 1).

The curriculum requires active students and teachers to become facilitators in learning. Question and answer methods and color card realia will involve teachers and students in their activities. Although initially teachers also play a role in running the method it can be developed into a student center. So, this method is the right method to improve students' understanding in simple present tense. By using the Question and Answer Method (QNA) and Color Card Realia, the researcher hopes that students are able to think critically, understand the material deeply, motivate to be more active and increase confidence in English, especially speaking skill
and grammar understanding. To support the success of this method, researchers focus on the material yes / no question.

The researcher uses simple present tense in conducting Classroom Action Research. It is according to the English learning syllabus for the eighth-grade. The research uses one class in the research process. There are 22 students in the eighth-grade class.

From the explanation above, the writer decides to conduct a research entitled “The Use of Question And Answer Method And Color Card Realia To Improve The Students’ Understanding In Simple Present Tense At SMP Islam Sunan Giri Salatiga In The Academic Year 2018/2019”.

B. Research Question

Based on the background of the study, there are some problems as follows:

1. How is the implementation of question and answer method and color card realia to improve the students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga in the academic year 2018/2019?

2. How far is the improvement of question and answer method and color card realia to improve the students’ understanding in simple present
C. Objective of the Research

According to the statement of the problem, the objectives of the study are as follows:

1. To find out the implementation of question and answer method and color card realia to improve the students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga in the academic year 2018/2019.

2. To find out the extent of question and answer method and color card realia to improve the students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga in the academic year 2018/2019.

D. The Significance of the Research

Through this classroom action research, the writer hopes that it can give two major benefits, those are:

1. Theoretically Benefits

   The result of the research can give a useful information for the future classroom research with the similar problem of the student’s speaking skill enhancement.

2. Practical Benefits
The research can be guidance for the teachers to teach in the classroom.

a. The Teacher.

A teacher will have more experience in using new learning methods to improve English language skills, to find out the best methods of developing speaking skills for students, and to facilitate incorporating various aspects of English in students' speaking skills.

b. The Student.

This activity allows students to improve their speaking skills and grammar because they will use English more often. Students will be accustomed to using the English language for carrying out repetitive tasks that continue to be repeated and have a relationship with aspects of life.

c. The School

The Schools can find new innovations to develop interesting learning methods to enhance students’ active learning and create good quality outcomes for students.

E. Hypothesis and Success Indicator

Based on the interview with the English teacher in term of difficulties in speaking of eleventh-grade students of SMP Islam Sunan Giri Salatiga,
the students have problems in term of remember the tenses formula, arranging the words into a sentence, and grammatical function. The researcher tries to figure out those problems by implementing question and answer method and color card realia. By conducting this research, the researcher proposes a hypothesis: Using the question and answer method (Socratic) method and color cards in English subject can increase the students’ grammar understanding and speaking skill.

The success indicators of this research that the students understand the grammar through yes/no question and also taken from the passing grade (KKM) of English lesson in SMP Islam Sunan Giri Salatiga. The passing grade is 70 and the target of the passing grade is 85%.

F. Research Methodology

1. Research Design

The writer used Classroom Action Research (CAR) for this research. CAR is systematic of information that is designed to bring about social change (Bogdan & Biklen, 1992:223). Based on three words; research, action, and classroom, Classroom Action Research (CAR) mean teaching and learning activities that are applied in the classroom with the aim of improving the teaching and learning process.
There are many different models of action research from many experts. The researcher used Kemmis and McTaggart’s model. Those steps are namely planning, acting, observing, and reflecting (Kemmis and McTaggart’s in Burns 1999: 32). Improvement of the problem in this research is brought about by a series of two cycles. Here the steps of action research proposed by (Kemmis and McTaggart’s in Burns 2009: 9).

Figure 1.1 The Scheme Based on Kemmis and McTaggart (in McNiff, 2002: 45)

There are many processes that can use for CAR. There are four major steps in the action research process presented by Kemmis & McTaggart. They are planning, action observation, and reflection. The whole actions above, which were applied in CAR as follows:
1. Planning

In this phase, identify a problem or issues and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider; i) what kind of investigation is possible within the realities and constrain of your teaching situation, and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered on which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, action, and opinion of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.
4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do a further cycle of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development. That explanation above is adapted from Kemmis & Mc Taggart (1998: 11-14).

2. Research Subject

This study was conducted at the eighth grade of SMP Islam Sunan Giri Salatiga, in the academic year 2017/2018. The eighth-grade consisted of one group class. The number of the participants were 22 students that consists of 14 girls and 8 boys.

Table 1.1 List of Students’ Name of VIII class of SMP Islam Sunan Giri Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
</tr>
</tbody>
</table>
3. Research Step

In conducting the research, the researchers carried out the steps listed in the following research schedule. The research schedule is shown below:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research proposal</td>
<td>July 2018</td>
</tr>
<tr>
<td>2</td>
<td>Doing cycle</td>
<td>August 2018</td>
</tr>
<tr>
<td>3</td>
<td>Doing observation</td>
<td>September 2018</td>
</tr>
<tr>
<td>4</td>
<td>Analysis data</td>
<td>October 2018 - January 2019</td>
</tr>
<tr>
<td>5</td>
<td>Writing research result</td>
<td>October 2018 - January 2019</td>
</tr>
<tr>
<td>6</td>
<td>Continuing writing the graduating paper</td>
<td>January 2019</td>
</tr>
</tbody>
</table>
4. Technique of Collecting Data and Research Instrument

Morgan (2001) explains that there are some techniques of collecting data. There are an observation, test, questionnaire, interview, and documentation. In order to collect data, the researcher used three of them by using documentation, observation, and test as an instrument.

a. Documentation

Documentation rooted in word documents. The document means a piece of written, printed, or electronic material that provides information or evidence that serves as an official record. (Oxford Dictionary, 2008). While the definition of documentation is the process or action of taking, classifying, and annotating text, photos, and videos. The process required the media to take photos and video recordings during the learning process.

b. Observation

According to Burns (2003: 80), observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.

This method can provide more accurate data because it is done directly. In the process, the researcher chose non-participant
observation. Many aspects can be observed in observation both in terms of students and teachers in the classroom.

The researcher used observation checklist in order to make more systematic and field notes to get more detail information in teaching and learning process. The observation sheet consists of students’ observation checklist, teachers’ observation checklist and the use of Question and Answer method checklist. The observations checklists are written as follows:

c. Test

The researcher chose the speaking test that divided into two tests. They were pre-test and post-test.

Pre-tests are needed to find out the basic abilities of students’ grammar understanding in depth. The test conducted as an oral question submitted by the teacher. The number of tests was 5 questions about grammar and the time that was given to students to do this test was 2 minutes for each student. The purpose of this test was to find out the speaking skills and knowledge of students before the strategy was carried out.

Post-tests was given after students receive treatment. The number of tests were 5 questions about grammar using colored cards. The time given to students to do this test was 2 minutes. The
The purpose of this test was to find out whether there was a difference in speaking achievement and students' understanding before students were taught by the QNA method and color card realia after the students experienced the treatments and to see which aspects of speaking and material comprehension improved significantly after the implementation of QNA method and color card realia during teaching-learning process.

The test procedure in this research was each student stand a line and the teacher asked the student one by one. Each student had to stand in line waiting for his turn. After the questions answered the question, the students returned to their seats.

5. **Data Analysis**

The next step after collecting data in this research was analyzing the data. We often know that research is done to get data. The data obtained in a variety of studies. Data is the process of reducing large amounts of collected data to make a sense of them (Barbara, 2004: 97). There are two ways to analyze the data, as follows:

a. **Qualitative Data**

Qualitative data are measurements for which there is no natural numerical scale, but which consist of attributes, labels, or other nonnumerical characteristics (Shafer and Zhang, 2012: 10).
For this reason, the author chose observation and documentation as appropriate data collection methods.

b. Quantitative Data

According to Neuman (2013: 1) to Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). After data was collected, the researcher input the data into SPSS. The data was processed by the teacher and the researcher to get the score of the students. The maximum score was 100. The process measurement was based on:

1) Score the students’ test

The several components were needed to assess aspects of speaking; they were structure, sentence structure, punctuation, spelling, sentence parts. The researcher used an analytical scoring rubric to analyze the data related to the students’ grammar test in oral.

2) Calculate the result of the test

After the student test assessment, the researcher calculated the data using t-test to determine there were significant differences in cycle I and cycle II. This research used Statistical
Package for the Social Science (SPSS) for analyzing the data.

In practice, the researcher will use SPSS version 22.0.

G. Graduating Paper Organization

Chapter I is the introduction, which consists of background of the research, research question, objective of the research, the significance of the research, hypotesis and succes indicator, research methodology, and graduating paper organization. Chapter II is theoretical framework. In this chapter discuss about the place of the research, subject of the research, method of the research, techniques of collecting data, and technique of data analysis.
Chapter III is implementation of the research. In this chapter consists of the procedure of the research and the minimal criterion of the passing grade. Chapter IV is the research findings and data analysis. This chapter consists of the result of the research. Chapter V is closure. The chapter consists of conclusions and suggestions.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter consists of supporting theories and the review of previous research. Supporting theories describe some information related to speaking, *Socratic* (Question and Answer) method, and color card realia.

A. Definition of Key Terms

1. Grammar

   a. The definition of grammar

      According to Gerot and Wignel (1994), grammar is a theory of language, of how languages is put together and how it works. Scott Thornbury (1999) said that grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. Grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen.

      Based on the explanation above the meaning of message conveyed by language has to be converted into words put together
according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In short, grammar means the basic signals by which a language transmits its meanings. So, learning grammar is a must when students are expected to acquire a language.

b. Methods of teaching grammar

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning (Larsen and Freeman, 2000). Following are some of them:

1) Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.

2) Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However, the
grammar aspect is given in quite proportion as the pre
communicative activities.

3) Audio-lingual Method

The goal of this method is that students are hoped to be able to
use the language communicatively. There are many drillings as
forming habits in target language. Grammar is taught inductively
through given an example, explicit grammar rules are not provided.

4) Direct Method

The objective of learning is to make the learners communicate in
target language. Thus, the proportion of grammatical rules to be
taught is relatively just little. It tends to be taught inductively, that
learners are provided with examples and they figure out the rule or
generalization from the examples.

c. Kinds of Grammar

There are so many types of English grammar that should be known,
but the most basic of English Grammar is tenses. In learning English,
one of the general and base problems that are usually faced is tenses
problem. Most of students do not understand what is spoken in tenses
problem.

Based on Webster’s dictionary, tense is any of the forms of a verb
expressing the time of the action or the state of being present tense,
future perfect tense; a set of forms for the various persons for a given
time (Meriam: 1982). The words tense stands for a verb form or series
of verb form used to express time relation. Tenses may indicate whether
in action, activity, or state is past, present or future (Hornby: 1986).

Many teachers find that tenses are far more difficult to teach than:
say, vocabulary; although planning a lesson around a tense is obviously
easier, actually teaching it may be a different matter. Despite their best
efforts, students consistently misuse, misunderstand and misapply tenses
(Aitken: 1998). Therefore, considering the essential role of tenses, the
teacher should consider what kind of method is appropriately used in
teaching tenses.

There are many kinds of tenses, for the example simple present
tense. Simple present tense is a tense used to assert an activity that has
been a habit or action. There are two types of present tense; verbal and
nominal (Sujardi: 1980).

1) Verbal, it means that the sentence of present tense uses a verb. The
form as follow:

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + V1 (s/es)</th>
</tr>
</thead>
</table>

Table 2.1
The Pattern of Simple Present Tense Verbal
Negative (-)  
S +do/does not + V1

<table>
<thead>
<tr>
<th>Affirmative (?)</th>
<th>Do/Does + S + V1?</th>
</tr>
</thead>
</table>

For example:

(+) She goes to school every morning.

(-) She doesn’t go to school every morning.

(?) Does she go to school every morning?

For the interrogative sentence, do/does must be put before subject. We use /s/ or /es/ if the pronouns are he, she, it. We add /es/ in a verb if the verb is ended by /o/, /ss/, /x/,/sh/, and /ch/, and the subject are he, she, it.

