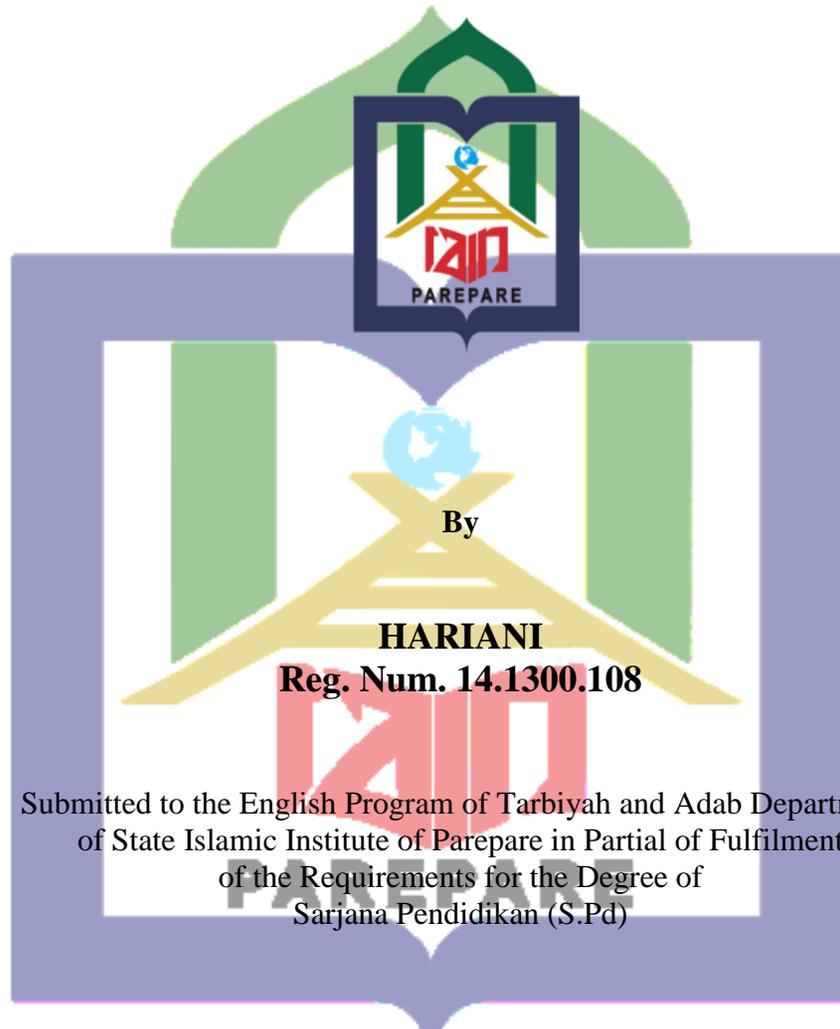


**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
THE POWER OF TWO STRATEGY  
AT SMP NEGERI 4 BALUSU**



**2018**

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
THE POWER OF TWO STRATEGY AT  
SMP NEGERI 4 BALUSU**



**By**

**HARIANI**

**Reg. Num. 14.1300.108**

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)  
PAREPARE**

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**to**

**PAREPARE**

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

**2018**

### ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : HARIANI  
 The Tittle of Skripsi : Improving Students' Speaking Skill through  
 the Power of Two Strategy at SMP Negeri 4  
 Balusu  
 Student Reg. Number : 14.1300.108  
 Department : Tarbiyah and Adab  
 Study Program : English  
 By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab  
 No./Sti/ 08/PP.00.9/2729/2017

Has been legalized by  
 Consultants

Consultant : Drs. Amzah Selle, M.Pd. (.....)  
 Nip : 19671231 200312 1 011  
 Co- Consultant : Dr. Abdul Haris Sunubi, S.S., M.Pd. (.....)  
 Nip : 19750308 200604 1 001

Approved by

Plt. The Chairman of Tarbiyah and Adab Department

  
 Bahdar, S.Ag., M.A.  
 NIP. 19720505 199803 1 004

SKRIPSI

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
THE POWER OF TWO STRATEGY AT  
SMP NEGERI 4 BALUSU**

Submitted by

**HARIANI**  
**Reg. Num. 14.1300.108**

Had been examined of August 21<sup>st</sup>, 2018 and had been declared  
that it fulfilled the requirements

Approved by

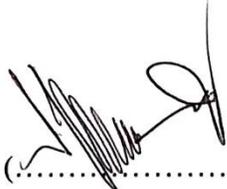
Consultants

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Nip : 19750308 200604 1 001



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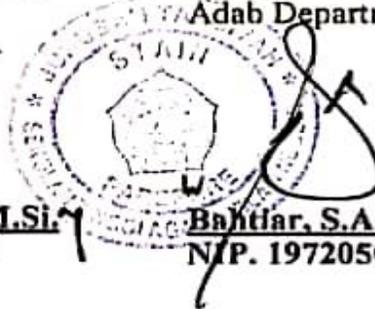
(.....)

**PAREPARE**

Rector of State Islamic Institute (IAIN) Plt. The Chairman of Tarbiyah and  
Adab Department



**Dr. Abidul Sultra Rustan, M.Si.**  
NIP. 19640427 198703 1 002



**Bahitjar, S.Ag., M.A.**  
NIP. 19720505 199803 1 004

## ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : HARIANI  
The Tittle of Skripsi : Improving Students' Speaking Skill through  
the Power of Two Strategy at SMP Negeri 4  
Balusu  
Student Reg. Number : 14.1300.108  
Department : Tarbiyah and Adab  
Study Program : English  
By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab  
No./Sti/ 08/PP.00.9/2927/2017  
Date of Graduation : August 21<sup>st</sup>, 2018

Approved by Examiner commissions

Drs. Amzah Selle, M.Pd.	(Chairman)	(.....)
Dr. Abdul Haris Sunubi, S.S., M.Pd.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Drs. Ismail Latif, M.M	(Member)	(.....)

Cognizant of



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

First of all, the researcher would like to extend her sincere to Allah SWT, the master of the master, the lord of the universe and who has no partner in this world and courage to accomplish this skripsi by the title “Improving Students’ Speaking Skill Through The power of Two Strategy at smp negeri 4 balusu” Peace and salutation be upon beloved prophet Muhammad SAW, and his family, his companion, his followers. The last best messenger for people all over the world.

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Finally, the researcher express her gratitude to the many people who saw her through this skripsi for their support and contribution to accomplish it. May Allah SWT. Counts our effort as kindness in this world and hereafter.

At least, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoretically and practically in English Language Teaching field or another related field.

*Alhamdu lillahi rabbil 'alamin*

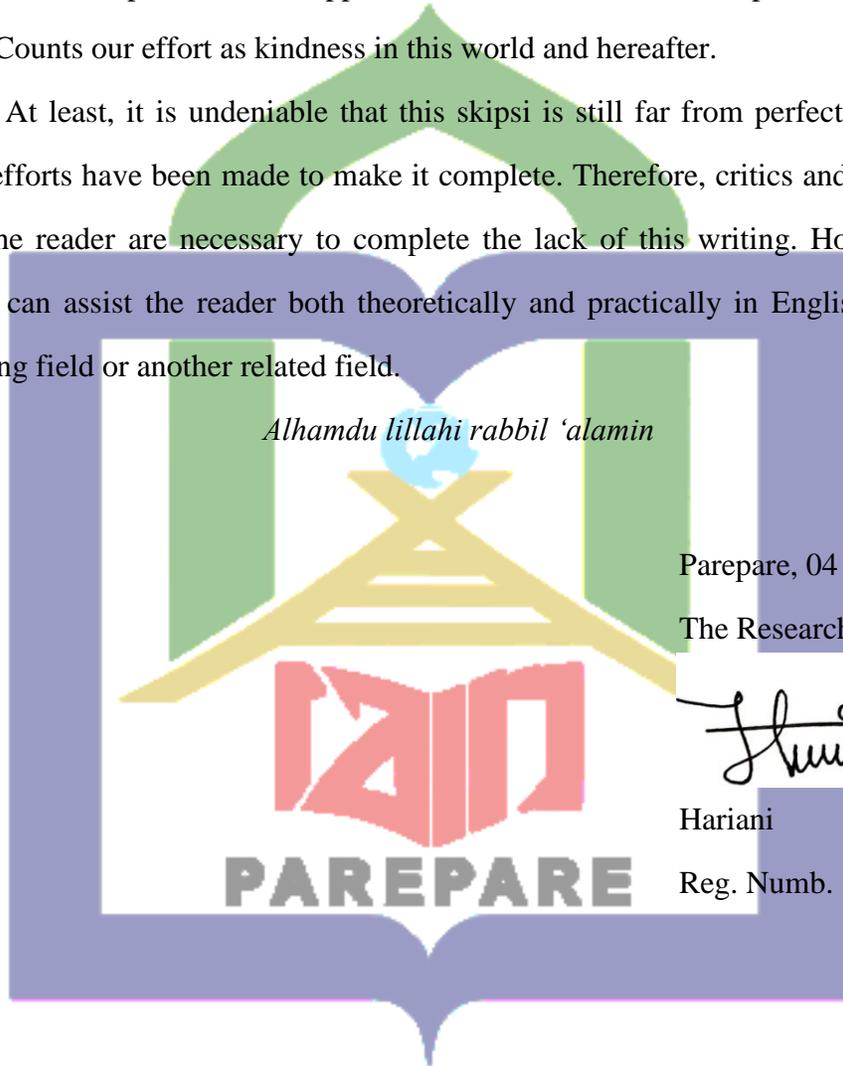
Parepare, 04 august 2018

The Researcher



Hariani

Reg. Numb. 14.1300.108



## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Hariani  
 Student Reg. Number : 14.1300.108  
 Study Program : English Education  
 Department : Tarbiyah and Adab  
 Tittle of Skripsi : Improving Students' Speaking Skill through the Power of Two Strategy at smp negeri 4 balusu.

State that this skripsi is her 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, 04 August 2018

The Researcher



Hariani  
 14.1300.108

## ABSTRACT

**Hariani.** *Improving Students' Speaking Skill through the Power of Two Strategy at smp negeri 4 balusu, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Amzah and Haris Sunubi).

This research aims to see the students' speaking skill before and after learning process through the power of two strategy at smp negeri 4 balusu. The results of the research are useful for the teacher and students. The teacher should know that it is important to supplied the technique or strategy before teaching, so that the students would be enjoy the situation in the class and it can make the students more active in learning process.

The subject of this research VIII class which is consisted of 9 students. The sample was taken by using purposive sampling. The design in this research was pre-experimental with 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 vocabulary fluency, pronunciation, comprehension and they were used to measure the students' speaking skill. It aimed to know whether the power of two strategy can improve the students' speaking skill.

