

**THE IMPLEMENTATION OF POW-TEGA TECHNIQUE IN
IMPROVING STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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ABSTRACT

Nurul Hasnah. 1502050111. The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This research is aimed to improve the students' speaking achievement through pow-tega technique. It was done through planning, acting, observing and reflecting. The location of the research was MAN 1 Medan Jl. Willem Iskandar No. 7B Medan. The subject of this research was XI IIS 1 grade of MAN 1 Medan 2019/2020 academic year which consisted of 44 students. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. The mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

Keyword: Classroom Action Research, Speaking Achievement, Pow – Tega Technique

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The aimed of writing this research was titled “*The Implementation of Pow-Tega Technique in Improving Students’ Speaking Achievement*”. This research had been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah Sumatera Utara (UMSU).

In completing this research, there were many difficulties and problems, without any helps from the people it may be impossible for her to finish this research. The researcher would like to deliver thanks most especially to my beloved parents, H. Syafriadi as my Father and Hj. Nelwita, S.Pd as my Mother for the care, attention, motivations, encouragement, entertaining time, financial support, their prayers, love and affection, helped many things in my life and for this research, nothing word that I can describe how really thanked to have them in my life. I love them more than anything in the world. May Allah SWT blessed them.

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

In this era of Globalization made the use of English language more widen. The ability to speak English has been one essential benchmark skills in the professional world. As one of the basic skill of English is speaking. Speaking as productive skill besides writing has been an important skill among four basic skills in English (Listening, Speaking, Reading, and Writing). In language learning process, speaking is very important. According to (Fulcher, 2003:24) that speaking is the verbal use of language to communicate with others. (Nurokhma, 2009:183) states that speaking is the most important skill in English language teaching to be mastered in school. Students express their ideas, feelings and desires to others, through speaking. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

There are some reasons why we should teach speaking especially to our students. First, as motivation. Many students are able to speak English as learning process result. As (Nunan, 1991) stated that foreign language can be measured in the ability to carry out a conversation in the language. Then, if the students do not learn, they may get de-motivated and interest in learning. If learning English are taught in the right way, learning to speak can be a fun

activity and more motivation to the students. Second, speaking is basic in human communication.

In doing so, it is difficult to master speaking. Based on the research by (Wandika, 2014), there are several factors that caused students to be reluctant to speak. The first factor was psychological factor. Psychological factor caused of students' to be reluctant to speak in English classroom interaction that came from themselves such as they like to be silent in classroom interaction. The second factor is Linguistic factor, the students did not know to pronounce a certain word well and the last factor was socio-cultural factor. Most of students are reluctant to speak English in class because they felt that the classroom environment did not support interaction.

Those problems were also found in MAN 1 Medan based on the interview with the English teacher there. Most of the students are still reluctant to speak, because they felt anxious and difficult to express ideas in a conversation. They felt doubt and afraid of making mistakes in pronunciation. This research, It reminds the researcher about responsibility to be a good facilitator to help the students to solve their problem.

Some problems in speaking can be solved by using appropriate technique based on the students' condition.. As stated by (Dunlosky, Marsh, Nathan & Willingham, 2013), one of part of situation to help students to get a better regulation in their learning is through the use of effective learning techniques. One of technique that can be applied in the speaking class is *Pow-Tega Technique*. It is a technique that combines Power Teaching Technique and

Games Technique. By using this technique, it creates a good atmosphere for speaking class. Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity. In the other hand, the Game technique makes students feel fun and easier to follow the teacher's instruction. So that, they can speak freely as their daily life.

As stated by (Bunyamin, 2011), *Pow-Tega technique* is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking. "Producing classrooms with regular enjoyment by Whole Brain Teaching" According (Briffle, 2013). While Game Technique is a game designed to teach human about a specific subject and to teach them a skill. Psychological needs recognize educators, governments and parents that the game for learning is very useful, this educational tool has become mainstream Games are teaching us to interactive play aimed at interaction, adaptation, problem solving, all represented as a story. This is a basic needs for learning with passionate involvement, ego satisfaction, giving pleasure, creativity, motivation, structure, adrenaline, social interaction and emotions. "Biological functions are owned by games that have a relationship with learning" (Prensky, 2001).

In addition to using *the Pow-Tega technique*, researchers will also use media that are considered to help students to easily take speaking learning. Media which means *Pic-Pow (Picture in Power Point) media*. With this *Pic-Pow media*, it is expected that students can more easily capture explanations from the teacher and re-express what is in the picture. Researchers assume that through the *Pow-Tega*

technique and Pic-Pow media, students both consciously and unconsciously are directly involved in real life to express ideas or ideas in English verbally.

Based on the reason above, that's why researcher wanted to conduct a research with the title "*The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement*".

B. The Identification of the Problem

1. The students' speaking ability is low.
2. The students' English vocabulary mastery are less for speaking learning.
3. The teacher technique was not contributed much for student speaking achievement.

C. The Scope and Limitation

The scope of this research is about classroom action research which is focused on teaching speaking and it will be mainly limited on teaching speaking descriptive text.

D. The Formulation of the Problem

The formulation of this research is formulated as follows:

1. Is there any significant improvement on the students' speaking achievement through implementing Pow-Tega Technique?

E. The Objectives of the Study

The objective of this study is to investigate the significant improvement on the students' speaking achievement through implementing Pow-Tega Technique.

F. The Significance of the Study

This study will be expected to provide significant contribution both theoretically and practically:

1. Theoretically

This study is expected to be able to give the contribution and provide the empirical evidence to support the effect of Pow-Tega technique Application on students' achievement in speaking.

2. Practically

1. The teachers, the result of this study is expected to be a very useful input for them as one of the alternative techniques to teach speaking.
2. The students, the result of this study is expected to be useful to make them more interested and motivated in improving their speaking.
3. Other, the result of this study is expected to be useful for them to develop their English, especially in speaking English.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Framework

In this chapter discuss several points related to the theories that used in this study, such as concept of speaking, teaching speaking and pow-tega technique.

1. Speaking

1.1 Definition of Speaking

Speaking as productive skill besides writing has been an important skill among four basic skills in English (Listening, Speaking, Reading, and Writing). The definition of speaking is very much that have been proposed by language. Speaking derives from the word "Speak". "According to the Oxford dictionary" speaking is to say something that can say feelings, make speeches and express ideas. Speaking is the verbal use of language to communicate with other (Fulcher, 2003:79). In additional, according to (Hughes, 2007) explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

Speaking is the productive aural/oral skill. This produces a systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Around the world, language schools employ

people without training to teach conversation. Although speaking is completely natural, speaking in a language other than our own is something simple (Nunan, 2003: 48).

Speaking is so much part of daily life that makes it for granted (Thornbury, 2005: 1). He also says that speaking is interactive and requires that ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. He says that speaking represents a real challenge to most language learners.

According to (Cameron, 2001:40) speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as a social, interactive and contextualized communicative event. Learners really need knowledge in speaking to produce how linguistically related but also with words that are in accordance with pragmatic (Martinez Flor, 2006: 139).

Often speaking is served in the same way in language teaching. Sometimes it is considered something sufficient with virtue that is so bound in the teaching of something else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson it can sometimes lead to dissatisfaction. Some students' can't feel something in the class what they could easily, and teachers feel guilty because they have not taught something with clear learning outcomes that can be considered as justification for

lessons.

Speaking ability as the ability to speak by presupposing not only knowledge of language features, but also for the ability to process information and language 'on the spot' defined by (Harmer, 2001: 269). It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time of detailed planning. Therefore, for smoothness requires the goal of achievement.

Based on definition above, it can be concluded that speaking is an important thing. Every human being needs to communicate with others, through speaking. Speaking is the most important thing when we get the information. Speaking also simple things we can do to ask for something.

1.2 The Elements of Speaking

Speaking is a complex need for simultaneous use skills that always develops at different levels. There are five generally recognized components in analyzing speech processes:

- a. Pronunciation (the stress, the segmental features – vowels and consonants, and into nation patterns).

As stated by (Harmer,2007:343), if students want to be able to speak fluently in English they need to be able pronounce phonemes correctly,

use appropriate stress and intonation patterns and speak in connected speech. The speaking must be able to interpret the words and be able to create a distinctive sound that carries meaning. At the level of word pronunciation, learning a second language on a regular basis have the problems of distinguishing between sounds in new languages and familiar languages.

b. Grammar

Speaking a foreign language really needs to know a certain amount of grammar and vocabulary. Grammar is sound patterns, the basic units of meaning and rules to combine them to form a new sentence. Therefore, grammar is important in speaking. If the speaker does not master the grammatical structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic component in language. Vocabulary is variable phrases, single words, idioms, verb phrases and set phrases. With limited words, it almost makes conversation impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or he sitting. Meanwhile, according to Gower et-al, fluency in language can be considered as ‘the ability to keep going when speaking spontaneously’. Speaking smoothly students must be able to convey with any ability and resources possessed, regardless of grammatical mistakes or others.

e. Comprehension

The last speaking element is comprehension. The comprehension discussed by both speakers can produce the information they want. Comprehension is defined as understanding that makes sense as knowledge of the actual situation.

1.3 The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language expert try to classify the function of speech in human interaction. According to Brown and Yule there are three functions of speaking. "... three versions of how Brown and Yule work: talk as performance: talks as interaction: talk as transaction. Each speech activity is very different in function and form that requires a different teaching approach (Richards, 2008:21).

1. Talk as interaction

Speaking as an interaction that refers to interactions that serve social functions with the main. When people meet, they engage in small speaking by sharing new experiences and exchanging greetings. They want to be friendly and build a comfortable zone of interaction. How they want to present themselves to each other by focusing on the conversation.

2. Talk as performance

Speaking as a performance that refers to public speaking; it is a

conversation that transmits previous information and the audience such as announcements in public speeches. Speaking as a performance tends to be in the form of a monologue or dialogue which often follows a recognizable format and it is closer to the written language than the language of conversation.

3. Speaking as transaction

Speaking as transaction refers to a situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately (Richards, 2006).

1.4 Types of Speaking Activities

The most important feature of speaking activity is to provide opportunities for students' to convey meaning and utilize every field of knowledge they have. According to Riddell, various kinds of activities that can be carried out by teachers to encourage students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion. In this study, the authors chose the game as a technique to improve speaking skills in students so that they can work at any levels. A lower level will give them realistic contexts (especially in English-speaking countries) such as realistic roles and shopping (i.e. the customer, not the shop assistant).

2. Teaching Speaking

2.1 Definition of Teaching Speaking

Teaching speaking according to HayriyeKayi in *Activities to Promote Speaking in a Second Language* is to teach English language learners to:

- a. Produces sound patterns and speech sounds in English.
- b. Use emphasis on sentences and words, the rhythms of second language and intonation patterns.
- c. Choose the right words and sentences according to the right subject, situation, social settings and audience.
- d. Organize their thoughts in a logical and meaningful sequence.
- e. Use language as a value tool to express judgment.
- f. Use language quickly and confidently as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

2.2 The Goal of Teaching Speaking

The aim of teaching speaking skills is communicative efficiency. It means students must make themselves understood by using skills to the fullest. They should try to avoid confusion in pronunciation, vocabulary or grammar errors to observe social and cultural rules in every situation.

