**THE USE OF GESTURE IN ELOCUTION TO IMPROVE STUDENTS'
SPEAKING ABILITY AT THE THIRD YEAR STUDENTS OF SMP
NEGERI 8 SATAP KECAMATAN LIUKANG TUPABBIRING
KABUPATEN PANGKEP**
(A Pre-Experimental Research)

A Thesis

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

**MUTMAINNAH
10535 4929 11**

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2015**

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

APPROVAL SHEET

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
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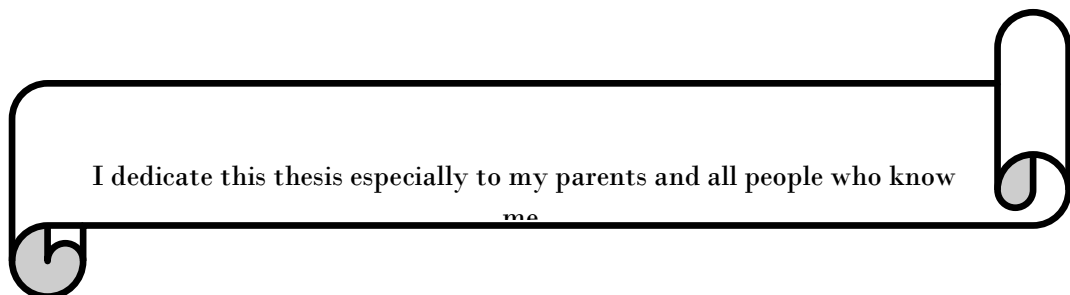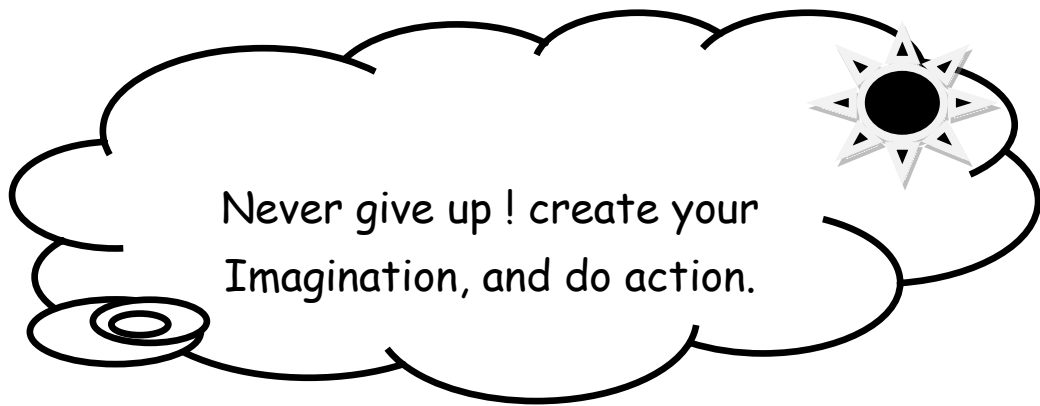Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   November 2015

Yang membuat perjanjian

Mutmainnah

v

Motto

Never give up ! create your Imagination, and do action.

I dedicate this thesis especially to my parents and all people who know me.

ABSTRACT

Mutmainnah. 2015. The use of gesture in Elocution to Improve Students' Speaking Ability at the third year of SMP Negeri 8 SATAP Kecamatan Liukang Tupabbiring, Under supervisor **H. M. Basri Dalle, MS** and **M. Asrianto Setiadi, S.Pd. M. Pd.**

The objectives of this research were intended to find out the improvement of students accuracy and fluency through the use of gesture in elocution method in teachig speaking for the third year students SMP Negeri SATAP Kecamatan Liukang Tupabbiring.

The method of this research was an experimental study design which conducted by given pre-test and post-test to the students. The subject of this research was the third year students at SMP Negeri 8 SATAP Kec. Liukang Tupabbiring. The instrument of the data collection in this research used speaking Test and video recording to see their gesture.

The research finding indicated that it was proved the students accuracy in pre test is 4.63 as classified into poor and post test 6.90 as classified into fair good. So the precentage the improvement between pre test and post test was 49%. Mean while The evidence of students fluency in pre test is 5.27 was classified poor and post test was 6.95 was classified fairly good.So, the precentage of the improvement between pre test and post test in students Fluency is 31 % and the students achievement was improved from poor classification into fairly good classification . The result of T-Test was 17. It was higher than T – table 2.080. It can be conclude that the null hypotesis (H_0) is rejected and alternative Hypothesis (H_1) was accepted.

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ
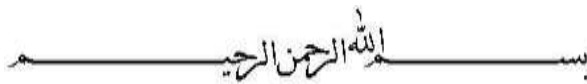
In the name of Allah, the most gracious and most merciful

Alhamdulillahi Rabbil Alamin, I would like to express my profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Praise to Him, Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace be upon him.

Many problems and difficulties had been encountered in finishing this thesis. I do realize that in conducting the research and writing this report, I got invluable contribution and assistance from a great number of people. Therefore, I would like to express my deep appreciation and sincere thanks to all of them as follows:

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8. The last but not least, all of my friends especially my classmate Dynamic Dazzle that I couldn't mention one by one. Thanks for their love, togetherness fully with joy and joke, you would never forgotten and would be pleasant memories till the end. I'll miss you all.

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

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

Makassar, October 2015

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Speaking as important knowlage is one of the fundamental of language skill. It is considered as the important aspect of learning a foreign or second language Nunan (1985:5) It, because the skill has function in communicating for get information and conversely for delivering information, speaking is the direct system of communication.

Every human are speaker and listener when direct communication communicatian is occur. It indicated Byrne in Sriyanti (2012:51) states that the oral communication is two ways processes the speaker and the listener and involves the productive skills as speaking and receptive skills as listening. So both the speaker and the listenear are active during the oral commonication take place. This means that there is the speaker may express his or her mind to the listener, and the listener, later give responses relates to the topic they to talk about.

Speaking is learnt and taught to junior high school, Senior high school even at university. English means that something important for the student to be taught at school based on situation and condition of the object area. But there are some problems that faced by the students. It is realized that most students get bad mark. So, it proves that English is really difficult for the students. Base of that in the small area like in the island especially in Kab. Pangkep speaking english according to them is same" speaking english is very difficult"

There are some problem in practicing and teachers' method , why the students difficult to say word in english in the classroom. Difficult in practicing are the students feel ashamed and afraid to pronounce word in english and their self confident is low. So they always use their mother tongue in the classroom. Second, for the teacher, they did not use variety of teaching. The teacher has to motivate the students to learn English in the class, and create the method of teaching. So the students will feel relaxed, and freely in using English in the classroom. The teachers must have attractiveness in the art of speaking in the class because teachers are an educator that have a million way to make their students be understand the material.

According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher delivers material. There is no specific method to teach English, they are not controlling the class but they are controlled by the class and situation. Speaking is the most important lesson that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting.

Based of the two problem above the teacher must be able to looking for a method especially to improve students' speaking ability . A method that build their confident and rilex for able to communicate with using english in the classroom. Elocution method especially the use of gesture that According to M.D (1855 : 76) gesture is the various postures and motions employed in vocal delivery, beside of that elocution as the head of gesture's branch is study about art

of speaking how to express the meaning of word with clear pronunciation. If the teacher uses it, the students will have a lot of opportunity to practice pronunciation and encrease their self confident.

From explanation above the writer intends to use method the title **is The use of Gesture in Elocution to Improve Students' Speaking Ability.**

B. Problem Statement

Based on previous background, the research question is formulated as follows:

1. Does the use of gesture in elocution improve students' speaking accuracy at the third year students of SMP Negeri 8 SATAP?

2. Does the use of gesture in elocution improve students' speaking fluency at the third year students of SMP Negeri 8 SATAP ?

C. Research Objective

Based on the problem formulation above, the research objectives as follow:

1. To find out the imrovement of students' accuracy in speaking after use gesture in elocution.

2. To find out the imrovement of students' accuracy in speaking after use gesture in elocution.

D. Significant of Study

The research are expected to be useful information and positive contribution to the English teacher, English students and those who concern with with english learning activity. This research gives the teachers a new method to encourage their ability in speaking accuracy and fluecy. accuracy especially students' pronunciation and vocabulary.Pauses and hestitation are two item for know their fluency when the are speaking. As a teacher must attention it soThe results of this research by doing this methodhope a good atmosphere in the classroom will be created. And, the students enjoy study english.

E. Scope of the Research

This research Limited on the effectivness of using gesture in elocution towards in speaking ability in terms of accuracy and fluency . It is focused on the students' accuracy in pronunciation and vocabulary. Beside of that in fluency there are two items pauses and hestitation. These are items choiced because this is very important to be identified as a problem in SMPN 8 SATAP Kec. Liukang Tupabbiring Kab Pangkep.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Concept of Elocution

a. Definition of Elocution

According to Griffith, (1865: 13) in his book "lesson in elocutions", Elocution is the utterence of word in speaking and reading in such as to express their meaning. To do this well, a person requires a knowlage they are :

1. Of the vocal organs and the muscles which act of them
2. A clear conception of the meaning of the words to be read or spoken
3. Extensive practice in the application of the principle of elocution to deliver of the best models of composition

There are seven of anaysis principle in elocution, they are :

1. gesture or Attitude of body (Learn how to stand ,how the use the arm and hand)
2. The vocal organs (Learn about articulation syllabel, word and sentences)
3. The voice (modulation and quality)
4. Variation of voice (pitch, force, time, emphasis, and inflection)
5. Pauses (Grammatical and theorical)
6. Personation
7. Expression

According to Comsoct (1855 : 22) Elocution is vocal delivery. It may be said to comprise both science, and an art.

According to Merriam-Webster dictionary, Elocution is naturally divided into two parts; "elocution" is a noun that refers to the skill of clear and expressive speech. In addition, the definition of "elocution" focuses not simply on clear speech but on distinct articulation and pronunciation. An alternative definition for "elocution" could be a particular style of speaking.

