

**THE USE OF MEANING, USE, FORM (MUF) FRAMEWORK IN
TEACHING SPEAKING**

*(A Pre-Experimental Research at the Seventh Grade Students of
SMPN 24 Makassar)*



A THESIS

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

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MOTTOS

**The important thing is not to stop questioning.
(Albert Einstein)**

Never give up, fix mistakes and keep stepping.

DEDICATION

In the name of Allah, I dedicated my thesis to:

My beloved parents (Mr. Jamaluddin and Mrs. Yulianti.K).

*My beloved sisters (Rosnawati, Amd., Keb, Nur Afni and
Nur Rahma).*

My beloved brother (Muhammad Ridwan).

My beloved friends (Anti, Erma, Firma, Icha, Nailil,

Ratna, Rana, Riska, Risna, Sugra, Tari).

All people around me.

ABSTRACT

Fausiani. 2017.*The Use of Meaning, Use, Form (MUF) Framework in Teaching Speaking (A Pre-Experimental Research at the Seventh Grade Students of SMPN 24 Makassar* , under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Ratna Dewi and Nunung Anugrawati).

This research aimed to find out the improvement of the students' speaking ability by using Meaning, Use, Form (MUF) framework that accuracy which focuses on grammar and vocabulary and fluency which focuses on smoothness.

The research applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class VII 1 of SMPN 24 Makassar which consisted of 30 students. The sample was taken by using purposive sampling technique. The researcher used speaking material of oral test as instrument pre-test and post-test. The data was collected through speaking ability pre-test and post-test. To find out the improvement of students speaking ability by using Meaning, Use, Form (MUF) framework, the researcher applied t-test analysis.

The result of the analysis showed that there was a significant difference between pre-test and post-test. The result of inferential statistic test by using paired sample t-test showed that $Sig = 0.000$. It indicated that H_0 was rejected and H_1 was accepted because $Sig. < \alpha$ ($0.000 < 0.05$). Therefore, it concluded that there was significant difference between the students' speaking ability in learning descriptive text by using Meaning, Use, Form (MUF) framework is effective in improving the students' in speaking ability.

Keywords: Speaking Ability and MUF Framework

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Makassar, 31 Januari 2018

Fausiani

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSELLING SHEET	iv
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO & DEDICATION	vii
ABSTRACT	viii
ACKNOWLEDGEMENTS	x
TABLE OF CONTENTS	xi
LIST OF FIGURE	xii
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER 1 INTRODUCTION	1
A. Background	1
B. Research Question	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Previous of Related Research Findings	5

B. Concept of Meaning, Use, Form (MUF)	7
C. Concept of Speaking	11
D. Concept of Teaching Speaking	17
E. Guessing Games	19
F. Describing Pictures	21
G. Conceptual Framework	24
H. Hypothesis of the Research	25
CHAPTER III RESEARCH METHOD	26
A. Research Design	26
B. Research variable	26
C. Population and Sample	26
D. Instrument of the Research	27
E. Procedure of Collecting Data	28
F. Data Analysis	30
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	33
A. Findings	33
B. Discussion	41
CHAPTER V CONCLUSION AND SUGGESTION	45
BIBLIOGRAPHY	47
APPENDICES	
CURRICULUM VITAE	

LIST OF FIGURE

Figure	Page
2.1 Conceptual Framework	22

LIST OF TABLE

Table	Page
3.1 The Assessment of Speaking Accuracy	30
3.2 The Assessment of Speaking Fluency	31
4.1 Students' Accuracy in Speaking	34
4.2 Frequency of Students' Accuracy in Speaking	34
4.3 Students' Fluency in Speaking	35
4.4 Frequency of Students' Fluency in Speaking.....	36
4.5 Students' Speaking Ability	37
4.6 Frequency Speaking Ability	38
4.7 The Significance between Pretest and Posttest Score of the Students' Accuracy in Speaking Ability	39
4.8 The Significance between Pretest and Posttest Score of the Students' Fluency in Speaking Ability	39
4.9 The Significance between Pretest and Posttest Score of the Students' Speaking Ability	40

LIST OF APPENDICES

Appendices

APPENDIX A: Lesson Plan

APPENDIX B: Teaching Materials

APPENDIX C: Instruments

APPENDIX D: Data Analysis

APPENDIX E: Documentations

CHAPTER 1

INTRODUCTION

This chapter presents and discusses about the background of the research, research question, objective, significance and scope of the research.

A. Background

Speaking is one of important skill in English that must be mastered by students. Speaking is quite different from other language skill, because speaking requires the ability to interact with others. It can make people to be able to interact and communicate easier even though we come from different countries. In speaking, the writer can express our idea to communicate with other people and to make the students capable to communicate by using English correctly.

In teaching speaking, the use of an appropriate method becomes an important thing. One of which is M-U-F framework. It is used to help the students to involve in active-learning activities with the correct grammatical pattern especially in speaking skill. This method provides variety of communicative activities and meaningful as well as interesting media so that the students had more opportunities to practice and use the language focus. It is also allows students to participate in the class actively and are willing to take a risk and experiment with the language. Therefore, by using M-U-F method, students can get the motivation which is important to help them learn the new language better.

The previous study investigated by Mutiarani (2015) concluded that MUF (Meaning, Use and Form) framework technique can improve the students' writing ability of X-6 of SMA 1 Gebog Kudus. Perdana (2014) stated that active learning

classroom activities such as MUF (Meaning, Use, Form) has significant strengths to teach English to young learners at Elementary School students. Fathallah (2013) indicated that the use of MUF (Meaning, Use, Form) technique in teaching speaking have a significant effect in the students' speaking ability of the seventh grade students in MTs As - Sholihin. Last, as Hermyati (2014) in her journal stated that M-U-F framework improved students' speaking skill of fourth grade at elementary school in Tasikmalaya.

Each of these studies has investigated the use of MUF (Meaning, Use, Form) in teaching and learning process but all of them have different object. In the first study, the previous researcher used MUF to improve the students' writing ability of tenth grade students at senior high school in Gebog Kudus. Meanwhile, in the second study, the previous research has designed the implementation of MUF which involved the students in elementary school. In the third study, the previous researcher has applied MUF (Meaning, Use, and Form) framework which involved Elementary School students. Last, the previous researcher used MUF to improve students' speaking skill of fourth grade students at elementary school in Tasikmalaya.

Based on the previous researches above, the researches has investigated on the use MUF (Meaning, Use, Form) in improving students speaking and writing skill. First, none of the studies has examined the use of MUF (Meaning, Use, Form) in improving students speaking ability especially on students' grammatical pattern. Second, no studies can be found that use MUF (Meaning, Use, Form)

framework to improve the students' speaking skill that focus on students' accuracy and fluency.

This research has a purpose to investigate whether there use of MUF is effective on the students' to improve the speaking skill especially on students' the fluency and accuracy. Specifically, the research will examine: (a) the use of MUF (Meaning, Use, Form) framework to improve the students' speaking skill based on the fluency in speaking (b) the use of MUF (Meaning, Use, Form) framework to improve the students' speaking skill based on the accuracy in speaking.

B. Research Question

Based on the background above, the researcher formulated research question as follow: "Is the Meaning, Use, and Form (MUF) framework effective to improve accuracy and fluency of the seventh grade students in SMPN 24 Makassar in speaking?"

C. Objective of the Research

Based on the research question above, the objective of the research is to find out whether the MUF framework is effective to improve accuracy and fluency of the students at the seventh grade students in SMPN 24 Makassar in speaking?"

D. Significant of the Research

1. The Teacher

The researcher hopes that result of the study is able to give information to the teacher in using the Meaning, Use, Form (MUF) a method in teaching speaking to EFL students. Besides that, researcher hopes teacher can added

this method and applied in the classroom to enhance the students' speaking ability.

2. The Students

In this research, the researcher hopes that by using this method students can received evaluated feedback for better in speaking English and motivated them in using interesting method like Meaning, Use, and Form (MUF).

E. Scope of the Research

In this study the researcher focused on the implementation of MUF (Meaning, Use, Form) in improving accuracy which focused on grammar and vocabulary and fluency which focused on smoothness of students in speaking ability at the seventh grade students at SMPN 24 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about the previous of related research findings, concept of MUF Framework, concept of speaking, and concept of teaching speaking, guessing games, describing pictures, conceptual framework and hypothesis of the research.

A. Previous Research Findings

The research reposts the identification of using several techniques to improve the students speaking ability. Some research conducted research on the use of Meaning, Use, and Form (MUF) which shows the positive attitude of students. The result of the researchers is cited below:

Previously, Mutiarani (2015), in her thesis entitled the use of MUF (Meaning, Use, and Form) framework technique to improve the ability in writing narrative text. Based on the data analysis, the researcher concluded that MUF (Meaning, Use and Form) framework technique can improve the students' writing ability of X-6 of SMA 1 Gebog Kudus. This quantitative research involved two classes of fourth grade at elementary school in Tasikmalaya in which one class was assigned as the experimental group and the other one was the control group.

Perdana (2014) in his thesis entitled; the Effect of Using Meaning-Use-Form (M-U-F) Framework toward Students' Vocabulary Achievement. The researcher stated that active learning classroom activities such as MUF (Meaning, Use, Form) has significant strengths to teach English to young learners at Elementary School students. In collecting the data, the writer uses an objective

vocabulary test as instrument of the research. In other words, there is significant difference of the vocabulary achievement between the students who are taught by using Meaning ,Use ,Form (MUF) Framework and the students who are taught without using Meaning ,Use,Form (MUF) Framework.

Fathallah (2013) in his journal entitled; the effect of using meaning, use and form (MUF) framework on speaking ability. The researcher indicated that the use of MUF (Meaning, Use, Form) technique in teaching speaking have a significant effect in the students' speaking ability of the seventh grade students in MTs As - Sholihin.

In addition the experimental group's post test score increase after the teacher give a treatment which used MUF framework in teaching speaking then compared with the students' post score of control group.

Hermiyati (2014) in her research which involved two classes of fourth grade at elementary school in Tasikmalaya in which one class was assigned as the experimental group and the other one was the control group stated that the posttest scores of the two groups were compared by using Independent t-test. The results showed the significance value was lower than the significance level which was $0.000 < 0.05$. It meant that M-U-F framework improved students' speaking skill.

