

**THE APPLICATION OF SELF TALK STRATEGY IN TEACHING
SPEAKING SKILL**

*(A Pre-Experimental Research at The Seventh Grade of SMPN 3 Pitumpanua,
Wajo Regency)*



A Thesis

*Submitted To the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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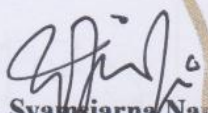
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang membuat perjanjian

ISMAWATI

MOTTO

**EASY IS A TEST OF GRATITUDE
WHILE
ADVERSITY IS A TEST PATIENT**

I dedicated this thesis to :

My beloved parents (especially for my mom), my siblings,
and my friends, for the sincerity and support to do this thesis.

ABSTRACT

ISMAWATI. 2017. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *“The Application of Self Talk Strategy in Teaching Speaking Skill (An Experimental Research at the Seventh Grade Students SMP Negeri 3 Pitumpanua, Wajo Regency)”*, Under Supervisors Syamsiarna Nappu and Muh. Arief Muhsin.

This research aimed at finding out the improvement of students' speaking skill by the application of Self Talk Strategy at the seventh grade students of SMP Negeri 3 Pitumpanua that focused on accuracy consisted of pronunciation and vocabulary and fluency which was consisted of pauses and hesitation.

The method of this research was a experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the seventh grade students with the total number of subject where 21 students. The instruments of data collection for this research were pre-test and post-test.

The researcher findings indicated that the seventh grade students of SMP Negeri 3 Pitumpanua were very low in speaking skill. But after treatment, their speaking skill significant improved. It was proven by the result of the mean score obtained by the students through pre-test was 41.42 which was classified as very poor category and the mean score of the students in post-test was 68.33 which was classified as fair category. While the value of t-test was greater than the value of t-table ($10.48 > 2.080$). It was indicated that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted. It could be concluded that the application of Self Talk Strategy is effective to improve the students' speaking skill.

Keyword: Pre-Experimental, Speaking, Accuracy, Fluency, Self-talk.

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Makassar, November 2017

The Researcher

ISMAWATI

LIST OF CONTENTS

TITTLE PAGE.....	i
APPROVAL SHEET	ii
CONCELLING SHEET.....	iii
SURAT PERNYATAAN.....	
iv	
SURAT PERJANJIAN	v
MOTTO	
vi	
ABSTRACT.....	
vii	
ACKNOWLEDGMENT.....	
viii	
LIST OF CONTENTS	x
LIST OF TABLES	
xii	
LIST OF APPENDICES	
xiii	
CHAPTER I	
INTRODUCTION.....	1
A. Background	1
B. Problem Statement	4
C. Objective of the research	4
D. Significance of the research	4
E. Scope of the research	5
CHAPTER II	
REVIEW OF RELATED LITERATURE.....	6

A. Previous Related Research Findings	6
B. The Concepts of Speaking	7
C. The Concepts of Self-Talk Strategy	15
D. Conceptual Framework	24
E. Hypothesis	25
CHAPTER III	
RESEARCH METHOD	26
A. Research Design	26
B. Population and Sample	27
C. Variables and Indicators	27
D. Procedure for Collecting Data	28
E. Research Instrument	29
F. Technique of Data Analysis	32
CHAPTER IV	
FINDING AND DISCUSSION	34
A. Finding	34
B. Discussion	38
CHAPTER V	
CONCLUTION AND SUGGESTION	48
A. Conclusion	48
B. Suggestion	49
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 3.1 Research Design	26
Table 3.2 Accuracy of Pronunciation	30
Table 3.3 Accuracy in Vocabulary	31
Table 3.4 Fluency in Pauses	31
Table 3.5 Fluency in Hesitation.....	32
Table 4.1 The Improvement of the Students' Accuracy in Speaking Skill.....	34
Table 4.2 The Improvement of the Students' Fluency in Speaking Skill	35
Table 4.3 The Improvement of the Students' Speaking Skill (Final Score) ...	36
Table 4.4 The Significance of The Students' Speaking Skill (Final Score)....	38

LIST OF APPENDICES

LESSON PLAN
TEACHING MATERIAL.....
INSTRUMENT PRE AND POST-TESTS
DATA ANALYSIS
T-TABLE DISTRIBUTION
TRANSCRIPTION PRE AND POST-TESTS
DOCUMENTATION.....

CHAPTER I

INTRODUCTION

This chapter deals with a background, problem statement, an objective of the research, significance of the research, and the scope of the research.

A. Background

Language is one of the most important things in the communications, and it is being used as a means of communication between the nations around the world. As the international language, English was very important and have a lot of interrelationships with various aspects of life owned by humans. In Indonesia, English is regarded as the first foreign language and taught officially of elementary school until to university level.

In English, there are four skills to control; they: listening, speaking, reading, and writing. Speaking was the ability to the process of communicative competence, pronunciation, intonation, grammar, and vocabulary increase. For the beginner, speaking exercise was difficult to try. Naturally, they feel confused on the rule, like grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to be active in speaking class. This makes many students have low scores in English. In speaking class, students should be taught how to speak. Speaking is the most important skill because it was one of the abilities to carry out a conversation on the language. In other to opinions Turk, C (2003: 20) states spoken language first form of communication between humans. From the statement can conclude that speaking was the first skill that should be the first time when someone learning languages.

In teaching speaking, there are some principles. The first was helped students overcome their initial reluctance to speak, encourage, provided opportunity, and start from something simple. The second was asked students to talk about what they can talk about. The third was asked students to talk about what they can talk about. The fourth was provided appropriate feedback. The fifth was combined speaking with listening and reading. The last was incorporated the teaching of speech acts in teaching speaking.

On the other hands, in previous observation, the researcher found that most of the students got difficulties in speaking and most teachers tend to teach reading and writing seriously than speaking whereas speaking was essential too. As a consequence, they explained speaking in a bored way and make the students uninterested in learning. That's why the researcher was tried with this strategy of Self Talk to verify that the students speaking skill effective or not. This strategy that can be used to applied students speaking in communication or conversation, this strategy was a strategy that can be used in speaking class. It was very useful to motivate students to speak. In self-talk strategy, are going to talk to them. It is usually done before students start to do an activity.

According to Nielsen (2008: 113), Self-Talk is a conversation that a person carries a mentally about self, about other and environments. It can help students to deliver their thinking and feeling easy because Self Talk gave good contribution for the students to explore their knowledge and makes the students was the creative one.

Based on observation and interview with some English teachers in SMP Negeri 3 Pitumpanua, many teachers still used old concept methods in teaching speaking. The teacher just gave the material and explained it then gave an example and gave exercise. This method was not effective. Therefore, many students who do not have the qualification ability to speak English is not only influenced or caused by internal causes such as interests, self-concepts, motivations, or self-confidence, but also external causes such as classroom space by the teacher including teaching and learning strategies. This happens because of many reasons such as lack of knowledge about the allocated learning strategies and the inability to apply learning strategies in the learning process. To solve these problems, researcher want to introduce a learning strategy that can assist teachers in teaching speaking successfully, which is called self-talk strategy that is not concerned with students' memory of vocabulary but the students' activity is to motivate themselves to speak English and even affect accuracy and fluency. Therefore, the researcher is intended to conduct a research entitled *The Application of Self Talk Strategy in Teaching Speaking Skill at The Seventh Grade of SMPN 3 Pitumpanua, Wajo Regency*.

B. Problems Statement

Based on the background above, the researcher formulated in this research can be focused on this following question:

1. Does the application of Self Talk Strategy improve students' speaking accuracy at the Seventh Grade of SMP Negeri 3 Pitumpanua?
2. Does the application of Self Talk Strategy improve students' speaking fluency at the Seventh Grade of SMP Negeri 3 Pitumpanua?

C. Objectives of the Research

Based on the research problem, the research objective of the research is to find out whether or not:

1. The application of Self Talk Strategy improves the students' speaking accuracy at the Seventh Grade of SMP Negeri 3 Pitumpanua.
2. The application of Self Talk Strategy improves the students' speaking fluency at the Seventh Grade of SMP Negeri 3 Pitumpanua.

D. Significance of the Research

The research was expected to have both theoretically and practically contributions. Theoretically, the result of this study was supposed to be able to widen the skill of teachers in used think-aloud strategy to improve student's speaking skill and as a reference to other researchers who studied think aloud strategy more intensively in teaching. Practically, it can be used as the strategy to improve students' ability in speaking, and it may guide, helped and encouraged students to realistic thinking, express their ideas, opinion, and thought on practice.

E. Scope of the Research

The scope of this research was to improve the students' in speaking skill by application Self Talk Strategy in teaching speaking. The improvement of the students' speaking skill which was focused the students' accuracy regarding pronunciation and vocabulary, fluency regarding pauses and hesitation at the Seventh Grade of SMP Negeri 3 Pitumpanua.

CHAPTER II

REVIEW OF RELATED LITERATURE

The research was designed to describe English teaching strategies by applied Self Talk Strategy. It was conducted to know how the English teachers facilitate their students in speaking English in a classroom. Therefore, this chapter presents some concepts of Self Talk and Speaking.

A. Previous Related Research Findings

Safitri (2016) who conducted a research entitled *Improving Students' Writing Recount Text by Using Self Talk Strategy at Second Grade of MTsN Tunggangri Kalidawir* found that students' writing ability in recount text is good and improved after they teach using self-talk strategy.

Baharuddin (2015) who conducted a research entitled *The Application of Learning Cycle Method in Teaching Speaking Skill at The Eleventh Grade Students in SMA Negeri 1 Pitumpanua, Wajo Regency* found that learning cycle was effective to improve the students' speaking accuracy regarding pronunciation and vocabulary.

Darsini (2013) who conducted a research entitled *Improving Speaking Skill through Cooperative Learning Method of The Eighth Grade Students of SMPN 2 UBUD* found that the application of cooperative learning method is successful. The results of data analysis compared with the mean pre-test number, the mean obtained by the subjects studied for each convincing session is much higher than the average pre-test score number mean of the value of reflection or post-test Obtained subject studied at cycle I 70,04 and at cycle II is 79,61.

Rista (2016) who conducted a research entitled *Using Self Talk Strategy in Teaching Speaking for EFL Learners* found that Self-talk strategy can significantly increase students' motivation and self-confidence in learning language especially in mastering speaking skill.

From the previous research findings, the researcher comes to conclude that similarity among those researchers used self-talk. Safitri used self-talk in the writing recount text for improving students. Rista (2016) used self-talk as the strategy in teaching speaking for EFL learners. Baharuddin and Darsini and used speaking skill. The difference is the concept that used by each of the researcher and population of their research. This research uses self-talk as the application in teaching speaking skill.

B. The Concepts of Speaking

Anderson and Bachman (2009: 1) claimed that speaking skills is an essential part of the curriculum in language teaching, and it makes that matters object judgments also. As is known that the ability of the language can measure from four language skill however nowadays people usually judge the language skill from how well someone able to speak the language itself. The professionals are expected to have good speaking skill; also, a lot of people speaking to show their ability and the influence of someone, for example, a politician, teachers, lawyers but president. Brown (2003: 140) states that speaking is the productive skill that can directly and empirically observed, they observations are always colored with an accuracy and the effectiveness of tests—taker listening skill is needed a compromise that reliability and the validity of oral request production test.

From all statements above it can be concluded that speaking skill was an important skill to be mastered when someone learns about language especially foreign language. Speaking skill becomes the most important skill since people have a belief that language mastery can be judged by how well someone speaks. In language teaching, language is essentially speech. Someone on his or her daily life needed to be able in used English as good as possible to make a comprehensible situation in speaking. Also, the function of language must also be involved in this skill the use of grammar, comprehension, fluency, and all of these should be used appropriately in social interaction. Therefore the appropriated method and technique are needed to improve students' speaking skill.

1. Definition of Speaking

There are many varying definitions of speaking from many English language experts, but it was impossible to discuss all of them. Therefore, the researcher only chooses several definitions that based on her opinion are important to talk about.

