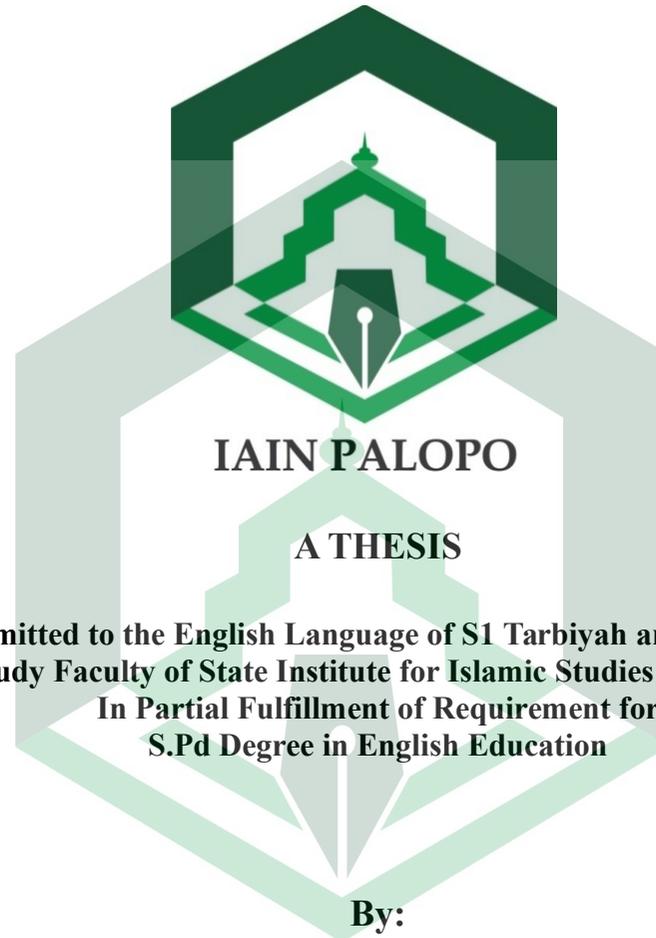


**THE EFFECTIVENESS OF MODELING THE WAY TO
IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHTH
CLASS STUDENTS OF SMPN 8 PALOPO**



IAIN PALOPO

A THESIS

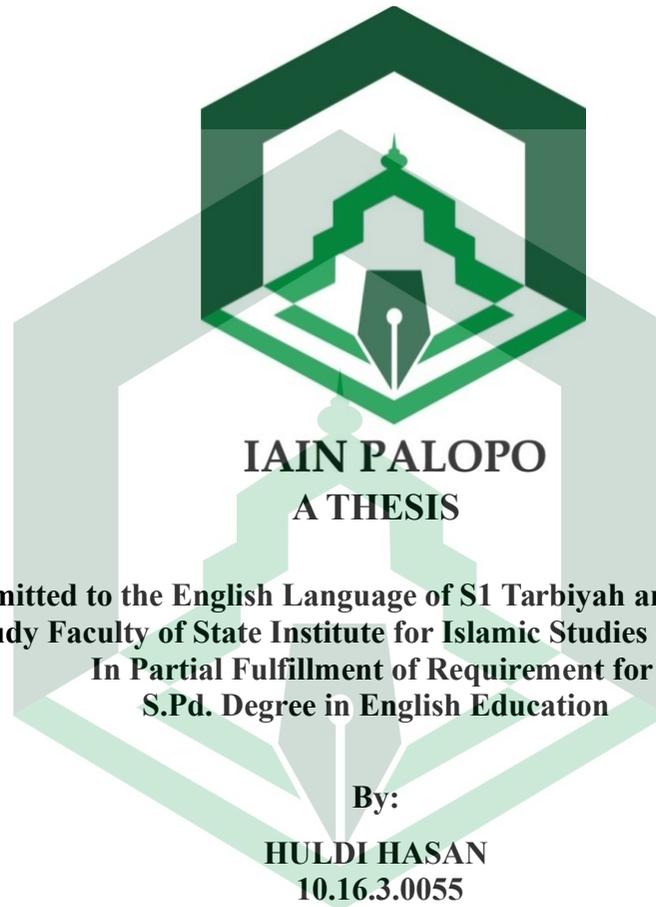
**Submitted to the English Language of S1 Tarbiyah and Teaching
Study Faculty of State Institute for Islamic Studies of Palopo
In Partial Fulfillment of Requirement for
S.Pd Degree in English Education**

By:

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10.16.3.0055

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STUDIES (IAIN) PALOPO
2015**

**THE EFFECTIVENESS OF MODELING THE WAY TO
IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHTH
CLASS STUDENTS OF SMPN 8 PALOPO**



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THESIS APPROVAL

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Palopo, May 13th 2015 M
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Finally the researcher pray to God may Allah SWT, shower divine judgement of their service who has the given the to the reseacher excepts that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be charity.

Palopo, April 2015

The researcher

IAIN PALOPO Huldi Hasan

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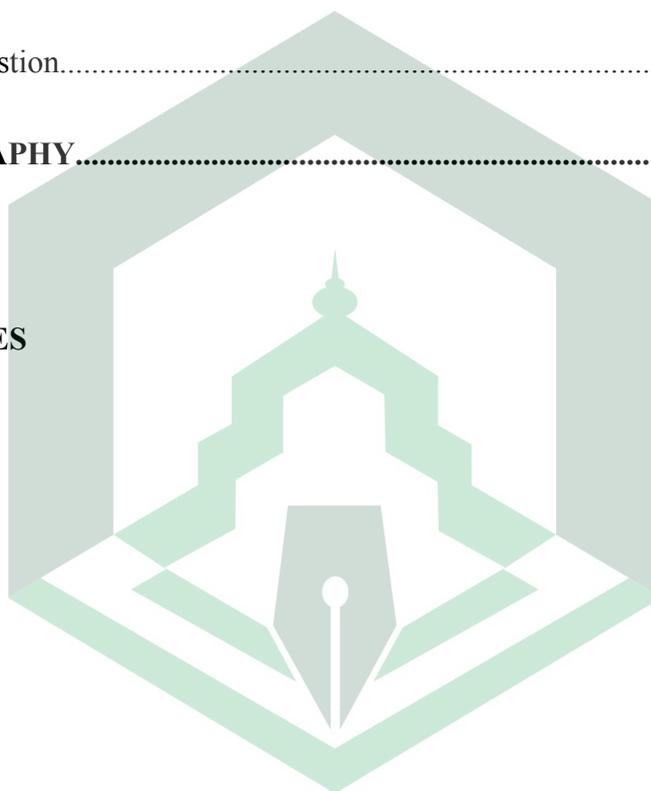
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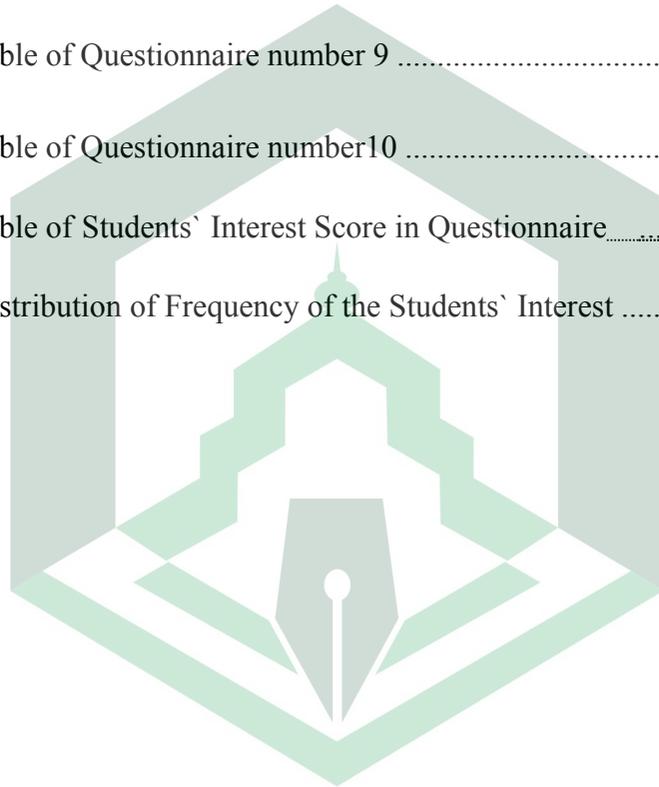
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ABSTRACT

Huldi Hasan, 2015. *The Effectiveness of Modeling the Way to Improve Students' Speaking Skill at the Eighth Class Students of SMPN 8 Palopo*. Thesis, English Department of Tarbiyah and Teaching Study Faculty in State Institute for Islamic Studies (IAIN) Palopo. Supervised by Wisran, S.S., M.Pd. and Amir Faqihuddin Assafari, S.Ag. M.Pd.I

Keyword: Effectiveness, Modeling the Way, and Improve Speaking skill.

This thesis focused on the effectiveness of modeling the way to improve students' speaking skill at the eighth class of SMPN 8 Palopo. This thesis focused on two research questions; is modeling the way effective to improve the students' speaking skill and what is the students' perception toward the used of modeling the way to improve students' speaking skill at the eighth class of SMPN 8 Palopo?

This research applied pre-experimental research with pre-test and post-test design. The population of this research is consisting at the eighth (VIII) class students of SMPN 8 Palopo. They are divided into nine classes (VIII₁ – VIII₉) and each class consists of 30 students. So the total number was 270 students in this case the sample teaching that researcher used is purposive sampling. It chose class VIII₁, it consist of 28 students as sample. The researcher used questionnaire as instruments of the data collection.

The result of this research showed that there were significance developments on students' speaking skill at the eighth class students of SMPN 8 Palopo. It can be seen in the rate percentage score of the students in pre-test and post-test on the data findings. The complete score students' speaking ability (accuracy, fluency, and comprehensibility) before used modeling the way, only one student (4%) who got very good, two students (27%) who got good, twelve students (43%) who got average and there were six students (21%) who got very poor. after conducting the treatments through modeling the way in post-test, the complete of the students' score speaking ability of accuracy, fluency, and comprehensibility showed that the students' speaking skill was higher. There were two students (7%) got very good, eight students (29%) who got good classification. 15 students (53%) got average, and only one students (4%) who got poor, there were 2 students (7%) who very poor classification.

The result of the research can be concluded that the score of t_{test} (5,666) is greater than the score of t_{table} (2,771); it indicated that H_0 was rejected and accepted H_a . It means that modeling the way effective to improve the students' speaking skill. In addition, the researcher found the result of the questionnaire that almost all of the students gave positive responses, such as they gave attention seriously in learning

process, they have been more active than before, make them happy and enjoy the class, and of course they could improve their vocabularies toward modeling the way in improving speaking skill.



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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication which human beings use in their life. They use it in speaking and writing. Through language they express their ideas and their feeling. So, without language they cannot communicate to another.

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used in many purpose of people activities. So, English is used in both formal and informal education either as second or foreign language.

English is a foreign language in Indonesia that consists of four skills, namely: listening, speaking, reading and writing. These four skills are usually considered as integral system because they support each others.

Speaking skill is difficult for foreign learners because effective oral communication require the ability to use language appropriately in social interaction.¹ Since it is used in social interaction, the learners of language must have well in speaking.

There are many people or learners who studied English, encountered problem how to speak to the other people well. It can be said that the learning process in school was an attempt by teachers to make students to learn. Activities in class that does not make students learn can't be said to be a learning process. Example, researcher conducted observation at SMPN 8 Palopo. The researcher found that the

¹Richard and Renandya, *Methodology in Language Teaching* (1th Edition; New York: Cambridge University Press, 2002), p. 204.

learning process that occurs in the classroom was relatively ineffective, because most of the students do not pay attention and follow the learning process optimally, there is plays games, disturb their friends, drawing and writing something beyond the material being taught, and some even sleepy. They were bored during learning process, and they seldom join in speaking class because they are afraid in saying and they do not know what the meaning the words they have said, because they do not know about speaking material and so far they cannot even speak one sentences and even a word in English because they do not find themselves being encouraged to speak. The teachers therefore are challenged to develop various teaching method. The variety of teaching methods will help learners to get higher motivation to upgrade in learning English. So, the good teachers or trainers should encourage learner's motivation by using an exact such as through method. Because, the law of motivation shows as that the participants must want to learn, they must be ready to learn and they must have some reason to learn.

