

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF CLASSROOM MANAGEMENT STRATEGY
ON THE STUDENTS SPEAKING PERFORMANCE
AT THE SEVENTH GRADE OF SMP N 3 SEKAMPUNG**

By:

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439H / 2017 M**

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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STRATEGY ON THE STUDENTS SPEAKING
PERFORMANCE AT THE SEVENTH GRADE OF SMP
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RETIFICATION PAGE

No : B - 0313 / IN. 28. 1 / D / PP-00-9 / 01 / 2018

An undergraduate thesis entitles: THE INFLUENCE OF CLASSROOM MANAGEMENT STRATEGY ON THE STUDENTS' SPEAKING PERFORMANCE AT THE SEVENTH GRADE OF SMP N 3 SEKAMPUNG.

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**THE INFLUENCE OF CLASSROOM MANAGEMENT STRATEGY
ON THE STUDENTS SPEAKING PERFORMANCE
AT THE SEVENTH GRADE OF SMP NEGERI 3 SEKAMPUNG**

ABSTRACT

By:

AMANDA MUTIARA ASMY

This research was aimed at finding out the description of the Influence of Classroom Management Strategy on the Students Speaking Performance at the Seventh Graders of SMP Negeri 3 Sekampung.

It was quantitative research which was conducted in the form of Pre-Experimental Design. The population of this research was seventh graders students of SMP Negeri 3 Sekampung East Lampung, it was about 115 students, which are divided into four class. The sampling technique that was used in this research purposive sampling technique, the sample of this research was class VII¹ that consist of 26 students. In collect the data the researcher uses test, documentation and observation. The data were analyzed by chi-square and t-test formula.

The finding of the research indicates that there is positive and significant influence of Classroom Management strategy on the students speaking performance, and alternative hypothesis is accepted. It is proved by the data analysis illustrating that the critical value " $t_{\text{observed}} = 16.33$ and " t_{table} " (5%) 2,065 and 1% 2,795. The data confirmed that " t_{observed} " was higher than " t_{table} ". Consequently, shown the comparison of t_{observed} with t_{table} was: $2,065 < 16.33 > 2,795$ in 5% and 1% significance. The conclusion of the result, the students should master in *classroom management* strategy to speaking performance.

**PENGARUH STRATEGI PENGATURAN KELAS
TERHADAP PERFORMA BERBICARA SISWA
DI KELAS VII SMP NEGERI 3 SEKAMPUNG**

ABSTRAK

Oleh:

AMANDA MUTIARA ASMY

Penelitian ini bertujuan untuk mengetahui pengaruh menggunakan strategi pengaturan kelas terhadap ketrampilan membaca siswa kelas tujuh SMP Negeri 3 Sekampung.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk Pre-Experimen disain. Populasi penelitian ini adalah siswa kelas tujuh SMP Negeri 3 Sekampung, sekitar 115 siswa yang terdiri dari empat kelas. Teknik sampling yang digunakan dalam penelitian ini adalah purposive sampling, sample pada penelitian ini adalah kelas VII¹ yang terdiri dari 26 siswa. Dalam pengumpulan data, peneliti menggunakan tes, dokumentasi dan observasi. Teknik analisis data dengan rumus chi-square dan t-test.

Hasil penelitian ini menunjukkan bahwa ada pengaruh yang positif dan signifikan untuk penggunaan strategi pengaturan kelas terhadap penampilan berbicara siswa, dan H_a dapat diterima. Hal ini dibuktikan oleh analisa data yang menunjukkan bahwa nilai kritis dari " t_{observed} " = 16.33 dan t_{table} untuk N 26 pada 5% level adalah 2,065 dan pada 1% level adalah 2,795. Data tersebut mengkonfirmasi bahwa t_{observed} lebih dari t_{table} . Sehingga hal tersebut dapat dijabarkan bahwa t_{observed} dan t_{table} adalah $2,065 < 16.33 > 2,795$. Berdasarkan hasil penelitian disimpulkan bahwa, siswa harus dapat menguasai strategi pengaturan kelas untuk penampilan berbicara.

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 21 December 2017

The writer



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

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Penulis



Amanda Mutiara Asmy
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MOTTO

....إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ....

“Sesungguhnya Allah tidak akan mengubah nasib suatu kaum kecuali kaum itu sendiri yang mengubah apa apa yang pada diri mereka ” .

(QS. Ar- Ra'd : 11)

"Life begins at the end of your comfort zone"

(Neale Donald Walsch)

DEDICATION PAGE

*All praise be Allah SWT, I highly dedicate this undergraduate thesis
to My beloved Almamater State Institute For Islamic Studies of
Metro*

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greetings always give to Prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

The writer would like appreciate to my beloved father and mother, thank you for resting your life by having nursed me with your endless love and taught me about everything in this life.

The writer would like to express her gratitude to the first sponsor, Dra. Umi Yawisah, M.Hum and Trisna Dinillah Harya, M.Pd, who have sincerely guided the writer to accomplish this the undergraduate thesis in time.

Finally, the writer wants to thank you very much for my beloved classmates that support the undergraduate thesis finished that I cannot be mentioned one by one. The suggestions that are build highly expected for the perfection of this the undergraduate thesis.

Metro, December 2017

The writer,

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a method of human communication, either spoken or written. Language as a system that operates in speech community or culture. Human in the world as the society, they used language to communicated. There were many kinds of Language in this world such as English.

English is one of the foreign languages to be taught at school. As an International language, English is taught to the students from junior High school up to university. It is certain that the students still find some difficulties. They still get confused in mastering English because learning as a foreign Language is different from learning as a native language.

As we know that speaking will increase our ability in English. Speaking is one of four important skills in English. Speaking is a productive skill which uses the combinations of pronunciation, vocabulary, grammar and even accent. Therefore, when the students speak English well and very often they may think that they have improved another ability which involves within speaking.

Moreover, many students found difficulty in speaking performance, so that many language learners come across difficulties in speaking especially students of SMP N 3 Sekampung low in speaking performance.

Many problems started in speaking at SMP N 3 Sekampung : The first, student was low in speaking performance. Second, students felt shy to spoke English because they were afraid to made mistakes. Third, students have limited vocabularies. The last, students need an effective strategy which was more various and interesting in learning English especially in speaking so that the writer wanted to change classroom management.

Seating arrangements were a main part in a teacher's plan for classroom management. Not only did the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The considerations in arranged the physical environment of the room was so that teaching and learning could occur as efficiently as possible. The teacher needed to be able to walked around the room without the students having to move their desks.

Teachers needed to make sure that students seated in the center or front of the classroom tend to interact more frequently with the teacher and the number of behavioral problems tend to increased as the students sit farther from the teacher. Also, students in the back and corners of the room were more likely to be off task than those close to the teacher's desk. There were many classroom management that the teachers could use.

Pre survey data which was conducted on November 8th, 2016, the researcher obtained the data of speaking daily test score from English teacher, as follows :

Table 1
Data pre-survey with standard minimum 75.

No.	Score	Frequency	Categories	Percentage
1.	> 75	5	Passed	20%
2.	< 75	21	Failed	80%
Total		26		100%

Source: *The English Teacher Achieves*, Taken on the Pre-Survey at November 8th, 2016.

From the table 1 above, we could see that there are 5 students included into Passed Catagory for the score >75 (20 %). There are 21 students included into Failed Catagory for the score <75 (80 %). It means 21 students in class VII.1 were Failed in Speaking test.

Based on the pre-survey data, the researcher found many score that has reach low . The researcher assumed that many students still have difficulties in speaking. To solved the problem above, the researcher used Classroom Management strategy.

Based on the problem above the researcher conducted a research entitled The Influence of Classroom Management Strategy on the Students Speaking Performance at the Seventh Grade of SMP N 3 Sekampung .

B. Problem Identification

Based on the background of the study above, the researcher identified the problem as follows:

1. The students speaking performance is low.
2. The students felt shy in speaking English.
3. The students were afraid to made mistakes in speaking.
4. The students need a strategy which was more interesting in learning speaking.

C. Problem Limitation

Based on problem identification, the researcher would like to limit the problem only the students needed a strategy which is more interesting in learning speaking so that the researcher choosed classroom management strategy in teaching speaking.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem as follows: is there any positive and significant influence of classroom management strategy on the students speaking performance at the seventh grade of SMP N 3 Sekampung ?

E. Objective of the Study

In line with the problems above, the objective of the research was to know whether there is a positive and significant influence of classroom management strategy on the students speaking performance at the seventh grade of SMP N 3 Sekampung.

F. Benefits of the Study

Hopefully this research can be used:

a. For the Student

The researcher hopes this research can help the students to solve their problems in speaking performance.

b. For the Teacher

This study was hopefully will be able to make the teacher more innovative in using technique, approach in teaching speaking to solve the problems that are faced by the students.

c. For the school

It is hopefully can be a positive contribution in teaching speaking at SMP N 3 Sekampung .

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking

a. Definition of Speaking Performance

Speaking in linguistics term have various definitions. According to Flores, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”¹. Moreover, Thornbury defines speaking is so much a part of daily life that we take it for granted.² Regarding to Burns and Joyce "speaking is defined as a interactive process of constructing meaning that involve producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking."³ On the other hand, Nunan said, if language were totally predictable communication would be unnecessary but if language were totally unpredictable, communication could probably not occur I would

¹ Kathleen M. Bailey. Nunan, *Practical English Language Teaching : Speaking*, (New York, The Mc Graw Hill Companies, 2005), p. 2

² Scott Thornbury, *How to Teach Speaking*, (England : Longman, 2007), p. 1

³ Shiamaa Abd El Fattah Torky, "*The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students*", (Cairo:Ain Shams University),No. 1/2006, p. 30.

like to suggest that most interactions can be placed on a continuum from relatively predictable to relatively unpredictable.⁴

From those definitions, the researcher infers speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterance in the form of communication.

Furthermore, Speaking could be seen from two perspectives, there are performance and ability. Performance is defined as actual instances of language use in real time which is something that can be observed. On the other hand, ability is an underlying entity that is relatively stable and can be inferred from performance.⁵

Based on the quotations above, the researcher assumed that speaking performance was always related to communicated and speaking performance itself. It could be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

⁴David Nunan, *Language Teaching Methodology*, (Sidney: Macquarie University, 2003), p. 42

⁵Rielkoizumi, *Relationships Between Productive Vocabulary Knowledge and Speaking Performance of Japanese Learners of English at the Novice Level*, (University of Tsukuba), p.2.

b. The Components of Speaking

There were some components of speaking, they were:

1) Pronunciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."⁶ To make our communication by interlocutor it is better for us to produce the words clearly, because pronunciation affects the interlocutor understanding in receiving the meaning of messages.

1) Grammar

Grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.⁷ In other words Grammar is the one of language components, grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone knows the real meaning of the sentences.

⁶Sari Luoma, "*Assesing Speaking*", (New york: Cambridge University), 2004, p.11

⁷Andrew Radford, "*An Introduction to English Sentence Structure*", (New York: Cambridge University Press, 2009),p. 1

2) Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Regarding to "Kamil and Heibert, vocabulary can be generically defined as knowladge of words or word meaning. They stated that vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words." ⁸

3) Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. ⁹

4) Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what intended

⁸Mohammad Reza Ahmadi, "*Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy*", (Penang:International Journal of Learning & Development),No. 6/November 2012, p. 187

⁹ Baiqun Isbahi Bai, "*Techniques for teaching speaking skills*". <https://www.scribd.com>, downloaded on December 1th, 2016.

meaning of the speaker when he or she says something. Comprehension is also the one of components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are five components of speaking that must to attention by the students if they want to speak well.

