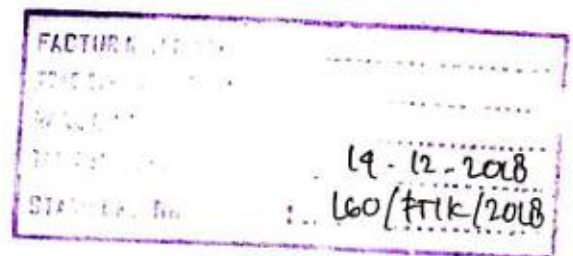


AN UNDERGRADUATE THESIS



**INCREASING STUDENTS' SPEAKING PERFORMANCE
THROUGH CONSTANT AND NEVER ENDING
IMPROVEMENT (CANI) STRATEGY AT THE ELEVENTH
GRADE OF SMA NEGERI 1 RAMAN UTARA
EAST LAMPUNG**

By
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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

**INCREASING STUDENTS' SPEAKING PERFORMANCE
THROUGH CONSTANT AND NEVER ENDING
IMPROVEMENT (CANI) STRATEGY AT THE ELEVENTH
GRADE OF SMA NEGERI 1 RAMAN UTARA
IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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Sudah kami dapat setuju; dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An undergraduate thesis entitled: INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH CONSTANT AND NEVER ENDING IMPROVEMENT (CANI) STRATEGY AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA EAST LAMPUNG

Written by Rialita Nur Astuti student number. 13108197, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 23, 2018 at 08.00-10.00.

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ABSTRACT

INCREASING STUDENTS' SPEAKING PERFORMANCE THROUGH CONSTANT AND NEVER ENDING IMPROVEMENT (CANI) STRATEGY AT THE ELEVENTH GRADE OF SMA N 1 RAMAN UTARA IN THE ACADEMIC YEAR OF 2017/2018

BY:

RIALITA NUR ASTUTI

The aim of this research is to find out whether the use of constant and never ending improvement (cani) as a strategy could increase the students' speaking performance of the eleventh grade at SMA Negeri 1 Raman Utara.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' speaking performance. There are some problems found in this research, such as lack of vocabulary, low confidence to speak up in English, low motivation to learn English and hard to express ideas in English. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles. The subject of this research is the students of the eleventh grade science two of SMA Negeri 1 Raman Utara. In collecting the data, this research used test, observation, documentation and field notes.

The results of the research showed that, from two cycles, the average scores of students' speaking performance are (a) 45.71 in pre-test, and (b) 63.57 in post-test 1 as well as (c) 77.14 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 15 active students (71.42%) and 6 inactive students (28.57%). In cycle 2, the students' activities consisted of 21 active students (100%) and 0 inactive students (0%). This research conclusion is constant and never ending improvement (CANI) strategy was able to increase the students' speaking performance. Constant and never ending improvement (CANI) strategy can be used as the alternative strategy in teaching learning process especially in speaking performance.

Key words: Speaking, Speaking Performance, and Constant and Never Ending Improvement (CANI) Strategy

ABSTRAK

MENINGKATKAN PERFORMA BERBICARA SISWA MELALUI STRATEGI PERGERAKAN BERKELANJUTAN TERHADAP SISWA KELAS SEBELAS SMA NEGERI 1 RAMAN UTARA TAHUN AJARAN 2017/2018

**OLEH:
RIALITA NUR ASTUTI**

Tujuan penelitian ini adalah untuk menemukan apakah penggunaan constant and never ending improvement sebagai strategi dapat meningkatkan performa berbicara siswa kelas sebelas SMA Negeri 1 Raman Utara.

Penelitian ini masuk dalam kategori Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam performa berbicara. Ada beberapa masalah yang ditemukan dalam penelitian ini seperti kurang nyakosa kata, tidak percaya diri untuk berbicara bahasa Inggris, semangat rendah untuk belajar bahasa Inggris dan sulit mengekspresikan gagasan dalam bahasa Inggris. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus. Subjek penelitian ini ialah siswa kelas XI IPA² SMA Negeri 1 Raman Utara. Metode yang digunakan dalam mengumpulkan data ialah tes, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam performa berbicara siswa adalah (a) 45,71 di pre-tes, dan (b) 63,57 di post-tes 1, serta (c) 77,14 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 15 siswa aktif (71,42%) dan 6 siswa tak aktif (28,57%). Pada siklus kedua, aktivitas siswa terdiri dari 21 siswa aktif (100%) dan 0 siswa tak aktif (0%). Kesimpulannya adalah strategi pergerakan berkelanjutan dapat meningkatkan performa berbicara siswa. Strategi pergerakan berkelanjutan dapat digunakan sebagai strategi alternatif dalam proses belajar mengajar khususnya dalam performa berbicara.

Kata Kunci: Berbicara, Performa Berbicara dan Strategi Constant and Never Ending Improvement

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, January 2018

The researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

فَاصْبِرْ صَبْرًا جَمِيلًا ﴿٥﴾

**“So be patient with gracious patience”
(Qs. Al Ma`arij 70:5)**

**DREAM BELIEVE AND MAKE IT HAPPEN
(Agnez Mo)**

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my beloved Dad and Mom (*Mr. Sulih Pamuji and Mrs. Mas Nuah*), my lovely Father (*Mr. Purba Hutagalung*), my sister and brother (Tara tiana and Oscar B. Hutagalung).

ACKNOWLEDGEMENT

Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the researcher so that she is able to accomplish this undergraduated thesis. *Shalawat* and salaammay always be upon the holy world leader, Prophet Muhammad SAW.

This undergraduated thesis is entitled "Increasing Students' Speaking Performance Through Constant and Never Ending Improvement (CANI) Strategy at The Eleventh Grade Of SMA Negeri 1 Raman UtaraIn Academic Year Of 2017/2018".

This paper is written as partial fulfillment of requirement for obtaining an undergraduate thesis degree of English Education Department in IAIN Metro. In this chance, the researcher would like to express her sincere gratitude to those who have involved in the process of conducting this undergraduated thesis. First of all, gratitude is upon Dr.Hj. Akla, M.Pd as a Dean, Dra. Isti Fatonah, MA as a Vice Dean of Tarbiyah Faculty and Ahmad Subhan Roza, M.Pd as Head of English Education Department. Her massive thank is also given to both supervisors: Dr. Widhiya Ninsiana, M.Hum as the first sponsor who has contributed his expertise and idea to assist the researcher and Syahreni Siregar, M.Humas the Co-sponsor who has given her knowledge and experience. Her gratitude is also for all the lecturer in English Education Department.

The researcher also gives her thanks to parents and all family who keep supporting her in such intangible ways. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduated thesis.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro, January 2018
The researcher

A handwritten signature in black ink, appearing to be 'Rialita Nur Astuti', written over a horizontal line.

Rialita Nur Astuti
Std. Number.13108197

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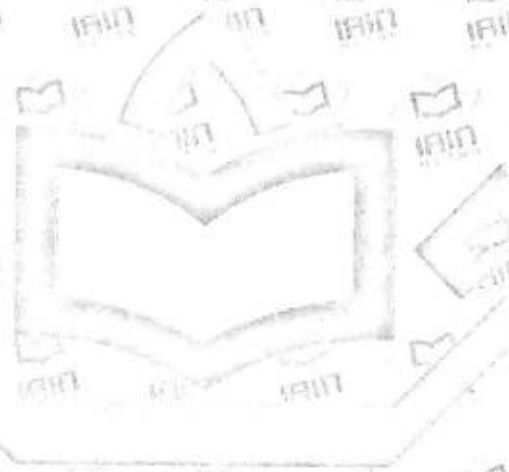
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CHAPTER I

INTRODUCTION

A. Research Background

English speaking is very important for people interaction where people almost speak everywhere and everyday through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Speaking is an act of making vocal sounds that it functions to express ideas, feelings, experiences, opinions, thoughts and knowledge to other people in formal or informal situation.

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others. Therefore, speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill. We do realise how important speaking in our life, speaking has played an important role in foreign language setting. It was considered to be the undervalued skills. Perhaps this is due to the assumption that the main indicator of success in learning a language is the ability to speak that language. To enable students to communicate, we need to apply the language in real communication.

Through speaking, humans are able to connect their mind in every aspect of life. It means that speaking is productive skill of language

learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. Speaking is the skill that the learners will be judged upon most in real life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibly. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others. If there is a misunderstanding, it will be hard to have a good quality of conversation.

Nevertheless, there were many students of the eleventh grade of SMAN 1 Raman Utara have lack ability to speak appropriately. They had difficulties choosing words to express ideas in English. There were some factors the students cannot speak well, such as: lack vocabulary, low motivation to learn English, they felt difficult to express ideas in English and the students were not confidence to speak up in English.

