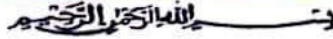


**THE EFFECT OF THE CONNECTING ORGANIZING REFLECTING
EXTENDING (CORE) LEARNING MODEL TO IMPROVE SPEAKING SKILL
AT 7TH GRADE IN SMP NEGERI 1 BARRU**

(A Pre-Experimental Research)



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2023**



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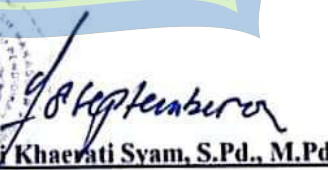
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Saturday 22/7/2023		Abstract	
Monday 24/7/2023	IV	Research Findings	
Wednesday 26/7/2023	IV	Findings	
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Thursday 3/8/2023	V	Conclusion, suggestion	
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Sunday 6/8/2023	V	Conclusion, Suggestion	A
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MOTTO AND DEDICATION

Baskara-Hindia

“Hidup Bukan Saling Mendahului, Bermimpilah Sendiri-Sendiri”

I dedicated this thesis for my family who have brought me to this world and this journey, without and never comparing me to anyone else.



ABSTRACT

N. Fauziah. 2023. The effect of the Connecting Organizing Reflecting Extending (CORE) learning model to improve speaking skill at 7th grade in SMP Negeri 1 Barru. Thesis of the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, supervised by Firman and Dzur Rif'ah Mahmudah.

This study aims at increasing students' English speaking ability before and after utilizing CORE (Connecting, Orgnizing, Reflecting, Extending) learning model. The speaking skill mentioned in this research vocabulary mastery and pronunciation. The method used was the *Pre experimental* method and there are 32 students at 7th grade in SMP Negeri 1 Barru participated as samples. The research design that was used are *Pre-test and Post-test*. The instrument of this research was speaking test and vocabulary test in the form of matching words questions. While, the data processing used SPSS for windows Verse 25. This study focuses to explain the improvement students' speaking skill in term of vocabulary mastery and pronunciation.

The findings showed that the implementation of CORE learning model was significant to improve students' vocabulary mastery skill and pronunciation. This is demonstrated by the average value of pre-test for speaking accuracy of 68.71 that increased to 75.15 for post-test, and the average value of pre-test of vocabulary mastery was 88.78 increased to 93 to post-test. The T-Test value vocabulary mastery and accuracy was similar which were $0.000 < 0.0005$, it means that H₀ was rejected and H₁ was accepted. As a result, it is suggested that teachers attempt to apply a variety of learning model spesifically for CORE (Connecting, Organizing, Reflecting, Extending) learning model in order to enhance students' speaking skill.

Keywords: CORE, Speaking Skill, Vocabulary Mastery, Pronunciation

ABSTRAK

N. Fauziah. 2023. *The effect of the Connecting Organizing Reflecting Extending (CORE) learning model to improve speaking skill at 7th grade in SMP Negeri 1 Barru. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, dibimbing oleh Firman, S. Pd., M. Pd. dan Dzur Rif'ah Mahmudah, S. Pd., M. Pd.*

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa dalam Bahasa Inggris sebelum dan setelah menggunakan model pembelajaran CORE (Connecting, Organizing, Reflecting, Extending) learning model. Kemampuan yang dimaksud dalam penelitian ini yaitu penguasaan kosakata dan pengucapan. Metode yang digunakan yaitu Metode *Pre experimental* dan ada 32 siswa pada kelas 7 di SMP Negeri 1 Barru yang berpartisipasi sebagai sampel. Rencana penelitiannya yaitu *Pre-test and Post-test*. Instrumen pada penelitian ini yaitu tes pengucapan dan tes penguasaan kosakata. Sedangkan, pengolahan data menggunakan *SPSS Versi 25*. Penelitian ini berfokus untuk menjelaskan peningkatan kemampuan berbicara siswa pada penguasaan kosakata dan pengucapan.

Ditemukan bahwa implementasi dari model pembelajaran CORE secara signifikan meningkatkan kemampuan penguasaan kosakata dan ketepatan berbicara siswa. Hal ini dibuktikan dengan nilai rata-rata pada pre-test dalam ketepatan berbicara sebesar 68.71 meningkat menjadi 75.15 pada post-test, dan nilai rata-rata pada pre-test dalam penguasaan kosakata siswa sebesar 88.78 meningkat menjadi 93 pada post-test. Nilai T-test penguasaan kosakata dan ketepatan berbicara hampir sama yaitu $0.000 < 0.005$, itu berarti bahwa H_0 ditolak dan H_1 diterima. Sebagai hasil, guru disarankan untuk mencoba menerapkan berbagai model pembelajaran khususnya model pembelajaran CORE (Connecting Organizing Reflecting Extending) guna meningkatkan keterampilan berbicara siswa.

Kata Kunci: CORE, Keterampilan Berbicara, Penguasaan Kosakata, Pengucapan

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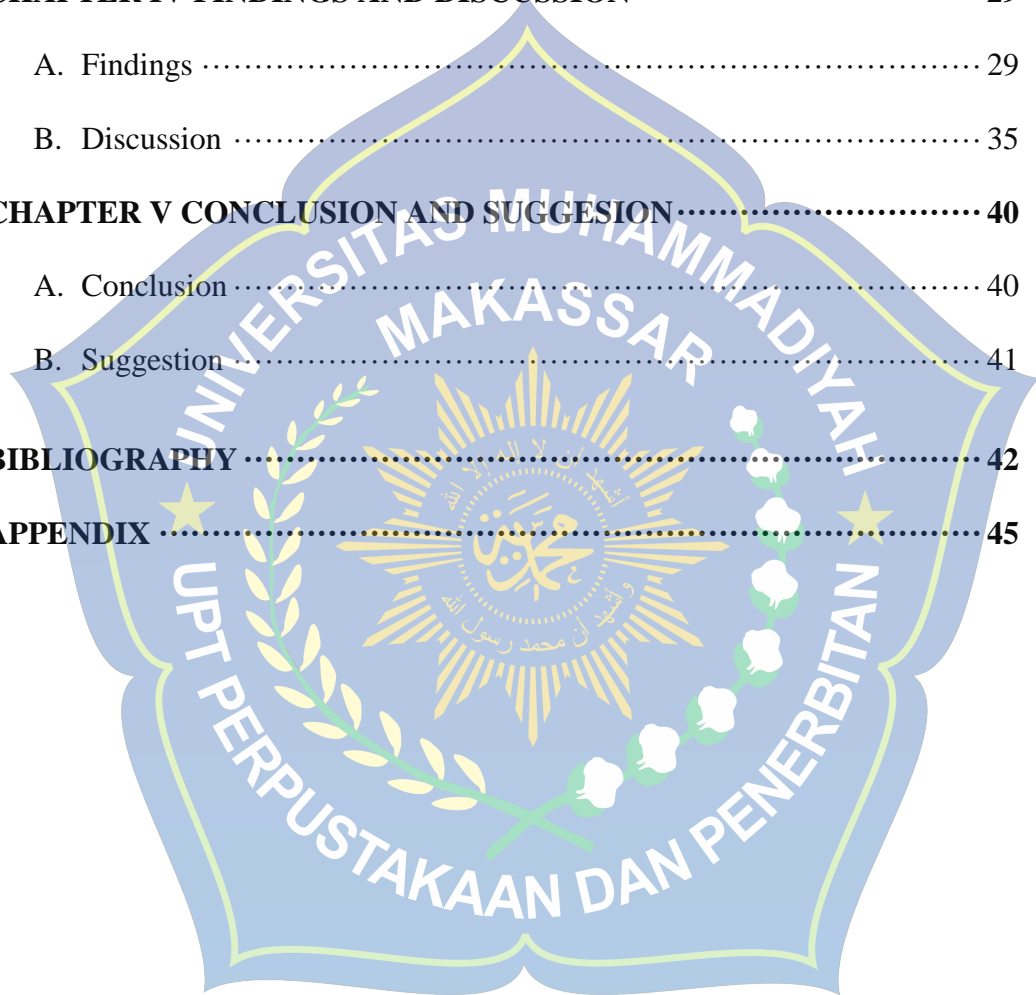
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CHAPTER I

INTRODUCTION

A. Background

The most important skill to develop when studying a foreign or second language is speaking skill. The four essential language skills for learning a foreign or second language considered to be speaking, listening, reading, and writing. Murni (2018) stated that speaking is one of the tools in communication; it is one of the skills that students must master. Speaking is an oral skill that is crucial because it is an instrument in human communication. It is extremely useful in human interaction. There are two forms of speaking; formal speaking and casual speaking. Formal speaking is commonly utilized by students to their instructor or a person who is older and has a higher standing for them. While casual speaking is utilized to communicate with friends, relatives, or anyone who close to them.

According to Tianame, Usman & Muslem (2019) stated that speaking is one of the four skills of language learning that students must learn. The reason for this is that speaking allows one to express his or her ideas and thoughts. Students should be capable of effective communication. Each student must participate in speaking class in order to achieve a sufficient level of fluency. They are taught how to participate fully in speaking class. All students should be able to develop appropriate speaking skills. It is hoped that the students will be able to express their feelings or ideas in public. The majority of them are still in the process of learning English. That is why they found it difficult to communicate in English. It was discovered that students still struggle to speak or tell a story (a narrative) that they have known. Students are still having trouble with problems such as word choice (vocabulary), use of language features (grammar), word class, pronunciation, and fluency. As a result, the students were concerned about making mistakes

while speaking. Furthermore, they lacked the courage to speak in front of the class, Murni (2018). As a result, it is expected that teacher will be able to select a great learning model that will perform properly and produce positive learning result, and that teacher will be able to organize an engaging, effective, and meaningful English learning experience for the students.

