ABSTRACT

Prasetyawan, Nunung. 2016. *"Improving Speaking Skill Using The Modeled-*Talk Strategy To The Seventh Grade Students of MTs An-najihah Babussalam Madiun in Academic Year 2015/2016"*. **A Thesis,** English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Drs.H. Dollar Yuwono, M.Pd

Key words; Modeled-Talk Technique, Teaching Speaking

Speaking is combining sound that produces verbal utterance which has meaning to express ideas and has function to communicate or conversation with other people in daily activity. Speaking is more important than the other skill, because when the English learners' speak is not good; people will say that their English is bad. It means that the purpose of language teaching learning is spoken. Modeled Talk strategy is the use of gesture, visual, and demonstration as explanations are made. Gesture and modeling provide examples for learners to follow and lower their anxiety since they know exactly what to do because they have seen the directions or content modeled

The problem statement of this research is as follow; can Modeled-Talk Strategy improve students' speaking skill for the Seventh grade students of MTs An-najihah Babussalam in academic year 2015/2016? The purpose of this research is to solve the problems at MTs An-najihah Babussalam and to improve students speaking skill trough Modeled-Talk strategy.

The research applied Classroom Action Research (CAR) design. The classroom action research that was used in this research adopted Kemmis & Mc Taggert design. It consisted of two cycles: every cycle consist of four phases: First, cycle one. it consisted of planning, acting, observing and reflecting. Second, cycle two. It consisted of planning, acting, observing and reflecting. The research data were collected by using observation, interview, field note, photograph and test (pre test and post test). In analyzing data, the researcher used the triangulations.

Based on the research findings, The result showed that the development of students in speaking score increased. It means that the students' speaking showed improvement. It could be seen that the result of pre test is 62,38. The result of post-test 1 is 70,48 and the result of post-test 2 is 80,23. Also, we could see the percentage of pre test is 28,57%. The percentage of post test 1 is 47,62% and the percentage of post test 2 is 80,95%. It means that the Modeled-Talk strategy can improve students speaking skill.

CHAPTER I

INTRODUCTION

A.   Background of The Study

Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term ability to carry out a conversation in the language.[1] It means that the purpose of language teaching learning is spoken. Being able to speak English well is considered to be one of primary goals in learning in target language.

Speaking is the important skill to have direct communication among people because language is basically spoken. In our daily life, most of us speak more than write. We can see the facts that the students can listen to English at home, read English at home, and even write English at home. But, most of them have few opportunities to speak English at home. So, speaking skill should be taught and practiced in the language classroom.

Learning speaking is very important for students, for many students learning to speak competently in English is priority. In fact, they need this skill for variety of reasons such as to keep up rapport in relationship, influence people, and win or lose negotiation.[2]The statement above is meant that when

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[1]   David Nunan, Language Teaching Methodology.(Prentice Hall international (UK) Ltd, 1991). Page 39

[2] Tricia Hedge, Teaching and Learning Classroom, (New York: oxford University Press, 2000). Page. 261

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we engage in discussion with the purpose to express opinion, give information, persuade someone about something or discuss to look for the solution of a problem.

Teaching speaking is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He adds that teaching is guiding and facility learning, enabling the learners to learn, setting condition for learning.[3] So, teacher must guide and give opportunity for her students to speak English well in the classroom also teacher has duty not only transfer her knowledge, but she has to be able to facilitate the teaching and learning process. Besides that, the teacher is also responsible to create good condition and atmosphere for the learners to learn.

Teaching speaking activity can be called successful, when the characteristics of speaking activity can be achieved by students. Those characteristic are: (1) Students talk a lot, in which students as much as possible of the period of time are allotted to the activity in fact occupied by students talk. This may seem obvious, but often most time is taken up with teacher talk and pause; (2) Participation is even. Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak and contribution are fairly even distributed; (3) Motivation is high. Learner are eager to speak

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[3] Douglas Brown, Principles of Language Learning And Teaching: Fourth Edition. (Wesley: Longman, 1994), page 7.

because they are interested   in the topic and have something new to say about it, or they want to contribute to achieving task objective; (4) Language is of an acceptable level. Learners express themselves in utterance that are relevant, easily to comprehend each other, and of an acceptable level of language accuracy.[4]

Reach successful in teaching speaking is not easy because some problems in speaking that exist, such as low vocabulary bank, domination of mother tongue effect, unavailability of the environment that helps to speak English at home or in school, family's low educational background, lack of interest to improve language skills, educational system without any focus on speaking skills, no provision of separate English spoken classes in the schools, unavailability of specialist English teachers. In such circumstances it seems very difficult to improve the situation.[5] Moreover, the using English for speaking is not simple, because students must be master several elements which important, they are vocabulary, grammar, pronunciation and fluency.

Likewise, condition MTs An-najihah Babussalam, based on observation that has already conducted by researcher, it can be concluded that the students of VII have problems in speaking especially in language competence. First, The students have low mativation to speak, they think that English is very difficult

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[4] Penny Ur, A course in Language Teaching, (United Kingdom: Cambridge University Press, 1996), 120.

[5] Bilal,Hafiz Ahmad , et all. Problems in speaking English with L2 Learners of Rural Area Schools of Pakistan, European Journal of Humanities and Social Sciences Vol. 24, No.1, 2013.

to be spoken. Moreover, the problems do not only come from language skill, but also the classroom situation. Based on interview with Mrs. Zulfa Hidayaturrohmah as English teacher of MTs An-najihah Babussalam,"Many students of seventh grade also low in vocabularies. Beside that, they were too shy to express their idea in English becaouse they felt worry if their friends would laugh them, then thay speak slowly and too long to compose utterance.[6] The impact of it, they speak slowly and too long to compose utterance.

In Addition, based on the result of observation during the teaching learning process, the teacher only teaches and focuses on reading and writing skill. For example, she asked the students to read the text, found the meaning of some words and did the exercise from the handbook. She discussed all material using handbook. Further, the teacher did not use anything media or method to support her teaching learning process. [7]

In researcher opinion that problems happen because of the teacher do do not use appropriate method. Actually, The success of teaching learning depends on the teacher carrying out the process. Teacher is supposed to imaginative and creative in developing teaching strategy to create good atmosphere in teaching to improve students speaking skill that can be covered the elements of speaking and make English more fun in teaching learning process.

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[6] Interview with Mrs. Zulfa Hidayatur Rohmah, she is English teachr in Mts An- najihah Babussalam Madiun, Sunday 26 October 2015 at the school.
[7] Observation on 26th February 2016

To solve problem about speaking activities, the researcher must have a creative effort to attract the student's anxiety, to be more interesting the researcher attempt to use Modeled-Talk technique in speaking activity. Jordan and Herrel (1999: 161) states that, "Modeled Talk is the use of gesture, visual, and demonstration as explanations are made. Gesture and modeling provide examples for learners to follow and lower their anxiety since they know exactly what to do because they have seen the directions or content modeled." It means Modeled-Talk Technique can help students to show what the teachers do, by seeing the directions or content modeled the students will be easy to speak English well.

Based on phenomena above the researcher believes that The Modeled-Talk Strategy can improve students speaking skill for the Seventh grade of MTs An-najihah Babussalam 2015/2016.

B.   Identification and Limitation of the Problems

From background of study above, according writer's observation and interview to the English teacher in MTs An-najihah Babussalam, the indicators of the problem are as follow: the students need much time before they present the material in front of the class; the students are nervous, shy, unconfident and afraid when they speak English. The impact of it, they speak slowly and too long to compose utterance. The teacher only focus in reading and writing skill, she uses handbook in teaching learning process. At the time, teacher do not use

anything method or media to make students interest, so the students fell bored during the class.

