

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COMMUNITY  
INTERACTION ACTIVITIES**

**( A case at the Second Grade of SMP Muhammadiyah Makassar)**



**A THESIS**

**BY**

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**2019**



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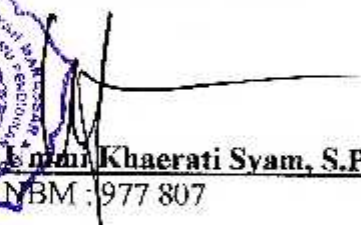
  
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## MOTTO AND DEDICATION

### MOTTO

**“Berusaha dan berdoa,tidak akan ada yang berubah kalau bukan diri sendiri yang merubahnya dan terus bangkit ”**



### DEDICATION

**This Thesis is sincerely dedicated for my dearest parents, my beloved brother and sisters, my family, and my beloved friends.**

## ABSTRACT

**ABDUL MUIZ, 2019.**The English Department, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Thesis: **Improving Students' Speaking Ability through Community Interaction Activities (A Classroom Action Research at the Second Year Students of SMP Unismuh Makassar )**. Guided by Erwin Akib and Muh. Astrianto, under supervisor of completion my thesis.

The objective of this research was to find out the improvement of the students' fluency in speaking through Community Interaction Activities and to find out the improvement of the students' accuracy in speaking through Community Interaction Activities.

The researcher used A Class Action Research (CAR). The researcher had conducted two cycles, where each cycle consists of three meetings. It employed speaking test as instrument. The number subject of the research is 25 students in SMP Unismuh Makassar. The researcher took data real from the school to know the students' speaking.

The results of the student's speaking test in cycle 1 and cycle 2. Had significantly different scores. There was a better increase of gains by students at the end of action of second cycle. The research findings indicated that use of Community Interaction method could increase the students' speaking fluency from diagnostic test is 4.68, cycle 1 is 4.93, cycle II is 5.67, in the D- test to C1 is 14.41 and in te C1 to C II is 18.24. Finally the improvement from D test to C1 was 0.25, improvment in the C1 to C2 was 0.74, and the improvment from D test – C1 to C1- C2 was 3.83. At the students speaking accuracy from diagnostic test is 12.66, cycle 1 is 16.9, cycle II is 19.94, in the D- test to C1 is 44.34, and in te C1 to C II is 61.59. Finally the improvement from D test to C1 was 4.24, improvment in the C1 to C2 was 3,04 and the improvment from D test – C1 to C1- C2 was 17.25. After evaluation in cycles I and II, the means scores increased in the second one which was categorized good enough. It is can be stated that the students' speaking at the second grade of SMP Unismuh Makassar was in a low level before the test in the first cycle and the position of speaking moved into a high level after the test in the second cycle.

Key Words : Improving Students' Fluency and Accuracy in Speaking Through Community Interaction Activities.

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The researcher realizes that the writing of this thesis is far from the perfectness. Remaining errors are the researcher own, therefore, constructive criticism and suggestions will be highly appreciated.

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Makassar, 2019

The writer

## LIST OF CONTENTS

<b>TITLE OF PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>CONSELLING SHEET.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>CHAPTER I. INTRODUCTION</b>	
A. Background of Study .....	1
B. Problem Statement .....	3
C. Objective of Study .....	3
D. Significant of the Study .....	4
E. Scope of the Study .....	4
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Findings .....	5
B. Some Basic Concept .....	6
1. Speaking .....	6
a. Definition of Speaking .....	6
b. Speaking Criteria .....	7
c. Types of Spoken Language .....	9
d. The Function of Speaking Skill .....	10
e. Students Speaking Achievment .....	11
f. Teaching Speaking .....	12
g. Community Interaction Activities .....	13
C. Conceptual Framework .....	15

### **CHAPTER III. THE RESEARCH METODOLOGY**

A. Research Design .....	17
B. Research Subject .....	17
C. Instrument of Research .....	17
D. Population and Sample .....	20
E. The Technique of Data Analysis .....	21

### **CHAPTER IV. FINDINGS AND DISCUSSIONS**

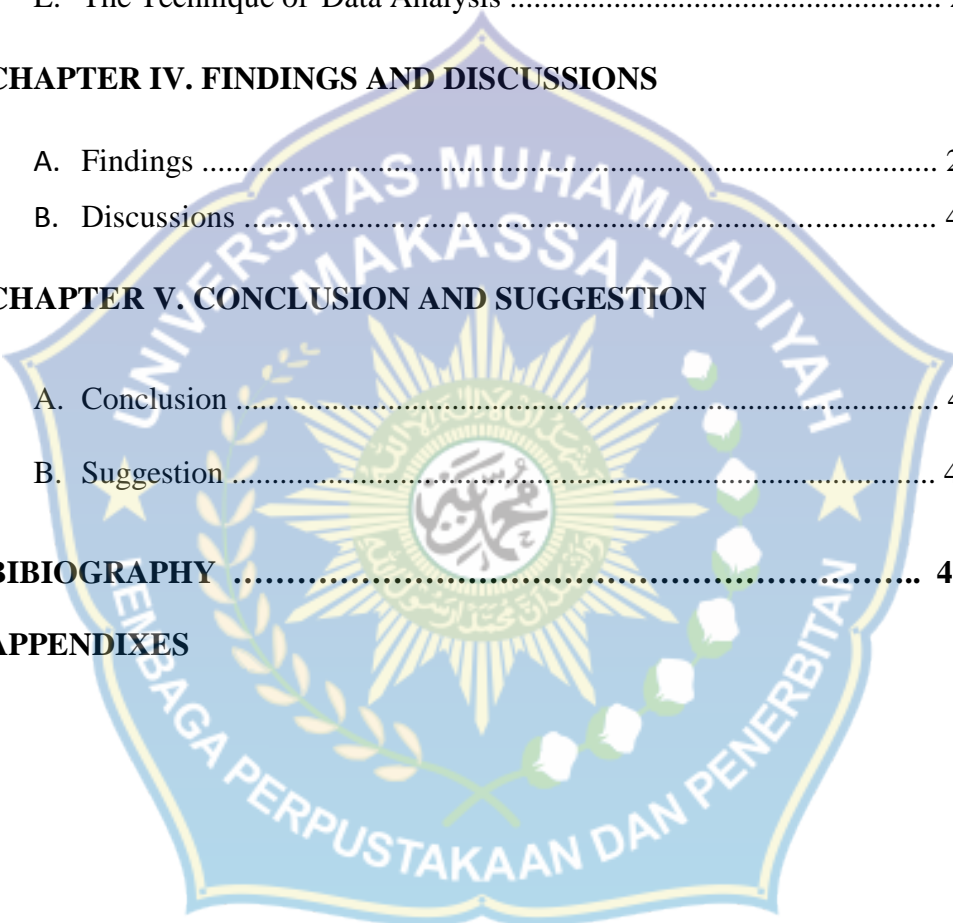
A. Findings .....	26
B. Discussions .....	42

### **CHAPTER V. CONCLUSION AND SUGGESTION**

A. Conclusion .....	46
B. Suggestion .....	46

<b>BIBIOGRAPHY</b> .....	<b>48</b>
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### **APPENDIXES**



# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the international languages used by many people in the world and some of the countries use English as first language. In Indonesia, English as foreign language because our first language is local language or mother tongue. Today, English has a very important role in technological and scientific advances instruments such as computer and internet use English. Meanwhile, a lot of textbooks, newspapers, magazines and e-book are printed in English. English is also used as a means of communication within international trade and business.

In English education there are four skills, namely listening, speaking, reading and writing. Speaking is one of skill that is difficult. Speaking as a skill is by far the most important reason for teach, of course is that a basic language skill, just as important as listening, reading, and writing.

Speaking is an important element in teaching and learning process. Speaking is study about communication and interaction with people and also speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching.

The students had problem in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. They seldom practice their speaking in class. They just study about memorizing and conversations, after that they practice with their friends without know what was the meaning and how to speak the

sentences well. It makes students lower in speaking and than students does not creative in speaking.

The teacher in teaching English just uses traditionally method, like speech method to explain the material until finish. It makes the students bored. In the other hands the teachers does not use media and they never changed the method. And than teacher just gives test the student without explains first, besides that the teachers just ask to students to memorize the conversation and than ask them to practice it.

English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more interesting.

Students need something different in study English, specially speaking. Study speaking is study about communication and interaction with people. To make interaction we need object to do it, such as community. In community there is social relationship and need interaction to make relation with the same community or different community. From interaction can do activities and stimulate students to speak with their friends or to do role play like in a community interaction activities method. When students always practice their speaking, students can improve their ability. Besides that, students need something to stimulate their thinking, so that they can get idea to talk.

Based on the previous reasons above, the researcher interested in conducting an under graduated thesis **Improving Students' Speaking Ability**

*Through Community Interaction Activities (A Classroom Action Research at The Second Grade Students of SMP Unismuh Makassar).*

The researcher concluded that speaking skill is one of the part of English learn and very important. Every minutes we have, we need to speak with other people. To be successful, the researcher using community interaction activities to improve students' speaking ability.

**B. Problem Statements**

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

1. Does the community interaction activities improve students' fluency in speaking at the second grade students of SMP Unismuh Makassar?
2. Does the community interaction activities improve students' accuracy in speaking at the second grade students of SMP Unismuh Makassar?

**C. Objective of the Study**

The objectives of the study are as follows:

1. To find out whether or not the use of community of interaction activities to improve the students' fluency in speaking.
2. To find out whether or not the use of community of interaction activities to improve the students' accuracy in speaking.

**D. The Significance of the Study**

The significances of the research are:

## 1. Teacher

By this research, the researcher really hope that can help the teacher to improve students' ability in speaking. It is also expected to give good contributions for all teachers in teaching speaking class. The teacher can be easy to control and manage the students so that the goals can be achieved. The teacher can make the students to be talkative in lesson speaking.

## 2. Students

The researcher hopes that the students understand. They also can enjoy in studying and be more active when they study speaking.

## E. Scope of the Study

The scope of the research is focused to improve the students' speaking ability through community interaction activities at the second grade students of SMP Unismuh Makassar. Speaking consist of two parts they are fluency and accuracy. Speaking fluency which consists of (smoothness and self-confidence) and accuracy consist of (grammar and vocabulary).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Many researchers had reported on their research about speaking and community interaction activities. Some of the findings are presented in the following section.

Fitriani (2010:43) in her research about applying team accelerated interaction method in learning speaking formulated problem statement, namely: how was the students' achievement in learning speaking through accelerative interaction method? In this Fitriani's research, she found about the students' achievement in speaking was increased by using team accelerated interaction method and whereas some students test showed the improvement of the students' achievement in class.

Other research, Nuratifah (2008:46) in this research wanted improving the students motivation to ask question and the problem statement had formulated, namely: how was the role of teachers in improving the students motivation to ask question during the classroom interaction? After finishing her researcher, she found that the teacher had the very important role in improving the students' motivation to ask question during the classroom interaction.

In addition about finding, Mahmud (2008:27) in the research about polite sentences produced by male and female students in classroom interaction formulated problem statement, namely: what forms of the polite sentences were



used by male and female students in sharing opinion in the classroom interaction? In this Fatmawati Mahmud research, she found that most male student chose “would you like” and the most female chose would you..... please.

Based on the previous findings above, the researcher can explain that this research is similar to Fitriani’s and Nuratifah’s research. This research has some concerns with improving the students’ speaking ability especially in the elements of the speaking and the way to improve speaking ability.

This research is different from Mahmud research. Because their research not only concerns with the elements of speaking but also concerns with how to delivery speaking. While this research focuses on the elements of speaking and the way to improve speaking ability.

From all the findings above, the researcher concludes that community interaction activities is good method to apply in teaching speaking because the students interested and motivated in learning it. The students divided in small group and work together with their friends to understand and master the material.

## **B. Some Basic Concept**

### **1. Speaking**

Before the researchers explain about how to improve the speaking ability in this research, we must understand about speaking. According to Widowsson (1983: 58) “Speaking is active or productive and makes use of the aural medium. If we think of speaking in term of use, however, the situation was rather different. To begin with an act of communication through speaking was commonly performed in face to face interaction and occurs as part of

dialogue or other form of verbal exchange.” Flores (in Bailey, 2005: 2) “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.”

