

**USING WHOLE LANGUAGE APPROACH TO IMPROVE
STUDENT'S SPEAKING SKILL BY AT EIGHT GRADE
OF SMP PPM AL-IKHLASH LAMPOKO**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Education in English Education Department*

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MOTTO :

"Aku lebih menghargai orang yang beradab daripada orang yang berilmu. Kalau hanya berilmu, iblis pun lebih tinggi ilmunya daripada manusia"

~Syekh Abdul Qadir Al Jaelani~

"Long Learn, for Long Run"

~Unknown~

DEDICATION :

I dedicate this research to my beloved parents, who always give me true love, motivation, and everything for my life. And for my beloved brother, who always gave me some support and help, and finally I dedicate this research to myself for not giving up and keep persisting in every condition. Thanks a lot to Allah SWT, Alhamdulillah.

ABSTRAK

SITI REZKY AMALIAH M, 2022. *Using Whole Language Approach to Improve Student's Speaking Skill by at Eight Grade of SMP PPM Al-Ikhlash Lampoko*. Under the thesis of English Education Department at Faculty of Teachers Training and Education of Makassar Muhammadiyah of University (guided by Muhammad Arif Paturusi and Ratu Yulianti Natsir)

This research was aimed to explain the improvement of the students' speaking skill by using whole language approach with guessing vocabulary.

This research was implemented in SMP PPM Al-Ikhlash Lampoko at the eight grade students through a classroom action research (CAR). The writer took 30 students as the subject of the research. The writer taught speaking English using whole language approach with guessing vocabulary. To find the result, the writer got the information from the students answer on speaking test in the form of D-Test, test of cycle I and test of cycle II. The result of the research showed that using whole language approach with guessing vocabulary can improve students' speaking skill. The research was conduct for two cycles with each cycle consisted four meetings. It could be seen from the result of the students' activities during the action, and the students' speaking achievement in speaking.

The mean score of the students speaking D-Test was 3,00%. It was categorized as poor classification. While the mean score of the students' speaking test in cycle I for Vocabulary was 3,6% and for Fluency was 3,3%. It is a bit higher then students score in D-Test, but the result was not significant from the result which was expected by the writer so the research was continued to the cycle II. The mean score in cycle II was improved significantly, for vocabulary was 4,3% and for fluency was 4,2%. It was categorized as good score. For the students' improvement in learning English in the first meeting in cycle I students improvement was 50% but after meeting by meeting that the students went through, the students showed great interest in learning using whole language approach with guessing vocabulary. At the last meeting in cycle II students improvement was 82%.

Keywords: Whole Language Approach, Vocabulary, Speaking Skill, and Fluency

ABSTRAK

SITI REZKY AMALIAH M, 2022. *Using Whole Language Approach to Improve Student's Speaking Skill by at Eight Grade of SMP PPM Al-Ikhlash Lampoko*. Under the thesis of English Education Department at Faculty of Teachers Training and Education of Makassar Muhammadiyah of University (guided by Muhammad Arif Paturusi and Ratu Yulianti Natsir)

Penelitian ini bertujuan untuk menjelaskan peningkatan keterampilan berbicara siswa dengan menggunakan pendekatan whole language dengan menebak kosakata.

Penelitian ini dilaksanakan di SMP PPM Al-Ikhlash Lampoko pada siswa kelas VIII melalui penelitian tindakan kelas (PTK). Penulis mengambil 30 siswa sebagai subjek penelitian. Penulis berlatih berbicara bahasa Inggris menggunakan pendekatan whole language dengan menebak kosakata. Untuk mengetahui hasil tersebut, penulis mendapatkan informasi dari jawaban siswa pada tes berbicara berupa D-Test, tes siklus I dan tes siklus II. Hasil penelitian menunjukkan bahwa menggunakan pendekatan whole language dengan menebak kosakata dapat meningkatkan keterampilan berbicara siswa. Penelitian ini dilaksanakan selama dua siklus dengan setiap siklus terdiri dari empat pertemuan. Hal ini dapat dilihat dari hasil aktivitas siswa selama tindakan, dan prestasi berbicara siswa dalam berbicara.

Nilai rata-rata siswa berbicara D-Test adalah 3,00%. Itu dikategorikan sebagai klasifikasi buruk. Sedangkan nilai rata-rata tes berbicara siswa pada siklus I untuk Kosakata adalah 3,6% dan untuk Kefasihan adalah 3,3%. Ini sedikit lebih tinggi dari nilai siswa di D-Test, namun hasilnya tidak signifikan dari hasil yang diharapkan oleh penulis sehingga penelitian dilanjutkan ke siklus II. Nilai rata-rata pada siklus II meningkat secara signifikan, untuk kosakata 4,3% dan untuk kelancaran 4,2%. Itu dikategorikan sebagai skor yang baik. Untuk peningkatan siswa dalam belajar bahasa Inggris pada pertemuan pertama pada siklus I peningkatan siswa adalah 50% tetapi setelah pertemuan demi pertemuan yang siswa lalui, siswa menunjukkan minat yang besar untuk belajar menggunakan pendekatan whole language dengan menebak kosakata. Pada pertemuan terakhir siklus II peningkatan siswa sebesar 82%.

Keywords: Whole Language Approach, Vocabulary, Speaking Skill, and Fluency

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In the name of ALLAH, the Beneficent, the Merciful

Alhamdulillah Rabbil Alamin, the writer expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health, so that could finish writing the thesis. Shalawat and salam are addressed to final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

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Finally, the writer realizes that this thesis has some weakness and shortage.

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CHAPTER I

INTRODUCTION

A. Background

Language learning includes several aspects. one important aspect is the linguistic aspect which includes grammar, vocabulary, pronunciation, structure, and so on. In addition, students also need to master language skills such as listening, writing, reading, speaking. However students must be able to master a number of aspects in English so that they are able to develop their English language skills. So students' speaking skills is the main focus. If the aim of language teaching and learning is to develop learners' communicative competence, a whole language approach whereby all the skill are treated in a more interrelated way.

Whole language is an approach or attitude to learning that sees language as a unit, and writing, speaking, reading, listening must be integrated while knowing. This is not a teaching method. Goodman as cited Puji Santoso 2008: 2.3 stated that the Whole language is a language learning approach that presents the language as a whole, not in isolation. Each language teacher uses a theory of all languages which he / she deems suitable for a particular class. Language techniques help children and adults learn a second of language in the same way they learned their first language.

People speak in order to express their plan, their feeling or reply to the other's speak. Once the others will perceive what has been talked, it implies that the speaker get the which means across. Speaking is a crucial part in language learning. According to Bailey,2000 : 5, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. It needs the speakers to produce the target language in the spoken form. Moreover it involves the speaker to use speech express meanings to the other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse so that a learner will understand.

Speaking in a foreign language is considered to be a challenging aspect of language learning that demands competence and mastery in learning any foreign language. Vocabulary learning verifies to play an important role in oral communication. The problems that most students faced in speaking was having a lack of vocabulary not being confident to speak, not being used to talking in class, and difficulty expressing words or sentences. The cause of problems most students was being afraid of making errors.

Based on the information from the teacher of the eight grade of students of SMP PPM Al-Ikhlash Lampoko, the students' speaking skill is still need to be improved. One of the problems that students faced are they lack of vocabulary and the lack of students interesting in speaking.

Some of the reason are that they do not understand to use speaking strategies and can't express their ideas when speaking. Students think that speaking is boring activity because teacher just asked the students to read the dialog, do the exercise, learn and memorize certain expression and practice them in pair respectively.

From this explanation mentioned previously the writer is interested in conducting a classroom action research under the title "using whole language approach to improve student's speaking skill by at eight grade of SMP PPM Al-Ikhlash Lampoko, it is hoped that students will be able to develop their speaking skill by guessing vocabulary and of course this method will be made as interesting as possible.

B. Problem Statement

Based on the background above, the writer formulates the research question as follows:

1. How does the students' speaking skill can be improve by using whole language approach in terms of vocabulary?
2. How does the students' speaking skill can be improve by using whole language approach in terms of fluency?

C. Objective of the Study

Objective of the research is to know the improvement and efficiency of this whole language approach by guessing vocabulary to improve student's speaking skill by at eight grade Of SMP PPM Al-Ikhlash Lampoko

D. Significance of the Research

The result of this research are expected to be usefull information for many people in learning process, such as :

Practically :

- 1). This research can be contribute as additional reference for teacher in teaching process about whole language approach.
- 2). As additional information for students about learning speaking using whole language approach as a fun approach used in learning.
- 3). With the result of this research, the school can develop and improve one of the process of learning English by using whole language approach.

Theoretically :

This research can be used as a reference material for further research and as source of information for readers.

E. Scope of the Research

The scope of this research was eight grade of SMP PPM Al-Ikhlash Lampoko. In this research the writer limited the problem about how whole language approach with guessing vocabulary in which it is the teaching approach that facilitated the students to learn improvement Speaking skill in term vocabulary and fluency.

CHAPTER II

Review of Related Literature

A. Previous of Related Study

In this research, the writer takes review of related literature from the other thesis:

First, the research conducted by Shafira and Priyanti (2018) conclude that the researcher found the result of the study shows that vocabulary is associate English learning process. Through vocabulary, people will express their ideas. In fact, the students still get some difficulties after they learn vocabulary, especially for young learners. Young learners are supposed to be the children who study at the first year of formal schooling. They are kindergarten students in 4 years old and elementary students who are 6-12 years old. This research is conducted at SDTI Bering to find out the impact of using whole language approach on young learners' vocabulary enrichment. In this research, pre-experimental method with one group pre-test and post-test is used. 22 students are taken because tfor the sample. The alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there's an effect of using whole language approach on young learners' vocabulary enrichment.

Second, the research conducted by Yarmi (2019) conclude that the researcher found the result of the study show that speaking ability is one of the important skills used to communicate so it needs to be developed for grade 3 elementary school students. The result shows that the whole language approach can be applied as a method in improving students' speaking ability for third grade elementary school. Therefore, teachers need to develop a whole language approach to language learning. So that it can improve students' speaking ability.

Third, the research conducted by Cahyani (2017) the researcher found that the teacher was applied all basic procedures to learning English vocabulary by using game were: Firstly, students confused concerning the teacher clarification about the way to play the game. Secondly, students had difficulties in confident, thus a number of students choose to quite within the game activity, some of students just acquire new vocabulary from teacher and their textbook. Thirdly, students had difficulties in pronouncing and spelling. Fourthly, students suppose it was embrasingly if they wrong to mention the words. The last, students had difficulties in that means and grammar. Change synonyms of colored words.

Fourth, the research conducted by Rosaline (2013). This research found that basically students can improve their four language skill although it still cannot be seen directly. According to the result of the interview, some students suggest the whole language approach and public speaking be continued. They also suggest the frequency by added more in order to encourage them to speak English and create a good English environment.

