IMPROVING STUDENTS' SPEAKING SKILL THROUGH COMMUNICATIVE LANGUAGE TEACHING AT THE TENTH GRADE OF SMAN 3 POLEWALI
(A Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training of Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of Educational English Department

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2017

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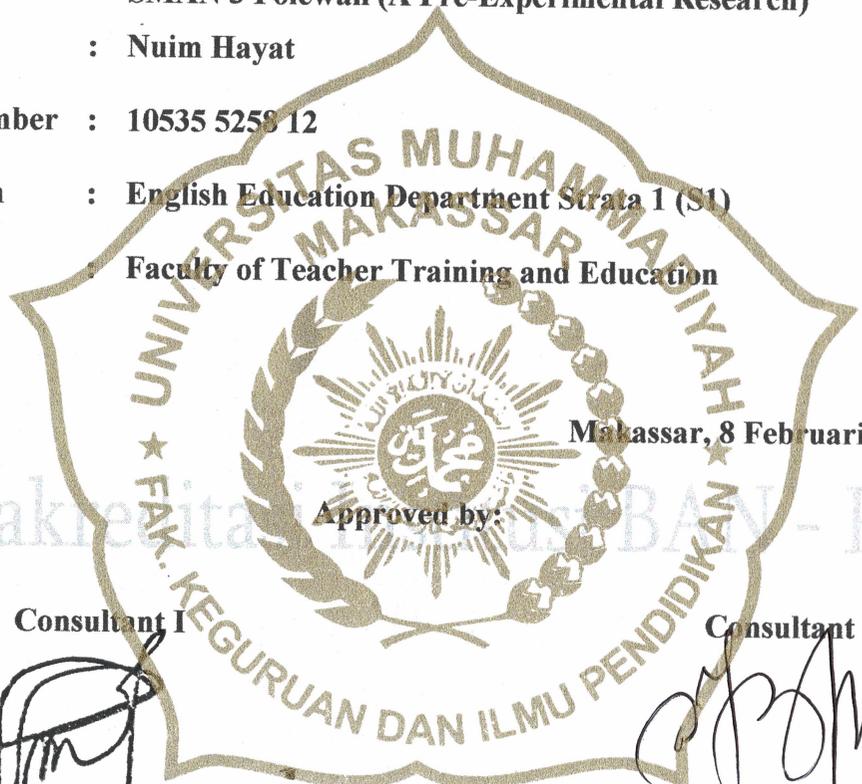
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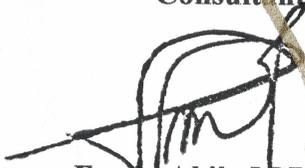
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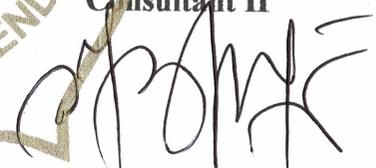
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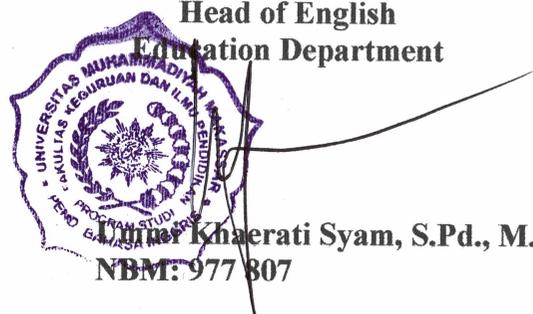
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13/9 2017		- Use past tense in chapter III - Revise table position - Revise abstract - Discuss your finding more deeply by putting related theory in Chapter IV	
20/9 2017		- Revise Bibliography - CV	
21/9 2017		ACC	

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Motto and Dedication

"Man Proposes, God Disposes"

This thesis is dedicated to my beloved parents and my beloved brother and sisters.
Who always pray, support, and love me.

ABSTRACT

Nuim Hayat, 2017. *Improving the Students' Speaking Skill Through Communicative Language Teaching Method at the Tenth Grade of SMAN 3 Polewali (An Experimental Research)* under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (guided by Erwin Akib and Nurdevi Bt Abdul).

The research aims to find out whether the students' speaking accuracy and fluency can be improved through the use of Communicative Language Teaching (CLT) Method.

This research applied pre-experimental method with one group pre-test and post-test design. The population of this research was the tenth grade students of SMAN 3 Polewali in the academic year of 2017/2018. The total sample of this research consists of 20 students of one class. The research variables were teaching speaking skill by using Communicative Language Teaching (CLT) Method as independent variable and dependent variable were accuracy and fluency of speaking.

The result of data analysis showed that the mean score of post-test was higher than the mean score of pre-test in term of Accuracy (6.56 > 5.12) and in term of fluency (6.33 > 5.36). After analyzing the data by using of t-test value in accuracy (17.4) and the result of t-test value in fluency (6.28) were greater than t-table value (2.093). This indicated that alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It means that there was significantly differently different of the students' achievement before and after giving treatment by using Communicative Language Teaching.

Keyword: Communicative Language Teaching, Speaking Accuracy, Speaking Fluency

ACKNOWLEDMENTS

بِسْـــــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name Allah, Most Gracious, Most Merciful

Alhamdulillahi robbil 'alamin is always expressed to all mighty Allah SWT, the only one creator and sustainer of the universe, for setting me on her path and providing me with a little light to scarch more unlimited knowledge to finish my study on graduate degree through writing of this thesis. Salawat and salam are addressed to the final chosen religious messenger, the prophet Muhammad SAW who has changed the human life.

During the whole processes of writing this thesis, many people have given their contribution. Therefore, I would like to express my deepest prost profound and gratitude to my great and wonderul parents, Saddad and Anisa for their pray, support, financial tuition and sacrified for my success. Unforgettable I express my thanks to my best sisters and brothers, Murdiah, Marzuki, Namriah, Asnadia, Nihaya, Luthpia, who have motivated me to be success.

Great thanks are given to my consultants, Erwin Akib, M.Pd., Ph.D as the firts consultant and Nurdevi Bte Abdul, S.Pd., M.Pd as the second consultant, for their support, assist and guidance during the whole processes of wiritng this thesis, their knowledge will be very useful for me now and the future.
I would like to express my appreciation and sincere thanks to

1. Dr. H. Abd. Rahman Rahim, S.E., M.M. the rector of the Muhammadiyah University of Makassar for his advices during I study at the University.

2. Erwin Akib, M.Pd., Ph.D, the dean of teacher training and education Faculty.

3. Ummi Khaerati Syam, S.Pd., M.Pd. the head of English Education Department of teacher training and education Faculty.

4. The staff and Lecturers of the FKIP Muhammadiyah University of Makassar especially to the lecturers of English Department who tought for many Years.

5. I also say thank you to my best partner Dini Apriani Zainuddin who always besides me help and support me during this thesis.

6. Thanks to all of my friends E class 012 and EDSA unismuh who have tough me the meaning of togetherness.

Finally I finish this thesis, thereore, the most grateful for any correction or comments that might be useful.

May Allah's devine blessing be with our endeavors! Amin.

Makassar,   2017

Sincerely

Nuim Hayat

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CHAPTER I

INTRODUCTION

A. Background

As one of the most essential language in the world, many people use it as a media of communication. In terms people are able to communicate easily from different countries. Interaction and communication are created among them by using English as the main language. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, many aspects are demanded English is very important to be mastered.

In Indonesia English takes a role as a foreign language. It also becomes one of the propulsive subjects that should be taught in junior high school as implied in the government regulation No. 19/2005 articles 6 verses 1 about the scope of subject in every level of education in the curriculum.

