THE EFFECTIVENESS OF TALKING STICK METHOD AS CONTEXTUAL TEACHING AND LEARNING TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMK MUHAMMADIYAH 5 TELLO BARU

(An Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirements For the degree of Education in English department

BY

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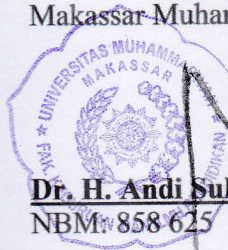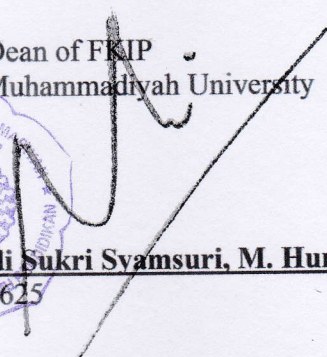
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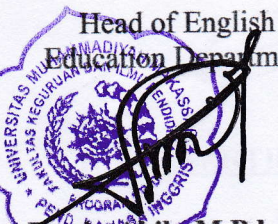
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Teaching and Learning to Improve students' Speaking Ability

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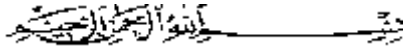*"Seek the knowledge from the cradle to the grave".*

(Muhammad SAW)

"The most important outcome of education is to help students become independent of formal education ".

(Paul E. Gray)

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

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Makassar,   Oktober 2016

The Writer

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CHAPTER I

INTRODUCTION

A. Background

English is one the subject matters learned by student that are given in some educational levels, such as; elementary, intermediate and upper intermediate level. It covers four language skill that must be mastered is someone wants to be successful in English.

There are four language skilis namely reading, listening, writing, and speaking. Especially for speaking skill, many students consider that learning speaking as a difficult subject. They are listening, reading, speaking and writing. These four skills are very important for students. The speaking ability is required to communicate ideas, opinions and comment with other people in conversational situation. There are many realities indicate that the students sometimes face many problems in learning English especially in speaking, for instance, the students are less motivation, shy to speak, self-confidence, afraid of making mistake and so on.

According to Manser (1996:306), speaking performance is the way of one's manner in speaking, which is assessed through how the fluency and accuracy. Marcel in Saprianto (2012:1), distinguishes the outlined of accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the patterns of sentence while fluency of someone way of speaking dealing with how to produce words in certain period of times without missing any main words on their speech.

Speaking has important role in learning English because the students can express their idea by speaking. Widdowson (1985: 57) states that speaking is a means of oral communication that give information involves two elements namely the speaker who gives the message and the listener who gives the message. Without knowing how to speak, the students can do nothing and they will become passive students in the classroom. In learning speaking, teacher is needed motivate the students to improve their ability in speaking, so they can be active is speaking class. According to the researcher experiences when did PPL in different school, most of the students do not have any competence in English well specially in speaking. They are still getting hard to be a good speaker.

From the problems above the researcher will apply one of teaching strategy. That was an interesting strategy and it can improve the students' speaking ability, namely through Talking Stick Method as CTL. The strategy is designed to create the students' interest to learn with Talking Stick Method. According to Johnson in Wijarwadi (2008:4) CTL is an educational process aims help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural, circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standard, and using authentic assessments.

Related to the statements above, the researcher did pre -observation that was done at the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru

the researcher faced many problems in teaching learning process. The crucial problems were the students' problems in speaking. The problems were; first, the students always did mistakes in grammar and pronunciation aspect. Basically, they only spoke English but they did not pay attention to the sentence structure and correct pronunciation. Second, the students were afraid of making mistake in speaking English. It indicates that the students had limited vocabulary. Third, the students were difficult to speak fluently because they were seldom to practice their English language.

The research is done in order to know the effectiveness of CTL in teaching speaking. The writer is interested in this topic because of several facts that found in classroom teaching when doing teaching practice at SMK Muhammadiyah 5 Tello Baru. The students speaking ability is still low and even there are some students who can not help speak English language at all. Ideally, the students of Eleventh Grade of Senior High School should have a good ability in English language or at least, they can speak in a simple conversation. As we know, that English has been decided as the compulsory subject of the Eleventh Grade Student of SMK Muhammadiyah 5 Tello Baru.

Based on the explanation above, the researcher is motivated to carry out the research which entitles: " *The Effectiveness of Talking Stick Method As Contextual Teaching and Learning to Improve Students' Speaking Ability at the Eleventh Grade of SMA Muhammadiyah 5 Tello Baru* ".

B. Problem Statement

Based on the previous background, the researcher formulates research questions as follows :

1. Is the use of Contextual and Teaching Learning (Talking Stick Method) effective to improve the students speaking accuracy at the Eleventh Grade Students of SMK Muhammadiyah 5 Tallo Baru?

2. Is the use of Contextual Teaching and Learning (Talking Stick Method) effective to improve the students speaking fluency at the Eleventh Grade Students of SMK Muhammadiyah 5 Tallo Baru?

C. Objectives of the Research

Based on the research questions above, the objectives are :

1. To find out the use of Contextual Teaching and Learning (Talking Stick Method) effective in improving the students speaking accuracy at the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru.

2. To find out the use of Contextual Teaching and Learning (Talking Stick Method) effective in improving the students speaking fluency at the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru.

D. Significan of the Research

The finding of this research is hopefully to be very meaningful information and reference as theoretical and practical information for teacher who teach English at Junior school and Senior High school. As theoretical information can be a reference of teachers in teaching English in order to develop students speaking ability. This research can be practical information to English teachers to

teach speaking by Contextual Teaching Learning (Talking Stick Method) which can gain the full responses students of the Eleventh Grade of SMK Muhammadiyah 5 Tello Baru.

E. Scope of the Research

This research is limited on the use of Contextual Teaching and Learning (Talking Stick Method) to improve the students speaking ability at the Eleventh Grade of SMK Muhammadiyah 5 Tello Baru, which covers; accuracy (pronunciation and vocabulary) and fluency (self-confidence).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

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

Wijarwadi, (2008), in is thesis *The Effectiveness of Contextual Teaching and Learning Teaching Speaking at the First Grade Students of SMAN 1 Ciputat*. He found that using Contextual Teaching and Learning teaching speaking can increase student speaking ability.

Sari, (2013) in her thesis, The *Effectiveness of Contextual Teaching and Learning in Teaching Speaking Viewed from Students' Self-Esteem*. She found that using Contextual Teaching and Learning is more effective than Audio-Lingual method in Teaching Speaking.

Khulsum, (2009) in her thesis, *The Application of Contextual Teaching and Learning (CTL) for Teaching Speaking to the Seven Grade of Junior High School*. She found that CTL is effective way to improve students speaking ability.

Based on the provious finding above, the researcher find the provious research is about the same focus that is speaking ability, and two research fount that using Contextual Teaching and Learning teaching speaking can improve the student speaking skill. The different of these researches with research is can use Talking Stick Method and the three researches did not specify the type of Method that is used in the class.

B. The Concept of Speaking

1. Definition of Speaking

Speaking means an oral communication in giving ideas or information to the other. It is the most essential way in which the speaker can express him through the language.

(Widdowson, 1985: 58) states that, "an act if communication through speaking is commonly performed in faces interaction and occurs as a part of verbal exchange". He further states that the act of speaking involves not only the production of sound but also the use of gestures, the movement of the muscle of face and indeed of the whole body.

Byrne in Dzulkifli, (2012: 13) also states that oral communication is two ways process between the speaker and the listener involves the productive skill as speaking and receptive skill as listening. Therefore, both the speaker and the listener are active during the oral communication take place.

(Harmer, 1991: 46) states that when two people are engaged in talking to each other, we can be fairly sure that they are doing so far a reason probably make the following generalization:

a. He wants to speak in general way to suggest that a speaker makes a definite decision address someone. Speaking maybe forcer on him in some way but we can still say that he wants or intends to speak, otherwise he would keep silent.

b. He has some communicative purposes that speakers say things because they want something to happen as a result of what they say.

c. He selects his language store: the speaker has an infinitive capacity to crease new sentence if he is native speaker.

In relation of the statement of the statement above, the writer concludes that speaking is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it is must involve the speaker and the listener or only speaker involved.

