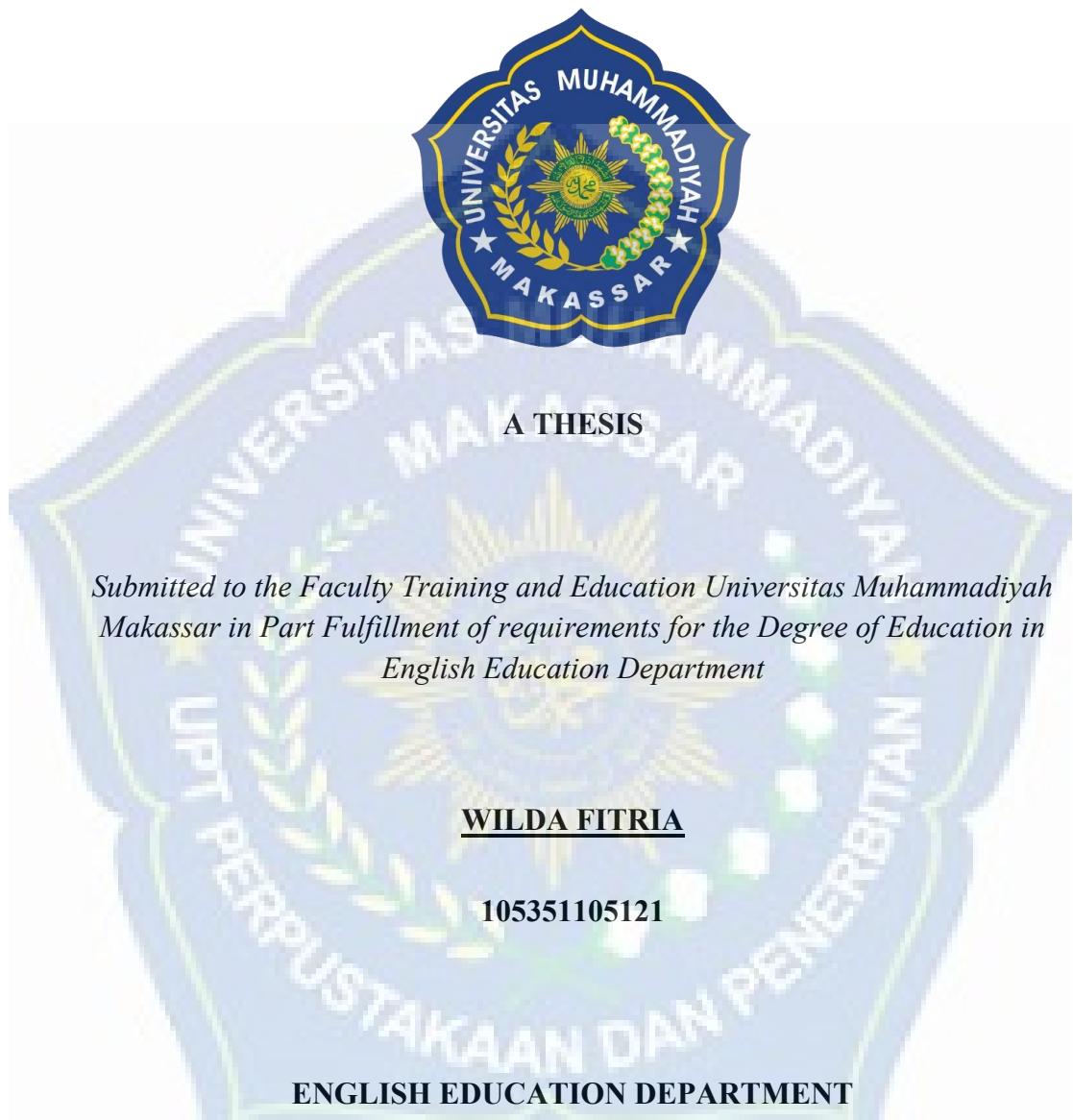


THE INFLUENCE OF TEACHER FEEDBACK ON FLUENCY IN
ENGLISH SPEAKING AMONG STUDENTS AT MAN GOWA



FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2025



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : <https://fkip.unismuh.ac.id>

سالا نکری اللہ

LEMBAR PENGESAHAN

Skripsi atas nama **Wilda Fitria NIM 105351105121**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 502 Tahun 1447 H/2025 M, tanggal 14 Shafar 1447 H/8 Agustus 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Selasa 12 Agustus 2025**.

Makassar, 18 Shafar 1446 H
12 Agustus 2025 M

Panitia Ujian:

1. Pengawas Umum : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU (.....)

2. Ketua : Dr. H. Baharullah, M.Pd. (.....)

3. Sekretaris : Dr. Andi Husniati, M.Pd. (.....)

4. Dosen Pengaji : Dr. Ummi Khaerati Syam, S.Pd., M.Pd. (.....)

2. Herlina Daddi, S.Pd., M.Pd. (.....)

3. Uyynnasirah Hambali, S.Pd., M.Pd. (.....)

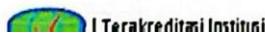
4. Ika Sastrawati, S.Pd., M.Hum. (.....)

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar



Dipindai dengan CamScanner





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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 08111782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

APPROVAL SHEET

Title : The Influence of Teacher Feedback on Fluency in English Speaking Among Students at Man Gowa

Name : Wilda Fitria

Reg. Number : 105351105121

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 12 Agustus 2025

Approved By,
Consultant I

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 997 807

Consultant II

Ika Sastrawati, S.Pd., M.Hum
NIDN. 0903058701

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department

Dr. H. Baharullah, M.Pd.
NBM. 779 170

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 997 807

COUNSELING SHEET FOR THESIS CONSULTATION



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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Wilda Fitria
NIM : 105351105121
Department : English Education Department
Title : The Influence of Teacher feedback on fluency in English Speaking Among Student at Man Gowa
Consultant I/II : Dr.Ummi Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
28/09/25	III	1. Mengubah op. iii pada bagian penelitian menjadi part Terseb 2. Mengubah menjadi operasional 3. Gambarkan jumlah total populasi 4. Melengkapi pada bagian nilai pre dan post test. 5. format table harus sama 6. memahalkan pembahasan pada bagian discussion. Please → Disusun & ready	Wf
25/10/25	IV	1. Mengubah op. iii pada bagian penelitian menjadi part Terseb 2. Mengubah menjadi operasional 3. Gambarkan jumlah total populasi 4. Melengkapi pada bagian nilai pre dan post test. 5. format table harus sama 6. memahalkan pembahasan pada bagian discussion. Please → Disusun & ready	Wf Wf Wf Wf Wf

Makassar, 24/10/2025

Approved by:
Head of English Education Department

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



Scanned with CamScanner



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodib@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Wild Fitria
NIM : 10531105121
Department : English Education Department
Title : The Influence of Teacher feedback on fluency in English speaking among Student at Van Gogh
Consultant I/II : Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
23/6/25		→ References (update) There are some OK AK	U U

Makassar, 25.1.6. / 20.25

Approved by:
Head of English Education Department

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



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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodib@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Wilda fitria
NIM : 105351105121
Department : English Education Department
Title : The Influence of Teacher feedback on fluency in English Speaking Among Student at Man Towa.
Consultant I/II : Ika Sarifawati, S.Pd., M.Hum.

Day / Date	Chapter	Note	Sign
Rabu / 28 / Mei 2025		- Kaitkan dengan teori yg penelitian sebelumnya .	✓
Sabtu / 3 / Juni 2025		- Kaji lebih dalam speaking rate X hesitation .	✓
Sabtu / 10 / Juni 2025		- Prepare your conclusion	✓
Rabu / 4 / Juni 2025		- Use past tense in chapter V	✓
Sabtu / 14 / Juni 2025		- Prepare yourself for the exam	✓
Rabu / 25 / Juni 2025		- Acc	✓

Makassar, 25 Juni 2025

Approved by:
Head of English Education Department

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



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

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Wilda Fitria
NIM : 105351105121
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Influence of Teacher Feedback on Fluency in English Speaking Among Students at MAN Gowa.

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Gowa, 29 Juni 2025

Yang membuat pernyataan

Wilda Fitria



**UNIVERISTAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS**

SURAT PERJANJIAN

Saya yang bertandatangan dibawah ini:

Nama : Wilda Fitria

NIM : 105351105121

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri (tanpa dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi saya ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiasi) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Gowa, 29 Juni 2025

Yang membuat pernyataan

Wilda Fitria

MOTTO AND DEDICATION

Motto

Just do it. It will pass. In the end, you can say: 'Yes, I did it'

Dedication

This thesis is lovingly dedicated to my dearest parents, Salaming and Jumriani, whose unconditional love, prayers, and sacrifices have been my greatest strength.

Their unwavering support and encouragement have made this accomplishment possible. I also extend this dedication to my cherished family, supportive friends, and respected lecturers, who have consistently guided, motivated, and inspired me throughout my academic journey. May this humble work serve as a reflection of my heartfelt gratitude and love for all of you.



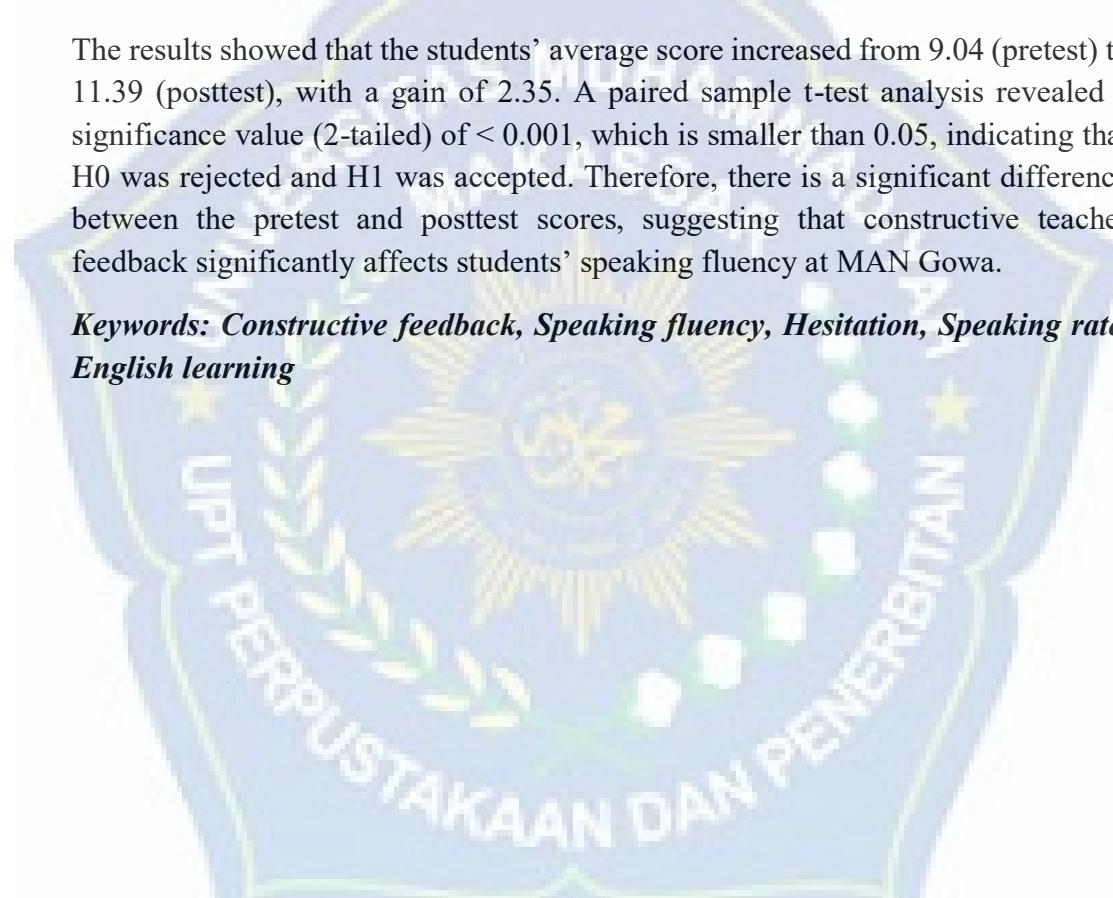
ABSTRACT

Wilda Fitria, 2025. "The Influence of Teacher Feedback on Fluency in English Speaking Among Students at MAN Gowa". Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Ika Sastrawati.

This study aims to determine the effect of constructive teacher feedback on the English-speaking fluency of tenth-grade students at MAN Gowa. The research employed a pre-experimental method with a one-group pretest-posttest design in a quantitative approach. The sample consisted of 23 students from one class. The instrument used was a speaking test recorded using a voice recorder before and after the students received constructive feedback from the teacher.

The results showed that the students' average score increased from 9.04 (pretest) to 11.39 (posttest), with a gain of 2.35. A paired sample t-test analysis revealed a significance value (2-tailed) of < 0.001 , which is smaller than 0.05, indicating that H_0 was rejected and H_1 was accepted. Therefore, there is a significant difference between the pretest and posttest scores, suggesting that constructive teacher feedback significantly affects students' speaking fluency at MAN Gowa.