Speaking skill is the ability to used normal communicated, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed (Brown, 2003: 140) there are important concepts in this definition. It means that a speaking skill consists of some essential components. They are pronunciation, stress, intonation, grammatical structure, and vocabulary.

Therefore, it was enough for the students to hear or to listen to the speech only. This student, they have to practice their English anywhere. A teacher should

give more attention and gave various activities in teaching speaking skill to increase the student ability to use the language because this case in one of the ways to increase students' English speaking.

Encouraging the students to learn English was not an easy job. The teacher must be patient to build up the students' motivation. It was not enough only asked them to study hard, but the teacher should be a good model in showing their positive attitude toward English, besides they must present the material in teaching process by using some appropriated methods which are suitable with students' condition and interest.

Turk, (2003: 5) states that if we want to improve speaking skills first of all must be concious of self, motivations, behavior patterns, and possibility of error. From these statements, it can be concluded that the motivation of my self and also our environment was the emphasis of the factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment was the next important factor that influences learners speaking skill because if people around the learners canspeak well, it will be easier for the learners to copy their way to speak.

In relating to the explanation above, the researcher concluded that speaking of oral communication in giving information each other. It was an essential way in which the speaker can express himself through the language.

2. The Kinds of Speaking

Speaking generally divided into two kinds, namely speaking performance and competency of speaking. In this study, the researcher will explain clearly the following:

a. Speaking Performance

Jumahida in Darsini, (2008: 19) that perform is the person's process or manner of play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made: Marcel, (1978: 78) distinguishes the outline of an accuracy and fluency. According to him, that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

b. Speaking Competency

According to Jumahida in Darsini, (2008: 19) that competency was having that skill, ability, and knowledge to do something. Then, through this basic definition, we may also conclude that speaking competency was the ability of someone to speak which is supported by adequate and knowledge, and it is not assessed, but it is delivered.

3. The Elements of Speaking

a. Accuracy

Accuracy is the ability to produce sentences using correct grammar and vocabulary (Brown, 2001: 268). It was achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken language. Accuracy is needed to improve fluency. They strengthen each other to support communicative competence.

- Vocabulary

English is a very large vocabulary, which adds greatly to our opportunities to express subtle shades of meaning and to use of different styles (Michael and McCarty, 2002: 6). Also, vocabulary is an important component in the speaking skill. With mastering quite lot of vocabulary, students can express their ideas clearly. Turk, (2003: 87) stated that the a second way in which speaking a language different from the written language that the choice of vocabulary is very different. Written vocabulary formal and explicit. Spoken vocabulary tends to be familiar, and every day. From these statements, we can conclude that the right way to develop students' speaking skill is made sure that the vocabulary used in the speaking of a topic that is familiar to them.

- Pronunciation

The speaker pronunciation is a way to express every word language is wrong. Pronunciation required to make an understanding between the speaker and a good listener; in addition, obviously pronunciation could reveal the speaker ideas correctly and make listeners to understand in idea to easily. However, Burns and Claire (2003: 5) states that the survey done for this project showed that pronunciation could be something of a 'Cinderella' in language teaching –to given lower priority or even avoided. Sometimes teaching-learn the process of just stressed in the use of grammar or fluency without correcting student's who pronunciation. Some factors can be the reasons that the situation; one factors is a teacher effort to build students' confidence.

- b. Fluency

Richards (2009: 14) mentioned that the definition of fluency, “natural language use happens when a speaker involved in the interaction is meaningful and expressed comprehensible and sustainable communication though despite limitations in his or her communicative competence”. The definition of fluency is the Latin origin meaning as “flow”. It can be the same as other languages define about fluency as flow or fluidity as stated by Kopponen and Riggensbach (in Jamatlou: 2011), and nowadays, the definition of fluency itself closer to a simple definition of the term in applied linguistics also seem to share at least one feature resembling “fluidity”.

More present to learn about fluency adopted Lennon this (Jamatlou: 2011: 11) fluency may quickly, smooth, accurate, lucid, and efficient translation of thoughts or communicative intention to in the language under the temporal obstacle of on-line processing. This before the concept of fluency that can be accepted by most teachers and researchers because they have to realize that different fluency in the nature of the other parts of verbal proficiency like a range of vocabulary and complexity of syntax related to the linguistic knowledge accuracy.

Overall, the Researcher get in the conclusion to be fluent in speaking can be interpreted as the natural ability to speak spontaneously, quickly, smoothly, accurately, clearly, efficiently and comprehensibly with some number of errors that can distract the listener from the speaker’s message under the temporal constraints of online processing.

- Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter, 2009: 398); however, pausing is not an uncommon or wholly negative feature of a fluent language.

- **Hesitation**

Hesitation phenomena such as fillers are most likely to occur at the beginning of the utterance or phrases, probably as a result consequence of the greater demand on planning processes at junctures (Barr, 2001). Hesitation disfluencies showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as uh, in the conditions.

4. The Problems of Speaking

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and tried to do grammatically correct though, perhaps in many cases, it was common when a speaker speaks without having good attention at accuracy or fluency. Brown, (2001: 270-271) says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

- a. **Clustering**

Fluent the speech the phrase phrasal, not word by word. Learners can organize their output both cognitively and physically through clustering.

- b. **Redundancy**

The speaker has opportunity to make meaning clearer through redundancy of language. Learners can take advantage of this feature of spoken language.

- c. **Reduced forms**

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn the every day these contractions can sometimes develop rigid, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of using the password language is that the process of thinking as you speak, allowing you to manifest a number of performance hesitations, pauses, rewind, and correction.

e. Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency was a rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum –without interlocutors– would rob speaking skill of its richest component: the creativity of conversational negotiation.

C. The Concepts of Self Talk Strategy

1. Definition of Self Talk Strategy

In teaching speaking skill to foreign language learners teachers should must know the different learning strategy that can make significant progress for the students' ability. One of the strategies that can be applied to improve students' ability in speaking was those Self-Talk strategies that have been described in generally. Before applied this strategy in the learning process, the teacher should understand well about it, starting from the definition, the purpose and kinds of self-talk that are offered by the strategy.

Self-talk is an activity to convenece students self about what the students do; others defined self-talk as a strategy in which the adult describes what the students. A rough definition states that self-talk is an activity talking to yourself with students who appear in their mind. Self-talk also means making positive statements to help one get through challenging task (Barnhardt, 1997). There are many definitions of self-talk that was stated by the experts, but one that is definitely that self-talk is a strategy used to lead to higherself-awareness which affects students' emotions and knowledgeability.

Sociocultural theory cited in (Daugherty & White 2008) on the development of the cognitive states that the student's private speech is used for self-direction and that this language is the basis for the later complex mental activity. Also known as inner language, self-instruction or self-talk, it serves to connect words, actions, and ideas and facilitate planning, critical thinking and executive functioning (Winsler, 2007). Meanwhile, for school-age students, positive self-talk can cause they convince themselves that helps them more than

they could because even they could not even do the task perfectly they might be able to do some (Zakin, 2007).

Self-talk provide much more advantage for students who applied it right. It can build a strong mentality much needed in the learning process. By applied positive self-talk, students can build their mental facing the task of any can and problem. They barely trying to find a problem solving and trough way whatever they can. Like a hard can only be carried out if students believe in themselves. Another advantage of self-talk is that decreasing shyness and fear. Many students feel embrassed when they were asked to do the skills or speaking in front of other people.

Right application self-talk can be a solution to this problem is so that the students it be brave enough to appear in front of the people because they are the one who convinced themselves that they can do it. Self-talk can also reduce students' fear. Many students decided not to show alone or answering the question asked the teacher because they were afraid to make a mistake. They are afraid of humiliating themselves if they do something or answer a question wrong. If the students are fear to make a mistake, it means the learning process is not running well.

Self-talk can significantly solve this problem and create students centered learning successfully. Self-talk also teaching students to have self-responsible where they are not fully responsible for the success of their performance. In addition, the students who take responsibility to learn to them and show self-management characteristics, are active and involved, and practice self-encouragement or positive self-talk tend to be aware of success in obtaining an

language from a distance (Hurd, 2000). Therefore, through this researcher to further discuss self-talk strategy in the area of teaching speak foreign language skill to learners.

Athletes and Coaches (2011) believe that Self Talk is an intervention it can boost productivity, motivation, and confidence. Therefore, the researcher concludes based on according to Nielsen (2008: 113) Self Talk is a conversation that a person carries a mentally about self, about other and environments. Can help students to delivered their thinking and feeling easy, because Self Talk gave good contribution for the students to explored their knowledge and make the students be the creative one.

In a review, Hardy's article (2006) gave a thorough analysis of the Self Talk literature. Self-Talk can be seen as verbal statements addressed to oneself. Self-Talk serves at least two functions it can be instructional and motivational. Hardy also concludes that Self Talk is multidimensional in nature. Using Self Talk is the strategy that can make the students creative, confident and motivated to explore their prior knowledge applied in speaking skill.

There are two main purposes of Self-Talk (Barnhardt, 1997):

- The first was that to improve self-efficacy. In the learning process, students' attitude is the element that should be taken by the teachers. The students should have to active, interested, and motivated in learning. All of this can have possessed if students have good self-efficacy. Self-efficacy is the learners' or students' confidence about their ability to reach the task. Positive high self-efficacy also helps students learn to be successful in the process of

especially language learning and be encouraged to study the language and mastered the language skills seriously. Highly motivated students study hard to achieve what supposed to be achieved in learning a language, do not afraid to face the difficulties, and feel very happy and satisfied on what they have achieved by their efforts. While students with low self-efficacy, believing in themselves to have the inherent low ability, choose less demanding tasks and do not try hard because they believe that any effort will reveal their lack of ability. So, the correct application of Self-Talk can direct students to have high self-efficacy.

- The second was that to build themselves perception or direction. By applied a strategy of self-talk strategy in the learning process, the student will be educated to build the perception of selves them and directing them to attempt what they dreaming about. A self-perception will lead students to consider themselves as people who filled with the capabilities and able to enough to finish every hope they have. If the students have self- perception, they were automatically set themselves up to stepping forward to a bright future a head, achieve their dreams, be coming successful, and live financially comfortable. On the other hand, students who set themselves up to the bad self- perception that doesn't feel the despreate most of the time and have a great percentage failure in achieving the task of or solve a problem. So, the teacher to be better understanding the purpose of self-talk in order to they can cause students to settle in the right way and geta qualified achievement.

According to research published in the Journal of personality and social psychology, there are steps of self-talk strategy:

- Identify what the students' want to achieve
- Match self-talk to the students' needs
- Practice different self-talk in students' writing with consistency
- Create specific self-talk plans
- Train self-talk plans to perfection

The types of self-talk:

a. Instructional

Instructional self-talk speaking happened when we need to guide ourselves through the task of certain, such as learn for new skills (Jeannie, 2008).

b. Motivational

The motivation self-talk speaking usually is used when we want to psych ourselves to something challeng. It can be improve confidence (Jeannie, 2008).

2. Kinds of Self Talk Strategy

Before applying Self-Talk Strategy, the teacher should know the kinds of Self-Talk itself so that they do not lead students into wrong direction and applying the wrong Self-Talk. There are two kinds of Self-Talk, they are positive Self-Talk and negative Self-Talk. Positive self-talk was Self-Talk that can encourage students' to believe in themselves and empower them with the strength to do more than they expect possible. At the beginning of the age of the children, positive self-talk can reveal opportunities to develop receptive language. That's because children preschool children talk aloud of themselves as they play and explore the

environment. On the other hand, negative Self-Talk can lower students' confidence about their ability and loss of confidence about the strength they have. negative Self-Talk can lead to low self-efficacy and can prevent students from finishing, or even trying a new task. Students with negative self-talk were easily give up easily and get a lot of failures. That why; the role of the teacher in using self-talk it to lead students to the correct use of self-talks.

3. The Implication of Self-Talk Strategy

Here, the teacher's roles are very crucial in the matter of guiding the students to apply the strategy and success in mastering speaking (Rialto, 2005). That was why teaching speaking skill to the foreign language learners was very important. It was because a person's ability in mastering language is firstly valued through his or her quality of speaking skill. A competence and fluency in convey of idea or thinking, speaking, in the English can be one of the intellectual capitals to students in the face of a global the world. The way to learn to speak English fluently can be done by practice spoke English at every turn and the personal and applied learned in the process of a strategy learned at school.

