THESIS

THE USE OF STUDENT TALK TECHNIQUE IN TEACHING SPEAKING
TO THE ADVANCE STUDENTS OF ESADA 2020

BY

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TO ADVANCE STUDENTS OF ESADA 2020

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This is certifying that Sarjana's thesis of **M Rifqi Zainul Azka** has been approved

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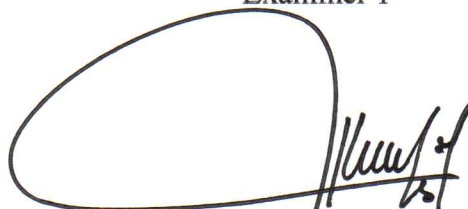**Adib Ahmada, M.Pd.**
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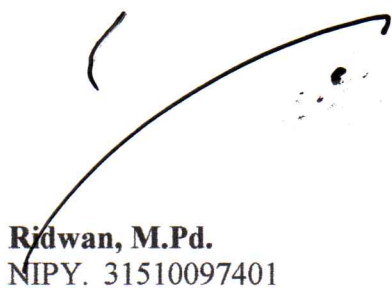
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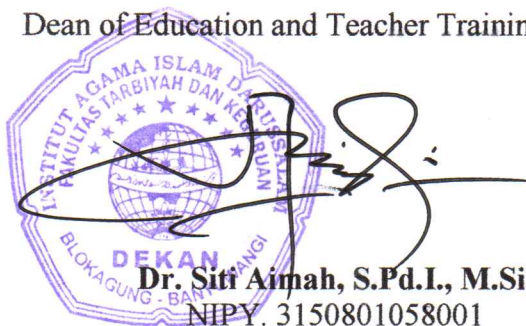NIPY. 31510097401

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DECLARATION OF AUTHORSHIP

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I dedicate this thesis to myself, which has struggled so far. And to beloved people who help, accompany, support me in the completion of this thesis. Big thanks and may Allah always give mercy and blessings for you all.

MOTTO

- **THE OLD IS FOR SURE, BUT MATURE IS A CHOICE.**

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The Writer

ABSTRACT

Azka, M. 2020. *The Use Of Student Talk Technique In teaching speaking to the Advance Students Of Esada Course Darussalam 2020.*

key word : student talk, the advance student, teaching speaking skill.

The main obstacle of ESADA course Darussalam is the low of the student speaking skill, they are poor in giving opinion by english language. The student difficulties to speak using english are not just influenced by the method itself but also from other factors such as vocabularies, facilities and professional teachers.

This study is to find out the result of " The Use Of Student Talk in teaching speaking To The Advance Student Of Esada Course Darussalam 2020 ". The subject of the research is the student of advance class 2020 that consists of 13 students. The researcher just focuses on the six students that have low speaking skill. These students are chosen based on their speaking skill score before the reseacher observes the class. The reseacher took score from the teacher assesment of the speaking final test.

The research design used in this study is a classroom action research.and researcher use mix method to anaylisis data. Based on johnson (2007:123) Mixed methods research is the type of reseacrh in which a researcher or team of researcher combines elements of qualitative and quantitative reseacrh approach (e.g., use of qualitative and quantitative data collection, viewpoints, analysis, inference techniques) for the board purposes of breadth and depth of understanding and collaboration.

This study is done by two cycles, in the first cycle, the researcher gives an example of understanding the materials, and gives them a different topic to present within five minutes for the preparation. The second cycle, the researcher does the same activity with the first cycle, and the reseacher evaluates the result of cycle one to improve any ineffectiveness to get better implementation in the second cycle. The first and second cycles consist of 6 meetings.

The result of analysis shows that the implementation of the student talk technique increases those aspects. Based on the finding, the improvement of simple T-Test was conducted T value (6000) > T table (2,776). This shows that there are significant that the use of student talk was effected on advance student. The researcher recommends this student talk technique, because it is really useful to improve the student speaking skill.

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CHAPTER I

INTRODUCTION

A. Background of the research

English is the tool for human communication in the world, all people need to make communication one another. They do language as the way to transfer their thinking or they want. sometime they will use language to give an information. all of country stand with their own language, such as arabic, japanese, thailand, and many more. The language differences among people will really make difficulties in communicating. It will make misunderstanding. so the way to controll it by english language for communication.

Accorrding to Henry sweet "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts ''. Speaking is one of those skills in language. It was really famous skill to learn. many people learn it as they purposes. such as job vacation, engenering, tourism context, and many kind of it. when they do english as those component, of course they need to learn more in speaking skill.

Based on Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding. From that theory, the author think all people who learn english speaking, they have to ambissy in practicing the language, it can from conversation, debating, discussion, and so on. The important thing to carry is obligated them to always speak habitually.

Tarigan Henry Guntur's Book (2015 : 2), the quality of person's language skills depend on the quality and quantity of his vovabulary. The more rich the vocabulary we have, the more likely we are skilled at speaking. In contradiction if person was just getting much vovab and they less to make in oral communication. They will just easy to understand the people speak, and how about their speaking. So this is not enough way to help them in mastering speaking skill. Memorizing much vocabulary while seriously in practicing is good way for improve it.

Cambridge Dictionary's meaning, Advance Student is a public exam taken in England and wales by children aged 17 or 18. Students take AS level exam then A2s, usually a year later, which together make a ful, A level qualification. Almost all of the students who learn english have ever revised, wether one of the problems in the context of learning english written is vocabulary that less or limited. It does not have much vocabulary that is not understood in the conversation, the seriously impact if the student less in vocabulary, they difficult to run in speaking english.

In teaching speaking english, there is something important. When the teacher teach in the class, these are methods, facilities, proffesional teachers, and many more. After doing the observation, the author found several problems in ESADA (english student association of darussalam) course in teaching learning process. Those are some students still have difficulty in giving opinion. They also often said use an anecdot word. Then the author found many mistakes in the structural.

The main obstacle is the teacher always give more explanation to the student. The student only sit and listen what the teacher explain, This is not condusively class. There is a little student practices. not only those problems, but also facilities, vocabularies, student character, and the method. So this is a big situations to changed, the author try to achieve their speaking within to do experiment about student talk technique. That is a the method of speaking learning. The student will do more practices on their speaking than listening. With this method the creation of learning outcomes that are easy, interesting and effective in improving ESADA students speaking is created. Within giving the student talk technique the researcher predict the student, there will be an improvement in their speaking skill. So we do in our priority by observing " The use of student talk technique in teaching speaking to the advance student of ESADA course 2020 ''.

B. Formulation of the Research

From the complication above, the researcher poshed to give a maximum methode to help them. With giving a student talk technique that focuses in student low of speaking skill. Therefore the researcher gives the formulation, these are :

1. Why the teacher apply student talk technique in teaching speaking to the advance student ?

2. How big the effectiveness of the Student Talk Technique in teaching speaking to advance student ?.

3. How is student perception of student talk technique in teaching speaking to the Advance student ?.

C. **The aim of study**

In this study has several objectives that broadly want to find out how effective the learning of student talk is to students, we strive to provide this method of speaking for students to advance learning increases and so that this method can make more insights on students or instructors in pursuing English. With this method students will think more about how they feel the impact of this method

D. **Scope of The Research**

The researcher will do the research in ESADA, one of english course in BANYUWANGI. The subject and location is comfortable for using the research, it will focuses at the fluency and arrangement of speaking english. This can be seen from the member who learned four language skill, those are writting, speaking, reading, and listening. This fact really allows researcher to measure a certain skill. The researcher chooses speaking skills to be further investigated toproduce new findings that can contribute to the development of language teaching methods, so that the target in learning english is better.This reseacrh focuses on two components in language namely fluency and grammar which will be influenced by student talk technique in teaching of english speaking skill We limit the Specification of the smoothness aspect is the pronunciation, and the aspect of grammar is the tenses (simple present, present progressive,present perfect) article, (a, an, the) and subject verb agreement. The main data in the study is limited only to students who have low grades. Then student supporting data is taken by using instrument, including questionnaries, observations and interview to support the main data.

This study involved one speaking class of 13 advanced students in the ESADA course. The class studied was the speaking lesson. The focus of the research is targeting students who get low grades. Pre-test scores and speaking scores of students that have been obtained by the teacher before. The time of the study was conducted in the even examination which is the last one month before the graduate.

E. Significance of the Research

The importance in teaching and learning process in english especially in teaching speaking is findings of the present research study are expected to have beneficial both theoretical and practical for the student and teacher

This research is expected to give some advantages for the other, for the reseacrher to improve the knowledge of the researcher about the effectiveness of student Talk Technique. This is very useful because for reference the next researchers who have interest in speaking and different design to increase students' speaking skill trought the student talk strategy.

for the students to motivate and increase the students in speaking skill And this research can contribute in teaching english speaking skills. They need great effort to build the communicative competence and respect the felling other people, so they must practice it either for improving their speaking skill in the classroom or out of the classroom and this useful for the students.

In other cases, with this method, we definitely want all English language teachers in speaking specifically, to get more inspiration and become guidelines in their teaching.

ESADA agencies can take the creativity of the concept of this method in the application of student learning going forward. It will also be useful to help with the curriculum concept of a cursor. Theoretically : The result of the study is information in acquiring english, and informs there are many method in teaching speaking skill to the readers Practically : the result of the research expected to be beneficial for the following people : For the teacher, In the classroom certainly there are many problems for process in learning especially speaking skill, this research can as way to be reference to upgrade or increase their skill to use student talk and useful for english teacher.

F. Key Terms

1. Student Talk

The student talk is devided into four main exchanges : aking question, creating talk exchanges, repeating and answering teacher's or peer's question.

2. Advance Student

Based on Collins English Dictionary, an advance student has already learned the basic facts of a subject and is doing more difficult work. An advanced course of study is designed for such students.

3. Speaking

Speaking is used by someone in communicating in daily life at school, at home or some other places. According to penny (2006 : 120), all of four speaking seems intuitively the most important, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing and many if not most foreign language learners primally interested in

learning to speak. So that, researcher will explain about the nature of speaking itself in other that given the obvious information about what speaking is.

G. Previous Study

The first previous study is taken from Ami Fatimah Mulyati entitled "A study of teacher talk and student talk in verbal classroom interaction to develop speaking skill for young learners ''. And the second previous study is taken from Semi Sukarni and Siti Ulfah entitled " A anaylisis of teacher and student talk in the classroom interaction of the eight grade of smp negri 18 purworejo''. These study describe the realization of verbal classroom interaction especially teacher talk and student talk that occured during teaching speaking. This study also uses qualitative data to investigate and explore the real situation that happent in the classroom especially in primer school when teaching speaking is conducted. And in my research, the resercher use a mixed method to do research so that the result can gain more complexity. The researcher also has the mainly focus study, that is just in the impact of student talk technique in applying the teaching classrroom.

The third previous study is from Diyah Muthiatul Laili " Improving Student Speaking Skill Through Oral Presentation Technique Of The Tenth Grade Student At MAN Trenggalek", 2015. The research design was a classroom action research (CAR) using Kemmis and Taggart model which consist of cycle : planning, implementing, observing and reflecting. The participating is 35 students. This research is same as my research, only my research has another method. Those are combination of qualitative and quantitative methodology.

The forth previous study is from Dian kurniasih wahyusari *" Penggunaan Metode Diskusi Kelompok Berdasarkan Tipe Kepribadian Dan Nilai Berbicara*

SIswa Dalam Pengajaran Kemahiran Berbicara '',2018. The research design was a classroom action research, there are two cycles at one month. The participating is 14 students. The research method is combining qualitative and quantitative method. And in my research design is also classroom action research. The research method is also combining two methodologies. These are qualitative and quantitative method. And the participating is 5 students. The cycles are two at one month.

CHAPTER II

THEORITICAL FRAMEWORK

A. General Concept of Student Talk Technique

The student talk is devided into four main exchanges : aking question, creating talk exchanges, repeating and answering teacher's or peer's question.

By asking question, the students will not only get the answer of the question, but also learn how to contruct the meaning. Suherdi (2009), investigated that asking for repetition occured because they request their peers to repeat the words. (Suherdi, 2009).

Meanwhile, regarding to the second exchange, creating student talk has a good advantage. The advantage is by creating talk beetwen students, they can acquire the knowledge and exchange the information thtough interaction. For example, astudent who is talking with his/her peers can exchange the information about their experience, their hobbies and many more. (Moore, 2008)

Another exchange of student talk is repeating teacher talk and peers talk. Repetetion that mostly occured in the observation is drilling. This occured since this strategy allowed students to process the information and follow theacer's model. (Suherdi, 2009;68)

The last exchange of student talk is answering questions. Answering question can help students to contruct and develop their understanding of topic.

Excerpt 3 : Answering Question

T : what about the homework ?

S : I Think, Homework Is Very Good For Student Capability.

From the classification of the theory above, we can understand that children have langguage development when they learn language. it is the same when they learn foreign language in the classroom. Firsly they imitate the teacher talk and they need more time to record every teacher's talk that is called " Silent Period '', then start to express their own idea, having discussion and finally can gett their own communicative competence.

Student talk can be said as student's speech when he imitates his teacher's examples, expreses his idea or gives comment and criticism about something in the classroom, because Prabu (1991: 49) said that learners have effort in the language classroom but teacher's role can not be saparated from their effort. A good classroom climate will support the students effort.

B. Advance Student

Based on Collins English Dictionary, an advance student has already learned the basic facts of a subject and is doing more difficult work. An advanced course of study is designed for such students. The course is suitable for beginners and advance students. The lab has recently been updated to allow for more advanced courses. Synonyms : high-level, higher, tertiary, post-graduate.

According to Esada course concept, An advance student is someone that is at advanced stage or level is a late stage of development, there are three stages at the esada couse, those are basic, intermediate, and advance.

C. Speaking Skill

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation

from any kind of society. For most people, the ability to speak a language in the same with knowing language since the speech is the most basic means of human communication.

1. Definition of Speaking

In learning any language, what we really need to understand is: "Does the language lesson include Knowledge or Skill?" Language is included in the category of skills or skills. Because of its nature, language itself requires tenacity to practice both verbally and non-verbally, unlike the case with knowledge, because basically the concept of something new acquired by someone is enough to say knowledge.

English is a foreign language in Indonesia which is in the third position of Indonesian language and their own mother tongue. Finally, it is more difficult for Indonesians to master it because there are so many stages of language change in their brains, the connection that makes it easy for both of them is to know some of their own skills in English. There are 4 (four) skills that must be mastered in English, namely Listening, Speaking, Reading, and Writing. And all of that will not be easily achieved without continuous practitioners. Similarly, people learn to drive can be said to be good at driving in terms of their level of frequency to practice, so in essence, language which is skiing will not be separated from practice. There are 4 skills that must be mastered in English, such as : Listening, Speaking, Reading, and Writing.