Keywords: *Constructive feedback, Speaking fluency, Hesitation, Speaking rate, English learning*



ABSTRAK

Wilda Fitria, 2025. "Pengaruh Umpan Balik Guru terhadap Kefasihan Berbicara Bahasa Inggris Siswa di MAN Gowa". Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Ika Sastrawati.

Penelitian ini bertujuan untuk mengetahui pengaruh umpan balik konstruktif dari guru terhadap kefasihan berbicara bahasa Inggris siswa kelas X di MAN Gowa. Penelitian ini menggunakan metode pre-eksperimental dengan desain one-group pretest-posttest dalam pendekatan kuantitatif. Sampel terdiri dari 23 siswa dalam satu kelas. Instrumen yang digunakan berupa tes berbicara (speaking test) yang direkam menggunakan voice recorder sebelum dan sesudah diberikan umpan balik konstruktif dari guru.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada pretest sebesar 9,04 dan meningkat menjadi 11,39 pada posttest, dengan selisih sebesar 2,35. Hasil uji paired sample t-test menunjukkan bahwa nilai signifikansi (2-tailed) adalah $< 0,001$, yang berarti lebih kecil dari 0,05. Dengan demikian, H_0 ditolak dan H_1 diterima, yang menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai pretest dan posttest. Temuan ini mengindikasikan bahwa umpan balik konstruktif dari guru berpengaruh signifikan terhadap peningkatan kefasihan berbicara siswa di MAN Gowa.

Kata Kunci: *Constructive feedback, Speaking fluency, Hesitation, Speaking rate, English learning*

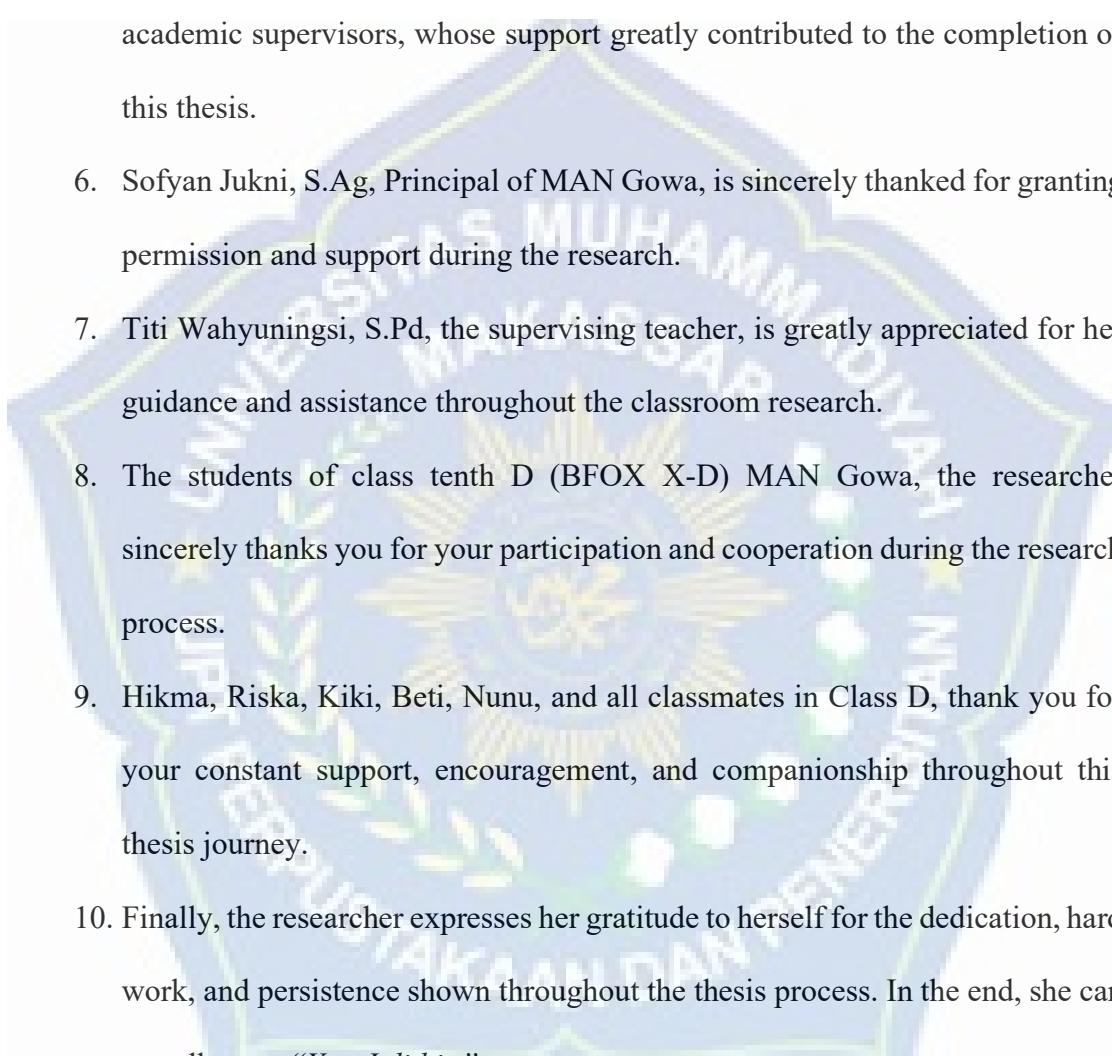
ACKNOWLEDGEMENTS

All praise is due to Allah SWT for His mercy and blessings, which have enabled the researcher to complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, his family, companions, and all his followers.

The researcher sincerely thanks her beloved family in Makassar and Gowa, especially her parents, Salaming and Jumriani; her grandparents, H. Sappara, Hj. Naisa, Hj. Bacce, and her extended family, for their love, prayers, and constant support.

She also extends heartfelt thanks to all those who have offered guidance and support, directly or indirectly, during the writing of this thesis. Therefore, the researcher would like to express her deepest gratitude to:

1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU, as the Rector of Universitas Muhammadiyah Makassar, for his leadership and continuous support in providing a conducive academic environment.
2. Dr. H. Baharullah, M.Pd, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, for his invaluable guidance, encouragement, and motivation.
3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, as the Head of the English Education Department, for her continuous encouragement, insightful input, and support throughout the completion of this thesis.



4. Ismail Sangkala, S.Pd, M.Pd, as the Secretary of the English Education Department, for his assistance and dedication in facilitating academic affairs within the department.
5. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, and Ika Sastrawati, S.Pd, M.Hum. for their invaluable time, insightful guidance, and continuous motivation as academic supervisors, whose support greatly contributed to the completion of this thesis.
6. Sofyan Jukni, S.Ag, Principal of MAN Gowa, is sincerely thanked for granting permission and support during the research.
7. Titi Wahyuningsi, S.Pd, the supervising teacher, is greatly appreciated for her guidance and assistance throughout the classroom research.
8. The students of class tenth D (BFOX X-D) MAN Gowa, the researcher sincerely thanks you for your participation and cooperation during the research process.
9. Hikma, Riska, Kiki, Beti, Nunu, and all classmates in Class D, thank you for your constant support, encouragement, and companionship throughout this thesis journey.
10. Finally, the researcher expresses her gratitude to herself for the dedication, hard work, and persistence shown throughout the thesis process. In the end, she can proudly say, "*Yes, I did it.*"

Gowa, 29 Juni 2025

Yang membuat pernyataan



Wilda Fitria

TABLE OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET FOR THESIS CONSULTATION	iv
SURAT PERNYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO AND DEDICATION.....	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENTS.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xvii
LIST OF APPENDICES.....	xviii
LIST OF PICTURES.....	xix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background	1
B. Research Question.....	4
C. Research Objective.....	4
D. Significance of the Research.....	4

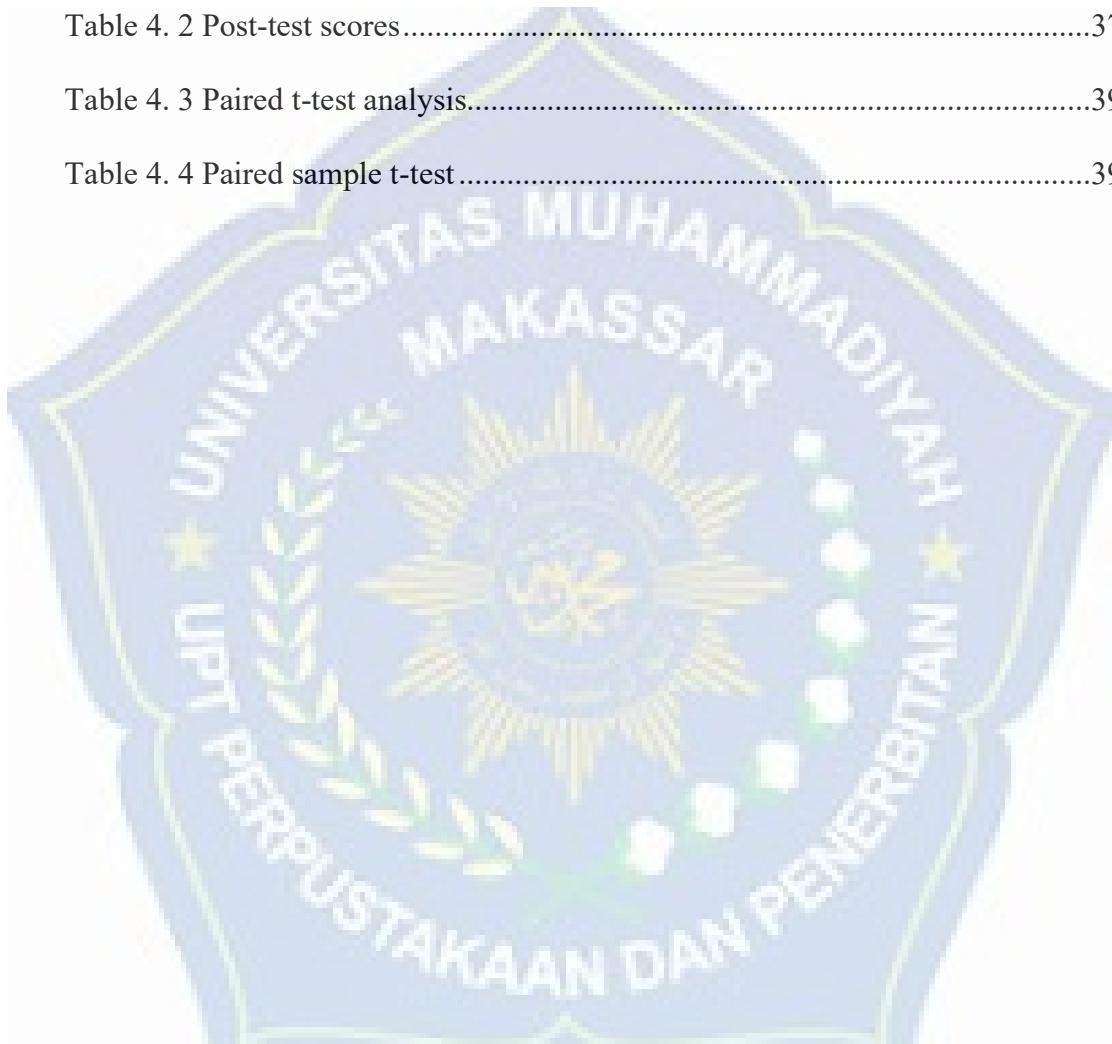
E. Scope of the Research	5
CHAPTER II	6
REVIEW OF LITERATURE	6
A. Previews Related Research Finding.....	6
B. Some Partinent Ideas.....	9
1. Concept of Teacher Feedback.....	9
2. Concept of Speaking Fluency	22
C. Conceptual Framework	29
D. Hypothesis.....	29
CHAPTER III.....	30
RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Research Variables and Indicators	30
C. Population and Sample.....	30
D. Research Instruments	31
E. Data Collection.....	32
F. Data Analysis	33
CHAPTER IV	35
FINDING AND DISCUSSION	35
A. Research Findings	35
B. Discussion	40

CHAPTER V	44
CONCLUSION AND SUGGESTION	44
A. Conclusion.....	44
B. Suggestion.....	44
APPENDICES	53



LIST OF TABLES

Table	Page
Table 3. 1 The total of 10th grade students at Man Gowa	30
Table 3. 2 Fluency Rubric.....	34
Table 4. 1 Pre-test scores	35
Table 4. 2 Post-test scores.....	37
Table 4. 3 Paired t-test analysis.....	39
Table 4. 4 Paired sample t-test	39



LIST OF APPENDICES

Appendix	Page
Appendix 1 Modul Ajar	53
Appendix 2 Speaking Test Procedure	76
Appendix 3 Pre-Test and Post-Test.....	82
Appendix 4 Instrument Rubric.....	86
Appendix 5 The Result Pre-test and Post-test.....	87
Appendix 6 Surat Keterangan Bebas Plagiasi.....	106
Appendix 7 Surat Pengantar Penelitian dari Fakultas.....	118
Appendix 8 Surat Pengantar Penelitian dari LP3M	119
Appendix 9 Surat Izin Penelitian	120
Appendix 10 Kartu Kontrol Penelitian	121
Appendix 11 Surat Keterangan Selesai Meneliti	122
Appendix 12 Letter of Acceptance	123
Appendix 13 Documentations.....	124

LIST OF PICTURES

Picture	Page
Picture 1 Pre-test	124
Picture 2 Treatment	124
Picture 3 Post-test.....	124



CHAPTER I

INTRODUCTION

A. Background

As an international language, English plays a vital role in global communication. English has become a subject taught in Indonesia from elementary school to higher education. The importance of this subject as a tool to gain knowledge and opportunities in the international world cannot be underestimated (Turahman & Mutiarani, 2024). In line with this, there are four key skills in the English subject, one of which is speaking. Speaking is one of the essential skills in language learning due to its role as a tool for communication. This skill continues to develop and has become one of the dominant skills in social, academic, and professional contexts (Arputhamalar & S, 2022). One of the essential components of speaking skills is fluency, which refers to the ability to speak smoothly without frequent pauses or hesitation.

