

**THE USING OF ANALYTICAL EXPOSITION IN IMPROVING SPEAKING  
SKILL AT THE FIRST SEMESTER ENGLISH STUDENTS OF  
STAIN PALOPO**



**A THESIS**

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

**By**

**MISRAN  
NIM. 09.16.3.0142**

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

- 1. Dr. Rustan S., M.Hum**
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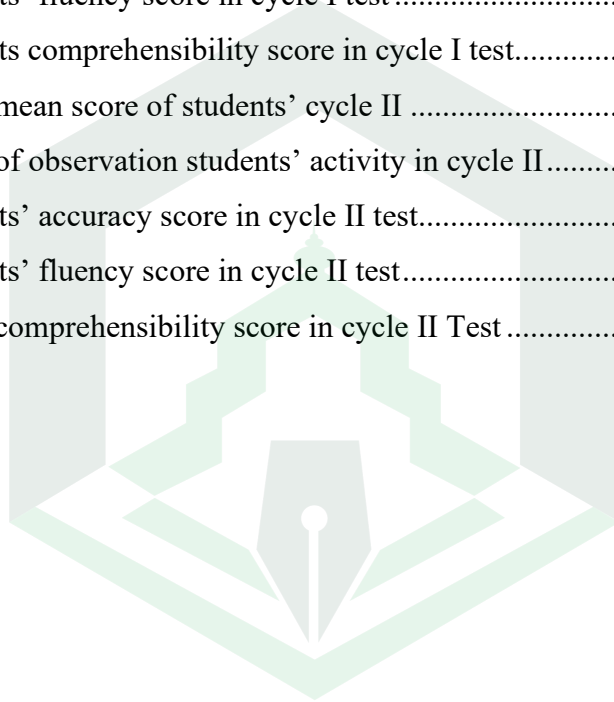
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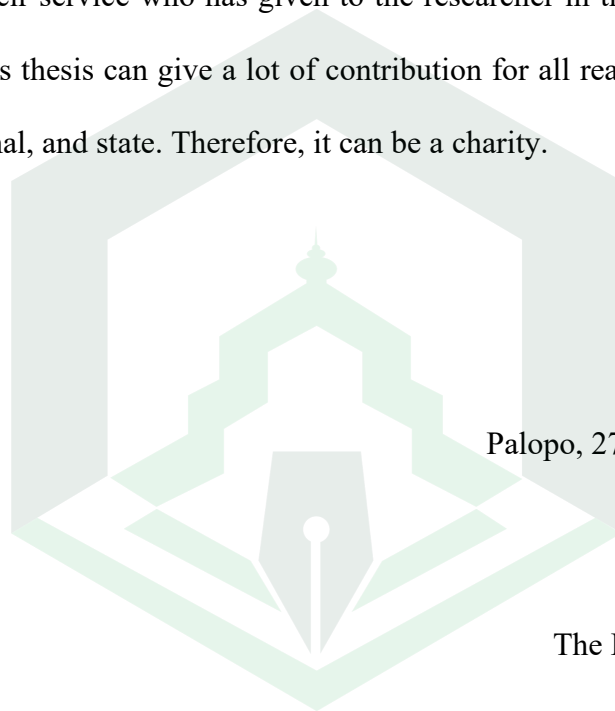
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Palopo, 27<sup>th</sup> January 2014

The Researcher

**IAIN PALOPO**

## ABSTRACT

**Misran**, 2014, The Using of Analytical Exposition in Improving Speaking Skill At The First Semester English Students of STAIN Palopo. Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Rustan S, and Jumharia Djamereng.

Key word: Analytical Exposition, Improving Speaking Skill

This thesis discussed about the using of analytical exposition in improving speaking skill at the first semester English students of STAIN Palopo, the problem statement of this research was “what is the effective way in improving speaking skill by using analytical exposition at the first semester English students of STAIN Palopo? The objective of the research is to find out the effective way in improving speaking skill by using analytical exposition at the first semester English students of STAIN Palopo.

This research used Classroom Action Research Method; the target of this research is the first semester English students of STAIN Palopo 2013/2014 academic year. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used speaking test in covering three important aspects such as accuracy, fluency, and comprehensibility, also observation used to find the effectiveness of this technique. As for the activities of students during learning process were analyzed by considering the students’ participation and level of the using analytical exposition.

The result of this research found that the good ways in teaching speaking by using analytical exposition are: (a) Organize the class by arranging the students position and ask them to make small discussing group. (b) Explain the material very detail such as explaining about the way to make analytical exposition, the way to make thesis, the way to make arguments and the way to make reiteration. (c) Give all students opportunity to get experience in speaking by presenting analytical exposition orally with their group but keep order them to presenting their analytical exposition individually. During the presenting their analytical exposition, forbid them to cheat note. (d) Guide the student more intense who has difficulty in speaking until he/she can speak English fluently by giving him/her motivation or wise words.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Communication with language is carried out through two basic human activities they are speaking and listening. Speaking is very important because it is used in words to express ideas, feelings, talking about perception and to make the other people understand about the surroundings condition. Listening is the turns the words to be understood when the other people talk about something. It is the way to reconstruct the words to make meaning that need attention for it.

Generally function of English as international language. It is used in many aspects of live such us, education, economic, medias and many others. It means that English is very important to be learned. In some case, sometimes people find problems in learning language. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. One of the problems that the students face in speaking English is they are difficult to speak and express their ideas. Sometimes they understand when the other people talk to them but they are difficult to produce their utterance to express ideas.

The other problem that the Indonesian students faced is they are bored to learn English. Some teachers do not apply an interesting method in teaching English and they also always give students the materials that they have been presented in the last

time. The interesting method which needed is how to make the students are enthusiastic in learning English.

When teaching English, teachers should also present an interesting material to the students which can make them take part during the class. Therefore, there are many medias that can be used to improve students' skills, especially in speaking. One of is analytical exposition. By using this, it is going to make students have a good opportunity to explore their ability in analyzing a text and express their ideas. By using this media it can create an active students' environment in English learning process. Therefore, there are many case studies found that active student is more effective in learning process then passive students.

Meanwhile students present analytical exposition, they can practice their speaking skill themselves. The students can express their ideas in making analytical exposition and also it can stimulate the students' curiosity in speaking by talking the interesting topic. If the students have the high motivation in speaking it will influence in their score achievement. The goal of teaching and learning is not only oriented to achieve a high standard quality of education but also to give understanding what we have been taught. Therefore the researcher thought that if students use analytical exposition, it can make students are interested in learning the subject, it also can improve their speaking skill and understand of what the teacher taught.

The researcher would like to use this analytical exposition in teaching speaking to the students at STAIN Palopo because their speaking ability at the first semester of English students still have limitation of expression and self confidence to

practice their speaking. Beside, teacher had never used this material in speaking class. The Researcher also thought that by analytical exposition, it would improve the students' interest to join the class and stimulate them to speak more.

For this reason, the researcher had curiosity in conducting a research on "*The Using Of Analytical Exposition in Improving Students' Speaking Skill At First Semester English Students of STAIN Palopo*".

### ***B. Problem Statement***

Based on the description above, the researcher formulated the problem statement as follows:

What is the effective way in improving speaking skill by using analytical exposition at the first semester English students of STAIN Palopo?

### ***C. Objective of the Research***

Based on the problem statement that had been formulated, the objective of the research as follows:

To find out the effective way in improving speaking skill by using analytical exposition at the first semester English students of STAIN Palopo.

### ***D. Significance of the Research***

1. For teacher, this research would like to give information how to teach in speaking class and improve the students' speaking skill.
2. For students, it could improve students speaking skill by knowing the good way in learning speaking skill.

3. For other researcher, it could be a reference for the researcher as contribution to develop speaking skill.

#### ***E. Scope of the Research***

This study was focused in teaching speaking by using analytical exposition in improving students' speaking skill. It was emphasized in presenting analytical exposition orally by recording the students English speaking at the first semester English students of STAIN Palopo. In this research, the researcher used article to be made analytical exposition and the topic were: (a) The Christmas should not be celebrated by Muslim, (b) BEM of STAIN Palopo should give the new students' right, (c) The Corruptor should be given death sentence, and (d) Smoking is forbidden in public area.

#### ***F. Operational Definition***

Analytical exposition is a kind of spoken or written text is intended to persuade the listeners or readers that something is case.

## CHAPTER II

### REVIEW OF LITERATURE

#### *A. Previous studies*

1. Muttahidah in her study under the title “teaching spoken analytical exposition text using mini debate for grade eleven students of senior high school” said that there was a significant difference in achievement between students who are taught spoken analytical exposition text by using Mini Debate technique and those who are taught using reading aloud technique. Therefore, it can be concluded that Mini Debate was effective used as a technique to teach spoken analytical exposition.<sup>1</sup>

2. Eka Ningsih in her thesis under the title of “Improving speaking skill by using observation classroom technique at the eight year in SMP PMDS Palopo” stated that the students had the positive improvement in learning teaching process through classroom observation technique such as in motivation, braveness, to speak, confidence and their ability in speaking English.<sup>2</sup>

3. Susilawati in her thesis under the title “The effectiveness of audio-lingual method in speaking skill of the students of ninth year of SMPN 8 Palopo” stated that the students had the positive improvement in learning teaching process through

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<sup>1</sup>Muttahidah, *Teaching Spoken Analytical Exposition Text Using Mini Debate for Grade Elevent Students of SMA Negeri 1 Demak*, (Semarang: Universitas Negeri Semarang, 2012), p.viii.

<sup>2</sup>Eka Ningsih, *Improving Speaking skill by Using Classroom Observation Technuque At the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p.98.

audio-lingual method, such as in motivation, braveness to speak confidence, and their ability in speaking English.<sup>3</sup>

The similarities of the studies above with this study are teaching and improving students' speaking skill, and differences are the researchers use difference way in their research. In this research, the researcher used analytical exposition in teaching and improving students' speaking skill. It can stimulate the students to speak more by practicing and expressing their ideas by presenting analytical exposition spoken text.

## ***B. Theory of Speaking***

### **1. Definition**

Speaking skill is fundamentally an instrument act.<sup>4</sup> Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them to prove information. They request thing to get them to do thing for them and they promise, bet, warn and exclaim to affect them in still other ways. The nature of speech act should therefore play a central role in the process of speech production. Speaker begins with intention of affecting their listeners in a particular way and they select and utter a sentence theory believes will bring about just theory this affect.<sup>5</sup>

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<sup>3</sup> Susilawati, *The Effectiveness of Audio-Lingual Method in Teaching Speaking skill at The Ninth Year of SMPN 8 Palopo*, (Palopo: STAIN Palopo, 2013), p. 70.

<sup>4</sup> Herbert H. Clark and Eve V Clark, *Psychology and Language*, (United States of America: Harcourt Brace Jorovich, ich., 1997), p. 223.

<sup>5</sup> Salihi Andriani, A thesis on title *Improving Students' Speaking Skill Through Demonstration Method At The Eleventh Year Students Of SMA Negeri 2 Palopo*, (Palopo: STAIN Palopo, 2008), p.6.