According to ebsoft dictionary Elocution is the art of declamation, skill read or pronounce the sentence with the accent and a good song in public.

b. Method of teaching declamation

According to comstoct (1855:185) diagram 41 the method of teaching declamation, there is a teacher as a lead of instruction in a centre and the students follow or imitate what the instructor do by his vocal delivery and gesture .

c. Defenition of method

According merriam webster dictionary, method is a procedure, or proccess for attaining an object as :

a. A systematic procedure , teqhnique or mode proper to be particular dicipline or art

b. A systematic a plan followed in presenting material for instruction.

c. A way , teqhnique or procces or for doing something.

B. **Concept of Gesture in elocution**

1. Gesture in Elocution

According to Comstock, (1855 : 76) gesture is the various postures and motions employed in vocal delivery as the postures and motions of the head, face, shoulders, trunk, arms, hands, fingers, lower limbs, and the feet. Graceful and appropriate gesture renders vocal delivery far more pleasing and effective. Hence its cultivation is of primary importance to those who are ambitious of accomplishment in Elocution.

According to Griffith, (1865: 14) the student could be careful to keep the body erect, A good voice depend upon it. And instrument, to produse a good tone, must be kept in tune.Below the practice of position and gesture will prove a valuable aid in pgysical culture and in nequiring a graceful address.

1. **primary positions of the feet:**
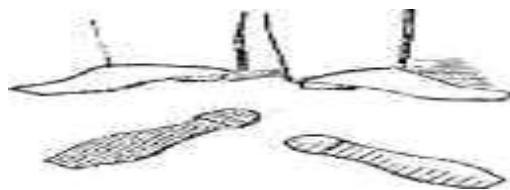
Figure 2.1

The body rests on the right foot, the left a little advanced, left knee bent.

b.

Figure 2.2

The body rests on the left foot, right a little advanced, right knee bent.

c

two other positions which are called *Secondary*

Figure 2.3

They are assumed in argument, appeal, or persuasion. The first secondary position is taken from the first primary, by advancing the unoccupied foot,and resting the body upon it, leaning forward, the *right* foot brough

d
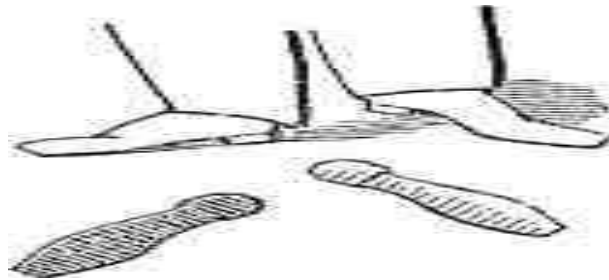
Figure 2.4

The second secondary position is the same as the first, the body resting upon the right foot.

2. models of position and gesture, showing how to use the arms and hand

There are fifteen systematic gestures in appendixes of the right arm, with appropriate positions. Below the utterence of gestures:

a. Figure 2.5 " see ! the earth is cover with snow"

b. Figure 2.6 "around me are beautiful things of earth."

c. Figure 2.7 " the grass is withered and the leaves are falling"

d. Figure 2.8 ''Before me is the flood rolling in its might!"

e. Figure 2. 9 " How frightfull the scene!

f. Figure 2.10 " Behold how beautiful are the clouds!"

g. Figure 2.11 Conversation model 1

h. Figure 2.12 Conversation model 2

i. Figure 2.13 Conversation model 3

The motions of the arms appear awkward, unless the expression of the hand corresponds with the thought, and is natural. We introduce a few figure from life, for study :

g. Figure 2.14 Holded	a. Figure 2. 20Palm up
h. Figure 2.15 applied	b. Figure 2.22 Palm down
i. Figure 2.16 wringing	c. Figure 2. 22 Index
j. Figure 2.17 Crossed	d. Figure 2.23 Holding
k. Figure 2. 18 touching	e. Figure 2.24 Vertical
l. Figure 2. 19 Numerating	f. Figure 2.25 Holded

Below The hand maybe placed on :

g. Figure 2.26 The breast

h. Figure 2.27 The forehead

i. Figure 2.28 The lips

j. Figure 2.29 the head

k. Figure 2.30 the chin

Below miscellaneous gestures :

l. Figure 2.31 the flourish

m. Figure 2. 32 the wave

n. Figure 2. 33 Striking

o. Figure 2.34 Both hand forward

p. Figure 2. 35 Both oblique

q. Figure 2.36 Terror

r. Figure 2. 37 Aversion

s. Figure 2.38Terror

t. Figure 2. 39 Horror

u. Figure 2.40 Fear listening

v. Figure 2.41 Admiration

2. **Vocal Organ**

a. **Articulation**

According to Comstock (1855: 23) articulation is the act of forming,with the organs of speech, These elements may be formed separately. The utterance of the letters of the alphabet, as well as conjunctively, as in the pronunciation of words. By the utterance of the letters of the alphabet is not meant the pronunciation of the mere names of the letters, but the formation of the various sounds which the letters represent the elements of vocal language. So, good articulation is the perfect utterance of the elements of vocal language.

According to Sheridan in lesson in elocution, (1865 : 25) A good articulation consist in giving every letter in a syllable. Laver (1994: 114) define the syllable as the complex unit made up of nuclear and marginal elements. Nuclear elements are the vowels or syllabic segments and consonants or non syllabic segments is as marginal elements. In the syllable 'can' /kaen/, the vowel /ae/ is the nuclear element, while initial consonant /k/ and the final consonant /n/ is marginal element.

According to Grififth (1865 : 26)The elements of the language are divided into three classes , they are :

a. Vocals

The vowels, or vocal sounds, are arranged in the following table for individual and class practice:

A long, as in ale, fate, state, lave, gale.

A short, as in at, hat, sat, mat, plaid, charity.

A Italian, as in arm, far, star, heart, mart.

A broad, as in all, fall, water.

A long, before R, as in fare, dare, rare, stare, air.

A intermediate, as in fast, branch, class, mastiff.

E long, as in eve, mete, speed, degree, theme.

E short, as in end, bend, leopard, special, yes.

E like A long, before R, as in heir, there.

I long, as in ice, child, sky, smile, flight.

I short, as in it, pin, whip, cynic, ring.

0 long, as in old, dome, bourn, more, poet, glow.

O short, as in ox, not, got, fond, from, fossil.

O long, as in move, prove, food, remove.

U long, as in few, duty, music, tube.

U short, as in up, tub, must, rug, tongue, sum.

U middle, as in pull, push, puss, should.

U short and obtuse, as in burn, murmur.

Oi, as in oil, choice, noise, coin, toy, boil.

Ou, as in out, sound, town, thou, around.

b. Sub Vocal

Sub-Vocals, or Vocal Consonants should be treated, in the practice, as the Vocals in the preceding table. They are formed by the vibration of the Vocal chords, modified by the organs of speech:

B, as in bat, bag, beet, babbler, beggar, bound.

D, as in dun, debt, dated, deed, need, did.

G, as in gun, gag, gog, gew-gaw, give.

J, as in jib, joy, judge, June, jury.

L, as in let, lull, wall, isle, lark, loll.

M, *as in* man, main, mound, mammon, drum.

N, *as in* nun, nay, noun, name.

Ng, as in sing, king, ring, flinging, lynx, monkey.

R, (trilled,) run, rap, Richard, France, round.

R, *as in* nor, far, border, appear, forbear, ear.

Th, as in thine, thus, thy, beneath, wreathe.

V, *as in* vent, valve, vine, veer, weave.

W, as in went, wall, one, woo, worn.

Y, as in yes, young, year, yawl, use, you.

Z, *as in* zeal, as, was, breeze, maze, arise.

Zh, or Z, as in azure, leisure, osier, vision.

c. Aspirate Consonant

The Aspirate Consonants should be repeated. Be careful not to waste breath, and utter them with no more power than they require in words:

F, as in fit, fame, fife, fanciful, futile, phantom.

H, *as in* hat, hope, hay, hap-hazard, hot-house.

K, *as in* kid, car, coil, king, talk, chasm, chorus.

P, *as in* pit, pin, pupil, piper, stop, steep, rapid.

S, as in suit, dose, sinless, science, steep, scene.

T, as in top, time, tune, matter, debt, titter, better.

C, *as in* chat, church, churn, child, satchel, chirp.

Sh, as in shun, shade, gash, rash, sash, mansion.

Th, as in thin, thank, thick, breath, thankful.

Wh, as in when, whit, whale, what, why, while, where.

3. The Voice

According to Grififth (1865 : 29)Voice is the sound of the breath, propelled through the larynx, striking against its glottis or opening into the mouth. Its modulation depends upon the control of the larynx, the internal diame-ter of the glottis, its elasticity and mobility, and the force with which the air is expelled. To modulate or change the voice from one key to another, with proper degrees of power to each, as the subject demands, is as beautiful in its effect as it is difficult in its performance or acquirement.

There are two general devisions of voice's quality pure and impure. These may again be subdivided into Pure, deepened or Orotund Quality, Tremor Quality, Guttural Quality and Aspirate Quality.The emotions help to define the voice, Below the devision every sub of pure voice quality.

