IMPROVING STUDENTS' SPEAKING ABILITY ON DESCRIBING THINGS THROUGH WHOLESOME SCATTERING GAME

(*A Classroom Action Research at the Eighth Grade Students' of SMP Negeri 1 MinasateneKabupatenPangkep*)

A THESIS

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MOTTO

"SUCCESS IS THE BEST REVENGE"

I dedicate this thesis

Special to my beloved parents

(Ramang and Rasmia)

ABSTRACT

Risma Bakkalang. 2013. *Improving Students' Speaking Ability on Describing Things Through Wholesome Scattering Game* at The Eighth Grade Students' of SMP Negeri 1 Minasatene, Kabupaten Pangkep. A thesis of English Education Department, Faculty of Teachers Training and Education, University of Muhammadiyah Makassar. Guided by Syamsiarna Nappu and Nurdevi Bte Abdul.

The objective of this research was to find out whether or not Wholesome scattering Game can improve the students' speaking ability on describing things at the Eighth grade students of SMP Negeri 1 Minasatene, Kabupaten Pangkep. This research used a Classroom Action Research (CAR) which was conducted in two cycles, where each cycle consisted of four meetings. One class with the total number of students as subject were 29 students. The instrument were speaking test.

The result of this research showed that in cycle I, the mean score of the students' speaking ability on describing things in term of pronunciation was 4.96 and it was categorized as poor. In cycle II, the mean score of the students' speaking ability on describing things was 7.83 and it was categorized as good. There is significant improvement of pronunciation from cycle I to cycle II, the improvement was 57.86%. Than the students' mean score of the students' speaking ability on describing things in term of vocabulary was 4.71 and it was categorized poor. In cycle II, the mean score of the students' speaking ability of describing things was 7.62 and it was categorized good. There was significant improvement of vocabulary from cycle I to cycle II, the improvement was 61.78%. Therefore, the researcher concluded that wholesome scattering game can improve the students' speaking ability of describing things.

Keyword: Speaking Ability, Wholesome Scattering Game.

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The Researcher

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INTRODUCTION

A. Background

Language is very important in our lives as it is the means by which people communicate. Speaking skills are often considered the most important part of an EFL course. In foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking.

Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique. Therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easy.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so

that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing and reading.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful, for example by showing how wards relate to each other and more memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color, and patterns, personalization. Games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

In English learning, speaking is one of basic skill to learn English that usually used in daily activity because without knowing speaking how can people communicate and share with the others and to master the language, it needs to be mastered and learned speaking skill every day. The ability of speaking skill can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. Therefore, the teachers should make learning situation that is enjoyable, interesting and make students to active, and motivated in the class in order to the teaching learning process success and run well.

Based an observation, in SMP Negeri1 Minasatene still have some problems and difficulties in teaching process because the strategy and the method used' teacher are not effective and efficient in the class. When the teacher taught in the class, the students did not pay attention teacher's explanation in front of the class and they felt bored to involve in learning and they are low in speaking accuracy especially in pronunciation and vocabulary. As value of observation in the classroom is students has score 5.5, while the standard KKM score was 6.5.

There are many kinds of games which can be used in teaching English language, but in this research the researcher choose wholesome scattering game since the game is pleasurable and it is easy to be prepared in teaching process. Wholesome Scattering Game is games which students predict the content of text and duplicate sentences by using single word that have been given by the teacher and develop it to be a good paragraph orally this strategy can help the students improve their speaking ability. They have to practice this strategy in front of the class. By using this method, it may be effective and efficient method in teaching process and the students can involve and active more in learning English especially inthe students' speaking accuracy (pronunciation and vocabulary).

The teacher used simple method, namely speech method, just explained material several times that had been written in the whiteboard, then worked an assignmen and in this process the teacher did not try more to make students active in the class. So the learning referred more to the teacher centered learning, not students centered learning. The teacher also rarely gave a question or a chance for students to express their idea through speaking, so that their pronunciation and

vocabulary can improve if they often speak with the teacher and their friends in the class in teaching learning process as well as speak English in their daily activity. That is why the students felt bored and passive in the class because the teacher dominated more active. It causes the learning result is not satisfied whether for teacher, students as well as students' parents and it seems from learning result achievement of the most students that do not still fulfill KKM (The Minimum Standar of Criteria) score that have been decided in the school. That is why it needs a good and effective strategy that should be applied in teaching process so that the students can be stimulated in facing the English learning.

Based on the problem mention previously, the researcher is interested in conducting a classroom action research under the title: '' Improving Students' Speaking Ability on Describing Things Through Wholesome Scattering Game at the Eighth Grade Students of SMP Negeri 1 Minasatene Kabupaten Pangkep''.

B. Research Problem

Based on background mentioned previously the researcher formulated the problem statement that has question, they were:

1. Can Wholesome Scattering Game improve the students' speaking in term of pronunciation in Describing Things at The Eighth Grade Students' of SMP Negeri 1 Minasatene Kabupaten Pangkep?

2. Can Wholesome Scattering Game improve the students' speaking in term of vocabulary in Describing Things at The Eighth Grade Students' of SMP Negeri 1 Minasatene Kabupaten Pangkep?

C. Research Objective

Relating to the problem statements mentioned above, the researcher stated that objectives of the study were to find out whether or not.

1. Wholesome Scattering Game can improve the students speaking in term of pronunciation in describing things at The Eighth Grade Students' of SMP Negeri 1 Minasatene Kabupaten Pangkep.

2. Wholesome Scattering Game can improve the students' speaking in term of vocabulary in describing things at The Eighth Grade Students' of SMP Negeri 1 Minasatene Kabupaten Pangkep.

D. Significance of The Study

The significances of this research were classified into two parts, for students and teachers theoretically and practically. Theoretically, for students; by using wholesome scattering game to improve their communicative ability by using game. Practically, for teacher; by using a wholesome scattering game in teaching English they are easy in teaching speaking. So the researcher hoped, wholesome scattering game gave meaningful contribution for teacher in learning process to create a good material to teach the students in learning English.

E. The Scope of the Research

The scope of this research was at the Eighth Grade Students' of SMP Negeri 1 Minasatene Kabupaten Pangkep using Wholesome Scattering Game to improve students' speaking ability on Describing Things that focused on the students' speaking accuracy that covered(pronunciation and vocabulary). These items were chosen because those were very important to be identified by the

researcher to improve the wholesome scattering game in motivating and overcoming the students' problems learning speaking in English language.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Teaching of Speaking

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life.

Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies. Brown (2001:275) proposes some principles for designing speaking techniques. Those principles are as follows:

a) Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

b) Providing intrinsically motivating techniques.

c) Encouraging the use of authentic language in meaningful context.

d) Providing appropriate feedback and correction.

e) Capitalizing on the natural link between speaking and listening.

f) Giving students opportunities to initiate oral communication.

g) Encouraging the development of speaking strategies.

In addition, Harmer (1998:87) mentions three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and 18teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

B. Theory of Speaking

a. Definition of Speaking

Kayi (2006) said that speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Bygate (1997) believes that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literacy skills are on the whole more prized. This relative neglect many perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib.

Tarigan (2015: 3) said that speaking is a language skills growing on the lives of children, just preceded by the skills listened, and at that time the ability to speaker or said learned.

Based on the definition above, the researcher concludes that speaking is one of basic competence in learning English that is complex and difficult so it should be taught well that make learners interest, enjoy, and fun in the classroom and it is important skill in communication or in sharing with each other that should be gained well.

C. The Elements of Speaking

As the other skills in English, in speaking there some specific elements that have strong correlation with this skill. They are:

1. Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Richards (2006: 31) said that accuracy concerns "the ability to

produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thornbury (2001), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also sets the clear scale for assessment of accuracy:

a) Pronunciation

Sometimes the listener does not understand what we are talking about because look in pronunciation.

b) Vocabulary

Vocabulary is the basic for development of language, very simply put without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) was difficult, if not impossible.

D. Classroom Speaking Activities

Brown (2001:269) states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and non verbal language.

Brown (2001:271) proposes six types of classroom speaking performance: imitative, intensive, responsive, transactional dialogue, interpersonal

dialogue, and extensive or monologue. In imitative, instead of carrying out meaningful conversations, students are drilled to focus on some particular elements of language form sin a controlled activity. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately. Intensive speaking is more complex than imitative. It includes any speaking performances that are designated to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to teacher' for students' questions and comments.

Harmer (2007:271) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those speaking:

1. Communication Games

Games are very effective to encourage many learners to make their interests and work sustainable. Games also help the teacher to create contexts in which the language is useful and meaningful. For instance, pictures games which are designed to provoke communication between students usually depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

2. Discussions

The difficulties of having discussion are that the students are shy and reluctant to share their opinion in front of the whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers

can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debates.

3. Prepared Talks

Another activity to perform speaking is prepared talks where a student (or students) makes a presentation based on a certain topic. Because they are prepared, students should speak from notes rather than from a script to avoid these activities being more writing-like.

Moreover, Kayi (2006)proposes other activities to promote speaking so that students can practice and produce oral language well.

1) Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

2) Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spoke person from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

E. Types of Classroom Speaking Performance

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound imitation of this kind is carried out nit the purpose of meaningful interactive on. But for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments, such speech can be meaningful and authentic.

d. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speech.

F. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

a. The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure.

The generic structure of descriptive text is shown in the following table:

Generic Structure	Function
Identification	➤ It is a statement or a short paragraph that identifies the object that is going to be described. ➤ It is usually interesting and able to provoke the readers to b be eager to read the text.
Description	➤ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. ➤ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

(Hami, 2011: 18)

G. Game in Language Teaching

One teaching technique for teaching speaking which is language game.The reason writer purposes language game because game can be a very useful teaching technique for the effective and joyful learning. Game also believed can give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability. Steinberg (as cited in Arifin,2003).

