

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this section would discuss about :condition description, result of the study and hypothesis testing and discussion.

A. Condition Description

At the outset of this investigation, the researcher conducted many measures to identify the field problem in teaching and learning processes. During the academic year 2021/2022, the researcher initially observed ninth-grade students at SMP Al BasthiPamekasan. The next step is to meet with the English teacher for an interview. The researcher asked the English teacher at SMP Al BasthiPamekasan and the students at SMP Al BasthiPamekasan various questions in order to learn more about the classroom activities, particularly speaking activities. The researcher then had a conversation with the English teacher to figure out what was wrong. Following the observation, interview, and discussion with the English teacher, the researcher disseminated the overall problem findings.

The identification of field problem based on observation, interviews with the English teacher, and discussion were done on March 14th 2022. The researcher observed the teacher teaching learning process. Here is the vignette of the observation in the classroom during the teaching and learning proces

Vignette I

The teacher greeted the students first before starting the lesson. Then, the teacher started the lesson by asking the previous lesson that they learned in the previous meeting. "Do you still remember about our previous topic?" Some students answered the teacher's question and other not. "Adakah yang mengingat pelajaran kitasebelumnya?" Some students said "Yes, Mam. Tentang menerimatamu."

"Baik, pelajaran kemarin tentang bagaimana kita menerimatamu. Ketika bertemu dengan pelanggan tidak harus tatap muka, kita bisa menggunakan telepon. Anyone here could give me example how greet guest in our home?" A student tried to response the teacher's question. The teacher responded the student's answer.

The teacher then distributes a greetings handout. She instructed the pupils to practice the discourse in groups of two. The dialogue is practiced by the students. Some students had some error in pronouncing some words and others looked nervous and shy. Sometimes the teacher asked the students to change their partner with different dialogues. Some students had difficulties in translate and understanding the dialogues. They tried to ask the teacher. For example, Rina asked to the teacher, "What is rented house, miss?" and Akmal, "Kalau kos-kosan bahasa Inggrisnya apaya a miss?" the teacher responded the students question directly.

Other students still had some difficulties in practicing the dialogue with others and got some error in pronouncing some words. The teacher did not give enough controlled practice, and the students did not understand what was the topic about. The teacher asked the other students to help their friend to find the meaning of the words.

Some students did want to practice the dialogue because they were nervous about their pronunciation. It looked the students worried other friend would be laugh on her or him because of his pronunciation. For example, Akmal introduced Anik to the class. "She is Anik. She from Jogja. She kalaupun sudah lulus, apaya Miss? The teacher responded, "graduated". Akmal continued, She graduated from SD Al Basti. Her hobby is watching TV and singing." Other example when Nabila tried to practice the dialogue in front of the class, "Her name is Rina. She graduated from SDN Blumbungan 1. She come from Blumbungan. Her hobby is watching movies. She lives with orang tuanya.

(Vignette 1 – Appendix A)

In identifying the general problem to field the problem in speaking and teaching and learning process, the researcher and English teacher was discussed the finding. The findings of the observation are presented below.

Table 3 : Field Problems in the English Teaching and Learning Process of the ninth grade students of SMP Al Basthi Pamekasan

No.	Field Problem	Codes
1.	Most students were not confident to speak in English	S
2.	Most students were acquainted with limited vocabulary	S
3.	Most students had difficulties in pronouncing words correctly.	S
4.	The students were afraid of making mistakes when they spoke in English.	S
5.	The students showed little responsibility when they worked in groups.	S
6.	The students did not get many chances to practice speaking in English.	S
7.	The activities were monotonous and less engaging.	A
8.	Many students did not bring dictionary	S
9.	The method used was fewer engaging students to speak in English.	A
10.	The materials taught were less relevant to the students'	M

	major.	
11.	The students used Indonesian and bahasaMadurain the class.	S
12.	The book used was focused on grammar only.	Md
13.	The students were not easily concentrated in the lesson.	S
14.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	S

S : Students A: Activities M: Materials Md: media

This research focused on improving students' speaking skills by using of persuasive communication. Therefore, the teacher and the researcher were in full agreement about the possible problems to be solved at the moment. Based on the identified field problems, the selected problems to solve are presented in the table 2.

Table 2: Field Problem to solve

No.	Field Problem	Codes
1.	Most students were not confident to speak in English	S
2.	Most students were acquainted with limited vocabulary	S
3.	Most students had difficulties in pronouncing words correctly.	S
4.	The students were afraid of making mistakes when they spoke in English.	S

5.	The students showed little responsibility when they worked in groups.	S
6.	The activities were monotonous and less engaging.	T
7.	Many students did not bring dictionary	S
8.	The materials taught were less relevant to the students' major.	M
9.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	S

S : Students A: Activities M: Materials Md: media

After deciding on the field problems to answer, I investigated the factors that most likely contributed to the problems' emergence. This was useful in identifying the difficulties and flaws in the teaching and learning process. The field problems are listed in the table below.

Table 3 : Field Problems and causes

No.	Field Problem	Causes
1.	Most students were not confident to speak in English	The students did not get opportunities to speak and corrected their speaking skills since they were rarely given activities to encourage them.
2.	Most students had difficulties in pronouncing words correctly.	
3.	The students were afraid of making mistakes when they spoke in English.	
4.	Most students were acquainted with	The students did not bring

	limited vocabulary	the dictionary to use in English class.
5.	The materials taught were less relevant to the students' lesson.	The materials were generic and could have been taught for any other study program without adding anything special to the students' study program.
6.	Many students did not bring dictionary	The student did not realize the need of dictionary.
7.	The students showed little responsibility when they worked in groups.	The students did not realize the importance of working together.
8.	The activities were monotonous and less engaging.	The teacher focused mostly on grammar and reading comprehension which hardly required students to be active.
9.	The students were less motivated to actively respond to the teacher's explanation and class discussion.	The teacher did not invite the students to the class discussion and giving motivation to the student.

B. Result of Study

1. Report of Cycle 1

1) Planning

Following the completion of the field difficulties, the instructor and researcher began to design actions and activities to address the issues. The actions aimed to improve speaking ability by using persuasive communication. In the following case, the research action had some goals.

- a. students were able to active in the teaching and learning process.
- b. Students were able to speak English with confidence.
- c. Students were no longer afraid of making mistakes.
- d. Students were able to confident in speaking English.
- e. studentswere not able to be afraid in making some errors.
- f. The activities design weremore varied.
- g. studentsare able to encourage to speak English.
- h. studentsare able to improve vocabulary mastery.
- i. Students are able to pronounce the words correctly.
- j. Students are able to produce awareness of thegrammatical accuracy.

Some actions would be implemented in Cycle I on March 14th2022, according to the debate. The following are the action plans for Cycle I.

a. Using English in Teaching and Learning Processes

According to the researcher's and teacher's communication, there were various agreements that would be used in the learning and teaching process. The teacher and the researcher decided to utilize English during

the teaching and learning process in order to ensure that the pupils are familiar with English terms and sentences. This project would strengthen students' language mastery and critical thinking skills in order to help them build a stimulus to discover information about. It would establish that English is the language that should be used in class. If pupils had trouble understanding the content and appeared perplexed, the teacher would interpret it into bahasa Indonesian, but English is the primary language utilized in English classes. The teacher used English for a variety of purposes, including greeting students, explaining materials, giving assignment instructions, providing feedback, and concluding the session.

b. Communicating The Objectives of The Lessons to The Students

The teacher would direct the student toward the lesson through interactions. The teacher would ask some questions to lead student about the topic that would be discussed in the class. Then, the teacher would communicate the objectives of the lesson to the students what would they were going to learn in the class. They would know about the purpose of the learning and teaching process at the end and fulfil the basic competency. As a result, the student would know their lesson point.

c. Making Lesson Plans

Before the learning and teaching process was started, the teacher should plan the teaching and learning process to create controlling to the class and run effectively. This lesson plan was created to meet the needs of the students as well as the characteristics of the students and their environment in order to achieve the learning and teaching process's goals. The teacher

prepared lesson plans that covered class activities, classroom management, time allocation, and assessment in order to establish a meaningful teaching and learning process. The inefficiencies could be reduced, and the activities in the classroom could be managed. This lesson plan would serve as a guide for the teacher, allowing her to more systematically and efficiently manage the teaching and learning process. Besides, the lesson plan could the teacher from forgetting the important activities or materials in teaching and learning process. In the lesson plans, the teacher would also fill the progress of students' speaking skill by assess their assignment and other findings in teaching and learning process.

