

**Improving Students' Speaking Ability Using Examples
Non-Examples Method at the Eight Grade of Student
SMP Somba Opu Gowa**

(Experimental Study)



A THESIS

*Submitted to the faculty of Teacher Training and Education Makassar
Muhammadiyah University in partial fulfillment of the requirement
For the Degree of Education in English Department*

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Motto

**Happiness is not how much money we have,
but how much time we can be thankful**

**Remember... Allah always provides the
advantages behind the shortage...Allah always
gives strength behind the weakness**

ABSTRACT

Marsani. 2018. *Improving Students' Speaking Ability Using Examples Non-Examples Method to the Eight Grade of Student SMP Somba Opu Gowa (Experimental Study). Thesis, FKIP Universitas Muhammadiyah Makassar. Supervised by St. Asriati, AM and Astrianto Setiadi.*

The objective of the research was to find out whether there is the improvement of the students' speaking ability focus on the students' accuracy and fluency through examples non-examples method

This research employed Pre-experimental method that applied examples non-examples method to taught speaking ability. The study had been done for six meetings that were designed; first meeting was for pre-test, 4 meetings for treatment, and the last meeting for post-test. The population was the eighth grade students of SMP Somba Opu Gowa in academic year 2016/2017. Total number of population was 56 students and class VIII.A that consist of 26 students' was taken as sample by using purposive sampling technique.

As the Quantitative method, the writer analyzed the data by using t-test. The result showed that there were significance difference on the students' speaking ability in terms of accuracy (pronunciation and vocabulary) and fluency (smoothness) taught with examples non-examples method. The students' mean score of pronunciation was 53,26 in pre-test to be 71,84 in post-test. While, the students' mean score of vocabulary was 63 in pre-test to be 78,84 in post-test. Then, the students' mean score of smoothness was 59,15 in pre-test to be 73,15 in post-test. The researcher concluded that teaching speaking by using examples non-examples method increased the students' speaking ability in term accuracy and fluency at the Eighth grade of SMP Somba Opu Gowa.

Key words : Speaking Accuracy and fluency, Examples Non-Examples Method

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May the Almighty bless us now and forever, and this thesis can be useful,
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Finally, I strongly believe that this thesis is far from perfect therefore, inputs and suggestions are needed.

Makassar, January 2018

MARSANI

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CHAPTER I

INTRODUCTION

A. Background

English is one of the international language that used in countries throughout the world, including Indonesia. As the first language, English is though as a compulsory subject from the elementary school up to senior school in today's Indonesian educational system. The students must master the four of language skills and speaking as one of the most important skill that should be mastered by students.

Speaking is one of the skills that able to describe how far the language learner mastered about the language itself. It means that speaking can be used as a communication with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Turk, C (2003:20) states spoken language was the first form of communication between human beings. But, in fact, most of the students felt difficult to express their opinion especially in make a communication to the other people. From that statement can be concluded that speaking is the first skill that should taught first when someone learn about a language.

Based on the researcher observation to the teacher and also to the students of SMP Sumba Opu, the researcher got information that most of the students felt difficult to express their opinions in speaking because the students never practice and less of vocabulary. In the teaching and learning

process, they just focus on the text book without understand what they are learning about.

Therefore, in teaching and learning process, teacher needs media to make the lesson easier. Teaching learning process should be varied to make students feel fun during the process. Thus, the researcher use examples non-examples as a method in teaching speaking.

According to Istarani (2012:9), Examples non-examples method is a teaching model which presenting the materials to students by showing the relevant pictures and students have chance to analyze the pictures individually or in group and discuss about the picture. Furthermore, kagan (1992:32) stated that convinces that in applying example non example, the teachers should consider two principles: (1) Examples refer to the real samples given by teachers through picture related to the topic being discussed and that they should be understood by students, and (2) Non Examples are the samples that do not match with the topic being discussed. As we know, pictures are attractive media to use in the teaching and learning processes so that the students will become more interested in trying to practice speaking English. Picture is a visual representation of something such as a person or scene, produced on a surface, as in a photograph and painting.

The researcher's hope that use example non example method could improve students speaking ability and using picture as a media can make

the student enjoy in the learning process and develop their speaking ability.

Based on the explanation, the researcher interested in conducting a research”*Improving Students Speaking Ability Using Examples Non-Examples Method to the Eight Grade of Student SMP Somba Opu.*

B. Research Problem

Based on the problems stated in the background. The research questions are formulated as follows:

1. Does the use examples non-examples method improve students’ speaking ability in term of accuracy at the eighth grade of SMP Somba Opu?
2. Does the use examples non-examples method improve students’ speaking ability in term of fluency at the eighth grade of SMP Somba Opu?

C. Objective of the Research

1. To find out whether or not there is the improvement of the students’ speaking ability focus on the students’ accuracy through examples non-examples method.
2. To find out whether or not there is the improvement of the students’ speaking ability focus on the students’ fluency through examples non-examples method.

D. Significance of the Research

The researcher hopes that the results of this study can be used by the researcher, teacher, students, and next researcher for the following purposes:

a. Teacher

The English teacher can use examples non examples method in teaching speaking. They can use that media to improve students' speaking ability. The teacher is able to use the picture to give the material of the lesson for the students. Hopefully makes the students be more interested with the teacher and easy to understand the material.

b. Student

Hopefully it can help the students to improve their speaking ability by using examples non-examples method in learning speaking.

c. Researcher

The finding of the researcher can be used as starting point in improving the speaking teaching ability now and in the future. And the researcher hopes this research can be used by the next researcher as one of the references in conducting research on English language teaching, especially in the implementation of the using examples non examples method.

E. Scope of the Research

The researcher was limited this research to the use of examples non examples method in improving the students' speaking ability focused on the accuracy (pronunciation and vocabulary) and fluency (smoothness) for the students' at the eighth grade of SMP Somba Opu.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, there are several previous related researches to prove the originality of this research, as follows:

Riska Aprialana (2012). In her thesis “The Use of Example Non Example Method Using Picture to Improve the Student’s Ability in Writing Descriptive text at Eight Grade of MTS Wahid HasyimBadegan in 2012/2013 lesson year. The witer was conclude that the use of example non example method can improve the students ability in writing descriptive text in MTS Wahid Hasyim, Badegan it was seen from the improvement of students score from cycle 1 to cycle2.

Astri Khoirun Nissa (2015). In her thesis entitle “The Effect of Applying Examples Non Examples Method on Students’ Achievement in Writing Descriptive Text (An Experimental Design method is accepted. The data obtained were analyzed statistically by t-test formula. The result got that t-observed (t-obs) is higher than t-table ($2.64 > 2.042$) at the level significance 0.05 with the degree of freedom (df) 58. It means that the alternative hypothesis (H_a) is accepted and Examples Non Examples method significantly effects students’ achievement in writing descriptive text.of SMP SwastaSitiHajar)”. The researcher was conclude that using Examples Non-Examples.

Venny Nella Syahputri (2015). In her thesis entitled "The Examples Non-Examples Technique for Teaching Speaking in English" Conclude that there is a significant difference between the experimental class and the control class in post-treatment. In conclusion, example non example technique can be applied as an alternative technique in teaching speaking. The research hypothesis (Ha) is also proven that the use of example non-example technique provides a positive contribution for the development of students' speaking performance.

Based on previous related research finding, there are similarities and differentiate of this research. The similarity of these researches is using examples non-examples as a method. While, the differentiate uses writing descriptive text is relevance and using classroom action research as a research method.

B. Pertinent Ideas

1. The Concept of speaking

a. Definition of speaking

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation. Topic of speaking is important to be mastered by speaker because by mastering the topic

the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is needed in spoken language in order to arrange the correct sentence. People judge you by the way you speak, and they can dismiss what you have to say if you say it carelessly. Aan Batko, (2004:22). Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation; by using the appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Anderson and Bachman (2009:1) claim that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from four language skill however now days people usually judge the language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Brown (2003: 140) states that speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker's listening skill which is necessary compromises the reliability and validity of an oral production test. From that statement it can be concluded that listening skill has a big influence in speaking skill. Listening is a first language skill that taught when the learners learn about language because listening skill can give the learners how to improve speaking skill. By listening learners able to learn how to speak from the models, it will give a good effect to learners. In addition listening able to add the vocabularies mastering; influence the pronunciation and intonation.