H. Wholesome Scattering Game

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Hess (1991: 23) on her book entitle Head starts. Students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird and unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words.

Before the teacher does the main activity in playing healthy scattering games, he prepares the instrument early. The teacher prepares a text descriptive and then selects five or up to eight keywords from the descriptive text. Here is a healthy scattering game procedure based on Hess (1991: 24) namely:

a. The teacher distributes the keyword to the students what kind of text will be described. Then the teachers divide students in to some groups. The teacher

asks students one by one to read the keywords obtained. Do not comment on spelling at this stage. Some students will change their spelling as they observe how the student next to him utters a word or corrected by others in the class.

b. From the keywords the teacher gets the students to guess about what kind of text will be described.

c. After that the students make their own words based on the keywords they have and which are heard from their friends. Then they compose words with good descriptive text.

d. The teacher asks if there is anyone in the class who thinks they are producing a very unusual wording. If there are volunteers, teachers ask them to appear in front of the class

e. Time that the teachers use to apply wholesome scattering game adapted on students condition

f. Teachers should stop them when the time comes and ask them to describe their text in front of the class.

Furthermore, Hess also points at that although healthy scattering games have many advantages, but still have some limitations or deficiencies as follows:

1. Teachers need more time to gather and prepare appropriate key words for the material before the teaching and learning process.

2. Students are limited by the keywords that have been given by the teacher, in making descriptive text.

I. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:

```
                        ┌─────────────────┐
                        │    Speaking     │
                        └─────────────────┘
                                 │
                                 ▼
                        ┌─────────────────┐
                        │ Describing Things│
                        └─────────────────┘
                                 │
                                 ▼
                    ┌───────────────────────────┐
                    │ A Classroom Action Research│
                    │           (CAR)            │
                    └───────────────────────────┘
                                 │
                                 ▼
```

CYCLE I   **CYCLE II**

| Planning | → | Action | → | **WHOLESOME SCATTERING GAME** | ← | Action | → | Observation |

Action → Observation → Reflection → Planning → Action

Reflection → Planning

Observation → Reflection

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                                 │
                                 ▼
                        ┌─────────────────┐
                        │    Accuracy     │
                        └─────────────────┘
                            ╱         ╲
                           ▼           ▼
                   ┌──────────────┐ ┌──────────────┐
                   │ Pronunciation│ │  Vocabulary  │
                   └──────────────┘ └──────────────┘
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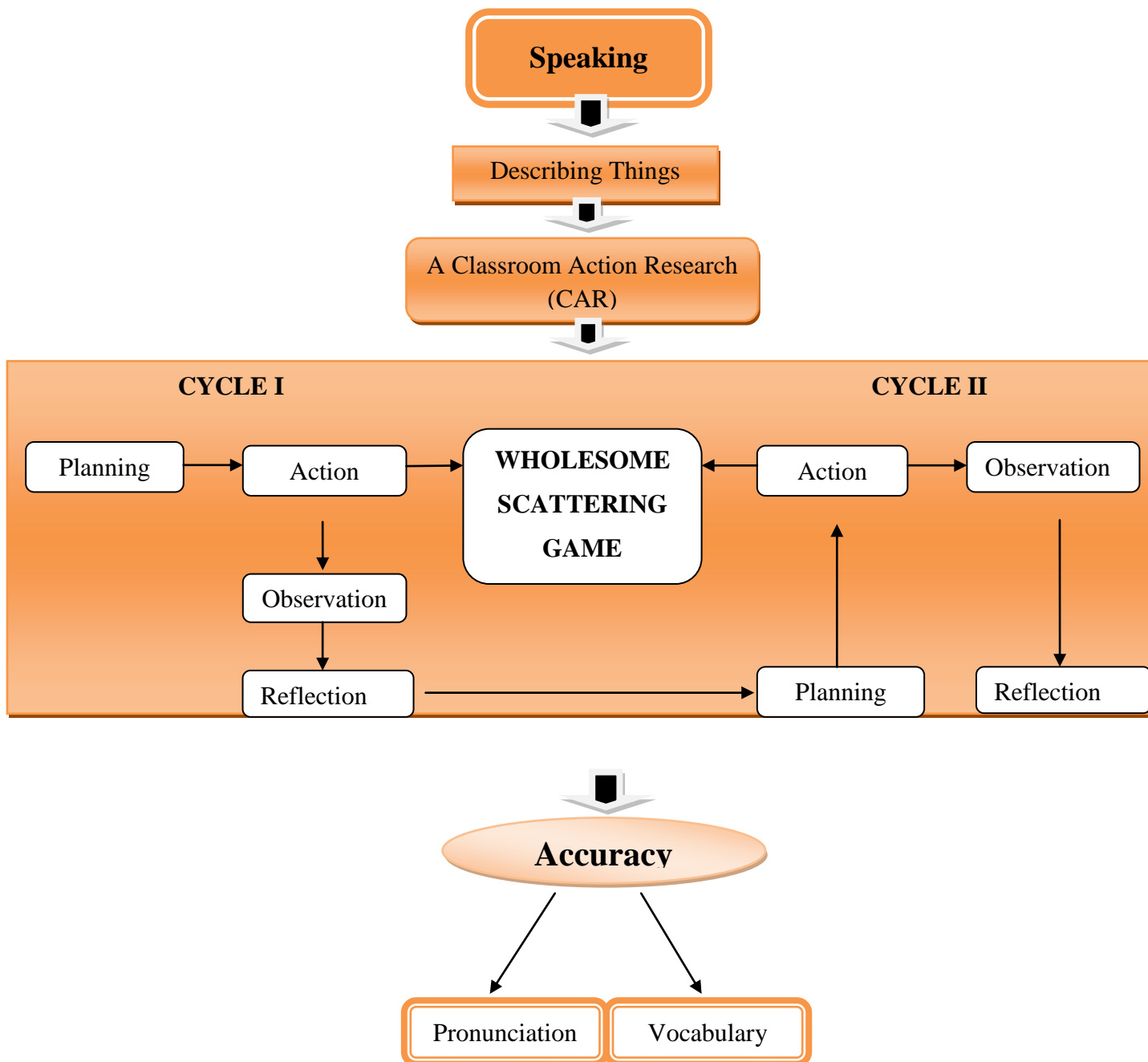
Figure. 2.1.Conceptual Framework

Based on the framework in Figure. 2.1. Indicates that the research will teach speaking. The researcher will improving students' ability on describing things through wholesome scattering game to improve students' speaking ability that focuses on the students' speaking accuracy that covers (pronunciation and vocabulary).

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used Classroom Action Research (CAR) since it had four stages they are: planning, action, observation and reflection. The researcher did two cycles each cycle was the series of activity which had close relation. Where the realization of the second cycle continued and repaired from the firs cycle.