Speaking fluency is the ability to communicate naturally and effectively without fillers or pauses (Lopez et al., 2021). This skill is crucial in various situations, enabling individuals to express their thoughts, such as in academic discussions. According to Panggabean et al. (2020), the ability to speak English fluently empowers individuals to convey their ideas, emotions, and information effectively through verbal communication. Nonetheless, there are challenges commonly faced by students in developing speaking fluency skills.

Challenges in developing speaking fluency are often caused by various factors, such as the fear of making mistakes, limited opportunities to practice, and anxiety about speaking in front of others. For example, the fear of making mistakes frequently hinders students from speaking fluently, while limited opportunities to practice slow down the improvement of their speaking skills. Additionally, speaking anxiety reduces students' confidence. According to Nety et al. (2020), anxiety causes students to remain silent, which ultimately impedes their ability to achieve speaking fluency. In addition, based on information from English teachers at MAN Gowa, students there face difficulties in speaking fluency. These challenges are further compounded by the fear of making mistakes and speaking anxiety, both of which serve as significant barriers to their speaking fluency. Therefore, an effective technique is needed to help students overcome challenges in speaking English fluently.

One technique that significantly influences speaking fluency is teacher feedback. This is due to the role of teachers as key facilitators in the learning process, including supporting the development of students' speaking fluency. Through feedback, teachers can provide direct guidance tailored to the individual needs of students, helping them overcome speaking obstacles such as excessive pauses, word repetition, or hesitation in expressing ideas. With appropriate feedback, students can speak more fluently and confidently. Therefore, well-directed and effective teacher feedback is a crucial factor in improving students' English-speaking fluency.

Teacher feedback is defined as comments provided by a teacher to students regarding their performance in learning tasks or assessments (Gan et al., 2021). There are several types of teacher feedback, including corrective, positive, and constructive feedback. Corrective feedback aims to address students' mistakes by providing specific information for improvement (Ackerman & Horn, 2021). Meanwhile, positive feedback encourages and motivates students by appreciating their achievements. On the other hand, constructive feedback is provided by appreciating students' strengths and pointing out their weaknesses (Abdullah et al., 2022).

Besides distinguishing the types of feedback, it is essential to understand how feedback can enhance students' speaking fluency. As explained by Hasan, (2024), teacher feedback plays a significant role in improving students' speaking by providing clear guidance and appropriate encouragement. When feedback is applied effectively, it not only helps students identify their weaknesses but also instils confidence, motivating them to engage in speaking more frequently and with greater fluency. Through feedback, students can more easily overcome the barriers that hinder their speaking fluency, thereby enhancing their overall proficiency in oral communication.

Existing literature has extensively explored the influence of teacher feedback in enhancing students' speaking. For instance, a study found that teacher feedback combined with motivation and praise can substantially enhance students' speaking abilities (Rifai & Rahman, 2023). These findings indicate that providing constructive feedback is essential in addressing the

challenges faced by students in speaking, such as a lack of confidence and limited opportunities to practice. Nevertheless, while many researchers have discussed feedback, there remains a gap in previous studies regarding the influence of teacher feedback, specifically on students' speaking fluency.

In line with this, this study aims to examine the influence of teacher feedback on speaking fluency among high school students. The research will be conducted at MAN Gowa, located in Malakaji, Gowa Regency. Based on the information provided by the teacher regarding the challenges faced by students, the researcher has chosen to investigate the influence of teacher feedback on students' speaking fluency, conducting a study titled: "*The Influence of Teacher Feedback on Fluency in English Speaking Among Students at MAN Gowa*" as part of an effort to address the challenges faced by teachers at MAN Gowa.

B. Research Question

Does teacher feedback effectively improve students' speaking fluency at MAN Gowa?

C. Research Objective

To determine the effectiveness of teacher feedback in improving students' speaking fluency at MAN Gowa.

D. Significance of the Research

The significance of this research lies in its contribution to both practical and academic aspects. This study provides valuable insights for educators, particularly English teachers at MAN Gowa and similar

institutions. By examining the influence of feedback on students' speaking fluency, these research findings can provide valuable guidelines for teachers to implement more effective feedback techniques, ultimately contributing to significant improvements in students' speaking fluency. Furthermore, the findings of this study are expected to serve as a valuable reference for future studies exploring the influence of teacher feedback on other English language skills, such as writing or listening.

E. Scope of the Research

The scope of the study is crucial in obtaining relevant data and supporting the objectives of the research. This study aims to examine the influence of constructive teacher feedback on the speaking fluency of 10th grade students at MAN Gowa. It focuses specifically on feedback that addresses mistakes and provides supportive guidance to improve speaking fluency, measured through several indicators, namely speaking rate and hesitation level that occurs during the speaking process.

CHAPTER II

REVIEW OF LITERATURE

A. Previews Related Research Finding

Many researchers have been conducting studies related to this research, there are as follows:

1. The study by Au and Bardakçı (2020), titled "*An Analysis of The Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances And Speaking Self-Efficacy Levels*" aimed to determine the level of speaking self-efficacy among EFL learners and to examine changes in their oral performance after receiving feedback. The research began with the administration of a speaking self-efficacy scale and a speaking assessment, followed by three oral interventions incorporating feedback from both teachers and peers, as well as repeated speaking tests conducted in two learning sessions. At the end of the study, participants completed a final speaking self-efficacy scale. The findings revealed that learners showed improvement in their speaking performance after receiving feedback.
2. The study by Ha and Nguyen (2021), titled "*Targets and Sources of Oral Corrective Feedback in EFL Classrooms: Are Students' and Teachers' Beliefs Aligned?*", aimed to investigate teachers' and students' beliefs regarding the optimal targets and sources of corrective feedback (CF) in EFL secondary school contexts in Vietnam. The findings of the study revealed that students generally

accepted corrective feedback for all types of errors. However, they often faced pressure to learn materials that would be tested in upcoming exams. Additionally, students preferred receiving corrective feedback directly from teachers rather than through self-correction or peer correction. They also expressed the hope that teachers would train them to perform peer correction and self-correction effectively.

3. The study conducted by Aini and Rochmahwati (2020), titled "*Teacher Feedback in Teaching Speaking*" aimed to explore the implementation of teacher feedback in teaching speaking and the students' responses to such feedback. The study found that teachers implemented feedback by assigning tasks and inviting students to perform in front of the class. The process began with the teacher selecting a task, reading it aloud, and providing examples of proper word pronunciation. Through this feedback, students felt motivated and appreciated, which ultimately improved their speaking abilities. The study concluded that teacher feedback positively impacted students' speaking skills.
4. The study by Henner and Adnan (2020), titled "*An Analysis of Teacher's Oral Corrective Feedback on Student's Speaking Performance at SMPN 1 Bukittinggi*," aimed to explore how English teachers provide oral corrective feedback on students' speaking performance, the methods used in implementing such feedback, and the types of oral corrective feedback that are considered appropriate or inappropriate by students. The findings revealed that the types of oral

corrective feedback deemed appropriate for students include repetition, explicit correction, and paralinguistic signals. Conversely, recast and clarification requests were found to be less effective in improving students' speaking performance.

5. The study (Quyên & Hà, 2021), "*Impacts of Feedback Posted on Google Classroom on Students' Speaking Skill*," aimed to explore the impact of teacher feedback on students' speaking skills using Google Classroom as a free platform. The findings revealed that weekly feedback played a significant role in enhancing students' awareness of their strengths and mistakes in their speeches posted on Google Classroom. Additionally, several suggestions were provided to help students address their mistakes. With this feedback, the students' speaking skills improved.

The researcher utilizes previous studies as a foundation to understand the influence of teacher feedback on students' speaking fluency. Previous research has also demonstrated that teacher feedback can improve students' speaking skills. However, this study takes a different focus by explicitly examining the influence of constructive teacher feedback on students' speaking fluency with two components of fluency. Through this approach, the study aims to provide deeper insights into the extent to which constructive feedback influences students' speaking fluency.

B. Some Partinent Ideas

1. Concept of Teacher Feedback

a. Definition of Teacher Feedback

A teacher is a person who plays an essential role in helping students develop skills, knowledge, and moral values that they will need for future success (Sulistiani & Nugraheni, 2023). Meanwhile, feedback is defined as information provided by a figure regarding aspects of one's performance or understanding (Wisniewski et al., 2020). Thus, teacher feedback can be understood as crucial information given by teachers to guide students in improving their performance or understanding. Therefore, the role of feedback in the learning process cannot be overlooked, as it serves as a bridge between the teacher's guidance and the enhancement of students' abilities.

In the learning process, feedback serves as a tool to identify students' performance and assist them in achieving their academic goals. Providing feedback is considered a crucial aspect of the teacher's role in guiding students through the learning process (Badrin, 2024). Beyond merely reviewing students' performance, feedback also acts as a bridge between understanding and the learning targets to be achieved. Through feedback, students not only gain insights into their performance but also understand what needs improvement and the technique to enhance it to achieve more optimal results. Therefore, teacher feedback can significantly influence students' speaking fluency, primarily when delivered effectively by the teacher.

b. Types of Teacher Feedback

Teacher feedback is a technique that can influence the success of the learning process by providing feedback on students' work. Several types of feedback that can affect students' speaking fluency include corrective feedback, positive feedback, and constructive feedback. Each of these types of feedback plays an important role in the learning process. Below is an explanation of each type of feedback that can affect students' speaking fluency.

1. Corrective feedback

Corrective feedback (CF) is a technique used by teachers to focus students' attention on improving or correcting their mistakes (Hartono et al., 2022). This feedback not only aims to correct errors but also has an influence on speaking fluency. In the process of learning speaking skills, CF helps students understand the location of errors in grammar, pronunciation, or vocabulary, which significantly affects speaking fluency. By providing corrective feedback to address these errors, students are better able to speak fluently without excessive pauses or unnecessary filler words. In the context of corrective feedback, there are several types relevant to speaking instruction. Some types of corrective feedback include explicit feedback, recasts, elicitation, and repetition feedback (Mahara & Hartono, 2024).

a. Explicit

Corrective feedback commences with explicit feedback. This feedback identifies students' mistakes and presents the right form (Gharani et al., 2023). Explicit feedback is frequently employed in educational environments as it can enhance students' speaking fluency through immediate correction, hence reinforcing learning and advancing speaking abilities.

For instance, when a student concludes their speech with, “*Umm... I... I went... to Bali... last year*”, the teacher can promptly rectify by stating, “*Speak fluently: 'I went to Bali last year.'*” “*Try again!*”. In this example, the teacher emphasizes the error to facilitate the student's fluency while still providing the correct form.

b. Recast

The second type is recast, a form of feedback delivered by the teacher to rectify students' faults without interrupting the conversational flow (Mulyani et al., 2022). This feedback is provided by reiterating the students' statements in the right form without explicitly identifying the errors.

For instance, when a student states, “*Umm... I... I go... to Bali... last year*,” the teacher rectifies this by responding, “*I went to Bali last year*”. This feedback method enhances speaking fluency by indirect adjustments while observing the student's speech, preserving their confidence.

c. Elicitation

The third type is elicitation, which helps students recognize their mistakes without being directly told. Elicitation serves as a form of corrective feedback that encourages students to self-correct their errors. There are three types of elicitation commonly used by teachers: question, pausing, and gesture (Ayouni & Sukny, 2022). After receiving elicitation feedback from the teacher, students can utilize the knowledge they already possess to correct their own mistakes.

For example, the teacher says, “*Can you tell me about your favorite book?*” and the student responds, “*Umm... I like... the... book... Harry Potter*”. The teacher then replies, “*Let’s try that again. How do we say it smoothly? ‘I like...?’*”. In this example, the teacher does not directly provide the correct answer but prompts the student to reflect and find the correct one. This process helps students improve their speaking fluency by allowing them to correct their mistakes independently while fostering critical thinking skills.

d. Repetition

The final type is repetition, a feedback method wherein the teacher reiterates the student's erroneous statement with altered intonation to emphasise the mistake (Wilschut et al., n.d.). This feedback clearly indicates the error, so the student

can recognize it, as the teacher emphasizes the error through intonation.