The data of pre-survey showed the students have low score in speaking performance of eleventh grade of SMAN 1 Raman Utara. Below the data of students' scores:

Table 1

**The Data of Pre-Survey at the Eleventh Grader of SMAN 1 Raman
Utara**

NO	NAME	SCORE	CRITERIA
1	AAS	35	INCOMPLETE

2	AR	60	INCOMPLETE
3	ADSP	45	INCOMPLETE
4	CIP	55	INCOMPLETE
5	DM	60	INCOMPLETE
6	FDS	40	INCOMPLETE
7	HR	60	INCOMPLETE
8	KRW	70	COMPLETE
9	MUJ	65	INCOMPLETE
10	NLGA	45	INCOMPLETE
11	PFA	60	INCOMPLETE
12	PSH	45	INCOMPLETE
13	PMF	50	INCOMPLETE
14	PP	60	INCOMPLETE
15	RM	70	COMPLETE
16	RAR	40	INCOMPLETE
17	RS	55	INCOMPLETE
18	RN	40	INCOMPLETE
19	TT	65	INCOMPLETE
20	VRD	45	INCOMPLETE
21	YGS	50	INCOMPLETE

Source: The result of pre-survey which is conducted on June 1st 2017 of the Eleventh Grade of SMA N 1 Raman Utara in academic year 2017/2018

Table 2
Passing Grade Criteria

Grade	Explanation	Frequency	Percentage
≤ 68	Incomplete	16	76,19%
≥ 68	Complete	5	23,80%
Total			100%

Source: The Teacher's English Grade Book at the Eleventh Grader of SMAN 1 Raman Utara Academic Year 2017

Based on the pre-survey data above, it showed that the students of the eleventh grade of SMAN 1 Raman Utara were categorized into low category. It could be seen students were incomplete (16 students) and students were complete (5 students) in speaking performance.

Therefore, to overcome the problem above, the researcher decided to give a strategy that helped students' speaking performance. This strategy is called Constant and Never Ending Improvement (CANI). Constant and Never Ending Improvement (CANI) is a strategy that it commits to do something continually. By using this strategy, the researcher gave new vocabulary to students. The students got new vocabulary in every meeting and the students could memorize it. After memorizing the vocabulary, then the students could practice it in front of the class as well. This strategy made students easier to communicate in English. The researcher conducted a

research focusing on using Constant and Never Ending Improvement (CANI) Strategy to increase the students' speaking performance at the eleventh grade of SMAN 1 Raman Utara in Academic Year 2017/2018.

B. Problem Identification

Referring the background above the problem can be identified as follows:

1. The students have lack vocabulary.
2. The students have low motivation in learning English.
3. The students were not confidence to speak up in English.
4. The students felt difficult to express ideas in English.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem that the students have lack vocabulary, and research focused on using Constant and Never Ending Improvement (CANI) strategy to increase students' speaking performance at the eleventh grade of SMAN 1 Raman Utara in academic year 2017/2018.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem as follows: "Can Constant and Never Ending Improvement

(CANI) strategy increase students' speaking performance at eleventh grade of SMAN 1 Raman Utara in academic year 2017/2018?"

E. Objective and Benefit of Research

1. The objectives of this research :

- a. To know the students' speaking performance.
- b. To know the students' motivation in learning English.
- c. To increase the students' speaking performance by using Constant and Never Ending Improvement (CANI) strategy.

2. The Benefit of this research :

a. For the Students

The Constant and Never Ending Improvement (CANI) strategy could be a motivation to solve problem of the students' speaking performance.

b. For the Teacher

This strategy is an alternative strategy in teaching and learning English.

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CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking

1. The Definition of Speaking

According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that so natural and integral is speaking that we forget how we once struggled to achieve this ability until that is we have to learn how to do it all over again in a foreign language. He claims that speech production takes place in real time and is therefore essentially linear. Words follow words, and phrases follow phrases. Likewise, at the level of utterance that is to say, the spoken equivalent of sentence), speech is produced utterance by utterance, in response by utterance productions of the person we are talking to.¹

In other hand, Gert& Hans stated that speakers formulate their utterances with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions. To do this successfully requires a variety of skills. There is basic linguistic competence, of course the phonological, morphological, and syntactic competencies that are required to use language. People typically use their words to do things, to perform certain actions.

¹Scott Thornbury. *How to Teach Speaking*. (New York: Longman 1989) p. 1-2

Conversational turns are used to criticize and compliment, to thank and apologize, and so on. Moreover, speakers usually intend to have their intentions to perform these actions recognized by the listeners.²

Then, according to Brown speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the product of creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.³

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking language proficiency.⁴ Furthermore McDonough states that speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or

²Gert Rickheit & Hans Strohner. *Handbook of Communication Competence*. (Berlin: Walter de Gruyter GmbH & Co. KG 2008) p. 207-208

³H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (San Francisco: Longman 2004) p. 140

⁴Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), p. 19.

solving a particular problem; or establishing and maintaining social relationships and friendships.⁵

From the definition above, the researcher conclude that speaking is the process by using symbol to communicate each other. It is oral communication to share information, knowledge, news, thinking, and feeling. Speaking is very important skill in language. As we know that language is a habit, if we can convey what we want clearly, so the listener will easier understand what we mean. There are some factors that influence speaking, such as vocabulary, fluently, grammar, motivation and the others.

Speaking as one of the four language skills are very important to learn by individuals to communicate with others. Speaking is an interaction between speaker and listener, the purpose is to deliver information from the speaker during conversation or other speech context. When people speak, it means they want to deliver or share their ideas. Someone can be said as a good speaker if they can speak clearly and fluently.

2. The Elements of Spoken Production

According to Harmer, there are the elements of spoken production, as follows:

⁵Jo McDonough, et.al, *Materials and Methods in ELT: A Teacher's Guide*. (USA: Blackwell Publishing), 2013. p. 157.

a) Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' as in (I'd've gone). In connected speech sounds are modified, omitted, added or weakened.

b) Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

c) Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

d) Negotiation and language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.⁶

From the definition above, the researcher conclude that there are four elements of spoken production. First, connected speech is way to connect speech sounds, such: as modified, omitted, added or weakened.

The second, expressive devices is the way stressing some word and sound in utterance. Third, lexis and grammar is spontaneous while

⁶Jeremy Harmer. *The Practice of English Language Teaching Third Edition* (Cambridge: Longman, 2001) p. 269

speaking. The last, negotiation and language is the clarification when we make a mistake while conversation. All of them should get attention from us, because the elements above give influence in our speaking performance.

3. Functions of Speaking

According to Brown and Yule in Jack C. Richards the functions of speaking are classified into:⁷

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

⁷Jack C. Richards. Teaching Listening., p.21-25

3) Talk as Performance

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From explanation above the researcher conclude that there are three functions of speaking. The first function is as interaction, it means that establish the conversation with the others. Second, the function is as transaction, it focused in message. Third, talk as performance, that it means speaking is delivering information.

4. Problems in Speaking

Brown suggests some causes that make speaking difficult, as follows:⁸

1) Clustering

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

2) Redundancy

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

⁸ H. Douglas Brown, *Second Edition*, p. 270-271

3) Reduced Forms

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

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial Language

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

6) Rate of Delivery

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

7) Stress, Rhythm and Intonation

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

8) Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its riches component, the creativity of conversational negotiation.

From explanation above the researcher conclude that there are eight problems in speaking. First problem is clustering. In spoken language, due to memory limitations we break down speech in smaller group of word. Second, the problem is redundancy that it reduce in using word, spoken language has a good deal of redundancy such as rephrasing, repetition, elaboration and insertions. The next is reduced forms that it means reduced vowels, for example like vowel "o" in the word son has different sound with the word song. Spoken language has many reduced forms and sentence fragments. Thus, this problem makes students feel difficult to speak. After that, performance variable is manifesting performance hesitations, pauses, backtracking, and corrections. Next, colloquial language is similar to slang, for example like pop for replacing soda. Moreover, rate of delivery means how good speaker can deliver to the listener. The last it interaction, that it means speaker should have a good creativity of conversational negotiation.

B. The Concept of Performance

Performance is overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.⁹

Richard Bauman said fundamentally, performance as a mode of spoken verbal communication consist in the assumption of responsibility to an audience for a display of communicative competence. This competence rests on the knowledge and ability to speak in socially appropriate ways. Performance involves on the part of the performer an assumption of accountability to an audience for the way in which communication is carried out, above and beyond its referential content.¹⁰

Performance, as a way of speaking, makes many aspect of verbal behaviors into the one unity concept. Furthermore, Richard explains that "performance has been used to convey a dual sense of artistic action."¹¹

Based on explanation above, the researcher give conclusion that performance is a real action of something, such as: walking, dancing, singing and speaking, etc.

⁹Douglas H. Brown, *Principles of Language Learning and Teaching 3rd Edition*. United States: Prentice Hall Regents. 1994. p.31

¹⁰Richard Bauman, *Verbal Art as Performance*. United States: Waveland. 1984. p.11

¹¹Richard Bauman, *Verbal Art as Performance*. p 4

C. The Concept of Speaking Performance

1. Types of Classroom Speaking Performance

According to Brown, there are some types of classroom speaking performance, as follows:¹²

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

¹²H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. (New York: Longman, 2001) p.271-274

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

Based on explanation above the researcher concludes that there are some types of classroom speaking performance. The first is imitative, in this performance the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive, the students practice some phonological or grammatical aspect of language. The third is responsive, the students should have question or command for their teacher. The fourth is transactional, in this activity the students will try to speak to get the purpose of getting information. The fifth is interpersonal, the students will get the purpose of maintaining social relationship to get

the fact and information. The last is extensive, the students will try to perform oral monologues such as report, summary or short speak.

2. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. There are factors affecting speaking performance, as follows:¹³

a) Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance and the amount of support.

b) Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

¹³Nguyen Hoang Tuan & Tran Ngoc Mai. *Factors Affecting Students' Speaking Performance at Le ThanhHien High School*. Asian Journal of Educational Research. Vol. 3 No. 2, 2015. p.9

c) Listening ability

Doff stated that speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

From explanation above the researcher conclude that students' speaking performance can be affected by the factors that come from performance conditions, such as time pressure, planning, standard of performance and amount of support. The students can perform their speaking well when they have a good planned and have support from their friend or teacher. The next is affective factors such as motivation, confidence and anxiety. It means that low confidence and motivation can influence students' speaking performance. The students who have low motivation in learning English will hard to speak up in English, and the students will not confidence perform in front of the class. Finally, the last factor is listening ability and feedback during speaking activities.

