

**THE EFFECT OF APPLYING ACTIONAL FUNCTIONAL MODEL
(AFM) ON STUDENTS' ACHIEVEMENT IN SPEAKING**

SKRIPSI

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

By

KHOIRUL RIFKI SARAGIH
NPM : 1402050150



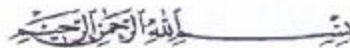
**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

2018



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

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Khoiril Rifki Saragih
N.P.M : 1402050150
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Actional Funtional Model (AFM) on Students' Achievement in Speaking

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

Mandra Saragih, S.Pd. M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dr. Elfrianto Nasution, S.Pd, M.Pd.

Mandra Saragih, S.Pd, M.Hum



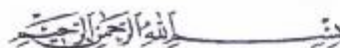
**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. 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

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 03 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Khoirul Rifki Saragih
NPM : 1402050150
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Actional Functional Model (AFM) on Students' Achievement in Speaking

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Samsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum
2. Pirman Ginring, S.Pd, M.Hum
3. Mandra Saragih, S.Pd, M.Hum

1.

2.

3.

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Khoirul Rifki Saragih
N.P.M : 1402050150
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Actional Functional Model (AFM) on Students' Achievement in Speaking

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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 tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018

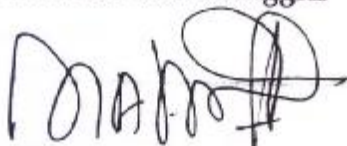
Hormat saya

Yang membuat pernyataan,



Khoirul Rifki Saragih

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Khoirul Rifki Saragih
N.P.M : 1402050150
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Actional Funtional Model (AFM) on Students' Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
19/02/2018	Chapter III relevant studies Chapter IV	
20/03/2018	Chapter IV Chapter V Abstract	
01/04/2018	Chapter V paperless formulas Abstract	
	<u>Acc</u>	

Medan, Maret 2018

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

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

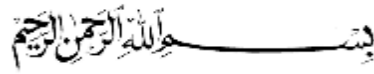
ABSTRACT

Saragih, Khoirul Rifki. 1402050150. "The Effect of Applying Actional Functional Model (AFM) On Students' Achievement in Speaking". Skripsi: English Education Program of Teacher's Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2018.

This study deals with applying Actional Functional Model (AFM) on Students' Achievement in Speaking. This study was conducted by using quantitative research. The population of the research was 56 students in class XI Administrasi Perkantoran (AP) at SMK PAB 8 SAMPALI Jln. Irian Bar. Sampali. Academic year 2017/2018. It was conducted in two classes which divided into two groups, namely experimental group consisting of 28 students and control group which consisting 28 students. The research design was experimental method. The instrument of research was test including pre-test and post-test. Based on the written test, the students' score of experimental group keep improving in every test. In the pre-test the mean score of experimental group was 66.46 and in the post-test the mean score was 84.6. Mean while. In pre-test students' score of control group was 62.9 and in the post-test, the students' score of control group was 69.6. Thus, the test in the experimental group was 5.90 and the t-table was 2.00. Because the t-test value was higher than the t-table ($5.90 > 2.00$), H_a was accepted and H_o was rejected. Based on the result of this research, it can be concluded that Applying Actional Functional Model can effect students' Achievement in speaking. Indeed, it was recommended for teachers to apply this strategy in Teaching English, especially in teaching Speaking.

Keywords: Actional Functional Model (AFM), Speaking.

ACKNOWLEDGEMENT



In the name of Allah SWT, the most beneficent, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chance in finishing the research. Bless and peace is upon the profhet Muhammad SAW who has broken human being from the darkness into the brightness era. Thanks to his beloved Mr.Saridin Saragih and Mom Inawiyah Aritonang . for their support morally and materially during his academic years in completing his study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of North Sumatera. Futhermore in finishing the research entile “*The effect of Applying Actional Functional Model on Students’ Achievement in Speaking*”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for his to finish it. The researcher also would like to thank to:

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah North Sumatera.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dean of FKIP UMSU, who has given his recommendation to carry out this study.
3. Mandra Saragih, S.Pd, M.Hum and Firman Ginting, S.Pd, M.Hum as the Head and Secretary of English Department in Faculty of Teacher Training and Education University of Muhammadiyah North Sumatera for their encouragement in completing this research.
4. His beloved Supervisor Mandra Saragih, S.Pd, M.Hum, for all the guidance, knowledge, support, suggestion, time, spirit, and pray.
5. His Inspired as lecturer and reviewer, Dra.Diani Syahputri, M.Hum,. for all the guidance, knowledge, experience, support, suggestion, time, spirit, inspiration and pray.
6. All of lecturers of FKIP of Universirty of Muhammadiyah North Sumatera, especially those English Department for their valuable thought and knowledge and English teaching for his during Academic year at UMSU.

7. Boiman, S.Pd as a Head of the Village for giving permission for his research.
8. His beloved brother and sister, Kiki Febrina Sari Saragih and Abdul Latif Saragih for the pray.
9. His Beloved Friend, Kiki, Latif, Saipul, Ibnu, Basid, Rizal, Rio, Oni, Reza, Zizi, Aliandro, and Desi for all the support, spirit, pray.
10. All of his friends in IMM and UDS UMSU who had fought together in Organization.
11. All of his friends in VIII-A Afternoon English class who had fought together in various situation and time.

The researcher realized that his study was still far from being perfect. So, the researcher expected suggestion and comments from all of readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us

Medan, March 2018

The researcher

Khoirul Rifki Saragih

NPM.1402050150

Table of Contents

	Pages
ABSTRACT	i
ACKNOWLEDGMEN	ii
TABLE OF CONTENTS	iv
LIST OF TABLE	vi
LIST OF APPENDICES	vii
BAB I INTRODUCTION	1
A. Background of the study	1
B. Problem of the Study	3
C. Scope of the Study.....	3
D. Formulation of the Problem	3
E. The objectives of the Study.....	3
F. The significances of the Study	4
BAB II REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
1. Speaking.....	6
a. Definition of speaking	6
b. Speaking ability	9
c. Teaching English speaking	14
d. Actional Functional Model.....	16
B. Relevant of the studies	20
C. Conceptual Framework.....	22
D. Hypothesis of the study.....	22

BAB III RESEARCH METHOD	23
A. Location of Research	23
B. Population and Sample	23
C. Research Design	24
D. The Instrument of the Research	26
E. The Technique for Collecting Data	27
F. The Technique of Data Analysis	27
G. Statistical Hypothesis	28
BAB IV DATA AND DATA ANALYSIS	29
A. Data	29
B. Data Analysis	32
C. Testing Hypothesis	44
D. Discussion	46
E. Research Finding	47
BAB V CONCLUSION AND SUGGESTION	48
A. CONCLUSION	48
B. SUGGETION	48
REFERENCES	
APPENDICES	

LIST OF TABLES

	Pages
3.1 Table of Population and Sample	23
3.2 Table of Research Design	25
3.3 Table of treatment in Experimental and Control Group.....	25
4.1 Table of Students' score of Experimental Group	29
4.2 Table of Students' score of Control Group	31
4.3 Table of the Differences of the Pre-test and Post-test in Experimental Group	32
4.4 Table of the Differences of the Pre-test and Post-test in Control Group	38
4.5 Table of the Calculation of Table	43

LIST OF APPENDICES

APPENDIX I The Score of Pre-test and Post-test (Experimental Group)

APPENDIX II The Score of Pre-test and Post-test (Control Group)

APPENDIX III Lesson Plan (Experimental Group)

APPENDIX IV Lesson Plan (Control Group)

APPENDIX V Work Sheet Pre-test and Post

APPENDIX VI Answer Key

APPENDIX VII The photos of Experimental Group

APPENDIX VIII The photos of Experimental Group

APPENDIX IX From K-1

APPENDIX X From K-2

APPENDIX XI From K-3

APPENDIX XII Lembar Pengesahan Proposal

APPENDIX XIII Lembar Pengesahan Hasil Seminar Proposal

APPENDIX XIV Surat Keterangan

APPENDIX XV Surat Pernyataan

APPENDIX XVI Berita Acara Bimbingan Skripsi

APPENDIX XVII Surat Izin Riset

APPENDIX XVIII Surat Balasan Riset

APPENDIX XIX Surat Bebas Perpustakaan

APPENDIX XX Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of The Study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The mastery of speaking skill is a priority for many people and second language learners. Learners often evaluate their success in language learning on the basis how well their improvement on speaking the language. In genuine communication, speaking is purpose-driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends, etc. Therefore, it can say that speaking as a skill is playing significant role for the learners who studied especially English language.