d. Conducting Pre-Persuasive Communication

The teacher would create the students' pre-persuasive communication before conducting persuasive communication. Comprehension and language would be the focus of the pre-persuasive communication. The comprehension tasks is focused on allowing students to grasp the expressions and apply them in real-life situations. In written exercises, the language focuses on how to generate sounds correctly, vocabulary development, and grammar tasks. Students would be able to practice their pronunciation and use the language functions correctly with these activities. Individuals or groups, depending on the situation, would be the class activity. It could occur during the teaching and learning process.

e. Conducting Persuasive Communication

In cycle 1, persuasive communication would conductin different activities, some activities are (questions and answers), discussionsand card

games. The first meeting in cycle 1, the teacher was applied some activity. The first activity is a debate, and the second is a card game. The first stage in a discussion activity is to ask students to speak up in front of the class and express their thoughts. The student with the best English skills would be chosen by the teacher. The other pupils acted as spectators. The teacher would give the topic and the student in front of the class could tell their opinion. The topic is about something happen around the student's environment or some issue which is discussed in their book or last lesson. This was to make the students easily to tell their opinion. Other student would argue the opinion by using agreement or disagreement expressing. Other students would express their reason. The audience could give their comment or ask some question to the students in front. The teacher would control the discussion and correct the error in pronouncing the word or lack of vocabulary. The teacher would control the audience to keep using English when they asked question or comment the opinion.

Card games or the "Give me recommendations, please" action was the following activity. Students would need to work in groups of three for this assignment. Then, the students in each group would take the card in turn. The teacher would then encourage the kids to review the card with a friend and solicit suggestions from other friends. The teacher then invited the other students to offer their thoughts. Other students in different group could give their opinion or comment about the card given by teacher. The teacher would control the students and checked to group by group. The teacher

would ask difficulties in each group and tried to stimulate the student to give their idea and opinion and the teacher would limit the discussion.

f. Feedback for Students' Accuracy and Pronunciation

The teacher would provide criticism on the students' speaking abilities, focusing on accuracy and pronunciation. During the lessons, comments would be offered on the opening, main, and closing activities. If necessary, feedback would be offered during the students' tasks, and at the end of class, by discussing the most prevalent mistakes or errors that the students might make.

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Each Meeting

The teacher would ask the students to read listed vocabulary in many times. The teacher would list the vocabularies with its meaning so that the students could find the difficult meaning and support their response to the topic discussed. In this part, the teacher would also drill the pronunciation.

h. Using Media in Teaching and Learning Processes

The teacher would employ some media in cycle one to make the teaching and learning processes easier to apply in the classroom. Furthermore, the media would assist the teacher in motivating the pupils to learn more about the topic and the teaching and learning process. The media would provide students with an engaging and intelligible learning experience, and the lesson would be less repetitive. Pictures, dialogues, cards, sheets, and other media were employed by the teacher.

2) Action and Observation

The exercises were centered on teaching students how to use persuasive communication to improve their abilities. On March 22nd, 24th, 29th, 31st, and April 5th, 2022, the action would be held in five meetings. Cycle I activities include expressing agreement and disagreement, as well as making suggestions. When the teacher was performing the acts, the researcher sat in an empty seat in the corner of the room and observed. During the teaching and learning process, the researcher gathered some data. While the teaching and learning process was in progress, the researcher shot several images as documentation data. Sometimes the teacher and researcher have little discussion during the learning and teaching process. The result of cycle I are discussed for the following.

a. Using English in Teaching and Learning Processes

The English instructor uses English in the teaching and learning process when carrying out the actions. The teacher used Bahasa Indonesia on occasion, but for the most part, English was used during the teaching and learning process. The teacher used English to greet the students at the start of the actions. The English teacher used English to give some directions at initially, and the lesson was conducted in both English and bahasa Indonesia.

At first, the students looked confuse and passive in the class. Sometimes the teacher used two language, Bahasa Indonesia and English. This was to make the students understand about the teacher's instruction during the learning and teaching process. In these acts, the researcher used English to provide students with familiar words and help them understand them, as well

as to improve the students' vocabulary mastery and, in particular, their speaking ability, and to create a suitable environment for English learning and teaching. The use of Bahasa Indonesia was kept to a minimum and avoided whenever possible. The researcher only utilized codeswitching when the pupils were having difficulty or appeared perplexed by the teacher's explanation. However, the students' interest looked positive impact for the teaching and learning process. Another way that the teacher applied in building construction stimuli to understand every word which the teacher produce was used some gesture to express the meaning of the word without translating the words into bahasa Indonesia.

At first, the students still understand and respond to the teacher's instruction in English. The students still confirmed the teacher instruction using bahasa Indonesia. Sometimes the students used English although they had some error in pronouncing some word during the teaching and learning process. The students' responses were low and the teacher expected them to respond to her in English explanation. To address this issue, the teacher assisted students in deciphering the meaning by assisting them in translating the words and constructing their comprehension of the teacher's explanation.

In the next several meetings, the students were more confident to speak English. There was an improvement of students' responsiveness and their interest for English. The kids appeared more assured and at ease when responding to the teacher's instructions and explanations in English. The kids were not scared to misspell words or make errors in grammar building. This could be because the teacher set up a favorable environment for each student's

response and feedback. When pupils raised questions about vocabulary, the teacher would try to explain it to them by reducing her explanation or giving examples, but if necessary, the teacher would translate the utterance into Indonesian bahasa.

The students appeared to be at ease speaking in English. It was evident in the students' reactions to the teacher's instructions and questions. They attempted to react in English to the teacher's instruction or query. They tried to give some comments and respond to the teacher's instruction or question using English. Their confidence was increased gradually. For example, when a student wanted to ask something to the teacher, they tried to use English although their sentence structure was having some mistake. "Now, some youngsters are *semakin tumbuh besartuapaya*, mis?" for example. (A student inquired of the teacher) "Can you tell me what "*semakin tumbuh besar*" means in English?) The teacher then said, "Grow up." From the first meeting to the last, their response was improved. The students looked aware of their purpose or the objective of learning English during the class. It could be looked by the student's response to the teacher's explanation, instruction or even to questions. The students looked confident to speak English without nervous, even if it has some mistake but they still spoke English. This positive improvement could be seen in the students' interaction. For instance, there was a student asking his friend "What time now?" (*Jam berapa sekarang*) or other example "When do you bath?" (*Kapan kamu mandi*). The sentence was incorrect but the students tried to speak English confidently.

Furthermore, the classroom climate was changed and made more favorable since students were more engaged in speaking and participating in activities. The pupils were more focused while conducting the exercises in class. In informal interviews following the acts, the students agreed that using English in class is beneficial since it can provide students with more opportunities to practice speaking English. The pupils appeared to be enthusiastic about learning English. The following transcript discusses the descriptions of students' emotions.

R : Apakah kalian memahami jika bahasa Inggris digunakan pada pembelajaran? Apakah kalian merasa nyaman dengan penggunaan bahasa Inggris Ketika pembelajaran? (“If English is used during the class, could you fully understand about the lesson? Do you enjoy with that?”)

S3 : Aku sih mengerti, Kak. Kalau ada yang berbicara dengan menggunakan bahasa Inggris sedikit menambah kosa-kata dan pengucapannya, walaupun saya ada beberapa yang kurang faham. (“Yes, I do. I could understand if English used in the class because I can add my vocabulary and pronunciation”)

S8 : Aku bisa mengerti siapa yang dibicarakan, walau mungkin ya tidak semuanya dapat di mengerti, tetapi aku bisa mengerti poin dari penjelasan dan materi yang disampaikan. (“I can understand the

explanations, although I might not understand every word explained. However, I can understand the poin and the idea of the explanation¹.”)

b. Communicating the Objectives of the Lessons to the Students

As stated before, the researcher communicated the objectives of the lesson in every meeting in cycle I. According to this step, the students would know the goal after they learned. This part was different with the teacher had done in the previous meeting. The teacher did not communicate the objective so that the students could not understand what will they learn. This situation could be the effect of lack understanding and motivation to the students about the lesson. In cycle I, the teacher communicates the objective of the lesson to help the students in understanding the lesson. After communicating the objectives, the teacher explained situation. The teacher tried to build the students' stimuli about the lesson by asking some questions. For example, when the teacher stated the objectives in the fourth meeting of cycle I, the pupils looked confused, unsure of the materials that would be delivered by the teacher. After that, the teacher showed a picture about the boy who cheating on exam. The teacher explained the situation and personalized the problem. The teacher invited some students to give some comments. “Today, we are going to learn how to give suggestions in English, so at the end of the lesson you would be able to usegive comment or respond correctly.”