For example, when a student says, “*Umm... I like... the... book... Harry Potter.*” the teacher repeats the sentence with emphasis on the incorrect part, saying, “*You like a Harry Potter book?*” The student is then prompted to self-correct. By identifying and correcting their own mistakes, students are likely to improve their speaking fluency as they become accustomed to reducing pauses while choosing the correct word structure.

2. Positive Feedback

Praise feedback, or commonly referred to as positive feedback, is an expression of approval or admiration for students' work or performance during the learning process (Anzila et al., 2024). This feedback serves as recognition for their achievements and as motivation for students to continue improving or maintaining their performance. In the research by (Faulconer et al., 2022), students reported that positive feedback increased their confidence, and feedback that acknowledged effort was prioritized over feedback that acknowledged results or achievements. Therefore, positive feedback can influence students' speaking fluency because this type of feedback can boost their confidence and motivate them to perform even better.

Positive feedback from teachers supports students in participating in speaking tasks because they feel motivated and receive support to speak fluently. Various types of positive feedback can influence students' speaking fluency, namely verbal praise, non-verbal feedback, feedback on improvement, and public recognition.

a. Verbal praise

Verbal praise directly appreciates students' efforts or achievements through words, aiming to make students feel valued. For example, when a student finishes speaking, the teacher provides verbal praise by saying, "*Good job! You've spoken fluently*".

As a result, the student feels motivated to improve their speaking fluency. Praise feedback is highly recommended in language learning because it engages them deeply in the learning process, aligning with their own learning styles (Etemadraf & Azzizollah (2023)).

b. Non-verbal

Non-verbal feedback is defined as feedback given through non-linguistic methods, excluding sign language or written communication. According to (Girondini et al., 2024), both verbal and non-verbal positive feedback can alleviate anxiety experienced during and subsequent to performances. Consequently, offering non-verbal positive reinforcement might

enhance students' speaking fluency by alleviating fear, thereby facilitating fluent speech.

Non-verbal positive feedback is expressed through facial expressions "*teachers smile to provide support and foster student comfort*", eye contact "*sustaining eye contact indicates attentive listening and appreciation for the student's contributions*", body gestures "*offering a thumbs up, a universal sign of appreciation for effort*", body posture "*leaning slightly forward to demonstrate interest in the student's discourse*", and non-verbal vocal gestures "*humming or emitting positive sighs, such as "hmm" in a pleasant tone, to endorse the student's speech*".

c. Feedback on improvement

Feedback on improvement focuses on providing specific information about areas that need to be improved and gives clear steps to address these deficiencies. Since this is part of positive feedback, the suggestions given, whether written or spoken, must be delivered in a constructive tone. This aims to help students understand their mistakes, especially in areas that need improvement, without making them feel stressed.

For example, when students finish speaking, the teacher can provide positive feedback on improvement by saying, "*You have done well with your pronunciation, but try to pay more smoothly to make your message clearer.*" This feedback is given

in a constructive tone so that students feel comfortable and more confident, which in turn will affect their ability to speak fluently.

d. Public recognition

Public recognition feedback involves giving praise or awards for students' work openly in front of others to acknowledge their achievements. The provision of this feedback must be done carefully so as not to cause feelings of envy or pressure among other students. Teachers also need to ensure that the feedback highlights the efforts of the students so that they feel motivated.

By being motivated, students can improve their speaking fluency, such as the example where after a student speaks, the teacher gives this feedback by saying, *“Wow, that was excellent, Sarah! You spoke very fluently, and your story was well-structured. Everyone, did you notice how Sarah spoke clearly and confidently without hesitation? Let’s give her a round of applause!”*. That feedback can motivate students through open appreciation, provide a model for other students, and build students' confidence. All these goals directly influence students' speaking fluency.

3. Constructive feedback

Constructive feedback is a technique aimed at providing suggestions and criticism in a constructive manner without undermining the recipient of the feedback. In the educational

context, constructive feedback is used to correct students' mistakes in a way that builds their confidence, ensuring they feel motivated rather than burdened. According to Aslam & Khan (2020), this feedback is also defined as timely, accurate, constructive, result-focused, supportive, encouraging, and positive. Constructive feedback differs from other types of feedback, such as corrective feedback, which only provides guidance for correcting errors, and positive feedback, which focuses more on praising students' work.

The provision of constructive feedback significantly influences students' speaking performance by focusing on areas that need improvement, such as pronunciation, grammar, and speaking fluency. This feedback must be delivered with a positive and supportive tone so that students feel confident to try again, comfortable receiving input and motivated to improve. Providing constructive feedback on students' speaking performance focuses on what needs to be improved rather than minor mistakes and encourages students to engage in self-correction and peer review, fostering a collaborative learning environment (Mahmudova, 2024). Since constructive feedback has a significant influence on language learning, particularly speaking, there are two types of this technique that can be employed based on students' needs.

a. Descriptive feedback

The first is descriptive feedback, which provides detailed explanations about what has been done well and what

needs to be improved by the students without being judgmental. Descriptive feedback offers more in-depth and concrete information. According to Plengkhama & Wasanasomsithi (2023), descriptive feedback is based on detailed criteria rather than judgmental feedback, making it more meaningful to students and thereby improving their performance.

For example, a student says "*Umm... I go... to the park... yesterday.*" The teacher may give feedback to a student by saying, "*To make it fluent, try saying, 'I went to the park yesterday.' Let's practice it together. You're doing well—keep it up!*". Thus, providing this type of feedback aims to give students clearer insights into their shortcomings in a positive tone, which can boost their confidence and affect their speaking fluency.

b. Strength-based feedback

The second is strength-based feedback, which focuses on identifying and reinforcing students' abilities by providing specific comments that highlight what students have done well, which can foster a sense of competence and self-confidence (Soozandehfar & Dehghayedi, 2024). By starting feedback with an appreciation of students' strengths, such as good pronunciation or proper use of vocabulary, students will feel valued for their efforts. This helps them become more confident in speaking, which positively influences their speaking fluency.

This feedback must be clear and supportive to help students improve their performance (Lare & Silvestri, 2023).

For instance, the student says, “*Umm... I... I go to the park with... my friend yesterday.*” a teacher might say, “*That's a great start! I really like how you tried to tell your story in English and included details like 'the park' and 'yesterday.'* *That's excellent! To make it even smoother, you could say, 'I went to the park with my friend yesterday.'* You're already using great ideas—keep practicing to make your sentences flow better!”. With this technique, students feel more comfortable receiving suggestions for improvement without feeling judged.

The main difference between descriptive feedback and strength-based feedback lies in their approach. Descriptive feedback provides specific details about the aspects that are good and those that need improvement, while strength-based feedback begins with reinforcing students' strengths to build confidence before offering constructive feedback. Both support the enhancement of speaking fluency, but strength-based feedback is more effective in creating a sense of comfort and motivation to speak.

c. Functions of Teacher Feedback

Teacher feedback plays an important role in the learning process, especially in speaking fluency. Feedback has functions that can be categorized as follows:

1. Improving Accuracy and Fluency

Teacher feedback helps students identify errors in grammar, pronunciation, and vocabulary use. By correcting these errors, feedback contributes to the accuracy of language use. According to Sevinch et al., (2024), factors such as pronunciation, participation, and constructive feedback can enhance confidence and speaking fluency.

2. Boosting Students' Confidence

Positive feedback increases students' self-esteem and motivation to continue learning. This is crucial in speaking, where confidence plays an important role in speaking fluency.

3. Directing Self-Reflection

Feedback can help students reflect on their own learning and identify areas that need improvement. By reflecting on feedback, students can recognize patterns in their mistakes and find ways to address them, leading to improved speaking fluency over time.

4. Encouraging Active Participation

Feedback can motivate students to be more active in the learning process. When feedback is provided in a timely and clear manner, students are more likely to participate in speaking activities, which also provide opportunities to enhance their speaking fluency.

5. Supporting Students' Progress

Feedback can help monitor students' progress over time by providing insights into their strengths and weaknesses. By receiving

continuous feedback, students can track their development in speaking fluency.

In conclusion, the functions of teacher feedback extend beyond merely correcting errors; they also serve as a technique approach to enhance speaking fluency by guiding students' learning, boosting their confidence, and encouraging active participation.

d. Models of Providing Feedback

Feedback is one of the important techniques in the learning process aimed at helping students. In language learning, particularly those focused on improving speaking fluency, there are two commonly used models of providing feedback: direct feedback and indirect feedback.

Direct feedback is related to how the teacher identifies the error and provides the correct form, while indirect feedback refers to how the teacher shows the error but does not provide the correction, allowing the student to analyze and correct it on their own. Direct feedback can help students understand their mistakes more quickly because the teacher directly provides corrections to errors such as pronunciation, grammar, or vocabulary usage. Meanwhile, indirect feedback encourages students to think critically and become more independent in identifying their mistakes.

In line with the opinion of Papi et al. (2024), indirect feedback can help students compare their mistakes with the correct version, and this type of feedback can encourage students to process the feedback

using their own knowledge, which can ultimately affect their speaking fluency.

2. Concept of Speaking Fluency

a. Definition of speaking fluency

Speaking fluency is the ability of an individual to speak in a language smoothly, spontaneously, and without frequent pauses or interruptions. This ability is considered one of the essential skills in communication, as it enables individuals to convey their ideas confidently and effectively (Safarova, 2023). In the context of language learning, especially English as an international language, speaking fluency plays a crucial role in mastering language skills.

This ability can help students express their ideas, share information, and interact with others in various communication situations. Additionally, speaking fluency allows students to feel more confident in using English actively, whether in class discussions, presentations, or daily conversations.

The characteristics of speaking fluency include smooth sentence construction, the ability to speak without long pauses, clear pronunciation, and a balanced speaking speed. These characteristics serve as a basis for evaluating how effectively someone can communicate in English.

b. Factors Influencing Speaking

Several factors can influence speaking fluency, namely:

1. Confidence Level

A primary factor affecting speaking fluency is the confidence level. Students with confidence are more likely to speak bravely, even

when they make pronunciation mistakes. Confidence can be improved through repeated practice, teacher feedback, and positive communication experiences. Fuad et al., (2023) state the importance of confidence in language learning, which enables learners to communicate even with limited knowledge of the second language.

2. Communication Experience

In speaking fluency, frequent involvement in communication helps individuals become more proficient in speaking. This experience can be obtained through group discussions, debates, presentations, or activities involving direct conversations. These experiences familiarize students with conversational patterns and improve spontaneous responses.

3. Linguistic Competence

Understanding grammar and mastering vocabulary enable students to construct sentences and express their ideas effortlessly. Limited vocabulary often becomes a barrier in speaking as students struggle to find the appropriate words to use.

4. Speaking Engagement

During the learning process, students' active participation in speaking plays an important role in improving their speaking fluency. Students who frequently participate in speaking activities are more trained. The importance of a supportive environment and a non-judgmental classroom atmosphere can also help students become more active in speaking.

The factors mentioned above are interconnected in influencing speaking fluency. For instance, students with a wide vocabulary are likely to feel more confident and thus become more active in speaking. Conversely, a lack of speaking experience can reduce confidence and hinder linguistic competence. Therefore, teachers need to provide techniques, such as the application of feedback, on all these factors to positively influence students' speaking fluency.

c. The Role of Feedback in Speaking Fluency

Feedback plays a crucial role in language learning, particularly in its influence on speaking fluency. Feedback is not merely a corrective step but also a technique to motivate students and provide a platform for them to reflect on their performance. Teacher feedback impacts not only error correction but also encompasses various functions that facilitate deeper language learning. Here are the roles of feedback in speaking fluency:

1. Feedback as a Motivational Tool

One of the most significant contributions of feedback to speaking fluency is its influence on motivation. Positive and negative feedback can enhance motivation (Fujita et al., 2024). Motivated students are more likely to engage in speaking practices in class. Positive feedback, when applied appropriately, can boost their confidence and encourage them to develop their speaking skills.

Motivating students with constructive and positive feedback increases their willingness to participate in speaking tasks, such as classroom presentations, which are essential for improving speaking fluency.

2. Feedback and Self-Reflection

Feedback also encourages students to reflect on their speaking abilities. A study by Permatasari (2024), highlights that consistent feedback and self-reflection positively influence students' personal development and confidence in public speaking. When feedback is specific, it helps students identify their mistakes and apply means to correct them. For instance, feedback addressing pronunciation or grammatical errors allows students to focus more on these areas during future opportunities.

3. Timeliness of Feedback

Timely feedback enables students to review and improve their speaking skills while boosting their confidence (Aminbaevich & Mirzagaliyevna, 2023). Feedback provided immediately after a speaking task helps students connect the feedback directly with their performance. This ensures learners correct their mistakes promptly, avoiding the reinforcement of incorrect patterns and fostering more accurate and fluent speech.