Speaking for most people is considered the most difficult skill because it covers many aspects of English language skills including pronunciation, listening

(listening), grammar (grammar) and vocabulary (vocabulary) as well (Yanto, 2015)

In the education system, learning English using this Speaking material will be taught by the teacher and the teacher usually uses discussion or dialogue techniques as the initial step of teaching. In this speaking ability, one must really have mastered the pronunciation well. Pronounciation is a rule in the pronunciation of words in English or the way someone pronounces a word (online dictionary, 2016).

The person is already proficient in his pronunciation, then when he speaks English will be very clear and sound professional in every word he utters. Speaking skills are usually mastered after mastering Listening (listening) skills (Heaton, 1988). Because in general, after someone listens he will create a language product that is speaking (Setiawati, 2016).

In this case the most influential in mastering speaking is we are able to maintain consistency to continue to apply in the verball communication style language, in addition to paying attention to the grammar rules that exist in English itself. keeping consistent to practice is not easy, it requires strong motivation to support it, motivation can be from yourself or even from others. Through searching for a partner to speak is the key to success, this motivation will later accelerate the excitement to master speaking in the process

Speaking is used by someone in communicating in daily life at school, at home or some other places. According to penny (2006 : 120), all of four speaking seems intuitively the most important, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of

knowing and many if not most foreign language learners primally interested in learning to speak. So that, researcher will explain about the nature of speaking itself in other that given the obvious information about what speaking is.

Speaking is skill which deserves attention every bit as much as literally skill, in both first and second language. It skill which students are frequently judged. It is also the vehicle par excellent of social solidarity of social ranking, of professional advancement and of business. So, speaking is global skills and has multifunction use.

From the above definition, it can be inferred that speaking is expressing ideas, oppinion, or feelings, to other by using words or sound of articulation in other to infrom, to persuade, and to entertain that can be learnt by using some teaching-learnig methodologies

D. Teaching Speaking

Speaking is a crucial part of second language learning and teaching despite its importance for many years, teaching speaking has been undervalued and english language teacher have continued to tech speaking just as a repitition or drills or memorization of dialogues. However, todays word requeres that the goal of teaching speaking should improve student's communicative skills, because, only in that way, student can express themselves and learn how to follow the social and cultural roles appropriate in each communicative circumstance.

The purpose of teaching speking is to english language learners to :

1. product the english speech sounds and sounds patterns
2. use word and sentence strees, intonation patern the rhytm of the second language

3. Select appropriate words and sentence according to the proper social setting audience, situation subject matter

4. Organize their thoughts in a subject matter

5. Use language as a means of expressing values and jugments

6. Use the language quickly ang convidently with few unnatural pouses, which is called fluency " (Nunan Kayi, 2004 : 1-2)

We teach young learners we constantly have to keep in mine the fact that word we have in front of us is a mixed class with variate abilities, expectation, motivation level knowledge, and last but no list, different learning style. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little somethng to hold on to, expand and grow " (Natasya Intihar,2006 : 1).

Many Linguistics and english as second language (ESL) teacher agree on that student learn to speak in the second language by interactig. Communicative language teaching is based on real life situation that requre comminication. By using by method in ESL classes, studen will have the opportunity of communicating with each other in the targer language. In brief, ESL teacher should create a authentic activities, and meaning full task that promote oral language. This can occur when student collaborate in group to achieve a goal or to can occur when students collaborate in group to achieve a goal or to complete a task.

According Hariyye Kayi (2006 : 1-2) that, there are many activities to promote speaking.

a. Discussion

After a contens-based lesson, a discussion can be held for varios reasons. The student may aim to arrive at aconclusion, share ideas abou an event, or find solution in their discussion activity is set by teacher. In this way, the discussion points are relevant to this purpose. So that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

Student pretend they are in various social contexts and have a variety of social roles, in role pay activities, the teacher gives information to the learners such as who they are and what they think or feel. For example, the teacher cantell the student that you are david, you go to the doctor and tell him what happened last night.

c. Simulation

Simulationa are really similar to role plays but what make simulations different than role plays is that they are more elaborate. In simulations, student can bring items to the class to create realistic environment. For instance, if a studentis acting as a singer, she brings a microphone to sing and so on.

d. Information gap

In this activities students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

e. Brain storming

a given topic, student can produce ideas in a limited time, epending on the context, either individual or group brainstorming is effective and learners generac ideas quickl and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Interviews

Students can conduct interviews on selected topic with various people. It is good idea tht the teacher provides a rubric to student so that they know type of question they can ask or ask what path to follow but student should prepare their own interview question.

g. Story completion

For this activity, a teacher starts to tell story, but after a few sentences he or she stop narrating. Then, each student starts to narrate from the point where previous on stopped. Each students can add new characters, events, descriptions, and so on.

h. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class they report to their what they find as the most interesting news. Students can also talk about wether they have eperienced anything worth telling their friend in thie daily lives before class.

i. Playing cards

In this game, students from groups of four. Each suit will represent a topic. For instance : diamonds represent earning money, hearts represent love and relationship, spade represent an unforgettable memory, and relationship, best teacher, each student in group will chose a card. Then each student will write 4-5 question abou that topic to ask the other people in the group.

j. Picture narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictiures by paying attention to the criteria provided by teacher as a rubric. Rubrics can include the vocabulary or structure they need to use while narrating.

k. Picture describing

For this activity can from group is given a different picture. Students discuss the picture with their group, then a spokes person for each group describes the picture to the learners as well as their public speaking skills.

BAB III

RESEARCH METHOD

This chapter discusses some aspects dealing with the research method that was applied in this research. It covered design, the time and location of reseacrh, subject of research, data collection technique, and data anaylisis technique.

A. Research Design

This research design is mix methods Which procedures for collecting, analyzing, and combining quantitative and qualitative data in one study or series of studies to understand research problems (Creswell & Clark, 2011). The use of mixed methods research can be used to understand problems and research question better quantitative data is taken from the results of assesment of students english proficiency of each student is assessed by teacher and the assesment of student individually process takes place using the speaking assesment rubric. While qualitative data were obtained from the results of questionnaries, observations, pre-test, post-test and interviews.

This research is a study of *mix methods*, namely a research step by combining two forms of approach in the study, namely qualitative and quantitative. Mixed research is a research approach that combines qualitative research with quantitative research (Creswell*, 2010:5). Meanwhile, according to Sugiyono (2011:18) *mix Methods* is a method of research by combining two methods of research at once, qualitative and quantitative in a research activity, so that the data will be obtained more comprehensive, valid, reliable, and objective.

The *mix methods* approach is required to answer the issue problem that has been summarized in chapter I, the first issue of problems can be answered through a qualitative approach and a formulation of problems that can both be answered through a quantitative approach. This is done to find problems in the field that will provide a new understanding in class action as an option for problem solving.

This research uses gradual mixed techniques. According to Creswell (2010:313), this strategy is a strategy whereby researchers combine data found from a single method with other methods. This strategy can be done with a first *interview* to get qualitative data followed by quantitative data, in this case using a action research**.** This strategy became three parts, namely:

1. sequential Explanatoris strategies. In this strategy the first stage is collecting and analyzing quantitative data then followed by the collection and analyzing that builds based on qualitative preliminary results. These weights or priorities are given to quantitative data.

2. a sequential Exploratoris strategy. This strategy is the opposite of a sequential expressed strategy, in the first phase that researchers collect and analyze qualitative data then gather quantitative data and analyze it at the second stage based on the outcome of the first phase. The main weight of this strategy is on qualitative data.

3. sequential transformative strategy. on this strategy researchers use a theoretical perspective to form spesific procedures in the study. In this model the researcher may choose to use one of the two methods in the first phase, and the weight can be given to one of the two.

As mentioned above, in this study using *sequential mixed* methods a sequential Exploratories strategy is primarily a sequential. So, the first stage of The interview then analyzes the qualitative data. That is, knowing the student's perception of learning in the classroom and answering the second problem formulation, there will be a distribution of polls or research instruments and analyzing quantitative data to determine the enhancement of student talk learning in speaking skills.

Mixed research or commonly called *mix methods* has several research designs in it. *mix methods* with matching status. This method of researchers uses quantitative and qualitative approaches in the appropriate level to understand a phenomenon being studied. Furthermore there is a mixed method design (*mix methods*) dominant-less dominant in one particular field is sometimes identical to one particular method such as experimental psychology with quantitative and qualitative methods for the study of Anthropological science. Then the third method blends sequentially where researchers implement a qualitative research stage and then implement a separate phase of quantitative research, or instead Creswell calls this design as a two-stage design. (Creswell, 2010:332). The last is the design of mixed methods (*mix methods*) aligned or concurrent. Qualitative or quantitative Data is collected at the same time and analyzed for complementary.

The Research design in this study uses *mix methods* with matching status. Qualitative research to find students ' perception of student talk and the use of quantitative methods to obtain student-speaking data improvement

through the student talk method. Things are done with the commensurate. Not very dominant in one of them.

This Research was conducted in Banyuwangi District. Selection of research places based on strategic location with located in the area of researchers, besides this course is one of the popular in Banyuwangi, evidenced often the creation of winners of branches, competitions such as: speech, debate, and others.

B. Research Procedure

This study follows the following steps: preliminary study, planning of the action, implementation of action, observation, analyzed, and reflection. If the actions succeed so the Classroom Action Research (CAR) will be stopped but if the action fails the researcher will identify shortcoming and continue to the next cycle then improved short comings. This research study uses a procedure based on Kemmis and McTaggart model (1988) as quoted by Sari (2015:56). There are four steps according to Kemmis and Mc Taggrat such as Planning, acting, observing, and reflecting. And the cycle is made at least in two cycles.

C. The Time and Location of Research.

The researcher will do the research in ESADA, one of english course in BANYUWANGI. The subject and location is comfortable for using the research, it will focuses at the fluency and arrangement of speaking english. This can be seen from the member who learned four language skill, those are writting, speaking, reading, and listening. This fact really allows researcher to measure a certain skill. The researcher chooses speaking skills to be further

investigated toproduce new findings that can contribute to the development of language teaching methods, so that the target in learning english is better. Moreover the researcher will do at the advance student, as the highest level in esada course. it will make the research interest.

This research was conducted in the esada course in darussalam one of the seat in English in Banyuwangi East Java. The class studied was a member advance speaking class with 13 students participating. This research only focuses on speaking skills using the student talk learning method based on the value of students' speaking skills. When this research was conducted six meetings in one month. The research process is adapted to the student learning schedule in speaking speaking classes that are conducted during twice meeting a week.

Table 3.1 Research Procedure

NO	ACTIVITY	TARGET	DURATION
1.	Preliminary study (reconnaissance)	22 March 2020	
2.	First phase in one cycle	29 March 2020	90 minutes
3.	Second phase in one cycle	5 April 2020	90 minutes
4.	Third phase in one cycle	12 April 2020	90 minutes
5.	First phase in two cycle	19 April 2020	90 minutes
6.	Second phase in two cycle	26 April 2020	90 minutes
7.	Thid phase in wo cycle	30 April 2020	90 minutes

The subjects of this study were advance students in Esada. Researchers focus on the final speaking speaking class. The total number of participants involved in the study included 13 students with an average age of 18 years. Classes speak Indonesian and English in the learning process in the classroom. This research was taken by considering the low scores of students in speaking skills. The student's initial speaking proficiency value is taken from the results of the pre-test conducted before giving treatment. In this study participants were

identified as students studied by taking from the results of low grades of advance

students by 5 students.

Table.3.2. Advance Students

No	Name	Class
1.	Rizal Nawawi	Advance
2.	Yusron Ardiyansah	Advance
3.	Denda Saputra	Advance
4.	Anggi Saputra	Advance
5.	Andi Setiawan	Advance
6.	Rois	Advance
7.	Ahmad Ghozali	Advance
8.	Dimas Saputra	Advance
9.	Bagas	Advance
10.	Al farisi	Advance
11.	Miftahur Rokhman	Advance
12.	Chalwa	Advance
13.	Rofiq	Advance

D. The Subjective of Research

The subjects of this study were advance students in Esada. Researchers

focus on the final speaking speaking class. The total number of participants

involved in the study included 13 students with an average age of 18 years.

Classes speak Indonesian and English in the learning process in the classroom.

This research was taken by considering the low scores of students in speaking

skills. The student's initial speaking proficiency value is taken from the results of

the pre-test conducted before giving treatment. In this study participants were

identified as students studied by taking from the results of low grades of advance

students by 5 students and the eight students become a control students in the

class.

The reason why the researcher took only 5 students studied was that the

student being studied was seen from the needs in the class, it was felt that those

who were above this standard were better able to learn and improve their respective speaking. For students who have low scores it is felt that it is very necessary to be given medicine or strategies in their development, and also the 5 students are a form of remediation of the superior class diesada. therefore researchers focus on examining students who have low scores in the advanced class.

Table. 3.3. Participants

No	Name	Class
1.	R N	Advance
2.	Y A	Advance
3.	D S	Advance
4.	A S	Advance
5.	A S	Advance

E. Data Collection Techniques

Data collection techniques are steps taken to collect data. Data is taken from the beginning of the study as a step to identify problems, when taking class action as the main data, to the end of the study, as supporting data. several stages of data collection are carried out in various ways as follows :

1. Qualitative Data

In this case, the researcher described several functional qualitative data as a way how researchers collect data for analysis.

a. Classroom action research data

From the original CAR data, the researcher will analyze this data which will later find several findings

b. Interview

This interview serves to obtain more in-depth data, this interview uses an unstructured model which means free, provides questions and statements that are synchronized with students' perceptions in giving opinions about this student talk method. Asking anything concerned with class activities alone.

C. Observation

The researcher or teacher observes each cycle to get more information about students' perceptions. The concept of this observation aims to find secondary data as a reference consideration of researchers. Each study of researchers facilitates a tool for recording, which is expected to help researchers see the results of observation and analyze the possible emergence of the influence of this student talk method on students. Observation activities carried out to review the possibility of increasing speaking skills in students who have low speaking scores.