In generally, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by O'Malley and Pierce' (1996: 57) finding that is among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

For those students who learn English in intensive way, they are demanded to be able to communicate orally with each other by using English. Unfortunately, in the real teaching and learning of speaking in SMAN 3 Polewali grade X-9, most of the students faced some difficulties in speaking. Based on the observation, the students often had difficulty to pronounce English words. It is shown by the existence of some errors. Besides, they are also lack of vocabularies and functional expressions thus they had no idea to speak. Furthermore, self confidence and motivation became the main problem for the students. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse. LKS becomes the main media of teacher in classroom activities this case causes students tend to have little chance to be involved in classroom activities. According to Dhari and Dharyono (1988) LKS can be defined as a kind of student's worksheets as guidance for the students to do some activities. The use of LKS in that English class was apt to show that the students only had activities that involved reading and writing skills. The usage of LKS in learning and teaching activities give no opportunity for students to develop their proficiency in oral communication.

For these reasons, it is necessary to implement an innovative action research project that fosters the improvement of oral ability. There are a lot of ways in teaching speaking, one of them is using communicative language teaching.

Therefore, it is important to create an innovative research that might stimulate the development of students speaking skill. CLT method becomes on of the most popular method used by teacher. Communicative Language can improve the students' confidence and active motivated as the main technique of CLT. The teacher should create the authentic situation to make the students take a part on it. By using CLT students are able to improve their own ideas without any limitation to express what comes to their mind. In fact mostly teacher still focus in learning purposes that gives limitation to the students in expressing ideas. CLT not only to develop the students' comprehension from different point of few that demands the students to think critically.

B. Problem statement

Based on the background above, the researcher questions are formulated as follows:

1. How is the Improvement of students' accuracy in speaking skill through th use of CLT?

2. How is the Improvement of students' fluency in speaking skill through the use of CLT?

C. The objective of this study are:

Base on the researcher question above, this researcher aims as follows to find out:

1. Find out the implementation of CLT in improving speaking skill of the Tenth grade in SMAN 3 Polewali.

2. Find out the CLT help students of the Tenth Grade in SMAN 3 Polewali to improve speaking skill.

D. Significance of the Study

The result of the study is expected to bring some significant and contributions in teaching and learning English as follow:

1. The students

    In this study the students are expected to be able to improve their speaking skill by using CLT.

2. The teachers

    This study is hoped to help teachers to get alternative ways in their teaching process, especially by using CLT.

3. The readers

    By reading this thesis, the readers are expected to catch any information in order to improve their knowledge.

4. The writers

    This thesis helps the writer to develop his knowledge and experience in composing academic writing.

E. scope of the Study

This research was limited to the use of Communicative Language Teaching to Improve the Students' Speaking Skill. It was focused on the Students' Speaking fluency and Accuracy. These items were chosen because it is very important to be identified by the researcher to apply communicative language teaching method in motivating and overcoming the students' problem in learning speaking in English language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related research findings, some pertinent idea, the theoretical framework and hypothesis.

A. Previous research findings

Vongxay (2013) in his research "the implementation of communicative language teaching (CLT) in an English department in a LAO higher educational" found that communicative language method can improve the students' speaking skill and their communication in classroom.

Muljayanah (2004) in her research " the implementation of communicative language teaching speaking at lia surakarta: ethonography" she found that the implementation of communicative language teaching, specially in the strength and the weakness of teaching speaking using CLT.

Young (2008) in her journal (Intructional Activities – Hot Seat), stated that "Hot – Seat" can gives the students opportunities to communicate authentically in English, to practice the targeted grammatical structures or vocabulary, and to get to know each other on a more personal level. Little preparation is required, particularly if the class learns and follows the Hot Seat routine on a regular basis.

B. Some pertinent idea

1. The concept of speaking

    a. Definition of Speaking

    Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. So, Speaking is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connection with each other. Meanwhile Brown (2001) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

    Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of

them. Moreover, it is recognized as an interactive, social and contextualized communicative event.

Richards (2008: 19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. One becomes a speaker who produces information and the other become listener who receive information. Referring to this, transactional dialogue is suitable to measure students' speaking achievements since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Speaking must fulfill these following aspects, they are:

1. Fluency

   Pollard (2008: 16) says that fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

2. Accuracy (grammar and pronunciation)

   a. Grammar

   Purpura (2004: 6) says that grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language.

   Moreover, Greenbaum and Nelson (2002: 1) says that the that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

b. Vocabulary

Turk (2003: 87) says that vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. Hiebert and Kamil (2005:3) says that they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

The conclusion is vocabulary such a set of lexemes including single words, compound words and idioms.

3. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

Brown (2001) says that the types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where for example, learner practice an intonation contour or try to pin point a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

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

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Extensive (monologue)

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the

register is more formal and deliberative. This monologue can be planned or impromptu.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than for the transmission of facts and information. The conversations are a little trickier for learners because they can involve some or all the following factors:

- A casual register

- Colloquial language

- Emotionally charged language

- Slang

- Ellipsis

- Sarcasm

- A covert "ag

2. Kinds of Speaking Activities

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teachers also should consider about the activities will be applied to the students. It should be appropriate to be applied to the students' level, and it should be beneficial to improve speaking skills. "Good speaking activities can and should be extremely engaging for the students" (Harmer, 2007:123). If they are all participating fully, and the teacher has set up the activity properly, they will

get satisfaction result of teaching speaking. The teachers themselves can help the learners to develop their speaking activities.

Jill and Charles Hadfield (2008: 105) states that we can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak".

Brown (2001: 275) says that there are seven principles for designing speaking techniques ;

1. Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques

3. Encourage the use of authentic language in meaningful context

4. Provide appropriate feedback and correction

5. Capitalize on the natural link between speaking and listening

6. Give students opportunities to initiate oral communication

   Encourage the development of speaking strategies

3. Communicative Language Teaching

   Richard (2006) says that Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

a. The goal of Communicative language teaching

Communicative language teaching has an essential relationship with communicative competence as Richard (2006) stated that the goal of CLT is the teaching of communicative competence. Communicative language teaching sets as its goal the teaching of communicative competence. Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and the participants.

- Knowing how to produce and understand different types of texts.

- Knowing how to maintain communication despite having limitations in one's language knowledge.

Jack C. Richards (2006) in his book says that one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- Reflect natural use of language

- Focus on achieving communication

- Require meaningful use of language

- Require the use of communication strategies

- Produce language that may not be predictable

- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language

- Focus on the formation of correct examples of language

- Practice language out of context

- Practice small samples of language

- Do not require meaningful communication

- Control choice of language

b. Characteristic and principles of Communicative Language Teaching

Ming Chan (2011) in her Journal Says that CLT has been popular and widespread in second and foreign language teaching. It highlights a radical change of the traditional structured teaching methods which have lived through history. Contrary to the teacher-centered approach, in which teachers are regarded as knowledge givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner.

CLT emphasizes the process of communication and leads learners to different roles from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others within the classroom procedures and activities.

Teachers take particular roles in the CLT approach. Larsen Freeman (2000) says that First, the teacher facilitates the communication

process between all participants in the classroom. The teacher is also a co-communicator who engages in communicative activities with the students.

Brown (2007) says that rather than emphasizing the explicit explanation of grammatical rules, CLT pays less attention to the overt presentation of grammar. However, CLT does not exclude grammar. CLT suggests that grammatical structure might be better understood "within various functional categories". In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication. During in addition based on Larsen-Freeman (2000) in his book says that fluency-based activities, errors are considered natural and tolerable.

