CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is an international language in the world, so it is important for people to learn the language. By learning English as a second language,students are expected to absorb and keep the students with the development of science ,technology,and art. From the four language skills namely,listening,speaking,readingand,writing, speaking is a very important skill because it is one of the abilities to carry out conversations in the language (Nunan,1998:39). By mastering speaking skill,the learners can carry out conversation with others,give ideas and change the information with interlocutor.

From observations that would be done by the researcher, lack of student's speaking skill. Their lack of vocabulary, correct grammar,in addition to unaccetable pronunciation made them unable to say something during the speaking class. Related to the competence of the students speaking skill, there were some indicators which showed that they did not speak accurately and fluently. First, in English class, they rarely answered the question given by the teacher orally. Second,they also spoke with a lot of long pauses. Third,they got difficulties to find the appropriate words to create a sentence or expression. Fourth,in grammatical item when the teacher explained narrative text, when she asked the past form of the words find and bring.the students did not understand. In addition the root of the problem is lack of practice. Students rarely get enough practice in speaking. Other indicators were shownin the classroom atmosphere during the teaching learning process, the students were not enthusiastic and interested in joining teaching activities. Only a few students had great willingness to speak up voluntarily.

It can be concluded that speaking is a process which demands fluency and accuracy. Speaking fluency can be summarized as the ability to express one self with the automatic usage of units and patterns of language accurately and by considering the speed of handling utterances appropriately; while speaking accucary is the use of language by controlling the language system which consists of grammar, vocabulary, and phonology exactly. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English 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.

Teaching speaking is hard work, especially in teenagers class. The personalities of students play a large role in determining how quickly and correctly they will accomplish the goal. Based on the researcher observation during PPL in SMPN 1 PANCURBATU, the students less on speaking english. For example when the teacher said english word ''scene /si:n/, but the students' speak it with /skin:n/ do not speak it correctly. Based on the truth English spoken. Beside it they lack of vocabulary so they can not speak the word correctly and the spoken that they produce get mistakes. And their fluency in speaking still low, almost 70% the students still low in pronounce word by word.

1.2 The Problem of The Study

From identification and limitation of the problem above, the problem is formulated as follows: "Does Talking Ball Game improve students' speaking Ability?"

1.3 The Objectives of the Study

The objective of the research is to find out if Talking Ball Game can improve students' speaking Ability.

1.4 The Scope of the Study

The scope is limited for the students Grade Eight Junior High School to four of Speaking Skill namely Fluency, Grammar, Vocabulary, Pronunciation according to (Nunan,1998:39) and the researcher uses this Talking Ball Game so that the students will not get bored and consenquently the teaching and learning process can run well and the objectives can be achieved.

1.5 The Significances of the Study

There are some advantages that can be taken from this research. The following presents some possible ways :.

1. Theoretical Significances

   1) Theoretically, this study will be a new perspective in teaching speaking.

   2) Teacher Giving general knowledge of the way to improve the student's speaking Skill by using the Talking Ball Game.

2. Pratical Significances

   1) For the teacher, the result of this research is expected to provide them with an alternative technique to teach speaking it is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

   2) For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

3) For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, theories are needed to explain all the learning used in this study which will take from many sources to avoid misunderstanding between the researcher and readers. In other words, the following is considered to be important to discuss for clarifying the concepts use or will be discuss so that the readers will get point clearly.

2.2 Speaking

When students are asked to use the spoken language in the classroom, they are required to take part in the processes that do not only involve knowledge of target forms and functions, but also a general knowledge of the interaction between speaker and the listener in order that meanings are made clear. Because of oral communication involves the negotiation of meaning between two or more person, it is always related to the context in which it occurs. And speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and english language teachers have continued to teach speaking just as a repetition of drills of memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communivative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumtance.

According to Nunan in Rahmawati (1999 :202) that ''speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary,and mastering structual and or grammatical grammar''. According to Syakur in Yunanda (1987:5)''Speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency''. According to Gower, Philips and Walters (1995 :99) said that speaking has two different aspect. They are"accuracy and fluency".

