CONTRIBUTION OF GROUP WORK PARTICIPATION TOWARD THE SPEAKING SKILL OF THE SECOND YEAR STUDENTS AT SMAN 1 BUNUT PELALAWAN

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The thesis entitled *"Contribution of Group Work Participation strategy toward Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan"*. Is researched by Zulkifli, NIM. 10514000448. It is accepted and approved to be presented in the meeting of the final examination of undergraduate committee of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau

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EXAMINER APPROVAL

The thesis entitled: *"Contribution of Group Work Participation strategy toward Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan"* is written by Zulkifli, NIM 10514000448. It has been approved and examined by the examination committee of undergraduate degree on May 30 2011 M/ jumadil Akhir 26, 1432 H at Faculty of Education and Teacher training of State Islamic University Sultan Syarif Kasim Riau as one of Requirements for the Undergraduate Degree (S.Pd) in English Education

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ABSTRACT

The title of this research was "***Contribution of Group Work Participation toward the Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan"*.** This research was contribution research. It was investigated to know the contribution of students' group work participation toward the speaking skill. The subject of this research was the second year students of SMA Negeri 1 Bunut Pelalawan. The second year students consisted of four classes (161 students). The writer took XI 3 (40 students) as the sample of the research. The way in choosing this sample was cluster technique.

The instruments of this research were questionnaires and test. The questionnaire was used to know implementation of group work participation applied in the class followed by the students and test was used to know data on the students' speaking skill. The questionnaire result was clearly seen that students' group work participation belongs to intermediate categories because the highest score was 20 students (50%).

Whereas, to analyze the data, the writer used simple linear regression correlation. The formula was:

$$F = \frac{b^2 x \sum \left(X - \overline{X}\right)^2}{S_e^2}$$

Finally, based on the writer's findings, the score of F-test was 16.15 then it was consulted to F-table with df = 38 found that at significant level 5% = 4.10 and at 1% = 7.35. Finally, F-test = 16.15 was higher than F-table. Therefore, it can be interpreted that there was significant contribution of group work participation strategy toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.

ABSTRACT

The title of this research was "***Contribution of Group Work Participation toward the Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan***". This research was contribution research. It was investigated to know the contribution of students' group work participation toward the speaking skill. The subject of this research was the second year students of SMA Negeri 1 Bunut Pelalawan. The second year students consisted of four classes (161 students). The writer took XI 3 (40 students) as the sample of the research. The way in choosing this sample was cluster technique.

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Whereas, to analyze the data, the writer used "r" serial coefficient correlation.it was used because the data were containing ordinal and interval scale. The formula was:

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left[\frac{(O_r - O_t)^2}{P} \right]}$$

Finally, based on the writer's findings, score of "r" serial was 0.46 then consulted to "r" chotomitation and result of $r_{ch} = 0{,}413$ then it was consulted to table "r" product moment with df = 38 it was found that $r_{ch} = 0{,}413$ was higher than r_{table} at 5% and 1% (0.413>0.304>0.393). Finally, from this result, Ha was accepted and Ho was rejected, meaning that there was significant contribution of group work participation strategy toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.

هذا الب   " الارتباط بين مشاركة عمل الجماعة و قدرة التكلم لتلاميذ **الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 1 بونوت فيلالاوان**". فإن هذا البحث . انعقد هذا البحث لمعرفة الارتباط بين بين مشاركة عمل الجماعة و قدرة التكلم لتلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 1 بونوت فيلالاوان. يتكون تلاميذ الفصل الثاني من أربعة فصول (مائة و واحد و ستون تلميذا).

(أربعين تلميذا) لعينات هذا البحث. بينما الطريقة المستخدمة في اختبار العينة هي طريقة المجموعة.

. استخدمت الأسئلة لمعرفة تنفيذ مشاركة عمل الجماعة المطبق في الفصل الذي اشترك فيه التلاميذ و استخدم الاختبار لمعرفة البيانات عن قدرة تكلم التلاميذ. تعرف حصول الأسئلة و اضحا على أن مشاركة التلاميذ في عمل الجماعة يصنف متوسطا لأن النتيجة الأعلى هي 20 تلميذا (50   ).
بينما تحليل البيانات، استخدم الباحث "   "
المستخدم على شكل ترتيبي و فاصلة. يكو الرموز كما الآتي:

$$R_{se}\, r \frac{\sum\{(0_r - 0_t)(M)\}}{SDtot \sum\left[\dfrac{(0_r - 0_t)^2}{P}\right]}$$

في الأخير، مستند إلى كشف الباحث، أن النتيجة " " 46 0
" " جوتوميساسي و النتيجة " " جوتوميساسي أكبر في 5   1
(413 0< 304 0< 393 0). يكون أخير هذا البحث أن Ha مردود يعني أن Ho أن هناك علاقة دالة بين مشاركة عمل الجماعة و قدرة التكلم لتلاميذ الفصل الثاني بالمدرسة المتوسطة العليا الحكومية 1 بونوت فيلالاوان.

ABSTRAK

Judul penelitian ini adalah **"Kontibusi Strategi Partisipasi Kerja Kelompok terhadap Kemampuan Berbicara Siswa Kelas Dua SMAN 1 Bunut Pelalawan"**. Penelitian ini penelitian kontribusi. Penelitian ini dilaksanakan untuk mengetahui kontribusi pa   i kerja kelompok terhadap kemampuan berbicara. Subjek penelitian ini s   das dua SMAN 1 Bunut Pelalawan. Siswa kelas dua terdiri dari 4 kelas (161 sisw   enulis mengambil kelas XI 3 (40 siswa) sebagai sampel penelitian. Cara dalam memilih sampel adalah teknik kluster.

Instrumen penelitian ini adalah pertanyaan-pertanyaan dan tes. Prtanyaan digunakan untuk mengetahui implementasi partisipasi kerja kelompok yang diterapkan dalam kelas yang diikuti oleh siswa dan tes digunakan untuk mengetahui data kemampuan berbicara siswa. Hasil pertanyaan secara jelas dapat diketahui bahwa partisipasi kerja kelompok siswa tergolong sedang karena nilai tertinggi adalah 20 siswa (50%).