According to Takwahidah (2007: 6) “Speaking is a mean of oral communication that gives information-communication involves to elements namely the speaker who gives message and the listener who receives the message. In other words communication involves the productive skill of speaking and the receptive skill of listening”. Rahmatia (1996: 4): “Speaking is natural skill which a person begins to develop in the first year of life”.

From definitions above, the researchers give definition about speaking, “Speaking is interaction two or more people to give and get idea when they have spoken.

Based on the explanation above, the researcher applies community interaction activities to improve students speaking ability and overcome the students’ problem in speaking. It can make students work together in small group in speaking and the students can practice it in realistic setting.

## **2. Speaking Criteria**

### **a. Accuracy**

#### **1) Grammar**

Maybin (2010: 11) said that “Grammar is used two broad sense in linguistic: first, it refers to aspect of the structure of language (either language as a faculty or the structure of a particular language –e.g. The

grammar of English). Second, it refers to a particular approach to the study of linguistic structure.

## 2) Vocabulary

Hirai (2010: 45) said that “Vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) was difficult, if not impossible.

## b. Fluency

Hornby (2005: 165) said that “Fluency is able to speak a language easily and well.

### 1) Smoothness

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

### 2) Self-Confidence

Speaking is the oral communication. With other people speaking need braveness. 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 on

our part if we show in our face what we rarely feel. Therefore we present must to teach other expect when we are involuntarily 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.

According to Ellis And Brewster, (2002:2) A learner might be fluent (make their meaning clear) but not accurate (make many mistakes). In the classroom Languages, manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

### **C. Types of Spoken Language**

Brown (2001:251) divides spoken language into monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends.

Monologue is categorized into two subtypes. They are planned and unplanned monologues. Brown (2001) says that planned monologues usually create a little redundancy and are therefore relatively difficult to comprehend while unplanned monologues exhibit more redundancy, which is made for ease in comprehension but the presence of more performance variables and other hesitations can either help or hinder comprehension. So, it can be said that

planned monologue is well prepared than unplanned monologue which contains more redundancy.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce a conversation with more assumptions, implications, and other meanings hidden between the lines. References and meanings have to be made more explicit to assure effective comprehension within conversations between or among participants who are not familiar with each other.

#### **D. The Function of Speaking Skill**

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "...three part version of Brown and Yule's framework: talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

##### **1. Talk as interaction**

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings,

engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

## **2. Talk as performance**

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

## **3. Speaking as transaction**

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

## **E. Students Speaking Achievement**

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “Speaking Achievement” here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers,

to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

#### **F. Teaching Speaking**

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills.

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2000:7) says that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003) defines "teaching speaking" as to teach ESL learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

### **G. Community Interaction Activities**

Students have meet and studied English in the classroom; they want and need to take their skills into the community. The students form part of community and all had roles to play. Out first responsibility as community participations and member was to find out what was going on.

Bowen (1985: 95) said that “Eavesdropping is good way to inform oneself of community activities and at the same time get good experiences in speaking comprehension. It must be done discreetly and publicly, so as not to constitute an invasion of privacy. Anywhere in crowds was a good place to eavesdrop: in registration line at a school, at a counter in department store, on the bus, market, beach, in the movie, and soon. Assignment can be made by teacher, for student participations and report. Students should seek answer to such question as: description of participants, circumstances, locale, purpose of conversation, content of exchanges and any unusual features of the discourse.”

The students can report to their teacher and classmates. And they can field question from other students. The teacher can grade efforts by judging completeness, accuracy, relevance, etc.

In this community interaction activities students can make community in group to make interaction or discuss about the topic what the want to discuss. They can make interaction with other group to gathering information, beside that they can make role play.

To make clear about community interaction activities, the writer would like to give the operational definition of the topics:



## 1. Community

Delobelle (2009: 2) the definition of community is group of several people who share the same interests, which is formed by four factors, namely:

- a). communication and the desire to share (sharing): the members help each other to another;
- b). mutually agreed place to meet;
- c). rituals and costumes: the people come regularly and periodically;
- d). influencer: influencer starting some thing and than members get involved.

## 2. Interaction

Mr. Pamujie (2007: 1) interaction is reciprocal relations (social) action in the form of interplay between the individual and the individual, between individual and groups and between groups with the groups.

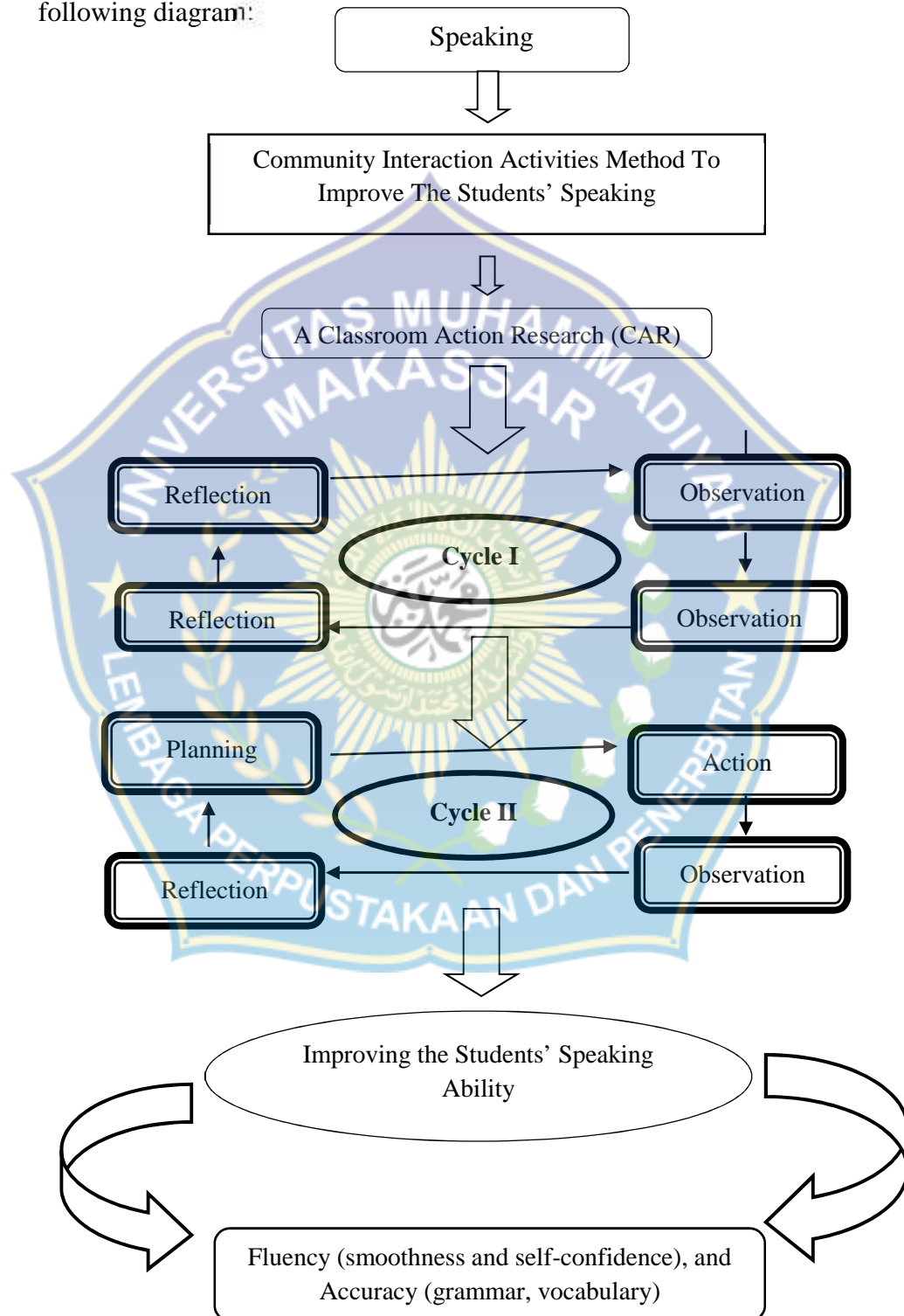
## 3. Activities

Hornby (2006: 2) activities are the situations in which something is happening or a lot of things are being done.

From explain above the researcher want to use this method to teach the students in speaking class. Because I think that using community interaction activities can make students be happy and enjoy in study speaking. Beside that, using community interaction activities can improve the ability of students specially in speaking.

## H. Conceptual Framework

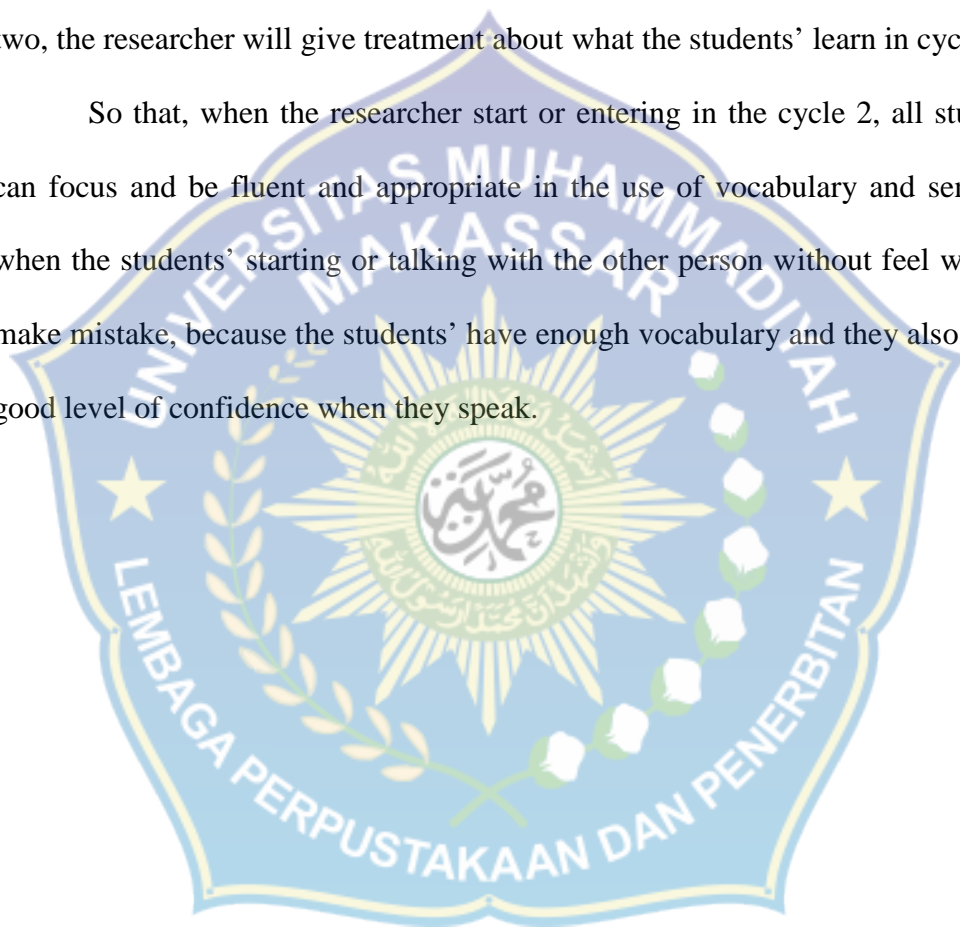
The conceptual framework underlying in this research is given in the following diagram:



Researcher takes community interaction activities method to improve students' speaking in classroom action research and include in two cycles.

The first cycle, researcher will do 2 (two) stages: Action and Planning. Each stages will have one until two meetings. And at the second cycles, the researcher will do two stages also. But, before the researcher begin for the cycle two, the researcher will give treatment about what the students' learn in cycle 1.

So that, when the researcher start or entering in the cycle 2, all students' can focus and be fluent and appropriate in the use of vocabulary and sentences when the students' starting or talking with the other person without feel worry to make mistake, because the students' have enough vocabulary and they also have a good level of confidence when they speak.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the researcher use the spiral model by Kemmis and Taggart in Wiriaatmadja (2006: 66) described approach or the procedure of Classroom Action Research into four steps. They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them was called a cycle. It means that a cycle consist of planning, acting, observing, and reflecting.

Based on the explanation above this study is conducted to improving students' speaking abiliy through community interaction activities.

#### B. Research Subject

The subject of the study is second year students' of SMP Unismuh Makassar. Concluded of 25 students choose as random sampling.

