

**THE INFLUENCE OF COMMUNITY INTERACTION ACTIVITIES
IN LEARNING SPEAKING SKILL
(A Pre Experimental Research at the Eleventh Grade Students' of SMA
Somba Opu)**



*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Sarjana Pendidikan*

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ABSTRACT

NURHIKMAH. 2018. *“The Influence of Community Interaction Activities in Learning Speaking Skill (A Pre Experimental Research at the Eleventh Grade Students’ of SMA Somba Opu)”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Supervised by Hj. Andi Tenri Ampa and Maharida.

This research aimed at finding out the improvement of speaking accuracy and speaking fluency through the use of community interaction activities.

The researcher applied pre-experimental design. The population was the eleventh grade students’ of SMA SOMBA OPU. The sample was taken by purposive sampling technique and the total number of sample was 18 students. It employed of ten meetings (one meeting for pre-test, eight meetings for treatment, and one meeting for post-test). It employed speaking test as instrument, used dialog and examine the students’ speaking skill.

The results of this research showed that the Community Interaction Activities Method improved students’ speaking skill which focused on accuracy (vocabulary and pronunciation) and fluency. It was proved by result of students’ score of post-test was higher than students’ score of pre-test. It was proved by the value of the t-test 7.60, which was higher than the value of t-table 2.101. This indicated that H1 was accepted, and H0 was rejected and there was a significant difference of the students’ speaking skill before and after using Community Interaction Activities. It was concluded that the use Community Interaction Activities can improved the students’ speaking skill.

Key word: Improving, Community Interaction Activities and Speaking Skill.

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CHAPTER I

INTRODUCTION

A. Background

English as an International language occupies the first position in the world communication today. There are four skills in teaching English, namely listening, speaking, reading, and writing skill. From the four language skills, the teacher focuses his attention in speaking because speaking as productive skill is the single most important function of learning a second or foreign language. In teaching speaking, which is emphasized in all exercises and activities of the students, English teacher must apply this approach and ensure them but through speaking, we are easy to build a communication with the other people so it can help us to find more information. Method is one that helps teachers to achieve the better teaching process. To fulfill the teacher's weakness, it can also make teaching speaking process more interesting.

Chastain, (1976: 334) states, "That learning to speak is obviously more difficult than to understand the spoken language". Therefore we should provide an appropriate method and media makes them enjoy practicing their speaking.

Encouraging the students learn English is not an easy skill. The teacher must be patient to build up students' motivation. They are not enough only asking them to study hard. The teacher should be a good model in showing

their positive attitude toward English, besides must present the material in teaching process by using some appropriate methods which are suitable with students' interest.

There are various components that make students difficult to speak English. Vocabulary is one that influences students to speak more. Because that if the students do not have vocabulary, they will get difficulties to catch what another mean. Grammar also has a role making students to speak well. If the students use incorrect Grammar, they will sometimes appear misunderstanding in communication. Another is pronunciation, if the students have good pronunciation, they can help speaking process running well. A good pronunciation can appear from another and automatically make students more confidence to speak.

Some problems cannot be avoided students in learning to speak according Cameron in Hidayahni A, (2004: 1) that “(1). The students do not know what their aim of learning English (2). The condition and situation in the classroom have not been designed naturally for speaking, (3). The students still lack the correct application of grammatical rules, the appropriate and word choice and meaning, and the appropriate (acceptable) pronunciation”.

There are still many words which are read with the pronunciations (pronunciation) is wrong, It looks like the case of students in location Magang 3 and P2K which often do mistakes in pronunciation of the

English language for example: Cat (cat) read Kat, Bread (bread) is read Breaed, Cut (delete) read Kut and many more other mistakes.

It could be that this illustrates that our students are still lazy read, certainly in this case the relation is lazy to read, whether it's dictionary to find the meaning of a word or merely looking for the pronunciation of a word know how.

Students need something different in study English, specially speaking. Study speaking is study about communication and interaction with people. To make interaction we need object to do it, such as community. In community there is social relationship and need interaction to make relation with the same community or different community. From interaction can do activities and stimulate student to speak with their friends or to do role play like in a community interaction activities method. When students always practice their speaking, students can improve their ability. Besides that, students need something to stimulate their thinking, so that they can get idea to talk with their reciprocal.

Based on the explanation above, the students need another way or method to practice the language. The researcher will focus his research by using community interaction activities in learning speaking skill at the eleventh grade students' of SMA Somba Opu.

B. Research Problem

Based on the problems stated in the background above, the research questions are formulated as follows:

1. How is the improvement of speaking accuracy through the use of community interaction activities at the eleventh grade students' of SMA Somba Opu?
2. How is the improvement of speaking fluency through the use of community interaction activities at the eleventh grade students' of SMA Somba Opu?

C. Objective of the Research

The main objective of the research as follows:

1. To find out the use of community interaction activities improve the students' accuracy in speaking at the eleventh grade students' of SMA Somba Opu.
2. To find out the use of community interaction activities improve the students' fluency in speaking at the eleventh grade students' of SMA Somba Opu.

D. Significance of the Research

The researcher hopes that the results of this study can be used by the teacher, students, researcher, and next researcher for the following purposes:

1. Teacher

By this research, the researcher really hopes that can help the teacher to improve students' ability in speaking. It is also expected to give good contributions for all teachers in teaching speaking class. The teacher can be easy to control and manage the students so that the goals can be achieved. The teacher can make the students to be talkative in lesson speaking.

2. Students

The researcher hopes that the students can be fun. They also can enjoy in studying and be more active when they study speaking.

3. Researcher

The finding of the researcher can be used as starting point in improving the speaking skill now and in the future. And the researcher hopes this research can be used by the next researcher as one of the references in conducting research on English language teaching, especially in the implementation of the use community interaction activities in speaking.

E. Scope of the Research

The research is limited to the use of community interaction activities in teaching speaking skill at the eleventh grade students' of SMA Somba Opu, which covers; speaking accuracy (pronunciation and vocabulary) and speaking fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Community Interaction Activities

1. Concept of Community Interaction Activities

Law (2009) state that community interaction activities in the events occur in the context of ‘community interaction’ between the individual and the social group of which she or he is a member. A number of modes or sources of community influence are identified, specifically: expectations, from individual family and community groups, feedback, etc. In Stellenbosch University community interaction is described in the broadest sense as interaction between the university and community that includes the concept service learning.

Theory of (Hall & Walsh, 2002) views the act of language learning as an interaction activity in which children build their knowledge through the help and scaffolding of more knowledgeable peers or teachers. Interactions in language classrooms are important social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users (Luk & Lin, 2007). In an in-depth ethnographic study of teacher-student interactions in Hong Kong, Luk and Lin (2007) found out that students develop multiple identities through their classroom interactions with their language teachers.

The students can report to their teacher and classmates. And they can field question from other students. The teacher can grade efforts by judging completeness, accuracy, relevance, etc.

In this community interaction activities students can make community in group to make interaction or discuss about the topic what they want to discuss. They can make interaction with other group to gathering information, beside that they can make role play.

2. Criteria for Community Interaction

According to Stellebosch University, in order to distinguish Community Interaction activities from teaching and learning and research, such activities should adhere to the following criteria:

- a. The activity should be interactively linked to an identifiable group in a community outside the institution.
- b. Interaction should be actively linked to identifiable needs of both the university or school and the community.
- c. The interaction should be a sustained activity within a mutually defined relationship/partnership.
- d. Exclusive teaching and research activities that do not include a community component cannot be part of CI.

3. Example of Interaction Activities

a. Conversation Grid

The power of using conversation grid activities is that learners are involved in authentic, independent, and cooperative conversation

without direct teacher involvement. These grids can be used with any topics as teaching or assessment activities. Learners usually enjoy them greatly.

b. Line Dialogue

This activity is good for a change of pace and gets learners out of their chairs interacting with everyone in the class. A great deal of peer teaching and friendly conversation can happen throughout this activity.

4. The Advantages of Community Interaction Activities

Rosari (2015) said there are five advantages of community interaction activities in teaching and learning process:

- a. The implementation of community interaction activities makes all of the students become more active in teaching and learning process.
- b. Community interaction activities are able to make a good interaction between one student to another one.
- c. Community interaction activities teaches the students to know how to be good team work in group discussion
- d. Community interaction activities can practice the students' English spoken language.
- e. Community interaction activities are able to make the students become more confident and not afraid even nervous anymore.