2) Type of Speaking Performance

Brown says that there are five basic types of speaking. They are:

- 1) Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
- 2) Intensive. This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.
- 3) Responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.
- 4) Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific

information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

- 5) Extensive. Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.¹⁰

3) Function of Speaking Performance

We know that speaking is communication activity.

Speaking performance has three functions, there are :

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 point that making oneself understood clearly and accurately is the central focus, rather

¹⁰ H. Douglas Brown, *language assesment.*, p,141.

than the participants and how they interact socially with each other.

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.¹¹

Based on the explanation above, the writer conclude that function of speaking is to share something one to another, those could be information, stories, joke, etc.

4) Activities of Speaking Performance in Classroom.

In speaking there are many kinds of the activities. Speaking is productive skill. It involved putting the message together, communicating the message. Speaking activities concentrated on getting learners to produce sound, phrases or grammatical structure from activities which were controlled by teacher. This activities to do until the students have more freedom to choose the language that they used. Usually the teacher makes their effectively and having fun, for example the teacher used picture or object to help the students understood the content and practice the words told the time, asked about object.

¹¹Jack C . Ricards, *Teaching Listening and Speaking from Theory to Practice*, (Newyork: Cambridge University Press, 2008) p. 21-28.

There were many types activities of speaking performance in classroom as follows :

1) Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful the students in groups. One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or consensus, often as a result of choosing between specific alternatives.

2) Simulation and Role Play

Role play is excellent way in which to simulate, ,in the classroom real communication that is relevant to experience outside the classroom. Role play has appeal for students because it allows the students to be creative to put themselves in another person's place for a while.

Simulation and role play can be used to support general oral confidence. Students can act out simulation as them or take on the role of completely different character and express opinions and feelings as they doing in the real

world. That will make the students more enjoy and fun in learning.

3) Acting from Script

In the playing scripts, it is important for the students to teach it as real acting. The students will be help if they are given time to apply their dialogues before the performance. The students will gain much more from the complete knowledge in the process.

4) Communication Games

Games can help the students study easily because games makes the learning fun. In learning process especially for young learners will be effective. They will be more concentrate learning if the subject that they have is fun and happier. They will be spirit to follow process learning and not bored.

In the games usually students are defined into group to play the games. They are given games which has provided by the teacher. The teacher gives the instruction how to play the games and asked the students to play that games, and then the students play that games based on roles that they had agreed, and the teacher guide that games.

5) Questionnaires

Students can plan questionnaires on any topic that is appropriate. And then the teacher can help them in the plan process. The results obtained from questionnaires can then form the basis for discussions, written work or prepared talks.

6) Prepared Talks

Students present their note forward of the class which is prepared before. Better the students memorize their note than read the scrip.¹²

5) The Measurment of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

Table 2

Indicators of Speaking Measurement¹³

Aspect	Category	Indicator
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally

¹²Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition. (England Pearson Education Longman, 2007), p. 271-275

¹³ Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), P. 195

		maintain a flow of speech
	2 (adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1 (bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (bad)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2 (fair)	Limited use of vocabulary with frequent inappropriacies.
	1 (bad)	Inappropriate and inadequate vocabulary.

Grammatical accuracy	4 (excellent)	Very few grammatical errors.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (fair)	Speech is broken and distorted by frequent errors.
	1 (bad)	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 experience some difficulties in maintaining interaction consistently.
	2 (fair)	Use of ineffective. Can seldom develop an interaction.
	1 (bad)	Understanding and interaction minimal. ¹⁴

2. The Concept of Classroom Management

a. Definition of Classroom Management

Classroom management are important classroom setting events because it can help problem behaviours that decrease student attention in learning. By utilizing a different classroom management, teacher can fix most student behavioral problems.

¹⁴ David P.Haris. "*Testing English as a Second Language*". (New Delhi : India Offset Press1974), p.84

Classroom management can also benefit a speaking or study class.¹⁵ According to Gifford, the physical make up of a class, such as furniture, room dimension, and space provisions in the room can influence a student's behavior. According to Marzano, Pickering, and Pollack, to effectively teach their students, teachers need to employ effective behavior management strategies, implement effective instructional strategies, and develop a strong curriculum. In addition to managing the instruction in the classroom, a teacher's most significant challenge is also managing the behavior of students in the classroom because of how it can affect instruction, learning, and achievement. Effective classroom manager provides effective instruction, so management is an integral part of learning process. Richards also revealed that the position of where a students is seating within the classroom can also impact the student's academic performance, therefore making changing classroom management maybe a strategy that can be utilized to decrease disruptive behavior in the classroom.¹⁶

Classroom management strategies need to be planned, be thoughtful, and in line with curriculum fidelity. It is important to prioritize curriculum fidelity when selecting classroom management strategies. While some classroom management

¹⁵Keith W. Brooks, *Introduction to TESOL*. 2015,p37

¹⁶Kate Simmons et al, "Exploration of Classroom seating Arrangement and Student Behavior", *Georgia Educational Researcher*, (Digital Commons@Georgia Southern), Vol 12/iss1, 2015, p53

strategies focus more on setting clear rules and some focus more on transitions, the strategies should not change how the lesson is taught. Classroom management strategies should add organization for the students and classroom, but not change the content of the lessons or the fidelity of the curriculum. It is important for all providers to deliver the curriculum with the highest degree of fidelity as possible.

b. The Effects of Classroom Management on Academics

In order for students to have academic success, teachers must first create an optimal learning environment. The term optimal learning environment focused on the way in which teachers set-up their classrooms with regard to physical space, academic opportunity and social interactions and growth. When discussing effective classroom management techniques discovered by researchers, it was important to be aware of how researchers defined effective classroom management. Freiburg and Lamb mentioned when students were given opportunities to exhibit responsibility, they became connected to the classroom environment. This connection also allowed students to become invested in making the teaching and learning relationship work. When students were able to find their purpose within the classroom they could see themselves as learners and the door to

academic achievement was opened.¹⁷ The ability of teachers to organize classrooms and managed the behavior of their students was critical to positive educational outcomes and managed the behavior of their students was critical to positive educational outcomes. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management was therefore needed to improve putcomes for students in general and special education.¹⁸

c. Classroom Arrangement

Classroom arrangement is one of the most important part in classroom management. Moving desks and trying different table configurations could create a more friendly setting that's better suited for collaboration. Social and emotional learning emphasizes student-centered, cooperative learning. This means you would cluster desks into groups or moved students so they face one another. This might make your classroom a bit louder, but it helped grow a community of learners a lot more quickly than rows of desks facing the front of the class.¹⁹

¹⁷ Nicole L.Russo, *The Impact of Adapting Classroom Management On an Elementary's Teacher Prespection of Student behavior*, 2014.p13

¹⁸ Regina M.Oliver and Daniel J.Reschly, *Effective Classroom management : Teacher Preparation and Professional development* (Washington DC:2017)p13

¹⁹ Rebecca Alber, *10Tips For Classrooms Management*.p4

According to Fred Jones, A good classrooms seating arrangement is the cheapest form of classroom management.²⁰ From the expert statement above, the researcher propose seating arrangement as an important form of classroom management strategy that could influenced students speaking performance at seventh grade of SMP N 3 Sekampung.

d. Arranging Student Seating

According to John Dewey, decide what type of seating arrangement you want depends the type of furniture that you have, the space in your classroom, and your style of teaching is very important . Other important decision include determining the types of spaces you need for group and ongoing activities, individual workspaces, and permanent storages of materials .²¹ Moreover, Maria Teresa also stated that students should be sit where their attention is directed toward the teacher and students should be able to clearly see the chalk board, screens, and the teacher.²²

1. Kinds of Seating Arrangement

There are five kinds of seating arrangements as follows:

a) Traditional

²⁰ Christopher Dunbar, Best Practise in Classroom Management (Michigan state University : 2004) p3

²¹ Joyce McLeod, *The Key Elements of Classroom Management* (ASCD : 2003)p5

²² Maria Teresa, *Effective Classroom Management*. P.16-17

A traditional style of seating arrangement is a classroom with rows of desks that look forward towards the teacher's desk or the white board. Spacing between the rows separates the desks. Traditional rows are very well known because almost every teacher grew up sitting in this style of seating.

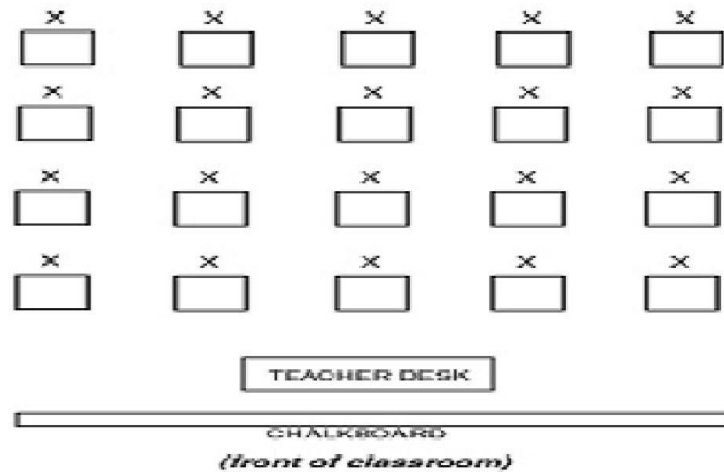
This style was to direct focus on the teacher and isolate students so they can focus on what was taught. The focus was not on having students interact, but if interaction did occur and it does not approved by the educator, it could easily be noticed. The interaction with traditional rows was usually between the educator and student in the form of the student listening and raising his hand to answer the educator's question.²³

Figure 1

Traditional Seating Arrangement²⁴

²³Keith W. Brooks, *Introduction to TESOL*. 2015,p .38

²⁴James C. McCorskey, Rod W. McVetta "Classroom Seating Arrangements : Instructional Communication Theory Versus student Preferences", *Interntational Communication Education*, Vol 27, March 1978, P.100