Based on the previous findings, the researcher can explain that this research is different from Mutiarani research focused on Meaning, Use, and Form (MUF) framework the improved students' speaking. Perdana research focused on the vocabulary achievement, the research shows that using Meaning-Use-Form (MUF) Framework gives positive effect toward students' vocabulary

achievement. Fathallah indicated that the use of MUF (Meaning, Use, Form) technique in teaching speaking have a significant effect in the students' speaking skill. Hermyati stated that research the use MUF to improve students' speaking skill of fourth grade students at elementary school in Tasikmalaya.

B. Concept of Meaning, Use, Form (MUF)

1. Definition of Meaning, Use, Form (MUF)

MUF (Meaning, Use, and Form) framework is considered as one of child friendly ways in teaching English to young learners. This framework was introduced by Moon (2008) through a British Council's program which concerning about the development of English teaching and learning in Elementary School. The framework focuses on the use of context in teaching English to young learners.

M-U-F is a grammar teaching framework (teaching approach) where it stands for M-U-F (Meaning-Use-Form). It was introduced by Moon (2008) through a British Council's program concerning about the development of English teaching and learning in elementary school in Asia. English teaching and learning should follow the sequence of activities that help students to reach their optimum potentials. For this reason M-U-F framework can be used as a reference.

MUF framework offers three elements: they are Meaning, Use, and Form. The first element in MUF framework is presenting the meaningful learning to students by providing appropriate context. In the second element, students are given opportunities to use the language that they have already

known. Finally, the students are guided to notice the language pattern that they have learnt before. The combination of three elements in MUF framework gives opportunities to student to practice and use the language as well as notice the form of the language” (Moon, 2008: 76).

2. The use of MUF

The existence of M-U-F framework in this study is to help the students to involve in active-learning activities with the correct grammatical pattern especially in speaking skill. In the other hand, the use of M-U-F framework is effective to improve the students’ speaking ability. There are some elements of MUF as follow:

a. Meaning.

In the first step, teachers introduce a new language to students in meaningful contexts to help the students understand the meaning of the language they are learning. Meaning can be created through situations that are related to student’s life. There are some ways that help create meanings:

1. Set situations or dialogues that are fun for children using dolls or other media.
2. Using stories
3. Playing dramas
4. Using *TPR (Totally Physical Response)*
5. Using pictures
6. Using children’s experiences as learning materials.

Regarding language use, children need clear objectives when learning so that they know the reasons of using the language. In this step teachers have to help children mastering English vocabularies. Teachers also have to assist children to learn how the words are pronounced through meaningful activities. In order to get the expected output, repetition of activities is essential, though it has to be administered in interesting ways, not boring ones. Such interesting activities are group or pair games, surveys, plays, singing, etc.

b. Use

In the second step, students have opportunities to practice the language based on the context provides by the teacher. After the students pass the first stage where they learnt to understand the language through situations manipulated by the teacher, they get opportunities to try to speak in English. Pinter (2006) explained that it is important to give a child opportunity to practice in order to allow them to grasp the language naturally so they are able to use it in real communication. In other words, this stage gives a condition where children can use the language easier. In this stage, teacher provides an activity based on context to help students to feel the real needed about communication as real as their life situation in their learning process. The objective of this activity is children can use all or any language they have learnt in the previous activity which may be appropriate for a given situation or topic.

In supporting this activity, teacher considers way to allow children practice the language. Linse (2005) stated that one can learn language by

developing habits based on the pattern of language. Drilling is one of the ways provides children an opportunities to start speaking in English based on the pattern of the language. Drills aimed at getting learners to practice using the patterns that occur in language. Drilling can be dull and boring for children. For that reason, teacher provides activity which children may use language to play or to act in plays. Some activities that can be administered to practice with drilling are: Games, Quiz, Plays, Giving and following instructions to do or make something, and Creating funny rhythms or songs.

c. Form

In the last step, students is taught how to understand the language form naturally based on the context without just memorize the language forms. In supporting this situation, students' attention to language forms during English lesson is very important. It means teacher has big role to create this situation. The students are asked to focus on construction of the language, the way in which it is used, or how it sounds and looks. If the students have understood the meaning and mastered the used of the language based on the context, it helps them easier to aware of the language, how it is said and written accurately.

Appropriate context will help students to learn English easier and more motivated in participating during the learning process. The students' attention during the learning process is needed by the teacher so students are able to focus on the meaning use and the language form which is provided by the context. Moon (2005) explained that attention to form will not make some to

children if it is not based on the language in context. It means appropriate context has a role in helping students aware of the language form. Some strategies are promoted to attract children's attention to English language forms are:

1. Games: children raise their right hands if teacher says singular animals and their left hands if teacher says plural animals.
2. Writing activities: completing sentences, arranging words into good sentences, or completing dialogues.
3. Awareness raising activities: teacher asks, "*What is similar about these sentences?*"

Answer: He is talking She is listening They are eating at the restaurant.

In teaching speaking to the students. It is important to consider their ability in understanding the language meaning, using the language and understanding the grammar pattern. A great deal of work is needed in student learning English speaking process because for most students it is not easy to learn and speak English as foreign language. Teacher role in motivating students in using the language is also needed in learning process without burned them with high expectations for using the language as good as the foreign native language.

C. Concept of Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

Speaking is being capable of speech, expressing or exchanging thoughts through using language. (Harmer, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. Bygate (1991:3), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it are considered two fundamental elements of an effective communication.

2. The Nature of Speaking

There are several reasons for people why they speak each other:

- a. They want to say something. 'Want' is used in a general way to suggest that the speaker makes the definite decision to address other people. Speaking may be forced them, but they feel they need to speak, otherwise they would keep silent.
- b. They have some purposes to communicate, the speaker says thing because they want something to happen because of what he says. They may want to give an update on information to his/her listener, they may want to advertise something, or they may want to give suggestion to their listener.
- c. They select from their language store. Speakers have an infinite capacity to create new sentences. Especially if they are a native-speaker, they can use diction for their purpose.

Based on the explanation above, the researcher concludes that people speaks because they are going to say something whether it is their opinion, feeling, idea or they want to give some informations, describe something or give suggestion to the listener. In other word, people listen may be for the same reason such as they want to listen and understand something what the speaker says. Generally people listen because they are corious what the speaker is going to say.

3. The Aspect of Speaking

Brown (2001) states that there are some items such as pronunciation, vocabulary, fluency, accent, and grammar should be mastered to be able to

speak well. As a complex activity, speaking has important aspects in the following.

1) Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. Vocabulary is one of elements of language is important to study because without a lot of vocabulary mastery the ability to communicate and convey cannot be established. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty (1990) states that the biggest component of any language courses is vocabulary. In addition, Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can

communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. Grammar is one important aspect of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar. It is the set of structural rules that govern the composition of sentences, phrases and words in any given natural language. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

2) Fluency

Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the students speaking. It is a parameter of students

speaking ability goal. It deals with the quality of the way they speak fluently.

Fluency is another important component that flows in our natural language activity. It is commonly used nation in foreign language teaching, frequently contrasted with accuracy especially in a communicative language teaching. In ordinary life it often has an extended meaning and is used as a synonym of overall oral proficiency. On the contrary, in the assessment of foreign language proficiency, it is one of several descriptors of oral performance.

3) Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach (2009) stated that there is no speaker who can be taken to represent a particular accent or dialect in this world.

4. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (Jones, 1996, and Burns, 1998): talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite

distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983).

b. Talk as transaction

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially.

c. Talk as performance

Talk as performance which refers to public talk that transmits information before an audience. Some of the skills involved in using talk performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using check on the

audience, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using appropriate opening and closing. Talk as performance needs to be prepared in much the same way as written text.

D. Concept of Teaching Speaking

Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are

presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

E. Guessing Game

Game is an activity that is played with a certain rule to have fun, and also can be used for educational purposes. Many games can help develop practical skills that serve as exercise or perform an educational role, simulation, or psychological.

Guessing Game is one of the techniques learned while playing. As we know, there is a tendency that students always use Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. In speaking, the use of media will be very helpful and interesting, since it provides more image interpretation for students. Guessing game is a game in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word. Games can be applied in teaching learning English. There are some kinds of guessing game:

a. Animal guessing

Clues can consist of color's ("It is yellow and black"), numbers ("There are three in this room/ on the flashcard"- if they know the cards already or can see them all), sizes and shapes ("It is round/ big/ very small)", numbers plus body parts ("It has eight leg"), sizes and shapes plus body parts ("It has a long neck").

b. Family guessing

You can give hints with the language of clothes ("This person in my family/ in the book has a pink hat"), actions ("This person plays football"), times and actions ("This person goes to bed at 7 o'clock"), food and drink ("This person likes candy").

c. Toys guessing

The vocabulary of toys goes well together with actions ("You can throw it"), colors (with flashcards- "This one is pink"), shapes ("It's a circle", "It's made from seven rectangles and two circles"),

d. Classroom objects guessing

This important topic are can be put together with prepositions ("It is next to the window"), shapes ("It is a rectangle"), colors ("The one in this room is white", "Sometimes it is green"), or other adjectives ("It is big").

e. Things around us/ things in the street guessing

This is another topic that tends to be left till later in the syllabus than would be best. You can combine it with size and shapes (“It is a long pole with a circle on it”) or actions (“You can sit down or play there”).

Because limit time the writer used the guessing game only for things around us/ things in street guessing for his research to collected the data, and this game also suitable for the material at the first grade of students in junior high school. Steps of guessing game:

- a. Divide the whole class into group and the number of students in each group is defend the condition of the students in the class.
- b. Each group has to come to in front of the class.
- c. Each student in the group receives the topic that they take randomly and the students have to hold the topic that they get, and may not show the topic to their friend.
- d. Each student has to tell to his/her partner or group about the material that they get without mentioning it. So the students have to describe the topic with their own words. And others student in each group has to try to guess what their friend says.
- e. This activity continues after all students get the part to describe the material. Which group that finishes this game quickly is the winner of this game?

F. Describing Pictures

1. Concept of Pictures

Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly indispensable for language teacher since they can be used in so many ways. According to Burn (1975) states that pictures will help us to initiate a new topic or catch student's interest as they look and talk about them. In other word pictures are the manifestation of real things, for example the picture of person, pictures of animal, a picture a flower, pictures of outdoor scenes, etc. Finochiaro (1989) adds that pictures are aids that the teacher uses to help their students to understand the lesson easier.

2. Function of Using Pictures

Gerlach and Elly state the benefit of using picture as follow:

- 1) Pictures are inexpensive and widely available.

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

- 2) Pictures provide common experiences for an entire group of students.

