

**THE USE OF POWER TEACHING AND GAME (POW-TEGA)
TECHNIQUE WITH PICTURE IN POWER POINT (PIC-POW)
MEDIA TO IMPROVE THE STUDENTS' SPEAKING ABILITY
(*Pre-Experimental Study at SMPN 29 Bulukumba*)**



THESIS

*Submitted to the FKIP University of Muhammadiyah Makassar
in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Department*

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

“And Allah provides him from (sources) he never could imagine. And if any puts his trust in Allah, sufficient is (Allah) for him. For Allah will surely accomplish his purpose: surely, for all things has Allah appointed a due proportion.” (65:3)

ABSTRACT

Emmy Novita Basrah. 2017. *The Use of Power Teaching and Game (Pow-Tega) with Picture in Power Point Media to Improve the Students' Speaking Ability at SMP Negeri 29 Bulukumba*, English department, Faculty of Teaching Training and Education, Muhammadiyah University of Makassar. A thesis guide by Sulfasyah and Ratu Yulianti Natsir.

The objective of the research is to find out the use of power teaching and game technique with picture in power point media to improve the students' self-confidence and fluency.

This research used pre-experimental method in pre-test and post-test design. The population of the research was the second year students of SMP Negeri 29 Bulukumba consisted of 86 students. The number of sample was 22 students. The research variable were the use of Power Teaching and Game (Pow-Tega) technique with Picture in Power Point media as independent variable and students' speaking ability as dependent variable.

The result of the data analysis indicated that there was improvement in the students self confidence and fluency. It was proved by the result of questionnaire before treatment, those who classified average self-confidence was 20 (91%) students and high confidence was 2 (9%) students. While after treatment, those who classified average was 11 (50%) students and high confidence was 11 (50%). Next, the result of students fluency depends on the result of oral test proved by the statistical analysis of the level of significant 0.05 with degree of freedom ($df = n-1, 22-1 = 21$). Indicated that the t- test value was 8.06 while table was 2.080 where $8.06 > 2.080$. The writer assumes the using of Power Teaching and Game (Pow-Tega) with Picture in Power Point media can improving the students' speaking ability. They were enthusiastic and interested in their learning.

Keywords : power teaching and game, picture in power point, speaking ability

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The Writer

LIST OF CONTENTS

COVER	i
TITLE PAGE.....	ii
COUNSELLING SHEET	iii
APPROVAL SHEET	vii
SURAT PERNYATAAN	viii
SURAT PERJANJIAN	ix
MOTTO	x
ACKNOWLEDGEMENT	xi
ABSTRACT	xiii
LIST OF CONTENTS	xiv
LIST OF TABLES	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. Objective of the Study	4
D. Scope of the study	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Concept of Speaking	7
1. The Definition of Speaking	7
2. Speaking Ability	8

3. Aspects of Speaking	9
4. The Steps in Learning English	12
5. Problems in Speaking Ability	14
C. Concept of Power Teaching and Game Technique	15
D. Concept of Picture in Power Point	21
E. Concept of Descriptive Text	23
1. The Definition of Descriptive Text	23
2. The Characteristic of Descriptive Text	24
3. Speaking Learning Activity in Descriptive Text	24
F. Conceptual Framework	26
G. Hypothesis	28
CHAPTER III RESEARCH METHOD	29
A. Research Design	29
B. Research Variables and Indicators	29
C. Population and Sample	30
D. Research Instrument	30
E. Data Collection	31
F. Data Analysis	32
CHAPTER IV FINDINGS AND DISCUSSION.....	36
A. Findings.....	36
B. Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION.....	43
A. Conclusion	43
B. Suggestion	43
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table 3.1 Scoring of Fluency	32
Table 4.1 The rate percentage score of students' self-confidence in speaking.....	36
Table 4.2 The rate percentage score of students fluency in speaking.....	37
Table 4.3. Mean Score and Standard Deviation of the Students' Pre-test and Post-test	38
Table 4.4. T Test of the Students' Fluency in Speaking	38

CHAPTER I

INTRODUCTION

A. Background

Brown (1994) cited Permatasari (2013) speaking is an interaction of constructing meaning that involves producing, receiving and processing information. Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Therefore, the objective of the language teaching is the production of the speaker's competence to communicate in the target language.

Speaking is one of the main focuses on learning English at Junior High School. As we know, today there are many English teachers who have been teaching, speaking skill by using the conventional method, which is one way or passive teaching technique. Therefore, the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to improve speaking ability. Furthermore, many teachers just inquire their students do some exercises and spend their time at the classing mastering other skill such as writing and reading because they have to make their students achieve a good result in the last examination. Therefore, the students get lack practice in English communicating orally. For example, the students of SMP Negeri 29 Bulukumba have difficulty in their speaking ability. They got difficulties to express their ideas, although they have

a concept in their mind. In addition, when the teacher asked them to practice or perform in front of the class, they refused to do it. There were some students who actively involved during the English lesson.

Based on the previous description, the writer incorporated some innovative and contextual learning techniques. According to Slameto (2003), the application of some of the most effective learning techniques is expected to achieve the learning objectives. The problem can be solved by choosing a suitable technique and media that will build the student initiative in interacting and communicating with the class. After words, the students will improve their competence in speaking ability.

There are several techniques and media for English teaching that can help the teacher to build or create the situation where language is used actively. But, to reach success in teaching speaking ability, the writer used Power Teaching and Game as a technique to improve the students' speaking ability. Power Teaching or Whole Brain Teaching is a technique that develops by Chris Biffle. Power teaching technique is a technique that emphasizes mastery of comprehension and the ability of students to re-express the concept, explanation or presented by the teacher. The basic concept of learning is a technique of learning that teaches to recognize the principles of student learning are divided into three parts: visual, verbal and body / kinesthetic. As described Chris Biffle in his book entitled "Whole Brain Teaching for Challenging Kids: (and the rest of your class, too!)" (2013) says that this technique involves students in seeing, hearing, doing, talk, and feel while they have lots of fun. From the explanation, it can be seen that students who are taught by using this learning

technique can be actively involved in learning, and students will not feel bored. The core strategy in using this technique is how to attract the attention of students.

Next the writer choose the game as a technique because the subject of research is a second grader of SMP Negeri 29 Bulukumba whose stage of the children. The technique of the game in a child's life has a very important meaning. It can be said that every healthy child always has the impetus to play so it can be ascertained that a child who does not play in general is in a state of illness, physical or spiritual. Experts said that game has many benefits for children. Among these benefits as suggested by Montolalu (2008) are as follows: 1) play can accommodate children's creativity, 2) plays beneficial to educate the brain, 3) plays useful to overcome conflict, 4) play useful to train empathy, 5) plays beneficial to hone the five senses, 6) play makes a discovery. According to Jean Piaget in Montolalu (2008) children are in accordance with their age to have certain types of games, namely sensory motor play (for age 1½-2 years), Symbolic play (2-7 years), Social play games with rules (8-11 years) and games with rules and sports (11 years and over). The game in Pow-tega technique is taken from two contextual learning models (Depdiknas, 2002): Scrabble and talking sticks which have been modified by the writer according to the need in the speaking class. Thus, the writer assumed that by using this technique can achieve the purpose of learning.

In addition, the writer choose a media that is considered to help learners to easily follow the learning of speaking. The media is Pic-Pow media (Picture in Power Point). This media were chosen because it was considered that practical and facilitate

the appropriate carrying capacity of the classroom equipped with LCD and also can facilitate the teacher to inspire the students and administer the model of teaching descriptive text material to students.

Based on the previous description, the writer applied the title “The Use of Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point (Pic-Pow) Media to Improve the Students’ Speaking Ability”

B. Research Questions

Based on the background above, the problems of the study are as follows:

1. Does the use of Power Teaching and Game technique with Picture in Power Point media improve the students’ self-confidence in speaking ability?
2. Does the use of Power Teaching and Game technique with Picture in Power Point media improve the students’ fluency in speaking ability?

C. Objective of the Study

Based on the research questions, the objectives of the study are to find out:

1. To find out the use of Power Teaching and Game technique with Picture in Power Point media to improve the students’ self-confidence in speaking ability.
2. To find out the use of Power Teaching and Game technique with Picture in Power Point media to improve the students’ fluency in speaking ability.