Sedangkan untuk menganalisa data, penulis menggunakan "r" serial kofesien korelasi. Rumus ini digunakan karena data berbentuk skala ordinal dan interval. Rumusnya sebagai berikut:

$$r_{ser} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left[\dfrac{(O_r - O_t)^2}{P}\right]}$$

Akhirnya, berdasarkan temuan penulis, nilai "r" serial 0.46 kemudian di konsultasikan ke "r" chotomisasi dan hasil "r" chotomisasi dikonsultasikan ke tabel "r" produk momen dengan df=38. Hasilnya "r" chotomisasi lebih besar pada 5% dan 1%(0.14>0.304>0.393). Akhirnya dari hasil ini, Ha di terima dan Ho ditolak yang berarti bahwa terdapat kontribusi yang signifikan antara strategi partisipasi kerja kelompok terhadap kemampuan berbicara siswa kelas dua SMAN 1 Bunut Pelalawan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skill is a tool to communicate naturally between society to express opinion and as a social behaviour form. Speaking skill also is an ability to arrange sentences because communications happened by using sentences to present difference of various behaviours from different society (Moris in Novia, 2002).

Traditional classroom speaking often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

In education environment, all students are claimed speaking in learning process skilfully. The students have to express their idea. They also have to

answer questions or raise questions well during teaching and learning process. When doing discussion, they are claimed to tell their opinion skilfully, holding opinion, expostulating opinion of other students, or influencing other students to follow their idea. Many students cannot speak formally (speaking in front of many people), even though only raising question, it is difficult to be done.

Based on writer observation at SMAN 1 Bunut Pelalawan, the writer found that English has been well known by students in SMAN 1 Bunut Pelalawan. In the school, English KTSP (School Based Curriculum) is applied. It is used to the first until the third grade. It has been applied since 2007 until now. In KTSP curriculum, stated that school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject. By using the curriculum is hoped that the teacher applies communicative appropriate in teaching and learning process especially in teaching speaking. In communicative approach, language is primarily a tool of communication.

To implementation the communicative approach, English teacher of SMAN 1 Bunut Pelalawan used dialogue approach. By using this strategy, the students are hopped to be able to accept basic competency of speaking; laying open the meaning of transactional and short interpersonal conversation to interact with environment. This strategy makes the students only do the conversation about their selves but if the teacher tries to make a conversation based on the lesson, some of the students cannot show their ideas or opinions. They have problem to use new vocabularies in conversation.

Furthermore, the second year students of SMA Negeri 1 Bunut Pelalawan also cannot use English in communicating yet even if in the form of simple. Even more tragic again, lately the students hate English lesson because they assume that English lesson is fearful and boring. These facts were found from the early writer's observation. It can be seen from the symptoms below:

1. Some of the students cannot respond the questions from the teacher

2. Some of the students cannot respond the meaning of monolog, report, narrative, and analytical exposition text.

3. Some of the students cannot express their idea to communicate in English

4. Some of the students cannot respond agreements and disagreement

5. Some of the students are not able to express feeling of relief, pain, and pleasure.

If these problems are not solved, they make the students cannot get value above Total Minimal Value (KKM) that is 65. Because of these facts, the researcher tried to overcome these problems using group work participation. Group work participation is one of the efforts to overcome the students' problems in speaking. Group work participation is designed for collaborative activity in teaching learning process. Group work participation seems to be extremely attractive idea for a number of reasons. When all the students in a group are working together to produce an advertisement, for example, they will be communicate with each other and more importantly co-operate among themselves (Harmer, 1991:1245).

There are some advantages of group work participation such as it can give the students chance to apply their skill in asking question and discuss the problem, develop students' leadership talent and discussion skill, the students more active in their study and active participate in discussion class, and group work participation can develop trust and cooperation among group members (Roestiyah, 2001:17).

Based on the explanation above, the group work participation is a way to make the students doing activities in collaborative form or make students work together. It can be used to apply the students' speaking skill in asking question and discuss the problem together. It can improve motivation, contribute to a feeling cooperation, and warm in the class. It also can be used to develop students' communication each other by using speaking skill.

Based on the explanation above, the researcher was very interested in carrying out a research entitled: *"Contribution of Group Work Participation strategy toward Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan".*

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, the researcher will narrate some definitions of the key terms. They are as follows:

1. Contribution is joining with others in giving help, ideas etc. (Manser, 1995:88). In this research, contribution means application of

independent variable (group work participation strategy) toward dependent variable (students' speaking skill).

2. Group work is number of people or things work together (Manser, 1995: 185). Group work in this research is an activity done by students to select and discuss the topic of subject school during the teaching and learning process.

3. Speaking comes from word "speak" it means to talk somebody else about something to have a conversation with somebody. (Hornby, 1995:20). In this research, speaking means the students' skill in applying English speaking.

C. Problems

1. Identification of the Problems

From the above background, the problems can be identified as following questions:

1. Why some of the students cannot respond the questions from the teacher?

2. What factors that influence some of the students cannot respond the meaning of monolog, report, narrative, and analytical exposition text?

3. Why some of the students cannot express their idea to communicate in English?

4. What factors that influence some of the students cannot respond agreements and disagreement?

5. Why some of the students are not able to express feeling of relief, pain, and pleasure?

6. How is the speaking skill of the second year students at SMAN 1 Bunut Pelalawan?

7. Is there a significant contribution of group work participation toward the speaking skill of the second year students of SMAN 1 Bunut Pelalawan?

2. Limitation of the Problem

In this research, it was necessary to limit the problems. The problem was focused on the contribution of group work participation toward speaking skill of the second year students of SMAN 1 Bunut Pelalawan.

3. Formulation of the Problems

The problem of this research can be formulated in the following questions:

a. How is the students' participation in group work at the second year students of SMAN 1 Bunut Pelalawan?

b. How is the speaking skill of the second year students of SMAN 1 Bunut Pelalawan?

c. Is there significant contribution of group work participation toward the speaking skill of the second year students at SMAN 1 Bunut Pelalawan?

