**The journal of the research**

**How to develop the students’ ability**

**In active skill**

Rohasi Naibaho

UPT. SMP Negeri 2 Silima Punggapungga

Dairi

**Abstract**

*SMP Negeri 2 SilimaPunga-Punga, is one of unit institution of education, beneath Ministry of National education that must be developed is quality, especially in English lesson. The teacher much develop their ability in teaching. The teacher must be creative, do not apply menotoneus teacher thecniques and methods. Start the lesson by doing some elicitation, brainstorming, etc. The English teacher have some strategies to make students know the four skills easily by easing some methods as in this journal, it is written in conversation skill by using audio visual as to Television and Cassettes. The intentions from using those methods to make students know the skills of English Easily. The active skills is necessary so the students can practice English Language during process of learning, The students are active and the teachers have to have the stimulus to make the students have the strategies how to answer what the teacher needs in the classroom. Besides, the students are motivated to speak English by using visual method. Their ability in spoken will be developed by using that method. The improve of quality and the results of teaching and the students’ ability spoken, can be seen in three indicators. First, the students’ enthusiastic. Second, the students’ serious and the third the students, ability in conversation skills, in the research, those skill can be developed by students. It Shows that media is important to teach English Lesson.*

**Kata Kunci** : *Active Skill*

**Introduction**

English language in necessary and it is useful for a tool of communication. The mastering of English is useful to get jobs, to get knowledge. It is used a tool of communication international.

If we want to speak English well, we must understand that language well. There are four skills English that must be know as to : passive skill and active skills, in this research, the researcher studies about conversation as an active skill. The students are not interesting in this skills. Because it is difficult to understand in process of teaching, the teacher teachers this skill by using the audio visual method, in SMP N 2 SilimaPungga-Pungga, the media is not complete. The students are boring in classroom because they don’t understand about the skill in English.

During the process of teaching, the teacher must speak English and have to motivate the students to speak English. But the students can’t speak English well. In curriculum 13, it is planed to developed students, ability, especially in spoken from. The offering of that skill uses the learning approach which is according to taxt, or orally and the intention is the students can speak English. The communication used in every day SitiWachidah (2016;1).

The English teachers find some difficulties in teaching conversational skills. The conversational method is not interesting to students. So, the researcher ties to develop the way of teaching by using audio visual method. Based o team of instructer PGLP (2011;244). The function of media is to develop the students, motivation, avoid the students, boring in process of learning and to improve the students’ ability in understanding in real context. In this research, the researcher used the audio visual as television.

The result of this research can be used as refrensi of the following research which is connected with the same skill, besides, the result of this research can be used for alternative of media to teacher can school in teaching speaking skill effectively and efficiently for students are not difficult to speak and they can understand what they hear and they can speak fluently. In process of teaching the teacher and the students can practice English language. The teacher can teach easily and effectively the teacher is not tired to teach the materials of speaking. The English teacher can use no audio-visual method to make students are not boring in process of teaching. This research develop the knowledge of English teacher about the use of media as audio-visual method. The following research can be based on this research. (Emalia Ragiliah, 2009;1)

By writing this research, the English teachers are more understand how to write research and they can develop their vocabularies when they write the research. The English teacher can develop their knowledge in grammatical language. The students are not boring in process of teaching they can know the native speaker. They know how they pronounce of those sentences,In process of teaching the English teacher have to speak English too. So, the use of this media is necessary develop students, ability in conversation skill. In this research the students, knowledge is develop and the process of learning can be in some place which can be practice the conversation in English. The successful of learning can be measured in some whys like of process of evaluation, the students’ creativities, the performance recording, observation and interview. So, this research function to make process of teaching has meaning.

Conversation skill is one four skills which is studies in junior high school. This skill is active skill. The result of research which is held by research leads the develop the way of teaching during process of teaching in the classroom.

**Discussion**

When the teacher in the classroom, the students must pay attention to the teachers. In the case, the teachers use some medias and the teachers develop the creativity in teaching. Media of teaching is used to improve the result of student ability, in English lesson, as follows. Listening, reading, speaking and writing lesson. Media is the way in teaching to make the teacher teaches easily and make the students know the elements of skill in English more easily. Media, in the case of process can server the information of teaching.

