

**THE EFFECTIVENESS OF USING JOINT CONSTRUCTION OF THE  
TEXT (JCOT) METHOD TO IMPROVE THE STUDENTS' SPEAKING  
SKILL AT THE SECOND GRADE OF SMP NEGERI 3 PALLANGGA**

*(Pre Experimental Research)*



**A THESIS**

*Submitted to the faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement  
For the degree of education in English department*

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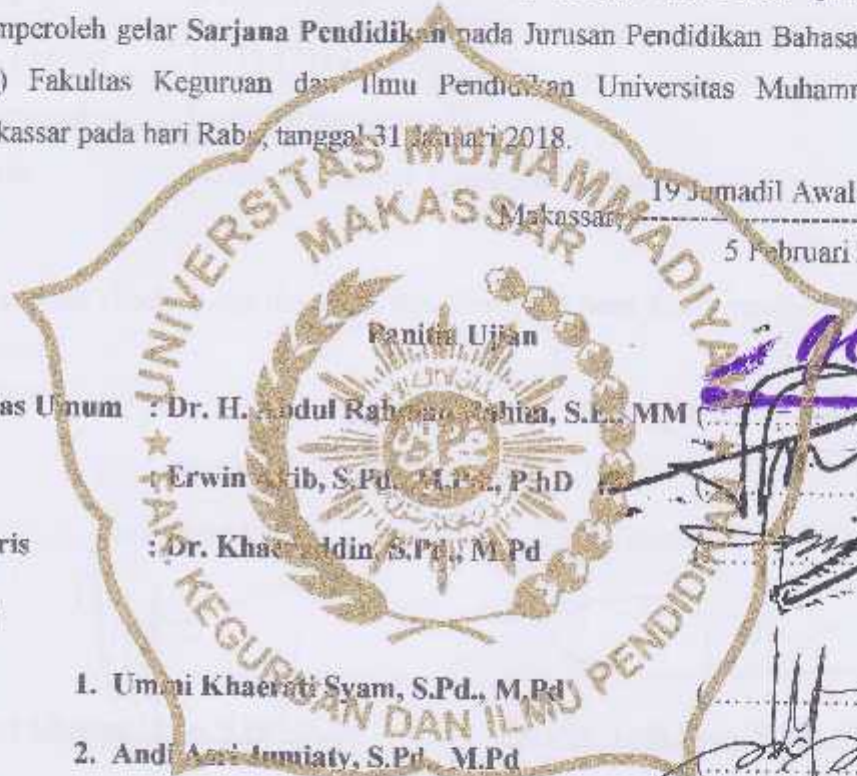


**UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIIS

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## MOTTO

*WHERE THERE'S A WILL,  
THERE'S A WAY TO ACHIEVE IT.*

I DEDICATED THIS THESIS  
FOR MY PARENTS, MY FAMILY AND  
MY BEST FRIENDS WHO GIVE ME A PRAY AND  
SUPPORT TO ACHIEVE MY WISH TO BE REAL

## ABSTRACT

**Wahyu Risaldi. 2017. “The Effectiveness of Using Joint Construction of the Text Method to Improve the Students’ Speaking at the Second Grade of SMP Negeri 3 Pallangga (Pre Experimental Research)”**. A Thesis of English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by supervisor Ummi Khaerati Syam and Farisha Andi Baso).

The objectives of this research were: to find out whether the use of Joint Construction of the Text Method improve the students’ speaking accuracy and fluency at the second grade of SMP Negeri 3 Pallangga.

This research employed pre experimental design with one group pre test post test design. There were two variables; independent variable was the use of Joint Construction of the Text method in teaching speaking and dependent variable was the students’ speaking improvement. The population of this research was the second grade of SMP Negeri 3 Pallangga and the sample was class VIII.2 that consisted of 30 students.

The instrument of this research was speaking test used in pre test and post test. The result of the data indicated that there was a significant difference between students’ pretest and post test in pre experimental class. The mean score of students’ speaking in post test was greater than pre test. In the t-test analysis, the researcher found that the value of t-test was greater than t-table. It means that there was a significant difference between the result of students’ pre test and post test. Therefore, the alternative Hypothesis was accepted and the Null Hypothesis was rejected. The research findings indicated that the use of Joint Construction of the Text method was effective to improve the students’ speaking skill.

Based on the findings and discussion of the research, the researcher drew a conclusion that the use Joint Construction of the Text method improve the students’ speaking skill at the Second Grade of SMP Negeri 3 Pallangga.

**Keywords:** Joint Construction of the Text Method, Speaking, Students

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2. Dean of Faculty of Teacher Training and Education (FKIP), **Erwin Akib, M.Pd, Ph.D**
3. Head of English Department, **Umami Kaherati Syam, S.Pd, M.Pd.**
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*Billahi Fi Sabillilah Haq Fastabiqul Khaerat*

Gowa, September 2017

The Writer

Wahyu Risaldi

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# CHAPTER I

## INTRODUCTION

### **A. Background**

English is divided into four skills which are as follows: listening, speaking, reading, and writing. Speaking is one of basic skills to learn English and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. Without knowing speaking people can not communicate and share with the others. In mastering speaking, it needs to be learned and practiced hard everyday. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment. Teachers can use a funny discussion and ask students to talk about their best moments that they ever had (Oradee, 2012). Therefore, the success of teaching process teachers should make learning situation that is enjoyable, interesting and make students to active, and motivated in the classroom.

In teaching learning process, almost all of teachers have problem in the all sides of teaching itself. Based on pre-observation, in SMP Negeri 3 Pallangga still have some problems and difficulties in teaching process because strategy and method that used teacher are not effective and efficient in the class. When the teacher taught in the class, the students did not pay attention to the teacher's explanation in front of the class. They felt bored and lack of self-confident to learn English as well as they were shy to speak English in the classroom.

The strategy that used by the teacher was so simple, namely speech method. The teacher just explained material several times that had been written in the whiteboard, worked an assignment, and in this process the teacher did not try more to make students active in the class. The learning referred more to the teacher centered learning, not students centered learning. The teacher also rarely gave a question or a chance for students to express their idea through speaking, so that their vocabulary can improve if they often speak with the teacher and their friends in the class in teaching learning process as well as speak English in their daily activity. Thus, the students felt bored and passive in the class because the teacher dominated more active. It causes the learning result is not satisfied whether for parents of students, teacher or students itself. And it seems from learning result achievement of the most students that do not fulfill KKM score that have been decided in the school. Therefore, it needs a good and effective method that should be applied in teaching process in order to the students can be stimulated in facing the English learning. One of suitable strategies and method that will be applied by researcher is Using Joint Construction of the Text Method.

Based on the background above, the researcher is interested in conducting an experimental research under the title: “The Effectiveness of Using Joint Construction of the Text (JCOT) Method to Improve the Students’ Speaking Skill at the Second Grade of SMP Negeri 3 Pallangga”.



## **B. Research Problem**

Based on the background above, the researcher states the research problem as follows:

1. Does the use of Joint Construction of the Text Method improve the students' speaking accuracy at the second grade of SMP Negeri 3 Pallangga?
2. Does the use of Joint Construction of the Text Method improve the students' speaking fluency at the second grade of SMP Negeri 3 Pallangga?

## **C. Research Objective**

Related to the problem statement above, the researcher states the objectives of this research are:

1. To find out whether the use of Joint Construction of the Text Method improve the students' speaking accuracy at the second grade of SMP Negeri 3 Pallangga.
2. To find out whether the use Joint of Construction of the Text Method improve the students' speaking fluency at the second grade of SMP Negeri 3 Pallangga.

## **D. Significance of the Research**

The benefits of this research are:

1. For the teachers, the result of this research is expected to help them and as useful information to increase the English teaching process effectively and efficiently by using Joint Construction of the Text (JCOT) Method.
2. For the students, by using Joint Construction of the Text (JCOT) Method, it can be useful to make them easier to learn English, enhance students active, enthusiasm and interesting in learning process, as well as improving their vocabulary and grammar and smoothness in speaking skill.
3. For the other researchers, the result of this research can be source of information or references that are useful and help them to complete their task and others.

#### **E. Scope of the Research**

The scope of this research was conducted to improve the students' speaking accuracy (vocabulary and grammar) and fluency (smoothness). The use of Joint Construction of the Text method was focus on three main stages, namely bridging, text negotiation and review. This research was limited of procedure text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

There are some previous findings related of the research as the following:

Humphrey & Macnaught (2011) in their article journal entitled “Revisiting Joint Construction in the Tertiary Context” that they argued for the value of maintaining pedagogic space for teacher-led joint construction of texts in or to effectively support tertiary students towards independent and creative control of genre.

Dreyfus & Macnaught (2013) in their article journal “Joint Construction in the Slate Project” found that during online Joint Construction lessons, students were giving explicit feedback and encouraged to seek clarification, raise queries, recast original contribution and respond to each others’ suggestion. These findings contribute to our understandings of interaction that targets the shared negotiation of meaning, and address the on-going challenge of developing pedagogic exchanges which offer explicit and effective support to students’ writing development.

Rossbridge & Rushton (2014: 11) in their article journal entitled “The Critical Conversation About Text: Joint Construction” stated that during the construction the teacher may use several strategies from think aloud/ statements to guiding questions, paraphrasing and recasting to support students in making choices to construct the field and also the tenor in conveying a particular

perspective to the reader. The teacher and students negotiate using a shared metalanguage to compose a text. This shift the text from the oral to written mode through choices in vocabulary and in particular the naming of Participants through noun groups. It should be noted that joint construction through critical conversation about text was very much dependent on the prior teaching during field building and modeling and deconstruction of related texts.

Bahrani & Soltani (2012) in their article journal entitled “How to Teach Speaking” concluded that the present paper to serve as guide for those are interested in having large class of energetic students talking and working in English in groups together. In a nutshell, to help the language learner develop communicative efficiency in speaking, instructors can utilize activities approach combine language input and communicative input.