2.3 Teaching Speaking Assessment

A major concern for teachers is how we can assess students' speaking abilities in the new language. In some regards, testing speaking is not as straightforward as testing grammar or vocabulary. In this part will consider three approaches to assessing speaking, as well as different procedures for scoring speaking tests. As (Bailey, 2004:21) We will begin by discussing the four basic criteria to keep in mind as we devise, use, or adapt tests of speaking and pronunciation.

First, we want to make sure that we are testing what we are teaching and what the students want to be learning. Doing so is fair and appropriate. The measure referred to in the test is called the "valid" test. There are many different kinds of validity, but the central concept is that we determine in advance what we want to measure. We then design items, tasks, or prompts for the test that measure that construct.

Second, we want to be sure that a test or an assessment procedure is reliable. Reliability is concerned with consistency. For instance, if you tape record your students speaking in English and ask another teacher to evaluate the students' speech using a ten-point scale, you would be unhappy if your colleague ran out of time and rushed through the last several recordings, or if that teacher got tired and grumpy about the work and was more severe with the last recordings as a result. The resulting change in the teacher's ratings is an example of unreliability. Specifically, it is a problem in "rater reliability" and it is an issue that we must work to avoid or overcome when we evaluate

students' speaking skills.

The third criterion is one which teachers understand quite well-practicality. This term refers to the fact that a test or other assessment procedure can only be useful if it does not make unreasonable demands on resources, including time, money, and personnel. Interviewing each student for thirty minutes might be a very thorough way to assess his or her speaking skills, but if you are teaching several classes a day, and especially if they are large classes, then interviewing all your students for thirty minutes apiece would be very impractical.

The fourth criterion is washback (or instructional impact). This concept is often defined as the effect a test has on teaching and learning. In fact, developing vocabulary and increasing their confidence in applying grammar rules are appropriate and significant ways for learners to improve their speaking ability if those grammar rules and vocabulary items are practiced in spoken discourse. Washback can be either positive or negative, depending on whether it promotes the development of the skills or knowledge to be learned (positive washback) or hinders that development (negative washback).

2.4 Types of Classroom Speaking Performance

Brown offered six categories for the type of oral production that students wanted to do in classroom:

a. Imitative

When speaking in the classroom can spend time producing speeches, for

example students try to determine the specific intonation or vowel sounds. Imitation carried out like this is not intended for meaningful interaction, but to focus on certain characteristics of language forms.

b. Intensive

Intensive speaking goes further than mimicking speaking performance input designed to practice some grammatical language. Intensive speaking can also start on its own or can be part of several paired activities, in which learners "learn" a particular language.

c. Responsive

Most students in class give responsive speeches; to comment or give short questions initiated by the teacher or student.

d. Transactional (dialogue)

Transactional language, aims to exchange information or convey something in the form of an expanded responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue aims to maintain social relations rather than the transmission of information and facts.

f. Extensive (monologue)

Eventually students at the intermediate to advanced levels are asked to provide additional monologues in the form of summaries or short speeches and oral reports. The monologue referred to here is a more formal or deliberative register that can be planned or impromptu.

Each of the above categories can be run based on the level of students and students' abilities. The following is a summary of the objectives of each element: intensive to practice some grammatical aspects of language or phonology, focusing on mimicking certain elements of the language form, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of summaries or short speeches and oral reports.

2.5 The Roles of the Teacher during Speaking Activities

During speaking activities, the teacher takes on a number of different play roles. They can be prompter, participant, even feedback provider as viewed :

a. Prompter

When students sometimes forget when speaking, the teacher can let them struggle with themselves and that is the best choice. However, the teacher can help students for their advanced activities by giving different suggestions.

b. Participant

The teacher must be a good reference when asking students to be asked to speak the language. This can be achieved with enthusiasm and preparing an activity clearly. At other times, the teachers might want to participate in role play themselves or discussion.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, these corrections help and get students out of difficult misunderstandings and doubts.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do overcorrection.

3. Pow-Tega Technique

3.1 Definition of Pow-Tega Technique

As stated by (Bunyamin, 2011), Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking. According to (Biffle, 2013:2), “Whole Brain Teaching, produces classrooms that are full of orderly fun. Students follow the rules because it makes the rules fun to follow.” While Game Technique is a game designed to teach human about a specific subject and to teach them a skill. As educators, parents and government are aware of psychological needs and have the benefit of playing when learning. This is an educational tool that has become a major tool. Game are an interactive play to teaches us rules, adaptation, goals, interactions and problem solving. They provide us with

basic learning needs with passionate involvement, motivation, enjoyment, social interaction, structure, creativity, ego satisfaction and emotions. "Play has a deep biological function, evolutionarily linked to learning." (Prensky, 2001: 6)

3.2 Power Teaching Technique

Power Teaching technique is also called as a Whole Brain Teaching. According to (Buzan,1976) as cited in (Palasigue,2009:5), "Whole Brain Teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain's left and right hemispheres." Whole Brain Teaching is an interesting method that can be adopted by any teachers to create a good atmosphere in the speaking class. By using this method, it means that we learn in the way the brain is designed. In addition, (Biffle, 2013) said that the longer we talk, the more students we lose. But by using the principles of Whole Brain Teaching, we will give more opportunity to the students to enhance their ability in speaking. As cited in (Biffle, 2013), the principles are:

1. Class-Yes principle is used by the teacher to get students' full attention before or during teaching process. In this principle the teacher opens the class by saying "class" and the students should reply it by saying "yes" with the same intonation and gestures with the teacher. The teacher can use "Class-Yes" principle to keep students focus on the teaching and learning process. Therefore, if the teacher says, "classy, class, class, class!" the class must respond it with "yessy, yes, yes,yes!"

2. Five Classroom Rules. There are five rules in Whole Brain Teaching. It is used to ensure that the students understand the rules, but it will also help the teacher if the students do not follow the rules. The rules and gestures are as follow:
- a. Follow directions quickly!
 - b. Raise your hand for permission to speak!
 - c. Raise your hand to leave your seat!
 - d. Make a smart choices!
 - e. Keep your dear teacher happy!
 - f. Teach-Okay- It is the most powerful of Whole Brain Teaching's learning activities. After the teacher gives the explanation for about one minute. The students will work in pair to share their knowledge. Then when the teacher says "teach", the students will respond it with "okay", and find their partner directly to teach each other and it can be done for many times in order to get a good result in the end of learning process.
 - g. The Scoreboard. Scoreboard is used to motivate the students after doing "teach-ok". In this principle, the teacher will give a good emoticon if they do a good working. In the other hand, if they do a bad working they will also get a bad emoticon.
 - h. Hands and Eyes. It focuses all mental activity on seeing and hearing the teacher's lesson.
 - i. Mirror. In this principle, the teacher will incorporate their own

gestures, songs or chants in this portion of the lesson and the students are expected to “mirror” the teacher after the teacher says “teach” and the class responds “Okay”

- j. Switch. All the students have to involve themselves in teaching learning process. In this part, they will not teach with the same student in a time. Therefore, to involve students in learning, the teacher will direct students to "move!" Students will fight "move!" and the teacher will spin into groups.

3.3 Game Technique

We considered games as the best motivation to help students speak in an appropriate atmosphere. The games provides an opportunity for expression. According to (Mora & Lopera, 2001) as quoted in (William Urritia Leon and Esperanza Vega Celly, 2009: 16) said "Activities and games can be fun one of everybody's favorites done in class both teachers and students". In addition, a game can also be interpreted as a fun activity with various conflicting provisions (Webster's New Dictionary, 1994). In this research, the researcher will use three kinds of game, namely scrabble, talking chips and make a match.

3.4 Teaching Speaking by Using Pow-Tega Technique

In applying Pow-Tega Technique as stated by (Bunyamin, 2011) in the speaking class, there are some important activities. It integrates Power

Teaching Technique and Game where the game can be modified by the teacher based on the condition and necessity of speaking activity in the classroom. The first activity is Scrabble Game for BKOF (Building Knowledge of the Field). It is an activity where the teacher asks the students to build the vocabularies which will be need for modeling activity.

In this activity, the teacher will prepare some jumbled letters. Then, the students are asked to guess or answer the jumbled letters become the right word to fill the jumbled sentence. The students who know the answer should raise their hand and mention the right word aloud. Then the teacher gives appreciation to the students that has answered correctly and facilitate the students to pronounce the words correctly.

The second activity starts when the teacher applies 6 steps in Power Teaching Technique to give a model of speaking of describing picture based on the theme which has been decided. The first step is Class-Yes. In this activity the teacher gain the students' attention by saying "Class" with different intonation. Then, the students answer by saying "Yes" with the same intonation with the teacher. The second step is "Micro- Lecture". In this step, the teacher gives the material for about 1 minute. The students should keep attention to the teacher. After that, the third step is "Teach-Okay". After the teacher did the micro-lecture, the teacher says "Teach", if it is possible the teacher can use a hand-clapping or other interesting gesture, while the students answer "Okay" while imitate the teacher's gesture and voice. After saying "Okay", the students repeat the teacher's

explanation in pair. It can be done for many times to get a good result.

Then, the fourth step is “Score-Board”. In this step, the teacher gives an evaluation to the students by making two labels/columns in the board. The first column uses the “smile/happy” icon, and the second column uses the “sad” icon. The “smile/happy” icon will be given to the students if their work is good but the “sad” icon will be given if their work is not good enough. After the teacher gives the evaluation, the students will respond their score. If they get “sad” icon, they will pretend crying. But if they get “smile/happy” icon, they will say “oh yeah or bingo!” The next step is “Hands and Eyes”. This step is a technique to keep the students’ attention to the teacher’s explanation. They sit quietly and their hands are on the table. It is the step before doing comprehension check. And the last step is “Comprehension Check”. The students are asked to repeat the explanation orally. While the student repeats the explanation, the teacher goes around the classroom to do checking for the students’ activity.

The third activity of speaking by using Pow-Tega Technique is Talking Chips Game. In this activity the students are divided into groups. The students practice to express or tell the topic by using their own words. After the teacher divide the students into some groups, she starts to apply Talking Chips Game Technique. The students will get some cards. It is going to be their ticket to speak or start describing the picture which is given by the teacher. And it will not end until all the students use all the cards of theirs.

Then, the last activity is Make a Match Game. This activity is designed

to make the students really comprehend the topic during the learning process. Beside that, in this activity the students are also asked to read aloud with the right intonation and pronunciation. This activity starts when the teacher gives some Make a Match cards. The students get an opportunity to find their partner. And the students that had found their partner can explain the cards. Then, the teacher will give an appreciation to the students who find their partner earlier.