2. **Element of Speaking**

a. **Accuracy**

Marcel in Misrawati (2012:8) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar. According to (Harmer 1991:15), aspect of speaking can be divided as follows:

1. **Vocabulary**

According to Webster's in Basri (2012:15) vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

It is impossible without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they know because they lack of

practicing and use them. Thus, they need to practice more to keep them in mind. Furthermore, Harmer (1991:195) also divides vocabulary in two types, they are :

Active vocabulary refers to vocabulary that the students have learned, they are expected to be able to use by the students. Passive vocabulary refers to word which students will recognized when they meet them, but they will produce.

Types of vocabulary Harmer (1991:159) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

1. Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.

3. Writing vocabulary is the words that come readily to one's finger vocabulary.

4. Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other.

5. Reading vocabulary is the words that one response in writing of others.

2. Pronunciation

Bryne (1981 : 15) states that pronunciation is the sound that the speaker imitate where there are listening to other. He continues that language use ca from other. In this case a listener can imitate from speaker and that say something to other listener. Pronunciation is an act or result of production the sound of speech including Articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of "pronunciation" may be said to include:

a. The sound of the language

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

b. Stress

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

c. Intonation

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

student's need it use rhythms and stress correctly if they are to be understood.

b. Fluency

According to random house Webster college dictionary, (1996: 500) that fluency refers to able to speak or write smoothly, easily, or readily to an easy flow is word are to respond able to communicate with base it suggest to ready flow an accomplish speak or write. It is usually a term of communication. Whereas (Marcel, 1978: 12) states that fluency is someone's way of speaking dealing with how to produce words in certain period of tones without missing any main word on their speech.

According to Hornby in Misrawati (2012 : 11) stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

1. Self Confidence

Self confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other.

Self confidence is feeling sure about thing expressed or done by someone to others. Furthermore confidence is the way we feel about what we are going to

do or say, Klippel and Friederike, (1987: 87) states that self confidence is a mental process which makes someone strong to do or to take action.

Speaking is the oral communication with other people speaking need bareness. There are many students who have no self confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behavior or our part if we show in our face what we rarely feel. Therefore we present must teach other expect when we are involuntary rating to something the face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we rarely feel.

Martin, (1991: 96) explains that performances are; (1) a doing or carrying out, (2) that which is done deed, feat (3) public exhibition, especially on the stage. And Bablock, (*Webster's Third New International Dictionary*, 1986) notes that "Performance is the ability to performance, the capacity to archive a reacting to various stimuli".

Good in Jumahida, (2008: 10) states that when performance is related to expressive activity it means; (1) the making or doing or something as a mean of leaning conforming knowledge, (2) the use of language (possibility of other medium of communication in an endeavor to express concept of feeling).

Based on the definition above we can state that the performance in speaking English is the capacity or the ability to do something by some action to talk or speak. The relation between performance and active participation is speaking English it is better perfectly true to say with reference usage, that

speaking is productive, and makes use of the aural medium. However, if we think of speaking in term of use, the situation is rather different.

The students participate actively in speaking when they are; (1) giving ideas in English, (2) asking question in English, and (3) responding/answering in English.

2. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduce forms (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

3. Contents

David in Misrawati (2012 : 12) states that oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

C. The Concept of Contextual Teaching and Learning

1. The Understanding of CTL

According to Johnson in Wijarwadi (2008:23) CTL Method is promoted as the alternative for the new learning strategy. CTL emphasize the learning process through. Constructing, not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students. In CTL, students' are expected to develop their own understanding from their past

experience or knowledge (assimilation). It is important because our brain or human mind functioned as the instrument for interpreting knowledge so that it will have a unique sense.

According to Johnson in Wijarwadi (2008:4) CTL is an educational process aims help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural, circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standard, and using authentic assessments.

2. The Characteristic of CTL

Johnson, in Wijarwadi (2008:26), characterizes CTL into eight important elements as follows:

a. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

b. Doing Significant Work

Student can make relationship among school and the various existing contexts in the real word as business maker and as a citizen.

c. Self-Regulated Learning

Student the significant work: it has purpose. It has connection with other, it has connection with decision making and it has the concrete results or products.

d. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher help them to understand the way how to persuade and communicate each other.

e. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

f. Nurtuling the Individual

Students carry on their selves, understand, give attention, posses high wishes, motivate and empower themselves. Student can't get the success without the support from adult people. Students should respect their companion and adult person.

g. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teachers shows to students how to reach what called 'excelent'.

h. Using Authentic Assessments

Students use academic knowledge in the real world context meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math. These characteristics become the main components in applying CTL Method. It is also clearly seen that these eight characteristics asks students for

actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical thinking ask the students to responsible for their own learning.

The role of teacher in Ccontextual Teaching Learning is to facilitate students to find the fact or the meaning, concept, or principle for their selves. Once these eight characteristics applied in classroom, it will help both students and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning.

3. The Principle of Contextual Teaching and Learning

a. Constructivism

According to Johnson, Wijarwadi (2008:27), Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively build knowledge and skills. However, all advocates of constructivism agree that it is the individual's processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves33. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

b. Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as .a seeking for truth, information or knowledge. Seeking information by questioning. in applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audients

c. Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sadker and Sadker, as quoted by Nurhadi, mentioned the important of questioning technique in classroom teaching. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

d. Learning Community

In learning community, the result of learning can be gotten from gathering others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows:

(1). Group of learning which communicate to share the idea and experience. (2). Working together to solve the problem. (3).The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as, onlooker, or observer, (noticing what is going on), knower (being privy to shared class understanding) and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

e. Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher's opinion and demonstrates how does the teacher want the student to learn.

f. Reflections

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher need to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection.

The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

g. Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. assessments of students. Performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students. Performance, but also students can be extremely effective at monitoring and judging their own language production.

They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning36. Meanwhile, authentic assessment has some characteristics that are:(a) Involves real world experience, (b) Allows access to information, (c) Encourages the use of computer, dictionary and human, resources, (d) Engages the students by

relevance, (e) Uses open-ended format, (f)Includes self-assessment and reflection, (g) Warrant effort and practice, (h)Identifies strength to enable students to show what they can do and (i) Make assessment criteria clearer to students essentially, the question that needs to answer by authentic assessment is. Does the student learn something? Not, what have they already known. So, the students are assessed through many ways, not only assessed their examination test.

4. The Procedure of CTL in Teaching Speaking

According to Johnson, Wijarwadi (2008:31), seven main components of CTL that explained above are the main requirements in classroom teaching learning process. Below are the procedures how to apply CTL, including speaking class activity, in the classroom teaching learning process.

a. Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. First, Teacher need to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

b. Do the inquiring activity to achieved desired competences in speaking activity. In this step, the teacher presents the speaking material (e.g. in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

c.   Create learning community or learning in groups. This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

d.   Questioning as a learning tool. It is useful for improving students' curiosity. The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.

e.   Do the reflection in the end of learning to make student feel that they have learned something. Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher need to engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.

D. The Concept of Talking Stick Method

1. The Understanding of Talking Stick

Talking Stick is a method that was originally used by Native Americans to invite all people to speak or express opinions in a forum (meeting between tribes). Talking Stick has been used for centuries by Indian tribes as a means of listening to fairly and impartially. Sticks spoke often used the council to decide who has the right to speak. At the time chairman of the meeting began to discuss

and discuss the issue, he must hold a stick. Stick will move to others if he wants to speak or respond. In this way the Talking Stick will move from one person to another if the person wants to express his opinion. When all is your turn to speak, stick to it and then returned again to the chairman or chairman of the meeting.

Talking Stick including one model of cooperative learning. According to Kagan (2000: 1), a cooperative learning is a term used in the procedure of interactive learning, where students learn together in small groups to solve various problems. Each student not only complete their individual tasks, but also obliged to assist the task group's friends, until all group members understand a concept. Meanwhile, according to Johnson & Johnson in Kagan (2000: 1) model of cooperative learning is a learning strategy that uses small groups. Each group of students of different ability levels, using a variety of learning activities to improve their understanding of the concept.