Based on identification of the problems above, the researcher concludes that there are some problems that are faced by teacher in teaching speaking. They are caused by teacher's strategy that it is not appropriate to improve students speaking skill. This research will focus: (1) the students' speaking skill on English Language subject, (2) the use Modeled-Talk strategy in teaching speaking.

C. Statements of The Problems

Regarding the statements of the study, this study promotes the problem formulation into: **"Is The Modeled-Talk Strategy able to improve students' speaking skill for the seventh grade students of MTs An-najihah Babussalam in academic year 2015/2016?"**

D. Objectives of the study

The researcher hoped to this study to get problem solving. Based on the problem formulation above, the objective of the study aims at improving the speaking skill through The Modeled-Talk Strategy.

E.   Significance of the study

1.   Benefit of the Theory

The result of this study is expected to add the references of teaching strategy which can be accessed by some educational practice. It hopes give contribution of knowledge to develop in teaching learning process, to give an alternative way in teaching learning and also give variation strategy in teaching speaking.

2.   Benefit of the Practice

a. **For the teachers**

The result of this research is expected to be useful for the teachers.

b. **For the students**

The result of the study is expected to help the students in improving their speaking skill. By using modeled-talk strategy, the students will enjoy the speaking class because this method provides the interesting steps and joyful.

c. **For other researchers**

The result of this study is expected to present and provide   the description for other researchers to conduct their research. The other researchers can use the result of this study as the consideration on their study to do better research in the future. Furthermore, it is expected to other researchers to create the better method in teaching speaking.

F. Organization of the Thesis

CHAPTER I   Introduction

This chapter consist of some discussion about background of the study, identification and limitation of the problems, statement of the problems and problems solving, objectives of the classroom action research and organization of the thesis.

CHAPTER II   Review of Literature

This chapter explains about theoretical background, definition of speaking, types of speaking performance, teaching speaking, the characteristic of a successful speaking activity, aspect of speaking, speaking assessment, teaching speaking through modeled-talk strategy, definition of modeled-talk strategy, step in modeled-talk strategy, the strength and weakness of modeled-talk strategy; previous study; theoretical framework; and hypothesis.

CHAPTER III   Research Methodology

This chapter explains about classroom action research object, setting and research subject characteristic; research variable; classroom action research procedure; definition of action research, model of action research, planning, acting, observing, reflecting, preparation, application, evaluation; data collection technique; data analysis.

CHAPTER IV   Research Finding

This chapter explain about research setting, cycle explanation, data analysis and discussion

CHAPTER V   Closing

This chapter is the last chapter of the thesis that contains conclusion related to the research. In addition, the researcher gives some recommendations based on the   research   done already.
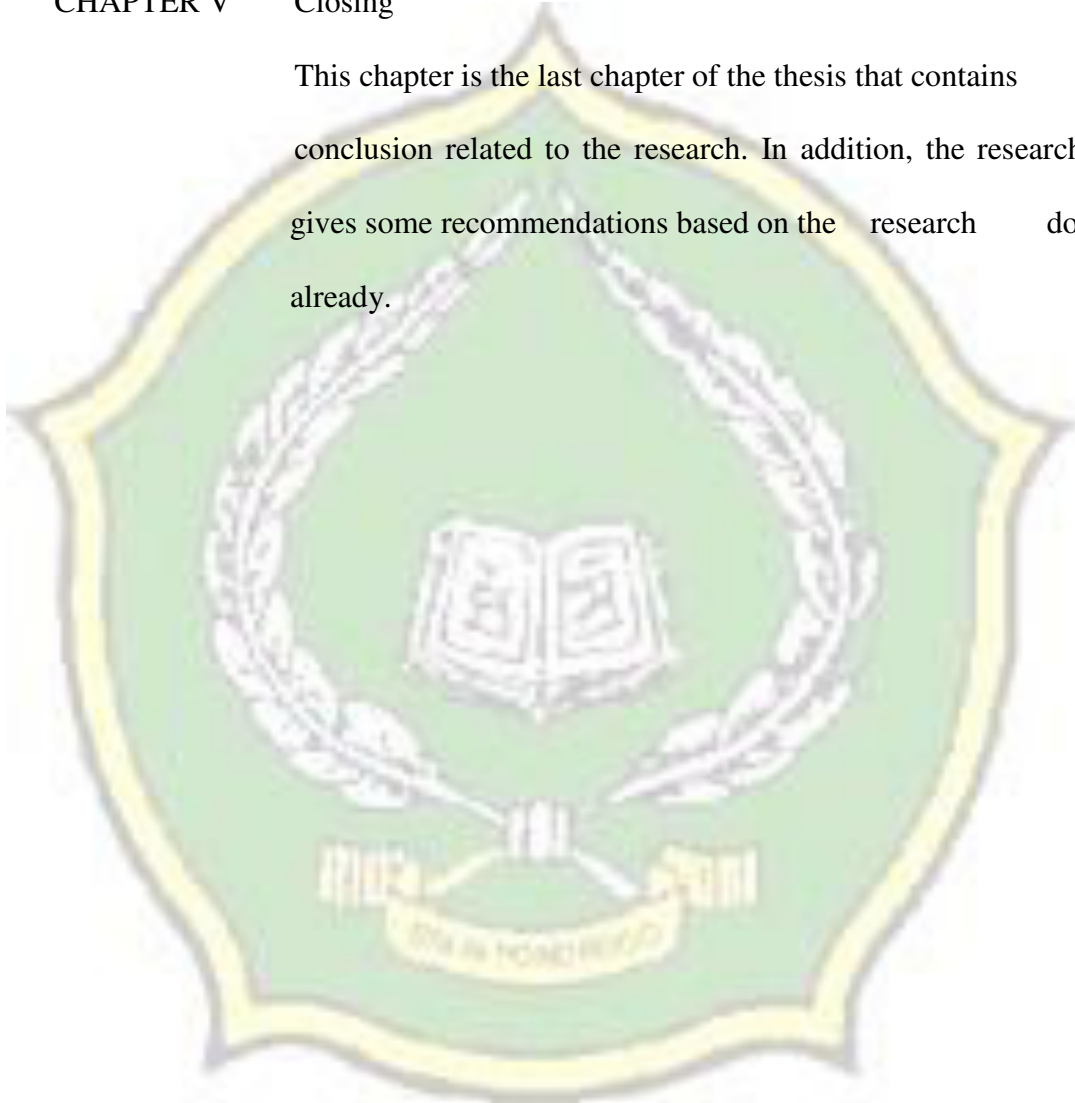
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical background

1. Speaking

a. The definition of speaking

Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Considering to the importance, it is necessary, knowing the definition first. Several definition of speaking is stated by some expert. Speaking is as aural/ oral skill. It consists of producing systematic verbal utterances to convey the meaning.[8] Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". [9]

➢ There are many definitions of speaking, such as the following :

According to Hedge (2000), speaking as "a skill by which they (people) are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and

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[8] Kathleen M Bailey, Practical English Language Teaching Speaking, (New York. The Mc Graw - Hill, 2005), page 2.
[9] Hayriye Kayi, Teaching speaking: Activities to Promote Speaking in Second Language(online), 2012. http://unr.edu/homepage/hayriyekkayih[at]unr.nevada.edu assessed on 16 November 2015 at 11.00 am

second language because it reflect people's thoughts and personalities.[10] Speaking is productive skill.[11] So students must be able to talk something when they have learned speaking. In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.[12]

Speaking skill is not an instant skill to be acquired. It needs a long process. Furthermore, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure.[13]

b. **The Skill of Speaking**

The second language learners speech is characterized by a number of errors and mistake. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. According to Luama (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop."