The previous researchers above have similarities and differences with this research. As the similarities of this research is aimed to find out the impact of using whole language approach to improve students speaking skill. The differences is this study is what strategies are used to overcome in this study for speaking skill. With this currently study is writer focus on the explore students with using whole language approach with guessing vocabulary to see how effective this approach to improve student's speaking skill.

B. Some Pertinent Ideas

1. Whole Language Approach

a. Definition of Whole Language Approach

Consistent with Iskandar (2016: 5) the whole language approach is language learning that starts from concrete things to the abstract that presents language learning as a whole while not being separated in order that teachers should give a supportive atmosphere so that learning is

meaningful, consistent with Kurnia (2013:4), the whole language approach is associate approach that teaches language thoroughly, together with listening, speaking, reading and writing, therefore it is all over that the whole language approach is an approach that involves the four language skills as a whole while not being separated in order that most results are obtained.

Based on the explanation the writer conclude that the whole language approach isn't really a technique or a group of methods, however associate understanding, a philosophy. The approach relies on the principle that info is best learned once bestowed during a complete, pregnant and relevant way in regarding the person, it's accepted that the whole is not adequate the total of its parts, the entire language approach is based on the subsequent basic assumptions concerning language learning. Sawyer, 1991;

- Language is learned to comprehend, produce and convey meanings, while not these goals, there would be no got to learn a language
- Language learning ought to be regarding life, practical and complementary. Motivation and learning arise once the kid tries to beat one thing during a social context.
- Language could be a advanced system of parts, a whole. All components exist at the same time and invariably have an effect on every other. language learning is social and mutual. the premise of the interaction is that individuals form their own meanings.

- Learning during this means naturally takes place by going from the entire to the part. Grasping the entire makes the elements straightforward to learn.

- Children direct their learning to meet their personal communication goals. the child should have an interest and democratic so as to learn. acquisition is an energetic method. Parents and other supportive adults facilitate with language learning as being models by listening paying attention and providing applicable responses to the child's communication efforts.

Based on the explanation the writer conclude that, through a whole approach learning language is implemented contextually, logically, chronologically, and communicative by using settings real and meaningful.

b. Procedures of Teaching by Using Whole Language Approach

Whole language approach language could be an approach comprehensive, as a result of it will facilitate students build meaningful relationships between school and real world everyday, so it can grow student motivation for achievement. Froese (1990:3) A whole language approach on teacher freedom in language learning. Teacher will be easy use a whole language approach in language learning when the language being taught is used in activity so that language component becomes meaningful. Language is a unit that a whole that can't be separated. Santosa, 2010 Preparation of media and teaching

locations, teachers are assisted by students to prepare learning locations. Whole language approach procedures are :1) Storytelling technique, the teacher conveys material to students by giving their some topic and then students will tell about the topic, 2) Children are given the freedom to do activity, the teacher give freedom to students to move to the right directions, 3) Using multimedia, the teacher uses multimedia as a teaching aid, 4) Involving various senses, 5) Multi-function, while delivering the material, teacher also evaluates students' language skill, 6) Associated with experience/ environment, 7) Comprehensive evaluations, 8) Last teacher ends the lesson accompanied by giving assignment/test related to whole language approach

Based on the explanation the writer conclude that, whole language is not a teaching method but a learning approach that sees language as a whole entity. Each language teacher is free to apply the approach according to the needs of a particular class. The advantage of whole language is that it focuses on experiences and activities that are relevant to the lives and needs of learners using authentic/ real materials and that it can be used to facilitate development in aspects of language such as reading and writing. The application of the whole language approach can improve the quality of the learning process, among others, by increasing the number of students who are active in learning activities and the skill of teachers in managing classes.

2. Concept of Speaking

a. Definition Of Speaking

Speaking is one of the skills in learning English that must be mastered by students. Therefore, a teacher must know the definition of speaking first and convey it to students.

Morris (2011) says that speaking serves as a natural way of communication between members of society, both for the expression of thoughts as a form of social behavior and as a natural way of communication. Talking can be done if there are two or more people in the field of communication. According to Burgess (1994), speaking is an activity in which someone talks about something or tells others about something interesting. Speaking is a skill that a person uses to speak in everyday life, both at school and outside (Heubner, 1999).

Speaking skill according to Gert and Hans as cited in (Elfrizal:2012) speaking is speech or utterance with the purpose of having intention to be recognized speaker and the receiver processes the statement. Speaking is a productive skill since it produce ideas, message, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice outside the classroom. It will be influenced our speaking skill.

Based on the explanation the writer conclude that, speaking skill is the ability to speak English. A person's way of communicating as well as a person's skill to express opinions. Language skill can be developed by practicing speaking continuously.

b. The Components of Speaking Ability

Since the idea that speaking could be a productive talent, there are necessary to understand what the part of of speaking. According to H. Douglass Brown (2003, p 172) the component of speaking cannot be ignore if somebody wants to succed within the producing process (speaking process), the components was be involved. Speaking has five component there are :

1) Grammar

According to Hirai (2010) in Handayani (2021) , grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened. Grammar is related to the form of words and sentences. It also shows the process and language can create the structural meaning.

2) Vocabulary

Linse (2005:121) stated that vocabulary is the collection of words that an individual knows, other expert, Neuman abd Drawyer and cited in Bintz (2011:44) said that vocabulary can be defined as the words someone must know to communicate effectively, word in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

The writer concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

3) Comprehension

Swan (1991) states that comprehension is knowing an understanding. It indicates that, in comprehension the speaker and listener ought to understand what the intended that means of the speaker once she/he says something

4) Fluency

Jamatlou (2011p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity of syntax are associated with linguistic knowledge of accuracy.

5) Pronunciation

Yates and Zelinsk as cited in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowel of language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality).

Based on the explanation the writer conclude that, there are several components of assessment that need to be considered in speaking skill,

namely good pronunciation, grammar, accuracy, communication strategies. Some of these aspects need to be considered to produce a good speaking performance.

c. Types of Speaking

Brown (2004) further states that there are some basic types of speaking as in the following :

a) Imitative

At one of a time of types of speaking performance is that the ability to simply parrot back (imitate) a word or phrase or doable a sentence. Whereas this purely phonetic level of oral production, variety of prosodic, lexical, and grammatical properties of language could also be enclosed in the criterion performance

b) Intensive

The production of short stretches of oral language designed to demonstrate competency in a very slender band of grammatical, phrasal, lexical, or descriptive linguistics relationships.

c) Responsive

Responsive include interaction and take a look at comprehension however at the somewhat restricted level of very shorts conversation, normal greetings and little talk, simple request and comments. Will be a kind of short replies to teacher or students initiated questions or comments, giving instructions and directions. Those replies are sometimes sufficient and meaningful

d) Interactive

The difference between responsive and interactive speaking is within the length and complexity of the interaction, that typically includes multiple participants, interaction can take the two varieties of transactional language, which has the aim of the exchanging specific information or social relationship.

e) Extensive(monologue)

Extensive oral production tasks include speeches, oral representations, and story telling throughout which the chance for oral interaction from listener is either extremely restricted (perhaps to nonverbal responses) or ruled out together.

Based on the explanation the writer conclude that, The speaking type in this research is intensive speaking because the coming up with assessment. At the intensive level, check takers are prompted to provide short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at aspecified level of language.

d. Speaking Problems

Speaking problems are some problems that make someone lacks of speaking ability. According to doris and Jessica (2007) language problems actually function one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. the reasons why the students are having problems in their speaking are they're poor

in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems. other problems that will become a barrier for the students to become a good English speakers is the psychological problems.

Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment similar to nervous, lack of self assured and afraid to speak. These problems could have an effect on students performance in their speaking. Khan (2005) claims in his analysis that a number of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students performance in speaking.

★ 1. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. in line with Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems that create students speaking ability become poor. There are some linguistics problems that have an effect on somebody in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

2. Vocabulary

The problems of vocabularies occur once someone is lack of vocabulary needed to speak and does not skills combine the vocabularies into a good

sentence. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak.

3. Grammar

Grammar is a study in which sentences are structured and formatted, so that it should be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

4. Pronunciation

English has become a language that connects people all over the world. The second or foreign language learners also are demanded to talk English naturally like native-speaker. in line with Hinkel (2005: 491) a second language learner must master the individual characteristic of the sound of a new language.

5. Lack of self-confidence

Over a quarter of a million people during this world have problems towards their confidence. confidence is knowing that we've got the capacity to one thing sensible and being positive thinking. in line with Elliot (1998:29), thought of confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively.

Based on the explanation the writer conclude that speaking skill problems are problems that are generally faced by students in language. The following problems are problem that are often encountered by teachers in

learning. Such as lack of confidence, lack of vocabulary knowledge, lack of understanding of linguistic and grammar.

e. Relation Between Speaking and Vocabulary

Relation between speaking and vocabulary In speaking, students should be able to describe it in oral. Meanwhile, one needs an adequate variety of vocabulary to speak with alternatives a lot of favourably and easily. Vocabulary is so one amongst the language components that must also be mastered by students in addition to grammar and pronunciation. In language education, the word vocabulary is employed for various purposes. Tarigan (1993), says that the standard skill of speaking depends on the quality and quantity of the vocabulary that somebody has. In other words, the more vocabulary one has, the better the quality of his speaking

Brown (2004) argues that limitations in L2 learners' vocabulary knowledge hinder their capability to communicate effectively. a similar idea about the importance of vocabulary for speaking skill comes from Astika (2016) who states that students who have less vocabulary knowledge will not be able to communicate with others effectively and can't discuss that means in conversation. so as to be able to negotiate meaning properly in interactions, students should perceive the structure and vocabulary.

Based on the explanation the writer conclude that vocabulary mastery is closely related to students speaking ability. Having mastery of vocabulary will make it easier someone to choose the right words in speaking. So that

the listener it will be easy to understand the words. One's vocabulary mastery will effects students' speaking ability.

3. Vocabulary

a. Definition of Vocabulary

Mesele (2011) stated in his study writes and language researchers found out that vocabulary is central and is of paramount importance to learn a foreign language successfully. In action the importance of excellent vocabulary data, Asgari and Mustapha (2011) described vocabulary has been recognized as crucial to language use during which insufficient vocabulary knowledge of the learner led to difficulties in second learning. Thus, it's potential to know that students' knowledge of English vocabulary could be a outstanding issue for them to achieve success in their foreign language teaching in order that rising their vocabulary.

Mastering vocabulary method that students have comprehensive knowledge about the vocabularies which consist of the meanings, the spoken form, the written form, the grammatical behavior, the phrase derivation, the collocation of the phrases, the sign in of the phrase –spoken and written, the connotation or institution of the phrase, and phrase frequency (Thorbury,2002). In assessing students' vocabulary mastery, Schmitt and McCharty(1997) as cited in Seriwawan 2010 state that receptive knowledge is words that the learners understand and apprehend after that occur in a context as the same time as effective knowledge relates to phrases which the learners understand, able to pronounce correctly and use

constructively in speaking and writing . measuring students' receptive vocabulary is believed to be greater vital given that language could be firstly ordinary receptively.

