

**THE APPLICATION OF LEARNING CYCLE METHOD IN
TEACHING SPEAKING SKILL**

*(An Experimental Research at the Eleventh Grade Students in SMA
Negeri 1 Pitumpanua, Wajo Regency)*



A Thesis

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ANNAS JAYA

10535 4905 11

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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LEMBAR PENGESAHAN

Skripsi atas Nama **Annas Jaya**, Nim 10535 4905 11 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **147 Tahun 1438 H/2016 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Selasa tanggal 31 Januari 2017

14 Nopember 2016 M

Makassar,

14 Safar 1438 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Irwan Akib, M.Pd

Ketua : Dr. Andi Sukri Syamsuri, M.Hum

Sekretaris : Khaeruddin, S.Pd., M.Pd

Penguji :

1. **Dr. Syamsiarna Nappu, M.Pd**

2. **Ummi-Khaerati Syam, S.Pd., M.Pd**

3. **Muh. Astrianto Sefiadi, S.Pd., M.Pd**

4. **Awalia Azis, S.Pd., M.Pd**

Disahkan Oleh :

Dekan FKIP Unismuh Makassar

Dr. Andi Sukri Syamsuri, M. Hum.

NBM: 858 625



Terakreditasi Institusi



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

APPROVAL SHEET

Title : The Application of Learning Cicle Method In Teacing Speaking Skill (An Experimental Research at the eleventh Grade Students In SMA Negeri 1 Pitumpanua, Wajo Regency)

Name : Annas Jaya

Reg.Number : 10535 4905 11

Program : English Education Department Strata 1 (S1)

Faculty : Faculty Of Teacher Training And Education

Makassar, 16 November 2016

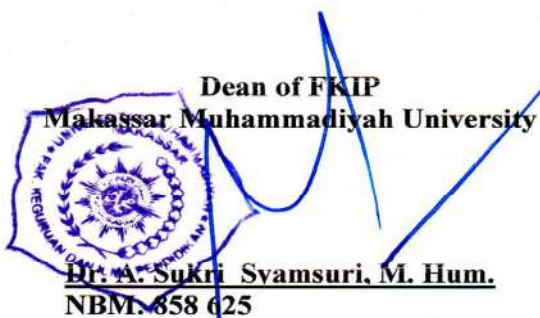
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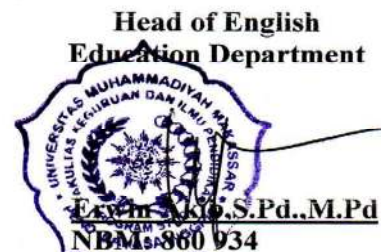
Consultant I

Consultant II

Erwin Akib, S.Pd.,M.P.d

Ummi Khaerati Svam,S.Pd.,M.Pd

**Dean of FKIP
Makassar Muhammadiyah University**

Dr. A. Sukri Svamsuri, M. Hum.
NBM. 858 625

**Head of English
Education Department**

Erwin Akib, S.Pd.,M.Pd
NBM. 860 934



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **ANNAS JAYA**

NIM : **10535 4905 11**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Application of Learning Cycle Method in Teaching Speaking Skill (An Experimental Research at the Eleventh Grade Students of SMA Negeri 1 Pitumpanua, Wajo Regency)**

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Makassar, Oktober 2016

Yang membuat pernyataan:

ANNAS JAYA.



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **ANNAS JAYA**
NIM : **10 535 4905 11**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Application of Learning Cycle Method in Teaching Speaking Skill (An Experimental Research at the Eleventh Grade Students of SMA Negeri 1 Pitumpanua, Wajo Regency)**

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Makassar, Oktober 2016
Yang membuat perjanjian:

ANNAS JAYA

ABSTRACT

ANNAS JAYA. 2016. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. “*The Application of Learning Cycle Method in Teaching Speaking Skill (An Experimental Research at the Eleventh Grade Students of SMA Negeri Pitumpanua, Wajo Regency)*”, Under supervisors Erwin Akib and Ummi Khaerati Syam

This research aimed at finding out the improvement of students’ speaking skill by the application of Learning Cycle Method at the eleventh grade students of SMA Negeri 1 Pitumpanua that focused on accuracy which was consisted of pronunciation and vocabulary and fluency which was consisted of pauses and hesitation.

The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the eleventh grade students with the total number of subject where 23 students. The instruments of data collection for this research were pre-test and post-test.

The research findings indicated that the eleventh grade students of SMA Negeri 1 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 3.19 which was classified as very poor category and the mean score of the students in post-test was 5.76 which was classified as fair category. While the value of t-test was greater than the value of t-table ($25.30 > 2.074$). It was indicated that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. It could be concluded that the application of Learning Cycle Method is effective to improve the students’ speaking skill.

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The Researcher

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CHAPTER I

INTRODUCTION

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

A. Background

In this modern era, people demand to have more than one language. Language as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian.

English is essential to taught for the younger people. One of the basic skills in English is speaking. Speaking is the ability that needs the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of students are afraid to be active in speaking class. This makes many students have low scores in English. In speaking class, the students should be taught how to speak. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of receiving, and processing information.

Printer (2006:55) argues “Learning to speak fluently and accurately is one of greatest challenge for all language learning. This is because to be able fluently,

we have to speak and think at the same time. ”Moreover, speaking requires students’ attention and contributions to master the skill. Therefore, students need stimulation to create their willingness and motivation to be involved in the activity. On the other hands, most teacher tend to teach reading and writing seriously than speaking whereas speaking is important too. As consequence, they teach speaking in boring way and make the students uninterested to learn.