C. Conceptual framework

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

```
   ┌─────────┐          ┌──────────────┐
   │  INPUT  │ ───────▶ │   SPEAKING   │
   └─────────┘          └──────────────┘
                               │
                               ▼
                    ┌─────────────────────────────┐
                    │   AN EXPERIMENTAL RESEARCH   │
                    └─────────────────────────────┘
                               │
                               ▼
   ┌─────────┐      ┌──────────────────────────────────────────┐
   │ PROCESS │ ───▶ │ CLT (COMMUNICAIVE LANGUAGE TEAHING METHOD │
   └─────────┘      └──────────────────────────────────────────┘
                               │
                               ▼
   ┌─────────┐      ┌──────────────────────────────────────┐
   │ OUTPUT  │ ───▶ │      STUDENTS' SPEAKING SKILL         │
   └─────────┘      └──────────────────────────────────────┘
                               │
                               ▼
                    ┌────────────┐        ┌──────────────────┐
                    │  FLUENCY   │ ─────▶ │  Self-Confidence │
                    └────────────┘        └──────────────────┘
                               ╲
                                ╲         ┌──────────────────┐
                                 ─────────▶│    Smoothness    │
                                          └──────────────────┘
```
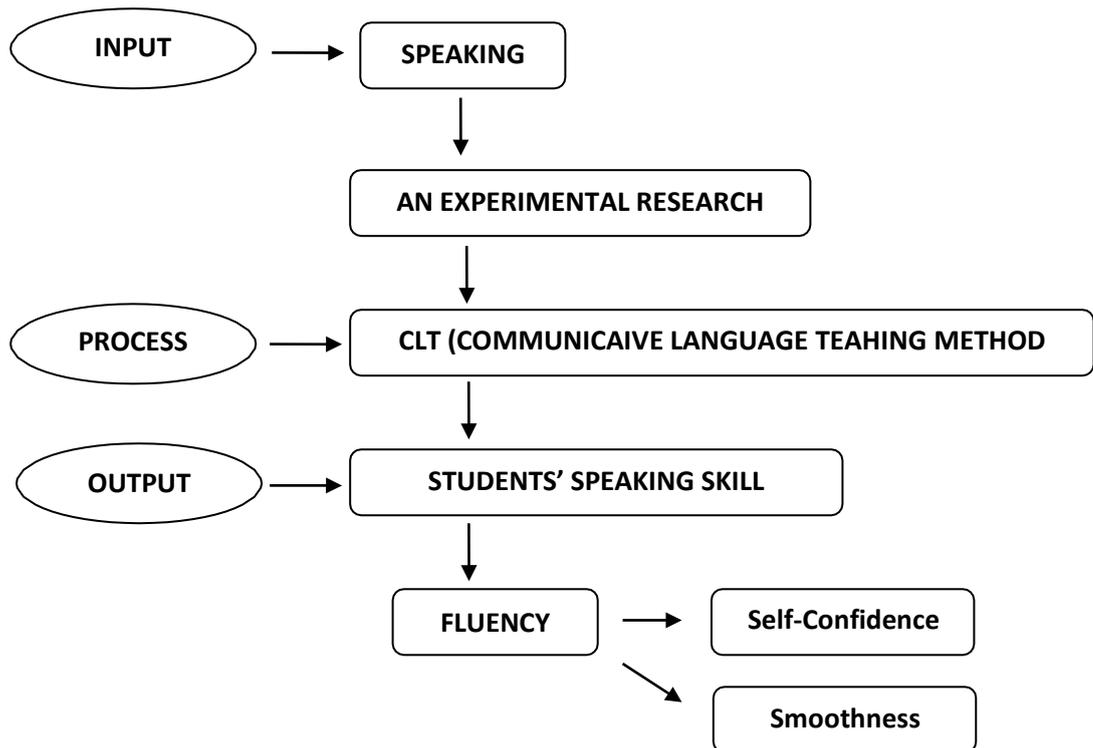
INPUT   :   Refers to the students' material in speaking skill. There are five factors should be focused to improve the students' speaking skill. They are vocabulary, grammar, pronunciation, self-confidence and smoothness.

PROCESS :   To improve all of the, there is a method of teaching speaking skill will apply in this research. The teacher or the researcher will be teach using CLT (Communicative Language Teaching) Method.

OUTPUT   :   As the output of the process, it refers to the improving of Students' speaking skill, students can speak English well ad fluently.

D. Hypothesis

The hypothesis of the research presented as follows:

H_1 (Alternative Hypothesis) : There is a significant difference of the students' speaking skill before and after giving treatment.

H_0 (Null hypothesis)   : There is no significant result students' speaking skill before and after giving treatment.

CHAPTER III

THE METHOD OF THE RESEARCH

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

A. Research Design

This research applied a Pre-Experimental Method, with group design through pretest and posttest design. In this research, the t-test is used to test the significant difference of students' speaking before and after conducting treatment.

The design is presented as follows:

$$01 \quad X \quad 02$$

Where:

O1: Pre-test

X: Treatment

O2: Post-test (Gay, 1981:225).

1. Pretest

Before doing the treatment, the researcher gave the pretest to know thes students' prior knowledge. In this case, the researcher gave pretest before presenting the material; pre-test is administered to the students by spending 40 minutes.

2. Treatment

Treatment was the teaching and learning process. The treatment was carried out four meetings and each meeting the researcher gave material about Procedure text as teaching materials.

3. Posttest

Post-test was given after the students do the task of Procedure text. Post-test was carried out to find out the students' achievement in learning speaking after learning by asking and giving direction through Communicative language teaching method.

B. Population and Sample

1. Population

The population of this research was the 10th Grade Students of SMAN 3 Polewali. The first grade consisted of 8 Classes. Each class consisted of 20 students. So, the total number of the population is 160 students.

2. Sample

The researcher applied the purposive sampling Strategy in choosing the sample of the research. Based on the observation before, the researcher chosen X IPA 3 because the researcher knew the students' speaking skill. The researcher decided to choose X IPA 2 class which consisted of 20 students. This class was taken as a sample of the research based on an information from the English teacher of the class, the students' comprehension in speaking through procedure text was better than the other classes.

C. Research Variables and Indicators

1. Variables

   The following were the variables of the research:

   a. Communicative language teaching was independent which allow the students to improve speaking skill.

   b. Speaking skill as the dependent variable of this research.

2. Indicator

   The indicator in this research was the students' Improving students' speaking skill through communicative language teaching that focuses on students' comprehension. It included of the students' fluency and accuracy were;

   a. The indicators of the students' accuracy were:

      1. Pronunciation

      2. Vocabulary

   b. The indicators of the students' fluency were:

      1. Self-confidence

      2. Smoothness

D. Instrument of the Research

The research used the oral test to assess and examine the students' speaking skill. The tests were pre-test and post-test. The pre-test assessed and examined the students' prior speaking skill. After the researcher given a pre-test, the researcher gave the students treatment about procedure text through CLT. The

last is the researcher gave the students a post-test to find out the result about the students' comprehension of procedure text.

E. Procedure of Collecting Data

In collecting the data, the researcher used some procedures as follows :

1. Giving pre-test to find out students' basic ability in speaking skill before gave the treatment to the students.

2. Applying Communicative Language Teaching in the Treatment.

3. After the treatment, the post-test conducted to find out the students' speaking skill. It used to check the result of treatment and used to know the effectiveness of CLT (Communicative Language Teaching) Method to improve the students' speaking skill.

F. Technique of Data Analysis

1. To score the students' answer the researcher used the following formula:

   a Scoring the students' answer :

$$\text{Score} = \frac{\text{Students}'\text{ correct answer}}{\text{maximum score}} \times 100$$

(*Gay, et, al. 2006*)

   b. Calculating the mean score

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

Where: X: Mean Score

$\sum X$: The total row score

N: The total number

(*Gay, et, al. 2006*)

Speaking accuracy devided into pronunciation and vocabulary

a. Pronunciation

Classification	Score	Criteria
Excellence	6	Pronunciation is only very slightly influenced by the mother tongue. Two or thre grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation influenced by mother tongue but only a few serious phonological errors. A few grammatical and lexical errors but only one or two major errors cause confusion.
Average	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammaticl and lexical errors, some of which cause donfusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication many basic grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidenced of having mastered any of the language skill and areas practiced in the course.

