

**THE STUDENTS' PERCEPTION ON THE IMPLEMENTATION
OPINION DICTATION GAMES IN STUDENTS' SPEAKING
SKILL AT SMA NEGERI 8 MAROS
(Descriptive Research)**



*Submitted to the Faculty of Training and Education Muhammadiyah University
of Makassar in Partial Fulfilment of the Requirement for the Degree of
Education in English Department*

UKHTUL IFFAH LUTHFIYYAH MURSIDA

105351133616

08/02/2022

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Gub. Alimudin

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Ukhtul Iffah Luthfiyyah Mursida**, NIM 105351133616, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 102 Tahun 1443 H/ 2022 M, tanggal 05 Jumadil Akhir 1443 H/ 08 Januari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 15 Januari 2022**.

Makassar, 15 Jumadil Akhir 1443 H
18 Januari 2022 M

1. Pengawas Umum : **Prof. Dr. H. Ambo Asse, M.Ag.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : **Dr. Eny Syatriana, M.Pd.**
2. Ismail Sangkala, S.Pd., M.Pd.
3. Dr. Radiah, M.Pd.
4. Sitti Maryam Hamid, S.Pd., M.Pd.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Tittle : The Students' Perception on The Implementation Opinion
Dictation Games in Students' Speaking Skill at SMA Negeri 8
Maros (Descriptive Research)

Name : Ukhtul Iffah Luthfiyyah Mursida

Reg. Number : 105351133616

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 18 Januari 2022

Approved By,

Consultant I

Consultant II

Dr. Radiah, M.Pd.
NIDN. 0911117004

Ariana S.Pd., M.Pd.
NIDN. 0918078801

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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



MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH
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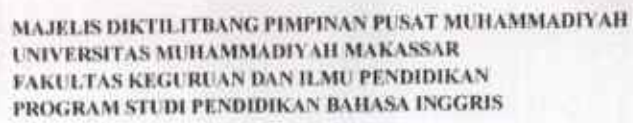
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Implementation opinion Dictation Games in Students'
Speaking Skill at SMA Negeri 8 Maros (Descriptive
Research)
Name : Ukhrotul Iffah Luthfiyyah Mursida
Student's ID : 105351133616
Department : English Education
Department Faculty : Teacher Training and Education
Consultant I : Dr. Radiah Hamid, M.Pd

Date	Chapter	Consultant's Note	Sign
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Makassar, Juni 2021

Approved by, Head of English
Education Department

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



Title	: The Analysis of Students' Perception on The Implementation opinion Dictation Games in Students' Speaking Skill at SMA Negeri 8 Maros (Descriptive Research)
Name	: Ukhirl Iffah Luthfiyyah Mursida
Student's ID	: 105351133616
Department	: English Education
Department Faculty	: Teacher Training and Education
Consultant I	: Dr. Radiah Hamid, M.Pd

Makassar, Juni 2021
Approved by: Head of English
Education Department

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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan AbdulQadir Muna
29114 Makassar
Telp. (0411) 5780000/5780001
Email: pps@ugmuhammadiyah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name: Ukhtul Diah Luthfiyah Munada
NIM: 110523103016
Department: English Education Department
Title: The Students' Perception on The Implementation Option Dictation Games in Students' Speaking Skill at SMA Negeri 8 Maros

Consultant II: Ariantje P. P. S. Pd

Day - Date	Number	Note	Sign
20 Agustus 2021	Chapter 1	Revisi bab 1 dan 2 Kejelasan bahasa di perbaiki Daftar isi diperbaiki dan dibuat cronologi	
	Chapter 2	Menambahkan tiga pertanyaan tentang self confidence Di conceptual framework ditambahkan student's perception Tidak menambahkan lesson plan	
		Tambahkan table of content, abstract, list of figures, list of tables, list of appendices Scan questioner siswa Di chapter 4 findings ditambahkan jumlah siswa yang confident dan siswa yang identify komatikan dengan penulisan kata "extract" di awal dan tidak Pertanyaan pada table questioner ditambahkan "why" Di chapter ditambahkan poin baru Menggunakan penulisan times new roman	
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Jalan Sultan Alauddin No.
2018400000
Telp: 0811-2702018 (Secretary)
Email: pmbdg@umam.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

--	--	--	--

Makassar,
Approved by
Head of English Education Department

Dr. Ulina Kharati Syam, S.Pd., M.Pd
NPM: 977367



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Saya yang bertandatangan di bawah ini:

Nama : Ukhtul Iffah Luthfiyyah Mursida

Stambuk : 105351133616

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : The Students' Perception on The Implementation Opinion
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Stambuk : 105351133616

Jurusan : Pendidikan Bahasa Inggris

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Ukhtul Iffah Luthfiyyah M

MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya”

(Q.S Al-Baqarah: 286)

“Boleh jadi kamu membenci sesuatu padahal ia amat baik bagimu dan boleh jadi pula kamu menyukai sesuatu padahal ia amat buruk bagimu, Allah mengetahui sedang kamu tidak mengetahui”

(Q. S Al-Baqarah: 216)

I dedicated this thesis to:

My beloved parents, Ir. Mursida M.Si and Kadaria, S.Pt, my siblings and also my cousins.

ABSTRACT

Ukhtul Iffah Luthfiyyah Mursida. 2021. *The Students' Perception on Implementation Opinion Dictation Games in Students' Speaking Skill at SMA Negeri 8 Maros.* Under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Ariana.

This research aimed to find out the students' perception on implementation of Opinion Dictation Games in students' speaking skill in Eleventh Grade at SMA Negeri 8 Maros.

This research used a Descriptive Qualitative Research. The instruments was questionnaire. The questionnaire was distributed to the students of the Eleventh Grade of MIPA 3. The data were conducted on March 2021 at SMA Negeri 8 Maros. The sample was 32 students, selected by Purposive Sampling Technique.

The result of this research found that most of students gave positive perception toward implementation Opinion Dictation Games. The students can make it easier to express the opinion by writing tables, the students can speak fluently when exchanging ideas with their friends, they confident to express their opinion when discussing with their friends Whereas, some students also gave negative perception toward implementation Opinion Dictation Games that they cannot speak fluently when the teacher gives time to think, they were not confident to express their opinion in front of the teacher, they cannot make it easier to speak by writing opinions, although the implementation of Opinion Dictation Games is in accordance with the learning syntax of Opinion Dictation Games.

Keywords: Students' Perception, Opinion Dictation Games, Speaking Skill

ABSTRAK

Ukhtul Iffah Luthfiyyah Mursida. 2021. *Persepsi Siswa Terhadap Implementasi Permainan Opinion Dictation Pada Keterampilan Berbicara Siswa di SMA Negeri 8 Maros*. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Radiah Hamid dan Ariana.

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penerapan Permainan Opinion Dictation dalam keterampilan berbicara siswa kelas XI di SMA Negeri 8 Maros. Pengumpulan data dilakukan pada Maret 2021 dari 32 siswa Kelas XI MIPA 3 di SMA Negeri 8 Maros.

Penelitian ini menggunakan penelitian deskriptif kualitatif. Instrumen yang digunakan adalah kuesioner. Kuesioner ini didistribusikan kepada siswa kelas XI MIPA 3. Data ini dilakukan pada bulan Maret 2021 di SMA Negeri 8 Maros. Penelitian ini memiliki sampel berjumlah 32 siswa yang dipilih dengan menggunakan teknik sampel purposive.

Hasil penelitian ini menunjukkan bahwa sebagian besar siswa memberikan persepsi positif terhadap pelaksanaan Permainan Opinion Dictation, siswa lebih mudah mengungkapkan pendapat dengan menulis tabel, siswa dapat berbicara dengan lancar ketika bertukar pikiran dengan temannya, mereka percaya diri untuk mengungkapkan pendapatnya ketika berdiskusi dengan temannya. Sedangkan, beberapa siswa juga memberikan persepsi negatif terhadap pelaksanaan Permainan Dikte Opini bahwa mereka tidak dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir, mereka tidak percaya diri untuk mengungkapkan pendapat mereka di depan guru, mereka tidak mudah menyampaikan pendapat yang mereka tulis, meskipun pelaksanaan Permainan Dikte Opini sudah sesuai dengan sintaks pembelajaran Game Dikte Opini.

Kata Kunci: Persepsi Siswa, Implementasi Permainan Opinion Dictation, Keterampilan Berbicara

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The Researcher,



Ukhtul Iffah Luthfiyyah M

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CHAPTER I

INTRODUCTION

This chapter provides a quick overview of the the research paper. It goes into the great details on the the background of research, problem statement, research objective, significant of the research, and scope of the research.

A. Background

English is a universal language that everyone uses to communicate with others. In Indonesia, the primary purpose of foreign language learning, particularly English, is to develop abilities in utilizing language for communicative purposes and to seek knowledge from a variety of extensive resource centers in the digital age. In Indonesia, English as a foreign language instruction aims to improve students' skill in each component of language acquisition, which includes grammar, reading, writing, and listening. Aside from the supporting components, the most crucial thing to master is speaking.

Every human being on the planet has the ability to speak. According to Efrizal (2012), speaking is very important in people's interactions because they speak everywhere and every day. Based on the foregoing, it is clear that speaking is a crucial component of human life that should not be overlooked. Although it is well acknowledged that speaking is an important activity for humans, many people, including students, still struggle with speaking, particularly active speaking.

They find it challenging to engage in active speaking while learning, to answer and give questions, and to express their opinions in English about the content they are studying. Coupled with the Indonesian curriculum, English as a

foreign language has been designated as a subject that must be studied by junior high school students, secondary schools, and even college students. This issue is, unsurprisingly, a nuisance for pupils who find it difficult to speak English actively. Teachers may have some difficulties with speaking skills in the classroom. Inhibition, a lack of relevant expertise, low involvement, and the usage of the mother tongue are among them (Tuan & Mai, 2015). Students face speaking difficulties as a result of the large number of new words they receive and the forms of words they don't know when to use, preventing them from expressing themselves in the form of questions or responses. According to the statement, one of the reasons why students do not participate in the learning process is that they do not understand how to use the phrase.