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[10] Hedge, T. Teaching and Learning in The Language Classroom. (Oxford: Oxford University Press, 2000). P. 261.

[11] James a. Coleman and John Klappler. Effective Teaching and Learning in Modern Language. (New York: Taylor & Francis e-Library, 2005). page 55

[12] Jack Richard, Teaching Listening and speaking from Theory to Practice.(New York: Cambridge University Press, 2008). Page 19

[13] Joan Rubi and Irene Thompson, How To Be A More Successful Language Learner, second edition. (Boston:Heinle & Heinle Publisher,1994). P.9

c. Types of speaking performance

According to Brown, there are five types of speaking performance in the classroom are presented as follow:[14]

1) Imitative.

It is ability to simply parrot back (imitate) a word or phrase or possibly a sentence. In this performance, students are asked to repeat or imitate the teacher speech or tape recorder. Imitation of this kind is carried out not far the purpose of meaningful interactive but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. This activity also called "drilling". Drills offer students opportunity to listen and to repeat.

Teaching speaking use imitative is important because it can improve students pronunciation' and intonation'.

2) Intensive.

In this performance, students deal with their linguistic difficulties- both grammatical and phonological aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

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[14] Douglas Brown, *Language Assessment " Language* Assessment and Classroom *Practices",*Longman, page 144

3) Responsive.

In this type of performance, students respond what the teacher explain in the classroom or students have initiative to ask or comment the teacher explanation. Students can speak freely to express their idea and the speech is meaningful.

4) Interactive.

In this performance, students make interaction with their partner (other students) to make dialog to exchange specific information.

5) Extensive.

In this type of performance, students extend monologue in oral production tasks include speeches, oral presentation and storytelling.

d. **Characters of Speaking**

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

a. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency. Fluency and coherence refers to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said.

b. Accuracy

Most second language teachers nowdays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterance each time. The learners should focus on a number of things in their production of the spoken language, mainly the grammatical structure, vocabulary, and pronunciation.

c. Grammar

Grammar is the study of the classes of words, their inflections, and relations in the sentence. The grammatical accuracy refers to the

range and appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterance in addition to the ability to use the subordinating clauses.

d. Vocabulary

Vocabulary is all about words – the words in a language or a special set of words you are trying to learn. Terms of vocabulary refers to the appropriate selection or words during speaking. The students often find the difficulties when they try to express what they want to say, they lack of the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all context.

e. Pronunciation

English language has been long considered by either native speakers as a difficult language because of its pronunciation. The learners, then who want to develop their speaking skill in English should practice pronunciation overall. Redmond and Vrchota (2007) argues that "It is imperative that you use the correct word in the correct

instance and with the correct pronunciation. The pronunciation means to say words in ways that are generally accepted or understood,"[15]

e. Points to consider about speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you something can be as important as you say in getting your meaning across. Jones stated that there are some points to consider about speaking. They are;

a. Clarity

The words you speak must clear if listener are to understand what you say. This means speaking your words distinctly and separately, not running the together, and slurring them.

b. Variety

Speech has its own rhythms and tones. The voice usually rises, for instance, to indicate the question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like a pitch, emphasis, speed, variation in volume and pauses.

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[15] Redmond, M.V. and Vrchota, D.Everyday Public Speaking. (England: Pearson Education, 2007). P.104

c. Audience and tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking.[16]

In short, in speaking, the speakers must consider the three points above so that they can convey meaning as affectively as possible

f. **The characteristics of a successful speaking activity**.[17]

a.   Students talk a lot, in which students as much as possible of the period of time are allotted to the activity in fact occupied by students talk. This may seem obvious, but often most time is taken up with teacher talk and pause;

b.   Participation is even. Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak and contribution are fairly even distributed;

c.   Motivation is high. Learner are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving task objective;

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[16] Rhodry Jones, Speaking and Listening, (London;jhon Murray Publishers Ltd, 1989), p 14

[17] Penny Ur, A course in Language Teaching, (United Kingdom: Cambridge University Press, 1996), 120.

d.   Language is of an acceptable level. Learners express themselves in utterance that are relevant, easily to comprehend each other, and of an acceptable level of language accuracy

g. Teaching Speaking

Teaching speaking is the act or profession of a person who teaches. A teaching is showing people how to do something so they will be able to do it themselves and encouraging them to accept something as a fact or principle.[18] On the other hand, the teaching speaking has different aims than other skill of language but it skill have an integration to other skill. Also, the teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase students ability in spoken English language. Speaking lesson can follow the usual pattern of preparation, presentation, practice, evaluation and extension.[19]

According to Hayriye Kayi in Activities to Promote Speaking in a Second   Language   (http//;iteslj.org/Technique/Kayi-teachingSpeaking.hmtl) is to teach English language learners to ;

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[18] Hornby, As. Oxford Advanced Learners' Dictionary of Current Language. (New York:Oxford University Press, 1995). P.1225
[19] http://area.dge.mec.pt/gramatica/whatspeakingis.html. it accessed on 30/12/2015.14.30.

a. Produce the English speech sounds and sound pattern.

b. Use word and sentence stress, intonation patterns and the rhythm of the second language.

c. Select appropriate words and sentence according to the proper social, setting, audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.[20]

h. Reason For Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom;

a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see

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[20] Hayriye Kayi, Teaching Speaking; Activities to Promote Speaking in a second language, http; //iteslj.org/Technique /Kayi-Speaking.hmtl (Accessed on March 1, 2016)

how well they are doing; both how successful they are and what language problems they are experiencing.

c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[21]

i. **The Goal of Teaching Speaking**

The goal of teaching speaking skill is communicative efficiency.[22] It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

j. **The Roles of The Teachers During Speaking Activities**

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow;

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[21] Jeremy Harmer, How To Teach English, (Harlow; Pearson Education Limited, 2007), p, 123.
[22] www.nclrc.org/essentials/speaking/goalspeak/htm (accessed on March 10, 2016)

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situation on their own, and indeed sometimes, this may best option. However, teacher may be able to help the students and the activity to progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role play themselves.

c. Feedback Provider

When students are in the middle speaking tasks, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.[23]

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[23] Jeremy Harmer, The Practice of English Language Teaching; fourth edition, (Harlow;Pearson education limited, 2007), p. 347-348.

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

k. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles speaking are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sampel of an oral English rating scale that use d 1-6 points. Below is the frame of Heaton's oral English rating scale.

Table 2.1

The Rating scores of Oral test

6	Pronunciation good – only 2 or 3 grammatical error- not much searching for words – very few long pauses-fairly easy to understand – very few interruption necessary – has mastered all oral skill on course.
5	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentence correct – sometime searches for words – not too many long pauses – general meaning fairly clear but a few

	interruption necessary – has mastered almost all oral skills on course.
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searchers for words – a few unnatural pauses – conveys general meaning fairly clearly – a few interruption necessary but attention always clear – has mastered most of oral skills on course.
3	Pronunciation influenced by L1- pronunciation and grammatical errors – several errors causes serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruption necessary – has mastered only some of oral skills on course.
2	Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – need some effort to understand much of it – interruption often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skill on course mastered.
1	A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruption

> constantly necessary but cannot explain or make meaning clearer –
> very few of oral skills on course mastered.

