

**INCREASING STUDENTS' SPEAKING PROFICIENCY THROUGH
ARIAS STRATEGY**

*(A Classroom Action Research at the Eighth Year Students of Mts.
Muhammadiyah Cambajawaya, Gowa)*



A THESIS

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

**MAHIRAH MAHYUDDIN
10535 3227 08**

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

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

LEMBAR PENGESAHAN

Skripsi atas nama **Mahirah Mahyuddin**, nim **10535 3227 08** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **019 Tahun 1436 H/2015 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **28 Februari 2015**

25 Februari 2015 M

Makassar, -----

06 Jumadil Awal 1436 H

PANITIA UJIAN

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

Ketua : **Dr. Andi Sukri Syamsuri, M.Hum**

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

Penguji :

1. **Dr. H. Bahrin Amin, M.Hum**

2. **Muh. Astrianto Setiadi, S.Pd., M.Pd**

3. **Drs. Abd. Waris Hamid, M.Hum**

4. **Yassir Mallapiang, SS., M.Pd**

Disahkan Oleh :

Dekan FKIP Unismuh Makassar



Dr. Andi Sukri Syamsuri, M Hum
NBM: 858 625



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

APPROVAL SHEET

Title : Increasing Students Speaking Proficiency Through ARIAS Strategy (A Classroom Action Research at the Eight Year Students of MTs. Muhammadiyah Cambajawaya, Gowa)

Name : Mahirah Mahyuddin

Reg.Number : 10535 3227 08

Program : English Education Department Strata 1 (S1)

Faculty : Faculty of Teacher Training and Education

Makassar, 3 Maret 2015

Approved by:

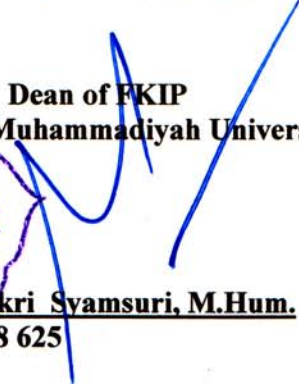
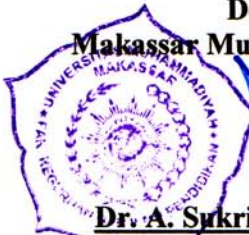
Consultant I

Consultant II


Drs. Abd Waris Hamid, M.Hum


Awalia Azis, S.Pd., M.Pd

**Dean of FKIP
Makassar Muhammadiyah University**



Dr. A. Sukri Syamsuri, M.Hum.
NBM: 858 625

**Head of English
Education Department**



Ezzam Akib, S.Pd., M.Pd.
NBM: 860 934



Terakreditasi Institusi



COUNSELING SHEET

Name : Mahirah Mahyuddin
Reg. Number : 10535 3227 08K
Title : *Increasing Students Speaking Proficiency Through ARIAS Strategy (A Classroom Action Research at the Eighth Year Students of Mts. Muhammadiyah Cambajawaya, Gowa)*

Consultant 1 : Drs. Abdul Waris Hamid, M.Hum

Day / Date	Chapter	Note	Sign

Makassar, November 2014
Approved by:
Head of English Education Department

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



COUNSELING SHEET

Name : Mahirah Mahyuddin
Reg. Number : 10535 3227 08K
Title : *Increasing Students Speaking Proficiency Through ARIAS Strategy (A Classroom Action Research at the Eighth Year Students of Mts. Muhammadiyah Cambajawaya, Gowa)*
Consultant II : Awalia Azis, S.Pd, M.Pd

Day / Date	Chapter	Note	Sign

Makassar, September 2014
Approved by:
Head of English Education Department

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



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

SURAT PERNYATAAN

Nama : **Mahirah Mahyuddin**
Stambuk : **10535 3227 08K**
Jurusan : **Pendidikan Bahasa Inggris**
Judul : **Increasing Students Speaking Proficiency Through
ARIAS Strategy (A Classroom Action Research at
the Eight Year Students of Mts. Muhammadiyah
Cambajawaya, Gowa).**

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Mahirah Mahyuddin

Diketahui Oleh

Pembimbing I

Pembimbing II

(Drs. Abdul Waris Hamid, M.Hum)

Awalia Azis, S.Pd, M.Pd



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UNIVERSITAS MUHAMMADIYAH MAKASSAR**

SURAT PERJANJIAN

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Stambuk : **10535 3227 08K**
Jurusan : **Pendidikan Bahasa Inggris**

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Makassar, October 2014
Yang membuat pernyataan,

Mahirah Mahyuddin

Diketahui Oleh:

Ketua jurusan
Pendidikan Inggris

Erwin Akib, S.Pd.,M.Pd



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

APPROVAL SHEET

Name : Mahirah Mahyuddin
Reg.Number : 10353 3227 08K
Majors : English Department
Title : Increasing Students Speaking Proficiency Through ARIAS
Strategy (A Classroom Action Research at the Eight Year
Students of Mts. Muhammadiyah Cambajawaya, Gowa

Makassar, September 2014

Consultant I

Consultant II

Drs. Abdul Waris Hamid, M.Hum

Awalia Azis, S.Pd, M. Pd

Dean of FKIP Unismuh Makassar

Head of English Department

Dr.A.Sukri Syamsuri, S.Pd., M.Hum

Erwin Akib, S.Pd., M.Pd

ABSTRACT

MAHIRAH MAHYUDDIN, 2014. *Increasing the Students' Speaking Proficiency through ARIAS Strategy (A classroom action research at the eight year Students of Mts. Muhammadiyah Cambajawaya, Gowa) 2*), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Abdul Waris Hamid, and Awalia Azis).

This research aimed to explain the increasing of the students' speaking proficiency in terms of accuracy dealing with vocabulary and grammar and fluency dealing with smoothness and self-confidence.

To explain the increasing, the researcher used a Classroom Action Research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. It means that there were eight meetings for two cycles. The subject in this research was class VIII in 2013-2014 academic year with students' number were 40 students. Those consist of 24 women and 16 men.

The research findings indicated that the application of ARIAS Strategy was significant in increasing the students' speaking proficiency in terms of accuracy and fluency. It was proved by the mean score of cycle I was 62.70. It was classified as fair then increased to be 80.46. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 55.71 that classified as poor. Therefore there was the increasing of the students' speaking proficiency in terms of accuracy dealing with vocabulary and grammar and fluency dealing with smoothness and self-confidence.

MOTTO AND DEDICATION

Orang yang ikhlas akan selalu bersemangat,
tekan tumbang meskipun kadang dihujat.
Penilaian orang lain tak penting baginya.
Semuanya dilakukan lillahi ta'ala.
Allah pasti akan selalu memberikan balasan,
kepada hambaNya yang ikhlas melakukan
kebaikan

*Salah satu pengkerdilan terkejam dalam hidup adalah
membiarkan pikiran yang cemerlang menjadi budak bagi tubuh
yang malas, yang mendahulukan istirahat sebelum lesah.*

Steep forward to take your dream

MY BEST DEDICATION FOR
MY BELOVED PARENTS AND
BROTHERS

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Alhamdulillah Robbil A'lamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health. So that she could finish writing this thesis. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W (Peace Be Upon Him).

In writing this thesis, the writer finds many difficulties, so the writer realizes that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who give spirit, advice, suggestion, and helping the writer as follows :

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Writer,

Mahirah Mahyuddin

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CHAPTER I

INTRODUCTION

A. Background

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to increase their confidence to face global competition. There are four basic skill in English namely, reading, writing, listening and speaking skill that every human being to needs to interact or get information to another.

Speaking English is one way of finding information through oral communication in the world. The person who knows and understands English well can easily communicate with other people all over in the world because English is a international language and can make the person get a job, spread news and social transact his business.

Speaking is a skill which enables us to communicate, it is very important for us because it is one of proficiencies to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and process information. Chanstain in Roslina, (1997:334) points out that learning to speak is obviously more difficult than learning to understand the spoken language. He further states that it is not enough for the students to hear or listen the speech only.

One sometimes can understand what other says but they cannot be able to communicate it. Accuracy and fluency are emphasized in speaking in order to have more effective communication, meaningful and understandable by other.

Speaking plays an important role in learning especially in foreign language. In this case a teacher should choose appropriate method, technique and a good atmosphere as an effort to make teaching fresh and interest in order to motivate students to learn English. Rasyid in A. Najmawati (1992:1) states that the focal point of English language teaching in Indonesia is in the classroom because this is where contact among teacher, students, materials and method/approaches occurred. However, it cannot be denied that the way of teachers in teaching the students effects the achievement or the result of the learning. The students will be easier to learn in the class if the teachers use appropriate method or strategy in the class. The method or strategy must cover some elements in learning process.

In increasing speaking skill, the teachers sometimes find difficulties to encourage students to speak. This problem shows that the teachers are not merely demanded to teach and explain, but also pay attention to some things which will help much more in teaching. These things are the assurance, relevance of the material, the interest of the students in learning process, and also the way to measure their ability or assessment. All these components will support the teacher effort to encourage students and increase their speaking skill proficiency.

Based on observation which the researcher has done in Mts. Muhammadiyah Cambajawaya, in the class V111, from 21st to 26th January 2013,

the researcher found that the students are still lack of interest in learning and ability to express their own idea through speaking. The unsuccessful of teaching English in SMP is due to many factors. It can be caused by students' proficiency, environment, teacher way of teaching or material provided. It is understood that students who have good proficiency to learn in English not more than ten percent if the class has forty students, only five to ten of them who have good perspective and proficiency to words English.

Considering that, the researcher would like to take an action research on the students' increasing in speaking, so that the solution is by teaching speaking using ARIAS strategy. The ARIAS offers a complete strategy that will motivate the students to speak and increase their proficiency in speaking. It will grow the students' confidence to speak and encourage them to be active in the classroom.

B. Problem Statement

Based on the background above, the researcher formulates the research questions as follows:

1. How is the increase of students' speaking accuracy through ARIAS Strategy at the eight year students of Mts. Muhammadiyah Cambajawaya ?
2. How is the increase of students' speaking fluency through ARIAS Strategy at the eight year students of Mts. Muhammadiyah Cambajawaya ?

C. Objective of the Study

Based on the research questions above, the objective of this research is to find out:

1. The increasing of students' speaking accuracy through ARIAS Strategy at the eight year students of Mts. Muhammadiyah Cambajawaya.
2. The increasing of students' speaking fluency through ARIAS Strategy at the eight year students of Mts. Muhammadiyah Cambajawaya.

D. Significance of the Study

The result of this research is expected to be useful information and approach for students in learning and increasing their speaking proficiency and also to help students solve their problem in speaking skill so that they are more active and motivated in learning speaking. It is also hoped to be source information on how the teacher handles the speaking skill by using ARIAS strategy.

E. Scope of the Study

In this research, the researcher will observe the eight year students of Mts. Muhammadiyah Cambajawaya in 2013-2014 academic years. The researcher limits her study to the proficiency of eight year students in the classroom V111 at the Mts. Muhammadiyah Cambajawaya in using ARIAS strategy to increase the students' speaking proficiency, focused on the students' accuracy which covered with grammar and vocabulary and fluency which covered with smoothness and self-confidence.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theories of Speaking

1. Definition of Speaking

Speaking is the performance to process by human being to produce their ideas and thought into spoken form, and it is refer as productive performances. To promote the speaking performance as one of production performances or the interactive performances, a speaker when conveying sentences or utterance should be intelligible and meaningful. He/she speak at an intelligible flow of speech in order to be understand by opposite speaker or the listener.

Therefore he/she should know to differentiate the sounds in English words, rules in constructing English sentences and appropriate selection of English word in sentences or utterances as the accuracy of English use and accordingly effective communication. At the same time, she should speak out the words smoothly as like the native speakers speaking speed and rhythm in everyday context.

Briefly, speaking performance refers to a students' skill to produce spoken language both accurately and fluently. Accuracy and fluency are emphasized in speaking in order to have more effective communication, meaningful and understandable by other. The description on speaking accuracy and fluency will be explained in the following details:

a. Speaking accuracy

Speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice.

Pronunciation is the act of manner of pronouncing something, articulate utterance (Mc Keenhill, 1970). Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition. Teacher should have a good standard of pronunciation in order that students can imitate their teacher in teaching and learning process.

b. Speaking fluency

It is highly complex notion relate mainly to smoothness of continuity in discourse. It thus includes a consideration of how sentences are connected, how sentence patterns vary in word order and omit elements of structure and also certain aspects of the prosody of discourse.

Richards, Platt and Weber (1985) state that fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing. Rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

In second and foreign language teaching, they further explain that fluency describes a level of proficiency in communication, which includes:

1. The proficiency to produce written and spoken language with ease.
2. The proficiency to speak with a good but not necessarily command of intonation, vocabulary and grammar.
3. The proficiency to communicate ideas effectively, and
4. The proficiency to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

2. Types of Classroom Speaking Performance

Brown (2001:271) classifies six categories apply to the kind of oral production that “ students are expected to carry out in the classroom. Those categories are: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue).”

Imitation is kind of carried out not for the purpose of meaningful interaction, but for focusing in some particular elements of language form, for example by using a tape recorder or laptop to show a human speech and the student practice the intonation contour or try to pinpoint a certain sound.

Intensive speaking is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self imitated of some pair work activity.