Based on the explanation the writer conclude that, vocabulary is a collection of words from certain parts of the language to form a sentence. So that someone can exchange information through conversation or writing. Mastering vocabulary in adding to the vocabulary of knowledge. Because in understanding a written or spoken word, it is necessary to know the meaning and meaning of the word. More vocabulary mastered, the more skilled a person is in language.

b. The Technique of Guessing Vocabulary

Accroding to Rivets as cited in Thorbury,2002, vocabulary can't be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations but it is learned by individual. Guess the word is a method of guessing vocabulary through pictures, at a higher level, usually the images presented are more complex and the number of word guessed is increasing. This method requires students' skill in vocabulary mastery and requires students to give specified answer. Each students can use the vocabulary freely on the condition that the game continue to run according to rules.

The steps in teaching guessing vocabulary using descriptive material about descriptions of animal, objects, and people

- 1) Prepare the material

- 2) Give a little ice breaker to get the attention from students
- 3) Provoking students with several question to determine the level of students' ability in English
- 4) At the previous meeting, students were provided with the explanation of this descriptive material
- 5) Divide students into several groups, after that teacher explain about guessing vocabulary
- 6) Ask one representative from each group to stand in front of the group members. The students who is standing should not look at the blackboard
- 7) Write one vocabulary
- 8) Ask group members to guess the characteristic of the subject
- 9) Give the members of group chance to guess the subject
- 10) The students who can guess the first time and the answer is correct \ gets the score for his group
- 11) Ask other members to take turns standing, doing the sama as the previous procedure.

c. The Word Classification

Based on the functional categories, words can be classified into nouns, adjectives, verbs, and adverbs (Hatch & Brown, 1995:218). This classification is called part of speech:

a. Noun

According to Arifin (2018) Noun is name of person, place, things or idea

b. Pronoun

According to Ivanova (2020: 154) a pronoun is used in place of a noun or noun phrase to avoid repetition

c. Adjective

According to Chou (2018) adjective used to Describes, modifies or given more information about a noun or pronoun

d. Verb

According to Parmawati (2018) verb is to shown an action or a state of being.

e. Adverb

According to Usmonova (2020) modifies a verb, an adjective or another adverb, it tells how (often), where, when.

f. Preposition

According to Arifin (2018) preposition is shown the relationship of a noun or pronoun to another word.

g. Conjunction

According to Chou (2018) conjunction can defines as joins two word, ideas, phrases together and shows how they are connected.

h. Interjection

According to Arifin (2018) A word or phrases that expresses a strong emotion. It is a short exclamation.

d. Teaching Guessing Vocabulary

According to Jeremy Harmer, there are seven technique in presenting vocabulary:

1). Realia

One way of presenting word is to bring the things they represent into the classroom by bringing "realia" into the space.

2). Pictures

Picture may be board drawing, wall picture and charts, flashcard, magazine, picture, and the other non-technical visual.

3). Mime, Action, and Gesture

It is impossible to explain the meaning words and grammar either through the use of realia or picture.

4). Contrast

We saw how words exist because of their sense relations and this will be used to teach meaning.

5). Enumeration

We can use this to present meaning

6). Explanation

To explain something is to define it

7). Translation

A translation is the written or verbal rewording of something from one language into another that keeps the same meaning. There are many

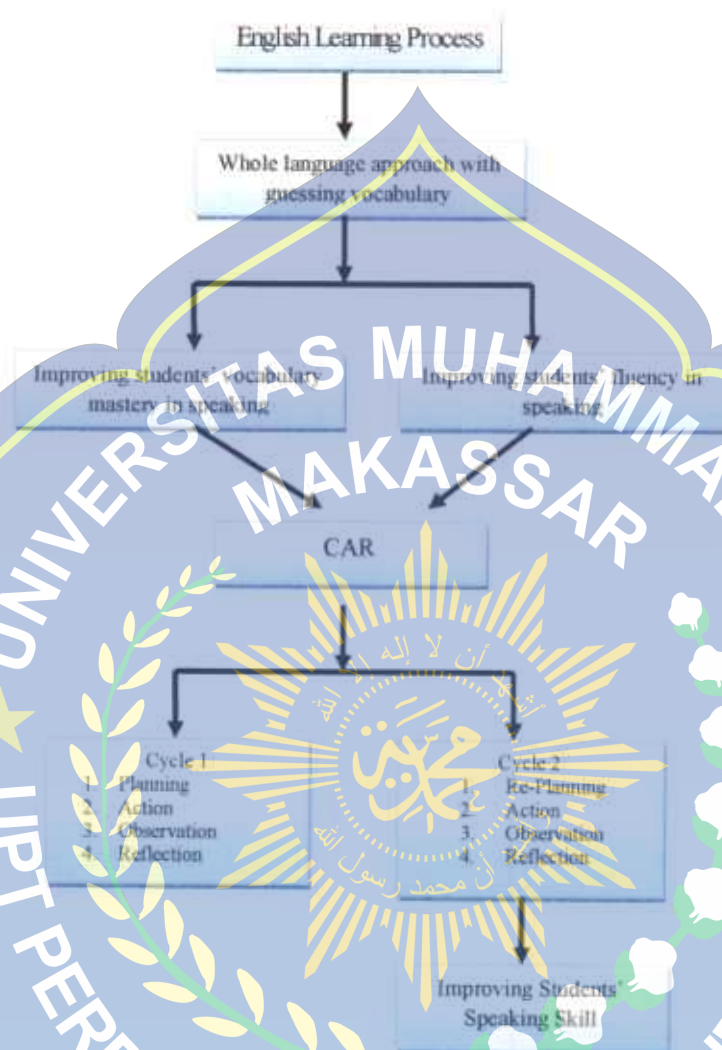
technique in teaching vocabulary will be used to explain the meaning of word and also the way in teaching vocabulary will depend upon individual characteristic. However, several ways are recommended as follows:

- 1). Say the word clearly and write it on the board
- 2). Get the category to repeat the word in chorus
- 3). Translate the word into the students own language
- 4). Ask the students to translate the word
- 5). Draw an image to indicate what the words mean
- 6). Give an English example to point out how the word is use
- 7). Ask question using the new word.

Translation may be a quick and straightforward thanks to present the meaning of word but it's not without problem.

Based on the explanation the writer conclude that, the teaching of vocabulary isn't simple to do. Some people assume that vocabulary teaching only waste the time as a result of vocabulary variety is unlimited. The English academics had higher teach English vocabulary 1st than other side of this language, like grammar, speaking, reading and writing. If students understanding a lot of vocabulary, it'll be simple for them to be told another aspect of English language.

C. Conceptual Framework



The theoretical framework underlying in this research was given in the following :

1. Input refers to the speaking material.
2. Process refers to teaching speaking by using whole language approach with guessing vocabulary

3. Output refers to the improvement of students' after using this whole language approach with guessing vocabulary

In conclusion, the process of speaking through guessing vocabulary is that the speaking material that is using speaking with guessing vocabulary. The writer would give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication. The writer hopes that there are some improvement of the students' speaking skill.

D. Hypothesis

H_0 = The whole language approach is not improve the students' speaking skill of eight grade at SMP PPM Al-Ikhlash Lampoko

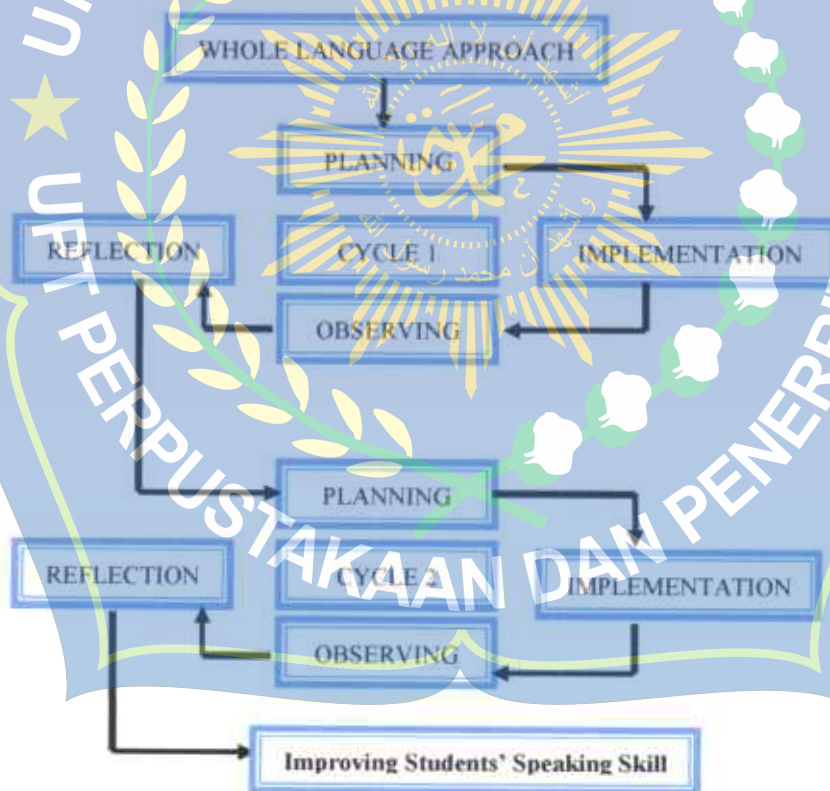
H_a = The whole language approach is improve the students' speaking skill of eight grade at SMP PPM Al-Ikhlash Lampoko.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses classroom action research (CAR). The writer used CAR in two cycles to improve the students' speaking skill by using whole language approach. Each cycle includes four phases namely : 1) Planning, 2) Action, 3) Observation, and 4) Reflection. The location of this research had been done at SMP PPM Al-Ikhlash Lampoko. The subject of the research was the eight grade students of SMP PPM Al-Ikhlash Lampoko 2021/2022.



Picture 3.1 Model of Classroom Action Research (Arikunto 2014:16)

1st Cycle

The cycle 1 in this classroom action research consisted of planning, implementation/action, observation and reflection as follow :

a. Planning

- 1) Lesson plan
- 2) Instructional materials
- 3) Observation sheet
- 4) Research instrument

b. Action

First cycle it refers to the teaching and learning process and it was conduct four meetings in one cycle, and each meeting consisted 2 X 45 minutes. The whole step above were set become teaching instruction or guide in every meetings.

First meeting

- 1) The writer started the activities by seating arrangement it conducted with explain about whole language approach.
- 2) The writer explain and introduce the material to the class and explain what the students have to do

Second meeting

- 3) The teacher gave some topic to students like about their activity, hobby, like and dislike and then students try to speak about that
- 4) Students identified and discuss with other students about meaningful, interpretation and relevant with the topic.

