IMPROVING THE STUDENTS' ABILITY TO SPEAK ENGLISH THROUGH STRESS, SHOW, TELL And RELATE, SAY STRATEGY

(*A Pre-Experimental Research at the Eighth Grade Students of SMPN 4 Sendana Majene*)

A THESIS

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

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ii

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang membuat perjanjian

IRNA MAYANG SARI

MOTTO

Life will have meaningful if we have something to be shared

Something that is very useful

Something that will be always remembered by the people

Something that is devout, never need recompense

Coz you will be still alive with that

Coz your knowledge won't be lost, even added

Your mind will be incomplete without knowledge, and knowledge will be incomplete without truth. Truth will be incomplete without kindness to share, and kindness will be incomplete without piety. (Abdilaziz Salim Basyarahil).

I dedicate this thesis to my beloved parents and my families, to the people that always shares something, and to educational word.

ABSTRACT

IRNA MAYANGSARI. 2018. "Improving The Students' Ability To Speak English Through Stress, Show, Tell And Relate, Say Strategy (A Pre-Experimental Research At The Eighth Grade Students of SMP Negeri 4 Sendana Majene). Thesis. The Faculty Of Teacher Training And Education, Makassar Muhammadiyah University. Guided By Basri Dalle And Amar Ma'ruf

This research aimed to find out whether or not the use of SSTaRS strategy improve the students' accuracy of pronunciation, vocabulary and grammar at the eight grade of SMP negeri 4 Sendana Majene.

The research used a pre-experimental method with one group pre-test and post-test design. The population of this research was the eighth grade students' of SMP Negeri 4 Sendana 2017-2018 academic year. The sampel was taken by total sampling technique and the total number of sample was 29 students. It employed eight meetings which speking test by using topics through the picture as the instrument.

The research findings indicated that the through stress, show, tell and relate, say strategy improved the students' speaking ability on accuracy. It was supported by showing the mean score of accuracy on pronunciation improved (60.56%) from the mean score in pretest is 4.1 to be 27.2 in posttest and Vocabulary improved (40.4%) from the mean score in pretest is 5 to be 7.02 in posttest and Grammar improved (87.72) from the mean score in pretest 2,77 to be 5.20 in posttest with t-test 14.72 and t-table 2.048 where (14.72 > 2.048). Hence, it can be concluded that the use of SSTaRS strategy improved the students' accuracy of pronunciation, vocabulary and grammar. It indicated that the score of speaking each indicators in postest is greates than pretest.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
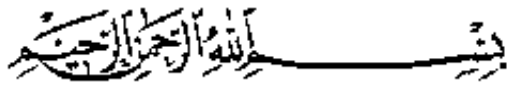
In the name of Allah, most gracious, most merciful

Alhamdullilahi Rabbil Alamin, The writer expressed her biggest gratitude to the almighty Allah SWT, who has given Her guidance, blessing, and mercy to her in Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

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Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT bless us all now and forever, *Amin*.

Billahi Fii Sabililhaq Fastabiqulkhaerat

Wassalamu Alaikum Wr. Wb

Makassar, January 2019

The Writer

IRNA MAYANGSARI

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURE

Page

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Language has a prominent role for people to internet or to communicate each other in their daily life. People need to communicate not only in their own language but also in a foreign language. One of the languages that widely used in communication among nations is English.

English is one of tools in communication, not only in oral but also in writing. The ministry of Education and Culture has made competence standart in curriculum 2004, state that the students in Indonesia have to have capability in understanding and giving information, idea, and also improving knowledge, technology, and culture in English. Therefore, English is a tool of communication and used to communicate each other.

There are four language skills, namely reading, listening, writing, and speaking. Especially speaking skill, many students considered that learning speaking as a difficult subject. This difficulty is caused by psychology factor of the students and lack of teacher's creativity in teaching speaking English Subject in Junior High School (Harman, 2009). Students are considered succesful if they can communicate effectively in the language (Riggenback and Lazaraton, 2011:4).

Speaking is a means if oral communication that telling information, shearing ideas, expressing ideas and feelings to others. Webster (1992: 692) states that. Speaking is the act of uttering words. Widdowson (1985: 57) states that speaking is a means of oral communication that gives information involve

two elements, namely the speaker who give the message and the listener who receive the message in the words. While Brown and Yule (2011: 23) define that speaking is to express the needs, request, information, service, and etc. Chastain, (1976: 334) states, "That learning to speak is obviously more difficult than to understand the spoken language". Therefore we should provide.

Based on the preliminary research, the researcher got information from the English Teacher of SMPN 4 Sendana Majene. The problems appeared at the eighth grade students' of SMPN 4 Sendana Majene, the students still low and not able to use English in short conversation. Commonly, when the students speak English they have no idea about what they are going to say, then they take so much time to think. Some of them did not say anyhting because have less confidence of their skill and worry to get wrong.

Based on the problem above, the students need another way to practice the language. In this case, the researcher will focus her research by using SSTaRS strategy at the eighth grade students of SMPN 4 Sendana Majene. Based on the description about, one of the strategies that can be used to make the students master the speaking is Stress, Show, Tell and Relate, Say (SSTaRS). This strategy can improve the students activeness in learning. Thus, it can make the students will be easy to improve their speaking mastery.

B. Problem Statements

Based on the background, the researcher formulated the statements of the problem as follow:

1. Does the use of SSTaRS strategy improve the students' accuracy of pronunciation in speaking English at the eighth grade of SMPN 4 Sendana Majene?

2. Does the use of SSTaRS strategy improve the students' accuracy of vocabulary in speaking English at the eighth grade of SMPN 4 Sendana Majene?

3. Does the use of SSTaRS strategy improve the students' accuracy of grammar in speaking English at the eighth grade of SMPN 4 Sendana Majene?

C. Objectives of the Study

In relation to the problem statements, the objectives of the study were to find out:

1. Whether or not the use of SSTaRS strategy improve the students' accuracy of pronunciation in speaking English at the eighth grade students of SMPN 4 Sendana Majene.

2. Whether or not the use of SSTaRS strategy improve the students' accuracy of vocabulary in speaking English at the eighth grade students of SMPN 4 Sendana Majene.

3. Whether or not the use of SSTaRS strategy improve the students' accuracy of grammar in speaking English at the eighth grade students of SMPN 4 Sendana Majene

D. Significance of the Study

The research was expected to give both theoretical and practical significance. Theoretically, this research was expected to be beneficial in English teaching and learning process especially for English Teachers by giving information about about SSTaRs strategy that can be apply in the classroom to develop the students' speaking ability in term of accuracy including pronunciation, vocabulary and grammar

Practically, this research was able as a reference of strategy to improve the students speaking ability using SSTaRS strategy in term of accuracy. Then, the result of this research can enrich speaking ability on English teaching especially in teaching speaking.

E. Scope of the Study

This research was limited to the used of SSTaRS strategy in improve students ability in speaking which covers accuracy of pronunciation, vocabulary and grammar. The researcher takes these items because it is very important to identify by the researcher to improve the role of researcher in motivating and overcoming the student's problems in learning English, especially in speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Stress, Show, Tell and Relate, Say (SSTaSR)

Students often respon to the teacher only when called upon and the learning atmosphere is individualistic. This mostly happends in the class, even in the speaking class while the teachers often ask only to one students to it feels like an individualistic situation and the other students will not say anything in English because they are not asked by teachers.

Moreover for the students of English education department who then become an English teacher, they need more than just comprehension, but they need more like proficieny, especially for speaking skill. It is important for the English education department students to speak English not only in the class but also outside the class as their real life communication or interactions. Real-life interaction are a major factot for second language acquisition and development of communicative competence. Because the major time the studentshave everyday is their rel-life, it is more important to speak English more outside on their everyday life.

Usually, the students feel difficult to speak because their not know many words but when the students always to thinking and learning about the word, the more worsd children know, the more information they have. The better their understanding of the word and the easier it is for them to learn new words. When children first use new worsd, they usually have a limited idea of what they really mean. Helping children develop a deeper understanding of words is an important part of building their speaking. The adults in a child's life play a significant role in

helping children build a deeper understanding of words. They do this by giving children many opportunities to hear worsd in meaningful every day conversations.

The researcher considered that it is necessary to find out an alternative strategy to create suitable and interesting teaching. The teacher needs to help students encourage students anxiety, motivate them to learn better speacially help the students to overcome the speaking skill problem. They need any practices to assist them in developing their speaking ability. For this reason, many strategy can be applied including SSTaRS strategy because encourages the students to be actively participating in strategy learning process and many research findings say that, this strategy also gives students an opportunity to practice communicating in different social context and social roles.

In other word, this strategy applied to improve the students' understanding of vocabulary and the students' vocabulary mastery. Besides, this strategy can be applied in English class to improve the students' speaking skill. This strategy will help the students understand when and how to use the vocabulary correctly especially in speaking in term of accuracy. Thus, it is extremely important to emphasize that using SSTaRS is one of strategy to encourage students' English ability especially the students' speaking skill.