2) Nominal, it means that the sentence does not use a verb, but it can be adjective or adverb of place. The pattern as follow:

**Table 2.2**

**The Pattern of Simple Present Tense Nominal**

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + To be(is, am, are)+ .....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + To be(is, am, are)not+....</td>
</tr>
<tr>
<td>Affirmative (?)</td>
<td>To be(is, am, are) + S +.....?</td>
</tr>
</tbody>
</table>
For example:

(+) Jenny is beautiful.

(-) Jenny is not beautiful.

(?) Is Jenny beautiful?

For interrogative sentence, to be (is, am, are) must be put before subject because it indicates question. “Is” is used for „he“, „she“, and „it“. „Am” is used for „I”. While „are” is used for „they“, „we” and „you”.

2. Speaking

a. The definition of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Bailey, 2005: 2). Speak means talk about, to use your voice to say, to be able to use a language, to make a speech to an audience, to make use of language ordinary, not singing, voice (Oxford Dictionary, 2008: 426).

According to Harmer (2007: 284), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information. Richard (Ampa, 2013:6) proposes that speaking has three functions namely; interaction,
transaction, and performance function. Interaction function related to the basic social interaction such as greeting and conversation. Transaction function focused on getting goods and services, while performance function refers to the public talk.

Speaking is active skills. Additionally, speaking belongs to productive skills because the speakers’ idea, words, feeling etc. are expressed in orally and speaking is produced from receptive skills such as; reading and listening skill (Nematovna: 2016: 3). In the other definition, Mart (2012:1) argues that speaking is the skill in delivering speech, stating or exchanging ideas by using language. Thus, speaking seen as the capability in uttering the words, stating an expression or idea that related with our daily activities which is organized as spoken language production by regarding knowledge, grammar, pronunciation and vocabulary.

From the above definition, it can be concluded that speaking is a productive skill that can be used to communicate, express feelings, emotions, thoughts, and express opinions to listeners or recipients. Therefore, speaking is an important skill among four skills; reading, listening and writing, because speaking is used as the main tool for communicating.
b. The elements of Speaking.

Everything has elements that can occupy and unite things. As well as speaking, speaking also has elements that can make the language function properly. In accordance to Harmer (2007: 269-271) states that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.

Language features Among the elements necessary for spoken production (as opposed to the production of practical examples in language drills, for example) are the following:

1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent ‘connected speech’ (as in *I’d’ve gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning).

2) Expressive device

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are
feeling (especially in face-to-face interaction) the use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The student should be able to deploy at least some such suprasegmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. The teacher should, therefore, supply a variety of phrases for different functions such as agreeing or disagreeing, expressing, surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4) Negotiation language

Effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying. We often need to ‘ask for clarification’ when we are listening to someone else talk.

c. Function of Speaking
Nowadays, people realize that speaking is very important skill to be mastered; speaking proves its effectiveness with the development of the period. Many aspects of our life engage speaking as the priority in almost all contexts of our life, people communicate with each other to express their ideas, feeling, though, and etc. In additions, every profession which needs speaking skill now race each other to grab the customer by using their speaking style. Taking note of the phenomenon, it can be known what is the real function of speaking.

In accordance to Richards (2008: 21), there are three-version of Browns and Yule’s framework that consist of talk as interaction; talk as a transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. They are as follows:

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes the interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers
and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

d. Aspects of teaching speaking skills

With regard to teaching speaking, Brown (2001: 275-276) argues that there are several principles in designing techniques for teaching speaking. Those principles are presented as follows:

1) Use techniques that cover the background of learners needs, from language-based on accuracy, to message-based focused on interaction, meaning, and fluency.

2) Provide intrinsically motivating techniques.

3) Encourage the use of authentic language in meaningful contexts.
4) Provide appropriate feedback and correction.

5) Capitalize on the natural link between speaking and listening.

6) Give students opportunities to start oral communication.

7) Encourage the development of speaking strategies, such as:
   a) Asking for clarification (*what?*).
   b) Asking someone to repeat something (*huh? Excuse me?*).
   c) Using fillers *uh, I mean, well*).
   d) Using conversation maintenance cues (uh, huh, right, yeah, okay, hm).
   e) Getting someone’s’ attention (hey, say, so).
   f) Using paraphrases for structures that someone cannot produce.
   g) Appealing for assistance from the interlocutor.
   h) Using formulaic expression.
   i) Using mime and nonverbal expression to convey meaning.

e. **Problems with speaking activities**

   In conveying something when we pour ideas/opinions can be expressed well and structured so that listeners can comfortably mingle with us. However, in fact speaking problems often occur. Of course, this requires separate handling. In accordance to Ur (1996: 121) there are some problems with speaking activities as the written following:
1) Inhibition

Learners are worried about making mistakes, feel afraid, and even feel shy when getting attention to their speech.

2) Nothing to say

Learners cannot say anything, they have no idea to say, have no motivations in expressing their idea even though they are required to speak.

3) Low or uneven participation

There is only a participant who dominates to speak during the time, while the other learners have a little speaking time.

4) Mother tongue use

A number of learners talks in the same mother tongue which easier, on the other hand, if they speak in the target language it will be more difficult and seems unnatural.

f. Characteristics of successful speaking

To support the teaching learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. In accordance with Ur (1991:120), states that there are four characteristics of successful speaking as below:
1) Learners talk a lot

Give much of the period of time for the activity which is filled out by learners’ talk. However, most of the time is filled out by teacher talk or pauses.

2) Participation

Classroom activity is not dominated by talkative learners, all learners have a chance to speak, and there is the distribution of speaking time.

3) Motivation is high

Learners are a desire to speak, an event they have intrinsic motivation to speak since they are interested in the topic, they have some ideas to express it even they want to take apart to achieve the objective.

4) Language is of an acceptable level

Learners express their self in utterances which are relevant, understandable for others or might be acceptable of accuracy’s level.

2. Question and Answer (Socratic) Method

   a. The definition

   The question and answer method is a teaching method to enrich students' creativity (Partin, 2005: 184). The Question and
Answer method can improve any understanding included in speaking. With the ability to speak, the question is the first step to knowing the ability of understanding listeners. Then the listener will try to understand and respond to the questioner according to the expected answer.

Question and Answer method is a way of presenting the subject matter in the form of questions and answers, both by teachers and learners. According to Hyman (1974) that the question and answer method contained three things, namely questions, responses, and reactions. Questions are marked with words or compliance with questions. Reaction refers to change and assessment of questions and responses.

Question and Answer method does refer to Socrates Method because here is the root. Socrates the Greek philosopher was involved in the use of questions to probe his students' competence and capability to be involved in intellectual discourse.

b. Essential Components of the Socratic method

Rob Reich (2003, 2) states that there are some essential components of the Socratic method as follows:

1) The Socratic method uses questions to examine the values, principles, and beliefs of students.
2) The Socratic method focuses on moral education, on how one ought to live.

3) The Socratic method demands a classroom environment characterized by “productive discomfort.”

4) The Socratic method is better used to demonstrate complexity, difficulty, and uncertainty than at eliciting facts about the world.

c. There are four basic principles to keep in mind while planning a lesson using the Socratic method:

1) Prepare open ended questions.

   Stay away from questions that have a yes/no answer. This will not generate discussion. Broad, open ended questions that will lead to exploration are the best kinds to have ready.

2) Clearly state expectations at the beginning.

   Tell the students that want them to speak up and discuss, and that the teacher will not be lecturing the whole time. This will help them to know the format training. State some simple ground rules, such as the need to stay on topic and being respectful of others.

3) Do not talk much once the discussion gets going.
The role of the teacher is really more of a facilitator in this type of class. It will be necessary at times to guide the discussion back on track or remind students about the topic, but let the students talk as much as they want as long as it is productive. It may also be necessary to occasionally draw other students into the conversation by asking them what they think.

4) Give Plenty of Time.

It is natural to want to answer your own question after a couple seconds of awkward silence. Don’t do it! Wait for up to a minute before rephrasing your question. This allows students time to think and also shows them that you are committed to having a discussion instead of lecturing.

Use these principles when planning the next training session. There are unexpected results with the level of participation obtained from students. (https://www.getadministrate.com/blog/how-to-teach-with-questions-exploring-the-socratic-method/ accessed on 30th August 2018, at 09.30 a.m.).

3. Realia

a. Definition of Realia

Gower et al (1995, p.212) define realia (in language teaching) is an actual object or items which are brought into a classroom as
an example or as aids to be talked or written about. Stated by Heaton in Allen (1983), realia is an associative bridge between the classroom and the language.

From the definition above, it can be concluded that realia is all original objects and the items represent them which are used to illustrate topic/material talked about into concrete or real situation. For example, when teaching the topic about animal and transportation, the teacher can use the animal toys or picture, transportation toys, and etcetera.

b. The characteristic of Realia

In choosing appropriate media for teaching students, the teacher should know the characteristics of the media. Bierbaum, in http://palimsest.standford.edu (accessed on August 30th 2018, at 10.45 a.m.) has listed the characteristics of good realia. They are:

1) Related to the real world.

2) Things or something around the children.

3) Usually more portable and accessible than the whole environment they present.

4) Often inexpensive and readily obtained, e. almost infinitely various.
5) Versatile, and may fill several learning objectives or educational recreational needs.

6) Often meaningful without language, h. can be touched, manipulated and observed.

7) Combine elements of instruction and recreational and appeal to the cognitive and affective domains.

8) may lead from the general to the particular or the reserve.

Bierbaum in [http://palimsest.stanford.edu](http://palimsest.stanford.edu) (accessed on August 30th 2018, at 11.00 a.m.) listed some other advantages of using realia as below:

1) They are a part of the real world.

2) They are more portable, therefore more accessible than in their original environment.

3) They are often obtained readily and for little or no cost.

4) They often a range of sensory stimulation in addition to sight.

5) They transcend language but help to develop language,

6) They help develop concepts: size, color, spatial relations, and more sophisticated concepts, etc.

c. **Color Card**

Researchers use realia as an English learning media. The realia used is a color card. this card is 3 to 5 pieces. The card used
is 2 in the implementation, but it takes up to 5 cards for variations in each student tested.

B. Review of the Previous Research

There are some previous researches which are used in this research. The researcher takes three previous types of research comparison.

The first research is conducted by Rahma (2016). The method used in this graduating paper was classroom action research. The subject in the research was the tenth-grade students SMK Al-Falah. Based on the research, it could be concluded that the implementation of Question and Answer Method Improve students on reading comprehension of recount text for the first-grade students of SMK Al Falah Salatiga.

The second is conducted by Nashihah (2017). She used Classroom Action Research (CAR) as a method that carried out in two cycles. The subject in the research was the eighth-grade students of SMP N 3 Salatiga. In her research, the data formed were qualitative data also supported quantitative data. It could be concluded that the implementation of word clap game and realia improved student’s speaking mastery of the eighth-grade students of SMP N 3 Salatiga in the academic year of 2017/2018.

Furthermore, the other research was conducted by Diah (2014). The method used in this research was action research that was conducted in two cycles. The data collected were qualitative and quantitative data.
The qualitative data were gained through observation, field notes and photograph. Meanwhile the quantitative data were collected from four kinds of validity, outcome validity, process validity, dialogic validity and catalytic validity. The research found that that question-answering instruction could improve reading comprehension of the eighth-grade students of SMP Sapta Andika Denpasar in academic year 2013/2014; in addition, the subjects also responded positively to the implementation of question-answering instruction.

Moreover, the next research was taken by Rosmiati (2015). The subject of the study was elemental level. Based on the research, that the use of flashcards in teaching vocabulary is well established and their usefulness in the world of language teaching needs no defense.