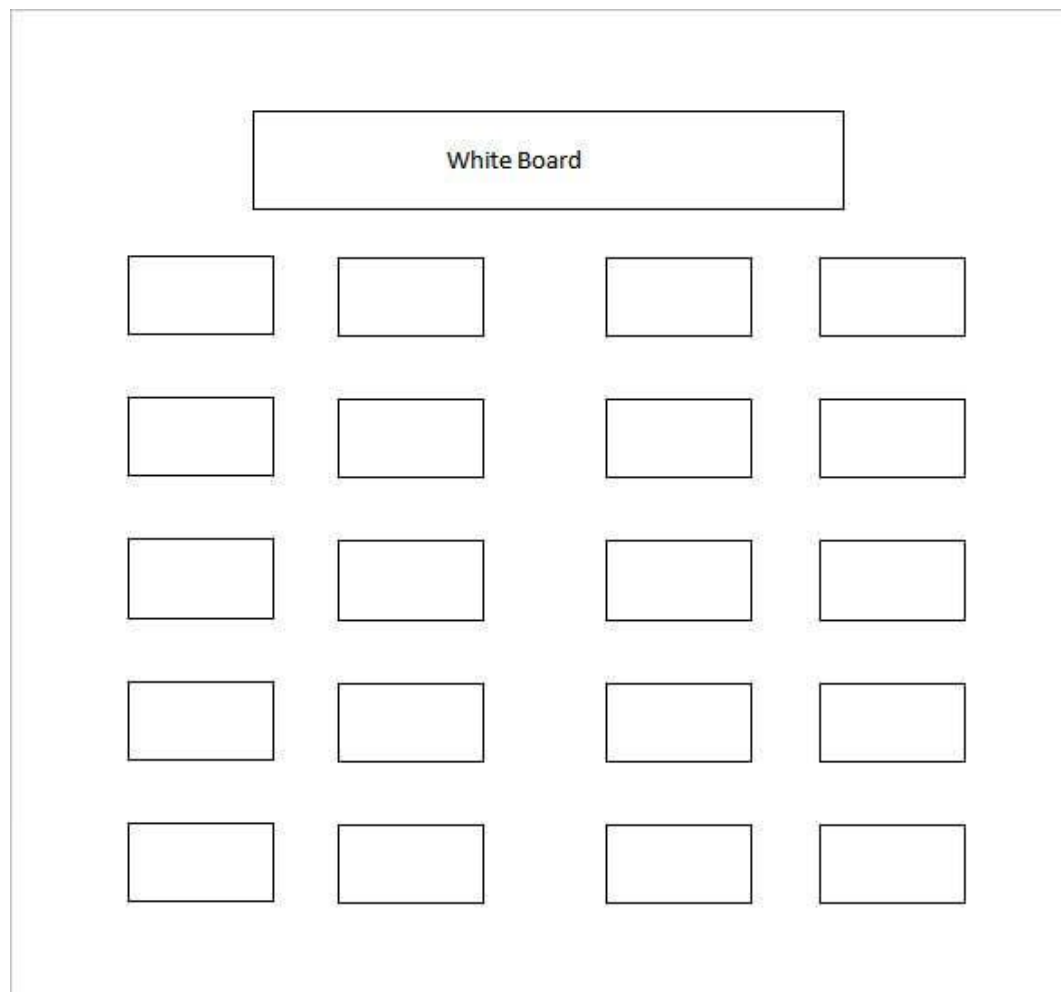


b). Traditional Group

Like the traditional style classrooms, the students' desks next were to each other in a double row . The advantages of this type of seating arrangements was when you needed to do pair work. The students cpuld work together with their partner they were sitting next to. This works exellent in speaking classes where students needed to practice their speaking or while doing pair work.

Figure 2

Traditional Group Seating Arrangement



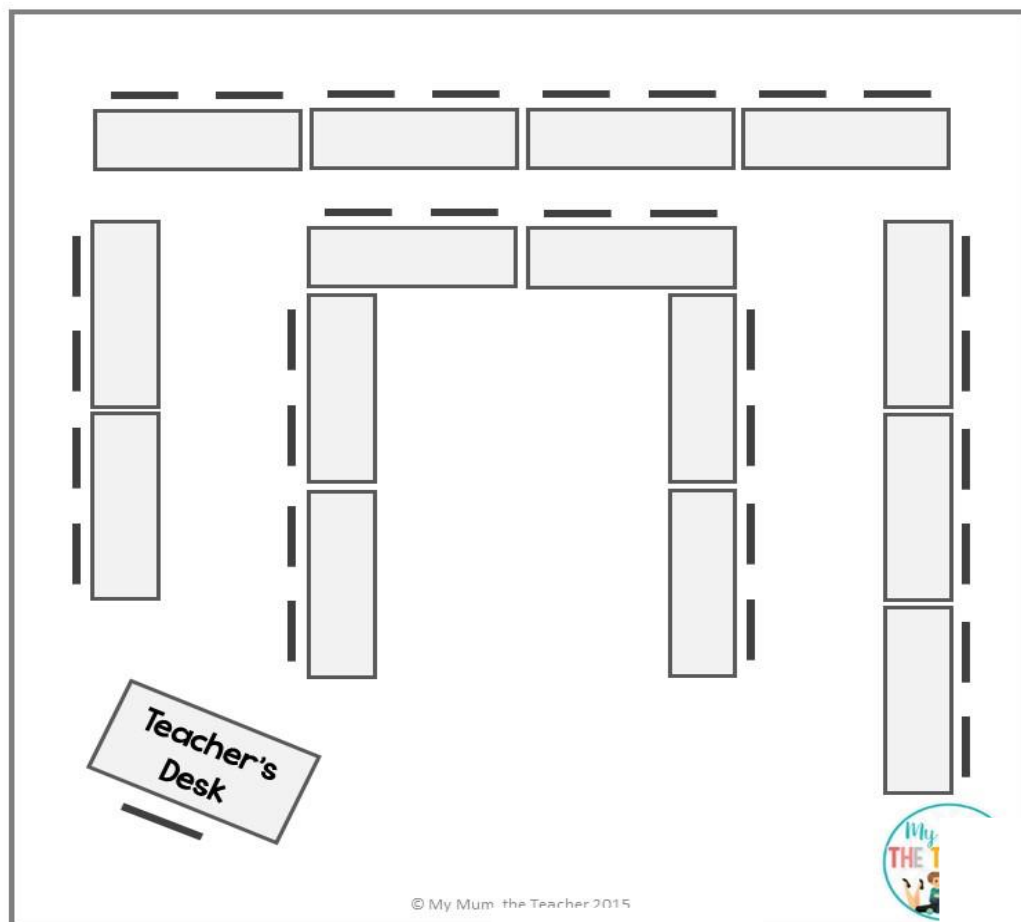
c). Horseshoe

The horseshoe has the desks of the classroom facing the center of the room forming a large U or horseshoe. The desks were facing inwards and there was a pathway between the two

sides. At the front of the room is the whiteboard and the opposite the teachers desk²⁵

Figure 3

Horseshoe Seating Arrangement



d). The Circle

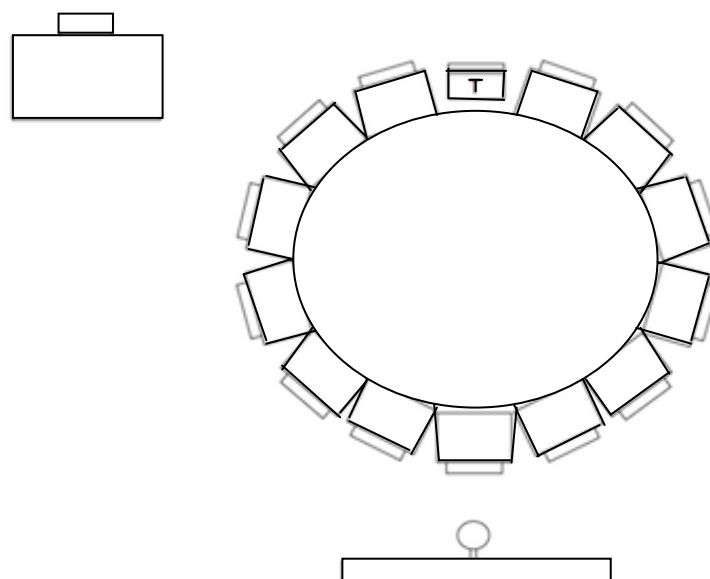
This type of seating arrangement works well in speaking classes. The students' desks were arranged in a big circle. The teacher could walk around the classroom behind the students to help them with their work .

²⁵Keith West, *Inspired english Teaching : A Practical Guide for Teachers*, Continuum International Publishing Group, 2010, p.16

When the students talk, all students could see the talking's student. There was no student who was out of sight of the other students. The problem with this type of classrooms was the chance students may talk to each other, as they face each other and ignore the lessons. Other student may tend to show off in class to be funny. The final problem would be during tests students could look at other students' test if the desk are close enough together²⁶

Figure 4

The Circle Seating Arrangement



e). Clusters

Like traditional pair, the clusters has several desks together (normaly four). The desks from a square and the students could face each other. This is good when you want

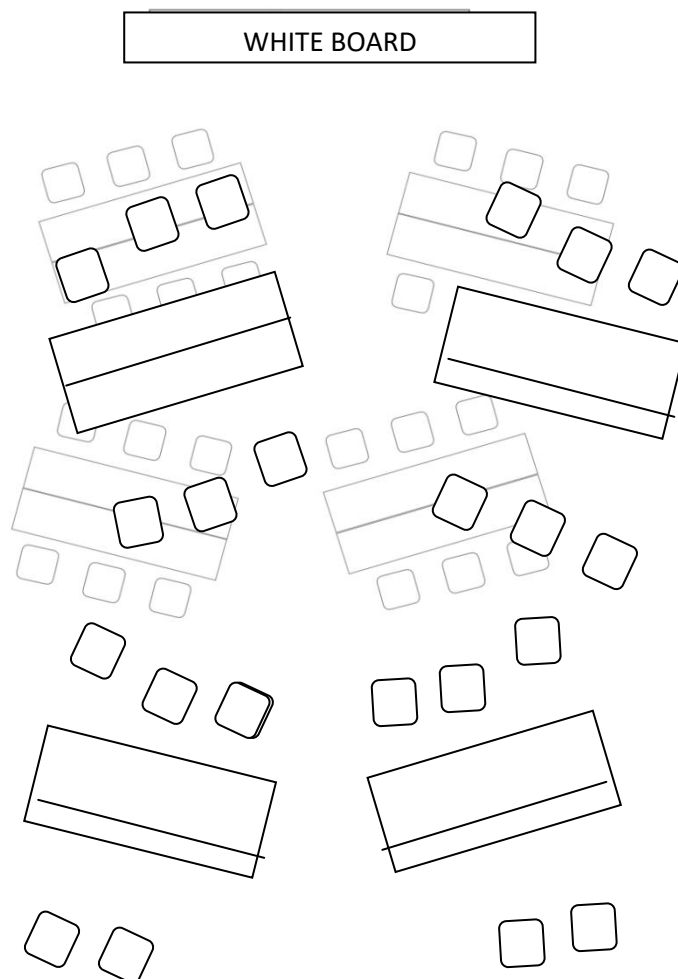
²⁶Robert T. Tauber, Cathy Sargent Mester, *Acting Lessons for Teachers : Using Performance Skills in The Classroom*. (Second Edition : 2007) p.59

to did group work. The students could work together in large groups to worked on handouts or speaking.

This works best when you have weaker students because they could work with stronger students and it may help their confidence and help them learn. However, if they are facing each other a problem will persist of them talking to each other and being distracted by others.