Students are made aware of the relevance of the lesson's goal as well as the language function by expressing the objectives. This section could also

¹Rianto, Interview transcript, March 22nd, 2022

serve to hold the students' attention and interest, allowing them to focus more intently on the information that the teacher explained. The following transcript demonstrates this.

R : Apakah dengan penyampaian tujuan pembelajaran di awal dapat membantu kalian dalam memahami pembelajaran? (“If the objectives of the study is delivered first, does it help you to understand the materials?”)

S4 : Iya, mis. Jadi saya bisa mengetahui apa yang akan saya pelajari. (“Yes, it does. Because it can help me to understand what we are going to learn.”)

R : Jika kamu sudah mengetahui tujuan pembelajaran, apakah membuat kamu lebih termotivasi untuk belajar? (“if you know the objectives of the lesson, do you become more motivated to learn?”)

S4 : Iya, aku jadi lebih tertarik, saya bisa tau arah pembelajarannya dan membantu saya dalam memilah kosa-kata yang sesuai. (“Yes, I become more interested on it. I can know the point of the lesson and help me to find some vocabularies².”)

c. Designing Lesson Plans

Before conducting the action, the teacher at SMP Al Basthi Pamekasan was designed lesson plans before. The teacher taught the lesson according to the students' book. As a result, the activities could not walken joyable and fun.

²Faishol efendi, Interview transcript, March 22nd, 2022

The class condition is monotonous and students looked bore to the lesson. when the lesson is over, the students would know what they had learned.

The importance of a lesson plan in the teaching and learning process cannot be overstated. The class activities would be well-designed, and the pupils' progress would be well-controlled, according to the lesson plan. In cycle I, the teacher applied the class by following the lesson plan's sequence in order to properly design the activities. In addition, the teacher might provide feedback and assess the pupils' comprehension. As a result, the lesson was organized and run efficiently.

d. Conducting Pre-Persuasive Communication

Prior to engaging in persuasive communication activities, the researcher engaged in pre-persuasive communication in cycle I. The pupils' comprehension and language were the emphasis of the pre-persuasive communication. The researcher used comprehension to teach the students about the importance of expressing in everyday life. These activities taught the pupils how to properly use and produce the sounds of the words. The next step was to create a context for the pupils to comprehend how to use the language. The pupils did not appear to be very active at first, but after that, they were able to do effectively in the exercises.

The teacher also taught grammar in context to the students during this cycle. These activities were designed to help them improve their sentence construction accuracy. The teacher demonstrated the grammar structure by

offering examples and advising them to begin practicing using English. The teacher provided the pupils some speaking exercises to help them improve their grammar so that they could converse with each other using proper syntax and sentence structure. It was proved that when students participated in this exercise and discussed their faults with other students and the teacher, they were able to remedy their errors.

e. Conducting Persuasive Communication

SMP Al Basthi Pamekasan's English teaching and learning techniques were not very formal and engaging. There were little opportunities for the kids to practice their English. The teacher followed the pupils' book when teaching them. As a result, the teaching and learning process became tedious, and the pupils were unable to enjoy themselves. The pupils' ability to develop their English, particularly in speaking, was hindered by the classroom environment. The majority of teaching and learning activities were supervised, and despite the fact that the class was a conversational one, the students did not actively participate in the activities or gain new experiences. Most of the activities was about reading texts, dialogues and expression without practicing. The activities that the teacher applied in the class could not bring the students to their chance to practice orally. In speaking teaching and learning, the teacher asked the students to imitate her only without giving the students chance to practice. The teacher did not correct the students' mistake by giving the students feedback.

During Cycle I, the teacher used persuasive communication activities such as question and response, discussion about specific subjects, and a "Give me Suggestions, Please" activity where students may practice using the expressions "agree" and "disagree." Persuasive communication may encourage students to use the language functions when speaking English. Furthermore, students might share their thoughts and suggestions. The students tried to express themselves in English although the students had some mistake. Applying persuasive communication made the students engage the activities and giving some respond about the teacher instruction or question. At first, the students looked hesitate to speak but some students tried to give the respond.

The talks, on the other hand, were about issues that were both tough and appropriate for pupils their age. The discussions ranged from whether people should have a boy or girl while studying to whether money can make people happy, and so on. Even if their perspective was flawed, the students were eager to share it. Panel discussions were held because the students' talks were conducted in pairs. All of the pupils attempted to voice their opinions in turn, although some were hesitant to speak out and respond to the conversation. It was proven that the students enjoyed the discussion in the class activities.

Their improvement was better for several meeting where the teacher conducted persuasive communication in form of giving suggestions. The teacher activity was giving the students topic discussion which were around the students' environment. Some pupils had opposing viewpoints and suggestions. The teacher then instructed the kids to play "Give me

Suggestion, Please" games. The kids were divided into groups of three or four. Students in each group must take turns picking a card. Each card had an issue on it. The students who took the card must seek advice from their peers. Other friends offered their opinions and attempted to explain the solution. The other students could give their opinion, comment or solution. The teacher monitored the students and controlled the activities by involving the group or stimuli the students to give some solution. Besides, the teacher could correct the students mistake directly if there was misspell or misstructure the sentence. The researcher could observe the students while the students were speaking. The students looked more confident and enjoy the activities. It could be described through the following interview transcript.

R : Bagaimana menurut kamu pelajaran Bahasa Inggris untuk hari ini?
("What do you think about lesson for today?")

S6 : mengasyikkan. ("It was fun and interesting")

S7 : Bagus. Asik. ("Very good and fun")

R : Kegiatan apa yang kamu sukai?(What activity do you like most?)

S4 : Aku lebih suka Ketika menggunakan kartu lalu memberikan saran,
"Give me Suggestions". ("I like the card games most. Then I will give a
suggestions; "Give me Suggestions" activity³.)

The students in cycle I were able to thoroughly enjoy and relax the learning and teaching process. Although it was challenging to keep the class

³Andewiyah, Interview transcript, March 24th, 2022

under control, it was a beneficial activity for students to enjoy the teaching and learning process. The absence of this activity was due to the teacher's inability to correct the students' mistakes at the same time, resulting in the pupils' failure to get correction for their errors. However, the teacher kept an eye on each group and took the time to listen to the pupils talk while they offered their suggestions. The teacher also gave correction, remark and stimuli to the students for active discussion.

f. Giving Feedbacks for Students

Before conducting persuasive communication, the English teacher rarely provided comments on the pupils' errors, such as inaccuracy or incorrect pronunciation. The teacher did not provide any stimulus to encourage kids to become more interested in English. In performing persuasive communication, however, the instructor would do the activity as outlined in the lesson plan, and in every meeting in cycle I, the teacher would provide feedback for students' correctness and pronunciation.

It can be observed that the feedback not only helps students recognize their errors, but it also helps them gain confidence in their ability to communicate in English. They became more aware of their accuracy and made an effort to avoid making the same mistakes in the future. In addition, the teacher reminded the students by providing feedback. The following interview transcript might be used as an example.

R : Apakah kamu percaya diri Ketika berbicara di depan kelas dan memberikan pendapat kamu? (“Are you confident to speak in front of the class or to give your opinion?”)

S7 : Awalnya saya gugup, malu jika salah, tapi kanteman-teman juga gitu merasakan juga. (“At first I was nervous, I feel worry if I get mistake, but I think my friend will have same thing.”)

S6 : Aku seringn gomongnya salah, ketika dikoreksi, sayaja disadar kalau saya berbicara salah-salah. Saya senang jika kesalahan saya diperbaiki. Dan itu membuat saya lebih percaya diri dan berhati-hati (“I often make misspell when I talk in English. When the teacher corrects me, I realized that my English was bad. I am happy if I had correction of my mistake. It makes me more confident and more carefully⁴.”)