The last research was conducted by Saraswati (2015). The subject of the study was eighth-grade of SMP N 1 Bergas. The research methodology in this research is used Classroom Action Research (CAR). There were three cycles and every cycle include of two meeting to give the students more opportunities to improve their understanding about grammar. The results show that the students’ grammar mastery improves significantly. The T-calculation results shows that the T-calculation of cycle I is 5, 1, cycle II is 8, 3 and cycle III is 6, 5. It means that using board game can improve students’ grammar mastery.
Compared to the previous research above, this study has several differences from the previous one. From the information provided, the researchers concluded that this study tried to use three variables with different skills than the previous ones. Research subjects in which researchers studied realia color cards using the question and answer method for Sunan Giri Salatiga Islamic junior high school students because there was no research conducted at SMP Islam Sunan Giri Salatiga related to the application of color cards as a medium in learning to improve speaking skills in language subjects English.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. The Procedures of the Research

The researcher uses the Classroom Action Research in collecting the data. The researcher carries out the steps which summarized in the following research schedule. The research schedule is shown below:

Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving observation letter to one of the administration staff at SMP Islam Sunan Giri Salatiga</td>
<td>September 6&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
<tr>
<td>2</td>
<td>Interview with the English teacher in the preliminary study (before classroom action research)</td>
<td>September 7&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
<tr>
<td>3</td>
<td>Meet the English teacher to do a consultation and discussion about the lesson plan</td>
<td>September 8&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
<tr>
<td>4</td>
<td>Doing action in the class (cycle 1)</td>
<td>September 10&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
<tr>
<td>5</td>
<td>Doing action in the class (cycle 2)</td>
<td>September 17&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
</tbody>
</table>
There are four steps in one cycle for doing actions research those are planning, observing and reflecting. In this research, the researcher conducts the research into two cycles; cycle I, and cycle II. The researcher collaborated with the English teacher who teaches the eighth class. The activities of each cycle as follows:

1. **Cycle I**

   The researcher uses Color Card Realia as media which can improve the students’ speaking skills. The topic is simple present tense. The procedures as below:

   a. **Planning**

      The researcher plans what steps will be done in using and applying Question and Answer method using color card realia to teach speaking skills. The activities were presented as below:

      1) Selecting material about grammar (simple present) that is most suitable with the teacher based on syllabus.

      2) Having a discussion session about the material that will be taught.

      3) Preparing the materials, making the lesson plans and designing the steps in doing the action.
4) Preparing teaching aids by the theme “Simple Present Tense” (example: a sheet of powerpoint presentation).

5) Preparing students’, teachers’ and the use of Question and Answer method, and color card realia observation checklist of the cycle I (to know the situation of the teaching and learning process when the media is applied).

6) Preparing the pre-test and post-test in cycle I.

7) Preparing the list of students’ names and scoring of the cycle I.

Those preparations are arranged to acquire the objective of the teaching and learning process. Students are supposed to improve their speaking skills through the materials were given.

b. Acting

After the preparation has been cleared, the teacher does teaching-learning activity. At this session, the learning process is led by the teacher. The action will be presented as written below:

1) Presenting simple present tense pre-test.

2) Explaining simple present tense by using students’ book and power point slide show.

3) Giving opportunity to the students by asking the difficulties or problems.
4) Asking the students to answer questions related to the simple present tense.

5) Teaching simple present tense by using Question and method using color card.

6) Giving opportunity to the students by asking the difficulties or problems.

7) Giving feedback.

8) Giving post-test.

At this phase, the researcher and the students are work together. Students obtained the materials deeply. Meanwhile, the teacher helps, guides and monitors the students.

c. Observing

a. Observing the students’ attention and all the activities in the learning process.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Accomplish task
5. Being enthusiastic in using color card realia

b. Observing the teacher’s activities.

**Table 1.3 Teachers’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the student attendance list.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Telling the purposes of learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking the related material to the student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving the explanation of the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1.4 The Use of Question and Answer Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher delivers the question correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher uses the color card correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives the student a chance to answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students know the questions well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**d. Reflecting**

In this phase, the researcher tries to describe, evaluate, and describe the effects of the action. Reflection seeks influence from processes, problems, and real problems in action. Reflection is used
to evaluate whether the media can solve problems and improve students' speaking skills.

1) Analyzing the data of this cycle.

2) The researcher evaluated and discuss with the teacher about the result of the cycle.

3) Make a conclusion of the cycle I.

2. Cycle II

The second cycle will be done based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needed for another action in order to make enhancement of the quality for the next cycle. The topic will be different from the cycle I, the topic is. The procedures are presented as below:

a. Planning

In the planning phase of the cycle two, the researcher will do some activities that would be arranged as follows:

1) The researcher identifies the problem and makes the solution to the problems.

2) Preparing the material, making the lesson plan and designing the steps in doing the action.

3) Preparing the sheet for classroom observation.
4) Preparing two tests; pre-test and post-test (to know whether students’ speaking skill and understanding of simple present tense enhanced or not).

5) Preparing the list of students’ names and scoring of cycle II.

Preparations are designed to get the goals of the teaching and learning process. Students are expected to be able to improve their speaking skills with the material provided.

b. Acting

The activities of the acting phase in the cycle II are:

1) Presenting simple present pre-test.

2) The teacher asked the students about their problems in the previous lesson.

3) Giving feedback.

4) The teacher re-explained about the material using the Question and Answer method.

5) The teacher divided the class to be four groups to do the method using color card.

6) Giving post-test.

7) Giving feedback and motivation for students.
c. Observing

The researcher observes the students and the teachers’ activity by using an observation checklist. The steps are below:

a. Observing the students’ attention and all the activities in the learning process.

Table 1.3 Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in using color card realia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Observing the teacher’s activities.

Table 1.3 Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. The teacher checking the student attendance list.

4. Giving motivation

5. Telling the purposes of learning.

6. Asking the related material to the student.

7. Reminding previous material

8. Giving the explanation of the material

9. Giving opportunity for asking the questions

10. Help students’ difficulties during learning

11. Giving feedback after lesson

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher delivers the question correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher uses the color card correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives the student a chance to answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students know the questions well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Reflecting

1) Analyzing the data of this cycle.

2) The teacher and the researcher will discuss the result of the cycle.

3) Reflecting the result of discussion, evaluates, and describes the effects of the action. This is used to record what happened in the observation stage.

4) The researcher and the teacher make a conclusion after comparing the students’ score between cycle I and cycle II to find out how far the enhancement of students’ comprehension in reading.

B. The minimal criterion of the passing grade

The students’ success and failure in doing activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMP Islam Sunan Giri Salatiga is 70. The teacher and the researcher expect that there are at least 85% of the students who reach the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzing the collected data. The researcher collected the data from the second grade students of SMP Islam Sunan Giri Salatiga. The researcher provided details of the findings. This chapter was the main discussion of research conducted. The discussion presented the findings of the data collected from the beginning to the end of the study in the form of cycle I and cycle II results. These two cycles were implementation treatments using the question and answer method using the color card realia to improve speaking skills.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing and reflecting. The whole steps of the research would be explained in the description as follows:
1. Research Finding

The research consists of two cycles that consists of planning, acting, observing and reflecting. All of the steps would be explained in the description as follow:

a. Cycle I

1) Planning

The researcher prepared some research instruments, such as:

a) English syllabus of Junior High School

   English syllabus was the basic guideline in determining the lesson plan for teaching. The researcher used the lesson plan of SMP Islam Sunan Giri Salatiga.

b) Lesson plan

   The researcher provided two lesson plans for this research. It used to control and manage the teaching and learning process in and aimed to manage the time and activities during the teaching and learning process in the class.

b) Material

   The simple present tense was the material of speaking skill. It consisted of definition, formula, use of verbs, and use of yes/no and WH questions.
c) Observation checklist

Observation checklist used to rate the students’ and teachers’ activities during the teaching and learning process. To know the improvement of students’ learning process.

d) Teaching aid

The researcher prepared board-marker, Power Point Presentation, LCD, laptop, and handout for students (simple present tense) as the instrument. The second preparation was the materials and color card realia.

e) Pre-test and post-test

The researcher used pre-test and post-test for the action. The pre-test used to the speaking ability before the treatment was delivered to know students’ understanding in simple present tense. The post-test used to know the students’ speaking ability enhanced after the treatment was done.

2) Acting

In carrying out the activities of the CAR, the researcher observed teachers and students in the implementation of teaching and learning activities. Cycle I was designed into two parts, on Monday and Wednesday, September 10th & 12th, 2018 at 11.30 to
13.00. The first cycle activity included pre-test treatment and post-test.

The first part of cycle 1 was conducted on Monday, 10\textsuperscript{th} September 2018, at 11.30 a.m., the teacher and the researcher entered the class. Before starting the lesson, the teacher told to the students that a few days later the class would be observed by the researcher. The teacher started the lesson by greeting and asking about their condition. “\textit{For the leader, please lead your friends to pray together}” the teacher said. Then the leader led the class prayed together, “Let’s start our lesson by praying together!” Praying was done and the chief of class greeted to the teacher and saying “Assalamu’alaikum, Miss!” The teacher answered and reply by asking the student’s condition, “\textit{How are you today, Guys?}”. “I’m fine too thank you miss!” answered the students.

The teacher mentioned the purpose of the class session. The teacher introduced the researcher to the students and explained the objectives according to what was previously stated. The teacher allowed the researcher to carry out his duties. The teacher said that they would get a pre-test. Before that, the teacher asked students to line up one behind. The teacher gave some questions about simple present tense to students one by one while checking
the attendance list. The students were allowed to sit after being asked a question.

After doing pre-test the teacher gave a handout to the students (see appendix) and asked them to open it. The teacher showed power point presentation, firstly the teacher asked to the students, “Any ones can explain about simple present tense? Just explain as you know. One of the students “Az” put his hand up and answered “simple present tense is the tenses that using Verb1.” Ok good answer, the other please? “Is” added the phrases or the example is “I think, in my opinion, presented is tenses for habitual activity, is this correct Mom?”. The teacher replied “Impressive! Thank you, Is. Now I explain little bit to make a better understanding for you."

After the teacher explained little bit, she opened the power point presentation. The PPT showed the material of simple present tense. The teacher explained the formulas and some examples of simple present tense. “Is there any question before?” asked teacher. The class was silent. “OK, if there is no question, I will ask you.” “P, please make a positive sentence of simple present tense!” the teacher asked to ‘P’. “Ehmm, I go to school.” Putri answered. Then the teacher moved to another side of class.
“Please make it into negative sentence, Al!” asked teacher again. Al said that he could not answer. The teacher pointed towards the whiteboard and showed the negative formula. “Al attention this! Sort by the formula, start from subject, do/does not, verb1, and object” said the teacher. Then, Al tried to answer “Yes Miss, I will try. I do not go to school.” “Good job Al.” Answer the teacher.

The teacher moved to in front of the class and said “For the last, who can make the sentence into interrogative?” “II” put her hand up and answer directly “I do miss, the answer is what do I do?” “Correct! After you have known about the rules you can remember the rules by interrogative sentence. The interrogative sentence consists of two sentences. There are interrogative for the question and positive/negative for the answer depend on the question”.

After the teacher explained little bit about how to know and remember the formulas of simple present tense, she showed the PPT about interrogative explanation. Then, the teacher explained more detail in Bahasa in order to make a deep understanding. The teacher took the color card then made an interrogative sentence related to the card. After that, the teacher practiced it simply so that it was easy to understand and imitate. The teacher
emphasized the positive adjective used in the sentence. Because in the question subject would change position when used as a question with subject “you” will change position to “I”.

“Consider the example of the phrase ‘what card did you give me?’ then answer it not with ‘you gave me a red card’ but the truth is ‘I gave you a red card’, do you understand?” explained the teacher.

The teacher tried to practice the students according to the bench line before dividing the students into pairs. “Alright, attention please! Now I will try to ask you based on the bench line. So, who feels the chair was pointed please answer based on the questions!” Teacher gave instruction, “Third line! What card do I give you?” Third line answer “You give me a blue card.” The teacher continued asking the other lines. The researcher observed and take the picture the students’ and the teacher’s activities the while the teacher gave the treatment. The time was up. The pre-test and treatment cycle 1 were passed.