D. Scope of the Study

The writer restricted the study of the application of Power Teaching and Game technique with Picture in Power Point media to improve the students' self-confidence and fluency in descriptive text at second grade of SMPN 29 Bulukumba. By discipline, this study was under the discipline of linguistics. By content, this study employed Power Teaching and Game and brought up the descriptive text as the teaching material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The writer reports the identification of using several studies to increase the students speaking ability, some researchers' findings are briefly cited follows:

1. Elida, L.M (2014) in her journal, "*Improving Students' Speaking Ability Through Talking Stick*". She found that talking stick is a model of group learning that can improve the students' speaking ability and can be used in teaching learning process.
2. Gallis, N.G (2014) in her thesis "*Improving The Speaking Skills of Grade VIII Students of SMP Negeri 2 Godean Through Pictures*". The result of his research shows that the implementation of pictures in the teaching and learning process of speaking can improve their speaking skill. The students could get involved actively in the speaking learning process.
3. Wong, A (2015) in her journal, "*Applying Whole-Brain-Teaching in Self Financed Top-Up Degrees An Exploratory Action Research*". He found that the students have general positive attitudes towards WBT.

From previous studies, it can be concluded that the previous writers focus on improving students' ability in speaking through talking stick, pictures, or whole brain teaching (power point). While in this study, writer combined two techniques, namely

power teaching and games, then chose picture in power point as the media in learning speaking to improve the students' speaking ability. In addition, in the application of power teaching and game with picture in power point media, the writer also included the steps of language learning so that learning and teaching learning more focused. Next by combining two techniques, namely power teaching and game with the media picture in power point, the writer expects a more enjoyable learning process, attractive, and impressive for students.

B. Concept of Speaking

1. The Definition of Speaking

Speaking is one of skill that we have to learn in English learning. Brown (1994) cited Permatasari (2013) speaking is an interaction of constructing meaning that involves producing, receiving and processing information. Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Speaking requires that student not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*).

According to Brown (2001) stated that when someone can speak a language, it means that he/she can carry on a conversation reasonably

competently. In addition, Thornbury (2005) stated that speaking is an interactive that requires the ability to have cooperation with the other aspects of language. Speaking skill is needed to be developed and practiced independently from the other aspects of language, such as grammar and listening.

Based on that previous experts' statement, it can conclude that speaking is a way to express the ideas orally so that people are able to exchange information with others.

2. Speaking Ability

Speaking is the ability to express oneself in a real life situation in precise words to express a particular idea fluently. It deals with some pronounced words to deliver the meaning to another speaker.

According to Nunan (1989) there are two main aspects of speaking skills; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Then, fluency means the ability to keep going when speaking spontaneously. However, it does not mean that the speaker speaks so fast because sometimes pausing is important. He states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes.

According to Nunan (1989), speaking as a macro skill can be divided into some micro skills. The learners can be said successful in speaking if they can develop some skills. Those skills are the ability to articulate phonological features of the language comprehensible; mastery of stress, rhythm, intonation patterns; as acceptable degree of fluency: transactional skills; skill in taking long speaking turn; skill in the management of interaction; skill of negotiating meaning; conversational listening skill (successful conversations require good listeners as well as good speakers); skill in knowing about and negotiating purposes for conversations, using appropriate conversational formulae and fillers.

Based on the discussion above, it can be concluded that speaking ability can be stated as the ability to use language accurately to express the meaning to get information from other people in the whole life situation.

3. Aspects of Speaking

Brown (2001) says there are four aspects of speaking skills, namely;

1. Fluency

The speaker can be said as a fluent speaker if he/she can use the language quickly and confidently with few hesitation or unnatural pause, false stories, word searches, etc. (Nunan, 2003). Speaker needs to know where she/he has to pause and stop his/her speaking in the appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is

demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

2. Accuracy

Nunan (2003) stated that accuracy happens when students' speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanding to use the correct grammatical structures in their speech.

3. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore, at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001) states that there are some factors within learner that affect pronunciation. They are mentioned as follows:

1) Native language

It is clear enough that native language will become the most influential factors affecting learners' pronunciation. Moreover, native language in this case the learners' mother tongue usually brings a strong accent in their pronunciation style.

2) Age

The ranges of age can influence the success of the pronunciation mastery. Children under age of puberty will have an excellent chance “sounding like native” if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a “foreign accent”, attribute of age will have no longer an advantage. Therefore, it's just a myth about the belief that “the younger, the better” in learning language.

3) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in a foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

4) Innate phonetic practice

There are some people that have a phonetic coding ability by using their ears. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

5) Identity and language ego

If they want to be successful to achieve goal of the study, learners need to have a positive attitude toward the people who speak the language they want to acquire.

6) Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation

4. Vocabulary

The vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak.

In addition, according to Harmer (1998) the speaking skill has five elements as the language learning focus, they are pronunciation, grammar, vocabulary, and fluency.

1. Pronunciation

According to Hornby (1974) pronunciation is a way in which a language is spoken, person's way of speaking a language, or words of a language, or the way in which a word is pronounced.

2. Grammar

Slobin (1939) states that grammar is the sets of rules that relate ordered sound sequences to meaning in order to communicate underlying prepositions compactly and efficiently.

3. Vocabulary

Vocabulary is the fundamental elements of speaking. According to Hornby, vocabulary is the total number of make up a language that is known and used by a person in a trade, profession, etc.

4. Self-confidence

Speaking is the oral communication that is why the students need a high level of confidence. In fact, many students have a low level of confidence so they get into difficulty in communicating with others.

Based on the explanation above, the writer can conclude that there are six important points in learning speaking. There are fluency, accuracy, pronunciation, vocabulary, grammar, and self-confidence.

4. The Steps in Learning English

Naturally, people learn languages ranging from the spoken to the written language. This becomes a concern in language learning. Language learning based on this curriculum starts from oral language learning which is often called oral cycle, after which it is followed by written language which is often called write cycle. Language learning is developed from the oral cycle to the write cycle. Learning the oral cycles start from listening and then speaking,

while learning the writing cycle ranging from reading to writing, using the steps of literacy approach (Literacy Approach) or Genre Approach. Furthermore, in the competency-based integrated training book (Depdiknas 2005) it is explained that for each cycle the teacher should follow the language learning steps: 1) Building Knowledge of the Field (BKOF), 2) Modeling of Text (MOT), 3) Joint Construction of Text (JCOT), 4) Independent Construction (I-COT).

5. Problems in Speaking Ability

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill, Munjayanah (2004):

1) Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say a thing in a foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2) Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he/she is to be heard and in a large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while another speaks very little or not at all.

4) Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.

So, as a good teacher, we should find a solution to overcome the problems experienced by students in learning speaking.

C. Concept of Power Teaching and Game Technique

Pow-Tega technique (Power Teaching and Game) is a learning model with a contextual approach that combines Power Teaching techniques with games. Power teaching is the technique called as brain-based learning teaching technique. Brain based learning is also the application of a meaningful group of principles that represent our understanding of how our brain works in the context of education. This technique can integrate an effective classroom management system with learning approaches that tap the way your brain learns best. This approach is amazingly effective and fun with for both the researcher and the students. This method is very new for the students in the class. Power teaching develops by Chris Biffle consist of six stages, there are:

1. Class-Yes

Class-Yes is the most popular Power Teaching techniques which functions as the Attention Grabber. The Teacher can use this technique whenever the teacher wants to quickly gain the attention of class. For maximum effect, occasionally vary the teacher tone of voice. When the teacher says “Class”, automatically the students say “Yes”.

2. Classroom Rules

Classroom Rules are some rules that are used in the class, which functions as the Organizer. In implementing this technique, the teachers should rehearse Classroom Rules and their gestures many times a day. During instruction, when a rule is broken, the teacher calls out the rule number and students, with gestures, and the students will respond in chorus with the rule. In addition, the rules should be written on the board.