Figure 5

Clusters Seating Arrangement²⁷



²⁷ Joyce McLeod et al, *The Key Elements of Classroom Management : Managing Time and Space Student Behavior and Instructional Strategies* . (ASDC : 2003) p.7



Based on explanation from the expert above, the researcher proposed one of the most suitable seating arrangement to influence students speaking performances. The researcher proposed the clusters seating arrangement in classroom management to overcome the problem at seventh grade of SMP N 3 Sekampung. Because the clusters seating arrangement were best classroom management when the student did group work or did discussion in speaking class.

e. Advantages and Disadvantages of Classroom Management

Teaching speaking or teaching English by using Classroom Management Strategy have several advantages, they were :

- 1) Classroom Management could make students to be more creative and communicative with others.
- 2) Provide more opportunities for student's to express their opinions and feelings.
- 3) Give positive effect on the students interest and motivation in studying English as well as to increase their speaking ability.
- 4) Can provoke student's interaction between student to other student and also students to the teacher because communication derives essentially from interaction.
- 5) Give students valuable practice where students are involved.

From those advantages, the writer could conclude that teaching English by used classroom management strategy have several benefits not only make students to learn with joyful activity but also stimulate them to spoke by which students unconsciously practice their speaking skill.

Disadvantages of Classroom Management strategy, as follows:

- 1) Take long time to change the tables and chairs.
- 2) Difficult to set the table in small classroom.

It's mean the use Classroom Management strategy in teaching speaking or teaching English also get disadvantages especially the teacher.

f. Teaching Speaking through Classroom Management Strategy

Teaching that is humanly most helpful begins with training which could be examined in the interaction of mother and offspring in many species.²⁸ Then teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁹ It means that teaching was some activity that was give guidance and knowledge with training. Even where teachers and students come from the same town, village, or social group they were likely to lived

²⁸Gabriel Moran, *Speaking of Teaching, Lessons of History*,(United State of America : Lexington Books), p.155

²⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco University : Pearson Longman, 2007), p. 8

in different culture-that of teacher and students.³⁰Then, the speaking was some interaction activities with others.

Based on the explanation above, the writer could assume that the teaching speaking was gave the knowledge or guidance how to spoke well or how to interacted with other people.

Classroom management strategy is supposed to be useful for teacher in encouraging students to be more successful language learner especially speaking. The teacher gives materials such as expressions of activity, vocabulary, and picture which were enabled learners to expose their English through the activities. For instance, classroom management was where the teacher changed layout seating in class, then the teacher gave material so that the student could discuss with other student or spoke toward classrooms.

³⁰Jeremy Harmer, *The Practice of English Language Teaching* , p. 96

B. Theoretical Framework and Paradigm

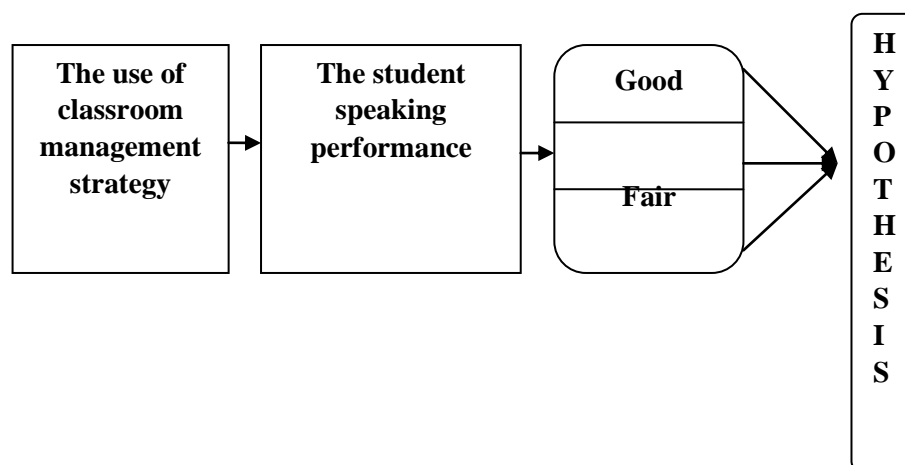
1. Theoretical Framework

There were two variables in this research. They were independent variable (X) and dependent variable (Y). Independent variable was the influence of using Classroom Management as a strategy and dependent variable is the student's speaking performance.

If used of classroom Management as strategy was applied run well the student's speaking performance would be good. If it was not applied well, the student speaking performance would be poor.

2. Paradigm

Based on the theoretical framework above the researcher described the paradigm as follows:



3. Hypothesis

a. Hypothesis Formulation

Based on the explanation above the researcher would like to formulate the hypothesis as follows:

Ha: There was a positive and significant influence of using Classroom management strategy on the students speaking performance at seventh graders on SMP Negeri 3 Sekampung.

Ho: there was no positive and significant influence of using Classroom management as strategy on the students speaking performance at seventh graders on SMP Negeri 3 Sekampung.

b. Statistical Hypothesis

If $F_o > F_t$ H_a is accepted and H_o is rejected

If $F_o < F_t$ H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedures involved in the research process: data collection, data analysis, and report writing.⁷⁴ It means that research design is very important in the procedure of research process because in research design there was specific component or step that the research did in the research.

The research has conducted at The Seventh Graders of SMP Negeri 3 Sekampung East Lampung. In this research the researchers used quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).⁷⁵ Quantitative research uses number to describe what exists. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated; however, numbers are often a poor substitute for a researcher's vivid descriptions.

This research used a pre-experimental design. Cohen, Manion, and Morrison state that a pre-experiment design mostly "reports about the value of a new teaching method or interest aroused by some curriculum

⁷⁴John W. Creswell, *Educational Research*, (New York:Pearson. 2012). p. 20

⁷⁵Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications. 2004). p. 1

innovation or other reveal that a researcher has measured a group on a dependent variable.”⁷⁶

This research involves two variables; they are one independent variables (X) and one dependent variable (Y). The independent variables is Classroom Management Strategy (X), and dependent variable (Y) is speaking performance.

The pre-test have given before the experimental treatment and the post-test have be carrying out after the experimental treatments. This research was intended to investigate whether there was a positive and significant influence of using Classroom Management Strategy on students speaking performance at SMP N 3 Sekampung in academic year 2016/2017.

B. Population and Sampling Technique

1. Population

Population is an individual or group that represents all the members of a certain group or category of interest.⁷⁷ Moreover, the population of this research was the students of the seventh graders of SMP Negeri 3 Sekampung. In this research, the whole of the students at the seventh graders from VII¹ until VII⁴ are 115 students.

⁷⁶ L. Cohen, L. Manion., & K. Morrison, *Research Methods in Education*. (New York: Routledge Falmer, 2005), P. 211

⁷⁷ Muijs, Daniel. *Doing Quantitative Research*., P. 37.

2. Sampling Technique

A sample is a subset of the population that is taken to be representative of the entire population.⁷⁸ In this case, the researcher used purposive sampling technique. Purposive sampling technique is a sampling which elements are chosen from among the whole population based on purpose of the study.⁷⁹

C. The Operational Definition of Variables

John W. Creswell stated that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.⁸⁰ There were two variables in this research which consist of classroom management strategy and speaking performance. The operational definition of variables in this research as follows:

1. Independent Variables

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Independent variable of this research was used seating arrangement which was changed the classroom management and classroom atmosphere. Moreover, the indicator of this variable as follows:

⁷⁸ Prof. Dr. Samy Tayie, *Research Method and Writing Research Proposal*. (Cairo: CAPSCU. 2005), p. 32.

⁷⁹ Gray Paul S et.al, *The Research Imagination An Introduction To Qualitative And Quantitative Methods*, Crambridge University Press, 2007, P.110.

⁸⁰ John W. Creswell, *Research Design* (Los Angles : Sage, 2009) p.235.

- a. The students were able to get new vocabularies from the utterance of teacher and other students.
- b. The students were able to build the confidence of their selves to speak English.

2. Dependent Variable

Dependent variable of this research is speaking performance (Y). To measure speaking performance of students, the writer took speaking test by gave an oral question which consists of 5 questions in each student. It made a simple conversation between the researcher and the student as a sample to know the mastering students' speaking performance. The indicators of oral test in this variable were:

- a. The students were good in comprehension. For oral communication certainly required a subject to respond and speech as well as to initiated it.
- b. The students were good in vocabulary. They could not communicative effectively or express their ideas both oral and written form if they did not have sufficient vocabulary.
- c. The students were good in grammar. It was needed for students to arranged a correct sentence in conversation.
- d. The students were good in pronunciation. Pronunciation was the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.

- e. The students were good in fluency. Fluency could be defined as the ability to speak fluently and accurately.

D. Data Collection Method

The researcher used some technique to obtained the accurate data at SMP N 3 Sekampung. In collecting the data, the writer used the technique such as:

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁸¹ Test is a way that is used to measure a person ability or knowledge in a given domain.

a. Pre-test

To know students' speaking performance before treatment, researcher used pre-test to get an information or data. The data will be analyzed after the treatment which has been given to the students.

d. Post-test

The post-test given in the last meeting after treatment in order to find out whether any influence of using classroom management toward the students' speaking performance in

⁸¹Donald Ary *et.al*, *Introduction to Reasearch*, (New York: Holt, Rinehart and Winston, 1997), P.67

seventh grader of SMP N 3 Sekampung in academic year 2016/2017.

2. Documentation

The researcher used English teacher's documentation who competences in it to collected the data in which to measure the students' speaking performance among seventh grade of SMP N 3 Sekampung in academic year 2016/2017.

E. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁸² It means that the instrument is the device for assessment based on the theory which use to measuring phenomena.

The research instrument in this research is oral test which will be explained as follows:

1. Instrument Blueprint

The test was oral test which has some indicators as follows:

The indicator of classroom management was the students are able to got new atmosphere from the seating arrangement, then students were able to discussed orally and actively with the other students also with the teachers. The last, the indicator of Students'

⁸² David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.

speaking performance was the students could be good speakers in comprehension, grammar, vocabularies, pronunciation, and fluency.

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case validity has three distinct aspects, they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the researcher tries measure.⁸³

The researcher used content validity in order the instrument has a good quality and the instrument be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the seventh grade of SMP N 3 Sekampung in academic year 2016 / 2017.

F. Data analysis Technique

To investigate whether there was the influence of classroom management strategy toward the students' speaking performance at seventh grade of SMP N 3 Sekampung in academic year 2016/2017.

To know positive and significance influence of classroom management on students speaking performance at SMP N 3 Sekampung,

⁸³Muijs Daniel, *Doing Quantitative Research.*, P.66.

the researcher used the formulation of t-test and Chi Square. According to

Donal Ary the formulation of t-test and

is as follows:⁸⁴

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = ratio.

\bar{D} = Average difference.

D = (difference), difference between pre-test and post-test score.

D^2 = Square of D

N = Total of participant

Secondly, to investigate whether there is any significant influence of classroom management on students speaking performance at SMP N 3 Sekampung, the researcher analyze the data by using Chi Square.

According to Donald Ary, when dealing with nominal data, the most observed frequencies and expected frequencies.⁸⁵ It is used to examine the significant differences between observed frequencies and expected

⁸⁴Donald Ary, *Introduction to Research.*, P. 177.

⁸⁵Donald, *Introduction to.*,P. 188

frequencies in this research, the researcher used Chi Square. The formulation of Chi Square as follows:⁸⁶

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Notes:

χ^2 = value of chi square

f_o = observed frequency

f_e = expected frequency

⁸⁶*Ibid*

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

1. Research Setting

a. The Brief History about the Establishment of SMP N 3

Sekampung

SMP Negeri 3 Sekampung is one of the Junior High School in Sekampung, was built in 1994. It is located on Jendral Sudirman Street No. 6 Karyamukti, Sekampung, East Lampung. it was built on the land area of 11.625 m² with school statistic number 201120403029.