According to Weitzman & Greenberg (2010), *ABC and Beyond: Building Emergent Literacy in Early Childhood Settings,* outlines a powerful strategy for teaching vocabulary – **Shoot for the SSTaRS**. This flexible, practical strategy can be naturally infused into shared book reading and other daily activities and routines in early childhood environments and at home SSTaRS can be apply by several steps as follows :

1. Stress the new word to focus on the students' attention;

   The first step in this strategy is the teacher should highlights the new word while introducing it. For example, "*Look, that poor dog is **exhausted**. Do you know what **exhausted** means*? . Then stress the new word to get the students' attention the new words. Then teachers explain how to stress the word correctly and ask the students about their understanding including what the words means or define it based on the way you used it.

2. Show the students what the word means;

   After the students already understand the way to stress the word then the teacher will show the students the meaning of the word by using a facial ***expressions*** (e.g., to dramatize being exhausted), dramatic ***gestures***, ***pantomime*** or ***play-acting*** when possible (e.g., pretend you are exhausted and slump into a chair, assuming an exhausted posture) and also change the way to say the word - e.g., use a tired voice for "*exhausted*". For example, the word "EXCITED" in a higher pitch and increased loudness to portray meaning.

3. Tell the students what the word means; and

   In this part, the teacher describe the word's ***meaning*** - e.g., "*He's **exhausted***". That means that he is totally tired. He's so tired, he can hardly move. That's what exhausted means. Here, the students are able to understand how to pronounce the word correctly with a stress and understand the use of the word. Then, give ***specific details*** about the word – e.g., "*Look. The dog's tongue is hanging out of his mouth and he's panting because he's been running so much. That has made him exhausted. If someone has been*

running for a long time that can make him feel exhausted. Staying up all night and not sleeping can also make you feel exhausted the next day." Furthermore, the teacher need to describe what the word is and what it is not – e.g., "*Exhausted doesn't mean you are just a little tired. It means that you are very, very tired - so tired that your whole body feels like it can't move and you just want to lie down and rest.*" By Describing the word's meaning and give specific details about the word will give the students really good idea of the word's particular meaning and how to use it appropriately in conversation.

4. Relate the word to students' personal experiences and knowledge, as well as to other words and sitution

New information makes more sense to students when they can relate it to something they already know. Help the students to develop a deeper understanding of new words by "*hooking*" new words onto their existing knowledge and experiences as well as onto words they already know. For example, "*Remember when your grandma came to visit? When she flew from England on a plane, she didn't sleep the whole night. She was exhausted when she arrived, so she went to sleep early that night and slept until lunch time the next day. Then, when she woke up, she wasn't exhausted anymore because she had a very good sleep.*" The word to student's personal experience and knowledge, as well as to other word and situations. New information makes sense to a student when they can relate it to something they already know. Help the students develop a deeper understanding of new words by using their preexisting speaking knowledge.

5. Say it again – and read the book again

The last part is asking the students to repeat to check the students understanding. The more times students hear a word and the more contexts in which they hear it, the better they will understand it, and the more likely they are to use it. It takes years before children truly understand the full meaning of a word. It is only through repeated exposure to the word and through participation in many conversations in which the word is used in varied contexts that they will fully understand it, even after they begin to use it themselves.

Moreover, there is no need to insist that students say the word**.** The goal is for students to understand it and apply in their conversation or speaking. Once they do, they will start to use it as part of their expressive vocabulary. In addition, while the examples provided appear to demonstrate the adult or the teacher taking very long turns, a typical interaction would involve the students actively. It is important for adults to *wait* after telling students something about the word so they can then respond to the student's comments and questions. The more times students hear a word, more contexts in which they hear it, the better they will understand it, and the more likely they are to use it.

B. Speaking Ability

1. Definition of Speaking

As a language skill, speaking is one of the most difficult aspects for students to be mastered. According to Porald (2008:33) it is hardly surprising when one considers everything that is involved when speaking like the ideas, what to say, how to use grammar, vocabulary and pronunciation as well as listening to and reacting to the person you are communicating with. In fact,

sometimes speaking is undervalued because an English teacher almost uses all the time in the class by taught grammar and vocabulary. The Reacher only engages their students to memorize vocabularies and many grammar rules.

Most of the teachers think that grammar and vocabulary are the most important to be mastered. In fact, the teachers almost use all the time to explain grammar and get the students memorize a list of vocabulary. But, speaking is the essential skill from any other language skills to be mastered buys the students.

a. Definition of speaking there are many various definition of speaking from many different English language experts, but it is impossible to discuss all of them. According to Nurhayati (2011:10) in her writing states that speaking is the essential skill of language is naturally the way human communicate to express ideas feelings, as well as opinion to achieve a particular goal while to maintain social relation between people. Based on definition above, the writers conclude that speaking is an activity which enables us to produce utterances in order to tell or show our feelings and ideas to the other people to achieve a particular goal.

b. Importance's of Oral/Speaking work

According to Patel and Jain (2008:105), the speaking work has some importance for the students to get total improvement in their learning process, those are:

1)   It enables students to speak very effectively and master the communicate skill;

2) It makes students perfect in any kind of reading and writing;

3) It develops good speech, pronunciation, correct sentences and vocabulary;

4) The oral work helps students to improve their spelling ability;

5) Oral work helps students to develop all linguistic skill effectively;

6) It enables the students to understand how to speak and use the stress, intonation and articulation;

7) Through oral practice, graded and controlled vocabulary can be developed; and

8) The oral work remits the pronunciation mistakes and thus develops that habit of correct or accurate speech.

2. **The Elements of Speaking**

Speaking is a skill which becomes important part of daily life, and such needs to be developed and practiced independently in the grammar curriculum (Harmer, 2007, p. 60). In addition, the teaching of speaking emphasizes on the four basic language skills and one of the basic language skills is speaking. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 198). By speaking with others, students are able to know the kinds of situation in the world.

The complexity of speaking skill is represented by stages involved. There are at least three stages of speaking. They are conceptualization,

formulation and articulation. Conceptualization is the process when the information is given to remind people about something which is related to their daily life. Formulation involves in making strategies at the level of discourse, syntax, and vocabulary. Also, at the formulation stage, the words need to be assigned with their pronunciation. Last, articulation involves the use of organs of speech to produce sounds. For example, when child learns to say "*mom*" and "*daddy*" to his/her parents. His/her parents say "mom" and "*daddy*" firstly and their child saves the words in his/her mind. After that, the child tries to formulate and tries to say "mom" and "daddy". This example can explain about the stages of speaking.

Speaking covers two elements that cannot be separated one another. They are accuracy which covers pronounciation, grammar, vocabulary.

Marcel (1976:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy can be divided into three items; they are pronounciation, grammar, and vocabulary.

a. Pronunciation

According to Hancook & Sylve (2003, p. 30) and Harmer (2007, p. 102), pronunciation is very important both of speaking and listening. But, according to Harmer (2003, p. 98), pronunciation teaching does not only makes students aware of different sounds and sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make student aware of using stress when speaking.

Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent and inflection. Sometimes

the listener does not understand what we talking about because lack in pronunciation. Pronunciation is the fact of manner of articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress use, which are the indicators of someone whether he has good pronunciation in language spoken. Furthermore pronunciation and stress are largely learned successfully by imitating and repetition. Often with reference some standard of contents or acceptability, the concepts of pronunciation may be said to include:

1) The sound of language

The sound of language may be well meaningless. If you said /t/ (the line shows that this is phonetic script) a few times, e.g. tu, tu, it will not be very much English. Neither will be sound /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

2)   Stress

Native speakers of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and questions.

3)   Intonation

Intonation is clearly important item, and component user of language recognize what meaning it has and can change the meaning of word they say through using it in different ways, when we taught

English language, students need to use rhythms and stress correctly if they are to be understood

b. Grammar

According to Simon and Schuster (1978, p. 792), grammar is defined in the following:

1) The study of language, which deals with the forms and the structure of words (phonology) and with the customary arrangement in phrases and sentences (syntax).

2) The system of words structure and words arrangement of a given language at a given time.

3) A system of rules for speaking and writing a given language.

4) A book containing rules.

