INCREASING THE STUDENTS' SPEAKING ABILITY BY USING

LEARN TO SPEAK ENGLISH 9.0 PROGRAM

(An Experimental Study at the Second Grade Students of SMPN 6 Moncongloe in

the Academy Year of 2014/2015)

A Thesis

Submitted to the Faculty of Teacher Training and Education Makassar

Muhammadiyah University in Part Fulfillment Of the Requirement

For the Degree of Education In English Department

SATRIANI TAHA
10535 4541 10

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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LEMBAR PENGESAHAN

Skripsi atas nama **Satriani Taha**, nim **10535 4541 10** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 030 Tahun 1436 H/2015 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **25 April 2015**

22 April 2015 M

Makassar, ------------------------------

03 Rajab 1436 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Irwan Akib, M.Pd

Ketua : Dr. Andi Sukri Syamsuri, M.Hum (...............)

Sekretaris : Khaeruddin, S.Pd., M.Pd (...............)

Penguji :

1. Sulfasyah, MA., Ph.D (...............)

2. Awalia Azis, S.Pd., M.Pd (...............)

3. Dr. Abd Muin, M.Hum (...............)

4. Yassir Mallapiang, SS., M.Hum (...............)

Disahkan Oleh :
Dekan FKIP Unismuh Makassar

Dr. Andi Sukri Syamsuri, M.Hum
NBM: 858 625

Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : Increasing the Students' Speaking Skill by Using Learn to Speak English 9.0 Program at the Second Grade of SMPN 6 Moncongloe Maros

Name : Satriani Taha

Reg.Number : 10535 4541 10

Program : English Education Department Strata 1 (S1)

Faculty : Faculty of Teacher Training and Education

Makassar, 27 April 2015

Approved by:

Consultant I

Dr. Abd Muin,M.Hum

Consultant II

Nurdevi Bte Abdul,S.Pd.,M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Dr. A. Sukri Syamsuri, M.Hum.
NBM: 858 625

Head of English
Education Department

Erwin Akib, S.Pd., M.Pd
NBM: 860 934

ABSTRACT

SATRIANI TAHA, 2015. Incraesing the Students' Speaking Skill by Using Learn to Speak English 9.0 program *(An Experimental Study at the Second Grade Students of SMPN 6 Moncongloe Maros)*, under the thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, adviced by Abd.Muin and Nurdevi Bte. Abdul.

This research aimed to find out the increasing of students' speaking accuracy by using Learn to Speak English 9.0 Program at SMPN 6 Moncongloe and find out the increasing pf students; spaeking fluency by using Learn to Speak English 9.0 Program at SMPN 6 Moncongloe. A quasi experimental design was employed with two classes of the second graders at one school in Makassar selected purposively as sample. The data were obtained through a pre-test and a post-test. The speaking assessment was adopted from Layman (1972: 219) covering fluency (smoothness) and Accuracy (pronuncaition). The findings were analyzed statistically using independent t-test procedure.

The research findings indicated that the use of Laern to Speak English 9.0 Program could improve the students' speaking skill on smoothness and pronunciation in writing recount composition. It was proved by the students' mean score of experimental class on fluency (smoothness) and accuracy (pronunciation) in pre-test were (5.07) and (5.6) and in post-test were (8) and (8).While the mean score of control class in pre-test were (5.02) and (6.3) and in post-test were (5.1) and (6.8). The findings of this research shows that the value of t-test in the posttest is higher than t table (7.5 > 2,09). It meant that there was significant difference of the students' speaking skill on fluency and accuracy before and after being taught using Learn to Speak English 9.0 Program at the Second Grade of SMPN 6 Moncongloe Maros.

The statistical computation showed that Learn c was likely effective in increasing the students' speaking ability on fluency and accuracy at the second grade students of SMPN 6 Moncongloe Maros.

Key words: Learn to Speak English 9.0 Program, Fluency, Accuracy, Spaking Ability.

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الرحيم الرحمن الله بسم

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Finally, the writer realized that this thesis still have not been prefect yet and still need more suggestions and critics, thus more improvements for this thesis are strongly needed.

Hopefully, this thesis would be useful for many people who need it.

may almighty, Allah SWT bless us all now and forever, *Amin.*

Makassar, February 2015

SATRIANI TAHA

CHAPTER I

INTRODUCTION

A. Background

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore, students need to understand and to use English to improve their confidence to face global competition. There are four basic skills in English namely, reading, writing, listening and speaking skill that every human being to needs to interact or get information to another.

Speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express her thought through the language. Widdowson (1985:57) states that speaking is a means of oral communication that gives information that involves two elements, namely the speaker who gives the message and the listener who receives the message. Speaking English is one of ways of finding information through oral communication in the world. Fulmer (1983:86) states that at least two people are needed in communication, must be clear, complete, and concrete. So, that the message can be sent by the user. The person who knows and understands English well can easily communicate with other people all over in the world because English is an international language and can make the person get a job, spread

news and social transact his business. In this study, the researcher focuses in teaching speaking. In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information.

As we know, there are many Junior High Schools which still use conventional media in learning speaking. SMP Negeri 6 Moncongloe, as one who has had a high school laboratory (LAB) computer equipped with internet facility that can be used by students during school hours or during a break in progress .The teacher should consider the effectiveness of using technology in teaching and learning prosses.Ruddell in Sriwahyuni (2010 : 3) points out that as a language teachers we have to be interested in communication prosses.In connection with this, the researchers are interested in trying to use Learnt to Speak English program as a learning media in teaching English to improve students'speaking skill in class VIII 1st semester, SMP Negeri 6 Moncongloe.

In the last decade, the use of computers has developed rapidly throughout the world. According Pennington in Julia (2002:3) for educational purposes, computers play a crucial role where they function as an added tool or resource, as a model or a real-world phenomenon or system, and as a training environment to prepare users for real-world tasks and experiences. With respect to second/foreign language teaching and learning, Computer-Assisted Language Learning (CALL) defined as the search for and study of applications of the

computer in language teaching and learning (Levy, 1997). Nowadays, the CALL environment becomes an ideal media for learners to practice interaction. The computers, accompanying software packages and network have been used in a number of ways to assist language learning.

There are many Computer-Assisted Language Learning's software, one of these is Learn to Speak English 9.0 Software that can be used in teaching English especially speaking. Learn to Speak English 9.0 is a comprehensive computer program that builds all-around fluency and accuracy in a foreign language, from speaking and understanding to and writing. This version contains of building skills through practice and review utilizing, extensive lessons, exercises, and drills. Through visual, auditory, and interactive participation, this program provides educational content in an all-encompassing format combining video, audio and textbook. In this modern era there are many media that teacher can use to increasing student speaking skill like computer program. We can get the program in internet or buy in program computer store, Learn to Speak English 9.0 is one kind of computer program that can use to teach speaking.

Based on the explanation above the writer carry out title " Increasing Students' Speaking Skill by Using Learn to Speak English 9.0 program.

B. Problem Statements

In relation to the background previous, the researcher formulated research questions as follows:

1. How is the increasing of students' speaking accuracy by using Learn to Speak English 9.0 program at SMPN. 6 Moncongloe Maros?

2. How is the increasing of students' speaking fluency by using Learn to Speak English 9.0 program at SMPN.6 Moncongloe Maros?

C. Objectives of the Research

Based on the problem statement, the objectives of this research were to find out:

1. To explain is the increasing of students' speaking accuracy by using Learn to Speak English 9.0 program at SMPN. 6 Moncongloe Maros?

2. To explain the increasing Soft students' speaking fluency by using Learn to Speak English 9.0 program at SMPN.6 Moncongloe Maros?

D. Significance of the Research

This research expected to be useful information for many people in learning process, such as:

1. For teacher, this research expected to add information of teaching in the class and to encourage their teaching especially for teaching English.

2. For the students, research is expected to increase the students' achievement in learning English and make them to learn English.

3. For the research, this research is expected information or contribution to other research especially in classroom experimental research.

