

**THE APPLICATION OF GROUP INVESTIGATION METHOD IN  
IMPROVING THE STUDENTS SPEAKING SKILL AT THE FIRST  
GRADE STUDENTS OF SMA NEGERI 9 MAKASSAR**  
*( A Classroom Action Research Study at SMA Negeri 9 Makassar at The First  
Grade)*



*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*

**RIRIN DWI IDAYANTI**

**10535584914**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY  
2019**



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

**LEMBAR PENGESAHAN**

Skripsi atas nama RIRIN DWI IDAYANTI, NIM 10535 5849 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

26 Jumadil Awal 1440 H  
Makassar, 01 Februari 2019 M



- Panitia Ujian :**
1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
  2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
  3. Sekretaris : Dr. Babarullah, M.Pd. (.....)
  4. Dosen Penguji : 1. Dr. Nur Qaimi, S.Pd., M.Pd. (.....)
  2. Nunung Anugrawati, S.Pd., M.Pd. (.....)
  3. Ratu Yulianti Natsir, S.Pd., M.Pd. (.....)
  4. Muh. Arfin Bin Salim, S.Pd., M.Pd., Ph.D. (.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, M.Pd., Ph.D.  
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Application of Group Investigation Method in Improving the Students' Speaking Skill at the First Grade Students of X MIA SMA Negeri 9 Makassar

Name : RIRIN DWI IDAYANTI

Reg. Number : 10535 5849 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Nunung Anugrawati, S.Pd., M.Pd.

Consultant II

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

Dean of FKIP  
Makassar Muhammadiyah University



Ewan Akib, M.Pd., Ph.D.  
NBM: 860 934

Head of English  
Education Department



Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM: 977 807



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

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **RIRIN DWI IDAYANTI**

Nim : 10535 5849 14

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Application of Group Investigation Method in Improving Speaking Skill with Vocabulary ( A Classroom Action Research Study at SMA Negeri 9 Makassar at The First Grade)

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya orang lain atau di buatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2019

Yang membuat pernyataan

**Ririn Dwi Idayanti**



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

**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Ririn Dwi Idayanti**  
Nim : 10535584914  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan Dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah di tetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (*plagiat*) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian pada butir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2019

Yang Membuat Perjanjian

**Ririn Dwi Idayanti**

## MOTTO

**“ALWAYS BE YOURSELF NO MATTER WHAT THEY SAY AND NEVER BE ANYONE ELSE EVEN IF THEY LOOK BETTER THAN YOU”**

**“WITH GOD, ALL THINGS ARE POSSIBLE”**

## DEDICATION

I would like to dedicate this thesis for all my beloved people

1. My beloved parents, Muhammad and Nurbaya. Who have already prayed, supported for my success, and advised me all the time.
2. My beloved younger brothers, Iwan Tompo and Fajar Aswar. Who always motivate me to success.
3. My beloved all my friends classmate CROWN for who always supports me all the time.
4. Especially my sister Sitti Nurhalizah thank you so much for taking as much time as possible to accompany me from the beginning until now. Thank you for the willingness of time to give me encouragement you all the best.
5. Thank you so much for all my friends classmate SMKN 1 Jeneponto (Administrasi Perkantoran). Especially my sisters Jusniati, Riska dwiyanti, and Gizkha to supporting me all the time.

## ABSTRACT

**Ririn Dwi Idayanti. 2019.** *The Application of Group Investigation Method in Improving the Students Speaking Skill at The First Grade Student of SMA Negeri 9 Makassar* (Supervised by Nunung Anugrawati and Astrianto Setiadi)

This research aims to improve students' speaking skills in terms of vocabulary and pronunciation. The type of this research used was CAR (Classroom Action Research). Which was divided into 4 steps, namely: 1) planning, 2) implementation of action, 3) observation, 4) reflection, which was done for two cycles, namely Cycle 1 and Cycle 2. This research was conducted in class X MIA 3 at SMA Negeri 9 Makassar, with a total of number 35 students consisted of 21 female students and 14 male students. Data collection techniques were used speaking test and observation sheet. The data obtained from the research results show that: 1) The vocabulary value obtained by students on the D-Test is 69.00 and the pronunciation score obtained by students on the D-Test is 55.63. The vocabulary value obtained by students in Cycle I was 75.86 and the pronunciation score obtained by students on Cycle I was 59.66. And the vocabulary value obtained by students in Cycle II is 87.29 and the pronunciation score obtained by students in Cycle II was 78.06. 2) The average percentage increase in student vocabulary from DT-CI was 9.94% then CI-CII was 15.07%. And the percentage increase in the pronunciation value of students from DT-CI was 7.24% and CI-CII was 30.84%. Based on the findings above, the researcher concluded that the application of group investigation method with vocabulary and pronunciation can improve students' speaking skill.

**Keywords:** *Vocabulary, Pronunciation, Group Investigation Method*

## ACKNOWLEDGMENT



Praise and great gratitude submitted to almighty god, Allah SWT who always gives her gracious mercy and tremendous blessing that help the researcher finishing this skripsi with the title is The Application of Group Investigation Method in Improving the Students Speaking Skill at the First Grade Students of SMA Negeri 9 Makassar. This skripsi is as a requirement in accomplishing the S-1 Degree at the English Education department Faculty of Teacher Training and Education in Makassar Muhammadiyah University.

The researcher would like to thank to all of those who give the contribution so that this skripsi can be finish. The researcher would like to deliver this thank to:

1. Dr. H Abd. Rahman Rahim., SE., MM., the Rector of Makassar Muhammadiyah University who brings the campus to the advances.
2. Erwin Akib, M.Pd., Ph.D. as Dekan of the faculty of teacher training and education in the Muhammadiyah University of Makassar, along with the staff.
3. Ummi Khaerati Syam, S.Pd., M.Pd, as Chairman in English department in the Muhammadiyah Universtity of Makassar.
4. Nunung Anugrawati, S.Pd., M.Pd, the first advisor, who has painstakingly spent his valuable time to guide and give excellent suggestions to me in preparing this skripsi.
5. Muh. Astrianto Setiadi, S.Pd., M,Pd, the second advisor, for the correction and invaluable criticism and suggestions she has rendered to me the completion of the skripsi.



6. My beloved parents and my brothers who have prayed, motivated, encouraged, reminded the researcher to finish the paper as soon as possible.
7. Riska Family: Fifi, Hermi, Riska, Tika, Sulfiara, Haslia, and Juharni. that always give the motivation and support to the writer after finish this skripsi.
8. The Special my Sisters Sri Rahayu, Sitti Nurhalizah, Siti Asriani, and Sri Ayu Ernawati. for the support and take the time preciousness to accompany me to the guidance of this skripsi.
9. All my friends, who have spent glorious and memorable time with the researcher in the class and out of the class.

Last but far from least, the researcher very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been researcher.

Finally, the researcher surrenders everything to Allah SWT and the researcher hope it will be useful ting for the researcher herself and for all to improve education quality.

Makassar, Januari 2019

**Ririn Dwi Idayanti**

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>LEMBAR PENGESAHAN .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>SURAT PERNYATAAN .....</b>	<b>iv</b>
<b>SURAT PERJANJIAN .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>AKNOWLEDGMENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>x</b>
<b>LIST OF TABLE .....</b>	<b>xiv</b>
<b>LIST OF FIGURE .....</b>	<b>xv</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background .....	1
B. Research Problem .....	3
C. Research Objective .....	4
D. Significance of the Research .....	4
E. Scope of the Research .....	5
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Cooperative Learning	
1. Some view of Cooperative learning .....	6
2. Group Investigation Method .....	7

B. Speaking	
1. Definition of Speaking .....	12
2. Kinds of Speaking Elements .....	13
a) Speaking Performance .....	13
b) Speaking Competence .....	14
c) Elements of Speaking .....	15
C. Vocabulary	
1. The Definition of Vocabulary .....	15
2. The Importance of Vocabulary .....	17
3. The Aspect of Vocabulary .....	18
4. The Learning Vocabulary .....	20
5. The Words of Classification .....	21
6. Fluency .....	22
7. Content .....	23
8. Mastery of Material .....	24
9. Self Confidence .....	24
D. Pronunciation .....	24
E. Conceptual Framework .....	25

### **CHAPTER III: RESEARCH METHOD**

A. Research Design .....	28
B. Research Procedure .....	28
C. Research Subject .....	35
D. Definition of Operational Variable .....	35

E. Research Instrument .....	36
F. The Procedure of Collecting Data .....	36
G. The Analysis of Data .....	37
H. The Indicator of the Achievement .....	39

## **CHAPTER IV: FINDINGS AND DISCUSSION**

### **A. FINDINGS**

1. The improvement of the students speaking accuracy	
a. Vocabulary .....	40
b. Pronunciation .....	43
c. Frequency and Percentage Accuracy Speaking Skill.....	46
d. Improvement Students Speaking Skill.....	48
e. Observation Sheet of the Cycle I .....	51
f. Observation Sheet of the Cycle II.....	53

### **B. DISCUSSION**

1. The Improvement of the Students Speaking Skill with Vocabulary and Pronunciation.	
a. Vocabulary .....	56
b. Pronunciation .....	57
2. The Improvement of the Students Speaking Accuracy.....	58

## **CHAPTER V: CONCLUSION AND SUGGESTION**

A. CONCLUSION.....	64
B. SUGGESTION.....	65

**BIBLIOGRAPHY**

**APPENDICES**

**CURICULUM VITAE**

## **LIST OF TABLE**

Table 3.1: Classification In Scoring .....	38
Table 4.1: Frequency and Percentage score of Vocabulary .....	40
Table 4.2 : Frequency and Percentage Score of Pronunciation .....	43
Table 4.3 : Frequency and Percentage of Accuracy Speaking Skill .....	46
Table 4.4 : Improvement Score Speaking Skill .....	49
Table 4.5 : Observation Sheet of The Cycle I.....	51
Table 4.6 : Observation Sheet of Cycle II.....	53

## LIST OF FIGURE

Figure 2.1 : Conceptual Framework.....	26
Figure 3.1 : The Scheme of Classroom Action Research .....	29
Figure 4.1 : Percentage Speaking Skill with Vocabulary .....	42
Figure 4.2 : Percentage Pronunciation Accuracy Speaking Skill .....	45
Figure 4.3 : Percentage of Accuracy Speaking Skill .....	47
Figure 4.4 : Improvement Score Speaking Skill .....	50
Figure 4.5 : Observation Sheet of Cycle I.....	52
Figure 4.6 : Observation Sheet of Cycle II .....	54

# CHAPTER I

## INTRODUCTION

### **A. Background**

English is one of the human languages in the world that has an important role in communication. It has become an international language and practically practiced in all parts of life, especially in a competitive global era and English becomes of the determinants and judgments of the competition. So it is important for us to learn the language. This is similar to the assertion that English has been spread and diversified, has been adopted and adapted as a means of international communication by people around the world.

There are four skills we already know in English, namely writing, speaking, reading and listening. Then, speaking skills should be taught better to master and get a complete idea of the English language itself because every skill has a general or specialized function in communicating. But we can not deny that talking is the most important to ask for information and instead to convey information, talking is a direct communication system.

Speaking like the first judgment for every learner who learns English and every student should speak. This statement means obligations, tasks, facts, implementations, processes, and can learn, although we still find some students speak little or even passively in the classroom, and that can be caused by many things including students, classroom situations, techniques, approaches or even from teachers who can not deliver their material successfully.



In the last century, many linguist and educators have put more attention into action research to teach English as a foreign language. According to Stephen Kemmis and Hopkins (1993, 32) that action research is a form of self-reflective inquiry conducted by participants in social situations (including education) to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and situations in which practice is practiced.

Researches have found a similar case in SMA Negeri 9 Makassar. Where students can not say something perfectly in English. They do not know what to say and how to say it they look very confused to express ideas in their minds not even active enough in their speaking class. According to the teacher's experience that the problem is directly related to the teaching method and how the teacher conveys the material. There is no specific method for teaching English, we do not control the class but we are controlled by the class and the situation. Speaking in the most important lesson that students have to master, but actually speaking is the hardest subject for students to understand, so speaking is always a passive class in every meeting. Teaching to speak is an interesting and challenging task for the teacher for some consideration. A teacher is asked to be more creative with flexible lesson planning in teaching these skills, such as choosing the right techniques, materials, teaching instructions, props, and time allocations that can assist students in their process of speaking the language well.

There are many methods that teachers can use to teach this skill, and one of them is the group investigation method, and it is also recommended by the

researcher after considering the above case. The method of group investigation is a cooperative learning strategy that puts students into groups to investigate a topic. According to Sumarmi (2012: 123) Group Investigation is a cooperative learning involving small groups, students use cooperative inquiry (planning and group discussions) and then present their findings in class. This is one of the best methods teachers can use in improving student's accuracy in terms of vocabulary and pronunciation.

Based on the factual information and explanation above, the researcher is interested to conduct a class action research entitled "The Application of Group Investigation Method in Improving the Students Speaking Skill at the First Grade Students of SMA Negeri 9 Makassar".

## **B. Research Problem**

Based on the background that has been described above. So, the researcher can state problem statement in questions form as follow."

1. How does the use of Group Investigation Method improve speaking ability in term of vocabulary, at the first grade students of X MIA of SMA Negeri 9 Makassar.
2. How does the use of Group Investigation Method improve speaking ability in term of pronunciation, at the first grade students of X MIA of SMA Negeri 9 Makassar.

### **C. Research Objective**

The objective which will be reached in this research are:

1. The objective of the research is to find out how the use of group investigation method able to improve speaking ability in term of vocabulary, at the first grade students of X MIA of SMA Negeri 9 Makassar.
2. The objective of the research is to find out how the use of group investigation method able to improve speaking ability in term of pronunciation, at the first grade students of X MIA of SMA Negeri 9 Makassar.

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

The most expected benefit of this research are as follows:

1. Giving understanding to students especially in speaking by using Group Investigation method.
2. The benefits of the group investigation method was to improve students learning outcomes, increase self-confidence and motivate learning, cooperative learning can foster togetherness care for each other and tolerance and have a contribute to the success of the team. To motivate students to increase their vocabulary and Pronunciation. It is hoped that this study will contribute or would be of any value to other students in conducting further research of the similar topic.

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

This research is restricted on the application of group investigation method in improving the students' speaking skill in terms of vocabulary, and pronunciation at the first grade students of X MIA of SMA Negeri 9 Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature presenting theories relating to the research title.

#### **A. Cooperative Learning**

##### **1. Some view of Cooperative Learning**

Cooperative learning comes from the word cooperative which means doing something together by helping each other as a group or as a team. Cooperative learning (Cooperative learning) is a learning strategy with a number of students as members of small groups with different levels of ability. In completing the task of the group, each student as a member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be unfinished, if one of the friends in the group has not mastered the lesson material (Isjoni, 2011).

Cooperative learning is defined as the philosophy of personal responsibility and respect for others. Learners are responsible for their own learning and trying to find information to answer the questions that are faced with them. The teacher acts as a facilitator, providing support but not directing the group toward pre-prepared outcomes. The forms of assessment by fellow learners are used to see the results of the process (Amri, 2009).

Broader cooperative learning concepts include all types of group work including teacher-led or teacher-directed forms, where teachers assign tasks and questions and provide materials and information designed to help learners solve

problems intended. Teachers usually establish a particular form of test at the end of a task (Slavin, 2005).

Some experts argue that this model is not only superior in helping students understand difficult concepts, but also very useful for growing critical thinking skills, working together, and helping friends. In cooperative learning, students are actively involved in the learning process so as to give a positive impact on the quality of interaction and quality communication, can motivate students to improve learning achievement.

## **2. Group Investigation Method**

### **a. Basic Concept of Group Investigation.**

The Investigation Group is a form of cooperative learning model that emphasizes the participation and activity of students to search for material (information) lessons learned through available materials, for example from textbooks or students can search through the internet. Students are involved since the planning, both in determining the topic and how to study it through investigation. This type requires students to have good communication skills as well as in group process skills. Model Group Investigation can train students to foster self-thinking skills. Active student involvement can be seen from the first stage to the final stage of learning.

Students are given freedom in determining how to organize their team, conduct the research, and present their ideas the total class. Often the classroom presentation is a brief play a video or slide show, a demonstration, or some other type of performance even with these students centered from a

cooperative learning. However, the instructor grades the individual contribution to the team project to prevent the dominator/free loader phenomenon.

Instructor may mix and match these and several dozen other types of cooperative learning (see Kagan, Johnson, and Smith, 1991; for complete the description of many cooperative learning procedures). It is possible to modify the techniques for different students population and academic disciplines note however, that all cooperative learning techniques must have the following feature for most effective implementation. (1) A clear specification of the instructional goal or objective. (2) Group work design to promote some attitude to teach something other to give practice in performing a task. (3) Some form of individual student assessment to be determined by the instructor.

#### b. Definition of Group Investigation

Group investigation is one of the parts of cooperative learning method which enhance the students' participations and activities to find out the material by themselves from the source that has been provided. Such as, from the book or from the internet or from other resources, the students are involved since planning either in choosing the topic of material or learning it through investigation.

Maryani and Fatmawati (2015) stated that group investigation or GI method is one of the learning method, where all students involved in a group are required to plan a study. Not only, planning a study course, but also able to plan solutions to problems encountered.

Fatmawati (2015) states that the method of learning by group investigation techniques is one type of learning method that implements cooperative system. In this method, students are directed to conduct an investigation or an investigation of an object related to the topic discussed in the lesson.

Group Investigation is the one of cooperative learning method which focuses on the students' participation and activity to search their own activity to search their own subject matter of information which he wants to learn the subject from the matter available. Such a book and webs from the internet, the students follow since make the planning either to choose the topic or how learn through of group investigation. This type demands to the students abilities of the communication or the group skill. Group investigation model exercise the students to grow up their brain skill. The students as the followers actively will show from the first step until the last step of learning process (Adityawan, 2009).

In group investigation model, students form interest group within which to plan and implement an investigation and synthesize the finding into a group presentation in the class. The teachers' general role is to make the students aware of the resources that may be helpful while carrying out the investigation. Group investigation includes four components. The four are investigation, interaction, interpretation, and intrinsic motivation. Investigation refers to the fact that group focus the process of inquiring about a chosen topic. Interaction is a hallmark of all cooperative learning models, required for the students to explore the ideas and help one another learn. Interpretation occurs when the



groups synthesize and elaborate on the findings of each member in order to enhance understanding and clarity of ideas. Finally intrinsic motivation is kindled in student by granting them autonomy in the investigation process.

#### c. Steps of Group Investigation Method

Fatmawati (2015) states that the steps that must be done by teachers in applying the method of learning with this technique, as follow:

- 1) The teachers does the division of the students in the class. The division of the student is intended for the group. The group is a heterogeneous group.
- 2) Teachers need to provide an explanation of the purpose of this lesson and the tasks that the group must complete.
- 3) Teachers call each chair person in a group. Each group is assigned tasks as much as one material or task that material given by the teacher. Discussion is carried out cooperatively which is discovery. After completion of the group discussion, the group spokes person was then asked to present the result of the group discussions.
- 4) At the end of the lesson, teachers need to guide students to conclude the material that has been discussed in the group.