Each element characteristics is the defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristics of each students' speaking ability whether they achieve 1,2,3,4,5, and 6. In order to case the computation the writer converts the small score of Heaton to the scale of 100 as follow;

$$6 = 87 – 100$$

$$5 = 77 – 86$$

$$4 = 67 – 76$$

$$3 = 57 - 66$$

$$2 = 45 – 56$$

$$1 = \text{below } 45$$

l. **Modeled-Talk Strategy**

a. **Definition of Modeled-Talk Strategy**

According to Herrell, "Modeled talk is the use of gesture, visual, and demonstration as explanations are made. Gesture and modeling provides examples for learners to follow and lower their anxiety since

they know exactly what to do because they have seen the directions or content modeled".[24]

Moreover Peregoy and Boyle in Herrel and Jordan states, "Modeled talk is a powerful application of context-embedded academic language that serves to support English learners in successful classroom participation". This technique can improve students' comprehension about the topic that teacher explains because when the teacher uses this technique, she or he is not just telling about the direction but, the students will follow furthermore the students can see directly the gesture or visual of the teacher. The two scientist explained that the same concept or explanation of the modeled talk technique and both of them also explains the steps in using modeled talk, that are: first, using gestures, visuals, and demonstrations to accompany explanations. Second, enhancing students' comprehension. Third, using prompt to show not jus tell. The last, lowering English language learners' anxiety while they follow directions.

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[24] Herrel, Adrienne L and Michael Jordan. Fifty Strategies For Teaching English Language Learners'.third Ed. 1999. P.161

b. The Procedures of Modeled-Talk

To enable the students achieve the competence of speaking skill, the teacher should use an appropriate strategy concerning this Based on Herrell this is the steps of modeled-talk as follows:

a. The teacher identifies and gathers materials.

b. The teacher practices the materials using the modeled talk before conveying to the students.

c. The teacher explains materials in front of the students.

d. The teacher designs a visual of directions.

e. The teacher explains the material and the students listen and look what the teacher does.

f. The teacher reviews the step to be taken.

g. The teacher gives a time to the students to practice what they looked and listened.

h. The teacher asks the students to perform activities in front of the class using the modeled talk

i. The teacher evaluates the students performance.

c. Advantages of the modeled-talk strategy

a. To make the students easier to understand the materials

b. The student will be having good memory

c. To make the students actively

d. Making the students Interested to the lesson

e. Making the students more focus to the subject

d. Disadvantages of the modeled-talk strategy

a. Many properties to be prepared by the teacher

b. It could take a long time

c. When the students are not focus, possible to be misunderstanding

d. The teacher has to be good preparing

e. The teacher and students' role in the modeled-talk strategy

➤ Teacher's role

At the first, The teacher is identifying the lesson and gathering material and also identify material, and provide clear example to make the students easy to understand about material. It will be using in learning process. Second, The teachers need practice before they use the modeling: instruction or gesture in front of the students to make sure that model. Beside designing a visual direction is much needed, Here the teachers prepare pictures to the students or draw the modeled in whiteboard or blackboard. The last, The teachers review the steps will be taken in front of the class.

➤ Students' role

The role of students is starting from the students hearing when the teacher explains the materials in front of class. And then, the

students writes in the paper or make a note by seeing the model, instructions or gesture which give by the teacher beside following the clue given. When finishing in writing, the students can revise the writing or note. So, the students perform in front of the class orally.

B. Previous research finding

This research is started from previous research finding that is conducted by Pramesti (210907011) by title "Improving Speaking Ability By Using Picture Media for The First Grade Students of SMP Ma'arif I Ponorogo In Academic Year 2010/2011.

In this thesis, she wanted to apply the picture media to improve and increase English skill especially for speaking skill. The researcher concludes that use of Picture Media strategy has done by teacher in improving students' speaking skill are :

1). The implementation of oral presentation was running well. The use of picture media could to explore students' speaking skill well. In the activity, the research observed students' achievement, when they discussed and made the procedure text with their group. And also, the researched observed the self confidence when they presented and explained step by step about procedure text in front of class. Based on cycles, the students' mean increased. In cycle I, the students' mean was not satisfied. But, in cycle II, their mean increased

significantly. They could participate well. The students enjoyed and interest to do some activities in learning process without significance problems.

2). Teaching speaking using picture media can improve students' speaking skill. It is proven that the students' mean always increased in every cycle. In two cycles, the speaking skill of students developed well. The researcher took for some aspects such as; fluency, vocabulary, pronunciations, and intonation. In other hand, I am as researcher want also to improve students' speaking skill. But here, the researcher used a new strategy "The Modeled-Talk Strategy". "Modeled talk is the use of gesture, visual, and demonstration as explanations are made. Gesture and modeling provides examples for learners to follow and lower their anxiety since they know exactly what to do because they have seen the directions or content modeled. The modeled-talk applied in speaking has advantages for students, such as :

a.   To make the students easier to understand the materials

b.   The student will be having good memory

c.   To make the students actively

d.   Making the students Interested to the lesson

e.   Making the students more focus to the subject

C. Theoretical Framework

Speaking is oral language that has some elements vocabulary, grammar, accuracy, fluency and pronunciation to express the idea, feeling and communication. Teaching speaking in the classroom is not easy, teacher must give opportunity to students to speak English as much as possible in the classroom so teacher must choose appropriate strategy to improve students' skill in speaking.

To make students easy and interest to learn speaking, the teacher tries to give interesting material and technique that can make students have motivation to improve their speaking skill. Through the material that students understand and what they must do. Carousel strategy can provide an opportunity for students to work in group discussion and chart their current understanding of keys issue, problems and concept while recalling fact, beliefs, information and key understanding.

Based on the explanation above, it can be concluded that the use of The Modeled-Talk Strategy hopefully can give motivation to the students and make them easier and interest in speaking class. The writer hopes the application of The Modeled-Talk strategy will improve the students speaking skill at Seventh Grade of Babussalam Junior High School in Academic year 2015/2016.

D. Hypotheses

The hypothesis can be interpreted as a temporary answer and an alternative action to the problem of research, until data collected through classroom action research. The aim of researcher purpose the hypothesis is that in these research activities, the attention of researchers only focuses on information and data necessary for hypothesis testing.