## 2. Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”.

### a. Language Features

Among the elements necessary for spoken production, are the following:

1. Connected speech: in connected speech, sound is modified, assimilated, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2. Expressive Devices: the use of device contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to develop at least some of such supra segmental features and device in the same way if they are to be fully effective communicators.

3. Lexis and Grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

4. Negotiating Language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying.

### b. Mental/Social Processing

If part of speaker’s productive ability involves the knowledge of language skills such as those discussed above.

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1. Language Processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in form that are not only comprehensible, but also convey the meanings that are intended.

2. Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a 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 others feeling we also need to be able to process information they tell us the moment we get it. The teachers' task will be two folds: to give them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.<sup>6</sup>

### **3. The problems of speaking**

Sometimes the learners are unmotivated to learn English as the second language because of some problems that make them uninteresting to learn. There are some characteristics that can make speaking difficult. Some characteristics of spoken language can make oral performance easy as well as in easier difficult.<sup>7</sup>

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<sup>6</sup> Eka Ningsih, *Improving Speaking skill by Using Classroom Observation Technique At the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p.8-9.

<sup>7</sup> Brown H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 2001), p.270-271.

a. Clustering

Fluent speech is phrasal-not words. Learner can organize their output both cognitively and physically ( in breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language

c. Reduce Form

Contraction, elision, reduce vowel, etc. all forms, especially problem in teaching spoke English.

d. Performance Variable

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

e. Colloquial Language

Make sure your student's reasonable well acquainted with the word, idioms, and phrases of colloquial language and that they get practice reducing these form.

f. Rate of Delivery

Another silent characteristic of fluency is rate of delivery. How to help learner achieves acceptable speed along with other attribute of fluency.

g. Stress, Rhythm, and Intonation

The stress timed rhythm of spoken English and its intonation patterns convey important message.

#### 4. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Other teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at some time, begin to speak it fluently to, this is justified by the argument that the students now have the opportunity to learn speak a second or a fifth language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise). Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them practice in the receptive side of communication teachers will need to give their students may opportunities to practice speaking. They will need to use their imagination in deceiving situation which provoke the use of language in the expression of students own meaning, even the students has very limited resources on which to draw. From this early experiment with the language, students became aware of the extraordinary potentially for the creation of new meaning that recombination and rearrangement of language elements provide.<sup>8</sup>

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<sup>8</sup>Wilga M. Rivers, *Teaching Foreign Language Skill*, (Chicago: The University of Chicago Press, 1981), p.188-189.

The active practice of speech cannot be left to a “later stage” when the students presumably “know the language” from dissection reassembling of the writer language. By this time, many students will have developed certain inhibition about making strange sound in public, and will find it difficult to express themselves orally in the complex form of the literary code they have been taught. Students should be given the opportunity, throughout their period of language study, to develop ever greater skill encoding their thoughts in ever more complicated structural pattern of the new form of speech and in consolidating the muscular control involved in the acceptable production of sound sequences. Prolonged practice they require in working with the code must not be delayed. For this reason, speaking the language should be natural activity from the first lesson.

### **5. Types of Classroom Speaking Performance**

According to Brown there are six types of classroom speaking performance that students expected to carry out in the classroom:<sup>9</sup>

#### **a. Imitative**

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

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<sup>9</sup>Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Prentice Hall, 2001), p.274.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

c. Responsive

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

d. Transactional (dialogue)

Transactional language carried out more for the purpose of conveying or exchanging specific information in the extended form of responsive language.

e. Interpersonal (dialogue)

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

f. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports summaries or perhaps short speeches.

## 6. Characteristic of A Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rules of use”. Thus effective

teaching of oral skills would naturally involve developing “communicative competence” or “pragmatic competence” in the learners.<sup>10</sup>

Penny Ur stated that there are four characteristics of speaking activities, as follow:

a. Learner to talk

As much as possible of the period or time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses

b. Participation is even

A minority of talkative participants does not dominate classroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is high

Learner are eager to speak, because they are interested in the topic and have something new to sat about it or because they want to contribute to achieving a task objective.

d. Language is of an acceptable

Learner expresses themselves is utterance that are relevant. Easily comprehensible to each other and of acceptable level of language accuracy.<sup>11</sup>

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<sup>10</sup> Foley J.A., *New Dimensions in The Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p.55.

<sup>11</sup> Penny Ur, A., *Course in Language Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p.21.

## 7. Aspects of Assessing Speaking Skill

Theory with a book that written by J. B. Hilton, rating scale to value the digress of speaking learners ability the rating scale includes accuracy, fluency and comprehensibility.<sup>12</sup> Base on the statement, the writer divide speaking skill in to three main components, as follows:

### a. Fluency

Fluency is the ability to produce one wish to say smoothly and without undue hesitation. Speaking without to great and effort with a fairly wide ranges of expression in the past researches Tasyid and Nur found that in the student speaking skills there were fairly fluent in interaction with speak of 75 – 89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

### b. Accuracy

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

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<sup>12</sup>J.B. Heaton, *Writing English Language Tests*, (United Kingdom: Longman Group, 1991), p. 100.



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 understanding.

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

After knowing the some criteria of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.

## **8. Strategies for Developing Speaking Skills**

Students often think that the ability to speak language is a product of language learning, but speaking is also a crucial part of the language learning process. Effective Teachers teach students using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.<sup>13</sup>

a. Using minimal responses

Language learners who lack confidents in their ability to participate successfully in oral interaction always listen in silence while others do the talking.

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<sup>13</sup> <http://www.nclrc.org/essentials/speaking/stratspeak.htm>. Accessed on July 15, 2013.

One way to encourage such learners to begin to participate is to help them to build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, Teachers can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occur, and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

**C. Theories of thinking**

Thinking is the organization of knowledge.<sup>14</sup> According to F. Skinner the simplest and most satisfactory view is that thought is simply behavior- verbal or non verbal, covert or overt. It is not some mysterious process responsible for behavior but the very behavior itself in all complexity of its controlling relation, with respect to

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<sup>14</sup> Titon Renzo and Danesi Marcel, *Applied Linguistics: An Introduction to The Psychology of Language Learning and Teaching*, (Toronto: University of Toronto Press, 1985), p.57.

both man the behavior and environment in which he lives.<sup>15</sup> The process of thinking is happened in brain even not visible. According to Leonard bloomfield the fully literature movement to the point where they are not visible. That is, he has developed a system of internal substitute movement which serves him for private purpose, such thinking and silent reading in place of audible speech sound. And according to Gilbert Ryle thinking is talking to oneself in silence, as accomplishment that a speech base<sup>16</sup>

The conception of the relationship of thought, language, and speech is clearly mentalistic one. According to that conception, the person is regarded as having mind that is distinct that person's body.<sup>17</sup>

There are several kinds of thinking they are:

1. Critical thinking

Critic is from the Greek word that means "Judge" and that word is adapted to Latin that means "sensor" or looking for the mistakes. The purpose of critical thinking is to expose the truth by eliminating all the mistakes and showing the truth. The truth is very important for thinking. Critical thinking is also used to avoid the mistake of thinking and avoid the mistake in arguing something. There is the truth

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<sup>15</sup> Steinberg. Danny D, *Psycholinguistics Language, Mind, and World*, (New York: Longman Inc, 1982), p.102

<sup>16</sup> Ibid, p.103

<sup>17</sup> Ibid, p. 85

constructional system and the truth is in our environment. To become a critical thinker we have to always ask questions “Is it true?”<sup>18</sup>

## 2. Creative thinking

By creative thinking, we do not need care to prove like we move forward with any possibility. When we find the new ideas, we can prepare the way to prove the truth and the value. Hypothesis, speculative, and provocative are the ways to make the creative movement. Sometimes we need to guess because of we do not have enough information to act. In creative thinking we have to guess for getting the new ways in order to see the information and explore every possibility of the new ideas.<sup>19</sup>

## 3. Analytical thinking

Analysis is one the important thing of thinking. By analyzing, we divide the complicated problems in the part to make us easy to solve those problems. When we handle a problem, analyzing can help us find the source of the problem and we can eliminate it and the problem is done. There are many problems need planning and analyzing skill. By planning we can build and create solutions.<sup>20</sup> And also by analyzing not only to analyze the problem but also we can use it to understand something easily such us analyzing text.

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<sup>18</sup> Edwar de Bono Dr., *Revolusi Berfikir*, (Bandung: PT Mizan Pustaka, 2007), p.204-205

<sup>19</sup> Ibid, p. 252.

<sup>20</sup> Ibid, p.34-35

Critical and analytical thinking underlines the basic elements of communication and decision making. Critical thinking is about self-understanding. Creative, critical, and lateral thinking are useful labels when describing the outcomes of people's thinking process. Of course there is really only one "thinking" that goes on someone's head; the labels and this course are designed to help people understand and identify their thinking processes, strengths, and weakness. Plenary and small group exercises help participants uncover situation when they do or do not use critical and analytical thinking. In addition to looking at where their thinking can be improved, there is a significant emphasis on identifying their current thinking strength.<sup>21</sup>

#### ***D. Analytical Exposition***

##### **1. Definition**

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.<sup>22</sup> To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.

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<sup>21</sup> [www.decisionadvancement.com](http://www.decisionadvancement.com)©2008-2013 Decision Advancements™ Accessed on February 19, 2014.

<sup>22</sup> <http://nawangwulan19.wordpress.com/analytical-exposition/>. Accessed on October 20, 2013

An analytical exposition is a text that tries to explain some problems comprehensively by giving the supporting arguments carefully.<sup>23</sup>

## 2. Generic structure of analytical exposition

Analytical expositions are popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components:

### a. Thesis

Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.

### b. Arguments

It consists about Point and Elaboration. Point, states the main argument. Elaborations, develops and supports each point of argument.

### c. Conclusion Reiteration (restatement)

Consist of the conclusion of the statement or restate the statement of the writer.<sup>24</sup>

## 3. Generic Features

- a. An analytical exposition focuses on generic human and non human participants.
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
- c. It uses emotive and evaluative words.

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<sup>23</sup> <http://www.englishindo.com/2012/07/analytical-exposition-penjelasan-contoh.html>. Accessed on October 28, 2013

<sup>24</sup> Jaya, Alexander Mongot, *English Revolution*, Jepara: Mawas Press, 2011), p.26.

- d. It often needs material processes. It is used to state what happens, e.g. has polluted, etc.
- e. It usually uses Simple Present Tense.
- f. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, Finally, etc.<sup>25</sup>

#### 4. Procedure in teaching analytical exposition

In making analytical exposition text, at first should make *thesis*, it is controversial or hot topic and the statement shows the position of the students to respond the hot topic. *Rhetorical structure* of analytical exposition is very needed to be understood before making or presenting analytical exposition text. There are several important things that the teacher should pay attention they are:

a. In making analytical exposition, the teachers have to understand about: (1) *communicative purpose*, (2) *rhetorical structure*, and (3) *grammatical patterns* that very general in making analytical exposition.

##### 1. Communicative purpose

Analytical exposition is very effective to disclose the arguments supposed to argue that something is a case.

##### 2. Rhetorical structure

Analytical exposition has text elements with their own function that arrange rhetorically: Thesis > arguments > writer's reiteration.