D. Reason for Choosing the Title

The writer is interested in carrying out this research because of the some reasons as follows:

1. The topic is relevant to the writer as one of the students of the English Education Department.

2. The topic is not investigated yet by other students of English Department of UIN SUSKA Riau.

3. The topic is very important to be discussed because the topic discuss about speaking skill that is very crucial in mastering English.

4. To know the contribution of group work participation toward speaking skill of the second year students at SMAN 1 Bunut Pelalawan.

E. Objective and Significance of the Research

1. Objective of the Research

a. To find out the students' participation in group work of the second year students at SMAN 1 Bunut Pelalawan.

b. To find out speaking skill of the second year students at SMAN 1 Bunut Pelalawan.

c. To find out the contribution of group work participation toward speaking skill of the second year students at SMAN 1 Bunut Pelalawan.

2. Significance of The Research

By doing the research, the writer hopes that it can:

a. Enlarge the writers' knowledge about the real teaching process,

b. Fulfil one of the requirements of S.1 degree of English education department and teachers and training faculty of UIN SUSKA Riau, and

c. Give information to the teacher about group work participation in teaching speaking skill.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking Skill

1. The Nature of Speaking Skill

Speaking skill is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking skill is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking skill that should improve students' communicative skills because the students can express themselves and learn how to use a language.

Speaking skill is a tool to communicate naturally between society to express opinion and as a social behaviour form. Speaking skill also is ability to arrange sentences because communications happened by using sentences to present difference of various behaviours from different society (Moris in Novia, 2002).

From Moris's opinion, speaking skill is a dialogue because speaking skill involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

2. Developing Speaking Skill in the Classroom

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and

the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

3. The Components of Speaking Skill

The languages learners need to recognize that speaking skill involves three of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.

b. Functions (transaction and interaction). The language leaner should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c. Social and culture rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants). The language leaner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Kalayo and Ansyari, 2007:113).

4. The Factors Influencing Speaking Skill

There are some cases in speaking skill, they are:

a. Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Leaner can capitalize on this feature of spoken language.

c. Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, black tracking, and correction.

e. Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

f. Rate of Delivery

Achieve and acceptable speed along with other attributes o fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation (Brown; 1994:256).

5. **Assessing Speaking Skills**

There are some categories of testing oral production, they are the following:

1. Relatively unstructured interviews, rate on carefully constructed scale.

2. Highly structure speech samples (generally recorded), rated to very specific criteria

3. Paper-pencil objective tests of pronunciation, presumably providing indirect evidence of speaking skill.

The following are description of the types of speaking test:

1. Score Interviews

    This kind of testing is done by having one or more trained ratters interview each candidate separately and record their evaluation of this competence in the spoken language.

2. Highly structured speech samples

    This test has several parts of testing, the stimuli may be oral or written or both. The followings are the technique of testing speaking with highly structured speech samples.

    a. Sentence repetition

        The procedure of that is test examine hears, and then repeats series of short sentences. The scoring procedure is that the ratter listens to the pronunciation of two pronunciation of two specific pronunciation points per sentenced in a acceptable way.

b. Reading passage

The examinee is given several minutes to read passage silently, after which he is instructed to read it aloud at normal speed and two appropriate expression. The scoring procedure is done by marking two or more pronunciation points per sentence by the ratter and then a general evaluation is made of the fluency of the reading.

c. Sentence conversion

The examine is instructed to converse transform sentence in specific ways (from positive to negative, from statement to question, from present tense to past tense, etc). The ratter scores each converted sentence because of whether or not grammatically acceptable.

d. Sentence construction

The voice on the tape asks the examinee to compose sentences appropriate to specific stations. The ratter scores each sentence on the acceptable unacceptable basis

e. Response to pictorial stimuli

The examiner gives time to stimulate each of a series picture series and then briefly describes what is going on in each scene. The ratter gives separately rating of the examinee's pronunciation, grammar, vocabulary, and fluency, using 4 or 5 scale.

3. Paper and Pencil Tests Pronunciation

The following the characteristics of testing by using paper and pencil test pronunciation:

    a. Rhyme words

    In this test the examine is presented with a test word which he is interacted to read to himself , after he is to select the one word from among several alternatives which rhymes with the test word

    b. Word stress

    The examinee is to decide which syllable in each test word receives the heaviest stress.

    c. Phrase stress

    The examinee is to decide which one of several numbered syllables in each utterance would receive the heaviest stress (Haris).

6. The Measuring Aspects of Students' Speaking Skill

There are five aspects that are generally recognized in analyzing speaking skill such as Pronunciation, Grammar, Vocabulary, Fluency and Comprehension (Haris, 1974:81).

    a. Pronunciation

    Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one needs to

pronounce and to produce the words uttered clearly and correctly in order to miscommunication (Longman, 1992:81).

b. Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words that ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar (Nunan, 1992:296).

c. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication (Nunan, 1991:117).

d. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility (Brown, 1994:254).

e. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

B. Group Work Participation

1. The Nature of Group Work Participation

Group work participation is designed for collaborative activity in teaching learning process. Group work participation seems to be extremely attractive idea for a number of reasons. When all the students in a group are working together to produce an advertisement, for example, they will be communicate with each other, and more importantly co-operate among themselves (Harmer, 1991:1245).

There is a research to indicate that use of group work participation improves learning outcomes. It can improve motivation and contribute to a feeling cooperation and warmth in the class (Penny, 1996:232). Based on the concept, the group work participation is a way to make the students activities in collaborative form or make students work together.

Group work participation is a generic term. It covers a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It notes that what we commonly call pair work is simply group work in groups of two. It is also important to note that group work usually implies *"small"* group work that is students in groups of perhaps six

or fewer. Large groupings defeat one of the major purposes for doing group work giving students greater opportunities to speak (Brown, 1994:173).

Based on the explanation above, students learn best when they are actively involved in the process. Students work in groups participation tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.

It is important to change student groupings frequently. Many teachers group students according to interests and skills to be developed. Mixed ability grouping of students is also valuable in supporting the participation of underperforming students.