In this problem, researcher tries to apply the modeling the way. This included in an active learning method which emphasizes learners to be more active in learning activities. In this way of learning, resources are not limited to a teacher only, but fellow learners can also be a source of learning. Modeling the way also train students in developing the skills they have. Not only will help students in understanding the concepts but also train the students to be able to communicate with well to the teachers and with fellow friends. With the implementation of this method, students

are expected regardless of saturation flavors that have happened so that can improve the result learn of students in SMPN 8 Palopo.

Speaking depends on understanding of what has been said by the speaker or the interlocutor. Another view, speaking is to be fundamental and instrumental but many cases, speaking is the most efficient language because the possibility in misunderstanding is most few. The learners can use many ways to develop their speaking, and can speak a foreign language, learners need to know certain grammar and vocabulary, by giving learners, speaking practice, oral exam, and the most important to develop in practices their speaking skill to learn English.

If the people are eager to be able to speak a foreign language, they must practice and practice to use the language. There are many factors that influence students to succeed to learn or to acquire speaking skill, the teachers should know any teaching methodologies of foreign language so they can apply one of them appropriately. Methodology can make learning process will be effective and students will not be bored.

The researcher thought that students can improve their speaking skill through modeling the Way. Therefore, the researcher was interested in conducting the research entitled **“The Effectiveness Of Modeling the Way to Improve Students’ Speaking Skill at the Eighth Class Students of SMP Negeri 8 Palopo”**

B. Problem Statement

In references to the background above, the researcher identified the problems as follow:

1. Is the use of modeling the Way effective in improving students' speaking skill at the eighth class of SMPN 8 Palopo?
2. What is the students' perception towards the use of modeling the way to improve the students' speaking skill at the eighth class of SMPN 8 Palopo?

C. Operational Definitions and Scope of the Research

1. Operational Definition

Based on the title that is the effectiveness of modeling the way to improve students' speaking skill at the eighth class students of SMPN 8 Palopo the researcher gave definition as follows:

- a. Effectiveness is a measure that states how far targets (quantity, quality, and time) have been achieved. Where the greater the percentage of targets achieved the higher effectiveness.
- b. Modeling The way is a teaching method implemented by means of a teacher giving a scenario sub discussion for the students demonstrated in front of the class, resulting in a skill and professionalism
- c. Speaking skill is the act generating words that can be understood by listeners and the oral proficiency that measured based on their competence which consists of accuracy, fluency, and comprehensibility.

2. Scope of the Research

This research intended to present some matters about the effectiveness of modeling the way to improve student's speaking skill at the eighth class students of SMPN 8 Palopo. It is focused on three aspects of speaking namely accuracy, fluency,

and comprehensibility, and the students' perception towards the use of modeling the way to improve the students' speaking skill at the eighth class of SMPN 8 Palopo.

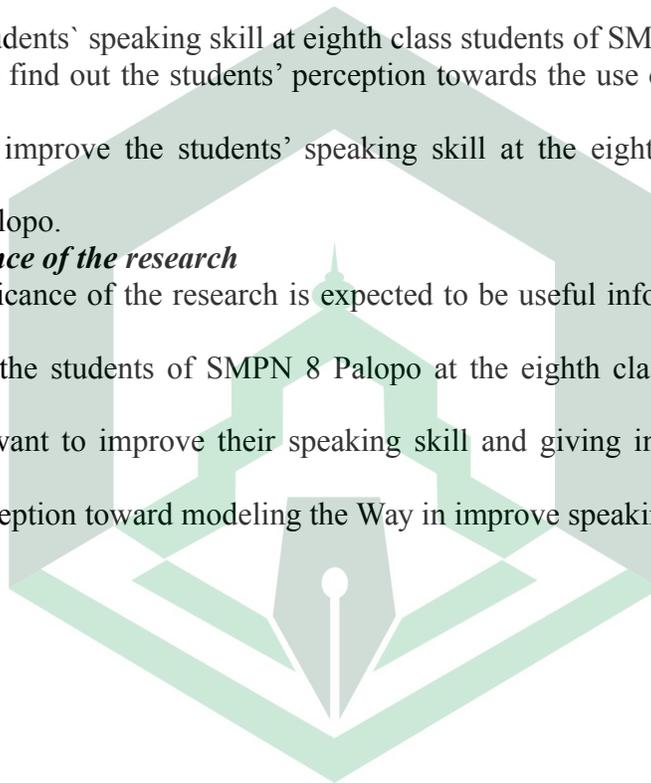
D. Objective of research

According to the problem statements, the objectives of the research are formulated as follow:

1. To find out whether the Modeling the Way is effective or not to improve students' speaking skill at eighth class students of SMPN 8 Palopo.
2. To find out the students' perception towards the use of modeling the way to improve the students' speaking skill at the eighth class of SMPN 8 Palopo.

E. Significance of the research

Significance of the research is expected to be useful information for students especially to the students of SMPN 8 Palopo at the eighth class and for all of the people who want to improve their speaking skill and giving information about the students' perception toward modeling the Way in improve speaking skill.



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CHAPTER II REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

To make sure the originality of the research and this research position with

the previous research, so that it is organized of few connecting research

1. Syofiani in her thesis entitled: “peningkatan partisipasi berbicara siswa kelas IV dengan strategi modeling the way pada pembelajaran Bahasa Indonesia di SDN Mato Aia Kabupaten Solok Selatan”. She concluded that the Indonesian language learning through Modeling The Way in SDN 23 Aia Mato Solok Selatan can improve student learning participation, and she suggest that teachers can implement the Strategy Modeling the Way in learning Indonesian.¹
2. Akhiruddin Nuralang in his thesis entitled: “Improving Student’s Speaking Skill through Survey at the Ninth Year of SLTP 2 Palopo” he found that used survey in teaching speaking was effective technique to Improve the students speaking skill. In addition, trough survey students can increase his performance by speaking in front of the class.²
3. Emmy El Azizah in her thesis “the effectiveness of using dialog in improving students’ speaking skill at the second grade of SMPN 2 Salam” her research is intended to find out the implementation dialogue to improve students speaking skill. The object of the research is the second grade students of SMPN 2 Salam, she

¹Syofiani. “*Peningkatan Partisipasi Berbicara Siswa Kelas IV dengan Strategi Modeling the Way pada Pembelajaran Bahasa Indonesia di SDN 23 Mato Aia Kabupaten Solok Selatan*” in <http://lib.unnes.ac.id/7155/1/10432.pdf>

²Akhiruddin Nuralang. “*Improving Students’ Speaking Skill Through Survey At the Ninth Year of SLTPN 2 Palopo*” (Unpublished Thesis,2009), p. 64.

chooses 224 students as the population of his research in conducting her research, she used descriptive method to discuss and solve the problem appearing in this study which is including into descriptive quantitative research. According to her research, she finds out that the method was successful and the use of dialogue is effective to improve students' speaking skill on second grade of SMP Negeri 2 Salam Magelang in the academic year of 2012/2013. It can be seen that the mean score of post-test was higher than pre-test. The mean of pre-test is 68.25 and the mean of post-test is 77.85. In addition, the result of t-test was 8.86.³

This research has similarities and differences from those previous researchers above. The similarity to the first study was modeling the way but she used modeling the way in teaching Indonesian. The second and the third study was only dealing with speaking skill. Having explained about previous related research finding of researches, the researcher gave state that there were some way to improve students speaking skill. It also motivates the researcher to do research by using another way. In my research, "the effectiveness of modeling the way to improve students' speaking skill at the eighth class of SMPN 8 Palopo". In this research, the researcher would use modeling the way that concerns to the role of the students and teacher in classroom. The student's role in the class of modeling the way was provides an opportunity for students to practice specific skills learned in class through demonstration. The

³ Emmy el azizah. "The effectiveness of using dialogue in improving students' speaking skill at the second grade of SMPN 2 Salam". Volume 1. Number 2 in <http://ejournal.umpwr.ac.id/index.php/scripta/article/view/534/524>, Accessed 28 may 2013

students gave the time to create their own scenarios and determine how they describe the skills and techniques. modeling the way activates both teacher and students role so that, the teachers' target will finally be reached in the process of learning and teaching and in this case, modeling the way were appropriate teaching technique to be applied.

B. Definition of the Effectiveness

Effectiveness is the extent to the program or projects achieves is planned results, goals, purposes and contributed to outcomes. Effectiveness refers to the ability to meet goal, objective or need goal. Effectiveness is producing the result that one wants.⁴ There are three element method considered essential for system to work effectively namely:

1. An attractive classroom to learn
2. A teacher with a dynamic personality who is able to act out the materials and motivate the students to learn
3. State of relaxed alertness in the students.⁵

C. General Concept of Speaking

1. Speaking Skill

Speaking is fundamentally an instrumental act. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them to do things for them. And they promise, bet, warn and

⁴Martin H.Manser,*Oxford Learners "Pocket Dictionary*, (oxford: Oxford University Press,1995), p. 134.

⁵ Suharsini Arikunto,*Penilaian Program Pendidikan* (Jakarta: PT. Bima Aksara,1988), p. 169.

exclaim to affect them in still other ways.⁶ Speaking is like any other skill, such as driving or playing a music instrument: the more practice you get, the more likely it is you will be able to chunk small units into large ones.⁷ Therefore the more people try to practice their speaking, the more they can speak English well.

We all have something to talk about and everything we say has some influence. We may get the others to agree, or we may encounter resistance, but we do not cease to influence. As long as we are alive, we continue to communicate. When we talk, we communicate something.⁸

Speaking is the main component of English because the most people can perform speaking although they don't perform writing or other skills. According to F.R Palmer, there are at least four way in which the spoken language is prior to, or more basic than written. They are:

- a. The human race had speech long before it had writing. And there are still many language that no written form.
- b. The children learn to speak long before they learn to write
- c. Speech plays a far greater role in our lives than writing or reading
- d. Written language can to a large extent, be converted into speech without loss. But the converse is not true. If we write down what is said we lose a great deal.⁹

6 Habbert H. Clark, *Psychology and Language*, (London: Harcourt Brace Jovanovich, 1977), p. 223.

7 Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p. 6.

8 J. Jerome Zolten, *Speaking to an Audience*, (ITT Bobbs – Merrill Educational, 1985), p. 13.

9 F.R Palmer, *Semantic*, (second Edition; London : Cambridge University Press, 1986), p. 155.

Therefore speaking is the most important component in language because it happens in real time, without speaking the people cannot communicate, share to the other people.

Speaking consists of producing systematic verbal utterance to convey meaning (utterance are simply thing people say). Flores said, “Speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information”. Speaking in language is especially difficult for foreign language learners, because effective oral communication requires the ability to use language appropriate in social interaction. Diversity in interaction involved not only verbal communication, but also part linguistic elements of speech such as pitch, stress and intonation.¹⁰ Speaking clearly and effectively is essential if your organization’s personnel are to be perceived as competent and confident in their daily activity.

Speaking skill is like listening skill, it is often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

Speaking enable the students to express a meaning through a transactional and interpersonal conversation in term of suggestion, complain, excuse, possibility

¹⁰Richard and Renandya in www.scribd.com/doc/5981804/ImprovingStudentsSpeakingthroughDrama, accessed on Thursday, 2013.

contextually used in daily live.¹¹ Dialogue by using expression is one way to find people respond to make conversation. Beside that the student is also expected to improve their speaking skill.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral a foundation of all development language therefore the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English

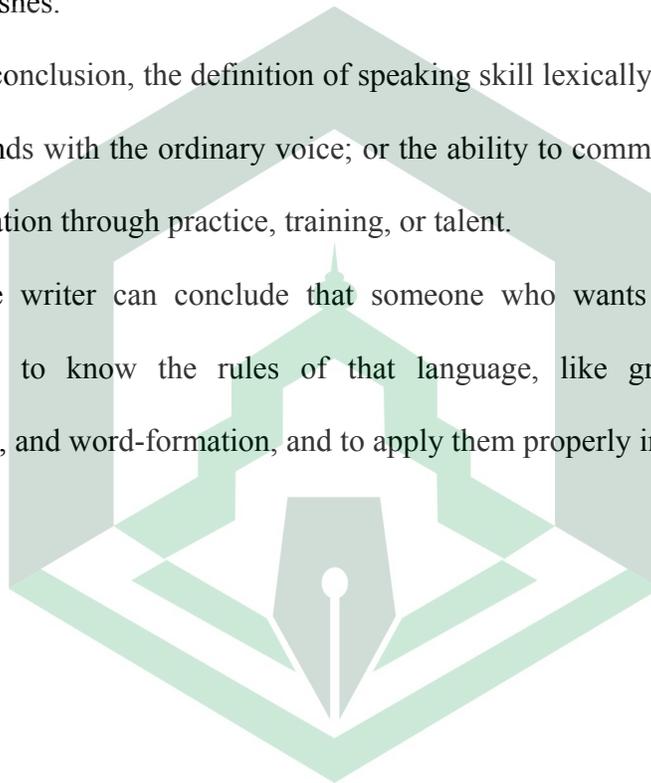
¹¹Swastanto Wahyu , *Modul Bahasa Inggris*, (Solo: Hayati, 2009), p. 1.

and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent.