2. Quantitative Data

In this case the researcher describes how to collect quantitative data which will later be analyzed as a result of the research.

a. Pre-Test

Pre-test is done as an instrument to get students' initial data by doing two stages.the first stage the researcher assesed the students' speaking skills in the process of giving opinion activities using the speech assesment rubric which was adopted from O'Malley and Piece (2005). Pre-test activities carried out using the lecture method where the teacher prioritizes the explanation of the material to students. At the beginning of class learning the teacher explains the topic of the article or theme that has been determined. Furthermore, students are given the

opportunity to ask questions or interact with the teacher in class learning. As students interact the teacher chooses one of them to deduce related content from what the teacher has explained. At the end of each learning cycle the teacher gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class. The results of the assessment serve as a reference for getting research results

b. Post-test

The post-test was conducted at the end of the study by assessing students' speaking skills in the process of group discussion activities at the end of the cycle. The assessment uses a rubric that is used to assess students' speaking skills at the pre-test. The results of the post-test assessment will be compared with preliminary data from the results of the pre-test assessment to see changes and differences in speaking skills of introverted students who have low scores. This assessment is done to get the final grade after being given treatment. Next, the researcher gave a questionnaire to find out students' perceptions about student talk technique based on personality types and the value of student achievement that has been done.

c. Questionnarie

Researchers compile a questionnaire to explore students' perceptions about the student talk technique and student achievement values. This statement is in the form of a sentence mapping the students' perceptions by the average distribution of good and bad, with 4 scales namely strongly agree (SS), agree (S), disagree TS), strongly disagree (STS). See (Appendix 1)

F. Data Analysis Technique

      Research data were analyzed using qualitative and quantitative methods. Both methods are used to enrich the results of research so that readers can better understand the explanations conveyed by researchers. Qualitative and quantitative data were obgtained from the following instruments :

1. Qualitative Data

      Qualitative data analysis is an iterative process of reading, thinking, rereading, asking questions, analyzing notes, and trying to find patterns (Nunan & Bailey, 2009, p. 416). Data obtained from the results of personality type questionnaires, speaking activities in personality, observation activities in the classroom, the results of students' perception questionnaires, and interviews with students who have low score. These data were analyzed by describing the process of activity in each cycle. The average value will be compared in subsequent cycles to see changes in the speaking skills. Furthermore, the results of questionnaires and interviews about the student talk technique method applied and the topic of the article studied in each cycle will also be described to strengthen the results of the study. Some steps taken to dig up data are as follows:

a. Descriptive analysis

      By describing in narrative form the data that has been collected will be described in as much detail as possible so that some findings can be found with the application of the student talk method to advanced Esada students.

2. Quantitative Data Analysis

Quantitative data can be analyzed and presented in various ways. Several ways of presenting quantitative data can be presented by conveying numerical data in percentages, proportions, and graphs (Nunan & Bailey, 2009, p. 372). Quantitative data in this study will be presented using percentages and graphs to show differences and changes in the results of student based on personality ability and speaking values. This quantitative data is presented to support the explanation of research results.

Analysis of the results of the questionnaire was done by calculating the average value on each question item. If the average value on each question item is greater than the overall average value then the result of the item question is considered high (Arikunto, 2014). Conversely, if the average value of a question item is lower than the average value of the whole question item, the result of the question item is considered low.

a. Speech Assesment Rubric

The researcher uses the speech assessment rubric which adopt from Dian Kurnia Sari that has been adopted from the Speaking Rubric for Fluency Activities Authentic Assessment for English Language Learners by O'Malley and Pierce (2005). The rubric was adapted using 4 assessment indicators including: vocabulary pronunciation, grammatical errors, fluency, and student activity in responding. In grammatical aspects of the researchers will observe 12 types of grammatical errors (grammatical errors) including: six tenses, plural / singular nouns, article (article), pronoun (pronoun), correspondence between subject and verb (subject-verb agreement), comparison degree, and sentences. The researcher

analyzes each grammatical error and sums the types of errors that occur in students' speaking transcripts. Furthermore, the number of grammatical errors is added up again with the number of errors in fluency aspects to find the interval value.

The Scoring scale starts from the numbers 1 to 4. Researchers formulate a way to assess the proficiency of speaking by giving percentage to each aspect resulting from the calculation of the student's fault value range in each aspect to get the interval. A value of 4 was given to students who deposited an error of < 30%, the value of 3 was given to the student who deposited a mistake of 31-38%, the value of 2 was given to the student who deposited the mistake of 3 9-46% and the value of 1 was given to the student who deposited the error of 47>% . The student's value in each cycle is done by calculating the mistakes that the students are addressing in each aspect of the mistake in reciting the vocabulary *(pronounciation)*, *grammatical errors*, responses given by the students and the smoothness of students in speaking *(fluency),* to get the percentage of errors deposited average percentage of errors on each cycle. In addition, researchers calculate the level *(rating)* to determine the number of clauses that are addressed by introverted students who have low speech proficiency in very few categories (< 18%), little (19%-21%), many (22%-24%), and very many (> 25%).

Table 3.4. Speech Asessment Rubric

Rating	Demonstrated competence	Percentage
4	Uses a variety of vocabulary and expressions	<30%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not	

	interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
3	Uses a variety of vocabulary and expressions	31%-38%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
2	Uses a variety of vocabulary and expressions	39%-46%
	Uses a variety of structures with only occasional grammatical errors	
	Speaks smoothly, with little hesitation that does not interfere with communication	
	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	
	Pronunciation and intonation are almost always very clear/accurate	
1	Uses basic structures, makes frequent grammatical errors	>47%
	Hesitates too often when speaking, which often interferes with communication	
	Frequent problems with pronunciation	
	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly	
	Pronunciation and intonation are almost always very clear/accurate	

Adopted from *Assessment for English Language Learners by O'Malley and Pierce (2005).*

b. Observation Sheet

Observation activities carried out in the classroom at each group discussion activity. The researcher compiles observation sheets that are used as a tool to record student interactions in the classroom presentation. In addition,

observation is also used to see the possibility of increasing the speaking skills of introverted students who have low speaking scores. See (Appendix 4)

c. Perception student Assesment

By distributing a questionnaire that provides a statement of ten points, the researcher interprets it by calculating the average score of students who have high and low scores in responding to activities implemented by the teacher, in other words, the responses regarding the students' perceptions of the student talk method.

In addition to calculating the average value of students to show increased speaking skills, researchers also analyzed students' perceptions about the group discussion methods that have been given. The researcher processed the results of the questionnaire using the Arikunto calculation concept (2014). Each item in the questionnaire has 4 Likert scales. Each answer choice has a value, a value of 4 for the choice of answer SS, a value of 3 for the choice of answer S, a value of 2 for the choice of answer TS, and a value of 1 for the choice of answer STS. The questions in the questionnaire are converted into statements in the analysis table of the questionnaire results.

d. Paired Simple T-test

The researcher used the Paired Sample T-Test to calculate the significance of the increase in the value of students' speaking skills individually. In addition to The value obtained by students in each cycle is processed using Microsoft Excel by calculating the average value of each student in each phase. Researchers also use diagrams to show the increase in the value of each student's speaking skills in

the first and second phases. This data processing is done to show the improvement that occurs in students after being given treatment.

BAB IV

RESEARCH FINDING AND DISCUSSION

This Chapter discusses the results of research that has been done for one month at one of the course in Banyuwangi, East Java. The Results of this thesis, there are qualitative data and quantitiative. Qualitative Data is obtained from several ways such as interviews, observations, and questionnaires (Creswell, 2012, Hal. 204). While quantitative data is processed into numerical data in the form of graphs and tables to represent the results of qualitative data discussion (Creswell, 2012, Hal. 175). The use of both qualitative and quantitative methods is expected to facilitate the reader to understand the discussion of the results.

The discussions covered in this chapter include: fistly, Student grouping based on the pre-test value of low-speaking skills taken from the data of the ESADA institution, secondly, implementation of one cycle and two cycle, Thirdly, Students ' perception of the student talk method is applied, forthly, paired simple t-test, fifthly, interview, and the last is observation result. Each cycle will be outlined based on several stages, namely identification of problems, planning, implementation of class actions, observation results, and Reflections (Nunan & Bailey, 2009, p. 227). The discussion is explained by the research process from the beginning to the end of the research so readers can understand this discussion in a sense.

A. **Description of Research Data**

1. **The Implementation of action**

    At the beginning of this meeting researchers and teachers gave an expreslanation about the purpose and concept of learning in the same way that the teacher made random topic to students which is the name of existing tourist spots in Banyuwangi. The teacher asked them to do one by one. Next they are given preparation time to present the topic they get. Before the students presented the teacher explained the material they get in general and gave the method of making a mapping of specific points or sub-chapters to be explored in the speaking style. After the preparatory time the teacher asks one by one student to present the topic with a minimum time limit of 5 minutes. When in the process of presenting a classmate can interact with the question or deny the student presenting. The teacher has the full right to give a solutive middle road to the problems that occur in the classroom. Teachers are required to provide audio or any instrument to record students during the presentation. And will continue to be analyzed.

    The first cycle consists of 3 meeting. Each meeting will be described in several stages, namely problem identification, planning, implementation, observations, and reflections (Nunan & Bailey, 2009, p. 227). These steps are carried out repeatedly in each cycle to evaluate the previous cycles so as to improve learning outcomes to the maximum (Nunan, 2009, p. 227). This study involved 12 students as participants in the advanced student speaking class. Researchers only focused on 5 students who had low speaking scores. At each meeting teaching and learning activities carried out for 90 minutes.

a. first phase in one cycle

The class action in the first phase is done in the speaking class. In this cycle there are 1 students who did not take part in teaching and learning activities so that the total number of students who attended were 5 students. Learning activities carried out for 90 minutes. Learning activities attended by teachers and students. The observer team is tasked to assist the teacher and researcher in observing while learning takes place. Each observes the teacher and each observer observes each student individually. This is done to maximize observation activities. Then the steps taken in the first cycle are described as follows

b. identification

Identification of the problem was conducted at the beginning of the study by observing general in advance class speaking class . The observation activity was done by following the teaching and learning activities in the classroom. Researchers observe the learning process from start to finish. The results of the observation show that there are many students who still find it difficult to express their opinions or answer questions of the teacher. Teaching and learning activities are done using speech method but students are still not brave enough. In other words, students are still ashamed in the presentation. The ability of students can influence each other in the learning process. Clever students can help less clever students so as to maximize their learning outcomes. In addition, active students can also motivate less-active students in learning methods.

c. planning

Before starting a class, teachers and researchers determine which topics will be learned first and prepare topics as teaching materials according to the

topics of various sources. At the start of activities are instructed to choose an article with different sources with other students . This is done so that students can share their opinions with each other and can perform interactive classroom activities . In addition, students are expected to enrich the information obtained from each article that has been selected. Next, students rejoin and be given 10 minutes to read the article.

The articles are adjusted to the plans and learning goals that have been set by the institute of educational institutions. After reading the article the students did 60 minutes of presentation and interaction. This activity is carried out in the same classroom as the activities carried out at the time of the pretest. This is because all classrooms are used for teaching and learning activities so that the activities are still carried out using the same chair. Seats are considered less flexible and difficult to position. To overcome these problems the teacher and the researcher sat back down on the students. Each student is positioned face to face to be able to face each other so that it can support students to interact more optimally (Welty, 1989). The classrooms that are used are also not too broad, making it easier for students to interact. This placement is expected to support effective learning activitiThe articles are adjusted to the plans and learning goals that have been set by the institute of educational institutions. After reading the article the students did 60 minutes of presentation and interaction. This activity is carried out in the same classroom as the activities carried out at the time of the pretest. This is because all classrooms are used for teaching and learning activities so that the activities are still carried out using the same chair. Seats are considered less flexible and difficult to position. To overcome these problems the teacher and

the researcher sat back down on the students. Each group is positioned face to face to be able to face each other so that it can support students to interact more optimally (Welty, 1989). The classrooms that are used are also not too broad, making it easier for students to interact. This plaes.

Students are given the opportunity to express opinions related to each other's articles as well as interacting with their friends. While teacher and researcher activities observe. The observation activity has several objectives, among others; first, To provide assessments on the skills of speech and the process of student interaction using the Speaking Assessment section, second, observing the student interaction process, and the third Noting the things that can impede the discussion of group discussions both from internal factors from within the group or external factors arising from outside, and the fourth, teachers and researchers record the learning activities by placing a phone in each individual. The Results of an observation note are used as an evaluation material to improve the next cycle.

Students are assigned alternately at each meeting in presenting topic. This is done to train students ' skills in public speaking. Furthermore, the teacher provides an explanation of the material contained in the articles that have been studied such as the language structure used, vocabulary, and the use of expressions in expressing opinions.

At the end of the study teachers and researchers look back at the results of the observation record and the value of speaking students who have been performed on observation activities during activities. . Furthermore teachers and researchers maintain the parts that have been qualified and revise the parts that are

less supportive. The result of the fix was reapplied to the next cycle. The repetition of these stages is done as often as possible to obtain better results (Nunan & Bailey, 2009).

Additionally teachers and researchers also revisit topics that have been given from several aspects such as difficulty levels, themes rendered, and the language structure contained in the article. This is done to tailor the learning process with the learning objectives found in the Learning Plan. The final stage of the teacher and researcher determines the topic to be given to the next meeting.

d. implementation

According to described above, before conducting students ' activities are instructed to choose the articles that have been prepared. Students are given approximately 10 minutes to read the selected article. Next, students perform a 10-minute presentation activity. During the activity, teachers, researchers observe. The speaking Skills observation and assessment are focused on 5 advance students who have low grades.

Furthermore, a presentation student may appoint one of his friends to conclude what results have been submitted. Students are appointed interchangeably on each cycle so that all students have the same opportunity to speak in front of the class. It aims to devour the students in public speaking. After all students convey the results of his presentation, the teacher conveys a summary of the material contained in the article that has been discussed, such as the form of words (*tenses*), vocabulary, and expressions that can be used to convey opinions according to the context contained in articles such as Use of Word form (*tenses*), vocabulary, or the use of expressions according to context.

The Following is an analysis Of the observation And the value of the students ' speaking skills during activities. The analysis process is done at each phase.