Third meeting

- 6) Teacher divided students into several group than students may have a better team work with their friends
- 7) Students played a games like guessing the word
- 8) The teacher has monitor the students' activity
- 9) The teacher asked the students, if there any question about the material that they are not understand

★ Fourth meetings

- 3) The teacher gave evaluation to the students
- 4) The teacher makes general correction
3. Observation
 - a. The teacher has monitor the situation of teaching learning activity
 - b. The teacher has monitor the students' liveliness
 - c. The teacher trained the students' ability in speaking more fluently
4. Reflection

Reflection is meant as analyzing, understanding, and making conclusion activity, the teacher analyzed first action cycle as consideration matter whether cycle reach success criteria based on test result of first action.

B. Research Subject

This research had been done at SMP PPM Al-Ikhlash Lampoko. The subject of this research is the eight grade of SMP PPM Al-Ikhlash Lampoko which consist of 30 students in a class, the writer took this class because this class is willing to be used as a research subject.

C. Variable and Indicator

1. Variable

In this research consisted of two variables, dependent variable and independent variable.

a. Independent Variable

Independent variable in this research was Whole Language Approach

b. Dependent Variable

Dependent variable in this research was improving student's speaking skill.

2. Indicators

The indicator of this research was vocabulary and fluency.

D. Instruments of the Research

The instrument of this research was speaking test. the aim of this test is to get information about students speaking skill. The test consisted of four kinds, there were dialog test, speaking test like giving some topic and then students talk about it, guessing some word and group test.

E. Technique of Data Collection

In this classroom action research (CAR), the writer used the CAR principles to collect the data. The research consisted of two cycles with each cycle consisted four elements. The treatment from each cycle are different if the learning process using whole language approach doesn't improve the students speaking skill

The instruments consist speaking and guessing vocabulary test :

- 1) Students divided into groups and then teacher will give some games to guess vocabulary the total score is 15 points
- 2) Find the part of speech :noun, verb, adverb, adjective, and etc. So the total score of this type is 10 point
- 3) Dialog test, the writer provides a dialogue related to the speaking material then students pair up to read the text. The total score of this type is 10 point
- 4) Speaking test like students tell about their daily activity or describing somethings the total of this test is 10 points

F. Technique of Data Analysis

1. Test

In this study, test is the most important instrument to collect the data. Test used to know the improvement of using whole language approach to improve student's speaking skill

$$\text{Total Score} = \frac{\text{Students answer}}{\text{Total number of students}} \times 100$$

(Gay as cited in Mariana 2012:33)

By using the formula above the writer was will able to determine that the score of students' speaking skill included in a certain classifications of the score.

Score	Categories	Criteria
86-100	Very Good	They speak effectively and excellent of pronunciation
66-85	Good	They speak effectively and very good of pronunciation. There are some one or two errors.
56-65	Enough	They speak sometimes hasty, but fairly good of pronunciation.
40-55	Less	They speak hasty and more sentences are not appropriate in pronunciation.
0-39	Fail	They speak hasty and sentences are not appropriate in pronunciation and little or no communication

Table 3.1 Table of Scoring Speaking fluency

Score	Categories	Criteria
86-100	Very Good	They speak effectively and excellent of using vocabulary
66-85	Good	They speak effectively and very good of using vocabulary. But there are some one or two errors.
56-65	Enough	They speak sometimes hasty, but fairly good of using vocabulary
40-55	Less	They speak hasty and more sentences are not appropriate in using vocabulary
0-39	Fail	They speak hasty and sentences are not appropriate in using vocabulary and little or no communication

Table 3.2 Table of Scoring Vocabulary

Series Number of Items	Form of Test	Score of Correct Answer
1	Group task	15
2	Dialog Test	10
3	Speaking test	15
4	Find Word Test	10
50		

Table 3.3 Form of Test

The data from cycle 1 and cycle 2 will be analyzed by the following steps :

1. To score the students' answer of test, the writer will apply the formula

$$\text{Score} = \frac{\text{Students' Answer} \times 100}{\text{Total Number of Item}}$$

(Gay as cited in Mariana 2012:33)

2. Calculating the mean score of the students' the writer will apply the following formula

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

Where : X = the mean score

\sum = the total raw score

n = the number of students

(Gay, 1981:298)

3. To know the percentage of the students' speaking skill, the writer will apply the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where :

P = percentage

X1 = 1st cycle

X2 = 2nd cycle

(Gay as cited in Wanida 2012:52)

4. To know the percentage of the students' improvement the researcher will apply the following formula :

$$(D\text{-test} \rightarrow C1) \quad P = \frac{x_1 - (D\text{-Test})}{D\text{-Test}} \times 100$$

$$(C1 \rightarrow CII) \quad P = \frac{x_2 - x_1}{x_1} \times 100$$

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and the discussion of this research. In the findings section, the writer shows all the data which collected during the research. In the discussion section, The writer compares the collected data during two different cycles. The problem statement of this research were also answered in this section.

A. Findings

The result of the findings indicated that teaching using whole language approach with guessing vocabulary can improve the students' speaking skill.

Further interpretation of the data analysis were given below :

1. The Improvement of the Students' Score in Vocabulary

No	Indicator	D-T	Cycle I	Cycle II	Improvement (%)	
					DT-CI	DT-CII
1	Vocabulary	3,00	3,6	4,3	12	14,3
	ΣX	3,00	3,6	4,3	12	14,3
	X	3,00	3,6	4,3	12	14,3

Table 4.1 The students' improvement in vocabulary

The table above showed that the improvement of the students' speaking skill with the aspect vocabulary. It indicated that there was significant improve of the students speaking skill especially about their vocabulary from the diagnostic test to cycle I and Cycle II through whole language approach with guessing

vocabulary, where in the diagnostic test the students' mean score was 3,00%, but after the evaluation test in cycle I, it was become 3,6%. So the improvement of the students achievement from diagnostic test to cycle I was 12%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 14,3%. The increased of the students' mean score from cycle I to cycle II it was 14,3%.

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

No	Indicator	D-T	Cycle I	Cycle II	Improvement (%)	
					DT-CI	DT-CII
1	Fluency of speech	3,00	3,3	4,2	11	14
	ΣX	3,00	3,3	4,2	11	14
	X	3,00	3,3	4,2	11	14

The table above showed that the improvement of the students' fluency in speaking. It indicated that there was significant improve of the students fluency in speech or speak using this whole language approach with guessing vocabulary from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 3,00% but after the evaluation test in cycle I, it was become 3,3. So the improvement of the students achievement from diagnostic test to cycle I was 11%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 4,2%. The increased of the students' mean score from cycle I to cycle II it as 14%.

3. The Improvement of Students' in Speaking Skill

NO	Indicators	D-T	Cycle I	Cycle II	Improvement (%)	
					DT-CI	DT-CII
1	Vocabulary	3,00	3,6	4,3	20	43,3
2	Fluency	3,00	3,3	4,2	10	40
ΣX		6	6,9	8,5	30	83,3
X		3	3,4	4,2	15	41,65

Table 4.3 The Students' Improvement in Speaking Skill

The table above showed that the students' improvement in speaking skill vocabulary and fluency of speaking by using whole language approach with guessing vocabulary. It indicated that there was significant improvement of the students speaking skill from the diagnostic test in cycle I and cycle II through this approach. Where in the diagnostic test the students' mean score was 3%, but after the evaluation test in cycle I, it was became 3,4%. So the improvement of the students' achievement from diagnostic test to cycle I was 15%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 4,2%. The increased of the students' mean score from cycle I to cycle II was 41,65%.

4. The Result of the Students Improvement in Learning Process

Cycles	Improvement			
	1 st Meeting (%)	2 nd Meeting (%)	3 rd Meeting (%)	4 th Meeting (%)
Cycle I	50%	59%	62%	71%
Cycle II	72%	74%	78%	82%

Table 4.4 Result of the Students' Improvement each meeting in cycle I and cycle II

The table above showed that the result of the students' observation in learning process through whole language approach with guessing vocabulary in every meeting in cycle I to cycle II got improved. It was proved by the percentage of students' improvement were getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students improvement was 50% and in the first meeting of cycle II 72%. In the second meeting of both cycle I and cycle II the students' improvement were 59% and 74%. It indicated that the students more improvement participate in the second meeting of cycle II than cycle I. In the third meeting of cycle II the students also more improvement participate than in the third meeting of cycle I. In the cycle I the students' improvement was 62% and in the second cycle was 78%. Then, in the fourth meeting of cycle I and cycle II also showed a significant improvement where the improvement in the cycle I was 71% and 85% in the cycle II.

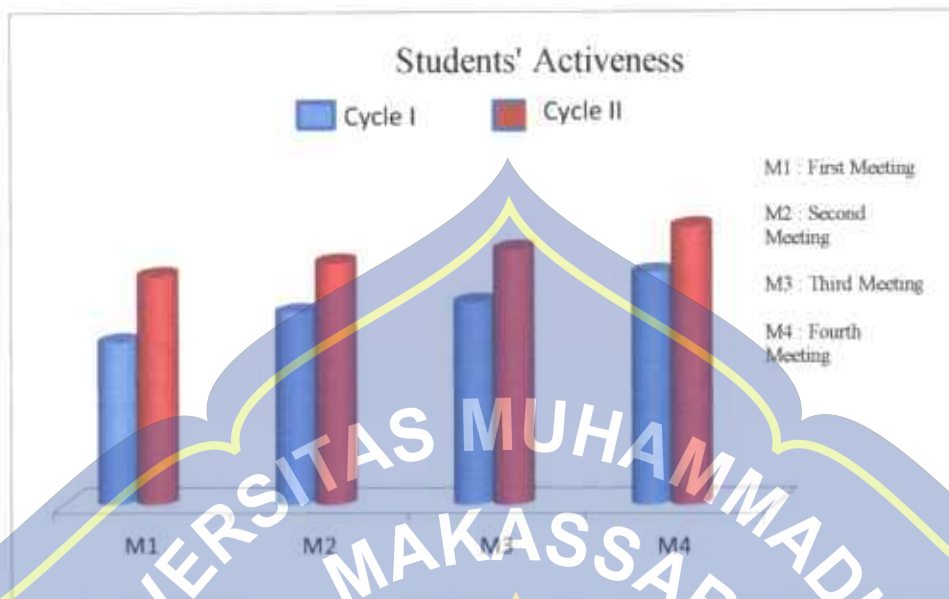


Figure 4.1 Result of the Students' Improvement each meeting in cycle I and cycle II

The chart above showed that the students' observation in learning speaking through whole language approach with guessing vocabulary that in cycle I the students' improvement in the 1st meeting was 50%, the 2nd meeting was 59%, the 3rd meeting was 62% and the 4th meeting was 71%. In the cycle II students' improvement in the 1st meeting was 72%, the 2nd meeting was 74%, the 3rd meeting was 78% and the 4th meeting was 82%. The interpretation of the table and the graphic above indicate that the improvement of the students in learning process always grow up from the first meeting in cycle I. The writer tried to engage the students, it made their improvement improve significantly until the last meeting in cycle II.

