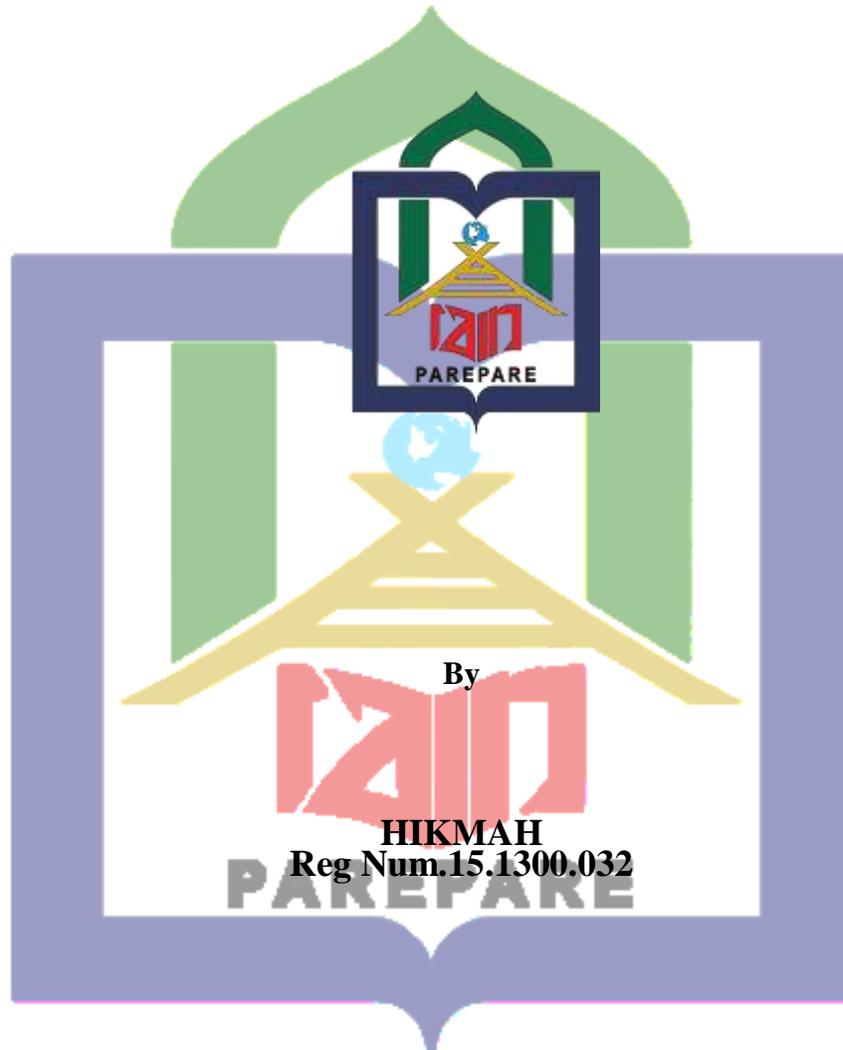


**SKRIPSI**

**THE INCREASING OF ENGLISH SPEAKING ABILITY BY  
USING “PEACEMAKING CIRCLE STRATEGY” AT THE  
EIGHT CLASS OF SMP NEGERI 4 BARANTI**



By

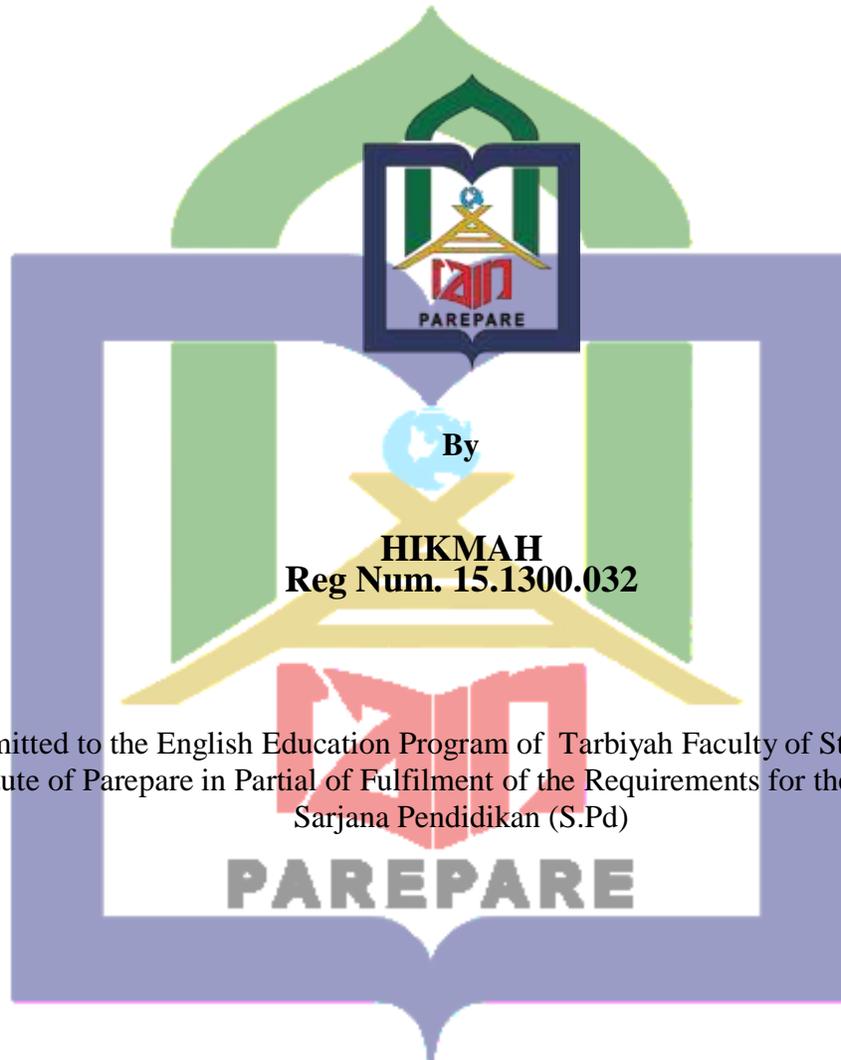
**HIKMAH**  
Reg Num.15.1300.032

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**SKRIPSI**

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USING “PEACEMAKING CIRCLE STRATEGY” AT THE  
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By  
**HIKMAH**  
Reg Num. 15.1300.032

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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**Skripsi**

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of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by**

**HIKMAH  
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**PAREPARE**  
to

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

iii

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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 19<sup>th</sup> January 2020

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Title of Skripsi : The Increasing of English Speaking Ability by Using  
“Peacemaking Circle Strategy” at the Eight Class of  
SMP Negeri 4 Baranti.

Stated that this skripsi is her own writing and it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 19<sup>th</sup> January 2020

The Researcher,



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## ABSTRACT

**Hikmah.** *The Increasing of English Speaking Ability by Using “Peacemaking Circle Strategy” at the VIII Class of Junior High School 4 Baranti.* (Supervised by Amzah and Ali Halidin).

The purpose of this study to see the Increasing Speaking Ability at VIII Class of Junior High School 4 Baranti. The objective of this research is to get the empirical data of the differences between students' score of speaking test who were taught by using Peacemaking Circle Strategy and to know how Peacemaking Circle Strategy in teaching speaking. The population of this research consist 45 students and the sample of the research VIII.1 Class that consist of 20 students.

The research method used in this research was pre-experimental with one group design. The data was collected through pretest and posttest. It aimed to know whether Peacemaking Circle Strategy in teaching speaking can increase students' speaking ability.

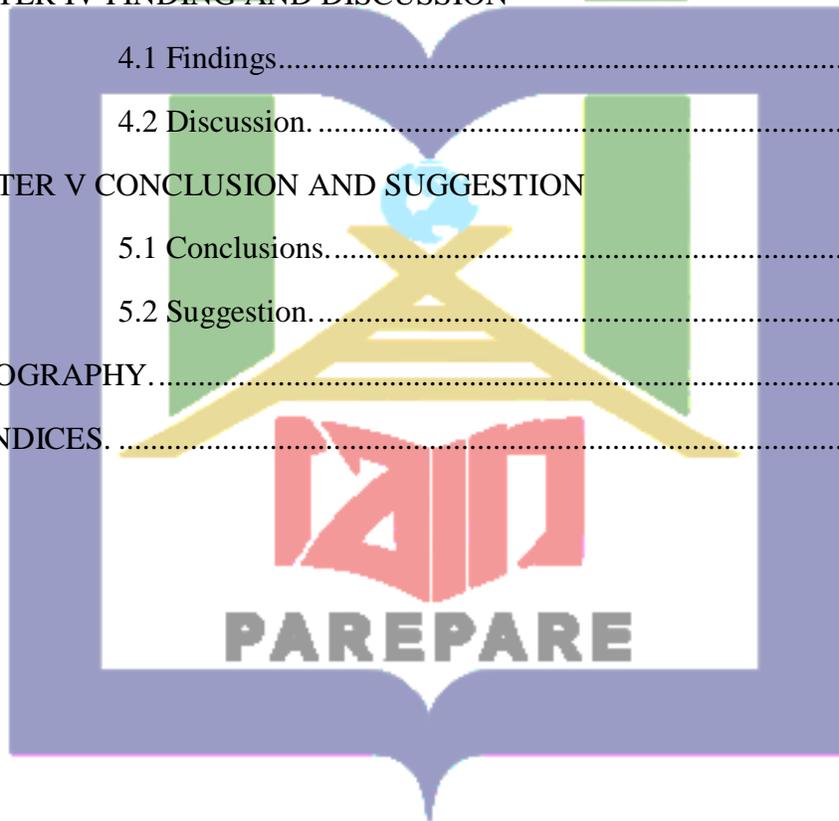
Based on calculation, the result of the data analysis by using t-test showed the value of ttest ( $t_o$ ) was higher than ttable ( $t_t$ ),  $t_o > t_t = 13,89 > 2,093$ . In significant degree of 0.05 (5%). As the statistical hypotheses show, if ttest ( $t_o$ ) > ttable ( $t_t$ ) in significant degree of 0.05 (5%), it means that Peacemaking Circle Strategy ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. In conclusion, peacemaking circle strategy is able in teaching speaking.

**Keywords:** *Increasing Speaking Ability, Peacemaking Circle Strategy.*

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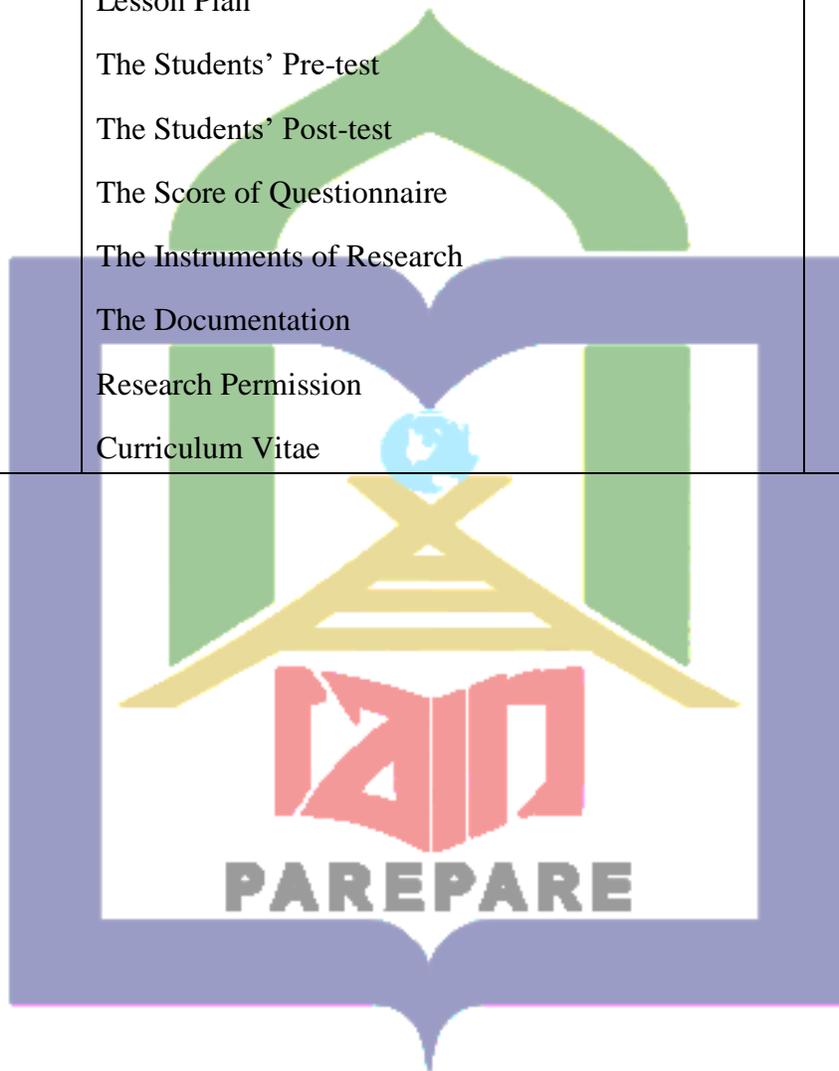
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## CHAPTER I INTRODUCTION

### 1.1 Background

Communication in foreign language is a bridge to get information, knowledge and culture from all over the world. In this globalization era, people demand to master more than one languages. Language as a tool for communication is very important in our life. By having good communication skill we shall go around the world. Indonesia as a developing country has realized that English as international language is needed to be mastered by Indonesian.

English has become one of compulsory subjects which should be taught, even though English does not have the largest number of native speakers in this world but native and second language speakers of English are found on every continent, many international organization use English language as connecting language.<sup>1</sup>

Actually , English has four skills they are reading, writing , listening, and speaking. Speaking is one of productive skills that must be had by every individuals having fine speech production in order to express or convey their feeling, ideas, opinion, anger, curious, or even their intention, the other one is writing skill.

Many students assume that speaking is one of difficult skill. Based on cursory observation, it was found that most of students could not speak English well because of several reasons. Those were lack of vocabularies, did grammatical mistakes in speaking, mispronounced words, and most common is the students feel ashamed to speak because rarely practice and apply the language in the learning process.

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<sup>1</sup> Enric Llurda. "Non-Native-Speaker Teachers and English as an International Language." International Journal of Applied Linguistics 14.3 (2004), p. 314-323.

The above problems is faced by the English teacher of SMP Negeri 4 Baranti. When the teacher gives a test many students achieved low scores This situation lead the writer investigated what actually the student experienced while learning speaking english. In addition, the students say that learning English is confusing activity. For them, English is different than Indonesian. The students also say that frequently get bored when learning English, especially speaking. Some of the teacher state that it is caused by the teaching technique which is applied by them.

They are unable to create an interesting classroom situation. The teacher told that when teaching learning process occurs in the classroom, students often seem unwilling to learn. In conclusion they did not pay attention to the teaching learning process, because the teacher ever made revolution in teaching speaking and gave them a new strategy. The teacher hopes the students fell confidence, active, and creative to speak English.

Based on the problem the writer try to solve by giving new strategy to teach speaking, the strategy is called . Talking circle also called “peacemaking circles”, come from the traditions of indigenous people of North America, particularly tribes in the Midwest. Circle processes are based upon equality between participants and the principle of sharing power with each other instead of having power over one another.<sup>2</sup>

Talking circles or “peacemaking circle” can be used for discussion, problem solving, and decision making. The basic purpose of a talking circle is to create a safe, non- judgmental place where each participant has oppurtunity to contribute to the

---

<sup>2</sup>AlainaWinters ,” *Using Talking Circles in the Classroom*”Heartland Community College. [https://www.heartland.edu/documents/idc /talking Circle Classroom.pdf](https://www.heartland.edu/documents/idc/talking%20Circle%20Classroom.pdf) (Accessed on Mei 20 2019).

discussion of difficult and important issues. The intent is to provide a safe place for connection and dialogue, meaning that all participants are open to being influenced by what happens during the process and do not enter to the process hoping to persuade others or expecting a specific outcome. This can be hard for teachers to come to terms with when they are used to directing class, lecturing, or being the sole content expert. Respecting the talking circle helps teachers give the floor to the students. It also equalizes opportunities to contribute among students.

For all the problem was found on learning speaking in Junior High School 4 Baranti can be concluded that the writer will apply talking circle as a strategy to increase students' speaking skill.

### **1.2 Problem Statement**

1. Is Peacemaking Circles Strategy able to increase the students' speaking ability?
2. How are Students' responses toward Peacemaking Circles Strategy?

### **1.3 The Objective of the Research**

1. The objective of the research is to find out whether the use of Peacemaking Circles Strategy is able to improve the speaking skill of the Eight Grade students of SMP Negeri 4 Baranti, Sidrap.
2. To find out the students' responses toward peacemaking circles strategy to increase speaking ability.

### **1.4 The Significance of the Research**

The writer hopes that this research can give information about the level of students to improve speaking Ability and also the writer hopes that using "Peacemaking Circles Strategy" in teaching speaking will be useful for both, for the teachers, the students and the writer.

This research will be beneficial as follows theoretical and practical significance:

#### 1.4.1 Theoretical significance.

The result of this research is expected to be useful contribution and information to the learning and teaching process in improving the quality of education. In this case is English subject especially in teaching speaking skill.

