

USING INTEGRATED APPROACH TO ENHANCE SPEAKING SKILLS

**(A Pre-Experimental Research at Second Grade Students' of
SMPN 4 Sungguminasa)**



A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Education In English Education Department Faculty of Teacher Training
and Education of Makassar Muhammadiyah University**

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MOTTO

“Allah does not burden a soul beyond that it can bear...”

(QS. Al-Baqarah (2):286)

“Jika kamu tidak sanggup menahan lelahnya belajar, maka kamu harus sanggup menahan perihnya kebodohan”

Imam Syafi’I ~

I dedicated this thesis to:
My beloved parents, brothers,
My dearest friends,
And all of people who love me.

ABSTRACT

Andi Siti Alifa Syalda, 2020, *Using Integrated Approach to Enhance Speaking Skills (A Pre-experimental Research at Second Grade Students' of SMPN 4 Sungguminasa)*. A thesis of English Department the Faculty of Teacher Training and Education Muhammadiyah University of Makassar, Supervised by Nur Qalby and Saiful.

This research aimed to find out whether using an Integrated Approach effective to enhance students' Speaking skills or not at Second Grade Students' of SMPN 4 Sungguminasa in academic year 2019/2020.

The researcher applied pre-experimental research which employs one group Pre-test and Post-test. It consisted of six meetings includes the treatments. The sample of this research was VIII A class of SMPN 4 Sungguminasa which consisted of 24 students. The sample was taken by Total Sampling Technique.

Based on result of the research, the researcher found that t-test was higher than t-table $12.295 > 2.073$. So, H1 (Alternative Hypotheses) was accepted and H0 (Null Hypotheses) was rejected. Also, the mean score of post-test is 83,96 than the pre-test is 72,13 so that the post-test is higher than the pre-test. Thus, it can be concluded that Integrated Approach was effective to enhance students' Speaking skills at the Second Grade Students' of SMPN 4 Sungguminasa.

Keywords: Integrated Approach, Speaking Skills, Pre-experimental

ABSTRAK

Andi Siti Alifa Syalda. 2020. Penggunaan Pendekatan Terpadu untuk Meningkatkan Keterampilan Berbicara Siswa (Penelitian Pra-eksperimen pada Kelas Delapan SMPN 4 Sungguminasa). Tesis Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar dibimbing oleh Nur Qalby dan Saiful.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan pendekatan terpadu efektif atau tidak dalam meningkatkan keterampilan berbicara siswa di kelas delapan SMPN 4 Sungguminasa pada tahun akademik 2019/2020.

Peneliti menerapkan penelitian pra-eksperimental yang menggunakan satu kelompok *Pre-test* dan *Post-test*. Itu terdiri dari enam pertemuan termasuk perlakuan. Sampel penelitian ini adalah siswa kelas VIII A SMPN 4 Sungguminasa yang terdiri dari 24 siswa. Sampel diambil dengan Teknik *Total Sampling*.

Berdasarkan hasil penelitian, peneliti menemukan bahwa *t-test* lebih tinggi dari *t-tabel* ($12.295 > 2.073$). Jadi, H_1 (Hipotesis alternatif) diterima dan H_0 (Hipotesis Null) ditolak. Juga, skor rata-rata *post-test* adalah 83,96 dari *pre-test* adalah 72,13 sehingga *post-test* lebih tinggi dari *pre-test*. Dengan demikian, dapat disimpulkan bahwa pendekatan terpadu efektif untuk meningkatkan keterampilan berbicara siswa di kelas delapan SMPN 4 Sungguminasa.

Kata Kunci: Pendekatan Terpadu, Keterampilan Berbicara, Pra-eksperimental

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Billahi fii Sabilil Haq, Fastabiqul Khairat

Makassar, June 2020

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

English is evidently spoken by two-third of people all over the world, it is becoming one of the most learned foreign language worldwide. English has become a compulsory part of the school curriculum in Indonesia. English is one of the compulsory subjects from Elementary School until University. In Indonesia, English is a foreign Language. In the class, it is not used completely; it is used with Indonesian Language. In addition, it is not used in everyday communication. This situation makes it difficult for students to master the language. Students feel ashamed when speaking in public using a foreign language because their skills do not exist yet (Saiful, 2018).

In English language teaching, teacher should consider four major language skills namely Listening, Reading, Writing, and Speaking. Listening and Reading are said to be receptive skills, while Writing and Speaking are said to be productive skills. Of the four English skills above the researcher focuses her attention in Speaking skills. EFL teaching and learning face serious changes and challenges in the 21st century. The modification of educational policies, the expectation of the society, and the demands of information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas, so that students can be able to survive in an economically competitive world. Students may not reach

the desirable literacy standards in English and in others subject areas unless schools are provided with competent teachers (Hamid, 2019).

Speaking skills are very important for students, although there will be challenges, the teacher is tasked with arranging speaking classes as interesting as possible which not only increases student participation in speaking but also in improving their speaking skills. Teachers must be able to make students aware that learning to speak is very important to themselves. This is due to the importance of learning to speak can't be separated from the role of speech as the key to communication.

In addition, the teacher is one factor why there are some students in the class who are not very active in speaking class. In that case, usually because the method used by the teacher does not match the students, or because the teacher has a bad image in front of them. But the biggest problem is the students themselves. There are several factors that prevent students from being able to speak in public. Their childhood education refers to limitations, their environment, their closed nature, or the lack of vocabulary.

So this research is focused on solving the problems faced by the students participation or activity of students in speaking class and improving students' public speaking skills. For this reason, the researcher suggest an easier and more efficient way for students to deal with these problems. Of all the factors mentioned, the researcher focus on two factors, the skills and the limited vocabulary of students.

According to the title that the researcher adopted, "Integrated Approach" is one method that can be used in developing students' abilities in speaking foreign languages. Pigdon and Woolley, (1992): "An integrated approach allows students to explore, collect, process, refine, and present information about the topics they want to investigate without constraints imposed by traditional subject barriers". An integrated approach allows students to engage in learning that is both objective and relevant. It means, the teacher gives full control to students to hone their speaking skills as they wish. They can explore through the things they like so that learning does not become rigid and flat for them. In accordance with their level, second grade Junior High Schools will be more active and more free to explore their abilities using this method.

Based on the internship that the researcher did previously at SMPN 4 Sungguminasa, the researcher found that many students were less interested and bored with the monotonous teaching of teachers when the language learning process. In addition, another reason that causes problems is the teacher does not use media that can make students excited in the process of Speaking in class. So in this research, the researcher would like to conduct the research under the title "*Using Integrated Approach to Enhance Speaking Skills at Second Grade Students' of SMPN 4 Sungguminasa*".

B. Problem Statement

Based on the background above, the main problem of this research is formulated as follows: "*How the Integrated Approach can enhance students' speaking skills at Second Grade Students' of SMPN 4 Sungguminasa?*"

C. Objective of the Research

In relation of the background and research problem, this research aimed to find out whether using an Integrated Approach effective to enhance students' speaking skills or not.

D. Significance of the Research

This research is expected to have both theoretical and practical significance.

1. Theoretical Significance

- a. Theoretically, the research findings will contribute to Enhance speaking skill through an Integrated Approach.
- b. The research findings can be used as a reference for future researchers who want to conduct similar research studies.
- c. For SMPN 4 Sungguminasa, it can be used as a reference especially in developing students' speaking skill.

2. Practical Significance

- a. For the second grade students' of SMPN 4 Sungguminasa, this research is expected to give them a way to develop their speaking skill through an Integrated Approach.
- b. For the teachers, the research will be an input to develop their ability in choosing appropriate technique in teaching Speaking.

E. Scope of the Research

This research is restricted of an Integrated Approach in teaching speaking at Second Grade Students' of SMPN 4 Sungguminasa. In this case, the researcher focused on the fluency of Vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Research Findings

Hamid (2019) in his research, developing Integrated Skills materials for college students. It was suggested that instructional materials based on the students' need meet the learning outcome and the basic competence of language learning. The result of his research showed that using an Integrated Skills materials may be useful for English students and English lecturers.