In teaching speaking there are some principles of teaching speaking. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

A teacher is required to understand the psychology students so that students feel comfortable during the learning process takes place. In addition, teachers should look for methods that are more creative and interesting to be developed in the process of learning to speak, so it can be growing desire or motivation of the students in the learning process.

Based on some interview with some English teachers in SMA Negeri I Pitumpanua, there are many teachers which still use traditional methods in teaching speaking and same technique each year. The teachers just give the material and explain it then give example and give exercises. This method is not

effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation.

Therefore, the use of appropriate methods is urgently needed to improve students' speaking accuracy optimally. Method delivery is much more important than material or knowledge owned by a teacher. Based on this, the researcher decides to use different methods of teaching activities by a teacher at SMA Negeri 1 Pitumpanua. The method is Learning Cycle. This method is adapted by the accelerated learning theory. The initial concept of this method of learning cycle is to awaken learners to their full learning ability, to make learning enjoyable and fulfilling for them again, and to contribute to their full human happiness, intelligence, competence, and success.

This method stimulated students to dare to start speak so that gives motivation in speaking the students show the improvement. It means to increase students' conversational skills will be easier performed. In other words, this method creates the student to talk by using the concept of Just Talking, Sharing, and Explore without judging students, although there remains an element in the assessment of this method.

Therefore, whether learning cycle Method is able to improve the students in speaking, to determine further it is necessary to research further and deeper. Based on these problems the researcher tries to use Learning Cycle Method to make learning in the class is more effective.

B. Problem Statement

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

1. Does the application of Learning Cycle Method improve students' speaking accuracy at the eleventh grade students of SMA Negeri 1 Pitumpanua?
2. Does the application of Learning Cycle Method improve students' speaking fluency at the eleventh grade students of SMA Negeri 1 Pitumpanua?

C. Objective of the Research

Based on the problem statement, the objective of the research in the research are to find out:

1. Whether or not the applying of Learning Cycle Method improve students' speaking accuracy at the eleventh grade students of SMA Negeri 1 Pitumpanua.
2. Whether or not the applying of Learning Cycle Method improve students' speaking fluency at the eleventh grade students of SMA Negeri 1 Pitumpanua.

D. Significance of the Research

The research is expected to have both academic and practical contributions.

1. Academically, to help teacher/ researcher to find out the alternative way of teaching Speaking and to produce the relevant and valid knowledge for their class to improve their teaching.
2. Practically, it can be used as an issue to improve the students' ability in speaking and it may guide, help and encourage students to realistic thinking, express their ideas, opinion, and thought on to practice.

E. Scope of the Research

This research focused on the students' improvement in speaking skill by applying learning cycle method in teaching speaking. The improvement of the students' speaking skill which was focuses on the students' accuracy (pronunciation, vocabulary) and fluency (pauses, hesitation) at the second grade students' of SMK Negeri 2 Pinrang,

CHAPTER II

REVIEW OF RELATED LITERATURE

The research is designed to describe English teaching strategies by applying Learning Cycle Method. It is conducted to know how the English teachers facilitate their students in speaking English in classroom. Therefore, this chapter presents some concepts of Learning Cycle and Speaking.

A. The Concepts of Learning Cycle Method

The Learning Cycle is a model of instruction based on scientific inquiry. This model encourages students to develop their own understanding of a scientific concept, explore and deepen that understanding, and then effective in the classroom. (Walbert, 2015).

Based on constructivist epistemology, Learning Cycle is an instructional model in which conceptual change is facilitated (Boylan, 1988). Robert Karplus, professor of physics and accepted as the father of modern learning cycle, proposed a learning model based on pupils' own observations and experiences along with teacher directed assistance in interpreting those observations in an analytical manner. In 1962, together with Atkin from the University of Illinois, Karplus firstly propose two phases and the term "leaning cycle" was not used. The first phase was the initial introduction of a concept which they called invention and the second phase was the subsequent verification, which the authors called discovery (Hanley, 1997). As the students could not invent modern scientific concepts in their own, it was required that teacher introduce the concepts based on interpretations of students' initial observations. After the concept introduction,

new patterns would be discovered which could be interpreted with the same concept (Lawson, Abraham, & Renner, 1989).

After this period, Karplus understood that children need time to explore a given concept or area of interest at their own pace and with their own preconceived notions before a more analytical or scientific point of view was introduced. In 1967, Karplus and Thier clarified the phases of new learning approach stated the sequence of instruction as exploration, invention, and discovery (Lawson, Abraham, & Renner, 1989). However, in 1977, since the complexity of the phases meanings, Karplus revised the phases of learning cycle as exploration, concept introduction, and concept application (Hanley, 1977).

Most of the research in science education literature featured instructional strategies as formed of one or three phases: (1) identification of a concept; (2) demonstration of the concept; (3) application of the concept (Abraham, 1998). Although instructional strategies have been divided into more components based on these phases (Bybee & Landes, 1990; Hewson, 1981; Karplus & Thier, 1967; Torrance, 1979), they differ with respect to their arrangement, type of the activities in each phase, and the number of different phases utilized in instruction.

