

**IMPROVING STUDENTS' SPEAKING ABILITY BY USING
CLASSROOM INTERACTION CONVERSATION
AT SMPN 34 MAKASSAR**

SKRIPSI



**Submitted to the Faculty of Teacher Training and Education
In Partial Fulfillment of the Requirement
For the Sarjana Degree**

**BY
BERNADUS KOPONG TOKAN
4513101045**

**FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION DEPARTMENT
UNIVERSITAS BOSOWA
2017**

SKRIPSI

IMPROVING STUDENTS' SPEAKING ABILITY BY USING
CLASSROOM INTERACTION CONVERSATION
AT SMPN 34 MAKASSAR

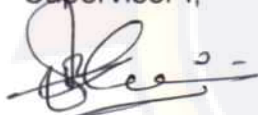
Submitted by

BERNADUS KOPONG TOKAN
NIM 4513101045

Had been defended in front of Skripsi Examination Committee
August 2nd, 2017

Approved by:

Supervisor I,



Hj. St. Haliah Batau, S.S., M.Hum.
NIDN. 0907096901

Supervisor II,



Hj. Restu Januaryty Hamid, S.Pd.I., M.Pd.
NIDN. 0905018503

Under the cognizance of,

Dean

Faculty of Teacher Training and Education,



Dr. Mas'ud Muhammadih, M.Si
NIK.D. 450 096

Head

English Education Department,



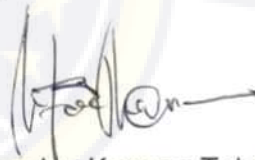
Hj. Restu Januaryty Hamid, S.Pd.I., M.Pd.
NIK.D. 450 398

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "IMPROVING STUDENS' SPEAKING ABILITY BY USING CLASSROOM INTERACTION CONVERSATION AT SMPN 34 MAKASSAR" (classroom action reserach). Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2017

Yang membuat pernyataan



Bernadus Kopong Tokan

ABSTRACT

BERNADUS KOPONG TOKAN 2017. *Improving Students' Speaking Ability by Using Classroom Interaction Conversation at SMPN 34 Makassar.* (guided by Hj. St. Haliah Batau and Hj. Restu Jaunuary Hamid).

This research aims to improve students' speaking ability by apply the interaction conversation of students in the classroom. This research was done at SMPN 34 Makassar, 2016/2017 academic year with a sample of 27 students.

This research is used a classroom action research. The research process were done in 2 phases namely cycle 1 and cycle 2. The data was collected by using observation list to know the activities or actions in the classroom during the teaching and learning process. Besides that the researcher also use the test they were first cycle test and second cycle test to obtain students score with a purpose to knowing students' speaking ability improvement. The data was obtained were anayzed by using quantitative analysis.

The results of the research show that the use of interaction conversation in teaching speaking at SMPN 34 Makassar, 2016/2017 academic year can improve students' speaking ability. This sucess can be seen from the score obtained in each cycle. The students' average score on the first cycle is 67,77 and the second cycle is 78,88. Based on the result of this research can be concluded that the use of interaction conversation in teaching and learning process especially in teaching speaking can improve students' speaking. It is expected that interaction conversation is useful information for student, teacher and researcher.

Key word : Speaking, improvement, conversation, accuracy, fluently

ABSTRAK

BERNADUS KOPONG TOKAN 2017. *Improving Students' Speaking Ability by Using Classroom Interaction Conversation at SMPN 34 Makassar.* (Dibimbing Oleh Hj. St. Haliah Batau dan Hj. Restu Jaunuary Hamid).

Penelitian ini bertujuan untuk meningkatkan kemampuan speaking siswa dengan menerapkan interaksi percakapan siswa diruangan kelas. dilakukan di SMPN 34 Makassar, tahun pelajaran 2016/2017 dengan sampel yg berjumlah 27 siswa.

Penelitian ini menggunakan penelitian tindakan kelas (A Classroom Action Research). Proses penelitian dilakukan dalam dua fase yaitu siklus 1 dan siklus 2. Data yg dikumpulkan menggunakan observasi (Observation list) untuk mengetahui kegiatan atau tindakan dalam ruangan kelas selama proses belajar mengajar. Disamping itu, peneliti juga menggunakan test yaitu test siklus satu dan siklus dua untuk memperoleh skor siswa dengan tujuan untuk mengetahui peningkatan kemampuan speaking siswa. Data yg telah diperoleh di analisis dengan menggunakan Quantitative analisis.

Hasil penelitian menunjukkan bahwa penggunaan interaksi percakapan dalam mengajarkan speaking pada SMPN 34 Makassar Tahun pelajaran 2016/2017 dapat meningkatkan kemampuan speaking siswa. Keberhasilan ini dapat dilihat dari skor rata-rata yang di peroleh siswa di setiap siklus. Skor rata-rata siswa pada siklus 1 yaitu 67,77 dan di siklus yang terakhir skor rata-rata siswa yaitu 78,88. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penggunaan interaksi percakapan dalam proses belajar mengajar khususnya dalam mengajarkan speaking, dapat meningkatkan kemampuan speaking siswa. Diharapkan bahwa penggunaan interaksi percakapan merupakan sumber informasi yg bagi siswa, guru dan peneliti sendiri.

Key word : Berbicara, Peningkatan, Percakapan, Ketepatan, Kelancaran

ACKNOWLEDGEMENT

In Nomine Patris Et Filii Et Spiritus Sancti, Amen. All praise and great gratitude should be recommended to the almighty God and my Lord Jesus Christ for blessing, love, opportunity, health, and mercy to complete this script, with entitled "IMPROVING STUDENTS SPEAKING ABILITY BY USING CLASSROOM INTERACTION CONVERSATION AT SMPN 34 MAKASSAR". In arranging this skripsi a lot of people have provided motivation, advice and support for the writer. In this valuable chance, the writer intended to express gratitude and appreciation to all of them.

Deepest appreciation goes to Dr. Mas'ud Muhammadiyah, M.si as the dean of Faculty of teacher training and education, Hj. Restu January Hamid, S.pd.I, M.Pd as the head of English education department and my second advisor, for her advice, supervision and crucial contribution in improvement the result of this skripsi, Hj. St. Haliah Batau, S.S, M.Hum as first advisor, who has helped me patiently finishing this script by giving suggestion, guidance and correction until completion this script, All my lecturers who was taught and advice me from first semester until last semester.

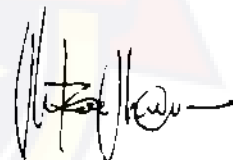
Full thanks for my beloved parents, my mother Kristina Sura Ina and my father Bernadus Boli Igo, for the love, pray, and support, My brother and sister (Ado Nimun, Damy Nimun, Sedo Nimun, Aman Nimun, Kasih Nimun) who never stop asking about completion of my study and always giving support and spirit, My uncle Petrus Raya and My auntie

Yohana Palang Kia for their advice, motivation and always giving the spirit, All my close friends (especially classmate) who giving support and usefull knowledge for me.

Finally, I would like say thanks to everybody who was gave important support to succesfull realization of this skripsi. As human being, I realize that what I have presented in this skripsi still far from perfection. Therefore, criticisms and suggestions will surely be appreciated. Finally, I pray to the almighty god bless all of us and thank you very much.



Makassar, Agustus 2017



The writer

TABLE OF CONTENT

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF APPENDIX	x
LIST OF TABLE	xi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of the Research	4
CHAPTER II : REVIEW RELATED OF LITERATURE	5
A. Previous Finding	5
B. Some Partinent Ideas	6
C. Conceptual Frame work	18
D. Hypotesis	20

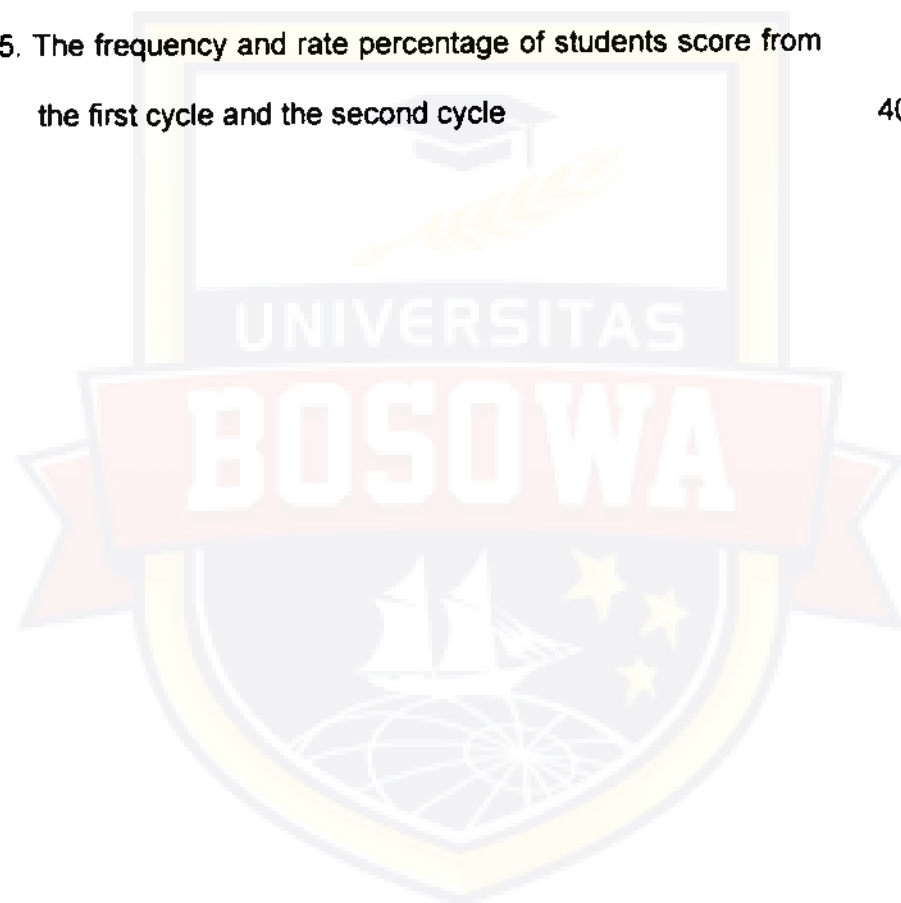
CHAPTER III : RESERCH METHODOLOGI	21
A. Research Design	21
B. Research Subject	21
C. Time and setting	21
D. Research Instrument	22
E. The Procedure of Collecting Data	22
F. Cycle of the Research	23
G. Technique of Collecting Data	26
H. Technique of Data Analysis	28
CHAPTER IV : RESULT OF THE RESEARH AND DISCUSSION	30
A. Result of the Research	30
B. Discussion	36
CHAPTER V : CONCLUSION AND SUGGESTION	43
A. Conclusion	43
B. Suggestion	44
BIBLIOGRAPHY	46
APPENDICES	48
BIOGRAPHY	81