2. The Application of Talking Stick
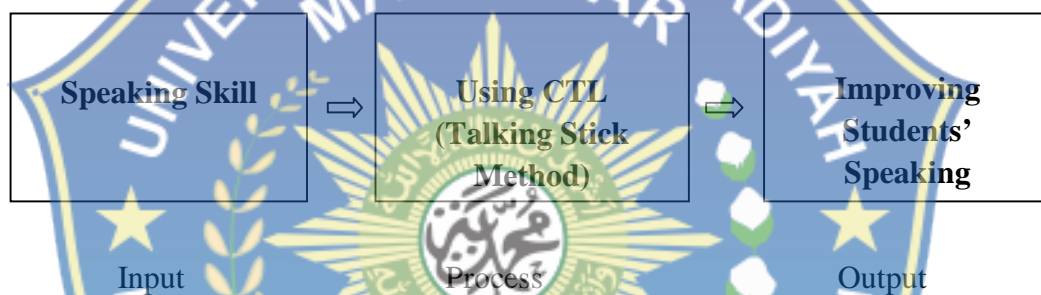
The steps of the implementation of Learning Model Talking Stick according Suyatno (2009: 124) are :

a. Teachers set up a stick.

b. Teachers convey the subject matter to be studied, and then provides the opportunity for students to read and learn the material on the handle / package.

c. After finished reading the book and study it, the teacher invites the students to close the book.

d. Teachers take a stick and give it to the students, after which the teacher provides questions and learners who hold the stick had to answer, and so forth until the majority of learners inherit to answer any questions from the teacher.

e. Teachers provide conclusions.

f. Evaluation.

E. Theoretical Framework

The theoretical framework of the research is illustrated as follows:

Speaking Skill	⇨	Using CTL (Talking Stick Method)	⇨	Improving Students' Speaking
Input		Process		Output

a. Based on the CTL of Talking Stick Method, the writer would like to use Talking Stick Method as teaching in classroom.

b. Process refers to the implementation of input in the classroom: action, observation, and reflection. Action refers to the use CTL (Talking stick Method) in the plan of the research. In observation and reflection phase, the researcher evaluates and decides whether the problems have beensolved. Reflection in this action researches will be used to decide whether the learning and teaching process is effective or not; or whether CTL (Talking stick Method) improved the students' speaking skill.

c. Output refers to the result of teaching and learning process through using CTL (Talking stick Method) which is indicated by the better reflection and perfection in teaching speaking, the improvement of students speaking ability and the students' achivement after using CTL (Talking stick Method).

The teacher will implement both of the teaching material above to improving the students' speaking ability. Therefore, in the final version the teacher can get information about the accuracy and fluency of CTL (Talking Stick Method) toward the students' achievement in speaking ability.

F. Hypothesis

Based on the theoretical framework, the research hypothesis are:

1. Null hypothesis (ho): the use of Contectual Teaching and Learning (Talking Stick Method) is not effective to improve the students speaking accuracy in term pronounciation and vocabulary at the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru.

2. Alternative hypothesis (hi): the use of Contectual Teaching and Learning (Talking Stick Method) is not effective to improve the students speaking acquracy in term pronounciation at the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research used Pre-experimental Design for this research with one group pre-test and post-test design. The comparison between pre-test and post-test scores determined the success of the treatment. On the treatment, the researcher thought speaking by using Contextual Teaching Learning (Talking Stick Method). The design is:

Pre-test	Treatment	Post-design
O_1	X	O_2

NOTES:

O_1 = Pre-test

O_2 = Post-test

1. Pre-Test

The researchergave pre-test as a oral test to know the students' speaking focused on accuracy and fluency. The researcher asked the student to describe the topic in front of class. The pre-test took one meeting.

2. Treatment

The technique held for four times and each meeting took 90 minutes. Namely:

Opening

The researcher gave greeting and self-introduction and tell the students what they are going to learn and why it was important and also explain the technique that they took part in process. This step was able to arose the students' curious to learn.

3. Main activity

a. Teachers set up a stick.

b. Teachers convey the subject matter to be studied, and then provides the opportunity for students to read and learn the material on the handle / package.

c. After finished reading the book and study it, the teacher invites the students to close the book.

d. Teachers take a stick and give it to the students, after which the teacher provides questions and learners who hold the stick had to answer, and so forth until the majority of learners inherit to answer any questions from the teacher.

e. Teachers provide conclusions.

f. Evaluatio.

4. Closing

The researcher gave a review about the material and gave homework to the students.

5. Post-Test

The student gave a post-test that same as with pre-test in determining whether or not there was improvement of the students' speaking skill through Contextual Teaching and Learning (Talking stick Method).

B. **Research Variables and Indicators**

1. There are two variables in this research they are: independent and dependent variable. Independent variable is the use of Contextual Teaching and Learning (Talking Stick Method) dependent variable is the students' speaking ability.

2. Research Indicators

The indicators of this research that were going to be measured were the students' speaking accuracy (which consisted of pronunciation and vocabulary) and the students' speaking fluency (which consisted of self-confidence).

C. **Population and Sample**

1. **Population**

The population of this research are all of the Eleventh Grade Students of SMK 5 Muhammadiyah Tello Baru, consist of one class. So, the total number of the population was 25 students.

2. Sample

The sample of the research was the Eleventh Grade Students of SMK Muhammadiyah 5 Tello Baru. In which the writer used random technique that means of population become sample. Therefore the sample consist of 25 students.

D. Instrument of the Research

In collecting data, the research is recording. Which oral speech to find out the mastery of accuracy in pronunciation and vocabulary. The pre-test was given to find out the initial ability before presenting the materials in the whether Contextual Teaching and Learning (Talking Stick Method) and post-test was given to find out the improvement of the students after materials in whether Contextual Teaching Learning (Talking Stick Method).

E. Procedure of Collecting Data

The data was based on the indicators of the research accuracy (pronunciation and vocabulary) and fluency (self-confidence).

1. The Assessment of Speaking Accuracy

Table 2.1 The assessment of Pronunciation

Classification	Score	Criteria
Excellent	90-100	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	80-89	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterances are correct.
Good	70-79	Pronunciation is still moderately influenced by the mother tongue but

Fair	60-69	not serious phonological errors. A few minor grammatical and lexical errors but only one or two major errors cause confusing.
Poor	0-59	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing. Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication. Many basic and lexical errors.

(Heaton, 1988:97).

Table 2.2 The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6-10	They speak effectively and excellent of using vocabulary.
Very Good	8.6-9.5	They speak effectively and very good of using vocabulary.
Good	7.6-8.5	They speak effectively and good of using vocabulary.
Fairly good	6.6-7.5	They speak sometimes hasty but fairly good of using vocabulary.
Pair	5.6-6.5	They speak hasty and more sentences are not appropriate using vocabulary.
Poor	3.6-5.5	They speak hasty and more sentences are not appropriate using vocabulary.

(Heaton, 1988:99)

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2. **The Assessment of Fluency**

   Table 2.3 The Assessment Self-Confidence

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

(Layman in Dzulkifli, 2012: 28).

F. **Technique of Data Analysis**

The data analysis was divided into speaking accuracy (pronunciation and vocabulary) and fluency (self-confidence).

1. To fine out the mean score of the students' test, the researcher used following

   formula: $\overline{X} = \frac{\Sigma X}{N}$

Where:

$\overline{X}$ = Mean score

X   = Total score

N   = The number of students (Gay, 1981:297).

2. Computing the frequency and the rate percentage of the students' scores

$$P = \frac{x2-x1}{x1} \text{ x } 100\%$$

Where: P   : the percentage of improvement

X2   : the total of post-test

X1   : the total of pre-test (Harmer in Amirullah: 1987).

3. To find out the significant different between the pre-test and post-test by calculating the value of the test using the formula:

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

t   = Test of significant

$\bar{D}$ = The mean of difference score

$(\ D)^2$ = The sum of the difference scores

D   = He difference between the matched pairs (X1-X2)

N   = The total number of samples

1   = Constant number (Gay 1981: 331).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the improvement of the students speaking ability in terms of accuracy and fluency and the discussion of the research covers further explanation of the findings.