It means by using picture, teacher can involve all of students in his or her class.

- 3) Pictures can help prevent misunderstanding.

It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students, perception and teachers' perception.

- 4) Pictures help the students to focus attention to the subject and make students active.

3. Describing Picture to Teach Speaking

The functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, to train students' imagination and retell story in speaking English.

a. The benefits of using describing picture

Pictures are all right for beginner and for young learner. There are many benefits of describing pictures in a teaching process, they are:

- 1) Learning becomes more interactive
- 2) The length of time required can be reduced
- 3) The instruction be more interesting
- 4) The quality of learning can be improved
- 5) The positive attitude of students toward what they are learning and the process itself can be enhanced.

b. The weakness of using describing pictures

- 1) Teacher needs an extra time to prepare pictures
- 2) Teacher should give handout the photocopied pictures to the students

c. The procedures of describing picture

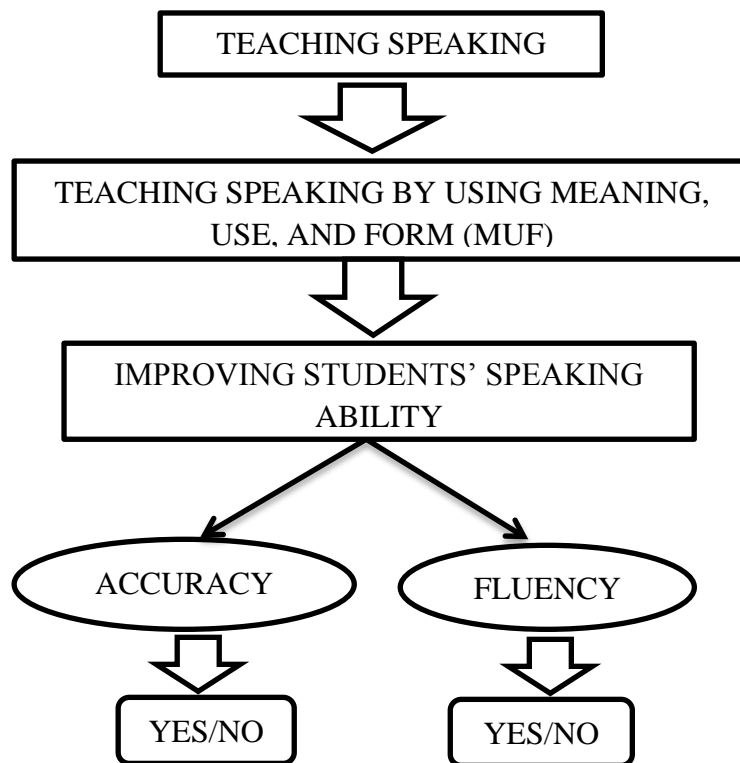
Study is doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their five senses. Describing picture is a method that very easy to play it. This method is very suitable to students in Junior High

School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to see the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class. There are steps of application in describing picture according to *Ismail in Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:

- 1) The teacher prepares picture according to the topic or material of subject.
- 2) The teacher asks students to examine the picture accuracy.
- 3) The teacher divides students in groups.
- 4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- 5) Then, every group make sentences and writes on the black board.
- 6) After that, every group describes their picture.
- 7) Clarification/ conclusion/ teacher reflection.

G. Conceptual Framework

The researcher conducted the research to verify whether by using MUF can be an effective way to improve students' achievement in speaking. The conceptual framework of this research is showed in following diagram:



The conceptual framework above explained the process of doing the research and result of the research. The input of the research is the materials which are used in teaching speaking, it is about descriptive text. To improve descriptive text of the students, there is an appropriate strategy that will be used in this research. The students will be taught by using Meaning, Use, Form (MUF) framework. At the end, this research aims to find out the improvement of the students' speaking skill of descriptive text by mastering the aspect of speaking.

H. Hypothesis

To know the effectiveness of applying Meaning, Use, Form (MUF) Framework through students' speaking skill, the researcher formulated two hypotheses tested by using t-test as follow:

1. Null hypothesis (Ho)

There is no significant difference between the students' speaking ability in pretest and posttest after they are taught using Meaning, Use, Form (MUF) Framework.

2. Alternative hypothesis (H1)

There is significant difference between the students' speaking ability in pretest and posttest after they are taught using Meaning, Use, Form (MUF) Framework.

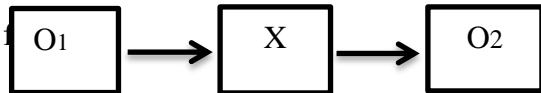
CHAPTER III

RESEARCH METHOD

This chapter presents the research design, research variable, population and sample, instrument of the research, procedure of collecting data and data analysis.

A. Research Design

This research employed a pre-experimental method with one group pre-test and post-test. The design of the research is one group pre-test and post-test design. According to Sugiono (2016:111) the design is described as



Where:

O1 : Pretest

X : Treatment using MUF (Meaning, Use, Form)

O2 : Posttest

B. Research Variables

There are two types of variables involves in this research namely independent variable and dependent variable. In this study, the independent variable was teaching using MUF framework and the dependent variable was students' speaking skill.

C. Population and Sample

1. Population

The population of this research was all of the seventh grade students of SMPN 24 Makassar, which consists of tenth classes. The numbers of population of these tenth classes are 296 students. It could be seen in the following table below:

Table 3.1 List of Population

Class	The Number of Students
VII 1	30
VII 2	30
VII 3	30
VII 4	30
VII 5	30
VII 6	30
VII 7	30
VII 8	30
VII 9	30
VII 10	26

2. Sample

The sample of this research were taken by using purposive sampling technique, this sampling technique determining sample with specific consideration. The researcher took students in class VII 1 as a sample of this research which fulfill with 30 students. The researcher selected class VII 1 because the students of the class had been familiar and their English abilities had been known by the researcher.

D. Instrument of the Research

Instrument is important functions in this research. Instrument is one of the significant steps in conducting this research. Therefore, the researcher must choose an instrument in the process of collecting data. Instrument is a tool to collect a data which is needed in a research.

The instrument of the research was tests. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To know the effectiveness of teaching speaking by using MUF (Meaning, Use, Form), the researcher gave two test to the students. There were two kinds of test as the instrument in this research that were pretest and post-test. The pre-test was given before the students were taught by using MUF (Meaning, Use, Form) and post-test give after the students by using MUF (Meaning, Use, Form) framework.

E. Procedure of Collecting Data

In collecting the data, the researcher collected the data with the following procedures:

1. Pre-test

Pre-test will be given before presenting the materials, the researcher gave speaking test in order to know the students' prior knowledge. In the pre-test the researcher give the students' some pictures about people, animals and things and then the researcher give the opportunities to the students' to describe the picture that has given and present in front of their friends the pre-test used time about 2x40 minutes. The reseacher recorded the oral test of the

students in order to evaluate the students speaking skill. Pretest is administered in both groups to get the initial difference between both groups which have similar level of speaking before they got treatment by the use of MUF framework.

2. Treatment

The treatment was given after pre-test, the experimental group was given the treatment that was the use of MUF framework, it spent time 80 minutes for each meeting. The treatment were given in six meetings, each meeting consisted of different pictures. In every meeting, students' had opportunities to describe picture in front of class and the reseacher recorded the oral test of the students in order to evaluate the students speaking skill.

In the first meeting, the researcher explained about descriptive text and how to use of Meaning, Use, and Form (MUF) in speaking activity and then the researcher provide the some pictures based on the total of the students. In the next five meetings the researcher divided class into for groups in every meeting. The researcher provide the picture for every meetings too. After that, the researcher asked students to come in front of class to describe the picture which was given by the researcher. In groups, another student discussed what the meaning of the picture that has been described. The researcher guided student to guess what the picture about. Then the students who were able to guess the picture correctly, it would be their turn to describe the next picture repeats it until all of students participated in describing the picture.

3. Post-test

After giving treatment, the researcher gave post-test to identify how effective of using Meaning, Use, Form (MUF) strategy to improve students' speaking ability. In the post-test the researcher gave an option to the students pictures about what they wanted to describe between people, things or animals.

F. Data Analysis

In data analysis, the data collected through the pretest and posttest.

1. The Assessment of Speaking Accuracy

Table 3.1: the Assessment of Accuracy

Classification	Score	Criteria
Excellent	96-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	86-95	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76-85	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	66-75	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	56-65	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	36-55	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton, 1988: 100).

2. The Assessment of Speaking Fluency

Table 3.2: the Assessment of Fluency

Classification	Score	Criteria
Excellent	96-100	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	86-95	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	76-85	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	66-75	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	56-65	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	36-55	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988:100).

3. Classifying the students' score into six classifications.

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Average
56-65	Poor
36-55	Very Poor

4. Paired Sample T-test

The paired sample t-test in SPSS 20 was used to find out the differences between pre-test and post-test in one group. If the significant value is less than the level of significance (0.05) the null hypothesis is rejected, the one group was significantly difference. If the significance difference value is more than level of significance (0.05) null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, they are findings and discussion. Findings shows description of result from the data that had been collected through speaking test in pre-test and post-test which are described in table. Then, discussion contains explanation of findings which reflect result of the data. In this discussion, the researcher used their own word to explain it.

A. Findings

The finding of this research are based on the result of data analyzed, the researcher found that using MUF Framework could improve students' speaking ability in accuracy and fluency at the seventh grade students of SMPN 24 Makassar was enhanced their speaking skill. So, the findings of the research were presented as follows:

1. Students' Accuracy in Speaking Using MUF Framework

a. Mean Score of Students' Accuracy in Speaking by Using MUF Framework

Students' accuracy in speaking by using Meaning, Use, Form (MUF) Framework had different in pretest and posttest. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.1 Students' Accuracy in Speaking by Using MUF Framework

Accuracy	Mean Score		Improvement (%)
	Pre-test	Post-test	
	60.06	79.1	31.68

Table 4.1 shows that the students' mean score of pre-test was 60.06 which classified as poor and the students' mean score of post-test was 79.1 which classified as fair. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' accuracy score was enhanced until 31.68% after using Meaning, Use, Form (MUF) Framework in teaching speaking at the classroom.

b. Frequency of Students' Accuracy in speaking by using MUF Framework

Percentages of the students' speaking ability by using Meaning, Use, Form (MUF) Framework. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.2 Frequency of Students' Accuracy in speaking by using MUF Framework

No	Classification	Score	Accuracy			
			Pre-test		Post-test	
			F	P	F	P
1	Excellent	96 – 100	-	-	1	3.33%
2	Very good	86 – 95	-	-	4	13.3%
3	Good	76 – 85	5	16.6%	16	53.3%
4	Average	66 – 75	4	13.3%	6	20%
5	Poor	56 – 65	12	40%	2	6.6%
6	Very poor	36 – 35	9	30%	-	-

Table 4.2 shows that the classification of the students' accuracy score from the pre-test and post-test. In pre-test there were 5 students got good score (16.6%), 4 students got average score (13.3%), 12 students got poor score (40%), and 9 students got very poor score (30%). In the other hand, in the post-test there were only 1 student got excellent with the score 3.33%, 4 students very good score (13.3%), 16 students got good score

(53.3%), 6 students got average score (20%), and 2 students got poor score (6.6%).