Based on the previous research findings above, there is any different research with this research. Firstly, the subject that's researched where it is just used the Joint Construction to support tertiary students' academic literacy. Secondly, variable that's analyzed, namely the writing development. Thirdly, the focus on the use Joint Construction assisted students in the shift from spoken to written language. But it is different with this research that tries to improve the students' speaking skill that covers accuracy (vocabulary and grammar) and fluency (smoothness). In this research, the focus on the use of Joint construction guides students in the shift from written to spoken language.

Thus, the researcher concluded that by using Joint Construction of the Text method may be effective and efficient to improve the students speaking skill

in accuracy and fluency because this method makes students collaborate together with the other students and teacher as a guide to lead the students as an input in constructing text.

## **B. Theory of Speaking**

### **1. Concept of Speaking**

Speaking skill in English is a priority for many second-language or foreign language. Consequently, learner often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improve their spoken language proficiency (Richards: 2008).

Speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency. Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary. In the same line, a common characteristic of many language classes is a heavy focus on the language system. Vocabulary and grammar seem to gain far more attention than the skills needed to use this vocabulary and grammar. (Bahrani & Soltani: 2012).

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into

account “the ability to keep going when speaking spontaneously” (Gower, et al: 1995).

One of the most important components of communication is speaking. In EFL contexts, it is an imperative factor which requires special attention and instruction. Thus, it is the responsibility of EFL teachers of EFL to exactly investigate the factors, conditions, and components that form the basis of effective speaking (Derakhsan, et al: 2016)

Harmer (1998: 88) stated in his book, good speaking activities can and should be highly motivating. If all the students are participating fully – and the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it.

Based on the definition above, the researcher concluded that speaking is one of basic competence in learning English that is complex and difficult so it should be taught well that make learners interest, enjoy, and fun in the classroom and it is important skill in communication or in sharing with each other that should be gained well.

## **2. Teaching Speaking**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. Teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success later in every

phase of life. According to Kayi (2006) that what is meant by teaching speaking is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

There are some suggestions for English language teachers while teaching oral language that are mentioned by Kayi (2006):

- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. The students are engaged to speak more in front of the class; it can be pair work depends on the material.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.

- e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- g. Do not correct students' pronunciation mistakes very often while speaking.
- h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

### **3. The Elements of Speaking**

#### **a. Accuracy**

Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar and word choice so can be understood. Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.



### 1) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Hirai (2010: 45) said that “Vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) was difficult, if not impossible.

### 2) Grammar

Maybin (2010: 11) said that “Grammar is used two broad sense in linguistic: first, it refers to aspect of the structure of language (either language as a faculty or the structure of a particular language –e.g. The grammar of English). Second, it refers to a particular approach to the study of linguistic structure.

### b. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

### 1) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms. According to Jin, et al (1997) stated that a good clustering procedure can improve the performance of continuous speech recognition systems by supporting unsupervised adaptation. Without the support of good clusters, the reduction could be smaller.

#### **4. The Process of Speaking**

English is divided into four skills which are as follows: listening, speaking, reading, and writing. Speaking is a means of a communication that giving ideas or information to other orally. It is the most essential way in which the speaker can express himself through language. It does not mean that the speaking is an easy process. In producing a language both meaning construction and expression are involved.

Harley (2005) stated that the speech production processes have three stages. The stages are as follow:

- a. Conceptualization (Message Level of Representation)
  - 1) Involve determining what to say
  - 2) Speaker conceives an intention
  - 3) Speaker selects relevant information in preparation for construction of intended utterance
  - 4) The product is a preverbal message
- b. Formulation
  - 1) Involves translating the conceptual representation into a linguistic form
  - 2) Includes the process lexicalization, where the words that the speaker wants to say are selected
  - 3) Includes the process of syntactic planning words are put together to form a sentence
  - 4) Involves detailed phonetic and articulatory planning

- 5) Includes the process of phonological encoding, where words are turned into sound
- c. Articulation
    - 1) Involves retrieval of chunks of internal speech from buffer
    - 2) Involves motor execution

## **5. The Roles of the Teacher During Speaking Activities**

During speaking activities, teachers need to play number of different roles. They can be prompter and participant as viewed by Harmer (1998) as follow:

### **a. Participant**

Teacher should be good animators when students asking students to produce language because they appreciate teacher participation. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teacher may want to participate in discussion or role play themselves.

### **b. Prompter**

When students sometimes get lost in speaking, teacher can leave them to struggle out of situation on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions. Prompting is often necessary but, as with correction, teacher should do it sympathetically and sensitively.

In summary, when teacher being a prompter, even a participant, they have to be careful, not to force students, not to participate too much, and do over correction.

## **C. Theory of Joint Construction**

### **1. Joint Construction**

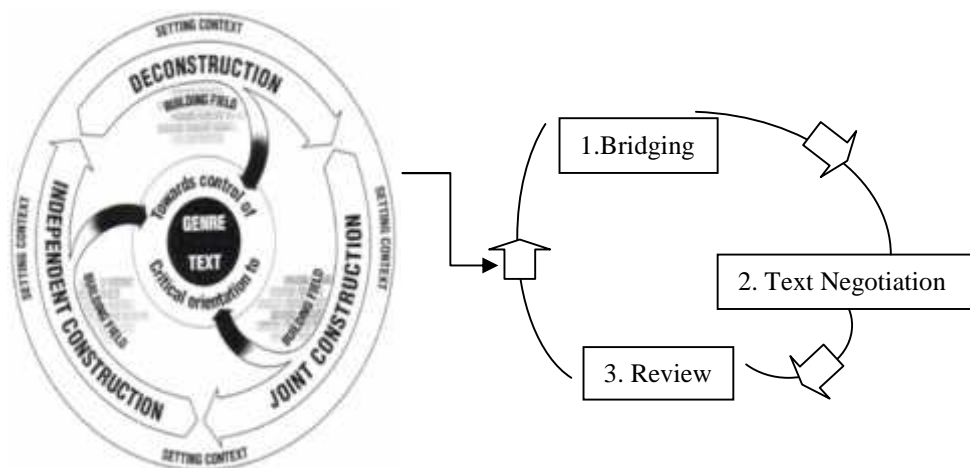
Joint construction is a part of Genre Based Approach stage, so it should be known what is genre based approach?. A genre-based approach based on a functional model of language was introduced by Halliday in 1978. This approach proposed a highly articulated relationship between context and text. Halliday developed a specific terminology in order to describe these relationships or correspondences between context and text.

The find the curriculum circle has the fundamental stages; Modeling, Joint Negotiation Text, and Independent Construction of Text. The stage model involves modelling the context and text under examination, additional activities in preparation for the joint construction of this text, and then finally a stage of independent construction of the text by students. In the development of the GBA theory, the three-stage model afterwards became a four-part model or called the Teaching and Learning Cycle. The cycle of Teaching and Learning was introduced by Hammond (Sari: 2013) which includes; Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT).

Building Knowledge of The Field (BKoF) is the first stage in GBA. This stage is extremely important for students since it shares overall knowledge of the cultural and social contexts of the topic built and developed. The second stage is Modeling of Text (MoT). This stage involves introducing the learners to a model of the genre they will write. It differs from the work done in the first stage, which aims at building students' knowledge of the general context of the topic. The stage three is Joint Construction of Text (JCoT). At this stage, the teacher does work with the students to construct a similar text. The teacher first needs to assess the extent of the students' knowledge and understanding of the field. Further some work may need to be done before the actual construction of the text begins. The last stage is Independent Construction of Text (ICoT). Basically, the aim of this stage is enable students to practise their writing skills and demonstrate their understanding of the report genre writing.

Joint Construction identified and developed by Humphrey & Macnaught (2011) in their journal about "Revisiting Joint Construction in the Tertiary Context". They stated that In contrast to Hunt's four-staged model of Joint Construction in primary contexts described earlier, our analysis in tertiary contexts reveals three stages: Bridging, Text Negotiation and Review. Unlike Hunt, the tertiary model does not distinguish the initial work of the teacher and students in terms of field and genre but sees both as integrated within one Bridging stage. This stage prepares students for writing after they have analysed the model and completed deconstruction activities. The stage

of Text Negotiation, where teachers and students co-create the text is similar to the collaboration in the primary model. Hunt's final concluding stage consists of a whole class re-reading of what has been written. However, the tertiary level Joint Construction concludes with a more active 'Review' stage which involves the teacher and students reflecting on and editing their work as it nears completion. Determining boundaries between stages was motivated primarily by shifts of field, in particular the activity sequences or 'goings on' of each stage. These shifts will be exemplified in excerpts from each stage. For more detail of three main stage of Joint Construction that consists of Bridging, Text Negotiation and Review, see the figure 1 as follow:



**Figure 2.1: Stages in Joint Construction (Humphrey and Macnaught, 2011)**

1. The first stage, *Bridging*, creates a link between analysing the model and actually constructing a similar text. Essentially, a shift is made from being a text analyst towards becoming a text creator. In the sample text,

the teacher revisits the purpose of the Orientation stage of the target linguistic interpretation genre. She begins by drawing on a connection one student has made between an everyday and technical use of the word 'orientation' (06:30) and extends this metaphor to include the metaphor of a toolbox which was introduced in the Deconstruction stage. In doing so, the teacher explains the metalanguage used to label the stage and reiterates important understandings of linguistic patterns in preparation for their next section of writing. In addition to revisiting shared knowledge of the genre and field, Bridging may also have a planning function. The teacher and students may work together through activities such as brainstorming or classifying to select the content and sequence of the text they will write. This can be particularly valuable for pre-tertiary and tertiary students who may need assistance with periodicity, i.e., the flow of information, or development of themes within and across paragraphs.

