THE USE OF INTERACTIVE MULTIMEDIA IN TEACHING SPEAKING

(Pre-Experimental at the Eleventh Grade Students of SMA 7 Mattiro Bulu Pinrang)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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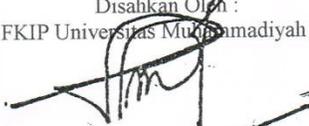
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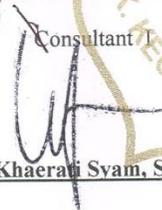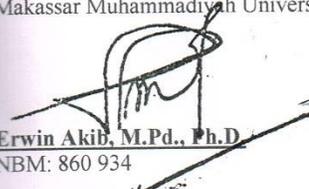|		
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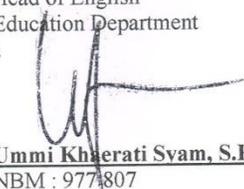**Ummi Khaerati Syam, S.Pd., M.Pd.**

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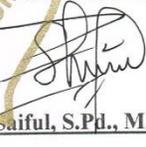
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Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun*.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

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MOTTO DAN PERSEMBAHAN

Thanks for the dedication of my dear parents and my sister who have given sincere, passionate, moral, material and spiritual affection

Libatkan Allah dalam segala sesuatu
Barang Siapa Mengandalkan ALLAH Niscayah
Hidupnya Terjamin dan Mustahil Kecewa

Saya bukannya gagal untuk terlambat
Tapi saya melakukan 1000 cara yang tidak tepat

"HIDUP MULIA ATAU MATI SYAHID"

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

Maka sesungguhnya Bersama kesulitan itu ada kemudaha.
Sesungguhnya Bersama kesulitan itu ada kemudahan.
(Q.S. Al-Insyirah ayat 5-6)

Barang siapa yang keluar rumah untuk mencari ilmu
Maka ia berada dijalan Allah hingga ia Pulang.

NEVER GIVE UP WITH CONDITION, JUST KEEP ISTIQOMAH, PATIENT, AND DO THE BEST

ABSTRACT

Ayu Asyura, 2018 this final project is about *The Use of Interactive Multimedia in Teaching Speaking.* **Thesis. English Department the Faculty of Teachings Training and Education, Makassar Muhammadiyah University Guided by Ummi Khaerati Syam and Saiful**

The research aims to find out the students' speaking accuracy (pronunciation and vocabulary) can improved in the use of Interactive Multimedia in Teaching Speaking.

The research applied pre-experimental design by one group pre-test and post-test. The sample of the research was one class with using purposive sampling technique. The instrument of the research was speaking test. The population of the research was eleventh grade students of SMA 7 Mattiro Bulu Pinrang and the number of the sample was 20 students.

The result of the research showed that the percentage of improvement in speaking procedure text in term of pronunciation was 72.97%. It was proven by the students' score in pretest was 1.85 and posttest was 3.2. It indicated that the posttest was higher than the pretest (3.2 > 1.85). Meanwhile, the student' improvement in term of vocabulary was 72.72%. The students' score in post-test 2.85 was higher than pre-test 1.65 and the hypothesis t-test value was 9.615 and t-table 1.729, it meant that H1 was accepted.

Based on the findings that there was significe difference between the result of pre-test and post-test. In other words, using Interactive Multimedia improved speaking ability of the students. Based on the findings, the researcher concluded that the use Interactive Multimedia can improve the students' speaking in learning process.

Key words: Interactive Multimedia, Speaking.

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The research realized that there is still some lacking in this thesis, because of limitation knowledge and ability. So that, the researcher receives criticism and some suggestions from whoever for the improvement of it. Furthermore, she expected that the thesis might be useful for the researcher particularly and the

readers generally, especially for those who are involved in English teaching profession.

Makassar,   April 2018

Resercher

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CHAPTER 1
INTRODUCTION

A. Background

Language is a way communication that can express ideas, concept and feelings to others. The function of the language is as an instrument for communication and is used as a tool for getting information from people all over the world. Without uses language, it is very hard to imagine how people can work together or communicate with each other. In this era globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak English property has been one essential benchmark skills in the professional world and the government apply in Indonesia learning English in schools ranging from elementary school to high school level in the hope students can use English communication skills to keep up with developments. Armasita (2017:1)

In Indonesia, English is adopted as the foreign language. It involves in to education curriculum that every school runs. It becomes a local content in elementary school, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. The four skills are all important.

However, of all the four skills, speaking seems intuitively the most important. Panny Ur (1996:120)

As one of the basic skill of English, speaking has an important role in language learning process. According to Fulcher (2003:24) that speaking is the verbal use of language to communicate with others. Nurokma (2009:183) states that speaking is the most important skill in English language teaching to be master in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

Based on observations that have been done in the eighth grade of SMA 7 Mattiro Bulu Pinrang, researcher found that most students cannot speak English well for several reasons. General, they lack the vocabulary to speak English. They cannot convey their ideas or thoughts in the classroom. Therefore, their speaking ability is very low because their speaking skills are still very difficult for them. The problem of speaking English is that students are confronted with a number of factors: teachers rarely speak English in the classroom, lessons are emphasized on grammar, vocabulary is not very useful in daily conversation, there is not much media used by teachers in learning process and lack of motivation in teaching English.

As a solution to improve learning to speak, researcher use the media in improving their teaching in the classroom. This media can help the students to be able to better understand in learning to speak English. The media used is interactive multimedia. In Constantinescu's opinion (2007:2) states that Interactive Multimedia refers to computer-based systems that use different types of content such as text, audio, graphics, animation, visual, audio visual and interactivity.

According to Lee & Owens (2004: 181), as with most teaching systems, computers can be used as teaching tools to strengthen learning, to stimulate learning, and to motivate learning. Learning materials that are often used by the teacher in the form of visual media, namely the image. However, technological developments allow them to combine both media, the audio-visual media. For examples using a computer can motivate students to learn because audio visual is very interesting to be a teaching media. The using interactive multimedia as a learning tool can be used to make students easy to understand the material and make interest to learn.

Based on the above background, researcher interests in conducting a research entitled "The Use Interactive Multimedia in Teaching Speaking". (Pre-Experimental Research in the eleventh grade of SMA 7 Mattiro Pinrang)".