1. Speaking fluency can summarized as the ability to express oneself with the automatic usage of units and patterns of language accurately and by considering the speed of handling utterances appropriately.

2. Speaking accuracy is the use of language by controlling the language system which system which consists of grammar, vocabulary, and phonology exactly.

Actually, people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make relationship in society. Johnson said in Burns (1996:55) Speaking is complex because speakers are involved in a rapid and dynamic process inccurring "a high element of doing various things at the same time". And based on the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills and such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking,especially in a foreign language,is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language, everyone needs to pay attention to precise details of language and needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

2.3 Ability

Ability is a direct reflection of personal competence and cannot be changed by the individual. Stephen P.Robbins (2009 : 57) refers to ability is the capacity of an individual to perform various tasks in a job. According to Stephen P.Robbins (2009:57-61) states that there are two types of abilities, intellectual abilities and physical abilities, which organizations look for employes to have to depend on the job requirements.

1. Intellectual ability

   Intellectual ability is the capacity to do mental activities-thinking and resoning and problem-solving. It commonly refers to the ability measured by performance on an intelligence test. It is also sometimes used in the context of discussing the performance of someone in an academic or real word setting. The seven most prequently cited

dimensions making up intellectual abilities are number attitude, verbal comprehension, perceptual speed, induvtive reasoning and memory.

2. Physical ability

Physical ability is the capacity to do tasks that demand stamina, desired, strength and similar characteristics. It can identify individuals who are physically able to perform the essentials function of a job without risking injury to others.

2.3.1 Speaking Ability

Speaking ability is one of the four language skills (listening, speaking, reading and writing) that must be mastered in learning language foreign language. According to Bygate in Burns (2001:242) "Speaking ability is important for many second language learners, however, the teaching of this skill is problematic for many teachers because of the complexity of spoken interaction and a lack of consensus about what principled approaches should be adopted to teach speaking''. Speaking is one of the four abilities in the language activities.It is important to convey in the communication. Below there are four broad categories of core speaking skills :

1. Pronunciation

    Pronunciation Skill is learners can articulate and blend the sounds of the language''.

2. Speech Function

    According Speech functions is learners to perform a communicative function or speech (permission),expressing (agreement),explaining (reasons), giving (instructions), offering (advice) or describing (setting),while interactions management is to do with regulating speech during interactions .

3. Interraction

Interaction is learners to some extent with speech function skills, they have a spesific regulatory purpose in enabling speakers to create,negotiate, and re-direct.

4. Discourse Organization

Discourse organization is relate to the ability to manage the unfolding of the interaction,including being able to anticipate how particular genres and sub-genres are structured and patterned.

Based on the explanation above the researcher can conclude that someone who wants to speak a foreign language has to know the rules of that language,like grammar,vocabulary,pronunciation,and word-formation. And to apply them property in communication.

2.3.2 Types of Speaking

There are five basic types of speaking (Brown and Abeywicrama in Rahmawati 2010:184-185) propose five types of speaking :

1. Imitative

This type of speaking requires the test takers to copy a word,phrase,or a sentence.Pronunciation is the main aspect of the assesment although grammar also takes part as the scoring criteria.What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information,and then reproduce it orally without having to add extra explanation.What comes out from them is sosely the information.

2. Intensive

Unlike imitative,intensive speaking does not emphasize on pronunciation or phonological aspect.Understanding meaning is needed to respond certain tasks but the interaction with

the counter part in minimal.The activity sample is reading aloud,sentece and dialogue completion.

3. Responsive

Authenticity in a conversation is important.Therefore,the speaker is stimulated to speak promptly. To response a short conversation,making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking.The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking involves a wide range of speech production.also,the speaker will need to interact with the counter speakers,which could be answering question,making discussion.it can be said that extensive speaking is the ultimate speaking skill that requires strong language component.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students are ready and prepared for the activity, they can use the language appropriately.