Table 4.4 The first phase in one cycle

No	Code	Name	Trancription	Score
1.	A 1	R S	Okay, thank you for Mr Azka has **give** A. (given) me opportunity, I would like to give some explanation about presentation of tourism place. I would A. **no verb** to give some **imagine** (imagination) B, about this place. So that way I will give you **imagine** (imagination) B about this place, you must imagine in your braind about water. I will **begun** (begin) A about my explanation. This is some island, you must imagine about it, OK this island in Banyuwangi city. So much people know about it. Indonesian Country There **is** (are) A so much the good view... A **This is** what is that. This is suitable for us for make a lose our time. So I Think just it, thank you.	1 (66 %)
2.	A 2	D S	I want to explain **no article** B tourism in Kawah Ijen Banyuwangi city There is **(are) A** very much tourist invite in crater Ijen because in Kawah Ijen view B **in crater Ijen** very A good and B **in crater Ijen** there is blue fire and blue fire there is **A** two blue fire in Kawah Ijen and Canada and **A** invite in crater Ijen if you want to **A** jacket because in Kawah ijen **A** very cold and there is very much smoke if you don't use mask you will very.. **A** And just that thank you	1 (75 %)
3.	A 3	*ANGGI*	I Would like to presentation of the B **torism** (tourism) in Plengkung. there is B **(no article)** big wave and much fish C **(fishes)** many person do A **surfing** (surf) in the beach, they do often in using surfboards. The good view and many sift in there. I will think good for every thing there. When You know family **you're a** (	1 (58 %)

			YOU) **invite** A (no object) in Plengkung beach because A **It is (No subject)** so good, thank you all of me.	
4.	**A 4**	A S	**Now** (In behind)A I want to explain about Bangsring beach, OK in Bangsring beach there are very much panorama if you hobby A (tour) **tourism** I think in bangsring is very good, **(no subject & verb)** A easy come to bangsring there is A **(are)**very much B **article** beuty B **(beauty)** view and there are.....A **(no object)** What else and if you go to with your girl friend I thing C **(think)**is very perfect and bangsring beach lockated A **(Location)** in Bangsring village and Wongsorejo district exactly in Banyuwangi. If you want swimming A **(swim)** you can look fish in there in bangsring. Thank	**1 (85 %)**
5.	**A 5**	Y A	**No subject and verb** A Standing here I would like to explain about B **baluran national garden** garden national Baluran Animal Collection Seaside and national garden Baluran the most big B **The biggest** for Java and the lockation A **location** from national Baluran in Banyuwangi and **Article the** C weakness from **National garden Baluran** B first **no article and verb A** so far and so **A** very very hot and strengtheness is so beutifull. Thank for me.	**1 (66 %)**

Description:

a). students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors ".A" So that it affects the way students speak.

b). students is wrong in the phrases, in giving article, and the comparasion

c). Students error in using Vocabulary.

A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 66% to get a value of 1.

A2

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 75% to get a value of 1.

A3

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of

errors of 4 aspects of the assessment talking students have a mistake of 58% to get a value of 1.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 83% to get a value of 1.

A5

A5 speaks by producing very few clauses. Based on the transcript speaking above A5, a few*grammatical errors (gramatical erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment speaking students have a mistake of 66% to get a value of 1

Thus actually all these students can create quite a number of clauses. The four students above got grades 1. But the students above have tried to be responsive in giving questions or statements. From all this they still get very low scores.

e. Teaching observation Results

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the action of the class and maintain the well-assessed parts. This assessment is performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given. At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table 4.5 the first phase of one cycle in teaching Observation results

Observation sheet: Esada

Years of learning : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure in

                 accordance with context

          : The ability to tell real phenomena or events in everyday life

          : Ability to interact interactively in group discussion activities

Tabel 4.6 Observation Result of First phase in 0ne cycle

No.	Activity	4	3	2	1
1.	Early learning activities			√	
2.	Core activities		√		

3.	Observation activities			√	
5.	End activities		√		
6.	Ability to evaluate			√	
7.	Close learning		√		

Note   :

A   = Very Good (4)

B   = Good (3)

C   = Enough (2)

D   = Less (1)

Fellow observers give good value to the initial learning activities. Based on the information we get after having a student talk technique at the end of learning, peers assess the initial learning activity poorly organized. Teachers and researchers pay less attention to the time when instructing students to select a prepared topic. This affects the time for student talk activities and the activity concludes matter at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities teachers apply the method of student talk to students who have low speaking grades, teachers and researchers are judged quite well in doing so. This is influenced by the atmosphere of the class that is less

sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

1. **The second phase**

The second meeting is done with the same steps as the class action performed at the first stage . However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. identification

Identification of the problem in the second cycle is derived from the problems that arise in the first phase . The main problem remains focused on improving the speech skills of low-value students using student talk technique based on student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not

appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. planning

Determine material of tourism place in banyuwangi { kawah ijen, wedi ireng, rajegwesi } teacher makes a strategic seating in classroom learning. At this meeting , student talk activities will be conducted in a larger classroom. It is planned to get a conducive class state. The conducive class will also positively impact the activities of ObservasI and student assessments that focus on research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices. Furthermore, researchers and teachers coordinate with officers who have the authority to arrange the class to be able to use the desired classrooms on a predetermined schedule. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It is planned to address the problem of first class action that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

After ensuring the class and seating used, the teacher and researcher of the material will be discussed at the next meeting. This activity can be done both inside and outside the institution. Articles will be ensured to be shared when the schedule of learning activities is performed. In addition teachers and researchers also set the time used for the activities to choose the article for 5 minutes so as not to influence the time to presentation and delivery of material at the end of learning. Teachers and researchers will also come early to prepare a place and can

organize students faster. The results of this evaluation are expected to improve the class action to be performed on the second cycle.

c. Implementation

The implementation of the second stage activities is not too different from the steps already implemented in the first phase . Before the learning activities were initiated students were instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grades.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore , teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the students activities are as follows.

Table 4.7 The second phase in one cycle

No	CODE	NAME	TRANCRIPTION	SCORE
1.	A 1	R S	Good night every one, how are you today? I Hope in this occasion you **A** all feel happy and healthy. Oke lets go, before be continue I want to ask you, any one of you know about wedi ireng or any of **A** you ever go to there? What is wedi ireng ? Wedi ireng is a beach stand on Pesanggaran district or still one location with Red Island. The	4 (16 %)

			wedi ireng is good or still nice okay in this tourism you **A** all enjoy about the good panorama about the Calur wave. I say thank you very much	
2.	A 2	D S	I want to explain **A** tourism in Kawah Ijen Banyuwangi city There is very much tourist invite **B** in crater Ijen because in Kawah Ijen **B** view in crater Ijen **A** very good and in **B** crater Ijen there is blue fire and blue fire there is **A** two blue fire in Kawah Ijen and Canada and **A** invite in crater Ijen if you want to jacket **A** because in Kawah ijen very cold and there is **A** very much smoke if you don't use mask you will very.. **A** And just that thank you	1 (85 %)
3.	A 3	*A S*	Assalamu Alikum WR. WB Well ladies and gentlement, **A** standing here I would like to explain about Rajeg Wesi Beach, okey **B** where Rajeg Wesi beach a place? Yes Rajag Wesi in Banyuwangi Regency exactly in Save village. And It's beach have **A** a wafe A so small because why? Because there is coral so much it's beach, so that way Wafe can't come until beach why tourism come it's beach? Because there is (place action fish) and one of magnet tourist come here.	3 (33 %)
4.	A 4	A S	One of village from Purwoharjo Distric have **A** a tourism beach same with that name of village **A** is Grajagan and **B** name of tourism is Grajagan beach. Grajagan Beach have **A** a located beside B **South Banyuwangi.** Beach **A** not for know this beach there are Plengkung beach. in Tegaldlimo distric and Red Island beach in Pesanggaran district. If you want look sun rise don't confuse to go from your home to beach **A** come right day, so **A**	1 (75 %)

			very beautifull for take picture and have **A** Panorama under Cave Sepang, one of estate Word war II in Java.	
5.	A 5	Y A	Crater Ijen is tourism **A** so very familiar in Banyuwangi regency because this crater have **A** panorama and **B** view so **A** very beautiful you can benefid from **B** beauty blue Fire. This fire create because degree sulphur **A** so very high levels. Blue Fire be trasted just there are two in this word such as In banyuwangi regency and in the Canada don't supprised if tourist vizid **C** in Kawah Ijen. How much ticket enter in Kawah Ijen ? if holiday can attack on the flank **A** so very high.	**1 (66 %)**

Description:

    A. students have difficulty in composing sentences marked with a sign "..............." So that it affects the way students speak.

    B. students to put *grammatical* errors marked with italic letters.

    C. Students actively respond to opinions and inquiries from other students in a group marked by the *response* at the beginning of the sentence.

    D. students recite vocabulary in less precise words marked with a bold word. The pronunciation of the students is marked with the letter in the brackets () on the side of the bolded word.

 A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few *grammatical errors (grammatically erors)* include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that

students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 4 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A2

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some *grammatical* errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 83% to get a value of 1.

A3

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some *grammatical errors (gramatical erors)*, among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A3 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 33% to get a value of 3.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors)*

include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 75% to get a value of 1.

A5

A5 speaks by producing very many clauses. Based on the transcript speaking above A5, a few*grammatical errors (gramatical erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 66% to get a value of 1.

Based on the results of the analysis there are 2 students who get a value of 3,4 scores and 3 students have a low value. All students above are also able to pronounce a number of clauses. Thus there is a slight increase to students.

d. Teaching observation Results

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the action of the class and maintain the well-assessed parts. This assessment is

performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given.

At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table 4.8 The Second Phase Of One Cycle In Teaching Observation Results

Observation sheet   : esada

Years of learning   : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure in accordance with context

: The ability to tell real phenomena or events in everyday life

: Ability to interact interactively in group discussion activities

Tabel 4.9 : Observation Result of second phase in 0ne cycle

No.	Activity	4	3	2	1
1.	Early learning activities		√		
2.	Core activities		√		
3.	Observation activities		√		
5.	End activities	√			

| 6. | Ability to evaluate | | √ | | |
| 7. | Close learning | √ | | | |

Note :

A = Very Good (4)

B = Good (3)

C = Enough (2)

D = Less (1)

Fellow observers give good value to the initial learning activities. Based on the information we get after having discussions at the end of learning, peers assess the initial learning activity poorly organized. Teachers and researchers pay less attention to the time when instructing students to select a prepared topic. This affects the time for student talk activities and the activity concludes matter at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities teachers apply student talk technique to students who have low speaking grades, Student Start to dare to use his own language in front of class presentations. This is influenced by the atmosphere of the class that is less conducive due to the wide state of the room and students who are too loud in speaking. so that teachers, researchers, and fellow observers should

pay close attention to observing students ' activities. However, to determine the value of a student with a low value can be reconfirmed by replaying the audio recording that has been obtained. Furthermore, the final activity of the teacher and researcher discussion is considered good in organizing the students to convey the conclusion of the results of the material already delivered in front of the class and create a class atmosphere that is quite conducive.

On closing activities teacher and researcher studies are doing better. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting . The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

e. reflection

The class facilities are not complete in classroom learning such as boxmarker, journal book, etc. At the end of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The result of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition,

co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

3. The Third Phase

The third meeting is done with the same steps as the class action performed in the second stage . However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. Identification

Identification of the problem in the third cycle is derived from the problems that arise in the second phase . The main problem remains focused on improving the speech skills of low-value students using student talk methods based on a student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. planning

Teacher instructs to operational department to complete book marker, etc. Determine material of tourism place in banyuwangi { baluran, plengkung, green bay, rajegwesi }At this meeting , student talk activities will be conducted in a larger classroom. It is planned to get a conducive class state. The conducive class will also positively impact the activities of ObservasI and student assessments that focus on research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices. Furthermore, researchers and teachers coordinate with officers who have the authority to arrange the class to be able to use the desired classrooms on a predetermined schedule. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It is planned to address the problem of first class action that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

After ensuring the class and seating used, the teacher and researcher of the material will be discussed at the next meeting. This activity can be done both inside and outside the institution. Articles will be ensured to be shared when the schedule of learning activities is performed. In addition teachers and researchers also set the time used for the activities to choose the article for 5 minutes so as not to influence the time to presentation and delivery of material at the end of learning. Teachers and researchers will also come early to prepare a place and can organize students faster. The results of this evaluation are expected to improve the class action to be performed on the second cycle.

c. implementation

The implementation of the second stage activities is not too different from the steps already implemented in the first phase . Before the learning activities were initiated students were instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grades.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore , teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the group discussion are as follows.

Table 4.10 The third phase of one cycle

No	CODE	NAME	TRANCRIPTION	SCORE
1.	A 1	R S	Well, every body talking about tourism you will find many a good place, there is a baluran tourism, we think Baluran is a forest but not only that because Baluran can makes you happy. Many animal **D** of there and trees. We do not confuse **B** to look for tourism in Banyuwangi, just go to Situbondo and you will find it. Thank for us	4 (16 %)
2.	A 2	D S	Today is good for me to explain some tourism in Banyuwangi city, many tourism **D** for example: Bama, Grajagan, Plengkung and many other. So now I want explain the tourism in my village **A** is Bama Beach, Bama Beach in Baluran Garden, when you	4 (25 %)

			go out at the bangsring you **A** direct to in Banyuwangi North and you will find it. Thank	
3.	**A 3**	*A S*	Assalamu Alikum WR. WB Well ladies and gentlement, **A** standing here I would like to explain about Plengkung beach, and in this beach has recognized in the world because why men? Because its beach **A** have a wafe so big, stable and **A** become magnet tourism and surver for come here, usually **B** wafe a big waited by Surver and when **B** Wafe a big come? Yes usually **B** wafe come come in June-July until November, beside that in this beach influences the good view, **A** make tourism happy and **A** enjoy the location Plengkung beach in **B** National Garden Alas Purwo Banyuwangi. I thing **C** that is all and the last saw Alaikum.	**1 (75 %)**
4.	**A 4**	A S	Green bay **A** located in Pesanggaran District , precisely in Sarongan village. It located about 90 km to south of Banyuwangi town. To reach this beach from Banyuwangi we just follows **A** the directions to Pesanggaran-Sarongan-Sukamade, that are still one lane of route to Sukamade beach, Merubetiri National Park. Green Bay is typical white sandy beach and the sand have **A** find and it easily embedded in the skin. The bay also has panoramic view with green sea water inside and 8 meter high of waterfall. For those who give visit to this bay, the vehicles can be parked near Rajagwesi beach then we can walked to Green bay as far as +/- 2km. There is also a parking spots **C** closer to the Green bay, but the roads are inadequate.	**3 (33 %)**
5.	**A 5**	Y A	Ild **C** life reserve at the Blambangan Peninsula is also known as "Alas Purwo". Alas means forest or jungle and purwo is the beginning of	**4 (25 %)**

			everything. The width of Alas Purwo is 42 hectares square which is completed by many kind of wild animals, especially the species of banteng (Bos javanicus), deer, pics, andpeacocks. There are many caves in the forest which are blanketed by many kinds of plantations. The visitor can meet **A** many Javanese Bull here, especially in the dry season where many bulls is **A** wandering outside the park to get into water sources. Some other endangered animals are also pretected here, they are: Cuon alpinus, Muntiacus muntjak, Cervus timorensis, Presbytis cristata, Pavo muticus, Gallus sp., Olive ridely turtle, Dermochelys coriacea, Eretmochelys imbricata and Chelonia mydas.	