Learning cycle was accepted not only a method of teaching, it was also approved as a curriculum organization model derived from Piaget's mental functioning model (Abraham, 1989; Purser & Renner, 1983; Renner, Abraham, & Birnie, 1988; Scharmann, 1991, Sunal & Haas, 1992). During the Science Curriculum Improvement Study (SCIS), was a primary school science curriculum project initiated at the late 1950s, the learning cycle approach was accepted as an

instructional strategy (Atkin & Karplus, 1962). The term “learning cycle” can be seen in early teacher’s guides for the SCIS instructional units. Originally the three phases of the learning cycle were stated as “preliminary exploration, invention, and discovery”. These terms were converted as “exploration, concept introduction, and concept application” (Karplus, Lawson, Wollman, Appel, Bernoff, Howe, Rusch & Sullivan, 1977). The names of the phases have been modified since then (Abraham & Renner, 1986; Glassson & Lalik, 1993; Lawson, 1988).

1. Kinds of Learning Cycle

Dewey (1933), “How We Think” described five phases or aspects of reflective thought as states of thinking are:

- Suggestions, in which the mind leaps forward to a possible solution.
- An intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a problem to be solved, a question for which the answer must be sought.
- The use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in the collection of factual material.
- The mental elaboration of the idea or supposition as an idea or supposition (reasoning, in the sense in which reasoning is a part, not the whole of inference).
- Testing the hypothesis by overt or imaginative action.

Lewin (1946) "Action Research and Minority Problems" developed action research and described a cycle of:

- Planning
- Action
- Fact finding, about the result of the action

Lewin particularly highlighted the need for fact finding, which he felt was missing from much of management and social work. He contrasted this to the military where the attack is pressed home and immediately a reconnaissance plane follows with the one objective of determining as accurately and objectively as possible the new situation. This reconnaissance or fact-finding has four functions. First it should evaluate the action. It shows whether what has been achieved is above or below expectation. Secondly, it gives the planners a chance to learn, that is, to gather new general insight, for instance, regarding the strength and weakness of certain weapons or techniques of action. Thirdly, this fact-finding should serve as a basis for correctly planning the next step. Finally, it serves as a basis for modifying the "overall plan."

Kolb and Fry (1970) developed the experiential learning model (ELM), composed of four elements:

1. Concrete experience
2. Observation of and reflection on that experience
3. Formation of abstract concepts based upon the reflection
4. Testing the new concepts

Kolb developed a theory of learning styles, whereby each style preferred two of the four parts of the cycle.

Honey and Mumford (1970) developed Kolb and Fry's ideas into slightly different learning cycle. The stages are:

1. Doing something, having an experience
2. Reflecting on the experience
3. Concluding from the experience, developing a theory
4. Planning the next steps, to apply or test the theory

Honey and Mumford gave names (called learning styles) to the people who prefer to enter the cycle at different stages: Activist, Reflector, Theorist and Pragmatist. While different people prefer to enter at different stages, a cycle must be completed to give learning that will change behaviour. The cycle can be performed multiple times to build up layers of learning. Honey and Mumford's learning styles have been criticized for poor reliability and validity, and for lack of empirical evidence that they are useful in improving the performance of teachers or students. For further criticism of learning styles, see Learning styles Criticism.

The 5E learning cycle was developed by Biological Sciences Curriculum Study, specifically for use in teaching science. The learning cycle has four phases:

1. Engage, in which a student's interest is captured and the topic is established.
2. Explore, in which the student is allowed to construct knowledge in the topic through facilitated questioning and observation.

3. Explain, in which students are asked to explain what they have discovered, and the instructor leads a discussion of the topic to refine the students' understanding.
4. Extend, in which students are asked to apply what they have learned in different but similar situations, and the instructor guides the students toward the next discussion topic.

The fifth E is Evaluate, in which the instructor observes each student's knowledge and understanding, and leads students to assess whether what they have learned is true. Evaluation should take place throughout the cycle, not within its own set phase (BBSC: 2008).

Smith (1990) developed the Accelerated Learning Cycle, also for use in teaching. The phases are:

1. Create the supportive learning environment - safe but stimulating
2. Connect the learning - useful knowledge we already have
3. Give the big picture
4. Describe the learning outcomes we want to achieve
5. Input - new information to enable the activity
6. Activity
7. Demonstrate the findings of the activity
8. Review for recall and retention

Unlike other learning cycles, step 8 is normally followed by step 2, rather than step 1.

Korthagen and Vasalos (2005) developed the ALACT model. The five phases of the ALACT cycle are:

1. Action
2. Looking back on the action
3. Aspects of essential awareness
4. Creating alternative methods of action
5. Trial

Korthagen and Vasalos listed coaching interventions for each phase and described "levels of reflection" inspired by Gregory Bateson's hierarchy of logical types. In 2010, they connected their model of reflective learning to the practice of mindfulness and to Otto Scharmer's U-procedure and Theory U, which is a kind of learning cycle that emphasizes learning from the emerging future rather than from the past.

Meier (2000) developed The Four Phase Learning Cycle, All human learning can be thought of as having four components:

1. Preparation (the arousal of interest)
2. Presentation (the initial encounter of new knowledge or skill)
3. Practice (the integration of the new knowledge or skill)
4. Performance (the application of the new knowledge and skill to real-world situations)

Based on the explanation above the researcher will applying Learning Cycle by David Meier because each phase has different way to make class is

effective, or in some cases, more enjoy, than alternative teaching methods in helping students reach important learning outcomes in learning process.