5) One of speaking and writing, it has to be learned because the valuable transmission in speech through the understanding of structural patterns. Grammar in speaking is different to English in writing text (Harmer, 2007 p. 89). The more details can be seen in table below:

Table 2.1 Features of Spoken Grammar

No	WRITTEN GRAMMAR	SPOKEN GRAMMAR
1	Reported speech favored	Direct speech favored
2	Little ellipsis	A lot ellipsis
3	No question tags	Many questions tags
4	No performance effects	Performance effects,

		including:
		a. Hesitate
		b. Repeats
		c. False starts
		d. Incompletion
		e. Syntactic blends

All items above are important for students in learning speaking. Because of that, English teacher should have appropriate method to fill students' need in speaking. There are two roles of teacher in teaching speaking; traditional teacher and modern teacher. According Reece and Walker (1997, p. 402), traditionally the role of the teacher has been as a purveyor of information: the teacher was the fount knowledge. In other word, the focus of teaching – learning is not student but teacher. As a result, the student cannot improve their ability and they are unable to communicate in the target language in real world situation. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, booking hotel's room and booking airplane's ticket. While modern teacher is a facilitator, a person who assists students to learn for themselves. In here students are center of teaching and learning process in the class. In other word, the contribution of students in the class should be concerned by teacher. The teacher should make the learning as easy and quick as possible.

Moreover, there are six types of classroom speaking performance (Brown, 2001, p. 169). They are imitative, intensive, responsive, transactional (dialogue), and extensive (monologue). The first one is imitative which is known as drill. This is used in term of focusing on some particular elements of language form instead of concentrating on meaningful

interaction. The second one is intensive. Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice the phonological or grammatical aspect of language. The third one is responsive which often occurs in class when question or replies are delivered by the students. The question or replies in this class are usually adequate but do not expand into dialogue. The extension of the previous type is transactional (dialogue) where the transmission or substitution of spesific information performs. A more complex type is interpersonal (dialogue) which is fulfilled in order to sustain social relationship. These exchanges are a little bit difficult for student because they can engage some or all of the following factors: a casual register, colloquial language, emotionally changed language, slang, ellipses, sarcasm, and convert "*agenda*". The last one is extensive (monologue) which is usually applied at intermediate or advance level. The students are expected to carry out comprehensive monologue in the form of oral reports, summaries, or short speeches. In this circumstances, the register is more formal and deliberate.

c. Vocabulary

Vocabulary is the fundamental elements of speaking, without the mastery if this element, a person cannot say anything by using particular language. Vocabulary is the total number of words which make up a language that is known and used by a person in a trade, profession, etc. (Marcel , 2011:18) states that someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

According to Longman (1995:240) vocabulary are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

Harmer (2001:135) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is the words that students have learned and they expect to be able to use them. Passive vocabulary is the words they can recognize but cannot be produces. Someone can be considered of having good vocabulary use, when the vocabulary produced is wide appropriate with certain situation of dialogue or speech.

3. Strategies for Developing Speaking Skills

The students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructions teach the students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

The instructor can use the effective strategy to teach speaking as follows:

1. Using Minimal Responses
2. Using language to Talk About Language
3. Social and culture rules and norms

C.   Conceptual Framework

```
┌─────────────────────────────────────────────┐
│          Teaching English Speaking           │
└─────────────────────────────────────────────┘
                      ⇓
          ┌──────────────────────┐
          │        SSTaRS        │
          └──────────────────────┘

┌────────┐  ┌────────┐  ┌────────┐  ┌────────┐  ┌────────┐
│ Stress │  │  Show  │  │  Tell  │  │ Relate │  │  Say   │
└────────┘  └────────┘  └────────┘  └────────┘  └────────┘

          ┌──────────────────────────────────┐
          │        Improve the Students'      │
          │  Speaking Skill in Term of Accuracy │
          └──────────────────────────────────┘

┌───────────────┐   ┌──────────────┐   ┌──────────────┐
│ Pronunciation │   │  Vocabulary  │   │   Grammar    │
└───────────────┘   └──────────────┘   └──────────────┘
```
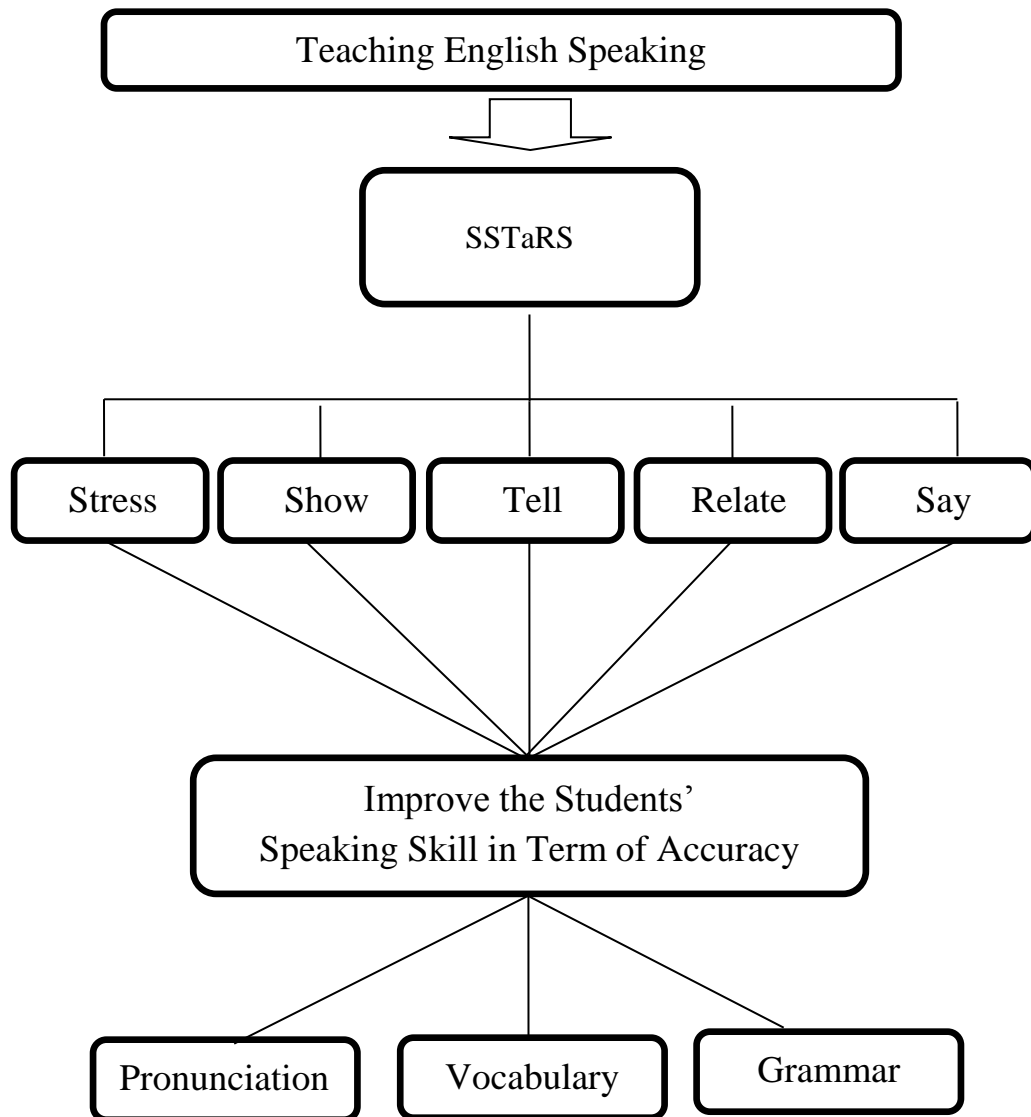
Figure 2.1 Conceptual Framework

Based on previous mentioned conceptual framework of this research,
it can be describe as follows:

1. Input refers to prior the students accuracy in speaking ability before the students coming in to the teaching process.

2. Process refers to teaching and learning speaking ability by SSTaRS Strategy.

3. Output refers to reduce the students'accuracy in speaking ability after the students' get treatment

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a pre-experimental method with one group pretest and posttest design (Setyadi, 2006). This design involved one group as pre-test (O_1), exposed to treatment (X), and post-test (O_2).
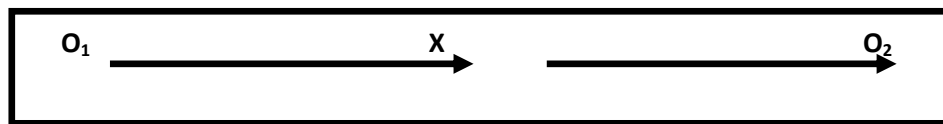
Figure 3.1 Research design of one group pre-test – post-test

Gay (1981:225)

Notes :

O₁: Pre-test

X: treatment

O₂ : Post-test

B. Research Variables and Indicators

a. Research Variables

There were two variables in this research, namely independent variable and dependent variable those are:

1. The independent variable

   Independent variable is Stress, Show, Tell, and Relate, Say (SSTaRS) Strategy. It is influence or explained the dependent variable

2. The dependent variable

Dependent variable is student's speaking ablity. It is influenced by independent variable.

b. **Research Indicator**

The indicators of pronunciation (the sound of language, stress, intonation), vocabulary (verb and noun) and grammar (tenses into past).

C. **Hypothesis**

Based on some description in the review of related literature and some previous mentioned findings, the hypothesis were formulated as in follows:

1. Null Hypothesis (H0): SSTaRS strategy does not improve the students speaking skill at the eighth grade students of SMPN 4 Sendana.