The students are involved actively in preparing and to prepare the media of teaching, to develop the meaning, and enthusiastic of studying. In fact, media used to make easy the students to understand and media is not suitable to every intention of teaching. The use of media in one activity of teaching is not only the activity in leasure time or to enjoy the students but also it has the goal from process of teaching.

The use multimedia’s do not mean use medias in the same time, but the media is chosen goals of teaching and those medias are used based on the goal of teaching. N curriculum 13, the students must speak English during process of learning.

It means that every English teacher ties to develop their every of teaching, it this case, they attempt to find out the good media so the students are not boring to study English skills especially spoken skill.

The process of teaching conversation skill is developed by audio visual method. The students pay attention the conversation that is had in television they can develop their ability in conversation needs media to make students are interesting in that skill. Every activities of speaking is expressing the meaning of transactional and interpersonal that very simple to make interaction to near environment, (Base-competence) by the team of lecturer

This research is classroom action research based on (Kemmis and taggart in RochiatiWiriaamatja, 2006:66) consists of three cycles. Those are started from problem identification that is faced by the teachers, the arrangement of action until reflection is called on cycle research. Every cycle consists of four steps : (1) action planning (2) the holding of action (3) observation and interpretation and (4) analysis reflection.

The result of the research is found by holding four steps as to :

1. The plan
2. The holding of action
3. Observation and interpretation
4. Analysis and reflection

Based on the result of cycle I to cycle III that quality of process of teaching of active skills and passive skills are developed.

**The Elements And Method**

So, that English teachers are better to use the media during process of teaching. The English teachers have to have the teaching planning during in process of teaching. The following is the teaching planning used in English listen. The teaching planning used is based on the skills that the teacher teaches in the classroom. The teaching planning is written by the English teachers sos that process of teaching is good. The activities which are held in learning English lesson must use the teaching planning. The following is the example of the teaching planning. (ElinRosalin, 2010:73).

Teaching Planning (In Spoken)

School : SMP N 2 SilimaPungga-pungga

Lesson : English Lesson

Class / Semester : VII / Two

The Year of Lesson : 2018/2019

The Time : 28 Times of Learning (14 Meetings)

The Intention of Lesson :

During and after learning, the students:

1. Practice social function with the material of learning to give and to ask information related to the description of people, animal and thing.
2. Practice text structureal with the material of learning to give and to ask information related the monolog concern with people, animal and thing that are very simple and short.
3. Explain the material of language of the orraly dialogue and monolog with material learning of to give and to ask information related to description of people, animals and things.
4. Explain the material of language which has contextually meaning related to the different of description of person, animal and things in orally and in written form.
5. Explain the text of description in orally and in written form by paying attention to the social function learning related to person, animal and things.
6. Practice the description text in orally form by paying attention the text structural related to person, animal and things.
7. Practice the orally description text and in written form by paying attention the material of language related to person, animal and things.

**Base Competence**

3.7 To difference social function, text structural and the amterial of language some orally description text in written for with to give and to ask information related to description of people, animal and things very short and simple according to the use of context.

**Competence Reaching Indicators**

3.7.1 To difference social function with material of learning to give and to ask information related to description of people, animal and things.

3.7.2 To difference text structural with the material of learning to give and to ask information related to description of person, animal and things.

3.7.3 To difference the material of language some orally description text in written for with to give and to ask information related to description of person, animal and things.

4.7 The Monologue

4.7.1 To find the meaning contextually related to social function text structural and the material of orally monologiwich are very short related to people, animal and things.

Competence Reaching Indicators

* + - 1. The Dialogue Context of use in orally
			2. To know social function contextually related to the material meaning the difference orally description function and in written form related to people, animal and things.
			3. To understand meaning text structural contextually related to material of orally description differentiate related to people, animal and things.

 Very short related to animal and things by paying attention social function text structural and language well based on the context

* + - 1. To know the meaning elements of language contextually related to the elements of difference orally description and in written related to people, animal and things.

4.7.2.1 To study oral description text and in written by paying learning social function related to people, animal and things and practice the description text in orally.

4.7.2.2 To study oral description text and in written by paying learning elements of language related to people, animal and things and practice the description text in orally.

