

**IMPROVING THE STUDENTS' SPEAKING ABILITY
THROUGH PROBLEM BASED LEARNING STRATEGY
IN PERFORMING ADJACENCY PAIRS**
(An Experimental study of SMA Somba Opu, Gowa)



A THESIS

**Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

**Surely with difficulty is ease. With
difficulty is surely ease.**

(Q.S Al Insyirah:5-6)

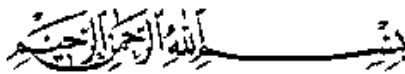
*”work while they sleep. Learn while they party. Save while
they spend. Then, live like they dream” ~Anonymous~*

*”Take care of your thoughts when you’re
Alone and take care of your words when you
Are around people” ~Anonymous~*

DEDICATION

*Proudly I dedicate this thesis for
my beloved parents Amustan & Hj. Roswati,
for my sister Kurnia and my brother Jalal Maulana.*

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Makassar, Februari 2016

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CHAPTER I

INTRODUCTION

A. Background

Language of communication has important role and occurs in daily people life. Language as medium of communication had two types they were spoken and written language. Spoken language refers to dialogue, oration, presentation, etc. And written language refers to news, letter, novel, message, announcement, etc. People around the world learned and used English to communicate to other people. Ramelan in Istiatimus (2012) said that all humans being whenever they live always speak language, although they did not had any writing system to record their language. From that statement, it could be concluded that speaking as one of important aspect of language would be useful for people to communicate.

Speaking was an interactive process of constructing meaning that involves producing, receiving and processing information (Richard, 2002). Thus, someone enables to receive information from another people by doing conversation, after that they should understand the information and express or communicate their understanding of what they had talked. Moreover, Cameron in Nurhayati (2011) defined that speaking was the active used of language to express meanings so that other people could made sense of them. In the other words, speaking was the way of everybody to express their ideas, their opinion and what they are feeling to others. It showed that speaking was the most important skill for most English students throughout the world.

Realizing that thing above, teachers were necessary to encourage the students to speak fluently. But there were many teachers have difficulties in teaching speaking because they did not had an appropriate strategy that can improve the students' speaking in accuracy and fluency. Because of teachers' inappropriate strategy, the students' performance in speaking English was not good enough.

Based on observation result of teaching and learning process in SMA Somba Opu, Gowa, when the researcher doing PPL on September until October 2014 the researcher found that teaching speaking was not easy because there was many problems faced by teachers such as the students was lack of vocabulary, they were afraid to make a mistake when they were speaking, they were shy to speak, or they did not know about sentence structure. Most of the students' did not speak English in teaching and learning process. They only listened to or read the English words, but they seldom tried to speak out the words or sentences that they had listened. If they wanted to say something, they just used Indonesian language or their mother tongue. Therefore, we should found out an appropriate strategy to overcome that problems above which could help students become more active in learning process and which could improve the students' speaking in fluency and accuracy, and that strategy was Problem Based Learning (PBL) strategy.

In Problem Based Learning strategy, students studied in a teamwork/group, they became more active because they were stimulate to find solutions of a problem, and also they could develop their own knowledge

based on problem that given to them. In this research Problem Based Learning (PBL) used to improve the students speaking ability in performing adjacency pairs. According to Iwata (2007) said adjacency pairs were sequences of two related utterances which are given by two different speakers. In other words, an adjacency pairs produced of two utterances by two different speakers. The first utterance provoked a respond of the second utterance.

Based on the explanation above, this research would focus to applied Problem Based Learning (PBL) strategy in learning process related to the title “Improving Students’ Speaking Ability through Problem Based Learning strategy in Performing Adjacency Pairs”

B. Problem Statement

Based on the background above, the problems that will be studied in this research are stated as follow:

1. Does the students’ speaking ability in terms of accuracy improve by application of Problem Based Learning (PBL) strategy?
2. Does the students’ speaking ability in terms of fluency improve by application of Problem Based Learning (PBL) strategy?

C. Objective of the Study

Related to the research problems above, the objective of the study to find out:

1. The improvement of students’ speaking ability of accuracy in performing adjacency pairs by applying Problem Based Learning strategy.

2. The improvement of students' speaking ability of fluency in performing adjacency pairs by applying Problem Based Learning strategy.

D. Significant of the study

1. Teacher

The researcher hoped that this research could give inspiration to the teacher to innovate their teaching style. They could apply the strategy in learning English subject. And they could be more creatively to arrange the class.

2. Students

The researcher hoped that the students' ability in speaking could be improved, the students had self-confidence and critical thinking when they were speaking, and they could express their idea and what they were feeling appropriately.

3. Researcher

This research could be used as a test whether teacher able to apply this strategy in classroom or not and whether the students interest with this strategy or not.

E. Scope of the research

This research was limited the problem to the applying Problem Based Learning strategy to improve students' speaking ability in performing adjacency pairs at second grade students of SMA Somba Opu, Gowa academic year 2015/2016. And the restriction of this research focused in fluency (vocabulary and pronunciation) and accuracy (comprehension).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Abdul Rohim. (2014). Journal. Improving Students' Speaking Ability through Problem Based Learning (PBL) Strategy. Based on the findings, it was proven that teaching speaking using Problem-Based Learning (PBL) strategy improved students speaking performance. This could be seen from the test's result that the mean score of the students speaking performance improved 23.37 point based on the researcher's data and 22.94 based on the collaborator's data the mean score first semester was 59.34 while the mean score in Circle I was 71.84 (based on the researcher assessment) 72.06 (based on the collaborator assessment) and the mean score in the Cycle II was 82.71 (based on the researcher assessment) and 82.28 (based on the collaborator assessment). The observation checklist and field note showed that the students' quality of learning activity in the class was improved day by day. Students felt confidence during the teaching and learning process. And also all students were active to ask and answer the questions from the researcher and their friends.

Annisa Siti Rengganis. (2012). Journal. The Use of Problem-Based Learning in Developing Students' Speaking Ability at the Second Grade Students' of SMA 4 Cimahi. Cites the findings of the research show that problem-based learning can be beneficial developing students' speaking ability. These can be seen from the data obtained in this study. The data

from speaking test shows that there is an improvement on the students' speaking score. The calculation of t-test shows that the experimental group got higher score ($M = 19.8400$), than the control group score ($M = 17.7200$). In other word, the t_{obtain} (4.234) is higher than t_{critical} (2.000), meaning that the null hypothesis is rejected which means that there is a significant difference between experimental and control groups. Moreover, the data from the calculation of effect size shows that there is a great effect of PBL in developing students' speaking ability with r value = 0.521. In other words, having been treated by problem-based learning, students have a significant improvement on their speaking ability.

Uzin Mufaidah.(2014). Thesis. Problem Based Learning: Enhancing Students' Speaking Skill on The Second Students of SMPN 1 Atap Bandungan. State that the percentage levels of students' enhancement about PBL method in Bazaar activity that have good score are 36.7%. The percentage levels of students' enhancement about PBL method in Bazaar activity that have medium score are 56.7%. The percentage levels of students' enhancement about PBL method in Bazaar activity that have low score are 6.6%. The researcher concludes that the level of students' enhancement about PBL method in Bazaar activity at SMPN 1 Atap Bandungan in academic year 2013/2014 has medium score.

Based on findings above, show that by applying Problem Based Learning (PBL), able to improve the students' speaking ability. It can be seen first from Abdul Rohim states that teaching speaking using PBL

strategy improved students speaking performance. It could be seen from students' achievement which increase from Circle I to Cycle II about 10 points. The second, Annisa Siti Rengganis findings also show that PBL can be beneficial to improve the students' speaking ability. It gets from calculating t-test which shows the experimental group got higher score about 2.12 points than control group score. And the last, Uzin Mufaidah findings, she explains that the level of students' enhancement in speaking is good it could be seen from the findings data that almost students got good score.

Based on the previous finding above, the researcher concludes that by using PBL in teaching learning process, the students' achievement in speaking can be increased. So that's why the researcher decides to take Problem Based Learning strategy to stimulate the students' speaking ability in performing adjacency pairs in this research.

B. Concept of Speaking

1. Definition of Speaking

Speaking has many definitions in linguistics term. According to *Cambridge Advanced Learner's Dictionary* (2008), speak means to say words, to use the voice, to have a conversation with someone. Moreover Wilson in Sholihin (2013) defines speaking as development of the relationship between speaker and listener. Speaker and listener are can't be separated. It means that most speakers are needs active listener who

response what they have said directly, such join in the interaction or showing understanding.

Brown in Pratiwi (2012) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. Speaking is way to receive information from the people through conversation, then, they should communicate their understanding of the information to avoid misunderstanding.

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it (Harmer 2007). It means that the teacher has important role to make interest learning situation, so the students become interesting in learning and can be more active in learning process.

2. Elements of speaking

The elements of speaking ability according to Harmer (2001) language features are following:

1. Connected speech

Modify in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning).

2. Expressive device

An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning.

3. Lexis and grammar

Lexis and grammar is necessary for the teacher to give of supply of certain words and language function, such as agreeing or disagreeing, surprise, shock or approval.

4. Negotiation language

Negotiation language is the benefits to clarify and to show the structure what we are saying.

Moreover, Harmer (2001) add the other element of speaking, it is mental/social processing which not only involves language skills knowledge but also the rapid processing necessity. It includes language processing, interacting with others, and (on-the-spot) information processing.

Language processing is the effective speakers able to processing language then convey their intention which involves retrieval of word or phrase from memory into appropriate sequence. Then, interacting with others involves one or more participants and also good deal of listening and understanding each other. The last, (on-the-spot) information processing is response of others feeling and processing of information at the moment we get it. In addition, mental/social processing has important role because it involve emotional aspect in communication.

3. Function of Speaking

Richards (2008) use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction*; *talk as transaction*; *talk as performance*.

- Talk as interaction

This refers to conversation and describes interaction as a primarily social function. When people meet, exchange greetings and information, it because they wish to be friendly and establish comfortable zone of interaction with others.

- Talk as transaction

Talk as transaction refers to situation focus on what is said and done and understanding clearly rather than how they interact socially.