A. The Findings

The findings of this research show that the application of Contextual Teaching Learning (Talking Stick Method) at the Eleventh Grade Students' of SMK Muhammadiyah 5 Tello Baru, improves the students speaking ability in terms of speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with self confidence, as follows:

1. The Improvement of Students' Speaking Accuracy

The researcher used Contextual Teaching Learning (Talking Stick Method) in treatment to see the improvement of students' speaking accuracy in terms of pronunciation and vocabulary there was improvement in pre-test to post-test. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:
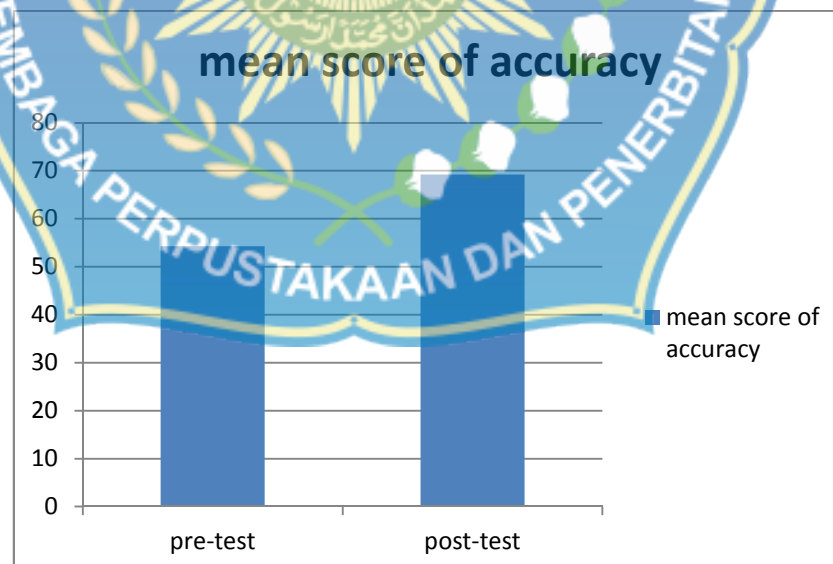
Table 4.1. The Improvement of Students' Speaking Accuracy

No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	Vocabulary	54.25	69.25	33.61%
2.	Pronunciation			

Based on the table 4.1 , it showes that the mean score of the students in pre-test were 54.25. Most of students felt confuse to develop their idea based on the topic. It was caused they had less vocabulary and pronunciation. After that researcher gave treatmentby using Contextual Teaching Learning (Talking Stick Method) and the score of the students' had improved. It showed in post-test which to be 69.25. The students' speaking was suitable they could develop their idea based on the topic

The result of pre-test and post-test had improvement which was 33.61%. The data showed that using Contextual Teaching Learning (Talking Stick Method) in speaking could improve students' speaking skill viewed from accuracy.

Graphic 4.1. The Mean Score and Improvement of the Students' Speaking Skill Viewed of Accuracy

The graphic 4.1 shows that there was improvement of the students in speaking accuracy from pre-test with the mean score was 54.25 to post-test with the mean score was 69.25 so the improvement of pre-test to post-test was 33.61%.

2. The Improvement of Students Speaking Skill Viewed from Fluency

Researcher also assessed students' fluency in terms of self confidence in speaking skill. It was began pre-test to post-test. After researcher gave pre-test and post-test, there was improvement of students' speaking skill in terms of fluency. It was indicated by te significant difference between students' pre-test and post-test score. Beside that, researcher also had counted improvement percentage of students. It showed at the following table:

Table 4.2. The Improvement of Students' Speaking in Fluency

No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	Self confidence	54.25	69.25	27.64 %

Table 4.2 describes that mean score in pre-test was lower than mean score of post-test. *Mean score in pre-test was 23.32,* it caused that most of students still difficult to speak up when they wanted to express their idea in the past. It happened because they did not know to how to speak, they thought that they could do that.

Mean score of *post-test was 35.55*, it was improved from pre-test. students' records in pre-test. They knowed that to use past tense and they could speaksentence that suitable of past tense formula. Based on the data in pre-test and

post-test had happened improvement of students' speaking skill. The percentage of improvement the students in pre-test to *post-test was 52.4%.* It was meant that four corners strategycould improve students' self confidence in speaking accuracy.

Graphic 4.2. The Mean Score and Improvement of the Students' Speaking Fluency
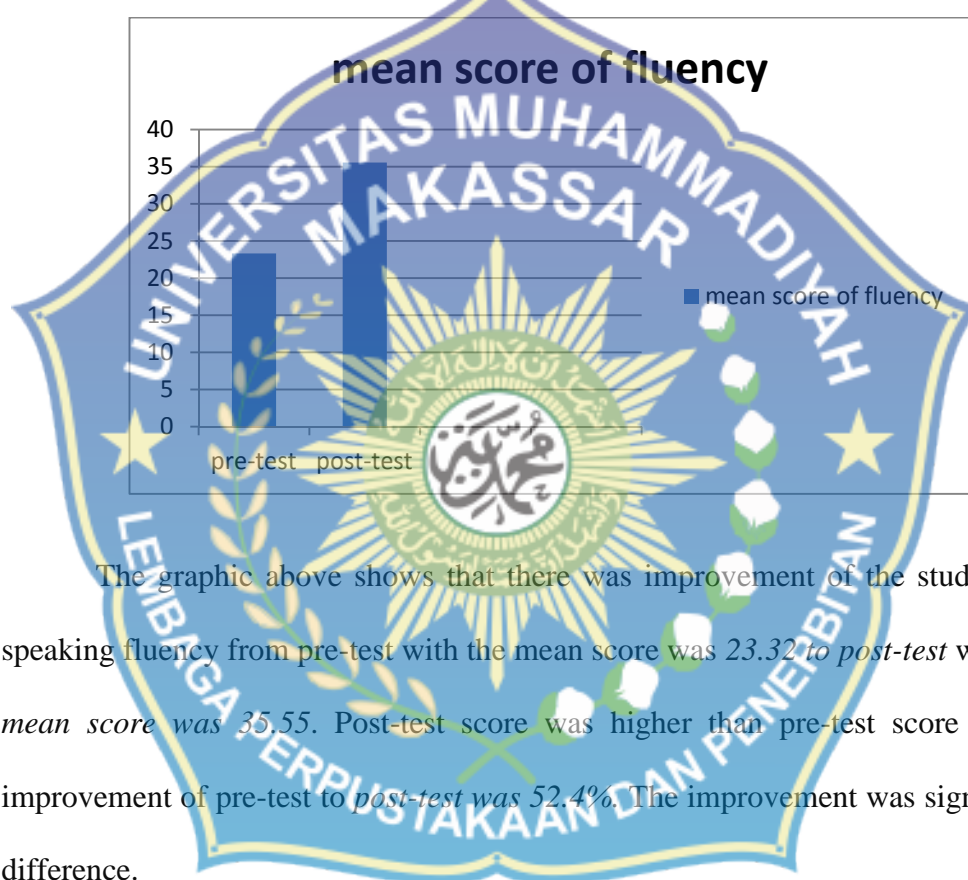
The graphic above shows that there was improvement of the students in speaking fluency from pre-test with the mean score was *23.32 to post-test* with the *mean score was 35.55.* Post-test score was higher than pre-test score so the improvement of pre-test to *post-test was 52.4%.* The improvement was significant difference.

It proved that there was significant improvement of students'speaking skill in fluency by using Contextual Teaching Learning (Talking Stick Method) at the first grade of students in SMK Muhammadiyah 5 Tello Baru. Based on the result, we could conclude that using four corners strategycould improve students'speaking skill in fluency too.

3. The Significant of Accuracy and Fluency

The researcher had used t-test analysis on the level of the *significance (p)*
0,05 with the degree of freedom (df) = N-1, where N = number of students (15
students) and then the value of t-table was 1.761. The t-test statistical analysis for
independent sample was applied. The following table showed the result of t-test
calculation.

Table 4.3. The T-test Analysis of the Students' Improvement

No.	Components	t-Test Value	t-Table Value	Description
1.	Accuracy	2.86	1.761	Significance
2.	Fluency	4.56	1.761	Significance

The table 4.3. above shows that t-test value of vocabulary was greater than
T-table value (2.86>1.761) and also t-test value of pronunciation was greater than
T-table value (4.56>1.761). It meant that there was significance difference
between the students' speaking skill before and after researcher used Contextual
Teaching Learning (Talking Stick Method) in speaking skill to first grade of
students in SMA Muhammadiyah 5 Tello Baru. It was show that the nul
hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

4. Hypothesis Testing of Speaking Ability of the Students

The researcher was used t-test analysis on the level of the significance (p)
0,05 with degree of freedom (df) = N-1, where N= number of subject (20
students) then the value of t-table was 2.093, the t-test statistical, analysis for
independent sample was applied. The following table shows the result of t-test
calculation:

Table 4.2 : The T-test and T-table of Students Achievement by Using Contextual Teaching Learning (Talking Stick Method).