LIST OF APPENDIX

Appendix 1: Research Instrument	48
Appendix 2: Students' Name List	50
Appendix 3: Lesson Plan	51
Appendix 4: The Observation Result of Students' Participation in the First Cycle	67
Appendix 5: The Observation Result of Students' Participation in the Second Cycle	69
Appendix 6: Documentation	70
Appendix 7: The Students' Score in the First Cycle Test	72
Appendix 8: The Students' Score in the Second Cycle Test	73
Appendix 9: Students' Score Classification From the First Cycle and the Second Cycle	74
Appendix 10: The Result of Student's Speaking	75

LIST OF TABLE

Table 1. The scoring rubric	28
Table 2. The result test of the first cycle	37
Table 3. The result test of the second cycle	39
Table 4. The result test from the first cycle and the second cycle	40
Table 5. The frequency and rate percentage of students score from the first cycle and the second cycle	40



CHAPTER I

INTRODUCTION

This chapter is divided into some main points that consists of background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

English as the foreign language and the second language has a important function in international association. In Indonesia English has been taught from elementary up to university level, considering English has interrelationship with the various aspect of life, in educational system like science, technology, art, and other books are published in English. From the context, Indonesians' goverments set up English as one of compulsory subject that should be taught as a foreign language in students' learning.

Speaking is the one of the four language skills (listening, reading writing and speaking), students of English as a foreign language also need to practice in such skills in a way that makes them think independently, be creative, follow their inspiration and interest, learn what they want to know, learn how to find information, learn to do their own research, learn to report their findings, learn to present their ideas to others, learn to communicate conclusions, learn to take pride in their achievements, learn to develop personal responsibility, and how to continue to develop said

skills (Holmes, 2004: 5). It is the means, through practice learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

Teaching English speaking is the process of giving the English lesson from the teacher to the students based on the material from the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using English orally. (Anthony in Richards at all, 2001: 19), states that there are three levels and conceptualization and organization, he " termed approach, method and technique.

The paradigm changing in teaching and learning process from teacher-centered learning to be student-centered learning is hoped it will be able to motivate the students to involve actively in building their own knowledge, behavior and attitude. Student-centered learning requires that our planning, teaching, and assessment focus on the needs and abilities of our students, how they learn, what they experience, and how they engage with their learning (Di Pilla, 2005: 1).

Student-centered learning describes ways of thinking about learning and teaching that emphasize student responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning (Cannon, 2000: 1).

(Christison in Richards at all, 2001: 120), like teachers, students need to see themselves engaged in a process of personality development

and beyond of being successful language, the classroom is one designed to support development of the whole person and the environment and its activities are intended to enable students to become more well-rounded individuals and more successful in general learners.

Based on the short explanation above, the writer was inspired to apply this strategy in teaching English, ongoing to be one of efforts done to help the teacher in decreasing the students' difficulties in learning and practicing their English in communication. Hopefully, the students will be able to work with others in the classroom, develop their interpersonal skills and independence.

B. Problem Statement

Based on the background of the research above, the problem statement which rises is, "can students' speaking ability improve by using classroom interaction conversation?"

C. Objective of the Research

The purpose of the research is to find out the students' speaking ability by using classroom interaction conversation.

D. Significance of the Research

After having done the research, the writer demands the significance of the research:

1. The Students

The result of the research may improve students' speaking, which will be advantage in their studies. Classroom interaction conversation is very important for developing their confidence and improving their ability in English especially their communication.

2. The English Teacher

The result of this research is expected be motivation to English teacher's in teaching, especially using methods in teaching speaking skills, like using conversation in classroom interaction.

3. The Readers

The result of the research is to inform the readers about students' speaking ability in using classroom interaction conversation in SMPN 34 Makassar and one of aspect to building their knowledge.

4. The Writer

The result of the the research is very important for the writer because it is expected to answer a questions about the students' speaking ability by using classroom interaction conversation especially in SMPN 34 Makassar.

E. Scope of the Research

In this research, the writer only focuses to the students' speaking ability by using conversation in classroom interaction, it is conducted only for the eighth year students of SMPN 34 Makassar, in 2016/2017 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into some main points they are some previous findings, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Findings

Conversation involving a two-way interaction between people, requires from its participants a broad range of skills. Participants need to know how to interact and manage talk. (Thornbury and Slade, 2007: 25) define conversation as follows : conversation is the informal, interactive talk between two or more people, which happens in real time, is spontaneous, has a largely, interpersonal function, and in which participants share symmetrical rights.

(Gebhard, 1996: 169) Conversing in a second language means knowing how to maintain interaction and focus on meaning, conversational grammar, introduce, develop and change topics, take turns, apply conversational routines and adapt style. Language learning and teaching can be an exciting and refreshing interval in the day for students and teacher. There are so many possible ways of stimulating communicative interaction, yet all over the world, one still finds classroom where language learning is a tedious, dry-as-dust process devoid of contact with the real

world in which language use is as natural breathing (Rivers in Gebhard, 1996: 49). Moreover, (Have, 1999: 6) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. From the points above, it is clear that the success of speaking english depends on teachers, methods, and must be suitable with the students' interest and level of knowledge. So, it is very important to find out the material that can improving students' speaking ability in their classroom interaction conversation.

B. Some Partinent Ideas

1. Defenition of Speaking Skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns at all, 14: 1997).

Based on competence based curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint construction of text stage (Departemen Pendidikan Nasional, 2004). Speaking is the productive skill, it could not be separated from listening. When we speak we produce the text and it should be

meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

2. Elements of Speaking Skill

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. According to (Syakur, 1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

a. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by (Heaton, 1978: 5), that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so

that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

c. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features. The speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand, (Gerard, 2000:11).

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message, (Brown, 1997: 4).

3. The Problems in Speaking

There are many experts that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone's

necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it.

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill, (Munjanayah, 2004: 17)

a. Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom, worried about mistakes or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in large groups this means that each one will have only very little talking time. This problem is compounded if some learners dominate, while others speak very little or not at all.

d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

4. Successful Speaking Activity

Students are successful in learning speaking when they can use the language in daily communication both in and out school. (Ur, 1996: 120) has indicated some characteristics of a successful speaking activity:

a. Learners talk a lot

Teachers should give a lot of time to students to speak in the classroom. Let students speak as much as possible in the conversation. The more students talk, the more effective learning speaking is created.

b. Participation is Even

Teacher should control everyone in the classroom. Do not let the talk active students has dominant contributions in the conversation. Each student has the same chance to speak in the classroom.

c. High motivation

Teacher should support students to have high motivation in learning. Having good or interesting topic may increase students' motivation to achieve a task objective.

d. Language is in acceptable level

Teacher should know what to be taught to their students, meaning that the lesson should be acceptable. Students can express themselves to use the language in communication to each other.

5. Interaction Conversation

Interaction has been central to theories of second language since the 1980 s, (Rivers in richards, 2001:21) defined the interactive perspective in language education: Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (messages that contain information and interest to both speaker and listener in situation of importance to both), the notion of interactivity has also been linked to the teaching of reading, writing, listening and speaking. (Gebhard, 1996:53) emphasize that 5 Factors contributing to making classroom interactive include:

1. Reduction in the centrality of the teacher
2. An appreciation for the uniqueness of individuals
3. Chances for the students to express them selves in meaningful ways
4. Opportunities for students to negotiate meaning with each other and teacher
5. Choices, both in relation to what students say and how they say it

6. Conversation as a Model of Student-Centered Learning

The conversation is an alternative way for teaching English speaking to help the teacher to reach the goal of teaching, especially to improve the students' speaking ability. Student-centered learning is a way of thinking about student learning. It requires that the planning, teaching, and assessment focused on the needs and abilities of the students (how they learn, what they experience, and how they engage with their learning). It is a shared knowledge and shared authority between the students and teacher where the teacher shares control of the classroom and students are allowed to experiment their own learning.

Teacher becomes facilitator, helping students access the information, interpret, organize and use knowledge to solve problems and also as the motivator, helping the students to arouse their willing to study actively. Student-centered learning includes a variety of active strategies, that involve students in doing and thinking about what they are doing. Students are given the responsibility for learning. It is based on the idea that learning is meaningful when topics are relevant to the students' lives, needs, and interests and when the students are actively engaged in constructing their own knowledge.

Student centered models rest on the theoretical perspectives of John Dewey and other twentieth century progressive educators as well as on the theoretical perspective proposed by contemporary developmental and cognitive psychologists. These views hold that knowledge, instead of

being objective and fixed, is somewhat personal, social, and cultural. The learners through the experience are able to construct meaning.

The term of Student-Centered Learning was also associated by the work of Piaget and more recently with Malcolm Knowledge in his book 'Freedom to Learn for the 80s', describes the shift in power from the expert teacher to the Student Centered. It is driven by a need for a change in the traditional environment where in this so-called educational atmosphere, students become passive, apathetic and bored.

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the Teacher Centered to the Student Centered learning. The teacher focuses on transmission of information formats, such as teaching, has begun to be increasingly criticized and this has covered the way for a general growth of 'student-centered learning' as an alternative approach.

