

**THE USE OF PARTICIPATION POINT SYSTEM IN TEACHING THE ENGLISH
SPEAKING SKILL**
(A Classroom Action Research at The VII Grade of SMPN 4 Baraka Enrekang Regency)



A THESIS

*Submitted as the Fulfillment to Accomplish Sarjana Degree
At faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

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ABSTRACT

AMELIA. 2017. "The Use of Participation Point System in The Teaching English Speaking Skill (A Classroom Action Research at The Seventh Grade of SMP Negeri 4 Baraka Enrekang Regency)", under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Basri Dalle andAstrianto Setiadi).

This research was aimed at finding out the improvement of students' pronunciation and self-confidence through Participation Point System (PPS) Method in teaching speaking skill.

The research method used was class action research design consisting of 4 stages, namely planning, action observation and reflection. It had 2 cycles. The research was implemented on the seventh grade students of SMP Negeri 4Baraka 2016/2017.

The researcher took 20 students as the subject of the research. The researcher taught speaking English using PPS Method. The data were gathered after scoring the students' speaking skill on both pronunciation and self-confidence through diagnostic test and test of cycle I and II.

The research findings showed that the mean score of the students' speaking diagnostic test was 5.22 as categorized poor (low ability) while the mean score of the students' speaking test in cycle I was 5.34. It had a significant progress but the result still did not reach the determined standard score 7, so the research was proceeded to the cycle II that the researcher gained the mean score 7.00 as categorized good. It showed that the latest progress in the cycle II had reached beyond the determined standard score and there was a significant improvement on the seventh grade students' speaking skill on both pronunciation and self-confidence in the English teaching using Participation Point System Method at SMP Negeri 4 Baraka 2016/2017.

Keywords: Speaking, Participation Point System, Pronunciation, Self-Confidence

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Makassar, Oktober 2017

The Researcher

AMELIA

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CHAPTER I

INTRODUCTION

A. Background

English become very powerful language in the world, it became one of international languages; most global community used English as a media of communication with another.

English subject must cover the four skills, namely listening, speaking, reading, and writing. Based on the subject in English the first skill will be explain is writing, writing is one of the language skills that should be taught by English teachers to students not only because the curriculum says so but also because writing is a way of learning. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text).

Listening is the act of hearing attentively. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something. Listening ability is the ability or power to relate the sound to meaning. Listening skill is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it.

Reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And based on the experts quotation above, reading as the

process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyze the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation.

Harmer (1991: 46-47) states that speaking is when the two people are engaged in talking to each other we can be sure that they in general way to suggest that a speaker makes a defined decision to address someone. Speaking activities involve two or more people in using language for interactional or transactional process. Speaking is like the first assessment for each learner who is studying English and each learner has to speak. Speaking is a way to bring a message from one person to others. In other ways speaking is mostly important to communicate among people. Brown CT al. in Malayanti (2004:5) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information.

In short, speaking ability is the skill or competence in producing or reproducing a message or messages into speaks language. Specifik to Speaking sklill thereare many problems which influence the failure that are clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress rhythm and intonation, interaction.All of the obstacles have to be observed in order to reach the success of teaching speaking. The observation result will help teachers in deciding the suitable method in teaching speaking. The result also can be a source in developing approaches or methods in EFL. Teaching speaking needs to know about obstacles that may be occur in the learning process. Some problems come from the internal of students and others come from outside students. So, the paper will discuss about the problems found in teaching speaking. In the other side the problem in teaching English focus on speaking is students more passive in classroom interaction and low in communication with other.

Based on the statement above, the researcher introduced a technique to make student fun in study English and can help students' easier in learning English specially in speaking. Seeing the phenomena, the researcher introduced a technique in teaching English call Participation Point System (PPS).

Student participation is one of the important parts in the teaching and learning process. Therefore, as cited in Brown, (2006). Brown did an action research to investigate whether the "PPS" method could be implemented in Thailand. The result of his study is that students can have courageousness to participate in class activity and it shows the improvement in their speaking ability. The student participation can be effective only when the students are motivated (Jeffrey, 2004,54). Thus, the teacher must have various strategies to make the students keep curious, enthusiastic and motivated to participate during the learning process. The focus of this method is not about giving points for every correct answer or acceptable grammar, but the students' motivation to participate in learning English. Hence, this method did not focus on the skill, but only the participation. To see whether the PPS could be implemented in high school Indonesian learning environment, the implementation of this method is investigated.

Based on the statement above, the researcher introduced a technique to make student fun in study English and can help students' easier in learning English specially in speaking. Seeing the phenomena, the researcher introduced a technique in teaching English call Participation Point System (PPS). The researcher wishes to carry out a research to find out the use of Participation Point System in Teaching the English Speaking Skill at the VII grade of SMPN 4 Baraka.

The application of participation point system method in improving the students' pronunciation can be seen the difference by considering the result of the students' D-Test and the

students' achievement after taking action in cycle I and II through the application of participation point system method in teaching and learning process.

The indicates that there is improvement of the students' pronunciation from Diagnostic-Test to cycle I and cycle II (Diagnostic-Test < cycle I < cycle II) which in Diagnostic-Test of the students' mean score achievement in students' pronunciation is 5.25, in students' self-confidence from D-Test to cycle I and cycle II, which in D-Test the students' score achievement in self-confidence is 5.2.

About the percentage of the vowels students' pronunciation in speaking D-Test indicates that 3 students' (15 %) get fair, 17 students' (85 %) get poor, and then the consonant indicates that 2 students' (10 %) get fair, 18 students' (90%) get poor and none of the students for the other classification. The students' self-confidence in D-Test of the proficiency indicates that, 3 students (15 %) get fair, 17 students (85 %) get poor, in fluently indicates that 2 students' (10%) get fair, 18 students' (90%) get poor and none of the students for the other classification.

B. Problem Statement

Related to the fact in background presented above, the problem of the research can be formulated as follows:

1. How does the use of Participation Point System (PPS) method improve the students' pronunciation in speaking at the seventh grade students of SMPN 4 Baraka?
2. How does the use of Participation Point System (PPS) method improve the students' self - confidences in speaking at the seventh grade students of SMPN 4 Baraka?

C. Objectives of the Study

In relation to the problem statements above, the objective of the study to find out:

1. Whether or not the use of Participation Point System (PPS) method improve the students' pronunciation in speaking at the seventh grade students of SMPN 4 Baraka.
2. Whether or not the use of Participation Point System (PPS) method improve the students' self - confidences in speaking at the seventh grade students of SMPN 4 Baraka.

D. Significance of the Study

The result of this research is expected to be a piece of useful information for teaching English speaking skill with a hope that using participation point system method can improve the students' speaking skill at the seventh Grade of SMPN 4 Baraka. In this case, the researcher specified the result of this research be useful:

1. To give the teachers an information about the other way to teach English, especially in speaking skill.
2. To inform the students who improved their English speaking skill about the other way to get many chance of practicing English especially speaking, also to give a contribution to the students' of English in general, especially the students of SMPN 4 Baraka in order to improve their speaking English.

E. Scope of the Study

The scope of this research is limited to the application of Particiapation Point Sytem to improve students English speaking skill in terms of Pronunciation and self-confidences, because in speaking the pronunciation and self-confidences are the most important part to know the students' speaking accuracy and fluency by the using participation point system method at the Seventh Grade of SMPN 4 Baraka.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The concept of Participation Point System Method

1. What is Participation Point System Method

According to Hadley (1997:1) The participation point system is a method of motivating classroom participation, especially communicative participation, by giving students something tangible (such as discs, marbles, poker chips, etc.) while activities are under way to represent their participation scores.

Active participation is a must for every student; clearly communicating daily expectations is a must for every teacher. This participation points system combines these in a measurable, visual way. Each class activity is assigned a number of points that students can earn as they complete tasks. As students engage in the activities, they write on their grids the points they earn by participating. Just before the class ends, the students' write their total for that day. These can be then used for giving daily, weekly or semester long participation grades.

The purpose of this is to have effective method to measure a participation mark of the student to see the students' progress (English speaking skill) and to make students get accustomed to speaking. Teachers usually write the point for active student secretly in their notes. As a result, only high motivated students who always get benefit of the point and students do not know their participating progress. So Hadley creates method that makes the point for student participation tangible.

The Hadley's "PPS" method is also adopted by another researcher (David Brown, 2006:1). Brown did an action research to investigate whether the "PPS" method could be

implemented in Thailand. The result of his study is that students can have courageousness to participate in class activity and it shows the improvement in their speaking ability.

2. Reasons for Using Participation Point System

2.1 Improving students' Participation in Class

To create or to increase the students participation in the classroom can be done in many ways, and one of the way is by giving motivation. The motivation is an encouragement give to someone to do something.

In increasing the students participation, giving motivation also have the advantagment. Motivation can reduce the students' anxieties. By creating an atmosphere in which they feel comfortable. The students will feel relax so they do not fear in giving their opinion, speak out their though and the result is increase the students' participation. The student participation would be effective only when the students are motivated (Jeffrey, 2004:54). Thus, the teacher should have various strategies to make the students keep curious, enthusiastic and motivated to participate during the learning process.

2.2 Participation point system method in improving students' speaking ability.

One of the expected strategies to give them opportunities to participate is implementing a Participation Point System (PPS) in the classroom (Hadley, 1997). Another adaptation also by Croxall (2010). He is also used similar PPS. He further said that by making the students prepared, it is expected to help the students to stay engaged. The focus of this method is not about giving points for every correct answer or acceptable grammar, but the students' motivation to participate in learning English. Hence, this method did not focus on the skill, but only the participation.

Based on of students' culture where it is teacher-centred and memorizing emphasized, participation point system method can be an alternative to boost students' participation in increasing their speaking ability. Participation point system also can help teacher to mark students' participation and further more this method is quite easy and simple. The media is also easy and does not cost too much money. Additionally the teacher does not necessarily need to learn the method more, nor does it need training to master it.

Participation point system combines motivation and participation by giving positive and instantaneous feedback to students. It is also a tangible and immediate form of feedback, which is very motivational for students. It is very straight forward, even simple approach (Jeffrey, 2003:59).

3. Teaching Procedure of Participation Point System

To apply this method in the classroom, there are some steps for it. Here are the steps below:

a. Listening practice

On this step the researcher will explain the teaching material to the students in English. The aim of this stage is to accustom the students hear someone speak in English so they can imitate it.

b. Conversation activities

After the researcher explains the material, the researcher builds a simple conversation with the students. The conversation may start with asking a simple question to the students for example "is there any unclear for you?" the purposes of this asking are to appear the students wish to speak English and to practice their speaking. For every student trying, it will get point.

c. Do task

The researcher divides the students in a pair to do the reason is to let students share their opinion each other. By doing this model the students are not only communicative with the teacher and also communicative with their friends.

d. Take conclusion

At the end of the meeting the researcher gives two or three minutes for each student to performance their conclusion about the material that is explain before. The aims of this stage are to practice the students speaking ability, to increase the students self confidence and to accustom students in speaking English.

Based on the method the researcher is used classroom action research is aimed to encourage a teacher to administer a learning process well, help him to invent a new way of teaching so that it can be various, in which the method of teaching, which is monotonous, will make the students bored, and eventually, they assume that English is a boring lesson. Moreover, in action research, the teacher is given an opportunity to monitor his students' behavior, activity as well as acquiring knowledge, that he is able to measure the progress of his students in learning the second language during the action research is engaged.

B. Some concept of speaking skill

1. What is speaking

The people do communication in two ways, they are verbal communication and non verbal communication. Speaking is the human's way to communicate by using oral language to send a message to the reciever. According to Gert and Hans (2008: 207) cited in Efrizal (2011: 1), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Brown and Yule (1999: 14) cited in Efrizal (2012: 1) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker some times finds it difficult to clarify what they want to say. Rebecca (2006 : 144) cited in Efrizal (2012: 1) stated that speaking is the first mode in which children acquire, and it is the prince motor of language change. It also provides our main data for understanding bilingualism and language contact.