3.5 The Advantages and Disadvantages of Pow-Tega Technique

The Advantages of Pow-Tega Technique are:

1. Centered on learners.
2. Emphasis on finding knowledge not accept knowledge.
3. Great fun.
4. Empower all learners senses potential.
5. Use varied methods.
6. Using multiple media.
7. Tailored to existing knowledge.

The Disadvantages of Pow-Tega Technique are:

1. Difficult to direct students' thinking, when not accompanied by educators.
2. The discussion was impressed in all directions or not focused.

B. Relevant of Study

There were many researches which had been conducted relating to pow-tega as the English learning teaching technique, as follows:

1. Bunyamin (2011), in the research entitled “Peningkatan Kompetensi Speaking Materi Deskriptif melalui Teknik Pow-Tega dengan Media Pic-Powpada peserta didik kelas VIII-6 in SMP N 1 Slawi”. The researcher proposed a problem statement. Can the Pow-Tega technique with Pic-Pow media improve speaking competence in descriptive text material for students in class VIII-6 in SMP N 1 Slawi in the odd semester 2011-2012.

The Research

2. Sri Wahyuni (2015), in research entitled “Increasing Speaking Achievement by Using Pow-Tega Technique”. The research discussed about Pow-Tega as technique in Speaking learning.

C. Conceptual Framework

Speaking is one of four important skills in English learning. Speaking is the most demanding skills in the daily life. Talking is very necessary to communicate with others. One of the ways to communicate with other people is by speaking. As stated in the previous, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous, XI IIS 1 Grade students of MAN 1

Medan faced several problems related to their speaking ability. They are afraid of making mistakes that will be caused by laughter by their friends and that will make them less confident in their abilities. The students also think that learning English is not interesting, this is because the method or strategy or technique that is used less attract students learning has focus on the teachers and put the listener. Therefore, the researcher wanted to overcome the problems by using Pow-Tega technique in the speaking class. Pow-Tega technique is one way that can be used to improve students speaking skill .

D. Hypothesis

The hypothesis of this research are formulated as follows :

Ha :there is the significant improvement on the students' speaking achievement through implementing Pow-Tega Technique.

CHAPTER III

METHODS OF RESEARCH

A. Location of the Research

This research was conducted at MAN 1 Medan. It's located on Jl. Willem Iskandar7B Medan. The reason for choosing the school is based on the experience in that school, in which the researcher found that there are many problem on the students' learning English especially in learning speaking.

B. Subject of the Research

The subject of this research are the students of grade XI of MAN 1 Medan. It divided into six class. The research only involved one class of XI IIS 1. It consisted of 44 students. The research was teach reading skills according to the learning materials and the lesson plans which has been developed. The English teacher as a collaborator and an observer in this research. The researches was collaborated with the teacher during implementation of the action plan. The observer identified the effectiveness and the ineffectiveness of the action and then, she helps the researcher in improving the actions by giving some feedbacks. The research and the teacher working together in the process of this research.

C. Research Design

This research had conducted by applying Classroom Action Research. Classroom Action Research in the context of focused efforts to improve the

quality teaching and learning in the classroom. In classroom action research, there are four stages included of planning, action, observation and reflection. For this stage was applied in each cycle, because action research is cycle process. If the result of the first cycle fail, it was continued to the next cycle. If there is significant improvement in speaking achievement, so the cycles has been stopped. It showed up the improvement students' achievement in speaking, the cycle will be continued and to the next cycle until the result is achieved. To show step in classroom action research can be below:

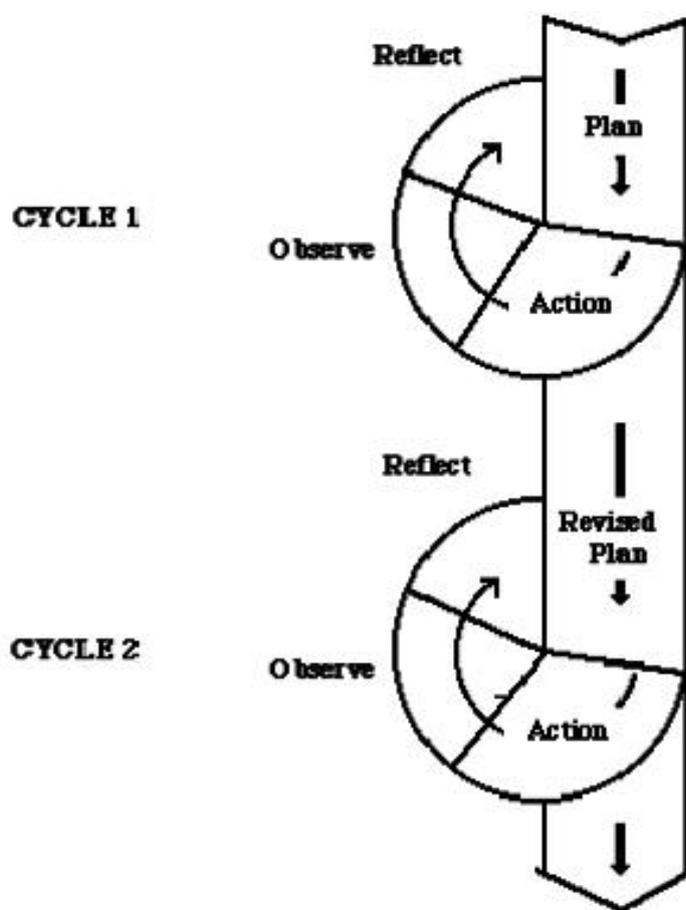


Figure 3.1 : Action Research Spiral, Model from Kemmis and Mc Taggar

1. Cycle 1

a. Planning

Researchers prepare in this plan everything needed in the learning process. The points are the details of the first cycle planning:

1. Analyze the students' problem in speaking.
2. Conducting the cycle in two meetings.
3. Preparing material for speaking skill.
4. Conducting pre-test in order to know the students' basic ability in mastery speaking.
5. Conducting a test of speaking skill with Pow-Tega Technique in last meeting.
6. Prepare instruments for data collection, such as dairy notes, observations, interview sheets and documentation.

b. Action

In this step, the students will be taught how to improve speaking skill with Action Pow-Tega Technique.

1. Explain the purpose of Pow-Tega Technique in learning English.
2. Divide students into eight groups.
3. Assign assignments in each group to memorize vocabulary related to the material and make a conversation.
4. Asks the students to practice speaking with the vocabulary that has been memorize.

Table 3.1
Activity Cycle 1

No	Action cycle I	Output
1	Motivating by Asking The students material fraction	Increased student motivation
2	Delivering learning objective and indicators to be achieved	Explanation of goals and indicator to be achieved
3	Provide an explanation of the content being studied	Explanation of the content being studied
4	To give some examples of question about the content being studied using Pow-Tega Technique	Discuss with student the example problem
5	Giving students the opportunity to ask	Improving students understanding
6	Concluded the material together with Student	The student can make the conclusion
7	Evaluating the results of the first cycle	Identifying problem
8	Conducting any acts of reflection in cycle I thoroughly	The solution of the problem that had been arise

c. Observation

In this stage the researcher conducted several activities as follows:

Observed during the process of learning about students speaking skill and learning process using observation sheets that had been prepared.

1. To evaluate students skill of observation sheet.
2. Take notes according to the learning process carried out based on

indicators of speaking skills.

d. Reflection

Reflection implemented based on data analysis was carried out based on observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

2. Cycle 2

The research was do cycle 2, if the result in cycle 1 is still need improvement. In cycle 2 also has four stage: they are planning, action, observation and reflection. Every weakness in cycle 1 was revised in cycle 2.

D. Research Instrument

Data collection techniques used by researchers to obtain data observations using:

1. Data collection techniques used by researchers to obtain data observations using:.
2. Interview: used to get data about implementation of Pow-Tega technique to the teacher.
3. Test: is to get data on research result and students activities in teaching

learning. There are two tests as follows:

- a. Pre-test is done before implementing Pow-Tega technique.
- b. Post-test is implemented after implementing Pow-Tega technique.

E. Technique of Collecting Data

1. The Quantitative Data

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the category that evaluates for criterions. Each criterion was scored 25 point. So all the criteria for students will get 100 points. Every aspect of speaking was arranged from 0-25. The categories are vocabulary, pronunciation, accuracy, and fluency.

Table 3.2
English Language Speaking Skills Assessment Collects

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	

	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	

	d. Very Good	No more than two errors/ speech is generally Natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left Unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

2. The Qualitative Data

a. Observation Sheet

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak).

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea of implementing the *pow-tega* technique in improving students' ability in speaking.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning technique. It was originally used to measure students' speaking abilities. Meanwhile, the post-test was implemented after using *pow-tega* technique.

F. Technique of Data Analysis

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through *pow-tega* technique. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students speaking ability. The writer searched the mean of each post test from every cycle. The writer

applied the following:

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

Where :

\bar{X} = The mean of the students score

$\sum X$ = The total score of the students

N = The member of the students (Arikunto, 2013)

Next, to categories the number of the students who pass the test successfully,

the research will be applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test (Arikunto, 2013)

Then, after getting mean of students' score per actions, the writer will identify whether there is an increase in students' scores on speaking skills from the pre-test and post-test scores in cycle 1 and cycle 2. In analyzing it, the writer will use the formula:

$$P = \frac{y_1 - y}{y} \times 100\% \qquad P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y₁ = Post-test I

y₂ = Post-test II

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this research quantitative and qualitative data by which taken through giving speaking test for having quantitative data where an observation sheet and interview were used to have qualitative data.

1. Quantitative Data

The Quantitative data were taken from the students' score in test. The test was oral test. It was taken from English SMA/MA/SMK Grade XI book that consisted of daily activity. Pre-test, cycle 1 and cycle 2 scores were scored from vocabulary, pronunciation, accuracy and fluency. It can be shown from the table below:

Table 4.1
Quantitative Data

NO	Initial Name	Score of Pre-Test	Score of Cycle 1	Score of Cycle 2
1	AR	48	65	73
2	AS	60	75	79
3	ARM	50	71	78
4	AA	55	78	83
5	AZ	60	76	81
6	AA	57	78	86
7	AA	56	76	80

8	ASH	55	75	80
9	AUR	66	80	88
10	CA	67	75	85
11	DG	73	86	90
12	DA	60	75	86
13	EZ	56	70	79
14	FA	80	85	90
15	FZW	47	72	84
16	FSH	65	78	87
17	HH	79	84	90
18	IKS	40	63	71
19	IS	46	70	78
20	IS	63	75	81
21	MMH	78	82	89
22	MADH	54	69	75
23	MAR	78	83	89
24	MFS	49	62	70
25	MRFN	58	76	84
26	MIP	65	78	88
27	MR	63	75	87
28	MIR	67	79	88
29	NZB	58	75	86
30	NS	71	83	90
31	NST	69	76	85
32	PAP	61	75	83
33	PFT	59	79	87
34	QAF	48	68	76
35	RSA	57	78	80
36	SRN	56	77	85
37	SAA	49	65	71
38	SVD	66	77	84
39	SMS	50	70	79
40	SP	65	77	84
41	TNR	65	79	85
42	TKY	38	74	70
43	WA	46	69	76
44	JR	43	69	73
Total ΣX		2569	3302	3613
The mean score		59	75.04	82.11

The result of the students' speaking in this research, there are four meetings were conducted. First meeting used give pre-test to the students. The research gave the test to know the student's score before applying teaching speaking daily activity. After knew the score, the teacher helped the researcher to apply classroom activity in teaching speaking in the second meeting, third meeting (cycle 1) and fourth meeting (cycle 2). The test was taken from English SMA/MA/SMK Grade XI book and video from YouTube.