Speaking is more practical skills that students should master because it is a productive learning talent and one of the fundamental skills that students must acquire based on the assessment of their syllabus. Students must not only grasp the theory of speaking, but also practice it on a regular basis. This environment pushes students to actively practice speaking English in order to gain a thorough understanding of the language and thus improve their speaking skill. When teaching or studying speaking, the teacher must be aware of the issues that students confront and be able to find a solution to assist them in improving their speaking skill. According to Surahman & Sofyan (2021) stated that speaking skill is a significant priority for students when they are learning English in the classroom. This skill is useful for conveying a message, an opinion, or an experience. Certainly, learning to speak English is a preference for many English as a Foreign language students. English is a foreign language that is required beginning in junior high school and continuing through college. They should be fluent in English in order to communicate easily and effectively with others.

Therefore, in this study, models and techniques are crucial because selecting the right model or approach can lead teachers to high-quality effective learning. Teachers can help the students by designing learning experiences that are great toward group learning, so that students can learn to cooperate and talk freely while expressing their opinions or asking questions. It could also through the use of tangible goods or group learning. Furthermore, engage and diverse learning method would influence students' interest and motivation to continue the studying.

Students of SMP Negeri 1 Barru encounter certain difficulties while expressing their ideas or thoughts because they are unsure of the vocabulary, pronunciation, grammar, and accuracy that should be utilize to produce effective speaking. They lack of vocabulary and they cannot speak English well. However, they require the teacher's direction while they learn. As the teacher serves as both a source of knowledge and an informant throughout the teaching-learning process, it is crucial that the teacher provide the students with clear explanations while helping them choose a topic and prepare a good speech.

According to Sari & Karyati (2020) CORE is an abbreviation for four words that utilize a unified function in the learning process: Connecting (linking old information with new information or between concepts), Organizing (organizing the information obtained), Reflecting (rethinking the information obtained), and Extending (expand knowledge). CORE is another strategy that requires students to work in groups to tackle challenge presented by the teacher. On the other hand, students can learn to mingle with their friends in their group in order to meet the teacher's expectation and study more efficiently. Regarding the explanation above, the researchers previously mentioned a review of students' learning outcomes in using Connecting, Organizing, Reflecting, Extending (CORE). As the result, this study will test if this learning model has an effect on improving students' speaking skills particularly vocabulary. So the researcher will conduct ar research with the title, *"The Effect Of The CORE Learning Model to Improve Speaking Skill at 7th Grade In SMP Negeri 1 Barru"*

B. Research Question

Related to the background above, the researcher formulate the research problem as follow:

1. What are the results of students' speaking skills after the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model is applied?
2. Is there any significant difference in students' speaking skills after the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model is applied?

C. Objective of the Research

Based on the research problem above, the object of this research is:

1. To find out the results of learning speaking skill that applied to the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model.
2. To find out the effect of the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model on improving speaking skill at 7th grade students in SMP Negeri 1 Barru.

D. Significant of the Research

This research was expected to be beneficial both theoretically and practically.

1. Theoretically Significance

This research was expected to be a reference or source of information related to improve students' speaking skill using the the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model.

2. Practical Significance

Practical significance of this research were:

- a. For students, the result of this study would assist the students in further developing their speaking skills.
- b. For teachers, the result of this study can be utilized to enhance the effectiveness of learning models, particularly in improving speaking skills. as a references in improving the quality of teaching methods,
- c. For other researchers, The results of this study are expected to be used for future researchers conducting research on this topic.

E. Scope of the Research

The scope of the research is the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model to improve student speaking skill focuses on vocabulary mastery and pronunciation.



CHAPTER II

RELATED REVIEW OF LITERATURE

A. Previous of Related Findings

The first, Yaman et. al (2018) the title “*Application of Connecting Learning Model-Organizing-Reflecting-Extending on the Ordinary Differential Equations Course*”. The CORE model consists of 4 linked words with a single purpose. Students' memories of previous information are trained and then used to learn new concepts through connecting to CORE. Activities that help students organize their thoughts make it easier for them to understand the subject that comes next. Reflective exercises help students reevaluate their assumptions, improve the knowledge they have acquired, and develop their ability to communicate the knowledge they have learned. Then extending exercises as exercises to build and apply knowledge gained through working on issue exercises so that understanding of the things they have learned is deeper and more long-lasting. The study and discussion above's findings indicate that recognizing the idea that students learn best by Connecting, Organizing, Reflecting, Extending (CORE) than those who employ traditional learning methods. During the linking phase, students are required to recollect previous knowledge and link it to recent learning. During the organizing phase, activities were carried out to organize student-owned ideas in order to create a new conceptual understanding. Students can remedy their errors with the topics they learn by reflecting on the process. Finally, students conceptual comprehension is improved throughout the period of extending through problem-solving tasks.

The second, Calfee et al. (2010) in Antomi Siregar et al. (2020) the title “*CORE learning model: Its Effectiveness Toward Students' Creative Thinking*”. The CORE learning model combines four key constructivist elements: connecting students' knowledge, organizing new knowledge, allowing students to reflect on it, and allowing students to expand their

knowledge. During these stages of learning, students are given the opportunity to discuss, create solutions, and construct their own knowledge. Whereas, CORE is a learning model that serves the same function in the learning process: Connecting, Organizing, Reflecting, and Extending. Based on the findings of the research, It is possible to conclude that the CORE learning model is effective in developing students' creative thinking abilities. The results of the effect size test showed that the CORE model's effectiveness value for creative thinking skill was 0.57, putting it in the moderate category. As a result, the CORE model had a significant impact on students' creative thinking.

The third, Veronika Yusnita, Riyadi, Siswanto (2021) the title “*The Influence of Discovery and CORE (Connecting, Organizing, Reflecting, Extending) Learning Model on Students’ Creative Thinking Skill*”. Constructivism that is focused on learning is the CORE learning model. Through examination of new information and subsequent integration with previously learned material, students in this learning approach actively construct their own knowledge (Schunk, 2012). Constructivism's four key components—knowledge connection, information organization, reflection, and knowledge expansion—are combined in the CORE learning paradigm (Connecting, Organization, Reflecting, and Extending) (Maftukhah, N, 2017).

- 1) Connecting: Students make connections between the prior subject and the material to be studied,
- 2) planning: students set up ideas for the topic they would study in groups,
- 3) reflecting: under the guidance of the teacher, students talk about their issues in groups.
- 4) extending: the instructor poses the questions, and the students respond to them (Karyati, 2020).

The results of this research is 1) The average difference between the Discovery Learning and CORE learning models is 6.25624, demonstrating that the Discovery Learning model is more effective at fostering creative thinking than the CORE learning model. 2) The average difference between the CORE and direct learning models is 11.85686, demonstrating that the CORE learning model is more

effective at fostering creative thinking than the direct learning model. According to the way it makes, discovery learning, as compared to CORE and traditional learning models, has a greater favorable impact on one's capacity for creative thought.

The fourth, Gilang Maulana Jamaludin (2021) the title "*The CORE Model for Improving Students Behavior and Learning Outcomes The Production Technology Development of Social Sciences Learning*". The Connecting, Organizing, Reflecting, and Extending (CORE) learning model is one cutting-edge teaching method. Students' knowledge can be expanded through the usage of the CORE learning approach. This CORE paradigm incorporates four crucial constructivist components: linking to students' prior knowledge, structuring students' new information (knowledge), offering students opportunities to reflect on them, and providing opportunities for them to increase their knowledge (Humaira et al., 2014). The results of this research showed that student activities contributed 80.0% and 70.0% of learning outcomes, respectively. Therefore, it may be said that this study was stopped before the second cycle because the predicted conditions had been met. the growth of the learning process took place. Every process had a few unique requirements. To improve grades from before, a teacher must be able to instruct students of varied skill levels.

Lastly, Farhan et. al (2022), the title "*The Effectiveness Comparison of Improving Learning Outcomes in the CORE Learning Model and the Conventional Learning Model*". According to the study's findings, SMP Negeri Banda Aceh students' learning outcomes are improved when the CORE model is used to teach them physics and optics. 35,48% of students met the medium requirement for improvement, while 64,51% of students met the high criteria. the following describes the level of student learning activity: (1) less attentive to details of doing experiments, having conversations, giving presentations, asking and responding to questions, and respecting others' perspectives. (2)

involved in literary reading activities, and (3) very involved in listening to teacher explanations. It is proposed that this CORE model be utilized in learning environments where students participate less actively, making it simpler for the students to comprehend the material presented.

Based on some the above researchers, the similarity of the research is using the same method namely CORE (Connecting, Organizing, Reflecting, Extending) learning model in this research. Whereas the differentiation of the research it is the previous researcher focus on students creative thinking skill and social sciences learning.

B. The Concept of Speaking

1. Definitions of Speaking

Speaking is the ability to speak fluently and presupposes not only knowledge of features, but also the ability to process information and language on the spot, whereas Chaney (1998) states that speaking is the process of building and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols. Speaking is also the use of words to communicate with others (Fulcher, 2003:23). It signifies that the activity involves two or more individuals, with the participants acting as both hearers and speakers, and they must respond to anything they hear.