B. Speaking

1. The Concepts of Speaking

Speaking means an oral communication in giving ideas or information to the other. It is the most essential way in which the speaker can express him through the language.

Byrne in Fhitria, (2006: 8) also states that oral communication is two ways process between the speaker and the listener involves the productive skill as speaking and receptive skill as listening. Therefore, both the speaker and the listener are active during the oral communication take place.

Harmer, (1991: 46) states that when two people are engaged in talking to each other, we can be fairly sure that they are doing so for a reason probably make the following generalization:

- a. He wants to speak in general way to suggest that a speaker makes a definite decision address someone. Speaking maybe forcer on him in some way but we can still say that he wants or intends to speak, otherwise he would keep silent.
- b. He has some communicative purposes that speakers say things because they want something to happen as a result of what they say.
- c. He selects his language store: the speaker has an infinitive capacity to crease new sentence if he is native speaker.

In relation of the statement of the statement above, the writer concludes that speaking is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or

way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it is must involve the speaker and the listener or only speaker involved.

2. Criteria of Speaking

a. Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of pronunciation, vocabulary and grammar. Those three parts involve together in making accurate utterance.

1) Pronunciation

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

2) Vocabulary

According to Gower in Fitriani, (2009: 6), "Vocabulary has some meaning, namely: vocabulary is supplied the reader of a book in a foreign language with the English equivalents of the words used in it, assumes that all are obscure, and has also the meaning of the whole

stock up words used by a nation, by any set of person, or by an individual”.

Hanna in Fitriani, (2009: 7) states that words selection and gradation be made according to linguistic principles in order provide for the students and unlimited correctly spelled writing vocabulary.

Students' vocabulary need to learn the text of language. They need to learn words mean and how learner says. In the days when grammar was the mayor center of attention in language classes, vocabulary has been also the focus of drill, exercise, and memorization efforts.

3) Grammar

One factor in influencing the students speaking skill is the functional grammar, the frequency of the student's activity is that the students sometimes want to speak with other people but they have lack functional grammar.

Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

b. Fluency

Hornby (2005: 165) said that “Fluency is able to speak a language easily and well.

Fluency is a thorny issue in assessing speaking. This is partly because the word ‘fluency’ has a general meaning, as in ‘she is fluent in five languages and a technical meaning when applied linguists use it to characterize a learner’s speech. However, even in technical terminology, fluency can be used in a range of senses. The narrowest definitions only include a few features, typically pausing, hesitations and speech rate, whereas the broadest uses are virtually synonymous with ‘speaking proficiency’. Unless the term is defined explicitly, it is simply not clear what a speaker or a writer means by it (Freed, 1995; Fulcher, 1996). Esser (1995), for example, found that when no verbal description of fluency was given to raters, they tended to disagree with each other about both the definitions they gave to it and the way they rated it when they were asked to pick the more fluent of a set of pairs of speech samples.

Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness (Koponen, 1995). These characterizations are complex, however, because they are not simply descriptions of a speaker’s speech but also of a listener’s perception of it. To illustrate this, in the phrase ‘excessive pausing’, the

pausing is a feature of a learner's speech, while the excessiveness is based on a listeners' judgment.

One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech–pause relationships, and frequency of dysfluency markers such as hesitations, repetitions and self-corrections. These can be evaluated by machine and by human impression. Both kinds of studies indicate that when speakers become more fluent their speech rate increases and the speech flow contains fewer pauses and hesitations (Lennon, 1990; Freed, 1995). They also pause at semantically sensible places, which listeners perceive as the speakers' planning the content of what they are saying rather than groping for words. More fluent speakers tend to speak more and their phrases are longer. This is the way in which the levels in the first fluency scale above differ from each other.

3. Types of Spoken Language

Brown (2001:251) divides spoken language into monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption. In a monologue, the stream of speech will go on whether or not the hearer comprehends.

Monologue is categorized into two subtypes. They are planned and unplanned monologues. Brown (2001) says that planned monologues usually create a little redundancy and are therefore relatively difficult to comprehend while unplanned monologues exhibit more redundancy, which

is made for ease in comprehension but the presence of more performance variables and other hesitations can either help or hinder comprehension. So, it can be said that planned monologue is well prepared than unplanned monologue which contains more redundancy.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those whose purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce a conversation with more assumptions, implications, and other meanings hidden between the lines. References and meanings have to be made more explicit to assure effective comprehension within conversations between or among participants who are not familiar with each other.

4. Assessing Speaking

Brown (2004:140) assumes that while speaking is productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that the accuracy and the teacher's/test takers listening skill become the significant aspects in assessing students' oral production.

There are five categories of speaking assessment tasks proposed by Brown (2004:144-182).

a. Imitative

This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.

b. Intensive

This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language. Kinds of intensive speaking tasks are direct response, read-aloud, dialogue completion tasks and oral questionnaires, picture-cued tasks, and translation.

c. Responsive

This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.

d. Interactive

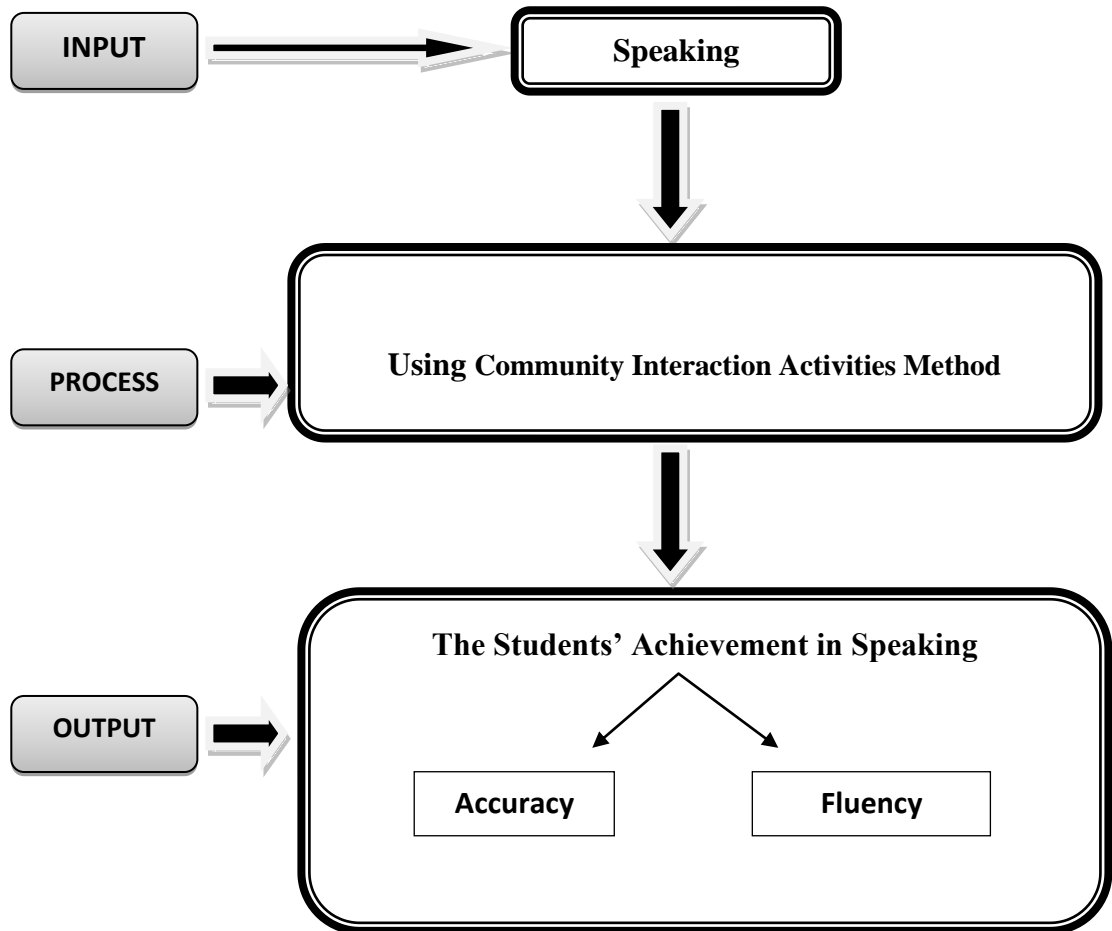
Interactive speaking tasks can be described as tasks which produce interaction either transactional language or interpersonal exchange. Interview, role play, discussions and conversations, and games can be set as interactive tasks.

e. Extensive

These oral production tasks which are termed as monologue tasks include speeches, oral presentation, and story-telling.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:



➤ Input : Teaching Material

Before apply the method in the class, the researcher will give pre-test in the classroom.