B. Problem Statement

Based on the problems stated in the background, the research question is formulated as follow: "How is the improvement of students speaking accuracy through the use of interactive multimedia at the eleventh grade of SMA 7 Mattiro Bulu Pinrang?"

C. Objective of Research

Based on the problem statement, the research is to know the improvement of students speaking accuracy in to use interactive multimedia in teaching speaking at the eleventh grade of SMA 7 Mattiro Bulu Pinrang.

D. Significance of the Research

If the result of the research is positive, the expected benefit of this research is as follows:

1. For schools, as a consideration to be able to prepare the tools used in the use of Interactive Multimedia to learn English and other subjects for teaching and learning process can take place more optimal.

2. For students, learning speaking by using interactive multimedia can improve students' speaking ability.

3. For teachers, providing an invaluable experience in order to improve the learning of English through the development of media using interactive

multimedia and appropriate methods in using English language especially improve students' speaking skills.

4. For students, as information materials and interested to continue this research by involving other variables with a wider population.

5. For researcher, the results of this study are expected to add insight and experience in conducting action research as well as a reference or input for researcher.

E. **Scope of the Research**

Speaking is the ability to talk and to speak. Speaking to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Islamiyah (2007:14) states that speaking is one of the language skills in oral form to express the speakers' ideas to everyone else. This research is focused on an argumentation oral. Particularly, this research focused on improving the students speaking in term accuracy (vocabulary and pronunciation) by using interactive multimedia at the eleventh grade of SMA 7 Mattiro Bulu Pinrang.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Previous related research finding

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:

Nana Ronawan Rambe (2016). "Development of Interactive Multimedia-Based Media Tense Media in Elementary School Students". Journal of Technology. The result of the research found that using multimedia learning was 95.63% and higher than the group of students who were taught without multimedia learning, that is 90.00%.

Aisyah Amalis Putri (2015). "The use of Interactive Multimedia in Teaching Speaking at the eighth grade students of SMPN 2 Sinjai Selatan. The result of the research shows that the use of Interactive Multimedia can improve students' speaking at the eighth grade students of SMPN 2 Sinjai Selatan.

Farida Fitriani (2015). "The Use of Multimedia for Improving Student Speaking Skills at SMP Negeri in Mataram City". Educational journal. The result of the research found that the use multimedia in SMPN 12 Mataram and SMPN 8

Mataram better when compared with not using multimedia in SMPN 23 Mataram and SMPN 20 Mataram.

Puspita Melati (2015) concluded that interactive computer-based interactive learning products Badui dance, feasible to be used for learning Badui dance for junior high school students in Sleman District. Thus the average score in the limited group earned an averag 6 of 80.09 with eligible criteria. While on the result of the assessment on field test on the material aspect get the average score 82,91 in the standard one hundred, the learning aspect get the average 83,38 and at the aspect of view get the average 80,38. The average of these three aspects was scored 82.22 in a standard of one hundred with eligible criteria.

Nurhana Diska Rara (2003). Improving Students' Reading Skill through Interactive Multimedia of the eighth grade in at SMP Raden Fatah Cimanggoh Cilacap the Academic Year of 2013/2014. The result of the research shows Interactive Multimedia CD for eight graders that the students who are taught by Interactive Multimedia get better scores in understanding read a text.

Based on the previous findings, the researcher explain that this research is different but has correlation. The similarity of the use of interactive multimedia with previous research is to improve students' ability by using interactive multimedia. The difference between the use of interactive multimedia here is the researcher using the elements or various creativity in using interactive multimedia in accordance with the ability to be achieved. From a variety of creativity in

combining various multimedia elements in accordance with the ability to be achieved can improve students' ability in learning English because the media is fun and attract the attention of students. The students feel not bored and can help students to relax in speaking English and improve the ability of students with various other abilities.

From all the above findings, the researcher concludes that interactive multimedia is a good medium to be applied in teaching speaking because students are interested and motivated to learn it. The use Interactive Multimedia can used by the teacher in the school and especially English Lessons. It is can improving students speaking skill.

B. Concept of Speaking Skill

1. Definition of speaking

Tarigan (1990:15) says that speaking is the ability to pronounce articulation sounds or words on expression, communication and convey thoughts, ideas, and feelings. Speaking is one type of the four linguistic skills; it manifests the use of language and realizes it in speaking interaction as talking. Speaking involves the use of both oral and visual media since it is an activity which makes use of gesture and facial expression. Broughton in Wahyuni (2013:11)

From the description above can be concluded that speaking is the ability deliver concept, ideas, thoughts, or feelings with a specific purpose is that the message conveyed can be understood or accepted by the speaker.

a. **Components of Speaking Skill**

Speaking in the process of language teaching is a process of verbal submission of an idea. Speaking can also be said as a process of repetition of real-life action. There is aspect that we should consider in teaching speaking such as accuracy.

1). Accuracy

In speaking, thing that must be considered by a teacher is accuracy (accuracy). An educator's assessment can be very subjective to the accuracy of a student's speaking. Accuracy can also be interpreted as the accuracy of a student in reciting the intended words. The accuracy of students in pronouncing words can be very different. It depends on the dialect or idiolect carried by a student. Hence, this assessment aspect of accuracy can be very subjective. Accuracy has some components of speaking skill that are vocabulary, pronunciation and grammar. (Ijal, 2012)

a) Pronunciation

Asriandi (2015:9) states that pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. He continues that language user can imitate from other. In this case, listener imitates from speaker and that say something to others listener. According to Harmer in

Arpiah (2012:21), pronunciation is how to say a word in which made of sound, stress, and intonation.

(1). Sound

On their own the sound of language may will be meaningless some of problem that speaker of English as a foreign language because they have difficulty with individual sound.

(2). Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken. Boughton in Arpiah (2012:21)

(3). Intonation

Intonation is the "tunes" or melody of English. Edinburg in Arpiah (2012:21)

b) Vocabulary

(1). What is vocabulary?

Wabster in Herni (2015:9), vocabularies are list of words as dictionary or glossary and all of words used a language or by a person group.

Longman (2005), vocabularies are all words someone knows, leaners or user the words in particularly a language a

list of words with explanation of their meaning in a book for learning foreign language.

(2). Types of vocabulary

Harmer (2007) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary according to him active.

Vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

(a) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.

(b) Writing vocabulary is the words that come readily to one's finger vocabulary.

(c) Listening vocabulary is the stock of words to which one response with meaning and understood in speaking of other.

