

**SKIRPSI**

**IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH  
GUIDED WRITING AT SMP 25 MAKASSAR**



**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAIWING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR**

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THROUGH GUIDED WRITING AT  
SMPN 25 MAKASSAR**

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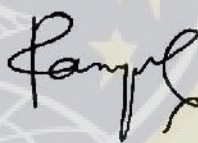
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi "Improving The Students' Speaking Achievement Through Guided Writing At SMPN 25 Makassa". Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri bukan hasil jiplakkan. Saya siap menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya saya sendiri.

Makassar, 28 Febuari 2018

Yang membuat pernyataan

Maksimud Budiman

## MOTTO

**“If you was born on poor It’s not your mistake but if you died  
because poor it’s your big mistake in long your life”**



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Makassar, 28 Febuari 2018

MAKSIMUS BUDIMAN

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## **ABSTRACT**

Maksimus Budiman, 2017. improving the Students' Speaking achievement through Guidance writing at SMP Negeri 25 Makassar. (supervisor by Hj. Restu Januarty Hamid, S.pd., M.pd and Rampeng, S.pd., M.pd)

The purpose of this study was to determine the increase and their speaking ability in learning English through the use of guided writing in class IX SMP Negeri 25 Makassar .

This research used classroom action research method by choosing one class. The population of this research was students of class IX which consist of 270 students. The sample of this research was class IX A which consist 30 students. The instrument of this research was speaking test. The test questions is How to described some one or one place are tested twice cycle I and cycle II.

The results showed that the use of guided writing can to improve the students speaking from the first cycle to the second cycle .

**Keywords** : Speaking, Guided writing

## ABSTRAK

Maksimius Budiman 2016. Improving the Students' Speaking achievement through Guided writing At SMP Negeri 25 Makassar. Dibimbing(Hj.Restu January Hamid, S.pd., M.pd dan Rampeng, S.pd.,M.pd)

Tujuan penelitian ini adalah untuk mengetahui peningkatan dan kemampuan berbicara siswa dalam belajar bahasa Inggris melalui penggunaan metode memandu menulis pada siswa kelas IX SMP Negeri 25 Makassar.

Penelitian ini menggunakan metode penelitian tindakan kelas dengan memilih satu kelas. Populasi pada penelitian ini adalah siswa kelas IX yang berjumlah 270 siswa. Instrument penelitian in adalah test speaking. Soal tersebut adalah menceritakan seseorsng atau suatu tempat yang diujikan sebanyak 2 kali dalam bentuk siklus I dan siklus II.

Hasil penelitian menunjukkan bahwa penggunaan metode memandu menulis dapat meningkatkan cara berbicara siswa dari siklus I ke siklus II,

Kata kunci : Berbicara, Memandu menulis

## CHAPTER I

### INTRODUCTION

In this chapter the writer will explain about the background of the study, the scope and limitation of study, the statement of problem, the purpose of study and significant of study.

#### **A. Background**

In learning English process, the students will find some skill; those are listening, speaking, writing and reading which is correlated with each other. These skills are equally important, they should be learned and master one skill but they should not ignore the other skill. The teachers' of English there were many problems with language skills. One of them is the problem is teaching speaking skills. Because speaking is one of media English communication, therefore teacher always strive for their student success speaking. In the case, one way that use increasing students speaking ability is guided writing achievement through guided writing, the students can express their ideas by words in English. So, many English teachers make students mastering in speaking structure. The students cannot speaking well in English because the teacher seldom give some motivations to them to speaking well, moreover they do not give opportunities to practice speaking ability. Speaking is one of the language skill that important in human communication. It is use to communicate with others people in society and also express our opinion in speaking

form. Speaking is one of the four skills that should be mastered by the students. Speaking is a means of communication so we must learn it consciously.

Since speaking in English is important for the students, the teacher should employ techniques and have good preparation in teaching English. So that, the students can make conversation easily and they can arrange that conversation. Speaking is being conscious of living because when students put their thought about life into words, they become aware of life itself. One simple way of making more meaningful to students is to have the students speaking a narration elaborating their experiences.

There are two reasons of using past experience as source of speaking material. First, such material ought to be readily available. The information is in memory, and it needs only to be retrieved in speaking randomly. The past information does not take any special skills. It does not need to read well, to do library research not to perform any advanced analysis of speaking materials. Second, when people speaking about experience, they have a chance to learn something about themselves both past and future. By giving a practice in speaking using the achievement through guided writing teacher will find speaking more effective because automatically teachers are not difficult to guide the students in doing speaking exercises. With sufficient practice, student will find speaking easier to learn and have more involvement in learning process as they write something based on their experience or imagination. As the

result, the students will find speaking more stimulating and speaking skill becomes achievable. Speaking is a language skill needed for improve the quality of learning. With the mastery of writing, it is expected that students can express their ideas, thought, and feeling after undergoing a learning process in various types of speaking both fiction nonfiction. Some researches have shown that the result of thhe student speaking at school are still poor, especially in speaking. The students often make errors in grammar, such as errors in the choice of tenses, noun, pronouns and vocabullary. Based on the situation above, the writer is motivation to conduct a research entitled "improving the students' speaking achievement through guided writing at SMPN 25 makassar."

## **B. Problem Statement**

The problem that will be discussed in this study are:

1. How does the guided writing improve students' speaking skill?
2. How is the improvement of students' speaking skill after using guided writing?

## **C. Objectives of The Research**

As it is implicitly stated in the problem statement above, this research aims find out whether the use of guided writing to improve the speaking ability of the third year students of Smp Negeri 25 Makassar.

#### **D. Scope of The Research**

The scope of the resarch is restricted to the improving to improving student to achivement through guided writing at the faculty of teachership and Educational Science, English education Department university BOSOWA Makassar in academic year 2013/2014.

#### **E. Significance of The Research**

1. The students

In this study the students are expected to be able to improve their speaking skill by using guided writing.

2. The teacher

This study is hoped to help teachers to get alternative ways in their teacing process, especially by using guided writing.

3. The school

This proposal helps school to devolope their knowledge and experience in composing academic speaking by using guided writing.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter deals with some previous related research findings, some pertinent ideas and conceptual framework.

#### A. Some Previous Related Studies

There are many related theses belong to this research

1. A researcher Zainul Muttaqin (2005:35) Tarbiyah Faculty IAIN Walisongo Semarang has conducted a study "teaching conversation Gambits to Enhance students" communicative competence in English guided writing (An action research with WEC Walingsongo English club of IAIN Walingsongo Semarang year 2008/ 2009). This research found that students of WEC got a good level to the five components of students communicative competence in English guided writing such as the ability in using gambits, vocabularies, grammatical structure, fluency and speech contest. In the last result students got average score 8.0 that mean the students have good level in English speaking after being taught the gambits.
2. Carna Wiwitanto (2007:22) Languages and Arts Faculty Semarang State University in his study the use of Australasian parliamentary guided writing system as an English interactive program

based on disciplined eclectic approach to implement KTSP in teaching speaking (an action research of the year eleven of science program of senior high school 11 Semarang in academic year 2009/2010). He concluded that guided writing which is applied to teach students class XI students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statistical result analysis of pre and post test that by using Guided Writing to teach speaking could improve the students speaking skill. The test result (13.64) was higher than table (1.55) at 0.05 alpha level of significant.

3. Guided Writing is defined here as small group instructional framework presented to students who share similar needs at particular point in time (Fountas & Pinnell, 2001).

From all definitions above, the researcher concludes that guided writing

Guided writing is the process where teachers develop and guide pupils, writing through discussion, joint text constructions and evaluation of their independent writing. To improve their speaking skill.

## **B. Some Pertinent Ideas**

### **1. Concepts of Speaking**

#### **a. Definition of Speaking**

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.