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<sup>25</sup> Ibid. p.26



- Thesis, in the controversial statement consist one hot topic and show the student's position as the writer to respond that hot topic.
- Arguments consist of the arguments or opinions based on the reality that has been admitted by the public.
- Writer's reiteration, consist one conclusion or restatement from the topic to support the thesis.

### 3. Grammatical patterns

In making analytical exposition, declarative sentence is used frequently in simple present, and several conjunctions are needed to show the relation cause and effect.

b. To make sure the students have good understanding about *thesis* as the *first text element* of analytical exposition, the teachers need to give the students examples. And also the other elements such as *arguments* and *writer's reiteration*.

c. Before making thesis, the students ought to be given questions. It is important to motivate them. For example:

- Questions refer to *thesis*:
  - What do you feel that.....?
  - Do the people feel.....?
  - What may possibly happen to people.....?
- Questions refer to *arguments*:
  - What sector of living influence by.....?
  - Why do you think....?

- Do you know why.....?

d. The teachers need to explain again to the students that in making analytical exposition, the students need to make one *thesis*. After making thesis, the next step is giving arguments or opinions based on the survey that has been done. Finally, the students make reiteration as justifying statement of the thesis.<sup>26</sup>

### **Cars Should Be Banned**

#### **Thesis**

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accident.

#### **Argument 1**

Firstly, cars as we all know, give contribution to the most of the pollution in the world. Cars emit deathly gas that causes illness such as bronchritis, lung cancer, and ‘trigger’ off asthma. Some of these illnesses are so bad that people can die from them.

#### **Argument 2**

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

#### **Argument 3**

Thirdly, cars are very noisy, if you live in the city, you may find too hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

#### **Reiteration**

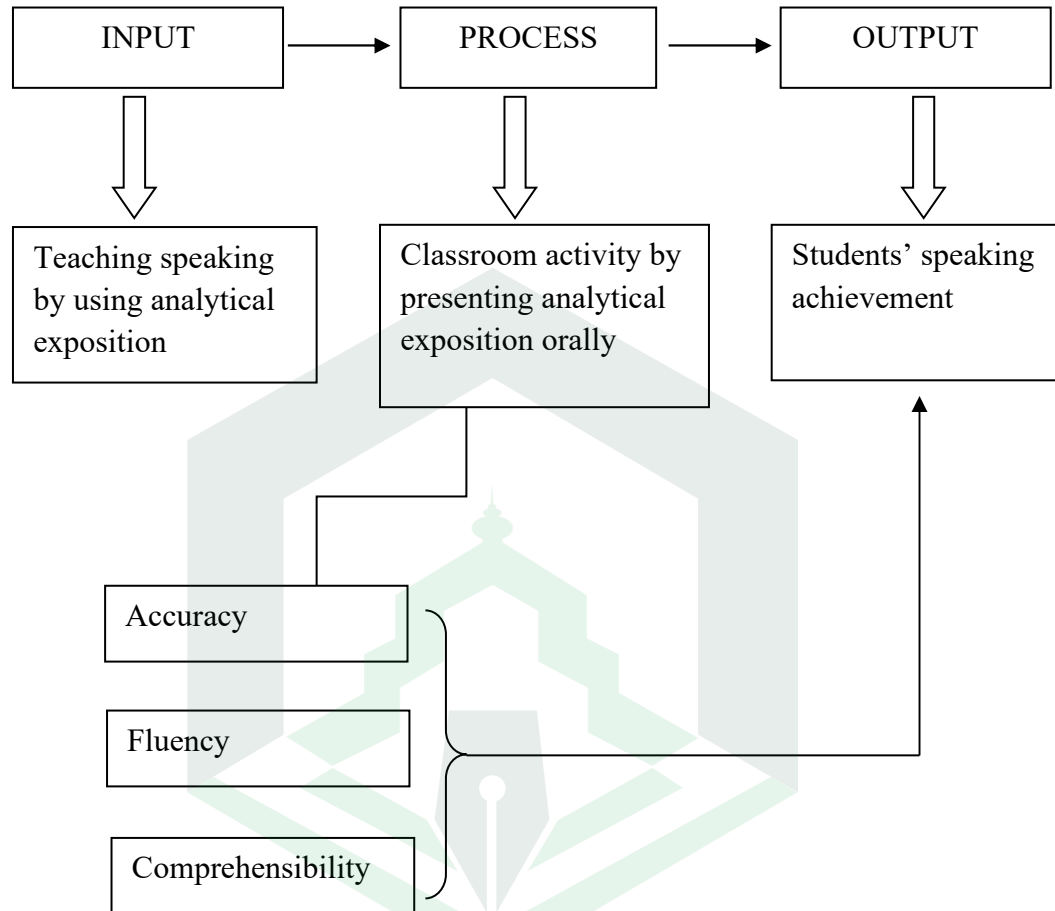
In conclusion, cars should be banned from the city for the reason listed.

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<sup>26</sup> Pardiyono, M.Pd, *Pasti Bisa ! Teaching Genre-Based Writing*, (Yogyakarta: C.V.ANDI OFFSET: 2007). p.215-219.

### ***E. Theoretical Framework***



- a. Input refers to the material provided for the students.
- b. Process refers to the implementation of the input in the classroom. The students learn speaking by presenting analytical exposition.
- c. Output refers to the students' achievement in speaking.

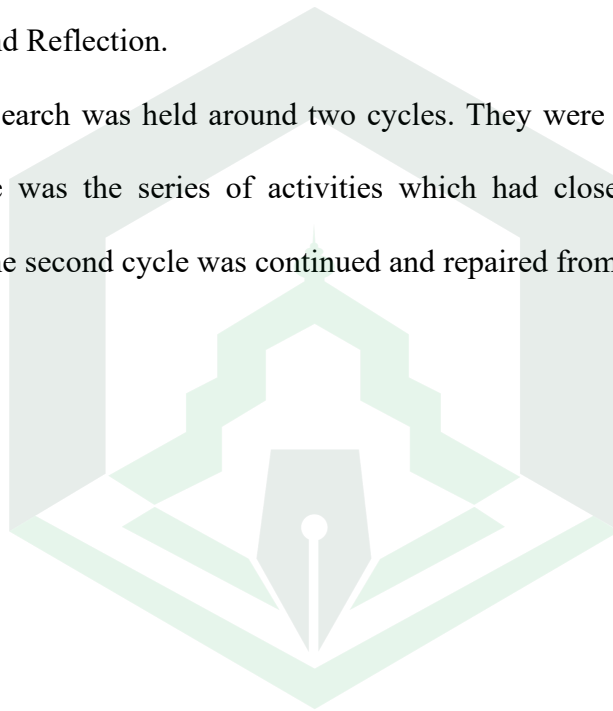
## CHAPTER III

### RESEARCH METHOD

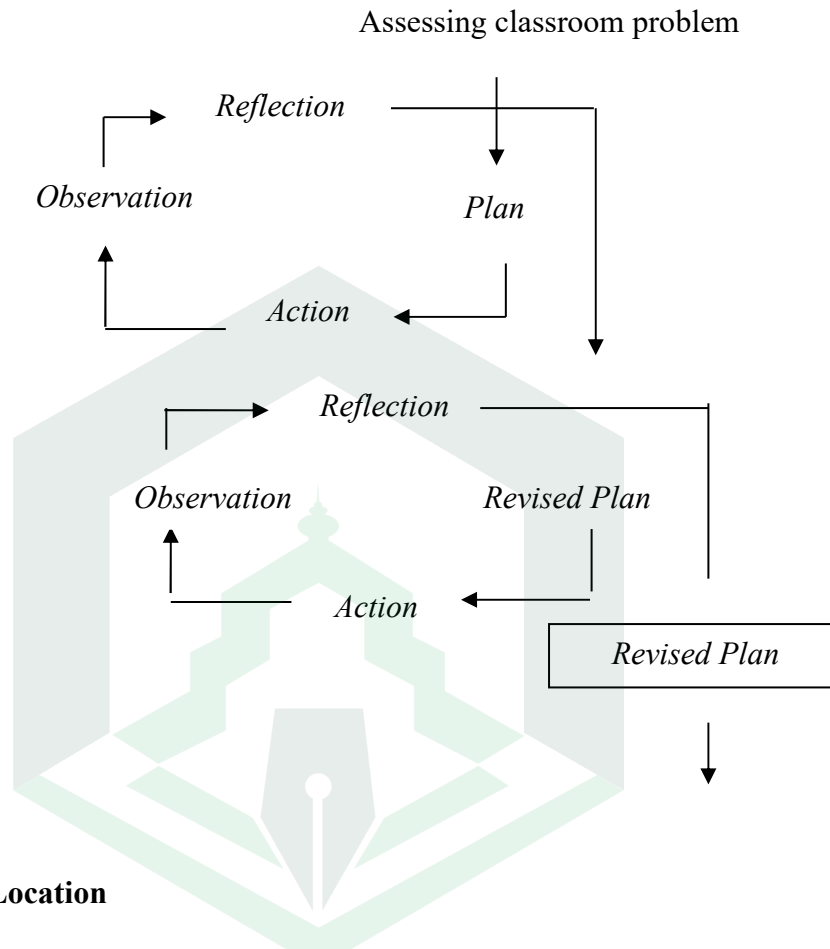
#### A. Research Type

This research followed the principle working of Classroom Action Research (CAR) that contains of four stages, they are: Planning, Implementation of Action, Observation, and Reflection.

This research was held around two cycles. They were first and second cycle and each cycle was the series of activities which had close relation. Where, the realization of the second cycle was continued and repaired from the first cycle.



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**Figure 1**

## B. Research Location

The research location is at STAIN Palopo. It was built on 12 Dzulqaidah 1417 H/ 21<sup>th</sup> march 1997 AD. It is located on Jln. Dr. Ratulangi, Balandai Palopo, South Sulawesi. The condition of STAIN Palopo is comfortable because this campus has the green view as the symbolic of Islam and also there are many trees that make it more beautiful than the other campus in Tana Luwu.

STAIN Palopo has four departments they are: Ushuluddin Department, Syari'ah Department, Communication Department and Tarbiyah Department.

Tearbiyah department began in 1997. Now, it has five program studies they are Islamic educational program study, Arabic educational program study, Mathematic educational program study, PGMI ( Pendidikan Guru Madrasah Ibtidayah) program study, and English educational program study.

English educational program study began in 2002 and got accreditation in 2010. So far, English educational department has 616 students and two staffs to help the chief of English department in running the administration.

STAIN Palopo has enough facilities to support learning activities as follows:

1. Microteaching room
2. Library
3. Computer laboratory
4. Language laboratory
5. Campus book publisher

### **C. Research Design**

The design of this study was Classroom Action Research (CAR) where the researcher tried to describe about analytical exposition in teaching speaking skill at the first semester students of STAIN Palopo that has four stages, there were: planning, implementation of action, observation and reflection. In the second cycle, after doing the reflection, the researcher would identify the weakness of the first cycle and giving solution in teaching the analytical exposition and observed the students more intense.

#### **D. Subject of the Research**

The subjects of the study were the English teacher and all of students at the first semester class D of STAIN Palopo.

