rawijaya Universitas Brawijaya Universit **RESEACH METHOD** sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas This chapter discussed about methodology activities to examine the teaching sitas Brawijaya of speaking through story-telling with sequences of picture. It concerned the Universit research design, data sources, data collection, and data analysis. Wijaya Universitas Brawijaya
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Universitas A classroom action research (CAR) is used in this study as a method. Sitas Brawijaya
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Universitas Brawijaya a view to improving the quality of action within it. While McNiff and Whitehead Universit (2002, p.15), action research is a reflective research which conducted by the sitas Brawijaya rawijaya teachers or the practitioner, it is often referred to as practitioner research which Universit can be undertaken by people in any context, regardless of their status or position. Sitas Brawijaya Universit Latief (2011, p.110) stated that action research aims at discovering learning tas Brawijaya teaching strategies that match learners' style and strategies in learning English. Universitas From those definition above, the researcher concluded that action research issitas Brawijaya University a kind of education research that conducted by the teachers or practitioner to Universitas Brawijaya Universitias EThere are many kinds of action researchs' design exists at present. Accordings it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to Kusuma (2009, p.20) the design of Classroom Action Research is divided into six models, there are Kurt Lewin's design, Kemmis and McTaggarts' design, Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Dave Ebbutt's design, John Elliot's design, Hopkins' design, and Mc Keman's Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit design. Out of the six models, the researcher applied McNiff and Whiteheads's itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit design. McNiffs and Whitehead (2002, p.15) state that action research involves it as rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the determination of question that needs answering and the strategy to be used in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya University answering it. The reason for choosing this design was that during the action stage, sitas Brawijaya Universitas Brawijaya Universition the result of the strategy and keeping journal on the researcher's thoughts and sitas Brawijaya Universi reaction to the entire experience. Finally, during the reflection stage, conclusions tas Brawijava was drawn and the original plan revised based on the conclusion so that new cycle Universition begin, if needed. Based on McNiff and Whiteheads' design, there are four sit Universi components which involves in this design. Those are planning, acting, observing, sit and reflecting. These components are connected one another. The connection of rawijaya Universitiour components describe as follow: observe reflect act plan observe reflect plan act l observe reflect plan act plan Figure 3.1 Action Research in McNiff & Whiteheads' Design, (2002, p.4) **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Based on McNiff & Whiteheads' design above, the implementation of the Universitas Brawii ava Classroom Action Research (CAR) in the cycle one as follow: rawijaya rawijaya Acting rsitas Brawijaya rawijaya Brawiiava • Simplement the lesson plan Apply the strategy "story-telling rawijaya with sequences of picture" **Observing** rawijaya • Prepare the lesson plan as Brawijaya Gathering data of the implementation • Prepare sequences of picture rawijaya of story-telling with sequences of picture in teaching and learning process. • Scoring rubric, the instrument to process. collect the data including observation checklist and field Universitas Bra Reflecting rsitas Br Fail Analize the observation checklist rawijaya and field note Analyze students' achievement whether or not the action is successful Successful rawijaya Stop rawijaya Universita Figure 3.2 The Steps of CAR Adapted from McNiff & Whiteheads' Design **UniversitPlanning** The teacher planed the teaching learning activity to overcome the problem Universithat found in the previous teaching learning process. The plans included the sitas Brawijaya Universi preparation before the teaching learning activity such as lesson plan (appendix 1), sitas Brawijaya media sequences of picture, scoring rubric, the instrument to collect the data Universitincluding observation checklist (appendix 2) and field note (appendix 3). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas In applying the technique, the researcher used story-telling technique and stas Brawijaya rawijaya pictures as media. A sequence of picture was applied to facilitate or help the Universitas Brawijava Universitas Brawijava University students to improve their speaking ability. The topic of this research was narrative sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya	Universitiest. This kind of text is based on the curriculum 2013 for the eighth Universities Brawijaya Universities Brawijaya Universities Brawijaya	a Universitas Brawijay
rawijaya	Universitjunior high school Universitas Brawijaya Universitas Brawijaya	
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	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The teaching and learning procedure of this study was designed universitas Brawijaya Universitas Brawijaya	ed in three
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rawijaya	Universities President Pre	•
rawijaya	Universitas Brawijaya	ues cherved
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rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya 	Universitas Brawijay Universit Table 3.1 Teaching and Learning Procedure Vijay	
rawijaya	Meeting I	
rawijaya	Utiliversitas bit	
rawijaya	Universities Activity Steps of activity	Timeers itas Brawijay allocation sitas Brawijay
rawijaya	University 1. Greets the students and check the attendance	Tillversitas Brawijay
rawijaya	Warm up	niversitas Brawijay
rawijaya 	activity How are you today?	5 minutes sitas Brawijay
rawijaya	What is it about?	hiversitas Brawijay
rawijaya	2. The students observe the picture and mention what fable	70 minutes Brawijay
rawijaya	they still remember. 3. The students read the story of Mousedeer and Crocodile"	niversitas Brawijay
rawijaya	4. The teacher helps the students by finding the vocabulary	D niversitas Brawijay
rawijaya	that they do not know from the story of Mousedeer and Crocodile"	Universitas Brawijay
rawijaya	5. The students read the story of "Mousedeer and Crocodile"	Univers <mark>itas Brawij</mark> ay
rawijaya	Universitas E carefully and try to find out:	Universitas Brawijay
rawijaya	Universitas B - What kind of text use in the story - The function of the text	a Universitas Brawijay
rawijaya	Main activity - The characters and setting of the story.	
rawijaya	Universitas Braw - The problem appears in the story - Resolution of the problem	
rawijaya	Universitas Brawija - Moral value of the story. Wijaya	
rawijaya	6. The teacher explains the narrative text, and generic structure of the narrative text (orientation, complication,	a Univers <mark>itas Brawij</mark> ay
rawijaya	resolution, re-orientation)	
rawijaya	Universitas Brawija va 7. nThe teacher introduces the story-telling technique using sequences of picture to the students.	a Universitas Brawijay
rawijaya	8. The students make story of "Mousedeer and Crocodile".	
rawijaya	Universitas Brawija ya 9. The students practice their speaking individually with their friends of the story "Mousedeer and Crossodile	a Univers <mark>itas Brawij</mark> ay
rawijaya	friends of the story "Mousedeer and Crocodile. 10. The teacher asks the students what they have learnt	a Univers itas Brawijay
rawijaya	11. The teacher asks the students whether or not they have	5 minutes sitas Brawijay
rawijaya	Universitas Brawija va difficulties during learning activity. ersitas Brawija va 12. Greets and salaam	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijay		
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rawijaya	Universitas Brawijay	a Universitas Steps of the activity versitas Brawija	ya _{allocation} rsitas Brawijay
rawijaya	Universitas Brawijay	a 1:n Greet the students wijaya Universitas Brawija	
rawijaya	UniversitWarm-upwijay	2. Checking attendance Apperception itas Brawijaya Universitas Brawija	ya_ Universitas Brawijay
rawijaya	Universitativityrawijay	How are you today? Do you remember the material last meeting?	aya Universitas Brawijaya
rawijaya	Universitas Brawijay	Do you remember the material last meeting? What is it about? 38 Brawijaya Universitas Brawija	aya Universitas Brawijaya
rawijaya		1. The students observe the picture and mention what	
rawijaya	Universitas Brawija	fable relates to the picture. A University of the picture. A Company of the picture.	