2. Alternative Hypothesis (H1): SSTaRS strategy improve the students speaking skill at the eighth grade students of SMPN 4 Sendana.

D. **Population and Sample**

a. **Population**

The population of this research was the eighth grade students of SMPN 4 Sendana Majene in academic year 2016/2017. Which was spread in five classes. The number of the students were 140 students.

b. **Sample**

The researcher used a purposive sampling method because that class was able to fulfill the rules and also they had the characteristics that the

researcher wants. The research took only class VIII.B as the sample of the research which consist of 29 students.

E.   Instrument of the Research

The researcher applied an instrument of this research used oral test. Oral test aimed to get information about students' speaking ability. In pre-test and post-test, the researcher gave topics through the picture, and the students choose one picture that they want to talk. In pre-test and post-test, the students one by one to speak face to face with the researcher in the class. The researcher got record the oral speaking by using tape recorder. All tests was gave found the students' ability in speaking

F.   Prosedure of Data Collection

a.   Pre-Test

Pre-test was given to find out the studends' speaking ability before giving treatment. In this stage, the researcher used speaking test by using topics through the picture, to find out how well the students' speaking ability before the researcher in the treatment and the students' uttarances was used record with using recorder.

b.   Treatment

After giving the pre-test, the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy to improve students' Speaking English. It was conducted 6 times, each meeting took 90 minutes. The prosedure of treatment as follows:

1. The teacher stressed the words of the topic through the picture and the students focus their attention.

2. The teacher showed to the students about the topic

3. The teacher explained to the students what does the topic means.

4. The teacher asked the students to relate topic and their experiences into sentences.

5. The teacher gave chance to the students to tell their sentences in front of the class.

c.   Post-test

In this stage, the researcher test the students' to find out their speaking performance after giving the treatment using SSTaRS. The researcher given test to the students to practice the picture about the topics. The students uttarances was used record with using recorder.

G. Technique of Data Analysis

Speaking accuracy divided into pronunciation, vocabulary, and grammar

a. Pronunciation

Table 3.1 Rubric of pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation was only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
Very Good	5	Pronunciation was slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is still moderately influence by the mother tongue but no serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical a lexical errors.
Very Poor	1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidenced of having mastered any of the language skills and areas practiced in the course.

(Layman1972: 219)

b. Grammar

Table 3.2 Rubric of grammar

Classification	Score	Criteria
Excellent	6	Makes few (if any) noticeable errors of grammar/structure and word order.
Very Good	5	Occasionally make grammatical or word order errors which did not, however, obscure meaning.
Good	4	Make frequent errors of grammar and word order in which occasionally obscure meaning.
Average	3	Grammar and word order make comprehension difficult must often rephrase sentence or restrict him / her to basic pattern.
Poor	2	Errors in grammar word order as severe as to make speech virtually unintelligibly.
Very Poor	1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors.

(Layman1972: 219)

c. Vocabulary

Table 3.3 Rubric of Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Had to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he had to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning. Fair range of expression.
Average	3	Had to make an effort for much of the time. Often had to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost given up making the effort at times limited range of expression.
Very Poor	1	Full of long and unnatural paused. Very halting and fragmentary delivery. At items given up making the effort. Very limited range of expression.

(Layman1972:219)

Classifying the score of the students pre-test into post-test into six levels as follows:

Table. 3.4: Classification Table

Score Range	Classification
5.6 – 6	Excellent
4.6 - 5.5	Very Good
3.6 - 4.5	Good
2.6 - 3.5	Average
1.6 - 2.5	Poor
0 - 1.5	Very Poor

a. To calculated the persentage of the students' score in the pretestand posttest, the formula which used as follows:

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

Where : P = Percentage

F = Number of Correct

N = Number of Sample

(Sudjiono, 2005:43)

b. Calculating the mean score of students speaking proficiency test by formula:

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

Where :

$\bar{X}$: Mean Score

$\sum X$:Sum of all score

N :Total number of subject

(Gray in Rahmawati, 2010: 33)

c. To calculate the percentage of the students score, the formula
which used as follows:

$$\% = \frac{x2 - x1}{x1}100\%$$

Notation: %   :The persentage of improvement

X2   : The total of post-test

X1   : The total pre-test

(Harmer in Amirullah: 1987)

d. Finding out the significant differences between the score of pre-
test and post-test, the researcher used following formula:

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

Where:

t   = Test of significant

D   = The difference between the method pairs X_2-X_1

$\bar{D}$ = The mean of D square

$\sum D^2$ = The square of the sum score of difference

$(\sum D)^2$ = The Square of $\sum D$

N = The number of subject

(Gay 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings presented deal with the results of students' achievement in learning speaking through Stress, Show, Tell and Relate, Say (SSTaRS) Strategy. The data were collected from 29 students in class VIII B at the Eighth Grade of SMPN 4 Sendana Majene. The instrument was a speaking test that the researcher gave topicts through the pictures, and the students choose one picture to deliver speech. The test used in both pre-test and post-test.

The following is the description of the data found which covers the rate percentage of the pre-test and post-test result, mean score and the result of the data analysis.

1. The Improvement of Students' Speaking Skill in Term of Accuracy Through SSTaRS Strategy

Based on the pre-test and post-test that conducted in SMPN 4 Sendana Majene, it can be known that there is an improvement of the students' speaking skill through SSTaRS Strategy in term of accuracy including the students' pronunciation, vocabulary and grammar. It can be seen clearly in the table below:

Table 4.1 The Mean Score of the Student's Improvement Speaking
Accuracy

NO	Variables	Indicators	Pre-test	Post-test	Improve-ment (%)
1	Pronuntiation	• Intonation • Stress	4.1	6.56	60
2	Vocabulary	• Verb • Noun	5	7.02	40.4
3	Grammar	Tenses (Past Tense)	2.77	5.2	87.72
Total			**11.87**	**18.78**	**188.12**
Mean			**3.95**	**6.26**	**62.70**

Table 4.1 shows that the score of the students speaking skill in term
of accuracy including the students' pronunciation improved (60%) from the
mean score in pre-test is 4.1 to be 6.56 in post-test. Besides, the students'
vocabulary improved (40.4%) from the mean score in pre-test is 5 to be 7.02
in post-test and the students' grammar improved (87.72%) from the mean
score in pre-test 2.77 to be 5.20 in post-test. It indicates that the score of the
students speaking skill in term of accuracy including pronunciation,
vocabulary and grammar in each indicators in post-test were greater than
pre-test.

Based on the results of the pre-test and post-test, it can be
concluded that there were an improvement toward the students' speaking
skill in term of accuracy including pronunciation is 60%, vocabulary 40.4%

and grammar 87.72%. The data shown that the use of Stress, Show, Tell, and Relate, Say Strategy in teaching speaking improved the students' ability to Speak English in term of accuracy (pronunciation, vocabulary and grammar).

2. The Classification of the Students' Speaking Skill in Term of Accuracy Through SSTaRS Strategy

Based on the data mentioned in the students' mean scores then the researcher found the distribution of frequency and percentage score of the students' speaking ability in term of accuracy including pronunciation, vocabulary, grammar, and comprehension in speaking in the pre-test and post-test were presented as follows:

a. Pronunciation

Table 4.2. The Distribution of Frequency and Percentage Score of Students' Speaking Accuracy on Pronunciation in Pre-test and Post-test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	6	0	0	0	0
Very good	5	0	0	7	24.1
Good	4	3	10.3	14	48.2
Average	3	12	41.3	8	27.5
Poor	2	10	34.4	0	0
Very poor	1	4	13.7	0	0
Total		**29**	**100**	**29**	**100**

Based on the rate percentage in the table 4.2, in pretest found that no students got excellent and very good. Besides, there were 3 (10.3 %) students got good, 12 (41.3 %) students got average, 10 (34.4 %) students got poor, 4 (13.7 %) students got very poor. Then, in post-

test found that there were 7 (24.1%) students got very good, 14 (48.2 %) students got good, 8 (27.5 %) students got average and none of the students got poor and very poor.

b. **Vocabulary**

Table 4.3. The Distribution of Frequency and Percentage Score of Students' Speaking Accuracy on Vocabulary in Pre-test and Post-test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	6	0	0	0	0
Very good	5	0	0	12	41.3
Good	4	11	37.9	12	41.3
Average	3	9	31.0	5	17.2
Poor	2	8	27.5	0	0
Very poor	1	1	3.44	0	0
Total		29	100	29	100

Based on the rate percentage in the table 4.3, it can be known that in pre-test, none of the students got excellent and very good. Moreover, there were 11 (37.9 %) students' got good. Besides, there were 9 (31.0 %) students got average and 8 (27.5 %) students got poor but there was 1 (3.44 %) student got very poor. Furthermore, there were an improvement in post-test, the researcher found that there were 12 (41.3 %) students got very good, 12 (41.3 %) students got good and (17.2 %) students got average. There was none of the students got poor and very poor.

c. Grammar

Table 4.3. The Distribution of Frequency and Percentage Score of Students' Speaking Accuracy on Grammar in Pre-test and Post-test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	6	0	0	0	0
Very good	5	0	0	0	0
Good	4	0	0	7	24.1
Average	3	5	17.2	19	65.5
Poor	2	10	34.4	3	10.3
Very poor	1	14	48.2	0	0
Total		29	100	29	100

Based on the rate percentage in the table 4.4, in pre-test found that there was not any student who get excellent, very good and good but there were 5 (17.2 %) students got average, 10 (34.4 %) students got poor, 14 (48.2 %) students got very poor. Then, in post-test found that there were 7 (24.1%) students got good, 19 (65.5 %) students got average and 3(10.3%) students got poor. Besides, there was none of the students got excellent, very good and very poor.