A teacher to explicitly introduce a strategy that students can use to help them more in tried task. Before applied who learned strategy- in this case- strategy that Self-Talk in language teaching, a teacher to be the first introduced and made students know about it. Although self-talk is a strategy to skills performance, but must be well understood by students about how to apply it and what they will get after applied it. In the pursued a Self-Talk strategy in speaking class, a teacher who had to have the knowledge of his or her mind a role in self-talk and the steps or procedure of pursued a Self-Talk strategy.

Self-talk as one of the productive learned a strategy that cannot be applied directly by the students themselves. They need to the model instruction clear about how to apply it so that they do not practice it in the wrong way. This was the role of teachers in introduced and the instruction for students the pursued of strategy of Self-Talk in speaking class and realize them on the advantage they get after applied was good. Before the start of the class, the teacher to introduce Self-Talk strategy of the first to students. The introduction not only can be done orally but also the teacher can make introductory interesting like displays a poster in class with a strategy. The posters helps students remember what it means strategy. The teacher can also use the posters to remind students to use a strategy. The teacher can model for students how to use a strategy of Self-Talk with said. The teachers can then explained that students can use this strategy themselves emphasizing the most students may have used in other areas of learning language. The teacher can follow-up on an explanation with work individually with students to encourage them. One teachers who taught learn strategy, including self-talk, made comment, "...task does not look so overwhelming...students was trying to this now, while before they might just see it. They have tools and make it easier to them." Therefore, when the teacher has managed to introduce and impressed students with a strategy, it would be easier in applied in speaking class.

4. The Elements of Self Talk Strategy

The teacher should complete several elements in using self-talk strategy in speaking class:

1. Language objective: Prepare and present a one-minute presentation to the class.

2. Strategy objective: Use positive self-talk to complete the task of learning language and increase feelings of self-efficacy and limit the use of Self talk negative.
3. Materials: “Using Self-Talk”
4. Procedures:

Preparation

- a. Asking students if they spoke to themselves as they prepare to do and do something new, such as driving to the location of the new. Get and identify examples positive and negative self-talk. Writing all example on board at “Positive” and “Negative” columns like right. If self-talk is in students’ native language, using the translation.
- b. Asking students whether they use self-talk when they are preparing for learning language task. Get and writing all examples on board, identify every as a positive or negative. A note that in common with self-talk to without the chores.

Presentation

- c. Tell students that they will practice using self-talk because they prepare to and perform the task who spoke in English.
- d. The model strategy to speaking task. Tell the same with another task. Emphasize aware of using self-talk positif.
- e. Having students to work with you to pursued a self-talk strategy to another speaking task.

Practice

- f. Tell students that they will now practice the used self-talk strategy to speaking task. (The speaking task to challenge enough to students so that they would have to use a strategy, but it doesn't have to be too hard)

Evaluation

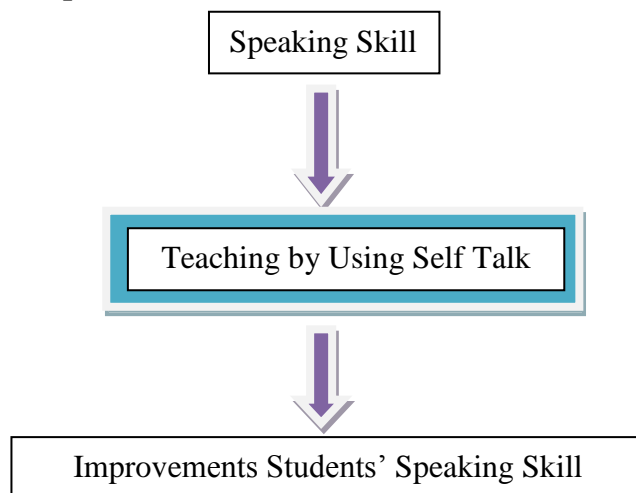
- g. After the students finish worksheet and giving a presentation them, discuss as the role of self-talk as students ready to and carry out speaking task. Then have students filled the final part of the worksheet.

Expansion

- h. Teaching for students positive self-talk words and phrase from the impetus target language.
- i. Having students to make the poster native from the target and target language positive self-talk and hang it in the class.

By trying to resolve all elements that are needed in applied a strategy of Self-Talk in teaching speaking, the results of successfulness is not a dream again for teachers to understands and realize how to apply it and what students would to implement get strategy in order to control of speaking skill.

D. Conceptual Framework



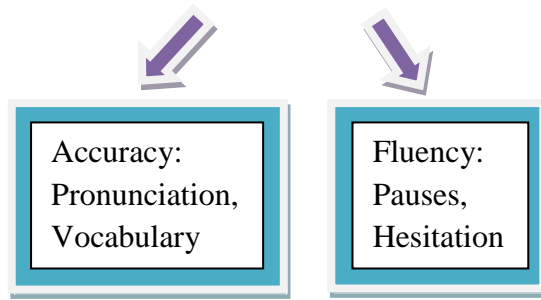


Figure 2.1: Conceptual Framework

INPUT: Refers to the students' material in speaking fluency and accuracy.

Some factors should be focused to improve the accuracy and fluency of speaking students but in this research, the researcher will only use the four factors namely: vocabulary, pronunciation, pause, and hesitation because for learning in the seventh-grade students' the most important thing to learn is that factor.

PROCESS: There was a strategy of teaching speaking skill will apply in this research. The student will be teaching by application of Self Talk. Therefore, after applying the strategy in the learning and teaching process.

OUTPUT: Refers to the improvement of students speaking accuracy that covers (pronunciation, vocabulary) and fluency (pauses, hesitation), so students can speak English well, fluently and accurately.

E. Hypothesis

In this research, the researcher formulates the hypothesis of the research as the following:

1. Null hypothesis (H_0), there is no significant difference between the students' speaking skill after applying Self Talk Strategy.
2. Alternative hypothesis (H_1), there is any significant difference between the students' speaking skill after applying Self Talk Strategy.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, variables and indicators, population and sample, research instruments, the procedure of data collection and the technique of data analysis.

A. Research Design

The research employs Pre-experimental Research Method with one group pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design was presented in the following table:

Table 3.1: Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

(Arikunto, 2006: 85)

Where: O_1 : Pre-Test

X: Treatment

O_2 : Post-Test

B. Population and Sample

1. Population

The population of this research was the seventh-grade students of SMP Negeri 3 Pitumpanua, in Academic Year 2017/2018. It was divided into three classes: VII.A, VII.B, and VII.C. The number of population was 64 students.

2. Sample

The researcher used a purposive sampling technique to choose the sample. In this research, the sample of the research was class VII.A that consists of 21 students. All of the class was good, but the researcher just chooses class VII.A to be sample based on the reason:

- a. The researcher considers class VII A has many passive students in low in speaking skill based on the observation that been done by the researcher.

- b. The researcher considers class VII.A has a few students which make the researcher was easier to collect the data.

C. Variables and Indicators

1. Variables

There are two variables of this research: independent variable and dependent variable. The independent variable was Self Talk Strategy. The dependent variable was students' speaking skill.

2. Indicators

The indicators of this research were:

a. The students' accuracy were:

1. Pronunciation was the act of pronouncing words concerning the pronunciation of sound, the placed of stress and intonation.
2. The vocabulary was the number or variety of word that the students used and showed the expression based on words.

b. The students' fluency were :

1. Pauses were spoken continually and naturally with few pauses and correctly.
2. Hesitation was spoken smoothly and there are no fillers that did not interfere with communication.

D. Procedure for Collecting Data

1. Pre-test

In the pre-test, the researcher was given pre-test before treatment to know the prior knowledge and found out of the students' in speaking skill. The students make a story about self. Then, they present it in front of the class.

2. Treatment

In the treatment, the researcher conducts a treatment by using Self Talk strategy. It will be done six times, each meeting run for 80 minutes. The procedure to do the treatment was:

Learning Activity

- a. First, the researcher as the teacher explained and was gave the example of the material.
- b. The teacher introduced the rules or system of self-talk strategy, explain the strategy as clear as possible
- c. Teacher asks the students to do communicative activity about the material
- d. Teacher monitored them. Was gave the students award for their participation
- e. The teacher gave some topics. Then one by one choose one topic to present about that
- f. After choosing about the topic, representative the student has to present in front of the class
- g. Teacher encourages the students and then calculate their points

3. Post-test

After the treatment, the last procedure of collecting data was post-test. The post-test was a test that given at the last meeting after conducted treatment. The objective of posttest was aimed to find out whether or not Self Talk Strategy improves the students' speaking skill. The researcher does something as in pre-test.

E. Research Instruments

In the research, the instrument that was used in collecting data was the speaking test and recording. The test was used in pre-test and post-test. Speaking test was the researcher given some kinds of the topic to be discussed by each student; they arrange the topic and the present it in front of the class. The recording was to record students speaking. The pre-test was conducted to find out and measure the students' prior knowledge of speaking accuracy regarding pronunciation and vocabulary and fluency regarding pauses and hesitation. Before they are given a treatment by used Self Talk Strategy, while the post-test was be conducted to find out the students' improvement in speaking accuracy and fluency after giving the treatment.

In assessing the students' speaking skill by the application of Self Talk strategy, the researcher was given a speaking assessment in scoring the performance of the students' speaking skill in accuracy and fluency.

Table 3.2: Accuracy of Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Very Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas

Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
Average	2	Frequent problems with pronunciation and intonation
Poor	1	The students' speak very hastily, and more sentences are not appropriate in pronunciation and little or no communication

(Hughes, 1989: 112)

Table 3.3: Accuracy in Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker
Very Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Good	3	Frequently uses the wrong words, conversation somewhat limited vocabulary
Average	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible

(Hughes, 1989: 112)

Table 3.4: Fluency in Pauses

Classification	Score	Criteria
Excellent	5	Speak continuously with few pauses and stumbling
Very Good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses and there is no incomplete thoughts
Average	2	Speak with long pauses and there are no incomplete thoughts

Poor	1	Speak with too many stopping and there are no complete thoughts
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(Hughes, 1989: 112)

Table 3.5: Fluency in Hesitation

Classification	Score	Criteria
Excellent	5	Speak smoothly, no hesitation does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks smoothly with some hesitation, but it does not usually interfere with communication
Average	2	Speaks smoothly with some hesitation, which often interferes with communication
Poor	1	Hesitates too often when speaking, which often interferes with communication

(Hughes, 1989: 112)

F. Technique of Data Analysis

1. After collecting the data, the researcher classifies the student's score of the students. In classifying the students' score, there are seven classifications will be used as the following :

9.6 – 10 = Excellent

8.6 – 9.5 = Very Good

7.6 – 8.5 = Good

6.6 – 7.5 = Fair good

5.6 – 6.5 = Fair

4.6 – 5.5 = Poor

0 – 4.5 = Very poor

2. Calculating the students' Mean the difference score of pre-test and post-test by using the formula:

$$Md = \frac{\sum D}{N}$$

Where: Md: The mean of the differences

$\sum D$: The gain (d) of the differences score($X_1 - X_2$)

N: The total number of students

(Arikunto, 2006: 307)

3. Testing the hypothesis to find out the difference between the pre-test and post-test the researcher calculating with the following formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

(Arikunto, 2006: 307)

Where: t: Test of significance

Md : The mean of difference between the pre-test and post-test

$\sum X^2 d$: The square of deviation

N: The total number of the sample

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the research. Findings of the research cover the description of the students' speaking improvement. And discussions of the research cover further explanations of the findings in details.