Kalpna (2018), she concluded in her research that the Integrated Approach can be a tool to enhance English speaking skills. She said that to enhance language skills, learners need to give equal priority to learn foreign language skills which are productive skills and receptive skills like speaking and writing respectively reading and listening.

Hidayet (2014), he observed the integrated approach by using features movies in English Foreign Language at Tertiary Level Kyrgyz-Turkish Manas University. In the end of his research he found that the application of integrated approach can improve students' language skills by watching, listening, and speaking.

Adeyemi (2010) found in her research that was social studies teachers who used the Integrated Approach performed better than other social studies teachers. The results of her present study also indicate that the Integrated Approach is more effective than the conventional method. Divsar and Tahriri

(2009) in their research, investigating the effectiveness of an Integrated Approach to teaching literature in an EFL context.

Savvidou (2004) in his research, the researcher wanted to know the used of Integrated Approach to teaching literature in the EFL classroom. The result of this research showed that using an integrated approach of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types.

Based on some of the research reviews related above, the difference between my research. In Hamid, he uses an Integrated Skills for college students and improve their English language skills. In Kalpana, she uses an integrated approach in teaching English speaking skills focused on productive skills and receptive skills. In Hidayet, he uses an integrated approach to improve students language skills by using features movies. While in Adeyemi, she uses an integrated approach in teaching social studies. In Hoda Divsar and Abdorreza Tahriri, they used an integrated approach to investigating the effectiveness for students literature. In Savvidou, he uses an integrated approach to improve students literature. While in my research, I used an integrated approach to enhance Speaking skills focused on the fluency of vocabulary at the Second Grade Students' of SMPN 4 Sungguminasa.

B. Some Pertinent Ideas

1. Integrated Approach

Integrated Approach is one in which learners learn by doing in a learner center environment in learner-interest contexts (Allen, 2014). It means planning learning experiences as a whole and in meaningful contexts. The teacher can use themes, stories or projects to build on children's interests and level of understanding. Integrated approach has roots in early childhood education, where a hallmark for quality is the seamless interconnection of development domains and content areas. Dewey claimed that learning could be more meaningful if content areas are blended for curriculum and instruction. The use of unifying themes and real-life activities could lead to more relevant learning (Dewey, 1938).

The integrated approach helps students get a uniform view of reality, and increases their ability to acquire real life skills. This is done by connecting learning content between students and fields of study. There is integration when students can relate what they have learned in one subject area with related content in other subject areas. For example, topics studied in Mathematics or Social Studies can be used by students with related concepts and skills in Reading and Language. The quality of learning outcomes increases because students can integrate information across disciplines rather than obtain them separately (Cuenca, 2016).

According to Fogarty (1991), an integrated approach is a learning system that allows students both individually and collectively, to actively

explore and discover scientific concepts and principles holistically, meaningfully and authentically. "In an integrated curriculum unit all activities contain opportunities for students to learn more about the content" (Pigdon and Woolley, 1992). Smith and Ellery (1997) agree with this, saying that children can develop a deeper understanding of content through a range of purposeful activities.

The researcher concludes that Integrated Approach encourages students to see the interconnectedness and interrelationships between the curriculum areas. The model of Integrated Learning is the inquiry approach. Students are active learners who research, interpret, communicate, and process learning to both others and themselves. Inquiry approaches allow for students to construct meaning using their prior knowledge on a subject, and new knowledge gained during the learning process.

a) Characteristic of Integrated Approach

Hilda and Margaretha (2002: 15) present several characteristics of integrated learning, namely as follows:

1. *Holistic*, an event that is the center of attention in integrated learning is reviewed from several fields of study as well as to understand a phenomenon from all sides.
2. *Meaningfully*, the interrelationship between concepts from various fields of study in a learning process will add meaningfulness to the concepts learned and it is hoped that

children are able to apply their learning gains to solve real problems in their lives.

3. *Active*, students are actively involved in the learning process which can indirectly motivate children to learn.

b) *Advantages and Disadvantages of Integrated Approach*

Integrated approach in subjects related to harmony to provide a learning experience meaningful to students. This approach is the model that seeks to integrating several subjects (Beane, 1995).

1. *Advantages of Integrated Approach*

The integrated approach has several advantages or strengths compared to conventional learning models, including:

- a. Encourage teachers to develop creativity.
- b. Provide opportunities for teachers to develop learning situations.
- c. Facilitate and motivate students to recognize.
- d. Save time, energy and facilities and learning costs.

2. *Disadvantages of Integrated Approach*

Beside advantages, there are several disadvantages of an integrated approach, namely:

- a. Viewed from *the teacher* aspect, this model demands the availability of the role of teachers who have extensive knowledge and insight, high creativity, reliable methodological skills, high self-confidence and

academic ethos, and are brave to package and develop material.

- b. Viewed from the aspect of *students*, integrated learning includes having the opportunity to develop academic creativity, which requires students' learning abilities to be relatively good, both in terms of intelligence and creativity.
- c. Viewed from the aspect of *facilities or sources of learning*, integrated learning requires material or sources of information that are quite numerous and useful, such as those that can support and enrich and develop the insights and knowledge needed.
- d. Viewed from the aspect of the *curriculum*, integrated learning requires a type of curriculum that is open to its development.

c) *Model of Integrated Approach*

The researcher took three integrated approach models proposed by Fogarty (1991), including:

1. *Fragmented* model. This model teaches these disciplines separately and without any attempt to connect or integrate them. This model prioritizes the purity of certain scientific disciplines. This model is more suitable for High School and University levels.

2. *Connected model*. Connected model tries to connect one concept with another concept, topic one with another topic, one skill with other skills, one idea with another idea but still within the scope of one field of study.
3. *Nested model*. This is a model that combines various forms of skills, namely social skills, thinking skills and content-specific skills when discussing a topic.

2. Concept of Speaking

Speaking is an oral communication that gives information involves two elements, they are speaker who gives the message and the listener who receipt the message (Widdowson, 1985: 57). In speaking, students learn how to organize ideas, use language with good pronunciation and correct pressure. They also learn about how to convey the meaning of language according to the context they are talking about.

According to Brown (2004: 13), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking skill is sharing information on by giving ideas, asking question, and giving response. It has correlation with opinion or argument that can stimulate student to support their opinion (Roach, 2004: 7).

The researcher concludes that speaking is the process of sharing ideas or feelings by reciting the arrangement of certain words that also

involve non-verbal language to help communicate effectively. Every people who meet each other will speak a language to prove that they are exists in their community.

a) Basic Types of Speaking

Brown (2004), there are five basic types of speaking: (1) Imitative. It performs the ability to imitate a word, phrase, or sentence, (2) Intensive. It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture), (3) Responsive. It is included the ability to perform short conversation, standard greetings and small talk, simple requests and comments.

b) Teaching Speaking

According to Huges (2002: 6), "the purpose of teaching to speak is communicative efficiency". So, in learning to speak, students must be able to communicate with the teacher to understand and avoid confusion in the message because of pronunciation, grammar, and vocabulary.

Nunan (2003) said, "Teaching speaking is teaching English learners to: produce sound patterns and speech sounds in English; (1) using words and sentence pressures, intonation patterns, and second language rhythms; (2) choosing words - the right words and

sentences in accordance with the social setting, audience, situation and the right subject matter; (3) arranging their thoughts in a meaningful and logical sequence; (4) using language as a means of expressing values and judgments; language quickly and confidently with some unnatural pauses, called fluency”.

According to Harmer (2007: 123), there are two basic reasons for making students speak in class. Among others are:

1. Speaking Activities

To determine what activities are to be spoken, the teacher must consider several aspects. Harmer (1998) as quoted in Achmad (2012: 2) says, “Good speaking activities can and must be very motivating. He also added that “Activities of good speaking activities can and should be very interesting for students”.