2. The second stage of Joint Construction, *Text Negotiation*, involves teacher led collaborative writing. In this stage, the teacher invites or solicits suggestions from the students. These suggestions are respectfully considered and queried by peers and carefully evaluated by the teacher. The classroom talk in this stage also occurs in iterative cycles with text segments incrementally scribed on the whiteboard and then discussed or edited. Key features of the Text Negotiation stage include: re-reading the preceding text to orientate students and to direct their attention to the

logogenesis of the text; directing students to resources to support them in initiating suggestions; allowing time for thinking; repeating or recasting suggestions; providing explicit praise or encouragement; and honest evaluation of preferred language selections.

3. The final stage, *Review*, involves an examination of the newly completed section. Although there may be mini reviewing throughout the logogenesis of the jointly constructed text, this stage marks the shift where the teacher and students stand back and assess the text they have created together. In this stage, the text is jointly edited on the whiteboard or projected screen. In addition, alternative suggestions are considered, and both the conventions and the effectiveness of the linguistic choices are reinforced. This stage provides further opportunities for students to query why certain language choices have been selected over others. (Humphrey and Macnaught, 2011: 105-108).

The Joint Construction stage involves the teacher and students working to collaboratively construct a text in the same genre but in a 'shifted' field. It is often difficult for teachers to break down a unit of work or topic so that sufficient field shifts can occur within the same cycle, however, for students to have sufficient practice in both analysing and generating texts within the genre, this is an important consideration (Humphrey and Macnaught: 2011).

(Dreyfus and Macnaught 2013) in sum, said that the step of Joint Construction provides a space where students receive explicit guidance and



have the opportunity to initiate interaction as questions arise. It provides a crucial intermediate link for students between the recognition of language patterns, which are explored in Deconstruction, and the reproduction of similar patterns in independent writing.

Lingzhu (2009) said that the main aim of the joint construction step is to show students how to translate their meanings expressed in spoken language into written language. Teacher and students will jointly built up the introductory paragraph (or orientation, clearly establishing a context for the events which follow. They will again be organized into groups of four with reporter and a secretary. Teacher walks around helping each group, and keep reminding them to use the appropriate generic and grammatical terms throughout this stage.

Joint Construction is a collaborative writing process involving the students and the teacher in constructing a text or a piece of text. It can be done with small group, or as a whole class. (ESOLonline: January 24, 2017)

Wardoyo (2015: 4) said that the concept of learning constructivism is the learning based on comprehension that learning process conducted by students is process construction of the knowledge, comprehension and experience that conducted by students. In this learning process, the educator is demanded to be good facilitator that's able to appear the potential of students.

Thus, the researcher concluded that Joint construction involves the teacher and students working together to collaboratively construct a text. The teacher scaffolds the students through questions, thinking aloud, explanations etc, as they write the text together. It is one of the writing strategies that form the Curriculum Cycle, based on a genre approach to teaching writing. Students are best supported to engage in a joint construction of text when they have been learning about a topic and have been explicitly taught something about the particular genre which is the focus of the joint construction. It is best used with small groups, but can also be used with individuals or whole class groups.

## **2. The Characteristic of Joint Construction**

The characteristic of joint construction of the text as follow:

- a. Using a model text the teacher guides the students through the reading, asking questions, confirming responses and offering necessary explanations about the purpose of the text and therefore the appropriate content, vocabulary, grammar and structure. A checklist of the language features may be drawn up and put on the wall.
- b. Using a different topic, but the same text type, the teacher and the students together construct a similar text on the whiteboard. During the process the teacher asks the students to explain their sentence choices, their vocabulary choices, the overall structure, and so on. The teacher 'thinks-aloud' about the choices made, modelling and explaining the processes involved.

- c. The students construct texts in small groups, or in pairs, using the checklist. Some of these texts are then discussed with the whole class. These may be written on OHT using non-permanent markers.
- d. The students work independently on their own text. (ESOLonline: January 24, 2017)

### **3. The Procedure of Joint Construction**

The key steps of joint construction are:

- a. The teacher decides on the genre to be taught and the general topic of the text.
- b. The teacher sets the scene for the students, explaining the type of text that is to be written, the intended audience and the topic.
- c. The teacher guides the students through questions, prompts, reviewing what they know about the text type and the topic.
- d. The teacher and student write the text together, with the students contributing ideas about what should be written and the language that should be used. The teacher and students use the metalanguage (that is a language to talk about language) which has been developed through explicit teaching about the text type and its structural and language features.
- e. The text is edited and proofread, then published.

#### **D. Procedure Text**

Procedure text is a text that explains how something works or how to use instruction /operation manuals e.g. how to use the video, the computer, the tape

recorder, the photocopier, the fax. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.

According to Susanti, et al (2015) said that Procedure text is part of human daily live. It tells how something is done through steps or actions. The purpose of a procedure text is to explain how something can be done such as directions, recipes, instruction manual and itineraries. The procedure text is a kind of text type that gives us instruction to do something through a sequence of actions or steps.

Whereas According to Wadirman, et al (2008) the characteristics of procedural text are:

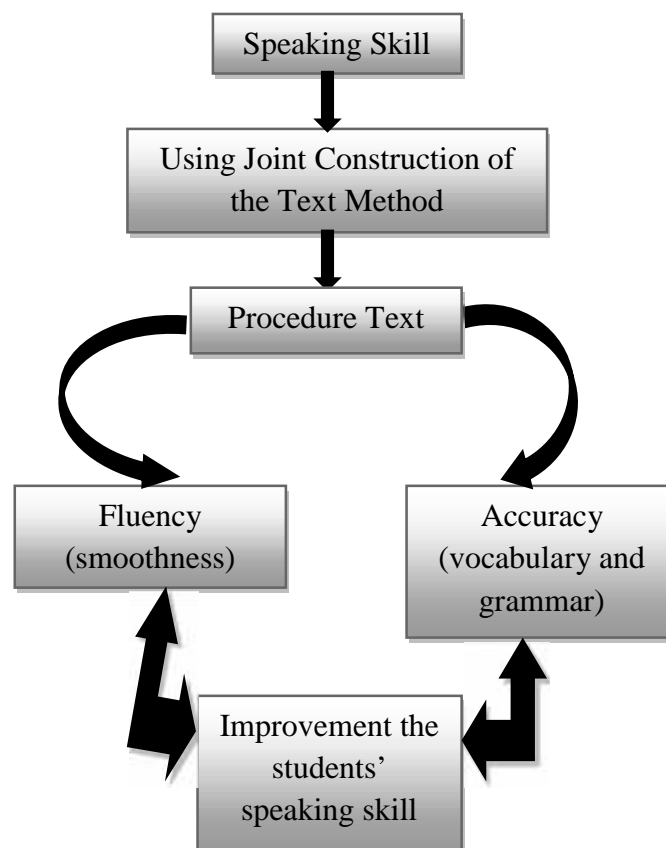
- a. Goal / purpose: to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.
- b. Material: Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.
- c. Method / Steps: The information about making an object. After we known the goal and materials, we should to do some steps to get the final result. It is the last way to achieve the best result, and make us easy to finish the goal.

Based on the explanation above the researcher concluded that the procedure text is written to explain how something is done and a text that have the

specific characteristics includes the purpose, material and steps do the something in order to accomplish something.

### E. Conceptual Framework

The conceptual framework of the research is designed as the following:



**Figure 2: Conceptual Framework**

Based on the figure 2 above, speaking is oral communication that play essential role in human communication and interaction. Thus, speaking is so important for neither students nor people as a tool of communication to share information or others. However developing speaking is needed to implement in teaching learning process. In this research, there were several problems that faced

in the school. Such as the strategy and method was not effective so that it affected the students' learning achievement. The students did not pay attention and felt bored. They were shy and low self confident to speak English. Most of them were uninterested and passive in the class because the teacher dominated active. It caused the students was low vocabulary and grammar in speaking. Therefore, the research tried to conduct a pre-experimental research by using Joint Construction of the text method to improve the students' speaking skill that covered accuracy (vocabulary and grammar) and fluency (smoothness). Whether or not the use of the method improve the students' speaking skill.

#### **F. Research Hypothesis**

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

H0: There was no an improving the students' accuracy (vocabulary and grammar) and fluency (smoothness) of speaking skill by using Joint Construction of the Text.

H1: There was an improving the students' accuracy (vocabulary and grammar) and fluency (smoothness) of speaking skill by using Joint Construction of the Text.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Method**

The research employed a pre-experimental research method with one group pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design was presented in the following table:

**Table 3.1: Pre-Experimental One Group Pre-Test Post-Test Design**

Pre-test	Treatment	Post-test
$X_1$	O	$X_2$

Gay (1981: 225)

Where:

$X_1$  = Pre-test

O = Treatment

$X_2$  = Post-test

**B. Research Variables and Indicators**

a. Research Variables

This research had two variables.

- 1) Independent variable was Joint Construction of the Text Method
- 2) Dependent variable was the students' speaking accuracy and fluency

b. Indicators

The indicator of speaking accuracy was vocabulary and grammar while indicator of speaking fluency was smoothness.

### **C. Population and Sample**

#### 1. Population

The population of this research was the second grade students of SMP Negeri 3 Pallangga. There were 9 classes for the second grade. The total number of second grade students of SMP Negeri 3 Pallangga was 279 students.

#### 2. Sample

The researcher applied purposive sampling technique in which the second grade of SMP Negeri 3 Pallangga. In this research, the researcher took one class to represent all of the population. Class VIII.2 was the sample of the research as the result of applying purposive sampling technique that consisted of 30 students.

### **D. Procedure of Collecting Data**

In collecting data, the researcher used pre test, treatment, and post test.

#### 1. Pre test

Before doing treatment, the researcher gave pretest in speaking skill to measure and knew the prior knowledge of students speaking skill. The researcher gave and distributed a test to the students. The students made sentences like procedure text. Then, they presented in front of the class.