- Talk as performance

This refers to public talk, such as presentation, public announcement and speech that transmits audience.

4. Problem in Speaking

Munjayanah in Ariffansyah (2013) states the learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. There are following problem in speaking:

- 1) Inhibition

Speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say thing in foreign

language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2) Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

4) Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

5. Classroom Speaking Activity

Harmer (2001) cites the activities of speaking class are as follows:

a. Acting from a script.

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c. Discussion

The problem in conducting the discussion is the students' reluctant to give opinion in front of their friends. Particularly, the students are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world.

d. Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e. Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. In these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else – it allows them to experiment freely to be another people.

6. Principle of Teaching Speaking

Nunan in Istiatimus (2012) propose at least have four principles for teaching speaking, as follow:

a) Give students practice with both accuracy and fluency.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with a few hesitations or unnatural pauses, false start, word searches, etc. Teacher must provide students with fluency-building practice in learning process and realize that making a mistake is natural part of learning a new language.

- b) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be taking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson.

- c) Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. The process is negotiation for meaning. It involves checking to see if you have understood what someone has said, clarify your understanding, and confirm that someone has understood your meaning.

- d) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interaction or transaction purposes. Transactional refers to situations where the focus is on what is said or had done. The central focus is when delivering message can make oneself understood clearly and accurately. And interaction refers to what we normally mean of conversation and describe interaction that serves a primary

social function. The focus is the speakers and how they present themselves to each other than on the message.

7. Characteristics of Successful speaking

Ur in Ulfiana (2014) explains that an effective speaking activity has the following features:

1. Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot.
2. All get a chance to speak. A minority of talkative students should not dominate classroom discussions, and contributions must be fairly distributed. Classroom activities must be designed in ways that help all the students to take risk.
3. Motivation is high. Learners are eager to speak because they are interested in the topic, and want to contribute to achieving a task objective.
4. Language is comprehensible. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.
5. Students speak the target language. The teacher must keep students speaking the foreign language.

C. Problem Based Learning

1. The Definition of Problem Based Learning

Problem Based Learning is the learning situation which directed by an authentic problem or daily problem or the problem related to the real life situation. It helps to develop content of knowledge as well as problem solving, communication, reasoning, and self-assessment skill.

According to Wilkerson and Gijsselaers in Loague (2001) claims that Problem Based Learning is characterized by a student-centered approach, teachers as “facilitators rather than disseminators,” and open-ended problems (in PBL, these are called “ill-structured”) that “serve as the initial stimulus and framework for learning”. By Problem Based Learning (PBL) the teachers as facilitator, they can lead the students to explore the students ability. The teachers are able to apply this method in speaking class, so the students become interest and comfortable to speak. The teachers also provide the students interesting topic to discuss and the topic can related to their daily life.

Furthermore, Kelly and Woods in Hillman (2003) states Problem Based Learning (PBL) potentially can place the learner in a position similar to that of a scientist and scientific process. It means when students get a problem, then they also stimulated to solve that problem. They will find out their own way how to get solution about that problem. PBL prepares students to think critically and analytically and to find and use appropriate learning

resources. In PBL students work and think critically, and it will make them stimulated with the problem that they are faced.

There are some definition of Problem Based Learning, it can be assured that the Problem Based Learning is a strategy where the students as the center of learning process, serve the students to work collaboratively, be critical thinking and become a problem solver who can explore their ideas to creates solutions.

2. Characteristics of Problem Based Learning

Graaff in Mufaidah (2014) characteristics of Problem Based Learning strategy are:

- 1) Using the real-life problems,
- 2) Learning centered on problem solving,
- 3) The purpose of learning is determined of students, and
- 4) The teacher acts as a facilitator.

Moreover, Hmelo-Silver (2004) explains characteristics of PBL are students must have the responsibility for their own learning. PBL is learner center. Problem simulations must be 'ill-structured'. Learning should be integrated from a wide range of disciplines or subjects. Collaboration is essential. Student learning through self-directed process must be applied back to the problem with analysis, resolution and discussion. Peer and self-assessment should be carried out. PBL activities must be those valued in the real world. Student assessment should include measurement of student progress toward goals of student problem-solving capabilities. And PBL

should be the pedagogical base in the curriculum and not a part of a didactic curriculum.

Based on two opinions above, it shows that the teaching and learning center is students, a problem which related to real-life problem, team work, the purpose of learning process is the students problem-solving capabilities and teacher play a role as facilitator.

3. Benefits of Problem Based Learning

Weimer (2007) states the benefits are separated into three categories:

1. For students. It's a student-centered approach, typically students find it more enjoyable and satisfying, it encourages greater understanding, students with PBL experience rate their abilities higher, and PBL develops lifelong learning skills.
2. For instructors/teacher. Class attendance increases, the method affords more intrinsic reward, it encourages students to spend more time studying, and it promotes interdisciplinary.
3. For Institutions. It makes student learning a priority, it may aid student retention, and it may be taken as evidence that an institution values teaching.

4. Reason of Using Problem Based Learning

Nilson (2010) lists learning outcomes associated with Problem Based Learning. Design of Problem Based Learning provides students with the opportunity to develop skills related to; Working in teams, managing projects and holding leadership roles, oral and written

communication, self-awareness and evaluation of group processes, critical thinking and analysis, explaining concepts, self-directed learning, applying course content to real world examples, researching and information literacy, and problem solving across disciplines. In other words, PBL can lead the students become active in learning process than the teacher, so students can be more creative and innovative in learning process while teacher guide them to do their activity.

D. Adjacency Pairs

1. Definition of Adjacency pairs

The concept of ‘adjacency pairs’ was developed predominantly by Sacks and Schegloff (1973) and they stated this is one of the most basic forms of speech that is used to produce conversation. It is a sequence of two utterances that follow one another, or are ‘adjacent’, and has two parts, a first part as interviewer and the second part as interviewee.

In pragmatics, Yule (1996) claim many conversational actions are accomplished through established adjacency pairs – automatic sequences that consist of two parts produced by different speakers, it includes greeting patterns, compliments turns and request-acceptance/rejection sequence. Furthermore Renkema in Garratt (2009) acknowledge that the adjacency pair is an important building block of conversation but that there are also other sequences that often occur and need to be acknowledged as important as well. Adjacency pair is a unit of conversation that contains an exchange of one turn each by two speakers. The turn is functionally related

to each other. In such a fashion, that the first turn requires a certain type or range of types of second turn.

Garratt (2009) cites adjacency pairs only work because both participants in the conversation want them to work and take action to make sure that they do. It indicates that there should a good collaboration between both speaker and listener to make each other understand in conveying what their meaning.

2. Kinds of Adjacency Pairs

According to Cook (1989) an adjacency pair occurs when the utterance of one speaker makes a particular kind of response very likely. A greeting is likely to be answer by another greeting or a request is most likely to be followed by either an acceptance or a refusal. It shows that response is an important thing in adjacency pairs. He adds that in such cases, one of the responses is termed the preferred response and the other is dispreferred response. Example of adjacency pairs:

1. Offer : Acceptance(preferred)
Refusal (dispreferred)
2. Assessment : Agreement (preferred)
Disagreement (dispreferred)
3. Blame : Denial (preferred)
Admission (dispreferred)
4. Question : Expected Answer (preferred)
Unexpected Answer (dispreferred)

Furthermore, Cook states a dispreferred response is usually marked in some way by a slight pause or by a preface like “well’ or “you see”, or by an explanation and justification of the response. Dispreferred also can be marked by an alternation.

E. Conceptual Framework

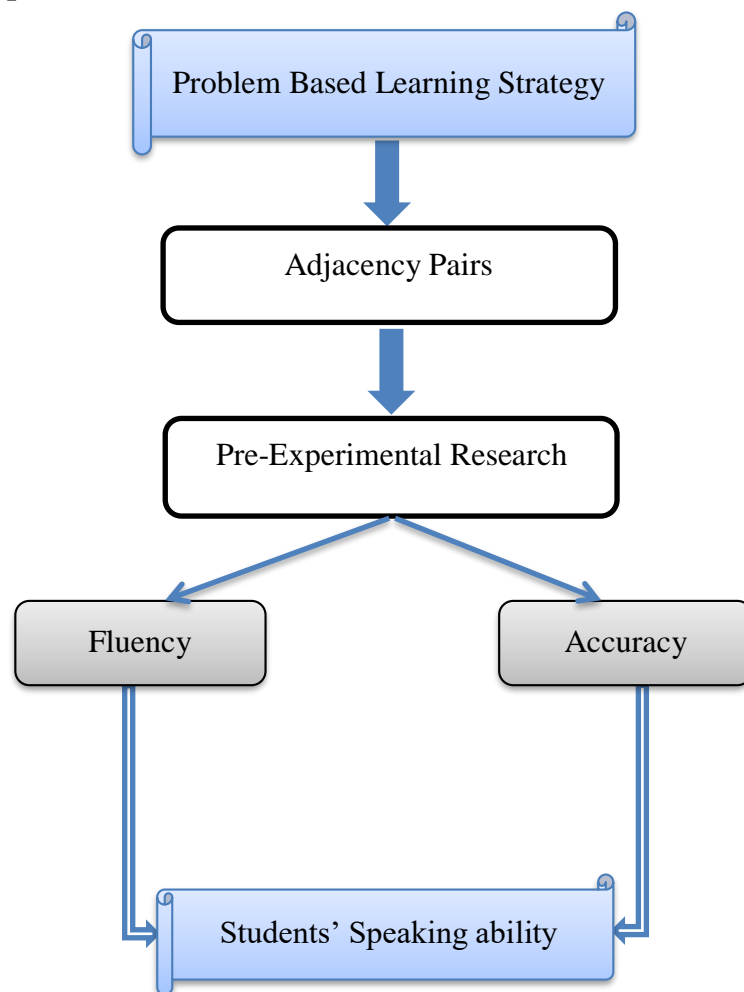


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher would use Problem Based Learning strategy as teaching strategy in classroom. By implementing PBL strategy offers all students opportunity to express their

ideas, responses and answer to the question or topic that is discussed. The researcher also allows all students to give respond and give them opportunity to share their respond with the whole class.