2. Teachers' Roles

In each class, the teacher has a different role in the teaching process, including teaching Speaking. According to Harmer (2007: 347), there are three things that are relevant to making students speak fluently; whisper providers, participants, and feedback. As a prompter, the teacher helps the students to solve their difficulty in speaking by giving suggestion or guidance.

c) *Problem Speaking*

In studying English Foreign Language (EFL), it is very common if students face many problems, especially in learning to speak. According to Ur (1991: 120) there are four talking problems faced by students, namely obstacles, there is nothing to say, low participation, and use of mother tongue.

1. *Inhibition*

When students speak in public, all audience attention will lead to it and that is what often makes students stage fright. Another reason is that students are usually worried about making mistakes, being criticized and making them embarrassed in front of class members.

2. *Nothing to say*

Usually students think that they cannot say anything about a particular topic. In fact, they may be bored or feel that the topic has nothing to do with anything they know.

3. *The low of participations*

There will always be students who are dominant in English classes making it more difficult for students who are more closed to express themselves.

4. *Using mother-tounge*

Most students insist on using their mother tongue because they are afraid of getting criticism. So that it needs to be motivated or encouraged so that they are able to speak English.

3. Fluency of Vocabulary

Vocabulary is the word that used to make a sentence. It is impossible to speak without mastering vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them.

According to Manser (1995: 461) vocabulary is the total number of words in a language. While Morales (2012) stated that vocabulary is a listing of the words used in some enterprise. Furthermore, Ur (1991) stated that vocabularies are the words that are taught in the foreign language.

A vocabulary is a set of familiar words within a person's language. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Tarigan (1994: 447) says, Vocabulary is: (1) all words contained in one language; (2) the wealth of words possessed by a speaker; (3) words used in one field of science; and (4) a list of words arranged like a dictionary accompanied by brief and practical explanations.

The researcher concludes that Vocabulary is the reality of words that someone has that refers to a particular concept, has certain rules and rules, and is used to give and receive information. Vocabulary is defined as "all words known and used by certain people". Knowing words is not as simple as just using or using.

a) Types of Vocabulary

According to Harmer (1991), there are three types of vocabulary. Included:

1. Active

Active vocabulary is the words are customarily used in speaking.

2. Reserve

Reserve vocabulary is the words we know but rarely use them in ordinary speech. We use them in writing letters and searching for synonyms.

3. Passive

Passive vocabulary is 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.

b) Expansion of Vocabulary

Keraf (2001: 65-67) divides the stages of expanding vocabulary as follows:

1. *Childhood*. The expansion of vocabulary in children is more emphasized on vocabulary, especially the ability to nominate concrete ideas. He only needs the term to say words independently.
2. *Teenager*. When the children stepped on to school, the process was still going on and added with a process that was deliberately held to master the language and expand the vocabulary.
3. *Adulthood*. In someone who is growing up, the two processes go on. The expansion process is more intensive because as someone who is considered mature in society, he must know various things, various skills and skills, and must also communicate with community members with all of these things.

c) *Class of Vocabulary*

According to Oxford Dictionary (2005), there are four major word classes, as follows:

1. *Noun*

Noun are words for people, places or things. There are several different types of noun, namely: (a) Common Noun, a noun that refers to people or things in general. (b) Proper Noun, a name that identifies a particular person, place, or thing. (c) Concrete Noun, a noun which refers to people and to things

that exist physically and can be seen, touched, smelled, heard, or tasted. (d) Abstract Noun, a noun which refers to ideas, qualities, and conditions things that cannot be seen or touched and things which have no physical reality. (e) Collective Noun, refer to groups of people or things. (f) Countable Noun, refer to something that can be counted. (g) Uncountable Noun, refer to things that can be counted and so they don't regularly have a plural form.

2. *Verb*

Verb are action or state words. There are several different types of verb, namely: (a) Main Verb, related to actions, events, and states. (b) Linking Verb, verbs that are not followed by objects. (c) Auxiliary Verb, verb that come before main verbs. (d) Modal Verb, related to the main modal verbs. (e) State and Action Verb, a verb refers to an action, event or state.

3. *Adjective*

Adjective are words that describe nouns. (a) Quantitative Adjectives, describe or gives the quantity of noun or something. (b) Demonstrative Adjective, used to specify or indicate pronouns like "that", "this", "these", "those". (c) Descriptive Adjective, describe both nouns and pronouns. (d) Interrogative Adjective, specify the question types like "what?" "which?" "whose?". (e) Possessive Adjective, describe where

does the object belong to. (f) Articles as Adjective, to clearly specify the nouns which are particular or a general one. (g) Distributive Adjective, used to point out or specify a particular type of objects or members. (h) Indefinite Adjective, if something's neither accurate nor definite about the count of the objects.

4. *Adverb*

Adverb are words that modify verbs, adjectives or other adverbs. (a) Adverbs of Time, provides more information about when a verb takes place. (b) Adverbs of Place, where the verb is happening. (c) Adverbs of Manner, provide more information about how a verb is done. (d) Adverbs of Degree, the level or intensity of a verb, adjective, or even another adverb. (e) Adverbs of Frequency, how often the verb occurs.

The researcher focused on mastering nouns by students in improving speaking skills through an integrated approach so students can easily add their vocabulary from the basics.

C. Conceptual Framework

In this research, the researcher focused on teaching Speaking vocabulary by using an Integrated Approach. The conceptual framework of this research is:

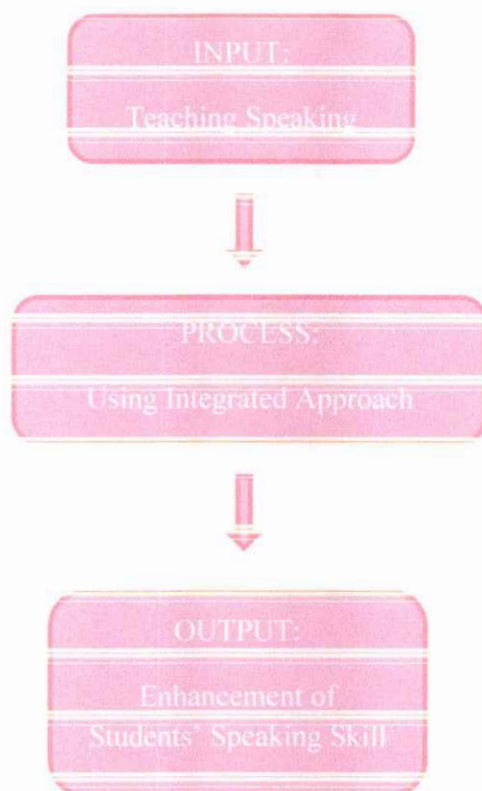


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher were using pre-experimental research to accomplish the thesis. First, input: the researcher prepared teaching material in the form of speaking test to determine the extent to which students' speaking ability. In this case the researcher prepared a pictures as a pre-test. The second, process: the researcher were using an integrated approach in the classroom. The third, output: the researcher gave a post-test as in the pre-test and found there were

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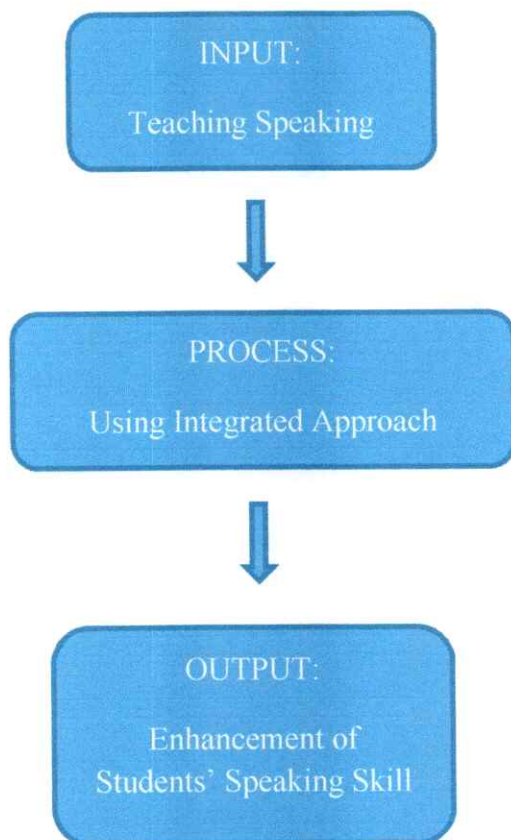


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enhancement toward the students' ability in speaking skills especially in vocabulary after teach by using Integrated Approach.

