AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS PRONOUNCIATION THROUGH (KWL) KNOW WHAT TO LEARNING TECHNIQUE AT SMP N 1 SEPUTIH AGUNG

Written By :

F I T R I A N I
St.N : 0845257

ENGLISH PROGRAM OF TARBIYAH DEPARTMENT
STATE ISLAMIC COLLAGE (STAIN)
OF JURAI SIWO METRO
1434 H / 2013 M

IMPROVING THE STUDENTS PRONOUNCIATION THROUGH (KWL) KNOW WHAT TO LEARNING TECHNIQUE AT SMP N 1 SEPUTIH AGUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan Islam (S.Pd.I)
in English Education Study Program

WRITTEN BY:

F I T R I A N I
St.N : 0845257

Sponsor : Drs. Kuryani Utih, M.Pd.

Co. Sponsor : Johan Wibowo, M.Pd, M.Si, M.M

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ABSTRACT
BY
F I T R I A N I

Speaking pronounciation one of four basic language skills that must be mastered by the students. It is the skills of the students when they are able making sounds, words, phrases, and discourse forms that characterize any language, so that created the interactive of communication. Morever, students are often ignored to mastering this skills. It caused by several problems, such as: The students have little vocabulary, the students have a lack motivation in learning English, The students were shy and afraid to speak English, and etc. Therefore, to increase their speaking skills, the researcher used KWL technique in learning process.

This research was aimed to know the level of speaking skills and to finding out the increasing speaking skills through the KWL technique in SMPN 1 Seputih Agung. It was Classroom Action Research (CAR) with the subject of this research are the students VII graders in SMPN 1 Seputih Agung. The researcher asked Mrs Marma, S.Pd as the collaborator in this research. Then, to collecting data, the researcher uses: test (pre-test and post-test), observation, and field notes.

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion as follow : The students' speaking performance can be increased by applying KWL technique in learning process. It looked on the progressing of the average score in every cycle, the average score of pre-test was 51.2, and in cycle I was 61.7, then in cycle II was 79.06. There were increasing score 16.1 points from pre-test to post-test I and there are increasing 9.36 points from post-test I to post-test II. By applying KWL technique in learning process of speaking can increase the students' enthusiasm. Based on the result of observation sheet, the student's activity in the implementation of cycle I and II was very active. It means that KWL technique can increase the student's activeness. It can be seen on the result of observation sheet. The average student's activity in cycle I was 53.3 %, then increase to 90% in cycle II.

From data above prove that can be concluded that KWL technique can increase the students speaking performance at seventh grader of SMP N 1 Seputih Agung in academic year 2012/2013.

.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Full Name : FITRIANI

Students Number : 0845257

Study Program : English Education.

States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, March 2013

F i t r i a n i
Student Number 0845257

MOTTO

An-nasyrah - 6

Surely there is ease after hardship

While I Breathe, I hope

DEDICATION PAGE

This piece of work's dedicated to:

- My beloved parents (Mr. Sutrisno and Mrs. Juminten)
- My beloved husband (Jumali)
- My beloved daughter (Akilla Ashazita)
- My beloved brother (Ahmad Nizar)
- My beloved lectures in STAIN Jurai Siwo Metro.
- My almamater State Islamic College (STAIN) Jurai Siwo Metro.
- My beloved friends especially class E

ACKNOWLEDGMENTS

All praise to Allah SWT, the Most Gracious, and the Most Merciful, who always give us what we need and has taught human being what we don't know before. All thanks to Allah SWT for His gift especially the precious health to the writer that she could accomplish the research proposal. Peace always gives to our prophet Muhammad SAW, the one best person in the world thank you for your good guidance to us.

The research proposal entitles "IMPROVING THE STUDENTS PRONOUNCIATION THROUGH (KWL) KNOW WHAT TO LEARNING TECHNIQUE AT SMP N 1 SEPUTIH AGUNG". This research proposal is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English education study program of STAIN JURAI SIWO METRO.

The writer cannot stay alone, there were many people who contribute their meaningful hands in accomplishing this research proposal that the writer can not mention one by one. First of all, the writer would like to express her thanks to Mr.Drs.Kuryani Utih, M.Pd. as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes express her deep thank you to Mr. Johan Wibowo, M.Pd, M.Si, M.M as the second advisor who has given her knowledge and experience in finishing this research proposal. The writer also thanks to the collaborator Mrs. Rias Rusianah S.Pd, who help the writer in action research. Her big thanks goes to Mrs. Dra. Esty Handayani, the head master of SMP N 1 Seputih Agung for providing the opportunity to conduct the research, all teachers, officers and students especially class VII for being corporative during the research.

Furthermore, the writer would like to express her thanks to all people who has support her, the honorable the lecturers of English Study Education Program, who

give her big inspiring and motivation, her families who always give support and pray for her. She is grateful to have her mother and her father, her husband Jumali and her daughter Akilla Ashazita who give big support to keep on going. All my classmates in class E at the nineth semester of English Department, especially Denok, Cuwi and Ayu the memorable moment with them always be kept in her mind.

To make mistake is humanity. Nobody is perfect. The writer realizes the imperfectness of this work, nevertheless she hopes that this little piece of work can contribute something to betterment of English teaching in general.

Seputih Agung, December 2012
The Writer

F I T R I A N I
St.N: 0845257

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is very important role in human life as a tool of communication. It is difficult to do all our activities without language because language is used by all people to communication and interaction with others.

It means that language is very important to communicate in society or language as system communication. One of them the language used by many people in the world is English. English is an international language that used as a means of communication all over the world.

It also is the first foreign language especially at Indonesia. It means that English is not used to communicate within the country but only taught as a subject at the School English is the compulsory subject should be taught at the elementary school, junior high school, senior high school, and also at the university.

The teaching of speaking in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people's skill of communication. Learning English in junior high school is priority begins from spoken then written from the simple level until the highest level.

1

The reason is naturally learning English is begins from spoken and written. It is very difficult of spoken communication. Speaking is the most important in communication. Because in speaking involves two people or more as speaker and listener.

Learning seems to describe best the activities of speaking, listening, reading and writing. The four skills of the language are important to every student and all of them are related with one. Another, speaking is basic skills, just as important as listening, reading, and writing. Speaking is not only for communicating. Each other but also for expressing an idea. So speaking means to express opinions; to say; to talk.

In this study, the writer will focus on learning English especially speaking skills. Speaking constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying speaking. It is very essential to improve the four language skills that are very useful in conducting communication and studying other language.

Table 1

The Result of Students' pronounciation

	Score	**Categories**	**Frequency**	**Percentages**
1	90-100	Excellent	0	0 %
2	75-89	Good	5	16,6 %
3	65-74	Fair	10	33,4%
4	0-64	Poor	15	50 %
Total			**30**	**100%**

Based on the data above, it can be seen that the students' skills is still low.

It proves from 15 students of 30 students into the poor categories 50% because the students failed with the highest grade 30 and the lowest grade 50 with the criteria indicator achievement for English is 65.

In this research, the researcher intends to do classroom action research and it is expected can overcome problem in the class and I hope in classroom action research next will be increase the students' pronounciation and make the students enjoy to learn English especially speaking.

B. Problems Identification

In this research, the writer finds many concerned. So, that the writer makes the identification of the problem as follows:

1. The students have low ability to perform especially in pronounciation.
2. Most of the students have difficulties in pronounciation.
3. The students have poor motivation and interesting in following the class.