rawijaya	Universitas Brawijay	2. The students together with their group arrange the picture into a story	
rawijaya	Universitas Brawija	3. The students make outline of the story	ya Universitas Brawijaya
rawijaya	Univers Main activity	4. The teacher provides the students vocabulary relate	
rawijaya	Universitas Br	with the picture 5. The teacher asks the students to make sentence in form	va Universitas Brawijaya
rawijaya	Universitas /	of the story based on the picture	Universitas Brawijaya
rawijaya	Universita 1	6. The teacher helps the students in making story7. The teacher asks the students practice their speaking	Universitas Brawijaya
rawijaya	Universit	privately with their group.	niversitas Brawijaya
rawijaya	University	8. The teacher asks the students what they have learn9. The teacher asks the students whether or not they have	niversitas Brawijaya
rawijaya	Univers	9. The teacher asks the students whether or not they have difficulties in learning activity.	5 minutesers itas Brawijaya
rawijaya	Universit	10. Greet and salaam	hiversitas Brawijaya
rawijaya	Universit		niversitas Brawijaya
rawijaya	Universita		J niversitas Brawijaya
rawijaya	Universita Acting is	the implementation of the planning that has already be	peen made/bysitas Brawijay
rawijaya	Universitas	The researcher acted as a practitioner who im	Universitas Brawijaya
rawijaya	Universitas Lesearche	r. The researcher acted as a practitioner who im	Universitas Brawijay
rawijaya	Universitechnique stor	y-telling with sequences of picture in teaching speaking	
rawijaya	Universitas Bra		ya Universitas Brawijaya
rawijaya		ementation of the action was conducted in one cycle	
rawijaya	Universitas Brawii consisted of t	hree meetings. One meeting run for 80 minutes. T	here are two
rawijaya 			
rawijaya	_	week for the English lesson. It meant that the researche	
rawijaya		a Universitas Brawijaya Universitas Brawija	
rawijaya		shing one cycle Brawijaya Universitas Brawija	
rawijaya	University Observing		
rawijaya	Universitas Brawijay		
rawijaya		ing the action, the researcher and the collaborators to	
rawijaya	Universitas Brawijay on their respon	nsibility. In this case, the researcher involved herself i	n the process Brawijay
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rawijaya	Universitas Brawijay	a Universitas Brawijaya Universitas Brawija	aya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University of implementing the action, while the collaborators observed the students's itas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitactivities in teaching learning process by recording and collecting any aspects orsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya events occurred during the implementation of the action.
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universit**Reflecting**jaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitate information which was obtained from the test result, classroom observation sitas Brawijaya Universitactivities and the notes taken by the researcher and collaborators. This activitysitas was done after the teaching process. The result of the reflection was used to Universit determine whether or not to continue in the next cycle. 3.2 Data Sources The data was obtained from the students' involvement in teaching and Universi learning process and students' work during the implementation of story-telling it as using sequences of picture, including test result of students' performance. Universitas The researcher held the research at VIII Grade of SMPN 3, which is located sitas Brawijaya on Jl. Raya Beijing, Kota Batu, East Java. The researcher conducted the action Universities research on 17 April 2015 up to 30 April 2015. Universitas The subject of the research was VIII graders of SMPN 3 Batu in the ersitas Brawijay 2014/2015 Academic Year. There are ten classes in VIII graders. The researcher Universit chose VIII.C for conducting the research. There are 28 students in this class. This Sitas Brawijaya class was chosen based on the result of preliminary study that conducted on April University 16th, 2015 and also the questionnaire that the researcher distributed in three Universitas Brawijava Universitas Brawijava Universi classes on April 14th, 2015. The result showed that only VIII-C class who had sit as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya University result interview guideline with the English teacher also showed that VIII-C class Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University had problem in speaking (See appendix 16). Supporting data from the result of sitas Brawijava preliminary study showed that students of grade VIII.C was poor in speaking versitas Brawijaya