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 Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

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 speaker, the listener, the message and the feedback. Speaking could not be separated from pronounciatin as it encourages learners to learn the English sounds.

Harmer in Tarigan, (1990:12) writes that when teaching speaking or producing skill, we can apply there major stages, those are:

1. Introducing new language
2. Prattice
3. Communicative activity.

Speaking has been regarded as marely implementation and variation, outside the domain of language and linguistic theory has mostly developed in abstraction from context of use and source of diversity. The refore, Clark and Clark in Nunan, (1991:23) said that speaking is

fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Student' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language function as a system for expression meaning, as Nunan (1991:39) 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.

According to ledouse in Nunan, (1991 23) speaking is described as the activity as the ability to express one self in the situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, tarigan (1990: 8) said that "berbicara adalah cara untuk berkomunikasi yang berpengaruh hidu kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship itself is communication. Furthermore. Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition

speaking determining which logical linguistics, psychological and physical rules should be applied in a given communication situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern in Risnadedi, (2001:56-57) said watch a small child's speech development. First he listens, then he speaks understanding always speaking produces speaking therefore this must be the right order of presenting the skill in a foreign language. In this learning of language included speaking, there is an activity of speaker and it has to have an effect to build speaker's or learner desires and express how his/her feeling and acting out. On the other hand, speaking can be called as oral communication and speaking is one of skill in English learning. This become one important subject that teacher should given. That is why the teacher have big challenge to enable their student to master English well, especially speaking English in class or out of the class.

Wallace (1978: 98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. The students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, freeman in Risnadedi, (2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

#### **b. Speaking is Productive Skill**

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and is should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

#### **c. Assessing Speaking**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to questions, offers a comment, or tries out a new word or structure, the teachers subconsciously makes an assessment of students' performance. Written work-from a jotted down

phrase to a formal essay is performance that ultimately is assessed by self, teachers and possibly other students Brown,(2003: 4)

Brown (2003:141) states as with all effective tests, designing appropriate assessment task in speaking begins with the specification of objective or criteria. Those objectives may be classified in terms of several types of speaking.

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements: intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture- cued task including simple sequences and relationship up to the simple sentence level.

### 3) Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversation, standart greetings and a small talk, simple request and comments and the like.

#### **d. Teachnique of Teaching Speaking**

Harmer in Tarigan, (1990 13) writes that whenteaching speaking or producing skill, we can apply three major stage, those are:

1. Introducing new language
2. Practice
3. Communicative activities

When introducing new language, the teacher should find out the genre or the text, which is meanigful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression ussed in the text.

Other technique used for teaching speaking:

- a. Information gap by using pictures
- b. By using photographs
- c. By using mysterious thing
- d. Education drama which covers miming, the empaty chair simulation.

## **2. Concepts of Guided Writing**

### **a. Definition of Guided Writing**

Guided writing is taught to small groups in briskly paced , 20- minute lesson. These groupings should be flexible, based on observation of students current needs, and might be implemented following writing lesson. Or guided writing serves as a scaffold to independent writing. Teachers discuss and model writing strategies with students. These can include us ronyms, templates, and writing frames. More less support can be provided depending on the needs of students.

### **b. The Benefits of Guided Writing**

Guided writing as a communicative and interactive technique is an interested activity to be practiced in the classroom. Guided writing has many benefits for students.

- 1) An effective way of modelling the structure an language of range of text types.
- 2) Supports students to sequence and structure their ideas to meet the purpose of the writing task.
- 3) Differentiated support can easily be provided by giving more or fewer prompts/ starters

Because of some benefits above guided writing really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

### **c. The Parts of Guided Writing**

The four stages of teaching good writing is a gradual release from teacher directed to complete independence. It is tightly controlled to ensure success, yet the lessons can be really fun. In fact, they should be interactive and fun, or you will lose the interest of your class (then you are toast). The stages are:

#### **1. Modeled Writing**

Modeled writing is the first step in teaching writing to children. This is when the teacher is in front of the class doing all of the writing. If your students struggle greatly with getting their ideas going, come back to this basic step and model your writing process for them. They need to see it being done. I like to have my students sitting on the floor in front of the chart paper so we are in an intimate setting while I discuss my thinking. Make your thoughts about the process known (be explicit) while you are teaching writing to children. For example, you might say, today I want to write about what happened to me last night. I need to make a web to sort out my thoughts so I can see it being done. I like to have my students sitting on the floor in front of the chart paper so we are in an intimate setting while I discuss my thinking. Make your thoughts about the process known (be explicit) while you are teaching writing to children.

For example, you might say, "Today I want to write about what happened to me last night. I need to make a web to sort out my thoughts,



then i can start putting the words into sentence.” If it is specific skill lesson, such as great beginning sentences, you today i am going to use a little- know fact to hook them. The key to modeled writing is to never assume your students are following you. Tell them everything you are doing and why. It is not enough for them just to watch you. As wel, don’t try to model so many things that the lesson goes on too long- you will lose their attention.

## **2. Shared Writing**

During shared writing, a teacher will scribe the words, but the students are now invited to contribute to the are now invited to contribute to the piece. This is the type of writing i tend to do a lot of at the beginning of the year in my second grade classroom. It would be appropriate for any primary writing.

- a. Students contribute ideas while the teacher writes
- b. Lots of discussion, questions and answer
- c. Think alouds continue to be used.

## **3. Guided Writing**

Guided writing is the third step in teaching writing to children. In guided writing, teachers continually provide feedback, redirection and expansion of ideas. Any area of writing can be addressed, but it works well to put similar needs together and address them at the some time.

- a. The step between teacher directed and independent writing.

- b. Teacher utilizes prompts and clues to help develop ideas and organization.
- c. Teacher works with students either small group or independently.
- d. Oral discussion of sentences before writing

You may also choose to do guided writing independently as part of how you approach teaching writing to children. I find that using smaller groups works really well for teaching creative writing as so many children struggle formulating ideas. During a writer's workshop, I like to walk around the classroom and stop at my students desks. I have them read to me what they are working on and ask them what they might be struggling with.

It is surprising what they realize they need help with, and it is not always what I thought they should work on, but the motivation to improve an aspect of writing is there so we do it. The absolute best series of videos to watch on teaching guided writing are found at Primary Framework. I have no affiliate relationship with them, so my opinion is completely unbiased. You must watch these though, as they give a clear conceptual.

#### **4. Independent Writing**

This is where the students effectively utilize written language for their own purposes or as assigned by the teacher. These writing pieces can be anything, from creative stories and reports to writing journals or letters to friends and family.

- a) Students use ideas from shared writing to produce their own independent piece.
- b) Reference to charts and other materials to revise and edit composition.
- c) Teacher evaluation for growth.

This part of teaching writing to children must always include a time to share. It is critical to provide validation of your young author's.

### **C. The Nature of Speaking**

Speaking is means of oral communication in giving ideas or information to other. It is the most essential way in which the speaker can express himself through the language. Rahman (1995:11) states that an of communication through speaking is commonly perform, and in face to face interaction and occur as a part of dialogue of rather form of verbal exchange.

Fulcer (2003:23) states that speaking is the verbal use of language to communicate with others. Furthermore Teasol in Sabil (2010:9) asserts that oral skill is the language users in conversation activities. Oral communication is two ways process between the speaker and the listener and in values the productive skill as speaking and receptive skill as listening. So both speaker and listener are active during the oral communication take place. This means that a speaker may express his/her mind to the listener and the topic they talk about.

Hammer (1991:46-47) points out that when the people engaged in talking to each other, we can fairly sure that are doing so for a reason probably makes the following generalization:

1. He wants to speak general way to suggest that a speaker make a definite decision address someone. Speaking may be forced on him in some way but we can still say that he want or intends to speak, otherwise he will keep silent.
2. He has some communicative purpose that speaker say things because that want something to happen as a result of what they say.
3. He selects his language store the speaker has an infinite capacity to increase new sentence if he is native speaker.

