

**TEACHING SPEAKING SKILL THROUGH LISTENING DAILY
CONVERSATION TO THE ELEVENTH YEAR STUDENTS
OF SMA PMDS PUTRI PALOPO**



A THESIS

**Submitted to the S1 Tarbiyah Department of State
College for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S.Pd.
Degree in English Education**

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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2014**

THESIS APPROVAL

This thesis entitled “*Teaching Speaking Skill Through Listening Daily Conversation to the Eleventh Year Students Of SMA PMDS Putri Palopo*”, which is written by **Ummu Kalsum Amrullah, REG. NUM. 09.16.3.0170**, English S1 study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and had been examined and defended in MUNAQASYAH session which was carried out on Wednesday, March 19th 2014, coincided with 17 Rabi’ul Awal 1435 H, it was authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language education.

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TABLE OF CONTENTS

TITLE PAGE	i
THESIS APPROVAL	ii
NOTA DINAS PEMBIMBING	iii
CONSULTANT APPROVAL	iv
PRONOUNCEMENT	v
TABLE OF CONTENTS'	vi
LIST OF TABLES	viii
ACKNOWLEDGEMENT	xi
ABSTRACT	xiii
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
F. Definition of the Terms	5
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Speaking Skill	8
1. Definition of Speaking	8
2. Types of Classroom Speaking Performance	9
3. The Abilities Underlying Speaking Proficiency	11
4. The main aspect in Assessing Speaking Skill	13
C. Procedures of Listening Conversation Activities	19
1. Bottom-up Processing	19
2. Top-down Processing	21
D. Theoretical Framework	23
E. Hypothesis	24
CHAPTER III : RESEARCH METHOD	25
A. Method	25
B. Location of the research	25
C. Research Design	26
D. Research Participants	26
E. Instruments of the Research	27
F. Technique of Collecting Data	27

G. Research Procedure 29

H. Technique of Data Analysis 34

CHAPTER IV : FINDINGS AND DISCUSSION 40

 A. Findings 40

 1. The explanation of cycle 1 44

 2. The explanation of cycle 2 68

 B. Discussion..... 96

CHAPTER V : CONCLUSIONS AND SUGGESTIONS 100

 A. Conclusions 100

 F. Suggestions..... 101

BIBLIOGRAPHY 102



IAIN PALOPO

LIST OF TABLES

Tables	Page
3. 1. Score percentage of the students' speaking skill in accuracy	34
3. 2. Score percentage of the students' speaking skill in fluency	35
3. 3. Score percentage of the students' speaking skill in comprehensibility	36
3. 4. Rating scale of speaking	38
4. 1. The names of the official member of PMDS Putri Palopo	43
4. 2. The wrong in speaking from respondent 01.....	46
4. 3. The wrong in speaking from respondent 02.....	47
4. 4. The wrong in speaking from respondent 03.....	48
4. 5. The wrong in speaking from respondent 04.....	48
4. 6. The wrong in speaking from respondent 05.....	49
4. 7. The wrong in speaking from respondent 06.....	50
4. 8. The wrong in speaking from respondent 07.....	50
4. 9. The wrong in speaking from respondent 08.....	51
4. 10. The wrong in speaking from respondent 09	52
4. 11. The wrong in speaking from respondent 10	52
4. 12. The wrong in speaking from respondent 11	53
4. 13. The wrong in speaking from respondent 12	54
4. 14. The wrong in speaking from respondent 13	55
4. 15. The wrong in speaking from respondent 14	55
4. 16. The wrong in speaking from respondent 15	56
4. 17. The wrong in speaking from respondent 16	57
4. 18. The wrong in speaking from respondent 17	58
4. 19. The wrong in speaking from respondent 18	58
4. 20. The wrong in speaking from respondent 19	59
4. 21. The wrong in speaking from respondent 20	60
4. 22. The wrong in speaking from respondent 21	61

4. 23. Accuracy result test cycle 1	62
4. 24. Fluency result test cycle 1	63
4. 25. Comprehensibility result test cycle 1	63
4. 26. The result of data from observation in cycle 1	64
4. 27. The result of data from observation in cycle 1.....	65
4. 28. The result of data from observation on students' activities cycle 1	66
4. 29. The wrong in speaking from respondent 01	71
4. 30. The wrong in speaking from respondent 02	71
4. 31. The wrong in speaking from respondent 03	71
4. 32. The wrong in speaking from respondent 04	72
4. 33. The wrong in speaking from respondent 05	73
4. 34. The wrong in speaking from respondent 06	73
4. 35. The wrong in speaking from respondent 07	74
4. 36. The wrong in speaking from respondent 08	74
4. 37. The wrong in speaking from respondent 09	75
4. 38. The wrong in speaking from respondent 10	76
4. 39. The wrong in speaking from respondent 11	76
4. 40. The wrong in speaking from respondent 12	77
4. 41. The wrong in speaking from respondent 13	78
4. 42. The wrong in speaking from respondent 14	79
4. 43. The wrong in speaking from respondent 15	79
4. 44. The wrong in speaking from respondent 16	80
4. 45. The wrong in speaking from respondent 17	81
4. 46. The wrong in speaking from respondent 18	81
4. 47. The wrong in speaking from respondent 19	82
4. 48. The wrong in speaking from respondent 20	83
4. 49. The wrong in speaking from respondent 21	83
4. 50. Accuracy Result test cycle 2	84

4. 51. Fluency result test cycle 2.....	85
4. 52. Comprehensibility result test cycle 2	85
4. 53. The result of data observation in cycle 2	86
4. 54. The result of data observation in cycle 2	87
4. 55. The observation on students' activities cycle 2	89
4. 56. Result of students' perception through questionnaire.....	91
4. 57. You are interested in studying English by using Listening daily conversation	91
4. 58. You are in studying English by using listening daily conversation	92
4. 59. Are you the ability has improving when listen daily conversation	92
4. 60. Using listening daily conversation model in teaching speaking is frequency in very impotent	93
4. 61. Studying by using listen daily conversation model can create the condition of class be more enjoyable	93
4. 62. Listening daily conversation made myself had been brave of speaking in front of class	94
4. 63. The method listening daily conversation can improve of speaking me ability than the other way	94
4. 64. You are easier comprehended speaking by using daily conversation model	95
4. 65. By using listening daily conversation model can improve your motivation in studying English especially in speaking	95

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Palopo, February 1st 2014 M

The researcher



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ABSTRACT

Ummu Kalsum Amrullah. 2014. *Teaching Speaking Skill through Listening Daily Conversation to the Eleventh Year Students of SMA PMDS Putri Palopo*. Thesis S1. English Study Program of Tarbiyah Department STAIN Palopo. Consultants: (I) Masruddin (II) Amir Faqihuddin Assafari.

Key Words: Speaking Skill, Listening Daily Conversation.

This thesis studies about the Teaching speaking skill through listening conversation activities to the Eleventh Year Students of SMA PMDS Putri Palopo. the problem statement of the research was "How to teach speaking skill through listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo?, and how is the students response toward teaching English by listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo"?.

The objective of this research are; to find out the teaching of students' speaking skill of the XI SMA PMDS Putri palopo when listening daily conversation and to find out the student's response in teaching by listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo..

This research focused on the XI class students of SMA PMDS Putri Palopo, and the total numbers of the student were 21 students. The method of the research applied Classroom Action Research (CAR) and using two cycles. The instruments of the research are presentation test and observation list. Presentation test was given to know how far the students understand the material that has been given and observation list about active participation during teaching learning process.

The result of this research shows that there were significant developments on student's speaking skill to the eleventh year students of SMA PMDS Putri Palopo after conducting the cycle by using of listening daily conversation. In which, the score of cycle 2 is bigger than the score of cycle 1 it means that these methods were effective way in English learning to the students so the students gave positive responses toward English learning and to teach speaking skill through daily conversation with shared papers about the material instruction to be heard on the tape, researcher played the cassette, then the students practiced the conversation, when the students had a good pronunciation the researcher played again the cassette.

CHAPTER I

INTRODUCTION

A. Background

English is foreign language which has important role in globalization era right now. English functions as a tool of communication to connect people from other country in the world. Therefore English is integral part of human life in interaction. Language and society are so intertwined that it is impossible to understand one without the other. All human societies depend on are shaped by language, and language itself is shaped by society.

Human beings are social creatures that need to associate with one another because they could not live alone. We communicate with a language to keep our relationship. Language is the media of human communication. So we need to learn how to talk, especially foreign language, English is a language that is already global. Artati, R Nina says “There are several factors that can affect one’s ability in English, the vocabulary, pronunciation, listening, grammar and courage in using English”.¹

Teaching language certainly involves many things that we should know before conveying material. One of the important things is using media. As we know that media in instructional educative is used to make teaching and learning process running well. Research assumes that media have superiority major contribution to

¹ Nina Artati R, *Ngomong Inggris Gak Pake Mikir...!*, (Yogyakarta: Pustaka Widyatama, 2009), p. 5.

help teachers in delivering the point or the core of the subject that they want to transfer.

Media, such as a listening daily conversation in the audio CD will be positively received by the students due to the dynamic reason. The role of media is needed in learning process not only as a tool but also as a part of integral in educational system and learning process.

In this research, the writer use listening daily conversation in the audio CD as a media to convey the material specially in teaching speaking. Listening daily conversation is very important to be used in teaching, especially to students' in the repair pronunciation. Listening daily conversation in the audio CD can make clear and easy to understand well for students. Listen daily conversation in the audio CD can help teacher to get the instruction to get the instructional aims, because Listen daily conversation in the audio CD includes as a media that very easy, and cheap. It means that to make high value of leaning because listen daily conversation, the students experience and their understanding are larger, clear and easy to practice.

English language skills will not be able to improve if rarely used or trained, especially in terms of conversational English. Conversations with a lot of exercise, the ability to master English conversation will be growing and fluently, like in the field of vocabulary, grammar or patterns in the preparation of sentences in conversation.²

² Rudy Hariyono, *Active English Conversation*, (Cet. I; Jakarta: Gitamedia Press, 2003), p. 3.

Ever-growing needs for fluency in English around the world because of the role of English as the world's international language has given priority to finding more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills. Richard C Jack says "Our understanding of the nature of listening and speaking has undergone considerable changes in recent years".³ Speaking skills is difficult for foreign learners because effective oral communication has the ability to use language appropriately in social interaction. Because it is use in social interaction, the learners of language must have well in speaking.

Background of this study is to know the appropriate technique to teach English especially teaching students speaking skill through listening daily conversation. Indonesian learners who study English as second language still get difficulty in listening because the spoken language and written language is quite different with their mother tongue. The research tried to use audio as a medium to help and to teach students in order to speaking skill especially daily conversation.

Based on the assumption above, the researcher interested to do research about "Teaching speaking skill through listening daily conversation to the eleventh year students of SMA PMDS Putri Palopo".

³ Jack C. Richards, *Teaching Listening and Speaking*, (First Published; America: Cambridge University press, 2008), p. 1.

B. Problem Statement

Based on the background above, the researcher formulates the research question as follows:

1. How to teach speaking skill through listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo?.
2. How is the student's response toward teaching English by listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo?.

C. Objective of the Research

Related to the question above, the objective of the research are:

1. To find out the teaching of students' speaking skill of the XI SMA PMDS Putri palopo when listening daily conversation.
2. To find out the student's response in teaching by listening daily conversation at the eleventh year students of SMA PMDS Putri Palopo.

D. Significance of the Research

The result of this research is expected to be useful information to the learners of PMDS Putri Palopo as foreign language in general who want to improve their ability in one of English skills namely speaking skill by listening daily conversation. The result of this research is useful for all below:

1. To give contribution and solution to the learners of English in general, particularly of the students at SMA PMDS Putri Palopo to find out the effective way in improving their ability in speaking skill through listening daily conversation.

2. To give contribution for the English teachers at SMA PMDS Putri Palopo to teach the students' speaking skill in learning English particularly speaking skill through listening daily conversation.

3. To give new information to other researcher who want to conduct the further research through listening daily conversation and all readers who want to know the effectiveness of teach improving students' speaking skill through listening daily conversation.

E. Scope of the research

The scope of this research focuses on the use of listening daily conversation for teach students' speaking skill at the XI class of SMA PMDS Putri Palopo. The material of listening conversation focuses on the (Daily conversation).

F. Definition of Terms

To get general understanding about the aim of the title this research, the writer will be explained that:

1. Speaking skill is ability to speaking in target language or communicates each other.
2. Listening conversation in the form of audio CD make easy to pronounce the word or phrase in the English language.
3. Listening as comprehension is the traditional way of thinking about the nature of listening.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings.