SMP Negeri 3 Sekampung has three levels of graders. Those are the seventh graders have 4 classes, the eighth graders have 4 class, and the ninth have 4 class.

From the period of 1994-2017 SMP Negeri 3 Sekampung has experienced 9 times turnover of leadership as follows:

- 1) Drs. Tukiman S, (1994-1998)
- 2) Drs. Nurhadi. NA, (1998-2006)
- 3) Drs. H. Rizal Hendra, (2006-2007)
- 4) Setiawan, S. Pd, (2007-2010)
- 5) Sutarjo, S. Pd, (2010-2011)
- 6) Tomo, S. Pd, (2011-2012)
- 7) Mei Susilawati , S. Pd, (2012-2016)

8) Trisno Arso Pinuji, S. Pd, (2016- Until now)

b. The Conditions of Teachers and Official Employees in SMP

Negeri 3 Sekampung

The numbers of teachers and official employees academic year of 2017/2018 are that identified as follow:

Table 3
The Condition of the Teachers and Official Employees in
SMP Negeri 3 Sekampung

No	NAME	EDUCATION	SUBJECT	PROFESSION
1.	Sugeng, S. Pd	S1	Science	Teacher
2.	Dra. Suprihatin	S1	Indonesian	Teacher
3.	Drs. Ganjar Subagiya	S1	Social	Teacher
4.	Drs. Tukimin	S1	Mathematics	Teacher
5.	Drs. Gatot Purnomo	S1	Guidance Counseling	Teacher
6.	Drs. Edy Gunawan, M. Pd	S2	Education and Citizenship	Teacher
7.	Sarjono	D2	Indonesian	Teacher
8.	Drs. Samsul Bahri	S1	Mathematics	Teacher
9.	Misnar, S.Pd.	S1	Social	Teacher
10.	Dra. Qomariyatul B.	S1	Mathematics	Teacher

11.	M. Ikhwan, S.Pd.	S1	Religion	Teacher
12.	Drs. Sarto	S1	Guidance counseling	Teacher
13.	Hendro Guntoro, S.Pd	S1	Mathematics	Teacher
14.	Suyitno Baskoro	D2	English	Teacher
15.	Warno	D3	Sport	Teacher
16.	Mujiman, S. Pd	S1	Science	Teacher
17.	Junaidi	D3	Computer	Teacher
18.	Drs. Paiman	S1	Art	Head of Administration
19.	Dedi Sulaiman, S.Pd.	S1	Religion	Teacher
20.	Drs. M. Shokeh	S1	Indonesian	Teacher
21.	Eko Suryanto, S.Pd.	S1	Indonesian	Teacher
22.	Trisno Arso Pinuji, S. Pd	S1	Computer	Headmaster
23.	Hendri Oktario,SE	S1	Lampung	Teacher
24.	Upik Fatimah, S. Pd	S1	Science	Teacher
25.	Fatrohul Mubaroq, S.S.	S1	Lampung	Teacher
26.	Retno Wardati, A. Md	D3	Computer	Teacher
27.	Puji Lestari	Senior High School	Officer	Staff of administration
28.	Nik Sela Selviana,	S1	English	Teacher

	S.Pd			
29.	M. Zekri, S.IP.	S1	Sport	Teacher
30.	Sugeng	Senior High School	Officer	Staff of Administration
31.	Sukidi	Senior High School	Officer	Official Employee
32.	Maryanto	Senior High School	Officer	Official Employee
33.	Marwanto	Senior High School	Officer	Official Employee
34.	Wulan Muspita	Senior High School	Officer	Staff of Administration
35.	Ribut Totowati	Senior High School	Officer	Staff of Administration

Source: Observation Result at SMP N 3 Sekampung on 23rd October, 2017

c. The Quantity of the Students at SMP Negeri 3 Sekampung

The conditions of the students at SMP Negeri 3 Sekampung who registered the academic year 2017/2018.

Table 4
The Quantity of the Students at SMP Negeri 3 Sekampung
In the Academic Year of 2017/2018

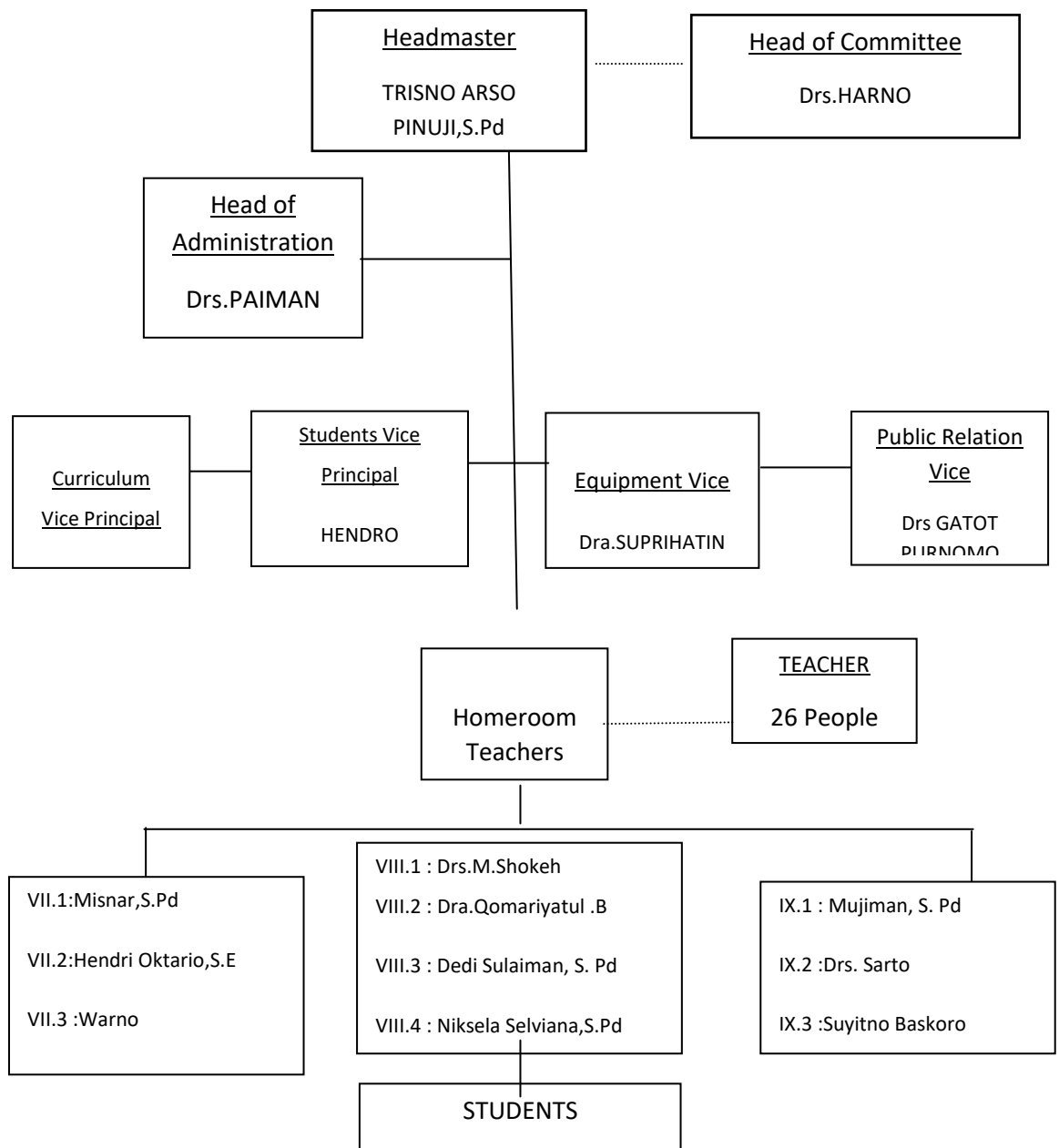
NO	CLASS	FEMALE	MALE	TOTAL
1	VII	59	56	115
2	VIII	83	70	153
3	IX	63	58	121
	TOTAL	205	184	389

Source: Observation Result at SMP N 3 Sekampung on 23rd October, 2017

d. Organization Structure of SMP Negeri 3 Sekampung

Organization structure of SMP Negeri 3 Sekampung as follows:

Figure 6
Organization Structure of SMP Negeri 3 Sekampung in
Academic Year 2017/2018



2. Research Data

a. Pre-Test Result

The researcher conducted pre-test on Monday, 23rd October 2017 was done to know the students speaking performance before the treatment. The result of pre-test can be identified as follow:

Table 5
The Students Pre-Test Speaking Performance of
Seventh Graders at SMP Negeri 3 Sekampung

No	Students' Initial	Score Pre-Test
1	AS	50
2	AH	50
3	DBW	60
4	DS	50
5	DK	75
6	DFA	40
7	HS	40
8	HO	60
9	IJJ	55
10	KA	75
11	LA	55
12	MIA	35
13	MAS	40
14	MA	50
15	MY	30
16	MCW	55

17	NM	50
18	P	55
19	PL	40
20	RR	45
21	RY	55
22	RFP	65
23	RWS	40
24	S	45
25	SR	35
26	YCD	50
	Total	1300
	Average	50

Source: The Students' Pre-Test Speaking Performance of the Seventh Graders at SMP Negeri 3 Sekampung.

From the data above, it can be found that the highest score was 75 and the lowest score was 30. Based on the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 26$$

$$K = 1 + 3,3 \times 1,41$$

$$K = 1 + 4,653$$

$$K = 5,653 = 6$$

R = highest score – lowest score

$$R = 75 - 30$$

$$R = 45$$

$$I = \frac{R}{K}$$

$$I = \frac{45}{6}$$

$$I = 7,5 = 8$$

Note:

K = The number of interval class

R = A distance from score maximum and score minimum.