The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.



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2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.¹²

¹²M.Basri Wello and Hafsa J, Nur, “*An Introduction To ESP*” (Ujung Pandang : CV Sunu Surabaya, 1999), p. 71.

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur divide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.¹³

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation. In this case, performance features is the appropriateness in using language.

Based on statement above, the writer divides speaking skill into three main components, as follows:

a. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by all allowing students to focus on the elements of phonology grammar and discourse in their spoken output.¹⁴

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of speaking assessment which focus on how far the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

b. Fluency

¹³Muhammad Rasyid and Hafsa J. Nur, "Teaching as Foreign Language (TEFL) in Indonesia". (Department of English Education : FPBS IKIP Ujung Pandang, 1997), p. 200.

¹⁴H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State Univerrcity, 2007), p.268.

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Nur found that in that students speaking skill they were fairly fluent in interaction with speak of 75-89 word per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.¹⁵

Based on the experts' opinion above, the researcher concludes that fluency is one of the criteria of speaking assessment which focus on how fast the speakers produce words when they are performing speaking to the other people.

c. 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.¹⁶

In testing speaking proficient, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response,

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¹⁵Muhammad Rasyid and Hafsah J. Nur, *Teaching as Foreign Language (TEFL) in Indonesia*. (Department of English Education : FPBS IKIP Ujung Pandang, 1997), p. 201.

¹⁶Martin H, Manser, *Oxford Learners' s Pocket Dictionary*, (Ed, II ; Oxford : Oxford University Press, 1995), p. 8.

question about picture, reading – aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.¹⁷

Based on the experts' opinion above, the researcher concludes that comprehensibility is one of the criteria of speaking assessment which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

After knowing the some criteria of speaking assessment stated by the expert above, it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accurately.

3. The Elements of Speaking

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language features

The elements necessary for spoken production, are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially

¹⁷Harold Madsen, “*Techniques In Testing*” (2nd Edition ; New York ;Oxford University, 1983), p. 162.

in face to – face interaction). The use of these devices contributes to the ability to convey meanings.

- 3) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- 1) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- 3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.¹⁸

4. Speaking Skill in Secondary Level

a. Curriculum

Teaching English at junior high school in Indonesia as stated in curriculum covers abilities of language, there are listening, speaking, reading, and writing ability.

¹⁸Jeremy Harmer, *"The Practice of English Language Teaching"*, (London:Longman, 2001), p. 264.

Teaching English at junior high school also focuses on two cycles, oral and written. In formal education, a curriculum is the set of courses, and their content, offered at a school or university. Hornby also stated that “Curriculum is a regular course of study as at school or university”.¹⁹

Curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school. From the definitions of curriculum above, it could be said that curriculum is a set of guideline consists of goals and materials of a subject of study to achieve the objectives of educational program.

b. Conversation In School Based Curriculum (KTSP)

Recently, the government introduced KTSP (School Based Curriculum) as a new curriculum replacing Competence Based Curriculum 2004 (KBK). The purpose is to increase the quality of teaching, especially teaching English. In *KTSP* English subject, teaching English in junior high school has aims as follows:

- 1) developing communicative competence either in oral or written ways to achieve functional literacy level
- 2) having awareness of the essence and the importance of English to enhance competitive power of nation in global society
- 3) Developing students’ understanding about the relationship between language and culture.²⁰

¹⁹Hornby, “*Oxford Language Learner’s Dictionary*”, (Oxford, 1995), p. 121

²⁰Depdiknas, *Modul dan Kurikulum Bahasa Inggris SMP/MTS*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 2004)

The English materials of junior high school are made based on curriculum. The following are competences in speaking at junior high school based on KTSP (School Based Curriculum):

Table 2.1 Competence in Speaking Based on KTSP

Standard of Competence	Basis of Competence
Speaking 3. Expressing meaning in transactional conversation and oral interpersonal short simple to interact with the around area.	Expressing meaning in conversation transactional (to get things done) and interpersonal (socializing) simple by using a kind oral language accurately, fluently, to interact with the around area that involves speech act: ask, give, refuse services, asking, give, refuse goods, recognize, deny facts, and to give opinions. Understand and respond transactional conversation (to get things done) and interpersonal (social) simple by using a variety of language spoken accurately, fluently, and grateful, to interact with the surrounding environment which includes speech acts: invite, accept and reject the invitation, approve / disapprove, praise, and give congratulations.

In this study, teaching how to speak or make a short conversation that imbeds to communicate with the society is stated in the competence above. By teaching adjacency pair to the students, it can improve the student's ability to communicate in the society to exchange meaning or purpose.

c. Problems during Speaking Activities in the Classroom

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students himself, their friends or the teacher. There are several problems which occur during speaking Activities that influence students' speaking fluency. There are three problems which often occur during speaking class. Those problems are:

- 1) Students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic
- 2) When students work in pairs or groups, they just end up chatting in their own language, and
- 3) When all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom

d. Characteristic of Junior High School Students

Teaching English speaking to junior high school students is not an easy job, English teacher has to make a situation in class where the students are the one that should be active to speak up. As I cited in School Based Curriculum (KTSP, 2006), the target of teaching English in junior high school is to gain functional level. From the quotation above, the purpose of teaching English in junior high school is included the ability to communicate orally and written to solve their problems in their daily life. So, the main purpose of teaching English is the ability of communication for the students.

Before giving the activities of speaking in junior high school, the teacher Should understand the characteristic of the students. He/she has to know that junior High school students are in age of transition between young learner and adult. They

Have characteristics that are more complex than young learner. According to Harmer, “The junior high school students have great capacity to learn”.²¹ It means that the junior high school students can easily receive the information from their lesson.

They also feel curious to learn something that interests them. So, the teacher shall

Make the enjoyable and fun activities that can stimulate them to practice to speak up. Meanwhile, the teacher shall set the speaking class to be easy to understand And interesting to practice and to learn. Then, the teacher can give the topic that is Familiar or interesting to them, not the topic that is complicated one that they do not Interest at all. They usually like to talk about fun or interesting stories than talk About economic or politic.

The teacher has to consider the students’ characteristics and their interest to Create a conducive atmosphere in teaching learning activity. The teacher has to Remember that the activity will make the students easy to understand the lesson and Feel secure to practice to speak.

5. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to the Brown, the following characteristic of spoken language can make oral performance easy as well as in some case difficult.

a. Clustering

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

b. Redundancy

²¹ J.harmer, “*The Practice of English Language Teaching*”, (Cambridge: Logman, 2001), p. 50

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

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Student who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. 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. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um well, you know, i mean, like*, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.²²

D. Theory of Modeling The Way

Modeling the way method is a one method of active learning. Active learning is the whole activity of students in the learning process, ranging from physical activity to psychic activity.²³ Many kinds of activities (active learning) that can do the children in the class not only listen to or record. There are eight kinds of activities learners that include physical activeness and liveliness of spirit as follows:

- a. Visual activities such as reading, watching images, demonstrations, experiments, the work of others and so on.
- b. Oral activities such as: states, formulate, ask, member suggestions, opinions, conduct interviews, discussions, interruptions and so on.
- c. Listening activities such as listening to the commentary, conversation, discussion, music, speech and so on.
- d. Writing activities such as writing stories, essays, reports, tests, questionnaires, copying, and so on.
- e. Drawing activities such as drawing create graphs, maps diagrams, patterns, and so on.
- f. Motor activities such as conducting experiments, making construction, models, refit, playing, gardening, keep animals, and so on.

22H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, 2007), p. 327.

23M. L. Silberman. *Active Learning*. (Bandung: Nusamedia.2009), p. 14.

- g. Mental activities such as perceiving, remembering, problem solving, analyzing, seeing relationships, decision-making, and so on.
- h. Emotional activities such as interested bored, happy, brave, calm, nervous, and so on.²⁴

More than 2400 years ago Confucius stated: What I hear, forget, what I see, I remember and what I do, I understand. Three simple statements are talking about the weight of importance of active learning²⁵. There are several reasons that most people tend to forget what they hear. One of the most compelling reasons is the difference in the level of teaching speaking rate with the rate the ability of learners to listen. Through these three points, it is known that the learning will be more memorable and beneficial if the students can use all the tools owned by the maximum senses. By using the senses, ears, eyes, as well as using the brain to think and process information obtained coupled with the task. So in the process of teaching and learning will be fun without the burden in the minds of learners and learners will be eager to follow the lessons.

If associated with learning, a strategy can be defined as the general patterns of activities teachers and students in the follow learning process.²⁶ Learning strategy

²⁴ Ahmad R. HM. *Pengelolaan Pengajaran*. (Jakarta: Rineka Cipta, 2004), p. 9.

²⁵Melvin L. Siberman, *Active Learning, 101 Strategi Belajar Aktif*. translate. Sarjuli, et.all (Yogyakarta: Pustaka Insan Madani, 2007), P. 1.

²⁶Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar*, (Jakarta: Rineka Cipta, 2006), p. 5.

is a learning activity that should be undertaken for the purpose of teacher and student learning can be achieved effectively and efficient.²⁷

The strategy should be appropriate to the students' situation, selecting the right strategy can improve student achievement. Active learning strategies is a collection of ways learning which aims to make students become more active in learning activities, both individually and in groups. modeling the way is one kind of strategy active learning is learning techniques which gives learners an opportunity to practice through demonstrations or special skills that are taught in the classroom and at outside the classroom. Demonstrations are an appropriate alternative to playing the role because not be afraid. Modeling the way is very effective way for helping students to search answer with doing own, based on demonstration of process, situation or particular objects either real or artificial.

Based on research conducted by Smith ET: al; Garvey; Rubin; Fein and Vandenberg revealed for some traits play activities.²⁸ Namely plays performed based on his own wishes, others involved in the activity play characterized by positive emotions, flexibility easy marked activity switch from one activity to another, more

²⁷Wina Sanjaya, *Strategi Pembelajaran "Berorientasi Standar Proses Pendidikan"*, (Jakarta:Ke ncana Predana Media, 2006), p. 124

²⁸Mayke S. Tedjasaputra, *Bermain, Mainan dan Permainan "Untuk Pendidikan Usia Di ni"*,(Jakarta: Grasindo, 2007), p. 16

emphasis on the ongoing process of the final result, have freedom from the rules set out, having active involvement of the players. The purpose of modeling the way in learning process to demonstrate the occurrence of an event appropriate teaching materials, achievements and ease way to be understood by students in the class.

When the connected of the process of learning skills associated with how to Study Students Active, then it looks both have some characteristics in common conceptual.

As following:

- a. Emphasize the significance of learning to achieve learning outcomes.
- b. Emphasizes student involvement in the learning process
- c. Emphasizing learning is a two-way process between students and students and between students and teachers.
- d. Emphasizing learning outcomes.²⁹

The essence of learning by modeling the way they can be seen in the emotional involvement of actors and observers in real situation encountered problems. Through modeling the way, the students are expected to explore their feelings, gain insight into the attitudes, values, and perceptions, develop skills and attitude in solving problems, as well as explore the core issues played through a variety of ways.

1. Definition of Modeling the Way

Modeling the Way is one of the teaching method that developed by Mel Silberman, people who are competent in the field of educational psychology. This way focus on students' ability to develop their potential. Because, students are

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Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar*, (Jakarta: Rineka Cipta, 2006),p. 32.

required to act with the subject being taught. Modeling the way is a learning implemented by way of a teacher giving a scenario of sub topics for students demonstrated in front of the class, resulting in a skill or dexterity with skill and professionalism³⁰

In other words, this way provides an opportunity for students to practice specific skills learned in class through demonstration. Learners are given the time to create their own scenarios and determine how they illustrate the skills and techniques just described. This method would be very good if used to teach a lesson that requires certain skills³¹.