Universitas Brawijaya rawijaya Universitability as well. The result showed that only twelve students who passed the KKM. Sitas Brawijaya Universitas In this study, the researcher had a role as the English teacher at eight graders it as Brawijaya of SMPN 3 Batu and also made lesson plan, and post-test, then the researcher Universit collected and analyzed the data, then reported the result of the research. In doing sit Universi Classroom Action Research, the researcher collaborated with researchers' partnersitas Bi and real English teacher of SMPN 3 Batu who became the observers in the Universi Classroom Action Research. Universit 3.3 Data Collection Universitas The researcher used the instruments in order to get the better data. Thesitas Brawijaya instrument of the research is a tool or facility that is used by researcher for Universit collecting data in order to get better result. To get the accurate data, in this study Brawijaya Universithe researcher chose some instruments for collecting the data. 1. Observation Checklist Universities Observation checklist was used by the collaborator to obtain the information State Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit of the students' activities during the teaching and learning process. This it as Brawijaya Universitas Brawijaya used to support the data. There are three aspects that were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitobserved by the collaborator. Those are ava. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The students pay attention to the teaching and learning process Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universities 2. The students are active during teaching and learning process Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 3, a The students participate in group working versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The researcher kept the process of the activity in form of a note that wrotesitas Brawijaya Universitas Brawijaya Universit during the teaching learning process. It related to the data which may not be sitas Brawijaya Universi covered in the observation checklist. Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya
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Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya Universitz
Universit preliminary study and posttest. The preliminary study was done before site. implementing story-telling technique with sequences of picture. It was to measure University students' speaking ability at first. Then, the post-test was implemented after using sitas story-telling technique with sequences of picture. Universita. In this study, the students performed in groups. So, before performing the Universistory, the teacher divided the students into some groups. Every group got a sizes number of pictures that was already classified into fourteen jumbled pictures. So, Universiteach group got the same pictures. The students needed to arrange the pictures into sitas Brawijaya a correct sequenced story. Then, the students needed to interpret the story. Finally, sitas the students performed it in front of the class. In scoring the students' speaking, ersitas Brawijava Universitas Brawijava Universitas Brawijava Universithe teacher used the scoring table from English book "When English Rings a Bell" sitas Brawijaya (2014). The scoring table contained of pronunciation, fluency and grammatical accuracy. The scoring table was shown as follow: Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Univers No Aspects to be scored or Criteria Wijaya Universitas Brawijaya	Score ersitas Brawijay
rawijaya	Univers 1 Pronunciation Univers Many wrong pronunciation Frequent incorrect pronunciation Brawijaya	Iniversitas Brawijay
rawijaya	Universitas Frawijava Universi Occasional errors in pronunciation's Brawijava	gniversitas Brawijay
rawijaya	Univers tas Brawijaya Universitas Brawijaya Universitas Brawijaya	Jniversitas Brawijay
rawijaya	Univers 2 Fluency ya Universi Dominated by hesitation versitas Brawijaya	Universitas Brawijay
rawijaya	Univers tas Brawijaya Universi Frequent hesitation Occasional hesitation Iniversitas Brawijaya	Iniversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	4niversitas Brawijay
rawijaya	No hesitation	5 Universitas Brawijay
rawijaya	Univers as Brawijay No mastery of sentence construction Major problems in structure No mastery of sentence construction Major problems in structure	2niversitas Brawijay
rawijaya	Several errors in structure	Jniversitas Brawijay
rawijaya	Univers tas Braw Minor problem in structure Demonstrates mastery of structure (few errors) Va	Siniversitas Brawijay
rawijaya	3.2 Scoring Rubric Speaking Adapted from English Book "When English Book"	glishiversitas Brawijay