3. The Measurement of Speaking Criteria

According to Professor Weir Cyril, there are some indicators that be supposed to score to test speaking:¹⁴

Table 3

The Measurement of Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not

¹⁴ Cyril J. Weir. *Language Testing And validation*, (London: Palgrave Macmillan, 2005). p.195-196.

Pronunciation		impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not

		interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the table above, the researcher inferred that fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies are techniques of testing speaking.

4. The Concept of Constant and Never Ending Improvement (CANI)

1. The Definition of Strategy

According to Brown, strategies are the specific methods of approaching a problem or task, modes of operation for achieving a

particular end, planned designs for controlling and manipulating certain information.¹⁵

Meanwhile, according to Nunan, strategies are mental processes which learners employ to learn and use the target language.¹⁶ Next, according to Dave and Tom, strategy is a plan that is implemented toward reaching a goal.¹⁷

From the definition above, the researcher conclude that, strategy is the way to solve the problem. Strategy is a plan that is intended to achieve a particular purpose. Strategy is what we give to the learners for helping them arrange and construct their purpose.

2. The Definition of Constant and Never Ending Improvement (CANI)

According to Robbins, in Japanese businesses, as a result of Deming's influence, there is a word that is used constantly in discussions about business or relationships. That word is Constant and Never Ending Improvement, this word literally means constant improvement. It cannot just be practiced every once in a while, when you feel like it. It must be a constant commitment backed up by action. The essence of CANI is gradual, even minute, continuous

¹⁵ H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition*. (San Francisco State University: Longman 2007) p. 119

¹⁶ David Nunan. *Language Teaching Methodology*. (Sydney: Prentice Hall 1991) p.168

¹⁷ Dave Leochko and Tom Rossi. *Key Strategies for Teaching Editing*. (Canada: Portage & Main Press 2009) p. 1

improvement that over the long term sculpts a masterpiece of colossal proportions.¹⁸

Furthermore, Jack stated that In Japan, the word for constant and never-ending improvement is kaizen. Achievers whether in business, sports, or the arts are committed to continual improvement. Improving is therefore necessary simply to survive. But to thrive, as successful people do, a more dedicated approach to improvement is required.¹⁹

Moreover, according to Imai, Kaizen the Japanese word for Constant and Never Ending Improvement implies improvement that involves everyone both managers and workers and entails relatively little expense. The kaizen philosophy assumes that our way of life be it our working life, our social life, or our home life should focus on constant improvement efforts.²⁰

According to Caroly, Constant and Never Ending Improvement (CANI) is as a process that aims to optimize information, physical flows and products in order to control production costs and quality. Then, according to Bhuiyan and BaghetConstant and Never Ending Improvement (CANI) is a culture of sustained improvement targeting the elimination of waste in all

¹⁸Anthony Robbins. *Awaken the Giant Within*. (New York: Summit Books, 1991) p.63-64

¹⁹Jack Canfield. *The Success Principles*.(New York: HarperCollins Publishers, 2006) p.134-135

²⁰ Masaaki Imai. *Gemba Kaizen Second Edition*. (Tokyo: McGraw Hill 2012) p.1-2

systems and processes of an organization. Next, according to Handel and Gittleman Constant and Never Ending Improvement (CANI) is an initiative that implies bundles of practices, such as prescribed sequences of steps for carrying out projects.²¹

From the definition above the researcher conclude that, Constant and Never Ending Improvement is the strategy to help human in all aspects, in continual. Constant and Never Ending Improvement means commit to do something continually to be better. This strategy is focusing on constant tiny improvements everyday.

3. The Relationship between Constant and Never Ending Improvement and Speaking Performance

According to Brown, performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.²² It has the same meaning that performance is a realization of competence such as speaking and others. Competence can be defined as having ability, skill, and knowledge to do something. Meanwhile, performance is as the overt manifestation of that ability. Competence is what someone

²¹Jose Nicolas Cardona Mora. *Continuous Improvement Strategy*. European Scientific Journal December 2014 Edition vol.10, No.34 ISSN: 1857-788 ISSN 1857-7431. Mexico. p.119

²²H. Douglas Brown. *Principles of Language Learning and Teaching* (New York: Longman, 2000). Fourth edition. p. 30

knows but performance is what someone does. Only performance can be developed, maintained and evaluated. Speaking performance is an oral communication in giving idea, information to the other one, which involves the production of the sound and the gesture, the movement of the muscles of the face, and indeed the whole body. Then, speaking performance focuses on the way students' express their ideas.

There is one simple strategy you can choose that will totally change your English learning. The strategy of Constant and Never Ending Improvement (CANEI) means that you will speak English very easily by focusing on small improvements every day. That is right small improvements, with Constant and Never Ending Improvement (CANEI) your goal is to make a very tiny improvement each day. For example, maybe you will learn new vocabulary, one new phrase or sentence each day. The point is you focus on making just a tiny improvement but you must do it every day. See yourself speaking quickly and easily. See yourself smiling and standing strong as you speak. Imagine that situation every day and see it clearly.²³

Therefore, the students who have many vocabularies will be easier in speaking performance and vice versa, when the students have lack of vocabulary they will confuse to speak up in English. Thus, it means that the more vocabulary that students have the easier it is for them to make

²³ A.J Hoge. *Powerful English Speaking. Effortless English Club*. p.9

speaking performance. Commit to do Constant and Never Ending Improvement (CANI) will consistently grow and expand in speaking performance because such growth only comes from a commitment to Constant and Never-ending Improvement.

It means that by applying Constant and Never Ending Improvement (CANI) Strategy the students will easier to speak up in English, because they will memorize new vocabulary and using it in phrases or sentences to practice directly. Constant and Never Ending Improvement (CANI) is improvement through step by step innovation, and includes organizational activities. It means that both of CANI and speaking performance have the tight related each other. Speaking performance will increase by implemented the CANI Strategy. Speaking performance is an important part for the CANI process, the students will continuous memorizing new vocabulary and practice it directly as well.

4. Constant and Never Ending Improvement (CANI) in Classroom

Constant and Never Ending Improvement (CANI) is student centered and focussed on developing self-motivated learners. The next section will present three perspectives: personal development, team development and school system development.²⁴Constant and Never Ending Improvement (CANI) Classroom is designed to instill a positive

²⁴Jay Marino & Jan Polderman. *Leading continuous improvement Inspiring Quality Education Worldwide*. (Netherlands: Magistrum 2011) p. 17

and collaborative school climate and an enthusiastic, participatory learning environment focusing on being better tomorrow than we are today. It is about instilling the belief that being good is never good enough and that the biggest room in the house is the room for improvement. The goal of the Constant and Never Ending Improvement (CANE) classroom is to engage every student through empowerment, ownership, responsibility and accountability for their own learning.²⁵

Based on explanation above, it is clear that constant and never ending improvement is student centre. The students involve their self in aspect to increase learning. This strategy is good to implemented in speaking class, because speaking is habit. The students will always continuous improvement to speak in every single day. They will speak continuously, so it will make them easier to increase their speaking performance.

5. The Steps of Constant and Never Ending Improvement Strategy

The PDCA cycle is an integral part of process management and is designed to be used as a dynamic model because one cycle represents one complete step of improvement. The PDCA cycle is used to coordinate continuous improvement efforts. It emphasizes and demonstrates that improvement programs must start with careful

²⁵ Jay Marano & Jan Polderman, *Leading Continuous*, p.44

planning, must result in effective action, and must move on again to careful planning in a continuous cycle. The Deming's quality cycle is never-ending. It is a strategy used to achieve breakthrough improvements in safety, quality, morale, delivery cost, and other critical business objectives. The completion of one cycle continues with the beginning of the next. A PDCA cycle consists of four consecutive steps or phases, as follows:

- 1) Plan - analysis of what needs to be improved by taking into consideration areas that hold opportunities for change. Decision on what should be changed.
- 2) Do - implementation of the changes that are decided on in the Plan step.
- 3) Check - Control and measurement of processes and products in accordance to changes made in previous steps and in accordance with policy, goals and requirements on products. Report on results.
- 4) Act - Adoption or reaction to the changes or running the PDCA-cycle through again. Keeping improvement on-going.²⁶

From explanation above the researcher conclude that the first step of Constant and never ending improvement is analyses. By analysing the rescarcher can know what needs to be improved from the students.

²⁶Varsha M. Magar& Vilas B. Shinde. *Application of 7 Quality Control (7 QC) Tools for Continuous Improvement of Manufacturing Processes*. International Journal of Engineering Research and General Science Volume 2, Issue 4, June-July, 2014 ISSN 2091-2730. p.370

Second step is doing, at this step doing or implementing the strategy.

Third step is checking, controlling of process to know the effect or how far the strategy working. Fourth step is acting, keeping improvement.

