UNDERGRADUATE THESIS

THE IMPLEMENTATION OF MODELING METHOD TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHT GRADES OF MTs MA'ARIF 02 KOTAGAJAH

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THE IMPLEMENTATION OF MODELING METHOD TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHT GRADES OF MTs MA'ARIF 02 KOTAGAJAH

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ABSTRACT

THE IMPLEMENTATION OF MODELING METHOD TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE EIGHT GRADES OF MTs MA'ARIF 02 KOTAGAJAH

By: Ima Ritwana

This study conducted in order to improve students' speaking performance at eight grade students of MTs Ma'arif 02 Kotagajah by implementation modeling method. This study are related to the result of a preliminary study showed that the students were still poor in English speaking performance.

This study used a classroom action research (CAR) which is conducted to solve the students' problem in English Speaking. The writer did two cycles in which cycle 1 is done three meetings, in cycle II is done two meeting. Each cycle consists of planning, action, observation and reflection. In collecting data, the writer uses test, they are pre test, post test and observation. The purpose of pre test and post test are to know how far the students have abilities in before and after post test treatment.

The finding out this study indicated that the implementation of modeling method was succsessful since criterias of sucsess were achieved. The first criterian was 75 % of students could pass the target score $\geq$ 70 based on the KKM. The finding showed that 80% of students had already achieved the target score. Besides, the second criterian was the student who become more active involved in teaching learning process. The result of observation showed that by using modeling method students were active involved in the classroom. Based on mentioned before, the writer suggests that the english teacher could implement modeling method in teaching speaking in order to motivate students in learning english speaking.

ABSTRAK

MENERAPKAN METODE MODELING UNTUK MENINGKATKAN KEMAMPUAN BERBICARA PADA SISWA KELAS DELAPAN MTs MA'ARIF 02 KOTAGAJAH

Oleh: Ima Ritwana

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara pada siswa kelas delapan MTs Ma'arif 2 Kotagajah dengan menggunakan metode modeling. Penelitian ini berhubungan yang mana siswa memiliki kemampuan yang kurang dalam berbicara menggunakan bahasa inggris.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang bertujuan untuk memecahkan masalah pada kemampuan siswa dalam berbicara menggunakan bahasa inggris. Penelitian ini di lakukan dalam 2 siklus yang mana siklus 1 di lakukan dalam 3 pertemuan, siklus 2 di lakukan dalam 2 pertemuan. Setiap siklus terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Dalam mendapatkan data penulis menggunakan pre test, post test and observasi. Tujuan dari pretest dan post test adalah untuk mengetahui seberapa jauh kemampuan yang di miliki siswa sebelum dan sesudah di adakannya tindakan.

Hasil penelitian ini menunjukan bahwa penerapan metode modeling telah berhasil, sejak kriteria sukses tercapai. Kriteria pertama adalah 75 % siswa mencapai target nilai ≥ 70 yang berdasarkan KKM. Hasil dari penelitian menunjukan bahwa 80% siswa telah mencapai target nilai KKM. Di samping ini kriteria yang kedua adalah siswa menjadi lebih aktif pada saat proses belajar mengajar, maka dari hasil observasi, menunjukan bahwa dengan menggunakan metode modeling, siswa menjadi lebih aktif dalam proses belajar mengajar. Berdasarkan hasil penelitian tersebut, penulis menganjurkan kepada guru untuk menggunakan metode modeling dalam pengajaran *speaking* agar siswa lebih termotivasi dalam belajar *English Speaking.*

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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MOTTO

وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفۡسِهِۦٓۚ إِنَّ ٱللَّهَ لَغَنِيٌّ عَنِ ٱلۡعَٰلَمِينَ ۝٦

"Anyone who gets obviously, most verily that its seriousness is subject to be itself". (Al-Ankabut)

Fa idzaa 'azamta fatawakkal 'alallaah

A succsess man just like the succsess company that always asking: "how could i get work better". (David J Schwartz 1927-1987)

DEDICATION

" I highly dedicate This undergraduate thesis to: My beloved Father and Mother, Mr. Tamam and Mrs. Tumilah who always support me, My big family that always support me to finish my study and become a successful woman. My beloved Sponsor, Dr. Zainal Abidin, M.Ag and Johan Wibowo, M.Pd, MM, M.Si. who always guide me. My sweetest friends, and all whom I love. Thanks for you"

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Realizing that this undergraduated thesis would not be able accomplished without any helps and support from many helpful. In this occasion the writer sincerely addresses her deepest thank to Dr. Zainal Abidin, M.Ag and Johan Wibowo, M.Pd., MM., M.Si, within their activities still willing to read the research proposal, give her briefing and helpful ideas during the research thesis speaking process. The writer also does not forget to appreciate all help of the people who enthusiastically attended for finishing this undergraduated thesis soon.

With limitation of ability of the writer, still many mistake in this writing and presentation items. Therefore, the writer apologize hopefully this undergraduated thesis can be benefit to all of us properly.

Metro, August 29th, 2014

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CHAPTER I

INTRODUCTION

A. Background of The Study

As an international language, English has played a very important role in human's life. With English every body can communicate with other people in other countries. Every body can share their usefull ideas about the world for other people in this earth. So that it is important for us to learn the language.

Language is one of device of communication that cannot separated from human life, so language has always accompany in every human activity. If questioned the sense of language, every person would interpret to be different, example: language is a tool to interact, language is a word or sentence, and more over. According to Chaer language is a tool verbal communication.[1]

In Indonesia, English had been adopted as the foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. Understanding the world through listening and reading and to communicate feeling, need, and desires through speaking and writing.

---

[1] Abdul Chaer and Leonie Agustina, *Sosiolinguistik Perkenalan Awal, 2nd edition,* (Jakarta : Rineka Cipta, 2004), p.11

All countries in the world have set the language as one of the compulsory subject studied at school. Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. Being successful students are not easy, this fact can be seen mostly at eight grader of MTs Ma'arif 02 Kotagajah, although they have been studying English for more than a year, but they were still unable to use English in interacting with their teacher in the classroom.

Based on the pre survey result on february 10th 2014, The researcher found case in MTs 2 Kotagajah, class where the students can not say anything perfectly in English. They did not know what they have to say and how to say, they looked very confuse to express the ideas on their mind even not active enough on their speaking class, and it can be seen as the last score of the students that almost did not achieve minimal criteria. According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher delivers material. There is no specific method to teach English. Speaking is the most important lesson that the students should be mastered, but in fact speaking has become the most difficult lesson to understand by the students, so that the speaking has always become passive class in every meeting.