Modeling the Way is a learning that use skills in illustrations and scenarios to be able showed brilliant ideas and skilled. So that it easier for students to explore to develop the ability of the students' talents in a scenario. Where learners do the learning process in a different way than usual, learners are given a stimulus to learners issued some opinions and given the opportunity to tell some stories of life experiences of learners and the freedom expressing ideas that they have, besides that learners apply skillfully and imaginatively with the shadow of their illustrations so that learners experience and understand the contents of the lessons they learned.

This process created so that, the learners create a scenario with the skills they possess and carried through a demonstration in front of the class. Scenarios can stimulate learners to be able to arouse a reaction imagination and high illustration.

30 hana aditya efriana in http://eprints.ums.ac.id/19281/23/11.NASKAH_PUBLIKASI.pdf

31Hisyam Zaini, *Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani,2008), p. 76.

This way provides many benefits for learners with a way like this makes learners to follow learning quickly, easily understood and enjoyable. From the other side of learners can showed talent or expertise, level of intelligence, attitude, and brave so that learning becomes fun. There are many that they can highlight their ability that never they do. This way that uses the skills and skill became conscious process, modeling the Way is different from other learning strategy because it prefers intelligence strategy in making the skills that endeared learners. This way is suitable in establishing the growth of intelligence of learners so that learners are trained skilled and growing.³²

Modeling the Way, the learning can be supported by the theory put forward in the book of creative learning, Beetlestone as follows: exploit the idea of children they had shown through various expressive arts proved to be one way to ensure that individual needs are met. Children will be more confident and independent if they feel that their specific experiences presented in the classroom. So that, as the teachers should consider the needs of each learner and use a variety of approaches and activities. From the stimulus children can easily learn the knowledge they have from the teacher. In the past junior high school usually wider poured his ideas and the results of any ideas they certainly far from estimates, because they feel happy and liked it in play. Some teaching materials that will be tested on the learner through this way can be done; of course a discussion of the material is assembled

³² Hisyam Zaini, *Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani,2008), p. 78

through an interesting story but without eliminating the authenticity of the content of the material.

Every learner in learning certainly have different ideas, different ways of thinking, and have different ways of learning to learn their own products. From statement are then no words that learners "less intelligent" but they have a different power to be an understanding that they catch. As in the book of creative learning proposed by Beetle stone that "All children have the right and ability to express their thoughts and feelings, to create ideas, products and unique way of working dank ha for themselves. Each child works effectively to produce or express themselves.

2. The Steps of Modeling The Way In Learning Process

- a. After learning a particular topic, look for the topics that can make the students to try or practice their skills that explained.
- b. Divide students into small groups according to their number. These groups will demonstrate a particular skill in accordance with the scenario.
- c. Give students 10-15 minutes to create a work scenario.
- d. Give 5-7 minutes to practice.
- e. In turn each group was asked to demonstrate their respective work. Once completed, give a chance to other groups to give commentary on any demonstration.
- f. Teachers give sufficient explanation to clarify³³.

With the steps learning above, the learning success of active learning type modeling the way is success together in a group. Each member of the group not only performs their tasks but need the cooperation of group members. With such

³³ Agus Suprijono. cooperative Learning: Teori dan Aplikasi PAIKEM. (Yogyakarta: Pustaka Pelajar, 2013), p. 115.

cooperation, learners are able to cover the short fall each with exchange and receive opinions of fellow learners.

3. Advantages and Disadvantages of Modeling The Way

The advantages of this method are:

- a. The development of thinking learners progress to face the problems encountered appropriately.
- b. Increase the knowledge and experience of students.
- c. Educate students speak well and can channel the thoughts and feelings clearly and precisely.
- d. How to accept and value the opinions of others.
- e. Train to think and act creatively
- f. To train cooperation skills of students.

The disadvantages this method is:

- a. For a limited time, the opportunity to participate in the fair is lacking.
- b. Require the activity of each learner in the learning.
- c. Learners are passive, of all its members will be passive, so it will be difficult for them in the learning process³⁴.

4. The Application of Modeling The Way In Learning

Learning strategy is a general pattern of a series of activities that must be performed to achieve a certain goal. Modeling the way method is a learning strategies that provide opportunities for students to practice specific skills learned in class through demonstration. Learners are given the time to create their own scenarios and determine how they describe the skills and techniques just described. The learning process should be pursued and always tied to the goal (goal-based).

Therefore, every interaction, methods and learning conditions must be planned and referring to the desired learning objectives. According to E. Mulyasa

34 <http://binham.wordpress.com/2012/06/07/metode-modeling-the-way/>

learning is basically the process of interaction with learners so that a change in the environment of good behavior. In these interactions are known by many internal factors that are influenced by yourself as well as external factors derived from the learning environment, the main task of the teacher is to condition the environment to support changes in student behavior.

This function reflects that education as the development of human potential, human beings have a number of potential or ability, while education is a process to grow and develop its potential in the sense of trying to express and develop (actualization) of various human potential in the nature of Islam is also referred to as the potential basis should be developed for human life. While the method of modeling the way including active learning that works to maximize the potential of students in the learning process, so that learning becomes active, creative and fun. The purpose of this method is:

- a. Students seeking their own experience and direct experience
- b. Doing own
- c. Fosters harmonious cooperation among students, which in turn can facilitate group work
- d. Students learn and work based on their own interests and abilities, so it is very useful in order to service individual differences
- e. Cultivate an attitude of kinship, deliberation and consensus
- f. Foster cooperation between schools, communities, teachers and parents that are useful in education

From the above it is clear that modeling the way method requires considerable planning and preparation in its implementation, so that the results achieved effectively and students to obtain a precise figure. In the implementation of the modeling the way method, there is some planning and preparation steps that need

to be taken to ensure that the way the modeling method performed well are:
 Teachers plan and assign sequences use of materials and tools appropriate to the work
 to be done.

- 1) Teacher shows how the implementation of the modeling the way method
 - 2) Teachers set the estimated time needed for the demonstration and the estimated time needed by children to imitate.
- 3) Students pay attention and participate actively in these activities.
- 4) Teachers provide motivation or amplifier-amplifier is given, either when students are successful and less successful³⁵.

E. Relationship Between Speaking with Modeling the Way

Speaking is one of the most effective communications. This encourages people to learn speak and prove that the talk would be more effective than other forms of communication. So far students to talk not just an achievement but also serve to achieve its objectives. Aspect of speaking disclose indicators relating to express idea as and feelings, giving his speech,, speech, dialogue, conveying the message, exchanging experiences, explain, describe, role play, and the conversations only done in the course of learning.

Modeling the way method is a learning method that provides opportunities for students to practice specific skills learned in class through demons traction in groups. Learners are given the time torrent ether own scenarios and determine how they illustrate the skills and techniques just described.

Interaction Learning will occur and increase the quality if it in discussion with others, discussing, ask each other and explain. At the time of others ask we do, and then we are encouraged to think more clearly spell out that the quality of that

35 <http://download.portalgaruda.org/article.php?article=139892&val=5778>, accessed on july 07 2012

opinion for the better. Discussion, dialogue and change ideas will help students recognize new relationships about something and help to have a better understanding. Students need to speak freely and not imagines had owed by fear even with a statement demanding reasons or arguments. Arguments can help correct the opinions based on evidence³⁶. Disclosure of the mind, both in order to put forward their own ideas and assess the ideas of others, will solidify one's understanding of what is being considered or studied.

So the relationship between speaking with the modeling the way is this method provides the opportunity for students to practice their speaking skills through demonstration, the results of this demonstration is then applied in everyday life at school, which students are divided into small groups, identify some common situations that ordinary students do in the classroom and outside the classroom to speak good, then the students demonstrate. Modeling the Way method gives students time to created their own scenarios and determine how suitable group illustrates speaking skills. Then students are given the opportunity to provide feedback on any demonstration. When someone expresses his ideas to others and get a response, then that person will reflect the idea, and then make improvements, so it has more solid idea. Reflection can occur due to the interaction, communication and feedback from the teacher or the students to the work of student.

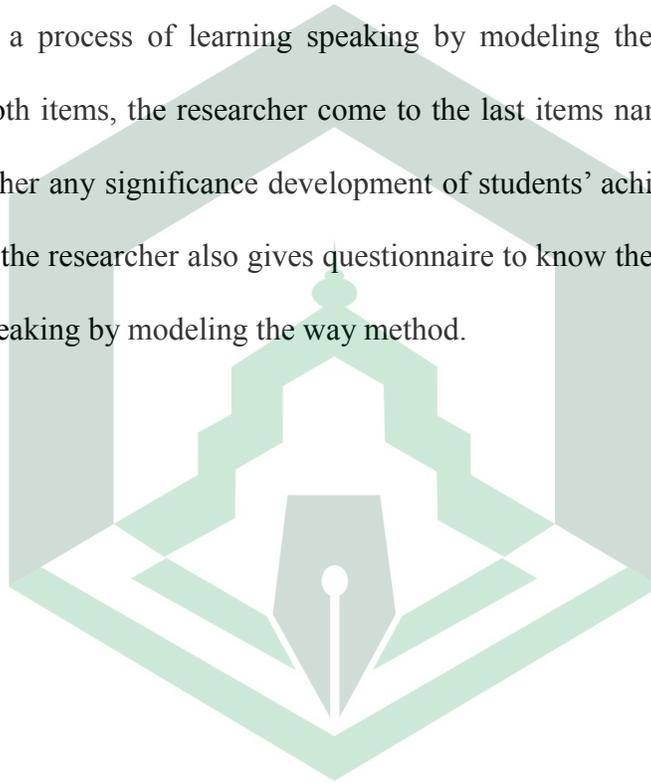
F. Conceptual Framework

Speaking is one of integrative skills taught at university. However, most of the students are not able to use English as a means of communication. In this case, a

³⁶ Ujang Sukandi, *Belajar Aktif dan Terpadu*. (Surabaya: Duta Graha Pustaka, 2003), p. 10.

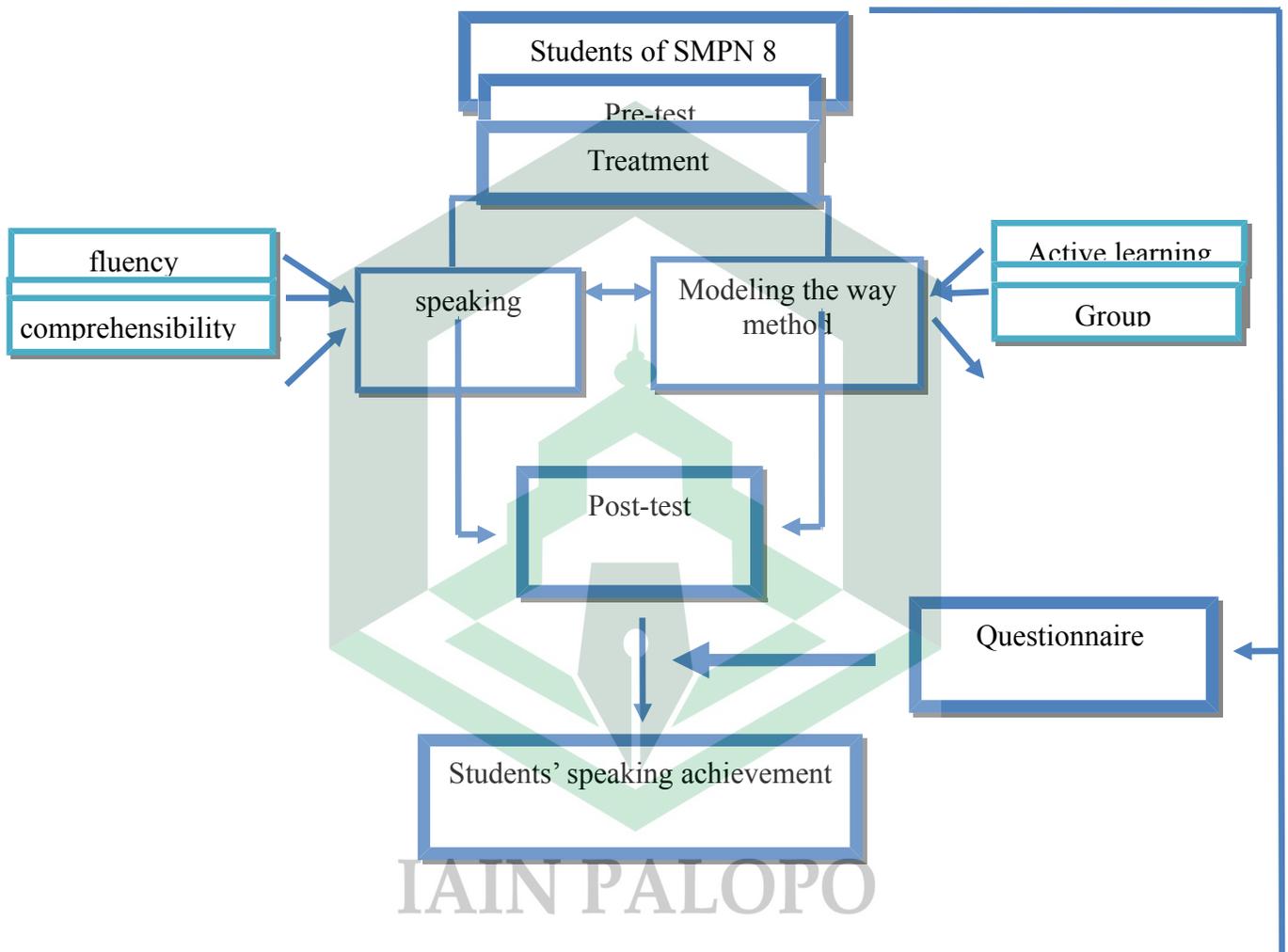
lecturer of English had better use the appropriate technique, appropriate methods and interesting media to the students.