#### C. Instrument of Research

The researcher used motion card to asses and examine the students' speaking skill. The researcher gave test in each cycle to find out the improvement of the students' speaking ability.

#### Cycle 1

##### 1. Planning

In this step, the researcher prepared what had do in action step. The reseacher prepared material about descriptive text and giving example about the text by showed picture in the motion card, and the researcher did all of the

instruments to get valid data, such as pre-test, the first cycle test, the second cycle test, guidelines of observation and material of learning, motion card and lesson plan.

## 2. Action

Generally the procedures of the action in each cycle are,

- a. The researcher explain the material about descriptive text and give instruction based on instrument.
- b. The researcher decided the students' into fifth groups, every group have five students'
- c. The researcher giving every groups instruction in motion card
- d. After giving motion card the researcher asked the students' to discuss about the instruction
- e. After discussing, the students made conversation
- f. After making conversation, every groups made role play to present their conversation
- g. In the end lesson the researcher asked students to choose one community and got information above. And they discussed with their friends to gathering information.

## 3. Observation

Observation collected data activity which related to the English learning process which had a problem-solving and learning strategy which was improving.

Therefore, in the stage, the researcher prepared the data collection, collection of data instrument that used, data source explained.

#### 4. Reflection

Analyzed all of the data which had been collected from observation, to assess the teaching program's achievement after giving an action in the first cycle. The result can be a basic to formulate the need repairing lesson plan. If the first cycle was less successful, so the researcher continued to the second cycle. The researcher completed something less and increased something good.

#### Cycle 2

In cycle 2 also consist of some activity with cycle 1 they are:

##### 1. Planning

- a. Continued the activities that will have done in first cycle.
- b. Repair the weakness in the first cycle.
- c. Made planning again in the scenario earning process from the result of cycle I reflection.
- d. Action research repair

##### 2. Action

In this stage, action is done to improve the result base on the cycle 1 reflection. The stage have some procedure but different variation and material to reach target learning result.

##### 3. Observation

Actually the observation at the cycle II is same with the observation at the cycle I.

#### 4. Reflection

In this step is done to look the result of the second cycle action process analyzed, understood and make conclusion activity. The researcher analyzed first cycle 1 to cycle II, whether or not the improvement of speaking fluency and accuracy.

#### D. POPULATION AND SAMPLE

The researcher took the students' at second grade of SMP Unismuh Makassar., because they have enough knowledge and motivation in their study and their speaking ability is also good enough.

Class	Students
VIII -B.1	5
VIII-B.2	5
VIII-B.3	5
VIII-A.1	5
VIII-A.2	5
<b>Total</b>	<b>25</b>

In this study, the reseacher used random sampling. There are five classes or around 25 students',namely classes A1, A2 ,B1 ,B2, B3 in the second grade of SMP Unismuh Makassar.

## E. TECHNIQUES OF DATA ANALYSIS

The techniques that I will use to get a valid data are:

### 1. Motion Card

Motion Card is used to acquire detail information about the students' speaking ability. In this test, the researcher divide students into seventh groups and every group got motion card and make conversation. After that, they show their conversation in front of the class. When students' show their conversation the researcher do scoring with them.

Data of English speaking test give score base on the five English speaking ability scoring classification. Adam in Hughes (2003: 131-133) classified there were five English speaking ability scoring classification: (a) Grammar, (b) Vocabulary, (c) Smoothness, and (d) self-confidence.

In order have a clear concept about the scoring classification, the researcher formulate as follow:

**Table 1: Grammar Assessment**

#### a. Grammar

Classification	Score	Criteria
Excellent	36	No more than two errors during the practice
Very good	30	Few errors, with no patterns of failure



Good	24	Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
Fair	18	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
Poor	12	Constant errors showing control of very few major patterns and frequently preventing communication
Very poor	6	Grammar almost entirely inaccurate in stock phrases

(Adam in Hughes, 2003: 131)

Based on the table above, the students get excellent if their score is 36, very good if their score is 30, good if their score is 24, fair if their score is 18, poor if their score is 12, and very poor if their score is 6.

**Table 2: Vocabulary Assessment**

**b. Vocabulary**

Classification	Score	Criteria
Excellent	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Very good	20	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
Good	16	Provisional vocabulary adequate to discussion of any non-technical subject with some circumlocutions
Fair	12	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
Poor	8	Vocabulary limited to basic personal and survival areas (times, food,

		transportation, family, etc)
Very poor	4	Vocabulary inadequate for even the simplest conversation

(Adam in Hughes, 2003: 131-132)

Based on the table above, the students got excellent if their score is 24, very good if their score is 20, good if their score is 16, fair if their score is 12, poor if their score is 8, and very poor if their score is 4.

**Table 3: Smoothness Assessment**

**a. Smoothness**

Classification	Score	Criteria
Excellent	12	speech on all professional and general topics as effortless and smooth as a native speaker's
Very good	10	Speech was effortless and smooth, but perceptively non-native in speed and evenness
Good	8	Speech was occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
Fair	6	Speech was frequently hesitant and jerky, sentences may be left uncompleted
Poor	4	Speech was very slow and uneven except for short or routine sentences
Very poor	2	Speech was so halting and fragmentary that conversation was virtually impossible

(Adam in Hughes, 2003: 132-133)

Based on the table above, the students got excellent if their score is 12, very good if their score is 10, good if their score is 8, fair if their score is 6, poor if their score is 4, and very poor if their score is 2.

**Table 4: Self-confidence assessment****b. Self-confidence**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	6	Their speaking is very understandable and high of self-confidence
Very good	5	Their speaking is very understandable and very good of self-confidence.
Good	4	They speak effectively and good of smoothness.
Fair	3	They speak sometimes hasty but fairly good of self-confidence
Poor	2	They speak sometimes hasty, fair of self-confidence
Very poor	1	They speak hasty and more sentences no self-confidence

(Adam in Hughes, 2003: 133)

Based on the table above, the students got excellent if their score is 6, very good if their score is 5, good if their score is 4, fair if their score is 3, poor if their score is 2, and very poor if their score is 1.

**A. Data Analysis**

The data on the students' speaking skill was analyze in the following procedures:

1. To find out the mean score of the students' test, the researcher will use the formula:

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

Where: X = Mean Score

X = Total Score

N = The number of students

(Gay, 1981:331)

2. To calculate the percentage of the students' score, the formula will be use as follows:

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

Notation: P : Rate Percentage

F : Frequency of the current answer

N : The total number of students

(Sudjana, 1999)

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter consists of findings of the research and discussion. The findings of the research presents the resulted of the students' improvement in speaking ability that covers the students' speaking fluency and the students' speaking accuracy. The researcher showed all the data which the collected during the research. In the discussion section the researcher analyzes and discusses all the data in the finding section. He compares of data collected during different cycle. The problem statements of this study are also answered in this section.

#### **A. Findings**

##### **1. The Improvement of the Students' Speaking fluency**

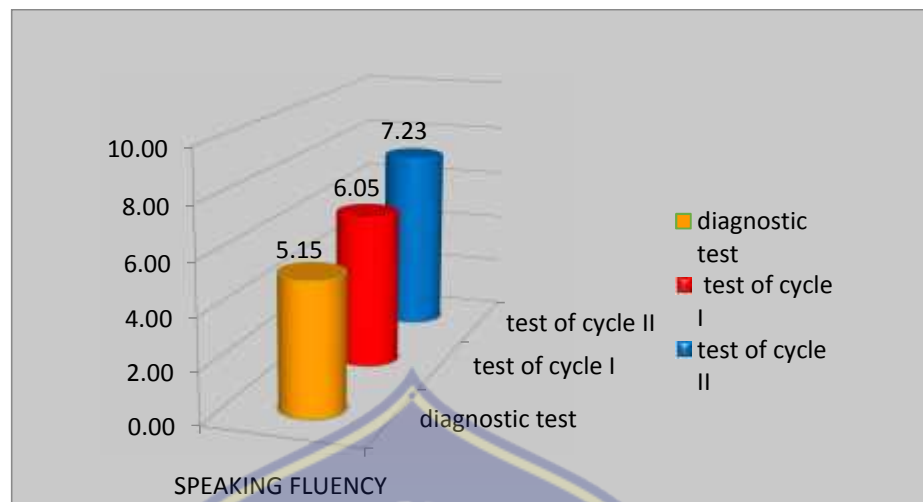
The improvement of the students' speaking fluency through community interaction activities dealing with smoothness and self-confidance at class VIII of SMP UNISMUH MAKASSAR. Each indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' speaking fluency can be seen clearly in the following explanation:

Indicators	Speaking fluency			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	4.68	4.93	5.67	14.41	18.24
	<b>D- test – C1</b>		<b>C1 – C2</b>	<b>D-test to CI - CI to CII</b>	
improvmnt	0.25		0.74	3.38	

**Table 5: The Improvement of the Students' Speaking Fluency**

The table above indicated that there was improvement of the students' speaking fluency from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking fluency was 4.68 but after evaluation in cycle I the students' speaking fluency became 4.93, so the improvement of students' speaking fluency achievement from D-Test to cycle I was 14.41 %. There was also a significant improvement of students speaking fluency from cycle I to cycle II where the students' speaking fluency in cycle I was 4.93 and in cycle II was 5,67. So the improvement of students' speaking fluency achievement from cycle I to cycle II was 18.24%

To see clearly the improvement of the students' speaking fluency, look at the following chart:



**Figure 1: The Improvement of the Students' Speaking Fluency**

The figure above indicated the improvement of the students' speaking fluency in which the mean score of the students' diagnostic test is 4.68 and the students' test of cycle I is 4.93. So, the improvement of the students' mean score from diagnostic test to test cycle I is 14.41%. While the mean score of the students' test of cycle II is 5,67 with the improvement from test of cycle I to test of cycle II is 18.24%. It proves that there is significant improvement for the students' speaking fluency dealing smothness and self-confidence in applying Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR

## 2. The Improvement of the Students' Speaking Accuracy

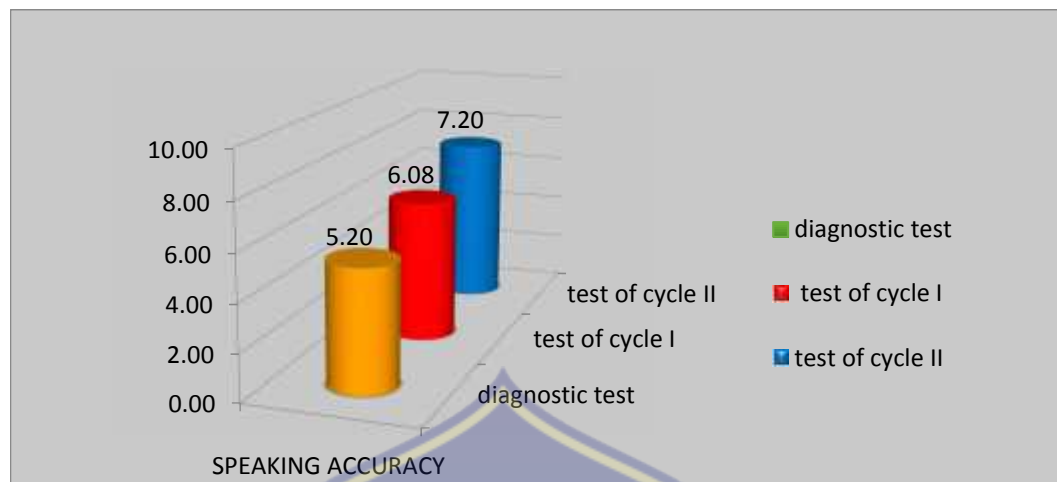
The improvement of the students' speaking accuracy through community interaction activities dealing with grammar and vocabulary at class VIII of SMP UNISMUH MAKASSAR can be seen clearly in the following table:

Indicators	Speaking Accuracy			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	12.66	16.9	19.94	44.34	61.59
	<b>D- test – C1</b>		<b>C1 – C2</b>	<b>D-test to CI - CI to CII</b>	
improvement	4.24	3,04		17.25	

The table above shows that there was improvement of the students' speaking accuracy from D-test to cycle I and cycle II, where in D-test the students' mean score achievement in speaking accuracy was 12.66, but after evaluation in cycle I the students' speaking accuracy became 16.9. So the improvement of students' speaking accuracy achievement from D-Test to cycle I was 44.34%. There was also a significant improvement of students speaking accuracy from cycle I to cycle II where the students' speaking accuracy in cycle I was 16.9 and in cycle II was 19.94. So the improvement of students' speaking accuracy achievement from cycle I to cycle II was 61.59 %.