5. The Students' Score in Increasing Vocabulary

The description of data analysis through the test as explain in the previous findings section showed that the improvement of students' ability in vocabulary by using whole language approach with guessing vocabulary was significant. It was supported by result of the test value in cycle II was higher than test value of cycle I.

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Very Good	85-100	5	16,7	10	33,3	18	60
2	Good	66-79	8	26,7	8	26,7	7	23,3
3	Enough	56-65	10	33,3	6	20	2	6,7
4	Less	40-55	4	13,3	4	13,3	2	6,7
5	Fail	0-39	3	10	2	6,7	1	3,3
Total			30	100	30	100	36	100

Table 4.5 The Criteria and Percentage of the Students' Score in Increasing Vocabulary

The table above showed that percentage of the students' improvement in vocabulary, the diagnostic test indicated that there were 5 students (16,7%) got very good score, 8 students (26,7%) got good score, 10 students (33,3%) got enough for their score, 4 students (10%) got less score and 3 students got fail score.

After taking the action in cycle I by using whole language approach with guessing vocabulary, the percentage of the students' improvement in vocabulary was increased significantly. There are 10 students (33,3%) got very good score, 8 students (26,7%) got good score, 6 students (20%) got enough score, 4 students (13,3%) got less score, and 2 students (6,7%) got fail score. And then, in the cycle II, there was 18 students (60%) got the very good score, 7 students (33,3%) got good score, 2 students (6,7%) got enough score, 2 students (6,7%) also got less score and 1 student (3,3%) got fail score.

6. The Students' Score in Increasing Fluency of Speaking

The description of data analysis through the test as explain in previous findings section showed that the improvement of students' ability in fluency of speaking by using whole language approach with guessing vocabulary was significant. It was supported by result of the test value in cycle II was higher then test value of cycle I.

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Very Good	85-100	5	16,7	7	23,3	14	46,7
2	Good	66-79	8	26,7	8	26,7	12	40
3	Enough	56-65	10	33,3	6	20	2	6,7
4	Less	40-55	4	13,3	5	16,7	1	3,3
5	Fail	0-39	3	10	4	13,3	1	3,3

Total	30	100	30	100	30	100
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Table 4.6 The Criteria and Percentage of the Students' Score in Fluency of Speaking

The table showed that percentage of the students' improvement in fluency of speaking, the diagnostic test indicated that there were 5 students (16,7%) got very good score, 8 students (26,7%) got good score, 10 students (33,3%) got enough score, 4 students (13,3%) got less score, and 3 students (10%) got fail score.

After taking the action cycle I by using whole language approach with guessing vocabulary, the percentage of the students' improvement was significantly. There 7 students (23,3%) got very good score, 8 students (26,7%) got good score, 6 students (20%) got enough score, 5 students (16,7%) got less score, and 4 students (13,3%) got fail score. And then, in cycle II there was 14 students (46,7%) got very good score, 12 students (40%) got good score, 2 students (6,7%) got enough score, and both in less score 1 student (3,3%), and in fail score 1 student (3,3%).

B. Discussion

The research findings indicated that the students' speaking skill through whole language approach with guessing vocabulary shows the improvement.

Froese (1990:31) A whole language approach on teacher freedom in language learning. Teacher will be easy use a whole language approach in language learning when the language being taught is used in activity so that language compenent becomes meaningful. The writer has changed the activity more interesting in cycle 2 so that students could show the improvement in the first cycle the writer gave an explanation about whole language approach with guessing

vocabulary but some students didn't understand this learning explanation in cycle I, then students have a clear picture of using whole language approach with guessing vocabulary in cycle II.

At the first, students were feel a little confused about the explanation using whole language approach with guessing vocabulary. Maybe because this is the first time the students hearing about this approach. But the writer usually encourage students and make this learning more interesting by choosing fun material. As a result students became enjoy and fun in learning process.

1). The improvement of Vocabulary

Mastering a large number of vocabulary is very important. According to Bintz (2011:41) said that vocabulary can be defined as the words someone must know to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Diagnostic test mean score was 3,00%. The mean score in cycle I for vocabulary was 3,6% and the mean score in cycle II for vocabulary was 4,3%. Vocabulary mastery by students was see by how many students can guess and use vocabulary well. The writer finding indicated that the students' speaking skill through whole language approach with guessing vocabulary showed the improvement.

2). The improvement of Fluency in Speaking

Jamatlou (2011p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. Diagnostic test mean score was 3,00%. The mean score in cycle I for fluency was 3,3% and the mean score in

cycle II for fluency was 4,2%. On the fluency aspect, the main assessment is how students can speak English fluently without any long pauses. The writer finding indicated that the students' speaking skill through whole language approach with guessing vocabulary showed the improvement.

The observation result of students' activeness in teaching and learning process improved significantly through whole language approach with guessing vocabulary in cycle I the students activeness in the 1st meeting was 50%. Because at the first meeting students still feel confused about new material. Next meeting the writer the weakness so the activeness of students in last meetings in 1st cycle became 71%. Then in the cycle II the writer gave revision again for problem that the students faced during the teaching and learning process so in cycle II, the students activeness in last meeting became 82%. It means that the students pay full attention during teaching and learning process.

The students were joining the teaching and learning process seriously. Even if some students did not know what they would say, the students kept improvement asking. It means that, the application of whole language approach with guessing vocabulary could improve the students activeness during teaching and learning process and it was successful. In this part the discussion presented the approach applied in teaching english especially for speaking aspect. The application of whole language approach with guessing vocabulary at the eight grade of SMP PPM Al-Ikhlah Lampoko can improved the students' score and their ability to understand the material of speaking (vocabulary & fluency) dealing with descriptive text and the observation result of the students' activeness in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer conclude that : 1. Whole language approach with guessing vocabulary can improve students' speaking skill because with this approach we hope that students are expected to be more active in interaction with their friends and then the teacher just act as facilitator. At first, the students were a little confused by the application of this approach. But after learning, the students can interact well and can be more active in the class. The teacher gives instructions on the use of this approach then the students listen to the explanation carefully.

2. The use of whole language approach with guessing vocabulary can improve the students' speaking skill. It can be shown of the students' mean score of D-Test for vocabulary was 3,00%, the mean score of cycle I was 3,6% and cycle II was 4,3%. D-test for fluency of speaking was 3,00%, the mean score of cycle I was 3,3% and cycle II was 4,1%. So there is significant improvement of the students achievement from D-Test to cycle II in learning through whole language approach with guessing vocabulary. The students activeness in cycle I was 71% after repairing the weakness and take action in teaching and learning process through whole language approach with guessing vocabulary, the students activeness became

82% in the last meeting in cycle II. It means the use of whole language approach with guessing vocabulary is possible to improve the students' activeness.

B. Suggestion

Based on the conclusion above, the writer addresses the following suggestion and recommendation.

For teacher

1. It is suggested that the teacher, especially those who teach English of junior high school use a whole language approach with guessing vocabulary as one alternative among other teaching approach that can be used in teaching English especially for speaking skill.
2. The teacher should be creative in teaching English especially speaking because to master English, it need more technique, method or approach in improving it.

For students

1. Students are expected to not immediately feel satisfied with their achievement in speaking English, keep continue to practice by memorizing vocabulary, or train themselves by getting conversation in English to improve speaking skill.
2. Students are encouraged to be confident in learning. Ask the teacher if they do not know and do not understand the lesson.

For the next researchers

1. To improve the students' speaking ability generally, there are many cases which must be improved such as : speaking grammar, vocabulary, comprehension, fluency and pronunciation. But in this research, the writer focused attention on improving the students' vocabulary and fluency. So for next researcher, they

2. can take the other case of speaking to be improved neither they use this approach nor other approach. But it is better to use this method in order to know the students' speaking competence.
3. The result of this research can also used as an additional reference or further research with different treatment or another.



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Soal Test

- A. Students speak orally telling their about their daily activity! (15 points)**

The Lion

The lion is called the king of beast. Lion are found wild in the grassland of Africa. They hunt smaller animals and feed on them. There are no wild animals in European zoos. Lion has four legs and brown eyes which are protected by very thick lashes. The male lion is a beautiful animals. All lions have manes. Round his head he has a ring of long hair called a mane. When the lion is young, the hair of his mine is yellow. When he is old, the hair is sometimes black. The female lion, or lioness, doesn't have a mane. Lions are dangerous animals. They can kill a man.

- B. Guess some Noun, Verb, Adverb and Adjective words that you can find in the conversation above. As much as you can find! (10 points)**
- C. Students devided into several groups and then teacher will give some object, the students try to guess the vocabulary from their friends explanation**
- D. Giving and Asking Question (10 points)**

Amel : Where is the pen?

Iwan : The pen is on the table.

Amel : Who make this happen?

Iwan : There are few visitor who break the rules at this place.

Amel : Why don't you go to the mall?

Iwan : I don't go to the mall because there isn't much money left in my wallet

Amel : Why don't you eat this cake?

Iwan : I don't like this cake because there is too much cream on it



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP PPM AL-Ikhlash Lampoko
Kelas / Semester : VIII A / I
Mata Pelajaran : Bahasa Inggris
Tema : *Whole Language Approach* dengan *Guessing Vocabulary*
Teks : Interaksi memberi dan meminta informasi informasi terkait keberadaan orang benda dan binatang
Sub Tema : Descriptive Text
Pertemuan : Pertama
Alokasi Waktu : 2 X 45 Menit

A. KOMPETENSI INTI

- K1. Menerima dan menjalankan ajaran agama yang dianutnya
K2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru
K3. Mengetahui pengetahuan faktual dengan cara mengamati (mendengarkan, melihat, membaca) dan bertanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan tuhan dan kegiatannya, dan benda-benda yang dijumpai di rumah dan di sekolah
K4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. KOMPETENSI DASAR DAN INDIKATOR

Bahasa Inggris

Kompetensi Dasar

1. Merincikan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis
2. Menggunakan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis

Indikator

1. Menunjukkan penggunaan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis dengan tepat
2. Mendeskripsikan benda-benda disekitar, dapat mengekspresikan diri, dan dapat bekerja secara berkelompok maupun individu dengan baik

C. TUJUAN PEMBELAJARAN

1. Dengan dapat menebak kosakata, mendeskripsikan diri maupun benda, serta bekerja sama baik secara individu maupun berkelompok, maka siswa telah menunjukkan perkembangan serta rasa kepercayaan diri dalam pembelajaran terutama dalam aspek *Speaking*

D. MATERI PEMBELAJARAN

Descriptive text yang bertujuan menjelaskan, menggambarkan dan mendeskripsikan sesuatu & *Word Classification*

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan *Whole Language Approach with Guessing Vocabulary*
2. Metode pembelajaran : Tanya Jawab, Diskusi, Penguasaan, dan demonstrasi