From all statements above it can be concluded that speaking ability is an important skill to be mastered when someone learn about language especially foreign language. Speaking ability becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, accuracy, fluency, and all of these should be used appropriately in a

social interaction. Therefore the appropriate method and technique are needed to improve students' speaking ability.

b. The Importance of Speaking

Speaking ability is the productive skill in the oral mode. Like the other skill, speaking is more complicated that seems at first and involves more than just pronouncing words. There are five components of speaking ability that can be defined as follows: pronunciation, grammar, accuracy, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Turk, C (2003:5) states that if we want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes. From that statement it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking ability. If the learners have a high motivation to improve their speaking ability, they will study hard and find many sources and model about speaking ability. The environment is the next important factor that influences learners speaking ability, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak.

Speaking ability becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter (2006:139) state that

speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning. That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can.

c. Kinds of Speaking

Speaking is commonly divided in two kinds, namely speaking performance and speaking competency.

a) Speaking Performance.

Byrne (2008: 306) states that performance is the person's process or manner of flay. Therefore, we may conclude that the speaking performance is the way of one's manner in speaking.

b) Speaking Competency.

Byrne (2012: 80) defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, we also may conclude that speaking competency is one's ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

d. Element of Speaking

According to Harmer (2009: 159) aspect of speaking can be divided as follow:

a) Accuracy

Intelligibility (accuracy) refers to how correct learners use of the language system, include grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking and writing. Therefore, accuracy is essential depending on the recognition of the word and sentences pattern of speech. It therefore, involves us in considering the phonetic character of conventional English, particularly from the point of view segmental (vowel and consonant) system.

For example: in the classroom, language manipulation activities can help to develop accuracy. These include of controlled practice, drills, study and application of grammar rules and activities can help the students to 'notice' their own mistakes. Intelligibility (accuracy) refers to how correct learners use of the language system, include grammar, pronunciation and vocabulary.

a). Pronunciation

Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent and

inflection. Sometimes the listener does not understand what we talking about because lack in pronunciation. Pronunciation is the fact of manner of articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress. Which are the indicators of someone whether he has good pronunciation in language spoken. Furthermore pronunciation and stress are largely learned succesfully by imitating and repetition. Burns and Claire in Darsini (2013) State that the survey conducted for this project showed that pronunciation can be something of a ‘Cinderella’ in language teaching –to be given low priority or even avoided.

b). Vocabulary

Vocabulary is very important in speaking English. It is impossible to speak without mastery of vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they seldom practice and use them. Thus, it nedds to keep them in their mind.

b. Fluency

Based on webster (Dictionary) fluency is ready and expressive use of language, it is prohabably best achieved by

allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility the river bank’ of instruction or some details of phonology, grammar or discourse explained that fluency defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication. Fluency refers to how the students speak well with use smooth-talk or smoothness. Smoothness is the ability of speaking English through a good clustering and reduces form Brown (1988:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce form are to use English with contraction, elisions and reduce vowels. In oxford dictionary smoothness is charming or flattering language, especially when used to persuade someone to do something.

2. The Concept of Examples Non-Examples Technique

a. Definition of Examples Non-Examples

The Examples Non-Examples Technique is a technique that uses pictures as a media to encourage students to speak and to learn critical thinking by solving problems through examples (Kagan, 1992:76). In addition, Istarani (2012:9) is convinced that the use of pictures in example non example encourages teachers to modify and explain the material that will be taught in accordance with basic competencies. It is suggested that if students are learning English in

fascinating and motivating circumstances it will help them to enjoy and comprehend English and to be more successful at speaking. Example non example is deemed necessary because the description of the concept is necessary to understand the topic being discussed. Focusing the students' attention to the examples and non-examples is expected to encourage the students to have a deeper understanding of the material.

Tennyson and Pork (1980), as cited in Slavin (1991:39) suggest that if the teacher presents an example of a concept then there are three things that should be addressed:

1. Collect and sort interesting examples and non-examples
2. Select examples and non-examples that differ markedly from each other
3. Compare and contrast the examples with the non-examples.

b. The Advantages of Examples Non-examples

These are some advantages of examples non examples method stated by istarani (2012:11):

- a.) The teaching and learning process will be more interesting because the students will become more attentive by seeing the pictures.
- b.) Students will be able to understand the material easier because the teacher shows the pictures related to the topic discussed.
- c.) It can increase students' thinking to understand better because they are given an opportunity to discuss in analyzing the pictures.

- d.) Students will learn how to work together in a group, to make a good cooperation each other's.
- e.) Teaching and learning process will be more attractive since the students are able to analyze the pictures provided by the teacher.

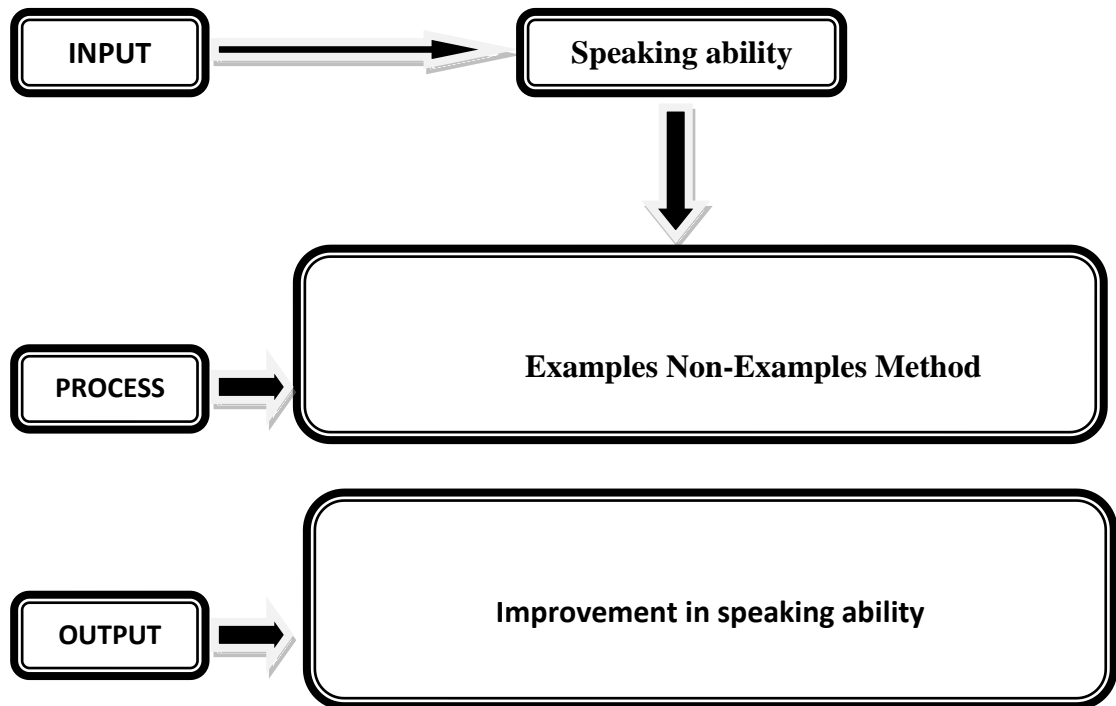
c. The Procedure of Examples Non Examples

According to Agus Suprijono (2009:144): the procedures of examples non examples method are:

- a.) Teacher provides some pictures based on the teaching objectives.
- b.) Teacher show picture on the board or display through LCD/OHP
- c.) The teacher guide and give students the chance to observe/ analyze the pictures.
- d.) The teacher gives a chance for each group to make a small discussion about the pictures and result of the discussion has to write on the paper.
- e.) Each group will given the opportunity to read the results of the discussion.
- f.) The result discussion of the students, teachers begin to explain the material based on the adjectives to be achieved.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:



- a. Input : Teaching Material, Before apply the method in the class, the researcher gave observation in the classroom.
- b. Process : Treatment given using Examples non-examples, the researcher was apply example non example as a method in one group class.
- c. Output : The treatment that given in the process of the research is evaluated the students' interest and how effective using examples non-examples method in teaching speaking ability.

D. Hypothesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”Hypothesis

is a temporary answer of problems in research until proved from the data which collected. Thus, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. To find the answer of the problem, the researcher should propose alternative hypothesis (Hi) and null hypothesis (Ho) as below:

Alternative Hypothesis (Hi)

There is a significance difference between the students who was taught by using example non example as a method to increase students' speaking ability.

Null Hypothesis (Ho)

There is no a significance difference between the students who was taught by examples non examples as a method to increase students' speaking ability.

CHAPTER III

RESEARCH METHOD

This chapter contains of research design, population and sample of the research, data collections, and the instruments of the research, the procedures of data collection.

A. Research Design

The type of the research was pre-experimental design. The kind of pre-experimental design of this research was one group pre-test and post-test. This design involves one group which is pre-tested (O1), exposed to a treatment (X), and post-test (O2). The design was presented as follows:

Table 3.1 Pattern of One Group Pre-Test Post-Test

PRE TEST	TREATMENT	POST TEST
O1	X	O2

(Gay L.R.E.Mills, 2006)

Where: O1: Pre-test

X: Treatment

O2: Post-test

O1 = Pre test

The researcher gave the test to know the previews achievement of students in speaking skill especially dialogue.

X1 = Treatment by using example non example method

The researcher applied the used of examples non-examples method in speaking ability.

The procedures of used examples non-examples in teaching were:

- A. The first meeting: the researcher introduced and explained about the definition of dialogue.
- B. The second meeting: the researcher introduced example non example method to students as a media that used to teach the material. The researchers gave the material about dialogue and asking and giving opinion and then gave an evaluation.
- C. The third meeting: the researcher reviewed the material and gave the students more explanation about asking and giving opinion and how to make short dialogue
- D. The fourth meeting: the researcher gave the material about dialogue and asking and giving opinion by using examples non examples method and gave some example about make short dialogue then the researcher gave the evaluation to the students.

O2 = Posttest

After the treatment, the researcher gave a post-test to find out whether or not there was a progress on the students' speaking

ability dealing with accuracy and fluency especially in dialogue.

The test was similar to the pre-test.

B. Variables and Indicators

a. Variable

There were two variables in this research, namely independent and dependent variable. The independent variable was implementation of using examples non-examples as a method. It was a strategy that used by the teacher to teach the material. While, dependent variable was the students' speaking ability.

b. Indicator

The following the main indicators of variables was the indicator of students' were speaking accuracy (pronunciation and vocabulary) and speaking fluency (smoothness).

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Somba Opu. There were two classes namely class VIII A and class VIII B. The number of population is 56 students.

2. Sample

The sampling technique of this research was purposive sampling. The researcher selects this technique based on the statement of the teacher that the students' achievement in eighth grade student is getting low in English, especially in speaking. Besides that, this class was suggested by the

teacher to be researched. The class selected as a sample was VIII A That consists of 26 students.

D. Research Instrument

To know the effectiveness of teaching speaking by using examples non examples as a method example, the researcher used conversations speaking test and tape recorded to asses and examine the students' speaking ability. The teacher gave test in pretest and posttest to find out the improving of the students' speaking ability.

E. Procedure of Collecting Data

1. Pre-test used at the first meeting to measure the students' ability before giving a treatment.
2. Treatment used to made students understand about material. There were four times for treatment by using examples non examples method as a media in teaching speaking.
3. Post-test used after treatment to measure the students' improvement and understanding about the material through examples non examples method. Thus, the total meeting of this research was six times, it concluded pre-test, treatment, and post-test.

F. Technique of Data Analysis

1. Scoring the result of the students' test classified as follows:

Analytic scoring of speaking could be seen on the following figure.

Table 3.2 Classification in Scoring Pronunciation

a. Accuracy (Pronunciation)

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton,1989)

Table 3.3 Classification in Scoring Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton,1989)

Table 3.4 Classification in Scoring Fluency

b. Fluency (smoothness)

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton,1989)

2. Score the students' answer to test, the researcher used formula.

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

(Sudjana:2008)

3. The mean score of the students classify into seven levels as follows:

No	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

(Depdikbud, 2004)

4. Calculating the mean score by using the following formula:

$$X = \frac{\sum X}{N}$$

Where: X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 2006:449)

5. To calculate the improvement of the percentage of the students' pre-test and post-test by using the formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Notation: P: Rate Percentage

X1: The mean score of pre-test

X2: The Mean score of Post-test

(Gay, 2006: 320)

6. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

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

Where:

t = Test of significance

\bar{D} = Different between the matched pairs

$\sum D$ = The sum of total score of significance

$\sum D^2$ = The square of $\sum D$

N = Number of students

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings obtained through speaking test in the eighth grade students of SMP Somba Opu were presented as follows:

1. The Students speaking achievement by using examples non examples method

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of speaking accuracy (pronunciation and vocabulary) and speaking fluency achievement (smoothness) by using examples non examples method.

Table 4.1: the Students' speaking accuracy and fluency Progress in Pre-Test and Post-Test

Indicator	Mean Score		Percentage Improvement
	Pre-test	Post-test	
Pronunciation	53,26	71,84	34,9%
Vocabulary	63	78,84	25,2%
Smoothness	59,15	73,15	23,7%

Table 4.1 showed that mean score and percentage improvement of the students in pre-test and post-test., the researcher described the result of data analysis based on the problem statement. The result of data analysis indicated that

there was an improvement of the students' speaking ability were consisted accuracy (pronunciation and vocabulary) and fluency (smoothness) through examples non examples method at the eighth grade student of SMP Somba Opu. It showed from mean score of the students in pre-test and post-test. When, mean score of vocabulary in pre-test were 63 and post-test which to be 78,84, pronunciation mean score in pre-test were 53,26 and post-test which to be 71,84 and smoothness mean score in pre-test were 59,15 and post-test which to be 73,15. and there were improvement of students' speaking accuracy and fluency in pre-test and post-test which was in pronunciation the students progress was 34,8%. While, in vocabulary the students' progress was 25,2%. Then, in smoothness the students' progress was 23,7%. Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df)= (n-1) 26-1=25 indicated that t-table value was 1.708 and t-test value of speaking accuracy and fluency was $3.79 > 1.708$. Therefore, it could be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_0 is rejected. It means that the used of examples non examples method in teaching speaking could improve students' speaking ability especially in students' speaking accuracy (pronunciation and vocabulary) and speaking fluency (smoothness).

a. The Improvement of the Students' Speaking Accuracy through examples non examples method

The used of examples non examples method to improving the students' accuracy in speaking was dealing vocabulary and pronunciation. The

improvement of the students' in such two items can be clearly in the following table:

Table 4.2 The Improvement of the Students' Speaking Accuracy

Indicator	Mean Score	
	Pre-test	Post-test
Pronunciation	53,26	71,84
Vocabulary	63	78,84

The table above indicates that there were the improvement of the students' speaking accuracy from pre-test and post-test. The Students' pronunciation score in pre-test was 53,26 it increases in of post-test which 71,84. Then, the students' vocabulary score in pre-test was 63 and it increases in post-test which was 78,84. Therefore, the improvement of students' speaking accuracy achievement which consisted pronunciation and vocabulary from pre-test and post-test was increasing significantly.

The table above proved that the used of examples non examples method in teaching and learning process improved the students' speaking accuracy after taking pre-test and post-test has been achieved standard score.