To see clearly the improvement of the students' speaking accuracy, look at the following chart:





**Figure 2: The Improvement of the Students' Speaking Accuracy**

The figure above shows the improvement of the students' speaking accuracy in which the mean score of the students' diagnostic test is 5.20 and the students' test of cycle I is 6.08 so the improvement of the students' mean score from diagnostic test to test of cycle I is 15.38%. While the mean score of the students' test of cycle II is 7.20 with the improvement from test cycle I to test of cycle II is 16.44%. It proves that there is significant improvement for the students' speaking accuracy dealing with grammar and vocabulary in applying community interaction activities at class VIII of SMP UNISMUH MAKASSAR.

### 3. The Improvement of the Students' Speaking Ability

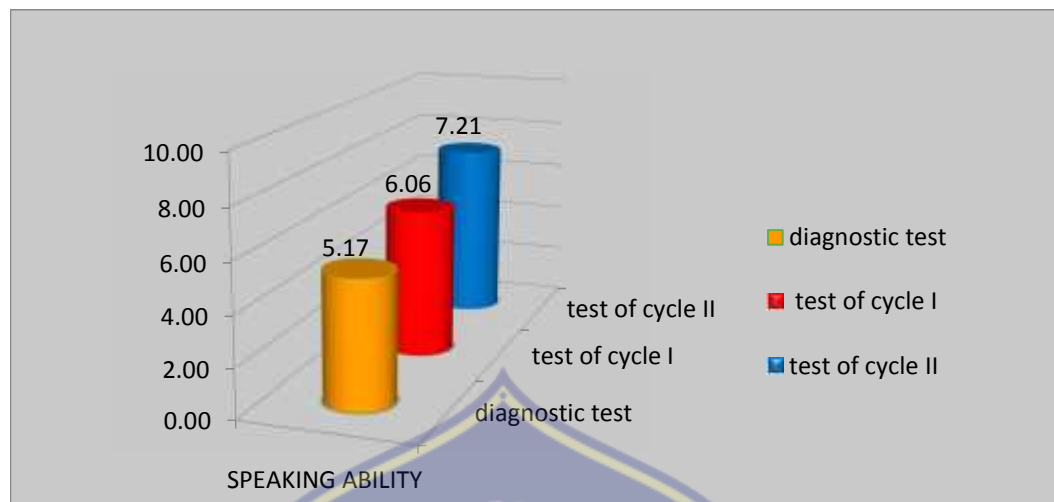
The application of community interaction activities in improving the students' speaking ability covers speaking fluency and accuracy at class VIII of SMP UNISMUH MAKASSAR can be seen clearly in the following table:

	Speaking ability						Improvement	
	D- Test		Cycle I		Cycle II		D-test to CI	CI to CII
	FLU	ACC	FLU	ACC	FLU	ACC		
<b>Mean</b>	4.68	12.66	4.93	16.9	5.67	19.94		
<b>Score</b>	8.67		10.91		12.80		29.37	39.91

**Table 6 : The Improvement of the Students' Speaking Ability**

The table above indicated that there was improvement of the students' speaking ability from D-test to cycle I and cycle II, where in D-test the students' mean score achievement in speaking ability was 8.67, but after evaluation in cycle I the students' speaking ability became 10.91. So the improvement of the students' speaking ability achievement from D-test to cycle I was 29.37% while the mean score in cycle II was 12.80 so the improvement of students' speaking ability achievement from cycle I to cycle II was 39.91%.

To see clearly the improvement of the students' speaking ability, look at the following chart:



**Figure 3: The Improvement of the Students' Speaking Ability**

The figure above shows the improvement of the students' speaking ability in which the mean score of the students D-test is 8.67 and the students' test of cycle I is 10.91. So the improvements of the students' mean score from diagnostic test to test of cycle I is 29.37%. While the mean score of the students' test of cycle II is 12.8 with the improvement from test of cycle I to test of cycle II is 39.91%. It proves that there is significant improvement for the students' speaking ability in terms of speaking fluency dealing with self-confidance and smoothness and speaking accuracy dealing with grammar and vocabulary in applying community interaction activities at class VIII of SMP UNISMUH MAKASSAR.

#### **4. The Frequency and Percentage of the Students' Speaking Fluency and Accuracy**

The following table showed the percentage of student's speaking fluency in D-Test, cycle I and II through community interaction activities.

**Table 8 : The Frequency and Percentage of the Students' Smoothness**

No	Classification	Score	community interaction activities		The community interaction activities.			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	11 - 12	0	0	0	0	2	8
2	Very Good	9 - 10	0	0	5	20	9	36
3	Good	7 - 8	2	8	9	36	13	52
4	Fair	5 - 6	6	24	9	36	1	4
5	Poor	3 - 4	17	68	2	8	0	0
6	Very Poor	0 - 2	0	0	0	0	0	0
Total			25	100	25	100	25	100

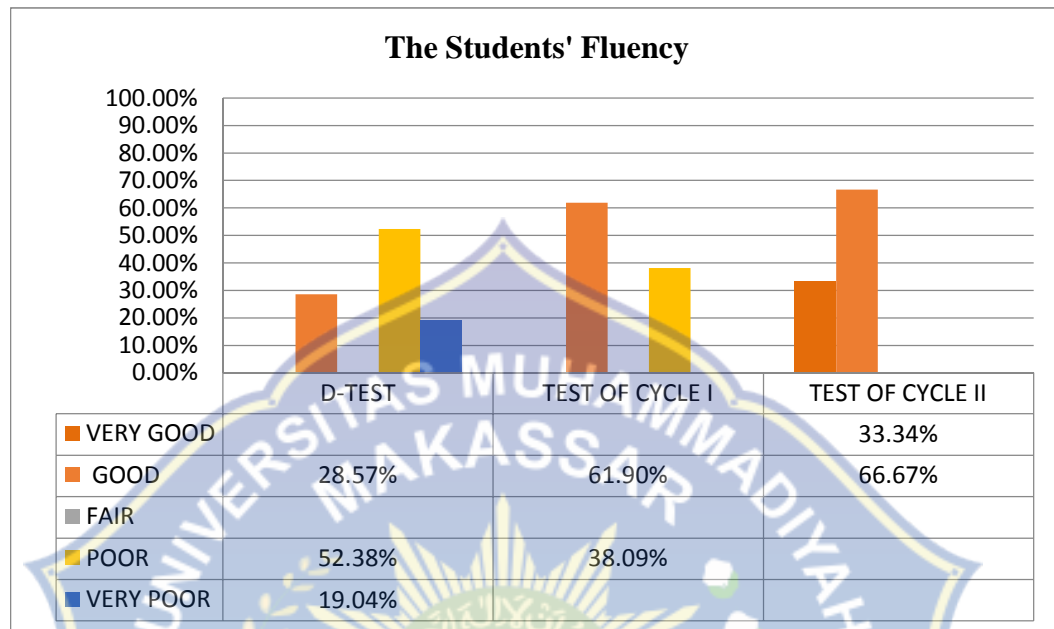
The table above shows the frequency and percentage of the students' smoothness in speaking diagnostic test in which 2 students (8%) got good, 6 students (24%) got fair, 17 students (68%) got poor and none of the students got excellent, very good and very poor. In cycle I, 5 students (20%), got very good, 9 students (36%) got good, 9 students (36%) got fair, 2 students (8%) got poor. In cycle II, 2 students (8%) got excellent, 9 students (36%) got very good, 13 students (52%) got good, one student (4%) got fair.

**Table 8 : The Frequency and Percentage of the Students' self-confidence**

No	Classification	Score	Non FM and MF CIA		The Application of FM and MF CIA			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	6	7	28	24	96	24	96
2	Very Good	5	10	40	1	4	1	4
3	Good	4	8	32	0	0	0	0
4	Fair	3	0	0	0	0	0	0
5	Poor	2	0	0	0	0	0	0
6	Very Poor	1	0	0	0	0	0	0
Total			25	100	21	100	21	100

The table above shows the frequency and percentage of the students' self-confidence in speaking diagnostic test in which 7 students (28%) got excellent, 10 students (40%) got very good, 8 students (32%) got good and none of the students got fair, poor and very poor. In cycle I, 24 students (96%) got excellent, one student (4%) got very good. In cycle II, 24 students (96%) got excellent, one student (4%) got very good.

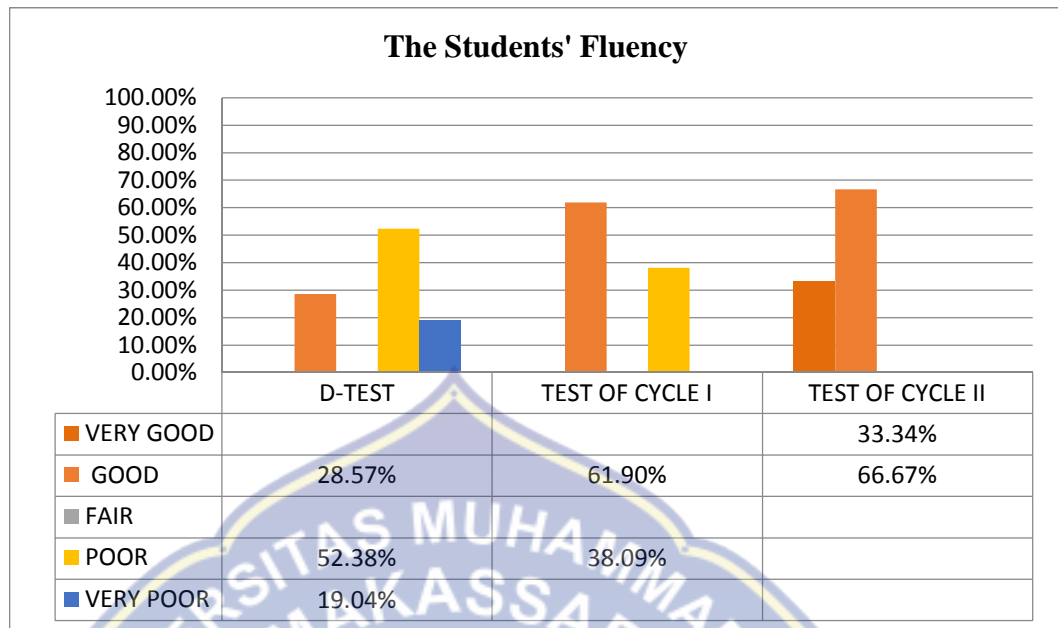
To know the percentage of the students' improvement in smoothness clearly, look at the chart, as follows:



**Figure 5 : The Percentage of the Students' Smoothness**

The figure above explains the improvement of percentage of the students' achievement in smoothness in diagnostic test in which 2 students (8%) got good, 6 students (24%) got fair, 17 students (68%) got poor and none of the students got excellent, very good and very poor. In cycle I, 5 students (20%), got very good, 9 students (36%) got good, 9 students (36%) got fair, 2 students (8%) got poor. In cycle II, 2 students (8%) got excellent, 9 students (36%) got very good, 13 students (52%) got good, one student (4%) good fair classification.

It proves that there is significant improvement of percentage of the students' achievement in terms of speaking fluency (smoothness) in the application of community interaction activities at class VIII of SMP UNISMUH MAKASSAR.



The figure above explains the improvement of percentage of the students' achievement in self-confidence in which at diagnostic diagnostic test in which 7 students (28%) got excellent, 10 students (40%) got very good, 8 students (32%) got good and none of the students got fair, poor and very poor. In cycle I, 24 students (96%) got excellent, one students (4%) got very good. In cycle II, 24 students (96%) got excellent, one students (4%) got very good classification.

It proves that there is significant improvement of percentage of the students' achievement in terms of speaking fluency (self-confidence) in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR.

**Table 7: The Frequency and Percentage of the Students' Speaking****Grammar**

No	Classification	Range	Non FM and MF CIA		The Application of FM and MF CIA			
			D-test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	31 – 36	0	0	0	0	0	
2	Very good	25 – 30	0	0	0	0	1	4
3	Good	19 – 24	0	0	6	24	10	40
4	Fair	13 – 18	3	12	10	40	13	52
5	Poor	7 – 12	21	84	9	36	1	4
6	Very poor	0 – 6	1	4	0	0	0	0
Total			25	100	25	100	25	100

The table above shows the frequency and percentage of the students' speaking accuracy in diagnostic test in which 3 students (12%) got fair, 21 students (84%) got poor, 1 students (4%) got very poor, and none of students got excellent, very good and good classification. In the cycle II, 6 students (24%) got



good, 10 students (40%) got fair, 9 students (36%) got poor classification. In the cycle II, 1 students (4%) got very good, 10 students (40%) got good, 13 students (52%) got fair, 1 students (4%) got poor classification.