3. Hypothesis Testing

The result of t-test was higher than t-table' value, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n − 1, where n: number of students was 29. It could be seen as follows:

df = n-1,

df = 29-1, df = 28

Based on the level of significance and the degree of freedom (df) = 28*(p)* = 0.05 above, the value of the t-table = 2.048. The result of t-test for reading comprehension focused on main ideas and supporting details could be seen below:

Table 4.5. The T-test value of Students' Speaking Skill

Variable	Mean score of Pre-test	Mean score of Post-test	t-test	t-table	Compa-rison	Classifica-tion
$\overline{X_2} - \overline{X_1}$	2.82	18.80	14.72	2.048	t-test > t-table	Significantly Different

Table 4.5 shows that t-test value of speaking english was greater than t-table value (14,72 > 2.048). It means that there is significant difference between the student's speaking before and after researcher used Stress, Show,Tell and Relate, Say Strategy as media in teaching. It was show that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

The process of collecting data undertaken into eight meetings; one meeting for pre-test, one meeting for post-test, and six meetings for the treatment. In the first meeting, the researcher gave pre-test in order to measure the students' speaking ability. The next section after pre-test, the researcher commenced the treatment by giving four meetings. After the post-test done, then the researcher analyzed the score of the students.

Related to the data collected through the pre-test and post-test, it was shown the implementation of Throuhg SSTaRS Strategy at the eight grade student of SMPN 1 Sendana was effective. In this case, there is a significant improvement of students' speaking ability after giving them the treatment through SSTaRS Strategy. It describes as follows:

1. The Improvement of Students' Speaking Skill in Term of Accuracy of Pronunciation Through SSTaRS Strategy

The use of SSTaRS strategy in teaching will be beneficial for both students and teachers. It will help the students well understanding the material of teaching. Thus, the students are able to improve their English ability especially their speaking skill in term of accuracy. One of indicators that carried out by the researcher in term of accuracy was the students' pronunciation. It is because when the students speak in front of the class, they always faced by a problem to pronounce the words correctly and effect the students' speaking performance. Therefore, the researcher used SSTaRS strategy to overcome this problem. Based on the research findings, the

researcher found that there is an improvement toward the students' speaking skill in term of accuracy of pronunciation through SSTaRS Strategy

In the research findings, the researcher found that the mean score of the students' accuracy in speaking in term of pronunciation improved 60% from the mean score in pre-test is 4.1 to be 6.56 in post-test. Moreover, based on the data, the rate percentage and score frequency of the students' speaking accuracy. The result of the students' accuracy of their speaking skill in term of pronunciation, in pretest found that there were none student got excellent and very good and there were 3 (10.3 %) students got good, but there were 4 (13.7 %) students got very poor. From the data of the pre-test then the researcher applied a treatment used SSTaRS strategy that aimed at finding out the effectiveness of this strategy to improve the students' speaking skill. Then, in post-test found that there were 7 (24.1%) students got very good, 14 (48.2 %) students got good, 8(27.5 %) students got average. After giving the intensive treatment, it found that there were none of students got poor and very poor.

To concluded, the use of SSTaRS strategy in teaching English especially in teaching speaking is effective to improve the students' speaking ability in term of accuracy of pronunciation. It clearly shown in the findings and previous discussion.

2. **The Improvement of Students' Speaking Skill in Term of Accuracy of Vocabulary Through SSTaRS Strategy**

Besides, the used of SSTaRS to improve the students' speaking skill in term of accuracy, the second indictor that carried out by the researcher was

the students' vocabulary. Vocabulary is one of the important aspects in English that will influence the students' speaking skill. It is because the students will fluent and accurate to speak when the have a lot of vocabulary mastery. Then, the researcher applied SSTaRS strategy to find out the effect of the students' speaking skill in term of accuracy of vocabulary.

Based on the research finding, the researcher found that the mean score of the students' speaking skill in term of accuracy of vocabulary improved 40.4% from the mean score in pre-test is 5 to be 7.02 in post-test. It indicates that the score of speaking each indicators in post-test is higher than pre-test. Furthermore, based on the data, the rate percentage and score frequency of the students' speaking accuracy. The result of accuracy on vocabulary, in pre-test found that there were none of the students got excellent and very good, 11 (37.9 %) students' got good, 9 (31.0 %) students got average and 8 (27.5 %) students got poor. Besides, there was 1 (3.44 %) student got very poor. After analysing the students' speaking skill in term of accuracy of vocabulary then the researcher applied a treatment used SSTaRS strategy. Then, as a result in post-test found that there were 12 (41.3 %) students' got very good, 12 (41.3 %) students got good, 5 (17.2 %) students got average and finally there were none of the students got poor and very poor.

To sum up, the use of SSTaRS strategy in teaching English especially in teaching speaking in term of accuracy of the students' vocabulary is beneficial to improve the students' speaking ability in term of

accuracy of pronunciation. It clearly shown in the findings and previous discussion.

3. **The Improvement of Students' Speaking Skill in Term of Accuracy of Grammar Through SSTaRS Strategy**

The third indicator is the students' speaking skill in term of accuracy of grammar. Grammar is one aspect in English, one of the advantage is to know the different of the grammar used by the speaker such as speakers talking about future, past or presents.

Based on the research findings, the researcher found that the students' speaking skill in term of accuracy of grammar improved 87.72% from the mean score in pre-test 2.77 to be 5.20 in post-test. It indicates that the score of speaking each indicators in post-test is higher than pre-test.

Furthermore, based on the data, the rate percentage and score frequency of the students' speaking skill in term of accuracy. The result in pre-test found that there were none of the students got excellent, very good and good, 5 (17.2 %) students got average, 10 (34.4 %) students got poor, but there were 14 (48.2 %) students got very poor. Then, in post-test found that there were 7 (24.1%) students got good, 19 (65.5 %) students got average, 3 (10.3%) students got poor. There was not students got excellent, very good and very poor.

During the treatment, the students enjoyed the teaching and learning process very much because they were interested with their discussion whit their

group mates. However, the students were still difficult to produce words well and give feedback immediately.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 28 indicated t-test value was greater than t-table value was 14.72>2.048 there was significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that Through SSTaRS Strategy could improved the students' Speaking Ability.

Based on the data above, it proved the theory acoording to Weitzman & Greenberg - shoot for the SSTaRS*: A strategy for teaching vocabulary to promote emergent literacy.* This flexible strategy and helping children develop a deeper understanding of words is an important part of building their vocabulary. The researcher concluded that through SSTaRS Strategy as media in teaching speaking could improve the students' speaking accuracy, because before implementing this media the students' speaking still low, especially to understand of topict through the picture but after implementing this media the students' speaking increase espeacially to their speaking accuracy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion proposed in previous chapter, the following conclusions are presented:

1.   The use of Stress, Show, Tell and Relate, Say Strategy improved the students' speaking skill in term of accuracy of pronunciation in speaking . It was proved by the mean score accuracy of pronunciation was 60% from the mean score in pretest was 4.1 and postest 6.56. Besides, in pre-test found that there were 3 (10.3 %) students' good and there were 4 (13.7 %) students got very poor. Then, in post-test found that there were 7 (24.1%) students got very good and there were none of the students got poor and very poor.

2.   The use of Stress, Show, Tell and Relate, Say Strategy improved the students' speaking skill in term of accuracy of vocabulary. It was proved by the mean score accuracy of vocabulary was 40.4% from the mean score in pretest was 5 and postest 7.02. In pre-test found that there were none of the students got excellent and very good and 11 (37.9 %) students got good, but there was 1 (3.44 %) student got very poor. Then, in post-test found that there were 12 (41.3 %) students got very good, 12 (41.3 %) students got good, 5 (17.2 %) students got average and there were none of students got poor and very poor.

