

# **DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH INTERPERSONAL INTERACTION AT SMPN 35 MAKASSAR**

**SKRIPSI**



Submitted to the Faculty of Teachership and Educational Science  
in Partial Fulfillment of the Requirements for the Sarjana Degree

**By**

**Hajeriani**  
**45 08 101 031**

**FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE  
ENGLISH EDUCATION DEPARTMENT  
UNIVERSITY 45 MAKASSAR  
2012**

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**PAGE OF APPROVAL**

Skripsi with the Title

**"DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH INTERPERSONAL INTERACTION AT SMP NEGERI 35 MAKASSAR"**

On behalf of:

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After completely checked, the skripsi has fulfilled the standard to be examined.

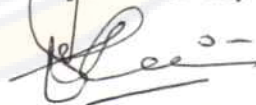
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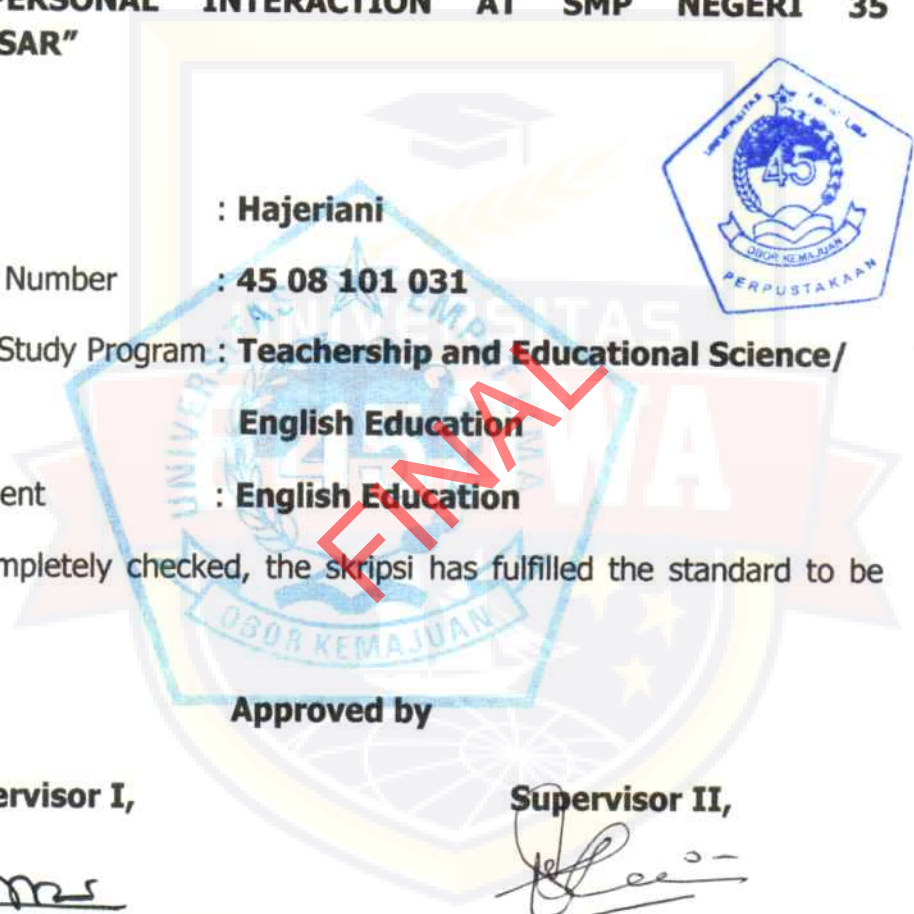
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## PAGE OF ACCEPTANCE

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## MOTTO AND DEDICATION

*Life ends when we stop dreaming...*  
*Hope is lost when we stop believing...*  
*And love fails when we stop caring...*

**This skripsi is dedicated to :**

- ♥ *My beloved Father (Abdul Rauf 'Alm')*
- ♥ *My beloved mother (Nafia)*
- ♥ *My lovely brothers (Tajuddin and Tajri)*
- ♥ *My lovely sisters (Kartini and Raden)*
- ♥ *My lovely friends in English Education "08"*



## ABSTRAK

HAJERIANI. 2012. *"Developing Students' Speaking Ability Through Interpersonal Interaction at SMP Negeri 35 Makassar"*. Dibimbing oleh H. Herman Mustafa dan Hj. St. Haliah Batau.

Skripsi ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas VIII SMPN.35 Makassar dengan menggunakan metode Interpersonal Interaction. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan berbicara mereka.

Metode penelitian yang digunakan oleh peneliti adalah jenis penelitian tindakan kelas (PTK). Subjek dari penelitian ini adalah siswa kelas VIII-2 SMPN 35 Makassar tahun akademik 2011/2012 yang terdiri dari 30 siswa. Penelitian ini dilaksanakan melalui 3 siklus. Setiap siklus terdiri dari 4 tahap yaitu perencanaan, tindakan, pengamatan, dan refleksi.

Hasil dari penelitian ini menunjukkan bahwa kemampuan berbicara siswa mengalami peningkatan dengan menggunakan Interpersonal Interaction. Hal ini dapat dilihat pada nilai rata-rata siswa pada setiap siklus. Siklus I nilai rata-rata siswa adalah 47.1, siklus II nilai rata-rata siswa meningkat menjadi 69.8 dan pada siklus III nilai rata-rata 72.6. Jadi, penggunaan Interpersonal Interaction dalam penelitian ini dinyatakan berhasil.

## **AKNOWLEDGEMENTS**

Firstly, I like to express my highest gratitude to Allah SWT, the Merciful who gives me strength and patience so that I was able to finish this skripsi.

In this occasion, I would like to express my gratitude to any people who contributed their ideas to completing my skripsi.

1. Drs.H.Herman Mustafa, M.Pd, the Dean of Faculty of Teachership and Educational Science.
2. Greatest thanks also to Rampeng, S.Pd, M.Pd as the head of English Department and all my lecturers for their guidance, knowledge and advice during of my study.
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4. All of the staff in Faculty of Teachership and Educational Science in University of "45" Makassar.
5. My greatest thanks also go to the headmaster of SMP Negeri 35 Makassar Syarifuddin, S.Pd, M.Pd and to English teacher, Syamsuriati S.Pd who has given opportunity to conduct this research and for all the students specially the second year students of Class VIII 2 in academic year 2011/2012 for their participation and cooperation during the research.

6. I would like to express my greatest thanks and deepest appreciation to my big family specially my beloved mother, Nafia because of the care, pray, affection and wish to my successful study. My thanks and big hug also to my brothers and sisters, Tajuddin, Tajri, Kartini and Raden for their prayers, motivation and 'laughing in Love' (I love you all)
7. My biggest thanks to all my best friends (Ina Norminah, Dahlia Ramli, Rahmawati Lestaluhu, Sherly Patana, Dede Nurohim and Anang Susanto) And all of my friends in English Education Department "08" for their kindness, jokes and togetherness.

Finally, I realized this skripsi is still far from perfection. Thus more improvements for the skripsi are strongly needed. To those who gave given me suggestions and ideas, I express many thanks. May almighty, Allah SWT always be with us and give us guidance, power and bless in our life. Amin

Wassalamu Alaikum Warahmatullahi Wabarakatu.

Makassar, February 2012

The writer



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# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, the ability to communicate in English is an important skill for Indonesian. In the last few years, communication among nations has rapidly increased, with growing volume of commerce and education. Automatically, English becomes a basic tool to make relationship with other countries. Many factors influence speaking subject, as follows: internal factor, like the students' motivation in learning English and external factor, like suitable techniques in teaching learning process. Speaking, as a part of English subject, cannot be separated from the other language skills.

English teachers play an important role in improving student's English achievement. They have to create appropriate techniques which can facilitate the students to understand the material given easily. Many teachers have forgotten how to teach well according to some experts. In this paper the writer tries to study one of recently popular activities in teaching that is interpersonal interaction.

The aim of English teaching is not only for academic purpose but also for national improvement in science and technology. So the students

have to have the skills in the language especially English. Language is often defined with reference to the four language skills: listening, speaking, writing, and reading. Listening and reading are receptive skills, whereas speaking and writing are productive ones.

The writer focuses her attention on one of these skills that is speaking. Speaking is one of the productive skills in second and foreign language. Teaching speaking is considered difficult among of the four skills. Most of students also say that they can easy to understand when people speak but they cannot express it.