In relation to the statements speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

#### **D. Elements of Speaking**

In speaking, there are some specific elements that have strong correlation with this skill, they are:

1. Accuracy

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in Oxford dictionary (1991:120) is degree of being correct. Marcel in Nursyamsi (2010) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case,

accuracy divided into there, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

a. Pronunciation

It is the manner of pronunciation something articulate utterance (Webster: 1996). Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, intonation and stressed are learned by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

b. Vocabulary

Vocabulary is very important in a language, when we learn a language; it always means we learn the words of the language, Allen and Rita (1994). It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind. Kenhill in Cangara (1992:8) again states that is of words and phrases are usually alphabetically arranged and

explained. Furthermore, Harmer (1991:159) classifies vocabulary into three types, they are:

- 1) Active vocabulary: The words are customarily used in speaking.
- 2) Reserve vocabulary: The words we recognize vaguely, but we rarely use them in ordinary speech. We use them in writing letters and in increasing for synonyms.
- 3) Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them in either speech or writing. We just know them because we have seen it before.

c. Grammar

Is one of the major language components and the system of rules for speaking and writing a given language. States that grammar is a form of internal, linguistic knowledge which operates in the production recognition of appropriately structured expression in the language, it pertains to sentence and word. One manner of speaking or writing. It has to be learnt because the valuable transmission in speech through the understanding of structural pattern. It figures the categories such as noun, subject, imperative clause, and so on. There is no language without grammar. However, we sometimes do not realize that by ignoring grammar, we can misunderstand which may be it is not bad in relax conversation but it can really bring serious bad effect in formal conversation. The

2006 curriculum ( school - level curriculum) emphasize the importance of the grammar mastery because the language product is hoped to be acceptable - it means that the students language use should be grammatical. Students are expected to speak structurally and meaningfully.

## 2. Fluency

Fluency refers to the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community (Nunan, 2005 : 20)

Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10) and students are to communicate easily to others friends.

According to Hornby 1995:122 stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

### a) Self Confidence

Self confidence is feeling sure about one's ability as states of feeling sure when people or students are able to hink well. Speaking is the orally communication and need the braveness interact to

another. Many students have low confidence to communicate with another people. They sometimes embarrassed to speak English.

#### b) Contents

Oral communication is a process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

#### **E. Some Ways to Increase Speaking Skill**

Womact in Pahennei (2007: 13) states that we all have people with whom we have to work to get things done. Our ability to communication with clients, costumers, subordinates, peers, and superiors can enhance our effectiveness or sabotage us. Many times, our verbal skills make the difference. Here are ten ways to increase your speaking skill:

##### 1. Develop Voice

A high whiney voice is not perceived to be one of authority, in fact, a high soft voice can make your sound like prey to an aggressive co-worker who is out to make his/her career at the expense of anyone else. Begin doing exercise to lower the pitch of your voice. Here is one to start; sing - but do it an



octave lower on all your favorite songs. Practice this and, after a period of time, your voice will begin to lower.

## 2. Slow Down

People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.

## 3. Animate Voice Avoid a Monotone

Use dynamics, your pitch should raise and lower. Your volume should be soft and loud. Listen to your vocal TV news anchor, take notes.

## 4. Enunciate Words Speak Clearly

Not mumble if people are always saying, "huh," to you, you are mumbling.

## 5. Use Appropriate Volume

Use a volume that is appropriate for setting. Speak more softly when you are alone and close. Speak louder when you are speaking to larger spaces.

## 6. Pronounce Word Correctly

People will judge your competency through your vocabulary. If you are not sure how to say a word, don't use it.

## 7. Use the Right Words

If you're sure of the meaning of a word, don't use it. Start a program of learning a new word. Use it sometimes in your conversation during the day.

## 8. Make Eye Contact

I know a person who is very competent in her job. However, when she speaks to individuals or groups, she does so with her eyes shut. When she opens them periodically. She stresses off in a direction away from the listener. She is perceived as incompetent by those with whom she consults. One technique to help with this is to consciously look into one of the listener's eyes and then move to the other. Going back and forth between the two (and I hope they only have two) makes your eyes appear to sparkle. Another trick is to imagine a letter 'T' on the listener's face with the cross bar being an imaginary line across the eye brows and the vertical line coming down the center of the nose. Keep your eyes scanning that 'T' zone?

## 9. Use Gesture

Make your whole body talk. Use smaller gestures for individual and small group that one is addressing increase in size.

## 10. Do not Send Mixed Messages

Make your word, gesture, facial expression, tone, and message watch. Discipline an employee while smiling sends a mixed message and, therefore is ineffective. If you have to deliver a negative message, make your words, facial expression, and tone watch the message.

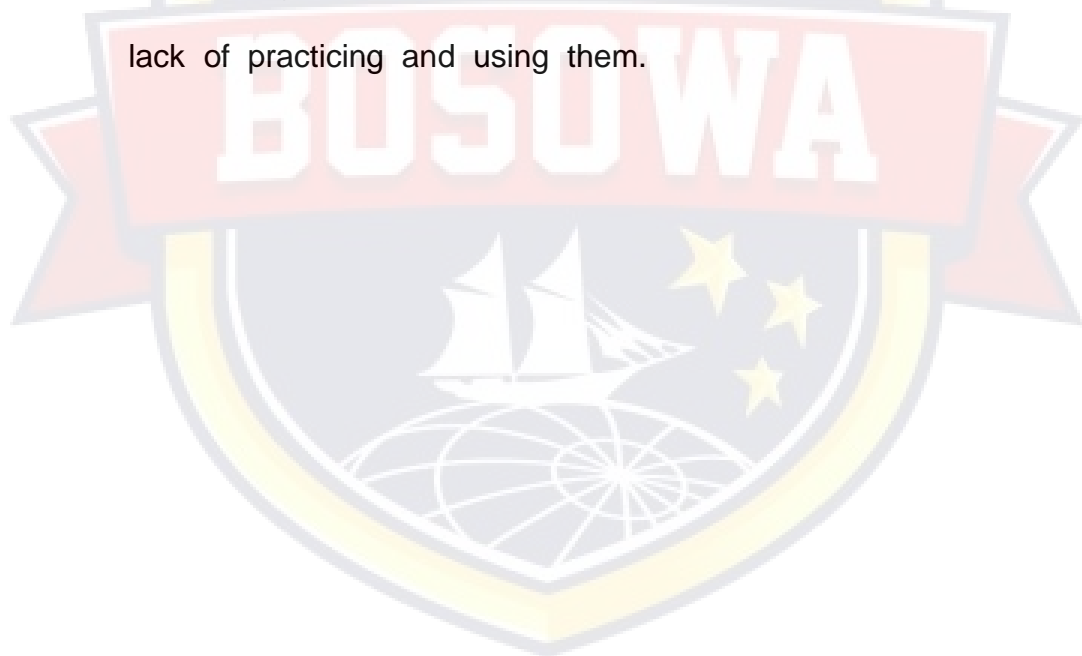
As for the use structure signals, students learn it by acquiring assist of habits and not merely by recording example of usage, it has been state to require the habits of producing it automatically, this is best done through oral pattern practice.

## **F. Characteristics of a Successful Speaking**

Every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that characteristics of a successful speaking activity as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is evn. Classroom discussion is not dominated by a minority of talkative participations, all get a chance to speak and contributions are fairly evnly distributed.

3. Motivation is high. Learners are eager to speak, because they are interested in topic and have something new to say about it, because they want to contribute to achieving a task objective.
4. Language is of an often acceptable level. Learners express themselves in utterances that relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.
5. Mastering vocabulary. It is impossible without mastering vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and using them.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents research method that consist of research design, research subject, variable and indicator, research instrument, procedure of collection data, research procedure, tehique of collecting data, and technique of data analysis.