rawijaya	Universit Rings A Bell" (2014)	Universitas Brawijay
rawijaya		niversitas Brawijay
rawijaya	Universi The form of students' score of oral performance Universi	niversitas Brawijay
rawijaya	Universit	hiversitas Brawijay
rawijaya	Universit	niversitas Brawijay
rawijaya	Total score: Obtained score x 100	niversitas Brawijay
rawijaya	Universita Maximum score	Iniversitas Brawijay
rawijaya	Universite	Universitas Brawijay
rawijaya		Universitas Brawijay
rawijaya	Universitas Univer	Universitas Brawijay
rawijaya	Universitas In order to be easy in analyzing the data, the researcher used tech	
rawijaya		Universitas Brawijay
rawijaya	Universitas Bra Universitas Braw	Universitas Brawijay
rawijaya	Universit(1) BraOrganizing the data wijaya	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Universitas The data was obtained from field note and observation check	list were sitas Brawijay
rawijaya		
rawijaya	universities analyzed in the form of the qualitative or description. Thus, the universities brawijaya	data was Universitas Brawijay
rawijaya	Universitobviously understandable. Then, the researcher wrote it in the form of rep	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas The data was obtained from students' post-test result was depict	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi form of quantitative. In computing the students' score, there were two ra	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas Br	awijaya U	niversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Br	awijaya U	niversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Bra	awijaya U	niversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brater was the	researcher and th	e second ra	hiversitas	Brawijaya	Universitas	Brawijay
rawijaya		Universitas Bra				Universitas	
rawijaya	Universithe numerical dat	ta, the researcher	tried to ma	ke score cate	gory system	that iwassitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Br	awijaya U	nive <u>r</u> sitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya used to guideline Universitas Brawijaya	in categorize the	students' sc awijaya	ore. It was c Iniversitas	btained fron Brawijaya	n Madsen Universitas	Brawijay
rawijaya	Universit(1983, p.168). The					Universitas	
rawijaya		Universitas Bra				Universitas	
rawijaya	Universitas Brawijaya	Universitas P		Iniversitas		Universitas	
rawijaya	Universitas Brawijaya	Univer	Score per aspects	versitas	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya			199	Brawijaya	Universitas	Brawijay
rawijaya	Univers Grammar accuracy	Very Poor Less than 39	Poor 40 - 59	Average 60 - 69	Good 70 - 79	Excellent 80 - 100	D
rawijaya	Univers Fluency	Less tilali 39	5 6	00 - 09	tiaya	Universitas	
rawijaya	Univers Pronunciation	SIL	7 0/	14.	va	Universitas	
rawijaya	Universitas Table 3.3 The Sc	core Category Sys	tem			Universitas	
rawijaya	Universita	13/1/1	H	-	/	Universitas	Brawijay
rawijaya	Universi The description of	f those scores as fo	ollows:			niversitas	Brawijay
rawijaya	Universi				1	hiversitas	Brawijay
rawijaya	Universi	D. Civil Co	3/""	16/		Anivers itas	Brawijay
rawijaya	Score per Aspects Univers Excellent	Descriptions of t		rithout any error	s pronunciation	, grammar, itas	Brawijay
rawijaya	Universit	and fluency.				E niversitas	
rawijaya	Good Universita	Students speak the in grammar, and			ient; make very	lew errors	Brawijay
rawijaya	Univers	Students speak t	he language r		luent; make fe		Brawijay
rawijaya	Univers Poor	grammar, and pr Students speak		not completely	fluent: make		Brawijay
rawijaya	Universitas	errors in gramma	er, and pronun	ciation.		Universitas	Brawijay
rawijaya	Univers tas B	Students speak t or fluency.	he language v	vith much errors	s pronunciation	, grammar, Universitas	
rawijaya	Universit Table 3.4 Descrip		ategory Sys	stem	aya	Universitas	
rawijaya	Universitas Braw				Mjaya	Universitas	
rawijaya	Universitas BAfter that, the	ne researcher tried	to get the	class nercent	ages which		
rawijaya	Universitas Brawijay	ic researcher trice	to get the	class percent	rawijaya	Universitas	Brawijay
rawijaya	Universitvery poor, poor,	average, good o	or excellent	in speaking	Bbased on	therscoresitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Bra	awijaya U	niversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya category system a Universitas Brawijaya	above. Finally, the	researcher	presented the	e score in the	e form of Universitas	Brawijay
rawijaya	Universit percentages. It de						
rawijaya		Universitas Br		_	_	Universitas	
rawijaya	Universitately and posttest	Universitas Br	awijaya U	niversitas	Brawijaya	Universitas	Brawijay
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