Another opinion is Suardi (2015) states that there are six steps to implement the method of learning by group investigation techniques, namely grouping, planning, investigation, organizing, presenting, and evaluating. Each of these steps can be explained as follows.

- a) Grouping. It is a step in the group investigation which in this step is the stage to determine the number of members who will be involved in the

group, determine the sources that can be used by the group, choose the topics to be used in the group, and formulate the problem.

- b) Planning. It is a step in the group investigation which in this stage begins to define what will be learned, how to learn it, determines the individual to carry out the task in accordance with his ability, and the purpose of doing it.
- c) Investigation. It is a step in the group investigation which in this step begins to exchange information and ideas among individuals in groups, conducting discussions, clarifying, gathering information, analyzing data, and making inferences.
- d) Organizing. It is a step in the method of group investigation in which the group members begin to write the results of their discussion into the report, make plans to make presentations of the reports obtained, determine the presenter in the report, the moderator in the presentation, and determine the notes to record the presentation.
- e) Presenting. It is a step in the group investigation method, in which one of the groups presents the results obtained, while the other group does an observation, evaluates, clarifies, then asks questions or responses to the group that appears.
- f) Evaluating. It is a step in the method of group investigation, where in this stage each student begins to correct or justify the reports. Justification is based on the results of discussions with classes, students, and teachers. Teachers need to collaborate with students in the classroom to assess the

lessons learned. Then, teachers also need to do an assessment of student learning outcomes that are focused on achieving understanding.

## **B. Speaking**

### **1. Definition of Speaking**

Communication with language is carried out through two basic human activities, namely speaking and listening. In speaking, we must put our ideas into words for other people to group understand our idea and hope people gives us feedback. That's why the two activities cannot be separated from one to other. They are integrated parts in language. It means that when we study language we also think of how people speak and understand each other (Clark in Wandia (1990).

Kayis (2007) states a clear definition as follows“ Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context, speaking is a crucial part of second language learning and teaching, despites its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues, however, today's world requires that the goal of teaching speaking should improve communicative skills, so that the students can speak naturally or when they speak their speaking happened naturally because only that way students can express themselves and learn how to follow the social and cultural rates appropriate in each communication circumstances (Kayis, 2007: 1).”

## **2. Kinds of Speaking Elements**

Penny Ur (1995) states that speaking seem intuitively the most important, people who a language are referred to ask speaker of that language, as if speaking included all other kinds of knowing and many if not most foreign language learner are primarily interested in learning to speak. Therefore, the writer represented kinds of speaking as follows:

### **a) Speaking performance**

Manser (1991) states that performance is the person's process of manner of a play. Therefore we may conclude that speaking, which is assessed through how the fluency and accuracy are.

Marcel (1978) distinguishes the outline of accuracy and fluently. According to him that accuracy is the manner of people in using appropriate words and the patterns of sentences while fluency is someone's way of speaking dealing with how to produce words in certain period of times without missing any main words on their speech.

Teachers have to know how to evaluate their students and know to what extend the result of teaching they have enforced. In this case, the teacher must be able to indicate whether their students are classified into having good performance in speaking or not yet. Brown in Soba (2005) states that developed speaking performance is measured by the capability to speak English well based on the characteristic of accuracy and fluency to be decided as follows:

- 1) Good control or fluency in interaction with minimal false starts, repetition and fillers.
- 2) Fairly fluent and noticeable hesitation of false starts, repetition, fillers in fluency, but this is not Interfere with basic communication.
- 3) Occasionally lack of fluency and flexibility, with some false starts, repetition, fillers but not such as to that communication.
- 4) Less fluent with some false starts, repetition, fillers, but communication still conveyed.
- 5) Disconnected speech and frequent false starts, repetition, and fillers and pairs communication.
- 6) Used of wide range of structure with vocabulary minimal number errors and faulty, but intelligible pronunciation of different words.

#### **b) Speaking Competence**

Manser (1991) states that competency is having the ability, skill, and knowledge to do something. Then through this basic definition, we may also conclude that speaking competency is the ability of someone to speak which is supported with adequate skill and knowledge and it is not assessed how it is delivered.

For further information, somewhat confuse, therefore we have to differentiate between competency and performance. According to Sauvignon (1998) states that there is a theoretical difference between competence and performance. Competence is defined as a presumes underlying ability, and performance as the over manifestation of that ability. Competence is what one

knows. Performance is what ones done. Only performance can developed, maintained, and evaluated.

### **c) Elements of Speaking**

According to Hornby (1995) accuracy is the state of being correct or exact and without error, especially as a result of careful effort. While in Webster (1996) accuracy is the quality of being accurate. Marcel (1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. In this case accurate divided into two elements, namely vocabulary and pronunciation.

## **C. Vocabulary**

### **1. The Definition of Vocabulary**

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Homby (2006:1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language.

According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

From the definition above we can see that vocabulary is all the words in a language that are familiar and used by a person to communicative with each other.

The first element which present itself to the student of any language is the lexis-the word, whether isolated or in context. The word confront the student

continuously, as they progress from simplest concept to the most abstract, in learning a given language, therefore a centre of interest for both the student and teacher. It is the first language element that should be taken into consideration by every English teacher in method writer of language study. There is no doubt in the statement that learning, language always firstly learning words of the language.

According to Gower's in Arliningsih (2002) vocabulary has some meanings, namely: vocabulary is supplied the reader a book in a foreign language with the English equivalents of the words used in it, assumes that all are abs cure, and has also the meaning of the whole stock up words used by a nation, by any set of person, or by an individual.

Hanna in Arliningsih (2002) states that words selection and gradation be made according to linguistic principles in order provide for the students and unlimited correctly spelled writing vocabulary.

Students' language need to learn the text of language. They need to learn words mean and how learners say. In the days when grammar is the mayor centre of attention in language classes, vocabulary was also the focus of drill, exercise, and memorization efforts.

The face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we rarely feel. Therefore we present must t teach other expect when we are involuntarily rating to something.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p.55)

## 2. The Importance of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing and listening.

According to Rivers as cited in Nunan (1991: 117) vocabulary is essential for successful second language use because without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

## 3. The Aspect of Vocabulary

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012: 11), there are some vocabulary aspects as follows:

### a. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used



in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happen with many British or American English terms (Kareem as cited in Nations 2000: 6).

c. Word Clauses

Word classes are categories of word. According to Hatch and Brown (1995: 218) the word classification based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

d. Word Use

Word use is how a word, phrase, or concept is used in a language Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012: 11)

e. Structure

Another element in spoken language is structure. The student should learn it by acquiring a set of habits and not merely by recording by samples of usage. It has been stated sentence pattern the student should be trained to

acquire the habit of producing it automatically. This is best done through oral pattern practice. For instance, the student imitated the teacher in producing a certain pattern as “He is a lecture” in such a way that they can produce it relative easy. Such a practice involves intonation, stress as well a phonemes. In this case the lecturer must be a good model.

According to Gower in Arliningsih (2002) states that vocabulary has some meanings, namely: vocabulary is supplied the reader of a book in a foreign language with the language equivalents of the words used in it, assumes that all are abs cure, and has also the meaning of the whole stock up words used by a nation, by any set of person, or by an individual.

#### 4. The Learning Vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies.

According to Brown and Payne in Hatch and Brown (1995: 373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps.

##### a. Encountering new words

The first essential step for vocabulary learning is encountering new words that are having a source for words. The young learners’ strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered. Another

indication that encountering new words can be more effective in others is with interactive video materials. When students have seen an object or an action their desire to know the word more increases it makes the learners can learn new words quickly.

b. Getting the word form

The importance of getting a clear image of the 'form' of a word becomes apparent when students are asked to give definitions for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

c. Getting the word meaning

Getting the words' meaning, language learners may also need different kinds of definitions or distinctions depending on the words being learned and the reason for needing them.

d. Consolidating word form and meaning in memory

In this step, the students do the exercises in order to make a strong memory connection between the form and the meaning of the words. Many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

e. Using the word

The final step in learning words is using the words. It has the goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

## 5. The Words Classification

According to Hatch and Brown (1995: 218) the word classification is based on their functional categories which are called part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

In this research, it will be focused on nouns, verbs, and adjectives in the learning.

### a. Nouns

According to Lyons as cited in Hatch and Brown (1995: 219) are all parts of speech having a semantic core that is language-independent. The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. So these would include nouns of states (*e.g., sleep*), process (*e.g., weaving*), and events (*e.g., a crash*). So, a noun refers to a person, place or thing.

### b. Verbs

Verbs are words that denote action. Vendler as cited in Hatch and Brown (1995: 223) placed verb into four classes, activities, accomplishments, achievement, and states.

Activities	: run, walk, write, drive, seek, and listen
Accomplishment	: paint, draw, run, write, build, kill, put
Achievement	: recognize, find, lose, understand, hear
States	: know, love, have, desire.

## 6. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that that they make in pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern very in word order and omit element of structure and also certain aspect of the prosily of discourse.

*For example* : a learner might be fluent (make their meaning clear) but not accurate (make a lot of mistake).

To speak fluently, we must have both rhythms in our speaking and an absence of non fluency in our word. Rhythm has to do with regularly of irregularity of accenting and phrasing with which we present our words.

According to Webster (1975) fluency refers to be able to speak or write smoothly, easy and readily to an easy flow is word to person able to communicate with base it suggest the ready flow accomplish speak or writing. It is usually a term of communication. Hornby (1995) stated that fluency is the quality or condition of being fluent.

## 7. Content

According to David (1991) oral communication is two ways of process between speaker, listener and involve the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill

not imply passive: both in listening and reading, language users are actively involved in the process of interrupting and negotiating meaning.

Both speaker and listener have positive function to perform simple terms, the speaker has encoded the message He wish to convey in appropriate language, while the listener has decode interpret and message. So, content speaking skill is ability to interpret and the message in appropriate language.

#### 8. Mastery of Material

A person with the ability or power to use control, or dispose of something. A good material should be funny or invective of the time. But the students should at least want to see or hear in the information. In other side, a good material will provide the background for a lot of language use so that students' can use the information not only for repetition of model sentence but also for making their own sentence.

#### 9. Self confidence

Speaking is the oral communication. With other people speaking need braveness. There are many students who have no self confidence so they can not communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behaviour on our part if we show in our face what we rarely feel. Therefore we present must teach other expect when we are involuntarily rating to something the face we present to the world is rarely our real face. It is considered peculiar behaviour on our part if we show in our face what we rarely feel.

## **D. Pronunciation**

According to Byrne (1981) states that Hornby (2000) pronunciation is way in which a language or a particular word or sounds is spoken. While Harmer (1991) states that pronunciation is how to say a word in which is made of sound, stress and intonation.

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually develop with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

### a. Sound

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound.

### b. Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken, (Boughton1980).

### c. Intonation

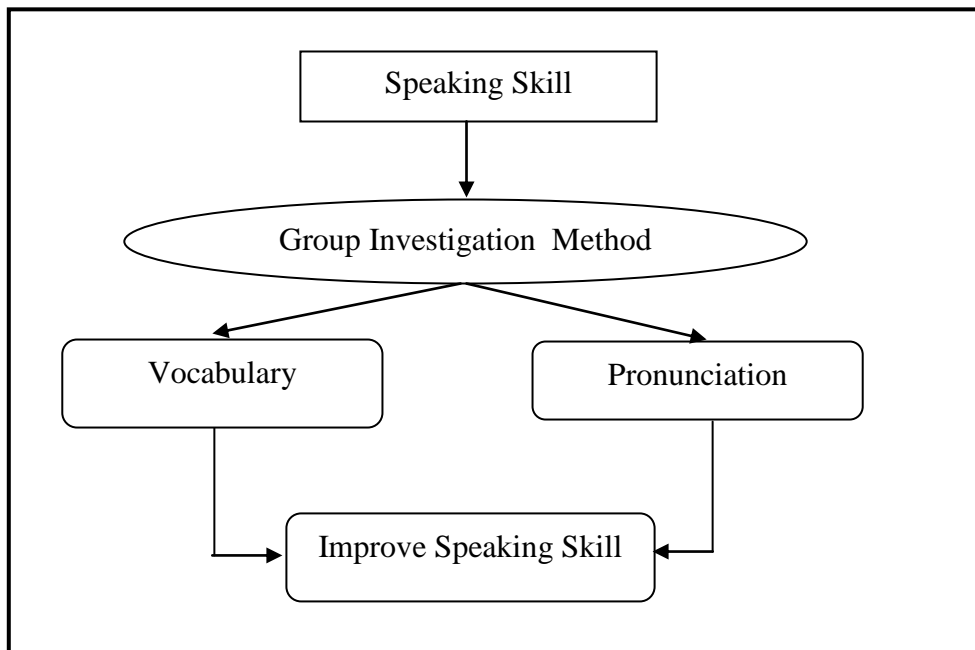
According to Harmer (1991) intonation means the tune you use when you are speaking, or the music of speech.

## **E. Conceptual Framework.**

Speaking is one of important aspect in English. The mastery of speaking becomes essential to do communication, it is assumed that the student will be more interested to speak when the teacher use an interest method in presenting the

material and absolutely it is also supported by the interest topic. Using group investigation method can support in study to achieve the objective of teaching speaking.

The theoretical underlying this research is given in the following diagram:



**Figure 2.1 : Conceptual Framework**

There are four variables above were classified as follows:

1. Input : emphasizes the participation and activities of students to search for their own material or information.
2. Group Investigation Method: conduct an investigation into a topic obtained. Students discuss clarifying each way or step in solving problems about the topic discussed. Students tasked with representing groups present results or conclusions from investigations that have been carried out.



3. Process : in terms of groups handling different aspects of the same topic.  
The teacher gave a topic entitled sweet memory and bitter memory and the students discussed to summarize and record each topic presented.
4. Output : after the learning process is done the student presents the results of the discussion in front of the teacher, so that the vocabulary and pronunciation can be obtained.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design of the research was classroom action research (CAR). It means that when doing the research, the researcher collaborated with one classroom English teacher of SMA Negeri 9 Makassar. The role of the researcher was as a person who inspired the classroom teacher in improving the speaking skill through group investigation method as the actual action in the teaching process. It focused on a particular classroom or group of students. In other words, in this classroom action research, the collaborator acted as a practitioner and the researcher acted as an observer. It was being done because students who were accustomed to be taught by their own classroom teacher acted and behaves naturally.

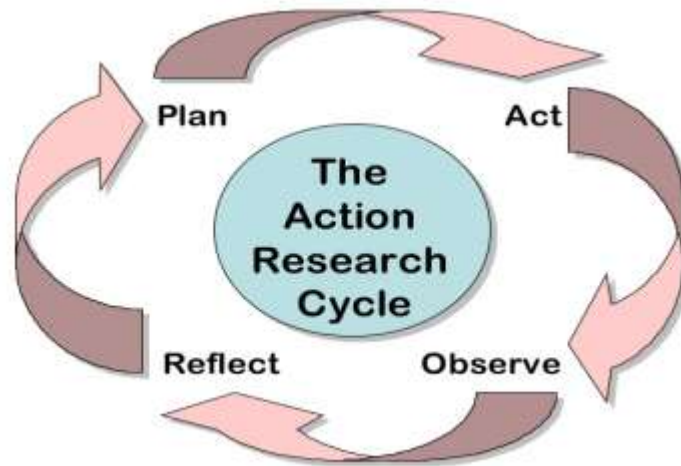
In conducting the study, the collaborator and the researcher did the action in the form of cycle which consists of four steps: they are: planning, implementation of the action, observation and reflection. It means that if the first cycle fails, the design should continue to the next cycle.

#### **B. Research Procedure**

In this researcher was conducted in four stages were are :

- Planning
- Acting or action
- Observation
- Reflection.

## THE CYCLE SCHEME



**Figure 3.1 : The Scheme of Classroom Action Research**

### Cycle I

The activity in this research it had two weeks in four times meeting and than has stages as follows:

1. The planning.
  - a. Making lesson planning based on the curriculum, and arrange material of lesson planning and it based on the teaching of speaking skill.
  - b. Doing previous test to the students about their speaking skill.
  - c. Making the observation paper for observe the condition of learning process.
  - d. Arrange tests to know the improvement of the result study after they study through group investigation method.
2. Acting or Action

In this activity, it had scenario of learning process it should be based on the cooperative learning approach in learning English especially in speaking skill through group investigation method as follows:

### **The first meeting**

- At the first meeting, the researcher made teaching contract to the students.
- The researcher explained the method applied in this research and instructional objectives hoped to be achieved.
- The researcher introduced the material to discuss by using group investigation method.
- The researcher explained how to investigate a problem.
- The researcher divided the students in some group and distributes the material to investigate then present in front of the class.
- The researcher gave chance to the students to investigate the material.
- During the students' investigation about the problem, the researcher controled and guied the students.

### **The second meeting**

- The researcher reviewed the way to investigate the problem.
- The researcher gave the material that is investigated to the students and gave the students chance to ask a question about the material.
- After that the researcher divided the students in some groups. And every group got different material to be investigated, and then presents the problems got from the investigation. While other groups gave comments.

### **The third meeting**

- The researcher divided the students in to some groups.
- The researcher told the students a story to which any problem appeared to be overcome by every group.

- After that the researcher gave the students chance to investigate and find out the solution from the problem.
- The researcher asked the students to present the result of investigation.

#### **The fourth meeting**

- The reseacher shared to the students about the difficulties appread in investigation of the problem and the way to find out the solution of the problems.
- The researcher divided the students in some groups and gives one problem which is investigated by every group.
- After investigation, every group presented the reseult got by them.

### 3. Observation

- a. Making a note all the activity of the students in every meeting in order the researcher can measure the improvement of the students' speaking skill.
- b. Identification and make note all the problem that we need when teaching and learning process based on observation paper that is arrange.
- c. Doing the evaluation which use the result of the study to know how far their improvement.
- d. Giving the students' chance to give suggestion in action research.
- e. Giving the students some reinforcement about the activity that have been done.

#### 4. Reflection

The result of data that have been it continued in the analysis until can be reflection after action research. The reflection it discussed as well as a guidance lecturer while teacher and made research planning for the next cycle.

The research plan was the plan for the next cycle which repair from I cycle.

#### **Cycle II**

In cycle II conduct four times meeting included once time for test in cycle

II. The main activities are:

##### 1. Planning

- a. Making lesson planning based on the curriculum, and arrange material of lesson planning and it based on the teaching of speaking skill.
- b. Repairing the weakness in the first cycle.
- c. Making planning again in the scanario earning proses from the result of cycle I reflection.
- d. Action research repair.

##### 2. Acting or action

In this stage, action was done to improve the result based on the cycle reflection I. the stages done were the same with the previous cycle that is to say, to do improvement of the applied teaching method.

#### **The first meeting**

- The researcher explained again in more detail about the method applied in this research and instructional objectives hoped to be achieved.

- The researcher gave the material to discuss a problem by using group investigation method.
- The researcher guided the students how to investigate a problem by giving questions.
- The researcher divided the students in some group and distributed the material to investigate then present it in front of the class.
- The researcher gave chance to the students to investigate the material.
- During the students' investigation about the problem, the researcher controlled and guided the students.

### **The second meeting**

- The researcher reviewed the way to investigate the problem.
- The researcher gave the material that investigated to the students and gave the students chance to ask a question about the material.
- After that the researcher divided the students in some groups. And every group got different material to be investigated. And then present the problems got from the investigation. While other groups gave comments.