#### **E. Data Source**

##### 1. Teacher

English teacher was a researcher in this research, where the English teacher applied analytical exposition while teaching speaking in the classroom.

##### 2. Students

The position of students in this research as subject of the research, the researcher hopes after researching, the students can improve their speaking ability.

##### 3. Collaborator

The position of collaborator in the research as an observer, the collaborator helped the researcher to observe the students, so the researcher is able to know the students condition in learning process and give suggestion and solution to the problem each cycle.

#### **F. Procedure of Research**

##### **Cycle I**

The first cycle was in classroom based on the research consist planning, acting, observation, reflecting.

##### **1. Planning**

Before doing the action research, the researcher needed a preparation such as:

- a. Preparing the instruments during learning process such as guidance paper in making analytical exposition consist of the ways in making analytical exposition, and example of analytical exposition.
- b. Preparing the recorder that was used to record students' speaking.
- c. Making lesson plan about the use of analytical exposition in teaching speaking at the first semester students.
- d. Preparing information about the topic that would be made analytical exposition.

## **2. Action**

In this action, the researcher presented about analytical exposition, how to make thesis, elaborate the arguments and making conclusion then the researcher gave them topic to be made analytical exposition individually, the students made thesis, their arguments and conclusion of the topic and presenting it in front of the class. The researcher pointed a student to present his/her own analytical exposition and then the researcher asked him/her to point one of his/her friends to present his/her analytical exposition and so on.

At this meeting, the researcher gave the students guidance paper after that he explained to the students how to make thesis, he taught them to make the controversial statement based on the topic. And then he explained the students how to make arguments, which consist of description of the students' argument or students' opinions about the topic and also the arguments supposed to prove that the thesis is true. After explained about the how to make arguments, he explained the way to make reiteration or conclusion, where the reiteration was supposed to the conclusion



of the arguments to support the thesis is the truth. After that, the researcher gave the students example of analytical exposition as their reference in making analytical exposition.

Before making analytical exposition, the researcher gave questions to the students to motivate them and make them interesting to the topic. The researcher could give question refer to make thesis such as *what do you feel about?*, *do the people feel...?*, or *what may possible happen to...?*. And also gave the questions refer to make arguments such as *why do you think that...?*, *do you know why?* and *what sector of live have been influenced by....?*

After giving the questions to motivate and make them interesting to the topic. The researcher gave chance the students to seek and collect the information about the topic. he allowed the student to seek and collect the information from internet by using their laptop and handphone during ten minutes.

The researcher asked the students to make analytical exposition based on the information that they had collected individually. After making analytical exposition, the researcher asked the students to present their analytical exposition in front of the class individually. He pointed a student to present his/her analytical exposition in front of the class individually after that he asked him/her to point one of his/her friends to stand up the in front of the class to present his/her analytical exposition and so on.

## **Observing**

While the learning process was running, the observer observed all students' learning encourage and teacher's activities with by using instrument of observation that had prepared by researcher.

### **3. Reflecting**

This step was conducted to know how far the students understood the materials where was given. What the strength and the weakness of this cycle. This classroom action research would be success if some of the following requirement is fulfilled:

- a. Most of the students have good participation during the acting (70%)
- b. Most of the students have good score in evaluation (75%).

## **Cycle II**

After doing the first cycle, the researcher found out that there were still many weaknesses based on the reflection part, then the researcher decided to do the second cycle. It was also consisted of planning, acting, observing, and reflecting.

### **1. Planning**

In this cycle, the researcher continued the activity which had done in cycle I. Giving solution to the weaknesses in cycle I and making plan again based on the result of reflection in the first cycle.

### **2. Action**

The researcher taught how to improve students' speaking ability more than in cycle I by using analytical exposition based on the planning in the second cycle.

### 3. Observation

The research team (teacher and collaborator) observed the learning process by using the analytical exposition.

### 4. Reflecting

This classroom action research would be success if some of the following requirement is fulfilled:

- a. Most of the students have good participation during the acting (70%)
- b. Most of the students have good score in evaluation (75%)

### G. Instrument

The techniques of collecting data in this classroom action were:

1. Test : To find out the students' score.
2. Recording : To find out the students ability in speaking

### H. .Technique in Collecting Data

The researcher did the observation to find out the students' achievement when they started speaking to each others.

The data from speaking test are scored based on the scoring classification. They are accuracy, fluency, and comprehensibility. According to J.B Heaton, Detail elaboration is presented as follows:

**Table: 1**  
**Accuracy, Fluency, Comprehensibility**

<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>
<p>6. Pronunciation is only very slightly influenced but the mother-tongue. Two or three minor grammatical and lexical errors.</p>	<p>Speak without to great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.</p>	<p>Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.</p>
<p>5. Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.</p>	<p>Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.</p>	<p>The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.</p>
<p>4. Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few</p>	<p>Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery</p>	<p>Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are</p>

<p>grammatical and lexical errors but only one or two major errors causing confusion.</p>	<p>mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p>	<p>necessary to help him to convey the message or to seek clarification.</p>
<p>3. Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>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.</p>	<p>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 sentences.</p>
<p>2. Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.</p>	<p>Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.</p>	<p>Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.</p>

<p>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.</p>	<p>Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.</p>	<p>Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.<sup>1</sup></p>
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Based on the table above, the student will get excellent if their score is 6, very good if their score is 5, good if their score is 4, average if their score is 3, poor if their score is 2, and poor if their score is 1.

The data in cycle 1 and 2 are collected through the following steps:

- a. Scoring students speaking test.
- b. Calculating the mean score of the students’ speaking test by using the following formula according to Arikunto Suharsimi in Eka Ningsih.<sup>2</sup>

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<sup>1</sup> J.B. Heaton, *Writing English Language Tests* (Longman Group, UK England, 1991), p. 100.

<sup>2</sup> Eka Ningsih, *Improving Speaking skill by Using Classroom Observation Technuque At the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p.36

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

Where:

Md = Mean Score

$\sum x$  = Total Raw Score

N = Total Sample



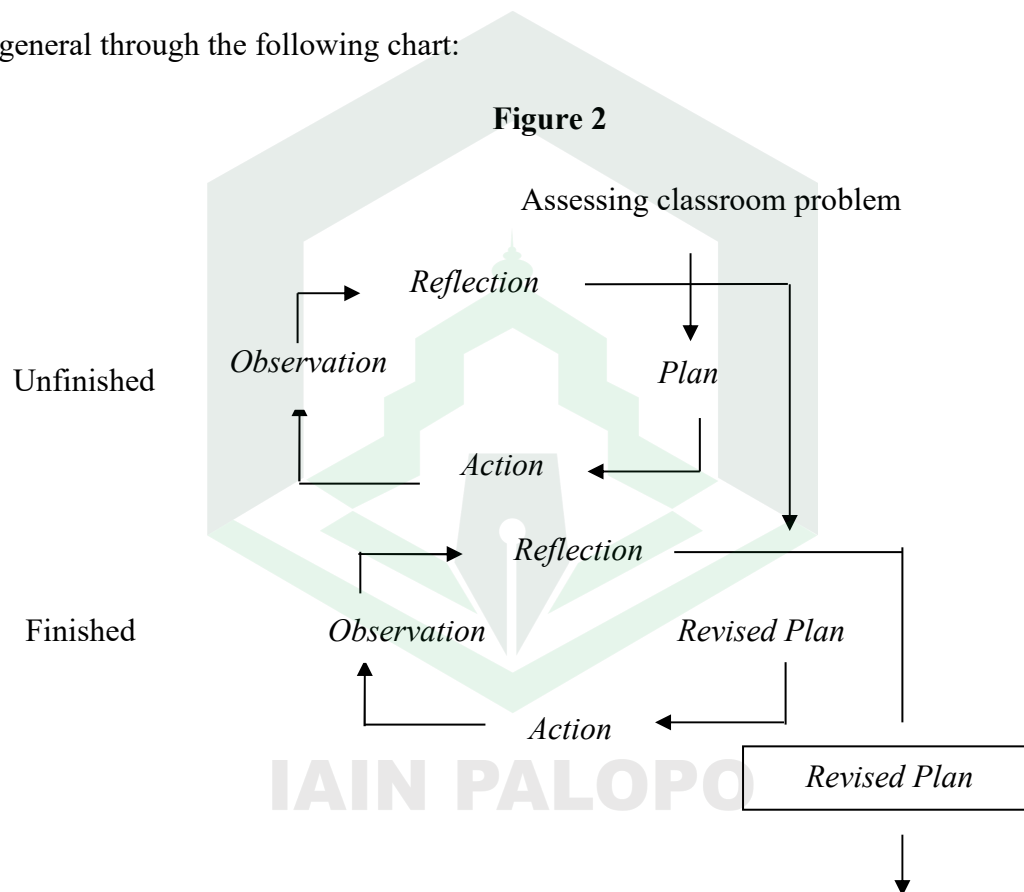
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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

The findings of the research described the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



#### 1. Description the result of the first cycle

The first cycle in this research was consisted of planning, acting, observation, and reflecting.



### a. Planning

1. Preparing the instruments during learning process such as guidance paper in making analytical exposition consist of the ways in making analytical exposition, and example of analytical exposition.

2. Preparing the recorder that was used to record students speaking

3. Making lesson plan about the use of analytical exposition in teaching speaking at the first semester students.

4. Preparing information about the topic that would be made analytical exposition.

### b. Action

#### First meeting

1. Opening class (warming up)

The researcher opened the class and greeting the students by saying “*Assalamu Alalikum Wr. Wb...*” and then he asked the condition of the students such as *Hello! How are you today?*” most of the students had good respond to the researcher but there were several of them just silent.

2. Presentation (surviving the materials)

In this action, the researcher presented about analytical exposition, how to make thesis, elaborate the arguments and making conclusion then the researcher gave them topic to be made analytical exposition individually, the students made thesis, their arguments and conclusion of the topic and presenting it in front of the class. The researcher pointed a student to present his/her own analytical exposition and then the

researcher asked him/her to point one of his/her friends to present his/her analytical exposition and so on.

At this meeting, the researcher gave the students guidance paper after that he explained to the students how to make thesis, he taught them to make the controversial statement based on the topic. And then he explained the students how to make arguments, which consist of description of the students' argument or students' opinions about the topic and also the arguments supposed to prove that the thesis is true. The students should make points of the topic and elaborate them in sentence. After explained about the how to make arguments, he explained the way to make reiteration or conclusion, where the reiteration was supposed to the conclusion of the arguments to support the thesis is the truth. After that, the researcher gave the students example of analytical exposition as their reference in making analytical exposition.

Before making analytical exposition, the researcher gave questions to the students to motivate them and make them interesting to the topic. The researcher could give question refer to make thesis such as *what do you think if Muslim celebrating Christmas?* And also gave the questions refer to make arguments such as *why do you think that muslim is forbidden to celebrate christmas?, do you know why the muslim s forbidden to celebrate christmas? and what should the muslim's respond when christmas has come?.*

### 3. Practice (practicing)

After giving the questions to motivate and make them interesting to the topic. The researcher gave chance the students to seek and collect the information about the topic. He allowed the student to seek and collect the information from internet by using their laptop and handphone during ten minutes.