From the description above, the writer takes the hypothesis as follow" there is an improving students' speaking skill using The Modeled-Talk strategy at the seventh grade students of MTs An-najihah Babussalam in academic year 2015/2016.
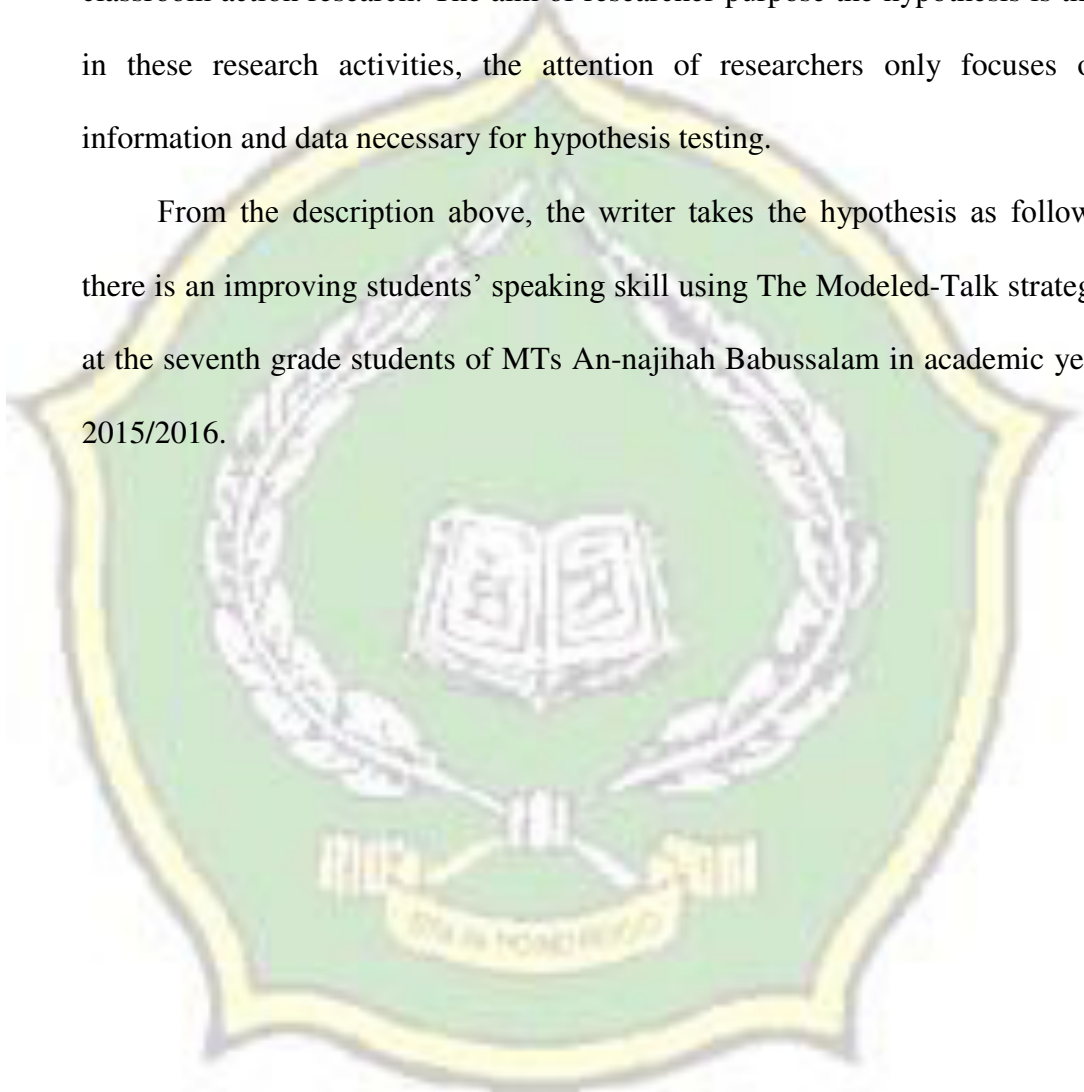
CHAPTER III

RESEARCH METHODS

1. **Object of Classroom Action research**

   Classroom action research object of this research is improving speaking skill use Modeled-Talk strategy at the Seventh grade students of MTs An-najihah Babussalam Madiun in 2015/2016 academic year.

2. **Setting**

   Setting of this research was conducted at MTs An-najihah Babussalam Madiun. This school is located in Mojorejo village, Kebonsari Madiun. Subject of this research is the Seventh grade students of MTs An-najihah Babussalam in academic year 2015/2016 that consist of 36 students. The class is dominated by the girls that are 20 and 16 boys. The researcher chose this class because the suggestion of the teacher who teach English class I.

   Based on the result of observation in teaching learning process, interview, and also by pre-test, students of Class 1 have problems in speaking skill. Most of them have difficulties in pronouncing of the English words, have a less vocabulary, low motivation and have difficulties in using grammar. Besides, they do not have many times to practice speaking English, because the teaching and learning process is dominated by the activities that focus on reading and writing skill. Also, based on interview to the teacher; students are not confident,

shy and nervous when speaking in front or the class. Again they need much time to prepare and actually they are not speaking but memorizing. The impact of it, they speak slowly and too long to compose utterance.

This study was conducted from 14th March 2016 to 27th April 2016. It includes the observation time. The classroom meeting will be done in two cycles. Each cycle will be done in two meeting periods. So, the total meeting is four meeting periods.

3. **Variable**

The researcher took some variables to be observed. They were:

1. Students' activeness in teaching learning process

2. Students speaking skill in speaking class

4. **Research Procedure**

    a. **Definition of Classroom Action Research**

        This research is Classroom Action Research which includes what is sometimes called practitioner research, teacher research, insider research and (usually when carried out by teacher educators on their own practice) self study research. [25]The researcher used this method with the aim to improve class students' speaking skill and to solve speaking problems that existed in the class.

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[25] Meredith D Gall, Educational Research.(Boston: Pearson Education, 2003), page 579

There are several definitions of classroom Action Research: Classroom action Research is done by teachers in their own classroom. As English teacher, they have to solve their classroom problems or improve the quality of their classroom practices to result in better English achievement of their students.[26] CAR is conducted in the classroom by teacher to solve the problems that arise in the classroom and increasing students' English skill.

Action research is systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. [27] So, teachers do research in the classroom to find information about the best way to teach and learn.

The aim of Classroom Action research is to improve classroom practice or to improve practices in the school.[28] Classroom Action research for English Learning aims at discovering learning teaching strategies that match learners' style and strategies in learning English.[29]

Based on statement above, it can be concluded that Classroom Action Research is research which is conducted by teacher with the purpose to looks for information in her teaching learning process, finds problems in teaching,

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[26] Mohammad Adnan Latief, Research Methods on Language Learning,(Malang: State University of Malang Press), page 147

[27] John W. Creswell. Educational Research_ Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition. (Boston: Pearson Education, 2011) page 576

[28] Donal ary, Introduction to Research in Education,(Canada: Nelson Education, Ltd), page 315

[29] Mohammad Adnan Latief , page 143

discoveries learning teaching strategies that match learners' style and improve practices in the classroom based on the problem they faces.

b. **Model of Action Research**

Action research has a various kind of model. It depends on the way or the steps we do the action. According to Kemmis and Mc Taggart, action research consists of four phases (planning, action, observation and reflection) in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. [30] .

Kemmis and McTaggart's concept of action research is set out in the model below:

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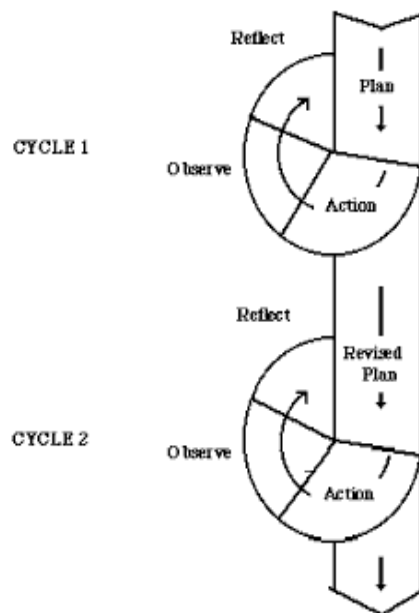
[30] Anne Burns. Doing Action Research in English Language Teaching. (New York; Routledge, 2010), page 9

From the picture above it can be conclude that in action research there are four steps that teacher or researcher must do in order to get changes and improvement in teaching-learning process, that are ; (1) plan, in which the teacher or researcher plan a critical information to improve what is already happening; (2) act or implement what have already planned; (3) observe, in this case the teacher or researcher observe the effects that occurs after they act or implement the planning; and (4) reflect, they reflect the effects as the basis of further planning.

c. Procedures of Action research

In model of action research by Anne Burns, there are four steps in one cycle. These steps are planning the action, implementing the action, observing the action and reflecting the action

a.   Planning the action

After the researcher found some problems that happen in Seventh Grade of Mts An-najihah Babussalam, he made planning for the class. First, he planned about the approach that will be used to overcome the problems, and he chooses cooperative learning. After that, he chooses one of the techniques in cooperative learning, and he chose The Modeled-Talk Strategy to improve students' speaking skill.