Pure Deepened, oratund quality
- Sublime utterence
- Bold Declamation
- Animated appeal
- Apostrophe

Guttural quality
- Expression of haired, contempt, etc
- Denuciation
- Revenge
- Scorn and kindred emotions

Aspirate Quality
- Fear
- Horror
- Despair
- Remorse and kindred emotions

Tremor Quality
- Pity, tenderness
- Grief (excessive)
- Joy
- Hope
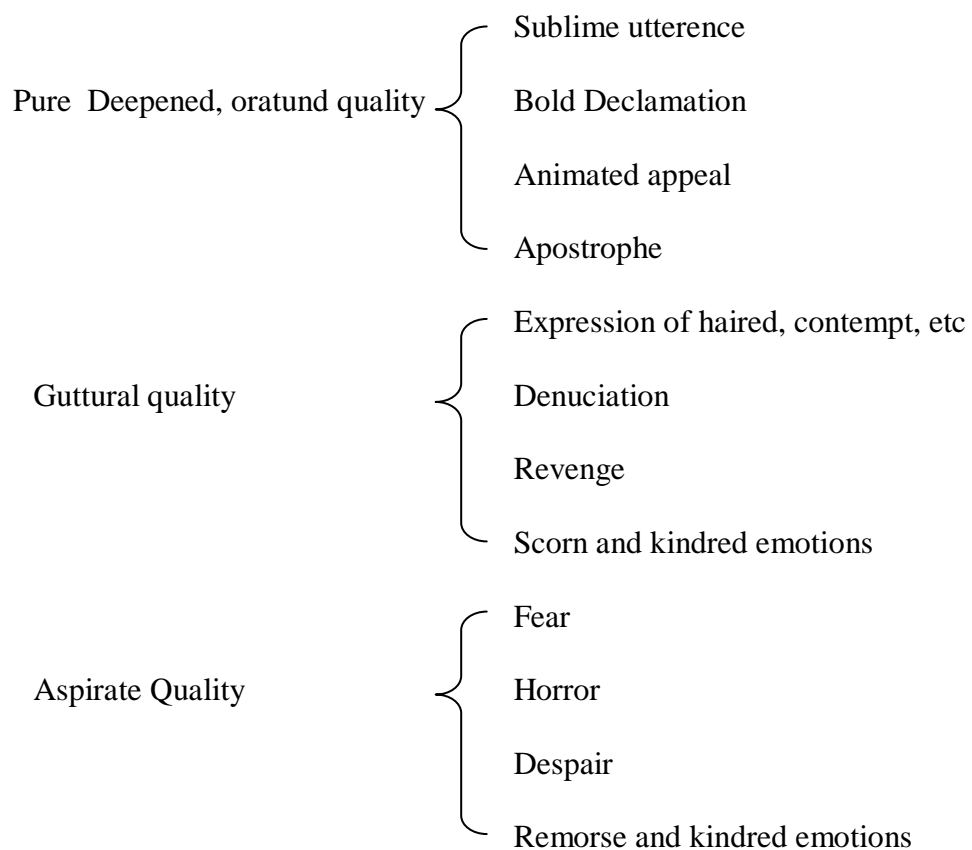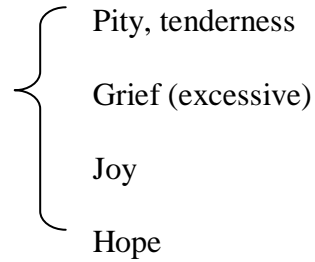
4. Variation of Voice

According to Grififth (1865 : 36) The voices depend of expression upon Pitch, which refers to the key note, Force, which refers to the degree of loudness or volume, and Time, which refers to the rate of utterance or degree of rapidity with which words are uttered.Below additional explanation of emphasis and inflection.

a. Pitch

There are three divisions of Pitch. High, as in shouting, or calling to persons at a distance, or giving commands. Low is as in solemn utterances, or emotions requiring the aspirate voice, and Middle is as in ordinary address and unimpassioned expressions.

b. Force

The degrees of Force are almost without limit, "but we make three general divisions: Loud and full Force, as in bold declamation and impassioned address, Medium Force for unemotional utterances, and Soft or gentle Force in pathetic or subdued emotions.

c. Time

The time or movement of utterance depends upon the sentiments delivered, and the kinds are as numerous as the styles of thought, but we make three general

divisions : Quick, Moderate and Slow, or we might have quick, and very quick, moderate and slow, and very slow.

d. Emphasis

Syllables with stress of voice which call accent, so in reading we distinguish certain words by stress of voice, which is called emphasis. It is of three kinds, radical, median or smooth, and vanishing Emphasis. By radical, it's mean the sudden, emphatic force which is given the first part of sound in speaking or reading.By median, that smooth or even sound applied to the middle of words, and vanishing, that last or ending sound. It is given with a sudden jerk or snap of the voice, on the last syllable of words in expressing revenge, scorn, defiance, anger, contempt.

e. Inflection

Inflection can difine as a alteration of voice, there are four kinds as a part of inflection. They are rising and falling that depend the style of composition or adress for their lenghth, circumplex and monotone.*The Circumflex* is a union of the inflections, and is of two kinds, *Rising and Falling.* Its will have the falling Circumflex, and all negative assertions of double meaning, will have the rising. Monotone is sameness of sound , arising from repeating the several wordsor sylablles of a passage in one on the same general tone.

5. Pauses

Pauses in elocution mean the caesure in poetry. There are two kind of pauses, Gramatical and rhetorical. It's design to encrease the beauty and melody of verse they are termed of harmonic.

6. Personation

`In public reading and declamation it is of great importance, but is generally overlooked, or but little practiced. The narrative, or descriptive sentences leading to the personation, will depend for *force, pitch,* and *time,* upon the character of the ideas in the personation.

7. Expression

The practice of reading or reciting aloud, selections containing differentemotions and passions, secures variety of expression. The student should try to personate the passion, or enter so fully into the meaning of the quotation that he will vary the pitch, force, and voice to correspond with the emotion.

1. The Rule for expressing

According to Rules for expressing (Scott, 1625 : 26) there are propriety the principal Passions and Humours, which occur in public Speaking. Every part of the human frame contributes to express the passions and emotions of the mind, and to show in general its present state. The head is sometimes erected, sometimes hung down, sometimes drawn suddenly back with an air of disdain, and The arms are sometimes both thrown out, sometimes the fight alone. Sometimes they are lifted up as high as the face, to express wonder.

The following are, the principal passions, humours, sentiments, and intentions which are to be expressed by speech and action. that it is nearly in the following manner, that nature expresses.

a. Cheerfulness

adds a smile, opening the mouth a little more.

b. Mirth or Laughter

opens the mouth still more toward the ears. Crisps the nose, lessens the aperture of the eyes, and sometimes fills them with tears. Shakes and convulses the whole framegiving considerable pain, which occasions holding the sides.

c. Joy

when sudden and violent, expresses itself by clapping of hands, and exultation or leaping. The eyes are opened wide. Perhaps tilled with tears often raised to heaven, especially by devout persons. The countenance is smiling, not composedly, but with features aggravated. The voice rises, from time to time.

d. Gravity or Seriousness

the mind fixed upon some important subject, draws down the eyebrows a little, and pinches the lips close. The posture of the body an limbs is composed, and without much motion. The speech, if any, slow and solemn the tone unvarying.

e. Inquiry

into an obscure subject, fixes the body in one posture, "the head stooping, and the eye poring, the eye brows drawn down.

f. Attention

Esteemed superior character, has the same aspect, and requires silence, the eyes often cast down upon the ground, sometimes fixed on the speaker but not too pertly.

g.   Modesty or Submission

bends the body forward, levels the eyes to the breast. If not to the feet of the superior character. The voice low, the tone submissive, and words few.

h.   Perplexity or Anxiety

which is always attended with some degree of fear and uneasiness, draws all the parts of the body together, gathers up the arms upon the breast. Unless one hand covers the eyes, or rubs the forehead draws down the eyebrows, hangs the head upon the breast. The person walks about busily, stops abruptly. Then he talks to himself, or makes grimaces. If he speaks to another, his pauses are very long. The tone of his voice unvarying, sentences broken, and expressing half.

i.   Pity

a mixed passion of love and grief, looks down upon distress with lifted hands . eyebrows drawn down, mouth open, and features drawn together.

j.   Melancholy, or fixed

grief is gloomy, sedentary, motion less. The lower jaw falls, the lips pale, the eyes are cast down, half shut, eyelids swelled and red or livid, tears trickling silent and unwiped, a total inattention to every thing that passes.

k.   Forbidding

on the contrary, draws the head backwards, and pushes the hand from one with the palm downward, as if going to lay it upon the person, to hold him down immoveable, that he may not do what is forbidden him.

l. Denying

Denying is expressed by pushing the open right hand from one; and turning the face the contrary way.

m. Love, (successful)

lights up the countenance into smiles. The forehead is smoothed and enlarged. the eyebrows are arched. the mouth a little open, and smiling. The eyes languishing and half shut, doat upon the beloved object. The tone of voice persuasive, flattering, pathetic, various, musical, rapturous, as in joy.

n. Anger

Expresses itself with rapidity, interruption, noise, harshness, and trepidation, The neck stretched out, and the head forward, often nodding and shaken in a menacing manner, against the object of the passion. The eyes red, inflamed, staring, rolling, and sparkling. The eyebrows drawn down over them, and and the forehead wrinkled into clouds.

C. Gesture

According to Goldin-Meadow (2006 : 15) Gesture is a universal feature of human communication. In every culture speakers produce gestures, although the extent and typology of the produced gesture vary. For some types of gestures, execution is frequently associated with speech production. In particular, speakers frequently pronounce words while they also execute symbolic gestures, which express the same meaning as the word. Consider expressing approbation. While

one pronounces "ok", one often forms a circle with the forefinger and thumb in contact at their tips, while the rest of the fingers extend outward.

McNeill (2000 : 25) The concept of gesture is fairly wide. It includes symbolic or pantomime gesture used in the absence of speech, co-speech gesture where the hands and the mouth contribute to the overall meaning of a message, deictic pointing, culturally bound emblems such as the 'ok' gesture and lastly 'beat' gestures which appear to mark emphasis.

Teachers' gestures can guide children's attention and scaffold verbal information. Teachers' gestures can also have a trickle down effect that might lead to increased student gesturing. Research has found that when instructors gesture during a lesson, children are more likely to gesture as well, which, in turn, leads them to profit from the lesson (Cook and Goldin-Meadow 2006)

Relating the previous research findings above, the researcher conclude that the using gesture in elocution method is art of speaking. How the students' feel relax and have fun in using their gesture to speak.

D. Concept of Speaking

According to Numan in Baso Basri (2012:12) Speaking is meaning tools communication to other or speaking is way to bring a massage from one person to another interact with them. Communication will be not running well without speaking and it is essential way which the speaker can express themselves through the language, communication is collaborate venture in which the interlocutors negotiate meaning in order to achieve their communication ends

Winddowson, (1985 : 58) states that an act of communication throough speaking is commonly performed in face to face intraction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends on an understanding of what else has been said in the interaction

We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary is based on a particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

While according to Widdowson in Arpiah (2012:15) states that speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who receptive the message. In the other word, the communication involves the productive skill of speaking and the receptive skill of listening. In addition, speaking makes the use of the aural medium. In an activity of communication speaking is commonly performed in face to face in interaction

From the above definition, the researcher can infer that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole

body. All of these non vocal of speaking as a communication activity are transmitted through the visual medium.