2. **The Kinds of Group Work Participation**

There are two forms of discussions; the first is group discussion. In the group discussion, the problem given will be overcome by all students. The second one is small group discussion. In the small group discussion, students are divided into some groups. Every group consists of 3-7 students. Every group will overcome the problem that is given (Sanjaya, 2006:154). Group work participation is organizing the students into some groups, each group consists of five students, and their aim is to complete certain tasks (Harmer, 1991:245)

Based on the explanations above, the researcher divides the students into some groups. Each group consists of four students. In the implementation, the researcher gives the students chance to communicate each others.

3. **The Advantages of Group Work Participation**

There are some advantages of group work participation as follows:

a) Group work participation can give the students chance to apply their skills in asking questions and discuss the problems.

b) Group work participation can develop student's leadership, talent, and discussion skill.

c) The students are more active in their study and participate in discussion.

d) Group work participation can develop trust and cooperation among group members (Roestiyah, 2001:17)

In additional, there are five advantages of group work participation as follows:

a. Group work participation is more dynamic than pair work because there is a greater chance to express students' ideas.

b. Group work participation is more potentially. It can be used for oral work and reading activity.

c. Group work participation is more relaxing than working pair.

d. Group work participation can develop trust and cooperation among group member.

e. Group work participation can develop group interaction techniques that facilitate interaction (Harmer, 1991:246).

Based on the advantages above, the researcher concludes that group work participation makes and builds students' cooperation, trust, develops leadership and makes good atmosphere of learning well.

4. The Measuring Aspects of Group Work Participation

According to Jossey-Bass (2010), there are some aspects that can be assessed in group work participation:

    a. The students form good team cohesion.

    b. The students manage the group work participation.

    c. The students plan and allocate task.

    d. The students generate ideas and solution.

    e. The students tackles teams social problems

    f. The students organizes individuals to do jobs

    g. The students help team members to finish jobs.

C. The Contribution of Group Work Participation toward Speaking Skill

The goal of speaking components in language class should be to encourage the acquisition of communication in and out of the classroom. (Murcia, 1991:126)

The intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can

even from part of some pair work activity, where learners are going over certain forms of language. (Brown, 1994:266)

The statement above is added Nunan that it would seem that small group are probably the most effective way of grouping learners for communicative language work (Nunan, 1988:88).

Group work participation strategy is one way of ensuring active participation of students. It may challenge many teachers as control of classroom knowledge and organisation is passed to the students.

Furthermore, group work participation strategy enables students to move more readily from receiving knowledge to generating knowledge. Through talk students are able to personalise this knowledge and scaffold their thinking processes and understandings.

It is important to change student groupings frequently. Many teachers group students according to interests and skills to be developed. Mixed ability grouping of students is also valuable in supporting the participation of underperforming students. Scaffolding of participation through, e.g. oral language activities.

D. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by previous student of English education of UIN SUSKA RIAU is Sumiati (2006). The title of her research is *the contribution of group work activity toward the students' speaking ability at the second year of*

Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai. After doing the research, Sumiati found that the students' speaking ability was categorized less. It can be proved by the average percentage was 53.65%. While to find out the contribution of group work activity toward the students' speaking ability, the null hypothesis is accepted. It can be seen that r_{table} is higher than r_{ch} whether r observed is 0.22 while r table is at 5% significant level is 0.288 and at 1% significant level is 0.372.

E. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. The group participation is as Variable X and students' speaking skill is variable Y. The indicators are as follow:

1. Variable X (the students' activity in group participation)

   a. The students plan and allocate task.

   b. The students generate ideas and solution.

   c. The students share their ideas to others in group work participation.

   d. The students ask the question to the other students in group work participation.

   e. The students give responds the other students' question in group work.

   f. The students help team members to finish jobs.

2. Variable Y (the students' speaking skill)

   a. The students are capable to pronounce the English words well.

   b. The students are capable to use English grammar in simple sentences well.

   c. The students are capable to choose vocabulary correctly.

   d. The students speak in English fluently and explain in detail.

   e. The students comprehend what they hear.

   f. The students can share their opinions to others using speaking.

F. The Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis as a temporary answer of the problems, the writer would like to offer some assumptions as follows:

   a. Through group work participation, the students will talk actively.

   b. After being taught by group work participation, students' speaking skill will be better.

   c. Students will be more active in the classroom, especially in speaking skill.

2. The Hypothesis

Based on the assumptions above, the writer formulates two hypotheses as follows:

Ho: There is no significant contribution of group work participation toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.

Ha: There is significant contribution of group work participation toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research is designed systematically in order to analyze the data of the respondents of the research on their students' speaking skill. There are two variables used in this research, they are independent and dependent variables. The independent variable is group work participation which is symbolized by "X", while the dependent variable is the students' speaking skill which is symbolized by "Y". The variable can be drawn as follows:

Table III.1
Research Design

Independent Variable (X) Group Work Participation	→	Dependent Variable (Y) Students' Speaking Skill
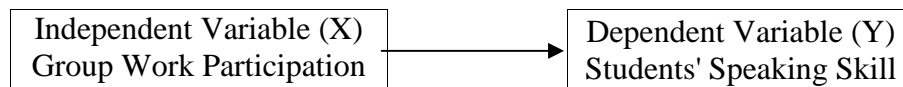
B. The Location and Time of the Research

The research was conducted at the second year students of SMAN 1 Bunut, Pelalawan starting in April 2010 until Augustus 2010.

C. The Subject and Object of the Research

The subject of this research was the second year students of SMAN 1 Bunut Pelalawan, while the object of this research was the students' speaking skill.

D. The Population and Sample

The population of this research was all the Second Year Students of SMAN 1 Bunut Pelalawan with the total population 161 students *(Documentation of SMAN 1 Bunut Pelalawan Academic Year 2009/2010)*. To make it clear, it can be seen from the table below:

Table III.2
The Total Population and Sample of the Research

No	Class	The Number of Students		Total Population	Sample
		Male	Female		
1	XI 1	19	21	40	
2	XI 2	20	21	41	
3	XI 3	20	20	40	As sample
4	XI 4	19	21	40	
Total		**78**	**83**	**161**	

From the table above, it can be seen that the sample of the research was 40 students. The technique in taking sample used cluster-sampling technique. According to Sugiyono (2008:121), the cluster technique is used to take sample if the object that will be researched is very wide. To decide which one the population that will be taken as sample, the sample is taken bases on the population that is specified.