Especially, the researcher found out the problem at SMK PAB 8 SAMPALI when researcher did PPL, many students rejected to speak with the other fluently because they did not like speaking activity. The difficulty and reason faced by the speakers of English, they can not show what they have in their mind into utterances and also students attend in a class or dicussing are always keeping quite during teaching learning process ocured in giving discussion and another reason, they feel bored or rare and they afraid to practice the speaking activity, because the teacher did not give the interesting explanation activities or examples that make the students be active to practice the speaking ability, It makes them did not concentrate in learning process. The real English teaching and learning process can not provide the qualified study for the students most of teacher tend to asked the students to memorize sentences before they ask the students to practice in front of the class.

Based on the problem above, the researcher interested to investigating the solution of this problem by applying Actional Functional Model at SMK PAB 8 SAMPALI to find out the effect by using Actional Functional Model on students' achievement in speaking. Actional Functuonal Modeel (AFM) , this strategy is used because a lecture can be less boring and participants will be more alert if you make the lecture into a group. Key points are discussed while participant play Actional Functional Model. It is created to help the students is able to explore the ideas and their ability in speaking. So that they do not think again about how the way to increase their speaking and of course

they would be understand and remember what have made and students would learn happily.

B. The problem of The Study

1. The students get difficulties to speak from Indonesia to English.
2. The students did not give any opportunities to express their ideas and give contribution to make them speak English fluently.
3. The students are always feel bored in learning English speaking

C. The scope of the study

The scope of the study is focused on students speaking ability in relation to their achievement, and the limitation of the study is focused on Conversation about business.

D. The formulation of the problem

The problems are formulated as follows:

1. Is there any significant effect of applying actional functional model on the students' achievement in speaking?
2. what is the students' difficulties in speaking learning by appying actional functional model?

E. The objective of the study

1. To find out any significant affect of applying actional functional model on the students' achievement in speaking.
2. To find out the students' difficulties in speaking learning by applying actional functional model.

F. The significance of the study

The finding of this research are expected to be useful and relevant to :

1. Theoritically

Theoritically the study is expected to be able widen the skill of teachersin using actional functional model in order to improve students speaking ability.

2. Practically

1. English teacher, to increase their teaching learning process through actional functional model in speaking.

2. The student, they are able to figure out their difficulties in speaking by actional functional model in dialogue.

3. Other researcher, they can get information and guide to do another research by reading the script.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In determining theoretical framework, the writer starts to think based on the students' problem in studying English. In teaching and learning process, especially in English, many problems and activities are faced by the students and also the teacher. But mostly the success of the students in learning English should be determined by themselves. Beside the students study the English at the school from the teacher to recognize or memorize the materials.

In other instance, the students often get failure in their learning because of many factors such as feeling strange to the material, confusing and uninteresting situation in teaching learning process in the classroom. So the teacher's duty is how to develop the student's potential in studying English especially in speaking. Speaking is one of the components of language that has function to express feeling, opinion, ideas, and emotions. And through AFM as one of the model can facilitated the teaching speaking and it can be able to overcome the failure of students in learning.

Therefore, it investigating actional functional model in teaching and learning process will carry out the teaching and learning better, and the achievement of students will be increased especially speaking ability an experimental.

1. Speaking

a. Definition of Speaking

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand.

Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers

spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004:12) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

Celce-Murcia (2001: 163) states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. She also states that speaking in a such

as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004: 142). The students have to orally produce the different English phonemes and allophonic variants; produce chunks of language of different length; produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours; produce reduced forms of words and phrases; use an adequate number of lexical units (words) in order to accomplish pragmatic purposes; produce fluent speech at different rates of delivery; monitor their own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity second or foreign language has often been viewed as the most demanding of the four skills.

It is clear that speaking is a verbal use of language that is important for communication. Speaking is people's ability in expressing their ideas to other people to understand each other. It is a demanding skill that should be developed in order to communicate with others.

2. Speaking ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. Teaching students speak English is not easy . it needs a hard work and along progress. At least there are five components in speaking :

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language

(Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written

form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease.

The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking. Thus, the writer concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target

language is different with mother language. In order to have a good ability in speaking we must always practice it.

3. Teaching English speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.

Brown (2001: 275-276) states that there are seven principles for designing speaking techniques : (a) use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency (b) provide intrinsically motivating techniques. (c) encourage the use of authentic language in meaningful contexts (d) Provide appropriate feedback and correction (e) capitalize on the natural link between speaking and listening (f) give students opportunities to initiate oral communication (g) encourage the development of speaking strategies.

Then, there are some important points that should be considered in teaching speaking to learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life.

Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

There are many purposes and aim of speaking ability, someone speaks relationship with friend at school, hool store or on bus for getting information and knowledge like asking the new gossips, of for curiosity like speaking about sports etc. At least, speaking purpose does not mean only to ask and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of couse shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking ability is to improve and develop students speaking skill. Then, the teacher has to ensure his/her students that speaking learning process is the pleasure activity.

There are some principles for designing speeking techniques. (1) use techniques that cover the spectrum of the learners. (2) provide instrinsically motivating techniques. (3) encourage the use of authentic language in meaningful context. (4) provide appropriate feedback and correction. (5) give the students apportunities initiate oral communnication. (6) encourage that development of speaking strategies.

Some students thing that speaking ability is difficult, however they dont like to follow the speaking lesson. It is might caused by kind of activities that did not make them interest. Some teachers did not give and activity that make them enjoy to follow speaking lesson. Actually there are many activities to

promote the speaking ability that can be used by teacher to make their students speak up. Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback.

4. Actional Functional Model (AFM)

Actional Functional Model is one of the models, AFM focuses on models modelled by the teacher and done by the learners. Action is an activity in doing a verb or a verb phrase, such as standing of the verb, stand, drinking milk of the verb phrase, drink milk, being happy of the verb phrase, be happy, or being a good student of the verb phrase, be a good student. The action is the learner's response to the teacher's actional model which is taught right from the beginning.

And then there are three factors included in the action learning process :

1. Task.

The point of the problem from all action learning processes. These challenges should be associated with the real task. Task should have the value of the strategy and the longer term consequences for the whole organization.

2. Team

Action learning is done by the team who have 4 until 8 students. Team members should describe the different tasks, culture, personality, thinking and the style of learning.

3. Thoughtful action

The action that effective should be balanced between team work and team learning.

a. Typology action learning

Action learning has 3 key elements.

1. Team

To project-based approach, team action learning is created to finish a special job, after team finished, team is dismissed. Team action learning works to finish the difference part.

2. Commitment

Several task action learning can have short time (a week or a year) sometimes workers who being a team in action learning only have half time and the time is used to work.

3. Interaction

The team action learning should do several times for meeting face to face, because there is internet, website, chatroom, forum and email. Team action learning can work and make dialogue.

4. Procedure active learning

Melvin L. Siberman (2009 : 190) told the steps what can we do in this lesson by using this model.

1. Tell the topic to the students.

2. Make clear that we will give the opportunity for the students to practice

3. Make a group with 4 or 5 and ask them to improve the question
4. Ask them to discuss a question with their group
5. Make a question or observation is fixed
6. Ask everyone to do observation or come to their chair or location.

b. The function of action learning

There is lesson of actional learning, the students will get several things that have positive for the students.