2.3.3 The Aspect of Speaking

There are some essential aspects of language which must be mastered by people.According to Nunan in Rahmawati (1999:202) Some speaking skill namely pronunciation,vocabulary, fluency and Grammar.

1. Grammar

   Test takers are assessed on how to control its usage within sentences,to contruct,to use it appropriately and accurately and to avoid grammatical errors in speaking.

2. Vocabulary

   The range,precision,and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3. Fluency

   The language fluency indicates that the production of speech in a conversation is well delivered.Have confidence in delivering the speech and able to responds spesific theme without many hesitation in choosing words.

4. Pronunciation

   Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria .

   Everybody who wants to speak english well,she/he has to know the ways of speaking English.Speaking is really different from the other skills.In speaking students need to know about fluency,pronumciation,grammar and vocabulary.

2.4 Games

Games is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuniration, and from art, which is more often an expression of aesthetic or ideological elements. According to Hadfield (1996:4) in Yunanda ''a game is an activity with rules,a goal and an ele ment of fun.Hadfield also said that there are two kinds of games:competitive games and co-operative

games''.A competitive game is games in which the player or teams race to be the first to reach the goal.And co-operative game is games in which players or teams work together towards a common goal.

In communicative language games are also as a tool for teacher to predict the area of difficulty in teaching and learning process and games use many kinds of technique the important reason for using games is simply that they are immesely enjoyable for both teacher and student. According to Chen in Yunanda (2005:121) also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaninful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language.

2.4.1 The Communication Games

Communication games important for some people and communication games can make someone fun way for employees to learn helpful methods throught team interaction. According to Byrne and Rixon (1982:.8) ''communication games are played in pairs or in groups rather than in rigidly divided 'teams'. This increases the opportunities for talk and the need for students to listen to each other''. Direct interaction among students is the aim, rather than between teacher and students with the teacher mediating the students' attempts at communication. Most games are so designed that they can be used on a self-access basis, with clear instructions attached to each activity.

According to Harmer (2001:12) says that ''games are designed to provoke communication between students frequently depend on an information so that one studest has to talk to a partner in order to solve puzzle, draw a picture (Decribe and draw), put things in the right order (describe or arrange) or find similirities and differences between pictures''.

Television and Radio games, imported into the classroom, often provide good fluency activities, as the following examples demonstrate. In the twenty questions the chair person thinks of an object and tells a team that the object is either animal,vegetable,or mineral or a combination of two or three of these.The teams has to find out what the object is asking only yes or no questions such as *can you use it in the kitchen ? or is biggesr than a person?* They get points if they guess the answer of twenty questions or less.

In other games different tricks or devices are used to make fluent speaking amusing.in for example,two students speak but at a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases,question and sentences.They have to incorporate these into the conversation straight away.

2.5 Talking Ball Game

One of the techniques to be used in teaching speaking is Talking Ball Game.TBG is able to improve their speaking means teaching speaking with the support of ball.In Talking Ball Game any some speaking skills there are :

1. Firstly Talking Ball Game improves student's Fluency
2. Secondly Talking Ball Game improves student's Grammar
3. Thirdly Talking Ball Game improves stiudent's Pronunciation
4. Fourthly Talking Ball Game improves student's Vocabulary.

According to Byrne (1997:124) in Yunanda says that ''Games can be used to provide new context for rapid and enjoyable repetition in many key language areas such as tenses or sets of

lexical items on which learners need a massive amount of practice,both for initial and periodic revision''. In Talking Ball Game we can value ability speaking like pronunciation, vocabulary, fluency, grammar and able make students fun in the games.It is very important for students.According to Chen (2005:1) in Yunanda that by games, students have the opportunity to use language after learning new vocabulary. And Talking Ball Game is also able to improve the situation in class.In the teaching and learning process,the students took participation when implementing TBG in learning Speaking. The use of Talking Ball Game:

1. It's fun and motivating

2. Quieter students to get the chance to express themselves in a more forthright way.

3. The world of the classroom is broadened to include the outside world-thusoffering a much wider range of language opportunities.