Responsive is a good deal of student speech in the classroom by giving short replies to teacher or student imitated questions or comments. Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive

language. Conversation, for example may have more of a negotiate nature to them does responsive speech.

3. Teaching Speaking

Teaching speaking is seen as the crucial one to have students increase their level of competency. For most, teachers must ask for students' active participation and focused attention when a speaking material is presented. What is more, they must create and design an interactive and comfortable learning situation and they should try to fit the students with the teaching design they carries out. The teaching of speaking should channel active and productive activity in the classroom.

Ur (1996) states four characteristic of a successful speaking activity, namely: Learners talks a lot, Participation is even, motivation is high, Language is of an acceptable level.

Based on the time allotted, they have to keep practicing their speaking performance. All get opportunity to speak and the contributions are evenly distributed. Learners get arouse to speak and are interested to give more participation in the learning activity. Learners speak out the meaning and the understandable utterances and certainly fairly of speech errors.

B. ARIAS Strategy

1. Definition of ARIAS

According to Keller and Kopp (1987: 2-9), ARIAS learning model is interesting because it is developed based on learning and teaching theories. The evaluation or assessment is held not only in the end of the learning process but also during the learning process. Evaluation is held to measure how far the students' learning achievement. Evaluation which is held during the learning process according to Saunders et. al. will influence the result of students' learning achievement.

Based on that prominent reason, ARIAS is modified by adding evaluation component in the process of learning. This learning model involves five components, they are; Attention, Relevance, Confidence, Satisfaction, and Assessment. Modification is done by changing the "confidence" becomes "assurance" because "assurance" is a synonym of "self-confidence" (Morris, 1981: 80).

In learning process, the teacher doesn't only believe that the students will be able to learn easier but also they can be more confidence with their own capability. The changing of the word "attention" becomes "interest" involve the definition of attention. "Interest" word is raising the students' attention during the learning process. To get the better acronym, the arranging of the word is modified becomes assurance, relevance, interest, assessment and satisfaction. The meaning of this modification is the first effort in learning process to build students' self-confidence. Learning activities have

relevancy toward students' life, try to effect and conserve students' attention. Then, evaluation is done to grow students' proudness to give reinforcement.

2. ARIAS Component

ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning strategy. The five components are one unity require learning process. The short descriptions of each component and some samples can be done to intrigue and increase learning as below:

a. Assurance

Assurance is related to self-confidence, be sure for being successor related to expectation to achieve something (Keller, 1987:2-9). According to Bandura, (1977:247) a man who has self-confidence prone to be success with what she or he has. Attitude for being confidence, believe can be success to achieve something will influence them to behave for a success. This attitude encourages the students to behave to achieve success in learning activity (Petri, 1986: 218). In other word, education in the globalization era is more emphasize the development of students in all aspects. The teacher doesn't only pay attention to speech proficiency, coordination, and social skill. The teacher encourages each individual to solve emotional or physical problem of them.

b. Relevance

Relevance is related to students' life, whether about their experiences in this present time or in the past which are related with career

needs for this time being or for the future (Keller, 1987; 2-9). Students feel the learning activities that they follow have contributions, and advantages for their life. Students will be assisted to learn something if they know the relevance of the lessons with their life.

In learning process, the teacher needs to pay attention toward the substantial of relevance. Some of ways can be used to increase the relevance in learning; explain the benefits of the lessons to the students, explain the goals will be achieved, use clear languages to explain and real samples based on environment experiences and also use strategy and appropriate tools in teaching.

c. Interest

Interest is related to students' attention and willingness to study. Woodruff (1966: 23) states that the learning process will not happen without interest and willingness. Keller also state that in learning process interest is not only needed to be assist but also be maintained during the process of learning. Interest is a useful tool in increasing students' achievement. Some ways can be used to increase students' willingness to study: the teacher use a story, analogy, picture series or something new in to teach, the teacher make some variations in learning activity as Lesser state variations from serious to humorist, from slow to be fast, and style in teaching.

d. Assessment

Assessment is related to the evaluations. Evaluation is one of main part in learning process whether for the teachers or the students. Among the macro skills of language, it has been widely recognized that speaking, particularly in a second or foreign language, is the most difficult language skill to assess. The various directions and focus in the testing of speaking proficiencies of learners frequently lack solid grounding on theory and pedagogy and reliable test designs (Pennington, 1999; Murcia, Brinton, & Goodwin, 1996). This is due, for the most part, to the difficult matching of the testing goals and the appropriate instruments and tasks for assessment. Speaking as a major construct for testing is likewise divided into different criteria with highly diverse applications.

The testing of pronunciation (both segmentals and supra segmentals), spoken grammar, spoken vocabulary, and even sociolinguistic applications of speech all fall into the construct of speaking but largely require discrete test designs and measures. This is a challenge for classroom teachers and researchers of learners' speaking proficiencies. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assessment strategy. As the result, drawing upon applied linguistic theories.

Some ways can be used to evaluate students' result in learning. Do the evaluative feed- back toward students' achievement, give the objective

evaluation and inform the result to the students. Give a chance for students to evaluate their self and their friend.

e. Satisfaction

Satisfaction is related to the gloried of the students with their achievement in learning. Success and proudness is reinforcement for the students for the next success (Gagne and Driscoll, 1988: 70). Reinforcement will give satisfaction to the students is prominent in learning process. Some ways can be used to give satisfaction to the students; give a chance to the students to apply their skill or knowledge in the real situation or simulation. Ask the students to help their friends who find difficulties in learning activities.

C. Elements of Speaking Proficiency

1. Pronunciation

Pronunciation is the act of pronouncing a word or words (Martin, 1993: 343). Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's proficiency to speak clearly and fluently so that they can be understood by many different people in many different situations.

a. Body language

This element of pronunciation involves various parts of the body:
 Body - the way you stand or sit when talking, the angle of your shoulders, your stance. Your head / face- where you look when you speak, how often you look at the people you are speaking to in the eye and how long you hold

their gaze, whether you move your head up, down or side to side. Your hands / arms - your hand gestures and arm movements

b. Voice quality

This relates to how your voice sounds. Your voice might be quiet, loud, high or low pitched, husky, squeaky, etc. How you breathe also effects your voice quality. The speed of your speaking, whether very quick or very slow can have an effect on your voice quality. This last thing is related to the rhythm of you speech.

c. Rhythm - pausing and stress, - linking and reduction

Rhythm in speech involves many things. It includes where you pause in a sentence and which words you stress, or which parts of words (syllables) that you stress. 'Stress' relates to how loud you say a word, or how much emphasis you put on that word or syllable. Related to rhythm is linking. fluent speakers 'run' their words together and this sometimes makes it difficult for learners of English to understand native speakers. As a speaker you need to link words and to also reduce or weaken some words or parts of words. (For example when the phrase "night and day" is said by native speakers, they usually do not pronounce 'and' fully but make it sound like 'n'. This is an example of a reduced or weakened word. In the sentence, "Look out the window!" there is linking (loo-kout) and weakening or reduction (the).

d. Intonation

This is the use of different pitch and changes in pitch to convey meaning in a sentence. The same words can be said with different pitch and the listener understands something different. e.g. "She's finished" said with a rise in pitch at the end becomes a question. Said without this rise it is a statement. Intonation is used to express a great number of different meanings, including emotions and attitudes.

e. Sounds

The individual sounds of English may be different to the sounds in your first language. Or perhaps more importantly, they may be combined with other sounds in different ways or appear in different parts of a word. The vowels and consonants of English are important elements of pronunciation. Each of these elements contributes to a person being a competent and clear speaker of English and no single element alone is the key to good pronunciation. However, achieving competence in all of these elements is important and should be each learner's goal.

2. Fluency

Fluency is the state of being able to speak the language smoothly and easily and students are to communicate easily to other friends.

Fluency is the proficiency to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency generally increases as learners' progress from beginning to advanced readers

and writers. Language teachers who concentrate on fluency help their students to express themselves in fluent English. They pay more attention to meaning and context and are less concerned with grammatical errors.

There are four characteristics of fluency activity, they are:

- a. The facts are usually whole pieces of discourse: conversation, stories, etc.
- b. Performance is assessed and how well ideas are expressed or understood.
- c. Texts are usually used as they would be in real life.
- d. Tasks are often simulated real like situation.(Martin,1991: 165)

3. Accuracy

Accuracy is the state of being correct or exact and without error especially as result of careful effect. (Hornby, 1995: 9)

Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Accuracy covers three elements that can not be separated one another. They are grammar, vocabulary and pronunciation.

a. Grammar

Grammar is a branch of linguistics study that deal with classes of words, their inflection or their means of indicating relation to each other function and relation in the sentences as employed according to established usage and that is sometimes extended include related matter.

Webster (1996: 275)

b. Vocabulary

It is impossible without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they know because they lack of practicing and use them. Thus, they need to practice more to keep them in mind. In addition, Marcel (1978: 10) defines that someone can be consider of having good vocabulary use, when the vocabulary produce is wide (lack of repetition) or appropriate with certain situation of dialog or speech.

c. Pronunciation

Sometimes the listener does not understand what we are talking about because lack in pronunciation. According to oxford dictionary (1996: 343) pronunciation is the way in which a language or particular word or sound is spoken.

4. Vocabulary

Vocabulary is the range of language of a particular author, group, discipline book and etc. (Brown, 1993: 919).

a. Definition of Vocabulary

It is important to know what vocabulary is. There are many definitions of vocabulary. According to Oxford Learner Dictionary of Current English, vocabulary is ‘total number of words which (with rules for combining them) make up language (rang of) words to use by, a person in trade, profession etc’ (Hornby, 1986: 1331).

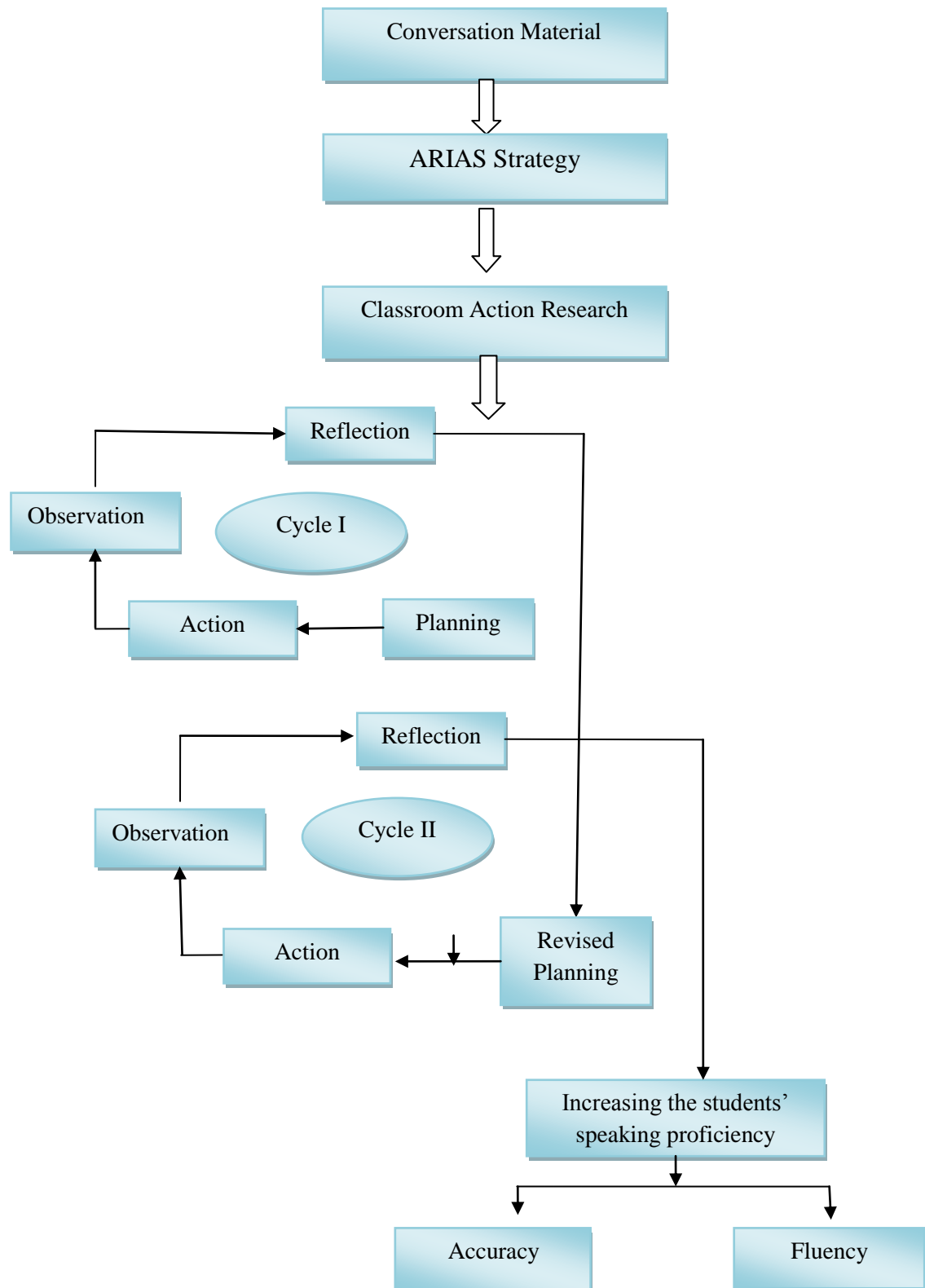
Webster (1980:945) points out that the vocabulary is a list of words and sometimes phrase, usually arranged in alphabetical maybe categorized as having for separate but largely overlapping components indicate how vocabulary is processed and how it is used. Each of us has receptive and productive capacity and within capacity we processed and utilized both spoken and written language.

b. Kinds of vocabulary

Harmer (1991: 157) divides vocabulary into types namely:

1. Active vocabulary; refers to vocabulary which students have learned and which they are expected to be able to use.
2. Passive vocabulary; refers to vocabulary which students will recognize when they meet them, but which they will probably no able to produce.

D. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Type

The research used a qualitative descriptive design. Qualitative descriptive research in *Classroom Action Research* (CAR) design through the application of learning models ARIAS Strategy in increasing students' speaking proficiency in the English language learning process in the classroom VIII of Mts. Muhammadiyah Cambajawaya, Gowa. This research followed the principal working of *Classroom Action Research* (CAR that contains of four stages, they are: Planning, Implementation of Action, Observation, and Reflection).

B. Research Time, Location and Cycle

1. Research Time

The time of this research has conduct in the first semester of the school year 2013/2014. It has conduct for two months.

2. Research Location

The classroom action research has conduct at Mts. Muhammadiyah, Cambajawaya, Gowa.

3. Research Cycle

This research were held around two cycles. Those are :

a. Cycle 1.

It consists of planning, implementation, observation, and reflection.

b. Cycle 2.

It was the continuity from cycle one. The researcher developing the weakness from cycle one. It also consists of planning, implementation of the action, observation, and reflection.

C. Research Subject

The subject of this research were the students of class VIII which consisted of 40 students. That was consisted of 24 women and 16 men student.

D. Research Variables and Indicators

1. Research Variables

This research used two variables, they were:

a. Independent variable

The independent variable was implementation of ARIAS strategy. It was as the strategy used by the teacher when teaching the material.

b. Dependent variable

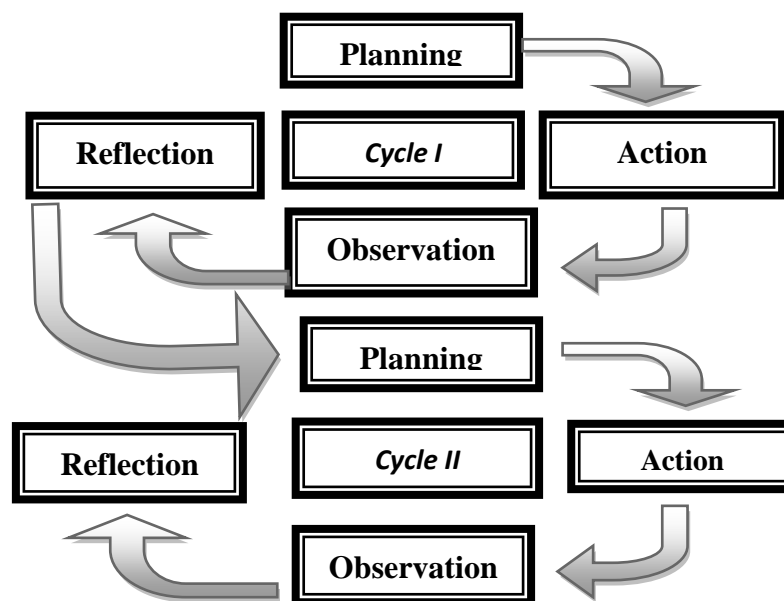
The dependent variable was the students' speaking proficiency which covers fluency and accuracy.

2. Indicators

The indicators of fluency are smoothness and self-confidence, while the indicators of accuracy are grammar and vocabulary.

E. Research Procedure

This research was held around two cycles. Those are first and second cycle and each cycle is the series of activities which have closed relation. Where, the realization of the second cycle is continued and repaired from the first cycle. In this classroom Action Research (CAR), the observer used CAR principle to collect the data. The research consisted of two cycles with each cycle consisted of four phases. The observer described the cycles through the scheme of action research phases and each of the phases can be explained briefly as follows:



(Muhadi, 2011: 69)

Cycle I

Cycle 1 consisted of planning, action, observation and reflection as follows :

1. Planning

The steps were as follows :

- a. Lesson plan based on the curriculum, and arrange material of lesson planning based on the ARIAS Strategy in learning speaking.
- b. Observation sheet for observe the condition of learning process.
- c. The test to know the increasing of the result study during they study through ARIAS Strategy.

2. Action

- a) The teacher entering the class and introduction to the students.
- b) The teacher explaining the general description about ARIAS Strategy, and the general description about speaking.
- c) The teacher gave motivation, spirit and how important about English learning specially for speaking skill for our future.
- d) The teacher explaining the material in this meeting.
- e) The students gave speaking conversation script based on their amount in a group of speaking.
- f) The students memorizing the text based on their part.
- g) The students performing their conversation in front of the classroom, based on their group.

3. Observation

- a. Students' participation and response during teaching and learning process.
- b. Students' proficiency in applying ARIAS strategy.

4. Reflection

After collecting the data, the researcher evaluated the teaching-learning process. Then, do reflection by seeing the result of the observation, whether the teaching learning process of increasing speaking skill by using ARIAS strategy reaches succeed criteria based on the test result of first action.

Cycle 2

It was like cycle 1, cycle 2 also consist of planning, action, observation and reflection as follows :

1. Planning

- a) Continuing the activities that have been done in first cycle.
- b) Repairing the weakness in the first cycle.
- c) Make planning again in the scenario learning process from the result of cycle I reflection.
- d) Action research repaired.

2. Action

- a) The teacher explaining the general description about ARIAS Strategy, and the general description about speaking.
- b) The teacher applying ARIAS Strategy in the class.
- c) The teacher gave motivation, spirit and how important about English learning specially for speaking skill for our future.
- d) The teacher explaining the material in this meeting.

- e) The students gave speaking conversation script based on their amount in a group of speaking.
- f) The students memorizing the text based on their part.
- g) The students performing their conversation in front of the classroom, based on their group.

3. Observation

Observation was collecting data activity related with the learning English process which has solving problem and learning strategy. So, in this stage the researcher asked the students' participation and response during teaching and learning process to measured the students' proficiency after implementing the ARIAS strategy.

4. Reflection

After collecting the data, the researcher evaluated the teaching-learning process. Then, do reflection by seeing the result of the observation, whether the teaching learning process of increasing speaking skill by using ARIAS strategy reaches succeed criteria based on the test result of second action. In this second cycle, the observer makes conclusion of the applying ARIAS strategy in increasing students speaking skill at the eight year students of Mts. Muhammadiyah Cambajawaya, Gowa.

F. Research Instrument

There were two instruments used as follows:

Based on the paradigm of classroom action research, there were two main instruments which used to collect data, they were observation list and speaking test result. The functions of each research were :

1. Observation

It was designed to measure the students proficiency in speaking English in each cycle. That was also to watched out the situation of teaching and learning.

2. Speaking Test

It was used to observe the students activities during the teaching and learning process for each cycle in applying ARIAS strategy. That was also to knew the concept of understanding achievement and mastering after following learning activity.

G. Data Sources

In this classroom action research, data sources got from:

1 Students.

Students gave data about their participation, response and proficiency in increasing speaking skill through ARIAS strategy.

2 Teacher.

Researcher as a monitor of the implementation of ARIAS strategy and students' participation, response and competence in increasing speaking proficiency.

H. Technique of Data Collection

The technique of data collection was done in this research as follows :

- 1) Checklist observation: it aims at finding out the students' participation during the teaching and learning process.
- 2) Test: the students gave an oral test. It was done after implementing the ARIAS strategy in the class or in the observation stage of classroom action research which had done in every cycle. The following activities were:
 - a. The researcher explaining material used the strategy of ARIAS.
 - b. The researcher gave script of conversation based on the number of students in a group.
 - c. The students performing their speaking activity or conversation in front of the class.
- 3) There were two components that to be concerned of the researcher in this research to increase the students' proficiency in speaking. Those were fluency and accuracy which used criteria as follows :

a. Fluency

Speaking fluency consisted of smoothness and self-confidence.

1. Smoothness

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 - 95	Their speaking is very understandable and very good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.

Classification	Score	Criteria
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness
Fair	56 – 65	They speak sometimes hasty, fair of smoothness
Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

(Layman, 1972: 219. Unpublished)

2. Self-Confidence

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of self-confidence.
Very good	86 - 95	Their speaking is very understandable and very good of self-confidence.
Good	76 - 85	They speak effectively and good of self-confidence
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of self-confident
Fair	56 – 65	They speak sometimes hasty, fair of self-confidence.
Poor	36 – 55	They speak hasty and more sentences are not appropriate in self-confidence.

Classification	Score	Criteria
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in self-confidence and little or no communication

(Layman, 1972: 219. unpublished)

b. Accuracy

Speaking accuracy consisted of two items namely: vocabulary and grammar.

1. Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	They speak effectively and very good of using vocabulary
Good	76 – 85	They speak effectively and good of using vocabulary
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary
Poor	36 – 55	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

(Layman, 1972: 219. unpublished)

2. Grammar

Classification	Score	Criteria
Excellence	96 – 100	They speak effectively and excellent of using grammar structure.
Very Good	86 – 95	They speak effectively and very good of using grammar structure.
Good	76 – 85	They speak effectively and good of using grammar structure
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	56 – 65	They speak sometimes hasty, fairly of using grammar or structure.
Poor	36 – 55	They speak very hasty and more sentences are not appropriate using grammar or structure.
Very poor	00 – 35	They speak hasty and more sentences are not appropriate using grammar or structure and little or no communication.

(Layman, 1972: 219. unpublished)

I. Data Analysis

The data analysis in the Classroom Action Research from the test was analyzed with:

- 1) To calculate the mean score of the students' speaking test by using the following formula:

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

Where:

\bar{X} = Mean score

$\sum X$ = the sum of all scores

N = the number of samples

(Gay, 1981: 298)

- 2) To calculate the percentage of the students' score, by using the following formula:

$$P = \frac{F}{N} \times 100$$

P = Rate percentage

F = Number of correct

N = Number of samples.

(Sudjana, 1990:36)

- 3) To know the percentage of the students' increase by applying the following formula:

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

Where:

P : Percentage

X_1 : 1st Cycle

X_2 : 2nd Cycle

(Gay 1981:298)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The findings of the research present the result of the increase of students' speaking fluency through ARIAS Strategy that covers the students' speaking accuracy and the students' speaking fluency, and the discussion of the research covers further explanation of the findings.

A. The Findings

1. The Increase of the Students' Speaking Accuracy

The increase of the students' speaking accuracy dealing with grammar and vocabulary at the eight year students' of Mts Muhammadiyah Cambajawaya can be seen clearly in the following table:

Table 1: The Increase of the Students' Speaking Accuracy

No	Indicators	The Student' Score			Increasing		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
1.	Vocabulary	50.00	61.62	80.37	11.62%	18.75%	30.37%
2	Grammar	53.25	65.37	79.37	12.12%	14.00%	26.12

No	Indicators	The Student' Score			Increasing		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
							%
	$\sum x$	103.25	126.99	159.74	23.74%	32.75%	56.49 %
	\bar{X}	51.62	63.49	79.87	11.87%	16.37%	28.24 %

The table above indicates that there were the increase of the students' speaking accuracy from Diagnostic- Test to cycle I and cycle II ($51.62 < 63.49 < 79.87$) in which Diagnostic-Test of the students' mean score achievement in speaking accuracy was 51.62, after evaluation in cycle I, the students' speaking accuracy becomes 63.49, so the increase of the students' speaking accuracy achievement from Diagnostic-Test to cycle I was 11.87%.

There were also a significant increase of the students' speaking accuracy from cycle I to cycle II where the students' speaking accuracy in cycle I was 63.49 and in cycle II was 79.87. Thus, the increase of students' speaking accuracy achievement from cycle I to cycle II was 16.37%.

In the table above also indicates that the indicators of students' speaking accuracy increase significantly in which Diagnostic-Test, the students' in vocabulary achievement was 50.00. After evaluation in cycle I, the students'

achievement in vocabulary becomes 61.62 and in cycle II becomes 80.37. The students' grammar achievement also increase from Diagnostic-test to cycle I namely 53.25 to 65.38 and in cycle II was 79.37.

The table above proves that the use of ARIAS Strategy in teaching and learning process was able to increase of students' speaking accuracy after taking action in cycle I and cycle II in which the students' achievement in cycle II was highest (79.87>63.49> 51,62) and the increase of students' speaking accuracy from diagnostic – test to cycle II was 28.24%.