C. Problems Limitation

Based on the problem identification above there are many problems, but the researcher limits the problem only: Improving the students' pronounciation through KWL technique at the seventh graders of SMP N 1 Seputih Agung in academic year 2011/2012.

D. Problems Formulation

Based on problem limitation above, the problems of this research are formulated as follows, “Could the KWL technique increase the students pronounciation at the seventh graders of SMP N 1 Seputih Agung in academic year 2011/2012?”

E. Objective and Benefits Of The Study

1. The Objective of the Study

   The objective of this research was to increase the students speaking performance through KWL technique.

2. The Benefit of the Study

   The results of the research are expected to beneficial for:

   a. For the students:

      1) To enable the students can speak using total physical response fluently.

      2) To motivate the students in learning English, especially in pronounciation.

   b. For the teachers:

      1) To give information about a technique in learning English especially KWL technique for English teacher.

2) To help the teacher to choose the appropriate technique in teaching pronounciation.

c. For the school:

The headmaster can convey to the teachers that they should know the students' problem in order to reach learning process effectively.

d. For the institution.

It is hopefully be a positive contribution to the teaching in Indonesia and the teaching of English pronounciation at SMP N 1 Seputih Agung.

CHAPTER II

REVIEW OF RELATED THEORIES

A. *Theoretical Description*

1. Students Pronounciation

a) The Concept of Pronounciation

Pronounciation refers to the candidates ability to produce comprehensible utteraces to full fill the task requirements. Pronounciation refers to the ability to use the correct stress, rhytm, and intonation of the word in a spoken language.

in Oxford learners dictionary pronounciation is: the way in which a language or a particular word or sounds is pronounced.

Furthermore, Bambang explained that speaking is oral production or it is called a productive skill. It can not separated from producing sounds, this implies that pronunciation keep crucial part in the process of teaching speaking, in other words, pronunciation practice in speaking activities is needed, so that the students are able to speak not only to speak English fluently but also to pronounce it correctly.[1]

From the definition above, the writer understood that speaking is the process of producing sounds to say and express about something or to mention something which is related with pronunciation. If the people to say or

[1] Bambang Setiyadi, Dkk, *Tefl 2*, Jakarta,Universitas Terbuka,2007,P.6.13.

express about something with pronounce correctly so another people can understand what their says.

b) Elements of Speaking

When students want to be able to speak fluently English they not only need to be able pronounce phonemes correctly but also they need to be able to speak in range of different genres and situation. The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language "on the spot".

1) Language Features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

a) **Connected Speech:** effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent "connected speech" (as in *I'd've gone*).
b) **Expressive Devices:** native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
c) **Lexis and Grammar:** spontaneous speech is marked by the use of the number of common lexical phrases, especially in the performance of certain language function.
d) **Negotiation Language:**effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.[2]

2) Mental/Social Processing

[2] Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (Longman), p. 269.

If part of speaker's productive ability involves the knowledge of language skills such as discuss above, success is also dependent upon the rapid processing skills that talking necessitates.

a) **Language Processing:** effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
b) **Interacting with Others:** most speaking involves interaction with one or more participants.
c) **(On-the-spot) information processing:** quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.[3]

c) Teaching Speaking

According to Bambang that The aim of teaching speaking is the students are able to use the language accurately, fluently, and appropriately with the content of situation then the students must be actively engaged to speak.[4]

Moreover, Bambang added that there are three stages of teaching speaking:

a. Setting up

Setting up or engage stages are to introduce the students to the topic so that they are motivated to study it. In other words, this aims to make the students ready with the topic they are studying. The topic may be demonstrated to whole class, or the students may make materials to be used during speaking practice. Demonstration of the topic may be made in order that the students find it easy to do the task provided by the teacher. This first

[3] *Ibid,* p. 271.

[4] Bambang,*op.cit*.p.6.29

step is intended for the students to get ready with what they have to do and to practice pronunciation of any words or phrases, or intonation that the teachers know the learners will fin difficult.

b. Speaking practice

Speaking practice or active stages, where the students are exposed to practice the topic introduced in the setting up or in the engage stage. The activities must be suited to the real-life situations. Basically, the students are exposed to the form of the language but manipulated the activities reflecting real life situations or suited to the context of real communication.

c. Feedback

Feedback or study stages, this stages suggests the teacher ask the students to report back what they have talked about. And the teacher monitoring the activities as the basis of the feedback. In the case of grammar and vocabulary errors, try to write them on the board so that the students can see what is wrong. If a large number of the students have made mistake, you might need to spend some time explaining of clarifying it.

Make sure they have understood and perhaps ask them to do the activities again with a different partner. You might also like to make this language problem the topic of another lesson at a later date. [5]

[5] *Ibid,*p.6.11-6.13

Based on the explanation above, teaching speaking is essential to the success of teaching speaking. the successful of teaching speaking depends on the teachers, but also the students. The teacher can make the students active in speaking classroom and make the lesson is easy and enjoy so they not feel boring during the learning process moreover they can speak communicate between one students and another.

d) Criteria of Speaking Skills (Pronounciation)

The test of speaking skills should be possible the students to not only pronounce their speaking skills, but also their ideas, thinking or feeling. Then the test should be functional, beside it can show the students' speaking skills and the use normally. Moreover it can be explained that elements of measurement can be formulated as follows.[6]

Table 2

Harris's oral English Rating Scale Frame

No	Criteria	Rating	Description

[6] David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), P. 81.

		Scores	
1	Pronunciation	**5**	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Fluency	**5**	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
3	Vocabulary	**5**	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4	Comprehension	**5**	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
5	Grammar	**5**	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.

Based on the quotation above it can be inferred that the criteria of speaking ability can be measured through five elements that is pronunciation, grammar, fluency, and comprehension to produce good speaking.

2. Through (KWL), Know What To Learning Technique

a) The Definition of KWL Technique

The KWL are an acronym for, ”What we know”, what we Want to know”, and what we learned”. A KWL table is typically divided into three columns titled know, what and learned. The KWL table was created by Donna Ogle in 1986.[7]

A KWL technique give to the student, purpose to speaking and students role active, before, moment, and after students speaking. A KWL involve three principles to demanded for student give something a way about what the students know and determine what they want to know and then remain what the student already know.

A KWL table can be used for all subjects in a whole group or small group atmosphere. The first columns, ‘K’, is for what the students already know about a topic. This step is to be completed before the speaking. The next columns, ’W, is for students to list what they want to learn about the topic during the speaking. The third columns, ‘L’, is for what the students learned from the topic.

b) Teaching Of KWL Technique

Teaching word is from the word teach. The teach means give the lesson to somebody or give knowledge, skill, etc[8]. So the teacher should give the lesson material to the students and it must be understood easily to the

[7] . http://www.eduplace.com/graphicorganizer/Pdf/kwl.Pdf (accessed 30 September 2012)

[8] *Oxford learner’s pocket dictionary*, Oxford University Press, 2008.P 455.

students.

To increase the students' speaking skills, here the students are given the dialogue material because almost any language class begins with a dialogue.