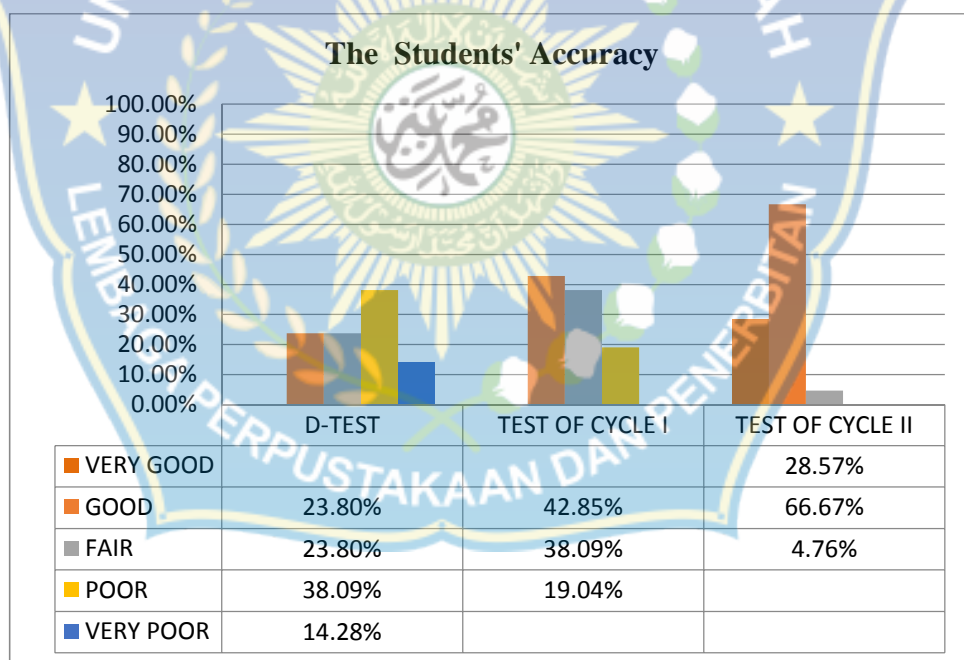
**Table 7: The Frequency and Percentage of the Students' Speaking**

**Vocabulary**

No	Classification	Range	Non FM and MF CIA		The Application of FM and MF CIA			
			D-test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	21– 24	4	16	9	36	17	68
2	Very good	17 – 20	6	24	9	36	7	28
3	Good	13 – 16	4	16	6	24	1	4
4	Fair	9 – 12	9	36	1	4	0	0
5	Poor	5 – 8	2	8	0	32	0	0
6	Very poor	0 – 4	0	0	0	0	0	0
Total			25	100	25	100	25	100

The table above showed the frequency and percentage of the students' speaking accuracy in diagnostic test in which 4 students (16%) got excellent, 6 students (24%) got very good, 4 students (16%) got good, 9 students (36%) got fair, 2 students (8%) got poor, and none of students got very poor classification. In cycle I, 9 students (36%) got excellent, 9 students (36%) got very good, 6 students (24%) got good, 1 students (4%) got fair, and none students got poor and very poor classification. In cycle II, 17 students (68%) got excellent, 7 students (28%) got very good, 1 student (4%) got good.

To know the percentage of the students' improvement in speaking accuracy, look at the chart, as follows:

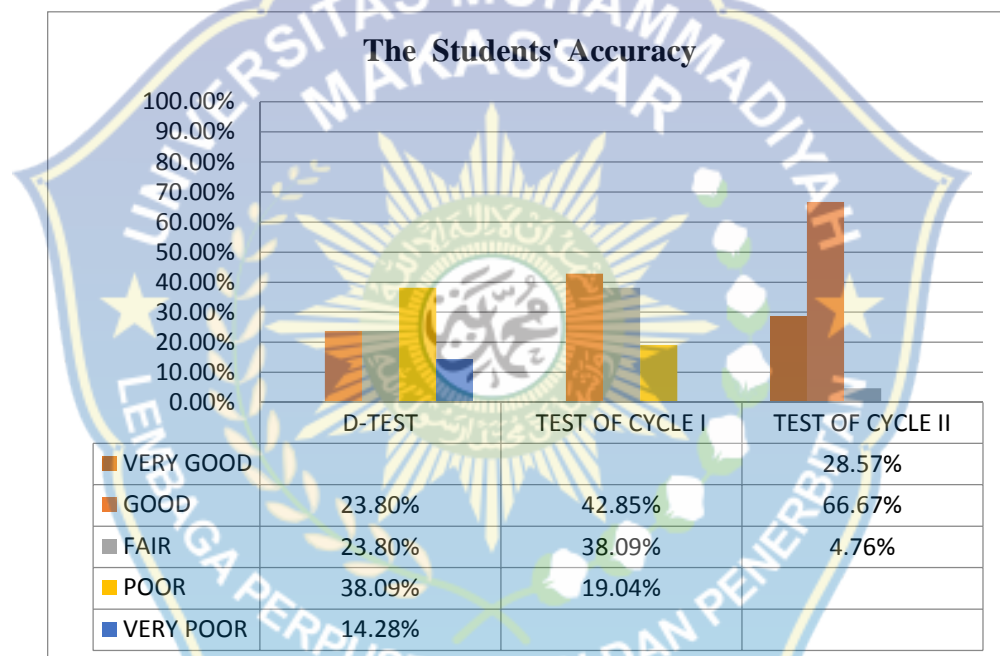


**Figure 4 : The Percentage of the Students' Speaking Grammar**

The figure above explains the improvement of percentage of the students' achievement in speaking accuracy which at diagnostic test in which 3 students (12%) got fair, 21 students (84%) got poor, 1 students (4%) got very poor, and

none of students got excellent, very good and good classification. In the cycle I, 6 students (24%) got good, 10 students (40%) got fair, 9 students (36%) got poor classification. In the cycle II, 1 students (4%) got very good, 10 students (40%) got good, 13 students (52%) got fair, 1 students (4%) got poor classification.

It proves that there is significant improvement of percentage of the students' achievement in terms of speaking accuracy in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR



**Figure 4 : The Percentage of the Students' Speaking Grammar**

The figure above explains the improvement of percentage of the students' achievement in speaking accuracy which at diagnostic test in which 4 students (16%) got excellent, 6 students (24%) got very good, 4 students (16%) got good, 9 students (36%) got fair, 2 students (8%) got poor, and none of students got very poor classification. In cycle I, 9 students (36%) got excellent, 9 students (36%) got

very good, 6 students (24%) got good, 1 students (4%) got fair, and none students got poor and very poor classification. It proves that there is significant improvement of percentage of the students' achievement in terms of speaking accuracy in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR

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

The result of observation of the students' activeness in teaching and learning process toward the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR. Which conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

**Table 9: The Observation Result of the Students' Activeness in Teaching and Learning Process.**

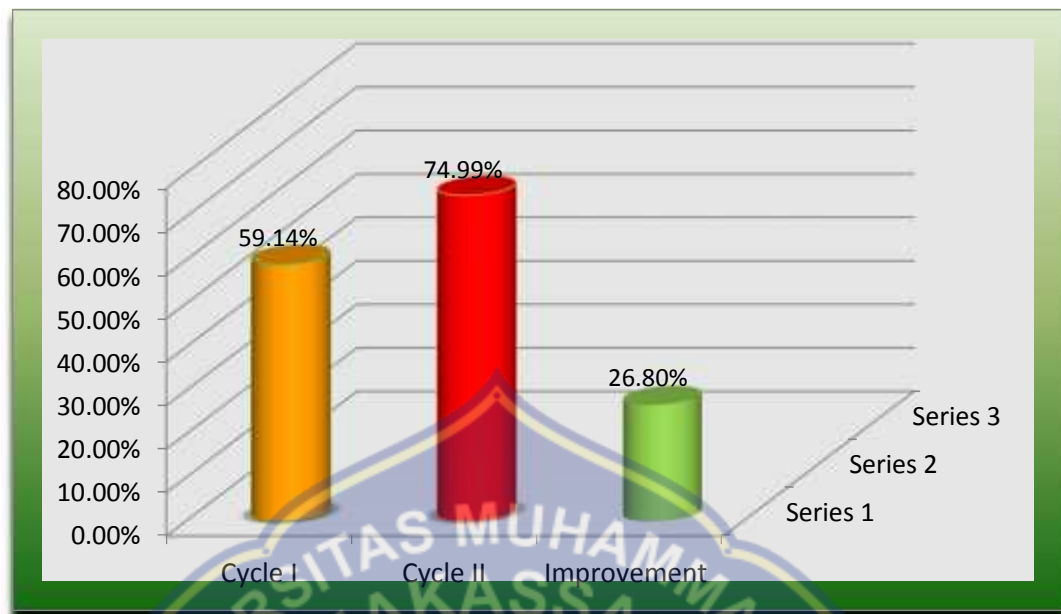
Cycles	Meetings	Percentages	Averages	Improvement
I	I	75 %	85.75 %	8.75 %
	II	86 %		
	III	87 %		
	IV	95 %		
II	I	94 %	94.5 %	

	II	94 %		
	III	93 %		
	IV	97%		

The result above is formulated based on the technique of data analysis and the students' score that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is % and it improves to 86% in the second meeting, and then students' activeness in the third meeting is 87% improves to 95 % in the forth meeting, so the average of the students' activeness in cycle I is 85.75 %.

In cycle II the improvement of the students' activeness is still up. Where the first meeting in cycle II the students' activeness is 94 % increase to 94 % in the second meeting and it is the same with the first meeting. In the third meeting in cycle II the students' activeness improves significantly to 93 %, and then in the forth meeting the students' activeness improves to 97%. So the average of the students' activeness in cycle II is `94.5 %.

The result is presented in the chart below that shows the average of students' activeness in the first and the second cycle.



**Figure 6 : The Improvement of the Students' Activeness**

The figure above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is 85.75% lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 94.5%. The improvement of students' activeness is 8.75%.

## **B. Discussion**

### **1. The Improvement of the Students' Speaking Accuracy dealing with vocabulary and grammar.**

#### **a. Vocabulary**

The application of community interaction activities in improving the students' speaking accuracy in terms of vocabulary can be seen the difference by considering the result of the students' diagnostic test and the students'

improvement after taking action in cycle I and cycle II through the application of community interaction activities in teaching learning process.

Before taking a classroom action research through “community interaction activities”, the researcher hold diagnostic test to measure the students’ prior knowledge in English speaking. After gave D-Test, the researcher found that the students’ speaking vocabulary at class VIII of SMP UNISMUH MAKASSAR was very poor, so it must be improved. The D-Test’s score was that 4 students (16%) got excelent, 6 students (24%) got very good, 4 students (16%) got good, 9 students (36%) got fair, 2 students (8%) got poor, and none of students got very poor classification. with the mean score was 14.88.

To improve the students’ speaking ability, the researcher decided to use community interaction activities and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle I, 9 students (36%) got excelent, 9 students (36%) got very good, 6 students (24%) got good, 1 students (4%) got fair, and none students got poor and very poor classification with the mean score was 18.52.

During the teaching and learning process in cycle I, the researcher finds that the students are difficult to speak in a correct vocabulary it caused by their language still influence by mother tongue and most of them do not have vocabulary stock for delivering their ideas. To solve this problem the researcher has done cycle II and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it. In cycle II, 17

students (68%) got excellent, 7 students (28%) got very good, 1 student (4%) got good with mean score was 21.56.

From the explanation above the researcher analyzed that the use of community interaction activities can improve students' speaking vocabulary where the students mean score in cycle I and cycle II are higher than D test.

### **b. Grammar**

The application of community interaction activities in improving the students' speaking ability in terms of grammar can be seen the difference by considering the result of the students' diagnostic test and the students' achievement after taking action in cycle I and II through the application of community interaction activities in teaching learning process.