### **The third meeting**

- The researcher divided the students in some groups.
- The researcher told the students a story to which any problem appeared to overcome by every group.
- After that the researcher gave the students chance to investigate and find out the solution from the problem.
- The researcher asked the students to present the result of investigation.

### **The fourth meeting**

- The researcher shared to the students about the difficulties appeared in investigation of the problem and the way to find out the solution of the problems.
- The researcher divided the students in some groups and gave one problem which be investigated by every group.
- After investigation, every group presented the result got by them.

### 3. Observation

- a. Making a note all the activity of the students in every meeting in order the researcher can measure the improvement of the students' speaking skill.
- b. Identification and make note all the problem that we need when teaching and learning process based on observation paper that has arranged.
- c. Doing the evaluation which used the result of the study to know how far their improvement.
- d. Giving the students' chance to giving suggestion in action research.
- e. Giving the students some reinforcement about the activity that have been done.

### 4. Reflection

According to the achieved result of the observation was collected and analyzed. From the result of the researcher, the researcher can draw conclusion that group investigation method can improve the students' speaking skill.



### **C. Research Subject**

The subjects of this study was the students of grade X MIA at SMA Negeri 9 Makassar, consisting of eight classes of science majors, and in one subject class consisted of 35 students.

### **D. Definition of Operational Variable**

The scope or description it was explained in variable operational as like that:

1. Group investigation method was the one of method which used cooperative learning approach and used center students. Using group investigation method as a strategic tool in the classroom entails the development of the teacher facilitator of learning, the class as strategic.
2. Learners and problem solvers, and the district as and innovator and embracer of productive, progressive education.
3. Improving students' speaking skill is the achievement through group investigation that the test the learning method. The value got from the process that is assessing after the learning process done.

### **E. Research Instrument**

In this research there were two main instruments which were used to collect data they were observation sheet and speaking test. The functions of each research instrument were: (1) Observation sheet was used to collect data about students' participation in teaching learning process in speaking and implementing group investigation method. (2) Speaking test was used to measure the students'

ability in speaking. The third instrument was recorded to record the students' speaking.

## **F. The Procedure of Collecting Data**

### **1. Diagnostic Test**

Diagnostic test is a test that is carried out at the beginning of learning, diagnostic tests focus on the purpose of finding the difficulties of students in learning a material so that the learning improvements that will be given can be more effective towards the location of learning problems experienced by students. Diagnostic test was made with 10 number of questions related to the students' vocabulary. The specific purpose of making a diagnostic test is to find out the difficulties of students in speaking English with vocabulary.

### **2. Test Cycle I**

Cycle I was a round in the classroom action research method which includes planning, action, observation and evaluation. The purpose of cycle I was to determine the targeted success rate. Cycle I was made with a number of 15 number multiple choice questions and 5 essay number questions related to student vocabulary. Cycle I was carried out in one meeting with an allocation of 2x40 minutes, implementing this learning in accordance with the planned strategy.

### **3. Test Cycle II**

Based on observations in cycle I, then planning in cycle II was basically to improve the cycle I. Cycle II was made with the number of questions 20 multiple choice numbers and 5 number essay questions. The purpose of cycle II was to

know how to improve student speaking with vocabulary and pronunciation. Cycle II was held one meeting with a 2x40 minute time allocation with stages of planning, action, observation and evaluation.

### G. The Analysis of Data

The collecting of data it continued in analysis which was used quantitative and qualitative analysis. For the quantitative was used descriptive analysis those were score and percentage. In other word was used also frequent and percentage in minimum and maximum score that students achieve in every cycle. While the result of data observation and inquiry the students' response was analyzed by qualitative to emphasize the skill of students' category in solving problem.

#### a. Vocabulary

**Table 3.1: Classification In Scoring**

No	Category	Score
1.	Excellent	81%-100%
2.	Good	61%-80%
3.	Average	41%-60%
4.	Poor	21%-40%
5.	Very Poor	< 20%

(munawaroh: 2016:15)

The data was collected through the test, was analyzed quantitative by using the following procedure;

1. To calculate the students' improvement score, the formula which was used as follows:

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

Symbols:

P : students improvement score

X1 : Cycle I

X2 : Cycle II

2. Calculating the mean score by using the following formula;

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

Notation :

$\bar{X}$  = the mean score

$\sum x$  = the total raw score

N = the number of the students

(Gay, 1981)

3. To Calculate the percentage of the students' score, the formula which would be used as follows:

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

Notation :

P : Rate Percentage

F : Frequency of the correct answer

N : The total number of students

(Sudjana, 1999)

## **H. The Indicator of the Achievement**

In this classroom action research it succeed if had improvement in the result of the study, as well as the test in the last cycle while the students activation in the classroom. The result in learning English was completed from the cycle I to the cycle II, the students' active in teaching and learning process so improve from the cycle I to cycle II.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion the findings of the research present the result of the students' improvement in speaking ability that covers the students speaking accuracy and the students speaking fluency the application of Group Investigation Method, and the discussion of the research findings.

#### A. Findings

##### 1. The improvement of the students' speaking accuracy dealing with vocabulary, as follow:

###### a. Vocabulary

Group Investigation Method in improving the students' skill in terms of vocabulary can be observed the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycles based on the following table:

**Table 4.1 Frequency and Percentage Score of Students Vocabulary**

No	Classification	Range	Score Vocabulary					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1.	Excellent	81-100	3	8.57	8	22.86	29	82.86
2.	Good	61-80	24	68.67	21	60.00	6	17.14
3.	Fair	41-60	8	22.86	6	17.14	0	0.00
4.	Poor	21-40	0	0.00	0	0.00	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

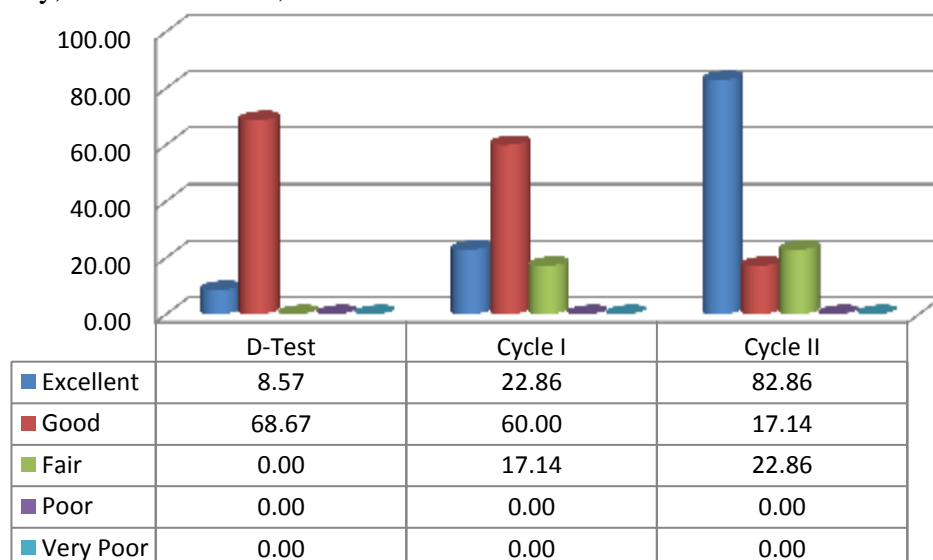
Table 4.1. Shows that the table frequency and percentage of the students' vocabulary in speaking accuracy. The table above shows the frequency and

percentage of the students' vocabulary in speaking diagnostic test in which 3 students (8.57%) got excellent, 24 student (68.67%) got good, 8 students (22.86%) got fair, none of student (0%) got poor, and none of student (0%) got very poor.

Having observed and analyzed the result of Group Investigation Method at Cycle I, the frequency and percentage of the students' vocabulary are 8 students (22.86%) got excellent, 21 student (60.00%) got good, 6 students (17.14%) got fair, none of student (0%) got poor, and none of student (0%) got very poor.

At cycle II, the frequency and percentage of the students' vocabulary in speaking are 29 students (82.86%) got excellent, 6 students (17.14%) got good, none of students' (0%) got fair, none of student got poor, and none of student got very poor.

To know the percentage of the students' improvement in vocabulary clearly, look at the chart, as follows:



**Figure 4.1 : Percentage Speaking Skill with Vocabulary**

Can be see the figure 4.1. The percentage of the students' Vocabulary The Chart bellow explains the improvement of percentage of the students' achievement in Vocabulary in which at diagnostic test, 8.57% got excellent classification, 68.67% got good classification, none of student got fair classification, none of student got poor classification, and none of student got very poor classification.

And at Cycle I 22.86% students got excellent classification, 60.00% students got good classification, 17.14% students got fair classification, none of student got poor classification, and none of student got very poor classification.

While at Cycle II, 82.86% students got excellent classification, 17.14% students got good classification, 22.86% students got fair classification, none student of got poor classification, and none of student got very poor classification. It proves that there is significant improvement of percentage of the students achievement in terms of pronunciation in Group Investigation Method at the first grade students of MIA 3 SMA Negeri 9 Makassar.

#### b. Pronunciation

Group Investigation Method in improving the students' skill in terms of pronunciation can be observed the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycles based on the following table:



**Table 4.2 : Frequency and Percentage Score of Pronunciation**

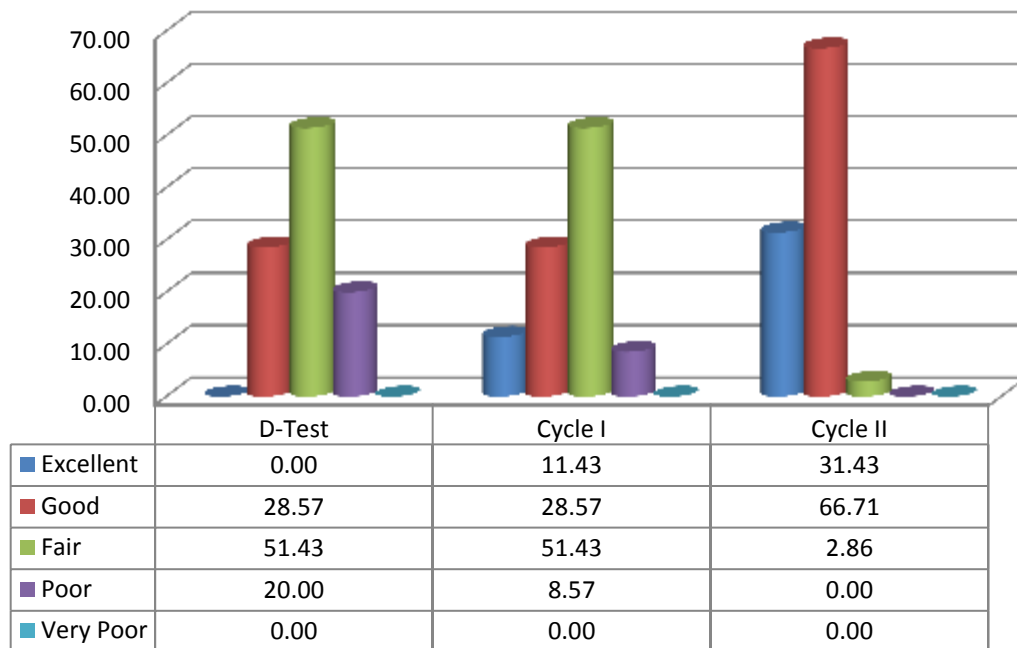
No	Classification	Range	Score Pronunciation					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1.	Excellent	81-100	0	0.00	4	11.43	11	31.43
2.	Good	61-80	10	28.57	10	28.57	23	66.71
3.	Fair	41-60	18	51.43	18	51.43	1	2.86
4.	Poor	21-40	7	20.00	3	8.57	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

Can be see the table 4.2. The frequency and percentage of the students' pronunciation in speaking accuracy. The table above shows the frequency and percentage of the students' pronunciation in speaking diagnostic test in which none of students (0%) got excellent , 10 student (28.57%) got good, 18 students (51.43%) got fair, 7 students (20.00%) got poor, and none of student got very poor.

Having observed and analyzed the result in Group Investigation Method at Cycle I, the frequency and percentage of the students' pronunciation are 4 students (11.43%) got excellent, 10 student (28.57%) got good, 18 students (51.43%) got fair, 3 students (8.57%) got poor, and none of student got very poor.

At cycle II, the frequency and percentage of the students' pronunciation in speaking are 11 students (31.43%) got excellent, 23 students (66.71%) got good, 1 students' (2.86%) got fair, none of student got poor, and none of student got very poor.

To know the percentage of the students' improvement in vocabulary clearly, look at the chart, as follows:



**Figure 4.2 : Percentage Pronunciation Accuracy Speaking Skill**

Can be see the figure 4.2. The percentage of the students' Pronunciation The Chart bellow explains the improvement of percentage of the students' achievement in pronunciation in which at diagnostic test, 0% student got excellent classification, 28.57% got good classification, 51.43% students got fair classification, 20.00% students got poor classification, and none of student got very poor classification.

And at Cycle I 11.43% students got excellent classification, 28.57% students got good classification, 51.43% students got fair classification, 8.57% students got poor classification, and none of student got very poor classification.

While at Cycle II, 31.43% students got excellent classification, 66.71% students got good classification, 2.86% students got fair classification, none student of got poor classification, and none of student got very poor classification. It proves that there is significant improvement of percentage of the student achievement in terms of pronunciation in Group Investigation Method at the first grade students of MIA 3 SMA Negeri 9 Makassar.

c. The frequency and percentage of the students' Accuracy Speaking Skill

Group Investigation Method in improving the students' skill in terms of Accuracy Speaking Skill can be observed the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycles based on the following table:

**Table 4.3 : Frequency and Percentage of Accuracy Speaking Skill**

No	Classification	Range	Accuracy Speaking Skill					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	81-100	1	2.85	4	11.43	12	34.29
2	Good	61-80	18	51.43	13	37.14	22	62.86
3	Fair	41-60	16	62.86	18	51.43	1	2.85
4	Poor	21-40	0	45.71	0	0.00	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

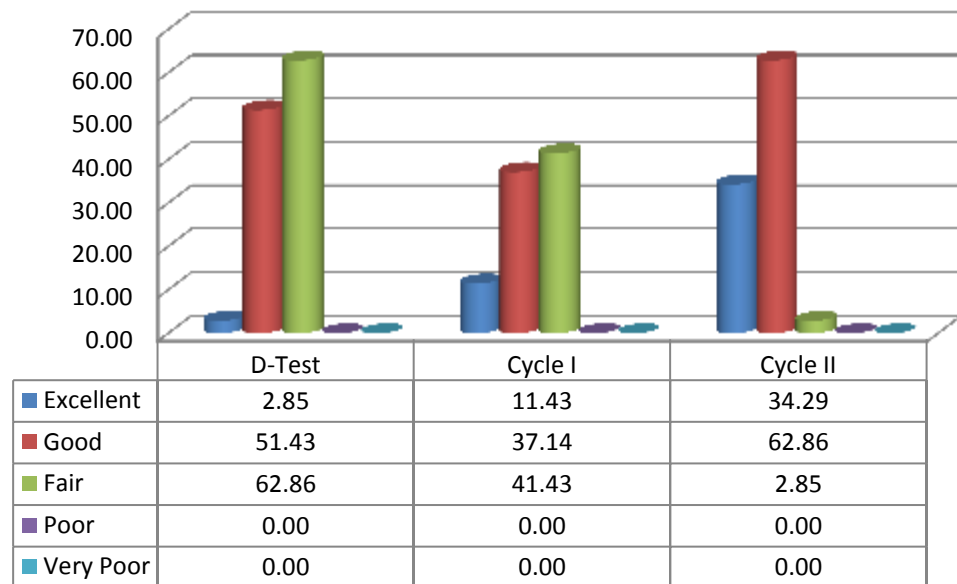
Can be see the table 4.3. The frequency and percentage of the students' Accuracy Speaking Skill Classification of D-Test, Cycle I and Cycle II. The table above shows the frequency and percentage of the students' speaking diagnostic test in are 1 of student got excellent (2.85%), 18 student (51.43%)

got good, 16 students (62.86%) got fair, which none of student (0%) got poor, and none student got very poor.

Having observed and analyzed the result of referential questions technique at Cycle I, the frequency and percentage of the students' speaking skill are 4 students (11.43%) got excellent, 13 student (37.14%) got good, 18 students (51.43%) got fair, none of student got poor. And none of student very poor.

At cycle II, the frequency and percentage of the students' speaking skill are 12 students (34.29%) got excellent, 22 students (62.86%) got good, 1 student (2.85) got fair, none of student got poor, and none of student got very poor.

To know the percentage of the students' improvement in vocabulary clearly, look at the chart, as follows:



**Figure 4.3 : Percentage of Accuracy Speaking Skill**

Can be see the figure 4.3. The percentage of the students' Speaking Skill Chart above explains the improvement of percentage of the students'

achievement in speaking test in which at diagnostic test, 2.85% got excellent classification, 51.43% got good classification, 62.86% students got fair classification, none of student got poor classification, and none of student got very poor classification.

And at Cycle I 11.43% students got excellent classification, 37.14% students got good classification, 41.43% students got fair classification, none of student got poor classification, and none of student got very poor classification.

While at Cycle II, 34.29% students got excellent classification, 62.86% students got good classification, 2.86 students got fair classification, none of student got poor classification, and none of student got very poor classification. It proves that there is significant improvement of percentage of the students achievement in terms of Speaking Skill in Group Investigation Method at the first grade students of MIA 3 SMA Negeri 9 Makassar.

d. Improvement Students Speaking Skill

The Improvement students speaking skill with vocabulary and pronunciation. Indicators D-Test, Cycle I and Cycle II.

**Table 4.4 : Improvement Score Speaking Skill**

Indicators	The Students' score			Improvement (%)	
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII
Vocabulary	69.00	75.86	87.29	9.94	15.07
Pronunciation	55.63	59.66	78.06	7.24	30.84
$\sum x$	124.63	135.52	165.35	17.18	45.91
$\bar{X}$	<b>62.32</b>	<b>67.76</b>	<b>82.68</b>	<b>8.59</b>	<b>22.96</b>

Can be see the table 4.4. Shows the improvement score speaking skill of the students' vocabulary, pronunciation and grammar in speaking diagnostic test Cycle I and Cycle II. In indicators vocabulary 69.00 D-Test of students score in improvement speaking skill. And indicators of pronunciation 55.63 D-Test of students score in improvement speaking skill.

