

**INCREASING THE STUDENTS' SPEAKING ABILITY THROUGH POW-
TEGA (POWER TEACHING AND GAME) METHOD USING
PIC-POW (PICTURE IN POWER POINT)**
*(Classroom Action Research at the Eighth Grade Students' of SMP Muhammadiyah
5 Mariso Makassar)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Part Fulfillment
of the Requirement for the Degree of
Education in English Department*

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2017**

MOTTO :

LEARN FROM THE MISTAKES IN THE PAST, TRY BY USING A
DIFFERENT WAY, AND ALWAYS HOPE FOR A
SUCCESSFUL FUTURE

ABSTRACT

MUH. CHAERUL, 2017. *Increasing the Students' Speaking Ability through Pow-Tega (Power Teaching and Game) Method Using Pic-Pow (Picture in Power Point) (Classroom Action Research at the Eighth Grade Students' of SMP Muhammadiyah 5 Mariso Makassar)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrudin Amin and Amar Ma'ruf.

This research aimed to explain the increasing of the students' speaking ability through Pow-Tega method using Pic-Pow with speaking descriptive text material with consisted of finding specific information from speaking by using Pow-Tega method.

The research applied classroom action method with Pow-Tega using Pic-Pow cycle I-cycle II design, and collecting data by giving test each cycle. The subject of the research was class VIII.B of SMP Muhammadiyah 5 Mariso Makassar which consisted of 39 students.

The improvements of the students' speaking ability in descriptive text of the speaking that could be seen through the mean score of each indicator in cycle I and cycle II. The score of in the initial condition of students who have not completed study is 14 students or 36%, in the first cycle is 11 students or 28% and the second cycle is 4 students or 10%. Hence, the researcher concluded that increasing the students' ability through Pow-Tega method using Pic-Pow media at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar was significantly improved.

Key words: Pow-Tega Method, Using Pic-Pow, Speaking Ability, Classroom Action Research.

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Makassar, October 2017

The Researcher

MUH. CHAERUL

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CHAPTER I

INTRODUCTION

A. Background

Language has a central role in the development of intellectual, social, and emotional learners and is supporting the success in studying all fields of study. In the current era of globalization, English is an important language to learn because English is the international language. Facts show that many books, science, language and others written in English so as to be able to understand these books would have to understand English. In addition to advances in technology and information, a lot of things written in English, such as procedures for use, features or other features such as using e-mail, of course it requires an understanding of the English language.

English is one of the subjects that should be given to the students. This was evident in the 2006 Education Curriculum for junior listed in the standard of competence and basic competences English lessons for junior high school. Standards and basic competences in English there are four aspects that must be given to the students are listening, speaking, reading and writing. Listening is the first step or as a pre-requisite for the other aspects that should be learning English for a variety of basic competence should start with a listening phase.

Speaking skills in this odd semester of eighth grade, students' who have problems learning English is difficult once to perform in front of the class. In general they are shy and do not remember what they want to say when the allotted

time to practice and memorize the dialogue or short, simple text together with friends in the class. So it has been understood by the student teacher will appear at the back among friends in his class.

According Permendiknas 22 of 2006 on content standards, especially for subjects of English for junior high school, mentioned that speaking competence can be found either in the discourse of dialogue or monologue. Learners at the eighth grade students' of junior high school odd semester is expected to reveal the meaning of the text spoken monologue functional and short simple form of descriptive and recount to interact with their surroundings. Descriptive text has been taught in the second semester at the seventh grade students'. However, in the eighth grade students' are expected to have more opportunities to practice describe the objects or orally in the form of a monologue with spoken language which is acceptable, smoothly and accurately.

In general, the method adopted by the teacher is good enough that is by applying the learning model simulation, the activity of learners and speaking competence descriptive text material is still quite low. It proved the value of the observation of speaking competency tests descriptive text material held by researchers at SMP Muhammadiyah 5 Mariso shows the average value of competence speaking learners' descriptive text material still, namely (69.59). The average value achieved is categorized as low as the minimum completeness criteria for competence speaking descriptive text material in the eighth grade students' of SMP Muhammadiyah 5 Mariso, is 76. When viewed in terms of mastery learning to speaking descriptive text material also includes low for

completeness learn new learners achieve 14 students (36%) of 39 learners. In addition, the activity of learners is still relatively low.

Based on the above facts, the researchers held a reflection of learning for competence speaking descriptive text material. Results of reflection show that learners' experiencing many difficulties in speaking English. Activities speaking learners in learning is still low, resulting in low competence speaking descriptive text material. Among the obstacles that can be found is possible because of the lack of: (1) a model or an example of a teacher during the learning speaking in progress, (2) knowledge of students on vocabulary and grammar, (3) the confidence of learners on pronunciation some of the vocabulary used in speaking activities, (4) the opportunity given by the teacher to the learner during the learning speaking in progress, (5) the courage learners to speak to the class, (6) a learning experience that really motivates learners to speak, (7) initiative learners to practice speaking when learning takes place, and (8) the media that could attract the attention of students towards learning activities and inspire learners speaking about what they want to say.

To overcome the problems and obstacles that researchers trying to incorporate some innovative learning techniques and contextual. With the implementation of some of the more effective learning techniques are expected to achieve the learning objectives (Slameto, 2003: 37). Among the methods that can be used is the Power Teaching techniques combined with the game. This game for technique researchers also incorporates three types of contextual learning model, namely, Scrabble, Make a Match, and Talking Stick. Combined Power Teaching

techniques and games (Scramble, Make a Match and Talking Stick) Pow-Tega here in after in this study Pow-Tega (Power Teaching and Game).

In addition Pow-Tega technique namely Power Teaching and games, researchers also select media that would be helpful for learners to be easy to follow instructional speaking. Media in question Pic-Pow (Picture in Power Point). Media have been because it was considered practical with Liquid Crystal Display (LCD) and is considered to facilitate the current teachers inspiring students and provide a model speaking descriptive text material to all.

Pic-Pow media is expected that learners can more easily grasp the explanation of teachers and re-express what is in the picture. In addition to Pic-Pow media, the researchers also used a media card Make a Match Game as a medium to motivate learners to search for information and find answers when held activities and strengthening exercises of the material being taught by the teacher. Researchers assume that the technique of Pow-Tega using Pic-Pow media, the learners either consciously or unconsciously, directly involved in real life to express an idea or ideas in English verbally. Thus, the activity of learners and competence speaking learners' descriptive text material at the eighth grade students' is expected to increase.

B. Problem Statement

Based on the background above some problems need to be answer from this research!

How is the increasing of the students' speaking ability through Pow-Tega method using Pic-Pow media at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar?

C. Objectives of the Study

Based on of the research problem above, the objective of the research is to find out the increasing of the students' speaking ability through Pow-Tega method using Pic-Pow media at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar.

D. Significance of the Research

1. Students are guided to acquire a quality learning outcomes speaking
2. Teachers can increase the activity of students to learn speaking.
3. Schools can use this research to make a reference that can be used by teachers in other subjects.
4. The academics obtain an overview of the learning Pow-Tega method using Pic-Pow media

E. Scope of Research

The scope of the study was limited in Speaking ability in material descriptive text through power teaching and games method using picture in power point media to the students' speaking that aspect of pronunciation, grammar, fluency, content and the researcher has focused on increasing the student speaking ability at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher writes down some previous related research findings found by some researchers which relate to power teaching as follows:

The research that relates to the writer's study has been done by;

1. Nila and Hevy (2010). Their title is "Mathematics in mobile learning materials and broad Rectangle with Power Teaching". Their research found that the result of the research indicate that 66,67% order to make student more interesting, the teacher should think of some course materials which will incorporate fun activities.
2. Putri (2011). Thesis. "The application of the model power teaching and cooperative script to improve writing skills in summarizing Indonesian discourse class V SDN story Ketawanggede I Malang", using the steps in the model power teaching and cooperative script, the writing skills of students is increased. The results of this study showed that an increase in writing skills in summarizing the content of the discourse of the story.
3. The other research was done by Nursulistiyo (2014). Teaching English speaking Using Power Teaching method at Assessment Method as an Alternative Method of Power Teaching Science Learning in the Classroom. The result of the data analysis shows that: Based on Edgar Dale Cone of learning that has been commonly known as Power teaching

contributes 70-90% of what is said and done for students' talks (giving a talk) or presentation dramatic to other students. It almost means that teaching English speaking using power teaching method was effective to improve the students speaking ability.

Based on several studies over which refers to the power teaching methods, the researchers took a different method to provide the missing power teaching research methods in collaboration with the game in power point image through the material descriptive text in the process of improving their speaking ability in the classroom and outside the classroom. So the power teaching methods can be used in all areas including in learning English to improve their speaking ability.

B. The use of Pow-Tega Technique

As stated by Bunyamin (2011), Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking. According to Biffle (2013), "Whole Brain Teaching, produces classrooms that are full of orderly fun. Students follow the rules because it makes the rules fun to follow." While Game Technique is a game designed to teach human about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing-enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological,

evolutionarily important, function, which has to do specifically with learning." Prensky (2001).

C. Power Teaching Technique

Power Teaching technique is also called as a Whole Brain Teaching. According to Buzan (1976) as cited in Palasigue (2009), "Whole Brain Teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain's left and right hemispheres." Whole Brain Teaching is an interesting method that can be adopted by any teachers to create a good atmosphere in the speaking class. By using this method, it means that we learn in the way the brain is designed. In addition, Biffle (2013) said that the longer we talk the more students we lose. But by using the principles of Whole Brain Teaching, we will give more opportunity to the students to enhance their ability in speaking. As cited in Biffle (2013), the principles are:

1. Class-Yes principle is used by the teacher to get students' full attention before or during teaching process. In this principle the teacher opens the class by saying "class" and the students should reply it by saying "yes" with the same intonation and gestures with the teacher. The teacher can use "Class-Yes" principle to keep students focus on the teaching and learning process. Therefore, if the teacher says, "classy, class, class, class!" the class must respond it with "yessy, yes, yes, yes!"
2. Five Classroom Rules. There are five rules in Whole Brain Teaching. It is used to ensure that the students understand the rules, but it will also help the teacher if the students do not follow the rules. The rules and gestures are as follow:

- Follow directions quickly!
 - Raise your hand for permission to speak!
 - Raise your hand to leave your seat!
 - Make a smart choice!
 - Keep your dear teacher happy!
3. Teach-Okay-It is the most powerful of Whole Brain Teaching's learning activities. After the teacher gives the explanation for about one minute. The students will work in pair to share their knowledge. Then when the teacher says "teach", the students will respond it with "okay", and find their partner directly to teach each other and it can be done for many times in order to get a good result in the end of learning process.
 4. The Scoreboard. Scoreboard is used to motivate the students after doing "teach-ok". In this principle, the teacher will give a good emoticon if they do a good working. In the other hand, if they do a bad working they will also get a bad emoticon.
 5. Hands and Eyes. It focuses all mental activity on seeing and hearing the teacher's lesson.
 6. Mirror. In this principle, the teacher will incorporate their own gestures, songs or chants in this portion of the lesson and the students are expected to "mirror" the teacher after the teacher says "teach" and he class responds "Okay"
 7. Switch. All the students have to involve themselves in teaching learning process. In this part, they will not teach with the same student in a time. Therefore, in order to get every student involved in the lesson, the teacher will

direct the students to “Switch!” the students will answer “switch!” and the teacher of the group will rotate.

D. Game Technique

The games also provided them with opportunities for free expression. According to Mora & Lopera (2001) as cited in William Urritia Leon and Esperanza Vega Celly (2006) states “games and fun activities have always been one of everybody’s favorite things to do in a class, both for teachers and students”. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster’s New Dictionary, 1994). In this research, the researcher will use three kinds of game, namely scrabble, talking chips and make a match.

E. Teaching Speaking by Using Pow-Tega Technique

In applying Pow-Tega Technique as stated by Bunyamin (2011) in the speaking class, there are some important activities. It integrates Power Teaching Technique and Game where the game can be modified by the teacher based on the condition and necessity of speaking activity in the classroom. The first activity is Scrabble Game for BKOF (Building Knowledge of the Field). It is an activity where the teacher asks the students to build the vocabularies which will be need for modeling activity. In this activity, the teacher will prepare some jumbled letters. Then, the students are asked to guess or answer the jumbled letters become the right word to fill the jumbled sentence. The students who know the answer should raise their hand and mention the right word aloud. Then the teacher gives

appreciation to the students that has answered correctly and facilitate the students to pronounce the words correctly.

The second activity starts when the teacher applies 6 steps in Power Teaching Technique to give a model of speaking of describing picture based on the theme which has been decided. The first step is Class-Yes. In this activity the teacher gain the students' attention by saying "Class" with different intonation. Then, the students answer by saying "Yes" with the same intonation with the teacher. The second step is "Micro-Lecture". In this step, the teacher gives the material for about 1 minute. The students should keep attention to the teacher. After that, the third step is "Teach-Okay". After the teacher did the micro-lecture, the teacher says "Teach", if it is possible the teacher can use a hand-clapping or other interesting gesture, while the students answer "Okay" while imitate the teacher's gesture and voice. After saying "Okay", the students repeat the teacher's explanation in pair. It can be done for many times to get a good result. Then, the fourth step is "Score-Board". In this step, the teacher gives an evaluation to the students by making two labels/columns in the board. The first column uses the "smile/happy" icon, and the second column uses the "sad" icon. The "smile/happy" icon will be given to the students if their work is good but the "sad" icon will be given if their work is not good enough. After the teacher gives the evaluation, the students will respond their score. If they get "sad" icon, they will pretend crying. But if they get "smile/happy" icon, they will say "oh yeah or bingo!" The next step is "Hands and Eyes". This step is a technique to keep the students' attention to the teacher's explanation. They sit quietly and their hands are on the table. It is the step before doing comprehension check. And the last step

is “Comprehension Check”. The students are asked to repeat the explanation orally. While the student repeats the explanation, the teacher goes around the classroom to do checking for the students’ activity.