To see clearly the increasing of the students' speaking accuracy, the following chart presented:

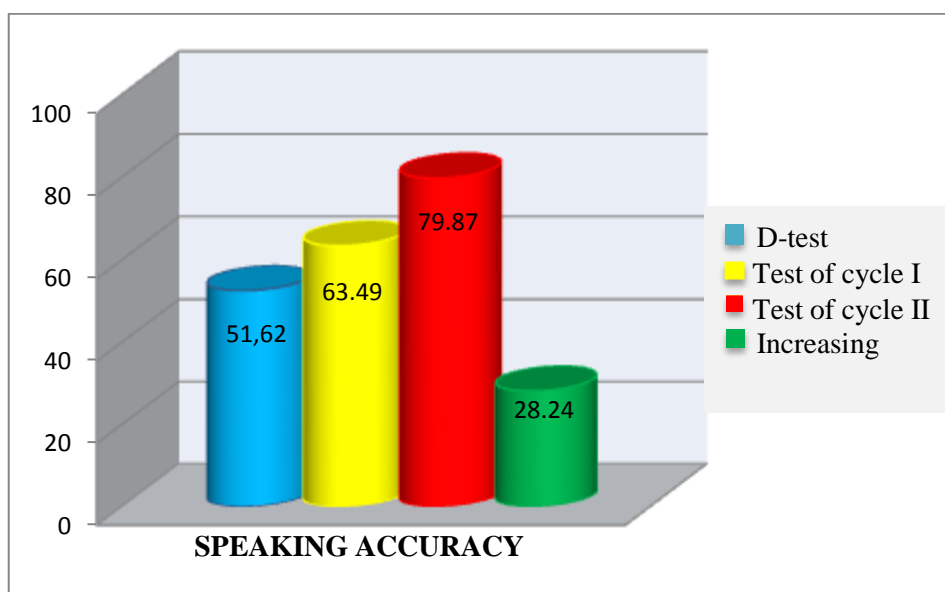


Figure 1: The Increase of the Students' Speaking Accuracy

The chart above shows the increase of the students' speaking accuracy in which cycle II was higher (79.87) than that in cycle I (63.49) and Diagnostic -Test (51.62). (79.87>63.49>51.62). It also shows that the

result of Diagnostic-Test was the lowest mean score achievement. The students' achievement in D- test was categorized as poor. After evaluation in cycle I and cycle II, there were significant increase of the students' speaking accuracy where the result of cycle I was categorized as fair and cycle II categorized as good. The increase is shown clearly in the chart above that was 28.25%.

2. The Increase of the Students' Speaking Fluency

The application of ARIAS Strategy in increase the students' speaking fluency deals with smoothness and self-confidence. The increase of the students' speaking fluency dealing with smoothness and self-confidence at the eight year students' of Mts. Muhammadiyah Cambajawaya- Gowa can be seen clearly in the following table:

Table 2: The Increase of the Students' Speaking Fluency

No	Indicators	The Student' Score			Increasing		
		D-Test	Cycle I	Cycle II	DT CI %	CI CII %	DT→ CII %
1	Smoothness	57.62	66.87	80.37	9.25%	13.50%	22.75%
2	Self-Confident	62.00	65.12	81.75	3.12%	16.63%	19.75%
	$\sum x$	119.62	131.99	162.12	12.37%	30.13%	42.5%

No	Indicators	The Student' Score			Increasing		
		D-Test	Cycle I	Cycle II	DT→ CI %	CI→ CII %	DT→ CII %
	\bar{X}	59.81	65.99	81.06	6.18%	15.06%	21.25%

The table above indicates that there were increasing of the students' speaking fluency from D-Test to cycle I and cycle II ($57.62 < 66.87 < 80.37$), in which D-Test the students' score achievement in speaking fluency was 59.81. After evaluation in cycle I the students' speaking fluency becomes 65.99, so the increase of students' speaking fluency achievement from D-Test to cycle I was 6.18%.

There were also a significant increase of students' speaking fluency from cycle I to cycle II where the students' speaking fluency in cycle I was 65.99 and in cycle II was 81.06. Thus, the increase of students' speaking fluency achievement from cycle I to cycle II was 15.06%.

In the table above also indicates that the indicators of students' speaking fluency increase significantly in which D-Test, the students' smoothness achievement were 57.62. After evaluation in cycle I, the students' smoothness becomes 66.87 and cycle II becomes 80.37. The students' self-confidence achievement also increase from Diagnostic -Test to cycle I namely 62.00 to 65.12 and in cycle II was 81.75 ($59.81 < 65.99 < 81.06$). The table above shows that there were significant increase of students' speaking fluency after taking action in cycle

I and cycle II through the application of ARIAS Strategy. The increase of students' speaking fluency from diagnostic – test to cycle II was 21.25%.

To see clearly the percentage score increase of the students' speaking fluency following chart presented:

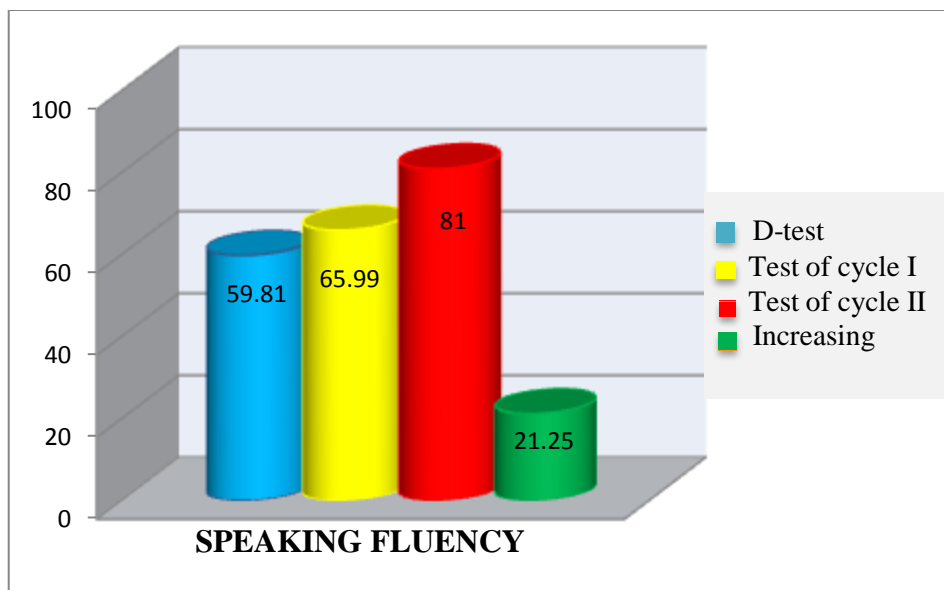


Figure 2: The Increase of the Students' Speaking Fluency

The chart above shows the increase of the students' speaking fluency in cycle II was higher (81.06) than in cycle I (65.99) and D-Test (59.81). It also shows that the result of D-Test was lowest achievement. (59.81<65.99<81.06). After evaluation in cycle I and cycle II, there were significant increase of the students' speaking fluency that shown clearly in the chart after taking an action in cycle by using ARIAS Strategy that was 21.25%.

3. The Increase of the Students' Speaking Proficiency

The application of ARIAS Strategy in increase the students' speaking proficiency deals with speaking accuracy and speaking fluency. The increase of the students' speaking proficiency that dealing with accuracy and fluency can be seen clearly in the following table:

Table 3: The Increase of the Students' Speaking Proficiency

N 0	Indicators	The Student' Score			Increase		
		D-Test	Cycle I	Cycle II	DT→CI %	CI→ CII %	DT→ CII %
1	Accuracy	51.62	59.81	79.87	8.18%	20.06%	28.24%
2	Fluency	59.81	65.81	81.06	5.78%	15.46%	21.25%
	$\sum x$	111.43	125.62	160.93	13.97%	35.52%	49.49%
	\bar{X}	55.71	62.70	80.46	6.99%	17.76%	24.75%

The table above indicates that there were increase of the students' speaking proficiency from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in speaking proficiency was 103.25 (51,62), it was categorized as poor achievement. After evaluation in cycle I the students' speaking proficiency becomes 119.62 (59.81), it was categorized as fair. Thus, the increase of students' speaking proficiency achievement from D-Test to cycle I was 6.99%.

There were also a significant increase of students speaking proficiency from cycle I to cycle II where the students' speaking proficiency in cycle I was 119.62 (59.81), and in cycle II was 159.74 (79.87). The students' achievement in cycle II was categorized as good, so the increase of students' speaking proficiency achievement from cycle I to cycle II was 17.76%.

The table above proves that the use of ARIAS Strategy in teaching and learning process was able to increase of students' speaking proficiency after taking action in cycle I and cycle II where the students' achievement in cycle II was highest (80.46 > 62.70 > 55.71) and the increase of students' speaking proficiency from diagnostic – test to cycle II was 24.75%.

To see clearly the increasing of the students' speaking proficiency, following chart presented:

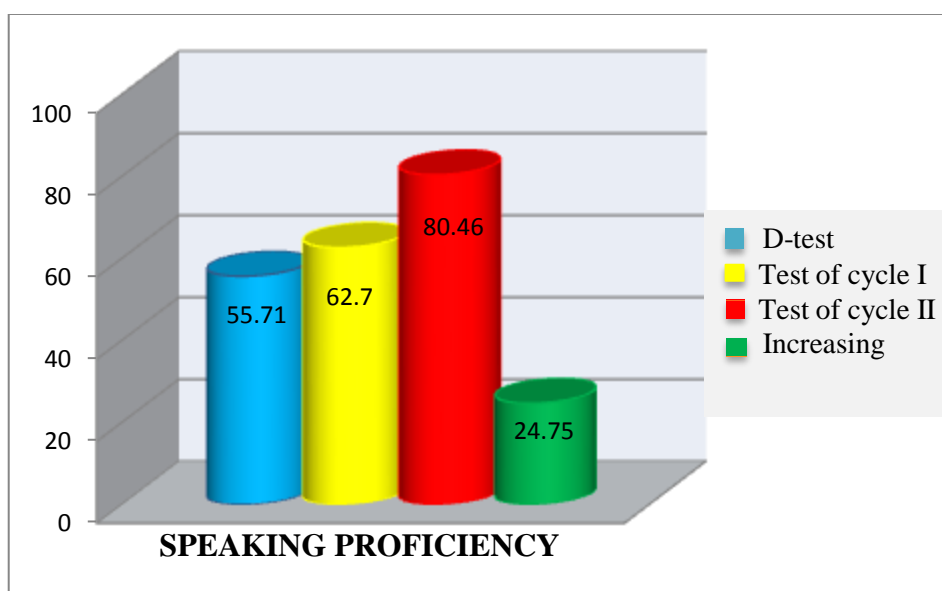


Figure 3: The Increase of the Students' Speaking Proficiency

The chart above shows the increase of the students' speaking proficiency in cycle II was higher (80.46) than that in cycle I (62.70) and D-Test 55.71 (80.46 > 62.70 > 55.71). It also shows that the result of Diagnostic –Test was lowest achievement. The students' achievement in Diagnostic test was categorized as poor. After evaluation in cycle I and cycle II, there were significant increase of the students' speaking proficiency where the result of cycle I was categorized as fair and cycle II categorized as good. The increase was shown clearly in the chart above that was 24.75%.

4. The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application ARIAS Strategy in increasing the students' speaking proficiency at the eight year students of Mts. Muhammadiyah Cambajawaya- Gowa which were conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4 : The Observation Result of the Students' Activeness in Learning Process.

Cycle	Meetings				Average Score	Increase
	I	II	III	IV		
I	58.75%	63.75%	65.00%	73.75%	65.31%	12.81%
II					78.12%	

Cycle	Meetings				Average Score	Increase
	I	II	III	IV		
	68,75%	78.75%	80.00%	85.00%		

The result above was formulated based on the technique of data analysis and the students' scores there were collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting increase significantly. It can be seen clearly in table that the students' activeness in the fourth meeting was higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness was 58.75% and it increase to 63.75% in the second meeting, and then students' activeness in the third meeting was 65.00% increase to 75.75% in the fourth meeting. So, the average of the students' activeness in cycle I was 65.31%.

In cycle II the increase of the students' activeness were down and up. Where in the first meeting in cycle II the students' activeness was 68.75% in the second meeting was 78.75 and it was higher than the first meeting. In the third meeting in cycle II the students' activeness increases normally to 80.00%, and then in the fourth meeting the students' activeness increases to 85.00%. It was caused by the teaching material were really interesting for the students and the teacher. So the average of the students' activeness in cycle II was 78.12%. Later, the result was presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.

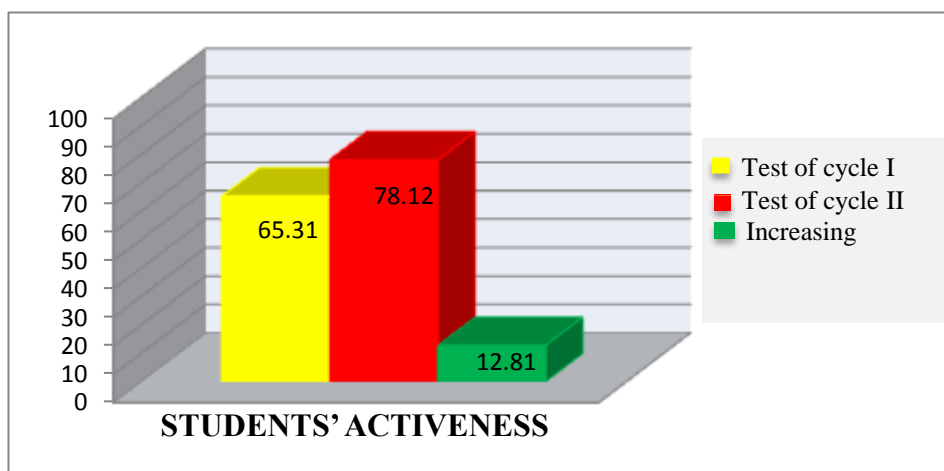


Figure 4: The Increase of the Students' Activeness

The chart above shows that there were increase of students' activeness in teaching and learning process where in cycle I was (65.31%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 68.75%. ($65.31 < 78.12$). The increase of students' activeness was 12.81%.