According to Mandasari & Aminatun (2020) speaking is the ability to pronounce articulation sounds or words in order to express or convey thoughts, ideas, and feelings. Speaking is a two-way process of oral communication between a speaker and a listener that requires both productive speaking skills and receptive comprehension skills. Meanwhile, according to the Oxford Dictionary (2017), speaking is the action of conveying information or expressing one's feelings through speech. It means that speaking is the act of making a speech. Speaking is also a means of communication between the speaker and the listener. The speaker

communicates with the listener, and the listener responds to the information provided by the speaker. This activity allows you to share information and opinions with others while also building a good social relationship between the speaker and the listener.

Unfortunately, some students believed that speaking was one of the most avoided skills in English. The reality on the ground demonstrates that students' learning outcomes in speaking English fall short of the completeness criteria from year to year. According to Raba (2017) low learning outcomes for speaking English can be caused by a variety of factors, including internal and external factors. Internal factors are factors that come from the students themselves, such as low intrinsic motivation to speak English, self-confidence, students' background knowledge, and learning strategies. Furthermore, Riadil (2019) stated that Language difficulties can have an impact on students' academic performance. Students with poor speaking abilities tend to have a lack of vocabulary, grammar, and pronunciation, all of which are linguistic issues. These issues impede students' efforts to improve their speaking abilities. When students are learning English in the classroom, they place a high value on their ability to communicate. So speaking English skills are difficult to achieve because students must understand many important aspects of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension and students must master all components of speaking ability (Sari, 2019).

According to the definition above, speaking is the process of exchanging information to express the results of ideas and feelings experienced during daily activities in order to generate communication between speakers and listeners. The most important part of mastering the ability to communicate is having a large vocabulary. To master a large number of words, as much as possible is required, and this is the main key to speaking skills. Aside from the language components mentioned above,

there are numerous other aspects that influence speaking skill, such as motivations, behavior patterns, and potential blunders. Based on the statement, we can deduce that students motivation surroundings are the most important variables in enhancing students speaking skills.

2. The Components of Speaking

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

a. Vocabulary

According to Aminatun & Oktaviani, (2019) stated that vocabulary can be defined as the words that must be known in order to communicate effectively; words used in speaking (expressive vocabulary) and words used in listening (receptive vocabulary). Vocabulary is necessary for successful second language use since we will unable to apply the structure and function we have learned for comprehensible communicative purposes if we do not have a large vocabulary. It might be claimed that one key to communicative success is the power of words.

Vocabulary refers to the appropriate diction or the most significant thing in a language, particularly when speaking: also, having many vocabularies makes it simpler to convey our ideas, feelings, and thoughts both orally and in writing. Turk (2003) claims that spoken language's vocabulary tends to be ordinary and everyday. It indicates that the vocabulary used in spoken language or speaking must be very familiar and used in everyday conversation in order to understand the spoken discourse. Vocabulary is a fundamental component of language acquisition; students must understand words, their meanings, how they are spelled, and how they are spoken. As a result, when teaching vocabulary, teachers must ensure that they

convey the meaning and the spelling and pronunciation. The understanding of the meaning of words is defined as vocabulary; however, this definition is complicated by the fact that words occur in at least two forms: oral and written.

A vocabulary is a collection of words that are familiar to a person's native language. Agustin & Ayu (2021) stated that a vocabulary, which typically develops with age, is a useful and fundamental tool for communication and knowledge acquisition. One of the most difficult aspects of learning a second language is expanding one's vocabulary. The importance of vocabulary in language. It means that vocabulary is fundamental in the language used to communicate with others, both in one's first language or mother tongue and in a foreign language. Vocabulary is essential for communicating and making sentences.

The set of words for which we know the meanings when we speak or read aloud is known as oral vocabulary. Written vocabulary is composed of words whose meaning is recognized when we write or read quietly. These are significant distinctions since the set of words that beginning readers are familiar with is primarily oral representations. Knowing numerous vocabularies can also make it easier for people to convey their ideas, feelings, and thoughts both orally and in writing. Vocabulary is defined as the proper diction or the most important thing in a language, especially while speaking.

A key component of language learning that can be used to determine whether or not children can talk smoothly is vocabulary. They can only utilize words to build sentences, therefore they struggle to speak fluently unless they have a large vocabulary. In fact, some young people struggle to communicate because they have a limited

vocabulary. As a result, the teacher must work harder to help the students' vocabulary grow.

a) Types of Vocabulary

According to Harmer (1991), there are two forms of vocabulary: active vocabulary and passive vocabulary. As stated by him, active vocabulary is what the students have learnt and are supposed to be able to utilize. While, passive vocabulary refers to terms that students will recognize when they meet but will most likely not understand. It is classified into four types, as follows:

- 1) Oral vocabulary consists of words that are actively employed in speech. These are the words that come to mind when speaking. The more frequently a person utters words, the more easily they will come to his tongue.
- 2) Writing vocabulary consists of words that come to mind quickly.
- 3) Listening vocabulary involves a set of words to which one answers with meaning and comprehension when communicating with others.
- 4) Reading vocabulary refers to the words to which one responds in writing of others²

b. Accuracy

According to Webster Dictionary (1996), accuracy is the attribute of being accurate. While, according to Oxford Dictionary (1991) accuracy is the degree of being correct. As defined by Marcel (1996), accuracy is an individual's way of using proper words and phrase patterns. In general, language learners are considered to have sufficient speaking competence if they can communicate both

accurately and fluently Roosdianna et., al (2018). This means that they should be able to build grammatically accurate sentences and utterances, use appropriate word choices based on the context of the speech or utterances, and employ understandable pronunciation while speaking with smoothness, speed, and rhythm.

Speaking accuracy, in particular, is concerned with "the extent to which the language produced conforms to the target language norms" (Yuan & Ellis, 2003). As a result, accuracy addresses a wide range of linguistic issues, including proper pronunciation, diction, and grammar in the target language. Students with good speaking accuracy should be able to pronounce words accurately with suitable intonation and stress patterns, respond to stimuli appropriately based on context, and follow to morphological and syntactical patterns.

c. **Pronunciation**

Pronunciation is the process by which students produce clearer language when speaking. It suggests that the student can communicate successfully with minimal vocabulary and grammar if they have strong pronunciation and intonation. One of the most important aspects of English, especially in oral communication, is pronunciation. Every sound, stress, pattern, and intonation has the potential to convey meaning. As stated by Kline (2001) in Rizqiningsih (2019), pronunciation is the process by which students produce the utterance words clearly when speaking.

Furthermore, pronunciation includes all aspects of speech that contribute to a readily understandable flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as, more peripherally, gesture, body language, and eye contact (Fraser, 2001:6). According to the definitions given above, pronunciation is a technique of speaking that is commonly accepted and understood and makes use of

the language's sounds as well as the appropriate amount of stress, rhythm, and intonation.

d. Grammar

Grammar is required for students to arrange correct sentences in written and oral conversations. According to Greenbaum & Nelson (2002:1) grammar is defined as systematic method of accounting for and forecasting an ideal speaker's or hearer's language knowledge. Furthermore, this is accomplished through the application of a set of rules or principles that can be utilized to generate all well-formed or grammatical utterances in the language (Purpura, 2013).

The grammar of language is a description how words in that language can change forms and be joined to make sentences (Harmer, 2001:12). Thus, it can be deduced from the focused on the topic that the function of grammar is to arrange the correct meaning of phrases based on context; also, it is employed to avoid misunderstanding in each communicator.

e. Fluency

Fluency is described as the capacity to speak in a communicative, fluent, and accurate manner. Fluency typically refers to the ability to express oral words easily and without interruption. Speaking clearly and fluently is a quality that is referred to as fluency. Many language students strive to speak with fluency. Speaking at a somewhat quick pace with few pauses and "ums" are indications of fluency. Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker is able to relate meaning and context while reading, understanding, and responding in a language. Speaking accurately and fluently is a quality that can be characterized as fluency.

3. The Importance of Speaking Skill

In the modern, globalization era, effective communication is essential for success in all activities. The use of language in communication is common. Without the use of a language, perfect communication is not possible between people. Furthermore, without utilizing the right language to communicate, people cannot accomplish their purposes, objectives, and goals. Consequently, a language is required in order to communicate with people who live all over the world. Given that English is regarded as the universal language and that it is widely spoken, it is useful for connecting with people who reside in various world areas, states, nations, and continents.

According to Brown and Yuke (1983) state that speaking is the ability on which students will be evaluated most severely in practical situations. Despite its significance, teaching speaking skills has received little attention, and the majority of teachers still teach speaking skills by having students memorize dialogues or practice drills. However, the modern world requires that students have communication skills, and teachers must teach those skills to their students in order for them to talk more fluently and effectively in everyday situations. Oral skills are completely ignored, whereas communication and not technology is more important for employability. The fact that phonological, morphological, semantic, and syntactic parts of language have received very little attention has made it difficult for English language learners to develop their speaking abilities. Reading and writing abilities have received greater attention so far. After discovering the significance of oral communication abilities, more focus is now placed on helping learners improve their speaking abilities in order for them to succeed in their academic pursuits and in their chosen fields once they have completed their education.