3. Teach-Okay

Teach-Okay is the crucial Power Teaching technique, which functions as the Whole Brain Activator. In this technique, the teacher speaks briefly or explains about the material and then asks students to paraphrase, with meaningful gestures about what the teacher have said with a partner. The teacher moves around in the classroom to monitor the students’ comprehension. After explaining the material, the teacher says, “Teach” and the students say “Okay”

and turn their shoulders toward their neighbor, use gestures and teach the explained material given by the teacher before.

4. Scoreboard

Scoreboard is the assessment, which is given to the students' performance in Teach-Okay, which functions as the Motivator for the students to work hard. The teacher uses Scoreboard to reward for positive behavior and penalize for negative behavior in Teach-Okay.

5. Hand and Eyes

Hand and Eyes are the supporting techniques in the Big Six that function as the Focuser. So, the teacher is not obligated to use this technique because the teacher uses this technique whenever teacher wants maximum attention from the students.

6. Switch

In our classes we have chronic yackers and chronic listeners. We want the chronic yackers to learn to listen and we want the chronic listeners to start talking. So, the teacher has counted the students off in first's and second's. The teacher wants the first's to be the teachers, use gestures, teach everything the teacher has taught the students. The teacher wants the second's to be the students, use listening gestures, encourage your teacher. When the teacher shout "Switch!", the students shout "Switch!" and then the first's will be the students and the second's will be the teachers.

As for, game in a child's life has a very important meaning. It can be said that every healthy child always has the impetus to play so it can be ascertained that a child who does not play in general is in a state of illness, physical or spiritual. Experts say that game has many benefits for children. Among these benefits as suggested by Montolalu (2008) are as follows: 1) play triggers creativity of children, 2) plays a useful brain-friendly, 3) plays useful in coping with conflict, 4) play useful to train empathy, 5) plays beneficial to hone The five senses, 6) play a discovery. According to Jean Piaget cited Montolalu (2008) children are in accordance with their age to have certain types of games, namely sensory motor play (for age 1½-2 years), Symbolic play (2-7 years), Social play games with rules 8-11 years) and games with rules and sports (11 years and over). The game in Pow-Tega technique is taken from three contextual learning models (Depdiknas, 2002): Scrabble and Talking stick which have been modified by the researcher according to the need in the speaking class.

The learning process of speaking through Pow-Tega technique consists of four important activities. The first activity is a scrabble game activity for BKOF activities, an activity in which the teacher invites students to build the vocabulary needed for modeling activities. In this activity the teacher provides a slide show consisting of several words that are randomized letters. Meanwhile, students are lured to guess the composition of the letters into the correct word used to fill the sentence of the passengers. Students who can answer are expected to raise their hands and mention the words aloud. Teachers reward students who can answer

correctly and participate in facilitating other learners to pronounce the words properly and correctly.

The second activity is the modeling of the text activity assisted Pic-Pow media. In this activity the teacher applies the six steps of the Power Teaching technique to give the model of speaking descriptive text material in accordance with predetermined theme. In this modeling step the teacher applies the six steps of the Power Teaching technique. The first step is "Class-Yess". At this stage the teacher directs the learners' attention to the learning activities by saying the word "class" with a certain intonation. Students answer the words with "yes" with the same word intones with teachers' intonation. The second step is "Micro Lecture". In this step the teacher delivered the material in about one minute. Students pay close attention to teacher explanation.

After the second step is the "Teach-Oke" step. After the teacher performs the "Micro Lecture" the teacher pronounces the word "Teach" if necessary with applause and accompanied by an interesting movement, while the learners respond with the word "Okay" while simulating the hand gestures and voice of the teacher. After answering "Okay" students repeat what has been conveyed by teachers in conjunction with other students.

Meanwhile, the fourth step is Scoreboard. In this step the teacher assesses the student's performance on a whiteboard that has created a table with two columns. The first column of the upper part is given the icon of a smiling face, while the second column of the above section is given a sad image icon. Happy

face columns are scored one if the teacher assesses the performance of learners is considered in accordance with the expectations of teachers, while the second column if the performance of students is considered not good. After the teacher gives an assessment, the students respond according to the value obtained. If he gets a smiley face score, learners shout "Oh yeah / Bingo" if necessary with claps. If you get the value of a sad face learners pretended to cry by rubbing the eyes with hands.

The next step is Hands and Eyes. This activity is a technique to focus the attention of learners on teacher explanation. They sit quietly, both hands on the table and pay attention to the teacher's explanation. This activity is usually an activity held before the comprehension check activity. The last step is Comprehension Check. At this stage, students are asked to repeat orally all the material that has been submitted by the teacher. When students repeat the taught material, the teacher goes around checking the learner's activities.

From the first step up to the fifth step repeated in accordance with the material to be conveyed. The steps above are very suitable for learning activities speaking on the stage of modeling of the text. At the modeling stage, teachers can give examples of how to speak with pronunciation, good grammar and correct. For the class 'yes', it is used by the teacher at any time needed for a rowdy classroom condition. According to Putri (2011) the advantages of the Power Teaching technique are to build communication among learners. Enthusiasm and concentration are built using this technique, especially on micro lecture, teach-

upscale, score board and hands and eyes steps. In addition, all students are also motivated to engage in learning activities that apply Power Teaching techniques such as speaking activities.

The writer concluded that power teaching and game applied based on the four steps of language learning is interesting because it can increase attention and concentration of students, also makes the learning process more focused. Therefore, this technique is feasible for adoption by teachers in Indonesia.

D. Concept of Picture in Power Point

Pictures and technology could be used to solve the problems. Hill cited Munawwiroh (2016) promotes that the pictures did not only bring images of reality, but also has the function as a fun element in the class. Sometimes it is surprising, how the pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere. Moreover, Wright (1998) cited Munawwiroh (2016) states that pictures are not just an aspect of the method, but through their representation of places, objects, and people, they are essential parts of the overall experiences that we must help our students to cope with. It can be said that the picture is a thing we see, that is produced by painting, drawing, or photography of object, places and people. Technologies make learning more fun by placing control over learning in the hands of students. One of them is a power point.

Picture in Power Point (Pic-Pow) media is an example of learning media using ICT with Microsoft Power Point program. Power Point is one of the applications developed by Microsoft that is used for presentation creation. Although this application program is actually a program to create presentations, existing facilities can be used to create language learning programs.

The facilities available at Microsoft power point, according to audio (2003) can be used to make the display on the screen more interesting. Among these are as follows: 1) insert text, picture, sound and video, 2) create attractive appearance, 3) create hyperlinks that connect viewers in a power point program with other application program.

With Pic-Pow media the teacher is expected to teach something difficult to be easy and something complicated becomes simple. Soedjana cited Soeparno (1988) argues that the media has some of the following benefits: 1) Teaching attracts students' attention so as to foster motivation to learn, 2) Teaching material will be more clear meaning so that it can be more easily understood by learners and enable it mastering and achieving teaching objectives, 3) teaching methods will be more varied, not merely verbal communication, through the closing of the spy by the teacher so that learners do not get bored and the teacher does not run out of energy, especially if the teacher teaches every lesson, 4) participants educate more doing learning activities, because not only listen to the teacher's description.

Based on the statements above, the writer can conclude that picture in PowerPoint is the best media to support the teacher when teach speaking material.

E. Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. According to Finoza cited Dalman(2015) descriptive text is a form of writing that aims to expand the knowledge and experience of the reader by describe the true nature of the object. Descriptive text has some function to make the reader interested to read the text, the function of descriptive text is to entertain, express feelings, relate experiences, inform, and persuade the reader. The context of this kind of text is the description of particular things, animal, person, or others, for instance: our pets or a person we know well. It differs from report, which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing. A good description has unifying idea and everything that support the idea. A description shows and allows the reader to see, hear, and feel the subject matter clearly.

Based on the previous statements, it can be concluded that descriptive text is a text to describe something based on the true nature of the object.

2. The Characteristic of Descriptive Text

According to Dalman (2015) descriptive text have characteristics, such as:

- a. Descriptions more show details about the object;
- b. Descriptions are given the sensitivity and from the imagination of the reader;
- c. Descriptions are delivered with attractive language style;
- d. The description is describing something that can be heard, seen, and felt. For example: things, colors, and person.