#### 2. Treatment

After giving pre test, the researcher conducted a treatment by using Joint Construction of the Text method. It was done 6 times, each meetings ran for 80 minutes. The Procedure of treatment was as follows:



a. Bridging

- 1) The teacher explained and introduced the procedure text both of the definition, purpose and generic structure
- 2) The teacher gave the students several example or topic of procedure text. The topic was different in every 2 meetings
- 3) Teacher and students identified collaboratively the vocabulary, structure or generic structure related to the text

b. Text Negotiation

- 1) The students was divided into several group
- 2) Then, the teacher and students chose collaboratively the topic of procedure text
- 3) By guiding teacher, the students made and constructed procedure text in group work
- 4) After that, the teacher and students discussed and think aloud or make a question about what they had been written related to the appropriate vocabulary, the grammatical error and pronunciation.

c. Review

- 1) The students read again the text that had been discussed
- 2) The students presented the text in front of the class individually.

3. Post test

After doing treatment, the last procedure of collecting data was post test. The post test was a test that given in the last meeting after conducting treatment. The objective of post test was aim to find out whether or not

Joint Construction of the Text method improve the students' speaking skill. The researcher did same thing as in pre test.

### E. Research Instrument

In this research, the instrument used in collecting data was speaking test. The test was used in pre test and post test. The pre test was conducted to find out and measured the students' prior knowledge of speaking accuracy (vocabulary and grammar) and fluency (smoothness) before they were given a treatment by using Joint Construction of the Text (JCOT), while the post test was conducted to know whether the students' improvement in speaking accuracy and fluency after giving a treatment.

In assessing the students' speaking skill by using Joint Construction of the Text method, the researcher gave speaking assessment in scoring the performance of the students' speaking skill in accuracy and fluency.

#### 1. Accuracy in vocabulary

**Table 3.2 Scoring Criteria of Vocabulary**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	9.0 – 10	Vocabulary apparently as accurate and extensive as that of and education native speaker
Very good	8.6 - 9.5	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation
Good	7.6 – 8.5	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Fairly good	6.6 – 7.5	Choice of words sometimes inaccurate and

		limitations of vocabulary
Fair	5.6 – 6.5	Frequently uses the wrong words, conversation somewhat limited vocabulary
Poor	3.6 – 5.5	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	0 – 3.5	Vocabulary inadequate and limitations so extreme for even the simplest conversation

(Hughes, 1989: 111)

## 2. Accuracy in grammar

**Table 3.2 Scoring Criteria of Grammar**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	9.0 – 10	No more than two errors during the practice
Very good	8.6 - 9.5	Few errors, with no patterns of failure
Good	7.6 – 8.5	Occasional errors showing imperfect control of same patterns but no weakness that cause misunderstanding
Fairly good	6.6 – 7.5	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
Fair	5.6 – 6.5	Constant errors showing control of very few major patterns and frequently preventing communication
Poor	3.6 – 5.5	Grammar and word order errors make comprehension difficult.
Very poor	0 – 3.5	Grammar almost entirely inaccurate and errors in stock phrases as severe as to make speech virtually unintelligible

(Hughes, 1989: 111)

## 3. Fluency in smoothness

**Table 3.4 Scoring Criteria of Smoothness**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	9.0 – 10	Their speaking is very understandable and high of smoothness

Very good	8.6 - 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively ad good of smoothness
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness
Poor	3.6 – 5.5	They speak hasty and more sentences are inappropriate in smoothness
Very poor	0 – 3.5	They speak very hasty and more sentences are inappropriate in smoothness an little or no communication

(Hughes, 1989: 112)

## F. Technique of Data Analysis

1. The data gained from the recordings transcription would be assisted and considered by inter-raters. Gwet (2014: 6) stated that Inter-rater reliability is concerned about reproducibility of measurements by different raters. Thus, Inter-rater is used to assess the consistency of measurement and equate the perception and judgment with the researcher and rater. Inter-rater involves two raters, namely the researcher itself as a rater and other person who has competence in assessing language.
2. After collecting the data, the researcher classified the score of the students. In classifying the students' score, there were seven classifications that used as the following:

- 1) 9.6-10                      Excellent
- 2) 8.6-9.5                    Very good
- 3) 7.6-8.5                    Good
- 4) 6.6-7.5                    Fairly good

- 5) 5.6-6.5 Fairly  
 6) 3.6-5.5 Poor  
 7) 0-3.5 Very Poor

(Depdikbud 1985:5)

3. Calculating the students' mean score of the pre test and post test by using the formula:

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

Where :

$\bar{X}$  : The mean score

$\sum X$  : The number of all scores

$N$  : The number of sample (Gay, 1981: 298)

4. Finding out the improvement of percentage of the students' pre test and post test by using the formula:

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

Where :

% : The percentage of improvement

$X_2$  : The total of post test

$X_1$  : The total of pre test (Gay, 1981: 320)

5. Find out the significant different between mean score of the students by calculating the value of the t-test, the formula was used as follows:

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

Where :

$t$  : test of significance

$\bar{D}$  : the mean score of total deviation

$\sum D$  : the sum of total score of difference

$\sum D^2$  : the square of sum score for difference

$N$  : total number of subject (Gay, 1981: 335)

## 6. Hypothesis Testing

The Criteria of the hypothesis testing was as follows:

**Table 3.5: Hypothesis Testing**

Result of Comparison	Hypothesis	
	$H_0$	$H_1$
$t\text{-call} < t\text{-table}$	Accepted	Rejected
$t\text{-call} > t\text{-table}$	Rejected	Accepted

(Gay: 1981)

The table shows that the students' significance scores of t-value; it was compared with the value of t-table. When it was found that the t-test value was smaller than t-table, it means that the null hypothesis was accepted while the alternative hypothesis was rejected. And the t-test value was equal or greater than t-table value, it means that the null hypothesis was rejected while the alternative hypothesis was accepted.

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

The data were collected through carrying out speaking test and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of pre test and post test. Moreover, in this chapter, the findings of this research described the improvement of students' in pre test and post test, the frequency and percentage of students' score and the t-test value.

**1. The Improvement of Students' Speaking Accuracy**

The improvement of the students' speaking accuracy at the second grade of SMP Negeri 3 Pallangga by using Joint Construction of the Text method was presented clearly in the following table:

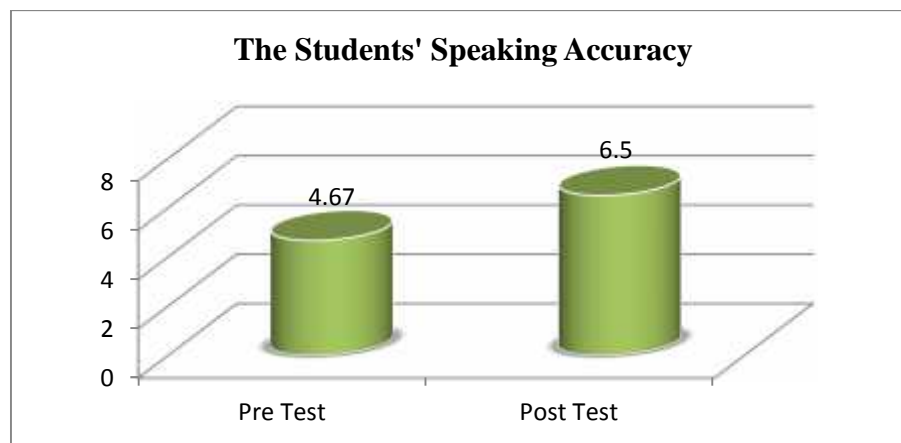
**Table 4.1: Mean Score of the Students' Speaking Accuracy in Pre Post Test**

No.	Test	Mean Score	Improvement
1	Pre Test	4.67	39.13 %
2	Post Test	6.50	

The data in the table shows that the students' speaking accuracy in the result of calculating of students' pre test and post test by using Joint Construction of the Text method. The students' score in pre test (4.67) was

different from the post test (6.50). It means that the mean score of the post test was greater than the pre test. Based on the result, it can be concluded that the use of Joint Construction of the Text method was effective to improve the students' speaking accuracy with the percentage (39.13%) from the mean score (4.67) on pre test to be (6.50) on post test (See the calculating of score in appendix E.4 and E.5). To know clearly the improvement of the students' speaking accuracy could be described as the following chart:

**Figure 4.1: Mean Score of the Students' Speaking Accuracy in Pre Post Test**



## 2. The Improvement of Students' Speaking Fluency

The improvement of the students' speaking fluency at the second grade of SMP Negeri 3 Pallangga by using Joint Construction of the Text method was presented clearly in the following table:

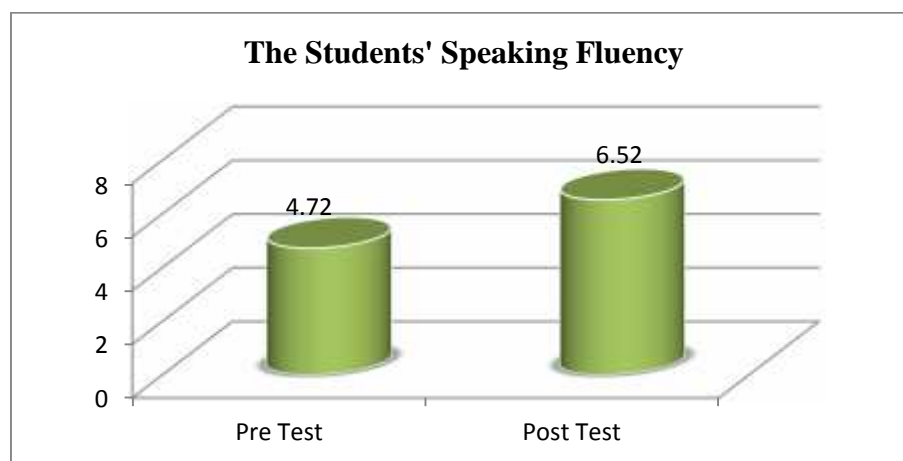
**Table 4.2: Mean Score of the Students' Speaking Fluency in Pre Post Test**