5. The Percentage of The Students Speaking Accuracy Dealing with Vocabulary and Grammar.

a. Vocabulary

The percentage of the students vocabulary can be seen clearly through the following table:

Table 5 : The Percentage of the Students' Vocabulary in Speaking Accuracy

No	Classification	Range	Non ARIAS		The Application of ARIAS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	5	10

No	Classification	Range	Non ARIAS		The Application of ARIAS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
3	Good	76 – 85	0	0	0	0	23	56.5
4	Fairly good	66 – 75	0	0	5	20	11	32.5
5	Fair	56 – 65	5	25	26	48	1	1
6	Poor	36 – 55	34	74	9	32	0	0
7	Very poor	0 – 35	1	1	0	0	0	0
Total			40	100	40	100	40	100

The table above shows the percentage of the students' vocabulary in speaking accuracy Diagnostic Test indicates that 5 students (25.00%) got fair, 34 students (74.00%) got poor, and 1 student (1.00) got very poor classification.

After taking an action in cycle I by using ARIAS Strategy, the percentage of the students' vocabulary was 5 students (20.00%) got fairly good, 26 students (48.00%) got fair, 9 students (32.00%) got poor and none of the students for the other classification

In cycle II, the percentage of the students' vocabulary in speaking accuracy were 5 students (10.00%) got very good, 23 students (56.50%) got good, 11 students (32.50%) got fairly good, 1 student (1.00) got fair and none of the students for the other classification. The result above also proves that the use of ARIAS Strategy was able to increase the students' speaking accuracy in the vocabulary of Cycle II was higher than cycle I and Diagnostic test.

b. Grammar

The percentage of the students grammar can be seen clearly through the following table :

Table 6: The Percentage of the Students' Grammar in Speaking Accuracy

No	Classification	Range	Non ARIAS		The Application of ARIAS			
			D- Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 10	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	5	10
3	Good	76 – 85	0	0	0	0	23	56
4	Fairly good	66 – 75	2	4	14	32	11	33
5	Fair	56 – 65	11	40.1	22	56	1	1
6	Poor	36 – 55	26	54.90	4	12	0	0
7	Very poor	0 – 35	1	1	0	0		00
Total			40	100	40	100	40	100

The table above shows the percentage of the students' grammar achievement in Diagnostic Test indicates that 2 students (2.00%) got fairly good, and 11 students (40.10 %) got fair, 26 students (54.90) got poor and none of students for the other classification. After taking action in cycle I by using ARIAS Strategy, the percentage of the students' grammar achievement increase where 14 students (32.00%) got fairly good, 22 students (55.00%) got fair, 4 students (12.00%) got poor and none of the students for the other classification. In cycle II, the percentage of the students' achievement in grammar was higher than cycle I

where 5 students (10.00%) got very good, 23 students (56.00%) got good, 11 students (33.00%) got fairly good, 1 student (1.00%) got fair and none of the students for the other classification.

6. The Percentage of Students' Speaking Fluency Dealing with Smoothness and Self-Confidence.

a. Smoothness

The percentage of the students smoothness can be seen clearly through the following table :

Table 7: The Percentage of the Students' Smoothness in Speaking Fluency

No	Classification	Range	Non ARIAS		The Application of ARIAS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	2	10
3	Good	76 – 85	0	0	0	0	28	58
4	Fairly good	66 – 75	3	3	21	51	10	32
5	Fair	56 – 65	17	47	16	36	0	0
6	Poor	36 – 55	20	50	3	13	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			40	100	40	100	40	100

The table above shows the percentage of the students' grammar in Diagnostic Test of speaking indicates that, 3 students (3.00%) got fairly good , 17 students (47.00%) got fair , 20 students (50.00%) got poor and none of students for the other classification.

After taking action in cycle I by using ARIAS Strategy the percentage of the students' speaking test in smoothness where 21 students (51.00%) got fairly good, 16 students (36.00%) got fair, and 3 students (13.00%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' speaking test in smoothness was 2 students (10.00%) got very good, 28 students (58.00%) got good , 10 students (32.00%) got fairly good and none of the students for the other classification.

b. Self-Confidence

The percentage of the students self-confidence can be seen clearly through the following table :

Table 8: The Percentage of the Students' Self-Confidence in Speaking Fluency

No	Classification	Range	Non ARIAS		The Application of ARIAS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	freq	%
1	Excellent	96 – 100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	9	24.5
3	Good	76 – 85	0	0	0	0	20	50
4	Fairly good	66 – 75	7	12	15	42	11	25.5
5	Fair	56 – 65	25	72	20	50	0	0
6	Poor	36 – 55	8	16	5	8	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			40	100	40	100	40	100

The table above shows the percentage of the students' self-confidence in Diagnostic –Test indicates that 7 students (12.00%) got fairly good, 25 students (72.00%) got fair 16 students (5.00%) got poor and none of students for the other classification.

After taking action in cycle I by using ARIAS Strategy, the percentage of the students speaking test in self-confidence where 15 students (42.00%) got fairly good, 20 students (50.00%) got fair, 5 students (08.00%) got poor and none of the students for the other classification.

In cycle II, the percentage of the students' speaking test in self-confidence where 9 students (24.50%) got very good, 20 students (50.00%) got good, 11 students (25.50%) got fairly good and none of the students for the other classification.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' speaking proficiency in terms of accuracy dealing with vocabulary and grammar and fluency dealing with smoothness and self-confidence.

1. The Increase of the Students' Speaking Accuracy Dealing with Vocabulary and Grammar.

a. Vocabulary

The application of ARIAS Strategy in increasing the students' speaking accuracy in terms of vocabulary can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after

taking action in cycle I and II through the application of ARIAS Strategy in teaching and learning process.

b. Grammar

The application of ARIAS Strategy in increase the students' speaking accuracy in terms of grammar can be seen the difference by considering the result of the students' Diagnostic- Test and the students' achievement after taking action in cycles through the application of ARIAS Strategy in teaching and learning process.

2. The Increase of The Students' Speaking Fluency dealing with Smoothness and Self-Confidence

a. Smoothness

The application of ARIAS in increasing the students' speaking fluency in terms of smoothness can be seen the difference clearly by considering the result of the students' observation data and the students' knowledge after taking action in cycle I and cycle II through the application of ARIAS Strategy in teaching and learning process.

b. Self-Confidence

The application of ARIAS Strategy in increasing the students' speaking fluency in terms of self-confidence can be seen the difference clearly by considering the result of the students' diagnostic test and result of the students' test in cycle I and II after using ARIAS Strategy.

3. The Increase of the Students' Speaking Proficiency dealing with the Students' Speaking Accuracy and Students' Speaking Fluency.

The result of the data analysis through the speaking test shows the students' speaking proficiency in terms of accuracy and fluency increase

significantly. It was indicated by the mean score of result of the students' D-Test was 55.71 it was classified as poor achievement. It was also lower than the mean score of the students' speaking test in cycle I was 62.70 there were classified as fair and cycle II was 80.46, it was classified as good. Those scores were got from the result test of the students' speaking accuracy and speaking fluency.

a. The students' speaking accuracy at the eight year students' of Mts. Muhammadiyah Cambajawaya-Gowa, in 2013/2014 academic year by using ARIAS Strategy.

The indicator of the vocabulary of the students' speaking accuracy in the first cycle has increase from Diagnostic test. The increase can be seen after testing and observing the students where the increase of the students' vocabulary was 11.62% and the students' vocabulary mean score was 61.62. It was classified as fair. In cycle II, the students' vocabulary also increase from Cycle I to cycle II where increase was 18.75% and the students' mean score was 80.37 there were classified as good classification. The increase was higher than the increase from Diagnostic test to cycle I because the teaching material was interesting for increasing the students' vocabulary.

In the first cycle, the students' grammar in speaking was not bad than the other indicators, like vocabulary. The result of the students' grammar can be seen after testing and observing (speaking test of first cycle), whereas the number of students in fairly good score was 32.00%

and the mean score achievement was 68.00. It was indicated that there were an increase from diagnostic test to cycle I about 12.12% because the students' mean score in diagnostic test was only 53.25. After testing and observing in the second cycle, the student' grammar really has a good increasing where the increase was about 14.00%. The significant increase was got in cycle II because the teaching speaking material was really suitable for the increase of the students' grammar. Because of the target score has been achieved, the research was not continued to the third cycle.

b. The students' speaking fluency at the eight year students' of Mts. Muhammadiyah Cambajawaya-Gowa in 2013/2014 academic year by using ARIAS Strategy.

The indicator of smoothness of the students' speaking fluency in the first cycle has increase from Diagnostic test. The increase can be seen after testing and observing the students where the increase of the students' smoothness was 9.25% and the students' smoothness mean score was 66.87. It was classified as fairly good. In cycle II, the students' smoothness also increase from Cycle I to cycle II where the increase was 13.50% and the students' mean score was 80.37 that was classified as good classification. The increase was higher than the increase from Diagnostic test to cycle I because the teaching material was fit for increasing the students' smoothness. Although the increase in cycle II was higher than cycle I, the research was not continued to the third cycle because the target score has been achieved in cycle II.

In the first cycle, the students' self-confidence in speaking was not bad. The result of the students' increase of self-confidence can be seen after testing and observing (speaking test of first cycle), whereas the mean score achievement was 65.12. It was indicated that there were an increase from diagnostic test to cycle I because the students' mean score in diagnostic test was only 62.00. Because of the target was not achieved in the first cycle, researcher worked hard in the second cycle to reach the target and try to evaluate the weakness in the first cycle. After testing and observing in the second cycle, the student' conclusion really has a good increase where the increase was about 16.63%. Because of the target score has been achieved, the research was not continued to the third cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions were presented:

1. The use of ARIAS Strategy was able to increase the students' speaking accuracy dealing with the vocabulary and grammar in cycle I and Cycle II at the eight year students of Mts. Muhammadiyah Cambajawaya, Gowa. And the increase of speaking accuracy were **D-Test to Cycle 1 was 11.87%, Cycle 1 to Cycle II was 16.37% and D-Test to Cycle II was 28.24%.**
2. The use of ARIAS Strategy was able to increase the students' speaking fluency dealing with smoothness and self-confidence in Cycle I and Cycle II at the eight year students of Mts. Muhammadiyah Cambajawaya, Gowa. And the increase of speaking fluency were **D-Test to Cycle 1 was 6.18%, Cycle 1 to Cycle II was 15.06% and D-Test to Cycle II was 21.25%.**
3. The students' activeness in teaching and learning process toward the application of ARIAS Strategy in increasing the students speaking proficiency at the eight year students' of Mts. Muhammadiyah Cambajawaya, Gowa, were Cycle 1 was **65,31%** and Cycle II was **78,12%**. The increase of activeness was **12,81%**.

B. Suggestions

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

1. It was suggested that the teachers, especially those who teach English of the junior high school they use ARIAS Strategy as one alternative among other teaching methods that can be used in teaching speaking proficiency.
2. It was suggested that the English teachers use ARIAS Strategy in presenting the speaking proficiency materials, because it was effective to increase the students' achievement.
3. For the teachers, they can attempt to call up the entire proficiency to increase the learning process by doing or using Classroom Action Research in other classes.
4. For next researcher, they use ARIAS Strategy in doing researching in the other variables, such as analyzing, critical speaking and etc.

APPENDIX A

RESEARCH TIME

No.	Action	Meeting	Day/Date
1.	D-Test	Pra Study	Tue, 13-08-2013
2.	PBM 1	First meeting	Fri, 16-08-2013
3.	PBM 2	Second	Tue, 20-08-2013
4.	PBM 3	Third	Fri, 23-08-2013
5.	PBM 4	Fourth	Tue, 27-08-2013
6.	T-Cycle I	Evaluation I	Fri, 30-08-2013
7.	PBM 1	First Meeting	Tue, 03-09-2013
8.	PBM 2	Second	Fri, 06-09-2013
9.	PBM 3	Third	Tue, 10-09-2013
10.	PBM 4	Fourth	Fri, 13-09-2013
11.	T-Cycle II	Evaluation II	Tue, 17-09-2013

APPENDIX B

THE NAME OF STUDENTS AT VIII YEAR STUDENTS OF MTS. MUHAMMADIYAH CAMBAJAWAYA-GOWA

SAMPLE
S-01
S-02
S-03
S-04
S-05
S-06
S-07
S-08
S-09
S-10
S-11
S-12
S-13
S-14
S-15
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S-35
S-36
S-37
S-38
S-39
S-40

APPENDIX C : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : Mts. Muhammadiyah Cambajawaya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Pertemuan : 1

Standar Kompetensi : 1. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar :2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 40 menit (1 X Pertemuan)

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)

Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

1. Guru masuk di kelas dan memberi salam.
2. Guru mengisi daftar hadir peserta didik.
3. Guru menjelaskan kompetensi dasar yang akan di capai.
4. Guru bertanya kepada murid terkait materi yang akan di ajarkan.