The students cannot speak English because the teachers probably either seldom encourage them to speak or do not give them opportunities to practice the speaking skill. The student must have a chance to practice their English by giving them a topic that they know well and know what to say with it to make an active speaking class. The students will not do anything well unless they are interested in what they are interested in what they are doing and what to speak, Mukhlis (1998 : 45)

In this case, one way that can be used in improving students' speaking ability is interpersonal interaction. That is why many students would be interested in speaking if they were actively engaged in interaction. In interpersonal interaction, the students are expected to



present their ideas and responses in English. So, many English teachers make students active to speak and make their class interesting with various methods, technique with instruments and material in order to facilitate students to learn language skill effectively. So that, the first task of the teacher is to create situation that provide opportunities and facilitate the student to communicate orally.

Based on the description above, the writer hypothesizes that interpersonal interaction as one way to develop students' speaking ability. The writer conducts a research to find out whether or not interpersonal interaction is improves the students speaking ability.

## **B. Problem statement**

Considering the description above, the writer formulates the problem statement as follows:

- ❖ Does the use of interpersonal can improve the students' speaking ability to the second year students of SMP Negeri 35 Makassar ?

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

The research aims at finding out whether the use of interpersonal interaction improves the students speaking ability to the second year students of SMP Negeri 35 Makassar or not.

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

The result of the research is expected to be meaningful information and a reference for the English teacher, and also the response to the needs of variations in developing the students' speaking ability through the interpersonal interactions as one of the instructional in speaking class.

### **E. Scope of The Research**

By discipline, this research is under sociolinguistic, it employs interpersonal interaction in developing students' speaking ability of the second year students of SMP Negeri 35 Makassar. Based on the KTSP, this research focuses on the active speaking as one language skill of English language teaching. The writer gives some activities in interpersonal interaction. They are giving ideas, asking questions, and giving responses.

## CHAPTER II

### REVIEW OF LITERATURE AND CONCEPTUAL OF FRAMEWORK

This chapter presents the literature review, which deals with the previous related research findings, some pertinent ideas, resume, the theoretical framework and hypothesis.



#### A. Some Related Research Findings

Many teachers have been reported to expose identification of the students speaking ability in learning process more successful.

1. Good and Brophy (1991:194) reported that some students would improve more rapidly if they were actively engaged in interaction than if they were passive in teacher – fronted interaction, by distinguishing response opportunities to response.
2. Harmer (1991:50) reported that the students are some involved in activities that given both desire to communicate and purpose which involves them in various use of language.
3. Karim(1995 : v) reported that the factors effects the students in speaking English in the classroom are :
  - (a) If the students have positive attitude toward classroom activities, they will be stimulated to learn in the classroom,

(b) If the teacher use interesting materials and techniques, the students will be encourage to learn in classroom

4. Rahman (1995 : viii) reported that English students of English Department of UNM are frequently or very interested in studying speaking through oral communicative activities.
5. Ur (1996:120) stated that of all the four language skills (listening, speaking, writing, and reading). Speak intuitively the most important for people. People who know a language are referred to as "speaker" of the language, as if speaking included all other kinds of knowing and many, if most foreign languagelearners primary interested in learning to speak. This means that after the students learn a language for example English, they are expected to be able to speak the language. Based on the findings above, the writer can conclude that the use of interpersonal interaction can help the students to speak English and can interest them to develop their speaking ability. In this research, writer wants to use interpersonal interaction to improve the students' speaking ability.

## **B. Some Pertinents Ideas**

### **1. The Nature of Speaking**

Speaking is a means of oral communication giving idea or information to others or is one way to bring a message from one person to others. Communication will not be running well without speaking. The act of speaking involves not only the production of sound but also the use of gesture, the movement of muscle of face, and indeed of the whole body. As Widdowson (1995 : 58) states that an act of communication through speaking is commonly performed in face to face interaction and occur as a part of dialogue or rather forms of verbal exchange, it is on understanding.

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as their wishes.

Cunningham in Anna (1999:6) say that speaking is an interactive process of constructing. Meaning that involves producing, receiving and processing information.

While Widdowson (2002, in Jaba, 57) say that the act of speaking normally in the course of natural communicative involves not only the use of vocal organs to produce sound but also the use

of gesture, the movement of the muscles of the face, an indeed of the whole body. Byrne, 1987:10

“Oral communication is two process between speaker and listener and involves the productive skill of speaking and the reseptive skill of listening with uderstanding”

Therefore, both of the speaker and listener are active in oral communication take place.

While Harmer (1991:46) states that when the people are engaged in talking to each other, we can be fairly sure that they are doing so for good reasons are:

- a. They want to say somethin. 'Want' is used here in general way to suggest that speakers make definite decision to address other people. Speaking may, of course, be forced upon them, we can still say that they feel the need to speak, otherwise they would keep silent.
- b. They have some communicative purposes. Speaking say things because they want something to happen as aresult what they say. They may want to charm their listeners: They want to give some information or express pleasure. They may decide to be rude or to flatter, to agree or complain. In each of these cause they are interested in achieving this communicative purpos –



what is important is the message as they wish to convey and the effect they want it to have.

- c. They select from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve this communicative purpose, they will select (from the 'store' of language they process) the language they think is appropriate for this purpose.

So in this case, we can say that speaking is very important to communicate each other.

## **2. The Element of Speaking**

There are four elements of speaking, they are:

### **a. Pronunciation**

Pronunciation is the way a person speaks the words of language or the way in which a language is spoken (Oxford Advance Learner's Dictionary, 2005 : 928) certainly; pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition therefore. The teachers should have good standards of pronunciation in order that students can imitate their teacher in any teaching and learning process, but we

cannot expect our students to should introduce games to be played in the make a lot of repetition.

#### b. Vocabulary

Vocabulary is a list of word with their meanings, especially one that accompanies a textbook, (Oxford Advanced Learner's dictionary 1995 : 1331).

Doff in Ariyani (2000) distinguishes two types of vocabulary in general, they are:

- Active vocabulary: words which students will need to understand but also use themselves.
- Passive vocabulary: words which we want students to understand but they will need to use themselves

A word that has been active through constant use may sleep back in to the passive store if it not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use.

c. Accuracy

Accuracy is the state of being correct or exact and without error, especially as result of careful effort (oxford advanced learners' Dictionary: 1995 : 9)

d. Fluency

Fluency is the state of able to speak a language smoothly and easily or expressed in a smooth easy (oxford learner's pocket dictionary, 1991 : 165).

### **3. Classroom Interaction to Improve Speaking Skill**

Littlewood (1991) assumed that oral skill can be applied in classroom interaction, both between the students' themselves. This can be early out in feedback, individual talk, and group talk. In other words, class interaction gives the chance to students to apply the language in real communication.

All teachers of English who teach English as a foreign language want to the students' to practice speaking English frequently in the classroom interaction. They assert that fluency need frequent practice. If the students are lack of practice speaking this language, the oral skill will be very passive; by the way, the frequent practice also performance the students' positive attitude in

learning the language as far as they are motivated to improve their speaking skill.

#### **4. Characteristic of Successful Speaking Activity**

Jabu (2002:56) defines that many learners feel that speaking one of the hardest skills to master, especially to a foreign language, while the assessment of the spoken language (speaking skill) has traditionally been a problem for the teacher of English particularly to the case measuring the learners' skill objectively and effectively.

By looking at the problems of speaking above, some characteristics of successful speaking activities have been identified and it can be used to analyze our class. As Ur (1966:120) writes the characteristic. In following:

1. Learners talk a lot, as much as possible of the period time allowed to the activity fact occupied by learners talking.
2. Participation is even, classroom discussion is not dominated by minority of talk active participants and all learners get chance to speak.
3. Motivation is high, learners are eager to speak because they are interested to contribute in achieving the task objective.

## 5. Teaching Technique for Speaking Subject

Now we are coming to the type of teaching learning activity in speaking class. Rashid (1988: 107) point out types of teaching and learning activities carried out in the speaking course are follows:

### a. Class Practice

Class practice in this sense refers to the tradition way of teaching where the teacher gives speech in teaching for presenting his/her material. Throughout the process of teaching by speaking, of course, the students are asked to bring some question and response to the give material. Students, therefore have an opportunity to practice their speaking skill in the class.

### b. Individual Tasks

Individual task may also be given to students is speaking class. Students, in this case are individually given task by the teacher to present some speeches in from the class. The other student may ask question after the presentation of the speech.

### c. Pair Tasks

This task is given to two students for making conversation in the class. They are free to choose their own topic to talk. Pair task is actually a miniature of daily conversation in the real life,

outside the class. The students, by this task will be lead to be accustomed in speaking naturally.

## 6. Types of Oral Communication

Baird in Bueno (1981 : 224) divides that oral communication consists of four general types:

- a. Interpersonal communication in which an individual communicates with himself or herself usually by thinking out occasionally aloud.
- b. Interpersonal communication in which an individual communicates with each other face to face
- c. Group communication in which several people meet face discuss whatever matters may be at hand and in which those people share to source and receive the ideas
- d. Public communication in which one speaker presents a message to a group or receivers in face to face setting. While the receiving occasionally may adopt the source role, generally the speakers does most or all of the talking



## 7. Interpersonal Interaction

Interaction is a reciprocal action or influence, or physic the action of atomic sub atomic particles on each other. Interaction also can be said as human activity or something that people do or cause to happen.