A. Findings

After conducting this research it was found that there was an improvement on students' speaking after implementing Self-Talk Strategy in teaching speaking skill process at the seventh-grade students of SMPN 3 Pitumpanua. The students' improvement can be seen clearly in the following explanation:

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

The improvement of the students' accuracy dealing with pronunciation and vocabulary through the application of Self Talk Strategy at the seventh-grade students' of SMPN 3 Pitumpanua can be seen based on the following table:

Table 4.1: The Improvement of the Students' Accuracy in Speaking Skill

No	Variable	Mean Score		Improvement (%)
		Pre-Test	Post-Test	

1	Accuracy	45.23	70.95	56.86
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Based on Table 4.1, it was showed that the score of students in post-test improved after applying Self-Talk Strategy in teaching speaking skill. The mean score of the students in pre-test were 45.23 and post-test wich to be 70.95.

The result of pre-test and post-test had improved which was 56.86%. The data showed that accuracy in speaking could improve students' speaking skill regarding accuracy (pronunciation and vocabulary).

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

The improvement of the students' fluency dealing with pauses and hesitation through the application of Self Talk Strategy at the seventh-grade students' of SMPN 3 Pitumpanua can be seen based on the following table:

Table 4.2: The Improvement of the Students' Fluency in Speaking Skill

No	Variable	Mean Score		Improvement (%)
		Pre-test	Post-test	
1	Fluency	37.61	65.71	74.71

Table 4.2, shows that the score of students in post-test improved after applied Self Talk Strategy in teaching speaking skill. The mean scores of the students in pre-test were 37.61 and post-test wich to be 65.71.

After calculating the students' speaking accuracy and fluency, the researcher presents the final score of the students' improvement in speaking skill by the application of Self Talk Strategy at the seventh-grade students of SMPN 3 Pitumpanua. It is seen clearly in Table 4.3:

Table 4.3: The Improvement of the Students' Speaking Skill (Final Score)

No	Variables	Mean Score		Improvement (%)
		Pre-test	Post-test	
1	Accuracy	45.23	70.95	56.86
2	Fluency	37.61	65.71	74.71
Mean Score		41.42	68.33	65.78

Table 4.3 indicates that there is an improvement on students' speaking skill by the application of Self Talk Strategy in teaching speaking process. It is indicated by the mean score of students' accuracy in pre-test (45.23) which is classified as a *poor category*. Where the students' mean score in post-test (70.95) which is classified as a *good, fair category*. It means that the students' speaking accuracy improves from a poor category into a good, fair category. Furthermore, the mean score of students' fluency in pre-test (37.61) which is classified as a *poor category*. The students' mean score in post-test (65.71) which is classified as a *fair category*. It means that the student' speaking fluency also improves from a poor category into a fair category.

The comparison of each variable from Table 4.3 indicates that improvement of fluency is better than the improvement of accuracy

(74.71>56.86). The improvement of students' fluency is 74.71%, and improvements in the students' accuracy are 56.86%.

Based on the result, it can be concluded that the applied Self Talk Strategy can improve the students speaking skill. And after calculating the score, the researcher finds the improvement of the students' speaking skill is 65.78% from the mean score of 41.42 in pre-test to be 68.33 in post-test. It is more clearly show in the figure below:

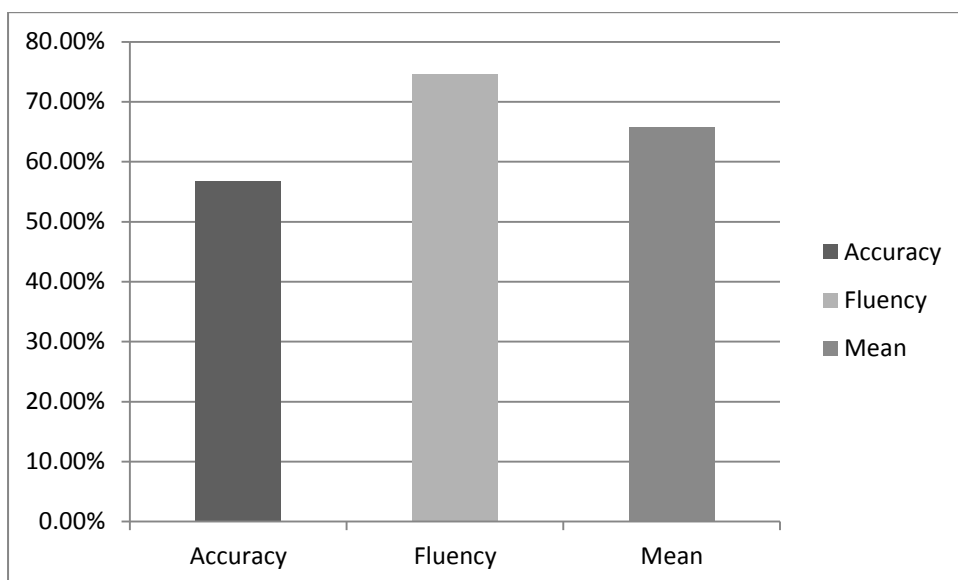


Figure 4.1: The Final Score of Student Speaking Skill

Figur 4.1 shows that the final score of the students speaking skill. The final score inaccuracy was 56.86%, and the final score of fluency was 74.71%. The mean score of the students speaking students speaking skill was 65.78%.

To know the level of significance value of the pre-test and post-test, the researcher uses t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df) = N-1, where N = number of the subject. Meanwhile, the

value of t-table was 2.080. The t-test statistical analysis for the independent sample was applied.

Table 4.4: The Significance of The Students' Speaking Skill (Final Score)

Speaking Skill	
T-test Value	T-table Value
10.48	2.086

For the level significance (α) = 0.05 and the degree of freedom (df) = 21-1 = 20, thus the value of t-table is 2.086. The table above indicates that the value of t-test is greater than the value of t-table. While the t-test value of speaking skill was $10.48 > 2.086$. It means that there was a sign between the result of the students' pre-test and post-test in speaking skill through the application of Self Talk Strategy. It also can be stated that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted.

B. Discussion

In this part, discussion deals with the interpretation of findings are derived from the result of findings of the students' speaking accuracy, fluency, and final score. Before giving the treatment, the students' speaking accuracy is very low (categorized as very poor). The condition might be caused by teaching method, less speaking practice, the teachers who still use the traditional method of teaching speaking and same technique each grade. The teachers only gave the material and explain later gave the example and give exercise. This method is not effective

because students are bored and requires a lot of time to be able to control English Speaking, so that students can not improve their speaking achievement.

Based on the findings, the result of the score in post-test is greater than pre-test regarding accuracy and fluency of speaking. In the pre-test, the researcher finds that the most students do not know how to express their opinion or argument about the topic. They still confused to use the suitable words, afraid of making a mistake and still shy to perform in front of their friends. After giving the treatment, their ability is significantly improved. In gives treatment use Self Talk Strategy, the researcher faced too many problems in applying all of the phases. Before move to the other phase, all of the students have to master each phase.

The first was the preparation phase of to do with preparing the learner to learn. It's important first step in learning. Without it, learn slows or came to finish stop at all. Then the second was a presentation phase of the Self Talk was intended to provide the beginning of learners a meeting with learning materials initiates learning process in positive way and interesting. When you hear the word "presentation," automatically associated with facilitator and not with something learners do. But in this case phase of to begin to associate "presentation" with something good facilitator and learners do in various mixes depending on the situation. Presentation was encounter. The facilitator can cause, but learners must do face. If you understand "presentation" as just something, facilitator not to learner, this was a phase of Self Talk to be the weakest one by far. The third was practice (integration) phase, was very heart of accelerated learning. Without it, can be there was no real learning. This phase the Self Talk can explain 70% (or more) of the total learning experience. It's in a phase that learning really took

place. After all, that's what learner think, said and did. The last performance; a phase of this make sure sticks and applied successfull. After having first 3 phases of Self Talk, we need to ensure that the people who do with (and continue to extend) their new knowledge and skill on the job in ways that creating real value for themselves.

1. The Improvement of the Students Accuracy in Speaking

It is clear that there is an improvement of the students' speaking accuracy. On the pre-test, many students are less right in Pronouncing certain words and vocabulary. So that the value of the average is very poor because in the first meeting the researcher immediately gave pre-test to know to where the ability to students in pronunciation and vocabulary. However it turns out there are some students who are already know there are also not. Some of the students pre-test, namely:

NAJR : Gud moning frends may nem is may nem is Nur Agni Julia Rosa ai wos bor on twenty eit juli tu thousen faiv ai liv on jalan poros palopo makassar in buriko kecamatan pitumpanua kabupaten wajo may skul is in SMP Negeri 3 Pitumpanua klas seven may favorit fuds may favorit fuds nudel may .. may hobis ar kuing and writing ai ting dets all thank yu. (Good morning friends my name is my name is Nur Agni Julia Rosa I was born on twenty eight july two thousand five I live on jalan poros Palopo Makassar in Buriko kecamatan pitumpanua kabupaten wajo my school is in SMP Negeri 3 Pitumpanua Class seven my favorite foods my favorit foods noodle .. my hobby's are cooking and writing I think thats all thank you)

BN : Gud morning frends may nem is Besse Nurfadilla ai was bor on tri aigust tu thousand faiv ai liv on jalan poros in makassar may skul is SMP Negeri 3 Pitumpanua may klas seven wan may hobi is singing may favorit koler pi pink blue en yellow... may favorit fud nudli ... dets all thank yu. (Good morning friends my name is Besse Nurfadilla I was born on three august two thousand five I live on jalan poros in Makassar my school is SMP Negeri 3 Pitumpanua my class seven-one my hobby is singing my favorite color pink blue and yellow ... my favorite food noodle ... thats all thank you).

R : May nem is Radit ai war bor on tuwenti tri mar tu thousand ... tu thousand fai ai liv ai liv on on ja jalan pelabuhan in buriko ma kecamatan pitumpanua may skul is in SMP Negeri 3 Pitumpanua klas seven wan may hobi may hobi is volly ball may fvorit klor blue en favorit fud frid chicken thank yu. (My name is Radit I was born on twenty march two thousand five I live I live on on jalan pelabuhan in Buriko kecamatan pitumpanua my school is SMP Negeri 3 Pitumpanua class seven-one my hobby my hobby is volly ball my favorite color blue and favorite food fride chicken thank you).

In the pre-test, the students presented the topic about self. The mean score was very poor because they always make a mistake in pronouncing the words when they presented the topic. After the pre-test, the researcher used Self-Talk Strategy to the treatment. During the use of Self Talk Strategy in the treatment, the students can improve their accuracy in speaking. Where of the treatment students trained to speak. The researcher gave some topic and the students choose

one topic and then the student presented a topic in front of class. After the treatment, the researcher gave post-test to students. The result of the students pre-test, on their pronunciation and accuracy in speaking could be seen some namely:

NAJR : Gud moning may nem is Nurul Agni ai hev faiv pipel in may family may fader may mader may brader may sister en may self may fader is Arhamsyah hi is e enterpreneur may mader is Rospidawati si is e houswaif may brader is Afdal hi is indergarden darmawanita may sister is Syahra si is e student of SDN 232 tellesang en en ayem student of SMP Negeri 3 Pitumpanua ai think jas it thanks for atension see you. (Good morning my name is Nurul Agni I have five people in my family my father my mother my brother my sister and my self my father is Arhansyah he is a enterpreneur my mother is Rospidawati she is a housewife my brother is Afdal he is indergarden darmawanita my sister is Syahra she is a student of SDN 232 Tellesang and and I am student of SMP Negeri 3 Pitumpanua I think just it thanks for attention see you).

BN : Gud morning may nem is Besse Nurfadilla ai hev tri pipel in may family may fader may mader an may self may fader is Muhammad Edi hi is e farmer may mader is Besse Darmata si is e houswaif an am student of SMP Negeri 3 Pitumpanua ai think jas it thanks si yu. (Good morning my name is Besse Nurfadilla I have three people in my family my father my mother and my self my father is Muhammad Edi he is a farmer my mother is Besse Darmata she is a housewife and I am student of SMP Negeri 3 Pitumpanua I think just it thanks see you).

R : Gud morning may nem is Radit ai hev sik pepel in may femili may fader may moder may brader may sister en may slep may fader is Burhan his e far farmer may moder is Hadirah si is e houswaif may bro broder is Arman hi is e junior skul may sister is Nurmayanti si is e ju junior skul en ayem student of SMP Negeri 3 Pitumpanua ai think jas it thank si yu.