Speaking appears to be the most challenging of the four basic English language abilities since speakers must come up with sentences on the spot. Students found it challenged to construct sentences without mastering the correct grammatical rules and having a sufficient vocabulary. As a result, the kids have a lot of difficulty speaking English in grammatical phrases. People want to develop these skills in order to communicate effectively with the complete community all over the world because speaking abilities play a major part in communication. So, speaking abilities are crucial because everything depends on how people convey their thoughts to others. The key to obtaining better opportunities is effective communication. For all learners who want to learn English to improve their public speaking, participate in debates and group discussions, give presentations, and other tasks, speaking abilities are the most crucial. Once the students have mastered these speaking techniques, they will perform effectively in both classroom-based and extracurricular activities.

4. The Various Situations of Speaking

There are various speaking types such as:

a. Interactive

There would be opportunities to seek clarification, repetition, or a slower speech speed from the conversation partner during the interactive speaking situations. As a result, interactive speaking circumstances are more beneficial for both the speaker and the listener because both parties can understand the subject at hand without any further misunderstanding.

b. Partially Interactive

While in partially interactive situations, a speech is delivered to a live audience without interruption from the audience. In talks that are only partially interactive, the speaker can specifically answer the

audience and determine whether or not they have understood him or her based on their facial expressions and body language. Here, the audience can clear up any questions they may have during the question-and-answer (Q & A) session that often follows the speech presentation.

c. Non-Interactive

In non-interactive speaking settings, where speakers must just record their words for a radio broadcast, there would be no audience interaction.

C. The Concept of CORE (Connecting, Organizing, Reflecting, Extending)

1. The Definition of CORE (*Connecting, Organizing, Reflecting, Extending*)

CORE is an abbreviation of Connecting, Organizing, Reflecting, Extending. According to Jacob in (Satriani, 2018), One of the constructivist-based learning models is the CORE model. In other words, the CORE model is a teaching strategy that may be applied to help students develop their own knowledge. A description that follows of CORE:

a. *Connecting*

Connecting is the act of linking involves making connections between concepts or between previously known information. At this point, students are encouraged to make connections between the new topics they would study and the ones they already understand by being given questions to write about.

Katz and Nirula claim that through making connections, a concept can be linked to other concepts. In a class discussion where the concepts to be taught are related to what the student already knows, Students must retain and apply the concepts they

have to link and create their ideas in order to participate in conversation.

b. *Organizing*

Organizing is the process of putting information in order. In order to construct their own knowledge, students organize the information they learn at this stage, including the concepts they have mastered, the concepts they are seeking, and the connections between the concepts they discovered in the linking stage (new concepts).

Jacob claims that creating new knowledge is not just a straightforward process of gathering specific facts and creating new information; it also entails organizing existing knowledge into fresh forms.

c. *Reflecting*

According to Sagala, reflecting back on prior learning activities is a form of reflection. Rethinking the material already learned is done through reflecting. Students now reexamine the knowledge they received and comprehended during the organizing stage.

Students have the chance to reconsider whether the outcomes of discussions or group projects at the organizing stage are accurate or still need to be adjusted during the discussion activities.

d. *Extending*

Extending is a stage in the learning process where students can enhance their understanding of what they have learned. Knowledge expansion needs to be adjusted for the students' circumstances and skills.

According to C. Jacob in (Eriska Satriani, 2018) The CORE learning model involves steps:

1. The teacher basically started the class with something unique, where the uniqueness has a hidden meaning. The teacher might present a unique trending item, a film trailer that is popular in the community, or an activity. The teacher drew attention to anything in the introduction of the subject matter.
2. The teacher starts the connecting process by challenging the ideas from previous learning.
3. Teachers organize lessons by asking their students' thoughts on the subject for study.
4. The teacher then divides the class into smaller groups after the lesson is over. The small group then critically discussed what had been learned during the discussion.
5. At this point, reflecting starts. Through group learning, the students in the group rethink, analyze, and delve deeper into the information.
6. Students are given individualized assignments during the extending stage to deepen, develop, and apply their comprehension of the information they have learned.

2. The Advantages of CORE Learning Model

1. Students take a more active role in their learning.
2. Training students' memory
3. Training students' thinking about a problem
4. Providing innovative learning experiences to students

3. The Disadvantages of CORE Learning Model

1. This model requires extensive preparation from the teacher to use this model
2. Encouraging students to keep thinking
3. It takes a lot of time
4. The CORE learning model is not applicable to all subjects.

D. Conceptual of Framework

The conceptual framework underline in this research in the following diagram.

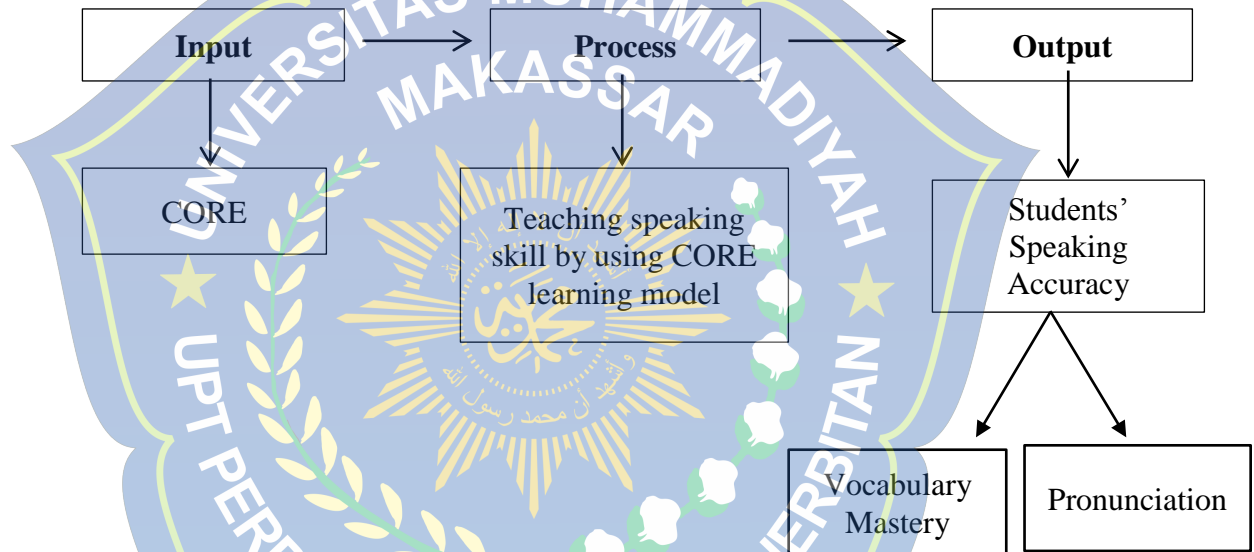


Figure 2.1 Conceptual Framework

The three variables above; input, process, and output were briefly classified as follows:

- a) Input: refers to give material of speaking improvement
- b) Process: refers to the application of input variable the classroom both for the teaching and learning activities using CORE (Connecting, Organizing, Reflecting, Extending) learning model .

- c) **Output:** refers to the improvement of students' speaking skill focuses on vocabulary and accuracy

E. Hypothesis

The hypothesis of this research will be formulated as follows:

1. Null Hypothesis (H₀): Using CORE learning model does not improve the students' speaking skill.
2. Alternative Hypothesis (H₁): Using CORE learning model significantly improve the students' speaking skill.



CHAPTER III

RESEARCH METHOD

This chapter presents design of the research, population and sample, variables and indicators, research instrument, procedure of data collection, and data analysis.

A. Research Design

This study would be use is a pre-experimental design with a quantitative approach. Because the researcher wants to increase students' improvement in language mastery after being teach utilize CORE (Connecting Organizing Reflecting Extending) learning model, the researcher utilize a pre-experimental design. This study take one class to use pre-test and post-test design to know the result of treatment. The students have pre-test before treatment, and the end they have post-test after the treatment.

3.1 Design of Pre-test and Post-test

Pre-test	Treatment	Post-test
O1	X	O2

Where

O1 = Pre-test

X = Treatment CORE learning model

O2 = Post-test

(Sugiyono, 2016)

B. Population and Sample

1. Population

According to Sugiyono (2010) cited in Heleni & Zulkarnain (2018:37), a population is a group of participants chosen by the researchers to be studied and conclusions drawn. This research population would be

class VII SMP Negeri 1 Barru which consisting of 296 students distributed among ten classrooms.

2. Sample

The sample for this research is Cluster Random Sampling. The researcher would select 7.1 class as the sample which consisting of 32 students.

C. Research Variable and Indicator

1. Variable

This research have two variables:

- a. The research's dependent variable on the is improving students' speaking skills.
- b. The research's independent variable on the effect of the CORE (Connecting Organizing Reflecting Extending) learning model in speaking skills.

2. Indicator

The indicator of the variable are students' vocabulary mastery in term of speaking skills and CORE learning model

- a. Speaking Skill is defined as skills that enable efficient communication. These skills enable to us to communicate verbally and in a way that is understandable to the listener.
- b. The CORE (Connecting, Organizing, Reflecting, Extending) learning model is a learning model that places an emphasis on students' ability to connect, organize, reflect, and extend the material they have learn.