E. Scope of the Research

      This research was limited on the application of Learn to Speak English 9.0 (LSE 9.0) program in increasing the students' speaking accuracy which was focused on (pronunciation) and fluency which was focused on (smoothness) at second grade of SMPN. 6 Moncongloe Maros.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related, some pertinent ideas, and theoretical framework.

A. Previous Findings

Many researchers have been reported to expose identification of the students' speaking ability in learning process more successful, some of their findings are as follows:

Husain (2005) in his thesis, "The effectiveness of Using Computer in Teaching Integrated Language Skills." He found that the students' attitude toward learning English by using computer was favorable it means that the students had favorable. Moreover, the students' motivation in learning English by using was strong. It means that the students had strong motivation level of classification. And there is a significant difference of the students' achievement on language integrated skills who were though by using computer between the students' achievement who were though without using computer. Therefore the researcher stated that the use of computer in teaching integrated skill is more effective and better that teaching without using computer. And also computer can motivate students in learning English since they had favorable attitude toward learning English by using computer as a media.

Miyao (2002) in her thesis " Project-besed writing activities using students' computer skill." By working on the different writing projects using

different software and multimedia technology, the teacher can understand how to use technology in language teaching and learning on trial an error basis. Furthermore, while engaging in such projects promoting autonomous learning for students; both the teacher and students will be able to learn a great deal in language learning as well as computer technology in language learning classrooms to create an optimal learning environment for students.

Sriwahyuni (2010) in her thesis "Using Computer Assited Language Learning (CALL) in Teaching Reading". Teaching and learning with applications of the computer can motivate students' interest toward the subject. Besides that, it has some advantages such as: it can be obtained somewhere and it inexpensive.

Nasrullah (2010) in his thesis "Improving the Students' Speaking Accuracy through "Lse 9.0 Software Version". The application of LSE 9.0 Software Version can improve the students speaking accuracy dealing with grammar and vocabulary at the first year elecrtic students' of SMK Negeri 1 Pattallassang Gowa in 2011/2012 academic year.

All previous findings about have similar topic used by the researcher as guidelines to conduct the research about improving students' speaking ability through computer program. But in this research, the researcher wants to improve students speaking ability by using Learnt to Speak English 9.0 program especially for the second grade students at SMPN. 6 Moncongloe.

B. Some Pertinent Ideas

1. Speaking

   a. Definition of Speaking

   Speaking is one of the most difficult aspects of language because the ability to speak involves specific skill such as the use of pronunciation, structure of sentence, grammar and vocabulary. Widdowson (1985:17) states that factors influencing the students' speaking skill are vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self-confidence, and situation.

   Speaking is the performance to process by human being to produce their ideas and thought into spoken form, and it is refer as productive performances. To promote the speaking performance as one of production performances or the interactive performances, a speaker when conveying sentences or utterance should be intelligible and meaningful. He/she speak at an intelligible flow of speech in order to be understand by opposite speaker or the listener.

   Therefore, he/she should know to differentiate the sounds in English words, rules in constructing English sentences and appropriate selection of English word in sentences or utterances as the accuracy of English use and accordingly effective communication. At the same time, she should speak out the words smoothly as like the native speakers speaking speed and rhythm in everyday context.

Speaking proficiency is known as oral skill that play essential role in human interaction and communication when people communicate their ideas and feeling to others. Widdowson in Saenab (2007:7) describes that to deal so far with the concept of oral skills, there are definitions given by Linguistic as the following:

1) Oral skill is what people say, how to say it, and where that speakers and listeners are, to express what they are feeling at the moment and the listening and understanding in other to give response.

2) When the teacher tells a story to the students in learning and teaching process in the classroom. It is the reality of oral skill. In this case, they focused on what the teacher says, what they have in their mind and the students as listener keep listening to it.

3) Oral skill is the language expressed from mouth. He continuous that when the students or language users are involved in conversation activities.

b. The Nature of Speaking

Fulcher (2003:23) states that speaking is the verbal use of language to communicate with others. Furthermore Teasol (in Tahir 2007:13) asserts that oral skill is the language expressed from mouth. He continuous that when the students or language users in conversation activities. While Byrne (1976:8) states that oral communication is two ways process between the speaker and the listener and in values the productive skill as speaking and receptive skill as listening, so both speaker and listener are

active during the oral communication takes place. This means that a speaker may express his/her mind to the listener and the listeners later gives response related to the topic they talk about.

Harmer (1991:46-47) points out that when the people engaged in talking to each other, we can fairly sure that are doing so far a reason probably makes the following generalization:

1) He wants to speak general way to suggest that a speaker makes a definite decision address someone. Speaking may be forced on him in some way but we can still say that he wants or intends to speak, otherwise he will keep silent.

2) He has some communicative purposes that speaker say things because they want something to happen as a result of what they say.

3) He selects his language store: the speaker has an infinitive capacity to increase new sentence if he is native speaker.

In relation with the statements above speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

Briefly, speaking performance refers to a students' skill to produce spoken language both accurately and fluently. Accuracy and fluency are emphasized in speaking in order to have more effective communication, meaningful and understandable by other. The description on speaking accuracy and fluency will be explained in the following details:

1) Accuracy

Brown (2001:142) argues that accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Marcel in Nursyamsi (2010 :11) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

1. Pronunciation

It is the manner of pronunciation something articulate utterance (Webster: 1989). Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation Wilkins in Ira (2004:06). Pronunciation, intonation and stressed are learned by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

Brown (2000:283), pronunciation was a key to gaining full communicative competence. Harmer (1990:184), pronunciation teaching not only makes the students aware of different sounds and what sound features (what these mean), but can also improve their speaking immeasurably. Some pronunciation features are more important than the others. Some sound and stressing words and phrase

correctly is vital if emphasis is to be given to the important parts of message and if words are to be understood correctly. Intonation, the ability to vary the pitch and tune of speech is an important meaning carrier too.

Harmer (1990:185), the key to successful pronunciation teaching, however is not much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken either on audio or videotape or from the teacher themselves. The more aware they are the greater the chance that their own intelligibility level will rise.

a) Sound

Harmer (1990: 29-31), words sentences are made up of sounds (or phonemes) which, on their own may not carry meaning, but which, in combination make words and phrase. Competent speakers of the language make these sounds by using various parts of the mouth such as the lip, the tongue, the teeth, and the alveolar ridge (the ridge behind the upper teeth), the plate, the velum (the flap soft tissue hanging at the back of the plate often called soft plate), and vocal cords (folds).

Furthermore, in Harmer (1990:187), we ask the students to focus on one particular sound. This allows us to demonstrate how it is made and show how it can be spelt. If the students seem to be having trouble with either of the sound. Gilbert (2008:8), the focus

of English instruction where sounds are organized. Instruction should concentrate on the way English speaker speakers depend on rhythm and melody to organize thought, high-light important words.

b) Stress

Harmer (1990: 32), stress in the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases. Stress in one syllable there is no problem; we know which one it is. A word with more than one syllable is more complex, however. We might stress the word export on the second syllable (exPORT) if we are using at as verb. But if, on the contrary, we stress the first syllable (EXport) the verb is noun. In multisyllable words there is often more than one stressed syllable. In such case we call the strongest force the primary stress and the weaker force the secondary stress.

Harmer (1990:191) Stress is important in individual words, in phrase, and in sentence. By shifting it around in a phrase or a sentence we can change emphasis or meaning. The stress in phrases changes depending upon what we want to say.

Gilbert (2008:15) the in the identification of stress is so important for communication in English, native speakers use a combination of signals to make clear which syllable is stressed;

these are loudness, contrastive vowel length, contrastive vowel clarity, and pitch change.

c) Intonation

Kenworthy (in Harmer 1990: 28), shows how intonation is used to put words and information in the foreground (by using high or wavering pitch), in the background (by using a lower pitch than normal), to signal ends and beginnings of conversations (we often know when someone has finished speaking because their voice drops in pitch. Just as their voice may start at a higher pitch than usual at beginning of their contribution), or to show whether a situation is 'open' or 'closed' (when we finish what we are saying at higher pitch than normal we leave other possibilities in the air whereas a falling pitch closes off what we have said from further discussion).