No	Variable	T-Test	T-Table	Classification
1	Pronunciation	19.78	1.729	Significant
2	Vocabulary			Significant
3	Self Confidence	6.63	1.729	Significant

If the t-test value as greater than the t-table at the *level of significance 0.05* and *degree of freedom 20*, thus the alternative hypothesis (H_1) would be accepted and null hypothesis (H_0) would be rejected. In contrary if the t-test value was lower than t-table at the level of *significance 0.05 and degree of freedom 20*, thus the alternative hypothesis would be rejected.

The result of data analysis was the t-test value of *accuracy (pronunciation and vocabulary)* and *self confidence (19.78)* was greater than the *t-table value (6.63)*. Based on the result, hypothesis test showed that H_0 was rejected and H_1 was accepted.

B. Discussion

The data that had been collected through the test, both pre test and post test describe that there was the improvement of the students which was indicated by the improving by calculating the percentage improvement of the student achievement. Moreover, the significance of the students' achievement also had been found by calculating the t-test and comparing with t-table value.

1. **The Improving of Students Speaking Ability in Term of Accuracy (pronunciation and vocabulary) through Contextual Teaching Learning (Talking Stick Method)**

The increasing of the students' pronunciation had been findings. *Improvement of students is 20.* It was indicates from the *improving of mean score from 53.75* in *pretest which was classified as poor to 70.5* in post test which was classified as fair. This improvement was also followed by it was significance. This improvement was also followed by it was significance.

After giving the pre-test, the students' were getting the law score. Than the researcher have the treatment the students' interest. So that, the student can improve their speaking accuracy focus on pronunciation and they goat high score in post test.

After giving the pre-test, the students are getting the law score. Than the researcher have the treatment the students' interest. So that, the student can improve their speaking accuracy focus on vocabulary and they got high score in post test.

It also support by the result of the data analysis that from the level significance *(p) = 0,05 and the degree of freedom (df) = 20 which got from formula df = N-1 with t table* 1.729, *t-test value (19.78) was greater than T-Table (1.729).* Thus, accuracy through CTL Method approach is significant.

2. The Improving of Students' Speaking Fluency in Term of Self-Confidence through Contextual Teaching Learning (Talking Stick Method).

The Improvement of the students Self-Confidence had been findings. Improvement of students is 15. It was indicates from the *improving of mean score from 54.25* in *pretest which was classified as poor to 69.25* in post test which was classified as fair. This improvement was also followed by it was significance. This improvement was also followed by it was significance.

After giving the pre-test, the students are getting the law score. Than the researcher have the treatment the students' interest. So that, the student can improve their speaking accuracy focus on vocabulary and they got high score in post test.

It also support by the result of the data analysis that from the level significance *(p)= 0,05 and the degree of freedom (df)= 20 which got from formula df = N-1 with t table 2.093, t-test value (6.63) was greater than T-Table (1.729).* Thus, accuracy through Contextual Teaching Learning (Talking Stick Method)approach is significant.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two section, they are conclusion and suggestion. Conclusion present the finding of this research based in the data analysis and discussion in previous chapter, while suggestion deal with what the researcher recommends to do.

A. Conclusions

After doing the research, the researcher can conclude some points as follows:

1. The use of Talking Stick Method as Contextual Teaching and Learning was effective to improve the students' speaking accuracy. The improvement was significant in mean score of *pre-test was 53.75* and mean score of *post-test was 70.5*. Looking of mean *score pre-test and post-test so the improvement percentage of students was 33.61% and t-test analysis of content was 19.78, it was higher than t-table (19.78>1.729)*

2. The use of Talking Stick Method as Contextual Teaching and Learning was effective to improve the students' speaking fluency. The improvement was indicated that there was significant in mean score of *pre-test was 54.25* and mean score of *post-test was 69.25* Based on the data pre-test and post-test, the *improvement percentage of students was 27.64% and t-test analysis of fluency was 4.56, it was higher than t-table (6.63>1.729).*

B. The Suggestions

Based on the result and the process of research, the writer would like to give some suggestions as below:

1. To the English Teachers

a. As most people said, that Speaking is the most complicated skill to master in learning a language. Therefore, teachers do need to encourage students to practice their speaking skill in their daily life more and more. It is clear that the more they practice their speaking ability, the better they will improve in speaking.

b. The teachers need to be a good model in practicing English languages so that the students will follow what the teachers have done, especially in practicing speaking language.

c. It is proved that CTL is the effective way in developing speaking skill, thus, the teachers need to create an attractive learning process, by using various technique and media, not monotone, to improve students speaking skill.

d. A peer coaching is one of the techniques used in CTL. Therefore, the teachers need to classify the students based on their proficiency in speaking in order to create a good atmosphere and make an effective teaching learning process. Also, it will help them in running community learning as one of the basic principles of CTL

2. To The Students

a. The students need to realize that learning is two way process, not only teacher-centered. It means that they play a significant role in achieving their success in study. So, they need to actively involve in that process.

b. Based on the research, the writer found that there are several students who are quite well in expressing their idea in written form but they found difficulty when they are asked to express it in spoken form. Therefore, they do need to have more practice in order to improve their speaking ability.

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APPENDICES

APPENDIX A

1. The List Name of the Students of Class XI SMK Muhammadiyah 5 Tello Baru.

No	Sample	Code
1	Muh. Sulham Latarissa	S-1
2	Nuraeni	S-2
3	Dwi Suci	S-3
4	Muh. Irfan Ismail	S-4
5	Riki Andriano	S-5
6	Arzah hidayat	S-6
7	Arianto Amal	S-7
8	Hariani	S-8
9	Elma Gustino	S-9
10	Muh. Rifal	S-10
11	Santi	S-11
12	Ariani Arifin	S-12
13	Syahrul Ramadhan	S-13
14	Rahmawati	S-14
15	Santi	S-15
16	Jumriah	S-16
17	Ulfiana	S-17
18	Hendrawan	S-18
19	Nur Faidah	S-19
20	M. Rifai	S-20

APPENDIX B

2. The Raw Score of the Students' Speaking Accuracy in Term of Pronunciation.

Pre Test

No	Name	Score	Classification
1	S-1	55	Poor
2	S-2	60	Fair
3	S-3	60	Fair
4	S-4	55	Poor
5	S-5	50	Poor
6	S-6	55	Fair
7	S-7	60	Fair
8	S-8	60	Fair
9	S-9	50	Poor
10	S-10	45	Poor
11	S-11	50	Poor
12	S-12	45	Poor
13	S-13	60	Fair
14	S-14	50	Poor
15	S-15	60	Fair
16	S-16	50	Poor
17	S-17	55	Poor
18	S-18	60	Fair
19	S-19	50	Poor
20	S-20	60	Fair
Total Score	X	1090	
Mean Score	X	54,5	

APPENDIX C

3. The Raw Score of the Students' Speaking Accuracy in Term of Pronunciation.

Post Test

No	Name	Score	Classification
1	S-1	75	Fairly Good
2	S-2	70	Fair
3	S-3	75	Fairly Good
4	S-4	75	Fairly Good
5	S-5	70	Fair
6	S-6	75	Fairly Good
7	S-7	70	Fair
8	S-8	70	Fair
9	S-9	65	Fair
10	S-10	60	Fair
11	S-11	70	Fairly Good
12	S-12	60	Fair
13	S-13	75	Fairly Good
14	S-14	70	Fair
15	S-15	75	Fairly Good
16	S-16	70	Fair
17	S-17	65	Fair
18	S-18	75	Fairly Good
19	S-19	75	Fairly Good
20	S-20	70	Fairly
Total Score	X	1410	
Mean Score	X	70.5	

APPENDIX D

4. The Raw Score of the Students' Speaking Accuracy in Term of Vocabulary.

Pre Test

No	Name	Score	Classification
1	S-1	55	Poor
2	S-2	60	Fair
3	S-3	40	Fair
4	S-4	55	Poor
5	S-5	45	Poor
6	S-6	55	Poor
7	S-7	60	Fair
8	S-8	60	Fair
9	S-9	50	Poor
10	S-10	45	Poor
11	S-11	50	Poor
12	S-12	45	Poor
13	S-13	60	Fair
14	S-14	50	Poor
15	S-15	60	Fair
16	S-16	50	Poor
17	S-17	55	Poor
18	S-18	60	Fair
19	S-19	50	Poor
20	S-20	55	Poor
Total Score	X	1060	
Mean Score	X	53	