(Heaton, 1988:97)

b. Vocabulary

Classification	Score	Criteria
Excellence	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has no make an effort at time to search for words. Neverthless, smooth delivery on the whole and only a

		few unnatural
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally gragmentary but succeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited rang of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting gragmentary delivery. At times gives up making the effort. Very limited range of expression

(Heaton, 1988: 99)

Speaking fluency divided into self-confidence and smoothness.

  a.   Self confidence

Classification	Score	Criteria
Excellence	6	Easy to the listener to understand the speakers' intention and general meaning. Very few interruption or clarification required.
Very good	5	The speakers' intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary.
good	4	Most of what the speakers' says was easy o follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand and the with considerable effort by

| Poor | 2 | Only small bits (usually short sentence and phrase) can be understood and then with the considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood. |
| Very poor | 1 | Even the listener make a great effort interrupts the speaker is unable to clarify anything he seems to have said. |

(Heaton, 1988:100)

b. smoothness

Classification	**Score**	**Criteria**
Excellence	6	Speaks without too great an effort with a fairly wide range of expressions. Searches for words occasionally but only one or two unnatural pause.
Very good	5	Has to make an effort at times to search for words, nevertheless smooth delivery on the whole and only a few unnatural pauses.
good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expressions.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range or expressions often limited.
Poor	2	Long pause while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost

		gives up making the effort at times. Limited range of expression.
Very poor	1	Pull of long unnatural pauses. Very halting and fragmentary delivery. At times gives u making and effort. Very limited range of expressions.

(Heaton,J. B., 1988)

c. Calculating the improvement of the students' score of pre-test and post-test, the researcher uses the following formula :

$$P= \frac{X2\text{-}X1}{X1} \ X \ 100$$

Where :   X1 = Mean score of pre-test

X2 = Mean score of post-test

P = Improvement

(Gay,1981)

d. Finding out the significant difference between the pre-test and post-test by calculating the value of the test. The following formula is employed:

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

Where:

T: Test of significance

D: The mean score from the different score of pretest and post-test

$\sum D$: Standard deviation

N   : Number of students

(Gay, 1981)

After calculated the value of t-test, it compared with the value of t-table. When the value of t-test was greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and alternative Hypothesis (H_1) was accepted because there was the significant difference between pre-test and post-test before and after teaching speaking by using CLT (Communicative Language Teaching) Method. Meanwhile, when the value of t-test lower than the value of t-table, it means that Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after teaching speaking by CLT (Communicative Language Teaching) Method. The criteria used to accept or reject the hypothesis can be seen in the table below:

No	Testing	Null Hypothesis ((H_0)	Alternative Hypothesis (H_1)
1.	t-test > t-table	Rejected	Accepted
2.	t-test < t-table	Accepted	Rejected

(Gay, 1981:49)

CHAPTER IV

FINDINGS AND DICUSSIONS

A. Findings

The data were collected by administrating the test, the test were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after treatment.

1. The Improvement of the students' Accuracy

The used of CLT method to increasing the students' speaking ability deals with accuracy and fluency. The improvement of the students' accuracy dealing with pronunciation and vocabulary at the tenth grade of SMAN 3 Polewali can be clearly in the following table:

Table 4.1. The impoevment the stucents' accuracy

No.	Indicators	Mean Score		The
		Pre-Test	Post-Test	Improvement
1	Pronunciation	6.12	6.8	27.23
2	Vocabulary	5.44	7	28.68
3	$\sum X$	10.25	13.12	55.91
4	X	5.12	6.56	27.95

The data on Table 1 above shows that the score of pronunciationis improved 27.23% from the mean score 6.12 in pre-test to be 6.12. the score of Vocabulary is also improved 28.68% from the mean 5.44 on pre-test to be 7 on post-test. In applying CLT in the class, the data are collected through the test and shows that the

students' speaking skill in terms of accuracy get significant improvement. Based on these results, it can be concluded that the used of CLT is effective to increase the students' speaking skill in terms of Accuracy 27.95%.

After calculating the score, the writer finds that the students' speaking skill in terms of accuracy improved 27.95% from the mean score 5.12 on pre-test to be 6.49 on post-test it is more clearly shown in the figure below:
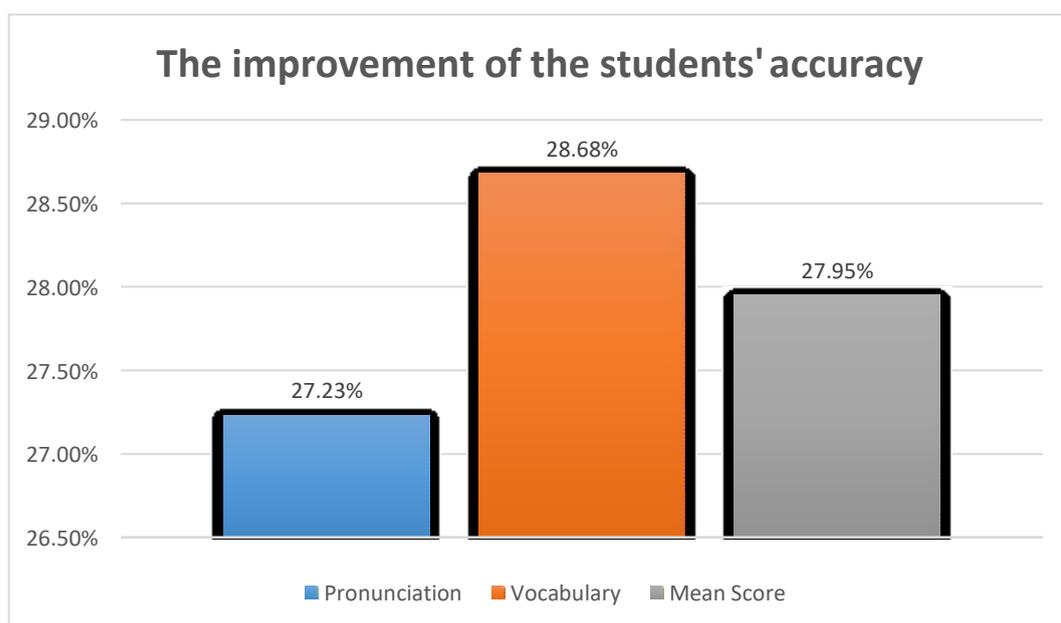
Figure 1. The Improvement of Accuracy by Apply Communicative Language Teaching Method

The data on Figure 1 shows that the improvement of pronunciation is 27.23%. the improvement of the vocabulary is 28.68% and improvement of the mean score us 27.95%. figure 1 shows that the score has improvement. Based on the data above, it can be concluded that Communicative Language Teaching method was effective to increasing the students' speaking skill in terms of accuracy.

It can be provided by the improvement of Pronunciation 27.23%, Vocabulary 28.68 and the mean score 27.95%.

2. The improvement of the students' Fluency

The used of CLT method to increasing the students' speaking ability deals with accuracy and fluency. The improvement of the students' accuracy dealing with pronunciation and vocabulary at the tenth grade of SMAN 3 Polewali can be clearly in the following table:

Table 4.2. The impovement the stucents' Fluency

No.	Indicators	Mean Score		The
		Pre-Test	Post-Test	Improvement
1	Self-Confidence	5.56	6.72	18.52
2	Smoothness	5.11	5.99	17.22
3	$\sum X$	10.67	12.71	35.74
4	X	5.33	6.35	17.82

The data on Table 1 above shows that the score of Self-Confidence is improved 18.52% from the mean score 5.56 in pre-test to be 6.72. the score of Smoothness is also improved 17.22% from the mean 5.11 on pre-test to be 75.99 on post-test. In applying CLT in the class, the data are collected through the test and shows that the students' speaking skill in terms of Fluency get significant improvement. Based on these results, it can be concluded that the used of CLT is effective to increase the students' speaking skill in terms of Fluency 17.82%.