Based on the opinion above, it can be concluded that the characteristics of descriptive text, or the text that explains with clearly details about the object, can raise the impressions, imagination, and sensitivity of the reader, attract interest, use language that is easy to understand, and make the reader as if experiencing directly the object that describes.

3. Speaking Learning Activity in Descriptive Text

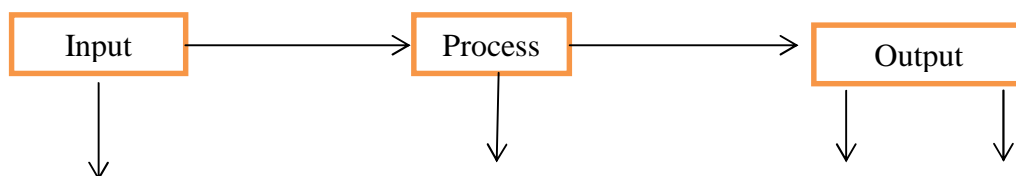
According to Thornbury (2005) in his book "How to Teach Speaking" there are several activities that can be selected for speaking, learning activities, there are: practiced control, drilling, writing task, assisted performance, and task repetition. The practice of practical control is an activity of speaking practice that is guided by a teacher as a model of speech. Before the students do speak, the teacher first gives the model how to speak English accurately, fluently and acceptable. The drilling is an activity in which the teacher gives examples of how the pronunciation of words per word, sentence per sentence while the learners imitate after the teacher.

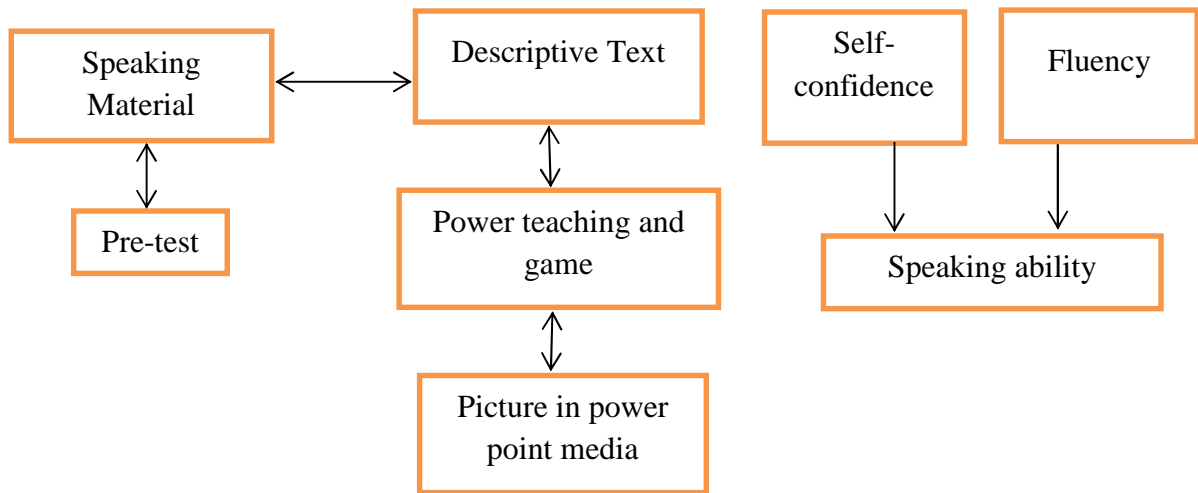
Meanwhile, reading aloud is usually done to train pronunciation learners. This activity can be done variatively according to the state of the class and learners. Writing task is an activity of learners to record things that may need to be taken into account after listening and imitating the model of the teacher. While Assisted performance is a learning activity in order to perform appearance or speech performance in front of class friends who assisted with media images or other.

Based on the explanation, it can be seen that the learning activities of descriptive text material include listening, reading, watching the images, imitating what the teacher said, analyzing the letters with other letters to form words, pronounce words, ask, give advice, interact, remember, solve problems, analyze, see relationships, and make decisions.

In this learning activity to be observed by writer observers are: pay attention to teacher explanations, respond to explanations and models of teachers, work with other students and have ideas to solve problems.

F. Conceptual Framework





1. Input

In this stage, the writer gave a brief explanation about the material that is descriptive text. Then the writer gave a pre-test in the form of oral test. The writer asked students to describe themselves.

2. Process

The first activity was a scrabble game activity for building knowledge of the field activity, which was an activity in which teachers invite students to build the vocabulary needed for modeling activities. In this activity the teacher provided a slide show consisting of a few words that are randomized letters. Meanwhile, students were lured to guess the arrangement of the letters into the correct word used to fill the sentence of the blank.

The second activity was the modeling of the text activity assisted picture in power point media (Pic-Pow). In this activity the teacher applied the

six steps of Power Teaching technique to give the model of speaking descriptive text material with predetermined theme.

The third activity in learning speaking through Pow-Tega technique was talking stick game activity for joint construction of the text activities. This activity was an activity in which learners were divided into several groups heterogeneously. Students in the group were encouraged to practice re-expressing the topic of conversation in their own language assisted by the Pic-Pow media that the teacher shows on screen. After the student practiced in his group, the teacher began to apply the talking stick game. This game started from the teacher told students' to close the eyes and teachers give talking stick to one of the group members. Group members who get talking stick told to describe the picture on the slide show.

3. Output

After several activities that had been done in the teaching and learning process of speaking through Pow-Tega technique with Picp-Pow media in the class, the writer did a post-test to determine the improvement of students' ability in learning to speak. There were two aspects that become the target of the writer, the first was the students were more confident and the second, the student was more fluent in learning speaking so that their speaking ability increases.

G. Hypothesis

Based on the previous explanation, the writer formulates the hypothesis:

1. Null Hypothesis (H_0): there is no significant difference of students' in speaking before and after teaching the materials through the Power Teaching and Game technique with Picture in PowerPoint media.
2. Alternative Hypothesis (H_1): there is a significant difference of students' in speaking before and after teaching the materials through Power Teaching and Game technique with Picture in power point media.

CHAPTER III

RESEACH METHOD

This chapter consists of the research design, variable and indicator, population and sample, research instrument, data collection, and data analysis.

A. Research Design

The method of this study was pre-experimental (one group pre-test post-test) research design. This design can be presented as follows:

$$O_1 \text{ X } O_2$$

Where: O_1 is the pre-test

X is the treatment

O_2 is the post-test

(Sugiyono, 2015)

B. Research Variables and Indicators

Variable in this study were the use of power teaching and game technique with picture in power point media as independent variable and students' speaking ability as the dependent variable. The indicator of this study was students' self-confidence and fluency.

C. Population and Sample

1. Population

The population of this study was the second grade students of SMP Negeri 29 Bulukumba consisted of 86 students. There were 4 grades, grade A 22 students, grade B 21 students, grade C 22 students, and grade D 21 students.

2. Sample

The writer chose the students of second grade C consisted of 22 students. They had a similar level of average intelligence in speaking mastery.

D. Research Instrument

In any scientific study, instrument for collecting data was important. The accuracy of the result of research was mostly dependent on how accurate the use of instruments. The writer used oral test and questionnaire as instruments. The oral test was used to assess the students' fluency in their speaking ability which consisted of pre-test and post-test. While the questionnaire was used to assess the students' self confidence in language learning, especially in speaking before treatment and after treatment. The questionnaire adapted from FLCAS (Foreign Language Classroom Anxiety Scale) that was designed by Horwitz (1986) and it was modified by the writer appropriate to the need of this study. The questionnaire consists of 10 numbers.

E. Data Collection

Some techniques used in collecting data in this research are pre-test and post-test. In this research, there were 6 meetings. It consisted of one meeting for pre-test, four meetings for treatment, and one meeting for post-test. Each meeting lasted 80 minutes in the classroom.

1). Pre-test

At the first meeting, the writer gave pre-test (oral test) to the students to measure their speaking ability. The writer asked the students to describe their self. The writer also given them questionnaire to know the level their self confidence before the writer applied the treatments.