#### **A. Research Design**

This research was used Classroom Action Research (CAR) method. It aim to improve students' speaking ability by using Guided Writing. Kemmis and Taggart in Wiratmaja (2006: 66) described the modal of classroom action research into four steps. They are : (1) planning, (2) acting, (3) observing, (4) reflecting. The researcher was carri out the treatment in two cylcles.

#### **B. Research Subject**

The subject of the research was the third year students of SMP Negeri 25 Makassar. Class X in 2016/2017 academic year that consist of 30 students.

### **C. Variable and Indicator**

This research used two variables, they were:

#### **1. Independent variable**

The independent variable was implementation of guided writing. It was as the approach used by the teacher when teaching the material to the students.

#### **2. Dependent variable**

The dependent variable was improving students' speaking ability especially in accuracy and fluency.

#### **3. Indicator**

Students' accuracy included pronunciation and grammar. Students' fluency included self confidence.

### **D. Research Instrument**

This research was use two instruments for collecting data:

#### **1. Observation list**

Observation list was used to watch out the situation of teaching and learning process which convered the method applied by a teacher in the class.

#### **2. Test**

The test was used in the observation stage of very cycle to measure the students' achievement in accuracy and fluency

## **E. The Procedure of Collecting Data**

In collecting data, the researcher was use three instruments, they were:

1. Data source; the data source in this research the students' achievement in accuracy before getting new material through guided writing.
2. Test; the researcher gave writing to students in order to know their improvement.
3. Observation list; the researcher was observed the students' activities in following teaching and learning process in the class.

## **F. Research procedure**

This research was conduct in four stages. They are: planning, action, observation, and reflection

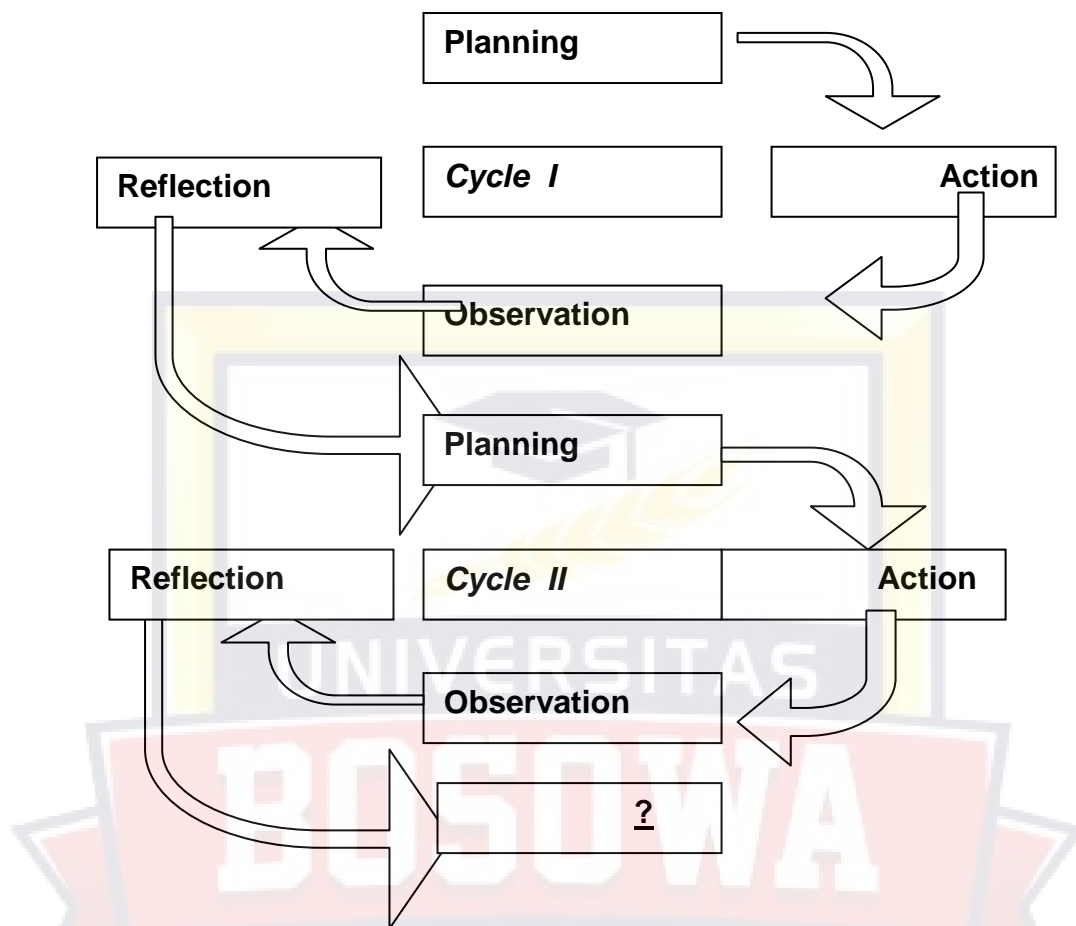


Figure 3. 1 Classroom action research design

### ***Cycle I***

#### 1. The planning

- a. In this section, the researcher prepared the material about speaking.
- b. The researcher made lesson plan for two meetings about speaking material.
- c. Make checklist observation to observe the students' activity.



- d. Providing some books source, materials, and assisting tools which used in learning process.
- e. Making material diagnostic test
- f. Arranging evaluation test to know the improving the results of study after studied through guided conversations.

## 2. Acting

In this activity the researcher was apply the method in some steps as follow:

- a. Applying material based on lesson planning.
- b. Students answer the question based on the question.
- c. The students also see how easy they find a particular kind of speaking and what they need to do improve.

## 3. Observing

In this phase, the researcher observed the students' activity like their participation and response in learning process by using checklist observation to know the activeness of the students (active or not active). In speaking learning process all of the students must be interest to speak. After applying guided writing in action since two meeting, the researcher gave evaluation to the students to know the students' speaking achievement.

## 4. Reflection

The reflection it was be discussed with guidance lecturer while teacher made research planning for the next cycle which repaired from I cycle.

### **Cycle II**

In cycle II the researcher focused to repair some mistakes which happened in cycle I.

### **G. Technique of Collecting Data**

The technique of data collection used in this research as follows:

1. Observation; it aims to find out the students' participation during the teaching and learning process.
2. Interviewing; it aims to find out the students' responses during the teaching and learning process by interviewing students and teacher.
3. Test; it aims to find out the students' improving speaking ability and the effectiveness of using mimicking in teaching speaking.

**Table 1. Accuracy**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation

Good	7.6 – 8.5	They speak effectively and good of Pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 – 6.5	They speak sometimes hasty, pronunciation
Poor	3.6 – 5.5	They speak hasty, and more sentences were not appropriate in pronunciation

(Layman, 1972: 219)

**Table 2. Fluency**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Very good	8,6 – 9,5	They speak effectively and very good of using grammar structure.
Good	7,6 – 8,5	They speak effectively and good of using grammar structure.
Fairly good	6,6 – 7,5	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	5,6 – 6,5	They speak sometimes hasty fairly of using grammar or structure.