(d) Reading vocabulary is the words that one response with meaning and understood in speaking of other.

(e) Reading vocabulary is the words that one response in writing of other.

c) Grammar

Badulu (2001:15) states that Grammar is who subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase, sentence and complete utterance. The aim of grammar is also to learn the correct way to gain expertise in language oral written form. Therefore, grammar is needed for students to arrange a correct sentence on conversation.

b.   Kinds of Speaking

Speaking commonly divided into two kinds, namely speaking performance and speaking competence.

1) Speaking Performance

According to Rodman and fromkin in Aisyah (2015:23) that performance is someone way in using a language in their conduct. Beside is that, according to Simamora in Aisyah (2015:23) performance is a measure of organizational success in achieving its mission. we can conclude that performance is the people way to express language in their life that proved by their conduct.

2) Speaking of Competency

Becker and Ulrich in Dirham (2012:24) say that, competency refers to an individual's knowledge, skill, ability or personality characteristics that directly influence job performance. competency is the ability of someone in oral communication.

2. General Concept of Interactive Multimedia

a. Definition of Interactive Multimedia

Ariesto Hadi Sutopo (2003: 7) states that interactive multimedia (interactive multimedia) is a multimedia that can handle interactive users, where users can choose what to do next, ask questions and get answers that will affect the computer to do the next function. That is, multimedia requires active engagement from its users.

While Daryanto (2010: 52) states that interactive multimedia is a multimedia equipped with controllers and can be operated by the user, so users can choose what is desired for the next process. This statement indicates that one feature of interactive multimedia is to have a controller. This controller tool allows users to define the process as they see fit.

Multimedia is a combination of several elements, namely text, graphics, animation, audio, and video. Further, according to Munir (2012: 3) multimedia is equipped with user-operated controller tools, so the user can choose what is desired, for the next process.

Interactive terms can be interpreted as active learning materials, meaning designed to be able to perform back commands to the user to

perform an activity, resulting in a two-way interaction with the learning materials being studied. When students apply this program, they are invited to engage audibly, visually, and kinetic, so that with this engagement it is possible that the information or message is easy to understand. (Munadi: 2008)

Based on the understanding put forward by the experts can be concluded that interactive multimedia is the storage or presentation of information interact from several combinations of elements (images, text, animation, and video) that allows two-way communication between students with interactive multimedia.

b. Elements of Interactive Multimedia

Chee and Wong (2003:119-131), advise use to considering the following things before making visuals for presentation or material that have an effect on sense of sight such as text, graphics, static visual displays, dynamic visual displays, transitional effects, use of colour, layout, audio (music, narration, and sound effect).

1) Text

It is very important to consider the kind of font style, size, and colour of the letter in making visuals for presentation. It is recommended that front be consistent with the other elements of the visual. Style Front. It is recommended that a Sans Serif lettering style such as Arial or simple Serif Style like Times New Romance be used. Size, The size of letters

should be considered so that it can be seen by the student at the back of the classroom. The appropriately select colours make the students interesting with the visual projects

2) Graphics

Pictures and illustrations are usually using for our visuals presentations. These pictures and illustration are usually called graphics. Graphics may be static or dynamic (moving) displays.

3) Static visual displays

Static visuals displays are visual displays that are not moving. They are static. These displays can be in the form of line drawings to complex photographs. They can be realistic or graphic of the actual object.

4) Dynamic visual displays

Dynamic visual displays are visual displays that are moving. They can be useful and helpful for the students to learn.

5) Transitional Effects

A transitional effect refers to the visual effect with occurs when the user clicks on one screen display to another screen. This transitional effect is usually used in Microsoft Power Point.

6) Use of colour

It is very important to select colours appropriately so that our visual projects the correct massage to our students. There are two things to take into account: colour scheme and colour appeal. Colour scheme relates to selecting colours that affect harmony rather than annoyance. Colour appeal relates to considering him emotional impact of colours, for example red for danger etc. We sold select colours according to the impact we wants to have.

7) Layout

Layout means overall look there some factors to consider on the overall look of the visual presentation such as (1) Alignment of the graphic and text elements. It is used for showing clear visual relationships between the main elements in the visual; (2) Shape, It means the arrangement of graphic and text elements so that the students are familiar with; (3) Balance, It is the equal weight of the elements in a visual that is distributed on each side of its vertical or horizontal axis; (4) Style. It means choosing a design style which matchers our audience, and (5) Consistency, It means that the arrangement of a series of visuals belong to a set, for example, a set of slides for computer presentation must be consistent in each frame.

8) Audio

Audio can also be used to enhance learning. There are three major types of audio, music, narration and sound effects. In relation to audio, Arntzen (1993, as cited by Chee and Wong (2003:119-131) states that audio can be used to:

1) Draw the attention of the students

2) Complement the visual material on the screen

3) Support the students reading the text on the screen

4) Minimize the amount of information that is required to present on the screen, announce some event, and

5) Motivate the students; in this case of music, narration and sound effects, music can be used, for example to identify the sounds from a guitar or to create a relaxing atmosphere. Meanwhile, narration can be used to provide instructions especially when children are too young to read or the users have reading problems. Sound effects, on the other hand, can be used as the learning source, such as the second of hands clapping when the student gets the answer correct.

The elements of multimedia are texts, graphics/pictures, static visual display, dynamic visual display, transitional effects, color, layout and audio/sound. The aim of those elements is to make the multimedia interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Static visual display and dynamic visual display can be in the forms of illustrations, graphics, maps, and photos,

etc. Transitional effects can be used to clicks on one screen display to another. Color makes the presentation interesting and easy to understand. Layout can be set of slides for computer presentation. Sound can be in the forms of music, narration or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

c. **Criteria of Interactive Multimedia**

Stemler (in Wajiman, 2010) proposes some criteria of the interactive multimedia. He states that the successful interactive multimedia should get the learners' attention, help the learners find and organize relevant information, help the learners to integrate information into their knowledge. Therefore, in developing interactive multimedia, it is important to know the criteria of interactive multimedia.

Newby (2000) gives some criteria of the interactive multimedia. They are as follows.