1. To train the student to be active
2. To train the creativity of the students
3. To make them brave and feel confident
4. To improve their knowledge

And the function is a simple communication using natural expressions, the learner's response to the teacher's functional model which is taught gradually in the process of teaching. The actional and the functional models should be the learner's comprehensible input. The 'input' develops her/his 'action' and 'function'. The action and the function develop her/his language 'use'. The 'use' develops her/his 'communicative competence'. The 'communicative competence' develops her/his language 'acquisition'. The 'acquisition' produces her/his language 'fluency' for verbal (spoken and written) performance and non-verbal performance as the learner's comprehensible output.

c. Steps of Actional Functional Model

According to Zainil writing the papers presented in the local, national, and international seminars since 1987, for fifteen years. There are many ways to make training active, Actional Functional Model teacher's guide for beginners (1) speak English to everyone without thinking of structure and translation all of the time. (2) make opportunities to use English outside the classroom. (3) keep changing the order of actional models. (4) do natural communications in English. (5) do actional functional model (AFM) only (6) do this: no grammar explanations, no direct corrections, no writings, no readings, no drills, no repetitions, and no memorizations. (7) do not continue to the next material before everyone in the class masters.

d. Advantage and Disadvantage

The advantage :

1. The students will be easily to understand the lesson and the students will enjoy it.
2. The students creativity will improve.
3. To improve their life skill and their life day is more confidently
4. The diversity of the team members action learning guarantee the difference perspective, because the challenges is the face relatively large than will appear to be a team. These factors make the idea of more creative of on produced by the individual or committee whose members homogen.
5. Action learning change good organization and individuals.

The disadvantage :

1. Need creativity educator in finding resources
2. Need scrutiny more intensive in directing students
3. Need to prepare aids learning.

Based on the above can be concluded that in addition to have an excess of the model actional learning also have failings, therefore it is important for educators have that implement the model action learning notice the lack of are likely to occur at the learning objectives can be effective and efficient.

B. Relevant of the Studies

In the following statement, actually the writer does not find out yet the same study therefore, are several studies that have relevance on this study. First, the study was done by Tri Joko Priatmo. In this study was "The Implementation of Actional Functional Model (AFM)for Students' Fluency in Spoken English at the English Club of SMPN 3Sawahlunto/ Sijunjung, West Sumatera, Indonesia. In this research he want to find the effect actional functional model toward students' speaking ability an experimental for the SMPN 3 Sawahlunto. In this research he want to find out the effect actional functional model.

And In first point, the students began interested in speaking and doing teacher's or their friend's asking of doing the Actional Models and the Functional Models. However, some students spoke hesitantly. These problems were solved in second, in which the teacher didn't do direct corrections to the students when they made mistakes in speaking and gave more motivations and attentions. But, not allof the students could speak English fluently. Then, in

third, this problem could be solved by applying AFM principle: “Make opportunities to use English inside and outside the classroom”. It made students motivated to speak better. The improvement of students’ fluency of spoken English was developed through Actional Models, Functional Models, and Actional and Functional Models.

Second, Improving students’ motivation and English speaking ability by the implementation of the actional functional model (AFM) at grade VII D of SMP N 1 Lembah West Sumatera, Indonesia By Widiawaty. A. In this research she found out the effect of the actional functional model. At the pre-activity, the students’ motivation was low and their English speaking skill was poor. At the end of cycle one, their motivation and their English speaking skill were improved. At the end of cycle two, both of them were better improved. Finally, at the end of cycle three, both their motivation and their English speaking skill were significantly improved.

Third, the study was done by Rahmat. In this study “Improving students’ speaking skill of describing objects by implementing the functional model of the actional functional model (AFM) at Grade VIII 2 of SMPN 10 Padang. The researcher used four instruments to collect the data. They were speaking test, observation (checklist and field notes), and interview. The test consisted of speaking indicators: Pronunciation, Grammar, vocabulary, fluency, and comprehension. (Harris, 1968:84) The techniques of analyzing the data used were qualitative data and quantitative analysis (Gay, 2000:239-241). The quantitative data was analyzed by using the formula proposed by Gay and Arisian (2000: 454). The qualitative data were analyzed by using the steps: data

managing, reading/memoing, describing, classifying, and interpreting that are proposed by Gay and Arisian (1996:239-241).

The research procedure was used in the cycle processes using four phases: plan, action, observation, and reflection. Each of the cycles consisted of four meetings. English lesson meetings in the classroom were set in the academic calendar year 2009/2010 of SMPN 10 Padang. After the fourth meeting in each cycle, the students were tested on the basis of the indicators of speaking skill of describing objects. The result, Students' speaking skill was developed to the better improvement. The improvement presented in the chart below was based on class average scores or means for each indicator of speaking skill.

C. Conceptual Framework

By applying actional functional model, Speaking ability will be increased or maximized. For second grade Students at SMK PAB 8 SAMPALI will have many opportunities to speak in English. In actional functional model, teacher is less dominant and teacher tries to make students to be active. Teacher facilitator of the process in which he may play the roles of teacher like explained above. Here, the teaching learning process is focused on the students, so student must be active in the class. The emphasis in action activities is on the process of communication rather than mastery of language forms or grammatical rules. The goal of classroom activities is authentic and meaningful communication which link classroom learning with language activities outside the classroom.

D. Hypothesis of the study

Based on the theoretical and conceptual framework describe above, so the hypothesis could be formulated as follow ;”Students’ achievement in speaking taught by applying Actional Functional Model is higher than that taught by applying conventional method.

CHAPTER III

A. Location of research

This research was conducted at SMK PAB 8 SAMPALI. It was carried out to the 11th grade students of second semester at 2017/2018 academic year. The reason for choosing this school because the researcher found some problems and difficulties about the students' speaking ability, so the observer was teaching speaking by applying actional functional model.

B. Population and Sample

1. Population

The population of this study was the second year of SMK PAB 8 SAMPALI which is located on Jl. Pasar Hitam No. 69 Sampali Kec. Percut Sei Tuan kab. Deli Serdang. There were just 2 classes like XI AP1 (perkantoran) and each class consisted of 28 up to 28 students. The researcher used those classes as the scope in this study, they are AP, So the total number of the students is 56.

Table 3.1
Population of the research

No	Class	Population
1	XI AP-1	28
2	XI AP-2	28
	Total	56

2. Sample

All the population as the sample in this research is 56 students in two classes, there are XI AP-1 and XI AP-2. The research use Random Sampling Technique by card.

Table 3.2
Sample of the research

No	Class	Population	Group
1	XI AP-1	28	Experiment
2	XI AP-2	28	Control
Total		56	

C. Research Design

This research was conducted in true experimental design. A true experimental design is one in which the researcher manipulates the Independent Variable (or variables) to observe its effect on some behavior or cognitive process (the dependent variable) while using random assignment of participants to groups in order to control external factors from influencing the results.

In true experimental design, the researcher was attempting to describe a casual relationship between an independent variable and a dependent variable. This way why the term “true experimental” is used for this research. Ary et al (2002:24) states that the experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The design utilized two different classes as the sample of the study. One of the classes designed to be experimental group and the other to be control group. Pre-Test and Post-test are administered to both group. This design is intended to investigate the affect of applying AFM on students’ achievement in speaking. Clearly, the research design could be presented as following :

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	ü	Using AFM	ü
Control	ü	Conventional method	ü

1. Pre-Test

Both group, the experimental and control group was given pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

2. Treatment

Experimental and control group were taught by the same materials but in the different way in teaching. Treatment was given to both experimental and control group. The experimental group was taught by applying AFM, while the control group was taught by using the conventional Method.

Table 3.4
Treatment in Experimental and Control Group

Experimental Group		Control Group	
Teacher	Students	Teacher	Students
1. Teacher warming up, the students' mind about bussiness	Students give respond to the teacher	Teacher warming up the students' mind about bussiness	Students give respond to the teacher
2. Somatic -the teacher asks the students to complete a project that requires physical activity.	Students give the respond to the teacher instruction	Teacher explains about bussiness and give example	Students listen to the teacher's explanations and give some question
The teacher asks the students to make a small group.	The students make a group with their friends	Teacher asks some questions based on the example of business	Students answer the teacher's question

<p>3. Auditory</p> <p>-the teacher asks the students to practice a skills</p> <p>-the teachers asks students and give the topic about bussiness</p>	<p>-Students respond the teacher instruction</p> <p>-students discuss the topic about bussiness</p>		
<p>4. Visual</p> <p>-the teacher asks the students to explain what they get some point from the topic.</p>	<p>The students focus to get main point and to explain it.</p>	<p>The teacher asks the students to explain the topic in front of the class</p>	<p>The students explain in front of the class</p>
<p>5. The teachers ask the students give some generative idea to other group give argument and question.</p>	<p>Students respond the teacher instruction</p>	<p>Teacher concludes all the material in that time</p>	<p>Students listen to the explanation</p>

3. Post Test

After giving the treatment, the post test was given to the experimental and control group. It was intended to found out the mean scores of experimental and control groups. The post-test either in terms of the contents.