D. Hypotheses

The hypotheses are:

1. H_a : there is a significant influence of integrated approach in enhancing students' speaking skill at the second grade students' of SMPN 4 Sungguminasa.
2. H_0 : there is no significant influence of integrated approach in enhancing students' speaking skill at the second grade students' of SMPN 4 Sungguminasa.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the researcher used Pre-experimental Research which is employs one group pre-test – post-test. This research would be conducted through three steps of process: pretest – treatment – posttest to investigate whether the use of an Integrated Approach to enhance students' speaking skill. Pre-test would be conducted to measure students' speaking skills before doing treatment. Treatment is a learning process in which an Integrated Approach used in learning process. After conducting treatments using an Integrated Approach, Post-test would be given to measure students' speaking skills.

The diagram would be present as follows:

Table 3.1 Design of Pre-test and Post-test

Pre-Test	Treatment	Post-Test
X1	O	X2

(Ary et al 2010)

Where:

X1 : Pre-test

O : Treatment

X2 : Post-test

B. Population and Sample

1. Population

Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn, while the sample is part or number and characteristics possessed by the population (Sugiyono, 2011).

Table 3.2 Number of Population

Class	Number of Students
VIII A	24
VIII B	24
VIII C	25
VIII D	25
VIII E	27
VIII F	27
VIII G	29
VIII H	29
VIII I	30
VIII J	30
TOTAL	270

2. Sample

The researcher used Purposive Sampling Technique and took one class as the sample. Purposive Sampling Technique is a sampling technique in which researcher relies on Students Judgement when choosing members of population to participate in the study. It was conducted at the second grade of SMPN 4 Sungguminasa in A Class which has 24 students. The researcher chose this class because she believed that each class in one class had different levels of knowledge based on the order of their class, so the researcher was sure that students' in this class had a high enthusiasm to learn English, especially in speaking.

C. Research Variables and Indicators

1. Variable

Referring to the research method, the researcher used two variables. They are dependent and independent variables. Independent variable is variable that affect or be changes or the emergence of dependent variable and dependent variable is variable that affected or which become due to dependent variable (Sugiyono, 2015: 61). Independent variable here was an Integrated Approach, which were the teaching aids that help the students to enhancing their speaking skills, and dependent variable was the students' vocabulary.

2. Indicator

The indicator of this research was comprehension. Where, the indicators of speaking ability focus on the students' fluency of vocabulary.

D. Research Instrument

The researcher used speaking test as an instrument. The researcher gave test to the students in order to be done. Test materials were given by the researcher to know the students' previous speaking.

This research used two kinds of test, they were: pre-test and post-test. Both of tests were same form but different sentences. Pre-test was given before students were given the treatment and post-test was given after the treatment. This test used to know the students' achievement of speaking after they were given the treatment.

E. Technique of Data Collection

In collecting the data, there were some steps applied by the researcher as follows:

- a. Before the treatment, the researcher gave pre-test to the students.
- b. After gave the pre-test, the researcher gave the treatment in four meetings

It was in the form of teaching and learning process by using an integrated approach.

- c. After the treatment, the researcher gave post-test to the students in the same form but different sentences with pre-test to know their enhancement after applied an integrated approach in teaching and learning process.
- d. Finally, all students' score both pre-test and post-test were tabulated and analyzed by using the formula.

The classification to scoring the speaking fluency of vocabulary which classify as follow:

Table 3.3 The Indicator of Noun Valuation

Students Number	Indicator							Total
	Abstract	Concrete	Countable	Uncountable	Proper	Common	Collective	

Table 3.4 The Classification Score of Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of using vocabulary.
Very good	86 – 95	They speak effectively and very good of using vocabulary.
Good	76 – 85	They speak effectively and good of using vocabulary.
Fairly good	66 – 75	They speak sometimes hasty but fairly good of using vocabulary.
Fair	56 – 65	They speak sometimes hasty, fair of using vocabulary.
Poor	36 – 55	They speak hasty and more sentences are not appropriate using vocabulary.
Very poor	0 – 35	They speak very hasty and more sentences are not appropriate using vocabulary and little or no communication.

(Layman, 1972: 219)

F. Technique of Data Analysis

To analyze the data, the researcher used the following formula:

1. Calculating the mean score of the students' pre-test and post-test by using the formula:

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

Where:

\bar{X} = The mean score

$\sum X$ = The students total score

N = The number of the students

(Gay, 2006: 320)

2. Finding the improvement percentage of students' speaking fluency achievement after using Integrated Approach method. The formula is:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Total Number of Students

(Gay, 2012)

3. To know the percentage of students' speaking in pre-test and post-test by using the formula:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

% = the students' improving

X₁ = the mean score of pre-test

X₂ = the mean score of post-test

(Gay, 2012)

4. To find out the students' standard deviation by using the formula as follows:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

Where:

SD = Standard Deviation

$\sum X$ = The sum of all score

$(\sum X)^2$ = The square of the sum

N = Number of the students

(Gay LR, 2006: 335)

5. Finding out the significant different between pre-test and post-test by calculating the value of the t-test. It was measured by using formula as follow:

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

Where:

t = Test of significance

\bar{d} = The mean of the difference score

D = The sum of all score

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

N = Total number of score

1 = Constant number

(Gay LR, 2012)

6. Hypotheses Testing

The criteria for the hypotheses testing as follows:

Table 3.5 Hypotheses Testing

Comparison	Hypotheses	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2012)

After get the students' significance score (value of t) it was compare with the value of t -table. When it was find that the value of t -test is equal or greater than the value of t -table, it means that Null Hypothesis (H_0) was reject and Alternative Hypothesis (H_1) was accept, because there is significance difference between pre-test and post-test and after teach speaking by using an integrated approach.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

Research findings described the results of data analysis. The speaking test consisted of pre-test and post-test. Pre-test was given to know about students' speaking before gave treatment, and post-test was given to know the enhancing of students' speaking after gave treatment. To obtain the data, the researcher completed the pre-test and post-test. As results, the post-test was higher than the pre-test, meant an Integrated Approach was effective.

1. Pre-Test

Before treatment, pre-test was given to know the students' speaking by using an Integrated Approach.

Table 4.1 The rate frequency and percentage of pre-test score in students' fluency.

No	Score	Category	Pre-Test	
			Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	3	12,5%
4	66-75	Fairly good	13	54,16%
5	56-65	Fair	3	12,5%
6	36-55	Poor	5	20,84%
7	0-35	Very poor	0	0%
TOTAL			24	100%

Furthermore, the score of pre-test could be seen in figure 4.1 below:

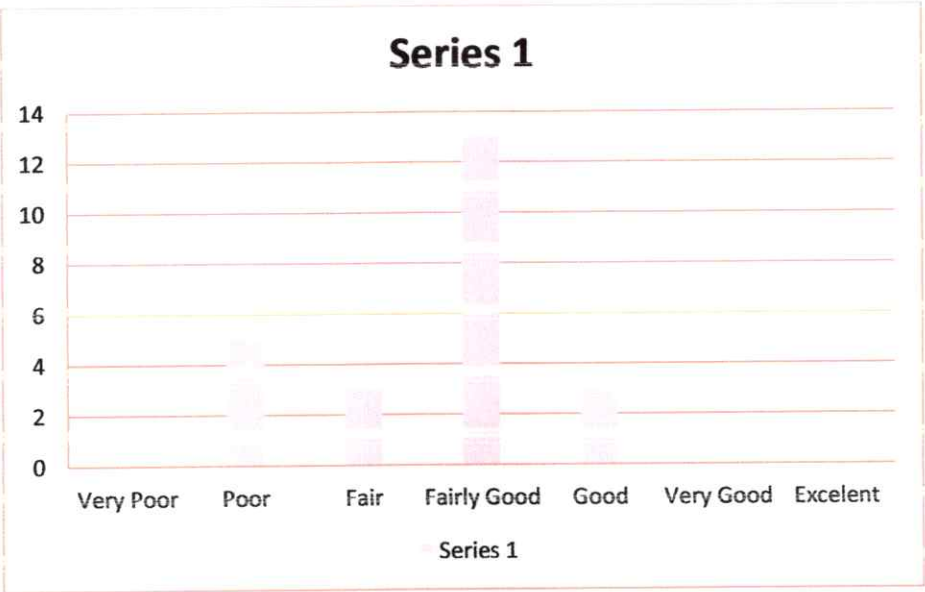


Figure 4.1 The rate frequency and percentage of pre-test score

The table 4.1 and Figure 4.1, showed about the rate percentage and frequency of students’ speaking score in pre-test. There were 24 students as sample and none students classified the excellent , none students classified the very good category, 3 students (12,5%) classified the good category, 13 students (54,16%) classified into the fairly good category, 3 students (12,5%) classified the fair category, 5 students (20,84%) classified the poor category and there was no student in the very poor category.