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Each Meet

In improving speaking skill, the big problem was the vocabulary mastery. Some students were quite active in speaking English and other really wanted to express their opinion even having many mistakes. The researcher devised vocabulary practice before beginning the activity to address this issue. The teacher frequently supplied vocabulary exercises in cycle I. The teacher would write some words on the whiteboard along with their definitions so that the students may utilize it in the activity. The vocabulary ranged from 1 to 17, with the majority of them appearing in the activity. This was done to assist students in expressing their ideas and opinions about the activity, as

⁴Ana maghfiroh, Interview transcript, March 24th, 2022

well as to develop a student perspective on the activity. By asking the students to repeat the words, the teacher drilled their pronunciation. The goal of drilling the kids on vocabulary was to assist them in accurately pronouncing the term. The kids were ecstatic since they were able to fix the students' pronunciation. It has the potential to improve pupils' vocabulary mastery. It was clear that the pupils could correctly pronounce the terms at the next meeting. The following interview transcript demonstrates this.

R : Bagaimana pendapat kamu tentang latihan kosakata dan pengucapannya? (“What do you think about the vocabulary exercise and the pronunciation practice?”)

S2 : Sangat membantu sekaligus. Kita bisatahu vocabulary baru yang bisa dipakai waktu speaking. Kita jugajadi tau gimana cara melafalkan kata-katanya. (“it is very helpful. We can get new vocabularies so that we can use them in speaking. We can also know and practice the way pronounce the vocabularies correctly⁵.”)

h. Using Media in Teaching and Learning Process

The teacher rarely employed a media to support the English teaching and learning process, according to the observation and interview with the teacher. The teacher was confirmed that using media would make the teacher preparing some tools. The teacher did not have much time to do it. As the result, the activity in teaching and learning process were not interesting for the students to learn English. In cycle I, the researcher prepared the media

⁵Rina, Interview transcript, March 24th, 2022

that would teacher used in teaching and learning process. The researcher prepared the media so that the teacher could use the media in every meeting. The media would use the teacher in supporting the materials and teacher's instruction. The researcher applied dialogue texts, cards of situation and picture media. To support the activity regarding the day's topic, the researcher used pictures and model sentences. The media employed by the teacher would regulate the pupils' activities in addition to aiding the teaching and learning activity. The activities were a success, and they left communication gaps.

The use of numerous media in the teaching and learning process has improved. For example, when a teacher does not incorporate media into the teaching and learning process, the pupils are less engaged and excited about the activities. After incorporating media into the teaching and learning process, the teacher appeared to have more control over the class, and the students appeared to be more engaged in the activities. The teaching and learning environment was pleasant and enjoyable. The pupils appeared to like the activity and attempted to participate in the teaching and learning process. In general, the pupils were able to comprehend the materials and respond well to each meeting. Students could be engaged in speaking English and encouraged to do so. The following interview transcript contains a description of the advantages of using media.

R : Apakah menarik jika menggunakan gambar di kelas? (“Did the use of media such as pictures and cards of situations make the lesson more interesting?”)

S7 : Iya. Aktifitasnya jadi lebih seru dan menarik sehingga tidak membosankan. (“Yes, the class became more fun and interesting so that the activity is not bored.”)

S8 : Iya, jika ada gambarnya saya bisa mengetahui pelajarannya tentang apadanjugalebihmenarik. (“Yes, it does. If there is picture, it will help me to understand what will I learn and the activity is more interesting⁶.”)

3) Reflection

Following the implementation of cycle I's action, the teacher and the researcher had a discussion. The teacher and the researcher shared their ideas, opinions, and feelings in order to implement the next activities. The teacher and the researcher summarized the following descriptions based on the discussion.

a. Using Classroom English in Teaching and Learning Processes

In Cycle I, the teacher spoke in English. The teacher used English in the teaching and learning process to help the pupils get more familiar with English words and vocabulary. The use of English in the teaching and learning process was successful in generating a positive environment for each student's interaction communication. The majority of kids were able to react in English to the teacher's instructions and greetings. Although the pupils' fluency and pronunciation were not good, and they made occasional mistakes, they were more secure in speaking English. The students' English speaking

⁶Fahri, Interview transcript, March 24th, 2022

skills had improved, and they were less likely to use Bahasa Indonesia in their comments and responses than before.

b. Communicating the Objectives of the Lessons to the Students

Every meeting, the teacher conveyed the lesson's objectives to the students so that they knew what skill they would get at the conclusion. In general, explaining the lesson's objectives to students was effective in motivating them to learn and assisting them in understanding the lesson's objectives.

c. Designing Lesson Plans before Teaching the Class

Before beginning the teaching and learning process, the instructor and researcher created a lesson plan. The lesson plan was created by the teacher and the researcher in collaboration. Creating a lesson plan would help to organize the teaching and learning process and keep the class under control. This could reduce student misunderstanding and provide clear instructions to both the teacher and the students. This section may help the class conduct a variety of class activities more efficiently.

d. Conducting Pre-Persuasive Communication

Pre-persuasive communication was implemented with a focus on comprehension and pronunciation. The activities centered on improving students' grammar comprehension and practicing their pronunciation accuracy. The use of pre-persuasive communication centered on language, such as grammar exercises, vocabulary expansion, and pronunciation checks. The pupils were able to accurately practice the language functions through

these activities. The pupils had the opportunity to practice grammar by structuring and correcting sentences.

e. Conducting Communicative Activities

The activities were created by the teacher and researcher in response to the students' requirement for speaking skills in order to conduct persuasive communication. Depending on the exercises, the teacher assigned students to work solo or in pairs. The researcher engaged in activities such as panel discussions and suggestion activities during cycle I. Students' speaking abilities improved as a result of the sessions, and they were given opportunities to acquire English for conversation. Students might practice with their partner and other classmates in a separate group. Although some kids require more motivation to participate in the exercise, the students appeared confident in their ability to utilize English to communicate with one another. In general, the exercises may have a favourable impact on pupils' ability to communicate. Students' speaking ability appeared to have increased as a result of the teaching and learning process. As a result, the teacher was able to meet the lesson plan's objectives.

The researcher could collect data on the students' abilities while undertaking persuasive communication. Some children appeared to be confident, while others did not. Some kids were paying attention to the activities while others were not. The kids' ability to participate in the exercise varied. Sometimes the teacher explained the topic too quickly, causing the pupils to lose track of the lesson and failing to rectify the students' errors. Another issue with the teacher in Cycle I was that she couldn't keep control of

the class, particularly when they were in groups. As a result of this situation, some students became agitated and talked about things that were not covered in the class materials.

f. Giving Feedback for Students' Speaking Skills

In cycle one, students responded and commented in English in the classroom. The assignments were designed to help students develop their English communication skills. The pupils, on the other hand, had considerable difficulty communicating their responses and comments. When students made faults in their pronunciation, for example, the teacher corrected them. When students made grammatical errors, the teacher would correct them immediately. This was for direct learning in order to prevent other pupils from making the same error. As a result, the pupils became more conscious of any mistakes they could make and attempted to remedy them on their own. If the kids are unable to remedy their errors, the teacher will ask other students to help. The students learned that they needed to be careful of not just the accuracy and pronunciation in speaking English, but also the grammar formation, comprehension, and pronunciation. Because the teacher provided some cues for students to fix their mistakes, this was successful in enhancing their speaking skills.

g. Asking Students to Memorize Vocabularies and Giving Students Vocabulary and Pronunciation Check.

In a cycle, drill vocabulary I was successful in assisting pupils in improving their speaking abilities, particularly fluency and pronunciation. When the students talk about the contents in English, they can employ the

vocabulary drilling. Drilling vocabulary may assist pupils in improving their vocabulary mastery. The pronunciation corrections also aided the pupils in improving their pronunciation of the terms.

h. Using Media in Teaching and Learning Processes

The media's role in the cycle I was successful in encouraging students to think critically about the topic while also making the class more engaging and fun. It might make it easier for pupils to grasp the subject and the context of a scenario in everyday life. Furthermore, the media could not only fill communication gaps, but also serve as a guide for pupils learning English..