The third activity of speaking by using Pow-Tega Technique is Talking Chips Game. In this activity, the students are divided into some groups. The students practice to express or tell the topic by using their own words. After the teachers divide the students into some groups, she starts to apply Talking Chips Game Technique. The students will get some cards. It is going to be their ticket to speak or start describing the picture which is given by the teacher. And it will not end until all the students use all the cards of theirs. Then, the last activity is Make a Match Game. This activity is designed to make the students really comprehend the topic during the learning process. Besides that, in this activity the students are also asked to read aloud with the right intonation and pronunciation. This activity starts when the teacher gives some Make a Match cards. The students get an opportunity to find their partner and the students that had found their partner can explain the cards. Then, the teacher will give an appreciation to the students who find their partner earlier.

F. The Using Pic-Pow Media

Pic-Pow media is examples of media learning using Microsoft Power Point program. Power Point is one of the applications developed by Microsoft that is used for making presentations. Although the application program is actually a program to create presentations, existing facilities can be used to make language learning program. A facility available at the Microsoft power point according to Ena (2003: 4), can be used to create a display that is on the screen becomes more

attractive. Among these are the following: 1) insert Text, Image, Sound and Video, 2) create an appealing look, 3) create a hyperlink to see in power point program with other application programs.

Pic-Pow media teachers are expected to teach something difficult becomes easy and something that is complicated becomes simple. Soedjana in Bunyamin (2011: 12) argues that the media has some benefits as follows: 1) Teaching attract more learners so as to foster motivation to learn, 2) Materials of teaching will be quite vague so it can be more easily understood by learners and enable master and achieve the purpose of teaching, 3) teaching method will be more varied, not merely verbal communication, through the closure of the springs by teachers so that students do not get bored and teachers do not run out of steam, especially if the teacher teaches every hour lesson, 4) participants students more learning activities, because not only listen to the description of the teacher. Selection of appropriate media as Pic-Pow media can help teachers explain the lessons given. In addition, the right media also helps learners to ideate in his soul. Teaching by using a variety of media will attract more learners; further stimulate learners to think (Slameto, 2003: 37).

G. Speaking

Speaking is one type of the four linguistic skills; it manifests the use of language and realizes it in spoken interaction as talking. Talking involves the use of both oral and visual media since it is an activity which makes use of gesture and facial expression (Broughton: 1946 in Wahyuni 2014:11).

According Mbato: 2006 in Wahyuni (2014:11) says that communication is an exchange between people, of knowledge, of information, of ideas, options, of feeling so there must be concept, ideas, in the fellow speaker of what they are going to say. The speakers have a basic competence in communication their ideas. The able to communicate their ideas, the students will be give opportunity to practice their English.

Skill will be focused for the first section on speaking. Other speaking skill involve fluent and accuracy expression meaning. The exercising of pragmatic, or communicative, competence of the observance and the rules of appropriate, all these skills together. It is make up the global skill of speaking as an act of communication and interaction with others and these will be focused on the second section.

Actually, speaking is not an easy things, it is not enough for students to listen only to the speech. The students will be given numerous speaking opportunities to improve their speaking ability. As stated by River 1968 in Wahyuni (2014:12), the teacher will need to give the students opportunities to practice their speaking skills.

H. Conceptual Framework

The conceptual framework of this research that would be served the following figure:

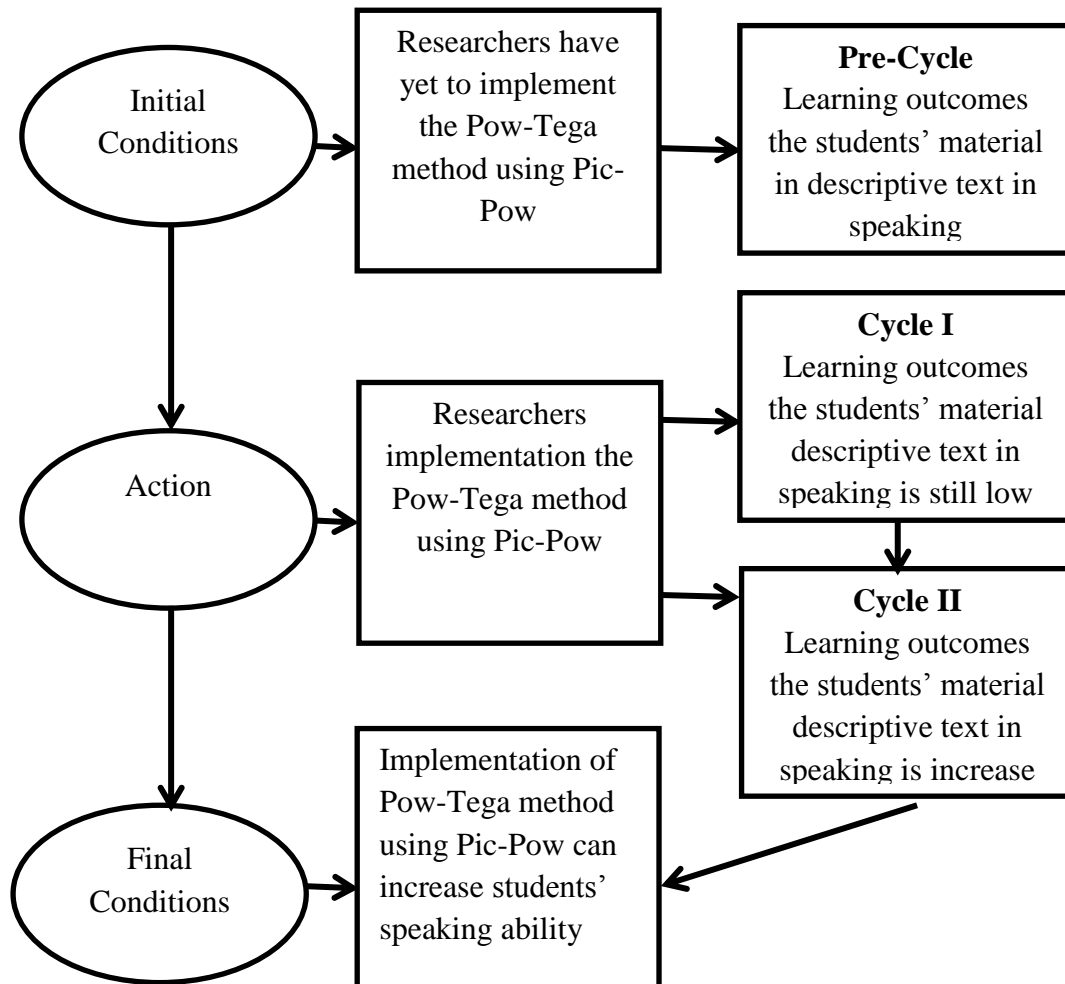


Figure 2.1 Conceptual Framework

Speaking competency can be achieved through contextual approach with a variety of techniques. To reduce some of the constraints of learners in terms of expressing ideas or opinions concerning descriptions of people or animals in the learning should involve learners both physically and psychologically. Required a technique that makes the learner unconsciously brought to the real environment to describe people and animal in oral English, namely technique power teaching and

game. The technique is reinforced by the Pic-Pow media to facilitate learners in finding new ideas and to speak individually. Learning speaking with the involvement of students in the real world of children who still like to play it is necessary to use a technique or method that combines several innovative and contextual learning models that is Pow-Tega (Power Teaching and Game) method. Game used in teaching speaking researchers is the combinations of three models namely scramble contextual learning, talking stick and make a match. Pic-Pow media usage in the form of interesting pictures to stimulate attention and motivate students to be more active in learning is also considered necessary.

I. Action Hypothesis

The action hypothesis proposed by researchers in this Classroom Action Research is as follows.

Pow-Tega learning model using Pic-Pow media allegedly can improve learning activities and speaking competence at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar for 2016/2017 academic year.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a classroom action research (CAR), that conducted through two cycles to observe the student's speaking ability and each cycle was the series of activity which had close relation, where the relation of the second cycle was continuing and correction from the first cycle. It was contains of four stages, they were planning, implementation of action, observation, and reflection.

B. Research Subject

The research would done at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar for English Subject. The subject in this research was class VIII.B for 2016/2017 academic year with students number as about 39 students, 11 male and 28 female.

C. Research Variables and Indicators

1. Variables

The following were the variables of the research:

a. Independent Variable

Independent variable of this research was the use of the Pow-Tega (Power Teaching and Game) method using Pic-Pow (Picture in Power Point).

b. Dependent Variable

Dependent variable was the students' development in speaking skill in terms accuracy, fluency, pronunciation, and content.

2. Indicators

The following were the main indicators of speaking ability:

- a. The students' speaking accuracy in English included vocabulary and pronunciation.
- b. The students' speaking fluency in English included smoothness and confidence.

D. Research Procedures

In this research procedures used a Classroom Action Research design that was cycle. This referred to the opinion of (Hopkins, 2010:52) said that classroom action research was conducted through a dynamic and complementary process consist of four components; namely planning, implementation, observation and reflection. The implantation of this research described in the following scheme:

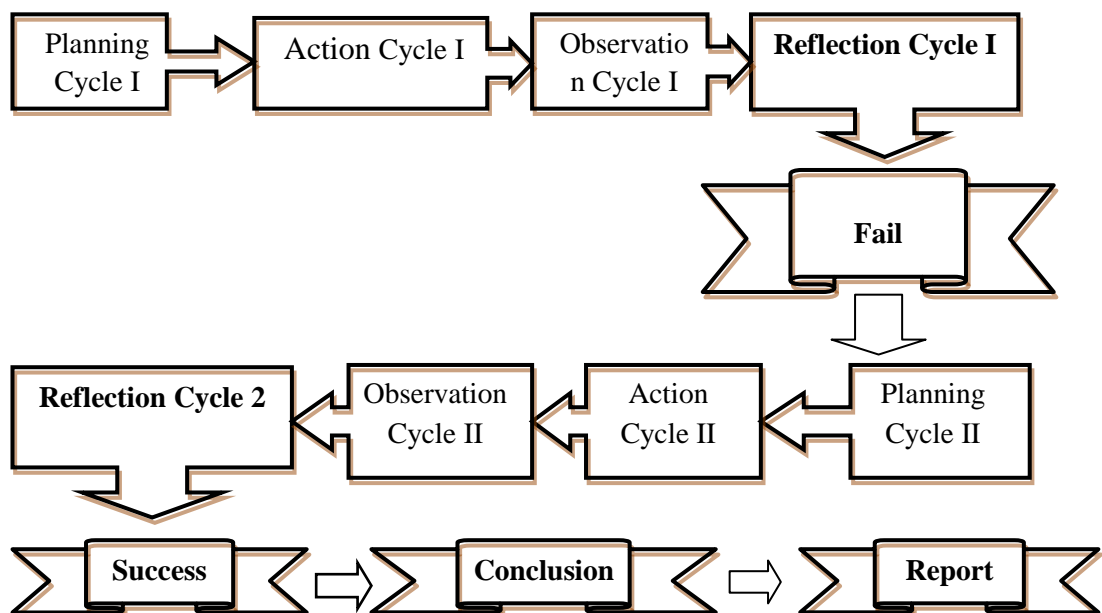


Figure 3.1. Classroom Action Research Model of Hopkins (2010:52)

It means that in this research procedure divided into two cycles was:

Cycle I

The first cycle in this classroom action research consist of planning, implementation of action, observation and reflection as follows:

1. Planning

- a. Researcher team analyzed syllabus to know basic competency to convey the students by using Pow-Tega Technique.
- b. Make lesson plan of Pow-Tega Technique, make instrument evaluation would use in classroom action research cycles.
- c. Arranging instruction evaluation instrument.
- d. Prepared observation forms.

2. Implementation of Action

In this section research conducted two cycles, where each cycle consist of fourth meeting the teacher gave the speaking material by using Pow-Tega Technique in action. The action each meeting described as follows:

- a. The first meeting:
 1. The teacher explained about Pow-Tega Technique that used in learning process.
 2. The teacher asked the students to make small groups and distribute the text of material.
 3. The teacher introduced the topic.
 4. The teacher asked the students about the topic to activated students an acquiring knowledge.
 5. The students practiced their answer.

6. Students speak with norm speeds as according to ability.
 7. The students put all matters that must speak above the text or beside pleasant chair.
 8. Stop to speak and read what is remembering as brain child.
- b. The second meeting:
1. Students speak the text with as few stop as possible.
 2. The teacher asked the students to describing picture as about topic.
 3. Students identified and discuss with other students about meaningful interpretation in the picture relating to topic.
- c. The third meeting:
1. Students determined the meaning of unfamiliar words.
 2. The teacher gave opportunity to the students, speak the text and answering the task.
 3. The teacher monitors the students' answer.
- d. The fourth meeting:
1. The teacher gave evaluation to the students.
 2. The teacher did general correcting.

3. Observation

- a. Situation of teaching learning activity.
- b. Student's liveliness.
- c. Student's ability in speaking more fluently.

4. Reflection

Reflection would be done to saw the whole first cycle action process.

Reflection mean as analyzing, understanding, and making conclusion activity,

the researcher analyzed first action cycle as consideration matter whether cycle reaches success criteria based on test result of the first action.

Cycle 2

The second cycle in this classroom action research consists of planning, action, observation, and reflection as follows:

1. Planning

- a. Because researcher know the problem and student's ability after doing reflection, so the researcher changed the material was easier than before, but still in Pow-Tega Technique.
- b. The researcher more interested in Pow-Tega Technique.
- c. Made lesson plan of Pow-Tega Technique.
- d. Made instrument evaluation would use in classroom action research cycle.