E. The Techniques of the Data Collection

The data was colleted by using some techniques such as questionnaires and test.

    1. Questionnaires

This technique was used to get more data about the students' group work participation that applied in the class followed by the students. In

this case, the writer gave the students some questions related to their participation in group work. In this case, the writer gave the students some questions related to leaning using group work participation. The questions consisted of fifteen (15) questionnaires which alternative answers were always, often, sometimes, seldom, and never. Every answer was given score such as always was scored five (5), often was four (4), sometimes was three (3), seldom was two (2), and never was one (1). If every students chose alternative answer "always", the total score was 75 (15 x 5) and minimal score was 15 (15 x 1).

2. **Test**

To collect the data on the students speaking skill, the writer used an oral test. The components of assessing speaking skill test were as follows:

Table III.3
The Components of Assessing Speaking Skills

Aspects	Score	Requirement
Pronunciation	17-20	Have a view traces of foreign accent
	13-16	Always Intelligible, though one conscious of a define
	9-12	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
	5-8	Very hard to understanding because of pronunciation problem. Miss frequently be asked to repeat
	1-4	Pronunciation problems so several as to make speech virtually unintelligible
Grammar	17-20	Makes few (if any) noticeable error of grammar or word order
	13-16	Occasionally makes grammatical and/or word-order error, which do not. However, obscure meaning
	9-12	Make frequently errors of grammar and word order which occasionally obscure meaning
	5-8	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or restrict him to basic pattern
	1-4	Errors and grammar and word order so server as to make speech virtually unintelligibly
Fluency	17-20	Speech as fluency and effortless as that a native speaker.
	13-16	Speed of speech seems to be slightly affected by language problem.
	9-12	Speed and fluently rather strongly affected by language problem.
	5-8	Usually hesitant, often only silence by language limitation.
	1-4	Speech is also halting and fragmentary as to make conversation virtually
Vocabulary	17-20	Use of vocabulary idiom is virtually that of a native speaker.
	13-16	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies.
	9-12	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
	5-8	Misuse use of word and very limited vocabulary make comprehension quit difficult
	1-4	Vocabulary limitation as extreme as to make comprehension vitally impossible
Comprehension	17-20	Appears to understand very without difficult.
	13-16	Understand nearly everything at normal speech although occasionally repetition may be necessary.
	9-12	Understanding most of what is said at slower that normal speech with repetition.
	5-8	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.
	1-4	Cannot be said to understand even simple conversation English

F. The Techniques of Data Analysis

    1. Students' Group Work Participation

In analyzing the students' participation in group work can be used as follow:

a. Determine classification total.

There were three score classifications: active, intermediate, and passive

b. Determine interval (I).

$$I = \frac{Maximal\,score - Minimal\,score}{3} = \frac{75 - 15}{3} = 20$$

c. Determine standard classification score

Active	55 - 75
Intermediate	35 – 54
Passive	15 – 34

    2. Students' Speaking Skill

In analyzing the students' speaking skill can be classified as follow:

Table III.4
Classification of Students' Score

Value	Score	Category
80-100	A	Very Good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

3. **Contribution of Students' Group Work Participation toward Speaking Skill**

In analyzing data, the researcher used serial coefficient. It was used because the data were containing ordinal and interval scale. The formula was:

$$r_{serial} = \frac{\sum \{(O_r - O_t)(M)\}}{SD_{tot} \sum \left[\frac{(O_r - O_t)^2}{P} \right]}$$

Where:

r_{serial} : Serial contribution coefficient

O_r : The lower coordinate

O_t : The higher ordinate

M : Means

SD_{tot} : Total standard deviation

P : Individual proportion in group (Arikunto, 2006:280).

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Description of the Research Variable

This research consisted of two variables; they were variable X and Y. Variable X referred to students' group work participation, and Y referred to students' speaking skill. Therefore, variable X was an independent variable and Y was a dependent variable.

2. Data Presentation

a. Students' Group Work Participation

The result of students' group work participation can be presented in the table below:

Table IV.1
Students' Score in Group Work Participation

No	Sample	Total Score	Classification Score
1	*Zul - 1*	41	Intermediate
2	*Zul - 2*	40	Intermediate
3	*Zul - 3*	57	Active
4	*Zul - 4*	39	Intermediate
5	*Zul - 5*	46	Intermediate
6	*Zul - 6*	32	Passive
7	*Zul - 7*	39	Intermediate
8	*Zul - 8*	45	Intermediate
9	*Zul - 9*	46	Intermediate
10	*Zul - 10*	61	Active
11	*Zul - 11*	39	Intermediate
12	*Zul - 12*	34	Passive
13	*Zul - 13*	46	Intermediate
14	*Zul - 14*	34	Passive
15	*Zul - 15*	55	Active
16	*Zul - 16*	60	Active
17	*Zul - 17*	46	Intermediate
18	*Zul - 18*	37	Intermediate
19	*Zul - 19*	34	Passive
20	*Zul - 20*	39	Intermediate
21	*Zul - 21*	34	Passive
22	*Zul - 22*	37	Intermediate
23	*Zul - 23*	40	Intermediate
24	*Zul - 24*	34	Passive
25	*Zul - 25*	36	Intermediate
26	*Zul - 26*	34	Passive
27	*Zul - 27*	46	Intermediate
28	*Zul - 28*	57	Active
29	*Zul - 29*	34	Passive
30	*Zul - 30*	41	Intermediate
31	*Zul - 31*	34	Passive
32	*Zul - 32*	46	Intermediate
33	*Zul - 33*	34	Passive
34	*Zul - 34*	34	Passive
35	*Zul - 35*	41	Intermediate
36	*Zul - 36*	34	Passive
37	*Zul - 37*	58	Active
38	*Zul - 38*	60	Active
39	*Zul - 39*	57	Active
40	*Zul - 40*	39	Intermediate

Based on the table above, it can be seen that the students' score in group work participation can be categorized into active, intermediate, and passive. From the research findings, 8 students (15%) got enough, 8 students (40%) got less, and 9 students (45%) got fail.

b. **Students' Speaking Test**

The result of students' speaking skill can be presented in the tables below:

Table IV.2
The Students' Speaking Skill Score
in the Aspects "Pronounciation"

No	Score	Frequency	Amount
1	16	1	16
2	15	1	15
3	14	4	56
4	13	6	78
5	12	10	120
6	11	2	22
7	10	12	120
8	9	3	27
9	8	1	8
Total		**40**	**462**
Average			**11.55**

Based on table above, it can be seen that the total frequency of students' speaking skill score in the aspect "Pronunciation" was 462 with the average 11.55.