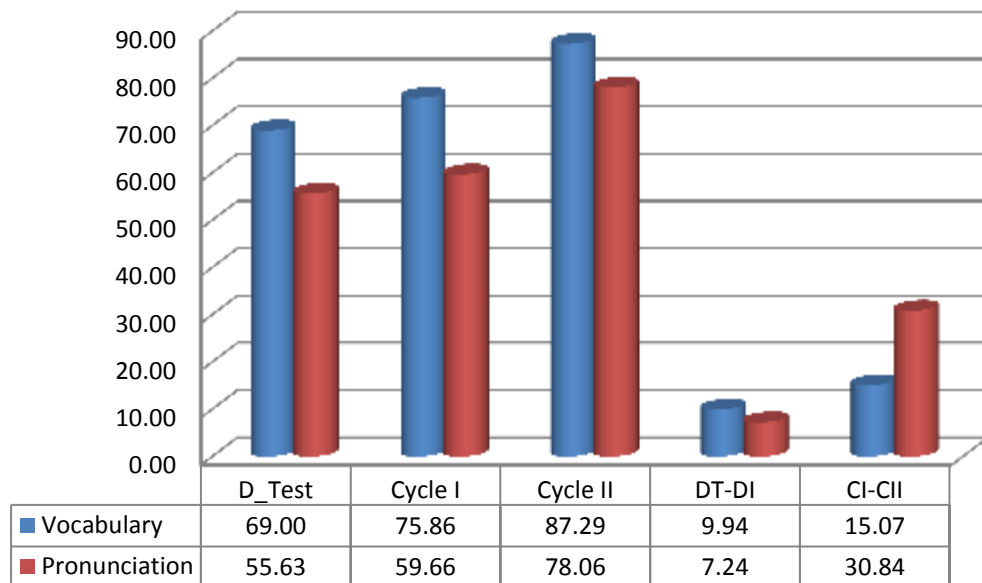
In which Cycle I the students improvement in speaking skill. Indicators of vocabulary 75.86 the students score in improvement the speaking skill. And indicators of pronunciation 59.66 the students score in improvement the students speaking skill.

At Cycle II the students improvement in speaking accuracy. Indicators of vocabulary 87.29 the students score, and pronunciation 78.06 the students score.

In which improvement D-Test-Cycle I the students score 9.94% of indicators vocabulary, 7.24% of indicators pronunciation. And improvement

the students speaking skill Cycle I – Cycle II the students score 15.07% of indicators vocabulary, the students score 30.84% of indicators pronunciation.

To know the percentage of the students’ improvement in vocabulary clearly, look at the chart, as follows:



**Figure 4.4 : Improvement Score Speaking Skill**

Can be see the figure 4.4. Students improvement speaking skill accuracy for indicators vocabulary, pronunciation and grammar. Students score of D-Test 69 indicators of vocabulary and students score pronunciation 55.63. And which cycle I, the score 75.86 indicators of vocabulary, the score 59.66 indicators of pronunciation. At cycle II, the score 87.29 indicators of vocabulary, the score 78.06 indicators of pronunciation. The improvement D-Test of speaking accuracy the score 9.94 indicators of vocabulary, and 7.24 indicators of pronunciation. D-Test Cycle I – Cycle II, the score 15.07 indicators of vocabulary, and 30.84 indicators of pronunciation.

e. The result of Observation Sheet Of The Cycle I

In researching process, the researcher also did observation during the process of learning. For more clearly the result of the observation can see at the table below:

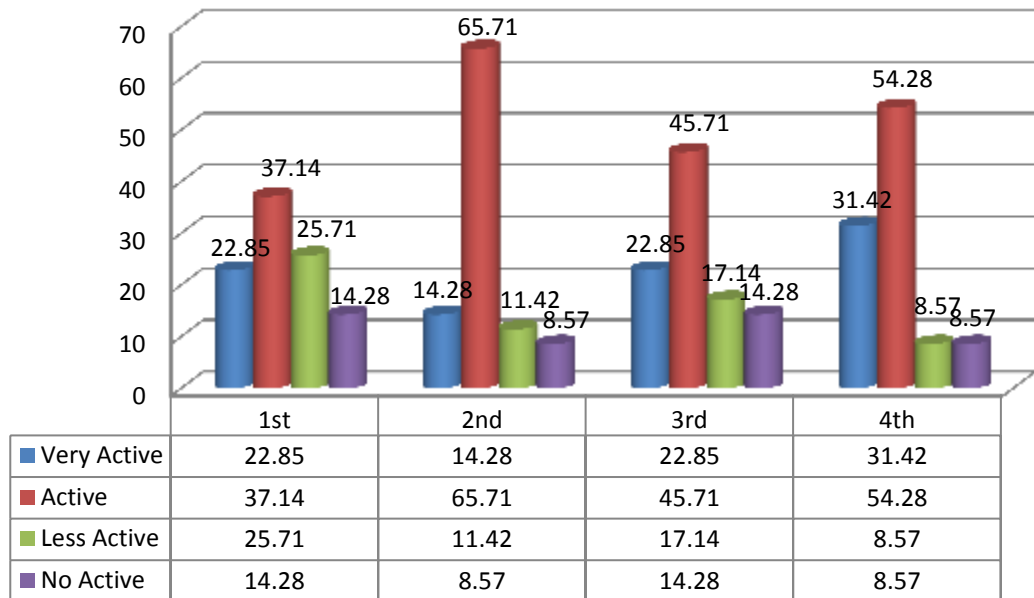
**Table 4.5 : Observation Sheet of The Cycle I**

Sample And Meeting		Very Active		Active		Less Active		No Active	
		Freq	%	Freq	%	Freq	%	Freq	%
35	1 <sup>st</sup>	8	22.85	13	37.14	9	25.71	5	14.28
	2 <sup>nd</sup>	5	14.28	23	65.71	4	11.42	3	8.57
	3 <sup>rd</sup>	8	22.85	16	45.71	6	17.14	5	14.28
	4 <sup>th</sup>	11	31.42	19	54.28	3	8.57	3	8.57

Can be see the table 4.5. Observation of the cycle I above shows the frequency and percentage of the students from observation at the cycle I. The first meeting there are 7 students (22.85%) very active, 13 students (37.14%) active, 9 students (25.71%) less active, 5 students (14.28%) no active. The second meeting, there are 5 students (14.28%) very active, 23 students (65.71%) active, 3 students (11.42%) less active, 3 students (8.57%) no active. The third meeting, there are 8 students (22.85%) very active, 16 students (45.71%) active, 6 students (17.14%) less active, 5 students (14.28%) no active. And the fourth meeting, there are 11 students (31.42%) very active, 19 students (54.28%) active, 3 students (8.57%) less active, 3 students (8.57%) no active.

To know the percentage of the students observation clearly, look at the chart, as follow:





**Figure 4.5 : Observation Sheet of Cycle I**

Can be see the figure 4.5. Observation sheet of cycle I the chart above explains of the students' observation achievement in cycle I. The first meeting 22.85% students' are Very Active, 37.14% students' are active, 25.71% students' are less active, 14.28% students are no active. The second meeting, 14.28% students are very active, 65.71% students are active, 11.42% students are less active, 8.57% students are no active. The third meeting, 22.85% students are very active, 45.71% students are active, 17.14% students are less active, 8.57% students are no active. And the fourth meeting, 31.42% students are very active, 54.28% students are active, 8.57% students are less active, 8.57% students are no active.

f. The result of Observation Sheet Of The Cycle II

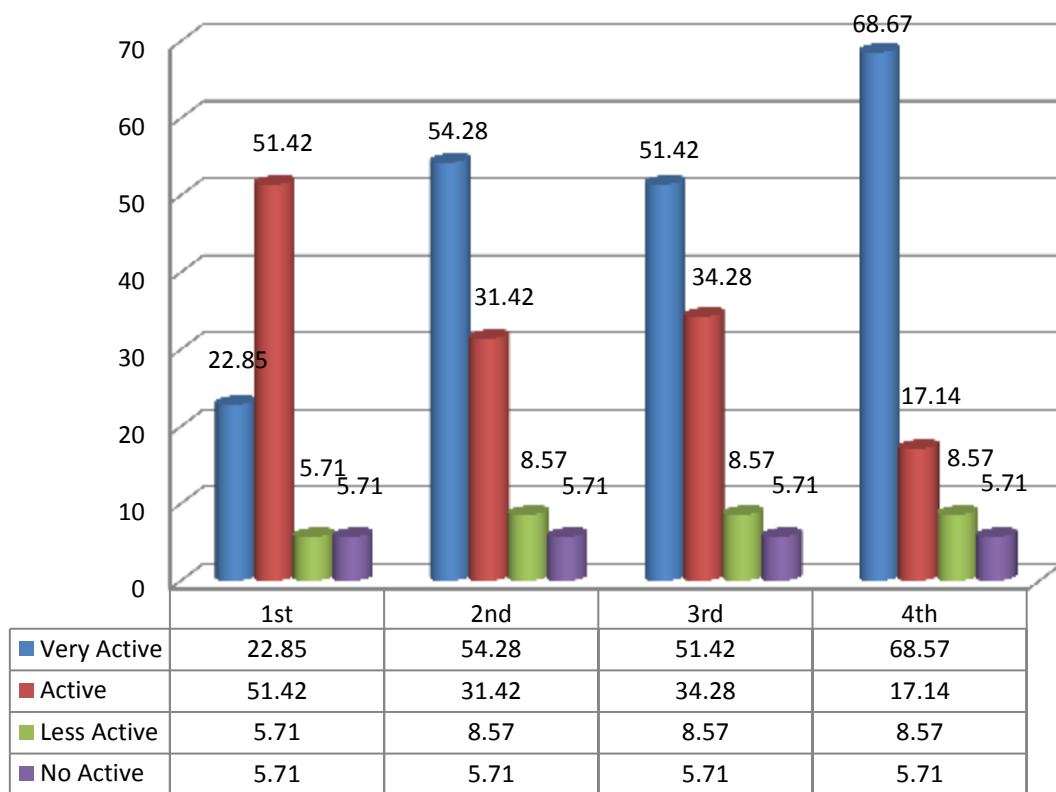
In researching process, the researcher also did observation during the process of learning. For more clearly the result of the observation can see at the table below:

**Table 4.6 : Observation Sheet of Cycle II**

Sample And Meeting		Very Active		Active		Less Active		No Active	
		Freq	%	Freq	%	Freq	%	Freq	%
35	1 <sup>st</sup>	13	22.85	18	51.42	2	5.71	2	5.71
	2 <sup>nd</sup>	19	54.28	11	31.42	3	8.57	2	5.71
	3 <sup>rd</sup>	18	51.42	12	34.28	3	8.57	2	5.71
	4 <sup>th</sup>	24	68.57	6	17.14	3	8.57	2	5.71

Can be see the table 4.6. The table of Observation Sheet of cycle II, table above the frequency and percentage of the students from the observation at the Cycle II. The first meeting there are 13 students (22.85%) very active, 18 students (51.42%) active, 2 students (5.71%) less active, 2 students (5.71%) no active. The second meeting there are 19 students (54.28%) very active, 11 students (31.42%) active, 3 students (8.57%) less active, 2 students (5.71%) no active. The third meeting there are 18 students (51.42%) very active, 12 students (34.28%) active, 3 students (8.57%) less active, 2 students (5.71%) no active. And the fourth meeting there are 24 students (68.57%) very active, 6 students (17.14%) active, 3 students (8.57%) less active, 2 students (5.71%) no active.

To know the percentage of the students observation clearly, look at the chart, as follow:



**Figure 4.6 : Observation Sheet of Cycle II**

Can be see the figure 4.6. Observation sheet of cycle II the chart above explains of the students' observation achievement in cycle II. The first meeting 22.85% students' are Very Active, 51.42% students' are active, 5.71% students' are less active, 5.71% students are no active. The second meeting, 54.28% students are very active, 31.42% students are active, 8.57% students are less active, 5.71% students are no active. The third meeting, 51.42% students are very active, 34.28% students are active, 8.57% students are less active, 5.71% students are no active. And the fourth meeting, 68.57% students are very active, 17.14% students are active, 8.57% students are less active, 5.71 students are no active.

## **B. Discussion**

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking ability in terms of accuracy dealing with vocabulary and pronunciation in the application of Group Investigation Method.

Group Investigation is the one of cooperative learning method which focuses on the students' participation and activity to search their own activity to search their own subject matter of information which he wants to learn the subject from the matter available. Such a book and webs from the internet, the students follow since make the planning either to choose the topic or how learn through of group investigation. This type demands to the students abilities of the communication or the group skill. Group investigation model exercise the students to grow up their brain skill. The students as the followers actively will show from the first step until the last step of learning process (Adityawan, 2009).

Based on the previous finding research, (Adityawan, 2009) concluded that the students have a good skill in speaking after being through group investigation method in term speaking test and observation sheet. It was supported by the score of the students always improved in diagnostic test, cycle I and cycle II. That is can concluded that the group investigation method affective to improve the students in speaking skill.

## **1. The Improvement of the Students' Speaking Skill Dealing with Vocabulary and Pronunciation.**

### **a. Vocabulary**

Based on the data of the results of the observation indicated that cycle I some of the students know a little vocabulary in speaking diagnostic test in which, 3 students (8.5%) got excellent, 24 students (68.67%) got good, 8 students (22.86%) got fair, none of student (0%) got poor, and none of student (0%) got very poor. Next of Cycle I of the students are 8 students (22.86%) got excellent, 21 students (60.00%) got good, 6 students (17.14%) got fair, none of student (0%) got poor, and none of student (0%) got very poor. At Cycle II, of the students are 29 students (82.86%) got excellent, 6 students (17.14%) got good, none of student (0%) got fair, none of student got poor, and none of student got very poor.

The learning of Group Investigation Method is a learning method with students learning in groups, study groups are formed based on the topics chosen by students. This approach requires norms and structures that are more complicated than a more teacher-centered approach. In learning about Group Investigation Method, students are divided into several groups with members of 5-6 heterogeneous students. The group chooses the topic to be investigated and conducts an in-depth investigation of the chosen topic, then prepares and presents the report in front of the class.

According to Rusman (2013) the superiority of the investigation method group method is to provide opportunities to collaborate with peers in the form

of group discussions to solve a problem. As well as activating students in the learning process given by the teacher so that they can build students' knowledge. To find out more about the effect of using the investigation group method the researcher gave a diagnostic test at the beginning of learning, and gave Cycle I and Cycle II to find out the increase in students grade.

b. Pronunciation

Based on the data of the result of the observation indicated that Cycle I some of the students still lack in pronunciation in speaking diagnostic test in which none of student (0%) got excellent, 10 student (28.57%) got good, 18 student (51.43%) got fair, 7 students (20.00%) got poor, and none of student got very poor. At Cycle I of the students pronunciation are 4 students (11.43%) got excellent, 10 students (28.57%) got good, 18 students (51.43%) got fair, 3 students (8.57%) got poor, and none of student got very poor. At Cycle II, the students pronunciation in speaking are 11 students (31.43%) got excellent, 23 students (66.71%) got good, 1 students (2.86%) got fair, none of student got poor, and none of student got very poor.

## **2. The Improvement of the Students Speaking Skill**

The data above indicates that there is improvement of the students' speaking ability from D-Test to cycle I and cycle II, where in D-Test the students mean score achievement in speaking ability is 62.32, so the improvement of students speaking ability achievement from diagnostic test to cycle I 67.76, There is also a significant improvement of students speaking ability from cycle II 62.68. So the improvement of students speaking accuracy achievement from D-Test - cycle

I 8.59%, it also shows that the result of diagnostic test is the lowest achievement. After evaluation in Cycle I and Cycle II is 22.96%, there is a significant improvement of the students' speaking skill with vocabulary in action in cycle through of Group Investigation Method.

The research finding indicated that the students' speaking skill through of group investigation method with vocabulary.

The researcher has changed the activity more interesting in cycle II, so that students could show the improvement in the first cycle the researcher gave less explanation about the group investigation method to students' but in cycle II students really enjoy the investigation method because the researcher gave explanation intensively and giving more chance for students.

At the first, students were lazy to participate but the researcher usually encourages them and more interesting by choosing fun material. As a result students became enjoy and fun in learning process.

There were some processes of doing the action during cycle I and cycle II. the actions conducted by the researcher in eight meetings, four meetings in cycle I and for meetings in cycle II. All of the action could be explained as follows:

- a. At the first meetings of Cycle I, before come to the application of group investigation method the researcher explained and introduced it and how to do that technique in speaking. Then the researcher gave one topic to the students as teaching material for them. and then the teacher gave time for students in reminded components of investigating problems. After that, the teacher tried gave some example how to do group investigation. The teacher

gave some questions to the students which suitable of the topic. And the teacher to aim of the students to think what they want to say. The teacher give enough time for the students to discuss.

- b. At the second meeting of Cycle I, before come to the application of group investigation, the researcher explained what is the group investigation and how to do that technique in speaking. Then, the researcher explained again about speaking material specially for pronunciation and vocabulary, after that the researcher gave other list in second meeting then the researcher gave a pictures to the students entitled, the teacher asked the students to speak carefully about the pictures.
- c. At the third meeting of Cycle I, the same activity of this meeting were as the activity in the second meeting. the difference was only the group investigation in this meeting of the treatment were as more communicative activities, the teacher explained again about speaking material especially for pronunciation and vocabulary. after that the researcher gave a material to the students, the teacher asked the students to give comment or speak carefully about the material.
- d. The last meeting of Cycle I, the activity of this meeting were same as the activity in first, second and third meetings but the list still difference with others and cycle four the researcher was gave activity was discussion and debatin,because treatment was improving their speaking ability using group investigation method in the highly communicative activity in speaking english and Then, the researcher explained again about speaking material



especially for pronunciation and vocabulary . In this activity the teacher should anticipate students response give appropriate respons to the material,particularly where correction is required and in order to extend the discussion.

- e. The Cycle II, at the first meeting the researcher continue the activities that have been done in first cycle,such as explain what the group investigation method and how to use that as had done in the four meetings of cycle 1, because the students had familiar with it. In this meeting, the teacher aims the students about the subject which would be discussed by giving some text problems.These text problems were expected to make the students be communicative in English, and than the teacher asks the students to sit in pair and one of them was asked to tell about their opinion about the text problems.
- f. The second meeting of Cycle II, the activity of this meeting were same as the activity in the first meeting of cycle II, but the list still difference with others and cycle four the researcher was gave activity was discussion and debatin,because treatment was improving their speaking ability using group investigation in the highly communicative activity in speaking english.The difference was only the topic or subject of discussion.In this activity,the teacher explained again about speaking material especially for pronunciation and vocabulary . In this activity the teacher should anticipate students response give appropriate respons to questions,particularly where correction is required and in order to extend the discussion.

- g. The third meeting of Cycle II, the activity of this meeting were same as the activity in first and second meetings but the list still difference with others. The researcher was gave activity was discussion and debatin, because treatment was improving their speaking ability using group investigation. They were just controlled in doing discussion to focus about the material which was given.
- h. The last meeting of Cycle II, the activity of this meeting were same as the activity in first and second meetings but the list still difference with others. The researcher was gave activity was investigating and discussion, because treatment was improving their speaking ability using group investigation in the highly communicative activity in speaking english. The difference was only the topic or subject of discussion with other meeting. And then, the teacher explained again about speaking material especially for pronunciation and vocabulary. The teacher give enough time for the students to investigate and to think what they want to say. The teacher make sure that students clearly understand the material. The teacher might use avoid a material that very difficult to investigate.