In the pre-test, the total number of students' getting score was 2569, the students who got score more than 75 were 4 students and the number of students was 44. So, the mean score was 59 and the percentage of students who getting score 9.09%.

In the cycle 1, the total score of students was 3302, the students who got score more than 75 were 30 and the number of students was 44. So, the mean score was 75.04 and the percentage of students who getting score was 68.18%. It was from the preliminary study mean score from the mean class 59 increased to 75.04 or from 4 students who passed the score above the Minimum Mastery Criterion to 30 students. It means that there was 27.18%.

In the cycle 2, need to increasing the higher score of students. The total score of students was 3613, the students who got score than 75 were 38 students and the number of students was 44. So, the mean score was 82.11

and the percentage of students who getting score was 86.36%. The students' speaking skill in English lesson increased from the criteria 38 students got success score or it was 86,36%. In the other side 6 students got failed score or it was 13.63%. It could be concluded that the students' ability in speaking increased. Cycle 2 was categorized success.

2. Qualitative Data

The qualitative data was taken from the observation sheet and interview. There were several indicators of teacher and students assessment during teaching and learning process. Based on the observation sheet the researcher analyzed that the observation of the learning process from Pre-Test, Cycle 1 and Cycle 2 was increased. As interview showed the learning process from pre-test, Cycle 1 and Cycle 2. The objective of interview is the students. In the first session, they were interviewed about their problems in speaking. While the second session, they were interviewed about their respond or comment about the implementation of pow-tega.

B. Data Analysis

1. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students score increasing from pre-test until post test.

1.1 Pre-Test

The first test was given before treatment, it called by pre-test. It has been

found that the means of students score increasing from pre-test. It could be seen as the following table:

Table 4.2
The Students' scores in Pre-Test

NO	Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	AR	48	Unsuccessful
2	AS	60	Unsuccessful
3	ARM	50	Unsuccessful
4	AA	55	Unsuccessful
5	AZ	60	Unsuccessful
6	AA	57	Unsuccessful
7	AA	56	Unsuccessful
8	ASH	55	Unsuccessful
9	AUR	66	Unsuccessful
10	CA	67	Unsuccessful
11	DG	73	Unsuccessful
12	DA	60	Unsuccessful
13	EZ	56	Unsuccessful
14	FA	80	Successful
15	FZW	47	Unsuccessful
16	FSH	65	Unsuccessful
17	HH	79	Successful
18	IKS	40	Unsuccessful
19	IS	46	Unsuccessful
20	IS	63	Unsuccessful
21	MMH	78	Successful
22	MADH	54	Unsuccessful
23	MAR	78	Successful
24	MFS	49	Unsuccessful
25	MRFN	58	Unsuccessful
26	MIP	65	Unsuccessful
27	MR	63	Unsuccessful
28	MIR	67	Unsuccessful
29	NZB	58	Unsuccessful
30	NS	71	Unsuccessful
31	NST	69	Unsuccessful
32	PAP	61	Unsuccessful
33	PFT	59	Unsuccessful
34	QAF	48	Unsuccessful

35	RSA	57	Unsuccessful
36	SRN	56	Unsuccessful
37	SAA	49	Unsuccessful
38	SVD	66	Unsuccessful
39	SMS	50	Unsuccessful
40	SP	65	Unsuccessful
41	TNR	65	Unsuccessful
42	TKY	38	Unsuccessful
43	WA	46	Unsuccessful
44	JR	43	Unsuccessful
Total ΣX		2569	
The Mean Score		59	

The first was given before treatment, it called by pre-test. Based the result in the pre-test, the total score of the student was 2569 and the number of students was 44, so the mean score was:

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

$$X = \frac{2569}{44}$$

$$X = 59$$

From the table above, students' speaking skill in English lesson was still very low. The mean of students was 59. To know the student' who were competent was calculated by applying the formula bellow:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{40}{44} \times 100\% = 9.9\%$$

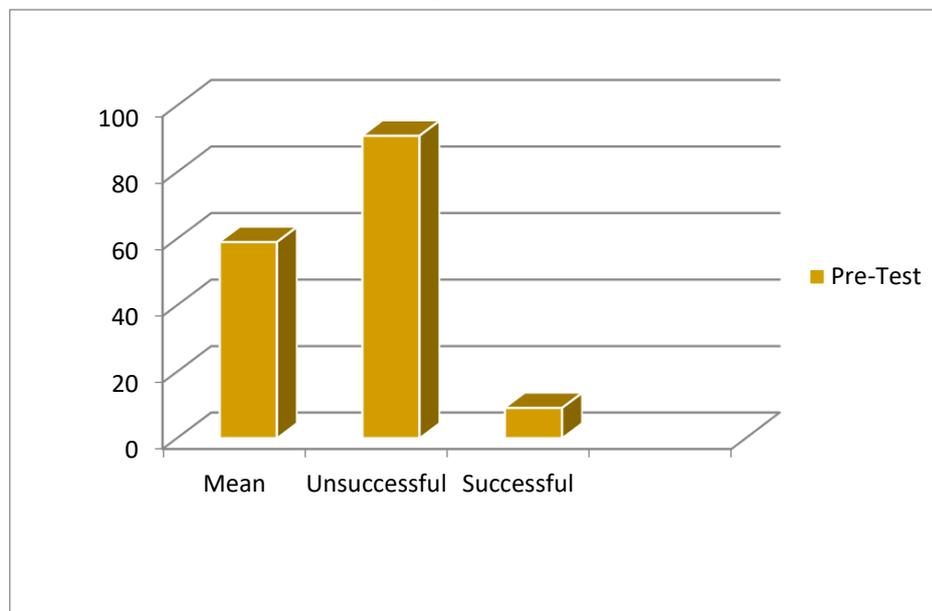
$$P_2 = \frac{4}{44} \times 100\% = 9.09\%$$

Table 4.3
Distribution on Students' Speaking skill in English Lesson for Pre-Test

	Criteria	Total Students	Percentage
P ₁	Unsuccessful	40	90.9 %
P ₂	Successful	4	9.09 %

Based on the result in the pre-test, the total score of the students who got score less than 75 was 90.91% or 40 students and the student who got score more than 75 was 9.09% or 4 students. So, then students frequency in the pre-test was 9.09% and it can be shown from the chart below:

Chart 4.1
Students' Score in Pre-Test



The table and chart above showed that the students who were unsuccessful 40 students or 90.9% and the students who were successful 4 students or 9.09% in eleventh grade at MAN 1 Medan in academic 2019/2020 had low ability in speaking through pow-tega technique.

1.2 Cycle 1

There were two meetings in cycle 1. In the cycle 1, the research used pow-tega technique in teaching speaking. In that time, the research helped the researcher to apply the technique and the researcher was an observer. After the teacher had applied the pow-tega technique in students speaking by using daily activity cycle 1, the research gave them the test that oral test. The students scores could be seen as the following table:

Table 4.4
The Students' scores in Cycle 1

NO	Initial Name	CYCLE 1	
		Score	Successful Criteria (>75)
1	AR	65	Unsuccessful
2	AS	75	Successful
3	ARM	71	Unsuccessful
4	AA	78	Successful
5	AZ	76	Successful
6	AA	78	Successful
7	AA	76	Successful
8	ASH	75	Successful
9	AUR	80	Successful
10	CA	75	Successful
11	DG	86	Successful
12	DA	75	Successful
13	EZ	70	Unsuccessful
14	FA	85	Successful
15	FZW	72	Unsuccessful
16	FSH	78	Successful
17	HH	84	Successful
18	IKS	63	Unsuccessful
19	IS	70	Unsuccessful
20	IS	75	Successful
21	MMH	82	Successful

22	MADH	69	Unsuccessful
23	MAR	83	Successful
24	MFS	62	Unsuccessful
25	MRFN	76	Successful
26	MIP	78	Successful
27	MR	75	Successful
28	MIR	79	Successful
29	NZB	75	Successful
30	NS	83	Successful
31	NST	76	Successful
32	PAP	75	Successful
33	PFT	79	Successful
34	QAF	68	Unsuccessful
35	RSA	78	Successful
36	SRN	77	Successful
37	SAA	65	Unsuccessful
38	SVD	77	Successful
39	SMS	70	Unsuccessful
40	SP	77	Successful
41	TNR	79	Successful
42	TKY	65	Unsuccessful
43	WA	69	Unsuccessful
44	JR	67	Unsuccessful
Total ΣX		3302	
The mean score		75.04	

From the table of from the test in cycle 1, the total score of the students was 3302 and the number of the students was 44. So the students' mean was:

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

$$X = \frac{3302}{44}$$

$$X = 75.04$$

The analysis students' speaking skill in English lesson got increasing. The mean of students was 75.04. And the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{14}{44} \times 100\% = 31.81\%$$

$$P_2 = \frac{30}{44} \times 100\% = 68.18\%$$

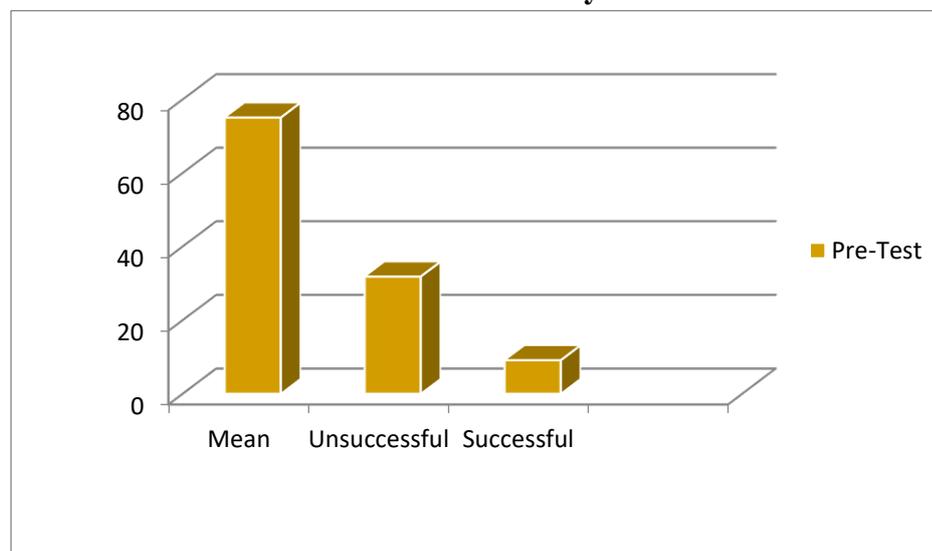
Table 4.5

Distribution of Students' Speaking skill in English lesson for Cycle 1

	Criteria	Total Students	Percentage
P ₁	Unsuccessful	14	31.81 %
P ₂	Successful	30	68.18 %

Based on the result in the cycle 1, the total score of the students who got score less than 75 was 31.81% or 14 students and the student who got score more than 75 was 68.18% or 30 students. So, the students frequency in the cycle can be shown from the chart below:

Chart 4.2
Students' Score in Cycle 1



The table and chart above showed that the students who were

unsuccessful 14 students or 31.81% and the students who were successful 30 students or 68.18%. Based on the data above, the teacher and research concluded that cycle 1 was an increase of students' mean score from the students' speaking skill on the preliminary study to the students' speaking skill on the cycle 1. It was from the preliminary study mean score from the mean class 59 increased to 75.04 or from 4 students who passed the score above the Minimum Mastery Criterion to 30 students. It means that there was 27.18% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{75.04 - 59}{59} \times 100\%$$

$$P = 27.18\%$$

Students' speaking skill in English lesson was classified unsuccessful, so cycle 2 is need to increasing the higher score of students, so it must be increased in cycle 2.