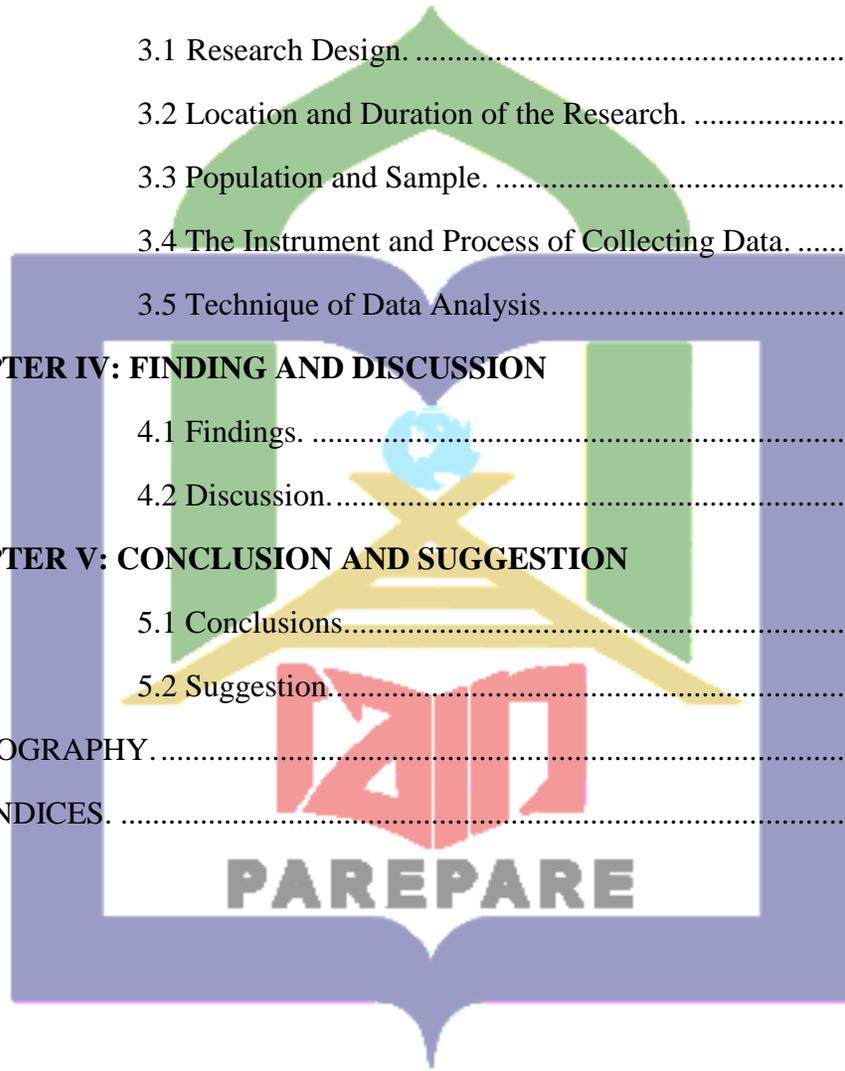
The result in this research was indicated that there was improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (26.2) was greater than pre-test (38.8). Even, for the level significant (p) 5% and (df) =  $N-1=9-1=8$ , and the value of table is 1.860, while the value of t-test is 8.57. It means that, the t-test value is greater than t-table ( $8.57 \geq 1.860$ ). Thus, it can be concluded that the students' speaking skill is better after getting the treatment than before giving the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

**Keywords:** Speaking The Power of Two Strategy.

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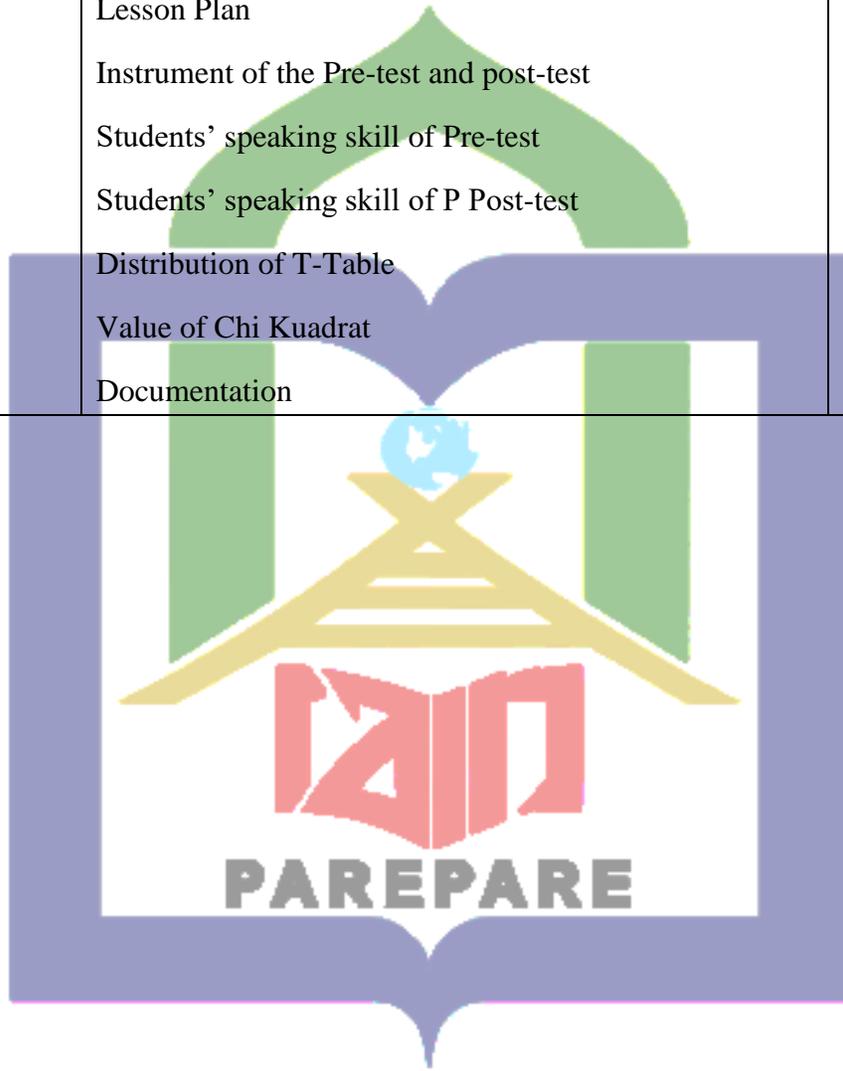
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## CHAPTER I INTRODUCTION

### 1.1 Background

English as a foreign language must be mastered by people of Indonesia that involves four language skills namely listening, writing, speaking and reading. These four language skills can be developed in language components namely structure, vocabulary, and pronunciation. The goal of teaching English is to help students communicate in English well. Proficiency in each skill is necessary to become a well-rounded communicator, but in learning English language, speaking is regarded as one of the most important skills. Because the purpose of learning language is to be able to use the language in communication.

Speaking skill has a closely relationship with listening skill. So, to master of speaking, the students must listen then try to speak up, because speaking is not only about remembering or memorizing the sentence, but speaking is spontaneous the students to show their idea and feeling by orally. Without implementing the language in the real life, it is difficult for the students to master in speaking skill. Speaking competence can be accomplished by practicing orally.

Some problems that usually found, most of students in learning English speaking skill are difficult to produce the sound of the word. The students consider that learning English is very difficult, they often speak by using their language style, they easily bored and lazy to learn, they are also difficult to understand the material given by the teacher, they have less confidence and often shy, so they just keep silent during the teacher explain the material in teaching learning process, because students are not familiar with English and it is totally different from Indonesian. Another

difficulty is the students lack of English vocabulary because they are passive users of English.

Nowadays, to improve students speaking skill, the students should learn to speak the foreign language by interacting to others while the English teacher should be creative to design many communicative activities in the classroom; creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components, and make the English lesson more exiting to get the students' interest.

Knowing the problems above, there is a strategy that can be used by the teacher to stimulate students' interest in learning and to improve students' speaking skill. One of the suitable strategy is the power of two strategy.

The power of two is expected to improve the students' speaking skill because the students are able to express themselves in their participation at the power of two as the way to build their confidence at improve the skill to speak. The power of two means a combining two heads. Combine in this case is a small group that consist only two people each group.<sup>1</sup> Based on the statement above, the researcher takes title "Improving students' speaking skill through the power of two strategy at smp negeri 4 balusu".

From the explanation above, the researcher is interested to do her research in SMP Negeri 4 balusu because the researcher have known the speaking of students in that school. Several students have a low skill in speaking, in the other hand some

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<sup>1</sup>Riska wahyu rahma devi, "Penerapan Metode the Power of Two Dalam Meningkatkan Hasil Belajar Materi Pokok Meningkatkan Harta di Luar Zakat" (Publish Scrips; Faculty of Science: Malang, 2015), p. 8.

of students can speak well. So, the researcher take that place to make all of students can speak up.

## **1.2 Problem Statement**

- 1.2.1 How are the students' speaking skill before and after giving treatment through the power of two strategy at smp negeri 4 balusu?
- 1.2.2 Is the power of two strategy able to improve the students' speaking skill at smp negeri 4 balusu?

## **1.3 Objective of the Research**

The following are objectives of the research:

- 1.3.1 To know the students' speaking skill at smp negeri 4 balusu.
- 1.3.2 To find out the power of two strategy is able to improve the students' speaking skill at smp negeri 4 balusu.

## **1.4 Significance of the Research**

The study is expected to have both academic and practical contributions

- 1.4.1 Academically, to help teacher/researcher to find out the alternative way of teaching English, especially in speaking and to produce the relevant and valid knowledge for their class to improve their teaching.
- 1.4.2 Practically, it can be used as a model to improve the students' speaking skill, and it may guide , help and encourage students to express their ideas, opinions, and thought in conversation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research

##### 2.1.1 The Concept of Speaking

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

##### 2.1.1.1 The Definition of Speaking

There are many various definition of speaking from many English Language experts, but it is impossible to discuss all of them. Therefore, the researcher only choose several definition to talk about.

As stated earlier that performance speaking can be illustrated as a process of communicating information to a listener by using a formal language.<sup>1</sup> Speaking has an important part human in life. People use their speaking skill 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>2</sup>

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<sup>1</sup>Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D and Dr. A. Kaharuddin Bahar, S.IP, M.Hum, *The Art of Developing Speaking as a Performance* (Yogyakarta: TrustMedia Publishng, 2015), p.15.

<sup>2</sup>Musripatul Khoiriyah, "Improving Students' Speaking Skill through Communcation Games" (Publish Scrips; 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>3</sup> Thornberry in Jeremy state various dimensions of different speaking events in order to describe different speaking genres. The people can make distinction between transactional 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>4</sup>

As a language skill, speaking is sometime undervalued, or, in some circle taken for granted. 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 judgments 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>5</sup> Because as a human social, speaking is the most important to communicate with others.