Before taking a classroom action research through "community interaction activities", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking grammar at Class VIII of SMP UNISMUH MAKASSAR was very poor, so it must be improved. The D-Test's score was that 3 students (12%) got fair, 21 students (84%) got poor, 1 students (4%) got very poor, and none of students got excellent, very good and good classification. with the mean score was 10.44.

To improve the students' speaking ability, the researcher decided to used community interaction activities and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In



the cycle I, 6 students (24%) got good, 10 students (40%) got fair, 9 students (36%) got poor classification with the mean score was 15.28.

During the teaching and learning process in cycle I, the researcher found that the students were difficult to speak in a correct grammar event some of them have been good speaking. It caused by their language still influenced by mother tongue and most of them did not have knowledge about grammar for delivering their ideas. To solve this problem the researcher has done cycle II and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it. In the cycle II, 1 students (4%) got very good, 10 students (40%) got good, 13 students (52%) got fair, 1 students (4%) got poor with mean score was 18.32.

From the explanation above the researcher analyzes that the use of community interaction activities can improve students' speaking grammar where the students mean score in cycle I and cycle II are higher than D test.

## **2. The Improvement of the Students' Speaking Fluency Dealing with Smoothness and Self-Confidance**

### **a. Smoothness**

The application of community interaction activities in improving the students' speaking fluency in term of smoothness can be seen the difference by considering the result of the students' D-test and the students' improvement after getting action in each cycles.

Before taking a classroom action research through “community interaction activities”, the researcher hold diagnostic test to measure the students’ prior knowledge in English speaking. After gave D-Test, the researcher found that the students’ speaking self-confidance at Class VIII of SMP UNISMUH MAKASSAR was very poor, so it must be improved. The D-Test the students’ speaking self-confidance was which 2 students (8%) got good, 6 students (24%) got fair, 17 students (68%) got poor and none of the students got excellent, very good and very poor. Classification with the mean score was 4.4.

To improve the students’ speaking ability, the researcher decided to used community interaction activities and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle I, 5 students ( 20%), got very good, 9 students (36%) got good, 9 students (36%) got fair, 2 students ( 8%) got poor with the mean score was 6.88.

During the teaching and learning process in cycle I, the researcher found that the students did not have enough self-confidance when they speak in English. It caused their still influenced by society, mother tongue and most of them though that English is no important lesson to be learned. To solve this problem the researcher has done cycle II and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it. In cycle II, 2 students (8%) got excelent, 9 students (36%)

got very good, 13 students (52%) got good, one students (4%) good fair with mean score was 8.66.

From the explanation above the researcher analyzes that the use of community interaction activities can improve students' speaking Smoothness where the students mean score in cycle I and cycle II are higher than D test.

#### **b. Self-Confidance**

The application of community interaction activities in improving the students' speaking fluency in term of self-confidance can be seen the difference by considering the result of the students' D-test and the students' improvement after getting action in each cycles.

Before taking a classroom action research through "community intraction activities ", the researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave D-Test, the researcher found that the students' speaking self-confidance at Class VIII of SMP UNISMUH MAKASSAR was very poor, so it must be improved. The D-Test the students' speaking self-confidance was 7 students (28%) got excelent, 10 students (40%) got very good, 8 students (32%) got good and none of the students got fair, poor and very poor classification with the mean score was 4.96.

To improve the students' speaking ability, the researcher decided to used community interaction activities and then prepared to do cycle I that

consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle I, 24 students ( 96%) got excellent, one student (4%) got very good with the mean score was 2.98.

During the teaching and learning process in cycle I, the researcher found that the students did not have enough self-confidence when they speak in English. It caused they still influenced by society, mother tongue and most of them thought that English is not an important lesson to be learned. To solve this problem the researcher has done cycle II and revised the previous lesson plan, gave them deep explanation and repeated the words until they can get it. In cycle II, 24 students ( 96%) got excellent, one student (4%) got very good with mean score was 2.98.

From the explanation above the researcher analyzes that the use of forms-focused and meaning-focused can improve students' speaking self-confidence where the students' mean score in cycle I and cycle II are higher than D test.

The observation result of students' activeness in teaching and learning process improved significantly through the application of community interaction activities in improving the students' speaking ability. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 85.75 % became 94.5% in cycle II. It also means that there is improvement of the students' activeness in learning speaking through community instruction activities.

### **1. The Improvement of the Students' Speaking Ability**

The data above indicates that there is improvement of the students' speaking ability from D-test to cycle I and cycle II, where in D-test the students' mean score achievement in speaking ability is 8.67, but after evaluation in cycle I the students' speaking ability became 10.91. So the improvement of the students' speaking ability achievement from D-test to cycle I was 29.37% while the mean score in cycle II was 12.80 so the improvement of students' speaking ability achievement from cycle I to cycle II was 39.91%. It also shows that the result of D-test is the lowest achievement. After evaluation in cycle I and cycle II, there is a significant improvement of the students' speaking ability that shown clearly in the figure after taking an action in cycle through community interaction activities.

## **2. The Result of the Students' Activate in Learning Process**

Based on data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students in cycle I from the first meeting till fourth meeting were 75%, 86%, 87% and 95%. Percentages of the first till the fourth meeting of the cycle II were 94%, 94%, 93% and 97%. From the data analysis showed that the students' participation in cycle I in process learning is still low. So that's why the researcher was repairing in cycle II so that there was significant improvement in cycle II of students' participation.

Basically cycle II had positive effect on the students' speaking because community interaction activities, the researcher gave the students opportunity to express their opinion especially language form and it can help students to focus in any subject, thus the students more active than researcher. However, community interaction activities is a good way that can be used in improving the students' speaking ability.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

Based on the explanation in the chapter IV discuss about discussion. The researcher can get the conclusion the mean score bellow:

##### 1. The Students' Speaking Fluency

The mean score of the students' fluency in D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in speaking fluency was 4.68 but after evaluation in cycle I the students' speaking fluency became 4.93, so the improvement of students' speaking fluency achievement from D-Test to cycle I was 14.41 % There was also a significant improvement of students speaking accuracy from cycle I to cycle II where the students' speaking accuracy in cycle I was 4.93 and in cycle II was 5,67. So the improvement of students' speaking fluency achievement from cycle I to cycle II was 18.24%.

##### a. The Students Speaking Fluency Dealing with the Smoothness

Based on the frequency and percentage of the students' smoothness in speaking diagnostic test in which 2 students (8%) got good, 6 students (24%) got fair, 17 students (68%) got poor and none of the students got excellent, very good and very poor. In cycle I, 5 students (

20%), got very good, 9 students (36%) got good, 9 students (36%) got fair, 2 students (8%) got poor. In cycle II, 2 students (8%) got excellent, 9 students (36%) got very good, 13 students (52%) got good, one student (4%) good fair. It proves that there is significant improvement of percentage of the students' achievement in terms of speaking fluency (smoothness) in the application of community interaction activities at class VIII of SMP UNISMUH MAKASSAR.

**b. The Students Speaking Fluency Dealing With the Self –Confidence**

Based on the frequency and percentage of the students' self-confidence in speaking diagnostic test in which 7 students (28%) got excellent, 10 students (40%) got very good, 8 students (32%) got good and none of the students got fair, poor and very poor. In cycle I, 24 students (96%) got excellent, one student (4%) got very good. In cycle II, 24 students (96%) got excellent, one student (4%) got very good. It proves that there is significant improvement of percentage of the students' achievement in terms of speaking fluency (self-confidence) in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR.

**2. The Students' Speaking Accuracy**

The mean score of the students' accuracy in D-test to cycle I and cycle II, where in D-test the students' mean score achievement in speaking accuracy was 12.66, but after evaluation in cycle I the students' speaking accuracy became 16.9. So the improvement of students' speaking accuracy



achievement from D-Test to cycle I was 44.34%. There was also a significant improvement of students speaking accuracy from cycle I to cycle II where the students' speaking fluency in cycle I was 16.9 and in cycle II was 19.94. So the improvement of students' speaking accuracy achievement from cycle I to cycle II was 61.59 %.

**a. The Students' Speaking Accuracy Dealing with Grammar**

Based on the frequency and percentage of the students' speaking accuracy in diagnostic test in which 3 students (12%) got fair, 21 students (84%) got poor, 1 students (4%) got very poor, and none of students got excellent, very good and good classification. In the cycle II, 6 students (24%) got good, 10 students (40%) got fair, 9 students (36%) got poor classification. In the cycle II, 1 students (4%) got very good, 10 students (40%) got good, 13 students (52%) got fair, 1 students (4%) got poor classification. It proves that there is significant improvement of percentage of the students' achievement in terms of speaking accuracy in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR.

**b. The Students' Speaking Accuracy Dealing with Vocabulary**

Based on the frequency and percentage of the students' speaking accuracy in diagnostic test in which 4 students (16%) got excellent, 6 students (24%) got very good, 4 students (16%) got good, 9 students (36%) got fair, 2 students (8%) got poor, and none of students got very poor classification. In cycle I, 9 students (36%) got excellent, 9 students

(36%) got very good, 6 students (24%) got good, 1 students (4%) got fair, and none students got poor and very poor classification. In cycle II, 17 students (68%) got excelent, 7 students (28%) got very good, 1 student (4%) got good. It proves that there is significant improvement of percentage of the students' achievement in terms of speaking accuracy in the application of Community Interaction Activities at class VIII of SMP UNISMUH MAKASSAR

## **B. SUGGESTIONS**

The suggestions of the researcher are:

1. The researcher should appled community interaction activities method, where the method can improve the students in speaking fluency (smoothness and self-confidence). The method can improve the students' ability and creativity in study.
2. When used community interaction activities the researcher just to be facilitator and researcher giving time to the students to be active in class because the students always practice their speaking, the students can understand speak by mentioning and it can make less of their fluency (smoothness and self-confidence)..
3. For further the research, the researcher recommends that other researcher carry out in connective with the teaching of English for students in senior high school through the use of community interaction activities method.

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**A**

**P**



**P**

**E**

**N**

**D**

**I**

**X**



**Pre test grammar**

**Statistics**

gj

N	Valid	25
	Missing	0
Mean		16.5600

gj

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12.00	11	44.0	44.0	44.0
	18.00	9	36.0	36.0	80.0
	24.00	5	20.0	20.0	100.0
Total		25	100.0	100.0	

**18 Statistics**

		vc	st	scn
N	Valid	25	25	25
	Missing	0	0	0
Mean		18.5600	5.6000	5.2400

vc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12.00	2	8.0	8.0	8.0
	16.00	11	44.0	44.0	52.0
	20.00	6	24.0	24.0	76.0
	24.00	6	24.0	24.0	100.0
Total		25	100.0	100.0	

st

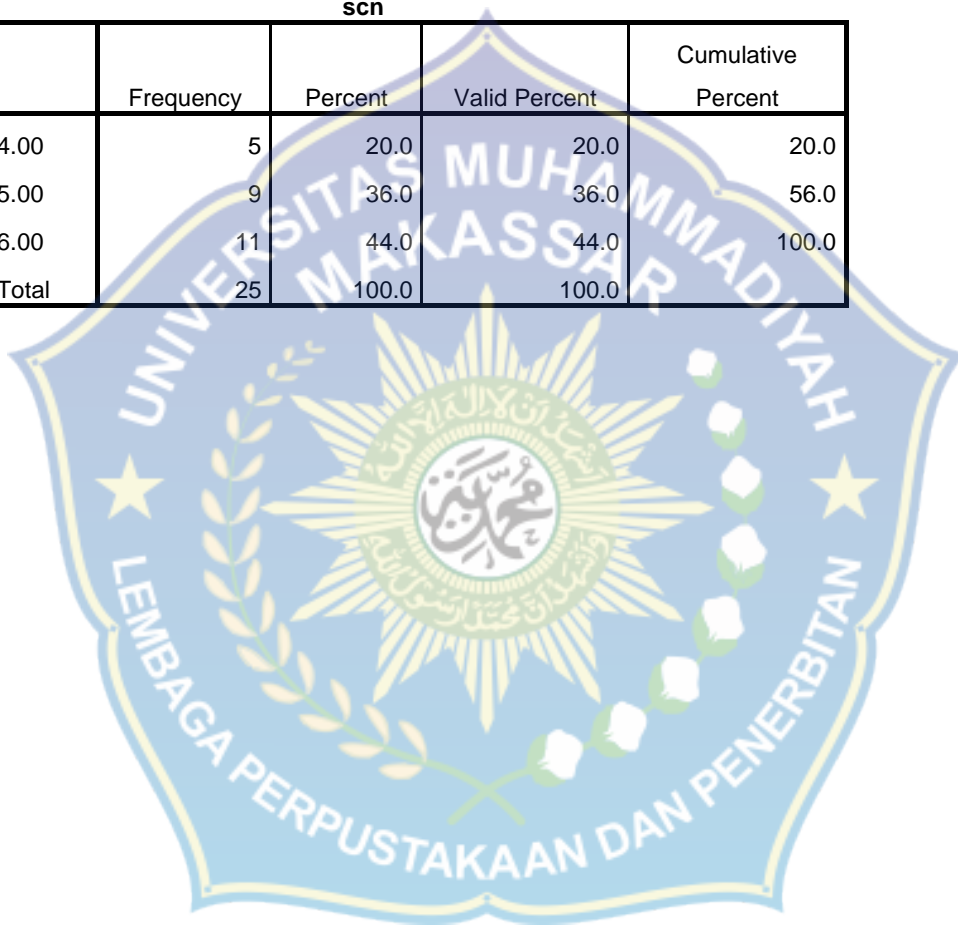
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	11	44.0	44.0	44.0
	6.00	8	32.0	32.0	76.0
	8.00	6	24.0	24.0	100.0

st

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	11	44.0	44.0	44.0
	6.00	8	32.0	32.0	76.0
	8.00	6	24.0	24.0	100.0
Total		25	100.0	100.0	

scn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	5	20.0	20.0	20.0
	5.00	9	36.0	36.0	56.0
	6.00	11	44.0	44.0	100.0
Total		25	100.0	100.0	