Poor	3,6 – 5,5	They speak very hasty and more sentences were not appropriate using grammar or structure.
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(Layman, 1972: 219)

## H. Technique of Data Analysis

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

1. Calculating the mean score of the students' speaking test by using the following formula:

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

Where:

$\bar{X}$  = the mean score

$\sum X$  = the sum of all score

N = the total of sample

(Gay 2010 : 27)

2. To calculate the presentege of the students' score, the formula which was be used as follows:

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

Where:

P = Percentage Rate

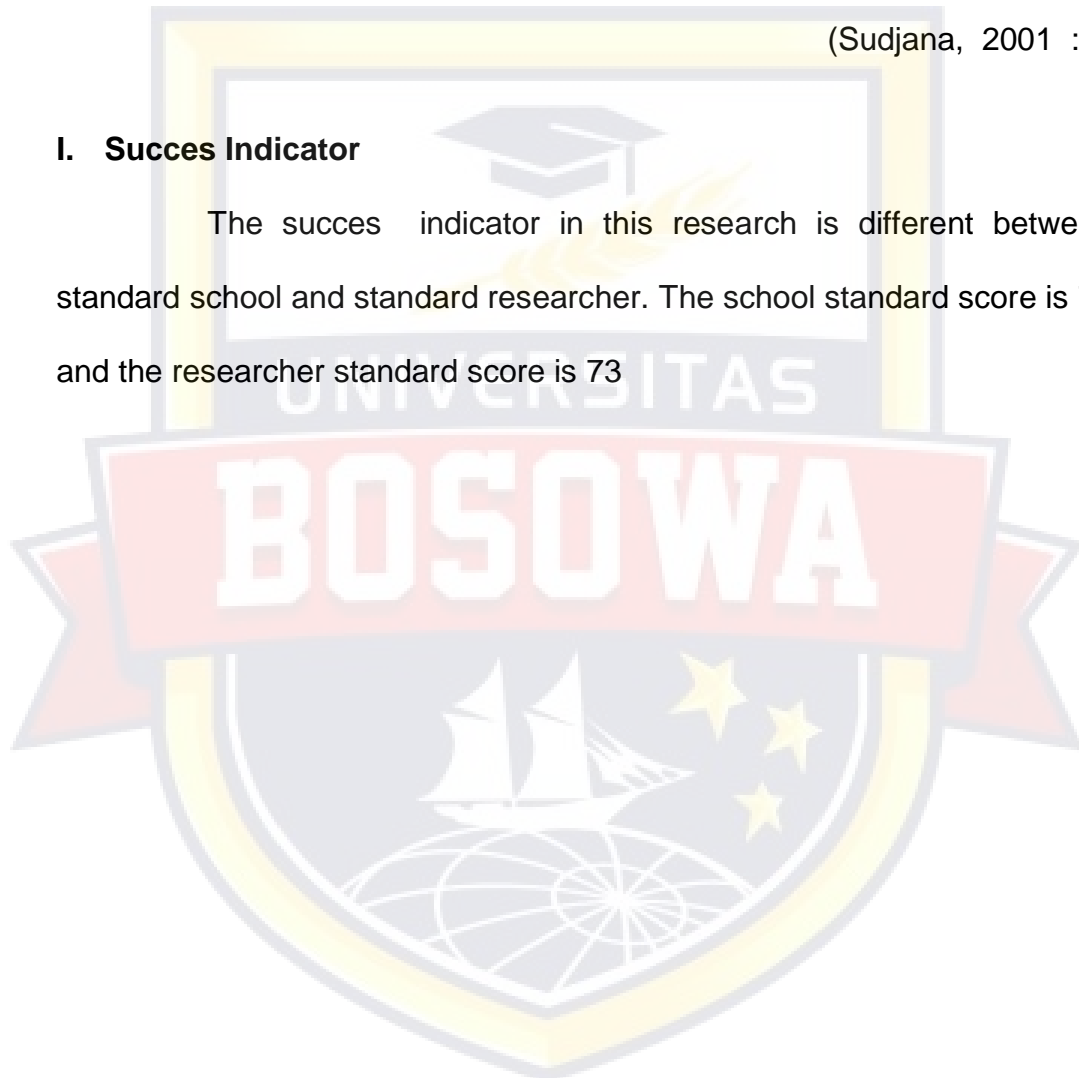
F = Frequency of the Correct Answer

N = A total Number of Students

(Sudjana, 2001 : 7

### **I. Succes Indicator**

The succes indicator in this research is different between standard school and standard researcher. The school standard score is 70 and the researcher standard score is 73



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the result of the study is presented and discussed by the researcher related to the action that have been applied.

#### **A. Findings**

In this section, the researcher describes the result of data analysis based on the problem statement. The result of data analysis indicates that there is an Increasing the Students' Speaking Ability Through Guidance Writing at SMP Negeri 25 Makassar.

#### **1. Cycle I**

##### **a. Planning**

The writer made many preparations before them teaching in the classroom in this cycle such as the writer must prepared their self, made a lesson plan and media used in guidance writing in the classroom. Media used in guidance writing in this cycle I that writer had prepared books, pen, pencil, correction pen, easer, dictionary, mobile phone, and text descriptive.

b. Action

The writer explained about how to use guided writing to improve their speaking and then, the students in front of the class. The writer gave one example of guided writing after that the students write on paper, and the writer gave some minutes to prepare their self and then the students was arranged the writer called one by one to perform their self in front of the class and the writer record what the students said and when the students mispronunciation. The writer will guided using guidance writing as sample.

Then the students' finished perform the writer correct their pronunciation and then the writer explained how to good pronunciation and speaking.

c. Observation

Students were interested in the class when the writer introduced guidance writing by using media. They were exited in speaking in front of the class. They were good but some of them shy, forget, low vocabularies, not have self confidence, nervous and confused when they speaking. But some of them really enjoyed perform to speaking. Following the table was the percentage of students' speaking score in the cycle I.

### Students' Speaking Score Cycle I

No	Initial of Students	The score of students' speaking		
		Cycle I		
		Accuracy	fluency	Total
1	AQ	30	30	60
2	APP	30	30	60
3	MR	30	30	60
4	AT	30	30	60
5	MRDA	40	30	70
6	MSRS	30	40	70
7	KD	40	30	70
8	MRG	30	30	60
9	MRFI	30	30	60
10	MDAM	40	30	70
11	AFT	30	40	70
12	MRK	30	30	60
13	MG	30	30	60
14	SAIS	30	30	60
15	AIK	30	30	60
16	ADP	30	40	70
17	ANRAL	40	30	70
18	AA	40	30	70



19	EA	30	30	60
20	MT	40	30	70
21	DNA	30	30	60
22	ANMA	40	30	70
23	ADPM	30	30	60
24	HFM	30	30	60
25	NNK	30	30	60
26	AAR	40	30	70
27	NFA	30	40	70
28	NMGGP	40	30	70
29	NL	30	30	60
30	NA	30	30	60
Total		990	910	1900

**Table 4.1 The students' speaking enhancement**

	SCORE	CRITERIA	CYCLE I	
			Frequency	Persentase
(1)	(2)	(3)	(4)	(5)
1	9,6 – 10	Excellent	–	–
2	8,6 – 9,5	Very good	–	–
3	7,6 – 8,5	Good	–	–
4	6,6 – 7,5	Fairly good	13	43,34

5	5,6 – 6,5	Fair	17	56,68
6	3,6 – 5,5	Fairly poor	–	–
7	0,3 – 3,5	Poor	–	–
Total			30	100
Mean score				6,34

Data source : SMPN 25 Makassar

Based on the table I, above it show that their are 17 students (56,68 %) out of 30 students classified into fair criteria, and 13 students (43,34 %) out of 30 students classified into fairly good criteria and none of them classified into excellent, very good, fairly poor, poor. From the result, it can be concluded that students' speaking ability in the first cycle is fair it can be seen from their mean score is 6,34.

From their speaking result, the writer made conclusion that students performance in this cycle was not maximal. It happened because they do not explore their speaking was short and have limited expression. So the writer needed to conducted next cycle to make improvement in their speaking.

#### d. Reflection

In the first cycle of learning students have not been able to meet aspects of the assessment include to keep the speaking. The average value of students is still low, the difficulty of students in action I that hard to make sentence. But students enjoyed joining

the class, they were interested speaking in guidance writing. Their mean score in cycle I is 6.34.