1. Elements of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

1) Accuracy

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while Marcel in M. Taufik (2012 : 22) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking should be concerned by teacher. can be divided as follows:

a) Pronunciation

Acccording to Bryne in Arpiah (2012 : 21) states that pronounciation is the sound that the speaker imitate where there are listening to other. He continues that language use ca from other. In this case a listener can imitate from speaker and that say something to other listener. But According to Harmer in M. Taufik (2012 : 24) that pronounciation is how to say a word in which made sound, stress, and intonation.

1. The sound of language

The sound of language may be well meaningless. If you said /t/ (the line shows that this is phonetic script) a few times, e.g. tu, tu, it will not be very much

English. Neither will be sound /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

2. Stress

Native speakers of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and questions.

3. Intonation

Intonation is clearly important item, and component user of language recognize what meaning it has and can change the meaning of word they say through using it in different ways, when we taught English language, students need to use rhythms and stress correctly if they are to be understood.

b) Vocabulary

According to Marcel in Misrawati (2012:10) defines that someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

Good (1959:6) defines vocabulary either the content or the function words of language which are learnt so through so that they become part of child's understanding, spelling and later reading and writing. It also means words is having been heard or seen even though not produce by individual himself to communicate each other.

Furthermore, Harmer (1991:159) classifies vocabulary into three types, they are:

- Active vocabulary: The words are customarily used in speaking.

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

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

c) Grammar

According to Simon and Schuster in Misrawati (2002:10) define grammar as in the following:

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

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

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

4. A book containing such rules.

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

2). Fluency

According to Brown in Baso (2012:17) fluency is ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without to much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner. In this chase, fluency refers to self-confidence, smoothness and content.

Hornby in Misrawati (2012:11) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word-order and omit elements of structure and also certain aspects of the prosody of discourse. There are four characteristics of fluency activity:

a. The facts are usually whole pieces of discourse: conversation, stories,etc

b. Performance is assessed and how well ideas are expressed or understood.

c. Texts are usually used as they would be in real life.

d. Tasks are often simulated real like situation.

In short of statements of the researcher conclude that the feature or item y have one goal or the same aims in speaking ability. They show that the items that should be pay attention in speaking ability, the feature are :

1. Pauses

According to Harmer, (2007 : 57), there are some features of fluency. First, pauses may be long but not frequent. Pausing is equaled important, because the speakers have to draw breath. But, if it is always, for example is sentence "what-can-I-do-for-u". This sentence is very clear, but the speaker is not fluent speaker. Second, pauses are usually filled. The important thing in fluency is the appropriate placement of pauses. Natural-sounding pauses are those that occur at the intersection of clauses, or after group of words that form a meaningful unit. For example, may I have – your name, - please?. The last, there are long runs of syllables and words between pauses. The speaker can use strategies if he needs time to think. For example he says "uh, um, or I mean, etc". These words can fluent the speaking.

According to formal criteria thereare two kind of pause silent and filled pauses, its c can be distinguished. Silent pauses correspond to silent periods between vocalizations (including breath pauses) and filled pauses tointerruptions of speech flow by non-lexical sounds such as ah, mm, er, erm, uh, urn. Fromal functional perspective, Goldman-Eisler suggested (1968) that filled and silent pauses reflect different internal processes: filled pauses reflect affective states such as anxiety and silent pauses correspond to the cognitive difficulty of the task involved.

2. Hesitation

Hesitation phenomena such as fillers are most likely to occur at the beginning of an utterance or phrase, presumably as a consequence of the greater

demand on planning processes at these junctures (Barr 2001; Beattie 1979; Maclay& Osgood 1959). Hesitation disfluencies showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as uh, in the fast conditions.

According to Hieke (1981 : 150) also introduce a completely of new conception of hesitation. Hesitation in a form an integral part of speech production in the positive sense. a view quite in opposition to the attitude that there   is fluency on hand and hesitancy on the other. Not only are hesitation a normal component of fluency if they occur in moderation.

Addition from Jason (1998) The most common hesitation phenomena were repetition, self correction and reformulation.

Self confidence.

3. Self confidence is feeling sure about thing Expressed or done by someone to others. Furthermore confidence is the way we feel about what we are going to do or say, Klippel and Friederike, (1987: 87) states that self confidence is a mental process which makes someone strong to do or to take action.

4. Smoothness

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

5. Content

According to David in Hasriati (2004: 22) oral communication is two ways process between speaker, listener and involve the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive: both in listening and reading, language users are actively involved in the process of interrupting and negotiating meaning.Both speaker and listener has positive function to perform simple terms, the speaker has encoded the message He wish to convey in appropriate language, while the listener has decode interpret and message. So content speaking skill is ability to interpret and the message in appropriate language

2. **Some Ways to Increase Speaking Skill**

Womact in Misrawati (2012: 12) states that we all have people with whom we have to work to get things done. Our ability to communication with clients, costumers, subordinates, peers, and superiors can enhance our effectiveness or sabotage us. Many times, our verbal skills make the difference.

Here are ten ways to increase your speaking skill:

1). Develop Voice

A high whiney voice is not perceived to be one of authority, in fact, a high soft voice can make your sound like prey to an aggressive co-worker who is out to make his/her career at the expense of anyone else. Begin doing exercise to lower the pitch of your voice. Here is one to start; sing – but do it an octave lower on all your favorite songs. Practice this and, after a period of time, your voice will begin to lower.

2). Slow Down

People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.

3). Animate Voice Avoid a Monotone

Use dynamics, your pitch should raise and lower. Your volume should be soft and loud. Listen to your vocal TV news anchor, take notes.

4). Enunciate Words Speak Clearly

Not mumble if people are always saying, "huh," to you, you are mumbling.

5). Use Appropriate Volume

Use a volume that is appropriate for setting. Speak more softly when you are alone and close. Speak loader when you are speaking to larger spaces.

6). Pronounce Word Correctly

People will judge your competency through your vocabulary. If you are not sure how to say a word, don't use it.

7). Use the Right Words

If you're sure of the meaning of a word, don't use it. Start a program of learning a new day. Use it sometime in your conversation during the day.

8). Make Eye Contact

I know a person who is very competent in her job. However, when she speaks to individuals or groups, she does so with her eyes shut. When she opens them periodically. She stares off in a direction away from the listener. She is perceived as incompetent by those with whom she consults. One technique to help

with this is to consciously look into one of the listener's eyes and then move to the other. Going back and forth between the two (and I hope they only have two) makes your eyes appear to sparkle. Another trick is to imagine a letter "T" on the listener's face with the cross bar being an imaginary line cross the eye brows and the vertical line coming down the center of the nose. Keep your eyes scanning that "T" zone?

9). Use Gesture

Make your whole body talk. Use smaller gesture for individual and small group that one is addressing increase in size.

10). Do not Send Mixed Messages

Make your word, gesture, facial expression, tone, and message watch. Discipline an employee while smiling sends a mixed message and, therefore is ineffective. If you have to deliver a negative message, make your word, facial expression, and tone watch the message.

As for the use structure signals, students learn it by acquiring asset of habits and not merely by recording example of usage, it has been state to require the habits of producing it automatically, this is best done through oral pattern practice.

E. Conceptual Framework

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        ┌─────────────────────────────┐
        │   English Learning Process  │
        └─────────────────────────────┘
                       ⇩
    ┌─────────────────────────────────────┐
    │        An Experimental Study        │
    └─────────────────────────────────────┘
                       ⇩
        ┌─────────────────────────────┐
        │  The application of gesture in │
        │            elocution          │
        └─────────────────────────────┘
                       ⇩
          ┌───────────────────────┐
          │    Speaking Ability   │
          └───────────────────────┘
                       ⇩
        ┌──────────────────┴──────────────────┐
        ⇩                                      ⇩
   ( ACCURACY )                          ( FLUENCY )
        └──────────────────┬──────────────────┘
                       ⇩
    ┌─────────────────────────────────────────┐
    │  Improving the Students' Speaking Ability │
    └─────────────────────────────────────────┘
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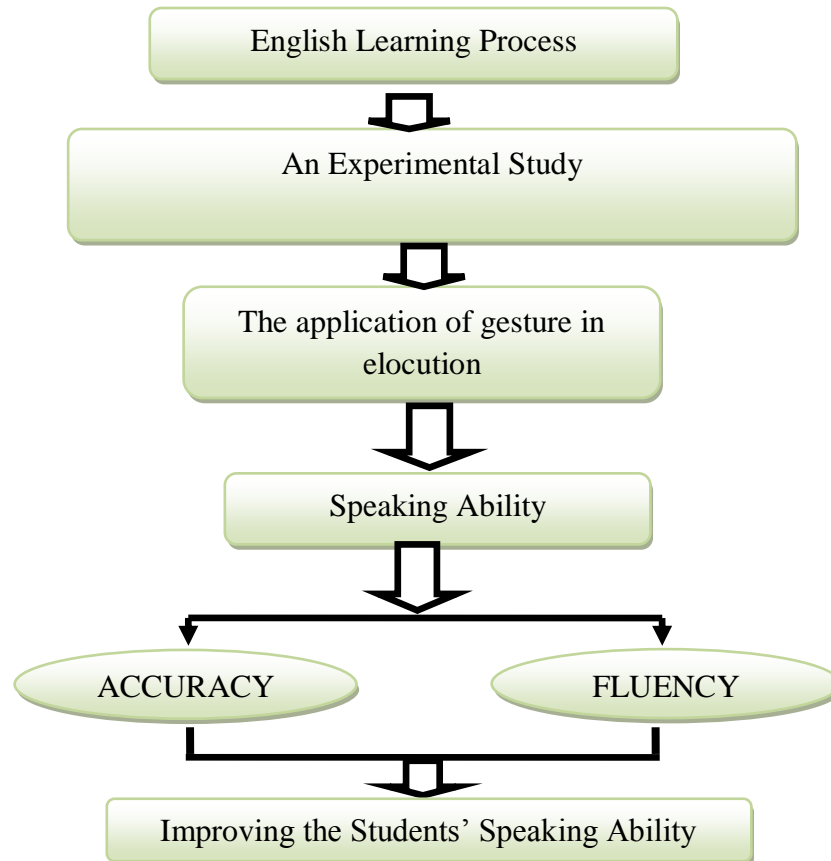
Figure 2.42

In this conceptual framework, the students will face many problems in learning English. One of the crucial problems is their speaking ability that covers fluency and accuracy in speaking English.