2) .Treatment

The procedures of treatment were:

- a. Students observed that image shown by the writer and compose words that was lapsed (scrabble game) .
- b. The writer focuses the student's attention with "class yes".
- c. The writer explained classroom rules.
- d. The writer showed the picture through a slide show related to the material.
- e. The writer was give the material to students (applying power teaching technique).
- f. The writer divided students into 6 groups.
- g. The writer asked students to identify the picture that have been given.
- h. The writer asked student who gets talking stick to describe the picture.
- i. The writer was give an assessment (score bord)

3). Post-test

After doing the treatments for four meetings, the same questionnaire was given to students in order to know their self-confidence toward the used of Power Teaching and Game with Picture in power point media in speaking English. After that, the post test was given to students. The writer asks the students to describe their self depends on the material that was given (physical appearances). The result of the post-test was calculated to get whether or not the students get processed by using Power Teaching and Game.

Table 3.1: Scoring of fluency

Points	Classification	Behavioral statements
5	Excellent	Speech as fluent and effort as that of native speakers.
4	Very Good	Speech of speech seems to be slightly affected by language problem.
3	Good	Speed and fluency are rather than strongly affected by language problems.
2	Fairly Good	Usually hesitant; often forced silence by language limitation.
1	Poor	Speech is so halting and fragmentary as to make conversation virtually impossible.

Harris (1977)

F. Data Analysis

1. Speaking Test

The data obtained from the test were analyzed by using the following procedures:

- a. Scoring the students' fluency in speaking based on the Harris (1977) classification that covered pretest and posttest by using the following formula:

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

- b. Classifying the students score into the following measurement scale:

Points	Scale	Classification
5	90-100	Excellent
4	80-89	Very Good
3	70-79	Good
2	60-69	Fairly Good
1	59	Poor

- c. Calculating the mean score, computing the percentage of improvement, finding out the standard deviation of pretest and posttest, computing the frequency and the percentage of the students' scores, and testing the hypothesis of significance and calculating the value of T-test.

- a) Finding out the mean score of the students' answer by using the following formula:

Where:

\bar{X} = mean score

$\sum x$ = the total score

N = the total number of students

(Gay, 1990)

- b) Finding out the standard deviation by using the following formula :

$$SD = \frac{\overline{SS}}{N}, \text{ where } SS = \sum X^2 - \left(\frac{\sum x}{N}\right)^2$$

Where :

SD : standard deviation

SS : sum of square

N : the number of students

$\sum X^2$: the sum of all squares

$(\sum X)^2$: the sum squares of the sum score

(Gay, 2006)

- c) To know the percentage (%) of the students' reading development the following formula:

$$P (\%) = X \cdot 10$$

Where :

X1 : the mean score of pre-test

X2 : the mean score of post-test

- d) Finding out a significant between students pre-test by using the following formula:

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

No	Performance of comparison	Hypothesis
1	t-test value > t-table value	Accepted
2	t-test value < t-table value	Rejected

Where :

If t-test is bigger than t-table, the difference is significant.

If t-test is smaller than t-table, the difference is not significant.

(Gay, 1981)

2. Questionnaire

The questionnaire was given to the students before and after treatment. This was the last session of collecting data. In this case, the questionnaire consisted of 10 items. The levels are classified into very poor confident for 0 - 10 score point, poor confident for 11 - 20 score point, an average of 21 - 30 score point, highly confident for 31 - 40 score point, and very high confident for 41 - 50 score point. As a result, it will be known whether there is a difference in terms of students' self confidence in speaking.

Classification	Score
Very poor	0-10
Poor	11-20
Average	21-30
High confidence	31-40
Very high	41-50

Horwitz in Thresia F (2016)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study and the discussion of the findings. The findings are written systematically in the line with the problem statements as previously stated in the introduction section while the discussion deals with the further description and interpretation of the findings.

A. Findings

The findings that writer reports in this chapter are based on the data analysis collected by using a questionnaire (before and after treatment) about students' self-confidence and tests (pretest and posttest) about students' fluency, in detail in the following discussion.

1. Students Self-confidence in Speaking

The rate percentage score of students' self-confidence in speaking is shown as follows:

Table. 4.1. The rate percentage score of students' self-confidence in speaking

Classification	Score	Before treatment		After treatment	
		F	%	F	%
Very poor	0-10	0	0	0	0
Poor	11-20	0	0	0	0
Average	21-30	20	91	11	50
High confidence	31-40	2	9	11	50
Very high confidence	41-50	0	0	0	0
TOTAL		22	100	22	100

Table 4.1 illustrates that the students' self-confidence before and after treatment. Before treatment, those who classified average was 20 (91%) students and high confidence was 2 (9%) students. While after treatment, those who classified average was 11 (50%) students and high confidence was 11 (50%) students. It is indicated that there was an improvement of students' self-confidence.

2. Students Fluency in Speaking

a. The Rate Percentage Of Students Fluency in Pretest And Post-Test

The rate percentage of students' score in pre-test and post-test is shown as follows:

Table 4.2 The rate percentage score of students fluency in speaking

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	5	0	0	0	0
Very Good	4	0	0	0	0
Good	3	0	0	3	13.6
Fairly good	2	4	18.1	8	36.4
Poor	1	18	81.9	11	50
TOTAL		22	100	22	100

Table 4.2 illustrates that the score of students in post test was higher than the students' score in pre-test. The percentage of pre-test. Those who classified as fairly good was 4 (18.2%) students and poor was 18 (81.9%) students. While in post-test, those who classified as good was 3 (13.6%) students, fairly good was 8 (36.4%) students, and poor was 11 (50%) students.

Based on the table above, it is indicated that there is improvement of students' score after treatment.

b. The Mean Score and Standard Deviation of Students' Score in Pre-test and Post-test

The mean score and standard deviation of students' pre-test and post-test are shown in the following table:

Table 4.3. Mean Score and Standard Deviation of the Students' Pre-test and Post-test

	Mean Score	Standard Deviation
Pretest	55.3	6.14
Posttest	60.3	7.18

Table 4.3 reveals the difference of mean score and standard deviation in pre-test and post-test. The data in table 4.3 show that the mean score was different before giving the treatment. After conducting the experimenting, the score of the post-test showed an improvement score of mean score. The mean score of students' pre-test was 55.3 and the standard deviation was 6.14, while in post-test, the mean score was 60.3 and the standard deviation was 7.18.

c. Test of Significance (T-test)

The result of the t-test is presented in the following table:

Table 4.4. T Test of the Students' Fluency in Speaking

t-test	t-table	Comparison	Different
8.06	2.080	t-test > t-table	Significant

The table above shows that, t-test value of reading was greater than t-table value ($8.06 > 2.080$), this finding used to determine the hypothesis that occurred in this research as it stated that the null hypothesis (H_0) is rejected when the value t-test was greater than the value of t-table, and the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the result above, finally the writer concluded that the using of Power Teaching and Game technique with Picture in Power Point media in teaching and learning process at SMP29 Bulukumba was successful improved the students' fluency.

B. Discussion

1. Students' Self-Confidence

In this section, the discussion deals with the use of Power Teaching and Game Technique with Picture in Power Teaching Media in improving the students' self confidence. The description of data collected through the questionnaire as explained in the previous section showed that the use of power teaching and game technique was improved the students' self-confidence. This finding supports the finding of Sagita (2013) that improving students' speaking skill through games, in this case the use of game technique can engage students speaking particularly in self-confidence.

The effectiveness of power teaching and game with picture in power point media in learning speaking can be seen from the percentage score of self-confidence in speaking after treatment was higher than before treatment.

Before treatment, 20 students (91%) had an average self-confidence and 2 students (9%) had high confidence. While after treatment, there was an improvement of students' self confidence. It is shown by the data that 11 students (50%) had an average confidence and 11 students (50%) had high confidence.

Although the data indicated that there has been a significant improvement in students' self-confidence levels, there was some students who are still difficult to cultivate their confidence.

2. Students Fluency in Speaking Ability

In this part, the discussion deals with the interpretation of the finding derived from the result of statistical analysis. The description of the data also collected through the oral test as explained in the previous section shows that the students' fluency was developed. It was supported by the frequency and the rate percentage of the result of the students is pre-test and post-test. Students score after presenting materials through Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point Media in teaching English speaking was better than before the treatment give them.