(Good morning my name is Radit I have six people in my family my father my mother my brother my sister and my self my father is Burhan he is a farmer my mother is Hardiah she is a housewife my brother is Arman he is a junior school my sister is Nurmayanti she is a junior school and I am student of SMP Negeri 3 Pitumpanua I think just it thank see you).

The result of students' score in post-test was greater than pre-test. The result of pre-test and post-test had improved which was 56.86%. The students' achievement is improved in speaking practice by the use of Self Talk Strategy. It is related to the theory of Barnhardt (1997) who states that Self-Talk was an activity convincing you about what the students done; others are defining themselves speaking as a strategy of where the adult explain what students do. Self-Talk also means making positive statements to help oneself get trough challenged task.

2. The Improvement of the Students' Fluency in Speaking

Based on the findings, the data are collected through the test as explained in the previous findings section show that the students' speaking ability regarding fluency is significantly improved. The result of the students pre-test could be seen some in the following:

"HK: Moning frends may nem is Husnul Khatima ai wos bor on "hm" sextin ... may tu thousand faiks ai liv on jalan poros Palopo Makassar in Bulu Pallime..... may skul SMP Negeri 3 Pitumpanua klas seven wan may hoby volly ishehe thankyu." (Morning friends my name is Husnul Khatima I was born on "hm" sixteen ... my two thousand five I live on jalan poros Palopo Makassar in Bulu Pallime my school SMP Negeri 3 Pitumpanua class seven-one my hobby volly ishehe thank you).

"H: Gude morning frends may nemis Herman is bron ahh yur sren is hehehe thankyu." (Good morning friends my name is Herman is born on ahh your sren is hehehe thank you).

"MS: Moning frends may nem is Muhammad Sahrul i is bor on thanks." (Morning friends my name is Muhammad Sahrul is born on thanks).

In the pre-test, the students get very poor of hesitation and pauses. Where the students can not speaking, and many hesitation and pauses when the students speak. So, the researcher gave the treatment to students by used Self-Talk strategy. After the treatment, the researcher give post-test to students. In the post-

test, score of fluency improved. The result of the students' post-test on fluency could be seen in the following:

“HK: Gud morning may nem is Husnul Khatima a e e ai hev faif pipel in may famili may fader may mader may ba brader may sister en mi self may fader is Lukman hi is e farmer may mader is Asirah si is e houswaif may brader is Muhammad Sofyan hi is e junior haig skul may sister is Fakhira Akila si is e beby en aim scuden of SMP Negeri 3 Pitumpanua ai think jus it thanks for attension.” (Good morning my name is Husnul Khatima I have five people in my family my father my mother my brother my sister and my self my father is Lukman he is a farmer my mother is Asirah she is a housewife my brother is Muhammad Sofyan he is a junior high school my sister is Fakhira Akila she is a baby and I am student of SMP Negeri 3 Pitumpanua I think just it thanks for attention).

“H: Morning may nem is Herman ai hev fav pipel in may family may fater may mater may broder an may self may fater is Lamang his e farmer may mader is Hartati sis houswaif may brader is Hendra his e farmer am student of SMP Negeri 3 Pitumpanua thanks.” (Morning my name is Herman I have five people in my family my father my mother my brother and my self my father is Lamang he is a farmer my mother is Hartati she is a housewife my brother is Hendra he is a farmer and student of SMP Negeri 3 Pitumpanua thanks).

“MS: Gud morning may nem is Muhammad Sahrul ai hev four pipel in may famili.... may fader may mader may ... brader may sister en misel may fader is Muhammadiyah his e farmer may mader is Kalawati si e

housewife my sister is Nursyamsi ai student SMP 3 Pitumpanua i think just thanks.” (Good morning my name is Muhammad Sahrul i have four people in my family my father my mother my brother my sister and my self my father is Muhammadiyah he i a farmer my mother is Kalawati she a housewife my sister is Nursyamsi I student SMP Negeri 3 Pitumpanua I think just thanks).

The result shows that the score of fluency is improved (74.71%) from the mean score 37.61 on the pre-test to be 65.71 on post-test. It was supported by the mean score post-test of students’ speaking skill in fluency is higher than pre-test.

Therefore, the use of Self Talk Strategy could improve the students’ speaking skill in fluency, and it can help the language learners to build up. It is indicated that Self Talk is a good contribution for the students to explore their knowledge and make the students be creative one (Nielsen 2008:113).

Based on the findings, the use of Self Talk Strategy in the class, the data are collected through the test as explained in the previous findings section show that the students’ speaking skill significantly improved.

As explained before, the students presented the material about the theme during the pre-test, and post-test. In the pre-test, the researcher finds that the most of students skill difficult to speak. In the post-test, the students follow the similar procedure with the pre-test. Along the post-test, the researcher finds that the students are fair in delivering the materials.

As the explanation previously, the mean score in the pre-test is improved in the post-test. It is indicated that the use of Self-talk Strategy gives contribution

in improving the students' speaking skill. The students are stimulated to speak without feel reluctant, awkward and anxiety again (more hesitation and pauses).

Based on the result, hypothesis testing shows that the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that the application of Self Talk Strategy at the seventh-grade students of SMPN 3 Pitumpanua is significantly improved their speaking skill in terms of accuracy and fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the findings and discussion of the data analysis.

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher takes conclusion as follows:

1. The application of Self Talk Strategy in teaching speaking skill improves the students' speaking accuracy regarding pronunciation and vocabulary at the seventh-grade students of SMPN 3 Pitumpanua. It was proved by the students' mean score of accuracy in post-test was greater than their mean score of accuracy in pre-test ($70.95 > 45.23$) and the improvement of the students' accuracy in speaking skill was 56.86%.
2. The application of Self Talk Strategy in teaching speaking skill improves the students' fluency in speaking skill at the seventh-grade students of SMPN 3 Pitumpanua. It was proved by the students' mean score of fluency in post-test is greater than their mean score in pre-test ($65.71 > 37.61$), and the improvement of the students' fluency in speaking skill was 74.71%.

Based on the hypothesis testing, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_1) is accepted. It is proven by the t-test value of students' speaking skill (10.48) which is greater than the t-table value (2.086). In other words, the application of Self Talk Strategy in teaching speaking skill is effective to improve the students' speaking skill.

B. Suggestions

Based on the conclusions, the researcher gives some suggestion as follows:

1. For the teacher

- a. The teacher should continuously create various strategies in giving an assignment for the students.
 - b. The use of Self Talk Strategy is one of the strategies that can be considered in teaching English to help the students' speaking skill.
 - c. The teachers should be more highly motivated to practice the use of Self Talk Strategy.
2. For the students
 - a. The students should be diligent to practice their speaking not only in the classroom context but also in their daily life.
 - b. The students are expected to improve their intensity in speaking skill through Self Talk Strategy.
3. For the next researchers
 - a. The result of this research can also be used as additional references for the further study.
 - b. There are still many things that have to be observed by the next researcher related to the English subject, especially in speaking skill.

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APPENDIX B

The Students' Score in Pre-test and Post-test

1. Students' score in Pre-test

No	Respondents	Students' Score			
		Accuracy		Fluency	
		Pronunciation	Vocabulary	Pauses	Hesitation
1	HK	2	2	1	1
2	LS	3	3	2	2
3	A	1	1	1	1
4	NAJR	3	2	3	2
5	NS	3	3	2	2
6	MAR	1	2	2	2
7	MHA	1	1	1	1
8	SR	3	3	2	1
9	BN	3	3	3	3
10	H	1	1	1	1
11	MS	1	1	1	1
12	NA	3	3	3	3
13	DS	3	3	3	2
14	R	3	3	3	2
15	MA	2	1	1	1
16	A	3	3	3	3
17	BAS	1	1	1	1
18	NA	3	3	3	3
19	LN	3	3	2	2
20	S	3	1	1	1
21	FE	3	3	3	2

2. Students' Score in Post-test

No	Respondents	Students' Score			
		Accuracy		Fluency	
		Pronunciation	Vocabulary	Pauses	Hesitation
1	HK	4	4	2	3
2	LS	4	4	4	4
3	A	4	4	3	3
4	NAJR	4	4	3	4
5	NS	3	3	3	2
6	MAR	3	4	4	4
7	MHA	2	3	3	3
8	SR	3	4	3	4
9	BN	4	4	4	4
10	H	2	3	2	2
11	MS	3	4	4	3
12	NA	4	4	3	4
13	DS	4	4	3	3
14	R	4	4	4	4
15	MA	2	3	3	3
16	A	4	4	4	3
17	BAS	2	4	2	3
18	NA	2	4	4	4
19	LN	4	4	4	4
20	S	4	3	3	3
21	FE	4	4	3	3

APPENDIX C

The Students' Total Score in Pre-Test and Post-Test

1. Pre-Test

No	Respondents	Accuracy	Fluency	Σ	X
1	HK	40	20	60	30
2	LS	60	40	100	50
3	A	20	20	40	20
4	NAJR	50	50	100	50
5	NS	60	40	100	50
6	MAR	30	40	70	35
7	MHA	20	20	40	20
8	SR	60	30	90	45
9	BN	60	60	120	60
10	H	20	20	40	20
11	MS	20	20	40	20
12	NA	60	60	120	60
13	DS	60	50	110	55
14	R	60	50	110	55
15	MA	30	20	50	25
16	A	60	60	120	60
17	BAS	20	20	40	20
18	NA	60	60	120	60
19	LN	60	40	100	50
20	S	40	20	60	30
21	FE	60	50	110	55
	Σ	950	790	1740	870
	X	45.23	37.61	82.85	41.42

2. Post-Test

No	Respondents	Accuracy	Fluency	Σ	X
1	HK	80	50	130	65
2	LS	80	80	160	80
3	A	80	60	140	70
4	NAJR	80	70	150	75
5	NS	60	50	110	55
6	MAR	70	80	150	75
7	MHA	50	60	110	55
8	SR	70	70	140	70
9	BN	80	80	160	80
10	H	50	40	90	45
11	MS	70	70	140	70
12	NA	80	70	150	75
13	DS	80	60	140	70
14	R	80	80	160	80
15	MA	50	60	110	55
16	A	80	70	150	75
17	BAS	60	50	110	55
18	NA	60	80	140	70
19	LN	80	80	160	80
20	S	70	60	130	65
21	FE	80	60	140	70
	Σ	1490	1380	2870	1435
	X	70.95	65.71	136.66	68,33

APPENDIX D

Classification of the students' pre-test and post-test in final score of speaking skill

No	Respondents	Pre-test	Classification	Post-test	Classification
1	HK	30	Poor	65	Fair
2	LS	50	Fair	80	Good
3	A	20	Very poor	70	Fair good
4	NAJR	50	Fair	75	Fair good
5	NS	50	Fair	55	Poor
6	MAR	35	Very poor	75	Fair good
7	MHA	20	Very poor	55	Poor
8	SR	45	Poor	70	Fair good
9	BN	60	Fair	80	Good
10	H	20	Very poor	45	Poor
11	MS	20	Very poor	70	Fair good
12	NA	60	Fair	75	Fair good
13	DS	55	Poor	70	Fair good
14	R	55	Poor	80	Good
15	MA	25	Very poor	55	Poor
16	A	60	Fair	75	Fair good
17	BAS	20	Very poor	55	Poor
18	NA	60	Fair	70	Fair good
19	LN	50	Poor	80	Good
20	S	30	Very poor	65	Fair
21	FE	55	Poor	70	Fair good
N=21	Total	870	Very Poor	1435	Fair

APPENDIX E

The Students' Rating Score in Pre-test and Post-test

No	Respondents	Pre-test	Post-test	Gain (d). (Post-test Pre-test)
1	HK	30	65	35
2	LS	50	80	30
3	A	20	70	50
4	NAJR	50	75	25
5	NS	50	55	5
6	MAR	35	75	40
7	MHA	20	55	35
8	SR	45	70	25
9	BN	60	80	20
10	H	20	45	25
11	MS	20	70	50
12	NA	60	75	15
13	DS	55	70	15
14	R	55	80	25
15	MA	25	55	30
16	A	60	75	15
17	BAS	20	55	35
18	NA	60	70	10
19	LN	50	80	30
20		30	65	35
21	FE	55	70	15
N = 21		870 $\bar{X}_1 = 41.42$	1435 $\bar{X}_2 = 68.33$	$\sum d = 865$