B. Kegiatan Inti

1. Guru menjelaskan gambaran umum tentang ARIAS strategy, dan gambaran umum tentang berbicara.
2. Guru memberikan motivasi, semangat tentang pentingnya belajar bahasa Inggris khususnya keterampilan berbicara.
3. Guru menjelaskan materi yang akan di pelajari.
4. Siswa diberikan skript percakapan.
5. Siswa menghafal percakapan sesuai bagiannya.
6. Siswa tampil menghafal percakapan di depan kelas bersama pasangannya.

C. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa selama proses belajar mengajar.
2. Guru bersama dengan siswa membuat kesimpulan materi yang telah dipelajari.
3. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

- Internet. www.englishindo.com
- Handbook yang relevan "Linked to the world, English for Junior High School"

Penerbit Yudhistira

- *Script* percakapan
- Gambar-gambar yang relevan.
- Kamus, dll

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
* Bertanya dan menjawab berbagai informasi : 1. Meminta dan memberi jasa	Unjuk kerja	<i>Bermain peran</i>	<i>Perform the dialogue with your friend in the front of the class!</i>

- Soal:

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

- Rubrik Penilaian

1. Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	They speak effectively and very good of using vocabulary
Good	76 – 85	They speak effectively and good of using vocabulary
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary
Poor	36 – 55	They speak hasty, and more sentences are not appropriate using vocabulary

Classification	Score	Criteria
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

2. Grammar

Classification	Score	Criteria
Excellence	96 – 100	They speak effectively and excellent of using grammar structure.
Very Good	86 – 95	They speak effectively and very good of using grammar structure.
Good	76 – 85	They speak effectively and good of using grammar structure.
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	56 – 65	They speak sometimes hasty, fairly of using grammar or structure.
Poor	36 – 55	They speak very hasty and more sentences are not appropriate using grammar or structure.
Very poor	00 – 35	They speak hasty and more sentences are not appropriate using grammar or structure and little or no communication.

3. Smoothness

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 - 95	Their speaking is very understandable and very good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness
Fair	56 – 65	They speak sometimes hasty, fair of smoothness
Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

4. Self-Confidence

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of self-confidence.
Very good	86 - 95	Their speaking is very understandable and very

Classification	Score	Criteria
		good of self-confidence.
Good	76 - 85	They speak effectively and good of self-confidence
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of self-confident
Fair	56 – 65	They speak sometimes hasty, fair of self-confidence.
Poor	36 – 55	They speak hasty and more sentences are not appropriate in self-confidence.
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in self-confidence and little or no communication

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of sample}}$

Total number of sample

III. Materi Pembelajaran

Script percakapan yang berjudul “**At The Post Office**”

IV. Metode Pembelajaran

ARIAS Strategy

Gowa, 16 Agustus 2013

Mengetahui;

Guru Pembimbing,

(Rahmawati,S.Pd.)

Mahasiswa Peneliti,

(Mahirah Mahyuddin)

NIM. 10535 3227 08K

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Nama sekolah : Mts. Muhammadiyah Cambajawaya
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : VIII (Delapan) / 1
- Pertemuan : 2
- Standar Kompetensi : 1. Berbicara
- Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar :2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.
- Aspek/Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit (1 X Pertemuan)

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (*Trustworthines*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)

Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

1. Guru masuk di kelas dan memberi salam.
2. Guru mengisi daftar hadir peserta didik.
3. Guru menjelaskan kompetensi dasar yang akan di capai.
4. Guru bertanya kepada murid terkait materi yang akan di ajarkan.

B. Kegiatan Inti

1. Guru menjelaskan gambaran umum tentang ARIAS strategy, dan gambaran umum tentang berbicara.
2. Guru memberikan motivasi, semangat tentang pentingnya belajar bahasa Inggris khususnya keterampilan berbicara.
3. Guru menjelaskan materi yang akan di pelajari.
4. Siswa diberikan skript percakapan.
5. Siswa menghafal percakapan sesuai bagiannya.
6. Siswa tampil menghafal percakapan di depan kelas bersama pasangannya.

C. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa selama proses belajar mengajar.
2. Guru bersama dengan siswa membuat kesimpulan materi yang telah dipelajari.
3. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

- Internet. www.englishindo.com
- Handbook yang relevan "Linked to the world, English for Junior High School"

Penerbit Yudhistira

- *Script* percakapan
- Gambar-gambar yang relevan.
- Kamus, dll

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
* Bertanya dan menjawab berbagai informasi : 1. Meminta dan memberi jasa	Unjuk kerja	<i>Bermain peran</i>	<i>Perform the dialogue with your friend in the front of the class!</i>

- Soal:

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

- Rubrik Penilaian
 - **Vocabulary**

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	They speak effectively and very good of using vocabulary
Good	76 – 85	They speak effectively and good of using vocabulary
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary

Classification	Score	Criteria
Poor	36 – 55	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

▪ **Grammar**

Classification	Score	Criteria
Excellence	96 – 100	They speak effectively and excellent of using grammar structure.
Very Good	86 – 95	They speak effectively and very good of using grammar structure.
Good	76 – 85	They speak effectively and good of using grammar structure.
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	56 – 65	They speak sometimes hasty, fairly of using grammar or structure.
Poor	36 – 55	They speak very hasty and more sentences are not appropriate using grammar or structure.
Very poor	00 – 35	They speak hasty and more sentences are not appropriate using grammar or structure and little or no communication.

- **Smoothness**

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 - 95	Their speaking is very understandable and very good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness
Fair	56 – 65	They speak sometimes hasty, fair of smoothness
Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

- **Self-Confidence**

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of self-confidence.

Classification	Score	Criteria
Very good	86 - 95	Their speaking is very understandable and very good of self-confidence.
Good	76 - 85	They speak effectively and good of self-confidence
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of self-confident
Fair	56 – 65	They speak sometimes hasty, fair of self-confidence.
Poor	36 – 55	They speak hasty and more sentences are not appropriate in self-confidence.
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in self-confidence and little or no communication

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of sample}}$

III. Materi Pembelajaran

Script percakapan yang berjudul “**Hobby**”

IV. Metode Pembelajaran

ARIAS Strategy

Gowa, 20 Agustus 2013

Mengetahui;

Guru Pembimbing,

(Rahmawati,S.Pd.)

Mahasiswa Peneliti,

(Mahirah Mahyuddin)

NIM. 10535 3227 08K

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Nama sekolah : Mts. Muhammadiyah Cambajawaya
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : VIII (Delapan) / 1
- Pertemuan : 3
- Standar Kompetensi : 1. Berbicara
- Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : 2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.
- Aspek/Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit (1 X Pertemuan)

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (*Trustworthines*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)

Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

1. Guru masuk di kelas dan memberi salam.
2. Guru mengisi daftar hadir peserta didik.
3. Guru menjelaskan kompetensi dasar yang akan di capai.
4. Guru bertanya kepada murid terkait materi yang akan di ajarkan.

B. Kegiatan Inti

1. Guru menjelaskan gambaran umum tentang ARIAS strategy, dan gambaran umum tentang berbicara.
2. Guru memberikan motivasi, semangat tentang pentingnya belajar bahasa Inggris khususnya keterampilan berbicara.
3. Guru menjelaskan materi yang akan di pelajari.
4. Siswa diberikan skript percakapan.
5. Siswa menghafal percakapan sesuai bagiannya.
6. Siswa tampil menghafal percakapan di depan kelas bersama pasangannya.

C. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa selama proses belajar mengajar.
2. Guru bersama dengan siswa membuat kesimpulan materi yang telah dipelajari.
3. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

- Internet. www.englishindo.com
- Handbook yang relevan "Linked to the world, English for Junior High School"

Penerbit Yudhistira

- *Script* percakapan
- Gambar-gambar yang relevan.
- Kamus, dll

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
* Bertanya dan menjawab berbagai informasi : 1. Meminta dan memberi jasa	Unjuk kerja	<i>Bermain peran</i>	<i>Perform the dialogue with your friend in the front of the class!</i>

- Soal:

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

- Rubrik Penilaian
 - **Vocabulary**

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	They speak effectively and very good of using vocabulary
Good	76 – 85	They speak effectively and good of using vocabulary
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary

Classification	Score	Criteria
Poor	36 – 55	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

- **Grammar**

Classification	Score	Criteria
Excellence	96 – 100	They speak effectively and excellent of using grammar structure.
Very Good	86 – 95	They speak effectively and very good of using grammar structure.
Good	76 – 85	They speak effectively and good of using grammar structure.
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	56 – 65	They speak sometimes hasty, fairly of using grammar or structure.
Poor	36 – 55	They speak very hasty and more sentences are not appropriate using grammar or structure.
Very poor	00 – 35	They speak hasty and more sentences are not appropriate using grammar or structure and little or no communication.

- **Smoothness**

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 - 95	Their speaking is very understandable and very good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness
Fair	56 – 65	They speak sometimes hasty, fair of smoothness
Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

- **Self-Confidence**

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of self-confidence.
Very good	86 - 95	Their speaking is very understandable and very good of self-confidence.

Classification	Score	Criteria
Good	76 - 85	They speak effectively and good of self-confidence
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of self-confident
Fair	56 – 65	They speak sometimes hasty, fair of self-confidence.
Poor	36 – 55	They speak hasty and more sentences are not appropriate in self-confidence.
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in self-confidence and little or no communication

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of sample}}$

III. Materi Pembelajaran

Script percakapan yang berjudul “**At The Library**”

IV. Metode Pembelajaran

ARIAS Strategy

Gowa, 23 Agustus 2013

Mengetahui;

Guru Pembimbing,

Mahasiswa Peneliti,

(Rahmawati,S.Pd.)

(Mahirah Mahyuddin)

NIM. 10535 3227 08K

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

- Nama sekolah : Mts. Muhammadiyah Cambajawaya
- Mata Pelajaran : Bahasa Inggris
- Kelas/Semester : VIII (Delapan) / 1
- Pertemuan : 4
- Standar Kompetensi : 1. Berbicara
- Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : 2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.
- Aspek/Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit (1 X Pertemuan)

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (*Trustworthines*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)

Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

1. Guru masuk di kelas dan memberi salam.
2. Guru mengisi daftar hadir peserta didik.
3. Guru menjelaskan kompetensi dasar yang akan di capai.
4. Guru bertanya kepada murid terkait materi yang akan di ajarkan.

B. Kegiatan Inti

1. Guru menjelaskan gambaran umum tentang ARIAS strategy, dan gambaran umum tentang berbicara.
2. Guru memberikan motivasi, semangat tentang pentingnya belajar bahasa Inggris khususnya keterampilan berbicara.
3. Guru menjelaskan materi yang akan di pelajari.
4. Siswa diberikan skript percakapan.
5. Siswa menghafal percakapan sesuai bagiannya.
6. Siswa tampil menghafal percakapan di depan kelas bersama pasangannya.

C. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa selama proses belajar mengajar.
2. Guru bersama dengan siswa membuat kesimpulan materi yang telah dipelajari.
3. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan.
4. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

- Internet. www.englishindo.com
- Handbook yang relevan "Linked to the world, English for Junior High School"

Penerbit Yudhistira

- *Script* percakapan
- Gambar-gambar yang relevan.
- Kamus, dll

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
* Bertanya dan menjawab berbagai informasi : 1. Meminta dan memberi jasa	Unjuk kerja	<i>Bermain peran</i>	<i>Perform the dialogue with your friend in the front of the class!</i>

- Soal:

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

- Rubrik Penilaian

1. Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary
Very good	86 – 95	They speak effectively and very good of using vocabulary
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Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary

Classification	Score	Criteria
Poor	36 – 55	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	00 – 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication

2. Grammar

Classification	Score	Criteria
Excellence	96 – 100	They speak effectively and excellent of using grammar structure.
Very Good	86 – 95	They speak effectively and very good of using grammar structure.
Good	76 – 85	They speak effectively and good of using grammar structure.
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	56 – 65	They speak sometimes hasty, fairly of using grammar or structure.
Poor	36 – 55	They speak very hasty and more sentences are not appropriate using grammar or structure.
Very poor	00 – 35	They speak hasty and more sentences are not appropriate using grammar or structure and little or no communication.

3. Smoothness

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 - 95	Their speaking is very understandable and very good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness
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Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

4. Self-Confidence

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of self-confidence.
Very good	86 - 95	Their speaking is very understandable and very

Classification	Score	Criteria
		good of self-confidence.
Good	76 - 85	They speak effectively and good of self-confidence
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of self-confident
Fair	56 – 65	They speak sometimes hasty, fair of self-confidence.
Poor	36 – 55	They speak hasty and more sentences are not appropriate in self-confidence.
Very poor	00 – 35	They speak very hasty and more sentences are not appropriate in self-confidence and little or no communication

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of sample}}$

Total number of sample

III. Materi Pembelajaran

Script percakapan yang berjudul “**Buying A Shirt**”

IV. Metode Pembelajaran

ARIAS Strategy

Gowa, 27 Agustus 2013

Mengetahui;

Guru Pembimbing,

Mahasiswa Peneliti,

(Rahmawati,S.Pd.)