Table 4.3: The classification of sample speaking Pronunciation in pre-test and Post-test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	0	0	10	38,5
4	Fairly Good	9	34,7	14	53,9
5	Fair	0	0	0	0
6	Poor	13	50	2	7,6
7	Very poor	4	15,3	0	0

	Total	26	100%	26	100%
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Table 4.3 showed that before giving treatment by using examples non-examples method, in pre-test there were only 9 (34.7%) out of 26 students was classified into fairly good scores, 13 (50%) out of 26 students was classified into poor scores, 4 (15.3%) out of 26 students was classified into very poor score. and none students was classified into excellent score, very good score, and fair.

While, after using examples non examples method in post-test there were 10% (38,5%) out of 26 students was classified into Good scores, 14 (53,9%) out of 26 students was classified into fairly good scores. 2 (7, 6%) out of 26 students was classified into poor scores.

Based on the table 4.3 showed that the score of students' pronunciation achievement in post-test improved after teaching by using examples non examples. The mean score of the students in pre-test were 53,26 and post-test which to be 71,84.

Table 4.4: The classification of sample speaking vocabulary in pre-test and Post-test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	4	15,4
2	Very good	0	0	0	0
3	Good	2	7,6	11	42,3
4	Fairly Good	16	61,6	11	42,3
5	Fair	0	0	0	0
6	Poor	8	30,8	0	0
7	Very poor	0	0	0	0
	Total	26	100%	26	100%

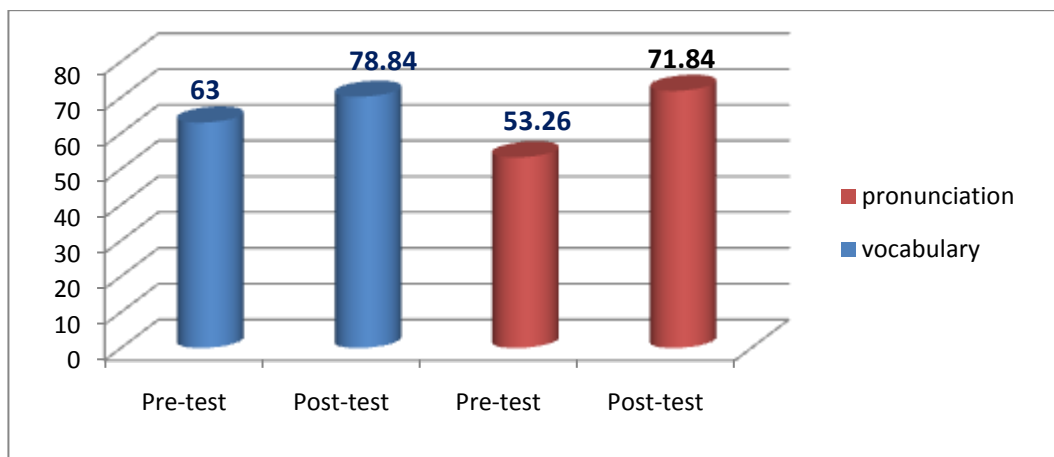
Table 4.4 showed that before giving treatment by using examples non-examples method, in pre-test there were only 2 (7,6%) out of 26 students was classified into Good scores, 16 (61,6%) out of 26 students was classified into fairly good scores, 8 (30,8) out of 26 students was classified into poor scores, and

none students was classified into, excellent, good,very good score, fair, and very poor score.

While, after using examples non examples in post-test there were 4 (15,4%) out of 26 students was classified into excellent scores, 11 (42,3%) out of 26 students was classified into good scores and 11 (42,3%) out of 26 students was classified into fair good scores.

Based on the table 4.4 showed that the score of students' vocabulary achievement in post-test improved after teaching by using examples non examples. The mean score of the students in pre-test were 63 and post-test which to be 78,84.

Graphic 4.1: Percentage of sample pronunciation and vocabulary in pre-test and post-test.



The graphic 4.1 shows that there was improvement of the students in speaking accuracy in terms of vocabulary from pre-test with mean score 58.6 to post-test with the mean score was 70.2, and the improvement of pre-test to post-test While, the students' pronunciation from pre-test with mean score 59.5 to post-test was

65.6, and the improvement percentage from pre-test to post-test was 6.1%.was 11.6%.

b. The Improvement of the Students' Speking Fluency

The used of examples non examples method in improving the students' fluency in speaking was dealing with students' smoothness of pre-test and post-test in this research could be seen in the following table:

Table 4.5 The Improvement of the Students' Speaking Fluency

No	Indicators	The Students' Score	
		Pre-Test	Post-Test
1	Smoothness	59,15	73,15

The table above indicates that there was the improvement of the students' speaking fluency in term of smoothness from pre-test and post-test. The Students' smootness score in pre-test was 59,15 then it increases in post-test which to be 73,15. Therefore, the improvement of students' speaking fluency achievement from pre-test until post-test increasing significantly.

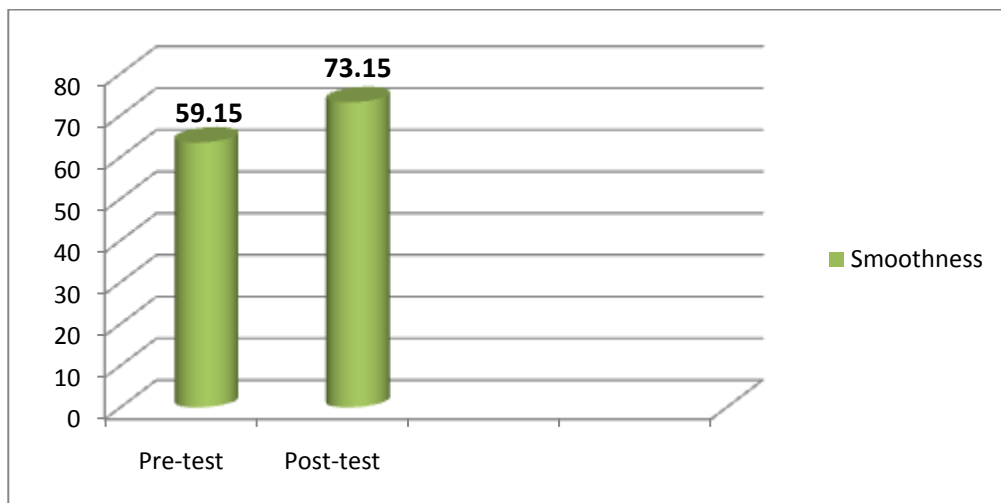
Table 4.6: The classification of sample speaking fluency of smoothness in pre-test and Post-test

No.	Classification	Pre-Test		Post-test	
		F	%	F	%
1	Excellent	0	0	0	0
2	Very good	0	0	0	0
3	Good	0	0	10	38,5
4	Fairly Good	14	53,9	16	61,5
5	Fair	0	0	0	0
6	Poor	12	46,1	0	0
7	Very poor	0	0	0	0
	Total	26	100%	26	100%

Table 4.6 showed that before giving treatment by using examples non examples method, in pre-test there were only 14 (53,9%) out of 26 students was classified into fairly good scores, 12 (73.1%) out of 26 students was classified into poor scores, and none students was classified into excellent score, good score, fair, and very poor score. While, after using examples non examples in post-test there were 10 (38.5%) out of 26 students was classified into good scores, 16 (61.5%) out of 26 students was classified into fairly good scores.

Based on the table 4.6 showed that the score of students' speaking fluency in term of smoothness achievement in post-test improved after teaching by using examples non examples. The mean score of the students in pre-test were 59,15 and post-test which to be 73,15.

Graphic 4.2: Percentage of sample smoothness in pre-test and post-test.



The graphic 4.2 shows that there was improvement of the students in speaking fluency in terms of smoothness from pre-test with mean score 59,15 to post-test with the mean score was 73,15, and the improvement percentage from pre-test to post-test was 23,7%.