➤ Process : Treatment given using Community Interaction Activities.

The researcher will apply Community Interaction Activities as a method in one group class.

- Output : The treatment that is given in the process of the research is evaluated the students' interest and how effective using Method in teaching speaking on accuracy and fluency.

D. Hypothesis of the Research

Based on the problem statement before, the researcher presents temporary, as follows:

1. (H₀): The using of Community Interaction Activities cannot improve the speaking skill of the eleventh grade students' of SMA Somba Opu.
2. (H₁): The using of Community Interaction Activities can improve the the speaking skill of the eleventh grade students' of SMA Somba Opu.

CHAPTER III
RESEARCH METHOD

A. Research Design

The type of the research was pre-experimental design. The kind of pre-experimental design of this research was one group pre-test and post-test. This design involved one group which was pre-tested (O1), exposed to a treatment (X), and post-test (O2). The design was presented as follows:

Pretest	Treatment	Posttest
O1	X	O2

Table 3.1 Pattern of one group Pre-test Post-test

(Gay L.R.E.Mills, 2006)

Where:

- O1 : Giving the students a pre- test before conducting treatment
- X : Giving treatment to the students using Community Interaction Activities method
- O2 : Giving a post-test to the students after receiving treatment using Community Interaction Activities method.

1. Pre-test

The researcher gave pretest before treatment. The first thing that the researcher did in collecting data was doing pre-test to the students in experimental class. The researcher gave a pre-test to know the students' prior knowledge in speaking before treatment.

2. Treatment

- a. The teacher explained the material
- b. The teacher divided the students into sixth groups, every group had three or four students
- c. The teacher gave every group instruction in motion card
- d. After giving motion card the teacher asked the students to discuss about the instruction
- e. After discussing, the students made conversation
- f. After making conversation, every group made role play to present their conversation
- g. In the end lesson the researcher asked students to choose one community and got information about it. And they discussed with their friends to gathering information.

3. Post-test

After that, the researcher gave a treatment for eight times by using community interaction activities method. The researcher gave post-test to the students with the same time duration but the instrument had a different difficulty level than a pre-test. The researcher gave post-test to

know the students' development after conducting the treatment. Thus, the total meeting of this research was ten times, it concluded pre-test, treatment and post-test.

B. Variables and Indicators

1. Variable

The research was consist of two variables, they are:

- a. The use of Community Interaction Activities was categorized as independent variable because it gave effect on speaking teaching and learning process.
- b. The students' progress on speaking skill in learning process was categorized dependent variable because it took effect from Community Interaction Activities Method.

2. Indicator

The following the main indicators of variables was the indicators of the students' were speaking accuracy and the students' speaking fluency.

C. Population and Sample

1. Population

The population of SMA Somba Opu in the academic year 2017/2018 was 65. It consists of three classes. For the eleventh grade students consist of was 19 students.

2. Sample

The sampling technique of this research was purposive sampling. A purposive sampling was a non probability sample that was selected based on characteristics of a population and the objective of the study. The class selected as a sample was XI that consists of 19 students.

D. Research Instrument

The researcher has used dialog and examine the students' speaking skill. The teacher has given test in pretest and posttest to find out the improvement of the students' speaking skill.

E. Procedure of Collecting Data

In collecting the data, the researcher has taken 19 students from the population. After that the researcher explained about the test to the students. Then, the researcher gave several minutes to the students to work the test. Finally, the researcher submitted the test with the answer of the students.

The technique that the researcher has used to get a valid data was motion card. Motion Card was used to acquire detail information about the students' speaking ability. In this test, the researcher divided students into sixth group and every group got motion card and made conversation. After that, they showed their conversation in front of the class. When the students showed their conversation the researcher did scoring with them.

F. Technique of Data Analysis

The data had collected through quantitative analysis. The researcher used a procedure as follows:

1. Scoring the result of the students' test had been classified as follows:

The Assessment of Speaking Accuracy

a. Table 3.2 The Assessment of Pronunciation

Score	Criteria
6	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
5	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
3	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
2	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton,1989)

b. Table 3.3 The Assessment of Vocabulary

Score	Criteria
6	speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
5	has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
3	has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	long pauses while he searched for the desired meaning. Frequently halting and halting delivery. Almost gives up making the effort at times. Limited range of expression.
1	full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton,1989)

The Assessment of Speaking Fluency

Table 3.4 the Assessment of *English* for Educational Purposes fluency scale

Score	Criteria
4	Utterances, whilst occasionally hesitant, are characterized by an evenness and flow, hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.
3	Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length
2	Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length
1	Utterances halting, fragmentary and incoherent

(Weir, 1993: 44)

Classified the students' score into the following criteria:

Table 3.5 classified the students' score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Low
7	0-45	Very low

(Depdikbud in Herlis, 2011)

2. To score the students' answer of test, the researcher will use formula.

$$\text{Scoring} = \frac{\text{Correct answer}}{\text{Maximum score}} \times 100$$

(Gay, 1981:298)

3. Calculating the mean score by using the following formula:

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

Where: X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 2006:449)

4. To know how the development of the speaking skill, the researcher used the percentage technique as follows:

$$p = \frac{X_2 - X_1}{\bar{X}_1} \times 100$$

Where:

P : the percentage of the students' improvement score

X₂ : the mean score of post-test

X₁ : the mean score of pre-test

(Gay, 1981)

5. To know the significant difference between the score of the pre-test and post-test, the writer was calculate the value of the test by using the following formula

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between pre-test and post- test

\bar{D} = The mean of the different score

$\sum D$ = The sum of D score

$(\sum D)^2$ = The square of $\sum D$

N = the number of subject

(Gay, L. R. 1981: 331)

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely findings of the research and its discussion. The findings of the research present the description of the data collected through test and discussion covers further explanation about the findings.

A. Findings

1. The Improvement of the Students' Speaking Accuracy through Community Interaction Activities method

The influence of Community Interaction Activities method in improving the students' accuracy in speaking was dealing vocabulary and pronunciation. The improvement of the students' in such two items can be clearly in the following table:

Table 4.1 The Improvement of the Students' Speaking Accuracy

No	Indicators	Mean Score		Improvement %
		Pre-Test	Post-Test	
1	Vocabulary	59	70	18.64
2	Pronunciation	50	66	32

The table above indicates that there was the improvement of the students' speaking accuracy from pre-test and post-test. The Students' vocabulary score in pre-test was categorized as very fair (59) then it increases

in of post-test which categorized fairly good (70). Then, the students' pronunciation score in pre-test was (50) and it increases in post-test which was categorized as fairly good (66).

The result of pre-test and post-test had improved which was 18.64 % for vocabulary and pronunciation was 32 %. The table above proves that the use of community interaction activities method in teaching and learning process can improve the students' speaking accuracy after taking pre-test and post-test has been achieved standard score.