6. Advantages and Disadvantages of Constant and Never Ending Improvement

1) The Advantages

Constant and Never Ending Improvement (CANI) process is, in fact a broad philosophical tool that is focused on increasing efficiency in perspective of the workforce. First is that airline industry is very sensitive industry, it cannot risk mistakes. In the result, the Constant and Never Ending Improvement (CANI) process helps to build teamwork at the work place. When the processes of the airline industry are consulted in broader way then the chance of mistakes are reduced. Second benefit is the result of the first one that is it brings increase in efficiency. Motivated employees, who know that their suggestions are valued across the work place, work hard. Even if he has some of the problems then he can consult those problems with other member in the industry. These two benefits cause employee satisfaction and motivation.²⁷

From the explanation above, the researcher conclude that the advantages of constant and never ending improvement are really

²⁷Hamad Mohammed Abouhenidi. *Describing Kalzen process on airplane industries*. International Journal of Scientific & Engineering Research. Volume 5, Issue 8, August 2014. ISSN 2229-5518 p.450

helpful students' problem in speaking. The reality is constant and never ending improvement involves both of the teacher and the students. Moreover, constant and never ending improvement focus in increase students' speaking performance. The students' speaking performance will increase efficiently, because they are motivated by this strategy.

2) The Disadvantages

The idea behind Constant and Never Ending Improvement (CANI) process is that every employee is consulted in the processes. Therefore, to add every employee's intake the breakdown in the communication process is essential. That can lead to extra work and time needed.²⁸

Constant and Never Ending Improvement (CANI) is the strategy focus on the process. In this case, the students will need more time to learn about English.

5. Action Hypothesis

The hypothesis of the research is formulated as follows: "Constant and Never Ending Improvement strategy can increase students speaking performance of eleventh grade of SMAN 1 Raman Utara in academic year 2017/2018"

²⁸ Ibid, p.451



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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Setting

This research was held at the eleventh grade of SMAN 1 Raman Utara in academic year 20017/2018. SMAN 1 Raman Utara is one of school that it has located at Raman Aji Kecamatan Raman Utara Kabupaten Lampung Timur. The total of teachers here are 50 and the head master, and the total students are 326.

B. The Subject of The Research

This research was the Classroom Action Research (CAR) type, and the subject of this research were the students of the eleventh grade of SMAN 1 Raman Utara. This class consists of 21 students. The researcher has chosen this class because most of the students have low score in learning English especially in speaking.

The researcher asked the English teacher Mr. H. Khoiril Syahril, S.Pdas the collaborator in this research that the function is as the controler in teaching learning process.

C. Action Plan

The research was a classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.²⁹

According to Anne Burns classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.³⁰

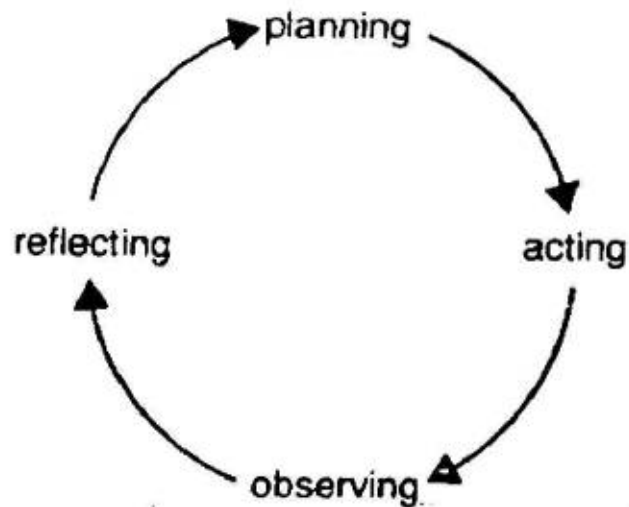
From the quotation above, the researcher conclude that classroom action research is a research in teaching and learning in the class which the aim is to solve problem.

There were two cycle in classroom action research, Cycle I and Cycle II. Each cycle is consisting of four activities; they were Planning, Action, Observation, and Reflection, as follows:

²⁹Daniel R. Tomal.*Action Research For Educators*. (USA: Scarecrow Press, Inc 2003) p.5

³⁰Anne Burns.*Doing Action Resaerch in English Language Teaching*.(New York: Routledge, 2010)p.2

Figure 1
The model of classroom action research³¹



1. Cycle 1

There were the four activities in each meeting of cycle 1 such as plan, action, observation, and reflection.

a. Plan

Planning was the first step in every activity, Researcher explained about what, why, when, who, and how the action is done. Without planning, the researcher's activity will difficult to focus. The planning would be reference in doing action. Here were steps that the researcher made in planning:

- 1) Reviewing the subject matter, preparing the syllabus, and lesson plan and student activity sheets.

³¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002)p 41

- 2) Preparing the learning of the learning scenario, media, materials and tools, instruments of observation and evaluation.
- 3) Setting up observation instrument that has been discussed with collaborator so that things will be observed to have the same concepts. For this activity researcher is helped by collaborator.

b. Action

Doing action was the second step in activity. It was the realization from the planning the researcher has made. After finishing the planning, the learning process have done in the eleventh grade of SMAN 1 Raman Utara. It described about teaching procedures of the research.

c. Observation

Observation conducted to gather information about the learning process conducted by researchers in accordance with the actions that have been prepared. Through the collection of information, the researcher noted the weaknesses and strength were conducted by researcher in carrying out the action, so the results used as input when the researcher conducted a reflection for the preparation of plans in the next cycle. The observation was doing in teaching learning process.

In this step, the researcher observed the process of teaching learning by using observation sheet.

d. Reflection

Reflection was an activity to analyze and make conclusions based on test result and observations. Reflection was used to analyze the results of observation and tests that was used as the basis for the next cycle of improvement.

2. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action was developed and so on. The cycle will be successful if the indicators of success have been achieved.

D. Data Collection Technique

Since this research was intended to know Constant and Never Ending Improvement Strategy can be used to increase the students' speaking performances. The researcher would minister test, observation, documentation, and field notes in data collection technique.

In teaching learning process the researcher explained about the speaking performances and then the researcher will give Constant and Never Ending Improvement Strategy to help the students' easier to communicate in English, the researcher gave the students' new vocabularies every day. The students' memorized it, and performed their speaking in front of the class.

The researcher took the students' score in each meeting and then compared it. If the students' score can increase from meeting to the next meeting it means that Constant and Never Ending Improvement as a strategy

can be used to increase the students' speaking performance at the eleventh grade of SMAN 1 Raman Utara.

In collecting the data, the researcher will use the following methods:

1. Test

In this research, researcher used tests for the instrument. Test is some questions or exercises that used to measure the speaking performance. The test that used by researcher is oral test, the researcher asked the students to make dialog. The researcher did pre-test, post-test 1 and post-test 2.

2. Observation

The researcher uses observation to get data about students and teacher activities in learning process. The object of this observation is using Constant and Never Ending Improvement as a strategy by students' activity.

3. Documentation

The researcher used the documentation to get the data about history of the school, the sum of the teachers, official employed and students at SMAN 1 Raman Utara.

4. Field Notes

In this research, the researcher used field notes to focus on a particular issue or teaching behaviour over a period of time. Moreover, the researcher took field note related to the classroom

situation, classroom management, classroom interactions between teacher and students or students with students, etc.

E. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Data analysis technique would be conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early andS the last cycles.

Data analysis method conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula :

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

$\bar{X}$: Mean Score

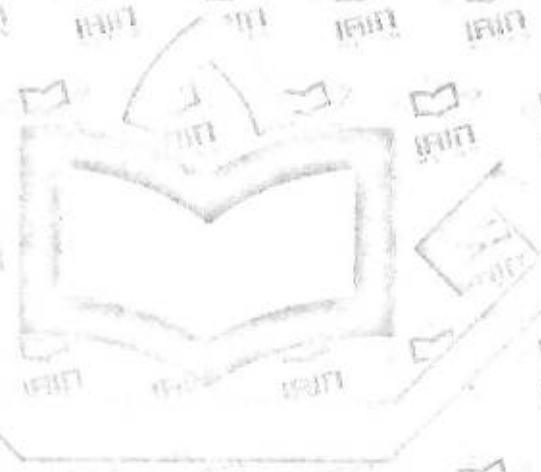
$\sum x$: The Sum of all scores

n : The total number of subject³²

³²Ary Donald et all. *Introduction to Research in Education*. (Canada: WadsworthCengage Learning 2010) p.108-109

F. Indicator of Success

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful that cycle I. The students are called success if 70% students get 68 score or above and the students can increase in speaking performance.



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CHAPTER IV

RESULT AND DISCUSSION

A. Description of the School

1. Research Setting

a. The History of SMA N 1 Raman Utara

SMA N 1 Raman Utara was founded by the government in 2004. SMA N 1 Raman Utara is located in the village of Raman Aji East Lampung. District SMA N 1 Raman Utara was established by the government by 19500 m², across geography position -5.019, and lengthwise geography position 105, 4215. SMA N 1 Raman Utara began to receive an operating permit on September 30th2004 and operational in 2004/2005.

b. Building Condition and School Facilities

1) Facilities and Infrastructure

SMA N 1 Raman Utara has permanent facilities and infrastructure that divided several rooms for teaching purpose such as:

a) Class Room

(1) Class Room : 13 Rooms.

b) Laboratory

(1) Laboratory Computer : 1 Room.

(2) Laboratory Language : 1 Room

- (3) Laboratory IPA : 1 Room.
- (4) Laboratory Social : 1 Room.
- c) Office and Staff Room
 - (1) Principal Room : 1 Room.
 - (2) Administration room : 1 Room.
 - (3) Kitchen room : 1 Room.
- d) Facilitation
 - (1) The Library : 1 Room.
 - (2) UKS room : 1 Room.
 - (3) Mosque : 1 Room.
 - (4) The Counselor room : 1 Room.
 - (5) Parking Bicycles/ Motorcycle: 1 Room
 - (6) Toilet : 10 Rooms.