Kemmis and Mc. Taggart in Arikunto (1997: 77) described the approach or the procedure of Classroom Action Research into four steps. They were; (1) planning, (2) acting, (3) observing, and (4) reflection. The relation among them was called a cycle. It means that a cycle consisted of planning, acting, observing, and reflecting. The researcher chose the scheme because the scheme was easy to understand.

```
                    ┌──────────────┐
                    │   Planning   │ ──┐
        ┌───────────┼──────────────┼───┐
        │ Reflection │   Cycle I    │ Action │
        └───────────┼──────────────┼───┘
              ↑      │ Observation  │ ──┐
              │      └──────────────┘   │
        ┌──────────→│   Planning   │←───┐
        │           ├──────────────┤    │
        │ Reflection │   Cycle II   │ Action │
        │           ├──────────────┤    │
        │           │ Observation  │←───┘
        └──────────→│      ?       │
                    └──────────────┘
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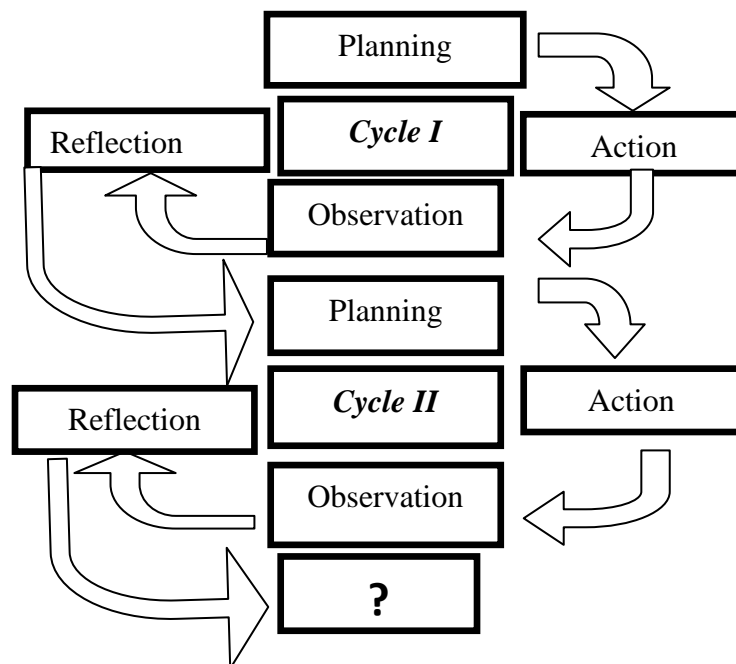
Figure. 3. 1(Kemmis and Mc. Taggart Mode 1 in Arikunto1997: 73)

Cycle I :

1. Planning

    a. Understanding the curriculum of the school that used for the school in the second semester.

    b. Designing lesson planning based on the curriculum and arranged material of lesson planning based on the teaching of speaking..

    c. Designing the observation to observe the condition of learning process.

    d. Arranging the test to know the improvement of the result study offer they study through speaking.

2. Action

    a. Researcher presented the material.

    b. The researcher divided students in to some groups.

    c. The researcher distributed the ten keywords to the students what kind of text that was described.

    d. From the keywords the researcher got the students to guess about what kind of text that was described.

    e. After that the students made their own words based on the keywords they had and which were heard from their friends. Then they composed words with good descriptive text.

    f. The researcher asked if there is anyone in the class who thinks they were producing a very unusual wording. If there were volunteers, researcher asked them to appear in front of the class

g. Time that the researcher used to apply wholesome scattering game adapted on students condition

h. Researcher stopped them when the time came and asked them to describe their text in front of the class.

3. **Observation**

a. Making a note all the activity of the students in every meeting in order the researcher could measure the improvement of the student's skill in SMP Negeri I Minasatene.

b. Identifying and making note all the problem that we needed when teaching and learning process based on observation paper that had arrange.

c. Doing the evaluation, which used the result of the study to know their improvement?

d. Giving chance to the students to give suggestion in action research.

4. **Reflecting**

The results of the data from observation to assess the achievement after gave an action at the first cycle. The find of the result could be a basic to formulate the next better lesson plan. After conducting the first cycle with the found data, the researcher did the next cycle if KKM did not meet it was continued to cycle II. In the second cycle, the researcher revised the weakness in the first cycle based on the found data.

Cycle II:

1. **Planning**

The ways that had been done are as follows:

a. Continued the activities that had been done in first cycle.

b. Revised the weakness in the first cycle.

c. Made planning again in the teaching learning process from the result cycle reflection.

2. **Action**

   a. Researcher presented the material.

   b. The researcher divided students in to some groups.

   c. The students chose one topic to describe.

   d. After that the students made their own words based on the keywords they had and which were heard from their friends. Then they composed words with good descriptive text.

   e. The researcher asked if there was anyone in the class who thought they were producing a very unusual wording. If there were volunteers, researcher ask them to appear in front of the class

   f. Time that the researcher used to apply wholesome scattering game adapted on students condition

   g. The researcher stopped them when the time came and asked them to describe their text in front of the class.

3. **Observation**

   In general, in this section observation of the second cycle continued action in the first second.

4. Reflecting

Reflection was done to seem the result of the second cycle action process, analyzed, understood and made conclusion activity. The researcher analyzed first cycle to know whether the action of this cycle reached success criteria based on test result of second action.

B. Research Variables and Indicators

a. Research Variables

This research had two variables:

1) Independent variable was Wholesome Scattering Game was a method to teach speaking ability of descriptive text.

2) Dependent variable was the students' improvement speaking accuracy of descriptive text included pronunciation and vocabulary.

b. Indicators

The indicator of speaking accuracy was pronunciation and vocabulary.

C. Research Subject

The subject of this research was the students at SMP Negeri 1Minasatene of the eighth grade there was one class. The number of this subject in class VIII A, which consisted of 29 students that were 11 men and 18 women.

D. Research Instrument

In this research, instrument that was used in collecting data was test about speaking skill. The test wasusedto describe of things, teacher distributed the ten keywords to students and guessed what kind of the text that was described. Then the teacher divide students in some groups after that they describe in front of

the class. From the test, the researcher knew the improvement of students'
pronunciation and vocabulary. The researcher chose two instruments to obtain the
data, they were:

1. Speaking Test

Test aimed to get information about students' in prior ability and their
improvement after taking actions in cycles. The researcher tested the students one
by one in face to face by giving two pictures after that student' chose one picture
to be described.

2. Recording

It aimed to know the scores of pronunciation and vocabulary obtained by
the students in described of thing.

E. Procedure of Collecting Data

The instrument that was used in collecting data was describing things.
The describing thing aimed to find out the students' speaking ability through
wholesome scattering game. After giving material about describing things the
researcher used test in the last item of every cycle to measure the students'
pronunciation and vocabulary in speaking based on its accuracy and language use.

In speaking there were two aspects, namely accuracy and fluency, but in
this research, the researcher only examined the aspects of speaking accuracy
(pronunciation and vocabulary) because both aspects could be measured maturity
how accurately in pronunciation and the vocabulary variety used could highlight
the quality of one's speaking and why the researcher did not examine the two
aspects of the speaking (accuracy and fluency) because the smoothness of a

person in speaking different sometimes someone who has a speaking style that was fluent but the vocabulary and pronunciation was not right so often the fluency was not too much attention in speaking a person, but the main assessment was Speaking accuracy (pronunciation and vocabulary).

From the last test, the researcher got the data in improvement of students' speaking skill. There were two components that concerns of the researcher in this research to measure. Those were pronunciation and vocabulary which used criteria as follows:

1. Scoring of speaking accuracy divided in pronunciation and vocabulary.

   a. Pronunciation

Table 3.1 Scoring of Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/ accurate.
Good	4	Pronunciation and intonation are usually clear/ accurate with a few problem areas.
Average	3	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Poor	2	Frequent problems with pronunciation and intonation.
Very poor	1	The student's speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Hughes 1989:111)

a. Vocabulary

Table 3.2Scoring of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker.
Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Average	3	Frequently uses the wrong words, conversation somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

(Hughes1989: 111)

F. Technique of Data Analysis

After collecting the data, the researcher classified the score of the students. In classifying the students' score, there were seven classifications which used as the following.

Score	Category
9.6-10	Excellent
8.6-9.5	Very good
7.6-8.5	Good
6.6-7.5	Fairly good
5.6-6.5	Fairly poor
4.6-5-5	Poor
0-4.5	Very Poor

(Depdikbud 1985: 5)

The data from cycle I and Cycle II was analyzed through the following steps:

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

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

Where,   X   : mean score

$\sum x$: the sum of all score

N   : the total number of sample

(Sudijono, 2012: 81)

2. To know the percentage of the students' improvement by applying the following formula;

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

Where:

P: Percentage

X_1: 1st Cycle

X_2: 2nd Cycle

(Sudjana, 1992:7)

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter consists of findings of the research and discussion that contains data analysis in detail. The findings of the research cover of the result of data cycle 1 and 2 about students' speaking ability related to the action that has been applied.