Furthermore, Harmer (1990: 28-29), intonation is also used to convey emotion, involvement, and empathy. Intonation is a way of modifying the strength or intention of what we are saying and show how certain we are about what we are saying and to indicate what respond we expect. Intonation is crucial in communicating meaning. Indeed, listeners frequently get the wrong message from intonation when foreign speakers use it in an idiosyncratic way. That because intonation tells us what someone means and how they

feel about it. We recognize the difference between making statement and asking question.

Harmer (1990:194) states that we need to draw the student's attention to the way we use changes in pitch to convey meaning, to reflect the thematic structure of what we are saying, and to convey mood. The simple way of doing this is to show how many different meanings can be squeezed out of just one word such us yes.

2. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind. Kenhill in Cangara (1992:8) again states that it is of words and phrases are usually alphabetically arranged and explained. Furthermore, Harmer (1991:159) classifies vocabulary into three types, they are:

1) Active vocabulary: The words are customarily used in speaking.

2) Reserve vocabulary: The words we know but we rarely use them in ordinary speech. We use them in writing letters and in increasing for synonyms.

3) Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them in either speech or writing. We just know them because we have seen it before.

In addition, Marcel in Chandra (2007:19) defines that someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech. While Good (1959:6) defines vocabulary either the content or the function words of language which are learnt so through so that they become part of child's understanding, spelling and later reading and writing. It also means words is having been heard or seen even though not produce by individual himself to communicate each other.

3. Grammar

Cook (1991:9-11) defines the types of grammar as in the following:

1. Perspective grammar that prescribes what people should say. It is the rules found in school-books; say the warnings against final preposition in sentence.

2. Traditional grammar concerns with labeling sentences with parts of speech. Analyzing sentences mean labeling the parts their names and giving rules that explain verbally how they may be concerned.

3. Structural grammar concern with how words go into phrases structure, which shows how some words go together in the sentences.

4. Grammar as knowledge, it refers to the native speakers' knowledge of language.

Simon and Schuster (1976:792) define grammar as in the following:

1. The study of language which deals with the forms and the structure of words (phonology) and with the customary arrangement in phrase and sentence (syntax).

2. The system of word structures and words arrangement of a given language at a given time.

3. The system of rules for speaking and writing a given language.

4. A book containing such rules.

5. Ones manner of speaking or writing. It has to be learnt because the valuable transmission in speech through the understanding of structural pattern.

2) Speaking fluency

According to Brown in Agussalim (2011:12) state that fluency is communicative language courses be an initial goal in language teaching. Fluency refers to able to speak to write smoothly, easy reading , to an easy

flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation.

Cunnigsworth (1987:32) state that fluency is the ability to use a language spontaneously and confidently and without undue pauses and hesitations.

According to Hornby in Nursyamsi (2010:11) stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

a. Self Confidence

Self confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other.

b. Contents

David in Zaenal (2011:12) states that oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

c. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

2. Overview of Learn to Speak English 9.0

Nhocnicolas (2009:6) Learn To Speak 9.0 delivers a program that personalizes your language-learning experience. Learn to Speaks Personalized Learning Technology (PLT) is a breakthrough learning approach that further enhances an already complete and comprehensive language-learning program. PLT focuses on improving your ability to learn specific areas of interest at your own pace using skill assessment, monitoring, customizable content, and a personalized study plan. Learn To Speak is a comprehensive computer program that builds all-around fluency in a foreign language, from speaking and understanding to reading and writing. This version of Learn To Speak contains progressive courses that place a strong emphasis on building skills through practice and review utilizing extensive lessons, exercises, and drills. Through visual, auditory, and interactive participation, this program provides educational content in an all-encompassing format combining video, audio, textbook, and online instruction.

The Content of Learn to Speak English Program:

1. The Home screen is where you begin your studies. The Tour walks you through and shows you how to get the best use from your Learn To Speak program. The program is designed to help you develop your conversational skills and improve your pronunciation skills.

2. In Pronunciation, you learn to pronounce vowels, consonants, and vowel and consonant combinations.

3. The Basics Course covers the basic words and expressions you need to start speaking immediately. You can practice your pronunciation and speaking skills through simulated conversations with native speakers.

4. The Extended Courses contain your primary language instruction. The in-depth courses are designed to help you develop your listening comprehension and conversation skills.

5. Internet Lessons allow you to extend your language learning beyond the scope of this program with additional downloadable lessons from our Learn To Speak World Wide Web site.

6. The Cultural Movies let you unwind, while you relax and become more familiar with the language and culture you are studying. Learn To Speak also includes the following features to enhance your studies, which are readily accessible at any time throughout the program.

7. The Dictionary incorporates all the vocabulary words from the program, including those from the Expanded Vocabulary and downloadable lessons.

8. The Grammar screen includes the grammar from all the courses.

9. Online connects you to your personal Study Plan, the online Study Group, or the Learn To Speak web site.

3. Conceptual Framework

The conceptual framework underlying this research can be designed as follows:

Chart 2.1

```
                    ┌──────────────┐
                    │   Speaking   │
                    └──────┬───────┘
                           │
                           ▼
              ┌──────────────────────────┐
              │ Learn to Speak English 9.0│
              │         Program           │
              └─────┬──────────────┬──────┘
                    │              │
           ▼        │              │        ▼
   ┌──────────────┐              ┌──────────────┐
   │   Fluency    │              │   Accuracy   │
   └──────┬───────┘              └──────┬───────┘
          │                             │
          ▼                             ▼
   ┌──────────────┐              ┌──────────────┐
   │  Smoothness  │              │ Pronunciation│
   └──────┬───────┘              └──────┬───────┘
          │                             │
          └──────────┐      ┌───────────┘
                     ▼      ▼
          ┌────────────────────────────┐
          │   Increasing  the Students' │
          │       Speaking Skill        │
          └────────────────────────────┘
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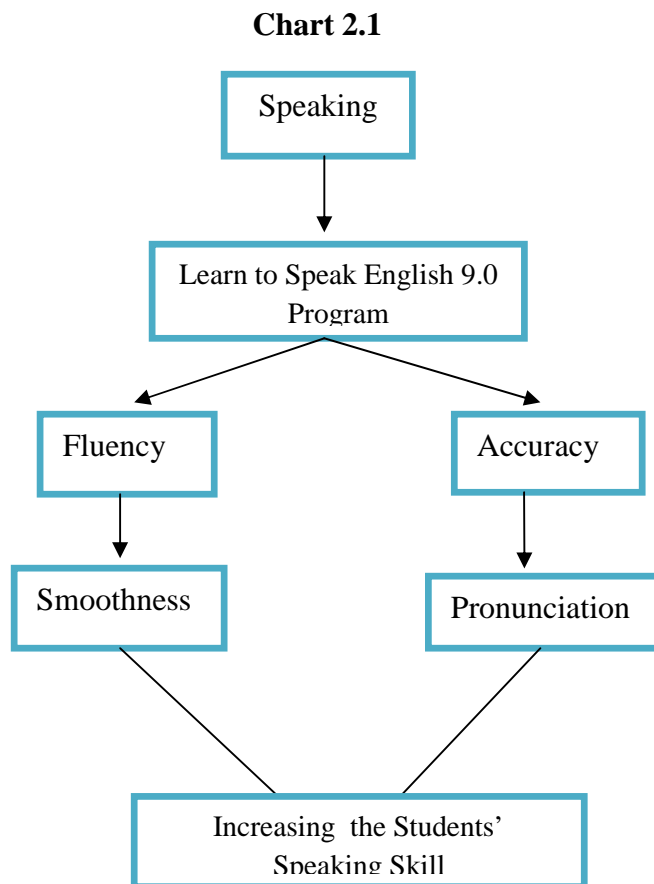
The diagram above consists of speaking material as impute where we give the students material before giving a treatment, in the treatment the researcher gave treatment by using Learn to Speak English 9.0 program to know the speaking accuracy dealing with pronunciation and fluency dealing with smothness. After doing the treatment, the researcher gave post – test to know the increasing of the students in speaking ability. In this conceptual Framework the

students fase many problems in learning English. One of the crucial problem is their speaking that covers accuracy and fluency in speaking English.

Based on the problems above, the researcher applies Learn to Speak English 9.0 Program to overcome the problems. Learn to Speak English 9.0 Program is one of good program in teaching speaking since it gives each student an opportunity to speak in the target language for an extended period of time and the students naturally produced

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

.   This research used a Quasi-experimental design in using Learn to Speak English 9.0 program to increase the students' speaking skill. This design used a treatment group and it had a nonequivalent control group design that was given pre-test, treatment, and post test. One group was randomly assigned to experimental group and the other group assigned to the control group. The research formulated it in the following figure. The design of this research can be seen in this formula:

E	01	X2	O2
C	01	X1	O2

E= experimental group

C= control group

01= pretest

O2=posttest

X1= treatment by using LSE 9.0 Program

X2=treatment without using LSE 9.0 Program (Gay in Hasyim, 2010:26).

B. Research variables

The variables of this research consisted of one independent variable and one dependent variable. The dependent variable was student's speaking skill and the independent variable was Learn to Speak English 9.0, Learn to Speak English 9.0 program intended to be used as learning aid to help the students to produce the speaking skill.

C. Population and Sample

1. Population

The population of this research was the 8^{th} grade students of SMPN 6 Moncongloe. The population pervaded four classes which consist of twenty-five students in average, each class. The total population is 100 students from 4 classes.

2. Sample

The researcher used purposive sampling technique in which the group are chosen or selected to represent the population. The researcher chose the sample by looking the characteristic of the class. The researcher chose the heterogeneous class.

D. Instrument of the Research

In collecting the data from the respondent, the researcher used two kinds of instrument as follows:

1. Questionnaire

The students required to complete a questionnaire for showing the level of their speaking ability before and after giving the treatment. Twenty

items is selected for test administration, each item has five options that the students choose one of them.

2. Oral test

Oral test used to know the students' speaking ability at the pretest and posttest. The researcher gave them some questions related with their subject at the second semester.

E. Procedures of Data Collections

In collecting the data, the researcher followed the following procedures:

a. Pretest: the researcher first gave pretest to both classes to get data. The researcher asked students how to open and close conversations, asking for information and giving information.

b. Treatment: The researcher gave the treatment to the students by Using Lab. Computer and using internet connection to use LSE 9.0 program as media learning, to experimental. In experimental group, the treatment is conducted in four meetings. The Researcher did not use LSE 9.0 in control group, the Researcher only follows the guided speaking technique in teaching Speaking that explained in the previous chapter. The application of LSE 9.0 in the Lab. Computer was presented generally in some steps as follow:

1) Pre-activity : apperception

2) Activities in experimental group:

   a) Researcher acted as a teacher

b) The teacher opened the class and introduced LSE 9.0 software version and then the teacher gave explanation about LSE 9.0 Software Version version and how to run this software application and told about language essential and basic course of this software application. After that the teacher taught about opening and closing conversations.

c) The teacher taught about asking for information and giving information by demonstrating example video conversation through LSE 9.0 Software Version and then the teacher asked the student to make a dialogue based on the theme.

d) The teacher demonstrated simulation conversation in LSE 9.0 Software Version and then the teacher asked the students to make a conversation in pair based on the simulation conversation that had been watched and performed in front of class about asking for help, receiving and refusing help.

e) The teacher demonstrated the simulation conversations videos in the software about asking for opinion and giving opinion and then the teacher asked students to make a dialogue and perform front of the class.

3) Post-activity: teacher evaluation and students' feedback