In MTs An-najihah Babussalam uses KTSP curriculum. In order to make the teaching learning process easier and reached the goal, it was needed to make lesson plan. It was made based on syllabus. The

material for Seventh grade of junior high school in second semester is Descriptive and Procedure text.

Lesson plan that was designed by researcher about Procedure text which was contain of standard competency, basic competence, indicators and purpose of learning, material and strategy, procedure of Modeled-Talk strategy and assessment

Beside, researcher prepared the instrument to record and analysis the data about process and result. He prepared the list of students scoring and observation form (field notes).

b.   Implementing the action.

After planning the action, the researcher then implemented action to the Sevent Grade of MTs An-najihah Babussalam. He implemented the technique, the activities, the material, and other that had planned in the classroom.

In this research, the researcher applied The Modeled-Talk Strategy in order to improve students' speaking skill in the Seventh Grade of MTs An-najihah Babussalam. He did activities which was prepared in lesson plan in actual situation. Included are pre-activities, main activities and closing activities.

Pre activities intended to get the students' readiness about the topic. Meanwhile, the main activities were focus in teaching speaking use The Modeled-Talk Strategy.

c.   Observing the action

When the researcher implemented the action in Seventh Grade of MTs An-najihah Babussalam, he did not only implement, but also observed the activities during the lesson using The Modeled-Talk Strategy, the situation of the lesson, the students behaviour when join the lesson, and many other aspect. The researcher will make some notes for the observation, and the result of the observation was presented in the form of field note.

d.   Reflecting the action

The researcher analyzed about what she had done and gotten in teaching learning process. Here, the researcher found the strength and weaknesses of the teaching learning process and also from the students of Seventh Grades. From the weaknesses, the researcher will revise the plan for the next cycle.

During the teaching learning conducted by the researcher in Seventh Grades, he observed the all activities, the situation during the lesson, the students' behaviour and students' changes and made some notes. Then, from the result of observation, the researcher revises the plan based on the weakness of the teaching learning process to get the better result of the action.

After doing the procedure of action research, then researcher found the result of it, and if the results have completed the standard

that the researcher has made, she can stop the cycle. It means that the students have reached some criteria and they show improvement and change of their problems.

5. **Techniques of Collecting Data**

Techniques of collecting the data are techniques in which the teacher or researcher tries to find or collect the data that will be analyzed in order to make them more understand about what happens in the classroom situation.

In this research, the researcher used some technique to collect the data, such as; observation, test, interview, photograph, and field note. The writer classifies the data into two kinds of qualitative and quantitative data. The qualitative data are obtained from observation, interview, photograph and field note. Then, the quantitative data is obtained from the score of the test. Each techniques of collecting data will be explained as follow:

a. Observation

Observing is a natural process, and much can be learned from recording observations and making judgments about those observation. Observation may involve participant observation where the observer is part of the context, or it may involve nonparticipant observation where the observer watches actions and interaction in a classroom and is not involved

in the activity.[31] It means that observation is all activities do to get the object of the study accuracy using our sense organs.

The observation can be done in pre-research and the implementation of the research uses carousel strategy. With observation, researcher can observe the classroom situation when teaching learning happens, the facilitate that provided in Seventh Grade of MTs An-najihah Babussalam, students' activities and students' behavior and also the students' problems in language skill. The result of observation during the implementation of The Modeled-Talk strategy is presented in the form of field note.

Field Note is written descriptions of what the researcher observes in the field and his or her reactions and feelings.[32] The researcher made notes to tell the situation in the classroom activities when conducted Modeled-Talk strategy in the Seventh Grade. It involved the improving students speaking skill before and after conduct the carousel strategy in the classroom, students' speaking problems when teacher conduct Modeled-Talk strategy etc.

b. Interview

An interview is defined as a specialized form of communication between people for a specific purpose associated with some agreed subject

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[31] Karen Goodnough, Taking Action in Science Classroom through Collaborative Action research. ,(Rotterdam: Sense Publisher, 2011), Page 35

[32] Ibid, page 118

matter. Thus, the interview is a highly purposeful task which goes beyond mere conversation.[33] Interviews can be highly structured, almost like a verbal survey, or very open ended, allowing the participant to respond freely to a series of general questions.[34]

The researcher interviewed to the Seventh grades of English teacher in MTs An-najihah Babussalam Madiun about teacher technique, teacher difficulties in teaching speaking and students' difficulties in speaking. Also researcher interviewed some students about teaching and learning process. The instrument of this technique is interview guideline.

c. Test

Test is a method of measuring of a person's ability, knowledge, or performance in a given domain. [35]Tests are often similar in form to survey. They consist of groups of questions or problems that the person is expected to answer. Usually, tests are designed to measure a specific ability or characteristic.[36] It was used to know the students achievement in speaking activities.

In this research consists of two tests; pre-test and post test. Pre-test was done before the research and to know the students speaking skill in Seventh Grade of MTs An-najihah Babussalam. The post test was done in the end of

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[33] Gary Anderson, Fundamentals of Education Research, (Taylor & Francis e-Library, 2005), page 202

[34] Barbara M. Newman and Philip R Newman , page A-9

[35] Douglas Brown, Language Assessment, (New York: Longman, 2004), page 94

[36] Barbara M. Newman and Philip R Newman, Development Through Life: A Psychosocial Approach , (USA: Wadsworth, Cengage Learning, 2012), page A-9

the research; the aims of this test to know the development of the students' speaking skill after the research in Seventh Grade of MTs An-najihah Babussalam.

d. Photographs

Photographs can be used to collect the data in which it combines the language classroom tasks and activities where visual aids are an invaluable support the learning process. Photographs are another type of visual data that can capture rich detail about the people, activities, and context of an educational setting.[37]

Photograph can be used to collect the data in which it combines the language classroom task and activities visual aids are invaluable support the learning process. The pictures are taken when the researcher implement the carousel strategy in the Eleventh grades of IPA 1 class in SMA 1 Balong.

6. Technique of Data Analysis

In this study, the writer classifies the data into two kinds of qualitative and quantitative data. The qualitative data are obtained from observation, interview, photograph and field note. While the quantitative data is obtained from the score of the test.

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[37] Marguerite G.Lodico, Methods In Educational Research : From Theory to Practice (2nd Ed) , (San Francisco : Jossey-Bass A Wiley Imprint, 2010), Page 339

The data from the test is analyzed by calculating the mean, the formula is as follow:[38]

$$X = \sum \frac{fx}{n}$$

Where:

X : mean $\sum$: sum of the score

n : Total numbered of the students   f : Frequently

x : Total Score

It is also analyzed by using percentage method, is as follow:

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of answer

n : The number of respondent

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[38] Retno Widyaningrum, Statistik Pendidikan, (Ponorogo: STAIN Ponorogo Press, 2007), page 20

7.   Schedule of Classroom Action Research

Table 3.1

The schedule of CAR

NO	PLANS	MONTH	DATE	YEAR
1	Conducting the research	March	14-18	2015
2	Analysis of the research	April	19-22	2015
3	Reporting the research	April	23-27	2015

CHAPTER IV

RESEARCH FINDING

This chapter describes about the classroom action research that has been done by researcher in MTs An-najihah Babussalam in academic year 2015/2016. Data collected through classroom action research are described in detail as follow:

A. **Research Setting**

Researcher conducted this research in MTs An-najihah Babussalam . It is located at Mojorejo street, Mojorejo village, kec. Kebonsari, Madiun. After thesis proposal approved by advisor, researcher looked for the data related with the problem of the learning English, especially speaking. After the researcher got the data problem learning speaking there, the researcher asked the permission from the headmaster of MTs An-najihah Babussalam, (Daman Huri, S.pd. The classroom is done on the Seventh grade of MTs An-najihah Babussalam.