No.	Test	Mean Score	Improvement
1	Pre Test	4.72	38.08 %
2	Post Test	6.52	



The data in the table shows that the students' speaking fluency in the result of calculating of students' pre test and post test by using Joint Construction of the Text method. The students' score in pre test (4.72) was different from the post test (6.52). It means that the mean score of the post test was greater than the pre test. Based on the result, it can be concluded that the use of Joint Construction of the Text method was effective to improve the students' speaking fluency with the percentage (38.08%) from the mean score (4.72) on pre test to be (6.52) on post test (See the calculating of score in appendix E.4 and E.5). To know clearly the improvement of the students' speaking fluency could be described as the following chart:

**Figure 4.2: Mean Score of the Students' Speaking Fluency in Pre Post Test**

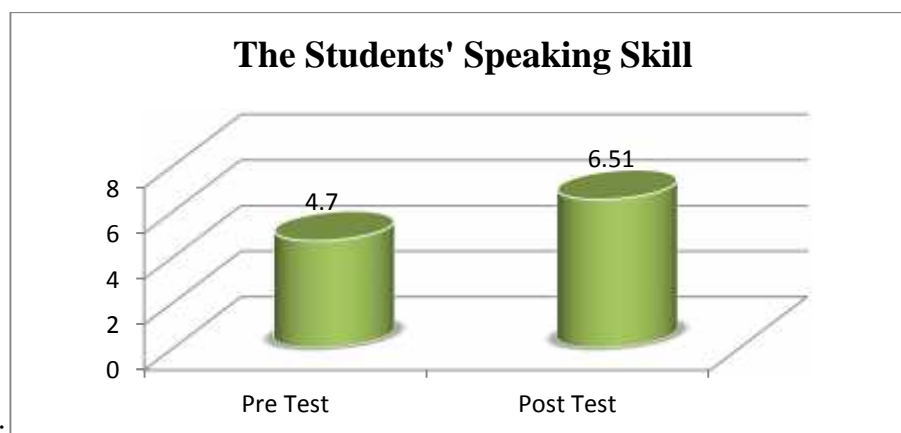


After calculating the students' result in speaking accuracy and fluency, the researcher calculated the students' pre test and post test which was presented in the following table:

**Table 4.3: Mean Score of the Student' Speaking Skill in Pre Post Test**

No.	Test	Mean Score	Improvement
1	Pre Test	4.7	38.58 %
2	Post Test	6.51	

The data in the table shows that the students' speaking skill in the result of calculating of students' pre test and post test by using Joint Construction of the Text method. The students' score in pre test (4.7) was different from the post test (6.51). It means that the mean score of the post test was greater than the pre test. Based on the result, it can be concluded that the use of Joint Construction of the Text method was effective to improve the students' speaking skill with the percentage (38.58%). (See the calculating of score in appendix E.4 and E.5). To know clearly the improvement of the students' speaking skill could be described as the following chart:

**Figure 4.3: Mean Score of the Student' Speaking Skill in Pre Post Test**

### 3. The Frequency and Rate Percentage of the Students' Score in Pre Post Test

The frequency and rate percentage of the students' score presents the result of the students' speaking achievement in term of accuracy and fluency by using Joint Construction of the Text method. The students' scores of pretest and posttest were classified into some criteria. They were presented in the table below:

**Table 4.4: The Frequency and Rate Percentage of Student' Score in Pre Post Test**

No	Classification	Range	Pre-test		Post-test	
			F	(%)	F	(%)
1.	Excellent	9.6 – 10				
2.	Very Good	8.6 - 9.5				
3.	Good	7.6 - 8.5			3	10 %
4.	Fairly Good	6.6 - 7.5	1	3.33 %	10	33.33 %
5.	Fairly	5.6 - 6.5	4	13.33 %	13	43.33 %
6.	Poor	3.6 - 5.5	25	83.33 %	4	13.33 %
7.	Very Poor	0 - 3.5				
<b>Total</b>			30	99.99 %	30	99.99 %

Based on the table above, it shows that in the pre test there was 1 (33.33%) student of the 30 students classified into "Fairly good" score, 4 (13.33%) of them classified into "Fairly" score, 25 (83.33%) of them

classified into “Poor” score and none of the students classified into “Excellent”, “Very Good”, “Good” and “Very Poor” scores.

In the other side, in post test can be seen that there were 3 (10%) of the 30 students classified into ‘Good’ score, 10 (33.33%) of them classified into “Fairly Good” score, 13 (43.33%) of them classified into “Fairly” score, 4 (13.33%) of them classified into “Poor” score and none of the students classified into “Excellent”, “Very Good” and “Very Poor” scores.

#### 4. Test of Significance in the Students’ Speaking

To know the significant difference of the students’ result in pre test and post test, the researcher used t-test analysis on the level of significance ( $p$ ) = 0.05 with the degree of freedom (df)= N-1, where N= number of sample (30 students) or (df is (N-1) 30-1 =29). Then, the value of t-table is 2.045 (See clearly the t-table in appendix H). The t-test statistical analysis for independent sample was applied. The following table shows the result of t-test calculation.

**Table 4.5: T-test of the Students Speaking**

<b>T-test</b>	<b>T-table</b>	<b>Comparison</b>	<b>Classification</b>
12.35	2.045	T-test > T-table	Significant

The table above shows that the value of t-test (12.35) (See clearly the t-test value in appendix E.6) was greater than the value of t-table (2.045) for the level of significance ( $p$ ) = 0.05. It indicated that there was a significant

different between the pretest and posttest of the students' speaking skill in term of accuracy and fluency.

## **5. Hypothesis Testing**

The result of the statistical analysis for the level of significance ( $p$ ) = 0.05 with degree of freedom ( $df$ ) =  $N - 1 = 29$  where  $N = 30$  students. The value of t-test was higher than the t-table ( $12.35 > 2.045$ ). It means that the alternative Hypothesis ( $H_1$ ) was accepted and the Null Hypothesis was rejected. In other words, Joint Construction of the Text method can be used to improve the speaking skill of the students.

## **B. Discussion**

In this part, the researcher presents the discussion with the interpretation of the research findings that gained from the result of data analysis that has been presented in the previous section.

Gower, et al (1995) stated that speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously". The description of the data collected from students' speaking in term of accuracy and fluency in the previous section showed that the students' speaking skill had improved. It was supported by the mean score and percentage of the students' result in pre test and post test. It was also proved by the mean score of students' speaking in post test (6.51) was greater than post test (4.7) with the percentage of improvement

(38.58%). Based on the findings above, the use of Joint Construction of the Text method affected the students' mean score which was greater in post test rather than before teaching them by using the Joint Construction of the Text method.

Based on the previous findings research, Nurlaela (2015) concluded that the students' have a good skill after being taught Joint Construction of the Text in speaking skill in term of accuracy and fluency. It was supported by the score of the students' speaking in post test (85.57) was greater than pre test (80.53). So, it could be concluded that this method effective to improve the students' in speaking skill.

### **1. The Improvement of the Students' Speaking through Joint Construction of the Text Method**

In this research, there were two different aspect of speaking skill assessed in this study; they are accuracy (vocabulary and grammar) and fluency (smoothness). Those two aspects assessed were assumed to contribute the quality of speaking. In improving the students' speaking skill, the researcher used Joint Construction of the Text method to improve the students' speaking skill. The findings of speaking accuracy in the table 4.1 indicated from the mean score in pre test (4.67) to (6.50) in post test with the percentage of improvement (39.13%). The findings of speaking fluency in the table 4.2 indicated from the mean score in pre test (4.72) to (6.52) in post test with the percentage of improvement (38.08%).

Based on the pre test result, the students' speaking score in term of accuracy and fluency consist of 30 students where none of the students got excellent, very good, good and very poor score. There were 25 (83.33%) students

got poor score. 4 (13.33%) students got fairly score and 1 (3.33%) student got fairly good score. Most of the students got poor score in pre test because they had several mistakes in using appropriate vocabulary and grammatical error. For example, firstly; wait arrive some o'clock, secondly; wait arrive sail on, thirdly; plug afterward when to warm. They used inappropriate vocabulary, they had limited vocabulary and most of the word had to be found in dictionary and this consumed many times. The students' also had difficulties in the structure of grammatical. When the students spoke, they were halting and hasty in smoothness, they had lack of delivery of the target language that was difficult to understand. Most of the students had several mistakes in pronunciation. For example, they were difficult to differentiate the pronunciation between "wait, with and white".

After giving pre test, the researcher conducted treatment and used Joint Construction of the Text method to improve the students' speaking. The researcher taught students by using procedure text where the students were introduced the text both of the definition, purpose, generic of sentence and grammar. In trying to improve the students' accuracy (vocabulary and grammar), the researcher gave students' some topics/ material of procedure text, vocabulary index (see in the appendix B) and taught students the grammatical related the text. Then, the researcher divided students into several group and asked the students to construct a text in group with the topic that had been chosen by the students. In the time, automatically the students' accuracy (vocabulary and grammar) improved. The students were practiced more to make a sentence to improve the

students' accuracy (vocabulary and grammar) and in the same time, the researcher walked around in class and reminded the students to use the right vocabulary and correct grammatical. Then, they discussed the text that had been written in group about the appropriate vocabulary, the grammatical and the pronunciation of the sentence. After that they presented their work in front of the class individually. In teaching process, Joint Construction is a collaborative process involving the students and the teacher in constructing a text or a piece of text. It can be done with small group, or as a whole class. In this section, the teacher as a facilitator scaffold students to improve their speaking. Based the previous findings about joint construction, (Dreyfus & dkk: 2011) Joint Construction is increasing specificity through extending nominal groups when students were struggling to respond; and longer and more complex exchanges between teacher and students, particularly in the text negotiation stage. Further research into tertiary level Joint Construction may illuminate the potential of designed teacher student interaction during Joint Construction

After giving the treatment, the students' speaking accuracy and fluency had improved. It could be seen in the table 4.1 and 4.2 from the mean score and improvement percentage of pre test to post test. As the post test result, the students' speaking score in term of accuracy and fluency consist of 30 students where none of the students got excellent, very good and very poor score. There were 4 (13.33%) students got poor score. 13 (43.33%) students got fairly score. 10 (33.33%) student got fairly good score and 3 (10%) students got good score. Based on the post test result, the students showed the improvement of vocabulary



both of the use of appropriate vocabulary and they hadn't difficulty in grammar. They also minimized the halting and hasty in smoothness and minimized the mistake in pronunciation.