D. The Instrument of the Research

In collecting the data was need, the researcher used pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. The instrument of this research was speaking test which consist of one item. The source material will taken from the English book for junior high school with the topic expression of opinion. There, the student describing and answer by speaking and the students' speaking to knew how they can speaking English well and fluency.

E. The Technique for Collecting Data

To collect the data of the research, the researcher used some steps:

1. Giving the pre-test to both of the groups.
2. Giving treatment
 - a. Experimental class : using actional functional model.
 - b. Control class : using conventional method
3. Giving post-test with the similar test to both of the groups.

F. The Technique of Data Analysis

The data will be analyze by the following procedures:

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first for the experimental class scores and the second for the control class scores
3. Calculating the total score post-test in experimental group and control group

:

- a. $y = a + b$ where a and b get by:

$$a = \frac{(\mathbf{Y})(\mathbf{X}) - (\mathbf{X})(\mathbf{XY})}{N(\mathbf{Y}^2) - (\mathbf{Y})^2}$$

$$b = \frac{N(\mathbf{XY})(\mathbf{X}) - (\mathbf{X})(\mathbf{Y})}{N(\mathbf{Y}^2) - (\mathbf{Y})^2}$$

- b. Determining coefficient r_2 by formulation (Sudjana, 2005)

$$r = \frac{b\{N(\mathbf{XY}) - (\mathbf{X})(\mathbf{Y})\}}{N\mathbf{Y}^2 - (\mathbf{Y})^2}$$

- c. The stastical hypothesis could be determine by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. Percentages of the use of method:

$$D = R_2 \times 100\%$$

G. Statistical Hypothesis

Based on the problems of the study, the hypothesis was formulation as the following :

$H_a: P \neq 0$ There was significant effect of using point counterpoint strategy on the students' achievement in speaking ability

$H_0 = P = 0$ There is no significant effect of using point counterpoint strategy on the students' achievement in speaking ability.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data of this research was taken from SMK PAB 8 SAMPALI and the data was collected by giving oral test to the students in which the test assessed by five indicated, there are vocabulary, comprehension, pronunciation, fluency and grammar. And in this research, the samples were divided into two groups, the experimental group and control group. Each group was given a pre-test and post test.

The data of this research was the scores of pre-test and post-test of the two groups, experimental and control group, As seen in table

Table 4.1
The Students' score Of experimental group

No	Students initial name	Pre-test	Post-test
1	APY	64	80
2	AW	57	79
3	AA	63	83
4	AAP	70	89
5	CFY	69	85
6	DF	66	81
7	DW	72	90
8	DVA	70	89
9	EP	72	91
10	ES	75	97
11	IFN	67	91
12	IZ	60	75
13	LV	62	90
14	MA	60	76
15	MSN	65	83

16	MBB	69	85
17	ND	60	75
18	NAS	72	94
19	NH	62	75
20	NZ	72	93
21	NIR	57	78
22	PA	71	96
23	PS	64	89
24	PDA	74	74
25	RP	70	95
26	RF	63	77
27	SV	73	86
28	SU	62	74
	TOTAL	1861	2370
	MEAN	66.46	84.6

The data in table 4.1 above showed that in the experimental group the lowest score for pre-test was 57 and the highest score was 75. While the lowest score for the post test was 74, the highest score was 96. In this case, students' score in speaking was calculated based on scoring speaking test, they were vocabulary , comprehension, pronunciation, fluency and grammar (see appendix A)

Table 4.2
The students'score of Control Group

No	Students' Initial name	Pre-test	Post-test
1	ASS	64	73
2	AA	65	67
3	ADO	64	68
4	AAP	61	66
5	CA	64	68
6	DA	65	71
7	DS	65	75
8	ES	62	65
9	FP	64	69
10	LAU	63	68
11	MP	62	70
12	MH	64	71
13	NHA	63	70
14	ND	64	73
15	NCC	62	69
16	PA	63	69
17	PP	65	75
18	RS	64	73
19	RD	60	67
20	SR	63	68
21	SW	66	74
22	SA	60	70
23	SC	62	67
24	SKA	59	68
25	SN	63	67
26	VA	61	70
27	YA	61	71
28	YD	63	69
	TOTAL	1762	1951
	MEAN	62.9	69.6

Table 4.2 showed that in the control group the lowest score for pre-test was 59 and the highest score was 66. While the lowest score for the post-test 66, the highest score was 74 (See Appendix B). After getting students' scores in the pre-test and post-test for both groups, it can be known that there was a significant difference of students' achievement in speaking.

B. The Data Analysis

Based on the data collection, the researcher was analyzed, there was the significant effect of applying Actional Functional Model on students' achievement in speaking. So the researcher found the significant differences scores between pre-test and post-test in both experimental and control group.

Table 4.3

The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Name	Pre-test (T ₁)	T ₁ ²	Post-test (T ₂)	T ₂ ²	X=(T ₂ -T ₁)
1	APY	64	4096	80	6400	16
2	AW	57	3249	79	6241	22
3	AA	63	3969	83	6889	20
4	AAP	70	4900	89	7921	19
5	CFY	69	4761	85	7225	16
6	DF	66	4356	81	6561	15
7	DW	72	5184	90	8100	18
8	DVA	70	4900	89	7921	19
9	EP	72	5184	91	8281	19
10	ES	75	5625	97	9409	22
11	IFN	67	4489	91	8281	24
12	IZ	60	3600	75	5625	15
13	LV	62	3844	90	8100	28
14	MA	60	3600	76	5776	16
15	MSN	65	4225	83	6889	18
16	MBB	69	4761	85	7225	16

17	ND	60	3600	75	5625	15
18	NAS	72	5184	94	8836	22
19	NH	62	3844	75	5625	13
20	NZ	72	5184	93	8649	21
21	NIR	57	3249	78	6084	21
22	PA	71	5041	96	9216	25
23	PS	64	4096	89	7921	25
24	PDA	74	5476	74	5476	0
25	RP	70	4900	95	9025	25
26	RF	63	3969	77	5929	14
27	SV	73	5329	86	7396	13
28	SU	62	3844	74	5476	12
	TOTAL	ΣT_1 =1861	$\Sigma(T_1^2)$=124459	ΣT_2= 2370	$\Sigma(T_2^2)$= 202102	$\Sigma(T_2)^2$= 509

Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pre-test in experimental group was 1861 in which the lowest score was 57 and the highest score was 75, and the researcher used the formula (T_1^2) in every students' value, So the total score was 124459 in pre-test, obviously the lowest score from the students was only in component of comprehension and pronunciation which was the students got 10 in each components. And for the total score post-test in experimental group was 2370, which was the lowest score 74 and the highest score was 96 and a researcher used the formula (T_2^2) formula in every students' value, So the total score was 202102 and infact the lowest score from the students in the component was vocabulary, and fluency which was the students got 11 in each component. So in that case the researcher found the difference component and there was progress between pre-test and post test (see appendix A). After found out that case the researcher calculated score pre-test and post-test without(T^2), So the result was 509. Then the researcher made the calculation for pre-test and post-test in experimental group.