2. Students' Fluency in Speaking Using MUF Framework

a. Mean Score of Students' Fluency in Speaking by Using MUF Framework

Students' fluency in speaking by using Meaning, Use, Form (MUF) Framework had different in pretest and posttest. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.3 Students' Fluency in Speaking by Using MUF Framework

Fluency	Mean Score		Improvement (%)
	Pre-test	Post-test	
	56.23	75.73	34.67

Table 4.3 shows that the calculate scores in fluency that covers smoothness. The students' mean score of pre-test was 56.23 and the students' mean score of post-test is 75.73. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' fluency score was enhance until 34.67% after using Meaning, Use, Form (MUF) Framework in teaching speaking at the classroom.

b. Frequency of Students' Fluency in speaking by using MUF Framework

Percentages of the students' speaking ability by using Meaning, Use, Form (MUF) Framework. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.4 Frequency of Students' Fluency in speaking by using MUF Framework

No	Classification	Score	Fluency			
			Pre-test		Post-test	
			F	P	F	P
1	Excellent	96 – 100	-	-	1	3.33%
2	Very good	86 – 95	-	-	2	6.6%
3	Good	76 – 85	2	6.6%	16	53.3%
4	Average	66 – 75	4	13.3%	9	30%
5	Poor	56 – 65	7	23.3%	2	6.6%
6	Very poor	36– 35	17	56.6%	-	-

Based on the table 4.4 above, the classification of the students' fluency from the pre-test and post-test. In the pre-test there were 2 students got good score (6.6%), 4 students got average score (13.3%), 7 students got poor score (23.3%), and 17 students got very poor score (56.6%). While, in the post-test there were only 1 student got excellent with the score 3.33%, 2 students very good score (6.6%), 16 students got good score (53.3%), 9 students got average score (30%), and 2 students got poor score (6.6%).

3. Students' Speaking Ability Using MUF Framework

a. Mean Score of Students' Speaking Ability by Using MUF Framework

Students' speaking ability by using Meaning, Use, Form (MUF) Framework had different in pretest and posttest. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.5 Students' Speaking Ability by Using MUF Framework

Speaking Ability	Mean Score		Improvement (%)
	Pre-test	Post-test	
		58.15	77.41

Table 4.5 shows that the calculate scores of Accuracy that cover vocabulary and grammar, and fluency that covers smoothness. The students' mean score of pre-test was 58.15 and the students' mean score of post-test was 77.41. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' accuracy and fluency score are enhance until 33.13% after using Meaning, Use, Form (MUF) Framework in teaching speaking at the classroom.

b. Frequency Speaking Ability by using MUF Framework

Percentages of the students' speaking ability by using Meaning, Use, Form (MUF) Framework. The mean score and improvement of the students' speaking skill could be seen clearly in the following table:

Table 4.6 Frequency of Students' Fluency in speaking by using MUF Framework

No	Classification	Score	Speaking			
			Pre-test		Post-test	
			F	P	F	P
1	Exellent	96 – 100	-	-	1	3.33
2	Very good	86 – 95	-	-	4	13.33
3	Good	76 – 85	2	6.66%	10	3.33%
4	Average	66 – 75	7	23.33%	15	50%
5	Poor	56 – 65	6	20%	-	-
6	Very poor	36– 35	15	50%	-	-
Total			30	100%	30	100%

Based on the table 4.6 above, the classification of the students' fluency score from the pre-test and post-test. In the pre-test there were 2 students got good score (6.6%), 7 students got average score (23.3%), 6 students got poor score (20%), and 15 students got very poor score (50%). While, in the post-test there were only 1 student got excellent with the score 3.33%, 4 students very good score (13.33%), 10 students got good score (33.33%), and 15 students got average score (50%).

4. Hypothesis testing

In this hypothesis testing, the statistic used was *parametric statistic* with paired sample *t-test*. This testing was done to know the hypothesis that was formulated in the first chapter by the researcher. The researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) $30 = N - 1$ ($N - 1 = 30 - 1$), where N = Number of subject (30 students) analysis for paired sample is applied.

The result of hypothesis testing by using IBM Statistic SPSS 20 Software of the students' speaking ability through MUF Framework shows in the table below:

Table 4.7: The Significance between Pre-test and Post-test Score of the Students' Accuracy in Speaking Ability

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Accuracy-Hypothesis testing-Accuracy-Hypothesis testing	19.03333	5.96821	1.08964	16.80477	21.26190	17.468	29	.000

Table 4.7 shows that the hypothesis testing that was done by using IBM Statistic SPSS 20 software showed that Sig (2-tailed) is 0.000. Because of $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicated that the students score of accuracy between pre-test and post-test is significantly different. Therefore, the alternative H_0 is rejected and H_1 is accepted.

Table 4.8: The Significance between Pre-test and Post-test Score of the Students' Fluency in Speaking Ability

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Fluency-Hypothesis testing-Fluency-Hypothesis testing	19.50000	7.21947	1.31809	16.80421	22.19579	14.794	29	.000

Table 4.8 shows that the hypothesis testing that was done by using IBM Statistic SPSS 20 software showed that Sig (2-tailed) is 0.000. Because of $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicated that the students score of fluency between pre-test and post-test is significantly different. Therefore, the alternative H_0 is rejected and H_1 is accepted.

Table 4.9: The Significance between Pre-test and Post-test Score of the Students' Speaking Ability

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Speaking-Hypothesis testing-Speaking-Hypothesis testing	19.26667	5.45156	.99531	17.23102	21.30231	19.357	29	.000

Table 4.9 shows that the hypothesis testing that was done by using IBM Statistic SPSS 20 software showed that Sig (2-tailed) is 0.000. Because of $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicated that the students speaking score between pre-test and post-test is significantly different. The alternative H_0 is rejected and H_1 is accepted. Therefore, there was significant difference between the students' accuracy and fluency in speaking ability.

Seeing the hypothesis testing result by using paired sample t-test above, it can be concluded that there was significant difference between the students' speaking ability before and after using Meaning, Use, Form (MUF) Framework in speaking ability to the seventh grade students at SMPN 24 Makassar.

B. Discussion

The discussion section deals with the interpretation of the findings derived from the result of statistically analyzed through oral test. Students speaking achievement by using Meaning, Use, Form (MUF) Framework shown the improvement of the students' speaking ability in terms of accuracy and fluency.

In using Meaning, Use, Form (MUF) Framework, the researcher found mean score of students' accuracy in pre-test was 60.06 is categorized as poor classification. Category explained that students' speaking was very low because they were lack vocabulary and grammatical error made them confused. While, in post-test students' achievement improved. Students' accuracy in post-test was better than pre-test.

Mean score of students' accuracy in post-test was 79.1 is categorized as good classification. All of students admitted that their vocabularies mastery was

improved due to the implementation of MUF framework during the teaching and learning process. The students' could express their ability to speak English and not difficult to express their idea clearly in speaking ability.

In addition, there were variant score of the students' speaking frequency in pretest and posttest. First, in students' accuracy showed that from 30 students none of the students in pretest and 1 student in posttest was classified into "Excellent" category, student who spoke only two or three minor grammatical errors. Second, none of them also in pretest and 4 students in posttest was classified into "Very Good" category who spoke with a few minor grammatical and lexical errors. There were 5 students in pretest and 16 students in posttest classified into "Good" category, who spoke only few grammatical and lexical errors but only one or two major error causing confusion. Next, there were 4 students in pretest and 6 students in posttest criteria were classified into "Average" category who spoke with several grammatical and lexical errors, some of which cause confusion. While, criteria as "Poor" classification, 12 students in pretest and 2 students in posttest got poor category, they still spoke many basic grammatical and lexical errors. Last, there were 9 students in pretest and none of student in posttest criteria was classified into "Very Poor" category, who still spoke many basic grammatical and no evidence of having mastered any of the language skills and areas practiced in the course.

Students' speaking skill in term of fluency is reflected by the mean score on students score in pretest was 56.23 which is classified as poor classification. Poor category explains that the students spoke long pauses while searches for the

desired meaning, frequently, fragmentary and halting delivery. Students are given in making the effort at times and limited range of expression. While, students achievement in post-test improved. Students' fluency in post-test was better than pre-test.

The mean score on student fluency in post-test was 75.73 that classified into average category "Average" category means that the students' made in effort for much of time, often has to search for the desire meaning and almost gives up making the effort at times limited.

There were variant score of the students' speaking frequency in pretest and posttest. First, in students' fluency showed that from 30 students none of the students in pretest and 1 student in posttest none of the students were classified into "Excellent" category, who spoke without too great an effort with a fairly wide range of expression and searches for words occasionally but only one or two unnatural pauses. Second, none of the students in pretest and 2 students in posttest were classified into "Very Good" category who spoke with made an effort at times to search for words and smooth delivery on the whole and only a few unnatural pauses. Next, there were 2 students in pretest and 16 students in posttest were classified into "Good" category they made an effort and search for words there are not too many unnatural pauses. Occasionally fragmentary but succeeds in conveying the general meaning and fair range of expression. There were 4 students in pretest and 9 students in posttest were classified into "Average" category. They were able to make an effort for much of the time. Often has to search for the desired meaning and range of expression often limited. Then, there

were 7 students in pretest and 2 students in posttest classified into “Poor” category. They spoke long pauses while they search for the desired meaning. Almost gives up making the effort at times and limited range of expression. Last, there were 17 students in pretest and 0 students in posttest criteria were classified into “Very Poor” category, who spoke with full of long and unnatural pauses. At times gives up making the effort and very limited range of expression.

The improvement on the students’ speaking ability in terms of accuracy and fluency shows that in accuracy classification, the improvement of the students was 31.70 % while in fluency were 34.67 % with the improvement 33.13 %. The improvement of the students’ accuracy and fluency shows that the implementation of MUF Framework was effective to develop the students’ speaking ability, especially on students’ accuracy and fluency.