After the teacher finished to application of group investigation at the first grade students of MIA 3 SMA Negeri 9 Makassar from the two cycle, these happened in speaking accuracy can be increase. We can show as result, the mean score of the students' speaking skill in accuracy in cycle I was still low. As we can show in table 1 that the mean score of students' speaking accuracy in Cycle I is only 75.86, it classified fair classification. And this result still

need to improve to the completeness grade standard in SMA Negeri 9 Makassar. After the researcher conducted action in cycle II; the students mean score became developed from 87.29. It has classified as very good and has above the completeness grade standard in SMA Negeri 9 Makassar. In this cycle, same case as in speaking accuracy, the researcher had given more explanations about group investigation to students. Besides, the researcher also improved his instructions about Group Investigation in speaking discussion more than cycle I. In this case the students could also understand it clearly, clearer than in cycle I. In this cycle also, the students' had shown their interest and activeness in following the learning and teaching process. They began active to give their opinion or ideas about speaking topic given and active in proving gave their speaking skill. Therefore, their speaking accuracy became developed. They could understand how about a good pronunciation and achieved their vocabulary better than cycle I. The students' improvement in speaking accuracy through the application of Group investigation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Conclusions that consist of findings is meaningfully remarked, and conversely, the suggestion consists of meaning can be practically applied and usefully accepted. suggestions consists of the researcher recommendation and expectation related to the research that has been done.

#### A. Conclusions

The researcher formulates practically were conclusions according to the research problems.

1. Group investigation method is a cooperative learning strategy that involves students in groups to investigate topics. Students' speaking abilities are enhanced through the use of group investigation method and the implications of classroom action research. This increase is related to the vocabulary that is significant from the D-Test value is 69.00, the Cycle I 75.86 and the Cycle II 87.29 where the students' speaking ability increases through the improvement of significant student vocabulary where DT-CI 9.94 and CI-CII 15.07.
2. Students' speaking skill are enhanced through the use of group investigation method and the implications of classroom action research. This increase is related to the pronunciation of the which is significant from the value of D-Test 55.63 Cycle I 59.66 and Cycle II 78.06 where students' speaking ability increases through significant improvement of student pronunciation where DT-CI 7.24 and CI-CII 30.84. Improvement

of students' speaking skills through vocabulary and pronunciation can be seen through increasing student scores from Cycle I and Cycle II, where students' scores in cycle II are 87.29 for vocabulary. And 78.06 for the pronunciation. Therefore, the use of group investigation method can improve students' speaking abilities.

## **B. Suggestions**

The researcher formulates practically were suggestion according to the research implications or significant of the study.

1. The students are suggested that they practice their speaking ability continually in group investigation to have good command and more ability in speaking accuracy and speaking fluency. The suggestion, which mentions English speaking class, is always fun and easy to conduct and never harder like their imagination so many times before.
2. The teachers of English who teach in senior high school level are suggested that they develop students' speaking ability to gain the speaking competence and communicative competence because speaking is the first assessment of English to deliver direct information among the whole skill of English. The teacher should provide easy and fun activities in speaking; therefore the students may follow the class more active and responsive.
3. The researchers in the future are suggested that they develop these research findings to investigate the speaking issues in any level of students, especially senior high school level. Moreover, the use of

classroom action research as research design can be first research  
implication to secure the issues or problem in improving students' ability  
in speaking.

## BIBLIOGRAPHY

- Adityawan. 2009. *Group Investigation Model Achievement of SMA And Non SMA Graduates of Tardis Inggris of Tarbiyah Faculty of IAIN Alauddin Ujung Pandang*. Unpublished paper. Ujung Pandang. FBS IKIP
- Amri 2009. *Cooperative Learning*. Doctoral Dissertation. GBPP SLTP. Mata pelajaran bahasa Inggris. Jakarta.
- Arliningsih. 2002. *Vocabulary in learning speaking*. Mcgraw Hill Book Company. New York.
- Boughton. 1980. *The Advance Learners' Research pronunciation of Current English (Nineteenth Impression)*, Oxford University Press.
- Brown in Soba. 2005. *Speaking performance in language teaching*. Jakarta: PT Bumi Aksara.
- Clark in Wandia. 1990. *Definition of Speaking*. International Journal. Amerika.
- David. 1991. *Content in language teaching*. GBPP SLTP. Mata pelajaran bahasa Inggris. Jakarta.
- Fatmawati. 2015. *Definition of group investigation method and Steps Group Investigation., Competencies of Analysis and Application*. A Bell and Howell. Colombus.
- Gay. 1981. *Mean Score Vocabulary*. Second Edition, London Logman.
- Gower's in Arliningsih. 2002. *Vocabulary in learning speaking*. Mcgraw Hill Book Company. New York.
- Hanna in Arliningsih. 2002. *Writing Vocabulary*. Second Edition, London : Logman.
- Harmer. 1991. *Principle of language and Learning Teaching*. Second Edition. Englewood Cliffs, New Jersey: Prentice – Hall, Inco.
- Hatch and Brown. 1995 . *Definition of Verbs*. Rosdakarya. Bandung.
- Hatch and Brown. 1995. *Pronunciation and vocabulary in learning English*. The Practice of English Language Teaching. England. Pearson Education Limited.
- Heatton. 1988. *Classification in Scoring Vocabulary*. Bandung.

- Hornby. 2000. *The Advance Learners' Dictionary and pronunciation of Current English (Nineteenth Impression)*, Oxford University Press.
- Hornby. 1995. *Elements of Speaking*. Makassar
- Isjoni. 2011. *Cooperative Learning*. Milton Keynes: Open University Press.
- Kagan, dkk. 1992. *Types of Cooperative Learning*. The Action Research Planner. Deakin University Press. Third.
- Kayis. 2007. *Definition of Speaking Develop of The English Vocabulary of The First Year Students of SLTPN 2 Pinrang*. Thesis Umpar.
- Manser. 1991. *Speaking performance*. *Journal of The Society for Accelerated Learning And Training*. Conducting Action Research In The Foreign Language Classroom Northeast Conference, Ny Anna Uhl Chamot Sarah Barnhardt Susan Dirstine Materials Contributor. New York.
- Marcel 1978. *Elements of speaking*. West Cone blvd. Greensboro. Institute for Accelerated Learning, Teaching and Research.
- Mardianawati. 2012. *The aspect of vocabulary and word use language.. International contexts and consequence*. Albany, NY: State University of New York Press.
- Maryani and Fatmawati. 2015. *Definition of group investigation method*. London: routledge and kengan paul.
- Munawaroh, L., & Susilowibowo, J. (2016). Pengembangan Bahan Ajar Lembar Kegiatan siswa sebagai pendukung pembelajaran saintifik pada materi sewa guna usaha jurnal pendidikan akuntansi (JPAK), 4(3).
- Nunan. 1991. *Vocabulary in Language Teaching*. Second language teacher education (pp. 62-81). Cambridge, England: Cambridge University Press.
- Rusman. 2013. *Application Group Investigation: Activities to Promote Speaking in a Second Language*. Jakarta: Kencana Prenada Media Group.
- Sauvignon. 1998. *Difference between competence and performance*. *Technique in Teaching Vocabulary*. Oxford University Press.
- Schmitt. 2000. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Jakarta: Kencana Prenada Media Group.
- Slavin. 2005. *Broader Cooperative Learning*. Using flascard in teaching vocabulary to the first years students of SMP Muhammadiyah Makassar. FKIP. UNISMUH.



- Stephen kemmis and Hopkins 1993. *Cooperative Learning Model*. Interactive Language Teaching. Cambridge, England: Cambridge University press.
- Suardi. 2015. *Steps of learning group investigation method*. at second year on SMPS Babussalam Kalukuang Kab. Takalar. Thesis of Unismuh Makassar
- Sudjana. 1999. Score and Percentage of Speaking Skill. Makassar.
- Sumarmi. 2012. *Group Investigation Method*. London: SAGE Publication
- Ur Penny. 1995. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Jakarta: Kencana Prenada Media Group.
- Webster. 1975. *Fluency in language teaching*. 'Action research', the encyclopedia of informal education,
- Widdowson. 1985. *Act of communication*. Action Research in Education. USA. Pearson.

# APPENDICES

- Appendix A : Lesson Plan
- Appendix B : Teaching Material
- Appendix C : Instrument diagnostic test, cycle I and cycle II
- Appendix D : Students Name
- Appendix E : Observation Sheet Cycle I and Cycle II
- Appendix F : Students Improving Speaking Skill with Vocabulary and Pronunciation
- Appendix G : Score Accuracy Speaking Test D-Test, Cycle I and Cycle II
- Appendix H : The Percentage of Students Vocabulary and Pronunciation
- Appendix I : Observation Sheet Cycle I and Cycle II
- Appendix J : Kartu Kontrol Penelitian
- Appendix K : Permohonan Judul
- Appendix L : Counselling Sheet
- Appendix M : Surat Pengantar
- Appendix N : Dokumentasi
- Appendix O : Curriculum Vitae

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 9 MAKASSAR

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : Teks recount lisan dan tulis sederhana, tentang pengalaman/ kejadian/peristiwa

Alokasi waktu : 6 x 45 menit

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:**

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### Indikator Pencapaian Kompetensi (IPK):

#### ➤ Pertemuan 1

- 3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.

#### ➤ Pertemuan 2

- 4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana sederhana tentang kegiatan/kejadian/peristiwa.

4.13.2. Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

➤ Pertemuan 3

4.14.1. Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.2. Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

**C. Tujuan Pembelajaran :**

➤ Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

➤ Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

➤ Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana

lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

#### D. Materi Pembelajaran

- Teks recount sederhana lisan dan tulis.
- Fungsi sosial : to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
<b>Orientation</b> (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
<b>Events:</b> (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
<b>Reorientation</b> (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

#### Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.

4. Chronologically.

**E. Metode Pembelajaran** : *Group Investigation Method.*

**F. Media, Alat, dan Sumber Pembelajaran:**

1. Media : *Buku Panduan*

2. Alat : *Laptop, LCD, dan Speaker Active*

3. Sumber Belajar : [www.englishindo.com](http://www.englishindo.com), <http://www.britishcouncil.org>

**G. Langkah-langkah pembelajaran**

➤ Pertemuan 1

a. Kegiatan Pendahuluan

- ❖ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- ❖ Memberi motivasi belajar
- ❖ Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- ❖ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

➤ Mengamati

- ❖ Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount

sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru)

- ❖ Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.
- ❖ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

➤ Menanya

- ❖ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.
- ❖ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

➤ Mengeksplorasi

- ❖ Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain
- ❖ Siswa secara kelompok membacakan teks recount sederhana berupa sebuah brosur kegiatan/kejadian/peristiwa yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat
- ❖ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

➤ Mengasosiasi

- ❖ Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.



- ❖ Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
- ❖ Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

➤ Mengomunikasikan

- ❖ Menyampaikan hasil kerja kelompok tentang kegiatan/kejadian/peristiwa sesuai dengan panduan yang disiapkan guru.
- ❖ Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).

c. Penutup

- ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

➤ Pertemuan 2

a. Kegiatan Pendahuluan

- ❖ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- ❖ Memberi motivasi belajar
- ❖ Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:

- ❖ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

## b. Kegiatan Inti

### ➤ Mengamati

- ❖ Siswa mendengarkan teks recount sederhana tentang kegiatan/kejadian/peristiwa sambil melengkapi format yang disediakan guru.
- ❖ Siswa secara bergantian membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa pada pasangan masing-masing.
- ❖ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana yang dibacakan teman dengan mengisi blangko.

### ➤ Menanya

- ❖ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan
- ❖ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

### ➤ Mengeksplorasi

- ❖ Siswa secara kelompok dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat

- ❖ Siswa berpasangan membaca teks recount sederhana lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca.
- ❖ Berkelompok 4 orang, siswa menyunting teks recount sederhana lisan tentang kegiatan/kejadian/peristiwa yang diberikan guru dari segi struktur dan unsur kebahasaan.

➤ Mengasosiasi

- ❖ Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsinya.
- ❖ Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

➤ Mengomunikasikan

- ❖ Siswa menyunting recount sederhana kegiatan/kejadian/peristiwa yang disediakan guru.
- ❖ Siswa menyampaikan hasil suntingannya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

- ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran: You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal,
- ❖ Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).
- ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individu membaca beberapa teks recount sederhana tentang kegiatan/kejadian/peristiwa.

- ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan.

- Pertemuan 3

- a. Kegiatan Pendahuluan

- ❖ Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- ❖ Memberi motivasi belajar
- ❖ Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- ❖ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

- b. Kegiatan Inti

- Mengamati

- ❖ Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa hasil suntingan teman dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakannya
- ❖ Siswa menonton iklan kegiatan/kejadian/peristiwa yang ditayangkan guru.
- ❖ Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.

- Menanya

- ❖ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

➤ Mengeksplorasi

- ❖ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.
- ❖ Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

➤ Mengasosiasi

- ❖ Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan teks kegiatan/kejadian/peristiwa yang disusun oleh teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- ❖ Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

➤ Mengomunikasikan

- ❖ Berkelompok, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- ❖ Siswa menyampaikan recount sederhananya didepan guru dan teman dan mempublikasikannya di mading.

c. Penutup

- ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran: For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have

to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal,

- ❖ Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (learning journal).
- ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## **H. Penilaian Hasil Pembelajaran**

Kriteria penilaian Kinerja dan Tugas

- ❖ Pencapaian fungsi sosial
- ❖ Kelengkapan dan keruntutan struktur teks recount sederhana
- ❖ Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- ❖ Kesesuaian format penulisan/ penyampaian.

KINERJA (praktik)

- ❖ Melakukan monolog tentang recount sederhana kegiatan/kejadian/peristiwa di depan kelas / berpasangan.
- ❖ Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks recount sederhana.

## Speaking Rubric

Apprentice	Basic	Learned	Exemplary
Presentation shows lack of interest. Speech difficult to understand. Lack of eye contact. Knowledge is minimal. Volume is uneven. Lacks of focus. Lacks of information. Grammatical errors.	Presentation lacks enthusiasm. Speech is adequate. Lapses in sentence structure and grammar. Fact not included. Volume is uneven.	Speech is clear. Eye contact is made intermittently. Grammar usually correct. Knowledge and facts are partially included. Volume is appropriate.	Speech is clear. Eye contact is made. Grammar is conventional. Knowledge and facts are included. Volume is appropriate.

➤ Penugasan/ulangan harian

Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks recount sederhana

➤ Observasi:

Lembar Pengamatan Sikap Peserta didik

No	Indikator Sikap.  Nama Peserta didik.	Bertanggung jawab	Jujur	Santun dalam berkumunikasi	Percaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif /huruf).
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang      3 = Cukup      5 = Amat Baik

2 = Kurang              4 = Baik

**PORTOFOLIO**

Rubriks Portofolio (Format 1)

Nama Siswa : \_\_\_\_\_

Kelas : \_\_\_\_\_

Guru : \_\_\_\_\_



NO	Kreteria Aspek	SB	B	C	K
1.	Ada kumpulan catatan kemajuan belajar	5 kriteria terpenuhi	4 Kreteria terpenuhi	3 Kreteria terpenuhi	≤ 2 kriteria terpenuhi
2.	Ada rekaman monolog teks recount sederhana				
3.	Ada kumpulan karya siswa yang mendukung proses penulisan teks recount sederhana berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
4.	Ada kumpulan hasil tes dan latihan.				
5.	Ada catatan penilaian diri dan penilaian sejawat				

Format 2

KRITERIA	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak Jelas Pelaksanaannya	Beberapa Kegiatan Jelas dan Rinci	Semua Jelas dan Rinci
Role Play	Membaca script, kosa kata terbatas, dan tidak lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menyunting Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

➤ Penilaian Diri

Bentuk: jurnal belajar

Format:

My Learning Journal
Name:
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?
Things I have learned successful today:

➤ Penilaian Sejawat

Berupa komentar atau daftar cek.

Makassar, 10 Agustus 2018

Mengetahui:

Kepala Sekolah

Guru Mata Pelajaran

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Sekolah	: SMA Negeri 9 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X / I
Materi Pokok	: <i>Teks tulis berbentuk undangan resmi</i>
Skill	: Speaking
Alokasi Waktu	: 4 × 45 menit

#### A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya

4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. INDIKATOR PENCAPAIAN KOMPETENSI**

1. Siswa dapat menentukan fungsi undangan resmi.
2. Siswa dapat menentukan tujuan undangan resmi.
3. Siswa dapat menemukan informasi yang terdapat dalam undangan resmi.
4. Secara berpasangan siswa membuat percakapan mengenai undangan resmi.
5. Secara berpasangan siswa mempresentasikan hasil teks percakapan mengenai undangan resmi yang telah di buat.
6. Siswa dapat membuat teks tulis undangan resmi secara individu.

## **D. TUJUAN PEMBELAJARAN**

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menentukan fungsi undangan resmi.
2. Siswa dapat menentukan tujuan undangan resmi.
3. Siswa dapat menemukan informasi yang terdapat dalam undangan resmi.

4. Secara berpasangan siswa dapat membuat percakapan mengenai undangan resmi.
5. Secara berpasangan siswa dapat mempresentasikan hasil teks percakapan mengenai undangan resmi yang telah di buat.
6. Siswa dapat membuat teks tulis undangan resmi secara individu.

## **E. MATERI PEMBELAJARAN**

Fakta : Teks undangan resmi

Konsep :Makna kata-kata, fungsi, tujuan, dan informasi undangan resmi

Prinsip :Hal-hal yang diperhatikan dalam percakapan (*intonasi, stress, pronunciation*) dan dalam penulisan (*grammar, Punctuation, Capital letter*)

## **F. METODE PEMBELAJARAN**

Metode : Diskusi, Penugasan, Presentasi

## **G. MEDIA :**

Teks undangan resmi, Teks Percakapan.

**H. SUMBER** : Kementerian Pendidikan dan Kebudayaan Republik Indonesia.2014. *Bahasa Inggris.kelas X*.Jakarta. Kemendikbud RI.

## **I. KEGIATAN PEMBELAJARAN**

### **a. Kegiatan Pendahuluan**

#### **Orientasi**

Guru sebagai model memusatkan perhatian kepada peserta didik dengan cara memperlihatkan contoh undangan resmi.

### **Apersepsi**

Guru bertanya tentang teks undangan resmi yang telah dipelajari kemudian mengulas kembali.

### **Motivasi**

Guru menjelaskan manfaat dari mempelajari materi undangan resmi.

### **Pemberian Acuan**

Guru menjelaskan bahwa pokok materi adalah tentang percakapan sapaan kepada seseorang yang berkaitan dengan undangan resmi untuk mempererat silaturahmi serta siswa dapat membuat undangan resmi.

## **b. Kegiatan Inti**

### **Observasi**

- Siswa mengamati guru yang memberikan contoh tentang percakapan mengenai undangan resmi.
- Siswa berupaya menemukan informasi yang diberikan guru tentang percakapan mengenai undangan resmi.

### **Questioning**

- (Guru mengarahkan agar siswa bertanya pada dirinya sendiri dan diharapkan siswa dapat membuat pertanyaan)
- Siswa membuat pertanyaan terkait contoh yang diberikan guru tentang percakapan mengenai undangan resmi.
- Guru bertanya tentang pertanyaan yang sudah dibuat siswa.

### **Eksplorasi**

- Guru memberikan teks percakapan undangan resmi.
- Guru memberikan contoh kepada siswa, bagaimana cara membaca dengan benar dan siswa mengikuti.

### **Mengasosiasi**

- Secara berpasangan siswa membuat teks percakapan undangan resmi.
- Secara berpasangan siswa mempresentasikan hasil teks percakapan yang telah dibuat.
- Secara individu siswa membuat teks undangan resmi dan mengumpulkan sebagai tugas.