The Calculation in Experimental Group

a. The Calculation for Pre-test in Experimental Group

1. Mean

$$\begin{aligned} M(T_2.T_1) &= \sum \frac{(T_1)}{N} \\ &= \frac{1861}{28} \\ &= 66.46 \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{(T_1)^2}{N} \\ &= 124459 - \frac{1861}{28} \\ &= 124459 - \frac{3463321}{28} \\ &= 124459 - 123690.04 \\ &= 768.96 \end{aligned}$$

$$S^2 = 768.96$$

$$S = \sqrt{768.96}$$

$$= 27.73$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}}$$

$$\begin{aligned}
&= \sqrt{\frac{124459^2}{28}} \\
&= \sqrt{\frac{15490042681}{28}} \\
&= \sqrt{553.215.810} \\
&= 23.82
\end{aligned}$$

b. The Calculation for Post-test in Experimental Group

1. Mean

$$\begin{aligned}
M(T_2, T_1) &= \frac{\sum(T_2)}{28} \\
&= \frac{2370}{28} \\
&= 84.6
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum T_2^2 - \frac{(T_2)^2}{N} \\
&= 202102 - \frac{(2370)^2}{28} \\
&= 202102 - \frac{5616900}{28} \\
&= 202102 - 200603.6 \\
&= 1498.4 \\
S^2 &= 1498.4 \\
S &= \sqrt{1498.4}
\end{aligned}$$

$$= 38.70$$

3. Standart Deviation

$$\begin{aligned} SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\ &= \sqrt{\frac{(202102)^2}{28}} \\ &= \sqrt{\frac{40845218404}{28}} \\ &= \sqrt{1458757800} \\ &= 38.19 \end{aligned}$$

c. The Calculation for Total Pre-test and Post test in Experimental Group.

1. Mean

$$\begin{aligned} M (T_2.T_1) &= \frac{\sum(T_2-T_1)}{N} \\ &= \frac{509}{28} \\ &= 18.2 \end{aligned}$$

2. Standart Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum(T_2-T_1)^2}{28}} \\ &= \sqrt{\frac{(509)^2}{28}} \\ &= \sqrt{\frac{259.081}{28}} \end{aligned}$$

$$= \sqrt{9.252.9}$$

$$= 92.52$$

Table 4.4

The Differences Scores of the Pre-test and Post-test in Control Group

No	Students' Initial Names	Score				
		Pre-test (T ₁)	T12	Post-test (T ₂)	T22	Y=(T ₂ T ₁)
1	ASS	64	4096	73	5329	9
2	AA	65	4225	67	4489	2
3	ADO	64	4096	68	4624	4
4	AAP	61	3721	66	4356	5
5	CA	64	4096	68	4624	4
6	DA	65	4225	71	5041	6
7	DS	65	4225	75	5625	10
8	ES	62	3844	65	4225	3
9	FP	64	4096	69	4761	5
10	LAU	63	3969	68	4624	5
11	MP	62	3844	70	4900	8
12	MH	64	4096	71	5041	7
13	NHA	63	3969	70	4900	7
14	ND	64	4096	73	5329	9
15	NCC	62	3844	69	4761	7
16	PA	63	3969	69	4761	6
17	PP	65	4225	75	5625	10
18	RS	64	4096	73	5329	9
19	RD	60	3600	67	4489	7
20	SR	63	3969	68	4624	5
21	SW	66	4356	74	5476	8
22	SA	60	3600	70	4900	10
23	SC	62	3844	67	4489	5
24	SKA	59	3481	68	4624	9
25	SN	63	3969	67	4489	4
26	VA	61	3721	70	4900	9
27	YA	61	3721	71	5041	10
28	YD	63	3969	69	4761	6
Total		$\Sigma T_1 =$	$\Sigma (T_1)^2 =$	$\Sigma T_2 =$	$\Sigma (T_2)^2 =$	$\Sigma (T_2 T_1) =$
		1762	110962	1951	136137	189

Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pre-test in control

group was 1762 in which the lowest score was 60 and the highest score was 66, and the researcher used the formula (T_1^2) in every students' value, So the total score was 110962 in pre-test, obviously the lowest score from the students was only in component of comprehension and pronunciation and fluency which was the students got 10 in each components. And for the total score post-test in control group was 1951, which was the lowest score 65 and the highest score was 75 and a researcher used the formula (T_2^2) formula in every students' value, So the total score was 136137 and infact the lowest score from the student in the component was fluency which was the students got 11 in that component. So in that case the researcher found the difference component but there was abit progress between pre-test and post test (see appendix B). After found out that case the researcher calculated score pre-test and post-test without(T^2), So the result was only 186.

Then the researcher made the calculation for pre-test and post-test in experimental group.

The Calculation in Control Group

a. The Calculation for Pre-test in Control Group

1. Mean

$$\begin{aligned}
 M (T_2-T_1) &= \sum \frac{(T_1)}{N} \\
 &= \frac{1762}{2} \\
 &= 62.9
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(T_1)^2}{N} \\
 &= 110962 - \frac{(1762)^2}{28} \\
 &= 110962 - \frac{3104,644}{28} \\
 &= 110962 - 110880.1 \\
 &= 82.1
 \end{aligned}$$

$$S^2 = 82.1$$

$$S = \sqrt{82.1}$$

$$= 9.06$$

3. Standart Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_1)^2}{28}} \\
 &= \sqrt{\frac{(1762)^2}{28}} \\
 &= \sqrt{\frac{3104644}{28}} \\
 &= \sqrt{110880.2} \\
 &= 10.529.9
 \end{aligned}$$

b. The Calculation for Post-test in Control Group

1. Mean

$$\begin{aligned} M (T_2-T_1) &= \sum \frac{T_2}{N} \\ &= \frac{1951}{28} \\ &= 69.6 \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(T_2)^2}{28} \\ &= 136137 - \frac{(1951)^2}{28} \\ &= 136137 - \frac{3806401}{28} \\ &= 136137 - 135942.9 \\ &= 195.9 \end{aligned}$$

$$S^2 = 195.9$$

$$S = \sqrt{195.9}$$

$$= 13.9$$

3. Standart Deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_2^2}{28}} \\ &= \sqrt{\frac{(136137)2}{28}} \\ &= \sqrt{\frac{18533282769}{28}} \end{aligned}$$

$$= \sqrt{661902956}$$

$$= 25727.4$$

c. The Calculation for Total Pre-test and Post test in Experimental Group.

1. Mean

$$M (T_2.T_1) = \sum \frac{(T_2-T_1)}{28}$$

$$= \frac{189}{28}$$

$$= 6.75$$

2. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_2-T_1)^2}{28}}$$

$$= \sqrt{\frac{(189)^2}{28}}$$

$$= \sqrt{\frac{35721}{28}}$$

$$= \sqrt{1275.75}$$

$$= 35.7$$

Table 4.5

The Calculation of Table

No	X	Y	X²	Y²	XY
1	80	73	4096	5329	5840
2	79	67	3249	4489	5293
3	83	68	3969	4624	5644
4	89	66	4900	4356	5644
5	85	68	4761	4624	5780
6	81	71	4356	5041	5751
7	90	75	5184	5625	6750
8	89	65	4900	4225	5785
9	91	69	5184	4761	6279
10	97	68	5625	4624	6596
11	91	70	4489	4900	6370
12	75	71	3600	5041	5325
13	90	70	3844	4900	6300
14	76	73	3600	5329	5548
15	83	69	4225	4761	5727
16	85	69	4761	4761	5865
17	75	75	3600	5625	5625
18	94	73	5184	5329	6862
19	75	67	3844	4489	5025
20	93	68	5184	4624	6324
21	78	74	3249	5476	5772
22	96	70	5041	4900	6720
23	89	67	4096	4489	5963
24	74	68	5476	4624	5032
25	95	67	4900	4489	6365
26	77	70	3969	4900	5390
27	86	71	5329	5041	6106
28	74	69	3844	4761	5106
Total	ΣX=	ΣY=	ΣX² =	ΣY² =	ΣXY =
	2370	1951	124459	136137	164787

C. Testing The Hypothesis

a. The Equation of Linear Regression

$y = a + b$ where a and b got by :

$$\begin{aligned}
 a &= \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{N(\Sigma X^2) - (\Sigma X)^2} \\
 &= \frac{(1951)(124459) - (2370)(164787)}{28(124459) - (2370)^2} \\
 &= \frac{242819509 - 390545190}{3484852 - 5616900} \\
 &= \frac{147725681}{2132048} \\
 &= 69,2
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{N(\Sigma X^2) - (\Sigma X)^2} \\
 &= \frac{56(164787) - (2370)(1951)}{56(230694) - (2370)^2} \\
 &= \frac{9228072 - 4623870}{12918864 - 5616900} \\
 &= \frac{4604202}{7301964} \\
 &= 0.63
 \end{aligned}$$

$$\begin{aligned}
 Y &= a + b \\
 &= 69.2 + 0.63 \\
 &= 69.83
 \end{aligned}$$

b. Coeficient r

$$\begin{aligned}
 r^2 &= \frac{b\{N(\Sigma XY) - (\Sigma X)(\Sigma Y)\}}{N\Sigma Y^2 - (\Sigma Y)^2} \\
 &= \frac{0,63(56)(164787) - (2370)(1951)}{56(136137) - (1951)^2}
 \end{aligned}$$

$$= \frac{5813685 - 4623870}{7623672 - 3806401}$$

$$= \frac{1189815}{3817271}$$

$$r^2 = 0.311$$

$$r = \sqrt{0.311}$$

$$r = 0.557$$

c. Examination the Statistic Hypothesis

$H_a : P \neq 0$ There is Significant effect of applying Actional functional model on Students' achievement in speaking.