Based on the statement above the researcher focused on effectiveness of modeling the way. In this research the students will be given pre-test to know their skill in speaking before giving treatment. After that they will be given some treatments as a process of learning speaking by modeling the way method. After conducting both items, the researcher come to the last items namely giving post-test to know whether any significance development of students' achievement in speaking skill. Besides the researcher also gives questionnaire to know the students' perception in learning speaking by modeling the way method.



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The conceptual framework underlay in this research is given in the following diagram



G. Hypothesis

The research hypothesis of the research is retelling cartoon film can improve students' speaking skill at the eighth class students of SMPN 8 Palopo. In this research, the researcher proposed the following statistical hypothesis:

H_0 : there was not effective to improve students speaking skill at the eighth class students of SMPN 8 Palopo after treatment.

H_a : there was effective to improve students' speaking skill at the eighth class students of SMPN 8 Palopo after treatment.



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CHAPTER III
RESEARCH METHOD

A. Research Method

The method that would be used in this research is pre experimental research that related with statistic. It will be used to describe the improving students' speaking skill at the eighth class of SMPN 8 Palopo.

B. Research Design

This research employed pre-experimental method which applied one group pre-test, post-test. This design presents as follow:¹

Experimental	Pre-test	Treatment	Post-test
Group	T1	X	T2

Where:

E= Experimental Group
T₁ = Pre-test
X = Treatment
T₂ = Post-test

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C. Variable

1. Independent variable is modeling the way.
2. Dependent variable is improving students' speaking skill.

D. Population and Sample

¹Sumadi Suryabrata. *Metodologi Penelitian*. (Cet. XXIII; Jakarta: Rajawali Pers, 2012), p. 102.

1. Population

The population of this research is consisting at the eighth (VIII) class students of SMPN 8 Palopo. They are divided into nine classes (VIII₁ – VIII₉) and each class consists of 30 students. So the total number is 270 students

2. Sample

Sample is part of population that can be representative for all of the population. In this case the sample teaching that researcher use is purposive sampling.

It chose class VIII₁ ; it consists of 28 students as sample.

E. Instrument of the Research

The instruments of the research were speaking test and questionnaire.

1. Speaking Test

Speaking test is an instrument that used in this research. The researcher used pre-test to measure the students before gave treatment and post-test used to measure the students' speaking performance after treatments had been given. This research applied oral test and the researcher would record the students' oral test by recorder to measure the students' speaking ability.

The researcher also made rating classification to measure the student's speaking ability. The following was rating scale classification trough six scales:

Excellent : 6

Very good : 5

Good : 4

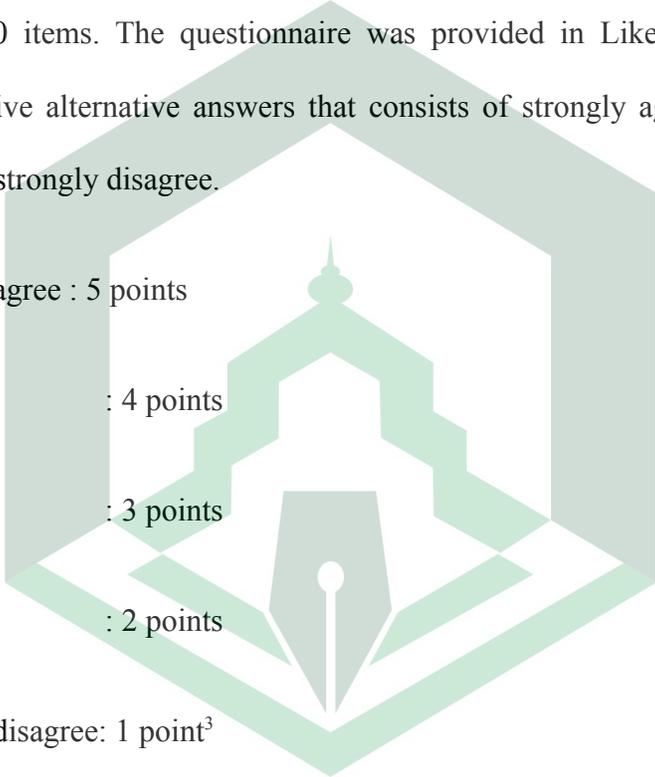
Fairly good : 3

Poor : 2

Very poor : 1²

2. Questionnaire

The questionnaire is means to finding out whether the students are perception in learning speaking through modeling the way or not. The questionnaire consists of 10 items. The questionnaire was provided in Likert scale which was modified in five alternative answers that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

- 
- a. Strongly agree : 5 points
 - b. Agree : 4 points
 - c. Neutral : 3 points
 - d. Disagree : 2 points
 - e. Strongly disagree: 1 point³

F. Procedure of Collecting Data

In collecting data, the researcher needs six meetings or days with the students in the class. The procedure of collecting data is described as follow:

1. Pre-test

²J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p. 98.

³Judith Bell, *Doing Your Research Project*, (fifth edition; New York; Open University Press, 2010), p. 224.

On the first day the researcher does the pre-test before treatment to know the ability of the students in speaking skill. The researcher would give oral test to the students. The researcher gave the students some simple question. After that the researcher measured student's ability in speaking. In pretest, the researcher used tape recorder to record their answer.

- a. Would you like introduce yourself?
- b. Can you tell me your activities from wake up until go to school?
- c. Do you like tea?
- d. Can you demonstrate how to make tea?

2. Treatment

The researcher would conduct treatments after doing the pre-test and the treatments would do until four meetings. This treatment would be used modeling the way. The step as follows:

- a. At the first meeting, the researcher would explain about what is modeling the way, and then the researcher would give topic about "how to call someone through hand phone". The students made in 5-6 groups. Then the researcher would explain what should be done by the students in each group. After that the researcher would give 5-7 minutes to each group to discussed about the topic and prepare themselves to demonstrate it, and the researcher would move from the one group to the other group to monitor the discussion and helped if there was student who has difficulty. After that the researcher calls one by one group to come forward to demonstrate how to call people by using phone in front of the class. After one group had demonstrated the topic which had been given, one people from the each group gave the comment. The researcher would give

instruction to the result of demonstration about how to call someone through hand phone in each group and gave feedback.

- b. At the second meeting, the researcher would give topic about “if a friend is sliced by knife and it is bleeding, what you will do”. The students made in 5-6 groups. Then the researcher would explain what should be done by the students in each group. After that the researcher gave 5-7 minutes to each group to discussed about the topic and prepare themselves to demonstrate it, and the researcher would move from the one group to the other group to monitor the discussion and helped if there was student who has difficulty. After that the researcher one by one group to come forward to demonstrate in front of the class. After one group had demonstrated the topic which had been given, one people from the each group would give the comment. The researcher would gave instruction to the result of demonstration about if a friend is sliced by knife and it is bleeding, what will you do in each group and give feedback.
- c. At the third meeting, the researcher would give topic about “how to make a packages box”. The students made in 5-6 groups. Then the researcher would explain what should be done by the students in each group. After that the researcher gave 5-7 minutes to each group to discussed about the topic and prepare themselves to demonstrate it, and the researcher would move from the one group to the other group to monitor the discussion and helped if there was student who has difficulty. After that the researcher one by one group to come forward to demonstrate about how to make a packages box in front of the class. After one group had demonstrated the topic which had been given, one people

from the each group would give the comment. The researcher would give instruction to the result of demonstration about how to make a packages box in each group and gave feedback.

- d. At the fourth meeting, the researcher would give topic about “how to make a paper boat”. The students made it 5-6 groups. Then the researcher would explain what should be done by the students in each group. After that the researcher would gave 5-7 minutes to each group to discuss about the topic and prepare themselves to demonstrate it, and the researcher would move from the one group to the other group to monitor the discussion, and helped if there was student who has difficulty. After that the researcher one by one group to come forward to demonstrate how to make a paper boat in front of the class. After one group had demonstrated the topic which had been given, one people from the each group would give the comment. The researcher would give instruction to the result of demonstration about how to make a paper boat in each group and give feedback.

3. Post-test

After giving treatment to the students for four meetings, the researcher would gave post test. In the post test the researcher gave the same way in pre-test to the students. The researcher gave oral test to students. The researcher would asked the students to told their daily activities and gave simulate question about their daily activities. The researcher would record the students to identify the improving student speaking skill.

4. Giving Questionnaire

To sheets of questionnaire instrument is the questionnaire which contain some questions. The questionnaire is an instrument to saw the students' perception in speaking by modeling the way.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students' test

In this test, the researcher used 1-6 point scale to measure the students' oral answers based on rating ability. The scoring of the test can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech). The following marking scheme (used a 6- point scale) as follows:

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The Assessment of Oral Test

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mot tongue. Two or three minor grammatical or lexical errors.

5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Rating	Fluency
6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.

3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says in easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be

	understood and then with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said.

(Adopted From Heaton)⁴

Beside the technical of scoring through seven scales above, the researcher also made rating classification to measure the student's speaking ability. The following is rating scale classification:⁵

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

⁴J.B Heaton, *Writing English Language Test*, (ed. 1: New York inc, 1998), p. 100.

⁵Daryanto, *Evaluasi Pendidikan*, (Jakarta PT : Rineka Cipta, 2007), p. 211.

- a. Looking for the D (Difference) between score variable 1 (X) and score variable 2 (Y), according to Suharsini Arikunto.⁶

$$D = X - Y$$

- b. Looking for Mean from Difference (MD), by using the following formula:

$$MD = \frac{\sum D}{N}$$

- c. Looking for standard deviation from difference (SD_D)

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

- d. Looking or error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

- e. Looking for value (t_0) by using following formula:

$$t_0 = \frac{M_D}{SE_{MD}}$$

Penelitian, (PT: Rineka Cipta, 1998), p. 18.

Where: MD $\hat{\mu}$ mean of Difference

SE_{MD} $\hat{\sigma}$ Error standard from M_D

(All formula adapted from Sudjono)⁷

Criteria of hypothesis acceptability

$t_o \geq t_t$: Reject null hypothesis

$t_o < t_t$: Receive null hypothesis

2. To see the students' perception toward the used modeling the way to improve students' speaking skill.

The researcher used questionnaire. Each statement in the questionnaire offers five scales, the scales namely, strongly agree: 5 points, Agree: 4 points, Neutral: 3 points, Disagree: 2 points and strongly disagree: 1 point.

Calculating the rate percentage of students' perception by using the

⁷Anas Sudjono, *Pengantar Statistik Pendidikan*, (1th edition ;Jakarta: PT. Raja Grafindo, 2001), p. 289.

formula as follows: $P = \frac{F}{N} \times 100 \%$

Notations: P : The percentage from the students' achievement
F : The frequency of respondents
N : The total number of students⁸



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⁸Suharsini Arikunto, *Prosedur Penelitian*, (Cet. XI; Jakarta: PT. Rineka Cipta), p. 41.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consisted of two main items namely finding and discussion of findings.

A. Findings

The findings of this research deals with the rate percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test, analyzed of test in the area of accuracy, fluency and comprehensibility, analyzed of test from the raw score of pre-test and post-test, percentage students' perception and the analysis of questionnaires.

1. The rate percentage of students' score in three aspects of speaking assessment consists of accuracy, fluency, and comprehensibility in pre-test and post-test.