APPENDIX E

5. The Raw Score of the Students' Speaking Accuracy in Term of Vocabulary.

Post Test

No	Name	Score	Classification
1	S-1	75	Fairly Good
2	S-2	70	Fairly Good
3	S-3	75	Fairly Good
4	S-4	75	Fairly Good
5	S-5	75	Fairly Good
6	S-6	75	Fairly Good
7	S-7	70	Fairly Good
8	S-8	70	Fairly Good
9	S-9	80	Good
10	S-10	75	Fairly Good
11	S-11	70	Fairly Good
12	S-12	75	Fairly Good
13	S-13	75	Fairly Good
14	S-14	70	Fairly Good
15	S-15	75	Fairly Good
16	S-16	70	Fairly Good
17	S-17	65	Fair
18	S-18	75	Fairly Good
19	S-19	75	Fairly Good
20	S-20	70	Fairly Good
Total Score	X	1460	
Mean Score	X	73	

APPENDIX F

The Score of Students Speaking Accuracy in Pre-test and Post-test.

No.	Sample	Pre-test			Post-test		
		Pronunciation	Grammar	Mean score	Pronunciation	Grammar	Mean score
1	S-1	55	55	55	75	75	75
2	S-2	60	60	60	70	70	70
3	S-3	60	40	50	75	75	75
4	S-4	55	55	55	75	75	75
5	S-5	50	45	47.5	70	75	72.5
6	S-6	55	55	55	75	75	75
7	S-7	60	60	60	70	70	70
8	S-8	60	60	60	70	70	70
9	S-9	50	50	50	65	80	72.5
10	S-10	45	45	45	60	75	67.5
11	S-11	50	50	50	70	70	70
12	S-12	45	45	45	60	75	67.5
13	S-13	60	60	60	75	75	75
14	S-14	50	50	50	70	70	70
15	S-15	60	60	60	75	75	75
16	S-16	50	50	50	70	70	70
17	S-17	55	55	55	65	65	65
18	S-18	60	60	60	75	75	75
19	S-19	50	50	50	75	75	75
20	S-20	60	55	57.5	70	70	70

APPENDIX G

6. The Raw Score of the Students' Speaking Fluency in Term of Self-Confidence.

Pre Test

No	Name	Score	Classification
1	S-1	60	Fair
2	S-2	55	Poor
3	S-3	60	Fair
4	S-4	55	Poor
5	S-5	50	Poor
6	S-6	55	Poor
7	S-7	60	Fair
8	S-8	55	Poor
9	S-9	50	Poor
10	S-10	45	Poor
11	S-11	50	Poor
12	S-12	45	Poor
13	S-13	60	Fair
14	S-14	50	Poor
15	S-15	60	Fair
16	S-16	50	Poor
17	S-17	55	Poor
18	S-18	60	Fair
19	S-19	50	Poor
20	S-20	60	Fair
Total Score	X	1085	
Mean Score	X	54.25	

APPENDIX H

7. The Raw Score of the Students' Speaking Fluency in Term of Self-Confidence.

Post Test

No	Name	Score	Classification
1	S-1	75	Fairly Good
2	S-2	70	Fairly Good
3	S-3	65	Fair
4	S-4	55	Poor
5	S-5	70	Fairly Good
6	S-6	60	Fair
7	S-7	60	Fair
8	S-8	75	Fairly Good
9	S-9	70	Fairly Good
10	S-10	80	Good
11	S-11	70	Fairly Good
12	S-12	80	Good
13	S-13	70	Fairly Good
14	S-14	75	Fairly Good
15	S-15	60	Fair
16	S-16	65	Fair
17	S-17	75	Fairly Good
18	S-18	60	Fair
19	S-19	70	Fairly Good
20	S-20	80	Good
Total Score	X	1385	
Mean Score	X	69.25	

APPENDIX I

1. The Result of the Students' Speaking Accuracy in Pre-Test and Post-Test.

No	Name	Score Pre-Test (X_1)	Score Post-Test (X_2)	D $(X_2 - X_1)$	D^2
1.	S-1	55	75	20	400
2.	S-2	60	70	10	100
3.	S-3	50	75	25	625
4.	S-4	55	75	20	400
5.	S-5	47.5	72.5	25	625
6.	S-6	55	75	20	400
7.	S-7	60	70	10	100
8.	S-8	60	70	10	100
9.	S-9	50	72.5	22.5	506.25
10.	S-10	45	67.5	22.5	506.25
11.	S-11	50	70	20	400
12.	S-12	45	67.5	22.5	506.25
13.	S-13	60	75	15	225
14.	S-14	50	70	20	400
15.	S-15	60	75	15	225
16.	S-16	50	70	20	400
17.	S-17	55	65	10	100
18.	S-18	60	75	15	225
19.	S-19	50	75	25	400
20.	S-20	57.5	70	12.5	156.25
Total score	X	1075	1435	D=360	D^2=6800
Mean Score	X	53,75	71.75	18	340

APPENDIX J

c. Self Confidence

No	Name	Score Pre-Test (X_1)	Score Post- Test (X_2)	D $(X_2$- $X_1)$	D^2
1.	S-1	60	75	15	225
2.	S-2	55	70	15	225
3.	S-3	60	65	5	25
4.	S-4	55	55	0	0
5.	S-5	50	70	20	400
6.	S-6	55	60	15	225
7.	S-7	60	60	0	0
8.	S-8	55	75	20	400
9.	S-9	50	70	20	400
10.	S-10	45	80	35	1225
11.	S-11	50	70	20	400
12.	S-12	45	80	35	1225
13.	S-13	60	70	10	100
14.	S-14	50	75	20	400
15.	S-15	60	60	0	0
16.	S-16	50	65	15	225
17.	S-17	55	75	20	400
18.	S-18	60	60	0	0
19.	S-19	50	70	20	400
20.	S-20	60	80	20	400
Total score	X	1085	1385	D=305	D^2=6675
Mean Score	X	54.25	69.25	15.25	333.75

APPENDIX

1. The Mean Score of Students' Speaking Accuracy

   a. Mean Scores of the students' Pre-test

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

   $$= 1075/20$$

   $$= 53.75$$

   b. Mean Scores of the students' post-test

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

   $$= 1435/20$$

   $$= 70.5$$

2. The mean Score of Students' Speaking fluency

   a. Mean cores of the students' Pre-test

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

   $$= 1085/20$$

   $$= 54.25$$

   b. Mean Scores of the students' post-test

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

   $$= 1385/20$$

   $$= 69.25$$

1. The improvement of the students' score in terms of Accuracy

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

$$P = \frac{1435 - 1074}{1074} \times 100\%$$

$$P = 33.61\%$$

2. The improvement of the students' score in terms of fluency

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

$$P = \frac{1385 - 1085}{1085} \times 100\%$$

$$P = 27.64\%$$

1. **Calculating the t-Test Analysis**
   a. Calculating the t-test analysis of accuracy

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

$$t = \frac{18}{\sqrt{\dfrac{6800 - \dfrac{(360)^2}{20}}{20(20-1)}}}$$

$$t = \frac{18}{\sqrt{\dfrac{6800 - 6480}{20(19)}}}$$

$$t = \frac{18}{\sqrt{\dfrac{320}{380}}}$$

$$t = \frac{18}{\sqrt{0.84}}$$

$$t = \frac{18}{0.91}$$

$$t = 19.78$$

2. Calculating the t-Test Analysis

b. Calculating the t-test analysis of fluency

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

$$t = \frac{15.25}{\sqrt{\dfrac{6675 - \dfrac{(305)^2}{20}}{20(20-1)}}}$$

$$t = \frac{15.25}{\sqrt{\dfrac{6675 - 4651.25}{20(19)}}}$$

$$t = \frac{15.25}{\sqrt{\dfrac{2023.75}{380}}}$$

$$t = \frac{15.25}{\sqrt{5.32}}$$

$$t = \frac{15.25}{2.3}$$

$$t = 6.63$$

TABLE DISTRIBUTION OF T-VALUE

Df	α (for two group sample)					
	0,50	0,20	0,10	0,05	0,02	0,1
	α (for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831