The researcher asked the students to make analytical exposition based on the information that they had collected individually. After making analytical exposition, the researcher asked the students to present their analytical exposition in front of the class individually. He pointed a student to present his/her analytical exposition in front of the class individually after that he asked him/her to point one of his/her friends to stand up in front of the class to present his/her analytical exposition and so on. Because of the time was not enough to continue the presentation, so the researcher continued the presentation in the second meeting.

### 4. Closure (Closing The class)

Before closing the class, the researcher asked the students about their opinion to the lesson. Several of the students had positive respond but several of them still confused about the material. The researcher asked the students that the presentation would be continued in the second meeting.

## Second Meeting

### 1. Opening (opening the class)

The researcher greeted the students by saying *Asslamu Alalikum Wr. Wb...* after that he check the students in the attendant list and the asked the students readiness in take apart the class.

### 2. Presentation (surviving the materials)

In this meeting, the researcher explained again about the material such element of analytical exposition and structure of analytical exposition. He also explained to the students that the presentation was going to be continued because in the first meeting, not all students had presented their analytical exposition.

### 3. Practice (practicing)

In this second meeting, students presented their analytical exposition that they had made in first meeting. The rule was still similar to the first cycle, they had to point one of his/her friends to stand up and present their analytical exposition individually.

### 4. Closure (closing the class)

In the end of the class, the researcher asked the students about lesson. He needed the students respond to do reflection. Before closing the class, he asked the students about the topic in the next meeting and asked them to seek the information about the topic.

### Third Meeting

In this meeting, the researcher did the similar way in the first meeting but different topic. The topic had been given to the students in the second meeting.

#### 1. Opening (opening the class)

The researcher opened the class and greeting the students by saying “*Assalamu Alalikum Wr. Wb...*” and then he asked the condition of the students such as *Hello! How are you today?*” most of the students had good respond to the researcher but there were several of them just silent.

#### 2. Presentation (surviving the materials)

In this action, the researcher presented about analytical exposition, how to make thesis, elaborate the arguments and making conclusion then the researcher gave them topic to be made analytical exposition individually, the students made thesis, their arguments and conclusion of the topic and presenting it in front of the class. The researcher pointed a student to present his/her own analytical exposition and then the researcher asked him/her to point one of his/her friends to present his/her analytical exposition and so on.

At this meeting, the researcher gave the students guidance paper after that he explained to the students how to make thesis, he taught them to make the controversial statement based on the topic. And then he explained the students how to make arguments, which consist of description of the students’ argument or students’ opinions about the topic and also the arguments supposed to prove that the thesis is true. The students should make points of the topic and elaborate then in sentence.

After explained about the way how to make arguments, he explained the way to make reiteration or conclusion, where the reiteration was supposed to the conclusion of the arguments to support the thesis is the truth. After that, the researcher gave the students example of analytical exposition as their reference in making analytical exposition.

Before making analytical exposition, the researcher gave questions to the students to motivate them and make them interesting to the topic. The researcher could give question refer to make thesis such as *what do you think about work ability of BEM STAIN Palopo?* And also gave the questions refer to make arguments such as *why do you think that BEM STAIN Palopo is not responsible?, do you know why BEM have not given the new students' right? and what should BEM STAIN Palopo do to responsible their responsibility?.*

### 3. Practice (practicing)

After giving the questions to motivate and make them interesting to the topic. The researcher gave chance the students to seek and collect the information about the topic. He allowed the student to seek and collect the information from internet by using their laptop and handphone during ten minutes.

The researcher asked the students to make analytical exposition based on the information that they had collected individually. After making analytical exposition, the researcher asked the students to present their analytical exposition in front of the class individually. He pointed a student to present his/her analytical exposition in front of the class individually after that he asked him/her to point one of his/her

friends to stand up in front of the class to present his/her analytical exposition and so on. Because of the time wasn't enough to continue the presentation, so the researcher continued the presentation in the fourth meeting. In this last topic of first cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

#### 4. Closure (closing the class)

Before closing the class, the researcher asked the students about their opinion to the lesson. Several of the students had positive respond but several of them still confused about the material. The researcher asked the students that the presentation would be continued in the fourth meeting. In this last topic of first cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

### **Fourth Meeting**

#### 1. Opening (opening the class)

The researcher greeted the students by saying *Asslamu Alalikum Wr. Wb...* after that he check the students in the attendant list and the asked the students readiness in take apart the class.

#### 2. Presentation (surviving materials)

In this meeting, the researcher explained again about the material such element of analytical exposition and structure of analytical exposition. He also explained to the students that the presentation was going to be continued because in the first meeting, not all students had presented their analytical exposition.

### 3. Practice (practicing)

In this fourth meeting, students presented their analytical exposition that they had made in third meeting. The rule was still similar to the third cycle, they had to point one of his/her friends to stand up and present their analytical exposition individually. In this last topic of first cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

### 4. Closure (closing the class)

In the end of the class, the researcher asked the students about lesson. He needed the students respond to do reflection. Before closing the class, he asked the students about the topic in the next meeting and asked them to seek the information about the topic. In this last topic of first cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

## c. Observation

### **Description the Result of Test Cycle 1**

Evaluation on students' ability in speaking showed that the students knew the using analytical exposition in speaking there were mostly in low score. The mean score was only 68,6 %.



**Table 2**  
Cycle I

No.	No. Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	comprehensibility	
1.	001	3	2	3	65
2.	002	3	3	3	70
3.	003	3	4	3	75
4.	004	3	2	3	65
5.	005	3	3	3	70
6.	006	3	3	2	65
7.	007	3	2	3	65
8.	008	3	2	3	65
9.	009	3	2	3	65
10.	010	4	5	4	85
11.	011	3	2	3	65
12.	012	3	3	3	70
13.	013	2	3	2	60
14.	014	4	4	4	80
15.	015	3	3	3	70
16.	016	3	3	3	70
17.	017	3	3	4	75

18.	018	4	5	4	85
19.	019	2	3	3	65
20.	020	3	3	4	75
21.	021	2	2	2	60
22.	022	2	1	2	55
23.	023	4	3	4	75
24.	024	2	3	3	65
25.	025	2	1	2	55
<b>MEAN SCORE</b>					<b>68,6</b>

Calculating the mean score of the students' speaking test cycle 1

$$\begin{aligned}
 Md &= \frac{\sum x}{N} \\
 &= \frac{1715}{25} \\
 &= 68,6
 \end{aligned}$$

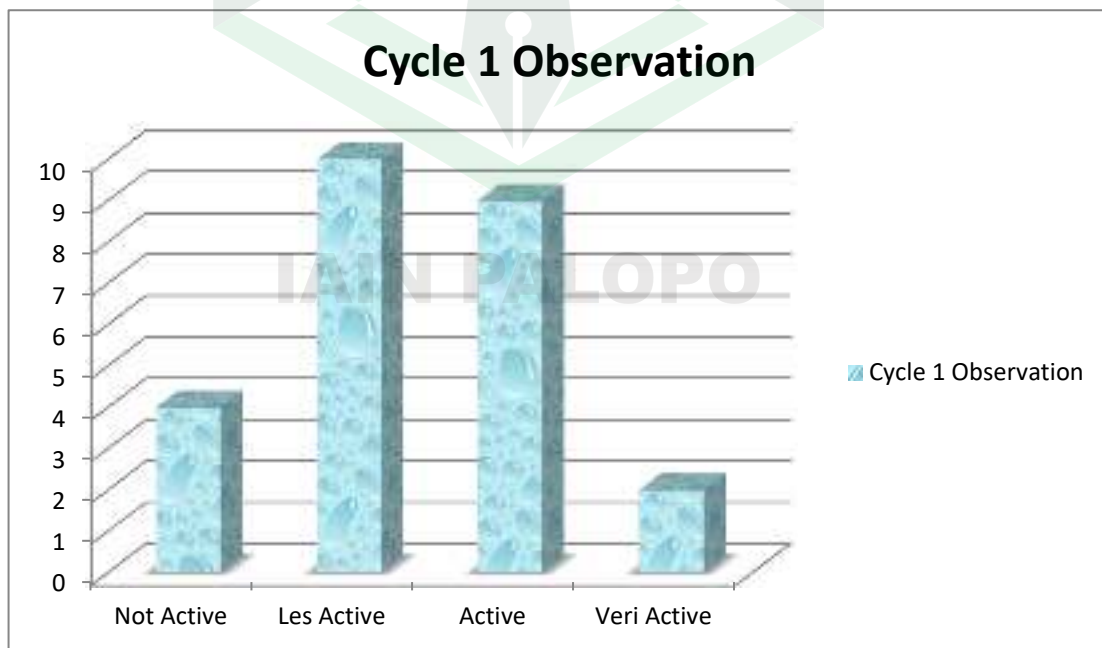
1. The result of observation student's activities during the teaching and learning process. It can be seen in the table below:

**Table 3**  
Observation list cycle I

No.	No. Respondents	STUDENTS PARTICIPATION			
		Not Active	Les Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
16.	016				
17.	017				

18.	018				
19.	019				
20.	020				
21.	021				
22.	022				
23.	023				
24.	024				
25.	025				
		4	10	9	2

**Table 4**  
Cycle 1 Observation



Based on the scoring of the test in cycle I, it can be seen at the table:

## 1. Accuracy

**Table 5**  
**Accuracy**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6		25
Very Good	5		25
Good	4	6	25
Average	3	14	25
Poor	2	5	25
Very Poor	1		25

The table above shows that the students score in the area of accuracy of cycle 1 were vary; in which there were none of the students got “excellent”, none students got “very good”, 6 students got “good”, 14 students got “average”, 5 students got “poor”, and none students got “very poor” classification.

## 2. Fluency

**Table 6**  
**Fluency**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6		25
Very Good	5	3	25

Good	4	3	25
Average	3	11	25
Poor	2	6	25
Very Poor	1	2	25

The table above shows that the students' score in the area of fluency of cycle 1 were vary; in which there are none of the students got "excellent", 3 students got "very good", 11 students got "average", 6 students got "poor" and 2 students got "very poor" classification.

### 3. Comprehensibility

**Table 7**  
**Comprehensibility**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6		25
Very Good	5	2	25
Good	4	6	25
Average	3	12	25
Poor	2	5	25
Very Poor	1		25

The table above shows that the students' score in the area of comprehensibility of cycle 1 were varieties; in which there were none of the student got "excellent", 2 students got "very good", 6 students got "good", 12 students got "average", 5 students got "poor" and none of the student got "very poor" classification.

#### **d. Reflecting**

There were still significant weaknesses in the cycle 1. Most of the students were still not familiar with the using analytical exposition in speaking because they said that it was still a new term that they had faced. Some of the students were not really active in learning activities, only 2 students were very active, 9 students were active, 10 students were less active and 4 students were not active. It means that the students were not really active. The evaluation means score was only: 68,6. The achievement of the students still low. The table above shows that the students score in the term of accuracy (see table 5) of cycle I were varieties; in which there were 6 students got "good", 14 students got "average", and 5 students got "poor" classification.