B. **Research Process**

The process of the research consists of research implementation. Each part is explained as follow:

After conducting the pre-research and also gave a pre-test students of VII, the researcher continued to the research implementation. The researcher implemented the action by teaching the students using the Modeled-Talk strategy.

The action consists of two cycles. Each meeting took 90 minutes. The cycles discussed the topic of Procedure Text. The first cycle is conducted on March, 14th and 31th 2016. Meanwhile, the second cycle was conducted on April 7th and 14 April, 7th 2016.

Every cycle consists of four steps. They are planning the action, implementing the action, observing the action and reflecting the action. The detail information about implementing the action is described as follow:

1. Cycle 1

   a. Planning the action

      In this phase, the writer and the teacher made a planning for the action based upon the problem faced by students toward speaking skill. In this case, the writer arranged a lesson plan based on the teaching material. Beside of making lesson plan, the writer also prepared observation checklist to observe the students and teacher performance during the teaching learning process. the writer also prepared the post test 1 to collect the data to know whether there are some students improvement scores from pretest to posttest 1.

   b. Implementing the action

      The action of cycle 1 was done on April 1 2016. In acting phase, the teacher implemented lesson plan that had been made before. Here, the teacher conducted the Modeled-Talk by the procedure text. First, the teacher commanded the students to look and watch what the teacher does. Second, the teacher explained the materials one by one related to the procedure text. Third, the teacher explained   the steps

related to the procedure text using visual, gesture and demonstration to make the students confidently. Meanwhile, the students make a note. Fourth, the teacher asked the students' understanding. Fifth, the teacher explained twice to make students more surely. Sixth, the teacher has given a time for students to learn and practice the text related to the procedure text. Seventh, the students perform in front of the class and the teacher and other students gave a responses and score. The last, the teacher evaluated the material and students' performance.

In the second meeting, the teacher gave the posttest 1in the end of cycle 1. The teacher gave a same material related to the procedure text. The teacher divided the students into several groups and gave a material for each. Then, they perform in front of the class. The posttest 1 is carried to measure how well the students' achievement in speaking improved.

c. Observing the action

In this phase, the observer tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' responses and students' performance during teaching and learning process using the Modeled-Talk technique.

First, related the observation checklist for the teacher. The teacher delivered the material by combining the native and target language. Next, when asking the information from the students, the teacher conducted it by predicted way. Furthermore, there was minimal sustained speech during teaching and learning process. Moreover, the teacher responded the students' participation in a form

reaction. At the last, the teacher used various utterance in teaching and learning process such as correction, explanation, and comment.

Second, related to the students' response, some students still did not pay attention to the teacher explanation. Some of them also did not practice with their pair or group. Moreover, they cheated each other while other students were asked to perform related procedure text in front of class. However, the teaching and learning activity happened enthusiastically even some student seen do not interest.

Third, related to the students' participation and performance, it showed some progress than before implementing the Modeled talk technique. Some students participated discussions and oral presentation (perform). Their pronunciation and fluency were better than before. Besides, their feeling confident about speaking in have some progress even need much more practice.

d. Reflecting

The writer and the teacher evaluated about conclusion of implementing the action. Based on the result of posttest 1, they were only 13 students or 36.11% of the students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of the students in the class could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their effort to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using Modeled-Talk. From the reflecting above, there must be more effort to improve students' speaking skill by using the Modeled-Talk. This effort was done in the next lesson plan of cycle two.

2. Cycle 2

   a. Planning the action

      After finding the fact that the students' speaking mastery was low, which was proven by their posttest 1 scores, the writer and the teacher rearrange the lesson plan which was used in the previous cycle with some modifications. When in the cycle 1, the writer and the teacher conducted Modeled-Talk using unreal object or material. In the cycle 2, the writer and the teacher would conduct Modeled-Talk using a real object or material. Also, the writer and the teacher used the gesture, visual and demonstration. The writer and the teacher hope it can stimulate students to be more active. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the posttest 2 and questionnaire to collect the data.

   b. Implementing the action

      The action of the cycle two was done on April 19 2016. In this meeting, the teacher asked the students the difficulty in understanding of teacher's explanation by Modeled-Talk Technique and try to emphasize some aspects that made the students in error understanding of the materials. Here, the teacher made some modifications in using the Modeled-Talk. The writer used the real object and material related to the procedure text. Also, the writer and the teacher used the gesture, visual and demonstration.

After that, the teacher gave the posttest 2. The students must perform in front of the class related to the materials and the writer and the other students watch and give the score.

c. Observing the action

In this phase, the writer tried to notice all activities in physical classroom activity. It might be about the teachers' performance, students' response, participation during teaching and learning process using Modeled-Talk technique.

First, related to the first observation checklist for the teacher. The teacher still delivered the material by combining the native and target language. Next, when asking the information from the students, the teacher conducted it by unpredicted way. Meanwhile, in request to the students, the teacher used genuine request. Furthermore, there was maximal sustained speech during teaching and learning process. Moreover, the teacher responded the students' participation in the form of message. At last, the teacher used various utterance in teaching and learning process such as message, correction, repetition, paraphrase, comment, explanation, and clarification request.

Second, related to the students' response during teaching and learning activity, most of the students paid the attention to the teacher's explanation and practice with their group enthusiastically.

Third, related to the students' participation, it showed some progress than in the cycle 1. Most students participated in class discussion and performance. Their pronunciation and fluency were better than before. Besides, the students looked braver to speak English in front of the class.

d. Reflecting

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

C. DATA ANALYSIS

Based on the data of the pre-test until Cycle 2, the researcher analyzed the data and the result from the data as follow:

1. Pre-test

In this step, researcher did test before students learned using the Modeled-Talk strategy. Then, researcher accumulated the mean or the class percentage as follow:

$$X=\sum\frac{fx}{n} \qquad \text{Mean score}=\frac{1310}{21}= 62, 38$$

The students passed based on the standard as follow:

$$P=\frac{f}{n}\times100\% \qquad P=\frac{6}{21}\times100\% \qquad P= 28,57\%$$

2. Cycle 1

    In this cycle the researcher accumulated the mean and class percentages as follow:

    $$X=\sum \frac{fx}{n}$$ Mean score=$\frac{1480}{21}$=70.48

    The students passed based on the standard as follow:

    $$P=\frac{f}{n}\times100\%$$ P=$\frac{10}{21}$x100%= 47.62%

3. Cycle 2

    $$X=\sum \frac{fx}{n}$$ Mean score=$\frac{1685}{21}$= 80,23

    The students passed based on the standard as follow:

    $$P=\frac{f}{n}\times100\%$$ P=$\frac{17}{21}$x100%=80,95%

D. **DISCUSSION**

    The last step of action research was discussing the research result. After conducting second cycle, the researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students' speaking skill.