### **Mengkomunikasi**

Siswa dapat menggunakan percakapan mengenai undangan resmi dan membuat undangan resmi yang dapat diberikan kepada orang-orang terdekat.

### **c. Kegiatan Penutup**

- Siswa bersama guru menyampaikan manfaat, tujuan dan makna yang terkandung dalam undangan resmi dan menyimpulkan hasil pembelajaran.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## **J. PENILAIAN**

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Semangat	Pengamatan	Proses	Rubrik dan Lembar Pengamatan	
2.	Santun				
3.	Peduli				

## 1. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menangkap makna teks undangan resmi	Teks Tertulis	Uraian	Soal Uraian (tertulis)
Menemukan informasi yang terdapat dalam undangan resmi	Teks Tertulis	Uraian	Soal Uraian (tertulis)
Membuat percakapan mengenai undangan pribadi secara kelompok	Teks Tertulis	Uraian	Soal Uraian (tertulis)
Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Teks Tertulis	Uraian	Soal Uraian (tertulis)

### Example of conversation

*Arief and Rita are fond of literature. They enjoy reading stories, novels, and watching drama.*

*On the way home, Arief and Rita have a chat.*

Arief :Do you have a plan for tomorrow holiday?

Rita :Too bad. I have nothing to do.

Arief :I've got a plan for tomorrow. You must come to my house!

Rita :Really? Tell me, please. Then, I'll decide to come or not.

Arief :I've got a new interesting novel and VCD of a drama performance.

Rita :Wow, great. What are they about? Are they interesting?

Arief :If I tell you now, it won't surprise you. Now, decide. Like to come to my house to enjoy them?

Rita :I'd love to. I'll be at your house at 8.00 in the morning.



**Rubrik Menulis :**

No	Nama Siswa	Aspek			Skor
		Grammar	Punctuation	Content	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**Rubrik Berbicara :**

No	Nama Siswa	Aspek				Skor
		Fluency	Pronunciation	Intonation	Content	
1.						
2.						
3.						
4.						
5.						
6.						

Makassar, 2019

Mengetahui

Guru Bidang Studi

Researcher

Drs. H. Muhammad Ali, M.Pd  
NIP: 19630618 198603 1 019

Ririn Dwi Idayanti  
NIM: 10535584914

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Satuan Sekolah : SMA Negeri 9 Makassar

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : *What is in your mind?*

Skill : Speaking

Alokasi Waktu : 2 x 45 menit

#### **A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun
3.	4.2 Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

### **C. TUJUAN PEMBELAJARAN**

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

- 1.1.1: Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima
- 1.2.1 : Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima
- 4.2.1: Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.
- 4.2.2: Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh.

## D. MATERI PEMBELAJARAN

### Asking and Giving Opinion

Asking Opinion	Giving Opinion
<ul style="list-style-type: none"><li>• What do you think of..</li><li>• Is that right (true) that..</li><li>• Do you think it's going..</li><li>• Why do they behave like that?</li><li>• Do you have any idea?</li><li>• How do you like that?</li><li>• Please give me your opinion..</li></ul>	<ul style="list-style-type: none"><li>• In my opinion..</li><li>• I think..</li><li>• I fell..</li><li>• I believe..</li><li>• I personally believe..</li><li>• I personally think..</li><li>• To my mind..</li><li>• In my case..</li><li>• Well, personally..</li><li>• It seems that..</li></ul>

### Contoh percakapan berkaitan dengan meminta dan memberi pendapat :

*Gina : I don't think that young people should be allowed to wear strange hair style.*

*Ady : Why? What's wrong with them?*

*Gina : Well, I personally believe that people who wear strange hair style will look untidy and be badly-behaved*

*Ady : I see your point. I think they just want to be stylish. That's all.*

## E. METODE PEMBELAJARAN

Strategi : pengamatan, pemodelan, dan kerja kelompok.

## F. MEDIA PEMBELAJARAN

Media : Buku Panduan Guru dan Gambar-gambar yang relevan.

## G. SUMBER BELAJAR

- Buku SMA kelas X yang relevan

## H. LANGKAH-LANGKAH PEMBELAJARAN

<b>PENDAHULUAN (10 menit)</b>	
<b>Tahap</b>	<b>Kegiatan</b>
<b>Kegiatan Awal</b>	- Apersepsi dan motivasi - Bernyanyi lagu “ <i>Study English</i> ” - Penyampaian tujuan pembelajaran
<b>KEGIATAN INTI (70 menit)</b>	
<b>Observation</b>	- Peserta didik mengamati video percakapan “ <i>Giving and asking opinion</i> ” - Peserta didik menjawab pertanyaan secara lisan dari guru
<b>Questioning</b>	- Dengan bimbingan guru, peserta didik menanyakan bagaimana caranya untuk meminta dan memberi pendapat
<b>Exploration</b>	- Peserta didik belajar menggunakan ekspresi meminta dan memberi pendapat dengan mengerjakan soal - Peserta didik membaca nyaring ekspresi meminta dan memberi pendapat dengan intonasi yang benar
<b>Association</b>	- Peserta didik membandingkan ekspresi antara memberi dan meminta pendapat

	- Peserta didik membuat kesimpulan sementara tentang ekspresi memberi dan meminta pendapat
<b>Communication</b>	- Peserta didik membuat dialog tentang ekspresi memberi dan meminta pendapat sesuai dengan konteks yang diberikan - Peserta didik mempraktekkan dialognya di depan kelas ( <i>Role play</i> )
<b>PENUTUP (10 menit)</b>	
<b>Penutup</b>	- Menyimpulkan hal-hal yang telah dipelajari - Refleksi - Penugasan

## I. PENILAIAN

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

<b><u>Penilaian dari Aspek Keterampilan (Skills)</u></b>			
<b>Kemampuan Berbicara (Speaking Skill)</b>			
No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan (Pronunciation)	Hampir sempurna	
		Ada beberapa kesalahan namun tidak mengganggu makna	
		Ada beberapa kesalahan dan mengganggu makna	
		Banyak kesalahan dan mengganggu makna	
		Terlalu banyak kesalahan dan mengganggu makna	
2	Intonasi (Intonation)	Hampir sempurna	
		Ada beberapa kesalahan namun tidak mengganggu makna	

		Ada beberapa kesalahan dan mengganggu makna	
		Banyak kesalahan dan mengganggu makna	
		Terlalu banyak kesalahan dan mengganggu makna	
3	Kelancaran (Fluency)	Sangat lancar	
		Lancar	
		Cukup lancar	
		Kurang lancar	
		Tidak lancar	
4	Ketelitian (Accuracy)	Sangat teliti	
		Teliti	
		Cukup teliti	
		Kurang teliti	
		Tidak teliti	

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		Sikap
	Pengetahuan	Keterampilan	
			SB
			B
			C
			K

Makassar, 2018

Mengetahui

Guru Bidang Studi

Researcher

Drs. H. Muhammad Ali, M.Pd  
NIP: 19630618 198603 1 019

Ririn Dwi Idayanti  
NIM: 10535584914



## APPENDIX B

### TEACHING MATERIAL

#### Cycle I

The teacher gave each pair teaching material.

✓ First Meeting

#### Example of conversation

*Arief and Rita are fond of literature. They enjoy reading stories, novels, and watching drama.*

*On the way home, Arief and Rita have a chat.*

Arief :Do you have a plan for tomorrow holiday?

Rita :Too bad. I have nothing to do.

Arief :I've got a plan for tomorrow. You must come to my house!

Rita :Really? Tell me, please. Then, I'll decide to come or not.

Arief :I've got a new interesting novel and VCD of a drama performance.

Rita :Wow, great. What are they about? Are they interesting?

Arief :If I tell you now, it won't surprise you. Now, decide. Like to come to my house to enjoy them?

Rita :I'd love to. I'll be at your house at 8.00 in the morning.

## **SWEET MEMORIES**

### **My Holiday in Bali**

When I was 2<sup>nd</sup> grade of senior high school, my friends and I went to Bali. We were there for three days I had many impressive experiences during the vacation.

First day, we visited sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to tanah lot. We meet so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on tanjung benoa beach. We played so many water sports such as banana boat, jetsky, speedboat, etc. We also went to penyu island to see many unique animals. They were turtles, snakes and sea birds. We were very happy. In the afternoon we went to kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in sangeh. We could enjoy the green and shady forest. There were so many monkey. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to sukowati market for shopping. That was my lovely time. I bought some Bali T-shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

## Asking and Giving Opinion

Asking Opinion	Giving Opinion
<ul style="list-style-type: none"> <li>• What do you think of..</li> <li>• Is that right (true) that..</li> <li>• Do you think it's going..</li> <li>• Why do they behave like that?</li> <li>• Do you have any idea?</li> <li>• How do you like that?</li> <li>• Please give me your opinion..</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion..</li> <li>• I think..</li> <li>• I fell..</li> <li>• I believe..</li> <li>• I personally believe..</li> <li>• I personally think..</li> <li>• To my mind..</li> <li>• In my case..</li> <li>• Well, personally..</li> <li>• It seems that..</li> </ul>

### Contoh percakapan berkaitan dengan meminta dan memberi pendapat :

*Gina : I don't think that young people should be allowed to wear strange hair style.*

*Ady : Why? What's wrong with them?*

*Gina : Well, I personally believe that people who wear strange hair style will look untidy and be badly-behaved*

*Ady : I see your point. I think they just want to be stylish. That's all.*

## CYCLE II

1. Bitter Memory
2. Sweet Memory
3. Your Holiday
4. Your Friendship

5. Funny Experience

**APPENDIX C**

**Instrument D-Test, Cycle I, Cycle II and Key Answer**

**1. D-Test**

**PETUNJUK:**

Write the 10 sentences specify object, subject and verb from the following questions in the below:

1. Drawing
2. Listening
3. Watching
4. Singing
5. Washing
6. Drinking
7. Run
8. Give
9. Left
10. Dancing





19. I went to the pet shop to get a .....
20. I am in training for a .....
21. Please turn down the .....
22. Where is my car .....
23. .... is my favorite colour.
24. Let's ..... fishing.
25. I will be in Bali ..... week.

**GOOD LUCK !**

### 3. Cycle II

#### I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Dedi : I'm, hardly to sleep ....., Wira. Can you help me?

Wira : Well, actually too much sleeping is not very good also. But,  
you know it's easy to fall asleep soon.

- a. Lately
- b. Hardly
- c. Easily
- d. Fastly

2. The garden so .... I want clean it.

- a. Large
- b. Shiny
- c. Dirty
- d. Soft

3. We often hear ... in the morning.

- a. Newspaper
- b. Radio
- c. Magazine
- d. Tele vision

4. My grandmother always calls my father by....

- a. Radio
- b. Telephone
- c. Television
- d. Computer

5. Ridho is chef. He makes....

- a. Shoes
- b. Bag
- c. BBQ
- d. Belt

6. Rita buys a medicine in the....

- a. Library
- b. Mall
- c. Dispensary
- d. School



7. Raffi's robot is broken. He is very .... now.
- a. Confuse
  - b. Happy
  - c. Sad
  - d. Charm
8. John's father is carpenter. He cut ... to make a chair.
- a. Wood
  - b. Leaf
  - c. Flower
  - d. Ion
9. A: Can you help me?
- B: Yes of course. What can I do for you?
- A: Please, ... this bag to my room.
- B: Yes sir.
- a. Help
  - b. Has
  - c. Give
  - d. Bring
10. Indah ... the match in National Olimpiade. She is very happy.
- a. Jumped
  - b. Won
  - c. Lost
  - d. Celebrated
11. If you study hard, you will be .... in your examination.
- a. Unsuccess
  - b. Sad
  - c. Success
  - d. Stupid
12. Cut up onion and chilli into small pieces. Kata bergaris bawah bermakna....
- a. Potongan
  - b. Pekerjaan
  - c. Bentuk
  - d. Pilihan



20. Chop up garlic into a very thin pieces. Kata *thin* termasuk jenis kata ....

- a. Adjective                      c. Verb  
b. Adverb                          d. Noun

**II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!**

21. Caterpillar .....

Ulat Bulu

Ular

Domba

Lipan

22. Kemampuan .....

Abhor

Ability

Personality

Capacity

23. Green .....

Hijau

Biru

Merah

Abu-abu

24. Garpu .....

Stove

Spoon

Pan

Fork

25. Confuse .....

Bingung

Pusing

Bosan

Bahagia

## The Key Answer

### I. Diagnostic Test

1. I am want drawing a fish  
S            V            O
2. Dinda want listening music  
S            V            O
3. Lina want watching a movie  
S            V            O
4. Farah want singing a k-pop song  
S            V            O
5. He want washing his shoes  
S            V            O
6. Lucy want drinking a juice  
S            V            O
7. Lisa will run around the field  
S            V            O
8. She will give me a present  
S            V            O
9. Hendry will left the group  
S            V            O
10. Jenny want dancing in this room  
S            V            O

**II. Cycle I**

1. C (Wear)
2. C (Dirty)
3. D (Televison)
4. B (Newspaper)
5. A (Clothes)
6. A (Library)
7. C (Sad)
8. B (Teeth)
9. D (Bring)
10. D (Easy)
11. C (Success)
12. C (Bakso)
13. B (Campurkan)
14. A (Lamp)
15. D (Cupboard)
16. Guitar
17. Tomorrow
18. Bed
19. Puppy
20. Marathon
21. Volume
22. Key
23. Yellow
24. Go
25. Next

**Cycle II**

1. D (Fastly)
2. C (Dirty)
3. B (Radio)
4. B (Telephone)
5. C (BBQ)
6. C (Dispensary)
7. C (Sad)
8. A (Wood)
9. D (Bring)
10. B (Won)
11. C (Success)
12. A (Potongan)
13. C (Merica)
14. C (Lamp)
15. D (Blackboard)
16. B (Adjective)
17. C (Noun)
18. C (Verb)
19. C (Verb)
20. A (Adjective)
21. Ulat Bulu
22. Ability
23. Hijau
24. Fork
25. Bingung



**SWEET MEMORY**

Student : 1  
Name : A. Alfiyyah Aulia  
Class : X MIA 3

### **“Traveling With Family”**

At that time I going to with my family to Jogja. I was there for five days. For five days I was around the city of Jokjakarta.

My first day to borobudor tample. I'm with family take photos there. I depart from the hotel where I stay at 9 a.m. and get there at 16:30. It's a lot of people. Many foreign tourist who are framing photos there.

The second day I get there I'm sick and I live in a hotel where I spent the nigh accompanied by my cousin and my parents. But my brother and sister I going to tourist attraction in Yogyakarta and it turned out that third day that we all went to Jakarta. In Jakarta I had recovered and back to go on holiday and took a walk. Me to a moment, to the ancol and duvan. Once satisfied on vacation but don't actually for my father got a phone call and we all got to get home to Makassar.



Student : 2  
Name : Adelia Apriani Putri  
Class : X MIA 3

### **“My Vacation in Bali”**

One day during my vacation in Bali to meet my mother. After arriving at Bali airport, my mother picked me up. I was very happy to be able to meet my mother here. After going from the airport I went to my mother's villa where my mother lived. Incidentally when I arrived in Bali at night and I was very hungry so I asked my mother to buy food for me. My mother bought me fried rice and that was my favorite food.

The next day my mother invited me to go to a place to eat. And where the meal was very good and I like it very much. After eating for breakfast we went home. My mother first and after that my mother invited me to the beach and happened to be very close to my mother's villa.

My last day there I used my time very well I went to buy souvenirs for my friends and my family at home after that I went to a lot and there I enjoyed the scenery very well and I took the time to take photos.

Student : 3  
Name : Andi Dhinda Naurah M.  
Class : X MIA 3

### **“Day Of Celebration In The Hometown”**

In the fasting month of this year, my family and I returned to my hometown, to enjoy vacation time while staying in touch with the family. On the second last day of day fasting month that was where I left. Briefly I arrived there and was welcomed with family.

Short story come on day of celebration where all my family gather in a house to forgive one another and eat together while telling each other's experiences. A few days after our day of celebration and after visited your house for halal bi halal that's where ne family tells stories and shares fortune and night playing fireworks.

The next day we had a big family walking around the tourist attractions in Samarinda and it was a very happy experience because it could gather with family. And that was the end of story the next day my family and I returned home.

Student : 4  
Name : Adinda Dwi Kartika  
Class : X MIA 3

### **“My Birthday –Surprise”**

When I have a birthday at the age of 12, I get a very good surprise from my family and friends. The night before my birthday I'm very excited about what was done by the family and also my friend. But on my birthday arrived all my friends and my family did not wish happy birthday. I very sad because everything allows my birthday.

When I get home, I see my house very quiet nobody, when I get into the room is very surprised because I see a lot my friend and also my family. They give me two birthday cakes to me. I'm so glad that they do not forget my birthday even they give a surprise for me.

When I was busy taking pictures with my friend, my family called me and gave a great gift, when I opened it was his contents is laptop. I was very happy because laptop was my desire and now it was realized on my birthday. The surprise they give was very simple, but I think this is a very pleasant and most memorable birthday.

Student : 5  
Name : A. Azzahra Sofynah P.  
Class : X MIA 3

### **“Farewell To Junior High School Friends”**

My most sweet memories that are still unforgettable today are memories with my best friend. Sweet memories always make it hard to be happy with grief together and sad together, in friendship we always uphold a strong sense of solidarity.

And to forget everything is still difficult, how many memories we have done together, starting from farewell in Malino, as far as 3 meters, UPT, paskibraka event, opening together, a joint convoy and there are still many who have been through together.

And memories the were very touching as well as the most beautiful when the UPT went directly how mixed the atmosphere was when the balloon released by the color run on the hamburg of the smoke boom broke down how many teals came out from the beautiful spies, those memories were so beautiful up to now still remembering the time.

How those memories are still reminded of the shared struggle that has been felt, hopefully my fellow friends will meet again with a successful situation and recount the stories that were once.



## BITTER MEMORY

Student : 1  
Name : Muh. Rafli Ramlan  
Class : X MIA 3

### **“Sad Day”**

When I was in grade 2 junior high school, right on Sunday morning I visited to visit my cousin’s who was in the city of Barru. I left with my aunt, my uncle , and two cousins. Use a private car. On the way to the city, I and my two cousins watched a film about father. When I watched the film I remembered my father, that when I left home I forgot to ask permission with him.

After a few hours, I arrived at one of the huts in the city of Barru. After a few minutes waiting for my cousin’s to finally meet us. We talk to my uncle and aunt suddenly he cries and asks to come home with us even though there is still one week for the training period

About a few house we were in the hut, we left to go back to Makassar because tomorrow was Monday. A few hours drive finally arrived at my home, when I opened the door I swallow of sandals which meant three was a guest, when I entered the house I had seen my father laying down and unable to move a half of his body, my mother sold he was affected by stroke, that day I regret not asking for permission.

Student : 2  
Name : Putry Ardhani  
Class : X MIA 3

### **“Accident”**

At that time I was in elementary school I was in 6 th grade. And I have 4 friends but this bad memory in only the three of me with my best friends.

At that time my friend and I went to the tutoring place, my friend and I left together and when we arrived at the tutoring site we were asked about the question for the national test later.