Based on some various definition above, the researcher concludes the definition of speaking as the necessary skill of language is the way to express

<sup>3</sup>Oxford Learner's Pocket Dictionary, p. 426.

<sup>4</sup>Jeremy Harmer, *The Practice of English Language Teaching*(England; Pearson Longman, 2002),p.343.

<sup>5</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.

opinions, feeling and ideas as the human that need communication to achieve a particular goal of social relation between people.

### **2.1.1.2 The reason in Teaching Speaking**

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

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

2.1.1.2.2 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.

2.1.1.2.3 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 will be 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 will get tremendous satisfaction from it.<sup>6</sup>

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<sup>6</sup>Jeremy Harmer, *How to Teach English* (China: Ocelot Publishing, Oxford, with Helena Gomm, 2008), p.123.

### 2.1.1.3 The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Based on 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 terms of form and function and requires different teaching approaches.<sup>7</sup> Below are some of the explanations of the function of speaking:

#### 2.1.1.3.1 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 meets with others, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to build a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Talk as interaction has several main features as follows:

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

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<sup>7</sup>Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p.21.

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<sup>8</sup>
6. Turn talking
7. Using adjacency pairs
8. Interrupt
9. React to others
10. Use an appropriate style of speaking<sup>8</sup>

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

#### 2.1.1.3.2 Talk as transaction

Talk as transaction refers to situation that focus is on what is said or done.

The main features of talk as transaction are:

1. It has a primarily nformation focus
2. The main focus is on the message and not the participants
3. Participants employ communications strategies to make themselves understood

---

<sup>8</sup>A.Kaharuddin Bahar, S.IP, M.Hum, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia Publishing, 2014), p.3-4.

4. There may be frequent questions, repetitions and comprehension checks, as in the example from the preceding classroom lesson
5. There may be negotiation and digression
6. Linguistic accuracy is not always important

#### 2.1.1.3.3 Talk as Performance

This refers to public talk that transmits information before an 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 suggestions
8. Clarifying understanding
9. Making comparisons
10. Agree and disagree<sup>9</sup>

#### 2.1.2 The Concept of the Power of Two Strategy

In this part, there are three points of the power of two that will be explained, they are definition, reason, the steps, disadvantages and advantages, and overcome deficiencies of the power of two.

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<sup>9</sup>Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p.30.

### 2.1.2.1 The opinion of the power of two strategy

The power of two means a combining two heads. Combine in this case is a small group that consist only two person each group. According to Hisyam, et al, the power of two strategy is learning strategies used to encourage cooperative learning and to reinforce importance as well benefit synergy two people. This strategy has the principle that thinking both are much better than thinking alone.<sup>10</sup> Because the students can discuss each other.

### 2.1.2.2 The reason for Taking The power of two

The skill to communicate becomes one of the conditions that play a role important, because it helps students to organize the ideas, and connect ideas with a flame. When students try to compose ideas clearly, it means they have developed a better understanding of their thinking. There are many ways that students can do to convey ideas and feeling to the others.

The power of two strategy emphasize the learning process active, thinking and cooperating for improve students achievement. On active learning strategy of the power of two, students are asked to be a couple in a small group then conversation.<sup>11</sup>

The power of two has an effect of students' cognitive learning because, the power of two demand the students activeness in understanding a material with exchange ideas with their friends, it is supported by some expert opinions said "this

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<sup>10</sup>Almi Yelli, "Meningkatkan Hasil Belajar Matematika Siswa pada Mater Pokok Fungsi Melalui Strategi Pembelajaran The Power of Two pada Siswa Kelas VIII-1 SMPN 1 Rambah Tahun Pembelajaran 2012/2013," (*Jurnal Ilmiah Edu Research* 3, no. 3, 2014), p. 115.

<sup>11</sup> Jumalia Ali, Yusmet Rizal, dan Nurhayati Lukman, "Strategi Pembelajaran Aktif the Power of Two dan Kemampuan Komunikasi Matematika," (*Jurnal Pendidikan Matematika* 1, no 1, 2012), p. 6.

learning model is using encourage learning cooperative and strengthening s important and the benefits of synergy, that is two heads are better than one head”

The learning model the power of two is also approaching in learning, at where this approach is on the principle closely related to create the learning conditions, the learning process will be more fluent and learning goals will be able achieved. In the other hand, the power of two also influential on every aspect of cognitive ability. This learning most influential on aspects with correlation value or entered in the criteria high. The skill of knowledge is skill to remember information that has been received, for example information about facts, concepts, formulas and etc.

### **2.1.2.3 Steps in Plementing the power of two strategy**

2.1.2.3.1 Give the learners one or more questions that require reflection and thought.

Bellow some example:

1. How does our body digest food?
2. What is the meaning of knowledge?
3. What is the process of obtaining that right (“due process?”)
4. How to make the human brain like a computer?
5. Why bad things sometimes happen to a good person?

2.1.2.3.2 Ask learners to answer their own questions.

1. After all have completed the answer, get into the couple and ask them to sharing their answers to others.
2. Ask the each partner to make a new answer for every questions by improving the response of each students.

3. When all the couples have finished the writing new answers, compare the answers from each pair to the other.<sup>12</sup>

#### **2.1.2.4 Disadvantages and Advantages the Power of Two**

##### 2.1.2.4.1 Disadvantages of the power of two

1. Students are not too dependent on the teacher, but can increase the confidence of their own thinking skill
2. develop the skill to express ideas and compare ideas of other.
3. helping the child to work with others, and be aware of all his limitations and accept all his shortcomings.
4. helping students to be more responsible in carrying out their duties.
5. increase motivation and provide stimulation to think.

##### 2.1.2.4.2 Advantages of the power of two

1. something there can be views from various angles to the problem being solved, and even the conversation becomes distorted, so it takes a long time
2. With the group, students who are less responsible in the task, making them more rely on their partner.

#### **2.1.2.5 How to Overcome the Deficiencies of the Power of Two**

1. Grow mutual attitude of mutual cooperation and mutual acceptance of opinions and unify these opinions
2. Cultivate an attitude of responsibility for the work given during the lesson.<sup>13</sup>

<sup>12</sup>Mel Silberman, *Active Learning 101 Strategi pembelajaran aktif* (Yogyakarta: Yappendis, 2002), p. 153.

<sup>13</sup>”Pengertian Metode the Power of Two,”  
*Fatkhan.Web.Id*.<http://fatkhan.web.id/pengertian-metode-power-two/>(09 September 2017).

## 2.2 Previous Research Finding

In contrasting this research proposal, researcher have conducted some previous finding to support the researcher's proposal, especially in speaking.

Musripatul Khoiriyah concluded that this study designed to improve the students' speaking skill by using communication games. The objectives of the study was to find out whether communication games can improve students' speaking skill and how communication games improve students' speaking skill in the seventh grade students' of YMJ (Yayasan Miftahul Jannah) Junior High School Ciputat. The method used in this study was Classroom Action Research (CAR). This study was applied by collaborative classroom acton research. The researcher acted as the teacher while the English teacher of SMP YMJ Ciputat as an observer and collaborator. This study was done based on Kurt Lewin's model with the following procedures: planning, acting, observing, and reflecting. It was carried out in two cycles. Each cycle consisted of three meetings. The data of the study were gathered through the following instruments- interview, observation notes, questionnaire and test. The subjects of this study were 45 students' seventh grade of SMP YMJ (Yayasan Mftahul Jannah) Junior High School Ciputat of the 2010/2011 academic year. The result of thi s study showed using communication games in teaching speaking was very effective to help the students improve their speaking skill.<sup>14</sup>

Windi Arini conducted that this study was action research in two cycles with three meetings in each cycle. In this study, the researcher collaborated with the English teacher and seventh grade students of the SMP Muhammadiyah 3 Depok.

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<sup>14</sup>Muspiratul Khoiriyah, "Improving Students' Speaking Ablity Through Communcative Games" (Published Scrips; English Education Faculty: Jakarta, 2011), p. ii.

Data of this study were qualitative in nature supported by quantitative data. The qualitative data were obtained from the results of the classroom observations and interviews. The quantitative data were obtained from the pre-test and post test results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and post-test. A *t*-test was used to analyze the quantitative data. The findings of the study show three important results. First, there are three sets of affective learning strategies that can be used in the teaching and learning process of speaking. They are anxiety-reducing strategies, encouraging-oneself strategies, and monitoring-emotion strategies. Second, the use of affective learning strategies in the teaching and learning process of speaking improves the students' confidence, motivation, involvement, and aspects of speaking skills. Third, there are two kinds of students' responses toward the use of affective learning strategies. They are the students' willingness to use the strategies and the students' difficulties in using the strategies.<sup>15</sup>

Siti Nurhayati concluded that the method used in this research was experiment research. The experimental design applied in this study is true experimental design. This research has two subjects they were control class that use Grammar Translation Method (GTM) and experiment class that use Communicative Language Teaching (CLT). The study followed to the Campbell and Stanley Design with the following procedures of the true experimental design: random of the subjects, pre test and post test. The result of the research show that there was

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<sup>15</sup>Windi Ariani, "Improving Students Speaking Skills at Grade VII of SMP Muhammadiyah 3 Depok Through the Use of Affective Learning Strategies in the Academic Year 2011/2012" (Publish Thesis; Departement of English Education: Yogyakarta, 2013), p. xiv.

improvement of the students' speaking skill in actively communicative by using communicative Language Teaching.<sup>16</sup>

Based on the previous research finding above that shown of three researchers have been doing the research. By the research can be seen that have a good strategy or method in the class can help students to be master in speaking.