One thing that can improve students ability to speak spontaneously, by exploring students knowledge about the subject being taught. KWL technique can be used for such purpose. KWL stands for Know (the unknown) What to Know (who wants to know), and Learned (acquired). In the process leaning, the teacher gives a topic, then orally asked students what they know about given topic. All answer are written in column K (Know), and the students speaking the question. The next question is what they wanted to learn about the topic and all answers are written on the W column (What to Know), and the students speak about all answers. Then students speak the material that is intended for teachers. The next about what they have learned and write it in column L (Learned), then the students speak about it.

To increase the student speaking ability by KWL technique in the class is not only depending on the teacher skill but also the students interesting and other factors. Beside that the lesson material must be remembered easily for the students. H. Douglas Brown said that "the goals and the techniques for teaching conversation are extremely diverse, depending on the students, teacher, and overall context of the class"[9]. So, the teacher and the students have to work hard to get the best result from teaching learning process.

[9] Brown.H. Douglas. Opcit. P. 269

B. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis is by using KWL technique, the students will able to increase their pronounciation at the seventh graders of SMP N 1 Seputih Agung In Academic Year 2011/2012.

CHAPTER III

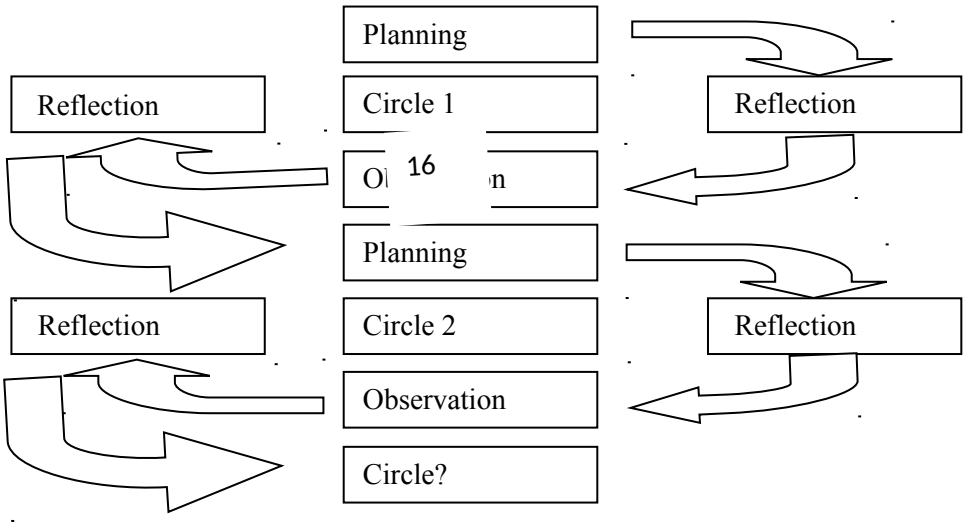
RESEARCH METODOLOGY

A. Object of the Study

The object of the study is the students' pronounciation of the seventh class of SMP N 1 Seputih Agung, It is consists of 30 students, 11 boys and 19 girls.

In this classroom action research the writer would like to conduct the research in three cycles. Each cycle will be done twice performing and it consist of planning, action, observation and reflection.

Here is the step classroom action research design:



Picture 1 Spiral Classroom Action research[10]

Classroom Action Research (CAR) cycles are:

1. Cycle I

   a. Planning

      Planning is the first step in every activity, Researcher explains about what, why, when, where, who and how the action is done.[11]

[10] Suharsimi Arikunto, Suhardjana, Supardi, *Penelitian Tindakan Kelas,* Jakarta, PT. Bumi Aksara, 2004, p. 74

[11] *Ibid*, P. 17

The planning will be reference in doing action. Here is the step that the writer can make in planning:

- The researcher indentifies the problem cause and finds the problem solving.
- The researcher makes lesson plan.
- The researcher prepares the material, the method, and the technique of teaching.
- The researcher prepares format to observe.
- The researcher prepares format to evaluate the student's activity after teaching learning process.

b. Acting

After finishing the planning, the next process is acting. Doing action is the second step in activity. It is the realization from the planning the researcher has made.[12] This step is about plan implementation. In this step, the writer acts as follows:

- The teacher applies the lesson plan.
- The teacher explains teaching speaking English with KWL technique.
- The teacher teaches speaking by using KWL technique.
- The teacher guides the students to speaking English fluently.

c. Observing

[12] *Ibid*, P. 18

This step is observed activity that will be done by observed. Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is doing in teaching learning process. In this step, the writer observed the process of teaching learning by using format observation.

d. Reflecting

Reflection is the last step in this process. The writer will analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the writer uses the data from evaluation to make improvement for the second cycle. The writer decides that the next cycle focuses on the weakness in preview cycle.

2. Cycle 2

a. Planning

c. The researcher indentifies the problem and finds the problem solving from the first cycle.

d. The researcher makes a lesson plan.

e. The researcher prepares the material, method, and technique of teaching.

f. The researcher prepares the source of learning.

g. The researcher prepares the format to observe

h. The researcher prepares the format to evaluate.

b. Acting

The researcher applies the action plan II.

c. Observing

In this step, the researcher observes the process of teaching learning by using format observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher compares the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative. Based on the condition, if the students' speaking score is increase or the indicators of success have been achieved, the cycle will be stop and if the student's speaking score is not increase, the cycle will be continue to cycle III.

B. Setting and Subject of the Research

This research will be conducted at SMP N 1 Seputih Agung.

The junior high school is located on Panca Bhakti Street, Kec.Seputih Agung Lampung Centre.

The numbers of the teachers are 30 civil servants, 3 honorees and one school guard. Here is the table of the teachers:

The total of the students number in this school are 750, it is consist of the seventh class until the ninety class. Almost all the classes

are the big class because the range of every class consist more than thirty five students. In this research the researcher chooses the seventh class as a subject.

The reason for choosing this class as the subject is the students' speaking skills must be improved and they have learned the reading subject and the numbers of vocabularies so the researcher hopes that the research can be done well.

Here is the numbers of the students at SMP N 1 Seputih Agung from the seventh class until the ninety class:

Table 3
The Student Condition of SMPN 1 Seputih Agung
In Academic Year of 20012/ 2013

No	Class	Sex		Total
		Male	Female	
1	VII	98	128	226
2	VIII	114	133	247
3	IX	96	121	217
Total		308	382	690

Source: Document of SMPN 1 Seputih Agung

Table 4
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VII	11	19	30

C. Data Collection Method

To collect the data the writer using some methods in order to get more information that support this research, they are:

a. Test

Suharsimi arikunto states that to measure, is there or not and how big the ability of the object which is experienced, used the test[13]. From the statement above it means that the test is important when do the research and it must be done before the writer does the treatment. So, here the writer done the test twice and it is divided two tests, they are:

1) Pre test

Pre test has purpose to know the students' speaking ability before they are given the treatment. The test is question sentences form.

The numbers of the question sentence are 30 sentences. Each topic consists of 10 question sentences. The score of a question sentence is 10 if the students can answer it well. So, the total of score is 100. The time to do the pre test is two lesson hours.

2) Post test

[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta, Rineka Cipta, 2002, p 198.

The post test is done after the treatments. After having the treatment, the students will have a post test. The form and procedure of the post test is the same as the pre test.

b. Documentation

In this research the writer use documentation method to know the history of SMPN 1 Seputih Agung and information concerned this research. This method also use to know the information of the students' speaking skills that been taught by their teacher.

c. The field note

To collect the data more accurately, the uses the field note, it will make the data analyzed simpler. In many profession, it is a manner of good practice to make "field note" while actually engaged in professional[14].

Generally, the field note is divided in two kinds they are the descriptive field note and reflective field note[15]. The descriptive field note get by doing observation, interview or document. The reflective field note is perfecting from of descriptive field data this note has been prepared systematically and given interpretation by the research. Based on the statement the writer will use observation and interview.

[14] Ibid

[15] Bambang Setiadi*, Metode Penelitian Untuk Pengajaran Bahasa Asin*g, Yogyakarta, Graha Ilmu, 2006, p.250.

D. Data Analysis Technique

Data analysis will be conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Furthermore, to know again, the writer will compare between pre-test and post-test. The formula of this research is :

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

$\overline{X}$ = Mean

$\sum X$ = Total of scores

N = Total of subjects[16]

Furthermore, to know the gain the researcher will compare between pre-test and post-test. Then, the result is matched by criteria indicator achievment at the school at least 65. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2,85 % of the students are successful. It is not continue to other cycle.

The indicator of success if the students have score 65 and can apply the criteria of speaking ability can be measured through five elements that is pronunciation (Has few traces of foreign language, Always intelligible, thought one is conscious of a definite accent, Pronunciation problem necessities concentrated

[16] Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta : Gajah Mada University Press, 2004), P.64

listening and occasionally lead to misunderstanding, Very hard to understand because of pronunciation problem, most frequently be asked to repeat, Pronunciation problem to serve as to make speech virtually unintelligible)[25;]

In order to be able to collect valid and reliable data, the instrument must fulfill the requirements of validity and reliability.

1. Validity

Validity is CAR is needed to get the data and information that can be accounted for the truth. There are five types of validity that can be applied they are:

a. Content Validity
   This validity ask hoe the fit between the instrument and the purpose and the description of the material being taught or issues that will be learned. To know that the arrangement of instrument should be base on a lattice grid which is prepared for that purpose.
b. Construct Validity
   Construct validity ask whether the questions at the instrument fit with the relevant scientific concept. Construct validity is conducted by expert judgment.[26]

[25] David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), P. 81.

c. Dialogic Validity

This validity is concerned with the effort to minimize the subjectivity in both the process and the outcome of the research. This validity is conducted by asking collaborator to assess and give opinions of teachers' actions taken to improve the learning process.

d. Democratic Validity

Democratic validity is related to the validity of role which is given by every group that involved and the suggestions and consideration given bay that groups related to action which is done by the researcher.

e. Catalytic Validity

Catalytic validity relating the way and new role in accordance with an action to solve the problem this validity is closely related to the process.[27]

2. Reliability

Classroom action research is a research study that is situational and conditional. To maintain the reliability of classroom action research result, the researcher presents its data.[28]

[26] Burhan Nurgiyantoro, et.al, *Statistic Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 339-340

[27] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Prenada Media Group, 2009), p. 41-43

[28] *Ibid*.

CHAPTER IV

THE RESULTS AND INTERPRETATION

A. Results of the Reseach

In this chapter, the researcher would discuss the result of the research and interpretation of it. In the following, the reseacher would explain the profile of the school firstly.

1. The Profile of SMP N 1 Seputih Agung

In this session, the researcher would like to discuss the history of the school, the member of the teachers and staff, the students, organization of the school, and the condition of the school.

a. History of SMP N 1 Seputih Agung

The SMP N 1 Seputih Agung is located in Jln Phanca Bhakti Simpang Agung Kec. Seputih Agung Lampung Tengah. It was established on 1997. Since 1997 years ago, SMP N 1 Seputih Agung had taken a part in the guiding and creating a new generation on inheritance of this country. In order to increase the quality of the people of Indonesian so that they can face the new era. To reach the goal it needs high dedication from all of the members. Such as: head master, the teacher, officer staff, and the stakeholders.

One upon a time, Junior High School 1 Seputih Agung was a filial of SLTP N 8 Terbanggi Besar which led by Mr. Suherman.TH.SH. Because there were so many student came to the school and the school had no enough places for them, so Junior High School filial to a Junior High School 1 Seputih Agung. According to Minister of Education and Culture of Indonesian on

his letter number: 107/0/1997.16th of May 1997 and according to the letter of the head of local department of Lampung Province Number: 296/KPTS/05/2002, 13th March 2002.

Since SMP N 1 Seputih Agung was established, SMPN 1 Seputih Agung has been led by the following principles:

1. Ks.P. Sumardji, BA (1994 - 1997),
2. Suherman. TH.SH (1997 - 2006),
3. Dra. Esty Handayani (2006 until now).

b. The Condition of Teachers at SMPN 1 Seputih Agung

The Numbers of teachers and official employers in State Junior High School 2 Metro in academic year of 2010/2011 are 73 that can

be identified as follow:

NO	NAME	Occupation
1	Dra. Esty Handayani	Ka. SMPN 1
2	Drs. Hy Sartono	Teacher
3	Dra. Murni Nasir	Teacher
4	Sarjiyem, S.Pd.	Teacher
5	Muji Lestari, S.Pd.	Teacher
6	Dra. Sujilahwati	Teacher
7	Sudiono	Teacher
8	H.Hardi Suhartono, S.Pd.	Teacher
9	Drs. Setyo Pambudi, R	Teacher
10	Dra. Katarina Sundari	Teacher
11	Dra. Umi Raniyah	Teacher
12	Diso Yuli Prasojo, S.Pd.	Teacher
13	Tri Winarsih, S.Pd	Teacher
14	Wartini, S.Pd.	Teacher
15	Luwih Dito	Teacher
16	Ign.Samiyo Haryono, S.Pd.	Teacher
17	Marna, S.Pd.	Teacher
18	Teguh Sapto Wireno, S.Pd.	Teacher
19	Sujiyanto, S.Pd.	Teacher
20	Drs. Rahman Amin	Teacher
21	Suryani, S.Pd.	Teacher
22	Kardi, S.Pd.	Teacher
23	Susilawati, S.Pd.	Teacher
24	Rias Rusianah, S.Pd.	Teacher
25	Alfian Hamsi, S.Pd.	Teacher
26	Sri Sundari, S.Pd.	Teacher
27	Arief Syafari, S.Pd.	Teacher
28	Margiyanti, S.Si.	Teacher
29	Panji Saputro, S.Pd.	Teacher
30	Yuliani, S.Pd	Teacher

Table 5

The Condition of Teachers at SMPN 1 Seputih Agung

Source: Observation Result at SMPN 1 Seputih Agung on January 29, 2013.

a. The Quantity of SMP N 1 Seputih Agung Students

The Quantity of SMPN 1 Seputih Agung Students in the academic year of 2011/2012 is 658 that can be identified as follows:

Table 6

The Quantity of SMPN 1 Academic Year of 2011/2012

No.	Class	Sex		Total
		Male	Female	
1.	Class VII	98	128	226
2.	Class VIII	114	133	247
3.	Class IX	96	121	217

Source: Observation Result at SMPN 1 Seputih Agung on January 29, 2013.

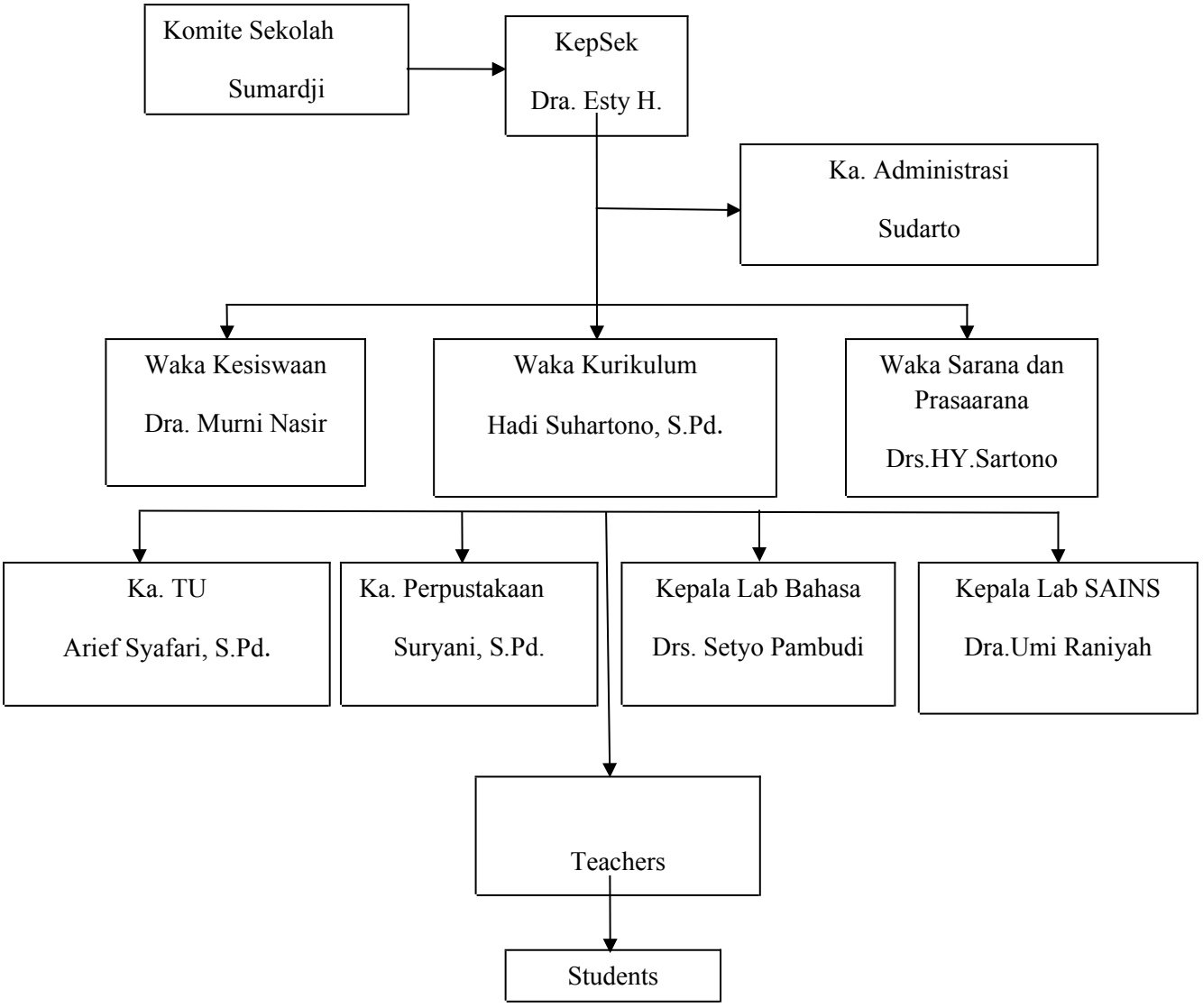
c. Structure of Organization

The organization of SMPN 1 Seputih Agung the Akademic Year 2012/2013 can be shown in the picture as follows:

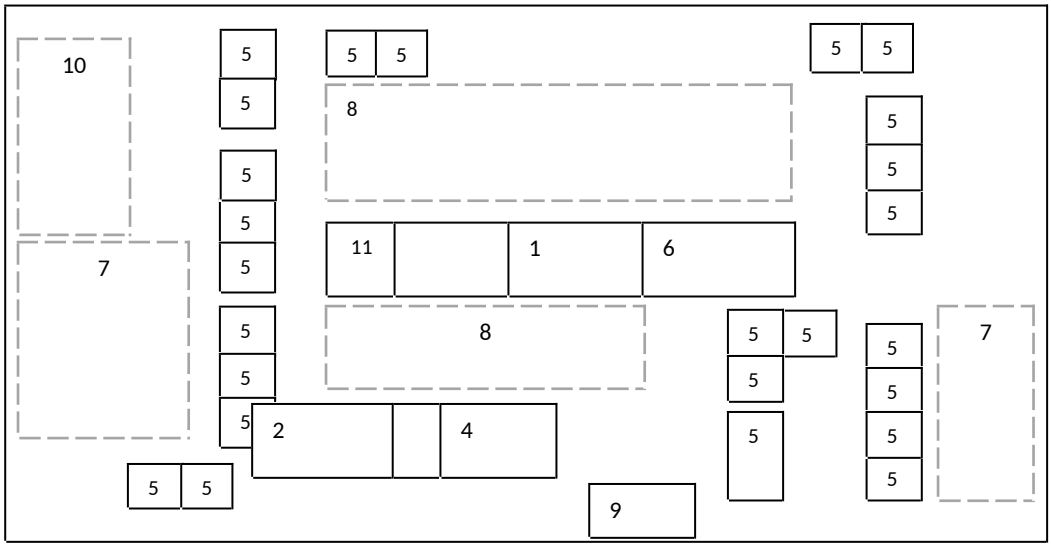
Picture 2

The Organization of SMP N 1 Seputih Agung

in the Academic Year of 2012/2013



d. Location Sketch of SMP N 1 Seputih Agung in the Academic Year of 2010/2011



1. Ruang Guru
2. Ruang TU
3. Ruang BP/BK
4. Ruang Waka
5. Ruang Kelas
6. Ruang LAB
   6.a LAB ipa(fisika)
   6.b LAB ipa(biologi)
7. Parkir
8. Lapangan
9. Mushola
10. Kantin
11. uks

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CHAPTER IV

THE RESULTS AND INTERPRETATION

A. Result of the Research

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1. The Profile of the school

In this session, the researcher would like to discuss the history of the school, the member of the teachers and staff, the students, organization of the school, and the condition of the school.

a. History of the school

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4. Ks.P. Sumardji, BA (1994 - 1997),
5. Suherman. TH.SH (1997 - 2006),
6. Dra. Esty Handayani (2006 until now).

b. List of the teachers and staffs

This is the listof the teacher and staff of SMP N 1 Seputih Agung:

Table 5

Teachers and Staffs List of SMPN 1 Seputih Agung

NO.	NAME	POSITION
1	Dra. Esty Handayani	Kepala sekolah
2	Drs. Hy Sartono	Guru DPK/Wl.Kls 9 A
3	Dra. Murni Nasir	Waka Kurikulum
4	Sarjiyem, S.Pd.	Waka Kesiswaan
5	Muji Lestari, S.Pd.	Waka Sarana Prasarana
6	Dra. Sujilahwati	Guru/Wali kelas /9 C
7	Sudiono	Guru/Wali kelas /9 B
8	H.Hardi Suhartono, S.Pd.	Guru/Wali kelas /8 A
9	Drs. Setyo Pambudi, R	Guru/Wali kelas 7 C
10	Dra. Katarina Sundari	Guru/Wali kelas /9 D
11	Dra. Umi Raniyah	Guru/Wali kelas /7 D
12	Diso Yuli Prasojo, S.Pd.	Guru/Wl.Kls7A /Bend BOS
13	Tri Winarsih, S.Pd	Guru
14	Wartini, S.Pd.	Guru/Wali kelas 8 B
15	Luwih Dito	Guru/Wali kelas /7 B
16	Ign.Samiyo Haryono, S.Pd.	Guru/Wali kelas 7 F
17	Marna, S.Pd.	Guru/Wali kelas 8 C
18	Teguh Sapto Wireno, S.Pd.	Guru/wali kelas 7 E
19	Sujiyanto, S.Pd.	Guru/Wali kelas 7 G
20	Drs. Rahman Amin	Guru BP
21	Suryani, S.Pd.	Guru Bahasa Indonesia

22	Kardi, S.Pd.	Ka. TU
23	Susilawati, S.Pd.	Pustakawan
24	Rias Rusianah, S.Pd.	TU / Bendahara Komite
25	Alfian Hamsi, S.Pd.	Guru
26	Sri Sundari, S.Pd.	Guru
27	Arief Syafari, S.Pd.	Guru
28	Margiyanti, S.Si.	Guru
29	Panji Saputro, S.Pd.	Guru
30	Yuliani, S.Pd	Guru

Source: Observation Result at SMPN 1 Seputih Agung on November 29, 2012

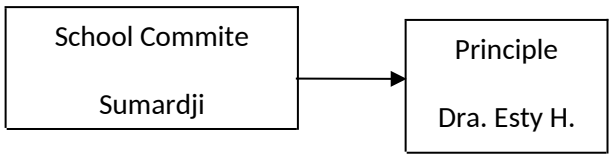
c. Structure of Organization

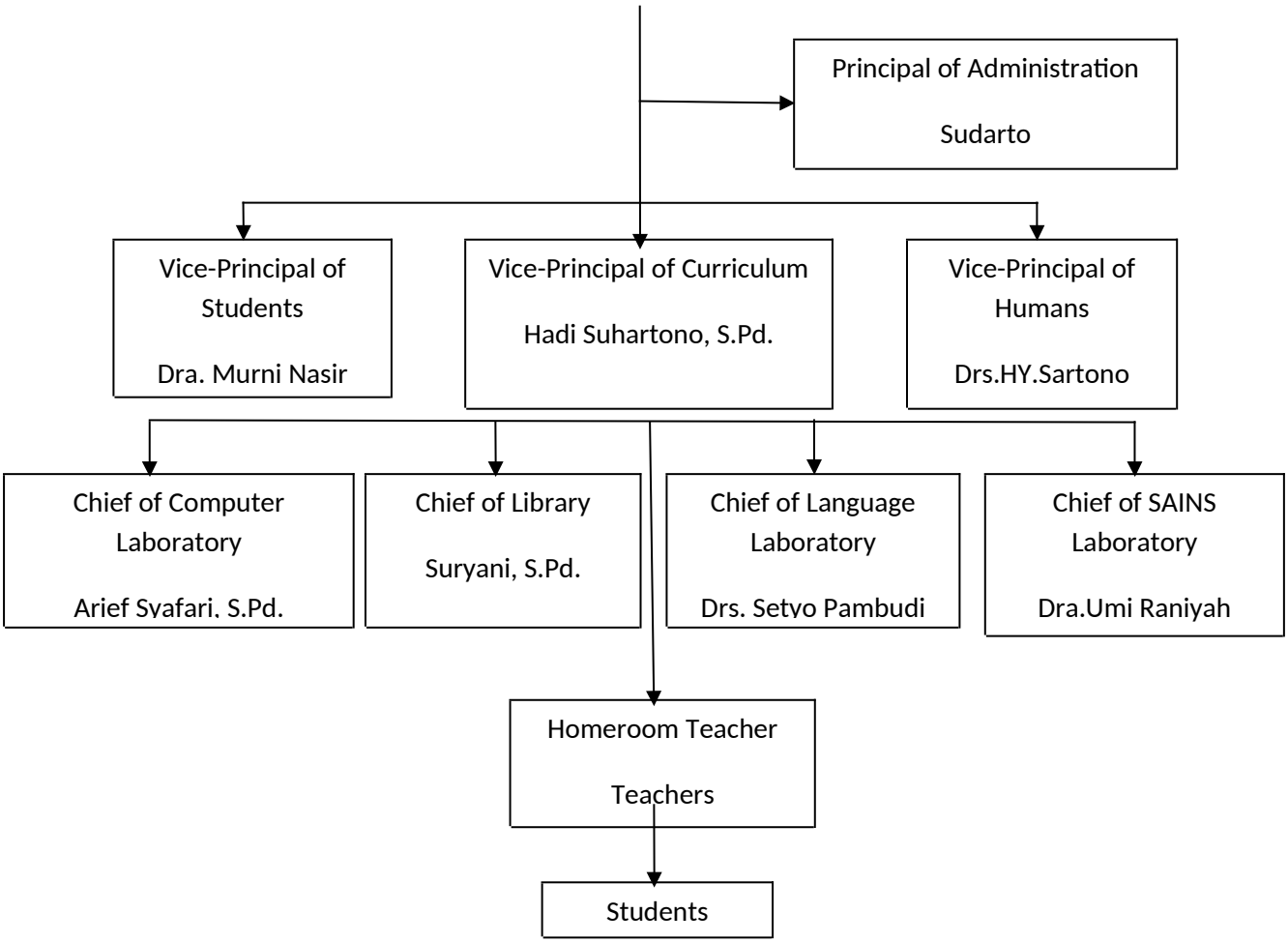
The Organization of SMPN 1 Seputih Agung in the Academic Year of 20101/2012 can be shown in the figure as follows

Picture 2

The Organization of SMP N 1 Seputih Agung

in the Academic Year of 2011/2012





d. The Students

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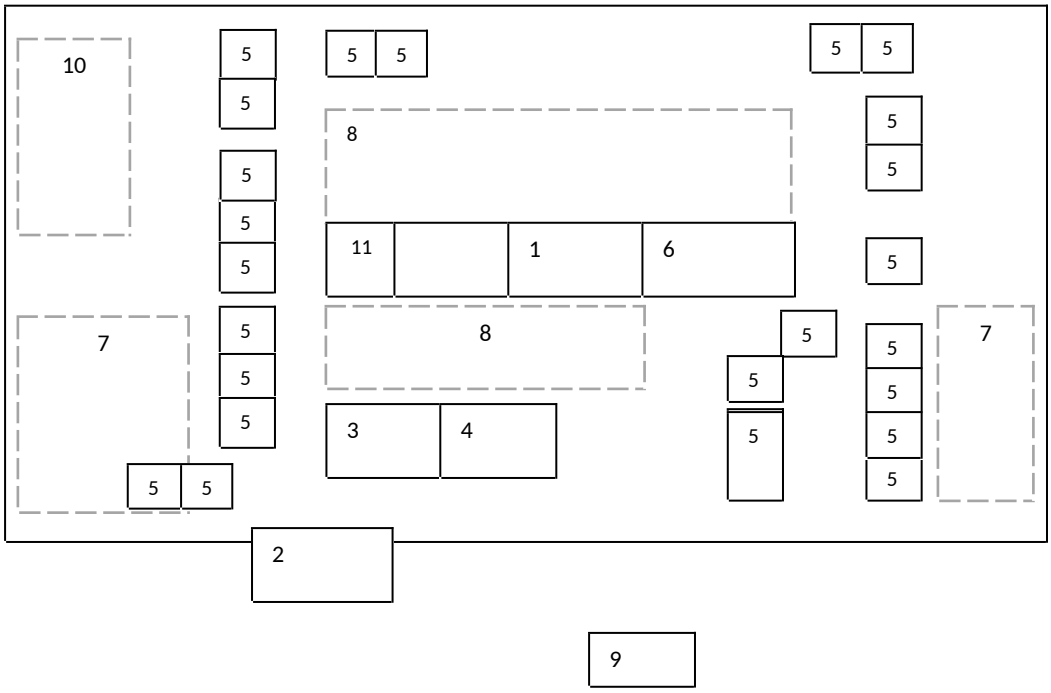
e. Location Sketch of SMP N 1 Seputih Agung in the Academic Year of 2011/2012



6. Ruang Guru
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   6.a LAB ipa(fisika)
   6.b LAB ipa(biologi)
7. Parkir
8. Lapangan
9. Mushola
10. Kantin
11. uks

2. Description of finding

In this research, the researcher as the English teacher and Mrs. Mirna, S.Pd as the collaborator conducted the research in two cycles, and each cycle consist of planning, action, observation, and reflection. It began from the cycle I was done on July, 18th, 2012, and the cycle II was done on September 05th, 2012.

a. Cycle I

The cycle I consists of planning, action, observation, and reflection. Nevertheless, before the process of cycle I was done, the researcher conducted the pre-test score to know the student's score early and it used as comparison score with post test. The result of the student's pre-test score can be explained, as follow:

Table 6

The Frequensi of Student's Pre Test Cycle 1

	Score	Categories	Frequency	Percentages
1	90-100	Excellent	0	0 %

2	75-89	Good	2	6,67 %
3	65-74	Fair	3	10 %
4	0-64	Poor	25	83,33 %
Total			**30**	**100%**

The students' speaking performance can be seen in table 6. Table 6 shows that there is no students who gain 90-100. There is 2 students (6,67%) gain score 75-89, 3 students (10%) gain score 65-74, 25 students (83,33%) gain score 0-64, who success gets score more than 65.

It shows that the result of students' speaking performance in the pre test cycle 1 is unsatisfactory. Because the criteria of students are successful in mastering material is students who get minimum score of 65 and the class can be said success in achieving the material if 85 % of the students in the class get score at least 65.

1) Planning

In the first cycle, the researcher and collaborator would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to identify the problems in the classroom. Based on the teacher's experience and result of speaking test, they concluded that the problems that faced by students as follows:

1. Many students had low speaking performance.
2. The student has a lack motivation in learning English. Many students had low motivation in learning English, they didn't have a big enthusiast and not courage enough to involve in the learning process.
3. The students were shy and afraid to speak English.

Based on the problem above the researcher and collaborator tried to find some solution they are:

1. The teacher had to discover what students understood and what they didn't understand about the material.
2. The teacher should apply an interesting technique, KWL in teaching speaking.
3. The teacher should give stimulus and motivation to the student.

After the researcher and teacher found the problems on pre survey they would like to make a lesson plan, instrument of evaluation, and observation sheet. In this meeting, the students were expected by the teacher had courage enough to involve in learning process and brave to speak English.

The first meeting was done on January 31th, 2013. It was opened by praying, greeting, checking the attendance list, and introducing the

researcher as a new teacher to the students by Mrs. Marna, S.Pd. At the day, the researcher has taken the student's pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

2) Action

The second meeting was done on February 4th, 2013.

It was opened by praying, greeting, checking the attendance list and asking the condition of the students. The researcher as the teacher directly gave material about close friends. In KWL technique any third step, the first is K (Know), the students know about the materi or topic. In this step to be completed before the speaking

And in the second step is W (What), what they want to know about the topic, the students write what they want to learn about close friends during the speaking. The third step is L (Learning), what the students learned from the topic.

The students describe about close friends in front of the class. The students speak about it. The third meeting was done on February 5rd, 2013. It was open with praying, greeting, checking the attendance list,

and asking the students about the lesson at last meeting. The teacher gave material about asking and giving opinion. In process learning same with KWL technique in second meeting, in this meeting the students more active. At the end of learning process, the teacher closed the learning process by given homework and motivated the students to study hard.

The fourth meeting was done on February 6th, 2013.

It was open by praying, greeting, checking the attendance list, and asking the students about the lesson at last meeting. Teacher began the learning process by reviewing the material on last meeting. It began the learning process from practice the dialogue about giving command and prohibition. It was started by giving command and prohibition the students condition.

To know the ability of the students before giving an action, in the first meeting all of the students are given a pre test that must be done individually. The type of this test is making dialogue about asking for help. After making the dialogue, I called their name one by one to speak in front of the class. After that, I gave score for them. From 30 students only 16 students who got score more than 65. At the end of the lesson, the teacher motivated the students again.

The fifth meeting, the researcher took the post-test on February 8th2013. In addition, it has followed by all students of VII graders SMP N 1 Seputih Agung

3) Observation

In observation of the teacher's action, the researcher presented two meetings in cycle I of learning to find information of skill in speaking lesson. The researcher explained the method which can be used. Although the researcher had explained the method but the students still confused and get difficulty to speak fluently. The students who got score more than 65 in pre test cycle 1 only 9 students of 31 students.

After treatment process has done on January 13th, 2013. So that, the researcher taken the post-test score to know whether KWL technique are able to increase speaking performance for the students. The result score of post-test I as follow:

Table 7

The Frequency of Student's Post Test Cycle 1

	Score	Categories	Frequency	Percentages
1	90-100	Excellent	1	3,33 %
2	75-89	Good	5	16,67 %
3	65-74	Fair	5	16,67 %
4	0-64	Poor	19	63,33 %
Total			**30**	**100%**

The students' pronounciation can be seen in table 7. Table 7 shows that there is one students (3,33%) who gain 90-100. There is 5 students (16,67%) gain score 75-89, 5 students (16,67%) gain score 65-74, 19 students (63,33%) gain score 0-64, who success gets score more than 65.

It shows that the result of students' pronounciationin the post test cycle 1 is unsatisfactory. Because the criteria of students are successful in mastering material is students who get minimum score of 65 and the class can be said success in achieving the material if 85 % of the students in the class get score at least 65.

4) Reflection

In this step, the researcher concluded that cycle I has done successfully whenever the condition of learning process uncontrolled. It would be seen from the result of pre-test score and post-test I score that enough satisfied. Some problems that should be revise were time allocation of teaching, student's motivation, and management class. The teacher felt so hard for managing the time in learning process. The management of class must be revised so that there was no students make a noise. Some students also still unfocused on learning process that made them had low score.

Based on the analyzing of learning process, the researcher concluded that this research should be continued in cycle II.

b. Cycle II

Cycle II were similar with cycle I, it consist of planning, action, observation, and reflection. It will explain more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was success, but the researcher was not satisfied. Therefore, the researcher and teacher tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan such as the material, media, task, and evaluation for the first meeting and time allocation.

2) Action

The implementation of this cycle was done on two meetings. This meeting was done on February 14st, 2013. This meeting was opened by greeting, checking attendance list, and motivating the students.

The researcher as the teacher gave the students some material about make a story about family. The students write about the topic and then after the write the students retell the story in front of the class.

. When the time was over, the students tried to conclude the learning process at the day. After it, the teacher gave homework and motivated to them.

The second meeting was done on February 15th, 2013,

it was the post-test day. In the end of meeting researcher and colabollator conducted post test for cycle II. The test was making the summary of story about fable. After they finish making the summary, researcher called them one by one to retell the story in front of the class.

3) Observation

In this step, the researcher presented two meetings in teaching KWL technique by retell. In the first meeting, the teacher gave material and made the students enthusiasm.

Based on the result of observation sheet on cycle II, the researcher indicated that learning process in cycle II were success. Then, the result score of post-test was very satisfied. Here are the explanations of it:

Table 8

The Frequency of Student's Pre Test Cycle 2

	Score	**Categories**	**Frequency**	**Percentages**
1	90-100	Excellent	3	10 %
2	75-89	Good	13	43,33 %
3	65-74	Fair	12	40 %
4	0-64	Poor	2	6,67 %
Total			**30**	**100%**

The students' Pronounciation can be seen in table 8. Table 8 shows that there is 3 students (10%) who gain 90-100. There is 13 students (43,33%) gain score 75-89, 12 students (40%) gain score 65-74, 2 students (6,67%) gain score 0-64, who success gets score more than 65.

It shows that the result of students' pronounciation in the post test cycle 2 is unsatisfactory. Because the criteria of students are successful in mastering material is students who get minimum score of 65 and the class can be said success in achieving the material if 85 % of the students in the class get score at least 65.

Table 9

The Frequency of Student's Post Test Cycle 2

	Score	**Categories**	**Frequency**	**Percentages**
1	90-100	Excellent	3	10 %
2	75-89	Good	22	73,33 %
3	65-74	Fair	2	6,67 %
4	0-64	Poor	3	10 %
Total			**30**	**100%**

The post-test is given to see the students' pronounciation in cycle II. The researcher gives the post-test at the end of cycle II. It is done to know whether any significant improvements of students score in this cycle. The table above shows that the result of post-test fulfill the criteria of The Completeness Standard (KKM) where 96,67% of 30 students get score ≥ 65. The result of post-test shows that the highest score is 96 and the lowest is 60. The average score is 77,68. It shows that they are successful in teaching learning process because 90,32% students get score more than 65.

4) Reflection

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. It looked at 83 % students were active in the class. Beside it, 27 students passed the exam. In addition, it is 90 % of the total students. It means that the speaking performance of the students had developed.

Based on the result above, the researcher concluded that this research was success and would be not continued in the next cycle.

B. INTERPRETATION

1. Interpretations and Learning Result at Cycle I

Preparing the table in order to prove whether, there is any difference between the result of pre-test and post-test at the seventh graders SMPN 1 Seputih Agung.

Table 10

The Frequency of Student's Increasing Score at Cycle I

No	Expalantion	Frequency	Percentages
1	Increase	20	66.67%
2	Constant	0	0%
3	Decrease	10	33.33%
Total		**30**	**100%**

In this research pre-test and post-test has done individually. 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 55.2 becomes 61.7.

2. Interpretations and Learning Result at Cycle II

Table 11

The Frequency of Student's Increasing Score at Cycle II

No	Explanation	Frequency	Percentages
1	Increase	29	96.67%
2	Constant	0	0%
3	Decrease	1	3.33%
Total		**30**	**100%**

Based on the result of pre-test and post-test in cycle II, It can be inferred that KWL technique can increase the students' pronounciation. The students are able to speak confidently in front of the class. All of the students attend the class from the first treatment until the last treatment. The students are comfortable in the class during the learning process. They are able to explain their opinion well. The students' score in cycle II have increase it can be seen from average score that increase from 61.7 to 79.06. It means that the students can achieve the target, the target is 70 % students gain score more than or at least 65.

3. Interpretations and Learning Result at Cycle I and II

Preparing the table in order to prove whether, there is any difference between the result of pre-test and post-test at the seventh graders SMPN 1 Seputih Agung.

Table 12

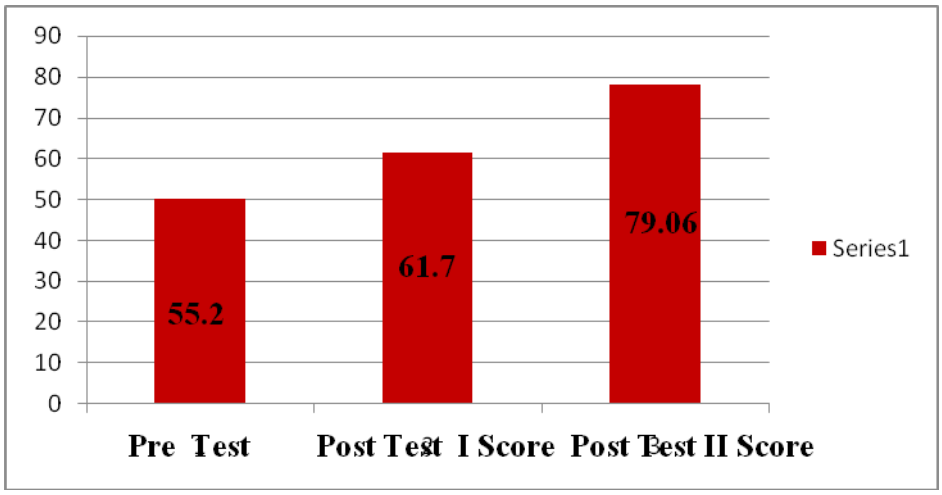
The Frequency of Student's Increasing Score at Cycle I and Cycle II

No	Explanation	Frequency	Percentages
1	Increase	30	100%
2	Constant	0	0%
3	Decrease	0	0%
Total		**30**	**100%**

Based on the increasing from each cycle, it can be seen that the use of KWL can increase the students' pronounciation. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' pronounciation has increased, for the explanation clearly, the increasing score each cycle can be seen in the graph below:

Graph 1

Graph of the Result of Pretest and Posttest



Based on the explanation above, it can be inferred that, there was an increasing of students pronounciation through KWL technique. There was progress from 55.2to 61.7 and to 79.06. It means that the students can achieve the target, the target 70 % students gain score 65 or more. From data above prove that can be concluded that KWL technique can increase the students pronounciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion as follow:

The students' pronounciation can be increased by applying KWL technique in learning process. It looked on the progressing of the average score in every cycle, the average score of pre-test was 51.2, and in cycle I was 61.7, then in cycle II was 79.06. There were increasing score 16.1 points from pre-test to post-test I and there are increasing 9.36 points from post-test I to post-test II.

From data above prove that can be concluded that KWL technique can increase the students pronounciationat seventh grader of SMP N 1 Seputih Agung in academic year 2012/2013.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students
   a. The students must be active in learning process especially English subject.
   b. The students are suggested to increase their speaking performance through KWL technique.
   c. The students should b 47 to speak English trough KWL technique.
2. For English Teacher
   a. The English teacher should have various techniques like KWL to teach English, especially to develop the student's speaking performance.

b. The English teacher should prepare some books to improve their knowledge especially in English subject.

3. For Headmaster

a. The headmaster should support the English learning process by the facilitations and instruments completely.

b. The headmaster is recommended to make further research about increasing speaking performance through KWL technique.

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