4. Feedback and Anxiety Management

Feedback can also play a crucial role in reducing speaking anxiety, which often hinders the development of speaking fluency. Anxiety may make students hesitant to showcase their English abilities, as concerns about negative criticism from peers or judgmental correction from teachers can damage their self-esteem.

Teachers should be aware of this and consider the classroom environment and the type of feedback applied.

5. The Role of Teacher-Student Rapport

Teacher-student rapport is a powerful driver of positive learning outcomes, such as engagement, achievement, motivation, and confidence (Meng, 2021). This relationship can significantly affect how feedback is received and implemented. High-quality rapport enhances student motivation; conversely, poor rapport reflects in diminished motivation during the learning process. When students feel that teachers care about their progress, they are more likely to trust feedback and perceive it as support rather than criticism.

d. The Components of Speaking Fluency

Speaking fluency in language proficiency encompasses various components that contribute to effective communication. Speaking fluency involves a combination of elements that ensure smooth and coherent expression. The components of speaking fluency include rate of speech, hesitation, repetition, and self-correction (Tavakoli et al., 2020). Each of these components plays a crucial role in determining how fluent and effective a person is in communication, as they work together to create natural conversations.

1. Rate of speech

Speech rate refers to the speed at which someone speaks, typically measured by the number of syllables, words, or phrases spoken per unit of time, such as words per minute. According to

Jossinger et al. (2021), speech rate is a fundamental element in language production that affects the speaker's intelligibility and communication efficiency. It should be noted that speaking too fast can make it difficult for listeners to understand the information being conveyed by the speaker, while speaking too slowly can cause listeners to lose the message from the speaker, as well as diminish the appeal or effectiveness of the communication.

2. Hesitation

Hesitation is a pause or uncertainty that occurs when someone speaks. Hesitation can be identified through expressions such as "*ee*" "*before before*," and "*amm amm*," which indicate the presence of hesitation when producing a language (Siswoyo et al., 2022).

Silence during speech is also an indication of hesitation. In the context of language learning, hesitation reflects various factors, including a lack of vocabulary mastery, uncertainty about grammatical structures, and low self-confidence.

3. Repetition

Repetitions in speaking refer to the phenomenon where a speaker repeats a word or phrase either intentionally or unintentionally. For example, in the study by Rood & de Jong (2023), "*at the ca- at the camera*" and "*the picture of a b- of a bed*" are marked as repetitions because part of the words are repeated by the students.

Repetitions can occur for various reasons, such as giving the speaker time to think, emphasizing a point they want to convey, or resolving confusion in word selection. Analyzing repetitions in conversation can provide insights into the fluency of speech.

4. Self-Correction

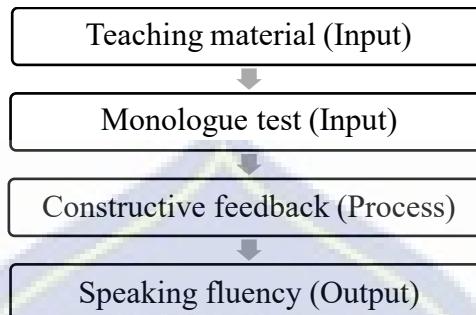
Self-Correction refers to a speaker's ability to recognize and rectify their own mistakes while speaking, such as replacing words, adjusting sentence structures, or improving pronunciation spontaneously. In the context of measuring speaking fluency, Self-Correction serves as an indicator of language proficiency, although an excessively high frequency of corrections may indicate a gap in speaking skills.

Examples of Self-Correction include fixing word errors "*I goes—oh, sorry—I went to the market yesterday*", sentence structure mistakes "*She don't—she doesn't like it*", and pronunciation errors "*He lives in a vil-lage—village*". Thus, Self-Correction plays an essential role in supporting speaking fluency, though it requires balance to avoid disrupting the flow of communication.

C. Conceptual Framework

Conceptual frameworks underlined in this research are the following:

Table 2. 1 Conceptual Framework



The conceptual framework described above illustrates the relationship between teacher feedback (process) and students' speaking fluency (output). The framework begins with the input, consisting of teaching materials aimed at improving students' speaking skills and a monologue test as a speaking practice activity. The process involves providing constructive feedback based on students' performance in the monologue test. Finally, the output is the students' speaking fluency, measured through indicators such as speaking rate and hesitations. Constructive feedback acts as a bridge between the monologue test and the improvement of speaking fluency.

D. Hypothesis

H0: Constructive teacher feedback does not significantly affect students' speaking fluency at MAN Gowa.

H1: Constructive teacher feedback significantly affects students' speaking fluency at MAN Gowa.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a pre-experimental method with a one-group pretest-posttest design within a quantitative approach. This design was used to examine the effect of teacher feedback on students' fluency in speaking English.

B. Research Variables and Indicators

Independent variable (teacher feedback) and dependent variable (speaking fluency).

C. Population and Sample

1. Population

This study was conducted at MAN Gowa, a senior high school located in Malakaji, Gowa Regency, South Sulawesi, Indonesia. The study observed a population consisting of five tenth-grade classes, with a total of 116 students.

Table 3. 1 The total of tenth-grade students at Man Gowa

No	Class	Number of Students
1	X A	24 students
2	X B	22 students
3	X C	24 students

No	Class	Number of Students
4	X D	23 students
5	X E	23 students

2. Sample

This study used purposive sampling to determine the research sample. The sample selection was based on recommendations from the English teacher at MAN Gowa. Among the five available tenth-grade classes, the teacher recommended class tenth D, which consists of 23 students, as the sample. This selection was made based on the teacher's consideration that the class had a wide range of speaking proficiency levels. By using purposive sampling, the researcher aimed to obtain relevant and representative data for analyzing the effect of teacher feedback on students' speaking fluency.

D. Research Instruments

The study used two main instruments to collect data: a speaking test and speech recordings. These instruments were used to facilitate the process of data collection and analysis related to students' speaking fluency.

a. Speaking test

The researcher designed a speaking test consisting of two stages: a pre-test and a post-test. The pre-test was administered before the treatment to measure the students' initial speaking ability in English, while the post-test was conducted after the treatment to assess any changes or improvements in the students' speaking fluency.

The test was designed to evaluate students' speaking fluency based on two main indicators: speaking rate and hesitations. The assessment was conducted by referring to these indicators to ensure that any changes occurring after the treatment could be measured objectively

The researcher recorded the entire process of both the pre-test and post-test using a voice recorder. These recordings were utilized to assist the data analysis process, particularly in evaluating indicators of fluency, namely speaking rate and hesitations.

E. Data Collection

Data in this study were collected through a speaking test administered twice, namely in the first meeting (pre-test) and the sixth meeting (post-test). In both the pre-test and post-test, each student was asked to deliver a monologue in the form of a narrative text lasting a maximum of 2 minutes. The procedures for administering the test were as follows:

1. The researcher prepared three narrative stories from which the students could choose.
2. Students were given 30 minutes to prepare themselves before the speaking test.
3. The researcher reminded the students to state their names before beginning the speaking test.
4. Each student delivered their chosen narrative orally within a maximum time of 2 minutes.
5. The researcher recorded the students' performances using a mobile phone for documentation and data analysis purposes.

6. Based on the recordings, the researcher analyzed the students' speaking performance using fluency indicators, which included speaking rate and hesitations.

F. Data Analysis

After collecting data through speaking pre-test and post-test, the researcher analyzed students' monologue recordings using a recorder device. This analysis aimed to examine the influence of feedback on students' speaking fluency by comparing the results of the pre-test and post-test.

In determining the scores obtained by the students, the researcher used the calculation formulas of Words per Minute (WPM) and Hesitation Ratio. The test results were evaluated based on two components of fluency, namely speaking rate and hesitation. Each component in the rubric was assessed using a six-point scale, with a maximum total score of 12 points (Table 3.2). The researcher assigned scores ranging from one to six for each element in the rubric based on the students' performance in the pre-test and post-test. This assessment aimed to evaluate the overall improvement in students' speaking fluency.

a. Scoring Formulas

To assess speaking rate and hesitation, the following formulas were used:

$$WPM \text{ (Words Per Minute)} = \frac{(\text{Number of Words Spoken})}{\text{Duration of Time}} =$$

* The duration of time was converted from seconds into minutes and seconds (seconds \div 60).

$$\text{Hesitation Ratio} = \left(\frac{(\text{Number of Hesitations})}{\text{Number of Words}} \right) \times 5 =$$

(O'Grady, 2023).

Table 3. 2 Fluency Rubric

Descript ors/ Score	1 point	2 points	3 points	4 points	5 points	6 points
Speakin g rate (WPM)	< 20 WPM	20-29 WPM	30-44 WPM	45-59 WPM	60-74 WPM	> 75 WPM
Hesitatio n	>1.75 hesitati ons per 5 words	1.5- 1.75 hesitati ons per 5 words	1.25- 1.49 hesitati ons per 5 words	1.0- 1.24 hesitati ons per 5 words	0.5- 0.99 hesitati on per 5 words	< 0.5 hesitati on per 5 words
Total:						

* WPM = Words Per Minute

(Santos & Ramírez-Ávila, 2022)

Subsequently, the effect of the treatment was analyzed using SPSS. A paired t-test was employed to compare the mean scores between the pre-test and post-test, allowing the researcher to determine whether the treatment had a significant effect on students' speaking fluency.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

This study aimed to examine the effect of teacher feedback on the speaking fluency of Grade tenth D students at MAN Gowa. Speaking fluency was analyzed based on two indicators: speaking rate and hesitation. The data were collected through a pre-test and post-test using narrative texts in the form of a legend story, specifically selected from various local stories across South Sulawesi.

a. Pre-test and Post-test Scores

The results of the pre-test and post-test were recorded and then analyzed using manual calculation techniques, applying formulas adopted from O'Grady (2023).

1. Pre-test scores

The students' speaking fluency pre-test scores, measured through two fluency indicators, speaking rate and hesitation, are presented as follows:

Table 4. 1 Pre-test scores

Students	Speaking rate		Hesitation		Total points score
	WPM	Points	Hesitation	Points	
S1	34.38	<i>3 points</i>	0.73	<i>5 points</i>	8 points
S2	34.6	<i>3 points</i>	0.87	<i>5 points</i>	8 points

Students	Speaking rate		Hesitation		Total points score
	WPM	Points	Hesitation	Points	
S3	32.18	<i>3 points</i>	0.71	<i>5 points</i>	8 points
S4	57.42	<i>4 points</i>	0.28	<i>6 points</i>	10 points
S5	48.0	<i>4 points</i>	0.53	<i>5 points</i>	9 points
S6	31.82	<i>3 points</i>	0.57	<i>5 points</i>	8 points
S7	38.80	<i>3 points</i>	0.91	<i>5 points</i>	8 points
S8	43.93	<i>4 points</i>	0.63	<i>5 points</i>	9 points
S9	49.40	<i>4 points</i>	0.36	<i>6 points</i>	10 points
S10	36.49	<i>3 points</i>	0.37	<i>6 points</i>	9 points
S11	35.24	<i>3 points</i>	0.54	<i>5 points</i>	8 points
S12	20.37	<i>2 points</i>	0.90	<i>5 points</i>	7 points
S13	44.44	<i>3 points</i>	0.41	<i>6 points</i>	9 points
S14	56.12	<i>4 points</i>	0.54	<i>5 points</i>	9 points
S15	59.68	<i>4 points</i>	0.06	<i>6 points</i>	10 points
S16	54.55	<i>4 points</i>	0.52	<i>5 points</i>	9 points
S17	51.28	<i>4 points</i>	0.5	<i>5 points</i>	9 points
S18	72.5	<i>5 points</i>	0.34	<i>6 points</i>	11 points
S19	39.09	<i>3 points</i>	0.58	<i>5 points</i>	8 points
S20	42.64	<i>3 points</i>	0.45	<i>6 points</i>	9 points
S21	43.75	<i>4 points</i>	0.29	<i>6 points</i>	10 points
S22	51.02	<i>4 points</i>	0.3	<i>6 points</i>	10 points

Students	Speaking rate		Hesitation		Total points score
	WPM	Points	Hesitation	Points	
S23	41.90	<i>3 points</i>	0.34	<i>6 points</i>	9 points

2. Post-test Scores

The students' speaking fluency post-test scores, measured through two fluency indicators, speaking rate and hesitation, are presented as follows:

Table 4. 2 Post-test scores

Students	Speaking rate		Hesitation		Total points score
	WPM	Points	Hesitation	Points	
S1	52.41	<i>6 points</i>	0.13	<i>6 points</i>	12 points
S2	72.5	<i>5 points</i>	0.13	<i>6 points</i>	11 points
S3	51.35	<i>4 points</i>	0.21	<i>6 points</i>	10 points
S4	95.79	<i>6 points</i>	0.27	<i>6 points</i>	12 points
S5	85.05	<i>6 points</i>	0.16	<i>6 points</i>	12 points
S6	83.61	<i>6 points</i>	0.91	<i>6 points</i>	12 points
S7	48	<i>4 points</i>	0.20	<i>6 points</i>	10 points
S8	78.46	<i>6 points</i>	0.63	<i>5 points</i>	11 points
S9	64.71	<i>5 points</i>	0.22	<i>6 points</i>	11 points
S10	60.25	<i>5 points</i>	0.15	<i>6 points</i>	11 points
S11	55.38	<i>5 points</i>	0.20	<i>6 points</i>	11 points
S12	50.30	<i>4 points</i>	0.22	<i>6 points</i>	10 points
S13	62.94	<i>5 points</i>	0.23	<i>6 points</i>	11 points