2. Application of Learning Cycle in teaching speaking skill

Based on David Meier there are four phases in learning cycle method. Each phases has specific purposes in teaching process, especially in improvement students' mind to develop the object. The phases are preparation, presentation, practice, and performance.

a. Preparation

The Preparation Phase has to do with preparing the learner to learn. It's the essential first step in learning. Without it, learning slows or comes to a complete halt altogether. Yet, in the rush to "cover the material" we often neglect this phase to the detriment of good learning. The researcher do this phase through:

- Positive suggestions
- Learner benefit statements
- Clear, meaningful goals
- Creating a positive physical environment
- Creating a positive emotional environment
- Creating a positive social environment
- Calming people's fears
- Removing or reducing learning barriers
- Raising questions and posing problems
- Arousing curiosity and creating interest
- Getting people fully involved from the start

b. Presentation

The Presentation Phase of the learning cycle is intended to give learners an initial encounter with the learning material that initiates the learning process in a positive and engaging way. When hear the word "presentation," automatically related with the facilitator does and not with something the learners do. But in this phase to begin to associate "presentation" with something both the facilitator and the learners do in various mixes depending on the situation. Presentation is encounter. The facilitator can lead, but the learners must do the encountering. If you understand "presentation" as only something the facilitator does to the learner, this phase of the learning cycle becomes the weakest one by far. The researcher do this phase through:

- Collaborative pretests and knowledge sharing
- Observations of real-world phenomenon
- Whole-brain, whole-body involvement
- Interactive presentations
- Colorful presentation graphics and props
- Variety to appeal to all learning styles
- Partner- and team-based learning projects
- Discovery exercises (personal, partnered, team-based)
- Real-world, contextual learning experiences
- Problem-solving exercises

c. Practice

The practice (integration) phase, is the very heart of accelerated learning. Without it there can be no real learning. This phase of the learning cycle can account for 70% (or more) of a total learning experience. It's in this phase that the learning actually takes place. After all, it's what the learner thinks and says and does that creates the learning, and not what the instructor thinks, says, and does.

The researcher do this phase through:

- Learner processing activities
- hands-on trial/feedback/reflection/retrial
- Real-world simulations
- Learning games
- Action learning exercises
- Problem-solving activities
- Individual reflection and articulation
- Partner- and team-based dialog
- Collaborative teaching and review
- Skill-building practice activities

d. Performance

The goal of the Performance Phase is to make sure the learning sticks and is applied successfully. After experiencing the first 3 phases of the learning cycle, we need to make sure that people are performing with (and continually extending)

their new knowledge and skill on the job in ways that create real value for themselves. The researcher do this phase through:

- Immediate real-world application
- Creating and executing action plans
- Follow-through reinforcement activities
- Post-session reinforcement materials
- On-going coaching
- Performance evaluation and feedback
- Peer support activities
- Supportive organizational and environmental changes

B. Concept of Speaking

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.

a. Definition of Speaking

Language teaching is often defined with reference to the four language skills namely: listening, speaking, reading and writing. Listening and reading are receptive skill, while speaking and writing are productive ones (Harmer,1991:28).

Among the four language skills above the writer focuses his attention on speaking since it has important role in communication. Gronbeck, (1992 : 2) states that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to

support their opinion. It is expected that through the speaking activities, the students can apply their speaking.

Speaking however particularly in English is not easy to do. Chastain, (1976 : 334) states that learning to speak is obviously more difficult than learning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only. Therefore, as students, they have to practice their English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to increase students' English speaking.

Encouraging the students to learn English is not an easy job. The teacher must be patient to build up the students' motivation. It is not enough only asking 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 appropriate methods which are suitable with students' condition and interest.

Widdowson, (1985 : 57) states that speaking means of oral communication in giving information which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message. In other words, the communication involves the productive skill of listening.

It is commonly known that listening (understanding speech) speaking, reading and writing are the four language skills. In term of medium, speaking and listening relate to language expressed through the aural medium, reading and writing relate to language expressed through the visual medium. In terms of activity of the user, speaking and writing are said to be productive skills whereas listening and reading are said to be receptive skills. This can be expressive in a simple diagrams as follows :

Medium	Productive	Receptive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

(Diagram of language in term of medium (Widdowson, 1985 : 57).

The terms aural, visual, produtive and receptive refer to the way of language manifest. Widdowson, (1985 : 58) states that an act of communication through speakings commonly performed in face to face intraction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends on an understanding of what else has been said in the interaction.

Furthermore, Byrne,(1976:8) states that speaking is a means of oral communication in giving ideas or impormation to others. It is the most essential way in which the speaker can express himself through the language. An act of communication through speakings commonly performed in face to face interaction and happens as part of dialogue or rather form or verbal exchange. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All

of these non vocal of speaking as a communication activity are transmitted through the visual medium.

In relating to the explanation above, the writer concludes that speaking of oral communication in giving information each other. It is the most essential way in which the speaker can express himself through the language.

b. The Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the writer will explain them clearly as follows:

1) Speaking Performance

Manser in Jumahida, (2008:19) states that performance is the person's process or manner of a 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.

2) Speaking Competency

According to Manser in Jumahida, (2008:19) that competency is having the ability, skill, and knowledge to do something. Then, through this basic definition, we may also conclude that speaking competency is the ability of

someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

c. The Elements of Speaking

As we know that language as a tool of daily communication is one of the productive skills of English which means oral communication in which the speaker expresses ideas, information or feeling to others. Nothing works without communication, for example, the buyer and the seller; they cannot make any transaction by just keeping silent, neither the office staff, the policemen and so on.