The implementation of MUF Framework in teaching speaking of the seventh grade in SMPN 24 Makassar the study conducted by researcher. According to Hermyati (2014) stated that using MUF Framework improved the good of the students’ speaking score in pretest and posttest that improved from 58.15 to 77.41.

Based on the inferential statistic test that was paired sample t-test, it was gained the result of hypothesis testing in which tested the students’ speaking ability between accuracy and fluency. The data that tested was the differentiation results between pre-test and post-test. Therefore, it proved that there was significant difference concerned to the students’ speaking ability by applying MUF Framework at the seventh grade of SMPN 24 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections, which were conclusion based on the research findings and the suggestion, which is based on the conclusion.

A. Conclusion

Based on the result of data analysis of findings and discussion in the previous chapter, the researcher concluded that:

The use of MUF Framework was effective to increase the students' speaking skill in terms of accuracy at the seventh grade students of SMPN 24 Makassar. The mean score of students in pre-test was 60.06 and post-test was 79.1. So, the enhanced of students speaking accuracy was 31.70%. It indicated because the students' accuracy score in post-test was higher than in pre-test. Meanwhile, in fluency, the mean score of students in pre-test was 56.23 and post-test was 75.73. So, the enhanced of students speaking fluency was 34.67%. It indicated because the students' fluency score in post-test was higher than in pre-test. It was also proved by the result of dependent t-test which showed that Sig (2-tailed) is 0.000. Because of $Sig < \alpha$ ($0.000 < 0.05$), so it indicated that the students speaking score between pre-test and post-test is significantly different. The alternative H_0 is rejected and H_1 is accepted. Therefore, there was significant difference between the students' accuracy and fluency in speaking ability.

B. Suggestion

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

1. For the teachers

The teacher especially for the English teacher at the seventh grade students of SMPN 24 Makassar should apply Meaning, Use, Form (MUF) Framework in teaching English in order to increase students' speaking skill. Especially, in students accuracy and fluency, the teacher have to provide more interesting picture that can stimulate the students' skill to deliver direct information among all of skill of English.

2. For the students

- a. The students should be active and serious in studying English, especially in vocabulary, pronunciation, grammar, and also smoothness because it was very important to improve the English in speaking skill.
- b. The students should be diligent to memorize vocabulary practice their English not only in the classroom, but also in every day life. So their speaking skill can be improved.

3. For the next researchers

To the next researcher who used this medium. It was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in speaking skill.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 24 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Ganjil
Materi Pokok : Teks Deskripsi Lisan Sederhana Tentang People
Alokasi waktu : 4 X 40 menit

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

- 1.4 Menulis teks lisan dan tulis untuk menyatakan dan menanya sifat orang, binatang dan benda dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi.

1. Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan orang sesuai dengan konteks penggunaannya.
2. Menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan.
3. Menyampaikan text descriptive tentang orang dengan gambar yang telah disediakan.
4. Mengaplikasikan guessing games menggunakan media gambar.

D. Tujuan Pembelajaran.

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada text descriptive dengan menyatakan dan menanyakan tingkah laku orang.
2. Peserta didik menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan.
3. Peserta didik mampu menyampaikan text descriptive tentang orang dengan gambar yang telah disediakan.
4. Peserta didik mampu mengaplikasikan guessing games dengan media gambar.

E. Materi Pembelajaran

Teks deskriptif lisan dan tulis sederhana tentang orang.

Fungsi sosial: Mendeskripsikan, mengenalkan, mengidentifikasi, memuji, mengkritik orang, binatang, benda.

Generic structure of the text

1. Identification

This part identifies particular things to be described. What is the text about? (berisi tentang identifikasi hal/seorang yang akan dideskripsikan).

2. Description

This part describes the parts and characteristics (berisi tentang penjelasan/penggambaran tentang hal/seseorang dengan menyebutkan beberapa sifatnya).

F. Metode Pembelajaran

Metode: Meaning, Use, Form (MUF)

G. Media & Sumber Pembelajaran

Media: Gambar – gambar tentang orang yang sedang melakukan aktifitas dalam pekerjaannya. Potongan kertas yang berisi tentang pekerjaan seseorang, apa yang dilakukan dan tempat bekerja.

Sumber Belajar: Gunawan, Asep, Yuli Rulani Khatimah, Siti Wachidah. 2014.

When English Rings the Bells. Jakarta: Politeknik Media Kreatif.

H. Langkah – langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu <i>describing people</i>. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. 	Menit
Kegiatan Inti	<p>mengamati</p> <ol style="list-style-type: none"> Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks deskriptif tentang <i>describing people</i>. Peserta didik menyimak penjelasan guru mengenai teks deskriptif tentang <i>things</i> terutama <i>kosakata</i> dan <i>grammar</i> pada teks tersebut. 	Menit

	<p>c. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan dari orang (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang.</p> <p>Mengeksplorasi a. Guru membagi siswa menjadi 3 kelompok. b. Guru memberikan gambar kepada siswa yang dapat giliran untuk mendeskripsikan.</p> <p>Mengasosiasi Peserta didik yang lain mendiskusikan apa arti dari gambar tersebut yang telah di deskripsikan.</p> <p>Mengkomunikasikan a. Guru memberikan petunjuk kepada peserta didik untuk menebak gambar tersebut. b. Peserta didik diberikan kesempatan siapa yang mampu menebak gambar dengan benar. c. Peserta didik mendeskripsikan gambar yang disediakan oleh guru dan mengulangi sampai semua siswa mendapat giliran untuk mendeskripsikan gambar tersebut.</p>	<p>Menit</p> <p>Menit</p> <p>Menit</p> <p>Menit</p>
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Penutup	a. Guru memberikan umpan balik pembelajaran yang telah dilakukan. b. Guru menyampaikan kegiatan pembelajaran selanjutnya yaitu latihan membuat teks deskriptif tentang animals dengan mengaplikasikan Meaning,Use,Form (MUF) strategy.	Menit
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I. Penilaian

1. Teknik Penilaian: Oral Test
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

a. Accuracy

Classification	Score	Criteria
Excellent	96-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	86-95	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76-85	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	66-75	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	56-65	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	36-55	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton,1988:100)

b. *Fluency*

Classification	Score	Criteria
Excellent	96-100	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	86-95	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	76-85	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	66-75	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Very poor	56-65	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Poor	36-55	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988:100)

Mengetahui
2017.

Guru Mata Pelajaran

.....
NIP.

Enrekang,

Mahasiswa

Fausiani
NIM. 10535546013

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 24 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Ganjil
Materi Pokok : Teks Deskripsi Lisan Sederhana Tentang Animals
Alokasi waktu : 4 X 40 menit

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 1.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan binatang sesuai dengan konteks penggunaannya.
2. Menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan.
3. Menyampaikan text descriptive tentang binatang dengan gambar yang telah disediakan.
4. Mengaplikasikan guessing games dengan menggunakan media gambar.

D. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan binatang sesuai dengan konteks penggunaannya.
2. Peserta didik menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan
3. Peserta didik mampu menyampaikan text descriptive tentang binatang dengan gambar yang telah disediakan.
4. Peserta didik mengaplikasikan guessing games dengan menggunakan media gambar.

E. Materi Pembelajaran

Teks lisan dan tulis sederhana untuk menyatakan dan menanyakan tingkah laku/tindakan dari binatang.

Fungsi sosial:

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi.

Struktur Text

1. Penyebutan nama binatang yang dipilih untuk dideskripsikan
2. Penyebutan sifat dan ciri-ciri binatang
3. Penyebutan tindakan dari atau terkait dengan binatang yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur Kebahasaan

1. Kosakata terkait dengan binatang yang di describe.
2. Teks deskriptif lisan dan tulis, sederhana tentang binatang.
3. Pengucapan, tekanan kata, intonasi, ejaan dan tanda baca.

F. Metode Pembelajaran

Metode: Meaning, Use, Form (MUF)

G. Media & Sumber Belajar

Media: Gambar tentang binatang.

Sumber Belajar: Gunawan, Asep, Yuli Rulani Khatimah, Siti Wachidah. 2014.

When English Rings the Bells. Jakarta: Politeknik Media Kreatif.

H. Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
pendahuluan	e. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). f. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). g. Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu <i>describing animal</i> . h. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.	Menit
kegiatan Inti	mengamati d. Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks deskriptif tentang <i>describing animals</i> . e. Peserta didik menyimak penjelasan guru mengenai teks deskriptif tentang things terutama <i>kosakata</i> dan <i>grammar</i> pada teks tersebut. f. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah	Menit

	<p>laku/tindakan dari binatang (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang binatang.</p> <p>Mengeksplorasi a. Guru membagi siswa menjadi 3 kelompok. b. Guru memberikan gambar kepada siswa yang dapat giliran untuk mendeskripsikan.</p> <p>Mengasosiasi Peserta didik yang lain mendiskusikan apa arti dari gambar tersebut yang telah di deskripsikan.</p> <p>Mengkomunikasikan d. Guru memberikan petunjuk kepada peserta didik untuk menebak gambar tersebut. e. Peserta didik diberikan kesempatan siapa yang mampu menebak gambar dengan benar. f. Peserta didik mendeskripsikan gambar yang disediakan oleh guru dan mengulangi sampai semua siswa mendapat giliran untuk mendeskripsikan gambar tersebut.</p>	<p>Menit</p> <p>Menit</p> <p>Menit</p>
<p>Penutup</p>	<p>c. Guru memberikan umpan balik pembelajaran yang telah dilakukan. d. Guru menyampaikan kegiatan pembelajaran selanjutnya yaitu latihan membuat teks deskriptif tentang Things dengan mengaplikasikan Meaning,Use,Form (MUF) strategy.</p>	<p>Menit</p>

I. Penilaian

1. Teknik Penilaian: Oral Test
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

c. Accuracy

Classification	Score	Criteria
Excellent	96-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	86-95	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76-85	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	66-75	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	56-65	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	36-55	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton, 1988:100)

Fluency

Classification	Score	Criteria
Excellent	96-100	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	86-95	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	76-85	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	66-75	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Very poor	56-65	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Poor	36-55	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988:100)

Mengetahui
2017.

Enrekang,

Guru Mata Pelajaran

Mahasiswa

.....
NIP.