Based of explanation above that games TBG it is very important to students and can make a students know what to do a games.TBG can make the students enjoyable and fun.And they are keep spirit in doing activities.TBG also can value about vocabulary,grammar,fluency and pronunciation.

2.6. Previous of Research

The use language games in teaching speaking has been investigated by some previous researchers, especially for the purpose of improving the speaking skills of the students. English is an international language in the world, so it is important for people to learn the language. By learning English as a second language, students are expected to absorb and keep the students with the development of science ,technology, and art. Of the four language skills, namely; listening, speaking, reading and writing, speaking is a very important skill because it is one of

the abilities to carry out conversations in the language (Nunan,1998:39). By mastering speaking skill, the learners can carry out conversation with others,give ideas and change the information with interlocutor.

The first previous study was conducted by Shinta (2010-2011) in tittle *Improving student speaking skill through Talking Ball Game*. The researcher conducted her research using Talking Ball Game this games can made the teaching learning process become enjoynable and fun and their courage improved and using based on the journal using talking Ball Game is able to improve the students speaking skill and make the atsmophere of the class become more alive. The similarities of this research with my research is improving students speaking skill by using talking ball game. But the difference is the writer will do this research in SMP N 1 Pancur Batu.

The second previous research was conducted by Rahayu (2008) in tittle *Speaking English Through Good Morning Ball Game*. The researcher conducted her research with journal using Good Morning Ball Game. This games can make the class become lively and fun and of course it will make the students enjoy to learn and do not easily get bored.they will be easy to remember what they have learned too. Using Good Morning Ball Game. Good Morning Ball Game in activating Junior High School students to speak English also can help Elementary School students to improve their pronunciation. The similarities of this research with my research is speaking English by using Ball game. But the difference is the writer will do this research in Elementary school. The writer will use the result of this research as the reference to conduct the research of the writer.
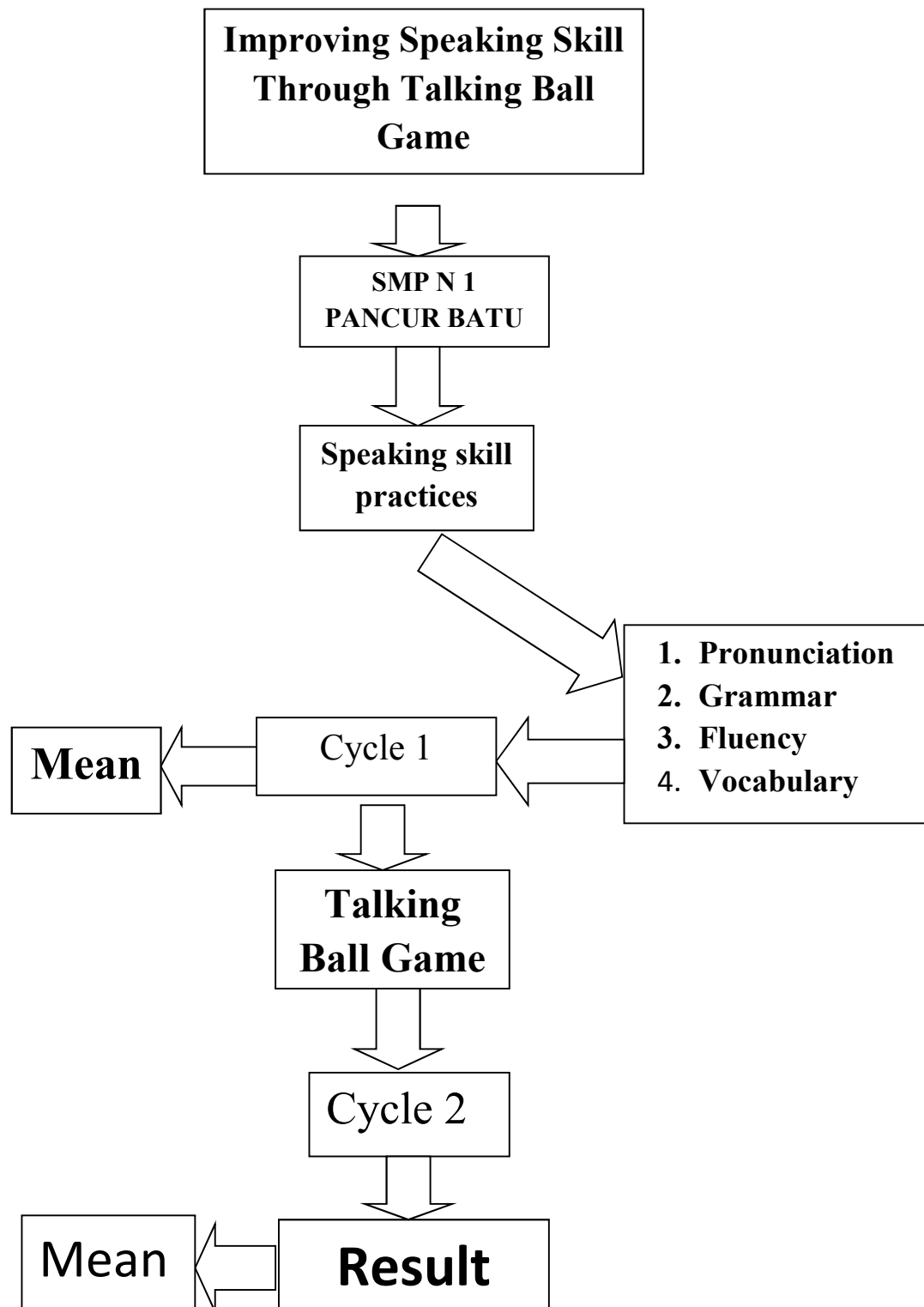
The third previous research was conducted by Utaminingsih (2013) in title *Speaking Skill through Board Game.* The research was conducted her research with journal using board game. This games can make the class enjoy to learn. Board Games in activating senior high school and