1) Accuracy

Accuracy in speaking is a way of people speaks by using an appropriate vocabulary, pronunciation and grammar. As explained in oxford advance learner's dictionary (1995: 9). Accuracy is the state of being correct or exact and without error, especially as result of careful afford. In this chase accuracy is divided in three elements i.e. vocabulary, pronunciation and grammar.

a. Vocabulary

According to Gardner, (1977 : 229) that vocabulary has some meaning namely vocabulary is suplay the reader of a book in a foreign language with the English equivalent of the words use in it, assumes that all are obscure, and has also the meaning of the whole stock up of words used by any set of person, or by an individual. Gardner, (1977 :231) states that word selection and gradation and gradation be made according to linguistic principle in order the provide for the students and unlimited correctly spelled writing vocabulary.

Based on the explanation above, the writer can draw a conclusion that the word has many meanings. When describe something, we will imagine other thing, how is form, color, texture, etc.

b. Pronunciation

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of correctness or acceptability (Webster's : 1989). Simon and Schuster, (1979: 441) defines pronunciation as:

- The act of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc.
- The manner of uttering a discourse noticeably accent is not most priority matter to be native speaker like pronunciation, but having sure that the saying are understood more important. In other hands, the language learners need to be able to say what he or she wants to say. This means that his/her pronunciation should be at least adequate for that purpose (being understood). It cannot be separated from intonation and stress.

2) Fluency

Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10) and students are to communicate easily to others friends.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" then, assume of this speech spills over beyond comprehensibility to river bank of instruction or

same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and too many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

Defenition of fluency often include referrences to flow or smoothness, rate of speech, absence of exessive pausing, absence of distrubing hesitation makers, lenghtf of utterances, and connectedness (koponen, 1995).

a. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

b. Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter, 2009, p. 398); however, pausing is not an uncommon or wholly negative feature of fluent language. Pauses are utilized as space for breathing and thinking when participating in any form of oral discourse (Griffiths, 1991).

c. Hesitation

Hesitation phenomena such as fillers are most likely to occur at the beginning of an utterance or phrase, presumably as a consequence of the greater demand on planning processes at these junctures (Barr 2001; Beattie 1979; Maclay & Osgood 1959). 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 fast conditions.

d. The Problems of Speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. “Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation” (Byrne, 1976: 204).

There are some characteristics of speaking which can make speaking difficult. Brown, (1980: 270) demonstrates some of characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5) Colloquial language

Make sure your student's reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

7) Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below: The stress times rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

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

C. Conceptual Framework

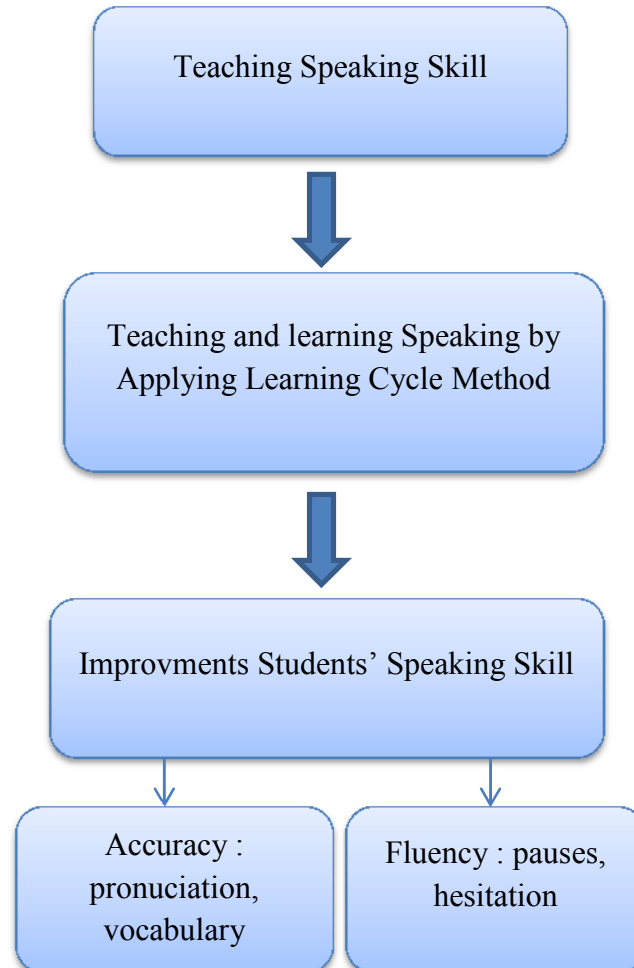


Figure 2.1 : Conseptual framework

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

There are some factors should be focuses to improve the students speaking accuracy and fluency, they are vocabulary, pronunciation, pauses, and hesitation.

PROCESS : There is a method of teaching speaking skill will apply in this research. The students will be teaching by applying Learning

Cycle. Therefore, after applying the method in the learning and teaching process.

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

CHAPTER III
RESEARCH METHOD

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

A. Research Design

The design of this research was pre-experimental design with pre-test & post-test design. The comparison between the pre-test and post-test score depended on the result of the treatment. The design was presented in following table:

Table: 3.1 Research design

Pre-test	Treatment	Post-test
O1	X	O2

Where: Pre-test = **O1**

Treatment = **X**

Post-test = **O2**

(Gay, 1981: 225)

1. Pre-test

In pre-test, the students were given pre-test before treatment to know the prior knowledge and found out the students' ability in speaking before teaching through Learning Cycle Method.