Based on the problems above, the researcher will apply the application of gesture in elocution. In this activity the teacher as the lead of instruction asked to students for do same what the teacher said with using gesture.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, treatment, research variable, research hypothesis, instrument of the research, procedure of collecting data, and techniques of data analysis.

A. Research Design

The design of this research was pre-experimental design with pre-test & pos-test design. The comparison between the pre-test and post-test score dependson the result of the treatment. The designwas   presented in following table:

Pre-test	Treatment	Post-test
O1	**X**	**O2**

Where: Pre-test   = **O1**

Treatment   = **X**

Post-test   = **O2**

(Gay, 1981: 225)

1. Pre-test

In pre-test the students were given pre-test before treatment to know their prior knowlage and found out the students' ability in speaking before teaching through the use of gesture in elocution. It spends about 90 minutes.

2. Treatment

In treatment, the students were treated by useing gesture in elocution method. The tereatment was applied for four meetings and each meeting take 90 minutes. The procedures of conducting the treatment are :

a. The teacher gave motivation to the students and explained what they are going to do.

b. The teacher introduced the rules of the use gesture in elocution to the students.

c. Teacher gave example of using gesture in elocution while speaking with gives one sample of expression. Cheerfulness expression :"adds a smile, opening the mouth a little more"

d. Teacher tried to asked students to guest the expression and practice and find out the words that had corellation with the expression.

e. Then the teacher lead the students torepeated the words, helped and asked them to find out the meaning of word in dictionary.

f. After finishing their job, the teacher was as a lead gave vocal test with applied the principle of elocution in the students' individual table in standing practice.

g. Then, the teacher Asked the students to follow the teacher to stand and repeat the utterence and poetry by using a gesture in elocution at the while speaking (give a sample gesture from the book text) .

h. After that, the teacher asked the student came in front of class for read a poetry and practice the speaking test by using her/his gesture.

    i.   The speaker spoken in front of class while the others are as listeners with stand and pay attention his / her gesture.

Notes : The teacher gave the students a topic for each meeting, The topics such as follows:

        First meeting   : Asking Repetition

        Second meeting   : Admiration

        Third meeting   : Describe Something

        Fourth meeting   : Prepotition

3. Post-test.

After treatment, the post test was given and it aimed to find out the students' achievement, the post test is used to know the students' speaking ability after teaching and learning process by use gesture in elocution.

B. Research Variables and Indicators

1. Variable

There are two variables in this research; namely dependent variable and dipendent variables.

    a. The dependent variable was the students' improve in speaking ability include accuracy and fluency.

    b. Independent variable was the use of gesture in elocution in teaching speaking ability.

    2. Indicators

Related to variable above, the researcher also included 2 indicators in this research are :.

a. The students speaking accuracy in English included pronunciation and vocabulary.

- pronunciation; knowing the way of language spoken How to say word with clear Sound, intonation, and stressing

- vocabulary;as a set of words of alphabet compotition that has a meaning in communication for developing the language in speaking.

b. The students' speaking fluency in English included pauses and hesitation.

- Pause; the ability of speaking English to control duration of sound and intonation of silence in speech that divine into two kinds pausing, silent pause and filled pause.

- Hesitation; the ability of speaking English speak without hesitate. (Faltering in speech make out repetition, self correction and and reformulation).

B. **Hypothesis**

The hypothesis of this research formulated as follows:

1. **Alternative Hypothesis (H1)**

    Teaching speaking using gesture in elocution method can improve the students'speaking ability.

2. **Null Hypothesis (H0)**

    Teaching speaking using gesture in elocution method can not improve the students'speaking ability.

D. Population and Sample

1. Population

Gay (1981;100) defines population as first, population may be virtually any size and may cover almost any geographical area. Second, the entire group of interest to the researcher was rarely available. The population of this researchis SMP NEGERI 8 SATAP in 2015-2016 academic years. There are 3 classes. The first class consist 31 students , the second class consist 24 students and the third class consist 22 students the total number of students were 77 students.

2. Sample

The researcher took only the third classas sample was consist 22 students. The researcher used purposive sampling technique. A purposive sampleis one that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic.It means that the sample will take for academic reason. The aim is to make the study easier to be collecting and also for practical.

E. Research Instrument

In collecting data the researcher used two kinds of instruments they were:

1. Speaking Test

The instrument of the research was speaking test, which consisted of pretest and posttest as the instrument of the research. Pretest was intended to find out the prior level of students' speaking skill, while the posttest was intended to find out the effectiveness and the improvement of the treatment. The test for pretest was the same as for the posttest and the aim of the test used to measure students' speaking skill.

2. Video recorder

The researcher will used video recorder as supporting instrument to measure the students' speaking ability.

F. Procedure of Collecting Data

In collecting data, the researcher used some procedure as follows:

1. Before the treatment, the researcher gave pre-test to the students in form self identity

2. The researcher recorded the students speaking in self identity

3. After giving the pre-test the researcher gave treatment . It was in the form teaching and learning procces by using gesture in elocution.

4. After the treatment, the researcher gave post-test to the students in form personal identitiy to know their speaking ability after the use of gesture in elocution applied in teaching and learning procces.

5. The researcher recorded the students speaking in personal identity

In scoring the result of the students' test evaluated based on two aspects of speaking below:

Accuracy

1) Table 3.1 : Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother. Two or three gramatical and lexical errors.

Very Good	5	Pronunciation is only ery slightly influenced by the mother tongue . A few grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is still moderatly influence by the mother tongue but no seroous phonological errosr. A few grammatical and lexical errors but only one or two major errors causeing confussion.
Average	3	Pronunciation influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confunsion.
Poor	2	Pronunciation seriusly influenced by the mother tonge with the errors causing a breakdown in communication. Many basic grammatical an lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having masterd any of the language and areas practiced in the course

Heaton (1988: 97)

2) Table 3.2: Vocabulary

Classification	Score	Criteria
Excellent	6	Vocabulary apparently as accurate and extensive as that of an native speaker
Very Good	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
Good	4	Professional vocabulary eduqate to discuss special interest; general vocabulary permits discussion of any non- technical subject with some circumlocutions.
Average	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
Poor	2	Vocabulary limited to basic personal and survival areas (time, food transportation, family, ect).
Very Poor	1	Vocabulary inadecquate for even the simplest conversation

Heaton in Marhani (2015 :30)

Fluency

1) Table 3.3 : Pauses

Classification	Score	Criteria
Excellent	5	Speak continious with few pauses and stumbling
Very Good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses and few incomplete thoughts
Poor	2	Speak with long pauses and there is no incomplete thoughts
Very Poor	1	Speak with too many stopping and there is no incomplete thoughts

(Addapted from Longman, 2005)

2) Table 3.4: Hesitation

Classification	Score	Criteria
Excellent	5	Speaks smoothly, there is no hesitation that does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks with some hesitation, but it does not usually interfere with communication
Average	2	Speaks with some hesitation, which often

		interferes with communication
Poor	1	Hesitates too often when speaking, which often interferes with communication

(Addapted from Longman, 2005)

Students' correct answer

Score = -------------------------------- X 10

Maximun score

G. Technique of Data Analysis

To anlyzed the data , the researcher employed the formulas as follows :

1. The score of the test were clasified into seven levels :

Table 3.5

No	Classification	Score
1.	Excellent	9.6-10
2.	Very good	8.6-9.5
3.	Good	7.6-8.5
4.	Fairly Good	6.6-7.5
5.	Fairly	5.6-6.5
6.	Poor	4.6-5.5
7.	Very Poor	0.0-4.5

Scoring the students' correct answer of pretest and posttest :

Students' correct answer

Score = --------------------------------- X 10

Maximun score

(Depdikbud 1994 : 20)

2) Mean score

Calculated the students' mean score in both pretest and posttest by used the followed formula :

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

Where: $\overline{X}$ = Means score

$\sum X$ = Total score

N = Number of subject(Gay, 1981: 298).

3) Computing the frequency and the data percentage of the students score

by using the following formula:

$$P = \underline{F}$$

$$P = \frac{F}{N} \, X100\%$$

Where:

P   : percentage

F   : frequency

N   : Total number of sample (Gay, 1981).

4) **Finding the development of the speaking skill, by using the percentage technique as follow:**

$$P = \frac{X_2 - X_1}{X} \times 100\%$$

(Gay, 1981:320).

5) **To find out the difference between the pre test and post test, the researcher calculated the value of the test used the formula as a follow :**

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

Where: t   = Test of significance

$\bar{D}$ = The Difference between the Match Pairs

$\sum D$ = The sum of different score

N   = The total number of the sample (Gay, 1981:331).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the research. The findings presents here those obtain from the activities done during the teaching procces of speaking by use of gesture in elocution and the students learning result, and the discussion focus on the activities in teaching speaking skill through the use of gesture in elocution.

A. Findings

The finding covers the data of the teaching speaking skill through the use of gesture in elocution method in teaching and learning procces and the data of the students' speaking as the result of teaching.

In this section, the researcher describe the result of data analysis based on the problem statement. The result of data analysis indicate that there is an improvement of the students' speaking skill by use gesture in elocution at the third year of SMP Negeri 8 SATAP Kec. Liukang Tupabbiring. The students' improvement could be seen clearly in the following explanation :

1. The improvement of students' speaking accuracy

The improvementof the students' speaking accuracy dealing with pronunciation**,** vocabulary at the third year students of SMP Negeri 8 SATAP Kec, Liukang Tupabbiring can be seen clearly in the following table :

Table 4.1. The improvement of the students' accuracy

No	Indicators	Mean Score		The Improvement (%)
		Pre-test	Post-test	
1	Pronunciation	4.54	6.82	50.22
2	Vocabulary	4.74	6.97	47.04
3	$\sum x$	9.28	13.79	48.59
4	$\overline{X}$	4.64	6.90	49.00

Table 1 above shows that the score of pronunciation has improved (50.22%). The mean score (4.54) in pre test becomes (6.82). The score of the vocabulary is also improves (47.04 %) from the mean of 4.74 on pre test to (6.90) on post test. In applying the use of gesture in elocution in the class , the data are collect through the speaking test and show that the students' speaking skill in term of accuracy gets significant improvement . Based on the results, it can be concluded that the use of gesture in elocution method is effective to improve the students speaking skill in terms of accuracy (49%).