The teacher must employ the appropriate way to implement student-centered learning. Opinion Dictation, according to Dave (2012), is a game in which students work in groups to discuss a sentence dictated by the teacher. It's a game that encourages a collaborative interchange of thoughts, feelings, and ideas among a group of individuals, so that each student doesn't believe that his or her own views or beliefs are correct. Opinion Dictation is a great tool for establishing a dynamic learning environment that is simple to use. Dave (2012) goes on to say that there are a few reasons why Opinion Dictation is simple to implement in the classroom.

- (1) Students can easily speak since they are given some time to think calmly about the topic;
- (2) It is a multi-skill activity that integrates the macro-skills of speaking, listening, and writing;
- (3) The level of difficulty may easily be adjusted up or down.

Games are a type of teaching method, particularly for passive learning. Games are also beneficial in enhancing learners' speaking skills and motivating them to self-learn continuously through game play (Musa & Hasb al-Nabi, 2011). One of the alternative is to play opinion dictation games. It's a game that encourages a collaborative interchange of thoughts, feelings, and ideas among a group of individuals, so that each student doesn't believe that his or her own views or beliefs are correct. Dictations aid language learning by requiring students to concentrate on the language form of phrase and clause level constructs and offering feedback on their perception correctness.

According to a researcher's interview with one of the English teachers at SMA Negeri 8 Maros on July 1, 2020, students who speak in front of their peers appear insecure and fearful of making mistakes. When students are told to speak, they will immediately hide behind their peers, forget what they will say, look up at the ceiling, and not make a sound. Furthermore, when undertaking teaching practice, the students were unable to communicate well since they rarely practice with one another, resulting in a lack of confidence and vocabulary. These issues arise when a teacher employs a traditional teaching technique. As a result, the teacher altered his approach. She used Opinion Dictation Games as an example of a game. According to the interview, students were more involved in speaking during the teaching and learning process after using Opinion Dictation Games. The kids were able to express their ideas on the offered sentences, and they were also having more fun and enjoying themselves when they wanted to talk.

Researcher have seen the teacher's lesson plan and the learning steps taken by the teacher when teaching was in accordance with the Opinion Dictation Games learning steps. Based on this backdrop, the author is curious to learn more about students' perceptions of the use of Opinion Dictation Games in students' speaking skills. As a result, the author's study is titled "The Students' Perception on the Implementation Opinion Dictation Games in Students' Speaking Skill at SMA Negeri 8 Maros."

B. Problem Statement

According to the background of study above, the study's problem is posed as a question: "How are the students' perception on implementation of the Opinion Dictation Games in the students' speaking skill at SMA Negeri 8 Maros?"

C. Research Objective

According to the research statement, this particular study aims at finding out: the students' perception on implementation of Opinion Dictation Games in students' speaking skill at SMA Negeri 8 Maros.

D. Significance of the Research

The importance of the research is divided into two categories: theoretical and practical. Theoretically, this study is beneficial in that it adds to the knowledge base and provides further information regarding Opinion Dictation Games. While in practice, the findings of this study serve as a guide and alternative for educators

in determining effective policies in the field of education, particularly those linked to the implementation of Opinion Dictation Games. For the students, this research enabled them to talk actively within or outside of the learning process, and they loved learning in class because the games were enjoyable. Adding knowledge of Opinion Dictation Games to the researcher's repertoire so that she can prepare herself as a future instructor.

E. Scope of the Research

This study focuses on students' perceptions of the implementation of Opinion Dictation Games in speaking skills at Eleventh Grade in SMA Negeri 8 Maros. Fluency, vocabulary, grammar, and pronunciation are the four dimensions of speaking ability. As a result, the focus of this study was on fluency in terms of smoothness and student self-confidence. Fluency, as we all know, refers to how quickly and how much students say without pausing. Fluency also refers to the ability to communicate without hesitation.

CHAPTER II

LITERATURE REVIEW

This chapter reviews about previous related studies, concept of speaking, concept of opinion dictation games and conceptual framework.

A. Previous Related Studies

There have been some earlier findings that have backed up this research. The following is a list of some of them. The First, Aisyah and Hidayani (2018) "Applying Running Dictation Strategy to Improve the Students' Speaking Ability in IX-B Class Students at Medan State SMP 28 Medan". In this study, the researchers applied the Running Dictation strategy used in teaching English and using body movements. Running Dictation is expected to improve students' speaking skills in English. The test instruments are the performance, formative and interview tests. From the result itself, the students' speech duration increased to 8 minutes with more vocabulary mastery with better and more correct use and the ideas could be better conveyed, while from the interviews showed that the students are more motivated to talk. It is concluded that the Running Dictation strategy is able to improve the speaking ability of IX-B students of SMP 28 Medan in English.

Purnawati (2017), *"Running Dictation to Activate Students in Speaking Class,"* is the second paper. This study sought to determine the impact of Running Dictation on student engagement in speaking classes, and the findings revealed that the activity is well-suited to presenting a variety of teaching materials and student levels. Because they are not only learning but also doing

body movement in a semi-competitive environment, no kid in the class feels sleepy or lazy throughout this activity. Furthermore, because such an activity demands each student to work together and interact actively with other students in order to complete a task, it may lead to greater independence and interdependence among students. The conclusion that running dictation can have a good effect in students' speaking skill and make the learning atmosphere fun.

The last, Nikmah (2017) "*The Used of Dictation Technique in Teaching Speaking to Seventh Grade Students of SMPN 2 Ponorogo*". The goal of this study is to discuss how to use Dictation Technique in teaching speaking and to determine the benefits of utilizing Dictation Technique in teaching speaking. Data Lexi J Moleong was used to analyze the data in terms of data reduction, data display, and making conclusions. The results of this study show how teachers utilize this technique in the classroom and the benefits of Dictation Technique. The conclusion is that when teaching speaking, pupils can be disciplined and get a grasp of how to pronounce a word or phrase. The application of this technique is divided into three steps: preparation, practice, and evaluation learning and the benefits of the Dictation Technique in teaching speaking. The conclusion is when teaching speaking the students can discipline and it is able to give the students understanding of the pronunciation of the word or phrase. The implementation of this technique, contain in 3 steps, the first is preparation, second is pra - leaning dan the last is evaluation learning and the advantages of Dictation Technique in teaching speaking are students more easily

to understand the material, concentrate the activity and it is better for communicative activities.

This study is similar to others in that it uses the Dictation Technique to determine the students' speaking ability. The first is a study of how to use Running Dictation to engage students in speaking classes. The second researcher focused on the application of Running Dictation to improve students' speaking skills at SMP Negeri 28 Medan's seventh grade. The final project was a study of the use of the Dictation Technique in teaching speaking to students in the seventh grade at SMPN 2 Ponorogo. The findings of the study suggest that the Dictation Technique can help students improve their speaking skills in a holistic fashion. Dictation activities will also assist pupils enhance their English-speaking skills. Running Dictation is a dictation approach that can help pupils enhance their active speaking skills. Many studies describe Running Dictation or other dictation techniques, however there are few studies that cover Opinion Dictation Games, which focus on speaking ability. As a result, the author wishes to conduct a study on Opinion Dictation that focuses on speaking ability and to introduce additional information about Opinion Dictation to students' speaking abilities.

B. Concept of Speaking

1. Definition of Speaking

Speaking is one of the linguistic skills that people employ as tools of communication in a social situation, which means that we should communicate with one or more people. Speaking is one of the four language skills taught in the teaching of English. People speak in order to express

their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across. Thornbury (2005: 20) mentions that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations. However, the teacher must notice that in EFL context the students seldom try to produce their foreign language because they aware about the gaps in their knowledge. A speaker requires attention to precise details of the language. She/he needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

In addition, Brown (2001) writes that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. According to Thornbury (2005), speaking is an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

Speaking, according to Amir (2010, p.10), is an interactive process of building meaning that includes the delivery and reception of information. It means that speaking is crucial to us as humans since we need to

communicate with others if we want to express an idea, information, or something. Similarly, our students must be able to communicate actively and confidently in order to complete many of their most basic transactions. People regard their capacity to communicate the greatest, and their ability to communicate influences whether they make or lose friends.

Speaking may be defined as a person's capacity to pronounce articulation sounds or words that are used to communicate with other people. Speakers speak to elicit a response from their audience. As stated by (Alonso, 2014, p. 147), students' conversation skills are the most important factor in making learning successful. As a result, the function of language as a system for the meaning of expression can be realized. It is one of the four essential language fundamental abilities, and it is a critical ability of language production that allows pupils to effectively communicate with others.

Speaking is a method of expressing what is on one's mind in order to obtain information or services. Mastering students' speaking abilities in English, as Richard (2008, p. 19) says, is a priority for many second language or foreign students. Speaking is widely regarded as the most important of all language skills, according to (Noor, Apriliawati, & Rosnija, 2012). In addition, it is a critical component of L2 conversation success (Cole, Ellis, and Mason, 2007). As a result, foreign language students can become competent in talking with native or non-native English speakers by honing their speaking skills.

Because speech is the primary mode of communication, mastery of a core language must be accomplished through speech. Speech is understood; hence the process of speaking is equally vital to understand. A student learning to talk at school, for example, is acquiring abilities vertically as well as horizontally. It signifies that pupils can fully communicate meaning and message but are not flawless in terms of word choice, resulting in a poorly structured meaning.

The speaking activities that students engage in have an impact on the process of creating right sentences or correct pronunciation. Giving students freedom of opinion / replying to something but in the framework of being courteous, telling stories, and conveying or supporting ideas are just a few of the activities that may be done to improve their verbal language abilities.