In writing this thesis the researcher finds some researches related which make the writer eager to hold the research. Those are:

1. Wijayanti, Anita prihatin in tesis Rafika Purnama Mulia. Under the title of a Descriptive Study of Teaching Speaking at the Third Year Students of Language Program Pangudi Luhur Saint Joseph Senior High School Surakarta. She stated that the technique that is used by the teacher to teach teaching speaking is a presentation.¹

2. Pati, under the title of the Effectiveness of Communicative Approach in Teaching Speaking Skill at the Second Year Students of SMK Analisis Kimia Palopo. She stated interactive speaking situations include face to face conversation in which are alternately listening and speaking we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.²

3. Zulkifli, under the title of the Effectiveness of Natural Approach in Improving Students' Speaking Skill at the Eleventh Year Students of SMA PMDS Putri Palopo in 2009/2010 Academic year. He stated speaking is one of English skills which used

¹ Rafika Purnama Mulia, *"Developing Speaking Skill by Discussing A Film To the Eleventh Year Students of SMA N 1 Walenrang"*, A Thesis S1, (Palopo: Sekolah Tinggi Agama Islam Negeri Palopo, 2010), p. 6. Unpublished.

² Pati, *"The Effectiveness of Communicative Approach in Teaching Speaking Skill At the Second Year Students of SMK Analisis Kimia Palopo"*, A Thesis S1, (Palopo: Sekolah Tinggi Agama Islam Negeri Palopo, 2008), p. 9. Unpublished.

in our daily communication either in formal or not formal situation. English is a skill that we can learn indeed because we always use it to communicate in our daily life so that we cannot get behind in using one of the International languages.³

Based on the statement above the research absorb to compose the thesis that is applied by means of listening daily conversations related to the role of students and provide convenience to students further develop their speaking. Listening daily conversation is consider way learning student in English speaking for creating students could speak properly.

Based on the previous of findings above, the researcher assumes that in teaching students' speaking skill the English teachers have to find out the appropriate way in presenting the teaching material in the class room or outdoor that can be useful and interested for learners.

There are some ways that can be used such as listening daily conversation by giving to interesting topic, after listening to the conversations of daily conversation, students will be repeating the pronunciation heard of the tapes, and then presented to the class. Learning style of students can be realized through making student like English native.

³ Zulkifli, "*The Effectiveness of Natural Approach in Improving Students' Speaking Skill At the Eleventh Year Students of SMA PMDS Putri Palopo in 2009/2010 Academic Year*", A Thesis S1, (Palopo: Sekolah Tinggi Agama Islam Negeri Palopo, 2009), p. 3. Unpublished.

Real life listening in the classroom.

a. Informal talk.

Most listening texts should be based on discourse that is either genuine improvised, spontaneous speech, or at least a fair imitation of it. A typical written text that is read aloud as a basis for classroom daily listening will provide the learners with no practice in understanding the most common form of spoken discourse.

b. Speaker visibility; direct speaker-listener interaction.

It is useful to the learners if you improvise at least some of the listening texts yourself in their presence (or, if feasible, get another competent speaker of the language to do so).

c. Single exposure.

Learners should be encouraged to develop the ability to extract the information they need from a single hearing. The discourse, therefore, must be redundant enough to provide this information more than once within the original text.⁴

B. Speaking Skill

1. Definition of Speaking

Speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. The nature of the speech act should, therefore, play a central role in the process of speech production.

⁴ Marion Williams and Tony Wright, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1999), p. 41-42

Jack. C Richards in his book, *teaching listening and speaking from Theory to practice* say “approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions than the teaching of listening. “Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and other drill-based or repetition based methodologies of the 1970”.⁵

Speaking as an instance of use, therefore, is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation. The act of speaking involves not only the production of sounds but also the use of gesture, the movements of the muscles of the face, and indeed of the whole body. All of these non-vocal accompaniments of speaking as communicative activity are transmit through the visual medium. When we think of the speaking in this way, therefore, it is no longer true that it associate solely with the aural medium.

2. Types of Classroom Speaking Performance

In speaking, teacher have to know situation in the classroom, in other they know how to manage the classroom’ condition. In teaching by principle, H. Douglas Brown said that there are six types of classroom speaking performance that students are

⁵ Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (First Published; United State of America: Cambridge University press, 2008), p. 2.

expected to carry out in the classroom.⁶ Types of classroom speaking performance they are:

a. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating human tape recorder speech where, for example, learner practice an intonation contour or try pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes step beyond imitative to include any speaking performance that is design to practice some phonological aspect of language.

c. Responsive

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

d. Transactional (Dialogue)

Transactional language, carried out for conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

⁶ H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Second Edition; New York: Longman. Inc., 2002), p. 271-274.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. After the teacher know about the some types of situation during the learners perform their speaking, teacher can predict the students who scored high and low values in a situation that occurred at that time.

3. The Abilities Underlying Speaking Proficiency

Learning to speak a foreign language more than knowing it's grammatical and semantic rules. Learners must also acquire knowledge of how native speaker use the language in the context of structured interpersonal exchange in which many factors interact. It is necessary to examine the factor affecting adult learners' oral communication, components underlying speaking proficiency used in communication.⁷

According to Jack C. Richard & Willy A. Renandya, we can show graphically the abilities underlying speaking proficiency.⁸ There are some abilities in underlying speaking proficiency, is as follows:

a. Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards

⁷ Jack C. Richards & Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 204.

⁸ *Ibid.*, p. 206-207.

to speaking, the term mechanics refer to basic sound of letters and syllables, pronunciation of words, intonation, and stress.

b. Discourse Competence

In addition to grammatical competence, learners must develop discourse competence, which is concerned with inter sentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

c. Sociolinguistic Competence

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learner must have competence which involves knowing what is expected socially and culturally by user of the target language, that is learner must acquire the rules and norm governing the appropriate timing and realization of speech acts. Understanding the social linguistic side of language helps learners know what comment are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

Strategic competence, which is the way learners manipulate language in order to meet communicative goals is perhaps the most important of all the communicative

competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse. “With reference to speaking, strategic competence refer to the ability to know when and how to take the floor, how to keep conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems”.⁹

4. The Main Aspect in Assessing Speaking Skill

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.¹⁰

Therefore researchers have references about assessing speaking skills based on various sources, assessing speaking namely:

a. Aspects of assessing speaking skill

Testing students spoken language command is one of the most important aspects of an overall over all evaluation of the student’s language. Performance speaking skill into two features that consists of fluency and accuracy, and second is performance features that consists of content and interaction. Appropriacy is the ability in use of language generally appropriate to the function.

⁹ *Ibid.*, p. 208.

¹⁰ Sari luoma, *Assesing speaking*, (Cambridge: Cambridge University Press, 2004), p. 1.

b. Assessing in speaking is very important, in other we can know how is the students ability or achievement during studying the language. Based on opinion of some experts, there are at least three main aspects of speaking assessment, namely, fluency, accurancy, and comprehensibility, for further explanation, it will be explained the speaking skill consists of three main components, as follows:

1) Fluency

Fluency based according Wilga M Rivers says that, “Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching”.¹¹ Fluency is a speech and language pathology term that means the smoothness, syllables, words and phrases are joined together when speaking quickly.¹² Fluency is designed to let you speak, than give you feedback as to how you did-what to correct and how to correct it.

2) Accuracy

Accuracy is the ability in use target language clearly, intelligible, pronunciation, particular, grammatical, and lexical accuracy. Brawn says that accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar and discourse in their spoken output.¹³

¹¹ Rivers. Wilga M, *Teaching Foreign Skills*, (London: The University of Chicago Press, 1981), p. 372.

¹² Bruce Harrer. 1996, *Language Fluency*, (<http://en.wikipedia.org/wiki/Fluency>. Accessed 03 Maret 2014).

¹³ H. Douglas Brown, *Op. Cit.*, p. 268.

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understands.

Comprehension based according Martin H. Manser, is exercise to improve one's understanding.¹⁴ Ability to understand/exercise that trains students to understand a language.¹⁵

c. There are some characteristics that can make speaking difficult. Brown H. Douglas demonstrates some of the characteristics of spoken language that can make oral performance easy as well as, in some cases difficult:

1) Clustering.

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy.

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms.

Contraction, elisions, reduced vowels, etc., full form special problems in teaching spoken English.

¹⁴ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New Edition; Oxford University Press, 1995), p. 81.

¹⁵ Victoria bull, *Oxford Learner's Pocket Dictionary*, (Fourth Edition; China: Oxford University Press, 2008), p. 86.

4) Performance variables.

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5) Colloquial language.

Make sure your student's reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice producing these forms.

6) Rate of delivery.

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

7) Stress, rhythm and intonation.

The most important characteristic of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation patterns can very important messages.

8) Interaction.

Learning to produce moves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.¹⁶

Pronunciation should also be considered if you want to speak English well. This does not mean that it should be able to speak properly surfing and native speakers, but rather to say word for word how well and clearly to be understood by the listener.

¹⁶ H. Douglas Brown, *Op. Cit.*, p. 270-271.

Because the main thing in a conversation is when both parties understand each other their respective talks.

Speaking is fundamentally an instrument act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.¹⁷

Speaking is used for many different purposes, and each purpose in vive different skill. When we use casual conversation, when we engage in discussion with on the other hand, the purpose may be to seek or express opinion to prude someone about something or to clarify information. In his book Jack C Richard and Willy A. Renandya entitled, *Methodology in Language Teaching*, said: "In some situations we use to speak to give instructions or get done".¹⁸ Heaton defines "speaking ability as the ability to communicate ideas appropriately and effectively".¹⁹ In conclusion, speaking ability is the ability to speak appropriately and effectively in real communicative situation in order to communicate ideas to other.

5. Teaching of Speaking

Spoken text may speak many different accents, from standard or non-standard, area, non-native, and so on. Thus we have difficulty in practicing the language in

¹⁷ Herbert H Clark and Eve V Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich, 1997), p. 233.

¹⁸ Jack C Richard and Willy A Renandya, *Op. Cit.*, p. 201.

¹⁹ J.B. Heaton, *Writing English Language Test*, (New York: Longman Group UK Company, 1988), p. 87.

everyday life especially in daily conversation. In this study, researchers teach how to speak good English and correct by using audio as a means to listen to the pronunciation.

In listening we are required to listen or understand what we listen to. As in to say by Jack C Richard “this view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse”.²⁰

Proficiency tells a universal skill that needs to be mastered by everyone. This proficiency very tightly linked with proficiency hears. Proficiency students recalled owners refer to Convey, opinions, feelings, and critical and creative ideas orally and intonation as well as polite.

General definition of tells is events pronounce sounds that are born rather than the tools of human articulation. Emphasis is given to the student confidence to speak and use pronunciation using appropriate grammar. In research the teaching speaking skill is after students listening daily conversation, after that students asked to explain what was heard from the daily conversation. Then they pair off with each other to practice conversation in front of the class. But before students telling daily conversation students are taught the pronunciation of passages from the daily conversation.

In this study using direct observation techniques, individuals who researched visited and viewed its activities in a natural situation. Direct observation objective is

²⁰ Jack C. Richards, *Op. Cit.*, p. 3.

to obtain information relevant to the problem. In this study also uses other tools to obtain data as said by Sukardi "to obtain data for researchers at the recommended use tools like notes, camera, and recording. Such tools are used primarily to maximize when recording should capture the data from the field".²¹

C. Procedures of Listening Conversation Activities.

As said by Jack C Richard "Understanding spoken discourse: bottom-up and top-down processing. Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as *bottom-up* and *top-down* processing".²² So in the process of this study using bottom-up and top-down processing.

1. Bottom-up Processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

In the classroom, examples of the kinds of tasks that develop bottom-up listening skills required listeners to do the following kinds of things:

- a. Identify the referents of pronouns in an utterance.
- b. Recognize the time reference of an utterance.

²¹ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2008), p. 159.

²² Jack C. Richards, *Op. Cit.*, p. 4.

- c. Distinguish between positive and negative statements.
- d. Recognize the order in which words occurred in an utterance
- e. Identify sequence markers
- f. Identify key words that occurred in a spoken text
- g. Identify which modal verbs occurred in a spoken text.²³

Here are some examples of listening tasks that develop bottom-up processing:

- 1) Mr. Edwards, may I introduce you to Miss Johnson?
- 2) Miss Davies, allow me to introduce you to Mr. Anderson.
- 3) Jonathan, let me introduce you to Angela.
- 4) James, this is Nancy.
- 5) Let me introduce myself, my name is Peter.
- 6) Steven, I would like you to meet my friend. Steven Smith, Jessica Andrews.
- 7) My name is Samantha.
- 8) How do you do?
- 9) I'm glad to meet you.
- 10) I'm very pleased to meet you.
- 11) I have heard a lot about you.
- 12) It's pleasure to know you.
- 13) It's nice to meet you.
- 14) What is your name?
- 15) How do you spell your name?