Posttest: after doing treatments for four meetings, the posttest was given to the students. The result of pretest and posttest were calculated in order to measure whether or not the students get progress

in speaking English toward the application of LSE 9.0 Program and conventional technique. The posttest was the same as the pretest.

There was a component that concerns of the researcher in this research to measure. Those are content and organization which use criteria as follows:

a) Contents

Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation
Good	7.6 – 8.5	They speak effectively and good of pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation
Poor	3.6 – 5.5	They speak hasty and more sentences were not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak hasty and more sentences were not appropriate in pronunciation and little or no communication.

(Layman, 1972: 219).

Grammar

Classification	Score	Criteria
Excellence	9,6 – 10	They speak effectively and excellent of using grammar structure.
Very Good	8,6 – 9,5	They speak effectively and very good of using grammar structure.
Good	7,6 – 8,5	They speak effectively and good of using grammar structure.
Fairly good	6,6 – 7,5	They speak sometimes hasty but fairly good of using grammar or structure.
Fair	5,6 – 6,5	They speak sometimes hasty, fairly of using grammar or structure.
Poor	3,6 – 5,5	They speak very hasty and more sentences were not appropriate using grammar or structure.
Very poor	0,0 – 3,5	They speak hasty and more sentences were not appropriate using grammar or structure and little or no communication.

(Layman, 1972: 219)

fluency Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking was very understandable and high of smoothness.
Very good	8.6 - 9.5	Their speaking was very understandable and very good of smoothness.
Good	7.6 - 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 - 7.5	They speak sometimes hasty but fairly good of smoothness
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentences were not appropriate in smoothness
Very poor	0.0 – 3.5	They speak very hasty and more sentences were not appropriate in smoothness and little or no communication.

(Layman, 1972: 219)

F. Technique of Data Analysis

The data obtained from the test is analyzed by using the procedures as follows:

1. Scoring the students correct answer at pre-test and post-test by using this formula:

   $$Score = \frac{students'\ correct\ answer\ score}{the\ total\ number\ of\ item} \times 100\%$$
   (Sudiyono in Firman 2013:28)

2. Classifying the students' score into Five classifications:

No	Classification	Score
1.	Very good	85-100
2.	Good	65-84
3	Average	55-64
4.	Poor	35-54
5.	Very poor	0-34

   (Arikunto, 2005:343)

3. Computing the frequency and rate percentage of students' score:

   $$P = \frac{F}{N} \times 100\%$$

   Where

   P= Percentage

   N= Total number of student

   F= Frequency (Hatch and Hassen in Martini, 2013:13).

4. Calculating the mean score of students' answer in both pre-test and post-test by this formula:

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

$\bar{X}$ = mean

X= The sum of all score

N=Number of subject   (Gay in Syair, 2010:31).

5. To find out whether the differences between pretest and posttest value is significant, the following t-test formula is use:

$$t=\frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1+SS2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

t= Test of significance

$\bar{X}_1$= mean score of experimental group

$\bar{X}_2$ = mean score of control group

SS_1 = Sum square of experimental group

SS_2 = Sum square of control group

n_1 = number of students of experimental group

n_2 = number of students of control group

Where:

$SS_1 = X1^2 - \frac{(\sum X_1)^2}{n_1}$

$Ss_2 = X2^2 - \frac{(\sum X_2)^2}{n_2}$ (Gay in Darmayani, 2012:28).

After getting the result of t-test value, the researcher is used t-table to compare there is significant difference or not. To show us interval of the sample as follows:

If

t- Test > t-table …………….. There is significant different

t- Test < t- table…………….. There is no significant

For the hypothesis testing, the t-test value is compared with the table value at the level of significance P=.0.05 with the degree of freedom df= N.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is conclusion based on the research findings and conclusion. The second part is suggestion based on the conclusion.

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the conclusion as follows:

1. There is the improvement of students' speaking ability in term accuracy dealing with pronunciation by implementing LSE 9.0 Program. Where the mean score in experimental class was higher than in control class. The mean score in experimental class in post test was 7.8 and in the control class was 6.8 means that the use of LSE 9.0 Program technique was successful.

2. There is the improvement of students' speaking ability in term fluency dealing with smoothness by implementing Learn to Speak English 9.0 program. Where the mean score in experimental class was higher than in control class. The mean score in experimental class in post test was 8 and in the control class was 6.3 means that the use of LSE. 9.0 program in teaching speaking was successful.

3. There result of t-test (7.5) is greater than t-table (2.09). There is significance difference between by implementing LSE 9.0 program in learning English and

did not implement the shadowing teaching technique. In the other word the use of Learn to Speak English 9.0 Program is effective to be used to improve the students' speaking ability in term accuracy.

By implementing LSE 9.0 program , the students can speak enjoy and vocalize the sound as clearly as possible. It is the effective way to improve their accent and intonation. So, it improves the students' pronunciation. And also, the implementation of LSE 9.0 program can improve a foreign language because the students will try to make repetition to every single word and utterance especially structure words from what they have heard so it will improve their grammar. This version of Learn to Speak contains progressive courses that place a strong emphasis on building skills through practice and review utilizing extensive lessons, exercises, and drills.   Through visual, auditory, and interactive participation, this program provides educational content in an all-encompassing format combining video, audio, textbook, and online instruction.

B. Suggestion