2. Aspect of Speaking

These aspects, according to Brown (2000: 168), are accuracy, fluency, vocabulary, and pronunciation.

a. Accuracy

Accuracy is defined as the capacity to talk correctly, — for example, choosing the appropriate words and phrasing to convey the intended message.

b. Vocabulary

Multiword units, phrase families, and core meaning are all part of vocabulary. The phrases that educate in the foreign language can be defined as vocabulary.

c. Pronunciation

The way a phrase of language is uttered, or the way someone utters a word, is referred to as pronunciation. The way you pronounce a word is called pronunciation.

d. Fluency

Fluency is defined as the capacity to speak fluently, confidently, and at a rate that is compatible with the native speech community's standards.

- a. Self-Confidence. Oral communication is referred to as speaking. It takes courage to speak in front of others. Many students lack self-confidence and hence are unable to communicate with others. They are occasionally embarrassed to communicate in English. The face we show the rest of the world is rarely our true self. If we reveal what we rarely feel on our faces, it is regarded odd behavior on our behalf. As a result, we must train others to expect that when we are involuntarily judging anything, the face we show the world is rarely our true face. If we reveal what we rarely feel on our faces, it is regarded odd behavior on our behalf. Manipulation activities in the classroom can aid in the development of accuracy. Controlled practice, drills, the study and application of grammar rules, and activities that help pupils 'see' their own faults are all examples of this.

b. Smoothness is the ability to speak English fluently as a result of good grouping and the reduction of forms (Brown, 2001). Speaking English fluently with phrasal is an excellent clustering. It means that you should speak English rather than phrases, and that you should employ contractions, elisions, and decreased vowels when using English.

3. Characteristics of Successful Speaking

According to Underhil (1987; 120), successful speaking activities has the following characteristics:

a. Learners talk a lot

As much as possible this period of the time allotted used learners talk activities. But often most time is taken up with teacher talk or pauses. It means the students must be active to speak with their friends as much as possible.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all a chance to speak and contribution are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak.

c. Motivation is high

Learners desire to talk for a variety of reasons: they are captivated by the issue and have something fresh to say about it, or they want

to contribute to the achievement of a task goal. It indicates that the students are highly motivated to communicate in English.

d. Language is of an acceptable level

Learners communicate with each other in relevant, clearly intelligible utterances with an appropriate level of language accuracy.

4. Teaching Speaking

According to Hughes (2011: 6), when it comes to teaching speaking, one must distinguish between teaching a language's spoken form and teaching a language through speaking. It is sometimes thought that teaching speaking is a simple task. The actions that are aimed to carry about language learning can be defined as teaching is intended to result in private studying (Stern, 1996). When students' interest, motivation, and attitudes are taken into account, language learning is the most beneficial.

Evaluation should be summative and formative and design and administered to encourage the learners rather than what they cannot do. Ur (2000:103) also discusses five concepts for teaching speaking, which are as follows: 1. Recognize the differences between learning a second language and learning a foreign language, 2. Give students exercise with each fluency and accuracy, 3. Allow students to communicate by using teamwork or pair work and limiting teacher discourse, 4. Make a list of talking responsibilities that include meaning negotiation, 5. Create classroom activities that include both transactional and interactive speaking instruction and practice.

C. Concept of Opinion Dictation Game

1. Definition of Game

A game is an activity that is performed according to a set of rules in order to have fun and can also be utilized for educational purposes. Games are activities that are played with certain rules for entertainment and can also be used to teach. Many games can assist in the rapid development of a person's talents, whether as a workout or as a psychological, simulation, or educational tool.

According to Wright et al. (2006), "game" refers to activities that are enjoyable and fascinating while also testing adrenaline and activities in which students participate and usually engage with others. According to Wang (2010), the use of communicative language games can (1) increase students' study motivation in a fun and engaging way, (2) provide learners with opportunities to decode the language in real-life scenarios, (3) motivate rich and meaningful language practice, (4) create a learning environment where students feel safe and supported, and (5) promote collaborative partnership. Students can use games not only as a diversion or a break from Games.

Games, according to Lewis and Bedson (2009), are about more than just having fun. Although it is enjoyable to play games, the teacher must remain focused on the language's goal. Games can help shy students talk and express their thoughts and feelings by keeping them interested and entertained. Game is used for giving intense and passionate involvement in

conversation to the students so that they can feel enjoyment and pleasure in mastering (Mahmoud & Tanni, 2014).

To summarize, the use of games in the learning environment and during the learning process can transform the dynamics and classroom settings to be more interesting, allowing the instructor to create a more intriguing and participatory learning environment. Students and the learning process are heavily influenced by games. This might have a beneficial or bad impact. Recent study, however, suggests that the potential for games to be employed as a tool to accelerate the learning process and improve students' speaking achievement is still untapped.

2. Opinion Dictation

Dictation is defined as a technique used in both language education and language testing in which a piece is read out to students or test takers, with pauses during which they must write something that is mentioned properly, according to the Longman dictionary of applied linguistics. Dictation is the process of the teacher or students listening to anything, for example: a sentence, word, or passage. The students then make a mental note of it before writing it down in their notebook. The students next attempted to comprehend the substance of the passage by recognizing all of the words and phrases being read in order to convert these aural codes into writing symbols. When students dictate, they write down exactly what they hear. As a result, students either listen to someone speak or listen to

something and dictate it. They basically write down everything that speaker is saying on a piece of paper and say aloud.

Opinion Dictation is easy to use in the classroom for several reasons, according to Dave (2012): (1) Students can easily speak because they are given some minutes to think quietly about the topic; (2) It is a multi-skill activity that integrates the macro-skills of speaking, listening, and writing; (3) It is simple to adjust the level of difficulty up or down. Opinion Dictation can be broken down into eleven parts, according to Dave (2012):

1. Students should get a pen and a book ready.
2. Students write agree, disagree, and depends in three columns.

Agree	Disagree	Depends

3. The teacher then explains the game's rules, which are that the teacher will dictate short lines and pupils will put their thoughts in one of the pre-written columns.
4. The teacher starts dictating a few short lines, such as "basketball is the best sport in the world".
5. Furthermore, pupils place their thoughts in one column right away.
6. The teacher re-dictates a different short line, such as "life would be dreadful without a phone".
7. Students write their opinions in the same column as before.

8. Once students have finished writing their ideas, they are instructed to form groups with their friends.
9. Each student compares his or her written opinions with those of his or her partner. If there are differing viewpoints, students must explain why they believe that way.
10. The teacher allows pupils 10-15 minutes to discuss, and all students must participate.
11. Finally, each pair presents their viewpoints to a buddy, and the teacher provides feedback to all pupils.

D. Concept of Perception

1. Definition of Perception

Perception is described as how humans interpret and react to information. Kreiner and Kinicki (1992) write that perception is an intellectual and cognitive approach that helps us to perceive and understand our surroundings" (p.126). While, Purnomo (2017) states that perception is a process when a person selects some stimuli in order to be interpreted into meaningful information (p.31). Perception is way of regarding, interpreting, and understanding something. The person acceptance of the stimuli take an important role in the perception process, the person is confronted with a situation. Borkowski (2009) said that the person interpret stimuli into something important to him or her based on their prior experience. Hence, what the individual interprets may be different from the reality.

2. Factors Influencing Perception

People will interpret what they see when they glance at the target. Their viewpoints may differ from one another. The perception of something is influenced by a number of elements. "There are four components that affect someone's perception," said Altman et al. (1985), "such as the selection of stimuli, the organization of stimuli, the circumstance, and the self-concept" (p. 86).

a. Selection of Stimuli

Selection is a process in which people have diverse perspectives on the same situation. It happens because people have varying thresholds for filtering out cues and other filters, or screens.

b. Organization of Stimuli

The second aspect that effects perception is stimulus organization. To become useful information, the information that has gone through the screening process must be arranged. Differentiation, grouping, and closure are three concepts that determine how humans interpret visual input.

c. The Situation

The way a person perceives a situation is linked to how he or she adapts their actions to it. Expectations, familiarities, and past experiences can all influence how people perceive things.

d. The Person's Self-Concept

The way people feel and view themselves is referred to as their self-concept. This can have an impact on a person's view of their

environment. Because a person's mental image can influence what he or she perceives in his or her life, the self-concept is significant.

In organizations theory, Gibson et al (1985) provide a perceptual process in the form of diagram. The diagram describes six factors influencing someone's perception. They are stereotyping, selectivity, self-concept, situation, needs, and emotions.

a. Stereotype

The first factor is stereotyping. Stereotype is a set of beliefs about the characteristics of people in a particular group that is generalized to all members of the group (Gibson et al. 1985). In teaching-learning activity, stereotype might occur. For example, stereotype with age as the basis. Most of the stereotypes are the wrong perceptions because it is formed not because of the fact that happens in our environment. It is supported by Gibson et al (1985) who state that stereotyping can result in implementing improper programs.

b. Selectivity

The second factor is selectivity. It is impossible for us to catch all the stimuli that exist in our environment. Only certain stimuli are taken and then processed in our brain. It is caused by our interest of those stimuli. We shape perception based on something that we want to choose. It is supported by Gibson et al (1985) that people tend to ignore information or cues that might make them feel discomfort. People will take the stimuli that they want but most of the stimuli that they take are

the positive one for them. In the English teaching-learning activity, people regard activities as important activities and have positive perceptions on the activities if they are interested in the activities.

c. Self-Concept

The third factor is self-concept. According to Gibson et al (1985), the way people see themselves in the form of self-concept will affect their perceptions about something in their environment. People perceive only the things that are consistent with their motives and goals and interpret their experiences to make them compatible with their present self-concept. For example, someone who always sees something optimistically will also see everything around her optimistically.

d. Situation

The press of time will literally force the manager to overlook some details, to rush certain activities and to ignore certain stimuli such as request from other managers or from superiors (Gibson et al, 1985). People make certain decision about certain thing without further understanding on their perception toward the problem. In the English teaching-learning activities, the students will shape perceptions on it with further understanding about the meaning of this activity because they observe and do this activity deeply in a certain situation.

e. Needs

Perception is significantly influenced by needs and desires (Gibson et al, 1985). People will learn what they want to learn, eat what

they want to eat, see what they want to see, and they will do everything they want to do. Students also have certain needs in learning English. Needs here refer to the students' wants, desires, demands, expectations, motivations, and requirements in learning English at Domby Kid's Hope 2 (Brindley as cited by Richards, 2001).

f. Emotion

Emotion can influence someone in forming perception. Gibson et al (1985) support this through their statement that strong emotions often distort perception. Perception is formed through experiencing a particular thing. When someone feels that he gets benefit of something, he will shape positive perception in his mind. On the other hand, a person will form negative perception when he finds that something is not beneficial for him.