## 2. Cycle II

### a. Planning

The writer must prepared himself, material for teaching made the lesson plan and media used in guidance writing in the classroom. Media used in guidance writing in this cycle such as dictionaries, books, pen, pencil, correction pen, eraser, mobile, phones and example text descriptive.

### b. Action

The writer made a example text descriptive and gave a text descriptive for students and the writer gave some minutes for students read the text, then students performed their text in front of the class.

The writer listened and recording what the students said and mispronunciation the writer was guided for example, students want to say would that is sometimes read by students with wu-ld with the write guidance of wu-ld being (wo-od).

Then the writer read the text and how to good pronunciation, and students repeat after the writer. Then the writer ask some question for students.

c. Observation

Students really enjoyed and relax in the class, they make preparation such as practice the text that they make before performing it in front of the class. But some of them still confused and nervous when the writer called to perform in front of the class.

This time they maximally practice their text, the text that they performed is also better before the first cycle.

**Students' Speaking Score Cycle II**

No	Initial of Students	The score of students' speaking		
		Cycle II		
		Accuracy	Fluency	Total
1	AQ	30	30	60
2	APP	40	40	80
3	MR	40	40	80
4	AT	40	30	70
5	MRDA	50	40	90
6	MSRS	50	40	90
7	KD	40	40	80
8	MRG	40	30	70
9	MRFI	40	40	80
10	MDA	50	40	90

11	AFT	40	50	90
12	MRK	40	40	80
13	MG	40	40	80
14	SAIS	30	30	60
15	AIK	40	30	70
16	ADP	40	40	80
17	ANRAL	50	30	80
18	AA	50	30	80
19	EA	40	40	80
20	MT	50	40	90
21	DNA	40	40	80
22	ANMA	50	40	90
23	ADPM	40	40	80
24	HFM	40	30	70
25	NNK	40	40	80
26	AAR	50	40	90
27	NFA	40	40	80
28	NMGGP	40	50	90
29	NL	30	40	70
30	NA	40	40	80
Total		1250	1150	2400

**Table 5.1 the students' speaking enhancement**

NO	SCORE	CRITERIA	Cycle II	
			Frequency	Percentage
(1)	(2)	(3)	(4)	(5)
1	9,6 – 10	Excellent	–	–
2	8,6 – 9.5	Very good	9	30
3	7,6 – 8.5	Good	14	46,67
4	6,6 – 7.5	Fairly good	5	16,67
5	5,6 – 6.5	Fair	2	6,67
6	3,6 – 5.5	Fairly poor	–	–
7	0 – 3.5	Poor	–	–
Total			30	100
Mean score				80

Data source : SMPN 25 Makassar

Based on the table 2, it shows that are 2 students (6.67 %) out of 30 students classified into fair criteria, 5 students (16.67 %) out of 30 students classified into fairly good criteria, 14 students (46.67%) classified into good criteria, 9 students (30 %) classified into very good criteria and none of them classified into excellent, fairly poor, and poor. From the result, it can be seen clearly in table that the students' activeness in third meeting is higher than first, and second, where in cycle I the students' actives is 6.34 % and then students' activeness in the third meeting or in cycle II is

80 %. Seeing the students means score which is classified as very good, the writer think that their result score is satisfied enough.

d. Reflection

In the second cycle is improvement of the students' activeness in teaching and learning process, where in cycle I the students' have not been in learning the means score 6.34 % lower but after conducting cycle II the students' activeness, and enjoyed in learning process become 80%.

## **B. Discussion**

The result of the research show that the students' speaking ability is improved from cycle I to cycle II. It can be seen from their means score in cycle I 6.34 up to 80 in cycle II. It means that Guidance writing can improve students' speaking ability.

After that hears about the result of the students' speaking from camera recorder, she found some typical mistake dealing with speaking accuracy and fluency. The typical mistakes the students were exemplifier in following description:

### *Mispronunciation*

Mispronunciation in sense of fault but intelligible pronunciation. It can be happened because students' do not have many vocabulary, and didn't care much about the importance meaning of correct pronunciation in English is a crucial matter to be paid attention which the students found it hard to pronounce the words as a

native speaker. Mostly they were influenced by their first language and scarcity of focusing the matter of pronunciation.

The type of pronunciation problem appear in the students speaking accuracy can be seen such as the following table.

**Table 6.1 Students' words mispronunciation**

List of word	List of mispronunciation	The word should be
Introduce	/introdus/	/intrə'd(y)oos
Would	/wuld/	/wood/
Call	/kel/	/kol/
Hundred	/handret/	/handrəd/
Color	/kolor/	/kələr/
But	/but/	/bət/
Thousand	/tousan/	/thawzənd/

Source from : John M echols dan Hassan Sadily an English-indonesian dictionary.

Seeing students' speaking performance in cycle II, it can be concluded that their speaking accuracy and fluency can be improved by using Guidance Writing.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the finding in previous chapter, the following conclusions are presented:

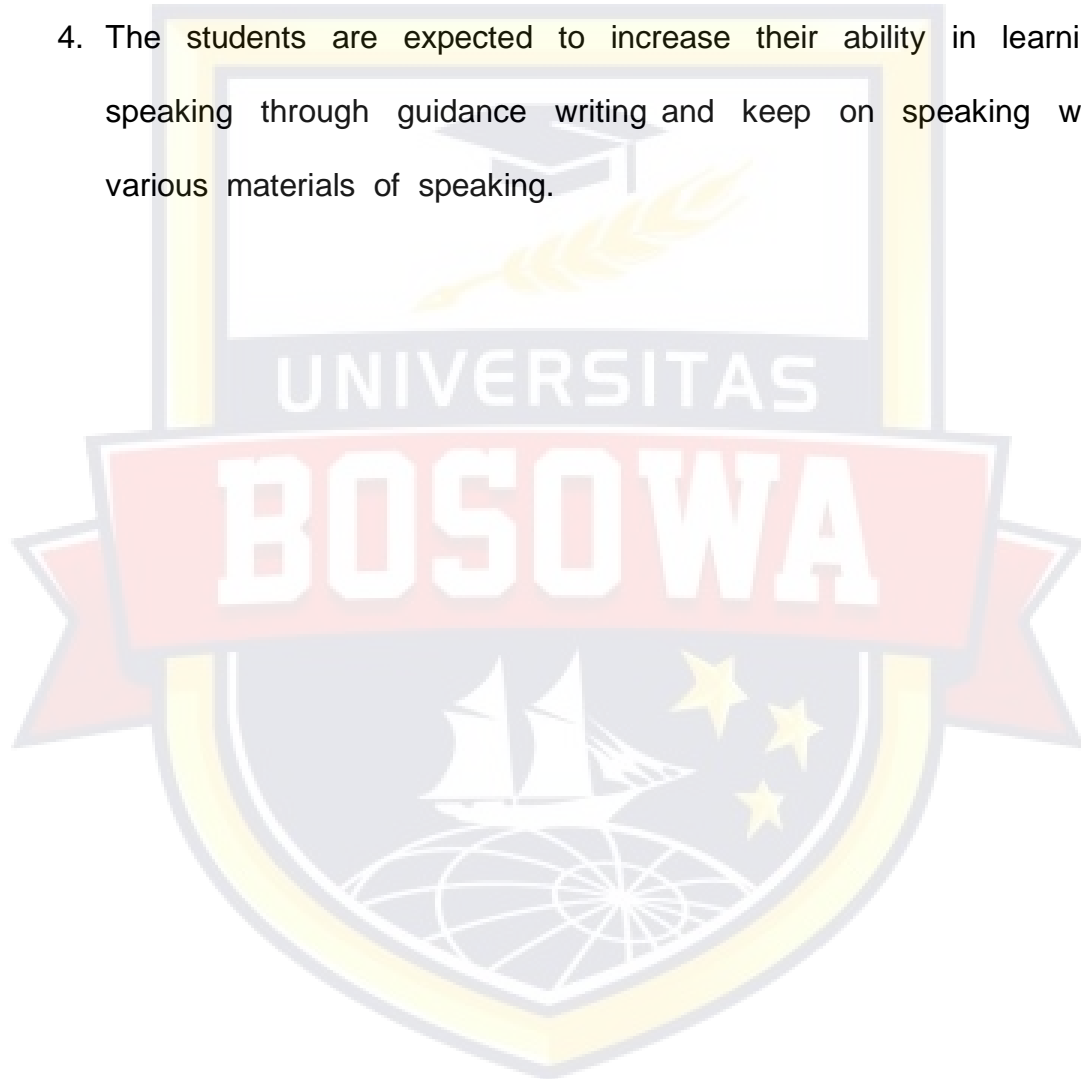
Using guidance writing made the speaking and learning activity more, enjoyable, and interesting. It's because guidance writing helped the shy students' and do not have self-confidence. And guidance writing able to improve the students' speaking fluency and accuracy of SMPN 25 Makassar.