2. Treatment

In treatment, the researcher applied Learning Cycle Method. The treatment was applied four meeting and each meeting take 90 minutes. The procedures of conducting the treatment were:

Learning Activity

- a. First the teacher introduced the rules or systems of Learning Cycle Method in teaching speaking to the students.
- b. The teacher presented the material. Teacher also presented what expected in the learning phase.
- c. Teacher asked the students to do communicative activity about the material.
- d. Teacher monitored them. Gave the students awarded for their participation.
- e. Teacher divided into some groups. Each group consisted of 4-5 students.
- f. Teacher gave some topics. Then all groups chose one topics to discuss about that.
- g. After discussed about the topics, representative each group have to present in front of the class.
- h. Teacher encouraged students and then calculated their points. Teacher gave homework to the students.

Notes:

- 1) In the first meeting the teacher presented material about expressing surprise.

- 2) In the second meeting the teacher presented material about warning.
- 3) In the third meeting the teacher presented material about asking and giving suggestion.
- 4) In fourth meeting the teacher presented material about permission.

3. Post-test

After the treatment, the researcher gave post-test to identify how effective was the Learning Cycle method to improve the students speaking skill through the same procedure in the pretest.

B. Variables and Indicators

1. Variables

There were two variables of this research: independent variable and dependent variable. The independent variable was Learning Cycle Method. The dependent variable was improving students' speaking skill in accuracy and fluency.

2. Indicators

The indicators of this research were:

a. The students' accuracy were:

- 1) Pronunciation was the act of pronouncing words with reference to the pronunciation of sound, the placing of stress and intonation.
- 2) 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 Speak smoothly and there are no fillers that did not interfere with communication.

C. Hypothesis

The hypotheses of this research were null hypothesis and alternative hypothesis:

1. Null hypothesis (H_0), there was no significant difference between the students' speaking skill after applied Learning Cycle Metod.
2. Alternative hypothesis (H_1), there was any significant difference between the students' speaking skill after applied Learning Cycle Metod.

D. Population and Sample

1. Population

The population of this research was the eleventh grade students of SMA Negeri 1 Pitumpanua, Wajo regency in academic year 2014/2015. It was divided in IPA class and IPS class. IPA class consisted of four classes and IPS class consisted of two classes. The number of population was 193 students.

2. Sample

The researcher used a purposive sampling technique to choose the sample. In this research, the sample of the research is IPA II that consisted of 23 students.

E. Research Instruments

The instrument was used in this research was the speaking test. The researcher gave some kinds of topic to be discussed by each student. They arranged the topic and then present it in front of the class. After the students performed, the other students responded, commend and shared their opinion about his/her performance.

F. Procedure of Collecting Data

In collecting data, there were some steps applied by the researcher as follows:

1. Before the treatment, the researcher gave pre-test to the students in form make an opinion base on topics.
2. The researcher recorded the students when speaking in front of the class.
3. After gave the pre-test, the researcher gave treatment. It was in the form of teaching and learning process by using Learning Cycle Method.
4. After the treatment, the researcher gave post-test to the students in the same form with pre-test to know their improvement after applied Learning Cycle Method in teaching and learning process.
5. The researcher recorded the students speaking in front of the class.

In scoring the result of the students' test evaluated based on two aspects of speaking below:

Table 3.2: 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 hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Adapted from Longman, 2005)

Table 3.3: Vocabulary

Classification	Score	Criteria
Excellent	5	Uses a variety of vocabulary and expressions
Very Good	4	Uses a variety of vocabulary and expressions, but makes some errors in word choice
Good	3	Uses limited vocabulary and expressions
Average	2	Uses only basic vocabulary and expressions
Poor	1	The students' speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

(Adapted from Longman, 2005)

Table 3.4: Pauses

Classification	Score	Criteria
Excellent	5	Speak continuous 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 few incomplete thoughts
Average	2	Speak with long pauses and there is no incomplete thoughts
Poor	1	Speak with too many stopping and there is no incomplete thoughts

(Adapted from Longman, 2005)

Table 3.5: Hesitation

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

(Adapted from Longman, 2005)

The data obtained from the test was analyzed by using the procedures as follows :

1. Scored the students correct answer at pre-test and post-test by using formula:

Students score:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total Number of item}} \times 100\%$$

2. Classified the students score into seven classifications :

9.6 – 10 = Excelent

8.6 – 9.5 = Very good

7.6 – 8.5 = Good

6.6 – 7.5 = Fair good

5.6 – 6.5 = Fair

3.6– 5.5 = Poor

0 – 3.5 = Very poor

3. Mean score

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

Where: \bar{X} = Means score

$\sum X$ = Total score

N = Number of subject

(Gay, 1981: 298).

4. The improvement of students' literal reading comprehension

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

(Gay, 1981:320)

5. Calculated the difference score of pre-test and post-test :

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

Where: \bar{D} : The mean of the differences score

$\sum D$: The sum of the differences score

N : The total number of students

(Gay,1981:332).

6. Testing the hypothesis to find out the difference between the pre test and post-test, the researcher calculated with the following formula:

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

Where: t = Test of significance

\bar{D} = The Difference between the Match Pairs

$\sum D$ = The sum of different score

N = The total number of the sample

(Gay, 1981:331).