1) Graphic

   a) Using visuals that are neither too abstract nor too realistic

   b) Eliminating distracting backgrounds

2) Text

   a) Cantering title at top of visual

   b) Using short, concise, meaningful, descriptive titles that contain key words

c) Eliminating unnecessary words

d) Using italics, boldface, underlining, colour or a change in lettering style for emphasis

e) Minimizing text on each visual

f) Spacing between lines should be 1 ½ times word height

3) Color

a) Using brightest and lightest colours to focus attention on important elements

b) Using lettering and visuals that contrast with background colours.

c) Selecting colours that are harmonious

d) Using consistent background colours in a series of visuals

e) Limiting the number of colours in a visual to five

4) Layout

a) Making visuals as simple as possible

b) Using size, relationships, perspectives and such visual tools as colour and space to emphasize important elements

c) Using a horizontal format for overhead transparencies slides

d) Using a pleasing layout that appears balanced and orderly

5) Audio

Recording in an area that is as free as possible from noise and sound reverberations. A small room such as an office is preferable to normal-size classroom

According to the criteria above, it can be concluded that good interactive multimedia (1) have graphics or pictures that can be animated to illustrate points; (2) teach facts or concepts, and motivating students; (2) have audio that should be clear; (3) have the sound and music that should be relevant to the screen display; (4) have the colour combination between background and letters that should be appropriate; (5) have the buttons that are easy to use; and (6) have the texts that are legible and clear.

d. **The advantage of Interactive Multimedia**

Yuhdi Munadi (2013:152-153) explained there are five advantages interactive multimedia, that is as follows:

1) Interactive, the students can be used individually, students are invited to engage audibly, visually, and kinetic therefore the information is easy to understand.

2) Can accommodate students who are slow in accepting lessons because they are run independently, never forget and bored and are very patient in carrying out instructions as they wish.

3) Increasing motivation to learn because it can accommodate the needs of students.

4) Provide immediate feedback on student learning outcomes.

5) Its utilization control is entirely on the user because it is programmed for independent learning.

6) Management of text, graphic, audio, and video information can be managed.

7) Increased student participation.

e. Instrument of Interactive Multimedia

This system means a multimedia computer system that has minimal storage (hard disk, CD-ROM/ DVD-ROM/ CD-RW/ DVD-RW), INPUT TOOLS (Keyboard, mouse, scanner, mic), and output (speakers, monitors, LCD Project), VGA and Soundcard

f. Disadvantages of Interactive Multimedia

Yuhdi Munadi (2013: 152-153) explained there are four limitations of interactive multimedia, as follows:

Copyright programs that cause interactive multimedia programs are not entirely freely accessible.

1) High expectations from teachers that learning by computer can boost learning achievement, while this cannot just happen.

2) The high level of program complexity can be a hindrance to users.

3) Less structured information obtained.

g. Application of interactive multimedia in the classroom

Multimedia applications in this field transform the conventional learning process into a more interesting and interactive, so the learning process is not too monotonous as it is done in schools in general. Examples such as multimedia applications can improve students' speaking ability. This application can be inserted video which certainly attract the interest of children so it can help increase the interest of learning English and learning other things. This I will use audio visual to improve students' speaking through interactive multimedia. Audio visual is a collection of images displayed alternately and sequentially so it looks moving and alive. Audio visuals will be more easily understood than objects or still images. In addition, audio visual is more interesting and easier to understand than just audio because it is more communicative in conveying a goal. Interactive Multimedia Implementation Steps in the classroom are:

1) Prepare the theme or teaching materials to be delivered.

2) Set up interactive multimedia equipment for use.

3) The condition of the students so that during the learning activities implemented can follow well.

4) Provide material by displaying audio visuals to improve textual understanding and conversation in accordance with the visual audio that has been displayed using interactive multimedia.

5) They practice text conversations in front of the classroom using interactive multimedia.

Steps in applying interactive multimedia in the learning activities are conducted as one of the efforts to implement the learning in accordance with the learning objectives to be achieved.

C. **Conceptual Framework**

The conceptual framework in this research is systematically explained below:

Input Speaking materials	→	Process Teaching and learning speaking using Interactive Multimedia	→	Out put The students' ability in speaking English
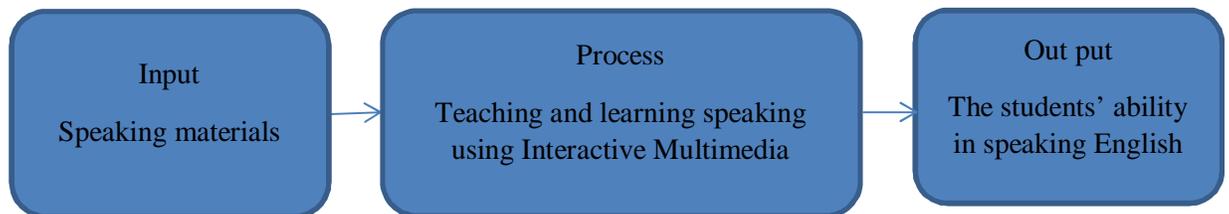
1. the materials provided for the students.

2. Process: Refers to the implementation or presentation of the input in the classroom. In this case the student opportunity to present about the topic materials.

3. Output : Refers to students speaking ability

D. **Research Hypothesis**

In this research, the researcher applies the hypothesis as follow:

1. Null hypothesis (H0)   : The use of Interactive Multimedia does not improve the students' speaking.

2. Alternative hypothesis (H1)   : The use of Interactive Multimedia Improve the students' speaking.

CHAPTER III

RESEARCHE METHOD

This chapter presents the method of the research design, operational definition of variable, research hypothesis, population and sample, research instrument, data collection and data analysis.

A.   Research design

In this research employed pre-experimental method with one group pre-test and post-test design. The students were given pre-test (O1), and the treatment (X) and then post-test (O2). The comparison between the pre-test and post-test scores determined the success of the treatment. The design can be described as propose by Gay (1992:298) bellow:

Pre-Test	Treatment	Pro-Test
O1	X	O2

O1: Result of pre-test (observation before experiment)

X: Treatment

O2: Result of post-test (observation after experiment)

B.   **Research Variables**

There are two variables, such as independent variable and dependent variable. They were:

1. Independent variable: The use of Interactive Multimedia in teaching speaking skills.

2. Dependent variable: The students' speaking covered by accuracy.

C.   Population and Sample

   1.   Population

In this study, the population of this research was the eleventh grade of SMA 7 Mattiro Bulu Pinrang academic year 2017-2018 which consisted of five classes, total population was 106 students. It was XI-IPA class which consisted of 64 students and XI-IPS which consisted of 42 students.