E. Conceptual Framework

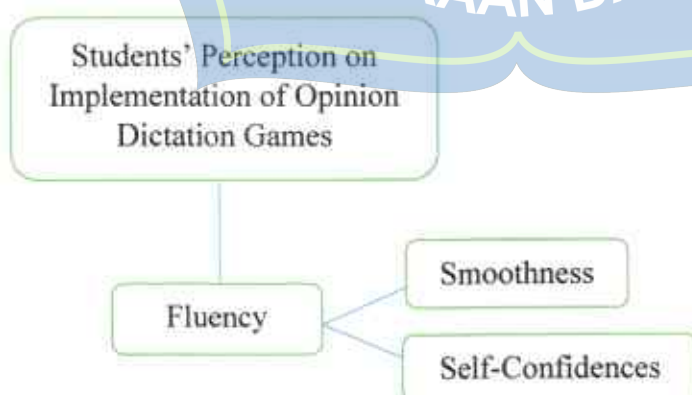


Figure 2.1 Conceptual Framework

The figure above depicts the conceptual framework that will be developed in this study. Perceptions of students, adoption of Opinion Dictation Games,

and speaking skill. The researcher will examine students' speaking ability by focusing on fluency in terms of smoothness and self-confidence, as well as analyse students' perceptions of the implementation of Opinion Dictation Games. Finally, the researcher looked at how students' perception about using Opinion Dictation Games to improve their speaking skills.



CHAPTER III

RESEARCH METHOD

In this chapter discusses about research design, population and sample, variable and indicators, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

Research design is the strategy he or she utilized to conduct this investigation. Because this study focused on the school environment, namely the activity of teaching and learning English, the researcher employed Descriptive Qualitative Design. Descriptive study aims to characterize a population, circumstance, or phenomenon in a methodical and exact manner. As a result, the research design adopted in this study is descriptive research.



Figure 3.1 Research Design

B. Research Subject

At the academic year 2020/2021, this study was conducted in the Eleventh Grade of UPT SMA Negeri 8 Maros. The sample for this study is all students in Eleventh Grade of MIPA 3, a total of 32 students. Because the sample in this study had previously been educated with Opinion Dictation Games, the researcher employed Purposive Sampling Technique. The objective of using

Purposive Sampling is to focus on the specific characteristics of the population of interest, which will best enable to answer the research questions.

C. Instrument of the Research

The research instrument is a tool or set of facilities that researchers employ to make data collection easier. The researcher employed a questionnaire for the students in this investigation.

1. Questionnaire for Students

A questionnaire is a research tool that consists of a sequence of questions and other prompts for respondents to provide information. The questionnaire was used to gather data on the implementation of opinion dictation in students' speaking abilities. The questionnaire is in an open-ended format. Open-ended questionnaire is those which require more thought and more than a simple one-word answer.

Table 3.1
Open-Ended Questions

No	Questions
1	Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures? Why?
2	Does writing tables make it easier for you to express your opinion in English? Please give your reason
3	When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English? Why?

4	Are you confident when expressing opinions that you have written about the topics given by the teacher? Give your review about your answer
5	When learning asking and giving opinion, can discussing with your friends make it easy for you to speak and get new knowledge? Tell your reason
6	Can you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher? Please describe your answer
7	Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends? Why?
8	Does exchanging opinions about asking and giving opinion with your friends make you speak actively? Please give your reason
9	Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easier for you to follow the learning process? Why?
10	When discussing with your friends about asking and giving opinion, do you feel confident to express your opinion? Why?
11	Do you feel confident when your teacher asks you questions about asking and giving opinion material? Please describe your answer
12	When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? Please describe your answer

(Dave, 2012)

D. Procedure of Collecting Data

The researcher used questionnaire to collect the data about implementation opinion dictation games from the students. There were twelve questions in questionnaire. The first, students were given some questions related to their

perception about implementation of the Opinion Dictation Games in learning process previously researcher provide instructions and directions about the questionnaire. After collecting all the data, the researcher analyse the students' perception on implementation of the Opinion Dictation Games in students' speaking skills.

E. Technique of Data Analysis

Based on Miles and Huberman (1994: 16) there were three steps in analyzing data namely reduction data, display of the data and conclusion drawing. The components of the analysis are interrelated throughout the research process.

1. Reduction Data

Reduction is the process of selecting, focusing, simplifying and abstracting the data. According to Miles and Huberman (1992: 16), data reduction can be interpreted as a process of selection, simplification, and transformation of data into field notes. There were many data that collected from the questionnaire. The data reduction was done by summarizing the raw data that we will get from questionnaire. Then, the next thing was the researcher looked for the data which are related with the research objectives.

a. Displaying Data

The next component was analyzing data. Display of the data was a descriptive of the data. Data display was a set of information which have been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 1994: 17). This technique was used in organizing information, description or narration to draw conclusions. By

presenting data, the researcher considers what needs to be done, in addition, the researcher can make an analysis or take other actions based on understanding in the form of narration. The researcher displayed the data then described it. After describing the data, the researcher will make analysis about the data.

b. Conclusion Drawing

Drawing conclusions was the final action. This step displays the study's final findings. It is made up of two parts: conclusion and verification. The researcher comes to a conclusion and makes an interpretation of the findings.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections: the findings of the research and the discussion. The findings present the result of data analysis and the discussion deals with the arguments and interpretation of the research findings.

A. Findings

1. Students' Perception on the Implementation Opinion Dictation Games in Students' Speaking Skill Focused on Fluency in Term of Smoothness

Based on the results of the questionnaire that given to the students, there are various perceptions in the use of Opinion Dictation Games in students' speaking skills especially focused on fluency in term of smoothness and self confidence

- a. The students can speak fluently when the teacher gives time to think.

The result of the questionnaire indicated that the twenty of thirty-two students could not make the students speak fluently when the teacher gives time to think about the material by looking the pictures. The following is taken from the extract:

Extract 1

S8: No, because the teacher gave me a little time while I did not understand the material

Extract 2

S32: No because I did not understand and I am not confident with my opinion

Extract 3

S22: No because without explanation I did not understand the material

S8, S32, and S22 mentioned in the extract above that the effect of implementation Opinion Dictation Games in learning process made them could not speak fluently. It may be seen in the pupils' statements in **extracts 4, 5, and 6**, where they stated *"the teacher gave me little time, I didn't understand the material just by looking at the picture and I was not confident with my opinion"*. Factor that affect them to be unable to speak fluently is a personal aspect or individual, which indicates that individual characteristic behavior has a significant impact on how you see that person.

In contrast to the extract above, the researcher discovered that the students' perception is that they speak fluently. It can be seen in the extract below.

Extract 4

S3: Yes, because the teacher gives me time to think so that I can speak

Extract 5

S9: Yes, because the topic when viewed with pictures is easier to be understood fluently

Extract 6

S12: Yes, because by looking at the pictures and given the time to think about the topic I can speak fluently

S3 and S12 mentioned in the extracts above that they could speak fluently when the teacher gave them time to think and also, they could speak fluently

when looked the pictures. While, **S9** stated that the student found it easier to understand the topic when the teacher used pictures in the learning process.

b. Using tables can make it easier to express the opinion.

Based on Dave (2012), make tables is one of step of Opinion Dictation Games. The next students' perception of the implementation Opinion Dictation Games by teacher was using tables can make the students easier to express their opinion. It is shown in the extract below

Extract 7

S18: Yes, because by making the table I can distinguish the opinion that I say so that it is easier for me to issue an opinion

Extract 8

S21: Yes, because the sentences I said are shorter so I can express my opinion

Extract 9

S25: Yes, because I understand the material faster and I can express opinion

Extract 10

S29: I found it easier to express opinions by not using tables

The researcher discovered that based on the extracts above, seventeen of thirty-two students could make students easier to express their opinion by writing table. It was found from **S18** stated that she could distinguish her opinion, it means that she chooses an opinion that is spoken with an opinion that is not spoken so she could express their opinion easier. Meanwhile, in

S21 stated that he made the short sentences in the table like made important points so it was easier for him to express the opinion.

Another students' perception is from **S25** stated that he could understand the material with using table dan he could speak easier about their opinion. In the contrary one of the students initial name **S29** the followed by the statement "I found it easier to express opinions by not using tables which mean she prefers without using tables because she thought use tables were complicated and time-consuming.

- c. Being easy to speak when the teacher dictates short sentences.

Based on data obtained from students' questionnaires, one of the steps in Opinion Dictation Games which was implemented in the teaching and learning process was the teacher dictating short sentences in English. In this step students found it easy to speak about the material when dictated by the teacher. The following extract demonstrates this.