Fausiani
NIM. 10535546013

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 24 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Ganjil
Materi Pokok : Teks Deskripsi Lisan Sederhana Tentang Things
Alokasi waktu : 4 X 40 menit

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.

- 1.4 Menulis teks lisan dan tulis untuk menyatakan dan menanya sifat orang, binatang dan benda dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan things sesuai dengan konteks penggunaannya.
2. Menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan.
3. Menyampaikan text descriptive tentang things dengan gambar yang telah disediakan.
4. Mengaplikasikan guessing games menggunakan media gambar.

D. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan things sesuai dengan konteks penggunaannya.
2. Peserta didik menyampaikan teks deskriptif dengan menilai accuracy seperti vocabulary, grammar dan fluency sesuai dengan gambar yg ditentukan.
3. Peserta didik mampu menyampaikan text descriptive tentang things dengan gambar yang telah disediakan.
4. Peserta didik mengaplikasikan guessing games menggunakan media gambar.

E. Materi Pembelajaran

Teks deskriptif lisan dan tulis sederhana untuk menyatakan dan menanyakan tingkah laku/tindakan dari benda.

Generic structure of the paragraph:

1. Penyebutan nama benda yang dipilih untuk dideskripsikan (*book, pen, table, whiteboard, bag, chair etc*)

2. Kata sifat yang sangat lazim (*big, small, tall, short, beautiful, dark, black, white, etc.*)
3. Kata ganti *it, they, she, we, dst; our, my, your, their, etc.*
4. Penyebutan kata benda singular dengan *a* dan *the* dan plural (-s).
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

F. Metode Pembelajaran

Metode : Meaning, Use, Form (MUF)

G. Media & Sumber Belajar

Media: Gambar tentang benda.

Sumber Belajar: Gunawan, Asep, Yuli Rulani Khatimah, Siti Wachidah. 2014.

When English Rings the Bells. Jakarta: Politeknik Media Kreatif.

H. Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> i. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). j. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). k. Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu <i>describing benda</i>. l. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik. 	Menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> a. Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks deskriptif tentang <i>describing things</i>. b. Peserta didik menyimak penjelasan guru mengenai teks deskriptif tentang <i>things</i> terutama <i>kosakata</i> dan <i>grammar</i> pada teks tersebut. c. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan dari binatang (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Peserta didik diberikan kesempatan untuk</p>	Menit

	<p>mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu yang akan digunakan dalam mendeskripsikan benda.</p> <p>Mengeksplorasi</p> <p>c. Guru membagi siswa menjadi 3 kelompok.</p> <p>d. Guru memberikan gambar kepada siswa yang dapat giliran untuk mendeskripsikan.</p> <p>Mengasosiasi</p> <p>Peserta didik yang lain mendiskusikan apa arti dari gambar tersebut yang telah di deskripsikan.</p> <p>Mengkomunikasikan</p> <p>g. Guru memberikan petunjuk kepada peserta didik untuk menebak gambar tersebut.</p> <p>h. Peserta didik diberikan kesempatan siapa yang mampu menebak gambar dengan benar.</p> <p>i. Peserta didik mendeskripsikan gambar yang disediakan oleh guru dan mengulangi sampai semua siswa mendapat giliran untuk mendeskripsikan gambar tersebut.</p>	<p>Menit</p> <p>Menit</p> <p>Menit</p> <p>Menit</p>
<p>Penutup</p>	<p>e. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>f. Guru menyampaikan kegiatan pembelajaran yang akan dilakukan pada post-test selanjutnya yaitu latihan membuat teks deskriptif tentang people, animals and things dengan mengaplikasikan Meaning,Use,Form (MUF) strategy.</p>	<p>5 Menit</p>

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I. Penilaian

- a. Teknik Penilaian: Oral Test
- b. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

1. Accuracy

Classification	Score	Criteria
Excellent	96-100	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	86-95	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76-85	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	66-75	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	56-65	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	36-55	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton,1988:100)

2. Fluency

Classification	Score	Criteria
Excellent	96-100	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	86-95	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	76-85	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	66-75	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Very poor	56-65	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Poor	36-55	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988:100)

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TEACHING MATERIAL

Material

A. Definition of Descriptive Text

Descriptive text is a paragraph which says what a person or a thing is like. It aims to describe and reveal a particular person, place, or thing.

B. The Generic Structure of Descriptive Text

Generic structures are the special characteristic of language in the paragraph. The generic structures of descriptive paragraph are as follow:

1. Topic Sentence/Identification
 - a. The topic in a descriptive paragraph introduces the item that the writer will describe.
 - b. It may also include the writer's general feeling or opinion about the item.
2. Supporting Sentences/Description
 - a. The supporting sentences give some background information about the item.
 - b. The supporting sentences also give descriptive details about the item. These details describe how the item looks, smells, feels, or tastes.
 - c. The supporting sentences may also describe in more detail how the writer feels about the item.
3. Concluding Sentence

The paragraph ends with a concluding sentence that restates the idea in the topic sentence using different words.

C. Language Focus in Descriptive Text

1. Using Specific Language

Using specific language in descriptive writing gives the reader a clear mental image of what something looks, feels, sounds, or smells like. Read the following examples. Which set of sentences has a stronger effect?


General Sentences	Sentences with Specific Language
a. He bought a vehicle.	a. He bought a 1965 Cadillac.
b. We heard a noise.	b. We heard the sound of breaking glass.
c. Suddenly, I smelled food.	c. Suddenly, I smelled steak and onions.

In the first column, the words are general and could be used to describe a variety of vehicles, noises, or food. In the second column, the writer has replaced the general terms with more specific words for the topics being described. By doing this, the writer has made the topic specific and clearer for the reader.

2. Using Adjectives in Descriptive Writing

Adjectives are words that describe nouns. Writers use adjectives to give the reader a more complete picture of the people, place, and things they want to describe. Compare the following pairs of phrases. Notice how the adjectives help you visualize the object.

a bicycle  a **rac**ing bicycle.

a desk  a **large, metal** desk.

a. An adjective can come before a noun. If the noun is singular, use *a/an* or *the* before the adjective.

- I own **an antique** violin.
- My mother gave me **a big** hug.

b. Adjectives have only one form. Use the same adjective with singular and plural nouns.

- **a lovely** bracelet
- **two lovely** bracelets

c. An adjective can come after *be*. When two adjectives come after *be*, separate them with *and*.

- These *shoes* are **comfortable**.
- My father's expression is **wise and serious**.

d. Nouns can also function as adjectives. In the following examples, the first noun describes the second noun.

- **a rose** garden
- **a pocket** knife

▲ When a noun functions as an adjective, it is always singular.

- **two kitchen** tables

- two kitchen tables (incorrect)

3. Using Be to Describe and Define

Use the verb *be* to describe the subject of a sentence by using either a noun or an adjective after *be*.

- You can use *be* + adjective to describe conditions, physical characteristics, age, and personality.

Physical			
Condition	Characteristics	Age	Personality
is <u>ready</u>	is <u>strong</u>	My daughter is <u>six</u>	My daughter is <u>gracious</u>

- You can use *be* + noun (or noun phrase) to identify or define something, or to describe occupations and relationship.

Identifying	Describing Occupations	Describing Relationships
is <u>a map</u>	is <u>a waiter</u>	They <u>are classmates</u>

▲ In academic writing the contracted forms of the verb *be* are not acceptable. Use the full forms of the verb in both affirmative and negative sentences.

- The marmoset **is** a small mammal.
- They **are** not responsible for the research.

1st Meeting

Theme : Descriptive Text

Subtheme : Describing People

The Example of Descriptive Text about Describing People

My Mother

My mother is a beautiful person. She is 47 years old. Her name's Anisa. She is a doctor. She's oval faced and she's got long, blond hair. She is not tall but not short and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place.

2st Meeting

Theme : Descriptive Text

Subtheme : Describing People

The Example of Descriptive Text about Describing People

My Friend

Her name is Natasya Wilona, Natasya Wilona is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.



3st Meeting

Theme : Descriptive Text

Subtheme : Describing Animals

The Example of Descriptive Text about Describing Animals

My Cat

I have a cat. It is a female cat. She has a long tail. She likes to lick her tail. My cat's fur is white and brown. So, I call her "si belong" because she has two colors. Belong like to eat fish. But sometime I also fed her tempe. She also likes tempe. At the afternoon, at the sunset she likes to play outside the house. She will be running, rolling, and then climbing the tree. She is so funny.

4st Meeting

Theme : Descriptive Text

Subtheme : Describing Animals

The Example of Descriptive Text about Describing Animals

My Rabbit

I have a rabbit, a cute rabbit. The fur is white and soft. I like to touch it. He has two long ears. I like to play with them. He also has two beautiful eyes. My rabbit like to eat carrot. He also likes to eat other vegetables. My rabbit cage was broken last night. So, today I will make a now cage for him.



5st Meeting

Theme : Descriptive Text

Subtheme : Describing Things

The Example of Descriptive Text about Describing Animals

My Teddy Bear

I have a favorite doll. It is an original Teddy Bear from America. Aunt Lily gave it to me last year when she returned from her business trip in New York. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

My Teddy Bear is very big, and the color is brown. It is about 150 centimeters tall and the width is about 50 centimeters. When I put it on my bed it will occupy half of it. It is almost as big as my body. It is made of typical kind of fabric called *rasfur*. The head is round with the size of 25 centimeters. It has two ears which located on top of its head. The shape of the ear is half circle and the size is half of my palm. The color of its eye is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

6st Meeting

Theme : Descriptive Text

Subtheme : Describing Things

The Example of Descriptive Text about Describing Animals

My Dictionary

I have a dictionary. It is an English-Indonesian dictionary. It is big and thick book. The cover is Blue. I bring it to my school every time I have an English class. I also use it when do my English homework at home. There are so many lists of words in my dictionary. They are listed based on the alphabet. It's started from A to Z. My dictionaries help me a lot when I am learning English and do not know the meaning of a word.



INSTRUMENT (PRE-TEST)

Name : _____

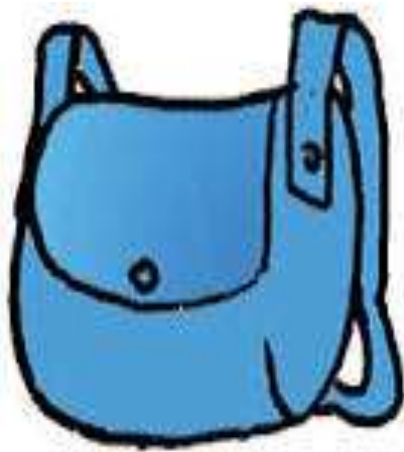
Reg. number : _____

Class : _____

Instuction:

Make description about this picture by your own words in one or two paragraph by choosing one of the given pictures below!