4) Revised Plan

There are more plans that need to be updated as a result of cycle I's thoughts. Classroom management, language utilized, and students' motivation to participate more actively in teaching and learning activities are all factors to consider. This table summarizes the results of the reflection:

Table 4. The reflection table of the First Cycle

No.	Action	Reflection
1.	Using Classroom English	The usage of English in the classroom proved successful in piqueing the interest of the students. The youngsters were encouraged to interact in English with their classmates and the teacher. Although some students made mistakes in their English production, the majority of students employed

		English during the teaching and learning process. The pupils, on the other hand, were able to understand and answer in English to the teacher and other students.
2.	Communicating the objective of the learning	Students may grasp the aim of learning English if the learning objectives are communicated to them at the end of the lesson. The students could set personal goals for themselves that they should accomplish by the end of the class. Communicating the lesson's goal may assist students in identifying terminology that will be useful in the class.
3.	Designing the lesson plan	The teacher needed to create a lesson plan in order to keep the class on track and control the activities. The creation of a lesson plan could remind the teacher of all activity steps, resulting in a more successful teaching and learning process.
4.	Conducting Pre-persuasive	Students may benefit from the exercises

	communication	<p>if they learn how to utilize acceptable language in persuasive communication. The language elements became more apparent to the students. However, students had various challenges during these activities. The pupils gained a better understanding of their accuracy as a result of the debate.</p>
5.	Conducting Persuasive Communication	<p>Students may have the opportunity to practice their English through persuasive communication activities. Students might practice their English skills in a variety of situations. The students were active and fluence enough although the students could not produce accurate language. The students looked to be interested in the teaching and learning activities. The students looked enjoyable in involving the activity.</p>
6.	Giving Feedback for Students	<p>The teacher and other students provided feedback to the students. The kids were more conscious of their pronunciation</p>

		and accuracy. This history could help pupils become more conscious of their surroundings.
7.	Asking Students to Memorize Vocabularies and Giving Vocabularies and Pronunciation Check in Every Meeting	Students' vocabulary mastery could improve as a result of this activity. Relevant terminology was chosen to aid students in comprehending the lesson and to provide stimuli for the students to learn about the subject. Drilling the vocabulary can help you pronounce the words correctly in the course. They were also aided in accurately pronouncing the terms by the pronunciation check.
8.	Using Media in Teaching and Learning Processes	The media could get the students interest and attention to involve the teaching and learning activity. Using media could build the students' critical thinking about the material of the lesson. Besides, using media could help the teacher in teaching and learning process to explain easily.

2. Report of Cycle 2

1) Planning

The teacher and the researcher talked about what they'll do in cycle two. The researcher and the teacher agreed to focus on resolving the issue highlighted in Cycle I, which was mostly related to class management, activity, and students' motivation to be more active and improve their speaking skills. To get students more interested in the teaching and learning process, the researcher and the teacher would use the same activity as well as a new one. The activity plans for Cycle II are as follows

a. Using Classroom English in Teaching and Learning Processes

The teacher would utilize English in the teaching and learning process to familiarize pupils with the language and to establish an environment in which they could communicate in English. With the exception that the teacher aimed to limit the usage of bahasa Indonesia and the use of bahasa Indonesia translation, this action was similar to the one taken in cycle I. The teacher refused to interpret a word that the pupils had previously debated and used.

b. Communicate the Objectives of Lesson to the Students

In the cycle I, communicating the objective of the lesson to students could give positive impact for the students critical thinking and the purpose of the material. The teacher would communicate the objective of the lesson in cycle II and let the students know the objective of the lesson

so that the students knew the goals of the end of the class. Besides, the students could accomplish the materials that they were going to learn.

c. Designing the Lesson Plan

A lesson plan was created by the researcher and the instructor to use the activities from cycle II. The lesson plan contained activities, time allocation, and class administration so that the class and activities could be controlled during the teaching and learning process. The teacher will utilize the lesson plan as a framework for conducting the teaching and learning process, as well as a reminder of the activities. The materials and activity sequence were planned in a systematic manner to aid the students' speaking abilities.

d. Conducting Pre-Persuasive Communication

The pupils would be given the pre-persuasive communication in cycle II. The focus of the pre-persuasive communication was on comprehension and language. The teacher would deliver textual dialogues with the expression of telling plans, ongoing activities, and preferences in pre-persuasive communication comprehension tasks. The teacher would concentrate on tasks that would improve the students' accuracy, vocabulary, and pronunciation. Depending on the activities and the goal of each activity, the class activity would be done individually, in pairs, or in groups.

e. Conducting Persuasive Communication

In cycle II, the researcher and the teacher would be focussed in the class management to control the class and giving the students' difference,

because some students learned fast and others not. In the group work activities, the teacher would share the fast learner with other students who learn slower. To anticipate the fast learner would dominate the activities, the teacher would apply the strict rules and instruction so that the students could have similar opportunities to involve the activity. Every students would give their opinion and comment cooperatively.

In cycle II, “Sharing my plan” activity and “Sharing my plans” activity would apply in conducting persuasive communication. The following are the procedures for each activity.

"Sharing My Plans" activity:

- a. Divide the students into pairs;
- b. distribute questions on a sheet to the students;
- c. instruct the students to conduct an interview with their friend and ask the questions to their friends in turn;
- d. instruct the students to retell the information to the class after they have asked their friend.

"I'm going to share my preferences" activity:

1. Divided the class into three groups.
2. Hand out a document with some questions for the children to ask each other.
3. After the students have shared their preferences, ask them to relay some of their friend's information.
4. Instruct the pupils to form a large circle.

5. Have them take one card at a time (each card contains a question about their preference)
6. Have them answer and explain why.
7. Other students can ask questions or express their ideas..

f. Giving Feedback for Students' Accuracy and Pronunciation

In cycle I, the majority of pupils were able to talk smoothly, however some were unable to create proper sentences and had poor pronunciation, particularly for uncommon terms. In the teaching and learning process, accurate feedback would be delivered. The teacher would recognize the kids' error and rectify it immediately. The teacher or other pupils would provide pronunciation comments with the correct pronunciation. The teacher would then ask the students to go through the adjustment again.

g. Asking Students to Memorize Vocabularies Giving Students Vocabulary and Pronunciation Check

The teacher would rehearse the vocabulary list that will be used in the materials during cycle II. This action was comparable to the one taken during Cycle I because it was beneficial in assisting pupils with their fluency. The vocabulary drill would be used in pre-persuasive communication because it can prepare students for the teaching and learning process and stimulate their interest in the course.

h. Using Media in Teaching and Learning Processes

During cycle II, the teacher would use a variety of media to make the teachings more entertaining and understandable. The teacher will use a

number of mediums in cycle II. Among the objects were pictures, cards, a ball, and powder.

i. Giving Rewards for The Student of The Day

The teacher's enthusiasm to participate in all activities would be raised, and the pupils would be more attentive of writing appropriate phrases. During cycle II, the teacher would present awards to the kids in order to motivate them. It also aimed to recognize students' achievements and encourage them to participate in the teaching and learning process.

2) Action and Observation

Cycle II actions were carried out in three meetings on March 29th, 31st, and 5th. Cycle II documents include expressions of choice, as well as discussions of future goals and present activities. In order to carry out the actions, the researcher would gather information by taking notes in the back of the classroom while watching the teaching and learning process. Photographs would be taken by the researcher. Observations and interviews in the classroom were also used to gather information. The findings of cycle two are shown below..

a. Using Classroom English in Teaching and Learning Processes

The approach for performing cycle II was largely the same as for cycle I. However, in cycle II, the use of classroom English was better than in cycle I. The pupils appeared to be more engaged in the class activities. Classmates learned to communicate in English and engage with the teacher and other students. The kids' speaking ability improved from one meeting to the next. The pupils attempted to converse with the teacher in English.

For example, when students asked the teacher a question or needed to use the restroom, they then commented on the opinions of the other pupils. Because the pupils knew the teacher better, they became more relaxed, confident, and at ease. The environment in class was favorable. Even when the teacher cracked a joke throughout the teaching and learning process, the pupils were able to comprehend and respond. The majority of children were able to respond in English, while certain terms were mispronounced on occasion. The following vignette depicts this situation.

... The teacher the greeted Rina, "How are you, Rina?" "Great! How about you, miss?" "I'm good, thank you. What will you do today? Today is Friday." "Nothing." "How was your night?" "nothing special" "Did you have a nice dream last night?" "No, I think it was a bad dream, (Rina laughed). I can't sleep last night because it's very hot." "So what did you do last night?" "Prayed and I read Qur'an."

..... "How are you doing?" the teacher asked Anik. "Did you study the night before?" "No." "Did you go to bed at a reasonable hour last night?" "I went to bed at 9 p.m." "What time did you wake up?" says the narrator. "It was 3 a.m." "What are your plans for today?" "I'll assist my mum in baking a cake." "Do you cook cake on a regular basis?" "Several times." "So, where are you going to sell the cake?" "I'm not sure."

(vignette 9)

Although some students were unable to respond effectively to the teacher's question, the overall response rate was good when compared to

cycle I. It demonstrated that the children were comfortable speaking English in class. Although the students utilized Bahasa Indonesia to communicate for a period due to their lack of vocabulary proficiency, they used English when they asked questions, remarked on their friends' opinions, and answered queries. It can be deduced from the following scenario.