²³ *Ibid.*, p. 6.

2. Top-down Processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them.

For example, consider how we might respond to the following utterance:

“I heard on the news there was a big earthquake in China last night.”

On recognizing the word earthquake, we generate a set of questions for which we want answers:

- a. Where exactly was the earthquake?
- b. How big was it?
- c. Did it cause a lot of damage?
- d. Were many people killed or injured?
- e. What rescue efforts are under way?

These questions guide us through the understanding of any subsequent discourse that we hear, and they focus our listening on what is said in response to the questions.

In research here is some examples of listening tasks that develop top-down processing:

- 1) Conversation in the market

“Lillian is in the traditional market at the moment. She wants to buy some daily needs”

2) Listening to this conversation

Clerk : Can I help you?

Lillian : Yes please.....I need a kilogram of eggs. How much is it?

Clerk : It's Rp15.000

Lillian : Wow, that's expensive. Can I bargain?

Clerk : I am sorry, it's already fixed.....

Lillian : Oh ok, I'll take it and also one big pack of butter.

Clerk : One kilogram of eggs and a big pack of butter. Here they are....

Lillian : How much should I pay?

Clerk : Rp35.000 altogether

Lillian : Here is Rp40.000

Clerk : So your change is Rp5.000. Thank you.

Lillian : You are welcome.²⁴

3) Listen to the rest of the conversation and answer the following questions!

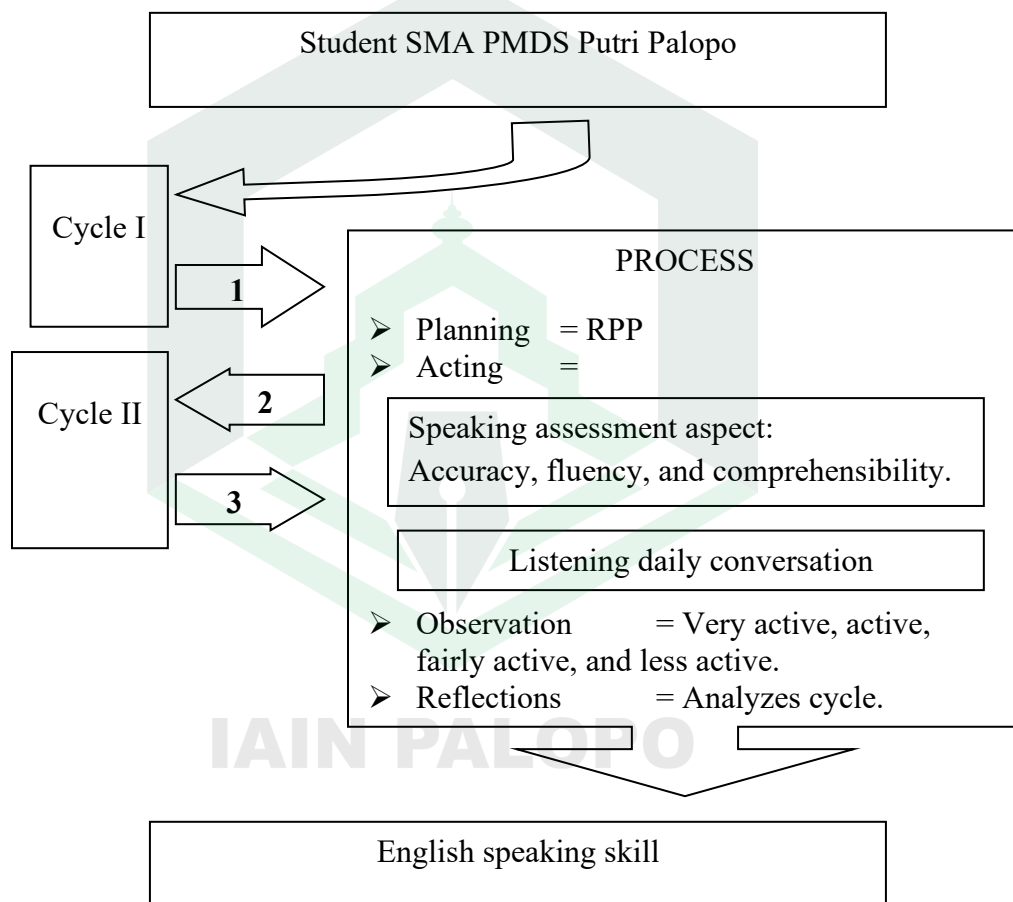
- a) What does Lillian buy?
- b) Does she try to bargain?
- c) Does the clerk finally agree with the price of the bag that Lillian ask?
- d) Does Lillian finally buy the table cloth? Why?

²⁴ Stefhani Ridha Rahmawati, *Mudah Melakukan Percakapan Sehari-hari dalam Bahasa Inggris*, (Jakarta: Tangga Pustaka, 2010), p. 11-12.

If the listener is unable to make use of top-down processing, an utterance or discourse may be incomprehensible. Bottom-up processing alone often provides an insufficient basis for comprehension.²⁵

D. Theoretical Framework

The theoretical framework can be seen below:



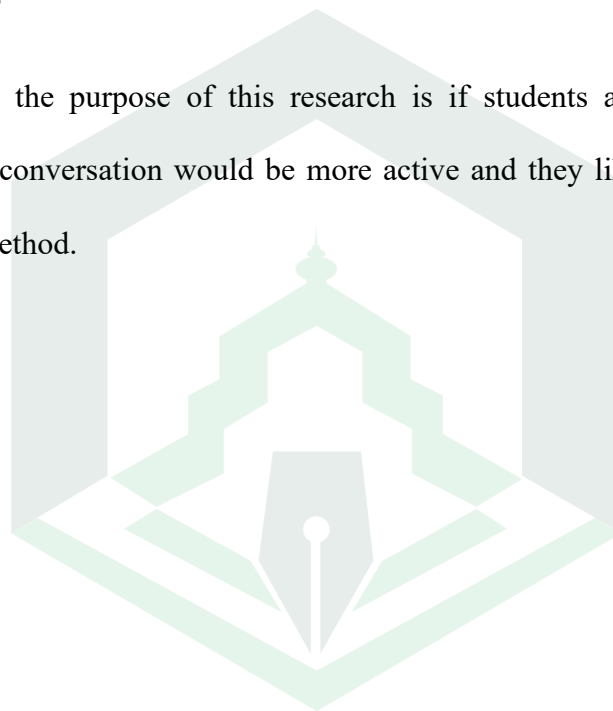
In the diagram above shows that students of SMA PMDS Putri Palopo as an object of the research, listening daily conversation way is the independent variable

²⁵ *Ibid.*, p. 13.

and English speaking skill is the dependent variable. Processing test competency, first cycle, and second cycle used in the procedure of collecting data. Accuracy, fluency, and comprehensibility are aspects in assessing speaking skill. In each cycle there are several processes which namely; planning, action, observation, and reflection.

E. Hypothesis

Based on the purpose of this research is if students are given speaking by listening daily conversation would be more active and they liked the listening daily conversation method.



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

Within this chapter the discussion deals with method, location of the research, research design, research participant, instruments of the Research, research procedure, technique collecting data and technique of data analysis.

A. Method

In this research, there searcher applied classroom action research method action research. Syamsu S, in his book learning strategy of Islamic education, said "The method is the way that teachers use to delivering learning materials to learners in order to achieve the goals set". Therefore this research would be applying classroom action research.

This action research was done in two cycles where each cycle consists of four stages, namely; planning, acting, observation, and reflecting. They were cycle I and cycle II. Each cycle comprises the series of activities which relates each other. The realization of the cycle II was continued and improved based on the reflection cycle I. The aimed of this research were to find out the best way to teaching speaking skill through listening daily conversation.

B. Location of the Research

This research was conducted at SMA PMDS Putri Palopo on jl. Dr. Ratulangi Kota Palopo. There are 21 students at the eleventh year students of SMA PMDS Putri Palopo.

C. Research Design

The design of this research was Classroom Action Research (CAR) where the researcher tries to describe about teaching speaking skill classroom and method in listening daily conversation at the eleventh year in SMA PMDS Putri Palopo.

D. Research Participants

The Participants of the research were:

1. Researcher.

Researcher in this research, as the subject of the research where the researcher would apply classroom teaching speaking and use of listening daily conversation method in language learning.

2. Students

The students in this research as subject of the research, and the research about teaching speaking skill through listening daily conversation, the researcher hope after researching the students can speak better and perfect.

3. Collaborator

The collaborator in this research as observer, the collaborator helps the researcher to observe the students. So, the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.¹

IAIN PALOPO

¹ Kunandar, *Langkah Mudah Penelitian Tindakan kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajagrafindo Persada, 2008). p. 297.

E. Instruments of the Research

The instrument that was used in collecting data in this classroom action research are; test, camera and tape, discussion, questionnaire.

F. Technique of Collecting Data

The collecting data techniques in this classroom action are:

1. Data Source, source of data in this study are listed as this :
 - a. Test : To find out the students' score.
 - b. Observation : To find out the student's participation during the using speaking skill through listening daily conversation.
 - c. Camera and tape : To take the students pictures and sound during the process in the class.
 - d. Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle CAR.²
 - e. Questionnaire : It was used with make a list of questions than were given to the respondents by letter and also answer by letter too. Here researcher used five alternative choices as follows:
 - 1) Strongly agree (5)
 - 2) Agree (4)
 - 3) Uncertain (3)
 - 4) Disagree (2)
 - 5) Strongly disagree ³

² Kunandar, *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*, (Jakarta: Rajawali pers, 2011), p. 126.

2. Method of data collection:

- a. Learning outcomes obtained by giving the test in the form of oral presentations to students each end of the cycle.
- b. The data about the learning situation at the time the action is taken by using the observation sheet.

3. Observation Checklist

Observation checklist is intended to see the participation of students when learning takes place is done every meeting. It is intended to measure whether they are active or not in following lessons speaking skills through listening conversational activities.

- a. Very active : students follow the material at all times enthusiastic, asking, presentation to the class, and answer the question at least four times during each cycle lasts process.
- b. Active : The students follow the materials all the times, asking, presentation to the class, and answer the question at least three times during each cycle lasts process.
- c. Fairly active: The students followed the materials most of the time, asking, presentation to the class and answer the questions at least twice during each cycle lasts process.

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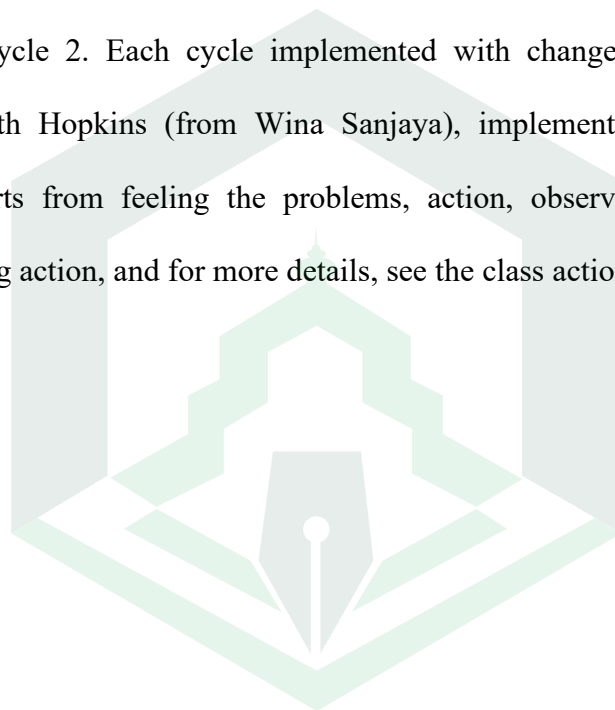
³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Alfabeta: Bandung), p.135.

d. Less active : The students followed the material at least, ask and answer questions once during each cycle lasts. She does not good to presentation in the class each process cycle.