Table 4.7 the comparison of T-test and T-table scores of students' speaking ability

Variables	T-test	T-table	Description
Pronunciation	1,356	1.708	Significance
Vocabulary	3,675	1.708	Significance

Smoothness	2,160	1.708	Significance
X	7,191	1.708	Significance

The value of the t-test was greater than t-table. The score in variable of speaking ability included accuracy and fluency achievement were ($3.97 > 1.708$). it is said that the null hypothesis (H_0) rejected and the alternative hypothesis (H_1) accepted. It means that there is a significance difference between the results of students' speaking accuracy and fluency achievement using examples non examples method after treatment.

If the t-test value was higher that t-table at the level of significance 0.05 and degree freedom ($df=26$ ($N-1=26-1$)), thus the alternative hypothesis (H_1) accepted and null hypothesis (H_0) rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis rejected and null hypothesis accepted.

B. Discussion

In this part, the discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking proficiency in iterns of accuracy (pronunciation and vocabulary), fluency (smoothness) and the observation result of the students' presence activeness in teaching and learning process by use examples non examples method. It is indicated by the students' achievement in pre-test and post-test.

In the treatment process, the researcher made the teaching learning process speaking by using examples non examples method. At the first, the students were lazy to participate in learning but the researcher encouraged them and made in the classroom more practice by examples non examples method. As a result, the students became enjoy and more excited in learning process.

a. The Improvement of the Students' Speaking accuracy in term of pronunciation

The used of examples non examples method made the students' speaking in term of pronunciation increased. The table 4.2 indicated that the students' pronunciation in post-test was greater than pre-test (71.84 > 53.26). The process that could be explained from pre-test and the giving of treatment was at the first meeting when the researcher gave pre-test for the students, there were some findings that researcher could find, they were most of the students still spoke with inappropriate pronunciation and most of students' pronunciation still influenced by mother tongue with error causing breakdown in communication.

Harmer (2009) states that pronunciation does not only make the students aware of different sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make students aware of using stress when speaking. Hancock & Sylve (2007) pronunciation is very important both of speaking and listening.

Therefore, most of them were difficult to speak with correct and appropriate pronunciation. As a result, the mean score of the students' speaking pronunciation in pre-test was still low. After the researcher gave treatment using examples non examples method then gave a post-test, the findings were some students' spoke correct and appropriate pronunciation and also some of the students' pronunciation were only very slightly influenced by mother tongue.

The explanation above indicates that, the use of the examples non examples method could improved the students' pronunciation.

b. The Improvement of the Students' Speaking accuracy in term of Vocabulary

The used of examples non examples method made the students' speaking accuracy in term of vocabulary increased. The table 4.2 indicated that the students' vocabulary in post-test was greater than pre-test (78,84> 63). The process that could be explained from pre-test to post-test and the giving of treatment was after the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were the students still poorly achievement in vocabulary and some students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscured.

According to Harmer (2009). If the students have more vocabularies or at least 1000 words, they can communication fluently. It is impossible to speak without mastering vocabulary. There for this element is somewhat essential to learn before practicing speaking. The students

sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' speaking vocabulary in pre-test was still low. After the researcher gave treatment using examples non examples method then gave a post-test, the findings were students' already achieve vocabulary and students' were effectively using words and vocabulary, so the meaning of their speaking was usage.

The explanation above indicates that, the use of the examples non examples method could improved the students' vocabulary.

c. The Improvement of the Students' Speaking in term of smoothness

The used of examples non examples method made the students' speaking in term of smoothness increased. The table 4.5 indicated that the students' smoothness in post-test was greater than pre-test (73,15 > 59,15).

From the data collected in post-test, the researcher can conclude the students' accuracy and fluency by using examples non examples method in speaking, because they are easy to undestand learning goals and can enjoy the activities during the teaching and learning process. They also feel that this learning and teaching method could improved their English especially in speaking ability.

The t-test is used to evaluate the research hypothesis and shows that there are significance difference between the result of the students' speaking proficiency which marked according to accuracy in terms of pronunciation (34,9%) and vocabulary (25,2%) and fluency in term of smoothness (23,7%) in pre-test and post-test . It also supported by the t-table of the final score of the significant for one- tailed test (1.708).

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the using of examples non examples can help to create joyful learning in study English especially in speaking ability from this discussion, it can be concluded that the Eighth grade students' of SMP Somba Opu Gowa in academic year 2017/2018 have good skill in English after being the examples non examples method especially in speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consisted of two sections, they were conclusion and suggestions. Conclusion dealing with the findings of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers' recommendations.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher made conclusion as follows: .

1. Accuracy (pronunciation and vocabulary), Fluency (smoothness)

The application of the examples non-examples method improved the students' speaking ability in terms of speaking accuracy and fluency dealing with pronunciation, vocabulary and smoothness. The text was given every meeting was different. Every meeting the students showed a little by little improved in learning. The students more enjoy, active, free, and spirit to learn at the eighth grade students of SMP Somba Opu Gowa.

2. Speaking

The mean score of the students before and after treatment for students' speaking accuracy in terms of pronunciation achievement was 53,26 becomes 71,84 and treatment for students' vocabulary achievement was 63 becomes 78,84. While, speaking fluency in terms of smoothness was 59,15 becomes to

73,15 with the t-test value was greater than t-table for students' speaking accuracy and fluency achievement was ($7,191 > 1.708$).

B. Suggestions

In this part, the researcher would like to contribute some suggestions for the students', English teachers and further researcher based on the research findings and discussion.

1. For students

For the students, they need to pay attention to the teacher's instruction. Although examples non examples method is easy to be applied in learning English and already proved that it improved speaking skill, the success of the method depends on the learners. The students' are better to make them enjoy the process of learning. Then, always practicing speaking in English every day makes their speaking ability better from day to day.

2. For English teacher

It is suggested that the English teacher should be more creative and innovative to select the teaching strategy to deliver their material. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it. Therefore, the teacher needs to maintain using method especially teaching speaking ability in the next academic year.

3. Further researcher

To the further researcher, particularly does who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further researcher of how to complete this technique or media.

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APPENDIX A

PRE TEST AND POST TEST

PRE TEST

- Luke : Hi... Good morning?
- Joan : Morning...
- Luke : Are you from Class 2B?
- Joan : Yeah, and you?
- Luke : I am from Class 2A. My name is Luke.
- Joan : Hi, Luke. I am Joan.
- Luke : By the way, do you like your new class?
- Joan : Yes. It's nice, I think.
- Luke : Do you think so?
- Joan : Yes. Only the room is too hot sometimes.
- Luke : Mine. Too.
- Joan : And it's noisy.
- Luke : Yes, especially during breaks.
- Joan : And sometimes it's very dirty.
- Luke : My classroom is not. It's neat and clean. How about your classmates? What do you think of them?
- Joan : They are quite friendly, I think.

1. Practice the dialogue above with your pair in front of class
2. Make a dialogue (short dialogue) with your pair.

POST TEST

- Chika : Do you think Manado is the hottest city in Indonesia?
- Indra : I don't think so, i think Jakarta is the hottest city.
- Chika : Why Jakarta?
- Indra : Because of the pollution.
- Chika : That makes sense.
- Indra : In your opinion, what is the most beautiful city in Indonesia?
- Chika : I think the most beautiful city in Indonesia is Ubud.
- Indra : I agree with you. No wonder many artists live in that area.
- Chika : What about the most crowded city in Indonesia is Ubud ?
- Indra : Hmm, that is a very difficult question.
- Chika : Come on, Indra. You know the Answer.
- Indra : Of course i know. It's Jakarta. Jakarta is the most crowded city in Indonesia.