I = the length of interval class (total of class interval)

n = total participant/students

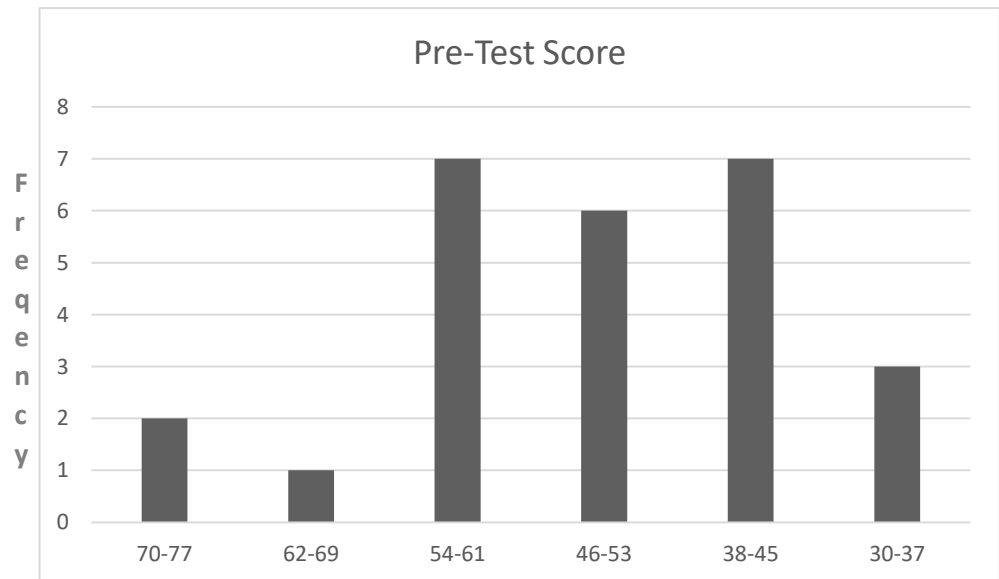
The total of Class Interval (I) for this research is 8. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 6
The Frequency of Distributions of the Students' Score in
Pre-Test

No	Interval Class	Frequency	Percentage
1	70-77	2	7,70%
2	62-69	1	3,84%
3	54-61	7	26,93%
4	46-53	6	23,07%
5	38-45	7	26,93%
6	30-37	3	11,53%
Total		26	100%

Figure 8

**The Students' Pre-Test Speaking Performance of the Seventh
Graders at SMP Negeri 3 Sekampung**



Based on the table of frequency distribution above, it can be inferred that from 26 students as the research samples only 2 students who got the score below the Minimum Mastery Criteria (MMC), which is 75. It can be inferred that there were 2 students who got the score of 70-77 or 7,70%. Furthermore, there were only 1 student who got the score 62-69 or 3,84%. For the students who got the score of 54-61 or 26,93%, were 7 students, there were 6 students who got the score of 46-53 or 23,07%. Then, there were 7 students who got the score of 38-45 or 26,93%. And there were 3 students who got the score of 30-37 or 11,53%.

From the result of pre-test, the researcher found the students problems was in using ineffective strategy on studying. These problems can be seen by task that given. Many students got low or bad score in this test.

b. Post-Test Result

After knowing the pre-test result of the students students performance, the students got poor score and the researcher conducted the treatment to help the students in understanding of speaking performance. The researcher asked to the students about the difficulties in speaking and gave more explanation about the speaking performance by using classroom management strategy until the students understood and can practice it.

After the students in this class have been given the treatment and they have understood, further the researcher gave the post-test to measure their speaking performance. The result of post-test can be shown as follows:

Table 7

The Students' Post-Test speaking performance of the seventh Graders at SMP Negeri 3 Sekampung

No	Students' Initial	Score Post-Test
1	AS	75
2	AH	75
3	DBW	70

4	DS	70
5	DK	90
6	DFA	65
7	HS	65
8	HO	60
9	IJJ	80
10	KA	90
11	LA	75
12	MIA	55
13	MAS	60
14	MA	70
15	MY	50
16	MCW	75
17	NM	70
18	P	75
19	PL	60
20	RR	65
21	RY	75
22	RFP	70
23	RWS	60
24	S	65
25	SR	55
26	YCD	70
	Total	1790
	Average	68,84

Source: The Students' Post-Test Speaking Performance of the Seventh Graders at SMP Negeri 3 Sekampung.

From the data above, it can be found that the highest score was 90 and lowest score was 50. Based on the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 26$$

$$K = 1 + 3,3 \times 1,41$$

$$K = 1 + 4,653$$

$$K = 5,653 = 6$$

$$R = \text{highest score} - \text{lowest score}$$

$$R = 90 - 50$$

$$R = 40$$

$$I = \frac{R}{K}$$

$$I = \frac{40}{6}$$

$$I = 6,66 = 7$$

Note:

K= The number of interval class

R= A distance from score maximum and score minimum.

I= the length of interval class (total of class interval)

n= total participant/students

The total of Class Interval (I) for this research is 7. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 8
The Frequency of Distributions of the Students' Score
in Post-Test

No	Interval Class	Frequency	Percentage
1	85-91	2	7.70%
2	78-84	1	3.84%
3	71-77	6	23,07%
4	64-70	10	38,46%
5	57-63	4	15,40%
6	50-56	3	11, 53%
Total		26	100%

Figure 9
The Students' Post-Test Speaking Performance of the Seventh
Graders at SMP Negeri 3 Sekampung



Based on the table of frequency distribution above, it can be inferred that from 26 students as the research sample, 7 students passed the Minimum Mastery Criteria (MMC), which is 75. There were 2 students got the score of 85-91 or 7,70%. Furthermore, there were 1 student who got the score 78-84 or 3,84%. For the students who got the score of 71-77 or 23,07%, were 6 students, there were 10 students who got the score of 64-70 or 38,46%. Then, there were 4 students who got the score of 57-63 or 15,40%. And there were 3 students who got the score of 50-56 or 11, 53%.

So the post-test result is categorized into good category even though part of them still lack in speaking performance, but it was good because they had well effort in speaking.

B. Hypothesis Testing

After applying test strategy, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of classroom management strategy on the students speaking performance at seventh graders of SMP Negeri 3 Sekampung, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the oral test method, the researcher analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove whether there is any positive and significant influence of of

using classroom management strategy on the students speaking performance at seventh graders of SMP Negeri 3 Sekampung East Lampung, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 9

The Contingency Table of the Expected Frequency at the Result of Students' Speaking Performance in Pre test and Post test

Variables	Category					Total
	Excelent	Good	Fair	Poor	Failed	
Pre-Test	1 0	2 2	3 8	4 13	5 3	$r_N = 26$
Post-Test	6 3	7 6	8 14	9 3	10 0	$r_N = 26$
Total	$c_N = 3$	$c_N = 8$	$c_N = 22$	$c_N = 16$	$c_N = 3$	$N = 52$

Hypothesis testing by using chi-square analyzed as follows:

Table 10
The Testing of Data

Sel:	f_0	$f_e = \frac{cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	0	$\frac{3 \times 26}{52} = 1.5$	- 1.5	2.25	1.5
2	2	$\frac{8 \times 26}{52} = 4$	- 2	4	1
3	8	$\frac{22 \times 26}{52} = 11$	-3	9	0.81
4	13	$\frac{16 \times 26}{52} = 8$	5	25	3.125
5	3	$\frac{3 \times 26}{52} = 1.5$	1.5	2.25	1.5
6	3	$\frac{3 \times 26}{52} = 1.5$	1.5	2.25	1.5
7	6	$\frac{8 \times 26}{52} = 4$	2	4	1
8	14	$\frac{22 \times 26}{52} = 11$	3	9	0.81
9	3	$\frac{16 \times 26}{52} = 8$	-5	25	3.125
10	0	$\frac{3 \times 26}{52} = 1.5$	-1.5	2.25	1.5
Total	N= 52	$f_t = 52$	= 0	-	$X^2 = 15.87$

From data above, the value of chi-square was 15.87. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:⁸⁷

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degree of freedom

c = Colum

r = Row

$$Df = Df = (5-1) (2-1) = 4$$

Table 11
The table of Critical Value of Chi-Square

Level of Significant	5%	1%
df 4	9,488	13,227

- a. The critical value of χ^2 table for 5% level was, 9,488
- b. The critical value of χ^2 table for 1% level was, 13,227

From all data analysis above, it could be known that:

- 1) $\chi^2_{\text{observed}} = 15.87$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (9,488) \text{ and } 1\% (13,227)$

⁸⁷L.Rgay,et all, *Educational Research Competence for Analysis and Applications*, (USA:PEARSON, 2012), P.366

The Degrees of freedom is 4. So the values of χ^2 table on degrees of freedom are 5% = 9,488 and 1% = 13,227. In this research, the students have been done all of the tests. It was benefit to know the influence of classroom management strategy on the students speaking performance from the result of those tests.

From the data above shown the comparison between F_o and F_{table} : $9,488 < 15.87 > 13,227$ in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains “there is a positive and significant influence of classroom management strategy on the students speaking performance was accepted and H_o was rejected.”

2. Putting the data into formula T-test

To find whether there is positive and significant influence of classroom management strategy on the students speaking performance at seventh graders of SMP Negeri 3 Sekampung East Lampung. The researcher used the T-test formula. First, the researcher prepared the table and put the data into the formula t-test as below to get “ $t_{\text{observation}}$ ”.

Table 12
The Score Pre-test and Post-test Result of the Students
Speaking Performance

No	Students' Initial	Pre-test (X_1)	Post-test (X_2)	$D(X_2 - X_1)$	$D^2(X_2 - X_1)^2$
1.	AS	50	75	25	625
2.	AH	50	75	25	625
3.	DBW	60	70	10	100
4.	DS	50	70	20	400

5.	DK	75	90	15	225
6.	DFA	40	65	25	625
7.	HS	40	65	25	625
8.	HO	60	60	0	0
9.	IJJ	55	80	25	625
10.	KA	75	90	15	225
11.	LA	55	75	20	400
12.	MIA	35	55	20	400
13.	MAS	40	60	20	400
14.	MA	50	70	20	400
15.	MY	30	50	20	400
16.	MCW	55	75	20	400
17.	NM	50	70	20	400
18.	P	55	75	20	400
19.	PL	40	60	20	400
20.	RR	45	65	20	400
21.	RY	55	75	20	400
22.	RFP	65	70	5	25
23.	RWS	40	60	20	400
24.	S	45	65	20	400
25.	SR	35	55	20	400
26.	YCD	50	70	20	400
		$\sum X_1=1300$	$\sum X_2=1790$	$\sum D = 490$	$\sum D^2 = 10100$

The average of D = $(490:26) = 18,85$

After it, put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{18.85}{\sqrt{\frac{10100 - \frac{(490)^2}{26}}{26(26-1)}}}$$

$$t = \frac{18.85}{\sqrt{\frac{10100 - 9234}{26 \times 25}}}$$

$$t = \frac{18.85}{\sqrt{\frac{866}{650}}}$$

$$t = \frac{18.85}{\sqrt{1.332307}}$$

$$t = \frac{18.85}{1.1542} = 16.33$$

Therefore, $t_{\text{observation}}$ is 16.33 as the result of the counting by using t-test formula above.

To know the critical value of t-test(t_{table}), the researcher firstly counted df , df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$df = N-1$$

$$= 26-1$$

$$= 25$$

After considering the T-test table by using df is 25, because 25 is higher than 20 and it's lower than 30, so it done by interpolation and can be found that:

Table 13
Critical value of t_{table}

Level Significant	5%	1%
df20	2,09	2,84
df30	2,04	2,75

Table 14
Interpolation

Interpolation	5%	1%
$\frac{d.f20 + d.f30}{2}$	$\frac{=2,09 + 2,04}{2}$	$\frac{=2,84 + 2,75}{2}$
	= 2,065	2,795

To df25 with df 5% is 2,065 and 1% is 2,795. With the t-observation is 16.33. Then, the data confirmed that to $T_{table} 2,065 < T_{observation} 16.33 > T_{table} 2,795$.

C. Interpretation

1. Interpretation of “ χ^2_{observed} ”

If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, H_a is accepted and H_o is rejected

If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, H_a is rejected and H_o is accepted.

The critical value of “ χ^2_{observed} ” was 15.87 in conclusion, the classroom management strategy can influence students speaking performance at seventh graders of SMP Negeri 3 Sekampung East Lampung.

2. Interpretation of t_{observed}

The researcher formulated to “ t_{observed} to t_{table} ” as follow:

a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.

b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of classroom management strategy can influence students’ speaking performance at seventh graders of SMP Negeri 3 Sekampung East Lampung.