D. Research Instrument

The research instrument are speaking test and vocabulary test. The study's goal is to how the CORE learning model affects speaking skill. The test is divide into two parts: pre-test and post-test. The researcher explain the

method of describing people, and after they understand it, they would be given the opportunity to describe it one by one in front of the class and then the teacher records it by including the transcript. Pre-test was used to determine and measure students' speaking skill in term of vocabulary mastery and accuracy before applied CORE (Connecting, Organizing, Reflecting, Extending) learning model and post-test was used whether students' speaking skill increase after treatment.

Classification	Score	Criteria
Excellent	90-100	Excellent control of language features; a wide range of well-chosen vocabulary
Good	70-89	Good language control; good range of relatively well-chosen vocabulary
Adequate	50-69	Adequate language control; vocabulary range is lacking
Weak	30-49	Weak language control; basic vocabulary choice with some words clearly lacking
Very poor	10-29	Very poor language control; vocabulary that is used does not match the task.

(Gay, 1981: 448)

Table 3.2 *The classification score of vocabulary*

Classification	Score	Criteria
Excellent	90-100	Pronunciation is only very slightly influenced by the mother tongue. Two or three inor grammatical and lexical errors
Very Good	70-89	Pronunciation is slightly influenced by the mother tongue. A few utterance are correct
Good	50-69	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	30-49	Pronunciation is influenced by the mother tounge. Only a few serious phonological, even some of which cause confusion.
Poor	10-29	Pronunciation seriously influenced by the mother tongue with errors causing breatdown in communication. Many grammatical and lexiical erros.

(Hughes, 2003:131)

Table 3.3 *The Classification of Scoring Pronunciation*

E. Procedure of Data Collection

In collecting data, the researcher use the following steps:

1. Pre-Test

The researcher gave a pre-test. The pre-test is use to measure students' speaking skill before gave the treatment. The researcher assesses students' speaking skill in term of vocabulary mastery and accuracy by focusing on 1 topic, which is describing people. The student is provide the opportunity to describe their chairmate used adjectives in front of the class. After that, the researcher ask each student to stand in front of the class one by one to explain their about their topic to the researcher. And the researcher records it by including the transcript and its aims to assess the use of adjectives in topic describing people.

2. Treatment

The students receive the treatment from the researcher. The CORE learning model was used by the reserchers that teaches. The treatment's primary goal is to improving students' speaking skill. The steps preceding the learning process as follows:

- a. The first meeting, the researcher would begin by saying greet and checking the students attendances list before starting the lesson. After that, the researcher would explain the students about core learning model and its goals to students.
- b. The second meeting, the researcher provide a video and example of the material describing people. After that, the researcher explain the definition of adjectives and students analyze the video to identify adjectives and things related to adjectives.

- c. The third meeting, the researcher provide examples of questions about adjectives and have discussions with the students to understand the material better.
- d. The fourth meeting, the researcher divide the students into several groups, each groups consist of 4 or 5 students and would asked to write down 1 of person to describe. And the researcher gave time to students to discuss, and write down the new vocabulary and practice with their group friends.
- e. The fifth meeting, the researcher randomly selected each group to explain or deliver the text of describing people in front of the class.
- f. Lastly, the researcher would give a post-test.

3. Post-test

As similar as pre-test, the researcher evaluate student speaking skill in term of vocabulary mastery and accuracy by determining 1 topic, which is describing people. The student was provide the opportunity to describe their classmate using adjectives in front of the class. After that, the researcher asked each student to stand in front of the class one by one to explain their explaine about the topic to the researcher. And the researcher records it by including the transcript and its aims to assess the use of adjectives in topic describing people. The researcher gave a post-test to find out the effectiveness of treatment by comparing the pre-test and the post-test aim to saw the improvement of students' speaking skill.

F. Data Analysis

The researcher would examine the data by scoring the pre-test and post-test and calculating the mean score of the pre-test and post-test by using data SPSS

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter examines the findings of a study on the effects of the CORE (Connecting, Organizing, Reflecting, Extending) learning model on students' speaking abilities and vocabulary acquisition in class VII SMP Negeri 1 Barru. The first meeting was given a pretest to determine students' initial abilities, the next four meetings consisted of learning using the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model, and the final meeting was given a posttest to determine students' abilities after treatment.

Prior to using the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model, a pretest was given to measure students' basic abilities. After learning English using the CORE (Connecting, Organizing, Reflecting, Extending) learning model, each student was given a posttest to measure student abilities after the learning model has been applied.

1. The Results of Students' Speaking Skill by Applied CORE (*Connecting, Organizing, Reflecting, Extending*) Learning Model.

a. Findings of Students' Vocabulary Mastery

To assess the students' vocabulary mastery, the researcher conducted a pre-test. Table 4.1 shows the pre-test and the post-test outcomes data for speaking skill in term of vocabulary mastery:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	88.7813	32	10.45338	1.84791
	POST TEST	93.0313	32	8.12596	1.43648

4.1 Mean Score of Pre-test and Post-test on Vocabulary Mastery

Based on the output above, the average value of students' vocabulary mastery prior to the application of CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 88.78. And the average value of students' vocabulary mastery after applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 93. The average value of post-test was higher than pre-test, it indicates there was a difference average value between pre-test and post-test. To determine the frequency distribution of values students' vocabulary mastery divided into five categories, as shown in the Table 4.2

No	Score	Classification	Frequency			
			Pre test	%	Post-test	%
1	90-100	Excellent	1	3%	1	3%
2	70-89	Good	15	47%	28	88%
3	50-69	Adequate	16	50%	3	9%
4	30-49	Average	0	0%	0	0%
5	<29	Poor	0	0%	0	0%
Total			32	100%	32	100%

Table 4.2 Frequency Distribution of Students' Vocabulary Mastery

Based on table above, the data shows that there was only 1 student at an excellent level in pre-test and post-test which score 90-100 (3%). There were 15 students at a good level in pre-test, which means students' received scores of 70-89 (47%). While, there were 28 students at a good level in post-test, which means students' received scores of 70-89 (88%). The pre-test also shows that 16 students' received low or adequate scores of 50-69 (50%), but in post-test, there were only 3 students' at an adequate level. These results indicate that there was an increase in students' vocabulary mastery by applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model.

b. Findings of Students' Pronunciation

To assess the students' accuracy, the researcher conducted a pre-test in the form of speaking test. Table 4.3 shows the pre-test and post-test outcomes data for speaking skill in term of accuracy:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	68.7188	32	7.81328	1.38121
	POST TEST	75.1563	32	5.97365	1.05600

Table 4.3 Mean Score of Pre-test and Post-test on Pronunciation

Based on the output above, the average value of students' accuracy prior applied CORE learning model (*Connecting, Organizing, Reflecting, Extending*) was 68.71. So, it means that the mean score of post-test was higher

than pre-test. And the average value of students' accuracy after applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 75.15. The average value of post-test was higher than pre-test, it indicates there was a difference average value between pre-test and post-test. To determine the frequency distribution of values students' accuracy divided into five categories, as shown in the Table 4.4

No	Score	Classification	Frequency			
			Pre test	%	Post-test	%
1	90-100	Excellent	0	0%	0	0%
2	70-89	Very Good	17	53%	28	88%
3	50-69	Good	15	47%	4	12%
4	30-49	Average	0	0%	0	0%
5	<29	Poor	0	0%	0	0%
Total			32	100%	32	100%

Table 4.4 *Frequency Distribution Students' Pronunciation*

Based on the table above, the data shows that there were 17 students at a very good level in pre-test, which means students' received scores of 70-89 (53%). While, there were 28 students' at a very good level in post-test, which means students' received scores of 70-89 (88%). However, there were 15 students at a good level in pre-test, which means students' received scores of 50-69 (47%). While, there were only 4 students at a good level in post-test, which means students' received scores of 50-69 (12%). These results indicate that there was an increase in students' accuracy by applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model.

2. The Comparison of Students' Speaking Skill by Applied CORE (Connecting, Organizing, Reflecting, Extending) Learning Model.

a. The Findings of Significant Students' Vocabulary Mastery

In order to determine whether the difference of pre-test and post-test was significant on vocabulary mastery, the researcher must analyze the paired sample test results displayed in the Paired Sample Test output table.

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-4.25000	6.91422	1.22227	-6.74284	-1.75716	-3.477	31	.002

Table 4.9 The Comparison of Students' Vocabulary Mastery

According to the table above, if the value of Sig. (2-tailed) were $0.000 < 0.005$, H_0 was rejected and H_1 accepted. As a result, could easily stated there were differences between the pre-test and the post-test. It is indicate that applied CORE (Connecting, Organizing, Reflecting, Extending) learning model has affected to the vocabulary mastery of 7th grade in SMP Negeri 1 Barru. So based on the table above, the Mean

Paired Differences was 4.25. This value indicates the difference between the average pre-test and post-test.

b. The Findings of Significant Students' Pronunciation

In order to determine whether the difference of pre-test and post-test was significant on speaking accuracy, the researcher must analyze the paired sample test results displayed in the Paired Sample Test output table.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-6.43750	3.60052	.63649	-7.73562	-5.13938	-10.114	31	.000

Table 4.10 *The Comparison of Students' Pronunciation*

According to the table above, if the value of Sig. (2-tailed) were $0.000 < 0.005$, H_0 was rejected and H_1 accepted. It indicates that students' speaking accuracy was improved, and the mean paired differences were 7.73. It is indicate that applied CORE (Connecting, Organizing, Reflecting, Extending) learning model has affected to the students' speaking accuracy of 7th grade in SMP Negeri 1 Barru. So based on the table above, the Mean Paired Differences was 6.43. This value indicates the difference between the average pre-test and post-test.