1. Practice the dialogue above with your pair in front of class
2. Make a dialogue (short dialogue) with your pair.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP SOMBA OPU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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 DAN INDIKATOR

- | | |
|---|---|
| 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. | 2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman |
| 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman | 2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman |
| 3.1 Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya | 3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari meminta dan mengungkapkan pendapat
3.10.2 Menyebutkan ungkapan meminta dan mengungkapkan pendapat
3.10.3 Merespon ungkapan meminta dan mengungkapkan pendapat |

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi fungsi social dan unsure kebahasaan`dengan`benar

2. Peserta didik dapat menyebutkan ungkapan meminta dan mengungkapkan pendapat dengan benar
3. Peserta didik dapat merespon ungkapan dengan benar.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk meminta dan mengungkapkan pendapat serta responnya

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

<i>Expression</i>	<i>Respon</i>
<ul style="list-style-type: none"> • <i>What do you think....?</i> 	<ul style="list-style-type: none"> • <i>I think....</i>
<ul style="list-style-type: none"> • <i>What is your opinion about....?</i> 	<ul style="list-style-type: none"> • <i>My opinion....</i>
<ul style="list-style-type: none"> • <i>How do you feel about?</i> 	<ul style="list-style-type: none"> • <i>I feel...</i>

Unsur kebahasaan

- (1) Kosakata: kata sifat sederhana
- (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca

(6) Tulisan tangan



Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. METODE PEMBELAJARAN

Metode Examples Non Examples

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar

Alat : Laptop

Sumberbelajar : Buku Bahasa Inggris, When English Rings a bell Kelas8 ,

Hal : 15

F. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Pendahuluan

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi meminta dan mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi meminta dan mengungkapkan pendapat serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

Mengasosiasi

- Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua

Pendahuluan

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi meminta dan mengungkapkan pendapat serta responnya.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk meminta dan mengungkapkan pendapat serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.

Mengasosiasi

- Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk meminta perhatian serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan meminta dan mengungkapkan pendapat dan responnya
3. Instrumen : *Perform a dialogue for asking opinions with your friend based on theme below*



Rubrik Penilaian:

a. Accuracy (Pronunciation)

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Table 3.3 Classification in Scoring Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly

		wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table 3.4 Classification in Scoring Fluency

a. Fluency (smoothness)

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few

		interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP SOMBA OPU
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

B. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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 DAN INDIKATOR

- | | |
|--|---|
| 4.1. Menyusun teks lisan sederhana untuk mengucap dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks. | 4.1.1 Menulis teks lisan sederhana untuk mengucap dan merespon ungkapan meminta dan mengungkapkan pendapat. |
|--|---|

F. TUJUAN PEMBELAJARAN

1. Peserta didik dapat menulis teks lisan sederhana meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.

2. Peserta didik dapat berkomunikasi dengan orang lain meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.
3. Peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.

G. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk meminta dan mengungkapkan pendapat serta responnya

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

<i>Expression</i>	<i>Respon</i>
<i>Please give me your opinion...?</i>	<i>In my opinion...</i>
<i>What is your comment....?</i>	<i>My comment is....</i>
<i>What are you feeling?</i>	<i>I think I like it..</i>

Unsur kebahasaan

- (7) Kosakata: kata sifat sederhana
- (8) Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- (9) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (10) Ucapan, tekanan kata, intonasi

- (11) Ejaandan tanda baca
- (12) Tulisan tangan



Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

H. METODE PEMBELAJARAN

Metode Example Non Example

F. MEDIA DAN ALAT PEMBELAJARAN

- Media : Gambar
- Alat : Laptop
- Sumberbelajar : Buku Bahasa Inggris, When English Rings a bell Kelas8 ,
- Hal : 15

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Ketiga

Pendahuluan

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi

- Menginformasi tujuan pembelajaran
- Menyampaikan scenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Siswa mencari contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat dari berbagai sumber.
- Siswa mengidentifikasi perbedaan contoh dan bukan contoh gambar mengenai meminta dan mengungkapkan pendapat.

Mengasosiasi

- Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya berdasarkan gambar yang diperlihatkan guru.

- Siswa menjelaskan perbedaan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah diperoleh dari gambar yang ditampilkan.
- Siswa memperoleh contoh dari berbagai sumber mengenai ungkapan meminta dan mengungkapkan pendapat.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Keempat

Pendahuluan

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri gambar dari contoh dan yang bukan contoh (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi meminta dan mengungkapkan pendapat serta responnya.
- Secara kolaboratif, siswa berusaha mencari gambar contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat dari berbagai sumber.

Mengasosiasi

- Siswa menjelaskan setiap contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat yang telah disediakan oleh guru.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman dengan saling bertukar pendapat mengenai contoh dan yang bukan contoh meminta dan mengungkapkan pendapat.

Mengkomunikasikan

- Siswa menggunakan contoh dan yang bukan contoh meminta dan mengungkapkan pendapat dengan memperhatikan struktur teks secara berkelompok
- Siswa menyusun percakapan dengan memperhatikan struktur teks berdasarkan contoh dan yang bukan contoh dari meminta dan mengungkapkan pendapat.

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan meminta dan mengungkapkan pendapat dan responnya
3. Instrumen : *Perform a dialogue for asking opinions with your friend based on theme below*



Rubrik Penilaian:

a. Accuracy (Pronunciation)

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
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Table 3.3 Classification in Scoring Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
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Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table 3.4 Classification in Scoring Fluency

b. Fluency (smoothness)

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	2	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	1	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Sungguminasa, November 2017

Mengetahui

Marsani

APPENDIX C.

TEACHING MATERIAL AND INSTRUMENT

Kinds 'Asking Opinion'

- How is your opinion?
- How about this?
- What do you think about...?
- What do you think of...?
- What is your opinion?
- How do you like?
- How do you think of my idea?
- What are you feeling?
- How do you feel?
- How do you think?
- Please give me your opinion?
- What is your comment?
- Give me your comment?
- What your view on?
- What is your reaction?
- Give me your reaction
- Do you have opinion of...?
- What is your idea?
- Do you have any idea?
- How about...?
- Do you like that?
- Do you think is it good?
- What do you like?
- I personally believe

Kinds 'Giving opinion'

- In my opinion
- In my view
- I don't think I care for it
- To my mind
- I feel
- From my point of view
- The way I see is that
- My comment is
- It is my comment
- To my mind
- what I have in my mind is
- I think I like it

Example Dialog :

(In Mall)

Dian : Ratna, do you see that shoes?

Ratna : where is Dian?

Dian : Look the red one!

Ratna : wow! it is so good

Dian : what do you think if I use it?

Ratna : I think it is suitable with you and your appearance

Dian : I think so, well I will buy

(In market)

Mother : My daughter, what do you think if today I buy the vegetable for our dinner?

Daughter : But, I don't like vegetable mom

Mother : how If I buy meat?

Daughter : I think it sounds good

Mother : okay, I will buy meat and some of fruits

(In school)

Teacher : students you should submit your homework today

Students : But, we still doing that mom

Teacher : this is the limit of the time

Students : how if we submit it tomorrow ma'am?

Teacher : No, I think you can finish that as soon as possible

Students : okay, we will try ma'am

Asking Opinion

What do you think about/of.....?

What is your opinion on.....?

How do you feel about.....?

Do you have any idea.....?

Giving Opinion

I think that.....?

In my opinion.....?

I believe.....?

Based on my opinion.....?

Based on my opinion.....?

According to the expert.....?

Dialog Asking and giving opinion:

A : Good morning.

B : Morning

A : What do you think about my appearance?

B : in my opinion you look so different.

A : Really? Which one that different from my appearance?

B : I think you hair.

A : Oh...My God. You are right, friend.

B : Yes, of course.

Ani : what do you think about this meat ball?

David : I think that this meat ball very delicious.

Ani : where do you buy it?

David : I buy it in front of my school.

Ani : what do you think about his income?

David : I think, he can get income Rp.1.000.000,00 every day.

Ani : Wow, fantastic.