2) Data of the Teachers at SMA N 1 Raman Utara

Table 4

Teachers Educational Background

SMA/MA	D2	S1
3	1	46

Table 5
Data of teachers

No	Name	Sex	Occupation
1	AgusSudibyo	Male	Penjas
2	Ali Murtopo, S.Pd	Male	PAI
3	Baroroh Anita Suprapti, S.Pd	Female	Indonesia Language
4	Darwanto	Male	Admin
5	Devi Kurniati, S.Pd	Female	Biology
6	Dewi Asti, S.Sos	Female	Sociology
7	Ekosuaryanto, S.Pd	Male	Penjas
8	Fatwa Suwigati, S.Pd	Female	English Language
9	HairulSyahri, S.Pd	Male	English Language
10	Hamidah Mei Suryani, S.Ag	Female	Arab Language
11	I NengahHeriSusanta, A.Md, S.Pd	Male	Mathematics
12	I NengahRudiana, S.Pd	Male	physics
13	I PutuMuliadiana, S.Pd	Female	Geography
14	IKA KHOIRIATI, S.Pd	Female	Sociology
15	Jumari, S.Pd	Male	Economy
16	Jumiati, S.Pd	Female	Mathematics

17	Kusaeri, S.Pd	Male	PAI
18	Kusairi, S.Pd	Male	Physics
19	LiaSeptiani, S.Pd	Female	Admin
20	Dra. Lia Sri Mulyaningrum	Female	History
21	Liwarda, S.Pd	Female	Biology
22	Lydia Sukma, S.Pd	Female	Lampungnese, Counselor
23	M. Sahirjan, A.Ma.Pd, S.Pd	Male	PKn
24	Manan, A.Md, S.Pd	Male	Indonesia Language
25	Megawati Arum SemerbaPutri, S.Pd	Female	Counselor
26	MertaniaSuhaya, S.Pd	Female	Perpustakaan
27	Ni PutuYuliWiraningsih, S.Ag	Female	Hinduism
28	Ni WayanSriyanti, S.Pd	Female	Mathematics
29	Novi Puspitasari	Female	Admin
30	Nuryanti, S.Mn	Female	PKn
31	Patricia YeniDamayanti, S.Pd	Female	Geography
32	PramudiAstuti, S.Pd	Female	SeniBudaya, History

33	Pristiyani, S.Pd	Female	Mathematics
34	R. A. Fitri Mariana, S.Pd	Female	Counselor
35	SartikaFitriyani, S.Pd	Female	Chemistry
36	Sartono, S.Mn	Male	Indonesia Language
37	SazliOstian, S.E.	Male	Admin
38	SitiFajarNurhasanah, S.Pd	Female	Computer
39	Solikhin, S.Pd	Male	Economy
40	Sri Pinanggih, A.Ma.Pd	Female	Admin
41	Sukartini, S.Pd	Female	English Language
42	Taufiq, S.Pd	Male	Physics
43	TerigkuMelviza, S.Pd	Female	Admin
44	Tumin, S.Pd	Male	Headmaster
45	Drs. UntungHaryanto	Male	TIK
46	Watiman	Male	Admin
47	WayanDewiAsih, S.E.	Female	Economy, SeniBudaya
48	Dra. WiwikPujiasih	Female	Chemistry
49	Yuliana Tri Indiyani, S.Pd	Female	History
50	YuliusFerdiUntoro, S.Pd	Male	Penjas

Source by: Documentation of SMA N 1 Raman Utara in the Academic year of

2017/2018

Table 6**Data of Administration Staff**

No	Name	Occupation
1	SazliOstian, S.E	Leader of TU
2	Darwanto, S.Pd	Administration Management
3	Din	Security

Source by: Documentation of SMA N 1 Raman Utara in academic year 2017/2018

3) Total of Students at SMA N 1 Raman Utara

SMA N 1 Raman Utara has 326 students, and about 2 students each class, it divided into some classes that could identify as follow:

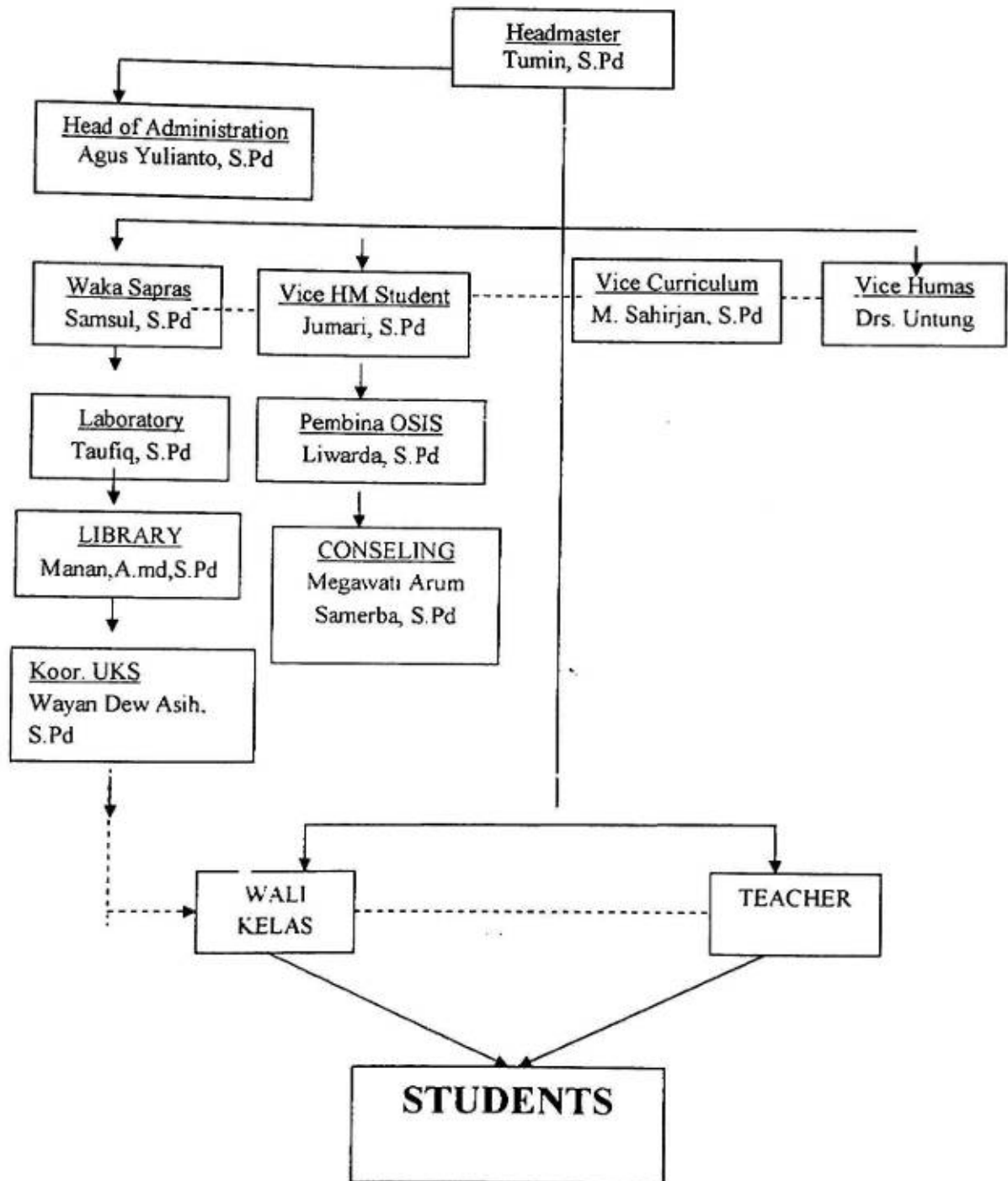
Table 7**Total of Students at SMA N 1 Raman Utara**

No	Class	Sex		Amount
		Male	Female	
1	X	35	58	93
2	XI	27	73	100
3	XII	29	104	133
Total		91	235	