- a. Pre-test

In this section, the researcher showed the complete score of the students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and the rate percentage of students' score in pre-test.

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Table 4.1
The Score of Students' Speaking Skill in Pre-test

Respondents	The Aspects of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	

R1	3	4	3	3
R2	1	1	2	1
R3	3	4	2	3
R4	2	3	2	2
R5	3	3	3	3
R6	3	2	1	2
R7	4	4	4	4
R8	4	2	3	3
R9	3	4	2	3
R10	3	2	2	2
R11	3	2	4	3
R12	3	3	3	3
R13	3	3	3	3
R14	1	2	1	1
R15	5	5	5	5
R16	4	4	4	4
R17	3	3	3	3
R18	1	1	1	1
R19	1	2	1	1
R20	2	2	2	2
R21	2	3	3	2
R22	1	1	1	1
R23	4	3	3	3
R24	2	3	2	2
R25	1	2	1	1
R26	2	2	3	2
R27	3	4	2	3
R28	3	4	4	3

The table 4.1 can be seen that there were 28 students observed in this research before gave the treatment and all students got unexpected score. The highest score was 5 and the lowest score was 1. There were six students got 1, there were seven students got 2, there were twelve students got 3, there were two students got 4, and only one student got 5.

Table 4.2
Classification of the Students' Speaking Skill in the Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	1	4%
Good	56-70	4	2	7%
Average	41-55	3	12	43%
Poor	26-40	2	7	25%
Very Poor	≤25	1	6	21%

The table 4.2 can be seen that there were 28 students observed in this research before gave treatment. From all of the students observed, there was none of student (0%) got excellent, only one student (4%) who got very good scores, there were two students (7%) who got good, there were twelve students (43%) who got average, there were seven students (25%) who got poor, and there were six students (21%) who got very poor classification.

Besides that, the researcher also made score of the students speaking who had gave treatment by used modeling the way was elaborated into six scale through the table distribution frequency and percentage. The researcher had classified based on English speaking perform; consist of accuracy, fluency and comprehensibility. All of those would explain by the following tables:

1) Accuracy

Table 4.3
The Score of Students' Accuracy in Pre-test

Respondents	Accuracy
R1	3
R2	1
R3	3
R4	2
R5	3
R6	3
R7	4
R8	4
R9	3
R10	3
R11	3
R12	3
R13	3
R14	1
R15	5
R16	4
R17	3
R18	1
R19	1
R20	2
R21	2
R22	1
R23	4
R24	2
R25	1
R26	2
R27	3
R28	3

The table 4.3 can be seen that students' score in the accuracy of pre-test. From all of the students observed, there was none of student got 6, only one student who got 5, there were four students who got 4, there were twelve students who got 3, there were five students who got 2, and there were six students who got 1 score.

Table 4.4
The Rate Percentages Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%

Very Good	71-85	5	1	4%
Good	56-70	4	4	14%
Average	41-55	3	12	43%
Poor	26-40	2	5	18%
Very Poor	≤25	1	6	21%
Total			28	100%

The table 4.4 can be seen that students' score in the accuracy of pre-test were varieties; in which there was none of students (0%) got 'excellent', there was 1 student (4%) got 'very good' and there were 4 students (14%) who got 'good', there were 12 students (43%) who got 'average', three were 5 students (18%) who got 'poor', and there were 6 students (21%) who got 'very poor' classification.

2) Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondents	Fluency
R1	4
R2	1
R3	4
R4	3
R5	3
R6	2
R7	4
R8	2
R9	4
R10	2
R11	2

R12	3
R13	3
R14	2
R15	5
R16	4
R17	3
R18	1
R19	2
R20	2
R21	3
R22	1
R23	3
R24	3
R25	2
R26	2
R27	4
R28	4

The table 4.5 can be seen that students' score in the fluency of pre-test. From all of the students observed, there was none of student got 6, only one student who got 5, there were seven students who got 4, there were eight students who got 3, there were nine students who got 2, and three students who got 1 score.

Table 4.6
The Rate Percentages Score of the Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	1	4%
Good	56-70	4	7	25%
Average	41-55	3	8	28%
Poor	26-40	2	9	32%
Very Poor	≤25	1	3	11%
Total			28	100%

The table 4.6 can be seen that students' score in the fluency of pre-test were varieties; in which there was none of students (0%) got 'excellent', there was 1

student (4%) got ‘very good’ and there were 7 students (25%) who got ‘good’, there were 8 students (28%) who got ‘average’, there were 9 students (32%) who got ‘poor’, and there were 3 students (11%) who got ‘very poor’ classification.

3) Comprehensibility

Table 4.7
The Score of Students’ Comprehensibility in Pre-test

Respondents	Comprehensibility
R1	3
R2	2
R3	2
R4	2
R5	3
R6	1
R7	4
R8	3
R9	2
R10	2
R11	4
R12	3
R13	3
R14	1
R15	5
R16	4
R17	3
R18	1
R19	1
R20	2
R21	3
R22	1
R23	3
R24	2
R25	1
R26	3
R27	2

R28	4
-----	---

The table 4.7 can be seen that students' score in the comprehensibility of pre-test. From all of the students observed, there was none of student got 6, only one student who got 5, there were four students who got 4, there were nine students who got 3, there were eight students who got 2, and six students who got 1 score.

Table 4.8
The Rate Percentages Score of the Students' Comprehensibility in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	1	4%
Good	56-70	4	4	14%
Average	41-55	3	9	32%
Poor	26-40	2	8	29%
Very Poor	≤25	1	6	21%
Total			28	100%

The table 4.8 can be seen that students' score in the comprehensibility of pre-test were varieties; in which there was none of students (0%) got 'excellent', there was 1 student (4%) got 'very good' and there were 4 students (14%) who got 'good', there were 9 students (32%) who got 'average', there were 8 students (29%) who got 'poor', and there were 6 students (21%) who got 'very poor' classification.

b. Post-test

The researcher made the rate percentage of students' score speaking ability in post-test. The result of the students' score in post-test was presented in the tables. The complete of the students' score speaking ability of accuracy, fluency, and comprehensibility in post-test are tabulated as follows:

Table 4.9
The Score of Students' Speaking Skill in Post-test

Respondents	The Aspects of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibilit y	
R1	5	5	5	5
R2	2	4	3	3
R3	3	3	4	3
R4	3	3	3	3
R5	4	4	4	4
R6	3	4	2	3
R7	4	5	4	4
R8	4	3	3	3
R9	5	4	5	4
R10	3	4	4	3
R11	4	4	4	4
R12	4	5	4	4
R13	4	3	3	3
R14	2	2	2	2
R15	5	5	5	5
R16	5	3	3	3
R17	3	4	3	3
R18	2	1	1	1
R19	3	4	2	3
R20	3	3	3	3
R21	3	3	4	3
R22	2	1	1	1
R23	4	4	5	4
R24	4	4	4	4
R25	3	3	4	3
R26	4	3	4	3
R27	3	4	3	3
R28	4	4	5	4

The table 4.9 can be seen that there were 28 students observed in this research after giving treatment and all students got unexpected score. The highest

score was 5 and the lowest score was 1. There were two students got 1, there was one student got 2, there were fifteen students got 3, there were eight students got 4, and there were two student got 5.

Table 4.10
Classification of the Students' Speaking Skill in the Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	2	7%
Good	56-70	4	8	29%
Average	41-55	3	15	53%
Poor	26-40	2	1	4%
Very Poor	≤25	1	2	7%

From all of the students observed after giving treatment, the table 4.10 can be seen that students' score were varieties; in which there was none of the student (0%) got 'excellent', there were 2 students (7%) got 'very good', and there were 8 of the students (29%) got 'good' classification. There were 15 students (53%) got 'average'. There was 1 student (4%) got 'poor' and there were two of the students (7%) got 'very poor' classification.

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, and comprehensibility. It was presented through the table distribution frequency and percentage; it can be seen as follows:

- 1) Accuracy

Table 4.11
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
R1	5
R2	2
R3	3
R4	3
R5	4
R6	3
R7	4
R8	4
R9	5
R10	3
R11	4
R12	4
R13	4
R14	2
R15	5
R16	5
R17	3
R18	2
R19	3
R20	3
R21	3
R22	2
R23	4
R24	4
R25	3
R26	4
R27	3
R28	4

The table 4.11 can be seen that students' score in the accuracy of post-test. From all of the students observed, there was none of student got 6, there were four students who got 5, there were ten students who got 4, there were ten students who got 3, there were four students who got 2, and there was one student who got 1 score.

Table 4.12
The Rate Percentages Score of the Students' Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	4	14%
Good	56-70	4	10	36%
Average	41-55	3	10	36%
Poor	26-40	2	4	14%
Very Poor	≤25	1	0	0%
Total			28	100%

The table 4.12 can be seen that students' score in the accuracy of post-test were varieties; in which there was none of students (0%) got 'excellent', there were 4 students (14%) got 'very good' and there were 10 students (36%) who got 'good', there were 10 students (36%) who got 'average', there were 4 students (14%) who got 'poor', and there was none of student (0%) who got 'very poor' classification.

2) Fluency

Table 4.13
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	5
R2	4
R3	3
R4	3
R5	4
R6	4
R7	5
R8	3
R9	4

R10	4
R11	4
R12	5
R13	3
R14	2
R15	5
R16	3
R17	4
R18	1
R19	4
R20	3
R21	3
R22	1
R23	4
R24	4
R25	3
R26	3
R27	4
R28	4

The table 4.13 can be seen that students' score in the fluency of post-test. From all of the students observed, there was none of student got 6, there were four students who got 5, there were twelve students who got 4, there were nine students who got 3, there was one students who got 2, and there were two students who got 1 score.

Table 4.14
The Rate Percentages Score of the Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	4	14%
Good	56-70	4	12	43%
Average	41-55	3	9	32%
Poor	26-40	2	1	4%
Very Poor	≤25	1	2	7%
Total			28	100%

The table 4.14 can be seen that students' score in the fluency of post-test were varieties; in which there was none of students (0%) got 'excellent', there were 4 students (14%) got 'very good' and there were 12 students (43%) who got 'good', there were 9 students (32%) who got 'average', there was 1 students (4%) who got 'poor', and there were 2 students (7%) who got 'very poor' classification.

3) Comprehensibility

Table 4.15
The Score of Students' Comprehensibility in Post-test

Respondents	Comprehensibility
R1	5
R2	3
R3	4
R4	3
R5	4
R6	2
R7	4
R8	3
R9	5
R10	4
R11	4
R12	4
R13	3
R14	2
R15	5
R16	3
R17	3
R18	1
R19	2
R20	3

R21	4
R22	1
R23	5
R24	4
R25	4
R26	4
R27	3
R28	5

The table 4.15 can be seen that students' score in the fluency of post-test. From all of the students observed, there was none of student got 6, there were five students who got 5, there were ten students who got 4, there were eight students who got 3, there were three students who got 2, and there were two students who got 1 score.

Table 4.16
The Rate Percentages Score of the Students' Comprehensibility in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	0	0%
Very Good	71-85	5	5	18%
Good	56-70	4	10	36%
Average	41-55	3	8	28%
Poor	26-40	2	3	11%
Very Poor	≤25	1	2	7%
Total			28	100%

The table 4.16 can be seen that students' score in the fluency of post-test were varieties; in which there was none of students (0%) got 'excellent', there were 5 students (18%) got 'very good' and there were 10 students (36%) who got 'good', there were 8 students (28%) who got 'average', there were 3 students (11%) who got 'poor', and there were 2 students (7%) who got 'very poor' classification.