B. Discussions

In teaching and learning speaking, the utilize of CORE learning model in 7th Grade at SMP Negeri 1 Barru could increase students achievement and their capacity to convey their ideas and speaking abilities during pre-test and post-test. Before applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model through the learning oral descriptive text using video as a learning media, the researcher conducted a pre-test in first meeting to measure students' relevant knowledge in term of vocabulary mastery and accuracy. After conducted a pre-test, the researcher found that the students accuracy was incredibly low and needed to be improved and the students vocabulary was good.

During the pre-test the most of students accuracy of speaking was still lacking. Speaking ability issues among students have been identified. The students' problems came from the habituation phase or a period of transition from the learning process, which was usually in writing. Despite the fact that most students showed good knowledge of vocabulary, there were still few who lacked.

At the second meeting, the researcher had to divide the study groups before learning implementation could begin. The group portion was carried out at random, with four to five students in each group. At the third to the fifth meetings, the learning has begun to run well and smoothly as demonstrated by students' activeness and interest in participating in English classes. In the

learning process, the researchers received an encouraging response from the students. The class includes extremely engaged students. They find excitement in the teaching and learning process while utilized the CORE (Connecting, Organizing, Reflecting, Extending) learning model, and their results has improved.

The results of the research findings, there was an increase in students' vocabulary mastery and speaking accuracy after utilized the CORE (Connection, Organizing, Reflecting, Extending) learning model. The average beginning ability of students' vocabulary mastery aof the pretest was 88,78. However, the average value achieved after utilized the CORE (Connecting, Organizing, Reflecting, Extending) learning model and posttesting was 93. It means that CORE (*Connecting, Organizing, Reflecting, Extending*) learning model can be stated to has significantly increased vocabulary mastery scores. While for speaking accuracy, the pretest has an average score was 68.71 and the post test has an average score was 75.15. This identifies that students' skill in mastered concepts and understood the material was not the same before being given treatment. However, after being given the treatment, the average post-test scores for vocabulary mastery and speaking accuracy increased. This indicates that there are differences in the results of learning English utilized the CORE (*Connecting, Organizing, Reflecting, Extending*) learning model.

As demonstrates that Antomi Saregar et al. titled "CORE learning model: Its Effectiveness Toward Students' Creative Thinking" states that

CORE learning model combines four key constructivist elements: connecting students' knowledge, organizing new knowledge, allowing students to reflect on it, and allowing students to expand their knowledge. During these stages of learning, students are given the opportunity to discuss, create solutions, and construct their own knowledge. And the result of the CORE learning model has significant impact on students' creative thinking. Based on the theory in chapter II, according to Yaman et. al (2018) the title "*Application of Connecting Learning Model-Organizing-Reflecting-Extending on the Ordinary Differential Equations Course*" states that Students' memories of previous information are trained and then used to learn new concepts through connecting to CORE. Activities that help students organize their thoughts make it easier for them to understand the subject that comes next. Reflective exercises help students reevaluate their assumptions, improve the knowledge they have acquired, and develop their ability to communicate the knowledge they have learned. Then extending exercises as exercises to build and apply knowledge gained through working on issue exercises so that understanding of the things they have learned is deeper and more long-lasting. Because carried out the student discussion process necessitates the ability to recognize, choose, and apply knowledge possessed and required to answer an issue. As a result, students develop their own knowledge.

The CORE learning models (*Connecting, Organizing, Reflecting, and Extending*) include learning models that has the advantage of developed

student activity in the learning process, developed and trained students' memory of something concepts in learning materials, developed critical thinking power while developed problem-solving skills, and provided learning experiences to students because more students play an active role in the learning process so that in the process it becomes more meaningful. At the beginning of the implementation of learning utilize CORE (Connecting, Organizing, Reflecting, Extending) learning model does not emerge immediately, which is due to variables such as the teacher or students need time to change the system. Not all groups in the learning process can be cohesive with all of the individuals who have joined it to work together in discuss the difficulties offered. However, with the researcher's conditioning, the obstacles can be eliminated and a favorable reaction exhibited by students in the adopting and obeying the learning model utilized by the researcher.

However, the students' speaking skill was good but the lack of speaking practice force them remain passive, which eventually lowered their ability. In order to enhance their active confidence and vocabulary knowledge, students need to practice speaking more. The study of Raba (2018) explained the low learning outcomes for speaking English can be caused by a variety of factors, including internal and external factors. The internal factors are factors that came from the students themselves, such as ow intrinsic motivation to speak English, self confidence, students' background knowledge, and learning strategies. The students' problem came from the habituation phase or a period

of transition from the learning process, which was usually in writing. Despite the fact that most students showed good knowledge of vocabulary, but there were still few who lacked and it also in speaking accuracy. Practices that help in student speaking development must be included in the learning process. Speaking is, as we all know, one of the most challenging skills for young students to master.

Based on all of the above, it can be concluded that the CORE learning model (*Connecting, Organizing, Reflecting, and Extending*) has an effect on improving students' speaking skills in terms of vocabulary mastery and accuracy. It is expected that students can play an active role in the learning process and not experience passivity. Furthermore, CORE (*Connecting, Organizing, Reflecting, and Extending*) learning model is expected to improve the English learning outcomes students' of 7th grade at SMP Negeri 1 Barru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The following findings and discussion from the previous chapter's research resulted:

1. The results of students' speaking skill by applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model:
 - a. The average value of students' vocabulary mastery prior applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 88.78. And the average value of students' vocabulary mastery after applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 93.
 - b. The average value of students' accuracy prior applied CORE learning model (*Connecting, Organizing, Reflecting, Extending*) was 68.71. It means that the average value of post-test was higher than pre-test. And the average value of students' accuracy after applied CORE (*Connecting, Organizing, Reflecting, Extending*) learning model was 75.15.
2. There was significance difference in speaking skill in term of vocabulary mastery and accuracy by applied CORE (*Connecting,*

Organizing, Reflecting, Extending) learning model by students of SMP Negeri 1 Barru at 7th grade.

B. SUGGESTION

The following suggestions are:

- a. For English teachers, the use of CORE learning model (*Connecting, Organizing, Reflection, Extending*) is the best alternative to help encouraging students' interest in learning and thinking, and to achieve optimal learning;
- b. Students should be more motivated and excited in speaking activities and they should feel more comfortable developing their speaking abilities and ideas; also their vocabulary mastery they should be more exploring;
- c. And other researchers are urged to carry out additional study on the use of CORE (*Connecting, Organizing, Reflecting, Extending*) learning model in other element of speaking skill like fluency, pronunciation, or grammar to understand better how this learning model can enhance students' speaking skill.

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APPENDIX 1**a. Pre-Test : Describe about your chairmate (speaking test)**

1. What is your chairmate name?
2. What does he/she looks like?
3. How old is he/she?
4. What is his/her hobby?

Transcription**Adinda Mayesa**

This is my friend. Her name is Novitasari, you can call her novi. She is beautiful, short, and smart. She is 13 years old. Her hobby is painting.

Fardhan

I have a friend, his name is Afif. He is handsome and he is 13 years old. His hobby is playing games.

Khansa Dzakiyyah

This is my friend. Her name is Syifa. She is tall, smart, and Beautiful. She is 13 years old. Her hobby is reading a book.

b. Pre-test: Matching Words!

PRE-TEST

Name:

Class:

Match these adjectives with their meanings !

- | | | |
|---------------|-----------------------|-----------|
| 1. Short | <input type="radio"/> | Malas |
| 2. Smart | <input type="radio"/> | Gemuk |
| 3. Lazy | <input type="radio"/> | Pendek |
| 4. Fat | <input type="radio"/> | Pintar |
| 5. Cheerful | <input type="radio"/> | Mahal |
| 6. Patient | <input type="radio"/> | Rajin |
| 7. Expensive | <input type="radio"/> | Lucu |
| 8. Pretty | <input type="radio"/> | Berbahaya |
| 9. Diligent | <input type="radio"/> | Sabar |
| 10. Thin | <input type="radio"/> | Tinggi |
| 11. Dangerous | <input type="radio"/> | Takut |
| 12. Funny | <input type="radio"/> | Ceria |
| 13. Handsome | <input type="radio"/> | Panjang |
| 14. Afraid | <input type="radio"/> | Kurus |
| 15. Honest | <input type="radio"/> | Ganteng |
| 16. Angry | <input type="radio"/> | Sedih |
| 17. Tall | <input type="radio"/> | Bahagia |
| 18. Long | <input type="radio"/> | Lelah |
| 19. Sad | <input type="radio"/> | Marah |
| 20. Tired | <input type="radio"/> | Cantik |

APPENDIX 2

a. Post-test: Describe about your friend!

1. What is your friend name?
2. What does he/she looks like?
3. How old is he/she?
4. What is his/her hobby?

Transcription

Putri Amirah

I have a friend, her name is Ifa. She is smart and Beautiful. She is 13 years old. Her hobby is playing mobile games.

Syifa Nisrina

She is my friend. Her name is Khansa, Khansa Dzakiyyah. She turns 13 this year. She is smart, has a beautiful smile and kindhearted. Her hobbies are painting and listening to music. She loves taylor swift and chocolate so much.