$H_0 : P = 0$ There is no significant effect of applying Actional functional model on Students' achievement in speaking.

The Statistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination a H_0 is accepted if $t_{\text{observed}} > T_{\text{table}}$ or H_0 is rejected if

$t_{\text{observed}} < T_{\text{table}}$ with degree of freedom or $df = N-2 = 54$. $\alpha = 5\% = 0.05$

$$\begin{aligned} t_{\text{observed}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,557 \sqrt{56-2}}{\sqrt{1-0.557^2}} \\ &= \frac{0,557 \sqrt{54}}{\sqrt{1-0.311}} \\ &= \frac{0.557(7.3)}{0.689} \\ &= 5.90^{df} \end{aligned}$$

$$\begin{aligned} T_{\text{table}} &= t \left(1 - \frac{1}{2} 0.05 \right)^{df} \\ &= t \left(1 - \frac{1}{2} 0.05 \right)^{54} \\ &= t (1 - 0.025)^{54} \\ &= 2.00 \end{aligned}$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($5.90 > 2.00$) it could be concluded that H_0 was rejected. It means that H_0 was accepted or “ there is significant effect of applying Actional functional model on students’ achievement in speaking ”.

The percentage of the effect of applying Actional functional model on students’ achievement in speaking ”.

In determining of the percentage the effect of applying Actional functional model on students’ achievement in speaking ”, formula was use :

$$\begin{aligned} D &= R^2 \times 100\% \\ &= 0.557 \times 100\% \\ &= 55.7\% \\ X &= 100\% - 55.7\% \\ &= 44.3\% \end{aligned}$$

It means that the effect of applying Actional Functional Model on students’ achievement in speaking was 55.7% and 44.3% was influence by the other factor.

D. Discussion

From the result, it is found that there were significant differences between experimental group and control group. Teaching speaking on students’ achievement by applying actional functional model was more effective than teaching writing without using actional functional model. Teaching speaking by applying actional functional model is one of the model that is appropriate to handle student problem in speaking because this model is kind of applying without the text, so the students can express their mind and

share with the others in form of the class. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussion.

E. Research Finding

After the Pre test and Post test were conducted, then the findings could be report us follow:

1. There is the significant effect of applying Actional Functional Model on students' achievement in Speaking, which was proven from the result of the test $t_{\text{observed}} > T_{\text{table}}$ or $5.07 > 2.00$
2. The percentage of the effect of applying Point Counterpoint Strategy on Students' Speaking ability was 55.4% and 44.6% was influenced by another factor.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on findings and analyzing the data, so the researcher could make the conclusion as follows:

1. There was significant effect of Actional functional model on the students' achievement in speaking. Which is proved from the result test $t_{\text{observed}} > T_{\text{table}}$ or $5.90 > 2.00$. It means, null hypothesis was rejected and the alternative hypothesis was accepted.
2. The percentage of the effect of Actional Functional Model on students' achievement in speaking it was 44.3% and 55.7% was influenced by another factor.

B. Suggestions

Based on the finding, it is suggested that:

1. English teacher should use actional functional model in teaching speaking because it enables the students to speak from indonesia to english.
2. English teacher should be able to give the opportunities to express their ideas and give contribution in teaching speaking which is appropriate with the achivement of the students so that they can explore their ideas totally and confidently.
3. english teacher should give them the interesting learning in speaking so that they are not feel bored

REFERENCES

- Brown, Doughles H.2004. *Language assesmen: principles and Classroom practices*. New York :Long man
- Djamah,Syaiful Bahri, Can Aswar Zain.2007. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Gulo,W.2002. *Strategi Belajar Mengajar*. Jakarta Grasindo
- Harmer , J. 1985. *The Practice of Language Teaching*. 6th cd. Longman. New York
- Harmer, Jeremy. 2007. *How to Teach English An Introduction to the Practice of English Language Teaching*. England : Pearson Education Limited
- Hidayat, 2009. *Action Learning Bandung: Penerbit Satunusa*
- Ismul Azam, 2015 *The Effect of Applying Community Language Learning Method on the Students' Achievement In Speaking*
- Kayi, H. 2006. *Teaching Speaking: Activities to promote speaking in a Second Language*. USA. *University of Nevada*
- Lia Amalia Nirmawati 2015. *Improving students' speaking skills through speaking boards games og grade VIII of SMP n 13 Yogyakarta in the academic year of 2013/2014*.
- Melvin L. Silberman 2009. *Prosedure metode active learning Bandung: Penerbit Satunusa*
- Mulyasa, 2004. *Metode Active Learning (Belajar Aktif) Bandung: Penerbit Satunusa*
- Murtadlo, Muhammad Ali, 2011 . *Manajemen Pembelajaran Inovatif*. Surabaya : Iranti Mitra Aksara
- Neil. J Salkind 2011 pearson prentice hall, Salkind.*Journal pre- and true experimental research design*
- Nazir. M. 2002. *Metode Penelitian Kualitatif*, Jakarta: Ghali Indonesia.
- Tinambunan, W. 1998. *Evaluation of Students Achievement*. Jakarta: Departement Pendidikan dan Kebudayaan.
- Sadirman, N dkk. 1992. *Interaksi Dan Motivasi Belajar*. Jakarta.

Zainal Aqib Dan Ali Murtadlo. 2016. *Kumpulan Metode Pembelajaran Kreatif dan Inovatif*, Bandung: Penerbit Satunusa.

British Journal of Arts and Social Sciences ISSN: 2046-9578, Vol.2 No.1 (2011) ©British Journal Publishing, Inc. 2011
<http://www.bjournal.co.uk/BJASS.aspx34>

Liao, Guoqiang. 2009. Improvement of Speaking Ability through Interrelated Skills. *Journal of English Language Teaching* 2 (3) 11-12 Retrieved from <Http://www.ccsenet.org/journal.html>

APPENDIX I

The Scores of Pre-test in Experimental Group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	APY	11	12	13	16	12	64
2	AW	12	11	10	12	12	57
3	AA	12	12	13	13	13	63
4	AAP	16	11	12	13	18	70
5	CFY	16	10	12	14	17	69
6	DF	13	13	12	13	15	66
7	DW	17	11	12	13	19	72
8	DVA	15	11	13	14	17	70
9	EP	18	11	12	13	18	72
10	ES	15	15	15	15	15	75
11	IFN	16	10	12	14	15	67
12	IZ	12	12	11	12	13	60
13	LV	18	11	11	4	18	62
14	MA	13	11	11	12	13	60
15	MSN	15	10	12	14	14	65
16	MBB	15	11	13	14	16	69
17	ND	12	12	11	12	13	60
18	NAS	14	15	14	14	15	72
19	NH	12	13	12	13	12	62
20	NZ	14	15	14	14	15	72
21	NIR	12	11	11	11	12	57
22	PA	14	14	14	15	14	71
23	PS	15	10	11	14	14	64
24	PDA	15	14	15	15	15	74
25	RP	15	11	13	14	17	70
26	RF	13	11	12	13	14	63
27	SV	14	14	15	15	15	73
28	SU	13	11	12	13	13	62
TOTAL							1861