The description of Teacher-Centered learning strategy is focusing on the teacher transmitting knowledge from the expert to the beginner. In the contrary, Student-Centered learning strategy is focusing on the students learning and what students do to achieve the goal of learning, rather than what the teacher does. Drawing on similar concepts when describing Student-Centered courses as those that emphasize: learner activity rather than passivity; students' experience on the course outside the institution and previous to the course; process and competence, rather than content; where the key decisions about learning are made by the

student through negotiation with the teacher. The following figure describes classroom conversation as a model of Student-Centered Learning.

The effectiveness of using classroom conversation requires an understanding of several important topics pertaining to classroom conversation. It describes the procedures the teacher uses to encourage verbal interchange among students. Learners' outcome for classroom interaction conversation In summary, it appears that some views of Student-Centered Learning as the concept of the student's choice in their education.

While others see it as the student doing more than the teacher (active versus passive learning), and the others have a much broader definition which includes both of these concepts but, in addition, describes the shift in the power relationship between the student and the teacher. Classroom interaction conversation Involvement and engagement Communication skills and thinking processes Conceptual understanding.

According to Arends, (2004: 25) teacher needs many approaches to meet their goals with a diverse population of students. A single approach or method is no longer adequate. With sufficient choices, teacher can select the approach that best achieves a particular class of students, or the models that can be used to promote the students motivation, involvement and achievement.

A model, as defined here, is more than a specific method or strategy. It is an overall plan, or pattern, for helping students to learn specific kinds of knowledge, attitudes or skills. A teaching model has a theoretical basis or philosophy behind it and encompasses specific teaching steps designed to accomplish desired education outcomes.

The word of conversation can be described in more detail, as the situations in which teacher and students or students and other students talk with one another and share ideas and opinions. Questions employed to stimulate conversation are usually at a higher cognitive level. Seeing that reason, the researcher is interested in doing this experimental research in senior high school where most of the students have the requirement in doing the conversation.

7. Classroom Management in Application Conversation

In applying the classroom Conversation, the teacher should make a good plan for successful classroom conversation process although spontaneity and flexibility are important in it. Success in learning language depends less on materials, techniques, linguistic analysis, and what goes on inside and between people in the classroom, (Stevick, 1980: 4).

Classroom Management refers to the way teachers organize what goes on in the classroom. As the most powerful person in the classroom, the teacher has the authority to influence the kind of interaction that goes on in the class, and this interaction is created from a combination of many related factors. It includes such factors as how much the teacher talks and

what the teacher says, the teacher's questioning behaviors, and how the teacher gives instructions, keeps student on task, and make language comprehensible to the students.

The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways, (Gebhard, 1996:69)

8. Teaching English Speaking at Junior High School

English is one of international languages in the world, so it is taught in any levels of school, including in junior high school. In junior high school, English becomes one of the subjects of national examination. That is why English must be taught more intensively; in order the students are able to master English and finally they can get the sufficient value as the requirement in passing the national examination.

(Nathaniel Gage in Arends, 2004:4) states that teaching is like an instrumental art. That is something departs from recipes, formulas, or algorithms. It requires improvisation, spontaneity, the handling of hosts of considerations of form, style, pace, rhythms, and appropriateness in ways so complex that even computers must, in principle, fall behind, just as they cannot achieve what a mother does with her five-year old or what a lover says at any given moment to his or her beloved.

(Brown, 1987:3) states that teaching is guiding and facilitating learning enables the learner to learn setting condition for learning, and in

order that they absorb, master, then develop the material including skills, knowledge or sciences.

In teaching and learning process, teacher delivers the material of the subjects, of course following the rule from education department, which is written in curriculum and developed in the syllabus and then the teacher makes the lesson plan in order the students are going to achieve the aims of teaching learning process.

Teaching is the activity to transfer the material from someone to another, in order that they can absorb, master and develop the material. Teaching is relationship or interaction between teacher and the students in the process of transferring knowledge in order that the students are able to apply their knowledge in their daily life.

According to (Brown, 2004: 140), in his book "Principles and Classroom Practices", speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In the other page of his book, Brown says that there are five basic types of speaking, they are:

1. Imitative: This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
2. Intensive: This second type of speaking frequently employed in assessments context is in the production of short stretches of oral

language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

3. Responsive: This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.
4. Interactive : Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships
5. Extensive : Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

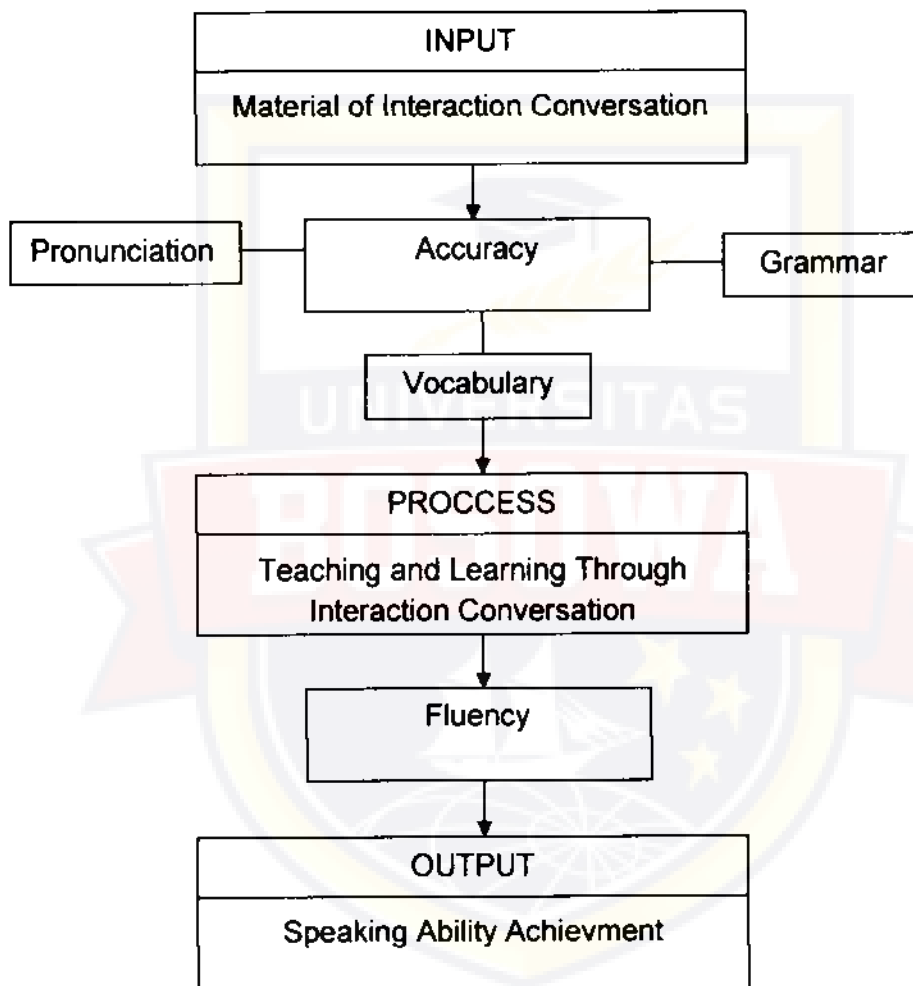
The process of teaching speaking is by considering the level of difficulties, the students' ability and in which type the students are, before giving the high material, certainly based on the syllabus that has been arranged by the teacher.

C. Conceptual Framework

In this research, the writer decide to improving students' speaking ability by using classroom interaction conversation. The writer have

creativity to find or create a method, way, and techniques in teaching that hopes to building students' speaking in their interaction.

The diagram theoretical framework is drawing as follows:



D. Hypothesis

In this research, the writer has a hypothesis as temporary answer toward some problems that was occur in this research. The hypothesis of this research is “ There is improvement on students' speaking ability after using classroom interaction conversation”.



CHAPTER III

RESEARCH METHODOLOGY

This chapter is divided into some main sections they are research design, research subject, time and setting, research instrument, procedure of collecting data, cycle of the research, technique of collecting data and technique of data analysis.

A. Research Design

This research used a classroom action research by using classroom interaction conversation. The writer carried out the treatment in one cycle, a cycle consists of some steps planning, acting, observing, and reflecting

B. Subject of the Research

The subject of the research were the students who got speaking class at that time, they from VIII E students of SMPN 34 Makassar, consists of 27 students.

C. Time and Setting

This research was conducted on the second semester in the academic year of 2016/2017 of SMPN 34 Makassar.

D. Research Instrument

Instrument of the research were by first cycle test, observation list and second cycle test.

1. First cycle test

The test to measuring students speaking ability before implement material conversation.

2. Observation List

Observation list use for watching out the situation of teaching and process of speaking ability, which covering the method, the teacher will apply in the class.

3. Second cycle test

The test use in the observation stage of cycle two for measuring the students' achievement in accuracy and fluency.

E. The Procedure of Collecting Data

In collecting data, the writer used three instruments. They were: first cycle test, observation list and second cycle test.

1. First cycle test : The writer gave one of topic conversation, the topic is "making acquaintance" and students make conversation orally in front of class.
2. Observation list : The researcher is observed the students' activities in following teaching and learning process in the classroom

3. Second cycle test: The writer gave the material test of conversation for students and the researcher tried to ask the students to practice orally to know their speaking ability improvement.