..... The teacher checked the students' understanding by asking them to make a sentence using simple present tense to explain things which happen in the class. However, the students should not use the same vocabularies which had been used by their friends. The teacher pointed Faizafirst, she answered, "I study English now." Ana got the next turn, "We sit on the chair now." Akmalgot his turn, "I write with my pants." (The teacher corrected his mistake and reviewed the material on the whiteboard again). Fani said, "Ireadbook." Anik answered, "Miss Dianteaches English."

(vignette 9)

English and bahasa Indonesia when it necessary was used in conducting cycle II. In cycle I, the usage of English in teaching and learning process could improve the students' speaking skill. The students were confidents and were not nervous to speak English. This situation was confirmation that the students like to have English in teaching and learning process because the students have some opportunities to speak up. It could be seen from the following transcript.

R : What are your thoughts on incorporating English into the teaching and learning process?

S4 : It's fine; we can learn and communicate in English. Yes, I believe it is beneficial to speak up in English. Are you able to communicate in English? (Did I use proper English?)⁷

b. Communicating the Objectives of The Lessons to The Students

Every meeting in cycle II, the teacher stated the lesson's objectives. It has the potential to inform pupils about what they will learn. The teacher, like in cycle I, used pictures and individualized questions to guide the pupils through the material they would be learning. The pupils were able to reply well when the teacher used questions to express the lesson's goal. The pupils could answer more effectively at the following meeting. The number of pupils who voluntarily answered the question has increased, as can be shown. Students became more receptive and confident in their usage of English in class. The pupils were passionate in their responses to the teacher, and they were more engaging with each other as well as with the teacher. The following vignette demonstrates this.

The teacher asked the question to Uswatun, and said, “Uswatun likes cat and Dini likes bird. (the teacher wrote the question on the white board) Which one do you like most: A cat or a bird?” Then the teacher asked Anik to express her preference. “I like a cat, than bird because cat is smart, friendly and cute.” “What cat do you like most?” “Kampung cat (the teacher helped her, “You mean local cats?”), yes local cats.” “Do you have

⁷Ilham, Interview transcript, March 29th, 2022

a cat?” “Yes, two cats” “What are their names?” “Cha and Chi, Chi is 2 years and Cha is 6 years.”

..... The teacher asked the same question to Ana, she answered, “I also like a cat.” “What kind of cat do you like most?” “I like local cat, and Persia. I have a persia, her name is Barbie. (the class laughed)”

..... then, the teacher communicate the objective of the lesson, “Today we are going to learn how to express our preference.

(vignette 9)

The students realized that knowing the objectives of the lesson would give more understanding towards the lesson. By knowing the objective of the lesson would give the students a sense of direction and helped the students understand the function and the use of English at the end of the lesson. In fact, the use of classroom English was effective to motivate the students to learn and understand the materials. It could be seen in the following transcript

R : Jika tujuan pembelajaran tidak di berikan, apakah kamu tau apa yang akan dipelajari? (“If the teacher do not state the objectives of the learning, do you know what we are going to learn?”)

S8 : Yatingga lmengikuti aktivitasnyaaja, tapi suka bingung intinya apa. (“I just join the instructions to the class activities though I am confused about what we are going to learn.”)

S10 : Iya, kita jadi tahu maubelaja rapa. (Yes, we can know what we are going to learn⁸.”)

c. Designing Lesson Plans

Before conducting the class in cycle II, the teacher always developed the lesson plans. The activities in the classroom could be organized and managed. The researcher and teacher also devised a lesson plan based on class activities that would be beneficial to the pupils. Cycle II had a better designed and managed series of activities than cycle I. In comparison to cycle II, the teaching and learning process in the classroom could be more structured. The time was allotted more efficiently. The exercises were appropriate for the pupils and met the lesson's objectives.

d. Conducting Pre-Communicative Activities

Pre-persuasive communication was split into comprehension and targeted language in cycle II. The teachers undertake certain comprehension tasks centered on the activities to encourage pupils to utilize greater expression and correct language. The students appeared to be more engaged and active. The kids felt more comfortable sharing their thoughts with others. In comparison to cycle I, the students' comprehension has improved significantly. The majority of the pupils

⁸Reno, Interview transcript, July 31st 2022

were willing to answer the teacher's inquiry. Overall, the kids were able to use English correctly during cycle II.

In this action, the teacher divided the action into two part. First, The students would get drilled pronunciation. In this action the teacher drilled the students by the difficult vocabulary and asked the students to memorize. Then, the teacher gave the students exercise based on the vocabulary listed at first. Later, the teacher practiced the vocabulary. This action could improve the students' vocabulary mastery. Second, the teacher gave enrichment and pronounce the vocabulary together. The teacher gave the students drilling on their pronunciation. This action asked the students pronounce the words with correct intonation and accuracy. This action could improve the students' pronunciation.

In the cycle II, the teacher also taught grammar in context to improve the students sentence structure. The teacher explained about the grammar then exercise the students. During this action, the students' grammar accuracy was increased than in cycle I. The students could did the exercise correctly even it still had some mistake but it was better than cycle I.

Overall, the teacher saw that students were more engaged in class activities in cycle II, completing individual, pair, and group projects, and even openly offering themselves. Cycle II was quite different from the first. Many students were unaware of language accuracy in conducted comprehension activities, and many still made mistakes, and they did not seem to appreciate the necessity of language accuracy. They weren't as active as they had been in cycle II. It was clear that as cycle II progressed,

more students felt comfortable sharing their opinions, commenting on others' opinions, and voluntarily answering the instructor's questions as well as asking the teacher questions. They also stated that the exercises and pronunciation drills were enjoyable.

e. Conducting Persuasive Communication

In conducting persuasive communication, the teacher conducted “What are you going?” activity and “Sharing my future plan” activity. To prepare the actions, the teacher led the activities by showing pictures, personalize questions, and discussion opinion. This action could use to improve the students’ speaking skill. After that, the students got chance to communicate about the discussion they got from taking the card problem. The teacher watched the students while they practice the speaking. This action helped the students to minimize the noises in the class.

Persuasive communication may encourage pupils to use language functions to generate English. While they were speaking, the teacher provided them feedback and frequently assisted them in correcting their errors. When it came to speaking in cycle II, the pupils were more confident.. The students talked aloud and became more responsive about the teaching and learning process. The students were aware about producing English to communicate each other. The students could speak English fluently and accurately. However the students had some errors but they still tried to speak English and gave the respond for the teacher’s question.

In comparison to cycle I, students in cycle II appeared to be more enthusiastic about participating in teaching and learning activities. The majority of the students were able to use the language functions correctly and fluently. The following interview script demonstrates the students' enthusiasm.

R : Bagaimana dengan pelajaran hari ini? (“What do you think of today’s lesson?”)

S2 : menarik sekali. (“It was really interesting!”)

T : Menurutmu aktivitas apa yang paling menarik hari ini? (“What was the most interesting activity of the day?”)

S2 : Ketika mengambil kartu dan berbagi jawaban bersama-sama teman-teman. (“when we were taking cards and share opinion to our friends.”)

T : Apakah sekarang semakin percaya diri dalam menggunakan bahasa Inggris? (“do feel confident to use English now?”)

S2 : iya. (“Yes, of course⁹.”)

During the implementation of persuasive communication in cycle II, the teacher did not encounter the same issues as in cycle I. The issues were how to get students to undertake more individual activities, how to cope with diverse students' abilities, and how to keep the class under control. The students appeared to be more engaged in completing individual, group, and pair tasks. Students that were labelled as slow learners

⁹Rahman, Interview transcript March 31st 2022

appeared to be motivated as well. It was clear that the students contributed to group and duo projects and performed well on the exercises. The pupils seemed excited and at ease using the language functions to speak with one another from the first meeting to the last.

f. Giving Feedback for Students' Accuracy and Pronunciation

During the introductory, main, and closing activities, the teacher provided feedback on the students' accuracy and pronunciation. When the pupils committed mistakes, the teacher provided criticism. The students looked for difficulty in pronouncing several words with double consonants in cycle I, but their difficulties were decreased in cycle II. When students make an error in accuracy, the teacher normally corrects them right away. This was done in order for the pupils to improve their speaking skills by recognizing their errors. By providing feedback, students were able to improve their speaking skills, particularly in terms of pronouncing words correctly and producing English with accuracy. The accuracy of the students improved from one meeting to the next during cycle II. The kids were able to correctly use the language function.