Based on the conclusion above the researcher suggests that:

1. It is suggested to the teacher to use LSE 9.0 program as an alternative in learning and teaching English in modern era. Because it will make the students passive become more active.

2. It suggested to students to use the LSE. 9.0 Program in learning English event in their home.

3.   It suggested to the next researcher to apply this method in teaching English skill because this method can be applied in all of the skill especially speaking and listening.

APPENDIX 7A

CALCULATION OF TEST

1. Calculation of homogeneity variance test on pretest :

$$F = \frac{S_1{}^2}{S_2{}^2}$$

$$SS_1 = \Sigma x_1^2 - \frac{\overline{\Sigma x_1}^2}{n_1} \quad and \quad SS_2 = \Sigma x_2^2 - \frac{\overline{\Sigma x_2}^2}{n_2}$$

$$S_1{}^2 = \Sigma x_1^2 - \frac{\overline{\Sigma x_1}^2}{n_1} \qquad S_2{}^2 = \Sigma x_2^2 - \frac{\overline{\Sigma x_2}^2}{n_2}$$

$$S_1{}^2 = 685.64 - \frac{(127.55)^2}{24} \qquad\qquad S_2{}^2 = 617 - \frac{(121,45)^2}{24}$$

$$\quad = 685.64 - \frac{16269}{24} \qquad\qquad = 617 - \frac{14750}{24}$$

$$\quad = 685.64 - 678 \qquad\qquad\quad = 617 - 615$$

$$\quad = 7,64 \qquad\qquad\qquad\qquad = 2$$

$$F \quad = \frac{7,64}{2}$$

$$\quad = 4$$

The value of F table :

$$\quad = 0,05$$

df for numerator (df_1) = 24 – 1 = 23

df for denominator (df_2) = 24 – 1 = 23

2. Calculation of t-test on pretest

$$t \quad = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \Sigma x_1^2 - \frac{\overline{\Sigma x_1}^2}{n_1}$$

$$= 685.64 - \frac{(127.55)^2}{24}$$

$$= 685.64 - \frac{16269}{24}$$

= 685.64 – 678

= 7,64

$$SS_2 = \Sigma x_1^2 - \frac{\Sigma x_1^{\,2}}{n_1}$$

$$S_2^{\,2} = 617 - \frac{(121,45)^{\,2}}{24}$$

$$= 617 - \frac{14750}{24}$$

$$= 617 - 615$$

$$= 2$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\dfrac{SS_1 + SS_2}{n_1 + n_2 - 1}\ \dfrac{1}{n_1} + \dfrac{1}{n_2}}$$

$$= \frac{5.19 - 5,06}{\dfrac{7,64+2}{24+24-1}\ \dfrac{1}{24} + \dfrac{1}{24}}$$

$$= \frac{0,13}{\dfrac{9,64}{47}\ \dfrac{2}{24}}$$

$$= \frac{0,13}{0,2\ \ 0,08}$$

$$= \frac{0,13}{\sqrt{0,01}}$$

$$= \frac{0,13}{0,12}$$

$$= 1,08$$

The value of t-table :

$$= 0,05$$

$$df = n_1 + n_2 - 2$$

$$= 24 + 24 - 2$$

$$= 46$$

3. Calculation of homogeneity variance test on posttest

$$F = \frac{S_1{}^2}{S_2{}^2}$$

$$S_1{}^2 = \boxed{\Sigma x_1^2 \ - \ \frac{\Sigma x_1{}^2}{n_1}} \qquad S_2{}^2 = \boxed{\Sigma x_2^2 \ - \ \frac{\Sigma x_2{}^2}{n_2}}$$

$$S_1{}^2 = 1525 - \frac{(190)^2}{24} \qquad\qquad S_2{}^2 = 1035,23 - \frac{(157,2)^2}{24}$$

$$= 1525 - \frac{36100}{24} \qquad\qquad = 1035,23 - \frac{24712}{24}$$

$$= 1525 - 1504 \qquad\qquad = 1035,23 - 1030$$

$$= 21 \qquad\qquad\qquad\quad = 5,23$$

$$F = \frac{21}{5,23}$$

$$= 4,02$$

The value of F table :

$$= 0,05$$

df for numerator (df_1) $= 24 - 1 = 23$

df for denominator (df_2) $= 24 - 1 = 23$

4. Calculation of t-test on posttest

$$t \quad = \quad \frac{\bar{x}_1 - \bar{x}_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 1}\ \frac{1}{n_1} + \frac{1}{n_2}}$$

$$SS_1 = \Sigma x_1^2 - \frac{\Sigma x_1{}^2}{n_1}$$

$$= 1525 - \frac{(190)^2}{24}$$

$$= 1525 - \frac{36100}{24}$$

$$= 1525 - 1504$$

$$= 21$$

$$SS_2 = \Sigma x_2^2 - \frac{\Sigma x_2{}^2}{n_2}$$

$$S_2{}^2 = 1035{,}23 - \frac{(157{,}2)^2}{24}$$

$$= 1035{,}23 - \frac{24712}{24}$$

$$= 1035{,}23 - 103$$

$$= 5{,}23$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\dfrac{SS_1 + SS_2}{n_1 + n_2 - 1} \quad \dfrac{1}{n_1} + \dfrac{1}{n_2}}$$

$$= \frac{8 - 6{,}5}{\dfrac{21 + 5{,}23}{24 + 24 - 1} \quad \dfrac{1}{24} + \dfrac{1}{24}}$$

$$= \frac{1{,}5}{\dfrac{26{,}23}{47} \quad \dfrac{2}{24}}$$

$$= \frac{1{,}5}{0{,}5 \quad 0{,}08}$$

$$= \frac{1{,}5}{\sqrt{0{,}04}}$$

$$= \frac{1{,}5}{0{,}2}$$

$$= 7{,}5$$

The value of t-table :

$$= 0{,}05$$

$$df = n_1 + n_2 - 2$$

$$= 24 + 24 - 2$$

$$= 46$$

Appendix 6

T-TABLE

The value of t-table :

$= 0,05$

$df = n_1 + n_2 - 2$

$= 24 + 24 - 2$

$= 46$

(1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
(2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216
19	1.7291	2.0930	2.5395	2.8609	3.1737	3.5794	3.8834
20	1.7247	2.0860	2.5280	2.8454	3.1534	3.5518	3.8495
(1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
(2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
21	1.7207	2.0796	2.5176	2.8314	3.1352	3.5272	3.8193
22	1.7172	2.0739	2.5083	2.8188	3.1188	3.5050	3.7921
23	1.7139	2.0686	2.4998	2.8073	3.1040	3.4850	3.7676

24	1.7109	2.0639	2.4922	2.7970	3.0905	3.4668	3.7454
25	1.7081	2.0596	2.4851	2.7874	3.0782	3.4502	3.7251
26	1.7056	2.0555	2.4786	2.7787	3.0669	3.4350	3.7067
27	1.7033	2.0518	2.4727	2.7707	3.0565	3.4211	3.6896
28	1.7011	2.0484	2.4671	2.7633	3.0469	3.4082	3.6739
29	1.6991	2.0452	2.4620	2.7564	3.0380	3.3962	3.6594
30	1.6973	2.0423	2.4572	2.7500	3.0298	3.3852	3.6459
31	1.6955	2.0395	2.4528	2.7440	3.0221	3.3749	3.6334
32	1.6939	2.0369	2.4487	2.7385	3.0150	3.3653	3.6218
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563	3.6109
34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479	3.6008
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.3400	3.5912
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326	3.5822
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256	3.5737
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.3190	3.5657
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128	3.5581
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069	3.5510

APPENDIX 5

DATA OF PRE-TEST

SAMPLE	Experimental class (VIII A)		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	Speaking skill						
	fluency	accuracy					
S – 1	5.5	5	10.5	5.25	27.56	5.03	25.3
S – 2	4	5	9	4.5	20.25	4.31	18.58
S – 3	4.5	5	9.5	4.75	22.56	4.56	20.79
S – 4	5.5	6.5	12	6	36	5.75	33.06
S – 5	3.6	4.5	8.1	4.05	16.4	3.8	14.44
S – 6	5	4.7	9.7	4.85	23.52	4.65	21.62
S – 7	5	4.5	9.5	4.75	22.56	4.56	20.79
S – 8	4	4.5	8.5	4.25	18.06	4.31	18.58
S – 9	6	6.5	12.5	6.25	39.06	5.99	35.88
S – 10	6	6.5	12.5	6.25	39.06	5.99	35.88
S – 11	5.4	5	10.4	5.2	27.04	4.98	24.8
S – 12	5.2	5.5	10.7	5.35	28.62	5.13	26.32
S – 13	5	5	10	5	25	4.79	22.94
S – 14	5	6	11	5.5	30.25	5.27	27.37
S – 15	5.5	5.5	11	5.5	30.25	5.27	27.77
S – 16	6	6	12	6	36	5.75	33.06
S – 17	5.5	6.5	12	6	36	5.75	33.06
S – 18	5.2	5.8	11	5.5	30.25	5.27	27.77

S – 19	5	6	11	5.5	30.25	5.27	27.77
S – 20	5	6	11	5.5	30.25	5.27	27.77
S – 21	5	6	11	5.5	30.25	5.27	27.77
S – 22	5	5.6	10.6	5.3	28.09	5.08	25.81
S – 23	5	5.6	10.6	5.3	28.09	5.08	25.81
S – 24	5	6	11	5.5	30.25	5.27	27.77
$\sum x$	121.9	133.2	255.1	127.55	685.64	122.4	631.14