Extract 11

S29: Yes, in addition to the teacher dictating short sentences, the teacher also interprets it into Indonesian so that it is easy to understand

Extract 12

S1: Yes, the teacher dictates clearly and is easy to understand and speak

Extract 13

S14: Yes, the sentences are short, not confusing and easy to speak

Extract 14

S23: Yes, the teacher dictates short sentences and also provides simple examples

Extract 15

S18: Yes, I felt easy to understand and easy to speak about the material when the teacher dictated short sentences

Twenty three of thirty-two students stated that they were easy to understand the material when the teacher dictated short sentences in learning process. It was found from S18 stated that she felt easy to understand and to speak about the material because the teacher dictated short sentences. It is the same line with S29, S1, S14 and S23 perceive that dictated short sentences can make them easy to understand the material and also easy for them to speak about the material. S29 could easy to understand the material because the teacher interpreted it into Indonesian. While, S1 and S14 stated that the way of the teacher to dictated the sentences was clear and not confusing so they can easy to speak and S23 can easy to speak because the teacher gave simple examples of the dictated sentence.

d. Discussion make it easier for students to speak.

The next category of benefit implementation Opinion Dictation Games, which was employed in the teaching and learning process, was viewed by the students as being easier to speak by discussios based on the data received from the students' questionnaire. Twenty eight of thirty-three students

mentioned that they can easier to speak by discussion. The following extract demonstrates:

Extract 22

S25: Yes, because I am more comfortable discussing with friends

Extract 23

S22: Yes, discussing with friends makes it easier for me to speak, be excited and gain new knowledge

Extract 24

S14: Yes, because we can exchange ideas so I find it easier to speak

Extract 25

S30: Yes, because by discussing I can ask my friends when I'm still confused

It is clear from the preceding extracts that the students can easily to speak by discussing because they were more comfortable and can exchange their opinion casually with their friends. This was stated from S25 *"Yes, because I am more comfortable discussing with friends"* and the S14 also stated that *"Yes, because we can exchange ideas so I find it easier to speak"*

The same perception from the S30 and S22 they stated that by discussing, I can ask questions with friends more freely, be more enthusiastic and can get new knowledge. From that statement, the reason students speak more easily through discussion is because they are more flexible and eager to speak with their friends.

- e. Writing opinions can make it easier for students to speak in front of their friends.

Implementation Opinion Dictation Games in teaching and learning process is also make students can easier to speak by writing their opinions. Fifteen of thirty-three students mentioned that they can easier to speak by writing opinions. The extract below can be used to identify it.

Extract 28

S11: Yes, because the sentences have been written to make it easier to speak and can also be read occasionally

According to the extract above, the study discovered that the students can easier to speak if they were given time to write down their opinion. It was because the students have concept and important point about the material so that they can easier to speak in front of their friends. There were seventeen students can not speak easier by writing opinions. The extract below can be used to identify it.

Extract 29

S12: No, because I am not confident

Extract 30

S2: No, because teachers dictate quickly and sometimes less clearly

The researcher can deduce from the preceding extracts that the students who cannot speak easier by writing opinions because the teacher sometimes less clearly and dictate quickly. The other students' perception that she was not confident to speak in front of their friends.

2. Students' Perception on the Implementation Opinion Dictation Games in Students' Speaking Skill Focused on Fluency in Term of Self Confidence

a. Being confident when express the opinion.

The other steps of Opinion Dictation Games are express their opinion in front of their friends. Based on the data from the questionnaire, students' perception of implementation Opinion Dictation Games in learning process is they can confident to express their opinion. Students who were confident to express their opinion were sixteen of thirty-two students. It is depicted in the extract below.

Extract 16

S16: Yes, because I have written before express my opinions in front of my friends so I became confident

Extract 17

S5: Yes, because by writing I have time to think about what opinion I will write

Extract 18

S11: Yes, I can confident when expressing my opinion because I think all of opinion is right.

The students can be recognized based on the extracts above that they being confident to express their opinions when they are given time to write their opinions first in the book where **S16** stated that she become confident to speak because she has written her opinion before. It also gave addition from other students who can confident because she has written her opinion in the book it was from **S5** who stated "*yes, because by writing I have time to think about what opinion I will write*". The other

information perceived by the student; it was from S11 stated that she become confident if she wants to express her opinion because she thinks that all opinion is correct.

In contrast to the extract above, the researcher discovered that the students could not confident to express their opinion because some of factors affect them. It can be seen in the extract below.

Extract 19

S15: Sometimes I was not confident because I doubt whether the sentence, that I wrote is correct or incorrect.

Extract 20

S13: I lack confidence for fear of being wrong

Extract 21

S2: I am not confident because I doubt my opinion

S15, S2, and S13 mentioned in the extract above that the effect of implementation Opinion Dictation Games in learning process that made them not being confident to express their opinions. It may be seen in the students' statements in extracts 19, 20, and 21, where they stated "*I am not confident because I doubt with my opinion and fear of being wrong*".

From that sentence, it is clear the factors that cause them to be not confident because fear of being wrong and doubtful. From the explanation, we can say that students who are confident when expressing opinions that have been written were as many as students who are not confident.

- b. The students can speak actively when exchanging ideas with their friend

The next students' perception of the implementation Opinion Dictation Games was they can speak actively when exchanging ideas with their friends. There were twenty five of thirty-two students mentioned that they can speak actively when exchanging ideas. The extracts below can be used to identify it

Extract 22

S4: Yes, but it depends on the difficulty level of the sentence given by the teacher

Extract 23

S24: Yes, because with my friends it is easier to exchange ideas

Extract 24

S1: Yes, I am speaking actively and can freely exchange ideas with friends

Extract 25

S13: Yes, because I am not shy and not afraid to exchange ideas with friends

The extracts above revealed that some students had the same perception that they can speak fluently if they exchange their ideas with their friends. The reason they can speak actively is because they feel easier, more flexible, not ashamed and not afraid when exchanging ideas with their friends. That statement it was from **S24, S1 and S13**. Meanwhile, the **S4** perceived he stated that sometimes he can speak actively if the sentences used are easy but if the sentences used are difficult then he cannot actively speak.

c. Being confident to express the opinion when discussing with their friends.

The next students' perception of the implementation of Opinion Dictation Games in learning process is they feel confident to express their opinion when discussing the material with their friends. Students who were confident when discussing the material were thirty of thirty-two students. The extracts below can be used to identify it.

Extract 26

S30: Yes, because expressing my opinion in front of friends when discussing it does not make me nervous and confident with my opinion.

Extract 27

S18: Yes, I am confident discuss with my friend

Extract 28

S2: Yes, I am confident because when discussing I am free to express my opinion

The researcher discovered that the students, based on the passages above, felt confident when discussing with their friends. This was stated from S18 that *"Yes, I am confident when discussing with my friends"*. Discussed with their friends about asking and giving opinion made the does not nervous and feel free to express the opinions. This was stated from S2 and S30 that *"yes, I am confident because when discussing I am free to express my opinion and yes, I am confident because expressing my opinion in front of friends when discussing it does not make me nervous and confident with my opinion"*.

- d. Being confident when the teacher asks them about asking and giving opinion.

Based on the data from the questionnaire, next students' perception of implementation Opinion Dictation Games in learning process is they can confident to answer the question about the material. It can be seen in the extract below.

Extract 29

S23: Yes. Because by asking, I understand more about the material.

Extract 30

S10: Yes, I'm confident because I have studied about that and the lesson easy to understand

Extract 31

S2: Yes, I am confident to answer the question because I understand the material and the method was fun

The researcher found that nineteen of thirty-two students feel confident to answer the question when the teacher ask them. It was found from **S23 and S10** stated that they can answer the questions confidently because the lessons given were easy to understand and the methods used were fun. Meanwhile, in **S2** stated that she can confident to answer the questions because she can easily to understand the material and if she was not understood, she will ask the teacher.

In addition to the extracts above, the researcher discovered there were thirteen students who could not be confident to answer the question from the teacher. It is shown in the extract below.

Extract 32

S30: No, because I like to be confused and nervous when asking questions.
So, I prefer to ask a classmate or a discussion partner

In the **extract 32**, it is shown in the students' statement she declared "*No, because I like to be confused and nervous when asking questions. So, I prefer to ask a classmate or a discussion partner*". From that sentence, it is clear the factors that cause her to be not confident because she was nervous and usually confused.

e. Being confident when the teacher shows the pictures

Based on the information gathered from the students' questionnaire, the next students' perception of the implementation of Opinion Dictation Games was perceived by the students being confident to speak by showing the pictures. It is shown in the following.

Extract 33

S23: Yes, through pictures related to the material, it makes me more understanding and not boring so that I can express my opinion more confidently

Extract 34

S11: yes, I feel confident to express my opinion

Extract 35

S9: Yes, because if the explanation is accompanied by pictures, it will be easier for us to understand the material

The study discovered that, based on the extracts above there were twenty one of thirty-two students being confident to speak by showing the pictures. The students feel confident to express the opinion because the picture that related with material helped them to understand the material easily and make the class not boring. This was stated from S23 *"Yes, through pictures related to the material, it makes me more understanding and not boring so that I can express my opinion more confidently"* and the S9 also stated that *"Yes, because if the explanation is accompanied by pictures, it will be easier for us to understand the material"*

The other students' perception about using Opinion Dictation Games which implemented by the teacher was the students can easily to understand the material and they can easier to follow the learning process.

- a. Being easy to understand the material by showing the pictures.

Showing pictures to students is one step of the Opinion Dictation Games. Students perceived that showing pictures during the teaching and learning process makes it easy for them to understand the material. This obtained from the students' questionnaire which is shown in the extract below.