   2.   Sample

The sample selected by using purposive sampling technique in which the class was chose to represent the population. The sample was XI-IPA class 3 that consisted of 20 students at SMA 7 Mattiro Bulu Pinrang.

D.   Research Instrument

The Instrument of this research was writing test. The researcher used pre-test and post-test.

1. Pre-test

Pre-test used to know how far the students' speaking in procedure text before giving to the treatment. In pre-test, the researcher gave the student some topics about procedure text. The student chose one of the topics to speaking it based on their own words. After was given pre-test by using recording, the researcher gave treatment to the students.

2. Post-test

Post-test used to know the students' speaking after was given by the treatments. In post-test, the researcher gave the student some topics about procedure text. The student chose one of the topics to speaking it based on their own words and this post-test, they using recording to performance.

E.   Procedure of the Data collection

1. Pre-test

Before giving a treatment, the research gave pre-test to measure students' previous knowledge in speaking. In this part, the students asked to make procedure text by choosing one topic given by the researcher and the student performance in front of class. And the researcher using

recording to get the result from Students' pronoun and vocabulary in this pre-test.

2. Treatment

   After the student were given by pre-test, the student was given treatment by using Interactive Multimedia. The researcher gave four meeting for this treatment and each meeting take 45 minutes. The procedures of treatment were:

The first meeting

1. In the first meeting the teacher opened the class, and introductions self.
2. Asked the students with condition and the student introductions their self then correct attendant list.
3. Teacher explained the function from Interactive Multimedia in learning process
4. Teacher gave the materials with the used of Interactive Multimedia.
5. Asked the students to make to procedure text
6. The students practice to procedure in front of the class
7. The teacher makes conclusions and closes the class

The second meeting

1. In the first meeting the teacher opens the class, and introductions self.

2. Asked the students with condition and the student introductions their self then correct attendant list.

3. Teacher gave the material with used Interactive Multimedia.

4. Ask to students to make to procedure text

5. The students practice to procedure in front of the class

6. The teacher makes conclusions and closes the class

The third meeting

1. In the first meeting the teacher opens the class, and introductions self.

2. Asked the students with condition and the student introductions their self then correct attendant list.

3. Teacher gave the material with used Interactive Multimedia.

4. Asked to students to translate the text.

5. Asked the students understand about the text

6. The students practice to procedure in front of the class

7. The teacher makes conclusions and closes the class

The fourth meeting

1. In the first meeting the teacher opens the class, and introductions self.

2. Asked the students with condition and the student introductions their self then correct attendant list.

3. Teacher gave the material with used Interactive Multimedia.

4. Asked the students to translate the text

5. Asked the students understand about the text

6. The students practice to procedure in front of the class

7. The teacher makes conclusions and closes the class

3. Post-test

   After gave the treatment, the researcher gave the student post-test to know whether the students speaking was improved by using Interactive Multimedia. In this part, the students asked to make procedure text and the student performance in front of class. And the researcher using recording again for get the result from Students' pronoun and vocabulary in this post-test.

In scoring the result of the students' test evaluate based on one of the two aspects of speaking bellow:

1. **Accuracy**

Table 3.1 Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
fair	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
less	2	Frequent problems with pronunciation and intonation
poor	1	The students speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

Longmen (2005)

Table 3.2 Vocabulary

Classification	Score	Criteria
Excellent	5	Uses a variety of vocabulary and expressions
Good	4	Uses a variety of vocabulary and expressions but makes some errors in word choice
fair	3	Uses limited vocabulary and expressions
less	2	Uses only basic vocabulary and expressions
poor	1	The students speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

Longmen (2015)

F. Technique of Data Analysis

Data Analysis

1. In analyzing the data collect through the pre-test and post-test the researcher will use the procedure as follow:

$$\frac{Total\ Score}{the\ number\ of\ students} \text{x } 100$$

2. Calculation mean score and of the students test by using the formula:

Mean Score

$$\overline{X} = \frac{\Sigma X}{n}$$

$\overline{X}$: Mean Score

ΣX : The sum of all score

N   : Number of students

Gay (2016)

3. The improvement of students' speaking calculated by using formula:

$$P = \frac{X2 - X1}{X1} \text{ X } 100\%$$

Where:

P   : Percentage

X1   : The score of pre-test

X2   : The score of post-test

Gay (2016)

4. Testing the hypothesis to find out the difference between the students' pre-test and post-test, the researcher calculated with the formula as follow:

$$\overline{D} = \frac{\Sigma D}{N}$$

Where:

$\bar{D}$: The Mean Deviation

$\sum D$: The Sum of Deviation

N : The Total Number of Students

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

Where:

t : Test of Significance

D : Mean Score of Difference Score

N : Number of Students

$\bar{D}$: The Sum of the Score Difference

$\sum D$: The Sum of Total Score Significance of Difference

$\sum D^2$: The Square of All Sum Score of Difference

Gay (2016)

The formula explained about the significance difference between the pre-test and the post-test. The aim of the formula was to know whether Interactive Multimedia effective or not in increasing the students' speaking of the eleventh of SMA 7 Mattiro

Bulu Pinrang to classify the students' score, there were seven classifications which were used as follows:

a. 91 – 10 is categorized as excellent

b. 75 – 90 is categorized as good

c. 61 – 74 is categorized as fair

d. 51 – 60 is categorized as less

e. 0 – 50 is categorized as poor

CHAPTER IV
FINDING AND DISCUSSIONS

This chapter presents findings and discussions of the research. Findings of the research cover the description of the students' speaking improvement. And discussions of the research cover further explanations of the findings in details.

A. Research Findings

The finding of this research presents the improvement of the students' speaking skill by the use of Interactive Multimedia in teaching learning process at the eleventh grade IPA 3 of SMA 7 Mattiro Bulu. The students' improvement can be seen clearly in the following explanation:

1. **The result of the students' Pronunciation in speaking skill**

   The result of the students' pronunciation through the use of Interactive Multimedia at IPA 3 of SMA 7 Mattiro Bulu can be seen clearly based on the following table:

Table 4.1: Statistics of the students' pronunciation in speaking

Pronunciation	Pre-test	Post-test	Range
	1.85	3.2	1.35

Table 4.1 shows that there were pre-test 100 % students do not dominate in speaking of pronunciation, in pre-test mean 1.85 in speaking of pronunciation from XX students. The result of post test showed mean 3.2 from. The range between pre-test and post-test was 1.35.