APPENDIX F

Calculating the students' Mean the difference score of pre-test and post-test

$$Md = \frac{\sum d}{N} = \frac{865}{21} = 41.19$$

APPENDIX G

Testing the hypothesis to find out the difference between pre-test and post-test

No	Respondents	d	$X_d (d - Md)$	$X^2 d$
1	HK	35	-6.19	38.3161
2	LS	30	-11.19	125.2161
3	A	50	8.81	77.6161
4	NAJR	25	-16.19	262.1161
5	NS	5	-36.19	1309.7161
6	MAR	40	-1.19	1.4161
7	MHA	35	-6.19	38.3161
8	SR	25	-16.19	262.1161
9	BN	20	-21.19	449.0161
10	H	25	-16.19	262.1161
11	MS	50	8.81	77.6161
12	NA	15	-26.19	685.9161
13	DS	15	-26.19	685.9161
14	R	25	-16.19	262.1161
15	MA	30	-11.19	125.2161
16	A	15	-26.19	685.9161
17	BAS	35	-6.19	38.3161
18	NA	10	-31.19	972.8161
19	LN	30	-11.19	125.2161
20	S	35	-6.19	38.3161
21	FE	15	-26.19	685.9161
		865 (Σd)		$\Sigma X^2 d = 6498.11$

APPENDIX H

T-test Value and T-table Value

1. T-test Value

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$
$$t = \frac{41.19}{\sqrt{\frac{6498.11}{21(20)}}}$$
$$t = \frac{41.19}{\sqrt{\frac{6498.11}{420}}}$$
$$t = \frac{41.19}{\sqrt{15.47}}$$
$$t = \frac{41.19}{3.93} = 10.48$$

2. The Distribution of T-table

Df	α (level of significant)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.845	3.850
20	1.725	2.086	2.831	3.819
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Pitumpanua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / 1
Materi Pokok : **Tindakan menyapa, berpamitan, mengucapkan terima kasih dan meminta maaf, serta menanggapi**
Alokasi Waktu (Pertemuan) : 18 JP (8 Pertemuan)

A. KOMPETENSI INTI

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih dan meminta maaf, dan menanggapi dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

Pertemuan 1:

- 3.1.1. Menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,
- 3.1.2. Mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,
- 3.1.3. Menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa

Pertemuan 2:

- 4.1.1. Menyusun teks lisan dan tulis yang melibatkan tindakan menyapa
- 4.1.2. Mendemonstrasikan teks lisan yang melibatkan tindakan menyapa

Pertemuan 3:

- 3.1.4. Menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan.
- 3.1.5. Mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
- 3.1.6. Menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 4:

- 4.1.3. Menyusun teks lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
- 4.1.4. Mendemonstrasikan teks lisan yang melibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 5:

- 3.1.7. Menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapinya.
- 3.1.8. Mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapinya.

3.1.9. Menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.

Pertemuan 6:

4.1.5. Menyusun teks lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.

4.1.6. Mendemonstrasikan teks lisan yang melibatkan tindakan meminta maaf dan menanggapi.

D. TUJUAN PEMBELAJARAN

Pertemuan 1:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,
2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,
3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa

Pertemuan 2:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan menyapa
2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yang melibatkan tindakan menyapa

Pertemuan 3:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.

3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 4:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan berpamitan dan berterimakasih.
2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yang melibatkan tindakan berpamitan dan berterimakasih.

Pertemuan 5:

1. Setelah mengamati gambar tentang sapaan, siswa dapat menyebutkan fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.
2. Setelah mengamati gambar tentang sapaan, siswa dapat mengidentifikasi struktur teks dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.
3. Setelah mengamati gambar tentang sapaan, siswa dapat menemukan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.

Pertemuan 6:

1. Secara berkelompok, siswa dapat menyusun teks lisan dan tulis yang melibatkan tindakan meminta maaf dan menanggapi.
2. Setelah menyusun teks sapaan, siswa dapat mendemonstrasikan teks lisan yang melibatkan tindakan meminta maaf dan menanggapi.

Pertemuan 7 dan 8 : Penilaian Harian 1

E. MATERI PEMBELAJARAN

Pertemuan 1 dan 2

- Ungkapan Sapaan

I. Anas : Good morning, Sir.

Teacher : Good morning, Anas.

Anas : How are you today?

Teacher : I'm fine, thank you. And you?

Anas : I'm not feeling well.
 Teacher : What is the problem?
 Anas : I have a headache.
 Teacher : Get well soon
 Anas : Thank you, Sir.

GREETINGS	RESPONSES
<ul style="list-style-type: none"> - Good ... (morning/afternoon/evening) - Hi! - Hello! - How are you? - How's life? - How are you doing? - What's going on? - What's up - How do you do ? 	<ul style="list-style-type: none"> - Good ... (morning/afternoon/evening) - Hi! - Hello! - Fine / I'm fine / great / - Not bad / Never better - Very well, thank you - How do you do?

Pertemuan 3 dan 4

- Ungkapan Berpamitan

Edo : Goodbye, Mom!
 Mother : Bye, Honey!
 Anisa : See you later.
 Raisa : See you. Take care.

PARTINGS	RESPONSES
<ul style="list-style-type: none"> - Sorry, I have to go - I'll talk to you later - It's been nice talking to you - I must be going home - Good bye - Bye - See you later - Good night 	<ul style="list-style-type: none"> - Yes, of course. See you. - Sure, see you later - Keep in touch - Take care - Good bye - Bye - See you too - Good night

- Have a nice dream	- Have a nice dream too
---------------------	-------------------------

- Ungkapan Terimakasih

Annisa : Ough... My leg!

Salsa : Are you alright? Let me help you to stand up

Annisa : You are so kind, Thank you

Salsa : You are welcome

THANKINGS	RESPONSES
<ul style="list-style-type: none"> - Thanks - Thank you - Thanks a lot - Many thanks - Thank you very much - I really appreciate - I'm grateful for... - I want to tell you how grateful I am 	<ul style="list-style-type: none"> - You are welcome - Don't mention it - It was my pleasure - No big deal - I'm glad that I can help you - My pleasure - Forget it

Pertemuan 5 dan 6

- Ungkapan meminta maaf

Granny : Would you like to feed the cows?

Anto : I'm so sorry. We run out of the grass

Granny : It's okay

APOLOGIZINGS	RESPONSES
<ul style="list-style-type: none"> - I apologize - I am sorry - Please forgive me - I hope you can forgive me 	<ul style="list-style-type: none"> - Never mind - It's okay - No problem - Not at all - That's alright

F. METODE PEMBELAJARAN

Self Talk Strategy

G. MEDIA PEMBELAJARAN

Pertemuan 1 sampai 6:

Gambar dan video tentang ungkapan sapaan, berpamitan, terimakasih dan meminta maaf

H. SUMBER PEMBELAJARAN

- Gambar percakapan tentang sapaan, berpamitan, berterimakasih dan meminta maaf
- Video tentang sapaan, berpamitan, berterimakasih dan meminta maaf
- Buku Paket Bahasa Inggris When English Rings The Bell Kelas VII Kemendikbud 2013 pg. 2-16
- Buku Pengayaan Bahasa Inggris Star Kelas VII CV. Putra Kertonatran 2016 pg. 3-25
- Pendamping Materi Bahasa Inggris Kelas VII CV Prestasi Agung Pratama 2016 pg. 4-15

I. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
1	Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam dan menyapa siswa dengan bahasa inggris• Guru memeriksa kehadiran siswa• Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari• Guru menyampaikan tujuan pembelajaran• Guru mendemonstrasikan sesuatu yang terkait dengan tema• Guru menyampaikan kemampuan yang akan dicapai peserta didik• Guru menyampaikan rencana	10 menit
2	Inti	Observing	60 menit

		<ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan sapaan • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan sapaan <p>Questioning</p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan sapaan pada <i>Self Talk Strategy</i> sebagai acuannya</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan sapaan • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan sapaan. <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan sapaan • Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan dalam ungkapan sapaan <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i></p>	
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		sebagai acuannya untuk menggunakan ungkapan sapaan	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas 	10 menit

Pertemuan 2:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
1	Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa dengan bahasa inggris • Guru memeriksa kehadiran siswa • Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Guru menyampaikan tujuan pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan tema • Guru menyampaikan kemampuan yang akan dicapai peserta didik • Guru menyampaikan rencana kegiatan 	10 menit
2	Inti	<p>Observing</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mengamati beberapa gambar yang memperlihatkan penggunaan ungkapan sapaan sesuai dengan keterangan waktu 	

		<ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari contoh ungkapan sapaan sesuai dengan keterangan waktu • Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan sapaan sesuai dengan keterangan waktu <p>Questioning</p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan sapaan pada <i>Self Talk Strategy</i> sebagai acuannya sesuai dengan keterangan waktu.</p> <ol style="list-style-type: none"> 1. What do you see in the picture ? 2. What is the time in the picture ? 3. What is 5. A.m. means ? 4. What is 9. P.m means ? <p>Experimenting</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan sapaan sesuai dengan keterangan waktu • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan sapaan sesuai dengan keterangan waktu <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang 	
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		<p>digunakan dalam ungkapan sapaan sesuai dengan keterangan waktu</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan sapaan sesuai keterangan waktu • Peserta didik mengisi table ungkapan sapaan sesuai dengan keterangan waktu <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i> sebagai acuannya untuk menggunakan ungkapan sapaan sesuai dengan keterangan waktu</p>	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan kegiatan berikutnya dan tugas 	

Pertemuan 3:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
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1	Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa dengan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Guru menyampaikan tujuan pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan tema • Guru menyampaikan kemampuan yang akan dicapai peserta didik • Guru menyampaikan rencana kegiatan 	10 menit
2	Inti	<p>Observing</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mengamati beberapa gambar yang memperlihatkan penggunaan ungkapan pamitan sesuai dengan keterangan waktu • Dengan bimbingan guru siswa mempelajari contoh ungkapan pamitan sesuai dengan keterangan waktu • Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan pamitan sesuai dengan keterangan waktu <p>Questioning</p> <p>Dengan bimbingan guru siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan sapaan tentang apa yang ada pada gambar dengan <i>Self Tak Strategy</i> sebagai acuannya</p> <p>Experimenting</p>	60 menit

		<ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan pamitan • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan pamitan. <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan pamitan • Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan dalam ungkapan pamitan <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i> sebagai acuannya untuk menggunakan ungkapan pamitan</p>	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan kegiatan berikutnya dan tugas 	10 menit

Pertemuan 4:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
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1	Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa dengan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Guru menyampaikan tujuan pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan tema • Guru menyampaikan kemampuan yang akan dicapai peserta didik • Guru menyampaikan rencana kegiatan 	10 menit
2	Inti	<p>Observing</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mengamati beberapa gambar yang memperlihatkan penggunaan ungkapan pamitan • Dengan bimbingan guru siswa mempelajari contoh ungkapan pamitan • Dengan bimbingan guru siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan pamitan <p>Questioning</p> <p>Dengan bimbingan guru menggunakan <i>Self Tak Strategy</i>, siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan pamitan</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan pamitan 	60 menit

		<ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan dalam ungkapan pamitan <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan pamitan • Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan pamitan <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i> sebagai acuannya untuk menggunakan ungkapan sapaan sesuai dengan keterangan waktu</p>	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan kegiatan berikutnya dan tugas 	10 menit

Pertemuan 5:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
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1	Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa dengan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Guru menyampaikan tujuan pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan tema • Guru menyampaikan kemampuan yang akan dicapai peserta didik • Guru menyampaikan rencana kegiatan 	10 menit
2	Inti	<p>Observing</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa menyimak guru membawakan sebuah dialog yang menggunakan ungkapan terimakasih • Dengan bimbingan guru siswa mempelajari contoh ungkapan terimakasih • Siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan terimakasih <p>Questioning</p> <p>Dengan bimbingan guru menggunakan <i>Self Tak Strategy</i>, siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan terimakasih</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan terimakasih • Dengan bimbingan guru siswa mempelajari 	60 menit