## **2. The Significance of the Students' Speaking**

The data described shows that the students' score is success to improve the students' speaking accuracy and fluency by using Joint Construction of the Text method. This improvement is also followed by the significance. After calculating the value of t-test, it was compared with the value of t-table. Based on the table 4.4, the t-test value (12.35) was greater than t-table (2.045) for the degree of freedom ( $df = N-1$  ( $30-1$ ) = 29 and the level of significance ( $p$ ) = 0.05. It means that the alternative Hypothesis ( $H_1$ ) was accepted and the Null Hypothesis was rejected. On the other hand, the researcher concluded that the students' speaking score improved in term of accuracy and fluency at the second grade of SMP Negeri 3 Pallangga.

Based on the t-test result, the researcher found that there was a significant difference between pre test and post test. In the other word, it could be concluded that the use of students' Joint Construction of the Text method was effective to improve the students' speaking skill in term of accuracy and fluency at the second grade of SMP Negeri 3 Pallangga.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings in previous chapter, the researcher drew a conclusion as follows:

1. The students' speaking accuracy was effective to improve after being used Joint Construction of the Text method at the second grade (VIII.2) of SMP Negeri 3 Pallangga. It was proved by the improvement of the students' mean score in speaking accuracy could be seen in pre test and post test. The students were active, enjoying and enthusiasm to learn English speaking so that they could improve their vocabulary and grammar (accuracy) through using Joint Construction of the Text method.
2. The students' speaking fluency was effective to improve after being used Joint Construction of the Text method at the second grade (VIII.2) of SMP Negeri 3 Pallangga. It was proved by the improvement of the students' mean score in speaking fluency could be seen in pre test and post test. The teacher also engaged and guided students to practice speaking in the classroom in order to improve their smoothness (fluency) through using Joint Construction of the Text method.

#### **B. Suggestions**

After seeing the findings as well as the discussion, the researcher gave several suggestions which may be useful as follows:

1. The English teachers in SMP Negeri 3 Pallangga are suggested to keep on motivating their students to improve the students' speaking skill. For the Joint Construction of the Text method contributed significant improvement to the students' speaking accuracy and fluency. Then, it is also suggested to be applied by the teacher in the classroom. Furthermore, the teacher also enhances students' speaking skill in expressing idea orally.
2. The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot in improving speaking skill. Furthermore, the students are suggested to have a lot of practice speaking in order to improve their vocabulary, grammar smoothness or pronunciation in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking. Then, the researcher recommended for the other researcher in applying the research in studying the effectiveness of Joint Construction of the Text method in improving the students' speaking skill especially in accuracy and fluency.

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## **TEACHING MATERIAL**

### **Procedure Text**

#### 1. Definition of Procedure Text

(1) Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behaviour eg how to live happily, how to succeed.

#### 2. The Purpose of Procedure Text

The purpose procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

#### 3. Generic Structure of Procedure Text

- a) Goal (Maksud atau tujuan)
- b) Material Needed (Materi / alat / bahan yang dibutuhkan)
- c) Methods or Steps (Metode / langkah-langkah)

<http://www.englishindo.com/2014/04/procedure-text.html?m=1>

### **How to Make Indomie Fried Noodle**

#### **Material:**

- 1) One pack of instant noodle
- 2) Water

#### **Steps:**

- 1) First, boil two glasses of water in a pan.
- 2) Then, open the package of Indomie fried noodles.
- 3) While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.

- 4) After the water is boiled, drain the noodles.
- 5) Next, throw away the water.
- 6) Then, pour the noodles into the bowl.
- 7) After that, mix the noodles with the seasoning, sauce, and the other ingredients.
- 8) Now, your noodles are ready.

### **How to Make Fried Banana**

#### **Material:**

- 1) 750 grams banana
- 2) 200 grams whole wheat flour
- 3) 1/2 teaspoon turmeric powder
- 4) 2 tablespoon palm sugar
- 5) 1 teaspoon salt and 450 ml water
- 6) 125 grams rice flour

#### **Steps:**

- 1) Cut bananas into square small pieces about 1 centimeter
- 2) Mix all flour + turmeric powder+ salt + palm sugar + water and stir until mixture
- 3) Add banana into flour dough
- 4) Using a table spoon make spoonfull balls and drop them into the saucepan
- 5) Fry for about 4 minutes or until lightly brown and repeat until all done

#### **Vocabulary Index (Food)**

Boil	: Mendidihkan	Cook	: Memasak
Drain	: Meniriskan	Pour	: Taburkan/ Menuangkan
Mix	: Campurkan	Cut	: Memotong
Add	: Menambahkan	Fry	: Menggoreng
Crack	: Pecahkan	Stir	: Mengaduk

## **How to Charge Hand Phone Battery**

### **Material:**

1. hand phone
2. battery charger

### **Steps:**

1. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen.
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is fully charged.
4. Remove the charger by pulling out from your hand phone.

<http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.ml#ixzz4gOb8IJB3>

## **How to Operate Printer to Print Document**

### **Material:**

1. Laptop/ Computer
2. Printer
3. Paper

### **Steps:**

1. If the printer is off, turn it on
2. Connect the USB cable to the computer
3. If you want to print document, choose the designated document and open it
4. Press Ctrl + P button on your keyboard as a hotkey to active printing command on the computer, or you can also find the printing command on your toolbar by clicking the Microsoft Word icon on the top-left corner and the select “print”



5. If you want to print document and you think that everything is all set, you can continue right away and click the “OK” button at the bottom of the dialogue box and the printer will do their job for you.

<http://www.bigbanktheories.com/contoh--procedure-text-simple-tentang-how-to-operate-printer/>

<b>Vocabulary Index (Technology)</b>			
Turn on	: Menyalakan	Click	: Mengklik
Turn off	: Mematikan	Remove	: Menghentikan
Press	: Menekan	Charge	: Mengisi (Daya)
Open	: Membuka	Insert	: Memasukkan
Connect	: Menghubungkan	Put	: Meletakkan/ Mamasang

### **How to Plant Flower**

#### **Material:**

1. Pot
2. Flower
3. Fertilizer
4. Soil
5. Water

#### **Steps:**

1. First, take the pot
2. Then, take the soil and fertilizer and pour into the pot
3. Stir the soil and fertilizer
4. Take the flower and plant the flower in the pot
5. Finally, flush the flower with water

<http://zulfina-kharisma.blogspot.co.id/2011/09/how-to-plan-flowe.html?=1>

## How to Plant Chilies

### Material:

1. Chilies Seed
2. Big pout

### Steps:

1. Firstly, dry a handful seeding under the sunlight
2. Secondly, put the seeding on the soil. It should be in opera area
3. Next, wait it. There will come out the sprout after that let it bigger
4. Finally, put it in another big pot. It will soon grow bigger and bigger and yield some fresh chilies soon.

<https://www.google.com/amp/freeenglishcourse.info/planting-chuilies-a-procedure>

### Vocabulary Index (Planting)

Pour	: Menuangkan	Dry	: Meringkan
Take	: Mengambil	Put	: Meletakkan
Stir	: Mengaduk		
Plant	: menanamkan		
Flush	: Menyiram		

**Appendix D****LIST OF THE STUDENTS' NAME OF CLASS VIII.2  
SMP NEGERI 2 PALLANGA**

<b>No</b>	<b>Name</b>	<b>Gender</b>	<b>Code of Sample</b>
1	Iman Al Amin	Male	S1
2	.Muh. Yusuf Caezar Sakti	Male	S2
3	Arham	Male	S3
4	Fajar Lukmansyah	Male	S4
5	Muh. Irvan	Male	S5
6	St. Nurhikma	Female	S6
7	Dewi Irawati	Female	S7
8	Fajri	Male	S8
9	Yuliani Safitri	Female	S9
10	Fadli	Male	S10
11	Muh. Rifki R	Male	S11
12	Ansar Maulana	Male	S12
13	Alika	Female	S13
14	Amanda Febrianastasia	Female	S14
15	Nabila Aulia	Female	S15
16	Wiwi Yulianti	Female	S16
17	Mutiara Aprilia R	Female	S17
18	Nurul Firdausia	Female	S18
19	Murni	Female	S19
20	Nurkhadijah Febrianti Suhandi	Female	S20
21	Sindi Parman	Female	S21
22	Muh. Akbar	Male	S22
23	Asriani R	Female	S23
24	Syamsinar Nur Pratiwi	Female	S24
25	Muttiara	Female	S25
26	Julimar	Male	S26
27	Nabila Resky Pratiwi	Female	S27
28	Hijra	Female	S28
29	Nur Fadila Hasanuddin	Female	S29
30	Nur Fadilla S	Female	S30