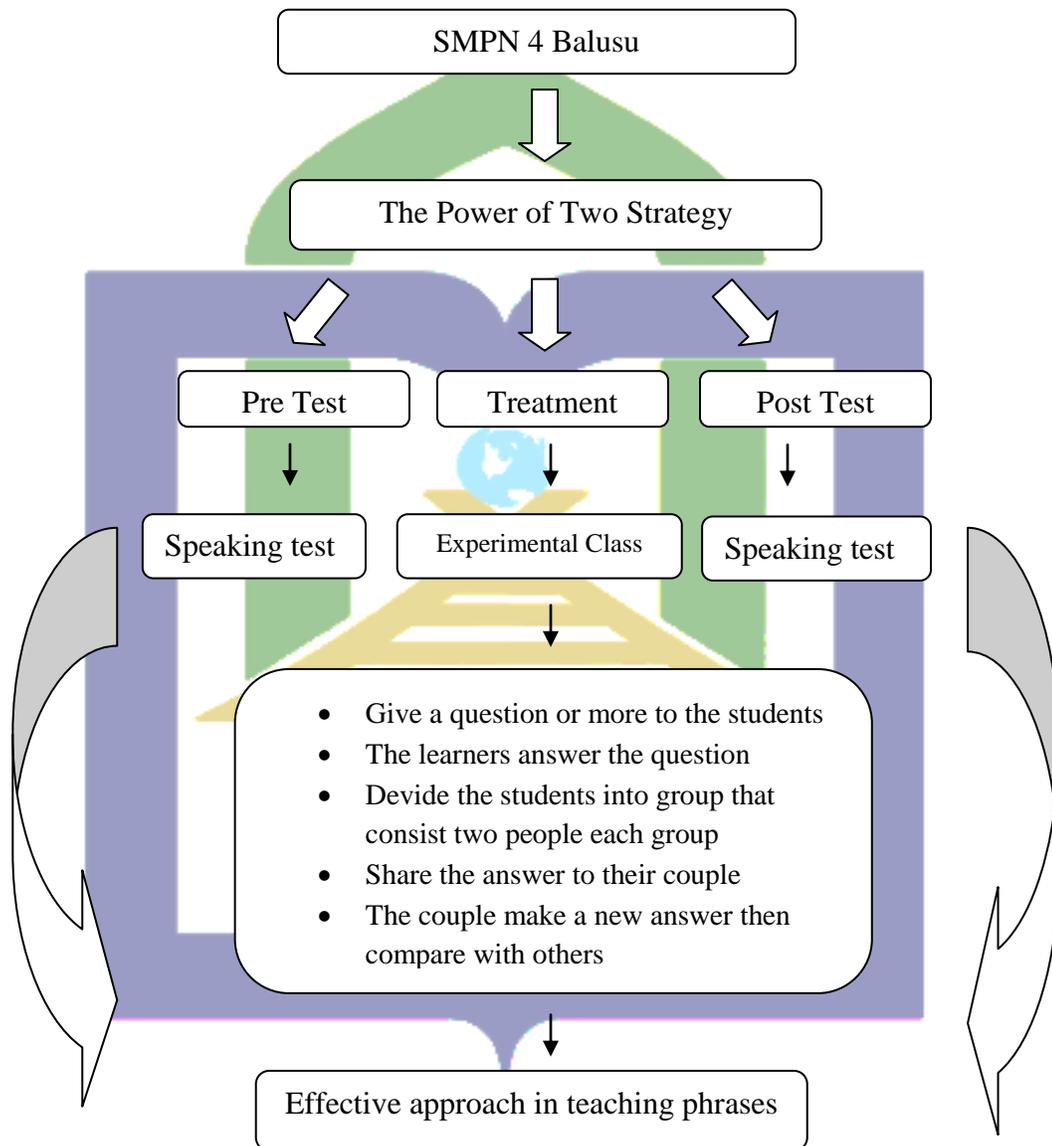


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<sup>16</sup>Siti Nurhayati, "Teaching Speaking Skill Through Communicative Language Teaching" (Published Scrips; English Education Faculty: Jakarta, 2014), p. iv.

### 2.3 Conceptual Framework

The conceptual framework underlying this research given in the following diagram:



In the diagram above, there are three elements, namely:

- 2.1.2 Input refers to the material that is applied.
- 2.1.3 Process refers to the teaching and learning speaking through the power of two strategy.
- 2.1.4 Output refers to the students' speaking skill.

## 2.4 Hypothesis

The research formulates the hypothesis as follows:

- 2.4.1  $H_0$  (Null hypothesis) : Using the power of two strategy is not effective to improve the students' speaking skill
- 2.4.2  $H_a$  (Alternative Hypothesis) : Using the power of two strategy is effective to improve the students' speaking skill.

## 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 variable. Dependent variable is speaking skill and independent variable is the power of two strategy.

### 2.5.2 Operational Definition of Variable

- 2.5.2.1 The power of two is one of active learning strategy, which is design to improve students' speaking skill and with this strategy, the students don't feel lazy and boring because students will be enjoy and relax in it.

2.5.2.2 Speaking is one of the most important skills of any language classes because through speaking, students will be practice the international language orally. It is important for the students to learn, so that they can control speaking quickly.

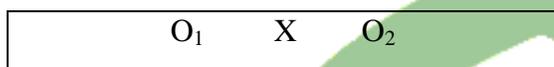


## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### 3.1 Research Design

The design that applied in this research was pre-experimental design with one group pre-test and post-test design. This is presented as follows:



Where

$O_1$  : Pre-test

X : Treatment

$O_2$  : Post-test<sup>1</sup>

#### 3.2 Location and Duration of the Research

The location of the research took place at SMP Negeri 4 balusu. The research used the quantitative research that have several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

#### 3.3 Population and Sample

##### 3.3.1 Population

Population is totally of all value or object about certain achievement concerning the group of object which is complete and clear that learned and identifying feature.<sup>2</sup> The next assume that population is all of object researches which

<sup>1</sup>Sogiyono, *Metode Penelitian Pendidikan Kuantitatif, kualitatif, R&D*, (Bandung: Alfabeta, 2010), p. 110-111.

<sup>2</sup>Nana Sujana, *Metode Statistik Pendidikan* (cet,III; Persit 1984), p. 3.

is consist of people, thing and event. In this research, the population is all of the student at SMP Negeri 4 balusu. There are 3 classes in that school which are VII, VIII and IX. The total population are 72 students.

Tabel 3.1 the total students of the second year at SMP Negeri 4 balusu

No	Class	Number of students
1	VII	8
2	VIII	9
3	IX	13
Total of the students		30

### 3.3.1 Sample

The sample was taken by using purposive sampling. The research took the class VIII which is consists 9 students as the sample in this research because the teacher of the school suggest to take the class VIII.

## 3.4 The Instrument and Proses of Collecting Data

### 3.4.1 The Instrument

In this research, the researcher used speaking test as the instrument. It was applied in pre-test and the post-test. The pre-test is aim to know the students speaking skill before treatment while the aim of the post-test is to find out whether the students speaking develop after the treatment.

### 3.4.2 Procedure of Collecting Data

The order of procedure collection data as follows:

#### 3.4.2.1 Pre-test

Researcher introduction herself to the students and students too, than explained the purpose of the research. Before doing treatment, the researcher gave pre-test. This test gave to find out the prior knowledge of the students before present the material. This pre-test was giving to the students at the first meeting in the classroom.

#### 3.4.2.2 Treatment

In this meeting, the researcher gives four meeting. As follows:

##### 3.4.2.2.1 The first meeting

1. The researcher explained “the power of two” strategy.
2. The researcher explained about the procedure of the power of two.
3. The researcher gave motivation about English Learning.
4. The researcher gave time to the students to ask about English.

##### 3.4.2.2.2 The second meeting

1. The researcher gave question about intenton to the students.
2. Every single students answered the question by theirself.
3. The researcher devided students into group that consist of two person (Couple)
4. The researcher asked the students (each group) to share the answer after they complete their answer.
5. The researcher asked the students (each group) to make a new answer then repair the response every students.

6. The students (each couple) gave addition, suggest, and critic the answer that students have made.

#### 3.4.2.2.3 The third meeting

1. The researcher divided the students into group that consist of two person only by different skill and different interest.
2. The researcher asked the students (each group) to make conversation about intention.
3. The students practiced the material by researcher guiding.
4. The students (each couple) gave addition, suggest, and critic the conversation that students have made.

#### 3.4.2.2.4 The fourth meeting

1. The researcher gave the students question about describing people material
2. The researcher thought the students how to tell or explain about describing people
3. The students explained their couple
4. The researcher gave correction to the students over all

#### 3.4.2.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the result of the treatment to measure the students speaking skill after using the power of two strategy. The research gave the same test in post-test. It conducts to check the result of treatment and it also useful to know whether using the power of two strategy was applying to improve students' speaking skill. It's like the pre-test, in

the post-test the students also was given the question then the students answered it about five minutes.

### 3.5 The Techniques of Data Analysis

The data was collected through the test that has been analyzed by using quantitative analysis. The following were the steps which undertaken in quantitative analyze.

#### 3.5.1 Scoring Classification

To find out the students' speaking skill, it was viewed from the four components, and they were: Vocabulary, Fluency, Pronunciation and comprehension.

Table 3.2: Oral proficiency scoring categories<sup>3</sup>

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speaks the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a

<sup>3</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, PearsonEducation, Inc, 2004), p. 172-173.

	7-8	word. -Can understand and participate in any conversation within the range of his experience with a high degree of
	9-10	precision of vocabulary. -speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1-2	-(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	3-4	-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.
	5-6	-Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	7-8	-Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any

	9-10	<p>conversation within the range of this experience with a high degree of fluency.</p> <p>-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.</p>
Pronunciation	1-2	-Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	-Accent is intelligible though often quite faulty.
	5-6	-Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	-Errors in pronunciation are quite rare.
	9-10	-equivalent to and fully accepted by educated native speakers.
Comprehension	1-2	-Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	3-4	-Can get the give of most conversation of

	5-6	non-technical subjects (i.e., topics that require no specialized knowledge). -Comprehension is quite complete at a normal rate of speech.
	7-8	-Can understand any conversation within the range of his experience.
	9-10	-Equivalent to that an educated native speaker.

### 3.5.2 The Classification of the Students Score

Table 3.3 the classification 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 Scoring the Students' Speaking of Pre-test and Post-test

Score =	Students' correct	x 100
	The total item	

1. Finding out the mean score by using the following formula:

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

In which:

X = Mean score

$\Sigma$  = Total Score

N = the total number of students<sup>4</sup>

2. 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>5</sup>

<sup>4</sup>Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

<sup>5</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

3. 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:

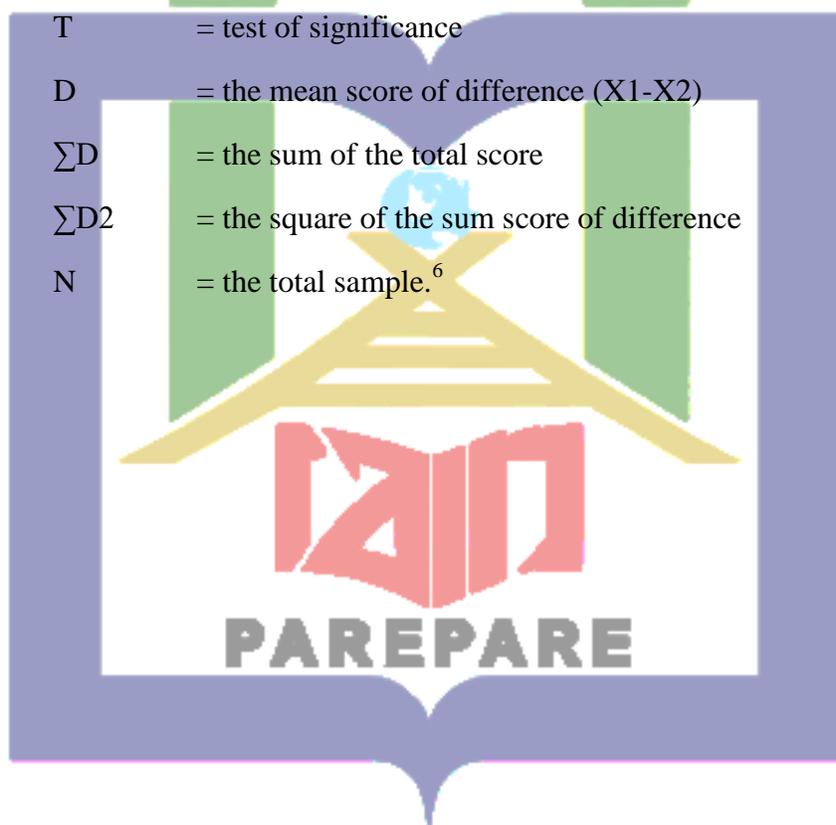
T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

N = the total sample.<sup>6</sup>



<sup>6</sup>Gay L.R Education Research, competencies for analysis and aplication secon edition, p.331

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of the data collected through test that can be discussed in this 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 researcher gave two test 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 that using the power of two strategy is able to improve the students' speaking skill of the VIII class at SMP Negeri 4 Balusu.