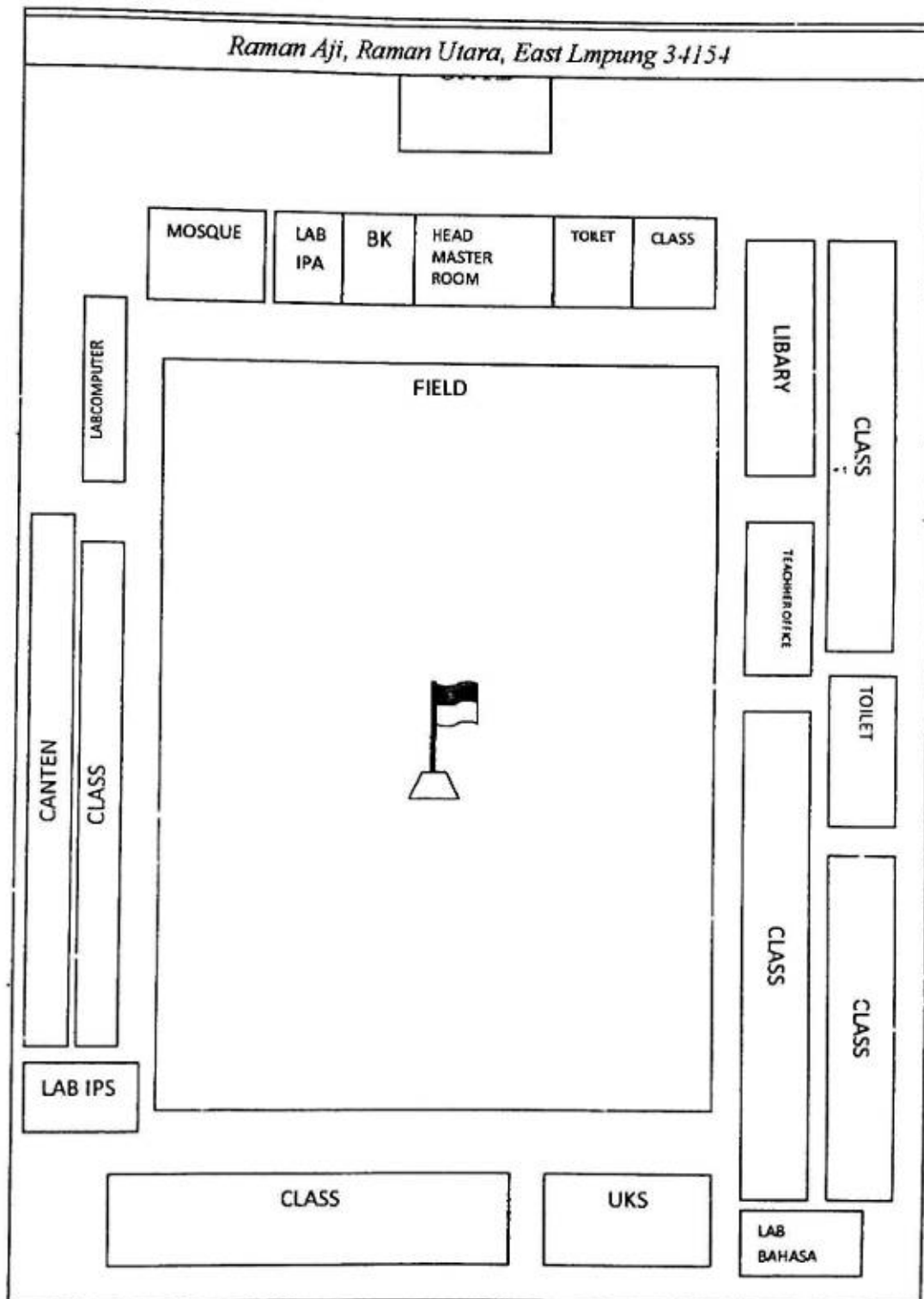
Source by: Documentation of SMA N 1 Raman Utara in academic year

2017/2018

4) Structure Organization at Senior High School 1 Raman Utara

Organization of Senior High School 1 Raman Utara**in Academic Year of 2017/2018**

5) Location Sketch of Senior High Scholl 1 Raman Utara

Location Sketch of Senior High School 1 Raman Utara

The List Of Students

Name Class XI IPA2

No.	Name	Sex
1	AjiAwangSaputra	Male
2	AmrinaRosada	Female
3	Antonius DoniSukmaPratama	Male
4	Chika IkmalizaPutri	Female
5	DoddyMasril	Male
6	FebriDwiSaputra	Male
7	HeniRistanti	Female
8	Ketut Rika Wilangi	Female
9	Made Ulan Juliarti	Female
10	Ni LuhGedeArini	Female
11	PratuFrangkyArintang	Female
12	PriskaSabilaHaryanto	Female
13	PutriMintoFany	Female
14	PutriPuspitasari	Female
15	RirkiMahfira	Female
16	Rima AyuRistianda	Female
17	RiniSetyawati	Female
18	Rita nurelsa	Male

19	Tara Tiana	Female
20	Vellia Rama Dhani	Female
21	YeniGusmaraSanti	Female

2. Description of Data

a. First Conditions

This research used Classroom Action Research (CAR), whose has purpose is to increase the students' speaking performance and the result of the study at eleventh grade of SMA Negeri 1 Raman Utara. The researcher used Constant and Never Ending Improvement (CANI) as a strategy to increase speaking performance because from the result of pre survey the researcher had information that the students' at the eleventh grade of SMA Negeri 1 Raman Utara had low score in speaking performance. Based on the result of pre survey from 21 students, only 4 students who passed and 17 students who failed with the Minimum Mastery Criteria for English lesson is 68.

In this research, the researcher used Constant and Never Ending Improvement (CANI) as a strategy to increase students' speaking performance. The research result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycle consist of planning, acting, observing, and reflecting.

b. Cycle 1

1) Planning

In this research, the researcher is as an English teacher with Mr. H. KhoirulSyahril as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

- (1) Preparing the material of transactional and interpersonal dialog.
- (2) Preparing the lesson plan.
- (3) To make the items that will be examined as the pre test and the post-test I in the cycle 1.
- (4) Preparing Constant and Never Ending Improvement (CANI) as a strategy that used in the action learning.
- (5) To make the observation sheet of the students activity 1.

The Minimum Mastery Criteria of English subject for eleventh grade at SMA Negeri 1 Raman Utara was 68. The lesson is speaking, transactional and interpersonal especially. In this meeting, the students were expected by the teacher got specific information of the speaking performance. In the first and second meeting, the teacher would explain about transactional and interpersonal in speaking performance using Constant and Never Ending Improvement (CANI) as strategy.

2) Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

a) The first meeting

The first meeting was conducted on Monday, November 27th 2017, this meeting used as the pre-test for 2x45 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition after that the teacher asked the students to make the dialog for the pre test until finish. In this chance, the pre-test became the opening of the meeting.

The table belows shows the data and the frequency of the students pre-test score:

Table 9

The Pre-test Result of Students' Speaking Performance

Class XI

No	Name	Score	Note
1	AAS	45	Incomplete
2	AR	50	Incomplete
3	ADSP	30	Incomplete
4	CIP	35	Incomplete

5	DM	30	Incomplete
6	FDS	35	Incomplete
7	HR	50	Incomplete
8	KRW	70	Complete
9	MUJ	35	Incomplete
10	NLGA	35	Incomplete
11	PFA	50	Incomplete
12	PSH	70	Complete
13	PMF	30	Incomplete
14	PP	35	Incomplete
15	RM	75	Complete
16	RAR	50	Incomplete
17	RS	60	Incomplete
18	RN	40	Incomplete
19	TT	70	Complete
20	VRD	30	Incomplete
21	YGS	35	Incomplete
Total		960	
Average		45,71	
High Score		75	
Low Score		30	

Table 10

The Percentage of Students' Speaking Performance Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 68	4	19,05%	Complete
2	≤ 68	17	80,95%	Incomplete
Total		21	100%	

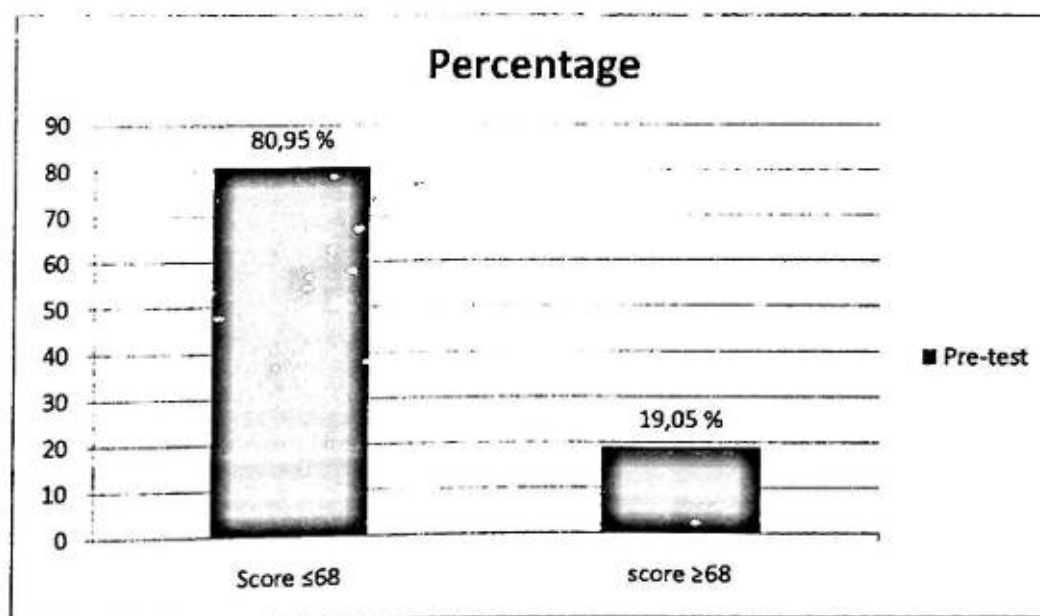
Source: The result of Pre-test on Monday, November 27th 2017

The result of the pre-test showed that there were 17 students incomplete to achieve the minimum standard of mastery. There were only 4 students (19,05%) who gained score 68 or above, and 17 students (80,95%) who gained score under 68. The highest score in pre-test was 75 and the lowest score was 30.

Chart 1

Result of the Students at

Pre Test



Based on the result of the pre-test above, it can be concluded that students still have low score in speaking performance. Furthermore, this condition was appropriate with the background problem in the chapter I that the students have lack vocabulary and they need new strategy to increase their speaking performance.

b) The Second Meeting

In the second meeting was conducted on Tuesday, November 28th 2017 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

- (1) The teacher greeted the students and checked the attendance list.
- (2) The teacher gave the information about the material.
- (3) The teacher gave the material about transactional and interpersonal.
- (4) The teacher gave Constant and Never Ending Improvement (CANI) as Strategy, this strategy roled as foilow:
 - a) The teacher gave new vocabularies for the students
 - b) The teacher gave example using each new vocabulary in sentences.