Neufeldt, (1965: 28) speaking is as an instance of using communication. Therefore, as vehicle speaking is more direct to social interaction that other language skill. According to Winndowson (1985:58-59), the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange. He suggests the term speaking for the manifestation of language as usage and the realization of language as use in spoken interaction as talking. On the other hand, or the ability to communicate orally, speaking is the oral communication in expressing ideas, information and feeling to others. It is the most essential way in which the speaker and express herself through a language.

In short, speaking ability is the skill or competence in producing or reproducing a message or messages into speaks language. In other word, the writer assumed that speaking as oral communication and interaction is an element which a person has to master it when speaks with others, they are: pronunciation which emphasizes about spelling, sound and others. Fluency which consists of many delivers information quickly and with expertise.

From the some definition above, it can conclude that Speaking is one of the four language skills that should be mastered by the students or many peoples to communicate orally with other people. In conversation, speaking is primary vehicle to express enough idea with interlocutor of what we intend.

2. Element of speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they must have the elements involved in English speaking particularly. Haris (1969: 146) stated here as follows:

2.1 Pronunciation

Many students study English speaking decides that English is difficult lesson to learn. When they, teacher cannot understand what they are saying. It means that students have low understanding about pronunciation. Pronunciation is an act or result of producing the sound speech including articulation, vowel formation accent and style. The concept of “ pronunciation or the sound of the languagr” my be said to include:

1. Pitch

Pitch is a way to show the speakers mood. Most of people have a pitch range that normally sign of tension or emotion , for example : the pitch of the speaker’s voices may change dramatically. We often speak at a higher pitch that usual we are frighten or exit. But, sometimes when we are tired, bored, or down our pitch may be lower than normal.

2. Intonation

Intonation is really important in communicating in order to know what the speaker means. Intonation tells the listeners what someone means and how they feel about it. Indeed, to recognize the differences beteween making a statement and asking a question.

3. Sound and spelling

Sound and spelling are two cases which are really need in speaking skill. Both of them use to help a listener accept the message from the speaker easily.

4. Stress

Stress is the term used to describe the point in a word or phrase. Stress is vitally important in conveying meaning of words, phrases, and sentences.

Harmer (1991 : 21) point out that when we teach English language to students, they need to use rhythm and stress correctly.

2.2 Fluency

Fluency refers to be able to speak, to speak clearly, and to send a message to others quickly while the message receivers understand easily. Fluency is vitally needed in speaking in order that communication will flow smoothly.

Fluency is the property of a person or of system that delivers information quickly and with expertise. Language fluency is proficiency in a language, most typically foreign language as another learn language. Fluency itself shows the ability to speak in the language and be understood by its speakers and listeners. In this sense fluency actually encompasses a number of related but separable skills. Fluency indicated a very good information processing speed.

2.3 Vocabulary

Harmer (1991:12) distinguished two types of vocabulary in the words, which we want students to understand, but they will not use them selves.

Vocabulary is important parts that must be mastered those wants to increase speaking ability. Vocabulary is the word having meaning and function of language. Teaching vocabulary teacher should select the vocabulary that can be used by students.

Vocabulary is always used in every time we speak because without in the communication among people is difficult occurrence.

3. Factors influencing speaking skill

There are some factors influencing the students' speaking such as:

3.1 Vocabulary

To be certain, vocabulary always exists in every time use to speak because without vocabulary (word) the communication among people is impossible to be happening. According to Mc Carthy (1990:40) "The biggest components of any language courses are vocabulary". The main cause of the problems is that the mastery of the vocabulary and sound system. If the students have more vocabularies or at least 1000 words, they can communicate fluently (Harmer, 2007:76).

3.2 Grammar

One factors influencing the students speaking ability is the functional grammar. The frequency of the students' activity is that students sometimes want to speak to other people but they have lack of information.

3.3 Appropriate Topics

In learning and teaching process the teacher should give the students the same opportunity to speak in front of the class or there should be many interesting aids that could rise up the students interact to speak enthusiastically. But the main that influence the speaking ability is the appropriate topics that are suitable with their levels

3.4 Frequency

Language is a habit. It means that all the language need exercise and practice. The difficulty of the students is that they do not know how to express their ideas in English. Especially for the student of SMPN 4 Baraka, they are ashamed of speaking English. This indicated that they lack of practice in speaking because they only speak in limited occasion.

3.5 Self Confidence

Speaking is the oral communication in interacting with other people which is need big confident. There are many students' who have no confident in themselves. So, they cannot be communicate because sometimes they feel embarras to speak and mostly they afraid to make some mistakes in their speaking.

3.6 Situation

There are two kinds of situation that usually give a big influence of the students' braveness to talk. There are formal and informal situation. In informal situation the students can speak freely but in Formal situation such as meeting, discussion group, seminar and symposium they are really difficult to express ideas. This one factors influencing their speaking ability.

3.7 Motivation

Most English teacher will agree that the motivation of the students is one of the most import and factors influencing their success a failure in learning the language. Teacher may disagree however; in their estimates of the proportion that is contribute by the students themselves and proportion that is contribute by the teachers own actions and the activities making up the language Instruction. All activities need motivation, like studying English, but sometimes the students do not have motivation to practice their speaking. It is means that the teacher should special attention to the improvement of the Students speaking ability by give them suggestion.

3.8 Pronunciation

Pronunciation is one factor influencing the students ability in speaking language, because by good pronunciation someone can understand what someone say. Pronunciation teaching

deals with two integrate skills recognitions or understanding those are the flow of speech and production or fluently in speak language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which give the leaners the skill (Broughton G and G. Christopher, 1990 – 49).

C. Variabel

Remembering that variable is one of the very important elements of research, the research used two kinds include of variable. Those variables namely independent and dependent variables. Independent variable of this research is the application of participation point system method and dependent variable is developing students speaking skill.

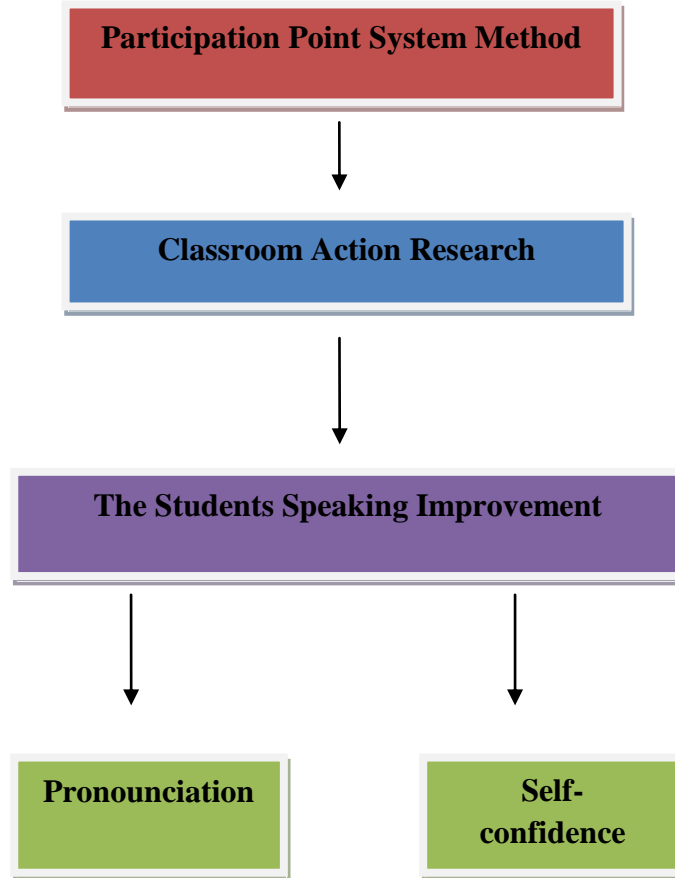
D. Conceptual Framework

The conceptual framework above is describing the process of the research will be conducted by the researcher in improving the students speaking skill through participation point system method.

The research method is used is classroom action research, clearly in the diagram, the researcher only focuses their research on improving speaking accuracy and fluency. In accuracy, the researcher just puts the focus on pronunciation and in fluency focus on self-confidences.

Based on the problems above, the researcher applied participation point system to overcome the problems. Participation point system is one of good method in teaching speaking because it give each student an opportunity to speak in the target language for an extend period of time and students naturally produce more speech. In this activity the students make what they are saying comprehensible to others.

The conceptual framework of this research is in the following diagram:



CHAPTER III

RESEARCH METHOD

A. Research Design

This research followed the work principals of *classroom action research* (CAR) that contains of four stages; they were: Planning, Implementation of Action, Observation, and Reflection. This research was held around two cycles. They were first and second cycle and each cycle was the series of activities which have close relation. Where, the realization of the second cycle was continued and repairing from the first cycle.

Cycle I

1. Planning

- a. In this section, the teacher prepared the material.
- b. The teacher prepared the lesson plan for the implementation of action.
- c. The teacher prepared observation sheet to measure the activeness of students.

2. Action

The activities that had been done in this stage were:

- a. The teacher explain the rule of participation point system to the students.
- b. The students do task like the teacher ask to them. The students do task in group and individual.

3. Observation

- a. Identyfing and making note all problem when teaching and learning process.
- b. Doing evaluation based on result of study.
- c. Giving the students' chance to give suggestion and question in action research.

4. Reflection

Reflection was the activity of evaluating critically about the progress or change of the students' and also the teacher. In this step, the researcher observed activity is result any progress and also about the positive and negative in learning. If the reflection is not succes, so the researcher planning for the next cycle.

Cycle II

1. Planning

- a. Revising the previous lesson plan.
- b. The researcher changes one of the activities in students' performance.
- c. The performance of students is represented by one of the each group but in Cycle II, all students' should perform in front of classroom.

2. Action

- a. The implementation of the lesson plan.
- b. It means that the implementation of every step of the learning process through participation point system method which has been arranged in the planning.

3. Observation

- a. The researcher observes the improvement of the students' speaking skill.
- b. The percentage of the students' progress and the students' activeness during teaching and learning process toward the application of participation point system method.
- c. The researcher finds that the most of the students' can speak English well, they can speak effectively and good of using vocabulary and they can use the correct pronunciation. So, the score students' has got target.

4. Reflection

Reflection is done by seeing the result of the observation. In this part, the researcher analyzes the weakness and success in the learning and teaching process.

B. Research Variables and Indicators

1. Variables

Remembering that variable was one of the very important elements of research, the research used two kinds include of variable. Those variables can be divided into two variables namely independent and dependent variable. Independent variable of this research was the application of participation point system method and dependent variable was developing students speaking skill.

2. Indicators

The indicators of this research were being the students' speaking skill on accuracy (pronunciation) and fluency (self-confidences).

C. Research Instrument

To conduct the research, the researcher used two main instruments to collect data, they were observation sheet and speaking tests. The observation sheet was used to collect data about students participation in teaching learning process in speaking by using Participation Point System Method. While for speaking tests was used to measure the students English speaking skill on accuracy and fluency (pronunciation and self-confidence).

D. Data Collection

The procedure of data collection was presented in chronological order as follows:

1. Observation ; the aim was to find out the students' participation during the teaching and learning process.

2. Speaking test; the aim was to find out the students' speaking progress. In the cycle I test, the researcher gave one phase of oral test for every students based on the materials were use on that school and in the cycle II test.