1.3 Cycle 2

Students' speaking skill in English lesson on the topic job activities was classified unsuccessful. In cycle 2 need to increasing the higher score of students, so it must be increased in cycle 2. The students scores in cycle 2 from vocabulary, pronunciation, accuracy and fluency. It could be seen as the following table:

Table 4.6
The Students' scores in Cycle 2

NO	Initial Name	CYCLE 2	
		Score	Successful Criteria (>75)
1	AR	73	Unsuccessful
2	AS	79	Successful
3	ARM	78	Successful
4	AA	83	Successful
5	AZ	81	Successful
6	AA	86	Successful
7	AA	80	Successful
8	ASH	80	Successful
9	AUR	88	Successful
10	CA	85	Successful
11	DG	90	Successful
12	DA	86	Successful
13	EZ	79	Successful
14	FA	90	Successful
15	FZW	84	Successful
16	FSH	87	Successful
17	HH	90	Successful
18	IKS	71	Unsuccessful
19	IS	78	Successful
20	IS	81	Successful
21	MMH	89	Successful
22	MADH	75	Successful
23	MAR	89	Successful
24	MFS	70	Unsuccessful
25	MRFN	84	Successful
26	MIP	88	Successful
27	MR	87	Successful
28	MIR	88	Successful
29	NZB	86	Successful
30	NS	90	Successful
31	NST	85	Successful
32	PAP	83	Successful
33	PFT	87	Successful
34	QAF	76	Successful
35	RSA	80	Successful
36	SRN	85	Successful
37	SAA	71	Unsuccessful

38	SVD	84	Successful
39	SMS	79	Successful
40	SP	84	Successful
41	TNR	85	Successful
42	TKY	70	Unsuccessful
43	WA	76	Successful
44	JR	73	Unsuccessful
Total ΣX		3613	
The mean score		82.11	

From the table, the students' speaking skill in English lesson was increased on the topic through pow-tega technique. The standard of maximum criteria was achieved with mean 82.11 from the total score of students was 3613 divided the number of students who done the test was 44 students, so the students' mean was:

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

$$X = \frac{3613}{44}$$

$$X = 82.11$$

The analysis above, students' speaking skill in English lesson has increased. The mean of students was 82.11 and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{6}{44} \times 100\% = 13.63 \%$$

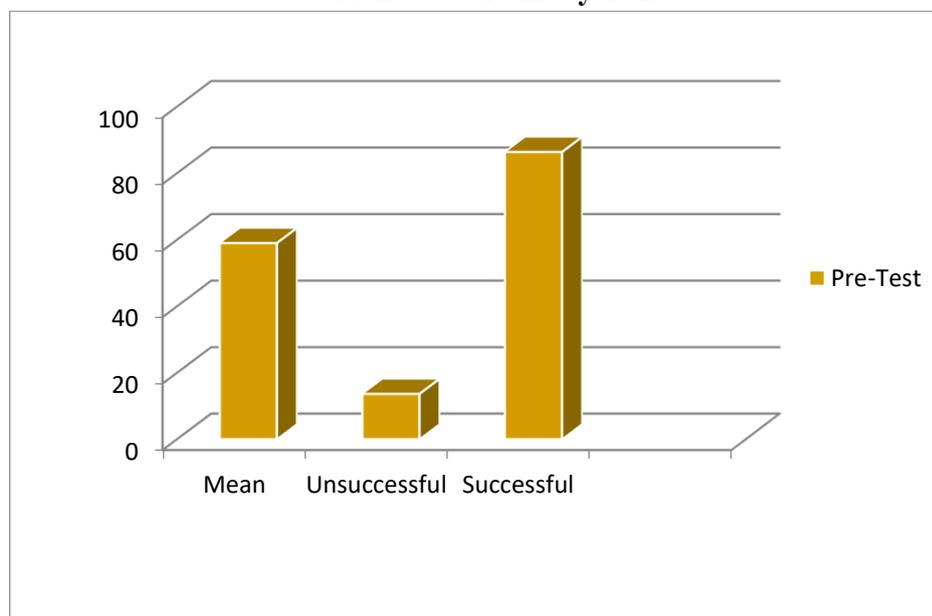
$$P_2 = \frac{38}{44} \times 100\% = 86.36 \%$$

Table 4.7**Distribution of Students' Speaking skill in English lesson for Cycle 2**

	Criteria	Total Students	Percentage
P ₁	Unsuccessful	6	13.63 %
P ₂	Successful	38	86.36 %

Based on the result in the cycle 2, the total score of the students who got score less than 75 was 13.63% or 6 students and the student who got score more than 75 was 86.36% or 38 students. So, the students frequency in the cycle 2 can be shown from the chart below:

Chart 4.3
Students' Score in Cycle 2



From the data above, it can concluded that the students' ability in speaking increased. Cycle 2 was categorized success. The calculation of the improvement percentage is gained from the improvement percentage derived from the formula:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{82.11 - 59}{59} \times 100\%$$

$$P = 39.16\%$$

From the explanation above, the students' ability in speaking was classified a very good level while doing action research on cycle 2. This is the result of students' score in speaking ability:

Table 4.8
Students' Score for Pre-Test, Cycle 1 and Cycle 2

NO	Initial Name	PRE-TEST		CYCLE 1		CYCLE 2	
		Score	Successful criteria (>75)	Score	Successful criteria (>75)	Score	Successful criteria (>75)
1	AR	48	Unsuccessful	65	Unsuccessful	73	Unsuccessful
2	AS	60	Unsuccessful	75	Successful	79	Successful
3	ARM	50	Unsuccessful	71	Unsuccessful	78	Successful
4	AA	55	Unsuccessful	78	Successful	83	Successful
5	AZ	60	Unsuccessful	76	Successful	81	Successful
6	AA	57	Unsuccessful	78	Successful	86	Successful
7	AA	56	Unsuccessful	76	Successful	80	Successful
8	ASH	55	Unsuccessful	75	Successful	80	Successful
9	AUR	66	Unsuccessful	80	Successful	88	Successful
10	CA	67	Unsuccessful	75	Successful	85	Successful
11	DG	73	Unsuccessful	86	Successful	90	Successful
12	DA	60	Unsuccessful	75	Successful	86	Successful
13	EZ	56	Unsuccessful	70	Unsuccessful	79	Successful
14	FA	80	Successful	85	Successful	90	Successful
15	FZW	47	Unsuccessful	72	Unsuccessful	84	Successful
16	FSH	65	Unsuccessful	78	Successful	87	Successful
17	HH	79	Successful	84	Successful	90	Successful

18	IKS	40	Unsuccessful	63	Unsuccessful	71	Unsuccessful
19	IS	46	Unsuccessful	70	Unsuccessful	78	Successful
20	IS	63	Unsuccessful	75	Successful	81	Successful
21	MMH	78	Successful	82	Successful	89	Successful
22	MADH	54	Unsuccessful	69	Unsuccessful	75	Successful
23	MAR	78	Successful	83	Successful	89	Successful
24	MFS	49	Unsuccessful	62	Unsuccessful	70	Unsuccessful
25	MRFN	58	Unsuccessful	76	Successful	84	Successful
26	MIP	65	Unsuccessful	78	Successful	88	Successful
27	MR	63	Unsuccessful	75	Successful	87	Successful
28	MIR	67	Unsuccessful	79	Successful	88	Successful
29	NZB	58	Unsuccessful	75	Successful	86	Successful
30	NS	71	Unsuccessful	83	Successful	90	Successful
31	NST	69	Unsuccessful	76	Successful	85	Successful
32	PAP	61	Unsuccessful	75	Successful	83	Successful
33	PFT	59	Unsuccessful	79	Successful	87	Successful
34	QAF	48	Unsuccessful	68	Unsuccessful	76	Successful
35	RSA	57	Unsuccessful	78	Successful	80	Successful
36	SRN	56	Unsuccessful	77	Successful	85	Successful
37	SAA	49	Unsuccessful	65	Unsuccessful	71	Unsuccessful
38	SVD	66	Unsuccessful	77	Successful	84	Successful
39	SMS	50	Unsuccessful	70	Unsuccessful	79	Successful
40	SP	65	Unsuccessful	77	Successful	84	Successful
41	TNR	65	Unsuccessful	79	Successful	85	Successful
42	TKY	38	Unsuccessful	65	Unsuccessful	70	Unsuccessful
43	WA	46	Unsuccessful	69	Unsuccessful	76	Successful
44	JR	43	Unsuccessful	67	Unsuccessful	73	Unsuccessful
Total ΣX		2569		330	2	3613	
The mean score		59		75.0	4	82.11	