Table 4.2 Percentage of Vocabulary

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0 %	0	0 %
86-95	Very Good	0	0 %	0	0 %
76-85	Good	0	0 %	3	15.79 %
66-75	Fairly Good	11	57.89 %	16	84.21 %
56-65	Fair	0	0 %	0	0 %
46-55	Low	7	36.84 %	0	0 %
0-45	Very low	1	5.27 %	0	0 %
-	-	19	100 %	19	100 %

Table 4.3 Percentage of Pronunciation

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0 %	0	0 %
86-95	Very Good	0	0 %	0	0 %
76-85	Good	0	0 %	1	5.27 %
66-75	Fairly Good	3	15.79 %	16	84.21 %
56-65	Fair	0	0 %	0	0 %
46-55	Low	14	73.69 %	2	10.52 %
0-45	Very low	2	10.52 %	0	0 %
-	-	19	100 %	19	100 %

To see clearly the improvement of the students' speaking accuracy, it can also be seen in the following chart:

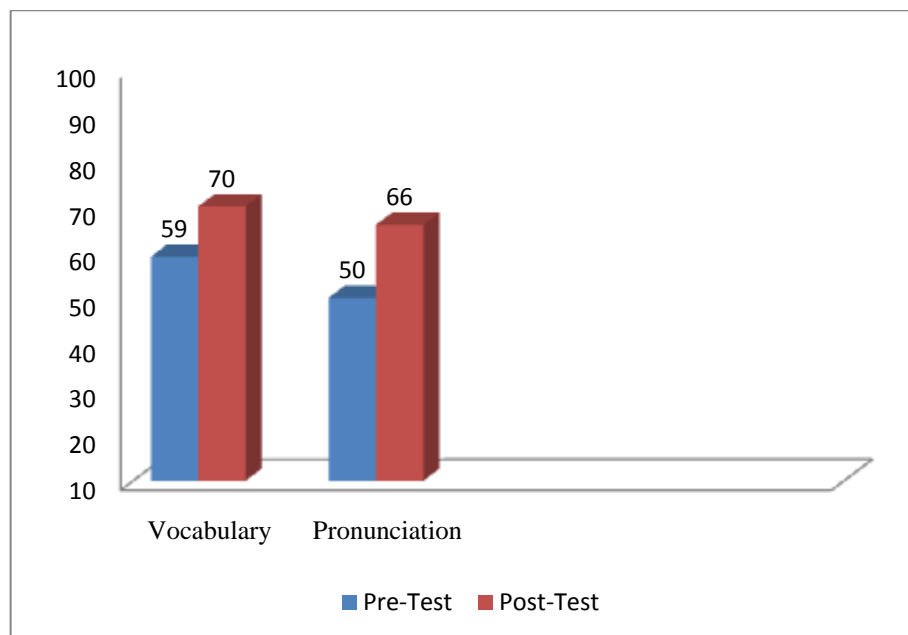


Figure 4.1 : The Improvement of the Students' Speaking accuracy

2. The Improvement of the Students' Speaking Fluency through Community Interaction Activities method

The use of community interaction activities method in improving the students' fluency in speaking. The improvement of the students' fluency can be seen clearly in the following table:

Table 4.4 The Improvement of the Students' Speaking Fluency

Indicator	Mean Score		Improvement %
	Pre-Test	Post-Test	
Fluency	50	71	42

The table above indicated that there was the improvement of the students' speaking fluency from pre-test and post-test. The students' fluency mean score in pre-test was (50) and increased in post-test which was categorized as fairly good (71). Therefore, the improvement of students' speaking fluency from pre-test until post-test increased significantly.

The table above proved that use of community interaction activities method in teaching and learning process can improve the students' speaking fluency after taking in pre-test and post-test has been achieved the score (42%).

Table 4.5 Percentage of fluency

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0 %	4	21.05 %
86-95	Very Good	0	0 %	0	0 %
76-85	Good	0	0 %	0	0 %
66-75	Fairly Good	2	10.52 %	8	42.1 %
56-65	Fair	0	0 %	0	0 %
46-55	Low	15	78.95 %	7	36.84 %
0-45	Very low	2	10.52 %	0	0 %
-	-	19	100 %	19	100 %

To see clearly the improvement of the students' speaking fluency. It can also be seen in the following chart:

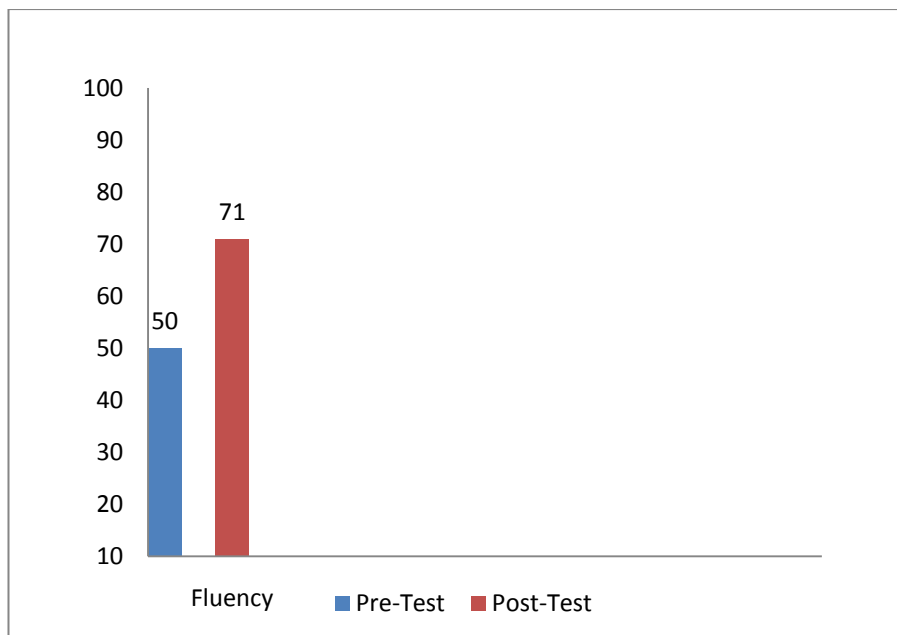


Figure 4.2 : The Improvement of the Students' Speaking Fluency

The chart above shows that the improvement percentage of the students' speaking fluency after taking treatment community interaction activities method was higher than before. It was proved by the improvement of the students' speaking fluency in pre-test to post-test (50) become (71).

3. The Improvement of the Students' Speaking Skill

The use of community interaction activities in improving the students' speaking skill deals with accuracy and fluency. The improvement of the students' speaking skill that deals with accuracy and fluency can be seen clearly in the following table:

Table 4.6 The Improvement of the Students' Speaking Skill

Variable	Percentage
Speaking Accuracy	25%
Speaking Fluency	42%

The data analysis of the influence of speaking accuracy at the eleventh grade students' of SMA Somba Opu, shows that the percentage was 25%. The influence of speaking fluency at the eleventh grade students' of SMA Somba Opu, shows that the percentage was 42%.

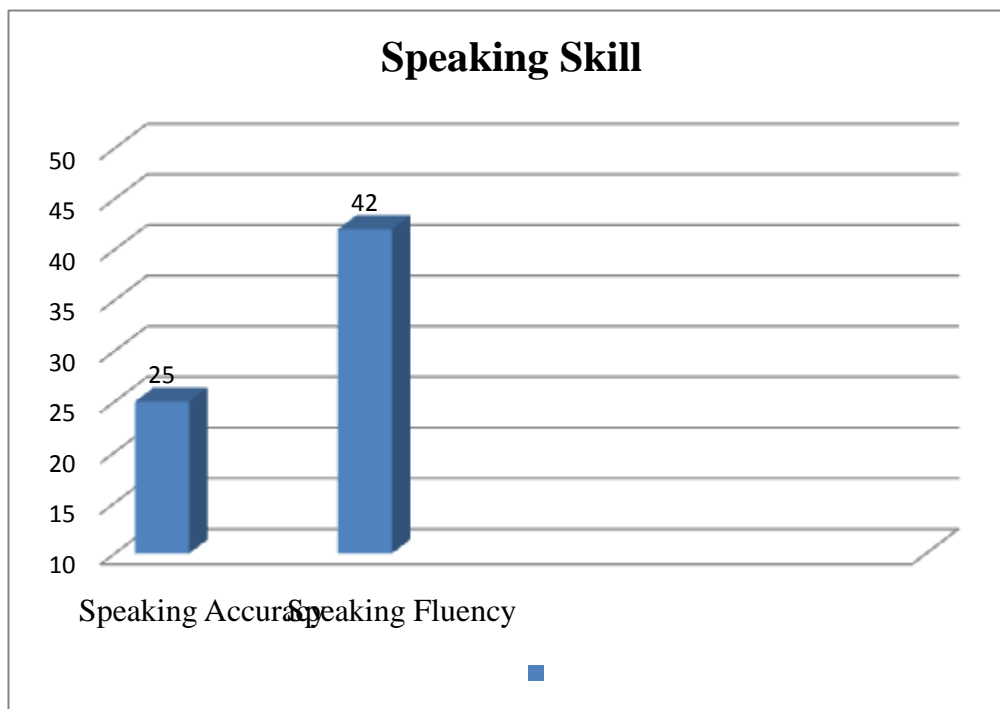


Figure 4.3 : The Improvement of the Students' Speaking Skill

The chart above showed that the development percentage of the students' speaking skill after taking treatment through community interaction activities was higher than before. It was proved by the improvement of the students' speaking skill in speaking accuracy and speaking fluency (25– 42).