A. Findings

1. The Improvement Students' Speaking Ability in Term of Pronunciation.

a. Students' Mean Score of Pronunciation in Speaking Ability.

The students' mean score of pronunciation in speaking ability class VIII.A SMP Negeri 1 Minasatene through Wholesome Scattering Game as result of the students' assessment, described as follow:

Table 4.1: Score of Students' Pronunciation in Speaking Ability

Variable	The Students' Score			Improvement C1→C2
	D-Test	Cycle I	Cycle II	
Pronunciation	3.63	4.96	7.83	

Table 4.1 shows there was a significant improvement of students' pronunciation from D-Test the students' achievement of pronunciation was 3.63, but after evaluation in cycle I the students' pronunciation become 4.96, and evaluation in cycle II, the students' achievement in the main idea become 7.83. Table 4.1 also indicates of students' pronunciation improved significantly where

the students' pronunciation in cycle I was 4.96 and cycle II 7.83. So the improvement of students' pronunciation from cycle I to cycle II was 57.86%.

To see clearly the improvement the students' pronunciation can be seen figure 4.1 was presented:
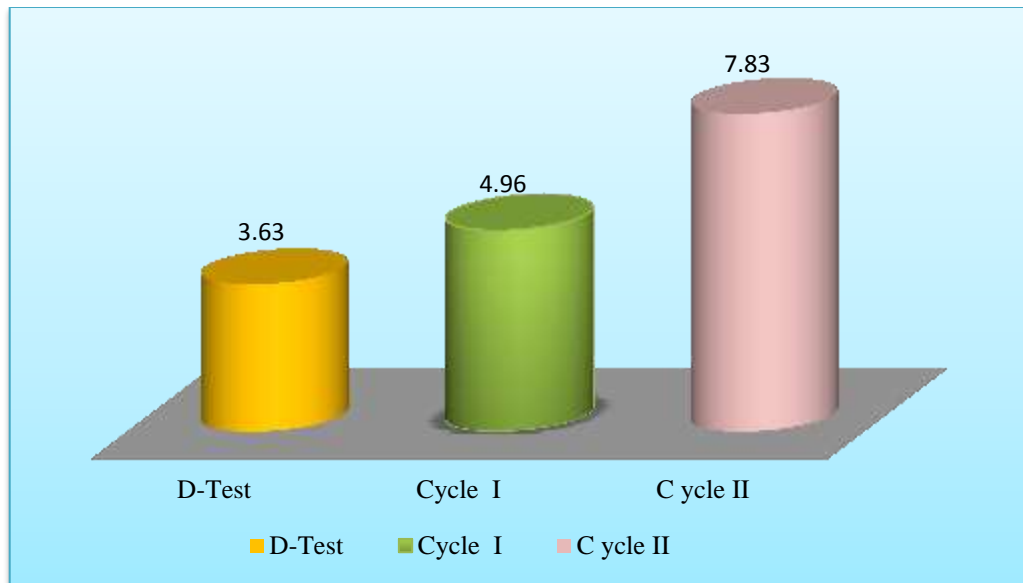
Figure 4.1: The Improvement of the Students' Pronunciation in Speaking Ability

Figure 4.1 indicates that there was the improvement of students' pronunciation from D-Test, cycle I, and cycle II. Where in D-Test the students' mean score 3.63 but after evaluations in cycle I students' pronunciation achievement from cycle I was 4.96, and the cycle II was 7.83. So the improvement of students' pronunciation from cycle I to cycle II was 57.86%. Figure 4.1 shows that there was an improvement of students' pronunciation after taking an action in cycle I and cycle II through Wholesome Scattering Game.

b. **The Criteria and Percentage of the Students' Pronunciation.**

The criteria and percentage of the students' pronunciation score presents the result of the students' speaking ability on describing things though Wholesome Scattering Game.. The students' scores of D-Test, cycle I and cycle II were classified into some criteria. They were presented in the table below:

Table 4.2: The Criteria and Percentage of the Students' Pronunciation

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	0	0	6	20.6%
2	8.6 – 9.5	Very good	0	0	0	0	3	10.3%
3	7.6 – 8.5	Good	0	0	0	0	9	31.0%
4	6.6 – 7.5	Fairly good	1	3.44%	4	13.7%	8	27.5%
5	5.6 – 6.5	Fairly poor	1	3.44%	6	20.6%	0	0
6	4.6 – 5.5	Poor	6	20.6%	9	31.0%	3	10.3%
7	0 – 4.5	Very poor	2	72.4%	1	34.4%	0	0
Total			29	100	29	100	29	100

Table 4.2 that the percentage of the students' speaking ability in term of pronunciation are D-Test indicates that 1 student (3.44%) got fairly good, 1 student (3.44%) got fairly good, 6 students (20.68%) poor, 21 students (72.41%) got very poor and none of the students for the other classification.

After taking an action in cycle I by using describing things, the percentage of students' speaking ability in terms of pronunciation are 4 students (13.79%) got fairly good, 6 students (20.68%) got fairly poor, 9 students (31.03%) got poor, 10 students (34.48%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking

ability in term of pronunciation are 6 students (20.68%) got excellent, 3 students (10.34%) got very good, 9 students (31.03%) got good, 8 students (27.58%) got fairly good, 3 students (10.34%) got poor, and none of the students for the classification. It means there was a significant improvement from cycle I to cycle II.

2. The Improvement Students' Speaking Ability in Term of Vocabulary.

a. Students' Mean Score of Vocabulary in Speaking Ability.

The mean score of students' vocabulary in speaking ability in class VIII.A SMP Negeri 1 Minasatene through Wholesome Scattering Game as result of the students' assessment, described in Table 4.3:

Table 4.3: Score of students' Vocabulary in Speaking Ability

Variable	The Students' Score			Improvement C1→C2
	D-Test	Cycle I	Cycle II	
Vocabulary	3.49	4.71	7.62	

Table 4.3 shows there was a significant improvement of students' pronunciation from D-Test the students' achievement of pronunciation was 3.49, but after evaluation in cycle I the students' pronunciation become 4.71, and evaluation in cycle II, the students' achievement in the main idea become 7.62. Table 4.3 also indicates of students' vocabulary improved significantly where the students' vocabulary in cycle I was 4.71 and cycle II 7.62. So the improvement of students' vocabulary from cycle I to cycle II was 61.78%.

To see clearly the improvement the students' vocabulary, let's see chart was presented Figure 4.2.
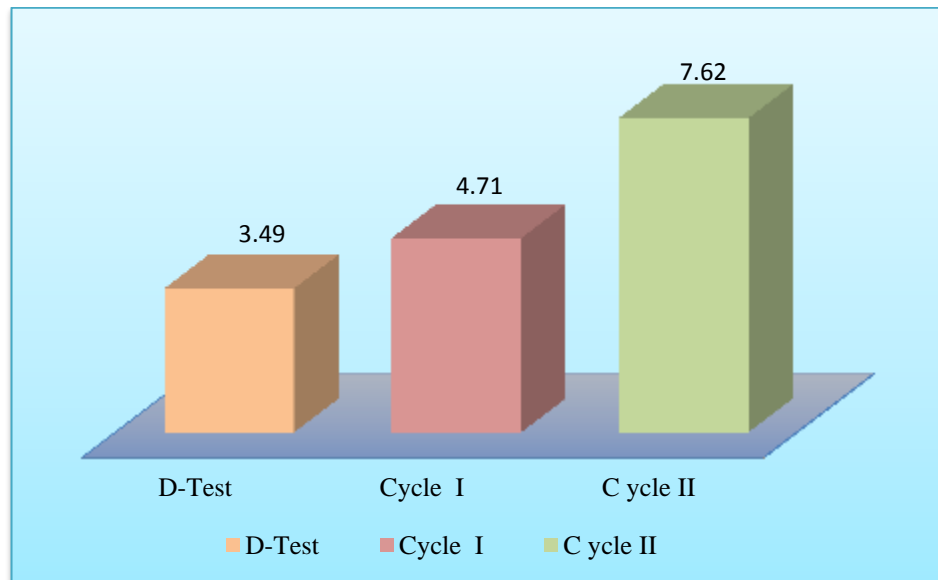
Figure 4.2: The Improvement of the Students' Vocabulary

Figure 4.2 indicates that there was the improvement of students' vocabulary from D-Test, cycle I, and cycle II. Where in D-Test the students' mean score 3.49 but after evaluations in cycle I students' vocabulary achievement from cycle I was 4.71, and the cycle II was 7.62. So the improvement of students' vocabulary from cycle I to cycle II was 61.78%. Figure 4.2 shows that there was an improvement of students' vocabulary after taking an action in cycle I and cycle II through Wholesome Scattering Game.

b. The Criteria and Percentage of the Students' Vocabulary.

The criteria and percentage of the students' vocabulary score presents the result of the students' speaking ability on describing things though Wholesome Scattering Game. The students' scores of D-Test, cycle I and cycle II were classified into some criteria. They were presented in Table 4.4

Table 4.4: The Criteria and Percentage of the Students' Vocabulary

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	9.6 –10	Excellent	0	0	0	0	5	17.2%
2	8.6 9.5	Very good	0	0	0	0	2	6.89%
3	7.6 8.5	Good	0	0	0	0	9	31.0%
4	6.6 7.5	Fairly good	0	0	3	10.3%	7	24.1%
5	5.6 6.5	Fairly poor	3	10.3%	2	6.89%	3	10.3%
6	4.6 5.5	Poor	3	10.3%	1	34.4%	3	10.3%
7	0 – 4.5	Very poor	23	79.3%	1	48.2%	0	0
	Total		29	100	29	100	29	100

Table 4.4 that the percentage of the students' speaking ability in term of vocabulary are D-Test indicates that 3 student (10.34%) got fairly poor, 3 student (10.34%) got poor, 23 students (79.31%) got very poor and none of the students for the other classification.

After taking an action in cycle I by using describing things, the percentage of students' speaking ability in terms of vocabulary are 3 students (10.34%) got fairly good, 2 students (6.89%) got fairly poor, 10 students (34.48%) got poor, 14 students (48.27%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking ability in term of vocabulary are 5 students (17.24%) got excellent, 2 students (6.89%) got very good, 9 students (31.03%) got good, 7 students (24.13%) got fairly good, 3 students (10.34%) got fairly poor, 3 students (10.34%) got poor and

none of the students for the classification. It was mean there was a significant improvement from cycle I to cycle II.

- The Improvement of Students' Speaking Ability in Terms of Pronunciation and Vocabulary.
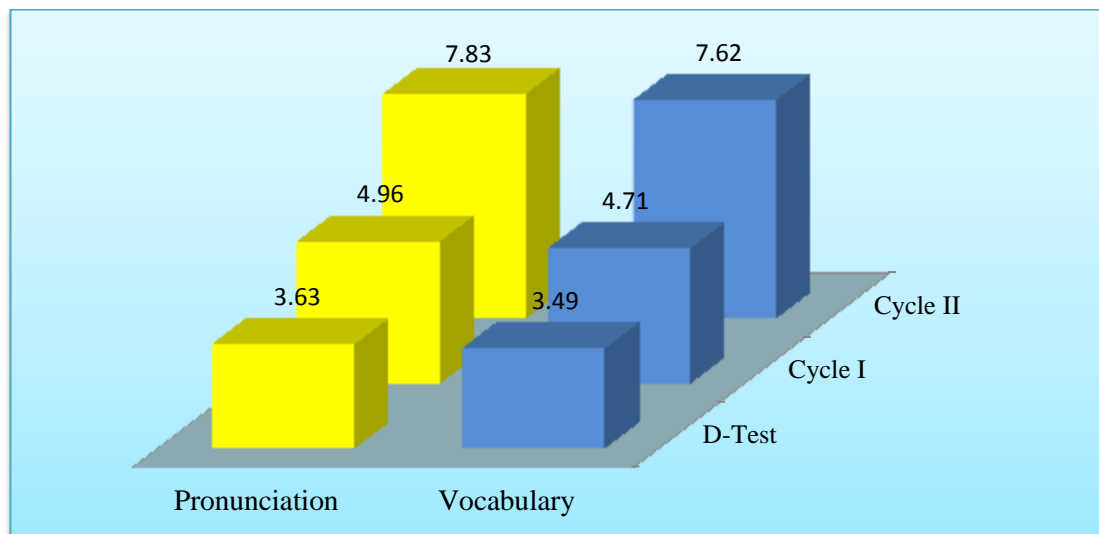
The improvement of students' speaking ability in term of pronunciation and vocabulary class VIII.A SMP Negeri 1 Minasatene through Wholesome Scattering Game as result of the students' assessment, described as follow:

Table 4.5: The Improvement of the Students' Speaking Ability in Terms of Pronunciation and Vocabulary

Indicators	The Students' Score			Improvement C1→C2
	D-Test	Cycle I	Cycle II	
Pronunciation	3.63	4.96	7.83	57.86%
Vocabulary	3.49	4.71	7.62	61.78%

Table 4.5 shows there was an improvement of students' speaking ability in terms of pronunciation and vocabulary. In pronunciation there was improvement students' speaking ability from D-Test was 3.63, the cycle I was 4.96 and cycle II was 7.83. So the improvement students' speaking ability from cycle I to cycle II was 57.86%. In vocabulary there was also improvement of students' speaking ability from D-Test was 3.49, cycle I was 4.71 and cycle II was 7.62. So the improvement of students' speaking ability from cycle I to cycle II was 61.78%. Table 4.5 shows that there was an improvement of speaking ability after taking an action in cycle I and cycle II through Wholesome Scattering Game on describing things.

To see clearly the improvement of the students' speaking ability in terms of pronunciation and vocabulary, is seen in Figure 4.3.

Figure 4.3: The Improvement of the Students' Speaking Ability in Terms of Pronunciation and Vocabulary

Figure 4.3 show the improvement of students speaking ability through Wholesome Scattering Game in cycle II was higher than cycle I. in pronunciation (3.63, 4.96, and 7.83) and then vocabulary (3.49, 4.71, and 7.62). So in cycle II was higher 7.72 than cycle I 4.83 and D-Test 3.56. It also shows that the result of D-Test the lowest achievement. After evaluation in cycle I and cycle II, there was an improvement of the students' speaking ability that shown clearly in the chart after taking an action in the cycle through Wholesome Scattering Game.

B. Discussions

In the previous research findings, it showed that the students' speaking ability through Wholesome Scattering Game to improved from very low to the high mean score of speaking ability. The researcher had made the action of cycle II more interesting than cycle I. Therefore, the students' speaking ability in cycle II was better than cycle II.