E. Data Analysis

In giving score for the students speaking accuracy (pronunciation) and fluency (self-confidence) there were some categories used as follows:

- a. Pronunciation

Table 3.1 Score Classification of Speaking Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak very understandable and high of pronunciation
Very good	8.6- 9.5	They speak very understandable and very good of pronunciation
Good	7.6- 8.5	They speak effectively and good of pronunciation.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of pronunciation.
Fair	5.6 – 6.5	They speak sometimes hasty , fair of pronunciation.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.

Very poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in pronunciation and little or no communication.
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(Harmer cited in Fadly, 2014 : 31)

b. Self – Confidence

Table 3.2 Score Classification of Speaking Self-confidence

Classification	Score	Criteria
Excellent	9.6 – 10	They speak very understandable and high of self-confidence.
Very good	8.6 – 9.5	They speak very understandable and very good of self-confidence
Good	7.6 – 8.5	They speak effectively and good of self-confidence.
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of self-confidence.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence.
Poor	3.6 – 5.5	They speak hasty and more sentences are no self-confidence.
Very poor	0.0 – 3.5	They speak very hasty and more sentences are no self-confidence and little or no communication.

(Harmer cited in Fadly, 2014 : 33)

1. The score on the table (Harmer's score) was convert into the score in the table score by using the following formula.

$$\text{Score} = \frac{X}{N} \times 10$$

Where : X = Score of the students

N = Score maximum

2. To calculate the mean score, the following formula applied :

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

Where :

\bar{X} = Mean score

$\sum X$ = Total score score

N = The number of students

(Gay cited in Asrina, 2012 : 49)

3. To calculate the students improvement score, the formula which is use as follow :

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

Notation : P = students improvement score

X₁ = Cycle I

X₂ = Cycle 2

(Gay cited in Asrina, 2012 : 49)

4. To calculate the percentage of the students' observation result, the formula which used as follow :

$$P = \frac{Fq}{4xN} x 100$$

Notation : P = percentage

Fq = Frekuensi

N = the Number of students

(Sudjana cited in Asrina, 2012 : 49)

5. To classify the students' score, there are six classifications which used as follows:

Table 3.3 To Classify the students' Score

No	Score	Classification
1	9.6 – 10	Excellent
2	8.6 – 9.5	Very good
3	7.6 – 8.5	Good
4	6.6 – 7.5	Fairly good
5	5.6 – 6.5	Fair
6	3.6 – 5.5	Poor
7	0.0 – 3.5	Very Poor

(Depdikbud cited in Asrina, 2012 : 50)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and discussion. The findings of the research present the result of the improvement of the the students' speaking skill that covers the students' pronunciation and the students' self-confidence, and the discussion of the research covers further explanation of the findings.

A. The Findings

1. The improvement of the students' pronunciation

The application of participation point system method in improving the students' pronunciation. The improvement of the students' pronunciation at the seventh grade students of SMP Negeri 4 Baraka can be seen clearly in the table 1 below:

Table 4.1 : The Improvement of the Students' Pronunciation

Indicators	The Students' Score		Improvement (%)
	Cycle I	Cycle II	C I → C II
Vowels	5.45	6.97	27.8
Consonants	5.3	7.19	35.6
$\sum x$	10.75	14.16	31.7
\bar{X}	5.37	7.08	31.8

The table above indicates that there is improvement of the students' pronunciation from cycle I and cycle II (cycle I < cycle II) $\frac{1}{27}$ in cycle I, the students' pronunciation is 5.37. There is also significant improvement of the students' pronunciation from cycle I to cycle II where the

students' pronunciation in cycle I is 5.37 and in cycle II is 7.08. So the improvement of the students' pronunciation achievement from cycle I to cycle II is 31.8 %.

The table above also indicates that the indicators of students' vowels improve significantly. After evaluation in cycle I, the students' achievement in vowels becomes 5.45 and in cycle II become 6.97. The students' consonants achievement also improves from cycle I is 5.3 and in cycle II is 7.19 %.

The table above proves that the use of participation point system method in teaching and learning proces is able to improvement of students' pronunciation after taking action in cycle I and cycle II in which the students' achievement in cycle II is the greatest (Cycle II > Cycle I) .

To see clearly the improvement of the students' pronunciation, the following chart is presented:

The Improvement of The Students' Pronunciation

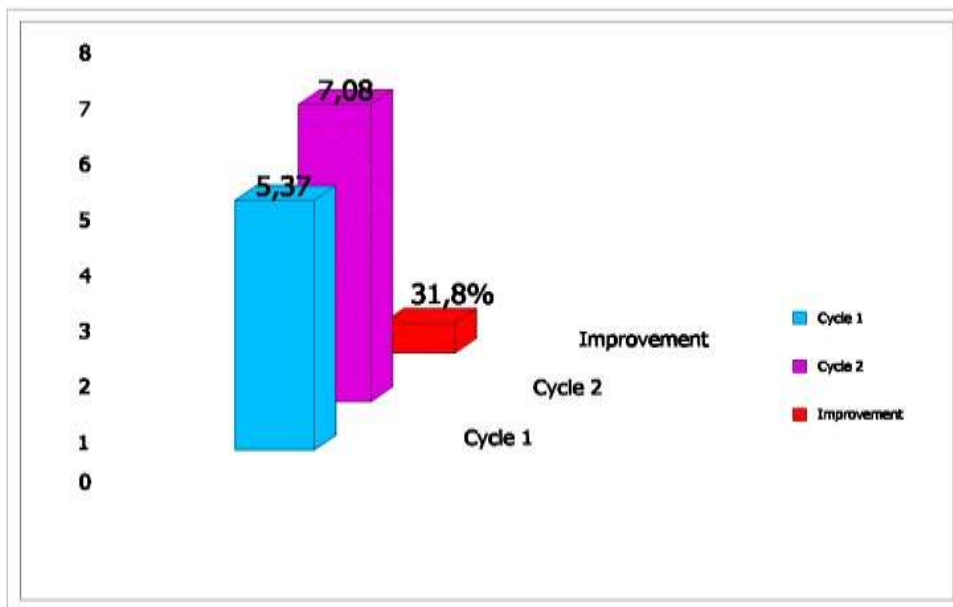


Figure 1 : The Improvement of the Students' Pronunciation

The chart above shows the improvement of the students' pronunciation which in Cycle II is higher (7.08) than Cycle I (5.37) Cycle II > Cycle I). After evaluation in Cycle I and Cycle II,

there is significant improvement of the students' pronunciation where the result of Cycle I is categorised as fair and Cycle II is categorized as good (poor → fair → good). The improvement is shown clearly in the chart above, that is 31.8 %.

2. The Improvement of The Students' Self-confidence

The application of participation point system method in improving the students' self-confidence. The improvement of the students' self-confidence at the seventh grade of SMP Negeri 4 Baraka can be seen clearly in the following table:

Table 4.2 : Improvement of The Students' Self-confidence

Indicators	The Students' Score		Improvement (%)
	Cycle I	Cycle II	C I → C II
Proficiency	5.52	7.18	30.0
Fluency	5.1	6.68	30.9
$\sum x$	10.62	13.86	30.5
\bar{X}	5.31	6.93	30.5

The table above indicates that there is improvement of the students self-confidence from Cycle I to Cycle II. After evaluation in Cycle I the students' self-confidence is 5.31. There is significant improvement of the students self-confidence from Cycle I to Cycle II where the students' self-confidence in Cycle I is 5.31 and in Cycle II is 6.93. So the improvement of the students' self-confidence achievement from Cycle I to Cycle II is 30.5 %.

The table above also indicates that the indicators of students' proficiency improve significantly. After evaluation in Cycle I, the students' achievement in proficiency is 5.52 and in Cycle II become 7.18. The students' fluently achievement also improves from Cycle I is 5.1 and in cycle II is 6.68.

The table above proves that the use of participation point system method in teaching and learning proces is able to improvement of students' self-confidence after taking action in Cycle I and Cycle II in which the students' achievement in Cycle II is the greatest (Cycle II > Cycle I) .

To see clearly the percentage score improvement of the students' self-confidence, following chart is presented:

The Improvement of The Students' Self-confidence

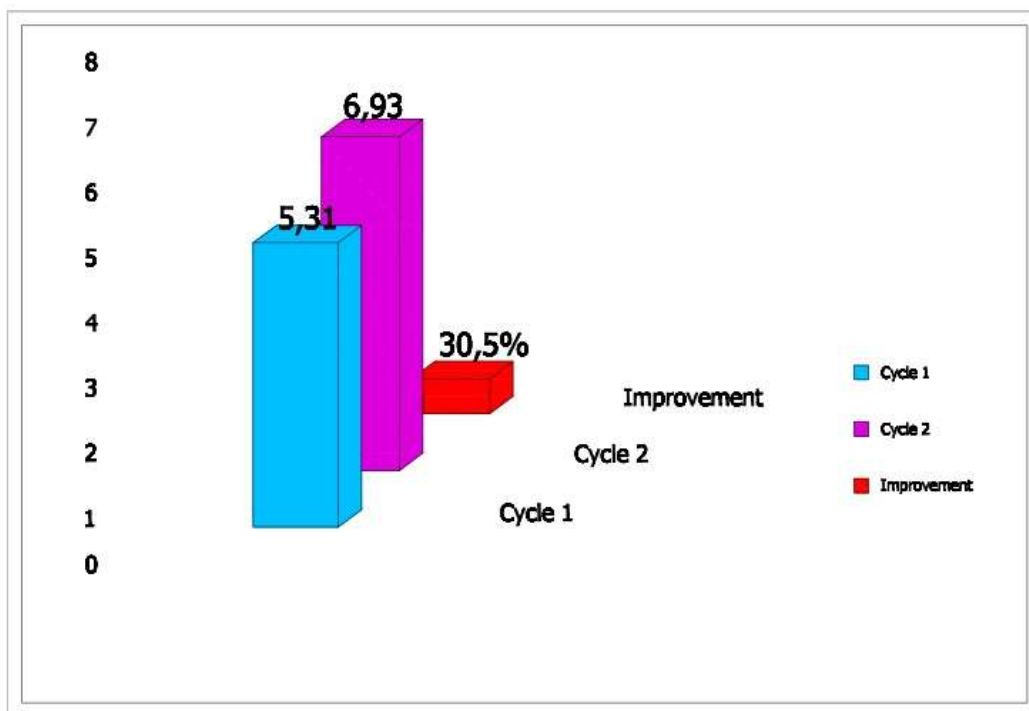


Figure 2 : The Improvement of the Students' Self-Confidence

The chart above shows the improvement of the students' self-confidence in which Cycle II is higher (6.93) than Cycle I (5.31) Cycle II > Cycle I).

After evaluation in Cycle I and Cycle II, there is significant improvement of the students' self-confidence where the result of Cycle I is categorised as fair and Cycle II is categorized as good (poor → fair → good). The improvement is shown clearly in the chart above, that is 30.5 %.

3. The Improvement of The Students' Speaking Skill

The application of participation point system method in improving the students' speaking performance deals with pronunciation and self-confidence. The improvement of the students' speaking performance that dealing with accuracy and fluency can be seen clearly in the following table:

Table 4.3 : The Improvement of The Students' Speaking Performance.

No	Variable	The Students' Score		Improvement (%)
		Cycle I	Cycle II	C1→CII
1	Pronunciation	5.37	7.08	31.8
2	Self-Confidence	5.31	6.93	30.5
	$\sum x$	10.8	14.01	31.1
	\bar{X}	5.34	7.00	31.0

The table above indicates that there is improvement of the students' speaking skill from Cycle I to Cycle II, which in Cycle I the students' speaking performance is 5.34. It categorized as fair. There is also significant improvement of the students speaking performance from Cycle I to Cycle II where the students' speaking performance in Cycle I is 5.34 and cycle II is 7.00. The

students' achievement in Cycle II is categorized as good, so the improvement of the students' speaking skill achievement from Cycle I to Cycle II is 31.0 %.(poor → fair → good).