2. Post-Test

After treatment, post-test was given to know the students’ speaking using an Integrated Approach. The frequency and percentage of the post-test score could be seen in table 4.2 below:

Table 4.2 The rate percentage and frequency of post-test score in students' fluency.

No	Score	Category	Post-test	
			Frequency	Percentage
1	96-100	Excellent	1	4,16%
2	86-95	Very Good	16	66,68%
3	76-85	Good	6	25%
4	66-75	Fairly good	1	4,16%
5	56-65	Fair	0	0%
6	36-55	Poor	0	0%
7	0-35	Very poor	0	0%
TOTAL			24	100%

Furthermore, the score of post-test could be seen in figure 4.2 below:

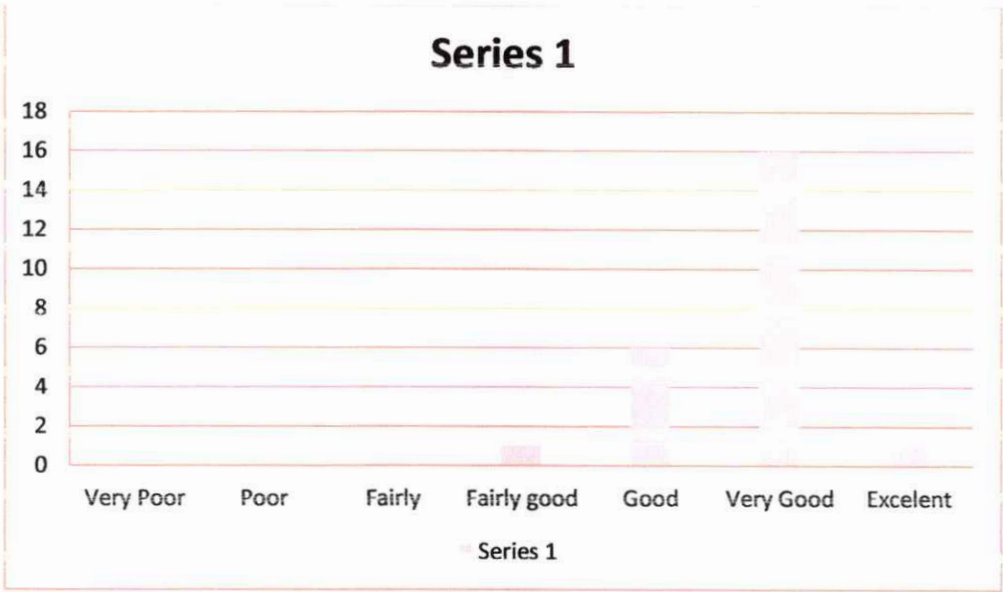


Figure 4.2 The rate percentage and frequency of post-test score

The table 4.2 and Figure 4.2, showed about the rate percentage and frequency of students' speaking score in post-test . Then, in the

post-test 1 students (4,16%) in the excellent category, 16 students (66,68%) classified into the very good category, 6 students (25%) classified into good category, 1 students (4,16%) classified into fairly good category, none students classified into fair, none students classified into poor category, and also there was no students in very poor category. It meant that the students' score vocabulary of the post-test was better than the pre-test because the rate percentage of the post-test was higher than the percentage of the pre-test.

3. The Improvement of Students' Speaking

After the researcher gave the pre-test and post-test, so there was an improvement. We could see improvement of students' speaking in table 4.3 below:

Table 4.3 The Improvement of Students' Speaking

Statistic	Statistic Value	
	Pre-Test	Post-Test
N	24	24
Ideal Score	100	100
Minimum Score	50	70
Maximum Score	80	98
Mean Score	64,38	87,58
Std. Deviation	8,250	4,827

Based on the data presented in table 4.3 above, it can be seen that the mean score of the student in Pre-Test the mean score was 64,37

with the standard deviation was 8,250, minimum score that student got was 50 and maximum score was 80. While in Post-Test, the mean score was 87,58 with the standard deviation was 4,827, minimum score that student got was 70 and maximum score was 98. It was provided by the pre-test and post-test average score where the post-test score was higher and had a significant improving in the pre-test mean score after gave treatment.

4. Hypotheses Testing

After calculated pre-test and post-test score, the researcher found out the t-test and t-table to test the hypotheses which could be seen in table 4.5 below:

Table 4.4 The Hypotheses Testing

Component	Comparison		Descriptive
	t-test	t-table	
Vocabulary	16,193	2,068	Significant

The table 4.5 showed the t-test was higher than t-table. The table showed the result was $16,193 > 2,068$, meant that there was improvement in the students' speaking before and after given treatment using an integrated approach at the second grade students of SMPN 4 Sungguminasa. Based on the elaboration above, it could be concluded that the null hypotheses (H_0) was rejected whereas the alternative

hypotheses was accepted before and after using integrated approach method at the second grade students of SMPN 4 Sungguminasa.

B. The Discussion

The discussion discussed interpretation the research findings are derived from the results of students' speaking. The results of this research indicated the students' enhancing of speaking at the second grade of SMPN 4 Sungguminasa in the academic year 2019/2020. Based on the results, none students classified the excellent, none students classified the very good category, 3 students (12,5%) classified the good category, 13 students (54,16%) classified into the fairly good category, 3 students (12,5%) classified the fair category, 5 students (20,84%) classified the poor category and there was no student in the very poor category. Then, in the post-test there

This research used Integrated Approach to enhance students' speaking skills because the Integrated Approach is interested learning and all that students can use Integrated Approach in teaching and learning. They become enthusiastic about their studies and make them serious to speaking an English. The Integrated Approach was fun, made the students mood in learning English. They are actively involved in the learning process, ask question in teaching and learning process with Integrated Approach. It can used in everywhere and easy to apply in teaching. This can be seen from the improving in students' scores.

That previous research showed Kalpana (2018). He observed the integrated approach by using features movies in efl at Tertiary Level Kyrgyz-

Turkish Manas University. In the end of his research he found that the application of integrated approach can improve students language skills by watching, listening, and speaking. Before treatment, pre-test was conducted to both groups. Meanwhile, post-test was conducted after the treatment. Then, the data were analyzed by using SPSS (Statistical Product and Service Solutions) for Windows version 22.0. The result of this thesis shows that at the first group using Integrated Approach score is 7.279 (t-count is higher than t-table), while the second group without using Integrated Approach score 2.021 (t-count is lower than t-table). It means that H_0 was rejected and H_a was accepted. So, Integrated Approach was effective to improve English vocabulary at the Tertiary Level of Kyrgyz-Turkish Manas University.

In addition, according to Allen (2014), Integrated Approach is one in which learners learn by doing in a learner-centred environment in learner-interest contexts. It means planning learning experiences as a whole and in meaningful contexts. The teacher can use themes, stories or projects to build on children's interests and level of understanding. An integrated approach has roots in early childhood education, where a hallmark for quality is the seamless interconnection of development domains and content areas.