Table 4.17
Score the Students Speaking Skill in Pre test and Post test

Respondent	Variable(x) (pre test)	Variable (y) (post test)	D=(x-y)	D²=(y-x)²
R1	3	5	2	4
R2	1	3	2	4
R3	3	3	0	0
R4	2	3	1	1
R5	3	4	1	1
R6	2	3	1	1
R7	4	4	0	0
R8	3	3	0	0
R9	3	4	1	1
R10	2	3	1	1
R11	3	4	1	1
R12	3	4	1	1
R13	3	3	0	0
R14	1	2	1	1
R15	5	5	0	0
R16	4	3	1	1
R17	3	3	0	0
R18	1	1	0	0
R19	1	3	2	4
R20	2	3	1	1
R21	2	3	1	1
R22	1	1	0	0
R23	3	4	1	1
R24	2	4	2	4
R25	1	3	2	4
R26	2	3	1	1
R27	3	3	0	0
R28	3	4	1	1
N = 28			∑D = 24	∑D² = 34

The table 4.17 can be seen that $\sum D = 24$ and $\sum D^2 = 34$. The next looking for different of deviation between variable x (pre-test) and variable y (post-test) as follows:

$$SD_D = \frac{\sqrt{\sum D^2 - (\sum D)^2}}{N}$$

$$= \frac{\sqrt{24 - (34)^2}}{28}$$

$$= \sqrt{0,85 - 1,21}$$

$$= \sqrt{0,85 - 1,46}$$

$$= \sqrt{0,61}$$

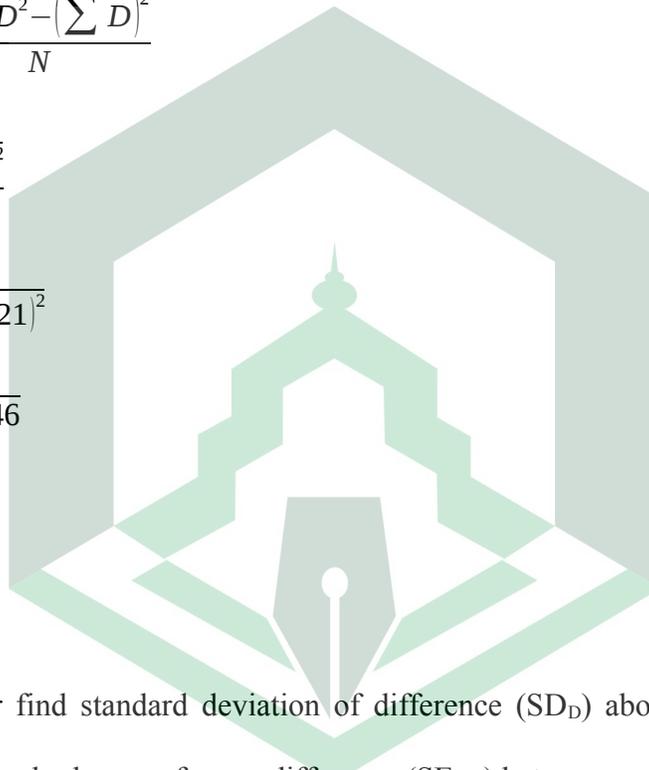
$$= 0,7810$$

After find standard deviation of difference (SD_D) about 0, 7810, the next looking for standard error of mean difference (SE_{MD}) between variable y as follows:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{0,7810}{\sqrt{28-1}}$$

$$= \frac{0,7810}{\sqrt{27}}$$



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$$= \frac{0,7810}{5,1961}$$

$$= 0,150$$

After find standard Error of Mean Difference (SE_{MD}), the next looking t value (t_0) with the formula as follows:

$$t_0 = \frac{MD}{SE_{MD}}$$

The formula for MD is as follows:

$$MD = \frac{\sum D}{N}$$

$$= \frac{24}{28}$$

$$= 0,85$$

Now looking for the difference between the two variables with observed t_{test} (t_0) as follows:

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{0,85}{0,150}$$

$$= 5,666$$

After that, looking for t_{table} (t_i), as follows:

$$df = N - 1$$

$$df = 28 - 1$$

$$= 27$$

Based on the table “t” standard of significant (α) = 0, 05 or 5% with $df= 27$, got 2,771. From the result above, the researcher gave interpretation that $t_{\text{test}} (t_o)$ was greater (or equal t_o) $t_{\text{table}} (t_t)$.

$$5,666 \geq 2,771$$

Where 5,666 was greater (or equal to) 2,771

2,771 = the result of t_{table} from 5% with $df=27$

Based on paired of the sample statistic and sample test above, the result of this research indicated that null hypothesis was rejected, and alternative hypothesis was accepted.

2. Analysis of questionnaires

To get data of students' perception in learning speaking by modeling the way, the researcher made questionnaire assessment by using formula below:

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

Where: P = the percentage from students' response

F = the frequency

N = number of students

The result and percentage of students' score could be seen by following tables:

Table 4.18
Improve speaking skill through modeling the way the students can speak English well

Option	Frequency	Percentage
Strongly agree	12	43%
Agree	13	46%
Neutral	3	11%
Disagree	-	0%
Strongly disagree	-	0%
Total	28	100%

The table 4.18 can be seen that there were 12 students (43%) chose strongly agree, there were 13 students (46%) chose agree, there were 3 students (11%) chose neutral, there was none of the student chose disagree, and there was none of the student chose strongly disagree. It means that the students had high spirit in improving speaking skill.

Table 4.19
Improve speaking skill through modeling the way can develop cooperation among students

Option	Frequency	Percentage
Strongly agree	10	36%
Agree	12	43%
Neutral	5	18%
Disagree	1	4%

Strongly disagree	-	0%
Total	28	100%

The table 4.19 can be seen that there were 10 students (36%) chose strongly agree, there were 12 students (43%) chose agree, there were 5 students (18%) chose neutral, there was one student (4%) chose disagree, and there was none of the student chose strongly disagree. It means that most of the students liked this way to be applied in improved speaking skill.

Table 4.20
The students are able to resolve their own problems encountered in learning speaking through modeling the way

Option	Frequency	Percentage
Strongly agree	8	29%
Agree	15	54%
Neutral	5	18%
Disagree	-	0%
Strongly disagree	-	-
Total	28	100%

The table 4.20 can be seen that there were 8 students (29%) chose strongly agree, there were 15 students (54%) chose agree, there were 5 students (18%) chose neutral. And there was none of the students chose disagree and strongly disagree. It means that modeling the way very interested in learning speaking.

Table 4.21
Improve speaking through modeling the way make the students to accept and respect the opinions of others

Option	Frequency	Percentage
Strongly agree	15	54%
Agree	13	46%
Neutral	-	0%
Disagree	-	0%
Strongly disagree	-	0%
Total	28	100%

The table 4.21 can be seen that there were 15 students (54%) chose strongly agree, there were 13 students (46%) chose agree, there was none of the students chose neutral, and there was none of the student chose disagree and strongly disagree. It means that most of students had been agree that modeling the way was an effective way to improve their speaking ability.

Table 4.22
Improving speaking through modeling the way gives students the opportunity to play an active role in following learning speaking

Option	Frequency	Percentage
Strongly agree	9	32%
Agree	18	64%
Neutral	1	4%
Disagree	-	0%
Strongly disagree	-	0%
Total	28	100%

The table 4.22 can be seen that there were 9 students (32%) chose strongly agree, there were 18 students (64%) chose agree, there was 1 student (4%) chose

neutral, and there was none of the students chose disagree and strongly disagree. it means that most of the students realized that modeling the way made easier to speak English. It means that modeling the way was very interested.

Table 4.23
Improve speaking skill through modeling the way can increase the students' knowledge and experience

Option	Frequency	Percentage
Strongly agree	11	39%
Agree	14	50%
Neutral	2	7%
Disagree	1	4%
Strongly disagree	-	0%
Total	28	100%

The table 4.23 can be seen that there were 11 students (39%) chose strongly agree, there were 14 students (50%) chose agree, there were 2 students (7%) chose neutral, there was 1 student (4%) chose disagree, and there was none of the student chose and strongly disagree. It meant that the students had high spirit in improving speaking skill.

Table 4.24
Improve speaking skill through modeling the way make students are able to think creatively

Option	Frequency	Percentage
--------	-----------	------------

Strongly agree	8	29%
Agree	12	43%
Neutral	5	17%
Disagree	2	7%
Strongly disagree	1	4%
Total	28	100%

The table 4.24 can be seen that there were 8 students (29%) chose strongly agree, there were 12 students (43%) chose agree, there were 5 (18%) chose neutral and there were 2 students chose disagree and there was 1 student (4%) strongly disagree. it means that modeling the way made the students happy in learning speaking.

Table 4.25
Learning speaking by using modeling the way not makes the students feels awkward to speaking by using their words and their sentences

Option	Frequency	Percentage
Strongly agree	5	18%
Agree	13	46%
Neutral	7	25%
Disagree	1	4%
Strongly disagree	2	7%
Total	28	100%

The table 4.25 can be seen that there were 5 students (18%) chose strongly agree, there were 13 students (46%) chose agree, there were 7 of the students (25%) chose neutral, there was 1 student (4%) chose disagree and there were 2 students

(7%) chose strongly disagree. It means that the students interested to studying speaking by applying modeling the way.

Table 4.26
Modeling the way can improve the students' confidence to speaking in the class

Option	Frequency	Percentage
Strongly agree	10	36%
Agree	10	36%
Neutral	4	14%
Disagree	3	10%
Strongly disagree	1	4%
Total	28	100%

The table 4.26 can be seen that there were 10 students (36%) chose strongly agree, there were 10 students (36%) chose agree, there were 4 of the students chose neutral, there were 3 students chose disagree, and there was 1 of student chose strongly disagree. It means that most of them namely 20 students (71%) could practiced their speaking by modeling the way.

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Table 4.27
Modeling the way method can improve the students' speaking fluency and vocabulary

Option	Frequency	Percentage
Strongly agree	10	36%
Agree	13	46%

Neutral	5	18%
Disagree	-	0%
Strongly agree	-	0%
Total	21	100%

The table 4.27 can be seen that there were 10 students (36%) chose strongly agree, there were 13 students (46%) chose agree, there were 5 of the students (18) chose neutral and there was none of the students chose disagree and strongly disagree. It means that the students who studied speaking by modeling the way could improved their speaking fluency and vocabulary.

Table 4.28
The List of the Students' Interest Score in Questionnaire

Respondents	Number of Items										Score
	1	2	3	4	5	6	7	8	9	10	
R1	5	3	3	5	5	4	3	3	4	3	38
R2	5	5	5	4	5	5	5	3	5	4	42
R3	3	5	5	5	4	4	3	3	4	3	39
R4	4	4	4	4	4	4	5	3	4	4	40
R5	4	5	4	4	5	5	5	1	1	5	39
R6	4	5	4	5	4	4	4	4	4	4	42

R7	4	4	3	5	4	4	5	4	5	4	42
R8	5	4	5	5	4	4	5	4	5	5	46
R9	4	3	4	5	5	4	4	4	3	4	40
R10	5	4	5	5	4	4	4	5	5	5	46
R11	5	4	5	4	5	4	4	1	2	3	37
R12	5	4	4	5	5	5	4	5	4	5	46
R13	5	4	5	4	4	5	4	5	5	5	46
R14	5	4	4	4	5	3	4	4	4	4	41
R15	3	3	4	4	4	3	4	3	4	4	36
R16	3	4	3	5	4	4	3	4	4	4	38
R17	4	4	4	4	5	4	4	4	3	4	40
R18	4	5	5	4	4	5	3	3	2	3	38
R19	4	5	4	5	4	4	3	3	2	4	38
R20	4	3	4	4	4	5	5	4	5	5	43
R21	4	5	4	4	4	5	5	4	4	5	44
R22	4	5	5	4	4	5	4	5	3	5	43
R23	4	3	4	4	4	5	4	4	5	4	41
R24	5	5	4	5	3	5	2	5	4	3	41
R25	5	4	5	5	4	4	5	4	5	5	46
R26	5	2	4	5	5	1	2	5	3	5	37
R27	4	5	4	4	4	5	4	2	5	4	41
R28	5	4	4	5	4	4	3	3	5	5	42

By totaling the score of the students' answered toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was (36) and the highest was (45).

The table distribution frequency about the students' perception score toward the learning process by modeling the way was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=46 and L=36. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score successively until the lowest in the first column of table distribution frequency.
2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading perception data, it could be seen in the following table.

Table 4.29
Distribution Frequency of the Students' Interest

Score	Frequency	Percentage
46	5	18%
44	1	4%
43	2	7%
42	4	14%
41	4	14%
40	3	11%
39	2	7%
38	4	14%
37	2	7%
36	1	4%
$\Sigma=885$	N=28	100%

Based on the table 4.29 can be seen that the students at the eighth class of SMPN 8 Palopo, the students who got the highest score 46 there were 5 students (18%), and there was 1 student got the lowest score 36 (5%). There were 4 students (14%) got score 42, 41, and 38. There was 1 student (4%) got score 44, there were 3 students (11%) got score 40, and there were 2 students (7%) got score 43, 39, and 37.

B. Discussion

In this research the researcher focused to improved students' speaking skill because speaking was the based component that has to be mastered by the young learners. Modeling the way was one method of active learning. Active learning was the whole activity of students in the learning process, ranging from physical activity to psychic activity.