Finally, the data confirmed that “ t_{observed} ” = 16.33 is higher than “ t_{table} 2,065 in 5% and 2,795 in 1%. Therefore, it can be concluded that “there is a positive and significant influence of classroom management strategy can influence students’ speaking performance at seventh graders of SMP Negeri 3 Sekampung East Lampung.

D. Discussion

In this research, there are two variables, the independent variables is classroom management strategy (X), and dependent variables is speaking performance (Y). Based on the analysis of the research data, the researcher concludes in this research using Classroom Management as strategy is an alternative strategy that can influence the students speaking performance. It can be seen from the result of the pre-test and post-test. The students at the seventh graders of SMP Negeri 3 Sekampung, especially class VII¹ as experiment class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students. The score that they got before and after the treatment was so different. In pre-test; the average score of class is 50 and the average score of post-test is 68,84. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($2,065 < 16.33 > 2,795$). Where is the h_a is accepted and h_o is rejected it means that, there is positive and significant influence of Classroom management Strategy on the students speaking performance at the seventh graders of SMP Negeri 3 Sekampung.

Through using Classroom Management as strategy, the students learn new experience in study English. In brief, there is a positive and significant influence of Classroom Management as strategy toward the students Speaking Performance after treatment. The fact shows that there were change at amount of student that get the low score and the high score. By using Classroom Management in teaching speaking, it made students easier to build their motivation to speak in front of the class. It could be increasing the

students speaking performance . By using classroom management strategy, the students will be interested so that the students more active in learning process.

Furthermore, classroom management strategy can be solution for the teacher to teach the students in speaking performance, the students will be more active in learning process. They are given much more opportunities to explore all of their performance. By using this strategy, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

E. Limitation

This research result is a research that is conducted in SMP Negeri 3 Sekampung at the seventh graders about the influence of classroom management strategy on the student speaking performance. So, the result of this research cannot be generalized. Consequently, this research may be different result if it is conducted in other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes that the use of Classroom Management as a strategy is an alternative strategy that can influence the students speaking performance. It can be seen from the result of the pre-test and post-test. The students at the seventh graders of SMP Negeri 3 Sekampung, especially class VII¹ as experiment class. Before the post-test, the researcher gave a treatment to the students. The result of this research is that the *ha* is accepted and *ho* is rejected . It means that, there is a positive and significant influence of Classroom Management strategy on the student speaking performance at the seventh graders of SMP Negeri 3 Sekampung.

Through using Classroom Management as strategy, the students learn new experience in study English. The fact shows that there were change at amount of student that gets the low score and the high score. By using Classroom Management strategy in teaching speaking, it made students easier to build their motivation to reading English text. It could be increasing the students speaking performance .

Furthermore, classroom management strategy can be solution for the teacher to teach the students in speaking performance, the students will be more active in learning process. They are given much more opportunities to explore all of their skill. By using this strategy, teaching

and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about fluency, clarity, voice and comprehension in speaking.
- c. The students are suggested to improve their speaking performance.

2. To the Teachers

The teacher should choose a great strategy in teaching English especially in speaking in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

3. For Headmaster

The headmaster in order that to facilitate learning process, especially in English subject.

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APENDIXES

SILABUS PEMBELAJARAN

Sekolah : SMP N 3 SEKAMPUNG

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 3. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : orang menyapa yang	Percakapan Singkat Contoh: Memuat ungkapan-ungkapan sbb : <i>A : Good morning How Are you? B : Fine thanks. A : Hi, I'm Rani B : Hello, I'm Nina. A : Go away ! B : Okay.</i>	1. Tanya jawab yang berkaitan dengan materi. 2. Meniru ungkapan-ungkapan sapaan dan respon sapaan. 3. Membahas kosakata dan struktur percakapan sesuai materi. 4. Latihan percakapan dalam bentuk dialog. 5. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata.	Mengungkapkan berbagai tindak tutur: 1. Menyapa yang belum/sudah dikenal 2. Memperkenalkan diri sendiri/orang lain. 3. Memerintah/melarang	Unjuk kerja Unjuk kerja Unjuk kerja	Tanya jawab Bermain peran Bermain peran	1. <i>Ask and answer your friend based on the picture</i> 2. <i>Perform the dialogue in front of the class!</i> 3. <i>Work in pairs A. Give instructions B. Does the Instructions and respond</i>	4x40 menit	Script percakapan Buku teks yang relevan Alat peraga Kartu peran

belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang	<p>A : <i>Don't be Noisy</i> B : <i>I won't.</i></p> <p>Tata Bahasa <i>Kalimat (+)(-)(?)</i></p> <p>Kosakata</p> <ul style="list-style-type: none"> • <i>Kata terkait tema</i> • <i>Kata terkait jenis teks</i> <p>Ungkapan Baku <i>Okay</i> <i>Alright</i></p>							
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								
3.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk	<p>Percalapan singkat Contoh :</p> <p><i>Where is it ?</i> <i>It's here.</i></p> <p>A. <i>Thanks a lot.</i> B. <i>You're Welcome.</i></p>	<p>1. Mendengarkan dan memberi respon tentang <i>introduction</i>, tindak tutur terkait topik materi yang akan disampaikan</p> <p>2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang</p>	<p>Bertanya dan menjawab tentang :</p> <p>1. Meminta dan memberi informasi</p> <p>2. Mengucapkan terima</p>	<p>Unjuk Kerja</p> <p>Unjuk Kerja</p> <p>Unjuk Kerja</p>	<p>Tanya jwb</p> <p>Merespon dg singkat</p> <p>Bermain</p>	<p>1. <i>Ask and answer questions to your friends based on the situation given or picture</i></p> <p>2. Respond to the following expressions</p> <p>3. Read the dialog and perform it</p>	<p>4x40 menit</p>	<p><i>Script</i> percakapan</p> <p>Buku teks berisi percakapan</p> <p>Alat peraga</p>

<p>berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi informasi, mengucapkan terima kasih meminta maaf dan mengungkapkan kesantunan</p>	<p>A. <i>I' m sorry.</i> B. <i>It's Okay.</i></p> <p>A. <i>Please, come in.</i> B. <i>Thank you.</i></p> <p>Tata Bahasa Contractions I'm He's She's</p> <p>Kosakata</p> <ul style="list-style-type: none"> Kata terkait tema Kata terkait jenis teks <p>Ungkapan Baku Please Thanks a lot</p>	<p>muncul dalam tindak tutur dengan topik materi yang akan disampaikan</p> <p>3. Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan</p> <p>4. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman</p> <p>5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan variasi-variasi atau kemungkinan-kemungkinan secara bebas</p>	<p>kasih</p> <p>3. Meminta maaf</p> <p>4. Mengungkapkan dan merespons kesantunan</p>	Tes Praktik	peran Games(20 Question)	<p>4. a. Please guess, what is there in the box by asking questions</p> <p>b.Perform a role play with your friend about asking and giving information. Use the pictures provided</p>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Ketulusan (<i>Honesty</i>)</p>								

Sekampung, Oktober 2017

Guru Mapel Bahasa Inggris

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SILABUS PEMBELAJARAN

Sekolah : SMP N 3 SEKAMPUNG

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 4. Berbicara

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks Fungsional Pendek Berbentuk :</p> <ul style="list-style-type: none"> <i>Intruption</i> <i>Shopping list</i> <i>Greetings</i> <i>Announcement</i> <p>Tata Bahasa</p> <ul style="list-style-type: none"> Negative Imperratives <p>Kosakata</p> <ul style="list-style-type: none"> Kata terkait tema Kata terkait jenis teks 	<p>1.Tanya jawab yang berkaitan dengan Materi</p> <p>2.Menirukan ungkapan-ungkapan sesuai materi</p> <p>3.Membahas kosakata dan struktur percakapan</p> <p>4.Latihan memberi perintah, mengucapkan selamat, mengumumkan</p>	<p>1.Memberi instruksi</p> <p>2.Menyebut daftar benda</p> <p>3.Mengucapkan selamat</p>	<p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>1.Membaha-Sakan gambar</p> <p>2.Uji Petik</p> <p>3.Uji Petik</p>	<p>1. <i>Give an instruction based on the picture shown!</i></p> <p>2. <i>Mention 5 things you have in :</i></p> <p style="margin-left: 20px;"><i>a. Your bag</i></p> <p style="margin-left: 20px;"><i>b. your bedroom</i></p> <p>3. <i>What would you say to a friend :</i></p> <p style="margin-left: 20px;"><i>a. on his/her birthday</i></p> <p style="margin-left: 20px;"><i>b. in weekends</i></p> <p style="margin-left: 20px;"><i>c. if he/she has got the best in class</i></p>	4x40 menit	<p>1.Buku teks yang relevan</p> <p>2.Alat peraga</p> <p>3.Rekaman kaset, CD ,VCD ,film</p> <p>4.Rekaman percakapan otentik</p>

		dengan singkat 5. Menggunakan ungkapan percakapan dalam situasi nyata	4. Mengumumkan dengan singkat	Unjuk kerja	4. Uji Petik	4. <i>inform your friend about the coming flag ceremony through an announcement</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								
4.2. Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional berbentuk : • <i>instruction</i> • <i>shopping list</i> • <i>greetings</i> • <i>announcement</i> 2. <i>Tata Bahasa</i> • <i>Quantifiers</i> 3. <i>Kosakata</i> • <i>Countable & Uncountable nouns</i> 4. <i>Ungkapan Baku</i> • <i>attention !</i> • <i>Excuse /me</i>	1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan 2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tata bahasa: noun, noun phrase, adj, verb, adverbs, short answer, istilah-istilah dalam teks fungsional pendek. 3. Mendengarkan model teks-teks lisan fungsional pendek	1. Memberi insruksi secara lisan. 2. Menyebutkan daftar barang yang dibutuhkan. 3. Memberi ucapan selamat 4. Mengumumkan sesuatu	Tes lisan Tes lisan Unjuk kerja Unjuk kerja Tes lisan	Membahasakan gambar Uraian Uji Petik Uji Petik Menjawab pertanyaan	1. <i>Give instruction to your friend based on the picture.</i> 2. <i>Mention the things that you find in your bedroom</i> 3. <i>Congratulate your friend on his / her success in doing something</i> 4. <i>Tell your friend about the coming school holiday</i> <i>Listen to the texts and</i>	4x40 menit	<i>Script of short functional text</i> Buku teks Rekaman kaset, CD, VCD, DVD, Fm Alat peraga

		<p>4. Menggunakan teks-teks fungsional pendek dalam simulasi</p> <p>5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek</p> <p>6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan</p>				<i>answer the questions orally.</i>		
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)</p>								

Sekampung, Oktober 2017

Guru Mapel Bahasa Inggris

Peneliti

Nik Sela Selvinna, S. Pd

Amanda Mutiara Asmy

NPM. 13106887

Kepala SMP Negeri 3 Sekampung

Trisno Arso Pinuji, S. Pd

NIP. 19630916 200012 1 001

INSTRUMENT OF PRE-TEST

PROCEDURE TEXT OF PRE-TEST

Dirrections !