The second part of cycle 1 held on Wednesday, September 12th 2018. The teacher entered the class at 9.30 and greeted as “Assalamu’alaikum wr.wb?” and the Students answered “Wa’alaikum salam”. The teacher asked the students condition
by saying “how are you today” the students answered “I am fine thanks, and you?” , “I am fine too, thank you” replied the teacher. Then, the teacher checked the students' attendance list and asked the leader to lead the pray by saying “bismillahirrohmanirrohim”. This time the teacher would be repeat the treatment. During treatment, the researcher observed all the activity. After the treatment was done, the teacher asked the students to make pair groups. Each pair group had to make 5 simple present tense questions using color card and asked after finish. Each pair groups would be presented in front of the class. The teacher gave 10 minutes to prepare. “Ok students, everyone has to make 5 questions related with color like yesterday. The questions will be asked to your couple. Do you understand? Do it now, please!” said teacher.

After ten minutes, the teacher asking to stop all activities. The teacher would call the name one by one. The name who was called had to go in front of the class and presented the task. While the students presented, the researcher gave an assessment according to the determined aspects recorded it.

After having post-test, and their speaking performance have been being recorded, then the teacher closed the meeting by
saying “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class? The students replied ‘yes, mam’. Teacher “The last I say assalamu’alaikum wr.wb”. “wa’alaiikumsalam wr.wb miss” said the students.

3) Observing

The researcher observed students and teacher activity by using the observation checklist in the learning process. This observation checklist was designed to know how far the situation and enthusiasm of the students’ and teachers’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

a) The Student activity

Table 4.1 Form the Result of Students’ Observation Checklist

<table>
<thead>
<tr>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>
was one student who turned his attention to another thing. They were being reprimanded by the teacher directly.

2. Asking question | √ | The students were asked about the familiar words, and the meaning. The Student asked for a formula that was poorly understood. (‘Ok, if there is no question, I will ask you. ‘P’, Please make a positive simple present tense!’)

3. Responding to question | √ | The students answered teachers’ questions and explain it. (‘Ehmm, I to school.’)

4. Accomplish task | √ | The students did the task well but some of the students did not do the task, they were talking to their
5. Being enthusiastic in using Color card realia.  √  The students were not really enthusiastic in using color card. Some students felt confused because it was the first time.

b) The Result of Students Observation Checklist cycle I

Table 4.2 Form the Result of Students observation Checklist cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Students’ Involvement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
</tbody>
</table>
| 5. | AWS | Good | The student answered the teachers’ question. 
(Q: “*What card do they give us?*” 
S: “*They give us a blue card*”) |
| 6. | APW | Good | The student answered the teachers’ question. 
(Q: “*What card do I give them?*” 
S: “*You give them a blue card*”) |
<p>| 7. | AK | Less | The student just silent, confused, and nervous. |
| 8. | DES | Less | The student just silent, confused, and nervous. |
| 9. | DY | Less | The student just silent, confused, and nervous. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>FH</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
<td>Less</td>
<td>The student just silent, confused, and nervous.</td>
</tr>
</tbody>
</table>
19. NCN Good The student answered the teachers’ question. (Q: “What card do I give you?” S: “you give me a blue card”)

20. N Less The student just silent, confused, and nervous.

21. RS Less The student just silent, confused, and nervous.

22. UK Good The student answered the teachers’ question.

c) The teacher activities

**Table 4.3 Form the Result of Teachers’ Observation Checklist**

**Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan. Preparing the</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td></td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td>The teacher greeted the students and the students replied.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the student attendance list.</td>
<td>√</td>
<td>Before the lesson began, the teacher checked the students’ attendance.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td>The teacher gave motivation for the students.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Telling the purposes of learning.</td>
<td>√</td>
<td>The teacher explained the current material immediately.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Asking the related material to the student.</td>
<td>√</td>
<td>The teacher asked the students about material one by one.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher used color card to teach speaking.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td>The teacher explained the material well; She used</td>
<td></td>
</tr>
</tbody>
</table>

material such as Power Point Presentation and color cards realia.
|   | material Bahasa to make an easy understanding for the students. |   |
|---|---|
| 9. | Giving opportunity for asking the questions | √ |
| 10. | Help students’ difficulties during learning | √ |
| 11. | Giving feedback after lesson |   |

In explaining the material, the teacher gave opportunity for the students to ask any questions.
The teacher gave helps for the students to solve the difficulties in learning.
The teacher gave feedback to the results of learning.
d) Observe the use of Question and Answer Method

**Form 4.4 The Use of Question and Answer Observation**

**Checklist Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the question correctly.</td>
<td>√</td>
<td></td>
<td>The teacher asked the question very well and correct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(&quot;What card do I give you?&quot;)</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher used the color card correctly</td>
<td>√</td>
<td></td>
<td>The question was asked using color cards correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>There was some repeating question because the student did not pay attention.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives the student a chance to</td>
<td>√</td>
<td></td>
<td>The teacher always waited the students’ answer. The teacher did not continue</td>
</tr>
<tr>
<td></td>
<td>answer.</td>
<td></td>
<td></td>
<td>the question before the students answered the questions.</td>
</tr>
<tr>
<td>4.</td>
<td>The students know the questions well</td>
<td>√</td>
<td></td>
<td>The students could not hear the question well.</td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric speaking assessment (see appendix). There are five aspects in
scoring such as; pronunciation, intonation, fluency, grammar and vocabulary. 

The researcher analyzed the data of pre-test and post-test. 

The calculation and result of both tests are presented below: 

(1) The Score of Pre-test and Post-test Cycle I 

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D^2C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>69</td>
<td>78</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>77</td>
<td>78</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
<td>73</td>
<td>80</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
<td>63</td>
<td>62</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
<td>71</td>
<td>68</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
<td>78</td>
<td>83</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
<td>67</td>
<td>79</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>68</td>
<td>70</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>70</td>
<td>77</td>
<td>7</td>
<td>49</td>
</tr>
</tbody>
</table>
From the table above, it showed the students’ score in the pre-test and post-test of the cycle I, thus the researcher could calculate the number of students who reached the passing grade as written below:

**Table 4.6 Count of Passing Grade of Pre-Test and Post-Test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>45.45 %</td>
<td>5</td>
<td>22.73 %</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>13.64 %</td>
<td>2</td>
<td>9.10 %</td>
</tr>
</tbody>
</table>

93 834
Then the writer calculates the deviation standard by using SPSS 16.00. It can be shown as follows:

(2) Descriptive statistic of cycle I

Table 4.7 Descriptive Statistic

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest1</td>
<td>22</td>
<td>63</td>
<td>88</td>
<td>72.14</td>
<td>6.693</td>
</tr>
<tr>
<td>posttest1</td>
<td>22</td>
<td>62</td>
<td>90</td>
<td>76.09</td>
<td>7.904</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>22</td>
<td>62</td>
<td>90</td>
<td>76.09</td>
<td>7.904</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the mean of pre-test in cycle I 72.14 is with standard deviation 6.693. While mean post-test in cycle I is 76.09 with standard deviation 7.904. The quantity (N) of the students is 22 students.

(a) The passing grade of the cycle I

Cycle I also has shown that the students can improve their English score in speaking skill. It is shown by the mean of post-test 76.09, it is better than the mean
of pre-test 72.14. The researcher also calculates the passing grade is 70.

(b) Significant

To know there was a significant improvement in speaking skill, the researcher analyzed the result of pre-test and post-test by using SPSS 16.00.

(3) Paired Samples Test Cycle I

**Table 4.8 Paired Samples Test Cycle 1**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair1 pretest1 - posttest1</td>
<td>-3.955</td>
<td>5.019</td>
<td>1.070</td>
<td>-6.180 -1.729</td>
<td>-3.696</td>
<td>21</td>
<td>.001</td>
</tr>
</tbody>
</table>

From the results above can be seen that:

- T-test cycle I is 3.696
- T-table (α=0.05) from the quantity (N) 22 is 2.080
- T-test > T-table = 3.696 > 2.080
The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 3.696 while t-table showed 2.518 for df 21 and significancy 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.001 and t-test was 3.696 so that, the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that Ha was accepted.

4. Reflecting

After analyzing the result of cycle I, the researcher and the teacher should give brief explanation because some students confused and did not understand. It spent much time, students active in learning. But they were interested at the early cycle. They were not ready yet, when the teacher came and started the lesson.

In cycle 1, the researcher thought that were two 2 causes that made the students difficult to understand the lesson. The first cause was the students felt nervous and confused to speak up in front of the class. The second cause was the teacher
almost always taught using English language, so the students were difficult to understand the material. The teacher would also mix the language between English and Indonesia.

The KKM of English lesson was 70 but the student’s scores of the pre-test show that there are only 6.89% of the students who get score higher than KKM. In the post-test, the student’s scores show that there are 62.06% of the students who get score higher than KKM. It means that although there is an improvement, the researcher and the teacher have to conduct the next cycle because there must be at least 85% of the students who get score higher than KKM.

b. Cycle II

Based on the result of the cycle I, it is necessary for the researcher to continue to the next cycle:

2) Planning
   a) Lesson plan as a guide for teacher, so teaching and learning process can be controlled.
   b) Material
In the second cycle the researcher used the same material. There are additional videos about simple present tense to increase student understanding.

c) Teaching aid

The researcher prepared some instrument of teaching aids. They are boards marker, sheet of paper, handout for students, and video.

d) Test (pre-test and post-test), pre-test is a test that is given to the students before the teaching learning process. Meanwhile, post-test is a test that is given to the students after learning process was conducted. The test is the teacher asked to the students to make simple text about expressing opinion.
2) Acting
The second cycle consisted of two parts. The first part was done on Monday, September 17\(^{th}\), 2018. The second part was done on September 19\(^{th}\), 2018 at 11:30. On Monday, September 17, 2018, at 11:30, the researcher observed the activities of the teacher and students and took several photos and recorders in the pre-test and post-test for documentation. The teacher and researcher entered the class, and the teacher welcomed the students in the class by saying "Assalamu’alaikum warohmatulloh wabarokatuh". All students answered the teacher's greetings. The teacher asked the class leader to lead the prayer by saying "Bismillahi’r-rahmanir-rahim" then followed by all students. After that, the teacher notified them that they would conduct a pre-test in 40 minutes while checking the attendance of students. This pre-test was almost the same as the cycle I pre-test. The pre-test was to answer the questions given by the teacher regarding simple present tense with the theme "daily activities". Then, the teacher instructed students to line up one behind. The teacher gave the questions properly and correctly to each student who got a turn. When students did the pre-test, the researcher assessed and took the recordings to students who carried out the pre-test. Every student
who has completed the pre-test was invited to sit back in place. All students attend classes and no students absent.

After the pre-test was complete, the teacher reminded the material about overall simple present tense. Some students were still confused and most students understood the material. "Any questions about this?" Asked the teacher. The students were just silent. Then, the teacher asked one of the students (II) about the material "Do you understand this material?". "Sorry Miss, I'm still confused. How do I put 'me' and 'you' in the form of a question sentence?" Asked the student. Then, the teacher repeated the material and clearly explained the question.
Time run out and before the class was closed the teacher made a partner team consisting of 2 students. The Pair Team would be used for the next meeting. When the first meeting of the second cycle ended, the teacher reviewed the lessons that learned today. The teacher said goodbye and gave a closing greeting.

The second meeting is on Wednesday 19th September, 2018 at 09.30 a.m. The teacher and the researcher entered the class, and the teacher greeted the students in the class by saying “Assalamualaikum wr wb”. All the students answered the greeting of the teacher. The teacher asked the class leader to lead the pray by saying “Bismillahirohmanirrohim” then followed by all students. After that, the teacher opened the meeting and checked the students’ attendance list and no one absent.