The relation of theory of learning English theory focuses on the teaching English speaking through the Power Teaching and Game (Pow-

Tega) Technique with Picture in Power Point Media must be interesting for the students. The improving of the students fluency through Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point Media can be realized in English learning. The process of learning English speaking focuses on learning where the teacher guide the students to speak and make a good communication with them. This fact can be found through the result of the treatment and the result of the treatment accumulated on post-test.

After conducting the pre-test the writer gave treatment by using Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point Media and involved them post-test to know the students' ability. The result of the test is in the pre-test, those who classified as fairly good was 4 (18.2%) students and poor was 18 (81.9%) students.

While in post-test, those who classified as good was 3 (13.6%) students, fairly good was 8 (36.4%) students, and poor was 11 (50%) students.

After giving the treatment, the researcher found the students' improvement by comparing their mean score in post-test and pre-test. The means scores of the students' pre-test was 55.3 classified into "Poor" and post-test was 60.3 classified into " Fairly Good". It indicates that the mean score of the students post-test (after presenting material) was greater than the pre-test.

Then the difference between pre-test and post-test was proving by the test value. The t-test value was 8.06 it was greater than t-table value 2.080, at the level significance 0.05 with degree of freedom ($df=n-1=22-1=21$). Based

on the result of the t-test, the writer found that there was an improvement of the students' fluency after teaching and learning English through Power Teaching And Game Technique With Picture In Power Point Media.

Based on the previous explanation, the result of the t-test, there was a significant difference between result the pre-test and post-test. It means that there was a different result before and after teaching, speaking using Power Teaching and Game Technique with Picture in Power Point Media during the treatment. It can be concluded that the students' of the second year of SMPN 29 Bulukumba can be argued that using Power Teaching and Game Technique with Picture in Power Point Media can improve the students' speaking ability, especially their self confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers some conclusion and suggestion.

A. Conclusion

- a. There was an improvement of students' self-confidence before and after using Power Teaching And Game Technique with Picture in Power Point Media. It can be seen by the result of analysis questionnaire. Before treatment, those who classified average self-confidence was 20 (91%) students and high confidence was 2 (9%) students. While after treatment, those who classified average was 11 (50%) students and high confidence was 11 (50%).
- b. There was an improvement of students' fluency after using Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point (Pic-Pow) Media. It was provincial in speaking by the result of the statistical analysis of the level of significant 0.05 with degree of freedom ($df=n-1$, $22-1=21$). Indicated that t-test value was 8.06 while the table was 2.080 where $8.06 > 2.080$. The researcher assumes the using of Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point (Pic-Pow) Media can improve the students' speaking ability.

c. Suggestion

The succes in teaching speaking does not depend on lesson program only, but more important is how the teacher presents the lesson and uses various

techniques to make class more enjoyable and lively. In this term, the writer was going to put forward some suggestion for the English teachers, as follows:

- a. The teacher should use Power Teaching and Game (Pow-Tega) Technique with Picture in Power Point (Pic-Pow) Media in the teaching process.
- b. The teacher should give more material of speaking to the students in order intensify the students' achievement in English speaking.
- c. The teacher should ask the students to keep speaking.
- d. The teacher should stimulate the students to enjoy to speak

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Name :

Class :

Dear student, read the next sentences and answer from 1 to 5 in front of each one. Score 1 shows that you strongly disagree with the sentence and 5 shows that you strongly agree with the sentences.

SELF-CONFIDENCE QUESTIONNAIRE.

1. I can learn to speak English.
2. I am a good student.
3. I am an important member of my group.
4. My group needs me to come to class every day.
5. I think that I will speak perfect English someday.
6. I think that I will get a great score someday.
7. I think that I will get a 5 in this class.
8. I feel confidence speak English to my classmates.
9. I feel confidence speak English to my English teacher.
10. I feel confidence speak to other subjects' teachers at school

(1) Strongly disagree (2) disagree (3) neither disagree nor agree (4) agree (5) strongly agree.

Oral Test

a. Pre test

1. What is your name ?
2. How old are you ?
3. Describe about yourself !

b. Post test

1. What is your name ?
2. How old you are ?
3. Tell me about yourself according to the material that I was given !

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP NEGERI 29 BULUKUMBA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : VIII
Tema : Descriptive text
Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)

C. Indikator Pencapaian Kompetensi

- 3.5.1 Mengidentifikasi fungsi sosial dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 3.5.2 Mengidentifikasi unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

- Fungsi sosial
Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang

- Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Sifat dan keadaan orang yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran: Power Teaching and Game

F. Kegiatan Pembelajaran

1. Pertemuan Ke-1 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa bersama - Cek kehadiran dan menanyakan keadaan peserta didik 	5
Kegiatan Inti	<ul style="list-style-type: none"> - Siswa mengamati gambar (people) yang diperlihatkan oleh guru dan menyusun kata-kata yang rumpang. (scrabble game) - Guru kembali memusatkan perhatian siswa dengan langkah "class yes" - Guru menjelaskan "classroom rules" - Guru memperlihatkan gambar (melalui slide show) terkait dengan definisi teks deskriptif - Guru memberikan contoh teks deskriptif dalam bentuk percakapan sesuai dengan gambar yang telah diberikan - Guru memberikan materi deskriptif teks (mengaplikasikan power teaching technique) - Guru membagi siswa ke dalam 6 kelompok - Guru meminta siswa mengidentifikasi beberapa teks deskriptif yang diberikan - Guru meminta siswa yang diberi <i>talking stick</i> untuk mendeskripsikan people sesuai gambar dan tema yang diberikan - Guru memberikan penilaian "score board" 	75
Kegiatan Penutup	<ul style="list-style-type: none"> - Menanyakan kesulitan dalam melakukan kegiatan pembelajaran - Menyimpulkan hasil pembelajaran - Menyampaikan rencana kegiatan untuk pembelajaran berikutnya 	5

G. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Penugasan
- Keterampilan : Praktik/Performance

	Soal	Bentuk Penilaian
Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	<p>He is... Sahra is... girl (l-u-e-a-i-f-t-b) (beautiful, handsome, nice).....</p> <p>descriptive text is which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.</p>	Tes Lisan

H. Media, Bahan dan Sumber Belajar

- Media : LCD (Power Point)
- Bahan : Gambar people, talking stick, card
- Sumber Belajar : Buku, internet

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP NEGERI 29 BULUKUMBA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : VIII
Tema : Describing People (Famous People)
Alokasi Waktu : 2 x 40 Menit

I. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)

K. Indikator Pencapaian Kompetensi

- 3.5.1 Mengidentifikasi fungsi sosial dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 3.5.2 Mengidentifikasi unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya

L. Materi Pembelajaran

- Fungsi sosial
Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
 - Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Sifat dan keadaan orang yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

M. Metode Pembelajaran: Power Teaching and Game

N. Kegiatan Pembelajaran

2. Pertemuan Ke-2 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa bersama - Cek kehadiran dan menanyakan keadaan peserta didik 	5
Kegiatan Inti	<ul style="list-style-type: none"> - Siswa mengamati gambar (people) yang diperlihatkan oleh guru dan menyusun kata-kata yang rumpang. - Guru memperlihatkan gambar (melalui slide show) terkait dengan ciri fisik manusia sesuai dengan konteks penggunaannya - Guru kembali memusatkan perhatian siswa dengan langkah “class yes” - Guru menjelaskan “classroom rules” - Guru memberikan kosakata terkait dengan ciri fisik manusia sesuai dengan konteks penggunaannya - Guru memberikan contoh teks deskriptif dalam bentuk percakapan sesuai dengan gambar yang telah diberikan - Guru membagi siswa ke dalam 6 kelompok - Guru meminta siswa mengidentifikasi teks deskriptif dengan gambar (Jokowi) yang diberikan - Guru meminta siswa yang diberi <i>talking stick</i> untuk mendeskripsikan people sesuai gambar dan tema yang diberikan - Guru memberikan penilaian “score board 	75
Kegiatan Penutup	<ul style="list-style-type: none"> - Menanyakan kesulitan dalam melakukan kegiatan pembelajaran - Menyimpulkan hasil pembelajaran - Menyampaikan rencana kegiatan untuk pembelajaran berikutnya 	5

