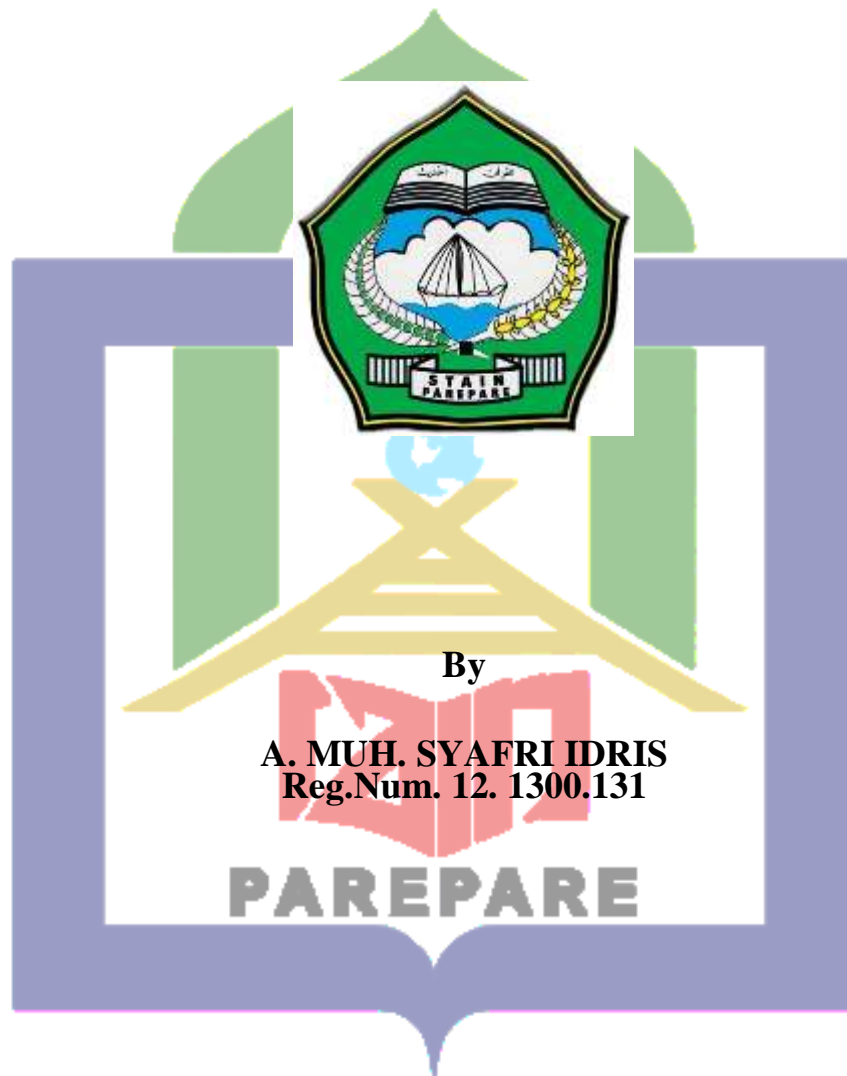


**COMPARING BETWEEN TOTAL PHYSICAL RESPONSE
AND SILENT WAY TO DEVELOP SPEAKING
STUDENTS' ABILITY AT SECOND GRADE
SMAN 1 LILIRIAJA KAB. SOPPENG**



By

**A. MUH. SYAFRI IDRIS
Reg.Num. 12. 1300.131**

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

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By

**A. MUH. SYAFRI IDRIS
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**Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic College of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

**ENGLISH PROGRAM
OF TARBIYAH AND ADAB DEPARTMENT
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Skripsi

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of Sarjana Pendidikan (S.Pd.)**

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PAREPARE

to

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STATE ISLAMIC COLLEGE (STAIN)
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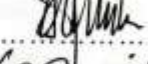
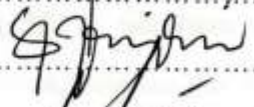

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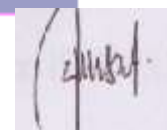
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May the Almighty Allah swt. who always make us be the lucky one now and on, *āmin*.

Parepare, 17th November 2016

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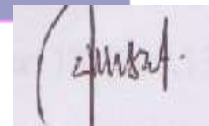
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Title of Skripsi : Comparing between Total Physical Response and Silent Way to Develop Speaking Students' Ability at Second Grade SMAN1 Liriaja Kab. Soppeng

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

Parepare, November 21st 2016

The Writer,



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ABSTRACT

A. Muh. Syafri Idris *Comparing Between Total Physical Response and Silent Way to Develop Speaking Students' Ability at Second Grade Senior High School 1 Liliriaja Kab. Soppeng* (supervised by Abu Bakar Juddah and Hj. Nurhamdah)

The objective of the research is to get information about comparing between total physical response and silent way to develop speaking students' ability at second grade senior high school 1 liliriaja Kab. Soppeng.

This was a quasi-experimental research using two classes on pre-test and post-test design, the population of this research was second grade senior high school 1 liliriaja Kab. Soppeng which has 196 students. The total of the first class is 32 students and the other class 36 students. The technique to take the sample is cluster random sampling and the data was analyzed into percentage, mean score analyzed and the value of the T-test each class.

The result of data analyzes shows that the students' achievement of control class at pre-test 1.52102 and post-test 1.01600, experimental class at pre-test 0.89929 and post-test 1.40379. After analyzing the data by using the formula, the result of T-test value (-432,5) was lower than T-table value (2,000).

Keyword: Total Physical Response, Silent Way, Speaking Ability

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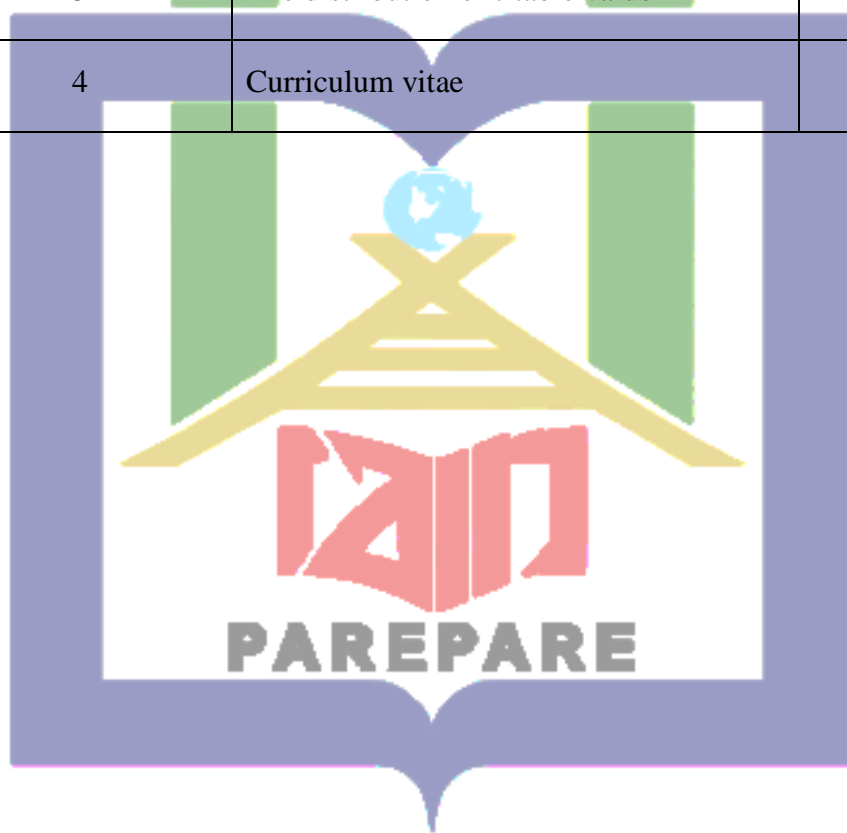
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CHAPTER 1

INTRODUCTION

I Introduction

1.1 Background

In globalization era, education becomes important, where the government do any things to develop our education in order to leave stupidity that make our country be the back. Among the efforts of government is looking for good method, some methods used in the schools has been commonly monotone and did not have any chances in the usage. The government want education in the world can be success. Education has big role to the student. Education is not only influential, but also gives the advancement of education and the ability for students. Therefore, education should receive more attention and intensive treatment by the government and education organizer itself.

Education is an essential activity that is undertaken to direct a person in order to achieve a goal. This process involves professional teachers in their field. Professional teacher in the field are able to master his skills, able to influence the students' learning process and able to manage a conducive classroom so that students have the ability to learn especially in English.

In our formal education, English subject is compulsory to be taught from junior high school up to university level. In Indonesia, the final goal of teaching and learning process is the students are expected to master the four skills of language. Teaching and learning will be success if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facility,

interesting media, and condition of school environment. Speaking will success if it is supported much vocabulary, good grammar, great pronunciation and using a simple sentence.

Speaking is one of aspect of language. Learning English skill such as speaking and listening are the need of English Learners. Speaking is the most essential aspect in English to communicate someone's idea, feeling, willingness and anything they have in mind. Speaking seems intrusively the most important because the person who knows the language are referred to as "speakers" of that language, as if speaking include all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.¹

Speaking should be taught and practiced in the language classroom. Because the language course truly enables the students to communicate in English, so speaking needs special treatment. Teaching speaking is not easy as we think, because if we have to master in speaking we should have many vocabularies, good pronunciation and grammar. There are many kinds of method in teaching speaking. The teacher should choose the best model depending on the difficulties that faced by students.

From those problems, the teachers try to find some methods in teaching which can explore the student's speaking Ability. The researcher will compare between total physical response and silent way in teaching speaking. Because there are many methods to teaching speaking, the researcher want to make a comparing between them to give explanation or references to the reader.

¹ Leni Nurlina, *Let's speak English*, <http://www.google.co.id/letsusspeakenglish%hhgE2>. Accessed on 13th October 2014.

Based on the phenomenon above the writer will conduct a research dealing with teaching speaking with Comparing total physical response and silent way method to develop students' speaking Ability at the second grade in SMAN 1 Liliraja Kab. Soppeng. It was expected that it could help both students and teachers for getting information about total physical response method and silent way method in teaching English.

1.2 Problem Statement

Based on the background stated previously, the researcher formulates the main research questions as; which is more effective between Total Physical Response (TPR) and Silent Way to Develop Speaking Students' Ability at Second Grade SMAN 1 Liliraja Kab. Soppeng?

1.3 The Objective of Research

Based on the question of the research, the aim of this research is to find out the effective method between Total Physical Response (TPR) and Silent Way to Develop Speaking Students' Ability at Second Grade SMAN 1 Liliraja Kab. Soppeng.

1.4 The Significance of Research

The significance of the research is expected to give knowledge to the teachers' in order to improve their professionalism in teaching students. This research is also expected to give benefit as reference for the researchers who want to run research related to this one.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

In this part, the researcher presents some researcher had concluded to this study in the following:

M. Syukur in his skripsi's title states that Comparative study of the students' speaking development between those who are taught through silent way method and those taught through audio lingual method at SMKN PAKU POLMAN. The skripsi states that silent way is one of the methods to develop speaking students' ability in senior high school.²

Nur Indria Ningsih in her skripsi states that Methods in English language comprehension approach emphasizes the importance of listening to the development of the English language, and does not require output pronounced in the early stages of learning, although it is expected that students can do it, accompanied by physical movement. Students are not forced to speak directly, instead of teachers waited until the students gain sufficient language through listening until they started talking spontaneously.³

Nursyamsi in her skripsi's title states that The use of Total Physical Response method to improve the students' listening comprehension skill at SMP Negeri 2 Tellu Limpoe Kab. Sidrap. In teaching English, teachers have to master all of method in English teaching and one of them is Total Physical Response method. Total Physical

²M. Syukur, *Comparative Study of the Students' Speaking Development between Those Who Are Taught Though Silent Way Method and Those Taught Through Audio Lingual Method at SMKN PAKU POLMAN*, (unpublished skripsi STAIN Parepare, 2009), p.40

³<https://www.scribd.com/doc/123910536/Pengaruh-Metode-Tpr-total-Physical-Response-Terhadap-Hasil-Belajar-Bahasa-Inggris-Pada-Materi-Pokok-Activity-Siswa-Kelas-III-Mi-Badrussalam-Surabaya> (accessed on 12th October, 2016)

Response method can be improving the students' action and interaction by using their command of the teacher or instructor.⁴

Based on the previous related research finding above the researcher concludes that to improve the students' speaking ability, the researcher take this title because the researcher wants to make some references between the using of two methods in teaching English for the students. The other previous researches just focus on one method to make the English teaching successful when the researchers or instructors teach their students.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Speaking

There are some concepts of speaking skill they are; definition of speaking, the component of speaking, the purpose of learning speaking, types of learning speaking, the difficulties in teaching speaking, and successful in teaching speaking that briefly with the explanation below:

2.2.1.1 Definition of Speaking

To understand speaking as a concept, it is essential that we take into account the definition of speaking proposed by some linguistics and language practitioner. Bailey in Kaharuddin assumes that speaking is the production skill that consists of producing systematic verbal utterances to convey meaning.⁵

In addition, Bahar defines speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation), phrase and sentences

⁴Nursyamsi, *The Use of Total Physical Response Method to Improve the Students' Listening Comprehension Skill at SMP NEGERI 2 TELLU LIMPOE KAB. SIDRAP*, (unpublished Skripsi STAIN Parepare, 2015), p.40

⁵Kaharuddin Bahar, *Interactional Speaking : A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Media Publishing, 2014), p.2

(grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language⁶. Speaking term is willing to be friendly towards somebody especially after an argument.⁷

Based on some definitions above the researcher can conclude that speaking is a process interaction by oral communication to share meaning and ideas in daily lives from one person to another.

2.2.1.2 The Component of Speaking

There are some components in speaking that had to be considered by the speakers as follow:

2.2.1.2.1 Accuracy

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.⁸

2.2.1.2.2 Fluency

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 “errs”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.⁹

⁶Kaharuddin Bahar, *Interactional Speaking : A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Media Publishing, 2014), p.2

⁷ Oxford learner's pocket dictionary, fourth edition 2008.p. 426

⁸British Council, 2012. *Teacher Development*, <https://www.teachingenglish.org.uk/article/accuracy>. Accessed on 04th January 2017.

⁹Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (New York, Longman, second edition, 2001), p.267-269

2.2.1.2.3 Comprehensibility

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Therefore, speaking is one of aspects the teachers and the learners need to develop educational especially in English. Speaking is not easily as most of people think. Speaking needs more vocabulary, great pronunciation, grammar, and good fluency. So, if the teachers have to success in speaking they have to master all of them.

2.2.1.3 Types of Classroom Speaking Performance

According to Brown, there are activities can be applied to the kind of oral production that students are expected to carry out in the classroom.¹⁰

2.2.1.3.1 Imitative Speaking

Imitative speaking tends on producing speech by imitating language forms either phonological or grammatical. This category is not for the purpose of meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty.

2.2.1.3.2 Intensive Speaking

Intensive speaking runs a step further than imitative. From this category, the learners can be self-initiated or intensive speaking can even from part of some

¹⁰Doughlas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Newyork : Addison Wesley Longman, 2001), p.271

pair work activity where they are going over to practice some phonological or grammatical aspect of language.

2.2.1.3.3 Responsive Speaking

Responsive speaking indicates the students' speech production in the form short replies or student-initiated questions or comments. These replies are usually sufficient and do not take into dialogue which can be authentic and meaningful e.g.

F: How are you today?

I: Fine, thanks, and you?

2.2.1.3.4 Transactional Speaking

According to A. Kaharuddin Bahar as regard to speaking types, besides recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken.¹¹

The purpose of transactional speaking is addressing and exchanging specific information. Transactional speaking can be noticed as an extended form of responsive speaking. This category is more responsive nature than negotiate such in conversation.

1. Interpersonal Speaking

Interpersonal speaking refers to an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information e.g. greetings, engage in small talk, recount. By

¹¹Kaharuddin Bahar, *Interactional Speaking A Guide to Enhance natural Communication Skills in English*. (Trust Media Publishing : Yogyakarta, 2014) P. 7

interactional speaking, we are looking at casual and formal conversation. Two or more people are sitting around chatting about many things. The rules are completely different in this style of conversation. Topics change very often, a conversation that starts about the weather might move into sports and then into current news before ending. There are still many social rules in this type of conversation, but the rules are very different¹².

The more important is doing long conversation which serve as social function. In interactional speaking, we use some words such as, “Really?” or “Oh no!” We often interrupt each other, where one person stop the other by asking a question. In transactional speaking, this way would be very rude and generally it is not allowed.

2. Extensive Speaking

Extensive speaking requires the students to give extended monologues such as oral reports, summaries, or perhaps short speech. The procedure is more formal and deliberative. It also can be carried out by students at intermediate to advanced levels.

There are kinds of success in speaking, but in here focus on Brown to produce speaking success. The researcher believes that, Brown has method to make the students or reader can be success in speaking in their life.

2.2.1.4 The Purpose of Learning Speaking

In our life, speaking is one of aspects who give effect with the other people and our around life. The learners need speaking to understand what people or students

¹²Yule and Brown, *Distinguished the Difference Between the Interactional Function of Speaking and Transactional Functions*.(Cambridge: CUP, 1983) p.28

said to us and giving an action or feedback. The most important in speaking at students or teacher gives an interaction and make understand each other in their mind. Speaking it's not only talking about contents and contests, but it's talking about how to speaker or teacher can explain or give information to the reader or students something that happen or be happen.

In purpose of speaking here, the researcher makes concluding about purpose of speaking in the people life and people interaction. Sometimes people interaction when they have something to give or explain to someone and can be important things. In the people life, interactions each other is most important to do anything become success.

It is important part of every day interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibility. The purpose of learning speaking are:

2.2.1.4.1 To train the students' oral ability

Speaking as one form of communication or interaction can be easily understood by comparing the way of communication with the diagram speaking events. So, the students begin to train oral ability when they was child and make it fluent until they take a course or school. In course or school, they can express their ideas, expressions, feelings to each other even though in their live.

2.2.1.4.2 To improve the students' talent in English language and culture.

The Students need talent to make their English success and they can use it to understand culture of language special in English. Actually, in the first of learning English is so difficult, but if the students have a talent maybe the students do not have

problems to understand English language because they have basic to improve their talent in English language in the school or even in live.

2.2.1.4.3 To improve the students' ability of thinking in English.

If the students have understood about English, they can be easily making different about English material as good as possible. The students absolutely have different thinking when they understand about English completely because it can be support their oral ability and their talent to make their speaking success. They also make different progress between the students do not have ability of thinking in English when they learning about material in the class.

So, the teacher and the students try to apply interaction speaking specifics aspect such as improve ability and to be fluent in speaking in their activities.

2.2.1.5 The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still can't speak it. One of the main difficulties is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer.¹³

¹³Scott Thornbury, *An A – Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*, (Oxford: McMillan, 2006) .p. 208

Penny Ur describes some difficulties in speaking activities that faced by the learners as below:

a. Inhibition.

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say.

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation.

Only one participation can talk a time if he/she is to be heard; and in a large group, this means that each one have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

d. Mother-tongue use.

In classes where all, or a number of the learners share the same mother-tongue. They may tend to use it: because it is easier, because it feels natural to speak to one another in a foreign language and because they feel less "exposed" if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes – particularly the less disciplines motivated one – to keep to the target language¹⁴

¹⁴Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge university Press, 1996), p. 121

Based on text above, the researcher can take conclusion there are many aspects to make students cannot be a great speaker and it make the listener cannot understand what the speaker want to say.

2.2.1.6 Successful in Speaking

There are several things that have to be mastered by the speakers if they want to reach on successful in speaking which involve developing:

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery of stress, rhythm, intonation patterns.
- c. An acceptable degree of fluency.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long speaking turns.
- f. Skill in negotiating meaning.
- g. Conversational listening skills (successful conversations require good listeners as well as good speakers).
- h. Skills in knowing about band negotiating purposes for conversations.
- i. Using appropriate conversational formulate and fillers.¹⁵

The researcher can conclude that there are many things to reach a better speaking as like had alot of vocabulary, good in pronunciation moreover in intonation and stress, turn taking in speaking to be in good conversation.

2.2.2. Definition of Total Physical Response

¹⁵David Nunan, *Designing Tasks For The Communicative Classroom*, (Printed In Great Britain Cambridge University Press, First Published, 1989). p.32

Dr. James. J Asher states that Total Physical Response is language learning method based on the coordination of speech and action. And also based on the premise that the human brain have a biological program of acquiring any natural language on earth-including the sign language on the deaf.¹⁶

Dr. James Asher in Jill Kerper Mora, Ed. D defines the Total Physical Response method as one that combines information and skill though the use of kinesthetic sensory system.¹⁷

Total physical response one of methods who can make the learners or the students successful in English teaching because total physical response makes the students more active with coordination of speech and action.

2.2.2.1 The Characteristic of Total Physical Respond Method

In Total Physical Response classroom activity, they are typically geared to highlight physical action and activity on the part of the learners. The learners play main role as a listener and a performer. They listen attentively and respond physically to commands by the teacher.

In Total Physical Response, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors”. It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably.¹⁸

2.2.2.2 The Principle of Total Physical Respond Method

¹⁶James J. Asher, *Total Physical Response, known Worldwide as TPR* (Sky Oaks Production, Inc, 2001), p.7

¹⁷_____, *Total Physical Response, known Worldwide as TPR* (Sky Oaks Production, Inc, 2001), p.7

¹⁸ <http://sastra.um.ac.id/wp-content/uploads/2009/10/teaching-using-a-total-physical-response-TPR-method-Rethinking-Handoyono-Puji-Widodo.pdf> (accessed on 22th of February 2016)

According to Diane Larsen Freeman, the principles of the total physical response method used in the classroom activities are:

1. Meaning in the target language can often be conveyed through action. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
2. The students' understanding of the target language should be developed before speaking.
3. Students can initially learn one part of the language rapidly by moving their bodies.
4. The imperative a powerful linguistic device through which the teacher can direct student behavior.
5. Students can learn through observing actions as well as by performing the action themselves.
6. It is very important that students feel successful. Feeling of success and low anxiety facilitate learning.
7. Students should not be made to memorize fixed routines.
8. Correction should be carried out in an unobtrusive manner.
9. Students must develop flexibility in understanding novel combination of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
10. Language learning is more effective when it is fun.
11. Spoken language should be emphasized over written language.

12. Students will begin to speak when they are ready.
13. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.¹⁹

Total physical response is method which the researcher takes compare here because total physical response is based on the coordination of speech and action, the students can make understand easily.

2.2.2.3 The Procedural Teaching English by Using Total Physical Response Method

Saepuddin in his book, the procedural to teach English by Total Physical Response method are:

1. The students sit semi-circle and the teacher stay on the middle.
2. A teacher asks to the students shut up and listen all of the command (stand up, sit down, walk, cry, laugh, stop, etc.)
3. The student do well the commands.
4. The students do that activity until they can give command to their friend.²⁰

Most importantly, a teacher helps learners to be totally involved in total physical response activities, so that they can act out what they have heard. There is no pressure on them to speak the foreign language. Before any learner can commence to speak out a foreign language spontaneously as well as creatively, she must feel the inner readiness to do so.

¹⁹ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), P. 114-115

²⁰Saepudin, 2013. *An Introduction to English Learning and Teaching Methodology*, Yogyakarta: trustmedia. p. 91-92

2.2.3 Definition of Silent Way

2.2.3.1 Concept of Silent Way

A method of language teaching that seems to reflect the influence of cognitive-code theory of learning is the system developed by Caleb Cattegno called “Silent Way”. The name is somewhat misleading, because the students do oral statement and responses in the language they are learning. Also they are motivated to “think and say” the appropriate sentences to accompany actions performed under the guidance of the teacher.

2.2.3.2 The Principal of Silent Way

The following are some principle of the Silent Way regarding to foreign language learning

1. The work requires language learners to relate the linguistic signs to truth that they perceive with their sense.
2. Language is not learned by repeating after a model Language learners need to develop their own “inner criteria” for correctness.
3. Meaning is made clear by focusing learners’ perceptions, not through translation.
4. Reading is worked on from the beginning but follows from what language learners already know.

Silent way is method which the researcher wants to compare between total physical response, because silent way is not focuses on audio or teacher said but action students to do something what the teacher wants.

2.2.3.3 The Implementation of Silent Way Method

The procedures of teaching speaking skill through Silent Way:

1. Teacher prepares some symbols, rods, pictures or others.
2. Teacher models the appropriate sound after pointing to a symbol, rod, picture etc.
3. Teacher silently points to the individual symbols, rods, pictures or others and combinations of them, and monitor students' utterances.
4. Teacher says a word and has a student to guess what sequence (of symbols, pictures, rods etc.) comprised the words.
5. The students repeat the words.
6. If there are some students saying the words incorrectly, the teacher points another student that can pronounce the word correctly, and points another student who cannot pronounce the word correctly.
7. If there are some students saying the word incorrectly, this activity can be done like step 6.

This activity can be used for other material, along the teaching learning process. Teacher should keep silent. When needed, the teacher can give gestures by using eyes contact, etc. to keeping the students to improve their pronunciation in speaking skill.

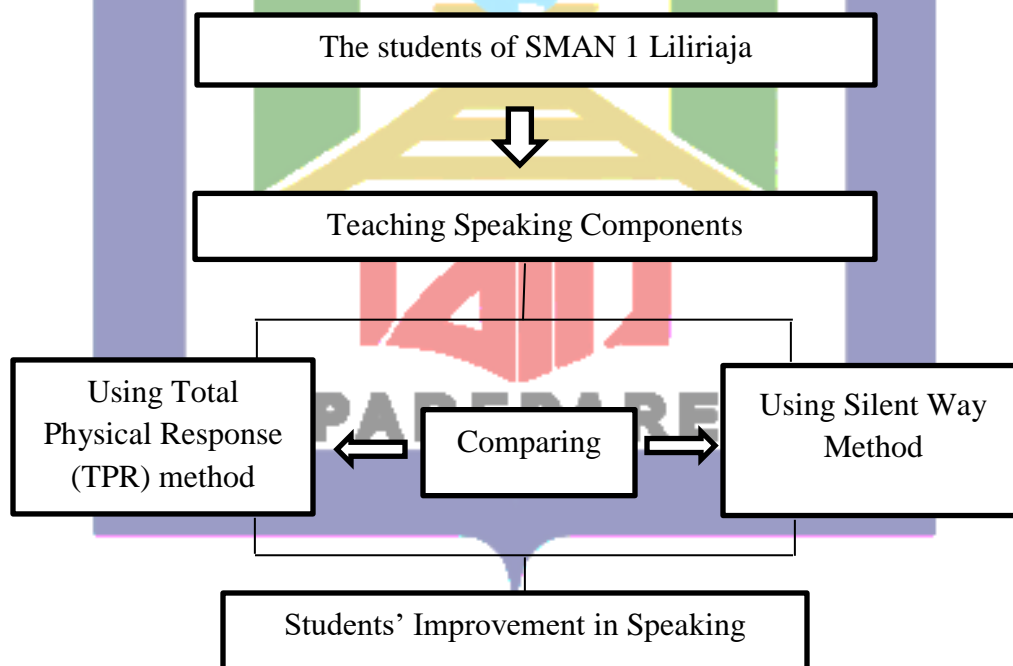
2.2.3.4 Silent Way Method in Teaching Speaking ability

In this method, the role of language teachers is relatively less silent so that students are encouraged to be more active in producing as much language as possible. It means that students will have a great chance to practice their English language orally as much as possible in order to improve their speaking ability. Then, a language teacher should encourage students to take a role in learning activities. The time of learning teaching interaction should be given to students, not to the teacher.

In teaching speaking skill with silent way method, at the beginning of the stage teacher will model the appropriate sound after pointing to a symbol on a chart. Later, the teacher will silently point to individual symbols and combinations of symbols, and monitor students utterances. The teacher may say a word and have a student to guess what sequence of symbols comprised the word. The pointer is used to indicate stress, phrasing, and intonation.

2.2.4. The Conceptual Framework

A framework or outline of the contents the draft that was developed from a predetermined topic. Ideas or ideas contained in the framework are basically the explanation or the idea of subordinate topic. Thus the framework of the topic or containing details points with the topic.²¹



²¹Mansur Muslich, *Bagaimana Menulis Skripsi?* (Jakarta: PT. Bumi Askara. 2009), p. 24.

2.2.5. Variables of the Research

In this research, there are two kinds of variable namely dependent variable and independent variable. Independent variable is the both of methods which use in this research (total physical response method and silent way) and dependent variable is the Speaking students' ability at second grade senior high school 1 Liliraja Kab. Soppeng.



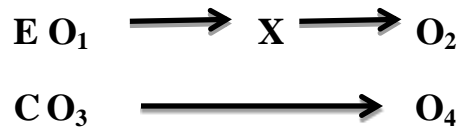
CHAPTER III

RESEARCH METHOD

This part consist of sixth sections, they are design of the research, place and time research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Design of the Research

This research applies quasi-experimental research whether or not by comparing between total physical response and silent way to develop Speaking Students' Ability at Second Grade SMAN 1 Liliriaja Kab. Soppeng. The design of the research is two groups pre-test and post-test design, treatment is given between pre-test and post-test. The design is described as follow:



Where:

E O₁ : experimental class by using silent way

C O₃ : control class by using total physical response

O₂, O₄ : post-test

X : treatment of experimental class and control class

3.2 Place And Time Research

The place and time in this research are in SMAN 1 Liiriaja, Soppeng Regency on August 2016. The researcher begin to do this research when the first month on august 2016.

3.3 Population And Sample

3.3.1 Population

L.R.Gay in his book *Educational Research: Competencies for Analysis & Application* states that the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.²²

The populations of this research are the second grade of SMAN 1 Liliraja Kab. Soppeng that consists of 12 classes. They are 2 IPA khusus, 2 IPA 1, 2 IPA 2, 2 IPA 3, 2 IPA 4, 2 IPA 5, 2 IPA 6, 2 IPS khusus, 2 IPS 1, 2 IPS 2, 2 IPS 3, 2 IPS 4. The distribution of population as follow:

Table 1: The Population of Second Grade Students:

No	Class	Male/Female		Number of students
1	2 IPA Khusus	4	28	32
2	2 IPA 1	9	27	36
3	2 IPA 2	7	30	37
4	2 IPA 3	9	27	36
5	2 IPA 4	8	25	33
6	2 IPA 5	8	27	35
7	2 IPA 6	8	26	34
8	2 IPS Khusus	4	28	32
9	2 IPS 1	18	14	32

²² L.R.Gay. *Educational Research: Competencies for Analysis & Application* (United States of America: Charles E. Merrill Publishing Co,1981). P.86

10	2 IPS 2	17	16	33
11	2 IPS 3	18	13	31
12	2 IPS 4	18	12	30
TOTAL				196

(Source of Administration Senior High School 1 Liliraja Kab. Soppeng)

The researcher uses cluster random sampling technique that of class of the second year of SMAN 1 Liliraja Kab. Soppeng by taken as research sample. The researcher takes two classes of them randomly without paying attention on their ability.

3.3.2 Sample

So, the samples are 2 IPA khusus consists of 32 students and 2 IPA 1 consists of 36 students.

Table 2: Samples of Population

No	Class	Male	Female	Number of students
1	2 IPA KHUSUS	4	28	32
2	2 IPA 1	9	27	36
TOTAL		14	54	68

3.4 Instrument of the Research

In instrument of the research, after doing observation to the samples, the researcher takes a test. The test is oral test. The oral test aim to gain data of that is needed to answer the question research.

3.5 Procedure of Collecting Data

In collecting the data, the researcher collect the data with the following procedures:

3.5.1 Experimental Class by using Silent Way

At experimental class, the researcher uses silent way method to take research and the control class uses silent way.

3.5.1.1 Pre-test

On the first meeting, the researcher gives pre-test to the students to identify the students' speaking skill by using silent way method. Before the researcher gives the treatments, the researcher introduces himself and explains the aim of research.

3.5.1.2 Treatment

3.5.1.2.1 The first meeting

1. The researcher introduces rod blocks with very of size and colors, which represented part of speech for the students.
2. Then, asking the students to repeat them with only pointed on those rod blocks.
3. The researcher gives some examples of simple past tense with only pointed the red blocks until all the students could memorize and encode the ruled of simple past tense.
4. Next, researcher with using gesture asked the students to construct what they knew about "*simple past tense*" and formulated several examples based on what teacher had taught them.
5. The researcher, afterwards, asked the students to present their works orally where other listened. If the researcher found a wrong or incorrect pronunciation, he asks another student who had mastery on the lesson or who could pronounce it well to say it correctly.

3.5.1.2.2 The second meeting

1. The researcher introduces square color diagram, which represented English sounds, which was attached on the white board.
2. Then, asking the students to repeat them with only pointed on the diagram.
3. The researcher again reminds the students about rod blocks which represented part of speech and divided the students into four groups for finishing a puzzle that consisted of random sentences about “*narrative text*”.
4. Next, The researcher with using gesture asked the students to construct what they know about “*narrative text*” related to “*simple past tense*” and formulated an example based on what researcher has taught them.
5. The researcher, afterwards, asked the students to present their works orally where other listened. If the teacher found a wrong words or incorrect pronunciation, he asks another student who had mastery on the lesson or who could pronounce it well to say it correctly.

3.5.1.2.3 The third and fourth meeting

1. The researcher reminds again the students about rod blocks, which represented part of speech for the students.
2. Then, asking the students to repeat them with only pointed on those rod blocks.
3. The researcher gives some examples of simple past tense sentences with only pointed the rods blocks until all the students could memorize and encode the ruled of simple past tense.

4. Next, the researcher with using gesture asked the students to construct what they know about “*simple past tense*” and formulated several examples based on what researcher has taught to them.
5. The researcher, afterwards, asked the students to present their works orally where other listened. If the teacher found a wrong words or incorrect pronunciation, he asks another student who had mastery on the lesson or who could pronounce it well to say it correctly.

3.5.1.2.4 The fifth and sixth meeting

1. The researcher introduces square color diagram, which represented English sounds, which was attached on the white board.
2. Then, asking the students to repeat them with only pointed on the diagram.
3. The researcher again reminds the students about rod blocks which represented part of speech and divided the students in to four groups for finishing a puzzle that consisted of random sentences about “*recount text*”.
4. Next, the researcher with using gesture asks the students to construct what they know about “*recount text*” related to “*simple past tense*” and formulated an example based on what researcher has taught to them.
5. The researcher, afterwards, asked the students to present their works orally where other listened. If the teacher found a wrong words or incorrect pronunciation, he asks another student who had mastery on the lesson or who could pronounce it well to say it correctly.

3.5.1.3 Post-test

As the last day of the class, the researcher conducts the post-test for the students. It aims to measure the students' improvement in speaking ability by using silent way method.

3.5.2 Control Class by using Total Physical Response

At the control class, Total Physical Response has done by the teachers when they are teaching English. The teachers think that total physical response method is the effective one to teach the students senior high school like era globalization just now. The teachers make comparing with the other method but all of them agree if they use total physical response in all of class and it matches with the syllabus that they use.

3.5.2.1 Pre-test

Before giving the treatment, on the first meeting, the researcher gives pre-test to the students to identify the students' speaking skill. Before the researcher gives the oral test, the researcher introduces himself and explains the aim of research. Then the researcher asks the students to tell about their plan in continue their study and it is done about 2 hours.

3.5.2.2 Treatment

After conducting the pre-test, the students treat by an application of comparing two methods namely TPR and silent way method to develop Speaking Students' ability. The treatment conduct for six times meetings. Four for each meeting the students give different topic.

3.5.2.2.1 The first meeting

1. The researcher gives motivation about the important of English as an international language before teaching process.

2. The researcher introduces the material using English and without translation.
3. The researcher gives warming up to the students by giving some commands (wake up, brush your teeth, take a shower, use clothes, breakfast etc.) to the students to do and they should write down the sentences that they are saying on the paper.
4. The researcher gives brief description of the material about daily activity by using English only.
5. The researcher explains about the grammar in target language which is used in daily activity.
6. The researcher asks to the students to write down their daily activities on the paper.
7. The students retell their daily activities by oral in front of the class using target language.
8. The researcher closes the class.

3.5.2.2.2 The second meeting

1. The researcher gives story to motivate the students before learning.
2. The researcher asks the student one by one what they do on vacation.
3. The researcher explains the material about unforgettable moment by using target language.
4. The researcher explains about the grammar in target language which is used in unforgettable moment.

5. The researcher gives a different topic and divides the students into five groups to discuss about the material topic (vacation on the mountain, on the beach, on the zoo, on the park, and on the garden) from the researcher.
6. Each student can ask to their friend what they do in that place on vacation.
7. After discussion every group have to presented their unforgettable moment in front of the another group.
8. The best story of the group can give punishment to another group who has uncompleted story.
9. The researcher gives feedback about the material using English language and closes the class.

3.5.2.2.3 The third meeting

1. The researcher opens the class by using target language and gives some motivation to the students.
2. The researcher explains the material about offering help and give them some expression about it.
3. The researcher gives the short conversation about the material for the students to read.
4. After that the students work in pair to role play how to give opinion to their friend if they in urgent situation (when they want to ask bring something, help to do the homework, want to borrow a book, have problem in learning English, etc.)

5. After understand about that situation the researcher give chance to the students to play the role in front of the class by use target language.
6. That activity takes many times with different students until they understand and know about that expression.
7. The researcher gives feedback about the students' activity especially about their language.
8. The researcher gives some vocabularies and closes the class.

3.5.2.2.4 The fourth meeting

1. The researcher opens the class by using target language.
2. The researcher explains the material about giving opinion and give them some expression which use in giving opinion.
3. The researcher prepares some problems on the role of paper.
4. The researcher asks the students to make a big circle.
5. The researcher plays the music and gives a small ball from the roll of paper. That ball gives to the students.
6. The student who get the ball when the music stop, have a chance to take one role paper with question.
7. The researcher asks the student to read aloud that statement and ask the students to give their opinion about that statement.
8. That activities take recurred until thirty minutes.
9. The researcher gives feedback about that material and then closing the class.

3.5.2.2.5 The fifth meeting

1. The teacher gives story about target language.

2. The teacher asks each student to repeat the story.
3. The teacher invites the other students to explain the story.
4. The teacher gives explanation about the story and closing the class.

3.5.2.2.6 The sixth meeting

1. The researcher opens the class by using target language.
2. The teacher gives motivation about the material.
3. The teacher makes some quizzes based on the material.
4. The teacher gives explanation about the quizzes.
5. The teacher invites the other students make a bullying to the incorrect answer.
6. The teacher asks students make a conclusion.
7. The teacher gives explanation and closing the class.

3.5.2.3 Post-test

As the last day of the class, the researcher conducts the post-test for the students. It aims to measure the students' improvement in speaking ability by using total physical response.

3.6 Technique of Data Analysis

The data of this study is quantitative data. The quantitative data is the result of students' speaking test. The researcher uses the standard of speaking Score Criteria proposed by Heaton to analyze the data which are gotten from the speaking test and posttest, the analysis is only gives score on three aspects; accuracy, fluency in speaking and comprehensibility (the listeners are understood), as follow:

Table 3: Teacher's Rating Scale for Speaking Skill Test

Accuracy		Fluency		Comprehensibility	
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for clarifications 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.	4	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 the general meaning. Fair range of expression.	4	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 meaning or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	3	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.	3	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	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	2	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.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	1	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.

The score result analyzes by using scale system from a score range one (1) to eighteen (18). For the purpose of providing qualitative description of the score range, a set of criteria are provided by Heaton as the table below:

Table 4: guideline for evaluating the students' speaking skills

Score	Score Range	Qualitative Description
6	16.00 – 18.00	Excellent
5	13.00 – 15.99	Very Good
4	10.00 – 12.99	Good
3	7.00 - 9.99	Fair
2	4.00 – 6.99	Poor
1	1.00 – 3.99	Very Poor

3.6.1 To calculate the percentage of the students' perception, the researcher uses the formula as follows:

Then, the researcher calculates the percentage of the students' perception from questionnaire as follows:

$$\overline{X}_1 = \frac{\sum x_1}{n_1} \quad \overline{X}_2 = \frac{\sum x_2}{n_2}$$

Where:

\overline{X}_1 = mean score of control group

\overline{X}_2 = mean score of experimental group

$\sum x_1$ = mean score of control group

$\sum x_2$ = mean score of experimental group

3.6.2 Finding out the standard deviation of the students' pre-test and post-test by applying this formula:

$$-SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$-SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$$

$$s.d_1 = \sqrt{-ss_1} = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1}}{n_1 - 1}}$$

$$s.d_2 = \sqrt{-ss_2} = \sqrt{\frac{\sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_2 - 1}}$$

Where: $-SS_1$ = Sum of square of control group

$-SS_2$ = sum of square of experimental group

$\sum x_1$ = the sums of scores of control group

$\sum x_2$ = the sum of score of experimental group

n_1 = number of students of control group

n_2 = number of students of experimental group

$s.d_1$ = standard deviation of control group

$s.d_2$ = standard deviation of experimental group

$s.d_1$ = standard deviation of control group

$s.d_2$ = standard deviation of experimental group

3.6.3 Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

\bar{X}_1 = the mean score of control group

\bar{X}_2 = the mean score of experimental group

SS_1 = standard deviation of control group

SS_2 = sum of square of experimental group

n_1 = number of students of control class

n_2 = number of students of experimental group.²³

²³L.R. Gay. *Educational Research: Competencies for Analysis and Application*, (second edition: Charles E, Meril Publishing Company, 1981). p. 331

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding and discussion. The finding and discussion present as follows:

4.1 Findings

4.1.1 Descriptive of the Research

To find out the answer of the research question in the previous chapter, the researcher administered a test was called post-test. The test was a speaking test. Post-test was giving after treatments, which aims to know the answer of the problem statement: which is the effective between Total Physical Response and Silent Way method to develop the speaking students' ability at second grade senior high school at SMAN 1 Liliriaja Kab. Soppeng.

This research was encountered by comparing between total physical response and silent way method to develop speaking students' ability at second grade SMAN 1 Liliriaja Kab. Soppeng.

The first meeting was on August 2016 where the students learned about the use of simple present tense. The control class, which was used with total physical response method, was running seriously, where material was focused on the structural form of simple present tense. On other hand, the experimental class was running in fun way where the students could follow the material. However, most of them did not understand well how to put together between subject and verb properly. It was showed when they were asked to speak with their friends. Both of class found difficulties when asked to practice especially sentence agreement and about the use to them.

The second meeting was on August 2016, here researcher after determining indicator and explaining the material about performing narrative text. In control class, the students were getting the procedure of this method well seriously. While, the experimental class, some of students do not understand about material but the other hand, they can understand about the materials when the researcher gives some examples and asks the others students to explain the mastery which mastery about the materials and make example story about narrative text.

The third and fourth meeting was on August 2016 where the classes learned about simple past tense. Before beginning the class, the researcher asks one by one the students to get how much they understand about the material first. Some of the all of class mastery in here, but there are the students still do not understand the material. The control class focused to construct the past participle with the time signals. As the first problem findings, it was resemble when they learned about simple past tense. On other hand, the experimental class was running enjoyable although about half of total students were not ready to get material and did not know clearly about the past time signals. Both of class still found difficulties to use them. For example *"I'm go to school"* or *"I going to school"*.

The last meeting for each class was encountered by learning unforgettable experience. The material was focused on developing the use of past tense. The control class was running where students made a layout about their experiences and then developing it orally. The control class, the students begin to appear their ability in speaking through orally more than before. They begin to speak up in front of their friend to discuss about materials of speaking while the other students still listening their friends and giving correction if there as mistakes even though the other students

makes some opinions to give the other students. Another class was running where the students were more ready to get the material and they started to adapt with this method. At the experimental class, the students just like same the other class but the different is here the students write the material before they speak in front of their friend. The researcher has to mention the students' name for making the students speak in front of their friends. Same the other class, the other students give appreciate like correction, example, suggestion even though opinions based on what the other students have to listen even some of them gives bullying if there are mistakes when the students explain their experience. The findings found that some of them could not make the differences of past and present tense, it was found in both of class where they still used present time signals for past tense. For instance, *"I did went to market yesterday"*.

After doing six times of treatment still on August 2016, researcher encountered a post-test to know which is effective of TPR method and Silent Way method as experimental and control class. The researcher reads one by one the questions and then the students had a limited time to answer it. The researcher gave instruction when they started and stopped to answer the questions. Each of the students had two minutes to answer the questions. The result findings was still the same when treatments were encountered where still many mistakes occurred about present and past tense however it was much better than the previous meeting. These several examples of their mistakes; *My unforgettable experience in my life is when I study in course; every morning I wake up 5 o'clock and than I'm go to pray; and last week I want to the garden to help parents.*

4.1.2 Findings through the test

4.1.2.1 Score of pre-test control and experimental class

Table 5: The Score of Pre-Test Control Class

No	Name	L/P	Pre Test				
			Accuracy	Fluency	Comprehensibility	Total	Classification
1	A. FEBRIANI TENRI	P	4	3	4	11	Good
2	A.NUR RAMADHANI	P	5	3	3	11	Good
3	ADILFIANI	P	4	3	4	11	Good
4	AINUN FITRI	P	4	3	3	10	Good
5	AKMILATUL MAGFIRAH	P	4	3	4	11	Good
6	RISMA YANA RISAL	P	5	3	4	12	Good
7	A. AHSING RAMADHANI	P	4	4	4	12	Good
8	INKA ISTIANA IRTANTO	P	4	5	3	12	Good
9	JUMASNA	P	4	4	4	12	Good
10	JURANA	P	4	5	4	13	Very Good
11	MITHA FEBRIANI	P	4	4	5	13	Very Good
12	JURANA	P	3	3	4	10	Good
13	NUR FAUZIAH FADHILAH	P	4	3	4	11	Good

Continue from table 5

14	NUR ARFADILAH	P	3	4	4	11	Good
15	PARAWATI	P	3	3	5	11	Good
16	RAHIMAH RAHMAH	P	4	3	4	11	Good
17	RIRIN ALVIANITA	P	4	5	5	14	Very Good
18	UNIERWATI	P	4	3	4	11	Good
19	WILDA WIDAYANTI	P	3	3	5	11	Good
20	WINDA SARI	P	5	4	4	13	Very Good
21	MAHA UMMI PUTRI	P	3	3	4	10	Good
22	ANDI WASIULNUR	P	3	4	5	12	Good
23	SUCI REVIANI	P	4	5	4	13	Very Good
24	ANDI CINNONG	P	4	3	3	10	Good
25	A.AZIZAH MAULIADIA	P	5	5	5	15	Very Good
26	PUTRI KARINI DEWAR	P	5	5	5	15	Very Good
27	NUR RAHMA	P	4	3	4	11	Good
28	KURNIA RAHMAN	P	3	3	3	9	Fair
29	MUH. IHSAN TAQWIN	L	4	3	3	10	Good
30	FITRAH HADI KUSUMA	L	3	3	4	10	Good
31	MUSTARI	L	3	3	3	9	Fair
32	SYAFRIAL ALIMIN	L	3	3	4	10	Good
Average			3.84375	3.5625	4	11.41	Good

The table above explains that none of students get poor. From 32 students just 7 were categorized very good classification, 24 students were categorized good and the other students were categorized fair. From data, the researcher can conclude that some of the students master in English, it can classified as good after doing pretest.

Table 6: The score of pre-test experimental class

No	Name	L/P	Pre-Test				
			Accuracy	Fluency	Comprehensibility	Total	Classification
1	A. ANNISA AWALIYAH AZZAHRA	P	3	3	3	9	Fair
2	ANGGRENI	P	3	4	3	10	Good
3	AYU SRI UTAMI	P	3	3	3	9	Fair
4	DEWI FADILLAH	P	4	3	3	10	Good
5	EVA YUNISAR	P	3	5	4	12	Good
6	GITA PUTRI POLNAYA	P	3	3	4	10	Good
7	NELLY ANGERENI	P	3	3	5	11	Good
8	NURFADILLAH	P	3	4	5	12	Good
9	RINI LESTARI	P	3	3	5	11	Good
10	ROSDIANA	P	3	3	3	9	Fair
11	SALKI SASMITA	P	3	3	3	9	Fair
12	SERLY ANANDA PUTRI	P	3	3	3	9	Fair
13	SITI NURHALISAH	P	3	3	4	10	Good
14	ANDI MIEN RAHAYU	P	3	3	4	10	Good
15	ANGGUN PRATIWI	P	3	3	3	9	Fair
16	CINDY SENARA	P	3	3	3	9	Fair

Continue from table 6

17	FARADILLA TIDORE	P	3	3	3	9	Fair
18	FINA ANDINI	P	3	3	3	9	Fair
19	HADYJAH BORI	P	3	3	3	9	Fair
20	HCAERAL UMMA	P	3	3	4	10	Good
21	MUSDALIFAH	P	3	3	3	9	Fair
22	NOVA ELISA YANTI	P	3	3	5	11	Good
23	NOVIA NURFADILLAH	P	3	4	3	10	Good
24	NUR ASMA	P	3	3	3	9	Fair
25	ANDI FITRI	P	3	3	3	9	Fair
26	REGITA	L	3	3	3	9	Fair
27	A. SYAHDILLAH	L	3	4	3	10	Good
28	A. WANIAGA	L	3	3	5	11	Good
29	ANDIKA	L	3	3	3	9	Fair
30	JALIL TAQWA	L	3	3	3	9	Fair
31	MUH. HIDAYAT	L	3	3	3	9	Fair
32	RANDA WARDANA	L	3	3	3	9	Fair
33	REZKY AKBAR	L	3	3	3	9	Fair
34	YUSRIL AFIF SULAIMAN	L	3	4	3	10	Good
35	MUH. FARID FIRMANSAB	L	3	3	3	9	Fair
36	ANDI SUFIRMAN	L	3	3	3	9	Fair
Average			3.027778	3.19444	3.416666667	9.63889	Fair

The table above explains that none of students get poor. From 36 students just 15 were categorized good classification and the other students were categorized fair. From data, the researcher can conclude that some of the students cannot understand about material after doing pretest.

4.1.2.2 Score of post-test experiment and control class

Table 7: The Score of Post-Test Control Class

No	Name	L/P	Post Test				
			Accuracy	Fluency	Comprehensibility	Total	Classification
1	A. FEBRIANI TENRI	P	5	4	4	13	Very Good
2	A.NUR RAMADHANI	P	5	4	5	14	Very Good
3	ADILFIANI	P	4	5	5	14	Very Good
4	AINUN FITRI	P	4	4	5	13	Very Good
5	AKMILATUL MAGFIRAH	P	4	5	4	13	Very Good
6	RISMA YANA RISAL	P	5	4	5	14	Very Good
7	A. AHSING RAMADHANI	P	4	4	5	13	Very Good
8	INKA ISTIANA IRTANTO	P	4	5	5	14	Good
9	JUMASNA	P	4	4	5	13	Very Good
10	JURANA	P	4	5	4	13	Very Good
11	MITHA FEBRIANI	P	4	4	5	13	Very Good
12	JURANA	P	4	5	5	14	Very Good
13	NUR FAUZIAH	P	4	5	6	15	Excellent
14	NUR ARFADILAH	P	4	5	6	15	Excellent

Continue from table 7

15	PARAWATI	P	4	6	4	14	Good
16	RAHIMAH RAHMAH	P	6	4	4	14	Excellent
17	RIRIN ALVIANITA	P	5	4	5	14	Very Good
18	UNIERWATI	P	4	4	4	12	Good
19	WILDA WIDAYANTI	P	4	5	5	14	Very Good
20	WINDA SARI	P	5	4	4	13	Very Good
21	MAHA UMMI PUTRI	P	4	4	5	13	Good
22	ANDI WASIULNUR	P	4	4	5	13	Very Good
23	SUCI REVIANI	P	4	5	4	13	Very Good
24	ANDI CINNONG	P	4	6	6	16	Excellent
25	A.AZIZAH MAULIADIA	P	5	6	5	16	Excellent
26	PUTRI KARINI DEWAR	P	5	6	5	16	Excellent
27	NUR RAHMA	P	4	4	6	14	Excellent
28	KURNIA RAHMAN	P	4	6	5	15	Excellent
29	MUH. IHSAN TAQWIN	L	4	5	4	13	Very Good
30	FITRAH HADI KUSUMA	L	5	4	4	13	Very Good
31	MUSTARI	L	5	4	4	13	Very Good
32	SYAFRIAL ALIMIN	L	5	4	4	13	Very Good
Average			4.375	4.625	4.75	13.75	Very Good

The table above explains that some of students get progress. 8 out of 32 students were categorized excellent classification, and the other students were categorized very good classification. From data above that the researcher can

conclude that the students get progress after doing treatment based on the data of post-test.

Table 8: The Score of Post-Test Experiment Class

No	Name	L/P	Post-Test				
			Accuracy	Fluency	Comprehensibility	Total	Classification
1	A. ANNISA AWALIYAH	P	3	5	5	13	Very Good
2	ANGGRENI	P	4	4	6	14	Very Good
3	AYU SRI UTAMI	P	4	5	5	14	Very Good
4	DEWI FADILLAH	P	4	4	5	13	Very Good
5	EVA YUNISAR	P	3	4	5	12	Good
6	GITA PUTRI POLNAYA	P	3	3	4	10	Good
7	NELLY ANGERENI	P	4	4	5	13	Very Good
8	NURFADILLAH	P	4	4	5	13	Very Good
9	RINI LESTARI	P	3	4	5	12	Good
10	ROSDIANA	P	4	5	5	14	Very Good
11	SALKI SASMITA	P	3	4	5	12	Good
12	SERLY ANANDA PUTRI	P	3	4	4	11	Good
13	SITI NURHALISAH	P	3	4	5	12	Good
14	ANDI MIEN RAHAYU	P	4	4	6	14	Very Good
15	ANGGUN PRATIWI	P	4	5	5	14	Very Good
16	CINDY SENARA	P	4	4	5	13	Very Good

Continue from table 8

17	FARADILLA TIDORE	P	3	4	5	12	Good
18	FINA ANDINI	P	3	4	5	12	Good
19	HADYJAH BORI	P	3	4	4	11	Good
20	HCAERAL UMMA	P	4	4	5	13	Very Good
21	MUSDALIFAH	P	3	4	4	11	Good
22	NOVA ELISA YANTI	P	4	4	5	13	Very Good
23	NOVIA NURFADILLAH	P	4	5	5	14	Very Good
24	NUR ASMA	P	3	4	4	11	Good
25	ANDI FITRI RAHMASARI	P	4	4	4	12	Good
26	REGITA	L	3	3	3	9	Fair
27	A. SYAHDILLAH	L	3	4	5	12	Good
28	A. WANIAGA	L	3	4	5	12	Good
29	ANDIKA	L	3	4	4	11	Good
30	JALIL TAQWA	L	3	3	3	9	Fair
31	MUHAMMAD HIDAYAT	L	3	3	3	9	Fair
32	RANDA WARDANA	L	3	4	4	11	Good
33	REZKY AKBAR	L	3	4	4	11	Good
34	YUSRIL AFIF SULAIMAN	L	4	4	4	12	Good
35	MUH. FARID FIRMANSAH	L	4	4	4	12	Good
36	ANDI SUFIRMAN	L	3	4	5	12	Good
Average			3.41667	4.0278	4.583333333	12.028	Good

The table above explains that none of students get poor. 13 out of 36 students were categorized very good classification, the other of the students get good and fair classification. From data above that the researcher can conclude the students from the experimental class has got significant progress more than pre-test after doing treatment.

4.1.3 Finding out the standard deviation of the students' pre-test and post-test

4.1.3.1 Standard deviation of students' pre-test control and experiment class

Table 9: Standard deviation of students' pre-test control and experiment class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control	32	9.00	15.00	11.4062	1.52102
Experiment	36	9.00	12.00	9.6389	0.89929
Valid N (listwise)	32				

4.1.3.2 Standard deviation of students' post-test experiment and control class

Table 10: Standard deviation of students' post-test control and experiment class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control	32	12.00	16.00	13.7500	1.01600
Experiment	36	9.00	14.00	12.0278	1.40379
Valid N (listwise)	32				

4.1.4 Finding out the significant difference between the score of the post-test

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{(12,02 - 13,75)}{\sqrt{\left(\frac{1,016 + 1,403}{32 + 36 - 2}\right)\left(\frac{1}{32} + \frac{1}{36}\right)}}$$

$$t = \frac{(-1,73)}{\sqrt{(0,036)(0,058)}}$$

$$t = -432,5$$

$$Dk = N_1 + N_2 - 2$$

$$= 32 + 36 - 2$$

$$= 66$$

If $dk=66$ so t table = 2,00

$-432,5 \geq 2,00$ (t test was greater than t table)

After calculating the result both of class, the mean score and standard deviation were presented in table 15. The table shows that the mean score of XI IA KHUSUS (13,75) is bigger than the XI IA 1 (12,02).

Table 11: T-test value of students test

Variable	T-test value	T-table value
XI IA KHUSUS and XI IA 1	-432,5	2,00

The table shows that t-test value is less than t-table value, $-432,5 \leq 2,00$. (t-test was greater than t-table)

4.2 Discussion

In this part, after analyzing the data in the findings part, it showed by the students result from pretest and post-test. The researcher gives some treatments until 1 month in learning process.

4.2.1 Control Class

In control class, the researcher began to introduce his self and told to the students about the purpose of the researcher came in their class in the first meeting. After giving the explanation the researcher distributed the instrument pre-test of the students and asked the students to answer the question by their own. The pre-test was given to the students before treatment to the students' speaking up to now. In fact, according to the score their work, almost of the students did not know about the answer of the test. After looking the fact, the researcher also gave treatment.

In control class the researcher explained about the English material related speaking by using method until the students understand about it. The treatment also was done six times meeting before giving the post-test. Then the researcher distributed the instrument of post-test of the students and asked the students to answer the question by their own.

In control class, students were able to develop their speaking ability effectively especially of the using method silent way. The first meeting the students cannot understand about the rods, chart, fiddle and colors. The students cannot explain the aim of the rods, charts, and fiddle and colors. The researcher explains about the aim of the materials step by step. The students got reflex clearly with the material after explaining the material and the function of materials. The researcher makes some quizzes to make the students could get their concentration increase.

From the table 5 showed that the percentage of the students score got various classification in pre-test, there were good and very good. No one get excellent classification. It caused that the students still confuse about the function and the aim of the materials, but in post-test there were 8 out of the students were categorized excellent classification, it means that the students from control class have progress before good to excellent classification and it is supported from the students' ability because the students from the especial class.

During the lesson, the students do not get bored in the classroom because the students should do some activities while the researcher explains about the material and also the researcher makes the situation and condition have fun while the learning process.

In control class the researcher uses silent way method because the teacher has used total physical response method to another class. The researcher thinks that silent way is one of the method can develop the students' speaking ability not only about material this is challenge for the researcher and the students to understand about this method not just speech and action method. Silent way is found by Caleb Cattegno. Silent way is not a teacher- centered approach. While the teacher uses mainly gestures and facial expressions to address the learners, his/her main task is the teaching of the language by letting the students test out grammatical forms, etc. and getting out of their way, so that they can discover these things on their own.

4.2.2.1 The advantage of silent way

1. The use of the Silent Way enables a very high degree of interaction as well between the teacher and the students as between the students themselves and additionally raises the participation of the students in class.
2. The self-esteem of the students will be increased and this will enhance learning.

3. It embodies a new approach to education in general, a respect for the individual and an awareness of the individual's extraordinary cognitive powers.

4.2.2.2 The disadvantage of silent way

1. The Silent Way is a very abstract way of learning a language; the learners have to engage themselves with the artificiality of the approach, which is extremely different from more commonly used methods of language learning.
2. This method can be benefited by the teacher only in small groups of students. The teacher can gain ability in this method by trying. The teacher is expected to enrich the materials on his/her own.
3. For some learners, one limitation is the approach to language basics which begins with seemingly irrelevant discussions about rods and which involves silence and concentration and games with the teacher about meaning.

4.2.2 Experimental class

In the experimental class has the same of the control class, the researcher begin to introduce his self and explain the aim and the function of the materials until the last meetings. After giving the explanation the researcher distributed the instrument pre-test of the students and asked the students to answer the question by their own. The pre-test was given to the students before treatment to the students' speaking up to now. In fact, according to the score their work, some of the students did not know about the answer of the test. After looking the fact, the researcher also gave treatment. In experimental class the researcher explained about the English material related speaking by using method until the students understand about it. The treatment also was done six times meeting before giving the post-test. Then the researcher

distributed the instrument of post-test of the students and asked the students to answer the question by their own.

Experimental class for the first meeting the students was really noisy because the method who the researcher have relation with the materials and the method. The students begin to understand about the materials with using the method. The researcher asks the students to make something, to do something, and the students have to make attention and action when the researcher asks the students to do. When the researcher is teaching the materials the students do not have the problem seriously. The students can understand about the method, but the problem of the students here is the students cannot master in grammar. Before giving the treatments, the researcher makes all of the students understand about basic of the grammar because that is important to make the students get to understand about the aim and the function of about instrument and the material when the researcher explains about the material.

In experimental class, the students here also have problem like the other class but the researcher makes the students in experimental class has motivation before the treatments who the researcher give. The researcher gives the treatments while the researcher gives some jokes and quizzes to make situation and condition relax. When the researcher thinks the students have mastery about basic of grammar, the researcher begin to do treatments until six meetings. The students here begin to understand about the aim and the function about the instrument.

4.2.2.1 The advantage of total physical response

1. It is fun and easy
2. It does not require a great deal of preparation on the part of the teacher.
3. It is a good tool for learning vocabulary.
4. Class size does not need to be a problem.
5. There is no age barrier.

4.2.2.2 The disadvantage of total physical response

1. It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
2. It is easy to overuse total physical response.
3. It is limited, since everything cannot be explained with this method. It must be combined with other approaches.

Based on the explanation above, the researcher thinks that some method especially the method that the researcher uses in this research is running well. The description of the data through the test explained in the previous section shows that the student's speaking ability has different. Student's score after treatment is higher than before given treatment. After applying some methods in research, the researcher makes conclusion that is effective. After giving treatment, students' score of post-test was better than the students' score of pre-test. The minimum score of pre-test is **9 (fair)** and the minimum score of post-test is **10 (Good)**. Then the maximum score of pre-test is **12 (good)** and the maximum score of post-test is **14 (excellent)**.

The result of the discussion above indicates that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, which one is effective between using total physical response and silent way to develop speaking students'

ability in SMAN 1 Liliraja Kab. Soppeng that is explained in situation and condition of the students and teacher.

In addition to explain above, the researcher assumed that students are easy to study with using total physical response than silent way to get their achievement until the learning process has finished.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter deals with the conclusion of the research finding as the answer and solution of the research question. Some suggestions are given to the future research and other researchers to get information about this experiment research.

5.1 Conclusion

Based on the data that has been found, the researcher concludes that, total physical response who the researcher uses in this research is more effective than silent way method, it's not only from the method but from the students and teacher or researcher when they are teaching. Where the significance test showed that the t-test was greater than the t-table ($-432,5 < 2,00$).

5.2 Recommendation

Based on the result of the data analysis and conclusion, the researcher put the following suggestions for:

1. The English teacher, should be creative to manage the method and the technique used to improve the students ability especially in speaking.
2. The other researcher, the provided information of this study can be valuable contribution to other researchers who interest in investigating speaking ability in a different aspect from this research.
3. The students, should be diligent to practice with the other students and open your dictionary if they find any difficulties. In speaking, we don't too much need thinking but practice, practice, and practice.

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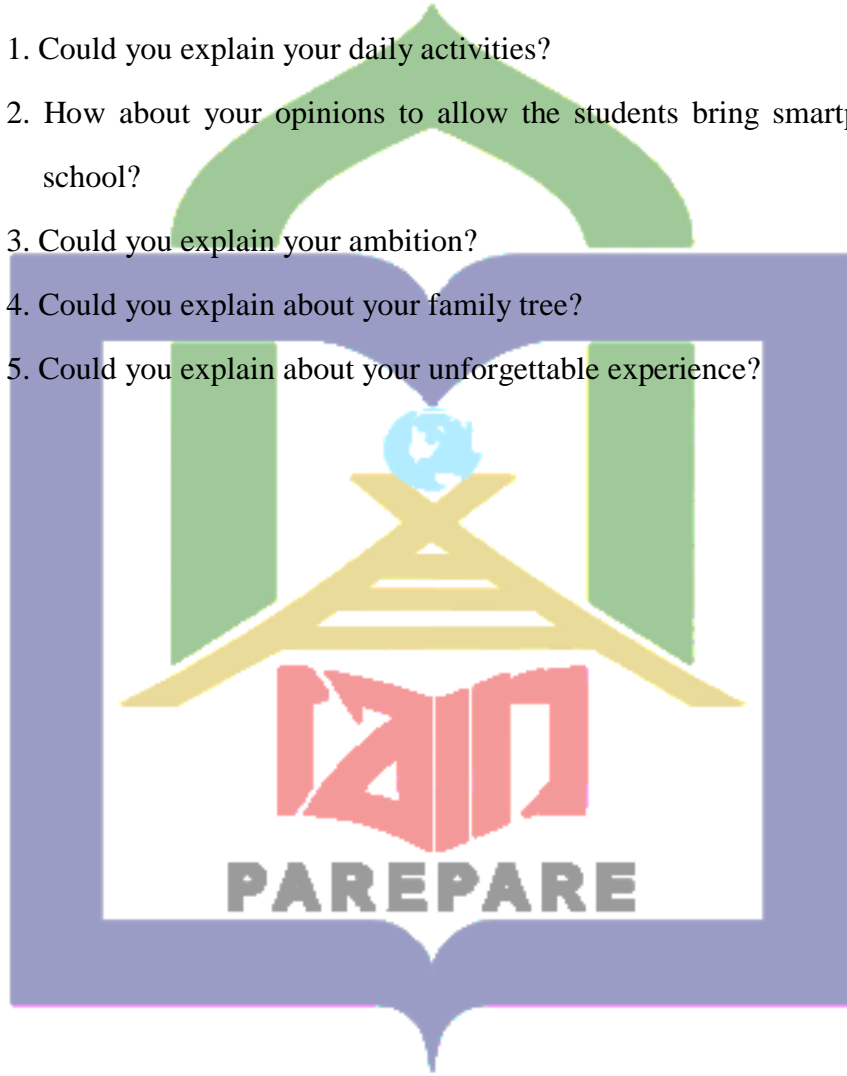


Appendix 1. Instrument of the Research

Instrument of The Research

Pre and Post Test

1. Could you explain your daily activities?
2. How about your opinions to allow the students bring smartphone to the school?
3. Could you explain your ambition?
4. Could you explain about your family tree?
5. Could you explain about your unforgettable experience?



Appendix 2. Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

The experimental and The Control Class

Sekolah : SMAN 1 LILIRIAJA

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI IA Khusus dan XI IA 1

Pertemuan : Pertama

Alokasi waktu : 2x 45menit

A. Standar kompetensi

Memahami makna dalam percakapan trasaksional dan interpersonal resmi dan berlanjut(sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut(sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dan konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan *relief*, *pain* dan *pleasure*.

C. Indikator

1. Merespon ungkapan-ungkapan relief, pain dan pleasure.
2. Mengungkapkan perasaan relief, pain dan pleasure.
3. Mempraktekkan tindak tutur menyatakan perasaan relief, pain dan pleasure.

D. Tujuan Pembelajaran

1. Merespon ungkapan-ungkapan relief, pain, dan pleasure.
2. Mengungkapkan perasaan reief, pain, pleasure.

3. Mempraktekkan tindak tutur menyatakan perasaan relief, pain dan pleasure.

E. Sumber/Media pembelajaran

1. Buku sesuai dengan materi ajar.
2. Dictionary

F. Materi pokok

Narrative text

G. Metode pembelajaran

Ceramah dan diskusi.

Silent Way

Total Physical response

H. Langkah-langkah kegiatan

1. Kegiatan awal (5 menit)
 - a. Mengucapkan salam kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun dan peduli*).

2. Kegiatan inti (75 menit)

Experimental Class:

- a. Peneliti mengenalkan rod blocks berbagai ukuran dan berbagai warna yang mewakili part of speech kepada siswa.
- b. Kemudian meminta siswa mengulangnya dengan hanya menunjukkan berbagai rod blocks yang berwarna.
- c. Peneliti kemudian mencontohkan beberapa kalimat simple present tense dengan menggunakan diwakili oleh rod blocks tersebut berwarna hingga siswa dapat menghafal aturan dari simple present tense.
- d. Kemudian peneliti menggunakan isyarat meminta siswa untuk menyimpulkan apa itu simple present tense dan meminta mereka untuk memberikan contoh menurut mereka berdasarkan apa yang peneliti telah contohkan.
- e. Setelah itu, peneliti meminta mereka mempresentasikan hasil dari pekerjaan mereka dan mencontohkannya secara lisan dalam bahasa inggris dimana yang lain menyimak. Jika ada siswa yang keliru maka peneliti menunjuk siswa yang lain untuk memberikan contoh yang lebih tepat.

Control Class:

- a. Peneliti menjelaskan tentang penggunaan dari simple present tense.
- b. Peneliti memberikan kesempatan pada siswa untuk bertanya jika belum dapat mengerti
- c. Peneliti meminta siswa untuk memberikan contoh tentang simple present tense sementara siswa yang lain menyimak.
- d. Jika terjadi kesalahan, peneliti meminta siswa yang lain untuk memberikan jawaban yang tepat.
- e. Peneliti memberikan kesimpulan tentang materi.

3. Kegiatan Akhir (5 menit)

- a. Siswa di minta untuk membuat rangkuman tentang simple present tense
- b. Siswa siswa dan peneliti melakukan refleksi terhadap kegiatan yang sudah laksanakan.
- c. Siswa diberikan homework yang relevan dengan materi ajar.
- d. Menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

Guru bidang studi
yang meneliti

Dra. Hj. Rosmalina

Syafri Idris

Nip. 19601231 198603 2 105
12.1300.131

Cangadi,
Agustus 2016

Mahasiswa

A. Muh.

Nim.

Mengetahui
Kepala SMA Negeri 1 Liriaja,

Drs. SUWANDI, M.Si.
Nip.19621231 198803 1 153

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

The Control Class dan Experimental Class

Sekolah : SMAN 1 LILIRIAJA

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI IA Khusus dan XI IA 1

Pertemuan : Kedua

Alokasi waktu : 2x 45menit

I. Standar kompetensi

Memahami makna teks fungsional pendek dan monolog bentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

J. Kompetensi Dasar

1.1 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*.

K. Indikator

Merespon wacana monolog berbentuk narrative.

L. Tujuan Pembelajaran

1. Merespon wacana monolog berbentuk narrative.
2. Melakukan monolog berbentuk narrative.

M. Sumber/Media pembelajaran

3. Buku sesuai dengan materi ajar.
4. Dictionary

N. Materi pokok

The Legend of Sangkuriang

O. Metode pembelajaran

Ceramah dan diskusi.

Silent Way

Total Physical Response

P. Langkah-langkah kegiatan

3. Kegiatan awal (10 menit)
 - a. Peneliti memberi salam dan tegur sapa serta do'a
 - b. Peneliti mengecek kehadiran siswa.
 - c. Peneliti menyampaikan tujuan pembelajaran.
4. Kegiatan inti (75) menit

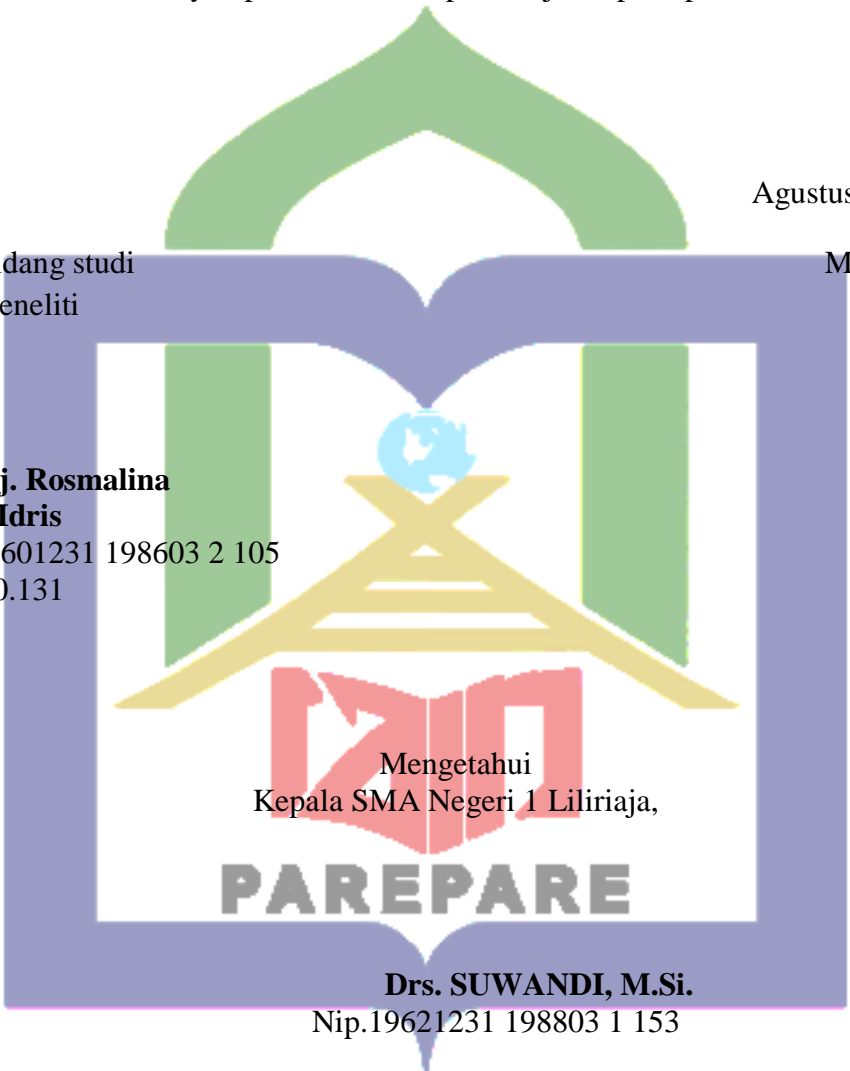
Experimental Class

- a. Peneliti mengajarkan mengenai diagram berisi banyak warna berbentuk segi empat yang mewakili bunyi sound dalam bahasa inggris yang ditempelkan di papan tulis.
- b. Kemudian memberikan contoh membuat kalimat berupa monolog text yang hanya menunjuknya saja dan meminta siswa untuk mengulang-ulangnya
- c. Peneliti kembali mengingatkan siswa mengenai rod blocks yang mewakili part of speech dan kemudia membagi siswa kedalam empat kelompok untuk menyelesaikan sebuah puzzle dimana terdiri dari dari kta yang diacak dalam sebuah kalimat monolog.
- d. Kemudian peneliti dengan menggunakan isyarat meminta siswa untuk menyimpulkan apa itu monolog text dan meminta mereka untuk memberikan contoh menurut mereka.
- e. Setelah itu, peneliti meminta mereka mempresentasikan hasil dari pekerjaan mereka dan mencontohkannya secara lisan dalam bahasa inggris dimana yang lain menyimak. Jika ada siswa yang keliru, maka siswa yang lain memberikan contoh yang lebih tepat.

Control Class

- a. Peneliti memberikan contoh penggunaan tentang monolog text.
- b. Peneliti meminta siswa untuk membuat contoh kalimat monolog text.
- c. Peneliti meminta siswa untuk membagi kelompok dan mendiskusikan tentang monolog text dalam kehidupan sehari-hari
- d. Siswa di minta untuk menyimpulkan hasil diskusi di kelompok.
- e. Peneliti menyimpulkan materi ajar tersebut.

3. Kegiatan Akhir (5 menit)
 - e. Siswa di minta untuk membuat rangkuman tentang monolog text
 - f. Siswa siswa dan peneliti melakukan refleksi terhadap kegiatan yang sudah melaksanakan.
 - g. Siswa diberikan homework yang relevan dengan materi ajar.
 - h. Menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

		Cangadi, Agustus 2016
Guru bidang studi yang meneliti		Mahasiswa
Dra. Hj. Rosmalina Syafri Idris Nip. 19601231 198603 2 105 12.1300.131		A. Muh. Nim.
Mengetahui Kepala SMA Negeri 1 Liliraja, PAREPARE		
Drs. SUWANDI, M.Si. Nip.19621231 198803 1 153		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

The Control Class dan Experimental Class

Sekolah : SMAN 1 LILIRIAJA

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XII IA Khusus dan XI IA 1

Pertemuan : Ketiga dan Keempat

Alokasi waktu : 4x 45menit

Q. Standar kompetensi

Memahami makna teks fungsional pendek dan monolog bentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

R. Kompetensi Dasar

1.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam dalam teks berbentuk: *narrative*.

S. Indikator

Merespon wacana monolog berbentuk narrative.

T. Tujuan Pembelajaran

1. Merespon wacana monolog berbentuk narrative.
2. Melakukan monolog berbentuk narrative.

U. Sumber/Media pembelajaran

5. Buku sesuai dengan materi ajar.
6. Dictionary

V. Materi pokok

The Black Cats

W. Metode pembelajaran

Menggunakan Silent Way

Total Physical Response

X. Langkah-langkah kegiatan

5. Kegiatan awal (5 menit)

- d. Peneliti memberi salam dan tegur sapa serta do'a
- e. Peneliti mengecek kehadiran siswa.
- f. Peneliti menyampaikan tujuan pembelajaran.

6. Kegiatan inti (75 menit)

Experimental Class:

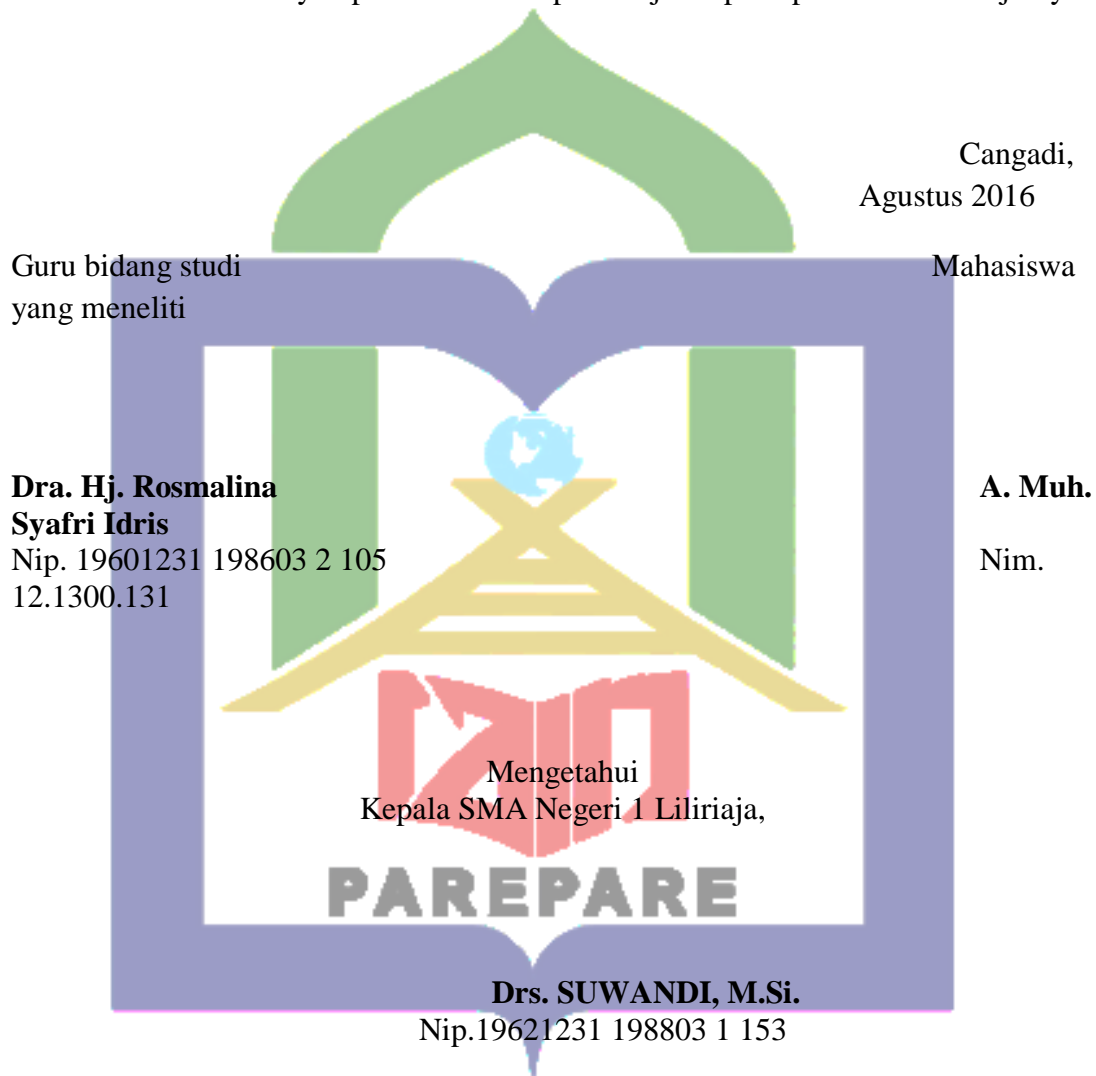
- f. Peneliti mengenalkan rod blocks berbagai ukuran dan berbagai warna yang mewakili part of speech kepada siswa.
- g. Kemudian meminta siswa mengulangnya dengan hanya menunjukkan berbagai rod blocks yang berwarna.
- h. Peneliti kemudian mencontohkan beberapa kalimat simple past tense dengan menggunakan diwakili oleh rod blocks tersebut berwarna hingga siswa dapat menghafal aturan dari simple past tense.
- i. Kemudian peneliti menggunakan isyarat meminta siswa untuk menyimpulkan apa itu simple past tense dan meminta mereka untuk memberikan contoh menurut mereka berdasarkan apa yang peneliti telah contohkan.
- j. Setelah itu, peneliti meminta mereka mempresentasikan hasil dari pekerjaan mereka an mencontohkannya secara lisan dalam bahasa inggris dimana yang lain menyimak. Jika ada siswa yang keliru maka penelti menunjuk siswa yang lain untuk memberikan contoh yang lebih tepat.

Control Class:

- f. Peneliti menjelaskan tentang penggunaan dari simple past tense.
- g. Peneliti memberikan kesempatan pada siswa untuk bertanya jika belum dapat mengerti
- h. Peneliti meminta siswa untuk memberikan contoh tentang simple past tense sementara siswa yang lain menyimak.
- i. Jika terjadi kesalahan, peneliti meminta siswa yang lain untuk memberikan jawaban yang tepat.
- j. Peneliti memberikan kesimpulan tentang materi.

3. Kegiatan Akhir (5 menit)

- i. Siswa di minta untuk membuat rangkuman tentang monolog text
- j. Siswa siswa dan peneliti melakukan refleksi terhadap kegiatan yang sudah laksanakan.
- k. Siswa diberikan homework yang relevan dengan materi ajar.
- l. Menyampaikan rencana pembelajaran pada pertemuan selanjutnya.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

The Control Class dan Experimental Class

Sekolah : SMAN 1 LILIRIAJA

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI IA Khusus dan XI IA 1

Pertemuan : Kelima dan keenam

Alokasi waktu : 4x 45menit

Y. Standar kompetensi

Mampu memahami cerita “The Black Cats” secara tertulis dalam bahasa Inggris.

Z. Kompetensi Dasar

Menyimak penjelasan cerita “The Black Cats” dalam bahasa Inggris

AA. Indikator

Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

BB. Tujuan Pembelajaran

Siswa dapat menterjemahkan cerita yang telah dibagikan dalam bahasa Inggris.

CC. Sumber/Media pembelajaran

7. Buku sesuai dengan materi ajar.
8. Dictionary

DD. Materi pokok

The Black Cats

EE. Metode pembelajaran

Ceramah dan diskusi.

FF.Langkah-langkah kegiatan

7. Kegiatan awal (10 menit)

- g. Peneliti memberi salam dan tegur sapa serta do'a
- h. Peneliti mengecek kehadiran siswa.
- i. Peneliti menyampaikan tujuan pembelajaran.
- j. Peneliti memberikan motivasi kepada siswa.
- 8. Kegiatan inti 65 menit
 - k. Peneliti akan memberikan kesempatan ketika terdapat masalah di pertemuan sebelumnya.
 - l. Peneliti akan menjelaskan tentang penggunaan charts, rods, and color.
 - m. Peneliti memeriksa tugas yang telah dibuat siswa dan memperbaiki apabila terdapat kesalahan.
 - n. Peneliti menanyakan kesulitan siswa selama pembelajaran.
 - o. Peneliti menutup pelajaran dengan salam.

GG. Penelitian

Jenis : Tertulis

Guru bidang studi
yang meneliti

Dra. Hj. Rosmalina

Syafri Idris

Nip. 19601231 198603 2 105
12.1300.131

Cangadi,
Agustus 2016

Mahasiswa

A. Muh.

Nim.

Mengetahui
Kepala SMA Negeri 1 Liriaja,

Drs. SUWANDI, M.Si.
Nip.19621231 198803 1 153

Appendix 3. The Distribution of t-table value

DISTRIBUTION OF T-TABLE

df	0.01	0.05	0.01	0.001
1.	6.314	12.706	63.657	363.619
2.	2.920	4.303	9.925	31.598
3.	2.353	3.182	5.841	12.924
4.	2.132	2.776	4.604	8.610
5.	2.015	2.571	4.032	6.869
6.	1.943	2.447	3.707	5.959
7.	1.895	2.365	3.499	5.408
8.	1.860	2.306	3.355	5.041
9.	1.833	2.262	3.250	4.781
10.	1.812	2.228	3.169	4.587
11.	1.796	2.201	3.106	4.437
12.	1.782	2.179	3.055	4.318
13.	1.771	2.160	3.012	4.221
14.	1.761	2.145	2.977	4.140
15.	1.753	2.131	2.947	4.073
16.	1.746	2.120	2.921	4.015
17.	1.740	2.110	2.898	3.965
18.	1.734	2.101	2.878	3.922
19.	1.729	2.093	2.861	3.883
20.	1.725	2.086	2.845	3.850
21.	1.721	2.080	2.831	3.819
22.	1.717	2.074	2.819	3.792
23.	1.714	2.069	2.807	3.767
24.	1.711	2.064	2.797	3.745
25.	1.708	2.060	2.787	3.725
26.	1.706	2.056	2.779	3.707
27.	1.703	2.052	2.771	3.960
28.	1.701	2.048	2.763	3.674
29.	1.699	2.045	2.756	3.659
30.	1.697	2.042	2.750	3.464
40.	1.684	2.021	2.704	3.551
60	1.671	2.000	3.460	3.460
120	1.658	1.980	3.373	3.373
∞	1.645	1.960	2.576	3.291



PEMERINTAAH KABUPATEN SOPPENG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMA NEGERI 1 LILIRIAJA

Jalan H. Andi Mahmud 69 ☎ 0484-421225 Cangadi Soppeng ☒ 90861

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/459/SMAN 1 LA/XI/2016

Kepala SMA Negeri 1 Liliriaja menerangkan bahwa :

Nama	: A. Muh. Syafri Idris
NIM	: 12.1300.131
Jenis Kelamin	: Laki-laki
Jurusan	: Tarbiyah dan Adab
Program Studi	: Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di lingkungan SMA Negeri 1 Liliriaja dalam rangka penyelesaian studi Mahasiswa Program Strata (S1) dengan judul **" COMPARING BETWEEN TOTAL PHYSICAL RESPONSE (TPR) AND SILENT WAY TO DEVELOP SPEAKING STUDENTS' ABILITY AT SECOND GRADE SENIOR HIGH SCHOOL 1 LILIRIAJA KAB. SOPPENG"**. Yang dilaksanakan pada tanggal : 01 Agustus 2016 – 31 Agustus 2016.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Cangadi, 9 November 2016

Kepala SMA Negeri 1 Liliriaja,

Drs. SUWANDI, M.Si.
Pangkat Pembina Tk.I
NIP 19621231 198803 1 153

SRN CO0001952


PEMERINTAH KABUPATEN SOPPENG
KANTOR PELAYANAN TERPADU
Jl. Salotungga No. 2 Tlp. 0434 - 23743 Watanasoppeng 90812

IZIN PENELITIAN

Nomor : 284/IP/KPT/VII/2016

DASAR 1. Surat Permohonan **A. MUH. SYAFRI IDRIS** Tanggal **27-07-2016**
 2. Rekomendasi dari BAPPEDA
 Nomor **284/IP/REK-T.TEKNIS/BAPPEDA/VII/2016** Tanggal **27-07-2016**

MENGIZINKAN

KEPADA
 NAMA : **A. MUH. SYAFRI IDRIS**
 UNIVERSITAS/ : **STAIN PARE-PARE**
 LEMBAGA
 Jurusan : **TARBIYAH DAN ADAB**
 ALAMAT : **CACALEPPENG LAJOA**
 UNTUK : melaksanakan Penelitian dalam Kabupaten Soppeng dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **COMPARING BETWEEN TOTAL PHYSICAL RESPONSE (TPR) AND SILENT WAY TO DEVELOP SPEAKING STUDENTS' ABILITY AT SECOND GRADE SENIOR HIGH SCHOOL 1 LILIRIAJA KABUPATEN SOPPENG**

LOKASI PENELITIAN : **SMAN 1 LILIRIAJA KABUPATEN SOPPENG**

JENIS PENELITIAN : **QUASI EXPERIMENTAL AND LOMPARATION**

LAMA PENELITIAN : **30 Juli 2016 s.d 30 Agustus 2016**

a. Izin Penelitian berlaku selama penelitian berlangsung
 b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watanasoppeng
 Pada Tanggal : 27-07-2016
KEPALA KANTOR,


Drs. A. MAKKARAKA, M. Si
 Kepala Kantor : **PEMBINA TK. I**
 NIP : **19690615 199703 1 010**



KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
 Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421) 21307 📠 (0421) 24404
 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Stt.08/PP.00.9/ 1442/2016
 Lampiran : -
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. SOPPENG
 Cq. Badan Kesatuan Bangsa dan Politik
 di
 KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : ANDI MUHAMMAD SYAFRI IDRIS
 Tempat/Tgl. Lahir : CACALEPPENG, 21 Januari 1994
 NIM : 12.1300.131
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : JL. LASIRI, KEL. JENNAE, KEC. LILIRIAJA, KAB. SOPPENG

Bermaksud akan mengadakan penelitian di wilayah **KAB. SOPPENG** dalam rangka penyusunan skripsi yang berjudul :

"COMPARING BETWEEN TOTAL PHYSICAL RESPONSE (TPR) AND SILENT WAY TO DEVELOP SPEAKING STUDENTS' ABILITY AT SECOND GRADE SENIOR HIGH SCHOOL 1 LILIRIAJA KAB. SOPPENG"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 26 Juli 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



[Signature]
 Drs. Muh. Djunaedi, M.Ag.
 NIP. 195412311991031032

Appendix 4. Curriculum Vitae



CURRICULUM VITAE

The researcher, A. Muh. Syafri Idris was born on November 21st, 1994 in Kab. Soppeng. He does not have brother and sister in his family. His father's name is Drs. A. Muh. Idris Panikkai S.Pd and his mother's name is Hj. Syarifah S.Pd.

He began his study at SDN 85 Cacaleppeng Kec. Liliraja Kab. Soppeng and graduated on 2006. After that at the same year, he registered in SMPN 1 Liliraja Kab. Soppeng and graduated his school 2009. Then, he registered in SMAN 1 Liliraja Kab. Soppeng graduated in 2012. He enrolled and accepted studying in S1 English Program of Tarbiyah Department at Islamic State College (STAIN) Parepare 2016 and completed his study with the skripsi in *“Comparing between Total Physical Response and Silent Way to Develop Speaking Students' Ability At second grade of Senior High School 1 Liliraja Kab. Soppeng”*.

During his study, he participated actively organization Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) STAIN Parepare.