Experimental research is research which is conducted to know the influence of treatment toward the research subject. The researcher would like to used pre-experimental research method that consist are pre-test, treatment, and post-test. The researcher gave some topic to the students to perform adjacency pairs and focused on accuracy and fluency.

F. Hypothesis

H_1 : There was improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process.

H_0 : There was no improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used an experimental research design to identify the improvement of the students' speaking ability through Problem Based Learning strategy in performing adjacency pairs. According to Sumanto (2014) Design that applied was *one group pretest-posttest design*, as follow:

$$O_1 \quad X \quad O_2$$

Where: O_1 : Pre-test

X : Treatment

O_2 : Post-test

This design would involve one group/class. First, the group was given pre-test to obtain the first data to measure students' prior ability in speaking. Then, the group would receive a treatment by applying PBL. And the last, the group given post-test to obtain second data to measure the students' speaking ability after giving treatment.

B. Population and Sample

1. Population

This research conducted in SMA Somba Opu, Gowa. The population of this research was the second grade students of SMA Somba Opu, Gowa academic year 2015/2016. There was only one class it was XI IPA which

consists of 33 students. So, the total number of population was 33 students.

2. Sample

This research used purposive sampling technique because there was no need choose randomly the individual to be a sample. The researcher took the second grade students of SMA Somba Opu, Gowa academic year 2015/2016 as respondent. There was only one class it was XI IPA which consists of 33 students. But in this research the researcher only took 24 students as respondent because the students always present in every meeting.

C. Research Variable and Research Indicators

a. Research Variable

This research has two variables they were independent and dependent variable. Independent variable was Problem Based Learning (PBL) and dependent variable was the students' speaking ability in performing adjacency pairs.

b. Research Indicators

The indicators of this research were follows:

- 1) Accuracy which consist of vocabulary and pronunciation.
 - a) *Vocabulary (n)*, was all the words known and used by a particular person.
 - b) *Pronunciation (n)*, was how the words are pronounced.

2) Fluency which consist of comprehension.

- a) *Comprehension (n)*, was the ability to understand completely and be familiar with a situation, facts, etc.

D. Research Instrument

In this research, the researcher used an instrument. It was oral test. Oral test used to measure the students' ability or their achievement in speaking. This research used pre-test and post-test to collect the data.

E. Research Procedure

- Pre-test

Pre-test was given to know the students prior knowledge in speaking. In pre-test, the researcher was divided the students into pairs and asked the students to make dialogue about topic that provided by researcher. Each pair was given chance two minutes to perform dialogue in front of class.

- Treatment

Treatment was given after pre-test and before post-test. The students were treated by applying PBL in learning process. Some steps of treatment as follow:

- 1) The researcher explained about the materials that would be studied which related to lesson plan.
- 2) The researcher explained about PBL strategy and gave the students how to do it.
- 3) The researcher provided some topic for the students.

- 4) The researcher paired students with their seatmate and asked students to make dialogue about that topic.
 - 5) Every pair was given freedom to express their opinion and shared what they were thinking about that topic above.
 - 6) By rotation one of them became interviewer and the other became interviewee. For example, in first turn students A as interviewer and students B as interviewee. Then, in second turn students B as interviewer and students A as interviewee.
- Posttest

Post-test was given after pre-test and treatment. It took to measure the students' achievement after treatment was conducted. Post-test was used to know whether PBL was useful or not to stimulate the students' speaking ability. Post-test was conducted as in pre-test but using different topic. The researcher was divided the students into pairs and asked them to make dialogue about topic that provided by researcher. And also, every pair was given two minutes to perform the dialogue.

F. Data Collection

a. Oral test

The oral test was given to measure the students' ability in speaking especially in accuracy and fluency. Oral test was given in pre-test and post-test. While the students were doing dialogue the researcher was recorded the students' dialogue. According to Derry (2007)

during the process of video analysis most researchers produce transcripts that re-represent the events recorded in their video. In this case the recording was transcribed to help the researcher assessed the students' performance. And the scoring was pay attention to speaking aspect in accuracy and fluency.

G. Data Analysis

The researcher used some techniques of data analysis as follow:

1. Scoring students' achievement in accuracy and fluency.

➤ Accuracy

Aspects	Score	Description
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently use the wrong word; conversation somewhat limited because inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Pronunciation	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.

	3	Pronunciation problem necessitate concentr 28 listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.

➤ Fluency

Aspects	Score	Description
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible

(Haris in Asfa: 2010)

2. Calculating the score of pre-test and post-test:

$$\text{Scoring} = \frac{\text{Correct Answer Score}}{\text{Maximum Score}} \times 10 \quad 29$$

(Gay: 1981)

3. Classifying the students score used the following classifications below:

9.6 - 10 is *excellent*

8.6 - 9.5 is *very good*

7.6 - 8.5 is *good*

6.6 - 7.5 is *fairly good*

5.6 - 6.5 is *fair*

3.6 - 5.5 is *poor*

0 - 3.5 is *very poor*

(Depdikbud: 1985)

4. Calculating the mean score by using following formula:

$$M = \frac{\sum x}{N}$$

Where: M : the mean score

$\sum x$: the sum of all score

N : the total number of subject

(Brown: 2005)

5. Calculating the significance mean score between pre-test and post-test by using following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t : Test of significant differences

\bar{D} : The mean of different scores

D : The differences between two scores compared

$\sum D$: The sum of D scores

$(\sum D)^2$: The square of D scores

N : The total number of students

(Gay: 1981)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The result of the data analysis found that teaching speaking in performing adjacency pairs using Problem Based learning (PBL) strategy could improve the students' speaking achievement in accuracy and fluency. In the further explanation of the data analysis given below:

1. The Improvement of the Students' Speaking Ability in Accuracy

After calculating the data, the researcher found that the mean score of vocabulary in pretest (5.16) became in posttest (6.58). It meant that the score of vocabulary had improved 27.51%. And, the mean score of pronunciation in pretest (4.75) became in posttest (6.00). It meant that the score of vocabulary had improved 26.91%.

No.	Indicators	Pre-test	Post-test	Improvement (%)
1	Vocabulary	5,16	6,58	27,51
2	Pronunciation	4,75	6,00	26,31
	ΣX	9,91	12,58	53.82
	X	4,95	6,29	26,91

Table 4.1: The improvement of the students' speaking in accuracy

The comparison of each indicator from Table 4.1 indicates that improvement in vocabulary (27.51%) was higher than pronunciation (26.31%). It indicated that the result of the students' vocabulary in indicator of accuracy showed the greater improvement than pronunciation. But in this case, both indicators equally increase in post-test. And after calculating the score, it was found that the students' speaking ability had improved (26.91%) from the mean score of pre-test 4,95 to be 6,29. It more clearly shown in the figure below:

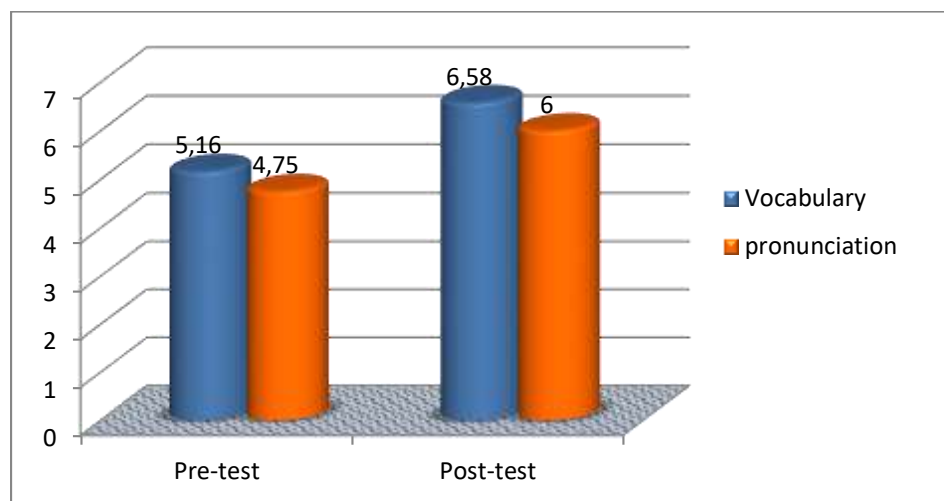


Figure 4.1: The improvement of the students' speaking achievement in accuracy

Based on Figure 4.1 above the improvement of the students' speaking ability achievement in accuracy consists of vocabulary and pronunciation. Vocabulary improved from (5.16) in pre-test to (6.58) in post-test. And pronunciation improved from (4.75) in pre-test to (6.00) in post-test. It showed that there was improvement of the students' speaking in performing adjacency pairs in accuracy.

2. The Improvement of the Students' Speaking Ability in Fluency

There was an improvement of students' speaking ability in fluency from pre-test to post-test. Fluency only consists of comprehension. The mean score of comparison in pre-test (4.83) became (6.08) in post-test. It meant that the mean score of comprehension had improved 25.87%. It more clearly shown in table below:

No.	Indicator	Pretest	Posttest	Improvement (%)
1	Comprehension	4.83	6.08	25.87
	ΣX	4.83	6.08	25.87
	X	4.83	6.08	25.87

Table 4.2: The improvement of the students' speaking ability in fluency

The improvement of the students' speaking achievement in fluency only consists of comprehension. Comprehension had improvement from (4.83) in pre-test to (6.08) in post-test. It showed that there was improvement of the students speaking in performing adjacency pairs in fluency.