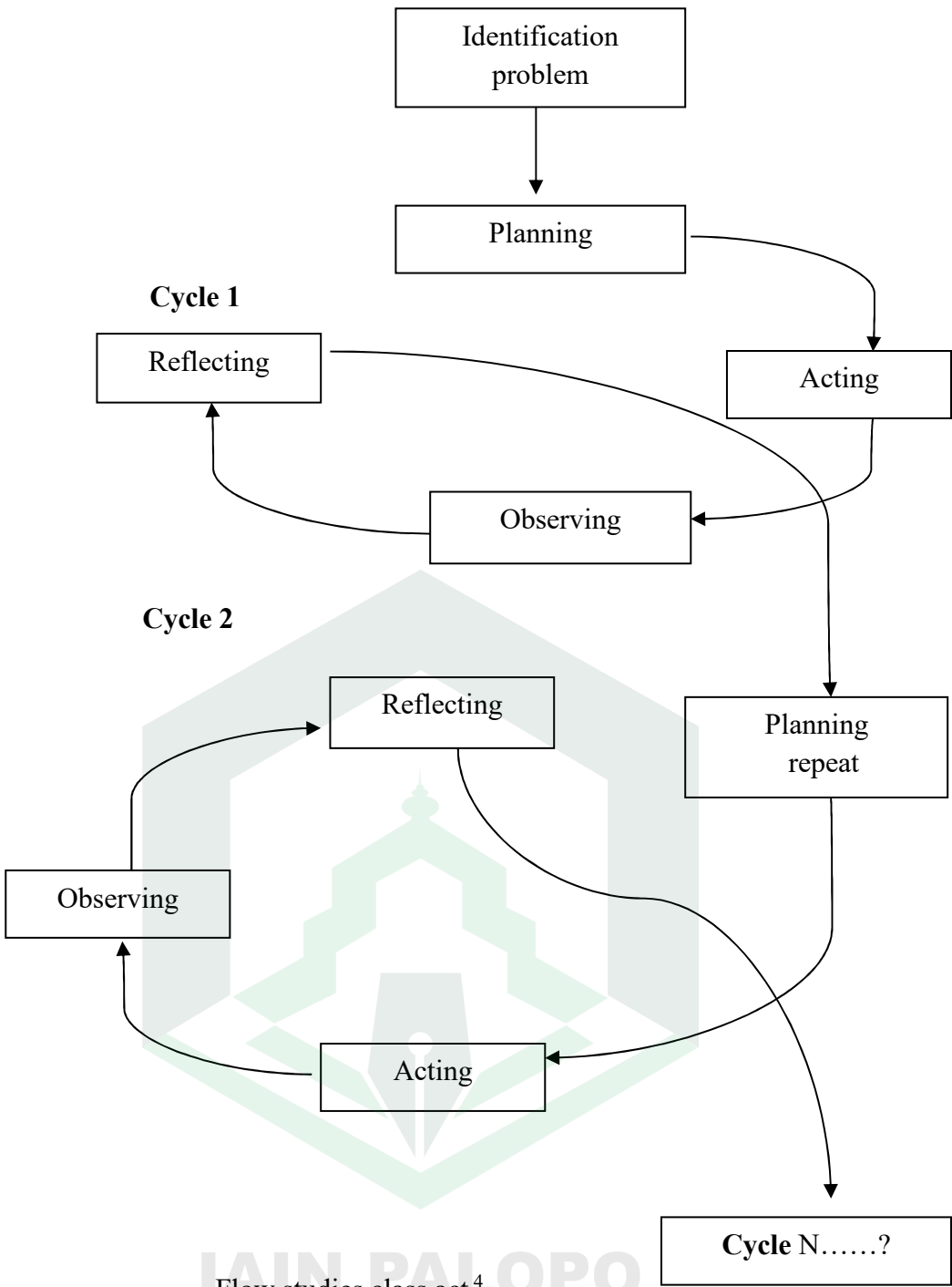
e. Non-active : Students do not follow the material, never asked, and answer questions. She does not good to presentation in the class each process cycle. She just sits down all the time without doing anything during the process of learning takes place in each cycle.

G. Research Procedure

This study uses Classroom Action Research (CAR), the research procedure consisted of cycle 2. Each cycle implemented with changes to be achieved. In accordance with Hopkins (from Wina Sanjaya), implementation action research spiral that starts from feeling the problems, action, observation, reflection. Re-planning, taking action, and for more details, see the class action research below:



IAIN PALOPO



Flow studies class act⁴

⁴ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Cet 2; Jakarta: Kencana, 2009), p. 53-54.

Cycle 1

a. Planning

In this section, the researcher (teacher) prepares the materials that would give to the students.

- 1) Create a lesson plan.
- 2) Making the observation sheet to observe the conditions of the learning process.
- 3) Creating student worksheets.
- 4) Making instrument used in PTK cycle.
- 5) Form learning evaluation tool.

b. Acting

There are some activities that will be done in this phase namely:

- 1) The first activity.

Greetings roll students, and questions and answers with the students using certain expressions. Took was 5 minutes this activities.

- 1) The core activity.

The main activity was giving the paper to the students about daily conversation, listened the read of dialogue text using daily conversation, and explained how to pronounce the text trained the students to pronounce the daily conversation, observed the students was 35 minutes. Besides giving a task to the students to presentation in front of class had difficulties also had 35 minutes.

1) The last activity.

The end of activities was asked the students difficulties during the learning process, concluded the material asked the students use phrases that have learned in real situations. The time took about 5 minutes.

c. Observing

During the learning process going on, the observer observed all of students' learning improve and teacher's learning activity with use the instrument of observation that have prepared by the research.

d. Reflecting

This step is conduct to know how far the students understand the materials which had been given. What the strength and the weakness of the activities are. What characteristics of students appeared during the learning process are evaluated. These phenomena are a reference to manage the next planning.

Cycle 2

Like at the first cycle, in this section research will do the next cycle which repair from cycle I.

a. Planning

- 1) Continue the activities that had been done in cycle 1.
- 2) Repair the weakness in the cycle 1.
- 3) Make planning again in the scenario learning process from the result of cycle 1 reflection.

b. Action

In this stage, action is done to upgrade the result based on the cycle 1 reflection. The stages done are the same with the previous cycle to develop students' speaking skill through listening daily conversation.

c. Observation

In the case the observation doing at the cycle II was almost same with the doing observation at cycle I.

d. Reflection

Reflection is done to see the result of cycle 2 action processes, to analyze, understand and make conclusion activity. Researcher analyzes cycle 2 to know whether the action of this cycle reaches success criteria based on the result of action.

After phase cycle I and II, researchers write in the class work in the field notes. Researchers also prepared test presentation in the form of an oral test that would used to measure the ability of students in learning English through listening daily conversation.

Analyze and reflect on all actions that have been done, check out the answers of the test in the form of oral presentations given to see the end results of the study.

H. Technique of Data Analysis

The writer uses speaking test by way of presentation perindividu. The test determines the scoring classification which includes of accuracy, fluency, and comprehensibility. Those assessment criteria explained by J. B Heaton.⁵ The technical of scoring through six scales of speaking test as follows:

- 1. Scoring students’ speaking test.
- a. Accuracy

Table. 3. 1,
Accurary

Classification	Score	Criteria
Excellent	6	Pronunciation is very only slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
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 is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confution.

⁵ J.B. Heaton, *Writing English Language Test*, (New York: Longman Group UK Company, 1988), p. 100.

Average	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Seriously pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the house.

b. Fluency

Table. 3. 2,
Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although she has to make and search for words, there

		are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Comprehensibility

Table. 3. 3,
Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker’s intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker’s intention and general meaning are fairly and clear. A few interruption by the listener for the

		sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. Her intention is always clear but several interruptions are necessary to help her convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but she must constantly seek clarification. Cannot understand many of speaker’s more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrups, the speaker is unable to clarify anthing she seems to have said.

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

Beside the technical of scoring through six scales above, the researcher also make rating classification to measure the student’s speaking ability according to Daryanto.⁶ The following is rating scale classification:

Table. 3. 4,
Rating scale

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Fairly Good	41-55	3
Poor	26-40	2
Very Poor	< 25	1

b. Analysis of Teacher Activity

1) Standard used in determining the value of an absolute standard, then the formula used is:

$$\text{Value} = \frac{\text{Score Raw}}{\text{Score Ideal Maximum}} \times 100^7$$

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⁶ Daryanto, *Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 211.

⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Ed. 1-6; Jakarta: Raja Gravindo Persada, 2006), p. 316.

2) Calculating the mean score of the student's speaking test by using the following formula according to Gay L. R & Airasian peter.

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

Were:

X = Mean Score

$\sum x$ = Total Raw Score

N = Total Sample.⁸



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⁸ Gay L. R & Airasian Peter, *Education Research*, (New Jersey: Mill Prentice Hall, 1992), p. 47.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. A history of PMDS Putri Palopo.

PMDS Putri Palopo has begun since 1982/1983. At the beginning of the school only accept students for SMP, and the member of one class consist of 50 students. The anniversary of PMDS the same as the anniversary of Indonesia 36th.

In the 2nd year, based on the suggetion of the piople, PMDS accepted women students consists of 50 students.

At the beginning of the school in 1985/1986. PMDS was inaugurated of school special for woman. The location found in the palopo region, at the same time PMDS receipt of students for SMA. The location \pm 2 hectare was donation of the late Dr. H. Palnagmai Tandi socially was a founder of PMDS Putri Palopo.

Next academic year of 1999/2000 PMDS opened new department of automotive namely SMK. December 2006 PMDS Palopo has produced alumni who were scattered everywhere and the graduates had good competence. This can be proven by looking at the number of alumni who were studying at the university. In addition, the graduates have worked as an employee (Teacher, lecturer, and office of government employees, employers, politicians, military and police).

The students who were currently studying in PMDS Palopo not only from the ground Luwu but also from outside the region and other province. PMDS Palopo is very dynamic with the extracurricular activities of students e.g (for example) arts, sports, and language training like Arabic and English in order to develop the academic potential as well as the interests and talents of the students.¹ There are vision and mission of SMA PMDS Putri Palopo, as follows:

a. Vision

Be an independent and competitive school, and become center of Islamic education in order to produce generation of Muslims who have a good faith, knowledgeable, and responsible citizens.

b. Mission

1) Preparing the people who had faith, god-fearing, honest, and trustworthy for the purposes of construction fill.

2) Creating a qualified people and professionals in the fields of religion and knowledge means.

3) Capable of providing sustenance expertise to improve the dignity of his profession.

4) Changing the status of a human being to be human asset of the nation and religion.

¹ *The Profile of High School PMDS Putri Palopo*, PMDS documentation Palopo October 2, 2013.

5) Becomes one of stabilization center competency development science and faith.

2. Educational Facilities.

Facilities and infrastructures can be used in developing the students' achievements as well as to support the students' capacity in learning process.

In an educational institution, facilities and infrastructure are one of supporting the implementation of teaching and learning in school, because without adequate of infrastructure the goal of effective and efficient in learning cannot be achieved maximum.

Facilities and infrastructure owned by the school SMA PMDS Putri Palopo are, campus area \pm 2 Ha, mosque, office, classrooms for kindergarten, elementary, junior high, and high school. Dormitory residence, library, laboratory science, computer labs, laboratories Internet, cooperative, hall (Meeting Hall), space Scout, OSIS and Studio Art. Dining Room, sports Camp (Basket ball, Volley Ball, Badminton, Tennis table).

a. Foundation Board of Datok Sulaiman (SMA PMDS Putri Palopo).

- 1) H.M.Jaya,SH.,M.Si
- 2) Drs.H. Wirawan A Ihsan , MM
- 3) Drs.H. Zainuddin Samide, MA
- 4) Imran Nating, SH., MH
- 5) Ahmad Syarifudin, SE ., M.Si

b. Foundation Board of Trustees Datok Solomon (SMA PMDS Putri) Palopo

- 1) Drs.K.H Mustamin Ibrahim
- 2) Dra. Hj. Arifah Hasyim
- 3) Benyamin Dg. Sitanra, S.Sos
- 4) H.M.Jafar Yasin

c. The names of the official member of PMDS Putri Palopo

Table, 4. 1,

No	Name	Position
1	Drs.K.H.Jabani	General chairman
2	Drs.H.Syarifuddin Daud, MA	Chairman I
3	Prof.DR.H.M.Said Mahmud, Lc.,MA	Chairman II
4	Drs.H.Ruslin	Chairman III
5	H. Bennuas, B.A	Secretary
6	Drs. Hisban Thaha, M.Ag	Deputy Secretary
7	Drs. Tegorejo	Treasurer
8	Rahmania Waje, S.Ag	Deputy treasurer

d. State of the Students

Teaching and learning process starting from 7.30 to 13:30 am, proceeded by tadarrus Quran for 10 minutes and it was led by a teacher who taught the first. Students who were late may joined in the learning process if students had permission from the teacher.

Other Datok Solaiman modern boarding school campus very much, students must obey the rules of teachers, students are not permitted to leave campus without permission, the students may go home only twice in a month, students are not allowed to spend the night outside the campus without the permission, students are prohibited to bring mobile, students are prohibited to carry weapons, students are prohibited to read comic, magazines and etc.