Asking and Giving Opinion about the picture below



Upin & Ipin is a children's animated television series released on September 14, 2007 in Malaysia and broadcast on TV9. The series is produced by Les' Copaque. Initially the film aims to educate children to better understand about Ramadan. Now, Upin & Ipin already has eight seasons running. In Indonesia, Upin & Ipin is present at MNCTV. In Turkey, Upin & Ipin is broadcast on Hilal TV. The series lasts 5-7 minutes each episode. Daily views on TV9 at 16.30, and on MNCTV every day at 12:00 and 16:30 pm.

APPENDIX D

The Result of Students' Score on Pre-Test and Post-Test

1. The Students' Pronunciation achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	50	67
2	50	83
3	67	83
4	67	83
5	50	67
6	67	67
7	67	67
8	67	67
9	50	67
10	67	83
11	50	67
12	33	50
13	50	67
14	67	83
15	50	67
16	50	67
17	33	50
18	50	67
19	33	67
20	50	67
21	33	83
22	50	67
23	50	83
24	67	83
25	67	83
26	50	83
Total	1385	1868

1. The Students' Vocabulary achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	50	67
2	50	67
3	67	83
4	67	83
5	50	67
6	67	83
7	67	83
8	67	83
9	67	67
10	67	67
11	67	67
12	50	67
13	50	67
14	67	83
15	67	83
16	50	83
17	67	83
18	50	83
19	67	100
20	67	100
21	67	67
22	50	67
23	67	67
24	83	100
25	83	100
26	67	83
Total	1638	2050

1. The Students' fluency achievement Scores

The Number of Sample	Pre-Test	Post-Test
1	67	83
2	67	83
3	67	83
4	67	67
5	67	67

6	67	83
7	50	67
8	50	67
9	50	67
10	50	67
11	67	83
12	67	67
13	50	67
14	50	83
15	67	67
16	67	67
17	67	67
18	67	83
19	50	67
20	50	67
21	50	67
22	67	83
23	67	83
24	50	83
25	50	67
26	50	67
total	1538	1902

APPENDIX E

The result of student' Mean score on pre-test and post-test

1. The students' mean score of Pronunciation

The Number of Sample	X1	X1 ²	X2	X2 ²
1	50	2500	67	4489
2	50	2500	83	6889
3	67	4489	83	6889
4	67	4489	83	6889
5	50	2500	67	4489
6	67	4489	67	4489
7	67	4489	67	4489
8	67	4489	67	4489
9	50	2500	67	4489
10	67	4489	83	6889

11	50	2500	67	4489
12	33	1089	50	2500
13	50	2500	67	4489
14	67	4489	83	6889
15	50	2500	67	4489
16	50	2500	67	4489
17	33	1089	50	2500
18	50	2500	67	4489
19	33	1089	67	4489
20	50	2500	67	4489
21	33	1089	83	6889
22	50	2500	67	4489
23	50	2500	83	6889
24	67	4489	83	6889
25	67	4489	83	6889
26	50	2500	83	6889
ΣX	1385	77257	1868	136736
X	53,26		71,84	

$$X = \frac{\Sigma X}{N}$$

2.

2. The students' mean score of vocabulary

The Number of Sample	X1	X1 ²	X2	X2 ²
1	50	2500	67	4489
2	50	2500	67	4489
3	67	4489	83	6889
4	67	4489	83	6889
5	50	2500	67	4489
6	67	4489	83	6889
7	67	4489	83	6889
8	67	4489	83	6889
9	67	4489	67	4489
10	67	4489	67	4489
11	67	4489	67	4489

12	50	2500	67	4489
13	50	2500	67	4489
14	67	4489	83	6889
15	67	4489	83	6889
16	50	2500	83	6889
17	67	4489	83	6889
18	50	2500	83	6889
19	67	4489	100	10000
20	67	4489	100	10000
21	67	4489	67	4489
22	50	2500	67	4489
23	67	4489	67	4489
24	83	6889	100	10000
25	83	6889	100	10000
26	67	4489	83	6889
ΣX	1638	105602	2050	165158
X	63		78,84	

$$X = \frac{\Sigma X}{N}$$

3. The students' mean score of fluency

The Number of Sample	X1	X1 ²	X2	X2 ²
1	67	4489	83	6889
2	67	4489	83	6889
3	67	4489	83	6889
4	67	4489	67	4489
5	67	4489	67	4489
6	67	4489	83	6889
7	50	2500	67	4489
8	50	2500	67	4489
9	50	2500	67	4489
10	50	2500	67	4489
11	67	4489	83	6889
12	67	4489	67	4489
13	50	2500	67	4489
14	50	2500	83	6889

15	67	4489	67	4489
16	67	4489	67	4489
17	67	4489	67	4489
18	67	4489	83	6889
19	50	2500	67	4489
20	50	2500	67	4489
21	50	2500	67	4489
22	67	4489	83	6889
23	67	4489	83	6889
24	50	2500	83	6889
25	50	2500	67	4489
26	50	2500	67	4489
ΣX	1538	92846	1902	140714
X	59.15		73.15	

$$X = \frac{\Sigma X}{N}$$

APPENDIX F.

1. Scoring Classification of the students' pronunciation pretest and posttest

The number of student	Pronunciation			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	67	Fairly good
2	50	Poor	83	Good
3	67	Fairly Good	83	Good
4	67	Fairly Good	83	Good
5	50	Poor	67	Fairly Good
6	67	Fairly Good	67	Fairly Good
7	67	Fairly Good	67	Fairly Good
8	67	Fairly Good	67	Fairly Good
9	50	Poor	67	Fairly Good
10	67	Fairly Good	83	Good
11	50	Poor	67	Fairly good
12	33	Very poor	50	Poor
13	50	Poor	67	Fairly Good
14	67	Fairly Good	83	Good
15	50	Poor	67	Fairly Good
16	50	Poor	67	Fairly Good
17	33	Very Poor	50	Poor
18	50	Poor	67	Fairly Good
19	33	Very Poor	67	Fairly Good
20	50	Poor	67	Fairly Good

21	33	Very Poor	83	Good
22	50	Poor	67	Fairly Good
23	50	Poor	83	Good
24	67	Fairly Good	83	Good
25	67	Fairly Good	83	Good
26	50	Poor	83	Good

2. Scoring Classification of the students' vocabulary pretest and posttest

The number of student	Vocabulary			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	67	Fairly good
2	50	Poor	67	Fairly good
3	67	Fairly Good	83	Good
4	67	Fairly Good	83	Good
5	50	Poor	67	Fairly good
6	67	Fairly Good	83	Good
7	67	Fairly Good	83	Good
8	67	Fairly Good	83	Good
9	67	Fairly Good	67	Fairly good
10	67	Fairly Good	67	Fairly good
11	67	Fairly Good	67	Fairly good
12	50	Poor	67	Fairly good
13	50	Poor	67	Fairly good

14	67	Fairly Good	83	Good
15	67	Fairly Good	83	Good
16	50	Poor	83	Good
17	67	Fairly Good	83	Good
18	50	Poor	83	Good
19	67	Fairly Good	100	Excellent
20	67	Fairly Good	100	Excellent
21	67	Fairly Good	67	Fairly good
22	50	Poor	67	Fairly good
23	67	Fairly Good	67	Fairly good
24	83	Good	100	Excellent
25	83	Good	100	Excellent
26	67	Fairly Good	83	Good

3. Scoring Classification of the students' smoothness pretest and posttest

The number of student	Smoothness			
	Pre-test	Classification	Post-test	Classification
1	67	Fairly Good	83	Good
2	67	Fairly Good	83	Good
3	67	Fairly Good	83	Good
4	67	Fairly good	67	Fairly good
5	67	Fairly good	67	Fairly good
6	67	Fairly Good	83	Good