In cycle I, the researcher gave less explanation about Wholesome Scattering Game to students, so they seem like the shock. They were still confused about how to use that method in speaking. But in cycle II, the students' really enjoyed to speaking by using Wholesome Scattering Game because the researcher had explained this method clearer than cycle I. At first, the students' were very lazy tried to describe things as required in the Wholesome Scattering Game. But the researcher always tried to stimulate the students' anxiety of what the speaking ability will be about. As a result, the students are enthusiastic to give their predictions and modify their predictions if they got any mistakes in predicting the speaking ability.

1. **The Improvement of Students' Pronunciation in Speaking Ability through Wholesome Scattering Game.**

   In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking ability in terms of pronunciation and vocabulary, and the observation result of the students' presence activeness in teaching and learning process by using wholesome scattering game.

   Before taking a classroom action research through "Wholesome Scattering Game", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After giving D-Test, the researcher found that the students' speaking ability at the eighth grade students' of SMP Negeri 1 Minasatene, Kabupaten Pangkep was very poor, so it must be improved. The D-

Test's score was that 1 students (3.44%) fair, 6 students (20. 68%) got poor, 21 students (72.41%) got very poor and none of students for the other classification.

To improve the students' speaking ability, the researcher decided to use wholesome scattering game and then prepared to do cycle I that consisted of four phases namely: planning, action, observation, and reflecting. In cycle I, the researcher found that the students still difficult and confused to speak. They often inhibited about trying to say things in a foreign language in the classroom, worry about making mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

Hami in Nisa (2011: 2) says that game can help someone to improve speaking ability especially used wholesome scattering game which teacher gives keywords to the learner from a text, and then the teacher asks the learner to make sentences to create a good text from those keywords. The text should be as close as possible with the original text. The researcher attempts to observe and describe how the teacher implemented wholesome scattering game as technique to teach speaking ability in SMP Negeri 1 Minasatene how the learners responded the teaching learning process. Related to the aim, the researcher conducted descriptive qualitative research. Moleong (2011: 3) stated that the goal of qualitative researches to understand phenomena experienced by research subject, such as

behavior, perception, motivation, action, etc., in the form of words and language, naturally.

At the first the research found that the students difficult to find new word create the sculpture and memorizing to describing things. So the method could so the improvement by doing some interesting efforts from cycles I to cycle II. There searcher prepared well before do the second cycle. The researchers know what the weakness and the strengths, because the researchers did reflection. In the cycle II the researcher putting the students' in groups and give they test. It used to know students' prior knowledge before applying the method. The result in test is still low and classified into poor.

To solve this problem, the researcher did more effort and gives the treatment to the class by using wholesome scattering game. The research followed the procedure of implementing wholesome scattering game in the classroom. Firstly the researcher gave the material, but the research found that the students' are difficult to understand the meaning of each word' to describing. So, the research approached step by step order they can found the real meaning of each word. The students also find the meaning from their dictionary. However, the research here helped the students to define the meaning. Therefore, there are no any manipulations in this research to make sure that everything happens naturally. Games are one of the techniques which can give the learners a break and make learners practice language skill at the same time Ersöz (2000: 24). A descriptive thing is a text which tells us about someone or something description. It can be the students' idol, favorite, friends, something special, etc. This sequence of texts is

designed to introduce students to the difference between informational texts and persuasive ones. Students can learn that the task they are asked to do will influence the type of text they will produce.

From the explanation previously, the researcher analyzed that the students' ability in speaking in term of pronunciation by using Wholesome Scattering Game was improved, where the students' mean score in cycle I to cycle II was higher than D-Test. The researcher also analyzed the percentage of students' progress in speaking ability through Wholesome Scattering Game.

2. The Improvement of Students' Vocabulary in Speaking Ability through Wholesome Scattering Game.

In improving the students' vocabulary in speaking ability, the researcher used wholesome scattering game. The finding result shows the students' improvement of the students' vocabulary. Before taking a classroom action research through "Wholesome Scattering Game", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking ability at the eighth grade students' of SMP Negeri 1 Minasatene, Kabupaten Pangkep was very poor, so it must be improved. The D-Test's score was that 3 students (10.34%) fairly poor, 3 students (10.34%) got poor, 23 students (79.31%) got very poor and none of students for the other classification.

. In cycle I, the researcher found that the students still difficult and confused to speak. They often inhibited about trying to speak in the classroom, worry about making mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the

problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

The researcher has change the activity more interesting in cycle II so that the students could show improvement, in the first cycle the researcher gave less explanation about wholesome scattering game to students' seemed like confused. But in cycle II, the students really enjoyed the technique because the researcher gave them explanation intensively and motivation when teaching and learning process. At the first, the research found that the students difficult to find new words and memorizing. So the technique could so the improvement by doing some interesting efforts from cycles I to cycle II. The researcher prepared well before did the second cycle. The researcher knows what the weakness and the strengths, because the researcher did reflection.

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English speaking through wholesome scattering game. They confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and shy to speak, the frequency and percentage of students' speaking ability were increased well in each wholesome scattering game could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. Another aspect that found by researcher in speaking English such as low motivation to speak, not have enough

vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid express their ideas through oral communication, unfamiliar with good techniques to speak easily, well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom who was not active in speaking.

In the vocabulary aspect, most of the learners' speaking task had the same category as content and organization. They were categorized into excellent to very good. In ESL composition profile, the vocabulary aspect of speaking product is categorized into excellent to very good if it uses effective word or idiom choice and usage. It means that most of the learners' speaking task had a good word choice and usage. According to Hess (2011: 6) Wholesome scattering game it is explained that using picture as a media in teaching descriptive things is very helpful in producing the words or sentences because the students can see something through picture which give imagination for students to describe something or place, so they are able to choose the appropriate vocabularies according to the description based on the picture. During the implementation of wholesome scattering game, the teacher gave a speaking task. The learners were asked to make a descriptive text from keywords that the teacher dictated. The speaking tasks were analyzed by the researcher using ESL composition profile by Jacobet. al.(1981).

The researcher found in the cycle I, that although all of the students know how to speak most of them were difficult to understand what they have to speak. Learning process in the cycle I was not really successful, so the researcher

decided to did cycle II, the researcher revised the lesson plan. Where, when the researcher explained about Wholesome Scattering Game should explain more clearly, if needed gave chance to the students to ask about the material. Besides that, the researcher had to give better guidance for students' in describing things.

From the explanation previously, the researcher analyzed that the students' ability in term of vocabulary by using Wholesome Scattering Game was improved, where the students' mean score in cycle I and cycle II was higher than D-Test. The researcher also analyzed the percentage of students' progress in speaking ability through Wholesome Scattering Game. It means that the students' achievement in vocabulary especially after using wholesome scattering game in classroom were the teaching and learning process. By using this method the students and the researcher were cooperate each other in improving students' knowledge.