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar2. Salah satu siswa diminta untuk memimpin doa3. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar4. Guru menjelaskan sistem pembelajaran <i>Whole Language Approach with Guessing vocabulary</i>5. Guru mengaitkan materi pembelajaran sebelumnya dengan materi yang akan dipelajari siswa nantinya	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru memberikan materi mengenai <i>Descriptive Text (telling about their daily activity)</i>2. Guru memberikan penjelasan mengenai <i>word classifications</i>3. Guru meminta siswa untuk aktif dalam proses pembelajaran4. Sesi diskusi antara siswa dan guru baik berupa Tanya jawab maupun proses pengamatan5. Indikator seperti aktif berbicara, mendengarkan, membaca, dan menulis ikut	65 menit

	dilibatkan dalam proses pembelajaran.	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru melakukan review atau pengulangan inti pembelajaran 2. Sebagai penutup siswa diminta untuk melakukan refleksi kegiatan yang sudah mereka lakukan sepanjang hari 3. Pelajaran ditutup dengan doa bersama 	15 menit

F. PENILAIAN

1. Jenis penilaian

- a. Penilaian sikap (observasi) dan melakukan pencatatan sikap siswa selama proses kegiatan
- b. Penilaian keterampilan (melakukan test seperti test speaktion, dialog, dan diskusi kelompok)

G. Media dan Alat Pembelajaran

- Buku Pelajaran Media yang disiapkan oleh guru (Lembaran tugas, dll)
- Leptop/HP (media elektronik lainnya)
- Alat tulis menulis

Mengetahui
Kepala Sekolah SMP PPM Al-Ikhlash

Lampoko,
Guru Kelas

Imran Ado

Siti Rezky Amaliah M

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UNIT PERPUSTAKAAN DAN PENERBITAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP PPM AL-Ikhlash Lampoko
Kelas / Semester : VIII A / 1
Mata Pelajaran : Bahasa Inggris
Tema : *Whole Language Approach* dengan *Guessing Vocabulary*. Teks Interaksi memberi dan meminta informasi terkait keberadaan orang, benda dan binatang
Sub Tema : Descriptive Text
Pertemuan : Kedua
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI

- K1 : Menerima dan menjalankan ajaran agama yang dianutnya
K2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru.
K3 : Mengetahui pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan bertanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan tuhan dan kegiatannya, dan benda-benda yang dijumpai di rumah dan disekolah
K4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. KOMPETENSI DASAR DAN INDIKATOR

Bahasa Inggris

Kompetensi Dasar :

1. Merincikan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis
2. Menggunakan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis

Indikator :

1. Menunjukkan penggunaan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis dengan tepat.
2. Mendeskripsikan benda-benda disekitar, dapat mengekspresikan diri, dan dapat bekerja secara berkelompok maupun individu dengan baik.

C. TUJUAN PEMBELAJARAN

1. Dengan dapat menebak kosakata, mendeskripsikan diri maupun benda, serta bekerja sama baik secara individu maupun berkelompok, maka siswa telah menunjukkan perkembangan serta rasa kepercayaan diri dalam pembelajaran terutama dalam aspek *Speaking*

D. MATERI PEMBELAJARAN

Descriptive text yang bertujuan menjelaskan, menggambarkan dan mendeskripsikan sesuatu & *Word Classification*

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan *Whole Language Approach with Guessing Vocabulary*
2. Metode pembelajaran : Tanya Jawab, Diskusi, Penguasaan, dan demonstrasi

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar2. Salah satu siswa diminta untuk memimpin do'a3. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar4. Guru menjelaskan sistem pembelajaran <i>Whole Language Approach with Guessing vocabulary</i>5. Guru mengaitkan materi pembelajaran sebelumnya dengan materi yang akan dipelajari siswa nantinya	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru memberikan materi mengenai <i>Descriptive Text (telling about their experience, holiday or family)</i>2. Guru memberikan penjelasan mengenai <i>word classifications</i>3. Guru meminta siswa untuk aktif dalam proses pembelajaran4. Sesi diskusi antara siswa dan guru baik berupa Tanya jawab maupun proses pengamatan5. Indikator seperti aktif berbicara, mendengarkan, membaca, dan menulis ikut	65 menit

	dilibatkan dalam proses pembelajaran.	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru melakukan review atau pengulangan inti pembelajaran 2. Sebagai penutup siswa diminta untuk melakukan refleksi kegiatan yang sudah mereka lakukan sepanjang hari 3. Pelajaran ditutup dengan doa bersama 	15 Menit

F. PENILAIAN

Jenis penilaian

- a. Penilaian sikap (observasi dan melakukan pencatatan sikap siswa selama proses kegiatan)
- b. Penilaian keterampilan (melakukan test seperti test speaking, dialog, dan diskusi kelompok)

G. Media dan Alat Pembelajaran

- Buku Pelajaran/Media yang disiapkan oleh guru (Lembaran tugas, dll)
- Leptop/HP (media elektronik lainnya)
- Alat tulis menulis

Mengetahui,
Kepala Sekolah SMP PPM Al-Ikhlash

Lampoko,
Guru Kelas

Imran Ado

Siti Rezky Amaliah M



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP PPM AL-Ikhlash Lampoko
Kelas / Semester : VIIIA / I
Mata Pelajaran : Bahasa Inggris
Tema : *Whole Language Approach* dengan *Guessing Vocabulary*: Teks Interaksi memberi dan meminta informasi informasi terkait keberadaan orang, benda dan binatang
Sub Tema : Descriptive Text
Pertemuan : Ketiga
Alokasi Waktu : 2 x 35 Menit

A. KOMPETENSI

- K1 Menerima dan menjalankan ajaran agama yang dianutnya
K2 Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru.
K3 Mengetahui pengetahuan faktual dengan cara mengamati (mendengarkan, melihat, membaca) dan bertanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan tuhan dan kegiatannya, dan benda-benda yang dijumpai di rumah dan disekolah
K4 Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR DAN INDIKATOR

Bahasa Inggris

Kompetensi Dasar :

- 3 Merincikan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis
4 Menggunakan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis.

Indikator :

3. Menunjukkan penggunaan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis dengan tepat.
4 Mendeskripsikan benda-benda disekitar, dapat mengekspresikan diri, dan dapat bekerja secara berkelompok maupun individu dengan baik.

C. TUJUAN PEMBELAJARAN

2. Dengan dapat menebak kosakata, mendeskripsikan diri maupun benda, serta bekerja sama baik secara individu maupun berkelompok, maka siswa telah menunjukkan perkembangan serta rasa kepercayaan diri dalam pembelajaran terutama dalam aspek *Speaking*

D. MATERI PEMBELAJARAN

Descriptive text yang bertujuan menjelaskan, menggambarkan dan mendeskripsikan sesuatu & *Word Classification*

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan *Whole Language Approach with Guessing Vocabulary*
2. Metode pembelajaran : Tanya Jawab, Diskusi, Penguasaan, dan demonstrasi

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar2. Salah satu siswa diminta untuk memimpin do'a3. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar4. Guru menjelaskan sistem pembelajaran <i>Whole Language Approach with Guessing vocabulary</i>5. Guru mengaitkan materi pembelajaran sebelumnya dengan materi yang akan dipelajari siswa nantinya	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru memberikan materi mengenai <i>Descriptive Text (team work groups tried to guess name of vocabulary)</i>2. Guru memberikan penjelasan mengenai word classifications3. Guru meminta siswa untuk aktif dalam proses pembelajaran4. Sesi diskusi antara siswa dan guru baik berupa Tanya jawab maupun proses pengamatan5. Indikator seperti aktif berbicara, mendengarkan, membaca, dan menulis ikut	65 menit

	dilibatkan dalam proses pembelajaran.	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru melakukan review atau pengulangan inti pembelajaran 2. Sebagai penutup siswa diminta untuk melakukan refleksi kegiatan yang sudah mereka lakukan sepanjang hari 3. Pelajaran ditutup dengan doa bersama 	15 menit

F. PENILAIAN

Jenis penilaian

- a. Penilaian sikap (observasi dan melakukan pencatatan sikap siswa selama proses kegiatan)
- b. Penilaian keterampilan (melakukan test seperti test speaking, dialog, dan diskusi kelompok)

G. Media dan Alat Pembelajaran

- Buku Pelajaran/Media yang disiapkan oleh guru (Lembaran tugas, dll)
- Leptop/HP (media elektronik lainnya)
- Alat tulis menulis

Mengetahui
Kepala Sekolah SMP PPM Al-Ikhlash

Lampoko,
Guru Kelas

Imran Ado

Siti Rezky Amaliah M

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP PPM AL-Ikhlash Lampoko
Kelas / Semester : VIII A / 1
Mata Pelajaran : Bahasa Inggris
Tema : *Whole Language Approach* dengan *Guessing Vocabulary* : Teks
Interaksi : memberi dan meminta informasi informasi terkait keberadaan
orang, benda dan binatang
Sub Tema : Descriptive Text
Pertemuan : Keempat
Alokasi Waktu : 2 X 45 Menit

A. KOMPETENSI INTI

- K1 Menerima dan menjalankan ajaran agama yang dianutnya
K2 Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru
K3 Mengetahui pengetahuan faktual dengan cara mengamati (mendengarkan, melihat, membaca) dan bertanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan tuhan dan kegiatannya, dan benda-benda yang dijumpai di rumah dan di sekolah
K4 Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. KOMPETENSI DASAR DAN INDIKATOR

Bahasa Inggris

Kompetensi Dasar

1. Merincikan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis
2. Menggunakan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis.

Indikator

1. Menunjukkan penggunaan kosakata, ungkapan pengenalan diri atau mendeskripsikan sesuatu secara lisan maupun tertulis dengan tepat
2. Mendeskripsikan benda-benda disekitar, dapat mengekspresikan diri, dan dapat bekerja secara berkelompok maupun individu dengan baik.

C. TUJUAN PEMBELAJARAN

1. Dengan dapat menebak kosakata, mendeskripsikan diri maupun benda, serta bekerja sama baik secara individu maupun berkelompok, maka siswa telah menunjukkan perkembangan serta rasa kepercayaan diri dalam pembelajaran terutama dalam aspek *Speaking*

D. MATERI PEMBELAJARAN

Descriptive text yang bertujuan menjelaskan, menggambarkan dan mendeskripsikan sesuatu & *Word Classification*.