O. Penilaian, Pembelajaran Remedial dan Pengayaan

2. Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Penugasan
- Keterampilan : Praktik/Performance

	Soal	Bentuk Penilaian
Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	He is... Sahra is... girl (l-u-e-a-i-f-t-b) (beautiful, handsome, nice)..... a. Describing people <ul style="list-style-type: none">• Who is it ?(Yusuf Kalla)• Describe the picture please !	Tes Lisan

P. Media, Bahan dan Sumber Belajar

- Media : LCD (Power Point)
- Bahan : Gambar people, talking stick, card
- Sumber Belajar :Buku, internet

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP NEGERI 29 BULUKUMBA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : VIII
Tema : Describing Animal (My Pet)
Alokasi Waktu : 2 x 40 Menit

Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)

Indikator Pencapaian Kompetensi

- 3.5.1 Mengidentifikasi fungsi sosial dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 3.5.2 Mengidentifikasi unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya

Materi Pembelajaran

- Fungsi sosial
Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
 - Kosakata, terkait dengan ciri fisik (a.l. *red, big, dark, loud*), selera (a.l. *nice, beautiful, cute*), mental (a.l. *clever, smart*), psikologis (a.l. *happy, sad, disappointed, angry, wild*), budi (a.l. *kind, good, polite*)
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Sifat dan keadaan orang yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

5. Metode Pembelajaran: Power Teaching and Game

6. Kegiatan Pembelajaran

3. Pertemuan Ke-3 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa bersama - Cek kehadiran dan menanyakan keadaan peserta didik 	5
Kegiatan Inti	<ul style="list-style-type: none"> - Siswa mengamati gambar (animal) yang diperlihatkan oleh guru dan menyusun kata-kata yang rumpang. - Guru memperlihatkan gambar (melalui slide show) terkait dengan ciri fisik hewan sesuai dengan konteks penggunaannya - Guru kembali memusatkan perhatian siswa dengan langkah “class yes” - Guru menjelaskan “classroom rules” - Guru memberikan kosakata terkait dengan ciri fisik manusia sesuai dengan konteks penggunaannya - Guru memberikan contoh teks deskriptif dalam bentuk percakapan sesuai dengan gambar yang telah diberikan - Guru membagi siswa ke dalam 6 kelompok - Guru meminta siswa mengidentifikasi teks deskriptif dengan gambar (Cat) yang diberikan - Guru meminta siswa yang diberi <i>talking stick</i> untuk mendeskripsikan <i>people</i> sesuai gambar dan tema yang diberikan - Guru memberikan penilaian “score board” 	75
Kegiatan Penutup	<ul style="list-style-type: none"> - Menanyakan kesulitan dalam melakukan kegiatan pembelajaran - Menyimpulkan hasil pembelajaran - Menyampaikan rencana kegiatan untuk pembelajaran berikutnya 	5

7. Penilaian, Pembelajaran Remedial dan Pengayaan

3. Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Penugasan
- Keterampilan : Praktik/Performance

4. Instrumen Penilaian

Kisi-kisi dan Soal	Soal	Bentuk Penilaian
Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya	a. Describing animal <ul style="list-style-type: none">• What is it ?(cat)• Describe the picture please !	Tes Lisan

b. Media, Bahan dan Sumber Belajar

- Media : LCD (Power Point)
- Bahan : Gambar people, talking stick, card
- Sumber Belajar : Buku, internet

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP NEGERI 29 BULUKUMBA
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : VIII
Tema : Describing Things (My School)
Alokasi Waktu : 2 x 40 Menit

Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar

- 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)

Indikator Pencapaian Kompetensi

- 3.5.1 Mengidentifikasi fungsi sosial dari memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 3.5.2 Mengidentifikasi unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya

Materi Pembelajaran

- Fungsi sosial

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
 - Kosakata, terkait dengan ciri fisik (a.l. *big*, *clean*),
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Sifat dan keadaan orang yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

8. Metode Pembelajaran: Power Teaching and Game

9. Kegiatan Pembelajaran

4. Pertemuan Ke-4 (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa bersama - Cek kehadiran dan menanyakan keadaan peserta didik 	5
Kegiatan Inti	<ul style="list-style-type: none"> - Siswa mengamati gambar (sekolah) diperlihatkan oleh guru dan menyusun kata-kata yang rumpang. - Guru memperlihatkan gambar (melalui slide show) terkait dengan ciri fisik manusia sesuai dengan konteks penggunaannya - Guru kembali memusatkan perhatian siswa dengan langkah “class yes” - Guru menjelaskan “classroom rules” - Guru memberikan kosakata terkait dengan ciri fisik manusia sesuai dengan konteks penggunaannya - Guru memberikan contoh teks deskriptif dalam bentuk percakapan sesuai dengan gambar yang telah diberikan - Guru membagi siswa ke dalam 6 kelompok - Guru meminta siswa mengidentifikasi teks deskriptif dengan gambar (sekolah) yang diberikan - Guru meminta siswa yang diberi <i>talking stick</i> untuk mendeskripsikan <i>people</i> sesuai gambar dan tema yang diberikan - Guru memberikan penilaian “score board” 	70
Kegiatan	<ul style="list-style-type: none"> - Menanyakan kesulitan dalam melakukan kegiatan 	5

Penutup	<p>pembelajaran</p> <ul style="list-style-type: none"> - Menyimpulkan hasil pembelajaran - Menyampaikan rencana kegiatan untuk pembelajaran berikutnya 	
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10. Penilaian, Pembelajaran Remedial dan Pengayaan

5. Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Penugasan
- Keterampilan : Praktik/Performance

6. Instrumen Penilaian

Kisi-kisi dan Soal	Soal	Bentuk Penilaian
Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam memberi dan meminta informasi terkait dengan sifat orang, things, benda sesuai dengan konteks penggunaannya	<p>b. Describing animal</p> <ul style="list-style-type: none"> • Where is your school) • Describe the picture please ! <p>c. Make a match</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">teacher</div> <div style="border: 1px solid black; padding: 2px 10px;">room</div> <div style="border: 1px solid black; padding: 2px 10px;">clean</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">smart</div> </div>	Tes Lisan

d. Media, Bahan dan Sumber Belajar

- Media : LCD (Power Point)
- Bahan : Gambar people, talking stick, card
- Sumber Belajar : Buku, internet

Data Analysis of Students' Self Concept in Pretest

No	Numbers of Questionnaires										Score
	1	2	3	4	5	6	7	8	9	10	
1	3	2	2	3	2	1	3	2	4	2	24
2	3	3	3	2	1	2	1	3	2	2	21
3	4	3	3	4	3	2	2	2	2	2	27
4	3	3	2	3	1	3	3	3	2	3	26
5	3	2	2	3	3	2	3	3	3	2	26
6	3	2	2	3	2	2	3	2	2	2	23
7	3	3	3	4	3	3	3	2	2	3	29
8	3	4	3	3	2	3	3	3	3	3	30
9	2	4	3	2	4	3	3	4	3	3	31
10	4	4	2	2	3	3	4	3	2	3	30
11	3	3	3	3	3	4	3	3	2	2	29
12	4	3	3	3	2	2	2	4	2	3	28
13	3	3	2	2	3	3	3	3	3	2	27
14	4	3	3	3	2	2	3	3	3	3	29
15	3	3	3	3	1	1	1	3	3	2	23
16	4	3	3	3	3	3	3	3	3	2	30
17	4	4	3	4	3	3	3	4	2	4	34
18	3	3	3	3	2	2	3	4	3	3	27
19	4	2	3	2	3	3	3	3	3	2	28
20	3	2	3	3	3	3	3	3	2	3	28
21	3	2	2	3	4	3	4	3	2	3	30
22	3	2	2	3	1	2	2	3	1	3	22