22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676
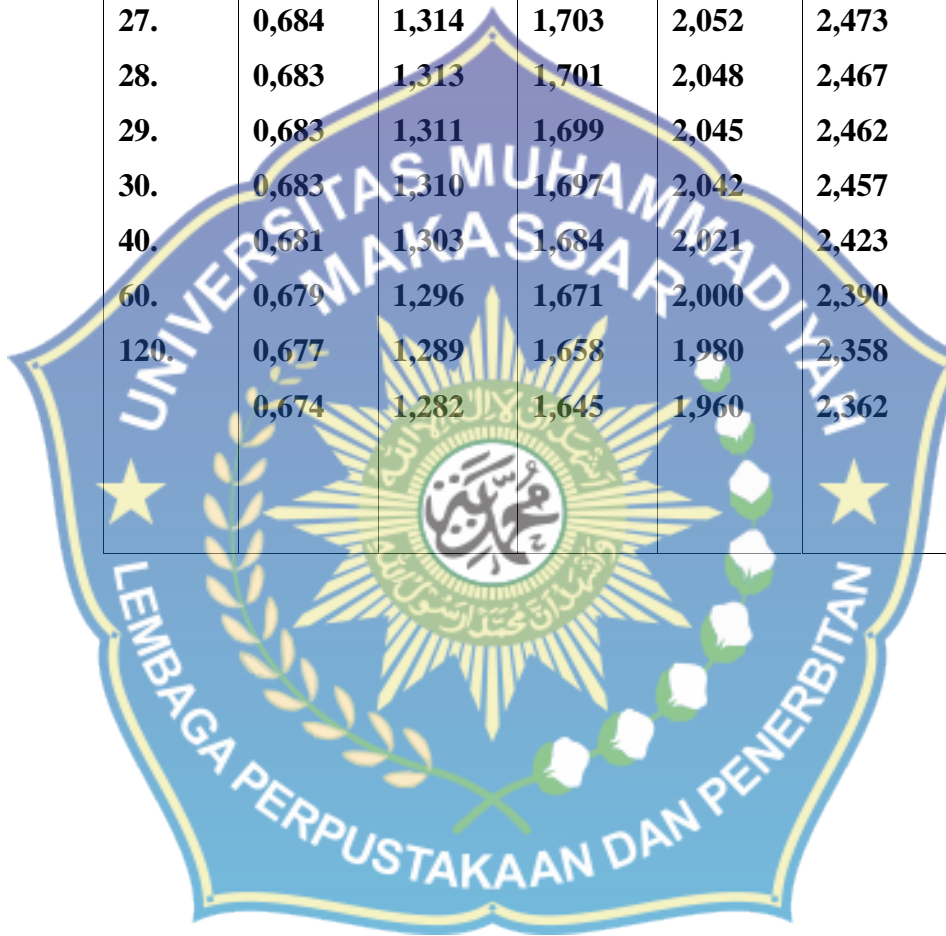
RESEARCH INSTRUMENTS

Pre-test

Speaking test

Directions:

This test is aimed to evaluate the students' speaking skill in terms accuracy (Pronunciation and Vocabulary).

➢ The researcher asks to the students to speak up in front of class during 1-3 minutes.

Treatment

Retell your experience and choose one of the five sub topic above, and then after gives is minutes to discover and try to retell experience about it by using your own words!

a. **Describe of your personal identity.**

b. **Describe of your family.**

c. **Sweet memory.**

d. **Funny Experience.**

RESEARCH INSTRUMENTS

Post-test

Speaking test

Directions:

This test is aimed to evaluate the students' speaking skill in terms accuracy (Pronunciation and Vocabulary).

➢ The researcher asks to the students to speak up in front of class during 1-3 minutes.

Treatment

Retell your experience and choose one of the five sub topic above, and then after gives is minutes to discover and try to retell experience about it by using your own words!

e. **Describe of your personal identity.**

f. **Describe of your family.**

g. **Sweet memory.**

h. **Funny Experience.**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMK MUHAMMADIYAH 5 TELLO BARU
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII Genap
Pertemuan Ke   : 1-2
Tahun Pelajaran   : 2015/2016
Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi : Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur mengungkapkan saran.

Indikator

- Menggunakan tindak tutur mengungkapkan saran dalam dialog.

I. Tujuan Pembelajaran
    Setelah melakukan kegiatan pembelajaran, diharapkan siswa dapat:
    - Menggunakan tindak tutur mengungkapkan saran dalam dialog
    - Selama dan proses pembelajaran, siswa menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
II. Materi Pokok/ Ajar:

   1. Expressions of suggestion.

Giving a suggestion	Responding
- May I suggest….? - You may/ might like to…...? - Have you considered/ thought.	- It sounds like a good suggestion. - I have no objection. - It is a good suggestion.

III. Metode Pembelajaran: Contextual Teaching Learning (Talking Stick method.
IV. Kegiatan Pembelajaran
     1. Pendahuluan
        a) Memberi salam dan membaca doa.

b) Tanya jawab seputar kondisi siswa.

c) Absensi

- Apersepsi
  - Menginformasikan SK, KD, indikator, & tujuan pembelajaran yg akan dicapai.
  - Menyebutkan materi yang akan dibahas.
- Motivasi

  Memperkenalkan kepada siswa tentang pentingnya tindak tutur mengungkapkan saran.

2. Kegiatan Inti:
   - Guru menyiapkan sebuah tongkat.
   - Guru menyampaikan materi pokok yang akan dipelajari, kemudian memberikan kesempatan kepada peserta didik untuk membaca dan mempelajari materi. Memberikan kepada siswa untuk mempraktekkan materi percakapan secara kelompok/individu dengan bantuan tongkat, kelompok yang memegang tongkat terlebih dahulu menjawab pertanyaan dari guru setelah siswa pempelajari materi pokoknya. Selanjutnya kegiatan tersebut diulang terus menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru. Selanjutnya kegiatan tersebut diulang terus-menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru.
   - Setiap siswa memberikan kesempatan untuk membuat pertanyaan yang terkait dengan materi dan melempar pertanyaan itu k
   - Guru memberikan kesimpulan.
   - Evaluasi.

3. Penutup/refleksi
   - Tanya jawab tentang kesulitan materi yang dihadapi siswa.
   - Memberikan siswa tugas.

V. Media Pembelajaran
   - Spidol
   - Papan tulis

VI. Teknik Penilaian:
   A. Teknik   :   Tes Lisan
   B. Bentuk   :   Diskusi
   C. Instrumen   :   Oral Test

   Rubrik Penilaian:

Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimal 10 dan rubrik penilaian di bawah ini:

1. **The assessment of Pronunciation**

Classification	Score	Criteria
Excellent	90-100	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	80-89	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterances are correct.
Good	70-79	
Fair	60-69	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few minor grammatical and lexical errors but only one or two major errors cause confusing.
Poor	0-59	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
		Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication. Many basic and lexical errors.

2. **The Assessment of Vocabulary**

Classification	Score	Criteria
Excellent	9.6-10	They speak effectively and excellent of using vocabulary.
Very Good	8.6-9.5	They speak effectively and very good of using vocabulary.
Good	7.6-8.5	They speak effectively and good of using vocabulary.
Fairly good	6.6-7.5	They speak sometimes hasty but fairly good of using vocabulary.

Pair	5.6-6.5	They speak hasty and more sentences are not appropriate using vocabulary.
Poor	3.6-5.5	They speak hasty and more sentences are not appropriate using vocabulary.

3. The Assessment Self-Confidence

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

Kriteria/Konversi nilai
Kriteria Ketuntasan Minimum (KKM) adalah 6.5

Makassar,   2016

Ririn Kartika
NIM. 10535 5091 12

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMK MUHAMMADIYAH 5 TELLO BARU
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/ Genap
Pertemuan Ke   : 3-4
Tahun Pelajaran   : 2015/2016
Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi : Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur mengungkapkan permintaan.

Indikator

- Menggunakan expressing request.