(Mahirah Mahyuddin)

NIM. 10535 3227 08K

***APPENDIX D : TEACHING MATERIAL
FIRST MEETING***

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

At The Post Office



- Michael : Excuse me.
- Counter Clerk : Yes ?
- Michael : I want to send this parcel, please.
- Counter Clerk : Do you want to send it by letter post or parcel post ? It'd be three rupees fifty paise by letter post, and two rupees twenty-five paise by parcel post.
- Michael :You'd better send it by letter post. It might be quicker.
- Counter Clerk :All right. Anything else I can do for you ?
- Michael :Yes. Could you weigh this letter, please ?
- Counter Clerk :It's just over twenty grams. It'll cost you one rupee forty paise. Here're the stamps for the parcel and the letter. Will you affix them, please ?
- Michael :I also want twenty inland letter sheets and ten stamped envelopes.

Counter Clerk :By all means. But wait a minute, please. Let me first give you the receipt for the parcel. Here's the receipt. And here's the postal stationery.

Michael :Thank you very much. Can I leave the parcel there on the desk in front of you ?

Counter Clerk :Yes. But put the letter in the box over there.

Michael :Oh, yes. Thank you very much.

Adapted from: <http://www.englishindo.com>

SECOND MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Hobby



Arya :Hi Erna, why do you collect many stamps?

Erna :Ohh.... Hi Arya. I am collecting the stamps for my collection.

Arya :What do you mean?

Erna : Yes, actually my hobby is collecting stamps.

Arya :Why do you like collecting stamps.

Erna : Because I like to see the unique pictures of the stamps.
How about you, what is your hobby?

Arya : Hmm... I think I don't have hobby. Should we have a hobby?
Erna :Not really. But in our lives we must have something we like most which is called hobby.
Arya : So, hobby is a pleasure. Then, I think I have a hobby now.
Erna : Of course, so what is your hobby ?
Arya : I like to read comics especially detective Conan.
Erna : That is your hobby. Reading comic. Do you have all of detective Conan's collection?
Arya :Yes, I do. I even go to the black market because the original comics have not yet been published. How about your stamps collection?
Erna :So far I have collected stamps from some countries but I still should find other stamps.
Arya :Do you need much money for your hobby?
Erna :Yes of course I need much money because I order the stamps so it costs little bit expensive.
Arya : Wow.... Your hobby is expensive.
Erna : Yeah but I like to do it.
Arya : Okay good luck with your hobby.
Erna : Thank you

Adapted from: <http://www.englishindo.com>

THIRD MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

At The Library



- Students : I want to return these four books.
- Counter Clerk : But two of these were due on Monday. You're late by three days. I'm afraid you'll have to pay the fine.
- Student : Oh yes, I know that. But... I was sick and have not been able to come to college these four days. You condone the delay under special circumstances, don't you ? And my sickness is a special circumstance, isn't it ?
- Counter Clerk : Yes, it is. But you should talk to the librarian. My duty just to charge the fine if it is due according to the rules.
- Student : Very well, I'll see the librarian. Meanwhile, please issue me with these two books. Oh, wait a minute. I want another book too. Let me go to the racks and find out that one also.
- Counter Clerk : OK, I'll wait and lend you all the three together.
- Student : Here's the book I wanted. Now please issue them.
- Counter Clerk : Would you sign here, please ? And here also ?
- Student : Oh, I want to point out something.
In this book, one page is missing. It's page 231. You can have a look.

Counter Clerk : Maybe somebody has torn it away ! How callous!... I must stamp page 231 to indicate that page 231 has been torn out.

Student : Is this necessary ?

Counter Clerk : Yes, very necessary. Otherwise this may be blamed on you, or the next borrower after you.

Student : Thanks very much.

Counter Clerk : That's all right.

Adapted from: <http://www.englishindo.com>

FOURTH MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Buying A Shirt



Shop Assistant : Good afternoon, madam. What can I do for you ?

Customer : Good afternoon, I'd like to look at some shirts.

Shop Assistant : Cottons or synthetics, madam ?

Customer : Terycots, if you have some.

Shop Assistant : Sure, madam. Over here, if you don't mind. We have an excellent range of shirts in terycot. These striped ones are new arrivals.

Customer : I rather fancy those blue ones with red stripes.

Shop Assistant : Well, they're men's shirts. But nowadays....

Customer : Could you take them out, please ?

Shop Assistant : What's the collar-size, madam ?

Customer : Fifteen.

Shop Assistant : Fifteen ? Are you sure, madam ?

Customer : Yes. I'm sure.

Shop Assistant : Here you are, madam.

Customer : How much is it ?

Shop Assistant : That's two hundred and nineteen rupees ninety-five paise. Plus taxes. Would you like yo try it on ?

Customer : Try it on ? No. Could you gift-wrap it ? You see, it's a gift to my husband on hos birthday !

Shop Assistant : I see! (later) Here it is! I' ve stuck on it a little card saying 'Happy Bithday!'

Customer : That's very kind of you, young man. Bye!

Shop Assistant : Good-bye, madam. Call again.

Adapted from: <http://www.englishindo.com>

FIFTH MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

At Railway Station



Mohan : Good afternoon.

Enquiry Clerk : Good afternoon. What can I do for you, sir ?

Mohan : What time is Andhra Pradesh Express expected ?

Enquiry Clerk : The scheduled time of its arrival is 4 o'clock.

Mohan : But it's already fifteen minutes past four and there's yet no sign of its arrival.

Enquiry Clerk : I'm afraid it's running late by over an hour, and we've already announced it's running late.

Mohan : I haven't heard any such announcement. I've been at the station for over ten minutes.

Enquiry Clerk : Perhaps, it was made before you came. Let me check...
It was made at 3.55, exactly 20 minutes ago.

Mohan : Do you make only oral announcements ?

Enquiry Clerk : No, we also write them on the noticeboard just in front of ASM's office.

Mohan : Don't you think these announcements should be a little more frequent ?

Enquiry Clerk : Well, I can't answer that question. For that you can speak to the ASM, if you like.

Mohan : Very well. When exactly will the train arrive ?

Enquiry Clerk : At 5.10. This is the position at the moment. But, it may cover some time, or it may be delayed further. We'll make another announcement as soon as we receive message.

Mohan : Bother! This will mean a lot of inconvenience to people. Have you thought of that ?

Enquiry Clerk : I'm sorry, but I can't help it. Bear with me for some more time, please, and make yourself comfortable in the waiting room.

SIXTH MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

An Old Building



- Tourist : Wow! It's a wonderful island. I really like those sceneries.
- Guide : Yes, you're right, Sir. This is a nice place to a relax. We can enjoy the beautiful sceneries from that tower (while pointing a tower up ahead).
- Tourist : Really ? Can we go there ?
- Guide : Of course. Let's go. (coming to the tower)
- Tourist :(Entering to the tower) Ups! It's filthy. I think it's an old building. There are many cracks and damages here. How come? Doesn't the local government seem to be aware of this condition?
- Guide :The manager of this resort has ever sent a letter to the government in order to get a priority to renovate the damages, but no response at all.
- Tourist :What a pity! It's a prospective resort and it's so sad to hear that the government has no intention to renovate it.
- Guide :That's why I'm here, Sir. I love this place very much. I try to look after the place as much as I can.
- Tourist :It's sounds good. It is better than doing nothing. By the way, let's stop the topic and go up stairs.
- Guide : Ok, let's go.

SEVENTH MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Outer Space



- Happy : Did you read about the mission to Mercury ?
- Joy : No. What's so interesting ?
- Happy : God give human such a great intelligence that man can create a marvelous technology to reach the planet. Thought it will take seven years, still we have to know more about it ?
- Joy : Seven years ?
- Happy : Yes, it's predicted that the spacecraft will reach the planet in 2020. Soon, we will be able to see the pictures of it.
- Joy : Hm...I'm wondering when Indonesia will be able to do it?
- Happy : Never!
- Joy : Come on, don't be too synical.
- Happy : No, I'm not. This is the fact. Many Indonesians are busy to fight and corrupt. Even there were fights in football matches. Isn't painful to know? It is really embarrassing.
- Joy : Please be optimistic. The attitude of Indonesia will be better. The president promised to bring the country into a better situation.

Happy : I'm relieved to hear that!
Joy : Let's keep hoping for the best.

Adapted from: <http://www.englishindo.com>

EIGHT MEETING

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Anniversary Of Red Cross



Rudi : Have you finished typing the letter of invitation ?
Tono : Yes, sure. I asked Dodi for help.
Rudi : Good. What about the member of the committee? Any problem with it ?
Tono :Not really. But there are some things that need to be given further consideration.
Rudi :Can you mention the example?
Tono :Why did you choose Ridwan instead of Monang for the documentation section?
Rudi : Why do you prefer Monang to Ridwan?
Tono :Well, based on our previous experience Monang is more capable than Ridwan.
Rudi : OK. Let's choose Monang, then. Anything else?
Tono : Er...yes, about the person who should be responsible for providing food.

Rudi : Edi. Any suggestion?

Tono : Well, I'd rather choose a girl than a boy for that section.

Rudi : What's the matter with a boy?

Tono : Generally a girl is more skillful than a boy in this case.

Rudi : So, let's ask Lisa or Tuti.

Tono : If I had a choice, I would prefer Lisa.

Rudi : So would

Adapted from: <http://www.englishindo.com>

APPENDIX E : DIAGNOSTIC TEST

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Introduction



Danny : May I sit here?

Andy : Yes you may.

Danny : I am Danny. What is your name?

Andy : You can call me Andy.

Danny : What are you doing here Andy?

Andy : I am waiting for my mother. How about you?

Danny : I just left my home and waiting my mother too.

Andy : We have the same purpose actually. Where do you live Danny?

Danny : In Delima Street 05, and you?

Andy : I live next to your street. It is Srikaya street 05.

Danny : Nice. Just call me if you want to visit my home.

Andy : May I get your phone number?

Danny : Sure you may. 081234527898.

Andy : Ok, I will call you soon.

Danny : I am waiting for it.

TEST CYCLE 1

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class!

Talking To a Foreigner



Andi : Good afternoon, Sir. Can I help you?

Budi : Yes, thanks. It's very kind of you.

Andi : Are you tourist?

Budi : Yes I am. I come from holand. My name is Graaf. I'm glad to meet you.

Andi : The pleasure is mine. My name is Ibrahim. I'm is a native here.

How long have you been here?

Budi : I've been here for five days.

Andi : Are you going to stay for long?

Budi : No, I'm just on a short holiday.

Andi : How long are you going to stay?

Budi : I hope to stay about two weeks.

Andi : Are you enjoying it here?

Budi : Yes, I like it very much.

Andi :Is it too hot for you?

Budi : It's hot, but not to hot.

Andi : And how do you find the feed?

Budi :It's delicious and very tasty

Andi :Where are you staying?

Budi :I'm staying Mr and Mrs Azziz.

Andi : Yes I know them very well. I hope you have a nice holiday here.

Budi : Thank you. I'm sure I will.

TEST CYCLE II

Reading script 15 minutes then memorize. Perform the dialogue with your friend in the front of the class !

Conversation



Image Source : seattleglobalist.com

Andy : Hi, may I sit here?

Windy : Yes of course.

Andy : By the way, I am Andy.

Windy : Owh, I am Windy. What are you doing here Andy?

Andy : I am waiting for my mom.

Windy : Is she shopping in this mall?

Andy : Yes. How about you?

Windy : So do I, I am waiting for my mom too.

Andy : Really? So we have the same reason why sitting here.

Windy : Yaph. Are you a student?

Andy : Yes I am a student of English Department in University of Lampung.
What about you?

Windy : I also a student of English Department too, but in another University and
next year I hope I can graduate.

Andy : Nice. What's your plan after graduate from that University?

Windy : Looking for a job and I aim to be a teacher in a high quality school.
What about you? Will you graduate next year too?

Andy : Yes, I hope so. But I don't know, I haven't created my plan yet.

Windy : It should be planned from now. Where do you live Andy?

Andy : I live on Jl Sudirman 05. It's near from this mall.
May I know your home too?

Windy : Unfortunately, I live so far from your home. My home is located on Jl
Teuku Umar street 45.

Andy : Good, that's an elite living place, right?

Windy : Yaph, many people say that, but I don't think so. Andy, my mother has
send me a message and I have to pick her up.

Andy : Really? Yes no problem.

Windy : Ok, nice to see you Andy.

Andy : Nice to see you.