Description:

A. students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors ".A" So that it affects the way students speak.

B. students are wrong in the phrases, in giving article, and the comparasion

C. Student errors in using Vocabulary.

D. Plural and singular noun, verb

A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that

students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on the number of errors from the 4 aspects of the assessment, talking students have an error of 16% to get a value of 4.

A2

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some *grammatical* errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A3

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some *grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A3 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 75% to get a value of 1.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors*)

include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 33% to get a value of 3.

A5

A5 speaks by producing very many clauses. Based on the transcript speaking above A5, a few*grammatical errors (gramatical erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When talking A5 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

Based on the analysis results of the existing value data.

d. Teaching observation Results

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the action of the class and maintain the well-assessed parts. This assessment is performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given.

At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table 4.11 The Third Phase in Teaching observation Results

Observation sheet   : esada

Years of learning   : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure in accordance with context

                      : The ability to tell real phenomena or events in everyday life

                      : Ability to interact interactively in group discussion activities

Tabel 4.12 Observation Result of third phase in 0ne cycle

No.	Activity	4	3	2	1
1.	Early learning activities	√			
2.	Core activities	√			
3.	Observation activities		√		
5.	End activities	√			
6.	Ability to evaluate		√		
7.	Close learning	√			

Note   :

A   = Very Good (4)

B   = Good (3)

C   = Enough (2)

D   = Less (1)

Co-observers give excellent value to the initial learning activities. Based on the information we get after having discussions at the end of learning, peers assess the initial learning activity poorly organized. Teachers and researchers appropriately pay attention to time when instructing students to select a prepared topic. It is great for the accuracy of group discussion activities and the activity of concluding material at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities teachers apply Method student talk to students who have low speaking grades, teachers and researchers are judged quite well in doing so. This is influenced by the atmosphere of the class that is less conducive due to the wide state of the room and students who are too loud in speaking. so that teachers, researchers, and fellow observers should pay close attention to observing students ' activities.. However , in the final activity, the discussion of teachers and researchers is considered good in organizing students to

conveythe fact that often lack of grammar in the case ofn, students are still a little rame in activities..

On closing activities teacher and researcher studies are judged quite well. Students begin to be more active and confident in providing a response.This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting . The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

e. Reflection

The main activity was doing more fast, so that gives influence in the student activities. At the end of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the

crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

4.The Fourth Phase

The Fourth meeting was done with the same steps as the class action performed in the third Phase. However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. Identification

Identification of the issue at the fourth is derived from the problems that arise in the third phase. The main problem remains focused on improving the speech skills of low-value students using group discussion methods based on personality types and student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive. the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. Planning

Teacher do count and more aware in the timing of classroom learning, Determine material of tourism place in banyuwangi { plengkug, kawah ijen, grajagan, bangsring, red island }.At a Meeting the teacher made a Class contract

against the student. It is planned to get a conducive class state. The conducive class will also positively impact the activities of Observation and student assessments that focus on research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices. Furthermore, the teacher explained a little knowledge of how to make a good sentence. This is done so that the students are able to compose sentences correctly when they speak English. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It is planned to tackle the problem of the Third meeting class that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

c. Implementation

The implementation of the fourth stage activity is not too different from the steps already implemented in the first phase . It's just that teachers better explain grammar to students ' understanding. Before learning activities are initiated students are instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grades.

Tabel 4.13 The First Phase in Two cycle

NO	CODE	NAME	TRANCRIPTION	SCORE
1.	A 1	RIZAL	Well every body, today **A** will enjoy to the presentation, so well ladies and gentlement plengkung beach has a good wave, many of tourist visit of there, the time for doing a surf at November month, I recom to you all **it A** month is very suitable, when we do refresh we can go together and bring **A** many food to eat, thank you	**4 (25 %)**
S	A 2	DENDA	In many pleaces of tourism, I am just like **A** in ijen, my hobby is going travelling so within go to month that can makes me enjoy, ijen has many facilities such as tour guide, rest area and many other so that way do not be worry about the phsycal safe when you go over there. So I **A** just that thank you.	**4 (16 %)**
3.	A 3	*ANGGI*	Well ladies and gentlement, **A** standing here I would like to explain about grajagan beach, before I explain **A** I say thank you very much to mr azka having given me time for standing here. Yes do you know about grajagan beach ?. yes the tourism **A** obligotary for come there because if you come there you will be B a fill enjoy the mountain range **A** so beauty and not just mountain there is cave jepang and become good for us.	**3 (33 %)**
4.	A 4	ANDI	Banyuwangi is one of a good place for doing refresh we do not **A** dizzy to look for tourism in banyuwangi. Every body sometime we just think where the good tourism for us, so I rcomended for you to follow my choicment, in bangsring beach there was **A** many people visits of there, there are under water, banana bood, and house apung, well ladies and gentlemen when you go there the payment **A** just only twenty five,	**4 (25 %)**

5.	A 5	YUSRON	that is very chief for us. So you will not feel disappointed. Thank very much	
5.	A 5	YUSRON	Yes today we will explain to you about the tourism in banyuwangi, in my experiences, I have ever gone to in **B** red island beach, I recommended to you the most important time is the afternoon at 15.00 WIB or more. because there is **A** a sun set and the panorama is very good, it is suitable for taking picture. Thank you for me just that.	**4 (16 %)**

Description:

A. students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors ".A" So that it affects the way students speak.

B. students are wrong in the phrases, in giving article, and the comparasion

C. Student errors in using Vocabulary.

D. Plural and singular noun, verb

A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 4 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A2

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors from the 4 aspects of the assessment, talking students have an error of 16% to get a value of 4.

A3

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A3 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 33% to get a value of 3.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of*grammatical errors (grammatically erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more

actively. Based on counting the number of errors of the 4 aspects of the assessment talking students are depositing error of 25% so that it gets a value of 4.

A5

A5 speaks by producing very many clauses. Based on the transcript speaking above A5, a few*grammatical errors (gramatical erors*) include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors from the 4 aspects of the assessment, talking students have an error of 16% to get a value of 4.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore , teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the group discussion are as follows.

d. Observation Result

The following Observation sheets are filled by some of the observers who have discussed to provide assessment of the performance of teachers and researchers in providing treatment to the students. The assessment results on the observation sheet can be used as an evaluation material to improve the parts of the class action and maintain a well-assessed part. This assessment is performed at each meeting from the first to the sixth meeting so that teachers and researchers can continue to improve the teaching given.

At the end of the study in each cycle, teachers and researchers conducted discussions with fellow observers about the value they had given, so teachers and researchers knew why co-observers gave the value that has been included in the assessment sheet.

Observers ' assessment results are described as follows:

Table 4.14 First Phase of two cycle in Teaching observation Results

Observation sheet   : Esada

Years of learning   : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure according to context

   : The ability to tell real phenomena or events in everyday life

   : Ability to interact interactively in group discussion activities

Tabel 4.15 Observation Result of first phase in two cycle

No.	Activity	4	3	2	1
1.	Early learning activities	√			
2.	Core activities	√			
3.	Observation activities	√			
5.	End activities		√		
6.	Ability to evaluate		√		
7.	Close learning	√			

Note   :

A   = Very Good (4)

B   = Good (3)

C   = Enough (2)

D   = Less (1)

Co-observers give excellent value to the initial learning activities. Based on the information we have had after a discussion at the end of learning, peers assessed the initial learning activities poorly organized. Teachers and researchers appropriately pay attention to time when instructing students to select a prepared topic. It is very good for The accuracy of students. activity concludes the material at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities Teachers apply student Talk method to students who have low speaking grades, teachers and researchers are judged well enough in doing so. Fellow observers should carefully observe the students ' activities. Nevertheless, later on the final activity the teacher and researcher discussions are considered good in organizing the class. students lack discipline in departing, this has caused ineffectiveness in the classroom, because the teacher will repeat in explaining the second time so that late students can understand and follow the lesson.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting . The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

e. Reflection

Student confuse and dizzy in using vocabularies, there are grammar errors in their presentation, At the end of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing

back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

5. The Fifth Phase

The fifth phase done with the same steps as the class action performed at the fourth stage. However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. Identification

Identification of the issue at the fourth is derived from the problems that arise in the third phase. The main problem remains focused on improving the speech skills of low-value students using student talk methods based on student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems. the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. Planning

Determine material of tourism place in banyuwangi { marina, bama wedi ireng }. before doing explain, teacher gives five vocabularies to support student exploration.At a Meeting the teacher made a Class contract against the student. It is planned to get a conducive class state. The conducive class will also positively impact the activities of Observation and student assessments that focus on research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices.

Furthermore, the teacher explained a little knowledge of how to make a good sentence. This is done so that the students are able to compose sentences correctly when they speak English. Teachers and researchers also replaced seats with a more flexible move and adjusted to the ideal seat position according to Welty (1989). It is planned to tackle the problem of the fourth meeting class that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

c. Implementation

The implementation of the fourth stage activity is not too different from the steps already implemented in the first phase . It's just that teachers better explain grammar to students ' understanding. Before learning activities are initiated students are instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers and co-observers conducted observations to monitor the process of activities and provide value to students with low grades.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore , teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the activities are as follows.

Tabel 4.16 The Second phase of two cycle

NO	CODE	NAME	TRANCRIPTION	SCORE

1.	A 1	R S	Well ladies and gentlemen, let us first introdus **A** my self, my name is rizal, today I go to explain to you the most favorite tourism in banyuwangi city. Marina beech is the most favorite tourism in banyuwangi city, many people visit go to there , and do you know ? about the suitable time to go there. We try to observe in marina beech, marina **A** in banyuwangi city. The payment of ticket is twenty five in the night. so I recommend to you, the beuty of shift, the beuty of coffe break bring more fantastic in marina beech, so please you will never feel disappointed. I think that is all for me, thank you so much.	**4 (16 %)**
2.	A 2	D S	Okey well everybody, ladies and gentlemen. **A** Standing here I would like to explain about bama beach. And one of tourism in banyuwangi **A** so suitable beach for enjoy sunrise and campig **C** with your friend or you girl friend. my be and **A** so suitable for selebgram for taking picture, because its beach have **A** sand white so beautifull and there is A animals **A** is like monkey and so much kind of birds. The location of bama beach **A** in around baluran national garden and I thing **C** enough for me.	**1 (58 %)**
3.	A 3	*A S*	We give a little information that the city of Banyuwangi actually has a lot of tourist attractions, but we will provide a very interesting place for you to visit. . so don't worry for all of you who want to find cheap and amazing tourist attractions, just **A** go to Bajulmati Reservoir in Banyuwangi in the North.	**4 (18 %)**
4.	A 4	A S	Banyuwangi is one of regency have **A** so very much **C** tourism. Because government of banyuwangi city had been **A** manner tourisem **C** is very bad became good **C** tourisem, and one of torisem **C** place enough famous in here is wedi ireng beach. Where is the lovated wedi ireng beach	**1 (83 %)**

			?, for you all never go to wedi ireng beach I will **A** information for you. Need you know this is tourism place. the located in shouth banyuwangi exacly pesanggaran can come on to red island. What a be can wedi ireng famous ? wedi ireng beach have **A** very much panorama and place for make you happy what else with your boy friend and girl friend. Distance attack for go to tourisem **C** place so very **A** easy and you can drive a car motor cycle and bicycle. Thank you for me	
5.	**A 5**	Y A	Well every one, in this section, lets me introduce, my name is yusron, I am standing here, I would like to present about the favorite tourism in banyuwangi regency. I will not teel to long just give a specification about the new normal concept of mr anas as the leader in banyuwangi city. All tourism place have to use the healthy safe, for example all visitors have to use mask and do more wash their hand. Why do mr anas makes that ? because he want all aspek economy and healthy is **A** stiil good. So that way for all visitors you can go but you have to care about the regulation. Thank you.	**4 (18 %)**

Description:

A. students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors ".A" So that it affects the way students speak.

B. students are wrong in the phrases, in giving article, and the comparasion

C. Student errors in using Vocabulary.

D. Plural and singular noun, verb.

A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few*grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on the number of errors from the 4 aspects of the assessment, talking students have an error of 16% to get a value of 4.

A2

A2 speaks by producing many clauses. Based on the transcript speaking above A2 it is a matter of some*grammatical*errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 58% to get a value of 1.

A3

A3 speaks by producing many clauses. Based on a transcript speaking above the A3 is a matter of some*grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A3 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on counting

the number of errors of the 4 aspects of the assessment talking students have a mistake of 18% to get a value of 4.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on the number of errors of 4 aspects of the assessment talking students have a mistake of 83% to get a value of 1.

A5

A5 speaks by producing very many clauses. Based on the transcript speaking above A5, a few *grammatical errors (gramatical erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students have a mistake of 18% to get a value of 4.