Interpersonal skills are the skills that a person uses to interact with other people. Interpersonal skills are sometimes also referred to as people skills or communication skills. Interpersonal skills involve using skills such as active listening and tone of voice, they include delegation and leadership. It is how well you communicate with someone and how well you behave or carry yourself. Also they help people further their careers.

Interpersonal skills refer to mental and communicative algorithms applied during social communications and interaction to reach certain effects or results. The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another.

Amin (2002 : 21) conducted a research on identifying classroom interaction patterns used in teaching English stated that only adults are ready and willing to work together but they tend to learn better in a sociable environment and are more likely to stick to their studies when they feel part of a strong group. It means that everybody needs interaction with each other. According to Vygotsky in Amin (2002 : 24) stated that learning is fundamentally a social experience. He also notes that interaction differentiates a course from independent, self-directed study, maintains the community of discourses, help define and re-construct the body of knowledge, feedback crucial to the development of community and critical thinking, and serves to simulate and motivate.

Furthermore Chalmerin Amin (2002 : 25) stated that in the humanities significant knowledge is socially constructed throughout discourse past and present, an introduction to it involves coming to understand and participate in certain traditions of academic discourse. A discourse is here understood as a particular way of using language in other symbolic forms communicatively, or in ways which produce meaning and understanding. Students become participants in a

diseourse by entering into the relevant process of textual analisys, the academic consideration that applies.

In this case, one way of defining interpersonal interaction is to compare it other forms of communication. In so doing, we would examine how to many people are involved, how many physically close they are to one another, how many sensory channels are used, and the feedback provided. Interpersonal interaction in that there are few participants involved, there are many sensory channels used, and feedback is immediate. An important point to note bout contextual definition is that it does not take into account the relationship between the participants.

We have many different relationship with people. Some writers say that our definition of interpersonal interaction must account for these differences. There writers say that interacting with a sales clerk in a tore is different than the relationship we have with our friend and family members. Thus, some writers have proposed an alternative way of defining interpersonal interaction. This called the developmental view. For this view, interpersonal interaction is defined as communication or interaction that occurs between people who have known each other for some time. On the other hand,

communication that occurs more than two persons then move to another person to speak again with the same topic. ([www.wikipedia.org](http://www.wikipedia.org)).

## 8. The Role of Interpersonal Interaction in Classroom

Interpersonal interaction is important because the role it achieves. Whenever the students engage in interaction with another student, they seek to gain information about them. They also give off information through a wide variety of verbal and non verbal cues.

There are some roles of interpersonal interaction, they are:

### a. Gaining Information

By using interpersonal interaction in speaking class, the students can gain knowledge about another individual. Social penetration says that we attempt to gain information about others, so the students can interact each other more effectively. They can better predict how they will think feel, and act if they know who they are. In other words, interpersonal interaction in speaking class will be running well because the students can express their feeling and thought freely.



b. Building a Context of Information

Interpersonal interaction is to help the students better understands what someone says in a given context. The word they say can mean very different things depending on how they are said or in what context. Content message refer to the surface level meaning of a message. Relationship message refer to how a message is said. The two are simultaneously, but each effect the meaning assigned to the communication. Interpersonal interaction help the students understand each other better, because they speak in face-to-face.

c. Establishing identity

Interpersonal interaction is establishing an identity. The roles of the students play in their relationship in the classroom help them to establish identity. So too does the face, the public self-image they present to other. Both roles and face are constructed based on how the students interact with others, so that the students know exactly what to do. ([www.abacon.com](http://www.abacon.com)).

## 9. Activities in Interpersonal Interaction

### a. Asking Question

In this activity, the students are asked to make question. The students must ask a question about every point which the sheet instructs you students to 'find out about'. When students have done this, they may then add some more questions of their own about the topic. The question should be relevant to the task and correctly formed. The students need to develop their confidence in forming correct question. Remember that same question can be asked in different ways, as follow:

Direct question:

- Whatdo you know about....?

Inderect question:

- Could you tell me what you know about....?

Request / instruction

- Would you tell me a bit about...?

### b. Giving Responses

In this activity, the students are asked to give responses about the question from other students. The students might be also be asked to describe how something is done, how something

works or what something is like. The purpose of this activity is continuing a conversational exchange. So the students will be active in speaking.

c. Giving Ideas

To make the students more active in this activity, they are asked to give ideas based on the topic given. In this case, the students give their ideas by relating their experience or knowledge that they have known before. So, it can improve their knowledge furthermore their speaking. For this activity the students may use the expressions below:

In my mind.....

I Think .....

## 10. The Advantages of Interpersonal Interaction

a. More Language Practice

Interpersonal interaction gives students for more chance to speak English.

b. Students are More Involved

Active in interpersonal interaction encourages students to be more involved and concentrate on the lesson. If the discussion

is conducted with the whole class together, it will probably be dominated by a few students and the others will have less interest.

c. Students Feel Secure

Students feel less anxiety when they are working privately than when they are on show in front of the whole class. Interpersonal interaction can help shy students who will never say anything in whole-class activity.

d. Students Help Each Other

Interpersonal interaction encourages students to express or share ideas and knowledge.

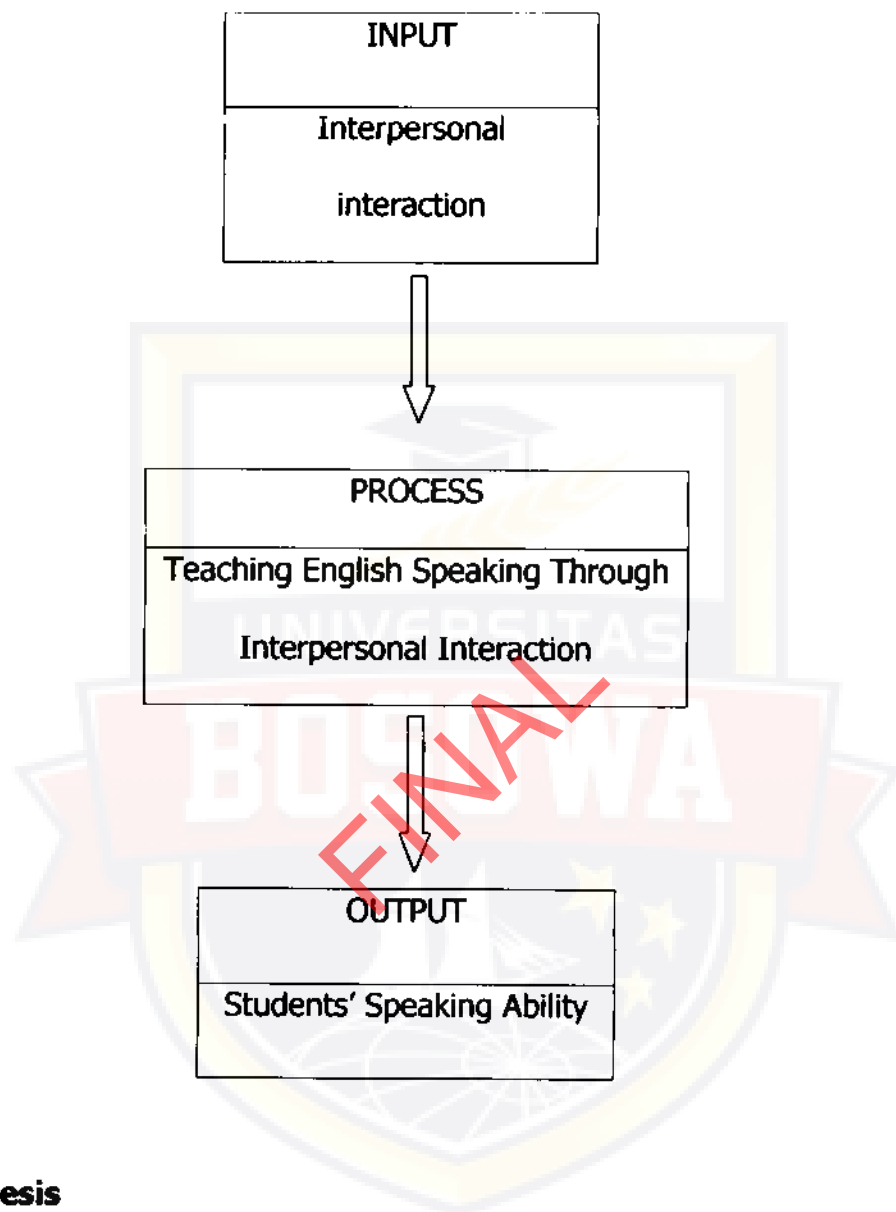
### **C. Theoretical Framework**

The focus in this research is the application of the interpersonal interaction in teaching speaking for junior high school. Interpersonal interaction is expected to be effective in teaching speaking.