the students improve their pronounciation,grammar, fluency and vocabulary The similiraties of this research with my research is using the data qualitative and quntitative.But difference is the writer will do this research in SMA Negeri 1 Grabag.

2.7 Conceptual Framework

Communication is an essential need for human being. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life. However, as mentioned in the previous chapter, Grade VIII students of SMPN 1 PANCUR BATU faced several problems related to their speaking skill. The students were lack in pronunciation and fluency in speaking English, the opportunity to speak English, and teaching activity in the class. The students lacked speaking activities. Consequently, they were shy and afraid of making mistakes. They also had low vocabulary mastery so they had difficulties in expressing meanings in English. In addition, they were not familiar with English pronunciation so they often mispronounced the words. The class activity was not interesting. So, they were bored during the teaching and learning process and most of them just chatted with their friend in Bahasa Indonesia. Therefore, the researcher wanted to overcome the problems by using the Talking Ball Game in the speaking class. The Talking Ball game was chosen because it was fun and enjoying. It could be applied in the practice and production phase. The students would get more opportunity to explore their speaking skill. They had to speak with their friends in pairs using ball and expressions. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way so it would

help them to improve their communicative competence. Besides, this media also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking.

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┌─────────────────────────────┐
│   Improving Speaking Skill  │
│    Through Talking Ball     │
│            Game             │
└─────────────────────────────┘
              │
              ▼
      ┌───────────────┐
      │    SMP N 1     │
      │  PANCUR BATU   │
      └───────────────┘
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      ┌───────────────┐
      │ Speaking skill │
      │   practices    │
      └───────────────┘
              │
              ▼
                    ┌─────────────────┐
                    │ 1. Pronunciation│
┌──────┐  ┌────────┐│ 2. Grammar      │
│ Mean │◄─│ Cycle 1│◄│ 3. Fluency      │
└──────┘  └────────┘│ 4. Vocabulary   │
              │     └─────────────────┘
              ▼
        ┌──────────┐
        │ Talking  │
        │Ball Game │
        └──────────┘
              │
              ▼
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        │ Cycle 2  │
        └──────────┘
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              ▼
┌──────┐  ┌──────────┐
│ Mean │◄─│  Result  │
└──────┘  └──────────┘
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Figure 1 : The Concept Framework Improving Speaking Skill Throught Talking Ball Game of Manurung Sartika (2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research will be conducted by applying Classroom Action Research (CAR).According to Wallace (1998:16) stated that action research involves the collection and analysis of data related some aspect of our professional practice. Class Action Research is an action research conducted by teachers in the classroom. Class Action is a research aimed to improve the quality of learning practice that focus on the process of teaching and learning in the class. Classroom action research is one strategies for solving problem which use real action and analyze every influence from the situation.

3.2 Population