F. Cycle of the Research

In classroom action research, the writer applied four components, like the picture below:

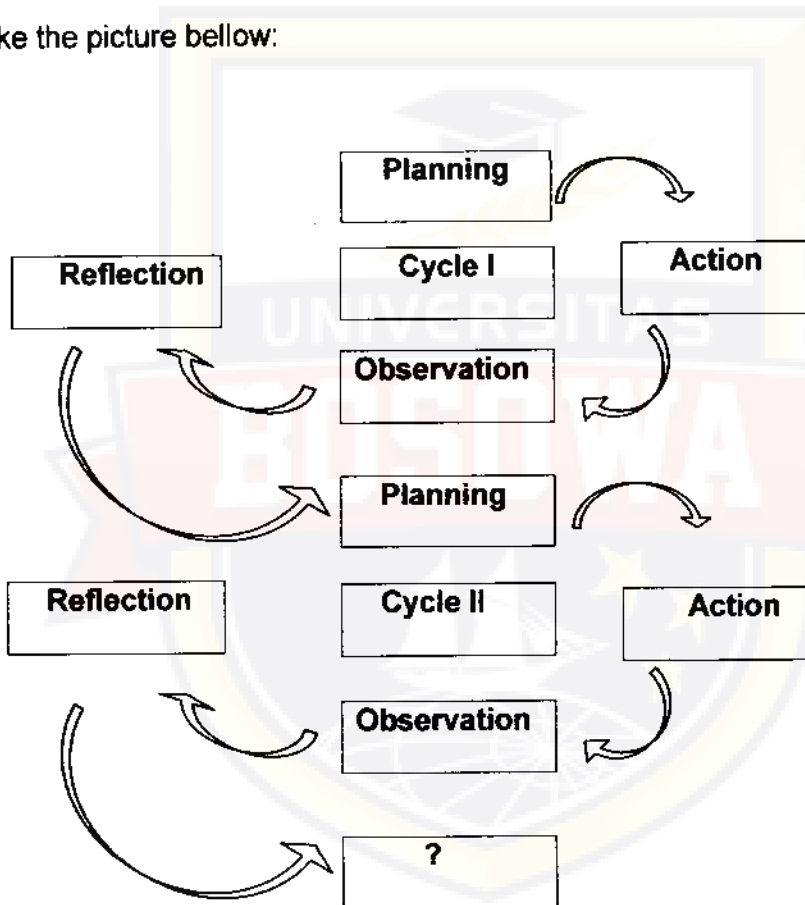


Figure 3.1: Classroom Action Research

Cycle I

1. The planning
 - a. Identifying and choosing alternative solution problem
 - b. Understanding curriculum of the school that used for teaching students
 - c. Making lesson planning and it taught to based on the teaching skill
2. Acting

In this activity the observer applied the method in some steps as follows :

 - a. Applying material based on the lesson planning
 - b. Students make conversation based on the material
 - c. The researcher see how the class will be doing and what the problem they were having
 - d. The student also see how the particular kind of conversation and what they need to do improve
3. Observing
 - a. Identifying and making note for all problems that needed by the teacher when teaching and learning process based on the observation paper that arranged
 - b. Doing evaluation based on the result of the study
 - c. Giving students chance to give suggestion and question in action research

4. Reflecting

Is discussed with guidance lecturer to continue the next cycle.

Cycle II

The main activities as follow:

1. Planning

The way that have been done:

- a. Continuing in the activities that have been done
- b. Repairing the weakness in the first cycle
- c. Making planning again in the scenario learning result of cycle 1 reflection

2. Acting

In this stage acting will done to improve result based on cycle 1reflection 1.The stages were done the same with the previous cycle order to develop Speaking Ability

3. Observing

In the reality the observation done at the cycle 2 will almost same with done at the cycle 1

4. Reflecting

- a. Discussing observation result about learning scenario in cycle 1
- b. Improving research action related with result observation to the cycle 1

G. Technique of Collecting Data

The data was collected based on speaking accuracy and fluency. Accuracy will be divided into pronunciation, vocabulary, and grammar. The students' speaking performances are assessed using a scoring rubric proposed by David P. Harris in Meilyaningsih (2015: 25). The rubric is shown in the table below:

Elements of speaking	Scores	Description
Pronunciation	5	Has few traces of foreign language.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
	1	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.

To Be Continued

Continuation

	4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
	3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.

To Be Continued

Continuation

	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and efforts less as that of native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant, often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Note: Maximum Score = 20

$$\text{Score} = \frac{\text{The result of score} \times 100}{\text{Maximum score}}$$

H. Technique of Data Analysis

The data analysis will divide into Speaking accuracy and fluency. Speaking accuracy will divided into pronunciation, grammar, vocabulary.

1. Calculating the mean score of the test of students' communicative language ability by using the followed formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Where:

\bar{X} = the mean score

$\sum x_i$ = the total raw score

N = the number of students

2. Computing the frequency and rate percentage of students score:

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

Where: P= Percentage

N= Total number of student

F= Frequency

Gay in Rahayu (2012: 27)

CHAPTER IV

RESULT OF THE RESEARH AND DISCUSSION

This chapter is divided into two main points, they are: The result of the research and discussion.

A. Resultof the Research

1. First Cycle (I)

In this cycle, the writer gave oral test to the students to measure their speaking ability. In procedure test, the writer gave the topic conversation "making acquaintance" and ask for the students conversing orally, The result of the test was not satisfied yet, because the average score of the students' test only 67,77. Where, the standard score (KKM) was 73. So, the writer decided to used classroom interaction conversation to solve the problem through the second cycle.

The first cycle was conducted on Wednesday and Thursday, Mei10 and 11, 2017. The steps were following:

a. Planning

- 1) The writer made lesson plan as guidance to teach students in the first cycle.
- 2) The writer made observing list to observe the students during teaching learning process.
- 3) The writer prepared the instruments test to check students understanding.

b. Acting

In this steps, the writer applied interaction conversation to teach speaking. The writer started by greeting the students. All of the students were interested. Then, the writer introduced his name to the students. Some of the students gave some questions to the writer. After introducing his self, the writer checked attendance list. The writer called students' name one by one. After that, the writer gave building knowledge to the students by implement material conversation. Some of students answered by using Indonesian language and some of them used English. Then, the writer completed students' answered and then modeled the pronunciation of the materials. The students very interested with it. Then, students tried to pronounce the material like the writer. After that, the writer elicited the procedure how to speak well. In these activities, students more active than before, they tried to make conversation by using their own language. There were many students brave to build speaking interaction, so the writer decided to discuss together about the procedure how to interact well in conversation . The students gave their big attention to the writer when the writer demonstrated the procedure of conversation. Then, students tried to practice the procedure with their friends. Before students practice, the writer contributed the material conversation about making acquaintance. Every students started to practice it.

c. Observing

In observation step, the writer observed the events that happened during teaching learning process. The writer observed the activity by using observation list. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The writer observed the attention of students in the classroom during teaching learning process. All of students gave their attention to the teacher because it was first time.
- 2) The writer observed students' activeness and enthusiasm in the classroom. There were some of students who passive and some of them active in the classroom.
- 3) The writer monitored the students work in a group. Most of them were enjoying the activity in interaction conversation.
- 4) The writer observed the students' ability in conversation. He looked students could use conversation good as possible.
- 5) The writer observed students' ability in build conversation interaction. All of students interact well.

d. Reflecting

Based on the activity in the first cycle, the result was significant enough. This involved teaching learning process, students' activeness and attention, students' ability in conversation interaction. The reflection result were as follows:

- 1) Class conclusive enough, since some students were concentrated to join the activity. They like to use conversation in their interaction.
- 2) In this cycle the writer asked for students to work in pairs and most of them were enjoying themselves to get engaged in the activity, but there were students did not active in this activity.
- 3) Teacher had provided enough time; this can be shown that most students come forward to practice conversation.

2. Second Cycle (II)

The second cycle conducted on Friday and Saturday, Mei12 and 13, 2017. The writer gave material conversation about "making acquaintance" to the students. The writer gave the procedures how to make conversation well. The steps were:

a. Planning

- 1) The writer made lesson plan as guiding to teach in the second cycle.
- 2) The writer made observation list to observe the students during teaching learning process.
- 3) The writer prepared the instruments test to check students understanding.
- 4) The writer made students' name list in order to make easy when he observe the students.

- 5) The writer prepared the material that needed to teach conversation for example text of conversation.

b. Acting

Firstly, teacher greeted students as usually. Then, checked students attendance. The writer continued the activity by asking them about topic conversation in the previous meeting. Some students still remember it. Then, the teacher gave a new material that was the procedures making conversation. The teacher gave text conversation are used to practice. All of the students gave their opinion because the materials were very simple. To make sure their pronunciation, all students repeated after the writer to mention the vocabulary are used in conversation text. After that, the writer invited students to demonstrate the process to make conversation. Most of them were active to practice the conversation about "making acquaintance" because they have the material made them easy to express their ability. After that, the teacher continued to the students score by asking them to make conversation orally in front of the classroom with pairs. There were many students done it well.

c. Observing

In observation steps, the writer and the teacher observed the events that happened during teaching learning process. We observed the activity by using observation list. The steps were as follow:

- 1) The writer observed the attention of the students in the classroom during teaching learning process and all of the students gave their attention to the teacher.
- 2) The writer observed students' activeness and enthusiasm in the classroom. There were no students who passive in the classroom.
- 3) The writer monitored the students work in a group. Most of students looked enjoy and happy doing their working in conversation
- 4) The writer observed the students ability on interaction conversation.
- 5) The writer observed the students ability on practice conversation. All of students can done it well.

d. Reflecting

In this cycle, the students' improvement on speaking ability was more significant. It could be seen from the average improvement score of the test. For the result reflections were as follow:

- 1) Class was more conducive, since students were fully concentrated to join the activity. And they love to interaction in conversation process .
- 2) In this cycle, the writer asked for the students to work in pairs and the writer also gave them the text conversation about "making acquaintance", it was make students were enjoying themselves to practice it. They seemed more active expressing their ability. And even for students who was less active in joining the activity in first

cycle the writer was known brave enough to speak in front of the classroom.

- 3) There were no students that can't interact in conversation, the students can practice conversation as good as possible.
- 4) The teacher and writer concluded that students understood on speaking ability more, after being given interaction conversation material. It was seen by their enthusiastic in learning process, they were serious in paying attention when the writer explained the material, some students who asked question and responded question were increased, they were love to use conversation very much. The teacher and writer decided to stop in this cycle, because they concluded that there was improvement since the first cycle until the second cycle.