The researcher assumed that to improve the students in learning speaking, the researcher interested for using active learning method type of modeling for

helping the students' speaking performance. To enhance the students' speaking the teacher have to be found out effective way of teaching speaking. The teacher should use a good method to increase students' speaking performance. So that the writer interested in trying one method that could be used by teachers to increase their teaching method (in teaching English especially) and could help the students to increase their speaking performance, it is modeling.

B. Focus of The Study

This study is limited only on the implementation of modeling method to improve students' speaking performance. The subject of the study is the eighth graders of MTs Ma'arif 2 Kotagajah in the school year 2013/2014.

C. Problem Formulation

Based on limitation of problem mentioned above, the problem of the research can be formulated as follow; "How is modeling method implemented well to improve students' speaking performance at the eight grader of Mts Ma'arif 2 Kotagajah? Can modeling method improving students' speaking performance at the eight graders of Mts Ma'arif 2 Kotagajah?"

D. The Objectives and Benefits of the Study

1. The Objective of the Study

The researcher states that objective of the study is to find out whether the students' speaking performance can be enhance by the implementation modeling method at the eight grader of Mts Ma'arif 2 Kotagajah.

2. Benefits of the Study

The result of this research is expected to be useful for;

a. For the English teacher

Teacher can manage classroom activities communicatively and actively by using modeling method.

b. For student themselves

It can motivate them to try to speak English as often as possible, so that they can improve their speaking performance.



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CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoritical Description

1. The Concept of Teaching Teenager

a. Concept of Teaching

Teaching is a process of interaction between educators and learners with learning resources in the learning environment.[1] In other words, teaching is a process to help learners to learn well learning resources in the learning environment and good interaction between teachers and students will facilitate the learning process. In this case an educator provides assistance to students to obtain knowledge, skills and mastery, and the forming attitudes and beliefs on learners.

Brown stated "Your teaching derived from, and gives feed back to a set of principle that from the selection of an overall approach language learning and teaching".[2] It means that teaching is helping students to discovering their talent possibilities and develop their potency by guiding and delivering them material. Good teaching happens when competent teachers with personalities have approaches to language teaching and learning, and cherish their students.

---

1 http://joegolan.wordpress.com/2009/04/13/pengertian-belajar/

2 Brown, H.Douglas.T*eaching By Principle*. (San Francisco State University.2000) p.128

From the explanation above, it can be stated that teaching is an activity that gives instruction to something, knowledge skill. Teaching is conscious effort in giving knowledge and guiding to the better direction in order to change the character toward the students' selves certainly. Further, the students have a power to acquire knowledge (language), if the students competence is develop. It means that the learning proces is successful. And it only happens, if the students enjoy and are satisfied with the learning process and experience. Nevertheless, teaching activity need a teacher as the director and students as the actor.

b. Concept of Teaching English for Teenager

According to Nunan as quoted by Bambang stated that teenager are classified as young adults whose ages range between twelve and eighteen, they are an age of transtition, they are between childhood and adult.[3] It means that boy or girl are in junior high school and senior high school. They are an age of transition from childhood to adult. They are in period of self adaptation with their around environment.

In addition, Harmer argues that the students' attitude has been positively influenced by those around them.[4] It means that teen start to learn themselves, their inner world, strong and weak personal qualities.

---

3 Setiyadi, Bambang , *Teaching Engliah as a Foreign Language.* (Yogyakarta: Graha Ilmu, 2006) p. 181

4 Harmer, Jeremy, *The Practice Of Language Teaching New Edt.* (New York : Longman Group UK, 1991) P.21.

Environment plays a role in teens` growth and development that are filled by new experiences. Teens are an age of transition, confusion, self consciousness, growing and changing bodies and minds.[5] On the other word teenager in this time they want to show up their opinion. They like wriggle, self centerednes, and emotional. Their have big changes physically. Their body propotions are becoming like that of adult. Life of teen reach complex alteration with creativity not only social intercourse but also their intelektual. Teenage years are a unique period of growth and development that are filled with energy and excitement.

In learning English, students' ability in the class not only determined by age but also influenced by several factors such as: environment, culture, interest and the parents. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. One of the important objectives in English learning in junior high school is to grow the students' interest in learning English. To achieve this aim the teachers need to understand the characteristics of the teen so that the teachers can choose the method and appropriate learning materials for student.

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5 Brown, H. Douglas, *Op.Cit*, P. 92

2. The Concept of Speaking Performance

a. Concept of Speaking Performance

The word speaking has many different meanings on linguistics' view. The terms 'speaking', according to Brown is an interactive process of constructing meaning that involves producing and receiving and processing information.[6] It is means that form and meaning are dependent on the context in which it occurs. Generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something that called communication. We communicate with other people, it means that we try what we said can delivered to another to be him.[7] Based on that quotation, communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Sanggam Siahaan cities that speaking is a productive language skill.[8] It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

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6 Brown, H.Douglas. *Op.Cit.* P.267

7 Wibowo, Johan, *Easy Public Speaking*, (Bandar Lampung: AURA, 2013), P. 1

8 Siahaan, Sanggam, *"The English Paragraph"*. (Yogyakarta:Graha Ilmu. 2008), p.2

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, the students need to apply the language in real communication. In the point of view Gert and Hans speaking is speech or utterances with the aim of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.[9] Based on that opinion, speaking is realization of communication, so the information who said by speaker to be accepted by listener.

Morover Kayi proposes that speaking is a crucial part of second language learning and teaching.[10] It can be explained that speaking is one of the four basic language skill. The primary function of speaking is for interaction and communication. Teaching English speaking is the process of giving the English lesson, from the teacher to the students based on the material, in order that the students are able to absorb it and they will be able to communicate by using English orally.

Based on the statements above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively and speaking activity must be set on fun situation.

---

9 Afrizal, Dedy, *Improving Students Speaking Through C.I.M.* (Bengkulu:IAIN), International jurnal of humanities and social science. Vol.2, No. 20. (Oktober 2012). P.1 from pdf.

10 http://iteslj.org/articles/kayi-teaching-speaking/html.

Performance is derived from the word "perform". In Oxford Advanced Learner's Dictionary, it has means as "do a piece of work, something one is ordered to do, or something one has promised to do". [11] Furthermore, Brown stated that "performance is the overtly observable and concrete manifestation or realization of competence" [12] It can be assumed that performance is an actual doing of something that people are competed in its for example speaking. In other words, it can be inferred that speaking performance is the productive language to communicate each other for any purposes that is involved the physic and mental activities. Performance is activity of evaluate based on observe result by teacher on students activity that was happened in claassroom.