#### B. Suggestion

To improve the speaking ability command of the students, the writer puts forward these suggestions:

1. It is suggested that the teachers, especially those who teach English of junior high school with the use of Guidance writing as one alternative among other teaching can be used in teaching speaking ability.
2. It is suggested for the English teacher to used guidance writing in speaking class because it can be seen from previous chapter that students' speaking ability can improve by using guidance writing

3. The English teacher and students must work together in teaching and learning process, especially in speaking lesson, they should help each other to make the teaching speaking process successful.
4. The students are expected to increase their ability in learning speaking through guidance writing and keep on speaking with various materials of speaking.



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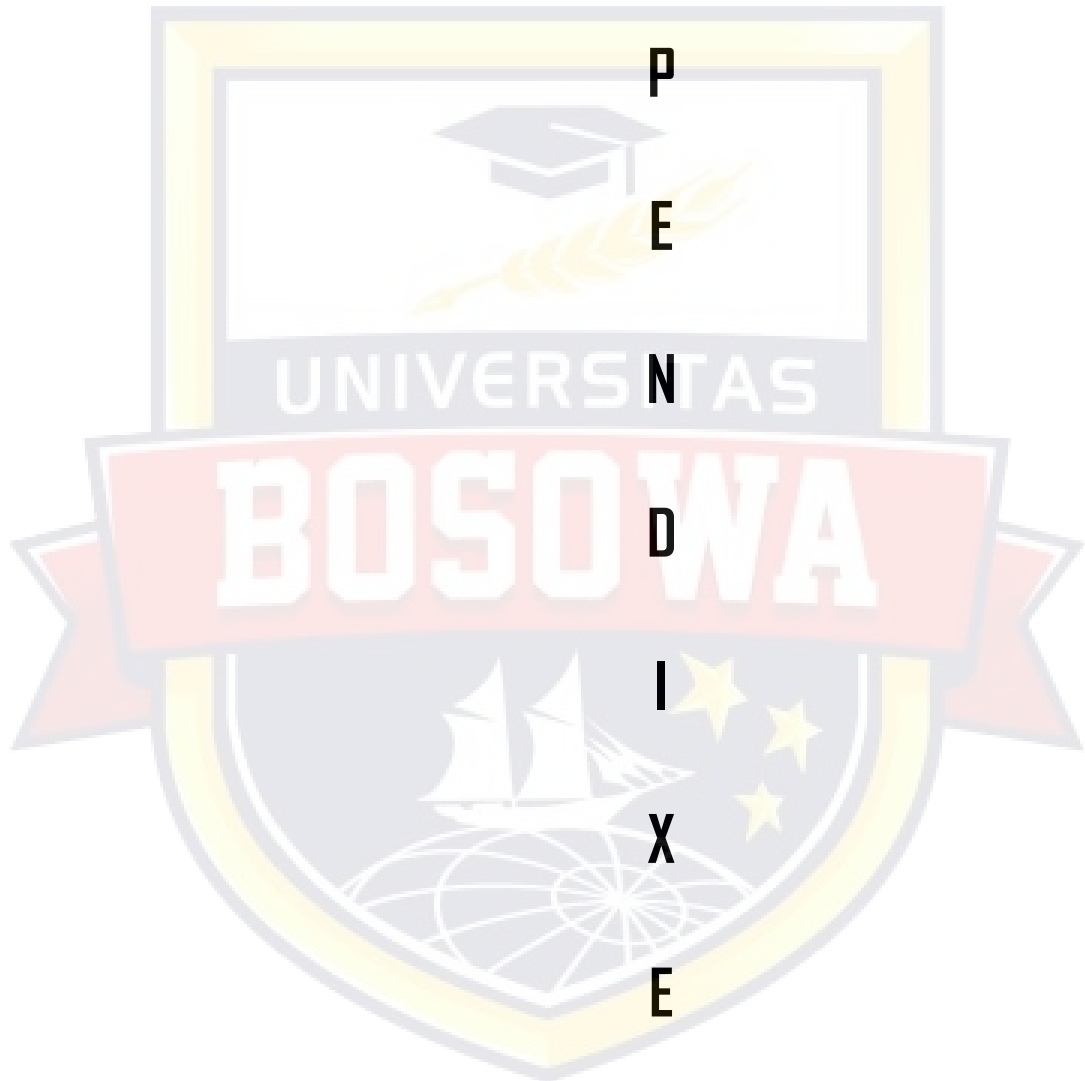
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## APPENDIX 1 : Students' Speaking Score

No	Initial of Students	The score of students' speaking		
		Cycle I		
		Accuracy	Fluency	Total
1	AQ	30	30	60
2	APP	30	30	60
3	MR	30	30	60
4	AT	30	30	60
5	MRDA	40	30	70
6	MSRS	30	40	70
7	KD	40	30	70
8	MRG	30	30	60
9	MRFI	30	30	60
10	MDAM	40	30	70
11	AFT	30	40	70
12	MRK	30	30	60
13	MG	30	30	60
14	SAIS	30	30	60
15	AIK	30	30	60
16	ADP	30	40	70
17	ANRAL	40	30	70
18	AA	40	30	70
19	EA	30	30	60
20	MT	40	30	70
21	DNA	30	30	60
22	ANMA	40	30	70
23	ADPM	30	30	60



24	HFM	30	30	60
25	NNK	30	30	60
26	AAR	40	30	70
27	NFA	30	40	70
28	NMGPP	40	30	70
29	NL	30	30	60
30	NA	30	30	60
Total		990	910	1900

## APPENDIX 2 : THE MEAN SCORE

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

CYCLE I	CYCLE II
$\bar{X} = \frac{1900}{30} = 6,34$	$\bar{X} = \frac{2400}{30} = 80$

The use of guidance writing can improve students' speaking ability in class IX A at SMP Negeri 25 Makassar. It is obviously proved by their means cycle I is 6.34 and in cycle II is 80. It means there an improvement from fairly good score to good score.

Subject : English  
Level/semester : IX/1  
Time allocation : 4 x 45 minutes  
Skill : Speaking

### 1. Standard Competency

To express the meaning of simple short functional and monolog text in form of narrative, descriptive, and news item in daily life context.

### 2. Basic Competence

To express the meaning of simple monologue text by using various spoken language accurately, fluently and communicatively in the context of daily life in the form of narrative, descriptive, and news item text.

### 3. Instructional objective

#### 1) Cognitive

##### Product

- Comprehend the ideas of the descriptive text Process
- Understand how to describe person or thing orally

#### 2) Affective

##### Character Building

Involved in all activities during teaching learning process in the classroom, can express his feeling and attitude which is relevant to the nature of the culture of the target language and local culture as well. The learners are

assessed by assessor. At least he is in "Improve" category which covers: honesty, care and responsibility.