Table 4.17 Second Phase of two cycle in Teaching observation Results

Observation sheet   : ESADA

Years of learning   : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure according

to context

: The ability to tell real phenomena or events in everyday

life

: Ability to interact interactively in group discussion

activities

Tabel 4.18 Observation Result of second phase in two cycle

No.	Activity	4	3	2	1
1.	Early learning activities	√			
2.	Core activities	√			
3.	Observation activities	√			
5.	End activities		√		
6.	Ability to evaluate	√			
7.	Close learning	√			

Note   :

A   = Very Good (4)

B   = Good (3)

C   = Enough (2)

D   = Less (1)

Co-observers give excellent value to the initial learning activities. Based on the information we have had after a discussion at the end of learning, peers assessed the initial learning activities poorly organized. Teachers and researchers appropriately pay attention to time when instructing students to select a prepared topic. It is very good for The accuracy of students. activity concludes the material at the end of learning. Furthermore, fellow observers also give considerable value to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities Teachers apply student Talk method to students who have low speaking grades, teachers and researchers are judged well enough in doing so. Fellow observers should carefully observe the students ' activities. In the core activity, the creation of sleepy students in class, this can be the cause of other friends in the focus of classroom learning. Nevertheless, later on the end activities of teachers and researchers are considered good in organizing the class. students lack discipline in departing, this has caused ineffectiveness in the classroom, because the teacher will repeat in explaining the second time so that late students can understand and follow the lesson.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation

as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting . The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

d. reflection

At the end of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

6. The Sixth Phase

The sixth meeting was done with the same steps as the class action performed at the fifth stage. However, there are some parts that are fixed in this phase . The learning process is done in a larger class to get a conducive classroom

atmosphere. In addition, teachers and researchers provide briefings on early learning to be able to participate cooperatively.

a. identification

Identification of problems in the sixth is derived from the issue that arises at the fifth stage. The main problem remains focused on improving the speech skills of low-value students using group discussion methods based on personality types and student speaking values. When class action is carried out in the first cycle, there are other problems that arise which are the technical problems, such as the condition of the classroom is less conducive, the division of time is not appropriate, the placement of the students ' seating format is less than ideal, and the observation process is interrupted with a fairly crowded class. Some of these issues will be corrected in this cycle.

b. planning

At a Meeting the teacher made a Class contract against the student. It is planned to get a conducive class state. through mid-time acquisition of drinking in class, so that the students are not strained and there is no drowsiness in the classroom. Because the conducive class will also have a positive impact on Observation activities and student assessments that are the focus of research. In other words, teachers, researchers, and fellow observers can be clearer in doing observation activities and are not disturbed by crowded voices. Furthermore, the teacher explained a little knowledge of how to make a good sentence. This is done so that the students are able to compose sentences correctly when they speak English. Teachers and researchers also replaced seats with a more flexible move

and adjusted to the ideal seat position according to Welty (1989). It is planned to tackle the problem of the Third meeting class that students still use elongated seats so that it is difficult to adapt to the wishes of researchers.

c. implementation

The Implementation of the sixth stage activity is not very different from the steps already applied in the fifth stage. . Before learning activities are initiated students are instructed to select articles with different sources within 5 minutes. After getting the article students rushed to preparation. Students are given 15 minutes to read the articles that have been acquired. After 15 minutes the students start presenting in front of the class with the teacher's assigned order for 50 minutes. During the event, teachers, researchers, and co-observers conducted an observation activity to monitor the process of activity and to rate the value of the students in low grades.

Each individual concludes with a conclusion by appointing one of the participants in the class as a representative. Furthermore , teachers and researchers explain the materials contained in the article. The results of the observation analysis taken during the group discussion are as follows.

Tabel 4.19 The Third phase of two cycle

NO	CODE	NAME	TRANCRIPTION	SCORE
1.	A 1	RIZAL	This day is our chance to present that we have **A** interesting things you need to know. Banyuwangi District in East Java **A** has Pulau Merah Beach. This beach **C** has advantages compared to G-land which does not have a lot of coral	**2 (41 %)**

			like in Plengkung so Pulau Merah **C** Beach is safer for surfers including beginners. This beach has another characteristic that is the existence of a hill as high as 200 meters in front of a beach that looks like the beach in Brazil. **C** Pulau Merah Beach is similar to Kuta Beach in Bali but the waves are more curled (up to two meters high and 300 meters long) where it allows surfers to maneuver with the tubes technique. The waves on the Red Island Beach can certainly be a destination for beginners, amateurs and professionals as they have an average height of two meters. This is different from Plengkung beach or G-Land which is only enjoyed by more professional surfers. This article has been aired on Kompas.com with the title "Pulau Merah Beach, Primadona Wisata Banyuwangi",	
2.	A 2	DENDA	Small Seraya Island or better known as Seraya Island is an island located in West Manggarai regency, East Nusa Tenggara, or it is about ten kilometers north of the city center Labuanbajo. This island is small and has a coastline for about one kilometer. But this island has an incredible beauty and is an ideal place to calm you up or for honeymoon. A visit to this island will make you feel to own an island and a private beach. The presented landscape will certainly fascinate everyone who visits it. The beach at this island have **A** white sand and the water is quite clear and bluish completed by its underwater beauty. Even when the tide is low, you can walk out to the sea for about 500 meters from the coast. Various activities can be done in this place, such as fishing, swimming and snorkeling.	**4 (8 %)**

| 3. | A 3 | *ANGGI* | Nusa Lembongan is one of the three sets of island **C** located in the southeast of Bali, Nusa Penida, Nusa Lembongan and Nusa Ceningan. From those three islands, Nusa Lembongan is the best one. Having condition which is still beautiful and natural, this island is ready to pamper you. If you like water sports, especially diving or snorkeling, it is recommended for you to decide Nusa Lembongan as the next destination. There are several locations with underwater natural beauty which are not doubtful. Coral reefs and colorful fish around the island of Nusa Lembongan is so riveting. There are also some equipments for snorkeling and diving to rent. Most residents of Nusa Lembongan is seaweed farmers, so it **A** not be surprising if you get in Nusa Lembongan, you will see seaweed which is being spread out in the sun, because there are also some villages where seaweed cultivation becomes main commodity. Not infrequently travelers rent a motorbike or bicycle to surround the island. Come and prove naturalness of this island. | 4 (16 %) |
| 4. | A 4 | ANDI | Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which need **A** to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the | 4 (8 %) |

			biggest temple in the world.	
5.	A 5	YUSRON	Lembah Pelangi **C** Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive. Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meter **C,** while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.	4 (10 %)

Description:

A. students have difficulty in composing sentences marked with a sign, no complete sentence, subject- verb agreement and *grammatical* errors ".A" So that it affects the way students speak.

B. students are wrong in the phrases, in giving article, and the comparasion

C. Student errors in using Vocabulary.

D. plural and singular noun, verb

A1

A1 speaks by producing very many clauses. Based on the transcript of the above A1, a few *grammatical errors (grammatically erors*) include mistakes in using the form of words *(tenses),* plural objects *(plural noun), verb-agreement subjects* and imperfect sentences. When talking A1 is still stammering so that students need more help in the form of bait to be able to communicate more actively. A1 also reveals 1 vocabulary in less precise manner, which can interfere with the communication process. Based on counting the number of errors of the 4 aspects of the assessment talking students put an error of 41% to get a value of 2.

A2

A2 speaks by producing very many clauses. Based on the transcript speaking above A2 it is a matter of some *grammatical* errors, such as errors in using *tenses,* plural objects *(plural noun),* article, phrases , and sentences that have not been perfect. When talking A2 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students have a mistake of 8% to get a value of 4.

A3

A3 speaks by producing very many clauses. Based on a transcript speaking above the A3 is a matter of some *grammatical errors (gramatical erors*), among others, mistakes in using *tenses,* plural objects *, articles,* phrases and imperfect sentences. When talking A3 is still stammering so that students need more help in the form of a feed to be able to communicate more actively. Based on the number of errors from the 4 aspects of the assessment, talking students have an error of 16% to get a value of 4.

A4

A4 speaks by producing very many clauses. Based on the transcript speaking above A4, a number of *grammatical errors (grammatically erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When speaking A4 still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students have a mistake of 8% to get a value of 4.

A5

A5 speaks by producing very many clauses. Based on the transcript speaking above A5, a few *grammatical errors (gramatical erors)* include errors in using the form word *(tenses),* plural objects *(plural noun),* article, phrases and sentences that have not been perfect. And also students make a mistake pronunciation 1 vocabulary. When talking A5 is still stammering so that students need more help in the form of bait to be able to communicate more actively. Based on counting the number of errors of the 4 aspects of the assessment talking students have a mistake of 10% to get a value of 4.

Table 4.20 Third Phase of two cycle in Teaching observation Results

Observation sheet   : ESADA

Years of learning   : 2020-2021

Level   : ADVANCE

Subject   : Ability to speak using good language structure according

                                      to context

: The ability to tell real phenomena or events in everyday

life

: Ability to interact interactively in group discussion

activities

Tabel 4.21 Observation Result of Third phase in two cycle

No.	Activity	4	3	2	1
1.	Early learning activities	√			
2.	Core activities	√			
3.	Observation activities	√			
5.	End activities	√			
6.	Ability to evaluate	√			
7.	Close learning		√		

Note   :

A   = Very Good (4)

B   = Good (3)

C   = Enough (2)

D   = Less (1)

Co-observers give excellent value to the initial learning activities. Based

on the information we get after having discussions at the end of learning, peers

assess the initial learning activity poorly organized. Teachers and researchers

appropriately pay attention to time when instructing students to select a prepared

topic. It is very good for The accuracy of students. activity concludes the material

at the end of learning. Furthermore, fellow observers also give considerable value

to the core activities of the student activities presenting. Researchers and teachers are considered to be less concerned with the classroom. At the first meeting Teachers and researchers instructed students to read the subject matter already taken. Subsequently presented.

In The observation activities Teachers apply student Talk method to students who have low speaking grades, teachers and researchers are judged well enough in doing so. Fellow observers should carefully observe the students ' activities. In the core activity, the creation of sleepy students in class, this can be the cause of other friends in the focus of classroom learning. Nevertheless, later on the end activities of teachers and researchers are considered good in organizing the class.

On closing activities teacher and researcher studies are judged quite well. This is seen from the way teachers and researchers collaborate in explaining and concluding the material is well-judged and clear. The next activity is the ability of teachers and researchers to evaluate. This activity is done after the learning activities are completed. Teachers and researchers are well assessed for evaluation as they are considered able to receive input for better learning activities. Additionally teachers and researchers immediately improved the less parts by making new planning for the activities at the second meeting . The last activity is determining the next learning solder. In this activity co-observers also give good grades because teachers and researchers choose learning materials by adapting to learning objectives.

d. reflection

At the end of learning teachers, researchers, and fellow observers gathered and conducted discussion activities. The activity discusses the classroom sleep. The results of the discussion show that the obstacles they face are the same as the condition of the class less conducive. Seating Format that is less strategic in conducting learning activities in the classroom. In addition, co-observers also convey that it takes a better division of time so that each given stage can be traversed with maximum. Furthermore, fellow observers argue that they need a hard enough effort to monitor the student 's process due to the crowded sound. At the end of the discussion activities of teachers, researchers, and co-observers gathered the results of the students ' observations and assessments that focused on research. The result of the value is retested by playing back the audio you've gained while the student is presenting. This is done to equalize perception about the value that has been given.

2. Interview

a. What do you think about the student talk method in the achievement value of the student speaking?

The answer " according to me, in many cases of teaching speaking is based on the method itself, when i do observe, student talk technique has made with a different system, the focuses study only for student. So, it is really help student to always bring more practices".

b. How do you judgment on a friend in your activity ?

The Answer " my friends has a lot of time to interactc with other people in the class. Tho point is the class brings more active than before".

c. How are the topics given in the class room ?

The Answer " the teacher system, when he gives a topic with a random concept, but before the student explore the topic. Teacher has a good material to explain and show to the student, i thinks, it is very good to help student presentation".

d. How do you think the method contributed in speaking skills?

The answer " yes ofcoursely, within given a student talk technique, students have more times to always practices their speaking, and students always interact with the other friend when they follow activities".

e. What are the short comings and strengths of the student talk methods that

have been applied?

The answer " the weakness is sometimes the method brings more passive in the class, when the students always instruct to practice. And the strengthness is within given the student talk technique, students will sucsess to show their presentation to talk in front of the class".

3. The Finding of Data

In this chapter we will talk about the implementation that has been implemented from cycles of one to 2 cycles. There are three meetings in one meaningful cycle in the process of cycle there are sixth times of the meeting. Researchers before conducting action researchers looking for advance student value data in the institution. This data will later be compared with data that has been given a treatment or strategy of student talk technique to the student. From the value of 13 students who have a low category of 5 students. So, researchers aim to take 5 students to be researched. This is five students is a representative form of the flagship class, and they are remedial students who we will give a strategy in order to talk them there is improvement.

This talking strategy will be implemented within 1 month of researchers and teachers will cooperate to analysis and record all activities of each meeting in the classroom. After, we have shown in our method implementation. We found some findings that could be categorized well or even worse. Evidenced in the initial meeting we get the value of the students we have analyzed by the

calculation of speech scoring rubric. From the data we've obtained, we get a fairly low value of 5 students by being categorized as they get a value of 1 of 4 scales that we already specify. From the observation that we have got that affects the value of their speaking low that is not only from the method alone, but also some factors that affect, one of which is the facility, professional teacher, low vocabulary, and the inability to explore all of it is a form of factors that are very influential in the implementation of the methods we implement.

We must also provide solutions to the existing problems. So the initial step in the implementation of our second phase gives 5 minutes of time, before entering the material that gives 5 vocabularies in each meeting. This step aims to give the basic concept of thinking so that they are not awkward to talk again, after the vocabulary has been given, the next step is we give some topics that will be explored by each student, a topic that is determined by the teacher that is tourism place in Banyuwangi by giving the duration of time 10 minutes, for preparation. Next, the teacher will randomly select the students who will present their chosen topics, this is enabled so that students themselves have the courage and also create their speech skills while the teacher pays attention to what they are presenting, the teacher also provides a recording tool that will be made into data analysis tools.

With this the teacher will be easier to correct than any student who presentations in the classroom. First we got a considerable result of an improvement of the provision or application of this method. With this is value of 2 students entering the high category. Students who are named RS get 4 scales, A3 and 3 other students each get 1. This is scale get there a slight improvement compared to the first meeting.

Researchers still cared enough about increasing students so we corrected what was still an obstacle in learning. Actually, the problem is not much different from the first meeting only this factor is more important than the previous factors. The problems that exist in the second stage are the students more often jokingly and the room is very narrow class. This will affect the class conduciveness. In addition, researchers found the problem of students themselves, the students lack the confidence to start presenting topics in front of the class, insufficient facilities, make the cause of learning, such as the absence of ink markers.

This problem will be given the solution in the third stage for this third stage activities that will be done not much different from the previous meeting, there are only additions that will later be given in the learning. Departing from a problem, the teacher asks the operational department to provide equipment in the classroom. Secondly to anticipate and provide solutions to students who are less confident researchers or teachers provide motivation in the classroom. Through the joyful was learning. so that there is no vaccine in learning.

As usual before giving the teacher material give 5 vocabularies to suit the given topic for students. Teachers give the material of the tourism places in Banyuwangi, namely Baluran, bangsring, Green Bay, and etc. After gave topic to the students. students given 10 minutes for the preparation. Researcher has given each pupil maximum 10 minutes. To present a friend's chosen topic. I also collaborates that record of my learning, assessing good start activities, good core activities, excellent evaluation activities, and a little less good for time management.