B. DISCUSSION

After the writer implementing classroom interaction conversation in teaching speaking, the writer got the data from each cycle. It was analyzed to get the improvement in every cycle. And then, the writer got the result of the classroom action research. The results were follows:

1. The First cycle test

In this cycle the writer only gave test to the students with gave one the topic, it is "making acquaintance". After conducting test, the writer gave score. There were some aspects which were scored by the writer, they were students' accuracy and fluency. Then, after finding the result of the

students' test score, the writer to analyzed the students' score by using formula, Example:

Student number 1=

Aspect to be assessed

- a. Fluency : 4
- b. Pronunciation : 4
- c. Grammar : 3
- d. Vocabulary : 4

$$\text{Score} = 15 \times 100 : 20 = 75$$

The test result could be seen in the table below:

Table. 4.1 The Students' Result Test of the First Cycle

No	NIS	Fluency	Pronunciation	Grammar	Vocabulary	Total Score
1	15121	4	4	3	4	75
2	15122	4	3	3	4	70
3	15123	3	3	3	3	60
4	15125	3	4	3	4	70
5	15126	4	4	3	4	75
6	15127	4	3	3	3	65
7	15128	4	3	2	3	60
8	15129	4	4	3	3	70
9	15131	4	4	3	4	75
10	15132	4	3	3	3	65
11	15133	4	3	3	4	70
12	15134	3	4	2	3	60
13	15135	4	3	3	3	65
14	15136	4	3	3	4	70
15	15138	3	4	3	4	70
16	15139	4	4	3	4	75
17	15140	4	3	2	4	65
18	15141	4	3	3	3	65
19	15142	4	3	3	4	70
20	15143	3	3	2	4	60

To Be Continued

Continuation

21	15144	4	4	3	4	75
22	15145	3	4	3	4	70
23	15146	4	3	3	3	65
24	15148	3	4	2	3	60
25	15149	4	3	3	4	70
26	15150	3	3	3	4	65
27	151151	5	3	2	4	70
	Total	101	92	75	98	1.830

Source: SMPN 34 Makassar

After calculating the students' score, the writer calculated the average score to measure the improvement of students' score in every cycle. To know the students' mean score, the writer used this formula as follows:

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

Note: \bar{X} = The mean of score

x = The total of score

N = The sum of the students number

The computation of the average of score is as follow:

$$\bar{X} = \frac{1.830}{27} = 67,77$$

From the data above, it showed that the average of the students' score in the first cycle is 67,77. It means that students' speaking ability was low, because students' KKM is 73. The teacher and the writer decided to implement material conversation to make students interested in learning process to improve students' speaking ability at the second cycle

Table. 4.2 The Students' Result Test of the Second Cycle

No	NIS	Fluency	Pronunciation	Grammar	Vocabulary	Total Score
1	15121	4	5	3	4	80
2	15122	5	4	3	5	85
3	15123	4	4	4	5	85
4	15125	5	5	4	4	90
5	15126	4	4	3	4	75
6	15127	4	4	3	5	80
7	15128	5	3	3	4	75
8	15129	4	4	3	5	80
9	15131	5	4	4	4	85
10	15132	4	4	3	4	75
11	15133	4	3	3	5	75
12	15134	4	4	3	5	80
13	15135	4	4	3	4	75
14	15136	5	4	3	4	80
15	15138	5	3	3	4	75
16	15139	4	4	5	4	75
17	15140	5	4	3	4	80
18	15141	4	4	3	4	75
19	15142	4	4	3	5	80
20	15143	4	4	4	4	80
21	15144	5	3	3	4	75
22	15145	5	4	4	4	85
23	15146	5	3	3	4	75
24	15148	5	4	3	4	80
25	15149	5	4	3	3	75
26	15150	4	5	3	3	75
27	151151	5	4	3	4	80
	Total	121	106	88	113	2.130

Source: SMPN 34 Makassar

After the writer calculated the students' mean score in the second cycle, he calculated the average score. The writer used the same formula with the previous cycle. The result of students' mean score of the second cycle was:

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

Note: \bar{X} = The mean of score

x = The total of score

N = The sum of the students number

The computation of the average of score is as follow:

$$\bar{X} = \frac{2.130}{27} = 78,88$$

Thus, mean average score of the students in second cycle was 78,88. It means that the students score in this cycle is better than first cycle before. The whole students were reached the standard score (KKM= 73), from observation list also there were many students were looked enjoy and happy made conversation. The writer and the teacher decided to stop in this cycle because students got the good score. Here the result of the test from the first cycle and the second cycle. From this table we can see the improvement of students' speaking ability.

Table.4.3 Result test from the first cycle until the second cycle

No	NIS	Total Score Cycle 1	Total Score Cycle 2
1	15121	75	80
2	15122	70	85
3	15123	60	85
4	15125	70	90
5	15126	75	75
6	15127	65	80
7	15128	60	75
8	15129	70	80
9	15131	75	85

Continuation

10	15132	65	75
11	15133	70	75
12	15134	60	80
13	15135	65	75
14	15136	70	80
15	15138	70	75
16	15139	75	75
17	15140	65	80
18	15141	65	75
19	15142	70	80
20	15143	60	80
21	15144	75	75
22	15145	70	85
23	15146	65	75
24	15148	60	80
25	15149	70	75
26	15150	65	75
27	151151	70	80
Sum		1.830	2.130
Mean/average		67,77	78,88
Low score		60	75
High score		75	90

Source: SMPN 34 Makassar

Table. 4.4 The frequency and rate percentage of students' score in the first cycle and the second cycle:

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

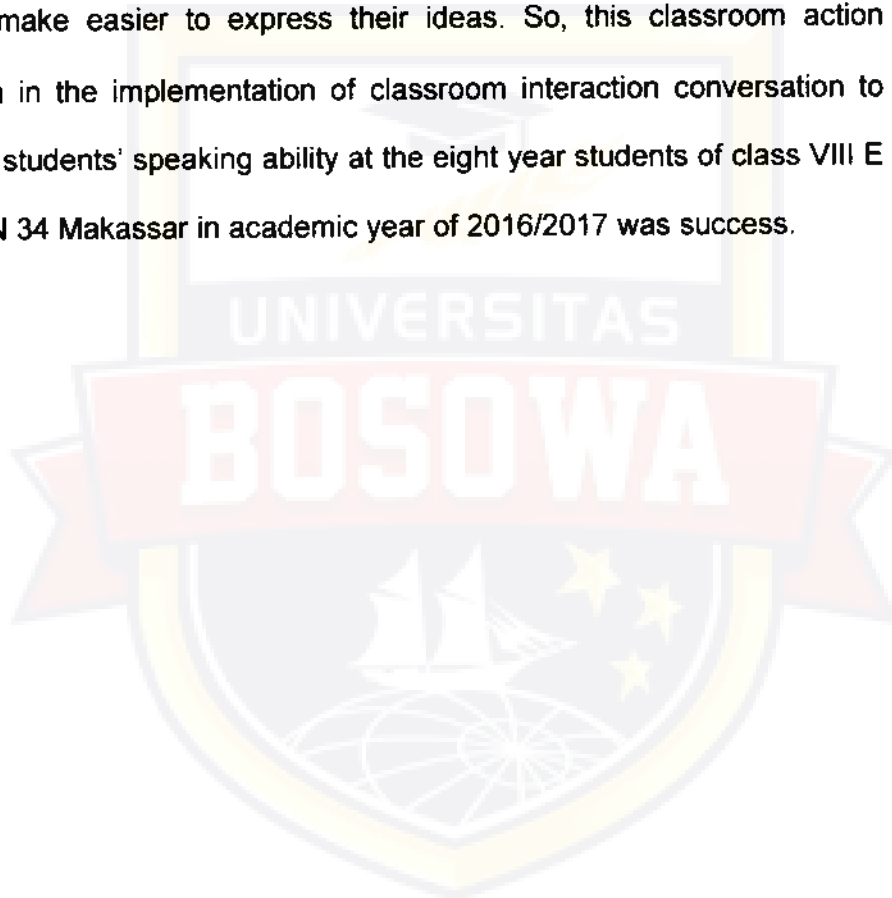
No	Classification	Score	First cycle test		Second cycle test	
			Frequency	%	Frequency	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Good	76 – 100	0	0	15	56
2	Fairly good	66 – 75	15	56	12	44
3	Fair	56 – 65	12	44	0	0

To Be Continued

Continuation

4	Poor	0 – 55	0	0	0	0
			27	100	27	100

From the table above, the use of classroom interaction conversation in teaching speaking ability could help students to understand the material and to make easier to express their ideas. So, this classroom action research in the implementation of classroom interaction conversation to improve students' speaking ability at the eight year students of class VIII E of SMPN 34 Makassar in academic year of 2016/2017 was success.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two main points, they are: conclusion and suggestion

A. Conclusion

After conducted the research to students' speaking by using classroom interaction conversation and discussion the writer got conclusion as follows:

1. Actually there are many ways to apply conversation in teaching speaking. General conclusion based on this research of the implementation of interaction conversation to improve students' speaking ability were:
 - a. English teacher should prepared the materials, for example: teacher prepared the topic conversation in first cyle test.
 - b. English teacher started to teach by explain the process to make conversation well and asked students to practice it.
 - c. English teacher gave an example by demonstrating how to interact in conversation.
 - d. Students repeated after teacher to demonstrate orally.
 - e. Students practice conversation in pairs. To know students ability teacher asked them to practice in pairs in front of the classroom.

2. This research show that the use of classroom interaction conversation to teach speaking can help improve students' to their ability in speaking .

B. Suggestion

This study usefull for English teacher to teach speaking or even practicing speaking inside and outside the classroom, however, there are many strategy to be used in teaching and learning process, but classroom interaction conversation one of an alternative strategy of teaching speaking. Having finished conducting this research, the writer considers some suggestion in order to improve motivation in speaking skill, especially for the teacher and the students. The writers' suggestions are as follow:

1. For the teachers

Teacher plays many important in teaching learning process. Teacher should have the ability to carry out a supportive and interesting environment in the classroom in order to help students understanding and practicing materials easier. Teacher is suggested to be creative in teaching speaking, because by giving interesting technique like classroom interaction conversation, students will have interest to learn speaking more.