The next activity in the class, the teacher used Question and Answer method in 40 minutes and 40 minutes to post-test. The last meeting, the students was divided to pair group. This group divided by rank order and mixed between male and female. For the pair groups’ data are follows:

<table>
<thead>
<tr>
<th>Table 4.9 Pair Group Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pair Group 1</strong></td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

**Pair Group 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AMA</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>AA</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Pair Group 3**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UK</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>KMA</td>
<td>Male</td>
</tr>
</tbody>
</table>

**Pair Group 4**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>II</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>MRA</td>
<td>Male</td>
</tr>
</tbody>
</table>

**Pair Group 5**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DY</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>IC</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Pair Group 6**
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ACM</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>RS</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Pair Group 7**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FH</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>MNZ</td>
<td>Male</td>
</tr>
</tbody>
</table>

**Pair Group 8**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWS</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>APW</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Pair Group 9**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>N</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>MRA</td>
<td>Male</td>
</tr>
</tbody>
</table>
The teacher made the activities in the class like English a conversation. The teacher explained and asked them to make a simple present tense sentence in the form of question and answer for every pair group. The teacher gave one example and then distributed the color cards to each pair groups. The teacher gave 10 minutes to discussed with their pair group and 30 minutes to speak up in front of the class. When the students were doing the task, the teacher walked around the class to check the students while doing the task.

Most of the member of the groups worked assignments enthusiastically and discussed with their own group. One student (DY) asked to the teacher “Miss, how about this sentence? Is it correct?” The teacher answered “Yes, it is correct. Keep doing the
task well.” After that, the teacher asked the group that was called to come forward and presented the results of their discussion. Groups of couples who did not come forward were asked to pay attention to whether there were errors in making sentences.

After the teacher applied Question and Answer method, the teacher gave a post-test to the students in 45 minutes. The teacher asked the students to make one line backwards as done in the pre-test to make it easier to do the post-test. The teacher started the post-test by giving simple present tense questions by using color cards for each student, and their speaking performance have been being recorded. The time was up and the teacher review today material little bit. the teacher thanked the students for their attention and offered good-bye with “Assalamu’alaikum wr wb”. “Wa’alaikumsalam wr wb” replied students.

c. Observing

In the cycle 2, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher’s observational checklist as follows:
1) The students’ activity

Table 4.10  The Students activity

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>The students were paid attention to the teachers’ explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
<td></td>
<td>The students were asked about the difficult of words.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding the question</td>
<td>✓</td>
<td></td>
<td>The students were answered the teachers’ question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>✓</td>
<td></td>
<td>The students did the task well but some of the students did not do the task and playing their friends</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in Question and Answer method.</td>
<td>✓</td>
<td></td>
<td>Some students felt confused and nervous.</td>
</tr>
</tbody>
</table>
2) The Results of Students’ Observation Cycle II

Table 4.11 Form the Result of Students’ observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Students’ Involvement</th>
<th>Note</th>
</tr>
</thead>
</table>
| 1. | AAP            | Good                  | The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”) |
| 2. | ACM            | Good                  | The student answered the teachers’ question.  
(Q: “What card do we give her?”  
S: “We give her a red card”) |
| 3. | AA             | Good                  | The student answered the teachers’ question.  
(Q: “Do you give me a blue card?”  
S: “Yes, I give you a blue card”) |
| 4. | AMA            | Good                  | The student answered the teachers’ question.  
(Q: “Do they give you a yellow card?”  
S: “No they do not, but they give me a red card”) |
<p>| 5. | AWS            | Good                  | The student answered the |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   |   | teachers’ question.  
(Q: “What card do we give her?”  
S: “We give her a blue card”)
| 6. | APW | Good |
|   |   | The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”)
| 7. | AK | Good |
|   |   | The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”)
| 8. | DES | Less |
|   |   | The student just silent, confused, and nervous.  
(Q: “What card do we give her?”  
S: “We give her a red card”)
| 9. | DY | Good |
|   |   | The student answered the teachers’ question.  
(Q: “What card do you give me?”  
S: “I give you a yellow card”)
| 10. | FH | Good |
|   |   | The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”)

87
|   |   |   | The student answered the teachers’ question.  
|---|---|---|---|
|   |   |   | (Q: “What card do I give them?”) 
|   |   |   | S: “You give them a blue card”) 
|   |   |   | The student answered the teachers’ question.  
|   |   |   | (Q: “Do I give you a red card?”) 
|   |   |   | S: “Yes, you give me a red card”) 
|   |   |   | The student answered the teachers’ question.  
|   |   |   | (Q: “What card do I give them?”) 
|   |   |   | S: “You give them a blue card”) 
|   |   |   | The student answered the teachers’ question.  
|   |   |   | (Q: “What card do we give him?”) 
|   |   |   | S: “We give him a red card”) 
|   |   |   | The student answered the teachers’ question.  
|   |   |   | (Q: “Do you give me a blue card?”) 
|   |   |   | S: “Yes, I give you a blue card”) 
|   |   |   | The student answered the teachers’ question.  
|   |   |   | (Q: “Do I give you a red card?”) 
<p>|   |   |   | S: “Yes, you give me a red card”) |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|17.| MNZ| Good|The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”) |
|18.| MRA| Less|The student just silent, confused, and nervous.  
(Q: “What card do you give me?”  
S: “I give you a yellow card”) |
|19.| NCN| Good|The student answered the teachers’ question.  
(Q: “Does she give her a yellow card?”  
S: “No she does not, but she gives me a blue card”) |
|20.| N| Good|The student answered the teachers’ question.  
(Q: “What card do I give them?”  
S: “You give them a blue card”) |
|21.| RS| Good|The student answered the teachers’ question.  
(Q: “Do they give you a yellow card?”  
S: “No they do not, but they give me a red card”) |
|22.| UK| Good|The student answered the teachers’ question.  
(Q: “What card do you give
me?”
S: “I give you a yellow card”

(3) The Teachers’ Activity

Table 4.12 Form the Result of Teacher’s observation

Checklist cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher the lesson plan and the material</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting the students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and the students answered</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td></td>
<td>Before the lesson began, the teacher checked the students’ attendance.</td>
</tr>
<tr>
<td>4.</td>
<td>Use question and answer to improve students’ interest speaking ability</td>
<td>✓</td>
<td></td>
<td>The teacher used Question and Answer method to improve students’ interest in speaking ability</td>
</tr>
<tr>
<td>5.</td>
<td>Help students’ difficulties during learning</td>
<td>✓</td>
<td></td>
<td>The teacher gave helps for the students to solve the difficulties in learning.</td>
</tr>
<tr>
<td>6.</td>
<td>Giving feedback after lesson</td>
<td>✓</td>
<td></td>
<td>The teacher gave feedback to the results of learning.</td>
</tr>
</tbody>
</table>
1. Observe The Use of Question and Answer Method

**Form 4.13 The Use of Question and Answer Observation**

**Checklist Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher asks the question correctly.</td>
<td>✓</td>
<td></td>
<td>The teacher asked the question very well and correct. (Q: “What card do you give me?” S: “I give you a blue card”)</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher used the color card correctly</td>
<td>✓</td>
<td></td>
<td>The question was asked using color cards correctly. There was some repeating question because the student did not pay attention.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives the student a chance to answer.</td>
<td>✓</td>
<td></td>
<td>The teacher always waited the students’ answer. The teacher did not continue the question before the students answered the questions.</td>
</tr>
<tr>
<td>4.</td>
<td>The students know the questions well</td>
<td>✓</td>
<td></td>
<td>The students could hear the question well.</td>
</tr>
</tbody>
</table>
The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric speaking assessment (see appendix 4). There are five aspects in scoring such as; pronunciation, intonation, fluency, grammar and vocabulary.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

i. Score of Cycle II

1) The Result of Pre-Test and Post-Test

**Table 4.14 The result of Pre-test and Post-test cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>86</td>
<td>90</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>75</td>
<td>89</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>75</td>
<td>89</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>87</td>
<td>94</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>79</td>
<td>85</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>NCN</td>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>20.</td>
<td>N</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>21.</td>
<td>RS</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>22.</td>
<td>UK</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
</table>
2) The Result of Difference Score Between Pre-test and Post-test Cycle II

**Table 4.15 The result of difference score between Pre-test and Post-test cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D²C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAP</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>ACM</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>86</td>
<td>90</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>4</td>
<td>AMA</td>
<td>77</td>
<td>85</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>AWS</td>
<td>88</td>
<td>94</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>APW</td>
<td>89</td>
<td>94</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>AK</td>
<td>85</td>
<td>88</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>DES</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>DY</td>
<td>70</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>75</td>
<td>89</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>76</td>
<td>90</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>75</td>
<td>89</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>87</td>
<td>94</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>79</td>
<td>85</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>17.</td>
<td>MR</td>
<td>70</td>
<td>78</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>18.</td>
<td>M</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19.</td>
<td>RA</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>20.</td>
<td>ODY</td>
<td>74</td>
<td>75</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>PSN</td>
<td>78</td>
<td>79</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>PNA</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>174</td>
<td>2304</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it showed the students’ score in the pre-test and post-test of the cycle II, thus the researcher
could calculate the number of students who reached the passing grade as written below:

Table 4.16 Count the Passing Grade of Pre-test and Post-test in cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Grade of Post-test</th>
<th>Grade of Presentation</th>
<th>Grade of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>2</td>
<td>9.09%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.09%</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>18</td>
<td>81.82%</td>
<td>21</td>
<td>95.46%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Afterward, the writer calculated the deviation standard by using SPSS 22 which is presented as follows:

Table 4.17 Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest2</td>
<td>22</td>
<td>60</td>
<td>89</td>
<td>77.59</td>
<td>6.780</td>
</tr>
<tr>
<td>postest2</td>
<td>22</td>
<td>70</td>
<td>94</td>
<td>84.05</td>
<td>6.637</td>
</tr>
</tbody>
</table>
From the table above, it can be seen that the mean of pre-test in cycle II is 77.59 with standard deviation 6.780. Meanwhile, the mean of pos-test in cycle II is 84.05 with standard deviation 6.637. The quantity (N) of the students is 22 students.

I. The Passing Grade of Cycle II

Cycle II also has shown that the students can improve their English score especially in speaking ability. Mean of post-test, it is better than mean of pre-test.

II. Significant

To know there is a significant improvement in students’ speaking ability, the researcher analyzed the result of pre-test and post-test.

- Paired samples test of cycle II
### Table 4.18 Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation Mean</td>
<td>Std. Error</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>pretest2 - postest2</td>
<td>-6.455</td>
<td>4.068</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a. T-table cycle I is 2.080

b. T-table (α=0.05) from the quantity (N) 21 is 2.080

c. T-test 7.443 > 2.048

From the explanation above it can be concluded that the result of t-test would be significant and Ha was accepted if sig. 2 (tailed) values was < 0.05 and t-table was smaller than t-test. Meanwhile, it would not be significant and Ho is accepted if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 7.443 while t-table showed 2.080 for df 21 and the significance 5%. From the explanation above, it can be seen that, the sig. 2 (tailed) value < 0.05 and t-test was bigger than t-table. It means that Ha was accepted.
From the explanation above, it can be concluded that there is a significant improvement of students’ speaking ability by using Question and Answer Method cycle II.

d. Reflecting

After analyzing the result of this cycle, the researcher seen that the application of Question and Answer Method using Color Card Realia could improve students’ speaking ability. The students could understand the material easily, so that most of them did the test well. The students practiced the speaking using simple present tense better than before. The result of pre-test and post-test in this cycle are higher than first cycle.
The passing grade (KKM) was 70, and the target was 85%. In the cycle II, 95.54% of the students could pass the passing grade. It means that the reflection from the cycle I which is applied in the action of cycle 2, there was improvement of students’ speaking ability by using Question and Answer Method for the eighth grades students of SMP Islam Sunan Giri Salatiga. Thus, the researcher stopped the study until cycle 2 because 96.55% of the students have passed the passing grade.

2. Discussion

- **Implementation of Question and Answer Method using Color Card realia to improve students’ speaking ability for the eighth grades students of SMP Islam Sunan Giri Salatiga in the academic year 2018/2019.**

From this study, the researcher could conclude that the implementation of Question and Answer Method was successful to improve students’ speaking ability for the eighth grades students of SMP Islam Sunan Giri Salatiga. The researcher got information from the cycle I and cycle II.
The researcher analyzed the speaking proficiency of the students and the students’ speaking proficiency has improved. The students’ fluency and pronunciation increased from their practice in the class. In the cycle I, some of students did not deliver their opinion by giving their reasons in a brief explanation. In cycle II, the students delivered their opinion by giving some reasons and a little explanation. Therefore, the students’ pronunciation was better than in the cycle I.