2. **The improvement of students' fluency**

The improvementof the students' speaking fluency dealing with pauses , and hesitation at the third year students of SMP Negeri 8 SATAP Kec, Liukang Tupabbiring can be seen clearly in the following table :

Table 4.2. The improvement of the students' fluency

No	Indicators	Mean Score		The Improvement (%)
		Pre-test	Post-test	
1	Pauses	5.18	6.90	33.20
2	Hesitation	5.36	7.0	30.59
3	$\sum x$	10.54	13.9	31.00
4	$\overline{X}$	5.27	6.95	31.00

Table 2 above shows that the students' achievement of pauses before taught the use of gesture in elocution method from the mean score in pre test is 5.18. While after taught by using gesture in elocution method, the students' improved in post test is 6.90 . It is indicated that the students achievement in pauses improves (33.20%) and score is greater than before. While the mean score of hesitation before using gesture in elocution in pre test is 5.36. There is students achievement in post test is 7.0. It is indicated that students' get improvement of hesitation is 30.59% and score also is greater than before. Based on the results, it can be conclude that the use of gesture in elocution method is effective to improve the students speaking skill in the term of fluency (31%).

3. **The improvement of students speaking ability**

After being calculating the result of the students' score on pretest and posttest, the mean score is presented in the followinjg table:

Table 4. 3. The Improvement the students Speaking Ability

Variables	Pretest	Posttest	Improvement (%)
Accuracy	4.63	6.90	49
Fluency	5.27	6.95	31
Total	4.95	6.93	40

The students improvement in speaking ability of the text is taken from the students' mean scores. It consists of pre test and post test in speaking ability. Based on the data in the table above, the students Accuracy form on pretest is 4.63 that is different from the students's score in post test (6.90). its mean that there is the improvement (49 %)in accuracy. While the students score in fluency on pre test is 5.27 that is different from the students' score in post test (6.95) It's mean that there is the improvement (31 %) in students fluency.

4. **Hypothesis Testing**

    a. **t-test of Value**

Table 4 :The t-test of the students' improvement

Variables	t-test value	t-table value
Accuracy	9.40	2.080
Fluency	12.14	2.080
Final Score	17.0	2.080

For the level significance (α) = 0.05 and the degree of freedom (df) = 22-1= 21. The table 5 above showed that t-test value for accuracy form is higher than

t-table (9.40>2.080), t-test value of fluency form is higher than t-table (12.14 >2.080) and t-test value of final score is higher than t-table (17.0 >2.080). It means that there is significant difference between the students' speaking in the class before and after implementing the use of gesture in elocution in speaking process of the Third Grade students of SMP Negeri 8 Satap Kec. Liukang Tupabiring.

Table 5. The t-test of the students' improvement in final score

speaking skill

Components	t-test v	t-table value
Speaking Skill	17	2.080

For the level significance (α) = 0.05 and the degree of freedom (df) = 22-1= 21. While The the value of T-test is 17 and the value of table T-table is 2.080. Te table above show that the result of T-test is 17 . It is greather than the value of T-table (2.080). Its mean that the Null Hypothesis (H0) is rejected and alternative Hypothesis (H1) is accepted. It means that there is significant difference between the students' speaking in the class before and after implementing the use of gesture in elocution in speaking process of the Third Grade students of SMP Negeri 8 Satap Kec. Liukang Tupabiring.

Hypothesis testing is needed to find out whether the hypothesis is accepted or rejected. If the result of t-test is lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test is higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

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

df = n-1

df = 22-1

df = 21

For the level of significance *(p)* = 0.05 and df = 21, the value of the t-table = 2.080. The result t-test value of the accuracy form in speaking is 9.40>2.080,and the result t-test value of the fluency in speaking skill is 12.14>2.080. Mean while the result of t-test value of speaking skill is 17>2.080.

The Null Hypothesis (H0) is rejected and the Alternative Hypothesis is accepted (H1).Therefore, there is a significant difference between the result of the students' pretest and posttest in speaking skill through the implementing the use of gesture in elocution.

A. Discussion

In this part, discussion dealing with the interpretation of findings derived from the result of findings of the students' speaking accuracy, fluency, and final score. Before giving treatment, the students' speaking accuracy is very low (categorized poor). The condition might be caused teaching method and less speaking practice, so that the students cannot improve their speaking achievement.

Based on the finding, the result of score in post-test is greater than pre-test in terms of accuracy and fluency of speaking. In pre-test, the researcher actually

found the most students dont know how to express their opinion or argument about the topic. They still confuse to use the suitable words, afraid of making mistake and still shy to perform in front of their friends. After giving the treatment, their ability is significance improved.

1. **The improvement of the Students' Accuracy in speaking**

During the treatment, the students' could improve their speaking accuracy convering pronunciation and vocabulary . the data students' pre-test showed that the students' has some mistakes in terms of pronunciation and vocabulary. Whereas the improvement of students' pronunciation is 49%. It gets relation that there is a achievement in students' mean score in pre test and post test. Mean score showed 4.54 in pre test becomes 6.82. In other word, in pre-test, the students mean score is low and the category is poor because they always making mistake to pronounced. Their Pronunciation seriusly influenced by the mother tonge with the errors causing a breakdown in communication. Many basic grammatical an lexical errors when they presented the topic. But, the result of score in post-test is greater than pre-test. It is category fairly good and indicate Grififth (1865: 14) theory that speaking practice students has known how to pronounce the words and they more careful to pronounced their words. the student could be careful to keep the body erect, A good voice depend upon it. Mean while Merriam-Webster dictionaryelocution" focuses not simply on clear speech but on distinct articulation and pronunciation. And then According to ebsoft dictionary Elocution is the art of declamation, skill read or pronounce the sentence with the accent and a good song in public.

Meanwhile the students' accuracy especially students' vocabulary is same with students' pronunciation. There is a achievement after applied the application of the use of gesture in elocution method. The mean score in post test is higher than pre test. Whereas the students' score in pre test is 4.74 becomes 6.97 in post test. From that the researcher find the category of students' pre test is classified into poor and in the post test the students get achievement that is classified into fairly good. However, the improvement of students' vocabulary it can be say success where is the students' improvement score is 47%. That indicate the theory of the rules for expressing (Scott, 1625 : 26) there are propriety the principal Passions and Humours, which occur in public Speaking. Every part of the human frame contributes to express the passions and emotions of the mind, and to show in general its present state. The head is sometimes erected, sometimes hung down, sometimes drawn suddenly back with an air of disdain, and The arms are sometimes both thrown out, sometimes the fight alone. Sometimes they are lifted up as high as the face, to express wonder. From their action in the class how to express the words that have a meaning, the students' can remind what words when the used their expression while they speak.

From explanation above, that there is students' improvement in pronunciation and vocabulary in the term of accuracy where is the improvement of students score of accuracy is 49%. Which as the mean score of pre test is 4.64 becomes 6.90 in post test. It is indicate that the use of gesture in elocution method is effective to improve students' speaking accuracy. After the application of this

method the students' feel comfortable in English study and they didn't shy to express English words in the class.

2. The improvement of the Students' Fluency in speaking

Students' fluency in the term of pauses and hesitation, based of the application of gesture in elocution method in fact create the improvement of students' pauses and hesitation. Firstly, the improvement of students' pauses. Whereas the students' mean score in pretest (5.18) is category fairly. The students' Speak with long pauses and there is no incomplete thoughts. While after the researcher apply the method of elocution, there is a improvement in post test (6.90) is classified fairly good . The speak choppy with frequent pauses and few in complete thoughts. From that the students' improvement in score is 33.20%, that show the use of gesture in elocution improve the students speaking abilty in term pauses is effective improve the students' pauses.

Meanwhile the improvement of students speaking fluency in the term hesitation. It is same with pauses. The students' get achievement after apply the treatment. Where is the mean score of pre test is 5.36 is classified fairly becomes 7.0 is classified fairly good. In classification fairly the students Speaks with some hesitation, which often interferes with communication. Because they are shy, nervouse, and afraid to say something words in English. They can not speak English, it is difficult. But after the researcher applying the method of elocution the students Speaks with some hesitation, but it does not usually interfere with communication. From that the students' improvement score is 31% in fluency. That indicate the use of gesture in elocution is effective to apply in the classroom.

Based on the finding above applying the use of gesture in elocution in class, the data are collected through the test as explained in the previous findings section show that the students' speaking ability in terms of fluency is significantly improvement. The data on the table 4.2 show that the score of fluency is improved (31 %) from the mean score (5.27) on pre-test to be (6.95) on post-test. It is supported by the mean score post-test of students' speaking ability in fluency is higher than pre-test. Therefore, the use of gesture in elocution is effective in improve the students' speaking ability in fluency and could help the language learners build up. This indicated that elocution is study about vocal delivery.It may be said to comprise both science, and an art. The science embraces the principles which constitute the basis of speaking and reading (Andrew comstock 15:1855).

3. The improvement of the students' speaking ability

Based on the finding above in appying the use of gesture in elocution method in the class, the data are collected through the test as explained in the previous finding section showed that the students' speaking ability is significantly improvement.

As explained before (chapter III), the students should presentation the material about the theme during the pre-test and post-test. In the pre-test the researcher found that most of students' speak still difficult. In the post-test, the students is followed the similar procedure with the pre-test. Along the post-test, the researcher found that the students are fairly smooth in delivering the material about the theme with understandable intension and general idea.

As the explanation above, the mean score in the pre-test improved in the post-test. It is indicated that the use of gesture in elocution give contribution in terms of improving the learners' speaking ability. The students' are stimulated to speak without feel reluctant, akward and anxiety again (more hesitation and pauses.