The table 6 shows that the students' score in the term of fluency (see table 6) of cycle 1 are vary; in which there are 3 students got "very good", 3 students got "good", 11 students got "average", 6 students got "poor" and 2 students got "very poor" classification.

The table 7 shows that the students' score in the area of comprehensibility (see table 7) of cycle 1 were vary; in which there were 2 students got "very good", 6

students got “good”, 12 students got “average”, and 5 students got “poor” classification.

In the findings, there were only some students were active in giving responding the topic that given by researcher. In fact after making observation the researcher concluded that the learning process that occurs in the classroom was relatively ineffective. Most of the students did not pay attention and followed the learning process optimally, they played handphone, and disturbed their friends. After doing the interview they said that they were bored during the learning process and seldom join in speaking class. They were afraid if the teacher asked them to speak because they had less vocabulary. When they spoke English they were shy if making mistakes. The researcher was challenged to develop various teaching technique and changed the learning model. In first cycle he asked the student to present a topic using analytical exposition that he gave before individually. In the cycle II , the researcher asked the students to make small group consist two or three students in each group to discuss the topic that researcher gave before making analytical exposition. After the class, the researcher gave students a topic to learn at home to prepare in this cycle II. The variety of techniques would help learners to get higher motivation to upgrade in learning English.

Based on the result of the observation, the students’ score of the test were still disappointing in the first cycle. Therefore the researcher need to do reflection to identify the weaknesses action in the cycle I they were: (1) the mean score the result of the students’ test in cycle I the percentage 68,6 %. It means the score was still low,



so the students' score of the test in cycle II must be improved. (2) based on the result the observation, the students' ability in speaking skill by analytical exposition were still low. Related to the students' ability in speaking skill, the solution of problems would be prepared such as:

- 1.) The researcher organized the class by arrange the students' position.
- 2.) The researcher explained more the material.
- 3.) The researcher formed the students in small discussing group.
- 4.) The researcher asked the students to discuss the topic in group before making analytical exposition.
- 5.) The researcher prepared more information about the topic that would be given to the students.
- 6.) The researcher guided the students more intense in making analytical exposition.
- 7.) The researcher gave opportunity for all students to get experience in speaking.
- 8.) The researcher guided the students who cannot speak English until they can speak English fluently.
- 9.) The researcher forbade the students to cheat note in presenting analytical exposition.

## **2. Description The Result of The Second Cycle**

### **a. Planning**

The researcher hoped in the cycle II the students were more active than before. Planning in the second cycle is different with first cycle. In the second cycle

to make students to be active in the class, the students discussed the topic with their group and asking the teacher if they were confused the materials. The reflection in the first cycle was considered to plan the second cycle.

In order to decrease the weakness of the first cycle, the second cycle was planned as follows:

1. The researcher organized the class by arrange the students' position.
2. The researcher explained more the material.
3. The researcher formed the students in small discussing group.
4. The researcher would ask the student to discuss the topic in group before making analytical exposition.
5. The researcher prepared more information about the topic that would be given to the students.
6. The researcher guided the students more intense in making analytical exposition
7. The researcher gave opportunity for all students to get experience in speaking.
8. The researcher guided the students who cannot speak English until they can speak English fluently.
9. The researcher forbade the students to cheat note in presenting analytical exposition.

## **b. Action**

### **First meeting**

#### 1. Opening (opening the class)

The researcher greeted the students by saying *Asslamu Alaikum Wr. Wb...* after that he check the students in list attendant and then asked the readiness of the student to take apart in learning process.

#### 2. Presentation (surviving the materials)

In this meeting, before the researcher explaining about the materials, the researcher formed the students in small discussing group consist two to three students each group. After all students had group, the researcher gave them the guidance paper in making analytical exposition again because most of them had lost their guidance paper the researcher gave them in the first meeting.

The researcher explained again about the analytical exposition. He explained the structure of analytical exposition which consist *thesis > arguments > writer's reiteration*. He also explained the way to make thesis that they had to make controversial statement about the topic. next step, they had to make arguments which consist of their arguments or their opinions about the topic to prove the thesis is the fact in making arguments, the students should make points of the topic and elaborate them in sentence. And then he explained to the students to make reiteration or conclusion consist of the conclusion of the arguments which is used to prove the thesis is the truth.

Before asking the students to make analytical exposition, the researcher gave the student questions to motivate the students and also help the students in making thesis and finding the points of the topic to make the students were easy to elaborate the point in sentence. The researcher asked the students *what punishment should be given to the corruptor?*. That question could help the students to make thesis. The other questions were, *what is effect of corruption?*, *what is the institution who did corruption?*, and *why the corruptor should be given death sentence?*

After gave the students questions, the researcher asked them to discuss the topic with their group. This technique made the students was easy to found out points of the topic to make arguments. By discussing, they could express their ideas and get more information because they shared the information one another. It helped the students to make analytical exposition was easier than they made analytical exposition individually. The researcher also gave them the vocabularies related to the topic.

### 3. Practice (practicing)

In this stage, the researcher asked the students to present their analytical exposition based on their discussion with their group. They stood up with their group but the researcher kept ordering them to present their analytical exposition individually. When their presented their analytical exposition with their group, it could decrease the students' nervous and able to speak more fluently than the first cycle, there were many students presented their analytical exposition by cheating note but in this action the researcher forbade them to cheat note.

#### 4. Closure (closing the class)

Before closing the class, the researcher asked the students about their opinion to the lesson. Most of the students had positive respond and they said, they had understood they way to make analytical exposition. The researcher asked the students that the presentation would be continued in the second meeting.

### **Second Meeting**

#### 1. Opening (opening the class)

The researcher greeted the students by saying *Aslamu Alaikum Wr. Wb...* after that he check the students in list attendant and then asked the readiness of the student to take apart in learning process.

#### 2. Presentation (surviving the materials)

In this second meeting, the researcher explained again about analytical exposition such structure of analytical exposition which consist *thesis > arguments > writer's reiteration*. The researcher asked the students to continued the presentation from the first meeting.

#### 3. Practice (practicing)

In this second meeting, the students continued the presentation that they had made in the first meeting. The rule was similar to the first meeting. They had to stand up in front of the class with their group but they kept presenting their analytical exposition individually and the researcher forbade them to cheat note in presenting their analytical exposition.

#### 4. Closure (close the class)

In the end of the class, the researcher asked the students about lesson. He needed the students respond to do reflection. Before closing the class, he asked the students about the topic in the next meeting and asked them to seek the information about the topic to make them was easier in making analytical exposition.

### **Third Meeting**

#### 1. Opening

The researcher greeted the students by saying *Aslamu Alaikum Wr. Wb...* after that he check the students in list attendant and then asked the readiness of the student to take apart in learning process.

#### 2. Presentation (surviving the materials)

In this meeting, before the researcher explaining about the materials, the researcher formed the students in small discussing group consist two to three students each group. After all students had group, the researcher gave them the guidance paper in making analytical exposition again because most of them had lost their guidance paper the researcher gave them in the first meeting.

The researcher explained again about the analytical exposition. He explained the structure of analytical exposition which consist *thesis > arguments > writer's reiteration*. He also explained the way to make thesis that they had to make controversial statement about the topic. next step, they had to make arguments which consist of their arguments or their opinions about the topic to prove the thesis is the fact in making arguments, the students should make points of the topic and elaborate

them in sentence. And then he explained to the students to make reiteration or conclusion consist of the conclusion of the arguments which is used to prove the thesis is the truth.

Before asking the students to make analytical exposition, the researcher gave the student questions to motivate the students and also help the students in making thesis and finding the points of the topic to make the students were easy to elaborate the point in sentence. The researcher asked the students *what do you think about smoking in the public area?* That question could help the students to make thesis. The other questions were, *what is effect of smoking?*, *what is effect of smoking to the passive smoker?*, and *why smoking is forbidden in public area?*

After gave the students questions, the researcher asked them to discuss the topic with their group. This technique made the students was easy to found out points of the topic to make arguments. By discussing, they could express their ideas and get more information because they shared the information one another. It helped the students to make analytical exposition was easier than they made analytical exposition individually. The researcher also gave the students vocabularies related to the topic to help them in making analytical exposition.

### 3. Practice (practicing)

In this stage, the researcher asked the students to present their analytical exposition based on their discussion with their group. They stood up with their group but the researcher kept ordering them to present their analytical exposition individually. When their presented their analytical exposition with their group, it

could decrease the students' nervous and able to speak more fluently than the first cycle, there were many students presented their analytical exposition by cheating note but in this action the researcher forbade them to cheat note. In this last topic of second cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

#### 4. Closure (closing the class)

Before closing the class, the researcher asked the students about their opinion to the lesson. Most of the students had positive respond and they said, they had understood they way to make analytical exposition. The researcher asked the students that the presentation would be continued in the fourth meeting.

### **Fourth Meeting**

#### 1. Opening (opening the class)

The researcher greeted the students by saying *Aslamu Alaikum Wr. Wb...* after that he checked the students in list attendant and then asked the readiness of the student to take apart in learning process.

#### 2. Presentation (surviving the materials)

In this second meeting, the researcher explained again about analytical exposition such structure of analytical exposition which consist *thesis > arguments > writer's reiteration*. and the researcher asked the students to continued the presentation from the third meeting.



### 3. Practice (practicing)

In this fourth meeting, the students continued the presentation that they had made in the third meeting. The rule was similar to the third meeting. They had to stand up in front of the class with their group but they kept presenting their analytical exposition individually and the researcher forbade them to cheat note in presenting their analytical exposition. In this last meeting of second cycle, the researcher recorded the students' speaking to know the students' achievement in speaking ability whom had been taught speaking by using analytical exposition.

### 4. Closure (closing the class)

In the end of the class, before the researcher closed the class, he asked the student about the lesson to know the achievement and perception of the students improving speaking skill by using analytical exposition.

## c. Observation

### 1. Description the test of cycle II

Evaluation on students' ability in speaking skill showed that the students' mastery in using analytical exposition were better than the first cycle. The mean score was 84.4.