Extract 36

S3: Yes, because I can see the pictures so I can give an opinion and understand the material

Extract 37

S24: Yes, understanding the material by showing the pictures makes it easier for me to speak

Extract 38

S29: Yes, because we already know what can be done and what cannot be done

Based on those extracts above, the researcher found that the students mostly understand the material when the teacher showing the pictures in learning process. There were twenty three of thirty-two students mentioned that they were easily to understand the material if the teacher gives them picture. It was because the picture can excite and deliver information to students, the picture can help students focus their attention to visualize what the picture meant, and the students can learn the materials clearly and simply.

- b. Reading the rules in learning makes it easier for students to understand the lesson.

The last students' perception of the implementation of Opinion Dictation Games in learning process is they can easier to understand the material if the teacher read the rules in learning. The following extracts demonstrate. this:

Extract 38

S29: Yes, because we already know what can be done and what cannot be done

Extract 39

S11: Yes, because the learning that is taught feels organized and not confusing

Extract 40

S31: Yes, rules make the teaching and learning process easier

The researcher found that twenty eight of thirty-two students can easier to understand the material if the teacher read the rules in learning. This was stated from S31 that *"Yes, rules make the teaching and learning process easier. Reading the rules also makes students feel more organized in learning and know what they are doing during the learning process. This was stated from S29 and S11 that "Yes, because we already know what can be done and what cannot be done, and the learning that is taught feels organized and not confusing"*

B. Discussions

The main research objective of this study was about the students' perception on implementation Opinion Dictation Games in students' speaking skill at Eleventh Grade of MIPA 3 in SMA Negeri 8 Maros. Then the researcher formulated research question the students' perception on implementation Opinion Dictation Games in students' speaking skill. The researcher gives further interpretation and discussion as follows.

1. Students' Perception on the Implementation Opinion Dictation Games in Students' Speaking Skill Focused on Fluency in Term of Smoothness

The students' perceptions of the implementation Opinion Dictation Games in students' speaking skill had been conducted which related to the questions answered by the students on the questionnaire. Those are categorized as the result of implementation Opinion Dictation Games by the teacher in term of smoothness and it would be explained as follows:

The first is the students can speak fluently when the teacher give times to thinks. Based on the findings, it revelead that when the teacher gives time to think,

the students can speak fluently especially when the students are shown the pictures related with the material. In line with Huge (2017) who stated that one of the tips for improving English speaking skill is involve any activities with English language such as watching tv and describing pictures or something in English.

The students also stated that using pictures and giving time to think before speak help them to understand the material. There were students' perceptions that contradicted the research findings was could not speak fluently. It was because the students did not understand the material by looking the pictures. Another factor affects them when the teacher gave them little time and they were not confident to speak.

The second perception about implementation Opinion Dictation Games by teacher is writing table can make students easier to express their opinion. Based on the questionnaire from students they stated that using table help them to express their opinion because they just the important point so, it easier for them to say something and they were not confused about what sentences they want to say. Making tables not only helps students to express their opinions but also to improve their critical thinking skills. Table strategy helps high school students develop critical thinking skills, use their prior knowledge, and increase metacognitive awareness.

The third students' perception about the students being easy to understand when the teacher dictates short sentences. It was identified also from the questionnaire that they were easy to understand the material by dictate short sentences in learning process. The teacher sometimes gave simple example of dictate sentences and

interpreted the sentences into Indonesian. This made it easier for students to understand the material.

According to (Morris,1983:126) in order to choose the suitable text for use as a dictation, it is essential that the text should be self-contained and cohesive. In addition, the subject matter should be potentially interesting to the learner and the text relatively short. The text should not consist of isolated sentences, but should be a piece of discourse. Dictating with short sentences is important so that students can be interested in learning. Nation (2009) considers dictation a valuable language-focused teaching and learning technique.

The fourth students' perception about implementation Opinion Dictation Games which was used in classroom was perceived by the students being easier to speak by discussion. The students when discussing about the material they can easily to speak especially with their friend. They felt comfortable and easily to exchange their opinion by discussing. Then, by discussing the students can speak freely, enthusiastic and get more knowledge because they are not pressured and were not afraid to speak with their friend. Discussions provide students with a platform to participate in their learning process. When students are actively involved in using the relevant material, studying would be more fascinating for them and students would be more inspired (Sybing (2015)

The fifth students' perception of the implementation Opinion Dictation Games is they can speak actively when exchanging ideas with their friends. This was found on the research finding that the students can speak actively when exchanging ideas with their friends. It was because they feel easier, were flexible and not ashamed to say something. Blumberg (2008) claims that interactions during this activity would

encourage students to exchange ideas and experiences which run alongside with what is learnt from the lecturer. Students can exchange ideas with other students or with the teacher.

2. Students' Perception on the Implementation Opinion Dictation Games in Students' Speaking Skill Focused on Fluency in Term of Self Confidence

The first students' perception about implementation Opinion Dictation Games by teacher is they can be confident to express their opinion. The students being confident because they have written their opinion in the book before they speak. In relation to this, Brown (2007) states that self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks.

Based on that statement, we can say that the learning carried out by the teacher is successful because students are able to confidently speak. Meanwhile, there were also students that they could not confident to express their opinion. The students were not confident to speak because they were always doubt if they want to say something. They also believed that English was difficult, therefore they were apprehensive and worried about making a mistake when speaking.

The second students' perception about implementation Opinion Dictation Games in learning process is they can easier to speak by writing their opinion. This was found on the research finding that the students can easier to speak when they have concept about material. This same with the theory from

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APPENDICES

APPENDIX I. QUESTIONNAIRE

Students:

Class:

Date:

Petunjuk Pengisian Kuesioner

- a. Bacalah pertanyaan dengan baik dan teliti
- b. Jawaban bisa menggunakan bahasa Indonesia
- c. Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

1. Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures? Why?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar? Mengapa?)

2. Does writing tables make it easier for you to express your opinion in English? Please give your reason

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa inggris? Silakan berikan alasanmu)

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English? Why?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat kalimat singkat dalam mengeluarkan pendapat dalam bahasa Inggris? Mengapa?)

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic? Give your review about your answer

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat? Berikan ulasan tentang jawabanmu)

5. When learning asking and giving opinion, can discussing with your friends make it easy for you to speak and get new knowledge? Tell your reason

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dapat dengan temanmu dapat membuat kamu dengan mudah berbicara dan mendapatkan pengetahuan baru? Beritahu alasanmu)

6. Can you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher? Please describe your answer

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar? Silakan jelaskan jawabanmu)

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends? Why

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu? Mengapa?)

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively? Please give your reason

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara? Silakan berikan alasanmu)

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process? Why?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran? Mengapa?)

10. When discussing with your friends about asking and giving opinion, do you feel confident to express your opinion? Why?

(Ketika berdiskusi dengan teman mu tentang bertanya dan memberikan opini, apakah kamu percaya diri untuk mengungkapkan pendapat mu? Mengapa?)

11. Do you feel confident when your teacher asks you questions about asking and giving opinion material? Please describe your answer

(Apakah kamu percaya diri menjawab pertanyaan ketika guru bertanya tentang materi bertanya dan memberikan pendapat? Silakan deskripsikan jawaban mu)

12. When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? Why?

(Ketika guru memperlihatkan gambar terkait materi, apakah kamu merasa percaya diri untuk mengungkapkan pendapat mu? Mengapa?)

APPENDIX II. STUDENTS' QUESTIONNAIRE

Questionnaire 1

Respondent: S1

APPENDIX I. QUESTIONNAIRE

Name: Achmad Rayhan

Class: XI IPA

Date:

Petunjuk Pengisian Kuesioner:

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

No, karena saya tidak percaya diri dengan pendapat saya

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Yes, karena lebih mudah dipahami

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Yes, karena jawaban berasal dari pendapat sendiri

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Yes, karena pendapat orang berbeda

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Yes, karena lebih bebas dan seluasnya mengemukakan pendapat

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Yes, karena mudah di pahami ketika memiliki gambar

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Yes, karena hanya sekedar pendapat masing-masing.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

No. karena saya lebih memilih mengikuti

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

No. karena itu menjadi beban tersendiri lagi siswa

UPT PERPUSTAKAAN DAN PENERBITAN



Nama Lengkap *

Achmad rayhand ramly

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?) *

Percaya diri

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?) *

percaya diri

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran, kamu percaya untuk mengungkapkan pendapatmu?) *

kurang percaya diri

Questionnaire

2

Respondent:

S2

2

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Rhtika Hartang

Class: XI MIPA 3

Date: 18-3-2021

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Tidak. Karena saya tidak terlalu lancar dalam berbicara bahasa Inggris

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Tidak. Karena saya tidak terlalu suka menulis tabel

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Iya. Karena saya suka kalau guru mendiktekan kalimat-kalimat singkat.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Tidak. Karena saya kadang ragu pendapat saya benar atau salah.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Tergantung teman yang ada teman.

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Ya. Karena saya mudah memahami apabila melihat gambar.

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Tidak. Karena biasa juga guru kalau mendengar bingung jevas atau terlalu cepat.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Tergantung teman yang saya temani

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Iya. Agar saya tau aturan yang guru buat





Nama Lengkap *

Rhiska Hariany

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?) *

Iya saya percaya diri karena pada saat kita berdiskusi setiap orang berhak mengeluarkan pendapatnya

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?) *

Iya saya percaya diri karena kalau menurut saya materinya kurang jelas saya akan memberikan pertanyaan

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?) *

Iya saya percaya agar guru tau pendapat setiap orang

Questionnaire 3

Respondent: S3

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Nur Aul Kurnia Ratih

Class: Xa-01pt-3

Date: 10/04/2021

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Yes
Karna guru memberikan waktu untuk
berfikir sehingga saya dpt berbicara dgn
lancar.

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

No

Menurut saya tidak mudah dalam
Menulis.