After calculating the score, the writer finds that the students' speaking skill in terms of accuracy improved 17.82% from the mean score 5.33 on pre-test to be 6.35 on post-test it is more clearly shown in the figure below:
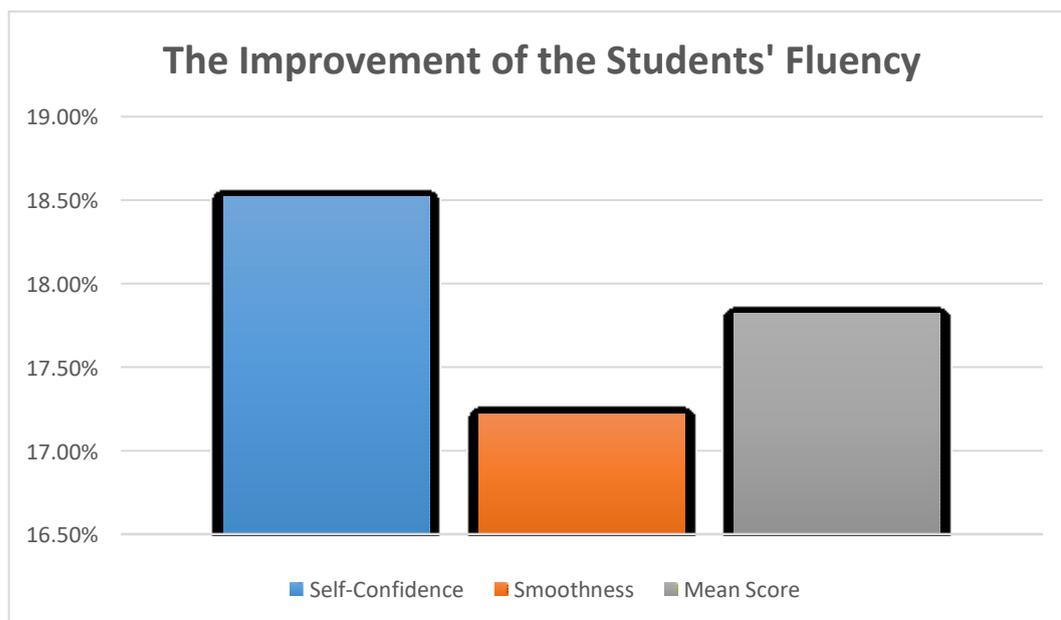

Figure 2: the improvement of Fluency by using Communicative Language Teaching Method

The data on Figure 2 shows that the improvement of Self-Confidence is 18.52%. the improvement of the vocabulary is 17.22% and improvement of the mean score is 17.82%. figure 2 shows that the score has improvement. Based on the data above, it can be concluded that Communicative Language Teaching method was effective to increasing the students' speaking skill in terms of Fluency. It can be provided by the improvement of Self-Confidence 18.52%, Smoothness 17.22% and the mean score 17.82%.

3. The improvement of the students' speaking skill

The used of CLT method to improved the students' speaking skill deals with accuracy and fluency. The improving of the students' speaking skill dealing with accuracy and fluency can be seen clearly in the following table:

Table 4.1: the Improvement the students' Speaking skill

No.	Indicators	Mean Score		The
		Pre-Test	Post-Test	Improvement
1	Accuracy	5.13	5.56	8.38
2	Fluency	4.33	6.35	19.13
3	$\sum X$	10.46	11.91	27.51
4	X	5.23	5.95	13.75

Table 3 above shows that the score of accuracy is improved 8.38% from the mean score 5.13 in pre-test to be 5.56. the score of the fluency is also improved 19.13% from mean 4.33 on pre-test to be 6.35 on post-test. In applying CLT method in the class, the data are collected through the test and shows that the students' speaking skill in terms of fluency get significant improvement. Based on the result, it can be concluded that the used of CLT method is effective to improve the students' spaking skill 13.75%.

after calculating the score, the researcher finds that the students' speaking skill is improved 13.75% from the mean score 5.23 on pre-test to be 5.95 on post-test it is more clearly shown in the figure below:
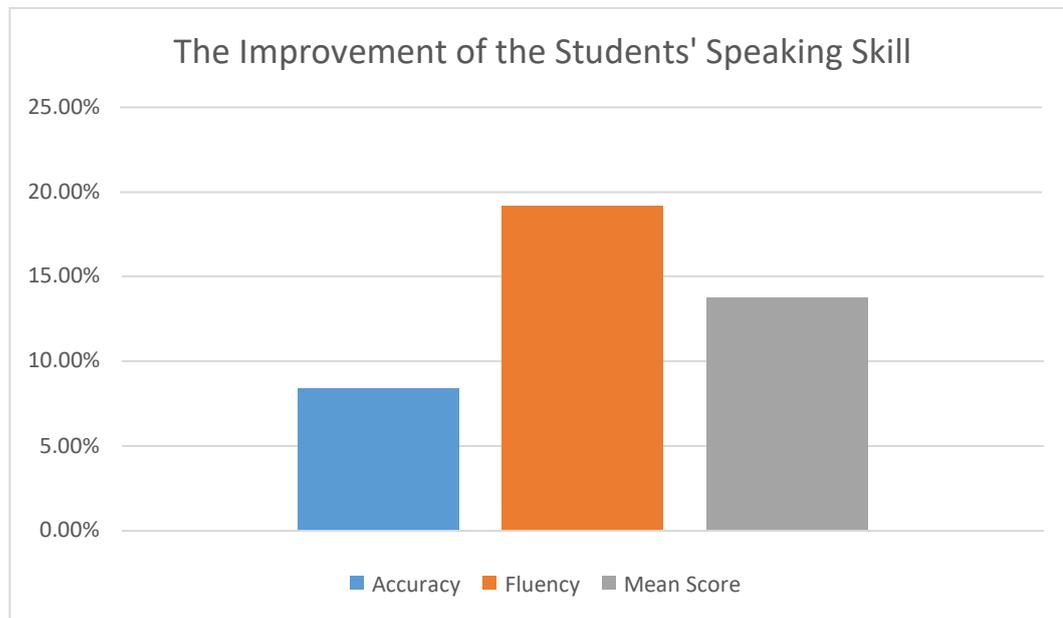
*Figure 3: Improvement of students' speaking skill by used Communicative Language Teaching Method.*

The data figure shows that the improving of accuracy is 8.8%. the improving of the fluency is 19.5% and mean score is 14.15%. figure 3 shows that the score has improvement. Based on the data above, it can be concluded that the CLT method is effective to increase the students' speaking ability in terms of Fluency. It can ge provided by the improvement of accuracy 8.8%, Fluency 19.5% and the mean score 14.5%.

4. Hypothesis Testing

In order to know whether or not the mean score is different from two variable (pre-test and post-test) of the level significance 0.05 with degree of freedom (df) = N-1=19, where N= the local of the students' (20). The following table shows the result of the t-test calculating in term of accuracy and fluency in speaking.

Table 4.4 The result of t-test calculation in term of accuracy and fluency in speaking

Variable	t-test	t-table	Test of significant
Accuracy	14.3	2.093	Significant
Fluency	6	2.093	Significant

The table 4 above shows the t-test value of the students' accuracy and fluency in speaking. It is indicated the value of t-test in term of accuracy is greater than the value of t-table 14.3>2.093. It is also indicates that the value of t-test in term of fluency is greater than the value of t-table 6>2.093.

Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. In other words, the used of CLT method is effective to increasing the students' speaking accuracy and fluency.

B. Discussions

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

In the treatment process, the researcher made the teaching leaning process more interesting by the using of CLT method. At the first meeting, the students were lazy and bored to participated in learning English but the researcher encourage them and made the atmosphere in the classroom more interesting. As a result, the students became enjoy and more excited in learning process.