The Score of Post-test in Experimental Group

No	Students' Initial Name	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	APY	14	17	18	16	15	80
2	AW	14	15	17	18	15	79
3	AA	18	19	18	11	17	83
4	AAP	18	18	19	16	18	89
5	CFY	16	15	18	19	17	85
6	DF	15	16	17	15	18	81
7	DW	17	18	18	19	18	90
8	DVA	17	18	18	18	18	89
9	EP	18	19	17	19	18	91
10	ES	19	19	20	19	20	97
11	IFN	18	18	19	18	18	91
12	IZ	16	14	14	16	15	75
13	LV	18	18	17	19	18	90
14	MA	15	15	14	18	14	76
15	MSN	15	17	18	17	16	83
16	MBB	17	16	17	17	18	85
17	ND	14	15	14	16	16	75
18	NAS	19	19	18	18	20	94
19	NH	16	14	14	16	15	75
20	NZ	18	19	19	19	18	93
21	NIR	16	13	14	17	18	78
22	PA	20	18	19	19	20	96
23	PS	17	18	17	19	18	89
24	PDA	14	14	14	16	16	74
25	RP	19	18	19	19	20	95
26	RF	13	15	15	16	18	77
27	SV	16	17	18	18	17	86
28	SU	11	15	14	18	16	74
TOTAL							2370

APPENDIX II

The Scores of Pre-test in Control Class

No	Students' Initial Name	The Components to Evaluate					Total
		Vocab	Compre	Pronoun	Fluen	Gram	
1	ASS	14	11	11	13	15	64
2	AA	15	13	12	12	13	65
3	ADO	13	12	13	12	14	64
4	AAP	13	11	12	13	12	61
5	CA	13	12	12	13	14	64
6	DA	14	12	12	12	15	65
7	DS	16	11	12	11	15	65
8	ES	13	11	12	12	14	62
9	FP	14	11	12	12	15	64
10	LAU	15	12	11	11	14	63
11	MP	16	10	10	12	14	62
12	MH	15	11	11	12	15	64
13	NHA	14	11	10	13	15	63
14	ND	14	11	12	12	15	64
15	NCC	13	11	12	12	14	62
16	PA	13	10	13	12	15	63
17	PP	16	11	12	11	15	65
18	RS	15	11	11	13	14	64
19	RD	15	11	10	10	14	60
20	SR	14	12	12	11	14	63
21	SW	16	10	13	13	14	66
22	SA	14	12	10	10	14	60
23	SC	14	11	11	12	14	62
24	SKA	13	11	11	10	14	59
25	SN	13	11	12	13	14	63
26	VA	12	12	11	12	14	61
27	YA	13	10	11	12	15	61
28	YD	13	12	11	13	14	63
	TOTAL						1762

The Scores of Post-test in Control Group

No	Students' Initial Name	The Components to Evaluate					Total
		V	C	P	F	G	
1	ASS	15	13	13	15	17	73
2	AA	16	12	12	13	14	67
3	ADO	14	13	13	13	15	68
4	AAP	16	12	12	11	15	66
5	CA	15	13	12	13	15	68
6	DA	16	12	14	14	15	71
7	DS	18	13	14	13	17	75
8	ES	14	12	12	12	15	65
9	FP	15	12	13	13	16	69
10	LAU	16	13	12	12	15	68
11	MP	18	12	12	13	15	70
12	MH	16	13	12	13	17	71
13	NHA	16	12	12	13	17	70
14	ND	17	12	14	13	17	73
15	NCC	15	12	13	13	16	69
16	PA	15	12	13	13	16	69
17	PP	18	13	14	13	17	75
18	RS	17	12	13	15	16	73
19	RD	16	12	13	11	15	67
20	SR	16	13	12	12	15	68
21	SW	18	13	14	14	15	74
22	SA	16	13	12	14	15	70
23	SC	15	12	12	13	15	67
24	SKA	15	12	12	14	15	68
25	SN	16	12	12	13	14	67
26	VA	15	12	13	14	16	70
27	YA	16	13	13	14	15	71
28	YD	16	13	12	13	15	69
TOTAL							1951

APPENDIX III

LESSON PLAN

(Experimental Group)

School	: SMK PAB 8 SAMPALI
Lesson	: Bahasa Inggris
Class	: XI
Material	: Conversation About Bussiness and hobbies
Allocation Time	: 2 x 45 minute

A. Core Competence

- KI 1: Comprehend and appreciate the teachings of Region adhered.
- KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
- KI 3: Understanding factual, conceptual, and procedural knowledge) based on his curiosity about science, technology, art, culture-related phenomena and visible eye events.
- KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint /theory.

B. Base Competence and Indicator

- 1.1 Opportunity thanks to the united Kingdom can study languages of instruction, International Communication is realized in the spirit out learning
- 1.2 Show the politeness and pay attention to the interpersonal communication with friend and teacher
- 1.3 Point out the honestly discipline confidence and responsible in crying out the functional communication
- 1.4 Analyze the function of social the structures of the text in elements of language of the text exposure of identity according to the context
- 1.5 Draft text verbal and write the simple to explained, ask and respond to the exposure of identity, to pay attention to the function of social, the structure of the text in element of the language correctly and in accordance in the context.

C. The Learning Objectives

1. Students can identify the social function of expressing their gratitude and apologizing and responding.
2. Students can identify the text structure of a conversation using the expression saying thank you and apologizing and responding.
3. Students can identify elements of language on the expression of gratitude and apologize and response.
4. Students can respond well to expressing their gratitude and apologizing and responding.
5. Students can complete the text of a conversation that shows the expression of saying thank you and apologize and respond.
6. Students can have a conversation that shows the utterance of saying thank you and apologizing and responding.

D. The Material of Learning

ü The expressions are used in professional conversation.

Helping a guest/ customer/client

- Good morning/ afternoon/ evening
- What can i do for you sir?
- Is there anything i can do for you?
- Are you ready to order sir?
- May i get you anything else?
- Are you looking for anything in particular?

Response

- Good morning/ afternoon/ evening
- Yes, i have an appoinment with mr. Hassan.
- Yes, i would like to see the manager.
- Yes, i'll have the salmon.
- No, i'm fine thanks
- Yes. Do you have this shirt in medium?

ü **The expression dealing with daily activities.**

- What do you usually do everyday?
- What do you like to do in your sparetime?

Response

- I usually go to school everyday.
- I like to read a novel.

ü **The expressions dealing with hobbies and interests**

- What is your hobby?
- Do you have any hobbies?
- Are you interested in playing volleyball?

Response

- My hobby is swimming.
- Yes, i have some hobbies. I love painting, hiking, and travelling.
- No, i am not interested in playing volleyball.

1. The Social Function

Keep the interpersonal relation with the teacher and friends.

2. Linguistic Element

1. The Social Function

Say thankyou and apologize for maintaining interpersonal relationships with teachers and friends.

2. Struktur teks

- Getting started
- Responds

3. Instrument/task

1. *Practice the dialog in front of class about bussiness!*

E. The Learning Method

Scrutinize, discuss, Actional Funcional Model (AFM)

F. Media, Tools, and Learning Resources**2. Media and Tools**

- laptop - whiteboard
- projector - marker

2. Learning Resources

Source textbook:

- Lembar Kerja Siswa (LKS) .SMK PAB 8 SAMPALI Kelas XII.

G. The Learning Steps**1. The Introduction**

- Greeting and pray together.
- Ask the condition of students and give the motivation.
- Check the attend of students.
- Do the warming up to students with give questions or sentence above the expressing in bussiness and hobbies
- Describe the learning purpose.

2. The Core**Observing**

- The reseacher divide students into groups which consists of five people.
- Students watching the animation above expressing in bussiness and hobbies.
- Students give the interaction above expressing in bussiness and hobbies.

Asking

- Asking the difference between the expression of bussiness and hobbies.
- Asking other expression.

Gather Information

- Researcher provide an oppportunity for students to seek more information about the expressions of bussiness and hobbies using textbooks.