2. For the students

Students should be brave in speaking. Because in speaking, a person should at least carry out a conversation fluently. Students

should be more confidence in speaking foreign language being learned, they need to avoid feeling scared or shy of doing grammatical errors, wrong dictions and had pronunciation while they are trying to speak English, because they should at least have an interest to speak first, for then they should try and learn hard to solve their problem, this can be done by searching or creating their own model of learning speaking, such as, watching English movie, reading English magazine or dialogue book. They may also use other media like game and listening to the English song for learning pronunciation, or by practicing speaking with friends, family, teacher, etc for then may share their problem.

BOSOWA



Appendix 3: Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****SIKLUS 1**

Sekolah : SMP Negeri 34 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII E

Materi Pokok : Making Acquaintance

Alokasi Waktu : 2x45 Menit

A. Tujuan Pembelajaran

Dengan kerjasama dan percaya diri, peserta didik diharapkan mampu

menulis teks Percakapan dan mampu berinteraksi dalam percakapan sesuai dengan topik yang ditentukan.

B. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya terkait fenomena dan kejadian tampak mata.

- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompetensi Dasar

Kompetensi Dasar	IPK
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan melakukan perkenalan diri terkait dengan dasar-dasar percakapan bahasa Inggris sesuai dengan konteks penggunaannya</p>	<p>3.5.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan mengenai kalimat pada perkenalan diri terkait dasar-dasar percakapan bahasa Inggris sesuai dengan konteks penggunaannya.</p>
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan melakukan perkenalan diri terkait dasar-dasar percakapan bahasa Inggris dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.5.1 Menanggapi dasar-dasar percakapan bahasa Inggris terkait dengan perkenalan diri secara lisan</p>

- Kosakata : My God, Bravo, Gracious, Good morning, Good afternoon, Good night, Good bye, God bless You, See You later, Thank you, Thanks a million, Thank you so much, Happy birthday, Happy feast day, Have a good trip, Congratulations, Forgive me, Pardon me, excuse me, wait a minute, be patient, please!, be patient, please!

- Tata bahasa: tobe (am, is, are)

- Topik

Menerapkan ungkapan dasar – dasar percakapan bahasa Inggris yang berkaitan dengan perkenalan diri di rumah, sekolah dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat KI.

E. Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal (10 menit)

- Menyapa siswa/ Mengecek kehadiran siswa
- Doa sebelum belajar
- Social chat: menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini.
- Mempersiapkan siswa secara fisik dan mental.
- Mengaitkan pembelajaran sebelumnya dan menyampaikan tujuan pembelajaran.
- Warming up

2. Kegiatan Inti (60 menit)

Simulasi

- Guru mengajak peserta didik menyimak contoh percakapan dengan menjelaskan strategi percakapan yang diperlukan agar peserta didik berpartisipasi aktif untuk memahami percakapan.
- Memahami dan membedakan struktur teks dan unsur kebahasaan dalam teks yang berkaitan dengan tema
- Mengklasifikasikan struktur-struktur teks dan kebahasaan.

Mengumpulkan data

- Siswa melakukan interaksi percakapan perkenalan diri dengan menggunakan dasar - dasar percakapan bahasa Inggris sesuai instruksi guru
- Siswa melakukan kritisasi dan penilaiannya terhadap contoh percakapan
- Siswa menemukan ungkapan yang tepat dalam menilai setiap percakapan
- Siswa menemukan antara ungkapan dan respon terhadap percakapan dalam bentuk gambar ataupun pada sumber-sumber lain dalam bahasa lain.
- Siswa (dibantu oleh guru) membahas respon dan ungkapan dalam mengkritisi, mendeskripsi dan menilai percakapan

Pengolahan Data

- Siswa mampu berinteraksi dalam percakapan dengan memberikan ungkapan terhadap setiap interaksi percakapan

Pembuktian

- Siswa menggunakan bahasa Inggris untuk melakukan interaksi percakapan sesuai dengan objek ataupun tema yang ditentukan
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi
- Siswa membicarakan permasalahan yang dialami dalam melakukan percakapan dengan bertanya langsung kepada guru.

Menyimpulkan

- Siswa bersama dengan guru menuliskan refleksi tentang apa yang telah dipelajari.

3. Penutup (10 menit)

- Games sebagai refreshing pembelajaran kepada siswa.
- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa dipandu guru melakukan refleksi.
- Guru membuat kesimpulan pembelajaran pada pertemuan ini dan siswa menuliskan refleksi tentang apa yang telah dipelajari hari ini.

F. PENILAIAN:**1. Penilaian Materi Reguler****Teknik penilaian : Tes lisan****Rubrik Penilaian**

- Rubrik Penilaian Keterampilan Berbicara.

No	Aspek yang dinilai	Kriteria	Score
1.	Pengucapan (pronunciation)	a. Hampir sempurna b. Ada berapa kesalahan namun tidak mengganggu makna c. Ada berapa kesalahan dan mengganggu makna d. Banyak kesalahan dan mengganggu makna e. Terlalu banyak kesalahan dan mengganggu makna	5 4 3 2 1
2.	Intonasi (Intonation)	a. Hampir sempurna b. Ada berapa kesalahan namun tidak mengganggu makna c. Ada berapa kesalahan dan mengganggu makna d. Banyak kesalahan dan mengganggu makna e. Terlalu banyak kesalahan dan mengganggu makna	5 4 3 2 1
3	Kelancaran (Fluency)	a. Sangat lancar b. Lancar c. Cukup lancar d. Kurang lancar	5 4 3 2

To Be Continued

Continuation

		e. Tidak lancar	1
4	Ketelitian (Accuracy)	a. Sangat teliti	5
		b. Teliti	4
		c. Cukup teliti	3
		d. Kurang teliti	2
		e. Tidak teliti	1

• Pedoman Penilaian = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

Kriteria ketuntasan minimal (KKM) minimal 73

G. Media/Alat, Bahan dan Sumber belajar

1. Media : *White board, board marker,*
2. Bahan : *book*
3. Sumber : *Buku Guru & Buku Paket Siswa*

Makassar, february 2014

Mengetahui

Guru Mitra

Peneliti

R i n a, S. Ag
NIP. 19731016 200801 2 009

Bernadus Kopong Tokan
NIM.4510101034

Kepala Sekolah
SMPN 23 Makasar

Drs. Rusdin, M.M.
NIP. 19551231 198003 1 171

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS 2**

Sekolah : SMP Negeri 34 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII E

Materi Pokok : Making Acquaintance

Alokasi Waktu : 2x45 Menit

A. Tujuan Pembelajaran

Dengan kerjasama dan percaya diri, peserta didik diharapkan mampu menulis teks Percakapan dan mampu berinteraksi dalam percakapan sesuai dengan topik yang ditentukan.

B. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar

dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompetensi Dasar

Kompetensi Dasar	IPK
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan melakukan perkenalan diri terkait dengan dasar-dasar percakapan bahasa Inggris sesuai dengan konteks penggunaannya</p>	<p>3.5.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan mengenai kalimat pada perkenalan diri terkait dasar-dasar percakapan bahasa Inggris sesuai dengan konteks penggunaannya.</p>
<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan melakukan perkenalan diri terkait dasar - dasar percakapan bahasa Inggris dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.5.1 Menanggapi dasar-dasar percakapan bahasa Inggris terkait dengan perkenalan diri secara lisan</p>

D. Materi Pembelajaran

1. Materi reguler

- Fungsi sosial

Mengidentifikasi dan memberikan penilaian tentang strategi percakapan bahasa Inggris dari segi penggunaannya

- Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

- Unsur kebahasaan

Pernyataan terkait unsur-unsur percakapan bahasa Inggris yang berkaitan dengan perkenalan diri.

Example : greetings, partings, thanks, excuses

- Pertanyaan terkait dasar-dasar percakapan bahasa Inggris

Example: excuse me, do you mind if I ask you something?, Sorry to trouble you can you tell me where the nearest bus station around here?, I am prety well, how are your family?, good morning, what can I do for you?

- Subjek pronoun : I, you, we, they, he, she, it
- Posesive adjective : my ,your,our ,their, her, his, it's
- Ucapan ,tekanan kata, intonasi,ejaan, tanda baca,dan tulisan tangan.

- Kosakata : My God, Bravo, Gracious, Good morning, Good afternoon, Good night, Good bye, God bless You, See You later, Thank you, Thanks a million, Thank you so much, Happy birthday, Happy feast day, Have a good trip, Congratulations, Forgive me, Pardon me, excuse me, wait a minute, be patient, please!, be patient, please!
- Tata bahasa: tobe (am, is, are)
- Topik

Menerapkan ungkapan dasar – dasar percakapan bahasa Inggris yang berkaitan dengan perkenalan diri di rumah, sekolah dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat KI.

E. Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal (10 menit)

- Menyapa siswa/ Mengecek kehadiran siswa
- Doa sebelum belajar
- Social chat: menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini.
- Mempersiapkan siswa secara fisik dan mental.
- Mengaitkan pembelajaran sebelumnya dan menyampaikan tujuan pembelajaran.
- Warming up

2. Kegiatan Inti (60 menit)

Simulasi

- Guru mengajak peserta didik menyimak contoh percakapan dengan menjelaskan strategi percakapan yang diperlukan agar peserta didik berpartisipasi aktif untuk memahami percakapan.
- Memahami dan membedakan struktur teks dan unsur kebahasaan dalam teks yang berkaitan dengan tema
- Mengklasifikasi struktur-struktur teks dan kebahasaan.

Mengumpulkan data

- Siswa melakukan interaksi percakapan perkenalan diri dengan menggunakan dasar - dasar percakapan bahasa inggris sesuai instruksi guru
- Siswa melakukan kritisasi dan penilaiannya terhadap contoh percakapan
- Siswa menemukan ungkapan yang tepat dalam menilai setiap percakapan
- Siswa menemukan antara ungkapan dan respon terhadap percakapan dalam bentuk gambar ataupun pada sumber-sumber lain dalam bahasa lain.
- Siswa (dibantu oleh guru) membahas respon dan ungkapan dalam mengkritisi, mendeskripsi dan menilai percakapan

Pengolahan Data

- Siswa mampu berinteraksi dalam percakapan dengan memberikan ungkapan terhadap setiap interaksi percakapan

Pembuktian

- Siswa menggunakan bahasa Inggris untuk melakukan interaksi percakapan sesuai dengan objek ataupun tema yang ditentukan
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi
- Siswa membicarakan permasalahan yang dialami dalam melakukan percakapan dengan bertanya langsung kepada guru.