Zahra Medina

I have a friend. Her name is Aqilah. She is beautiful, funny and smart. She is 13 years old. Her hobby is drawing.

b. Post-test: Matching words!

POST-TEST

Name :

Class :

Match these adjectives with their meanings !

- | | |
|---------------|---------------------------------|
| 1. Diligent | <input type="radio"/> Ganteng |
| 2. Long | <input type="radio"/> Sedih |
| 3. Angry | <input type="radio"/> Cantik |
| 4. Thin | <input type="radio"/> Lelah |
| 5. Cheerful | <input type="radio"/> Pendek |
| 6. Pretty | <input type="radio"/> Panjang |
| 7. Handsome | <input type="radio"/> Jujur |
| 8. Sad | <input type="radio"/> Malas |
| 9. Short | <input type="radio"/> Rajin |
| 10. Lazy | <input type="radio"/> Marah |
| 11. Dangerous | <input type="radio"/> Ceria |
| 12. Tall | <input type="radio"/> Lucu |
| 13. Expansive | <input type="radio"/> Sabar |
| 14. Tired | <input type="radio"/> Mahal |
| 15. Smart | <input type="radio"/> Takut |
| 16. Honest | <input type="radio"/> Gemuk |
| 17. Funny | <input type="radio"/> Berbahaya |
| 18. Patient | <input type="radio"/> Tinggi |
| 19. Fat | <input type="radio"/> Kurus |
| 20. Afraid | <input type="radio"/> Pintar |

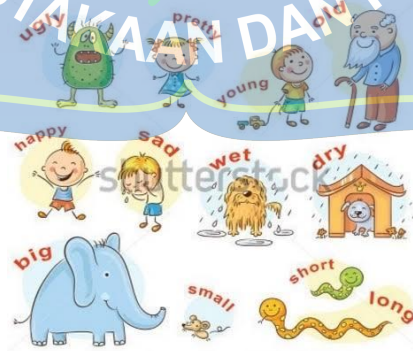
APPENDIX 3

Teaching Material



Link Video: <https://youtu.be/G5ylwmjitavA>

Vocabulary (Adjective)



Bila kita melihat gambar di atas maka akan ada banyak kosakata (vocabulary) tentang kata sifat yang digunakan dalam mendeskripsikan suatu benda atau seseorang. Adjective adalah suatu kata yang menjelaskan atau menerangkan sifat dari sebuah benda. Seperti yang kita lihat contoh kosakata dibawah ini.

No	Adjective	Meaning	No	Dumb	Bodoh
1.	Ugly	Jelek	16.	Diligent	Rajin
2.	Pretty	Cantik	17.	Patient	Sabar
3.	Young	Muda	18.	Handsome	Tampan
4.	Old	Tua	19.	Crazy	Gila
5.	Happy	Bahagia	20.	Cheerful	Ceria
6.	Sad	Sedih	21.	Cheap	Murah
7.	Wet	Basah	22.	Heavy	Berat
8.	Dry	Kering	23.	Expensive	Mahal
9.	Big	Besar	24.	Nice	Baik
10.	Small	Kecil	25.	Tired	Lelah
11.	Short	Pendek	26.	Afraid	Takut
12.	Long	Panjang	27.	Funny	Lucu
13.	Tall	Tinggi	28.	Fat	Gemuk
14.	Smart	Pintar	29.	Sharp	Tajam
15.	Lazy	Malas	30.	Busy	Sibuk

Describing People

Describing people berarti “mendeskripsikan atau menggambarkan seseorang”. Describing people adalah cara untuk menggambarkan seseorang dengan menggunakan kata-kata, baik itu menggambarkan penampilan fisik, sifat, atau bagaimana seseorang tersebut berperilaku. Ada tiga materi describing people yang

bisa digunakan yaitu penampilan fisik, karakter, dan emosi. Biasanya kita menggunakan kata sifat (*adjective*) tentang describing people, tetapi ada juga yang di deskripsikan menggunakan kata kerja (*verb*).

1. Penampilan Fisik (Appereance)

Cara describing people yang pertama adalah dengan menjelaskan penampilan fisik seseorang, misalnya seperti tinggi, warna kulit, atau benda-benda yang dikenakannya. Biasanya penampilan fisik digambarkan dengan kata sifat (*adjective*), seperti:

- Handsome : tampan
- Beautiful : cantik
- Skinny : kurus
- Brown-eyed : bermata coklat
- Short : pendek
- Cute : imut
- Tan : sawo matang
- Blonde : pirang

2. Sifat dan karakter (Characteristic traits)

Selain itu, kita juga bisa menggunakan karakter atau hal-hal yang berhubungan dengan kepribadian seseorang. Sifat dan karakter biasanya juga menggunakan kata sifat (*adjective*) dalam describing people, misalnya:

- Nice : baik
- Friendly : ramah
- Polite : sopan
- Smart : pintar
- Wise : bijak
- Dumb : bodoh
- Rude : tidak sopan

- Calm : tenang
- Funny : lucu

3. Emosi (emotions)

Dalam situasi lainnya, kita juga dapat mendeskripsikan seseorang berdasarkan kondisi emosi mereka. Berikut adalah beberapa kata sifat (adjective) yang bisa kita gunakan:

- Angry : marah
- Anxious : cemas
- Relax : santai
- Bored: bosan
- Excited : bersemangat
- Tired : lelah



APPENDIX 4

Students' Vocabulary Mastery Score

No	Sample	Pre-test	Post-test
1	S-1	95	100
2	S-2	89	90
3	S-3	79	82
4	S-4	70	90
5	S-5	95	100
6	S-6	85	90
7	S-7	95	100
8	S-8	90	96
9	S-9	88	95
10	S-10	76	80
11	S-11	95	97
12	S-12	95	100
13	S-13	81	93
14	S-14	87	90
15	S-15	82	87
16	S-16	95	100
17	S-17	72	75
18	S-18	73	80
19	S-19	100	100
20	S-20	65	75
21	S-21	90	100
22	S-22	85	100
23	S-23	100	100
24	S-24	100	85
25	S-25	80	90
26	S-26	100	85
27	S-27	79	90
28	S-28	100	100
29	S-29	100	100
30	S-30	100	100
31	S-31	100	100
32	S-32	100	100

APPENDIX 5

Students' Pronunciation Score

No.	Sample	Pre-test	Post-test
1	S-1	68	73
2	S-2	60	73
3	S-3	50	73
4	S-4	70	73
5	S-5	62	73
6	S-6	72	73
7	S-7	52	73
8	S-8	65	73
9	S-9	78	73
10	S-10	77	73
11	S-11	55	73
12	S-12	67	73
13	S-13	70	73
14	S-14	57	73
15	S-15	71	73
16	S-16	78	73
17	S-17	72	73
18	S-18	73	73
19	S-19	62	73
20	S-20	65	73
21	S-21	77	73
22	S-22	71	73
23	S-23	69	73
24	S-24	75	73
25	S-25	77	73
26	S-26	74	73
27	S-27	69	73
28	S-28	74	73
29	S-29	80	73
30	S-30	67	73
31	S-31	77	73
32	S-32	65	71

APPENDIX 7

Step Learning

Fase	Kegiatan Guru	Kegiatan Siswa	Waktu
Pendahuluan	<p>Orientasi Guru memberikan salam untuk memulai pembelajaran</p> <p>Guru mengajak peserta didik untuk berdo'a terlebih dahulu sebelum kegiatan pembelajaran dimulai</p> <p>Guru mengecek kehadiran peserta didik</p> <p>Apresiasi Melalui tanya jawab, peserta didik diingatkan kembali tentang materi describing people yang sebelumnya telah dipelajari</p> <p>Guru menyampaikan indicator pencapaian kompetensi dan memotivasi siswa untuk belajar dengan harapan tujuan pembelajaran dapat tercapai.</p>	<p>Peserta didik menjawab salam dari guru</p> <p>Ketua kelas memimpin temannya untuk berdo'a secara bersama-sama</p> <p>Peserta didik memperhatikan guru dan mulai fokus untuk belajar</p> <p>Peserta didik menjawab pertanyaan dari guru</p> <p>Peserta didik menyimak penjelasan dari guru</p>	10 Menit
Kegiatan Inti	<p>Menyajikan/menyampaikan informasi Guru menyampaikan cakupan materi pembelajaran dan menyampaikan konsep lama yang akan dihubungkan dengan konsep baru oleh guru kepada siswa (<i>Connecting</i>)</p> <p>Guru menjelaskan uraian kegiatan belajar yang akan</p>	<p>Siswa berpikir bersama dalam kelompok untuk mencari jawaban dari pertanyaan yang tertera pada LKPD dan memastikan bahwa setiap anggota kelompoknyamemahami dan dapat menjawab pertanyaan</p>	