### 3) Social Behavior

Involved in teaching and learning process which is learner-centered, the learners are assessed by the assessor. The minimal requirement is that the learner is in "Improve" category which shows the learners behavior in asking questions, sharing ideas, arguing, communicating and listening to others well which are relevant to the target language and local country as well. The observation is assessed based on Observation Sheet (Social Skill)

### 4) Psychomotor

- Pronounce the words well.
- Use the correct gestures and mimic.
- Perform a speech as demonstrative.

### 4. Indicators

#### **Cognitive**

#### Product

- Knows the ideas of the descriptive text Process
- Can describe person or thing orally

### 5) Affective (Personal Character and Social Behaviour)

#### **Character:**

- a. Care
- b. Responsible

- c. Honesty
- 6) Social Skill
  - a. Communication
  - b. Listening to others
  - c. Questioning
  - d. Respect to others

- 7) Psychomotor
  - a. Pronounce the words well
  - b. Use the correct gestures and mimic.
  - c. Perform a speech as demonstrative

**5. Teaching Approach/Method** : Communicative Approach

**Model** : Picture describing

**6. Material**

Descriptive Text

Communicative purpose: to describe a particular person, place or thing  
Rhetorical steps:

- 1) Identification : identifies phenomenon to be described
- 2) Description : describe parts, qualities, and characteristic.

Example of Descriptive text

### **My dog, Brownie**

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft

foodlike steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

### 7. Media

- 1) Students work sheet
- 2) Pen and paper
- 3) Teacher made material
- 4) Laptop

### 8. Teaching Learning Activities

Activities	Assesement Rate			
	1	2	3	4
<p>Pre activities ( 10 minutes)</p> <ol style="list-style-type: none"> <li>1. The teacher greets and check the students' attendance list.</li> <li>2. To construct the students mind the teacher asks some questions about descriptive text. E.g.: have yaou ever described someting? What kinds of thing you described?</li> <li>3. Student answer the questions and the teacher r down all students' responses on the board.</li> </ol>				

<p>Teacher can give comments on their responses relate to the materials which are going to be discused students are given the objectives of instruction today, standard competence, basic compotence and the indicators as well as the benefits of learning t he materials.</p>				
<p>Whilst Activities ( 60 minutes)</p> <p><b>Exploration</b></p> <ol style="list-style-type: none"> <li>1. Students are given explanation by the teacher about descriptive text, the communi-cative purpose of the text and language features that are used in the text.</li> <li>2. Teacher take a example of descriptive text</li> </ol> <p><b>Elaboration</b></p> <ol style="list-style-type: none"> <li>3. Students are asked to listen and pay attetion to the teacher.</li> <li>4. The students may take notes about while the teacher explanations.</li> <li>5. After to explanation, the teacher delivers pictures for the students.</li> <li>6. Students are asked to make description about the picture that they got individually</li> </ol>				

7. Teacher walks around the class to monitor the work and check whether they have any problem.
8. Students present their description in front of class.

**Confirmation**

9. The teacher review the students' performance and may give some correction if there are mistakes made by students
10. The teacher gives feedback to students by giving reinforcement

Post-activities ( 10 minutes)

1. Students' are given review about the material have learnt and short conclusion by the teacher.
2. Students' are given some reflection about what they have been studied.
3. Teacher my give some homework for students in order to make them more comprehend about the material.
4. The teacher can give a litle bit introductions about the next material.

Describe these following picture with your word :



Picture 1



picture 2



Picture 3



picture 4



## APPENDIX 3 : Transcript of Students

### Cycle I



The first meeting

My Friend

Her name is Aulia Amalia. Aulia is my classmate, she has a tall body, she has thin body, she has pointed nose, she has a bold lips, and also straight black hair and white skin. She has a sign of born. She is a funny girl, she is a sweet woman she also a clever woman and she is a diligent girl. She is helpful and she is talkative she like traveling and eating. She always dancing hot dear me and Aulia always joke with my other friend. If i sad she's always make me happy and laugh and when i have a problem she always give me solution for my problem.

## **APPENDIXE : 4 Transcript of students**

### **My Brother**

My brother name is Muhamad Farhan husain i call him Farhan. He is 16 years old, two years older than me was born in Makassar, 1 january 2001 he is Very tall and has a good body has some what narrow eyes and thick eyebrows, his hair was shiny black. His teeth were neatly arranged and very white, and also his pink lips.

Admittedly, he is very smart physics he has represented Indonesian at international level in in 2015 in dage, south korea now the afterded kharisma bangsa school of global education Tangerang, banten the was 11 th grade at his school and he was ranked 2nd in his class i believe if he keeps trying and diligent worship

# CAMBRIDGE UNIVERSITY

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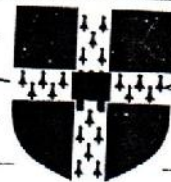
Nama = Alia Fauzan  
Kelas = X.XI

## Bantimurung tourist area

Bantimurung which is one of the Places of tourism found in South Sulawesi and bantimurung is located in Maros South Sulawesi and bantimurung is famous for its nickname butterflies because animals contained in bantimurung are mostly butterflies because bantimurung region is located in part like forest forest and in edge of mountain cliff.

Bantimurung is a very beautiful place almost already a lot of tourists who visit the bantimurung while on bantimurung is a butterfly garden, waterfall tour is very high and extensive, and many more in bantimurung the atmosphere is very cool because of the many trees in the tree there so we can breathe fresh and healthy air.

Kata	Persepsi siswa	pronunciation yang benar
Places	plis	'pleis
Forest	forist	'fanist, feart
Visit	viset	'vizit
Garden	gaerden	'garden



Nama : Muh. Rizal

Kelas = IX.11

### Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo (Island), East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink.

The pink color of its beach is a mixture of white sand beach mixed with crushed (coral) shells, calcium carbonate from marine invertebrates that are very small, and also foraminifera, microscopic amoeba that has a red body shell.

At pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 (species) of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and (diving) for sea sports lovers.

Kata	Paragrafan Siswa	Pronunsiator benar
Island	island	ailand
coral	coral	cnrel
species	spices	spireez
diving	Diving.	driving



Sweet!  うまくま   
パーティー

Name: Nisa Navio Khabliskoo

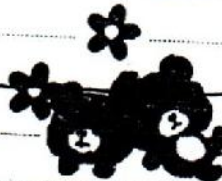
### My Friend

Her name is Aulia Amalya. Aulia is my classmate. She has a tall body. She has thin body, she has sharp nose, she has a bold lips, and also straight black hair and white skin. She has a sign of born.

She is a funny girl. She is a sweet woman. She also a clever woman. And she is a diligent girl. She is helpful ~~data~~ and she is talkative. She like traveling and eating. She always dancing not dear. We and aulia always joke with my other friend.

If I sad, she's always make me happy and laugh. And when I have a problem she always give me solution for my problem.

Kata	Pengucapan Ejaan	Pronunciation yg benar
Funny	Feni	'fnie
give	gait	giv'
always	eluyis	elweis



## APPENDIXE 6 : PICTURES



Picture 1 : The writer was explaining about the material for studied



Picture 2 : the writer was listening the student speaking about how to described some one or one place



Picture 3: The writer was monitoring the worksheet of the student



Picture 4: The student was discussing about the material

## **BIOGRAPHY**



Maksimus Budiman was born in Kondas April, 12 1993. He father name is Paulus Widin and he mother is Bernadeta Damul. He is the first child and have three young sister and three young brother. In 2000 he started her first education in SDI Kondas and he graduated in 2006. Then, he continued in SMPN 1 Sano Nggoang and he graduated in 2009. After the graduation from junior high school, he continued study in SMAN 1 Sano Nggoang and finished 2012.

In 2013 he decided continued study at English Education Departement, Faculty of Teachers Training and Education University of Bosowa Makassar.