Interpersonal interaction also helps the students to ensure that there is an input before output so that they can be provided with a suitable input before they produce words in the interpersonal interaction process.

The theoretical framework underlying this research will be given in the following diagram





#### **D. Hypothesis**

Teaching speaking through interpersonal interaction can improve speaking ability of the second year students of SMP 35 Makassar

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Design of the Research

Writer applies CAR action research. Watts (1985:118, cited in Brown.

[http://www.alliance.brown.edu/pubs/themes\\_ed/act\\_research.pdf](http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf)) Underlines that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

#### B. Setting of the Research

Explaining about place and time and how many class action research cycle that will be implemented in this research.

##### 1. Place of Research

This research was conducted in SMP 35 Makassar. This school is chose to improve students' speaking ability.

##### 2. Time of Research

This research was carried out on September 2011. Determination of the time the study refers to the school academic

calendar for classroom action research requires several cycles that require an effective teaching-learning process.

### 3. Cycle of the Research

This classroom action research was conducted through three cycles to see students' speaking ability through Interpersonal Interaction.

#### **C. Preparation of the Research**

Before the implementation of action research, writer made various instrumental classes that will be used in this research such as students' worksheets, and sheets observation discussion,

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

The subject that used in this research is second year students of SMP 35 Makassar in class 2<sup>2</sup> which is consist of 30 students.

#### **E. Data Sources**

There are two data sources in this research of this class, namely:

a. Students

To get data about students' learning outcomes and activities in speaking.

b. Teachers

To see the success rate of learning and learning outcomes and students activities in teaching and learning.

### **F. Instrument of Data Collecting**

a. Test: writer asks students to perform in front of the class and so speaking through interpersonal interaction.

b. Interview: writer gives you some questions about dialogue that the students' perform.

### **G. Research Procedures**

This research was conducted in three cycles. Each cycle consist of planning, action, observation, and reflection.

**❖ Cycle I****a. Planning**

1. Writer made curriculum observations to know indicators that will be taught to students through interpersonal interaction.
2. Make lesson plan

**b. Action**

1. Writer explained the topic of speaking by using interpersonal interaction.
2. Writer divided students into several small groups consist of
3. Students and the students will be asked to make dialogue using interpersonal interaction activities and perform it.

**c. Observation**

1. The situation in teaching and learning activities
2. Activity and creativity of students

**d. Reflecting**

1. Writer analyzed the lack of students from the observation
2. Develop plan of activities for the second cycle

**❖ Cycle II****a. Planning**

Writer create lesson plans based on the results of the first cycle

b. Action

Writer conducted speaking activities through interpersonal interaction based lesson plans that have been revised based on the results of reflection cycle I

c. Observation

Writers examine the activity of speaking learning through interpersonal interaction activities.

d. Reflection

Writer listed the improvement which students' obtain in this cycle and also what have to repair about their speaking ability.

❖ **Cycle III**

a. Planning

Writer creates lesson plans and evaluation instrument based on the results of the second cycle

b. Action

Writer conducted speaking activities through interpersonal interaction based lesson plans lesson plans that have been revised based on the results of reflection cycle II

c. Observation

Writer and collaborator observe the activity of speaking learning through interpersonal interaction activities

d. Reflection

Writer reflected on the implementation of the third cycle and make conclusions on the implementation of interpersonal interaction in speaking class

## H. Technique of Data Analysis

1. Classifying the score of the students

The data collected through the test, it is analyzed quantitatively. To get the speaking score, the writer will use the scoring scale, which included the accuracy, fluency, and comprehensibility in the students speaking.

The measure the ability of the students' speaking on the three components. The data is tabulated by referring to the scoring system by Heaton (1989) as follows :

## a. Accuracy

Score	Classification	Description
(1)	(2)	(3)
6	Excellent	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
5	Very good	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterance correct
4	Good	Pronunciation is still moderately influenced by the mother tongue. But no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. The words are good

To be continue



## Continuation

3	Average	Pronunciation is influenced by the mother tongue but only the few serious phonological errors, some of which cause confusion. The words are reasonably correct but awkward.
2	Poor	Pronunciation seriously influenced by the mother-tongue with errors causing a break down in communication. Many basic grammatical and lexical errors. The vocabulary is inadequate
1	Very poor	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having master any of the language skills and areas practice in the course the vocabulary is incoherent

## b. Fluency

Score	Classification	Criteria
6	Excellent	Speaks without too great an effort with a fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses
5	Very good	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Good	Although he has to make an effort and search for words, they are not fairly smooth deliveries mostly. There are too many unnatural pauses. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of Expression



To be continue

## Continuation

3	Average	Has to make an effort for much of time often has to search for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the efforts at times. Limited range expression
2	Poor	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.
1	Very poor	Full of long unnatural pauses, very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988 : 100)

## 2. Classifying of Students' Ability Based on Classification Speaking Achievement as Follows:

Classifying the scores of the students' answers into the following scale:

90 – 100 is classified as excellent

80 – 89 is classified as very good

70 – 79 is classified as good

60 – 69 is classified as average

50 – 59 is classified as fairly

40 – 49 is classified as poor

< 40 is classified as very poor

Fuchan in Junaidi (2010 : 25)

## 3. Students' Score

$$\text{Score} = \frac{\text{Total correct answer}}{\text{total item}} \times 100$$

## 4. Rate Percentage of the Student's Speaking Achievement

$$\% = \frac{F}{n} \times 100 \%$$

Notation :

?: percentage

F: frequency

N: Total respondent

5. Mean Score

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

Where :

X: mean score

$\sum X$ : sum of all scores

N: total number of subject

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consist of two sections, the findings of the research and discussions of the research.

#### **A. Findings**

##### Cycle I

##### a. Planning

- 1) Making lesson plan based on the teaching learning activity
- 2) Preparing the test instrument
- 4) Preparing teaching facilities

##### b. Action

The writer gave explanation about interpersonal interaction and then gave example dialogue to students, several students were asked to be sample in front of the class then writer asked them to make their own dialogue in pairs with the title my favorite movie. Then they present it in front of the class.

c. Observation

All of the students were paying attention to the teacher seriously and interestingly while presenting the lesson. The students seemed to be worried when they performed the dialogue. They looked nervous because probably they rarely did conversation in the class. The findings of this research deals with the students score is showed in the following table.

Table 1: The rate percentage and frequency of the students score of speaking competence.

Category	Score	Cycle I	
		F	%
Excellent	90-100	-	-
very good	80- 89	-	-
good	70-79	-	-
average	60- 69	2	6.7
fairly	50- 59	12	40
poor	40- 49	16	53.3
very poor	< 40	-	-
Total		30	100 %
Means score		47,1	

Data source: SMPN 35 Makassar

Based on page 37, the first cycle shows that there were 16 (53.3%) out of the 30 students got poor score, 12 (40%) of the students got fairly score, 2 (6.7%) of the students got average score. And there are none of the students got very poor, good, very good, and excellent score. The mean score was 47,1. So, from the result, it can be concluded that the students' speaking in first cycle is poor.

d. Reflection

- 1) In this cycle students have good attention in teaching and learning process.
- 2) they still looked worried when they perform in front of the class
- 3) their speaking score is still poor

Cycle II

a. planning

- 1) Making lesson plan with considering the result of cycle I
- 2) Preparing the test instrument
- 3) Preparing teaching facilities



### b. Action

Based on first cycle which showed that students' speaking score was still low, so writer tried to make improvement in teaching-learning activities. Writer taught them some expression about how to ask and give opinion and explain some vocabularies based on theme in this cycle. The again writer asked them to make their own dialogue in pairs with the title my favorite teacher. Then they presented it in front of the class.

### c. Observation

All of the students were paying attention to the teacher seriously and interestingly while presenting the lesson. Many students gave question about what they didn't understand. This time they didn't seem too worried when they performed the dialogue. Below are the percentage of students' speaking score in this cycle:

Table 2: The rate percentage and frequency of the students score of speaking competence.

Category	Score	Cycle II	
		F	%
Excellent	90-100	-	-
very good	80- 89	-	-
good	70-79	4	13.3
average	60- 69	4	13.3
fairly	50- 59	22	73.3
poor	40- 49	-	-
very poor	< 40	-	-
Total		30	100 %
Means score		69.8.	