Table IV.3
The Students' Speaking Skill Score
in the Aspects "Grammar"

No	Score	Frequency	Amount
1	16	5	80
2	14	9	126
3	13	3	39
4	12	5	60
5	11	1	11
6	10	13	130
7	9	3	27
8	8	1	8
Total		**40**	**481**
Average			**12.03**

Based on table above, it can be seen that the total frequency of students'

speaking skill score in the aspect "Grammar" was 481 with the average 12.03.

Table IV.4
The Students' Speaking Skill Score
in the Aspects "Fluency"

No	Score	Frequency	Amount
1	16	2	32
2	15	14	210
3	14	8	112
4	13	7	91
5	12	8	96
6	11	1	11
Total		**40**	**552**
Average			**13.80**

Based on table above, it can be seen that the total frequency of students'

speaking skill score in the aspect "Fluency" was 552 with the average 13.80.

Table IV.5
The Students' Speaking Skill Score
in the Aspects "Vocabulary"

No	Score	Frequency	Amount
1	16	1	16
2	15	16	240
3	14	2	28
4	13	7	91
5	12	12	144
6	10	2	20
Total		**40**	**539**
Average			**13.48**

Based on table above, it can be seen that the total frequency of students' speaking skill score in the aspect "Vocabulary" was 539 with the average 13.48.

Table IV.6
The Students' Speaking Skill Score
in the Aspects "Comprehension"

No	Score	Frequency	Amount
1	15	4	60
2	14	13	182
3	13	1	13
4	12	9	108
5	10	13	130
Total		**40**	**493**
Average			**12.33**

Based on table above, it can be seen that the total frequency of students' speaking skill score in the aspect "Comprehension" was 493 with the average 13.33.

B. The Data Analysis

    1. Students' Group Work Participation

To analyze the students' group work participation, it can be seen in the following table:

Table IV.7
Percentage of Students' Group Work Participation

No	Category	Frequency	Percentage (%)
1	Active	8	20
2	Intermediate	20	50
3	Passive	12	30
Total		**40**	**100**

Based on the table above, it can be seen that the students' group work participation can be categorized into active, intermediate, and passive. There were 8 students or 20% from total students can be categorized into active, 20 students (50%) can be categorized into intermediate, and 12 students (30%) can be categorized into passive. From these findings, students' group work participation belongs to intermediate categories because the highest score was 20 students (50%).

    2. Students' Speaking Skill

To analyze the students' speaking skill, it can be seen in the following table:

Table IV.8
Percentage of Students' Speaking Skill

No	Category	Frequency	Percentage (%)
1	Very Good	0	0
2	Good	5	12.5
3	Enough	34	85
4	Less	0	0
5	Fail	1	2.5
Total		**40**	**100**

$$Percentage = \frac{\sum F}{N} x100\% = \frac{4}{40} x100 = 10\%$$

Students' speaking ability falls into level 60-69. Meaning that, they belong to enough categories because the highest score was 34 (85%) students.

3. **Contribution of Students' Group Work Participation toward Speaking Skill**

To analyze the students' group work participation toward speaking skill, it can be seen in the following table:

Table IV. 9
Students' Score in Speaking Skill and Group Work Participation

No	Students' Speaking Skill Score		
	Category		
	Active	Intermediate	Passive
1	65	60	60
2	70	60	60
3	65	60	60
4	76	65	68
5	65	60	60
6	66	71	60
7	65	65	61
8	71	61	64
9		60	60
10		61	60
11		60	49
12		60	65
13		65	
14		65	
15		71	
16		60	
17		60	
18		65	
19		61	
20		67	
Total Score	**543**	**1257**	**727**
Total Student	**8**	**20**	**12**
Proportion	**0.20**	**0.50**	**0.30**
Mean	**67.88**	**62.85**	**60.58**

$$\Pr oportion = \frac{\sum n}{N} = \frac{8}{40} = 0.20$$

$$\Pr oportion = \frac{\sum Score}{n} = \frac{543}{8} = 67.88$$

The way to find serial coefficient contribution:

1. Determine the highest and the lowest ordinate
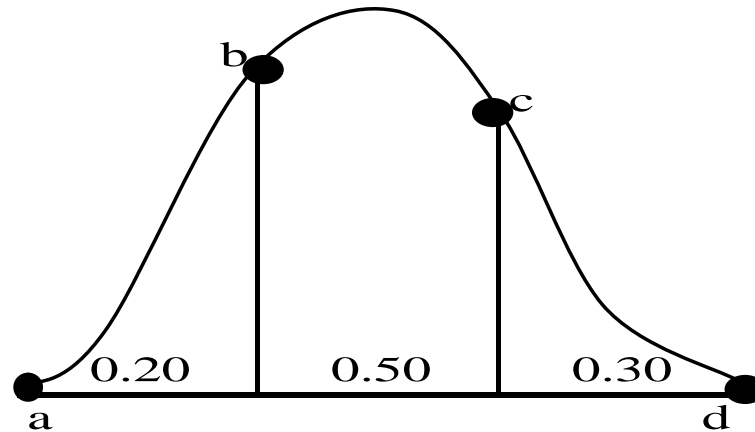
From the ordinate table and Z can be seen:

1) Ordinate b was p = 0.20, the highest ordinate = 0.27996

2) Ordinate c was p = 0.20 + 0.50 = 0.70 the ordinate = 0.34769

3) Ordinate a and d = 0

2. Making calculating table to find "r" serial

Table IV. 10
Working Table to Find "r" Serial

Category	n	p	o	(Or - Ot)	(Or - Ot)2	$\dfrac{(Or - Ot)2}{p}$	M	(Or - Ot).M
Active	8	0.20	0.27996	0.27996	0.0783776	0.391888	67.88	5.31987971
Intermediate	20	0.50	0.34769	0.06773	0.0045874	0.009175	62.85	0.28831513
Passive	12	0.30	0	-0.34769	0.1208883	0.402961	60.58	-7.3238184
Total	**40**	**1.00**	-	-	-	**0.804024**	-	**-1.7156235**

3. Finding Standard Deviation Total (SD$_{total}$)

Table IV.11
Calculating Table of Standard Deviation

Score (X)	f	fX	fX^2
76	1	76	5776
71	3	213	15123
70	1	70	4900
68	1	68	4624
67	1	67	4489
66	1	66	4356
65	10	650	42250
64	1	64	4096
61	4	244	14884
60	16	960	57600
49	1	49	2401
Total	**40**	**2527**	**160499**

$$SD_{tot} = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$SD_{tot} = \sqrt{\frac{160499}{40} - \left(\frac{2527}{40}\right)^2}$$

$$SD_{tot} = \sqrt{4012.48 - (63.18)^2}$$

$$SD_{tot} = \sqrt{4012.48 - 3991.08}$$

$$SD_{tot} = \sqrt{21.39}$$

$$SD_{tot} = 4.62$$

4. Substitute into formula "r" serial:

$$r_{ser} = \frac{\sum\{(O_r - O_t)(M)\}}{SD_{tot} \sum\left[\frac{(O_r - O_t)^2}{P}\right]}$$

$$r_{ser} = \frac{-1.715623}{4.62 \, x \, 0.804024}$$

$$r_{ser} = \frac{-1.715623}{3.71459}$$

$$r_{ser} = 0.46$$

C. The Interpretation of the Data

From the data analysis, the researcher found out that score of "r" serial was 0.46. According to statistic scientist, the formula "r" serial was overestimated compared with value "r" itself. To overcome this problem can be used "r" chotomisation, but the result of this formula was underestimated than "r" product moment. To make "r" serial closed to value "r" product moment can be consulted at correction table to chotomisation by using the formula as follows:

$$r_{ch} = r_{ser} \sqrt{\sum\left[\frac{(O_r - O_t)^2}{P}\right]}$$

$$r_{ch} = 0.46\sqrt{0.804024}$$

$$r_{ch} = 0.46 \, x \, 0.897$$

$$r_{ch} = 0.413$$

Furthermore, the result was consulted into table correction factor with r_{ch} 0.413 total category is three, so correction factor is 1.094. To make r_{ch} is equivalent with "r" product moment was multiplied with result of correction factor. Finally, 0.413 x 1.094 = 0.452.

Furthermore, the result was consulted into product moment critic value with degree of freedom (df). The degree of freedom in this research was df = N – 2 = 40 – 2 = 38. After getting the score of df, the "r" serial was substituted into (*d.f.* 38). From the table "r" product moment with df = 38 found that at significant level 5% = 0.304 and at 1% = 0.393. Finally, r_{ch} = 0.413 was higher than r_{table}, so it can be concluded that there was significant contribution between group work participation and speaking skill at the second year students of SMAN 1 Bunut Pelalawan.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' speaking ability at the second year of SMAN 1 Bunut Pelalawan.

A. Conclusion

Research findings can be concluded as follows:

1. The score of students' group work participation of the second year students at SMAN 1 Bunut Pelalawan was 20 in interval 35 – 54 with intermediate category.

2. The score of students' speaking skill of the second year students at SMAN 1 Bunut Pelalawan was 63.18 in level 60-69 with enough category.

3. There was significant contribution between Group Work Participation and Speaking Skill at the Second Year Students of SMAN 1 Bunut Pelalawan. This can be seen from the data presentation and analysis. The researcher found out that score of "r" serial was 0.46. According to statistic scientist, the formula "r" serial was overestimated compared with value "r" itself. To overcome this problem can be used "r" chotomisation, but the result of this formula was underestimated than

"r" product moment. To make "r" serial closes to value "r" product moment can be consulted at correction table to chotomisation by using the formula chotomisation. After analyzing the data the result of r_{ch} is 0.413. To make r_{ch} is equivalent with "r" product moment was multiplied with result of correction factor. Finally, 0.413 x 1.094 = 0.452. Furthermore, the result was consulted into product moment critic value with degree of freedom (df). The degree of freedom in this research was df = N – 2 = 40 – 2 = 38. After getting the score of df, the "r" serial was substituted into (*d.f.* 38). From the table "r" product moment with df = 38 found that at significant level 5% = 0.304 and at 1% = 0.393. Finally, r_{ch} = 0.413 was higher than r_{table} so it can be conclude that there was significant contribution between Group Work Participation and Speaking Skill at the Second Year Students of SMAN 1 Bunut Pelalawan.

B. Suggestions

1. Suggestion for the Teacher

The writer hoped that English teachers used group work participation to increase students' speaking ability. Related to the result of the research, the researcher offers some suggestions as follows:

a. Group work participation can give the students chance to apply their skills in asking questions and discuss the problems by showing good pronunciation, vocabulary, grammar, comprehend, and fluency.

b. English teacher should have various strategies in teaching and learning process especially in teaching speaking.

2. Suggestions for the Students

a. The students may realize that speaking is very important.

b. The students may do participation more in-group work participation to develop their ability in speaking.

c. The students should share their ideas or opinion to the others spontaneously in-group work participation.