The table above proves that the used of particiapation point system method in teaching and learning process is able to improvement of the students' speaking performance after taking action in Cycle I and Cycle II where the students' achievement in cycle II is the highest (Cycle II > Cycle I>).

To see clearly the improvemnet of the students' speaking skill, following chart is presented:

The Improvement of The Students' Speaking Skill

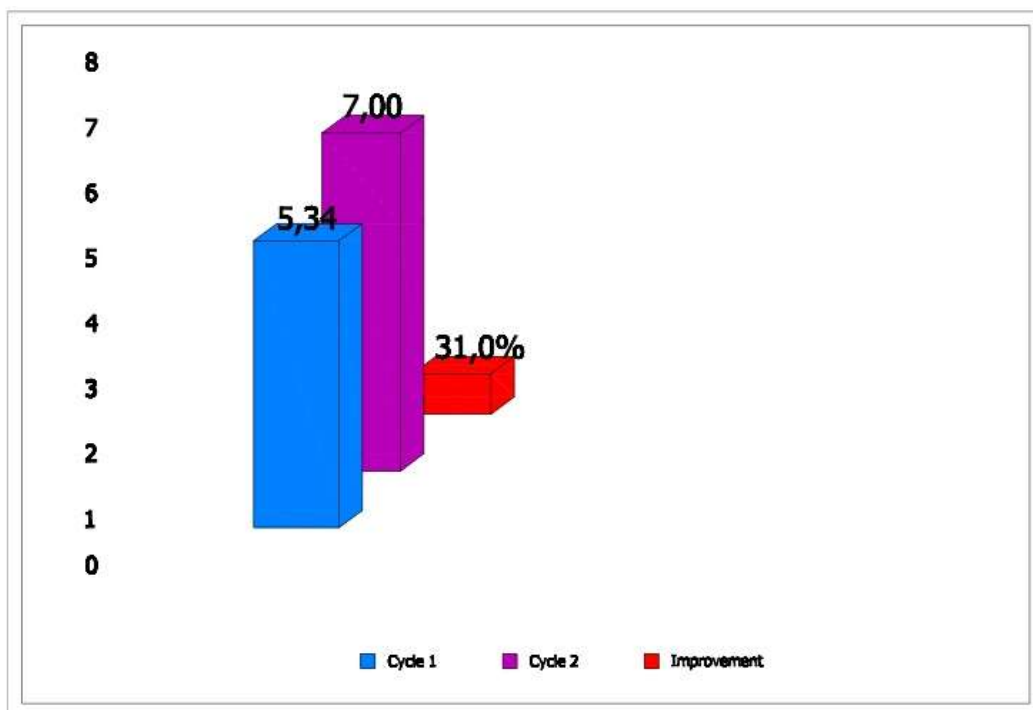


Figure 3 : The Improvement of the Students' Speaking Skill

The chart above shows the improvement of the students' speaking performance in Cycle II is higher (7.00) than Cycle I (5.34). (Cycle II > Cycle I). It also shows that the result of evaluation in Cycle I and Cycle II, there is signifiacnt improvement of the students' speaking

skill where the result of Cycle I is categorized as fair and Cycle II categorized as good (poor→fair→good).

4. The Result of The Students' Activeness In Teaching And Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application of participation point system method in improving the students' speaking skill at the seventh grade students of SMP Negeri 4 Baraka which is conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4.4 : The Observation Result of The Students' Activeness In Learning Process.

Cycle	Meetings				Average	Improvement (%)
	I (%)	II (%)	III (%)	IV (%)	Score (%)	
I	58.75	65.00	71,25	68.75	65.93	6.67
II	73.75	67.50	67.50	72.50	70.31	

The result above is formulated based on the technique of the data analysis and students' scores that are collected through observation sheet. From the table above shows that in Cycle I the students' activeness in each meeting improve significantly. It can be seen clearly in the table that the students' activeness in the fourth meeting is greater than the first, second and the third meeting, where the first meeting in Cycle I the students' activeness is 58.755% and it improves to 68.75% in the fourth meeting.

In Cycle II the improvement of the students' activeness is up and down. Where in the first meeting in Cycle II the students' activeness was 73.75% decrease to 67.50% in the second

meeting and it is lower than the first meeting. It is caused by the topic which was not interesting for the students. In the third meeting in Cycle II the students' activeness improves normally to 67.50% and then in the fourth meeting the students' activeness improves to 72.50%. This is caused by the teaching material is really interesting for the students and the teacher gives them game when opens the class. So the average of the students' activeness in Cycle II is 70.31% . Later, the result is presented in the chart below that shows the average of the students' activeness in the first cycle and the second Cycle.

The Improvement of The Students' Activeness

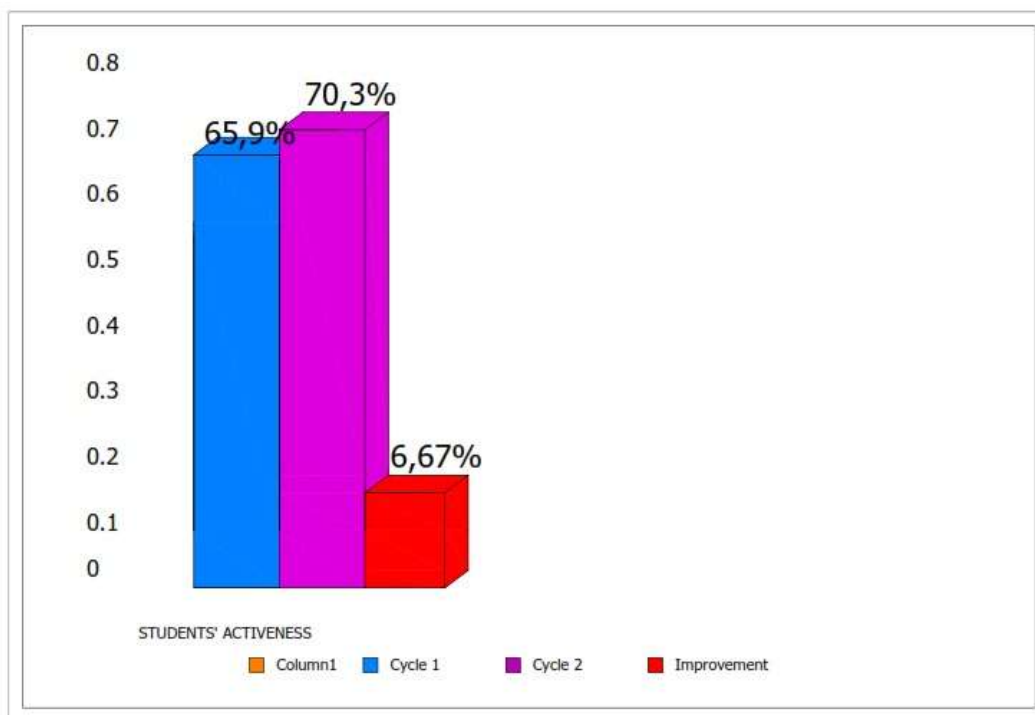


Figure 4 : The Improvement of The Students' Activeness

The chart above shows that there is improvement of the students' activeness in teaching and learning process where in Cycle I is (65.93) lower than Cycle II, but after conducting Cycle II the students' activeness in learning process becomes 70.31%. (Cycle I < Cycle II). The improvement of the students' activeness is 6.67 %.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' speaking skill in terms of pronunciation and self-confidence.

The result of the data analysis through the speaking test shows that the students' speaking skill in terms of pronunciation and self-confidence improve significantly. It is indicated by the mean score of the result in cycle I that is 5.34 it is classified as good and cycle II is 7.00 It is classified as good. Those scores are get from the result test of the students' pronunciation and self-confidence.

1. Implementation of Participation Point System Method in Improving the Students' Speaking Skill

The research is conducted through two cycles to observe the students' skill to speak English through participation point system. Each Cycle consists of four phases. They are planning, action, observation, and reflection. Each Cycle is the series activities which have closed relation. Where, the realization of the second Cycle is continuation and repairing from the first Cycle.

Before taking action in Cycle I and Cycle II through application of " Participation Point System Method", the researcher conduct Diagnostic test to measure the students' basic skill in English speaking.

The implementation of participation point system method in improving the students' speaking skill at the Seventh grade students' of SMP Negeri 4 Baraka, has procedure are as follows:

The first activity is done before the action, where the research prepares the lesson plan to implement the participation point system method in improving the speaking skill for students.

The second activity in action is the implementation of the lesson plan. It means that the implementation of every step of the learning process through participation point system method which has been arranged in the planning.

The third activity is observation. The researcher observes the improvement of the students' in speaking skill, the percentage of the students' progress and the students' activeness during teaching and learning process toward the application of participation point system method. The researcher finds that there are many students' who shy to speak, they are difficult to speak effectively and they only speak English but they do not pay attention to the correct pronunciation. These problems that make the students' are difficult to speak English well.

The fourth activity is reflection. Reflection is done by seeing the result of the observation. In this part, the researcher analyzes the weakness and succes in the learning and teaching process.

Based on the result observation in Cycle I where the researcher finds the weakness in teaching and learning process. The students' do not get target score. It indicates that there is no a great success in Cycle I. To solve this problem, the researcher revises the lesson plan in Cycle I to conduct Cycle II. The researcher changes the activity in students' performance. Revising of the lesson plan is used to repair the weakness of students' improve their speaking skill. The researcher expects there is a significant improvement in the students' speaking skill so that they cab speak English well.

The researcher continues the activities that have been done in the Cycle I by conducting Cycle II.

The fifth activity is revising the previous lesson plan. In this case, the researcher changes one of the activities in students' performance. Where in Cycle I, the performance of students is represented by one of the each group but in Cycle II, all students' should perform in front of classroom.

The sixth activity is implementation of lesson plan that has been revised. In this part, action is done to improve the result based on the Cycle I reflection.

The seventh activity is observation. The researcher observes the improvement of the students' speaking skill, the percentage of the students' progress and the students' activeness during teaching and learning process toward the application of participation point system method. The researcher finds that the most of the students' can speak English well, they can speak effectively and good of using vocabulary and they can use the correct pronunciation. So, the score students' has got target.

The last activity is reflection. Reflection is done by seeing the result of the observation. In this part, the researcher analyzes the weakness and success in the learning and teaching process.

Based on the result observation in Cycle II where the researcher finds that the weakness is less. The students' do not shy to speak, they have self-confidence and they active during teaching and learning process. This method can give motivation to the students' active in speaking practice. It indicates that there is a great success in Cycle II. So, there is a significant improvement.

The application of participation point system method can make the students' more exiting. So, the participation point system method is a good method that is used to improve the students' speaking skill.

2. The Improvement of the Students' Pronunciation

The application of participation point system method in improving students' pronunciation can be seen the difference by considering the result of the students' diagnostic test and the students' improvement after taking action in Cycle I and Cycle II.

Before taking action in Cycle I through application of participation point system method, the first is the researcher conducts diagnostic test to measure the students' basic skill in English speaking. After the researcher gives D-Test, the researcher finds that the mean score of the students' pronunciation at the seventh grade students of SMP Negeri 4 Baraka namely class VII.B is 5.25. The score is get from the result of the score of vowels and consonants in speaking. Where the students' score of vowels is 5.22 and the students' score of consonants is 5.3. It is categorized as poor classification. The score indicate that the students' speaking skill in terms of pronunciation is low, so it must be improved.

To improve the students' pronunciation, the researcher tries to apply participation point system method in teaching and learning speaking. So, after D-Test is done, the researcher begins to do Cycle I that consist of 4 phase namely: planning, action, observation and reflection. The mean score of the students' pronunciation becomes 5.45 in Cycle I. It is categorized as fair classification. It is greater than the students' score in D-Test. So, the improvement of the students' pronunciation from D-Test to Cycle I is 2.28%.