##### 4.1.1 Students' Speaking Skill by Using The Power of Two Strategy

This section described the result of data analysis in using the power of two strategy to improve students' speaking skill at SMP Negeri 4 Balusu.

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

The researcher gave some words to the students as the pre-test to know the students speaking skill. Every students chose the word and explain it then the researcher recorded the students answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skill based on 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	Vocabulary	Fluency	Pronunciation	Comprehension	Total (X <sub>1</sub> )
1	AN	3	3	3	2	11
2	DD	2	2	3	3	10
3	IS	4	3	3	3	13
4	MT	2	2	2	2	8
5	MG	3	3	3	3	12
6	NT	4	4	3	3	14
7	NR	2	2	2	2	8
8	NW	2	3	3	2	10
9	UP	2	2	2	2	8
Total		24	24	24	22	94

Data Score: the students' score in pre-test

After knowing the students' score in pre-test based on the criteria on speaking skill which are vocabulary, fluency, pronunciation and comprehension. The following table below is to know students speaking score in pre-test:

Table 4.2 The students' speaking score in pre-test

No.	Name	Max Score	Pre-Test of Students (X <sub>1</sub> )		Classification
			Total Score (X <sub>1</sub> )	(X <sub>1</sub> ) <sup>2</sup>	
1	AN	40	28	784	Poor
2	DD	40	25	625	Poor
3	IS	40	33	1089	Poor
4	MT	40	20	400	Verry poor
5	MG	40	30	900	Poor
6	NT	40	35	1225	Poor
7	NR	40	20	400	Verry poor
8	NW	40	25	625	Poor
9	UP	40	20	400	Verry poor
Total			$\sum X_1 = 236$	$\sum X_1^2 = 6448$	

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

Based on the table above about students' speaking skill in pre-test we can know the frequency of the classification score by looking the following table:

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	Verry Good	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	0	0%
4	Poor	21-40	6	67.00%
5	Verry Poor	0-20	3	33.00%
Total			9	100%

(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 skill before using the power of two strategy. There were six students got poor score and three students got very poor score. The total score in pre-test was 236. It had shown that the students' score of speaking skill in pre-test was very low. Because all of the students only got poor and very poor score. 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:

$X =$  Mean score of the pre-test:

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

$$x = \frac{236}{9}$$

$$x = 26.2$$

Thus, the mean score ( $X_1$ ) of pre-test is 26.2

Based on the result of the pre-test, the data showed that the average score of the pre-test is 26.2. From that analyzing, it had shown all of the students' skill in speaking still was very low because the students only got poor and very poor score. The total score in pre-test was low. They generally have low score in comprehension that they spoke ungrammatically with very limited speaking vocabularies as well as in fluency since they spoke unnaturally with many pauses.

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

$$SD = \sqrt{\frac{6448 - \frac{(236)^2}{9}}{9 - 1}}$$

$$SD = \sqrt{\frac{6448 - \frac{55696}{9}}{8}}$$

$$SD = \sqrt{\frac{6448 - 6188.44}{8}}$$

$$SD = \sqrt{\frac{259.56}{8}}$$

$$SD = \sqrt{32.445}$$

$$SD = 5.69$$

Thus, the standard deviation of pre-test is 5.69

After determining the mean score ( $X_1$ ) of pre-test was 26.6 and standard deviation of the pre-test was 5.69 It had shown that the students' speaking skill were in very low category.

#### 4.1.1.2 The students score in pre-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	Vocabulary	Fluency	Pronunciation	Comprehension	Total ( $X_1$ )
1	AN	5	5	4	3	17
2	DD	5	4	4	4	17
3	IS	5	5	5	4	19
4	MT	3	3	3	3	12
5	MG	4	5	5	4	18
6	NT	6	5	4	5	20
7	NR	3	4	3	3	13
8	NW	4	3	3	2	12
9	UP	3	3	3	2	11
Total		38	37	34	30	139

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

Table 4.5: The students' speaking score in post test

No.	Name	Post-Test of Students ( $X_2$ )			
		Max Score	Total Score ( $X_2$ )	$(X_2)^2$	Classification
1	AN	40	43	1849	Fair
2	DD	40	43	1849	Fair
3	IS	40	48	2304	Fair
4	MT	40	30	900	Poor
5	MG	40	45	2025	Fair
6	NT	40	50	2500	Fair

7	NR	40	33	1089	Poor
8	NW	40	30	900	Poor
9	UP	40	28	784	Poor
Total			350	14200	

(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	Verry Good	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	5	56%
4	Poor	21-40	4	44.00%
5	Verry Good	0-20	0	0.00%
Total			0	100%

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

The table above shows the result of students' improvement in speaking skill after applying treatment through the power of two strategy. There were five students' got good score and four students' got good poor. It means that the students' speaking skill had improved through the power of two strategy. The total score in post-test was 350. It proved that there was improving of students' score in post-test although is not really significant between the result of the total score in pre-test and post test. In addition, the result of post-test showed that no students had fail classification.

In this case, the writer analysed the data of students' score in post-test to know whether there is or no a different of students' achievement before and after learning process in using the power of two strategy in speaking skill.

Mean score of the post-test:

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

$$x = \frac{350}{9}$$

$$x = 38.8$$

Thus, the mean score ( $X_2$ ) of post-test is 38.8

Base on the result of the post-test. The data shows that the mean score of the post-test was 38.8. From that analysing, it could be seen that most of the students' speaking was fair score. Although it still was fair score in post-test but there was improvement when compare with score in pre-test.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{14200 - \frac{(350)^2}{9}}{9 - 1}}$$

$$SD = \sqrt{\frac{14200 - \frac{122500}{9}}{8}}$$

$$SD = \sqrt{\frac{14200 - 13611.11}{8}}$$

$$SD = \sqrt{\frac{588.89}{8}}$$

$$SD = \sqrt{73.61}$$

$$SD = 8.57$$

Thus, the standard deviation (SD) of post-test is 8.57

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	26.6	5.69
Post-test	38.8	8.57

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

The data in table 4.5 shows that the mean score of pre-test was 26.6 ( $X_1$ ) while the mean score of the post-test increased 38.8 ( $X_2$ ). The standard deviation of pre-test was 5.69 while the standard deviation of post-test was 8.57.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process that used the power of two 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	0	0%	0%
2.	Good	61-80	0	0	0%	0%
3.	Fair	41-60	0	5	0%	56%
4.	Poor	21-40	6	4	67.00%	44%
5.	Very Poor	0-20	3	0	33.00%	0%
<b>Total</b>			30	30	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. Three students' got very poor score (33.00.%), and six students got poor score

(67.00%), while the rate percentage of the post-test, five students got fair score (56%) and four students got poor (44%). The percentage in post-test that students got fair and poor score was higher than percentage in pre-test that got very poor and poor score. It showed that students were able to improve the students' speaking skill after treatment by using the power of two strategy.

4.1.2 The implementation of using the power of two strategy to improve the students' speaking skill at smp negeri 4 balusu.

This part presented the result of data analysis about the implementation of using the power of two strategy to improve the students' speaking skill at smp negeri 4 balusu.

#### 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	$(X1)^2$	$(X2)^2$	$D(X_2 - X_1)$	$D^2(X_2 - X_1)^2$
1	28	43	784	1849	15	225
2	25	43	625	1849	18	324
3	33	48	1089	2304	15	225
4	20	30	400	900	10	100

5	30	45	900	2025	15	225
6	35	50	1225	2500	15	225
7	20	33	400	1089	13	169
8	25	30	625	900	5	25
9	20	28	400	784	8	64
<b>Total</b>	<b><math>\Sigma X=236</math></b>	<b><math>\Sigma X=350</math></b>	<b><math>\Sigma X_1^2=6448</math></b>	<b><math>\Sigma X_2^2=14200</math></b>	<b><math>\Sigma D=114</math></b>	<b><math>\Sigma D^2=1582</math></b>

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{114}{9} = 12.6$$

The calculation the t-test value

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

$$t = \frac{12.6}{\sqrt{\frac{1582 - \frac{114^2}{9}}{9(9-1)}}$$

$$t = \frac{12.6}{\sqrt{\frac{1582 - \frac{12.99}{9}}{9(8)}}}$$

$$t = \frac{12.6}{\sqrt{\frac{1582 - 1.44}{72}}}$$

$$t = \frac{12.6}{\sqrt{\frac{1.58}{72}}}$$

$$t = \frac{12.6}{\sqrt{2,19}}$$

$$t = \frac{12.6}{1,47}$$

$$t = 8.57$$

Thus, the t-test value is 8.57

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. It indicated that there was a 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	8.57	1.860

#### 4.1.2 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

Table 4.11 Normality Test

Interval	$f_o$	$f_h$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
3-5	1	0.2	0.8	0.64	3.2
6-8	1	1.2	-0.2	0.04	0.03
9-11	1	3	-2	4	1.3

12-14	1	3	-2	4	1.3
15-17	4	1.2	2.8	7.84	6.5
18-20	1	0.2	0.8	0.64	3.2
<b>Total</b>	<b>9</b>	<b>8.8</b>	<b>0.2</b>	<b>17.52</b>	<b>15.53</b>

(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Kuadrat hitung = 15.53 and then, the value is equalized with value of Chi Kuadrat Table (Appendix 6) with degree of freedom (df)  $6-1 = 5$ . If df 5 and ( $\alpha$ ) 5%, so value of Chi Kuadrat Table = 15.53 Because Chi Kuadrat hitung  $\leq$  Chi Kuadrat Table ( $15.53 \leq 15.507$ ). Thus, the sample is normally distributed.