Based on the result, hypothesis tests show that H_0 is rejected and H_1 is accepted. So, the researcher concludes that there is significant improvement of the improving the students' speaking ability in SMP Negeri 8 SATAP kec Liukang Tupabiring.

By seeing the improving the students' speaking ability, it is concluded that the Use og gesture in elocution in improve the students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result and the discussion of the findings previously, the researcher took conclusions as follows:

1. The use of gesture in elocution method is effective to improve the students' speaking accuracy in terms of vocabulary and pronunciation. It is proven by the students' Accuracy achievement in post-test which is greater than in pre-test (6.90 > 4.63) and the improvement of the students' accuracy in speaking is 49%. It indicates that students have achievement in accuracy by using gesture in elocution method.

2. The use of gesture in elocution is effective to improve the students' speaking ability in fluency. It is proven by the students' achievement in post-test is greater than in pre-test (6.95>5.27) and the improvement of the students' speaking ability in terms of fluency is 31%. It means that the students' speaking ability in terms of fluency at the Third Grade students' of SMP Negeri 8 SATAP Kec Liukang Tupabbiring improved after implementing the use of gesture in elocution.

3. Based on hypothesis testing, it can be concluded that the null hypothesis (H_0) is rejected where as the alternative hypothesis (H_1) is accepted. It is proven by the value of the t-test (17.0) which is greater than the value of the t-table (2.080).

in order words, the use of gesture in elocution method is effective to improve the students' speaking ability.

B. Suggestions

Based on the conclusions, the writer gave some suggestion as follow:

1. For the teachers

   a. The use of gesture in elocution is one of the method that can be considered in teaching in order to help students' speaking ability.

   b. The techer should be more highly motivated to practice the use of gesture in elocution method.

   c. The teacher of English who taught in junior high school level are suggested that they developed students' speaking ability to gained the speaking competence and communicative competence because speaking is the first assessment of English to deliver direct information among the whole skill of English. The teacher should provided their art in the speaking for get easy and fun activities in speaking, therefore the students may follow the class more active and responsive.

2. For the students

   a.   The students should be active amd serious in studying english, especiallyin speaking skill because it is very important to improve the English subject.

   b.   The students should be diligent to speaking practice not only in the classroom context but also in every day life.

3. For the next researchers

    a.   It is suggested to the next researchers that they apply this method. It is suitable to apply in experimental research since the students' improvement can be gained and observed directly in the classroom.

    b.   There are still many things that have to be observed by the next researchers related to the English subject, especially in speaking skill, they are like grammar, smoothness, and their self confidence.

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Appendix F
The students' raw and score Accuracy in Post test

1. **Accuracy**

No	Respondent	The Students' speaking Result					
		Pronuciation	Score	Vocabulary	Score	Total	Classification
1	Ahmad Riflai	5	8.3	5	8.3	8.3	Good
2	Fahrul Rasiyid	4	6.7	4	6.7	6.7	Fairly good
3	Fitriani	5	8.3	5	8.3	8.3	Good
4	Haeriah	4	6.7	4	6.7	6.7	Fairly good
5	Hamsina	4	6.7	4	6.7	6.7	Fairly Good
6	Hapsa	3	5.0	4	6.7	5.9	Fair
7	Hikma. H	4	6.7	4	6.7	6.7	Fairly good
8	Hikma T	5	8.3	5	8.3	8.3	Good
9	Iswar	4	6.7	4	6.7	6.7	Fairly good
10	Jumlia	5	8.3	5	8.3	8.3	Good
11	Marwa	4	6.7	4	6.7	6.7	Fairly good
12	Muderika	4	6.7	3	8.3	7.5	Fairly good
13	Muh. Yusril H	4	6.7	4	6.7	6.7	Fairly good
14	Muliati	5	8.3	5	8.3	8.3	Good
15	Nahdatul U	3	5.0	4	8.3	6.7	Fairly good
16	Nasrullah . N	4	6.7	3	5.0	5.9	Fairly
17	Nurhikmah B	5	8.3	5	8.3	8.3	Good
18	Rahmia	3	5.0	4	6.7	5.9	Fairly
19	Risma. S	4	6.7	3	5.0	5.9	Fairly
20	Sair	3	5.0	3	5.0	5.0	Fairly
21	Sriwahyuni	5	8.3	5	6.7	7.5	Fairly good
22	Wahyuni. W	4	5.0	3	5.0	5.0	Fairly
	∑XTotal Score	103	150.1	90	153.4	152	
	X Mean Score	4.68	6.82	4.09	6.97	6.90	

The students' raw and final score Fluency in Post test

2. **Fluency**

No	Respondent	The Students' speaking Result					
		Pauses	Score	Hesitation	Score	Total	Classification
1	Ahmad Riflai	4	8.0	4	8.0	8.0	Good
2	Fahrul Rasiyid	3	6.0	4	8.0	7.0	Fair good
3	Fitriani	4	8.0	4	8.0	8.0	Good
4	Haeriah	3	6.0	3	6.0	6.0	Fair
5	Hamsina	4	8.0	4	8.0	8.0	Good
6	Hapsa	3	6.0	3	6.0	6.0	Fair
7	Hikma. H	3	6.0	3	6.0	6.0	Fair
8	Hikma T	4	8.0	4	8.0	8.0	Good
9	Iswar	3	6.0	3	6.0	6.0	Fair
10	Jumlia	4	8.0	4	8.0	8.0	Good
11	Marwa	3	6.0	3	6.0	6.0	Fair
12	Muderika	3	6.0	3	6.0	6.0	Fair
13	Muh. Yusril H	3	6.0	4	8.0	7.0	Fair good
14	Muliati	4	8.0	4	8.0	8.0	Good
15	Nahdatul U	4	8.0	3	6.0	7.0	Fair good
16	Nasrullah . N	3	6.0	4	8.0	7.0	Fair good
17	Nurhikmah B	4	8.0	4	8.0	8.0	Good
18	Rahmia	3	6.0	4	6.0	6.0	Fair
19	Risma. S	3	6.0	3	6.0	6.0	Fair
20	Sair	3	6.0	3	6.0	6.0	Fair
21	Sriwahyuni	4	8.0	4	8.0	8.0	Good
22	Wahyuni. W	4	8.0	3	6.0	7.0	Fair
	∑XTotal Score	**76**	**152**	**78**	**154**	**153**	
	X Mean Score	**3.45**	**6.90**	**3.54**	**7.0**	**6.95**	

Appendix G

Rating Score of the students' speaking accuracy in pre test and post test

Respondents	Tests		D (X2-X1)	D^2
	Pre test	Post Test		
1	6.7	8.3	1.6	2.6
2	5.9	6.7	0.8	0.6
3	5.9	8.3	2.4	5.8
4	4.1	6.7	2.6	6.8
5	4.1	6.7	2.6	6.8
6	5.0	5.9	0.9	0.8
7	3.3	6.7	3.4	11.6
8	6.7	8.3	1.6	2.6
9	3.3	6.7	3.4	11.6
10	5.0	8.3	3.3	10.9
11	4.1	6.7	2.6	6.8
12	5.0	7.5	2.5	6.3
13	5.9	6.7	0.8	0.6
14	5.0	8.3	3.3	10.9
15	5.0	6.7	1.7	2.9
16	5.0	5.9	0.9	0.8
17	4.1	8.3	4.2	17.6
18	4.1	5.9	1.8	3.2
19	4.1	5.9	1.8	3.2
20	3.3	5.0	1.7	2.9
21	6.7	7.5	0.8	0.6
22	4.1	5.0	0.9	0.8
N=22				
Total	$\sum X1 = 102$	$\sum X2 = 152$	$\sum D = 45.6$	$\sum D^2 = 116.7$

Appendix H

Rating Score of the students' speaking Fluency in pre test and post test

Respondents	Tests		D (X2-X1)	D^2
	Pre test	Post Test		
1	6.0	8.0	2.0	4.0
2	6.0	7.0	1.0	1.0
3	7.0	8.0	1.0	1.0
4	5.0	6.0	1.0	1.0
5	5.0	8.0	3.0	9.0
6	5.0	6.0	1.0	1.0
7	4.0	6.0	2.0	4.0
8	7.0	8.0	1.0	1.0
9	5.0	6.0	1.0	1.0
10	5.0	8.0	3.0	9.0
11	4.0	6.0	2.0	4.0
12	5.0	6.0	1.0	1.0
13	5.0	7.0	2.0	4.0
14	5.0	8.0	3.0	9.0
15	5.0	7.0	2.0	4.0
16	5.0	7.0	2.0	4.0
17	6.0	8.0	2.0	4.0
18	5.0	6.0	1.0	1.0
19	5.0	6.0	1.0	1.0
20	4.0	6.0	2.0	4.0
21	6.0	8.0	2.0	4.0
22	6.0	7.0	1.0	1.0
N=22				
Total	$\sum X1 = 116$	$\sum X2 = 153$	$\sum D = 37$	$\sum D^2 = 73$

Appendix I
The students' raw and score Accuracy in Pre test

1. **Accuracy**

No	Respondent	Pronunciation	Score	Vocabulary	Score	Total	Classification
			The Students' speaking Result				
1	Ahmad Riflai	4	6.7	4	6.7	6.7	Fairly good
2	Fahrul Rasiyid	3	5.0	4	6.7	5.9	Fairly
3	Fitriani	4	6.7	3	5.0	5.9	Fairly
4	Haeriah	2	3.3	3	5.0	4.1	Poor
5	Hamsina	3	5.0	2	3.3	4.1	Poor
6	Hapsa	3	5.0	3	5.0	5.0	Poor
7	Hikma. H	2	3.3	2	3.3	3.3	Very poor
8	Hikma T	4	6.7	4	6.7	6.7	Fairly good
9	Iswar	2	3.3	2	3.3	3.3	Very poor
10	Jumlia	3	5.0	3	5.0	5.0	Poor
11	Marwa	2	3.3	3	5.0	4.1	Poor
12	Muderika	3	5.0	3	5.0	5.0	Poor
13	Muh. Yusril H	4	6.7	3	5.0	5.9	Fairly
14	Muliati	3	5.0	3	5.0	5.0	Poor
15	Nahdatul U	3	5.0	3	5.0	5.0	Poor
16	Nasrullah . N	3	5.0	3	5.0	5.0	Poor
17	Nurhikmah B	3	5.0	2	3.3	4.1	Poor
18	Rahmia	3	5.0	2	3.3	4.1	Poor
19	Risma. S	2	3.3	3	5.0	4.1	Poor
20	Sair	2	3.3	2	3.3	3.3	Very poor
21	Sriwahyuni	4	6.7	4	6.7	6.7	Fairly good
22	Wahyuni. W	3	5.0	2	3.3	4.1	Poor
	∑XTotal Score	**65**	**100**	**63**	**104**	**102**	
	X Mean Score	**2.95**	**4.54**	**2.86**	**4.74**	**4.63**	