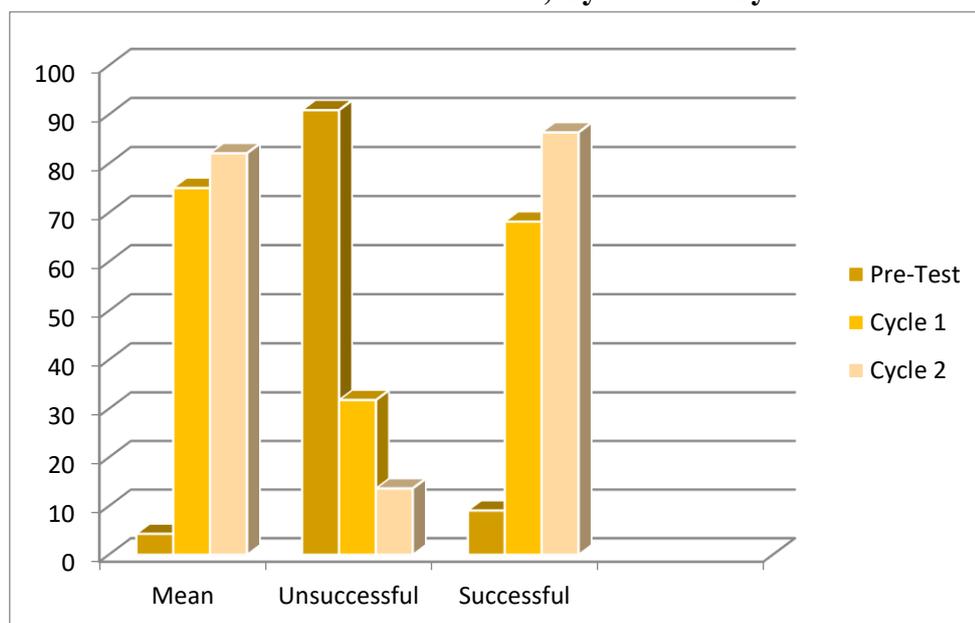
Table 4.9

**Distribution of Students' Speaking skill in English lesson for Pre-Test,
Cycle 1 and Cycle 2**

Meeting		Students Who Get Score >75	Percentage
Pre-Test	I	4	9.09 %
Cycle 1	II	30	68.18 %
Cycle 2	III	38	86.36 %

The result showed the increasing of students' score from the pre-test to cycle 2. In the pre-test, there was only 9.09 % (4 students) who got score more than 75. In the cycle 1 there was 68.18 % (30 students) who got score more than 75. It means that there was increasing 59.09%. In cycle 2, there was 86.36% (38 students) who got score more than 75. The increasing was about 18.18 % and the total increasing of students' score from pre-test until cycle 2 was 77.27 %. It can be concluded that action learning technique worked effectively and efficiently in helping students' ability in speaking at XI IIS 1 of MAN 1 Medan and this learning has applied successfully and able to increased students' ability in speaking. So, the students frequency in the pre-test until cycle 2 can be shown from the chart below:

Chart 4.4
Students' Score in Pre-Test, Cycle 1 and Cycle 2



2. Qualitative Data

2.1 Cycle 1

a. Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the researcher arranged a lesson plan based on the teaching material. The researcher also prepared the cycle1 to collect the data to know whether there are some students' improvement scores from pretest to cycle 1.

b. Acting

The action of the cycle I was done on July 23th and 30th 2019. In the first meeting, before involving students in action learning technique, the researcher acts as teacher and she done based on the lesson plan before. First, the writer introduced the material by giving example of dialogue and reated vocabulary items. Second, the researcher explained to the students about the situation and condition when using expression of giving, responding suggestions and instructions. Third, the researcher wrote some examples and demonstrated how to pronounce it. Fourth, the researcher divided students into eleven groups and give script of dialogue. Next, the students practiced and memorized the dialogue, and performed the dialogue into in front of the class. Then, the researcher gave feedback to the students after finishing their performance. At last, the researcher gave general conclusion. That is about material that has

been done by the students in their role play.

In the second meeting,, the writer gave the cycle 1 in the end of cycle I. That form is the role of the game that is done in pairs. The students created a dialogue based on the role card given then perform it in front of the class. The cycle 1 is carried to measure how well the students' achievement in speaking improved

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using pow-tega technique. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basic reflection.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result to cycle 1, they were only 30 students or 68.18 % of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although no

tall the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using action learning strategy. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using pow-tega technique. This efforts was done in the next lesson plan of cycle two.

2.2 Cycle 2

a. Planning

After finding the fact that the students' speaking mastery was low, which was proven by their cycle 1 scores, the writer rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the cycle 2 and questionnaire to collect the data.

b. Acting

The action of cycle two was done on March and August 20th and 27th 2019. In this meeting, the teacher asked the students the difficulty in using pow-tega technique and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this technique were same with the first cycle. Researcher tried to the best in teaching students and motivated them to increase their ability in speaking.

c. Observing

In this phase, the researcher tried to notice al activities in the physical

classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using pow-tega technique. Researcher was very careful in this phase because the students were more active and serious than the first cycle. Most of the students were very enthusiastic to follow the instruction. Researchers looked at those who did not have problems in conducting the test.

d. Reflecting

The researcher analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pre-test, cycle 1, and cycle 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

C. Research Finding

The result indicated that there was an increasing on the students' speaking skill by using pow-tega technique. The mean of second cycle was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In

other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that pow-tega technique could improve students' ability in speaking especially at MAN 1 Medan.

D. Discussion

This research was conducted to find out the improving of the students' speaking skill in English lesson by using pow-tega technique. The pow-tega technique was one of the technique that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that pow-tega technique was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test, cycle 1 and cycle 2. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the action learning strategy helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the implementation of pow-tega technique could improve the students' ability in

speaking. It could be seen from the qualitative data by prove the students' score got better in the cycle 1 than the pre-test, and the cycle 2 got better than the cycle 1. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found out that the students' speaking through pow-tega technique score increased from the first cycle to the second cycle. It means that there was an improvement on the students' achievement in speaking through pow-tega technique by using classroom action research. The analysis of the quantitative data showed that there were improvements from the first test to the last eventually. Furthermore, it was also proved through the observation sheets and interview which indicate there was an improvement in learning result by using classroom action research in teaching learning process from the first cycle to the second cycle. Therefore, classroom action research significantly improved the students' achievement in speaking through pow-tega technique.

B. Suggestion

The result of the study showed that improving students' achievement in speaking through pow-tega technique by using classroom action research.

These following suggestion are offered:

1. For the English teacher, it is a good alternative to make the students interested in speaking and teacher must be able to control the students during learning process by using classroom action learning.

2. For the students, it is suggested that classroom action research can be used to help to speaking currently used by their ideas.
3. For all readers, this research can contribute a good understanding of how to improve the students' achievement in speaking through pow-tega technique by using classroom action learning.
4. For the other research, it is suggested that classroom action research should be researched more in other type of speaking, for interview, dialogue and games to improve the students' skill.

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APPENDIX

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : XI IIS 1

Fokus / Skill : Speaking

Alokasi Waktu : 2 x 40 menit

Jumlah Pertemuan : 2 kali

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, 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.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1 Mengungkapkan makna dalam pengucapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur dalam tema tertentu.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengekspresikan *descriptive teks* dalam tema tertentu.
2. Mengungkapkan beberapa informasi dalam *descriptive teks* dengan tema tertentu.
3. Merespon beberapa informasi dalam *descriptive teks* dengan tema tertentu.
4. Mendeskripsikan tentang seseorang.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

1. Mengekspresikan *descriptive teks* dalam tema tertentu
2. Mengungkapkan beberapa informasi dalam *descriptive teks* dengan tema tertentu.
3. Merespon beberapa informasi dalam *descriptive teks* dengan tema tertentu.

E. MATERI PEMBELAJARAN

The characteristic of descriptive text :

- a. Introduction : the part of the text that introduce the character.

b. Description : the part of the text that describes the character.

F. METODE PEMBELAJARAN

Pow-Tega technique

Penugasan

G. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar orang terkenal (artis), ciri-ciri orang tersebut.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Siswa menerima informasi manfaat dalam kehidupan mempelajari teks deskriptif.
- Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.

2. Kegiatan Inti

- **Observasi :**
 - a. Siswa mengamati guru yang memberikan contoh gambar seorang artis.
 - b. Siswa mengamati gambar dan memahami isi teks descriptive.
 - c. Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.
- **Questioning :**
 - a. Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.
 - b. Siswa bertanya langkah menyusun teks tulis deskriptif.
 - c. Siswa bertanya langkah mengungkapkan teks tulis deskriptif
 - d. Siswa bertanya apa saja informasi yang terkandung dalam gambar
 - e. Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif.
 - f. Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

- **Eksplorasi :**

- a. Guru membagikan gambar seseorang dan potongan kertas yang berisi kata-kata sifat dan ciri-ciri dari gambar tersebut
- b. Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok
- c. Guru memberikan arahan cara memainkan game yang di berikan.
- d. Guru memberi contoh cara mencocokkan teks sesuai dengan gambar dan meletakkan sesuai generic structure.
- e. Siswa berlatih memainkan games yang di berikan secara semangat dan kompak.
- f. Siswa menyampaikan hasil diskusi secara berkelompok ke depan kelas.

- **Mengasosiasi :**

- a. Siswa berlatih mendeskripsikan tentang seseorang secara berpasangan.
- b. Guru membagikan gambar seseorang
- c. Guru memberikan contoh cara menuliskan tanda baca dan kalimat-kalimat nya.
- d. Guru memberi contoh cara menuliskan generic structure teks deskriptif dan menjelaskan sekilas tentang teks deskriptive.
- e. Siswa berlatih kembali teks deskriptive dengan menuliskan tanda baca dengan benar. (capital letter and punctuation).
- f. Siswa berlatih kembali menuliskan tanda baca dan generic structure secara berkelompok.

- **Mengkomunikasikan :**

- a. Guru menunjuk siswa untuk maju ke depan kelas dengan semangat dan santun
- b. Guru memberikan arahan tentang permainan yang akan di lakukan
- c. Siswa memikirkan seseorang dan merahasiakan nya
- d. Siswa lain berupaya mendeskripsikan orang tersebut secara bergantian
- e. Siswa memikirkan jawabanya
- f. Guru memberikan arahan dan motivasi
- g. Siswa mengungkapkan deskripsi dari orang yang di fikirkan
- h. Siswa menyampaikan jawaban

- i. Siswa lain menanggapi
- j. Guru memberikan penjelasan.

3. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

H. KEGIATAN PEMBELAJARAN

Pertemuan Pertama

1. Kegiatan Pendahuluan

- Guru memberikan salam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa
- Guru mereview pelajaran sebelumnya
- Guru member apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas

2. Kegiatan Inti

- Guru berdiri didepan siswa dengan memegang bahan ajar dan harus terlebih dahulu menguasai segala aspeknya, pastikan setiap siswa juga telah membawa bukunya.
- Guru meminta agar siswa menutup bukunya masing-masing.
- Guru memberikan gambaran tentang tema *describing people*
- Guru memberikan beberapa kosa kata beserta artinya.
- Guru memberikan contoh gambar benda dan orang dan membacakan teks deskriptif dengan benar dan tepat serta agak lambat (saat ini siswa tidak boleh membuka buku, mereka hanya mendengar dan tidak menirukan pengajar. Semua perhatian harus tertuju pada pengajar).