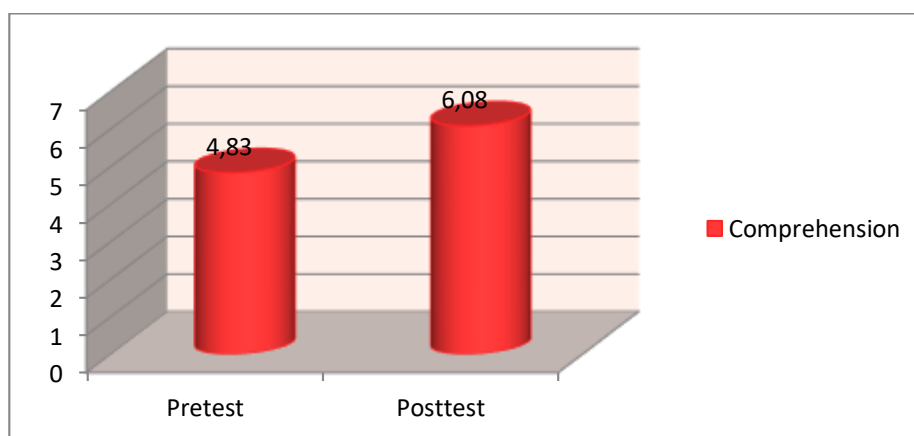


Figure 4.2: The improvement of the students' speaking ability in fluency

After being calculated the students' result of speaking in accuracy and fluency, the researcher calculated the variables of accuracy and fluency which presented in the following table:

Variables	Accuracy	Fluency
	26.91	25.87

Table 4.3: The variables of accuracy and fluency

The data on the table above shows that there was an improvement of the students speaking in accuracy and fluency. In accuracy had improved 26.91% and in fluency had improved 25.87%. It more clearly shown on the figure below:

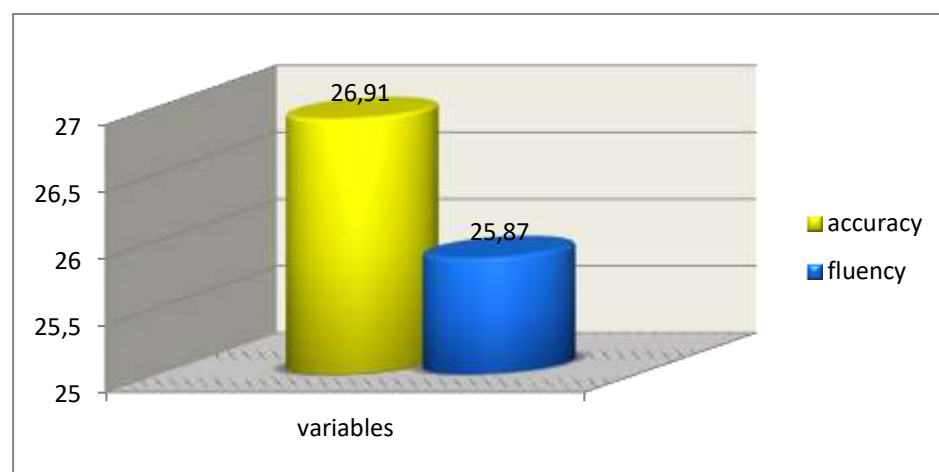


Figure 4.3: Variable of pre-test and post-test in accuracy and fluency

Based on the figure 4.3 above, the variables of accuracy and fluency increased. Variable of accuracy was 25.87% and variable of fluency was 26.91%. It showed that the rate of students speaking in performing adjacency pairs in accuracy and fluency was high in accuracy.

3. T-test value

Analyzing t-test was used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1 = 24-1 = 23$) it was found that the t-table value was (2.069) the result of the calculation was shown as follows:

Table 4.4: T-test value of the students' speaking ability

Variable	t-test	t-table
Speaking ability	9.28	2.069

The table above shows about the comparison between the student's t-test and t-table improvement of speaking ability in accuracy and fluency after applying Problem Based Learning (PBL) strategy. The value of t-test higher than t-table the score in variable of speaking ability is $9.28 > 2.069$.

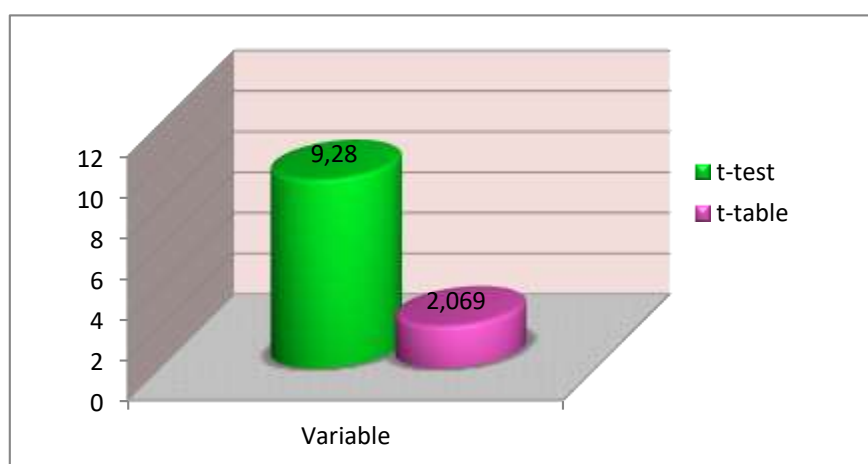


Figure 4.4: Comparison between t-table and t-test

It could be conclude that there was significant difference between the students' achievement in speaking before and after applying Problem Based Learning (PBL) strategy. This was also meant that null hypothesis (H_0): There was no improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process at SMA Somba Opu, Gowa was rejected and the alternative hypothesis (H_1): There was improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process at SMA Somba Opu, Gowa was accepted.

B. Discussions

The discussion dealing with the explanation of findings derived from the result of findings about the students' speaking ability of accuracy dealing with vocabulary and pronunciation and fluency dealing with comprehension. The result of the data analysis through the oral test showed that the students' speaking ability improved significantly. It was shown by the students' achievement in pre-test and post-test.

1. The improvement of the students speaking ability in performing adjacency pairs of accuracy

a. The indicator of the speaking accuracy (vocabulary) using Problem Based Learning Strategy

The improvement of the students' speaking ability in accuracy focused on the vocabulary using Problem Based Learning strategy improved significantly the indicator of vocabulary of the students' speaking ability. It

was improved from pre-test to post-test. In implementing PBL strategy in learning process that was classified as fairly good classification. Where the students still said/used some words was appropriate with topic that they discuss. The improvement could be seen after giving test to the students, where the mean score of the students' vocabulary (\bar{x})=5.16 in pre-test become (\bar{x})=6.58 in post-test. The improvement is 27.51%. It showed that the mean score of post-test is higher than mean score of pre-test.

b. The indicator of the speaking accuracy (pronunciation) using Problem Based Learning strategy

The improvement of the students' speaking ability in accuracy focused on the pronunciation using Problem Based Learning strategy improved significantly the indicator of pronunciation of the students' speaking ability. It improved from pre-test to post-test. In implementing PBL strategy in learning process that was classified as fairly classification. Where the students sometime pronounce some words was inappropriate but their pairs still understand what they meant. So their conversation still connected with topic that they were discussed. The improvement could be seen after giving test to the students, where the mean score of the students' vocabulary (\bar{x})=4.75 in pre-test become (\bar{x})=6.00 in post-test. The improvement was 26.31%. It showed that the mean score of post-test is higher than mean score of pre-test.

2. The improvement of the students' speaking ability in performing adjacency pairs of fluency

a. The indicator of the speaking fluency (comprehension) using Problem Based Learning strategy

The improvement of the students' speaking ability in fluency focused on the comprehension using Problem Based Learning strategy improved significantly the indicator of comprehension of the students' speaking ability. It was improved from pre-test to post-test. In implementing PBL strategy in learning process that was classified as fairly classification. Where the students could understand what their pairs means even they use inappropriate words or they could understand what their pairs said in repetition. The indicator of comprehension had improved from pre-test to post-test. It could be seen after giving test to the students. Where the mean score of the students' comprehension in pre-test (\bar{x}) =4.83 become (\bar{x}) =6.08 in post-test. The improvement is 25.87%. It indicated that the mean score of post-test is higher than pre-test.

The indicators also supported by the result of the data analysis on Table 4.4, shows that from the level significance (p)=0.05 and degree of freedom (df)=23 which got from formula $df=N - 1$ with t-table 2,069. So, the t-test value of speaking ability higher than t-table ($9.28 > 2.069$). Therefore, teaching speaking by applying Problem Based Learning (PBL) strategy in learning process was effective. It meant that PBL could improve the students' accuracy and fluency to speak in adjacency pairs.

3. The improvement of the variables accuracy and fluency to speak in adjacency pairs

During the treatment, the students were interested in learning process. It could be seen from the students' interaction in learning process and their score. The students really enjoy the learning process because they had freedom to express their ideas. They could say a right word and pronounce it in a right way after applying Problem Base Learning (PBL) in classroom. It was happened because during PBL process, the students could found out new words which related to the topic that given to them, so they had many vocabularies to make a dialogue. And they also could share it with their pairs. After that, they choose the appropriate words to make a dialogue. This was consistent with the theory by Ross in Hillman (2003) defined PBL as the learning which result from the process of working toward the understanding of, or resolution of, a problem. The goal of this strategy is to create students' thought critically and work in team. Working without worrying about whether they made mistake or how to arrange good sentence. PBL strategy provided the students' achievement in speaking, because it related to stimulation of think and ideas to find new ideas.

From the discussion above, it could be concluded that the student's speaking ability of the second grade of SMA Somba Opu, Gowa was improved after applying Problem Based Learning (PBL) strategy as treatment in teaching and learning process. It meant that PBL strategy improved the students' ability

of speaking in performing adjacency pairs of fluency and accuracy. The variable of accuracy was 26.91 and the variable of fluency was 25.87%.