1. Bag



2. Ballons



3. Dog



4. Bird



INSTRUMENT (POST-TEST)

Name : _____

Reg. number : _____

Class : _____

Instuction:

Make description about this picture by your own words in one or two pharagraph.

2. Color Pencils



2. Butterfly



3.Books



4. Fish



APPENDIX D

D.1. The List Name of Students

D.2. The Students' Row Scores of Pre-test

D.3. The Students' Row Scores of Post-test

D.4. The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

D.5. Scoring Classification of the Students Pretest and Posttest

D.6. The Percentage of the Students' Improvement Speaking Ability

D.7. Calculation of the Mean Score of Pre-test, Post-test, and Gain (D)

D.8. Calculating Test of Significance

APPENDIX D.1

THE LIST NAME OF THE STUDENTS OF CLASS VII 1

SMP NEGERI 24 MAKASSAR

No	Sample	Code
1	Adnan Nur Wakib	S-1
2	Alfrida Siti Halifa	S-2
3	Andi Nawidya	S-3
4	Andi Sadli Faturrahman	S-4
5	Arinda Firdausi Nuzula	S-5
6	Besse Syahira Mawaddah Aulia	S-6
7	Dimas Maryanto	S-7
8	Evi Yusnia	S-8
9	Hilwa Aura Restu Zetya	S-9
10	Hizkia Nevhail	S-10
11	Maria Octaviani	S-11
12	Muh Sultan Kahar Saputra	S-12
13	Muh. Dimas Dwi Anugrah	S-13
14	Muh. Raihan Islami	S-14
15	Muh. Syahid. B	S-15
16	Muhammad Yasril	S-16
17	Muhammad Imam Qadavi	S-17
18	Muhammad Yudi Abdi Amin	S-18
19	Mutiara Putri Regina	S-19
20	Nadya Nur Aulia Wahyudi	S-20
21	Nur Auliya Amir	S-21
22	Rachmadani Arsyad	S-22
23	Rahma Romo	S-23
24	Riska Ramadhani Malik	S-24
25	Riyan Septian Anugrah	S-25
26	Siti Fatmawati S. Rijal	S-26
27	Sutrisno Bachir Achadul	S-27
28	Ummi Kalsum T	S-28
29	Yehezkiel Yulianus Lasapareng	S-29
30	Yuni Yunus	S-30

APPENDIX D.2

The Students' Row of Pre-test in Speaking Ability

Respondents	Pre-test	
	Accuracy	Fluency
S- 01	78	70
S- 02	60	56
S- 03	65	50
S- 04	60	50
S- 05	65	56
S- 06	66	68
S- 07	66	70
S- 08	60	56
S- 09	50	55
S- 10	76	60
S- 11	56	50
S- 12	56	55
S- 13	50	50
S- 14	62	55
S- 15	50	46
S- 16	56	50
S- 17	70	65
S- 18	42	40
S- 19	56	50
S- 20	66	78
S- 21	78	80
S- 22	56	50
S- 23	46	50
S- 24	48	56
S- 25	50	52
S- 26	58	50
S- 27	50	45
S- 28	50	46
S- 29	80	72
S- 30	76	56
Total	\sum X= 1802	\sum X= 1687
Mean Score (\bar{X})	X= 60.06	X= 56.23

APPENDIX D.3

The Students' Row of Post-test

Respondents	Post-test	
	Accuracy	Fluency
S- 01	90	82
S- 02	86	80
S- 03	78	82
S- 04	82	78
S- 05	80	76
S- 06	76	70
S- 07	80	76
S- 08	76	70
S- 09	72	66
S- 10	82	76
S- 11	68	65
S- 12	78	66
S- 13	70	76
S- 14	80	70
S- 15	70	76
S- 16	85	70
S- 17	86	78
S- 18	72	65
S- 19	72	76
S- 20	82	92
S- 21	96	100
S- 22	80	70
S- 23	65	76
S- 24	76	80
S- 25	65	78
S- 26	80	76
S- 27	76	68
S- 28	78	66
S- 29	100	88
S- 30	92	80
Total	$\sum X= 2373$	$\sum X= 2272$
Mean Score (X)	X= 79.1	X= 75.73

APPENDIX D.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. Accuracy

Respondents	Accuracy			
	Pre-test	Post-test	D (X2-X1)	D ²
S- 01	78	90	12	144
S- 02	60	86	26	676
S- 03	65	78	13	169
S- 04	60	82	22	484
S- 05	65	80	15	225
S- 06	66	76	10	100
S- 07	66	80	26	676
S- 08	60	76	16	256
S- 09	50	72	22	484
S- 10	76	82	6	36
S- 11	56	68	12	144
S- 12	56	78	22	484
S- 13	50	70	20	400
S- 14	62	80	18	324
S- 15	50	70	20	400
S- 16	56	85	29	841
S- 17	70	86	16	256
S- 18	42	72	30	900
S- 19	56	72	16	256
S- 20	66	82	16	256
S- 21	78	96	18	324
S- 22	56	80	24	576
S- 23	46	65	19	361
S- 24	48	76	28	784
S- 25	50	65	15	225
S- 26	58	80	22	484
S- 27	50	76	26	676
S- 28	50	78	28	784
S- 29	80	100	20	400
S- 30	76	92	16	256
Total	$\sum x = 1802$	$\sum x = 2373$	$\sum d = 583$	$\sum d^2 = 12381$

2. Fluency

Respondents	Fluency			
	Pre-test	Post-test	D (X2-X1)	D ²
S- 01	70	82	12	144
S- 02	56	80	24	576
S- 03	50	82	22	484
S- 04	50	78	28	784
S- 05	56	76	20	400
S- 06	68	70	12	144
S- 07	70	76	6	36
S- 08	56	70	14	196
S- 09	55	66	11	121
S- 10	60	76	16	256
S- 11	50	65	15	225
S- 12	55	66	11	121
S- 13	50	76	26	676
S- 14	55	70	25	625
S- 15	46	76	30	900
S- 16	50	70	20	400
S- 17	65	78	13	169
S- 18	40	65	25	625
S- 19	50	76	26	676
S- 20	78	92	14	196
S- 21	80	100	20	400
S- 22	50	70	20	400
S- 23	50	76	26	676
S- 24	56	80	24	576
S- 25	52	78	26	676
S- 26	50	76	26	676
S- 27	45	68	23	529
S- 28	46	66	20	400
S- 29	72	88	16	256
S- 30	56	80	24	576
Total	$\sum x = 1687$	$\sum x=2272$	$\sum d=595$	$\sum_d 2 = 12919$

3. The Total Score of Students' Speaking in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Speaking		D (x_2-x_1)	D ²
	Pre-test total score x_1	Post-test total score x_2		
S- 01	74	86	12	144
S- 02	58	83	25	625
S- 03	57.5	80	22.5	506.25
S- 04	55	80	25	625
S- 05	60.5	78	17.5	306.25
S- 06	67	73	6	36
S- 07	68	78	10	100
S- 08	58	73	15	225
S- 09	52.5	69	16.5	272.25
S- 10	68	79	11	121
S- 11	53	66.5	13.5	182.25
S- 12	55.5	72	16.5	272.25
S- 13	50	73	23	529
S- 14	58.5	75	16.5	272.25
S- 15	48	73	25	625
S- 16	53	77.5	24.5	600.25
S- 17	67.5	82	14.5	210.25
S- 18	41	68.5	27.5	756.25
S- 19	53	74	21	441
S- 20	72	87	15	225
S- 21	79	98	19	361
S- 22	53	75	22	484
S- 23	48	70.5	22.5	506.25
S- 24	52	78	26	676
S- 25	51	71.5	20.5	420.25
S- 26	54	78	24	576
S- 27	47.5	72	24.5	600.25
S- 28	48	72	24	576
S- 29	76	94	18	324
S- 30	66	86	20	400
N= 30	$\sum x_1= 1744.5$	$\sum x_2= 2322.5$	$\sum D= 578$	$\sum D^2= 11998$

D.5. Classification of students' Pre-test and Post-test

1. The Classification of Students' Accuracy Score

Code	Accuracy			
	Pre-test	Classification	Post-test	Classification
S- 01	78	Good	90	Very Good
S- 02	60	Poor	86	Very Good
S- 03	65	Poor	78	Good
S- 04	60	Poor	82	Good
S- 05	65	Poor	80	Good
S- 06	66	Average	76	Good
S- 07	66	Average	80	Good
S- 08	60	Poor	76	Good
S- 09	50	Very Poor	72	Average
S- 10	76	Good	82	Good
S- 11	56	Poor	68	Average
S- 12	56	Poor	78	Good
S- 13	50	Very Poor	70	Average
S- 14	62	Poor	80	Good
S- 15	50	Very Poor	70	Average
S- 16	56	Poor	85	Good
S- 17	70	Average	86	Very Good
S- 18	42	Very Poor	72	Average
S- 19	56	Poor	72	Average
S- 20	66	Average	82	Good
S- 21	78	Good	96	Excellent
S- 22	56	Poor	80	Good
S- 23	46	Very Poor	65	Poor
S- 24	48	Very Poor	76	Good
S- 25	50	Very Poor	65	Poor
S- 26	58	Poor	80	Good
S- 27	50	Very Poor	76	Good
S- 28	50	Very Poor	78	Good
S- 29	80	Good	100	Excellent
S- 30	76	Good	92	Very Good

2. The Classification of Students' Fluency Score

Code	Fluency			
	Pre-test	Classification	Post-test	Classification
S- 01	70	Average	82	Good
S- 02	56	Poor	80	Good
S- 03	50	Very Poor	82	Good
S- 04	50	Very poor	78	Good
S- 05	56	Poor	76	Good
S- 06	68	Average	70	Average
S- 07	70	Average	76	Good
S- 08	56	Poor	70	Average
S- 09	55	Very Poor	66	Average
S- 10	60	Poor	76	Good
S- 11	50	Very poor	65	Poor
S- 12	55	Very poor	66	Average
S- 13	50	Very poor	76	Good
S- 14	55	Very poor	70	Average
S- 15	46	Very poor	76	Good
S- 16	50	Very poor	70	Average
S- 17	65	Poor	78	Good
S- 18	40	Very Poor	65	Poor
S- 19	50	Very Poor	76	Good
S- 20	78	Good	92	Very good
S- 21	80	Good	100	Excellent
S- 22	50	Very Poor	70	Average
S- 23	50	Very Poor	76	Good
S- 24	56	Poor	80	Good
S- 25	52	Very Poor	78	Good
S- 26	50	Very Poor	76	Good
S- 27	45	Very Poor	68	Average
S- 28	46	Very Poor	66	Average
S- 29	72	Average	88	Very good
S- 30	56	Poor	80	Good