4. Significance Testing

Analyzing t-test was used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1 = 19-1 = 18$) it is found that the t-table value is 2.101 the result of the calculation is shown as follows:

Table 4.7 T-test value of the students' speaking skill

Variables	t-test	t-table
Speaking Skill	7.60	2.101

The table above shows about the comparison between the students' t-test and t-table to improve speaking accuracy and speaking fluency after using community interaction activities. The value of the t-test is greater than t-table. The score in variable of speaking skill ($7.60 > 2.101$).

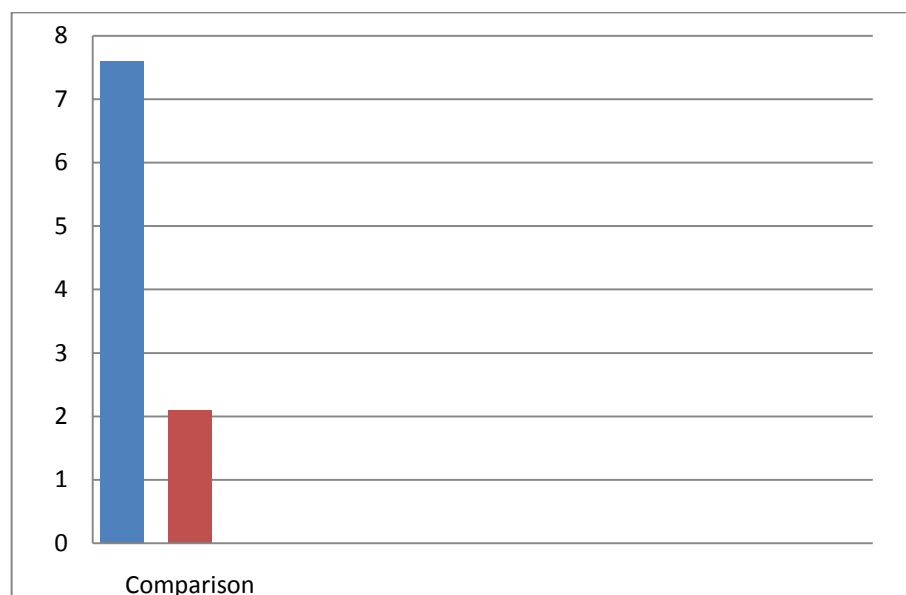


Figure 4.4: The Comparison between the Students' T-test and T-table

It can be concluded that there was significant difference between the results of the student speaking skill before and after using community interaction activities. This also means that null hypothesis (H_0): The use of community interaction activities does not effective in improved the students' speaking skill at the the eleventh grade students' of SMA Somba Opu in academic year 2017/2018 is rejected and the alternative hypothesis

(H₁) the use of community interaction activities does effective in improved the students' speaking skill at the eleventh grade students' of SMA Somba Opu in academic year 2017/2018 was accepted.

B. Discussion

The main goal of speaking or talks is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message is understandable. Therefore, in order to deliver a message effectively, the speaker should understand what will be delivered or communicated.

In this part, the discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking accuracy (pronunciation and vocabulary), speaking fluency and the observation result of the students' presence activeness in teaching and learning process by using community interaction activities method. It is indicated by the students' achievement in pre-test and post-test.

In the treatment process, the researcher made the teaching learning process speaking. At the first, the students were lazy to participate in learning by the community interaction activities but the researcher encouraged them and made in the classroom more practice. As a result, the students became enjoy and more excited in learning process.

1. The Improvement of the Students' Speaking in term of vocabulary

The use of community interaction activities made the students' speaking in term of vocabulary increased. The table 4.1 indicated that the

students' vocabulary in post-test was greater than pre-test (70 > 59). The process that could be explained from pre-test to post-test and the giving of treatment.

After the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. The students still very low achievement in vocabulary.
- b. Some students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscured.

According to Harmer (2009). If the students have more vocabularies or at least 1000 words, they can communication fluently. It is impossible to speak without mastering vocabulary. There for 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.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the students' speaking vocabulary in pre-test was still low or poor.

After the researcher gave treatment the community interaction activities then gave a post-test, the findings were:

- a. Students' already achieve vocabulary
- b. Students' were effectively using words and vocabulary, so the meaning of their speaking was usage.

The explanation above indicated that, the use of the community interaction activities can improve the students' vocabulary.

2. The Improvement of the Students' Speaking in term of pronunciation

The use of community interaction activities made the students' speaking in term of pronunciation increased. The table 4.1 indicated that the students' pronunciation in post-test was greater than pre-test ($66 > 50$). The process that could be explained from pre-test to post-test and the giving of treatment.

After the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. Most of the students still spoke with inappropriate pronunciation.
- b. Most of students' pronunciation still influenced by mother tongue with error causing breakdown in communication.

Harmer (2009) states that pronunciation does not only make the students aware of different sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make students aware of using stress when speaking. Hancock & Sylve (2007) pronunciation is very important both of speaking and listening.

Therefore, most of them were difficult to speak with correct and appropriate pronunciation. As a result, the mean score of the students' speaking pronunciation in pre-test was still low or poor. After the researcher

gave treatment the community interaction activities then gave a post-test, the findings were:

- a. Some students' spoke correct and appropriate pronunciation
- b. Some of the students' pronunciation were only very slightly influenced by mother tongue

The explanation above indicates that, the use of the community interaction activities can improve the students' pronunciation.

3. The Improvement of the Students' Speaking fluency

One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech–pause relationships, and frequency of dysfluency markers such as hesitations, repetitions and self-corrections. These can be evaluated by machine and by human impression. Both kinds of studies indicate that when speakers become more fluent their speech rate increases and the speech flow contains fewer pauses and hesitations (Lennon, 1990; Freed, 1995). The use of community interaction activities made the students' speaking in fluency. The table 4.2 indicated that the fluency in post-test was greater than pre-test (71 > 50).

From the data collected in post-test, the researcher can conclude the students' improved in speaking, because they are easy to understand learning goals and can enjoy the activities during the teaching and learning process. They also feel that this learning method can improved their English especially in speaking skills.

4. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom (df) = 19 where $n-1=18$; indicated that t-table value was 2.101 and t-test value was 7.60. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of community interaction activities in teaching speaking skill can improve the students' skill of speaking.

Community interaction activities was interesting and beneficial for the students who studied English as foreign language because can improve the students' speaking skills. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt.

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the using of community interaction activities can help to create joyful learning in study English especially in speaking skills from this discussion, it can be concluded that the eleventh grade students' of SMA Somba Opu in academic year 2017/2018 have good skill in English after being the community interaction activities method especially in speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer draws conclusion as follows:

3. The community interaction activities method improve the students' accuracy in speaking dealing with vocabulary and pronunciation at the eleventh grade students' of SMA Somba Opu.
4. The community interaction activities method improve the students' fluency in speaking at the eleventh grade students' of SMA Somba Opu.

B. Suggestions

Relation to the speaking skill in this thesis were the writer would like to give some suggestions to students (learners), and the teachers of English as follows:

1. For students
 - a. In relation to this method, to get speaking skill, the students should practice their English more through Community Interaction Activities Method in daily activities like interview or discussion because it can stimulate them to speak up more and to get natural communication.
 - b. The students should make English as daily conversations in their activities even though just speak little by little. And don't forget to memorize many

more English daily expressions in order to make them speak easily in activities and built competition with another group in the classrom.

2. For teachers of English

- a. The application of Community Interaction Activities Method could significantly improve the students' speaking skill in terms of accuracy dealing with vocabulary, pronunciation and fluency at the eleventh grade students' of SMA Somba Opu. So it is strongly suggested to be applied in teaching English speaking in th classroom in order to improve the students' achievement.
- b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.

3. For the next Researcher

Based on the study about the use of Community Interaction Activities Method is effective to make the students' active to speak English in the class, for the researcher to be able to find out more research about the use of Community Interaction Activities Method in the others school such as junior high school or senior high school with greater population.