    In the pre test the researcher asked the students to practice speaking English through dialog about daily activities and their biodata. They did not look enthusiasm to follow the lesson; they needed much time to make the

dialog because that had limited vocabulary and most of them brought a note to practice their dialog

In pre test the researcher had not conducted Modeled-talk strategy so the score of speaking skill was not satisfied, then the researcher continued her research in cycle 1. In the cycle 1, the researcher implemented modeled-Talk strategy in classroom but she still found many problems in teaching learning process, such as students still confused because it was the first time they were taught by using Modeled-Talk strategy and it made the classroom was noisy, students were not compact with their group when present their project, some students brought notes and sometimes kept reading while speaking when present their team project, They still felt shy when present the team project. It was caused by their anxiety in making mistake. They also spoke with low volume, Most of students still made some mistakes in pronouncing the words. They still spoke with some repetition and kept reading their note.

Further, Students still had less vocabulary, and it made them could not communication with others students, because they did not know what they have to say and how to say. Also, they still confused in using structure.

In addition, the result of speaking score had not reach target but it was improvement from pre test, so he decided to continue to the cycle 2 with hope the researcher got what the researcher hoped for.

In cycle 2, the students seemed more enthusiasm to follow the lesson through carousel strategy. The researcher saw that the students had full

preparation so they seemed compact when present the team project with their group, their self confident increase, they used varieties of vocabulary, their pronunciation was better than before and their grammar was better too.

The summary of the test from pre-test to cycle 2 can be seemed in the table below:

Table 4.1

The result of students' speaking test

No	Aspect	Pre-test	Cycle 1	Cycle 2
1	Mean of score	62,38	70, 48	80,23
2	Classroom percentage	28,57%	47,62%	80,95%

From the table above, the data showed that the students speaking skill from pre-test until cycle 2 had improvement. The target of mean score is 75,00. In pre test the obtained mean score was 62,38. There was 28,75% of students achieved the target score/KKM. There was far from the target. In the cycle 1 it improved to 70,48 and 47,62% students who achieved the target score but the expectation of the writer did not reach the target. In the cycle 2 the mean score was 80,95 and 17 students who achieved the target score. It meant that the target had been reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data researcher presented in chapter IV, the researcher made conclusions.

The implementation of Modeled-Talk Strategy can improve the speaking skill for the eleventh grade students of MTs An-najihah Babussalam in academic year 2015/2016. The students speaking skill was better after being taught by using Modeled-Talk strategy. It can be seen in student's test result. After the researcher taught the students by Modeled-Talk Strategy, the students test result was better. It can be assumed that the speaking skill of the seventh grade students of MTs An-najihah Babussalam is better after be taught by using Modeled-Talk strategy.

B. Suggestion

The researcher would like to propose some suggestion for the English teacher, students, and other researcher. The suggestions are described as follow:

1. For the English teacher

    a. The teacher should give enough time for the students to practice speaking English in the class, so the teacher will not only focus on two skills, reading and writing skill, but also focus on other skill.

    b. The teacher can use Modeled-Talk strategy in teaching English, especially in the teaching speaking class in order to make the students more active, cooperative and communicative when join the lesson. It also can help the students to improve and develop their speaking skill.

    c. The teacher can choose and use many appropriate strategy or method in teaching-learning process to make the students more active and interest in learning English. It makes them to not only teach as a repetition of drills or memorization of dialogues and teach based on the handbook, but they can use the appropriate strategy that more interesting for the students.

2. For the students

    In speaking class, the students are shy and nervous when speak in front of the other students, and afraid in making mistake. The teacher can use carousel strategy to solve the problems. With implementing carousel strategy, the students hopefully can practice speaking more.

3. For other researcher

    It can be said that carousel strategy can improve the students' speaking skill and also the classroom situation more active and

cooperative. The result of the researcher is expected to be able to encourage other researchers who interested in conducting researcher dealing with carousel strategy; it is suggested to use it as a starting point. However, it must be developed with other condition that might be different and implement it in other skill, such as reading, writing and listening.
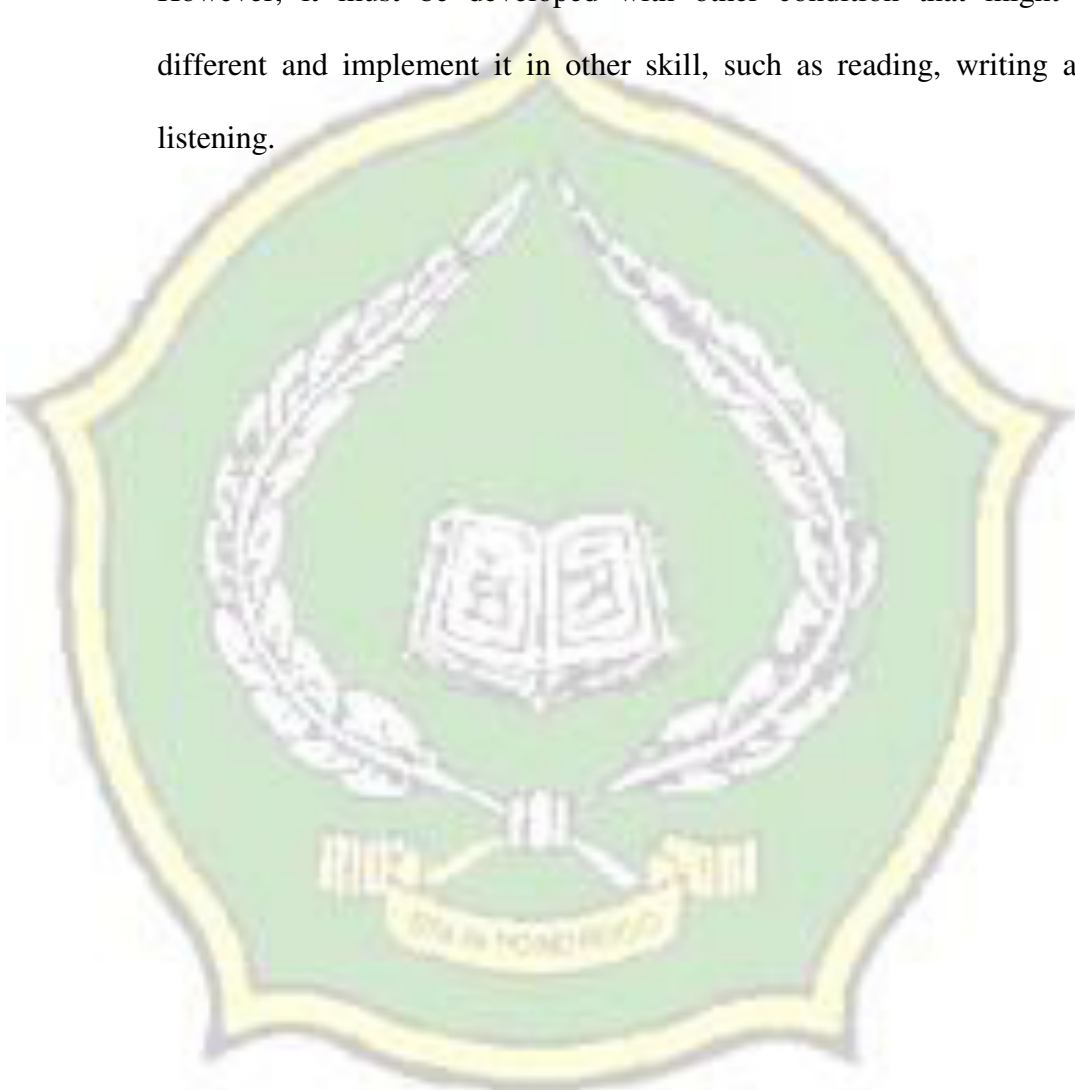
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