After I learned, my friends and I departed from the place of tutoring to go home using a motorbike, I had a chance to meet with our school teacher at the tutoring place because my chance his son also tutored us at our place he tells you to be careful.

Initially I felt happy but it turned our that after pleasure came misery. I crashed a motorbike because the motorbike drove at speeds above the average. My friends injures were quite severe and there my hands were also attacked clue to being punched by a motorbike, I was very sick and very sorry because I was speed while driving.

Student : 3  
Name : Muh. Hidayat Aswan  
Class : X MIA 3

### **“Motorcycle Accident”**

My bitter memories are when I go out with friends and then it is raining there I want to buy fried chicken. And I speed up the motorbike song heavy rain. I plan to take shelter but I drove fast I want to take shelm and I crumble with the front brake. I fell down and a good person helped me, he helped me stand up. He taught me how to drive the night one. I thank him because he helped me.



Student : 4  
Name : Nur Auliyah Ramadhan S.  
Class : X MIA 3

### **“Dercat During a futsal march”**

At the times or last month I and my friends selected to enter the SMA 9 Makassar futsal team at that time I was chosen to be one for the SMA 9 Makassar futsal. Teams and look park in the competition. Which was named nine. Competitions and at that time I was in the top and so I died in that march when my school team. Fought nigh school. My time I was very and disappointed but I had to be better and work hard again the next.

Student : 5  
Name : Muh. Fadel Haika  
Class : X MIA 3

### **“Last In Putty Game”**

On Sunday I and my friends played together in the putty game we wanted to win the game so that our rank rose we invited each other after we gathered we immediately started the game.

When we split the region to get weapons there were those who went down in polinki, school, frey key. After getting weapons we gathered I the hospital to kill our opponents.

We made it into top 10. When at the hospital we lost I player but we did not give up. We continued to play. The zone began to approach we entered the top 5. The point is our enemy is left 2. But the zone left vs and the last zone is in polinki. We jefeated 1/1 even though the rest the player left behind is only I player.

**APPENDIX D****THE STUDENT'S NAME OF SMA NEGERI 9 MAKASSAR X MIA 3**

NO	NAME	L/P
1.	A. ALFIYYAH AULIA	P
2.	A. AZZAHRA SOFYNAH PATTADJAI	P
3.	A. HUMMAERAH PERMATA. A	P
4.	ADELIA APRIANI PUTRI	P
5.	ADINDA DWI KARTIKA	P
6.	AHMAD RAFLY FAHREZY	L
7.	AL HILALUDDIN	L
8.	ALVITO BAGASKARA	L
9.	ANDI DHINDA NAURAH MATTANRERE	P
10.	ANDI NURUL IZMI FARAHDILA	P
11.	AVIOR REGINA ASWINTA	P
12.	DE SILVA GOSYEN PURBA	L
13.	FARAH ADELIA MALLOMBASI	P
14.	FARHANA NAZIB	L
15.	IBNU TAMIYYAH. A	L
16.	INDIRA ZAHRANI NURIZKHITHA	P
17.	M. ATHA ILAH. H.Y	L
18.	MIFTAH NURIL AKHYAR	P
19.	MUH. HIDAYAT ASWAN	L
20.	MUH. IDHIL FITRAH	L
21.	MUH. FADEL HAIKA	L
22.	MUH. FADHIL SYAHPUTRA	L
23.	MUH. IMRAN SYARIEF HIDAYATULLAH	L
24.	MUH. ISRAB SAID	L
25.	MUH. RAFLI RAMLAN	L
26.	NABILA MAPPALONGI	P
27.	NADHIA FAIQA. A	P
28.	NAFIDZAH SALSABILA FIRDAUSI	P
29.	NISRINA UMMUL AFIFAH	P
30.	NUR AULIYAH RAMADHAN SURYANTO	P
31.	NURUL ALMASYANI S.P	P
32.	PUTRY ARDHANI	P
33.	RENATA AZZAHRA PAHLAWAN	P
34.	RIFQAH NUR HALIDAH	P
35.	SARI RAMADANI	P

## APPENDIX F

### Students Improving Speaking Skill with Vocabulary

No	Subject	D-Test	Categories	Cycle I	Categories	Cycle II	Categories
1.	Std-1	60	Fair	80	Good	90	Excellent
2.	Std-2	70	Good	70	Good	85	Excellent
3.	Std-3	70	Good	75	Good	80	Good
4.	Std-4	65	Good	70	Good	85	Excellent
5.	Std-5	60	Fair	60	Fair	90	Excellent
6.	Std-6	60	Fair	60	Fair	80	Good
7.	Std-7	65	Good	70	Good	80	Good
8.	Std-8	70	Good	80	Good	85	Excellent
9.	Std-9	75	Good	75	Good	85	Excellent
10.	Std-10	60	Fair	80	Good	90	Excellent
11.	Std-11	75	Good	75	Good	85	Excellent
12.	Std-12	85	Excellent	85	Excellent	90	Excellent
13.	Std-13	85	Excellent	90	Excellent	95	Excellent
14.	Std-14	85	Excellent	85	Excellent	95	Excellent
15.	Std-15	70	Good	75	Good	90	Excellent
16.	Std-16	65	Good	80	Good	90	Excellent
17.	Std-17	65	Good	75	Good	75	Good
18.	Std-18	65	Good	80	Good	80	Good
19.	Std-19	60	Fair	60	Fair	85	Excellent
20.	Std-20	75	Good	80	Good	85	Excellent
21.	Std-21	60	Fair	85	Excellent	90	Excellent
22.	Std-22	70	Good	85	Excellent	90	Excellent
23.	Std-23	70	Good	75	Good	95	Excellent

24.	Std-24	75	Good	80	Good	80	Good
25.	Std-25	60	Fair	60	Fair	85	Excellent
26.	Std-26	65	Good	60	Fair	85	Excellent
27.	Std-27	70	Good	80	Good	85	Excellent
28.	Std-28	75	Good	85	Excellent	90	Excellent
29.	Std-29	75	Good	85	Excellent	90	Excellent
30.	Std-30	80	Good	90	Excellent	90	Excellent
31.	Std-31	70	Good	75	Good	85	Excellent
32.	Std-32	65	Good	70	Good	90	Excellent
33.	Std-33	60	Fair	60	Fair	95	Excellent
34.	Std-34	65	Good	80	Good	90	Excellent
35.	Std-35	70	Good	80	Good	95	Excellent
<b>Total</b>		<b>2415</b>		<b>2655</b>		<b>3055</b>	
<b>Mean</b>		<b>69.00</b>		<b>75.86</b>		<b>87.29</b>	

$$\text{➤ Diagnostic Test} = \frac{2415}{35} = \mathbf{69.00}$$

$$\text{➤ Cycle I} = \frac{2655}{35} = \mathbf{75.86}$$

$$\text{➤ Cycle II} = \frac{3055}{35} = \mathbf{87.29}$$

### Students Improving Speaking Skill with Pronunciation

No	Subject	D-Test	Categories	Cycle I	Categories	Cycle II	Categories
1.	Std-1	80	Good	80	Good	95	Excellent
2.	Std-2	65	Good	45	Fair	70	Good
3.	Std-3	70	Good	85	Excellent	98	Excellent
4.	Std-4	50	Fair	45	Fair	83	Excellent
5.	Std-5	50	Fair	45	Fair	75	Good
6.	Std-6	70	Good	80	Good	90	Excellent
7.	Std-7	60	Fair	48	Fair	80	Good
8.	Std-8	40	Poor	50	Fair	70	Good
9.	Std-9	55	Fair	40	Poor	85	Excellent
10.	Std-10	50	Fair	50	Fair	75	Good
11.	Std-11	60	Fair	65	Good	83	Excellent
12.	Std-12	75	Good	85	Excellent	75	Good
13.	Std-13	80	Good	85	Excellent	96	Excellent
14.	Std-14	60	Fair	60	Fair	95	Excellent
15.	Std-15	55	Fair	60	Fair	70	Good
16.	Std-16	50	Fair	50	Fair	85	Excellent
17.	Std-17	40	Poor	50	Fair	75	Good
18.	Std-18	45	Fair	45	Fair	70	Good
19.	Std-19	50	Fair	50	Fair	70	Good
20.	Std-20	50	Fair	50	Fair	70	Good
21.	Std-21	45	Fair	55	Fair	70	Good
22.	Std-22	55	Fair	70	Good	75	Good
23.	Std-23	55	Fair	65	Good	80	Good
24.	Std-24	40	Poor	80	Good	85	Excellent
25.	Std-25	40	Poor	70	Good	80	Good
26.	Std-26	47	Fair	85	Excellent	70	Good
27.	Std-27	80	Good	80	Good	97	Excellent

28.	Std-28	50	Fair	40	Poor	70	Good
29.	Std-29	40	Poor	45	Fair	60	Fair
30.	Std-30	40	Poor	65	Good	70	Good
31.	Std-31	70	Good	40	Poor	75	Good
32.	Std-32	65	Good	45	Fair	75	Good
33.	Std-33	60	Fair	55	Fair	75	Good
34.	Std-34	40	Poor	80	Good	70	Good
35.	Std-35	65	Good	45	Fair	70	Good
<b>Total</b>		<b>1947</b>		<b>2088</b>		<b>2732</b>	
<b>Mean</b>		<b>55.63</b>		<b>59.66</b>		<b>78.06</b>	

$$\text{➤ Diagnostic Test} = \frac{1947}{35} = \mathbf{55.63}$$

$$\text{➤ Cycle I} = \frac{2088}{35} = \mathbf{59.66}$$

$$\text{➤ Cycle II} = \frac{2732}{35} = \mathbf{78.06}$$

**APPENDIX G****STUDENTS' SCORES****1. The Student's score in Diagnostic Test**

NO	SUBJECTS	ACCURACY		SCORE	CATEGORIES
		Vocabulary	Pronunciation		
1.	Std-1	60	80	70	Good
2.	Std-2	70	65	68	Good
3.	Std-3	70	70	70	Good
4.	Std-4	65	50	58	Fair
5.	Std-5	60	50	55	Fair
6.	Std-6	60	70	65	Good
7.	Std-7	65	60	63	Good
8.	Std-8	70	40	55	Fair
9.	Std-9	75	55	65	Good
10.	Std-10	60	50	55	Fair
11.	Std-11	75	60	68	Good
12.	Std-12	85	75	80	Good
13.	Std-13	85	80	83	Excellent
14.	Std-14	85	60	73	Good
15.	Std-15	70	55	63	Good
16.	Std-16	65	50	58	Fair
17.	Std-17	65	40	53	Fair
18.	Std-18	65	45	55	Fair
19.	Std-19	60	50	55	Fair
20.	Std-20	75	50	63	Good
21.	Std-21	60	45	53	Fair
22.	Std-22	70	55	63	Good
23.	Std-23	70	55	63	Good



24.	Std-24	75	40	58	Fair
25.	Std-25	60	40	50	Fair
26.	Std-26	65	47	56	Fair
27.	Std-27	70	80	75	Good
28.	Std-28	75	50	63	Good
29.	Std-29	75	40	58	Fair
30.	Std-30	80	40	60	Fair
31.	Std-31	70	70	70	Good
32.	Std-32	65	65	65	Good
33.	Std-33	60	60	60	Fair
34.	Std-34	65	40	53	Fair
35.	Std-35	70	65	68	Good
<b>TOTAL</b>		<b>2415</b>	<b>1947</b>	<b>2181</b>	
<b>MEAN SCORE</b>		<b>69.00</b>	<b>55.63</b>	<b>62.31</b>	

### 1. Accuracy

➤ Vocabulary  $= \frac{2415}{35} = 69.00$

➤ Pronunciation  $= \frac{1947}{35} = 55.63$

## 2. The Student's score in speaking accuracy in Cycle I

NO	SUBJECTS	SCORE			CATEGORIES
		Vocabulary	Pronunciation		
1.	Std-1	80	80	80	Good
2.	Std-2	70	45	53	Fair
3.	Std-3	75	85	82	Excellent
4.	Std-4	70	45	53	Fair
5.	Std-5	60	45	50	Fair
6.	Std-6	60	80	73	Good
7.	Std-7	70	48	54	Fair
8.	Std-8	80	50	60	Fair
9.	Std-9	75	40	52	Fair
10.	Std-10	80	50	60	Fair
11.	Std-11	75	65	68	Good
12.	Std-12	85	85	85	Excellent
13.	Std-13	90	85	87	Excellent
14.	Std-14	85	60	68	Good
15.	Std-15	75	60	65	Good
16.	Std-16	80	50	60	Fair
17.	Std-17	75	50	58	Fair
18.	Std-18	80	45	57	Fair
19.	Std-19	60	50	53	Fair
20.	Std-20	80	50	60	Fair
21.	Std-21	85	55	65	Good
22.	Std-22	85	70	77	Good
23.	Std-23	75	65	68	Good
24.	Std-24	80	80	70	Good

25.	Std-25	60	70	67	Good
26.	Std-26	60	85	72	Good
27.	Std-27	80	80	83	Excellent
28.	Std-28	85	40	55	Fair
29.	Std-29	85	45	58	Fair
30.	Std-30	90	65	73	Good
31.	Std-31	75	40	52	Fair
32.	Std-32	70	45	53	Fair
33.	Std-33	60	55	57	Fair
34.	Std-34	80	80	70	Good
35.	Std-35	80	45	57	Fair
<b>TOTAL</b>		<b>2655</b>	<b>2088</b>	<b>2372</b>	
<b>MEAN SCORE</b>		<b>75.86</b>	<b>59.66</b>	<b>67.76</b>	

**Accuracy**

➤ Vocabulary  $= \frac{2655}{35} = 75.86$

➤ Pronunciation  $= \frac{2088}{35} = 59.66$

### 3. The Student's score in speaking accuracy in Cycle II

NO	SUBJECTS	ACCURACY		SCORE	CATEGORIES
		Vocabulary	Pronunciation		
1.	Std-1	90	95	95	Excellent
2.	Std-2	85	70	80	Good
3.	Std-3	80	98	95	Excellent
4.	Std-4	85	83	83	Excellent
5.	Std-5	90	75	75	Good
6.	Std-6	80	90	90	Excellent
7.	Std-7	80	80	85	Excellent
8.	Std-8	85	70	70	Good
9.	Std-9	85	85	85	Excellent
10.	Std-10	90	75	75	Good
11.	Std-11	85	83	83	Excellent
12.	Std-12	90	75	65	Good
13.	Std-13	95	96	96	Excellent
14.	Std-14	95	95	95	Excellent
15.	Std-15	90	70	70	Good
16.	Std-16	90	85	85	Excellent
17.	Std-17	75	75	77	Good
18.	Std-18	80	70	70	Good
19.	Std-19	85	70	70	Good
20.	Std-20	85	70	70	Good
21.	Std-21	90	70	70	Good
22.	Std-22	90	75	75	Good
23.	Std-23	95	80	80	Good
24.	Std-24	80	85	85	Excellent

25.	Std-25	85	80	80	Good
26.	Std-26	85	70	70	Good
27.	Std-27	85	97	94	Excellent
28.	Std-28	90	70	70	Good
29.	Std-29	90	60	60	Fair
30.	Std-30	90	70	70	Good
31.	Std-31	85	75	65	Good
32.	Std-32	90	75	75	Good
33.	Std-33	95	75	65	Good
34.	Std-34	90	70	70	Good
35.	Std-35	95	70	70	Good
<b>TOTAL</b>		<b>3055</b>	<b>2732</b>	<b>2894</b>	
<b>MEAN SCORE</b>		<b>87.29</b>	<b>78.06</b>	<b>82.67</b>	

**Accuracy**

➤ Vocabulary  $= \frac{3055}{35} = 87.29$

➤ Pronunciation  $= \frac{2732}{35} = 78.06$

## APPENDIX H

### THE PERCENTAGE OF STUDENTS' VOCABULARY IN D-TEST, CYCLE I AND CYCLE II

No	Classification	Range	Score Vocabulary					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1.	Excellent	81-100	3	8.57	8	22.86	29	82.86
2.	Good	61-80	24	68.67	21	60.00	6	17.14
3.	Fair	41-60	8	22.86	6	17.14	0	0.00
4.	Poor	21-40	0	0.00	0	0.00	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

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

#### Diagnostic Test

$$\begin{aligned} 1. P &= \frac{3}{35} \times 100 \\ &= \frac{300}{35} = \mathbf{8.57} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{24}{35} \times 100 \\ &= \frac{2400}{35} = \mathbf{68.67} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{8}{35} \times 100 \\ &= \frac{800}{35} = \mathbf{22.86} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

#### Cycle I

$$\begin{aligned} 1. P &= \frac{8}{35} \times 100 \\ &= \frac{800}{35} = \mathbf{22.86} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{21}{35} \times 100 \\ &= \frac{2100}{35} = \mathbf{60.00} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{6}{35} \times 100 \\ &= \frac{600}{35} = \mathbf{17.14} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

#### Cycle II

$$\begin{aligned} 1. P &= \frac{29}{35} \times 100 \\ &= \frac{2900}{35} = \mathbf{82.86} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{6}{35} \times 100 \\ &= \frac{600}{35} = \mathbf{17.14} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

**THE PERCENTAGE OF STUDENTS' PRONUNCIATION IN D-TEST,  
CYCLE I AND CYCLE II**

No	Classification	Range	Score Pronunciation					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1.	Excellent	81-100	0	0.00	4	11.43	11	31.43
2.	Good	61-80	10	28.57	10	28.57	23	66.71
3.	Fair	41-60	18	51.43	18	51.43	1	2.86
4.	Poor	21-40	7	20.00	3	8.57	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

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

**Diagnostic Test**

$$\begin{aligned} 1. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{10}{35} \times 100 \\ &= \frac{1000}{35} = \mathbf{28.57} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{18}{35} \times 100 \\ &= \frac{1800}{35} = \mathbf{51.43} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{7}{35} \times 100 \\ &= \frac{700}{35} = \mathbf{20.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$



**Cycle I**

$$\begin{aligned} 1. P &= \frac{4}{35} \times 100 \\ &= \frac{400}{35} = \mathbf{11.43} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{10}{35} \times 100 \\ &= \frac{1000}{35} = \mathbf{28.57} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{18}{35} \times 100 \\ &= \frac{1800}{35} = \mathbf{51.43} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{3}{35} \times 100 \\ &= \frac{300}{35} = \mathbf{8.57} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

**Cycle II**

$$\begin{aligned} 1. P &= \frac{11}{35} \times 100 \\ &= \frac{1100}{35} = \mathbf{31.43} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{23}{35} \times 100 \\ &= \frac{2300}{35} = \mathbf{66.71} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{1}{35} \times 100 \\ &= \frac{100}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

### THE PERCENTAGE OF STUDENTS ACCURACY SPEAKING SKILL

No	Classification	Range	Accuracy Speaking Skill					
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	81-100	1	2.85	4	11.43	12	34.29
2	Good	61-80	18	51.43	13	37.14	22	62.86
3	Fair	41-60	16	62.86	18	51.43	1	2.85
4	Poor	21-40	0	45.71	0	0.00	0	0.00
5.	Very Poor	< 20	0	0.00	0	0.00	0	0.00
<b>TOTAL</b>			35	100%	35	100%	35	100%