1. The explanation of cycle 1

a. Planning

In this planning, the researcher prepared the materials that would be used in teaching learning process such as RPP, cameras, tape recording, CD cassette, observation tools, and teacher observation sheet activities in the learning process through listening daily conversation.

b. Acting

Action learning of the cycle I, the process of learning divided become three stages, they are:

1) The first activity.

Greetings roll students, and questions and answers with the students using certain expressions. Took was 5 minutes this activities.

2) The core activity.

The main activity was giving the paper to the students about daily conversation, listened the read of dialogue text using daily conversation, and explained how to pronounce the text trained the students to pronounce the daily conversation, observed the students was 35 minutes. Besides giving a task to the students to presentation in front of class had difficulties also had 35 minutes.

The researcher recorded their voices while they presented in front of class. The researcher also observed three aspects, such as accuracy, fluency, comprehensibility and the red part found in the writing of the conversation is a sign demonstrated that any student speaking a wrong. Results of their pronunciation are showed as follows:

A: Excuse me, Miss...

B: Yes, Sir....How can I help you?

A: I'd like to take my sons to the swimming pool, but I do not know where it is. Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

A: No, thank you.

Respondent 01

A: I'd like to take my **sons** to the swimming pool, but I do not know where **it** is. Can you tell me **eee** the way to the swimming pool?

B: Certainly, Sir. The swimming pool **is** on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room **mmm** is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my **sons**?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the **café next to the** swimming pool. Anything else, Sir?

Table, 4. 2,
The wrong in speaking from respondent 01

Respondent 01			
Accuracy	Fluency	Comprehensibility	Total
4 (it, and, is, sons)	4 (eee,mmm,and....)	4 café next to the	12

Respondent 02

A: I'd like to take my **sons** to the swimming pool, but I do not know where it is. Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, **the rest room** is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while **eeee** waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, it's **your just** left or order from **mmmm** the café next to the swimming pool. Anything else, Sir?

Table, 4. 3,
The wrong in speaking from respondent 02

Respondent 02			
Accuracy	Fluency	Comprehensibility	Total
3 (s, your just, sons)	3 (... ,eee,mmm,)	4 the rest room	10

Respondent 03

B: Certainly, Sir. The swimming pool is on the first floor, **eee** right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: **can you** order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 4,
The wrong in speaking from respondent 03

Respondent 03			
Accuracy	Fluency	Comprehensibility	Total
4 (s, can you)	5 (eee)	6	14

Respondent 04

B: Certainly, Sir. The swimming **eee** pool is on the first floor, right behind **this** area. So you just pass this way. If you want to change your clothes or take a **eeee** shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I order **some** snacks and **mmm** drinks while waiting for my **sons**?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 5,
The wrong in speaking from respondent 04

Respondent 04			
Accuracy	Fluency	Comprehensibility	Total
4 (this, some, sons)	3 (eee,...,mmm)	3 B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?	10

Respondent 05

A: I'd like to take my sons to the swimming pool, but I **do** not know where it is.
Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area.
So you just pass this way. If you want to change your **clothes or take a shower** after swimming, the **mmm** rest room is close to the swimming pool.

A: Thank you and where can I ... order some snacks and drinks while waiting for my sons?

Table, 4. 6,
The wrong in speaking from respondent 05

Respondent 05			
Accuracy	Fluency	Comprehensibility	Total
4 (s, do)	4 (...,mmm)	4 clothes or take a shower	12

Respondent 06

A: I'd like to take my sons to the swimming pool, but I do not know where it is. Can you tell **me** the way to the swimming pool?

B: Certainly, Sir. The swimming pool **is** on the first floor, right behind this area.
So you just pass this way. If you **eee** want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I **mmm** order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, **it's just on your left or order from the café next to the swimming pool**. Anything else, Sir?

Table, 4. 7,
The wrong in speaking from respondent 06

Respondent 06			
Accuracy	Fluency	Comprehensibility	Total
4 (me, is)	3 (eee,...,mmm)	3 , it's just on your left or order from the café next to the swimming pool.	10

Respondent 07

B: Certainly, Sir. **The swimming pool is on the first floor**, right behind this area. So you just pass this way. If you want to change your clothes or Take a shower after swimming, the rest room is **eee** close to the swimming pool.

A: Thank you and where can I **mmmm** order some snacks and drinks **while waiting for my sons**?

B: you can order the snacks and drinks **from** the coffee shop, it's just on your **left** or order from the café next **to** the swimming pool. Anything else, Sir?

Table, 4. 8,
The wrong in speaking from respondent 07

Respondent 07			
Accuracy	Fluency	Comprehensibility	Total
3 (r, to, s)	3 (eee,...,mmm)	3 The swimming pool is on the first floor, From, while waiting for my sons	09

Respondent 08

B: Certainly, Sir. The swimming pool is on the first floor, right **behind** this area. So you just pass this way. If you want to change your **r** clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and **where** can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, **mmmm** it's just on your left or order from the café **next** to the swimming pool. Anything else, Sir?

Table, 4. 9,
The wrong in speaking from respondent 08

Respondent 08			
Accuracy	Fluency	Comprehensibility	Total
4 (next, r)	4 (...,mmm)	4 Behind, where	12

Respondent 09

A: I'd like to take my sons to the **....** Swimming pool, but I do not know **eeee** where it is. Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool **is** on the first floor, right behind this area. **So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool.**

A: Thank you and where **eeee** can I order some snacks **mmmm** and drinks while waiting for my sons?

B: you can order the snacks and drinks **from** the coffee shop, it's just on your left or order from the café **mmmm** next to the swimming **mmm** pool. Anything else, Sir?

Table, 4. 10,
The wrong in speaking from respondent 09

Respondent 09			
Accuracy	Fluency	Comprehensibility	Total
3 (ing, is, s)	2 (eee,...,mmm)	3 So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool, from.	08

Respondent 10

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area. So you just pass this way. If you want to changes your clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from **mmmm** the coffee shop, it's just on your left or order from the café next to the swimming **pool**. Anything else, Sir?

Table, 4. 11,
The wrong in speaking from respondent 10

Respondent 10			
Accuracy	Fluency	Comprehensibility	Total
5 (s)	5 (mmmm)	5 Pool	15

Respondent 11

A: I'd like to take my sons to the swimming pool, but I do not know **where it is**.

Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool is on the first floor, **eee** right behind this area. So you just pass this way. If you want to change your clothes **or take a shower after swimming**, the rest room **is** close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting **ing** for my sons?

B: you can order the snacks and drinks from **mmm** the coffee shop, it's just **on** your left or order from the **café next to the swimming pool**. Anything else, Sir?

Table, 4. 12,
The wrong in speaking from respondent 11

Respondent 11			
Accuracy	Fluency	Comprehensibility	Total
3 (is, ing, on)	4 (eee, mmm)	3 where it is, café next to the swimming pool, or take a shower after swimming.	10

Respondent 12

B: Certainly, Sir. The swimming pool **is** on the first floor, **eeee** right behind this area. So you just pass this way. If you want to **.....** change your clothes **or take a shower after swimming**, the rest **....** room is close to the swimming pool.

A: Thank you and where can I **order** some snacks and drinks while waiting for my sons?

B: you can order the snacks and **drinks** from the **mmm** coffee shop, it's just on your left or order from the café next **to the swimming pool**. Anything else, Sir?

Table, 4. 13,
The wrong in speaking from respondent 12

Respondent 12			
Accuracy	Fluency	Comprehensibility	Total
3 (is, s, r)	3 (eee,, mmm)	3 to the swimming pool, drinks, or take a shower after swimming, order.	09

Respondent 13

A: I'd like to take my sons to the swimming pool, but I do not know where it is.
Can you tell me the way **to the eeee** swimming pool?

B: Certainly, Sir. The swimming**ing** pool is on the first floor, right behind this area.
So you **mmm** just pass this way. If you Want to change your clothes or take a
showers**s** after swimming, the rests**s** room is close to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 14,
The wrong in speaking from respondent 13

Respondent 13			
Accuracy	Fluency	Comprehensibility	Total
3 (to, s, ing)	3 (eee,, mmm)	2 Thank you and where can I order some snacks and drinks while waiting for my sons, you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir	08

Respondent 14

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, the rest room is close to the swimming pool.

A: Thank you and where can I order some eeee snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 15,
The wrong in speaking from respondent 14

Respondent 14			
Accuracy	Fluency	Comprehensibility	Total
4 (r, s,)	4 (....., eeee)	5 café next to the	13

Respondent 15

B: Certainly, Sir. The swimming pool is on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, the **rest room is close to** the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the **snacks and drinks from** the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 16,
The wrong in speaking from respondent 15

Respondent 15			
Accuracy	Fluency	Comprehensibility	Total
4 (ing, s,)	6 (.....)	5 rest room is close to, snacks and drinks from	15

Respondent 16

A: I'd like to take my sons to the swimming pool, but I do not know where it is. Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming **eeee** pool is on the first floor, right behind this area. So you just pass this way. If you want to change your clothes or take a shower after swimming, **the rest room is close** to the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool. Anything else, Sir?

Table, 4. 17,
The wrong in speaking from respondent 16

Respondent 16			
Accuracy	Fluency	Comprehensibility	Total
3 (r, s, ing)	4 (eee,)	3 Thank you and where can I order some snacks and drinks while waiting for my sons, you can order the snacks and drinks from the coffee shop, it's just on your left or order from the café next to the swimming pool, the rest room is close.	10

Respondent 17

B: Certainly, Sir. The swimming pool **is** on the first floor, right behind this area. So you just pass this way. If you want to change your Clothes or take a shower after swimming, the **rest room is close to** the swimming pool.

A: Thank you and where can I order some snacks and drinks while waiting for my sons?

B: you can order the snacks and **eeee** drinks from the coffee shop, it's just on your left or order from **the café next to** the swimming pool. Anything else, Sir?

Table, 4. 18,
The wrong in speaking from respondent 17

Respondent 17			
Accuracy	Fluency	Comprehensibility	Total
5 (is)	4 (eee,)	4 rest room is close to, the café next to.	13

Respondent 18

A: I'd like to take my sons to the swimming pool, but I do not know where it is.
Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool **is** on the first floor, **right behind this** area.
So you just pass this way. If you want to change your clothes Or take a **shower after swimming**, the rest room is close to the swimming pool.

A: Thank you and where can I **eeee** order some snacks and drinks while waiting for my sons?

B: you can **order** the snacks and drinks from the coffee shop, it's **your on just** left or order **from the café next** to the swimming pool. Anything else, Sir?

Table, 4. 19,
The wrong in speaking from respondent 18

Respondent 18			
Accuracy	Fluency	Comprehensibility	Total
3 (is, ing, just on your)	4 (eee,)	3 Shower after swimming, from the café next, order, right behind this.	10

Respondent 19

A: I'd like to take my sons **to the swimming pool**, but I do not know where it is.
Can **your** tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool is on the **first floor**, **mmmmm** right behind this area. So you just pass **this** way. If you want to change your**s** clothes or **take a shower** after swimming, the **rest room is close** to the swimming pool.

A: Thank you and where can I order some snacks and drinks while **waiting** for my sons?

B: you can order the **.....** snacks and drinks from the coffee shop, **it's just on your left** or order from the café next **to the** swimming pool. Anything else, Sir?

Table, 4. 20,
The wrong in speaking from respondent 19

Respondent 19			
Accuracy	Fluency	Comprehensibility	Total
3 (to the, s, r, this)	4 (mmmm,)	3 it's just on your left, rest room is close, take a shower, waiting, first floor, to the swimming pool.	10

Respondent 20

A: I'd like to take my sons to the swimming pool, **but I do not know where it is**. Can you tell **me** the way to the swimming pool?

B: Certainly, Sir. The **mmmm** swimming pool **is** on the first floor, right behind this area. **So you just stay this way only**. If you want to change your clothes or take a showers after swimming, the rest room is **close** to the **eeee** swimming pool.

A: Thank you and where can **I** order some snacks and drinks while waiting for my sons?

B: you can **order the** snacks and **mmmm** drinks from the coffee shop, it's just on your left **or order from the café next to** the swimming pool. Anything else, Sir?

Table, 4. 21,
The wrong in speaking from respondent 20

Respondent 20			
Accuracy	Fluency	Comprehensibility	Total
2 (me, I, s, ing, is)	3 (mmmm,e eee,)	3 So you just stay this way only, or order from the café next to, close, but I do not know where it is, order the	08

Respondent 21

A: I'd like to take my sons to the swimming pool, **but I do not know where it is**. Can you tell me the way to the swimming pool?

B: Certainly, Sir. The swimming pool **is** on the first floor, right behind this area. So you just pass this way. If you **mmmm** want to change your clothes or take a shower after swimming, **the rest room is close to the swimming pool**.