Students	Speaking rate		Hesitation		Total score points
	WPM	Points	Hesitation	Points	
S14	88.63	<i>6 points</i>	0.01	<i>6 points</i>	12 points
S16	61.76	<i>5 points</i>	0.12	<i>6 points</i>	12 points
S17	76.36	<i>6 points</i>	0.18	<i>6 points</i>	11 points
S18	102.41	<i>6 points</i>	0.24	<i>6 points</i>	12 points
S19	62.07	<i>5 points</i>	0.22	<i>6 points</i>	12 points
S20	75.89	<i>6 points</i>	0.18	<i>6 points</i>	12 points
S21	89.93	<i>6 points</i>	0.16	<i>6 points</i>	12 points
S22	93.52	<i>6 points</i>	0.15	<i>6 points</i>	12 points
S23	90.00	<i>6 points</i>	0.18	<i>6 points</i>	12 points

The pre-test data indicated that the students' speaking fluency before receiving teacher feedback was already relatively good, both in terms of speaking rate and hesitation. However, the post-test results showed a noticeable improvement in their speaking fluency after the implementation of constructive teacher feedback during the learning process. This improvement was reflected in the increased scores for both fluency indicators. To confirm whether the improvement was statistically significant, a paired t-test was conducted.

b. Results of the Statistical Analysis

Table 4. 3 Paired t-test analysis

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	9.04	23	1.022	.213
	Post Test	11.39	23	.722	.151

Based on the results of “paired t-test analysis” conducted on 23 students, the mean score of students’ speaking fluency in the pre-test was 9.04 with a standard deviation of 1.022, while the mean score in the post-test was 11.39 with a standard deviation of .722. The standard error of the mean for the pre-test was .213, and for the post-test it was .151.

With the post-test mean score of 11.39, which is higher than the pre-test mean score of 9.04, the descriptive analysis indicates a mean difference of 2.35 after the treatment was given. To determine whether this difference is statistically significant, it is necessary to refer to the results of the *paired sample t-test*.

Table 4. 4 Paired sample t-test

	Pair 1	PreTest	PostTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
							Lower	Upper			
				-2.348	.832	.173	-2.707	-1.988	-13.539	22	<.001

According to Hidayati et al (2020), based on the decision-making guidelines for the paired sample t-test, if the significance value (2-tailed) is less than 0.05, then H_0 is rejected and H_1 is accepted. Conversely, if the significance value (2-tailed) is greater than 0.05, then H_0 is accepted,

meaning there is no effect, and H_1 is rejected, indicating no significant improvement.

Based on the table of the paired sample test above, where the significance value (2-tailed) is $.001$, which is less than 0.05 , H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test scores, indicating that constructive teacher feedback significantly affects students' speaking fluency at MAN Gowa.

The “paired sample test” table also provides information about the *mean paired difference*, which is -2.348 . This value indicates the average difference between the students' speaking fluency scores in the pre-test and post-test, calculated as $9.04 - 11.39 = -2.348$. The confidence interval for this difference ranges from -2.707 to -1.988 (lower and upper bounds of the interval).

B. Discussion

The findings of this study showed that students' speaking fluency increased after receiving constructive teacher feedback. This was proven by the result of the post-test, which showed a higher speaking rate and fewer hesitations than in the pre-test. The progress made by the students in this study was due to the positive impact of constructive teacher feedback. Constructive teacher feedback plays an important role in increasing students' confidence in speaking. When students are confident, they are less likely to hesitate and more likely to speak fluently. This aligns with Bandura's (1977) theory of self-efficacy, which emphasizes that belief in one's abilities can enhance

performance. When students receive constructive feedback, they are more likely to believe in their ability to improve, leading to increased confidence and reduced hesitation.

Moreover, this finding is supported by Krashen's affective filter hypothesis, which suggests that emotional factors such as motivation, confidence, and anxiety can influence language acquisition (Lin, 2008). When the affective filter is high due to anxiety or lack of confidence, students may struggle to express themselves fluently. However, constructive feedback can lower the affective filter by providing support and encouragement, allowing students to speak more fluently and with fewer hesitations.

This study also supports Lipnevich and Panadero (2016) Feedback interaction model, which highlights that the effectiveness of feedback depends on how it is delivered, the student's characteristics, and the classroom environment. In this study, constructive feedback created a supportive environment where students felt encouraged to practice speaking regularly. This consistent practice contributed to their fluency improvement, as reflected in higher speaking rates and fewer hesitations. Constructive feedback also guided students to reflect on their performance and focus on specific areas for improvement, which helped them become more fluent speakers.

The results of this study are in line with previous research. A study conducted by Muxlisa (2025), found that constructive teacher feedback helps students become more confident and reduces their hesitation by focusing on improvement rather than perfection. Waluyo et al. (2022) also found that constructive feedback improves speaking fluency in science students taking

presentation courses. This is because feedback helps students gradually improve their English and become more confident in speaking.

Constructive feedback also creates a safe learning environment where students feel comfortable expressing their ideas without fear of being judged. This finding supports (SABAT, 2024) who stated that constructive feedback fosters a safe environment where students can express ideas freely without the fear of being wrong. In such environments, learners feel more confident and are less likely to hesitate when speaking. Alahmadi et al. (2019) also emphasized the importance of constructive feedback in helping teachers identify students' strengths and weaknesses. By focusing on both strengths and areas for improvement, teachers can provide feedback that is encouraging rather than critical, which boosts students' confidence and fluency.

Other studies, such as those by Ignacio et al. and Alraya, also support the findings of this study. Ignacio et al (2025) found that constructive teacher feedback reduces speaking anxiety and creates a positive emotional environment. Alraya (2018) found that teacher feedback helps students reduce anxiety and improve fluency by increasing their speaking rate and reducing hesitation. These findings are consistent with the results of this study, which showed that students who received constructive feedback became more fluent and confident speakers.

Entika & Ling (2019) found that constructive feedback significantly improves motivation to speak in English. In a study involving 227 university students, they found that students who received constructive feedback were more motivated to speak in English. This finding is relevant to the current study

because motivated students are more likely to practice speaking regularly, which leads to improved fluency. Similarly, Entika and Ling emphasized that constructive feedback encourages students to speak more and helps them become more confident speakers.

While many previous studies support the effectiveness of teacher feedback in improving speaking fluency, most of them focused on confidence and anxiety without measuring specific aspects of fluency. This study adds to the existing literature by measuring specific indicators of fluency, namely speaking rate and hesitation. It also provides evidence of the effectiveness of constructive feedback at the senior high school level. Furthermore, this study used local culture-based materials (narrative texts from South Sulawesi) to engage students in speaking activities. This not only helped students become more fluent but also made the learning process more meaningful and relevant to their cultural background.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter presents the conclusion and suggestions based on the findings and discussion of the data analysis.

A. Conclusion

Based on the data analysis, it was concluded that the provision of constructive teacher feedback had a positive impact on the speaking fluency of the tenth-grade students of class tenth D at MAN Gowa. The feedback delivered through constructive feedback helped improve students' confidence and reduced their anxiety when speaking.

The results of the research showed an increase in the average score from 9.04 in the pre-test to 11.39 in the post-test, with a gain of 2.35. The significance value of 0.001 ($p < 0.05$) indicated that there was a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

These findings suggested that constructive feedback could enhance students' speaking fluency, particularly in terms of increasing their speech rate and reducing hesitation during their speaking performance.

B. Suggestion

1. For teachers at MAN Gowa, it is recommended to implement constructive teacher feedback consistently in the classroom. This approach can help

students build their confidence and improve their speaking fluency in English.

2. For students, it is expected that they make better use of the feedback provided by teachers to reflect on and enhance their speaking skills.
3. For future researchers, it is suggested to continue investigating the impact of constructive teacher feedback, particularly focusing on other aspects of speaking performance such as pronunciation, articulation clarity, or even intonation and stress in English.
4. For readers, this research is expected to serve as a useful reference and be applied in broader educational contexts, especially in the development of effective feedback strategies to support students' speaking proficiency.

REFERENCES

Abdullah, F., Hidayati, A. N., Andriani, A., Silvani, D., Ruslan, Tandiana, S. T., & Lisnawati, N. (2022). Fostering Students' Multimodal Communicative Competence through Genre-Based Multimodal Text Analysis. *Studies in English Language and Education*, 9(2), 632–650. <https://doi.org/10.24815/siele.v9i2.23440>

Ackerman, K., & Horn, C. (2021). The Positive Implications of Intentional Feedback. *Journal of Special Education Preparation*, 1(1), 16–24. <https://doi.org/10.33043/josep.1.1.16-24>

Aini, & Rochmahwati. (2020). *ELTALL (English Language Teaching, Applied Linguistics and Literature) Teacher's Feedback in Teaching Speaking* (Vol. 1, Issue 2).

Alahmadi, N., Alrahaili, M., & Alshraideh, D. (2019). The Impact of the Formative Assessment in Speaking Test on Saudi Students' Performance. *Arab World English Journal*, 10(1), 259–270. <https://doi.org/10.24093/awej/vol10no1.22>

Alrayah, H. (2018). The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency. *English Language Teaching*, 11(4), 21. <https://doi.org/10.5539/elt.v11n4p21>

Arputhamalar, A., & Prof, A. (n.d.). *Significance Of The Speaking Skill In The Workplace And Academic Contexts*.

Ayouni, N., & Sukny, M. El. (2022). *An Analysis on Elicitation as Corrective Feedback to Students' Grammar Errors* 1. <https://ejournal.unida-aceh.ac.id/index.php/jetli>

Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. In *Psychological Review* (Vol. 84, Issue 2).

Christine Lare, & Katarina N. Silvestri. (2023). Reflecting on and Embracing the Complexity of Literacy Theories in Practice. In *The Language and Literacy Spectrum* (Vol. 33, Issue 1).

Dea Mahara, A., & Hartono, D. (2024). The Effect of Corrective Feedback to Improve Students' Motivation In Speaking Skills A Perspective From EFL Learners. *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan*, 7(4). <https://jayapanguspress.penerbit.org/index.php/cetta>

Dehghayedi, A. (2024). Integrating Positive Psychology in Language Testing: Fostering Growth, Motivation, and Well-Being in Assessment Practices. *Journal of English Language Teaching and Learning*, 16(34), 409–426. <https://doi.org/10.22034/elt.2024.63551.2694>

Entika, H. S., & Ling, Y.-L. (2019). The Importance of Immediate Constructive Feedback on Students' Instrumental Motivation in Speaking in English. *Britain International of Linguistics Arts and Education (BIoLAE) Journal*, 1(2), 1–7. <https://doi.org/10.33258/biolae.v1i2.58>

Faulconer, E., Griffith, J., & Gruss, A. (2022). The impact of positive feedback on student outcomes and perceptions. *Assessment and Evaluation in Higher Education*, 47(2), 259–268. <https://doi.org/10.1080/02602938.2021.1910140>

Fujita, K., Le, P. Q., Scholer, A. A., & Miele, D. B. (2024). The metamotivation approach: Insights into the regulation of motivation and beyond. In *Social and Personality Psychology Compass* (Vol. 18, Issue 2). John Wiley and Sons Inc. <https://doi.org/10.1111/spc3.12937>

Gan, Z., An, Z., & Liu, F. (2021). Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated With Learning Outcomes? *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.697045>

Gharani, N., Zarabi, H., & Yamrali, N. (2023). Investigating the Effect of Implicit and Explicit Oral Corrective Feedback on Iranian EFL Learners' Speaking Ability: The Interactive Role of Self-Regulation Strategy. *Culture, and Translation (LCT)*, 5(2), 1–47. <https://doi.org/10.30495/LCT.2023.1986573.1088>

Girondini, M., Frigione, I., Marra, M., Stefanova, M., Pillan, M., Maravita, A., & Gallace, A. (2024). Decoupling the role of verbal and non-verbal audience behavior on public speaking anxiety in virtual reality using behavioral and psychological measures. *Frontiers in Virtual Reality*, 5. <https://doi.org/10.3389/frvir.2024.1347102>

Ha, X. Van, & Nguyen, L. T. (2021). Targets and Sources of Oral Corrective Feedback in English as a Foreign Language Classrooms: Are Students' and Teachers' Beliefs Aligned? *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.697160>

Hartono, D., Basthomi, Y., Widiastuti, O., & Prastiyowati, S. (2022). The impacts of teacher's oral corrective feedback to students' psychological domain: a study on EFL speech production. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2152619>

Hasan, M. (2024). Teachers' Feedback and Its Impact on Students' Performance in Education. In *International Journal of Academic Pedagogical Research* (Vol. 8). www.ijeaais.org/ijapr

Henner, R., & Adnan, A. (2020). An Analysis of Teacher's Oral Corrective Feedback on Student's Speaking Performance at SMPN 1

BUKITTINGGI. *Journal of English Language*, 9(1). <http://ejournal.unp.ac.id/index.php/jelt>

Hui, G., & Lin, C. (2008). Pedagogies Proving Krashen's Theory of Affective Filter. In *Hwa Kang Journal of English Language & Literature* (Issue 14).