Modeling the way provided an opportunity for students to practice specific skills learned in class through demonstration. Learners were gave the time to created their own scenarios and determine how they illustrate the skills and techniques just described. This way would be very good if used to teach a lesson that requires certain skills

1. Speaking Test

This research presented the result of data analyze in findings. By using modeling the way to improved students' speaking skill at the eighth class of SMPN 8 Palopo. Since the pre-test until post-test had been conducted.

In pre-test, there were some questions that were given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in

pre-test. Related to the analysis of the table of classification and percentage rate of the students in pretest and the students' mean score, the researcher concluded that the students' speaking ability was still low. It could be seen from value of students were got score poor and very poor.

The result in the area of **accuracy** still very less. Because lack of vocabulary, and the influence of the mother tongue or first language. Sometimes the students made some mistake, they found it difficult to pronounce some English words because, and most of them were influenced by their mother tongue.

The result in the area of **Fluency** still less, although there was slight increased. It can be seen on the table. Less students' fluency caused by a sense of nervous and tense when talked because unfamiliar speak directly with no time to write a paper, what would discuss. Although the students were given an explanation of some of the questions that would be gave. In fact, most of the students were still not able to deliver the answer without reading material. In answering the question, students often talk disjointed, even between parts severed inserted certain sounds that interrupt the conversation, for example, pause "ee, oo, mmmm, and so on". Many also found pronunciation errors that cause a lack of effective use of language students.

The result in the area of **comprehensibility** was in the category enough. On average students quite understand the purposed of the questions asked of them. Because, the questions that the researcher gave related with the students' activities.

Students who did not understand the questions gave because, the question less favored, so that, it was less master it.

In post-test, the researcher gave the same way in pre-test to the students, the researcher gave some question. The post-test was done after giving four treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking improved.

The results in the area of **accuracy** had increased. Most of the students had started to pay attention to the accuracy speak English, both in pronunciation, forming words and sentences as well as the selection of words right.

The results of students' **fluency** in speaking were good enough and increased. Student expression in speech was good enough, with an emphasis on sentences that seem obvious, pause with the pause "ee, oo, mmmm," during the speech has not looked. When the teacher asked the students, most students have been able to provide rapid response answered, so teacher did not need to repeat again asked questions.

Result in the area of **comprehensibility** was good category. This was indicated by the acquisition of the increased value of the total students. On average enough students understand the purposed of the questions asked of them, students have also begun to actively speak the English language.

Based on the analyzed of the table of classification and the rate percentage of the students in post-test, the researcher made conclusion that the students' speaking skill was higher than before they got the treatments. It can be seen based on English speaking assessments that consisted of accuracy, fluency, and comprehensibility.

Accuracy is the ability in used target language clearly intelligible pronunciation, particular grammatical and lexical accuracy, in this aspect was increased, it can be seen in pre-test only one student (4%) who got very good and there were six students (21%) who got very poor but after used modeling the way in post-test there were four students (14%) who got very good and two students (7%) who got very poor. Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching, in this aspect was increased and were good, it can be seen in pre-test only one student (4%) who got very good and there were nine students (32%) who got poor but in post-test was higher there were four students (14%) and only one student (4%) who got poor. Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing, in this aspect only one student (4%) who got very good and there were six students (21%) who got very poor but was higher in post-test, there were four students (14%) who got very good and there were two students (7%) who got very poor. This was because of the students' motivation learning has increased, a good learning in class, students eager to appear to be the best in conveying their opinions in English about topics chosen.

In this research was higher after used modeling the way in conducting treatment. The researcher had classified based on English speaking assessment that consisted of accuracy, fluency, and comprehensibility. And the students' speaking skill improve on the three aspect, but in the area fluency there were significance developments because learning speaking through modeling the way provides the

opportunity for students to practice while explain “how to make a tea, ho to call someone through hand phone, what will you do if a friend sliced by knife and its bleeding, how to make a packages box, and how to make a paper boat”.

For example, when the researcher gave question to the student “what is this ?, can you demonstrate while explain how to call someone through hand phone ?” average of the students have able to giving response quickly, and then the researcher gave opportunity to the students to discuss with their friend about how to call someone through hand phone, so that when the students present in front of the class their expression have good with the emphasis of the sentence that clear visible, long pause “eeee,oooo, and mmmm” when the students demonstrate while explain how to call someone through hand phone have not see.

This way claimed the students to more active speak in the class. And after used modeling the way to improve students speaking skill has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning.

2. Analysis of Questionnaire

To know further about students' perception toward the researcher had gave a way the questionnaire. Actually from 28 respondents, most of students were agree,

that through modeling the way, the students more active to speaking English. It was because speaking was one of the important skills in the English language. Most of students were agree that the students liked to learn speaking by using modeling the way and improved speaking through modeling the way was very nice. It was because during the learning speaking used modeling the way, students became active, the classroom atmosphere became lively and fun.

From 28 respondents, most of students were agree that the students very excited to learn speaking by using modeling the way and it can improved the students' confidence to speaking in the class. It was because that speaking was initially considered difficult by students turn out they could learning speaking easily and happily by applying this way.

28 respondents, most of students were strongly agree that modeling the way was effective to applied in improved their speaking skill. It was because the results were showed carrying positive influence, especially for the student's own self in order to improve their speaking ability. Most of students were agree that improved speaking through modeling the way made students motivated to improve their speaking skill by using modeling the way not made students feel clumsy to speaking by using their idea and their sentences. It was because after using this way, students feel motivated to speak English.

From 28 respondents, most of students were agree that their speaking fluency and vocabulary were improved after using modeling the way. It was because the strategy has been implemented by researcher to help students in improved their

speaking ability, and through this learning process, the way could influent their speaking skill; improved their vocabulary, their imagination, and their creativity in English language.

Based on the result of the questionnaire, it was found that most of the students were very interested in learning speaking through modeling the way. In addition, the researcher found that most of the students gave positive responses, such as they gave attention seriously in learning process, they have been more active than before, made them happy and enjoy the class, and of course they could improved their vocabularies toward used modeling the way to improved speaking skill.

3. The comparison of the data from the journal with the results of research that has been done

In this research, the researcher conducted observations in a journal that examined the same issue, namely improving speaking with the title the effectiveness of using dialogue in improving students' Speaking skill at the second grade of SMPN 2 salam by Emmy El Aizah. But, in my research I used a different way, namely by using modeling the way as one way to improve students' speaking ability.

- a. Table comparisons of data from the research journal

Aspects investigated	Improve speaking by using dialog	Improve speaking by using modeling the way
1. Purpose	• to find out whether	• to find out whether modeling

	dialogue is effective or not to improve students' speaking skill on the second grade of SMP Negeri 2 Salam	the way is effective or not to improve students' speaking skill at the eighth class students of SMPN 8 Palopo <ul style="list-style-type: none"> to find out students' perception towards the use of modeling the way to improve students' speaking skill at the eighth class of SMPN 8 Palopo
2. Material	Dialogue is spoken or written conversation or talk or a discussion between people in which opinions are exchanged.	Modeling the Way is a learning that use skills in illustrations and scenarios to be able showed brilliant ideas and skilled
3. Research method	Descriptive method with the population is 224 students and used purposive sampling	Pre-experiment method with the population is 270 students and the sample 28 students

b. Analysis results of the comparison of data from the journal with the research

1) Purpose

Basically learning speaking by using dialogue and modeling the way have the same object, namely to determine whether the way effective or not in improving students' speaking. In teaching the emphasis was on the ability of students to express

their opinions and ideas freely so that students are able to familiarize themselves in practice every day.

2) Material

In improve speaking by using dialog enhancement was to do between group where the discussion they exchanged mind, but improve speaking through modeling the way that gave an opportunity to the students to be more active in talking, in this way the students were divided into groups, and then given topic for discussion with each group after that, each group was given the opportunity to demonstrate and explain the topics that have been given.

3) Research method

Improve speaking by using dialog used descriptive method to discuss and solve the problem appearing in study. The total population is 224 Students and in this research, the sampling technique is used by the writer in is purposive sampling technique. The writer concluded that the method was successful and the use of dialogue is effective to improve students' speaking skill on second grade of SMP Negeri 2 Salam Magelang in the academic year of 2012/2013. It can be seen that the mean score of post-test was higher than pre-test. The mean of pre-test is 68.25 and the mean of post-test is 77.85. In addition, the result of t-test was 8.86.

In my research, improve students speaking skill by using modeling the way used pre-experiment as the research method and, the total number of population is 270 students with 28 students as sample can be conclude that Modeling the way was effective to improve the students' speaking skill at the eight class of SMPN 8 Palopo.

The score of t_{test} greater or equal than t_{table} ($5,666 \geq 2,771$). It indicates that H_0 is rejecting and accept H_a .

By doing a comparison of data from the journal with the research that has been done, we can see some differences and similarities that will be analyzed in terms of advantages and disadvantages of each of these learning techniques.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. Based on the data analyze and findings of the previous chapter.

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. The students' speaking skill was higher after used modeling the way in conducting treatment. The researcher had classified based on English speaking assessment that consisted of accuracy, accuracy, and comprehensibility. And the students' speaking skill improve on the three aspect, but in the area fluency there were significance developments because learning speaking through modeling the way provides the opportunity for students to practice their speaking skill through demonstration while explain the topic had been given, and then the students gave opportunity to do feedback with the other students, and in this way the students claimed to more active speak in the class. And after used modeling the way to improve students speaking skill has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery

mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range expression.

Modeling the way is effective to improve the students' speaking skill at the eight class e of SMPN 8 Palopo. The score of t_{test} greater or equal than t_{table} (5,666

$\geq 2,771$). It indicates that H_0 is rejecting and accept H_a . It means that modeling the

way is effective to improve the students' speaking skill at the eighth class students of SMP Negeri 8 Palopo.

2. Having analyze the result of questionnaire in student's perception toward the method apply by the researcher in this research, it is find that most of the students at the eight class of SMPN 8 Palopo is motivate in improve their speaking skill, they give attention seriously in learning process, they have been more active than before, make them enjoy the class, and of course they can improve their vocabularies. Not only can that, by applying this way the students learn speaking easily and happily. It means that the students give positive response.

B. Suggestions

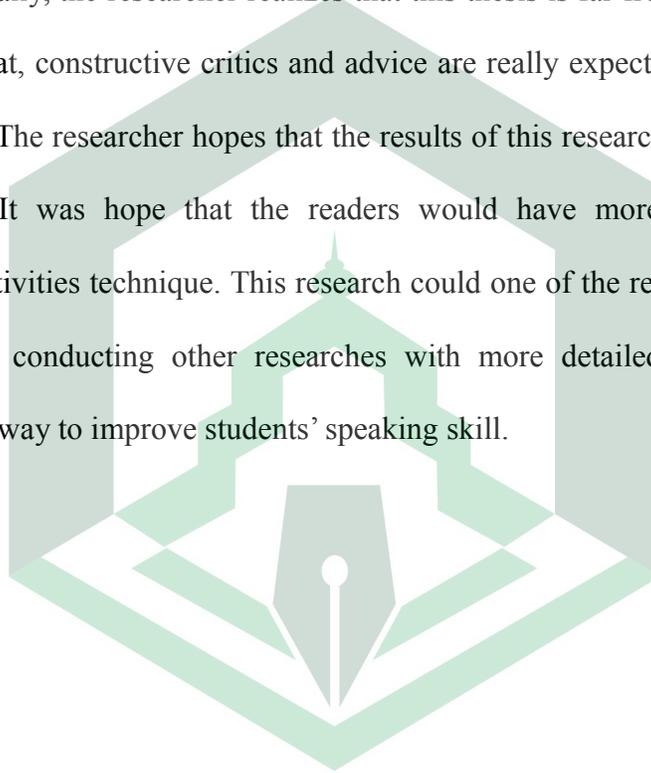
Based on the conclusion above, the researcher gives the following suggestions:

1. For the teachers, they need modeling the way as new way, so that the teaching and learning process become enjoyable, fun and interesting. Teaching speaking using modeling the way could motivate students to practice speaking more, and it improve

students' speaking skill. So the researcher suggest to the teacher to use this way in speaking class.

2. For the students, they should still be active and speak up in class having applied these activities.

Finally, the researcher realizes that this thesis is far from being perfect and because of that, constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research could be useful for the readers. It was hope that the readers would have more information about interactive activities technique. This research could one of the references for the next researcher in conducting other researches with more detailed information about modeling the way to improve students' speaking skill.



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