Students from researchers and teachers see more active and confident students to respond. And we also evaluate that the occurrence of imbalance of time in activities. Class too quickly resulted in speaking students less in teaching and learning activities. And this third stage we calculate from the Scale that we have made that there are 3 students who get a scale value 4. And 1 student earns a scale value of 3 and 1 students get a scale value of 1. From the value above can be deduced in case of differences in data from the second and third phase. values of students speaking this stage, the more increasing.

sub sequently headed to the first meeting of the 2 cycles. First will be done as usual, but there are a few things that need to be provided solution from the previous stage problem to be implemented in Phase 1 Cycle 2. Of the problem Phase 3 cycles 1. Teachers are less good at organizing the time, and also the time to apply the strategy too quickly. Plan to be applied in Phase 1 of this 2 cycle. Teachers give time and must be done with the time prescribed by the institution that is 90 minutes. And initial 5-minute activity. Consisting of given greetings, asking conditions, given vocabularies in 5 minutes, explaining the material according to the topic given approximately 15 minutes, and giving time for student preparation as much as 5 minutes.

Core activities of the application of our methods for 60 minutes and provide an evaluation of students ' understanding or interaction in the classroom. The last 10 minutes is a cover of 5 minutes. Of the concept of time applied. It is expected that the teacher is conscious and running according to the prescribed division. In meeting one cycle of these two materials provided by the teacher is. The teacher gave a judgment in the first phase of this second cycle with very good

first activity details, excellent core activities, excellent observation activities, good closing activities, the ability to evaluate well, with the category of four activities gained a scale of 4, and 3 activities get a value of scale 3.

In this phase, researchers give a push point so that the teacher provides solutions to problems in the problem, namely the occurrence of mistakes in the pronunciation of student, the students are a little confused to use the vocabulary in presenting the topics they choose. Grammar error occurred in pronunciation.

This problem will later be given the solution in the next stage in the second stage in the second cycle is expected teachers give the basic concept of Grammar in speech. In this stage can already be interpreted in the average of the 5 students, get a scale of 4, and scale 3. This stage can be ensured there is an increase and in phase to phase. But researchers are still not able to ensure how much improvement gained by students, therefore later in the end of the phase will be held a post test that serves as a comparison to the initial value of students before given the strategy of the researchers themselves.

Researchers and teachers will always provide a new concept that is arranged to solve problems for problems in teaching and learning activities. If we think that our learning activities are successful, it means that it cannot be said success, because the success standard of each individual is different. If we own plans is applied not to achieve success in learning, but aims to obtain perfection. Therefore researchers should be thorough with every problem and activity in learning.

In the second stage there is a slight change in the implementation of the strategy that we implement before giving or describing the topic material provided

by the student. Teacher explains the basic concept of grammar as in the world of present simple sentences. So that they understand to use Grammar in speaking students and not only that teachers also give a little picture of the mindset in the exploitation by making points or sub-chapters that will later be developed in their mindset. After that the new teacher gives the preparation time 15 minutes to the students, so they prepare the points that are later developed when they speak in front of the class.

Collaborate or my friend also corrected from what I apply in teaching learning activities, they provide excellent initial activity value, excellent core activities, good varied observation ability, and very good closing activities. Even so in this phase there are some problems that are more enhanced towards students. It turns out that in this phase the boredom of learning finally affects the intensity of the students to speak or explore the topics given by the teacher, and there is a fact in the classroom.

For students themselves after being given a strategy to make points. Students are more an improvement to bring about the material they choose. We judging from the speaking of students with the speech assessment rubric We have created 3 students get a score of 4 and 2 students get a value of 1. And in the next stage, namely the third meeting of the second cycle, the researcher will apply the solution according to what happened in the previous phase, the teacher who is actually a researcher will also apply learning that is not much different from previous learning.

The teacher will apply learning in a more solutive form. Departing from the problem, the class is less active, and so on, at this stage, the teacher and

researcher provide more interactive questions to students and students have a role in participating in class. The second step is, before explaining the material to students, the teacher provides five vocabulary words according to the topic at the meeting, namely: Pulau Merah, Lembongan, Kuta Bali, Lembah Pelangi. And activities are implemented as usual.

There are additional pauses for them to take a break in class, through the teacher giving a little game for 5 minutes this functions so that they don't get stressed and they can follow the lesson calmly and with full intensity. In this phase the researcher measures the students' speaking proficiency using the speaking assessment that we have determined. They get 4 out of 5 students getting a scale of 4 and one of them getting a score of two. Thus, when viewed from the average value, students get a good scale value.

The finding of new data or theory in our research is that students' speaking proficiency is not seen by how many clauses they talk about, but other aspects such as pronunciation, grammar must also be considered in learning spekaing skills. And it can already be explained that with the application of the student talk method, students experienced a fairly good increase from stage to stage.

In addition to spreading questionnaires to students who have low speaking grades, researchers also conducted interviews as an attempt to dig deeper information. The interview results are used to support questionnaire analysis results. The interview activity consists of 5 open question questions so that students can explain in more detail. The interview showed that 4 out of 5 students felt very fond of the group's discussion methods. In addition, students feel very helpful in some ways: can speak more actively, add vocabulary acquisition, can

brainstorm about new things, be motivated in learning the skills of speech, lowering the level of anxiety in the learning process, and get a more maximum input.

The next one other student revealed that they liked the student talk methods and they also benefited from the learning. But the gains gained less than the other 7 students above. They feel that they benefit from the extroverted students who are in a friendly and active group so that the 4 students introverts feel comfortable and not ashamed to speak, but lack a maximum benefit in the acquisition of vocabulary and grammar structure. The interview stated that students felt the time used to convey the material was too short so that students ' understanding of the material was not maximized. This can be used as an evaluation to apply the use of this method with more attention to time allocation.

Thus it can be concluded that the use of student talk methods based on personality type and the value of speaking students can be received well by introverted students and can increase the motivation of students to be more active in speaking.

2. The Implementation action of Quantitative

a. Paired Simple T-test

Pre-test is done as an instrument to get students' initial data by doing two stages.the first stage the researcher assesed the students' speaking skills in the process of giving opinion activities using the speech assesment rubric which was adopted from O'Malley and Piece (2005). Pre-test activities carried out using the lecture method where the teacher prioritizes the explanation of the material to students. At the beginning of class learning the teacher explains the topic of the

article or theme that has been determined. Furthermore, students are given the opportunity to ask questions or interact with the teacher in class learning. As students interact the teacher chooses one of them to deduce related content from what the teacher has explained. At the end of each learning cycle the teacher gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class. The results of the assessment serve as a reference for getting research results.

Based on the simple t-test data. it can be seen that overall the students experienced a varied improvement. Thus it can be concluded that the use of student talk method of speaking value students are quite effective to use at the advance student level IN ESADA. Furthermore, the average value of speaking students who have low speaking skills on cycles 1 and 2 are processed using the table above the *test Paired Sample T-Test*. The T-Test test results can be seen in the table below.

Tabel 4.22 Paired Simple T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sebelum	1.2000	5	.44721	.20000
	sesudah	3.6000	5	.89443	.40000

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	sebelum & sesudah	5	.250	.685

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	sebel um – sesud ah	-2.40000	.89443	.40000	-3.51058	-1.28942	-6.000	4	.004

Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to advanced ESADA students.

b. Analysis of Questionnarie.

Analysis of students 'perceptions was carried out to determine student opinions related to the use of methods applied by researchers based on the types of students' speaking values. Researchers distribute questionnaires to advance students who have low speaking scores as research subjects as many as 5 students. The questionnaire was given at the end of the second phase which consisted of 10 statements. Each statement has 4 choices of answers SS, S, TS, and STS. Each answer choice has a Likert scale of 4 for the SS answer choice, a score of 3 for the answer choices S, a score of 2 for the TS answer choice, and a score of 1 for the STS answer choice. The score is used to facilitate researchers in calculating the average value and inferring students' perceptions. The statement items asked include the opinions of students who are the subject of research on the suitability of the student talk method that is done with the needs of students, the suitability of

the topic with real events, the delivery of material, and the level of interest of students by using the student talk method that has been applied. The results of the questionnaire were analyzed using calculation techniques by Arikunto (2013). Each student's answer to each statement item is classified into 4 categories: strongly agree, agree, quite agree, and strongly disagree. The questions listed in the questionnaire were changed to the statements listed in the table below.

Tabel 4.23 The Result Of Questionarie

No	Statement	Answer				Total	Avarage	Categories
		SS	S	CS	STS			
1	Student Talk is a fun method	1=4	4=12	0	0	16	3,2	High
2	This Learning makes me tense	2=8	1=3	1=2	1=1	14	2,8	Low
3	The situation motivated me to explain the essence of the topic using my own language	0	3=9	2=4	0	13	2,6	Low
4	I always follow this lesson earnestly	1=4	4=12	0	0	16	3,2	High
5	I feel fixated with this English learning method	1=4	3=9	0	1=1	14	2,8	Low
6	I am motivated from our teacher's learning	3=12	2=6	0	0	18	3,6	High

7	English is an easy lesson	5=20	0	0	0	20	4	High
8	I really pay attention to the teacher in the class When learning takes place	0	4=12	0	1=1	17	3,4	High
9	I am not motivated by this learning	0	2=6	2=4	1=1	11	2,2	Low
10	I feel an improvement in our speaking by this learning	2=8	2=6	1=2	0	16	3,2	High

Description:

SS   : Very agree

S   : Agree

CS   : Simply agree

STS   : Very Disagree

       The number of students who answered each item statement multiplied by the score of each option. If all the values for each answer are already obtained, then the four values are added. The overall value gained on each statement is divided by the number of students who are subject to a study of 5 students to get the average rating. The average value is used as a reference for classifying students ' perception in high or low categories. Furthermore, the number of determinants to classify students ' perception results in high or low category is determined by summing the total value starting from statement number 1 to 10. The summation resulted in a figure of 155. Then the result is divided by 10 which

is the number of questions so it produces an average value of 15,5. Then the average value was divided by the number of 5 research subjects and resulted in an average value that served as a category defining value of 3,1.

Thus if the average student value on each statement is greater than the determining value then the student's perception is categorized as high. Conversely if students ' answers to each statement are smaller than the deciding value then the student's perception is low. Based on the results of the perception analysis listed in the table above, it indicates that there are 6 points of statement categorized with an average value of 78.6 and 4 statements categorized as low with an average value of 21.4%. and 3 items a low categorized statement. The category illustrates that students ' perception averages are positively assessed in response to the use of group discussion methods based on the personality type and the student's speaking value. Nevertheless educational practitioners still have a challenge to be able to further maximize the use of time and use of student talk methods on a low-categorized statement. Teachers can modify the activities as the students get the input more maximally.

c. The Finding of Data

Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to advanced ESADA students.

The number of students who answered each item statement multiplied by the score of each option. If all the values for each answer are already obtained, then the four values are added. The overall value gained on each statement is divided by the number of students who are subject to a study of 5 students to get the average rating. The average value is used as a reference for classifying students ' perception in high or low categories. Furthermore, the number of determinants to classify students ' perception results in high or low category is determined by summing the total value starting from statement number 1 to 10. The summation resulted in a figure of 155. Then the result is divided by 10 which is the number of questions so it produces an average value of 15,5. Then the average value was divided by the number of 5 research subjects and resulted in an average value that served as a category defining value of 3,1.

B. Discussion of Mix Method

1. Why the teacher apply student talk technique at advance student speaking skill ?

The reason why we use the student talk method on learning speaking skills in Esada. departing from a problem that advanced student learning often uses the lecture method, ultimately students are more passive in interacting or practicing their English. and with this method we both researchers and teachers assume an increase. and after we applied it, we found data findings that the average of 5 students was remidial. they get very good scores as evidenced by their score reaching approximately 80 -100 that is when scaled they get a scale of 3-4. That have very good criteria.

The data obtained, namely qualitative data answered with data from observations and interviews that students have an increase in the value of speaking results with an increase in this student talk technique method. From the institution limiting that students who get scores below < 68 then these students cannot be said to be successful, and after the implementation of this strategy, 5 students who get grades below the average experience a good improvement process, namely in the first phase to the 3rd phase of the third cycle of 2. Students get an average score of 80 -100 on a 3-4 scale in our assessment presentation.

Table 4.24 The values

NO	Criteria	Score	Scala	Note
1.	A	84-100	4	Vey Good
2.	B	63-83	3	Good
3.	C	42-62	2	Enough
4.	D	21-41		
5.	E	0-20	1	Less

2. **How big the effectiveness of the student talk technique at advance student speaking skill ?**

Pre-test is done as an instrument to get students' initial data by doing two stages.the first stage the researcher assesed the students' speaking skills in the process of giving opinion activities using the speech assesment rubric which was adopted from O'Malley and Piece (2005). Pre-test activities carried out using the lecture method where the teacher prioritizes the explanation of the material to students. At the beginning of class learning the teacher explains the topic of the article or theme that has been determined. Furthermore, students are given the opportunity to ask questions or interact with the teacher in class learning. As students interact the teacher chooses one of them to deduce related content from

what the teacher has explained. At the end of each learning cycle the teacher gives examples of practice about the style of speculation using English well. Observers, researchers, and teachers assess students' speaking skills using the rubrics assessment of speaking skills during opinion activities and in class. The results of the assessment serve as a reference for getting research results. After taken a pre-test scores, researcher counts both pre-test and post test in the t-test.

The statistical calculation of the data Paired Sample T-Test was conducted by entering the average value of students' speaking skills in the first cycle and the second cycle. The paired sample t-test results show that the calculated T value (6,000)> T table (2,776). This shows that there are significant differences in the value of each student in cycle 1 and cycle 2. This shows that the use of the student talk method is effective for use in teaching foreign languages to advanced ESADA students. This indicates that from the second data, namely qualitative and quantitative data, there was a significant increase after the implementation of the treatment, namely the application of student talk technique to 5 remedial students in the advanced Esada class.

3. How is student perception of student talk technique at advance student speaking skill ?

from the quantitative data answer that from Analysis of students perceptions. The number of students who answered each item statement multiplied by the score of each option. If all the values for each answer are already obtained, then the four values are added. The overall value gained on each statement is divided by the number of students who are subject to a study of 5 students to get the average rating. The average value is used as a reference for

classifying students ' perception in high or low categories. Furthermore, the number of determinants to classify students ' perception results in high or low category is determined by summing the total value starting from statement number 1 to 10. The summation resulted in a figure of 155. Then the result is divided by 10 which is the number of questions so it produces an average value of 15,5. Then the average value was divided by the number of 5 research subjects and resulted in an average value that served as a category defining value of 3,1.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the study, there are several findings that can be concluded. The first conclusion answers the first research question, which is about the effectiveness of using the student talk method based on the value of students' speaking skills. This research proves that the use of the student talk method is effectively used to improve the speaking skills of advanced students who have low speaking skills. This is indicated from the increase in the final grade produced by all students who have low speaking skills. The results of each student's t test showed that the calculated T value (6,000)> T table (2,776). Thus it can be concluded that advance students who have low speaking skills experience significant improvement in speaking values. This finding is supported by the theory of applying the activity promoted by Welty (1989) which states that the application of the student talk method can involve students to interact and give feedback directly.