Table 4.2 The percentage of students' pronunciation result in speaking

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Category	Pre-test Pronunciation		Post-test Pronunciation	
	Frequency	Percentage	Frequency	Percentage
Excellent 5	0	0%	0	0%
Good 4	0	0%	5	25%
Fair 3	3	15%	14	70%
Less 2	12	60%	1	5%
Poor 1	5	25%	0	0%
Total	20	100%	20	100%

Table 4.2 showed there was 0 student got category excellent, 5 students got good, XIV students got fair, I student got less and 0 student poor in post-test. Total percentage 100 % from 20 students and pre-test, 0 student got category excellent, 0 students got good, III students got fair, XII students got less, V students got poor.

2. **The result of the students' Vocabulary in speaking skill**

The result of the students' vocabulary through the use of Interactive Multimedia at IPA 3 of SMA 7 Mattiro Bulu can be seen clearly based on the following table:

Table 4.3 Statistics of the students' vocabulary in speaking

Vocabulary	Pre-test	Post-test	Range
	1.65	2.85	1,2

Table 4.3 shows that there were pre-test 100 % students do not dominate in speaking of vocabulary, in pre-test mean 33 in speaking of vocabulary from

XX students. The result of post test showed mean 57. The range between pre-test and post-test was 24.

Table 4.4 The percentage of students' vocabulary result in speaking

Category	Pre-test Vocabulary		Post-test Vocabulary	
	Frequency	Percentage	Frequency	Frequency
Excellent 5	0	0%	0	0%
Good 4	0	0%	1	5%
Fair 3	0	15%	15	75%
Less 2	13	65%	4	20%
Poor 1	7	35%	0	0%
Total	20	100%	20	100%

Table 4.4 showed that there was 0 student got category excellent, I students got good, XV students got fair, IV students got less and 0 student poor in post-test. Total percentage 100 % from XX students and pre-test, 0 student got category excellent, 0 student got good, 0 student got fair, XIII students got less, VII students got poor

Table 4.5 Statistics Percentage of Pronunciation and Vocabulary in speaking

Indicator	Pre-test	Post-test	Percentage improving
Pronunciation	1.85	3.2	72.97%
Vocabulary	1.65	2.85	72.72%

Data Descriptive Statistics percentage of pronunciation and vocabulary in speaking showed in pronunciation was 72.97 % improve from the post-test score was 3.2 and pre-test score was 1.85. The date in speaking of vocabulary was 72.72 % improve from the post-test score was 2,85 and pre-test score was 1.65. can conclude that learning by using of Interactive Multimedia in teaching speaking in term of pronunciation and vocabulary is significantly improve.
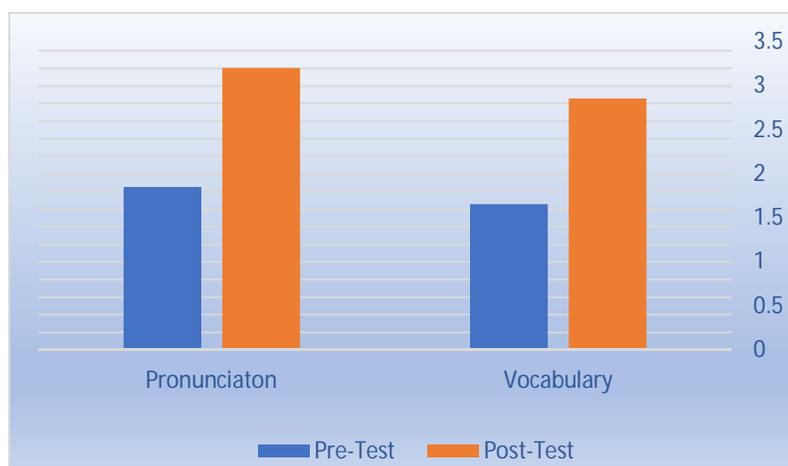
Chart 4.1 Percentage Pre-test and Post-test in speaking

Based on Chapter 4.1 in pre-test mean 1.85 in term of pronunciation, 3.2 in post-test from XX students. Pre-test mean 1.65 in term of vocabulary, 2.85 in post-test from XX students. The percentage in pronunciation 72.97 % and vocabulary 72.72 %.

3. **Hypothesis Testing**

Variable	T-test Value	T-table Value
	9.615	1.729

Table 4.6 T-test of students' pronunciation and vocabulary

The hypothesis was need to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table value, the alternative hypothesis (H1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = N\text{-}1$$

$$df = 20\text{-}1$$

$$df = 19$$

Result of Comparison	Hypothesis	
	H_0	H_1
t-test>t-table	1.729	9.615

Table 4.7 Result of Hypothesis

From the result of the calculating, the total t-test value pf the research is 9.615 With the degree of freedom (df) is 19 and the level significant 0.05, so

the value off t-table is 2.093, It showed that t-test value is higher than t-table (9.615 = 1.729).

The criterion of the test is used to refuse H0, if the t-test is higher or same with the t-table (t-test > or = t-table), it means H1 is accepted and if t-test value is lower than t-table (t-test < or t-table) H0, is rejected. The calculating shows that t-test value higher than t-table. It means that the students achievement in speaking was better after taught by used Interactive Multimedia, so H1 is accepted.

B. Discussion

The description of data collection from speaking test as explained in the previous section shows that increasing students' ability. It is supported by the frequency and rate percentage of the result of the students pretest and posttest. Based on the finding above in applying Interactive Multimedia in the class, the data is collected through the test to explain in the previous finding section shows that the increasing student' ability in pronunciation and vocabulary are developed the students' mean score significantly after treated by Interactive Multimedia. The students' mean score after presenting in teaching speaking using Interactive Multimedia is better than before the treatment is given to the students.

1. **The effectiveness of using Interactive Multimedia in teaching speaking in term of the accuracy (pronunciation)**

   Based on the finding of the students' score, the mean score of accuracy (pronunciation) on the pre-test is 1.85 which are classified as poor classification and the mean score of the students on the post-test was 3.2 which are classified as average. It means that the using of Interactive Multimedia effective on increasing students' ability.

   Based on the finding above in applying Interactive Multimedia in the class, the data is collected through the test as explains in the previous finding section shows that the students' accuracy (pronunciation) is significantly increase. Asriandi (2015:9) states that pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. He continues that language user can imitate from other.