C. The elements of learning

I’m Proud of Indonesia.

1. The elements of regular learning

Social Function

* To Practice, recognize, praise, identify, Critic

Texts structural can include :

* Identification (the name of all and)
* The characteristics of language
* Function the habitual action, the use, action, animal and things which are discussed

 The Elements of language

* Declarative sentence (positive and negative ) and interrogative (yes/no question wh-question) in simple present
* Nominal singular and plural without a, the, this, those, my, their, etc.
* Pronounciation, pitch, of word, intonation, spell, punition and hand writing

Topic

 People, animal, things at home at school, the students environment includes public building which can improve the characteristics in quintessence competence.

The elements of improving learning

Social Function

* To practice, to recognize, to praise, to identify, to critic media of learning

4.7.1 to know the meaning velements of language contstually related to the elements of difference onallydiscriptio and in written related to people, animal and things.

4.7.2.1 to study oral description text and in written by playing learning social fametionrelated to people, animal and things.

4.7.2.3 to study oraldiscription text and in written form bi playing learning social fametion related to people, animals and people.

C. THE ELEMENTS OF LEARNING

 J.M pround of Indonesia

 1) The elements of regular learning social fametion

 - To describe, recogmite, praise, identif, critic text structural cam include

 - Identification (the name of all and)

 - The characterisctics of language

 - Famction the habitual action, the use, action, animal and things which are discussed the elements of language

 - Deklarative sentence (positive and negative) and introgative (yes/no question, wh-qoustions) in sample present

 - Pronuciation, picth of word, intonason spell, pamctoin and handwhiting

* Media LCD Proyector
* Television
* The element of Perfomance

The students of learning

* The students text
* Paket book
* Modul/the element of learning
* Others source

Method of Learning

* Approach : Scientific Learning
* Method : Discovery Learning

The steps of Learning

Meeting I (2 x 40 Minutes)

**The First Activity**

The teacher:

Orientation:

* The students gret and pray to start learning
* To cheek the absence of the students as discipline of the students
* To prepare the phisic of the students to start learning

Apersepsi

* To relate the elements/theme/activities of learning that will be done with the students experience with the preview material of learning the preview activity is go around in the classroom
* To remember
* To suggest the questions which is related to the lesson that will be done

Motivation

* To give the picture about the useful to study the lesson

That will be studied

* If this materials of/theme/is done well and seriously, the student are expected can explain about:
* To practice descriptions
* To say the intentions of learning in the meeting which is held
* To suggest the questions

To give

* To thell the elements of lesson which will be discussed in that meeting
* To thell about the care competence, indicatory and minimal score in that meeting which is held
* To divide the students in groups
* To explain mechanism of holding in learning experience based on the steps of learning

Sintax

Method of learning

* Stimulation (to give brain strom)

The activities of learning

The students are motivated or concern with:

* To practice the complete descriptions
* To see (without or with tool)

To performance the monolog concern with:

The students are hoped to observe to practice the complete descriptions on a piece of paper

* Listen
* The students are hoped to liseten the giving of elements by teacher related to practice the complete descriptions on a piece of paper
* Listening comprehension

The students are comprehended the elements aas the activity in the opening globally about the elements of learning concern with handwrite the complete descriptions on a piece of paper

Problem statement (the question/problem identification)

The teacher gives the chance to the students to identify many questions related to knowledge which is formed and well be answered by learning for example by learning, for example:

* To suggest the questions about:

What is information that can be getter grom the dialogue the complete descriptions on a piece of paper

The information that can’t be understood from that is added absent about what is observed (start from the fact questions to question hipoteticaly to develop creativity, courisity, the ability to be intelligent I life and long life educatin for example)

* Practice the complete descriptions in conversation as a dialogue and students ask to anotter about

Data collection the topic and soon (collectiong data)

The students collect relevant information to answer the question identified

* Interview
* Collect information

The students are hped to explore the students’ knowledge through reading referensi book about:

In proud of Indonesia

Activities:

The students do activities based on the students books as follows : we will learn:

Practice monologue about person, things and animals

* To make them stand out’
* To show my prode of them
* To promote them
* To ciritize them
* To praise them discussion
* To practice the dialogue

It is payed attention actively by students from another group so it is gotten a new knowledge which can be, the elements of discussion them by using scientific method which are in the students books or in their exercise books which are prepared carefully.