During the teaching and learning process in Cycle I, the researcher finds if the students' only speak English but they did not pay attention to the correct pronunciation and the pronunciation is still influenced by the mother tongue. To solve this problem, the researcher does Cycle II and revise the previous lesson plan. The researcher change the activity in taking action

with every students' practices to perform. So, the improvement of the students' pronunciation from Cycle I to Cycle II is 31.8%.

From the explanation above the researcher analyze that the use of participation point system method can improve students' pronunciation in terms vowels and consonants where the students' mean score in Cycle I and Cycle II are greater than D-Test. The students' pronunciation at the seventh grade students' of SMP Negeri 4 Baraka, class VII B in 2016/2017 academic year through participation point system method. The improvement can be seen after testing and observing the students where the improvement of the students' pronunciation mean score was 5.37 It was classified as fairly. In cycle II, the students pronunciation also improves from cycle I to cycle II where the improvement was 31.8% and the students mean score was 7.08 that was classified as good classification. Because of the target score has been achieved, the research was not continued to the third cycle because the target score has been achieved in cycle II.

3. The Improvement of the Students' Self-confidence

The application of participation point system method in improving students' self-confidence in terms independently and responsibility can be seen the difference by considering the result of the students' Diagnostic-Test and the students' improvement after taking action in Cycle I and Cycle II.

Before taking action in Cycle I through application of participation point system method, the first is the researcher conducts diagnostic test to measure the students' basic skill in English speaking. After the researcher gives D-Test, the researcher finds that the mean score of the students' self-confidence at the seventh grade students of SMP Negeri 4 Baraka namely class VII.B is 5.2. The score is get from the result of the score of proficiency and fluency in speaking.

The score indicate that the students' speaking skill in terms of self-confidence is low, so it must be improved.

To improve the students' self-confidence, the researcher tries to apply participation point system method in teaching and learning speaking. So, after D-Test is done, the researcher begins to do Cycle I that consist of 4 phase namely: planning, action, observation and reflection. The mean score of the students' self-confidence becomes 5.31 in Cycle I. It is categorized as fair classification. It is greater than the studentss' score in D-Test. So, the improvement of the students' pronunciation from D-Test to Cycle I is 2.11%.

During the teaching and learning process in Cycle I, the researcher finds that the students' do not have enough self-confidence when they speak in English. They do not speak loudly and clearly. To solve this problem, the researcher does Cycle II and revise the previous lesson plan. The researcher changes the activity in activity in taking action with every students' practice to perform. Finally, the mean score of the students' self-confidence improve to 6.93 in Cycle II. It is categorized fairly good.

From the explanation above the researcher analyze that the use of participation point system method can improve students' self-confidence in terms proficiency and fluency where the students' mean score in Cycle I and Cycle II are greater than D-Test. So, the improvement of the students' self-confidence from Cycle I to Cycle II is 30.5%.

The students' self-confidence at the seventh grade students' of SMP Negeri 4 Baraka, class VII B in 2016/2017 academic year through participation point system method. The indicator of self-confidence of the students' speaking fluency in the second Cycle has improved from Cycle one. The improvement can be seen after testing and observing the students' where the improvement of the studenrs' self-confidence is 30.5% and the students' mean score is 5.31

It is classified as good. In Cycle II, the students' self-confidence also improves from Cycle I to Cycle II where the improvement is 30.5% and the students' mean score is 6.93 that is classified as good classification. The research is not continued to the third Cycle because the target score has been achieved in Cycle II.

4. The Improvement of the Students' Speaking Skill

The result of the data analysis through the speaking test show that the students' speaking skill in terms of pronunciation and self-confidence improves significantly. It is indicated by the mean score of the result of the students' D-Test is 5.22. It is also lower than the mean score of the students' speaking skill after evaluation in Cycle I is 5.34 and Cycle II is 7.00. So, the improvement of the students' speaking skill from D-Test to Cycle I is 2.29%. Then, the improvement of the students' speaking skill from Cycle I to Cycle II 31.0%. It also shows that the result of D-Test is the lowest achievement. After evaluation in Cycle I and Cycle II, there is a significant improvement of the students' speaking skill.

5. The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application of participation point system method in improving the students' speaking skill at the seventh grade students' of SMP Negeri 4 Baraka in Class VII.B which is conducted in 2 Cycles during 8 meetings is taken by the observation sheet.

The result above is formulated based on the technique of the data analysis and students' scores that are collected through observation sheet. In Cycle I the students' activeness in each meeting improve significantly. It can be seen clearly in the table that the students' activeness in the fourth meeting is greater than the first, second and the third meeting, where the first meeting in Cycle I the students' activeness is 58.755% and it improves to 68.75% in the fourth meeting.

In Cycle II the improvement of the students' activeness is up and down. Where in the first meeting in Cycle II the students' activeness is 73.75% decrease to 67.50% in the second meeting and it is lower than the first meeting. It is caused by the topic which was not interesting for the students. In the third meeting in Cycle II the students' activeness improves normally to 67.50% and then in the fourth meeting the students' activeness improves to 72.50%. This is caused by the teaching material is really interesting for the students and the teacher gives them game when opens the class. So the average of the students' activeness in Cycle II is 70.31% . Later, the result is presented in the chart below that shows the average of the students' activeness in the first Cycle and the second Cycle.

6. The improvement of the students' pronunciation dealing with vowels and consonants.

a. Vowels

The application of participation point system method in improving the students' pronunciation in terms vowels can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process

Table 4.5 : The Percentage of Vowels

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %

4	Fairly good	6.6 – 7.5	0	0 %	16	80 %
5	Fair	5.6 – 6.5	6	30 %	4	20 %
6	Poor	3.6 – 5.5	14	70 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the students' vowels in speaking after taking an action in Cycle I by using participation point system method, the percentage of the vowels is 6 students (30 %) get fair, 14 students (70 %) get poor, and none of the students for the other classification.

In cycle II, the percentage of the vowels is 16 students (80 %) get fairly good, 4 students (20 %) get fair and none of the students for the other classification. The result above also proves that the use of participation point system method is able to improve the students' speaking pronunciation where result of Cycle II is higher than Cycle I (Cycle II \geq Cycle I).

b. Consonants

The application of participation point system method in improving the students' pronunciation in terms consonants can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 4.6 : The Percentage of Consonants

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %
4	Fairly good	6.6 – 7.5	0	0 %	20	100 %
5	Fair	5.6 – 6.5	2	10 %	0	0 %
6	Poor	3.6 – 5.5	18	90 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the consonants in speaking after taking an action in Cycle I by using participation point system method, the percentage of the consonants is 2 students' (10 %) get fair, 18 students' (90 %) get poor, and none of the students for the other classification.

In Cycle II, the percentage of the consonants is 20 students' (100 %) get fairly good, and none of the students' for the other classification.

The result above also proves that the use of participation point system method is able to improve the students' speaking pronunciation where result of Cycle II is higher than Cycle I (Cycle II \geq Cycle I).

7. The improvement of the students' self-confidence dealing with proficiency and fluency.

a. Proficiency

The application of participation point system method in improving the students' self-confidence in terms independently can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 4.7 : The Percentage of Proficiency

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	1	5 %
4	Fairly good	6.6 – 7.5	0	0 %	19	95 %
5	Fair	5.6 – 6.5	6	30 %	0	0 %
6	Poor	3.6 – 5.5	14	70 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the students' proficiency in speaking after taking an action in Cycle I by using participation point system method, the percentage of the

proficiency is 6 students' (30 %) get fair, 14 students' (70 %) get poor, and none of the students' for the other classification.

In Cycle II, the percentage of the proficiency is 1 students' (5 %) get good, 19 students' (95 %) get fairly good and none of the students' for the other classification. The result above also proves that the use of participation point system method is able to improve the students' self-confidence where result of Cycle II is greater than Cycle I (Cycle II \geq Cycle I).

b. Fluency

The application of participation point system method in improving the students' self-confidence in terms of fluency can be seen the difference by considering the result of the students' achievement after taking action in Cycle I and II through the application of participation point system method in teaching and learning process.

Table 4.8 : The Percentage of Fluency

No.	Classification	Range	The Application of PPS			
			Cycle I		Cycle II	
			Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0 %	0	0 %
2	Very good	8.6 - 9.5	0	0 %	0	0 %
3	Good	7.6 – 8.5	0	0 %	0	0 %
4	Fairly good	6.6 – 7.5	0	0 %	20	100 %
5	Fair	5.6 – 6.5	0	0 %	0	0 %
6	Poor	3.6 – 5.5	20	100 %	0	0 %
7	Very poor	0 – 3.5	0	0 %	0	0 %
Total			20	100	20	100

The table above shows that the percentage of the fluency in speaking after taking an action in Cycle I by using participation point system method, the percentage of the fluency is 20 students' (100 %) get poor, and none of the students' for the other classification.

In Cycle II, the percentage of the fluency y is 20 students' (100 %) get fairly good, and none of the students' for the other classification.

The result above also proves that the use of participation point system method is able to improve the students' self-confidence where result of Cycle II is greatest than Cycle I (Cycle II \geq Cycle I).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusion are presented:

1. Using participation point system is able to improve the students' pronunciation at the seventh grade students of SMP Negeri 4 Baraka. It is proved by the students' achievement in Cycle II is higher than Cycle I which evaluation in Cycle I the students' pronunciation becomes 5.37 and cycle II 7.08.
2. Using participation point system method is able to improve the students' self-confidence at the seventh grade students' of SMP Negeri 4 Baraka. It is provided by the students' achievement in Cycle II is higher than Cycle I which in Cycle I the students' mean score achievement after evaluation in Cycle I the students' pronunciation is 5.31 and cycle II 6.93.
3. Using particiaption point system method is able to make the students' more active in learning process, especially in speaking activities.
4. The process of the teaching and learning runs well during the classroom action research at the seventh grade student of SMP Negeri 4 Baraka because the students are enthusiastic to study English. Besides, the reseracher also gets full support by the teachers.

B. Suggestions

In relation to the speaking skill in terms of pronunciation and self-confidence in this thesis, the researcher would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. The students are suggested that they be aware that speaking is an important skill in English communication. The students' should try to speak individually or in group and make English as daily conversation because it can stimulate to speak up more and to get natural communication.
2. The students are suggested that they be aware that speaking is an important skill in English communication. The students' should try to speak individually or in group because it can stimulate to speak up more and to get natural communication. The students should make English as daily conversations in their activities even though they just speak little by little. And the students also should not to forget to memorize many English daily expressions in order to make them speak easily in their activities.
3. The English teachers are suggested they apply of participation point system method because significantly improve the students' speaking performance in terms of accuracy dealing with pronunciation at the seventh grade students' of SMP Negeri 4 Baraka.
4. For the next researcher, they take the other cases of speaking to be improved neither they use this method or other methods. But it is better to use this method in order to know the students' speaking performance improvement with different discussions. The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

5. The English teachers in application of participation point system method significantly improve the students' speaking performance in terms of can significantly improve the students' speaking performance in terms of accuracy dealing with pronunciation at the seventh grade students' of SMP Negeri 4 Baraka. So it is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' speaking performance. And the teachers should be creative in teaching English especially speaking because to master English, it needs more technique or method in improving it.