It also could be conclude that there was significant difference between the students' achievement in speaking before and after applying Problem Based Learning (PBL) strategy. This was also meant that alternative hypothesis (H_1): There was improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process at SMA Somba Opu, Gowa was accepted. And the null hypothesis (H_0): There was no improvement between the students' speaking ability before and after conducted Problem Based Learning in learning process at SMA Somba Opu, Gowa was rejected.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the result of the data analysis and findings in the previous chapter, the researcher can conclude that:

- a. Using Problem Based Learning Strategy in teaching English speaking was able to improve the students' accuracy to speak in adjacency pairs. The student's improvement speaking ability of accuracy in vocabulary, the students score in pre-test 5.16 become 658 in posttest. It showed the improvement of vocabulary 27.51%. In pronunciation the students' score in pre-test 4.75 become 6.00 in post-test. It showed the improvement of pronunciation 26.31%. It indicates there has improvement of the students to speak in adjacency pairs in accuracy.
- b. Using PBL Strategy in teaching English speaking is also able to improve the students' fluency to speak in adjacency pairs. The students improvement of speaking ability of fluency in comprehension, the students score in pre-test 4,83 become 6,08 in posttest. It showed the improvement of comprehension 25,87%.
- c. The accuracy and fluency were improved after applying PBL strategy in teaching and learning process. The variable of accuracy was 26.91 and the variable of fluency was 25,87. It showed that the

rate of students of speaking in performing adjacency pairs in accuracy and fluency had risen by accuracy.

- d. The result of statistical analysis in Table 4.4, level of significance 0,05 which indicated that the t-test value was higher than t-table value. The score in variable of speaking ability ($9,28 > 2,069$). It could be concluded that there was significant difference between the result of the student's speaking ability before and after applying PBL strategy.
- e. Applying PBL strategy was able to make the students more active in learning process, especially in speaking activity. It was because the learning process interested for students during the treatment conducted at the second grade of SMA Somba Opu, Gowa.

B. Suggestion

In relating to the students' speaking ability in terms of fluency and accuracy, the researcher would like to give some suggestion as follow:

- a. Teaching English, especially speaking should take interesting strategy and Problem Based Learning strategy is one of alternative solution.
- b. The applying of Problem Based Learning strategy can improve the students' vocabulary, pronunciation and students' self-confidence. Therefore, the English teacher is recommended to teach by applying this strategy.

- c. The English teacher should more creative to manage the teaching materials and learning process to avoid the students feel bored.
- d. The students also should apply creative learning strategy to make them more interesting in learning English.
- e. The result of this research also can be used as an additional reference or further research with different discussions for the next researchers.

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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Somba Opu Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Giving Congratulation and Giving Compliment
Pertemuan Ke	: 1

I. Standar kompetensi:

Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari.

II. Kompetensi dasar

1. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara lancar, akurat, dan berterima dalam konsep kehidupan sehari-hari dalam teks berbentuk descriptive, narrative dan news item.
2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (berasosiasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: memuji dan mengucapkan selamat.

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menggunakan tindak tutur mengucapkan selamat dan memuji.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat,
Merespon tindak tutur mengucapkan selamat dan memuji.	

Menggunakan tindak tutur memuji dan mengucapkan selamat.	cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.
Merespon tindak tutur memuji dan mengucapkan selamat.	

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan).

IV. Tujuan pembelajaran

1. Siswa mampu menggunakan tindak tutur mengucapkan selamat dan merespon tindak tutur mengucapkan selamat
2. Siswa mampu menggunakan tindak tutur memuji dan merespon tindak tutur memuji

V. Materi Pembelajaran

GIVING CONGRATULATION

Study the dialogue and then practice it!

Mr. Tino : Putri, come here! Do you know what I am holding?

Putri : I'm sorry, Sir. I don't know

Mr. Tino : That is a trophy for you

Putri : Trophy? But what is it for?

Mr. Tino : you won an English speech contest yesterday. **Congratulation Putri!**

Putri : Great, thank you Sir!

Mr. Tino : Keep studying and don't be conceited

Putri : Yes Sir

The bold typed sentences in the dialogue above are the example of expressing congratulation and how to response it. Congratulation is the expressions used to congratulate other people because of their success, lucky, prestige, etc.

The following are expressions of congratulation:

- May we congratulate you on...
- I must congratulate you on...
- I congratulate you on...
- Please accept my warmest congratulations
- This calls for a celebration
- Congratulations
- Well done/great job
- Good luck
- Happy birthday
- Many happy returns
- Happy new year

Responses:

- Thank you very much
- Thanks
- That's very kind of you
- The same to you
- I don't know what to say

GIVING COMPLIMENT

When we want to appreciate someone's performance, appearance, success, or achievement, we can give her/him a compliment. We can use the following expressions:

- I really like your...
- I think you are very...
- That's a (nice, lovely, good, etc)
- That was a (nice, lovely, good, etc)
- You look (good, handsome, beautiful, wonderful, etc)
- You are a (really) a good...
- You are wonderful on...
- You are doing great/you did great
- What a (beautiful, lovely, etc)
- It looks great on you
- I love...
- It's very/so...

VI. Metode pembelajaran

Problem Based Learning (PBL)

VII. Kegiatan pembelajaran

- Kegiatan awal (10')
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Memperkenalkan materi yang akan dipelajari

➤ Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi ungkapan giving congratulation.
- Berinteraksi dengan siswa untuk membekali kosa kata terkait dengan ungkapan giving congratulation. Dan berinteraksi dengan siswa untuk menemukan makna kata
- Siswa dipasangkan dengan teman sebangku mereka membuat kalimat ungkapan giving congratulation.
- Siswa mendiskusikan materi bersama teman kelompok.
- Membiasakan siswa membuat kalimat ungkapan giving congratulation dan menggunakannya dalam situasi yang sesungguhnya.
- Memberikan kesempatan pada siswa mengkomunikasikan secara lisan atau mempresentasikan mengenai ungkapan giving congratulation.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

➤ Kegiatan akhir (10')

- Melakukan sesi tanya jawab sehubungan dengan materi giving congratulation.
- Siswa diminta membuat rangkuman dari materi mengenai giving congratulation
- Menyimpulkan materi tentang giving congratulation yang telah dipelajari.

VIII. Sumber belajar

LKS (lembar kerja siswa)

Buku teks yang relevan

Internet

IX. Penilaian

1. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1	Mempraktikkan tindak tutur mengucapkan selamat dan merespon tindak tutur mengucapkan selamat	Tes Lisan	Membuat dialog	Make a dialogue orally based on the situations below!

2	Mempraktikkan menggunakan tindak tutur memuji dan merespon tindak tutur memuji	Tes Tertulis	Melengkapi dialog	Complete the dialogue below using the suitable expression!
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2. Instrument penilaian

➤ Task 1

Make a dialogue based on the situations below by using the expression giving congratulation and giving compliment with your partner. Perform your dialogue in front of the class!

- a. Tell your friend that his motorcycle is amazing.
- b. Tell your friend that you have new hand phone.
- c. Tell your friend that your shoes is expensive

➤ Task 2

Listen the following dialogue and then complete the missing words!

Adam : Mitha, are you going home now?

Mitha : Yeah

Adam : If that's so, come on, _____ (1)

Mitha : giving me a ride? Do you go to school by motorcycle?

Adam : I do

Mitha : _____ (2)! Last month you told me that you could not ride a motorcycle, didn't you?

Adam : I did. Well, since a month ago, I've pulled myself hard to practice riding and _____ (3). Now I'm pretty good at riding a motorcycle

Mitha : _____ (4)?

Adam : I am. So, _____ (5)?

Mitha : O.K., thanks.

3. Pedoman penilaian

Aspects	Score	Description
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.

	3	Frequently use the wrong word; conversation somewhat limited because inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Pronunciation	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible

Makassar, Oktober 2015

Peneliti

Nur Kalbia

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Somba Opu Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Expressions of Asking and Giving Opinion
Pertemuan Ke	: 2

I. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Berbicara

- 3 Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: expression of asking and giving opinion.
- 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: expression of asking and giving opinion.

III. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menggunakan ungkapan-ungkapan asking and giving opinion.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat,
Merespon ungkapan-ungkapan expression of asking and giving opinion.	

Mempraktekkan tindak tutur menyatakan asking and giving opinion.	cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan).

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menggunakan expression of asking and giving opinion.
- Merespon ungkapan-ungkapan expression of asking and giving opinion.
- Mempraktikkan tindak tutur expression of asking and giving opinion.

V. Materi Pokok

➤ **Penjelasan tentang opinion**

In general, an **opinion** is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analysing the supporting arguments. In casual use, the term *opinion* may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires.

➤ **Asking and Giving Opinion**

Asking Opinion	Giving opinion
What do you think about...?	I think...
What's your opinion about...?	In my own opinion...
What's your view...?	In my view...
How do you see the situation?	I tend to think that...
Do you have any comment?	In my humble opinion.../ honestly...
Do you have any opinion?	I strongly believe that...

How do you feel about ...?	I feel that...
What's your reaction to ...?	My reaction is that we should ...

Dalam mengungkapkan pendapat kita juga dapat menggunakan ungkapan setuju (agree) dan tidak setuju (disagree) terhadap apa yg dikemukakan lawan bicara, seperti:

Agree	Disagree
Yes, I agree with you.	I'm sorry, but I can't agree with you.
Yes, I think that's a good point.	I think you may have missed the point there ...
I'll go along with that.	Sorry, I can't go along with that.

➤ **Contoh dalam Dialog**

Dialog 1

Mr. Zoe : *What do you think of my new house?*

Shane : *It is beautiful. I think. Oh you have many novels in your new house.*

Mr. Zoe : *Yeah, some. I like Andrea Hirata's novels.*

Shane : *How do you feel about Andrea Hirata's novels?*

Mr. Zoe : *I feel they are great novels.*

Shane : *Yes, you are right. I think it is going to rain.*

Mr. Zoe : *I don't think so. Look outside at the sky! It's so clear. No clouds there.*

Shane : *But I watched the weather forecast yesterday. It said that today is going to rain.*

VI. Metode Pembelajaran/Teknik

Problem Based Learning (PBL)

VII. Kegiatan pembelajaran

➤ Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Memperkenalkan materi yang akan dipelajari

➤ Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi expression asking and giving opinion.
- Berinteraksi dengan siswa untuk membekali kosa kata terkait dengan ungkapan asking and giving opinion. Dan berinteraksi dengan siswa untuk menemukan makna kata
- Siswa dipasangkan dengan teman sebangku mereka membuat kalimat expression asking and giving opinion.
- Siswa mendiskusikan materi bersama teman kelompok.
- Membiasakan siswa membuat kalimat expression asking and giving opinion dan menggunakannya dalam situasi yang sesungguhnya.
- Memberikan kesempatan pada siswa mengkomunikasikan secara lisan atau mempresentasikan mengenai expression asking and giving opinion.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

➤ Kegiatan akhir (10')

- Melakukan sesi tanya jawab sehubungan dengan materi expression asking and giving opinion.
- Siswa diminta membuat rangkuman dari materi mengenai expression asking and giving opinion.
- Menyimpulkan materi tentang expression asking and giving opinion yang telah dipelajari.