3.   The use of Stress, Show, Tell and Relate, Say Strategy improved the students speaking skill in term of accuracy of grammar. It was proved by

the mean score accuracy of grammar was 87.72% from the mean score in pre-test was 2.77 and pos-test 5.20. In pre-test found that there were none of the students got excellent, very good and good, 5 (17.2 %) students got average, 10 (34.4 %) students got poor, but there were 14 (48.2 %) students got very poor. Then, in post-test found that there were 7 (24.1%) students got good, 19 (65.5 %) students got average, 3 (10.3%) students got poor and there was not students got excellent, very good and very poor.

B.   Suggestion

The suggestion was addressed for these who had an interst in the issue of the effect of using Stress, Show, Tell And Relate, Say Strategy to improve the student's accuracy in speaking English. Based on the result of this research, the researcher gave suggestion:

1. For the teacher

It suggested that the English teacher should use various technique and choosing the good technique that should make students interested so they are more motivated to learn. Besides, it is suggested through Stress, Show, Tell and Relate, Say Strategy to improving the student's accuracy in speaking English.

2. For the students

The students are expected to improve their intensity in learning speaking through SSTaRS strategy to improve students accuracy in

speaking English. Besides, the students pay attention with all the material given by the teacher

3. For the further researcher

The result of this expected to be useful imformation and the researcher gives suggestion to the next researcher to conduct the similar technique with other respondents to find out the advantages of this material or improve this research by doing further examination on the student's accuracy in speaking english or compare in the different skill, such as writing, listening or reading. It is expected that in the future this research can be used as a source of data for further research and also hope that further research will be conducted based on the other vactorr, different variables, more number of sample, more different places, and more precise designs.

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APPENDICES

Rencana Pelaksanaan Pembelajaran(RPP)

Nama Sekolah   : SMP Negeri 4 Sendana
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 1 (pertama)

Standar Kompetensi (speaking)
1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

Indikator
1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

1. **Tujuan Pembelajaran**
   - Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
   - Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

2. **Materi Pokok**

   Pre-test

   Topics through the picture using SSTaRS strategy
   - ❖ Smoking should be banned

❖ Coruption

F. **Metode Pembelajaran/Teknik**

Three Phases Techniques

Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
  6. The teacher stressed the words of the topic through the picture and the students focus their attention.
  7. The teacher showed to the students about the topic
  8. The teacher explained to the students what does the topic means.
  9. The teacher asked the students to relate topic and their experiences into sentences.
  10. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk
- the students one by one to speak face to face with the researcher in the class.

- The researcher got record the oral speaking by using tape recorder

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar, September 2016

Mahasiswa

Peneliti

Irna

Mayangsari

10535522412

Rencana Pelaksanaan Pembelajaran(RPP)

Nama Sekolah   : SMP Negeri 4 SENDANA
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 2 (dua)

Standar Kompetensi (speaking)
1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*)..

Indikator
1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

1. **Tujuan Pembelajaran**
   • Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
   • Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

2. **Materi Pokok**

   Picture:

   ❖ English is important

❖ Full day schooling

F. Metode Pembelajaran/Teknik

Three Phases Techniques

Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
  11. The teacher stressed the words of the topic through the picture and the students focus their attention.
  12. The teacher showed to the students about the topic
  13. The teacher explained to the students what does the topic means.
  14. The teacher asked the students to relate topic and their experiences into sentences.
  15. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk
- the students one by one to speak face to face with the researcher in the class.

- The researcher got record the oral speaking by using tape recorder

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar, September 2016

Mahasiswa Peneliti

Irna Mayangsari

10535522412

Nama Sekolah   : SMPN 4 SENDANA
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 3 (tiga)

Standar Kompetensi (speaking)
1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*)..

Indikator
1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).

2.Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

1. **Tujuan Pembelajaran**
   - Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
   - Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

2. **Materi Pokok**

   Picture :

   ❖ Homework

❖ National final exam should be removed

F. **Metode Pembelajaran/Teknik**

Three Phases Techniques

      Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
  16. The teacher stressed the words of the topic through the picture and the students focus their attention.
  17. The teacher showed to the students about the topic
  18. The teacher explained to the students what does the topic means.
  19. The teacher asked the students to relate topic and their experiences into sentences.
  20. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk
- the students one by one to speak face to face with the researcher in the class.

• The researcher got record the oral speaking by using tape recorder

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar,   September 2016

Mahasiswa Peneliti

Irna Mayangsari

10535522412

Rencana Pelaksanaan Pembelajaran(RPP)

Nama Sekolah   : SMPN 4 SENDANA
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 4 (empat)

Standar Kompetensi (speaking)
1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*)..

Indikator
1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

1. Tujuan Pembelajaran
- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

2. Materi Pokok

Picture :

❖ Animal testing should be banned

❖ Video games cause bad behaviour in children

F. **Metode Pembelajaran/Teknik**

Three Phases Techniques

Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
    21. The teacher stressed the words of the topic through the picture and the students focus their attention.
    22. The teacher showed to the students about the topic
    23. The teacher explained to the students what does the topic means.
    24. The teacher asked the students to relate topic and their experiences into sentences.
    25. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk

- the students one by one to speak face to face with the researcher in the class.
- The researcher got record the oral speaking by using tape recorder

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar,   September 2016

Mahasiswa Peneliti

Irna Mayangsari

10535522412

Rencana Pelaksanaan Pembelajaran(RPP)

Nama Sekolah   : SMPN 4 SENDANA
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 5 (lima)

Standar Kompetensi (speaking)
3. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
4. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
3. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
4. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*)..

Indikator
1. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).

2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

3. Tujuan Pembelajaran
- Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

4. Materi Pokok

Topics through the picture using SSTaRS strategy

❖   All people should be vegetarians

❖

F. **Metode Pembelajaran/Teknik**

Three Phases Techniques

Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
    26. The teacher stressed the words of the topic through the picture and the students focus their attention.
    27. The teacher showed to the students about the topic
    28. The teacher explained to the students what does the topic means.
    29. The teacher asked the students to relate topic and their experiences into sentences.
    30. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk
- the students one by one to speak face to face with the researcher in the class.

- The researcher got record the oral speaking by using tape recorder

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar,	September 2016

Mahasiswa Peneliti

Irna Mayangsari

10535522412

Rencana Pelaksanaan Pembelajaran(RPP)

Nama Sekolah   : SMPN 4 SENDANA
Mata Pelajaran   : Bahasa lnggris
Kelas/Semester   : VIII/2
Alokasi Waktu   : 2 x 45 menit
Pertemuan Ke   : 6 (enam)

Standar Kompetensi (speaking)
3. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
4. Mengungkapkan makna dalam teks percakapan transaksional resmi dan percakapan berlanjut (*sustained*) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar
3. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).
4. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: mengungkapkan pendapat (*expressing: opinion*).

Indikator
3. Merespon dengan benar terhadap tindak tutur: mengungkapkan (*expressing: opinion*).
4. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional:mengungkapkan (*expressing: opinion*).

3. **Tujuan Pembelajaran**
   - Siswa dapat merespon dengan benar terhadap tindak tutur: mengungkapkan(*expressing: opinion*).
   - Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: mengungkapkan (*expressing: opinion*).

4. **Materi Pokok**

   Pre-test

   Picture:

   ❖ we should stop sending immigrant labors

Hey, I'm going to come to your country, because there aren't jobs in mine.

❖ cats are better pets then dogs

F. **Metode Pembelajaran/Teknik**

Three Phases Techniques

Kegiatan inti

- the students was given a treatment by using Stress, Show, Tell, and Relate, Say Strategy.The prosedure of treatment as follows:
    31. The teacher stressed the words of the topic through the picture and the students focus their attention.
    32. The teacher showed to the students about the topic
    33. The teacher explained to the students what does the topic means.
    34. The teacher asked the students to relate topic and their experiences into sentences.
    35. The teacher gave chance to the students to tell their sentences in front of the class.

- the researcher gave topics through the picture, and the students choose one picture that they want to talk
- the students one by one to speak face to face with the researcher in the class.

- The researcher got record the oral speaking by using tape recorde

G. Pedoman Penilaian

No	Aspek yang dinilai	Skor
1	Pronunciation	3,5-9,5
2	Vocabulary	3,5-9,5
3	Grammar	3,5-9,5

Makassar,   September 2016

Mahasiswa Peneliti

Irna Mayangsari

10535522412

TEACHING MATERIAL

First Meeting

Name   **:**

Reg. No   **:**

Class   **:**

❖ Smoking should be banned

❖ Coruption

<div align="center">

TEACHING MATERIAL

</div>

Second Meeting

Name   :

Reg. No   :

Class   :

❖ English is important

❖   Full day schooling

TEACHING MATERIAL

Third Meeting

Name :

Reg. No :

Class :

❖ Homework

❖ National final exam should be removed

TEACHING MATERIAL

Fourth Meeting

Name :

Reg. No :

Class :

❖ Animal testing should be banned

❖ Video games cause bad behaviour in children

TEST INSTRUMENT IN PRE-TEST

Instructions:

Choose one of the picture below and give an oral presentation. You have 10 minutes for preparing before delivering your speech and you have 3 minutes to speak.