#### 4.1.3 Hypothesis Testing

The overall comparison between students' achievement score in pre-test and post-test in previous sub chapter showed the improvement of the quality of students' speaking skill from very poor to poor, poor to fair 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:

$$\begin{aligned}
 Df &= N-1 \\
 &= 9-1 \\
 &= 8
 \end{aligned}$$

For the level, significant ( $\alpha$ ) 5% and df=8, and the value of the table is 1.860, while the value of t-test 8.57. It means that the t-test value is greater than t-table ( $8.57 \geq 1.860$ ). Thus, it can be concluded the students' speaking skill through the power of

two strategy is better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

#### **4.1.4 The ways of using the power of two strategy in improving students' speaking skill.**

The power of two strategy was effective to improve the students' speaking skill. As a fact, based on the finding, most of students got very poor score in pre-test while in post-test, most of students got fair score. It means that, the treatment was success to improve the students' speaking skill.

There was one meeting before giving the treatment of the research to the students, which was pre-test. the meeting of pre-test, the researcher introduced herself to the students and students too, than explained the purpose of the research to make the students understood what they would be done. After that the researcher gave some words then it would be explain by the students to know the students' skill in speaking. The researcher recorded the students' answer to make easier evaluate the aspects of students' speaking.

In the first meeting, the researcher gave the explanation about the procedures of the power of two strategy to the students and gave motivation. After that, the researcher gave opportunity to the students to ask some questions about English to the researcher.

In the second meeting, the researcher would give question about intention to the students then the question would be answered by their selves. After that, the researcher divide the students into group that consist two person (couple). After the students completed their answer, the researcher asked the students (each group) to share their answer The next way is the researcher asking the students to make new

answer and repair the response every students. The last step in the second meeting is each couple give addition, suggest and critic the answer that students have made.

The third meeting, the researcher would divide the students into group that consist of two person only by different skill and different interest and asked the students to make conversation about intention. After that, the students will practice the material by researcher guiding. The last step in this meeting is each couple giving addition, suggest, and critic the conversation that students have showed in front of their friends in the class.

In the fourth meeting, the researcher will give the students question about describing people material. The students was thought how to tell or explain about describing people by the researcher. After that, the students would describe their couple then the researcher would give correction to the students over all.

In the last meeting, the researcher would give the students post-test to find out the result of the treatment to measure the students speaking skill after using the power of two strategy. The research would give the same test in post-test. It conducts to check the result of treatment and it also useful to know whether using the power of two strategy is applying to improve students' speaking skill. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students express their ideas n speaking for each meeting. It was to make the students more confident than before, speak effectively and also develop their ideas. Using the power of two as strategy in

teaching English was able to help the students to speak well. As the conclusion, the power of two strategy has an impact in improving the students' speaking skill.

## 4.2 Discussion

In teaching English speaking, the ability to communicate or speak up becomes one of the conditions that play an important role, because it helps the students to develop ideas and connect ideas with others. When students try to formulate ideas clearly, it means they have developed a better understanding of their thoughts. This is in accordance with the ministry of national education quoted by Fadjar (2009:20).

The other hand, in teaching speaking for the students, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in learning English speaking. Harmer (2007, p. 136)

So from those statement that the power of two as strategy will help the teachers in implementing the steps of learning speaking skill appropriate to the students condition. According to Hisyam, at al, the power of two strategy is learning strategies used to encourage cooperative learning and to reinforce importance as well benefit synergy two people. By using the power of two strategy help the students to convey ideas and feeling to the others. When they are interacting they can improve their speaking achievement. It will be more effective rather than just sit and learn in the class.

### 4.2.1 The improvement of students' speaking skill through using the power of two strategy

The discussion of the result of the data analysis showed that used the power of two strategy was effective to improve the students speaking skill. It proved that there was an improvement of students' speaking skill by using the power of two

strategy because the mean score of the pre-test was 26.2 and the mean score of post-test was 38.8. The researcher conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The researcher used the power of two strategy in teaching speaking to make the students easier to express their opinion. The researcher measured the students' speaking by focusing on the aspect of speaking which are vocabulary, fluency, pronunciation and comprehension. These aspects also were a guideline of the researcher in scoring students' speaking. There was an improvement skill after giving the treatment because the students score in the pre-test was 26.2 score then the score of the post-test was 38.8. It showed that there was a difference score between the result of pre-test and post-test although it was not really high.

From the test finding, the data provided in classification table based on the aspects of speaking, six students got poor score (67%) and three students got very poor score (33%) in the pre-test, while in the post-test, five students got fair score(56%) and four students got poor score (44%). From the result the writer concluded that the students speaking skill from poor to fair 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 8.57 was greater than t-table value 1.860 table ( $8.57 \geq 1.860$ ) with degree of freedom (df) 8. It means alternative hypothesis ( $H_a$ ) was concluded that by using the power of two as strategy was able to improve the students' speaking skill at smp negeri 4 balusu. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the finding above the researcher conclude that the implementation of using the power of two as strategy in teaching speaking at smp negeri 4 balusu changed classroom situation more active because this strategy has principle that thinking both much better than thinking alone and it make the students more active to communicate in the class. It can be proved as long as the learning process the students active to communicate their ideas.

As the principle of this strategy that thinking both much better than thinking alone, it can be proved by the difference of the students' excited to express their opinion through exchange the ideas with their friends than the students' excited who only express the opinion without discuss with their friends. In the fact, most of students more excited and confident to tell the ideas by exchanging the ideas with others.

Through this strategy students were not too dependent on the teacher, but it can make the students more enjoy to express the ideas to others while the teacher only guided the students.

Using the power of two strategy in teaching English has impact in improving the students' speaking skill. in fact, based on the finding some students got a better score in post-test than in pre -test. It means that using the power of two strategy effective to be used in improving students' speaking skill. This strategy also helped the students to find their idea. So, they would not confuse to communicate each other. This strategy also made the students to take more the responsible on their task than before because the work system of this strategy required to share each other. So willy nilly, the students had to speak up during learning English Speaking skill material in the class.

After finishing the research, the researcher concluded that the students felt happy and enjoy in learning speaking of English because the students were able to express their opinion in their participation at the power of two strategy as the way to build their confidence at improve the skill to speak because as long as the meeting, they not only speak individually but also they spoke in a group.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the impact of the power of two strategy in students' speaking skills.

#### 5.1 CONCLUSION

Based on the problem statements, the researcher find out two conclusions. Those were the students' speaking skills before and after giving the treatment and also the improvement the students' speaking skills after doing the treatment through the power two as strategy.

5.1.1 Based on the result of the data analysis and the discussion of the result in previous chapter, the researcher concluded there is a difference of the students' speaking skills before and after treatment. It can be seen the students' speaking before giving the treatment through the power of two strategy. The writer gave the students pre-test and the result of the score in pre-test was (26.6), standard deviation (5.69). While the students' speaking after doing the treatment through the power of two strategy. The researcher gave post-test and the result of the mean score was (38.8), standard deviation (8.57). 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 (8.57) it was greater than t-table (1.860) at the level 0, 05 and degree of freedom (df) was 8.

5.1.2 This study is categorized pre-experiment research design, the objective in this study is to find out whether using the power of two strategy was able or not to

improve the students' speaking skills. The finding of the result showed the positive impact in the students' speaking skill and class situation. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

Finally, the power of two strategy could help the students in learning English, the students will not confuse what they want to say when the teacher asks them and most of them would enjoy the material and easier to express their opinion. It means this technique able to be used in learning process.

## 5.2 Suggestion

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

5.2.1 The teacher has to know 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 the power of two as strategy in teaching speaking because it can help the students to express their idea and feeling in enjoy situation.

5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material as the principal of the power of two strategy that thinking both much better than thinking alone. .

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**Appendix 1 lesson plan****(RPP) 01**

Sekolah : SMP Negeri 4 Balusu  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/1  
Materi Pokok : Giving the explanation about the power of two strategy  
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 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

### Indikator:

1. Menjelaskan pengertian the power of two strategy.
2. Memahami penerapan the power of two strategy yang diberikan.
3. Mengembangkan ide melalui the power of two strategy.

### C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian the power of two strategy.
  2. Siswa mampu memahami penerapan the power of two strategy.
  3. Siswa mampu mengembangkan ide dari the power of two.
- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
  - Struktur Teks
    - Memulai
    - Menanggapi (diharapkan/ tidak diharapkan)
  - Unsur Kebahasaan
    - Ungkapan yang sesuai untuk menyarankan. (*I believe..., I think..., I suppose..., In my opinion...*)

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
  - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMP, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Giving the example explanation about the power of two strategy.

**D. Metode pembelajaran** : scientific approach

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

1. Media dan Alat: white board, board marker.
2. Sumber Belajar: proposal research..

**F. 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. Peneliti menjelaskan tentang the power of two strategy dan penerapannya.</li> </ol>	70 menit

	<ol style="list-style-type: none"> <li>2. Peneliti memberikan waktu kepada siswa untuk mengajukan pertanyaan terkait bahasa inggris.</li> <li>3. Menjawab pertanyaan dari siswa.</li> <li>4. Memberikan motivasi sebelum meninggalkan kelas..</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</li> <li>2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</li> <li>3. Menyampaikan rencana kegiatan pertemuan berikutnya</li> </ol>	10 menit

#### PENILAIAN PENGETAHUAN

N O.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KE T
		PENGU-CAPAN	PEMA-HAMAN	KOSA KATA	KETELIT IAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

## Rubrik Penilaian Pengetahuan

### Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna
- 4 : Ada kesalahan tapi tidak mengganggu makna
- 5 : Hampir sempurna

### Kosakata

- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

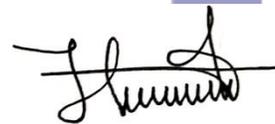
### Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

### Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti

Peneliti



**Hariani**  
14.1300.108

**(RPP) 02**

Sekolah : SMP Negeri 4 Balusu  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII  
Materi Pokok : Talk about intention  
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 penomena 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 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

### Indikator:

1. Siswa memahami pengertian intention.
2. Mengembangkan ide dari pertanyaan mengenai intention.

### C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian intention.
2. Siswa mampu mengembangkan ide dari pertanyaan mengenai intention.

### D. Materi Pembelajaran.

- Fungsi Sosial  
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan yang sesuai untuk menyatakan. (*I am thinking of..., I am going to..., I it is my intention to...*)
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMP, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Pernyataan atau pertanyaan yang memuat ungkapan tentang intention.