The result of cycle II in using wholesome scattering game showed that the students' improve to seem the result of the second cycle action process, analyzed, understood and made conclusion activity. The researcher analyzed first cycle to know whether the action of this cycle reached success criteria based on test result of second action. This score was taken from students' correct and calculating by using mean score in data analysis. After that, the researcher used the score of cycle I and cycle II to find out the students' improvement percentage. The students' improvement in using wholesome scattering game.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in previous chapter, the researcher drew a conclusion as follows:

1. Wholesome Scattering Game can improve the students' speaking ability in term of pronunciation in describing things at Eighth grade Students of SMP Negeri 1 Minasatene, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking ability in term of pronunciation in cycle I is 4.96 and improve become 7.83 in cycle II. That was mean that there is significant improvement of pronunciation from cycle I to cycle II, the improvement is 57.86%.

2. Wholesome Scattering can improve the students' speaking ability in term of vocabulary in describing things at Eighth grade Students of SMP Negeri 1 Minasatene, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking ability in term of vocabulary in cycle I is 4.71 and improve become 7.62 in cycle II. That was mean that there is significant improvement of vocabulary from cycle I to cycle II, the improvement is 61.78%.

B. Suggestions

After seeing the findings as well as the discussion, the researcher gave suggestions which may be useful as follows:

Wholesome Scattering Game can significantly improve the students' speaking ability in term of pronunciation and vocabulary. At the Eighth grade Students of SMP Negeri 1 Minasatene. So it is strongly suggested to be applied in teaching English in the classroom in order to improve the students' speaking ability. The teacher should be creative in teaching English especially speaking because to master English, it needs more technique or method in improving it. The students should try to speak individually or group because it can stimulate to speak up more and to get naturally communication. The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot in improving speaking ability. Furthermore, the students are suggested to have a lot of practice speaking in order to improve their pronunciation and vocabulary in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking. The most important suggestion is for the researchers in the future, so that they should conduct the research related to this topic of the paper where the result can be a reference to develop their findings and might have difference.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan   : SMP Negeri 1 Minasatene

Mata pelajaran   : Bahasa Inggris

Kelas / semester   : VIII / I

Aspek/skil   : Speaking

Alokasi waktu   : 4 x 45 menit

Topic   : *Descriptive Text*

Pertemuan   : 1-2 (cycle I)

I. Standart kompetensi

4. Mengugkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

II.   Kompetensi dasar

4.2 Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat,lancar,dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Pertama

III. Indikator

1. Merspon teks monolog berbentuk descriptive

2. Mengidentifikasi struktur bahasa dalam teks descriptive.

3. memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

IV. Tujuan pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

2. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

3. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

V. Materi pokok pembelajaran

Teks monolog berbentuk descriptive:

My Classroom

My classroom is next to the library. So, every morning, before the class started I read book at the library.

My classroom is painted in white. The entire wall is white. And it has a lot of glasses window. In my classroom, there is a white board.

My teachers use the white board to write and give explanation to us. There is also an Indonesian flag in the corner. There are a lot of tables and chairs in my classroom. My friend and I use them when we are learning.

VI. Metode/strategi pembelajaran:

Wholesome Scattering Game

VII. Strategi Pembelajaran

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (10 menit)
1. Guru menyapa siswa dan menanyakan kondisi siswa. 2. Siswamenanggapi salam dan menceritakan kondisinya kepada guru. 3. Guru memeriksa kehadiran siswa. 4. Guru memberi petunjuk untuk menyajikan materi baru. 5. Guru menyampaikan tujuan pembelajaran	1. Siswa siap mempelajari materi. 2. Memberikan teks yang akan diajarkan.Guru dan siswa mendiskusikan teks. 3. Guru memeriksa pemahaman siswa. 4. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 5. Siswa menyampaikan pertanyaan mereka kepada guru. 6. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	1. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 2. Guru menyimpulkan materi pembelajaran 3. Siswa merefleksikan pembelajaran mereka. 4. Guru menyampaikan rencana pembelajaran yang akan datang. 5. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru membagi siswa menjadi beberapa kelompak

- Guru membagikan topic yang berkaitan dengan benda yang ada didalam kelas yang akan didescripsikan siswa.

- Guru membagikan 10 kata kunci yang berhubungan dengan topic.

- Dari kata kunci siswa menebak topic apa yang akan didescripsikan.

- Siswa akan mendescripsikan topic tersebut didepan kelas.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

Pertemuan Kedua

VIII. Indikator

1. Merspon teks monolog berbentuk descriptive

2. Mengidentifikasi struktur bahasa dalam teks descriptive.

3. memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

IX. Tujuan pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

2. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

3. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

X. Materi pokok pembelajaran

Teks monolog berbentuk descriptive:

My Laptop

I have a laptop. My father bouht it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can typing using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop.

I really like this new laptop. Because it always be helpful to me in various situations.

XI. Metode/strategi pembelajaran:

Wholesome Scattering Game

XII. Strategi Pembelajaran

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (11 menit)
6. Guru menyapa siswa dan menanyakan kondisi siswa. 7. Siswamenanggapi salam dan menceritakan kondisinya kepada guru. 8. Guru memeriksa kehadiran siswa. 9. Guru memberi petunjuk untuk menyajikan materi baru. 10. Guru menyampaikan tujuan pembelajaran	7. Siswa siap mempelajari materi. 8. Memberikan teks yang akan diajarkan.Guru dan siswa mendiskusikan teks. 9. Guru memeriksa pemahaman siswa. 10. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 11. Siswa menyampaikan pertanyaan mereka kepada guru. 12. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	6. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 7. Guru menyimpulkan materi pembelajaran 8. Siswa merefleksikan pembelajaran mereka. 9. Guru menyampaikan rencana pembelajaran yang akan datang. 10. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru membagi siswa menjadi beberapa kelompak

- Guru membagikan topic yang berkaitan dengan media elektronik yang akan didescripsikan siswa.

- Guru membagikan 10 kata kunci yang berhubungan dengan topic.

- Dari kata kunci siswa menebak topic apa yang akan didescripsikan.

- Siswa akan mendescripsikan tapic tersebut didepan kelas.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

XIII. Sumber belajar:

1. How to Teach English by Jeremy Harmer

2. Bahan Internet

3. Gambar-gambar yang relevan

XIV. Penilaian :

1. Teknik   : Tes lisan

2. Bentuk   : Performance

3. Pedoman penilaian

    b. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors

Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion
Average	3	Pronunciation influenced by mother tongue but only ea few serious phonological errors. Several grammatical and lexical errors. Some of which clause confusion
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many "basic" grammatical and lexical errors
Very poor	1	Serious pronunciation errors as well as, many "basic" grammatical and lexical errors. No evidence of the language skill practice in the course.

b. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without to great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort very limited

		range of expression.
Very poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut :

Jumlah skor maksimal keseluruhan: 100

Nilai siswa= skor yang diperoleh x 10

       Skor maksimal

The Students' Activeness in Teaching and Learning Process

The Students' Active Participations	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar,

2017   Mahasiswa

Risma Bakkalang

Teaching Material!!!

MY CLASSROOM

Describe this topic to be good paragraph by using the following word:

1. Classroom
2. Library
3. Morning
4. Book
5. Painted
6. White board
7. My friend
8. Window
9. White
10. Chairs

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMP Negeri 1 Minasatene

Mata pelajaran : Bahasa Inggris

Kelas / semester : VIII / I

Aspek/skil : Speaking

Alokasi waktu : 4 x 45 menit

Topic : *Descriptive Text*

Pertemuan : 3-4 (cycle I)

XV. Standart kompetensi

4. Mengugkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

XVI. Kompetensi dasar

4.3 Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat,lancar,dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Pertama

XVII. Indikator

4. Merspon teks monolog berbentuk descriptive

5. Mengidentifikasi struktur bahasa dalam teks descriptive.

6. memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XVIII. Tujuan pembelajaran

4. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

5. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

6. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XIX. Materi pokok pembelajaran

Teks monolog berbentuk descriptive:

My Lovely Cat

I have a stray cat as my pet. He is really playful; He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always tried to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

XX. Metode/strategi pembelajaran:

Wholesome Scattering Game

XXI. Strategi Pembelajaran

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (12 menit)
11. Guru menyapa siswa dan menanyakan kondisi siswa. 12. Siswa menanggapi salam dan menceritakan kondisinya kepada guru. 13. Guru memeriksa kehadiran siswa. 14. Guru memberi petunjuk untuk menyajikan materi baru. 15. Guru menyampaikan tujuan pembelajaran	13. Siswa siap mempelajari materi. 14. Memberikan teks yang akan diajarkan. Guru dan siswa mendiskusikan teks. 15. Guru memeriksa pemahaman siswa. 16. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 17. Siswa menyampaikan pertanyaan mereka kepada guru. 18. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	11. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 12. Guru menyimpulkan materi pembelajaran 13. Siswa merefleksikan pembelajaran mereka. 14. Guru menyampaikan rencana pembelajaran yang akan datang. 15. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru membagi siswa menjadi beberapa kelompak

- Guru membagikan topic yang berkaitan dengan hewan yang akan didescripsikan siswa.

- Guru membagikan 10 kata kunci yang berhubungan dengan topic.

- Dari kata kunci siswa menebak topic apa yang akan didescripsikan.

- Siswa akan mendescripsikan topic tersebut didepan kelas.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

Pertemuan Kedua

XXII. Indikator

4. Merspon teks monolog berbentuk descriptive

5. Mengidentifikasi struktur bahasa dalam teks descriptive.

6. memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XXIII. Tujuan pembelajaran

4. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

5. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

6. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XXIV. Materi pokok pembelajaran

Teks monolog berbentuk descriptive:

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

XXV. Metode/strategi pembelajaran:

Wholesome Scattering Game

XXVI. Strategi Pembelajaran

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (13 menit)
16. Guru menyapa siswa dan menanyakan kondisi siswa. 17. Siswamenanggapi salam dan menceritakan kondisinya kepada guru. 18. Guru memeriksa kehadiran siswa. 19. Guru memberi petunjuk untuk menyajikan materi baru. 20. Guru menyampaikan tujuan pembelajaran	19. Siswa siap mempelajari materi. 20. Memberikan teks yang akan diajarkan.Guru dan siswa mendiskusikan teks. 21. Guru memeriksa pemahaman siswa. 22. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 23. Siswa menyampaikan pertanyaan mereka kepada guru. 24. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	16. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 17. Guru menyimpulkan materi pembelajaran 18. Siswa merefleksikan pembelajaran mereka. 19. Guru menyampaikan rencana pembelajaran yang akan datang. 20. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru membagi siswa menjadi beberapa kelompak

- Guru membagikan topic yang berkaitan dengan hewan yang akan didescripsikan siswa.

- Guru membagikan 10 kata kunci yang berhubungan dengan topic.

- Dari kata kunci siswa menebak topic apa yang akan didescripsikan.

- Siswa akan mendescripsikan topic tersebut didepan kelas.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

XXVII. **Sumber belajar:**

4. How to Teach English by Jeremy Harmer

5. Bahan Internet

6. Gambar-gambar yang relevan

XXVIII. **Penilaian :**

4. Teknik   : Tes lisan

5. Bentuk   : Performance

6. Pedoman penilaian

c. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion
Average	3	Pronunciation influenced by mother tongue but only ea few serious phonological errors. Several grammatical and lexical errors. Some of which clause confusion
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many "basic" grammatical and lexical errors
Very poor	1	Serious pronunciation errors as well as, many "basic" grammatical and lexical errors. No evidence of the language skill practice in the course.

c. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without to great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but

		success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort very limited range of expression.
Very poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut :

Jumlah skor maksimal keseluruhan: 100

Nilai siswa= skor yang diperoleh x 10

        Skor maksimal

The Students' Activeness in Teaching and Learning Process

The Students' Active Participations	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar, 2017

Mahasiswa

Risma Bakkalang

Teaching Material!!!

CAT

Describe this topic to be good paragraph by using the following word:

1. I
2. Orange
3. White
4. Like
5. Long
6. Tail
7. Play
8. Always
9. He
10. Sometimes

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan	: SMP Negeri 1 Minasatene
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VIII / I
Aspek/skil	: Speaking
Alokasi waktu	: 4 x 45 menit
Topic	: *Descriptive Text*
Pertemuan	: 5-6 (cycle II)

XXIX. Standart kompetensi

4. Mengugkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

XXX. Kompetensi dasar

4.4 Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat,lancar,dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Pertama

XXXI. Indikator

7. Merspon teks monolog berbentuk descriptive

8. Mengidentifikasi struktur bahasa dalam teks descriptive.

9. Memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

10. Menentukan topic yang akan didescripsikan.

XXXII. Tujuan pembelajaran

7. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

8. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

9. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

10. Siswa dapat menentukan topic sendiri dan mampu mendescripsikan di depan kelas

XXXIII. Materi pokok pembelajaran

Teks monolog berbentuk descriptive:

His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After conducting a task as the governor of Jakarta, Jokowi challenges his luck to be the president of Indonesia. Lucky him. He can defeat his opponent, Prabowo Subianto. Jokowi become the president of Indonesia period 2014 – 2019.

XXXIV. Metode/strategi pembelajaran:

Wholesome Scattering Game

XXXV. Strategi Pembelajaran

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (14 menit)
21. Guru menyapa siswa dan menanyakan kondisi siswa. 22. Siswamenanggapi salam dan menceritakan kondisinya kepada guru. 23. Guru memeriksa kehadiran siswa. 24. Guru memberi petunjuk untuk menyajikan materi baru. 25. Guru menyampaikan tujuan pembelajaran	25. Siswa siap mempelajari materi. 26. Memberikan teks yang akan diajarkan.Guru dan siswa mendiskusikan teks. 27. Guru memeriksa pemahaman siswa. 28. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 29. Siswa menyampaikan pertanyaan mereka kepada guru. 30. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	21. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 22. Guru menyimpulkan materi pembelajaran 23. Siswa merefleksikan pembelajaran mereka. 24. Guru menyampaikan rencana pembelajaran yang akan datang. 25. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru memberikan kebebasan kepada siswa untuk memilih topic yang berkaitan dengan people yang akan didescripsikan.

- Guru memberikan kesempatan kepada siswa mencari 10 kata kunci yang berkaitan dengan topic yang dipilih.

- Dari kata kunci siswa menebak topic apa yang akan didescripsikan.

- Siswa akan mendescripsikan tapic tersebut didepan kelas.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

Pertemuan Kedua

XXXVI. Indikator

7. Merspon teks monolog berbentuk descriptive

8. Mengidentifikasi struktur bahasa dalam teks descriptive.

9. memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XXXVII. Tujuan pembelajaran

7. Siswa dapat merespon text monolog sederhana berbentuk descriptive.

8. siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.

9. Siswa dapat memgungkapkan text esei berbentuk descriptive sesuai dengan topic.

XXXVIII. **Materi pokok pembelajaran**

Teks monolog berbentuk descriptive:

XXXIX. **Metode/strategi pembelajaran:**

Wholesome Scattering Game

XL. **Strategi Pembelajaran**

Pre- Teaching (10 menit)	Whilst- Teaching (70 menit)	Post- Teaching (15 menit)
26. Guru menyapa siswa dan menanyakan kondisi siswa. 27. Siswamenanggapi salam dan menceritakan kondisinya kepada guru. 28. Guru memeriksa kehadiran siswa. 29. Guru memberi petunjuk untuk menyajikan materi baru. 30. Guru menyampaikan tujuan pembelajaran	31. Siswa siap mempelajari materi. 32. Memberikan teks yang akan diajarkan.Guru dan siswa mendiskusikan teks. 33. Guru memeriksa pemahaman siswa. 34. Guru memberi kesempatan kepada siswa untuk mengajukan pertanyaan. 35. Siswa menyampaikan pertanyaan mereka kepada guru. 36. Para siswa dilibatkan untuk melakukan kegiatan berbicara yang menarik seperti permainan, permainan peran, diskusi, dll.	26. Guru menanyakan kesulitan siswa tentang materi yang sudah diajarkan 27. Guru menyimpulkan materi pembelajaran 28. Siswa merefleksikan pembelajaran mereka. 29. Guru menyampaikan rencana pembelajaran yang akan datang. 30. Guru mengakhiri kelas dengan berdoa dan mengucapkan salam.

Langkah-langkah Kegiatan

Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dengan ramah ketika masuk ruang kelas

- Guru menanyakan kabar siswa

- Guru mengabsen siswa

- Mengantar siswa ke materi

- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti (70 menit)