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A P P E N D I C E S





Attendance List

Code	Name	Pre Test	Attendance List								Post Test
			Treatment								
			1	2	3	4	5	6	7	8	
Std 1	Jesica Setiakristi	√	√	√	√	√	√	√	√	√	√
Std 2	Saiful B	√	√	√	√	√	√	√	√	√	√
Std 3	Muhammad Fahrul	√	√	A	A	A	A	√	√	√	√
Std 4	Muh. Fadli Hafid	√	√	A	A	√	√	A	A	√	√
Std 5	Dilla Fadliah	√	√	√	√	√	√	√	√	√	√
Std 6	Muh. Haswar Hasan Nur	√	√	√	√	√	√	A	A	√	√
Std 7	A Atirah Fitri	√	√	A	A	√	√	A	A	√	√
Std 8	Muh. Nur Ikhsan Basir	√	√	√	√	√	√	S	S	√	√
Std 9	Muhammad R.P Manu	√	√	A	A	A	A	√	√	√	√
Std 10	Nasdi Nasrun	√	√	A	A	√	√	√	√	√	√
Std 11	Riswan	√	√	√	√	√	√	√	√	√	√
Std 12	Muh. Hidayatullah	√	√	√	√	A	A	√	√	√	√
Std 13	Fira Apriyanti	√	√	A	A	A	A	√	√	√	√
Std 14	Nur Aeni	√	√	√	√	√	√	√	√	√	√
Std 15	Putri Nanda Recza	√	√	√	√	√	√	√	√	√	√
Std 16	Muhammad Ibrahim	√	√	A	A	A	A	√	√	√	√
Std 17	Oktavia Reski Tanjung	√	√	√	√	√	√	√	√	√	√
Std 18	A Alfiansyah Ali	√	√	A	A	√	√	√	√	√	√
Std 19	Ardilla	√	√	A	A	√	√	A	A	√	√

THE STUDENTS' SCORE AND CLASIFICATION OF THE STUDENTS SCORE

1. THE STUDENTS' SCORE

Code	Pre Test			X
	Vocabulary	Pronunciation	Fluency	
Std 1	67	50	50	56
Std 2	67	50	50	56
Std 3	50	50	50	50
Std 4	50	50	25	42
Std 5	67	67	75	70
Std 6	50	50	50	50
Std 7	67	33	25	44
Std 8	67	67	75	70
Std 9	67	16	50	44
Std 10	67	50	50	56
Std 11	67	50	50	56
Std 12	67	50	50	56
Std 13	50	50	50	50
Std 14	50	50	50	50
Std 15	50	50	50	50
Std 16	67	50	50	56
Std 17	67	50	50	56
Std 18	50	50	50	50
Std 19	33	67	50	50

Code	Post Test			X
	Vocabulary	Pronunciation	Fluency	
Std 1	83	67	75	75
Std 2	67	67	100	78
Std 3	67	67	50	61
Std 4	67	67	50	61
Std 5	83	83	100	89
Std 6	67	67	75	70
Std 7	67	50	50	57
Std 8	83	67	100	83
Std 9	67	50	50	57
Std 10	67	67	75	70
Std 11	67	67	75	70
Std 12	67	67	75	70
Std 13	67	67	50	61
Std 14	67	67	50	61
Std 15	67	67	75	70
Std 16	67	67	75	70
Std 17	67	67	100	78
Std 18	67	67	75	70
Std 19	67	67	50	61

2. THE CLASIFICATION OF THE STUDENTS' SCORE

Code	Pre Test			X
	Vocabulary	Pronunciation	Fluency	
Std 1	Fairly Good	Low	Low	Fair
Std 2	Fairly Good	Low	Low	Fair
Std 3	Low	Low	Low	Low
Std 4	Low	Low	Very low	Very low
Std 5	Fairly Good	Fairly Good	Fairly Good	Fairly Good
Std 6	Low	Low	Low	Low
Std 7	Fairly Good	Very low	Very low	Very low
Std 8	Fairly Good	Fairly Good	Fairly Good	Fairly Good
Std 9	Fairly Good	Very low	Low	Very low
Std 10	Fairly Good	Low	Low	Fair
Std 11	Fairly Good	Low	Low	Fair
Std 12	Fairly Good	Low	Low	Fair
Std 13	Low	Low	Low	Low
Std 14	Low	Low	Low	Low
Std 15	Low	Low	Low	Low
Std 16	Fairly Good	Low	Low	Fair
Std 17	Fairly Good	Low	Low	Fair
Std 18	Low	Low	Low	Low
Std 19	Very low	Fairly Good	Low	Low

Code	Post Test			X
	Vocabulary	Pronunciation	Fluency	
Std 1	Good	Good	Fairly Good	Fairly Good
Std 2	Good	Good	Excellent	Good
Std 3	Fairly Good	Fairly Good	Low	Fair
Std 4	Fairly Good	Fairly Good	Fairly Good	Fair
Std 5	Excellent	Good	Excellent	Very Good
Std 6	Fairly Good	Fairly Good	Fairly Good	Fairly Good
Std 7	Fairly Good	Fairly Good	Low	Fair
Std 8	Excellent	Good	Excellent	Good
Std 9	Fairly Good	Fairly Good	Fairly Good	Fair
Std 10	Good	Fairly Good	Fairly Good	Fairly Good
Std 11	Good	Good	Fairly Good	Fairly Good
Std 12	Good	Good	Fairly Good	Fairly Good
Std 13	Fairly Good	Fairly Good	Low	Fair
Std 14	Good	Fairly Good	Fairly Good	Fair
Std 15	Good	Good	Fairly Good	Fairly Good
Std 16	Fairly Good	Fairly Good	Fairly Good	Fairly Good
Std 17	Excellent	Good	Excellent	Good
Std 18	Good	Good	Fairly Good	Fairly Good
Std 19				Fair

Table of the students' achievement

Students' speaking skill

No	X1 Pre-test	X2 Post-test	D (X2-X1)	X1 ²	X2 ²	D ²
Std 1	56	75	19	3136	5625	361
Std 2	56	78	28	3136	6084	784
Std 3	50	61	11	2500	3721	121
Std 4	42	61	19	1764	3721	361
Std 5	70	89	19	4900	7921	361
Std 6	50	70	20	2500	4900	400
Std 7	44	57	13	1936	3249	169
Std 8	70	83	13	4900	6889	169
Std 9	44	57	13	1936	3249	169
Std 10	56	70	14	3136	4900	196
Std 11	56	70	14	3136	4900	196
Std 12	56	70	14	3136	4900	196
Std 13	50	61	11	2500	3721	121
Std 14	50	61	11	2500	3721	121
Std 15	50	70	20	2500	4900	400
Std 16	56	70	14	3136	4900	196
Std 17	56	78	28	3136	6084	784
Std 18	50	70	20	2500	4900	400
Std 19	50	61	11	2500	3721	121
Total	1012	1312	312	54888	92006	6726
Mean score	53.26	69.05	16,42	2888.84	4842.42	354

T-TEST VALUE AND DEGREE OF FREEDOM (df)

A. T-Test Value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{16.42}{\sqrt{\frac{6726 - \frac{(312)^2}{19}}{19(19-1)}}$$

$$t = \frac{16.42}{\sqrt{\frac{6726 - \frac{97344}{19}}{19(18)}}$$

$$t = \frac{16.42}{\sqrt{\frac{6726 - 5123.36}{342}}}$$

$$t = \frac{16.42}{\sqrt{\frac{1602.64}{342}}}$$

$$t = \frac{16.42}{\sqrt{4.68}}$$

$$t = \frac{16.42}{2.16}$$

$$t = 7.60$$

B. Degree of Freedom (df)

$$df = N - 1$$

$$= 19 - 1$$

$$= 18$$

df = 18 (see table of “t” value at the degree of significance of 5%).

At the degree of significance 5% = 2.101

The result is $7.60 > 2.101$

Distribution of t-table

df	Level of Significance for Two-Tailed Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551

TEACHING MATERIAL

The First and Second Meetings

Asking & Giving Opinion

- How was the trip?
- How do you like your new house?
- How do you think of Rina's idea?
- How do you feel about this diction?
- What is your opinion of the movie?
- What are your feelings about it?
- I think (that)...In my opinion....As I see, ...
- If you ask me, I feel...