According to Hymes as quoted by Richards (2001: 159) the goal of language teaching is to develop what a speaker needs to know in order to be communicatively. It clears that with communicative language teaching method can develop speaking skill in SMAN 3 Polewali, it shows by the improvement of score before and after taught with communicative language teaching method. The students can develop their mind in speaking.

1. The students' improvement in Accuracy.

    Based on the finding above in applying CLT method in the class, the data are collected through the test as explaines in the previous finding section show that the students' speaking skill in terms of accuracy is significantly improvement. The data on table 1 show that the score of pronunciation is improve 27.23% from mean score 6.12 on pre-test to be 6.12 on post-test. The score of vocabulary is improve 28.68% from mean score 5.44 on pre-test to be 7 on post-test.

    After calculating the score, the writer finds the students' speaking skill in terms of accuracy is improved 27.95% from means score 5.12 on pre-test to be 6.46 on post-test. It is supported by the mean score post-test of students' speaking skill in terms of accuracy was higher than pre-test.

    The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, CLT is effective to improve the students' speaking skill in terms of accuracy.

2. The students' improvement in Fluency

Based on the finding above in applying CLT method in the class, the data are collected through the test as explaines in the previous finding section show that the students' speaking skill in terms of fluency is significantly improvement. The data on table 1 show that the score of Self-Confidence is improved 18.52% from mean score 5.56 on pre-test to be 6.72 on post-test. The score of Smoothness is improve 17.22% from mean score 5.11on pre-test to be 6.35 on post-test.

After calculating the score, the writer finds the students' speaking skill in terms of accuracy is improved 17.82% from means score 5.33 on pre-test to be 6.35 on post-test. It is supported by the mean score post-test of students' speaking skill in terms of accuracy was higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, CLT is effective to improve the students' speaking skill in terms of Fluency.

Based on the result, hypothesis test shows that (H_0) is rejected and (H_1) is accepted. So the researcher concludes that there is significant improvement of the improving the students' speaking skill in SMAN 3 Polewali.

From the analyzed above, there is significant difference between the result of pre-test and post-test of the students' speaking accuracy and fluency before and after teaching by used CLT method.

By seeing the improved the students' speaking skill, it is concluded that the CLT method is effective to improve the students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings in the previous chapter, the researcher draws conclusion that teaching English through Method is significant to improve the students' speaking skill. Based on the result and the discussion of the data analysis previously, the writer takes conclusion as follows:

1. Using CLT method in teaching speaking is able to increase the students' accuracy which deals with pronunciation and vocabulary at the tenth grade of SMAN 3 Polewali.

    a. The students' accuracy deals with pronunciation. It is proven by the improvement of the students' pronunciation is 27.5%.

    b. The students' accuracy deals with vocabulary. It is proven by the improvement of the students' vocabulary is 28.68%.

2. Using CLT method in teaching speaking is able to increase the students' fluency which deals with Self-Confidence and Smoothness at the tenth grade of SMAN 3 Polewali.

    a. The students' Fluency deals with Self-Confidence. It is proven by the improvement of the students' Self-Confidence is 18.52%.

    b. The students' accuracy deals with Smoothness. It is proven by the improvement of the students' Smoothness is 15.12%.

3. Using CLT method in teaching English is able to improve the students' speaking skill which deals with accuracy and fluency at the eleventh grade of SMAN 3 Polewali. The improvement of the students' accuracy is 8.8% and the improvement of the students' fluency is 19.5%. based on Hypothesis testing, the researcher can be concluded that the null hypothesis (H_0) is accepted. It is proven by the value of the t-test in term of accuracy 17.4 and value of the t-test of fluency 6.28 which is greater than the value of the t-table (2.093). in other words, the used of CLT method is significant to increase the students' speaking skill.

B. Suggestion

Based on the conclusion, the researcher give some suggestions as follows:

1. For the teacher

   a. The teachers should give enough opportunity to the students to practice their speaking skill through active learning, one of them is CLT method, because it is easy to be presented and it is also enjoyable for the students' in learning process.

   b. The teachers of English who teach in senior high school level should be creative in teaching English. Specially in speaking, because to be master it need more technique or method in improving it. The teacher should provide easy and fun activities in speaking; therefore the students' may follows the class ore active and responsive.

2. For the students

a. The students should be diligent to practice of the English speaking whenever and wherever.

b. The students should not be afraid to speak in English. Another word the students should have self-confidence in speaking.

3. For the next researcher

For the next researcher, there are still many things that have to be observed by the next researcher related to the English subject because in this researcher, the researcher just focuses on English Speaking by Using Communicative Language Teaching Method.

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APPENDICES

I will read the following text. The students have to Listen carefully and then identify the goal, materials needed and steps.

How to Make an Omelet

Hello friend, how are you? Have you ever eaten a cheese omelet? Do you know how to make a Cheese Omelet? No? Would you like me to tell it for you? Okay. This is the way. Listen to me.

To make a Cheese Omelet, you should prepare ingredients such as one egg, 50 grams of cheese, uhm... ¼   cup of milk, three tablespoons of cooking oil, uhm...what else .... ? Oh, yeah, a pinch of salt and don't forget some pepper. Now, to make a Cheese Omelet, you will need some kitchen utensils like a frying pan, a fork, a whisk, a spatula, uhm..... a cheese grater....and a bowl and of course .... a plate. Okay? Are you following me ? Right! Let me tell you how to make it.

First, crack an egg into a bowl like this. Then whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Next, heat the oil in a frying pan, and pour the mixture into the frying pan. Then, turn the omelet with a spatula when it browns. See, like this. Okay, next cook both sides. After the omelet is done, place it on a plate, don't forget to season it with salt and pepper and you can eat it while warm. It's easy, isn't it? Bon appetite!

Post test

1. Make a group of the students and it consists of 5 members.
2. Each group should make an example of procedure text differently
3. They have to explain the goal, material and steps of an example given by the researcher.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMAN 3 POLEWALI**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Alokasi Waktu	:	**4 x 45 menit (2x pertemuan)**
Topik Pembelajaran	:	**Procedure**
Pertemuan Ke	:	

A.   Standar Kompetensi

Mendengarkan

2   Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

Berbicara

4.   Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari.

B.   Kompetensi Dasar

2.2   Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: recount, narrative, dan **procedure**.

4.2   Mengung-kapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan **procedure**.

C.   Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menjawab pertanyaan teks monolog sederhana berbentuk procedure ▪ Melakukan teks monolog lisan berbentuk procedure ▪ Mempresentasikan teks monolog lisan berbentuk procedure	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

▪   Percaya diri (keteguhan hati, optimis).
▪   Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
▪   Pengambil resiko (suka tantangan, mampu memimpin)
▪   Orientasi ke masa depan (punya perspektif untuk masa depan)

D.   Tujuan Pembelajaran

         Pada akhir pembelajaran siswa dapat :
   • Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk procedure

- Siswa dapat melakukan teks monolog lisan berbentuk procedure
- Siswa mempresentasikan teks monolog lisan berbentuk procedure

E.   Materi Pokok

Teks monolog berbentuk *procedure,* contohnya:

How to Make Gudeg Jogja (Green Jack Fruit Sweet Stew)

Ingredients:
-   5 onions
- 10 candlenuts
- 10 garlic cloves
- 4 bay Leaves
- 1/2 lb. (250g) green jack fruit
- 2-1/2 tsp. (12g) coriander seeds
- 1-1/4 tsp. (6g) cumin
- 1/4 cup (62ml) coconut sugar
- 2 cups (500ml) coconut milk
- 2 tsp. (30g) tamarind
- 2 lb. (1kg) chicken (cut into small pieces with bone)
- 5 cups (1.25l) water
- 2 inches bruised galangal

Instructions:
- First, cut green jack fruit 1 inch thick. Wash and boil until tender.
- Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant.
- Add the chicken pieces, stir fry until chicken changes clour.
- Then, pour 4 cups of water and coconut sugar, bring to a boil.
- Add the green jack fruit and simmer until the chicken and vegetables are tender.
- Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with ice.
- This dish is sweet and usually served with shrimp cracker

1. **Procedure text can be explained as bellow:**
   Social function : to describe how something is accomplished through
   a sequence of actions or steps.
   Generic structure:
   - Goal.
   - Materials (not required for all procedural texts)
   - Steps (a series of steps oriented to achieving the goal)

F.   Metode Pembelajaran/Teknik:

Communicative Language Teaching

G.   Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
▪ Bertanya jawab tentang pertanyaan teks monolog sederhana berbentuk procedure.	▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap	▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan

▪ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk procedure. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog).	terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk procedure.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk procedure.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk procedure.

- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat
- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas X
- Kaset/CD
- Tape
- Script dari Look Ahead 1 dan Inter-Language

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menjawab pertanyaan teks monolog sederhana berbentuk procedure	Performance Assessment (responding)	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Melakukan teks monolog lisan berbentuk procedure.	Tes Lisan	Membuat dialog	Give your responses orally based on the situations below!
3	Mempresentasikan teks monolog lisan berbentuk procedure	Tes Lisan	Presentasi Kelompok	Listen carefully and then identify the goal, mate-rials needed and steps

II. Instrumen Penilaian

<u>**Your teacher will read the following text. Listen carefully and then identify the goal, materials needed and steps.**</u>

How to Make an Omelet

Hello friend, how are you? Have you ever eaten a cheese omelet? Do you know how to make a Cheese Omelet? No? Would you like me to tell it for you? Okay. This is the way. Listen to me.

To make a Cheese Omelet, you should prepare ingredients such as one egg, 50 grams of cheese, uhm... ¼ cup of milk, three tablespoons of cooking oil, uhm...what else ....? Oh, yeah, a pinch of salt and don't forget some pepper. Now, to make a Cheese Omelet, you will need some kitchen utensils like a frying pan, a fork, a whisk, a spatula, uhm..... a cheese grater ...and a bowl and of course ....a plate. Okay? Are you following me ? Right! Let me tell you how to make it.

First, crack an egg into a bowl like this. Then whisk the egg with a fork until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and stir. Next, heat the oil in a frying pan, and pour the mixture into the frying pan. Then, turn the omelet with a spatula when it browns. See, like this. Okay, next cook both sides. After the omelet is done, place it on a plate, don't forget to season it with salt and pepper and you can eat it while warm. It's easy, isn't it? Bon appetite!

<u>**Find out:**</u>

a. What is the text talking about?
b. What is the purpose of the text?
c. How many steps are there in the text?

<u>**Please represent in front of the class how to make or to do something!**</u>

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

Polewali,   April 2017

Mengetahui,   Mahasiswa

Guru Pamong

<u>Nuim Hayat</u>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMAN 3 POLEWALI**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Alokasi Waktu	:	**4 x 45 menit (2x pertemuan)**
Topik Pembelajaran	:	**Procedure**
Pertemuan Ke	:	

A. Standar Kompetensi

Mendengarkan

2   Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

Berbicara

4.   Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

2.2   Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: recount, narrative, dan **procedure**.

4.2   Mengung-kapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan **procedure**.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menjawab pertanyaan teks monolog sederhana berbentuk procedure ▪ Melakukan teks monolog lisan berbentuk procedure ▪ Mempresentasikan teks monolog lisan berbentuk procedure	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :
▪   Percaya diri (keteguhan hati, optimis).
▪   Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
▪   Pengambil resiko (suka tantangan, mampu memimpin)
▪   Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :
•   Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk procedure

- Siswa dapat melakukan teks monolog lisan berbentuk procedure
- Siswa mempresentasikan teks monolog lisan berbentuk procedure

E.   Materi Pokok

Teks monolog berbentuk *procedure*, contohnya:

1. How to make a cup of coffee

Good morning, everybody. I'd like to tell you about how to make a cup of delicious coffee.
Before we can make it, we should prepare the ingredients.
The ingredients that we need to make a cup of coffee are:
One sachet of instant coffee
A teaspoonful of sugar
A cup of hot water

Now, Let me tell you the steps:
First, open the sachet and put the instant coffee in the cup.
Second, pour the hot water into the cup.
Next, add a teaspoonful of sugar.
Finally, a cup of delicious coffee is ready to drink.

2. How to Sharpen a pencil Using Pencil Sharpener

Good morning, everybody. I'd like to tell you about how to do something, that is how to
sharpen a pencil using a pencil sharpener. Before we can do it, we should prepare the tools
that we need. They are a pencil and a pencil sharpener. Now let me tell you the steps of
doing it.
First of all, hold the blunt pencil in the one hand and the sharpener in the other.
Then, put the pencil in the hole.
Next, twist the pencil.
After that, take it out to see if it has been sharpened.
If it hasn't, start doing it again.
Finally, take the pencil out.
Now, you can use your pencil.

Procedure text can be explained as bellow:
Social function : to describe how something is accomplished through
                            a sequence of actions or steps.
Generic structure:
- Goal.
- Materials (not required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

F.   Metode Pembelajaran/Teknik:

Communicative Language Teaching

G.   Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
▪ Bertanya jawab tentang	▪ Dengan kelompok belajarnya,	▪ Siswa melakukan berbagai

pertanyaan teks monolog sederhana berbentuk procedure. ▪ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk procedure. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog).	kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk procedure.
- Mendiskusikan materi bersama siswa   (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk procedure*.*
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk procedure*.*
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk procedure*.*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk procedure.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk procedure.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H.   Sumber/Bahan/Alat

- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas X
- Kaset/CD
- Tape
- Script dari Look Ahead 1 dan Inter-Language

I.   Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menjawab pertanyaan teks monolog sederhana berbentuk procedure	Performance Assessment (responding)	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Melakukan teks monolog lisan berbentuk procedure.	Tes Lisan	Membuat dialog	Give your responses orally based on the situations below!
3	Mempresentasikan teks monolog lisan	Tes Lisan	Presentasi Kelompok	Listen carefully and then identify the

	berbentuk procedure			goal, mate-rials needed and steps

II. Instrumen Penilaian

- Make writing by completing the following procedure text. Don't forget to use time connectors in your writing.

Tomato Soup

Ingredients:

- 4 large tomatoes
- spices
- 1 small onion
- ½ teaspoon of salt
- 8 cups of water
- ¼ teaspoon of pepper
- small clove garlic
- ¼ teaspoon of butter

Steps:

1. Cut ……………………………………………….
2. Fry ……………………………………………….
3. Add………………………………………………
4. Heat …………………………………………………
5. Turn……………………………………………….