The second conclusion shows that in addition to increasing the value of speaking advanced students who have low speaking skills, the student talk method that is applied also increases students' motivation to speak and give opinions. This method also motivates students to interact during group discussions. This finding is supported by the results of observations that show that students who have low speaking skills in class are able to engage in an interactive discussion process. This proves that this method of focusing students on speaking makes students more skilled and accustomed to speaking.

The third conclusion is generated to answer research questions about students' perceptions of the student talk method that has been done. The results of the questionnaire analysis showed that 6 statements were categorized as high with an average value and statements were categorized as low with an average value. This proved that the teaching methods applied on average were very well accepted by students and had a significant role in increasing proficiency. speaking specifically for students who have low speaking scores. The results of the questionnaire analysis were supported by the results of interviews which showed that overall students really liked learning activities using the student talk method based on speaking values. In addition, students stated that students felt helped in several ways such as the use of grammatical structures, vocabulary pronunciation and motivation to speak more actively. Thus it can be concluded that the use of the student talk method of effective student speaking values is applied to improve students' speaking skills at the final grade level in cursing.

B. Sugestion

Based on the research results The researchers found some things expected to be corrected in subsequent studies. To implement this group student talk technique, teachers are expected to pay attention to several things, among others:

1. Pay attention to the state of the class used for learning activities using student talk technique. Teachers are expected to organize students to get an ideal sitting position, which is a sitting position that can face each other so as to maximize interaction during the discussion.

2. Set the time allocation for learning activities from the beginning of class to the end of class. The time allocation at each stage of the learning activity is

indispensable to obtain the maximum input so as to minimize the wasted time in vain.

3. Pay attention to student education level. If the method is conducted at a lower level of education then the teacher is expected to be able to guide the students and pay more attention to the learning process during the activities. This is because students have different skills at each level of education.

4. Teachers can modify the instruction of learning according to the subjects and needs of students. The implementation of some of the above important things is expected to maximize the student activities, and method to be used at all levels of education.

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.

APPENDIX 1

Student questionnaire sheet

Name   :

Class   :

Gender   :

Age   :

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method				
2.	This Learning makes me tense				
3.	The situation motivated me to explain the essence of the topic using my own language				
4.	I always follow this lesson earnestly				
5.	I feel fixated with this English learning method				
6.	I am motivated from our teacher's learning				
7.	English is an easy lesson				
8.	I really pay attention to the teacher in the class When learning takes place				
9.	I am not motivated by this learning				
10.	I feel an improvement in our speaking by this learning				

APPENDIX 2

Teaching Observation Results

No.	Activity	4	3	2	1
1.	Early learning activities				

2.	Core activities				
3.	Observation activities				
5.	End activities				
6.	Ability to evaluate				
7.	Close learning				

Note   :

A   = Very Good (4)
B   = Good (3)
C   = Enough (2)
D   = Less (1)

APPENDIX 3

Student Observation Sheet

No	Name	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
1.	A1.	The process of interactions and explanations expressed less clearly	Start to dare to use his own language in front of class presentations	Be more active in addressing ideas and responses	Started neatly in grammar for its speakers	Can explore in selected topic presentation with good enough portions	There is an excellent improvement by describing the slight grammar mistakes
2.	A2.	More likely to be passive in exposing their opinions and explorations	Can contribute in class	Students begin to be more active and confident in providing a response	Too many clauses that there are grammar errors	There is increased effectiveness in presenting in the classroom	Significant response to student speaking styles
3.	A3.	More likely to	Cann't express	A decent	Able to convey	Sometimes it still	There is a high

		be silent	opinion or exploration	style of language is conditioned with raw pronunciation	exploration well	creates mistakes in pronunciation	increase in speaking students
4.	A4.	Confused in terms of exploration	Students begin to understand about mapping points to describe	Students start skilled in pronouncing ideas	Shiva is increasingly passionate about the material talked about	Students are getting used to and being able to pronounce spontaneity	Students occur a significant increase in their speaking ability
5.	A5.	In giving the idea can still be said very beginner	Start practised with what the teacher explained	Be able and confident in speaking in front of class	Very so passionate about classroom learning	Start the ordinary and able to continue to practice in the form of speaking	Students in this phase have an increase in speech.

APPENDIX 4

1. Level Calculations (*Rating 1, 2, 3 and 4)* :

Average error Rate range (4 scoring indicators) Highest = 37

Average range of error values (4 scoring indicators) Lowest = 21

Interval value = 8

Middle Limit value = 4

Relative value = 37 + 4 = 41 (upper limit value)

= 21- 4 = 17 (lower limit value)

Level *(Rating):*

< 30%   = 4

31%-38%   = 3

39%-46%   = 2

> 47%   = 1

2. Calculating the grades of student speaking proficiency per cycle

Total error Amount (4 rating indicators): 4 (rating indicator) =

3. level calculations *(rating)* **for the number of clauses**

Number of highest clauses (P1-P11) for 6 cycles = 10

Highest number of clauses   = 19

Lowest number of Clauses range   = 4

Interval value   = 3.75/4

Middle Limit value   = 2

Relative value   = 19 +2 = 21 (upper limit value)

                              = 4 – 2 = 2 (low limit value)

Level *(Rating):*

Level *(Rating)*	Description
< 18%	Very few
19%-22%	Little
23%-26%	Many
> 27%	Very much

Appendix 5

Student Interview Questions

1. What do you think about the student talk method in the achievement value of the student speaking?

2. How do you judgment on a friend in your activity ?

3. How are the topics given in the classroom ?

4. How do you think your group friend contributed to your speaking skills?

5. What are the short comings and strengths of the student talk methods that have been applied ?

Appendix 6

Classroom Activities in applying student talk technique

Appendix 7

Interview with the informant

APPENDIX 8

Student questionnaire sheet

Name   : Muhammad Rizal Nawawi

Class   : Advance

Gender : Male

Age   : 19 years old

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method		√		
2.	This Learning makes me tense			√	
3.	The situation motivated me to explain the essence of the topic using my own language			√	
4.	I always follow this lesson earnestly		√		
5.	I feel fixated with this English learning method		√		
6.	I am motivated from our teacher's learning		√		
7.	English is an easy lesson	√			
8.	I really pay attention to the teacher in the class When learning takes place		√		
9.	I am not motivated by this learning				√
10.	I feel an improvement in our speaking by this learning			√	

APPENDIX 9

Student questionnaire sheet

Name   : Denda Saputra

Class   : Advance

Gender : Male

Age   : 17 years old

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method		√		
2.	This Learning makes me tense	√			
3.	The situation motivated me to explain the essence of the topic using my own language		√		
4.	I always follow this lesson earnestly		√		
5.	I feel fixated with this English learning method		√		
6.	I am motivated from our teacher's learning	√			
7.	English is an easy lesson	√			
8.	I really pay attention to the teacher in the class When learning takes place		√		
9.	I am not motivated by this learning		√		
10.	I feel an improvement in our speaking by this learning		√		

APPENDIX 10

Student questionnaire sheet

Name   : Yusron Ardiansyah

Class   : Advance

Gender   : Male

Age   : 19 years old

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method	√			
2.	This Learning makes me tense				√
3.	The situation motivated me to explain the essence of the topic using my own language		√		
4.	I always follow this lesson earnestly	√			
5.	I feel fixated with this English learning method	√			
6.	I am motivated from our teacher's learning			√	
7.	English is an easy lesson	√			
8.	I really pay attention to the teacher in the class When learning takes place				√
9.	I am not motivated by this learning			√	
10.	I feel an improvement in our speaking by this learning	√			

APPENDIX 11

Student questionnaire sheet

Name   : Anggi Saputra

Class   :Advance

Gender   :Male

Age   : 17 years old

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method		√		
2.	This Learning makes me tense		√		
3.	The situation motivated me to explain the essence of the topic using my own language			√	
4.	I always follow this lesson earnestly		√		
5.	I feel fixated with this English learning method				√
6.	I am motivated from our teacher's learning	√			
7.	English is an easy lesson		√		
8.	I really pay attention to the teacher in the class When learning takes place	√			
9.	I am not motivated by this learning		√		
10.	I feel an improvement in our speaking by this learning	√			

APPENDIX 12

Student questionnaire sheet

Name   : Andi Setiawan

Class   : Advance

Gender :Male

Age   : 20 years old

NO	STATEMENT	SS (4)	S (3)	TS (2)	STS (1)
1.	Student Talk is a fun method		√		
2.	This Learning makes me tense	√			
3.	The situation motivated me to explain the essence of the topic using my own language		√		
4.	I always follow this lesson earnestly		√		
5.	I feel fixated with this English learning method		√		
6.	I am motivated from our teacher's learning	√			
7.	English is an easy lesson	√			
8.	I really pay attention to the teacher in the class When learning takes place		√		
9.	I am not motivated by this learning			√	
10.	I feel an improvement in our speaking by this learning		√		

BIOGRAPHY

Personal data

Name   : M Rifqi Zainul Azka

Address   : Bimorejo-Wongsorejo-Banyuwangi

Gender   : Male

Ttl   : 14 August, 1999

Citizenship   : Indonesia

Height   : 169

Religion   : ISLAM

Health   : Very Good

Email   : Azkatoday@gmail.com

Education history

SD/MI   : MI TARBIYATUS SIBYAN (2004-2010)

SLTP   : MTS AL-IMARAH (2010-2013)

SLTA   : MA AL-AMIRIYYAH (2013-2016)

COLLAGE   : IAI Darussalam Blokagung (2016-Present)

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CHAPTER I INTRODUCTION 1.1 Background of the research English is the tool for human communication in the world, all people need to make communication one another. They do language as the way to transfer their thinking or they want. sometime they will use language to give an information. all of country stand with their own language, such as arabic, japanese, thailand, and many more.

The language differences among people will really make difficulties in communicating. It will make misunderstanding. so the way to controll it by english language for communication. Accorrding to Henry sweet "Language is the expression of ideas by means of speech-sounds combined into words.

Words are combined into sentences, this combination answering to that of ideas into thoughts ". Speaking is one of those skills in language. It was really famous skill to learn. many people learn it as they purposes. such as job vacation, engenering, tourism context, and many kind of it. when they do english as those component, of course they need to learn more in speaking skill. Based on Byrne (1984) speaking is oral communication.

It is a two ways process between speaker and listener and involve productive and receptive skill of understanding. From that theory, the author think all people who learn english speaking, they have to ambissy in practicing the language, it can from conversation, debating, discussion, and so on. The important thing to carry is obligated them to always speak habitually.

Tarigan Henry Guntur's Book (2015 : 2), the quality of person's language skills depend on the quality and quantity of his vovabulary. The more rich the vocabulary we have, the

NIM	: 16112210009
NAMA	: M.RIFQI ZAINUL AZKA
FAKULTAS	: TARBIYAH DAN KEGURUAN
PROGRAM STUDI	: S1 TADRIS BAHASA INGGRIS
PERIODE	: 20192
JUDUL	The Use of student talk technique to improve advance student speaking skill of ESADA Course Darussalam 2020

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No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	19 Agustus	19 Agustus	ACC Skripsi	Persetujuan
2	20192	17 Agustus	17 Agustus	Revisi Bab 1,2,3,4,5 (Finishing)	Bab 1-5
3	20192	15 Agustus	15 Agustus	Revisi Bab 4 & 5	Bab 4 & 5
4	20192	12 Agustus	12 Agustus	Revisi Bab 4	Bab 4
5	20192	08 Agustus	08 Agustus	Revisi Bab 4	Bab 4
6	20192	05 Agustus	05 Agustus	Revisi Bab 4	Bab 4
7	20192	03 Agustus	03 Agustus	Revisi Bab 4	Revisi
8	20192	02 Agustus	02 Agustus	ACC BAB 4	Revisi BAB 1
9	20192	27 Juli	29 Juli	ACC BAB 3 dan Menyerahkan BAB 4	Revisi
10	20192	20 Juli	25 Juli	ACC BAB 2 dan Menyerahkan BAB 3	BAB 3
11	20192	01 Juli	10 Juli	Revisi BAB 2	Revisi
12	20192	15 Juni	25 Juni	ACC BAB 1 dan Menyerahkan BAB 2	BAB 2
13	20192	20 April	05 Mei	Revisi BAB 3	Revisi

Nomor : 31.5/166.07 /FTK/IAIDA/C.3/VII/2020
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala ESADA (English Student Association of Darusssalam)
Blokagung, Tegalsari, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

     Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **MOHAMMAD RIFQI ZAINUL AZKA**
TTL : Banyuwangi, 14 Agustus 1999
NIM / NIMKO : 16112210009 / 2016.4.071.0147.1.000007
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Bimorejo - Wongsorejo - Banyuwangi - Jawa Timur
HP : 0
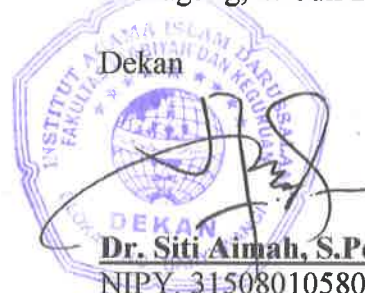Dosen Pembimbing : Dian Kurniasih W S.S,M.Hum

     Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

"The use of student talk technique in teaching speaking to the advance student of ESADA 2020"

     Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 25 Juli 2020

Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
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SURAT KETERANGAN
NO   : 31.1/95/ESA/A/VII/2020

Yang bertanda tangan di bawah ini

Nama   : Kharisma Galuh Aji N I

Jabatan   : Ketua ESADA

Menerangkan Bahwa

Nama   : M Rifqi Zainul Azka

Tempat/Tgl lahir   : Banyuwangi,14 Agustus 1999

NIM   : 16112210009

Fakultas   : FTK (Tarbiyah dan Keguruan)

Program studi   : TBIG (Tadris Bahasa Inggris)

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di *ESADA (English Student Association of Darussalam)*. Dengan judul *" The Use Of Student Talk Technique In Teaching Speaking To The Advance Student Of ESADA 2020 "*. mulai tanggal 25 april 2020.

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana semestinya.

Banyuwangi, 28 juli 2020.

Ketua ESADA

Kharisma Galuh Aji N I