The Third and the Fourth Meetings

Agreement/Approval, Disagreement/Disapproval

Ketika kita merasa sependapat dengan opini orang lain, kita bisa mengatakan:

- So do I
- Yes, I agree with you
- It is certainly
- Exactly
- That's what I want to say
- I am with you
- I am on your side

Ketika kita merasa tidak sependapat dengan opini orang lain, kita bisa mengatakan:

- Well, I don't think so
- I don't think that is true
- I disagree with ...
- I wouldn't say that
- Exactly not
- I can't say so
- On contrary
- I don't buy that

Dialogue disagreement

Salsa : I think our new boss is great.

Narha : No, I'm not too happy about her. She's not very friendly.

Salsa : That's not true! She's one of the friendly people in the office!

Narha : I don't agree with that at all. I think she just pretends to be nice.

The Fifth Meeting

Satisfaction

✚ Asking about Satisfaction

- Is everything O.K? (Apakah semua baik-baik saja?)
- Is everything satisfactory (Adalah segalanya memuaskan?)
- Are you satisfied? (Apakah kamu puas?)

✚ Expressing Satisfaction

- I'm completely satisfied with everything you've done for me.
(Saya benar-benar puas dengan semua yang telah Anda lakukan untuk saya.)
- It was satisfactory. (Itu memuaskan.)
- It was okay. Not too bad. (Ini baik-baik saja. Lumayan.)

✚ Contoh Dialog Expressing Satisfaction :

Mala: How's your vacation in Bali?

Riyan: It was terrific! The beaches are beautiful and the sun set from Tanah Lot is satisfying.

Mala: Really? What else did you do there?

Riyan: Oh, I went parasailing! It was the most breath-taking thing that I've ever done.

Mala: Wow, it must be a very fun trip for you.

Riyan: Yes, I'm very satisfied with my vacation there. You must go there.

Mala: Yes, I think I'll do that.

The Sixth Meeting

Dissatisfaction

✚ Asking about Dissatisfaction

- Do you want to complain about something? (Apakah Anda ingin mengeluh tentang sesuatu?)
- Was something not to your satisfaction? (Apakah sesuatu bukan kepuasan kamu)
- Are you dissatisfied with something? (Apakah Anda tidak puas dengan sesuatu?)
- Did you find our service satisfactory? (Apakah Anda menemukan layanan kami memuaskan?)

✚ Expressing Dissatisfaction

- It is disappointing! (Ini mengecewakan)
- It is unacceptable (Tidak dapat diterima)
- This is the limit I won't take any more of... (Ini adalah batas. Saya tidak akan mengambil lebih dari ...)
- Well, this is most unsatisfactory. (Nah, ini yang paling tidak memuaskan.)
- It's not as good as I thought. (Ini tidak sebaik yang saya pikir.)

✚ Contoh Dialog Expressing Dissatisfaction :

Filia: Adrian, I thought you were on vacation.

Adrian: Well, I got back early.

Filia: Why?

Adrian: Well, I didn't really enjoy being there.

Filia: What happened?

Adrian: Well, the beach was very dirty, and when I got there it was raining heavily. What made it worse was the hotel where I stayed had a bad service.

Filia: You seem to be unhappy with your vacation.

Adrian: Yes, I'm quite displeased about it.

The Seventh and the Eighth Meetings

Expressions Suggestion

Asking Suggestion	Giving Suggestion
<u>Do you have any ideas for me?</u> <i>(Apa kau punya ide untukku?)</i>	<u>You should + V1</u> <i>(Kau seharusnya + Kata kerja)</i>
<u>Do you have any suggestions for me?</u> <i>(Apa kau punya saran untukku?)</i>	<u>You had better + V1</u> <i>(Kau lebih baik + Kata kerja)</i>
<u>Do you have any advice for me?</u> <i>(Apa kau punya nasihat untukku?)</i>	<u>You ought to + V1</u> <i>(Kau seharusnya + Kata Kerja)</i>
<u>Would you mind giving me your suggestion?</u> <i>(Apakah kau mau memberikan saran?)</i>	<u>I advise you to + V1</u> <i>(saya sarankan kau untuk + kata kerja)</i>
<u>Can you tell me what I should do?</u> <i>(Bisakah kau katakan apa yang harus aku lakukan)</i>	<u>I suggest you to + V1</u> <i>(saya sarankan kau untuk + kata kerja)</i>
<u>What should I do?</u> <i>(Aku seharusnya melakukan apa?)</i>	<u>I recommend you to + V1</u> <i>(saya anjurkan kau untuk + kata kerja)</i>

Expressions Offering

- May I help you?- Can I help you?- Could I help you?
- How can I be of assistance to you?
- How can I be of help to you?
- What can I help you
- What can I do for you?- How can I assist you?- How can I help you?
- Let me help you?
- Do you want me to help you?
- Shall I ...?

Cara memberi tawaran seperti menawarkan makanan atau minuman dalam bahasa Inggris lazimnya dengan menggunakan ungkapan:

- Would you like...?
- Would you care for ...?
- why don't you have...?
- How about having ...?
- May I offer you ...?

Contoh:

Tawaran Respon

- Would you like some bread? Yes, please.
- Would you care for some coffee? No, thanks. I don't drink coffee.
- Why don't you have some biscuit, please? Thanks, I'd love to.

Jawaban untuk menerima tawaran antara lain: Yes please, Sure, Why not, Ofcourse, Certainly, I'd love to, It's a good idea, That's great.

Untuk menolak tawaran digunakan ungkapan seperti: No, thanks, Please don't bother, I'd love to but..., That's great but...

Following dialogue, then act it out with your pair

dialogue Suggestion

Mark : Hi Chris, would you like to do something with me this weekend?

Chris : Sure. What shall we do?

Mark : I don't know. Do you have any ideas?

Chris : Why don't we see a film?

Mark : That's sounds good to me. Which film shall we see?

Chris : Let's see "Action Man 4".

Mark : I'd rather not. I don't like violent films. How about going to "Mad Doctor Brown"? I hear it's quite a funny film.

Chris : OK. Let's go see that. When is it on?

Mark : It's on at 8 o'clock at the Blue Cinema. Shall we have a bite to eat before the film?

Chris : Sure, that sounds great. What about going to that new Italian restaurant 'Italianni's'?

Mark : Great idea! Let's meet there at six.

Chris : OK. I'll see you at 'Italianni's' at six. Bye.

Mark : Bye.

Dialogue Offering

Between Passengers in a Train

Anton : It's very cold tonight.

Ryan : Yes. May I shut the window?

Anton : Oh yes, please.

Ryan : Why don't you wear a sweater?

Anton : Oh, I forgot to bring mine. I didn't really expect it to be so cold.

Ryan : I can give you one if you don't mind. I have one more in my
suitcase.

Anton : That's very kind of you.

Ryan : How about a cup of hot tea?

Anton : No, thank you

Contoh Instrument:

A. Please choose this job depend on your numbers, of groups:

- a. Teacher
- b. Author
- c. Businessman
- d. Cook
- e. Driver
- f. Government
- g. Journalist
- h. Lawyer
- i. Policeman/policewoman
- j. Singer

B. Instruction

a. Discuss with your group about:

- 1) Your job
- 2) Your activity in your job
- 3) Your salary
- 4) Your schedule
- 5) Your feeling

b. Go to the other groups to get information about their job and ask them:

- 1) Their job
- 2) Their activity in your job

3) Their salary

4) Their schedule

5) Their feeling

C. After that please make role play with your group and show in front of the class

Instrument of Test

Instrument of Pre-Test

Dialog 1

Student 1 : What do you think makes a good friend?

Student 2 : Well, I personally believe that a friend is someone who is fun to be with.

Student 1 : Hm...fun to be with? Can you give me an example?

Student 2 : I like friends who like to go out and have fun together – go down town, go to the beach, see a movie, something like that.

Student 1 : So....does that mean a friend has to like the same things you do?

Student 2 : No...not really, just that they have a fun personality. You know, fun to be with whatever we do.

Dialog 2

Student 1 : Hi, by the way, I just don't understand why you guys like smoking?

Student 2 : Well... It's nice you know...

Student1 : Nice? What's nice about smoking? In my opinion, there is nothing nice about smoking; it's dangerous for your health. And it is waste of money.