❖

❖
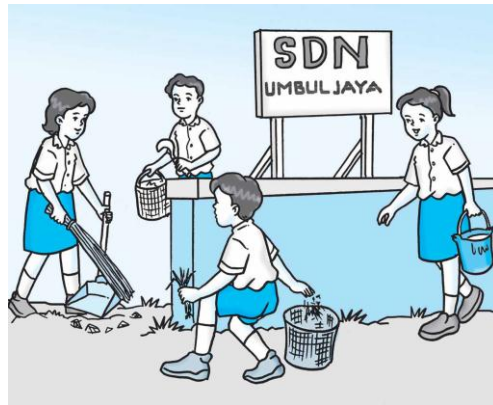
TEST INSTRUMENT IN POST-TEST

Instructions:

Choose one of the picture below than give an oral presentation. You have 10 minutes to prepare before delivering your speech and you have 3 to 5 minutes to speak.

APPENDIX A

THE LIST NAME OF THE STUDENTS OF CLASS VIII B SMPN 4

SENDANA. KAB. MAJENE

No	Sample	Code
1	S-1	S-1
2	S-2	S-2
3	S-3	S-3
4	S-4	S-4
5	S-5	S-5
6	S-6	S-6
7	S-7	S-7
8	S-8	S-8
9	S-9	S-9
10	S-10	S-10
11	S-11	S-11
12	S-12	S-12
13	S-13	S-13
14	S-14	S-14
15	S-15	S-15
16	S-16	S-16
17	S-17	S-17
18	S-18	S-18
19	S-19	S-19
20	S-20	S-20
21	S-21	S-21

22	S-22	S-22
23	S-23	S-23
24	S-24	S-24
25	S-25	S-25
26	S-26	S-26
27	S-27	S-27
28	S-28	S-28
29	S-29	S-29

APPENDIX B

DAFTAR HADIR SISWA KELAS VIII B SMPN 1 SENDANA. KAB.

MAJENE

No	Name						
1	S-1	√	√	√	√	√	√
2	S-2	√	√	√	√	√	√
3	S-3	√	√	√	√	**a**	√
4	S-4	√	√	√	√	√	√
5	S-5	√	√	√	√	√	√
6	S-6	√	√	**i**	√	√	√

7	S-7	√	√	√	√	√	√
8	S-8	√	√	√	√	√	√
9	S-9	√	√	√	√	√	√
10	S-10	√	√	√	√	√	√
11	S-11	√	√	√	√	√	√
12	S-12	√	√	√	√	√	√
13	S-13	√	√	√	√	√	√
14	S-14	√	√	√	√	√	√
15	S-15	√	√	√	√	s	√
16	S-16	√	√	√	√	√	√
17	S-17	√	√	√	√	√	√
18	S-18	√	√	√	√	√	√
19	S-19	√	√	√	√	√	√
20	S-20	√	√	√	√	√	√
21	S-21	√	√	√	√	√	√
22	S-22	√	√	√	√	√	√
23	S-23	√	√	√	√	√	√
24	S-24	√	√	√	√	√	√
25	S-25	√	√	√	√	√	√
26	S-26	√	√	√	√	√	√
27	S-27	√	√	√	√	√	√
28	S-28	√	√	√	√	√	√
29	S-29	√	a	√	√	√	√

APPENDIX C

CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN SPEAKING ACCURACY ON PRONUNCIATION

Students	Indicator (pronunciation)					
	Pre-test			Post-test		
	Pronunciation	Total Score (X)	Classifying	Pronunciation	Total Score (X)	Classifying
S - 1	4	6.5	Good	5	8.3	Very Good
S - 2	3	5	Average	4	6.6	Good
S - 3	3	5	Average	4	6.6	Good
S - 4	2	3.3	Poor	3	5	Average
S – 5	2	3.3	Poor	4	6.6	Good
S – 6	1	1.6	Very Poor	3	5	Average
S -7	1	1.6	Very Poor	3	5	Average
S – 8	2	3.3	Poor	3	5	Average
S – 9	3	5	Average	4	6.6	Good
S – 10	2	3.3	Poor	4	6.6	Good
S – 11	1	1.6	Very Poor	3	5	Average
S – 12	1	1.6	Very Poor	4	6.6	Good

S – 13	2	3.3	Poor	4	6.6	Good
S -14	3	5	Average	4	6.6	Good
S -15	3	5	Average	5	8.3	Very Good
S -16	4	6.5	Good	5	8.3	Very Good
S -17	3	5	Average	4	6.6	Good
S -18	4	6.5	Good	5	8.3	Very Good
S -19	2	3.3	Poor	4	6.6	Good
S – 20	2	3.3	Poor	3	5	Average
S - 21	3	5	Average	5	8.3	Very Good
S - 22	3	5	Average	4	6.6	Good
S - 23	2	3.3	Poor	3	5	Average
S - 24	3	5	Average	5	8.3	Very Good
S - 25	3	5	Average	5	8.3	Very Good
S - 26	2	3.3	Poor	4	6.6	Good
S - 27	3	5	Average	4	6.6	Good
S - 28	3	5	Average	4	6.6	Good
S – 29	2	3.3	Poor	3	5	Average

APPENDIX D

CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN SPEAKING ACCURACY ON VOCABULARY

Students	Indicator (vocabulary)					
	Pre-test			Post-test		
	Vocabulary	Total Score (X)	Classifying	Vocabulary	Total Score (X)	Classifying
S - 1	4	6.5	Good	5	8.3	Very Good
S - 2	4	6.5	Good	5	8.3	Very Good
S - 3	3	5	Average	4	6.6	Good
S - 4	3	5	Average	4	6.6	Good
S – 5	3	5	Average	4	6.6	Good
S – 6	2	3.3	Poor	3	5	Average
S -7	3	5	Average	4	6.6	Good
S – 8	2	3.3	Poor	4	6.6	Good
S – 9	4	6.6	Good	5	8.3	Very Good
S – 10	4	6.6	Good	5	8.3	Very Good
S – 11	2	3.3	Poor	4	6.6	Good
S – 12	3	5	Average	4	6.6	Good
S – 13	4	6.5	Good	5	8.3	Very Good

S -14	4	6.6	Good	5	8.3	Very Good
S -15	3	5	Average	5	8.3	Very Good
S -16	4	6.5	Good	5	8.3	Very Good
S -17	4	6.6	Good	5	8.3	Very Good
S -18	3	5	Average	4	6.6	Good
S -19	3	5	Average	4	6.6	Good
S – 20	2	3.3	Poor	3	5	Average
S - 21	4	6.5	Good	5	8.3	Very Good
S - 22	2	3.3	Poor	4	6.6	Good
S - 23	3	5	Average	4	6.6	Good
S - 24	2	3.3	Poor	3	5	Average
S - 25	4	6.5	Good	5	8.3	Very Good
S - 26	2	3.3	Poor	4	6.6	Good
S - 27	4	6.6	Good	5	8.3	Very Good
S - 28	2	3.3	Poor	3	5	Average
S – 29	1	1.6	Very Poor	3	5	Average

APPENDIX E

CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN SPEAKING ACCURACY ON GRAMMAR

Students	Indicator (grammar)					
	Pre-test			Post-test		
	Grammar	Total Score (X)	Classifying	Grammar	Total Score (X)	Classifying
S - 1	3	5	Average	4	6.6	Good
S - 2	3	5	Average	4	6.6	Good
S - 3	2	3.3	Poor	3	5	Average
S - 4	1	1.6	Very Poor	2	3.3	Poor
S – 5	1	1.6	Very Poor	3	5	Average
S – 6	1	1.6	Very Poor	2	3.3	Poor
S -7	1	1.6	Very Poor	3	5	Average
S – 8	1	1.6	Very Poor	3	5	Average
S – 9	2	3.3	Poor	4	6.6	Good
S – 10	2	3.3	Poor	3	5	Average
S – 11	1	1.6	Very Poor	3	5	Average
S – 12	1	1.6	Very Poor	3	5	Average
S – 13	1	1.6	Very Poor	3	5	Average

S -14	2	3.3	Poor	3	5	Average
S -15	2	3.3	Poor	4	6.5	Good
S -16	3	5	Average	3	5	Average
S -17	3	5	Average	4	6.6	Good
S -18	2	3.3	Poor	3	5	Average
S -19	2	3.3	Poor	4	6.6	Good
S – 20	2	3.3	Poor	3	5	Average
S - 21	2	3.3	Poor	4	6.6	Good
S - 22	1	1.6	Very Poor	3	5	Average
S - 23	1	1.6	Very Poor	3	5	Average
S - 24	1	1.6	Very Poor	3	5	Average
S - 25	2	3.3	Poor	3	5	Average
S - 26	1	1.6	Very Poor	3	5	Average
S - 27	3	5	Average	3	5	Average
S - 28	1	1.6	Very Poor	2	3.3	Poor
S – 29	1	1.6	Very Poor	3	5	Average