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

The finding of this research presents the improvement of the students' speaking skill by the application of Learning Cycle Method in teaching learning process at the eleventh grade students of SMAN 1 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 Learning Cycle Method at the eleventh grade students' of SMAN 1 Pitumpanua can be seen clearly based on the following table:

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

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Pronunciation	3.04	5.13	68.75
2	Vocabulary	3.57	6.26	75.35
	Total score	6.61	11.39	144.10
	Mean Score	3.30	5.69	72.05

The table above shows two indicators of accuracy in the students' speaking skill. Each indicator consists of pre-test and post-test. The mean score of students' pronunciation in pre-test is different between the mean score of students' score in post-test. The students' score in post-test is greater than the students' score in pre-test. It means that there is an improvement (68.75%) in students' pronunciation. Meanwhile the mean score of students' post-test in vocabulary is also greater than the mean score of students' score in pre-test. It means that there is an improvement (75.35%) in students' vocabulary. Based on the result, the total improvement of students' speaking accuracy is 72.05%. It can be concluded that the application of Learning Cycle Method in teaching speaking is effective to improve the students' accuracy in speaking skill.

2. The improvement of the students' fluency in speaking skill

After analyzing the score of students' speaking fluency in pre-test and post-test, the researcher presents the result in the following table:

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

No	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Pauses	3.22	5.91	83.54
2	Hesitation	2.96	5.74	93.92
	Total score	6.18	11.65	177.46
	Mean Score	3.09	5.83	88.73

The table above shows the students' improvement in speaking accuracy. The mean score of students' pauses in pre-test is different between the mean score

of students' score in post-test. The students' score in post-test is greater than the students' score in pre-test. It means that there is an improvement (83.54%) in students' pauses. Meanwhile the mean score of students' post-test in hesitation is also greater than the mean score of students' score in pre-test. It means that there is an improvement (93.92%) in students' hesitation. Based on the result, the total improvement of students' speaking fluency is 88.73%. It can be concluded that the application of Learning Cycle Method in teaching speaking is effective to improve the students' speaking fluency.

3. The Improvements of the students' Speaking skill (Final score)

After calculating the students' speaking accuracy and fluency, the researcher presents final score of the students' improvement in speaking skill by the application of Learning Cycle Method at the eleventh grade students of SMAN 1 Pitumpanua. It be seen clearly in the following table:

Table 4.3: The improvement of the students' speaking skill (Final score)

No	Variables	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Accuracy	3.30	5.69	72.42
2	Fluency	3.09	5.83	88.67
	Total score	6.39	11.52	161.09
	Mean Score	3.19	5.76	81.54

The table above indicates that there is an improvement in students' speaking skill by the application of Learning Cycle Method in teaching learning

process. It is indicated from the mean score of students' accuracy in pre-test (3.30) which is classified as a *very poor* category. Where the students' mean score in post-test (5.69) which is classified as a *fair* category. It means that the students' speaking accuracy improves from a very poor category into a fair category. And the mean score of students' fluency in pre-test (3.09) which is classified as a *very poor* category. The students' mean score in post-test (5.83) which is classified as a *fair* category. It means that the students' speaking fluency also improves from a very 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 (88.67>72.42). The improvement of students' fluency is 88.67% and improvement of the students' accuracy is 72.42%.

Based on the result above, it can be concluded that the applied Learning Cycle Method can improve the students speaking skill. And after calculating the score, the researcher finds the improvement of the students' speaking skill is 81.54% from the mean score of 3.19 in pre-test to be 5.76 in post-test. It is more clear show in the figure below:

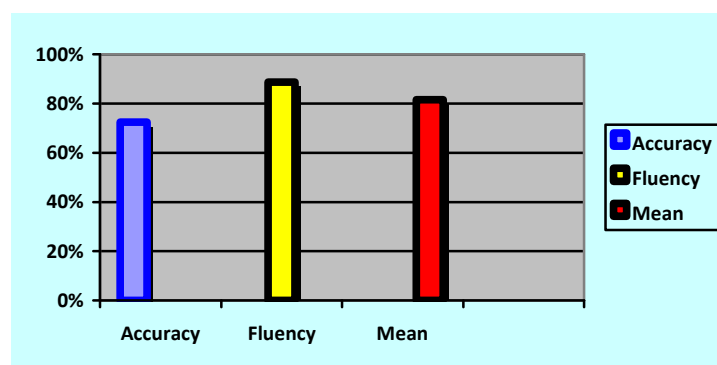


Figure 4.1: The final score of students speaking skill

The figure above show that the final score of the students speaking skill. The final score in accuracy is 72.42% and the final score of fluency is 88.67%. The mean score of the students speaking skill is 81.54%.

4. The Significance of the Students' Speaking skill (Final score)

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 subject. Meanwhile the value of t-table is 2.074. The t-test statistical analysis for independent sample is applied.

Table 4.4: The significance of the students' speaking skill (Final score)

No	Variables	T-test Value	T-table Value
1	Accuracy	17.07	2.074
2	Fluency	16.65	2.074
Speaking Skill		25.30	2.074

For the level significance (α) = 0.05 and the degree of freedom (df) = 23-1= 22, thus the value of t-table is 2.074. The table above indicates that the value of t-test is greater than the value of t-table. The t-test value of students' accuracy in speaking is $17.07 > 2.074$ and the t-test value of students' fluency in speaking is $16.65 > 2.074$. While the t-test value of speaking skill is $25.30 > 2.074$. It means that there is a significant difference between the result of the students' pretest and posttest in speaking skill through the application of Learning Cycle Method. It also can be stated that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted.