Data source: SMPN 35 Makassar

In the second cycle based on the table above, there were 22 (73.3%) of the students got fairly score, 4 (13.3%) of the students got average score, 4 (13.3%) of the students got good score. and none of the students got very poor, poor, very good and excellent. Based on the result, it can be concluded that the students' speaking was average. It also shown in mean score was 69.8.

#### d. Reflection

- 1) In this cycle students still have good attention in teaching and learning process.
- 2) They actively made their own dialogue with their friend.
- 3) Students' speaking score arise become which is in average category.

#### Cycle III

##### a. Planning

- 1) Making lesson plan with considering the result of cycle II
- 2) Preparing the test instrument
- 3) Preparing teaching facilities

##### b. Action

Writer find some students had difficulties in grammar such as object pronoun so this cycle, students are taught about the use of object pronoun and how to pronounce some words. Then again writer asked them to make their own dialogue in pairs with the title my favorite actress or actor. Then they presented it in front of the class.

## c. Observation

The students actively made and practicing their dialogue with friend.

Table 3. Here is the percentage of students' score.

Category	Score	Cycle III	
		F	%
Excellent	90-100	1	3.3
very good	80- 89	4	13.3
good	70-79	10	33.3
average	60- 69	15	50
fairly	50- 59	-	-
poor	40- 49	-	-
very poor	< 40	-	-
Total		30	100 %
Means score		72,6	

Data Source: SMPN 35 Makassar

The last cycle on the table above, there were 15 (50%) of the students got average score, 10 (33.3%) of the students got good score, 4 (13.3) got very good score, 1 (3.3%) of the students got excellent score. None of students got very poor, poor and fairly score. and it also shown in the mean score was 72.6. Based on the result, it

can be concluded that students' speaking ability of the students after first cycle and second cycle is good.

d. Reflection

- 1) Students are interested in performing dialogue with their friends in front of the class.
- 2) They can make dialogue using better structure.
- 3) Their pronunciation increase
- 4) Speaking score arise become 72.6 which is in good category.

**B. Discussion**

From data analysis shows that the personal interaction in class room can improve students' speaking ability in class VIII-2 SMPN 35 Makassar. It is supported by the rate percentage and frequency of students' test result in cycle I, cycle II, and cycle III.

The first cycle shows that there were 16 (53.3%) out of the 30 students got poor score, 12 (40%) of the students got fairly score, 2 (6.7%) of the students got average score. And there are none of the students got very poor, good, very good, and excellent score.

In the second cycle, there were 22 (73.3%) of the students got fairly score, 4 (13.3%) of the students got average score, 4 (13.3%) of

the students got good score. and none of the students got very poor, poor, very good and excellent.

The last cycle, there were 15 (50%) of the students got average score, 10 (33.3%) of the students got good score, 4 (13.3) got very good score, 1 (3.3%) of the students got excellent score. None of students got very poor, poor and fairly score. and it also shown in the mean score was 72.6.

Based on the result, it can be concluded that students' speaking ability of the students in each cycle is improve. In other word, interpersonal interaction is effective way in teaching speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

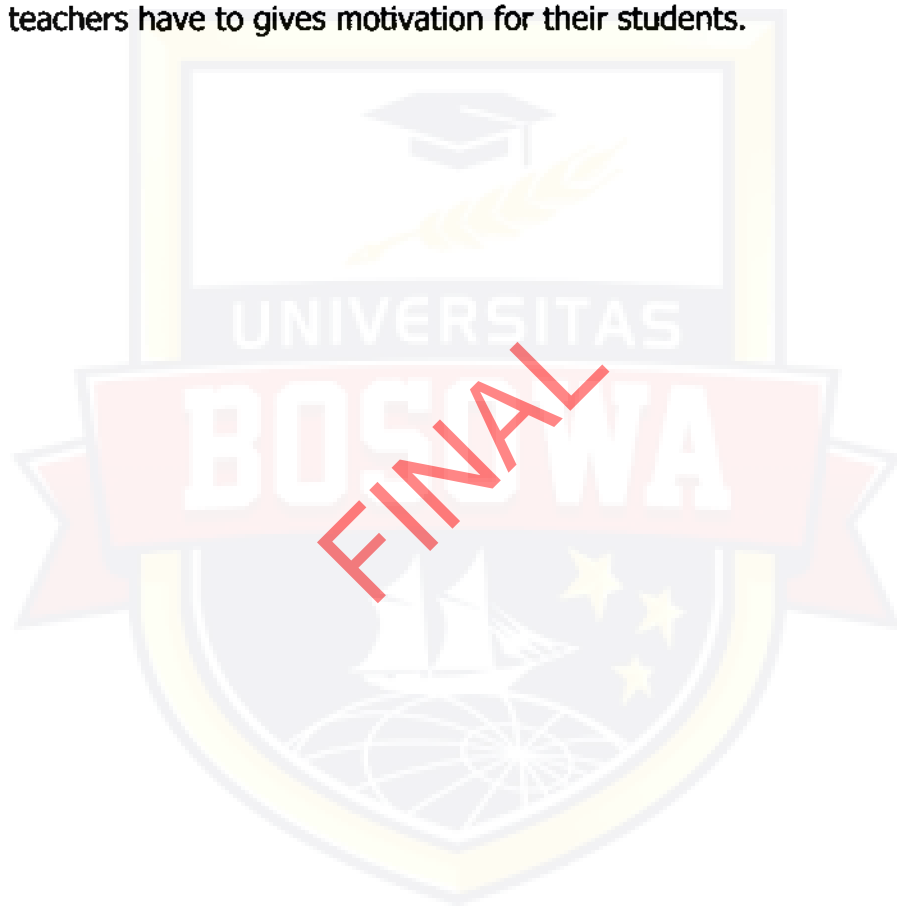
Based on the finding and discussion of the study, it can be concluded that Interpersonal Interaction can improve the students' speaking ability at the second year students of SMP Negeri 35 Makassar. It is an interesting way that can be applied in English classroom. It is shown by the result of the mean score in first cycle is 47.1 and it is classified as poor category. In the second cycle is 69.8 and it is classified as average category. And in the last cycle is 72.6 and it is classified as good category. It means that interpersonal interaction can improve the students' speaking ability.

#### B. Suggestions

Based on the result of data analysis and the conclusion above, the writer put forward suggestion as follows :

1. The English teacher gives many opportunities of the students to do interpersonal interaction in improving their speaking ability.
2. In order to make interpersonal interaction strategy more effective in teaching speaking, the teacher gives an interesting guided topic because it can make the students to become active speaker.

3. The teacher of English be more created in presenting materials In teaching speaking as one alternative among other teaching strategy because it can make the students more interested and enjoyable in speaking class.
4. The teachers have to gives motivation for their students.





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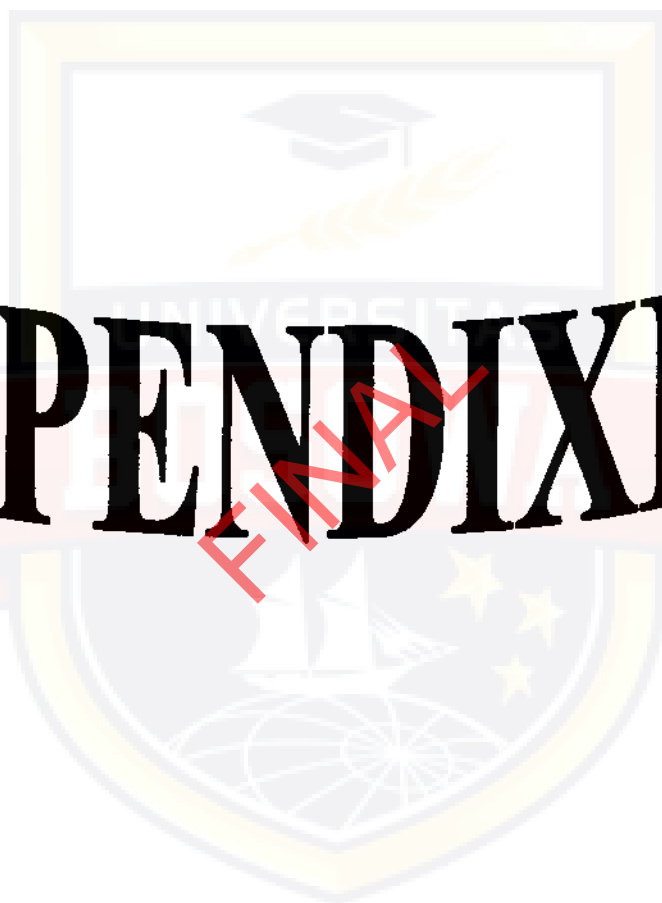
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# APPENDIXES