		<p>cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan terimakasih</p> <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan terimakasih • Dengan bimbingan guru siswa berlatih cara pengucapan, intonasi dan tekanan dalam ungkapan terimakasih <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i> sebagai acuannya untuk menggunakan ungkapan terimakasih</p>	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan kegiatan berikutnya dan tugas 	10 menit

Pertemuan 6:

No	Kegiatan	Langkah-langkah Pembelajaran	Waktu
1	Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menyapa siswa dengan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Guru menyampaikan tujuan pembelajaran • Guru mendemonstrasikan sesuatu yang terkait dengan tema 	10 menit

		<ul style="list-style-type: none"> • Guru menyampaikan kemampuan yang akan dicapai peserta didik • Guru menyampaikan rencana kegiatan 	
2	Inti	<p>Observing</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa menyimak guru membawakan sebuah dialog yang menggunakan ungkapan permohonan maaf • Dengan bimbingan guru siswa mempelajari contoh ungkapan permohonan maaf • Siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan permohonan maaf <p>Questioning</p> <p>Dengan bimbingan guru menggunakan <i>Self Tak Strategy</i>, siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan permohonan maaf</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa mempelajari pola kalimat yang digunakan dalam ungkapan permohonan maaf • Dengan bimbingan guru siswa mempelajari cara pengucapan, intonasi dan tekanan untuk menggunakan ungkapan permohonan maaf <p>Processing Information</p> <ul style="list-style-type: none"> • Dengan bimbingan guru siswa berlatih menggunakan pola kalimat yang digunakan dalam ungkapan permohonan maaf • Dengan bimbingan guru siswa berlatih cara 	60 menit

		<p>pengucapan, intonasi dan tekanan dalam ungkapan permohonan maaf</p> <p>Communicating</p> <p>Siswa bermain peran dengan <i>Self Tak Strategy</i> sebagai acuannya untuk menggunakan ungkapan permohonan maaf</p>	
3	Penutup	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan kegiatan berikutnya dan tugas 	10 menit

J. PENILAIAN

Pertemuan ke 1- 6:

1. Teknik Penilaian

- Sikap : Observation
- Pengetahuan : Penugasan
- Keterampilan : Praktik

2. Instrumen penilaian : Tes Essay

3. Intrumen : Terlampir

4. Rubrik penilaian dan Pedoman penskoran

PENGETAHUAN

Nilai 2.5 : untuk setiap jawaban benar pada bagian essay

Nilai akhir : Total skor

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 100$$

KETERAMPILAN

a. Rubrik penilaian keterampilan (Praktik/Kinerja/Project)

Kriteria	Deskripsi	Rentang skor	Skor perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89-100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas dan tidak lancar	(61-75)	...
	Membaca script, kosa kata terbatas dan tidak lancar	(0-60)	...
	JUMLAH		...

b. Rubrik Penilaian Tes Praktek Lisan Berbicara

No	Aspek yang dinilai	Kriteria	Score
1	Vocabulary	Excellent	5
		Very Good	4
		Good	3
		Fair	2
		Poor	1
2	Pronunciation	Excellent	5
		Very Good	4
		Good	3
		Fair	2
		Poor	1
3	Hesitation	Excellent	5
		Very Good	4
		Good	3
		Fair	2
		Poor	1
4	Pauses	Excellent	5
		Very Good	4
		Good	3
		Fair	2
		Poor	1
Total Score			20

This is Me!

Please write down your identity here!

Name :

Date of Birth :

Address :

School :

Class :

Hobbies :

Favorite Color :

Favorite Food :



HOW ARE YOU ?

In this chapter, I will learn to:

- Greet
- Thank
- Take leave
- Apologize

Activity 1

Observe the expressions of greeting below.



Good morning!



Good morning!

Good morning!

Good morning!



Good morning!



Good morning!

Good morning!

Hello!



Hi!



Activity 2



Please practise the greetings with people around you.



Say good morning when I meet...

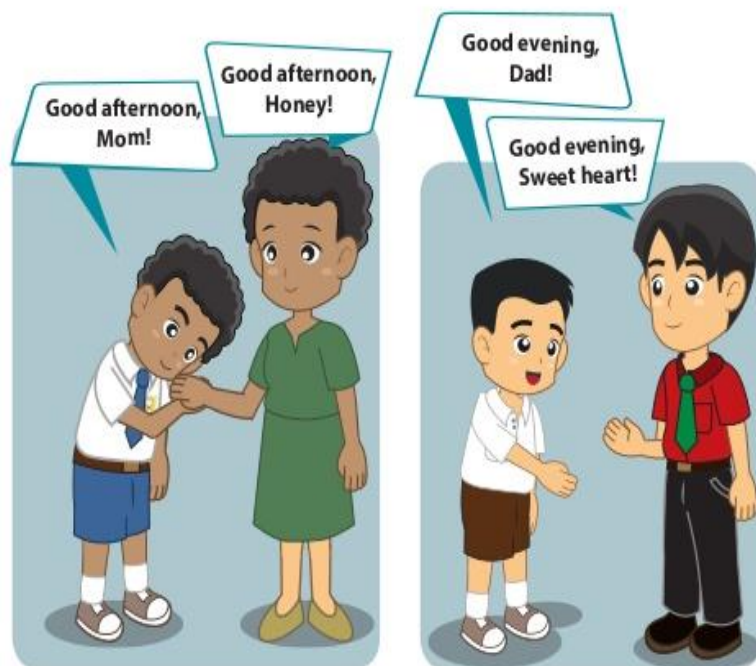




Good evening!

Activity 3

Please practise with your parents the expressions below!



Activity 5

Please practise the greetings with people around you.



How are you?



I'm feeling great.
Thank you.
And you?

How are you,
Sir?



I'm fine too.
Thank you, Sir.

How are you?

I'm fine.
Thank you.
How about you?

I'm fine too.
Thank you.



Goodbye!

Activity 9

Observe the expressions of taking leave below.



Goodbye,
Mom!

1



Bye, Honey!

2

See you later.

See you.
Take care!



Have a nice dream,
Beni.

3



Have a nice dream too.

Good night, Mom.

Good night, Dear.

4



Good night, Dad.



What are they saying?

Activity 12

Please choose the right answers,
then fill in the bubbles
in each picture!



- I'm feeling good.
- See you later.
- Good night.
- I feel dizzy.
- Good morning.

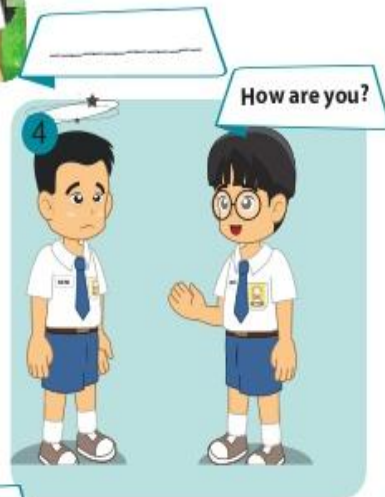
1

How are you?

SEKOLAH MENI

2

Good morning!



IT'S ME

In this chapter, I will learn to introduce:

- MY SELF



Hello, my name is Edo.
I am twelve years old.
I am a student of SMP Negeri 2 Biak.
I live in Biak, Papua.
I like swimming and reading books.
My favorite color is green.
My favorite food is fried rice.
Nice to meet you.





Let me introduce myself.

Activity 2

Use the clues below.



Hello, my name is

I am years old.

I am a student of

I live in

I like

My favorite color is

My favorite food is

Nice to meet you.



I LOVE PEOPLE AROUND ME

In this chapter, I will learn to tell about:

- My personal identity
- The identity of family members



My name is Siti, S - i - t - i

Activity 1

Observe the model of the text below.



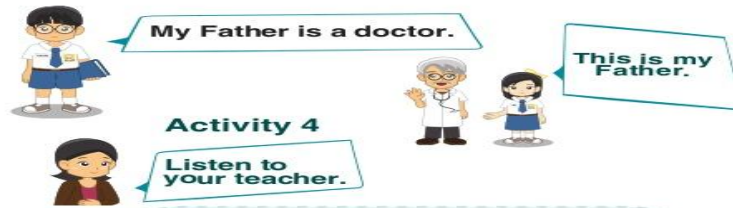
- My name is Lina. L - i - n - a
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang on 30th December 2002.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My Parents' names are Mr. Helmi Yahya and Mrs. Yoana Pataya.
- I have one brother and one sister. They are Dandi and Dinda.
- My blood type is O.
- You can e-mail me at pidia2002@yahoo.co.id
- I am in VII F.

Activity 2



Read again the text above, and fill in the personal identity form below.

- Name :
- Place and date of birth :
- Address :
- School :
- Class :
- Hobby :
- Parent's Names : Father :
Mother :
- Blood Type :
- e-mail address :



Activity 4

Listen to your teacher.

This is my father. He is about forty years old. He is a doctor. He goes to Public Hospital. He drives his car to the hospital. He works everyday except Sunday.

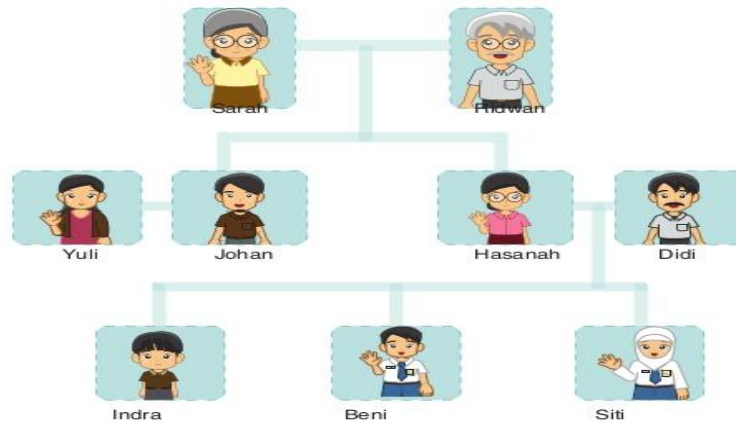
My Father is not very tall. He is about 170 cm tall. He has thick hair and a pointed nose. He wears glasses.

My Father likes reading books and magazines. He always reads magazines after work and reads books when he is off from work.

My father is a kind man. He always helps patients patiently and carefully. I'm very proud of him.

Activity 5

Now choose the right picture based on the information from the text.



Activity 10

Draw your own family tree, and tell the relation!



Activity 11



They are
my family
members.

With friends, take turns
talking about your
family members. Refer
to the examples below.



This is my mother.
Her name is Hasanah.
She is 40 years old.
She likes cooking.

This is my father.
His name is Didi.
He is 45 years old.
He likes reading.

This is my brother.
His name is Indra.
He is 5 years old.
He likes crying.



INSTRUMENT TEST

A. Pre-Test

Make a story about your opinion based on the topic below. Then present in front of the class. The topic is Yourself.

B. Post-Test

Make a story about your family by using action greetings, goodbye, thank you and sorry. Then present in front of the class.