A: Thank you and where can I order some snacks and drinks **while waiting** for my sons?

B: you can order the snacks and drinks from the coffee shops, **it's just on your left or order from the café** next to the swimming pool. Anything else, Sir?

Table, 4. 22,
The wrong in speaking from respondent 21

Respondent 21			
Accuracy	Fluency	Comprehensibility	Total
3 (s, ing, is)	4 (mmmm,)	3 but I do not know where it is, it's just on your left or order from the café, the rest room is close to the swimming pool, while waiting.	10

3) The last activity.

The end of activities was asked the students difficulties during the learning process, concluded the material asked the students use phrases that have learned in real situations. The time took about 5 minutes.

c. Observation.

Based on observation activities made by researcher and collaborators in the cycle 1, the researcher and observer had observed the learning activity about condition class an activity student in learning speaking with listening daily conversation. Observation the students in the first cycle many students very enthusiastic for listening conversation, but was not able to understand on the conversation. So that when there is presentation in front of class the first their still reading.

Based on the result score of the test in cycle 1 test the observation for clean look at the tables below:

Table, 4. 23,
Accuracy result test cycle 1

Classification	Score	Frequency	Total sample
Excellent	6	-	21
Very Good	5	2	21
Good	4	8	21
Fairly Good	3	10	21
Poor	2	1	21
Very poor	1	-	21

The table 4. 9 shows that the students' score in the area of accuracy of test cycle 1 were varieties; in which none of students got "Excellent" and "Very good" 2, 8 students "good", 10 students "Fairly good", 1 "poor" and no students "very poor" classification.

IAIN PALOPO

Table, 4. 24,
Fluency result test cycle 1

Classification	Score	Frequency	Total sample
Excellent	6	1	21
Very Good	5	2	21
Good	4	10	21
Fairly Good	3	7	21
Poor	2	1	21
Very poor	1	-	21

The table 4. 10 shows that the students' score in the area of fluency of test cycle 1 were varieties; in which of students got "Excellent" 1, "Very good" 2, 10 students "good", 7 students "Fairly good", 1 students "Poor", and no students "very poor" classification.

Table, 4. 25,
Comprehensibility result test cycle 1

Classification	Score	Frequency	Total sample
Excellent	6	1	21
Very Good	5	3	21
Good	4	5	21
Fairly Good	3	11	21
Poor	2	1	21
Very poor	1	-	21

The table 4. 11 shows that the students' score in the area of test comprehensibility were varieties; in which there of students got "Excellent" 1, "Very good" 3, 5 students "good", 11 students "Fairly good", 1 students "Poor", and none student "very poor" classification.

Table, 4. 26,
The result of data from observation in cycle I

No	Respondents	Three aspects of speaking assessment			Total
		Accuracy	Fluency	Comprehensibility	
1	RD 01	4	4	4	12
2	RD 02	3	3	4	10
3	RD 03	4	5	6	15
4	RD 04	4	3	3	10
5	RD 05	4	4	4	12
6	RD 06	4	3	3	10
7	RD 07	3	3	3	9
8	RD 08	4	4	4	12
9	RD 09	3	2	3	08
10	RD 10	5	5	5	15
11	RD 11	3	4	3	10
12	RD 12	3	3	3	9
13	RD 13	3	3	2	08
14	RD 14	4	4	5	13
15	RD 15	4	6	5	15
16	RD 16	3	4	3	10
17	RD 17	5	4	4	13
18	RD 18	3	4	3	10
19	RD 19	3	4	3	10
20	RD 20	2	3	3	08
21	RD 21	3	4	3	10
Accuracy + Fluency + Comprehensibility					228

a) Standard used in determining the value of an absolute standard, then the formula used below:

$$\text{Value} = \frac{\text{Score Raw}}{\text{Score Ideal Maximum}} \times 100^2$$

Example : **Respondent 01**

$$\text{Value} = \frac{12}{18} \times 100$$

$$\text{Value} = 66$$

Table, 4. 27,
The result of data from observation in cycle I

Respondents	Value
RD 01	66
RD 02	55
RD 03	83
RD 04	55
RD 05	66
RD 06	55
RD 07	50
RD 08	66
RD 09	44
RD 10	83
RD 11	55
RD 12	50
RD 13	44
RD 14	72
RD 15	83
RD 16	55
RD 17	72
RD 18	55
RD 19	55

² Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Ed. 1-6; Jakarta: Raja Gravindo Persada, 2006), p. 316.

RD 20	44
RD 21	55
Total	1263
Mean score	60,14

The table explain that higher score was 83 and the lowest was score 44. There are 3 students who got score of 83, 2 students who got score of 72, 3 students who got score of 66, 8 students who got score 55, and 3 students who got score of 44.

b) Calculating the mean score of the students' speaking skill test of cycle I.

$$\begin{aligned}
 X &= \frac{\sum x}{N} \cdot 3 \\
 &= \frac{1263}{21} \\
 &= 60,14.
 \end{aligned}$$

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Table, 4. 28,
The Result of observation on students' activities Cycle 1

Respondents	Very Active	Active	Less Active	Not Active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				

³ Gay L. R, & Airasian Peter, *Education Research*, (New Jersey: Merrill Prentice Hall, 1992), p. 47.

011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
Total	3	2	11	5

Where:

(1) Very active : the students were responsive and participated fully in all activities in the learning and teaching process, especially presentation in front of class.

(2) Active : the student's presentation in front of class and interacting with others, whether to the teacher or his/ her friends.

(3) Less active : the students pays attention and gives responses once in a while.

(4) Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, write or something beyond of the material, etc.

d. Reflection

From a series of activities which were drawbacks, researchers concluded several things related to the improvement of teaching so that the mistakes would not be repeated for the next cycle.

The following activities should be carried out teachers were:

- a) Teachers should devise lesson plans well, as calculated precisely according to the amount of material that will be taught.
- b) Classroom management is maximized over again, so that students do not fuss when the learning takes place.
- c) Teachers should repeat round of tapes containing the conversations of everyday conversation and then the students repeat it until the students can understand and memorizing both in terms utterance and writing.

The activity carried out in the second cycle is essentially the same as that carried out in cycle 1. The activities carried out in the second cycle of action based on the results of reflection the first cycle and to improve the learning process of cycle 1.

2. The explanation of cycle 2

a. Planning

The researcher hoped in the cycle II the students would be more active in the speaking class than before. The plan in the cycle II was closely same with cycle I, but in the cycle II, the researcher and collaborator had some different plan as it had been done in cycle I, such as: 1) Teachers should devise lesson plans well, as calculated precisely according to the amount of material that will be taught. 2) Classroom management is maximized over again, so that students do not fuss when the learning takes place. 3) Teachers should repeat round of tapes containing the conversations of everyday conversation and then the students repeat it until the students can understand and memorizing both in terms utterance and writing.

b. Action

Action learning of the cycle II, the process of learning divided becomes three stages they are:

1) The first activity.

Greetings roll students, and questions and answers with the students using certain expressions. Took was 5 minutes this activities.

2) The core activity.

The main activity was giving the paper to the students about daily conversation, listened the read of dialogue text using daily conversation, and explained how to pronounce the text trained the students to pronounce the daily conversation, repeatedly, and observed the students was 35 minutes. Besides giving a task to the students to presentation in front of class had difficulties also had 35 minutes.

The researcher recorded their voices while they presented in front of class. The researcher also observed three aspects, such as accuracy, fluency, comprehensibility and red part found in the writing of the conversation is a sign demonstrated that any student speaking a wrong. Results of their pronunciation are showed as follows:

Listening conversations

1. A : Excuse me.

B : Of course.

2. A : Please excuse me.

B : That's alright.

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.

B : That's quite alright, Leo. I hope your mother gets well very soon,

A : Thank you very much, Miss Leigh.

4. A : Will you excuse me for a moment? I have to pick up my cell phone.

B : Certainly.

5. A : Sorry for stepping on your shoes.

B : No problems.

6. A : I must apologize to you for breaking your vase. I didn't mean it.

B : Please don't worry about it. It's not an expensive vase anyway.

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

B : That's okay, I understand.

Respondent 01

4. A : Will you excuse **me** for a moment? I have to pick up my cell phone.

B : Certainly.

6. A : I must apologize to you for Breaking your vase. I didn't mean it.

B : Please don't worry about it. It's not an expensive vase anyway.

7. A : **Please forgive me for not coming to your farewell party yesterday.** My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 29,
The wrong in speaking from respondent 01

Respondent 01			
Accuracy	Fluency	Comprehensibility	Total
5 (me)	5 (.....)	5 Please forgive me for not coming to your farewell party yesterday	15

Respondent 02

4. A : Will you excuse me for a moment? **I have to pick up my cell phone.**
7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 30,
The wrong in speaking from respondent 02

Respondent 02			
Accuracy	Fluency	Comprehensibility	Total
5 (ed)	5 (.....)	5 I have to pick up my cell phone	15

Respondent 03

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 31,
The wrong in speaking from respondent 03

Respondent 03			
Accuracy	Fluency	Comprehensibility	Total
5 (to)	6	6	17

Respondent 04

3. A : Please excuse me for **not attending** the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.

B : **That's quite alright, Leo.** I hope your mother gets well very soon,

5. A : Sorry for **stepping** on your shoes.

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 32,
The wrong in speaking from respondent 04

Respondent 04			
Accuracy	Fluency	Comprehensibility	Total
5 (ing)	4 (.....)	4 That's quite alright, Leo, not attending	13

Respondent 05

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother **is** ill and I have to take her**s** to the hospital.

B : That's quite alright, Leo. I hope your mother gets well very soon,

7. A : Please forgive me for not Coming to your **farewell party yesterday.**
My car broke down, so I have to take it **to the mechanics** to get it fixed.

Table, 4. 33,
The wrong in speaking from respondent 05

Respondent 05			
Accuracy	Fluency	Comprehensibility	Total
4 (is, s)	5 (.....)	5 to the mechanics, farewell party yesterday	14

Respondent 06

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.
- B : That's quite alright, Leo. I hope your mother gets well very soon,
- A : **Thank you very much**, Miss Leigh.
4. A : Will you excuse me for a moments? I have to pick up my cell phone.
6. A : I must apologize **to you for breaking your vase**. I didn't mean it.
- B : Please don't worry about it. It's not an expensive vase anyway.
7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 34,
The wrong in speaking from respondent 06

Respondent 06			
Accuracy	Fluency	Comprehensibility	Total
5 (r, s)	4 (.....)	4 To you for breaking your vase, Thank you very much.	13

Respondent 07

4. A : Will you excuse me for a moment? I have to pick up my cell phone.
6. A : I must apologize to you **for breaking your vase**. I didn't mean it.
- B : Please don't worry about it. **It's not an expensive vase anyway**.
7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 35,
The wrong in speaking from respondent 07

Respondent 07			
Accuracy	Fluency	Comprehensibility	Total
5 (ing)	4 (.....)	4 It's not an expensive vase anyway, for breaking your vase.	13

Respondent 08

- B : That's quite alright, Leo. **I hope your mother gets well very soon**,
7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 36,
The wrong in speaking from respondent 08

Respondent 08			
Accuracy	Fluency	Comprehensibility	Total
6	5 (.....)	5 I hope your mother gets well very soon	16

Respondent 09

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.
4. A : Will you excuse me for a moment? I have to pick up my **cell** phone.
B : Certainly.
5. A : Sorry for stepping on your shoes.
B : No problems.
6. **A : I must apologize to you for breaking your vase. I didn't mean it.**
B : Please don't worry about it. It's not an expensive vase anyway.
7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to **mmmmm** the mechanics to get it fixed.

Table, 4. 37,
The wrong in speaking from respondent 09

Respondent 09			
Accuracy	Fluency	Comprehensibility	Total
4 (cell, s)	3 (....., mmmmm)	4 I must apologize to you for breaking your vase. I didn't mean it. Please don't worry about it. It's not an expensive vase anyway.	11

Respondent 10

3. A : Please excuse me for not attend**ing** the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.

Table, 4. 38,
The wrong in speaking from respondent 10

Respondent 10			
Accuracy	Fluency	Comprehensibility	Total
5 (ing)	6	6	17

Respondent 11

B : That's quite alright, Leo. I hope your mother gets well very soon,

A : Thank you very much, Miss Leigh.

4. A : Will you excuse me for a moment? I have to pick up my cell phone.

B : Certainly.

5. A : Sorry for stepping on your shoes.

B : No problems.

6. A : I must apologize to you for breaking your vase. I didn't mean it.

B : Please don't worry about it. It's not an expensive vase anyway.

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

B : That's okay, I understand.