#### 1.4.2 Practical significance.

Practical significance, the result of this research will provide the useful information such as:

1. For educational institution, the result of the research is expected to be useful information in developing strategy to improve speaking ability.
2. For the English teacher, the result is expected to be very useful references to create some strategy to make their learning and teaching process enjoyable and interest for the students.
3. For the students, this research is expected to facilitator and it motivates the students in improving their speaking ability.
4. For the next writer, this research is expected to be source information and motivate the next writer to create another idea to improve speaking ability.
5. For the Other Writers, this research can be used as one of the referencising conducting a research on English language teaching, especially in the implementation of the use of Peacemaking Circles Strategy for speaking subject in junior high school students.
6. For SMP Negeri 4 Baranti, Sidrap, the result of this research improve the institution quality in the English teaching learning processing SMP Negeri 4 Baranti in students' speaking ability.

## CHAPTER II

### REVIEW RELATED TO LITERATURE

#### 2.1 Some Partinent Ideas

In this chapter, some partient ideas were significantly clarify the concept of variable of the research. The writer will explain the concept of speaking and concept of Peacemaking Circle

##### 2.1.1 The concept of speaking

In this part, there are three points of speaking that was explained, they are definition, components of speakingand function of speaking.

##### 2.1.1.1 The Defination of Speaking

Basically, Speaking is the terms of capability which is express the main what we want to extended.<sup>1</sup> Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Base on Jeremy state various dimensions of different speaking events in order to describe different speaking genres. Transactional function has as its mean purpose conveying information and facilitating the exchange of goods and services, where the interpersonal function is all about maintaining and sustaining good relation between people.<sup>2</sup>

Speaking is defined as an interactive process of constructing meaning that involves producing , receiving and processing information. its form and meaning are

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<sup>1</sup>A. Kaharuddin , Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p.1.

<sup>2</sup>Jeremey Harmer, *The Practice of English Language Teaching* (England: Pearson Longman, 2002), p. 343.

dependent on the context in which it occurs, the participants, and the purposes of speaking. Through speaking we can interact and convey an ideas, speaking is one of the most important skills because speaking include the other skill such as, mastery of vocabulary, pronunciation skill, listening skill, and mastery of grammer rules. In oxford dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, and physical stage. Many experts has different opinion about speaking but the writer can conclude that speaking the role of speaking is very difficult and speaking skill most important skill. According to oxford learner's pocket dictionary by Oxford University press that speaking is talk to somebody about something or use your voice to say something , be able to speech or use a language, make speech to an audience.<sup>3</sup> In addition, Bahar defined as to say something from feeling and mind expressed through the sequences of sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.<sup>4</sup>

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<sup>3</sup>A.S.Hornby. *Oxford Learner's Pocket Dictionary*. Third Edition (Oxford University, Press. 2007) p. 198.

<sup>4</sup>Kaharuddin Bahar, *The Communicative Competences Based English Language Teaching Teaching Speaking Course with Communicative Language Teaching (CTL)* (Yogyakarta, Indonesia: Trust Media Press, 2013) p.16.

<sup>5</sup>Kaharuddin Bahar, *The Communicative Competences Based English Language Teaching Teaching Speaking Course with Communicative Language Teaching (CTL)* (Yogyakarta, Indonesia: Trust Media Press, 2013) p.16.

### 2.1.1.2 The are two components of speaking

There components of speaking are skill and non skill that had to be considered by the speakers as follow:

#### 1. Skills

##### a. Pronunciation

Pronunciation is the way for students to produce clearer language when we are speaking. According to Morris the goal of learning English is how to pronounce that language.<sup>6</sup>It deals with the phonological process that refers to the components of grammer made up of the elements and priciples that determine how sounds vary and pattern in a language. There are two features of pronunciation, phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says. Accourding to Oxford Advance Learner's Dictionary, is the way in which a word is pronounced, the way a person speaks the word of a language. In pronouncing the words, the learners regularly have problems distinguishing between sounds in the new language that do not exist in language they already know. Problem with pronunciation may be distracting for the listeners, but they rarely lead to miscommunication or misunderstanding.<sup>7</sup>

##### b. Accuracy

Based on the British Broadcasting Corporation speaking accurately means that people speak without errors grammar,Vocabulary and Pronunciation. Accuracy is one of the componentsin Speaking that had to be evaluated. Wallace states that a

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<sup>6</sup>Morris. I. *Spoken and Written Language*. ( London: Longman, 1980), p. 58.

<sup>7</sup>Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited,2003), p.25.

good accuracy in Speaking is shown when the people speak with good pronunciation, a correct grammar, and appropriate vocabulary.

Accuracy refers to the ability to produce correct sentences by using correct grammar and it will produce grammatically correct written as well as spoken English. Therefore the learners should not only know about the correct grammatical rules of the language but it also capable to speak and write accurately.

### c. Grammar

H. Douglas Brown affirms that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.<sup>8</sup> Grammar is important aspect of speaking because because of an utterance can has different meaning if the speaker uses incorrect grammar. It is the set of structural rules that govern the composition of sentences, phrases and words in any given natural language.

Grammar is one of components in speaking that should be known by students. To help them find the message of the written or oral language , so they have a self confidence to practice their language with a good grammar they have. It is needed for the students to arrange a correct sentence in conversation. It is inline with explanation that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is correct way to gain expertise in language oral and written form.

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<sup>8</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, second Edition (San Francisco: Addison Wesley Longman, Inc. 2001), p.362.

#### d. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without sufficient vocabulary we cannot communicate effectively and cannot express our ideas in both oral and written form. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak.

Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>9</sup>

#### e. Fluency

According to Oxford Advance Learner's Dictionary, fluency is the quality of being able to speak or write a language.<sup>10</sup> especially a foreign language, easily and well. In fluency practice, the learners concentrate on communicating fluently, pay little attention to accuracy.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.<sup>11</sup>

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<sup>9</sup>Jusman, "Using Talking Circle Strategy to Improve the Speaking Ability" (Skripsi Sarjana; English Education Department: Parepare, 2015), p.13.

<sup>10</sup>Oxford Advance, "Learner's Dictionary. Second Edition, (Oxford University Press. 2007) p.199

<sup>11</sup>Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York, Longman, second edition, 2001), p.267-269.

Based on the component of speaking above, the writer only focused on the pronunciation, fluency and vocabulary. Because all of components are the basic rule that the students have to know and understand to practice their language and the most important thing to be concerned by a speaker in order that the listener can understand what the speaker says easily.

## 2. Non Skill

Besides pronunciation, accuracy, grammar, vocabulary, and fluency, there are also other factors that support in speaking ability such as, self confidence, hard eager, braveness, high motivation, possitive talkative.

### a. Self Confidance

One of the most cited sources about self-confidence refers to it as simply believing in oneself. Confidance in one's abilities generally enhances motivation, making it a Valuable asset for individuals with imperfect willpower.<sup>12</sup>

### b. Hard Eagerness

one of the success factors for someone to be fluent in English is a hard eagerness to always practice. The eagerness will always in line with self confidence. someone will have hard eagerness if they have good self-confidence. Hard eagerness also a psychological factors.

### c. Bravery

Lack of courage often comes out for fear of mistakes. Likewise with someone who does not have the courage to speak more precisely not able to speak in public using English because they are afraid there will be mistakes both from pronunciation, grammar, and also how they convey the material or topics that they will convey.

<sup>12</sup>Bénabou, Roland, and Jean Tirole. "Self-confidence and personal motivation." *The Quarterly Journal of Economics* 117.3 (2002): 871-915.

#### d. High Motivation

Motivation can be conceived of as a cycle in which thoughts influence behaviours, drive performance affects thoughts, and the cycle begins again. Each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort, and withdrawal which can all affect the motivation that an individual experiences. Evidence that high motivation can be a factor in fluency in English is the difference in speaking ability between students with low English learning motivation and high English learning motivation.<sup>13</sup> High motivation can come from two factors, namely internal factors and external factors.

#### 2.1.1.3 The Types of Speaking

Speaking skill is the ability to use the language in oral form. In junior high school this skill is limited to the ability to a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainly, ect.) . Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. In giving scores, there is rating scale developed by H.Douglas Brown. It showed six items generally recognized in analysis of speech process: Grammar, Vocabulary, Comprehension, Fluency, Pronunciation and Task.<sup>14</sup>

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<sup>13</sup>Menggo, Sebastianus, Ketut Seken, and Made Ratminingsih. "The Effect Of Discussion Technique And English Learning Motivation Toward Students' speaking Ability." *Jurnal Pendidikan Bahasa Inggris Indonesia* 1 (2013).

<sup>14</sup>Douglas H Brown, *Language Assessment Principles and Classroom Practices*. New York: Longman 2003, P. 172.

According to Brown, there are 6 basic types of speaking, those are:<sup>15</sup>

1. Imitative is the type of speaking performance which the ability is to simply parrot back (imitate) a word or phrase or possibly a sentence. The examples of imitative assessment tasks given here are: Word repetition task and phone pass test. Imitative speaking is a very limited portion of classroom speaking time may legitimate be spent in the human “tape recorder” speech, where learners are, for example, practicing an intonation contour, trying to pinpoint a certain vowel sound, ect. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.<sup>16</sup>
2. Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language. Intensive speaking can be self-initiated or it can even form part of some pairs work activity, where learners are “going over” certain form of language.
3. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and components and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or resorts.
4. Transactional language, carry out for conveying or exchanging specific information, is an extended form of responsive language. Conversation, for

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<sup>15</sup>Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, p. 270.

<sup>16</sup>Hardiyanti Pattangngari, “The Implementation of Peer Tutoring Strategy to Improve English Speaking Skill ” (Unpublished Skripsi; English Education Department: Parepare, 2018), p. 9.

example, may have more of a negotiate nature to them than merely responsive speech. Such conversations could readily be part of group work activity as well.

5. interpersonal speaking refers to an interactive activity which is carried out more for the purpose of maintaining social relationship than for transmission of facts and information greeting, engage in small talk, recount by instructional speaking, they are looking at casual and formal conversation. Two or more people sitting around chatting about many things. The rules are completely different in this style of conversation.

6. Extensive, the students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>17</sup>

#### 2.1.1.4. The Function of Speaking

Several standpoints of trustable experts have made classification about the function of Speaking. According to Brown and Yule as cited by Richards, the function of speaking are classified into three types; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and function and requires different teaching approaches.<sup>18</sup> Below are some the explanations of the function of speaking:

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<sup>17</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Sanfransisco State University: Longman, 2001), p. 266.

<sup>18</sup>Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p. 21.

## 1. Talk as Interaction

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

The nature of interactional speaking has theoretically been well explained by Richard the concept of interaction dialogue like talking about daily routines as follows:

A: What time do you usually wake up?

B: I usually wake up at 6:00, even on weekends.

A: Why do you get up so early?

B: I always do exercise for an hour before getting ready for work.

For the reason, Hatch states that second language learners need a wide range of topics at their disposal in order to manage speaking as interaction. At the beginning, the learners need to be familiar with interactive topics to address. However, they also need to practice acceptable ways in introducing new topics into conversation. They should practice nominating topics about which they are prepared to speak and know exactly how to propose the topics appropriately. However, the reality shows that many language teachers do not really concern about teaching their students how to take a foreign language that the students know and can use it in a way that sounds

natural. Instead, most classroom interaction teach the students sort of interview style for speaking that sounds artificial and is not interactional at all.<sup>19</sup>

## 2. Talk as Performance

It refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main features of talk as performance are:

- a. Explaining a need or interaction
- b. Describing something
- c. Asking for clarification
- d. Asking questions
- e. Confirming information
- f. Justifying an opinion
- g. Making suggestion
- h. Clarifying understanding
- i. Making comparison
- j. Agree and disagree<sup>20</sup>

### 2.1.1.5 Characteristic of A Successful Speaking Activity

Characteristic of successful speaking activity commonly are:

1. Learner talk a lot As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

<sup>19</sup>A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skill in English*, p. 6-7.

<sup>20</sup>Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University). P. 30.

## 2. Participation as even

Classroom discussion is not dominated by a minority of talking participant. All get a chance to speak and contribution are fairly evenly distributed.

## 3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it on because they want to contribute to achieving a task objective. High motivation also can influence self confidence. Have good self confidence can affect the way to speak.<sup>21</sup>

## 4. Language is an acceptable level

Learners express themselves in utterances that relevant, easily comprehensible to teach others and of an acceptable level of language accuracy.<sup>22</sup>

From the above explanation need to note the character in speaking, students can be more active and showed ability in interact with each other in the learning process.

### 2.1.2 The Concept of Peacemaking Circle

This part is presented to the talking circle, the processes of talking circle or Peacemaking Circles, and the implementation of talking circle in teaching speaking.

#### 2.1.2.1 Peacemaking Circles

Talking circles, also called "peacemaking circles," come from the traditions of indigenous people of North America, particularly tribes in the Midwest. Circle processes are based upon equality between participants and the principle of sharing power with each other instead of having power over one another. Peacemaking

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<sup>21</sup>Leong, Lai-Mei, and Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* 2.1 (2017) p. 34-41.

<sup>22</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university Press, 1996), p. 121.

Circles are being used in a variety of contexts. In neighborhoods they provide support for those harmed by crime and help sentences for those commit crime. In schools, they create a positive classroom climate and resolve behavior problems. In the workplace, they help address conflict, and in social services they develop more organic support systems for people struggling to get their lives together.<sup>23</sup>

Talking Circles, as a unique instructional strategy, can be used to stimulate multicultural awareness while fostering respect for individual differences and facilitating group cohesion. A brief history of the talking Circle is followed by detailed instructions, ideas for classroom discussion after the activity, and teaching strategies.<sup>24</sup> Stone Dragon Press stated that in many cultures, a Talking Circle is formed when a community wants to discuss an issue, or a number of issues, at a public gathering. The participants form a circle, usually in the centre of a room, or around a fire. Each person in the Talking Circle shares their perspective on an issue, while the others listen respectfully. At the beginning of each Circle, everyone stands in a circle around the Talking Stick. One person takes the Talking Stick and begins with a ritual opening phrase. The Talking Stick is passed to the next person. Each member of the Circle repeats the words of the opening phrase until the Stick has made it around the Circle. There are times when the talking stick doesn't go in round, but to the center, when somebody has spoken. Whenever another member of the circle feels moved to speak, he/she picks up the stick again. Individuals are then

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<sup>23</sup>Kay Pranis. *Circle Processes New/Old Approach to Peacemaking*. <http://books.google.co.id> (Access on 26 July 2019).

<sup>24</sup>Julie A. Rickard. *Talking Circle: A Native American Approach to Experimental Learning* (Journal of Multicultural Counseling and Development/vol.31,2011) (Access on 28 July 2019).

invited to make comments to the group. As each one speaks, he/she holds the Talking Stick and each person in turn speaks his or her truth. When the comments are over, the group sits down, and the Talking Stick is placed on its table in the center of the Circle.

The Circle process is a storytelling process. Every person has a story, and every story has lesson to offer. In the Circle, people touch one another's lives by sharing stories that have meaning to them. As the following three vignettes suggest, stories unite people in their common humanity and help them appreciate the depth and beauty of the human experience.<sup>25</sup>

#### 1. Some Rules When speak in a Talking Circle

According to Franzen ,There are general rules apply when holding the talking circle talking circle.<sup>26</sup>

- a. Speak honestly and truthfully from the heart.
- b. Be brief.
- c. Listen attentively.

Additional from Franzen, Each Circle develops its own rules during the first meeting, and everyone in the group agrees to abide by them.

#### 2. Some General rules in a Circle

- a. One person talks at a time.
- b. Everyone listens to the person talking, without interrupting.

<sup>25</sup>Kay Pranis. *Circle Processes a New/Old Approach to Peacemaking*. <http://books.google.co.id>. (Access on 26 July 2019).

<sup>26</sup>Carolyn Franzen. *Native American Talking Circles: a Culturally Competent Structureds Group Intervention to Address Youth Mental Health Issues*. <http://ww2.nasbhc.org/RoadMap/convention09/F5>. Pdf. (Access on 26 July 2019).

- c. Be supportive of each other and encourage each other.
  - d. If you say you will do something, do it.
  - e. Be willing to try things you have never tried before.
3. General Guidelines for Conducting a Talking Circle.

In same issue Stone Dragon Press said that there are some general guidelines for conducting a Talking Circle. In the simplest form of a talking circle.

- a. It's done in a complete circle.
- b. Only the person holding the stick talks, all the rest listen.
- c. The stick is passed around in a clockwise direction.
- d. A person talks until they are finished, being respectful of time.
- e. The Talking Circle is complete when everyone has had the opportunity to speak.
- f. A person may pass the stick without speaking, if they so wish.
- g. If desired, the stick may be passed around again.
- h. What is said in the Circle stays in the Circle.
- i. A Circle is used to discuss issues of importance.
- j. Is extremely respectful of everyone as individuals and what they have to say.

Stone Dragon Press make some additional issue related with the talking circle:

- 1) Before Talking Circle is conducted, review protocol for Circle.
- 2) Arrange to be trained by someone who is comfortable doing Talking Circles.
- 3) The circle must be complete. People should not be left out.
- 4) An object is passed around that has some significance.
- 5) Only person holding the object is allowed to talk.
- 6) Some Circles have a person who is "responsible for conducting the Circle", others don't.

- 7) To "get out of the Talking Circle" to ask a question, some people put the stick down, which allows anyone to answer.
- 8) Talking Circles can focus on emotional issues and so go directly to the heart.
- 9) The underlying concept is to be respectful.
- 10) Talking Circles are conducted in different ways. The "simplest form of a Talking Circle" is a good starting point.
- 11) Remember, it's a good idea to learn how to do Talking Circles from someone who is experienced.