TRANSCRIPT

A. PRE-TEST

- HK : Moning frends....may nem is Husnul Khatima ai wos bor on “hm” sixtin.. may...tu thousand faiks ai liv on Jalan Poros Palopo Makassar in Bulu Pallime.....may skul SMP Negeri 3 Pitumpanua klas seven wan may hoby volly..... ishehe ituji thank yu.
- LS : Moning frends may nem is Listia Sulfiani ai wos bor on twenty wan september tu thousand faiv may school is...SMP Negeri 3 Pitumpanua klas seven wan.....may hobby is riding..... ai liv on Jalan Poros Palopo Makassar in Batu Lappa thanks all thank yu.
- A : Morning frends may nem is Alfin ai was bor on sixtin juley tu thousand four.....emmmhh ai....ai liv...on...Jalan Palopo makassar Batu Lappa...may favorit football.....may favorit color red.....thank yu.
- NAJR : Gud moning frends may nem is may nem is Nur Agni Julia Rosa ai wos bor on twenty eit juli tu thousen faiv ai liv on jalan poros palopo makassar in buriko kecamatan pitumpanua kabupaten wajo may skul is in SMP Negeri 3 Pitumpanua klas seven may favorit fuds may favorit fuds nudel may.. may hobis ar kuing and writing ai ting dets all thank yu.
- NS : May nem is Novita Sari...ai was brow on....tri tuwen eh tuwentih teri november tu thou tu thousand faiv may skul SMP Negeri 3 Pitumpanua klass seven wan may hobi...volly.....dets.....ai thing kyu thank yu.
- MAR : Moning frends may name is Muhammad Arif Rosidin ai was..... may name is Muhammad Arif Rosidin ai was bro on twenti sis april thousen for ai liv alelebbae may skol SMP Negeri 3 Pitumpanua kelas seven may hobis are football.....ai tis ai tis tes all thank yu.
- MHA : Moning frends may nem is Muhammad Haikal Arwan aih...ai..... chhhehh ai brow is six july aaaaaihh chehe..... hhhee thank yu.
- SR : Moning frends may nem is Syahdatul Rohfina ai was bor on ai was bor on tu tu six epril tu thousand tu thousand faiv ai liv in jalan jalan jalan palopo makassar in batu lappa..... e ai... aim favorit klo aim favorit klawer e nudel ... thanks it ai lot may favorit fud may favorit fuuud nudel in nudel in re nudel in riks nudel in riks emm thank yu thank yu all.
- BN : Gud morning frends may nem is Besse Nurfadilla ai was bor on tri aigust tu thousand faiv ai liv on jalan poros in makassar may skul is SMP Negeri 3 Pitumpanua may klas seven wan may hobi is singing may favorit koler pi pink blue en yellow... may favorit fud nudli ... dets all thank yu.
- H : Gud morning frends may nemis Herman is gron ahh yur sren is..... hehehe..... thank yu.

- MS : Moning frends may nem is Muhammad Sahruli is bor on..... thanks.
- NA : Halo frends gud morning may nem is Nurhikma Ali ai was bor on ai was sixtin january tu thousand six .. ai liv ai liv on jalan pelabuhan in buriko may skul is SMP Negeri 3 Pitumpanua klass seven wan may hobi is drawing ai think ai think des all thank yu.
- DS : Morning fress may may nem is Dewi Sartika ai was bron on tuenti fo desember tu tu thousand fo ai liv jalan poros palopo makassar bulu tirong ha thank yu.
- R : May nem is Radit ai war bor on tuwenti tri mar tu thousand ... tu thousand fai ai liv ai liv on on ja jalan pelabuhan in buriko ma kecamatan pitumpanua may skul is in SMP Negeri 3 Pitumpanua klas seven wan may hobi may hobi is volly ball may fvorit klor blue en favorit fud frid chicken thank yu.
- MA : Gud gud morning fess may nem is Muhammad Alias emmmmsay thank is thank yu.
- A : Gud morning frends may nem is Anjelika ai was bor on tuwenty fou april tu thousand fai ai liv ai liv ai liv Batu Lappa aaa skul skul SMP Negeri 3 Pitumpanua a kelas seven ei seven eii hobby drawing thank yu.
- BAS : Gud morning frends may nem is Baso Andika Saputra it aih det en jus it
- NA : Moning frends may nem is Nur Aminah ai was bor nain april tuthousand faiv eehh may skul is SMP Negeri 3 Pitumpanua kelas seven won seven wonmay hobi is riding dets oll tu say thanks.
- LN : Monin fress may nem is Lupia Naura ai was bor on juihhh dey mmmmdediklip faik eh juley tu thousand fai s s s skul SMP 3 Pitumpanua kelas seven wan may hobi volly thank yu.
- S : Morning fres may nem is Saudit ai ti dets all thank yu.
- FE : Moning frends ai wa ai was eh may nem is Faiz ai was bor on wan desember tu thousand ai lev in ailev on jalan lacinde in makassar may skul is in SMP 3 Pitumpanua kelas seven wanem end favorit fud frid chicken en frids may hobis volly ball en fotball... thangs all thangs yu.

B. POST-TEST

- HK : Gud morning may nem is Husnul Khatima a e e ai hev faif pipel in may famili may fader may mader may ba brader may sister en

mi self may fader is Lukman hi is e farmer may mader is Asirah si is e houswaif may brader is Muhammad Sofyan hi is e junior haig skul may sister is Fakhira Akila si is e beby en aim scuden of SMP Negeri 3 Pitumpanua ai think jus it thanks for attension.

LS : Morning may nem is Listia Sulfiani ai ai hev four pipelin may family may fader may mader may brader may sister en may self may fader is Muhammad Rusli hi is e PNS may mader is Senniwati si is e houswaif may brader is Irfan Jaya hi is e student of UNIFA en am student of SMP Negeri 3 Pitumpanua ai think jus it thanks see yu.

A : Morning may nem is Alfin ai hev six peple in may family may fader may mader may brader may sister an may self may fader is Ardi hi is e farmer may mader is Farida si is e houswif may brader is Fauzi hi is e farmer may sister is Sarmila en Surianti si is e junior haiskul en ai student of SMP Negeri 3 Pitumpanua ai think jus thank yu.

NAJR : Gud moning may nem is Nurul Agni ai hev faiv pipel in may femily may fader may mader may brader may sister en may self may fader is Arhamsyah hi is e entrepreneur may mader is Rospidawati si is e houswaif may brader is Afdal hi is indergarden darmawanita may sister is Syahra si is e stadent of SDN 232 tellesang en en ayem stadent of SMP Negeri 3 Pitumpanua ai think jas it thanks for atension see you.

NS : Gud morning may nem is Novita Sari ai hev....faiv pupel in may famili may fad may fader may moder may bo brader may si sister an may self may fader is Arsad his far farmer may moder is Siti Harisa sis houswaif may brader is Ramli his hi is scudent of SDN 183 Marannu may sister is Elisa sis houswaif..... en aem scudent of SMP Negeri 3 Pitumpanua thank yu sii yu.

MAR : Gud morning my nem is Muhammad Arif Rosyidin ai hav seven peple in may family may fader may mader may brader may sister an may sif may fader is Hasanuddin, S.Pd his e ticer may mader is Juhana sis e houswaif may broder is Ahmad Fauzi his e student of SDN 418 Tellesang may sister is Nurlela si is e kuliah en am student of SMP Negeri 3 Pitumpanu ai think jus it thank for attention siyu.

MHA : Gud morning may nem is Haikal ai hev six peapol in may family may fader may mader may brader may sister an may self may is Arlan hes a farmer may may ma mader Darmia sis e hou hou houswif may may may brader is Afil his e kruis may sister is

Indah sis e houswaif en am stud of SMP 3 Pitumpanua ai think jus thanks siyu.

SR : Morning may nem is Syahdatul Rofina ai ai hev fo ai hev ai ai aim ai hev peapel in may famili may moder may fader may moder may brader an may slip may fa may fader is Ambo Upe his his ai driv may mader is Hasnidar si is houswaif may may may brader is Ar Ardian hi is e student of SMP Negeri 3 Pitumpanua en aim student in SMP Negeri 3 Pitumpanua.

BN : Gud morning may nem is Besse Nurfadilla ai hev tri pipel in may family may fader may mader an may self may fader is Muhammad Edi hi is e farmer may mader is Besse Darmata si is e houswaif an am student of SMP Negeri 3 Pitumpanua ai think jas it thanks si yu.

H : Morning may nem is Herman ai hev fav pipel in may family may fater may mater may broder an may self may fater is Lamang his e farmer may mader is Hartati sis houswaif may brader is Hendra his e farmer am student of SMP Negeri 3 Pitumpanua thanks.

MS : Gud morning may nem is Muhammad Sahrul ai hev four pipel in may famili.... may fader may mader may ... brader may sister en misel may fader is Muhammadiyah his e farmer may mader is Kalawati si e houswaif may sister is Nursyamsi ai student SMP 3 Pitumpanua i think jus thanks.

NA : Gud morning frends may nem is Nur Hikma Ali ai hev six pipel in may family may fader may mader may brader may sister en may self may fader is Alimuddin hi is enterpreniur may mader is Darmawati si is houswaif may brader is Akbar hi is e hi is e kru alfamidi may sister is Sutra si is e kru of PT. Prima Persada may brader is Ardiansyah hi is e student of SDN 371 Tellesang en aem scudent of SMP Negeri 3 Pitumpanua ai think jas it thanks si yu.

DS : Gud morning may nam is Dewi Santika ai hav faiv ai hav faif papel in may famili may fader may mader may brader may sister an may self may fader is Anto hi is..... farmer may mo may mader Sutra sis houswaif may brader is Muhammad Fikram hi is klas six may sis may sister is Nur Arifa si is e beby an im scudent of SMP Negeri 3 Pitumpanua ai think jas jis thank yu.

R : Gud morning may nem is Radit ai hev sik pepel in may femili may fader may moder may brader may sister en may slep may fader is Burhan his e far farmer may moder is Hadirah si is e houswaif may bro broder is Arman hi is e junior skul may sister is

Nurmayanti si is e ju junior skul en ayem student of SMP Negeri 3 Pitumpanua ai think jas it thank si yu.

MA : Gud morning may nem is Muhammad Alias ai hev faiv pipli in may famili may fader Muhlis may mader Dahlia may sister is Marlina en ai student of SMP Negeri 3 pitumpanua ai think jus thanks siyu.

A : Gud morning may nem is Anjelika ai hev faiv pipel in may family may fader may mader may sister an may self may fader is Haji Mare hi is e farmer may mad may mader is Hajji Sakatan si is e houswaif may brader is Suki hi is e student may sister is Sahria ... si is ee..student en aim student of SMP Negeri 3 Pitumpanua ai think ai think jas for siyu.

BAS : Gud morning may nem is Baso Andika Saputra ai hev eit piple in may family may father may mother my brother may sister may may father is Bilan his e farmer may mother is Indo Ale sis e houswif may bro brodthter is Ari his e e e e student..... i am student of SMP Negeri 3 Pitumpanua thnks siyu.

NA : Gud morning may nem is Nur Aminah ai hev faiv pipel in may family may fa may fader may mader may brader may sister may fader is Sarda dg tuju may mader is erni si is e houswaif may brader is muhammad bilal his student may sister is Mirna si is e student of 371 tellesang en i student of SMP Negeri 3 Pitumpanua ai think jus it thanks siyu.

LN : Gud morning frends may nem is Lupia Naura i hev six pipel in may family may father may mother may brother may sister an mi self may father is Sarbi hi is a farmer my moder is Andi Suriani si is a housewife may brother is Lutfi hi is e student may sister is Mutia si is klas fo en i am student of SMP Negeri 3 Pitumpanua thanks.

S : Gud morning may nem is Saudit may fader may mader may brader may sister an may self may fader is todo may mader is tina may brader is yaya ai stu SMP Negeri 3 Pitumpanua thanks.

FE : Gud morning may nem is Faiz ai hev seven pupel in may family may fader may moder may broder may sister en may sif ... may fader is Bahrun hi is ai enterpreneur may may mader is Erniati si ai housewaif may broder is Fadel hi hi is ai student junior haig skul may sister is Fitria si is e student of junior haig skul en aim student of SMP Negeri 3 Pitumpanua ai think jas it thanks for attention see yu.

DOCUMENTATION





CURRICULUM VITAE



ISMAWATI is the first child of Lukman and Masita.

She was born on January 16 1996 in Lacinde and has three brothers. She finished her study at SDN 183 Marannu in 2007, at SMP Negeri 3 Pitumpanua in 2010, at SMA Negeri 1 Larompong Selatan in 2013 and enrolled as a student of

Muhammadiyah University of Makassar in English Education Department in 2013.

She participated activity in some organization such Himpunan Pelajar Mahasiswa Wajo (HIPERMAWA).