The implementation of each cycle was divided into two parts. In the first meeting, the teacher conducted pre-test in 40 minutes and the treatment was conducted in 40 minutes by using Question and Answer method Strategy. The second meeting the treatment was conducted in 40 minutes, and the teacher conducted post-test in 40 minutes. In the cycle I, the implementation of Question and Answer method Strategy was not really successful. The students were confused and nervous to speak up in front of the class.
In cycle II, there were two parts. In the first meeting, the teacher conducted pre-test in 40 minutes and the treatment was conducted in 40 minutes by using Question and Answer Method. The second meeting the treatment was conducted in 40 minutes, and the teacher conducted post-test in 40 minutes. In the cycle II, the implementation of Question and Answer Method using Color Card Realia was successful. The students more enjoy in the class.

- **Improvement of students’ speaking ability by using Question and Answer Method using Color Card Realia for the eighth grades students of SMP Islam Sunan Giri Salatiga in the academic year 2018/2019.**

In this study, there were 22 students. Then, the researcher collected the students’ scores, then the researcher analyzed the students’ speaking ability, and students’ speaking ability have improved from the cycle 1 until cycle 2. The improvement is described as follows:

**Table 4.19 Count Passing Grade of Pre-test, Post-test of Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>45.45 %</td>
<td>5</td>
<td>22.73 %</td>
</tr>
</tbody>
</table>
From the table above, the researcher knew that only nine students who could pass the passing grade (KKM) in the pre-test cycle I. The presentation of students who could pass the passing grade in pre-test cycle I was 40.91%, and 13.64% of the students who got 70. The total presentation of the students who could pass the passing grade

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre-test</td>
<td>72.14</td>
<td>77.59</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>76.09</td>
<td>84.05</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>6.693</td>
<td>6.780</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>7.904</td>
<td>6.637</td>
</tr>
<tr>
<td>3.</td>
<td>T-table</td>
<td>2.080</td>
<td>2.080</td>
</tr>
<tr>
<td></td>
<td>N =</td>
<td>N= 22</td>
<td>N= 22</td>
</tr>
<tr>
<td>4.</td>
<td>T-test</td>
<td>3.696</td>
<td>7.443</td>
</tr>
</tbody>
</table>
grade was 54.65%. Therefore, there was 45.35% of the students who got the score under the passing grade. The passing grade of English subject in SMP Islam Sunan Giri Salatiga was 70. The target presentation of passing grade was 85%. Therefore, the target presentation of passing grade in the pre-test cycle I was not achieved.

Meanwhile, based on the data, there were seventeen students who could pass the passing grade (KKM) in the post-test cycle I. The presentation of students who could pass the passing grade in the post-test cycle I was 68.17 %, and there were two students who got 70, the presentation was 9.10%. In the other hand, the presentation of students who could not reach the passing grade in the post-test cycle I was 23.73%, it was lower than the presentation of students who could not pass the passing grade in pre-test cycle I.

From the data in the cycle I, the score of t-test was 3.696. The significant level was 5 % to t-table. The score of t-table with (N-1) = 22 was 2.080. The result was 2.696 > 2.086. The researcher could conclude that the score of t-test was higher than t-table. It was also shown in the mean of students’ score of pre-test cycle I is 72.14 and the mean of post-test in cycle I is 76.09. It could be concluded that the presentation of pre-test and post-test in cycle still could not achieve
the target presentation of passing grade. Thus, the researcher would conduct the cycle II.

**Table 4.21 Calculation of the Passing Grade of Pre-test and Post-test in cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation</th>
<th>Grade of Post-test</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>2</td>
<td>9.09%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.09%</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>18</td>
<td>81.82%</td>
<td>21</td>
<td>95.46%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 4.22 Analysis Table of Mean, Standard Deviation, T-Table and T-Test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre-test</td>
<td>72.14</td>
<td>77.59</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>76.09</td>
<td>84.05</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>6.693</td>
<td>6.780</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>7.904</td>
<td>6.637</td>
</tr>
<tr>
<td></td>
<td>T-table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>N =</td>
<td>2.080</td>
<td>2.080</td>
</tr>
<tr>
<td></td>
<td>N= 22</td>
<td>N= 22</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T-test</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.696</td>
<td>7.443</td>
</tr>
</tbody>
</table>

From the data in pre-test cycle II, there were 18 students who could pass the passing grade, and the percentage was 81.82%. Two students who got 70, and the percentage was 9.09%. Two students could not reach the passing grade in the pre-test cycle II was 9.09%. Therefore, the total percentage of the students who could pass the passing grade in pre-test cycle II was 90.91%.

Meanwhile, based on the data in post-test cycle II, there were 20 students who got score above the passing grade, one student who got 70. The percentage of the students who could pass the passing grade was 95.46 % and 4.54 % of the students who got 70. Thus, the total percentage of the students who could pass the passing grade in cycle II was 95.46 %.

From the data in cycle II, the score of t-test was 7.443. The significant level was 5 % to t-table. The score of t-table (N-1) = 21 was 2.080. The result was 7.443 > 2.086. The researcher could conclude that the score of t-test was higher than t-table. The target
percentage of the passing grade has been achieved. Therefore, the researcher stopped the study until cycle II.

After the researcher conducted the cycles until twice, the researcher could conclude that the use of Question and Answer using Color Card Realia to teach the eighth grade students of SMP Islam Sunan Giri Salatiga has improved students’ speaking ability. Therefore, there was a significant difference between pre-test and post-test mean in cycle II.
CHAPTER V

CLOSURE

After completing this research, the research provides some conclusions and suggestions of the research.

A. Conclusions

Based on the data analysis in the chapter IV, the conclusions were presented as follows:

1. **The implementation of question and answer method using color card realia to improve the eighth-grade students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga in the academic year of 2018/2019**

   From this study, the researcher could conclude that the implementation of question and answer method and color card realia to improve the students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga was successful. The researcher got the information from cycle 1 and cycle 2.

   In this study, the researcher implemented pre-test, treatments, and post-test. Pre-test was given to the students before they got the simple present tense materials. The students were given 40 minutes to do the pre-test. When the students did it, they felt confused how to answer. Moreover, they got difficulties to understand the formulas of simple present tense.
However, in the cycle II the students got to speak English in simple present tense. After did the pre-test the researcher continued did the treatment using color card realia. Finally, the teacher gave post-test to the students to answer question that the teacher gives. The teacher and the student have 40 minutes to finish the test.

The researcher analyzed the students’ speaking, and they increased their writing from cycle 1 until cycle 2. The implementation of question and answer could improve the students’ speaking ability in by implementing color card realia in the class.

2. The extend of question and answer method using color card realia in improving the eighth-grade students’ understanding in simple present tense at SMP Islam Sunan Giri Salatiga.

Based on the result of the research and discussion that has been presented in the previous chapter, there is an improvement of the students’ understanding in simple present tense. It can be seen from students’ scores of pre-test and post-test. It is shown in the mean of students’ score of pre-test cycle I and cycle II are 72.14 and 77.59. The mean of pre-test in cycle II (77.59) is higher than the mean of pre-test in cycle I (72.14). While using picture series the students’ score of post-test in cycle I and II are 76.09 and 84.05. The mean of post-test in cycle II (84.05) is higher than the mean of post-test in cycle I (76.09). It means that the students’ simple
present tense understanding through question and answer method uses
color card realia was improved.

Moreover, the calculation from the t-test from the cycle I and cycle II
increased. The t-test of the cycle I is 3.696 and t-test of the cycle II is
7.443. The t-test in the cycle II is bigger than t-test of the cycle I. The
quantity (N) of this research is 22, based on the quantity of this research;
the t-table (N-1) is 2.080. In cycle I, the t-test is higher than t-table that is
3.696 > 2.093. While in the cycle II, the t-test is higher than t-table that is
7.443 > 2.030.

So, the researcher concluded that there is a significant improvement of
using question and answer method uses color card realia in improving the
eighth grades students’ speaking ability at SMP Islam Sunan Giri Salatiga.

B. Suggestions

Based on the research findings, the researcher wants to propose some
suggestions which are addressed to teachers, students, and other researchers.

1. For Teacher

   a. Question and answer method using color card realia can be used as the
   media to teach in the classroom in order to improve the students’
speaking ability. Teaching- learning using question and answer can
   make the atmosphere in the classroom lively. Moreover, it is an
interesting method and media, it is easy to be used and makes the students understand the material easily.

b. Teachers are suggested to use interesting media in order to the students get different view to study not only use handbook.

2. For the Students

a. The students can apply and practice the question and answer method using color card realia to improve their speaking product at home by themselves.

b. Students can develop a series of variations talking with the method to learn more about the level of tenses.

3. For the Other Researcher

a. The researcher needs improvement of thought for further studies, so the researcher hope that there are any other researchers who do same research.

b. The finding of the research helps and can be used as starting point of the future research on similar topics.
c.

**BIBLIOGRAPHY**


APPENDICES
## SILABUS PEMBELAJARA

**Sekolah**: SMP Islam Sunan Giri Salatiga  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: BAHASA INGGRIS  
**Semester**: 1 (Satu)  
**Standar Kompetensi**: **Berbicara**

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1               | Percakapan singkatan memuat ungkapan - ungkapan. Contoh :  
                    • A; *Let me help you.*  
                    • B; *Thank you so much.*  
                    • A; *Do you break the glass?*  
                    • B; *Yes, I do not /| 1. Review kosakata dan ungkapan-ungkapan terkait materi dan tema  
2. Tanya jawab menggunakan ungkapan-ungkapan tersebut  
3. Bermain peran melakukan percakapan yang disediakan guru | 1. Siswa diharapkan mampu membedakan penggunaan kata kerja yang diawalai dengan subject I, You, We, They, He, It  
2. Siswa diharapkan mampu membuat Unjuk kerja  
Uji Petik  
Berbicara  
Bermain peran | Unjuk kerja  
Create a dialogue based on the role cards and perform it in front of the class. | 4 x 40 menit | 1. Buku teks yang relevan  
2. Gambar-gambar terkait tema  
3. Realia Benda sekitar
lingkungan sekitar yang melibatkan tindak tutur menggunakan simple presentense.  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>No, it is not me.</td>
</tr>
<tr>
<td></td>
<td>- A: What do you think of this?</td>
</tr>
<tr>
<td></td>
<td>- B: Not bad.</td>
</tr>
<tr>
<td>2.</td>
<td>Tata Bahasa</td>
</tr>
<tr>
<td></td>
<td>- Yes/No Questions</td>
</tr>
<tr>
<td></td>
<td>- WH Questions</td>
</tr>
<tr>
<td></td>
<td>- Simple Present Tense</td>
</tr>
<tr>
<td>3.</td>
<td>Kosa kata</td>
</tr>
<tr>
<td></td>
<td>- Kata terkait tema dan jenis teks</td>
</tr>
<tr>
<td>4.</td>
<td>Ungkapan Baku</td>
</tr>
<tr>
<td></td>
<td>- Sorry</td>
</tr>
<tr>
<td></td>
<td>- I Think so</td>
</tr>
<tr>
<td></td>
<td>- I don’t think so</td>
</tr>
<tr>
<td>4.</td>
<td>Bermain peran melakukan percakapan berdasarkan situasi/gambar yang disediakan</td>
</tr>
<tr>
<td>5.</td>
<td>Menggunakan ungkapan yang telah dipelajari dalam real life situation</td>
</tr>
<tr>
<td></td>
<td>kalimat dengan pola simple present tense</td>
</tr>
<tr>
<td>3.</td>
<td>Siswa diharapkan mampu menyebutkan kata kerja dalam bentuk simple present tense.</td>
</tr>
</tbody>
</table>

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworhines)  
Rasa hormat dan perhatian (respect)  
Tekun (diligence)
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Islam Sunan Giri Salatiga
Mata Pelajaran  : Bahasa Inggris
Kelas/Semester  : VIII A/1
Skill     : Berbicara
Materi pokok : Tensis
Pertemuan ke- : 1
Alokasi Waktu : 2 x 2 JP
Jumlah Pertemuan : 2 pertemuan
Jenis Teks    : Fungsional

A. Standar Kompetensi

3. Mengungkapkan makna dalam kalimat pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur menggunakan simple present tense. | 1. Siswa diharapkan mampu membedakan pengunaan kata kerja yang diawalai dengan subject I, You, We They, He, They, It 
2. Siswa diharapkan mampu membuat kalimat dengan pola simple present tense 
3. Siswa diharapkan mampu menyebutkan kata kerja dalam bentuk simple present tense. |

C. Tujuan Pembelajaran
1. Peserta didik mampu memahami makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar bentuk kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian). Dalam bahasa Inggris terdapat tenses present tense, namun yang digunakan tenses Simple Present Tense.