Based on explanation above, it can be concluded that talking circle is wisdom from north America commonly use to discuss an issue or sharing power, and talking circle considered effective be use in learning process as strategy to stimulate students to speak enjoy and unstressed.

### 2.1.3 The Implementation of Talking Circle in Teaching Speaking

The implementation of talking circle in teaching speaking according to Umbreid:<sup>27</sup>

- a. Teachers form the group consisting of 5 people.
- b. The teacher prepares a stick of length 20 cm.
- c. Teachers deliver the subject matter to be studied, and then give the group an opportunity to read and learn the subject matter.
- d. Students discuss issues contained in the discourse.
- e. Once the groups have finished reading and studying the subject matter contents, the teacher invited members of the group to cover the content of reading by forming a circle.

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<sup>27</sup>Mark Umbreid, "Talking Circle," University of Minnesota. [http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-OffenderDialogue/Peacemaking\\_Healing\\_Circles/Talking\\_Circles.pdf](http://www.cehd.umn.edu/ssw/RJP/Projects/Victim-OffenderDialogue/Peacemaking_Healing_Circles/Talking_Circles.pdf)

- f. The teacher took the stick and give to one member of the group, after the teacher gave questions and members of the group that holds the stick must answer, and so forth until most students got part to answer any questions from the teacher.
- g. Other students may help answer the question if members of the group could not answer the question.
- h. The teacher gves the conclusion.
- i. Teachers conduct evaluation / assessment, both corporately and individually.
- j. Teachers close the lesson.

## 2.2 Some Previous Research findings

Rusaily on his research “improving students’ Speaking Competence Using Talking Circle Strategy at Eighth Grade students of MTsN Sumenep concludes that the use of talking circle strategiyis effective in teaching English, especially for speaking skill it is indicated on the her result of the t-test is higher than t-table (3,39 > 2.00).<sup>28</sup>

Sartika on her research “the effectiveness of round table technique to improve students’ speaking skill in the first grade student of SMA N 3 Satiga in academic year 2013/1014” concludes that the use of round table technique is effective in teaching English, especially for speaking skill it is indicated by The result of this study shows that t-value 9,36086 is higher than t-table 1,9921 with the degree of freedom (df) of 75 (N1+N2-k= 38+39-2).<sup>29</sup>

<sup>28</sup>Rusaily, Improving Students’ Speaking Competence Using Talking Circle Strategy at Eighth Grade Students of MTsN Sumenep. (thesis;Unesa:Surabaya,2012). p. 40.

<sup>29</sup>Sartika, The Effectiveness of Round Table Techniqueto Improve Students Speaking Skill in The First Grade Student of SMAN 3 Salatiga 2013/2014 (Thesis; STAIN: Salatiga, 2014) p. 40.

Alfiana on her research “improving students speaking mastery through inside outside circle (IOC) technique in the second year students of SMA Negeri 1 Welahan, Jepara academic year of 2013/2014” concludes that the use of inside outside circle (IOC) technique is effective in teaching English, especially for speaking skill it is indicated on her research result conclusion of t-test is 12,50 , which is higher than t-table (2,030). In the second cycle, the calculation of t-test is 18,32, higher than t-table (2,030), by the level significant of 5%.<sup>30</sup>

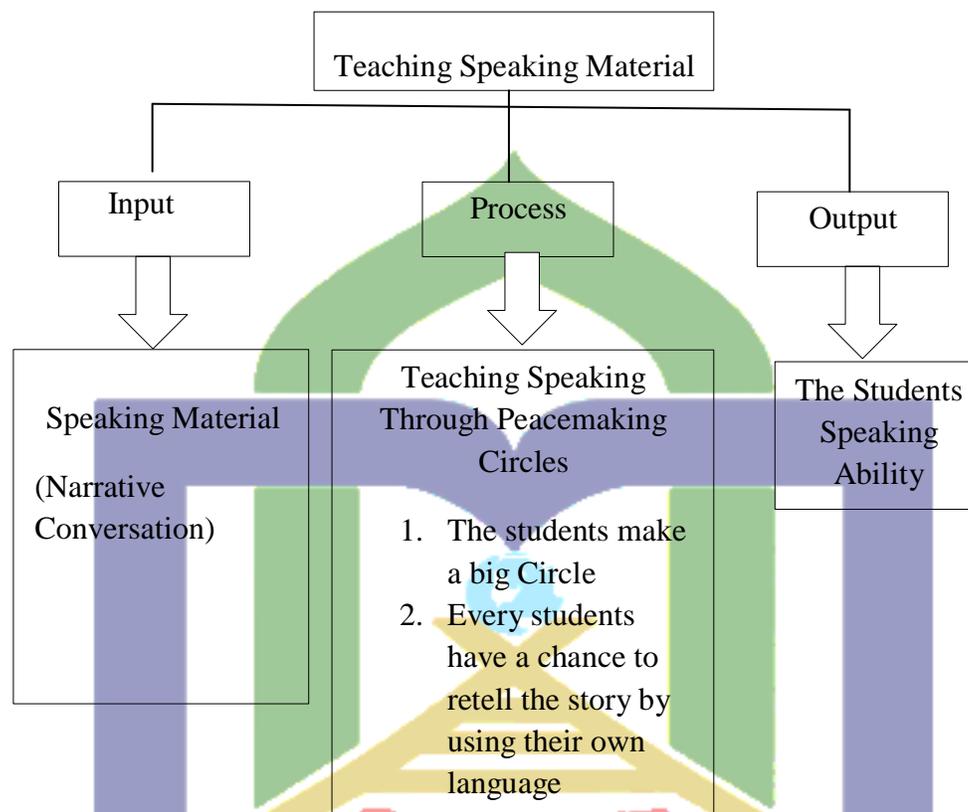
Based on the research before previous studies above language learning techniques and strategies, those studies inform the writer that language learning strategy can improve their English in learning English. Rusaily on her Research research “improving students’ Speaking Competence Using Talking Circle Strategy at Eighth Grade students of MTsN Sumenep is effective in teaching English especially for speaking skill. Therefore the Writer will applying the some strategy in other school. Language learning strategy can also motivate the students to develop their skill in English.

### **2.3 Conceptual framework**

The conceptual framework of the research consists of three parts; there are input, process and output. In input the writer will deliver speaking material about storytelling the writer will give the students some story. In process the students make a big circle and then every students should retell the story on a big Circle by using their own language. And the last is output is about the result of the process.

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<sup>30</sup>Alfiana, Improving Students Speaking Mastery through Inside Outside Circle (IOC) Technique in the Second Year Students of SMA Negeri 1 Welahan, Jepara 2013/2014 (Thesis, STAIN: Salatiga, 2014). p . 40.



1. In input the writer will give the material about narrative text, that consist of some stories
2. In process, the writer will guide the students to make a big Circle. , the writer will give time to the students to read the text and discuss in their group. And then, the writer guide the students to speak in circle form.
3. In output, the writer expects the students' speaking ability will be much better it will mind acted often the students in being taught by using talking circle strategy.

#### 2.4 Hypothesis

Hypotesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual

framework that the writer did, moreover the hypothesis need the research process to examine the data.<sup>31</sup>

Based on the previous related literature and the problem statement above, the writer formulate the hypothesis as follow:

1. Null Hypothesis (Ho) The use of “Talking Circle Time Strategy” is not able to increase students’ speaking skill at Eight Grade of Junior High School 4 Bar/anti.
2. Alternative Hypothesis (Ha) The use of “ Talking Circle Time Strategy” is able to improve students’ speaking Skill at Eight Grade of Junior High School 4 Baranti

## 2.5 Defination of Operational Variable

This research has two kinds of variables namely independent and dependent variables. The independent variable of this research is Peacemaking Circle or talking circle. The dependent variable is the student’s speaking ability.

### 2.5.1 Peacemaking Circles

Peacemaking Circle is learning strategy that writer will apply in Junior High School 4 Baranti.

Peacemaking Circle is formed when a community wants to discuss an issue, or a number of issues, at a public gathering. The participants form a circle, usually in the centre of a room, or around a fire. Each person in the Talking Circle shares their perspective on an issue, while the others listen respectfully. At the beginning of each Circle, everyone stands in a circle around the Talking Stick.

### 2.5.2 Speaking Ability

Speaking ability is achievement that the students of Senior High 4 Baranti, Sidrap have already achieved after they are get treatment by Peacemaking Circles. Speaking is defined as an interactive process of constructing meaning that involves

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<sup>31</sup>Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

producing , receiving and processing information. its form and meaning are dependet on the context in which it occurs, the participants, and the purposes of speaking. Through spaking we can interact and convey an ideas, speaking is one of the most important skills because speaking include the other skill such as, mastery of vocabulary, pronunciation skill, listening skill, and mastery of grammer rules.



## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

In this research design of this research is a pre-experimental with pre-test and post-test design. The students did the pre-test before giving the treatment, they got the treatment and did the post-test. It aimed to know whether using circle talking especially in speaking ability can improve the students' Speaking at SMP Negeri 4 Baranti. The following is the formula:

$$E = O_1 \quad X \quad O_2$$

Symbol: E: Experimental Class

O<sub>1</sub>: Pretest

X : Treatment

O<sub>2</sub>: Posttest<sup>1</sup>

### 3.2 Location and Duration of the Research

The location of the research conducted at SMP Negeri 4 Baranti Sidrap. The research used the quantitative research that had several times to collect and analyze the data. So, the writer took more than one month for collecting the data.

### 3.3 Population and Sample

#### 3.3.1 Population

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<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015) p.110-111.

The population of this research was the Eight Grade Students of SMP Negeri 4 Baranti. From Eight One there are 20 students while Eight Two there are 25 students. So the total of population are 45 from two classes.



### 3.3.2 Sample

The sample took by using purposive sampling. The researcher used this strategy because it can be representative from the population based on the writer knowledge and experience of the group to be sample.<sup>2</sup> the class who teach by the writer was Eight One (VIII.1) consists 20 Students as the sample in this research. The writer choose Eight One (VIII.1) because students in that class already had a basic for speaking this is based on the results observations from their teacher who teach in Eight One said that the average value of students' report in english lesson are 88 but they still needed treatment to increase their speaking ability.

### 3.4 Instruments of the Research

The writer used some instruments which help the writer getting the empirical data and drawing the conclusion or the result of this research easily. The instruments of this research are,questioner and test.

#### 3.4.1 Questionnaire

The Questionnaire was used to know how are students' responses toward Peacemaking Circles Strategy.

#### 3.4.2 Test

This test was used to gain the data of the speaking ability before and after treatment. There are two test of speaking, they are pre-test and post-test. The writer was measured the significant difference of the students' speaking ability by using Peacemaking Circles.

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<sup>2</sup>L. R Gay, Geoffrey E. Mills, and Peter W. Airasian, Educational Research Competencies for Analysis and Applications. Tenth Edition (USA: Pearson Education, Inc 2012), p. 141.

The writer was used mobile phone to record as the aid of these activities, to know how the students' prior knowledge in pre-test and how the students' achievement of speaking in post-test based on the strategy which gave.

### **3.5 Procedure of Collecting Data**

The procedures of collecting data divided in three stages, namely:

#### **3.5.1 Pre - test**

Before giving the treatment the writer gave pre-test to the students. The students have to speak naturally base on their way, they have to retell the story and also answer the questions from the writer. Pre-test was given before students know what is Peacemaking Circle Strategy, and how interesting that strategy for speak and express their idea. After giving pre-test the writer checked the students' speaking ability.

#### **3.5.2 Post – test**

After giving the treatment, the students were given post-test. The content of the posttest was same with the pretest. The aimed of the post-test was to known the students' speaking development after giving the treatment.

### **3.6 Treatment**

After giving the Pre-test the writer gave treatment about talking circle. The treatment gave for five meetings. Each meeting ran for 80 minutes. The writer was given a treatment to the students in the classroom. The procedure of this treatment, the writer checked the students' errors in speaking ability in pre-test that have corrected by the writer. After that, the writer gave explanation based on the students' error in speaking ability in pre-test that have corrected by the writer. After that, the writer gave explanation based on the students' error in pre-test.

The followed are the activities in treatment:<sup>3</sup>

First Meeting:

1. The writer opened class with welcoming and asked the students' condition.
2. The writer explained about the rules of Peacemaking Circle
3. The writer made the group consist of 5 people.
4. The writer prepared a stick of length 20 cm.
5. The writer delivered the subject matter to be studied, and then gave the group an opportunity to read and learnt the subject matter.
6. The students discussed issues contained in the discourse.
7. When the groups have finished reading and studying the subject matter contents, the writer invited members of the group to cover the content of reading by forming a circle.
8. The writer took the stick and gave to one member of the group, after the writer gave questions and members of the group that holds the stick must answer, and so forth until most students got part to answer any questions from the writer.
9. Other students helped to answer the question if members of the group could not answer the question.
10. The writer gave the conclusion.

The second meeting :

1. The writer opened the class
2. The writer explained about material was taught
3. The writer gave a story for each group
4. The writer prepared the music that used to move the stick .

<sup>3</sup>Hikmah, *Rencana Pelaksanaan Pembelajaran SMP N 4 Baranti*, 2019.

5. The writer gave the group an opportunity to read and learn the story .
6. The students discussed issues contained in the discourse.
7. After read and discussed the topics that was given, the writer guide the students to make a big circle that called peacemaking circle.
8. The writer played the music then the stick must move around the peacemaking circle.
9. Students who hold the stick when the song stop must express their opinions about the story and then the writer gave a conclusion

The third meeting:

1. The writer opened the class
2. The writer explained about material was taught
3. The writer gave Toba Lake story for each group
4. The writer prepared the music that used to move the stick .
5. The writer gave the group an opportunity to read and learnt the story.
6. The students discussed about contained in the discourse.
7. After read and discussing the topics that was given, the writer guide the students to made a big circle that called peacemaking circle.
8. The writer played the music then the stick must move around the peacemaking circle.
9. Students who hold the stick when the song stoped must retell the story by using their own language.
10. The writer gave a conclusion and suggestion.

The fourth meeting:

1. The writer opened the class.

2. The writer explained about material.
3. The writer gave Saweregading story for each group.
4. The writer prepared the music that used to move the stick .
5. The writer gave the group an opportunity to read the story.
6. The students gave the story.
7. After reading and discussing the story that was given, the writer guide the students to make a big circle that called peacemaking circle.
8. The writer play the music then the stick must move around the peacemaking circle.
9. The students who hold the stick when the song stop must express their opinions about the topic.
10. The writer gave a conclucion and suggestion.

The fifth meeting:

1. The writer opened the class.
2. The writer explained about material.
3. The writer gave Crying Stone story for each group.
4. The writer prepared the music that used to move the stick .
5. The writer gave the group an opportunity to read the story.
6. After reading and discussing the story that was given, the writer guide the students to make a big circle that called peacemaking circle.
7. The writer played the music then the stick must move around the peacemaking circle.
8. The students who hold the stick when the song stop must express their opinions about the topic.
9. The writer gave a conclucion and suggestion.

### 3.7 Technique of Data Analysis

Some formula in this research is use to process the data as follows:

#### 1. Scoring Classification

Scoring the speaking the students speaking ability using the following rubric:

Table 3.1 Scoring Rubric

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is Only very,slightly influenced by the mother tongue. Two or more three minor grammatical and lexical errors	Speaks without too great an effort with a Fairly wide range of expression.Searches for word occasionally but only one or two unnatural pauses	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions of clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary

4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying in general meaning. Fair range of expression	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, cause confusion	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

2	<p>Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors</p>	<p>Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression</p>	<p>Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.</p>
1	<p>Serious pronunciation as well as 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course</p>	<p>Full of long and unnatural pauses. Very halting and fragmentary lexical delivery. At times gives up making the effort. Very limited range of expression.</p>	<p>Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.<sup>4</sup></p>

<sup>4</sup>Baso Jabu, *English Language Testing* (Makassar: The UNM Publisher, 2008), p. 110-111

### 3.7.2 The Classification of Students' Score

Table 3.2 Classification of Students' Score

NO	Classification	Score
1	Very Good	80 – 100
2	Good	66 – 79
3	Fair	56 – 65
4	Poor	40 – 55
5	Very Poor	≤ 39

### 3.7.3 Scoring the Students' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

3.7.4 Concluding the mean score of students' pre-test and post-test using this formula:

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

Where:

Mean

$\sum x_i$ : Total score

N : The total number of students<sup>5</sup>

3.7.5 Calculating the rate percentage of the students' score:

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

<sup>5</sup>Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2016), p. 49.

Where:

P : Percentage

F : Frequency of the correct answer

N : Total number of sample<sup>6</sup>

### 3.7.6 Testing Hypothesis

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

Where:

t : Test of significant

D : The mean score

$\sum D$  : The summary total score of difference

$\sum D^2$  : The square of summary total score of difference

N : The total sample<sup>7</sup>

Here are the criteria of testing hypothesis:

1. If  $t\text{-test} < t\text{-table}$ ,  $H_0$  is accepted and  $H_a$  is rejected (implementing Scientific Approach is not able to enhance students` speaking ability).
2. If  $t\text{-test} > t\text{-table}$ ,  $H_a$  is accepted and  $H_0$  is rejected (implementing Scientific Approach is able to enhance students` speaking ability).

<sup>6</sup>L.R Gay, *Educational Competence for Analysis and Application*, Second Edition, (Columbus, Ohio: Charles E. Meril Publishing, 1981), p.298.

<sup>7</sup>L.R Gay, *Educational Competence for Analysis and Application*, p. 331

3.7.7 To analyze the students' interest, the writer used a Likert Scale Category that can be seen on the following table:

Table 3.3 Likert Scale

<b>Positive Statement Score</b>	<b>Category</b>	<b>Negative Statement Score</b>
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Source: Likert Scale Category)

To analyze how Peacemaking Circle Strategy able to increase speaking ability, the following is rating score of the category.

Table 3.4 Rating Score of Questionnaire

<b>Score</b>	<b>Classification</b>
43-50	Very Strong
35-42	Strong
27-34	Enough
19-26	Low
1-18	Very Low

(Source: Ridwan and Akdon, *Rumus dan Data Dalam Analisis Statistika*)<sup>8</sup>

<sup>8</sup>Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of the data collected through test that can be discussed in the section below.

#### 4.1 Findings

The find out peacemaking circle strategy to the students' speaking ability in Eight Grade Students of SMP Negeri 4 Baranti, the writer applied all of procedures that had been showed in the previous chapter. In addition, the writer gave the students pre-test and post-test. A pre-test was given before treatment to know the students' speaking ability, while post-test was given after treatment that is knowing the students' speaking ability after doing treatment. The writer also gave questionnaire to know the students responses to peacemaking circle. In the treatment process, the writer took five meetings in teaching speaking by using peacemaking circle. During the treatment, the writer did it by following the steps and rules in peacemaking circle. The writer gave pre-test and post-test which aims to know the answer of the problem statement: "is Peacemaking Circles Strategy able to increase the students' speaking ability?" with comparing the result of the students' pre-test and post-test. The students' were given the questionnaire to answer the problem statement: "How are students' responses toward Peacemaking Circles Strategy?" by looking the students' responses to the statement.

This research was encountered by pre-experimental research with one group pre-test and post-test design which one started on October, 30 – November, 22 2019. The writer encountered a post-test to know whether Peacemaking Circle was able to increase students' speaking ability, and the questionnaire to know the students' responses toward Peacemaking Circles Strategy. The analysis of pre-test and post-test, and also questionnaire can be seen the following description:

#### 4.1.1 Data Description of Test

The data were collected from students' pre-test and post-test at VIII.1 as the pre-experimental class. As the explanation in chapter III, the students was taught speaking retell the narrative test by using Peacemaking Circle. The result of the data can be described as the following:

##### 4.1.1.1 The Students' Score in Pre-test

The writer gave speaking test to the students as the pre-test to know the students' speaking ability. Every student got it then the researcher gave the students' some questions and they answered it. After giving the pre-test to the students, the writer found out the result of the students' speaking based on the criteria of speaking ability which are accuracy, fluency, comprehensibility before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Score in Pre-test based on Aspect of Speaking

No	Nama	Aspect			Total	Score
		A	F	C		
1	Adam Zulkarnain	2	1	3	6	33.3

2	Akbar Fajri	3	4	4	11	61.1
3	Muhammad Fahrul	2	3	3	8	44.4
4	Muh. Rifky	3	2	2	7	38.9
5	Muh. Sapril	2	2	3	7	38.9
6	Renaldy	3	4	4	11	61.1
7	Alif Syafikri	3	2	3	8	44.4
8	Aini Rabiatul Adawiah	3	2	3	8	44.4
9	Alfina	2	1	2	5	27.8
10	Andani	3	3	3	9	50.0
11	Chandrawati	3	2	3	8	44.4
12	Inar Seprina	4	4	2	10	55.6
13	Nurhalisa	3	4	2	9	50.0
14	Nur Alpina	4	4	3	11	61.1
15	Nurhikmah	2	2	3	7	38.9
16	Nur Sriwahyuni	3	2	2	7	38.9
17	Nur Syakirah	2	2	2	6	33.3
18	Putri Ayu	3	4	4	11	61.1
19	Sitti Hajrah	1	1	2	4	22.2
20	Naifah Kamilah	2	2	1	5	27.8
	<b>Total</b>				158	877.8

After knowing the students' score in pre-test based on aspects of speaking, the following table is students' score to find out the mean Score:

Table 4.2 The Students' Score and Square in Pre-test

No	Nama	Pre - test of the students (X1)	
		X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>
1	Adam Zulkarnain	33.3	1110.9
2	Akbar Fajri	61.1	3734.4
3	Muhammad Fahrul	44.4	1974.9
4	Muh. Rifky	38.9	1512.4
5	Muh. Sapril	39.0	1520.2
6	Renaldy	61.1	3734.4
7	Alif Syafikri	44.4	1974.9
8	Aini Rabiatul Adawiah	44.4	1974.9
9	Alfina	27.8	771.7
10	Andani	50.0	2500.0
11	Chandrawati	44.4	1974.9
12	Inar Seprina	55.6	3086.9
13	Nurhalisa	50.0	2500.0
14	Nur Alpina	61.1	3734.4
15	Nurhikmah	38.9	1512.4
16	Nur Sriwahyuni	38.9	1512.4
17	Nur Syakirah	33.3	1110.9
18	Putri Ayu	61.1	3734.4

19	Sitti Hajrah	22.2	493.7
20	Naifah Kamilah	27.8	771.7
	Total	877.6	41240.8

*Data Source: Students' score of pretest*

the table above showed that the result of students' speaking score before applying peacemaking circle strategy. There were nine students got very poor score, there were seven students got poor score, and four students got fair score. The total score in pre-test is 877,6. It has shown that the students' speaking ability in pre-test was low, because most of students still got very poor. The following are the process of calculation to find out the mean score on the calculation of students' score in pre-test of the table 4.2.

Mean score of pre-test:

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

$$X = \frac{877,8}{20}$$

$$= 43,89$$

Thus, the mean score ( $X_1$ ) of pre-test is 43,89

#### 4.1.1.2 The Students' Score in Post-test

After the researcher gave treatment by using peacemaking Circles strategy to the students, the researcher gave post-test. The students were given the post-test to find out the speaking ability and their progress, it was used to know the result of treatment. The result was shown in the following table:

Table 4.3 The Students Score in Post-test

No	Nama	Aspect			Total	Score
		A	F	C		
1	Adam Zulkarnain	4	5	3	12	66.7
2	Akbar Fajri	4	6	6	16	88.9
3	Muhammad Fahrul	3	4	4	11	61.1
4	Muh. Rifky	4	4	4	12	66.7
5	Muh. Sapril	4	5	5	14	77.8
6	Renaldy	3	5	5	13	72.2
7	Alif Syafikri	3	4	4	11	61.1
8	Aini Rabiatul Adawiah	4	4	3	11	61.1
9	Alfina	4	3	5	12	66.7
10	Andani	4	4	4	12	66.7
11	Chandrawati	3	3	5	11	61.1
12	Inar Seprina	3	6	6	15	83.3
13	Nurhalisa	6	4	5	15	83.3
14	Nur Alpina	5	5	6	16	88.9
15	Nurhikmah	3	5	5	13	72.2
16	Nur Sriwahyuni	4	5	5	14	77.8
17	Nur Syakirah	3	4	4	11	61.1
18	Putri Ayu	4	6	6	16	88.9
19	Sitti Hajrah	3	4	4	11	61.1
20	Naifah Kamilah	3	4	4	11	61.1

	<b>Total</b>				<b>257</b>	<b>1427.8</b>
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After knowing the students' score in post-test based on aspects of speaking, the following table is students' score to find out the mean Score:

Table 4.4 The Students' Score and Square in Post-test

No	Nama	Pre - test of the students (X1)	
		X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>
1	Adam Zulkarnain	66.7	4448.9
2	Akbar Fajri	88.9	7903.2
3	Muhammad Fahrul	61.1	3733.2
4	Muh. Rifky	66.7	4448.9
5	Muh. Sapril	77.8	6052.8
6	Renaldy	72.2	5212.8
7	Alif Syafikri	61.1	3733.2
8	Aini Rabiatal Adawiah	61.1	3733.2
9	Alfina	66.7	4448.9
10	Andani	66.7	4448.9
11	Chandrawati	61.1	3733.2
12	Inar Seprina	83.3	6938.9
13	Nurhalisa	83.3	6938.9
14	Nur Alpina	88.9	7903.2
15	Nurhikmah	72.2	5212.8
16	Nur Sriwahyuni	77.8	6052.8
17	Nur Syakirah	61.1	3733.2

18	Putri Ayu	88.9	7903.2
19	Sitti Hajrah	61.1	3733.2
20	Naifah Kamilah	61.1	3733.2
<b>Total</b>		<b>1427.8</b>	<b>104046.8</b>

*Data Source: Students' score of posttest*

The table above showed that there were a changed of students' score after did the treatment. There were five students got very good score, eight students got good score, and there were seven students got fair score. The total score in post-test is 1427,8. It proved that there were increasing of students' score in post-test.

In this, the writer analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using peacemaking circles strategy.

Mean score of the post-test

$$\begin{aligned} \frac{\sum x_i n}{N} \\ X = \frac{1427,8}{20} \\ = 71,39 \end{aligned}$$

Thus, the maen score  $X_2$  of post-test is 71,39

#### 4.1.1.3 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test

Table 4.5 The Classification Frequency and Percentage of the Students" Pre-test and the Students" Post-test

No	Classification	Score Interval	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	80-100	0	5	0%	25%
2	Good	66-79	0	8	0%	40%
3	Fair	56-65	4	7	20%	35%
4	Poor	40-55	7	0	35%	0%
5	Very Poor	≤ 39	9	0	45%	0%
Total			20	20	100%	100%

The data of the table above indicated that the rate percentage of the pre-test four (20%) students got fair score, seven (35%) students got poor score, and there were nine (45%) students got very poor score while the rate percentage of the post-test, five (25%) students got very good score, eight (40%) students got good score, and there were seven (35%) students got fair score. The percentage in post-test that students got good score was higher than percentage in pre-test. It shows that students were able to increase their speaking ability after did the treatment that using peacemaking circle strategy.

#### 4.1.1.4 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The Worksheet of the Calculating of the Score on Pre-test and Post-test on the Students' Speaking.

No	Name	$X_1$	$(X_1)^2$	$X_2$	$(X_2)^2$	$D(X_1 - X_2)$	D.D
1	Adam Zulkarnain	33.3	1108.89	66.7	4448.89	33.4	1115.56
2	Akbar Fajri	61.1	3733.21	88.9	7903.21	27.8	772.84
3	Muhammad Fahrul	44.4	1971.36	61.1	3733.21	16.7	278.89
4	Muh. Rifky	38.9	1513.21	66.7	4448.89	27.8	772.84
5	Muh. Sapril	38.9	1513.21	77.8	6052.84	38.9	1513.21
6	Renaldy	61.1	3733.21	72.2	5212.84	11.1	123.21
7	Alif Syafikri	44.4	1971.36	61.1	3733.21	16.7	278.89
8	Aini Rabiatul Adawiah	44.4	1971.36	61.1	3733.21	16.7	278.89
9	Alfina	27.8	772.84	66.7	4448.89	38.9	1513.21
10	Andani	50	2500	66.7	4448.89	16.7	278.89
11	Chandrawati	44.4	1971.36	61.1	3733.21	16.7	278.89
12	Inar Seprina	55.6	3091.36	83.3	6938.89	27.7	767.29
13	Nurhalisa	50	2500	83.3	6938.89	33.3	1108.89
14	Nur Alpina	61.1	3733.21	88.9	7903.21	27.8	772.84
15	Nurhikmah	38.9	1513.21	72.2	5212.84	33.3	1108.89
16	Nur Sriwahyuni	38.9	1513.21	77.8	6052.84	38.9	1513.21
17	Nur Syakirah	33.3	1108.89	61.1	3733.21	27.8	772.84
18	Putri Ayu	61.1	3733.21	88.9	7903.21	27.8	772.84

19	Sitti Hajrah	22.2	492.84	61.1	3733.21	38.9	1513.21
20	Naifah Kamilah	27.8	772.84	61.1	3733.21	33.3	1108.89
	Total	877.6	41218.78	1427.8	104046.8	550.2	16644.22

The T-calculation showed that there was significant difference to increase students' speaking ability. The t-table with 5% significance of degree freedom (df) is 2,034 and the result of t-test 13,89. It means that there was significant increase because t-test was higher than t-table. Therefore, the writer can conclude that peacemaking circle can increase students' speaking ability.

#### 4.1.2 Data Description of Questionnaire

The description below explained the result from the questionnaire. The purpose of giving the questionnaire was to support the primary data. This data was intended to know the students' response toward the treatment given by the researcher to them. The data of questionnaire as follow:

Table 4.6 The Score of Questionnaire

No	NAMA	ITEM										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Adam Zulkarnain	4	3	3	4	4	5	5	4	4	4	40
2	Akbar Fajri	4	4	4	5	5	4	5	5	4	5	45
3	Muhammad Fahrul	4	2	5	5	4	4	4	4	3	4	39
4	Muh. Rifky	4	3	3	4	4	5	5	4	4	4	40
5	Muh. Sapril	2	2	3	2	3	2	4	3	4	4	29
6	Renaldy	5	4	5	4	5	5	4	5	4	5	46
7	Alif Syafikri	2	3	2	2	3	2	4	3	4	4	29
8	Aini Rabiatul Adawiah	3	2	5	5	3	5	4	4	5	4	40
9	Alfina	5	4	5	4	5	5	4	5	4	5	46
10	Andani	3	4	4	5	4	3	4	4	2	4	37

11	Chandrawati	5	2	5	5	3	4	4	4	2	4	38
12	Inar Seprina	4	4	5	5	4	5	5	4	4	4	44
13	Nurhalisa	5	4	5	5	3	4	4	4	3	4	41
14	Nur Alpina	3	4	5	4	5	4	4	4	5	4	42
15	Nurhikmah	4	4	4	5	5	4	5	5	4	5	45
16	Nur Sriwahyuni	5	2	5	5	4	5	4	4	2	4	40
17	Nur Syakirah	3	3	4	5	4	4	5	4	2	4	38
18	Putri Ayu	3	4	5	4	4	4	4	4	5	4	41
19	Sitti Hajrah	4	2	5	5	3	4	4	4	2	4	37
20	Naifah Kamilah	4	3	5	4	4	4	3	3	4	4	38
TOTAL												795

The table above shows that the cumulative score that they got through the questionnaire was 795 (strong). And it was categorized strong. The explanation is:

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

$$= \frac{795}{20}$$

$$= 39,75$$

X = Mean Score

$\sum x$  = The total of Students' score

N = The number of Students

0	18	26	34	42	50
	DS	D	U	A	SA

From the data above the researcher also conclude that both of the category (high and low category) have a strong motivation in developing their speaking by looking at the scores of each item above.

After giving questionnaire to the students in the last meeting to know peacemaking circles strategy interesting for the students were presented in the following:

- 1) The result of the first statement in questionnaire showed that there were 5 students chose strong agree, 8 students chose agree, 5 students chose undecided, 2 students chose disagree, and none of the student chose strong disagree. It means that, most of the students were easy to explain or retell the story using peacemaking circle.
- 2) The result of the second statement showed that there were none student chose strong agree, 6 students chose agree, 5 students chose undecided, 9 students chose disagree, and none of the student chose strong disagree. It meant that most of students disagree about the statement. The statement is about learning speaking using peacemaking circle strategy makes the students be lazy to ask the material that has not been understood in learning process.
- 3) The result of the third statement showed that there were 12 students chose strong agree, 4 students chose agree, 3 students chose undecided, 1 student chose disagree, and none of the student chose strong disagree. It meant that, learning speaking using peacemaking circle strategy makes the students easy to understand what the students said.
- 4) The result of the fourth statement showed that there were 11 students chose strong agree, 7 students chose agree, none of the student chose undecided, 2 students chose disagree, none student chose strong disagree. It meant that, most of students in learning speaking by using peacemaking circle strategy increases fluency in speaking ability.

- 5) The result of the fifth statement showed that there were 5 students chose strong agree, 9 students chose agree, 6 students chose undecided, none of the students chose disagree and chose strong disagree. It meant that, most of students in learning speaking using peacemaking circle strategy makes the students be active because it is supposed by interesting learning.
- 6) The result of the sixth statement showed that none of the student chose strong agree, 2 students chose agree, 1 student chose undecided, 10 students chose disagree, and 7 students chose strong disagree. It meant that, most of students needed peacemaking circle to indifferent in learning english.
- 7) The result of the seventh statement showed that there were 6 students chose strong agree, 13 students chose agree, 1 student chose undecided, none of the student chose disagree and chose strong disagree. It meant that, learning speaking using peacemaking circle strategy makes the students are enjoyable because they can cooperate well in learning.
- 8) The result of the eighth statement showed that none of the student chose strong agree and chose agree, 3 students chose undecided, 13 students chose disagree, and 4 students chose strong disagree. It meant that, using peacemaking circle gave the possitive influence to the students in learning at school.
- 9) The result of the ninth statement showed that none of the student chose strong agree, 5 students chose agree, 2 students chose undecided, 10 students chose disagree, and 3 students chose strong disagree. It meant that, the students is not boring to using peacemaking circle.

10) The students of the tenth statement showed that none of the student chose strong agree, chose agree, and chose undecided, 16 students chose disagree, 5 students chose strong disagree. It meant that, learning speaking using peacemaking circle makes the students is not difficult to speak freely.

Finally, based on the result of questionnaire above, the total mean score of the all items showed that 39,75 of the students had positive response in learning speaking ability by using peacemaking circle, it meant that, students are really, interested using peacemaking circle strategy.

## 4.2 Discussion

The objective of this research are to find out whether the use of Peacemaking Circles Strategy is able to improve the speaking ability of the Eight Grade students of SMP Negeri 4 Baranti Sidrap and find out the students responses toward peacemaking circles strategy to increase speaking ability. To prove it, the writer use the Narrative text as a instrument the students have to answer the question from the writer about what they think about the story?, what is the message of the story? And they have to retell the story freely using their own language and follow the rules of Peacemaking circle Strategy besides that the writer also gave questionnaire as instrument. The questionnaire was given to know the students responses toward Peacemaking circle strategy. The writer started to give the treatment after the students give pre-test. The treatment there was fifth meetings in the research.

### 4.2.1 The Result of the Test

Based on the description of the test, it showed that students' speaking ability can be increase by using peacemaking circle strategy after giving treatment. The

students' score after treatment was higher than before the treatment. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of computation of t-test value (13,89) with the degree of freedom (df) =  $N-1 = 20-1 = 19$  for the level of significance  $5\% = 2,093$ . It showed that there is Significance difference score students' speaking ability achievement before and after being taught by using Peacemaking Circles Strategy. It means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

The first meeting the writer gave some motivation and some ice breaking to started our activity. Before applying Peacemaking Circle Strategy the writer give the story or the content that would be discussion topic. The topic consist to the narrative text. They were discuss about the Story of Sangkuring for the first meeting. They were followed the rules of peacemaking circle.

The second meeting, before continuing the material the writer asked about the students conditions, and gave the students a new topic. The writer divided the students to 5 groups four discuss about the story. After that the writer gave some strange vocabulary. And next asked to the students to make a circle form and began the activity in a peacemaking circle.

The third meeting, the writer gave some ice breaking before began the activity. After that gave a new story or new topic, Toba Lake was choose by writer as a topic in third meeting. After that the writer asked the students to learn and read carefully about the story. The writer permit the students to asked the difficult pronunciation before began discussion. After discuss the students have to retell the story by using their own language, also explained the message of the story and what they thought about Toba lake story.

Before began the material and the peacemaking circle activity in the fourth meeting the writer gave again some motivation for the students. The writer also asked the students feeling and the extent of their understanding of the material they have. After that the students gave a new story. The Legend of Saweregading as a topic for the fourth meeting.

The fifth meeting, as usual the writer asked the students conditon before gave tsome ice breaking. Fifth meeting was the last treatment meeting. The writer gave the students a new story, Crying Stone was choose as a last story for treatment. After students discuss each other they make a Circle form was called peacemaking circle. And they continued to retell the story by using their own language. who hold the stick when the music stoped they have to retell the story and explain the massage of the story also what they thought about the story.

After conducting the research, the writer found an improvement that students were truly active and fell enjoy to retell the story in every title given using peacemaking circle strategy. It is accordance with Kay Pranis said that the Circle process is a storytelling process. Every person has a story and every story and every story has lesson to offer. People touch one another „s lives by sharing stories. And also Stone Dragon stated that in many cultures, a talking Circle is formed when a community want to discuss and share the story.

Based on explanation above, Peacemaking circle can be an alternative strategy in teaching english especially in speaking. This strategy allowed the students to develop their ability during Peacemaking circle. It can also make the students more active to speak to express their point for every story.

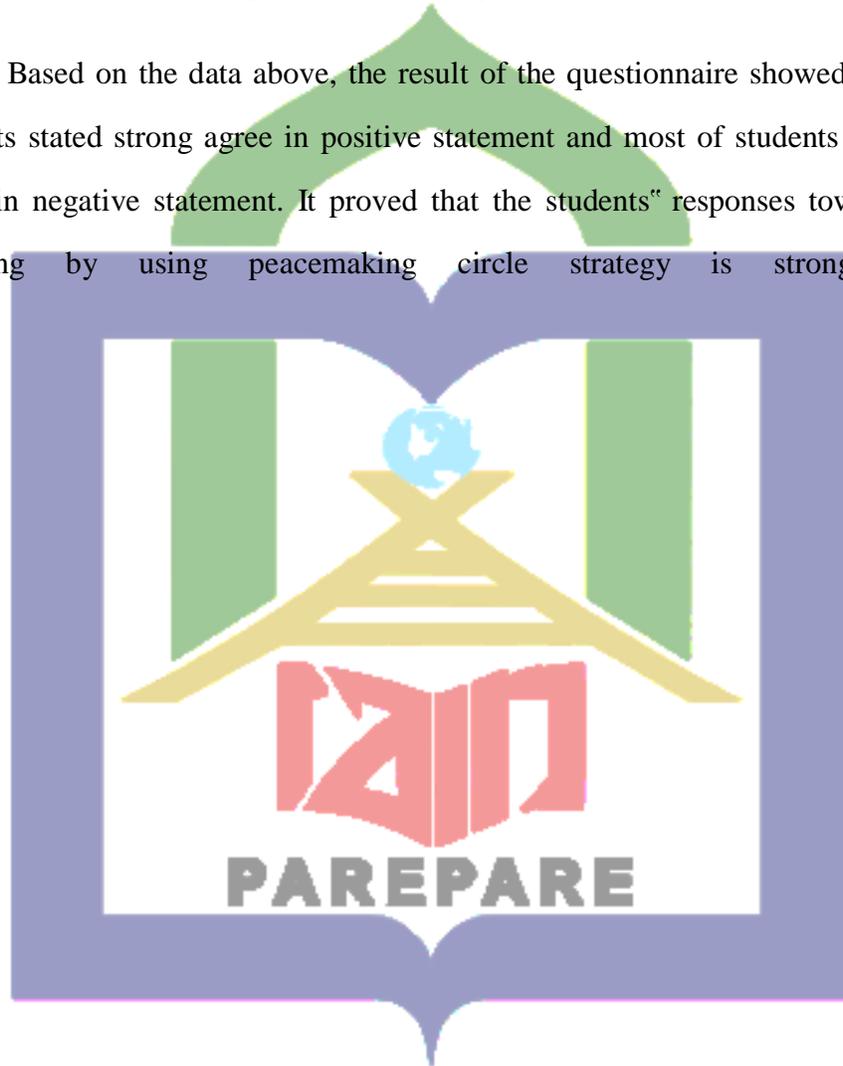
#### 4.2.2 The result of the Questionnaire

After giving post-test the writer gave questionnaire that consist of 10 items, 5 of them were positive statement, and the rest were negative statement. Each item was provided with 5 alternative of scale categories. They were strong agree, agree, undecided, disagree, and strong disagree. The questionnaire was given to know the students responses toward peacemaking circle after treatment.

In item 1 there are 5 students stated strong agree, 8 students stated agree, 5 students stated undecided, and 2 students stated disagree. The percentage of the statement was 76% and it categorized strong. In item 2 there are 6 students stated agree, 5 students stated undecided, 9 students stated disagree. The percentage of the statement was 63%. And it categorized strong. In item 3 there are 12 students stated strong agree, 4 students stated agree, 3 students stated undecided, and 1 student stated disagree. The percentage of the statement was 87% and it categorized very strong. In item 4 there are 11 students stated strong agree, 7 students stated agree, 2 students stated disagree. The percentage of the statement was 87% it categorized very strong. In item 5 there are 5 students stated strong agree, 9 students stated agree, and 6 students stated undecided. The percentage of the statement was 79% it categorized strong. In item 6 there are 2 students stated agree, 1 student stated undecided, 10 stated disagree, and 7 students stated strong disagree. The percentage of the statement was 82% it categorized very strong. In item 7 there are 6 students stated strong agree, 13 students stated agree, and 1 student stated undecided. The percentage of the statement was 85% it categorized very strong. In item 8 there are 3 students stated undecided, 13 stated disagree, and 4 stated strong disagree. The percentage of the statement was 81% it categorized very strong. In item 9 there are 5 students stated agree, 2 stated

undecided, 10 students stated disagree, and 3 students stated strong disagree. The percentage of the statement was 71% it categorized strong. In item 10 there are 16 students stated disagree and 4 students stated strong disagree. The percentage of the statement was 84% it categorized very strong.

Based on the data above, the result of the questionnaire showed that most of students stated strong agree in positive statement and most of students stated strong agree in negative statement. It proved that the students' responses toward learning speaking by using peacemaking circle strategy is strong positive.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the finding and discussion, the writer concludes of tis research as follows:

1. the students' speaking ability at the eight grade of SMP Negeri 4 Baranti was increased by using peacemaking circle strategy. It can be proved by looking at the result of pre-test and post-test. The mean score of pre-test 43,89 that is lower than the mean score of post-test 71,39. Furthermore, that t-test result in which value of t-test was 13,89 greater than the value of t-table was 2,093 at the level significance 5% and degree of freedom (df) 19, it means that  $H_0$  was rejected and  $H_a$  was accepted.
2. The students' responses toward learning speaking ability by using peacemaking circle strategy is very strong positive. It was proved by looking the percentage of statement. The percentage of statement was around 63% - 87% with the most of students stated strong agree in positive Statement and most of students stated strong disagree in negative Statement and it categorized very strong positive.

#### 5.2 Suggestions

Based on conclusion above, the researcher suggest to English teacher, students and next researcher as follow:

- 5.2.1 The teacher can use peacemaking circle strategy as the alternative variation in teaching speaking for junior high school. Peacemaking circle is recommended

to students shouldn't be afraid in making mistakes when they are learning English.

5.2.2 The students is expected to realize the importance of learning speaking. They dont need to feel shy to speak and express their idea.they have to practice more.

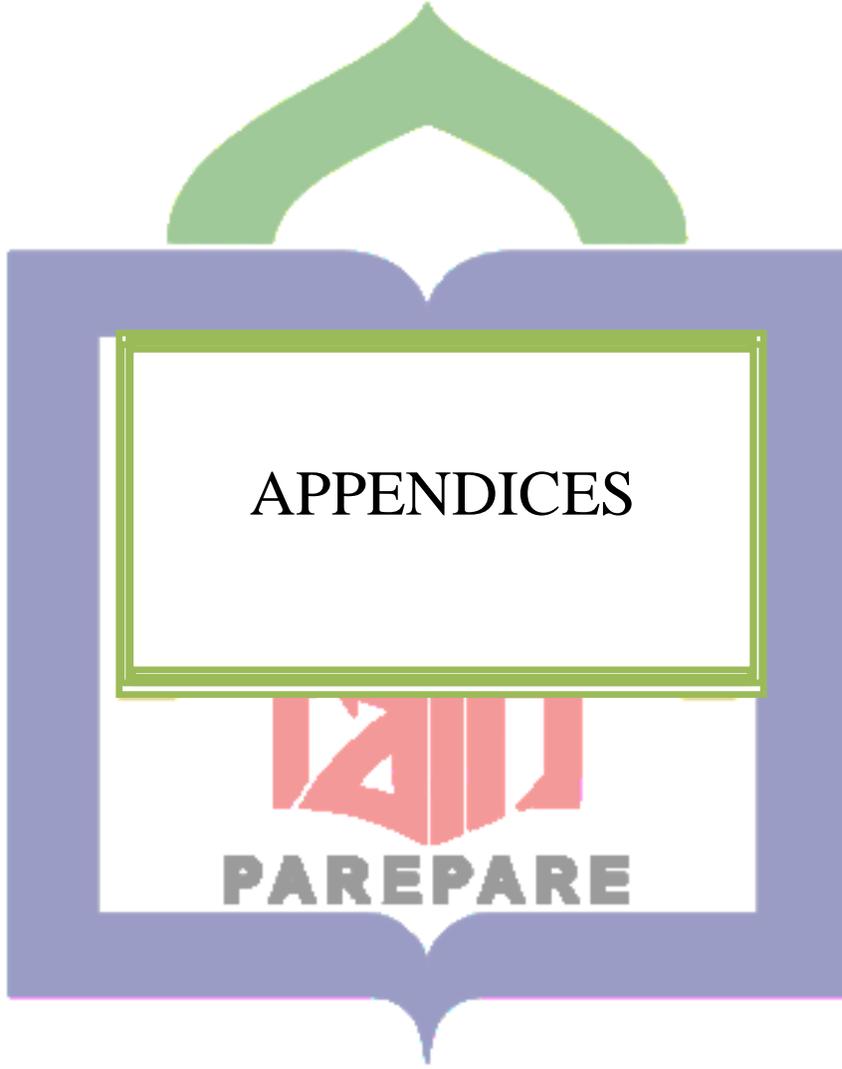
5.2.3 For the next researcher who wants conduct a research with peacemaking circle is expected is model in other skill or other kind of text.



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## Appendix 1.Lesson Plan

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### Rencana Pelaksanaan Pembelajaran

(RPP)

**Satuan Pendidikan** :SMP Negeri 4 Baranti

**Mata Pelajaran** :Bahasa Inggris

**Kelas/ Semester** :VIII (Delapan)/ 1 (Ganjil)

**Materi Pokok** :Narrative Teks

**Alokasi Waktu** : 2 JP 80 Menit (1x Pertemuan)

#### A. Kompetensi Inti

KI.1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 :Menunjukkan perilaku jujur, disiplin,tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 :Memahami pengetahuan (fakta,konseptual,procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

KI.4 :Mencoba, mengolah,dan manyaji dalam ranah konkret (menggunakan,menguasai,merangkai,memodifikasi dan membuat ) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

### C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan.

### D. Materi

-Materi Pembelajaran

Narrative text : Sangkuriang

- Vocabulary yang digunakan:

Son :anak laki-laki

Mother :ibu

Dog :Anjing

Yarn :Benang

Oath :sumpah

Promise :janji

forest :hutan

Hunt :Berburu

Deprecation : kutukan

Lord :tuhan

-Menggunakan kalimat Pembuka untuk mengungkapkan Pendapat

- ✓ I would like to begin
- ✓ I would like to make few remarks concerning
- ✓ I would like to comment on the problem of
- ✓ I would like to retell the story by using my own language

### E. Metode Pembelajaran

-Metode diskusi

-Peacemaking Circle Strategy

#### F. Media Pembelajaran

-Stick

-Speaker

#### G. Sumber Belajar

-Buku pegangan guru dan siswa

- [blogspot.com](http://blogspot.com)

#### H. Langkah-langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Rankaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"><li>-Guru mengucapkan salam dan menanyakan keadaan siswa</li><li>-Guru meminta siswa untuk membaca doa</li><li>-Guru mengecek kehadiran siswa</li><li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li></ul>	5 Menit
Inti	<ul style="list-style-type: none"><li>-Guru menjelaskan materi yang diajarkan</li><li>-Guru membagikan text cerita kepada masing-masing kelompok</li><li>-Guru mempersiapkan music yang akan digunakan untuk mengiringi perpindahan stick</li><li>-Memberikan kesempatan kepada siswa untuk membaca dan mengenal kosakata yang terdapat dalam cerita</li><li>-Memberikan siswa kesempatan untuk berdiskusi dengan anggota kelompok mereka.</li><li>-mengarahkan mereka untuk membentuk lingkaran "peacemaking Circle</li><li>-Memberikan kesempatan kepada siswa yang mendapat giliran untuk berbicara</li></ul>	70 Menit
Penutup	<ul style="list-style-type: none"><li>-Guru memberikan kesimpulan tentang materi yang telah dipelajari</li><li>-Guru menutup kelas dan memberikan motivasi belajar</li></ul>	5 Menit

Teknik Penilaian

1. Aspek penilaian :

Accuracy

Fluency

Comprehensibility

2. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## Rencana Pelaksanaan Pembelajaran

(RPP)

**Satuan Pendidikan** :SMP Negeri 4 Baranti

**Mata Pelajaran** :Bahasa Inggris

**Kelas/ Semester** :VIII (Delapan)/ 1 (Ganjil)

**Materi Pokok** :Narrative Teks

**Alokasi Waktu** : 2 JP 80 Menit (1x Pertemuan)

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 KI.2 :Menunjukkan perilaku jujur, disiplin,tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI.3 :Memahami pengetahuan (fakta,konseptual,procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.  
 KI.4 :Mencoba, mengolah,dan manyaji dalam ranah konkret (menggunakan,menguasai,merangkai,memodifikasi dan membuat ) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
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Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

### C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.

-Siswa mampu memahami yang di maksud dengan narrative text.

- Siswa mampu memahami isi cerita yang diberikan.

#### D. Materi Pembelajaran

-Materi Pembelajaran

Narrative text : Cinderella

- Vocabulary yang digunakan:

Beautiful Girl : gadis cantik

Princess : putri

Prince : pangerang

Castle : istana

Ball : pesta dansa

Step mother : ibu tiri

Step sister : saudara tiri

Angel : malaikat/peri

Happy : Bahagia

Glass shoes : sepatu kaca

-Menggunakan kalimat Pembuka untuk mengungkapkan Pendapat

- ✓ I would like to begin
- ✓ I would like to make few remarks concerning
- ✓ I would like to comment on the problem of
- ✓ I would like to retell the story by using my own language

#### E. Metode Pembelajaran

-Metode diskusi

-direct

## F. Media Pembelajaran

- Stick
- Speaker

## G. Sumber Belajar

- Buku pegangan guru dan siswa
- British Council
- blogspot.com

## H. Langkah-langkah Pembelajaran

### Pertemuan Kedua

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan menanyakan keadaan siswa</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan materi yang diajarkan</li> <li>-Guru membagikan text cerita kepada masing-masing kelompok</li> <li>-Guru mempersiapkan music yang akan digunakan untuk mengiringi perpindahan stick</li> <li>-Memberikan kesempatan kepada siswa untuk membaca dan mengenal kosakata yang terdapat dalam cerita</li> <li>-Memberikan siswa kesempatan untuk berdiskusi dengan anggota kelompok mereka.</li> <li>-mengarahkan mereka untuk membentuk lingkaran “peacemaking Circle</li> </ul>	70 Menit

	-Memberikan kesempatan kepada siswa yang mendapat giliran untuk berbicara -siswa menceritakan ulang isi cerita menggunakan bahasanya sendiri.	
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

### Teknik Penilaian

#### 1. Aspek penilaian :

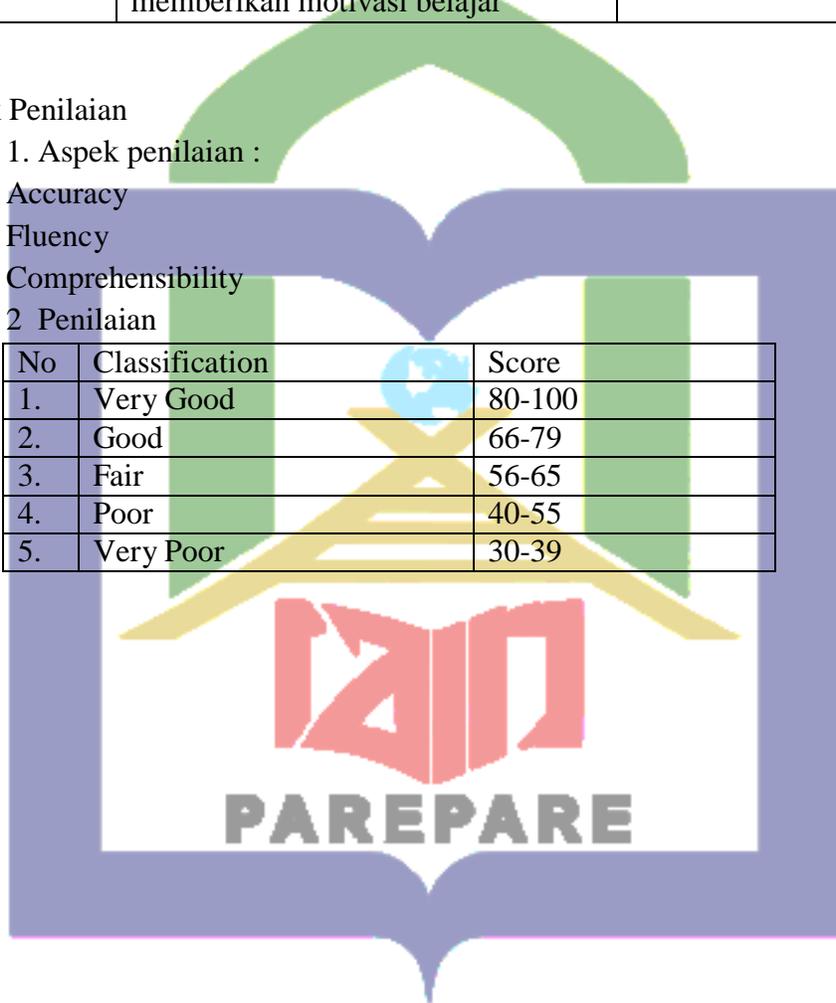
Accuracy

Fluency

Comprehensibility

#### 2 Penilaian

No	Classification	Score
1.	Very Good	80-100
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4.	Poor	40-55
5.	Very Poor	30-39



## Rencana Pelaksanaan Pembelajaran

(RPP)

**Satuan Pendidikan** :SMP Negeri 4 Baranti

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**Alokasi Waktu** : 2 JP 80 Menit (1x Pertemuan)

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 KI.2 :Menunjukkan perilaku jujur, disiplin,tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI.3 :Memahami pengetahuan (fakta,konseptual,procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.  
 KI.4 :Mencoba, mengolah,dan manyaji dalam ranah konkret (menggunakan,menguasai,merangkai,memodifikasi dan membuat ) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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### C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.

- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan.

#### D. Materi

-Materi Pembelajaran

Narrative text : Toba Lake

- Vocabulary yang digunakan:

Lake :danau

Pulau :island

Curse :kutukan/mengutuk

Fish :ikan

Fisherman : nelayan

Disaster :bencana

Village :kampung/desa

Rich :kaya

Janji : promise

Uninhibited comment :keceplasan

-Menggunakan kalimat Pembuka untuk mengungkapkan Pendapat

- ✓ I would like to begin
- ✓ I would like to make few remarks concerning
- ✓ I would like to comment on the problem of
- ✓ I would like to retell the story by using my own language

#### E. Metode Pembelajaran

-Metode diskusi

-direct

**F. Media Pembelajaran**

- Stick
- Speaker

**G. Sumber Belajar**

- Buku pegangan guru dan siswa
- British Council
- English Dictionary

**H. Langkah-langkah Pembelajaran**

Pertemuan Ketiga

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan menanyakan keadaan siswa</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan materi yang diajarkan</li> <li>-Guru membagikan text cerita kepada masing-masing kelompok</li> <li>-Guru mempersiapkan music yang akan digunakan untuk mengiringi perpindahan stick</li> <li>-Memberikan kesempatan kepada siswa untuk membaca dan mengenal kosakata yang terdapat dalam cerita</li> <li>-Memberikan siswa kesempatan untuk berdiskusi dengan anggota kelompok mereka.</li> <li>-mengarahkan mereka untuk membentuk lingkaran “peacemaking Circle</li> </ul>	70 Menit

	-Memberikan kesempatan kepada siswa yang mendapat giliran untuk berbicara -siswa menceritakan ulang isi cerita menggunakan bahasanya sendiri.	
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

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1. Aspek penilaian :

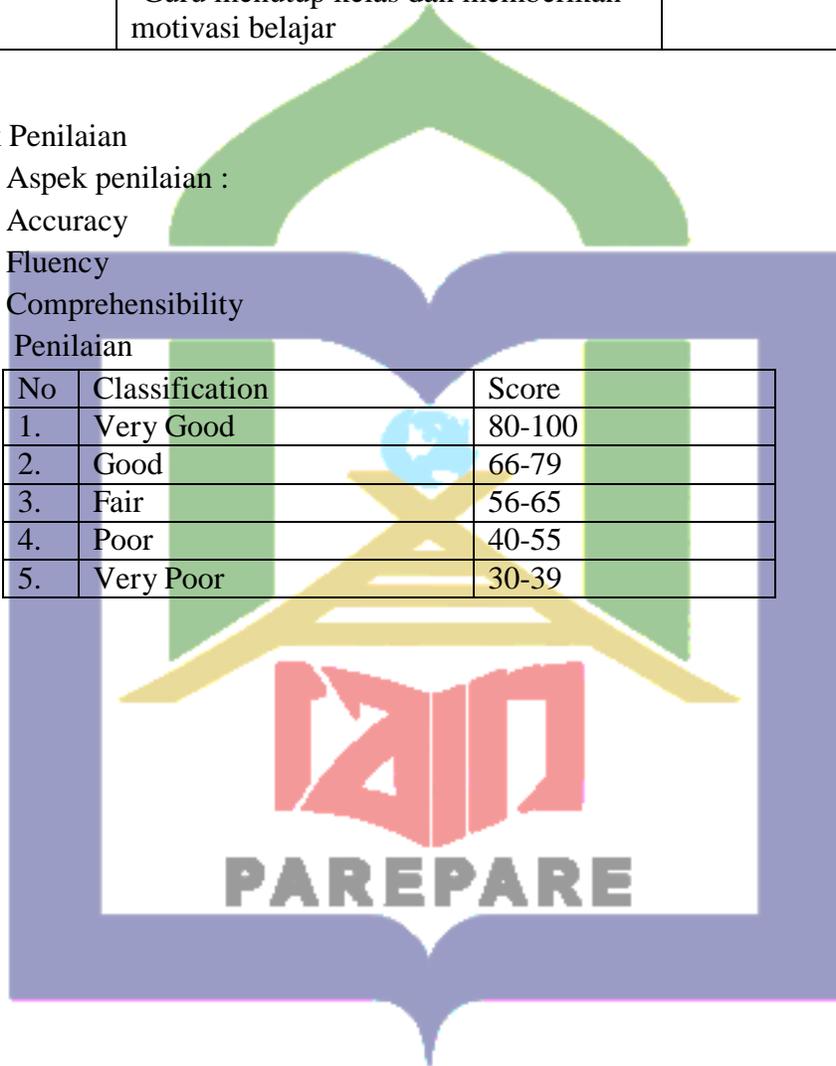
Accuracy

Fluency

Comprehensibility

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**Satuan Pendidikan** :SMP Negeri 4 Baranti

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### C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.

- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan.

#### D. Materi

-Materi Pembelajaran

Narrative text :Legend of Saweregading

- Vocabulary yang digunakan:

King	:raja
Sibling	:saudara kandung
Brother	:saudara laki-laki
Sister	:saudara perempuan
seaworthy	:laik laut
Boat	:perahu
Village	:kampung/desa
Peace	:damai
Kingdom	: kerajaan
Taboo	:tabu

-Menggunakan kalimat Pembuka untuk mengungkapkan Pendapat

- ✓ I would like to begin
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- ✓ I would like to retell the story by using my own language

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- direct

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- Stick
- Speaker

**G. Sumber Belajar**

- Buku pegangan guru dan siswa
- Blogspot.com

**H. Langkah-langkah Pembelajaran**

Pertemuan Keempat

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan menanyakan keadaan siswa</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan materi yang diajarkan</li> <li>-Guru membagikan text cerita kepada masing-masing kelompok</li> <li>-Guru mempersiapkan music yang akan digunakan untuk mengiringi perpindahan stick</li> <li>-Memberikan kesempatan kepada siswa untuk membaca dan mengenal kosakata yang terdapat dalam cerita</li> <li>-Memberikan siswa kesempatan untuk berdiskusi dengan anggota kelompok mereka.</li> <li>-mengarahkan mereka untuk membentuk lingkaran “peacemaking Circle</li> <li>-Memberikan kesempatan kepada siswa yang mendapat giliran untuk</li> </ul>	70 Menit

	berbicara -siswa menceritakan ulang isi cerita menggunakan bahasanya sendiri.	
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

Teknik Penilaian

3. Aspek penilaian :

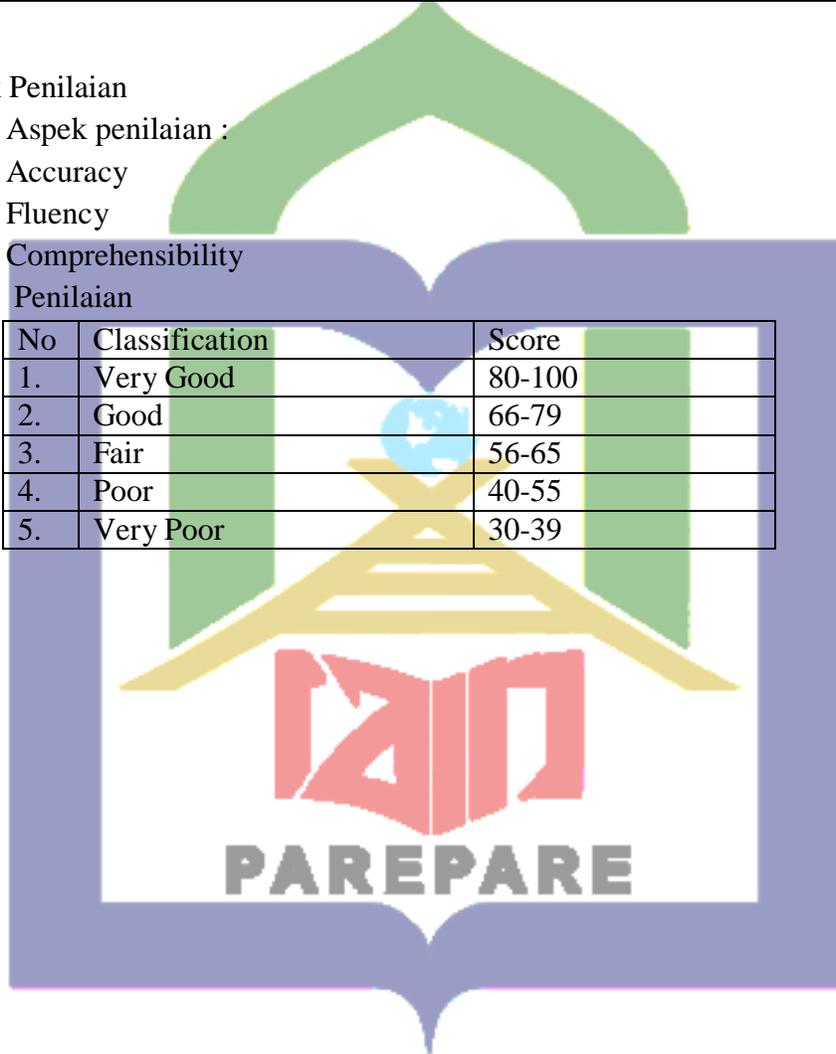
Accuracy

Fluency

Comprehensibility

4. Penilaian

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## Rencana Pelaksanaan Pembelajaran

(RPP)

**Satuan Pendidikan** :SMP Negeri 4 Baranti

**Mata Pelajaran** :Bahasa Inggris

**Kelas/ Semester** :VIII (Delapan)/ 1 (Ganjil)

**Materi Pokok** :Narrative Teks

**Alokasi Waktu** : 2 JP 80 Menit (1x Pertemuan)

### A. Kompetensi Inti

- KI.1 :Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI.2 :Menunjukkan perilaku jujur, disiplin,tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI.3 :Memahami pengetahuan (fakta,konseptual,procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.  
 KI.4 :Mencoba, mengolah,dan manyaji dalam ranah konkret (menggunakan,menguasai,merangkai,memodifikasi dan membuat ) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

### C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.

- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan.

#### D. Materi

-Materi Pembelajaran

Narrative text :Legend of Batu Menangis

- Vocabulary yang digunakan:

Isolated Village : Desa terpencil

Stone : Batu

Cry : Menangis

Membantah : Refute

Melawan : Resist

Durhaka : Rebellious

Gadis : Girl

-Menggunakan kalimat Pembuka untuk mengungkapkan Pendapat

- ✓ I would like to begin
- ✓ I would like to make few remarks concerning
- ✓ I would like to comment on the problem of
- ✓ I would like to retell the story by using my own language

#### E. Metode Pembelajaran

-Metode diskusi

-direct

#### F. Media Pembelajaran

-Stick

-Speaker

### G. Sumber Belajar

- Buku pegangan guru dan siswa
- Blogspot.com

### H. Langkah-langkah Pembelajaran

#### Pertemuan Kelima

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan menanyakan keadaan siswa</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan materi yang diajarkan</li> <li>-Guru membagikan text cerita kepada masing-masing kelompok</li> <li>-Guru mempersiapkan music yang akan digunakan untuk mengiringi perpindahan stick</li> <li>-Memberikan kesempatan kepada siswa untuk membaca dan mengenal kosakata yang terdapat dalam cerita</li> <li>-Memberikan siswa kesempatan untuk berdiskusi dengan anggota kelompok mereka.</li> <li>-mengarahkan mereka untuk membentuk lingkaran "peacemaking Circle</li> <li>-Memberikan kesempatan kepada siswa yang mendapat giliran untuk berbicara</li> <li>-siswa menceritakan ulang isi cerita menggunakan bahasanya sendiri.</li> </ul>	70 Menit
Penutup	<ul style="list-style-type: none"> <li>-Guru memberikan kesimpulan tentang materi yang telah dipelajari</li> <li>-Guru menutup kelas dan</li> </ul>	5 Menit

	memberikan motivasi belajar	
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Teknik Penilaian

5. Aspek penilaian :

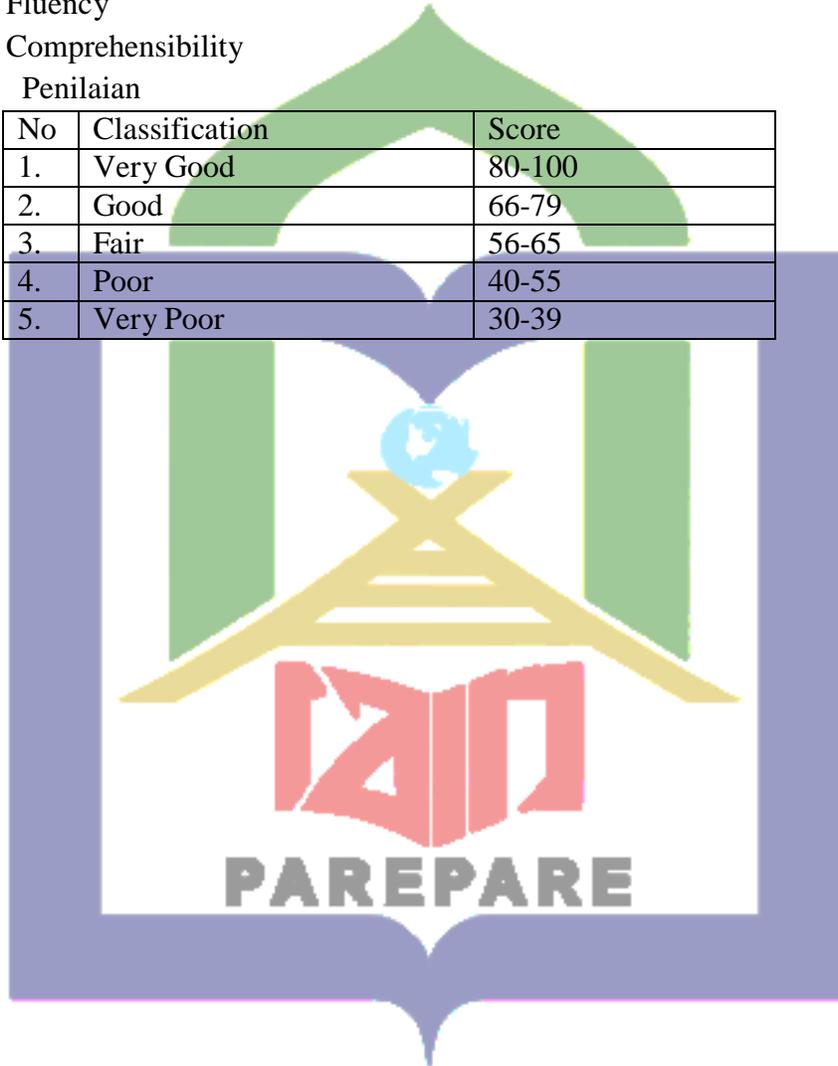
Accuracy

Fluency

Comprehensibility

6. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## Appendix 2. The students' Pre –test

The High Score of Pre-test

Student 2

Malin kundang is a poor man, he lives with his mother. His father was die and her mother work hard to Malin kundang . Several years later he become a rich man he was merried. Oneday he meets his mother, but Malin kundang scolded and pushed her. He told to his mother to go away. His mother was sad and she prayed to the God that Maling had to change into stone.

'mæli n kundang /ɪz/ /ə/ /pʊr/ /mən/, /hi/ /li vɪz/ /wið/ /hɪz/ /'mʌðər/. /hɪz/ /'fɑðər/ /wʌz/ /daɪ/ /ænd/ /hɜr/ /'mʌðər/ /wɜrk/ /hɑrd/ /tu/ /'mæli n kundang/. /'sɛvrəl/ /jɪ rɪz/ /'leitər/ /hi/ /br'kʌm/ /ə/ /rɪf/ /mən/ /hi/ /wʌz/ /'mɛrɪd/. /wʌn/ /deɪ/ /hi/ /mits/ /hɪz/ /'mʌðər/, /bʌt / /'mæli n kundang/ /'skʊd /lɔd/ /ænd/ /pʊʃt/ /hɜr/. /hi/ /təʊld/ /tu/ /ɪz/ /'mʌðər/ /tu/ /gʊð / /ə/ /'weɪ/. /hɪz/ /'mʌðər/ /wʌz/ /sæd/ /ænd/ /ʃɪ preɪd/ /tu/ /ðə/ /gʌd/ /ðæt/ /'meɪ lɪ /hæ ŋ d/ /tu/ /fɛmɔdʒ/ /'ɪntu /stoun/.

What do you Think about this story?

Malin Kundang is an ungodly child, he does not recognize his mother because his mother is poor. and he deserves punishment and curses.

/'wʌt/ /du/ /ju/ /θɪŋk/ /ə'baʊt/ /ðɪs/ /'stɔri/ ? /'mæli n Kundang/ /ɪz/ /ən/ /ən/ 'gɔdli/ /'faɪld/, /hi/ /dʌz/ /nɑt/ /'rɛkəg, nɑɪz/ /hɪz/ /'mʌðər/ /br'kɔz/ /hɪz/ /'mʌðər/ /ɪz/ /pʊr/. /ænd/ /hi/ /dɪ'zɜrvz/ /'pʌnɪʃmɛnt/ /ænd/ /'kɜrsɪz/.

what is the message of the story?

the message contained in the story is that we must always do good to both parents and worship them.

/'wʌt/ /ɪz/ /ðə/ /'mɛsəɔdʒ/ /ʌv/ /ðə/ /'stɔri/? /ðə/ /'mɛsəɔdʒ/ /kən'teɪnd/ /ɪn/ /ðə/ /'stɔri/ /ɪz/ /ðæt/ /wi/ /mʌst/ /'ɔl/, /weɪz/ /du/ /gʊd/ /t u /'bʊθ /'pɛrɛnts/ /ænd/ /'wɜrfəp/ /ðɛm/.

Student 6

A man lives with his mother. he is a poor fisherman. his father has died and his mother has to fulfill their daily needs. but after he was rich and married a beautiful woman he did not want to acknowledge his mother. and he was cursed by his mother to be a stone.

/ə/ /mən/ /li vɜz/ /wɪ ð/ /hɪz/ /'mʌðər/. /hi/ /ɪz/ /ə/ /pʊr/ /'fɪʃər/ /m æ n/. /hɪz/ /'fɑðər/ /hæz/ /daɪd/ /ænd/ /hɪz/ /'mʌðər/ /hæz/ /tu/ /fʊl/ /'fɪl/ /ðer 'eɪli/ /nɪdz/. /bʌt/ /'æftər/ /hi/ /wʌz/ /rɪʃ/ /ænd/ /'mɛrɪd/ /ə/ /'bjʊtəfəl 'wʊmən/ /hi/ /dɪd/ /nɑt/ /wʌnt / /tu/ /æ k' /n ɑlɪdʒ/ /hɪz/ /'mʌðər/. /ænd/ /hi/ /wʌz/ /kɜrst/ /baɪ/ /hɪz/ /'mʌðər/ /tu/ /bi/ /ə/ /stoun/.

What do you think about this story?

Malin Kundang is a lawless child he is ashamed to admit his poor mother. while his mother always loved him. and his mother was willing to replace Malin's father's work as a fisherman

'wʌt du ju θɪŋk ə 'baʊt ðɪs 'stɔri ?

/'mæli n Kundang/ /ɪz/ /ə/ /'lɒləs/ /'faɪld/ /hi/ /ɪz/ /ə/ 'feɪmd/ /tu/ /əd' mɪt/ /hɪz/ /pʊr/ /'mʌ ðər/. /waɪl/ /hɪz/ /'mʌðər/ /'ɔl /'weɪ z/ /lʌvd/ /hɪm/. /ænd/ /hɪz/ /'mʌðər/ /wʌz/ /'wɪlɪŋ/ /tu /'ri pleɪ s/ /'mæli nɜz/ /'fɑðərz/ /wɜrk/ /æz/ /ə/ /'fɪʃər/ /m æ n/

What is the message of this story?

The message we can take from Malinkundang's story is that we must not be disobedient to the mother because she who has given birth, takes care of us. even mothers are willing to sacrifice for their children.

/wʌt/ /ɪz/ /ðə/ /mə'sɑʒ /lʌv/ /ðɪs/ /'stɔri/? /ðə/ /'mɛsədʒ/ /wi/ /kæn/ /teɪk/ /'frʌm/ /Malinkundang's/ /'stɔri/ /ɪz/ /ðæt/ /wi/ /mʌst/ /n ɑt/ /bi/ /dɪ sə/ /'bɪdɪənt/ /tu/ /ðə/ /'mʌðər/ /bi 'kɔz/ /'fi hu/ /hæz/ /'grɪ vən/ /bɜrθ/, /teɪks/ /kɛ r/ /lʌ vɜs./ /'ɪvɪn 'mʌðərz/ /ɑr 'wɪlɪŋ/ /tu /'sækɾə, /fais/ /fɔr/ /ðer/ /'ʃɪldrən/.

The Low Score of Pre test

Student 9

Malin story Kundang the ungodly child to his mother. they live in a village. they are a poor family and their livelihoods are from fishing income. every day his mother goes out to sea to replace his father's work. after he was rich he didn't want to acknowledge his mother.

/'mæli n/ /'stɔri/ /Kundang/ /ði/ /ən' gɒdli/ /'faɪld/ /tu/ /hɪz/ /'mʌðər/. /ðeɪ/ /lɪv/ /ɪn/ /ə/ /'vi lədʒ/. /ðeɪ/ /ɑr/ /ə pʊr /'fæməli/ /ænd/ /ðer/ /'lɑrvli/ /'hɒdz/ /ɑr/ /'frʌm/ /'fɪʃɪŋ/ /'ɪn/ /kʌm./ /'ɛvəri/ /deɪ/ /hɪz/ /'mʌðər/ /gouz/ /aʊt/ /tu/ /si/ /tu /

/ri'plei s/ /hɪz/ /'fɑðərz/ /wɜrk/. /'æftər/ /hi/ /wʌz/ /rɪf/ /hi/  
/ 'di dənt/ /wʌnt/ /tu/ /'æk'nalɪdʒ/ /hɪz/ /'mʌðər/.

What do you think about this story?

Malin Kundang's story is the story of an ungodly child towards his mother. and he comes from a poor family. his mother works every day to meet her needs.

/wʌt/ /du/ /ju/ /θɪŋk/ /ə/ /'bʌʊt/ /ðɪs/ /'stɔri/?  
/ 'mæli n Kundang's/ /'stɔri/ /ɪz/ /ðə/ /'stɔri/ /ʌv/ /ən/ /ən'gɒdli/ /'fɑɪld/ /tə/ /'wɜrdz/ /hɪz/  
/ 'mʌðər/. /ænd/ /hi/ /kʌmz/ /'frʌm/ /ə/ /pʊr/ /'fæməli/. /hɪz/ /'mʌðər/ /wɜrks /  
/ɛvəri/ /deɪ/ /tu/ /mit/ /hɜr/ /nɪdʒ/.

What is the message of this story?

this story teaches us to always do good to our mothers. and we must not be ashamed of our family conditions. we should be more grateful

/wʌt/ /ɪz/ /ðə mə/ /'sɑ:z/ /ʌv/ /ðɪs/ /'stɔri/?  
/ðɪs/ /'stɔri/ /'ti:fəz / /ʌs/ /tu/ / 'ɔl /'wei z/ /du/ /gʊ d/ /tu/ / 'əʊər/ /mʌðərz/. /ænd/ /wi/  
/mʌ  
st/ /nʌt b/i /ə'feɪmd /ʌv/ /'əʊər /  
/ 'fæməli/ /kən/ /dɪfənz/. /wi/ /'fʊd/ /bi/ /mɔr/ /'grɛɪtfəl/

Student 19

Malin Kundang is a lawless child. she is from Sumatra and she lives with her poor mother. Malin Kundang ashamed to admit the condition of his family after he got married and became a rich man he did not recognize his mother. and he was cursed to stone.

/ 'mæli n Kundang/ /ɪz/ /ə/ /'lələs/ /'fɑɪld/. /ʃi/ /ɪz/ /'frʌm/ /su'matrə/ /ænd/ /ʃi/ /li vʒ/  
/wi ð  
/ /hɜr/ /pʊr/ /'mʌðər/. / 'mæli n Kundang/ /ə/ /'feɪmd/ /tu/ /əd'mɪt/ /ðə/ /kən'dɪfən/ /ʌv/  
/  
hɪz /'fæməli /'æftər/ /hi/ /gʌt/ /'mɛrɪd/ /ænd/ /bɪ'keɪm/ /ə/ /rɪf/ /mən/ /hi/ /dɪd/ /nʌt/  
/  
rɛkəg. /naɪz/ /hɪz/ /'mʌðər/. /ænd/ /hi/ /wʌz/ /kɜrst/ /tu/ /stoun/.

What do you think about this story?

I thought that the thief was a child who did not respect his parents. especially to his mother. he deserves punishment.

/wʌt/ /du/ /ju/ /θɪŋk/ /ə'baʊt/ /ðɪs/ /'stɔːri/?

/aɪ/ /θɔːt/ /ðæt/ /ðə θɪf/ /wʌz/ /ə/ /ʃaɪld/ /hu/ /dɪd/ /nɑːt/ /rɪ'spekt/ /hɪz/ /'pɛərənts/. /ə'spɛf  
li/ /tu/ /hɪz/ /'mʌðər/. /hi/ /dɪ'zɜːrvz/ /'pʌnɪʃmənt/.

What is the message of this story?

we cannot be ungodly children. and we must respect parents.

/wʌt/ /ɪz/ /ðə/ /mə'sɑːz/ /ʌv/ /ðɪs/ /'stɔːri/?

/wi/ /'kænət/ /bi/ /ən'ɡɔːdli/ /'ʃɪldrən/. /ænd/ /wi/ /mʌst/ /rɪ'spekt/ /'pɛərənts/.



### Appendix 3. The students' Post-test

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The High Score of Post test

Student 2

I will tell you about Malin Kundang story. this story from West Sumatra. Malin Kundang lived with his poor fisherman family. his father was died, his mother mother allowed him to go sailing and made money because he want to become a rich man. finally several years later he become a rich sailor. he was married with a beautiful girl and he had three children. one day he met an old lady ,he realized that old lady is his mother. he told to the old lady to go away. his mother was sad and angry. she prayed and said that Malin Kundang had to change into stone and the magic happend, Malin turned into stone like his mother wish.

/aɪ/ /wɪl/ /tɛl/ /ju/ /ə'baʊt/ /'mæɪn kʊndʌŋ/ /'stɔːri/. /ðɪs/ 'stɔːri/ /frʌm/ /west/ /Sumatr  
a/. /'mæɪn kʊndʌŋ/ /laɪvd/ /wɪð/ /hɪz/ /pʊr/ /'fɪʃər, mæn/ /family/. /hɪz/ /'fɑːðər/ /wʌz/  
/daɪd/, /hɪz/ 'mʌðər/ /'mʌðər/ /ə// 'ləʊd/ /hɪm/ /tu/ //gəʊ/ /'seɪlɪŋ/ /ænd/ /meɪd/ /'mʌni/ /  
bɪ'kɔːz/ /hi/ /wʌnt/ /tu/ /bɪkʌm/ /ə/ /rɪʃ/ /mən/. /'faɪnəli/ /'sevrəl/ /jɪrz/ /'leɪtər/ /hi/ /bɪ'k  
ʌm/ /ə//rɪʃ/ /'seɪlər/. /hi/ /wʌz/ 'mɛrɪd/ /wɪð/ /ə/ /'bjʊtəfəl/ /gɜːl/ /ænd/ /hi/ /hæd/ /θri/ /'  
ʃɪldrən/. /wʌn/ /deɪ/ /hi/ /mæt/ /ən/ /oʊld/ /'leɪdi/ ,/hi/ /'riə, laɪzd/ /ðæt/ /oʊld/ /'leɪdi/ /ɪz  
/ /hɪz/ /'mʌðər/. /hi/ /toʊld/ /tu/ /ði//oʊld/ /'leɪdi/ /tu/ /gəʊ/ /ə'//weɪ/. /hɪz/ /'mʌðər/ /w  
ʌz/ /sæd/ /ænd/ /'æŋɡri/. /ʃɪ/ /preɪd/ /ænd/ /sɛd/ /ðæt /'mæɪn kʊndʌŋ/ /hæd/ /tu/ /'fɛɪ  
dʒ/ /'ɪntu //stəʊn/ /ænd/ /ðə/ /'mædʒɪk/ /happend/, /'mæɪn/ /tɜːnd/ /'ɪntu/ /stəʊn/ /laɪk/  
/hɪz/ /'mʌðər/ /wɪʃ/.

What do you think about this story?

I think the story about Malin Kundang is a very interesting story and teaches us about the values of life, about how we must always respect our parents, especially to mothers. Never do anything bad to our parents even though we already have everything.

wʌt du ju θɪŋk ə'baʊt ðɪs 'stɔːri?

aɪ θɪŋk ðə 'stɔːri ə'baʊt 'mæɪn kʊndʌŋ ɪz ə 'veri 'ɪntrəstɪŋ 'stɔːri ænd 'tɪfʌz ʌs ə'baʊt  
ðə 'væljuːz ʌv laɪf, ə'baʊt haʊ wɪ mʌst 'ɔl, weɪz rɪ'spekt 'aʊər 'pərənts, ə'speʃli tu 'm  
ʌðəz. 'nevər du 'eni, θɪŋ bæd tu 'aʊər 'pərənts 'ɪvɪn ðəʊ wɪ ɔl'redi hæv 'evri, θɪŋ.

What is the message of this story?

the message that we can make the lesson of this story is that no matter how we are, we should not forget the services of our parents. those who have sacrificed for us.

/wʌt/ /ɪz/ /ðə/ /mə'sɑːʒ/ /ʌv/ /ðɪs/ /'stɔːri/?  
 /ðə/ /'mɛsədʒ/ /ðæt/ /wi/ /kæn/ /meɪk/ /ðə/ /'lɛsən/ /ʌv/ /ðɪs/ /'stɔːri/ /ɪz/ /ðæt/ /noʊ /'m  
 ætər/ /haʊ /wi/ /ɑː/, /wi/ /ʃʊd/ /nɑːt/ /fər' gɛt/ /ðə/ /'sɜːrvəsəz/ /ʌv/ /'aʊər/ /'pɛərənts/. /ðo  
 ʊz/ /hu/ /hæv/ /'sækrə/, /faɪst/ /fɔːr/ /ʌs/.

Student 14

I will retell the story of Malin Kundang , he lived with his mother in west Sumatra because his father was dead. So his mother work hard to her family. Malin Kundang take permission to his mother to go sailing and made money and his mother allowed him to go. and several years later he become a rich sailor he was married with a beautiful girl. one day he had a buisness in an island which is his hometown. and he met his mother there, but Malin scolded and pushed her. his mother dissapointed she was angry, and sad. she prayed Malin had to change into stone. the sky instanly overcast, heavy lighting and rain was falling. their ship hit the rocks and crashed. Malin swayed to the shore. the magic happend Malin Kundang turned into stone.

/aɪ /wɪl/ /rɪ'tɛl/ /ðə/ /'stɔːri/ /ʌv/ /'mæln Kundang/, /hi/ /laɪvd/ /wɪð/ /hɪz/ /'mʌðər/ /ɪn  
 / /west /,su'mɑːtrə/ /bɪ'kɔːz/ /hɪz/ /'fɑːðər/ /wʌz/ /deɪd/. /soʊ /hɪz/ /'mʌðər/ /wɜːrk/ /hɑːd  
 / /tu/ /hɜːr/ /fæmɪli/. /'mæln Kundang/ /teɪk/ /pər'mɪʃən/ /tu/ /hɪz/ /'mʌðər/ /tu/ /goʊ /  
 'seɪlɪŋ/ /ænd/ /meɪd/ /'mʌn/i/ænd/ /hɪz/ /'mʌðər/ /ə'laʊd/ /hɪm/ /tu/ /goʊ/. /ænd/ /'sevr  
 əl/ /jɪrz/ /'leɪtər/ /hi/ /bɪ'kʌm/ /ə/ /rɪʃ/ /'seɪlər/ /hi/ /wʌz/ /'mɛrɪd/ /wɪð/ /ə/ /'bjʊtəfəl/ /g  
 ɜːr/. /wʌn/ /deɪ/ /hi/ /hæd/ /ə/ /'bɪznəs/ /ɪn/ /ən/ /'aɪlənd/ /wɪʃ/ /ɪz/ /hɪz/ /'hoo'm, tʌn/. /  
 ænd/ /hi/ /mæt/ /hɪz/ /'mʌðər/ /ðɛr/, /bʌt/ /'mæln/ 'skooldəd/ /ænd/ /pʊʃt/ /hɜːr/. /hɪz/ /'  
 mʌðər/ /dɪsə'pɔɪntɪd/ /fɪ/ /wʌz/ /'æŋgrɪ/, /ænd/ /sæd/. /fɪ/ /preɪd/ /'mæln/ /hæd /tu/ /ʃeɪ  
 ndʒ /'ɪntu/ /stoun/. /ðə / /skai/ /ɪn'stænli/ /'oʊvər/, /kæst/, /'hevi/ /'laɪtɪŋ/ /ænd/ /reɪn/ /wʌ  
 z/ /'feɪlɪŋ/. /ðɛr/ /ʃɪp/ /hɪt/ /ðə /rɒks/ /ænd/ /kræʃt/. /'mæln/ /sweɪd/ /tu /ðə /ʃɔːr/. /ðə /  
 'mædʒɪk/ /hæpənd/ /'mæln/ Kundang/ /tɜːnd/ /'ɪntu/ /stoun/.

What do you think about this story?

in my opinion Malin Kundang is an ungodly child and he has a bad character. We shouldn't imitate Malin Kundang's behavior. he forgot his origins and he forgot that he would not be a successful person without the prayers and support of his mother. his mother blessed him to go abroad to get a more decent life.

/wʌt/ /du/ /ju/ /θɪŋk/ /ə'baʊt/ /ðɪs/ /'stɔːri/?

in maɪ ə'pɪnjən 'mæln Kundang ɪz ən ən'gɒdli ʃaɪld ænd hi hæz ə bæd 'kerɪktər. wɪ 'ʃʊdənt 'ɪmə'teɪt 'mæln Kundang's bɪ'heɪvjər. hi fər'gæt hɪz 'ɔːədʒɪnz ænd hi fər'gæt ðæt hi wʊd nɑt bi ə sæk'sesfəl 'pɜːsən wɪ'θaʊt ðə prɛrɪz ænd sə'pɔːt ʌv hɪz 'mʌðər. hɪz 'mʌðər blɛst hɪm tu goʊ ə'brɒd tu get ə mɔːr 'dɪsənt laɪf.

What is the message of this story?

the message that we can take from Malin Kundang's story is the story of an ungodly child who has a bad attitude towards his mother. We shouldn't be like that because it is a despicable behavior. we should respect our parents, especially mothers. whatever our mother's condition.

wʌt ɪz ðə mə'sɑːʒ ʌv ðɪs 'stɔːri?

ðə 'mɛsədʒ ðæt wɪ kæn teɪk frʌm 'mæln Kundang's 'stɔːri ɪz ðə 'stɔːri ʌv ən ən'gɒdli ʃaɪld hu hæz ə bæd 'ætə'tʊd tə'wɔːdz hɪz 'mʌðər. wɪ 'ʃʊdənt bi laɪk ðæt bɪ'kɔːz ɪt ɪz ə dɪ'spɪkəbəl bɪ'heɪvjər. wɪ ʃʊd rɪ'spekt 'əʊər 'peərənts, ə'speʃli 'mʌðərz. ,wʌ'tevər 'əʊər 'mʌðərz kən'dɪʃən.

The Students Low Score of Post-tes

Student 3

I will tell about the story of Malin Kundang. he was a lawless child one day he asked permission from his mother to go abroad because he wanted to be a rich man. after he was rich he did not want to acknowledge his poor mother.

aɪ wɪl tel ə'baʊt ðə 'stɔːri ʌv 'mæln Kundang. hi wʌz ə 'lɔːləs ʃaɪld wʌn deɪ hi æskt pɜːr'mɪʃən frʌm hɪz 'mʌðər tu goʊ ə'brɒd bɪ'kɔːz hi 'wʌntəd tu bi ə rɪʃ mən. 'æftər hi wʌz rɪʃ hi dɪd nɑt wʌnt tu æk'nɑlɪdʒ hɪz pʊr 'mʌðər.

what do you think about this story?

I think this story tells the story of a child who was ungodly to his mother. he did not want to acknowledge his mother because he was old and poor.

/wʌt/ /du/ /ju/ /θɪŋk/ /ə'baʊt/ /ðɪs/ /'stɔːri/?

/aɪ/ /θɪŋk/ /ðɪs/ /'stɔːri/ /telz/ /ðə/ /'stɔːri/ /ʌv/ /ə/ /ʃaɪld/ /hu/ /wʌz/ /ən/ /'gɒdli/ /tu/ /hɪz/ /

/mʌðər/. /hi/ /dɪd/ /næt/ /wʌnt/ /tu/ /æk'naɪdʒ/ /hɪz/ /'mʌðər/ /bɪ'kɔz/ /hi/ /wʌz/ /oʊld/ /ænd/ /pʊr/.

What is the message of this story?

this story teaches us to always do good to our mothers. and we must not be ashamed of our family conditions. we should be more grateful

/wʌt/ /ɪz/ /ðə mə' /sɑːz/ /ʌv/ /ðɪs/ /'stɔːri/?  
 /ðɪs/ /'stɔːri/ /'tɪfʊz //ʌs/ /tu/ /'ɔl //weɪz/ /du/ /gʊd/ /tu/ /'aʊər/ /mʌðərz/. /ænd/ /wi/ /mʌ  
 st/ /næt bɪ /ə' /fɛɪmd /ʌv/ /'aʊər /  
 /'fæməli/ /kən' /dɪfənz/. /wi/ /fʊd/ /bi/ /mɔːr/ /'grɛɪtful/

Student 7

I will retell this story. Malin Kundang lives with his mother in a village in West Sumatra. he was a poor fisherman. his father had died, and his mother had to work to meet their needs. after he was rich he did not recognize his mother. and he was cursed to stone.

/aɪ/ /wɪl/ /rɪ'tel/ /ðɪs/ /'stɔːri/. /'mæln Kundang/ /lɪvz/ /wɪð/ /hɪz/ /'mʌðər/ /ɪn/ /ə/ /'vɪlə  
 dʒ/ /ɪn/ /west/ /su'matrə/. /hi/ /wʌz/ /ə/ /pʊr/ /'fɪʃər/ /mæn/. /hɪz/ /'fɑðər/ /hæd/ /daɪd/,  
 /ænd/ /hɪz/ /'mʌðər/ /hæd/ /tu/ /wɜrk/ /tu/ /mɪt/ /ðər/ /nɪdʒ/. /'æftər/ /hi/ /wʌz/ /rɪf/ /hi  
 //dɪd/ /næt/ /'rekəg// ,naɪz/ /hɪz/ /'mʌðər/. /ænd/ /hi/ /wʌz/ /kɜrst/ /tu/ /stoʊn/.

What do you think about this story?

Malin Kundang's story is the story of an ungodly child towards his mother. and he comes from a poor family. his mother works every day to meet her needs.

/wʌt/ /du/ /ju/ /θɪŋk/ /ə/ /'baʊt/ /ðɪs/ /'stɔːri/?  
 /'mæln Kundang's/ /'stɔːri/ /ɪz/ /ðə/ /'stɔːri/ /ʌv/ /ən/ /ən'gɒdli/ /'fɑɪld/ /tə' /wɜrdz/ /hɪz/  
 /'mʌðər/. /ænd/ /hi/ /kʌmz/ /frʌm/ /ə/ /pʊr/ /'fæməli/. /hɪz/ /'mʌðər/ /wɜrks ' /  
 /evəri/ /deɪ/ /tu/ /mɪt/ /hɜr/ /nɪdʒ/.

what is the message of this story?

The message of this story is that we must always do good to our mothers. And we must not be ashamed to admit our mother's condition after all because she is someone who has contributed to our lives.

/wʌt/ /ɪz/ /ðə/ /mə'sɑːz/ /ʌv/ /ðɪs/ /'stɔːri/?

/ðə/ /'mɛsɪdʒ/ /ʌv/ /ðɪs/ /'stɔːri/ /ɪz/ /ðæt/ /wi/ /mʌst/ /'ɔl/ /weɪz/ /du/ /gɒd/ /tu/ /'aʊər/ /  
'mʌðəz/. /ænd/ /wi/ /mʌst/ /nʌt/ /bi/ /ə'feɪnd/ /tu/ /əd/ /mɪt/ /'aʊər/ /'mʌðəz/ /kən'dɪ  
ʃən/ /'æftər/ /ɔl/ /bi'kɔːz/ /ʃɪ/ /ɪz/ /'sʌm/ /wʌn/ /hu/ /hæz kən/ /'trɪbjʊtɪd/ /tu/ /'aʊər/ /lɪv  
z/.



## Appendix 4. The Score of Questionnaire

No	Questionnaire	1	2	3	4	5	6	7	8	9	10
1	Adam Zulkarnain	4	3	3	4	4	5	5	4	4	4
2	Akbar Fajri	4	4	4	5	5	4	5	5	4	5
3	Muhammad Fahrul	4	2	5	5	4	4	4	4	3	4
4	Muh. Rifky	4	3	3	4	4	5	5	4	4	4
5	Muh. Sapril	2	2	3	2	3	2	4	3	4	4
6	Renaldy	5	4	5	4	5	5	4	5	4	5
7	Alif Syafikri	2	3	2	2	3	2	4	3	4	4
8	Aini Rabiatul Adawiah	3	2	5	5	3	5	4	4	5	4
9	Alfina	5	4	5	4	5	5	4	5	4	5
10	Andani	3	4	4	5	4	3	4	4	2	4
11	Chandrawati	5	2	5	5	3	4	4	4	2	4
12	Inar Seprina	4	4	5	5	4	5	5	4	4	4
13	Nurhalisa	5	4	5	5	3	4	4	4	3	4
14	Nur Alpina	3	4	5	4	5	4	4	4	5	4
15	Nurhikmah	4	4	4	5	5	4	5	5	4	5
16	Nur Sriwahyuni	5	2	5	5	4	5	4	4	2	4
17	Nur Syakirah	3	3	4	5	4	4	5	4	2	4
18	Putri Ayu	3	4	5	4	4	4	4	4	5	4
19	Sitti Hajrah	4	2	5	5	3	4	4	4	2	4
20	Naifah Kamilah	4	3	5	4	4	4	3	3	4	4

## Appendix 5. The Instruments of Research

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### *Instrumen penelitian*

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post- test yang sama pada kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

#### 1. Test

##### Instrument of the pre-test

1. Retell the story by your own language!

##### Malin Kundang

Once upon a time, there was a young lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father's death. This issue made his mother anxious every day.

Several months later, his mother chose to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.

Couldn't stand with his mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't allowed him to go. She was afraid Malin did not come back like his father did. At the last, Malin got his mother allowance to go.

Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

One day, he had a business in an island which is his hometown. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her. He realized that old woman is his mother. But, he was afraid if his wife and children knew about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. She prayed and said that Malin had to change into stone. Malin kundang even scolded her more.

After finishing his business, he went sailing back with his wife and children. On the sea, the sky instantly overcast. Heavy lighting and rain was failing. Their ship hit the rocks and crashed. Malin swayed to the shore. The magic happened. He turned into stone liked her mother wish. It was known as Malin Kundang stone by people of West Sumatra.

1. What do you think about this story?
2. What is the message of this story?

### Instrument of Post-Test

1. Retell the story by your own language!

#### Malin Kundang

Once upon a time, there was a young lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father's death. This issue made his mother anxious every day.

Several months later, his mother chose to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.

Couldn't stand with his mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't allowed him to go. She was afraid Malin did not come back like his father did. At the last, Malin got his mother allowance to go.

Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

One day, he had a business in an island which is his hometown. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her. He realized that old woman is his mother. But, he

was afraid if his wife and children knew about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. She prayed and said that Malin had to change into stone. Malin kundang even scolded her more.

After finishing his business, he went sailing back with his wife and children. On the sea, the sky instantly overcast. Heavy lighting and rain was failing. Their ship hit the rocks and crashed. Malin swayed to the shore. The magic happened. He turned into stone liked her mother wish. It was known as Malin Kundang stone by people of West Sumatra.

2. What do you think about this story?
3. What is the message of this story?

## 2. Instrument of Questionnaire

### QUESTIONNAIRE

Angket ini merupakan kumpulan pertanyaan-pertanyaan yang tertulis yang digunakan untuk memperoleh informasi dari responden tentang “keefektifan menggunakan Project Based Learning untuk meningkatkan penulisan deskriptif teks siswa”. Hasil angket ini tidak berpengaruh terhadap nilai siswa.

#### I. Instruction of fullfilment

Choose the right answer by checking (✓) one of the answer columns provided.

#### II. The answers' statement

SA : Strong Agree

A : Agree

U : Undecided

DS : Disagree

SDS : Strongly Disagree

III. Statement

**QUESTIONNAIRE**

No	Question	Answer				
		SA	A	U	DS	SDS
1	Learning speaking using “Peacemaking Circle Strategy” makes the students easy to explain or retell the story .					
2	Learning speaking using “Peacemaking Circle Strategy” makes the students easy to understand what the students said.					
3	Learning speaking using “Peacemaking Circle Strategy” makes the students are enjoyable because they can cooperate well in learning.					
4	Learning speaking using “Peacemaking Circle Strategy” makes the students be active because it is supposed by interesting learning.					
5	Learning speaking using “Peacemaking Circle Strategy” increases fluency in speaking ability					
6	Learning speaking using “Peacemaking Circle Strategy” makes the students indifferent to ask with their learning.					
7	Learning speaking using “Peacemaking Circle Strategy” makes the students be lazy to ask the material that has not been understood in learning process.					

8	Learning speaking using “Peacemaking Circle Strategy” does not give the positive influence to the students.					
9	Learning speaking using “Peacemaking Circle Strategy” is boring for the students.					
10	Learning speaking using “Peacemaking Circle Strategy” makes the students difficult to speak freely.					

Notation:

SA : Strongly Agree

A : Agree

U : Undecided

DS : Disagree

SDS: Strongly Disagree



## CURRICULUM VITAE



**Hikmah**, a student of English Education Program of State Islamic Institute (IAIN) Parepare was born on September, 8th 1997 in a village of Sidenreng Rappang Regency- South Sulawesi, called Tonrong Rijang. She is the first child of Pongding and Kamariah. She started her formal education in 2002 at TK PGRI Tonrong, then continued at elementary school SDN 1 Tonrong and graduated in 2009. After that she graduated from SMPN 4 Baranti. She was interested in English at the second class of junior high school. Therefore, she is member of "Solidarity Meeting Club (SMC)" in her school. Then she continued her study in SMAN 2 Panca Rijang. She also improved her English Language by joining some activities such as participant of Super English Camp part 1 and Part 2, also some English Competition. After passing high school, she chose English education Program as her undergraduate program. As a student of university, she likes involving in various activities especially that are related to her study program. Such as member of Language Organization named LIBAM (Lintasan Imajinasi Bahasa Mahasiswa), member of GALAXY School, Tutor of CEC (Cambridge English Course), and many opportunities to be instructor and facilitator in English camp in high school and orphanage. Besides, she is also member of PIPG Parepare International Peace Generation, also one of founder of volunteer and literacy community namely JEJAK JENDELA. She found that getting involved in positive activities much more valuable. Finally she completed her undergraduate program (S1) from State Islamic Institute (IAIN) Parepare.