## APPENDIX 1 :Score of Students' Speaking

Initial of subject	The score of students' speaking											
	Cycle I				Cycle II				Cycle III			
	accuracy	fluency	total	score	accuracy	fluency	total	score	accuracy	fluency	total	Score
A.Rismayanti	2	3	5	42	3	4	7	58	4	4	8	67
Ade Prananda	3	3	6	50	4	3	7	58	4	4	8	67
Andriandani	2	3	6	42	3	3	6	50	4	4	8	67
AnugrahSatria Putra	2	3	5	42	3	4	7	58	4	4	8	67
A.ariantipoddalah	2	3	5	42	3	3	6	50	4	4	7	67
Cristhopher	3	3	6	50	4	3	7	58	5	4	9	75
Dewi	3	3	6	50	3	4	7	58	4	5	9	75
EkaNurWahidah	3	2	5	42	4	3	7	58	4	4	8	67
Fadhlyfarhimsyah	4	4	8	67	4	5	9	75	4	6	10	83
FadillahGerhana	3	3	6	50	4	3	7	58	5	4	9	75
FirdaHandayani	2	3	5	42	3	4	7	58	4	4	8	67
FitriaHasanuddin	3	3	6	50	4	4	8	67	4	5	9	75
HeniPutriani	4	4	8	67	5	4	9	75	5	6	11	91
Irma WatiNingsih	3	3	6	50	4	4	8	67	5	5	10	83
Muh.FauzanRifaldy	2	3	5	42	3	3	6	50	4	4	8	67
Muh.QamalUsman	3	3	6	50	4	3	7	58	4	4	8	67
Muh.Yassirsuryana	3	2	5	42	3	4	7	58	5	4	9	75
Muh. Rifahmi	3	3	6	50	3	5	7	58	4	5	9	75
Mulyana	3	3	6	50	4	4	8	67	4	5	9	75
MutiaraManiar	3	4	7	58	4	5	8	75	5	5	10	83
Novianti	3	2	5	42	3	3	6	50	4	4	8	67
NurulAzizah	2	3	5	42	3	3	6	50	4	4	8	67
ReskiAnggraeni	3	2	5	42	3	3	6	50	3	5	8	67
Sri Ayu Lestari	3	2	5	42	3	4	7	58	4	5	9	75
St. LatifahAinun	3	3	6	50	4	5	8	75	5	5	10	83
WidyastutiArma	3	2	5	42	4	3	7	58	4	4	8	67
Windarahayu	3	2	5	42	3	4	7	58	4	5	9	75
YosfitaPandung	2	3	5	42	4	4	8	67	4	5	9	75
YuniAndiani	3	2	5	42	3	4	7	58	4	4	8	67
KartikaPutri	3	3	6	50	3	4	7	58	4	4	8	67

## APPENDIX 2. THE MEAN SCORE

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

CYCLE I	CYCLE II	CYCLE III
$\bar{x} = \frac{1414}{30} = 47.1$	$\bar{x} = \frac{2096}{30} = 69.8$	$\bar{x} = \frac{2178}{30} = 72.6$

FINAL



APPENDIX 3. Speaking process in first cycle with use the theme " my favorite movie "

A: what is your favorite movie?

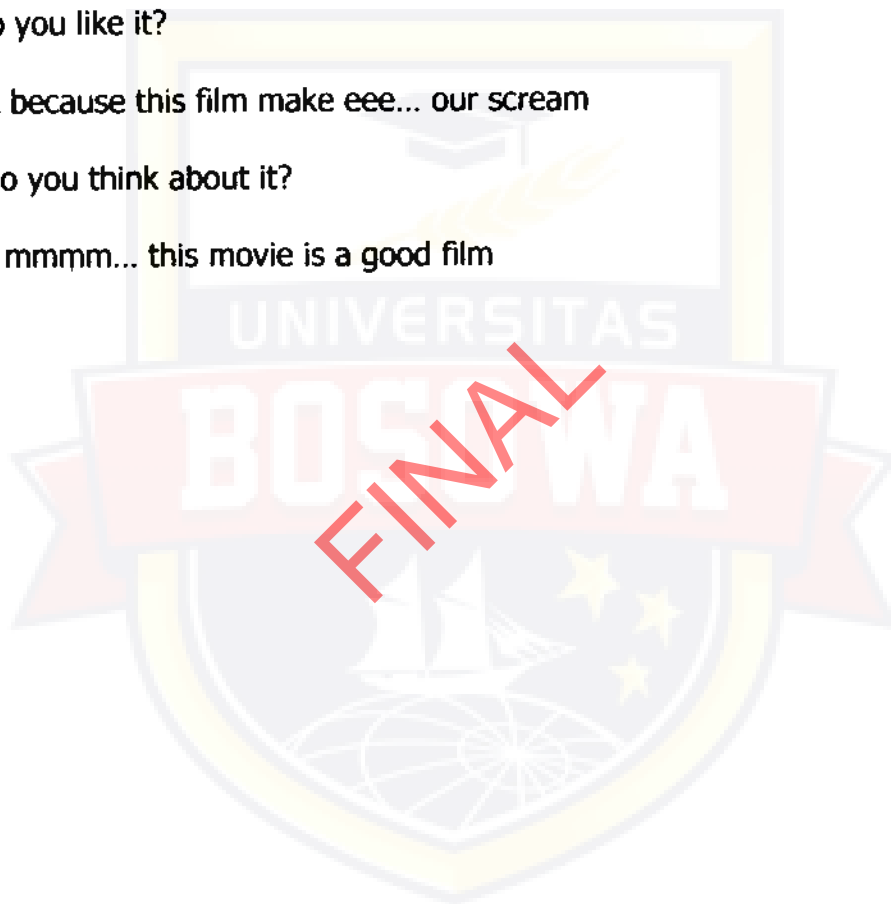
B: my favorite movie is transformer

A: why do you like it?

B: I like it because this film make eee... our scream

A: what do you think about it?

B: I think mmmm... this movie is a good film



APPENDIX 4. Speaking process in the second cycle with the theme "my favorite teacher"

A: What is your favorite teacher in this school?

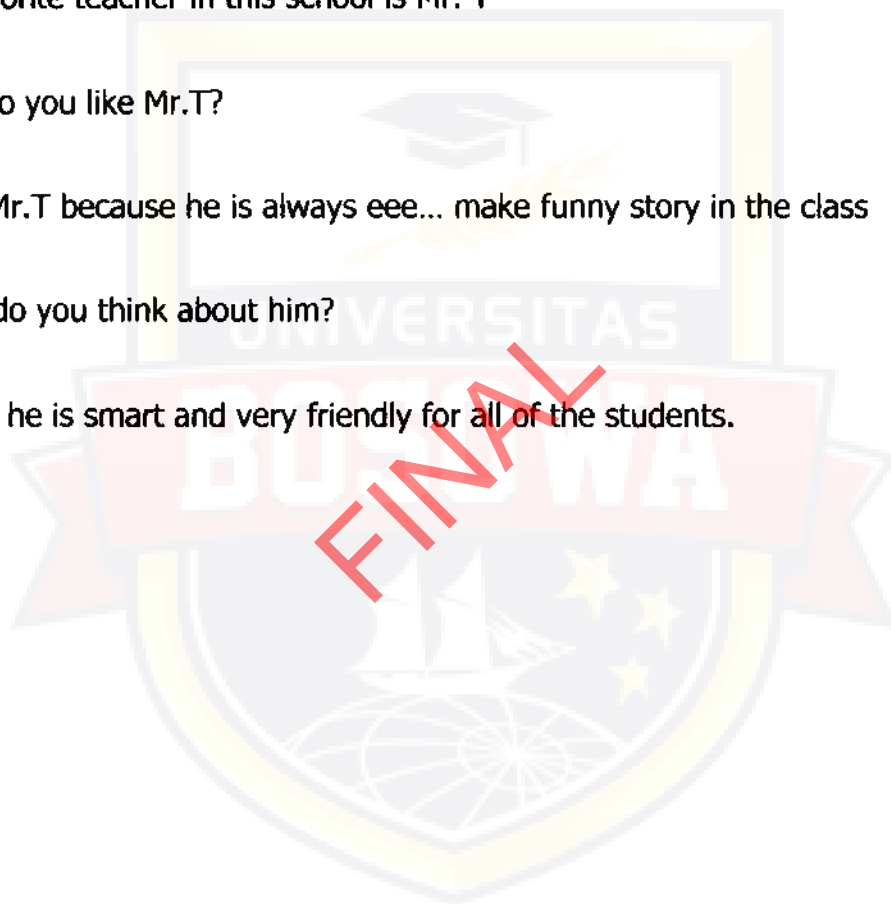
B: My favorite teacher in this school is Mr. T

A: Why do you like Mr.T?