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Every Meeting

Giving a vocabulary exercise in every meeting of cycle II were effective to help the students enrich their vocabulary and improve their fluency. The students' response were positive. It could be seen by the students positive attitude in memorizing list of vocabularies. Most of students were ready to have vocabulary check. The students became more

familiar about the vocabulary they often used in the teaching and learning activities. It would help the students to improve vocabulary mastery. It could be seen in the following transcript.

R : Bagaimana menurut kamu tentang kosa-kata dan koreksinya di setiap pertemuan? (“What do you think about the vocabulary and pronunciation check which we usually have in every meeting?”)

S8 : Ya, menurut aku itu penting, supaya aku juga bisa tau kosa-kata baru, dan ketika berbicara, saya merasa terbantu. (“I think it is veryuseful and we can get new vocabularies and when I speak, it is help me.”)

S5 :Menurutsaya, bagus. Karena bisa membantu saya dalam berbicara bahasa Inggris(“I think it is good. Because it can help me to speak English¹⁰.”)

h. Using Media in Teaching and Learning Processes

In every cycle II meeting, the teacher used media. The pupils appeared to be more engaged in the teaching and learning activities. The teacher employed a variety of media to capture the pupils' attention so that they would be more engaged in the exercise. Students became more attention to the media and were fully engaged in the class activity when compared to cycle I. The class activities appeared to be more enjoyable and engaging to participate in. The following interview transcript demonstrates this.

¹⁰Ria, Interview transcript, March 31st 2022

R : Apakah dengan media hari ini dapat membantu dalam belajar?
Apakah media membuat pelajaran lebih menarik? (“Did the media used in today’s in the class could help you to learn English? Did the media make the class more interesting?”)

S5 : iya, menurut aku pelajarannya jadi lebih menarik dan aktivitasnya banyak. (“Yes, I think the lesson became more interesting and the activities were varied.”)

S4 : sangat memberikan manfaat, saya bisa mendapatkan gambaran tentang materi apa yang akan saya pelajari. Pelajarannya juga jadi nggak membosankan. (“I think it was very useful. We could get description to the materials I learned. Moreover, the lesson is not bored¹¹.”)

i. Giving Rewards for Active Students

During the implementation of cycle II, the teacher handed the children a reward. When the pupils were engaged and contributed to the teaching and learning process, the teacher would praise them. This was done to increase students' motivation to participate in the teaching and learning process, as a consequence of which they were able to demonstrate good attempts to learn English. The prize was given not only to students who contributed positively, but also to students who had a positive attitude. It would make the classroom more accommodating because students would be able to focus on their studies without disrupting other students. Giving rewards to pupils may increase their willingness to study English, as well

¹¹Amil, Interview transcript, March 31st 2022

as their classroom mood. The following interview transcript demonstrates their eagerness to receive the incentives.

R : Apakah kamu merasa senang jika mendapatkan hadiah ketika belajar? (“Are you happy if get reward when you learn English?”)

S3 : Iya, membuat saya senang dan tertarik dalam memeberikan komentar. (“Yes, sure. It makes me happy and interest to giving some commetsor respond.”)

R : Apakah kamu termotivasi untuk mengikuti pelajaran kalau ada reward nya? (“Did you feel motivate to join the class activities if there were some rewards?”)

S7 : Iya, jadi kepingin jadi “the student of the day”. (Yes, I became motivate to be “The Student of the Day¹²”)

3) Reflection

After completing cycle II, the researcher and the researcher exchanged their last reflection. Cycle II reflections were based on observations and interviews in which the teacher and researcher examined democratic issues such as opinions and feelings about the action that was taken. The following description might be used to summarize the reflection.

a. Using Classroom English in Teaching and Learning Processes

¹²Mosleh, Interview transcript, March 31st 2022

The usage of English in the classroom has the potential to boost pupils' speaking abilities significantly. The students were conversant in English words and phrases. The use of English in the classroom was beneficial in creating an environment where students could speak English during class. The teacher, on the other hand, made certain that the students fully comprehended the lecture. The students could respond the teacher's question when the teacher asked some question and instructed something. The students looked enjoy to speak English or interact with other students using English. Besides, the students looked confidents to use the language function to communicate with the teacher and other students.

b. Communicating the Objectives of the Lessons

In conducting cycle II, the objectives of the lesson were communicated to give the students description at the beginning of the teaching and learning process. It could give some sense of direction about the topic and language function they would learn. The students were understood the use of the language and their own target in at the end of the lesson. Communicating the objective of the lesson was successfully motivated the students to in participating the whole teaching and learning activities.

c. Designing the Lesson Plans

In conducting lesson plan, the teacher and the researcher discussed each other before the lesson plan conducted in the class. Lesson plan really helped the teacher in controlling the class and made the class conducive. The lesson plans could help the teacher in giving guidance to the students

about the activity in the class so that the class activity was effective and systematically. As the result, the teaching and learning process could help the teacher in explaining the material and the students could get the material systematically. The time in the lesson plans for cycle II was managed better and the class management could control well too.

d. Conducting Pre-Persuasive Communication

Pre-persuasive communication looked effective in preparing the students to communicate. These activities could give the students opportunities to practice in understanding about the grammar and pronunciation. As the result, pre-persuasive communication were effective in preparing the students to communicate.

e. Conducting Persuasive Communication

The persuasive communication could improve the students' opportunities in using English in the teaching and learning process. Persuasive communication was also successful in creating communication among the students when the students practice in a pair of groups. It could be seen in the students' communication between other students. The students could express their opinion and comments in English freely. In addition, the students looked confident to speak English and enjoyed the class activity.

The problems of managing the class were and the students difference ability occurred in cycle II were solved. The managing the class was constructed well because the lesson plan was constructed systematically. The students were able to cooperate during the group discussion and pair

works. The teaching and learning processes were very effective and conducive so that the students could enjoy the class activity.

f. Giving Feedback for Students' Speaking Skills

The teacher gave the feedback in students' accuracy and pronunciation mistakes in cycle II and it could be minimized the students' error. When the student's error could be minimized, the students' speaking skill could be improved. In the cycle II, the students looked more comfortable to learn English and also made the students did not worry even they made some mistakes.

g. Asking Students to Memorize Vocabularies Giving Vocabulary and Pronunciation Check

Vocabulary mastery would help students in improving the students' speaking skill. In the cycle II, the teacher drilled the vocabularies so that the students got description about the lesson materials. Besides, the students also got better pronounce and improve their accuracy. The students often used the vocabularies which were checked before using correct pronunciation.

h. Using Media in Teaching and Learning Processes

In cycle II, the usage of media could aid the instructor in the teaching and learning process. The youngsters were enthralled by the exercise because it was a fun media and a socially acceptable pastime. The usage of pictures and cards can help students focus on the day's topic and interact with their interest in the teaching and learning process. Students' participation in the teaching and learning process exemplifies this.

i. Giving Rewards for the Best Student of the Day

Giving reward was the method that the teacher and the researcher did to improve the students' motivation in involving the teaching and learning process. The teacher gave the active students a reward to create class condition more active and challenging. The students were happy when the teacher gave them reward after the students finished the task or always giving respond about the discussion. Not only for the active students would get the reward, but also the students who has good attitude in the class.

According to the findings of cycle II, the researcher and the teacher concluded that all actions had successfully improved students' speaking skills in SMP Al BasthiPamekasan. The result of the improvements of students' speaking skills during cycle I and cycle II can be seen in the following table.