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

No

Karena guru hanya mendiktekan kalimat singkat

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengemukakan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Yes

Karena percaya diri itu penting

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Yes

Karena saling bertukar pendapat
sangat mudah

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Yes

Karena kita bisa memahami gambar sehingga bisa memberikan pendapat

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

No

Saya tidak mudah memahami pendapat didiktekan oleh guru

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Yes

Karena sudah beritahu informasi
 sehingga dapat lebih beritahu.

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Yes

Karena kita sudah mengetahui aturan
 sehingga mudah dalam mengikuti proses
 pembelajaran.

4G



00:39



Nama Lengkap

Nur Alif Kurnia Rahmat

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?) *

Saya percaya diri karena kita dapat berbagi ide dan pendapat satu sama lain.

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan jawaban?) *

Iya saya percaya karena materi yang telah dipelajari sehingga saya mudah menjawab dan berani untuk menjawab.

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran, kamu percaya untuk mengungkapkan pendapatmu?) *

Iya karena gambarnya langsung dilihat dan mudah untuk mengungkapkan pendapat.



Questionnaire 4

Respondent: S4

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: NUR NAUFAL

Class: XI MIPA 3

Date: 22

Petunjuk Pengisian Kuesioner:

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Siswa merasa kurang terganggu
dan bisa mengungkapkan pendapat
tersebut

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

No, lebih baik mendengar penjelasan
guru

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Ya, dikte dan mendengarkan langsung dapat membantu dan memudahkan materi.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Ya, karena materi mengenai materi

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membantu kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Tergantung teman diskusi

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru menunjukkan gambar?)

Tergantung tingkat keseriusan gambar yg diberikan guru

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Iya, karena mampu mengklarifikasi materi

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Iya, tergantung tingkalo sauran

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Iya, karena dapat saling bertukar
pendapat dan pengetahuan yg
baru



Nama lengkap *

NUR NAUFAL

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini apakah kamu percaya diri untuk mengungkapkan pendapatmu?) *

Iyaa

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?) *

Tidak

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?) *

Iyaaa

SELESAI!

Terima kasih telah bersedia mengisi kuesioner ini.
Semoga responden yang mengisi diberi kemudahan

Questionnaire 5

Respondent: S5

5

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Nabila Ayu Febrianti S.

Class: K11 MIPA 3

Date: 18 Maret 2021

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

NO, karena saya tidak lancar berbahasa Inggris apalagi melihat gambar kadang saya tidak mengerti

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

NO, karena saya tidak terlalu lancar dan berkecukupan Inggris, dan tidak lancar dalam menulis bahasa Inggris

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Yes, karena saya dalam mengikuti bahasa Inggris sedikit
lambat, jadi saya senang jika didiktekan.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Yes, karena (saya) dapat menjawab saya bisa berfikir
untuk memberikan pendapat apabila ditanya saya tulis.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Yes, karena dapat pengalaman dan ilmu berbicara
bahasa Inggris. Saya sedang ikut klub bahasa Inggris.
karena saya tidak takut untuk berbicara Inggris.

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Yes, karena dengan saya telah mengerti.

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Yes, jika diberikan waktu untuk menuliskan pendapat.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Yes, because we can simp at the beginning of

the lesson.

No, because reading the rules is not important, and
the rules are not clear and not useful.

- 9 Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membaca aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Yes, because I can follow the rules easily.

Sebelum pelajaran dimulai.

Sebelum pelajaran dimulai.

4G+

14:11



Nama Lengkap *

Nabila Ayu Febrianti S.

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberikan opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?)

Iya

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?)

Iya jika saya memahami materi tersebut.

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?) *

Jarang.)

SELESA!

Questionnaire 6

Respondent: S6

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: PUTRI ARFINA

Class: XI . MIPA . 3

Date: 18 - 03 - 2021

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

1. Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Yes, karena topik tersebut jika dilihat menggunakan gambar lebih mudah dipahami

2. Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa inggris?)

Tidak, karena saya lebih mudah mengeluarkan pendapat dengan cara menulis langsung tanpa menggunakan tabel

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Iya, karena lebih paham

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Tidak, karena saya tidak terlalu lancar berbahasa Inggris

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Iya, karena bisa saling bertukar pendapat

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Yes, karena lebih mudah dipahami

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Yes, karena dapat lebih dipahami

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Yes, karena kita bisa saling berdiskusi

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Yes, karena dapat memahami materi dgn baik



Nama Lengkap *

PUTRI ARFINA

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan meminta pendapat, apakah kamu percaya diri untuk mengungkapkan pendapatmu?) *

Iya, karena dengan berdiskusi sesama teman sendiri kita lebih bisa mengungkapkan pendapat karena tidak merasa malu

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?) *

Tidak, karena saya merasa malu memberikan pertanyaan jika saya belum terlalu paham tentang materi tersebut

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?) *

Iya, karena jika penjelasan disertai gambar maka kita lebih mudah memahami materi tersebut

Questionnaire 7

Respondent: S7

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Nurul Alifiah

Class: XI MIPA 3

Date: 18th March 2024

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Iya, saya melakukannya

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Iya, terkadang seperti itu.

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat kalimat singkat dalam mengemukakan pendapat dalam bahasa inggris?)

Yes, I'm feel easy.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Yes, of course because everyone has the right to express their opinion. There is nothing wrong with issuing opinions especially regarding lesson or teaching material.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Sometime yes and sometime no to.

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Yes, tetapi saya tidak paham jika hanya diperlihatkan gambar tanpa dijelaskan (semeliner).

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Yes, karena sudah ada kalimatnya jadi hanya langsung dibaca saja.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Yes, I mean like that. Because saya mendapat lawan bicara untuk bertukar opini so I feel active to speak.

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?
(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Yes, karena pelajaran/materi yang diajarkan terarah teratur/tertata jadi saya tidak bingung.

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

14:14

Nama Lengkap *

NURUL ALIFIAH

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?)

yes, i feel confident

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?)

yes, i feel

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?)

yes, i feel confident to express my opinion

SELESAI

Terima kasih telah bersedia mengisi kuesioner ini.
Semoga responden yang mengisi dihari kemutakhiran

Questionnaire 8

Respondent: S8

13

No

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Nur Aulfa Ator

Class: XI Mipa 3

Date: Kamis, 18-03-2021

Petunjuk Pengisian Kuesioner :

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Tidak, saya tidak terlalu lancar bahasa Inggris,
ketika guru memberikan waktu untuk berpikir saya
membutuhkan waktu lebih banyak untuk dapat
menjawab

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Tidak, menurut saya, ada alat tulis lainnya
tabel itu sama saja

4. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat-kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Yes, menurut saya ketika guru mendiktekan kalimat singkat dan mudah dipahami saya lebih bisa memahami materi.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Terkadang saya juga tak percaya diri, karena saya ragu apakah penempatan bahasa dan kata yang saya tulis sudah benar.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Iya, menurut saya semakin banyak berdiskusi maka semakin baik.

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Iya, menurut saya itu lebih mudah.

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkannya kamu untuk berbicara di depan temanmu?)

Iya, karena saya lebih mudah paham.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Iya, karena sebagian besar saya tak akan canggung atau takut bertukar pendapat pada teman.

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membaca aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Iya, menurut saya semuanya.
Menurut saya, itu telah dipikirkan lagi bagaimana
kenyamanan guru dan kami sebagai pelajar.

4G+it



00:05



Nama Lengkap *

Nur Alifah Azis

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan menjawab opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?)

Yes

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?)

Yes

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?)

Yes

SELESAI



Questionnaire 9

Respondent: S9

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Nurul Fadilah

Class: XI MPAS

Date:

Petunjuk Pengisian Kuesioner:

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik bertanya dan memberikan pendapat dengan melihat gambar?)

Mengingat ini, saya merasa menjawab dengan melihat gambar akan lebih dilihat dari tingkat kesulitan gambar untuk dipahami.

- Does writing tables make it easier for you to express your opinion in English?
(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Yes, because say sendiri kurang paham melalui tabel.

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Iya karena memudahkan saya
untuk mendapatkan pengetahuan
baru.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Iya karena telah memiliki catatan
sebelum memberikan opini kpd
teman.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Tergantung situasi dan teman yang
ditemani berdiskusi

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Tergantung tingkat kemudahan gambar yang diberikan guru

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Iya, karena telah memakami sebelumnya apa yg telah ibg guru jelaskan

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

Iya, karena dapat memudahkan dan memperlancar speaking.

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kami mudah dalam mengikuti proses pembelajaran?)

Iya karena sebelumnya kita dapat mengetahui karakter dari guru melalui aturan pembelajaran yg diberikan.



4G

14:10

Nama Lengkap

Nurul fadilah

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan menjawab opini, apakah kamu percaya diri untuk mengungkapkan pendapatmu?)

Iya

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion material? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?)

Iya

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?)

Tergantung situasi

SELESAI

Questionnaire 10

Respondent: S10

/ 23 55

APPENDICES

APPENDIX I. QUESTIONNAIRE

Name: Fadhiyah Tryananda Risky Faisal

Class: XI MIPA 3

Date: Thursday, March 18th 2021

Petunjuk Pengisian Kuesioner:

- Bacalah pertanyaan dengan baik dan teliti
- Jawaban bisa menggunakan bahasa Indonesia
- Kuesioner ini tentang Opinion Dictation Games yang digunakan guru pada saat mengajar materi asking and giving opinion

- Can you speak fluently when the teacher gives you time to think about asking and giving opinion by looking at the pictures?

(Apakah kamu dapat berbicara dengan lancar ketika guru memberikan waktu untuk berpikir tentang topik tertentu dan memberikan pendapat dengan melihat gambar?)

∴ Ya, tetapi hanya berbicara dgn bahasa Indonesia saja. Untuk mengungkapkan pendapat dgn bahasa Inggris masih perlu banyak diperbaiki.

- Does writing tables make it easier for you to express your opinion in English?