While on the other occasion Jack C. Richard said that speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., speech of welcome), and is closer to written language than conversational language.[13]

From the definition above, the writer understood that performance is the way how to performing knowledge or something so it can be observed and concrete. It can be performed by an actual production or real action.

---

11 A.S. Hornby, *Oxford Advanced learner's dictionary, Ed-8th, (New York: Oxford University Press)*. P.1089

12 Douglas, H. Brown *Principle by Language Learning and Teaching Ed-4th* (New York Eddison Wesley longman. Inc, 2000), P.30

13 C. Richards, Jack, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), P. 27

Based on some explanation above, it can be conclude that speaking performance means that how well or badly someone in a put their mental concepts into verbal or nonverbal symbols especially in the form of monolog.

b. Type of Classroom Speaking Performance

According to Brown there are categories apply to the kind of oral production that students are expected to carry out in the classroom:[14]

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

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14 Brown, T*eaching By Principle*, (San Francisco State University, 2000). *Op.Cit.* P. 271

c) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f) Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Each category above can be implemented based on the students' level and the students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form,

intensive to practice some phonological or grammatical aspect of language. responsive can stimulate student's in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

c. Function of Speaking

According to Brown and Yule there are three function of speaking: talks as interaction, talk as transaction, and talk as performance.[15]

Below are the explanations of the function of speaking;

1. Talk As Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains nteractional. This refers to what we normally mean by "conversation". The primary intention in talk as interaction is to maintain social relationship.

2. Talk As Transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

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15 C. Richards, Jack. *Op.Cit,* P. 21.

3. Talk As Performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, teling story and so on.

d. The Assesment Of Speaking

According to Williams assesment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.[16] It means that in learning process assesment is one of the important component. In class assesment the teacher do collecting and utilizing the information to get and collect a number of data that will be used to make decision of attainment the students' learning result or competence.

In the other hand assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. The test speaking performance can be done by discussion, problem-solving, role-plays, conversations, speeches, such as retell story, story telling, and so on.

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16 D.Williams, James. *Preparing To Teach Writing. Research, Theory And Practice, Ed-3th*. (USA: Lawrence Earlbaum associators, 2003) p. 297

According to David P. Harris that there are five components are generally recognized in analyses of the speech process are:

1) Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns
2) Grammar
3) Vocabulary
4) Fluency
5) Comprehension [17]

Based on the statement above, the oral test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each elements characteristics are then defined into five short behavioral statements as stated in the frames above.

3. The Concept of Modeling Method

a. Concept of Method

Harmer proposes that method is the practical realisation of an approach.[18] It means that learning and teaching theory underlying a method. Basically method is procedural that concerns about types of activities, roles of teachers and learners and the kinds of material which will be helpful.

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17 http://funspeaking.blogspot.com/2012/10/*harriss-oral-english-rating-scale-frame*.html

18 Harmer, Jeremy. *The Practice Of English Languge Teaching Ed-3th*. (Longman Cambridge: UK) P.78

While Brown points out that method was described as an overall plan for systematic presentation of language based upon a selected approach.[19] It can be say that a set of steps that composed systematically. Method tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing, and materials.

According to Anthonys' model, method is the level at which theory is put into practice and at which choices are made about the particular skills and the content to be taught.[20] In other word an educators have method or one way are thought and done by following the particular steps to achieve the aim.

Based on the statements above, it can be inferred that method is a way to do something especially relate with a certain plan to reach a certain goal. In learning English aim the students have to able mastery in the four basic skill and to realize it the teacher using a method that could be improve the students' skill. Moreover Learning method is an attempt being designed to teach student appropriate with their learning styles up to learning aim can be achieved optimally. educators must remember that there is no method of learning the most appropriate for all situations and conditions. Therefore, in choosing appropriate learning methods must consider the

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19 Brown. H.Douglas *Teaching By Principles Ed-2nd*. (Sanfransisco, California, 2000). P.16

20 C. Richards, Jack and Theodore S. Rodges. *Approaches And Methods In Language Teaching*. (USA: Cambridge University Press, 1999). P. 15

condition of the student, nature of teaching materials, and media facilities are available, as well as conditions educators themselves.

b. Concept of Modeling

Modeling method based on direct instruction method and modeling as the main approach. Suprijono sugest that direct instruction is the teachers' teaching style mixed up with actively in deliver the material content to the student and teach them in whole class.[21] It means that instructional method in which the teacher demonstrates as new concept to learning and then students learn by observing.

In addition Suprijono cities that modeling is demonstrate the procedure to students.[22] It means that in learning process the teacher explain the material subject by demonstrate to learners. Modeling occurs when the teacher demonstrates a task, students will be expected to do on their own. Modeling is an effective instructional method in that it allows students to observe the teacher's thought processes. Furthermore, Suprijono states that modeling steps as follow:[23]

a. The teacher demonstrate the material that will be achieve as learning result.

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21 Suprijono, Agus, *Cooperative Learning, Teori dan Aplikasi PAIKEM.* (Yogyakarta: Pustaka Pelajar, 2012). P. 47

22 *Ibid.*

23 *Ibid.*

b. The teacher demonstrate clearly, structural and chronological as weel as explanation that concern his activity after each steps was finished.

c. The student remind steps that they had been learned and imitated her.

Learning theory of modeling is theory that proposed by Albert Bandura. According him modeling is learning process by observing the teachers' behavior.[24] Modeling means imitate in other word learning process by seeing and observing the teachers' demonstration then follow the example.

Suprijono states that there are four process in learning by modeling they are attention, retention, reproduction, and motivation.[25]

1) Attention, the student observe behavior or action that the teacher to do.
2) Retention, after the student observe the teachers' action and keep on their mind.
3) Reproduction, the student effort to reproduce and do just like the teachers' demonstration.
4) Motivation, the teacher give spirit and motivate to the student. It used to help students to fill every steps of their learning.

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24 http://edukasi.kompasiana.com/2011/03/12/Teori-Belajar-Sosial-Albert-Bandura-346947.html

25 Suprijono, Agus. Op.Cit, P. 48

According to Silberman, modeling method (to make an example of practice) is a learning method that provides an opportunity for students to practice specific skills that learned in class through demonstration.[26] Learners are given time to create their own scenarios and determining how they illustrate the skills and techniques just described .

Modeling method is one of teaching method that found by Mel Silberman.[27] This method give priority to student ability in expand themselve skill because student proscuted to role demonstrate based on the material was taught. Modeling method is one type of active learning method. It is a learning method that gives learners the opportunity to practice through demonstrations or special skills that are taught in class.