	<p>dilakukan oleh siswa dan mengorganisasikan ide-ide untuk memahami materi <i>describing people (Organizing)</i></p> <p>Guru membentuk kelompok secara heterogen yang terdiri dari 4-5 orang</p> <p>Siswa memahami perintah kerja dan pertanyaan yang diajukan dalam LKPD. Melalui diskusi kelompok, siswa saling membantu dalam memberi pemahaman isi LKS. Guru memberi bantuan seperlunya dalam memahami maksud LKS pada kelompok yang mengalami kesulitan.</p> <p>Secara berkelompok siswa melakukan serangkaian aktivitas memahami dan menemukan (<i>Reflecting</i>) maksud soal yang tertera dalam LKPD (<i>mengamati</i>)</p> <p>Siswa mendiskusikan jawaban atas serangkaian pertanyaan yang tertera dalam LKPD. Guru memberikan bantuan seperlunya kepada siswa atau kelompok yang mengalami kesulitan (<i>menanya</i>)</p> <p>Siswa menyelesaikan soal yang tertera dalam LKPD dengan memperhatikan contoh maupun dengan</p>	<p>yang diajukan oleh guru.</p> <p>Siswa mengangkat tangan ketika nomornya disebutkan oleh guru, kemudian mewakili kelompoknya memberikan jawaban dari pertanyaan yang diajukan guru.</p>	<p>60 Menit</p>
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	<p>menggunakan cara lain untuk memperoleh jawaban yang benar (<i>mencoba</i>)</p> <p>Tiap kelompok menyampaikan hasil diskusinya. Siswa dari kelompok lain memberikan tanggapan maupun pertanyaan kepada kelompok penyaji. (<i>mengkomunikasikan</i>)</p> <p>Memberikan penghargaan Memberikan penghargaan kepada setiap kelompok dan memotivasi siswa untuk mengembangkan pengetahuan yang telah diperoleh.</p>		
Penutup	<p>Guru mengajukan pertanyaan secara lisan untuk mengetahui pemahaman siswa tentang materi yang telah dipelajari (<i>umpan balik</i>)</p> <p>Melalui tanya-jawab guru dan siswa merumuskan kesimpulan tentang materi describing people</p> <p>Guru memberikan beberapa soal sebagai tugas secara individu (<i>Extending</i>). (<i>tindak lanjut</i>)</p> <p>Guru menutup pembelajaran dengan berdo'a dan salam.</p>	<p>Siswa merumuskan kesimpulan tentang materi describing people</p> <p>Siswa berdo'a dan memberi salam.</p>	

Penilaian

- Teknik : test tertulis dan lisan
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



Appendix 8

Lembar Kerja Peserta Didik

Name :

Subject: English

Grade:

Topic: Describing People

A. Drag and drop!



B. Choose Have or Has!

1. Zidan...pointed nose
2. I...a long hair
3. They...curly hair
4. He...a round face
5. She...a brown eyes

C. Circle adjectives in each line!

Hungry	Rich	Door	Study	Lion	Chair
Play	Eat	Pretty	Dangerous	Smart	Sad
Cute	Plain	Book	Big	Sleep	Bottle
Brown	Run	Key	Dog	Hat	Patient



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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurul Fauziah

Nim : 105351119518

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	20 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 14 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursirah, S.Pd, M.P.
NB.M.064.591





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Nomor : 13570/FKIP/A.4-II/V/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama : Nurul Fauziah
Stambuk : 105351119518
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Barru / 20-02-2000
Alamat : Kompleks Mangasa Permai Blok V no.6

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Effect of The Connecting Organizing Reflecting Extending (CORE) Learning Model to Improve Speaking Skill at 7th Grade in SMP Negeri 1 Barru*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
19 Mei 2023 M

Dekan



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



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Nomor : 1553/05/C.4-VIII/V/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

30 Syawal 1444 H
20 May 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13570/FKIP/A.4-II/V/1444/2023 tanggal 19 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURUL FAUZIAH
No. Stambuk : 105351119518
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECT OF THE CONNECTING ORGANIZING REFLECTION ESTENDING (CORE) LEARNING MODEL TO IMPROVE SPEAKING SKILL AT 7TH GRADE IN SMP NEGERI 1 BARRU"

Yang akan dilaksanakan dari tanggal 23 Mei 2023 s/d 23 Juli 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumillahu khaeran

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Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



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Barru, 30 Mei 2023

Nomor : 268/IP/DPMPTSP/V/2023
 Lampiran :
 Hal : Izin/Rekomendasi Penelitian

Kepada
 Yth. Kepala UPTD SMPN 1 Barru
 di-
 Tempat

Berdasarkan Surat Kepala DPMPSTSP Provinsi Sulawesi Selatan Nomor : 17345/S.01/PTSP/2023 tanggal 23 Mei 2023 perihal tersebut di atas, maka Mahasiswa (i) / Peneliti / Dosen / Pegawai di bawah ini :

Nama : NURUL FAUZIAH
 Nomor Pokok : 105351119518
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Muhammadiyah Makassar
 Pekerjaan : Mahasiswa (S1)
 Alamat : JL. Empang Lembae Kel. Coppo Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/kantor Saudara yang berlangsung mulai tanggal 30 Mei 2023 s/d 23 Juni 2023, dalam rangka penyusunan Skrripsi, dengan judul :

THE EFFECT OF THE CONNECTING ORGANIZING REFLECTING EXTENDING (CORE) LEARNING MODEL TO IMPROVE SPEAKING SKILL AT 7 TH GRADE IN SMP NEGERI 1 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1(satu) eksemplar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas,
 Kabid. Penyelenggaraan Pelayanan

H. MESTAMIN, S.Sos, M.M
 Pangkat : Pembina, IV/a
 NIP. 19670415 198810 1003

TEMBUSAN : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Ketua LP3M Universitas Muhammadiyah Makassar di Makassar;
5. Mahasiswa yang bersangkutan;



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurul Fauziah
NIM : 105351119518
Judul Penelitian : The Effect of The Connecting Organizing Reflecting Extending (CORE) to Improve Speaking Skill at 7th Grade in SMP Negeri 1 Barru
Tanggal Ujian Proposal : 28 March 2023
Tempat/Lokasi Penelitian : SMP Negeri 1 Barru

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	31 - 5 - 2023	Tanda Tanya Surat Izin Penelitian Kepala Sekolah	Hj. Sari, S.Pd	f
2	3 - 6 - 2023	Pengenalan Skema 7.1 - Melakukan Pretest	Hj. Sari, S.Pd	f
3	6 - 6 - 2023	Perencanaan Perencanaan Treatment	Hj. Sari, S.Pd	f
4	9 - 6 - 2023	Perencanaan Kedua Treatment	Hj. Sari, S.Pd	f
5	11 - 6 - 2023	Perencanaan Ketiga Treatment	Hj. Sari, S.Pd	f



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6	15 - 6 - 2023	Perencanaan Keempat treatment	Hj. Sari, S.Pd	f
7	16 - 6 - 2023	Perencanaan Kelima Treatment	Hj. Sari, S.Pd	f
8	17 - 6 - 2023	Melakukan Post - Test Perencanaan keenam Treatment	Hj. Sari, S.Pd	f
9				
10				

Barru, 13 June 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Hj. Masniyah, S.Pd.
NIP. 196912311990012003





**PEMERINTAHAN KABUPATEN BARRU
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SEKOLAH RUJUKAN
UPTD SMP NEGERI 1 BARRU**



Alamat : Jl. Jenderal Sudirman No.12 Barru Tlp.20141 Fax20141 Kode Pos 90711
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SURAT KETERANGAN PENELITIAN
Nomor: 150/420/UPTD/SMP.01/BR/VIII/23

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 1 Barru menerangkan bahwa:

Nama : NURUL FAUZIAH
Nomor Pokok : 105351119518
Prog/Jurusan : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1) Universitas Muhammadiyah Makassar

Benar telah mengadakan penelitian pada UPTD SMP Negeri 1 Barru pada tanggal 30 Mei 2023 s/d 23 Juni 2023 dengan judul penelitian:

**THE EFFECT OF THE CONNECTING ORGANIZING REFLECTING
EXTENDING (CORE) LEARNING MODEL TO IMPROVE SPEAKING SKILL
AT 7 TH GRADE IN SMP NEGERI 1 BARRU**

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

03 Agustus 2023
Kepala UPTD SMP Negeri 1 Barru



W. HASNIAH, S.Pd.
NIP. 196912311990012003



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LETTER OF ACCEPTANCE
0818/BG-FKIP/LOA/B/VIII/1445/2023

Dear NURUL FAUZIAH

It is our pleasure to inform you that, after reviewing your paper:
**THE EFFECT OF THE CONNECTING ORGANIZING REFLECTING
EXTENDING (CORE) LEARNING MODEL TO IMPROVE SPEAKING SKILL
AT 7th GRADE IN SMP NEGERI 1 BARRU**

The manuscript ID: 1058

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author		

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Makassar, 17 August 2023 M
1 Shafar 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**

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

Research Documentation





CURRICULUM VITAE



The writer, Nurul Fauziah, was born on February 20th in Barru from the marriage of Taswin and Suriani. She is the second of two siblings. She began her study in Kindergarten (TK Al-Ittifaqi) and continued to Elementary school (SD Inpres Lembae) in 2006 and graduated in 2012. She continued her study to Junior High school (SMP Negeri 1 Barru) and graduated in 2015. In the same year, she continued her study to Senior High School (SMA Negeri 1 Kota Barru) and graduated in 2018. And in August 2018, She was registered as a student of English Education Department of FKIP on Strata One Program in Universitas Muhammadiyah Makassar.

At the end of her study, She could finish her thesis with the title **The Effect of The Connecting Organizing Reflecting Extending (CORE) Learning Model to Improve Speaking Skill at 7th Grade in SMP Negeri 1 Barru.**