**Appendix 1**

**C. Scoring of Students' Speaking Ability In Speaking Test**

**Table : Scoring of Students' Speaking Ability In Speaking Test (Pre-Test)**

<b>Respondents</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Smoothness</b>	<b>Self-confidence</b>	<b>Total of score</b>
Respondent 1	18	16	6	6	46
Respondent 2	12	16	4	4	36
Respondent 3	18	16	4	6	44
Respondent 4	12	12	4	6	34
Respondent 5	12	16	4	6	38
Respondent 6	12	16	4	5	37
Respondent 7	12	16	4	4	36
Respondent 8	18	16	4	5	43
Respondent 9	12	12	4	4	32
Respondent 10	12	16	4	5	37
Respondent 11	18	20	6	5	49
Respondent 12	18	16	6	5	45
Respondent 13	24	24	8	6	62
Respondent 14	24	24	6	6	60
Respondent 15	12	20	4	4	40
Respondent 16	18	20	6	5	49
Respondent 17	24	24	8	6	62
Respondent 18	18	24	8	5	55
Respondent 19	12	16	6	5	39
Respondent 20	12	16	4	4	36
Respondent 21	18	20	6	6	50
Respondent 22	24	24	8	6	62
Respondent 23	24	24	8	6	62
Respondent 24	18	20	8	6	52
Respondent 25	12	20	6	5	43

No	Name	Pre Test	Post Test
1	Respondent 1	78	86
2	Respondent 2	77	85
3	Respondent 3	77	88
4	Respondent 4	78	83
5	Respondent 5	80	88
6	Respondent 6	78	85
7	Respondent 7	80	85
8	Respondent 8	80	88
9	Respondent 9	78	83
10	Respondent 10	78	83
11	Respondent 11	80	85
12	Respondent 12	80	87
13	Respondent 13	83	90
14	Respondent 14	80	87
15	Respondent 15	78	83
16	Respondent 16	79	90
17	Respondent 17	85	92
18	Respondent 18	83	90
19	Respondent 19	79	85
20	Respondent 20	77	85
21	Respondent 21	80	88
22	Respondent 22	80	90
23	Respondent 23	82	90
24	Respondent 24	80	87
25	Respondent 25	78	85
	<b>Mean score</b>	<b>79.52</b>	<b>86.72</b>

**Table. Scoring of Students' Speaking Ability In The Second Cycle**

<b>Respondents</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Smoothness</b>	<b>Self-confidence</b>	<b>Total of score</b>
Respondent 1	24	20	10	6	60
Respondent 2	18	20	6	4	48
Respondent 3	20	20	10	6	56
Respondent 4	18	16	8	6	48
Respondent 5	18	20	8	6	52
Respondent 6	18	20	6	5	49
Respondent 7	18	20	6	4	48
Respondent 8	20	20	10	5	55
Respondent 9	18	16	8	4	46
Respondent 10	18	20	6	5	49
Respondent 11	20	24	10	5	59
Respondent 12	20	20	8	5	53
Respondent 13	36	24	12	6	78
Respondent 14	36	24	12	6	78
Respondent 15	18	24	8	4	54
Respondent 16	20	24	8	5	57
Respondent 17	24	24	12	6	66
Respondent 18	20	24	12	5	61
Respondent 19	18	20	8	5	51
Respondent 20	18	20	8	4	50
Respondent 21	20	24	10	6	60
Respondent 22	24	24	10	6	64
Respondent 23	24	24	12	6	66
Respondent 24	20	20	8	6	54
Respondent 25	18	20	8	5	51

**APPENDIX 2**

**ABSEN**

No	Name	Pertemuan					
		1	2	3	4	5	6
1	HIDAYAT						
2	MUH. ANHAR PRATAMA						
3	NURHABSY RESKianto NUR						
4	RIFHAL FIRNANDA ARSANDY						
5	SAMY MUFLIH IQBAL						
6	AHMAD FARHAN FAUZAN						
7	ALIEF AQLY AVICENNA SYAM						
8	MUH. ILHAM SYAHIN						
9	MUHAMMAD RAFLY PRADANA						
10	ANDI MUHAMMAD NURDIN						
11	A. MUH. AMMAR DZAKY						
12	ABDUL MUSAWWIR HADI						
13	ACHMAD HAQQI DANUARTA						
14	AGISTNY IMRAN MACAKKA						
15	MUHAMMAD FARIZ MUDZAKKIR IMRAN						
16	ANDI ZAHRAH MUJAHIDAH						
17	KHANUM MAYYADA. T						
18	NURUL REZKY PRATIWI						
19	SITI NURHALIZA						
20	HANI HUMAIRAH, S. ADAM						
21	ANDI NABIGHAH AZZAHRA						
22	AULIA SYAMSUL						
23	HILMA RAIHANAH ILHAM						
24	NUR FAUZIAH ANWAR						
25	NURHALIZA HADINA RAMADHANI ARKAL						

## APPENDIX 3

### DESCRIPTIVE TEXT

**Descriptive text** is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

#### **Generic Structure of Descriptive Text**

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

# Identification: (contains about the introduction of a person, place, animal or object will be described.)

# Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

#### **Purpose of Descriptive text**

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

#### **Language Feature of Descriptive Text**

- Specific participant : has a certain object, is not common and unique (only one).

for example: Bandengan beach, my house, Borobudur temple, uncle Jim

- The use of the adjective (an adjective) to clarify the noun, for example: a

beautiful beach, a handsome man, the famous place in jepara, etc.

– The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

– Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

Example of descriptive text

PLACE



The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

#### PERSON

#### MY MOTHER

I live with my mother. She is a the best woman I have ever known.

She is not tall but not short, and she has long straight hair. Its colour is brown. Her eyes are like honey and. She has bright skin. It is light brown. I her thirties, her wight is 50 kg.

My mother is a very good person. Everybody admits that she is lovely, friendly, and patient. She love her family very much. She loves me more than anything.

I love my mother. She makes me go home earlier. She cook delicious food. I never eat at a restaurant, because my mother always prepares the meal.

THINGS

## COMPUTER GAMING



**Computer gaming** is a computer specially used for gaming only, on his general gaming computers equipped with high specification with 4 gb ram and graphics cards is high, computer gaming can be found at internet cafes Indonesian is specially gaming, computer gaming is different from a regular computer, if his usual low computer specs, but contrary to his gaming computer.



## APPENDIX 4

### RPP

Satuan Pendidikan : MTs Muhammadiyah Lempangang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Teks Deskriptif ( Writing)

Alokasi Waktu : 2 x 45 Menit

#### A. KOMPETENSI INTI

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai perilaku jujur, disiplin, tanggungjawab, peduli ( toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif. Dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) 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 DAN INDIKATOR

### 1. KOMPETENSI DASAR

<p>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>Mengidentifikasi fungsi social dari teks deskriptif.</p> <p>Mengidentifikasi unsur kebahasaan dari teks deskriptif</p> <p>Mengidentifikasi struktur teks dari teks deskriptif</p>
<p>Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Menulis teks deskriptif tulis sederhana</p>
<p>Menunjukkan perilaku tanggung jawab, peduli,kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsiona</p>	<p>Menunjukkan sikap santun, bekerja sama , tanggung jawab,</p>

### C. TUJUAN PEMBELAJARAN

1. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi social dengan benar
2. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi struktur teks dengan benar
3. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi ciri kebahasaan dengan benar.

Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan dan struktur teks yang benar.

### D. MATERI PEMBELAJARAN

**Teks deskriptif adalah teks yang menggambarkan orang, binatang, dan benda, dll**

#### *Fungsi sosial*

Menggambarkan, Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

#### *Struktur text*

Generic Structure	Sentence
Identification	My favorite teacher is Miss Neneng.
Description	She teaches science .

	<p>She is <b>beautiful</b> and <b>slim</b>.</p> <p><b>Her skin</b> is white.</p> <p>She has long and straight hair.</p> <p>She is <b>a</b> friendly teacher.</p> <p>She <b>likes</b> reading <b>novels</b>.</p> <p>Her favorite writer is Andre Hirata .</p>

### ***Unsur kebahasaan***

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat yang sangat lazim, *old, fat, tall, short, beautiful, patient, nice, wise, smart, fat* dll.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, dll.
- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

### ***Topik***

Menggambarkan guru untuk memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta dan kerjasama

## E. METODE PEMBELAJARAN

Metode Scientific

Strategi Collaborative writing

## F. MEDIA DAN ALAT PEMBELAJARAN

Alat : Laptop, pointer

Sumber belajar : - Buku Bahasa Inggris, When English Rings a bell Kelas

7 Edisi Revisi 2014, hal: 191

- Sumber dari internet : [www.esllibrary.com](http://www.esllibrary.com),  
[www.googleimages](http://www.googleimages), [www.123rf](http://www.123rf)

## F. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan(5 menit)

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Kegiatan inti

1. Mengamati(10 menit)

· Siswa mengamati gambar pada layar dan mendengar contoh teks deskriptif yang dibacakan oleh guru dengan fungsi social, struktur teks, unsur kebahasaan teks deskriptif

- Guru mencatat/menilai aspek sikap dan kesungguhan/keaktifan siswa.
2. Menanya : (10 menit)
- Dengan mempertanyakan pengarah dari guru, peserta didik mempertanyakan tentang fungsi social, struktur teks, unsur kebahasaan teks deskriptif.
  - Guru menilai aspek sikap dan kesungguhan/keaktifan siswa. (10 menit)
3. Mengasosiasi(40 menit)
- Siswa menuliskan kembali teks secara kolaborasi (draft)
  - Siswa merevisi draft
  - Guru memberikan feedback
4. Mengomunikasikan (10 menit)
- Siswa menulis teks deskriptif sederhana secara individu
  - Guru mengawasi siswa
- Penutup(10 menit)
- Guru dan siswa membuat rangkuman/simpulan pelajaran.
  - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
  - Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
  - Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Tertulis
2. Bentuk : Teks Deskriptif sederhana
3. Instrumen : *Write a short descriptive text about your idol teacher !*

*Use these questions to help you*

1. *What is your idol teacher's name?*
2. *What does he/she teach ?*
3. *What is he/she like?*
4. *How is her/his characteristic?*

### **Rubrik Penilaian Aspek Keterampilan:**

No	Aspek yang Dinilai	Kriteria	Score
1	Kesesuaian isi dengan Judul	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Keruntutan Teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Pilihan Teks	Excellent	4
		Good	3

		Fair	2
		Poor	1
4	Penulisan	Excellent	4
	Kosakata	Good	3
		Fair	2
		Poor	1
5	Kerapihan	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

### Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		santun	4
		Sering menunjukkan sikap santun	3
		Beberapa kali menunjukkan sikap santun	2
		santun	1
		Pernah menunjukkan sikap santun	
	Tidak pernah menunjukkan sikap		



		santun	
2	bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab	5
		Sering menunjukkan sikap bertanggungjawab	4
		Beberapa kali menunjukkan sikap bertanggungjawab	3
		Pernah menunjukkan sikap bertanggungjawab	2
		Tidak pernah menunjukkan sikap bertanggungjawab	1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama	5
		Sering menunjukkan sikap kerjasama	4
		Beberapa kali menunjukkan sikap kerjasama	3
		Pernah menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4

		Sering menunjukkan sikap disiplin	3
		Beberapa kali menunjukkan sikap disiplin	2
		Pernah menunjukkan sikap disiplin	1
		Tidak pernah menunjukkan sikap disiplin	
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

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## **APPENDIX 5**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Sekolah** : MTs Muhammadiyah Lempangang

**Mata Pelajaran** : Bahasa Inggris

**Kelas/ Semester** : VIII/Dua

**Materi Pokok** : ( I Love Things Around Me )

**Alokasi Waktu** :

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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 dan Indikator

No.	Kompetensi Dasar	Indikator
	<p>1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p> <p>2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
	<p>1 Menunjukkan perilaku <b>santun</b> dan <b>peduli</b> dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2 Menunjukkan perilaku <b>disiplin, percaya diri, dan bertanggung jawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang teks nama ( label).</p> <p>2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang teksdaftar barang (list)</p> <p>1. Menunjukkan perilaku <b>disiplin, percaya diri, dan bertanggung jawab</b> dalam melaksanakan komunikasi tentang teks nama ( label).</p> <p>2 Menunjukkan perilaku <b>disiplin, percaya diri, dan bertanggung jawab</b> dalam melaksanakan komunikasi tentang teks daftar barang (list)</p>

<p>5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p>	<p>1 Mengidentifikasi fungsi sosial teks label nama (label)</p> <p>2 Mengidentifikasi fungsi sosial teks daftar barang (list)</p> <p>3 Mengidentifikasi struktur teks teks label nama (label)</p> <p>4 Mengidentifikasi struktur teks daftar barang (list)</p> <p>5 Mengidentifikasi unsur kebahasaan pada teks label nama (label)</p> <p>6 Mengidentifikasi unsur kebahasaan pada. teks daftar barang (list)</p>
<p>7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menuliskan nama barang. (label)</p> <p>Menuliskan daftar barang (list).</p> <p>Mendiskripsikan nama barang (label).</p> <p>Mendiskripsikan daftar barang ( list)</p>

### C. Tujuan Pembelajaran

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang teksdaftar barang
3. Menunjukkan perilaku **disiplin, percaya diri, dan bertanggung jawab** dalam melaksanakan komunikasi tentang teks daftar barang,
4. Mengidentifikasi fungsi sosial teks daftar barang
5. Mengidentifikasi struktur teks daftar barang
6. Mengidentifikasi unsur kebahasaan pada. teks daftar barang
7. Menuliskan nama barang.
8. Mendiskripsikan nama barang

#### **D. Materi Pembelajaran**

##### **1. Fungsi Sosial dari teks:**

- a. nama barang (label )
- b. daftar barang ( list)

##### **2. Struktur Teks dari nama barang ( label ) dan daftar barang (list)**

- a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.
- b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.

##### **3. Unsur Kebahasaan**

- a. Kata Tanya What? How many? How?
- b. Kata sifat yang terkait dengan binatang dan benda.
- c. Kata ganti it, they, this, there, those, these.
- d. Kata kerja dalam simple present tense: be, have

e. Ucapan, tekanan, intonasi, dan ejaan.

### **E. Metode Pembelajaran**

1. Pendekatan Saintifik
2. Pendekatan Komunikatif

### **F. Media, Alat, dan Sumber Pembelajaran**

1. Media :
2. Alat/Bahan : Laptop
3. Sumber Belajar : Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan

### **G. Langkah-langkah Kegiatan Pembelajaran**

#### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 3) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

## **b. Inti (60 menit)**

### **1) Mengamati**

- a) Peserta didik mengamati gambar tentang sebuah kelas
- b) Peserta didik mendengarkan dan menirukan guru membaca kosa kata yang berkaitan dengan benda-benda yang ada di ruang kelas dan di dalam tas

### **2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks nama benda yang ada dalam kelas dan dalam tas.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana menuliskan nama benda yang ada dalam kelas dan dalam tas.

### **3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Peserta didik keluar dari kelas dan mengidentifikasi ruangan yang ada di sekolah
- b) Peserta Didik menuliskan nama-nama ruang tersebut di dalam kolom yang disediakan.

### **4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Peserta Didik mendiskripsikan benda-benda meliputi bentuk, ukuran dan fungsi
- b) Peserta didik meminta bantuan guru bila memerlukannya.

### **5) Mengomunikasikan**

- a) Peserta Didik secara bergiliran mengkomunikasikan benda-benda yang ada di dalam tas menggunakan kalimat berpola *I have*



- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk menuliskan nama-nama benda di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**H. Penilaian**

**1. Kompetensi Sikap Spiritual**

- a. Teknik Penilaian : Observasi dan Penilaian Diri
- b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

**Rubrik Penilaian Aspek Keterampilan:**

No	Aspek yang Dinilai	Kriteria	Score
1	Kesesuaian isi dengan Judul	Excellent	4
		Good	3
		Fair	2
		Poor	1

2	Keruntutan Teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Pilihan Teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Penulisan Kosakata	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Kerapihan	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

### Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun	5
		santun	4
		Sering menunjukkan sikap santun	3
		Beberapa kali menunjukkan sikap santun	2
		Pernah menunjukkan sikap santun	1
		Tidak pernah menunjukkan sikap santun	
2	bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab	5
		bertanggungjawab	4
		Sering menunjukkan sikap bertanggungjawab	3
		bertanggungjawab	2
		Beberapa kali menunjukkan sikap bertanggungjawab	1
		Pernah menunjukkan sikap bertanggungjawab	
3	Jujur	Sangat sering menunjukkan sikap jujur	5

	(honest)	kerjasama	4
		Sering menunjukkan sikap	3
		kerjasama	2
		Beberapa kali menunjukkan sikap	1
		kerjasama	
		Pernah menunjukkan sikap	
		kerjasama	
		Tidak pernah menunjukkan sikap	
		kerjasama	
4	Disiplin (discipline)	Sangat sering menunjukkan sikap	5
		disiplin	4
		Sering menunjukkan sikap disiplin	3
		Beberapa kali menunjukkan sikap	2
		disiplin	1
		Pernah menunjukkan sikap disiplin	
		Tidak pernah menunjukkan sikap	
		disiplin	
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap	5
		percaya diri	4
		Sering menunjukkan sikap percaya	3
		diri	2
		Beberapa kali menunjukkan sikap	1
		percaya diri	

		Pernah menunjukkan sikap percaya diri	
		Tidak pernah menunjukkan sikap percaya diri	

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## APPENDIX 6

### PRE TEST

#### Statistics

		GRAMMAR	VOCABULARY	SMOOTHNESS	SELF	SKOR
N	Valid	25	25	25	25	25
	Missing	0	0	0	0	0

#### GRAMMAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	11	44.0	44.0	44.0
	18	9	36.0	36.0	80.0
	24	5	20.0	20.0	100.0
Total		25	100.0	100.0	

#### VOCABULARY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	2	8.0	8.0	8.0
	16	11	44.0	44.0	52.0
	20	6	24.0	24.0	76.0
	24	6	24.0	24.0	100.0
Total		25	100.0	100.0	

#### SMOOTHNESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	11	44.0	44.0	44.0
	6	8	32.0	32.0	76.0
	8	6	24.0	24.0	100.0
Total		25	100.0	100.0	

**SELF**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	20.0	20.0	20.0
	5	9	36.0	36.0	56.0
	6	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

## POST TEST

**GRAMMAR**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	11	44.0	44.0	44.0
	20	8	32.0	32.0	76.0
	24	4	16.0	16.0	92.0
	36	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

**VOCABULARY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	2	8.0	8.0	8.0
	20	13	52.0	52.0	60.0
	24	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

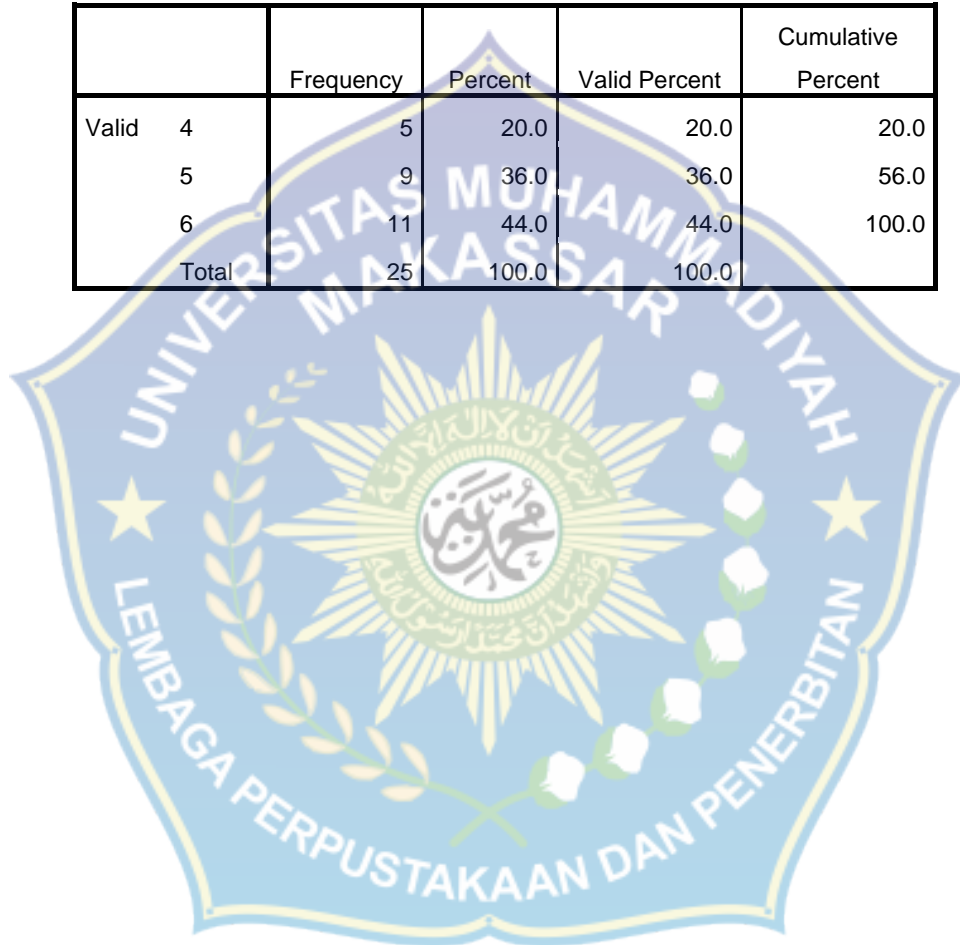
**SMOOTHNESS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	4	16.0	16.0	16.0

8	10	40.0	40.0	56.0
10	6	24.0	24.0	80.0
12	5	20.0	20.0	100.0
Total	25	100.0	100.0	

**SELF-CONFIDENCE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	5	20.0	20.0	20.0
5	9	36.0	36.0	56.0
6	11	44.0	44.0	100.0
Total	25	100.0	100.0	





## CURRICULUM VITAE



**NURNINGSIH** is a student of English Department Of Muhammadiyah of Makassar. She was born on may 5th, 1995 in BIMA. She is the thirtht child of marrige between Mansyur and Mahani. She has 2 brother and 1 sister. In 2001, she started in Elementary school at SDN INPRES TAMBE, graduated in 2007. Then she continued her study at SMPN 4 BOLO and graduated in 2010. After that, she continued her Senior High School at SMA NEGERI 1 BOLO and graduated in 2013. The same year, she was accepted as English Department Student of Faculty of Teacher Training and Education of Universitas Ahmad Dahlan (UAD) in Yogyakarta but she not continued,in 2014 she was accepted as English Department Student of Faculty of Teacher Training and Education of Muhammadiyah Makassar. . At the end of her study she could finished her thesis in 2019 entitle ' The Correlation Between Students' Vocabulary mastery And Their Reading Comprehension."