Generally the students interest focus on the material object or model behavior more interesting. To make student interested the teacher can expressing her voice with special intonation when deliver the main material or practice with gestures when conduct example of clarification.

The demonstration is a very effective method, because helping students to find answers to her own business based on the demonstration of a process, situation or particular objects either real or artificial. Modeling method including active learning method that function to

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26 L. Silberman, Melvin. *Active Learning: 101 Cara Belajar Siswa Aktif. Edt-8th*. (Bandung: Nuansa Cendekia, 2013). P.234

27 *http://binham .wordpress.com/2012/06/07/metode-modeling-the-way*

maximize the potential of students in learning process, so learning to be active, creative and fun.

b. Implementation of Modeling Method

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions.[28] According to this definition, implementation processes are purposeful and describe in sufficient detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.

Implementation is a process to apply idea or concept in action untill give the effect not only knowledge, competence, value as well as attitude. Implementation of active learning method type of modeling the way is a learning type that make possible student to have a role actively in learning process not only interaction among student but also student with teacher.

In implementation of modeling method, there are several procedures that need to be considered include :

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28 *http://nirn.fpg.unc.edu/learn-implementation/implementation-defined*

1) After the teacher finished the explanation, by using new learning materials are discussed and students are asked to discuss later, and then practice .
2) Students divided into some groups to demonstrate the scenario has been given .
3) Teachers set the estimated time required for the demonstration and estimated time required by students to imitate .
4) Students observe and participate actively in these activities .
5) Teacher gives motivation, either when students are successful and less successful .[29]

Literally CBSA (Students Active Learning Method) can be defined as a system of learning that emphasizes the involvement of the student intellectually and emotionally . Active student involvement is necessary for more effective teaching and learning and to achieve the desired learning outcomes . In this study the active learning method expected type modeling which used to motivate students to participate actively in learning process.

As one of active learning method, modeling method have some advantages:

1. It can be minimize verbalism cause the students direct seing the material object.

29 L. Silberman, Melvin. *Loc.Cit.* P. 234

2. Learning process will be interested. The students not only listening but also seing the teachers' demonstration.
3. The students will be more active.
4. Students looks for themselve experience and practice it.
5. Enrich the students' knowledge and experience.
6. Teach the students speak well

Beside these advantages, modeling method have some disadvantages that are:

1. It need more prepare cause without prepare teachers' demonstration can fail.
2. The students feel shy and affraid to demonstrate in front of the class.

B. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis is "Implementing Modeling method Can Improve The Students' Speaking Performance".



TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METR

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of Study

This classroom action research is focused on the students of class VIII A of MTs Ma'arif 2 Kotagajah in the Academic Year of 2013/2014. The number of the students in this class is 40 students. The students were taken as the subject of the study since they have poor ability.

B. Object of The Study

The object of this research is speaking performance, students' speaking performance especially. There were two variables in this research, those are; Independent variable of this research is using modeling method and dependent variable of this research is speaking performance.

C. The Research Design

The design of this research is classroom action research. It is called (CAR) because the research focused on particular problem and a particular group of students in a certain classroom.

According to McTherte as quoted by Yogesh Kumar Singh about Clasroom Action Research that:

"Action Research is organized, investigative activity, aimed toward the study and constructive change of given endeavor by individual or group concerned with change and improvement."[1]

From the explanation above we can conclude that action research is a basically way of reflecting on your teaching. It is done by systematically collecting data on your every day practice and analyzing it. Then your teaching basically is a strategy of teaching to solve the problem which appears in the classroom activity.

The researcher used classroom action research is Kurt Lewin's design. It consist of two cycles in which each cycle contains four phases; planning, acting, observing and reflecting.[2] Moreover, in this study the researcher will conduct this classroom action research into two cycles.

A stated by Arikunto that "classroom action research should be implemented at least two cycles continuously".[3] This means that a classroom action research should be conducted at least in two cycles. If the results was less satisfactory, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

In order to be clear, the researcher would like to present a model of Action Research stated by Kurt Lewin in a figure below:

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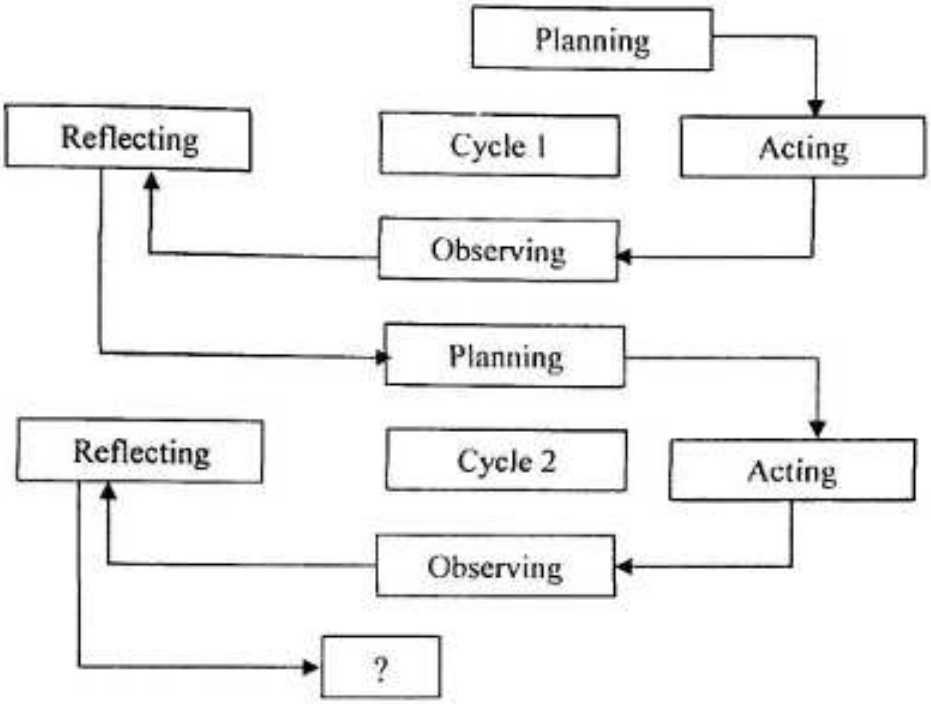
[1] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (New Delhi: New Age Internasional Press), p.263

[2] Wina Sanjaya, *Penelitian Tindakan Kelas*, Jakarta:Kencana, 2011, p. 49

[3] Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta:Bumi Aksara, 2011), p.23

Figure 1

Kurt Lewin's Action Research Design



D. Action Plan

1. CYCLE 1

a. Planning

1) Plan and expand learning process.