2. Peserta didik mampu memperoleh kosakata terkait dengan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar bentuk kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian). Dalam bahasa Inggris terdapat tenses present tense, namun yang digunakan tenses Simple Present Tense.

3. Peserta didik mampu menggunakan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar bentuk kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian). Dalam bahasa Inggris terdapat tenses present tense, namun yang digunakan tenses Simple Present Tense.

D. Materi Pembelajaran

Simple Present Tense

Simple present tense adalah suatu bentuk kata kerja untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi pada saat ini. Bentuk kata kerja ini paling sering digunakan dalam bahasa Inggris.

Simple present tense dibentuk dari verb-1 (present tense) atau linking verb “be” (is, am, are). Apa itu verb-1? Verb-1 merupakan bare infinitive dengan tambahan -s atau -es (contoh verb-1: does, goes, wants) khusus untuk subject berupa singular noun (kata benda tunggal: Tita, book, car) atau third person singular pronoun (kata ganti orang ketiga tunggal: she, he, it); atau tanpa tambahan apapun (contoh verb-1: do, go, want) untuk subject berupa plural noun (boys, men, books) atau plural pronoun (we,
Berikut rumus *simple present tense* untuk kalimat positif, negatif, dan interrogatif.

<table>
<thead>
<tr>
<th>Rumus Simple Present Tense</th>
<th>Contoh Simple Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kalimat positif (+):</strong></td>
<td></td>
</tr>
<tr>
<td>• S + V-1</td>
<td>She likes eating out</td>
</tr>
<tr>
<td>• S +/- auxiliary (do/does) + bare infinitive</td>
<td></td>
</tr>
<tr>
<td>• S + <strong>be</strong> (am/is/are)</td>
<td>The children are naughty.</td>
</tr>
<tr>
<td><strong>kalimat negatif (-):</strong></td>
<td></td>
</tr>
<tr>
<td>• S + auxiliary (do/does) + not + bare infinitive</td>
<td>She doesn’t like eating out</td>
</tr>
<tr>
<td>• S + be(am/is/are) + not</td>
<td>The children aren’t naughty</td>
</tr>
<tr>
<td><strong>kalimat interrogatif (?):</strong></td>
<td></td>
</tr>
<tr>
<td>• Do/Does + S + bare infinitive</td>
<td>Does she like eating out</td>
</tr>
<tr>
<td>• Be(am/is/are) + S</td>
<td>Are the children naughty</td>
</tr>
</tbody>
</table>

Bentuk *spelling* kata kerja pada orang ketiga (*She, He, It*), tergantung dari akhiran kata kerja (*verb*) tersebut.

1. Untuk kata kerja yang berakhiran -O, -CH, -SH, -X, atau -Z, tambahkan **ES**.
   
   - go – goes
   - catch – catches
   - wash – washes
   - kiss – kisses
   - box – boxes
   - fix – fixes

2. Untuk kata kerja (*Verb*) yang berakhir konsonan + Y, hilangkan Y, dan tambahkan **IES**.
<table>
<thead>
<tr>
<th>Penggunaan</th>
<th>Contoh Kalimat Simple Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Untuk menyatakan suatu fakta</td>
<td>- Sociolinguistics is the study of the relationship between language and social environment.</td>
</tr>
<tr>
<td></td>
<td>- The sun rises from the east.</td>
</tr>
<tr>
<td>b) Untuk menggambarkan kebiasaan atau kejadian yang dilakukan berkali-kali dalam bingkai waktu sekarang. Biasanya menggunakan adverb of frequency seperti: always, never, sometimes, often, seldom, dan lain-lain.</td>
<td>- My father wakes up at 5 am every morning.</td>
</tr>
<tr>
<td></td>
<td>- The postman always delivers the mail on the morning.</td>
</tr>
<tr>
<td></td>
<td>- I often check my assignment several times before submitting it to my teacher.</td>
</tr>
<tr>
<td>c) Untuk menggambarkan perasaan atau emosi. Biasanya menggunakan kata kerja statis (stative verbs) seperti feel, worry, love, dan lain-lain.</td>
<td>- I love my parents to the moon and back.</td>
</tr>
<tr>
<td></td>
<td>- She feels anxious waiting for her cat to come back.</td>
</tr>
<tr>
<td></td>
<td>- We worry about his current condition.</td>
</tr>
<tr>
<td>d) Simple present tense untuk mengungkapkan kepemilikan dan hubungan logis. Biasanya menggunakan stative verbs seperti has/have, own, belong, consist, dan lain-lain.</td>
<td>- My company has 70 branches all over the world.</td>
</tr>
<tr>
<td></td>
<td>- They own three supercars.</td>
</tr>
<tr>
<td></td>
<td>- The laptop belongs to me.</td>
</tr>
<tr>
<td></td>
<td>- It consists of chocolate and cheese.</td>
</tr>
<tr>
<td>e) Untuk menyampaikan pendapat dan pikiran</td>
<td>- I think it is better if people use public transportation more often</td>
</tr>
</tbody>
</table>

Sedangkan, untuk kata kerja yang berakhir vokal + Y, cukup tambahkan -S.

- play – plays
- say – says
- enjoy – enjoys

Kita telah mengetahui pengertian dan rumus simple present tense. Untuk bisa menggunakanannya dengan tepat, kita juga harus bisa memahami penggunaannya, yaitu sebagai berikut:
than their personal cars.
- I agree that death penalty should be revoked

f)  Digunakan pada kalimat instruksi
- Pour some salt into the egg and mix them well

g)  Digunakan pada kalimat pengandaian tipe satu
- If you do not pick me up, I will not come to the party

E. Metode Pembelajaran
Pendekatan : Scientific Approach
Metode : Question and Answer (Socratic)
Tahap-tahap :
1. Menyebutkan alasan penggunaan metode tanya jawab.
2. Mempersiapkan pertanyaan-pertanyaan yang sesuai dengan tujuan pembelajaran.
3. Menyimpulkan jawaban siswa sesuai dengan tujuan pembelajaran.
4. Memberi kesempatan kepada siswa untuk bertanya pada hal-hal yang belum dipahami.
5. Memberi kesempatan pada siswa untuk menjawab pertanyaan yang relevan.

F. Media/Media Pembelajaran
1. Sumber :
   • English in Focus Kelas XIII
   • Internet :
3. Alat : Laptop, LCD

G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Mengucapkan salam dan berdo’a bersama.</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>b. Guru menanyakan kabar, dan mengabsen peserta didik.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru menstimulasi semangat peserta didik dengan melakukan tepuk semangat bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru memberikan <em>brainstorming</em>; berupa pertanyaan tentang kegiatan sehari-hari yang berkaitan dengan jujur, disiplin, bertanggung jawab.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Menjelaskan tujuan pembelajaran yang akan dicapai.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Mengamati</strong></td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td>• Memberikan motivasi sekaligus menanyakan kepada peserta didik secara kontekstual mengenai kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menampilkan slide power point yang</td>
<td></td>
</tr>
</tbody>
</table>
berkaitan tentang kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian).

- Peserta didik menirukan contoh-contoh kalimat tentang kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian).

**Menanyakan**

- Dengan bimbingan dan arahan guru, peserta didik mempertanyakan ungkapan meminta bantuan dan barang, menerima fakta, dan memberikan pendapat yang belum difahami.

- Guru memberikan feedback kepada setiap pertanyaan peserta didik.

**Mengeksplorasi**

- Guru menjelaskan kepada peserta didik tentang metode dan langkah-langkah yang akan menggunakan realia kartu warna.

- Guru membantu peserta didik yang kurang paham dengan memulai dengan percobaan satu sampai dengan tiga kali percobaan metode.

**Mengasosiasikan**

- Guru mencoba menanyakan tentang kalimat Simple Present Tense menggunakan media kartu warna kepada seluruh peserta didik.

- Guru meminta peserta didik untuk mencari
pasangannya dan mencoba memperagakan dengan apa yang sudah disimulasikan oleh guru.

- Setiap pasangan diminta menyusun pertanyaan berbeda dengan kartu sehingga lebih bervariasi dalam pelaksanaanya.

**Mengkomunikasikan**

- Peserta didik berpasangan mencoba memperagakan metode tanya dan jawab didepan kelas menggunakan kartu warna.
- Guru mengambil alih pasangan peserta didik dan memperagakan kembali metode untuk lebih menambah pemahaman siswa lain.

| Penutup       | a. Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang kata kerja dalam kalimat yang berhubungan dengan waktu (saat kejadian).
|               | b. Guru dan peserta didik bersama-sama menyimpulkan materi dan memberikan kilas balik pembelajaran serta mengaitkannya dengan sikap jujur, percaya diri, disiplin, dan bertanggung jawab.
|               | c. Guru menutup pertemuan dengan membaca doa dan salam |

**H. PENILAIAN**
1. **Instrumen Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Structure (20)</th>
<th>Sentence Structure (20)</th>
<th>Punctuation (20)</th>
<th>Spelling (20)</th>
<th>Sentence Parts (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. **Pedoman Penilaian**

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing kolom 20

**Standard penilaian:**

<table>
<thead>
<tr>
<th>Tingkat Kinerja</th>
<th>Skor Maksimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>20</td>
</tr>
<tr>
<td>Very good</td>
<td>18</td>
</tr>
<tr>
<td>Good</td>
<td>16</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
</tr>
<tr>
<td>Poor</td>
<td>≤12</td>
</tr>
</tbody>
</table>

**Standard of Delivery and Performance:**

<table>
<thead>
<tr>
<th>Tingkat Kinerja</th>
<th>Skor Maksimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
</tr>
<tr>
<td>Very good</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
</tr>
</tbody>
</table>

**Keterangan Aspek Penilaian KD 3.1**

Tingkat penguasaan = \[ \text{Jumlah Jawaban yang Benar} \times 100 \]

Jumlah soal
= \( 10 \times \frac{100}{10} \)

= 100

Keterangan Aspek Penilaian KD 3.1

\[ \text{Tingkat penguasaan} = \frac{\text{Jumlah Jawaban yang Benar}}{\text{Jumlah soal}} \times 100 \% \]

Arti tingkat penguasaan:
- 92 -100% = baik sekali
- 83 - 91% = baik
- 74 -82% = cukup
- <73% = kurang