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

Mengetahui,
Guru Pamong

Polewali,   April 2017
Mahasiswa

<u>Nuim Hayat</u>

APPENDIX C

TABLE THE STUDENTS' EXACT 2 CLASS SMAN 3 POLEWALI

Students' Code	Name
1	Syahrul Rahim
2	Andi Muhammad Aswa
3	Rayhan Hidayat
4	Nur Eni
5	Darmawati
6	Fausiah
7	Irwan
8	Haerul Akbar
9	Sri Rahayu
10	Rusdiana
11	Musman Yusuf
12	Muh. Abdillah
13	Ayu Pusparini
14	Dewi Juliani
15	Muh. Irman Sukri
16	Sumrah Dewi
17	Irmawati Ruslan
18	Purnama Retna N
19	Nasrul N
20	Sumarni

APPENDIX D

Pre-test Accuracy

No	Accuracy		Total	Mean Score
	Pronunciation	Vocabulary		
1	6.7	6	**12.7**	**6.35**
2	5	5	**10**	**5**
3	5	5	**10**	**5**
4	5	5	**10**	**5**
5	3.3	3.3	**6.6**	**3.3**
6	5	6	**11**	**5.5**
7	3.3	5	**8.3**	**4.15**
8	5	6.7	**11.7**	**5.85**
9	5	5	**10**	**5**
10	7.3	6.7	**14**	**7**
11	1.7	5	**6.7**	**3.35**
12	1.7	5	**6.7**	**3.35**
13	6.7	6.7	**13.4**	**6.7**
14	6.7	5	**11.7**	**5.85**
15	3.3	6.7	**10**	**5**
16	5	5	**10**	**5**
17	7.3	6.7	**14**	**7**
18	3.3	5	**8.3**	**4.15**
19	5	5	**10**	**5**
20	5	5	**10**	**5**
∑x	**96.3**	**108.8**	**205.1**	**102.55**
	4.815	**5.44**	**10.255**	**5.1275**

Pre-test Fluency

No	Fluency		Total	Mean Score
	Self-Confidence	Smoothness		
1	6.7	6.7	**13.4**	**6.7**
2	6.7	6.7	**13.4**	**6.7**
3	6.7	5	**11.7**	**5.85**
4	5	6	**11**	**5.5**
5	5	3.3	**8.3**	**4.15**
6	6.7	6.7	**13.4**	**6.7**
7	5	5	**10**	**5**
8	6.7	5	**11.7**	**5.85**
9	1.7	1.7	**3.4**	**1.7**
10	8.3	6.7	**15**	**7.5**
11	5	3.3	**8.3**	**4.15**
12	6.7	6.7	**13.4**	**6.7**
13	3.3	1.7	**5**	**2.5**
14	6.7	6.7	**13.4**	**6.7**
15	5	5	**10**	**5**
16	3.3	3.3	**6.6**	**3.3**
17	7.7	7.7	**15.4**	**7.7**
18	3.3	3.3	**6.6**	**3.3**
19	5	5	**10**	**5**
20	6.7	6.7	13.4	6.7
∑x	**111.2**	**102.2**	213.4	106.7
	5.56	**5.11**	**10.67**	**5.335**

Post-test Accuracy

No		Accuracy		Total	Mean Score
		Pronunciation	Vocabulary		
1		8.3	8.3	**16.6**	**8.3**
2		5	6.7	**11.7**	**5.85**
3		6.7	6.7	**13.4**	**6.7**
4		6.7	6.7	**13.4**	**6.7**
5		5	5	**10**	**5**
6		6	6.7	**12.7**	**6.35**
7		5	6.7	**11.7**	**5.85**
8		5	8.3	**13.3**	**6.65**
9		5	6.7	**11.7**	**5.85**
10		7.7	8.3	**16**	**8**
11		5	5	**10**	**5**
12		3.3	6.7	**10**	**5**
13		8.3	8.3	**16.6**	**8.3**
14		8.3	8.3	**16.6**	**8.3**
15		5	8.3	**13.3**	**6.65**
16		6.7	6.7	**13.4**	**6.7**
17		7	8.3	**15.3**	**7.65**
18		5	6.7	**11.7**	**5.85**
19		6.7	5	**11.7**	**5.85**
20		6.7	6.7	**13.4**	**6.7**
∑x		**122.4**	**140.1**	**262.5**	**131.25**
		6.12	**7.005**	**13.13**	**6.5625**

Post Test Fluency

No	Fluency		Total	Mean Score
	Self-Confidence	Smoothness		
1	8.3	8.3	**16.6**	**8.3**
2	8.3	6.7	**15**	**7.5**
3	6.7	6.7	**13.4**	**6.7**
4	6.7	6.7	**13.4**	**6.7**
5	6.7	5	**11.7**	**5.85**
6	8.3	6.7	**15**	**7.5**
7	6.7	5	**11.7**	**5.85**
8	6.7	6.7	**13.4**	**6.7**
9	3.3	3.3	**6.6**	**3.3**
10	8.3	7	**15.3**	**7.65**
11	5	5	**10**	**5**
12	6.7	5	**11.7**	**5.85**
13	5	5	**10**	**5**
14	8.3	6.7	**15**	**7.5**
15	6.7	6.7	**13.4**	**6.7**
16	5	6	**11**	**5.5**
17	7.7	8.3	**16**	**8**
18	5	3.3	**8.3**	**4.15**
19	6.7	5	**11.7**	**5.85**
20	8.3	6.7	**15**	**7.5**
$\sum x$	**134.4**	**119.8**	254	127.1
	6.72	**5.99**	12.7	6.355

a) The mean score of pre-test:

Accuracy

$$X = \frac{\Sigma x_1}{N}$$

$$X = \frac{102.55}{20}$$

$$X = 5.13$$

Fluency

$$X = \frac{\Sigma x_1}{N}$$

$$X = \frac{106.7}{20}$$

$$X = 5.33$$

b) The mean score of post-test

$$X = \frac{\Sigma x_2}{N}$$

$$X = \frac{131.25}{20}$$

$$X = 6.56$$

Fluency

$$X = \frac{\Sigma x_2}{N}$$

$$X = \frac{127.10}{20}$$

$$X = 6.35$$

c) The mean score of pre-test and post test

Accuracy

$$X = \frac{\Sigma D}{N}$$

$$X = \frac{28.7}{N20}$$

$$X = 1.43$$

Fluency

$$X = \frac{\Sigma D}{N}$$

$$X = \frac{20.4}{N20}$$

$X = 1.02$

d) For calculating t-test

Accuracy

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

$$t = \frac{1.43}{\sqrt{\dfrac{45.71\dfrac{823.69}{20}}{20(19)}}}$$

$$t = \frac{1.43}{\sqrt{\dfrac{4.53}{380}}}$$

$$t = \frac{1.43}{\sqrt{0.01}}$$

$$t = \frac{1.43}{0.1}$$

$$t = 14.3$$

t-test= 14.3

Thus, t = 14.3 α = 0.05 and df = 20 derived from df = (N-1) = 20-1 = 19. So, t-value = 0.093 (it can be seen in appendix G in distribution t-table).

Fluency

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

$$t = \frac{1.02}{\sqrt{\dfrac{31.16 - 20.81}{20(19)}}}$$

$$t = \frac{1.02}{\sqrt{\dfrac{10.35}{380}}}$$

$$t = \frac{1.02}{\sqrt{0.03}}$$

$$t = \frac{1.02}{0.17}$$

$$t = 6$$

t-test= 6

Thus, t = 6 α = 0.05 and df = 20 derived from df = (N-1) = 20-1 = 19. So, t-value = 0.093

(it can be seen in appendix G in distribution t-table).

e) The percentage of students' improvement

1. Accuracy

$$P = \frac{x2 - x1}{x1}x100\%$$

$$P = \frac{6.56 - 5.13}{5.13}x100\%$$

$$P = 0.28x100\%$$

$$P = 28\%$$

2. Fluency

$$P = \frac{x2 - x1}{x1}x100\%$$

$$P = \frac{6.35 - 5.33}{5.33}x100\%$$

$$P = 0.19x100\%$$

$$P = 19\%$$

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

Appendix H

Students' Picture in Activity

CURRICULUM VITAE

Nuim Hayat was born in Madatte on April 1st 1994 from the marriage of her parents Saddad and Anisa. He is the Fourth child in his family and has five sisters and one brother. He began her play group school at TK Pembina in 1997 and graduated 1999. He continued hid study at elementary school at MI DDI Madatte in 1999 and graduated 2006. He continued his study at SMPN 4 Polewali and graduated in 2009. After finished his junior high school, she continued her study at SMAN 3 Polewali and graduated in 2012. Then he continued his study at the English Department of FKIP of University Muhammadiyah of Makassar in 2012.