(Apakah menulis tabel membuat kamu lebih mudah dalam mengeluarkan pendapat dalam bahasa Inggris?)

Ya, selain lebih mudah dlm berpendapat. Dengan tabel juga saya merasa lebih rapi.

3. When learning asking and giving opinion, do you feel easy because the teacher dictated short sentences in expressing opinions in English?

(Ketika mempelajari materi bertanya dan memberikan pendapat, apakah kamu merasa mudah karena guru mendiktekan kalimat kalimat singkat dalam mengemukakan pendapat dalam bahasa Inggris?)

Ya, selain mendiktekan dgn kalimat² singkat, guru juga memberi contoh sederhana.

4. Are you confident when expressing opinions that you have written about asking and giving opinion topic?

(Apakah kamu percaya diri ketika mengeluarkan pendapat yang sudah kamu tulis tentang topik bertanya dan memberikan pendapat?)

Belum, karena untuk mengungkapkan secara lisan di depan kelas saya perlu berlatih secara berkala agar lancar sehingga mampu dipahami orang lain juga, bukan hanya 1/ diri saya sendiri.

5. When learning asking and giving opinion, does discussing with your friends make it easy for you to speak and get new knowledge?

(Ketika mempelajari materi bertanya dan memberikan opini, apakah berdiskusi dengan teman dapat membuat kamu mudah berbicara dan mendapatkan pengetahuan baru?)

Ya, karena dgn berdiskusi, membuka wawasan kita dan selain itu dgn diskusi kita mampu mengukur kemampuan kita.

6. Do you easily understand the material for asking and giving opinion when viewing the pictures given by your teacher?

(Apakah kamu dengan mudah dapat memahami materi bertanya dan memberikan pendapat ketika guru memperlihatkan gambar?)

Tidak, sebab saya perlu penjelasan ~~utk~~ dulu ^{yg} mengungkapkan apa yg akan saya ungkapkan.

7. Does writing down the opinion dictated by the teacher make it easier for you to speak in front of your friends?

(Apakah menulis pendapat yang didiktekan oleh guru dapat memudahkan kamu untuk berbicara di depan temanmu?)

Belum, sebab utk mengungkapkan / berbicara secara langsung di depan kelas, saya perlu berlatih dan menyusun kata² tepat agar mampu dipahami juga oleh orang lain.

8. Does exchanging opinions about asking and giving opinion with your friends make you speak actively?

(Apakah bertukar pendapat tentang bertanya dan memberikan pendapat dengan temanmu dapat membuat kamu aktif berbicara?)

4/ menjadi aktif berbicara=belum . Tetapi dgn berdiskusi membuat saya mendapat informasi dan pandangan yg baru.

9. Does reading the rules by the teacher before starting the lesson asking and giving opinion make it easy for you to follow the learning process?

(Apakah membacakan aturan oleh guru sebelum memulai pembelajaran bertanya dan memberikan pendapat dapat membuat kamu mudah dalam mengikuti proses pembelajaran?)

Ya, namun & pembacaan aturan oleh guru perlu diulang agar saya lebih paham.



Nama Lengkap *

Fadhiyah Tryananda Risky Faizal

When discussing with your friends about Asking and Giving Opinion, do you feel confident to express your opinion? (Ketika berdiskusi dengan temanmu tentang menanyakan dan memberi opini apakah kamu percaya diri untuk mengungkapkan pendapatmu?)

Yes, because by expressing our opinions we can exchange ideas

Do you feel confident when your teacher asks you questions about Asking and Giving Opinion materi? (Apakah ketika guru meminta untuk bertanya tentang materi Asking and Giving Opinion, kamu percaya diri untuk memberikan pertanyaan?) *

Yes. Because by asking, I understand more about the material

When the teacher shows pictures related to the learning material, do you feel confident to express your opinion? (Apakah ketika guru memperlihatkan gambar terkait materi pembelajaran kamu percaya untuk mengungkapkan pendapatmu?) *

Yes. Through pictures related to the material, it makes me more understanding and not boring so that I can express my opinion more confidently



PEMERINTAH KABUPATEN MAROS
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Aneka No. 1 Telp. (0411) 373884 Kabupaten Maros
 email: admin@dpmpptsp.maroskab.go.id Website: www.dpmpptsp.maroskab.go.id

IZIN PENELITIAN

Nomor: 409/XI/PP/DPMPPTSP/2021

DASAR HUKUM:

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Rekomendasi Tim Teknis Izin Penelitian Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Maros Nomor: 416/XI/REK-IP/DPMPPTSP/2021

Dengan ini memberikan Izin Penelitian Kepada:

Nama : UKHTUL IFFAH LUTHFIYAH MURSIDA
 Nomor Pokok : 105351133616
 Tempat/Tgl. Lahir : MAROS / 29 Desember 1998
 Jenis Kelamin : Perempuan
 Pekerjaan : MAHASISWA
 Alamat : KOMP. MITRA MAS BLOK C NO. 9
 Tempat Meneliti : SMA NEGERI 8 MAROS

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Skripsi dengan Judul

"The student's perception on the implementation opinion dictation games in students speaking skill at SMA Negeri 8 Maros"

Lamanya Penelitian : 10 Maret 2021 s/d 30 November 2021

Dengan ketentuan sebagai berikut:

1. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Maros.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Maros, 19 November 2021

KEPALA DINAS,



ANDI ROSMAN, S. Sos, MM

Pangkat : Pembina Utama Muda

Nip : 19721105 199202 1 001



Tembusan Kepada Yth.:

1. Ketua LP3M UNISMUH Makassar di Makassar
2. Arsip



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 308 Makassar
Telp. 0411 5841101 (sekretariat)
Email: pandidia@um-makassar.ac.id
Web: www.um-makassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : UKHTUL IFFAH LUTHIFYAH MURSIDA
NIM : 105351133616
Judul Penelitian : *"THE STUDENTS' PERCEPTION ON THE IMPLEMENTATION
OPINION DICTATION GAMES IN STUDENTS' SPEAKING SKILL AT SMA
NEGERI 8 MAROS"*
Tanggal Ujian Proposal : 04 February 2021
Tempat/Lokasi Penelitian : SMA NEGERI 8 MAROS

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	13 Maret 2021	Mengantar surat dan bertemu dengan guru pamong	Roadah Dufrie, S.Pd	
2				
3	15 Maret 2021	Memenuhi guru pamong	Roadah Dufrie, S.Pd	
4	16 Maret 2021	Memberikan questioner ke siswa	Roadah Dufrie, S.Pd	
5	15 Maret 2021	Memberikan questioner ke siswa	Roadah Dufrie, S.Pd	
6				
7				
8				
9				

Mars, 16 Desember 2021

Mengetahui,

Ketua Jurusan,

Dr. Omnia Khaerati Syam, S.Pd., M.Pd

NBM-977807



Mengetahui Kepala sekolah,

MARS
Drs. Saifuddin, N.M.

031 198803 11515



Tematikologi Institute

**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN**

UPT SMA NEGERI 8 MAROS

Alamat : Jl. Poros Kariango Km.5 no.77 Kec.Mandai-Kab.Maros -Kl. 90562
Website: sman8mandai.scd.id - Email: sman8mandaimaros@gmail.com

SURAT KETERANGAN

Nomor 070/26/UPT/SMA/8/Maros-Credik

Yang Bertanda tangan di bawah ini Kepala UPT SMA Negeri 8 Maros
Menerangkan Bahwa

Nama	UKHTUL IFFAH LUTHIYYAH MURSIDA
Tempat Tanggal Lahir	Maros, 29 Desember 1998
Nomor Pokok	105251133616
Jenis Kelamin	Perempuan
Pekerjaan	Mahasiswa / S1
Program Studi	Pendidikan Bahasa Inggris
Alamat	Komplek Mitra Mui

Telah melakukan penelitian dalam rangka Penyusunan Skripsi di SMA Negeri 8 Maros
dengan judul

**"THE STUDENTS' PERCEPTION ON THE IMPLEMENTATION OPINION
DICTATION GAMES IN STUDENTS' SPEAKING SKILL AT SMA NEGERI 8
MAROS"**

Demikian surat keterangan ini diberikan untuk di gunakan sebagai mana mestinya



CHAS PEDINAH TRIA, M.M
NIP. 196412311988031151



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sekeloa, Gashidin No. 298 Makassar
Telp : 0811 2782101 (Secretary)
Email : prodiibg@umuhm.ac.id
Web : bg.fkip.umuhm.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0377/BG-FKIP/LOA/B/1/1443/2022

Dear UKHTUL IFFAHLUTHFIYYAH MURSIDA

It is our pleasure to inform you that, after reviewing your paper:

THE STUDENTS' PERCEPTION ON THE IMPLEMENTATION OPINION
DICTATION GAMES IN STUDENTS' SPEAKING SKILL AT SMA NEGERI
8 MAROS

The manuscript ID: 556

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitations or description of the journal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LoCI has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the existing templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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2 December 2021

Head of English Education Department
Dr. Utami Khaerati Syam, S.Pd., M.Pd.
NIM 977 807



APPENDIX IV. DOCUMENTATION



CURRICULUM VITAE



Ukhtul Iffah Luthfiyyah Mursida was born on December Maros 29th 1998 in Maros, South Sulawesi. She is the first child from five siblings. Her father is Ir. Mursida, M. Si and her mother is Kadaria, S.Pt. In 2010, she graduated from SDN Inpres 07 Batangase and continued her study at SMPN 1 Maros and graduated in 2013. In the same year, she continued her study at SMAN 1 Maros and finished in 2016. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2016. She accepted in English Education Department of Teachers Training and Education Faculty. At the end of her study, she could finish her thesis with the entitle **"The Students' Perception on The Implementation Opinion Dictation Games in Students' Speaking Skill at Sma Negeri 8 Maros"**