Population and sample are important elements in research. Population is total member of the research respondent (Arikunto,2006:130). In this research,the population is the entire of the first grade students SMPN 1 PANCURBATU in the academic year of 2019/2020.

3.3 Sample

According to Arikunto (2010:174), sample is some of the representative of population which is going to be observed. Because having the small total number of students,this research applies total sampling by determining 16 students as the sample.

3.4 The Instrument of Data Collections

The data the writer will be used qualitative and quantitative. Where qualitative data were collected from observation, questionnaire, voice record and photographs. While the quantitative data was collected from the students' speaking score from test (pre-test, post-test 1, post-test 2)

1. Observation sheet

    Class Observation will be done to monitor the teaching and learning process in the class. During the observation, the researcher collected the data by observing the class situation. It will be recorded in the form observation checklist, field notes and photograph.The observation checklist will be used to obtain information about implementation of the planning and the procedures of the actions. It will also be used to gather data about the student's activity during the teaching and learning process. In addition field notes were used to record facts which cannot be put in the observation forms. The photograph will be used to record facts in a picture.

2. Questionnaire sheet

    The writer knows the respond and perception of the students. It is   the students in the last test. The writer will be given questionnaire sheet whole above the lesson. The writer giving 8 questions in the post test to know how far the students' ability in speaking whole brain teaching method it is make to know how far the students respond and perception the lesson.

3. Test

    In this research. The researcher also was used an achievement test to measure   the students' narrative reading skil. The test was used is multiple choice test in   for   of   using talking ball game (TBG).

3.5 The Design and procedures of the Classroom Action Research (CAR)

The procedure of teaching and learning to this research is divided into two cycles. Each cycle contained four steps they were planning, acting, observing and reflecting in the first meeting before conducting the cycles in order to get the situation the teaching learning in class and information of the students listening comprehension and there was also test in the end each cycle. To support the reflections the writer add the evaluating phase in each cycle.
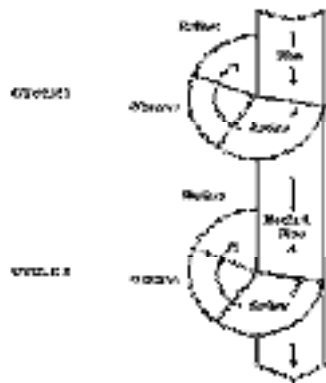

Figure 1

Source :Kemmis,S. And Mc Taggart (1992 : 2)

3.5.1 Cycle 1

In this study, cycle one is to get the background situation of the teaching learning process in the class to consist of meeting. The procedure of the first cycle will be seen as follow :

1. Planning

Planning is arrangement for doing something. In planning it is considering everything that is related to the action done and also preparing everything that is need in teaching and learning process. Many activities that will be done in planning, they are :

1) Preparing the lesson plan

2) Preparing all material that use in this cycle

3) Preparing the teaching facilities

4) Preparing research instruments

2. Action

Action is a process of doing things. It is the implementation of planning. The researcher will be plexible and welcome to the situation change in school. The researcher do everything that will planning. In this step, students make a group work in this group only three persons. Technique is complement in teaching speaking skill through. Talking Ball Game. The procedures of the action are :

1) The teacher will divide the students into group.