$\bar{x}$	5.08	6	11	5.19	29	5.1	26.29

SAMPLE	Pre-Test Control class (VIII B)		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	Speaking skill						
	fluency	accuracy					
S – 1	5.5	5	10,5	5,25	27,56	5.03	25,30
S – 2	5	5	10	5	25,00	4,79	22,94
S – 3	5.5	5	10,5	5,25	27,56	5,03	25,30
S – 4	5	5.5	10,5	5,25	27,56	5,03	25,30
S – 5	5.5	5.5	11	5,5	30,25	5,27	27,77
S – 6	5	5.7	10,7	5,35	28,62	5.13	26,32
S – 7	5.5	5.5	11	5,5	30,25	5,27	27,77
S – 8	4.4	5	9,4	4,7	22,09	4.51	20,34
S – 9	5	5.5	10,5	5,25	27,56	5,03	25,30
S – 10	5	5.5	10,5	5,25	27,56	5,03	25,30
S – 11	5	5.5	10,5	5,25	27,56	5,03	25,30
S – 12	5	5	10	5	25,00	4,79	22,94
S – 13	5	5	10	5	25,00	4,79	22,94
S – 14	4.5	5	9,5	4,75	22,56	4,56	20,79
S – 15	4.5	5.5	10	5	25,00	4,79	22,94
S – 16	5.5	5	10,5	5,25	27,56	5,03	25,30
S – 17	4	4.5	8,5	4,25	18,06	4,07	16,56
S – 18	5	4.8	9,8	4,9	24,01	4,7	22,09
S – 19	5	5	10	5	25,00	4,79	22,94
S – 20	5.5	4	9,5	4,75	22,56	4,56	20,79

S – 21	*5*	*5*	10	5	25,00	4,79	22,94
S – 22	*5.5*	*5*	10,5	5,25	27,56	5,03	25,30
S – 23	*4*	*5*	9	4,5	20,25	4,31	18,58
S – 24	*5.5*	*5*	10,5	5,25	27,56	5,03	25,30
$\sum x$	120,4	122,5	243	121,45	617	102	566,35
$\bar{x}$	5,02	5,10	10,13	5,06	26	4,25	24

APPENDIX 6

DATA OF POST-TEST

SAMPLE	Post-Test Experimental Class (VIII C) Speaking skill		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	fluency	accuracy					
S – 1	8,7	8	16,7	8,35	69,72	8	64
S – 2	8,5	8	16,5	8,25	68,06	7,91	62,56
S – 3	8	7,8	15,8	7,9	62,41	7,57	57,30
S – 4	8,7	8	16,7	8,35	69,72	8	64
S – 5	8	7,5	15,5	7,75	60,06	7,43	55,20
S – 6	8	7,5	15,5	7,75	60,06	7,43	55,20
S – 7	8,8	8	16,8	8,4	70,56	8,05	64,80
S – 8	8	8	16,0	8	64,00	7,67	58,82
S – 9	8,5	8	16,5	8,25	68,06	7,91	62,56
S – 10	7,5	7,8	15,3	7,65	58,52	7,26	52,70
S – 11	7,5	7,5	15,0	7,5	56,25	7,19	51,69
S – 12	8	8	16,0	8	64,00	7,67	58,82
S – 13	7,5	7,7	15,2	7,6	57,76	7,28	52,99
S – 14	7,7	8	15,7	7,85	61,62	7,52	56,55
S – 15	7,7	7,5	15,2	7,6	57,76	7,28	52,99
S – 16	7,5	8	15,5	7,75	60,06	7,43	55,20
S – 17	8	8	16,0	8	64,00	7,67	58,82
S – 18	8	8,2	16,2	8,1	65,61	7,76	60,21

S – 19	7,8	7,5	15,3	7,65	58,52	7,26	52,70
S – 20	7,8	7,7	15,5	7,75	60,06	7,43	55,20
S – 21	7,5	7,7	15,2	7,6	57,76	7,29	53,14
S – 22	7,5	8	15,5	7,75	60,06	7,43	55,20
S – 23	7,7	8	15,7	7,85	61,62	7,52	56,55
S – 24	8	8	16,0	8	64,00	7,67	58,82
$\sum x$	191	188,4	379,3	190	1525	182	1376
$\bar{x}$	**8**	**8**	**16**	**8**	**63**	**8**	**57,33**

SAMPLE	Post-Test control class (VIII.A)		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	Speaking skill						
	fluency	Accuracy					
S – 1	6	7,5	13,5	6,75	45,56	6,47	41,86
S – 2	6,6	7	13,6	6,8	46,24	6,47	41,86
S – 3	5,5	6,5	12	6	36,00	5,75	33,06
S – 4	6	6,6	12,6	6,3	39,69	6,04	36,48
S – 5	6,3	7	13,3	6,65	44,22	6,37	40,58
S – 6	6,5	7	13,5	6,75	45,56	6,47	41,86
S – 7	6,4	6,5	12,9	6,45	41,60	6,18	38,19
S – 8	6,4	6,5	12,9	6,45	41,60	6,18	38,19
S – 9	6,3	7	13,3	6,65	44,22	6,37	40,58
S – 10	6,3	7,4	13,7	6,85	46,92	6,56	43,03
S – 11	6,4	6,6	13	6,5	42,25	6,23	38,81
S – 12	6,2	6,8	13	6,5	42,25	6,23	38,81
S – 13	6	6,4	12,4	6,2	38,44	5,94	35,28
S – 14	6,5	6,6	13,1	6,55	42,90	6,28	39,44
S – 15	6,5	6,4	12,9	6,45	41,60	6,18	38,19
S – 16	6,5	6,6	13,1	6,55	42,90	6,28	39,44
S – 17	6	6,8	12,8	6,4	40,96	6,12	37,45
S – 18	6,7	7	13,7	6,85	46,92	6,56	43,03
S – 19	6,6	6,8	13,4	6,7	44,89	6,42	41,22

S – 20	6,6	6,8	13,4	6,7	44,89	6,42	41,22
S – 21	6	7	13	6,5	42,25	6,23	38,81
S – 22	6	7	13	6,5	42,25	6,23	38,81
S – 23	6	7,5	13,5	6,75	45,56	6,47	41,86
S – 24	6,5	7	13,5	6,75	45,56	6,47	41,86
$\sum x$	151	164,3	315,1	158	1035,23	151	950
$\overline{x}$	**6,30**	**6,85**	**13,13**	**6,58**	**43,13**	**6,29**	**40**

APPENDIX 6

DATA OF POST-TEST

SAMPLE	Post-Test Experimental Class (VIII C) Speaking skill		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	fluency	accuracy					
S – 1	8,7	8	16,7	8,35	69,72	8	64
S – 2	8,5	8	16,5	8,25	68,06	7,91	62,56
S – 3	8	7,8	15,8	7,9	62,41	7,57	57,30
S – 4	8,7	8	16,7	8,35	69,72	8	64
S – 5	8	7,5	15,5	7,75	60,06	7,43	55,20
S – 6	8	7,5	15,5	7,75	60,06	7,43	55,20
S – 7	8,8	8	16,8	8,4	70,56	8,05	64,80
S – 8	8	8	16,0	8	64,00	7,67	58,82
S – 9	8,5	8	16,5	8,25	68,06	7,91	62,56
S – 10	7,5	7,8	15,3	7,65	58,52	7,26	52,70
S – 11	7,5	7,5	15,0	7,5	56,25	7,19	51,69
S – 12	8	8	16,0	8	64,00	7,67	58,82
S – 13	7,5	7,7	15,2	7,6	57,76	7,28	52,99
S – 14	7,7	8	15,7	7,85	61,62	7,52	56,55
S – 15	7,7	7,5	15,2	7,6	57,76	7,28	52,99
S – 16	7,5	8	15,5	7,75	60,06	7,43	55,20
S – 17	8	8	16,0	8	64,00	7,67	58,82
S – 18	8	8,2	16,2	8,1	65,61	7,76	60,21

S – 19	7,8	7,5	15,3	7,65	58,52	7,26	52,70
S – 20	7,8	7,7	15,5	7,75	60,06	7,43	55,20
S – 21	7,5	7,7	15,2	7,6	57,76	7,29	53,14
S – 22	7,5	8	15,5	7,75	60,06	7,43	55,20
S – 23	7,7	8	15,7	7,85	61,62	7,52	56,55
S – 24	8	8	16,0	8	64,00	7,67	58,82
$\sum x$	191	188,4	379,3	190	1525	182	1376
$\bar{x}$	8	8	16	8	63	8	57,33

SAMPLE	Post-Test control class (VIII.A) Speaking skill		TOTAL	$\bar{x}$	$\bar{x}^2$	$(x_1-\bar{x}1)$	$(x_1-\bar{x}1)^2$
	fluency	Accuracy					
S – 1	6	7,5	13,5	6,75	45,56	6,47	41,86
S – 2	6,6	7	13,6	6,8	46,24	6,47	41,86
S – 3	5,5	6,5	12	6	36,00	5,75	33,06
S – 4	6	6,6	12,6	6,3	39,69	6,04	36,48
S – 5	6,3	7	13,3	6,65	44,22	6,37	40,58
S – 6	6,5	7	13,5	6,75	45,56	6,47	41,86
S – 7	6,4	6,5	12,9	6,45	41,60	6,18	38,19
S – 8	6,4	6,5	12,9	6,45	41,60	6,18	38,19
S – 9	6,3	7	13,3	6,65	44,22	6,37	40,58
S – 10	6,3	7,4	13,7	6,85	46,92	6,56	43,03
S – 11	6,4	6,6	13	6,5	42,25	6,23	38,81
S – 12	6,2	6,8	13	6,5	42,25	6,23	38,81
S – 13	6	6,4	12,4	6,2	38,44	5,94	35,28
S – 14	6,5	6,6	13,1	6,55	42,90	6,28	39,44
S – 15	6,5	6,4	12,9	6,45	41,60	6,18	38,19
S – 16	6,5	6,6	13,1	6,55	42,90	6,28	39,44
S – 17	6	6,8	12,8	6,4	40,96	6,12	37,45
S – 18	6,7	7	13,7	6,85	46,92	6,56	43,03
S – 19	6,6	6,8	13,4	6,7	44,89	6,42	41,22

S – 20	6,6	6,8	13,4	6,7	44,89	6,42	41,22
S – 21	6	7	13	6,5	42,25	6,23	38,81
S – 22	6	7	13	6,5	42,25	6,23	38,81
S – 23	6	7,5	13,5	6,75	45,56	6,47	41,86
S – 24	6,5	7	13,5	6,75	45,56	6,47	41,86
$\sum x$	151	164,3	315,1	158	1035,23	151	950
$\bar{x}$	**6,30**	**6,85**	**13,13**	**6,58**	**43,13**	**6,29**	**40**

APPENDIX 10.b

UNRIPE DATA OF POST –TEST

Sample	Post– Test Experimental Class (VIIIA)			
	Fluency		Accurasy	
	Smothness	classification	Pronaunciation	calssification
S – 1	8,7	Very good	8	good
S – 2	8,5	good	8	good
S – 3	8	good	7,8	good
S – 4	8,7	Very good	8	good
S – 5	8	good	7,5	Fairly good
S – 6	8	good	7,5	Fairly good
S – 7	8,8	Very good	8	good
S – 8	8	good	8	good
S – 9	8,5	good	8,	good
S – 10	7,5	Fairly Good	7,8	good
S – 11	7,5	Fairly Good	7,5	Fairly good
S – 12	8	good	8	good
S – 13	7,5	Fairly Good	7,7	good