Mengetahui, Salatiga, 10 September 2018

Guru Mata Pelajaran Mahasiswa Peneliti

Jumiyatun Khasanah S.Pd. M. Tanzilurrokhman

Kepala Sekolah

Jumiyatun Khasanah S.Pd.
Pretest cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Structure</th>
<th>Sentence Structure</th>
<th>Punctuation</th>
<th>Sentence Structure</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAP</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>ACM</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>AA</td>
<td>25</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>AMA</td>
<td>20</td>
<td>20</td>
<td>17</td>
<td>20</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>AWS</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>23</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>APW</td>
<td>24</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>89</td>
</tr>
<tr>
<td>7</td>
<td>AK</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>DES</td>
<td>25</td>
<td>15</td>
<td>20</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>DY</td>
<td>15</td>
<td>26</td>
<td>15</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>FH</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>FAA</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>II</td>
<td>18</td>
<td>20</td>
<td>25</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>13</td>
<td>IC</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td>76</td>
</tr>
<tr>
<td>14</td>
<td>INA</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>KMA</td>
<td>27</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>87</td>
</tr>
<tr>
<td>16</td>
<td>MSH</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>79</td>
</tr>
<tr>
<td>17</td>
<td>MNZ</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>MRA</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>NCN</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>10</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>N</td>
<td>20</td>
<td>14</td>
<td>20</td>
<td>20</td>
<td>74</td>
</tr>
<tr>
<td>21</td>
<td>RS</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>UK</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Structure</td>
<td>Sentence Structure</td>
<td>Punctuation</td>
<td>Sentence Structure</td>
<td>Structure</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----------</td>
<td>--------------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1.</td>
<td>AAP</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>94</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
<td>20</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>94</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
<td>23</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>88</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
<td>24</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>24</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>89</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>90</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>24</td>
<td>89</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>20</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>94</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>23</td>
<td>78</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>NCN</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>20.</td>
<td>N</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>21.</td>
<td>RS</td>
<td>14</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>79</td>
</tr>
<tr>
<td>22.</td>
<td>UK</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>85</td>
</tr>
</tbody>
</table>
## Pretest cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Structure</th>
<th>Sentence Structure</th>
<th>Punctuation</th>
<th>Sentence Structure</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>19</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>69</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>77</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
<td>18</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>73</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>63</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
<td>21</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
<td>13</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>78</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>67</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>13</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>68</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>13</td>
<td>68</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>18</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>88</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>24</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>20</td>
<td>82</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
<td>17</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>77</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
<td>16</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>19.</td>
<td>NCN</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td>20.</td>
<td>N</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>13</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>RS</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>63</td>
</tr>
<tr>
<td>22.</td>
<td>UK</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>70</td>
</tr>
</tbody>
</table>
### Posttest cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Structure</th>
<th>Sentence Structure</th>
<th>Punctuation</th>
<th>Sentence Structure</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAP</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>ACM</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>AA</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>78</td>
</tr>
<tr>
<td>4.</td>
<td>AMA</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>5.</td>
<td>AWS</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>6.</td>
<td>APW</td>
<td>17</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>62</td>
</tr>
<tr>
<td>7.</td>
<td>AK</td>
<td>20</td>
<td>15</td>
<td>18</td>
<td>10</td>
<td>68</td>
</tr>
<tr>
<td>8.</td>
<td>DES</td>
<td>20</td>
<td>20</td>
<td>23</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>9.</td>
<td>DY</td>
<td>15</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>79</td>
</tr>
<tr>
<td>10.</td>
<td>FH</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>FAA</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>12.</td>
<td>II</td>
<td>17</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>77</td>
</tr>
<tr>
<td>13.</td>
<td>IC</td>
<td>20</td>
<td>20</td>
<td>26</td>
<td>20</td>
<td>81</td>
</tr>
<tr>
<td>14.</td>
<td>INA</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>15.</td>
<td>KMA</td>
<td>18</td>
<td>20</td>
<td>225</td>
<td>25</td>
<td>88</td>
</tr>
<tr>
<td>16.</td>
<td>MSH</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>26</td>
<td>86</td>
</tr>
<tr>
<td>17.</td>
<td>MNZ</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>18.</td>
<td>MRA</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>19.</td>
<td>NCN</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
<td>20.</td>
<td>N</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>24</td>
<td>79</td>
</tr>
<tr>
<td>21.</td>
<td>RS</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>69</td>
</tr>
<tr>
<td>22.</td>
<td>UK</td>
<td>20</td>
<td>14</td>
<td>20</td>
<td>10</td>
<td>64</td>
</tr>
</tbody>
</table>
KEPATUHAN

Kepada

Yth. Hanung Triyoko, S.S., M.Hum., M.Ed.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Muhammad Tanzilurrokhman
NIM : 113-14-160
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF QUESTION AND ANSWER METHOD USING COLOR CARD REALIA TO INCREASE THE STUDENTS' SPEAKING ABILITY FOR THE EIGHTH GRADE STUDENTS OF SMP ISLAM SUNAN GIRI SALATIGA IN THE ACADEMIC YEAR 2018/2019

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan

Dekan Bidang Akademik

[Signature]
Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Muhammad Tanzilurrokhman
NIM : 113-14-160
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsiya adalah :

THE USE OF QUESTION AND ANSWER (SOCRATIC) METHOD USING COLOR CARD REALIA TO INCREASE THE STUDENTS’ SPEAKING ABILITY

Dosen Pembimbing : Hanung Triyoko, S.S., M.Hum., M.Ed.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMP Islam Sunan Giril Salatiga, mulai tanggal 10 September 2018 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Walik Dosen Bidang Akademik

Mufiq, S.Ag., M.Phil.
NIP. 19690817 199603 1004
SURAT KETERANGAN
Nomor: 4390.06/53/S.Ket/ XII/ 2018

Yang bertanda tangan dibawah ini, Kepala SMP Islam Sunan Giri Salatiga menerangkan bahwa:

Nama: Muhammad Tanzilurrokhman
Tempat dan tanggal lahir: Magelang, 24 Februari 1995
Institut/Jurusan: IAIN Salatiga/Tadris Bahasa Inggris


Demikian surat keterangan ini kami buat supaya menjadi periksa.

Salatiga, 15 Desember 2018

Kepala Sekolah

[Signature]

Jumiyatun Khasanah, S.Pd
SATUAN KREDIT KEGIATAN

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>OPAK STAIN</td>
<td>18-19 Agustus 2014</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SALATIGA 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Aktualisasi Gerakan Mahasiswa yang Beretika, Disiplin dan Berfikir Terbuka”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Aktualisasi Pendidikan Karakter Sebagai Pembentuk Generasi yang Religius, Educatieve, dan Humanis”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Pemahaman Islam Rahmatan Lil ‘Alamin Sebagai Langkah Awal Menjadi Mahasiswa”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nama : M. Tanzilurrokhman
Jurusan : Tadris Bahasa Inggris
NIM : 113-14-160
Dosen Pembimbing Akademik : Haryo Aji Nugroho, S.Sos., M.A.
<table>
<thead>
<tr>
<th>No.</th>
<th>Event Description</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>“Achievement Motivation Training (AMT), dengan tema: Dengan AMT Semangat Menyongsong Prestasi”</td>
<td>23 Agustus 2014</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>5.</td>
<td>Library User Education (Pendidikan Pemustaka)</td>
<td>28 Agustus 2014</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>7.</td>
<td>Certificate of Appreciation has Attended “SCHOLARSHIP FORUM”</td>
<td>15 November 2014</td>
<td>Peserta 2</td>
</tr>
<tr>
<td></td>
<td>Seminar Nasional</td>
<td>“Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas ASEAN”</td>
<td>03 Desember 2014</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>---------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>10.</td>
<td>International Seminar on The Innaguration of IAIN Salatiga</td>
<td>“ASEAN ECONOMIC COMMUNITY 2015, PROSPECT AND CHALLENGES FOR ISLAMIC HIGHER EDUCATION”</td>
<td>28 Februari 2015</td>
</tr>
<tr>
<td>12.</td>
<td>Seminar Internasional dengan tema “Petani untuk Negeri”</td>
<td></td>
<td>18 September 2016</td>
</tr>
<tr>
<td>No.</td>
<td>Indonesian Event Title</td>
<td>English Event Title</td>
<td>Date</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>15.</td>
<td>Local Day of Human Rights 3 dengan tema “Penegakan Hak Asasi Manusia Toleransi 16 dan Membangun Perdamaian dari Pesantren</td>
<td>Local Day of Human Rights 3 dengan tema “Penegakan Hak Asasi Manusia Toleransi 16 dan Membangun Perdamaian dari Pesantren</td>
<td>26 Februari 2017</td>
</tr>
<tr>
<td>18.</td>
<td>National Seminar with Theme “Unlocking Students Potential to Deal with”</td>
<td>National Seminar with Theme “Unlocking Students Potential to Deal with”</td>
<td>06 Mei 2017</td>
</tr>
<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date/Details</td>
<td>Participants/Presenters</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Gerakan Santri Menulis Sarasehan Jurnalistik Ramadhan 2017</td>
<td>05 Juni 2017</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>20</td>
<td>Sosialisasi Empat Pilar MPR RI</td>
<td>22 September 2017</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>21</td>
<td>Latihan Kader 1 (LK 1) HMI Cabang Salatiga Komisariat Ganesha Tahun 2017</td>
<td>29-01 Oktober 2017</td>
<td>Pemateri 6</td>
</tr>
<tr>
<td>22</td>
<td>Apresiasi dan Talkshow Literasi dengan tema “Baca Saja Dulu, nanti juga Paham”</td>
<td>12 Oktober 2017</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>23</td>
<td>Seminar Nasional dengan tema “Literasi Media di Kalangan Pelajar dan Mahasiswa”</td>
<td>26 April 2018</td>
<td>Peserta 8</td>
</tr>
<tr>
<td>24</td>
<td>National Sharing Session Para Pencari Mimpi with theme “All about Estonia”</td>
<td>26-29 Mei 2018</td>
<td>Peserta 2</td>
</tr>
<tr>
<td>25</td>
<td>Seminar Nasional Peak Performance Training</td>
<td>02 Juni 2018</td>
<td>Peserta 8</td>
</tr>
</tbody>
</table>
Salatiga, 13 September 2018

Mengetahui,

Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keunangan

Dr. Fatchurrohman, S.Ag., M.Pd.
NIP. 19710309 200003 1 001
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Muhammad Tanzilurrokhman

N I M : 113-14-160


Judul Skripsi pada surat penunjukan pembimbing skripsi:
THE USE OF "QUESTION AND ANSWER" METHOD USING COLOR CARD REALIA TO INCREASE THE STUDENT'S SPEAKING ABILITY.

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-07-2018</td>
<td>Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>27-07-2018</td>
<td>Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>31-07-2018</td>
<td>Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10-08-2018</td>
<td>Chapter I</td>
<td>Follow the request</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for graduating paper</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>21-09-2018</td>
<td>Chapter II</td>
<td>Rejece the research question number 3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>15-09-2018</td>
<td>Chapter III</td>
<td>etc turn into chapter I</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>17-09-2018</td>
<td>Chapter III</td>
<td>and continue to chapter II</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4 Nov 2019</td>
<td>Chapter III</td>
<td>etc continue chapter 3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>11 Feb 2019</td>
<td>Chapter IV</td>
<td>Please the gathered and local mistakes &amp; write some paragraphs</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7 Feb 2019</td>
<td>Chapter IV</td>
<td>etc include the observations &amp; details the learning results to the material</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11 Feb 2019</td>
<td>Chapter V</td>
<td>etc be more specific in your observations &amp; reflection</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>14 Feb 2019</td>
<td>Chapter IV</td>
<td>etc explain why did you have to follow up to 2nd cycle</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>15 Feb 2019</td>
<td>Chapter V</td>
<td>etc write the strengths, weaknesses, or the activities in the reflections</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>etc use your research questions to write the conclusion</td>
<td></td>
</tr>
</tbody>
</table>

Dosen Pembimbing,

Hanung Triyoko, M. Hum., M. Ed.
NIP: 19730815 1999031003
The teacher explains the material

The teacher gives instruction to students
The students practice the task with their friend

Pair Group Discussion
Training of asking and questioning

Make a sentence
CURRICULUM VITAE

Name : Muhammad Tanzilurrokhman

Nick name : Tanzil

Place and Date of Birth : Magelang, February 24th 1995

Gender : Male

Religion : Moslem

Address :
1. Perum Depkes blok B/11-05, Keramat Utara, Magelang Utara, Magelang City.

E-mail Address : liznat.namroh@gmail.com

Phone : 0857 4246 2872

Faculty : English Department

Educational Background :
1. MI Ma’arif Donorojo graduated in 2007
2. Kesetaraan Paket B graduated in 2011
3. Kesetaraan paket C graduated in 2014
4. IAIN Salatiga graduated in 2019

Organization experience :

Salatiga, March 25th 2018

Muhammad Tanzilurrokhman
NIM. 113