Table 4.4. The Table of Reflection of Cyrle I and Cyrle II

No.	Actions	Cycle I	Cycle II
1.	Using Classroom English in Teaching and Learning Processes	The use of English in the classroom was effective in piqueing pupils' interest. The pupils were encouraged to communicate with other students and the teacher in English. Although	English used in teaching and learning process even the students had some mistake and errors they still tried to use English in communication. The teacher rarely

		<p>some students made mistakes in their English production, the majority of students employed English during the teaching and learning process. The pupils, on the other hand, were able to understand and answer in English to the teacher and other students.</p>	<p>translated the difficult word and familiar word because it would built students critical thinking. The teacher sometimes explained the material in Bahasa Indonesia. Almost the students respond the teacher instruction and questions. Despite the fact that they may still have to contend with their lack of vocabulary expertise in articulating their ideas, they exuded confidence and passion.</p>
2.	<p>Communicating the objectives of the Lessons to the Students</p>	<p>Communicating the objectives of the learning could make students to understand the purpose of learning English at the end of the</p>	<p>The lesson goals were presented to the students at the start of cycle II to offer them a description of the teaching and learning</p>

		<p>lesson. The pupils could establish certain goals for themselves that they should achieve by the end of the class.</p> <p>Communicating the lesson's goal may assist students in identifying terminology that will be useful in the class..</p>	<p>process. It might provide them some direction in terms of the topic and language function they'll study.</p> <p>By the end of the course, the pupils had grasped the use of the language as well as their own personal goal. The pupils were successfully encouraged to participate in the entire teaching and learning activities by effectively communicating the lesson's goal.</p>
3.	<p>Designing Lesson Plans</p>	<p>The teacher needed to design the lesson plan to make the class run systematically and controlling the activities.</p> <p>The designing of lesson</p>	<p>In conducting lesson plan, the teacher and the researcher discussed each other before the lesson plan conducted in the class.</p>

		<p>plan could remind the teacher about all activities step so that the teaching and learning process was more effective.</p>	<p>Lesson plan really helped the teacher in controlling the class and made the class conducive. The lesson plans could help the teacher in giving guidance to the students about the activity in the class so that the class activity was effective and systematically. As the result, the teaching and learning process could help the teacher in explaining the material and the students could get the material systematically. The time in the lesson plans for cycle II was managed better and the class management</p>
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			could control well too
4.	Conducting Pre-Persuasive Communication	<p>The activities may help students learn how to use appropriate language in persuasive communication.</p> <p>Students become more conscious of the aspects of language. However, students encountered certain challenges during these exercises. The debate gave the pupils a better understanding of their accuracy.</p>	<p>Pre-persuasive communication looked effective in preparing the students to communicate. These activities could give the students opportunities to practice in understanding about the grammar and pronunciation. As the result, pre-persuasive communication were effective in preparing the students to communicate.</p>
5.	Conducting Persuasive Communication	<p>In persuasive communication activities, students could have opportunities to practice their English.</p>	<p>The persuasive communication could improve the students' opportunities in using English in the teaching</p>

		<p>The students could experience the use of English through certain contexts. The students were active and fluence enough although the students could not produce accurate language. The students looked to be interested in the teaching and learning activities. The students looked enjoyable in involving the activity.</p>	<p>and learning process. Persuasive communication was also successful in creating communication among the students when the students practice in a pair of groups. It could be seen in the students' communication between other students. The students could express their opinion and comments in English freely. In addition, the students looked confident to speak English and enjoyed the class activity. Students could be involved in every single activity well.</p>
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6.	Giving Feedback for Students' Speaking	The teacher and other students provided feedback to the students. The kids were more conscious of their pronunciation and accuracy. This history could help pupils become more conscious of their surroundings.	In cycle II, the teacher provided comments on the students' accuracy and pronunciation errors, allowing the students' errors to be minimized. When the student's fault could be decreased, the students' speaking competence could be increased. The pupils appeared more at ease learning English in cycle II, and they did not appear to be concerned even if they made some mistakes.
7.	Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation	In this action, the students could increase their vocabulary mastery. Relevant vocabulary was chosen to help the students in	Vocabulary mastery will assist students in developing their speaking abilities. The teacher drilled the words in cycle II so

	<p>Check in Every Meeting</p>	<p>understanding the lesson and stimuli the students about the lesson would they learn. Drilling the vocabulary could give accuracy in pronounce the words in the lesson. The pronunciation check also helped them to pronounce the words correctly.</p>	<p>that the pupils could describe the instructional materials. Furthermore, the pupils improved their pronunciation and accuracy. Students frequently employed the vocabularies that had been checked before they used proper pronunciation.</p>
8.	<p>Using Media in Teaching and Learning Processes</p>	<p>The media has the potential to pique students' interest and involvement in the teaching and learning process. The use of media can help pupils develop critical thinking skills concerning the course topic. Furthermore, using media can assist the</p>	<p>In cycle II, the usage of media could aid the instructor in the teaching and learning process. The youngsters were enthralled by the exercise because it was a fun media and a socially acceptable pastime. The usage of pictures and cards can</p>

		<p>teacher in the teaching and learning process by making it easier to convey concepts..</p>	<p>help students focus on the day's topic and interact with their interest in the teaching and learning process. Students' participation in the teaching and learning process exemplifies this.</p>
9.	<p>Giving Rewards for the Best Student of the Day</p>	-	<p>Giving reward was the method that the teacher and the researcher did to improve the students' motivation in involving the teaching and learning process. The teacher gave the active students a reward to create class condition more active and challenging. The students were happy when the teacher gave them reward after the</p>

			students finished the task or always giving respond about the discussion. Not only for the active students would get the reward, but also the students who has good attitude in the class
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As a result of this study's findings, certain modifications occurred. Modifications in the teacher, students, teaching and learning procedures, and the researcher were among the changes.

C. Hypothesis Testing and Discussion

This research was held in five meetings to get the data. The first meeting was used the researcher to do the pre-test. Then, post-test was conducted in the fifth meeting to find out the students improve in speaking. The pre-test was conducted in order to measure the students' ability before the students treat by persuasive communication. The pre-test was conducted on March 14th, 2022. The score of five aspect of speaking tested in pre-test were presented in the following table:

Table 5. Pre-test score in average

Pre-test	The Evaluated Components of speaking	Total
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	Grammar	Vocabulary	Fluency	pronunciation	comprehension	
Average	1.68	1.84	1.84	1.79	1.79	8.95

Post-test was conducted in order to get information about the students' improving in speaking skill and make sure that persuasive communication could be used to improve the students' speaking skill. The post-test was conducted on April 5th, 2022. The score of post-test were presented in the following table:

Table 5. Post-test score in average

Post-test	The Evaluated Components of speaking					Total
	Grammar	Vocabulary	Fluency	pronunciation	comprehension	
Average	2.58	2.47	2.53	2.26	2.47	12.32

The following table were presented the increasing of the students' speaking aspect: grammar, vocabulary, fluency, pronunciation, and comprehension in experimental class.

Table 6. The increase score of speaking aspect.

Aspect	Pre-test	Post-test	The increase
Grammar	1.68	2.16	0.47
Vocabulary	1.84	2.47	0.63
Fluency	1.84	2.58	0.74

Pronunciation	1.79	2.74	0.95
comprehension	1.79	2.84	1.05

From the data result above, it could be concluded that persuasive communication could give significant change for the students' speaking skill. The highest aspect of speaking was comprehension. In Grammar aspect, the students had increased in small number because the students just practice the speaking without practicing the grammar in their speaking. Besides the pronunciation had increased because the student trying to speaking by imitating other students' pronunciation. In fluency aspect, the students practised speaking with other students and their interaction with the teacher. In comprehension aspect, the students were able to understand the teacher instruction so that the students could know what to do.

According to the data above, the students' speaking skill was improved in the class experimental. It could be concluded that persuasive communication was effective in improving students' speaking skill. From the quantitative data above the H_a is accepted. From the result of post-test, it could be seen that all aspect of speaking was improved after being taught by persuasive communication. As the result data, the comprehension aspect was the highest number in increasing the students' speaking skill. It means that persuasive communication is one of a new method to improve the students' speaking skill.

This research is not only taking the quantitative data only, but also the qualitative data by conducting the observation. The researcher's professionalism is improved because the researcher got better understanding about English teaching and learning processes. The researcher had some experience to observe students with different characteristics and different need. The researcher found that there is a different each student in learning English. There were some students could learn English fast and other were learned slowly. After conducting this research, the researcher got more knowledge in preparing the lesson before teaching. In this part, the researcher is more aware about the students' characteristics, students' motivation and the students need. The researcher realized that a good preparation in teaching would bring the activities in the class more successful. After the researcher had experience in teaching and learning process, the researcher became more aware about the students' need in conducting the various activities which could make the students more enjoyable to lean English.

Being used persuasive communication, the students became more interest in joining the teaching and learning process. The students improved their quality in producing English and also their quality in English. The students could practice English fluently and accurately. The students looked more confident in expressing themselves using English as the result they could pronounce some words accurately and having fewer mistake in grammar. This condition would support the teaching and learning process more interesting and enjoyable for the students. The teaching and learning process were not monotonous any more.

Persuasive communication could be a good experience for the English teachers of SMP Al BasthiPamekasan in teaching speaking. The teaching and learning process could give better understanding in designing the teaching and learning process. The teacher could use some media with various activities in supporting the teaching and learning process. The teacher more aware about persuasive communication in improving students' speaking skill.