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan *Whole Language Approach with Guessing Vocabulary*
2. Metode pembelajaran : Tanya Jawab, Diskusi, Penguasaan, dan demonstrasi

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru menyapa siswa dan mengondisikan kelas agar siap untuk belajar2. Salah satu siswa diminta untuk memimpin do'a3. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan kegiatan belajar4. Guru menjelaskan sistem pembelajaran <i>Whole Language Approach with Guessing vocabulary</i>5. Guru mengaitkan materi pembelajaran sebelumnya dengan materi yang akan dipelajari siswa nantinya	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru memberikan materi mengenai <i>Descriptive Text (re-tell story)</i>2. Guru memberikan penjelasan mengenai word classifications3. Guru meminta siswa untuk aktif dalam proses pembelajaran4. Sesi diskusi antara siswa dan guru baik berupa Tanya jawab maupun proses pengamatan	65 menit

	5. Indikator seperti aktif berbicara, mendengarkan, membaca, dan menulis ikut dilibatkan dalam proses pembelajaran.	
Kegiatan Penutup	1. Guru melakukan review atau pengulangan inti pembelajaran 2. Sebagai penutup siswa diminta untuk melakukan refleksi kegiatan yang sudah mereka lakukan sepanjang hari 3. Pelajaran ditutup dengan doa bersama	15 Menit

F. PENILAIAN

Jenis penilaian

- Penilaian sikap (observasi dan melakukan pencatatan sikap siswa selama proses kegiatan)
- Penilaian keterampilan (melakukan test seperti test speaking, dialog, dan diskusi kelompok)

G. Media dan Alat Pembelajaran

- Buku Pelajaran/Media yang disiapkan oleh guru (Lembaran tugas, dll)
- Laptop/HP (media elektronik lainnya)
- Alat tulis menulis

Mengetahui,
Kepala Sekolah SMP PPM Al-Ikhlash

Lampoko,
Guru Kelas

Imran Ado

Siti Rezky Amaliah M

APPENDIX

THE RESULT OF SPEAKING SKILL ON CYCLE I AT EIGHT

GRADE OF SMP PPM AL IKHLASH LAMPOKO TAHUN

PELAJARAN 2021/2022

No	Name	Aspect		Score	Criteria
		Vocabulary	Fluency		
1	CMA	5	5	5	Very good
2	AAR	5	5	5	Very good
3	LMS	5	5	5	Very good
4	SSC	3	2	2	Less
5	ANR	3	2	2	Less
6	AR	5	5	5	Very good
7	SHKN	4	4	4	Good
8	RSP	4	4	4	Good
9	AZ	3	2	2	Less
10	SSAQ	4	4	4	Good
11	NIRH	4	4	4	Good
12	NAA	3	3	3	Enough
13	NMH	2	1	1	Fail
14	SAAA	5	5	5	Very good
15	AZR	3	2	2	Less
16	NFA	5	5	5	Very good
17	NAR	5	3	3	Enough
18	ARP	2	1	1	Fail
19	FAZ	4	4	4	Good
20	NAR	5	5	5	Very good
21	HM	4	4	4	Good
22	MAZ	5	4	5	Very good
23	AW	5	4	5	Very good
24	SKMR	4	3	3	Enough

25	ANR	4	3	3	Enough
26	APW	2	2	2	Less
27	NSI	3	3	3	Enough
28	AA	1	1	1	Fail
29	SF	1	1	1	Fail
30	NSAA	3	3	3	Enough
Total		110	99	101	
Mean score		3,6	3,3	3,45	

APPENDIX

THE RESULT OF SPEAKING SKILL ON CYCLE II AT EIGHT
GRADE OF SMP PPM AL IKHLASH LAMPOKU TAHUN
PELAJARAN 2021/2022

No	Name	Aspect		Score	Criteria
		Vocabulary	Fluency		
1	CMA	5	5	5	Very good
2	AAR	5	5	5	Very good
3	LMS	5	5	5	Very good
4	SSC	3	3	3	Enough
5	ANR	4	4	4	Good
6	AR	5	5	5	Very good
7	SHKN	5	5	5	Very good
8	RSP	5	5	5	Very good
9	AZ	4	4	4	Good
10	SSAQ	5	5	5	Very good
11	NIRH	5	5	5	Very good
12	NAA	4	4	4	Good
13	NMH	4	4	4	Good
14	SAAA	5	4	4	Good
15	AZR	4	4	4	Good

16	NFA	5	5	5	Very good
17	HAR	5	5	5	Very good
18	ARP	4	4	4	Good
19	FAZ	5	4	4	Good
20	NAR	5	5	5	Very good
21	HM	5	4	4	Good
22	MAZ	5	4	4	Very good
23	AW	5	5	5	Very good
24	SKMR	5	5	5	Very good
25	ANR	5	5	5	Very good
26	APW	2	3	3	Enough
27	NSI	3	4	4	Good
28	AA	1	1	1	Fail
29	SF	2	3	3	Enough
30	NSAA	4	4	4	Good
Total		129	127	129	
Mean score		4,3	4,23	4,27	

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE I

1. Mean score of improving vocabulary

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{110}{30}$$

$$= 3,6$$

2. Mean score of fluency in speaking

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{99}{30}$$

$$= 3,3$$

3. Total mean score of speaking skill

$$\sum x = \frac{x_1 + x_2}{2}$$

$$= \frac{3,6 + 3,3}{2}$$

$$= \frac{6,9}{2}$$

$$= 3,4$$

APPENDIX

MEAN SCORE OF STUDENTS IN CYCLE II

4. Mean score of improving vocabulary

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{129}{30}$$

$$= 4,3$$

5. Mean score of fluency in speaking

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{127}{30}$$

$$= 4,23$$

6. Total mean score of speaking skill

$$\bar{\sum x} = \frac{x_1 + x_2}{2}$$

$$= \frac{4,3 + 4,23}{2}$$

$$= \frac{8,53}{2}$$

$$= 4,27$$

APPENDIX

MEAN SCORE OF THE STUDENTS' IMPROVEMENT IN SPEAKING SKILL

1. The improvement of students' score in speaking skill cycle I-cycle II

a. Students' score in improving vocabulary

$$P = \frac{x_1 - x_2}{x_1} \times 100$$

$$= \frac{4,3 - 3,3}{3,3} \times 100$$

$$= \frac{1}{3,3} \times 100$$

$$= 30,3\%$$

b. Students' score in improvement fluency of speaking

$$P = \frac{x_1 - x_2}{x_1} \times 100$$

$$= \frac{4,1 - 3,3}{3,3} \times 100$$

$$= \frac{0,8}{3,3} \times 100$$

$$= 24,2\%$$

2. Students' improvement in speaking skill cycle I – cycle II

$$\Sigma X = \frac{x_1 - x_2}{2}$$

$$= \frac{30,3 + 24,2}{2}$$

$$= \frac{54,5}{2}$$

$$= 27,25$$

APPENDIX

MEAN SCORE OF STUDENTS' ACTIVENESS IN TEACHING LEARNING PROCESS IN CYCLE I AND CYCLE II

Note: 4 : Very Active
3 : Active
2 : Less Active
1 : Not Active

The formula for analyzing

$$P = \frac{FQ}{4 \times N} \times 100$$

1. Cycle I

a. The first meeting

$$P = \frac{60}{4 \times 30} \times 100$$

$$P = 50\%$$

b. The second meeting

$$P = \frac{71}{4 \times 30} \times 100$$

$$P = 59,1\%$$

c. The third meeting

$$P = \frac{75}{4 \times 30} \times 100$$

$$P = 62,5\%$$

d. The fourth meeting

$$P = \frac{86}{4 \times 30} \times 100$$

$$P = 71,7\%$$

2. Cycle II

a. The first meeting

$$P = \frac{87}{4 \times 30} \times 100$$

$$P = 72,5\%$$

b. The second meeting

$$P = \frac{89}{4 \times 30} \times 100$$

$$P = 74,1\%$$

c. The third meeting

$$P = \frac{94}{4 \times 30} \times 100$$

$$P = 78,3\%$$

d. The fourth meeting

$$P = \frac{99}{4 \times 30} \times 100$$

$$P = 82,5\%$$

APPENDIX

THE OBSERVATION OF THE STUDENTS ACTIVENESS IN TEACHING
LEARNING PROCESS IN CYCLE I AND CYCLE II IN EIGHT GRADE OF
SMP PPM AL IKHLASH LAMPOKO 2021/2022

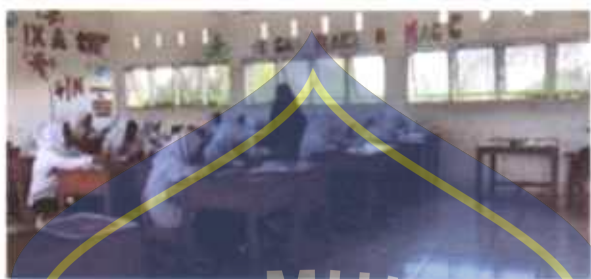
NO	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	CMA	√	√	√	√	√	√	√	√
2	AAR	√	√	√	√	√	√	√	√
3	LMS	√	√	√	√	√	√	√	√
4	SSC	√	√	√	√	√	√	√	√
5	ANR	√	√	√	√	√	√	√	√
6	AR	√	√	√	√	√	√	√	√
7	SHKN	√	√	√	√	√	√	√	√
8	RSP	√	√	√	√	√	√	√	√
9	AZ	√	√	√	√	√	√	√	√
10	SSAQ	√	√	√	√	√	√	√	√
11	NIRH	√	√	√	√	√	√	√	√
12	NAA	S	S	√	√	√	√	√	√
13	NMH	√	√	√	√	√	√	√	√
14	SAAA	√	√	√	√	√	√	√	√
15	AZR	√	√	√	√	√	√	√	√
16	NFA	√	√	√	√	√	√	√	√
17	HAR	√	√	√	√	√	√	√	√
18	ARP	√	√	√	√	√	√	√	√
19	FAZ	√	√	√	√	√	√	√	√
20	NAR	√	√	√	√	√	√	√	√
21	HM	√	√	√	√	√	√	√	√
22	MAZ	√	√	√	√	√	√	√	√
23	AW	√	√	√	√	√	√	√	√
24	SKMR	√	√	√	√	√	√	√	√
25	ANR	√	√	√	√	√	√	√	√
26	APW	√	√	√	√	√	√	√	√
27	NSI	√	√	√	√	√	√	√	√
28	AA	√	√	√	√	√	√	√	√
29	SF	S	S	√	√	√	√	√	√
30	NSAA	√	√	√	√	√	√	√	√
Subject									

APPENDIX

THE OBSERVATION OF THE STUDENTS ACTIVENESS IN TEACHING
LEARNING PROCESS IN CYCLE I AND CYCLE II IN EIGHT GRADE OF
SMP PPM AL IKHLASH LAMPOKO 2021/2022

NO	Students' Code	Meeting							
		Cycle I				Cycle II			
		M1	M2	M3	M4	M1	M2	M3	M4
1	CMA	3	4	4	4	4	4	4	4
2	AAR	3	4	3	4	4	3	4	4
3	LMS	2	3	3	3	4	3	4	4
4	SSC	2	2	2	3	4	3	3	4
5	ANR	3	3	3	3	3	3	3	4
6	AR	1	2	2	2	2	3	3	3
7	SHKN	3	3	3	3	3	3	3	3
8	RSP	1	1	2	2	2	3	3	3
9	AZ	2	3	3	3	4	4	3	3
10	SSAQ	1	2	2	2	2	2	2	2
11	NIRH	2	2	2	3	3	3	3	3
12	NAA	3	3	2	2	2	3	3	3
13	NMH	2	2	2	3	3	3	3	4
14	SAAA	2	3	3	3	3	3	3	3
15	AZR	3	3	3	3	3	3	3	3
16	NFA	2	2	2	3	3	3	3	3
17	HAR	3	3	3	4	3	3	4	4
18	ARP	2	2	2	3	3	3	3	3
19	FAZ	2	2	2	3	3	3	3	4
20	NAR	3	3	3	4	3	3	3	3
21	HM	3	3	3	3	3	3	3	3
22	MAZ	3	3	3	3	3	3	4	4
23	AW	2	2	1	3	3	3	3	4
24	SKMR	1	2	2	3	3	3	3	3
25	ANR	1	2	2	3	3	3	3	3
26	APW	2	3	3	3	3	3	3	3
27	NSI	2	3	3	2	3	3	3	3
28	AA	2	2	2	2	2	3	3	3
29	SF	3	3	2	2	2	2	3	3
30	NSAA	2	2	2	2	2	2	3	3
Subject		28	28	30	30	30	30	30	30
Total		60	71	75	86	87	89	94	99
Percentage (%)		50	59	62	71	72	74	78	82

DOKUMENTATION



Nama : Lubnah Maysuri Asrafat
Kelas : VIII-A SMP



A.