**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>1. Peneliti memberikan pertanyaan mengenai intention.</li> <li>2. Peneliti membagi siswa dalam kelompok yang terdiri dari dua siswa.</li> <li>3. Peneliti meminta kepada siswa untuk</li> </ol>	70 menit

	<p>menyatakan jawabannya kepada pasangan kelompoknya.</p> <p>4 Peneliti meminta kepada setiap pasangan untuk membuat jawaban baru (hasil rundingan berdua pasangan).</p> <p>5 Siswa akan diberikan masukan atau kritik terhadap penampilannya di 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

#### PENILAIAN PENGETAHUAN

N O	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PEN GU- CAP AN	PEM A- HAM AN	KOSA KATA	KETELI TIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

## Rubrik Penilaian Pengetahuan

### Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna
- 4 : Ada kesalahan tapi tidak mengganggu makna
- 5 : Hampir sempurna

### Kosakata

- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

### H. Bahan Ajar

Pertanyaan atau pernyataan mengenai intention:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. I am going to ...            | 5. I reckon I will ...           |
| 2. I am planning to ...         | 6. I have every intention of ... |
| 3. I will make an effort to ... | 7. It is my intention to ...     |
| 4. I am thinking of ...         |                                  |

### Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

### Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti

Peneliti



**Hariani**  
14.1300.108

**(RPP) 03**

Sekolah : SMP Negeri 4 Balusu  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII  
Materi Pokok : Talk about intention  
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 penomena 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 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

### Indikator:

3. Mengembangkan ide mengenai intention dalam percakapan.

### C. Tujuan Pembelajaran:

3. Siswa mampu mengembangkan ide mengenai intention menjadi percakapan.

### D. Materi Pembelajaran.

- Fungsi Sosial
  - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan yang sesuai untuk menyatakan. (*I am thinking of..., I am going to..., I it is my intention to...*)
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
  - Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMP, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Pernyataan atau pertanyaan yang memuat ungkapan tentang intention.

**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>5. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam</li> <li>6. Mengecek kehadiran siswa</li> <li>7. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai.</li> <li>8. 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>6. Peneliti membagi siswa dalam kelompok yang terdiri dua orang siswa.</li> <li>7. Peneliti meminta kepada siswa untuk membuat percakapan tentang intention bersama pasangan kelompoknya.</li> <li>8. Siswa diminta untuk mempraktekkan di depan kelas.</li> </ol>	70 menit

	9 Siswa akan diberikan masukan atau kritik terhadap penampilannya di kelas.	
Penutup	<p>4. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>5. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>6. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	10 menit

### PENILAIAN PENGETAHUAN

N O.	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PENG U- CAPA N	PEM A- HAM AN	KOSA KATA	KETELI TIAN		
1.							
2.							
	RATA RATA						
	NILAI MAX						
	NILAI MIN						

### Rubrik Penilaian Pengetahuan

#### Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna

#### Pemahaman

1. Tidak memahami
2. Kurang memahami

3 : Ada beberapa kesalahan dan mengganggu makna

4 : Ada kesalahan tapi tidak mengganggu makna

5 : Hampir sempurna

#### **Kosakata**

1: Banyak kesalahan sehingga sulit dipahami

2: Banyak kesalahan dan mengganggu makna

3: Ada beberapa kesalahan dan mengganggu makna

4: Ada kesalahan tapi tidak mengganggu makna

5: Hampir sempurna

3. Cukup memahami

4. Memahami

5. Sangat memahami

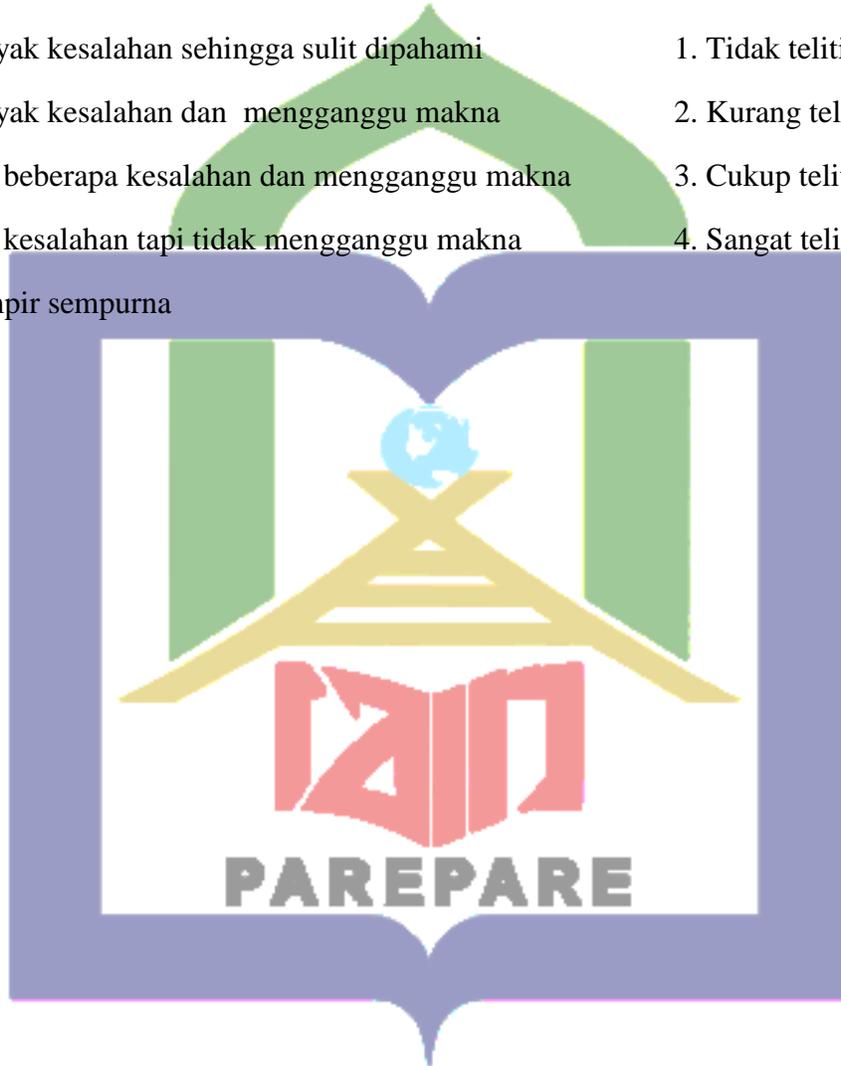
#### **Ketelitian**

1. Tidak teliti

2. Kurang teliti

3. Cukup teliti

4. Sangat teliti



## Bahan Ajar

Percakapan tentang intention.

Santi: So, what about you, Bayu? Do you have any plans?

Bayu: Definitely! My dad and I are going to go fishing. We plan to go fishing in a

lake near my uncle's house. Would you like to come with us?

Santi: I don't really like fishing. I would rather stay at home than go fishing.

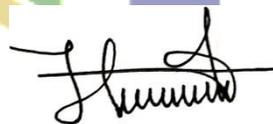
What about you, Riri? What would you like to do on the long weekend

Riri: I have made a plan with my mother about what to do on this long weekend. We are going practice baking cookies.

Bayu: Are you going to bake choco chips cookies like the last time?

Riri: well, yes. That is my favourite.

Peneliti



Hariani  
14.1300.108

**PAREPARE**

**(RPP) 04**

Sekolah : SMP Negeri 4 Balusu  
Matapelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII  
Materi Pokok : Describing people  
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 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

### Indikator:

4. Siswa memahami pengertian dan penerapan describing people .
5. Mengembangkan ide tentang describing people.

### C. Tujuan Pembelajaran:

4. Siswa mampu memahami pengertian dan penerapan describing people.
5. Siswa mampu mengembangkan ide tentang describing people.

### D. Materi Pembelajaran.

- Fungsi Sosial
  - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
  - Memulai
  - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
  - Ungkapan yang sesuai untuk menyatakan. (*In my opinion..., I believe..., In my mind ...*)
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMP, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Karakter seseorang.

**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	9. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 10. Mengecek kehadiran siswa 11. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 12. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas	10 menit
Inti	10 Peneliti memberikan pertanyaan mengenai intention. 11 Peneliti memberi penjelasan kepada siswa bagaimana cara mendeskripsikan seseorang.	70 menit

	<p>12 Siswa diminta untuk mendeskripsikan pasangan kelompoknya.</p> <p>13 Siswa diminta untuk tampil di depan bersama pasangan kelompoknya mendeskripsikan temannya.</p> <p>14 Siswa akan diberikan masukan atau kritik terhadap penampilannya di kelas.</p>	
Penutup	<p>7. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>8. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>9. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	10 menit

#### PENILAIAN PENGETAHUAN

NO	NAMA SISWA	PENILAIAN				JUMLAH NILAI	KET
		PEN GU- CAP AN	PEM A- HAM AN	KOSA KATA	KETELI TIAN		
1.							
2.							
	RATA – RATA						
	NILAI MAX						
	NILAI MIN						

### Rubrik Penilaian Pengetahuan

#### Pengucapan

- 1 : Sulit dipahami
- 2 : Banyak kesalahan dan mengganggu makna
- 3 : Ada beberapa kesalahan dan mengganggu makna
- 4 : Ada kesalahan tapi tidak mengganggu makna
- 5 : Hampir sempurna

#### Kosakata

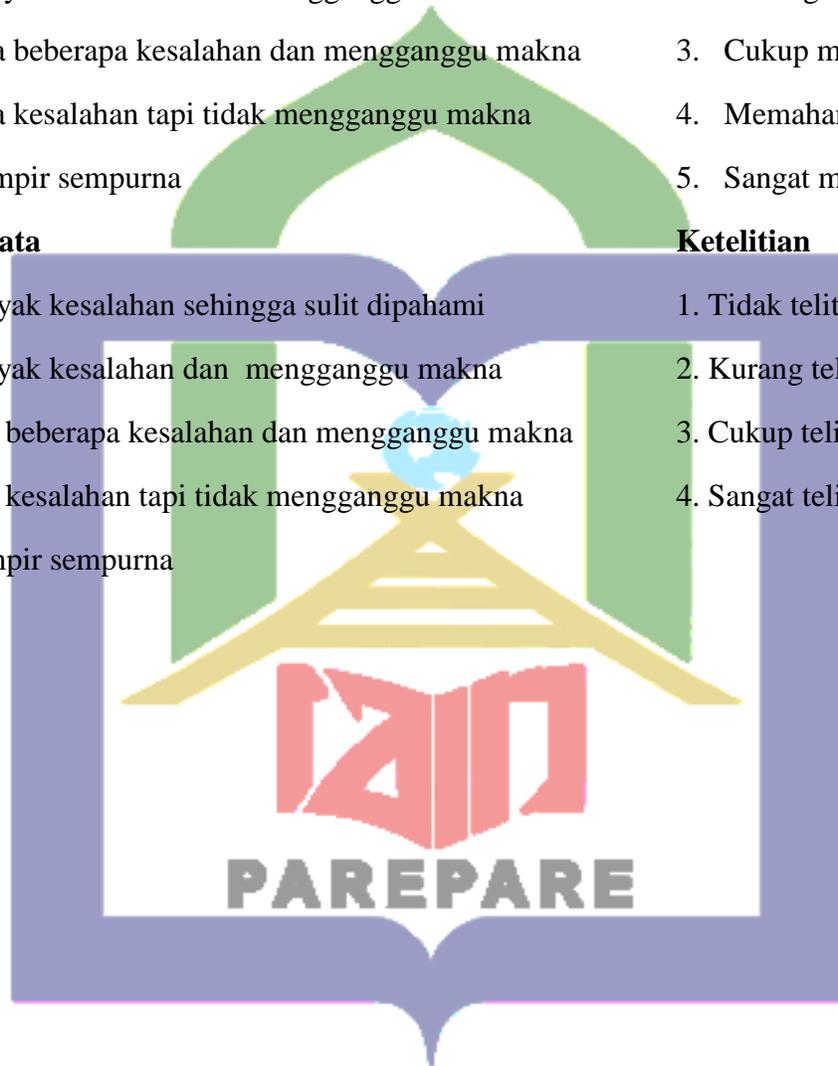
- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

#### Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

#### Ketelitian

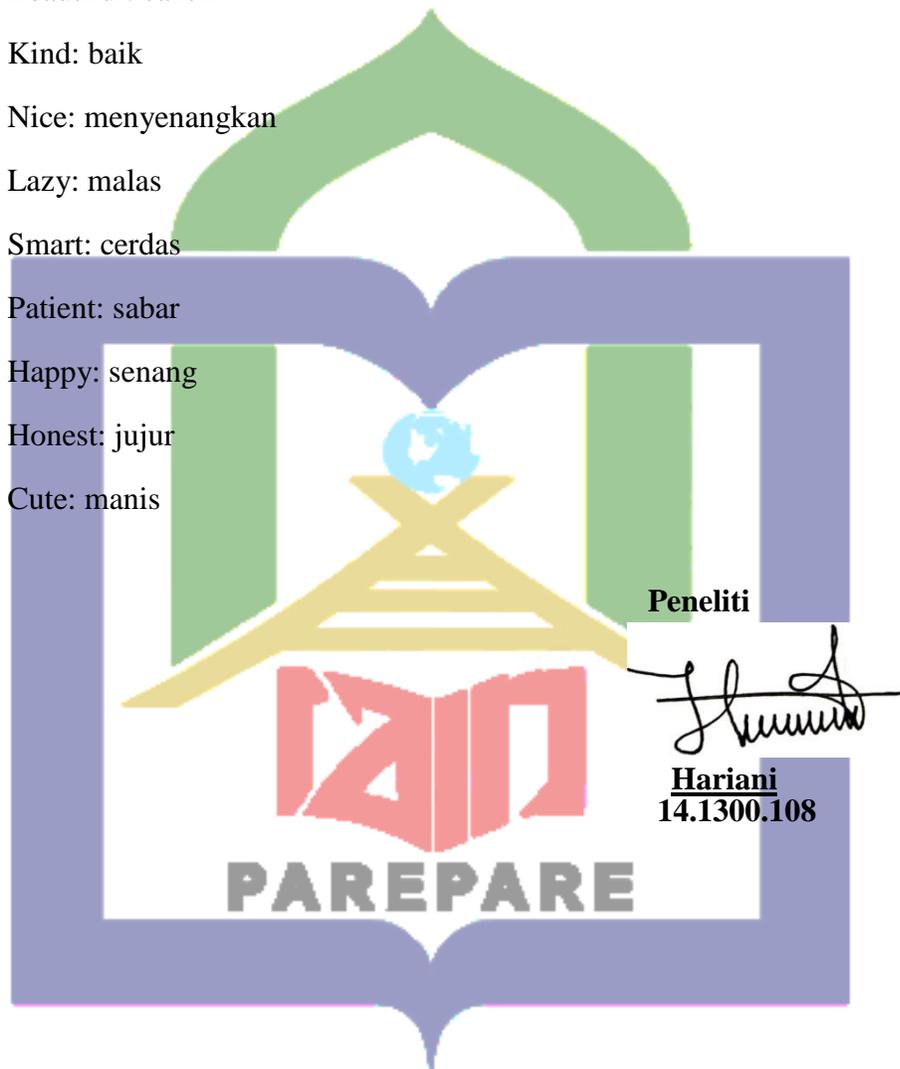
1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti



## Bahan Ajar

Deskripsi karakter seseorang:

1. Clever: pintar
2. Beautiful: cantik
3. Kind: baik
4. Nice: menyenangkan
5. Lazy: malas
6. Smart: cerdas
7. Patient: sabar
8. Happy: senang
9. Honest: jujur
10. Cute: manis



## Appendix 2 Instrument of pre-test and post-test

### Instrument of the pre-test

Please choose one of the word below then tell your opinion based on the word with your own words. You only have 5 minutes to tell it.

MUSIC

MOTORCYCLE

PILOT

### Instrument of the post-test

**Give your explanation about the questions below!**

Please choose one of the word below then tell your opinion based on the word with your own words. You only have 5 minutes to tell it.

YOUR IDOL

PARMER

TELEVISION

### Appendix 3 Students' speaking skill of Pre-test

Megawati : talk about music, music s one of my hobby because music can campnion get sleep, for example pop song. That's the kind of music I like.

Natira : talk about music, music is one of the job in Indonesia that much people do, especially after music of dangdut in indosiar recrut. Music have many talent, for example Fildan. He can sing a song and also master in playing music, it's like guitar, suling etc.

Ismawati : talk about pilot, pilot is one of campnion for example gonh around the world and we can enjoy fresh air.

Isma : in my opinion, music is a beautiful sound because it can entertain us.

Dadi : in my mind, farmer is a job that can produce something food. I like job as a farmer because my father is farmer.

Mita M : in my mind farmer is a noble job because tanpa farmer kita tidak bisa makan nasi. That's why, I proud of my father as a farmer.

#### **Appendix 4 Students' speaking skill of Post-test**

Isma : talk about television, television is one of the system information that have picture and sound. There are hat news that we can get from it.

Natira : in my mind, motorcycle is one of the transportation that have machine and if we drive motorcycle it must complete and wear helmet. We have to bring letter motorcycle, I mean STNK motor. So that we will not ditilang police.

Megawati : my idol is Lesti, because every performance she always do the best. No one more than Lesti, that's my opinion.

Isnawati : my idol is one of the actris that famous because she can sing well. The is Lesti, the first member in academy.

Dedi : motorcycle is one of the thing that can we use go to school. So I love so much my motorcycle.

#### **Appendix 5 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 6 value of Chi Kuadrat

Dk	Tarf significant					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666

10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.409
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892



Appendix 7

Dokumentasi





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
 Alamat : JL. Amal Bakti No. 8 Sorong Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404  
 Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B **561** /In.39/PP.00.9/06/2018  
 Lampiran : -  
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. BARRU  
 Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
 di  
 KAB. BARRU

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : HARIANI  
 Tempat/Tgl. Lahir : RUMPIAH, 15 April 1995  
 NIM : 14.1300.108  
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
 Semester : VIII (Delapan)  
 Alamat : TAKKALASI, KAB. BARRU

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

**" IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE POWER OF TWO STRATEGY AT THE SECOND YEAR OF SMP 4 NEGERI BALUSU "**

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

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

Terima kasih,

25 Juni 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Mth. Djunaidi



**PEMERINTAH KABUPATEN BARRU**  
**DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU**  
**DAN TENAGA KERJA**

Jl. Sultan Hasanuddin No. 42 Telepon (0427) 21662 , Fax (0427) 21410 Kode Pos 90711

Barru, 09 Juli 2018

Nomor : 0363/18/BR/VII/2018/DPMPTSPK  
 Lampiran : -  
 Perihal : Izin/Rekomendasi Penelitian.

Kepada  
 Yth. Kepala SMP Negeri 4 Balusu Kab. Barru  
 di -  
Tempat

Berdasarkan Surat Kepala Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Pare-Pare Nomor : B 561/In.39/PP.00.9/06/2018 tanggal 25 Juni 2018 perihal tersebut di atas, maka / Mahasiswa / Peneliti / Dosen / Pegawai di bawah ini :

**N a m a** : HARIANI  
**Nomor Pokok** : 14.1300.108  
**Program Study** : Tarbiyah dan Adab/Pendidikan Bahasa Inggris  
**Pekerjaan/Lembaga** : Mahasiswa (S1)  
**A l a m a t** : Tanru Tedong, Desa Kamiri Kec. Balusu Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 10 Juli 2018 s/d 10 Agustus 2018, dengan judul :

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE POWER OF TWO STRATEGY AT THE SECOND YEAR OF SMP NEGERI 4 BALUSU**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat ini tidak mentaati ketentuan tersebut diatas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.



**MUHAMMAD SAYUTI, S.Sos**  
 Pangkat : Penata ,III/c  
 NIP. 19600908 199503 1 003

**TEMBUSAN** : disampaikan Kepada Yth.

1. Bupati Barru (Sebagai Laporan);
2. Kepala Bappeda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Plt. Wakil Rektor Bidang Akademik & Pengembangan Lembaga (APL) Makassar;
5. Mahasiswa yang bersangkutan;
6. Pertinggal;



PEMERINTAH KABUPATEN BARRU  
DINAS PENDIDIKAN  
SMP NEGERI SATAP 4 BALUSU  
Alamat : Rumpiah Desa Kamiri Kecamatan Balusu

SURAT KETERANGAN PENELITIAN  
NO: 131/422/SMP.04/BLS/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 4 Balusu menerangkan bahwa :

Nama : HARIANI  
Nomor Pokok : 14.1300.108  
Program Study : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris  
Pekerjaan /Lembaga : Mahasiswa (S1)  
A l a m a t : Tanru Tedong, Desa Kamiri Kec. Balusu Kab. Barru

Judul Skripsi : INVROVING STUDENTS' SPEAKING ABILITY  
THROUGH THE POWER OF TWO STRATEGY AT  
THE SECOND YEAR OF SMP NEGERI 4 BALUSU

Benar yang bersangkutan telah melaksanakan penelitian pada SMP Negeri 4 Balusu,  
Pada tanggal 10 Juli 2018 s/d 10 Agustus 2018 dalam rangka penyelesaian study Program  
Tarbiyah dan adab/ Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Pare-Pare.  
Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Rumpiah, 30 Juli 2018  
Kepala Sekolah,  
  
Nip. 19631108 198612 1 001

## CURRICULUM VITAE



The researcher was born on April 15<sup>th</sup>, 1995 in Rumpiah. She is the first child from three siblings; she has one sister and one brother. Her father name is Jufri and her mother name is Rahmatia. Her educational background began her on 2002 in SDN Baera and move to the SDI Rumpiah on 2004 , Kec Balusu, Kab. Barru and graduated on 2008. She continued her study at SMPN 3 Balusu, Kab. Barru and graduated on 2011. She registered in senior High school MA DDI Takkalasi Kab. Barru and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare bur now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “Improving students’ speaking ability through the power of two strategy at the second year of SMP Negeri 4 Balusu. ”