The relation of this research with the previous study that this research used Integrated Approach in learning media and the researcher take reference from previous study to be used as a reference and the result of the study both show that using Integrated Approach in the teaching-learning process is effective and can enhance students' speaking skill.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher concluded that integrated approach method was effective to enhance students' speaking skill. The result showed that t-test was higher than t-table ($16,193 > 2.068$). So, H1 (alternative Hypotheses) was accepted and Ho (Null Hypotheses) was rejected. Also, the mean score of post-test is 87,58 than the pre-test is 64,38 so that the post-test is higher than the pre-test. Using an Integrated Approach is effective to enhance students' speaking skill at the second grade of SMPN 4 Sungguminasa.

B. Suggestion

Based on the findings of research, the researcher would like to propose the following suggestion:

1. For the school, Integrated Approach method can be applied in teaching learning process, especially teaching speaking. Integrated Approach method also makes different situation in the teaching and learning process. So, the students are interested in learning how to speak in English by using Integrated Approach method.
2. For the teachers, using Integrated Approach method will improve students' English skills include vocabulary and probably it could give positive impact in other skills, like listening, writing, and reading.

3. For next researcher, use this thesis as an additional reference or further research with different discussion.

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APPENDICES

APPENDIX 1

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 4 Sungguminasa
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.
 Alokasi Waktu : 2 x 40 Menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran, peserta didik diharapkan dapat:

1. Menganalisis unsur-unsur teks deskriptif dalam sebuah kalimat.
2. Memahami struktur teks deskriptif.
3. Memahami unsur kebahasaan dari teks deskriptif.
4. Menyusun teks deskriptif dari kalimat yang tersusun secara acak.
5. Membacakan teks-teks deskriptif dengan suara lantang di depan kelas dengan ucapan dan tekanan kata yang benar.
6. Membuat teks deskriptif menyatakan pandangannya tentang orang, binatang, dan benda.

D. MATERI PEMBELAJARAN

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda

➤ *Fungsi sosial*

Mendeskripsikan orang, binatang, dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

➤ *Struktur teks*

- a) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b) Penyebutan sifat orang, binatang, benda dan bagiannya, dan
 - c) Penyebutan tindakan dari atau terkait dengan orang, binatang, benda
- Panjang teks: kurang lebih lima kalimat.

I have an niece. Her name is Queen. She is four years old. She has chubby cheeks and flat nose. She looks funny when he smiles.

➤ *Unsur kebahasaan*

- a) Pertanyaan dan pernyataan tentang deskripsi
 - *How does your sister look like?*
 - *She's short and wears glasses*
- b) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- c) Kata ganti *it, they, she, we, our, my, your, their*, dst.
- d) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan semacamnya
- e) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- f) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

➤ *Topik*

Berbagai hal terkait dengan *orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan*.

E. METODE PEMBELAJARAN

- Pendekatan : Integrated Approach
- Model : Discovery Learning

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media : Gambar, Teks Tertulis
2. Alat : Spidol, Papan Tulis
3. Sumber : Buku "*When English Rings a Bell*", Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

❖ Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Mengucapkan salam dan berdoa b. Menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini dan mengaitkannya dengan materi sebelumnya. c. Memotivasi siswa untuk aktif dalam proses pembelajaran d. Menyampaikan tujuan pembelajaran 	10 Menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya • Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman • Dengan bimbingan dan arahan guru, siswa 	60 Menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa)</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain . • Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan 	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>binatang dalam jumlah yang tidak tertentu</p> <ul style="list-style-type: none"> Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya. Siswa meminta balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa Inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas. Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<ol style="list-style-type: none"> Membuat kesimpulan berdasarkan hasil pengaliaman dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru. Melaksanakan <i>test</i> secara lisan Menutup pelajaran dengan berdoa menurut agama dan keyakinan masing-masing. 	10 Menit

❖ Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dan berdoa b. Menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini dan mengaitkannya dengan materi sebelumnya. c. Memotivasi siswa untuk aktif dalam proses pembelajaran d. Menyampaikan tujuan pembelajaran	10 Menit
Inti	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda dan binatang yang dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda dan binatang dengan cara membuat teks tulis Dengan bimbingan dan arahan guru, siswa membandingkan kalimat yang menyatakan dan menanyakan jumlah dan sifat orang, benda dan binatang (fungsi sosial, struktur teks, dan unsur bahasa) Menanya <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan perbandingan</p>	60 Menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>jumlah dan sifat orang, benda dan binatang dalam berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain . • Siswa menyatakan dan menanyakan perbedaan jumlah dan sifat orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda dan binatang dalam jumlah yang tidak tertentu • Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya. • Siswa meminta balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam 	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>kerja kelompok.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan secara tulis dan lisan perbedaan jumlah dan sifat orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa Inggris, di depan kelas Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<p>a. Membuat kesimpulan berdasarkan hasil pengalaman dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru.</p> <p>b. Melaksanakan <i>test</i> secara lisan.</p> <p>c. Menutup pelajaran dengan berdoa menurut agama dan keyakinan masing-masing.</p>	10 Menit

Sungguminasa, Februari 2020

Mahasiswi,

Andi Siti Alifa Syalda

10535660115

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 4 Sungguminasa
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda.
 Alokasi Waktu : 2 x 40 Menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang, dan benda, sesuai dengan konteks penggunaannya.
- 4.10 Menyusun teks lisan dan tulis untuk menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran, peserta didik diharapkan dapat:

1. Menerapkan unsur teks dan struktur kebahasaan untuk melaksanakan fungsi sosial menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang, dan benda, sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis teks pesan singkat dan pengumuman/pemberitahuan

➤ *Fungsi sosial*

Menyampaikan pesan dan memberitahu untuk mencapai tujuan dengan sentuhan personal dan komunikasi antar guru dan siswa.

➤ *Struktur teks*

a) *Who has more population, China or Indonesia?*

China does.

b) *Who is taller, your brother or your sister?*

My sister is taller than my brother.

c) *Bandung is bigger than Bogor, but Jakarta is the biggest.*

d) *Tiger is the wildest animal in the world.*

➤ *Unsur kebahasaan*

Ucapan, tekanan kata, intonasi, kosakata (jumlah dan sifat orang, binatang, dan benda) dan tata bahasa (*simple present tense*).

➤ *Topik*

Berbagai hal terkait dengan menanyakan dan menyatakan perbandingan jumlah dan sifat orang, binatang, dan benda di lingkungan sekitar.

E. METODE PEMBELAJARAN

- Pendekatan : *Integrated Approach*
- Model : *Discovery Learning*
- Metode : *Discussion*

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Gambar, Teks dan Interaksi Tertulis
- Alat : Spidol, Papan Tulis
- Sumber : Buku "*When English Rings a Bell*", Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

❖ Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dan berdoa b. Menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini dan mengaitkannya dengan materi sebelumnya. c. Memotivasi siswa untuk aktif dalam proses pembelajaran d. Menyampaikan tujuan pembelajaran	10 Menit
Inti	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa contoh menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda. Siswa mengikuti mengucapkan kalimat menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda. Menanya <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda.</p> Mengeksplorasi <ul style="list-style-type: none"> Siswa membaca contoh-contoh menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda.dari berbagai sumber lain. Siswa menyampaikan menyatakan dan menanyakan perbandingan jumlah dan sifat 	60 Menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>orang, binatang, dan benda.menggunakan bahasa Inggris dalam kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda. • Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda.dengan ucapan, intonasi, ekspresi dan performan yang baik. • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<p>a. Membuat kesimpulan bersama-sama.</p> <p>b. Evaluasi dengan melaksanakan <i>test</i> secara lisan</p> <p>c. Menutup peajaran dengan berdoa menurut agama dan keyakinan masing-masing.</p>	10 Menit