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Appendix A

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 4 BARAKA
Kelas/semester : VII/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 12 x 40 menit (8 pertemuan)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR

C. INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)	3.2.1 siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (name, Origin, home address) pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.2.2 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (hobbies) pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.2.3 Siswa dapat mengidentifikasi fungsi social, struktur teks dan

	<p>unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (Family member) pendek dan sederhana, sesuai dengan konteks penggunaannya</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.2.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (name, origin, home address), pendek dan sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2.2 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (hobby), pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2.3 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri (family member) pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>

D. MATERI PEMBELAJARAN

1. Materi Pembelajaran Reguler

Teks interaksi transaksional: memberi dan meminta informasi terkait jati diri

- **Fungsi sosial**

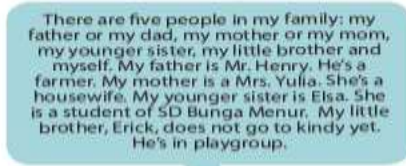
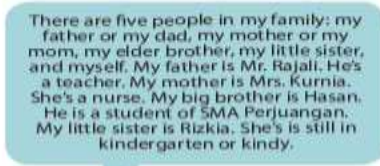
Berkenalan, memperkenalkan diri sendiri / orang lain.

- **Struktur teks**

dapat mencakup

- Memulai

- Menanggapi dengan menyatakan/ menanyakan tentang a.l. nama, alamat, kakak/adik, orang tua, sekolah, tempat kerja masing-masing



- **Unsur kebahasaan**
 - Pernyataan dan pertanyaan terkait jati diri
 - Verba: *be, have, go, work, live* (dalam simple present tense)
 - Subjek Pronoun: *I, You, We, They, He, She, It*
 - Kata ganti possessive *my, your, his*, ect.
 - Ucapan, tekanan kata, intonasi
 - Ejaan, tanda baca
 - Tulisan tangan
- **Topik**

Diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri.

2. Materi Pembelajaran Pengayaan

Teks interaksi interpersonal : memberi dan meminta informasi mengenai jati diri

3. Materi Pembelajaran Remedial

Fungsi sosial, struktur teks dan unsur kebahasaan, teks interaksi interpersonal lisan dan tulis memberi dan meminta jati diri.

**E. KEGIATAN PEMBELAJARAN
PERTEMUAN 1**

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i>". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i>". ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru memperkenalkan dirinya sendiri Misal <i>Hello my name is.... I'm old. I live on Jl... dst.</i> ▪ Jika memungkinkan, guru dapat bertanya kepada anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat kalimat 	60 menit

	<p>tersebut dengan baik dan benar.</p> <ul style="list-style-type: none"> ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut. ▪ Guru dapat meminta peserta didik untuk membacakan teks yang ada. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti : <ol style="list-style-type: none"> 1. <i>Who are you ?</i> 2. <i>What do you think people need to know who are you?</i> 3. <i>What do you know about you?</i> 4. <i>Where your parents come from?</i> 5. <i>What else is important about you?</i> • Guru memberikan pertanyaan yang berhubungan dengan gambar hal 22 <ol style="list-style-type: none"> 1. <i>How many person in the picture?</i> 2. <i>What are they?</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengisi rumpang kalimat yang tersedia dengan menuliskan identitas siswa (hal 22) sesuai dengan identitas pribadinya (hal 23) ▪ Peserta didik mengisi rumpang biodata yang tersedia dengan menuliskan identitas pribadinya. (hal 24) <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) ▪ Guru membahas hasil presentasi peserta didik 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran 	10 menit

	<p>pada pertemuan ini, siswa ditanya tentang umur, tempat tinggal, kegemaran dst.</p> <ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	
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PERTEMUAN 2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i> ". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i> ". ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya kepada beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat-kalimat tersebut dengan baik dan benar. (hal 25) ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut. ▪ Peserta didik mengulang ucapan guru setelah guru membacakan teks yang ada. ▪ Peserta didik beserta teman sebangkunya berlatih dialog tersebut. <p><i>Questioning</i></p>	60 menit

	<ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan gambar hal 25 <ol style="list-style-type: none"> 1. <i>How many person in the picture?</i> 2. <i>Who are they?</i> 3. <i>What are they doing?</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengisi rumpang kalimat yang tersedia dengan menuliskan identitas salah satu teman sekelasnya (hal 26) <div data-bbox="581 1115 1122 1577" style="border: 1px solid #ADD8E6; padding: 10px; margin: 10px 0;"> <p>NAME : Nela Sembiring PLACE OF ORIGIN : Medan HOME ADDRESS : Home : at 26 Jalan Kepodang Street : on Jalan Kepodang RT/RW : IV/3 Kelurahan : Unggas Jaya Kecamatan : in Kecamatan Kuala Utara Town/City : in Medan</p> </div> <ul style="list-style-type: none"> ▪ <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik menempelkan hasilnya di dinding kelas ▪ Guru membahas hasil presentasi peserta didik 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya 	10 menit

	<p>tentang umur, tempat tinggal, kegemaran dst.</p> <ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	
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PERTEMUAN 3


Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i>". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i>". ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru memperkenalkan namanya sendiri Misal <i>Hello my name is....</i> .kemudian mengejanya ▪ Jika memungkinkan, guru dapat bertanya kepada beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat menuliskan dan membaca serta bernyanyi dengan huruf alphabet ▪ Peserta didik ikut bernyanyi. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti : <ol style="list-style-type: none"> 1. <i>What is the song about?</i> 2. <i>What do you get in song?</i> 3. <i>What else?</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. 	60 menit

	<p>bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru.</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> • Guru membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. • Peserta didik menulis dengan jelas dan rapi cara pengucapan setiap huruf. • Guru menyebutkan tiap huruf, peserta didik mengulangnya. • Guru mengulang2 hingga peserta didik dapat mengucapkannya dengan baik dan jelas <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik berlatih mengeja beberapa kata yang diberikan oleh guru. ▪ Peserta didik berlatih mengeja namanya sendiri ▪ Peserta didik berlatih mengeja nama teman2 sekelas ▪ Peserta didik berlatih mengeja nama2 guru kelas 7 SMP Negeri 4 Baraka. <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengeja namanya, salah satu teman dan salah satu guru secara langsung didepan kelas. ▪ Guru membahas hasil presentasi siswa. 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang “ Spelling “ ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah bisa “spelling” ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 menit

PERTEMUAN 4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environmentdapat langsung tercipta di pertemuan pertama. 	10 menit

	<ul style="list-style-type: none"> ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning, Teacher/ Sir/Ma’am</i>”. ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyebutkan tujuan pembelajaran 	
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat menampilkan beberapa kartu identitas ▪ Guru dapat meminta peserta didik untuk membacakan teks yang ada dalam kartu identitas <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti : <ol style="list-style-type: none"> 1. <i>What is it?</i> 2. <i>What do you find in the card?</i> 3. <i>Do you have an identity card?</i> 4. <i>What do you find in your card?</i> 5. <i>What else is important about you?</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengisi rumpang kalimat yang tersedia dengan menuliskan identitas pribadinya dalam bahasa Inggris 	60 menit

	 <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Membahas hasil pekerjaan pada worksheet. ▪ Mempresentasikan hasil pekerjaanya. 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang kartu identitas ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 menit

PERTEMUAN 5

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i> ". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i> ". ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya kepada beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru me review beberapa pokok bahasan pada pertemuan sebelumnya. 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat-kalimat tersebut dengan baik dan 	60 menit

benar.(hal 28)

- Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut.
- Peserta didik mengulang kalimat yang dibacakan oleh guru

Questioning

- Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti :

1. *What do you see in the picture(1-5)?*
2. *What is he/she doing in the picture?*
3. *What is your favorite thing to do/hobby?*
4. *What else you do?*
5. *What is your hobby?*

- Peserta didik menjawab pertanyaan-pertanyaan yang diberikan
- Guru dapat mengulang-ulang pertanyaan tersebut.

bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru.

Associating

- Membahas unsur kebahasaan
Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

Experimenting

- Peserta didik mengisi rumpang kalimat yang tersedia dan menuliskan hobby nya



Hello, my name is

I am a student of

I live in

I like / my hobby is / hobbies are.....

My favourite colour(s) is/are

My favourite food

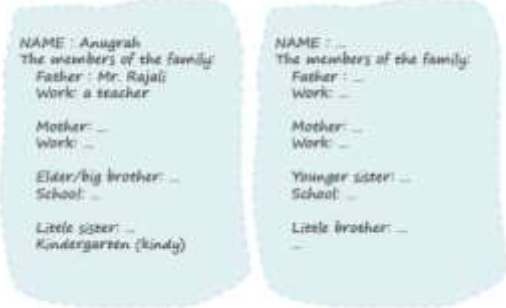
Nice to see/meet you.

Communicating

	<ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil pekerjaanya secara lisan (tidak dibaca) ▪ Guru membahasa hasil presentasi siswa. 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang umur, tempat tnggal, kegemaran dst. ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri (Hobby) ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 menit

PERTEMUAN 6

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning, Teacher/ Sir/Ma’am</i>”. ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru me review beberapa pokok bahasan pada pertemuan sebelumnya. 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat kalimat tersebut dengan baik dan benar. ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut. ▪ Peserta didik mengulang kalimat yang 	60 menit

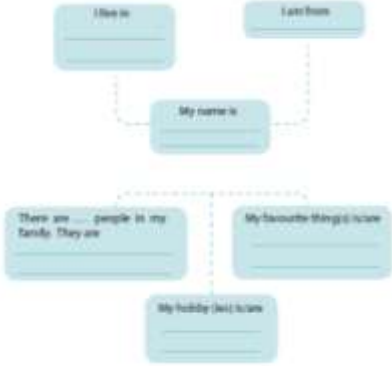
	<p>dibacakan oleh guru.</p> <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti : <ol style="list-style-type: none"> 1. <i>What do you see in the picture ?</i> 2. <i>How many person are there?</i> 3. <i>How many man are there?</i> 4. <i>How many woman are there?</i> 5. <i>Who are they?</i> 6. <i>What are they doing</i> ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengisi rumpang kalimat yang tersedia dengan menuliskan anggota keluarga sesuai dengan yang dibacakan oleh guru (hal 34) <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> ▪ <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak dibaca) ▪ Guru membahas hasil presentasi peserta didik. 	
<p>Penutup</p>	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa 	<p>10 menit</p>

	<p>ditanya tentang anggota keluarga.</p> <ul style="list-style-type: none"> ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri anggota keluarga ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	
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PERTEMUAN 7

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i>". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i>". ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru mengingatkan siswa pada pelajaran sebelumnya ▪ Jika memungkinkan, guru dapat bertanya kepada anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat-kalimat tersebut dengan baik dan benar. ▪ Untuk memahami wacana yang diberikan untuk menterjemahkan wacana 	60 menit

	<p>tersebut.</p> <ul style="list-style-type: none"> ▪ Peserta didik mengulang kalimat yang dibacakan oleh guru.. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti : <ol style="list-style-type: none"> 1. <i>Who are you ?</i> 2. <i>Where do you come from?</i> 3. <i>Where do you live?</i> 4. <i>What is your hobby?</i> 5. <i>What is your favorite food?</i> 6. <i>How many people in your family?</i> 7. <i>What are they?</i> <ul style="list-style-type: none"> ▪ Peserta didik menjawab pertanyaan- pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mengisi rumpang kalimat yang tersedia dengan menuliskan identitas pribadinya.(hal 36) 	
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	 <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil pekerjaanya secara lisan (tidak dibaca) ▪ Guru membahas hasil presentasi peserta didik. 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang umur, tempat tinggal, kegemaran dst. ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik Perkenalan diri ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 Menit

PERTEMUAN 8

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”. ▪ Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning, Teacher/ Sir/Ma’am</i>”. ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk 	10 menit