   In the pre-test of pronunciation there is no students who categorized as vary good, but in post-test there were 5 students who categorized as good and none students categorized as very poor. Harmer (2001) pronunciation teaching dose not only makes students aware of different sounds features, but also can improve their speaking immeasurably such as concentrating on sounds and makes students aware of using stress when speaking.

   The data on table 4.5 shows that the score of accuracy (pronunciation) is developed 27.97 % from the mean score in pre-test 1.85 to be 3.2 in post-test. The score of the students' post-test is higher than the mean score of the students'

pre-test. Therefore, Interactive Multimedia can increase the students' accuracy in speaking.

It is also supported by the result of the data analysis on the Table 4.6 show that from the level significance (p) = 0.05 and degree of freedom (df) = 19 which got from formula df = N – 1 with t-table 1.729, the value t-test of higher than t-table (9.615>2.101). it means that the use of Interactive Multimedia to increase the students speaking ability at the second grade of SMA 7 Mattiro Bulu is effective in teaching speaking.

2. **The effectiveness of using Interactive Multimedia in teaching speaking in term of the accuracy (vocabulary)**

Based on the finding of the students' score, the mean score of accuracy (vocabulary) on the pre-test is 1.65 which are classified as poor classification and the mean score of the students on the post-test was 2.85 which are classified as average. It means that the using of Interactive Multimedia effective on increasing students' ability.

Based on the finding above in applying Interactive Multimedia in the class, the data is collected through the test as explains in the previous finding section shows that the students' accuracy (vocabulary) is significantly increase.

In the pre-test of vocabulary there is none students who categorized as vary good, but in post-test there were 1 students who categorized as good and none students categorized as very poor.

The data on table 4.5 shows that the score of accuracy (vocabulary) is developed 72.72 % from the mean score in pre-test 1.65 to be 2.85 in post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Interactive Multimedia can increase the students' accuracy in speaking.

It is also supported by the result of the data analysis on the Table 4.6 show that from the level significance (p) = 0.05 and degree of freedom (df) = 19 which got from formula df = N – 1 with t-table 1.729, the value t-test of higher than t-table (9.615>2.101). it means that the use of Interactive Multimedia to increase the students speaking ability at the second grade of SMA 7 Mattiro Bulu is effective in teaching speaking.

Based on the result above the use of interactive multimedia in teaching speaking can improved in accuracy. According to Aisyah (2015) in her thesis said that the used interactive multimedia in teaching speaking was effective can improved the students' speaking ability in terms of accuracy. The data showed that interactive multimedia improved students' speaking ability. They were; score of vocabulary is improved (51.06 %) from the mean score 4.25 on pre-test to be 6.42 on post-test. The score of pronunciation is improved (63.3%)

from the mean score 4.16 on pre-test to be 5.83 on post-test. The score of the students' post-test was higher than the mean score of the students' pre-test.

The result of this research supported Lingying Rambe (2016) that stated in the same cases, the use interactive multimedia in elementary school was effective to improving students' speaking and she found that used multimedia learning was 95.63% and hinger than the group of students who were taught without multimedia learning, that was 90.00%. Mayer (2003) interactive multimedia as an effective teaching and learning tool, as he stated that, "the promise of interactive multimedia learning is that teachers can tap the power of visual and verbal firms of expression in the service of promoting student understanding and improvement in teaching".

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the using interactive multimedia can help to create learning speaking, it can be concluded that the eleventh grade students' of SMA 7 Mattiro Bulu in academic year 2017/2018 have good skill in English after being the use interactive multimedia in speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the result of this research, it was conclusion that using Interactive Multimedia improves students' speaking, particularly in speaking. In other words, there is significant improvement of students' in performant before and after being taught using interactive multimedia. The result of the t-test value shows that the t-test is smaller than 0.05. in other words, using interactive multimedia in was improved speaking ability of the eleventh Grade of students of SMA 7 Mattiro Bulu Pinrang. Interactive Multimedia can help the students to improve their speaking because the purpose of this media was helping the students to develop their ideas, this media becoming the practice to them in order how to producing the idea and starting speaking with a good pronunciation and vocabulary.

B. Suggestion

Based on the conclusions, the researcher gives some suggestion as follow:

1. For the teacher
   a. The teacher should continuously create various strategies in giving assignment for the students.

b. The Use of Interactive Multimedia is media can be considered in teaching English in order to help the students' speaking skill.

c. The teachers should be more highly motivation to practice the use of Interactive Multimedia.

2. For the students

a. The students should be diligent to practice their speaking not only in the classroom context but also in their daily life.

b. The students are expected to improved their intensity in speaking skill through Interactive Multimedia.

3. For the next researchers

a. The result of this researcher can be also used as an additional reference for the further research.

b. There are still many things that have to be observed by the next researcher related to the English subject especially in speaking skill.

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APPENDIX

B.1 THE RESULT OF STUDENTS' SPEAKING PRONUNCIATION IN PRE-TEST AND POST-TEST

NO	NAME	L / P	The Score of Speaking Element			
			Pre-test		Post-test	
			Pronunciation	Vocabulary	Pronunciation	Vocabulary
1	Ach Has	P	3	2	4	3
2	Ad Kur	L	1	1	2	3
3	Ash Sap	L	2	1	3	2
4	Feb	L	2	1	3	2
5	Fit	P	1	2	3	2
6	Has	L	2	2	3	4
7	Her	P	2	2	3	3
8	Kar	P	2	2	4	3
9	Lut	P	1	2	3	3
10	Muh wis	L	2	2	3	3
11	Muh Zai	L	3	2	4	3
12	Nat Dal	P	1	1	3	3
13	Nir	P	2	1	3	3
14	Nur Cah	P	1	2	3	2
15	Nu a	P	2	1	3	3
16	Nu T	P	2	2	3	3
17	Nu Hal	P	3	2	4	3
18	Pu Ay Nen	P	2	2	4	3
19	Ris Ram Abr	P	2	2	3	3
20	Sit Sal Mus	P	1	1	3	3
			37	33	64	57
			1,85	1.65	3.2	2.85

C.1 TEACHING AND LEARNING PROCESS

Pre-Test

Please choose one of two the future in bellow and make a dialog of procedure about it!

HOW TO BOILED EGG

HOW TO MAKE A TEA

HOW TO TURN ON THE TELEVISION

Post-Test

Please choose one of tree the future in bellow and make a dialog of procedure about it!