I. PENILAIAN

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	a. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	

	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/ speech is generally Natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left Unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris

Medan, Juli 2019
Peneliti

Nur Azizah, S.Ag
NIP. 19701104 199803 2 002

Nurul Hasnah

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : XI IIS 1

Fokus / Skill : Speaking

Alokasi Waktu : 2 x 40 menit

Jumlah Pertemuan : 2 kali

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, 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.
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1 Mengungkapkan makna dalam pengucapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur dalam tema tertentu.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Merespon vidio yang telah disajikan
2. Melakukan berbicara sesuai dengan video yang telah disajikan

D. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

1. Mengekspresikan *descriptive teks* dalam tema tertentu
2. Mengungkapkan beberapa informasi dalam *descriptive teks* dengan tema tertentu.
3. Merespon beberapa informasi dalam *descriptive teks* dengan tema tertentu.

E. MATERI PEMBELAJARAN

Watching videos and sharing information about video with make a dialogue.

F. METODE PEMBELAJARAN

Pow-Tega technique

Penugasan

G. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar yang ada pada di video tersebut.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Siswa menerima informasi manfaat dalam kehidupan dalam pelajaran ini Guru menjelaskan acuan materi yaitu:

2. Kegiatan Inti

- Observasi :

1. Siswa mengamati guru yang memberikan video pembelajaran.
2. Siswa mengamati video tersebut dan memahami isi vidio.
3. Siswa berupaya menemukan gagasan dari video tersebut

- Questioning :

- a. Siswa membuat pertanyaan tentang terkait vidio yang diberikan oleh guru.
- b. Siswa bertanya langkah menyusun teks tulis deskriptif.
- c. Siswa bertanya apa saja informasi yang terkandung dalam video tersebut.
- d. Siswa bertanya bagaimana cara membuat percakapan yang terdapat pada video tersebut.
- e. Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

- Eksplorasi :

- a. Guru memberikan tugas yang terdapat pada buku panduan.
- b. Siswa berlatih mendengarkan video secara berkelompok untuk membuat percakapan.
- c. Guru memberikan arahan cara memainkan game yang di berikan.
- d. Siswa berlatih memainkan games yang di berikan secara semangat dan kompak.
- e. Siswa menyampaikan hasil diskusi secara berkelompok ke depan kelas.

- **Mengasosiasi :**

Siswa berlatih berbicara secara berpasangan.

- **Mengkomunikasikan :**

- a. Guru menunjuk siswa untuk maju ke depan kelas dengan semangat dan santun
- b. Guru memberikan arahan tentang permainan yang akan di lakukan
- c. Siswa memikirkan seseorang dan merahasiakan nya
- d. Siswa lain berupaya berbicara dengan secara bergantian
- e. Guru memberikan arahan dan motivasi

3. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

H. KEGIATAN PEMBELAJARAN

Pertemuan Pertama

1. Kegiatan Pendahuluan

- Guru memberikansalam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa
- Guru mereview pelajaran sebelumnya
- Guru member apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas

2. Kegiatan Inti

- Guru berdiri didepan siswa dengan memegang bahan ajar dan harus terlebih dahulu menguasai segala aspeknya, pastikan setiap siswa juga telah membawa bukunya.
- Guru meminta agar siswa menutup bukunya masing-masing.
- Guru memberikan vidio
- Guru memberikan beberapa kosa kata beserta artinya.

I. PENILAIAN

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	

	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/ speech is generally Natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left Unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris

Medan, Juli 2019
Peneliti



Nur Azizah, S.Ag
NIP. 19701104 199803 2 002



Nurul Hasnah

APPENDIX 3

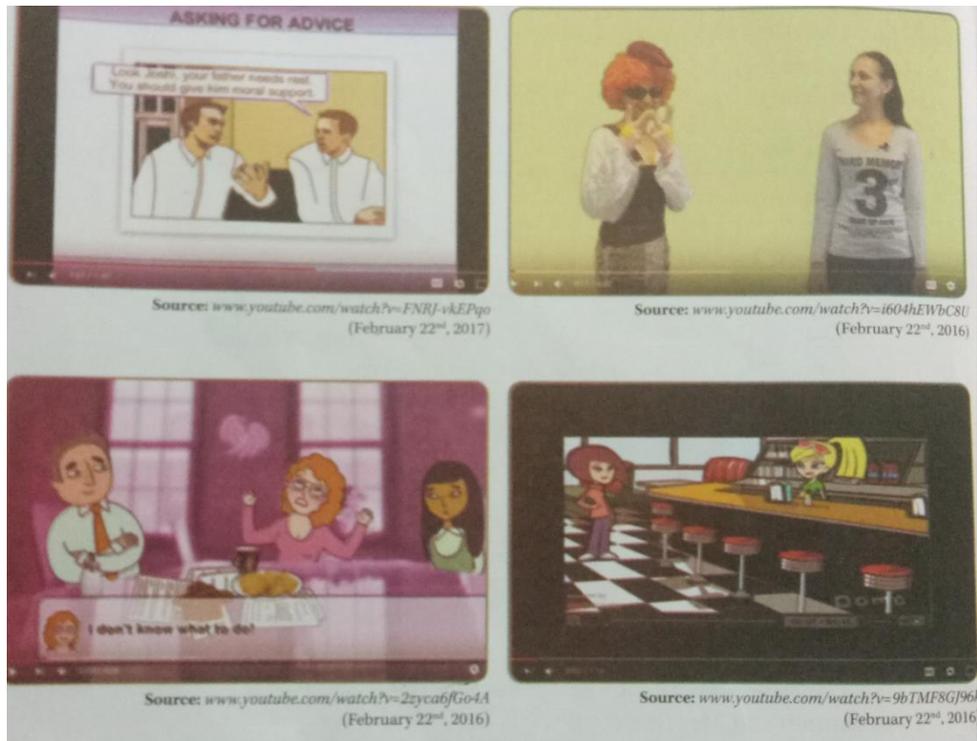
CYCLE 1 TEST



His full name is Barack Hussein Obama. He is African-American. He was born 4 August 1961. Obama has got married to Michelle. They have 2 daughters, Malia and Natasha Obama. Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He hasn't flat nose. He is 54 years old.

APPENDIX 4

CYCLE 2 TEST



Anil : What Joshi, you look so disturbed?

Joshi : I've passed my higher secondary exams, I want to study further, but my father wants me to take up a job. I don't know what to do.

Anil : There must be a reason for your father to take up a job, is there any financial problem at home?

Joshi : I think so, my father is retiring this month.

Anil : Then, I think you should take up a job what your family now needs is your support.

Joshi : I agree, but I can't ignore my future .

Anil : Look Joshi, your father needs rests. You should give him moral support.
You need not ignore your future, what's your aim? To pursue your studies isn't it.

Joshi : Yes.

Anil : Well, you can do it. Join the correspondence course there are many universities offering courses for various degrees.

Joshi : Which is better Anil, regular degree course or correspondence course?

Anil : What you need is degree. Isn't it? Either will do.

Joshi : Thank you Anil. I feel greatly relieved. Thanks for your advice. I can study and help my family at the same time.

APPENDIX 5

Observation Sheet

Focus	Indicator	Cycle 1		Cycle 2	
		Yes	No	Yes	No
Self/ the researcher as the Teacher	The teacher explains the lesson about Pow-Tega Technique.	√			√
	The teacher give the students a chance to ask about Pow-Tega Technique and media provide.	√			√
	The teacher asked one of the students who are able to memorizing well.	√		√	
	The teacher observes the discussion process.	√		√	
	The teacher motivates students to show their best to memorize their speaking skills.	√		√	
Students Context	The students listen/ pay attention to the teacher explaining about Pow-Tega Technique in front of the class.	√			√
	The students deliver questions when the teacher gives them chance the deliver questions.	√		√	
	The students ask the teacher about Pow-Tega Technique.	√		√	
	All the students use dictionary to help them to speak English.	√		√	
	The students feel interested in the question provided.	√		√	
	The students always get out and get in classroom during Pow-Tega technique process.		√		√
	The classroom is far from crowded.	√		√	
	The classroom is comfortable.	√		√	
	The classroom is noisy.		√		√
	The classroom is pleasant.	√		√	
	The classroom is peaceful	√		√	

APPENDIX 6

Interview Sheet (Before using Technique)

The researcher : Apakah kamu suka Bahasa Inggris?
Student1 : Suka-suka dikit miss
Student2 : Enggak miss
Student3 : Lumayan suka miss

The researcher : Apakah kamu suka speaking?
Student1 : Suka miss
Student2 : Enggak miss
Student3 : Suka miss

The researcher : Menurutmu apakah speaking itu sulit?
Student1 : Lumayan sulit
Student2 : Sangat sulit
Student3 : Lumayan sulit

The researcher : Apa masalah kamu dalam speaking?
Student1 : Gak tau apa yang mau dibilang miss
Student2 : Karena gak sukak Bahasa Inggris
Student3 : Gak tau arti kata-katanya miss

The reseracher : Apakah kamu pernah mendiskusikan masalahmu ini dengan guru atau teman?
Student1 : Pernah sama teman kak
Student2 : enggak miss
Student3 : Pernah sama guru les miss

Interview Sheet
(After using Technique)

(A) Very Easy (B) Easy (C) Difficult

NO.	Questions	A	B	C
1.	Before you know the Pow-Tega technique, how do you think about speaking skills in English?	9.10%	22.72%	68.18%
2.	Before you know the Pow-Tega technique how do you find speaking learning?	4.55%	22.72%	72.73%
3.	After you know the Pow-Tega technique, how do you think of speaking English?	18.2%	79.54%	2.3%
4.	After you know the Pow-Tega technique how to find the clue from the exercise?	84.10%	11.36%	4.54%
5.	What do you think of Pow-Tega in English?	79.54%	18.19%	2.27%

APPENDIX 7**STUDENTS' ATTENDANCE LIST DURING RESEARCH**

NO	Students Name	Meeting I	Meeting II	Meeting III	Meeting IV
1	AR	√	√	√	√
2	AS	√	√	√	√
3	ARM	√	√	√	√
4	AA	√	√	√	√
5	AZ	√	√	√	√
6	AA	√	√	√	√
7	AA	√	√	√	√
8	ASH	√	√	√	√
9	AUR	√	√	√	√
10	CA	√	√	√	√
11	DG	√	√	√	√
12	DA	√	√	√	√
13	EZ	√	√	√	√
14	FA	√	√	√	√
15	FZW	√	√	√	√
16	FSH	√	√	√	√
17	HH	√	√	√	√

18	IKS	√	√	√	√
19	IS	√	√	√	√
20	IS	√	√	√	√
21	MMH	√	√	√	√
22	MADH	√	√	√	√
23	MAR	√	√	√	√
24	MFS	√	√	√	√
25	MRFN	√	√	√	√
26	MIP	√	√	√	√
27	MR	√	√	√	√
28	MIR	√	√	√	√
29	NZB	√	√	√	√
30	NS	√	√	√	√
31	NST	√	√	√	√
32	PAP	√	√	√	√
33	PFT	√	√	√	√
34	QAF	√	√	√	√
35	RSA	√	√	√	√
36	SRN	√	√	√	√
37	SAA	√	√	√	√
38	SVD	√	√	√	√
39	SMS	√	√	√	√