Ignacio, Z. J. P., Pudalan, A. Lou, Vasquez, J., Dingal, V., & Montebon, M. (2025). Students' Perceptions of Feedback in Reducing Speaking Anxiety. *Cognizance Journal of Multidisciplinary Studies*, 5(1), 228–246. <https://doi.org/10.47760/cognizance.2025.v05i01.019>

Jossinger, S., Kronfeld-Duenias, V., Zislis, A., Amir, O., & Ben-Shachar, M. (2021). Speech rate association with cerebellar white-matter diffusivity in adults with persistent developmental stuttering. *Brain Structure and Function*, 226(3), 801–816. <https://doi.org/10.1007/s00429-020-02210-7>

Jslt, |, (n.d.). 78 *Etemadfar, Dabaghi Varnosfadrān*.

Kurbanbaev Djavod Aminbaevich, & Seytniyazova Guljakhan Mirzagaliievna. (2023). *How to Adapt Students to Speaking Skills*. https://t.me/Erus_uz

Lipnevich, A. A., & Panadero, E. (2021). A Review of Feedback Models and Theories: Descriptions, Definitions, and Conclusions. In *Frontiers in Education* (Vol. 6). Frontiers Media S.A. <https://doi.org/10.3389/feduc.2021.720195>

Lopez, J. I., Becerra, A. P., & Ramirez-Avila, M. R. (2021). EFL Speaking Fluency through Authentic Oral Production. *Journal of Foreign Language Teaching and Learning*, 6(1). <https://doi.org/10.18196/ftl.v6i1.10175>

Mahmudova, Z. (2024). *Problems of Students' Formation of Speaking Skills and Teacher's Role in Their Solutions* (Vol. 2, Issue 4).

Md Fuad, N. 'Izzati, Anuar, N., Tengku Zaman, T. E., & Abdul Karim, N. M. (2024). Chat Hour in Improving Fluency and Confidence among the IPGKBA Teacher Trainees. *SHS Web of Conferences*, 182, 01001. <https://doi.org/10.1051/shsconf/202418201001>

Meng, Y. (2021). Fostering EFL/ESL Students' State Motivation: The Role of Teacher-Student Rapport. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.754797>

Mulyani, S., Ningsih, N., & Setyaningrum, N. I. (2022). Students' Perceptions Towards Oral Corrective Feedback in a speaking Class. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 8(1), 174–183. <https://doi.org/10.24252/eternal.v8i1.2022.a12>

Muxlisa, A. (2019). *Theoretical Aspects in the Formation of Pedagogical Sciences (International scientific-online conference) Enhacing Spekaing Fluency in Young Learners.* <https://doi.org/10.5281/zenodo.15182478>

Nety, Asri wahyuni B, & Nurhaeni. (2020). English Education Journal (E2J) Students' Self Confidence in Speaking English. *ENGLISH EDUCATION JOURNAL (E2J).* <https://www.ejournal.lppmunidayan.ac>.

Nur Hidayati, A., Aji Setyawan, D., Herlambang, T., Pendidikan Jasmani Kesehatan dan Rekreasi, J., & Ilmu Pengetahuan Sosial, F. (2020). *Journal of Sport Coaching and Physical Education Pengaruh Latihan Circuit Training Terhadap Hasil Tendangan Shooting Pada Ukm Futsal Putri Universitas Pgri Semarang Keywords.* <https://journal.unnes.ac.id/sju/index.php/jscpe>

Nury Anzila, S., Kasim, U., & Fitrisia, D. (2024). A Study of Students' Perception on Teacher's Oral Corrective Feedback in Speaking Class at SMPN 17 Banda Aceh, Indonesia. In *Research in English and Education (READ)* (Vol. 9, Issue 2).

O'Grady, S. (2023). Halo effects in rating data: Assessing speech fluency. *Research Methods in Applied Linguistics*, 2(2). <https://doi.org/10.1016/j.rmal.2023.100048>

Panggabean, R. H., Hasibuan, A., & Irmayana, A. (2020). *The Effect of Impromptu Speaking Method on Students' Speaking Ability (A Study at the Eleventh Grade Students of SMA Negeri 1 PINANGSORI in 2018/2019 Academic in 2018.*

Papi, M., Abdi Tabari, M., & Sato, M. (2024). The importance of seeking feedback for benefiting from feedback: A case of second language writing. *Modern Language Journal*, 108(2), 489–512. <https://doi.org/10.1111/modl.12923>

Plengkham, B., & Wasanasomsithi, P. (n.d.). Effects of Integrated Performance Assessment Modules on English Speaking Ability of Thai EFL Undergraduate Students. In *Journal: Language Education and Acquisition Research Network* (Vol. 16, Issue 1). <https://so04.tci-thaijo.org/index.php/LEARN/index>

Putu, N., & Permatasari, I. (2024). *INTERACTIVE VIDEO PROJECT TO BOOST UNIVERSITY STUDENTS' SELF-CONFIDENCE IN ENGLISH PUBLIC SPEAKING.*

Quyên, V. T., & Hà, N. D. (2021). IMPACTS OF FEEDBACK POSTED ON GOOGLE CLASSROOM ON STUDENTS' SPEAKING SKILL.

TNU Journal of Science and Technology, 226(03), 58–63.
<https://doi.org/10.34238/tnu-jst.4088>

Rabia Aslam, & Najmonnisa Khan. (2020). Constructive feedback and students' academic achievement: a theoretical framework. *New Horizons*, 14(2), 175–198.
[https://doi.org/10.2.9270/NH.14.2\(20\).10](https://doi.org/10.2.9270/NH.14.2(20).10)

Rifai, A., Rahman, T., Syekh, I., & Cirebon, N. (2023). *FLIP: Foreign Language Instruction Probe Exploring the Implementation of Teacher's Feedback on students' Speaking Skill*. <https://jurnal.stit-buntetpesantren.ac.id/index.php/flip>

Rood, M. M. S. J., & de Jong, N. H. (2023). A mixed-methods study on the effects of manipulated speaking anxiety on L2 utterance and L2 cognitive fluency. *Journal of the European Second Language Association*, 7(1), 60–74. <https://doi.org/10.22599/jesla.96>

Sevinch, O., Marjona, O., & Dilnura, E. (2024). *Development and Improvement of Speaking Skill in the Process of Teaching English*.

Sistematis, T., Antara Umpam, H., Guru, B., Motivasi, D., & Badrun, S. (2024). A Systematic Review of the Nexus between Teacher Feedback and Student Motivation. In *Education Studies and Teaching Journal (EDUTECH)* (Vol. 1, Issue 1).
<https://journal.ppipbr.com/index.php/edutech/index>

Siswoyo, Baihaqi, Y., Daumarjaya, Y., & Agustian, R. (2022). Why Do Speakers Use Hesitation When Producing the Englishh Language. *Journal of English Language Teaching and Applied Linguistics*, 8(2), 103–115.

Sulistiani, I., & Nursiwi Nugraheni. (2023). Makna Guru Sebagai Peranan Penting Dalam Dunia Pendidikan. *Jurnal Citra Pendidikan*, 3(4), 1261–1268. <https://doi.org/10.38048/jcp.v3i4.2222>

Svitlana SABAT. (2024). *Fluency and Accuracy in English Language Teaching*. www.aphn-journal.in.ua

Tavakoli, P., Nakatsuhara, F., & Hunter, A. –M. (2020). Aspects of Fluency Across Assessed Levels of Speaking Proficiency. *Modern Language Journal*, 104(1), 169–191.
<https://doi.org/10.1111/modl.12620>

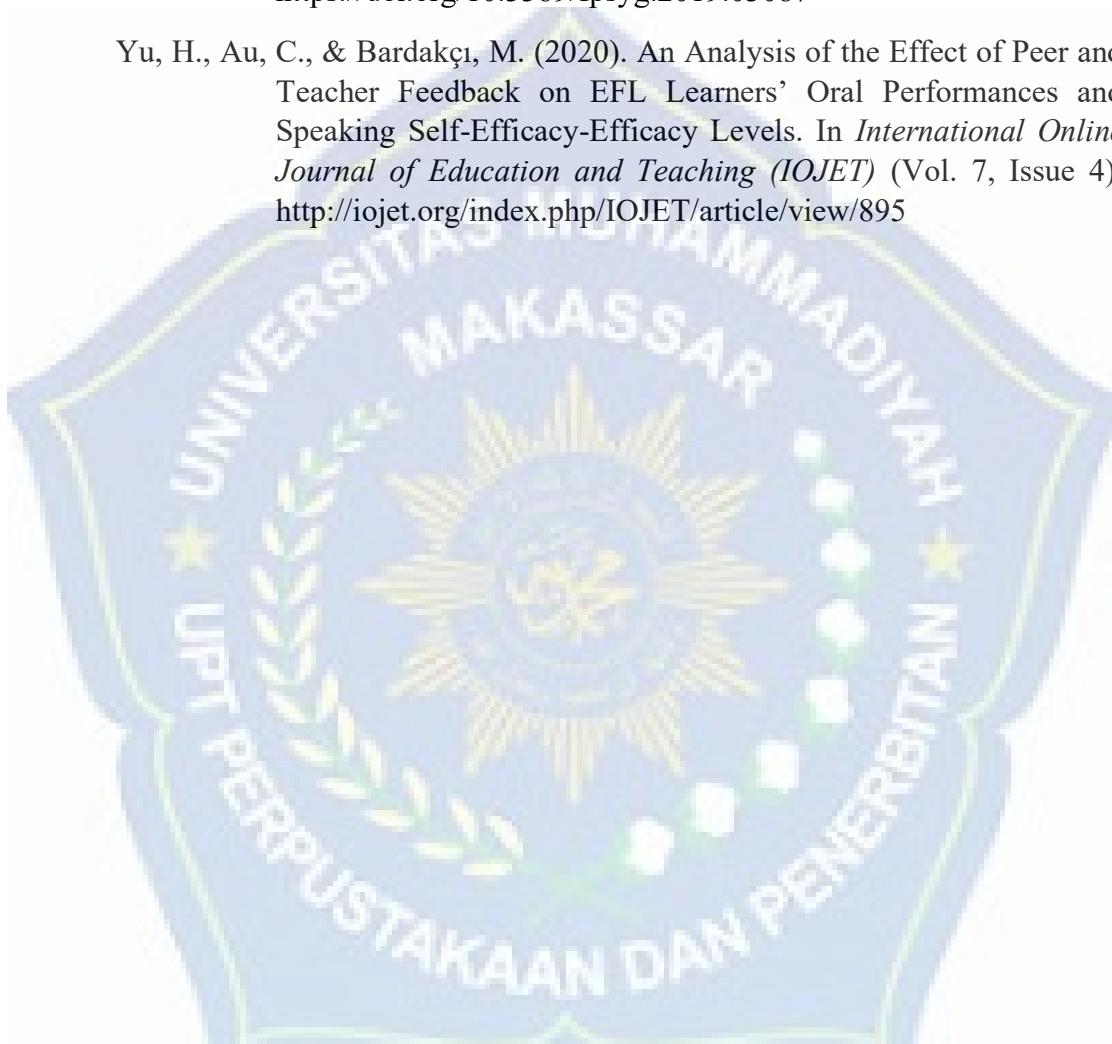
Turahman Lulu Fadhilah, & Mutiarani2. (2024). *Kompleksitas Pengajaran Bahasa Inggris di Sekolah Internasional di Negara Non-Bahasa Inggris*.

Waluyo, B., & Rofiah, N. L. (n.d.). Waluyo-Rofiah. In *MEXTESOL Journal* (Vol. 45, Issue 3).

Wilschut, T., Sense, F., & Van Rijn, H. (n.d.). *Highlights Speaking to Remember: Model-Based Adaptive Vocabulary Learning using Automatic Speech Recognition Speaking to Remember: Model-Based Adaptive Vocabulary Learning using Automatic Speech Recognition*. www.duolingo.com,

Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. In *Frontiers in Psychology* (Vol. 10). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2019.03087>

Yu, H., Au, C., & Bardakçı, M. (2020). An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self-Efficacy-Efficacy Levels. In *International Online Journal of Education and Teaching (IOJET)* (Vol. 7, Issue 4). <http://iojet.org/index.php/IOJET/article/view/895>





APPENDICES

Appendix 1 Modul Ajar

MODUL AJAR

I. IDENTITAS MODUL

Nama Penyusun	: Wilda Fitria
Kelas / Fase	: XI (Sebelas) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 6 pertemuan
Tahun Penyusunan	: 2025

II. PROFIL PELAJAR PANCASILA

Setelah mempelajari modul ini, peserta didik dapat mengembangkan sikap beriman, bertakwa kepada Tuhan yang maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global.