APPENDIX F

THE RESULT OF THE STUDENTS' SPEAKING DIAGNOSTIC-TEST OF MTS. MUHAMMADIYAH CAMBAJAWAYA-GOWA

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confident	
S-1	45	40	50	50	46.25
S-2	35	40	50	55	45
S-3	50	45	55	55	51.25
S-4	50	45	50	55	50
S-5	50	35	50	55	47.5
S-6	55	45	55	60	53.75
S-7	55	50	60	55	55
S-8	50	55	60	65	57.5
S-9	50	60	55	60	56.25
S-10	55	60	55	60	57.5
S-11	50	55	55	60	55
S-12	50	60	60	65	58.75
S-13	60	55	55	60	57.5
S-14	55	55	60	60	57.5
S-15	45	50	55	65	53.75
S-16	50	40	50	60	50
S-17	45	45	45	55	47.5
S-18	55	50	55	65	56.25
S-19	60	55	60	60	58.75
S-20	55	60	60	65	60
S-21	45	55	55	55	52.5
S-22	55	55	55	65	57.5
S-23	55	55	60	65	58.75
S-24	65	60	55	65	61.25

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confident	
S-25	45	55	55	70	56.25
S-26	55	50	60	60	56.25
S-27	65	45	60	65	58.75
S-28	50	65	65	65	61.25
S-29	55	60	70	65	62.5
S-30	45	30	65	70	60
S-31	45	55	60	60	55
S-32	50	50	55	55	52.5
S-33	50	45	50	60	51.25
S-34	50	70	65	70	63.75
S-35	45	70	60	65	60
S-36	50	45	55	65	53.75
S-37	45	55	60	70	57.5
S-38	50	60	65	75	62.5
S-39	50	60	70	70	62.5
S-40	60	60	70	70	65
Total	2000	2130	2305	2480	2243.75
Mean Score	50	53.25	57.62	62.00	55.71

**THE RESULT OF THE STUDENTS' SPEAKING TEST IN CYCLE I OF
MTS. MUHAMMADIYAH CAMBAJAWAYA-GOWA**

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confident	
S-1	55	45	50	55	51.25
S-2	50	50	50	60	52.5

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confident	
S-3	55	55	60	55	56.25
S-4	60	55	65	50	57.5
S-5	65	60	60	55	60
S-6	65	65	65	60	63.75
S-7	70	65	70	65	67.5
S-8	65	65	65	65	65
S-9	60	70	70	70	67.5
S-10	65	65	70	65	66.25
S-11	60	70	70	60	65
S-12	60	65	75	55	63.75
S-13	55	75	75	65	67.5
S-14	60	75	65	70	67.5
S-15	55	65	70	70	65
S-16	50	70	65	65	62.5
S-17	50	65	70	60	61.25
S-18	55	65	75	65	65
S-19	60	65	70	65	65
S-20	65	65	70	60	65
S-21	70	65	60	65	65
S-22	60	70	70	70	67.5
S-23	65	70	70	70	68.75
S-24	70	65	70	70	68.75
S-25	65	65	65	65	65
S-26	65	65	65	65	65
S-27	60	70	60	70	65
S-28	65	65	70	70	67.5
S-29	65	65	65	75	67.5
S-30	55	75	75	70	68.75
S-31	60	70	75	75	70
S-32	60	70	70	65	66.25

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confident	
S-33	65	70	70	65	67.5
S-34	70	70	75	75	72.5
S-35	65	70	65	65	67.5
S-36	70	60	70	70	68.75
S-37	65	65	70	70	66.25
S-38	65	60	70	70	65
S-39	60	65	65	65	62.5
S-40	65	65	50	60	60
Total	2465	2615	2675	2605	2590
Mean Score	61.62	65.37	66.87	65.12	64.75

**THE RESULT OF THE STUDENTS' SPEAKING TEST IN CYCLE II OF
MTS. MUHAMMADIYAH CAMBAJAWAYA-GOWA**

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confidence	
S-1	85	90	80	90	86.25
S-2	80	75	80	80	78.75
S-3	80	85	85	80	82.5
S-4	80	80	80	80	80
S-5	75	80	80	75	77.5
S-6	80	75	80	80	78.75
S-7	85	90	85	90	87.5
S-8	75	80	85	90	82.5
S-9	85	85	85	85	85
S-10	80	80	80	80	80
S-11	85	90	90	85	87.5
S-12	75	75	75	70	72.5
S-13	65	65	75	75	70
S-14	75	80	80	75	77.5

Sample	Speaking Accuracy		Speaking Fluency		Mean Score
	Vocabulary	Grammar	Smoothness	Self-confidence	
S-15	75	70	75	70	72.5
S-16	75	70	75	70	72.5
S-17	80	70	70	85	76.25
S-18	80	80	85	90	83.75
S-19	85	75	80	75	78.75
S-20	85	80	80	85	82.5
S-21	85	85	85	90	86.25
S-22	70	75	75	75	73.75
S-23	90	85	75	90	85
S-24	90	85	85	90	87.5
S-25	80	80	80	85	81.25
S-26	85	85	80	85	83.75
S-27	80	75	85	85	81.25
S-28	75	75	75	70	73.25
S-29	80	80	85	90	83.75
S-30	85	90	85	90	87.5
S-31	80	75	80	85	80
S-32	90	85	80	85	85
S-33	75	80	80	80	78.75
S-34	90	80	90	80	85
S-35	70	75	80	75	75
S-36	80	70	75	80	76.25
S-37	90	85	80	85	85
S-38	85	85	80	85	83.75
S-39	75	70	75	75	73.75
S-40	80	80	80	80	80
Total	3215	3175	3215	3270	3218.75
Mean Score	80.37	79.37	80.37	81.75	80.46

THE MEAN SCORE FOR STUDENTS' D-TEST

1. Speaking Accuracy

➤ Vocabulary

$$X = \frac{\sum x}{N} = \frac{2000}{40} = 50.00$$

➤ Grammar

$$X = \frac{\sum x}{N} = \frac{2130}{40} = 53.25$$

2. Speaking Fluency

➤ Smoothness

$$X = \frac{\sum x}{N} = \frac{2305}{40} = 57.62$$

➤ Self-Confidence

$$X = \frac{\sum x}{N} = \frac{2480}{40} = 62.00$$

NOTE: X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

**THE MEAN SCORE FOR STUDENTS' TEST
IN CYCLE I**

1. Speaking Accuracy

➤ Vocabulary

$$X = \frac{\sum x}{N} = \frac{2465}{40} = 61.62$$

➤ Grammar

$$X = \frac{\sum x}{N} = \frac{2615}{40} = 65.37$$

2. Speaking Fluency

➤ Smoothness

$$X = \frac{\sum x}{N} = \frac{2675}{40} = 66.87$$

➤ Self-Confidence

$$X = \frac{\sum x}{N} = \frac{2605}{40} = 65.12$$

NOTE: X = Mean Score

$\sum X =$ *The sum of all score*

$N =$ *the total number of sample*

THE MAEN SCORE FOR STUDENTS' TEST

IN CYCLE II

1. Speaking Accuracy

➤ Vocabulary

$$X = \frac{\sum x}{N} = \frac{3215}{40} = 80.37$$

➤ Grammar

$$X = \frac{\sum x}{N} = \frac{3175}{40} = 79.37$$

2. Speaking Fluency

➤ Smoothness

$$X = \frac{\sum x}{N} = \frac{3215}{40} = 80.37$$

➤ Self-Confidence

$$X = \frac{\sum x}{N} = \frac{3270}{40} = 81.75$$

NOTE: $X = \text{Mean Score}$

$\sum X = \text{The sum of all score}$

$N = \text{the total number of sample}$

THE SCORE FOR THE STUDENTS

SPEAKING ACHIEVEMENT

1. The Mean Score for Students' Diagnostic-Test

- Speaking Accuracy, vocabulary and grammar.

$$X = \frac{\sum x}{N} = \frac{4130}{80} = 51.62$$

- Speaking Fluency, smoothness and self-confident

$$X = \frac{\sum x}{N} = \frac{4705}{80} = 59.81$$

- Speaking Proficiency

$$X = \frac{\sum x}{N} = \frac{8915}{160} = 55.71$$

2. The Mean Score for Students' Test in Cycle I

- Speaking Accuracy, vocabulary and grammar.

$$X = \frac{\sum x}{N} = \frac{5080}{80} = 63.50$$

- Speaking Fluency, smoothness and self-confident

$$X = \frac{\sum x}{N} = \frac{5280}{80} = 66.00$$

- Speaking Proficiency

$$X = \frac{\sum x}{N} = \frac{10360}{160} = 64.75$$

3. The Mean Score for Students' Test in Cycle II

- Speaking Accuracy, vocabulary and grammar.

$$X = \frac{\sum x}{N} = \frac{6340}{80} = 79.25$$

- Speaking Fluency, smoothness and self-confident

$$X = \frac{\sum x}{N} = \frac{6485}{80} = 81.06$$

- Speaking Proficiency

$$X = \frac{\sum x}{N} = \frac{12825}{80} = 80.46$$

APPENDIX G

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I AND CYCLE II OF MTS. MUHAMMADIYAH CAMBAJAWAYA-GOWA

No	Students' Code	Cycle I				Cycle II				Ket
		I	II	III	IV	I	II	III	IV	
1	S-1	3	3	2	3	3	3	3	4	
2	S-2	2	3	2	3	3	3	3	3	
3	S-3	2	2	3	3	3	3	3	3	
4	S-4	3	3	4	4	3	4	4	4	
5	S-5	2	2	3	3	3	3	3	3	
6	S-6	3	3	4	3	3	4	3	4	
7	S-7	2	2	3	3	3	3	3	3	
8	S-8	3	3	4	4	3	4	4	4	
9	S-9	2	2	2	2	2	3	3	3	
10	S-10	2	2	2	2	2	2	3	3	
11	S-11	2	3	3	3	3	3	3	3	
12	S-12	2	3	2	3	3	3	3	3	
13	S-13	2	2	2	3	2	3	3	3	
14	S-14	2	2	3	3	2	3	3	3	
15	S-15	2	2	2	3	3	3	3	3	
16	S-16	3	3	3	3	3	3	3	4	
17	S-17	2	3	2	3	3	4	3	4	
18	S-18	3	3	2	3	3	4	4	4	
19	S-19	2	2	2	2	2	2	3	3	
20	S-20	3	3	2	3	3	3	4	4	
21	S-21	3	3	2	3	3	3	3	4	
22	S-22	2	3	2	3	3	3	3	3	
23	S-23	2	2	3	3	3	3	3	3	
24	S-24	3	3	4	4	3	4	4	4	
25	S-25	2	2	3	3	3	3	3	3	
26	S-26	3	3	4	3	3	4	3	4	
27	S-27	2	2	3	3	3	3	3	3	

28	S-28	3	3	4	3	3	4	4	4	
29	S-29	2	2	2	2	2	3	3	3	
30	S-30	2	2	2	2	2	2	3	3	
31	S-31	2	3	3	3	3	3	3	3	
32	S-32	2	3	2	3	3	3	3	3	
33	S-33	2	2	2	3	2	3	3	3	
34	S-34	2	2	3	3	2	3	3	3	
35	S-35	2	2	2	3	3	3	3	3	
36	S-36	3	3	3	3	3	3	3	4	
37	S-37	2	3	2	3	3	4	3	4	
38	S-38	3	3	2	3	3	4	4	4	
39	S-39	2	2	2	2	2	2	3	3	
40	S-40	3	3	2	3	3	3	4	4	
Total		94	100	104	116	110	126	128	136	
Percentage(%)		58.75	63.75	65	73.75	68.75	78.75	80	85	

Note : 4 = Sangat Aktif (SA)

2 = Kurang Aktif (KA)

3 = Aktif (A)

1 = Tidak Aktif(TA)

APPENDX I

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama Sekolah : Mts. MUHAMMADIYAH CAMBAJAWAYA-GOWA

Tahun Pelajaran : 2013/2014

Kelas/Semester : VIII/ Ganjil

Siklus / Pertemuan : I / I, II, III, DAN IV

NO	Kegiatan	Sangat Baik	Baik	Kurang Baik	Tidak Baik
1	Memulai pelajaran (Salam, doa, absensi, dan apersepsi)	√			
2	Membuka Pelajaran	√			
3	Penjelasan Materi	√			
4	Penggunaan Media / Alat Peraga	√			
5	Antusias dalam kegiatan mengajar	√			
6	Pengelolaan pembelajaran	√			
7	Variasi / gaya mengajar	√			
8	Bahasa yang mudah dan jelas	√			
9	Memberikan kesempatan pada siswa untuk bertanya	√			
10	Menyimpulkan materi	√			

Gowa,

2013

Mengetahui
Guru pengamat

Rahmawati, S.Pd

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama Sekola : Mts. MUHAMMADIYAH CAMBAJAWAYA-GOWA

Tahun Pelajaran : 2013/2014

Kelas/Semester : VIII / Ganjil

Siklus / Pertemuan : II / V, VI, VII, DAN VIII

NO	Kegiatan	Sangat Baik	Baik	Kurang Baik	Tidak Baik
1	Memulai pelajaran (Salam, doa, absensi, dan apersepsi)	√			
2	Membuka Pelajaran	√			
3	Penjelasan Materi	√			
4	Penggunaan Media / Alat Peraga	√			
5	Antusias dalam kegiatan mengajar	√			
6	Pengelolaan pembelajaran	√			
7	Variasi / gaya mengajar	√			
8	Bahasa yang mudah dan jelas	√			
9	Memberikan kesempatan pada siswa untuk bertanya	√			
10	Menyimpulkan materi	√			

Gowa, 2013

**Mengetahui
Guru pengamat**

Rahmawati,S.Pd

APPENDICES

APPENDIX J

The documentation in Teaching and Learning Process





CURRICULUM VITAE



Mahirah Mahyuddin was born on March 4th, 1985 in Cakkeawo, Luwu regency. She is the fourth child from one brother and three sisters from the marriage of his parents Mahyuddin (the late) and Yulia.

She finished her study at Elementary School at SD Negeri 5 Doom- Sorong in 1998. Then, she continued her study to Junior High School at SLTP Negeri 1 Sorong- Papua in 1998-2001.

She continued her study to senior high school at SMU Negeri 1 Sorong and finished it in 2004. In 2005, she was registered to study of PGSD Department in Muhammadiyah University of Makassar and finished it in 2007. And in 2008, she continued her study at English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.