2. Implementation of Action

The second cycle conducted after finishing the first cycle and the target of improving student's speaking ability through Pow-Tega Technique was not achieved or success yet. It is also conducted after getting reflection of the first cycle by considering finding fact in the first cycle, a new plan applied in the second cycle:

- a. The first meeting
 1. The teacher explained about Pow-Tega Technique that would use in learning process.
 2. Each the students would focus and full concentration in distributors the text of material.

3. The teacher introduced the topic.
 4. The teacher asked the students about the topic to activate students acquiring knowledge.
 5. The students presented their speaking text in front of the class in a group.
 6. The other students gave respond or opinion to the presenter.
 7. Attention focused correctly in matter that made interest to read.
 8. Would look for one up to six keys words big possibility appear under consideration.
- b. The second meeting
1. Students speak the text with as few stop as possible.
 2. The teacher asked the students to make about the text.
 3. Students identified and discussed with other students about meaningful interpretation and relevant with the topic in the texts to their own experiences.
- c. The third meeting
1. Students determined the meaning of unfamiliar words.
 2. The teacher gave opportunity to the students to speak the text independently and answer the text.
 3. The teacher monitors the students' activity.
 4. The students looked for another material in the book text and then find out main ideas and contents.

- d. The fourth meeting
 - 1. The teacher gave evaluation to the students.
 - 2. The teacher made general correction.

3. Observation

- a. Situation of teaching learning activity.
- b. Students' liveliness
- c. Students' ability in speaking more fluently.

4. Reflection

Reflection was done to see the whole first cycle action process. Reflection means as analyzing, understanding, and make conclusion matter whether cycle reach success criteria based on test result of the first action.

E. Research Instrument

In this classroom action research used test and observation in the research instrument:

- 1. Test : test will use to get data about the students' speaking ability of the text after implementing action in each cycle.
- 2. Observation: observation will use to collect data about the students participation in teaching learning process in speaking ability and implementing Pow-Tega technique.

F. Data Collection

The researcher used some procedures in collecting the data:

- 1. Data about the result of students' speaking ability of the texts got from the students' work that collected in the last item of every cycle.

2. Data about the affectivity included the students' activity in following the learning process that got from the observation sheet in the last item of every cycle.

G. Data Analysis

In this data collecting was based on the data quality to analyze the collective of percentage. This technique was used to get the general score. The students' attitude present the implementation, for the research action in the class, the require result of the students' study. The criteria completeness from the students used questioning test. The score of the students' study give the minimal score are 3.

Table. 3.1. The Scoring of Speaking Ability

NO	Aspect	Score	Criteria
1	Pronunciation	3	Acceptable and readable
		2	Different but acceptable
		1	Unclear pronunciation
		0	No utterance
2	Fluency	3	Speak fluently, no significant pause
		2	Speak well enough, pause here and there
		1	Speak unclearly
		0	No utterance
3	Vocabulary	3	Key diction, supporting diction, additional
		2	Supporting diction, additional diction
		1	Supporting diction
		0	No utterance

NO	Aspect	Score	Criteria
4	Grammar	3	Clause, phrasing order appropriate
		2	Clause OK, phrasing order not OK
		1	Clause and phrasing order not OK
		0	No utterance
5	Pronunciation	3	Understanding the conversation and answer all the questions correctly
		2	Answering the questions correctly
		1	Answering small of questions
		0	No utterance

Score = $\frac{\text{students' answer}}{\text{Max Score}} \times 10$

Max Score

(Adopted from: David P. Harris, 2004: 48)

Table. 3.2. Classification of the students score

No.	Score	Classified
1	96 - 100	Excellent
2	86 - 95	Very good
3	76 - 85	Good
4	66 - 75	Fair good
5	56 - 65	Fair
6	36 - 55	Poor
7	0 - 35	Very poor

(Heaton in Mirdayanti, 2011:35)

The data will take from the observation, the researcher identifies through the students' participation toward the material and activities teaching and learning process by checklist. The students' activity participation which is described as follows:

Table. 3.3 The students' activity participation

No.	The students' active participation	Indicator	Score
1	Very Active	Students' respond the material very actively	4
2	Active	Students' respond to the material actively	3
3	Fairly Active	Students' respond to the material just once or twice	2
4	Not Active	Students just sit down during the activity without doing something	1

(Sudjana in Rosmawar, 2012:30)

The data was gotten from cycle I and cycle II were analyzed through following steps:

1. Calculating the mean score of the students' speaking test by using the following formula:

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

Where:

X = Mean Score

$\sum x$ = the sum of all score

N = Total number of students

(Gay in Rosmawar, 2012: 31)

2. To Calculating the rate percentage of the students score by using the formula

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

Where:

P = percentage of the students

X1 = the first mean score

X2 = the second means score

(Sudjana in Rosmawar, 2012: 32)

3. The percentage the students' participation through the following the formula:

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

Where:

P = percentage

FQ = frequency

N = total students

(Sudjana in Suhadirman, 2010: 40)

H. Data Sources

In this classroom action research, data sources are obtained from:

1. Students

Students gave data about their participation, response and using Pow-Tega technique to improve the speaking ability.

2. Teacher

Teacher as the monitor of the implementation of Pow-Tega technique and the students' participation, response and competence in improve speaking ability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of the initial conditions

Pre-action activities include preliminary studies and drafting. Preliminary study in the form of preliminary observations on learning descriptive text material competence speaking learners at the eighth grade students' of SMP Muhammadiyah 5 Mariso. Based on the results of preliminary studies carried out draft action by teachers and researcher in making the syllabus, lesson plan by applying the technique Pow-Tega using Pic-Pow media, and research instruments.

Analysis of the results of observation of student activity at the beginning of the learning conditions of data obtained as the following table:

Table 4.1 Observations Learning Activities Initial Condition

No	Observations Indicators	Total Score	%	Category
1.	Enthusiastic following study	16	41 %	Quite Active
2.	Actively practice speaking by model	25	64%	Active
3.	Motivated to get some conversations	26	67%	Active
4.	Practice talking with a friend	26	67%	Active
5.	Earnest in the task group	23	59%	Active
	Total	116		
	Average		59.6 %	

The end result of observation of learning as the table above, data showed that the average activity of students in learning the initial condition is at 59.6%, this suggests that students in learning activity is still low.

The low activity of students in the learning impact on the low competence of speaking. Speaking competence value analysis from the aspects of pronunciation, grammar, fluency, and content on the speaking learning acquired data such as in the following table.

Table 4.2 Value Speaking Competence Initial Condition

No	Indicators	ASPECTS VALUE				
		Pron	Gram	Fluen	Content	FINAL SCORE
1	Total Value	2934	2942	2921	2924	2930
2	Average value	76,92	77,94	75,64	75,76	76,60
3	The highest score	88	84	84	84	85
4	lowest Rated	60	68	60	60	62
5	Completed Learning	22	22	19	21	21
6	Incomplete	17	17	20	18	18
	Percentage Complete Classical	56%	56%	49%	54%	53,75%

Based on the table above, if viewed from the aspect of pronunciation, grammar, fluency, and content data showed that new pronunciation aspects of the

classical completeness reached 56%, a new grammar aspects reached 56%, reaching 49% of new fluency, and aspects of the new content reaches 54%. As for the classical completeness final value overall competence is speaking only reached 53,75%.

Identification of the cause of the problem as has been analyzed above is the selection of teaching methods on learning the initial conditions are still not up to increase the vigor and activity to learn all the students because they are considered boring and have not been able to create a learning atmosphere that is challenging, so the competence speaking obtained by students is uneven as indicator is shown in the new classical learning completeness reached 25 students or 64%. Looking at the above problems, the researchers tried to present Pow-Tega learning model using Pic-Pow media. The effort is well worth used to overcome the problem of low activity of learning and speaking competence.

B. Description of Research Cycle I

1. Description of Learning Process

The first cycle was conducted on 22 and 23 February 2017 for the application of techniques Pow-Tega using Pic-Pow media and on February 25, 2017 for speaking competency test cycle descriptive text material I. The application of techniques with the media Tega Pow-Pow Pic-speaking skill learning descriptive text material on this first cycle of the descriptions presented theme "*hero*". Pic-Pow media used consisted of hero image for the first meeting and the second meeting. The first meeting with the teacher initiated activities open lesson through debriefing. Do not forget the teachers to communicate learning goals. The teacher shows a slide show scrabble game,

while students who could answer correctly were scored. After the game ended scrabble activity, the teacher gave the model speaks with media aided Power Teaching using Pic-Pow by applying the steps of: 1) Class- Yes, 2) Micro Lecture, 3) Teach-OK, 4) Score Board, 5) Hands and eyes, 6) Comprehension Check. After modeling activity is enough, the teacher divides the students into five groups are heterogeneous and distributed worksheets groups. Learners to practice speaking in each group assisted guided questions. After that, the Master appoints one member of the group with the talking stick to speak in accordance with a predetermined theme Pic-Pow media. Talking Stick after the activity is over, the teacher questions and answers cards distributed to students at random. Learners seeking their respective spouses and teachers give awards to three couples fastest with the correct answer.

The second meeting of the teachers first step is to open questions about the activities at the last meeting. Next, the teacher explains the learning objectives to be achieved at this meeting. Then the teacher core activities showed a slide show scrabble game, while students who could answer correctly were scored. After the game ended scrabble activity, the teacher talked about the description of the model of the "*hero*" by Power Teaching using Pic-Pow media by applying the following steps: 1) Class- Yes, 2) Micro Lecture, 3) Teach-OK, 4) Score Board, 5) Hands and eyes, 6) Comprehension Check. After modeling activity is enough, the teacher divides the students into five groups are heterogeneous and distributed worksheets groups. Learners to practice speaking in each group assisted guided questions. After that, the

Master appoints one member of the group with the talking stick to speak about describe people "*heroes*" Pic-Pow media.

Talking Stick after the activity is over, the teacher hand out business cards and answer questions about the "hero" to students at random. Learners seeking their respective spouses and teachers give awards to three couples fastest with the correct answer. Based on the performance indicator data in this first cycle activity indicator speaking learners in learning descriptive text materials not exceed 75%. The results of the final value of speaking competency test covering the aspects of pronunciation, grammar, fluency and content shows that the average score is 78.20 with 28 students (72%) were completed and 11 students (28%) are not yet complete.

This indicates that the value of speaking competence descriptive text material has not reached indicators of success of this study. Deficiencies that exist in the first cycle is a teacher too much organized variety of hands movement on activities "Teach O.K", the students looked confused for researchers expression the hand movements. Therefore, teachers need to reduce the movement of the hand, the teacher had a little problem in the activities of comprehension and check when repeating the contents of the conversation from the beginning to the end, the teacher's voice needs to be recorded and incorporated into the program power point that can be integrated in the slide show images, the teacher is less firm in applying Talking Stick Game for learners who obtained stick to represent the friends in the group reads the result of the discussion group. Rules in activity make a Match Game less strict because there are many students who do not want to try to find a

mate shouting submit questions or answers. Constraints Make a Match Game activities are learners less flexibility when looking for a partner to play. Therefore, teachers need to improve activities make a match to be held outside the classroom. Thus this learning activity should be continued in the next cycle by reviewing preparation lesson plan prepared in accordance problems in cycle I.

2. The Description of Student Learning Activities

Description of learning activities of students in the first cycle was obtained from the observation of student activity during speaking learning takes place as the following table.

Table 4.3 Observations Activities Learning Cycle I

No	Observations Indicators	Total Score	%	Category
1.	Enthusiastic following study	25	64%	Active
2.	Actively practice speaking by model	32	82%	Very active
3.	Motivated to get some conversations	30	77%	Very active
4.	Practice talking with a friend	28	72%	Active
5.	Earnest in the task group	30	77%	Very active
	Total	145		
	Average		74.4%	Active

Based on the above table, it can be seen an increase in activity of students in four indicators of student learning activities observed by the observer speaking during the learning process takes place. Enthusiastic students follow the teaching of speaking achieving a score of 64% (active),

active practice speaking by model obtained a score of 82% (active), motivated to get some conversations obtained a score and earnest in doing the task group obtained a score of 77% (active). Student activity when viewed from all indicators as shown in the table above could be said that the overall gain score of 74% (active).

3. Speaking Students Competency Result Description Cycle I

Speaking competence value every aspect that includes aspects of pronunciation, grammar, fluency, and the content in the first cycle obtained the results as the following.

Table. 4.4 Value Competence Speaking Cycle I

No	Indicators	ASPECTS VALUE				
		Pron	Gram	Fluen	Content	FINAL SCORE
1	Total Value	3042	3120	3100	3039	3075
2	Average value	79,5	80,77	80,90	79,48	80.2
3	The highest score	88	90	90	90	89
4	Lowest Rated	60	70	70	60	65
5	Completed Learning	30	36	33	29	32
6	Incomplete	9	3	6	10	7
	Percentage Complete Classical	78%	92%	84%	74%	82%

Based on the above table it can be seen that the mastery learning speaking to aspects of pronunciation reached 30 students (78%), aspects of grammar has reached 36 students (92%), aspects of fluency has reached 33 students (84%), and aspects of the content reaches 29 students (74%). As for the classical completeness speaking competencies final value reached 28 students (82%) who received grades of 80 or more.