2) The teacher will introduce the topic to the students about speaking skill through Talking Ball Game.

3) The teacher will explains the rules for the Talking Ball Game.

4) The teacher will make each group representative takes a ball that has been provided by the teacher ,the questions.

5) The teacher will make each group discusses questions in the ball.

6) The teacher will prepares a paper that contains answer.

7) The teacher will make each group looks for the answer in boxes containing random letters.

8) The teacher will make the group that already knows the answer immediately cross out the words in the boxes.

9) After all the groups have crossed out the answers each must present the results of the discussion according to the answer they got.

3. Observation

Writer observed the entire situation or the condition that happened during the process of teaching and learning. Beside that, the writer wiil be observed the teaching method that is used by the writer in order to give the comprehension and improve the result of students learning to the material given ,and all the activities while give the action.In this research, the observation focused on :

1) The situation of teaching learning process.

2) Students activities.

3) Student's ability present the result their discussion

4) The interaction between researcher and students.

4. Reflection

Reflection is feedback process from the action that is doing previously.It is very necessary to help the writer make decision for what has done. The writer took the feedback of teaching and learning process from the result of the observation.

3.5.2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, The process in the cycle II is the same with first cycle, with of course more skill speaking through Talking Ball Game. Cycle II is done if there is insignificant improvement of student's skill speaking through Talking Ball Game.

3.6 The Scoring Sample

According to Fulche (2003 :23) there are four elements of speaking that use to asses students' speaking ability, there are pronunciation, vocabulary, grammar, fluency.

Table 3.1

No	Indicator	Criteria	Score
1.	Fluency	1. Students' utterance was hesitant and incomplete	1
		2. Students made long pauses and too much fillers	2
		3. Speaking generally at normal speed	3
		4. Varying speed to convey intended meanings and feelings	4
2.	Grammar	1. Students made occasional grammar slips and sometimes unable to sustain coherence in longer utterances.	1
		2. Making many grammatical errors which obscure meaning	2
		3. Making some grammatical errors which obscure meaning	3
		4. Making few grammatical errors which do not interfere with the message	4

3.	Vocabulary	1. Using very limited vocabulary to express ideas and feelings	1
		2. Using basic vocabulary to express ideas and feelings	2 3
		3. Using vocabulary sufficient to express and feelings	4
		4. Using more varied vocabulary to express ideas and feelings	
4.	Pronunciation	1. Pronouncing familiar and simple words incorrectly and incomprehensibly	1
		2. Pronouncing familiar and simple words incorrectly but comprehensibly	2
		3. Pronouncing familiar and simple words correctly and comprehensibly	3
		4. Pronouncing for both familiar and some unfamiliar words correctly and comprehensibly	4

3.7 The Technique of Data Analysis

The study applied qualitative and quantitative data. The qualitative data as gathered by using questionnaire. The qualitative data was used to describe data which were not amenable to being counted or measured in an objective way, and are therefore subjective (Wallace,1998:38).

Quantitative data used to analyze the score of students. Quantitative data was broadly used to describe what can be counted or measured and could therefore be considered objective (Wallance,1998:38). There were are some steps in doing the data analysis :

1. Collecting the data from the students score

2. Comparing the score between cycle 1 and cycle 2

3. Calculating the percentage of the students' score

Below was the formula to know the mean of students' score as assesment

$$x = \frac{\sum X}{N} \text{x } 100$$

Where :

X   = The mean of the student

$\sum X$ =The total score

N   =The number of the students

Then, to find the class percentageof students score who pased the criterion minimum of completeness (KKM), the writer would used the formula below :

Where : P = The percentage of sstudents who get the point 70

R = The number of the student who get the point 70

T = The total number of students who the test

3.8 The Procedure of Analyzing the Data

There were are some procedures that in analyzing the data of this research :

1. Collecting the data from both quantitative and qualitative

2. Analyzing the data

3. Finding the result of the analysis

4. Concluding the study