1. Read the following Text !
2. Make procedure text in your own language !
3. Speak in front of class about this text !

HOW TO MAKE ICE TEA

Ingredients needed in making iced tea:

1. Teabags
2. Sugar
3. Ice cube

Equipments:

1. Spoon
2. Glass

Procedure to make a glass of iced tea:

First, boil water.

Then, prepare a glass, put a tea bag, then pour the hot water into the glass.

Dip the tea until the water color changes.

Put two tablespoons of sugar into the glass, then stir well.

Last, put ice cubes, the iced tea is ready to serve.

INSTRUMENT OF PRE-TEST

PROCEDURE TEXT OF POST-TEST

Dirrections !

1. Sit in a group !
2. Make procedure text in your group !
3. Present your procedure text infront of the class !

STUDENTS MAKE THEIR OWN PROCEDURE TEXT

Table
Score Pre-Test of Students Speaking Performance
Seventh Graders at SMP Negeri 3 Sekampung

		Aspect of Speaking Performance																				
NO	NAMA	Fluency				Pronunciation				Vocabulary				Grammatical				Interaction				T
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AS		√				√					√			√			√				50
2	AH		√			√						√			√				√			50
3	DBW			√			√					√			√				√			60
4	DS			√		√					√				√				√			50
5	DK			√			√					√				√			√			75
6	DFA		√			√					√				√				√			40
7	HS		√			√						√		√					√			40
8	HO		√				√					√				√			√			60
9	IJJ		√				√				√				√				√			55
10	KA		√				√					√			√				√			50
11	LA			√			√					√			√				√			55

12	MIA	√	√	√	√	√	35
13	MAS	√	√	√	√	√	40
14	MA	√	√	√	√	√	75
15	MY	√	√	√	√	√	30
16	MCW	√	√	√	√	√	55
17	NM	√	√	√	√	√	50
18	P	√	√	√	√	√	55
19	PL	√	√	√	√	√	40
20	RR	√	√	√	√	√	45
21	RY	√	√	√	√	√	55
22	RFP	√	√	√	√	√	65
23	RWS	√	√	√	√	√	40
24	S	√	√	√	√	√	45
25	SR	√	√	√	√	√	35
26	YCD	√	√	√	√	√	50
TOTAL							1300

Note: Tick (√) for each positive activity

Percentage of students' activities:

SCORE CATAGORY :

4 : EXELLENT

3 : GOOD

2 : ADEQUATE

1 : BAD

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Table
Score Post-Test of Students Speaking Performance
Seventh Graders at SMP Negeri 3 Sekampung

		Aspect of Speaking Performance																				T
NO	NAMA	Fluency				Pronunciation				Vocabulary				Grammatical				Interaction				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AS				√			√					√		√				√			75
2	AH				√		√						√		√					√		75
3	DBW				√		√						√		√				√			70
4	DS				√		√						√		√				√			70
5	DK				√				√				√			√				√		90
6	DFA			√			√						√		√				√			65
7	HS				√		√					√			√				√			65
8	HO			√			√					√			√					√		60
9	IJJ				√			√					√		√				√			80
10	KA				√		√						√			√			√			70
11	LA				√		√						√			√			√			75

12	MIA	√		√		√		√		√		55
13	MAS	√		√		√		√		√		60
14	MA		√		√		√		√		√	90
15	MY	√		√		√		√		√		50
16	MCW		√		√		√		√		√	75
17	NM		√		√		√		√		√	70
18	P		√		√		√		√		√	75
19	PL	√		√		√		√		√		60
20	RR	√		√		√		√		√		65
21	RY	√		√		√		√		√		75
22	RFP	√		√		√		√		√		70
23	RWS	√		√		√		√		√		60
24	S	√		√		√		√		√		65
25	SR	√		√		√		√		√		55
26	YCD	√		√		√		√		√		70
TOTAL												1790

Note: Tick (√) for each positive activity

Percentage of students' activities:

SCORE CATAGORY :

4 : EXELLENT

3 : GOOD

2 : ADEQUATE

1 : BAD

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Table
Observation Sheet of Students' Activities
Seventh Grade of SMP Negeri 3 Sekampung

No	Student's Name	Activity				
		Pay attention to the teacher's explanation	Ask/answer the question from the teacher	The students are able to do the task	Practice	Total Score
1	AS					
2	AL					
3	DH					
4	EW					
5	F					
6	IL					
7	IAL					
8	KAK					
9	KM					
10	LAC					
11	MRS					
12	ME					
13	MAM					
14	NNA					
15	RKS					
16	RDY					
17	RE					
18	RL					
19	SA					
20	SN					
21	SS					
22	TW					
23	TJ					
24	WKA					
25	WS					
26	YP					
Total						
Percentage (%)		%	%	%	%	

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

The Documentation of the Research

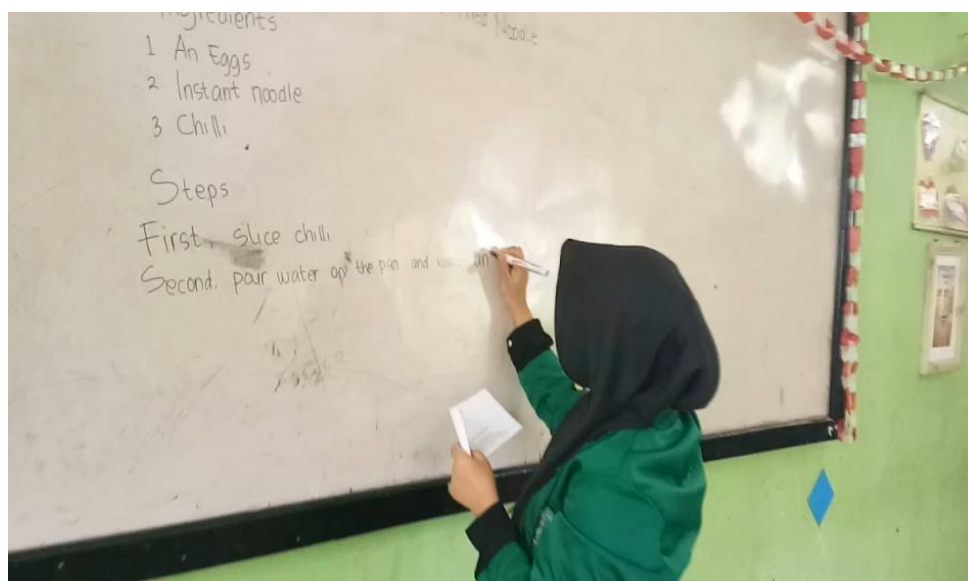
The Students Did The Pre Test





The Students Learnt About The Procedure Text





The Students sit into a group with cluster seating arrangement



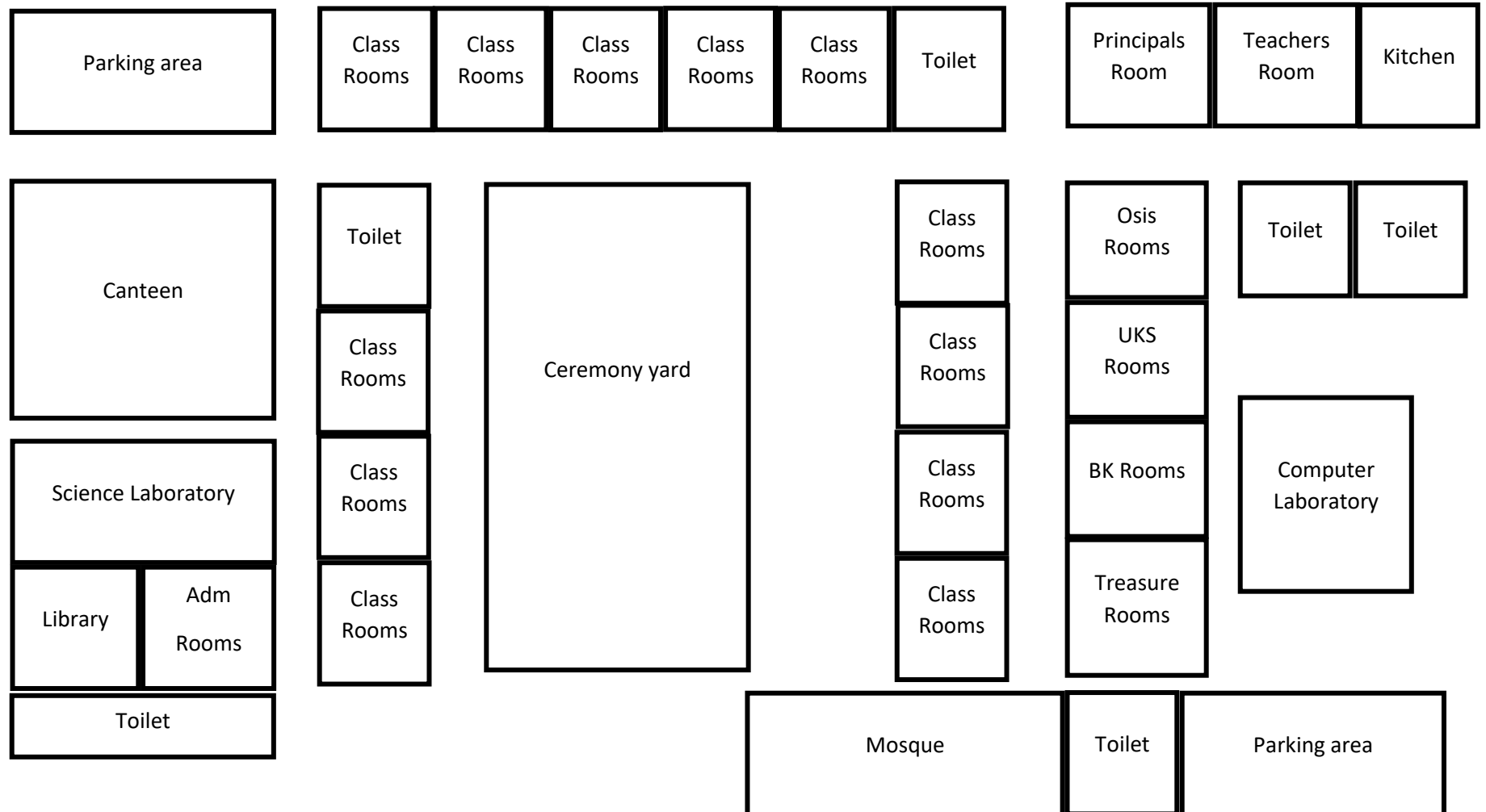
The Students Did The Post – Test







Location Sketch of SMP Negeri 3 Sekampung East Lampung



CURRICULUM VITAE



Amanda Mutiara Asmy was born in Metro City, Lampung on January 6th, 1995. She is the first child of two children of Mr. Paiman and Mrs.Tri Handayani. She lives in 21c Yosomulyo, Metro.

She was enrolled her study at Elementary School 1 Metro City, on 2000 and graduated on 2006.

Then she continued his study at Junior High School 4, East Lampung on 2006 and graduated on 2009. She continued his study at Senior High School Kartikatama Metro, on 2009 and graduated on 2013. After finishing her study in Senior High School Kartikatama Metro, she has been studying at English Education Study Program of The State Institute For Islamic Studies (IAIN) of Metro, and she secured her Strata 1 (S1) in 2018.