Menyimpulkan

- Siswa bersama dengan guru menuliskan refleksi tentang apa yang telah dipelajari.
3. Penutup (10 menit)
- Games sebagai refreshing pembelajaran kepada siswa.
 - Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa dipandu guru melakukan refleksi.
 - Guru membuat kesimpulan pembelajaran pada pertemuan ini dan siswa menuliskan refleksi tentang apa yang telah dipelajari hari ini.

F. PENILAIAN:

1. Penilaian Materi Reguler

Teknik penilaian : Tes lisan

Rubrik Penilaian

- Rubrik Penilaian Keterampilan Berbicara.

No	Aspek yang dinilai	Kriteria	Score
1.	Pengucapan (pronunciation)	f. Hampir sempurna	5
		g. Ada berapa kesalahan namun tidak mengganggu makna	4
		h. Ada berapa kesalahan dan mengganggu makna	3
		i. Banyak kesalahan dan mengganggu makna	2
		j. Terlalu banyak kesalahan dan mengganggu makna	1
2.	Intonasi (Intonation)	f. Hampir sempurna	5
		g. Ada berapa kesalahan namun tidak mengganggu makna	4
		h. Ada berapa kesalahan dan mengganggu makna	3
		i. Banyak kesalahan dan mengganggu makna	2
		j. Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	f. Sangat lancar	5
		g. Lancar	4
		h. Cukup lancar	3
		i. Kurang lancar	2

To Be Continued

Continuation

		j. Tidak lancar	1
4	Ketelitian (Accuracy)	f. Sangat teliti	5
		g. Teliti	4
		h. Cukup teliti	3
		i. Kurang teliti	2
		j. Tidak teliti	1

- Pedoman Penilaian = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Kriteria ketuntasan minimal (KKM) minimal 73

G. Media/Alat, Bahan dan Sumber belajar

1. Media: *White board, board marker,*
2. *Bahan : book*
3. Sumber: Buku Guru & Buku Paket Siswa

Makassar, february 2014

Mengetahui

Guru Mitra

Peneliti

Rina, S. Ag
NIP. 19731016 200801 2 009

Bernadus Kopong Tokan
NIM.4510101034

Kepala Sekolah
SMPN 23 Makasar

Drs. Rusdin, M.M.
NIP. 19551231 198003 1 171

Appendix 4: The observation result of students' participation on First Cycle

No	Students' Name	Description					Total
1	Adisty Beata Prasticia	4	3	3	3	4	17
2	Amelia Anggriyani Azis	3	3	3	3	3	15
3	Andi Suci Wafiq Azizah	3	2	3	2	3	13
4	Bahtera Thoriq Khoufi	3	2	2	2	2	11
5	Besse Wis' Ainun Adelya	2	2	2	2	3	11
6	Dhea Fitriani	4	3	3	3	4	17
7	Fadillah	3	3	2	2	3	13
8	Fitriah Ninsi Ramadan	2	2	2	2	2	10
9	Inayah Wulandari	3	2	2	3	3	13
10	Juliana	3	3	2	3	4	15
11	Muh. Alfian Ridho Linardi	4	3	4	3	3	17
12	Muh. Aqsa Fajri Amtirda T.	2	2	2	2	2	10
13	Muh. Syawal Afdal	2	2	2	2	2	10
14	Muhamad Filan Fachrezi	4	2	2	2	3	13
15	Nur Anjelina	3	2	2	2	2	11
16	Nur Rezky Amaliah A.	3	3	4	3	4	17
17	Nurfadilah	4	2	3	3	3	15
18	Nurfadilla	2	2	2	2	3	11
19	Nurhatisa	4	3	3	2	3	15
20	Nurul Ilham Ramadhan	3	3	2	3	4	15
21	Nurul Sinta Maulana	4	3	3	3	4	17
22	Raihana Rifdah	2	2	2	2	2	10
23	Resky Wira Hidayah	3	2	2	2	2	11
24	Rismawati Nurmah Susepa	2	2	2	2	2	10
25	Roy Naldy	4	2	2	2	3	13
26	Sriyanti	2	2	2	2	2	10
27	Putri Ramadhani A.U.	3	3	2	2	3	13

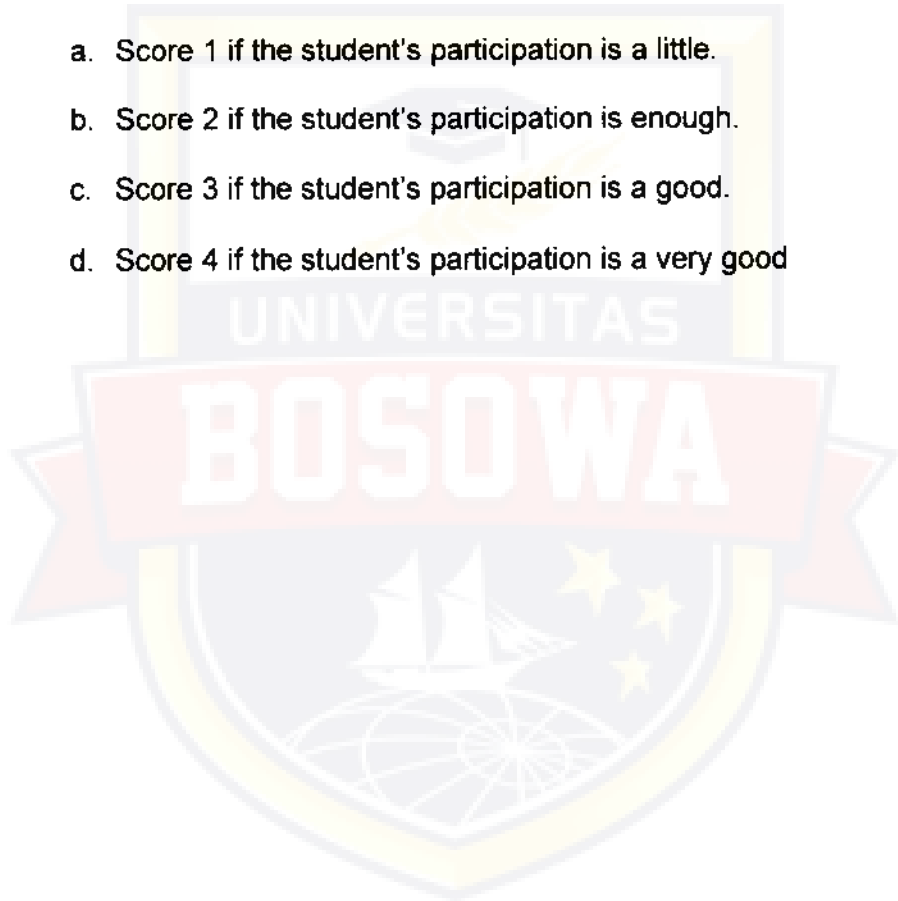
Note:

1. Students give attention to teachers' explanation.
2. Students show their activeness and enthusiasm in the classroom.

3. Students can join the activities in the classroom using conversation.
4. Students can practice interaction conversation to understand the material.
5. Students can do their speaking interest conversation.

The criteria of scoring are:

- a. Score 1 if the student's participation is a little.
- b. Score 2 if the student's participation is enough.
- c. Score 3 if the student's participation is a good.
- d. Score 4 if the student's participation is a very good



Appendix 5: The observation result of students' participation in thesecond cycle

No	Students" Name	Description					Total
1	Adisty Beata Prasticia	4	4	3	4	3	18
2	Amelia Anggriyani Azis	4	4	3	4	4	19
3	Andi Suci Wafiq Azizah	4	3	3	3	4	17
4	Bahtera Thoriq Khoufi	4	4	4	3	4	19
5	Besse Wis' Ainun Adelya	4	3	3	4	4	18
6	Dhea Fitriani	4	4	4	3	4	19
7	Fadillah	4	4	3	4	4	19
8	Fitriah Ninsi Ramadani	4	3	3	4	4	18
9	Inayah Wulandari	4	4	3	3	4	18
10	Juliana	4	3	4	3	4	18
11	Muh. Alfian Ridho Linardi	4	3	4	4	4	19
12	Muh. Aqsa Fajri Amtirda T.	3	4	3	3	4	17
13	Muh. Syawal Afdal	4	3	4	3	4	18
14	Muhamad Filan Fachrezi	4	4	3	4	4	19
15	Nur Anjelina	4	3	4	4	4	19
16	Nur Rezky Amaliah A.	4	4	4	3	4	19
17	Nurfadilah	4	3	4	4	3	18
18	Nurfadilla	4	4	4	3	4	19
19	Nurhatisa	4	3	4	4	3	18
20	Nurul Ilham Ramadhan	4	4	4	3	4	19
21	Nurul Sinta Maulana	4	3	3	4	4	18
22	Raihana Rifdah	4	3	4	4	4	19
23	Resky Wira Hidayah	4	3	3	4	4	18
24	Rismawati Nurmah Susepa	4	4	3	4	4	19
25	Roy Naldy	4	4	4	3	4	19
26	Sriyanti	3	3	4	3	4	17
27	Putri Ramadhani A.U.	4	3	4	3	4	18

Appendix 6: Documentation

Picture 1: The researcher was explaining the material conversation to students



Picture 2: The students were working in pairs when making text conversation.



Picture 3: Students were practicing conversation orally.