7	50	Poor	67	Fairly good
8	50	Poor	67	Fairly good
9	50	Poor	67	Fairly good
10	50	Poor	67	Fairly good
11	67	Fairly Good	83	Good
12	67	Fairly Good	67	Fairly Good
13	50	Poor	67	Fairly good
14	50	Poor	83	Good
15	67	Fairly good	67	Fairly good
16	67	Fairly good	67	Fairly good
17	67	Fairly good	67	Fairly good
18	67	Fairly good	83	Good
19	50	Poor	67	Fairly good
20	50	Poor	67	Fairly good
21	50	Poor	67	Fairly good
22	67	Fairly Good	83	Good
23	67	Fairly Good	83	Good
24	50	Poor	83	Good
25	50	Poor	67	Fairly good
26	50	Poor	67	Fairly good

APPENDIX G

The calculation of the student scores T-test on pre-test and post-test

a. Pronunciation

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	50	2500	67	4489	17	1989
2	50	2500	83	6889	33	4389
3	67	4489	83	6889	16	2400
4	67	4489	83	6889	16	2400
5	50	2500	67	4489	17	1989
6	67	4489	67	4489	0	0
7	67	4489	67	4489	0	0
8	67	4489	67	4489	0	0
9	50	2500	67	4489	17	1989
10	67	4489	83	6889	16	2400
11	50	2500	67	4489	17	1989
12	33	1089	50	2500	17	1411
13	50	2500	67	4489	17	1989
14	67	4489	83	6889	16	2400
15	50	2500	67	4489	17	1989
16	50	2500	67	4489	17	1989
17	33	1089	50	2500	17	1411
18	50	2500	67	4489	17	1989
19	33	1089	67	4489	34	3400
20	50	2500	67	4489	17	1898
21	33	1089	83	6889	50	3400
22	50	2500	67	4489	17	1989
23	50	2500	83	6889	33	4389
24	67	4489	83	6889	16	2400
25	67	4489	83	6889	16	2400
26	50	2500	83	6889	33	4389
Total	1385	77257	1868	136736	483	56988

b. Vocabulary

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2-X1)	D(X2-X1) ²
1	50	2500	67	4489	17	1989
2	50	2500	67	4489	17	1989
3	67	4489	83	6889	16	2400
4	67	4489	83	6889	16	2400
5	50	2500	67	4489	17	1989
6	67	4489	83	6889	16	2400
7	67	4489	83	6889	16	2400
8	67	4489	83	6889	16	2400
9	67	4489	67	4489	0	0
10	67	4489	67	4489	0	0
11	67	4489	67	4489	0	0
12	50	2500	67	4489	17	1989
13	50	2500	67	4489	17	1989
14	67	4489	83	6889	16	2400
15	67	4489	83	6889	16	2400
16	50	2500	83	6889	33	4389
17	67	4489	83	6889	16	2400
18	50	2500	83	6889	33	4389
19	67	4489	100	10000	33	5511
20	67	4489	100	10000	33	5511
21	67	4489	67	4489	0	0
22	50	2500	67	4489	17	1989
23	67	4489	67	4489	0	0
24	83	6889	100	10000	17	3111
25	83	6889	100	10000	17	3111
26	67	4489	83	6889	16	2400
Total	1638	105602	2050	165158	412	59556

c. Fluency

The Number of Sample	Pre-test(X1)		Post-test(X2)		X2-X1	
	X1	(X1) ²	X2	(X2) ²	D(X2- X1)	D(X2- X1) ²
1	67	4489	83	6889	16	2400
2	67	4489	83	6889	16	2400
3	67	4489	83	6889	16	2400
4	67	4489	67	4489	0	0
5	67	4489	67	4489	0	0
6	67	4489	83	6889	16	2400
7	50	2500	67	4489	17	1989
8	50	2500	67	4489	17	1989
9	50	2500	67	4489	17	1989
10	50	2500	67	4489	17	1989
11	67	4489	83	6889	16	2400
P12	67	4489	67	4489	0	0
13	50	2500	67	4489	17	1989
14	50	2500	83	6889	33	4389
15	67	4489	67	4489	0	0
16	67	4489	67	4489	0	0
17	67	4489	67	4489	0	0
18	67	4489	83	6889	16	2400
19	50	2500	67	4489	17	1989
20	50	2500	67	4489	17	1989
21	50	2500	67	4489	17	1989
22	67	4489	83	6889	16	2400
23	67	4489	83	6889	16	2400
24	50	2500	83	6889	33	4389
25	50	2500	67	4489	17	1989
26	50	2500	67	4489	17	1989
Total	1538	92846	1902	140714	364	47868

a. Calculating the t-test analysis of pronunciation

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

$$t = \frac{18,58}{\sqrt{\frac{56988 - \frac{(483)^2}{26}}{26(26-1)}}$$

$$t = \frac{18,58}{\sqrt{\frac{56988 - \frac{(233289)}{26}}{26(25)}}$$

$$t = \frac{18,58}{\sqrt{\frac{56988 - 89726}{650}}$$

$$t = \frac{18,58}{\sqrt{\frac{480154}{650}}$$

$$t = \frac{18,58}{\sqrt{73,87}}$$

$$t = \frac{18,58}{8,60}$$

$$t = 2,160$$

b. Calculating the test analysis of vocabulary

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

$$t = \frac{15,84}{\sqrt{\frac{59556 - \frac{(412)^2}{26}}{26(26-1)}}$$

$$t = \frac{15,84}{\sqrt{\frac{59556 - \frac{(169744)}{26}}{26(25)}}$$

$$t = \frac{15,84}{\sqrt{\frac{59556 - 652862}{650}}$$

$$t = \frac{15,84}{\sqrt{\frac{5302738}{650}}$$

$$t = \frac{15,84}{\sqrt{81,58}}$$

$$t = \frac{15,84}{4,31}$$

$$t = 3,675$$

c. Calculating the test analysis of Smoothness

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

$$t = \frac{14}{\sqrt{\frac{47868 - \frac{(364)^2}{26}}{26(26-1)}}$$

$$t = \frac{14}{\sqrt{\frac{47868 - \frac{(132496)}{26}}{26(25)}}$$

$$t = \frac{14}{\sqrt{\frac{47868 - 5096}{650}}$$

$$t = \frac{14}{\sqrt{\frac{42772}{650}}$$

$$t = \frac{14}{\sqrt{65,80}}$$

$$t = \frac{14}{8,11}$$

$$t = 1,356$$

APPENDIX H

The percentage students' improvement on pre-test and post-test

1. Pronunciation

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{71,84 - 53,26}{53,26} \times 100\%$$

$$P = \frac{18,58}{53,26} \times 100\%$$

$$P = 34,9\%$$

2. Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{78,84 - 63}{63} \times 100\%$$

$$P = \frac{15,84}{63} \times 100\%$$

$$P = 25,2 \%$$

3. Smoothness

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{73,15 - 59,15}{59,15} \times 100\%$$

$$P = \frac{14}{59,15} \times 100\%$$

$$P = 23,7\%$$

APPENDIX I.

Distribution of t-table

1. Critical value of t-table Level of significance for one-tailed test

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.899
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono,2014:332)

Df = N-1

Df = 26-1

Df = 25 → t-table for (α) = 0.05 = **1.708**

CURRICULUM VITAE



MARSANI, she was born 19nd of July, 1991 in a small village, Kalongkong, Takalar. She lives at Jl. Dato Muda Kalongkong Desa Bontosunggu kecamatan Galesong Utara. She is the second daughter of her parents, Rani and Nursiah. She has one younger sister. Her hobbies are listening music and watching. She started her study at elementary school at the SD Inpres Taipanaorang in 1997 and finished 2003. She continued her study at SMPN 1 Galesong Utara in 2003 and she finished in 2006. Then, she continued her study at SMA Neg.1 Galesong Utara in 2006 and finished in 2009. And then she continued her study the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. In senior high school she joined some organization namely : Scout. Then, during a study at Muhammadiyah University of Makassar she also active in the class as a treasurer. She also ever joined english Course in Elang community in 2014. She got many experinces from that course. Those experinces helped her to develop her english ability. After she gratuade from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.