40	SP	√	√	√	√
41	TNR	√	√	√	√
42	TKY	√	√	√	√
43	WA	√	√	√	√
44	JR	√	√	√	√

APPENDIX 8

SCORE PRE-TEST

NO	Initial Name	Vocabulary				Pronunciation				Accuracy				Fluency				Score
		U	F	G	VG	U	F	G	VG	U	F	G	VG	U	F	G	VG	
1	AR		12				12				12				12			48
2	AS			15				15				15				15		60
3	ARM			13			12				12					13		50
4	AA			13				14				14				14		55
5	AZ			15				15				15				15		60
6	AA			15			12					15				15		57
7	AA			15			12					14				15		56
8	ASH			14				14				14				13		55
9	AUR			16				17				17				16		66
10	CA			17				17				17				16		67
11	DG			18				19				18				18		73
12	DA			16				16				16			12			60
13	EZ			14			12					14				16		56
14	FA				20				20				20				20	80
15	FZW		12				12				11				12			47
16	FSH			17				16				16				16		65
17	HH				20			19					20				20	79
18	IKS		10				10				10				10			40
19	IS		12				10				12				12			46
20	IS			16				15				16				16		63
21	MMH				20			19				19					20	78
22	MADH			14				13				14			12			54
23	MAR				20				20			19				19		78
24	MFS		12				12					13			12			49
25	MRFN			13				15				15				15		58
26	MIP			16				17				16				16		65
27	MR			15				16				16				16		63
28	MIR			16				17				16				17		67
29	NZB			13				15				15				15		58
30	NS			18				18				17				18		71

31	NST			17				17				17				18		69
32	PAP			15				5				15				14		61
33	PFT			15				14				15				15		59
34	QAF		12				12				12				12			48
35	RSA			15				15				13				14		57
36	SRN			15				15				14			12			56
37	SAA		12					13			12				12			49
38	SVD			17				17				16				16		66
39	SMS			13				13			12				12			50
40	SP			16				17				16				16		65
41	TNR			16				16				16				17		65
42	TKY		10				10				9				9			38
43	WA		12				12				11				11			46
44	JR		11				11				10				11			43

APPENDIX 9

SCORE CYCLE 1

NO	Initial Name	Vocabulary				Pronunciation				Accuracy				Fluency				Score
		U	F	G	VG	U	F	G	VG	U	F	G	VG	U	F	G	VG	
1	AR			16				16				17				16		65
2	AS			19				19				19				18		75
3	ARM			17				18				18				18		71
4	AA				20				20				19				19	78
5	AZ				19				19				19				19	76
6	AA				19				20				20				19	78
7	AA				19				19				19				19	76
8	ASH				18				19				19				19	75
9	AUR				20				20				20				20	80
10	CA				19				18				19				19	75
11	DG				22				21				22				21	86
12	DA				19				18				19				19	75
13	EZ			17				18				18				17		70
14	FA				21				22				21				21	85
15	FZW			18				18				18				18		72
16	FSH				19				20				19				20	78
17	HH				21				22				20				21	84
18	IKS			16				15				16				16		63
19	IS			18				18				17				17		70
20	IS				20				19			18				18		75
21	MMH				21				21				20				20	82
22	MADH			18				17				17				17		69
23	MAR				21				21				20				21	83
24	MFS			16				15				16				15		62
25	MRFN				20				19			18					19	76
26	MIP				20				20			18					20	78
27	MR				19				19			18					19	75
28	MIR				20				20				20				19	79
29	NZB				19				20			18				18		75
30	NS				21				21				21				20	83

31	NST				19				19				19			19	76
32	PAP				19				19				19			18	75
33	PFT				20				20				20			19	79
34	QAF			17				17				17			17		68
35	RSA				20				20				19			19	78
36	SRN				19				20				19			19	77
37	SAA			17				16				16			16		65
38	SVD				20				19				19			19	77
39	SMS			17				18				18				17	70
40	SP				21				19				18			19	77
41	TNR				20				20				20			19	79
42	TKY				19			18					19			18	74
43	WA			18				18				17			17		69
44	JR				19			17				17			17		69

APPENDIX 10

SCORE CYCLE 2

NO	Initial Name	Vocabulary				Pronunciation				Accuracy				Fluency				Score
		U	F	G	VG	U	F	G	VG	U	F	G	VG	U	F	G	VG	
1	AR				19			18				18				18		73
2	AS				19				20				20				20	79
3	ARM				19				20				20				19	78
4	AA				20				21				21				21	83
5	AZ				21				20				20				20	81
6	AA				21				22				21				22	86
7	AA				20				20				20				20	80
8	ASH				20				20				20				20	80
9	AUR				22				22				21				22	88
10	CA				21				22				21				21	85
11	DG				22				23				22				23	90
12	DA				21				22				21				22	86
13	EZ				20				20				20				19	79
14	FA				23				23				22				22	90
15	FZW				21				21				21				21	84
16	FSH				21				22				22				22	87
17	HH				22				23				22				23	90
18	IKS			18				18				18				17		71
19	IS				19				20				19				20	78
20	IS				21				20				20				20	81
21	MMH				22				22				22				23	89
22	MADH				19				19				18				19	75
23	MAR				22				22				22				23	89
24	MFS			17				18				18				17		70
25	MRFN				21				21				21				21	84
26	MIP				21				21				22				22	88
27	MR				21				22				22				22	87
28	MIR				22				22				22				22	88
29	NZB				21				22				20				22	86
30	NS				22				23				22				23	90

31	NST				21				22				21				21	85
32	PAP				21				21				20				21	83
33	PFT				22				21				22				22	87
34	QAF				19				19				19				19	76
35	RSA				20				20				20				20	80
36	SRN				21				21				22				21	85
37	SAA			18				18				18				16		71
38	SVD				21				21				21				21	84
39	SMS				20				20				20				19	79
40	SP				20				22				21				21	84
41	TNR				21				22				21				21	85
42	TKY			17				18				18				17		70
43	WA			19				19				19				19		76
44	JR		19				19				18				16			73

APPENDIX 11



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nurul Hasnah
 NPM : 1502050111
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 156 SKS

IPK= 3,49

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
13/03-2019 	The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement	
	The Effect of Self-Efficacy Beliefs and Self-Regulated Learning Strategies in Learning English as a Second Language	
	A Discourse Analysis of the Consistency of Skynews	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 13 Maret 2019
 Hormat Pemohon,

Nurul Hasnah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

APPENDIX 12



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurul Hasnah
NPM : 1502050111
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Mandra Saragih, S.Pd, M.Hum

Acc 10/05-2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 10 Mei 2019

Hormat Pemohon,

Nurul Hasnah

Keterangan

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

APPENDIX 13



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1090 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nurul Hasnah
N P M : 1502050111
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Pow-Tega Technique in Improving Students' Speaking

Pembimbing : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 11 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 06 Ramadhan 1440 H
11 Mei 2019 M

Dekan


Dr. H. Efrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

APPENDIX 14



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : Nurul Hasnah
 NPM : 1502050111
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09/05-2019	Chapter I Identifikasi dan Formulasi of Problem Significance of Problem	
10/05-2019	Chapter III Cocokan Populasi	
21/05-2019	Chapter III almost all	
	<u>Ace</u> 23/05-2019	

Diketahui Oleh :
 Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, Mei 2019

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

APPENDIX 15



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Nurul Hasnah

N.P.M : 1502050111

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Pow-Tega Technique in Improving
Students' Speaking Achievement

Pada Sabtu, tanggal 25 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Erlindawaty, S.Pd., M.Hum

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum

APPENDIX 16



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Nurul Hasnah
N.P.M : 1502050111
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

APPENDIX 17



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 4491 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 15 Dzulqaidah 1440 H
18 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
MAN 1 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nurul Hasnah
N P M : 1502050111
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertiinggal **

APPENDIX 18



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MEDAN
MADRASAH ALIYAH NEGERI 1 MEDAN
JALAN WILLEM ISKANDAR No.7B, TELP. (061) 4159623 Fax : (061) 4150057 MEDAN 20222
Website : www.man1medan.sch.id ; Email : info@man1medan.sch.id

SURAT KETERANGAN

Nomor : B- 515. /Ma.1/PP.00.6/09/2019

Berdasarkan surat dari Fakultas Keguruan Dan Ilmu Pendidikan, UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA dengan Nomor : 4691/II.3/UMSU-02/F/2019

Perihal : Izin Melaksanakan Riset di Madrasah Aliyah Negeri 1 Medan.

Yang bertanda tangan dibawah ini :

N a m a : **MAISAROH, S.Pd, M.Si**
NIP : 19620804 199103 2 002
Jabatan : Kepala Madrasah Aliyah Negeri 1 Medan

Dengan ini kami sampaikan bahwa nama Mahasiswa/i dibawah ini :

Nama : Nurul Hasnah
NIM : 1502050111
Program Studi : Pendidikan Bahasa Inggris

Adalah benar, telah selesai melakukan Penelitian atau Pengambilan Data di Madrasah Aliyah Negeri 1 Medan dengan Judul **“The Implementation Of Pow-Tega Technique in Improving Students Speaking Achievement”** Sejak tanggal, 23 Juli s/d 27 Agustus 2019.

Demikian surat ini diperbuat, untuk dapat dipergunakan seperlunya. Atas perhatiannya kami ucapkan terima kasih.



APPENDIX 19



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Nurul Hasnah
N.P.M : 1502050111
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Pow-Tega Technique in Improving Students' Speaking Achievement

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20/09 - 19	Chapter IV Chapter V		RF
25/09 - 19	Chapter IV baca analisis Chapter V Grammar		RF
26/09 - 19	Chapter V Chapter IV Abstract Referensi		RF RF
27/09 - 19	Grammar Abstract chapter IV		RF
	ACC 27/09-2019		

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

APPENDIX 20

DOCUMENTATION





APPENDIX 21

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Nurul Hasnah
Place / Date of Birth : Medan, 01 Juni 1998
Religion : Islam
Nationality : Indonesia
Address : Jl. Karya Gg. Ambarsari
Sex : Perempuan
Email : nurulhasna6@gmail.com

EDUCATION

- TK Jam'iyah Tush Shoolihin
- Graduate from SD Negeri 060863 Medan (2003-2009)
- Graduate from SMP Negeri 11 Medan (2009-2012)
- Graduate from MA Negeri 1 Medan (2012-2015)
- Studying in University of Muhammadiyah Sumatera Utara (UMSU) Faculty of Teacher Training and Education English Department (2015-now)

PARENTS

Father's Name : H. Syafriadi
Mother's Name : Hj. Nelwita, S.Pd
Address : Jl. Karya Gg. Ambarsari

THE IMPLEMENTATION OF POW-TEGA TECHNIQUE IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT



ORIGINALITY REPORT



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