Table, 4. 39,
The wrong in speaking from respondent 11

Respondent 11			
Accuracy	Fluency	Comprehensibility	Total
4 (ing, r, an)	5 (.....)	4 Please forgive me for not coming to	13

		your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed, That's okay, I understand.	
--	--	---	--

Respondent 12

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take **her** to the hospital.

B : That's quite alright, Leo. I hope your mother gets well very soon,

4. A : Will you excuse me for a moment? I have to pick up my cell phone.

6. A : I must apologize to your **r** for breaking your vase. I didn't mean it.

B : Please don't worry about it. It's not an expensive **s** vase anyway.

7. A : Please forgive me for not coming to your farewell party yesterday. **My car broke down, so I have to take it to the mechanics to get it fixed.**

Table, 4. 40,
The wrong in speaking from respondent 12

Respondent 12			
Accuracy	Fluency	Comprehensibility	Total
3 (her, s, r)	4 (.....)	4 My car broke down, so I have to take it to the mechanics to get it fixed.	11

Respondent 13

3. A : Please excuse me for **not** attending the next class, Miss Leigh. My mother **is** ill and I have to take her to **the** hospital.

B : That's quite alright, Leo. I hope your mother gets well very soon,

4. A : Will you excuse me for **a** moment? **I have to pick up my cell phone.**

5. A : Sorry for stepping on your shoes.

6. A : I must apologize to you for breaking your vase. I didn't mean it.

B : Please don't worry about it. **It's not an expensive vase anyway.**

7. **A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.**

Table, 4. 41,
The wrong in speaking from respondent 13

Respondent 13			
Accuracy	Fluency	Comprehensibility	Total
3 (is, the, a, not)	4 (.....)	3 I have to pick up my cell phone , It's not an expensive vase anyway , Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed,	10

Respondent 14

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.

5. A : Sorry for stepping on your shoes.

B : Please don't worry about it. It's not an expensive vase anyway.

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 42,
The wrong in speaking from respondent 14

Respondent 14			
Accuracy	Fluency	Comprehensibility	Total
5 (r, s)	5 (.....)	6	16

Respondent 15

B : That's quite alright, Leo. I hope your mother gets well very soon,

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 43,
The wrong in speaking from respondent 15

Respondent 15			
Accuracy	Fluency	Comprehensibility	Total
5 (it, s)	6	6	17

Respondent 16

3. A : Please excuse me for not attending the next class, Miss Leigh. My mother is ill and I have to take her to the hospital.

B : That's quite alright, Leo. I hope your mother gets well very soon,

A : Thank you very much, Miss Leigh.

4. A : Will you excuse me for a **mmmm** moment? I have to pick up my cell phone.

B : Certainly.

5. A : Sorry for stepping on your shoes.

B : No problems.

6. A : **I must apologize to you for breaking your vase. I didn't mean it.**

B : Please don't worry about it. It's not an expensive vase anyway.

7. A : Please forgive me for not Coming to your farewell party yesterday.

My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 44,
The wrong in speaking from respondent 16

Respondent 16			
Accuracy	Fluency	Comprehensibility	Total
4 (ing, s)	4 (....., mmmmm)	3 I must apologize to you for breaking your vase. I didn't mean it, That's quite alright, Leo. I hope your mother gets well very soon, My car broke down, so I have to take it to the mechanics to get it fixed.	11

Respondent 17

4. A : Will you excuse me for a moment? **I have to pick up my cell phone.**

B : Please don't worry about it. It's not an Expensive vase anyway.

7. A : Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 45,
The wrong in speaking from respondent 17

Respondent 17			
Accuracy	Fluency	Comprehensibility	Total
6	5 (.....)	5 I have to pick up my cell phone	16

Respondent 18

- B : That's quite alright, Leo. I hope your mother gets **well** very soon,
5. A : Sorry for stepping **on** your shoes.
6. A : I must apologize to you for breaking your vase. I didn't mean it.
- B : Please don't worry about it. It's not **an expensive** vase anyway.
7. A : Please forgive me **for not coming** to your farewell party yesterday.
- My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 46,
The wrong in speaking from respondent 18

Respondent 18			
Accuracy	Fluency	Comprehensibility	Total
4 (well, on, s)	5 (.....)	4 for not coming, an expensive.	13

Respondent 19

4. A : Will you excuse me for **a moments**? I have to pick up my cell phone.

5. A : Sorry for stepping**ing** on your shoes.
 B : No problems.
6. A : I must apologize to your**r** for breaking your vase. I didn't mean it.
 B : Please don't worry about it. It's not an expensive vase anyway.
7. A : **Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed.**

Table, 4. 47,
 The wrong in speaking from respondent 19

Respondent 19			
Accuracy	Fluency	Comprehensibility	Total
3 (a, s, r, ing)	5 (.....)	4 Please forgive me for not coming to your farewell party yesterday. My car broke down, so I have to take it to the mechanics to get it fixed	12

Respondent 20

- B : That's quite alright, Leo. I hope your mother gets well very soon,
5. A : Sorry for stepping on your**s** shoes.
6. A : I must apologize to you for breaking your vase. I didn't mean it.
 B : Please don't worry about it. It's not an **expensive** vase anyway.
7. A : Please forgive me for not coming to your Farewell **party** yesterday.
 My car broke down, so I have to take it to the mechanics to get it fixed.

Table, 4. 48,
The wrong in speaking from respondent 20

Respondent 20			
Accuracy	Fluency	Comprehensibility	Total
4 (s, r)	5 (.....)	4 Party, expensive	13

Respondent 21

- B : That's quite alright, Leo. I hope your mother Gets well very soon,
6. A : I must apologize to you for breaking your vase. I didn't mean it.
- B : Please don't worry about it. It's not an expensive vase anyway.
7. A : Please forgive me for **not coming** to your farewell party yesterday. My car broke down, so I have to take it **to** the mechanics to get it fixed.

Table, 4. 49,
The wrong in speaking from respondent 21

Respondent 21			
Accuracy	Fluency	Comprehensibility	Total
5 (to)	5 (.....)	5 not coming	15

3) The last activity.

The end of activities was asked the students difficulties during the learning process, concluded the material asked the students use phrases that have learned in real situations. The time took about 5 minutes.

c. Observation

Based on observation activities made by researcher and collaborators in the cycle 2, the researcher and observer had observed the learning activity about condition class an activity student in learning speaking with listening daily conversation. Observation the students in the second cycle many students very enthusiastic for listening daily conversation. Learners were more willing of focus on learning the English language was speaking at this meeting. When evaluation of many the students was capable of great presentation in front of class.

Based on the result score of the test in cycle 2 test the observation for clean look at the tables below:

Table, 4. 50,
Accuracy result test cycle 2

Classification	Score	Frequency	Total sample
Excellent	6	2	21
Very Good	5	10	21
Good	4	6	21
Fairly Good	3	3	21
Poor	2	0	21
Very poor	1	0	21

The table 4. 13 shows that the students' score in the area of accuracy of test cycle 2 were varieties; in which students got "Excellent" 2, "Very good" 10, 6 students "good", 3 students "Fairly good", and no students "very poor and poor" classification.

Table, 4. 51,
Fluency result test cycle 2

Classification	Score	Frequency	Total sample
Excellent	6	3	21
Very Good	5	10	21
Good	4	7	21
Fairly Good	3	1	21
Poor	2	-	21
Very poor	1	-	21

The table 4. 14 shows that the students' score in the area of fluency of test cycle 2 were varieties; in which of students got "Excellent" 3, 'Very good" 10, 7 students "good", 1 students "Fairly good", and no students "very poor and Poor", classification.

Table, 4. 52,
Comprehensibility result test cycle 2

Classification	Score	Frequency	Total sample
Excellent	6	4	21
Very Good	5	6	21
Good	4	9	21
Fairly Good	3	2	21
Poor	2	-	21
Very poor	1	-	21

The table 4. 15 shows that the students' score in the area of test comprehensibility were varieties; in which there of students got "Excellent" 4, "Very good" 6, 9 students "good", 2 students "Fairly good, and none student "very poor and poor" classification

Table, 4. 53,
The result of data from observation in cycle 2

No	Respondents	Three aspects of speaking assessment			Total
		Accuracy	Fluency	Comprehensibility	
1	RD 01	5	5	5	15
2	RD 02	5	5	5	15
3	RD 03	5	6	6	17
4	RD 04	5	4	4	13
5	RD 05	4	5	5	14
6	RD 06	5	4	4	13
7	RD 07	5	4	4	13
8	RD 08	6	5	5	16
9	RD 09	4	3	4	11
10	RD 10	5	6	6	15
11	RD 11	4	5	4	13
12	RD 12	3	4	4	11
13	RD 13	3	4	3	10
14	RD 14	5	5	6	16
15	RD 15	5	6	6	17
16	RD 16	4	4	3	11
17	RD 17	6	5	5	16
18	RD 18	4	5	4	13
19	RD 19	3	4	4	11
20	RD 20	4	5	4	13
21	RD 21	5	5	5	15
Accuracy + Fluency + Comprehensibility					288

Standard used in determining the value of an absolute standard, then the formula used below:

$$\text{Value} = \frac{\text{Score Raw}}{\text{Score Ideal Maximum}} \times 100$$

Example : **Respondent 01**

$$\text{Value} = \frac{15}{18} \times 100$$

$$\text{Value} = 83$$

Table, 4. 54,
The result of data from observation in cycle 2

Respondents	Value
RD 01	83
RD 02	83
RD 03	94
RD 04	72
RD 05	77
RD 06	72
RD 07	72
RD 08	88
RD 09	61
RD 10	94
RD 11	72
RD 12	61
RD 13	55
RD 14	88
RD 15	94

RD 16	61
RD 17	88
RD 18	72
RD 19	61
RD 20	72
RD 21	83
Total	1603
Mean score	76,33

The table explain that higher score was 94 and the lowest was score 55. There are 3 students who got score of 88, 3 students who got score of 83, 1 student who got score of 77, 6 students who got score 72, 4 students who got score of 61, and 1 student who got score of 55.

c) Calculating the mean score of the students' speaking skill test of cycle 2.

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1603}{21} \\
 &= 76,33.
 \end{aligned}$$

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Table, 4. 55,
The Result of observation on students' activities Cycle 2

Respondents	Very Active	Active	Less Active	Not Active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
Total	6	10	4	1

Where:

(1) Very active : the students were responsive and participated fully in all activities in the learning and teaching process, especially presentation in front of class.

(2) Active : the student's presentation in front of class and interacting with others, whether to the teacher or his/ her friends.

(3) Less active : the students pays attention and gives responses once in a while.

(4) Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, write or something beyond of the material, etc.

d. Reflection

In the second cycle, the research asked the students to listen the conversation, and practiced the conversation repeatedly until 35 minutes. So that their speaking skill could be more fluent and easier to memorize.

In the second cycle, the researcher found a significant increase compared with the cycle I. Technique of pronunciation and listen the tape over and over would be better to understand the material. Mastery of the class the teacher didn't stand in front of the class but had to get around in the classroom so that students who sit in the back could hear tapes seriously. In addition researcher also asked the students to repeat the conversation that has been heard so that they could speak the language properly.

Table, 4. 56,
result of students' perception through questionnaire

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	10	9	2		-
2	9	12	-	-	-
3	4	15	2	-	-
4	6	9	5	-	-
5	10	11	-	-	-
6	4	13	3	-	-
7	15	4	2	-	-
8	12	7	1	1	-

Table, 4. 57,
You are interested in studying English by using Listening daily conversation.

Classification	Frequency	Percentage (%)
Strongly Agree	10	47,61%
Agree	9	42,85%
Uncertain	2	9,8%
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 1 the indicates that listening daily conversation the students choose 10 strongly agree or 47,61% in agree 9 or 42,85% in uncertain 2 or 9,5% in disagree 0, and strongly Disagree 0.

Table, 4. 58,
You are interested in studying English by using Listening daily conversation.

Classification	Frequency	Percentage (%)
Strongly Agree	10	47,61%
Agree	9	42,85%
Uncertain	2	9,8%
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 1 the indicates that listening daily conversation the students choose 10 strongly agree or 47,61% in agree 9 or 42,85% in uncertain 2 or 9,5% in disagree 0, and strong disagree 0.

Table, 4. 59,
Are you the ability has improving when listen daily conversation?

Classification	Frequency	Percentage (%)
Strongly Agree	9	42,85%
Agree	12	57,14%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 2 the indicates that listening daily conversation the students choose 9 strongly agree or 42,85% in agree 12 or 57,14% in uncertain 0, in disagree 0, and strong disagree 0.

Table, 4. 60,
Using listening daily conversation model in teaching speaking is frequency in
very impotent.