VIII. Sumber Belajar

1. Buku teks yang relevan
2. internet

IX. Penilaian

- a. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1	Merespon dan menggunakan ungkapan-ungkapan asking and giving opinion dengan tepat.	Tes Lisan	Membuat dialog	Make a dialogue orally based on the situations below!

b. Instrumen Penilaian

Make a dialogue based on the situations below by using the expression asking and giving opinion with your partner. Perform your dialogue in front of the class!

- a. Ask your friend to play game with you.
- b. Ask your friend to sweep the floor.
- c. Give opinion to your friend about his/her new haircut.

c. Pedoman Penilaian

Aspects	Score	Description
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently use the wrong word; conversation somewhat limited because inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Pronunciation	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed,

		although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible

Makassar, Oktober 2015

Peneliti

Nur Kalbia

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Somba Opu Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Expressions of Offering Something
Pertemuan Ke	: 3

I. Standar Kompetensi

Mendengarkan

2. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Berbicara

- 4 Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: offering something (menawarkan sesuatu).
- 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: offering something (menawarkan sesuatu).

III. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menggunakan ungkapan-ungkapan offering something (menawarkan sesuatu).	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat,
Merespon ungkapan-ungkapan offering something (menawarkan sesuatu).	

	cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.
Mempraktekkan tindak tutur offering something (menawarkan sesuatu).	

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan).

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menggunakan expression offering something.
- Merespon ungkapan-ungkapan expression offering something.
- Mempraktikkan tindak tutur expression offering something.

V. Materi Pokok

- ❖ Definition of offering something.

Offering based from word “offer” which means to ask someone if they would like to have something or if they would like you to do something. In offering something revealed there were two kinds, namely formal form which usually used to older people and informal form which usually used to same age or younger people.

Formal	Informal
<ul style="list-style-type: none"> ▪ Would you like something to drink? ▪ Would you like to disco? ▪ Would you like to come along? ▪ Could I offer you a glass of lemonade? ▪ Would you mind joining us? ▪ Shall I get you a bottle of water? 	<ul style="list-style-type: none"> ▪ What can i get for you? ▪ Won't you have a pancake? ▪ Cheese sandwich? ▪ Chocolate? ▪ Have some? ▪ Like one? ▪ Do you want?

❖ Accepting and declining an offering something.

Accepting	Declining
<ul style="list-style-type: none"> • Thank you. • Yes, please! • I'd like it • Thank you, i would • That would be very nice etc. 	<ul style="list-style-type: none"> • No, thanks • No, I really won't, thank you • Not for me, thanks • No thanks, I am not etc.

❖ Example in dialogue.

Alva : Hello Merry. *Would you like a cup of coffee?* I'm just making some.

Merry : Oh, *yes please*, that would be lovely.

Alva : How do you take it?

Merry : Hmm... with milk and little sugar please.

Alva : Ok! Wait a minute.

Merry : I'll wait you

Alva : Here you are.

Merry : *Thank you!*

Alva : You're welcome

VI. Metode Pembelajaran/Teknik

Problem Based Learning (PBL)

VII. Kegiatan pembelajaran

➤ Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Memperkenalkan materi yang akan dipelajari

➤ Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi offering something (menawarkan sesuatu).
- Berinteraksi dengan siswa untuk membekali kosa kata terkait dengan ungkapan offering something (menawarkan sesuatu). Dan berinteraksi dengan siswa untuk menemukan makna kata

- Siswa dipasangkan dengan teman sebangku mereka membuat kalimat offering something (menawarkan sesuatu).
 - Siswa mendiskusikan materi bersama teman kelompok.
 - Membiasakan siswa membuat kalimat offering something (menawarkan sesuatu) dan menggunakannya dalam situasi yang sesungguhnya.
 - Memberikan kesempatan pada siswa mengkomunikasikan secara lisan atau mempresentasikan mengenai offering something (menawarkan sesuatu).
 - Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Kegiatan akhir (10')
- Melakukan sesi tanya jawab sehubungan dengan materi offering something (menawarkan sesuatu).
 - Siswa diminta membuat rangkuman dari materi mengenai offering something (menawarkan sesuatu).
 - Menyimpulkan materi tentang offering something (menawarkan sesuatu) yang telah dipelajari.

VIII. Sumber Belajar

1. Buku teks yang relevan
2. Internet

IX. Penilaian

- a. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1	Mempraktikkan tindak tutur offering something.	Tes Lisan	Membuat dialog	Make a dialogue orally based on the situations below!

- b. Instrumen Penilaian

Make a dialogue based on the situations below by using the expression asking and giving opinion with your partner. Perform your dialogue in front of the class!

- a) Offer your friend a cup of coffee.

- b) Offer your friend some French fries
- c) Offer your friend to do homework together.

c. Pedoman Penilaian

Aspects	Score	Description
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently use the wrong word; conversation somewhat limited because inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Pronunciation	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.

	1	Cannot be said to understand even simple conversation virtually impossible
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Makassar, November 2015

Peneliti

Nur Kalbia

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Somba Opu Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Expressions of complaint
Pertemuan Ke	: 4

I. Standar Kompetensi

Mendengarkan

3. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Berbicara

- 5 Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

- 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: complaint (keluhan).
- 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: complaint (keluhan).

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menggunakan ungkapan-ungkapan complaint (keluhan).	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin
Merespon ungkapan-ungkapan complaint (keluhan).	tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat,
Mempraktekkan tindak tutur complaint	cinta damai, gemar membaca, peduli

(keluhan).	lingkungan, peduli sosial, tanggung jawab, mandiri.
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan).

III. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menggunakan expression complaint (keluhan).
- Merespon ungkapan-ungkapan expression complaint (keluhan).
- Mempraktikkan tindak tutur expression complaint (keluhan).

IV. Materi Pokok

➤ Definition of complaint (keluhan)

According to *Cambridge Advance Learner's Dictionary* explain that complaint is when someone says that something is wrong or not satisfactory. In other words, complaint is the way of someone to show their dissatisfactory about something.

➤ Ungkapan-ungkapan yang digunakan dalam complaint.

- Excuse me, but there is a problem with ...
- I really must object to ...
- I am sorry but this is not like what I expected
- Sorry to bother you, but I think there is something wrong with ...
- I don't want to tell this, but ...
- I am sorry to tell you this, but ...
- I am afraid I have to make a complaint about this.
- I am sorry to bring this up, but ...
- I think there is something wrong about ...

➤ Contoh dalam percakapan

Eddy : Excuse me, Could you give me the key for room 101 that I booked last week ?
 Receptionist : May I know your name, sir?
 Eddy : Eddy Roberts. I booked for a single room last week.
 Receptionist : I am sorry, sir. But we have no record of your booking.

Eddy : Well, *I am afraid I have to make a complaint about this.* I booked the room myself a week ago. I have a payment invoice to prove it. I want to speak to your manager, please.

V. Metode Pembelajaran/Teknik

Problem Based Learning (PBL)

VI. Kegiatan pembelajaran

➤ Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Memperkenalkan materi yang akan dipelajari

➤ Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi complaint (keluhan).
- Berinteraksi dengan siswa untuk membekali kosa kata terkait dengan ungkapan complaint (keluhan). Dan berinteraksi dengan siswa untuk menemukan makna kata
- Siswa dipasangkan dengan teman sebangku mereka membuat kalimat complaint (keluhan).
- Siswa mendiskusikan materi bersama teman kelompok.
- Membiasakan siswa membuat kalimat complaint (keluhan) dan menggunakannya dalam situasi yang sesungguhnya.
- Memberikan kesempatan pada siswa mengkomunikasikan secara lisan atau mempresentasikan mengenai complaint (keluhan).
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

➤ Kegiatan akhir (10')

- Melakukan sesi tanya jawab sehubungan dengan materi complaint (keluhan).
- Siswa diminta membuat rangkuman dari materi mengenai complaint (keluhan).
- Menyimpulkan materi tentang complaint (keluhan) yang telah dipelajari.

VII. Sumber Belajar

1. Buku teks yang relevan
2. Internet

VIII. Penilaian

- a. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1	Mempraktikkan tindak tutur complaint.	Tes Lisan	Membuat dialog	Make a dialogue orally based on the situations below!

- b. Instrumen Penilaian

Make a dialogue based on the situations below by using the expression asking and giving opinion with your partner. Perform your dialogue in front of the class!

- 1) Complaint to your friend that he/she careless.
- 2) Complaint to the neighbor that he/she throw rubbish everywhere.
- 3) Complaint to your friend that he/she imitate your homework.

- c. Pedoman Penilaian

Aspects	Score	Description
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently use the wrong word; conversation somewhat limited because inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Pronunciation	5	Have a few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible

Makassar, November 2015

Peneliti

Nur Kalbia

APPENDIX II

Pre test

Choose one of following topics below and make a dialogue.

- a) Ask your friend to clean the whiteboard.
- b) Offer your friend a cup of ice tea.
- c) Tell your friend that you have new computer
- d) Complain to your friend that he/she ruin your concentration.

Post test

Choose one of following topics below and make a dialogue.

- a) Ask your friend to accompany you to go to cinema.
- b) Offer your friend a shopping voucher.
- c) Tell to your friend that you win quiz in TV show.
- d) Complain to your employee that he/she is slow when doing something.