- Guru membagikan topic yang berkaitan dengan orang tua, sahabat dan binatang peliharaan yang akan didescripsikan siswa.

- Siswa memilih salah satu topic untuk didescripsikan didepan kelas secara individu.

Kegiatan Akhir (10 menit)

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

- Guru menyampaikan rencana pembelajaran yang akan datang.

- Mengakhiri pertemuan dengan mengucapkan salam.

XLI. **Sumber belajar:**

7. How to Teach English by Jeremy Harmer

8. Bahan Internet

9. Gambar-gambar yang relevan

XLII. **Penilaian :**

7. Teknik : Tes lisan

8. Bentuk   : Performance

9. Pedoman penilaian

   d. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion
Average	3	Pronunciation influenced by mother tongue but only ea few serious phonological errors. Several grammatical and lexical errors. Some of which clause confusion
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many "basic" grammatical and lexical errors
Very poor	1	Serious pronunciation errors as well as, many "basic" grammatical and lexical errors. No evidence of the language skill practice in the course.

   d. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without to great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly

		smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort very limited range of expression.
Very poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut :

Jumlah skor maksimal keseluruhan: 100

Nilai siswa= skor yang diperoleh x 10

　　　　　Skor maksimal

The Students' Activeness in Teaching and Learning Process

The Students' Active Participations	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar,　　　2017

Mahasiswa

Risma Bakkalang

Teaching Material!!!

Ir. H. Joko Widodo.

Describe this topic to be good paragraph by using the following word:

1. President
2. Friendly
3. Indonesia
4. Born
5. Children
6. Solo
7. Populist
8. Become
9. Jakarta
10. conducting

APPENDIX B

TEST CYCLE I

Choose one picture, than describe a person in the picture in front of the class with good pronunciation and vocabulary!

APPENDIX C

The List Name Students' of Class VIII A at SMP Negeri 1 Minasatene

No	Student' Name	Subjects Codes
1	ANDI FATUR	S1
2	FAHMI FAUSAN	S2
3	M. FADEL ANANDA	S3
4	MUH. IKHLAS	S4
5	MUH. MUDASSI YUSRAN	S5
6	MUH. RIFQI HIDAYAT	S6
7	MUH. ZAKIR	S7
8	MUHAMMAD ISHAK	S8
9	MUHAMMAD RISKY FAJAR	S9
10	RUSMIN NUTYSDIN	S10
11	YUDI ALQADRI	S11
12	ASTRI AULIA	S12
13	AYU LESTARI	S13
14	HABIBA.B	S14
15	HAJERAH	S15
16	HERAWATI	S16
17	IMRA ATUTTAHIRA	S17
18	INDA RACHMAN SANTY	S18
19	MARNI	S19
20	MAHIRA TUL MAHDIYAH	S20
21	MUKASSIRA BASO	S21
22	NABILA MAHARANI	S22
23	NABILA SALSABILA	S23
24	NISVA HARYA	S24
25	NURHIDAYANTI	S25
26	NURHALIZAH	S26
27	RUSTINA	S27
28	SELVI ASDAR	S28
29	SUNARSIH	S29

APPENDIX D

RESEARCH ANALYSIS

APPENDIX D.1

The Result of Diagnostic Test at SMP Negeri 1 Minasatene Semester Ganjil Tahun Pelajaran 2017/2018

Subjects (Codes)	Speaking Accuracy			
	Pronunciation	Classification	Vocabulary	Classification
S1	3.1	Very Poor	3.3	Very Poor
S2	2.3	Very Poor	2.3	Very Poor
S3	2.5	Very Poor	3	Very Poor
S4	3	Very Poor	3.3	Very Poor
S5	3.5	Very Poor	2.2	Very Poor
S6	6.1	Fairly Poor	6.3	Fairly Poor
S7	3.3	Very Poor	3	Very Poor
S8	2.5	Very Poor	2.3	Very Poor
S9	2.5	Very Poor	3	Very Poor
S10	3	Very Poor	3.1	Very Poor
S11	6.7	Fairly Good	3.3	Very Poor
S12	5	Poor	3.3	Very Poor
S13	2.3	Very Poor	5	Poor
S14	3.3	Very Poor	3.3	Very Poor
S15	3.2	Very Poor	3	Very Poor
S16	3.3	Very Poor	4	Very Poor
S17	5.4	Poor	6.1	Fairly Poor
S18	5.1	Poor	5	Poor
S19	2.3	Very Poor	3	Very Poor
S20	5.3	Poor	3	Very Poor
S21	3.2	Very Poor	5.1	Poor
S22	2.3	Very Poor	3.3	Very Poor
S23	3	Very Poor	2.3	Very Poor
S24	3.2	Very Poor	3.3	Very Poor
S25	5.1	Poor	2.5	Very Poor
S26	3.3	Very Poor	3.3	Very Poor
S27	5.2	Poor	6.2	Fairly Poor
S28	3.3	Very Poor	2.3	Very Poor
S29	3.1	Very Poor	2.3	Very Poor

APPENDIX D.2

The Result of Cycle I at SMP Negeri 1 Minasatene Semester Ganjil Tahun Pelajaran 2017/2018

Subjects (Codes)	Speaking Accuracy			
	Pronunciation	Classification	Vocabulary	Classification
S1	5.5	Poor	3.6	Very Poor
S2	6.3	Fairly Poor	6.8	Fairly Good
S3	5.3	Poor	5.2	Poor
S4	3.3	Very Poor	4.1	Very Poor
S5	3	Very Poor	3.3	Very Poor
S6	6.2	Fairly Poor	6.5	Fairly Poor
S7	5.3	Poor	3.3	Very Poor
S8	5.5	Poor	4.2	Very Poor
S9	3.6	Very Poor	3.5	Very Poor
S10	5.2	Poor	3.7	Very Poor
S11	6.7	Fairly Good	4.2	Very Poor
S12	6.7	Fairly Good	5	Poor
S13	5.2	Poor	5.5	Poor
S14	3.3	Very Poor	5.2	Poor
S15	3.6	Very Poor	3.3	Very Poor
S16	4.2	Very Poor	5.3	Poor
S17	5.7	Fairly Poor	6.8	Fairly Good
S18	5.6	Fairly Poor	6.2	Fairly Poor
S19	5.2	Poor	3.6	Very Poor
S20	5.6	Fairly Poor	5.2	Poor
S21	5	Poor	5.2	Poor
S22	5.7	Fairly Poor	5	Poor
S23	5.2	Poor	4.1	Very Poor
S24	3.5	Very Poor	4	Very Poor
S25	6.7	Fairly Good	5.2	Poor
S26	3.6	Very Poor	4.1	Very Poor
S27	6.7	Fairly Good	6.8	Fairly Good
S28	3.3	Very Poor	2.7	Very Poor
S29	3.3	Very Poor	5	Poor

APPENDIX D.3

The Result of Cycle II at SMP Negeri 1 Minasatene Semester Ganjil Tahun Pelajaran 2017/2018

Subjects (Codes)	Speaking Accuracy			
	Pronunciation	Classification	Vocabulary	Classification
S1	7.6	Good	9.5	Very Good
S2	7.6	Good	10	Excellent
S3	9.5	Very Good	7.8	Good
S4	6.7	Fairly Good	6.7	Fairly Good
S5	7.6	Good	5.8	Fairly Poor
S6	10	Excellent	7.8	Good
S7	6.8	Fairly Good	7.4	Fairly Good
S8	7.5	Fairly Good	10	Excellent
S9	5.5	Poor	6.8	Fairly Good
S10	7.2	Fairly Good	6.7	Fairly Good
S11	10	Excellent	7.6	Good
S12	10	Excellent	7.8	Good
S13	7.6	Good	5.5	Poor
S14	6.7	Fairly Good	6.7	Fairly Poor
S15	5.2	Poor	5.5	Poor
S16	7.8	Good	7.6	Good
S17	6.7	Fairly Good	10	Excellent
S18	10	Excellent	8.6	Very Good
S19	8.6	Very Good	6.7	Fairly Good
S20	7.6	Good	7.5	Fairly Good
S21	8.6	Very Good	7.6	Good
S22	10	Excellent	8.2	Good
S23	10	Excellent	6.7	Fairly Good
S24	5.2	Poor	5.7	Fairly Poor
S25	7.6	Good	10	Excellent
S26	8.2	Good	7.8	Good
S27	6.8	Fairly Good	10	Excellent
S28	7.8	Good	5.3	Poor
S29	6.7	Fairly Good	7.8	Good

APPENDIX D.4

The Score of the Students' Pronunciation

No	Subjects' Codes	Score of Pronunciation		
		D-Test	Cycle I	Cycle II
1	S1	3.1	5.5	7.6
2	S2	2.3	6.3	7.6
3	S3	2.5	5.3	9.5
4	S4	3	3.3	6.7
5	S5	3.5	3	7.6
6	S6	6.1	6.2	10
7	S7	3.3	5.3	6.8
8	S8	2.5	5.5	7.5
9	S9	2.5	3.6	5.5
10	S10	3	5.2	7.2
11	S11	6.7	6.7	10
12	S12	5	6.7	10
13	S13	2.3	5.2	7.6
14	S14	3.3	3.3	6.7
15	S15	3.2	3.6	5.2
16	S16	3.3	4.2	7.8
17	S17	5.4	5.7	6.7
18	S18	5.1	5.6	10
19	S19	2.3	5.2	8.6
20	S20	5.3	5.6	7.6
21	S21	3.2	5	8.6
22	S22	2.3	5.7	10
23	S23	3	5.2	10
24	S24	3.2	3.5	5.2
25	S25	5.1	6.7	7.6
26	S26	3.3	3.6	8.2
27	S27	5.2	6.7	6.8
28	S28	3.3	3.3	7.8
29	S29	3.1	3.3	6.7
	$\sum x$	105.4	144	227.1
	X	3.63	4.96	7.83

APPENDIX D.5

The Score of the Students' Vocabulary

No	Subjects' Codes	Score of Vocabulary		
		D-Test	Cycle I	Cycle II
1	S1	3.3	3.6	9.5
2	S2	2.3	6.8	10
3	S3	3	5.2	7.8
4	S4	3.3	4.1	6.7
5	S5	2.2	3.3	5.8
6	S6	6.3	6.5	7.8
7	S7	3	3.3	7.4
8	S8	2.3	4.2	10
9	S9	3	3.5	6.8
10	S10	3.1	3.7	6.7
11	S11	3.3	4.2	7.6
12	S12	3.3	5	7.8
13	S13	5	5.5	5.5
14	S14	3.3	5.2	6.7
15	S15	3	3.3	5.5
16	S16	4	5.3	7.6
17	S17	6.1	6.8	10
18	S18	5	6.2	8.6
19	S19	3	3.6	6.7
20	S20	3	5.2	7.5
21	S21	5.1	5.2	7.6
22	S22	3.3	5	8.2
23	S23	2.3	4.1	6.7
24	S24	3.3	4	5.7
25	S25	2.5	5.2	10
26	S26	3.3	4.1	7.8
27	S27	6.2	6.8	10
28	S28	2.3	2.7	5.3
29	S29	2.3	5	7.8
$\sum x$		101.4	136.6	221.1
X		3.49	4.71	7.62

APPENDIX D.6

Mean Score of Students Pronunciation

D –Test

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

$$= \frac{105.4}{29}$$

$$= 3.63$$

Cycle I

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

$$= \frac{144}{29}$$

$$= 4.96$$

Cycle II

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

$$= \frac{227.1}{29}$$

$$= 7.83$$

Mean Score of Students Vocabulary

D-Test

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

$$= \frac{101.4}{29}$$

Cycle I $= 3.49$

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

$$= \frac{136.6}{29}$$

$$= 4.71$$

Cycle II

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

$$= \frac{221.1}{29}$$

$$= 7.62$$

Mean Score of Students Speaking Ability

D-Test

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

$$= \frac{7.12}{2}$$

$$= 3.56$$

Cycle I

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

$$= \frac{9.67}{2}$$

$$= 4.83$$

Cycle II

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

$$= \frac{15.54}{2}$$

$$= 7.72$$

APPENDIX D.9

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{56}{112} x100$$

$$= 50\%$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{61}{112} x100$$

$$= 54.46\%$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{62}{112} x100$$

$$= 55.35\%$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{73}{116} x100$$

$$= 62.93\%$$

APPENDIX D.10

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{75}{108} x100$$

$$= 69.44\%$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{86}{112} x100$$

$$= 76.78\%$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{82}{116} x100$$

$$= 70.68\%$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$= \frac{98}{116} x100$$

$$= 84.48\%$$

DOCUMENTATION

CURRICULUM VITAE

Risma Bakkalang was born on Desember 22[th], 1995 in To'bela Kolaka Utara regency. She is the second child of Ramang and Rasmia. She has two brothers.

In 2001 the researcher resisted as a student of elementary school in SDN I To'bela in Kolaka Utara regency and graduate in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 2 Batuputih and Graduated in 2010. Then the researcher resisted to the senior high school, at SMA Negeri 1 Batuputih and graduate 2013. In 2013 the researcher resisted to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title "*Improving Students' Speaking Ability on Describing Things through Wholesome Scattering Game (A Classroom Action Research at The Eighth Grade Students' of SMP Negeri 1 Minasatene, Kabupaten Pangke).*