Data Analysis of Students' Self Concept in Posttest

No	Numbers of Questionnaires										Mean Score
	1	2	3	4	5	6	7	8	9	10	
1	4	3	3	4	2	4	3	3	3	3	31
2	3	3	3	2	3	3	4	4	2	3	30
3	3	3	3	3	3	3	3	3	2	3	27
4	4	3	4	3	4	3	3	3	3	4	34
5	3	3	4	3	3	4	3	3	3	4	31
6	4	4	3	3	4	3	3	4	3	3	34
7	3	3	3	3	3	3	3	4	2	3	30
8	4	2	2	3	3	4	3	4	3	3	31
9	3	4	3	2	4	3	3	4	2	3	30
10	4	3	3	4	3	3	4	3	2	3	32
11	3	4	3	4	3	3	3	3	2	2	30
12	4	4	4	3	3	2	4	2	2	2	30
13	4	5	4	3	4	4	4	3	4	5	30
14	4	3	3	3	5	3	4	2	2	4	30
15	3	3	4	4	1	3	4	3	3	2	30
16	4	3	3	3	3	3	3	3	3	2	30
17	5	3	5	3	5	4	4	3	2	5	39
18	3	3	3	3	3	3	3	4	3	3	31
19	4	4	3	3	3	3	3	3	3	2	31
20	4	3	3	3	3	4	3	3	3	3	32
21	4	3	2	3	4	3	4	3	3	3	33
22	4	2	2	3	3	3	3	3	1	3	27

No.	RESPONDENT	SCORE					
		Pre-test			Post-test		
1.	S1	57	1.7	2.89	62	1.7	2.89
2.	S2	67	11.7	136.89	70	9.7	94.09
3.	S3	50	-5.3	28.09	54	-6.3	36.69
4.	S4	61	5.7	32.49	65	4.7	22.09
5.	S5	57	1.7	2.89	59	-1.3	1.69
6.	S6	55	-0.3	0.09	59	-1.3	1.69
7.	S7	57	1.7	2.89	62	1.7	2.89
8.	S8	57	1.7	2.89	64	3.7	13.69
9.	S9	60	4.7	22.09	70	9.7	94.09
10.	S10	59	3.7	13.69	63	2.7	7.29
11.	S11	50	-5.3	28.09	50	-10.3	106.09
12.	S12	59	3.7	13.69	63	2.7	7.29
13.	S13	58	2.7	7.29	70	9.7	94.09
14.	S14	50	-5.3	28.09	50	-10.3	106.09
15.	S15	50	-5.3	28.09	55	-5.3	29.09
16.	S16	50	-5.3	28.09	60	-0.3	0.09
17.	S17	68	12.7	161.29	74	13.7	187.69
18.	S18	50	-5.3	28.09	56	-4.3	18.49
19.	S19	40	-15.3	234.09	43	-17.3	299.29
20.	S20	50	-5.3	28.09	57	-3.3	10.89
21.	S21	55	-0.3	0.09	60	-0.3	0.09
22.	S22	57	1.7	2.89	60	-0.3	0.09
	TOTAL	1217		829.89	1326		1136.38
	MEAN SCORE	55.3			60.3		

Mean Score and Standard Deviation of Students Pretest and Posttest

	Mean Score	Standard Deviation
Pretest	55.3	6.14
Posttest	60.3	7.18

The students' score of pre-test and post-test

Respondent	Pre-test (X₁)	Post-test (X₂)	Gain (X₂-X₁)	D²
S1	57	62	5	25
S2	67	70	3	9
S3	50	54	4	16
S4	61	65	4	16
S5	57	59	2	4
S6	55	59	4	16
S7	57	62	5	25
S8	57	64	7	49
S9	60	70	10	100
S10	59	63	4	16
S11	50	50	0	0
S12	59	63	4	16
S13	58	70	12	144
S14	50	50	0	0
S15	50	55	5	25
S16	50	60	10	100
S17	68	74	6	36
S18	50	56	6	36
S19	40	43	3	9
S20	50	57	7	49
S21	55	60	5	25
S22	57	60	5	25
N= 25	X₁= 1217	X₂ = 1326	D= 111	D²=741

1. Calculating the mean score

a. Mean score of pre-test

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

$$\bar{X} = \frac{1217}{22}$$

$$= 55.3$$

b. Mean score of post-test

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

$$\bar{X} = \frac{1326}{22}$$

$$= 60.3$$

2. Percentage of the student's improvement

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

$$= \frac{60.3 - 55.3}{55.3} \times 100$$

$$= \frac{5}{55.3} \times 100$$

$$= 9.04 \%$$

3. Test of significance difference

Calculating the t-test value of mean

$$D^2 = 741$$

$$D = 111$$

$$N = 22$$

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

$$= \frac{111}{22}$$

$$= 5.04$$

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

$$t = \frac{5}{\frac{741 - 560.04}{22 \cdot 22 - 1}}$$

$$t = \frac{5}{\frac{180.96}{462}}$$

$$t = \frac{5}{\sqrt{0.39}}$$

$$t = \frac{5}{0.62}$$

$$t = 8.06$$

Critical value of T-Table

df	Level of Significant for One-tailed test					
	.01	.05	.025	.01	.005	.0005
	Level of Significant for one-tailed test					
	.02	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.885	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.307	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.279	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
	1.282	1.645	1.960	2.326	2.576	3.291

Fisher and Yates (1963)

RESP.	SCORE	POINT	SCORE	POIN T
	Pre test		Post test	
S1	57	1	62	2
S2	67	2	70	3
S3	50	1	54	1
S4	61	1	65	2
S5	57	1	59	1
S6	55	1	59	1
S7	57	2	62	2
S8	57	1	64	2
S9	60	1	70	3
S10	59	1	63	2
S11	50	1	50	1
S12	59	1	63	2
S13	58	1	70	2
S14	50	1	50	1
S15	50	2	55	1
S16	50	1	60	2
S17	68	1	74	3
S18	50	1	56	1
S19	40	1	43	1
S20	50	1	57	1
S21	55	1	60	1
S22	57	2	60	1

Score of Students Fluency

Respo nd.	Fluency			
	Pretest Score	Classification	Posttest	Classification
1.	1	Poor	2	Fairly good
2.	2	Fairly good	3	Good
3.	1	Poor	1	Poor
4.	2	Fairly good	2	Fairly good
5.	1	Poor	1	Poor
6.	1	Poor	1	Poor
7.	1	Poor	2	Fairly good
8.	1	Poor	2	Fairly good
9.	2	Fairly good	3	Good
10.	1	Poor	2	Fairly good
11	1	Poor	1	Poor
12	1	Poor	2	Fairly good
13	1	Poor	2	Fairly Good
14	1	Poor	1	Poor
15	1	Poor	1	Poor
16	1	Poor	2	Fairly good
17	2	Fairly good	3	Good
18	1	Poor	1	Poor
19	1	Poor	1	Poor
20	1	Poor	1	Poor
21	1	Poor	1	Good
22	1	Poor	1	Good
Total Score	26		36	
Mean score	1.13		2	Fairly good

The rate percentage score of students' fluency in speaking.

Classification	Score	Pre-test		Post-test	
		F	%	f	%
Excellent	5	0	0	0	0
Very Good	4	0	0	0	0
Good	3	0	0	3	13.7%
Fairly good	2	4	18.2%	8	36.4%
Poor	1	18	81.9%	11	50%
TOTAL		22	100%	22	100%

The rate percentage score of students' self-confidence in speaking

Pre test				Post test			
Score	F	Classification	%	Score	F	Classification	%
0-10	0	Very poor	0	0-10	0	Very poor	
11-20	0	Poor	0	11-20	0	Poor	
21-30	20	Average	91%	21-30	11	Average	50%
31-40	2	High confidence	9%	31-40	11	High confidence	50%
41-50	0	Very high confidence		41-50	0	Very high confidence	
Total	22				22		



CURRICULUM VITAE

The writer **Emmy Novita Basrah**, she was born in Bulukumba on November 1st 1995. From the marriage of her parents, **Bahrums** (Father) and **Hasniar** (Mother). She is the first child and she have a brother in her family. She began elementary school at 2001 SD Negeri 136 Salobundang and graduated in 2007.

Then continued her study at SMP Negeri 1 Bontotiro in 2007 and graduate in 2010. In the same year she continued her study at SMA Negeri 4 Bulukumba and graduate 2013. In academic year 2013/2014 she continued her study at English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.