	<p>memastikan bahwa peserta didik dapat merespon perkataan guru.</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru me review beberapa pokok bahasan pada pertemuan sebelumnya. 																					
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru menuliskan nama-nama hari kemudian membacanya. ▪ Peserta didik mengulang nama-nama hari yang dibacakan oleh guru. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan nama-nama hari, seperti: <ol style="list-style-type: none"> 1. What is your favorite day? 2. What are you doing on Sunday? ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Peserta didik membuat daftar mata pelajaran setiap hari dan menyebutkannya satu persatu. <table border="1" data-bbox="509 1402 1149 1774"> <tr> <td>Monday</td> <td>Tuesday</td> <td>wednesday</td> <td>Thursda</td> </tr> <tr> <td>English</td> <td>Indonesian</td> <td>Social study</td> <td>Math</td> </tr> <tr> <td>Math</td> <td>Science</td> <td>Sports</td> <td>English</td> </tr> <tr> <td>Arts</td> <td>Citizenship</td> <td>Religion</td> <td>Science</td> </tr> <tr> <td>Religion</td> <td>Arts</td> <td>Arts</td> <td>Indones</td> </tr> </table> <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil 	Monday	Tuesday	wednesday	Thursda	English	Indonesian	Social study	Math	Math	Science	Sports	English	Arts	Citizenship	Religion	Science	Religion	Arts	Arts	Indones	60 menit
Monday	Tuesday	wednesday	Thursda																			
English	Indonesian	Social study	Math																			
Math	Science	Sports	English																			
Arts	Citizenship	Religion	Science																			
Religion	Arts	Arts	Indones																			

	<p>pekerjaanya secara lisan (tidak dibaca)</p> <ul style="list-style-type: none"> ▪ Guru membahas hasil presentasi peserta didik. 	
Penutup	<ul style="list-style-type: none"> ▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang materi yang telah diberikan. ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami tentang pertanyaan yang berkaitan dengan nama-nama hari. ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas 	10 menit

F. METODE PEMBELAJARAN

METODE : Participation Point System (PPS)

G. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian

- Sikap : Observasi
 - Pengetahuan : Penugasan
 - Keterampilan : Praktik
- Penilaian

2. Rubrik Penilaian dan Pedoman Penskoran

KETERAMPILAN:

a. Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	Too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	Monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
	score	Total			
	score : 4	Final Score = Total			

b. Rubrik Penilaian Tes Praktek Lisan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

G. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

- Pembelajaran remedial

Siswa yang belum mencapai KKM diberi kegiatan remedial dengan mendengarkan dan mempresentasikan lisan dan tulis dengan Teks interaksi transaksional mengenalkan jati diri

- Pembelajaran pengayaan

Siswa yang memperoleh nilai diatas KKM diberi pengayaan dengan menngerjakan latihan mengenai ungkapan Teks interaksi transaksional mengenalkan jati diri.

H. MEDIA DAN SUMBER BELAJAR

1. Media/Alat : White Board, Infocus
2. Bahan : Picture, Song, card point, Students' work sheet
3. Sumber : - Buku When English Rings A Bell halaman
- English Dictionary

Bau, September 2017

Mengetahui,

Guru Pamong

Mahasiswa

Nur Aisah, S.Pd

Amelia
NIM : 10535552013

TEACHING MATERIAL

The First Meeting:

Our Identities

We will learn to tell other people about our names, our origins, and home address.

Here are what we will do. First, we will listen carefully to our teacher present the facts about the six speakers, one by one. Second, we will repeat the presentation after the teacher, one by one.

For example:

Hello, my name is Hasnida. I am from West Sumatra. I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.

We will ask and answer questions about our names, origins, and home addresses.

Here are what we will do. First, we will listen carefully to our teacher read the question- and – answer interactions, one by one. Second, we will repeat the questions and the answers after the teacher. Then, in group, we will play the roles of the speakers.

What's your name?

My name is Hasnidah.

Where are you from ?

I am from West Sumatera.

Where do you live?

I live in Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.

And you? What's your name?

I am Max, Max Bae.

Where are you from?

I am from East Nusa Tenggara.

Where do you live?

I live in Kupang, in Kecamatan, on Jalan Denpasar. Precisly, I live at 5 Jalan Denpasar.

The second meeting :

We Will Learn How To Spell Our Names.

Here are what we will do. First, we will learn to say each letter correctly. Second, we will repeat the examples after the teacher. Then, in groups, we will learn to spell the names of all the students in the class and the names of all our teachers.

Let's say every letter loudly, clearly, and correctly.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Let's spell our names.

How do you spell your name?

My name is Siti.

S – I – T – I

My name is Beni.

B – E – N – I

In this meeting all of the students will come in front of class and then spell their names.

The third meeting

We will learn to tell more information about ourselves. We will learn to tell our hobbies and what we like in our life.

Here are what we will do. First, We will listen carefully to our teacher read the examples. Second, we will repeat the examples after teacher, sentence by sentence. Third, in groups, we will play the roles of the speakers in the pictures. Then, we will use the guide to collect some facts about ourselves. Finally, we will present, not read, our facts to each other, orally.

For example :

Hi. I'm Annisa.

I'm a student of SMP Teladan Bangsa, Bulungan.

I live in Bulungan, North Kalimantan.

My hobbies are cooking and running.

My favourite colors are yellow and blue.

My favourite snack is fried banana.

Nice to see you.

Hello, my name is

I am a student of

I live in

I like/ my hobby is/ hobbies are

My favorite color(s) is / are

My favorite food

Nice to meet you.

The teacher ask to every students to tell they self like the example.

The fourth meeting :

We will learn to tell more information about ourselves. We will learn to tell each other the members of our family.

Here are what we will do. First, we will listen carefully to our teacher read the examples. Second, we will repeat the examples after the teacher, sentence by sentence. Third, we will take notes of the people in the speakers family. We will handwrite it, like the examples. Then, we will learn to present, not read, the information to each other orally.

Ask the students to Tell in front of class the members of they family like the examples.

There are five people in my family : my father or my dad, my mother or my mom, my elder brother, my little sister, and my self. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She's is still in kindergarten or kindy.

➤ Name :

The members of the family :

Father :

Work :

Mother :

Work :

Younger sister :

School :

Little brother :

➤ Name :

The members of the family :

Father :

Work :

Mother :

Work :

Elder / big brother :

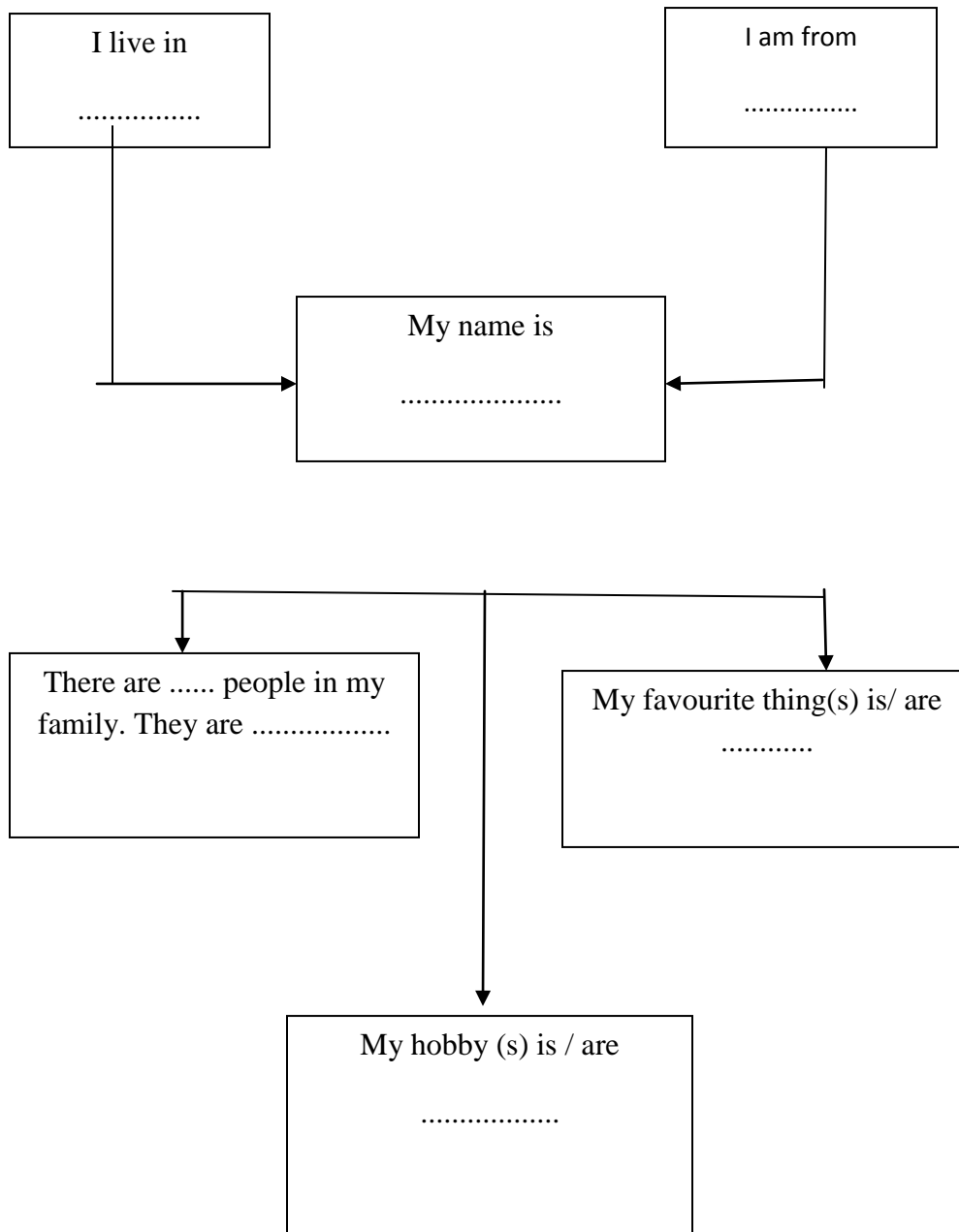
School :

Little sister :

The fifth meeting :

We will make a “ This is me “.

Here are whwt we will do. We will work in groups. First, with the given form, we will take notes of the people in the speakers family. We will handwrite it. Then, we will learn to present, not read, the information to each other.



The sixth meeting :

What time is it?

To tell the time,

We will learn to say the time.

Here are what we will do. First, we will listen carefully to our teacher say the times, "it's one o'clock. It's two o'clock. " and so on. Second, we will repeat the words after the teacher, one by one.

We will tell Beni's meal times everyday, orally. And then students make a meal time like the examples.

It is six o'clock in the morning. It's time for breakfast! I have breakfast at six o'clock in the morning.

It is one o'clock in the afternoon. It's time for lunch! I have lunch at one o'clock in the afternoon.

It is seven o'clock in the evening. It's time for dinner! I have dinner at seven o'clock in the evening.

We will learn to tell what we usually do on Sunday.

For examples:

A : Hi, Lina. What do you usually do on Sunday morning?

B : On Sunday morning, I usually go to park with my family.

A : What time do you go to the park with your family?

B : I usually go there at 07.00 in the morning.

B : What about you, Dayu? What do you usually do on Sunday morning?

A : I usually go to the traditional market with my father.

B : Oh really? What time do you usually go there?

A : About 06.30 in the morning. The vegetables are still fresh at that time. You should go there.

B : Sure, I'll tell my mom about it.

The seventh meeting :

To tell the date and month

This calender of 2016

Here are what we will do. Forst, we will listen carefully to our teacher say the names of the months. Second, we will repeat the words after the teacher, one by one.

**January February March April May June July august September October November
December.**

We will drilled by our teacher to say the names of months.

Here are what we will do. First, we will be drilled by our teacher how to say the name of months in different situations, orally. We must not see our notebook. Second, our teacher will say the name of a month, and we will say the name of before and after the month. We will do it very fast.

For example:

After May is June

April is before May

August is after July

Before November is October

In this meeting Teacher will ask the students to fill in the table with the birthdays of ten classmates.