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QUESTIONNAIRES

Name :

Class :

Instruction:

1. These questionnaires are for research only
2. These questionnaires do not influence your score
3. Please choose one of the alternative answers given
4. Thank you for your participation

Questionnaires:

1. Do you express your ideas in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

2. Do you share your ideas to others in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

3. Can you speak more in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

4. Do you ask the question to the other students in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

5. Do you give responds the other students question in-group work?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

6. Do you speak loudly when delivering your ideas in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

7. Do you speak loudly when responding your friends' ideas in-group work participation?

a. Always   b. Often   c. Sometimes

d. Seldom   e. Never

8. Do you interact with your friends who are cleverer than you are in group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

9. Do you have error when you are speaking in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

10. Do you give appreciation to your friend's ideas in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

11. Do you interrupt your friends when they are wrong in delivering ideas in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

12. Do you try to correct your friends' errors in speaking in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

13. Do you speak clearly in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

14. Do you use good pronunciation when you are speaking in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom   e. Never

15. Do you use English grammar well when you are speaking in-group work participation?

   a. Always   b. Often   c. Sometimes

   d. Seldom

<div align="center">

TEST

</div>

Instruction:

1. This test is for research only
2. This test does not influence your score
3. Thank you for your participation

Topics: The Traffic Signs

1. How are you today?

2. What is your name?

3. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

4. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

5. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

6. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

7. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

8. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

9. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

10. Please find the meaning of the traffic signs bellow and what you should do or not do if you see them! Answer orally.

11. Please spell these word: C – R – O – S – S – R – O – A – D

12. Please spell these word: B – U – M – P – S

13. Please spell these word: N – O – E – N – T – R – I

14. Please spell these word: T – H – E – N – A – R – R – O – W

15. Please spell these word: S – I – D – E – W – A – Y

Appendix 4

Table of Students' Speaking Ability

No	Sample	Pronunciation 1 to 20	Grammar 1 to 20	Fluency 1 to 20	Vocabulary 1 to 20	Comprehension 1 to 20	Total	Category
1	Zul - 1	10	10	15	15	10	60	Enough
2	Zul - 2	9	12	14	13	12	60	Enough
3	Zul - 3	13	12	12	13	15	65	Enough
4	Zul - 4	10	10	15	15	10	60	Enough
5	Zul - 5	12	14	13	12	14	65	Enough
6	Zul - 6	10	10	15	15	10	60	Enough
7	Zul - 7	12	11	11	14	12	60	Enough
8	Zul - 8	14	16	14	13	14	71	Good
9	Zul - 9	12	14	13	12	14	65	Enough
10	Zul - 10	14	12	15	15	14	70	Good
11	Zul - 11	13	9	12	12	15	61	Enough
12	Zul - 12	10	10	15	15	10	60	Enough
13	Zul - 13	11	13	14	10	12	60	Enough
14	Zul - 14	10	10	15	15	10	60	Enough
15	Zul - 15	12	14	13	12	14	65	Enough
16	Zul - 16	16	16	14	16	14	76	Good
17	Zul - 17	13	9	12	12	15	61	Enough
18	Zul - 18	10	10	15	15	10	60	Enough
19	Zul - 19	12	13	16	15	12	68	Enough
20	Zul - 20	9	14	12	13	12	60	Enough
21	Zul - 21	10	10	15	15	10	60	Enough
22	Zul - 22	8	16	14	13	14	65	Enough
23	Zul - 23	12	14	13	12	14	65	Enough
24	Zul - 24	11	10	15	14	10	60	Enough
25	Zul - 25	14	16	14	15	12	71	Good
26	Zul - 26	13	9	12	12	15	61	Enough
27	Zul - 27	10	10	15	15	10	60	Enough
28	Zul - 28	12	14	13	12	14	65	Enough
29	Zul - 29	10	13	16	15	10	64	Enough
30	Zul - 30	12	12	12	12	12	60	Enough
31	Zul - 31	10	10	15	15	10	60	Enough
32	Zul - 32	12	14	13	12	14	65	Enough
33	Zul - 33	10	10	15	15	10	60	Enough
34	Zul - 34	9	8	12	10	10	49	Fail
35	Zul - 35	13	10	12	12	14	61	Enough
36	Zul - 36	12	14	13	12	14	65	Enough
37	Zul - 37	13	10	15	15	13	66	Enough
38	Zul - 38	14	12	14	13	12	65	Enough
39	Zul - 39	15	14	15	15	12	71	Good
40	Zul - 40	10	16	14	13	14	67	Enough
Total		462	481	552	539	493	2527	
Average		11,55	12,03	13,80	13,48	12,33	63,18	Enough

Table of Students' Group Work Participation

No	Sample	Total Score	Classification
1	*Zul - 1*	41	Intermediate
2	*Zul - 2*	40	Intermediate
3	*Zul - 3*	57	Active
4	*Zul - 4*	39	Intermediate
5	*Zul - 5*	46	Intermediate
6	*Zul - 6*	32	Passive
7	*Zul - 7*	39	Intermediate
8	*Zul - 8*	45	Intermediate
9	*Zul - 9*	46	Intermediate
10	*Zul - 10*	61	Active
11	*Zul - 11*	39	Intermediate
12	*Zul - 12*	34	Passive
13	*Zul - 13*	46	Intermediate
14	*Zul - 14*	34	Passive
15	*Zul - 15*	55	Active
16	*Zul - 16*	60	Active
17	*Zul - 17*	46	Intermediate
18	*Zul - 18*	37	Intermediate
19	*Zul - 19*	34	Passive
20	*Zul - 20*	39	Intermediate
21	*Zul - 21*	34	Passive
22	*Zul - 22*	37	Intermediate
23	*Zul - 23*	40	Intermediate
24	*Zul - 24*	34	Passive
25	*Zul - 25*	36	Intermediate
26	*Zul - 26*	34	Passive
27	*Zul - 27*	46	Intermediate
28	*Zul - 28*	57	Active
29	*Zul - 29*	34	Passive
30	*Zul - 30*	41	Intermediate
31	*Zul - 31*	34	Passive
32	*Zul - 32*	46	Intermediate
33	*Zul - 33*	34	Passive
34	*Zul - 34*	34	Passive
35	*Zul - 35*	41	Intermediate
36	*Zul - 36*	34	Passive
37	*Zul - 37*	58	Active
38	*Zul - 38*	60	Active
39	*Zul - 39*	57	Active
40	*Zul - 40*	39	Intermediate
Total		**1700**	
Average		**42,5**	**Intermediate**

LIST OF TABLE

LIST OF APPENDIX

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Appendix 4   Table of Students' Speaking Ability