B: I like Mr.T because he is always eee... make funny story in the class

A: What do you think about him?

B: I think he is smart and very friendly for all of the students.



APPENDIX 5. Speaking process in the third cycle with the theme "my favorite actress/actor"

A: who is your favorite actress or actor?

B: My favorite actress is Maria Carey

A: Why do you like her?

B: I like her because she has beautiful voice and she is so soulful when she is singing.

A: what do you think about her?

B: I think she is beautiful and one of famous singer in the world.



## APPENDIX 6.RENCANA PELAKSANAAN PEMBELAJARAN I

Sekolah	:SMPN 35 Makassar
Mata pelajaran	: Bahasa Inggris
Standar kompetensi	: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar:	Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur meminta dan memberi pendapat
Indicator	: Bertanya dan memberi pendapat
Alokasi waktu	: 2 X 40 menit
Tema	: favorite movie

#### A. Tujuan pembelajaran

- Siswa dapat member dan meminta pendapat tentang movie melalui dialog

#### B. Materi pembelajaran

- Ungkapan Menanyakan & memeberi pendapat

#### C. Metode pembelajaran

- PPP (presentation, practice, production)

#### D. Langkah-langkah kegiatan pembelajaran

Kegiatan awal:

- Guru memberikan motivasi kepada siswa dan mengecek kesiapan siswa

Kegiatan inti:

- Memberikan penjelasan tentang materi yang akan dipelajari
- Membentuk kelompok yang terdiri atas 2 orang
- Menerapkan metode interpersonal interaction untuk speaking
- Menjelaskan tentang kesalahan yang dilakukan siswa pada saat speaking yang baru saja dilakukan

Kegiatan akhir:

- Menyampaikan kan rencana pembelajaran yang akan dilakukan selanjutnya

#### E. Penilaian (terlampir)

## APPENDIX 7.RENCANA PELAKSANAAN PEMBELAJARAN II

Sekolah	:SMPN 35 Makassar
Mata pelajaran	: Bahasa Inggris
Standar kompetensi	: Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar:	Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur meminta dan memberi pendapat
Indicator	: Bertanya dan memberi pendapat
Alokasi waktu	: 2 X 40 menit
Tema	: Favorite teacher

#### A. Tujuan pembelajaran

- Siswa dapat member dan meminta pendapat tentang favorite teacher melalui dialog

#### B. Materi pembelajaran

- Ungkapan-ungkapan member dan menanyakan pendapat
- Simple present

#### C. Metode pembelajaran

- PPP (presentation, practice, production)

#### D. Langkah-langkah kegiatan pembelajaran

Kegiatan awal:

- Memberikan motivasi kepada siswa dan melakukan brainstorming

Kegiatan inti:

- Memberikan penjelasan tentang materi yang akan dipelajari
- Menjelaskan cara penyebutan vocab yang digunakan dalam speaking
- Menerapkan metode interpersonal interaction untuk speaking
- Membahas kesalahan yang dilakukan siswa pada saat speaking yang baru saja dilakukan

Kegiatan akhir:

- Menyampaikan rencana pembelajaran yang akan dilakukan selanjutnya

#### E. Penilaian (terlampir)

## APPENDIX 8.RENCANA PELAKSANAAN PEMBELAJARAN III

Sekolah	:SMPN 35 Makassar
Mata pelajaran	: BahasaInggris
Standarkompetensi	: Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungansekitar
Kompetensidasar :	Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkantindaktutur meminta dan memberi pendapat
Indicator	: Bertanya dan memberi pendapat
Alokasiwaktu	: 2 X 40 menit
Tema	: favorite actress or actor

A. Tujuan pembelajaran

- Siswa dapat member dan meminta pendapat tentang actress or actor melalui dialog

B. Materi pembelajaran

- Ungkapan member dan menyatakan pendapat
- pronunciation

C. metode pembelajaran

- PPP (presentation, practice, production)

D. Langkah-langkah kegiatan pembelajaran

Kegiatan awal:

- Guru memberikan motivasi kepadasiswa

Kegiatan inti:

- Menerapkan metode yang digunakan
- Menjelaskan bagaimana cara melafalkan kata dalam bahasa inggris
- Membahas kesalahan yang dilakukan siswa pada saat speaking yang baru saja dilakukan
- Memberikan kesimpulan

Kegiatanakhir:

E. Penilaian (terlampir)

## APPENDIX 9. RESEARCH INSTRUMENT

### Cycle I

Theme: My favorite movie

1. What is your favorite movie?
2. Why do you like it?
3. What do you think about it?
4. Can you explain briefly about your favorite movie?
5. Where do you usually watch it?

### Cycle II

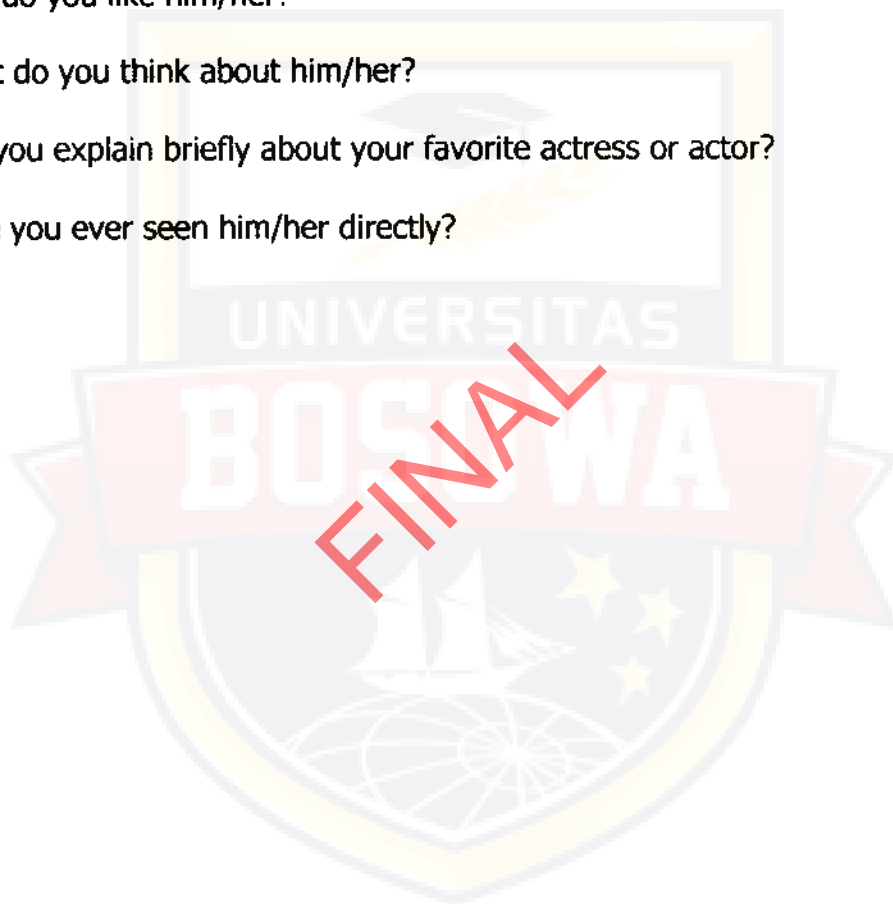
Theme: My favorite teacher

1. What is your favorite teacher?
2. Why do you like him/her?
3. What do you think about him/her?
4. Can you explain briefly about your favorite teacher?
5. Do you want to become a teacher?

### Cycle III

Theme: My favorite actress/actor

1. What is your favorite actress/actor?
2. Why do you like him/her?
3. What do you think about him/her?
4. Can you explain briefly about your favorite actress or actor?
5. Have you ever seen him/her directly?





## APPENDIX 10. TRANSCRIPT OF STUDENTS' SPEAKING

A: wat is your faforit movie?