NO	Name	Birthday	Statements
1.	Beni	Janury 29 th	1. Beni's birthday is in January 2. It is on the twenty ninth of January
2.			
3.			
4.			
5.			

The eight meeting :

To tell the day

There are seven days in a week. We will learn to say them one by one.

Here are what we will do. First, we will listen carefully to our teacher say the names of the days. Second, we will repeat the words after the teacher, one by one.

Sunday

Monday

Tuesday

Wednesday

Thrusday

Friday

Saturday

I like Sunday very much. I go out with my family.

What is your favorite day?

We will be drilled by our teacher to say the name of days.

Here are what we will do. First, we will be drilled by our teacher how to say the name of days in different situations, orally. We must not see our notebook. Second, our teacher will say the name of a day, and we will say the name of before and after the day. We will do it very fast.

Today is Friday. Tomorrow is Saturday. Yesterday was Thursday.

Saturday is after Friday.

After Monday is Tuesday.

Wednesday is before Thursday..

Today is Monday. Tomorrow is Tuesday. Yesterday was Sunday.

In Indonesia, there are several National Days. We will be drilled by our teacher how to say date we celebrate them.

National Days In Indonesia

April 21 st	Kartini Day
April 22 nd	Earth Day
May 1 st	Labor Day
May 2 nd	National Education Day
May 20 nd	National Awakening Day
May 22 nd	Reformation Commemoration Day
June 1 st	Pancasila Day
July 22 nd	National Children Day
August 17 th	Independence Day
October 2 nd	Batik Day
October 5 th	Indonesian National Armed Forces Day
October 28 th	Youth Pledge Day
November 10 th	Heroe's Day
December 22 nd	Mother's day

Appendix B

The Result of The Students' Diagnostic Test Of SMP Negeri 4 Baraka

Students' code	Pronunciation		Self - Confidence		Mean Score
	Vowels	Consonant	Proficiency	Fluently	
S - 1	5.5	4.5	5	5	5
S - 2	4.6	5	5	5	4.9
S - 3	5.5	5.5	6	6	5.75
S - 4	4.6	5	4.5	5	4.775
S - 5	4.7	5.5	5	5	5.05
S - 6	5	4.5	5	5.5	5
S - 7	5	5.5	6	4.5	5.25
S - 8	5	6	5	5	5.25
S - 9	5	5.5	6	5	5.375
S - 10	6	5.5	5	6	5.625
S - 11	5.5	5.5	5	5.5	5.375
S - 12	5.5	5	5	5.5	5.25
S - 13	6	6	5	5.5	5.625
S - 14	4.6	5	5.5	5	5.025
S - 15	5	5	5.5	4.5	5.125
S - 16	5	5.5	5.5	5	5.25
S - 17	5.5	5.5	5	5.5	5.375
S - 18	6	5	5	5.5	5.375
S - 19	5.5	5	5	5.5	5.25
S - 20	5	5.5	5	5.5	5.25
Total Score	104.5	106	104	100	104.875
Mean Score	5.22	5.3	5.2	5	5.24

The mean score for test cycle II

1. Pronunciation

➤ Vowels :

$$\bar{X} = \frac{\sum X}{N} = \frac{104.5}{20} = 5.22$$

➤ Consonant :

$$\bar{X} = \frac{\sum X}{N} = \frac{106}{20} = 5.3$$

2. Self - Confidence

➤ Proficiency :

$$\bar{X} = \frac{\sum X}{N} = \frac{104}{20} = 5.2$$

➤ Fluently :

$$\bar{X} = \frac{\sum X}{N} = \frac{100}{20} = 5$$

Note :

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of students.

Appendix C

The Result of The Students' Speaking Test In Cycle I Of SMP Negeri 4 Baraka

Students' code	Pronunciation		Self - Confidence		Mean Score
	Vowels	Consonant	Proficiency	Fluently	
S - 1	5	5.5	5	5	5.125
S - 2	6	5	6	5	5.5
S - 3	5	5.5	5.5	5.5	5.375
S - 4	5	5.5	6	5	5.375
S - 5	5	5.5	6	5	5.375
S - 6	5.5	6	6	5	5.625
S - 7	5.5	5.5	5.5	5.5	5.5
S - 8	6	5	5.5	5.5	5.5
S - 9	5	5	5	5	5
S - 10	5.5	5	5	5	5.125
S - 11	5.5	5	6	5	5.375
S - 12	5	5.5	5.5	5	5.25
S - 13	6	5	5.5	5	5.375
S - 14	5	5	5.5	5	5.125
S - 15	5	5.5	6	5	5.375
S - 16	5	6	5	5	5.25
S - 17	6.5	5.5	5	5	5.5
S - 18	6.5	5	5.5	5	5.5
S - 19	6	5	5.5	5.5	5.5
S - 20	5.5	5	5.5	5	5.25
Total Score	109.5	106	110.5	102	107
Mean Score	5.45	5.3	5.525	5.1	5.35

The mean score for test cycle I

1. Pronunciation

➤ Vowels :

$$\bar{X} = \frac{\sum X}{N} = \frac{109.5}{20} = 5.45$$

➤ Consonant :

$$\bar{X} = \frac{\sum X}{N} = \frac{106}{20} = 5.3$$

2. Self - Confidence

➤ Proficiency :

$$\bar{X} = \frac{\sum X}{N} = \frac{110.5}{20} = 5.525$$

➤ Fluently :

$$\bar{X} = \frac{\sum X}{N} = \frac{102}{20} = 5.1$$

Note :

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of students.

Appendix D

The Result of The Students' Speaking Test In Cycle II Of SMP Negeri 4 Baraka

Students' code	Pronunciation		Self - Confidence		Mean Score
	Vowels	Consonant	Proficiency	Fluently	
S - 1	6.9	6.7	7.5	7	7.025
S - 2	6.5	7	7	7.2	6.925
S - 3	6.5	7.5	7.3	7	7.075
S - 4	6.9	7.2	7.2	7	7.075
S - 5	7	7.3	7.6	7	7.225
S - 6	6.5	7	7.2	7	6.925
S - 7	7.5	7.5	7.5	7	7.375
S - 8	7	7.2	6.9	7	7.025
S - 9	7	7.3	7	7	7.075
S - 10	7	7	7.5	7.2	7.175
S - 11	7.2	7.5	7	7	7.175
S - 12	7.3	7.5	7	7	7.2
S - 13	7	7	7	7	7.7
S - 14	7	7	7.2	7	7.5
S - 15	7	7.2	7.3	7	7.125
S - 16	7.5	7.5	7	7.5	7.375
S - 17	7	7	7.2	7	7.05
S - 18	7.2	7.5	7.3	7	7.25
S - 19	6.5	6.7	7	7	6.8
S - 20	7	7.2	7	7	7.05
Total Score	139.5	143.8	143.7	133.7	141.975
Mean Score	6.975	7.19	7.185	6.685	7.098

The mean score for test cycle II

1. Pronunciation

➤ Vowels :

$$\bar{X} = \frac{\sum X}{N} = \frac{139.5}{20} = 6.975$$

➤ Consonant :

$$\bar{X} = \frac{\sum X}{N} = \frac{143.8}{20} = 7.19$$

2. Self - Confidence

➤ Proficiency :

$$\bar{X} = \frac{\sum X}{N} = \frac{143.7}{20} = 7.185$$

➤ Fluently :

$$\bar{X} = \frac{\sum X}{N} = \frac{133.7}{20} = 6.685$$

Note :

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of students.

Appendix E

The Result of The Students' Activeness In Cycle 1 And Cycle 2 Of SMP Negeri 4 Baraka

No	Students Code	Cycle I				Cycle II				KET
		I	II	III	IV	I	II	III	IV	
1	S - 1	3	2	3	3	2	3	3	3	
2	S - 2	2	2	3	3	4	3	2	3	
3	S - 3	2	3	3	3	4	3	2	3	
4	S - 4	3	4	4	3	3	4	3	3	
5	S - 5	2	2	3	2	3	3	3	3	
6	S - 6	2	2	2	3	3	2	2	3	
7	S - 7	3	3	3	4	3	2	3	3	
8	S - 8	3	3	3	3	4	3	3	4	
9	S - 9	3	4	4	3	3	4	4	3	
10	S - 10	2	2	3	3	2	3	3	3	
11	S - 11	2	2	3	3	3	2	2	3	
12	S - 12	3	3	3	3	2	3	3	3	
13	S - 13	3	4	4	3	3	3	3	4	
14	S - 14	2	2	2	2	2	3	3	3	
15	S - 15	2	3	2	3	3	2	2	3	
16	S - 16	2	2	2	3	3	3	2	2	

17	S – 17	2	2	3	3	3	3	2	3	
18	S – 18	2	2	2	3	3	3	3	2	
19	S – 19	2	2	2	2	3	2	2	2	
20	S – 20	2	3	3	S	3	A	3	3	
Total		47	52	57	55	59	54	54	58	
Percentage (%)		58.75	65	71.25	68.75	73.75	67.5	67.5	72.5	

Note :

4 = Sangat Aktif (SA)

A = Absent

3 = Aktif (A)

S = Sakit

2 = Kurang Aktif (KA)

I = Izin

1 = Tidak Aktif (TA)

Percentage

$$P = \frac{Fq}{4 \times N} \times 100$$

Note :

Fq = Frekuensi

N = The Number of students

Cycle 1

1. First meeting

$$P = \frac{47}{4 \times 20} \times 100 = 58.75$$

2. Second meeting

$$P = \frac{52}{4 \times 20} \times 100 = 65$$

3. Third meeting

$$P = \frac{57}{4 \times 20} \times 100 = 71.25$$

4. Fourth meeting

$$P = \frac{55}{4 \times 20} \times 100 = 68.75$$

Cycle 2

1. First meeting

$$P = \frac{59}{4 \times 20} \times 100 = 73.75$$

2. Second meeting

$$P = \frac{54}{4 \times 20} \times 100 = 67.5$$

3. Third meeting

$$P = \frac{54}{4 \times 20} \times 100 = 67.5$$

4. Fourth meeting

$$P = \frac{58}{4 \times 20} \times 100 = 72.5$$

16	S – 16	Reski Aulia	√	√	√	√	√	√	√	√	√	√
17	S – 17	Riswar	√	√	√	√	√	√	√	√	√	√
18	S – 18	Siti Nurhalisa Bakri	√	√	√	√	√	√	√	√	√	√
19	S – 19	Yasbin Al Musanni Safar	√	√	√	√	√	√	√	√	√	√
20	S – 20	Zulkifli	√	√	√	S	√	A	√	√	√	√

The Students' Diagnostic – Test

Personal identities

1. What is your name?
2. Where do you live?
3. What is your hobby?
4. What class are you?
5. What is your favorite lesson, why?
6. What is your favorite food, why?
7. Who is your idol and why?
8. How old are you?
9. How many brother and sister do you have?
10. Tell me one of your bad experience!

The Answer

1. My name is
2. I live in
3. My hobby is
4. I am class
5. My favorite lesson is Because.....
6. My favorite food is Because
7. My idol is Because
8. I am years old.
9. I have Brother and sister.
10. My bad experience is

The students test in cycle I

Make a paragraf about your identities with using expressions of greeting, self-introduction and leave taking and then performance in front of classroom.

The students test in cycle II

Make a paragraf about your identities and your daily activity from your wake up until back to sleep and the performance in front of classroom.

Students Picture







CURRICULUM VITAE



AMELIA was born on September 17th, 1995 in Darrah, Kab. Enrekang. She is the sixth child from seventh siblings of the couple Hamu and Hawisa. In 2001 she studied as a students in elementary School at SD Negeri 123 Banti and graduated in 2006. Then she continued her study at SMP Negeri 4 Baraka and graduated in 2010.

After finishing her study in junior high school, she continued her study at MA Negeri Baraka and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.