2) Choose the appropriate material and topic related to the syllabus.

3) Make the lesson plan.

4) Prepare the source material lesson, expand format of assesment and prepare observation checklist for the teacher and the students.

5) Prepare pretest and posttest 1.

b. Acting

1) Explain the instruction for practicing and practice modeling method.

2) Students perform in front of the class by using modeling method.

3) Evaluate and give general conclusion.

c. Observing

1) Do observe appropriate with format that was prepared.

2) Evaluate result of action agree with format that was prepared.

d. Reflecting

1) Evaluate the teaching and learning process.

2) Analyze the student's performance.

3) Revise the lesson plan for the next cycle.

2. CYCLE II

a. Planning

1) Revise lesson plan, modify the technique, reselect the material.

2) Prepare the observations checklist for the students and teacher.

3) Prepare interview and posttest 2.

b. Acting

1) Review the previous material, give the new topic.

2) Group work (practice modeling method).

3) Students perform in front of the class.

4) Evaluate and give general conclusion.

c. Observing

1) Observe the students' participation.

2) Observe the students' performance.

d. Reflecting

1) Analyze the students progress in speaking based on the score they get in posttest 2.

E. The Classroom Action Research Procedures

The action research process usually consist of a series of four steps: those are planning, acting, observing and reflecting on the result of the action.[4] After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problem yet. Therefore, it is necessary continue the second cycle in line with the same concept of the first cycle.

To make clear what happen in every phase, here are the explanations:

1. Planning Phase

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action." [5] Without planning, the researchers' activity will not be focus.

2. Acting Phase

This activity is the implementation of learning activities that have been prepared in the planning. "It is the realization from the planning that the

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[4] Alberta Teacher Association, *Action Research Guide*,(Street NW:Edmonton, 2000),p.12

[5] Suharsimi Arikunto,et.al. *Op.Cit.* p.17

researcher has made."[6] Without the action, the planning is just imagination that never is real. Acting phase is the phase where both researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined method as she is teaching while the researcher observes the class condition during teaching learning activity.

3. Observing Phase

Observing was the activity of collecting data to supervise to what extent the result of acting reach the objective.[7] It was carried out to find and obtain the development of the learning process and the effect of the action.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from the three phase before, it is done based on data that have been collected to hold evaluation for completing the next cycle. thus, the reflection is able to be determined after implementing the action and observations outcomes. If there still might have found some problems, it needs to move the next cycle until it solve.

F. Instrument and Data Collection Methods

The instrument of collecting data is used by the researcher to get the data observations by using:

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[6] *Ibid.* P.18
[7] Wina Sanjaya, Op.Cit, P.79

1) Observation

Observation is a monitoring and recording systematically to the phenomenon that is Investigate.[8] Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

2) Documentation

Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.[9]

The researcher uses this method to get the data about the history of the school, the sum of teachers, official employed and students at MTs Ma'arif 02 Kotagajah.

3) The Field Note

In research, field notes are used to observe and to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response. In this study, there were two components that the writer would observe, they were: the class situation and the participation of the students.

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[8] Edi Kusnadi, *Metodologi Penelitian*, (Gunung Pesagi, Bandar Lampung, 2008), p. 103
[9] *Ibid.*, p. 102

4) Test

The test is used in this research is pre-test and post-test. The pre-test was done before implementing modeling method. It is to measure the students' speaking performance at first. Meanwhile, the post-test is implemented after using modeling method. In this research, the test was done in form of oral speech. The test is held on the end of every cycle.

G. Data Analysis Method

Data analysis will be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the writer would compare between pre test and post test. If from cycle I there were some student not successful, so we would conducted cycle 2. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

In this research, the writer used very simple statistical formula for comparing the result of pretest and post test. To knows the increase of the average score. The result of individual subject was put in the table. The writer analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using.

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

Explanation:

$\bar{X}$	=	Mean or average score
$\sum N$	=	the total number of respondents
$\sum X$	=	the number of students[10]

[10] Sukardi, *Metodologi penelitian pendidikan, Kompetensi dan Prakteknya* , Edisi ke-3 (Jakarta:Bumi Aksara, 2005), p. 88

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CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

The result of the research included some points as follows (1) the profile of research setting (2) the data of research.

1. Profile of Research Setting

a. A Brief History of the School

This classroom action research was conducted at MTs Ma'arif 02 Kotagajah which is located on Kotagajah village Purworejo Central Lampung.

School MTs Ma'arif 02 Kotagajah has accreditated B. School began operation in 1979 is the embodiment of the PGA preparations Kotagajah that was established from the date of January, 1st, 1970 by its founder consisting of four persons, namely: Mr. Aminan, Mr. KH. Sarbini, Mr. Marzuki. Bs., and Mr. Drs. Hi. Salim Hadi Prayitno.

Vision and Mission of MTs Ma'arif 02 Kotagajah Central Lampung. The vision of MTs Ma'arif 02 Kotagajah are:

1) Winning the academic field.

2) Excellence in the field of non academic and in to practice.

The missions are:

1) Procurement of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce quality graduates.
2) Implement effective learning and guidance so that each student can develop optimally according to its potential.
3) Intensively cultivate the spirit of achievement throughout the school.
4) Fosters appreciation of the teachings of religious affiliation and culture so that a source of wisdom in the act.
5) Applying participatory management involving all citizens of the school and community school.
6) Improve the welfare of teachers and employees.

b. Teacher and Staff Names of MTs Ma'arif 02 Kotagajah

MTs Ma'arif 02 Kotagajah has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs Ma'arif 02 Kotagajah who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The numbers of teachers and staff names in academic year of 2013/2014 are 19 that can be identified as follows:

Table 1

The Condition of Teachers and Official Employees

at MTs Ma'arif 02 Kotagajah Midle Lampung

No.	Status Guru/TU	Tingkat Pendidikan						
		SLTA	D.1	D.2	D.3	S.1	S.2	S.3
1.	Guru Tetap / PNS	-	-	-	-	1	1	-
2.	GTT	1	-	4	2	29	2	-
3.	Guru Bantu	-	-	-	-	-	-	-
4.	Guru BK	-	-	-	-	3	-	-
5.	Tata Usaha	4	-	1	1	-	-	-
6.	Keamanan	2	-	-	-	-	-	-

Source: Documents of MTs Ma'arif 02 Kotagajah Middle Lampung

c. The Building Condition of MTs Ma'arif 02 Kotagajah

The building condition MTs Ma'arif 02 Kotagajah in academic year of 2013/2014 can be identified as follows:

Table 2

The Building Condition of MTs Ma'arif 02

Kotagajah Midle Lampung

No.	Jenis Ruangan	Jumlah	Kondisi			Ket
			Baik	Rusak Ringan	Rusak Berat	
1.	Ruang Kelas	12	12	-	-	
2.	Ruang Guru	1	1	-	-	
3.	Ruang Kamad	1	1	-	-	
4.	Ruang Wa.Ka.	1	1	-	-	
5.	Ruang TU	1	1	-	-	
6.	Ruang Bndhr	1	1	-	-	
7.	Ruang BP	1	1	-	-	
8.	Ruang Perpus	1	1	-	-	
9.	Ruang UKS	1	1	-	-	
10	Ruang Lab. K	1	1	-	-	
11.	Ruang Lab. IPA	1	1	-	-	
12.	WC. Guru	1	1	-	-	
13.	WC. Murid	8	8	-	-	
16.	GSG	2	2	-	-	

Source: Observation Result at MTs Ma'arif 02 Kotagajah Middle Lampung on february 10, 2014

d. *The students' quantity of MTs Ma'arif 02 Kotagajah in the academic year* 2013/2014

The students' quantity of MTs Ma'arif 02 Kotagajah can be identified as follows:

Table 3

The Quantity of MTs Ma'arif 02 Kotagajah Midle Lampung In the academic year 2013/2014

No	Class	Quantity
1	Class VII	291
2	Class VIII	359
3	Class IX	312
Total		692

Source: Observation Result at MTs Ma'arif 2 Kotagajah Middle Lampung on february 10, 2014

2. Description of The Research

This research used action research approach. That has purpose to increase speaking performance of MTs Ma'arif 02 Kotagajah. This research was conducted in two cycles and before it did pre-test. Action in cycle 1 and cycle 2 was conducted about three meeting in cycle 1 and two meeting in cycle 2, and each meeting in these cycles took 2x40 minutes. As it is mentioned before, each cycle consist of planning, acting, observation, and reflection.

1. Action and learning product at Pre-Test

The learning was begun at 09.00 a.m. all students were ready to have subject and some of them looked curious and asked to their friends why researcher was in their class. After the leader of class led for praying, collaborator introduced the researher in front of the class. The researcher give pre-test before, to know the ability of the students before giving the action. All of the students were given pre-test that must be done in pair.

The researcher gave them a text "advertisement text" and they must practice. The time was given 40 minute for pre test. From the pre-test, the student got score. The result of the student's pre-test score can be explained, as follow:

Table 4
Table of the result score of student's pre-test 1

No	Name	Total score pre test 1
1	AA	46
2	AAK	51
3	AR	51
4	AS	56
5	A F	51
6	AZ	46
7	A	46
8	BO	55
9	CA	48
10	DIP	47
11	DM	55
12	DK	47
13	DAL	50
14	DK	70
15	DR	47
16	DS	48
17	EM	46
18	FG	47
19	GAS	45
20	GW	45
21	HDR	48
22	H	45
23	IN	48
24	IZ	52
25	JLS	46
26	KA	70
27	MIA	47
28	MRH	69

29	MRS	45
30	MN	48
31	VAA	60
32	WA	60
33	WS	58
34	RS	70
35	RMF	72
36	SA	46
37	SA	60
38	SNJ	47
39	S	47
40	SR	45
Total		**2.082**
Average score		**52,05**
Highest score		**72**
Lowest score		**45**
Students pass		**10%**

Source : the result score of pre-test

Table 5
Aspect of Scoring

No	Aspect of Scoring	Scoring		
		Low (45-65)	Average (66-75)	Good (76-100)
1	Pronuciation			
2	Grammar			
3	Vocabulary			
4	Fluency			
5	Performance			

Table 6
Score Distribution of Pre-Test 1

Students Score	Frequency	Precentage
45-65	35	87.5 %
66-75	5	12.5 %
76-100	-	0%
Total	40	100%

Based on the table above. it can be seen that most of the students failed in speaking test. From the result of pre test showed that most of the students seemed difficult to practice their speaking. It showed the most of students had not passed yet in achieving the minimum mastery criteria 70. Therefore, it was needed improvement through a modeling method.

a. Cycle I

The cycle I consists of planning, action, observation and reflection.

1) Planning

In this step, the research plans to use the modeling method in learning process. The cases that need to do in the planning section are:

1. Preparing the lesson plan.
2. Preparing the material of advertisement.
3. To make the items that will be examined as the pre test and the post test 1 in the cycle.
4. To make the learning media.
5. To make the observation sheet of the students activity.
6. To plan the scenario of the implementation of action that will be used.

2) Acting

This research was done in two cycles. The researcher presented three meetings in cycle 1. Each cycle consisted of planning, action, observation, and reflection.

1. The first meeting

In the first meeting was done on Tuesday, june 10. This meeting was opened by greeting, praying, checking the attendance list, and motivating the students. In this meeting the researcher held pretest to measure student's speaking performance. Unfortunately, After pretest was done their speaking still low. The researcher found the fact that the student pasive class. In the first meeting the researcher would gave the speaking material about advertisement. Firstly, the researcher ask to student about advertisement but the student just silence. The student did not respond teacher's question. Then, the researcher explain the material.

In this meeting the students got difficulty to perform and speak well because the researcher just gave the text and the task without treatment before. The researcher also did not give the explanation.

2. The Second Meeting

The second meeting was done on Wednesday at 10.50 – 12.10 a.m duration 80 minutes, June 11. This meeting was opened by

greeting, praying, and checking the attendance list, asking condition the student, the next the researcher gave question.

In this meeting, the researcher reviewed the test that the student have done at the first meeting a moment. Then the researcher explained material by using modeling method. The researcher demonstrate the material about advertisement and the student see it. The researcher explain how to make advertisement, next the researcher divided the students into 12 groups, every group consist 3 students. After that the researcher divided some advertisemnt text to each group. The next each group make scenario advertisement to show in front of the class.

In this meeting, the students began to be active; they also began to be interested to the material. During discussion the researcher visited each group and give instruction. After finished, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together.

3. The Third Meeting

The last meeting in cycle I was done on Tuesday, at 09.00 – 10.20 a.m duration 80 minutes, June 18. This meeting was opened by greeting, praying and checking the attendance list. In this meeting the researcher reviewed treatment in the last

meeting and the next the researcher gave posttest with oral speaking about advertisement to see the students' speaking performance and understanding of the material that was explained during the learning process.

3) Observation

In observation of the researcher's action, researcher presented three meeting in cycle I of learning speaking. In this cycle the researcher as a teacher and collaborator as observer.