III. SARANA DAN PRASARANA

1. Buku tulis
2. Materi Ajar
3. LKS
4. Handphone

IV. TARGET PESERTA DIDIK

Siswa kelas 23

V. MODEL PEMBELAJARAN

Problem Based Learning (PBL)

VI. Materi Ajar

Materi Ajar Narrative Text – Pertemuan Pertama

Kelas / Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Narrative Text

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu menceritakan kembali sebuah cerita legenda secara runtut, menarik, dan menggunakan bahasa Inggris yang tepat.

1. Pengenalan Narrative Text

A. Definisi Narrative Text:

Narrative text jenis legenda adalah teks yang menceritakan asal-usul suatu tempat, peristiwa, atau tokoh tertentu yang sering kali dikaitkan dengan budaya atau tradisi masyarakat setempat. Cerita legenda biasanya memiliki nilai moral dan pesan yang diwariskan turun-temurun.

B. Elemen Penting Narrative Text:

1. Struktur Teks:

- **Orientation:** Pengenalan karakter utama, latar tempat, dan waktu cerita.
- **Complication:** Konflik atau masalah yang terjadi dalam cerita.
- **Resolution:** Cara penyelesaian masalah dan akhir cerita.

2. Bahasa yang Digunakan:

- Menggunakan **past tense** (contoh: went, said, gave).
- Menggunakan kata keterangan waktu dan penghubung (contoh: long ago, one day, after that).

C. Contoh Legend Narrative Text Singkat:

- **The Legend of Tanette Hill (From Barru, South Sulawesi)**

Long ago, in a small kingdom near the coast of Barru, there was a young girl named Datu Tanette. She was known for her kindness and wisdom. One day, the kingdom was attacked by enemies, and the people had to flee into the forest.

Datu Tanette climbed a tall hill and prayed for help. Suddenly, a thick mist covered the land, hiding the villagers and confusing the enemies.

After the enemies left, the people returned and built their homes on the hill to honor her bravery.

Today, the place is known as Bukit Tanette (Tanette Hill), and people say the mist still appears to protect the land in times of danger.

D. Elemen Penting dalam Contoh Cerita di Atas:

Orientation: Datu Tanette, a kind girl from a small kingdom in Barru.

Complication: The kingdom is attacked, and the people must hide.

Resolution: Datu Tanette prays, and a mist saves the people. The hill is named after her.

2. Aktivitas Speaking

Siswa memilih three short narrative summaries yang telah di sediakan:

- **The Legend of Sawerigading (From Luwu, South Sulawesi)**
- **The Legend of Batu Batang Palakka (From Bone, South Sulawesi)**
- **The Legend of Karaeng Pattingalloang (From Gowa, South Sulawesi)**

Materi Ajar Introduction Yourself – Pertemuan Kedua

Kelas/Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Introduction Yourself

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu memperkenalkan diri secara formal dan informal dalam bahasa Inggris dengan percaya diri, menggunakan kosakata, tata bahasa, dan pelafalan yang tepat.

1. Pengenalan Introduction Yourself

A. Definisi dan Pentingnya Pengenalan Diri:

Pengenalan diri adalah cara untuk memperkenalkan siapa kita kepada orang lain. Dalam komunikasi formal dan informal, kemampuan ini penting untuk menciptakan kesan pertama yang baik.

B. Contoh Pengenalan Diri (Formal & Informal):

Formal:

"Good morning, my name is [Name]. I'm from [City]. I am [Age] years old, and I'm currently studying at [School Name] in Grade XI."

Informal:

"Hi, I'm [Name]. I'm [Age], and I live in [City]. I love [hobby/interest]. Nice to meet you!"

C. Panduan Membuat Pengenalan Diri:

Nama dan asal.

Usia dan tempat tinggal.

Minat, hobi, atau cita-cita.

Informasi tambahan (contoh: keluarga, sekolah, pengalaman menarik).

2. Aktivitas Speaking

Siswa membuat teks memperkenalkan diri secara formal.

Materi Ajar Hobby and Interest – Peremuan Ketiga

Kelas/Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Hobi dan Minat

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu berbicara tentang hobi dan minat mereka dengan percaya diri menggunakan bahasa Inggris yang sederhana namun terstruktur.

1. Pengenalan Hobi dan Minat

A. Pengertian Hobi dan Minat:

Hobi dan minat adalah aktivitas yang dilakukan untuk mengisi waktu luang dan memberikan kesenangan. Membicarakan hobi dapat membantu orang lain mengenal kita lebih baik.

B. Contoh Penjelasan Tentang Hobi:

Contoh Formal:

"One of my favorite hobbies is cooking. I enjoy trying new recipes, especially desserts. On weekends, I like experimenting with different ingredients to make cakes or cookies for my family. It's both relaxing and rewarding to see them enjoy the food."

C. Panduan Membahas Hobi:

Nama hobi atau minat.

Bagaimana hobi tersebut dimulai.

Alasannya memilih hobi tersebut.

Manfaat atau pengalaman menarik terkait hobi.

2. Aktivitas Speaking

Siswa membuat teks yang menceritakan tentang hobi mereka.

Materi Ajar Family Member – Peremuan Keempat

Kelas/Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Berbicara Tentang Keluarga

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu berbicara tentang keluarga mereka dengan percaya diri menggunakan bahasa Inggris yang sederhana namun terstruktur.

1. Pengenalan Topik Keluarga

A. Pengertian Keluarga:

Keluarga adalah kelompok orang yang memiliki hubungan darah atau ikatan emosional yang erat. Mengenalkan keluarga adalah cara efektif untuk membangun komunikasi dan berbagi cerita tentang diri kita.

B. Contoh Penjelasan Tentang Keluarga:

Contoh Formal:

"I come from a small family. There are four members in my family: my father, my mother, my younger sister, and me. My father is a teacher, and my mother is a nurse. My younger sister is still in junior high school. We

like spending time together on weekends, such as going to the park or watching movies."

C. Panduan Membahas Keluarga:

Berapa jumlah anggota keluarga?

Apa pekerjaan atau peran anggota keluarga?

Aktivitas yang sering dilakukan bersama.

2. Aktivitas Speaking

Siswa membuat teks yang menceritakan tentang orang tua mereka.

Materi Ajar Describing People – Pertemuan Kelima

Kelas/Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Describing People

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu mendeskripsikan seseorang secara jelas dengan menggunakan bahasa Inggris, mencakup penampilan fisik, karakteristik kepribadian, dan minat atau hobi.

1. Pengenalan Topik Describing People

A. Pengertian Describing People:

Describing people adalah keterampilan untuk menggambarkan seseorang, baik dari segi penampilan fisik, sifat, maupun aktivitas atau hobi mereka.

B. Contoh Deskripsi Seseorang:

Deskripsi Detail:

"I want to describe my uncle. His name is Mr. Arman. He is tall and has a

muscular build. He has short black hair and tanned skin. Mr. Arman is very hardworking and disciplined. He is a chef, and he loves cooking delicious meals. During weekends, he enjoys gardening and taking care of his plants."

C. Panduan Mendeskripsikan Seseorang:

Penampilan fisik:

- Tinggi badan (tall, short, average height).
- Rambut (long, curly, straight, black, brown).
- Warna kulit (fair, tanned, dark).
- Ciri khusus (freckles, glasses).

Kepribadian:

- Sifat (kind, friendly, diligent, creative).
- Kebiasaan (helpful, humorous).

Minat atau aktivitas:

- Hobi (reading, dancing, cooking, painting).
- Aktivitas favorit (playing sports, watching movies).

2. Aktivitas Speaking

Siswa diminta memdeskripsikan teman sebangku.

Materi Ajar Narrative Text – Pertemuan Keenam

Kelas / Fase: XI - E

Mata Pelajaran: Bahasa Inggris

Topik: Narrative Text

Durasi: 1 Pertemuan

Tujuan Pembelajaran:

Siswa mampu menceritakan kembali sebuah cerita legenda secara runtut, menarik, dan menggunakan bahasa Inggris yang tepat.

1. Pengenalan Narrative Text

A. Definisi Narrative Text:

Narrative text jenis legenda adalah teks yang menceritakan asal-usul suatu tempat, peristiwa, atau tokoh tertentu yang sering kali dikaitkan dengan budaya atau tradisi masyarakat setempat. Cerita legenda biasanya memiliki nilai moral dan pesan yang diwariskan turun-temurun.

B. Elemen Penting Narrative Text:

1. Struktur Teks:

Orientation: Pengenalan karakter utama, latar tempat, dan waktu cerita.

Complication: Konflik atau masalah yang terjadi dalam cerita.

Resolution: Cara penyelesaian masalah dan akhir cerita.

2. Bahasa yang Digunakan:

- Menggunakan past tense (contoh: went, said, gave).
- Menggunakan kata keterangan waktu dan penghubung (contoh: long ago, one day, after that).

C. Contoh Legend Narrative Text Singkat:

- **The Legend of La Galigo's Golden Boat** (*From Wajo, South Sulawesi*)

Long ago in Wajo, there was a wise prince named La Galigo who loved the sea. One night, he dreamed that the gods told him to build a golden boat and sail across the worlds—sky, land, and ocean.

La Galigo obeyed and began his journey. Along the way, he helped many people and brought peace. But he was warned not to fall in love. One day, he met a beautiful princess and was tempted to stay. Remembering his duty, La Galigo left the princess and continued sailing. People believe he became a star in the sky, guiding sailors forever.

D. Elemen Penting dalam Contoh Cerita di Atas:

Orientation: La Galigo was a wise prince who built a golden boat as told by the gods.

Complication: He met a princess and wanted to stay with her.

Resolution: He chose duty over love and continued his journey.

2. Aktivitas Speaking

Siswa memilih three short narrative summaries yang telah disediakan:

- **The Legend of Topekkong and the Crocodile** (*From Bone, South Sulawesi*)
- **The Legend of Bissu, the Sacred Gender** (*From Bugis-Makassar Culture, South Sulawesi*)
- **The Legend of the King of Gowa and the Sacred Rooster** (*From Gowa, South Sulawesi*)

VII. KEGIATAN PEMBELAJARAN

Pertemuan Pertama

1. Kegiatan Pendahulu (15 Menit)

- Guru memulai pembelajaran dengan mengucapkan salam
- Guru memeriksa kehadiran siswa

- Guru menjelaskan tujuan pembelajaran hari ini, yaitu melatih keterampilan berbicara dengan menceritakan kembali sebuah cerita legenda (narrative text).
- Guru menjelaskan pengertian legend narrative text
- Guru memberikan contoh singkat cara menceritakan cerita legenda:

The Legend of Tanette Hill (From Barru, South Sulawesi)

Long ago, in a small kingdom near the coast of Barru, there was a young girl named Datu Tanette. She was known for her kindness and wisdom. One day, the kingdom was attacked by enemies, and the people had to flee into the forest.

Datu Tanette climbed a tall hill and prayed for help. Suddenly, a thick mist covered the land, hiding the villagers and confusing the enemies. After the enemies left, the people returned and built their homes on the hill to honor her bravery.

Today, the place is known as Bukit Tanette (Tanette Hill), and people say the mist still appears to protect the land in times of danger.

- Guru menekankan elemen penting dalam narrative text:
 - Struktur cerita (orientation, complication, resolution).
 - Penggunaan past tense.
 - Alur cerita yang jelas dan menarik.
- Guru menjelaskan bahwa siswa diharapkan mampu menceritakan kembali sebuah narrative text secara runtut, menggunakan bahasa Inggris yang jelas dan menarik.

2. Kegiatan Inti (90 menit)

- Guru meminta siswa memilih satu dari tiga topik cerita legenda Sulawesi Selatan yang telah mereka pelajari sebelumnya, yaitu: *The Legend of Sawerigading (From Luwu, South Sulawesi), The Legend of Batu Batang Palakka (From Bone, South Sulawesi) and The Legend of Karaeng Pattinggalloang (From Gowa, South Sulawesi)*.
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Guru mendampingi siswa yang membutuhkan bantuan dalam memilih cerita atau kosakata.
- Siswa berbicara secara individu di depan kelas selama 2 menit untuk menceritakan kembali cerita yang telah mereka pilih.
- Guru memastikan semua siswa mendapatkan giliran untuk berbicara.
- Guru memberikan constructive feedback secara langsung setelah siswa selesai berbicara:

"Pengucapanmu sudah sangat bagus! Cobalah berbicara dengan lebih lancar tanpa terlalu banyak jeda atau terbata-bata. Kamu pasti bisa!"

3. Penutup (15 menit)

- Guru mengajak siswa merefleksikan pengalaman mereka berbicara dengan pertanyaan: *"What did you enjoy about telling your story today?"*
- Guru menyimpulkan pembelajaran dengan menekankan pentingnya menyampaikan cerita secara runtut dan menarik.
- