

SKRIPSI

**THE EFFECTIVENESS OF TOWN MEETING STRATEGY  
TOWARD STUDENTS' SPEAKING ABILITY  
IN SMAN 5 PAREPARE**



By:

**IRSAN SUANDI IDRUS**  
**Reg Num. 14.1300.144**

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

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd)**

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**to**

**IAIN  
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TARBIYAH AND ADAB DEPARTMENT  
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SKRIPSI

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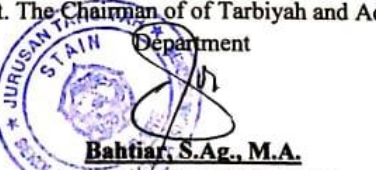
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In the name of Allah, The Beneficent and The Merciful

First of all, essentially as a moslem the writer would like to praise his sincere to Allah SWT, the lord of the lord, and the creator of the universe who has given an absolute demand and courage and blessing to the writer in order to accomplish this skripsi by the title “The Effectiveness of Town Meeting Strategy toward Students’ Speaking Ability In SMAN 5 Parepare”. Moreover, Peace and blessing be upon beloved prophet Muhammad SAW, the best messenger of Allah SWT who had brought a sense of humanity to all individuals in this world.

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12. All people who have given their help in writing this skripsi that the writer could not mention them one by one.

The last but not least, indeed some mistakes still occur in this skripsi and it is supposed to be far from the essence of Perfection. Therefore, critics and suggestions from the reader are required to at least overcome the lack of this writing. Hopefully, this skripsi will be able to assist the reader both theoretically and practically in English Language Teaching field or another related field.

*Alhamdu lillahi rabbil 'alamin*



Parepare, 24 September 2018

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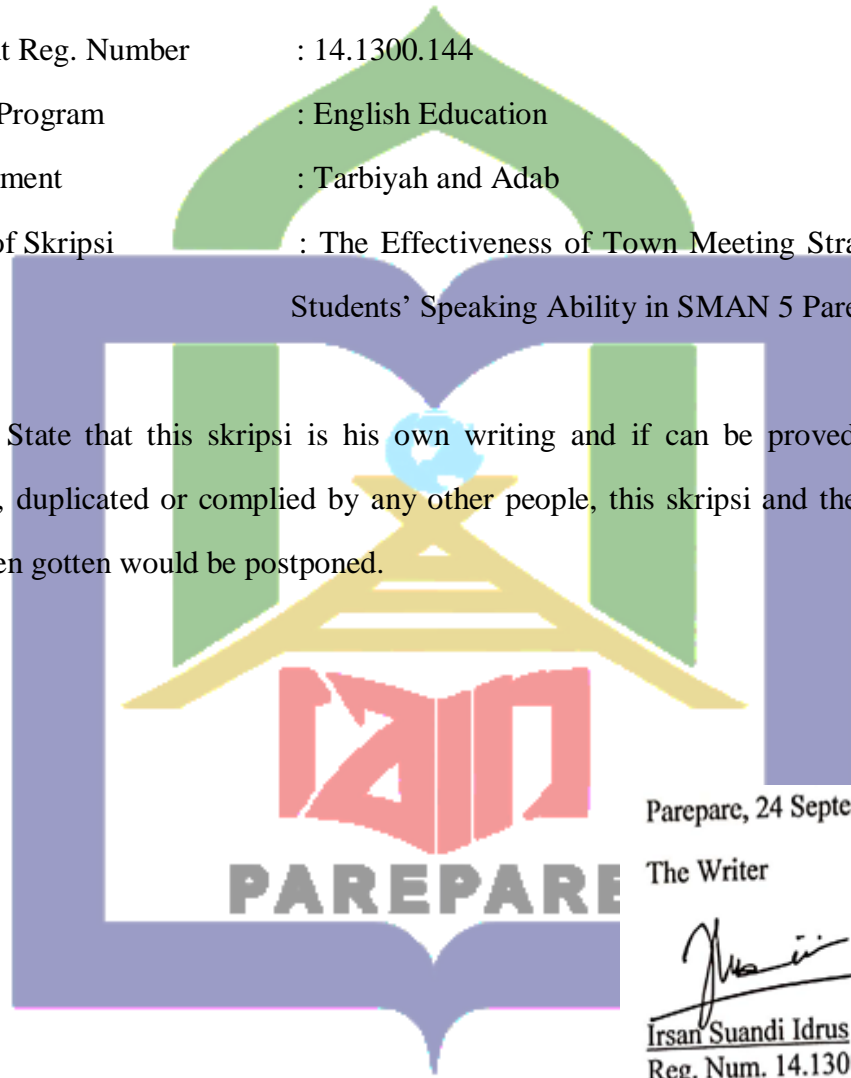


## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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



Parepare, 24 September 2018

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## ABSTRACT

**Irsan Suandi Idrus.** *The Effectiveness of Town Meeting Strategy toward Students' Speaking Ability In SMAN 5 Parepare* (Supervised by Amzah and Magdahalena)

Essentially this research aimed to exclusively see the effectiveness of his learning strategy toward students' speaking ability before and after learning process by using Town Meeting Strategy in SMA Negeri 5 Parepare. The results of the research were exclusively useful for the teacher, students and the next researcher. The teacher should aware that it is important to supply the strategy before teaching and the students also could be actively triggered to express their thought in learning process.

The population of this research was second year students and the sample was XI MIA 2 class which basically consisted of 23 students. The sample was taken by using single stage cluster random sampling. The design in this research was pre-experimental consisting of pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. Then the criteria of speaking skills are fluency, accuracy, content, pronunciation and they were used to measure the students' speaking ability. It aimed to find out the students' speaking ability before and after giving treatment.

The result indicated that "Town Meeting Strategy" was effective to improve students' speaking ability. It was proved by the students' mean score of post-test (71.3) was greater than pre-test (59). Even, for the level significant (p) 5% and (df) =  $N-1=23-1=22$  and the value of t table was 1.717, while the value of t-test was 1.724. It means that the t-test value was better than t-table ( $1.724 \geq 1.717$ ). So, it could be concluded that the students' speaking ability was better after being treated. So, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

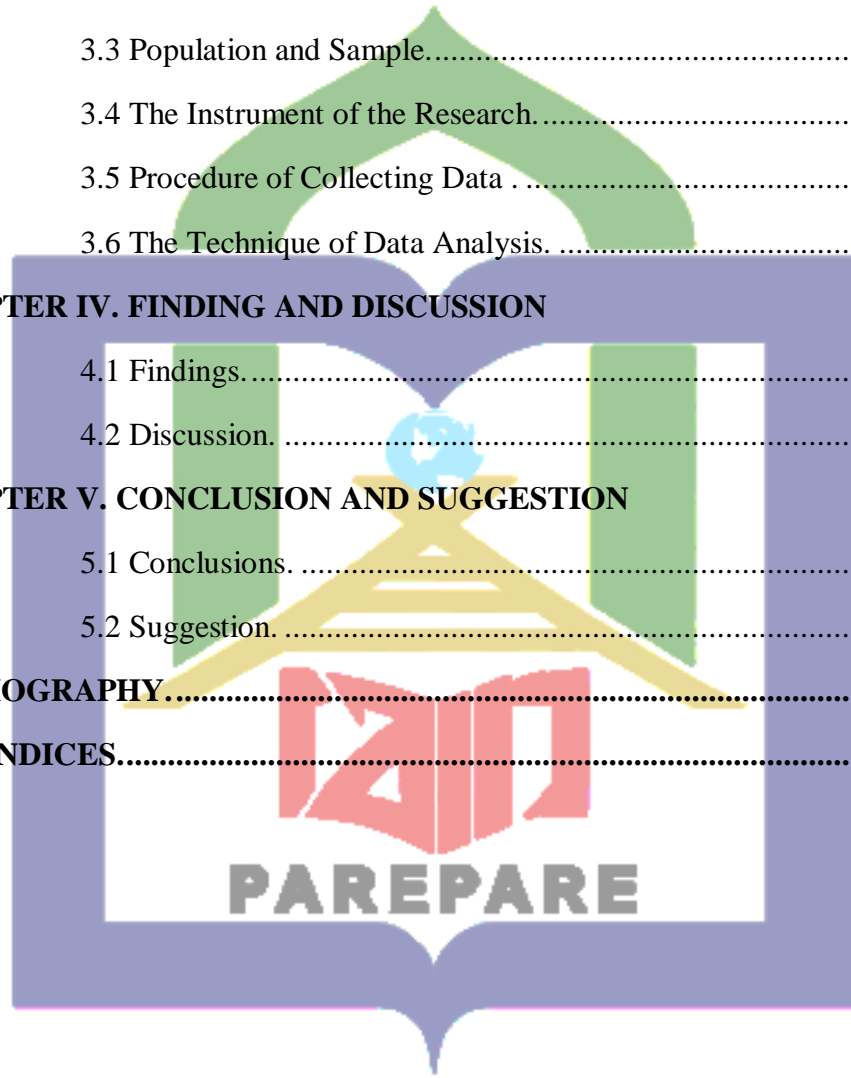
**Keywords:** Speaking Skill, Town Meeting Strategy

PAREPARE

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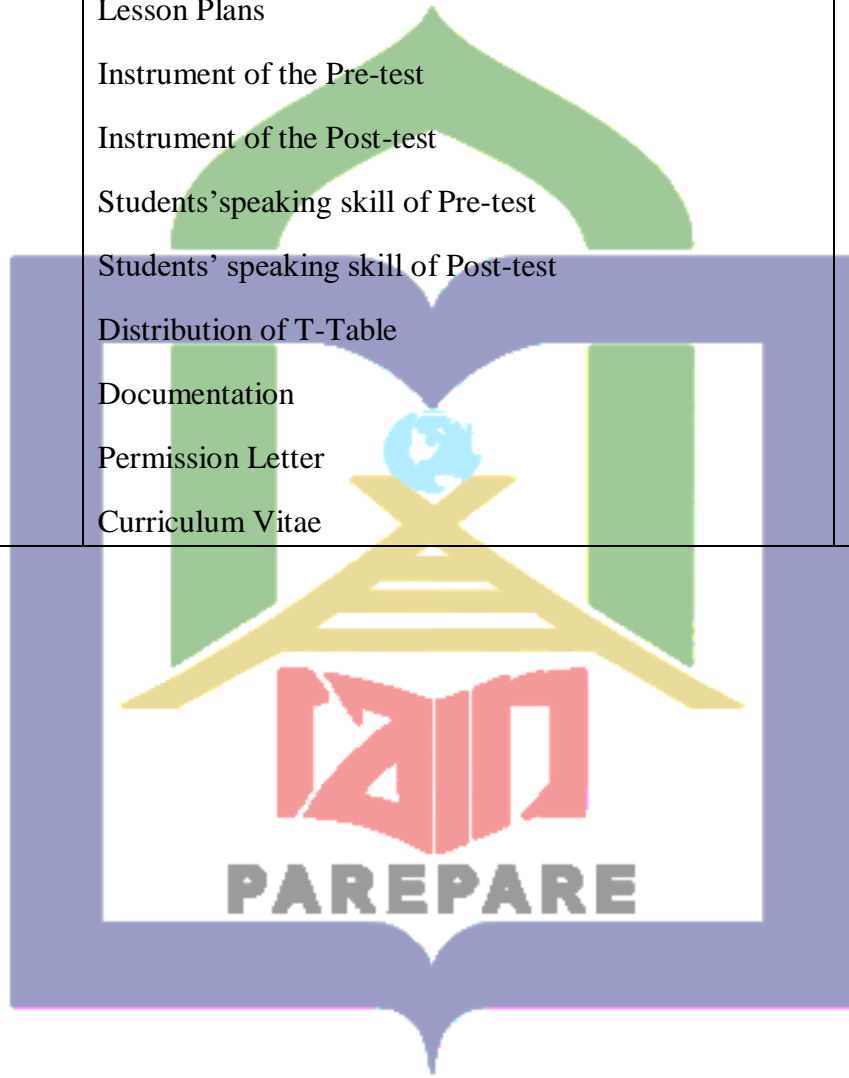


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## CHAPTER I INTRODUCTION

### 1.1 Background

Basically, Speaking is one of two productive skills that must be had by every individuals having fine speech production in order to express or convey their feeling, ideas, opinion, anger, curious, or even their intention, the other one is writing skill. However, Language is tool of communication used by people to express ideas and feelings. In other definition, language is the center of human life. It is one of the most important ways of expressing love or hatred for people.<sup>1</sup> Having the concept of speaking in mind will give valuable contribution in two ways. First, related to learning-teaching speaking and second, investigating speaking in Language research.<sup>2</sup>

Organizing thought is the common work of human being and speaking can be truly considered as the primary one and the most importance of the two productive skills which let people to organize their thoughts. The one of example when individuals try to organize or express their thought most likely occurs if they find some topic to talk with when it is used to stimulate their thought. Indeed, when they would like to express their thought probably argument based thought, they must speak in order to express. As the one of two productive skills, it is also looked when

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<sup>1</sup> Edward Arnold, *Second Language Learning and Teaching* (New York: British Library, 1991), p. 1.

<sup>2</sup> KaharuddinBahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trusmedia, 2013), p.16.

they do so in the process of writing. Every individual taught how to speak since in very young age.

Twelve years of school study do not make students mastery over English, bilingual method is adopted in language classes. This method helps only to slow learners to some extent. Moreover, this act reduces the real learning process as a whole. If a student does not understand anything in English, he/she asks for explanation in L1 i.e. in his/her mother tongue. Consequently, the English teacher is in a state to adopt bilingual method. ELT specialists view this as a wrong methodology.<sup>3</sup>

A 51-years-old Finnish learner of English says that speaking English is a difficult task: he understands the language and knows a lot of about grammar and lexicon, but when he has to speak, he seems to be loss for words. This is a problem that other people have noticed as well. For example, according to Tatham and Morton, many people report that they can understand a language but they cannot speak it. There are also other countries where people experience the same phenomenon. For example in the Japanese context it seems that many people have difficulties in speaking English.<sup>4</sup>

Knowing the certain issues regarding to the importance of speaking above, there are some strategies that can be simply used by the teacher to stimulate students'

<sup>3</sup>Dr.Kanan, R , *Difficulties in learning English as Foreign Language*, vol. 8 p. 2.

<sup>4</sup> Paaki Henna. "*Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese adult learners of English*" (Kuopio: University of Eastern Finland, 2013), p.1.



interest to improve students' speaking skill. One of the suitable strategies is the "Town meeting" or also well known as Town hall meeting strategy.

"The Town Meeting" invites all students to step in role and explore multiple perspectives in a community that is preparing to make a decision about a problem or proposed change. The format encourages students to look at what shapes individual and collective perspective on an issue. It also reinforces the importance of civic dialogue as an essential part of citizenship within a society.<sup>5</sup> Based on the explanation above, the writer is basically interested to research the students' speaking skills in open their thought and expressing their idea through "town meeting strategy".

## 1.2 Problem Statement

Based on the background above, the writer supposed to have by the students. So, the writer wants to get information about it through researching. In this research, a question formulated as follow:

Is the "town meeting strategy" effective to be used in teaching speaking ability in SMA Negeri 5 Parepare?

## 1.3 Objective of the Research

From the problem statements above, can be known about the objective of the research is to find out:

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<sup>5</sup> Katie Dawson, "Town Hall Meeting," Situs Resmi Drama Based Instruction. <http://dbp.theatredance.utexas.edu/content/town-hall-meeting>

To find out the students' speaking ability before and after giving treatment through the "Town Meeting Strategy" in SMAN 5 Parepare.

#### **1.4 Significant of Research**

The writer strongly hopes that his research about the effectiveness of "Town Meeting Strategy" to improve speaking ability will give some advantages for the writer itself, the reader in general and the English education. The research gives contribution in the English education. The result of the research is expected to:

##### **1.4.1 The English Teacher**

It is as input in English teaching can give information to the English teacher how to help students to improve their English speaking ability.

##### **1.4.2 The Students**

This research will motivate the students to improve their English speaking ability.

##### **1.4.3 The writer**

This research will become as an entry points for the writer to do the next research.

##### **1.4.4 The next writer**

This writer will be used as one of the references for those who want to conduct a research in English learning and teaching process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

In this part, some pertinent ideas were significantly clarify the concept of variable of the research

##### 2.1.1 The Concept of Speaking

In this part, there are three points of speaking that was explained, they are definition, reason in teaching and function of speaking.

##### 2.1.1.1 The Definition of Speaking

Every language expert has their own definition regarding to speaking and indeed it the writer only take some of them.

Basically, Speaking is the terms of capability which is express the main what we want to extend.<sup>6</sup> It shows on how speaking is absolutely important for human life to have social link one another as social being. People use their speaking ability to communicative with the other people through share, express idea, reveal feelings, exchange of ideas and opinion, and discuss something in order to attain several aims. It was a necessity for someone as a human in this world.<sup>7</sup>

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<sup>6</sup>A. Kaharuddin, Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English*, (Yogyakarta: Trust Media Publishing, 2014), p. 1.

<sup>7</sup>Musripatul Khoiriyah, *Improving Students' Speaking Ability through Communication Games* (Publish Thesis: Departement of English Education: Jakarta, 2011), p.7.

According to Oxford Learners' Pocket Dictionary by Oxford University Press, be willing to be friendly to word someone especially after an argument speak your mind express your opinion openly.<sup>8</sup> Thornbury in Jeremy state various dimensions of different speaking events in order to describe different speaking genres. The people can make distinction between transactional and interpersonal functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people.<sup>9</sup>

Some individuals sometimes underestimate speaking as language skill or even think if other skills are more competence instead of speaking itself. However, in many contexts, speaking is often the skill upon which a person is judge 'at face value'. In the other hand, people may often form judgment about our language competence from our speaking rather than from any of the other language skills. As a skill which enables us to produce utterances, when genuinely want to communicate something to reach a particular end. This may involve expressing ideas, feeling and opinions; expressing a wish or a desire to do something; negotiation and/or solving particular problem; or establishing and maintaining social relationship and friendships.<sup>10</sup>

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<sup>8</sup>Oxford Learner's Pocket Dictionary, p. 426

<sup>9</sup>Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Longman, 2002), p. 343

<sup>10</sup>Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT a Teacher's Guide; third edition* (USA: Wiley-Blackwell, 2013), p. 172

Based on some various definition above, the writer concludes the definition of speaking as the necessary skill of language is the way to express opinions, feeling and ideas as the human that need communication to achieve a particular goal of social relation between people.

### **2.2.1.2 The Reason in Teaching Speaking**

There are three main reasons for getting students to speak in the classroom.

2.2.1.2.1 The first, speaking activities provide rehearsal opportunities – Chances to practice real-life speaking in the safety of the classroom.

2.2.1.2.2 The second, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

2.2.1.2.3 The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they were able to use words and phrases fluently without very much conscious thought.

Good speaking activities can and should be extremely engaging for the learners if they are all participating fully – and if the teacher has set up the activity

properly and can then give sympathetic and useful feedback – they were get tremendous satisfaction from it.<sup>11</sup>

### 2.2.1.3 The Function of Speaking

Several standpoints of trustable experts have made classification about the function of Speaking. According to Brown and Yule (1983) as cited by Richards, the functions of speaking are classified into three types; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and function and requires different teaching approaches.<sup>12</sup> Below are some the explanations of the function of speaking:

#### 1.2.1.3.1 Talk as Interaction

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

Talk as interaction has several main features as follows:

1. Has a primarily social function
2. Reflects role relationships

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<sup>11</sup>Jeremy Harmer, *How to Teach English* (China: Ocelot Publishing, Oxford, with Helena Gomm, 2008), p.123.

<sup>12</sup>Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p.21.

3. Reflects speaker's identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register
9. Is jointly constructed

Some of the skills involved in using teaching as interaction are the following things:

1. Open and close conversation
2. Choose topic
3. Make small talk
4. Joke
5. Recount personal incidents and experiences'
6. Turn talking
7. Using adjacency pairs
8. Interrupt
9. React to others
10. Use an appropriate style of speaking<sup>13</sup>

Mastering the art of talk as relation s difficult and may not be a priority for all students.

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<sup>13</sup>A. Kaharuddin Bahar, S.IP, M.Hum, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English*, p. 3-4.

#### 2.2.1.3.2 Talk as Performance

It refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches.

The main features of talk as performance are:

1. Explaining a need or interaction
2. Describing something
3. Asking questions
4. Asking for clarification
5. Confirming information
6. Justifying an opinion
7. Making suggestion
8. Clarifying understanding
9. Making comparison
10. Agree and disagree<sup>14</sup>

#### 2.1.2 Common types of Meeting

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Meetings may occur face-to-face or virtually, as

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<sup>14</sup>Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge University). p.30.



mediated by communications technology, such as a telephone conference call, a skyped conference call or a videoconference.

Common types of meeting include:

1. Committee Meeting, a coming-together of a defined subset of an organization
2. Investigative Meeting, generally when conducting a pre-interview, exit interview or a meeting among the investigator and representative
3. Kickoff Meeting, the first meeting with a project team and the client of the project to discuss the role of each team-member
4. Town Hall Meeting, a way for local and national politicians to meet with their constituents, either to hear from them on topics of interest or to discuss specific upcoming legislation or regulation.
5. Work Meeting, which produces a product or intangible result such as a decision and compare working group.
6. Board Meeting, a meeting of the board of directors of an organization
7. Management meeting, a meeting among managers
8. Staff Meeting, typically a meeting between a manager and those that report to that manager
9. Team Meeting, in project contexts - a meeting among colleagues working on various aspects of a team project.<sup>15</sup>

So, there are broadly many kinds of meeting but the writer specifically only talks about Town Meeting strategy which is basically Town meeting is a

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<sup>15</sup> Wikipedia. <https://en.wikipedia.org/wiki/Meeting> (accessed on 29<sup>th</sup> November 2018)

part of meeting substantially adopted into active learning strategy by Mel Silberman.

### **2.1.3 The Concept of the “Town Meeting Strategy”**

#### **2.1.3.1 The Opinion of the “Town Meeting Strategy”**

Town hall meetings, also referred to as town halls or town meeting, are a way for local and national politicians to meet with their constituents, either to hear from them on topics of interest or to discuss specific upcoming legislation or regulation. Despite their name, town hall meetings need not take place in a town hall. They are commonly held in a range of venues, including schools, libraries, municipal buildings, and churches. A number of officials have also experimented with digital formats for town halls. Town hall meetings organized by national politicians are often held in a variety of locations distributed across a voting district so that elected representatives can receive feedback from a larger proportion of constituents.<sup>16</sup>

The Town Meeting active learning strategy stated by Mel Silberman was adopted from the Town hall meeting, where community members take the floor to share their perspective on a topic of concern. Using this format, students have the opportunity to share their different perspectives by tapping into and out of the group conversation. Students often come away from this experience with a greater appreciation for how our perspective can limit the facts we have at our disposal and

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<sup>16</sup> Wikipedia. [https://en.wikipedia.org/wiki/Town\\_hall\\_meeting](https://en.wikipedia.org/wiki/Town_hall_meeting) (accessed on 29th november 2018)

the opinions we hold. By listening to others' ideas, students broaden their understanding of the world in which they live.<sup>17</sup>

### 2.1.3.2 The Reason for taking “Town Meeting Strategy”

The ability to speak well is more effective if the students directly face the role of real circumstances of being part of society because it helps students to organize their ideas. It is better if students try to speak using English to express their ideas in many perspectives instead of just memorizing both expressions and vocabularies, because English is learned to communicate to the others and Communication requires ideas.

The “town meeting strategy” is suitable to stimulate students' ideas because it gives more chances to students to speak up freely. It asks participants to raise their hands when they want to share their views and request that the present speaker call on the next speaker (rather than the instructors performing this role). Use this method when you are sure there is a lot of interest in the discussion or activity and you wish to promote participant interaction.<sup>18</sup>

The Town Hall Meeting is able to train the cognitive learning because it is an informal arena where citizen can voice their opinions on issues that affect the community at large. Everybody is welcomed, but people invested the in the issues are usually the ones who express their concerns and vocalize objections. The primary purpose of these meetings is to get feedback, whether positive or negative, from

<sup>17</sup>Town Hall Circle. Situs Resmi Facing History and Ourselves.  
<https://www.facinghistory.org/resource-library/teaching-strategies/town-hall-circle>

<sup>18</sup>Mel Silberman, *Teaching Listening and Speaking from Theory to Practice*, p.20.

concerned citizen. However, the benefits extended beyond mere feedback. “Town meeting” also foster diverse opinions, authentic communication, mutual understanding, and transparency between organization and citizen.<sup>19</sup>

### 2.1.3.3 The Advantages of “Town Meeting Strategy”

These are several major points of the advantages of Town Meeting Strategy as active learning strategy:

1. Increasing learning interest because they learn new things, do not often depend on teacher’s lecture and to have improvisation creatively.
2. Class having huge amount of students are able to be operated by doing teaching- learning with both their classmates and group.
3. Creating positive atmosphere for students to learn and work in group, so they will have a basic social experience to be used in their life.
4. Learning cooperatively decreases hesitant which occurs during the learning process.
5. Developing oral skill during the town meeting discussion.
6. Students’ practical participation is highly guaranteed to exist during the learning process.
7. Students have high possibilities to understand the individual diversity and to help them to understand one another.

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<sup>19</sup>Read Write Think. [http://www.readwritethink.org/files/resources/lesson-docs/Town\\_Hall\\_Meeting\\_Guide](http://www.readwritethink.org/files/resources/lesson-docs/Town_Hall_Meeting_Guide). (accessed on March 20th 2018)

8. Students have high possibilities to master the material because they engage and involve practically in it through the learning activity.<sup>20</sup>

#### 2.1.3.4 The Application of “Town Meeting Strategy” in Teaching Speaking

Students participated in a decision-making exercise that emphasizes team work, problem solving, and critical thinking. Students researched water resource issues and existing water policies, working in teams to present a variety of perspectives on a specific water issue. Based on discussions during your "Town Hall meeting," the group drafted a new policy.<sup>21</sup> It's going to be good stimulation in teaching speaking by letting the students make their own decision in group and learn how to draft policy. This is the steps review how “town meeting” works according to Mel Silberman:

1. Select an interesting topic or case problem concerning your subject matter. Briefly present the topic or problem as objectively as possible, giving background information and an overview of different viewpoints. If you wish, provide documents that illuminate the topic or problem.
2. Point out that you would like to obtain the participants' view on the matter. Instead of your calling on each participant, explain that you were following a

<sup>20</sup> Penelitian Tidakan Kelas.

<http://penelitianindakankelas.blogspot.com/2012/07/kelebihan-pembelajaran-aktif-active-rapat-kota.html> (accessed on 29<sup>th</sup> November 2018)

<sup>21</sup>Students Exercise: Setting up a Town hall Meeting.

[http://www.nps.gov/grsa/resources/curriculum/high/town\\_hall.htm](http://www.nps.gov/grsa/resources/curriculum/high/town_hall.htm) .(accessed on March 28th 2018)

format entitled “call on the next speaker.” Whenever someone is finished speaking, that person should look around the room and call on someone else who also wishes to speak (as indicated by a raised hand).

3. Urge participants to keep their remarks brief so that as many others as possible can participate in “the town meeting”. Establish a time limit, if you wish, for the length of a speaker’s turn. Direct some participants to call on someone who has not previously participated before choosing someone who has already spoken.

4. Continue the discussion as long as it seems value. <sup>22</sup>

#### 2.1.3.5 Steps in Implementing the “Town Meeting Strategy”

##### 2.1.3.5.1 Step 1 - Establishing Perspectives and Roles

1. To begin, choose one Moderator who would preside over the Town Hall activity and keep order. This student also researched and select the problem for discussion and should have previously demonstrated strong leadership abilities.
2. Have the Moderator research the issues and choose a topic from the list of problems, as well as at least five corresponding perspectives to be role-played.
3. Choose a panel of students who each role-play a different perspective. You could also assign teams of two or three students to represent each perspective.

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<sup>22</sup>Mel Silberman, *Active Learning 101 Strategi pembelajaran aktif* (Yogyakarta: Yappendis, 2002), p. 124.

4. The remaining students in the class were on the Town Board and helped draft policy. Select a Committee Chair (to lead the Board and help organize their discussions) and Secretary (to draft the final policy, based on an agreement among the Board members).

#### 2.1.3.5.2 Step 2 - Stating the Problem and Set a Town Hall Meeting Date

1. Having the Moderator explain the problem to the class. Consider also showing the slide show at the beginning of this section to introduce the activity.
2. Choosing dates for your Town Hall meetings (two 45-minute sessions). The dates should be set enough in advance to allow the students time to research the problem and prepare statements from their perspectives.

#### 2.1.3.5.3. Step 3 - Researching and Preparing

1. All students should broadly research water-related issues. The research section of the web site provides a starting point. It is important that the Moderator and Town Hall Board members have a strong underlying knowledge of water issues and policy before the first meeting begins.
2. The students who were role-playing perspectives should also research and prepare their cases. At the first Town Hall meeting, each had five to ten minutes (depending on how many perspectives you choose and on the length of your class period) to introduce themselves and state their position, relative to the issue at hand. They should have research or information that backs up their opinion.

3. The Moderator should consider also how he or she presided over the meeting, how their discussion was organized, how the seating should be arranged, if rules should be set, where verbal and emotional boundaries should be drawn, etc.

#### 2.1.3.5.4 Step 4 - Entering the Town Meeting

1. On the day of the first Town Meeting, the Moderator explained to the class how the meeting was conducted. During the first session, the teacher can back up the Moderator if students are not acting cooperatively. The teacher may also provide written prompts throughout the activity to any participating student.
2. During the first session, the problem should be re-stated. Each panel member (or group) had the opportunity to explain to the class why their perspective is valuable. Either following each presentation or at the end of the first session, give the Board a specified length of time to ask questions.
3. Between the first and second sessions, the class should gather with the teacher for debriefing (led by the teacher) about what has worked/not worked thus far in the activity. The teacher and students can develop a communication strategy to make the second session run more smoothly.
4. The second session should focus on giving the Board time to develop a management strategy for the problem. During this brainstorming session, Board members developed several possible solutions. They can discuss these



ideas with the students representing different perspectives, in order to weigh the implications of various solutions.

#### 2.1.3.5.5 Step 5 - Drafting Policy

The day after the final session concludes, the Board drafted a final policy that addresses the issue and proposes a management strategy. The Board Chair made a final decision if the group cannot come to consensus and the Secretary drafted the policy. Afterwards, preferably on the following day, the Board Chair presented the policy to the students who were role-playing the perspectives.

#### 2.1.2.6.6 Step 6 - Final Debriefing

Following the presentation of the policy, hold a final debriefing, led by the teacher. Students should not only voice any concerns, but also explain what worked well during the Town Hall meeting.<sup>23</sup>

## 2.2 Previous Research Finding

In contrasting this research proposal, writer presents some previous finding to support the writer's proposal, especially in speaking.

Kittiya Phisutthangkoon has stated in his research entitled used "The Use of Communicative Activities to Develop English Speaking Ability of the First year Diploma Vocational Students" that the use of communicative activities can improve

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<sup>23</sup> Students Exercise: Setting up a Town hall Meeting.

[http://www.nps.gov/grsa/resources/curriculum/high/town\\_hall.htm](http://www.nps.gov/grsa/resources/curriculum/high/town_hall.htm) .(accessed on March 28th 2018)

the students' speaking ability which the scores of students' post-test was higher than the score of the students' pre-test.<sup>24</sup>

Annisa Nurul Ilmi in her research "Improving Speaking Skills through Cooperative Learning for the Tenth Grade Students of the Tourism Program at SMKN 7 Yogyakarta in the Academic year of 2011/2012" had found that the students' speaking skills is improved through the use of cooperative learning. They were more confident to speak English. They had more chances to speak up. They easily learnt the materials with a group. They actively participated during the teaching and learning process.<sup>25</sup>

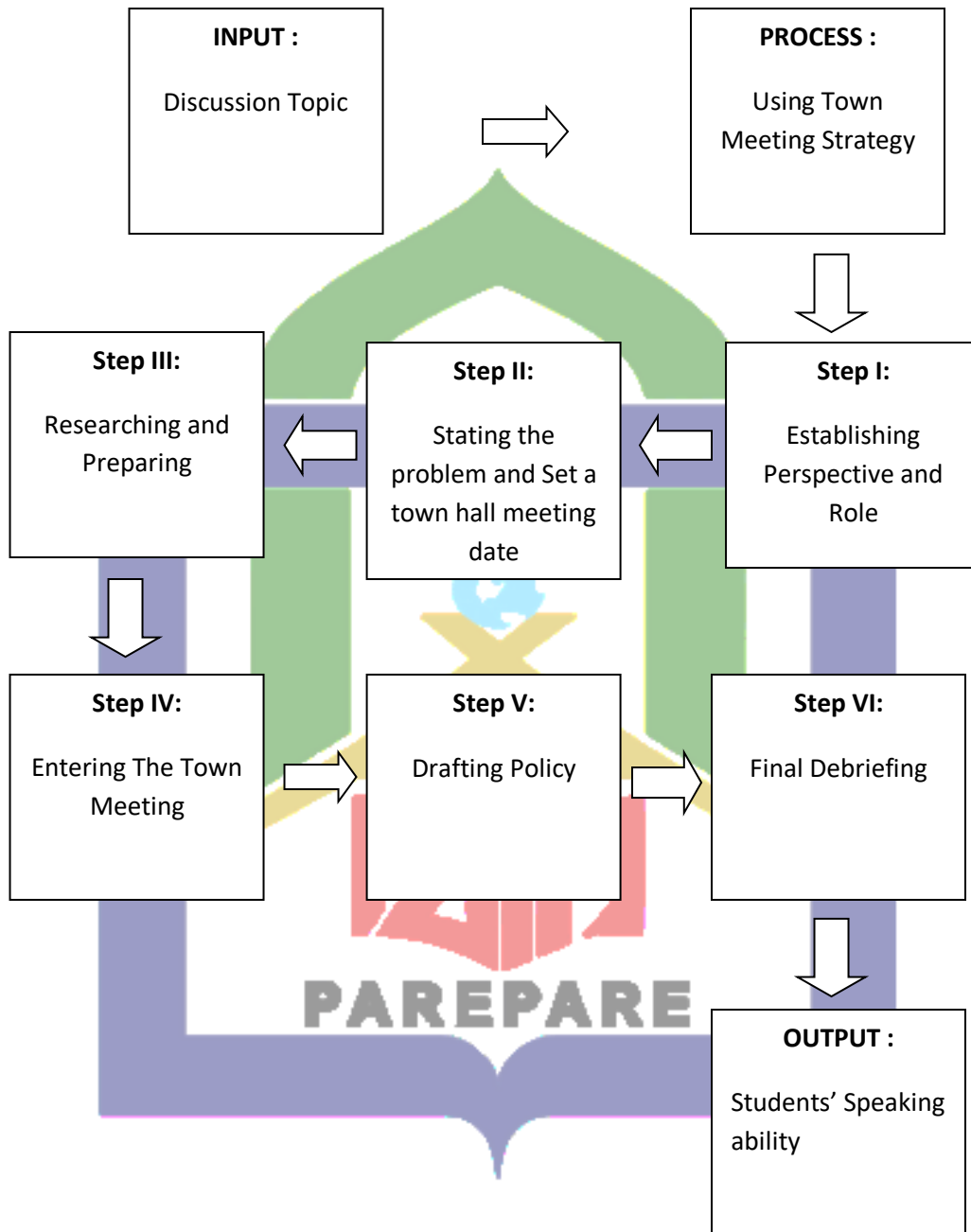
Based on the previous finding above, it can be concluded that there are a lot of ways that are used to enhance students' speaking ability or skill. In this case, the writer is obviously interested to conduct a research regarding the effectiveness of the speaking ability by using "town meeting strategy".

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<sup>24</sup> Kittiya P hisutthangkoon. "The Use of Communicative," (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare, 2015), p.51.

<sup>25</sup> Annisa Nurul Ilmi. "Improving Speaking Skills Through Cooperative Learning for the Tenth Grade Students of the Tourism Program at SMKN 7 Yohyakarta in the Academic Year 2011/2012,"p.51.

### 2.3 Conceptual Framework



The conceptual framework underlying this researches presented in the following diagram.

In the following the three in components were explained.

Input : It refers to the materials of Speaking

Process : It refers to give treatment in applying “Town Meeting Strategy”.

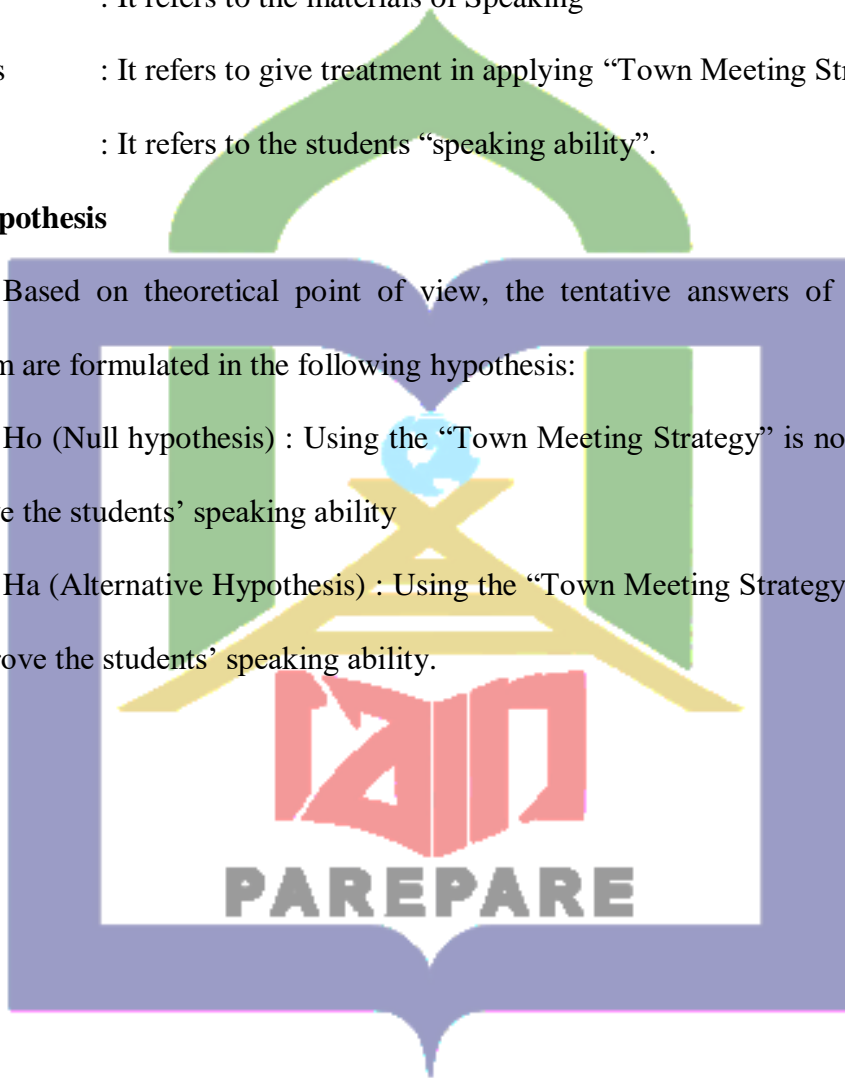
Output : It refers to the students “speaking ability”.

#### 2.4 Hypothesis

Based on theoretical point of view, the tentative answers of the research problem are formulated in the following hypothesis:

2.4.1 Ho (Null hypothesis) : Using the “Town Meeting Strategy” is not effective to improve the students’ speaking ability

2.4.2 Ha (Alternative Hypothesis) : Using the “Town Meeting Strategy” is effective to improve the students’ speaking ability.



## **2.5. Variable of the Research and operational Definition of variable**

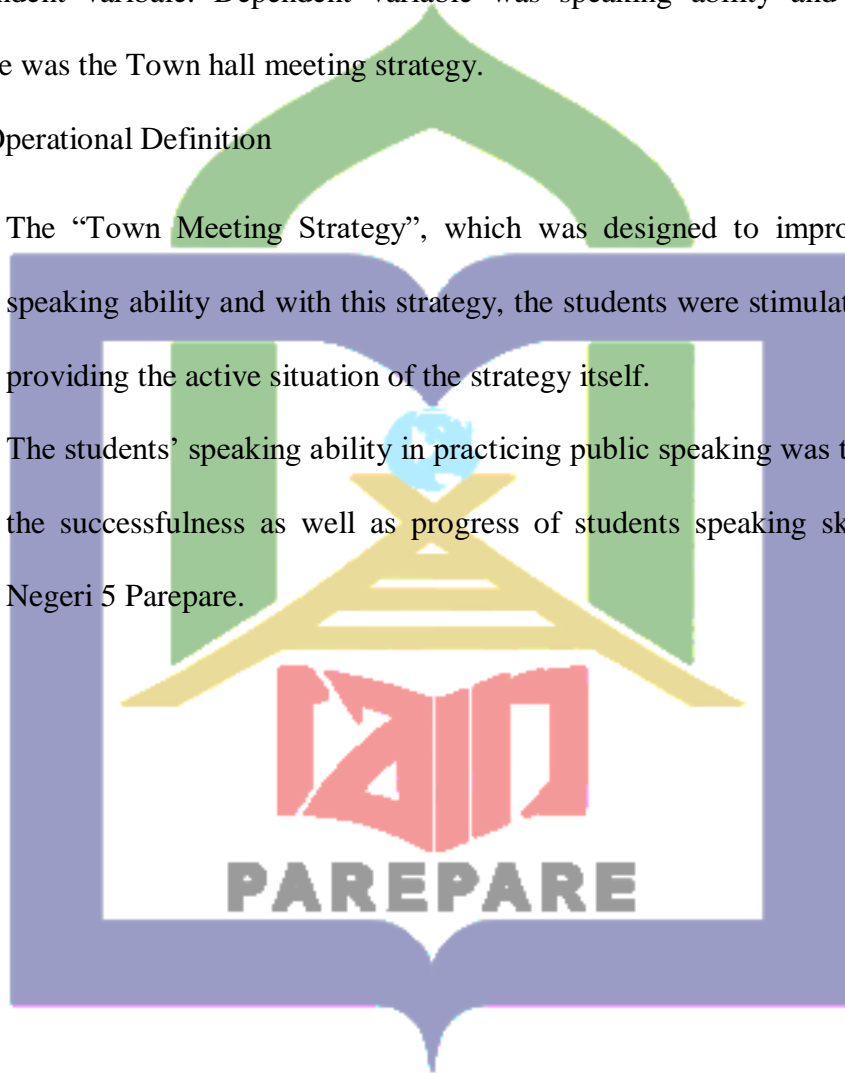
### **2.5.1 Variable**

There are two variable in this research, namely dependent variable and independent varibale. Dependent variable was speaking ability and independent variable was the Town hall meeting strategy.

### **2.5.2 Operational Definition**

2.5.2.1 The “Town Meeting Strategy”, which was designed to improve students’ speaking ability and with this strategy, the students were stimulated to talk by providing the active situation of the strategy itself.

2.5.2.2 The students’ speaking ability in practicing public speaking was the result and the successfulness as well as progress of students speaking skills in SMA Negeri 5 Parepare.



## CHAPTER III

### THE RESEARCH METHOD

This part simply represents the description of the research design, setting of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

#### 3.1 Research Design

The research design of this research was basically a pre-experimental with pre-test and post-test design. The students did the pre-test, get the treatment and do the post-test. It aimed to know whether using “Town hall meeting strategy” especially in speaking skills can improve the students’ Speaking at the second grade of SMA Negeri 5 Parepare. The following is the formula:



Where:

$O_1$ : Pretest

$X$ : Treatment

$O_2$ : Posttest<sup>26</sup>

#### 3.2 Location and Duration of the Research

The location of the research took a place at SMA Negeri 5 Parepare. The research used the quantitative research that has several times to collect and analyze the data. So, the writer used more than one month for collecting the data.

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<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 110-111.

### 3.3 Population and sample

#### 3.3.1 Population

The population of the research was the second-year student of SMA Negeri 5 Parepare academic year 2017/2018. XI MIA 1, XI MIA 2, XI MIA 3 and XI MIA 4. The total of population were 98 students.

Table 3.1 The total students at the second grade Of SMAN 5 Parepare

No	Class	Number of students
1.	XI MIA 1	24
2.	XI MIA2	23
3.	XI MIA 3	26
4.	XI MIA 4	25
Total of Students		98 Students

*(Sources administration of SMAN 5 Parepare)*

#### 3.3.2 Sample

The sample was taken by using single stage cluster sampling because the writer needed to find out the effectiveness of “Town Meeting Strategy” in speaking skill toward all students in the random class (cluster) of the population above .

Cluster sampling is a sampling plan used when mutually homogeneous yet internally heterogeneous groupings are evident in a statistical population. In this sampling plan, the total population was divided into these groups (known as clusters) and a simple random sample of the selected groups. The elements in each cluster were then sampled. If all elements in each sampled cluster were sampled, then this is

referred to as a "one-stage" cluster sampling plan. If a simple random subsample of elements is selected within each of these groups, this is referred to as a "two-stage" cluster sampling plan. A common motivation for cluster sampling is to reduce the total number of interviews and costs given the desired accuracy. For a fixed sample size, the expected random error is smaller when most of the variation in the population is present internally within the groups, and not between the groups. The writer took the class XI MIA 2 which consists of 23 students as the sample in this research.

### **3.4 The Instrument of the Research**

In this research, the writer used speaking test as the instrument. The kind of speaking test was the text giving students chance to think in certain perception such Debate or discussion motion and it was applied in pre-test and the post-test. The pre-test was aimed to know the students speaking ability before treatment while the aim of the post-test was to find out whether the students speaking was exclusively developed after the treatment.

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

The procedures of collecting data were divided in three stages, consists of five meetings divided into Pre-Test, Treatment which consists of three meetings and Post-test. These are the details:



### 3.5.1 Pre-test

Before doing the treatment, the writer introduced himself to the students and so do with the students. Then, the writer started the pre-test by giving Discussion topic and ask them to speak up. So, the writer significantly assessed the pre-test ability of the students.

### 3.5.2 Treatment

After giving pre-test and getting the students ability in English, the writer gave a treatment to the students in the classroom. The treatments were carried out for three times. The procedure of this treatment was the writer checked the students errors in speaking skills in pre-test that had been corrected by the writer. After that, the writer applied the strategy.

The followings are the activities in treatment:

#### 3.5.2.1 First Meeting:

1. The writer explained to the students what and how important speaking is.
2. The writer explained the procedure of “Town Meeting Strategy” before teaching the material.
3. The writer gave or shows example about how to apply the strategy.
4. The students were given chance to ask regarding the explained material.
5. The writer answered the students’ question.
6. The writer closed the learning process but before that, the writer gave some motivation.

### 3.5.2.2 The Second Meeting:

1. The writer organized the students chair position in “town meeting” style (the position where the participants are able to concern the speaker).
2. The writer gave the students some expression used in the lesson.
3. The writer gave students a topic having issues in many aspect.
4. Then, the writer gave several time (around 5-10 minutes depends on how difficult the topic is) to prepare or to have brainstorming about what they were going to say.
5. The writer then chose one student to speak up about the given topic in front of their friends.
6. After the spoken student spoke, he/she had to to choose another student to speak in different perception
7. The writer asked the students to continue the discussion as long as it seemed value.

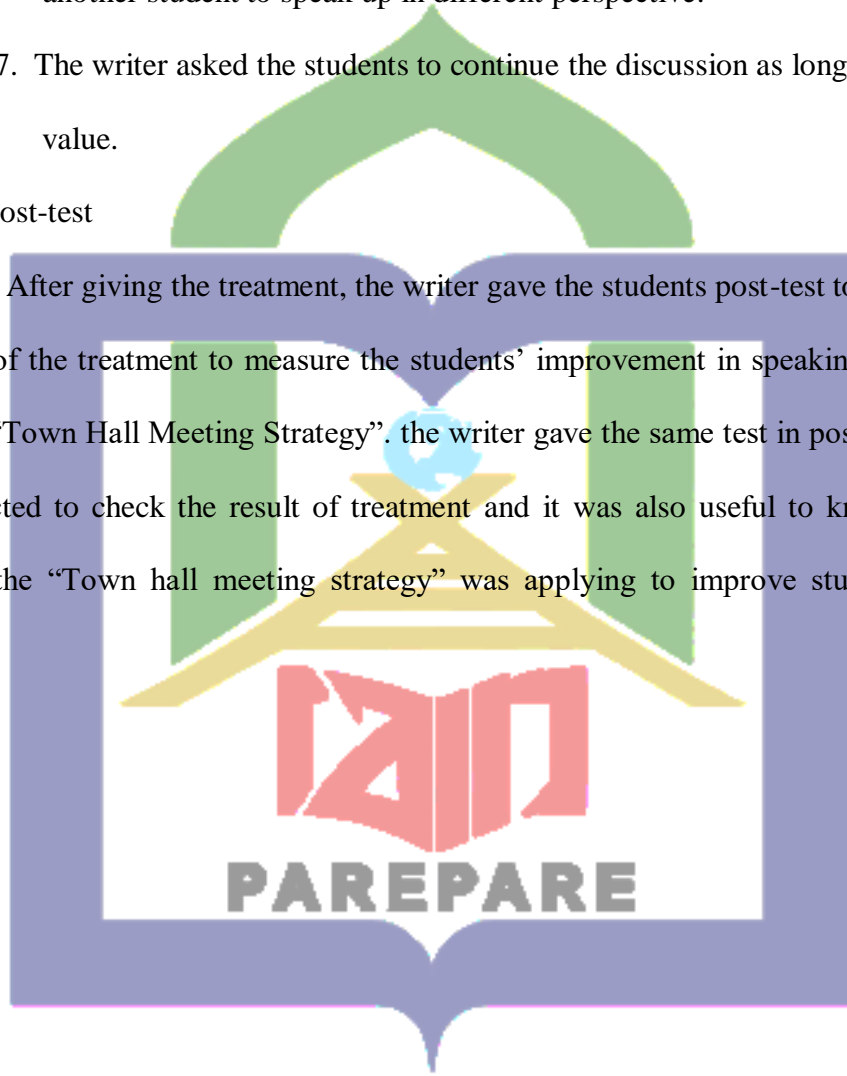
### 3.5.2.3 The Third Meeting:

1. The writer asked students to review the previous material.
2. The writer organized the students chair position in “town meeting” style (the position where the participants are able to concern the speaker)
3. The writer then chose one water issues topic.
4. The writer begun the lesson as being moderator and then point students who hadn't spoken at all in previous meeting.

5. The chosen student spoke with the chosen topic and then he/she opened the question section.
6. After the chosen student finishes his speech, he/she or teacher chose another student to speak up in different perspective.
7. The writer asked the students to continue the discussion as long as it seemed value.

### 3.5.3 Post-test

After giving the treatment, the writer gave the students post-test to find out the result of the treatment to measure the students' improvement in speaking skills after using "Town Hall Meeting Strategy". the writer gave the same test in post-test. It was conducted to check the result of treatment and it was also useful to know whether using the "Town hall meeting strategy" was applying to improve student speaking skills.



### 3.6 The Technique of Data Analysis

The data was collected through a speaking test that was analyzed by using quantitative analysis. The steps were undertaken in quantitative analyze are following:

#### 3.5.1 Scoring Classification

To find out the students' speaking skills, it is viewed from the four components, and they are Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: scoring speaking rubric for fluency activities

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Answer nothing right
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate
Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively but a little unsystematic
	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation
	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation

### 3.5.2 The Classification of the Students Score

Table 3.3: The classification students' score

No.	Classification	Score
1.	Very good	81-100
2.	Good	61-80
3.	Fair	41-60
4.	Poor	21-40
5.	Very poor	0-20

### 3.5.3 Finding out the mean score by using the following formula:

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

Where:

X = Mean score

$\sum$  = Total Score

N = The total number of students<sup>27</sup>

### 3.5.4 Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.<sup>28</sup>

<sup>27</sup>Suharsimiarikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

3.5.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

- T = test of significance
- D = the mean score of difference
- $\sum D$  = the sum of the total score
- $\sum D^2$  = the square of the sum score of difference
- N = the total sample<sup>29</sup>

<sup>28</sup>AnasSudijon, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2006), p. 43

<sup>29</sup>Gay L.R Education *Research, competencies for analysis and aplicationsecon edition*, p.331

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter literally consists of the findings in this research and its discussion. The result of data collected provided is from both Pre Test and Post test and can be discussed in the section below:

#### 4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The writer gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out the students' speaking ability before and after giving treatment through the "Town Meeting Strategy" in SMAN 5 Parepare.

Basically in this research, the writer is interested to recommend the active learning strategy named Town Meeting Strategy. It is effectively good to be used to trigger the students' mind in order to create a lot of innovative ideas coming from their learning experience using the strategy. In this strategy, they learnt how to find the water issues of the topic and how to exclusively solve them. Thus, they are able to be triggered.

##### 4.1.1 The students' Score in Pre-test

The writer gave a question regarding the topic to the students' as the pre-test to know the students' speaking skill. Every student got the question and answered it

then the writer recorded the students' answers. After giving the pre-test to the students, the writer found out the result of students' speaking skill based on the criteria of speaking skill which are accuracy, fluency, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on speaking skill

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score (X <sub>1</sub> )
1	AE	5	5	4	7	21	53
2	AJ	5	5	4	5	19	48
3	AT	6	6	5	6	23	58
4	AA	5	5	7	5	22	55
5	AK	7	7	5	7	26	65
6	AA	6	6	6	6	24	60
7	DP	7	7	6	7	27	68
8	FM	6	6	4	6	22	55
9	FA	5	6	5	7	23	58
10	FP	5	5	4	5	19	48
11	IF	5	5	4	6	20	50
12	MI	6	7	8	7	28	70
13	MF	6	7	5	6	24	60
14	MN	4	4	5	5	18	45
15	MR	5	6	6	4	21	53
16	MY	8	8	8	8	32	80
17	NA	7	7	6	7	27	68
18	NM	4	4	5	6	19	48
19	NS	7	7	8	8	30	75
20	RP	6	7	6	6	25	63
21	SU	5	6	5	5	21	53
22	TS	6	6	5	6	23	58
23	TU	6	6	5	6	23	58
<b>Total</b>		<b>132</b>	<b>138</b>	<b>126</b>	<b>141</b>	<b>537</b>	<b>1349</b>

(Data' Source: the students' score inpre-test)



Table 4.2: To find out the students' Mean score and Standard Deviation of the Pre-test can be calculated based on the content of the following table.

No.	Name	Pre-Test of Students ( $X_1$ )		
		Total Score ( $X_1$ )	$X_1^2$	Classification
1	AE	53	2809	Fair
2	AJ	48	2304	Fair
3	AT	58	3364	Fair
4	AA	55	3025	Fair
5	AK	65	4225	Good
6	AA	60	3600	Fair
7	DP	68	4624	Good
8	FM	55	3025	Fair
9	FA	58	3364	Fair
10	FP	48	2304	Fair
11	IF	50	2500	Fair
12	MI	70	4900	Good
13	MF	60	3600	Fair
14	MN	45	2025	Fair
15	MR	53	2809	Fair
16	MY	80	6400	Good
17	NA	68	4624	Good
18	NM	48	2304	Fair
19	NS	75	5625	Good
20	RP	63	3969	Good
21	SU	53	2809	Fair
22	TS	58	3364	Fair
23	TU	58	3364	Fair
<b>Total</b>		$\sum X=1349$	$\sum X^2=80937$	

(Data' Source: the students' score in pre-test)

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

Table 4.3 the rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	7	30%
3.	Fair	41-60	16	70%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
<b>Total</b>			<b>23</b>	<b>100%</b>

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speaking ability before conducting Town Meeting Strategy. There were two students got good score, eight students got fair score and eighteen students got poor. The total score in pre-test was 1349. It had shown that the students' speaking skill in pre-test was so-so, because most of the students got fair score instead of good. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{1349}{23}$$

$$x = 59$$

Thus, the mean score ( $X_1$ ) of pre-test is 59

Based on the result of the pre-test, the data showed that the average score of the pre-test is 59. From that analyzing, it had shown that almost of the 23 students skill in speaking was still low because most of the students got fair and poor score. The total score inpre-test was still low.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{80937 - \frac{(1349)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\frac{80937 - \frac{1819801}{23}}{22}}$$

$$SD = \sqrt{\frac{80937 - 79121.7}{22}}$$

$$SD = \sqrt{\frac{1815.3}{22}}$$

$$SD = \sqrt{82.51}$$

$$SD = 9.08$$

Thus, the standard deviation of pre-test is 9.08

After determining the mean score ( $X_1$ ) of pre-test was 9.08 and standard deviation of the post-test was 8.64. It had shown that the students' speaking skill were in low category.

#### 4.1.2 The students score in post-test.

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4: The students' score in post-test based on speaking skill

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score (X <sub>2</sub> )
1	AE	7	6	7	7	27	67
2	AJ	6	7	7	6	26	65
3	AT	7	6	7	6	26	65
4	AA	6	7	7	7	27	68
5	AK	8	8	8	7	31	78
6	AA	7	8	8	7	30	75
7	DP	8	7	7	7	29	73
8	FM	7	8	7	7	29	73
9	FA	6	6	7	7	26	65
10	FP	6	7	7	7	27	68
11	IF	7	7	7	6	27	68
12	MI	7	8	9	7	31	78
13	MF	8	8	8	7	31	78
14	MN	6	6	8	6	26	65
15	MR	6	7	8	6	27	68
16	MY	9	9	10	9	37	93
17	NA	9	9	9	8	35	88
18	NM	6	7	7	6	26	65
19	NS	8	8	9	8	33	83
20	RP	7	8	8	8	31	78
21	SU	6	6	7	7	26	65
22	TS	7	7	7	7	28	70
23	TU	9	8	10	9	36	90
<b>Total</b>		<b>163</b>	<b>168</b>	<b>179</b>	<b>162</b>	<b>672</b>	<b>1686</b>

(Data' source: The students' score in post-test)

Table 4.5: To find out the students' Mean score and Standard Deviation of the Post-test can be calculated based on the content of the following table.

No.	Name	Post-Test of Students ( $X_2$ )		
		Total Score (X)	$X^2$	Classification
1	AE	67	4489	Good
2	AJ	65	4225	Good
3	AT	65	4225	Good
4	AA	68	4624	Good
5	AK	78	6084	Good
6	AA	75	5625	Good
7	DP	73	5329	Good
8	FM	73	5329	Good
9	FA	65	4225	Good
10	FP	68	4624	Good
11	IF	68	4624	Good
12	MI	78	6084	Good
13	MF	78	6084	Good
14	MN	65	4225	Good
15	MR	68	4624	Good
16	MY	93	8649	Very Good
17	NA	88	7744	Very Good
18	NM	65	4225	Good
19	NS	83	6889	Very Good
20	RP	78	6084	Good
21	SU	65	4225	Good
22	TS	70	4900	Good
23	TU	90	8100	Very Good
<b>Total</b>		<b><math>\sum X=1686</math></b>	<b><math>\sum X^2=125236</math></b>	

(Data' Source: the students' score in post-test)

Table 4.6 the rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1.	Very Good	81-100	4	17%
2.	Good	61-80	19	83%
3.	Fair	41-60	0	0%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			23	100%

*(Data' source: The rate percentage of the frequency of post-test)*

Basically, The table above shows the result whether or not the students' had improvement in speaking skill after being treated through Town Meeting Strategy. There were four students got very good score and nineteen students got good score. It means that the students' speaking skill had improvement through Town Meeting Strategy. The total score in post-test was 1686. It proved that there was improving of students' score in post-test. Moreover, the result of post-test showed that neither the students had Fair, Poor nor Very poor Classification.

In this case, the writer analysed the data of students' score in post-test to know whether or not there are some significant diversity of students' ability before and after learning process through Town Meeting Strategy.

Mean score of the post-test:

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

$$x = \frac{1686}{23}$$

$$\bar{x} = 73.3$$

Thus, the mean score ( $\bar{X}_1$ ) of post-test is 73.3

Based on the result of the post-test. The data shows that the mean score of the post-test was 73.3. From that analysing, it could be seen that almost of the 23 students' speaking was very good and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{125236 - \frac{(1686)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\frac{125236 - \frac{2842596}{23}}{22}}$$

$$SD = \sqrt{\frac{125236 - 123591.1}{22}}$$

$$SD = \sqrt{\frac{1644.9}{22}}$$

$$SD = \sqrt{74.76}$$

$$SD = 8.64$$

Thus, the standard deviation (SD) of post-test is 8.64

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.7 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-Test	59	9.08
Post-Test	71.3	8.64

*(Data' source: The mean score and standard deviation of pre-test and post-test)*

The data in table 4.7 shows that the mean score of pre-test was 59 ( $X_1$ ) while the mean score of the post-test increased 71.3 ( $X_2$ ). The standard deviation of pre-test was 9.08 while the standard deviation of post-test was 8.64

As the result at this item, the mean score of the post-test was exclusively better than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process using Town Meeting Strategy.

4.1.1.4. The Rate Percentage of the Frequency of the Pre-test and Post-test

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

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	4	0%	17%
2.	Good	61-80	7	19	30%	83%
3.	Fair	41-60	16	0	70%	0%
4.	Poor	21-40	0	0	0%	0%
5.	Very Poor	0-20	0	0	0%	0%
<b>Total</b>			23	23	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. Nine students got good score (39%), and fourteen students got fair score (61%), while



the rate percentage of the post-test, four students got very good score(17%), sixteen students got good score(70%), and there students got fair score (13%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skill after treatment by Town Meeting Strategy.

#### 4.1.2 The implementation of using Town Meeting Strategy toward students' speaking ability to improve the students' speaking ability in SMA Negeri 5 Parepare.

This part presented the result of data analysis about the implementation of using Town Meeting Strategy toward students' speaking ability in SMA Negeri 5 Parepare.

##### 4.1.2.1 T-Test Value

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

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill

In the other to see the students' score, the following is T-test was statistically applied:

NO.	X1	X2	(X1) <sup>2</sup>	(X2) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	D <sup>2</sup> (X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	53	67	2809	4489	14	1680
2	48	65	2304	4225	17	1921
3	58	65	3364	4225	7	861
4	55	68	3025	4624	13	1599
5	65	78	4225	6084	13	1859

6	60	75	3600	5625	15	2025
7	68	73	4624	5329	5	705
8	55	73	3025	5329	18	2304
9	58	65	3364	4225	7	861
10	48	68	2304	4624	20	2320
11	50	68	2500	4624	18	2124
12	70	78	4900	6084	8	1184
13	60	78	3600	6084	18	2484
14	45	65	2025	4225	20	2200
15	53	68	2809	4624	15	1815
16	80	93	6400	8649	13	2249
17	68	88	4624	7744	20	3120
18	48	65	2304	4225	17	1921
19	75	83	5625	6889	8	1264
20	63	78	3969	6084	15	2115
21	53	65	2809	4225	12	1416
22	58	70	3364	4900	12	1536
23	58	90	3364	8100	32	4736
<b>Total</b>	<b><math>\sum X=1349</math></b>	<b><math>\sum X_2=1686</math></b>	<b><math>\sum X_1^2=80937</math></b>	<b><math>\sum X_2^2=125236</math></b>	<b><math>\sum D=337</math></b>	<b><math>\sum D^2=44299</math></b>

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{337}{23} = 15$$

The calculation the t-test value

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

$$t = \frac{15}{\sqrt{\frac{44299 - \frac{337^2}{23}}{23(23-1)}}$$

$$t = \frac{15}{\sqrt{\frac{44299 - \frac{113569}{23}}{23(22)}}$$

$$t = \frac{15}{\sqrt{\frac{44299 - 4938}{509}}$$

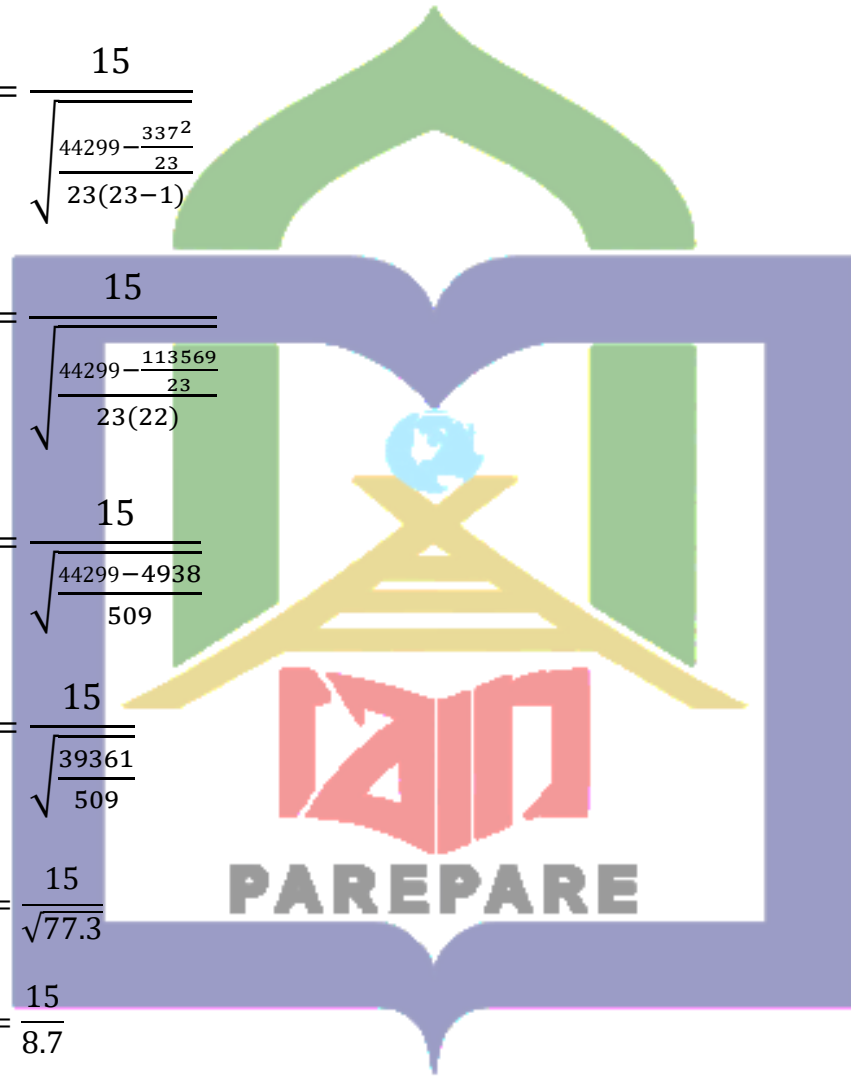
$$t = \frac{15}{\sqrt{\frac{39361}{509}}$$

$$t = \frac{15}{\sqrt{77.3}}$$

$$t = \frac{15}{8.7}$$

$$t = 1.724$$

Thus, the t-test value is 1.724



This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicating that there was a significant difference between the result students' pre-test and post-test.

Table 4.10 the test of significant

Variable	T-test	T-table value
Pre-test – post-test	1.724	1.717

#### 4.1.2.3 Hypothesis Testing

The overall comparison between students' achievement score in pre-test and post-test in previous subchapter showed the improvement of the quality of students' speaking skill from fair to good and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with female and male.

To find out degree of freedom (df) the writer used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 23-1 \\ &= 22 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and  $df=22$ , and the value of the table is 1.717, while the value of t-test 1.724. It means that the t-test value is better than t-table ( $1.724 \geq 1.717$ ). Thus, it can be concluded the students' speaking skill through using Town Meeting Strategy is better after being treated. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

4.1.2.4 The ways of experimenting the effectiveness of Town Meeting strategy toward students' speaking ability:

After finishing the research, the conclusion made by the writer is the students were more active and open minded in expressing their ideas due to Town Meeting Strategy. It made them easier to express their ideas orally because they felt like if they were in real Town Meeting discussion hall where they have their own role as the representative of the given nation as well as taking a part as a chair board to exclusively to decide which opinion is better from every single group (nation). Moreover, this strategy forced them to speak full English by bringing their learning area into a real international meeting circumstance like.

Using Town Meeting Strategy in teaching English is effective in improving the students' speaking skill. In fact, based on the finding, most students have a good score in post-test it means that applying town meeting strategy is effective to improve students' speaking ability. Futhermore, because the town meeting strategy provides student English area condition, it means that the students are no longer fear to speak especially while doing public speaking in front of many people.

Before doing the treatment, the writer did pre test on Wednesday, Augustus 15<sup>th</sup>, 2018, the writer introduced himself and gave explanation about how the strategy would be done and the purpose of the research to make the students understand what they would do. After that the writer gave a question about their opinion toward the topic, "Should we support homeschooling?" to know the students skill in speaking. The writer recorded the students' answer in order to evaluate their speaking ability easier and to diminish the missunderstanding.

In the first meeting on Monday, Augustus 20<sup>th</sup>, 2018, the writer gave motivation to the students about learning English and explained the procedures of Town Meeting Strategy. After that, the writer gave the topic about “Should we not Bring Mobile Phone to School?” to discuss with as well as being Moderator. Three of students were chosen as chairboard members, the role to conclude the issue and the other students were divided into four groups and the name of each group was based on a country name and they were given fifteen minutes to construct their agreement, their positions whether pro or con were decided randomly. After that, the writer call the students name randomly and asked them to deliver the sentence that has been made. Even most of the students were still lack of argument elaboration, fluency and had grammatical error.

On Monday, Augustus 27<sup>th</sup>, 2018 was the second meeting. The writer still gave students a topic, which was “Advantages and Disadvantages of Falling in Love”. Especially because they have learnt to be moderator by seeing what the writer did at the previous meeting, so the writer gave the role of moderator to one of students. Same as before, three of students were chosen as chairboard members, the role to conclude the issue and the other students were divided into four groups and the name of each group was based on a country name and they were given fifteen minutes to construct their agreement, their positions whether pro or con were decided randomly. After that, the writer call the students name randomly and asked them to deliver the sentence that has been made. Their speaking skill is better to be heard than previous meeting.

The third meeting on Monday, September 3<sup>rd</sup>, 2018, the students were divided in several groups. Same as the previous meeting, the writer gave a topic which was

“Should the death penalty be allowed?” and then three of students were chosen as chairboard members, the role to conclude the issue and the other students were divided into four groups and the name of each group was based on a country name and they were given fifteen minutes to construct their agreement, their positions whether pro or con were decided randomly. After that, the writer call the students name randomly and asked them to deliver the sentence that has been made. At least, Their speaking skill was slightly better to be heard than previous meeting.

In the last, the writer gave post-test on Sunday 16<sup>th</sup>, September, 2018. In this meeting the writer gave several questions about the students planning on holiday. It aimed to know the students’ speaking skill after doing the treatment. The writer took the recording of the students to make easier gave a score of speaking aspects because the writer had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students elaborate their arguement by talking and discussing about several substantial topics which were “Should we not Bring Mobile Phone to School?”, Advantages and Disadvantages of Falling in Love”, “Should we supports home schooling?”. The writer hoped to make the students confidence, speak effectively and also develop their ideas. Applying Town Meeting Strategy in learning speaking was able to help the students to speak elabotately, slightly correctly and slightly fluently. As the conclusion, the Town Meeting Strategy is able to at least slightly improve the speaking ability.

## 4.2 Discussion

### 4.2.1 The improvement of students' speaking skill through Town Meeting Strategy

Based on the previous result, it showed that the Town Meeting Strategy is effective to improve students speaking ability because the mean score of the pre-test was 59 and the mean score of post-test was 71.3. The writer conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The writer used Town Meeting Strategy in teaching speaking because Town Meeting Strategy is supposed as active learning strategy and it is commonly used by teacher of EFL students as a public speaking strategy and it is often applied outdoor, thus the Writer would like to it indoor and also because it is one of active learning strategy of Mel Silberman . The writer measured the students' speaking by focusing on the aspect of speaking namely fluency, accuracy, content and pronunciation. Moreover, the skill which has most improvement was content because their though had been stimulated with a topic which essentially forced them to think and analyze. According to Mel Silberman, "Town Meeting Strategy" is suitable to stimulate students' ideas because it gives more chances to students to speak up freely. It asks participants to raise their hands when they want to share their views and request that the present speaker call on the next speaker (rather than the instructors performing this role). Use this method when you are sure there is a lot of interest in the discussion or activity and you wish to promote participant interaction. These aspects also were a guideline of the writer in scoring students' speaking. There was an improvement skill after being treated because the students score in the pre-test was 59



and it was very low score then the score of the post-test was 71.3 and it was very high score.

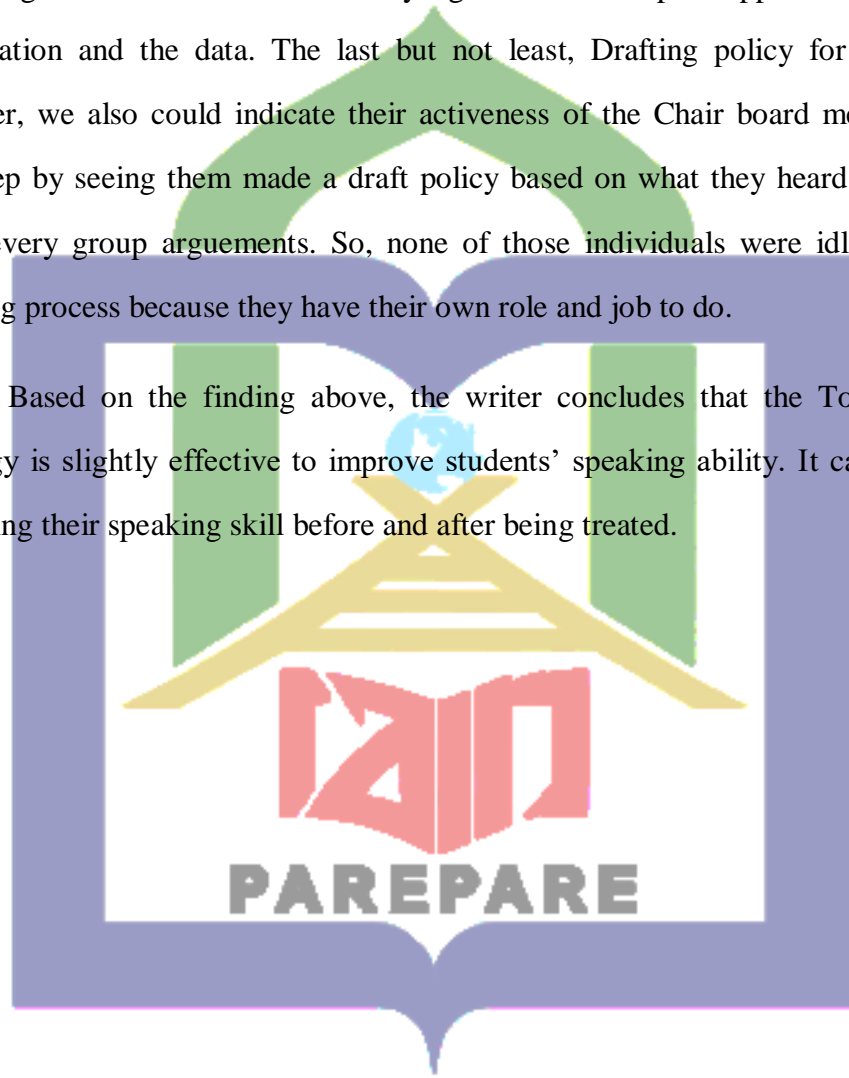
From the test finding, the data provided in classification table based on the aspects of speaking, seven students got good score (30%) and sixteen students got fair score (70%) in the pre-test, while in the post-test, four students got very good score (17%) and nineteen students got good score (83%). From the result the writer concluded that the students speaking skill is in poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the writer use t-test to calculating result showed that on the t-test value 16.18 was gbetter than t-table value 1.717 table ( $1.724 \geq 1.717$ ) with degree of freedom (df) 22. It means alternative hypothesis ( $H_a$ ) was concluded that Town Meeting Strategy is slightly effective toward students speaking ability in SMA Negeri 5 Parepare. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Moreover, since Town Meeting Strategy is basically one of the active learning strategy stated by Mel Silberman which literally means it focuses in making children active during learning process, It could be seen by the class atmosphere of XI MIA 2, the students actively participated equally due to several activity of Town Meeting strategy such as stating the problem for the chosen Moderator where the moderator had to state the problem of the topic, the problem should be debatable and the moderator had to explain what was the water issues in order to make everyone understand and ask the groups to do the next step. Reserarching and preparing for every single group, in this step the students had to do a research by surving the both the information and data about the given topic and research means if they could find

both the information and data from the internet or from other sources. Entering the town meeting step, in this step the students were practically speaking to apply and share both information and data that they got in the previous step, they had to make some arguments whether or not they agreed to the topic supported by both the information and the data. The last but not least, Drafting policy for chair board member, we also could indicate their activeness of the Chair board members from this step by seeing them made a draft policy based on what they heard and analyze from every group arguements. So, none of those individuals were idle during the learning process because they have their own role and job to do.

Based on the finding above, the writer concludes that the Town Meeting Strategy is slightly effective to improve students' speaking ability. It can be proved by seeing their speaking skill before and after being treated.



## CHAPTER V

### CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

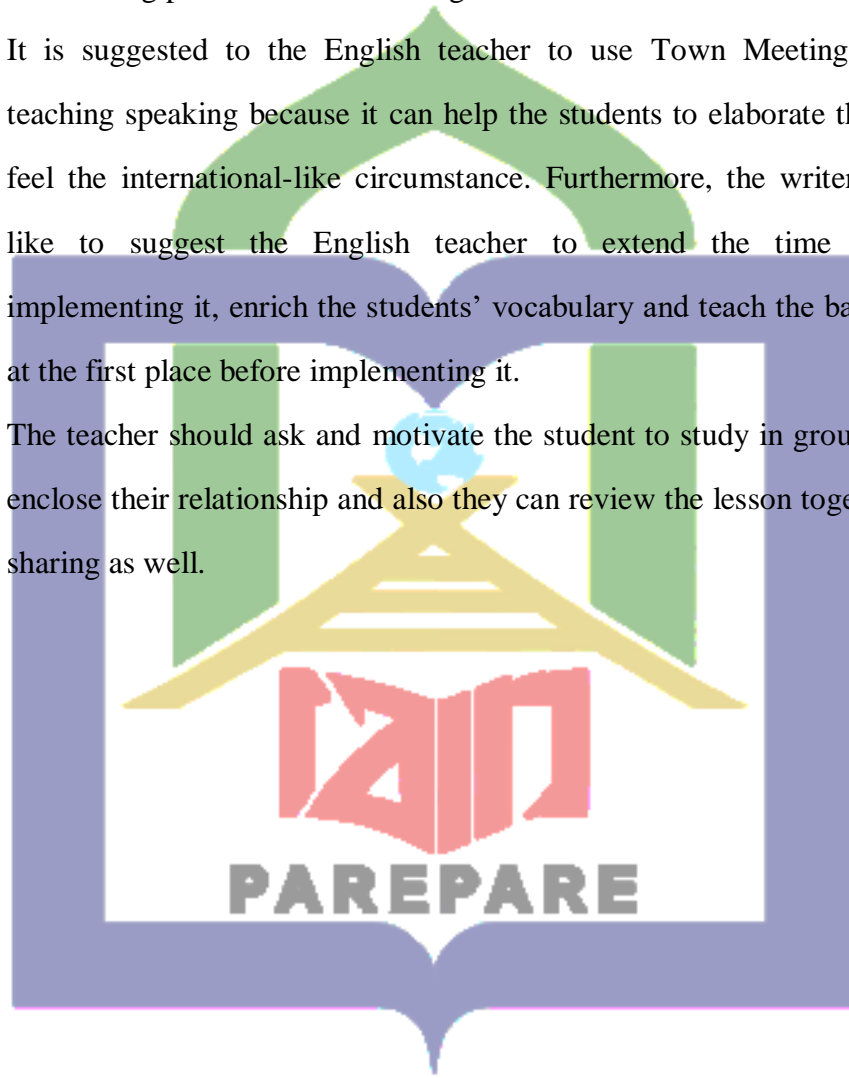
#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, this study is categorized as pre-experiment research design, the objective in this study is to find out the students' speaking ability before and giving treatment through the Town Meeting Strategy in SMA Negeri 5 Parepare. Therefore, the writer showed that there is an improvement although it's not too significant due to the limited time set up by the researcher and the lack students' knowledge of vocabulary and basic grammar. It can be seen the students' speaking before applying Town Meeting Strategy. The writer gave the students pre-test with result of mean score was 59 and the standard deviation was 9.08. While the students' speaking after applying Town Meeting Strategy, the writer gave post-test with several questions and the result of the mean score was 71.3 and standard deviation 8.64. It can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test is lower than the mean score of post-test. Then the T-test result in which the value of t-test was 1.724. It was better than t-table 1.717 at the level significance 0, 05 and degree of freedom (df) was 22. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

## 5.2 Suggestion

Based on the research, the writer gives some suggestion as follow:

- 5.2.1 The teacher is demanded to master many ways to teach English so that, make the learning process will be running well.
- 5.2.2 It is suggested to the English teacher to use Town Meeting Strategy in teaching speaking because it can help the students to elaborate their idea and feel the international-like circumstance. Furthermore, the writer also would like to suggest the English teacher to extend the time duration of implementing it, enrich the students' vocabulary and teach the basic grammar at the first place before implementing it.
- 5.2.3 The teacher should ask and motivate the student to study in group in order to enclose their relationship and also they can review the lesson together\through sharing as well.



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## Appendix 1. Lesson Plans

### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 5 PAREPARE  
Mata pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI MIA 4  
Materi Pokok : Hortatory Exposition dan Discussion text.  
Alokasi Waktu : 2X45 MENIT

#### A. Kompetensi Inti (KI)

- KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

### Kompetensi Dasar:

KD 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

### Indikator:

1. Menjelaskan pengertian speaking dan memberikan motivasi belajar bahasa Inggris.
2. Memberikan materi tentang Using expressions of attitude (giving opinion, agreement and disagreement) dan mempraktekannya bersama partner/pasangan masing-masing siswa.

### C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian speaking dan mengetahui seberapa penting belajar bahasa.
2. Siswa mampu menyebutkan vocabulary dan mampu mengaplikasikan sesuai dengan makna.
3. Siswa mampu membuat kalimat berdasarkan vocabulary yang telah diberikan.

### D. Materi Pembelajaran.

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan baku yang lazim digunakan.,

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

Materi : Hortatory Exposition dan Discussion text.

**E. Metode pembelajaran** : scientific approach

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media dan Alat: white board, board marker dan teks.
2. Sumber Belajar: Buku bahasa Inggris dan Internet.

**G. Kegiatan Pembelajaran:**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>2. Mengecek kehadiran siswa</li> <li>3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol>	10 menit
Inti	<ol style="list-style-type: none"> <li>1. Pengajar menjelaskan tentang betapa pentingnya Speaking.</li> <li>2. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok.</li> <li>3. Menjelaskan cara kerja dari strategi yang akan digunakan</li> <li>4. Mempraktekkan cara kerja strategi dengan</li> </ol>	70 menit

	<p>menggunakan materi hortatory exposition.</p> <p>5. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas.</p>	
Penutup	<p>1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>3. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	10 menit

## H. Bahan Ajar

### Should we not Bring Mobile Phone to School?

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process.

Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

Parepare, 24 September 2018

Guru Pamong

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## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 5 PAREPARE  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI MIA 4  
Materi Pokok : Hortatory Exposition dan Discussion text  
Alokasi Waktu : 2X45 Menit

### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

### Kompetensi Dasar:

KD 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

### Indikator:

1. Menjelaskan pengertian speaking dan memberikan motivasi belajar bahasa inggris.
2. Memberikan materi tentang Using expressions of attitude (giving opinion, agreement and disagreement dan mempraktekkannya bersama partner/pasangan masing-masing siswa.

### C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian speaking dan mengetahui seberapa penting belajar bahasa.
2. Siswa mampu menyebutkan vocabulary dan mampu mengaplikasikan sesuai dengan makna.
3. Siswa mampu membuat kalimat berdasarkan vocabulary yang telah diberikan.

### D. Materi Pembelajaran.

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan baku yang lazim digunakan.,
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.

- Topik
  - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

Materi : Discussion text (**Advantages and Disadvantages of Falling in Love**)

**E. Metode pembelajaran** : scientific approach

**F. Media, Alat, dan Sumber Pembelajaran**

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

**G. Kegiatan Pembelajaran:**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam.</li> <li>2. Mengecek kehadiran siswa</li> <li>3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol>	10 menit
Inti	<ol style="list-style-type: none"> <li>5. Pengajar membagi siswa dalam beberapa kelompok.</li> <li>6. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok.</li> <li>7. Memberikan beberapa kosakata dan expression yang dapat digunakan dalam pembelajaran tersebut.</li> <li>8. Menunjuk satu siswa untuk menjelaskan teks yang diberikan dalam persepsi nya sendiri</li> <li>9. Menyuruh siswa yang telah menjelaskan untuk</li> </ol>	70 menit



	<p>menunjuk siswa lainnya untuk naik menjelaskan.</p> <p>10. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>11. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas.</p>	
Penutup	<p>12. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>13. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>14. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	10 menit

## H. Bahan Ajar

### Advantages and Disadvantages of Falling in Love

Have you ever fallen in love? How does it feel? Does it give you more strength or weakness? Many people will say that it gives them more advantages while others may say that its disadvantages are pre dominant for their loves' live. So, what are the advantages and the disadvantages of falling in love? The following discussion is trying to give you a better vision of the advantages and the disadvantages of falling in love.

The first advantage of falling in love is that you have someone by your side, someone to share life's experiences, and someone who will always support you. Besides, love makes life more exciting, colorful, and enjoyable. You will also be healthier physically and mentally when you have someone who always cares about you. Another advantage is that you can also experience the greatest mysteries of life

when you fall in love. Lastly, having someone who loves you can motivate you to be a better person because you will always want to make him/her proud of you and you'll have someone around you who can help you.

On the other hand, falling in love also has some disadvantages. The first disadvantage is feeling confined or trapped. It happens when the percentages of love are not balanced from both people. Also, sometimes, expectations result in disappointment. The disadvantage is that this condition often makes you down and loss your spirit to continue your life. In this case, falling in love can also add drama to your life.

Love will always have good and bad effects. It is only maturity which can manage these two effects wisely. So, you may fall in love every time but don't have a relationship unless you have been mature enough to manage your feeling not to be too dramatic when you fall in love with someone.

Parepare, 24 September 2018

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## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 5 PAREPARE  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI MIA 4  
Materi Pokok : Hortatory Exposition dan Discussion text  
Alokasi Waktu : 2X45 MENIT

### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

### Kompetensi Dasar:

KD 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.

### Indikator:

3. Menjelaskan pengertian speaking dan memberikan motivasi belajar bahasa Inggris.
4. Memberikan materi tentang Using expressions of attitude (giving opinion, agreement and disagreement) dan mempraktekannya bersama partner/pasangan masing-masing siswa.

### C. Tujuan Pembelajaran:

4. Siswa mampu memahami pengertian speaking dan mengetahui seberapa penting belajar bahasa.
5. Siswa mampu menyebutkan vocabulary dan mampu mengaplikasikan sesuai dengan makna.
6. Siswa mampu membuat kalimat berdasarkan vocabulary yang telah diberikan.

### D. Materi Pembelajaran.

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan baku yang lazim digunakan.,

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.

- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

Materi : Discussion text (**Should the death penalty be allowed**)

**E. Metode pembelajaran** : scientific approach

**F. Media, Alat, dan Sumber Pembelajaran**

- Media dan Alat: white board, board marker dan teks.
- Sumber Belajar: Buku bahasa Inggris dan Internet.

**G. Kegiatan Pembelajaran:**

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>Mengecek kehadiran siswa</li> <li>Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai</li> <li>Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol>	10 menit
Inti	<ol style="list-style-type: none"> <li>Pengajar membagi siswa dalam beberapa kelompok.</li> <li>Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok.</li> <li>Memberikan beberapa kosakata dan expression yang dapat digunakan dalam pembelajaran tersebut.</li> <li>Menunjuk satu siswa untuk menjelaskan teks yang diberikan dalam persepsi nya sendiri</li> </ol>	70 menit

	<p>9. Menyuruh siswa yang telah menjelaskan untuk menunjuk siswa lainnya untuk naik menjelaskan.</p> <p>10. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>11. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas.</p>	
Penutup	<p>12. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>13. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>14. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	10 menit

## H. Bahan Ajar

### Should the death penalty be allowed?

Some people were executed in Indonesia through July 2016. Most death penalty cases involve the execution of drug peddlers although capital punishment can also be applied for treason, espionage, and other crimes. Many for and against reactions came after the execution. Then, should the death penalty be allowed in Indonesia?

Proponents of the death penalty say that it is an important tool for law enforcement, deters crime, and costs less than life imprisonment. They also argue that retribution or "an eye for an eye" honors the victim, helps console grieving families, and ensures that the perpetrators of heinous crimes never have an opportunity to cause future tragedy.

Opponents of capital punishment say that it has no deterrent effect on crime, gives governments' overlapped power to take human life, and potentially makes social injustices by disproportionately targeting people of color (racist) and people who cannot afford good attorneys (classist). They say lifetime jail sentences are a more appropriate than death.

In conclusion, death penalty will always exist in our society as well as its pros and cons. For the proponents of this action, they think that it will be very effective to deter crime. While for those who are against this policy, they argue that this punishment will potentially make social injustice.

Parepare, 24 September 2018

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## Appendix 2. Instrument of Pre-Test

### Should we supports home schooling?

Home schooling is the education of children at home. The practice is legal in most countries but the extent to which it is practised varies. Within Europe, for example in the Netherlands parents have a duty to send their children to a school, and Germany forbade home schooling until recent decisions ruled this contrary to human rights legislation.

The extent of regulation varies considerably; Austria for instance has an annual testing regime but elsewhere monitoring may be left to regional authorities with varying results or may not exist at all. There is not much data about the number of home-educated children in western Europe, except for Britain where there are three to four thousand children educated at home, and Germany where there are only 200 or so following the recent change in the law.

Home-schooling is comparatively popular in the USA and is legal in every state but it is a major political issue and the level of difficulty encountered by parents wishing to teach and parents removing their children from the state system varies between states.

ANSWER THE QUESTION BELOW ORALLY

1. Do you agree or disagree with the topic?



### Appendix 3. Instrument of Post-Test

#### Should we ban Gambling?

Gambling is the betting of money on an outcome that is wholly or largely random. It includes things like bingo, roulette, raffles, lotteries, scratch-cards and slot machines. Some definitions of gambling would not include activities like betting on horse racing – as this arguably involves a large element of knowledge and skill to predict what is likely to happen. Card games are a grey area. Some card games, such as poker, have a considerable element of skill. It is therefore arguable that they should not be considered gambling. Other card games are largely a matter of luck. The precise legal definition of gambling varies from country to country.

Most countries regulate gambling but there are still a few who do not, such as Costa Rica, who do not regulate the offshore licenses for gambling that they provide. For states such as the UK and Gibraltar who do regulate gambling, it is often necessary to have a license to run a lottery or a casino. There is also usually a minimum age for gambling. Gambling is illegal in some jurisdictions, including several states of the USA, most regions of Russia and many Islamic countries. In contrast, some governments try to use gambling as a force for good. Many states run lotteries – the profits are used to pay for public services. Charities and nonprofit organizations often hold bingo nights or lotteries to fund-raise. In the USA Native American nations control their own affairs and often profit by being able to run casinos on reservations, attracting gamblers from surrounding states where gambling is banned.

The rise of online gambling on the internet since the 1990s has made government control much harder. In some countries like the USA, online gambling is against the law. But in many states online gambling is now legal. And companies can set up in any country where online gambling is allowed, and offer a service to internet

users all over the world. Many people who never bet on a race or visited a casino now gamble online. All of this new activity worries campaigners against gambling, as well as governments who feel that their control is being lost.

ANSWER THE QUESTION BELOW ORALLY

1. Do you agree or disagree with the topic?



#### Appendix 4. Students' Speaking Skill of Pre-Test

Name : A. Ayu Aulia Eden

Class : XII. MIA. 2

The writer : Do you agree or disagree with homeschooling?

Student : I disagree because homeschooling will make us be separated with other people. Every people needs to interact and it will make us decrease our public interaction. The main reason why I don't disagree with homeschooling is I need friend, friend is the reason why I interest to learning because we can share about something each other.

Fluency	accuracy	Content	pronunciation	Total
5	5	4	7	21

Name : Tri Undayani

Class : XI. MIA. 2

The writer : Do you agree or disagree with homeschooling?

Student : I agree with the topic, should we ban home schooling? Why should like that because homeschooling will make students face health mental, so they can't take a part in society, we can say that in common school can't guarantee if one of their student can't take a part in society because every student has different characteristic, for example A has confident person and B has shameful characteristic. Even. In common school can't guarantee the student to take a part in society.

Fluency	accuracy	Content	pronunciation	Total
6	6	5	6	23

Nama : Fatria Azzahra Affandy

Class : XI. MIA.2

The writer : Do you agree or disagree with homeschooling?

Student : In my opinion, homeschooling is not a proper way for children education, because children will interact in real life to the other students do and homeschooling is more expensive than public school.

Fluency	accuracy	Content	pronunciation	Total
5	6	5	7	23

Name : Nur Melani Aisyah

Class : XII. IIS. 4

The writer : Do you agree or disagree with homeschooling?

Student : I don't agree because homeschooling because we can to get improvement because we can to compete with other friends. Besides that, we as student can spoil with our parents, it means like we can't on time in study because we can choose when we will study, it's not like in school, we study in 7 o'clock until 12 o'clock, in homechsooling we can only study 2 or 3 hours.

Fluency	accuracy	content	pronunciation	Total
4	4	5	6	19

**Appendix 5. Students' Speaking Skill of Post-Test**

NAME : A. Ayu Aulia Eden

CLASS : XI. MIA. 2

The writer : Do you agree or disagree with the topic?

Student : I disagree with the topic because the product of South Korean entertainment has been known around the world includes Indonesia. We shouldn't ban the product because every single people likes the product like drama, song, music, etc. The product of South Korean can give us an inspiration to be better. Actually, The problem doesn't come from the product but the fan must stop being fanatic, they must control themselves. It also can be worse than before if we ban it because maybe the fan can do bad thing such as demonstration, violence, etc. Because we stop them to like what they like.

Fluency	Accuracy	content	Pronunciation	Total
7	6	7	7	27

NAME : Tri Undayani Daiyan

CLASS : XI.MIA. 2

The writer : Do you agree or disagree with the topic

Student : I don't agree with the statement, as we know nowadays mostly people in Indonesia like us the teenager indeed mostly like South Korean entertainment industry because we can think twice but in Indonesia n right know has maybe we can say not bad but almost bad toward entertainment industry but mostly teenager are interested with South

Korean industry. Why i disagree with the statement that should we ban the product of South Korea entertainment industry. What will happen if Indonesian government if Indonesia limit the South Korea industry to promote what they have been done to Indonesia, how about if the Indoesian people or we can say teenager or the k-popers or fans of Korean, and for example they have an idol in there. How can Indonesia ban it? Eeveryone has the right, right to choose what they want, right to listen what they want scuh as song, drama, movie. So we can't ban what people want. In my opinion, maybe Indonesia government can reminisce to the teenager right now for not being to fanatic to the South Korean entertainment indusrty, because we can see the era right now, some of my friends, some of my relatives are really fanatic to the product of South Korean entertainment industry. So, in my opinion, Indonesia government have to, not should, have to reminisce the fanatic, so they won't be fanatic.

<b>Fluency</b>	<b>Accuracy</b>	<b>content</b>	<b>Pronunciation</b>	<b>Total</b>
<b>9</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>36</b>

NAMA : Fatriah Azzahra Affandy

CLASS : XI.MIA.2

The writer : Do you agree or disagree with the topic?

Student : I disagree because I think it's not about all bad things that they bring to other we see from the others but we also have to see from the other

sides which make it looks like good. The other people who are over fanatic make this thing more bad. So, the mistakes are not coming from the Korean product but the the people who are fanatic on it. So, we shouldn't ban the product but we just need to make the people who are fanatic on it to stop their fanatic avtivitis.

Fluency	accuracy	content	pronunciation	Total
6	6	7	7	26

NAME : Nur Melani Aisyah

CLASS : XI.MIA.2

The writer : Do yu agree or disagree with the topic?

Student : Before I explain about my agree or disagree about the topic but I would like to talk about the fact happening in Indonesia first. We know that mostly teenagers in Indonesia know about the product of South korea Entertainment Indusrty, some of them are fanatic with South Korean Entertainment Industry, and mostly the teenager goes to the concert of the K-pop, goes to Korea just for looking the place taking place in the drama. So, I disagree with the motion, Should we ban the product of South Korean Entertainment Indusrty.Why? Because I think South Korea Entertainment Industry will entertain us. Like after study we can watch them, to fill our free time, and we can make it as our individual learning like our voice to sing, to stud about acting, etc.

<b>Fluency</b>	<b>accuracy</b>	<b>content</b>	<b>pronunciation</b>	<b>Total</b>
<b>6</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>26</b>





### Appendix 6. Distribution of T-Table

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 7. Documentation





## Curriculum Vitae



The researcher as well as the writer was born on March 18<sup>th</sup>, 1997 in Parepare. He is the first child from three siblings; he has two sisters. His father's name is Muhammad Idrus and his mother's name is Yanti Djumalang. His educational background began in elementary school, he didn't enroll in kindergarten but directly went to elementary school in 2002 at SDN 36 Parepare, he moved to SDN 12 Parepare in 2005 and graduated in 2008. He continued his study at SMPN 3 Parepare and managed to graduate in 2011. He enrolled in MAN 2 Parepare and graduated in 2014. He continued his education at State Islamic College (STAIN) Parepare but now it is changed into State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Faculty as her major. Finally, he graduated her study at State Islamic Institute (IAIN) Parepare and got S1 degree in English program of Tarbiyah and Adab Department in 2018. With the title of his skripsi "The effectiveness of Town Meeting Strategy toward students' speaking ability in SMA Negeri 5 Parepare".