APPENDIX III

DATA ANALYSIS

A. STUDENTS' WRITING FLUENCY AND ACCUARCY IN PRE-TEST AND POST-TEST

1. Pre-test

Sample	Accuracy		Fluency	Σ	\bar{X}
	Vocabulary	Pronunciation	comprehension		
S-1	6	6	6	18	6
S-2	6	8	6	20	6,66
S-3	8	6	4	18	6
S-4	4	6	4	14	4,66
S-5	2	2	2	6	2
S-6	4	2	4	10	3,33
S-7	6	4	6	16	5,33
S-8	6	4	6	16	5,33
S-9	2	4	4	10	3,33
S-10	6	4	4	14	4,66
S-11	4	6	6	16	5,33
S-12	4	4	4	12	4
S-13	6	8	6	20	6,66
S-14	6	4	2	12	4
S-15	4	2	4	10	3,33
S-16	4	4	4	12	4
S-17	6	6	8	20	6,66
S-18	4	4	4	12	4
S-19	8	6	8	22	7,33

S-20	8	6	6	20	6,66
S-21	4	6	4	14	4,66
S-22	6	6	6	18	6
S-23	6	4	6	16	5,33
S-24	4	2	2	8	2,66
Σ	124	114	116	354	117,92
\bar{X}	5,16	4,75	4,83	14,75	4,91

Note: The result of pre-test score every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

1. Vocabulary

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

2. Pronunciation

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

3. Comprehension

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

2. Post-test

Sample	Accuracy		Fluency	Σ	\bar{X}
	Vocabulary	Pronunciation	comprehension		
S-1	6	6	6	18	6
S-2	8	8	6	22	7,33
S-3	10	6	6	22	7,33
S-4	6	6	6	18	6
S-5	4	2	4	10	3,33
S-6	6	4	6	16	5,33
S-7	8	6	6	20	6,66
S-8	10	6	8	24	8
S-9	4	4	6	14	4,66
S-10	6	6	6	18	6
S-11	6	8	6	20	6,66
S-12	4	4	4	12	4
S-13	6	10	8	24	8
S-14	6	4	2	12	4
S-15	4	4	4	12	4
S-16	4	6	4	14	4,66
S-17	10	8	8	26	8,66
S-18	6	6	6	18	6
S-19	10	8	10	28	9,33
S-20	10	8	8	26	8,66
S-21	4	8	6	18	6
S-22	8	8	10	26	8,66
S-23	8	6	8	22	7,33
S-24	4	2	2	8	2,66
Σ	158	144	146	448	149,33
\bar{X}	6,58	6,00	6,08	18,66	6,22

Note: The result of post-test score every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

1. Vocabulary

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

2. Pronunciation

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

3. Comprehension

$$\text{Scoring} = \frac{\text{Correct answer score}}{5} \times 10$$

B. TABLE STUDENTS ACHIEVEMENTS

Students' speaking ability

Sample	X1 (Pre-Test)	X2 (Post-Test)	D (x2-x1)	X1 ²	X2 ²	D ²
S-1	6	6	0	36	36	0
S-2	6,66	7,33	0,67	44,35	53,72	0,44
S-3	6	7,33	1,33	36	53,72	1,76
S-4	4,66	6	1,34	21,71	36	1,79
S-5	2	3,33	1,33	4	11,08	1,76
S-6	3,33	5,33	2	11,08	28,4	4
S-7	5,33	6,66	1,33	28,4	44,35	1,76
S-8	5,33	8	2,67	28,4	64	7,12
S-9	3,33	4,66	1,33	11,08	21,71	1,76
S-10	4,66	6	1,34	21,71	36	1,79
S-11	5,33	6,66	1,33	28,4	44,35	1,76
S-12	4	4	0	16	16	0
S-13	6,66	8	1,34	44,35	64	1,79
S-14	4	4	0	16	16	0
S-15	3,33	4	0,67	11,08	16	0,44
S-16	4	4,66	0,66	16	21,71	0,43
S-17	6,66	8,66	2	44,35	74,99	4
S-18	4	6	2	16	36	4
S-19	7,33	9,33	2	53,72	87,04	4
S-20	6,66	8,66	2	44,35	74,99	4

S-21	4,66	6	1,34	21,71	36	1,79
S-22	6	8,66	2,66	36	74,99	7,07
S-23	5,33	7,33	2	28,4	53,72	4
S-24	2,66	2,66	0	7,07	7,07	0
Total score	117,92	149,33	31,34	626,16	1007,84	55,46
Mean score	4,91	6,22	1,30	26,09	41,99	2,31

C. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score

$$M = \frac{\sum x}{N}$$

Where: M : the mean score

$\sum x$: the sum of all score

N : the total number of subject

(Brown: 2005)

1. The Mean Score For Pre-Test

a. Accuracy

➤ Vocabulary

$$M = \frac{\sum x}{N} = \frac{124}{24} = 5,16$$

➤ Pronunciation

$$X = \frac{\sum x}{N} = \frac{114}{24} = 4,75$$

b. Fluency

- Comprehension

$$X = \frac{\sum x}{N} = \frac{116}{24} = 4,83$$

2. The Mean Score For Post-Test

a. Accuracy

- Vocabulary

$$M = \frac{\sum x}{N} = \frac{158}{24} = 6,58$$

- Pronunciation

$$X = \frac{\sum x}{N} = \frac{144}{24} = 6,00$$

b. Fluency

- Comprehension

$$X = \frac{\sum x}{N} = \frac{146}{24} = 6,08$$

D. CALCULATING THE T-TEST ANALYSIS

- Calculating the t-test analysis of Students' reading comprehension achievement

Mean score of gain (D)

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{31,34}{24}$$

$$\bar{D} = 1,30$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,30}{\sqrt{55,46 - \frac{(31,34)^2}{24(24-1)}}$$

$$t = \frac{1,30}{\sqrt{55,46 - \frac{982,19}{24(23)}}$$

$$t = \frac{1,30}{\sqrt{55,46 - \frac{40,92}{552}}$$

$$t = \frac{1,30}{\sqrt{\frac{14,54}{552}}$$

$$t = \frac{1,30}{\sqrt{0,02}}$$

$$t = \frac{1,30}{0,14}$$

$$t = 9,28$$

E. CRITICAL VALUE OF T-TABLE

Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.925	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527
22	1.717	2.074	2.819	3.505
23	1.714	2.069	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.058	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.704	3.307

APPENDIX IV

STUDENTS' PRE-TEST AND POST-TEST SCORE CLASSIFICATION

Sample	Pre-test			\bar{X}	Post-test			\bar{X}
	Accuracy		Fluency		Accuracy		Fluency	
	Vocabulary	Pronunciation	Comprehension		Vocabulary	Pronunciation	Comprehension	
S-1	Fair	Fair	Fair	Fair	Fair	Fair	Fair	Fair
S-2	Fair	Good	Fair	Fairly good	Good	Good	Fair	Good
S-3	Good	Fair	Poor	Fair	Excellent	Fair	Fair	Good
S-4	Poor	Fair	poor	Poor	Fair	Fair	Fair	Fair
S-5	Very poor	Very poor	Very poor	Very poor	Poor	Very poor	Poor	Very poor
S-6	poor	Very poor	poor	Very poor	Fair	Poor	Fair	Fair
S-7	Fair	Poor	Fair	Very Poor	Good	Fair	Fair	Fairly good
S-8	Fair	Poor	Fair	Poor	Excellent	Fair	Good	Good
S-9	Very poor	Poor	Poor	Very Poor	Poor	Poor	Fair	Poor
S-10	Fair	Poor	Poor	Poor	Fair	Fair	Fair	Fair
S-11	Poor	Fair	Fair	Poor	Fair	Good	Fair	Fairly good
S-12	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor
S-13	Fair	Good	Fair	Fairly good	Fair	Excellent	Good	good

S-14	Fair	Poor	Very poor	Poor	Fair	Poor	Very Poor	Poor
S-15	Poor	Very poor	Poor	Very Poor	Poor	Poor	Poor	Poor
S-16	Poor	Poor	Poor	Poor	Poor	Fair	Poor	Poor
S-17	Fair	Fair	Good	Fairly good	Excellent	Good	Good	Very good
S-18	Poor	Poor	Poor	Poor	Fair	Fair	Fair	Fair
S-19	Good	Fair	Good	Fairly good	Excellent	Good	Excellent	Very good
S-20	Good	Fair	Fair	Fairly good	Excellent	Good	Good	Very good
S-21	Poor	Fair	Poor	Poor	Poor	Good	Fair	Fair
S-22	Fair	Fair	Fair	Fair	Good	Good	Excellent	Very good
S-23	Fair	Poor	Fair	Poor	Good	Fair	Good	Fairly good
S-24	Poor	Very poor	Very poor	Very poor	Fair	Very poor	Very Poor	Very Poor

APPENDIX V

STUDENTS' ATTENDENCE LIST

Sample	Pre-test	Meetings				Post-test
		1 st	2 nd	3 rd	4 th	
S-1	√	√	<i>i</i>	√	√	√
S-2	√	√	√	√	√	√
S-3	√	√	√	√	√	√
S-4	√	√	√	√	√	√
S-5	√	√	√	√	√	√
S-6	√	√	√	√	√	√
S-7	√	√	√	√	√	√
S-8	√	√	√	√	√	√
S-9	√	√	√	√	√	√
S-10	√	√	√	√	√	√
S-11	√	√	√	√	√	√
S-12	√	<i>i</i>	<i>i</i>	√	√	√
S-13	√	√	√	√	√	√
S-14	√	√	√	√	√	√
S-15	√	√	√	√	√	√
S-16	√	<i>s</i>	√	√	√	√
S-17	√	√	√	√	√	√
S-18	√	√	√	√	√	√
S-19	√	√	√	√	√	√
S-20	√	√	√	√	√	√
S-21	√	√	√	√	√	√
S-22	√	√	√	√	√	√
S-23	√	√	√	√	√	√
S-24	√	√	√	√	√	√

APPENDIX VI

STUDENTS' DIALOGUE TRANSCRIPTION

❖ Pre-test

- S1 : You want ice tea?
S2 : Yes I want *to*.
S1 : *It* is. I buy two of ice tea. One for you
S2 : Thank you. You very kind *of* me
S1 :Your welcome. I buy it for you because you help me to clean the class
S2 : But you *not* need to do it. I happy help you.
S1 : I know but I happy too, buy ice tea *to* you
S2 : Thank you very much.
S1 : Yes. Your welcome!
- S3 :Are you busy now?
S4 : No. why?
S3 : can you help me?
S4 : Yes.
S3 : Please clean the whiteboard.
S4 : Why you ask me?
S3 : I sweep the floor and you clean the white board. Because our teacher will angry if she come and class dirty.
S4 : what you say? slow
S3 : I say, I will sweep the floor and you clean the whiteboard
S4 : Yes. Let's go.
S3 : Clean the whiteboard now!
- S6 : HelloRini!
S5 : Hello too, Diba!