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

#### Diagnostic Test

$$1. P = \frac{1}{35} \times 100$$

$$= \frac{100}{35} = \mathbf{2.85}$$

$$2. P = \frac{18}{35} \times 100$$

$$= \frac{1800}{35} = \mathbf{51.43}$$

$$3. P = \frac{16}{35} \times 100$$

$$= \frac{1600}{35} = \mathbf{62.86}$$

$$4. P = \frac{0}{35} \times 100$$

$$= \frac{0}{35} = \mathbf{20.00}$$

$$5. P = \frac{0}{35} \times 100$$

$$= \frac{0}{35} = \mathbf{0.00}$$

**Cycle I**

$$\begin{aligned} 1. P &= \frac{4}{35} \times 100 \\ &= \frac{400}{35} = \mathbf{11.43} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{13}{35} \times 100 \\ &= \frac{1000}{35} = \mathbf{37.14} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{18}{35} \times 100 \\ &= \frac{1800}{35} = \mathbf{51.43} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

**Cycle II**

$$\begin{aligned} 1. P &= \frac{12}{35} \times 100 \\ &= \frac{1200}{35} = \mathbf{34.29} \end{aligned}$$

$$\begin{aligned} 2. P &= \frac{22}{35} \times 100 \\ &= \frac{2200}{35} = \mathbf{62.86} \end{aligned}$$

$$\begin{aligned} 3. P &= \frac{1}{35} \times 100 \\ &= \frac{100}{35} = \mathbf{2.85} \end{aligned}$$

$$\begin{aligned} 4. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

$$\begin{aligned} 5. P &= \frac{0}{35} \times 100 \\ &= \frac{0}{35} = \mathbf{0.00} \end{aligned}$$

Indicators	The Students' score			Improvement (%)	
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII
<b>Vocabulary</b>	69.00	75.86	87.29	9.94	15.07
<b>Pronunciation</b>	55.63	59.66	78.06	7.24	30.84
$\sum x$	124.63	135.52	165.35	17.18	45.91
$\bar{X}$	<b>62.32</b>	<b>67.76</b>	<b>82.68</b>	<b>8.59</b>	<b>22.96</b>

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

**Vocabulary**

$$\begin{aligned} \text{DT-CI} &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{75.86 - 69.00}{69.00} \times 100 \\ &= \frac{6.86}{69.00} \times 100 \\ &= \frac{686}{69.00} \\ &= \mathbf{9.94} \end{aligned}$$

$$\begin{aligned} \text{CI-CII} &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{87.29 - 75.86}{75.86} \times 100 \\ &= \frac{11.43}{75.86} \times 100 \\ &= \frac{1143}{75.86} \\ &= \mathbf{15.07} \end{aligned}$$

**Pronunciation**

$$\begin{aligned} \text{DT-CI} &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{59.66 - 55.63}{55.63} \times 100 \end{aligned}$$

$$\begin{aligned} &= \frac{4.03}{55.63} \times 100 \\ &= \frac{403}{55.63} \\ &= 7.24 \end{aligned}$$

$$\begin{aligned} \text{CI-CII} &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{78.06 - 59.66}{59.66} \times 100 \\ &= \frac{18.40}{59.66} \times 100 \\ &= \frac{1840}{59.66} \\ &= 30.84 \end{aligned}$$

**THE RESULT OF OBSERVATION SHEET OF CYCLE I**

Sample And Meeting		Very Active		Active		Less Active		No Active	
		Freq	%	Freq	%	Freq	%	Freq	%
35	1 <sup>st</sup>	8	22.85	13	37.14	9	25.71	5	14.28
	2 <sup>nd</sup>	5	14.28	23	65.71	4	11.42	3	8.57
	3 <sup>rd</sup>	8	22.85	16	45.71	6	17.14	5	14.28
	4 <sup>th</sup>	11	31.42	19	54.28	3	8.57	3	8.57

**1. 1<sup>st</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{8}{35} \times 100 = 22.85 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{13}{35} \times 100 = 37.14 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{9}{35} \times 100 = 25.71 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{5}{35} \times 100 = 14.28 \%$       No Active

**2. 2<sup>nd</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{5}{35} \times 100 = 14.28 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{23}{35} \times 100 = 65.71 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{4}{35} \times 100 = 11.42 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57 \%$       No Active

**3. 3<sup>rd</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{8}{35} \times 100 = 22.85 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{16}{35} \times 100 = 45.71 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{6}{35} \times 100 = 17.14 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{5}{35} \times 100 = 14.28 \%$       No Active

**4. 4<sup>th</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{11}{35} \times 100 = 31.42\%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{19}{35} \times 100 = 54.28\%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57\%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57\%$       No Active

**THE RESULT OF OBSERVATION SHEET OF CYCLE II**

Sample And Meeting		Very Active		Active		Less Active		No Active	
		Freq	%	Freq	%	Freq	%	Freq	%
35	1 <sup>st</sup>	13	22.85	18	51.42	2	5.71	2	5.71
	2 <sup>nd</sup>	19	54.28	11	31.42	3	8.57	2	5.71
	3 <sup>rd</sup>	18	51.42	12	34.28	3	8.57	2	5.71
	4 <sup>th</sup>	24	68.57	6	17.14	3	8.57	2	5.71

**1. 1<sup>st</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{13}{35} \times 100 = 22.85 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{18}{35} \times 100 = 51.42 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{2}{35} \times 100 = 5.71 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{2}{35} \times 100 = 5.71 \%$       No Active

**2. 2<sup>nd</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{19}{35} \times 100 = 54.28 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{11}{35} \times 100 = 31.42 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{2}{35} \times 100 = 5.71 \%$       No Active

**3. 3<sup>rd</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{18}{35} \times 100 = 51.42 \%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{12}{35} \times 100 = 34.28 \%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57 \%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{2}{35} \times 100 = 5.71 \%$       No Active



**4. 4<sup>th</sup> Meeting**

- a.  $P = \frac{F}{N} \times 100 = \frac{24}{35} \times 100 = 68.57\%$       Very Active
- b.  $P = \frac{F}{N} \times 100 = \frac{6}{35} \times 100 = 17.14\%$       Active
- c.  $P = \frac{F}{N} \times 100 = \frac{3}{35} \times 100 = 8.57\%$       Less Active
- d.  $P = \frac{F}{N} \times 100 = \frac{2}{35} \times 100 = 5.71\%$       No Active



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU  
PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin, No. 2502 Makassar  
Telp. : (0411) 499177/991711/4141  
Faksimil : 0411-499177/991711  
Web : www.fkip.umh.ac.id


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : RIRIN DWI IDAYANTI  
NIM : 10535584914  
Judul Penelitian : "THE APPLICATION OF GROUP INVESTIGATION METHOD IN IMPROVING THE STUDENTS SPEAKING SKILL WITH VOCABULARY AT THE FIRST GRADE STUDENTS OF SMA NEGERI 9 MAKASSAR"  
Tanggal Ujian Proposal : 19/10/2018  
Tempat/Lokasi Penelitian : Makassar (SMA Negeri 9 Makassar)

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Serba 9-11-2018	Diagnostic Test The First Meeting	Des. H. Muhammad Ali, M.Pd	L
2	Serba 13-11-2018	The Second Meeting	Des. H. Muhammad Ali, M.Pd	L
3	Jumrah 16-11-2018	The Third Meeting	Des. H. Muhammad Ali, M.Pd	L
4	Serba 19-11-2018	The Fourth Meeting	Des. H. Muhammad Ali, M.Pd	L
5	Serba 20-11-2018	Test of cycle I	Des. H. Muhammad Ali, M.Pd	L
6	Jumrah 23-11-2018	The Fifth Meeting	Des. H. Muhammad Ali, M.Pd	L
7	Serba 26-11-2018	The Sixth Meeting	Des. H. Muhammad Ali, M.Pd	L
8	Serba 27-11-2018	The seventh Meeting	Des. H. Muhammad Ali, M.Pd	L
9	Rabu 28-11-2018	The eight Meeting	Des. H. Muhammad Ali, M.Pd	L
10	Rabu 28-11-2018	Test of cycle II	Des. H. Muhammad Ali, M.Pd	L

Makassar, 30. November. 2018

Ketua Jurusan,  
  
Umarul Baharati Syam, S.Pd, M.Pd  
NBM. 977 807

Mengetahui,  
  
Kepala Sekolah,  
Des. A. Supriatna, M.Pd  
NIP. 19690311 199203 1 011



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp. : (0411) 860037/860132 (Fax) Email :  
fkip@unismuh.ac.id  
Web : www.fkip.unismuh.ac.id

ميجرلا نيجرلا هيللا مسيب

**PERMOHONAN JUDUL SKRIPSI**

Kepada Yang Terhormat,

Ketua Jurusan Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Unismuh Makassar,  
Di-

Tempat

Assalamu alaikum Warahmatullahi,

Wabarakatuh Yang bertanda tangan di bawah ini:

Nama : Ririn Dwi Idayanti  
Kelas : BG VII C  
NIM : 10535584914  
Jurusan : Program Studi Pendidikan Bahasa Inggris

Dengan ini mengajukan judul skripsi untuk mendapatkan persetujuan yaitu :

No	Alternatif Judul Yang Direkomendasikan	Nama Dosen Pengampu	Tanda Tangan Dosen	Yang disetujui Prodi
1.	The Application of Group Investigation method in improving the students speaking accuracy dealing with Vocabulary pronunciation at the second grade students.	Nurdabi, SS., M.Hum		
2.	An analysis on causative verb errors made by the fifth semester students of english department at Muhammadiyah University.	Nurdabi, SS., M.Hum		

Atas terkabulnya permohonan ini diucapkan terimah kasih,

Makassar, 21/01/2018

Yang bermohon,

RIRIN DWI IDAYANTI  
NIM : 10535584914

Alternatif Dosen Pembimbing 1

1. Nunung Anugrawati, S.Pd. M.Pd

Alternatif Dosen Pembimbing 2

1. Muh. Astrianto Setiabi S.Pd. M.Pd

Catatan: 1. Penerimaan rekomendasi judul paling lambat bulan februari 2018  
2. Form Pengajuan ini di isi oleh mahasiswa



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIK  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan AbdulAmris No. 2295 Makassar  
Telp : (0411) 244017; 80132 (Fax)  
Email : fakultas@umid.ac.id  
Web : www.fkip.umid.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : RIRIN DWI IDAYANTI  
Reg. Number : 10535 5849 14  
Jurusan : Pendidikan Bahasa Inggris  
Title : The Application of Group Investigation Method in  
Improving the Students' Speaking Skill at the First  
Grade Students of X MIA SMA Negeri 9 Makassar  
Consultant I : Nunung Anugrawati, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
9/1/19	1 - V	- Data collection - abstract - findings (No grammar)	
11/1/19	1 - V	Att	

Makassar, 2018  
Approved by:  
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIK  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sudirman Alauddin No. 159 Makassar  
Telp : 0411-460837/860832 (Fax)  
Email : fakultas@umh.ac.id  
Web : www.fkip.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : RIRIN DWI IDAYANTI  
Reg. Number : 10535 5849 14  
Jurusan : Pendidikan Bahasa Inggris  
Title : The Application of Group Investigation Method in  
Improving the Students' Speaking Skill at the First  
Grade Students of X MIA SMA Negeri 9 Makassar  
Consultant II : Muh. Astrianto Setiadi, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
10/12/2018		Some mistake (see on page). - Change your data description.	
14/12/2018	W.	- change your data description	
	V.	change your conclusion.	
17/12/2018		- Revise your abstract and acknowledgment	
20/12/2018		ACE ...	

Makassar, 2018

Approved by:  
Head of English Education Department

Ummi Khaerati Svam, S.Pd., M.Pd.  
NBM. 977 807



Terakreditasi institusi

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1260/FKIP/A.1-II/X/1440/2018  
 Lampiran : 1 (Satu) Rangkap Proposal  
 Hal : Pengantar LP3M

Kepada Yang Terhormat  
 LP3M Unismuh Makassar  
 Di-  
 Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : **RIRIN DWI IDAYANTI**  
 NIM : 10535 5849 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Alamat : Jl. Karunrung Raya

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **The Application of Group Investigation Method in Improving the Students' Speaking Skill at the First Grade Students of SMA Negeri 9 Makassar**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, Oktober 2018

  
 Dekan,  
**E. F. Akib, M.Pd., Ph.D.**  
 NBM. 860 934



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-  
 Jl. Sultan Alauddin No. 239 Telp. 866972 Fax (0411)805588 Makassar 90221 E-mail: lp3m@umh.ac.id



Nomor : 151/Izn-5/C.4-VIII/X/37/2018  
 Lamp : 1 (satu) Rangkap Proposal  
 Hal : Permohonan Izin Penelitian

15 Safar 1440 H  
 24 October 2018 M

*Kepada Yth,*  
 Bapak Gubernur Prov. Sul-Sel  
 Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel  
 di -  
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1260/FKIP/A.1-II/X/1440/2018 tanggal 24 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RIRIN DWI IDAYANTI**  
 No. Stambuk : **10535 5849 14**  
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
 Jurusan : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**

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

**"The Application of Group Investigation Method in Improving the Students' Speaking Skill at the First Grade Students of SMA Negeri 9 Makassar"**

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**  
 NBM 101 7716



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN**

Nomor : 8146/S.01/PTSP/2018  
 Lampiran : -  
 Perihal : Izin Penelitian

Kepada Yth.  
 Kepala Dinas Pendidikan Prov. Sulsel

di-  
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 151/izn-5/C.4-VIII/X/37/2018 tanggal 24 Oktober 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : RIRIN DWI IDAYANTI  
 Nomor Pokok : 10535 5849 14  
 Program Studi : Pend. Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa(S1)  
 Alamat : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE APPLICATION OF GROUP INVESTIGATION METHOD IN IMPROVING THE STUDENTS SPEAKING SKILL AT THE FIRST GRADE STUDENTS OF SMA NEGERI 9 MAKASSAR "**

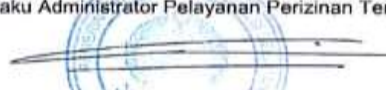
Yang akan dilaksanakan dari : Tgl. **27 Oktober s/d 27 Desember 2018**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada tanggal : 25 Oktober 2018

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU**  
**PINTU PROVINSI SULAWESI SELATAN**  
 Selaku Administrator Pelayanan Perizinan Terpadu



**A. M. YAMIN, SE., MS.**  
 Pangkat : Pembina Utama Madya  
 Nip : 19610513 199002 1 002

Tembusan Yth  
 1. Ketua LP3M UNISMUH Makassar di Makassar,  
 2. Paringgal.

SIMAP PTSP 25-10-2018



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://p2tbkpm.d.sulselprov.go.id> Email : p2l\_provsulsel@yahoo.com  
 Makassar 90222







PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENDIDIKAN**

Jl. Perintis Kemerdekaan Km. 10 Tamalanrea Makassar Telepon 585257, 586083, Fax 584959 Kode Pos. 90245

Makassar, 31 Oktober 2018

Nomor : 867/604/P.PTK-FAS/DISDIK  
 Lampiran :  
 Perihal : Izin Penelitian

Kepada  
 Yth. Kepala SMAN 9 MAKASSAR  
 di  
 Makassar

Dengan hormat, berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan No. 8164/S.01/PTSP/2018 tanggal 25 Oktober 2018 perihal izin penelitian oleh mahasiswa tersebut dibawah ini :

Nama : **RIRIN DWI IDAYANTI**  
 Nomor Pokok : 10535 5849 14  
 Progran Studi : Pend. Bahasa Inggris  
 Pekerjaan / Lembaga : Mahasiswa(S1)  
 Alamat : Jl. Slt. Alauddi No 259 Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMA NEGERI 9 MAKASSAR, dalam rangka penyusunan Skripsi dengan judul :

**"THE APPLICATION OF GROUP INVESTIGATION METHOD IN IMPROVING THE STUDENTS SPEAKING SKILL AT THE FIRST GRADE STUDENTS OF SMA NEGERI 9 MAKASSAR"**

**Pelaksanaan : 27 Oktober s/d 27 Desember 2018**

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n **KEPALA DINAS PENDIDIKAN  
 KEPALA BIDANG PPTK FASILITASI PAUD,  
 DIKDAS, DIKTI DAN DIKMAS**



**MELVIN SALAHUDDIN, SE, M.Pub.& Int.Law.Ph.D**  
 Pangkat: Penata Tk. I  
 NIP: 19750120 200112 1 002

Tembusan:

1. Kepala Dinas Pendidikan Prov.Sulsel (Sebagai Laporan)
2. Kepala Cabang Dinas Pendidikan Wilayah II Makassar-Gowa
3. Pertinggal



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**UPT SATUAN PENDIDIKAN SMA NEGERI 9 MAKASSAR**  
*Alamat : Jl. Karunrung Raya No. 37 Telp. 0411- 882109 Makassar*

**SURAT KETERANGAN**

Nomor :420/ 297 /XII/UPT.SMAN.09/MKS/DISDIK

Yang bertanda tangan di bawah ini Kepala SMA Negeri 9 Makassar :

**N a m a** : **Drs.SUPARDIN. M.Pd**  
**N I P** : 19690311 199203 1 011  
**Jabatan** : **KEPALA UPT SMA NEGERI 9 MAKASSAR**

Menerangkan bahwa :

**N a m a** : **RIRIN DWI IDAYANTI**  
**Nomor Pokok** : 10535584914  
**Program Studi** : **Pend.Bahasa Inggris**  
**Pekerjaan/ Lembaga** : **Mahasiswa (SI) Unismuh**  
**Alamat** : **Jl. Sultan Alauddin No 259 Makassar**

Yang bersangkutan telah selesai mengadakan penelitian di SMA Negeri 9 Makassar pada tanggal. 12 November s/d 28 November 2018 , berdasarkan surat Dinas Pendidikan Provinsi Sulawesi Selatan Nomor : 867/1045/ P.PTK-FAS/DISDIK, Tanggal 31 Oktober 2018 , dalam rangka penyusunan SKRIPSI dengan judul :

**" THE APPLICATION OF GROUP INVESTIGATION METHOD IN IMPROVING THE STUDENTS SPEAKING SKILL AT THE FIRST GRADE STUDENTS OF SMA NEGERI 9 MAKASSAR "**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

  
 Makassar, 3 Desember 2018  
 Kepala,  
  
**Drs.SUPARDIN.M.Pd**  
 Pangkat: Pembina Tk.  
 NIP. 19690311 199203 1 011

## APPENDIX N

## DOKUMENTATION





## CURRICULUM VITAE



**RIRIN DWI IDAYANTI** is a student of English Department in Muhammadiyah University of Makassar. She was born on 16 Mei 1997 in Batam. She is the first daughter of marriage between H. Muhammad and Hj. Nurbaya. She has 2 Younger Brothers ( Iwan Tompo and Fajar Aswar).

In 2001, she started in elementary school at SDN 32 Daima, graduated 2008. Then she continued her junior high school at SMP Negeri 4 Tamalatea and graduated in 2011. After that she continued her senior high school at SMK Negeri 1 Jeneponto and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “The Application Of Group Investigation Method In Improving The Students Speaking Skill With Vocabulary At The First Grade Students Of SMA Negeri 9 Makassar” ( *A Classroom Action Research Study At SMA Negeri 9 Makassar At The First Grade*)