Classification	Frequency	Percentage (%)
Strongly Agree	4	19,04%
Agree	15	71,42%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 3 the indicates that listening daily conversation the students choose 4 strongly agree or 19,04% in agree 15 or 71,42% in uncertain 0, in disagree 0, and strong disagree 0.

Table, 4. 61,
Studying by using listening daily conversation model can create the condition of
class be more enjoyable.

Classification	Frequency	Percentage (%)
Strongly Agree	6	28,57%
Agree	9	42,85%
Uncertain	5	23,80%
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 4 the indicates that listening daily conversation the students choose 6 strongly agree or 28,57% in agree 9 or 42,85% in uncertain 5 or 23,80%, in disagree 0, and strong disagree 0.

Table, 4. 62,
Listening daily conversation made myself had been brave of speaking in front of class.

Classification	Frequency	Percentage (%)
Strongly Agree	10	21,80%
Agree	11	52,38%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 5 the indicates that listening daily conversation the students choose 10 strongly agree or 47,61% in agree 11 or 52,38% in uncertain 0, in disagree 0, and strong disagree 0.

Table, 4. 63,
The method listening daily conversation can improve of speaking me ability than the other way.

Classification	Frequency	Percentage (%)
Strongly Agree	4	19,04%
Agree	13	61,90%
Uncertain	3	14,28%
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 6 the indicates that listening daily conversation the students choose 4 strongly agree or 19,04% in agree 13 or 61,90% in uncertain 3 or 14,28%, in disagree 0, and strong disagree 0.

Table, 4. 64,
You are easier comprehended speaking by using listening daily conversation model.

Classification	Frequency	Percentage (%)
Strongly Agree	15	71,42%
Agree	4	19.04%
Uncertain	2	9,52%
Disagree	-	-
Strongly Disagree	-	-

In Questionnaire 7 the indicates that listening daily conversation the students choose 15 strongly agree or 71,42% in agree 4 or 19,04% in uncertain 2 or 9,52%, in disagree 0, and strong disagree 0.

Table, 4. 65,
By using listening daily conversation model can improve your motivation in studying English especially in speaking.

Classification	Frequency	Percentage (%)
Strongly Agree	12	57,14%
Agree	7	33,33%
Uncertain	1	4,7%
Disagree	1	4,7%
Strongly Disagree	-	-

In Questionnaire 8 the indicates that listening daily conversation the students choose 12 strongly agree or 57,14% in agree 7 or 33,33% in uncertain 1 or 4,7%, in disagree 1 or 4,7%, and strong disagree 0.

It can be concluded that many student choose strongly agree and agree in the data questionnaire.

B. Discussion

1. Planning application method speaking skill of SMA PMDS Putri Palopo.

Planning cycle was divided in every cycle I and cycle II. In the first cycle starting from the preparations for dealing with student researchers and revealed some things that can motivate students to learn the spirit of the English language. Then the subject matter to be presented was about the day conversation. Researcher made a lesson plan in the classroom teaching materials.

Researcher delivers course material speaking skill which has been adapted to the RPP. This teaching material about listening daily conversation (Telling the date, excuses and apologizes, asking about daily activities, and conversation in the restaurant), basic conversation for class XI. Researchers play the tapes containing the conversations of daily then the students practice to speak, after the time for listening to conversations and practicing to pronounce finish. They could be presentation in front of the class.

2. Implementation of the speaking skill in class of SMA PMDS Putri Palopo.

In cycle II, investigators began learning to greet the students and try to ask about the conversation that had been given at a meeting of the cycle I. There are a few students who were able to answer correctly. Then the researchers distributed a paper containing daily conversations and play the tape as it is paper, after they listen to the tape once the students practice to say the conversation so easy to memorize because students often spoken and heard at the time of learning, and so continuously

until time of 35 minutes. After speak using the way listening daily conversation student's presentation to assess whether students increased or decreased.

3. Evaluation of the application of speaking skills in of SMA PMDS Putri Palopo.

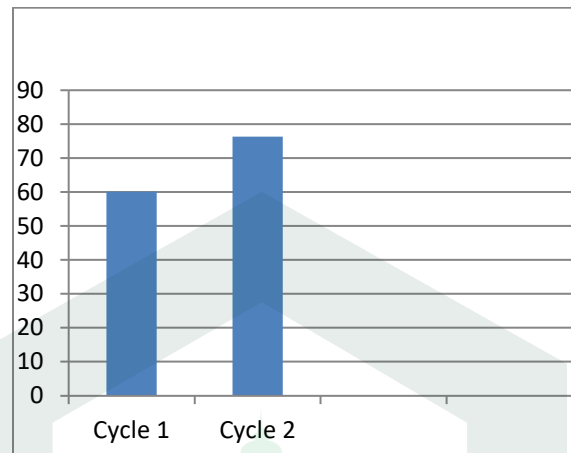
Evaluation of learning English speaking skill by using the first cycle which researchers gave a presentation of the verbal test questions to the students about the day-to-day conversations that have been taught. See table test results that have been presented can be seen there were 13 students who scored above 65. Moderate student who earn a score below 65 as many 8. It can be concluded that there were many students who have not been able to understand and memorize vocabulary given and has not met the standard value indicates an increase in the methods of teaching English speaking skill.

In the second cycle, researchers gave an oral test question where students were asked to the front of the class for presentations requested by the teacher (researcher). This way was more effective to avoid cheating students in front of cheating. Student were able to did not see the paper when presentation. Number of students who scored above 65 up to 16 people. Standard value of 65 already meet the targets to be achieved by way of conversation listening activities were implemented so that it can be said that the students of class XI SMA PMDS Putri Palopo can understand the lessons given by the teacher using this method.

Improved learning outcomes in question can be seen in the following graph:

a. Presentation in front of class.

Test presentation



b. Observations on students' activities.

Diagram the Students' Participation cycle 1

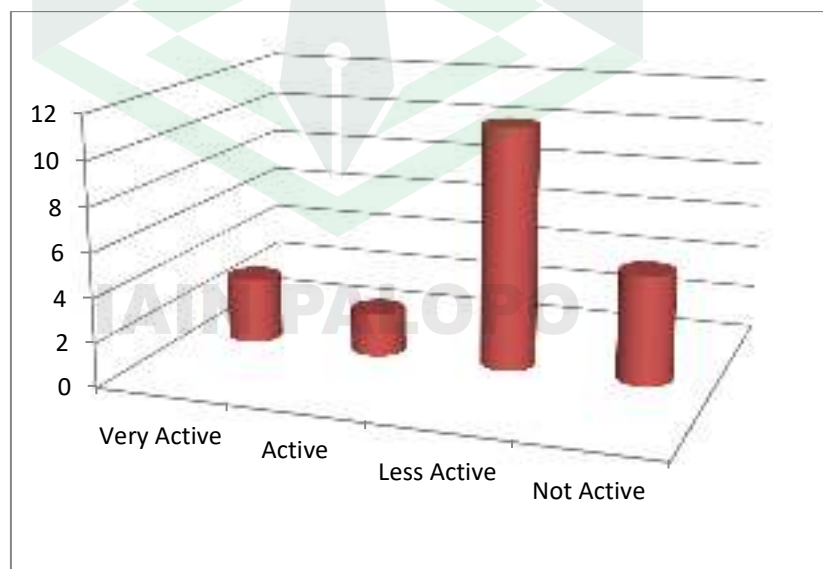
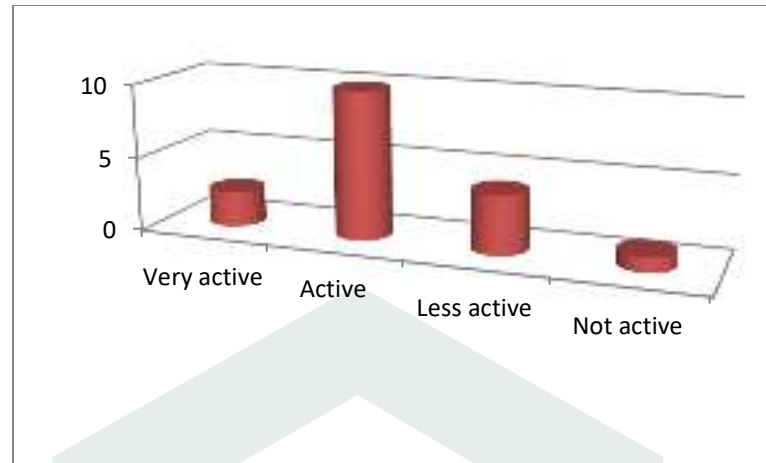
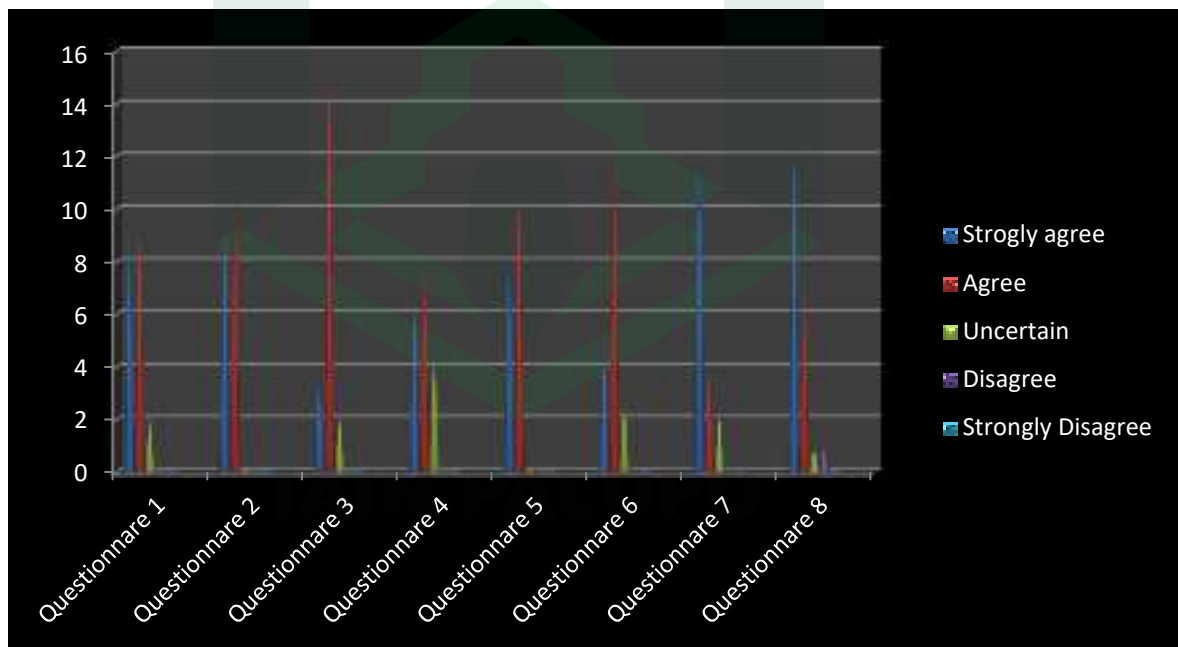


Diagram the Students' Participation cycle 2



c. Perception through questionnaire.



Based on the results obtained by either the data or the results of the assessment were all observation had shown a significant increase over the average of a predetermined, so that research terminate execution of the action in this study up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then came to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusions

Based on the result of discussion, findings in the previous chapter, the researcher conclude that effective way in teaching speaking skill through listening daily conversation could be described as follows:

The effective ways are 1) researcher shared papers about the material instruction to be heard on the tape. 2) Research played the cassette. 3) After listening the cassette students practiced the conversation that heard before. 4) After the students had a good pronunciation then researcher played again the cassette. 5) Next, student presentation in front of class. So that the students could get the best pronunciation to listen the daily conversation time spends about 35 minutes and the presentations spend about 35 minutes.

After students were taught to speak by listen the daily conversation the result of questionnaire by students this method by assess accuracy, fluency, and comprehensibility can be proven that students' pronunciation could be perfect. Based on the observation in teaching learning process, the students' activity also improved. So the conclusion if we teach speaking to students through listening daily

conversation, students would be happy, the pronunciation could be perfect, and students' activity in learning process was very satisfying.

B. Suggestions

Based on the result of this research, the researcher further suggests some points as follows:

1. The teacher may apply the use of listening daily conversation in teaching speaking skill.
2. The teacher should make the situation fun and enjoyable, so the students are not bored. For example, use the audio listening speaking and conversation.

One of the effective methods to improve students' speaking skill is listening daily conversation especially in describing thing or object. So if the teacher wants to improve students' speaking achievement they may try this method. This hoped every students have chance to do practice in learning process especially in learning speaking because the more we practice the more we can be better.