I. Tujuan Pembelajaran
   Setelah melakukan kegiatan pembelajaran, diharapkan siswa dapat:
   - Menggunakan Expressing request.
   - Selama dan proses pembelajaran, siswa menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

II. Materi Pokok/ Ajar: Expressing a request.

Giving a request	Accepting	Refusing
• Would you please peel the mango? • Would you mind opening the window?	• Yes I'd like to/ I'd love to…. • Yes please.	• I'm afraid, I can't… • I'd love to, but

III. Metode Pembelajaran: CTL/Talking Stick Method

IV. Kegiatan Pembelajaran
   1. Pendahuluan
      - Memberi salam dan membaca doa.
      - Tanya jawab seputar kondisi siswa.
      - Absensi

Apersepsi
- Menginformasikan SK, KD, indikator, & tujuan pembelajaran yg akan dicapai.
- Menyebutkan materi yang akan dibahas.

Motivasi
Memperkenalkan kepada siswa tentang pentingnya tindak tutur mengungkapkan permintaan.

2. Kegiatan Inti:
   ➢ Guru menyiapkan sebuah tongkat.
   ➢ Guru menyampaikan materi pokok yang akan dipelajari, kemudian memberikan kesempatan kepada peserta didik untuk membaca dan mempelajari materi. Memberikan kepada siswa untuk mempraktekkan materi percakapan secara kelompok/individu dengan bantuan tongkat, kelompok yang memegang tongkat terlebih dahulu menjawab pertanyaan dari guru setelah siswa pempelajari materi pokoknya. Selanjutnya kegiatan tersebut diulang terus menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru. Selanjutnya kegiatan tersebut diulang terus-menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru.
   ➢ Setiap siswa memberikan kesempatan untuk membuat pertanyaan yang terkait dengan materi dan melempar pertanyaan itu k
   ➢ Guru memberikan kesimpulan.
   ➢ Evaluasi.
3. Kegiatan Ahir
   ➢ Tanya jawab tentang kesulitan materi yang dihadapi siswa.
   ➢ Memberikan siswa tugas.

V. Media Pembelajaran
   • Kamus
   • Spidol
   • Papan tulis

VI. Evaluasi/Penilaian
   A. Teknik   :   Tes Lisan

   B. Bentuk   :   Diskusi

   C. Instrument :   Oral Test

VII. Instrument :

Student performs the dialogue by asking for help and request.

> Sri   : anybody home?
>
> Lucy   : yes, come in please.
>
> Sri   : thanks, what are you doing?
>
> Lucy   : I am picking mangoes in the back yard.
>
>   Come with me, please.
>
> Sri   : okay
>
> Lucy: (*climbing a mango tree*) Sri, *could you help me by getting a plastic bag on the kitchen table, please?*
>
> Sri   : sure, here you are.
>
> Lucy   : thanks. (*Lucy brings a bag of mangoes and puts some mangoes into a black plastic bag for her*). These are for you.
>
> Sri   : Thanks a lot.

Lucy: you are welcome.

1. Rubrik Penilaian
   Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimal 10 dan rubrik penilaian di bawah ini:

a. **The assessment of Pronunciation**

Classification	Score	Criteria
Excellent	90-100	Pronunciation is very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	80-89	
		Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterances are correct.
Good	70-79	
		Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few minor grammatical and lexical errors but only one or two major errors cause confusing.
Fair	60-69	

Poor	0-59	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing. Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication. Many basic and lexical errors.

b. The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6-10	They speak effectively and excellent of using vocabulary.
Very Good	8.6-9.5	They speak effectively and very good of using vocabulary.
Good	7.6-8.5	They speak effectively and good of using vocabulary.
Fairly good	6.6-7.5	They speak sometimes hasty but fairly good of using vocabulary.
Pair	5.6-6.5	They speak hasty and more sentences are not appropriate using vocabulary.
Poor	3.6-5.5	They speak hasty and more sentences are not appropriate using vocabulary.

c. The Assessment Self-Confidence

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of Self-confidence.
Very good	8.6 - 9.5	Their speaking is very understandable and very good of self-confidence.
Good	7.6 - 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good of self-confidence.

Fair	5.6 – 6.5	They speak sometimes hasty, fair of self-confidence.
Poor	3.6 – 5.5	They speak hasty and more sentences no self-confidence.
Very poor	0.0 – 3.5	They speak very hasty and more sentences and no self-confidence

Kriteria/Konversi nilai
Kriteria Ketuntasan Minimum (KKM) adalah 6.5

Makassar,   2016

Ririn Kartika
NIM. 10535 5091 12

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : SMK MUHAMMADIYAH 5 TELLO BARU

Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/ Genap
Pertemuan Ke   : 5 - 6
Tahun Pelajaran   : 2015/2016
Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi : Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur menunjukkan perhatian.

Indikator

- Menggunakan tindak tutur menunjukkan perhatian.

I.   Tujuan Pembelajaran
Setelah melakukan kegiatan pembelajaran, diharapkan siswa dapat:
- Menggunakan tindak tutur menunjukkan perhatian dalam dialog.

II.   Materi Pokok/ Ajar: Expressing Sympathy

Offering Condolence	*Responding Condolence*
➢ I'm sorry. ➢ I'm sorry to hear about your father. ➢ I'm sorry to hear that your little Twettie died. ➢ Let me offer my condolences. ➢ Let me tell you how sorry I am to hear about your grandmother. ➢ I know how you must feel. ➢ You must feel terrible about losing your brother like that.	➢ Thank you ➢ That's very kind of you. ➢ There's nothing that can be done about it. ➢ It's God's will, I suppose. ➢ God gives and God takes away. ➢ That's life.

III. Metode Pembelajaran: CTL/Talking Stick Method

IV. Kegiatan Pembelajaran

Siswa berlatih bercakap dengan menggunakan tindak tutur menunjukkan perhatian.

V. Skenario Pembelajaran
  1. Pendahuluan
    - Apersepsi
      - Menginformasikan SK, KD, indikator, & tujuan pembelajaran yang akan dicapai.
      - Menyebutkan materi yang akan dibahas.
    - Motivasi
      Memperkenalkan kepada siswa tentang pentingnya tindak tutur menunjukkan perhatian.

  2. Kegiatan Inti:
    - Guru menyiapkan sebuah tongkat.
    - Guru menyampaikan materi pokok yang akan dipelajari, kemudian memberikan kesempatan kepada peserta didik untuk membaca dan mempelajari materi. Memberikan kepada siswa untuk mempraktekkan materi percakapan secara kelompok/individu dengan bantuan tongkat, kelompok yang memegang tongkat terlebih dahulu menjawab pertanyaan dari guru setelah siswa pempelajari materi pokoknya. Selanjutnya kegiatan tersebut diulang terus menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru. Selanjutnya kegiatan tersebut diulang terus-menerus sampai semua kelompok mendapat giliran untuk menjawab pertanyaan dari guru.
    - Setiap siswa memberikan kesempatan untuk membuat pertanyaan yang terkait dengan materi dan melempar pertanyaan itu k
    - Guru memberikan kesimpulan.
    - Evaluasi.

  3. Penutup/refleksi
    - Tanya jawab tentang kesulitan materi yang dihadapi siswa.
    - Memberikan siswa tugas.

VI. Media Pembelajaran
  - Buku Look Ahead
  - Kamus
  - Spidol
  - Papan tulis

VII. Evaluasi/Penilaian
  A. Teknik   :   Tes Lisan

B. Bentuk : Diskusi

C. Instrumen : Oral Test

    4. Rubrik Penilaian
       Aspek yang dinilai adalah accuracy dan fluency dengan nilai maksimal 10
       dan rubrik penilaian di bawah ini

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Kriteria/Konversi nilai
Kriteria Ketuntasan Minimum (KKM) adalah 6.5

Makassar,   2016

Ririn Kartika
NIM. 10535 5091 12

DOCUMENTATION

CURRICULUM VITAE

RIRIN KARTIKA was born on March 03th, 1994 in Ujung Pandang. She has one sister (Anggraenny Wenny Safitri) and two young brothers' (Wira Dhika Ahsyan and Mautya Ahsyan) from the marriage of his parents is Ahsyan Nyampa and St. Arah.

In 2000 the writer registered as student elementary school SD Negeri 48 in Parepare city and she graduated in 2006. After that, he continued at SMP Negeri 4 Parepare in Parepare and she graduated in 2009. Then, she studied in Senior High School at SMAN 1 Bontomarannu in Gowa and graduated in 2012. The writer registered to study of English Education Department in Makassar Muhammadiyah University.