Picture 4: The researcher was controlling students activities when they was made text conversation



Appendix 7: The Students' Score in the First Cycle Test

No	NIS	Fluency	Pronunciation	Grammar	Vocabulary	Total Score
1	15121	4	4	3	4	75
2	15122	4	3	3	4	70
3	15123	3	3	3	3	60
4	15125	3	4	3	4	70
5	15126	4	4	3	4	75
6	15127	4	3	3	3	65
7	15128	4	3	2	3	60
8	15129	4	4	3	3	70
9	15131	4	4	3	4	75
10	15132	4	3	3	3	65
11	15133	4	3	3	4	70
12	15134	3	4	2	3	60
13	15135	4	3	3	3	65
14	15136	4	3	3	4	70
15	15138	3	4	3	4	70
16	15139	4	4	3	4	75
17	15140	4	3	2	4	65
18	15141	4	3	3	3	65
19	15142	4	3	3	4	70
20	15143	3	3	2	4	60
21	15144	4	4	3	4	75
22	15145	3	4	3	4	70
23	15146	4	3	3	3	65
24	15148	3	4	2	3	60
25	15149	4	3	3	4	70
26	15150	3	3	3	4	65
27	151151	5	3	2	4	70
	Total	101	92	75	98	1.830

Appendix 8: The Students' Score in the Second Cycle Test

No	NIS	Fluency	Pronunciation	Grammar	Vocabulary	Total Score
1	15121	4	5	3	4	80
2	15122	5	4	3	5	85
3	15123	4	4	4	5	85
4	15125	5	5	4	4	90
5	15126	4	4	3	4	75
6	15127	4	4	3	5	80
7	15128	5	3	3	4	75
8	15129	4	4	3	5	80
9	15131	5	4	4	4	85
10	15132	4	4	3	4	75
11	15133	4	3	3	5	75
12	15134	4	4	3	5	80
13	15135	4	4	3	4	75
14	15136	5	4	3	4	80
15	15138	5	3	3	4	75
16	15139	4	4	5	4	75
17	15140	5	4	3	4	80
18	15141	4	4	3	4	75
19	15142	4	4	3	5	80
20	15143	4	4	4	4	80
21	15144	5	3	3	4	75
22	15145	5	4	4	4	85
23	15146	5	3	3	4	75
24	15148	5	4	3	4	80
25	15149	5	4	3	3	75
26	15150	4	5	3	3	75
27	151151	5	4	3	4	80
	Total	121	106	88	113	2.130

Appendix 9: Students' Score Classification in the First Cycle and the Second Cycle

No	NIS	Total Score Cycle 1	Total Score Cycle 2
1	15121	75	80
2	15122	70	85
3	15123	60	85
4	15125	70	90
5	15126	75	75
6	15127	65	80
7	15128	60	75
8	15129	70	80
9	15131	75	85
10	15132	65	75
11	15133	70	75
12	15134	60	80
13	15135	65	75
14	15136	70	80
15	15138	70	75
16	15139	75	75
17	15140	65	80
18	15141	65	75
19	15142	70	80
20	15143	60	80
21	15144	75	75
22	15145	70	85
23	15146	65	75
24	15148	60	80
25	15149	70	75
26	15150	65	75
27	151151	70	80
Sum		1.830	2.130
Mean/average		67,77	78,88
Low score		60	75
High score		75	90

Appendix 10 : The Result of Student's text conversation

1. First Cycle

MAKING ACQUAINTANCE

Instruction: Make conversation base on the topic above

Resky: "Hello, good morning"
 Suci: " Hay, morning too"
 Resky: "What is your name?"
 Suci: "My Name is Suci, and you?"
 Resky: "My Name is Resky, where do you come from?"
 Suci: "I come from makassar"
 Resky: "Where do you live?"
 Suci: "I live in BTN SAKINAH"
 Resky: "How old are you?"
 Suci: "I am fourteen years old, and you?"
 Resky: "I am fourteen years old too"
 Suci: "Okay, see you again, bye"
 Resky: "Bye"

Andi Suci wafiq Hertzah
 (15123)
 Resky wira Hidayah
 (15146)

2. Second Cycle

Adisty Kusala Prasasti (15121) } B.E.
 Dhea Fitriani (15127)

MAKING ACQUAINTANCE

Instruction: Make conversation base on the topic above

Dhea: Good morning!
 Adisty: Morning too
 Dhea: What is your name?
 Adisty: My name is Adisty
 Dhea: Oh, My name is dhea
 Adisty: Hello dhea, How old are you?
 Dhea: I'm 14 years old, and you?
 Adisty: My age sum with you
 Dhea: Where do you come from?
 Adisty: I'm come from Indonesia, and you?
 Dhea: I'm come from New York
 Adisty: BTW, Dhea, I have to go now
 Dhea: Oh yeah! Nice to meet you Adisty
 Adisty: Nice to meet you too, bye

NAMA Nur Angelina (15130)
 Roy Naldi (15142)

MAKING ACQUAINTANCE

Instruction: Make conversation base on the topic above

INTRODUCTION

Angel and Roi

- Angel : Hy, what is your Name?
- Roi : My Name is Roy Naldi And Nick Name is Roy, And you?
- Angel : ! My Name is Nur Angelina And Nick Name is Angel!
- Roi : Where do you live?
- Angel : BTN Hartaco INDAH, And you
- Roy : Ohh... ok, I live At Bumi daya Indah
- Angel : Where do you school?
- Roi : I school is SMPN 34 MAKASSAR, And you?
- Angel : I school At SMA 22 Makassar.
- Roi : What do you hobbie Angel?
- Angel : I like badminton, ~~Angon~~ And you?
- Roi : I like is Football
- Angel : How ol Are you
- Roi : IS IH
- Angel : Ok, Bye see you Again
- Roi : Bye angel

1. First Cycle Record**Andi suci wafiq azisah (15123)****Resky wira hidayah (15146)**

Resky : Helo gut moning

Sucy : Hey, morning tu

Resky : Wot is yor neim ?

Suci : Mai nem is suci, and yu?

Resky : Mai nem is resky, wer du yu kom from?

Suci : Ai kam from Makassar

Resky : Wer du yu lif ?

Suci : Ai laif in BTN SAKINAH

Resky : Hau olt ar yu ?

Suci : Am fortin yers ol, and yu ?

Resky : Ai em fortin yers olt tu

Suci : Okey, si yu egen, bai.

Resky : Bai

2. Second Cycle Record**Adisty Beata Prastica (15121)****Dhea Fitriany (15127)**

Dhea : Gut moning !

Adisty : Moning tu

Dhea : Wat is yor neim ?

Adisty : Mai nem is Adisty

- Dhea : Oh, mai neim is Dhea
- Adisty : Helo Dhea, how olt ar yu ?
- Dhea : Ai em fortin yiers olt, en yu ?
- Adisti : Mai eij seim wit yu
- Dhea : Wer du yu kam from ?
- Adisty : Ai em kam from Indonesia, en yu ?
- Dhea : Ai em kam from nyuw yok
- Adisty : bai de we Dhea, ai hev tu go naw
- Dhea : oh ye, nais tu mit yu Adisty
- Aisty : Nais tu mit yu tu, bai.

Nur Anjelina (15138)

Roy Naldi (15142)

- Anjel : Hay. Wot is yur nem ?
- Roi : May nem is Roy Naldi en nik nem is Roy, en yu?
- Anjel : Mai neim is Nur Anjelina en nik neim is Anjel
- Roi : Wer du yu lif ?
- Anjel : BTN. Hartaco Indah, en yu ?
- Roi : oh..., ok ai at Bumi Daya Indah
- Anjel : Wer du yu skul ?
- Roi : Ai skul is SMPN 34 Makassar, en yu ?
- Anjel : Ai skul at SMA 22 Makassar
- Roi : Wot du yu hobi Anjel ?

Anjel : Ai laik badminton, en yu ?

Roi : Ai laik is fut bal

Anjel : hau ol ar yu?

Roi : fittin

Anjel : Okey, bai si yu egen

Roi : Bai Anjel



BIOGRAPHY



Bernadus Kopong Tokan. He is the fifth child from six children, was born in Gayak/ Adonara, regency of East Flores on April 28th, 1989. He is son of Bernadus Boli Igo and Kristina Sura Ina. He completed his primary education department at SDK Gayak in 2003, SMPS Ile Boleng in 2006, SMAN Nagawutung in 2009. He began his study at Bosowa university in 2003 and joined at English education department and has taken English language program. Since studied at Bosowa university he joined some intra organization such as BEM FKIP, HIPMABING, Keluarga Mahasiswa Katolik (KMK), He also active in some extracurricular and some English course. He finished his study in 2017.



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Uno Sumoharjo Km. 4, Td. 111-4, Makassar, Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 017, Faks. 0411 424 568

<http://www.univers.tasbosowa.ac.id>

Nomor : A. 219/FKJP/UNT.BOS/W/2017

Makassar, 9 Mei 2017

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : Kepala Sekolah SMPN 34 Makassar
di -

Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi magister.

Nama : Bernadus Kopong Tokan

NIM : 4513101045

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa


Judul Penelitian :

IMPROVING STUDENTS' SPEAKING ABILITY BY USING CLASSROOM INTERACTION CONVERSATION AT SMPN 34 MAKASSAR

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian

dan bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan,


Dr. Mas'ud Muhammadah, M.Pd.



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 34 MAKASSAR



Alamat : Jl. Torpedo 3 Manurukki Kec. Biringkanaya Makassar, Tlp (0411).4721041
NSS.201196011209 NPSN.40311919

SURAT KETERANGAN PENELITIAN

Nomor. 421.3/213/SMPN.34/VII/2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 34 Makassar menerangkan bahwa :

Nama : **Bernadus Kopang Tokan**
Nim : 4513101045
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa
Alamat : Jl. Urip Sumoharjo Km. 04 Makassar

Telah melaksanakan Penelitian di SMP Negeri 34 Makassar mulai tanggal 10 s/d 13 Mei 2017 yang berjudul "*Improving Students Speaking Ability By using Class Room Interaction Conversation At SMPN 34 Makassar*". Dalam rangka penyelesaian Studi Program S1 di Universitas Bosowa Makassar.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.



Makassar, 10 Juli 2017
Kepala Sekolah

Drs. Rusdin, MM

Pangkat : Pembina Tk.1

NIP. 19670717 199412 1 001