- c) The teacher asked the students memorizing the vocabularies.
 - d) The teacher asked the students to practice new vocabularies.
- (5) The teacher asked the student about the material that was related and the students answered.
- (6) The teacher and the students made conclusion together before closed the meeting.

c) The Third Meeting

The third meeting was conducted on Thursday, November 30th 2017, this meeting used as the post-test 1 for 2x45 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 11

The Result of the Students' Score in Post-Test 1

No	Name	Score
1	AAS	75
2	AR	70
3	ADSP	60
4	CIP	60
5	DM	60

6	FDS	55
7	HR	60
8	KRW	75
9	MUJ	65
10	NLGA	60
11	PFA	70
12	PSH	75
13	PMF	50
14	PP	55
15	RM	80
16	RAR	70
17	RS	75
18	RN	55
19	TT	75
20	VRD	50
21	YGS	55
Total		1335
Average		63,57
High Score		80
Low Score		50

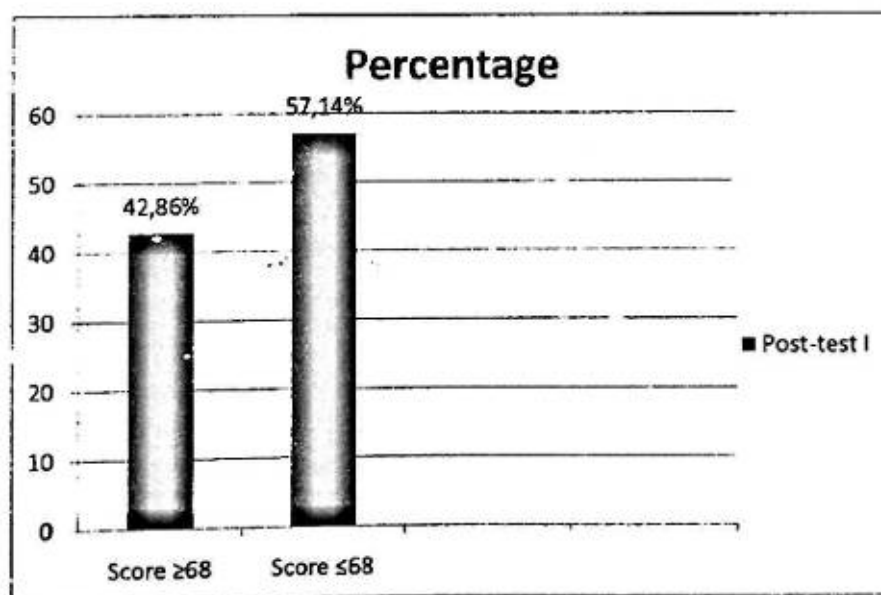
Table 12

The Frequency of the Students' Score in Post-Test I

No	Score	Frequency	Percentage	Category
1	≥ 68	9	42,86%	Complete
2	≤ 68	12	57,14%	Incomplete
Total		21	100%	

The result of the post-test 1 showed that there were 12 students Incomplete to achieve the minimum standard of mastery. There were 9 students (42,86%) who gained score 68 or above, and 12 students (57,14%) who gained score under 68. The highest score in post-test 1 was 80 and the lowest score was 50. But, the result of the students' test was better than the students' test before giving treatment.

Chart 2



3) Observing

In observation of teacher's action the researcher presented three meeting in cycle 1 of learning to find the information of speaking performance lesson. This observation was conducted by the collaborator, Mr. H. Khoirul Syahri, S.Pd. He is English teacher for the eleventh grade students' of SMA Negeri 1 Raman Utara. For the first meeting the teacher only gave the pre test for the students. The students who got the score more than 68 in pre test cycle 1 only 4 students of 21 students.

For the second meeting the teacher explained the material about transactional and interpersonal in speaking performance and using Constant and Never Ending Improvement (CANI) as a strategy in teaching and learning process. A highly appreciation came to their interest in speak up in English because they found the strategy was very helpful.

In the third meeting, the teacher gave the post test 1 for the students. The students began be active and interested in teaching and learning process. In the post test of cycle 1 there were 9 students of 21 students who got 68 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table bellows

Table 13
The Result of the Students' Activity in
the Learning Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	15	71.42%
2	Memorizing new vocabulary well.	10	47.61%
3	Making new phrase or sentence.	10	47.61%
4	Speaking quickly by using new vocabulary.	10	47.61%
5	To ask and respon the teacher.	15	71.42%

The data above explained that the total of students who paid attention to the teacher explanation were 15 (71.42%). 10 students (47.61%) memorizing new vocabulary. Students who made new phrase or sentence were 10 (47.61%). 10 students (47.61%) were speaking quickly by using new vocabulary. There were 15 students (71.42%) asked and responed the teacher explanation.

4) Reflecting

Based on the result of cycle I, it can be seen that most of students get difficulty in speaking performance. It happens

because the students have lack vocabulary, so they felt difficult to express ideas in English. In the end of cycle 1 the result of students' activities increase from the first meeting until next meeting. The students' score also increase from the average in the pre test 45,71% and the average of post test 63,57% but it was not fulfill the completeness standard at least 70% students must get ≥ 68 . In the post test of cycle 1 showed that only 9 students (42,86%) who got score more than 68.

For the information related to the indicator of success has not been achieved then the research continued on cycle II.

c. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Preparing the material of transactional and intransactional text.
- (2) Preparing the lesson plan.
- (3) Preparing the items that will be examined as the post-test in the end cycle.

- (4) Preparing Constant And Never Ending Improvement (CANI) as a strategy that used in the action teaching and learning process.
- (5) Preparing the observation sheet of the students' activity 2.
- (6) To plan the scenario of the implementation of action and the implementation of Constant And Never Ending Improvement (CANI) as a strategy will be used in the class.

2) Acting

The action in the cycle II, consist of two meetings, one meeting for the action, and one meeting for the post-test in the end cycle. They are:

a) The First and Second Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings (4 x 45 minutes). therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Monday, December 11th, 2017. The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendace list.

- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the material that had studied in the cycle 1 that was speaking performance.
- (4) The teacher gave the example of the dialog about transactional and interpersonal dialog.
- (5) The teacher gave CANI strategy for the students.
The roles of this strategy as follow:
 - a) The teacher gave new vocabularies for the students.
 - b) The teacher gave example using each new vocabulary in sentences.
 - c) The teacher asked the students memorizing the vocabularies.
 - d) The teacher asked the students to practice new vocabularies.
- (6) The students followed the teaching learning carefully, they were enjoy and enthusiasm to study.
- (7) The students were asked to review again about transactional and interpersonal dialog.
- (8) For the last, the teacher and students made a conclusion and closing the class.

The second meeting was conducted on Tuesday, December 12th 2017. This meeting used as the post-test II in the end of cycle II, for 2x45 minutes the students was given the action. It has been finished well by the students where they had to make good dialog about transactional and interpersonal and implemented Constant and Never Ending Improvement (CANI) as a strategy to express ideas in English. The result of the students' score in post-test II can be seen in the following table:

Table 14

The Result of the Students' Score in Post-Test II

No	Name	Score
1	AAS	90
2	AR	80
3	ADSP	70
4	CIP	60
5	DM	60
6	FDS	55
7	HR	85
8	KRW	95
9	MUJ	80
10	NLGA	80
11	PFA	85

12	PSH	90
13	PMF	85
14	PP	0
15	RM	80
16	RAR	75
17	RS	90
18	RN	70
19	TT	95
20	VRD	70
21	YGS	70
Total		1620
Average		77,14
High Score		95
Low Score		55

Table 15

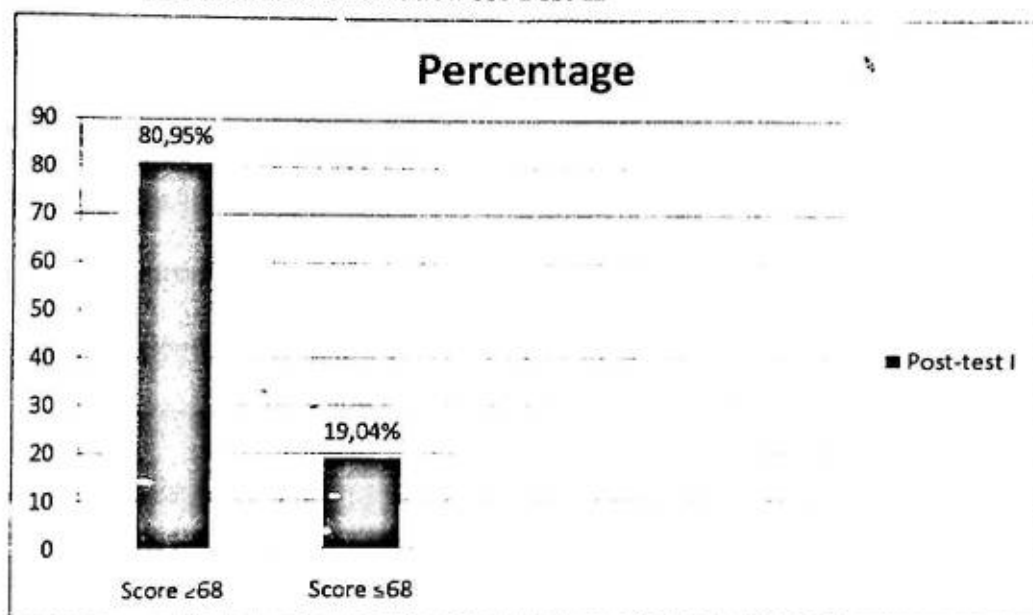
The Frequency of the Students' Score in Post-Test II

No	Score	Frequency	Percentage	Category
1	≥ 68	17	80,95%	Complete
2	< 68	4	19,04%	Incomplete
Total		21	100%	

The result of the post-test II showed that there were 4 students failed to achieve the minimum standard of mastery (MMC). There were 17 students (88.57%) who gained score 68 or above, and 4 students (11.42%) who gained score under 68. The highest score in post-test was 95 and the lowest score was 55. But, the result of the students' test was better than the students' post test in cycle I.