Student 2 : I've heard many times, but I don't believe it.

Student 1 : Maybe you'll believe it when you get your lung cancer.

Dialog 3

Student 1 : Tina, what do you think is the best action to reduce global warming?

Student 2 : I think everyone should start changing their life styles.

Student 1 : What do you mean?

Student 2 : Well, we have to start to do what we can, to help reduce global warming.

Student 1 : What do you suggest that we should do?

Student 2 : Well, there are lots of things that we can do. We should start saving electricity, recycling things, using public transportation, buying and consuming as much as we need only. Basically, just save anything that we can.

Student 1 : that's a great idea. I will do that.

Dialog 4

Student 1 : Hey, dude. Have you heard that your favorite band has just released their new album?

Student 2 : who?

Student 1 : Sleeping with Sirens of course.

Student 2 : ah.. yeah...

Student 1 : what do you think about their new album?

Student 2 : Well, honestly the music in this album is too monotonous to me. But I very appreciate to them.

Dialog 5

Student 1 : Some people say friends are always honest with each other. What do you think?

Student 2 : In my opinion friends need to be completely honest. One little lie and the friendship just disappears.

Student 1 : Ah, that's pretty strong language. Do you really think that?

Student 2 : Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

Instrument of Post Test

Student 1 : Hey guys! Nice to see you again. Welcome back in the “ young learners” program I’m lala, your host. Guys, this time I’d like to interview a high school ,named melissa. Good morning, melisa.

Student 2 : Wel guys. In this occasion we will be talking about an interesting topic. Guess what it is.... uhuh....it’s HOMEWORK! Okay, Melissa do your techers always give you homework to do at home?

Student 2 : Most of the time.

Student 1 : Hm....really ? Hou do you feel abuot it ?Is it effective or ineffective?

Student 2 : well, I personally think that homework is ineffective in depeloving student’s skill.

Student 1 : Oh, that surprises me.Tell me about that.

Student 2 : Well, in the first place, homework is a waste of time, because you’ re just forced to complete tasks that you already know how to do.



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Sultan alauddin No. 259, Telp. makassar. Fax (0411)-860 132 Makassar 90221



Nomor : 1501/FKIP/A.1-II/VIII/1439/2017

Lampiran : 1 Rangkap Proposal

Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : NURHIKMAH

Nim : 10535 5592 13

Jurusan : Pendidikan Bahasa Inggris

Alamat : Sakkolia, Bontomarannu

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian skripsi

Dengan judul : **The Influence of Community Interaction Activities In Learning Speaking Skill (A Pre Experimental Research At The Eleventh Grade Students' of SMA Somba Opu)**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Oktober 2017

Dekan,

Erwin akib, S.Pd., M.Pd., Ph.D.
NBM. 860934



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 14829/S.01P/P2T/10/2017
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth,
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2243/Izn-05/C.4-VIII/X/37/2017 tanggal 05 Oktober 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **NURHIKMAH**
Nomor Pokok : 10535559213
Program Studi : **Pend. Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa(S1)**
Alamat : **Jl. Sultan Alauddin No, 259, Makassar**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE INFLUENCE OF COMMUNITY INTERACTION ACTIVITIES IN LEARNING SPEAKING SKILL (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMA SOMBA OPU) "

Yang akan dilaksanakan dari : Tgl. **17 Oktober s/d 17 November 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 09 Oktober 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.

Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan YB
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Peninggal.

SMAP P2SP 03-10-2017



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://p2tbkpmmd.sulselprov.go.id> Email : p2t_prov Sulsel@yahoo.com
Makassar 90222





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

Jalan Perintis Kemerdekaan Km. 10 Tamalanrea Telepon 586083., Fax.584959
MAKASSAR 90245

Makassar, 13 Oktober 2017

Nomor : 070 / 1055 - FAS.3/DISDIK
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMA Somba Opu
di
Tempat

Dengan hormat,

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor 14829/S.01P/P2T/10/2017 Tanggal 09 Oktober 2017 perihal Izin Penelitian oleh mahasiswa / Peneliti tersebut di bawah ini :

Nama : NURHIKMAH
Nomor Pokok : 10535 5592 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No.259, Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMA Negeri Somba Opu dalam rangka penyusunan Skripsi dengan judul :

" THE INFLUENCE OF COMMUNITY INTERACTION ACTIVITIES IN LEARNING SPEAKING SKILL (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMA SOMBA OPU) "

Waktu Pelaksanaan : 17 Oktober s.d 17 November 2017

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n KEPALA DINAS PENDIDIKAN
Kepala Bidang Fasilitas Paud,
Dikdas, Dikmas Dan Dikti




Drs. AHMAD FARUMBAN, M.Pd
Pangkat: Pembina Tk. I
NIP. : 196008291 198710 1 002

Tembusan :

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai laporan);
2. Peninggal.



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurhikmah
NIM : 10535 5592 13
Judul Penelitian : *The Influence of Community Interaction Activities in Learning Speaking Skill (A Pre Experimental Research at the Eleventh Grade Students' of SMA Somba Opu)*
Tanggal Ujian Proposal : 16 September 2017
Tempat/Lokasi Penelitian : SMA Somba Opu

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis / 26 - 10 - 2017	Pre test	Minarti RD, S. pd	L
2	Kamis / 26 - 10 - 2017	Treatment	Minarti RD, S. pd	L
3	Kamis / 02 - 11 - 2017	Treatment	Minarti RD, S. pd	L
4	Kamis / 02 - 11 - 2017	Treatment	Minarti RD, S. pd	L
5	Kamis / 09 - 11 - 2017	Treatment	Minarti RD, S. pd	L
6	Kamis / 09 - 11 - 2017	Treatment	Minarti RD, S. pd	L
7	Kamis / 16 - 11 - 2017	Treatment	Minarti RD, S. pd	L
8	Kamis / 16 - 11 - 2017	Treatment	Minarti RD, S. pd	L
9	Kamis / 23 - 11 - 2017	Treatment	Minarti RD, S. pd	L
10	Kamis / 23 - 11 - 2017	Post test	Minarti RD, S. pd	L

Somba Opu, November 2017

Mengetahui,

Ketua Jurusan



Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Kepala Sekolah
SMA Somba Opu





**YAYASAN PENDIDIKAN SOMBA OPU (YPSO)
SEKOLAH MENENGAH ATAS (SMA)
SOMBA OPU**

Alamat : Jl. Sultan Hasanuddin No. 24 Sungguminasa Kab. Gowa Telp. (0411) 882936

KEPUTUSAN KETERANGAN

Nomor : 011/SMA-YPSO/S/2017

Yang bertanda tangan dibawah ini :

Nama : Ir H. MOCH. HARUN GANI
Jabatan : Kepala SMA Somba Opu Sungguminasa

Menerangkan dengan sebenarnya bahwa :

Nama : NURHIKMAH
NIM : 10535 5592 13
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Benar telah mengadakan penelitian dan pengambilan data pada Sekolah kami dalam rangka penyusunan " Skripsi " yang berjudul :

**" THE INFLUENCE OF COMMUNITY INTERACTION ACTIVITIES IN LEARNING
SPEAKING SKILL (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE
STUDENTS OF SMA SOMBA OPU) "**

Yang dilaksanakan selama 1 (Satu) Bulan yaitu : mulai tanggal 17 Oktober 2017 sampai tanggal 23 November 2017.

Demikian Surat Keterangan Ini kami buat, untuk menjadi bahan seperlunya.

Sungguminasa, 11 Desember 2017

Kepala Sekolah,



Ir. H. MOCH. HARUN GANI

CURRICULUM VITAE



NURHIKMAH, was born on July 07th 1995 in Balang-Balang. She is the first child from three siblings. His father is Arianto and her mother is Rabatia. In 2007 she has graduated from SDI Borong Kaluku Kab. Gowa and continued her study at MTsN Gowa graduated in 2010. In the same year, she continued her study at SMA Muhammadiyah Bontomarannu and finished in 2013.

After finished in senior high school, she proceeded her study Makassar Muhammadiyah University in 2013. She was accepted in English Department of Teachers Training and Education Faculty. At the end of her study, she could finish her thesis in 2017 entitle *“The Influence of Community Interaction Activities in Learning Speaking Skill (A Pre Experimental Research at the Eleventh Grade Students’ of SMA Somba Opu”*.