Associate

- Students compare the various expressions of bussiness and hobbies.

Communicate

- Students are given the opportunity to inform or express the expression of bussiness and hobbies for presenting in front of the class.

3. Closing

- With the students together to concluded about the expression of bussiness and hobbies.

H. Assessment

Kind/Technique of assement

- Attitude
- Project

Instrument of the attitude of judgement

No.	Name	Honestly				Responsibility				Politenses				Total Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
30.														

I. Penilaian: Speaking Test(performance and transcribe)

APPENDIX IV

LESSON PLAN

(Control Group)

School	: SMK PAB 8 SAMPALI
Lesson	: Bahasa Inggris
Class	: XI
Material	: Conversation About Bussiness and hobbies
Allocation Time	: 2 x 45 minute

A. Core Competence

- KI 1: Comprehend and appreciate the teachings of Region adhered.
- KI 2: Respect and appreciate honest, discipline, responsibility, caring (tolerance, mutual help) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence.
- KI 3: Understanding factual, conceptual, and procedural knowledge) based on his curiosity about science, technology, art, culture-related phenomena and visible eye events.
- KI 4: Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint /theory.

B. Base Competence and Indicator

- 2.1 Opportunity thanks to the united Kingdom can study languages of instruction, International Communication is realized in the spirit out learning
- 2.2 Show the politeness and pay attention to the interpersonal communication with friend and teacher
- 2.3 Point out the honestly discipline confidence and responsible in crying out the functional communication
- 2.4 Analyze the function of social the structures of the text in elements of language of the text exposure of identity according to the context
- 2.5 Draft text verbal and write the simple to explained, ask and respond to the exposure of identity, to pay attention to the function of social, the structure of the text in element of the language correctly and in accordance in the context.

C. The Learning Objectives

1. Students can identify the social function of expressing their gratitude and apologizing and responding.
2. Students can identify the text structure of a conversation using the expression saying thank you and apologizing and responding.
3. Students can identify elements of language on the expression of gratitude and apologize and response.
4. Students can respond well to expressing their gratitude and apologizing and responding.
5. Students can complete the text of a conversation that shows the expression of saying thank you and apologize and respond.
6. Students can have a conversation that shows the utterance of saying thank you and apologizing and responding.

D. The Material of Learning

ü The expressions are used in professional conversation.

Helping a guest/ customer/client

- Good morning/ afternoon/ evening
- What can i do for you sir?
- Is there anything i can do for you?
- Are you ready to order sir?
- May i get you anything else?
- Are you looking for anything in particular?

Response

- Good morning/ afternoon/ evening
- Yes, i have an appoinment with mr. Hassan.
- Yes, i would like to see the manager.
- Yes, i'll have the salmon.
- No, i'm fine thanks
- Yes. Do you have this shirt in medium?

Ü **The expression dealing with daily activities.**

- What do you usually do everyday?
- What do you like to do in your sparetime?

Response

- I usually go to school everyday.
- I like to read a novel.

Ü **The expressions dealing with hobbies and interests**

- What is your hobby?
- Do you have any hobbies?
- Are you interested in playing volleyball?

Response

- My hobby is swimming.
- Yes, i have some hobbies. I love painting, hiking, and travelling.
- No, i am not interested in playing volleyball.

1. The Social Function

Keep the interpersonal relation with the teacher and friends.

2. Linguistic Element

1. The Social Function

Say thankyou and apologize for maintaining interpersonal relationships with teachers and friends.

2. Struktur teks

- Getting started
- Responds

3. Instrument/task

1. Practice the dialog in front of class about bussiness!

E. The Learning Method

Scrutinize, discuss, Conventional Method

F. Media, Tools, and Learning Resources

1. Media and Tools

- laptop - whiteboard
- projector - marker

2. Learning Resources

Source textbook:

- Lembar Kerja Siswa (LKS) .SMK PAB 8 SAMPALI Kelas XII.

G. The Learning Steps

1. The Introduction

- Greeting and pray together.
- Ask the condition of students and give the motivation.
- Check the attend of students.
- Do the warming up to students with give questions or sentence above the expressing in bussiness and hobbies
- Describe the learning purpose.

2. The Core

Observing

- The reseacher divide students into groups which consists of five people.
- Students watching the animation above expressing in bussiness and hobbies.
- Students give the interaction above expressing in bussiness and hobbies.

Asking

- Asking the difference between the expression of bussiness and hobbies.
- Asking other expression.

Gather Information

- Researcher provide an opportunity for students to seek more information about the expressions of bussiness and hobbies using textbooks.

Associate

- Students compare the various expressions of bussiness and hobbies.

Communicate

- Students are given the opportunity to inform or express the expression of bussiness and hobbies for presenting in front of the class.

3. Closing

- With the students together to concluded about the expression of bussiness and hobbies.

H. Assessment

Kind/Technique of assement

- Attitude
- Project

Instrument of the attitude of judgement

No.	Name	Honestly				Responsibility				Politenses				Total Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
30.														

i. **Penilaian:** Speaking

Test(performance and transcribe)

APPENDIX V**WORK SHEET****PRE-TEST**

Name :

Class :

Secretary:(1) afternoon. Can i help you, sir?

Mr. Rifki;(2). I would like to see Mr. Hasan,

Secretary: I'm sorry. He is at meeting client.

Mr. Rifki: Do you know when.....(3) will be back?

Secretary: He should be back by 1.30. would you like to leave a message for...(4)?

Mr. Rifki: Yes, could you have him call me when he.....(5)spare moment? I need
to discuss the delivery and Instalment Schedules.

Secretary: Certainly. Can i have your name, please?

Mr. Rifki: My name is Khoirul rifki saragih. I am in LJ Computer.

Secretary:(6) he have your number?

Mr. Rifky : I think so, but i better give to you just to be sure.

Secretary: Alright, Mr Rifki. I will have him call you when he gets a minutes.

Mr. Rifki : thank. I appreciate it. Have a nice day.

WORK SHEET**POST TEST**

Name :

Class :

1. Make the dialogue from this picture with your friends. (hobby) and show with your friend..



2. Make one dialogue about bussiness?



APPENDIX VI**Answer Key**

Number 1

Secretary: **good** afternoon. Can i help you, sir?

Mr. Rifki; **good afternoon.** I would like to see Mr. Hasan,

Secretary: I'm sorry. He is at meeting client.

Mr. Rifki: Do you know when **he** will be back?

Secretary:He should be back by 1.30. would you like to leave a message for **him**)?

Mr. Rifki: Yes, could you have him call me when he **has** spare moment? I need to discuss the delivery and Instalment Schedules.

Secretary: Certainly. Can i have your name, please?

Mr. Rifki: My name is Khoirul rifki saragih. I am in LJ Computer.

Secretary: **does** he have your number?

Mr. Rifky : I think so, but i better give to you just to be sure.

Secretary: Alright, Mr Rifki. I will have him call you when he gets a minutes.

Mr. Rifki : thank. I appreciate it. Have a nice day.

Number 2

Customer : good morning sir, can help you?

Widy : good morning, i would like to meet Mr. Karim.

Customer : Im sorry sir. Mr. Karim has been breakfast sir.

Widy : what time he will be back?

Customer : I think he will be back just a couple minute.

Widy : oh, i will be waiting him.

Customer : Oh oke sir. Please have seat.

Widy : Thank you.

Customer ; You're welcome sir.

APPENDIX VII

The photos of Experimental Group





APPENDIX VIII

The Photos of Control Group





CURRICULUM VITAE

Personal Information

Name : Khoirul Rifki Saragih
Date of Birth : Simalas, 13 March 1996
Gender : Male
Religion : Muslim
Adress : Dusun IV Genting Desa Simalas

Parents

Father's name : Saridin Saragih
Mother's name : Inawiyah Aritonang
Adress : Dusun VI Genting Desa Simalas
Education
Kindegarden : -
Elementary School : SD Negeri 102104 Bandar Bejambu
Junior High School : MTS Negeri Tebing Tinggi
Senior High School : SMK Negeri 1 Tebing Tinggi
University : Universitas Muhammadiyah Sumatera Utara