After teaching learning process finished, the researcher and collaborator discussion all important things in teaching learning process in cycle I by using observation sheet is student's participant in teaching learning process.

4) Reflection

Based on the result of the first meeting, it can be said that the most of the students got difficulty in teaching learning process. It is happened because the students have not used modeling method yet. Occasionally in doing the task they did not understand to make a simple sentence in advertisement. They were also confused because they had to imagine first. In this meeting, most of the students were also unactive and felt bored following the class.

After the researcher give treatment in first and second meeting, it can be said that modeling method has positive effect to the result of

the first and the last meeting in cycle I. Although the students who got score more that 70 only a few, there is increase in it.

Although there was increasing of the result from the first meeting and the fast meeting in cycle I, but the teaching learning process by using modeling method has achieved minimal competence standard of the research yet. This failure can be seen that students who got score more that 70 less than 70%.

a. Cycle II

1) Planning

In the planning, the researcher and collaborator discuss the tools or media that will be provided to students. Because the researcher will use the images and thing associated with the materials for classroom teaching.

2) Acting

1) The first meeting

The first meeting was done on Wednesday at 10.50 – 12.10 a.m duration 80 minutes, June 18. This meeting was opened by greeting, praying, and checking attendance list.

Teacher explains about advertisement, giving examples and together carrying out the command line. Then together with the students to discuss thoroughly the teachers' explain. After that, the students were divided into small groups, one group contains 3

students will work in pairs on a show. Teacher instructed the students to perform in front of classroom performance by students' scenario on each groups and teacher assesment.

In this meeting, the students began to be active; they also began to be interest to the material. During discussion the researcher visited each group and give instruction. After finished, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together.

2) The second Meeting

The last meeting was done on Tuesday at 09.00 – 10.50 a.m duration 80 minutes, June 24. This meeting was opened by greeting, praying, checking the attendance list and giving the question for the students. After that the researcher reviewed in the last meeting and the researcher given post test with oral speaking about advertisement to see the students' speaking performance. In this meeting only 33 of 40 student (80 %) could do will.

3) Observation

From the researchers' action, researcher presented two meetings in cycle II, the researcher applies modeling method. Those were expected able to help the students get describe the material easily.

After teaching learning process finished, the researcher and collaborator discussion all important thing in teaching learning process in cycle II by using observation sheet is student's participant in teaching learning process, such as : pay attention the explanation of teacher, active in every meeting, able to perform the exercise well, interested in the following class, and have motivated.

4) Reflection

Based on the result of observation learning process in cycle II, it can be said that the teaching learning process by using modeling method as method has achieved minimal competence standard of the research. This success caused the researcher has revised and improved the teaching learning process in cycle I.

In the second cycle, the students were also active to do the task than before. They felt have motivation in each doing the task. So, the result they can increase their ability in speaking performance.

3 The finding data

a. The Result of Cycle I

In Cycle I, teaching learning process with use modeling method student's score average 62,08 with student's pass 20%, to know interpretation action and learning result at cycle 1.

Table 7
The Students Score at Cycle 1

No	Student's name	Cycle 1	
		Pre Test	Post Test 1
1	AA	46	59
2	AAK	51	60
3	AR	51	66
4	AS	56	67
5	A F	51	54
6	AZ	46	60
7	A	46	58
8	BO	55	72
9	CA	48	55
10	DIP	47	56
11	DM	55	60
12	DK	47	57
13	DAL	50	65
14	DK	70	80
15	DR	47	60
16	DS	48	68
17	EM	46	60
18	FG	47	58
19	GAS	45	60
20	GW	45	60
21	HDR	48	55
22	H	45	68
23	IN	48	59
24	IZ	52	60
25	JLS	46	59
26	KA	70	76
27	MIA	47	55
28	MRH	69	72
29	MRS	45	57
30	MN	48	56
31	VAA	62	64
32	WA	60	70
33	WS	58	60
34	RS	70	70
35	RMF	72	78
36	SA	46	50

37	SA	60	**70**
38	SNJ	47	**55**
39	S	47	**55**
40	SR	45	**59**
Total		**2082**	**2483**
Average score		**52,05**	**62,08**
Highest score		**72**	80
Lowest score		**45**	50
Students pass		**10%**	20%

In this research post test 1 had done individually. It is aimed to know the ability of the student before and having treatment. From the result of post test 1. we know that there was an increasing from student result score, to know comparison it is illustrated a table below:

Table 8
Score Distribution of Cycle I

Students Score	Frequency	Precentage
45-60	28	70%
61-75	10	25%
76-100	2	5%
Total	**40**	100%

Table 9
The result of the students' activity in post test cycle I

No	Criteria	Precentage
1.	**Interested in the following class**	**27,5%**
2.	**Active *in every meeting***	**85%**
3.	**Giving an attention to the techer explanation**	**75%**
4.	**Able to perform the exercise well**	**85%**
5.	**Have motivated in followed the lesson**	**87,5%**
	Total	**360%**

Based on the table above, it can be seen that most of the activity students is about 72% from the total of the students.

b. The result of cycle II

Table 10
The Students Score at Cycle II

No	Student's name	Cycle II	
		Post Test 1	Post Test 2
1	AA	59	66
2	AAK	60	70
3	AR	66	70
4	AS	67	70
5	A F	54	66
6	AZ	60	75
7	A	58	68
8	BO	72	75
9	CA	55	68
10	DIP	56	70
11	DM	60	74
12	DK	57	70
13	DAL	65	75
14	DK	80	85
15	DR	60	75
16	DS	68	75
17	EM	60	75
18	FG	58	68
19	GAS	60	78
20	GW	60	75
21	HDR	55	66
22	H	68	75
23	IN	59	75
24	IZ	60	70
25	JLS	59	66
26	KA	76	85
27	MIA	55	70
28	MRH	72	80
29	MRS	57	70
30	MN	56	70

31	VAA	64	70
32	WA	70	75
33	WS	60	75
34	RS	70	80
35	RMF	78	80
36	SA	50	66
37	SA	70	74
38	SNJ	55	70
39	S	55	75
40	SR	59	70
Total		2483	2910
Average score		62,08	72,75
Highest score		80	85
Lowest score		50	66
Students pass		20%	80%

After looking at table above, the highest score 85, the lowest score 66, and the average score of the students 72,75 with student pass 80 %. The score distribution of cycle II can be seeing at table 11.

Table 11
Score Distribution of Cycle II

Students Score	Frequency	Precentage
45-60	0	0%
61-75	34	85%
76-100	6	15%
Total	**40**	100%

From the table 10, it can be said that most of students were successful in achieving materials.

Table 12
The result of the students' activity in post test cycle II

No	Criteria	Precentage
1.	Interested in the following class	62,5%
2.	Active in every meeting	95%
3.	Giving an attention to the techer explanation	85%
4.	Able to perform the exercise well	95%
5.	Have motivated in followed the lesson	95%
	Total	432,5%

Based on the table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II.

c. Comparison of pre test and post test

To know comparison of the pretest, post test I, and post test II we can see from table.

Table 13
The average of the Test Result

Pre-action	Cycle I	Cycle II
(pretest)	(Posttest I)	(posttest II)
52,05	62,08	72,75

After looking at the result pretest, it can be said that, there was an increase of student's speaking performance. There is progress from 52.05 to 62,08 , 72,75.

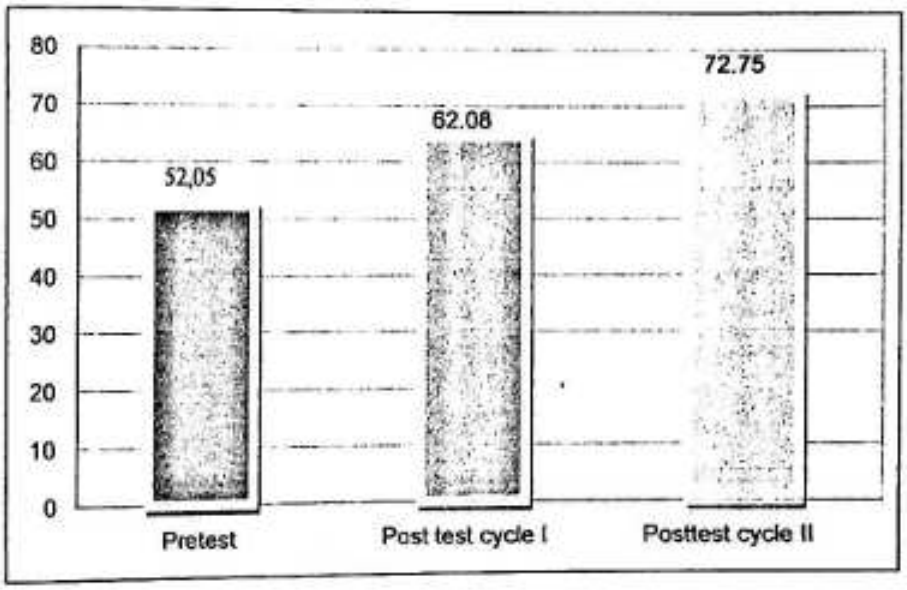
Table 14
The Result Of The Students' Activity In Post Test Cycle I

And Post Test Cycle II

No	Observation	Precentage
1.	Post test cycle I	360%
2.	Post test cycle II	432,5%

To know clearly about the increase of the pretest and post test, the researcher shows the line of graph.

Graph I
Graph of the result of pre test and post test



Based on the graph above, it can be concluded that there were increased from the result of pre test, post test cycle I, and post test cycle II, it proved that modeling method was effective to increase the students speaking performance.

B. Interpretation

1. Interpretations and learning result at cycle I

In this research pre test and post test has done in group. It has aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test cycle I, it can be inferred that there was increasing from the students result score. It can be seen from average 52,05 becomes 62,08.

2. Interpretations and learning result at cycle II

Based on the results of pre test and post test in the second cycle, it can be concluded that applying modeling method as a method of a teaching in the classroom can improve students' speaking performance. The students can speak confidently in front of the class. All students attending class from the first treatment until the last treatment. The students feel comfortable in the classroom during the learning process. They are able to explain their opinions well. Scores of students in the second cycle was increase. It can be seen from the average score increased from 52,05 to 62,08, 72,75. This means that students can achieve the target value that has been determined the KKM.

Beside of the result of pre test and post test, the result of the observation also showed that they were increased the students activities from post test cycle I to the post test cycle II. The precentage of the observation in the post test cycle II was higher than post test cycle I. The precentage of

the students' activities in the post test cycle I were 360%. Then, the precentage in the post test cycle II were 432,5%. So, there were increased for about 72,5%.

The result of the research showed modeling method could increase the students' speaking performance. In the last of learning, the students showed that they were able to increase the vocabulary, so that, their speaking more increased. Because of they were able to increase their vocabulary and prononciation. The teacher creativity in choosing an appropriate a method in English lesson also gives an important contribution in their motivation and interested in following the class. Thus, the researcher assumed that modeling method was one of method which can increase the students' speaking performance.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of learning English through the use of modeling method in two cycles of the action research, the researcher would like to give the conclusion as follow.

Modeling method effective to improve the students' speaking performance. Raising students' speaking performance can seen on quality the learning process and active practice and gratify for student, the students did not bored because they have to involved actively and the material taught variatif. In this case the student to be independent.Those results are proved by the higher score in posttest. In the pretest, the average score 52,05 meanwhile the average score in the posttest 1 is 62, 08 and the average score in post test 2 is 72, 75.

By using modeling method teaching learning process also makes students were easier in accepting the materials. It can improve the students' ability in expression their idea, in speaking performance. This is proved by seeing the average score of cycle I and cycle II of the treatment. Applying modeling method makes students be interesting and motivate then to follow the class. They feel enjoy in doing the test.

B. Suggestion

Based on the result of the research, the research would like to give some suggestions as follow:

1. To the school

The school more complete the facilities in order that the students and the teacher more enjoyable in teaching learning process.

2. To the teacher

The teacher can use modeling method as alternative English learning so that implementation of learning become active, inovatif and gratify. Used the modeling method to improve the students' ability in learning will be interested and motivated in studying; the students will not bore in following the class. The English teachers should help the students to be more active in learning English by helping them to enrich their speaking. To give more various method in teaching learning process.

3. To the student

The students have to increase their achievement and their activating in the learning English. The students can practice to speak English and more discuss together to practice the student solve the problem that happen.

4. To the researcher

The researcher suggested to do other research to know effective on other learning aspect so that increase that achiev along with the target that will be achieved.



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She took her elementary school at MI Nurul Huda Moroseneng in 1999, and then she took her Junior High School at SMPN 1 Sritejokencono in 2004 for three years. Having graduated from Junior High School she continued her study at Islamic MA Ma'arif 9 Kotagajah in 2007 and graduated in 2010. After graduating from Islamic MA Ma'arif 9 Kotagajah she decided to continue his study at STAIN Jurai Siwo Metro. She was registered as a S-1 student of English Education Program of State Islamic College Jurai Siwo Metro.