HOW TO MAKE LEMON TEA

HOW TO WEAR TIE

HOW TO PLANT CACTUS

E.1 THE SCORE OF PRE-TEST PRONUNCIATION AND VOCABULARY IN SPEAKING

No	Pronunciation	Vocabulary	Score
1	3	2	2.5
2	1	1	1
3	2	1	1.5
4	2	1	1.5
5	1	2	1.5
6	2	2	2
7	2	2	2
8	2	2	2
9	1	2	1.5
10	2	2	2
11	3	2	2.5
12	1	1	1
13	2	1	1.5
14	1	2	1.5
15	2	1	1.5
16	2	2	2
17	3	2	2.5
18	2	2	2
19	2	2	2
20	1	1	1
Total	37	33	35

E.2 THE SCORE OF POST TEST PRONUNCITION AND VOCABULARI IN SPEAKING

No	Pronunciation	Vocabulary	Score
1	4	3	3.5
2	2	3	2.5
3	3	2	2.5
4	3	2	3.5
5	3	2	2.5
6	3	4	3.5
7	3	3	3
8	4	3	3.5
9	3	3	3
10	3	3	3
11	4	3	3.5
12	3	3	3
13	3	3	3
14	3	2	2.5
15	3	3	3
16	3	3	3
17	4	3	3.5
18	4	3	3.5
19	3	3	3
20	3	3	3
TOTAL	64	57	53

E.3 TESTING THE HYPOTHESIS TO FIND OUT THE DIFFERENCE BETWEEN THE STUDENTS' PRE-TEST AND POST-TEST, THE RESEARCH CALCULATED WITH THE FORMULA USED.

Nama Siswa	Speaking			
	Pre-test	Post-test	D	D^2
Ach Has	2.5	3.5	1	1
Ad Kur	1	2.5	1,5	2.25
Ash Sap	1.5	2.5	1	1
Feb	1.5	3.5	2	4
Fit	1.5	2.5	1	1
Has	2	3.5	1.5	2.25
Her	2	3	1	1
Kar	2	3.5	1.5	2.25
Lut	1.5	3	1.5	2.25
Muh wis	2	3	1	1
Muh Zai	2.5	3.5	1	1
Nat Dal	1	3	2	4
Nir	1.5	3	1.5	2.25
Nur Cah	1.5	2.5	1	1
Nu a	1.5	3	1.5	2.25
Nu T	2	3	1	1
Nu Hal	2.5	3.5	1	1
Pu Ay Nen	2	3.5	1.5	2.25
Ris Ram Abr	2	3	1	1
Sit Sal Mus	1	3	2	4
Total	**35**	**53**	**25**	**37.75**
Mean	**1.75**	**3.075**	**1.25**	**1.9**

1. **The calculation mean score in post-test of pronunciation and vocabulary by using formula:**

Mean Score

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

Where:

$\overline{X}$ = Mean Score

$\sum X$ = The sum of all score

N   = Number of students

MEAN SCORE PRONUNCIATION PRE-TEST	MEAN ACORE VOCABULARY PRE-TEST
$MEAN\ SCORE = \dfrac{\sum X1}{N1}$ $MEAN\ SCORE = \dfrac{37}{20}$ $= 1{,}85$	$MEAN\ SCORE = \dfrac{\sum X1}{N1}$ $MEAN\ SCORE = \dfrac{33}{20}$ $= 1.65$
PRONUNCIATION POST-TEST	VOCABULARY POST-TEST
$MEAN\ SCORE = \dfrac{\sum X1}{N1}$ $MEAN\ SCORE = \dfrac{64}{20}$	$MEAN\ SCORE = \dfrac{\sum X1}{N1}$ $MEAN\ SCORE = \dfrac{57}{20}$

= 3,2	= 2.85

2. **Improvement Students in Speaking**

IMPROVEMENT PRONUNCIATION PRE-TEST	IMPROVEMENT VOCABULARY PRE-TEST
$P = \frac{X2-X1}{X1} \times 100\%$ $P = \frac{3.2-1.85}{1.85} \times 100\%$ $P = \frac{1,35}{1.85} \times 100\%$ $= 72,97\%$	$P = \frac{X2-X1}{X1} \times 100\%$ $P = \frac{2.8-1.65}{1.65} \times 100\%$ $P = \frac{1,2}{1.65} \times 100\%$ $= 72,72\%$

3. **Testing the hypothesis to find out the difference between the students' pre-test and post-test, the research calculated with the formula used.**

$$\overline{D} = \frac{\sum D}{N} = \frac{25}{20} = 1.25$$

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

$$t = \frac{1.25}{\sqrt{\frac{37.75 - \frac{(25)^2}{20}}{20 \ (20-1)}}}$$

$$t = \frac{1,25}{\sqrt{\frac{37.75 - \frac{625}{20}}{20\,(19)}}}$$

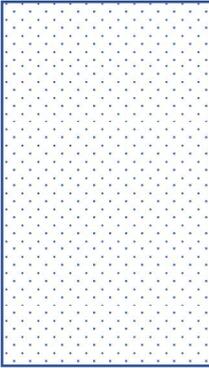$$t = \frac{1.25}{\sqrt{\frac{37.75 - 31.25}{380}}}$$

$$t = \frac{1.25}{\sqrt{\frac{6.5}{380}}}$$

$$t = \frac{1.25}{\sqrt{0.017}}$$

$$t = \frac{1.25}{0.13}$$

$$t = 9.61$$

CURRICULUMVITAE

The research, Ayu Asyura. A was born on April 11st, 1994 in Pinrang, the researcher is the first child from the marriage of her parents. Alm. Akhiruddin Massi and Hj. Sumiati Pailang, in 2001 the researcher registered as student Elementary School in SD 13 Negeri Punrang and graduated in 2006. Then researcher continued study at MTS N Pinrang and graduated 2009. Then in 2009 continued study at MA N Pinrang and graduated 2012. Then, in 2014 the researcher continued study at English Education Study program at State University Muhammadiyah Makassar in Strata One (S1) Program.

Blessing of **ALLAH** *Subahana Wata'ala* and prophet ***Muhammad Sallallahu "AlaihiWasallam*** as well as thanks to **Parent** prayer and research work in 2018 the research completed her study in undergraduate program of English Department, Teacher Training and Education Faculty, Muhammadiyah University.