❖ Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dan berdoa b. Menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini dan mengaitkannya dengan materi sebelumnya. c. Memotivasi siswa untuk aktif dalam proses pembelajaran d. Menyampaikan tujuan pembelajaran	10 Menit
Inti	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/dan menirukan beberapa teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) yang dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya Siswa mengidentifikasi berbagai makna yang terdapat dalam teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dengan cara membuat teks tulis Dengan bimbingan dan arahan guru, siswa membandingkan teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) (fungsi sosial, struktur teks, dan unsur bahasa) Menanya <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dalam berbagai konteks</p> Mengeksplorasi	60 Menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<ul style="list-style-type: none"> • Siswa membaca contoh-contoh lain teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dalam jumlah yang tidak tertentu dari sumber lain. • Siswa mengumpulkan perbedaan teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dalam jumlah yang tidak tertentu • Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) dalam jumlah yang tidak tertentu yang telah dipelajarinya. • Siswa meminta balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan secara tulis dan lisan perbedaan teks pesan singkat dan 	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>pengumuman/pemberitahuan (<i>notice</i>) dalam jumlah yang tidak tertentu, dengan bahasa Inggris, di depan kelas</p> <ul style="list-style-type: none"> • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<p>c. Membuat kesimpulan berdasarkan hasil pengalaman dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru.</p> <p>f. Melakukan evaluasi dengan melaksanakan <i>test</i> secara lisan</p> <p>g. Menutup pelajaran dengan berdoa menurut agama dan keyakinan masing-masing.</p>	10 Menit

Sungguminasa, Februari 2020

Mahasiswi,

Andi Siti Alifa Syalda

10535660115

APPENDIX 2

ATTENDANCE LIST

ATTENDANCE LIST

No	Name	Sex	Number of Meetings					
			1	2	3	4	5	6
1.	Ahmad Fathanah	M	√	√	√	√	√	√
2.	Alif Maulana Abrar	M	√	√	√	√	√	√
3.	I. Putu Sutomo Julio Cesar	M	√	√	√	√	√	√
4.	M. Rizky Akbar	M	√	√	√	√	√	√
5.	Muh. Dzul Ikram	M	√	-	√	√	√	√
6.	Moh. Arfah Reskyawan Rais	M	√	√	√	√	√	√
7.	Muhammad Fajar Hidayat	M	√	√	√	√	√	√
8.	Muhammad Hasrulla	M	√	√	√	√	√	√
9.	Muhammad Taslim	M	√	√	√	√	√	√
10.	Rizki Al-Muqaddim Hasyim	M	√	√	√	-	√	√
11.	A. Anila Ramadhani	F	√	√	√	√	√	√
12.	Adinda Nurusyifa	F	√	√	√	√	√	√
13.	Aulya Pratiwi	F	√	√	√	√	√	√
14.	Ayunda Alsyira P	F	√	√	√	√	-	√
15.	Cindy Octavia Ramadhani	F	√	√	√	√	√	√
16.	Maghfirah Mitha Devi	F	√	√	√	√	√	√
17.	Miftahul Jannah	F	√	√	√	√	√	√
18.	Nur Qolby Ramadhan	F	√	√	√	√	√	√
19.	Rafifah Asilah Rasyid	F	√	√	√	√	√	√
20.	Ratu Balqist	F	√	√	√	-	√	√
21.	Sasmila	F	√	√	√	√	√	√
22.	St. Muzdalifah Mutiara R.	F	√	√	√	√	√	√
23.	Siti Nurafifa Fasya	F	√	√	√	√	√	√
24.	Zaskiah Rahayu Wahyudi	F	√	√	-	√	√	√

APPENDIX 3
THE STUDENTS' SCORE
IN PRE-TEST

PRE – TEST

Instruction:

- The researcher uses the pictures for pre-test.
- The researcher gives an example in front of students.
- The researcher gives instruction for the students to describe the picture based on an explanation that researcher tells.
- The researcher gives a few minutes for the students to prepare their selves before they do English speaking test.
- The researcher gives 3 minutes for the students to deliver their mind idea based on the picture.



(Tiger)



(Elephant)



(Rabbit)



(Fish)

STUDENTS' NOUN ASSESSMENT OF PRE—TEST

Students Number	Category							Total
	Abstract	Concrete	Countable	Uncountable	Proper	Common	Collective	
1		1	2				1	4
2				2			1	3
3	1	1		3			1	6
4				1				1
5	1		4				1	6
6		1		2				3
7			4	1			1	6
8	1		3	1				5
9		1		1				2
10			3	1			1	5
11			1	3			1	5
12			2	2				4
13	1		2	1				4
14		1	3					4
15			2	1			1	4
16			2					2
17			2	1				3
18	1							1
19			4	1				5
20			3	1				4
21	1		2	1				4
22			4	4			1	9
23							1	1

24	2		1	1				4
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THE SCORE OF STUDENTS' PRE-TEST

No.	Students	Score
1.	Student 1	65
2.	Student 2	60
3.	Student 3	75
4.	Student 4	50
5.	Student 5	75
6.	Student 6	60
7.	Student 7	75
8.	Student 8	70
9.	Student 9	55
10.	Student 10	70
11.	Student 11	70
12.	Student 12	65
13.	Student 13	65
14.	Student 14	65
15.	Student 15	65
16.	Student 16	55
17.	Student 17	60
18.	Student 18	50

19.	Student 19	70
20.	Student 20	65
21.	Student 21	65
22.	Student 22	80
23.	Student 23	50
24.	Student 24	65

APPENDIX 4

STUDENTS' TREATMENT

Teaching Materials

➤ First Meeting and Second Meeting

Descriptive Text

Descriptive text is a text that describes the features or someone, something, or certain place.

The features

- The topic is usually about the attributes of a thing.
- Third person pronoun forms are used.

The examples

- Requirements for employment.
- The appearance of person.
- The details of a location.

Text organization

- Introduction
The part of the paragraph that introduces the character.
- Description
The part of the paragraph that introduces the character.

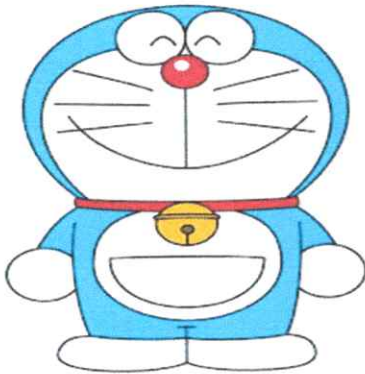
1st Meeting

Study the picture!



It is a mickey mouse. It is very friendly and cuddly. It has red and black pants. Its ears is round black.

Describe one of these pictures orally, follow the example above.



The owner of the magic bag.
Doraemon is a blue cat robot.



He has dimples with three spots on
each cheek.

2nd Meeting

Work in groups!



Look at the picture. Find as many objects as possible and describe them according to their color and location. Then, present your task in front of the class.

➤ Third Meeting and Fourth Meeting

Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda.

The features

- The topic is usually about the attributes of a thing.
- Third person pronoun forms are used.

The examples

- Who has more population, China or Indonesia?
China does.
- Bandung is bigger than Bogor, but Jakarta is the biggest.
- Tiger is the wildest animal in the world.

Text organization

- Simple Present Tense

3rd Meeting

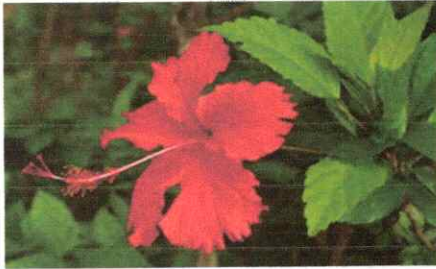
Study the pictures!



Sunflower has a yellow color, while shy princess flowers are pink. Sunflower leaves has a wider shape than shy princess flower leaves that are smaller.

Describe the difference in the pictures by following the example above!

1.



2.



4th Meeting

Work in groups!

Find objects in the classroom and describe their differences. Then, present your task in front of the class.