## Appendix E

### Data Analysis

#### Appendix E.1

#### The Result of Students' Speaking Skill in Pre Test

No	Sample	Accuracy		Mean Score (A)	Fluency	Mean Score $X_1$	Classification
		Vocabulary	Grammar		Smoothness		
1	S1	5,8	5,45	5,62	5,6	5,61	Fairly
2	S2	5,95	6,15	6,05	6,05	6,05	Fairly
3	S3	5,25	5,2	5,22	5,65	5,43	Poor
4	S4	4,45	4,5	4,47	5,35	4,91	Poor
5	S5	5,1	5,1	5,1	5,3	5,2	Poor
6	S6	6	5,8	5,9	5,35	5,62	Fairly
7	S7	5,05	5,15	5,1	4,75	4,92	Poor
8	S8	5	5,15	5,07	4,5	4,78	Poor
9	S9	4,6	4,45	4,52	5,2	4,86	Poor
10	S10	4,7	4,35	4,52	4,3	4,41	Poor
11	S11	4	3,95	3,97	3,6	3,78	Poor
12	S12	4,85	4,5	4,67	4,5	4,58	Poor
13	S13	4,1	4,2	4,15	4,9	4,52	Poor
14	S14	4,75	4,85	4,8	4,65	4,72	Poor
15	S15	5,6	6	5,8	5,45	5,62	Fairly
16	S16	3,9	4	3,95	4,55	4,25	Poor
17	S17	4,15	4,1	4,12	4,8	4,46	Poor
18	S18	6,65	6,75	6,7	7,4	7,05	Fairly Good
19	S19	4,85	4,85	4,85	5	4,92	Poor
20	S20	5,6	5,25	5,42	5,05	5,23	Poor
21	S21	4,6	4,25	4,42	4,5	4,46	Poor
22	S22	4,25	3,85	4,05	3,95	4	Poor
23	S23	4,2	4,1	4,15	4,15	4,15	Poor
24	S24	4,1	4	4,05	3,85	3,95	Poor
25	S25	4	4,35	4,17	4,1	4,13	Poor
26	S26	4,05	4	4,02	4,1	4,06	Poor
27	S27	3,95	3,9	3,92	4,2	4,06	Poor
28	S28	3,45	3,35	3,4	3	3,2	Poor
29	S29	4,05	4,05	4,05	3,95	4	Poor
30	S30	4,2	3,95	4,07	4,1	4,08	Poor
<b>Total Score ( )</b>				<b>140,3</b>	<b>141,8</b>	$\sum X_1 = 141$	
<b>Mean Score (X)</b>				<b>4,67</b>	<b>4,72</b>	<b>4,7</b>	

## Appendix E.2

### The Result of Students' Speaking Skill in Post Test

No	Sample	Accuracy		Mean Score (A)	Fluency	Mean Score $X_2$	Classification
		Vocabulary	Grammar		Smoothness		
1	S1	7,7	7,4	7,55	7,5	7,52	Fairly Good
2	S2	7,5	7,55	7,52	7,7	7,61	Good
3	S3	6,75	6,55	6,65	6,3	6,47	Fairly
4	S4	6,35	6,1	6,22	5,75	5,98	Fairly
5	S5	6,35	6,5	6,42	6,7	6,56	Fairly
6	S6	6,6	6,6	6,6	6,55	6,57	Fairly
7	S7	7,1	6,95	7,02	6,85	6,93	Fairly Good
8	S8	6,7	6,7	6,7	7	6,85	Fairly Good
9	S9	6,2	6,2	6,2	5,9	6,05	Fairly
10	S10	6,75	6,85	6,8	6,8	6,8	Fairly Good
11	S11	6,25	6,1	6,17	5,8	5,98	Fairly Good
12	S12	7,65	7,4	7,52	7,5	7,51	Fairly Good
13	S13	6,6	6,25	6,42	6,45	6,43	Fairly
14	S14	7,55	7,5	7,52	7,7	7,61	Good
15	S15	7,5	7,5	7,5	7,65	7,57	Fairly Good
16	S16	5,8	5,7	5,75	5,7	5,72	Fairly
17	S17	5,8	5,6	5,7	5,65	5,67	Fairly
18	S18	7,9	8,05	7,97	8,35	8,16	Good
19	S19	7,1	7,15	7,12	6,85	6,98	Fairly Good
20	S20	5,65	5,45	5,55	5,4	5,47	Poor
21	S21	6,45	6,25	6,35	6,7	6,52	Fairly
22	S22	5,5	5,3	5,4	5,6	5,5	Poor
23	S23	6	5,9	5,95	6,5	6,22	Fairly
24	S24	5,4	5,3	5,35	5,15	5,25	Poor
25	S25	6,2	5,9	6,05	5,85	5,95	Fairly
26	S26	7,6	7,45	7,52	7,55	7,53	Fairly Good
27	S27	5,9	5,9	5,9	6,25	6,07	Fairly
28	S28	5,45	5,2	5,32	5,1	5,21	Poor
29	S29	5,9	6,1	6	6,05	6,02	Fairly
30	S30	6,6	6,5	6,55	6,95	6,75	Fairly Good
<b>Total Score ( )</b>				<b>195,2</b>	<b>195,8</b>	<b><math>\sum X_2 = 195,4</math></b>	
<b>Mean Score (X)</b>				<b>6,50</b>	<b>6,52</b>	<b>6,51</b>	

### Appendix E.3

#### The Students' Score in Pre Test and Post Test

No	Sample	Pre Test ( $X_1$ )	Post Test ( $X_2$ )	D ( $X_2 - X_1$ )	$D^2$
1	S1	5.61	7.52	1.91	3.64
2	S2	6.05	7.61	1.56	2.43
3	S3	5.43	6.47	1.04	1.08
4	S4	4.91	5.98	1.07	1.14
5	S5	5.2	6.56	1.36	1.84
6	S6	5.62	6.57	0.95	0.90
7	S7	4.92	6.93	2.01	4.04
8	S8	4.78	6.85	2.07	4.28
9	S9	4.86	6.05	1.19	1.41
10	S10	4.41	6.8	2.39	5.71
11	S11	3.78	5.98	2.2	4.84
12	S12	4.58	7.51	2.93	8.58
13	S13	4.52	6.43	1.91	3.64
14	S14	4.72	7.61	2.89	8.35
15	S15	5.62	7.57	1.95	3.80
16	S16	4.25	5.72	1.47	2.16
17	S17	4.46	5.67	1.21	2.42
18	S18	7.05	8.16	1.11	1.23
19	S19	4.92	6.98	2.06	4.24
20	S20	5.23	5.47	0.24	0.05
21	S21	4.46	6.52	2.06	4.24
22	S22	4	5.5	1.5	2.25
23	S23	4.15	6.22	2.07	4.28
24	S24	3.95	5.25	1.3	1.69
25	S25	4.13	5.95	1.82	3.31
26	S26	4.06	7.53	3.47	12.04
27	S27	4.06	6.07	2.01	4.04
28	S28	3.2	5.21	2.01	4.04
29	S29	4	6.02	2.02	4.08
30	S30	4.08	6.75	2.67	7.12
<b>Total Score ( )</b>		<b><math>\sum X_1 = 141</math></b>	<b><math>\sum X_2 = 195.4</math></b>	<b><math>\sum D = 52,1</math></b>	<b><math>\sum D^2 = 112.87</math></b>
<b>Mean Score (<math>\bar{X}</math>)</b>		<b>4.7</b>	<b>6.51</b>		

## Appendix E.4

### Mean Score of Pre Test and Post Test

#### 1. Mean Score of the Students' Speaking Accuracy

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{140.3}{30}$$

$$X = 4.67$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{195.2}{30}$$

$$X = 6.50$$

#### 2. Mean Score of the Students' Speaking Fluency

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{141.8}{30}$$

$$X = 4.72$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{195.8}{30}$$

$$X = 6.52$$

#### 3. Total Score of the Students' Mean Score in Speaking

**Pre Test**

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{141}{30}$$

$$X = 4.7$$

**Post Test**

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{195.4}{30}$$

$$X = 6.51$$

## Appendix E.5

### The Percentage of the Improvement of Students' Pre Test and Post Test

#### 1. The Improvement of the Students' Speaking Accuracy

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

$$P = \frac{195.2 - 140.3}{140.3} \times 100$$

$$P = \frac{54.9}{140.3} \times 100$$

$$P = \frac{5490}{140.3}$$

$$P = 39.13 \%$$

#### 2. The Improvement of the Students' Speaking Fluency

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

$$P = \frac{195.8 - 141.8}{141.8} \times 100$$

$$P = \frac{54}{141.8} \times 100$$

$$P = \frac{5400}{141.8}$$

$$P = 38,08 \%$$



### 3. Total of the Improvement of the Students' Speaking

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

$$P = \frac{195.4 - 141}{141} \times 100$$

$$P = \frac{54.4}{141} \times 100$$

$$P = \frac{5440}{141}$$

$$P = 38.58 \%$$

## Appendix E.6

### Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

#### 1. T-test

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}} \quad \text{Where } D = \frac{\sum D}{N} = \frac{52.1}{30} = 1.73$$

$$t = \frac{1.73}{\frac{112.87 - \frac{(52.1)^2}{30}}{30(30-1)}}$$

$$t = \frac{1.73}{\frac{112.87 - \frac{2714.41}{30}}{30(29)}}$$

$$t = \frac{1.73}{\frac{112.87 - 90.48}{870}}$$

$$t = \frac{1.73}{\frac{22.39}{870}}$$

$$t = \frac{1.73}{\sqrt{0.02}}$$

$$t = \frac{1.73}{0.14}$$

$$t = 12.35$$

#### 2. T-table

Level of Significance ( $p$ ) = 0.05

Degree of Freedom (df) =  $N-1 = 30-1= 29$

T-table = 2.045

Appendix F

**THE ASSESSMENT OF INTER-RATERS**

**Pre Test**

No	Sample	Accuracy		Mean Score of Vocab	Accuracy		Mean Score of Grammar	Mean Score of Accuracy	Fluency (1R)	Fluency (2R)	Mean Score of Fluency (Smooth)	Mean Score of Pre Test
		Vocab (1R)	Vocab (2R)		Gram (1R)	Gram (2R)			Smooth	Smooth		
1	S1	5,8	5,8	5,8	5,5	5,4	5,45	5,62	5,6	5,6	5,6	5,61
2	S2	5,8	6,1	5,95	6	6,3	6,15	6,05	5,9	6,2	6,05	6,05
3	S3	5	5,5	5,25	5,5	4,9	5,2	5,22	5,6	5,7	5,65	5,43
4	S4	3,5	5,4	4,45	4	5	4,5	4,47	5,7	5	5,35	4,91
5	S5	5	5,2	5,1	4,9	5,3	5,1	5,1	5,5	5,1	5,3	5,2
6	S6	6,5	5,5	6	6,2	5,4	5,8	5,9	5,7	5	5,35	5,62
7	S7	6	4,1	5,05	6	4,3	5,15	5,1	5,6	3,9	4,75	4,92
8	S8	5,9	4,1	5	6	4,3	5,15	5,07	5	4	4,5	4,78
9	S9	4,2	5	4,6	4	4,9	4,45	4,52	5,5	4,9	5,2	4,86
10	S10	4,7	4,7	4,7	4,5	4,2	4,35	4,52	4,5	4,1	4,3	4,41
11	S11	4	4	4	4	3,9	3,95	3,97	3,5	3,7	3,6	3,78
12	S12	5,5	4,2	4,85	5	4	4,5	4,67	5	4	4,5	4,58
13	S13	4	4,2	4,1	4	4,4	4,2	4,15	5,2	4,6	4,9	4,52
14	S14	5	4,5	4,75	5	4,7	4,85	4,8	5	4,3	4,65	4,72
15	S15	5,6	5,6	5,6	6	6	6	5,8	5,4	5,5	5,45	5,62
16	S16	3,8	4	3,9	4	4	4	3,95	5	4,1	4,55	4,25
17	S17	3,8	4,5	4,15	3,8	4,4	4,1	4,12	5	4,6	4,8	4,46
18	S18	5,5	7,8	6,65	5,7	7,8	6,75	6,7	6,9	7,9	7,4	7,05
19	S19	3,8	5,9	4,85	3,9	5,8	4,85	4,85	4,5	5,5	5	4,92
20	S20	5	6,2	5,6	4,5	6	5,25	5,42	4,2	5,9	5,05	5,23
21	S21	3,6	5,6	4,6	3,5	5	4,25	4,42	4	5	4,5	4,46
22	S22	3,5	5	4,25	3,5	4,2	3,85	4,05	3,8	4,1	3,95	4

23	S23	3,6	4,8	4,2	3,5	4,7	4,1	4,15	3,8	4,5	4,15	4,15
24	S24	3,5	4,7	4,1	3,5	4,5	4	4,05	3,5	4,2	3,85	3,95
25	S25	3	5	4	3,8	4,9	4,35	4,17	3,5	4,7	4,1	4,13
26	S26	4	4,1	4,05	4	4	4	4,02	4	4,2	4,1	4,06
27	S27	4	3,9	3,95	4	3,8	3,9	3,92	4,8	3,6	4,2	4,06
28	S28	3,5	3,4	3,45	3,5	3,2	3,35	3,4	3	3	3	3,2
29	S29	4,2	3,9	4,05	4,2	3,9	4,05	4,05	3,9	4	3,95	4
30	S30	4	4,4	4,2	4	3,9	3,95	4,07	4	4,2	4,1	4,08
<b>Total Score</b>				<b>141,2</b>			<b>139,5</b>	<b>140,3</b>			<b>141,8</b>	<b>141</b>
<b>Mean core</b>				<b>4,70</b>			<b>4,65</b>	<b>4,67</b>			<b>4,72</b>	<b>4,7</b>

### Post Test

No	Sample	Accuracy		Mean Score of Vocab	Accuracy		Mean Score of Grammar	Mean Score of Accuracy	Fluency (1R)	Fluency (2R)	Mean Score of Fluency (Smooth)	Mean Score of Pre Test
		Vocab (1R)	Vocab (2R)		Gram (1R)	Gram (2R)			Smooth	Smooth		
1	S1	7,6	7,8	7,7	7,5	7,3	7,4	7,55	7,4	7,6	7,5	7,52
2	S2	7,6	7,4	7,5	7,6	7,5	7,55	7,52	7,6	7,8	7,7	7,61
3	S3	7,0	6,5	6,75	6,9	6,2	6,55	6,65	6,2	6,4	6,3	6,47
4	S4	6,2	6,5	6,35	6,0	6,2	6,1	6,22	5,9	5,6	5,75	5,98
5	S5	6,5	6,2	6,35	6,5	6,5	6,5	6,42	6,6	6,8	6,7	6,56
6	S6	7,0	6,2	6,6	6,8	6,4	6,6	6,6	6,2	6,9	6,55	6,57
7	S7	7,0	7,2	7,1	6,5	7,4	6,95	7,02	6,2	7,5	6,85	6,93
8	S8	6,9	6,5	6,7	6,8	6,6	6,7	6,7	6,9	7,1	7	6,85
9	S9	6,4	6,0	6,2	6,2	6,2	6,2	6,2	5,0	6,8	5,9	6,05
10	S10	7,2	6,3	6,75	7,2	6,5	6,85	6,8	6,8	6,8	6,8	6,8
11	S11	6,0	6,5	6,25	6,0	6,2	6,1	6,17	5,6	6,0	5,8	5,98
12	S12	7,6	7,7	7,65	7,5	7,3	7,4	7,52	7,3	7,7	7,5	7,51

13	S13	6,4	6,8	6,6	6,0	6,5	6,25	6,42	6,4	6,5	6,45	6,43
14	S14	7,6	7,5	7,55	7,8	7,2	7,5	7,52	7,6	7,8	7,7	7,61
15	S15	7,4	7,6	7,5	7,7	7,3	7,5	7,5	7,5	7,8	7,65	7,57
16	S16	5,6	6,0	5,8	5,5	5,9	5,7	5,75	5,2	6,2	5,7	5,72
17	S17	5,4	6,2	5,8	5,2	6,0	5,6	5,7	5,0	6,3	5,65	5,67
18	S18	7,6	8,2	7,9	7,8	8,3	8,05	7,97	7,9	8,8	8,35	8,16
19	S19	7,0	7,2	7,1	7,2	7,1	7,15	7,12	6,4	7,3	6,85	6,98
20	S20	5,5	5,8	5,65	5,2	5,7	5,45	5,55	5,0	5,8	5,4	5,47
21	S21	5,8	7,1	6,45	5,6	6,9	6,25	6,35	6,2	7,2	6,7	6,52
22	S22	5,5	5,5	5,5	5,4	5,2	5,3	5,4	5,5	5,7	5,6	5,5
23	S23	6,0	6,0	6	5,8	6,0	5,9	5,95	6,8	6,2	6,5	6,22
24	S24	5,0	5,8	5,4	5,0	5,6	5,3	5,35	4,8	5,5	5,15	5,25
25	S25	5,9	6,5	6,2	5,8	6,0	5,9	6,05	5,5	6,2	5,85	5,95
26	S26	7,6	7,6	7,6	7,5	7,4	7,45	7,52	7,4	7,7	7,55	7,53
27	S27	5,8	6,0	5,9	5,6	6,2	5,9	5,9	6,0	6,5	6,25	6,07
28	S28	5,5	5,4	5,45	5,2	5,2	5,2	5,32	5,0	5,2	5,1	5,21
29	S29	5,8	6,0	5,9	6,0	6,2	6,1	6	5,9	6,2	6,05	6,02
30	S30	6,5	6,7	6,6	6,2	6,8	6,5	6,55	6,9	7,0	6,95	6,75
<b>Total Score</b>				<b>196,8</b>			<b>193,9</b>	<b>195,2</b>			<b>195,8</b>	<b>195,4</b>
<b>Mean Score</b>				<b>6,56</b>			<b>6,46</b>	<b>6,50</b>			<b>6,52</b>	<b>6,51</b>

Note:

**1R: First Rater**

**2R: Second Rater**

**Vocab: Vocabulary**

**Gram: Grammar**

**Smooth: Smoothness**

## Appendix G

### Recording Transcription of Pre Test

#### Code of Sample: S1

How to use an Electronic Iron

Material:

Electronic Iron

Shirt

Table Electronic Iron

Steps:

Step pertama, plug cable electronic iron to socket

Step dua, wait arrive electronic iron hot

Step 3, to shake electronic iron go forward and to retreat to shirt

Step empat: When shirt already don't tousel, drown cable electronic iron

#### Code of Sample: S2

How to Charge Hand Phone

Material:

Hand phone and Charger

Steps:

Steps 1: Plug the charger into the socket

Charger your phone

Wait some hours your phone on

And take off your phone

And finish

## **Recording Transcription of Post Test**

### **Code of Sample: S1**

How to Make Omelette

Material:

Egg

Vegetable Oil

Garlic

Salt

Seasoning masako fetsin

Onion

Chili (if you need...you need)

Step:

1. Crack 2 egg
2. Heat vegetable oil frypan
3. Pour several salts, garlics, seasoning masako, onions and chili into a bowl
4. If vegetable oil is hot , pour egg that already mix into frypan
5. Wait until omelette become yellowish
6. If omelette already done, omelette ready dishes
7. Finish

### **Code of Sample: S2**

How to Make Fried Rice

Material:

Garlic

Onion in small pieces

Vegetable oil

A plate of rice

Salt

Steps:

1. First, pound the garlic and salt
2. Second, heat vegetable oil on a frying pan
3. Put the garlic, salt and onion into the not vegetable oil
4. Fry and mix then around 3 minutes until the rice is hot
5. The last, put the fried rice on a plate and finish.

## Appendix H

### Distribution of T-table

<i>df</i>	<i>Probability (p)</i>			
	<b>0.10</b>	<b>0.5</b>	<b>0.1</b>	<b>0.001</b>
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	<b>2.045</b>	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay,1981)



# Appendix I

## Documentation





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## Curriculum Vitae



**WAHYU RISALDI**, was born on August 17<sup>th</sup> 1996 from the marriage of parents, Abd. Rasid and Kartini, he is the first child from one brother and one sister. He lives at Bontoa, Kampili Kec. Pallangga Kab. Gowa. He started his study in elementary school at SDN Taipale'leng in 2002 and graduated in 2007. After he graduated from elementary school, he continued his study at SMPN 2 Pallngga in 2007 and graduated in 2010 and continued his study at SMKN 1 Pallangga in 2010 and graduated in 2013. After he graduated from senior high school, he continued his study at Makassar Muhammadiyah University in English Department Faculty of Teacher Training and Education in 2013.