S – 14	7,7	good	8	good
S – 15	7,7	good	7,5	Fairly good
S – 16	7,5	Fairly Good	8	good
S – 17	8	good	8	good
S – 18	8	good	8,2	good
S – 19	7,8	good	7,5	Fairly good
S – 20	7,8	good	7,7	good
S – 21	7,5	Fairly Good	7,7	good
S – 22	7,5	Fairly Good	8	good
S – 23	7,7	good	8	good
S – 24	8	good	8	good
$\sum x$	190,9		188,4	
$\bar{x}$	8		7,85	

Sample	Post – Test Control Class (VIII B)				
	Fluency		Accurasy		
	Smothness	classification	Pronaunciation	classification	
S – 1	6	fair	7.5	Faily good	
S – 2	6	fair	7	Faily good	
S – 3	5.5	poor	6.5	fair	
S – 4	6	fair	6.6	fair	
S – 5	6.3	fair	7	Faily good	
S – 6	6.5	fair	7	Faily good	
S – 7	6.4	fair	6.5	fair	
S – 8	6.4	fair	6.5	fair	
S – 9	6.3	fair	7	Faily good	
S – 10	6.3	fair	7.4	Faily good	
S – 11	6.4	fair	6.6	Faily good	
S – 12	6.2	fair	6.8	Faily good	
S – 13	6	fair	6.4	fair	
S – 14	6.5	fair	6.6	Faily good	
S – 15	6.5	fair	6.4	fair	
S – 16	6.5	fair	6.6	Faily good	
S – 17	6	fair	6.8	Faily good	
S – 18	6.7	fair	7	Faily good	
S – 19	6.6	fair	6.8	Faily good	
S – 20	6.6	fair	6.8	Faily good	
S – 21	6	fair	7	Faily good	
S – 22	6	fair	7	Faily good	
S – 23	6	fair	7.5	Faily good	
S – 24	6.5	fair	7	Faily good	
$\sum x$	143.7		164.3		
$\bar{x}$	5.9		6.8		

APPENDIX 10.b

UNRIPE DATA OF POST –TEST

Sample	Post– Test Experimental Class (VIIIA)			
	Fluency		Accurasy	
	Smothness	classification	Pronaunciation	calssification
S – 1	8,7	Very good	8	good
S – 2	8,5	good	8	good
S – 3	8	good	7,8	good
S – 4	8,7	Very good	8	good
S – 5	8	good	7,5	Fairly good
S – 6	8	good	7,5	Fairly good
S – 7	8,8	Very good	8	good
S – 8	8	good	8	good
S – 9	8,5	good	8,	good
S – 10	7,5	Fairly Good	7,8	good
S – 11	7,5	Fairly Good	7,5	Fairly good
S – 12	8	good	8	good
S – 13	7,5	Fairly Good	7,7	good
S – 14	7,7	good	8	good
S – 15	7,7	good	7,5	Fairly good
S – 16	7,5	Fairly Good	8	good
S – 17	8	good	8	good
S – 18	8	good	8,2	good
S – 19	7,8	good	7,5	Fairly good
S – 20	7,8	good	7,7	good
S – 21	7,5	Fairly Good	7,7	good
S – 22	7,5	Fairly Good	8	good
S – 23	7,7	good	8	good
S – 24	8	good	8	good
$\sum x$	190,9		188,4	
$\overline{x}$	8		7,85	

Sample	Post – Test Control Class (VIII B)				
	Fluency		Accurasy		
	Smothness	classification	Pronaunciation	classification	
S – 1	6	fair	7.5	Faily good	
S – 2	6	fair	7	Faily good	
S – 3	5.5	poor	6.5	fair	
S – 4	6	fair	6.6	fair	
S – 5	6.3	fair	7	Faily good	
S – 6	6.5	fair	7	Faily good	
S – 7	6.4	fair	6.5	fair	
S – 8	6.4	fair	6.5	fair	
S – 9	6.3	fair	7	Faily good	
S – 10	6.3	fair	7.4	Faily good	
S – 11	6.4	fair	6.6	Faily good	
S – 12	6.2	fair	6.8	Faily good	
S – 13	6	fair	6.4	fair	
S – 14	6.5	fair	6.6	Faily good	
S – 15	6.5	fair	6.4	fair	
S – 16	6.5	fair	6.6	Faily good	
S – 17	6	fair	6.8	Faily good	
S – 18	6.7	fair	7	Faily good	
S – 19	6.6	fair	6.8	Faily good	
S – 20	6.6	fair	6.8	Faily good	
S – 21	6	fair	7	Faily good	
S – 22	6	fair	7	Faily good	
S – 23	6	fair	7.5	Faily good	
S – 24	6.5	fair	7	Faily good	
$\sum x$	143.7		164.3		
$\bar{x}$	5.9		6.8		

UNRIPE DATA OF PRE-TEST

Sample	Pre – Test Experimental Class (VIIIA)			
	Fluency		Accurasy	
	Smothness	Classification	Pronaunciation	Classification
S – 1	5.5	poor	5	poor
S – 2	4	poor	5	poor
S – 3	4.5	poor	5	poor
S – 4	5.5	poor	6,5	fair
S – 5	3.6	poor	4,5	poor
S – 6	5	poor	4,7	poor
S – 7	5	poor	4,5	poor
S – 8	4	poor	4,5	poor
S – 9	6	fair	6,5	fair
S – 10	6	fair	6,5	fair
S – 11	5.4	poor	5	poor
S – 12	5.2	poor	5,5	poor
S – 13	5	poor	5	poor
S – 14	5	poor	6	poor
S – 15	5.5	poor	5,5	poor
S – 16	6	fair	6	poor
S – 17	5.5	poor	6,5	fair
S – 18	5.2	poor	5,8	poor
S – 19	5	poor	6	fair
S – 20	5	poor	6	fair
S – 21	5	poor	6	fair
S – 22	5	poor	5,6	poor
S – 23	5	poor	5,6	poor
S – 24	5	poor	6	fair
$\sum x$	121.9		133,2	
$\bar{x}$	5.07		5,5	

Sample	Pre – Test Control Class (VIII B)			
	Fluency		Accurasy	
	Smothness	Classification	Pronaunciation	Classification
S – 1	5,5	poor	5	poor
S – 2	5	poor	5	poor
S – 3	5,5	poor	5	poor
S – 4	5	poor	5,5	poor
S – 5	5,5	poor	5,5	poor
S – 6	5	poor	5,7	poor
S – 7	5,5	poor	5,5	poor
S – 8	4,4	poor	5	poor
S – 9	5	poor	5,5	poor
S – 10	5	poor	5,5	poor
S – 11	5	poor	5,5	poor
S – 12	5,2	poor	5	poor
S – 13	5	poor	5	poor
S – 14	4,5	poor	5	poor
S – 15	4,5	poor	5,5	poor
S – 16	5,5	poor	5	poor
S – 17	4	poor	4,5	poor
S – 18	5	poor	4,8	poor
S – 19	5	poor	5	poor
S – 20	5,5	poor	4	poor
S – 21	5	poor	5	poor
S – 22	5,5	poor	5	poor
S – 23	4	poor	5	poor
S – 24	5,5	poor	5	poor
$\sum x$	120,6		122,5	
$\bar{x}$	5,02		5,1	

UNRIPE DATA OF PRE-TEST

Sample	Pre – Test Experimental Class (VIIIA)			
	Fluency		Accurasy	
	Smothness	Classification	Pronaunciation	Classification
S – 1	5.5	poor	5	poor
S – 2	4	poor	5	poor
S – 3	4.5	poor	5	poor
S – 4	5.5	poor	6,5	fair
S – 5	3.6	poor	4,5	poor
S – 6	5	poor	4,7	poor
S – 7	5	poor	4,5	poor
S – 8	4	poor	4,5	poor
S – 9	6	fair	6,5	fair
S – 10	6	fair	6,5	fair
S – 11	5.4	poor	5	poor
S – 12	5.2	poor	5,5	poor
S – 13	5	poor	5	poor
S – 14	5	poor	6	poor
S – 15	5.5	poor	5,5	poor
S – 16	6	fair	6	poor
S – 17	5.5	poor	6,5	fair
S – 18	5.2	poor	5,8	poor
S – 19	5	poor	6	fair
S – 20	5	poor	6	fair
S – 21	5	poor	6	fair
S – 22	5	poor	5,6	poor
S – 23	5	poor	5,6	poor
S – 24	5	poor	6	fair
$\sum x$	121.9		133,2	
$\bar{x}$	5.07		5,5	

Sample	Pre – Test Control Class (VIII B)			
	Fluency		Accurasy	
	Smothness	Classification	Pronaunciation	Classification
S – 1	5,5	poor	5	poor
S – 2	5	poor	5	poor
S – 3	5,5	poor	5	poor
S – 4	5	poor	5,5	poor
S – 5	5,5	poor	5,5	poor
S – 6	5	poor	5,7	poor
S – 7	5,5	poor	5,5	poor
S – 8	4,4	poor	5	poor
S – 9	5	poor	5,5	poor
S – 10	5	poor	5,5	poor
S – 11	5	poor	5,5	poor
S – 12	5,2	poor	5	poor
S – 13	5	poor	5	poor
S – 14	4,5	poor	5	poor
S – 15	4,5	poor	5,5	poor
S – 16	5,5	poor	5	poor
S – 17	4	poor	4,5	poor
S – 18	5	poor	4,8	poor
S – 19	5	poor	5	poor
S – 20	5,5	poor	4	poor
S – 21	5	poor	5	poor
S – 22	5,5	poor	5	poor
S – 23	4	poor	5	poor
S – 24	5,5	poor	5	poor
$\sum x$	120,6		122,5	
$\bar{x}$	5,02		5,1	

CURRICULUM VITAE

Satriani Taha was born on March 18th 1992 in Maros. As a result of the marriage of her parents Muh. Tahir and Hanik. She is the first daughter in her family. In 1998 she started her elementary school at SD Inp. 18 Moncongloe and graduated in 2004. Then, she continued her study at SMPN 2 Mandai, Maros and graduated in 2007. After that, she continued her Senior High School at SMAN 21 Makassar and graduated in 2010. At the same year she was accepted as an English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2014 entitle *Increasing the Students' Speaking Skill by Using Learn to Speak English 9.0 program at the Second Grade of SMPN.6 Moncongloe Kab.Maros.*