Chart 3

The Students Result at Post Test II



3) Observing

In this step, the researcher presented the material and applied Constant and Never Ending Improvement (CANI) as strategy in teaching and learning process. The researcher gave

new vocabularies for the students, then the students memorized it, next used that vocabulary in making dialog to perform in front of the class as well. There were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 16
The Result of the Students' Activity in
the Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	To pay attention to the teacher's explanation.	21	100%
2	Memorizing new vocabulary well.	20	95.23%
3	Making new phrase or sentence.	19	90.47%
4	Speaking quickly by using new vocabulary.	19	90.47%
5	To ask and respon the teacher.	21	100%

The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (100%) and the students memorized new vocabulary (95.23%), the students who made new phrase or sentence (90.47%). Then, the students werespeaking quickly by using new vocabulary (90.47%), and the last the students asked and responded the teacher (100%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage $\geq 80\%$.

Based on the result of the research in cycle II, it could be concluded that cycle II was successful. The researcher felt satisfied about the result of the research. There were $\geq 70\%$ of students passed the examination. It means the students' speaking performance had increased. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The table below showed the recapitulation of the students' increasing speaking performance in pre-test, post-test I, and post-test II.

Table 17*The Recapitulation of Students' Increasing*

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
1	AAS	45	75	90	INCREASED
2	AR	50	70	80	INCREASED
3	ADSP	30	60	70	INCREASED
4	CIP	35	60	60	CONSTANT
5	DM	30	60	60	CONSTANT
6	FDS	35	55	50	DECREASED
7	HR	50	60	85	INCREASED
8	KRW	70	75	95	INCREASED
9	MUJ	35	65	80	INCREASED
10	NLGA	35	60	80	INCREASED
11	PFA	50	70	85	INCREASED
12	PSH	70	75	90	INCREASED
13	PMF	30	50	85	INCREASED
14	PP	35	55	0	DECREASED
15	RM	75	80	80	INCREASED
16	RAR	50	70	75	INCREASED.
17	RS	60	75	90	INCREASED
18	RN	40	55	70	INCREASED

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
19	TT	70	75	95	INCREASED
20	VRD	30	50	70	INCREASED
21	YGS	35	55	70	INCREASED
Total		960	1350	1620	
Average		45.71	64.28	77.14	
The Lowest Score		30	50	0	
The Highest score		75	80	95	

Based on the result above, it could be inferred that using Constant and Never Ending Improvement (CANI) as a strategy to teach speaking performance could increase the students' speaking performance because there was increasing from average in pretest 45.71 became 64.28 post-test I and 77.14 post-test II. In the cycle II, most of the students could increased their speaking performance. It means that cycle II was successful.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Constant and Never Ending Improvement (CANI) as a strategy was good. The researcher

checked the students' score before and after using Constant and Never Ending Improvement (CANI) as strategy. The researcher found the significant increased in students' score in speaking performance. The comparison between the students' score at pre-test, post-test I, and post-test II has taken. All students got increased score in cycle II.

B. Discussion

1. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 18

The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	To pay attention to the teacher's explanation.	15	71.42%	21	100%	28.58%
2	Memorizing new	10	47.61%	20	95.23%	47.62%

	vocabulary well.					
3	Making new phrase or sentence.	10	47.61%	19	90.47%	42.86%
4	Speaking quickly by using new vocabulary.	10	47.61%	19	90.47%	42.86%
5	To ask and respon the teacher.	15	71.42%	21	100%	28.58%

Based on the table, the students' activities have increased from cycle 1 and cycle 2. The students who paid attention to the teacher explanation has increased from 15 students (71.42%) became 21 students (100%). There were 10 students (47.61%) became 20 students (95.23%) in memorizing new vocabulary well

Then there were only 10 students (47.61%) who made new phrase or sentence has increased up to 19 students (90.47%). The students' was speaking English quickly by using new vocabulary has reached out from 1 students (47.61%) up to 19 students (90.47%). The most increasing

reached out of all students (100%) from 15 students (71.42%) was in asking and responding the teacher.

2. Action and Learning Result in Cycle I

The treatment on cycle I have been done, as can be seen on the result of post test I. It can be seen from average score in pre test 45.71 became 64.28 in post test I at cycle I.

Based on the result of pre test and post test in cycle I, was known that there was an increasing from the result score and through there was a student got score or constant from the result score and through there was a students got score or constant from the pre test, but commonly their speaking performance increased. There are 18.57 points from the average pre test and post test.

At the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning process. It is happened because they were not focus to join the class and another case the students hard to understand the material

3. Action and Learning result on cycle II

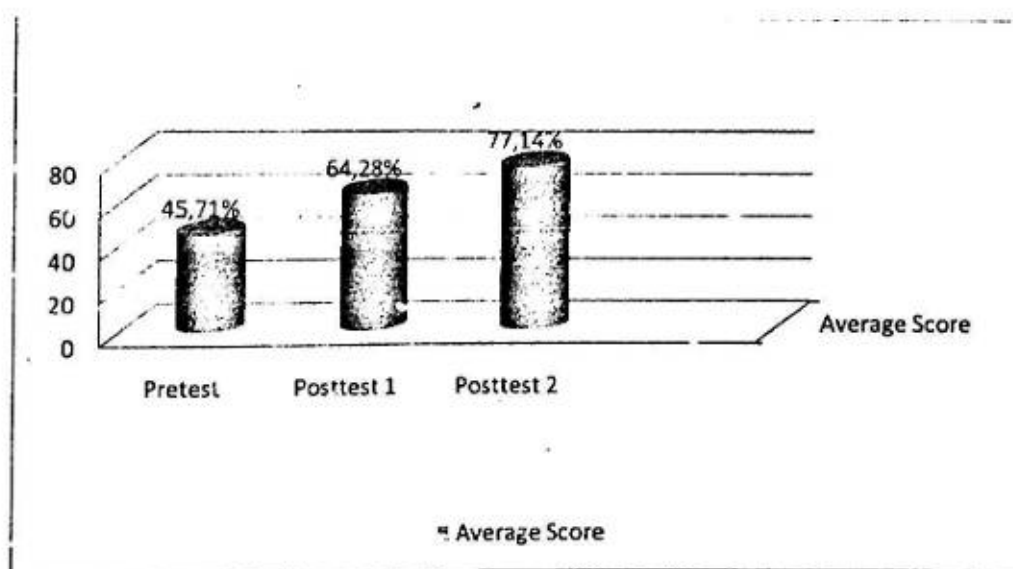
The result and data from the cycle I make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. Actually, the result of pre test and post test I is good enough. But the students score could not achieve the target (Minimum Completeness Criteria). After the post test in cycle II, most of

them increased. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the average pre test is 45.71, post test in cycle I is 64.28, and the average post test in cycle II is 77.14 It means that using Constant and Never Ending Improvement(CANI) as a strategy can increase the students' speaking performance.

It could be conclude that Constant and Never Ending Improvement (CANI) as a strategy have positive affect toward teaching and learningprocess, especially in speaking. Those were good to help the students to enrich their vocabulary in English.

Chart 4

Comparison of score average at Pre-test, Post-test I and Post-test II



Based on the chart above, it can be concluded that the using of Constant and Never Ending Improvement (CANI) as a strategy can

increase the students' speaking performance. It can be seen from the chart, there were significant increasing of students' average score from the pre-test, post-test 1, and post-test 2. All of the students were successfully reached out the minimum standard of mastery (MMC) namely 68. The average of students' score was increased from 45.71 to 64.28 and finally became 77.14. It can be inferred that the result of students score in pre-test to post-test 1 up to post-test 2 has reached out the criteria of the indicator of success with percentage until 70% in the last cycle.



IAIN
METRO

pere. angkasama

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of implementation of speaking performance by using Constant and Never Ending Improvement (CANI) as a strategy in two cycles of the classroom action research, it can be concluded that there is any increasing of the students' speaking performance by using Constant and Never Ending Improvement (CANI) as a strategy at the eleventh grader of SMA Negeri 1 Raman Utara. Therefore, Constant and Never Ending Improvement (CANI) can be used as the alternative strategy in teaching learning especially speaking performance. Constant and Never Ending Improvement (CANI) could make the students collected new vocabulary and practice as well directly, so the students could be more easier to speak up in English. Beside that, Constant and Never Ending Improvement (CANI) could increase the students' speaking performance and helped the students accomplish the task. There was a significant increasing on the students' average in pre test and post test II from 45.71 to 77.14 or increased 31.43.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. To English Teacher

The teacher is suggested to be more active to motivate the students in learning English. So, the teacher give the students' opportunity to speak up in front of the class. The creativities use an aid to teach the material in order to make the students feel interesting, enjoy, and high motivation in learning process.

2. To Students

The students are suggested to increase their speaking performance and enrich vocabulary by using Constant and Never Ending Improvement (CANI) as strategy, they have to give attention well and focus the material.

3. To other Researcher

The researcher suggests other reseracher to conduct a further study. So, they can develop of this research and focus on the usingConstant and Never Ending Improvement (CANI) as a strategy to increase students' speaking performance.

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