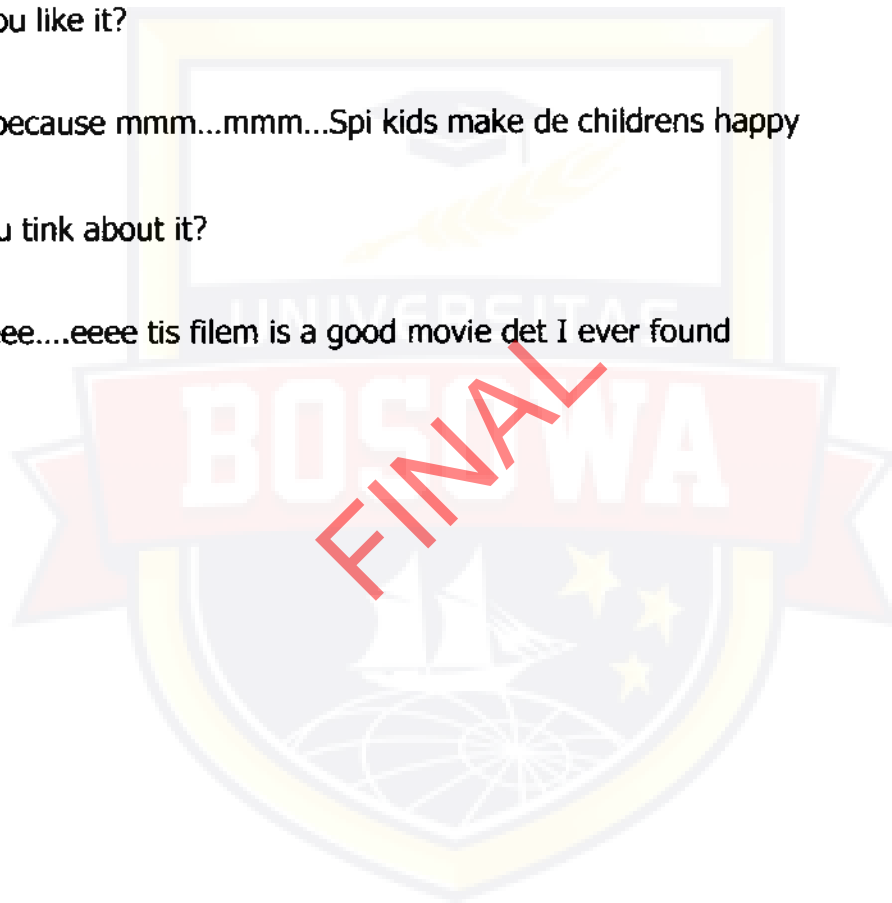
B: mai faforit muvi eee...Spi kids (Spy Kids)

A: wai du you like it?

B: ai laik it because mmm...mmm...Spi kids make de childrens happy

A: wat do yu tink about it?

B: ai tink eeee....eeee tis filem is a good movie det I ever found



A: wat is yur faforite ticer?

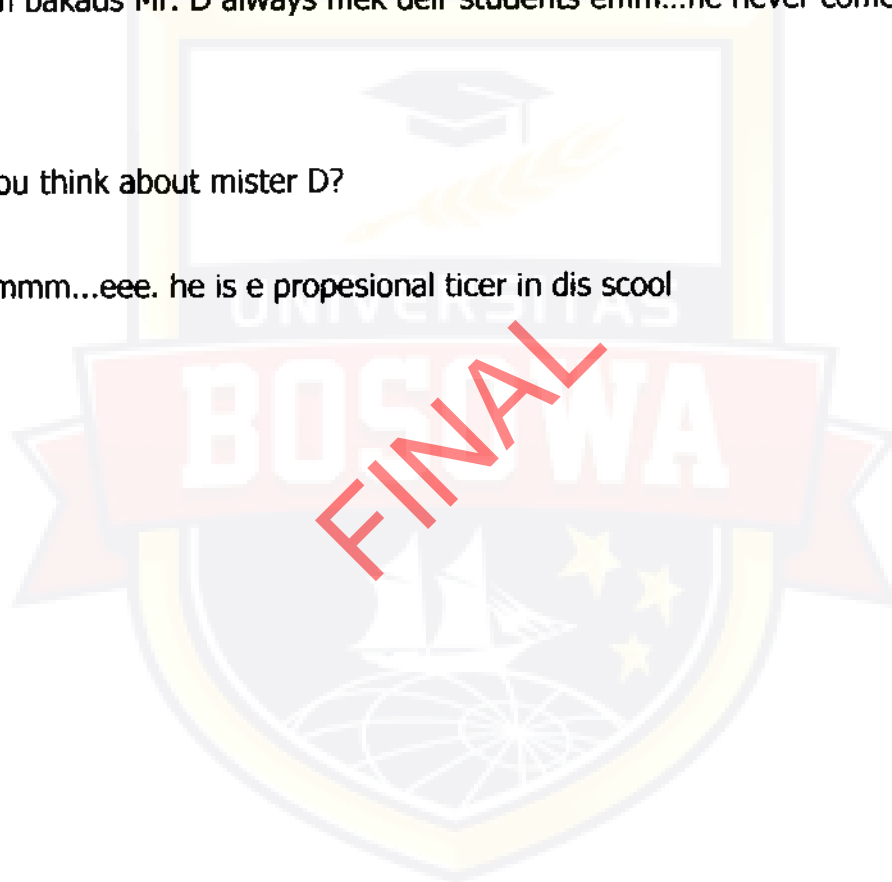
B: mai foforit ticher ee Mister D?

A: wai du you laik him?

B: ai laik him bakaus Mr. D always mek deir students emm...he never come late

A: wot du you think about mister D?

B: I think emmm...eee. he is e propesional ticer in dis scool



APPENDIX 11.PICTURES



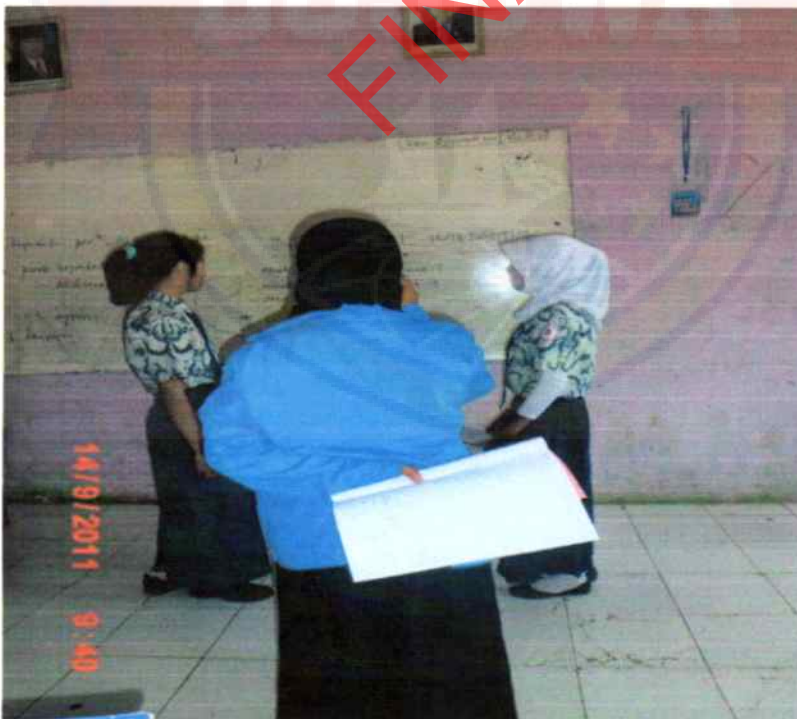
*Teaching and learning process*



*Teaching and learning process*



*Interpersonal Interaction's activities*



*Interpersonal interaction's activities*





14/9/2011 10:14

UNIVERSITAS

ROSIWA

FINAL



14/9/2011 9:09



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
SMP NEGERI 35 MAKASSAR

Alamat: Jl. Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 4771493 Makassar-90245.

SURAT KETERANGAN PENELITIAN

No. 800/298/SMP 35/XI/2011

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar menerangkan bahwa :

Nama : **HAJERIANI**  
N I M : 45 08 101 031  
Fakultas : FKIP  
Jurusan : Pendidikan Bahasa Inggris  
Universitas : Universitas 145 Makassar

Yang bersangkutan telah melaksanakan penelitian dari tanggal 13 September 2011 s/d 17 September 2011, dengan judul penelitian:

*“Developing Speaking Ability through Interpersonal Interaction  
at SMPN 35 Makassar”*

Demikian surat keterangan ini, diberikan untuk digunakan sebagaimana mestinya.



Makassar, 25 November 2011

Kepala Sekolah,

arifuddin, S.Pd., M.Pd.

N T P : 19700627 199803 1 014

## BIOGRAPHY



HAJERIANI, S.Pd was born on 16<sup>rd</sup> June 1988 in Tosewo, Wajo from the marriage Abdul Raup and Nafia. She is the youngest child from two brothers (Tajuddin and Tajri) and two sisters (Kartini and Raden). She started her study in elementary school at SDN. 112 Tosewo in 1996. When she was in fifth grade, she moved at SDN 2 Kolaka and graduated in 2002. In the same year, she continued her study in SMPN 3 Baula, Kolaka. When she was in second grade, she moved at SMPN 4 Palopo and graduated in 2005. In the same year, she continued her study in SMAN 3 Palopo, when she was in second grade, she moved at SMAN 5 Kendari and graduated in 2008. Then she continued her study in faculty of teachership and educational science in University of "45" Makassar by taking English education department. She was a treasurer of HIMPUNAN FKIP University of 45 Makassar periode 2010/2011.