S6 : Can you *helping* me?
S5 : Yes. What?
S6 : Please clean the whiteboard.
S5 : What? *Apa?*
S6 : Whiteboard. Clean whiteboard.
S5 : Yes. I do
S6 : Thanks so much.

S7 : I *want goes to* canteen buy ice tea. You want?
S8 :Yes. Buy one for me.
S7 :Wait me. Ok!
S8 :Oh. *Not use many* sugar.
S7 :Yes, but why? *You sick?*
S8 : No, I *not* want very sweet.
S7 : Oh, like *it*.
S8 :I forget. *It* my money
S7 : Yes. I go
S8 :Yes

S9 : Let work our *tugas* from IbuQalbi
S10 : Yes. But my computer error
S9 : Don't worry, I *punya* new computer
S10 : Right? You have
S9 : Yes. It from my Mom.
S10 :*You great*. Let work our homework.
S9 : Yes, I wait you at home
S10 :Wait me, Ok!

S11 : why you so noisy?
S12 : why? What?
S11 : you *annoying* me. *You now*.

S12 : what?
S11 : you *annoying*. *Mengganggu*.
S12 : oh sorry. *I'm sorry to you*
S11 : Ok. So please get out from here.
S12 : but I not want get out.
S11 : not noisy again.
S12 : oke!
S11 : promise to me oke!
S12 : yes.

S14 : I *has*new computer.
S13 : Wow. Very good!
S14 : You *wantsaw* it?
S13 : What?
S14 : Want to *saw* it.
S13 : Oh, yes. Yes.
S14 : This. *Not make dirty it*.
S13 : Okey, don't worry.
S14 : Sorry?
S13 : I *say*don't worry. Don't worry.

S16 : HaiRina, what are you do?
S15 : Oh, *No thing*Aulia.
S16 : Can you help me?
S15 : What I can *doing*for you?
S16 : Please. Help me cleaning the *with*board
S15 : what?
S16 : Help me cleaning the whiteboard, please.
S15 : Oke. I help you.
S16 : Thank you!
S15 : Yes.

S18 : What you search?
S17 : My money. I want buy ice tea. You want?
S18 : No, thanks. *Not busy*
S17 : I buy for you. Weather hot, good drink ice tea
S18 : But I *not* want
S17 : Really?
S18 : Yes I'm not
S17 : Oke. I buy one ice tea.

S19 : This is my new computer.
S20 : *This is* your new computer?
S19 : Yes. It is my birthday present from my parents.
S20 : Wow, it great. How lucky you
S19 : Thank you very much.
S20 : I think it very expensive
S19 : No, my mother say she buy it cheaper than normal cost
S20 : Why like that?
S19 : The shop celebrate their birthday too when my mom buy it. And the shop *give* discount for the buyers *the* day.
S20 : It is great

S21 : Why you so noisy?
S22 : I search my pen. I don't now where it
S21 : But I *not concentrasion* with your noisy
S22 : I'm sorry. I not mean to *disturbyou*
S21 : You can use my pen
S22 : Thanks
S21 : And not *ulang* your mistake
S22 : Yes, I'm sorry

S24 : So hot!
S23 : Yes. I wanna make ice tea. Want you?
S24 : Yes. *It good* drink ice tea.
S23 : What you *say*?
S24 : Good drink ice tea.
S23 : Wait. I make it.
S24 : Yes. I wait.
S23 : how *many* sugar you want?
S24 : Sugar. Sugar *many to ice tea*.
S23 : Ok! Wait a minute.

❖ Post-test

S1 : Who is *call* you?
S2 : Oh, the staff from TV station. I win quiz last night and they ask me come to the TV station tomorrow.
S1 : Why they ask it? *For what*?
S2 : They said that they will give the reward to me so I must go to there.
S1 : What is reward?
S2 : Reward is *hadiah*
S1 : Oh, what reward you win?
S2 : I win a smartphone.
S1 : Congratulation! You so lucky.
S2 : Thanks.

S3 : I will go to store tonight. Would you like to join with me?
S4 : But I not have enough money *to shopping*.
S3 : Don't worry. I have two shopping vouchers. I will give you one. Do you want?

S4 : Sure? You give me voucher?
S3 : Yes. Because its only available until tonight. It will be useless if we don't use it.
S4 : So, what time you *would* go?
S3 : At 7 tonight. See you there.
S4 : See you.
S3 : Don't be late, okey!
S4 : Why we must come early?
S3 : Because the stocks are limited. So we should be there in time.
S4 : Yes, see you tonight.

S7 : what are you *do* tonight?
S8 : I want to finish my homework
S7 :What do you think about shopping tonight?
S8 :Good. But maybe I cannot accompany you for shopping
S7 : But you know. I have shopping voucher for this night
S8 : Sure? Do you get discount also?
S7 : Yes.
S8 : Well, I will accompany you tonight but after I finish my homework
S7 : Oh, thanks so much. You're so kind
S8 :Your welcome

S10 :*Hei*, look my watch
S9 :*It new*?
S10 : Yes. You're right
S9 : When you buy it?
S10 :*I not* buy it. I get from quiz in TV, I win the quiz
S9 :Congratulations. *You* very good
S10 : The same to you.
S9 : You smart, my friend.
S10 : Don't say that

S9 : No, true

S10 : Thank you!

S11 : I wanna tell you something. Can you stop for a while?

S12 : what? Tell me!

S11 : sorry to say this. But what wrongwith you?

S12 : sorry? *What say?*.What you *say*?

S11 : I *say*what wrong with you. I see *you slow* doing something

S12 :sorry. *I broken heart.*

S11 : what? But no *connection*with your job.

S12 : but I *very* broken heart

S11 : but don't connect with your job.

S12 : yes. I am

S13 : I feel boring. *Want* watch movie

S14 : Yes, good to watch movie

S13 : Yes, would you accompany me go to cinema?

S14 :*I'm not. Really busy working*

S13 : Please!

S14 : No. No. I busy

S13 : I buy tickets for you

S14 : No, thanks. I busy

S13 : Really?

S14 : Yes, really.

S15 :You *want accompany* me go to cinema?

S16 :Yes.*Film whatyou* watch?

S15 :Film horror.

S16 : What film?

S15 : The title "The Silenced"

S16 :When you *goes* to cinema?

S15 :*Hour 4 o'clock.*

S16 :See you later.

S15 : Yes. Don't late.

S16 : Ok. You too don't late.

S17 : Why you look so hurry?

S18 :I wanna go to station TV now.

S17 : what will you do there?

S18 : I won quiz on TV yesterday. They *asking* me to come there.

S17 : Really? I must congratulate you on your achievement

S18 : Thanks very much.

S17 : Do you want me to accompany you?

S18 : Sorry. What?

S17 : I said do you want me to accompany you?

S18 :*No, want*

S17 : Well, take care, OK

S20 : What are you doing? Are you busy?

S19 : I make advertisement for the costumer, sir.

S20 : well, could you follow me for a minute. I want to say something to you.

S19 : Just tell me sir.

S20 : Actually, I don't want to tell this but there is something wrong with your work.

S19 : What happened sir? What's wrong with me?

S20 : I don't know what exactly happen but I see you are slow when doing something. Are you ok?

S19 : I'm sorry sir. I'm sick, but don't worry I will still work.

S20 : Are you have been check up to the doctor? What he said?

S19 : Yes sir. The doctor said that my blood pressure is low but I'm still able to work.

S20 : I hope you get well soon and don't forget to eat medicines

S19 : Yes. Thank you so much sir.

S22 : How do you feel about watching movie?

S21 : I think it *enjoying*.

S22 : Do you want to accompany me to go to cinema tonight?.I want to watch film "Surga yang takdirindukan"

S21 : Where you will go?

S22 : Of course, in our favorite cinema.

S21 : But I *not* want to *seeing* the film. I *haswatch*.

S22 :Well. We watch another film. Not that film if you promise to accompany me.

S21 :Yes. So, pick me at my home tonight

S22 : Yes. Just wait me at your home. And see you tonight

S21 : See you

S23 :Excuse me for disturb you. I want say something.

S24 : Yes, *say* to me.

S23 : I'm sorry to tell this but I think you're slow *do* your job.

S24 : I'm sorry. I *minus* sleep tonight.

S23 :What? *Why can like that?*

S24 : Sorry. *What say?* What you say?

S23 : I tell you, why you less sleep tonight?

S24 : I watch TV until midnight.

S23 : Don't *doing* that again.

S24 : Yes.

S23 : Promise to me. Ok!

S24 : Ok!

APPENDIX VII

DOCUMENTATION



CURRICULUM VITAE



The researcher Nur Kalbia was born on 2nd October 1994 in Ulo, Bone regency from the marriage of her father, Amustan and her mother Hj. Roswati. She is the first child from 3 siblings.

The researcher starts her education in elementary school at 1999 in SDN 3 Poli-Polia, Kolaka regency and graduated from elementary school at 2005. After that, she continued her study in SMP Negeri 2 Ladongi, Kolaka regency and graduated at 2008. Then, the researcher continued her study in SMK Negeri 1 Libureng at 2008 and graduated at 2011.

In the same year, she registered as students in English Department, faculty of teacher training and education, Makassar Muhammadiyah University. And in 2016 the researcher finish her study by doing thesis entitled “Improving Student’s Speaking Ability through Problem Based Learning Strategy in Performing Adjacency Pairs” at students’ second grade of SMA Somba Opu, Gowa.