**Table 8**  
Cycle II

No.	No. Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	comprehensibility	
1.	001	4	4	3	75
2.	002	4	4	4	80
3.	003	4	5	4	85
4.	004	4	4	4	80
5.	005	4	5	4	85
6.	006	4	5	5	85
7.	007	4	4	4	80
8.	008	4	4	4	80
9.	009	5	5	6	95
10.	010	5	5	6	95
11.	011	5	5	5	90
12.	012	4	4	4	80
13.	013	5	5	5	90
14.	014	5	6	6	95
15.	015	4	5	4	85
16.	016	5	6	5	95
17.	017	4	4	5	85

18.	018	5	5	5	90
19.	019	3	4	4	75
20.	020	5	5	5	90
21.	021	5	5	5	85
22.	022	4	3	4	75
23.	023	5	4	5	85
24.	024	4	3	4	75
25.	025	4	3	4	75
<b>MEAN SCORE</b>					<b>84.4</b>

$$\begin{aligned}
 Md &= \frac{\sum x}{N} \\
 &= \frac{2110}{25} \\
 &= 84,4
 \end{aligned}$$

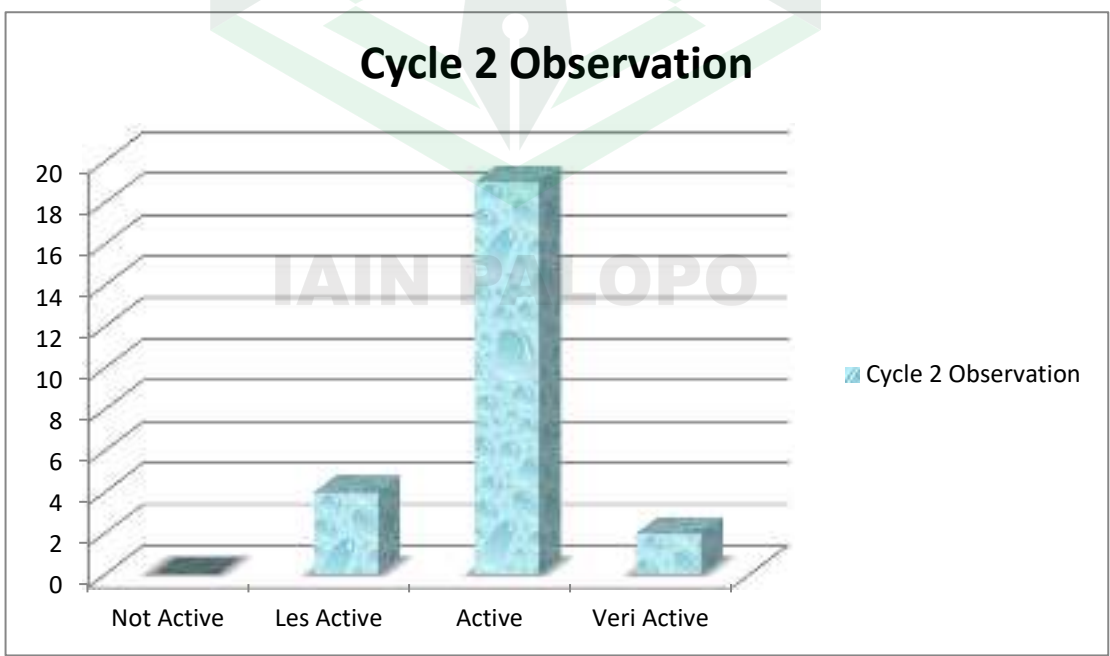
2. The result of observation student's activities during the teaching and learning process. It can be seen in the table below:

**Table 9**  
Observation list cycle II

No.	No. Respondents	STUDENTS PARTICIPATION			
		Not Active	Les Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
11.	011				
12.	012				
13.	013				
14.	014				
15.	015				
16.	016				
17.	017				

18.	018				
19.	019				
20.	020				
21.	021				
22.	022				
23.	023				
24.	024				
25.	025				
			4	19	2

**Table 10**  
Observation list cycle II



Some successful points in the cycle 2 namely: most of the students were familiar with the using of analytical exposition in speaking skill. More of the students were active in learning activities, 2 students very active, 19 students active, 4 students less active and none students not active. The class was not noisy anymore. The ideal mean score have achieved : 84,4. In the findings, some students active in giving respond to talk about the topic that given by researcher.

Based on the result score of test cycle II the observation for clear look at the table.

1. Accuracy

**Table 11**  
**Accuracy**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6		25
Very Good	5	10	25
Good	4	14	25
Average	3	1	25
Poor	2		25
Very Poor	1		25

The table 11 shows that the students' score in the area of accuracy of cycle II were vary but there were some improvements; in which none of the student got

“excellent”, 10 students got “very good”, 14 students got “good”, 1 student got “average”, none student got “poor” and non students got “very poor” classification.

## 2. Fluency

**Table 12**  
**Fluency**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6	2	25
Very Good	5	11	25
Good	4	9	25
Average	3	3	25
Poor	2		25
Very Poor	1		25

The table 12 shows that the students’ score in the area of fluency of cycle II were vary but there were some improvements; in which there are 2 students got “excellent”, 11 students got “very good”, 9 students got “good”, 3 students got “average”, none of the students got “poor”, and none of the student got “very poor” classification.

### 3. Comprehensibility

**Table 13**  
**Comprehensibility**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Total Sample</b>
Excellent	6	3	25
Very Good	5	9	25
Good	4	12	25
Average	3	1	25
Poor	2		25
Very Poor	1		25

The table 13 shows that the students' score in the area of comprehensibility of cycle II were vary but there were some improvement; in which there were 3 students got "excellent", 9 students got "very good", 12 students got "good", 1 student got "average", none of the students got "poor" and none of the students got "very poor" classification.

Based on the result of the observation and score of second cycle show good point, the researcher needed to do reflection to know the weakness action in cycle II they were: (1) the mean score of the result of the students' test in cycle II the percentage 84,4. 4 students got 95 score, 4 students got 90, 7 students got 85, 5 students got 80 and 5 students got 75. It means fulfilling pass standard, so the



students score of test in cycle II was increasing and based on result the observation made by observer to activities researcher execution learning speaking skill by using analytical exposition was good.

The researcher concluded the good ways in teaching speaking by using analytical exposition were:

1. Organize the class by arranging the students position and ask them to make small discussing group.
2. Explain the material very detail such as explaining about the way to make analytical exposition, the way to make thesis, the way to make arguments and the way to make reiteration.
3. Give all students opportunity to get experience in speaking by presenting analytical exposition orally with their group but keep order them to presenting their analytical exposition individually. During the students presenting their analytical exposition, the researcher forbids them to cheat note.
4. Guide the students more intense who has difficulty in speaking until he/she can speak English fluently by giving him/her motivation or wise words.

### ***B. Discussion***

Looking at data finding, the researcher presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the students' improvement in speaking ability by using analytical exposition. Based on the data finding, the researcher presented the discussion of data given to students. The

students at the first semester English students of STAIN Palopo were low in the cycle I than Cycle II.

The improvement the students speaking skill by using analytical exposition in the topic, the researcher discusses the result of data analysis in accordance with the scope of the research. The discussion is in intended to know the students' improvement in speaking English by using analytical exposition.

Using analytical exposition to improve students speaking English skill. In the first meeting in cycle I the researcher gave explanation about analytical exposition, function of analytical exposition and how to make analytical exposition. The researcher gave questions to help the student making analytical exposition and also it could motivate the students. The researcher gave a topic to be made analytical exposition such as thesis to show the students' position to respond the topic, arguments as the elaboration of reasons to support that the thesis was a fact, and conclusion of the arguments to support the thesis. Then he asked them to present their analytical exposition by monologue. The first meeting was continued to the second meeting in cycle I because of the time was over before all students presented their analytical exposition. In the second meeting, the researcher only continued the students' presentation.

In the third meeting, the researcher did the similar way to the first meeting in cycle I in teaching analytical. The researcher gave explanation about analytical exposition such as how to make thesis to show the students' position to respond the topic, arguments and reiteration or conclusion. He gave the chance to the students to

prepare information about the topic before making analytical exposition. Then he asked them to present their analytical exposition individually. The presentation continued to the fourth meeting because of the time was not enough to all students presented their analytical exposition. In this meeting, the researcher gave the test to the students to know the students' achievement in speaking ability.

Based on the data analysis from the students' test in cycle I, the mean score in the first cycle is 68,6. It is under from the standard score. In fact, from the result of the students' activities in the first cycle many students were confused with analytical exposition especially application and practice before presentation in front of the class, because the students were unfamiliar with analytical exposition. They also were difficult to make analytical exposition because they did not have enough information about the topic that would be made analytical exposition.

Based on the observation activities made by researcher and collaborator in the first cycle, the researcher found some weakness in teaching English speaking by using analytical exposition. There were (a) the condition class was noising when the researcher gave explanation. (b) Seemed, they were not discipline there were several students just played games in handphone, disturbed their friends because they were unfamiliar with the using of analytical exposition in teaching speaking skill. (c) The students still less active because they did not have enough vocabularies and information of the topic that given by researcher. (d) Learning process was not interest because students just silence although they confused they did not want to ask the researcher or they did not understand with the material and they were afraid in

speaking. They did not understand with meaning of the words they had said. (e) The students were not focused when the researcher explained material and there some students cheated note when presentation in front of the class. The observation about activities researcher made by observer when explained the material and explained about analytical exposition.

So the researcher gave the students a topic to be learned and looked for the information about the topic from internet, magazine, newspaper, etc. Peck (1978) in Mona Khameis stated to motivate students in EFL context, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. Activities need to be students centered and communication should be authentic. This means that students are listening or speaking about something that interest them, for their own reason, and not merely because the teachers ask them to.<sup>1</sup>

He also gave the students vocabularies which related to the topic to be memorized at home in the next cycle. Researcher needed the challenged to develop various teaching technique and he gave the various learning ways to students in doing reflection to get the best way in teaching speaking skill through using analytical exposition. Students improve their formal speech when teachers provide insight on how to organize their ideas for presentation. Student can better speeches when they can organize their presentation in variety of different ways, including sequentially, chronologically, and thematically. They need practice in organizing their speech

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<sup>1</sup> Mona Khameis, *Using Creative Strategies to Promote Students' Speaking Skill*, (Fujairah: 2006), p.112

around problem and solution, causes and results, and similarities and differences after deciding about the best means of organization, they can practice speeches with another student or with the whole class.<sup>2</sup> The variety of teaching technique will help learners to get higher motivation to upgrade in learning English.

The students' attitude in learning English speaking by using analytical exposition relating to the data analysis based on test, the researcher presents the students' attitude in learning English speaking by using analytical exposition in cycle I, it was low interest. During the learning process, the students did not focus to the researcher explanation, there were several of the students played game in their handphone and disturbed their friends. Related to the observation checklist to know the students' active participation in speaking English by using analytical exposition in the cycle I, it was found that there were 2 students *very active*, in the speaking class by using analytical exposition, the *active* students were 9, the *lest active* students were 10, and there were 4 students *not active* during the class. It means that the students did not really active. The evaluation from the result of students' test in the first cycle was only 86, 6. It means under low the score standard, so the students' score of the test in the cycle II must be increased and the result of observation made by observer to activities researcher execution learning speaking skill by using analytical exposition that the students speaking skill was still low, so the researcher

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<sup>2</sup> Trudy Wallace, *Teaching Speaking, Listening, and Writing*, (Brussels: International Academy of Education, 2004). p.10.

did second cycle and must be increased some aspect in the next cycle. Especially the students' ability in speaking skill.

In the discussion, there were only some students active in giving responds to talk about the topic that given by researcher. It was the nominal percentage. In this cycle, it was based on the plan and action that to know students' speaking skill, the teacher gave more information about the topic and some vocabularies related to the topic because these were the problems of the students to speak and asked the students to memorize them. Then the students were asked to make analytical exposition of the topic by using those vocabularies. Because of limited time, students continued their performance in presenting their analytical exposition in next meeting.

In this cycle, the researcher found that there were some of students who still got low score in accuracy, fluently, and comprehensibility. In accuracy classification shown that the students' score in this area in cycle I were vary; in which there were none of the students got "excellent", none of the students got "very good", 6 students got "good", 14 students got "average", 5 students got "poor", and none of the students got "very poor" classification. It meant that in the next cycle, the student achievement must be increased.