MY DAILY ACTIVITY

I Get up at 4 . After I get up I wash my face , take wudhu , then praying suban . After praying , i study and memories Quran . After that , i take a bath and prepare go to school at 07.00 . In the school , i'm unforgetable to memorize quran before study .

After back to school , i'm take wudhu , then pray duhur . After that I take my lunch in the dining room . After lunch i take a rest until before pray arhar . After get up , i take wudhu then pray arhar . After that i take a bath and cleaning my room . After that i prepare to pray magrib .

After pray magrib , i study until before pray isya . After pray isya , i go to the dormitory , and prepare for to take go to dinner . After dinner i study in the Condor

After study , i clean my room and wash my face . After that i prepare to sleep .

5

A my diary ~~my~~ every day ~

~~The first~~ i wake up in
Some times i wake up in 3.10 a.m.
and i take iron, if no people in the corridor.
after that, i take bath, use my ~~my~~ mil pray,
and sleep again.

it ~~was~~ all of pray, i wake up and
make a friends room to pray and ~~the~~ wash
after that, i take my book and go to go
to study. After that, i go back to my room and
enter to my room after that, i use my uniform,
go take my breakfast, and go to school with my friend
and study.

at the time, we are ~~in~~ our class, we take
pray again after pray, we read quran two times,
get a lunch, and after work, i take rest
or do a little work. After that, i wake up,
with go to pray, read quran, and i go
i play with my friend and take a bath again,
and go to pray again.

After pray, i go to my room again, and
i pray again. After pray, i go to my room who there
have a friend (Central language, American) he could
no speak up after that i get my dinner, study
in corridor, and ~~the~~ the last sleep.



5

My name is maulidya assahra
My Nick name maulid
hello i want to story my self
Time four subuh i am awakeup for pya pray subuh
after pray i am going to study pondokan in the
miss nirsa after i am study in miss nirsa's room
I am going to take bath after take bath
i make up after make up i go to the
dining room to take my break fast
after take my breakfast i go to school
for study after study in the school i go
to mosque for pray after pray dekhun
i go to the dining room to take my lunch
after i am take my lunch aim eat in the
room after eat aim wash my blus
after i wash my blus aim brace my
blus in th dce after aim brace my
blus aim sleep after sleep aim go to
pray asar in the mosque after
aim pray asar aim take bath again
after take bath i us the blus
and i go to the mosque for pray
magrib and i bring my book and my
studen because after pray magrib aim
going to study in the ~~the~~ office after
i study in the office i go to pray
isyah after pray isyah aim to dining room
again for take my dinner after dinner
aim sleep again

- Thank you -

Name: Clara Marcela Akib.

My daily activity

A. Hello my name is Clara. I am a student of pper Al Iklar lampoko. My activity from wake up until sleep is: I wake up at 09.15 am, go to take bath, take rubuh prayer in the pondokan. After that, I go to school from 08.30 until 12.00 pm. I take to dorm and take Ashur prayer, lunch, and have a bath. Prepare to mosque to Magab prayer, and learn pondokan, after that, take dinner and study in corridor and sleep.

Answer: * Noun

to animals (lebih dari satu)

to man

* Verb

* adverb

* Noun 20 Lion 20 Male
20 Afrika 20 ~~They~~
20 European 20 Hair
20 Man
Verb 20 Round 20 Have
20 Kill 20 feed
Adverb 20 ~~Now~~ sometimes

Adjective 20 beautiful 20 small
20 dangerous 20 black
20 Protected 20 yellow

Pronoun 20 They



My name is : Aulia Anifah Ramadan
class : Um^a rmp.

My daily activity

Hi everyone my name is Aulia I'm a student of PPM Al Ikhlas Islamic Boarding School. My daily activity in boarding are
First, I wake up at 04:00 am
After that I go to bathroom to take a bath. After taken a bath I take a shower. Then I wear my clothes and go to mosque to pray. After that we are go to study pondokan together and after study we go back to dormitory to want to go to school to study again. And after that we go back to dormitory to pray again. Pray dzuhur after that suddenly I wash my clothes and after I do my clothes I take sleep. I wake up again to pray ashar. After pray, I go back to dormitory to play with my friend. I take a bath. Take a shower to pray. I take a pray maghrib. Study again (mudalan) back to masjid again to take pray isha. Back to dormitory to go to eat go back again to belajar tolong lalu sleep.



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Siti Rezky Amaliah M

NIM : 105351110617

Program Studi : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 18 Januari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nurul Huda, S.Pd, M.Pd
NIM 904 591

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105351110647

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BAB V SITI REZKY AMALIAH M

105351110617

by Tahap Ujian Skripsi



mission date: 16-Jan-2022 10:07AM (UTC+0700)

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nomor : 45/05/C.4-VIII/I/43/2022
amp : 1 (satu) Rangkap Proposal
al : Permohonan Izin Penelitian

8 Rabiul Akhir 1443 H
13 Nopember 2021 M

Kepada Yth,

Bapak / Ibu Kepala Sekolah
SMP PPM Al-Ikhlas Lampoko
di –

Polewali Mandar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 75/8/FKIP/A.4-IL/XI/1443/2021 tanggal 13 Nopember 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SITI REZKY AMALIAHM

No. Stambuk : 10535 1110617

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Using Whole Language Approach with Guessing Vocabulary to Improve Students' Speaking Skill By at Eight Grade of SMP PPM Al-Ikhlas Lampoko"

Yang akan dilaksanakan dari tanggal 17 Nopember 2021 s/d 17 Januari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

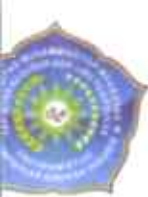
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Ketua LPP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Siti Rezky Amaliah Mahmud
NIM : 105351110617
Judul Penelitian : *Using Whole Language Approach with Guessing Vocabulary to Improve Students's Speaking Skill by at Eight Grade Of SMP PPM Al-Ikhlah Lampoko*
Tanggal Ujian Proposal : 29 Oktober 2021
Tempat/Lokasi Penelitian : SMPS PPM Al-Ikhlah Lampoko

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu 17 Nov 2021	Membawa surat penelitian	Ir. IMRAN ADO	
2	Kamis 18 Nov 2021	Menghadap ke guru Mapel	Mursyamsi, S. Pd	
3	Senin 22 Nov 2021	Observasi kelas	Mursyamsi, S. Pd	
4	Selasa 23 Nov 2021	Proses pembelajaran UK kelas	Mursyamsi, S. Pd	
5	Senin 29 Nov 2021	Proses pembelajaran Guessing vocabulary	Mursyamsi, S. Pd	
6	Selasa 30 Nov 2021	Proses pembelajaran Telling story	Mursyamsi, S. Pd	
7	Rabu 01 Des 2021	Proses pembelajaran Make dialog	Mursyamsi, S. Pd	
8	Kamis 02 Des 2021	Pengambilan data sekolah	Ir. IMRAN ADO	
9	Selasa 07 Des 2021		Ir. IMRAN ADO	
10				

2021

Mengetahui,

Ketua Jurusan,

Dr. Umran Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

Kepala Sekolah,





YAYASAN PERGURUAN ISLAM AL-IKHLAS SULAWESI BARAT
PONDOK PESANTREN MODERN AL-IKHLAS
SMPS PPM AL-IKHLASH LAMPOKO

NSS: 202192003065

NPSN: 40600640

ALAMAT : Jl. Poros Majene km. 27 Lampoko – Campalagian Kab. Polewali Mandar Prov. Sulawesi Barat Kode
Pos 91353

SURAT KETERANGAN PENELITIAN

Nomor : 020/SMP/PPM-AI/O/XII/ 2021

Yang bertanda tangan dibawah ini :

- a. Nama : Ir. IMRAN ADO
b. Jabatan : Kepala Sekolah

Menerangkan bahwa :

- a. Nama : Siti Rezky Amaliah Mahmud
b. Nomor Pokok : 105351110617
c. Program Studi : Pendidikan Bahasa Inggris
d. Pekerjaan : Mahasiswa
e. Alamat : Jln. Sultan Alauddin No.259 Makassar

Benar telah melaksanakan penelitian di SMPS PPM Al-Ikhlash Lampoko pada tanggal 17 November s.d 08 Desember 2021 dalam rangka Penyusunan Skripsi dengan Judul "Using Whole Language Approach with Guessing Vocabulary to Improve Student's Speaking Skill by at Eight Grade of SMP PPM Al-Iklash Lampoko"

Demikian surat penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk di gunakan sebagaimana mestinya.

Lampoko, 08 Desember 2021

Mengatahui,

Kepala Sekolah



Ir. IMRAN ADO

CURRICULUM VITAE



Siti Rezky Amaliah Mahmud was born on July 28th, 1999 in Kuningan. She is the eldest of two siblings. Her father is Mahmud Kabis, her mother is Emawati Alwi and her brother is Muhammad Izzul Islami. In 2006 she started her elementary school at SDN 014 Sumberjo and graduated in 2011. Then she continued her study at SMP PPM Al Ikhlah Lampoko and graduated in 2014. After that, she continued her study at SMA PPM Al-Ikhlah Lampoko and graduated in 2017. At the same year, she was accepted as English Department students in Faculty Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2022 with the title is Using Whole Language Approach to Improve the Student's Speaking Skill by at Eight Grade of SMP PPM Al-Ikhlah Lampoko.