APPENDIX F

THE SCORE OF PRE-TEST SPEAKING ABLITY

KODE SISWA	INDICATORS			ACCURACY
	PRONUNCIATION	VOCABULARY	GRAMMAR	
S-01	6,5	6,5	5	6
S-02	5	6,5	5	5,5
S-03	5	5	3,3	4,43
S-04	3,3	5	1,6	3,3
S-05	3,3	5	1,6	3,3
S-06	1,6	3,3	1,6	2,16
S-07	1,6	5	1,6	2,73
S-08	3,3	3,3	1,6	2,73
S-09	5	6,6	3,3	4,97
S-10	3,3	6,6	3,3	4,4
S-11	1,6	3,3	1,6	2,17
S-12	1,6	5	1,6	2,73
S-13	3,3	6,5	1,6	4,37
S-14	5	6,6	3,3	4,97
S-15	5	5	3,3	4,43
S-16	6,5	6,5	5	6
S-17	5	6,6	5	5,53
S-18	6,5	5	3,3	4,93
S-19	3,3	5	3,3	3,87
S-20	3,3	3,3	3,3	3,3
S-21	5	6,5	3,3	4,93

KODE SISWA				
S-22	5	3,3	1,6	3,3
S-23	3,3	5	1,6	3,3
S-24	5	3,3	1,6	3,3
S-25	5	6,5	3,3	4,93
S-26	3,3	3,3	1,6	2,73
S-27	5	6,6	5	5,53
S-28	5	3,3	1,6	3,3
S-29	3,3	1,6	1,6	2,17
TOTAL SCORE	**118,9**	**145**	**80,4**	**81,82**
MEAN SCORE	**4,1**	**5**	**2,77**	**2,82**

APPENDIX G

THE SCORE OF POST-TEST SPEAKING ABLITY

KODE SISWA	INDICATORS			ACCURACY
	PRONUNCIATION	VOCABULARY	GRAMMAR	
S-01	8,3	8,3	6,6	23,2
S-02	6,6	8,3	6,6	21,5
S-03	6,6	6,6	5	18,2
S-04	5	6,6	3,3	14,9
S-05	6,6	6,6	5	18,2
S-06	5	5	3,3	13,3
S-07	5	6,6	5	16,6
S-08	5	6,6	5	16,6

S-09	6,6	8,3	6,6	21,5
S-10	6,6	8,3	5	19,9
S-11	5	6,6	5	16,6
S-12	6,6	6,6	5	18,2
S-13	6,6	8,3	5	19,9
S-14	6,6	8,3	5	19,9
S-15	8,3	8,3	6,5	23,1
S-16	8,3	8,3	5	21,6
S-17	6,6	8,3	6,6	21,5
S-18	8,3	6,6	5	19,9
S-19	6,6	6,6	6,6	19,8
S-20	5	5	5	15
S-21	8,3	8,3	6,6	23,3
S-22	6,6	6,6	5	18,2
S-23	5	6,6	5	16,6
S-24	8,3	5	5	18,3
S-25	8,3	8,3	5	21,6
S-26	6,6	6,6	5	18,2
S-27	6,6	8,3	5	19,9
S-28	6,6	5	3,3	14,9
S-29	5	5	5	15
TOTAL SCORE	**190,5**	**203,8**	**151**	**545,4**
MEAN SCORE	**6,56**	**7,02**	**5,20**	**18,80**

APPENDIX H

THE GAIN SCORE (D) OF THE STUDENTS' SPEAKING ABILITY

Kode Siswa	Reading Comprehension			
	Pre-test	Post-test	Gain (D)	D^2
S-1	6	23,2	17,2	295,84
S-2	5,5	21,5	16	256
S-3	4,43	18,2	13,77	189,61
S-4	3,3	14,9	11,6	134,56
S-5	3,3	18,2	14,9	222,01
S-6	2,16	13,3	11,14	124,06
S-7	2,73	16,6	13,87	192,37
S-8	2,73	16,6	13,87	192,37
S-9	4,97	21,5	16,53	273,24
S-10	4,4	19,9	15,5	240,25
S-11	2,17	16,6	14,43	208,22
S-12	2,73	18,2	15,47	239,32
S-13	4,37	19,9	15,53	241,18
S-14	4,97	19,9	14,93	222,90
S-15	4,43	23,1	18,67	348,56
S-16	6	21,6	15,6	243,36
S-17	5,53	21,5	15,97	255,04
S-18	4,93	19,9	14,97	224,10
S-19	3,87	19,8	15,93	253,76
S-20	3,3	15	11,7	136,89
S-21	4,93	23,3	18,37	337,45

S-22	3,3	18,2	14,9	222,01
S-23	3,3	16,6	13,3	175,89
S-24	3,3	18,3	15	225
S-25	4,93	21,6	16,67	277,89
S-26	2,73	18,2	15,47	239,32
S-27	5,53	19,9	14,37	206,49
S-28	3,3	14,9	11,6	134,56
S-29	2,17	15	12,83	164,69
TOTAL	**81,82**	**545,4**	**430,09**	**6476,94**
Score	**2,82**	**18,80**	**14,83**	**223,34**

APPENDIX J

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean of pretest in pronunciation

$$\overline{X} = \frac{118{,}9}{29}$$

$$= 4{,}1$$

2. Mean of posttest in pronunciation

$$\overline{X} = \frac{190{,}5}{29}$$

$$= 6.56$$

3. Mean of pretest in Vocabulary

$$\overline{X} = \frac{145}{29}$$

$$= 5$$

4. Mean of posttest in Vocabulary

$$\overline{X} = \frac{203{,}8}{29}$$

$$= 7{,}02$$

5. Mean of pretest in Grammar

$$\overline{X} = \frac{80{,}4}{29}$$

$$= 2{,}77$$

6. Mean of posttest in Grammar

$$\overline{X} = \frac{151}{29}$$

$$= 5{,}20$$

APPENDIX K

THE IMPROVEMENT OF STUDENTS SPEAKING ACCURACY

1. Improvement students in Pronunciation

   $$P = \frac{X_2 - X_1}{X_1} \text{ x } 100$$

   $$P = \frac{190,8 - 118,9}{118,9} \text{ x } 100$$

   $$P = \frac{71,9}{118,9} \text{ x } 100$$

   $$= 60$$

   The students' improvement= 60%

2. Improvement students in Vocabulary

   $$P = \frac{X_2 - X_1}{X_1} \text{ x } 100$$

   $$P = \frac{203,8 - 145}{145} \text{ x } 100$$

   $$P = \frac{58,5}{145} \text{ x } 100$$

   $$= 40.4$$

   The students' improvement= 40.4%

3. Improvement students in Grammar

   $$P = \frac{X_2 - X_1}{X_1} \text{ x } 100$$

   $$P = \frac{151 - 80,4}{80,4} \text{ x } 100$$

   $$P = \frac{70,6}{80,4} \text{ x } 100$$

   $$= 87.72$$

   The students' improvement= 87.72%

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

NOTES : $\sum D$ = 14,83

$(\sum D)^2$ = 223,34

N = 29

$$\overline{D}\, \frac{(\sum D)^2}{N} = \frac{(14,83)^2}{29} = \frac{219,92}{29}$$

$$\overline{D} = 7,583$$

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

$$t = \frac{7,583}{\sqrt{\dfrac{223,34 - \dfrac{(14,83)^2}{29}}{29(29-1)}}}$$

$$t = \cfrac{7{,}583}{\sqrt{\cfrac{223{,}34 - \cfrac{(219{,}92)}{29}}{29(28)}}}$$

$$t = \cfrac{7{,}583}{\sqrt{\cfrac{223{,}34 - 7{,}583}{812}}}$$

$$t = \cfrac{7{,}583}{\sqrt{\cfrac{215{,}757}{812}}}$$

$$t = \cfrac{7{,}583}{\sqrt{0.26571059}}$$

$$t = \cfrac{7{,}583}{0{,}515} =$$

$$t = 14{,}72$$

APPENDIX I

TABLE DISTRIBUTION OF T-VALUE

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

DOCUMENTATION

Treatment

DOCUMENTATION

Postest

DOCUMENTATION

Pretest

CURRICULUM VITAE

IRNA MAYANGSARI. was born on November 05st, 1992 in Waigamo, Majene regency. She is the secod three siblings from the marriage of her parents Sunardi and Nurhayati.s . In 1998 the writer registered as student elementary school SD Negeri 30 Ulidang (Majene) regency and she graduated in 2004. The next in the same year the writer registered as a student in SMP Negeri 1 Sendana (Majene) regency and graduated in 2007. Then the writer registered in Senior High school, SMA Negeri 1 Sendana (Majene) regency and graduated in 2010, the writer registered to study of English department in Makassar Muhammadiyah University.