Honest, polite appreciate others’ opinion. The ability in conversation to practice the ability to get information by using many ways that are learned, develop habit in learning and long life education.

Data processing

The student in their groups discuss to process the data the result of observation by using:

discussion about data :

Topractice the monolog.

That has been colleted in previews activity to process the data that has been from the result the review.

Activities to observe and the activity to collect information which is helad by helping of question.

Verification

The Students discuss the result of observation and verification the result of observation with datasor theory in the bokk sources through activities.

Addition the large and the eepuntul the process of information to find solution from many sources hat has difference opinion untul to the contrast opinion to develop honest, carefull, discipline, bidience to the rule, hard work, the ability to use the procedure and the ability inductive thinking also deductive thingk to prove people joks on profession those are. The students and the teacher together discuss the answer of the excersices that have been done by the students.

Generalization

The students discuss to conclude;

Present the result of discussion as the conclusion based on the of analyze orally in written of other medias to develop honest, carefull, tolerantin, the ability of systematic thinking, to express the opinion politely.

Present the result of group discussion classically about :

* To state the opinion from presentation that is done and is thought by groups which present
* As from presentation which are done by student and the students are given the chather to answer
* To conclude about necessary points that are emerged in the activity of learning that is done like;
* To practice the descriptive paragraph! By using audio visual method
* Answer the auctions which are in the students’ book or in their exercise book.. that is prepared
* Ask about the materilas of larning that have not been studied or the teacher asks some educations to the students
* To finish competence test found in the students in the students book or in their exercises book women have been individually to check the matering o the students to the material of lesson

Note :

 during the leraning is held the teacher observes the attitude of students in leraning in clued :

dicipline, honest self-confidunt, responsibility, curiosity, care to environment

Ended Actuvutues

Thestudents :

* Write down the resume by the teacher’s guide about points that are emerged in process of teaching that is just done
* Write down the journal at home
* Write down the monologs and memorize those
* Check the students the students’ tasks which hae been finished give the praise to groups which have the best work.

**The Result Of Research**

The result of research shows that audio visual method can develop the students ability in spoken skill. It can describe that that quality of process of teaching spoken skill in class VIIA SMP N. 2 SilimaPungga-Pungga develop in cycle I until cycle III.

This following percentage of the result cycles action.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Aspect | Cycle I | Cycle II | Cycle III |
| 1 | Active and the diligent students in process of teaching  | 25 % | 35 % | 70 % |
| 2 | Active and diligent students to follow process in teaching  | 45 % | 50 % | 70 % |
| 3 | The student ability to practice monologue, dialogue and descriptive text  | 30 % | 45 % | 55 % |

**Conclution**

Based on the research, it concludes that the audio visual method in class VII A SMP N. 2 SilimaPungga-Pungga it can improve quality and result of spoken skill in English language.

The improvement of spoken skill as to :

1. The high interest of students in process of learning in spoken skill
2. The students’ serious when they learn spoken skill
3. The ability of students in spoken skill develop from cycle I, II, and III.

**Bibliography**

Elinrosalin, 2010, gagasanmerancangpembelajrankonstekstualMandiriPersada

Emalia iragiliati, 2009 intereactive English yudisthira

Dr. DjagoTarigan 2015, membina keterampilan menulis paragraph dan pengembangannya, Angkasa Bandung.

FirdausPurnomo, 2015, kamuslengkap, inggris Indonesia

Remnis and tarigan in rochiatiwiriaatmadja, 2006, the action research palnner, third edition victory deaknunivensity.

Sayadi, 2012, BukuPanduan guru Profesional PTK dan PTS, Andi

Sutantoleo, dkk. 2007, English for academic Porpose Easy Writing. Andi, Jogjakarta.

SitiWachidah, 2017, BahasaINggris “When English Rigs Abell” PT Gramedra

***Sekilas tentang penulis*** : Dra. Rohasi Naibaho adalah guru bidang studi Bahasa Inggris pada SMP Negeri 2 Silima Punggapungga