The students' raw and final score Fluency in Pre test

2. **Fluency**

No	Respondent	The Students' speaking Result					
		Pauses	Score	Hesitation	Score	Total	Classification
1	Ahmad Riflai	3	6.0	3	6.0	6.0	Fair
2	Fahrul Rasiyid	3	6.0	3	6.0	6.0	Fair
3	Fitriani	3	6.0	4	8.0	7.0	Fair good
4	Haeriah	2	4.0	3	6.0	5.0	Poor
5	Hamsina	3	6.0	2	4.0	5.0	Poor
6	Hapsa	3	6.0	2	4.0	5.0	Poor
7	Hikma. H	2	4.0	2	4.0	4.0	Poor
8	Hikma T	3	6.0	4	8.0	7.0	Fair good
9	Iswar	2	4.0	3	6.0	5.0	Poor
10	Jumlia	3	6.0	2	4.0	5.0	Poor
11	Marwa	2	4.0	2	4.0	4.0	Poor
12	Muderika	2	4.0	3	6.0	5.0	Poor
13	Muh. Yusril H	3	6.0	2	4.0	5.0	Poor
14	Muliati	2	4.0	3	6.0	5.0	Poor
15	Nahdatul U	2	4.0	3	6.0	5.0	Poor
16	Nasrullah . N	2	4.0	3	6.0	5.0	Poor
17	Nurhikmah B	3	6.0	3	6.0	6.0	Fair
18	Rahmia	3	6.0	2	4.0	5.0	Poor
19	Risma. S	3	6.0	2	4.0	5.0	Poor
20	Sair	2	4.0	2	4.0	4.0	Poor
21	Sriwahyuni	3	6.0	3	6.0	6.0	Fair
22	Wahyuni. W	3	6.0	3	6.0	6.0	Poor
	∑XTotal Score	57	114	59	118	116	
	X Mean Score	2.59	5.18	2.68	5.36	5.27	

Appendix J

Rating Score of the Students' Speaking Ability (Final Score) in Pre test and Post test

Respondents	Tests		D	D^2
	Pre-test	Post-test	(X2-X1)	
1	6.3	8.1	1.8	3.1
2	5.9	6.8	0.9	0.8
3	6.4	8.1	1.7	2.9
4	4.5	6.3	1.8	3.1
5	4.5	7.3	2.8	7.8
6	5.0	5.9	0.9	0.8
7	3.6	6.3	2.7	7.2
8	6.8	8.1	1.3	1.7
9	4.1	6.3	2.2	4.8
10	5.0	8.1	3.1	9.6
11	4.0	6.3	2.3	5.3
12	5.0	6.7	1.4	1.9
13	5.4	6.7	1.3	1.7
14	5.0	8.1	3.1	9.6
15	5.0	6.8	1.8	3.1
16	5.0	6.4	1.4	1.9
17	5.0	5.9	0.9	0.8
18	4.5	6.4	1.9	3.5
19	4.5	5.5	1.0	1.0
20	3.6	5.5	1.9	3.5
21	6.3	7.7	1.4	1.9
22	5.0	6.0	1.0	1.0
N=22				
Total	$\sum X1 = 110.4$	$\sum X2 = 149.3$	$\sum D = 38.6$	$\sum D^2 = 77$

Appendix L

Accuracy Form

1. **Mean score of the students' accuracy in pretest**

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

$$\overline{X} = \frac{102}{22} = 4.63$$

2. **Mean score of the students' posttest**

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

$$\overline{X} = \frac{152}{22} = 6.90$$

3. **The percentage of students' improvement in accuracy**

$$P = \frac{x2 - x1}{x1} \, 100\%$$

$$= \frac{152 - 102}{102} \times 100\%$$

$$= \frac{50}{102} \times 100\%$$

$$= 49\%$$

4. **Calculating of t-test value**

$$D = \frac{\sum D}{N} = \frac{45.6}{22} = 2.07$$

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

$$t = \cfrac{2.07}{\sqrt{\cfrac{\sum 116.7 - \left(\cfrac{45.6}{22}\right)^2}{22(22-1)}}}$$

$$t = \cfrac{2.07}{\sqrt{\cfrac{116.7 - \cfrac{2079.4}{22}}{22(21)}}}$$

$$t = \cfrac{2.07}{\sqrt{\cfrac{116.7 - 94.5}{462}}}$$

$$t = \cfrac{2.07}{\sqrt{\cfrac{22.2}{462}}}$$

$$t = \cfrac{2.07}{\sqrt{0.05}}$$

$$t = \cfrac{2.07}{0.22} = 9.40$$

Fluency Form:

1. **Mean score of the students' fluency in pretest**

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

$$\overline{X} = \frac{116}{22} = 5.27$$

2. **Mean score of the students' posttest**

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

$$\overline{X} = \frac{153}{22} = 6.95$$

3. **The percentage of students' improvement in Fluency**

$$P = \frac{x2 - x1}{x1} \, 100\%$$

$$= \frac{153 - 116}{116} \times 100\%$$

$$= \frac{37}{116} \times 100\%$$

$$= 31\%$$

4. **Calculating of t-test value**

$$D = \frac{\sum D}{N} = \frac{37}{22} = 1.7$$

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

$$t = \frac{1.7}{\sqrt{\dfrac{\sum 73 - \left(\dfrac{37}{22}\right)^2}{22(22-1)}}}$$

$$t = \frac{2.07}{\sqrt{\dfrac{73 - \dfrac{1369}{22}}{22(21)}}}$$

$$t = \frac{1.7}{\sqrt{\dfrac{73 - 62}{462}}}$$

$$t = \frac{1.7}{\sqrt{\dfrac{11}{462}}}$$

$$t = \frac{1.7}{\sqrt{0.02}}$$

$$t = \frac{1.7}{0.14} = 12.14$$

Final Score

1. **Mean score of the students' pretest**

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

$$\overline{X} = \frac{110.4}{22} = 5.0$$

2. **Mean score of the students' posttest**

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

$$\overline{X} = \frac{149.3}{22} = 6.78$$

3. **The percentage of students' improvement**

$$P = \frac{x2 - x1}{x1}\,100\%$$

$$= \frac{149.3 - 110.4}{110.4}\, x\,100\%$$

$$= \frac{38.9}{110.4}\, x\,100\%$$

$$= 35\%$$

4. **Calculating of t-test value**

$$D = \frac{\sum D}{N} = \frac{38.6}{22} = 1.7$$

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

$$t = \frac{1.7}{\sqrt{\dfrac{\sum 77 - \left(\dfrac{38.6}{22}\right)^2}{22(22-1)}}}$$

$$t = \frac{1.7}{\sqrt{\dfrac{77 - \dfrac{1489}{22}}{22(21)}}}$$

$$t = \frac{1.7}{\sqrt{\dfrac{73 - 67.68}{462}}}$$

$$t = \frac{1.7}{\sqrt{\dfrac{5.32}{462}}}$$

$$t = \frac{1.7}{\sqrt{0.01}}$$

$$t = \frac{1.7}{0.1} = 17$$

Appendix M

The Distribution of T-table

Df	α(level of significant)			
	.10	.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.845	3.850
20	1.725	2.086	2.831	3.819
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

Appendix K

The Classification of the students' pre test and post test in final score of speaking skill

Respondent	Pre test	Classification	Post test	Classification
1	6.3	Fairly	8.1	Good
2	5.9	Fairly	6.8	Fairly good
3	6.4	Fairly	8.1	Good
4	4.5	Poor	6.3	Fairly
5	4.5	Poor	7.3	Fair good
6	5.0	Poor	5.9	Fairly
7	3.6	Very poor	6.3	Fairly
8	6.8	Fairly good	8.1	Good
9	4.1	Poor	6.3	Fairly
10	5.0	Poor	8.1	Good
11	4.0	Poor	6.3	Fairly
12	5.0	Poor	6.7	Fairly good
13	5.4	Poor	6.7	Fairl good
14	5.0	Poor	8.1	Good
15	5.0	Poor	6.8	Faily good
16	5.0	Poor	6.4	Fairly
17	5.0	Poor	5.9	Fairly
18	4.5	Poor	6.4	Fairly
19	4.5	Poor	5.5	Poor
20	3.6	Poor	5.5	Poor
21	6.3	Fairly	7.7	Good
22	5.0	Poor	6.0	Fairly
N=22				
Total	$\sum X1 =$ 110.4		$\sum X2 = 149.3$	

Appendix N

Documentation

CURRICULUM VITAE

Mutmainnah is a student of English department of Muhammadiyah University of Makassar. She was born on November 19th, 1994 in Pulau Balang Caddi. She is the first child of the merriage between Asri Lukman and Nurhayati . She has 4 sisters (Aminah Asri, Hasrita, Fatima Asri, Warda Wilyasari).

In 1999,she started in elementary school at SDN 11 Pulau balang Caddi, graduated in 2005. Then, she continued her study at SMP PGRI 2 TAKALAR and graduated in 2008. After that, she continued her Senior High School at SMA DDI Pangkep and graduated in 2011. At the same year,she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University.At the end of her study, she could finished her thesis in 2015 entitle *"The Use Of gesture in Elocution to Improve Students Speaking Ability at the third first year students of SMP Negeri 8 SATAP Kecamatan Liukang Tupabbiring kabupaten Pangkep.*