The students' score in the area of fluently of cycle I were vary; in which there were none of the students got "excellent", 3 students got "very good", 3 students got "good", 11 students' got "average", 6 students got "poor", and 2 students got "very poor" classification. It meant that in the next cycle, the student achievement must be increased.

The students' score in the area of comprehensibility of cycle I were vary; in which there none of the students got "excellent", 2 students got "very good", 6 students got "good", 12 students got "average", 5 students got "poor", and none of the students got "very poor" classification. It meant that in the next cycle, the student achievement must be increased.

The problem in the first cycle attracted the researcher and partner to continue the next cycle. In the second cycle, the researcher did the different ways and did new plan such as made small group, and more explanation about the material in speaking skill and gave guidance more intense in making analytical exposition.

The first meeting in cycle II, The researcher guided the students to form small group, each group consist two to three student. Then he expkained again about analytical exposition. He taught the them how to make analytical exposition such as made the thesis of the topic that would be made in analytical exposition, arguments, and reiteration or conclusion of the topic that would be made in analytical exposition and present it correctly. In this meeting, he prepared more information about the topic that would be made analytical exposition to help the students when they had problem and need more information about the topic. Then he gave related vocabularies to the topic. he also asked the students to discuss the topic before making analytical exposition. They could discuss the topic with their group to make analytical exposition. After all groups had finished their discussing, they made the analytical exposition based on the result of their discussion. Then he asked them to present their analytical exposition with their group but he kept ordering the students to present

analytical exposition individually. There were several students had not done the presentation so the researcher continued the presentation to the second meeting. Before closing the class in the second meeting of the second cycle, the researcher gave students the topic that would be discussed, so they could prepare the information they needed in the third meeting.

In third meeting, the researcher gave more explanation about the analytical exposition. He explained more detail how to make analytical exposition and present analytical exposition. The researcher also demonstrated the way how to persuade the listeners about the topic as a case. Similar to the first meeting in cycle II, he asked the students to discuss and make analytical exposition in group. He asked them to present their analytical exposition in group but kept ordering them to present analytical exposition individually. It was continued to the fourth meeting because of the time had been over before all student had presented their analytical exposition.

During the learning teaching process, the observer did the classroom observation. Classroom observation provides teacher with necessary feedback. Effective teacher use this information to change practice and grow as educators. Observer can vary the techniques and strategies to evaluate the teachers.

Effective teacher uses this information to change practicing and grows as educators. Observers can vary the techniques and strategies that they use to evaluate researcher or teacher to provide more extensive finding. In turn, the researcher being observed can implement productive and needed change. One of the techniques applied to explain classroom observation in teaching class is using interview, it is one



of ways to explain the observation to know how interest the students and to know the achievement of the lesson.

In the second cycle made students to be active in the class. They were active in discussing, expressing, sharing their ideas to their friends in their group, presenting their analytical exposition and they were not just silent if they were confused with the materials. In this cycle, there were not students played game in their handphone or disturbed their friend. All students focused during the learning process. They were not shy to ask the researcher when they did not know about the topic or when they need more about the topic. The researcher gave more explanation and intensive guidance to the students for understanding and practicing the analytical exposition. They were easy to make analytical exposition and brave to speak because they had enough information about the topic and they understood how to make analytical exposition. The researcher gave more guidance the students who cannot speak English until they can fluent to speak English and given motivation in order to be active in speaking and learning process. Such us gave the wise word to build their self confidence to study more.

In observation activities made by researcher and collaborator in the second cycle, the researcher and observer to observe the learning activity about condition class and activity of the students in learning speaking using analytical exposition. Observation the students activities in the second cycle many students were active in the class to express their opinion, the students' self confidence were increasing, and they were not shy to speak in front of the class.

Students can practice presenting information, answering question and holding group discussion. Frequent classroom presentations and discussions enable teacher to diagnose and remedy of problems. Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. Practicing oral presentation in these ways can lessen students' anxieties while at the same time, helping them to learn the subject matter of the lesson. The students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation.<sup>3</sup>

Then condition of the class in second cycle was more conducive than first cycle, the students focused during the learning process. There were not students played games in handphone and disturbed their friend when the researcher explained about material. The students' speaking ability improved in the second cycle. In this cycle the researcher gave change to the students to make group consist two to three students each group and they asked to discuss the topic with their group and asked the students to present their analytical in front of the class with their group but kept ordering to present their analytical individually.

To solve that problem the researcher and the lecturer planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success that has been decided before. Students' speaking skill in the second

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<sup>3</sup> Ibid. p. 12.

cycle was improved than cycle I, it indicated that after giving the reflection based on observation made by researcher and collaborator. The students had better achievement and the researcher had known in the application of appropriate way teaching speaking the student's attention focused in learning process, and the students were easy to understand the lesson.

The average scores that the students got in cycle I did not reach the criteria of success in working indicator, the students' score achievement was low. So the researcher and collaborator made some strategies for this cycle II. The students got improvement in every classification. Most of the students were active in learning activities, there were 2 students *very active* in the speaking class using analytical exposition, *the active* students were 19, *the less active* students were , and none of the students *not active*.

The students' attitude in learning speaking English by using analytical exposition relating to the data analysis based on the test, the researcher presents the students' attitude in learning speaking English by using analytical exposition in cycle II and the students' have good response because the mean score of the students' test in second cycle, the ideal score have achieved 84, 4. 4 students got 95 score, 4 students got 90 score, 7 students got 85, 5 students got 80 and 5 students got 75. It means fulfilling passed standard, so the students' score of test in cycle II was increasing and based on the observation made by observer to activities researcher execution learning speaking skill by using analytical exposition was good.

The mean score in the discussion, some students were active in giving respond to talk about the topic that given by researcher. The students' score in the area of accuracy, fluently, and comprehensibility of cycle II were still varieties but there were improvement. In accuracy classification shown that the students' score in this area of cycle II were varieties; in which there were none of the students got *excellent*, 10 students got *very good*, 14 students got *good*, 1 students got average, none of the students got *poor*, and none of the students got *very poor* classification.

The students' score in area of fluently of cycle II were vary; in which there were 2 students got *excellent*, 11 students got *very good*, 9 students got *good*, 3 students got average, none of the students got *poor*, and none of the students got *very poor* classification.

The students' score the area of comprehensibility of cycle II were vary; in which there were 3 students got *excellent*, 9 students got *very good*, 12 students got *good*, 1 student got *average*, none of the students got *poor*, and none of the students got *very poor* classification.

The efficacy in the second cycle it can be seen by increasing of their spirit in learning English speaking and the students' self confidence in peaking English, the improvement of students' in English speaking by using analytical exposition. It was closely related to the lecturer use analytical exposition in teaching English. Because it proved that there was improvement of class situation, namely: improvement of students' motivation, and interest. Based on the result of the research, it can be

concluded that the use of analytical exposition improve students' speaking skill and class condition.

The result was also similar because analytical exposition that used in class first semester English students of STAIN Palopo worked and it gave improvement not only in students' speaking skill but also class situation, where the quality of learning and teaching process increased from the checklist of the teacher activities in implementing the use analytical exposition and classroom observation sheet.

The using of analytical exposition can improve the student speaking skill because by using analytical exposition gives change to the student to express their ideas in their mind and also it can be used to stimulate them to speak because they want to know more about a topic, express their opinion and persuade the listeners to talk about the topic as case.

This study is similar to Muttahidah's study, where she said that there was a significant difference in achievement between students who are taught spoken analytical exposition text by using Mini Debate technique and those who are taught using reading aloud technique. Therefore, it can be concluded that Mini Debate was effective used as a technique to teach spoken analytical exposition.<sup>4</sup>

Discussing needs the dialogue to discuss some case or topic. H. Douglas Brown explains several specific competences related to speaking. He states that: dialogue involves two or more speakers and can be subdivided into those exchanges that

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<sup>4</sup> Muttahidah, *Teaching Spoken Analytical Exposition Text Using Mini Debate for Grade Elevent Students of SMA Negeri 1 Demak*, (Semarang: Universitas Negeri Semarang, 2012), p.viii.

promote social relationship (interpersonal) and those for which those purpose in convey proportional for which those purpose or factual information (transactional). Study foreign language is too difficult for beginners or learners speaking skill.<sup>5</sup>

The learners cannot give a feedback to the lecturer and they find in expressing because of gaps in their linguistics repertoire. It obvious that to build up learners' speaking skill the teacher needs to recognize well some specific competence such as identify as mastery of vocabulary, grammar, etc. at the sometime the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react behave like the lecturer purpose and finally reach the goal.

The learners were shy before the teacher asked the students to present their analytical exposition, teacher gave them vocabulary of adjectives first and verb and made them into sentences. So students provided by vocabularies and simple grammar that became their weapon to speak. In this research, the researcher found that analytical exposition increased students' motivation in learning English and also improved students' speaking skill.

Based on the result of data analysis, the researcher concludes that the first semester English students of STAIN Palopo in learning English have a good response in learning speaking after teaching analytical exposition, therefore they can use analytical exposition in teaching especially in speaking English classroom.

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<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Ed.III; England: Pearson Educational Limited, 2001), p. 296.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on finding and discussion from the data analysis:

#### ***A. Conclusion***

Based on the result of data analysis and finding in the previous chapter, the conclusion that can be drawn from this study is as follows:

Based on the research result the researcher concluded the good way in teaching speaking by using analytical exposition are: (a) Organize the class by arranging the students position and ask them to make small discussing group. (b) Explain the material very detail such as explaining about the way to make analytical exposition, the way to make thesis, the way to make arguments and the way to make reiteration. (c) Give all students opportunity to get experience in speaking by presenting analytical exposition orally with their group but keep order them to presenting their analytical exposition individually. During the presenting their analytical exposition, forbid them to cheat note. (d) Guide the student more intense who has difficulty in speaking until he/she can speak English fluently by giving him/her motivation or wise words.

Most of the students of the first semester English students of STAIN Palopo in English speaking skill subject had positive improvement in learning teaching process through analytical exposition, such as in motivation, braveness to speak, confidence

and their ability in speaking English. It could be seen from their answer on interview, the checklist of the of the teacher activities in implementing the use of analytical exposition, and their scoring.

Based on the cycle I, the researcher find that 68, 6 students have positive response and active involvement in learning and teaching process it can be seen from students attitude and the quality of learning and teaching process increase from first cycle to second cycle, this quality can be also seen from the students' behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet and students' interview.

### ***B. Suggestions***

Related from the conclusion above the researcher gives some suggestions for the sake of the improvement of the students' skill by using an interesting topic towards speaking English by using analytical exposition.

#### **1. For Teacher**

The teacher should give the students motivation in improving their speaking skill, use good method to stimulate the students' interest in speaking, should give the students much opportunity to practice speaking, and then the teacher should involve the students actively in classroom activity. The teacher should present material which can stimulate the students to speak more actively and have big motivation to study English.



## 2. For the students

The students should have strategies in speaking, such as use analytical exposition to improve their speaking skill, and then the students should be diligent to practice their speaking in English.



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