In detail the results of students' speaking competence when viewed from every aspect assessed are as follows.

a. Pronunciation Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking pronunciation aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.5 Speaking Competence Aspects Pronunciation value Cycle I

No	Indicators	Pronunciation Aspect Value	Category
1	Total Value	3042	
2	Average value	78	
3	The highest score	88	Good
4	Lowest Rated	60	Pretty good
5	Completed Learning	30	
6	Incomplete	9	
	Percentage Complete Classical	78 %	Good

Based on the table above could be said that the acquisition value of speaking competence aspects of pronunciation on indicators Total value reaches 3042, the average value of 78, the highest 88 lowest value of 60, the

number of students who pass the study is 30 students, while the number of students who have not completed learning is 9 students. The percentage of classical completeness speaking competence value aspects of pronunciation is 78 % (good).

b. Grammar Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking grammar aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.6 Speaking Competence Aspects Grammar value Cycle I

No	Indicators	Grammar Aspect Value	Category
1	Total Value	3120	
2	Average value	80	
3	The highest score	90	Very Good
4	Lowest Rated	70	Good
5	Completed Learning	36	
6	Incomplete	3	
	Percentage Complete Classical	92%	Very Good

Based on the table above could be said that the acquisition value of speaking competence Grammar aspects of the indicator Total value reaches 3120, the average value of 80, the highest score of 90 the lowest value of 70, the number of students who pass the study is 36 students, while the number of students who have not completed learning is 3 students. The percentage of

classical completeness speaking competence value aspects of grammar is 92% (very good).

c. Fluency Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking fluency aspect after applied learning Pow-Tega method using Pic-Pow is as shown in the table below.

Table 4.7 Speaking Competence Aspects Fluency value Cycle I

No	Indicators	Fluency Aspect Value	Category
1	Total Value	3100	
2	Average value	79,48	
3	The highest score	90	Very Good
4	Lowest Rated	70	Good
5	Completed Learning	33	
6	Incomplete	6	
	Percentage Complete Classical	84%	Good

Based on the table above could be said that the acquisition value of speaking competence aspects Fluency in both indicators of a value of 3100, the average value of 79.48, the highest score of 90, the lowest score of 70, the number of students who pass the study were 33 students, while the number of students who have not thoroughly studied is 6 students. The percentage of classical completeness speaking competence value aspects of fluency is 84% (good).

d. Content Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking content aspect after applied learning Pow-Tega method using Pic-Pow is as shown in the table below.

Table 4.8 Speaking Competence Aspects Content value Cycle I

No	Indicators	Content Aspect Value	Category
1	Total Value	3039	
2	Average value	77,92	
3	The highest score	90	Very Good
4	Lowest Rated	60	Good
5	Completed Learning	29	
6	Incomplete	10	
	Percentage Complete Classical	74%	Good

Based on the table above could be said that the acquisition value of speaking competence Content aspects (content of the conversation) to indicators Total value reaches 3039, the average value of 77,92, the highest score of 90, the lowest score of 60, the number of students who pass the study is 29 students, while the number of students who do not pass the study is 10 students. The percentage of classical completeness content aspects speaking competence value is 74% (good).

Based on the description of the results of competency assessments speaking covering four aspects of the assessment can be delivered that Grammar aspect in cycle 1 reached the best value compared to the aspect when viewed in terms of the classical completeness 92% (very good).

4. Reflection Cycle I

Based on the analysis of the results of observations, the value of competence speaking, interviews with colleagues and students obtain a picture diary of reflection as follows:

a. Advantages

- 1) Pow-Tega is a combination of four learning models Context Teaching and Learning (CTL), so that the advantages of the four learning model is felt by teachers with the implementation of Pow-Tega techniques.
- 2) The game is suitable for Scrable Building Knowledge of the Field (BKOF) activities.
- 3) Through the Power Teaching activity using Pic-Pow media, learners are not directly invited to practice concentration and focus on the explanation and model of the teacher.
- 4) Media Pic-Pow very useful to inspire the learners while talking describe the pet is in the picture.
- 5) Activity Power Teaching very effective for modeling phase of the text because this activity is no activity in the simulation, role play, and cooperation among learners.

- 6) Talking Stick activity, it is very effective for the learning phase of the Joint Construction of the Text for all learners are motivated to take the initiative in accordance with the time to practice speaking in a group.
- 7) Make a Match Game activities is very effective to check the students understanding of the descriptive text material that is becoming a topic of conversation.

Overall when seen from the value of speaking competence acquired in the first cycle there is an increased percentage of classical completeness 64% at baseline to 72% at Cycle I.

The advantages are found in the first cycle will be maintained and further enhanced strived for.

b. Deficiency

The efforts of researchers to improve the quality of learning through learning Pow-Tega method using Pic-Pow although it has little impact on the improvement of student activity and competence speaking, there are still some deficiencies, including:

- 1) Students have a grasp of the rules of Pow-Tega (Power Teaching and Game) during the learning speaking, so that speaking learning activities run smoothly.
- 2) At the second meeting of the second cycle of all learners already have their respective spouses in the activity Make a Match Game.
- 3) All learners are involved in teamwork and character-confidence began to grow.

- 4) Make a Match Game activities that take place outside the classroom makes the students more enthusiastic and passionate in following the game.
- 5) Among the four steps of learning by using techniques Pow-Tega most favored learners Make a Match Game activities and Power Teaching step score board.

Observing the various deficiencies found in this first cycle, it should be followed up again in the second cycle. The result of this reflection is used as a basis for preparing lesson plans and the implementation of learning in the second cycle.

C. Description of the Research Cycle II

1. Description of the Learning Process

The second cycle held on March 27 and 29 2017 which is an improvement of the implementation of the action on the first cycle with descriptive text material about animal. Speaking competency tests held on April 5 2017. The planning stage of the action taken on the second cycle included drafting improvements lesson plan incorporating assessment instruments, Pic-Pow media include sound, a set of cards to Make a Match Game involving learners outside the classroom, learners' activity observation sheet.

Pic-Pow media used for activities scrabble game contains random words and phrases that are used for spur students understand and master the vocabulary that will be used in the descriptive text material speaking about animal. Images that include voice was added to the Microsoft Power Point program in conjunction with other learning materials that will be used as a tool

to inspire teachers and learners in describing animal. Repair group worksheets that focus on speaking practice is also made to the working group that ended with Talking Stick Game. Meanwhile, the media card is designed to Make a Match Game activities outside the classroom.

Actions taken at study refers to the action plan that has been made. The material presented in the second cycle is about animal The second cycle in the three meetings held during 27 and 29 March for the application of techniques Pow-Tega with Pic-Pow media and on April 5 for speaking competency test cycle II descriptive text material.

The first meeting on cycle II activity begins with opening the lesson teacher with questions about the material that has been given at the last meeting. After that, the teacher gave about speaking competence to be achieved. Do not forget the teachers to communicate learning goals. The teacher shows a slide show scrabble game, while students who could answer correctly were scored. After the game ended scrabble activity, the teacher gave the model to talk about "animals" with Power Teaching method using Pic-Pow media that has been equipped with a voice teacher to implement measures: 1) Class- Yes, 2) Micro Lecture, 3) Teach -OK, 4) Score Board, 5) Hands and eyes, 6) Comprehension Check. After modeling activity is enough, the teacher divides the students into five groups are heterogeneous and distributed worksheets groups. Learners practice talking about "animals" in each group assisted guided questions. After that, the Master appoints one member of the group with the talking stick to speak describe "animals" assisted Pic-Pow media.

Talking Stick after the activity is over, the teacher questions and answers cards distributed to students at random. The teacher told the students to leave the classroom. Learners seeking their partners, while students who have found a partner is allowed to enter the classroom. 3 pairs of the fastest stand in front of the class. Teachers gave awards to three couples fastest with the correct answer and discuss the work of learners.

The second meeting of the teachers first step is to open questions about the activities at the last meeting. Next, the teacher explains the learning objectives to be achieved at this meeting. Then the teacher core activities showed a slide show scrabble game, while students who could answer correctly were scored. After the game ended scrabble activity, the teacher talks about "animals" models with Power Teaching Pic-Pow media aided by implementing measures: 1) Class- Yes, 2) Micro Lecture, 3) Teach-OK, 4) Score Board, 5) Hands and eyes, 6) Comprehension Check. After modeling activity is enough, the teacher divides the students into five groups are heterogeneous and distributed worksheets groups. Learners to practice speaking in each group assisted guided questions. After that, the Master appoints one member of the group with the talking stick to speak about "animals" with the Pic-Pow media.

Talking Stick after the activity is over, the teacher hand out business cards and answer questions about "animals" to students at random. Learners seeking their respective spouses and teachers give awards to three couples fastest with the correct answer. Based on observational data in the second cycle can be seen speaking learning activities increased compared to baseline. In the second cycle, the number of learners who achieve mastery 35 students (90%).

This shows an increase of 72% in the first cycle to 90% in the second cycle. This means has reached an indicator of success of this research (good qualification).

Based on the results of competency tests speaking matter of descriptive text, classical completeness to every aspect also increased, namely from 78% (pronunciation aspect) 92% (grammar aspect), 84% (fluency aspect) and 74% (content aspect) in the first cycle to 97%, 97%, 90% and 90% in the second cycle. Overall, the value end of the second cycle of speaking competence when compared to the first cycle of the average value rose from 78.20 into 80.77. In addition, the percentage of classical completeness also increased from 72% in the first cycle to 90%. It already meets the indicator of the success of this study is the percentage of classical completeness speaking competence value increased from 72% to more than 90% of learners gain competency test score \geq 76 speaking.

2. Description of Student Learning Activities

Description of learning activities of students in the cycle II was obtained from the observation of student activity during speaking learning takes place as the following table.

Table 4.9 Observations Activities Learning Cycle II

No	Observations Indicators	Total Score	%	Category
1.	Enthusiastic following study	33	84%	Very active
2.	Actively practice speaking by model	33	84%	Very active
3.	Motivated to get some conversations	36	92%	Very active
4.	Practice talking with a friend	36	93%	Very active
5.	Earnest in the task group	35	91%	Very active
	Total	173		
	Average		88%	

Based on the above table, it can be seen an increase in activity of students in four indicators of student learning activities observed by the observer speaking during the learning process takes place. Enthusiastic students follow the teaching of speaking achieving a score of 82% (active), active practice speaking by model obtained a score of 84% (active), motivated to get some conversations obtained a score of 92% (very active), practice talking to friends 93% (very active) and earnest in doing the task group obtained a score of 91% (very active). Student activity can be conveyed that the speaking learning cycle II reaches the active category.

3. Description of Competence Speaking Results Cycle 2

Through the assessment carried out by the teacher using the results of the performance of the instrument (performance) students' speaking competence value data obtained by aspects which include pronunciation, grammar, fluency, and content on the second cycle as shown in the following table.

Table 4.10 Speaking Competence Value Cycle II

No	Indicators	ASPECTS VALUE				
		Pron	Gram	Fluen	Content	FINAL SCORE
1	Total Value	3285	3251	3266	3266	3267
2	Average value	84.61	83,33	84,61	84,61	84,29
3	The highest score	93	94	98	98	95.75
4	lowest Rated	78	76	74	74	75
5	Completed Learning	38	38	35	35	36
6	Incomplete	1	1	4	4	2
	Percentage Complete Classical	97%	97%	90%	90%	94%

Based on the above table it can be seen that the mastery learning speaking to aspects of pronunciation has reached 97% (38 students), aspects of grammar has reached 97% (38 students), aspects of fluency has reached 90% (35 students), aspects of the content has reached 90% (35 students) and the final value reached 94% (37 students).

In detail the results of students' speaking competence when viewed from every aspect assessed are as follows.

a. Pronunciation Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking pronunciation aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.11 Speaking Competence Aspects Pronunciation value Cycle II

No	Indicators	Pronunciation Aspect Value	Category
1	Total Value	3285	
2	Average value	84.23	Good
3	The highest score	93	Very Good
4	Lowest Rated	78	Good
5	Completed Learning	38	
6	Incomplete	1	
	Percentage Complete Classical	97%	Good

Based on the above table it could be said that the acquisition value of competence speaking aspects of pronunciation on indicators Total value reaches 3285, the average value of 84.23, the highest 93 lowest value of 78, the number of students who pass the study was 38 students, while the number of students who do not pass the study is 1 student. The percentage of classical completeness speaking competence value aspects of pronunciation is 97% (very good).

b. Grammar Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking grammar aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.12 Speaking Competence Aspects Grammar value Cycle II

No	Indicators	Grammar Aspect Value	Category
1	Total Value	3251	
2	Average value	83,36	Good
3	The highest score	94	Very Good
4	Lowest Rated	76	Good
5	Completed Learning	36	
6	Incomplete	1	
	Percentage Complete Classical	97%	Very Good

Based on the table above could be said that the acquisition value of speaking competence Grammar aspects of the indicator Total value reaches 3251, the average value of 83,36, the highest score of 94 the lowest value of 76, the number of students who pass the study is 38 students, while the number of students who have not completed learning is 1 students. The percentage of classical completeness speaking competence value aspects of grammar is 97% (very good).

c. Fluency Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking fluency aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.13 Speaking Competence Aspects Fluency value Cycle II

No	Indicators	Fluency Aspect Value	Category
1	Total Value	3266	
2	Average value	83,74	
3	The highest score	98	Very Good
4	Lowest Rated	74	Good
5	Completed Learning	35	
6	Incomplete	4	
	Percentage Complete Classical	90%	Good

Based on the table above could be said that the acquisition value of speaking competence aspects Fluency in both indicators of a value of 3266, the average value of 84.74, the highest score of 98, the lowest score of 74, the number of students who pass the study were 35 students, while the number of students who have not thoroughly studied is 4 students. The percentage of classical completeness speaking competence value aspects of fluency is 90% (very good).

d. Content Aspect

Competence speaking students after the performance appraisal by students can be the attainment of speaking content aspect after applied learning model Pow-Tega using Pic-Pow is as shown in the table below.

Table 4.14 Speaking Competence Aspects Content value Cycle II

No	Indicators	Content Aspect Value	Category
1	Total Value	3266	
2	Average value	83,74	Good
3	The highest score	98	Very Good
4	Lowest Rated	74	
5	Completed Learning	35	
6	Incomplete	4	
	Percentage Complete Classical	90%	Good

Based on the table above could be said that the acquisition value of speaking competence Content aspects (content of the conversation) to indicators Total value reaches 3266, the average value of 83.74, the highest score of 98, the lowest score of 74, the number of students who pass the study is 35 students, while the number of students who do not pass the study is 4 students. The percentage of classical completeness content aspects speaking competence value is 90% (very good).

Based on the description of the results of competency assessments speaking that includes five aspects of evaluation can be delivered that aspect

Pronunciation and Grammar in cycle 2 achieves best value compared to the other aspect when viewed in terms of the classical completeness at 97%.

5. Reflection Cycle II

Based on the analysis of the results of observations, the value of competence speaking, interviews with colleagues and students obtain a picture diary of reflection as follows:

c. Advantages

- 1) Pow-Tega is a combination of four learning models Context Teaching Learning (CTL), so that the advantages of the four learning model is felt by teachers with the implementation of Pow-Tega techniques.
- 2) The game is suitable for Scrable Building Knowledge of Field (BKOF) activities.
- 3) Through the Power Teaching activity with Pic-Pow media, learners are not directly invited to practice concentration and focus on the explanation and model of the teacher.
- 4) Pic-Pow very useful to inspire the learners while talking describe the pet is in the picture.
- 5) Power Teaching activity very effective for modeling phase of the text because this activity is no activity in the simulation, role play, and cooperation among learners.
- 6) Talking Stick activity, it is very effective for the learning phase of the Joint Construction of the Text for all learners are motivated to take the initiative in accordance with the time to practice speaking in a group.

- 7) Make a Match Game activities is very effective to check the students understanding of the descriptive text material that is becoming a topic of conversation.

Overall when seen from the value of speaking competence acquired in the first cycle there is an increased percentage of classical completeness 64% at baseline to 72% at Cycle I.

The advantages are found in the first cycle will be maintained and further enhanced strived for.

b. Deficiency

The efforts of researchers to improve the quality of learning through learning model Pow-Tega using Pic-Pow although it has little impact on the improvement of student activity and competence speaking, there are still some deficiencies, including:

- 1) Students have a grasp of the rules of Pow-Tega (Power Teaching and Game) during the learning speaking, so that speaking learning activities run smoothly.
- 2) At the second meeting of the second cycle of all learners already have their respective spouses in the activity Make a Match Game.
- 3) All learners are involved in teamwork and character-confidence began to grow.
- 4) Make a Match Game activities that take place outside the classroom makes the students more enthusiastic and passionate in following the game.

- 5) Among the four steps of learning by using techniques Pow-Tega most favored learners Make a Match Game events and activities Power Teaching step score board.

Observing the various deficiencies found in this first cycle, it should be followed up again in the second cycle. The result of this reflection is used as a basis for preparing lesson plans and the implementation of learning in the second cycle.

D. Discussion of Finding Each Cycle

Nila and Hevy (2010), their research found that the result of the research indicate that 66,67% order to make student more interesting, the teacher should think of some course materials which will incorporate fun activities. Research of Putri (2011), using the steps in the model power teaching and cooperative script, the writing skills of students is increased. The results of this study showed that an increase in writing skills in summarizing the content of the discourse of the story, and the other research was done by Nursulistiyo (2014). The result of the data analysis shows that: Based on Edgar Dale Cone of learning that has been commonly known as Power teaching contributes 70-90% of what is said and done for students' talks (giving a talk) or presentation dramatic to other students. It almost means that teaching English speaking using power teaching method was effective to improve the students speaking ability.

Based on several studies over which refers to the power teaching methods, the researchers took a different method to provide the missing power teaching research methods in collaboration with the game in power point image through the material descriptive text in the process of improving their speaking ability in the

classroom and outside the classroom. So the power teaching methods can be used in all areas including in learning English to improve their speaking ability.

The problem of this study is the low activity of learning and speaking competence. The problem is because teachers have not applied the techniques and media are interesting and varied, so that the activities of speaking are considered difficult, unattractive and monotonous. Need the combined application of innovative learning techniques with appropriate media. The technique in question is a combination of Pow-Tega technique using Pic-Pow media.

This classroom action research consisted of two cycles. Application of the techniques Pow-Tega using Pic-Pow media in cycle I and II are different. In the first cycle Pow-Tega techniques do not involve learners outside the classroom, while the second cycle involves learners outside the classroom. The results showed that the application of techniques Pow-Tega was using Pic-Pow media impact on the increase in activity and competence speaking learners.

Description of research data class action carried out both on the initial conditions and the cycle described above can be submitted comparisons between cycles of research results as follows:

1. Implementing a Learning Process Speaking with Pow-Tega Using Pic-Pow

The problem of this study is the low activity of learning and speaking competence. The problem is because teachers have not applied the techniques and media are interesting and varied, so that the activities of speaking are considered difficult, unattractive and monotonous. Need the combined application of innovative learning techniques with appropriate media. The

technique in question is a combination of technique Pow-Tega using Pic-Pow media.

This classroom action research consisted of two cycles. Application of the techniques with Pow-Tega using Pic-Pow in cycle I and II are different. In the first cycle Pow-Tega techniques do not involve learners outside the classroom, while the second cycle involves learners outside the classroom. The results showed that the application of techniques Pow-Tega using Pic-Pow media impact on the increase in activity and competence speaking learners.

2. Improvement of Student Activities each cycle

Students in learning activities that are observed using the observation sheet of students in learning activities with learning model Pow-Tega using Pic-Pow media heightened in every cycle of this action research.

In detail, the amount of increase each student activity indicator on each cycle can be seen from the following table:

Table 4.15. Improvement of Student Activities on Learning Speaking Each Cycle

No	Observations Indicators	Initial Condition		Cycle I		Cycle II	
		Total Score	%	Total Score	%	Total Score	%
1	Enthusiastic following study	16	41 %	25	64%	32	82%
2	Actively practice speaking by model	25	64%	32	82%	33	84%
3	Motivated to get some conversations	26	67%	30	77%	36	92%
4	Practice talking with a friend	26	67%	28	72%	36.5	93%
5	Earnest in the task group	23	59%	30	77%	35.5	91%
Total Score		116		145		173	
Average			59.6 %		74.4 %		88%

Based on the above table data showed that the number of acquisition activity score learning according to five indicators observations on the initial conditions as much as 59.6% (active) students, the first cycle as much as 74.4% (active) students and the second cycle was 88% (very active) students. This indicates an increase in activity to learn speaking students when compared before and after applying the learning model Pow-Tega using Pic-Pow media. Before the researchers applied learning model Pow-Tega using Pic-Pow media percentage of student activity reached only 59.6%, while in the second cycle or the final condition to 88% represented an increase of 28.4%.

Increased student activity is also like what is spoken by Hamalaik (2010) that modern learning by utilizing modern technology tools more give priority activity of students so that learning more meaningful. In this study, students learn while playing through the game provided from the game scrabble, talking stick, and make a match, so that students' learning activity can be improved.

The magnitude of the increase in the average percentage of students in learning speaking activity between cycles will be more apparent as the following graph:

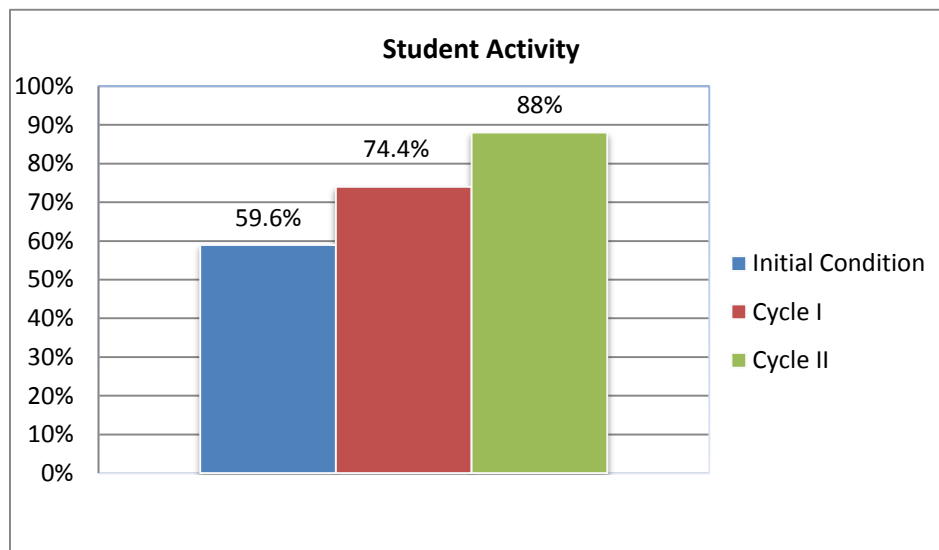


Figure 4.1 Increased Percentage of Students Activity Graph each cycle

3. Speaking Competency Enhancement Value

The value of students' speaking competence as measured by the performance of performance conducted at the end of each learning activity has increased in each cycle of this action research. In detail, the magnitude of the increase in the value of students' speaking competence from the aspects of pronunciation, grammar, fluency, and content for each cycle of the pre-cycle, cycle 1 and cycle 2 can be seen in the chart comparison speaking competence classical completeness below.

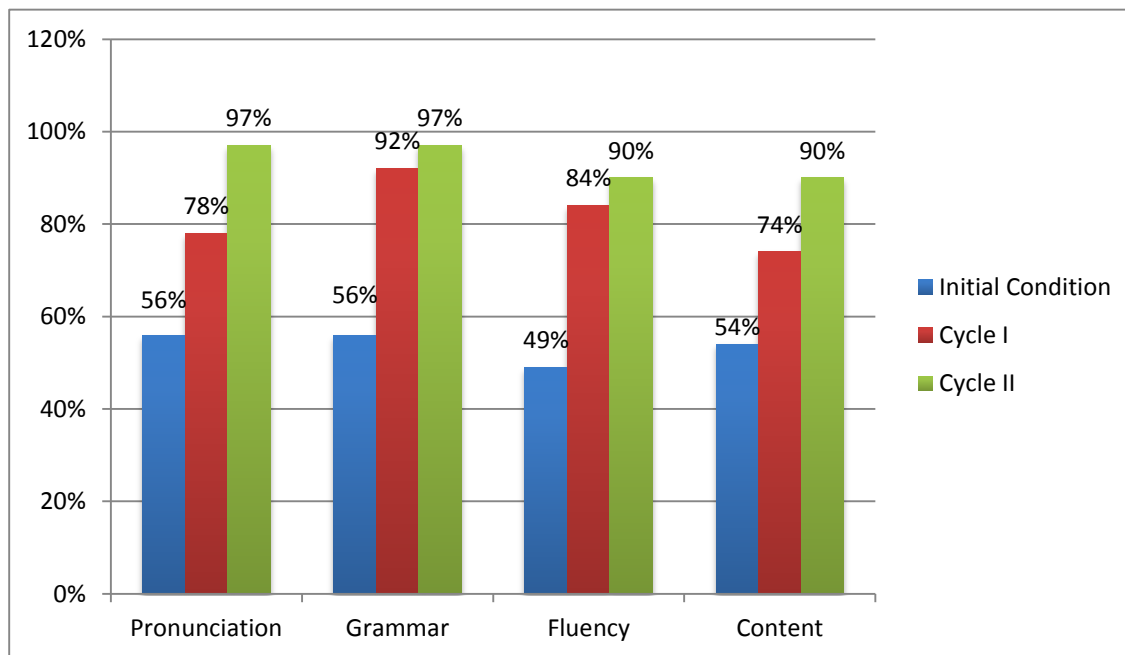


Figure 4.2 Graph Improvement Speaking Competence Enhancement Value

Based on the above chart could be said that in every aspect of speaking competence assessed has increased. The greatest increase in contained in pronunciation and grammar aspect is the pre-cycle aspects of pronunciation in classical completeness is only a 56% increase in cycle 1 to 78% and increase in cycle 2 to 97%. As for the classical completeness Grammar spec on pre-cycle only a 56% increase in cycle 1 to 92% and increase in cycle 2 to 97%.

If viewed from the end of the competence of speaking there is an increase in the six indicators of speaking competency test scores is the number of values, the average value, the highest value, lowest value, the number of students completed, and the number of students not yet complete.

Tabel. 4.16 Speaking Competence Comparison Final Value of each cycle

No	Indicators	Initial Condition	Cycle I	Cycle II
1	Total value	2950	3050	3150
2	Average value	75,64	78,20	80,77
3	The highest score	81,6	84	94
4	Lowest Rated	66,4	60	74
5	Completed Learning	25	28	35
6	Incomplete Learning	14	11	4
	Percentage Complete Classical	64%	72%	90%

Based on the above table, the classical students who completed study in the initial condition is 25 students or 64%, in the first cycle is 28 students or 72% and cycle II is 35 students or 90%, so it could be said that students who pass the study at any this action research cycle has increased quite significantly. If the comparison between the initial conditions of the cycle I mean students who pass the study increased by 8% and the first cycle when compared to the second cycle then there is an increase of 18%. This competency improvement occurred because the students learn from their own experiences while working groups according to the image being displayed in a

slide show, so they were very interested and motivated to produce a tangible product that can be enjoyed in the classical style.

Instead classically students who do not pass the study experienced a decrease which in the initial condition of students who have not completed study is 14 students or 36%, in the first cycle is 11 students or 28% and the second cycle is 4 students or 10%. In detail, the increase in the percentage of students thoroughly studied in the classical inter-cycle and the percentage of students not yet thoroughly studied in the classical inter-cycle in this action research can be shown as in the following graph.

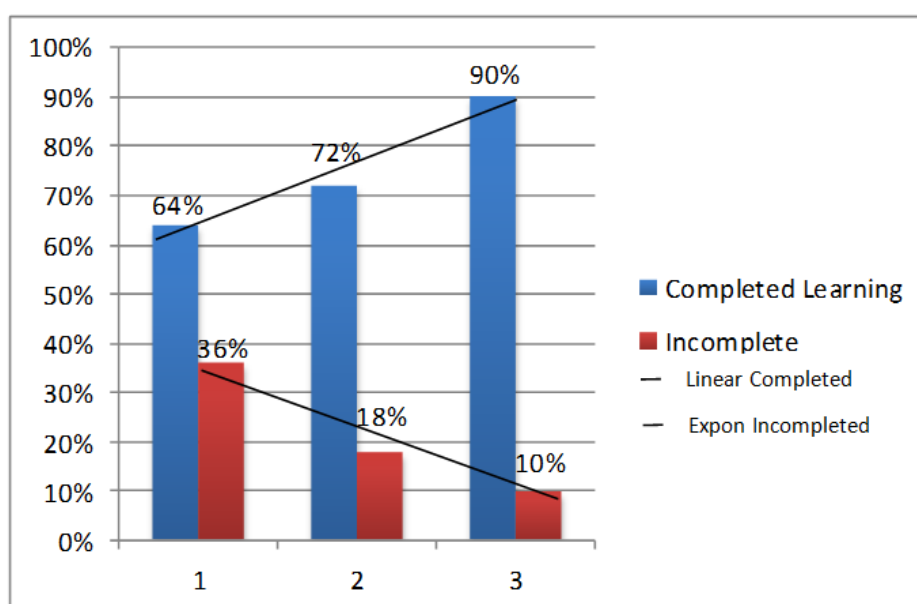


Figure 4.3 Graph Speaking Competence Comparison Final Value of each cycle

Based on the results of the study as described in the discussion above, it can be concluded that the hypothesis of action in Classroom Action Research, which reads "The learning model Pow-Tega using Pic-Pow can create learning conducive, and can increase the activity and competence of speaking in class VIII.B SMP Muhammadiyah 5 Mariso, Semester 2 Academic Year 2016-2017 "is acceptable.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two sections, the first section deals with the conclusion of the finding of the research and the other one deal with suggestion.

A. Conclusion

Based on discussion proposed in previous chapter, the researcher concluded that the increasing the students speaking ability through Pow-Tega (Power Teaching and Game) method using Pic-Pow (Picture in Power Point) was significantly improved the students' speaking ability at the eighth grade students' of SMP Muhammadiyah 5 Mariso Makassar. It was proved by the result of the statistical analysis at the level of significance which in the initial condition of students who have not completed study is 14 students or 36%, in the first cycle is 11 students or 28% and the second cycle is 4 students or 10%. Pow-Tega method using Pic-Pow was able to make the students more active in learning process, especially in speaking learning.

In addition, from the result of this study, it was found that there was possible reason that influence the students' speaking ability. It could be conducted that by using Pow-Tega technique, students felt more interested in classroom interaction. They could follow learning process of speaking easily so their speaking ability could increase.

B. Suggestions

Based on the conclusion above, the researcher presented some suggestions as follows:

1. It suggested that the English teacher use Pow-Tega as alternative in presenting the speaking learning materials, because it was significant to improve the students' achievement.
2. In order to improve the students' speaking material through Pow-Tega method using Pic-Pow, the teacher should give more guidance and motivation, especially in comprehending the speaking.
3. It suggested for the teachers of English that use Pow-Tega method in teaching speaking descriptive text material because it can bring an improvement in speaking ability for students.

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APPENDIX A

Instrument of the research

Cycle I

Scrabble Game



- Teacher : Do you know this Picture, Who is he? (Hero)
- Student : He is **hero**
- Teacher : What is him name? (Ki Hajar Dewantara)
- Student : He name is **Ki Hajar Dewantara**
- Teacher : Ki Hajar Dewantara is one of Indonesian... (r-e-o-h)
- Student : Ki Hajar Dewantara is one of Indonesian **hero**
- Teacher : Ki Hajar Dewantara is.....educational hero. (t-n-l-o-a-i-a)
- Student : Ki Hajar Dewantara is **national** educational hero.
- Teacher : He has....nose. (o-n-e-t-p-i-d)
- Student : He has **pointed** nose.
- Teacher : He likes....some book very much. (n-g-i-t-w-r-i)
- Student : He likes **writing** some book very much.
- Teacher : Ki Hajar Dewantara wears....on his eyes. (s-g-s-l-a-e-s)
- Student : Ki Hajar Dewantara wears **glasses** on his eyes

APPENDIX B

Instrument of the research

Cycle II

Scrabble Game



- Teacher : Do you know this Picture, What is it? (Animal)
- Student : This is *animal*
- Teacher : What is that? (Komodo)
- Student : This is *Komodo*
- Teacher : Komodo is one the biggest...in the world (lizard)
- Student : Komodo is one the biggest *lizard* in the world
- Teacher : It has four (l-g-e-s)
- Student : It has four *legs*.
- Teacher : Komodo eats.....birds and big mammals. (s-l-m-a-l)
- Student : Komodo eats small birds and big mammals.
- Teacher : It is long....tail. (k-t-h-c-i)
- Student : It is long *thick* tail.
- Teacher : It is mouth has very....saliva that can kill its prey. (o-i-c-t-x)
- Student : It is mouth has very *toxic* saliva that can kill its prey

APPENDIX C

Lesson Plan for Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP
Kelas/Semester : VIII/2
Mata Pelajaran : Bahasa Inggris
Topik : Describing people “hero”
Alokasi Waktu : 2 x 40 menit
Pertemuan Ke- : 1-4

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun, jujur, dan bertanggung jawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Indikator:

1. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Mengurutkan teks deskriptif lisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
2. Mengurutkan teks deskriptif tulisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui metode *Pow-Tega* dari kegiatan berkelompok, siswa dapat:

1. Menunjukkan ungkapan yang menyatakan tentang deskripsi orang “*hero*” secara santun, jujur, dan bertanggung jawab.
2. Menganalisis kata sifat yang menunjukkan ungkapan yang menyatakan tentang deskripsi orang “*hero*” secara santun, jujur, dan bertanggung jawab.
3. Menyusun kalimat untuk membentuk ungkapan yang menanyakan tentang deskripsi orang “*hero*” secara santun, jujur, dan bertanggung jawab.
4. Menentukan tenses yang digunakan untuk menyusun ungkapan yang menanyakan tentang deskripsi orang “*hero*” secara santun, jujur, dan bertanggung jawab.
5. Mendengarkan teks sederhana yang mendeskripsikan tentang orang “*hero*” secara santun, jujur, dan bertanggung jawab.
6. Mengemukakan teks sederhana yang mendeskripsikan tentang orang “*hero*” secara santun, jujur, dan bertanggung jawab.
7. Menunjukkan bahasa figuratif yang digunakan dalam teks sederhana yang mendeskripsikan tentang orang “*hero*” secara santun, jujur, dan bertanggung jawab.
8. Membuat contoh kalimat tertulis yang membentuk suatu teks deskriptif sederhana tentang orang “*hero*” secara santun, jujur, dan bertanggung jawab.

D. Materi Pembelajaran

1. Ungkapan menanyakan tentang deskripsi:

Orang

How does she look like ?, how is he like ?, what do you think about her?

2. Ungkapan menyatakan tentang deskripsi :

Orang

- *She is thin, he is tall, she has oval face, he has black eyes, she has white skin.*

- *She is smart, he is talkative, she is friendly, he is kind, she is honest.*

3. Tenses: Simple present tense
4. Bahasa figuratif dalam mendeskripsikan orang:
 - *Her hair is so black like raven's wing*
 - *He is strong like a lion*
 - *Her skin is so white like snow*

E. Metode pembelajaran

1. Pendekatan : *Contextual Approach*
2. Teknik : Pow-Tega (Power Teaching and Game)
3. Model : Scramble, Talking Stick, dan Make a Match.

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Gambar, video, Power Point, Loudspeaker
2. **Alat/Bahan** : Laptop, Whiteboard, LCD dan Proyektor
3. **Sumber belajar** : Buku dan internet

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. • Memeriksa kehadiran siswa. • Memberikan motivasi kepada siswa. • Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran. 	5 menit

Continue

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca /mendengarkan/ melihat berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang “hero” pendek dan sederhana. • Siswa memperhatikan struktur teks dan unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif. • Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna. 	5 menit
	<p>Menanya</p> <p>Guru mengarahkan siswa untuk bertanya mengenai materi atau bahan ajar tentang struktur teks, dan unsur kebahasaan yang terkait dengan materi yang meliputi: ungkapan, kosakata, bahasa figuratif, dan kata sifat</p>	5 menit
	<p>Megeksplorasi</p> <ul style="list-style-type: none"> • Siswa mengidentifikasi ciri-ciri dan sifat-sifat orang “hero” berdasarkan gambar yang diberikan guru. • Siswa berlatih membuat kalimat untuk menyatakan dan menanyakan sifat orang “hero”. • Dengan bimbingan guru siswa mendiskusikan ciri-ciri dan sifat-sifat binatang “hero” yang ada di gambar. 	5 menit

Continue

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Inti	<p>Mengasosiasikan</p> <ul style="list-style-type: none"> • Guru membagi siswa di kelas ke dalam 5 kelompok-kelompok secara heterogen. • Guru kemudian membagi kelompok-kelompok siswa tersebut berpasangan. Jadi akan ada partner A dan partner B pada kedua pasangan. • Guru memberi soal yaitu menganalisis soal pada teks deskriptif. • Siswa mengerjakan soal, bersama partnernya. • Setelah soal terselesaikan, maka pasangan tersebut mengecek hasil pekerjaan mereka berdua dengan pasangan lain yang satu kelompok dengan mereka. • Setiap kelompok yang memperoleh kesepakatan dan kesempatan yang sama untuk memecahkan soal. • Guru memberikan bimbingan dan mengarahkan jawaban/ide sesuai konsep. 	5 menit
	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan jawaban dan hasil diskusi kelompok mereka. • Siswa memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan. 	5 menit
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

H. Penilaian Pembelajaran

1. Jenis penilaian

A. Aspek Sikap (*attitude*)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Santun	Pengamatan	Proses	Lembar	
2	Jujur			Pengamatan	
3	Bertanggung jawab				

Rubrik Penilaian dari Segi Sikap (*attitude*)

a. Santun (*tactful*)

- 5 = Tidak pernah menunjukkan sikap tidak santun
- 4 = Pernah menunjukkan sikap tidak santun
- 3 = Beberapa kali menunjukkan sikap tidak santun
- 2 = Sering menunjukkan sikap tidak santun
- 1 = Sangat sering menunjukkan tidak santun

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Bertanggung jawab (*responsible*)

- 5 = Tidak pernah menunjukkan sikap tidak bertanggung jawab
- 4 = Pernah menunjukkan sikap tidak bertanggung jawab
- 3 = Beberapa kali menunjukkan sikap tidak bertanggung jawab
- 2 = Sering menunjukkan sikap tidak bertanggung jawab
- 1 = Sangat sering menunjukkan sikap tidak bertanggung jawab

B. Aspek Pengetahuan (*knowledge*)

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis tentang deskripsi orang, binatang, dan benda.	Unjuk kerja	Lisan dan tulis	Terlampir

2. Pedoman penskoran

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mengisi jawaban berdasarkan teks.	Tes Tertulis	Essay test	<i>Answer the question based on the text.</i>
2.	Melengkapi kata yang kosong.	Tes Tertulis	Text	<i>Fill the blanks with the appropriate words in the box correctly.</i>
3.	Membuat paragraf membentuk sebuah teks deskriptif dari gambar yang ditampilkan	Tes Lisan	Text	<i>Make a paragraph about of hero picture on below. Then, read your writing to the class.</i>

Untuk Task 1

Skor jawaban benar: 8

Skor jawaban salah: 4

Jumlah nilai maksimal: jumlah skor x jumlah soal

$$: 8 \times 4 = 32$$

Untuk Task 2

Skor Jawaban benar: 4

Skor Jawaban salah: 0

Jumlah nilai maksimal: jumlah skor x jumlah soal

$$: 4 \times 8 = 32$$

Untuk Task 3

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
Mengungkapkan berbagai informasi dari sebuah gambar seseorang secara lisan	Tes lisan	Performance	Describing thing orally

Kriteria Hasil Observasi Aktivitas Siswa dalam Pembelajaran Speaking

No	Persentase Perolehan	Kriteria Aktivitas Siswa
1.	76 – 100%	Sangat Aktif
2.	51 – 75 %	Aktif
3.	26 – 50 %	Cukup Aktif
4.	0 – 25%	Kurang Aktif

Makassar, Maret 2017

Mengetahui,
Mahasiswa

Muh.Chaerul
NIM: 10535 522712

APPENDIX D

Lesson Plan for Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP

Kelas/Semester : VIII/2

Mata Pelajaran : Bahasa Inggris

Topik : Describing “Animal”

Alokasi Waktu : 2 x 40 menit

Pertemuan Ke- : 1-4

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator

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

2.1 Menunjukkan perilaku santun, jujur, dan bertanggung jawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Indikator:

1. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator:

1. Mengurutkan teks deskriptif lisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Mengurutkan teks deskriptif tulisan, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui metode *Pow-Tega* dari kegiatan berkelompok, siswa dapat:

1. Menunjukkan ungkapan yang menyatakan tentang deskripsi binatang secara santun, jujur, dan bertanggung jawab.

2. Menganalisis kata sifat yang menunjukkan ungkapan yang menyatakan tentang deskripsi binatang secara santun, jujur, dan bertanggung jawab.
3. Menyusun kalimat untuk membentuk ungkapan yang menanyakan tentang deskripsi binatang secara santun, jujur, dan bertanggung jawab.
4. Menentukan tenses yang digunakan untuk menyusun ungkapan yang menanyakan tentang deskripsi binatang secara santun, jujur, dan bertanggung jawab.
5. Mendengarkan teks sederhana yang mendeskripsikan tentang binatang secara santun, jujur, dan bertanggung jawab.
6. Mengemukakan teks sederhana yang mendeskripsikan tentang binatang secara santun, jujur, dan bertanggung jawab.
7. Menunjukkan bahasa figuratif yang digunakan dalam teks sederhana yang mendeskripsikan tentang binatang secara santun, jujur, dan bertanggung jawab.
8. Membuat contoh kalimat tertulis yang membentuk suatu teks deskriptif sederhana tentang binatang secara santun, jujur, dan bertanggung jawab.

D. Materi Pembelajaran

2. Ungkapan menanyakan tentang deskripsi:

Orang

How does she look like ?, how is he like ?, what do you think about her?
2. Ungkapan menyatakan tentang deskripsi :

Orang

 - *She is thin, he is tall, she has oval face, he has black eyes, and she has white skin.*
 - *She is smart, he is talkative, she is friendly, he is kind, and she is honest.*
3. Tenses: Simple present tense
4. Bahasa figuratif dalam mendeskripsikan orang:
 - *Her hair is so black **like raven's wing***
 - *He is strong **like a lion***

- *Her skin is so white like snow*

I. Metode pembelajaran

4. Pendekatan : *Contextual Approach*
5. Teknik : Pow-Tega (Power Teaching and Game)
6. Model : Scramble, Talking Stick, dan Make a Match.

J. Media, Alat, dan Sumber Pembelajaran

4. **Media** : Pic-Pow (Picture in Power Point)
5. **Alat/Bahan** : LCD
6. **Sumber belajar** : Buku dan internet

K. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama.• Memeriksa kehadiran siswa.• Memberikan motivasi kepada siswa.• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran.	5 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Siswa membaca /mendengarkan/ melihat berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang “<i>binatang</i>” pendek dan sederhana.• Siswa memperhatikan struktur teks dan unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif.• Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna.	5 menit

Continue

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Inti	<p>Menanya</p> <p>Guru mengarahkan siswa untuk bertanya mengenai materi atau bahan ajar tentang struktur teks, dan unsur kebahasaan yang terkait dengan materi yang meliputi: ungkapan, kosakata, bahasa figuratif, dan kata sifat</p>	5 menit
	<p>Megeksplorasi</p> <ul style="list-style-type: none"> • Siswa mengidentifikasi ciri-ciri dan sifat-sifat “<i>binatang</i>” berdasarkan gambar yang diberikan guru. • Siswa berlatih membuat kalimat untuk menyatakan dan menanyakan sifat “<i>binatang</i>”. • Dengan bimbingan guru siswa mendiskusikan ciri-ciri dan sifat-sifat “<i>binatang</i>” yang ada di gambar. 	5 menit
	<p>Mengasosiasikan</p> <ul style="list-style-type: none"> • Guru membagi siswa di kelas ke dalam 5 kelompok-kelompok secara heterogen. • Guru kemudian membagi kelompok-kelompok siswa tersebut berpasangan. Jadi akan ada partner A dan partner B pada kedua pasangan. • Guru memberi soal yaitu menganalisis soal pada teks deskriptif. • Siswa mengerjakan soal, bersama partnernya. • Setelah soal terselesaikan, maka pasangan tersebut mengecek hasil pekerjaan mereka berdua dengan pasangan lain yang satu kelompok dengan mereka. • Setiap kelompok yang memperoleh kesepakatan dan kesempatan yang sama untuk memecahkan soal. • Guru memberikan bimbingan dan mengarahkan jawaban/ide sesuai konsep. 	5 menit

Continue

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Inti	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan jawaban dan hasil diskusi kelompok mereka. Siswa memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan. 	5 menit
Penutup	<ul style="list-style-type: none"> Siswa bersama guru menyimpulkan pembelajaran. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. Siswa diberikan tugas atau pekerjaan rumah (PR) berkaitan dengan materi mengenai teks descriptive. Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 menit

L. Penilaian Pembelajaran

3. Jenis penilaian

a. Aspek Sikap (*attitude*)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Santun	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Bertanggung jawab				

Rubrik Penilaian dari Segi Sikap (*attitude*)

a. Santun (*tactful*)

- 5 = Tidak pernah menunjukkan sikap tidak santun
- 4 = Pernah menunjukkan sikap tidak santun
- 3 = Beberapa kali menunjukkan sikap tidak santun
- 2 = Sering menunjukkan sikap tidak santun
- 1 = Sangat sering menunjukkan tidak santun

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Bertanggung jawab (*responsible*)

- 5 = Tidak pernah menunjukkan sikap tidak bertanggung jawab
- 4 = Pernah menunjukkan sikap tidak bertanggung jawab
- 3 = Beberapa kali menunjukkan sikap tidak bertanggung jawab
- 2 = Sering menunjukkan sikap tidak bertanggung jawab
- 1 = Sangat sering menunjukkan sikap tidak bertanggung jawab

b. Aspek Pengetahuan (*knowledge*)

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis tentang deskripsi orang, binatang, dan benda.	Unjuk kerja	Lisan dan tulis	Terlampir

4. Pedoman penskoran

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mengisi jawaban berdasarkan teks.	Tes Tertulis	Essay test	<i>Answer the question based on the text.</i>
2.	Melengkapi kata yang kosong.	Tes Tertulis	Text	<i>Fill the blanks with the appropriate words in the box correctly.</i>
3.	Membuat paragraf membentuk sebuah teks deskriptif dari gambar yang ditampilkan	Tes Lisan	Text	<i>Make a paragraph about of hero picture on below. Then, read your writing to the class.</i>

Untuk Task 1

Skor jawaban benar: 8

Skor jawaban salah: 4

Jumlah nilai maksimal: jumlah skor x jumlah soal

$$: 8 \times 4 = 32$$

Untuk Task 2

Skor Jawaban benar: 4

Skor Jawaban salah: 0

Jumlah nilai maksimal: jumlah skor x jumlah soal

$$: 4 \times 8 = 32$$

Untuk Task 3

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
Mengungkapkan berbagai informasi dari sebuah gambar binatang secara lisan	Tes lisan	Performance	Describing thing orally

Kriteria Hasil Observasi Aktivitas Siswa dalam Pembelajaran Speaking

No	Persentase Perolehan	Kriteria Aktivitas Siswa
1.	76 – 100%	Sangat Aktif
2.	51 – 75 %	Aktif
3.	26 – 50 %	Cukup Aktif
4.	0 – 25%	Kurang Aktif

Makassar, Maret 2017

Mengetahui,
Mahasiswa

Muh.Chaerul
NIM: 10535 522712

APPENDIX E

LIST OF STUDENTS CYCLE I

No	Name	Meeting			
		1	2	3	4
1	SALDI SYARIFUDDIN	✓	✓	✓	✓
2	ADELIA	✓	✓	✓	✓
3	AINUN FATHU	✓	✓	✓	✓
4	ALIF NUGRAHA	✓	✓	✓	✓
5	ANDRIAN FITRIANI. S	✓	✓	✓	✓
6	ASRIANI. M	✓	✓	✓	✓
7	BAU NADIA MANGNGA'RANGI	✓	✓	✓	✓
8	CHAIDIR	✓	✓	✓	✓
9	ELLY KASIM	✓	✓	✓	✓
10	EMA HASFAR	✓	✓	✓	✓
11	FEBY FEBRIANTI TANJUNG	✓	✓	✓	✓
12	FERY ARDIANSYAH	✓	✓	✓	✓
13	FIKI SAPUTRA	✓	a	✓	✓
14	FIKRAN PRADANI	✓	✓	✓	✓
15	HASLINDA	✓	✓	✓	✓
16	HENDRA	✓	✓	✓	✓
17	JULIANTI	✓	✓	✓	✓
18	KAMARUDDIN	✓	✓	✓	✓
19	KIRAN DEVI ANGGRENI	✓	✓	✓	✓
20	M. YUSLAN FAJAR JUANDA	✓	✓	✓	✓
21	MEY FASARI	✓	✓	✓	✓
22	MUH. AFDAL	✓	✓	✓	✓
23	MUH. RAFLY SEPTYA P. A	✓	✓	a	✓
24	MUH. RIFKI ANUGRAH	✓	✓	✓	✓
25	MUHAMMAD YUSRAN SYAM	✓	✓	✓	✓
26	MUH. RESKY HARTONO	✓	✓	✓	✓
27	NUR ISMAIL	✓	✓	✓	✓
28	PITRI	✓	✓	✓	✓
29	RAMADHAN NURMANG	✓	✓	✓	✓
30	SAPARUDDIN	✓	✓	a	✓
31	SYAEFULLAH	✓	✓	✓	✓
32	SITTI ASIYAH OPHIER	✓	✓	✓	✓

Continue

No	Name	Meeting			
		1	2	3	4
33	WAHYU	✓	✓	✓	✓
34	ZAHRANI	✓	✓	✓	✓
35	DARWANSYAH	✓	✓	✓	✓
36	SURIP SUPARNO S	✓	✓	✓	✓
37	NADIA BULAN SAPUTRI	✓	✓	✓	✓
38	MARSUKI	✓	a	✓	✓
39	MUH. FAUZAN	✓	✓	✓	✓

APPENDIX F

LIST OF STUDENTS CYCLE II

No	Name	Meeting			
		1	2	3	4
1	SALDI SYARIFUDDIN	✓	✓	✓	✓
2	ADELIA	✓	✓	✓	✓
3	AINUN FATHU	✓	✓	✓	✓
4	ALIF NUGRAHA	✓	✓	✓	✓
5	ANDRIAN FITRIANI. S	✓	✓	✓	✓
6	ASRIANI. M	✓	✓	✓	✓
7	BAU NADIA MANGNGA'RANGI	✓	✓	✓	✓
8	CHAIDIR	✓	✓	✓	✓
9	ELLY KASIM	✓	✓	✓	✓
10	EMA HASFAR	✓	✓	✓	✓
11	FEBY FEBRIANTI TANJUNG	✓	✓	✓	✓
12	FERY ARDIANSYAH	✓	✓	✓	✓
13	FIKI SAPUTRA	✓	✓	a	✓
14	FIKRAN PRADANI	✓	✓	✓	✓
15	HASLINDA	✓	✓	✓	✓
16	HENDRA	✓	✓	✓	✓
17	JULIANTI	✓	✓	✓	✓
18	KAMARUDDIN	✓	✓	✓	✓
19	KIRAN DEVI ANGGRENI	✓	✓	✓	✓
20	M. YUSLAN FAJAR JUANDA	✓	✓	✓	✓
21	MEY FASARI	✓	✓	✓	✓
22	MUH. AFDAL	✓	✓	✓	✓
23	MUH. RAFLY SEPTYA P. A	✓	a	✓	✓
24	MUH. RIFKI ANUGRAH	✓	✓	✓	✓
25	MUHAMMAD YUSRAN SYAM	✓	✓	✓	✓
26	MUH. RESKY HARTONO	✓	✓	✓	✓
27	NUR ISMAIL	✓	✓	✓	✓
28	PITRI	✓	✓	✓	✓
29	RAMADHAN NURMANG	✓	✓	✓	✓
30	SAPARUDDIN	✓	✓	✓	✓
31	SYAEFULLAH	✓	✓	✓	✓
32	SITTI ASIYAH OPHIER	✓	a	✓	✓

Continue

No	Name	Meeting			
		1	2	3	4
33	WAHYU	✓	✓	✓	✓
34	ZAHRANI	✓	✓	✓	✓
35	DARWANSYAH	✓	✓	✓	✓
36	SURIP SUPARNO S	✓	✓	✓	✓
37	NADIA BULAN SAPUTRI	✓	✓	✓	✓
38	MARSUKI	✓	✓	✓	✓
39	MUH. FAUZAN	✓	✓	✓	✓

APPENDIX G**OBSERVATION OF LEARNING ACTIVITIES INITIAL CONDITION**

No	Name	Observation Indicator				
		1	2	3	4	5
1	SALDI SYARIFUDDIN	0	1	1	1	1
2	ADELIA	0	1	1	1	1
3	AINUN FATHU	0	1	1	1	1
4	ALIF NUGRAHA	0	1	1	1	1
5	ANDRIAN FITRIANI. S	1	1	1	1	0
6	ASRIANI. M	0	1	1	1	1
7	BAU NADIA MANGNGA'RANGI	1	1	1	0	1
8	CHAJDIR	0	1	1	1	1
9	ELLY KASIM	0	1	1	1	1
10	EMA HASFAR	0	1	1	1	1
11	FEBY FEBRIANTI TANJUNG	0	1	1	1	1
12	FERY ARDIANSYAH	0	1	1	0	1
13	FIKI SAPUTRA	0	0	0	1	0
14	FIKRAN PRADANI	0	0	0	0	0
15	HASLINDA	0	1	1	1	1
16	HENDRA	1	1	1	1	1
17	JULIANTI	1	1	1	1	0
18	KAMARUDDIN	0	0	0	1	0
19	KIRAN DEVI ANGGRENI	0	1	1	1	1
20	M. YUSLAN FAJAR JUANDA	1	1	1	1	0
21	MEY FASARI	1	1	1	0	1
22	MUH. AFDAL	0	0	0	1	0
23	MUH. RAFLY SEPTYA P. A	0	1	1	1	1
24	MUH. RIFKI ANUGRAH	1	1	1	1	1
25	MUHAMMAD YUSRAN SYAM	1	1	1	1	1
26	MUH. RESKY HARTONO	1	0	0	0	0
27	NUR ISMAIL	0	1	1	1	1
28	PITRI	1	1	1	0	1
29	RAMADHAN NURMANG	1	0	0	0	0
30	SAPARUDDIN	1	0	0	0	0
31	SYAEFULLAH	1	1	1	0	1

Continue

No	Name	Observation Indicator				
		1	2	3	4	5
32	SITTI ASIJAH OPHIER	0	0	0	1	0
33	WAHYU	0	0	0	1	0
34	ZAHRANI	1	1	1	0	1
35	DARWANSYAH	1	0	0	0	0
36	SURIP SUPARNO S	0	0	0	1	0
37	NADIA BULAN SAPUTRI	1	0	0	0	0
38	MARSUKI	0	0	0	1	0
39	MUH. FAUZAN	0	0	1	0	1
Total Score		16	25	26	26	23
%		41%	64%	64%	67%	59%

Note:

1. **Enthusiastic following study**
2. **Actively practice speaking by model**
3. **Motivated to get some conversations**
4. **Practice talking with a friend**
5. **Earnest in the task group**

APPENDIX H

OBSERVATION OF LEARNING ACTIVITIES CYCLE I

No	Name	Observation Indicator				
		1	2	3	4	5
1	SALDI SYARIFUDDIN	1	1	1	1	1
2	ADELIA	1	1	1	1	1
3	AINUN FATHU	1	1	1	1	1
4	ALIF NUGRAHA	1	1	1	1	1
5	ANDRIAN FITRIANI. S	1	1	1	1	1
6	ASRIANI. M	1	1	1	1	1
7	BAU NADIA MANGNGA'RANGI	1	1	1	0	1
8	CHAJDIR	0	1	1	1	1
9	ELLY KASIM	1	1	1	1	1
10	EMA HASFAR	0	1	1	1	1
11	FEBY FEBRIANTI TANJUNG	1	1	1	1	1
12	FERY ARDIANSYAH	1	1	1	0	1
13	FIKI SAPUTRA	1	1	1	1	1
14	FIKRAN PRADANI	0	1	1	0	1
15	HASLINDA	1	1	1	1	1
16	HENDRA	1	1	1	1	1
17	JULIANTI	1	1	1	1	1
18	KAMARUDDIN	0	0	0	1	0
19	KIRAN DEVI ANGGRENI	0	0	0	1	0
20	M. YUSLAN FAJAR JUANDA	0	0	0	1	0
21	MEY FASARI	1	1	1	0	1
22	MUH. AFDAL	0	1	1	1	1
23	MUH. RAFLY SEPTYA P. A	1	1	1	1	1
24	MUH. RIFKI ANUGRAH	1	1	1	0	1
25	MUHAMMAD YUSRAN SYAM	1	1	1	1	1
26	MUH. RESKY HARTONO	0	1	1	1	1
27	NUR ISMAIL	1	1	1	1	1
28	PITRI	1	1	1	0	1
29	RAMADHAN NURMANG	1	1	1	0	1
30	SAPARUDDIN	0	1	0	1	0
31	SYAEFULLAH	1	1	1	0	1

Continue

No	Name	Observation Indicator				
		1	2	3	4	5
32	SITTI ASIYAH OPHIER	1	1	1	1	1
33	WAHYU	0	0	0	1	0
34	ZAHRANI	1	1	0	1	0
35	DARWANSYAH	0	0	1	0	1
36	SURIP SUPARNO S	0	0	0	1	0
37	NADIA BULAN SAPUTRI	0	1	1	0	1
38	MARSUKI	0	0	1	1	1
39	MUH. FAUZAN	1	1	1	0	1
Total Score		25	32	30	28	30
%		64%	82%	77%	72%	77%

Note:

1. Enthusiastic following study
2. Actively practice speaking by model
3. Motivated to get some conversations
4. Practice talking with a friend
5. Earnest in the task group

APPENDIX I**OBSERVATION OF LEARNING ACTIVITIES CYCLE II**

No	Name	Observation Indicator				
		1	2	3	4	5
1	SALDI SYARIFUDDIN	1	1	1	1	1
2	ADELIA	1	1	1	1	1
3	AINUN FATHU	1	1	1	1	1
4	ALIF NUGRAHA	1	1	1	1	1
5	ANDRIAN FITRIANI. S	1	1	1	1	1
6	ASRIANI. M	1	1	1	1	1
7	BAU NADIA MANGNGA'RANGI	1	1	1	1	1
8	CHAIDIR	1	1	1	1	1
9	ELLY KASIM	1	1	1	1	1
10	EMA HASFAR	1	1	1	1	1
11	FEBY FEBRIANTI TANJUNG	1	1	1	1	1
12	FERY ARDIANSYAH	1	1	1	1	1
13	FIKI SAPUTRA	1	1	1	1	1
14	FIKRAN PRADANI	0	1	1	1	1
15	HASLINDA	1	1	1	1	1
16	HENDRA	1	1	1	1	0
17	JULIANTI	1	1	1	1	1
18	KAMARUDDIN	1	0	0	0	1
19	KIRAN DEVI ANGGRENI	1	1	1	1	1
20	M. YUSLAN FAJAR JUANDA	0	1	1	0	1
21	MEY FASARI	1	1	0	1	1
22	MUH. AFDAL	1	0	1	1	1
23	MUH. RAFLY SEPTYA P. A	1	1	1	1	0
24	MUH. RIFKI ANUGRAH	1	1	1	1	1
25	MUHAMMAD YUSRAN SYAM	1	1	1	1	1
26	MUH. RESKY HARTONO	1	0	1	1	1
27	NUR ISMAIL	0	1	1	1	1
28	PITRI	1	1	1	1	1
29	RAMADHAN NURMANG	1	1	1	1	1
30	SAPARUDDIN	0	0	1	1	1
31	SYAEFULLAH	1	1	1	1	1
32	SITTI ASIYAH OPHIER	1	1	1	1	1

Continue

No	Name	Observation Indicator				
		1	2	3	4	5
33	WAHYU	0	0	1	1	1
34	ZAHRANI	1	1	1	1	1
35	DARWANSYAH	1	1	1	1	1
36	SURIP SUPARNO S	1	1	1	1	1
37	NADIA BULAN SAPUTRI	1	1	1	1	0
38	MARSUKI	0	0	1	0	1
39	MUH. FAUZAN	1	1	0	1	0
Total Score		33	33	36	36	35
%		84%	84%	92%	93%	91%

Note:

1. Enthusiastic following study
2. Actively practice speaking by model
3. Motivated to get some conversations
4. Practice talking with a friend
5. Earnest in the task group

APPENDIX J**THE VALUE OF SPEAKING COMPETENCE THE INITIAL
CONDITIONS**

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
1	SALDI SYARIFUDDIN	75	75	75	76
2	ADELIA	76	76	76	76
3	AINUN FATHU	76	76	76	76
4	ALIF NUGRAHA	75	75	75	75
5	ANDRIAN FITRIANI. S	88	84	84	84
6	ASRIANI. M	76	76	76	76
7	BAU NADIA MANGNGA'RANGI	76	76	75	76
8	CHADIR	75	75	75	75
9	ELLY KASIM	75	75	75	75
10	EMA HASFAR	76	76	74	75
11	FEBY FEBRIANTI TANJUNG	76	76	76	76
12	FERY ARDIANSYAH	76	76	76	76
13	FIKI SAPUTRA	60	68	60	60
14	FIKRAN PRADANI	74	74	74	76
15	HASLINDA	75	75	75	75
16	HENDRA	76	76	74	74
17	JULIANTI	76	76	76	76
18	KAMARUDDIN	74	74	74	74
19	KIRAN DEVI ANGGRENI	75	75	75	75
20	M. YUSLAN FAJAR JUANDA	76	76	76	76
21	MEY FASARI	76	76	76	76
22	MUH. AFDAL	74	74	74	74
23	MUH. RAFLY SEPTYA P. A	75	75	75	75
24	MUH. RIFKI ANUGRAH	76	76	76	76
25	MUHAMMAD YUSRAN SYAM	76	76	76	76
26	MUH. RESKY HARTONO	76	76	76	76
27	NUR ISMAIL	74	74	74	74
28	PITRI	76	76	76	76
29	RAMADHAN NURMANG	76	76	76	76
30	SAPARUDDIN	76	76	76	74
31	SYAEFULLAH	88	84	84	84

Continue

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
32	SITTI ASIYAH OPHIER	74	74	74	74
33	WAHYU	74	74	74	74
34	ZAHRANI	76	76	76	76
35	DARWANSYAH	76	76	76	76
36	SURIP SUPARNO S	75	75	75	75
37	NADIA BULAN SAPUTRI	76	76	76	76
38	MARSUKI	60	68	60	60
39	MUH. FAUZAN	74	74	74	74
Total Score		2934	2942	2921	2924

APPENDIX K**THE VALUE OF SPEAKING COMPETENCE CYCLE I**

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
1	SALDI SYARIFUDDIN	75	80	80	79
2	ADELIA	79	80	80	79
3	AINUN FATHU	79	80	80	79
4	ALIF NUGRAHA	79	80	80	79
5	ANDRIAN FITRIANI. S	89	90	90	90
6	ASRIANI. M	79	80	80	79
7	BAU NADIA MANGNGA'RANGI	79	80	80	79
8	CHAIDIR	75	80	80	79
9	ELLY KASIM	79	80	80	79
10	EMA HASFAR	79	80	75	79
11	FEBY FEBRIANTI TANJUNG	79	80	80	79
12	FERY ARDIANSYAH	79	80	80	79
13	FIKI SAPUTRA	65	75	70	65
14	FIKRAN PRADANI	79	80	80	79
15	HASLINDA	79	80	80	79
16	HENDRA	79	80	80	75
17	JULIANTI	79	80	80	79
18	KAMARUDDIN	74	80	80	74
19	KIRAN DEVI ANGGRENI	79	80	80	79
20	M. YUSLAN FAJAR JUANDA	79	80	80	79
21	MEY FASARI	79	80	80	79
22	MUH. AFDAL	74	80	80	74
23	MUH. RAFLY SEPTYA P. A	75	80	80	79
24	MUH. RIFKI ANUGRAH	79	80	80	79
25	MUHAMMAD YUSRAN SYAM	79	80	80	79
26	MUH. RESKY HARTONO	79	80	80	79
27	NUR ISMAIL	79	80	80	75
28	PITRI	79	80	80	79
29	RAMADHAN NURMANG	79	80	80	79
30	SAPARUDDIN	79	80	80	74
31	SYAEFULLAH	89	90	90	90

Continue

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
32	SITTI ASIYAH OPHIER	79	80	75	75
33	WAHYU	74	80	75	74
34	ZAHRANI	79	80	80	79
35	DARWANSYAH	79	80	80	79
36	SURIP SUPARNO S	75	80	80	79
37	NADIA BULAN SAPUTRI	79	80	80	79
38	MARSUKI	65	70	70	65
39	MUH. FAUZAN	79	75	75	75
Total Score		3042	3120	3100	3039

APPENDIX L**THE VALUE OF SPEAKING COMPETENCE CYCLE II**

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
1	SALDI SYARIFUDDIN	84	83	84	84
2	ADELIA	84	83	84	84
3	AINUN FATHU	84	83	84	84
4	ALIF NUGRAHA	84	83	84	84
5	ANDRIAN FITRIANI. S	93	94	98	98
6	ASRIANI. M	84	83	84	84
7	BAU NADIA MANGNGA'RANGI	84	83	84	84
8	CHADIR	84	83	84	84
9	ELLY KASIM	84	83	84	84
10	EMA HASFAR	84	83	84	84
11	FEBY FEBRIANTI TANJUNG	84	83	84	84
12	FERY ARDIANSYAH	84	83	84	84
13	FIKI SAPUTRA	84	83	74	74
14	FIKRAN PRADANI	84	83	84	84
15	HASLINDA	84	83	84	84
16	HENDRA	84	83	84	84
17	JULIANTI	84	83	84	84
18	KAMARUDDIN	75	83	84	84
19	KIRAN DEVI ANGGRENI	84	83	84	84
20	M. YUSLAN FAJAR JUANDA	84	83	84	84
21	MEY FASARI	84	83	84	84
22	MUH. AFDAL	84	83	84	84
23	MUH. RAFLY SEPTYA P. A	84	83	84	84
24	MUH. RIFKI ANUGRAH	84	83	84	84
25	MUHAMMAD YUSRAN SYAM	84	83	84	84
26	MUH. RESKY HARTONO	84	83	84	84
27	NUR ISMAIL	84	83	84	84
28	PITRI	84	83	84	84
29	RAMADHAN NURMANG	84	83	84	84
30	SAPARUDDIN	84	83	84	84
31	SYAEFULLAH	93	94	98	98

Continue

No	Name	ASPECT VALUES			
		Pron	Gram	Fluen	Cont
32	SITTI ASIYAH OPHIER	84	83	75	75
33	WAHYU	84	83	75	75
34	ZAHRANI	84	83	84	84
35	DARWANSYAH	84	83	84	84
36	SURIP SUPARNO S	84	83	84	84
37	NADIA BULAN SAPUTRI	84	83	84	84
38	MARSUKI	84	75	74	74
39	MUH. FAUZAN	84	83	84	84
Total Score		3285	3251	3266	3266

APPENDIX M

DOCUMENTATION

Initial Condition (31/01/2017)



Cycle I (09/02/2017)



Cycle II (14/03/2017)



Last Meeting



CURRICULUM VITAE



MUH.CHAERUL is the second child of Mursalim and Hj.Saraina. He was born on May 15th, 1994 in Pinrang. He is the second child of two siblings. He started his first Elementary School of SDN 235 Lanrisang in 2000 until 2006. Next, in 2006 until 2009 he spent his time to gain the knowledge at Junior High School in SMPN 1 Mattiro Bulu and took class Multimedia at Vocational High School in SMKN 3 Pinrang in 2009 until 2012. In the same year, the writer registered to study in the English Education Department in Muhammadiyah University of Makassar and at the end of his study, he could finish his thesis with the title **“INCREASING THE STUDENTS’ SPEAKING ABILITY THROUGH POW-TEGA (POWER TEACHING AND GAME) METHOD USING PIC-POW (PICTURE IN POWER POINT)** (*Classroom Action Research at the Eighth Grade Students’ of SMP Muhammadiyah 5 Mariso Makassar*).