3. The Classification of Students' Speaking Score

Code	Speaking			
	Pre-test	Classification	Post-test	Classification
S- 01	74	Average	86	Very Good
S- 02	58	Poor	83	Good
S- 03	57.5	Poor	80	Good
S- 04	55	Very poor	80	Good
S- 05	60.5	Poor	78	Good
S- 06	67	Average	73	Average
S- 07	68	Average	78	Good
S- 08	58	Poor	73	Average
S- 09	52.5	Poor	69	Average
S- 10	68	Average	79	Good
S- 11	53	Very poor	66.5	Average
S- 12	55.5	Very poor	72	Average
S- 13	50	Very poor	73	Average
S- 14	58.5	Poor	75	Average
S- 15	48	Very poor	73	Average
S- 16	53	Very poor	77.5	Good
S- 17	67.5	Average	82	Good
S- 18	41	Very Poor	68.5	Average
S- 19	53	Very Poor	74	Average
S- 20	72	Average	87	Very good
S- 21	79	Good	98	Excellent
S- 22	53	Very Poor	75	Average
S- 23	48	Very Poor	70.5	Average
S- 24	52	Very Poor	78	Good
S- 25	51	Very Poor	71.5	Average
S- 26	54	Very Poor	78	Good
S- 27	47.5	Very Poor	72	Average
S- 28	48	Very Poor	72	Average
S- 29	76	Good	94	Very good
S- 30	66	Average	86	Very Good

D.6. The Percentage of the Students' Improvement in Speaking Ability

1. The percentage of the students' achievement in Accuracy

No.	Classification	Score	Accuracy			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	2	6.7%
2	Very good	86 - 95	-	-	4	13.3%
3	Good	76 - 85	5	16.7%	16	53.3%
4	Average	66 – 75	4	13.3%	6	20%
5	Poor	56 – 65	12	40%	2	6.7%
6	Very poor	36– 35	9	30%	-	-
Total			30	100%	30	100%

2. The percentage of the students' achievement in Fluency

No.	Classification	Score	Fluency			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	1	3.3%
2	Very good	86 - 95	-	-	2	6.7%
3	Good	76 - 85	2	6.7%	16	53.3%
4	Average	66 – 75	4	13.3%	9	30%
5	Poor	56 – 65	7	23.3%	2	6.7%
6	Very poor	36– 35	17	56.7%	-	-
Total			30	100%	30	100%

4. The percentage of the students' achievement in Speaking

No.	Classification	Score	Speaking			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	1	3.33
2	Very good	86 - 95	-	-	4	13.33
3	Good	76 - 85	2	6.66%	10	33.33%
4	Average	66 – 75	7	23.33%	15	50%
5	Poor	56 – 65	6	20%	-	-
6	Very poor	36– 35	15	50%	-	-
Total			30	100%	30	100%

D.7 Analysis of Descriptive Statistic of Accuracy in Speaking

1. Analysis Descriptive Statistic of Accuracy

		Pre-test Accuracy	Post-test Accuracy
N	Valid	30	30
	Missing	0	0
Mean		60.0667	79.1000
Std. Error of Mean		1.90880	1.53380
Median		59.0000	79.0000
Mode		50.00	80.00
Std. Deviation		10.45494	8.40094
Variance		109.306	70.576
Range		38.00	35.00
Minimum		42.00	65.00
Maximum		80.00	100.00
Sum		1802.00	2373.00

Frequency Table

Pre-test Accuracy

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	42.00	1	3.3	3.3	
	46.00	1	3.3	6.7	
	48.00	1	3.3	10.0	
	50.00	6	20.0	30.0	
	56.00	5	16.7	46.7	
	58.00	1	3.3	50.0	
	60.00	3	10.0	60.0	
	62.00	1	3.3	63.3	
	65.00	2	6.7	70.0	
	66.00	3	10.0	80.0	
	70.00	1	3.3	83.3	
	76.00	2	6.7	90.0	
	78.00	2	6.7	96.7	
	80.00	1	3.3	100.0	
	Total	30	100.0	100.0	

Post-test Accuracy

	Frequency	Percent	Valid Percent	Cumulative Percent
65.00	2	6.7	6.7	6.7
68.00	1	3.3	3.3	10.0
70.00	2	6.7	6.7	16.7
72.00	3	10.0	10.0	26.7
76.00	4	13.3	13.3	40.0
78.00	3	10.0	10.0	50.0
80.00	5	16.7	16.7	66.7
Valid 82.00	3	10.0	10.0	76.7
85.00	1	3.3	3.3	80.0
86.00	2	6.7	6.7	86.7
90.00	1	3.3	3.3	90.0
92.00	1	3.3	3.3	93.3
96.00	1	3.3	3.3	96.7
100.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

2. Analysis Descriptive Statistic of Fluency

Statistics

	Pre-test Fluency	Post-test Fluency
N Valid	30	30
Missing	0	0
Mean	56.2333	75.7333
Std. Error of Mean	1.81544	1.47464
Median	55.0000	76.0000
Mode	50.00	76.00
Std. Deviation	9.94358	8.07693
Variance	98.875	65.237
Range	40.00	35.00
Minimum	40.00	65.00
Maximum	80.00	100.00
Sum	1687.00	2272.00

Frequency Table

Pre-test Fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	1	3.3	3.3	3.3
45.00	1	3.3	3.3	6.7
46.00	2	6.7	6.7	13.3
50.00	9	30.0	30.0	43.3
52.00	1	3.3	3.3	46.7
55.00	3	10.0	10.0	56.7
56.00	5	16.7	16.7	73.3
Valid 60.00	1	3.3	3.3	76.7
65.00	1	3.3	3.3	80.0
68.00	1	3.3	3.3	83.3
70.00	2	6.7	6.7	90.0
72.00	1	3.3	3.3	93.3
78.00	1	3.3	3.3	96.7
80.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Post-test Fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
65.00	2	6.7	6.7	6.7
66.00	3	10.0	10.0	16.7
68.00	1	3.3	3.3	20.0
70.00	5	16.7	16.7	36.7
76.00	8	26.7	26.7	63.3
Valid 78.00	3	10.0	10.0	73.3
80.00	3	10.0	10.0	83.3
82.00	2	6.7	6.7	90.0
88.00	1	3.3	3.3	93.3
92.00	1	3.3	3.3	96.7
100.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

3. Analysis Descriptive Statistic of Speaking

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		58.1500	77.4167
Median		55.2500 ^a	76.6667 ^a
Mode		53.00	73.00 ^b
Std. Deviation		9.59180	7.30857
Variance		92.003	53.415
Range		38.00	31.50
Minimum		41.00	66.50
Maximum		79.00	98.00
Sum		1744.50	2322.50

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	41.00	1	3.3	3.3	
	47.50	1	3.3	6.7	
	48.00	3	10.0	10.0	
	50.00	1	3.3	3.3	
	51.00	1	3.3	3.3	
	52.00	1	3.3	3.3	
	52.50	1	3.3	3.3	
	53.00	4	13.3	13.3	
	54.00	1	3.3	3.3	
	55.00	1	3.3	3.3	
	55.50	1	3.3	3.3	
	57.50	1	3.3	3.3	
	58.00	2	6.7	6.7	
	58.50	1	3.3	3.3	
	60.50	1	3.3	3.3	
	66.00	1	3.3	3.3	
	67.00	1	3.3	3.3	
	67.50	1	3.3	3.3	
	68.00	2	6.7	6.7	
	72.00	1	3.3	3.3	
	74.00	1	3.3	3.3	
	76.00	1	3.3	3.3	
	79.00	1	3.3	3.3	
	Total	30	100.0	100.0	

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
66.50	1	3.3	3.3	3.3
68.50	1	3.3	3.3	6.7
69.00	1	3.3	3.3	10.0
70.50	1	3.3	3.3	13.3
71.50	1	3.3	3.3	16.7
72.00	3	10.0	10.0	26.7
73.00	4	13.3	13.3	40.0
74.00	1	3.3	3.3	43.3
75.00	2	6.7	6.7	50.0
77.50	1	3.3	3.3	53.3
78.00	4	13.3	13.3	66.7
79.00	1	3.3	3.3	70.0
80.00	2	6.7	6.7	76.7
82.00	1	3.3	3.3	80.0
83.00	1	3.3	3.3	83.3
86.00	2	6.7	6.7	90.0
87.00	1	3.3	3.3	93.3
94.00	1	3.3	3.3	96.7
98.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.8 Paired Sample t-test

1. The Significance between Pre-test and Post-test Score of the Students' Accuracy in Speaking Ability.

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Accuracy-Hypothesis testing- Accuracy-Hypothesis testing	19.03333	5.96821	1.08964	16.80477	21.26190	17.468	29	.000

2. The Significance between Pre-test and Post-test Score of the Students' Fluency in Speaking Ability

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Fluency-Hypothesis testing- Fluency-Hypothesis testing	19.50000	7.21947	1.31809	16.80421	22.19579	14.794	29	.000

3. The Significance between Pre-test and Post-test Score of the Students' Speaking Ability

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Speaking-Hypothesis testing- Speaking-Hypothesis testing	19.26667	5.45156	.99531	17.23102	21.30231	19.357	29	.000

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	77.4167	30	7.30857	1.33436
Pretest	58.1500	30	9.59180	1.75121

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttest & Pretest	30	.825	.000

DOCUMENTATIONS



CURRICULUM VITAE



Fausiani was born on June 18th, 1996 in regency. She has 3 sisters and 1 brother. She lives at Jl, Sultan Alauddin 2. She is child from the couple of Jamaluddin and Yulianti.K. She started her education in elementary school at SDN 167 Buntu Dama and graduated in 2007. She continued her junior high school SMP N 5Alla and graduated in 2010 and senior high school SMKN 1 Enrekang and graduated in 2013. Then she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title “**The Use of Meaning, Use, Form (MUF) Framework in Teaching Speaking**(*An Experimental Research at Seventh Grade Students of SMP Negeri 24 Makassar*).