B. Discussion

In this part, discussions dealing with the interpretation of findings are derived from the result of findings of the students' speaking accuracy, fluency, and final score. Before giving 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 which still use traditional methods in teaching speaking and same technique each grade. The teachers just give the material and explain it then give example and give exercises. This method is not effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation, so that the students can not improve their speaking achievement.

Based on the findings, the result of score in post-test is greater than pre-test in terms of accuracy and fluency of speaking. In pre-test, the researcher actually 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 mistake and still shy to perform in front of their friends. After giving the treatment, their ability is significance improved. In gives treatment use Learning Cycle Method, the researcher faced too many problems in applied all of phase. Because before move to the other phase all of students have to mastered each phase.

The first phase is the preparation phase has to do with preparing the learner to learn. It's the essential first step in learning. Without it, learning slows or comes to a complete halt altogether. Then the second is the presentation phase

of the learning cycle is intended to give learners an initial encounter with the learning material that initiates the learning process in a positive and engaging way. When hear the word "presentation", automatically related with the facilitator does and not with something the learners do. but in this phase to begin to associate "presentation" with something both the facilitator and the learners do in various mixes depending on the situation. Presentation is encounter. The facilitator can lead, but the learners must do the encountering. If you understand "presentation" as only something the facilitator does to the learner, this phase of the learning cycle becomes the weakest one by far. The third is practice (integration) phase, is the very heart of accelerated learning. Without it there can be no real learning. This phase of the learning cycle can account for 70% (or more) of a total learning experience. It's in this phase that the learning actually takes place. After all, it's what the learner thinks and says and does that creates the learning, and not what the instructor thinks, says, and does. And the last is performance; this phase is to make sure the learning sticks and is applied successfully. After experiencing the first 3 phases of the learning cycle, we need to make sure that people are performing with (and continually extending) their new knowledge and skill on the job in ways that create real value for themselves.

1. The improvement of the Students' accuracy in speaking

During the use of Learning Cycle Method in the treatment, the students can improve their accuracy in speaking that covering pronunciation and vocabulary. The data of students' pre-test show that the students have some mistakes in terms of pronunciation and vocabulary. In pre-test, the students mean score is vey low

because they always make the mistake in pronouncing the words when they presented the topic. After the treatment, the result of students' score in post-test is greater than pre-test. The students' achievement is improved in speaking practice by the use of Learning Cycle Method. The Learning Cycle is a model of instruction based on scientific inquiry. This model encourages students to develop their own understanding of a scientific concept, explore and deepen that understanding, and then effective in the classroom (Walbert, 2015).

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 in terms of fluency is significantly improved. The result of the data shows that the score of fluency is improved (88.67 %) from the mean score 3.09 on pre-test to be 5.83 on post-test. It is supported by the mean score post-test of students' speaking skill in fluency is higher than pre-test.

The score of the students' post test is higher than the mean score of the students' pre-test. Therefore, the use of Learning Cycle Method is effective to improve the students' speaking skill in fluency and it can help the language learners to build up. It is indicated that Learning Cycle is an instructional model in which conceptual change is facilitated (Boylan, 1988).

3. The improvement of the students' speaking skill

Based on the findings, in the use of Learning Cycle Method in the class, the data are collected through the test as explained in the previous findings section show that the students' speaking ability is significantly improved.

As explained before, the students present the material about the theme during the pre-test and post-test. In the pre-test the researcher find that most of students still 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 above, the mean score in the pre-test is improved in the post-test. It is indicated that the use of Learning Cycle Method 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 show that the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted. So, the researcher concludes that there is significant improvement in improving the students' speaking skill by the application of Learning Cycle Method at the eleventh grade students of SMK Negeri 2 Pinrang

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the findings and discussions 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 Learning Cycle Method in teaching speaking skill is effective to improve the students' speaking accuracy in terms of pronunciation and vocabulary at the eleventh grade students of SMAN 1 Pitumpanua. It is proven by the students' mean score of accuracy in post-test is greater than their mean score of accuracy in pre-test ($5.69 > 3.30$) and the improvement of the students' accuracy in speaking skill is 72.05%.
2. The application of Learning Cycle Method in teaching speaking skill is effective to improve the students' fluency in speaking skill at the eleventh grade students of SMAN 1 Pitumpanua. It is proven by the students' mean score of fluency in post-test is greater than their mean score in pre-test ($5.83 > 3.09$) and the improvement of the students' fluency in speaking skill is (88.73%).
3. 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 (25.30) which is greater than the t-table value

(2.074). In other words, the application of Learning Cycle Method 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 teachers
 - a. The teacher should continuously create various strategies in giving assignment for the students.
 - b. The use of Learning Cycle Method is one of the methods that can be considered in teaching English in order to help the students' speaking skill.
 - c. The teachers should be more highly motivated to practice the use of Learning Cycle Method.
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 Learning Cycle Method.
3. For the next researchers
 - a. The result of this research can be also used as an additional references for the further research.
 - 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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CURRICULUM VITAE



ANNAS JAYA is the third child of Jamaluddin and Hania He was born on July 28 1992 in Pinrang and has five sister and one brother He finished his study at MI DDI Pinrang Bsrat in 2003, at SMP Negeri 4 Pinrang in 2008, at SMK Negeri 2 Pinrang in 2010 and enrolled as a student of Muhammadiyah University of Makassar in English

Education Department in 2011.

He participated activity in some organizations such English Department Student Association (EDSA) 2013.