APPENDIX 5
THE STUDENTS' SCORE
IN POST-TEST

POST – TEST

Instruction:

- The researcher uses the pictures for pre-test.
- The researcher gives an example in front of students.
- The researcher gives instruction for the students to describe the picture based on an explanation that researcher tells.
- The researcher gives a few minutes for the students to prepare their selves before they do English speaking test.
- The researcher gives 3 minutes for the students to deliver their mind idea based on the picture.



(Strawberry)



(Apple)



(Banana)



(Watermelon)

STUDENTS' NOUN ASSESSMENT OF POST—TEST

Students Number	Category of Noun							Total
	Abstract	Concrete	Countable	Uncountable	Proper	Common	Collective	
1		1	3	2			1	7
2			4	4			2	10
3	1	2	4	2			1	10
4			3	5			1	9
5			5	2			1	8
6		2	5				1	8
7		3	4				1	8
8			3	3			1	7
9		2	4				1	7
10	1		3	3			1	8
11			5	2			1	8
12	1		5	2			1	9
13		2	5	1				8
14	1	2	6					9
15			5	5			2	12
16	1	1	2	2			1	7
17			3	3			2	8
18			3					3
19		1	3	2			1	7
20			4	3			2	9
21			4	2			2	8
22	1	2	6	2			2	13
23		2	2				3	7

24		1	3	3			2	9
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THE SCORE OF STUDENTS' POST—TEST

No.	Students	Score
1.	Student 1	85
2.	Student 2	90
3.	Student 3	90
4.	Student 4	89
5.	Student 5	88
6.	Student 6	88
7.	Student 7	88
8.	Student 8	85
9.	Student 9	85
10.	Student 10	88
11.	Student 11	88
12.	Student 12	89
13.	Student 13	88
14.	Student 14	89
15.	Student 15	95
16.	Student 16	85
17.	Student 17	88
18.	Student 18	70

19.	Student 19	85
20.	Student 20	89
21.	Student 21	88
22.	Student 22	98
23.	Student 23	85
24.	Student 24	89

APPENDIX 6
FINDINGS IN CHAPTER IV

THE PRE-TEST SCORE OF STUDENTS' SPEAKING TEST

No.	Respondents	Pre-Test	Successful criteria >75
1.	S-1	65	Unsuccessful
2.	S-2	60	Unsuccessful
3.	S-3	75	Successful
4.	S-4	50	Unsuccessful
5.	S-5	75	Successful
6.	S-6	60	Unsuccessful
7.	S-7	75	Successful
8.	S-8	70	Unsuccessful
9.	S-9	55	Unsuccessful
10.	S-10	70	Unsuccessful
11.	S-11	70	Unsuccessful
12.	S-12	65	Unsuccessful
13.	S-13	65	Unsuccessful
14.	S-14	65	Unsuccessful
15.	S-15	65	Unsuccessful
16.	S-16	55	Unsuccessful
17.	S-17	60	Unsuccessful
18.	S-18	50	Unsuccessful
19.	S-19	70	Unsuccessful
20.	S-20	65	Unsuccessful
21.	S-21	65	Unsuccessful
22.	S-22	80	Unsuccessful
23.	S-23	50	Unsuccessful
24.	S-24	65	Unsuccessful
Total		1,545	
Mean $\bar{x} = \frac{\sum x}{N}$		$64,38 = \frac{1,545}{24}$	

THE POST-TEST SCORE OF STUDENTS' SPEAKING TEST

No.	Respondents	Post-Test	Successful criteria >75
1.	S-1	85	Successful
2.	S-2	90	Successful
3.	S-3	90	Successful
4.	S-4	89	Successful
5.	S-5	88	Successful
6.	S-6	88	Successful
7.	S-7	88	Successful
8.	S-8	85	Successful
9.	S-9	85	Successful
10.	S-10	88	Successful
11.	S-11	88	Successful
12.	S-12	89	Successful
13.	S-13	88	Successful
14.	S-14	89	Successful
15.	S-15	95	Successful
16.	S-16	85	Successful
17.	S-17	88	Successful
18.	S-18	70	Unsuccessful
19.	S-19	85	Successful
20.	S-20	89	Successful
21.	S-21	88	Successful
22.	S-22	98	Successful
23.	S-23	85	Successful
24.	S-24	89	Successful
Total		2,102	
Mean $\bar{x} = \frac{\sum x}{N}$		$87,58 = \frac{2,102}{24}$	

THE CLASSIFICATION OF STUDENTS' SCORE

No.	Name	Score	Classification	Score	Classification
1.	AF	65	Fairly Good	85	Good
2.	AMA	60	Fair	90	Very Good
3.	IPSJC	75	Good	90	Very Good
4.	MRA	50	Poor	89	Very Good
5.	MDI	75	Fairly Good	88	Very Good
6.	MARR	60	Fair	88	Very Good
7.	MFH	75	Good	88	Very Good
8.	MH	70	Fairly Good	85	Good
9.	MT	55	Poor	85	Good
10.	RAMH	70	Fairly Good	88	Very Good
11.	AAR	70	Fairly Good	88	Very Good
12.	AN	65	Fairly Good	89	Very Good
13.	AP	65	Fairly Good	88	Very Good
14.	AAP	65	Fairly Good	89	Very Good
15.	COR	65	Fairly Good	95	Very Good
16.	MMD	55	Poor	85	Good
17.	MJ	60	Fair	88	Very Good
18.	NQR	50	Poor	70	Fairly Good
19.	RAR	70	Fairly Good	85	Good
20.	RB	65	Fairly Good	89	Very Good
21.	S	65	Fairly Good	88	Very Good
22.	SMMR	80	Good	98	Excellent
23.	SNF	50	Poor	85	Good
24.	ZRW	65	Fairly Good	89	Very Good
TOTAL		1,454		2,102	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre.test	,197	24	,017	,941	24	,168
Post.test	,255	24	,000	,747	24	,000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre.test	64,38	24	8,250	1,684
	Post.test	67,56	24	4,627	,965

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre.test & Post.test	24	,528	,008

Paired Samples Test

		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	-23,208	7,022	1,433	-26,173	-20,243	-16,193	23	,000

Statistics

		Statistic	Std. Error
Pre.test	Mean	64,38	1,684
	95% Confidence Interval for Mean	Lower Bound	60,89
		Upper Bound	67,86
	5% Trimmed Mean	64,35	

Post.test	Median		65,00	
	Variance		68,071	
	Std. Deviation		8,250	
	Minimum		50	
	Maximum		80	
	Range		30	
	Interquartile Range		10	
	Skewness		-,227	,472
	Kurtosis		-,431	,918
	Mean		87,58	,985
	95% Confidence Interval for Mean	Lower Bound	85,55	
		Upper Bound	89,62	
	5% Trimmed Mean		87,87	
	Median		88,00	
	Variance		23,297	
	Std. Deviation		4,827	
	Minimum		70	
	Maximum		98	
	Range		28	
	Interquartile Range		4	
	Skewness		-1,670	,472
	Kurtosis		8,086	,918

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre.test	24	100,0%	0	50,0%	24	100,0%
Post.test	24	100,0%	0	50,0%	24	100,0%

The Percentage of Students' speaking skill

The percentage of the students' speaking skills as follow:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{87,58 - 64,37}{64,38} \times 100$$

$$\% = \frac{23,2}{64,38} \times 100$$

$$\% = 36,36$$

T — TABLE

Titik Persentase Distribusi t (df = 1 - 40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX 7

DOCUMENTATION





CURRICULUM VITAE



ANDI SITI ALIFA SYALDA, was born on March 1th, 1997 in Ujung Pandang. She is the first child from one brother from the marriage of her parents Andi Syahrul Sjah and Melda Djohan. She began her study at Kindergarten Pertiwi and graduated in 2003, then SD Inpres Bonto-Bontoa and graduated in 2009. She joined at SMPN 4 Sungguminasa and graduated in 2012.

Afterwards, she continued her study at SMA Negeri 1 Sungguminasa and graduated in 2015. In the same year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, She could finish her thesis with the title **“Using Integrated Approach to Enhance Speaking Skills** (A Pre Experimental Research at Second Grade Students’ of SMPN 4 Sungguminasa).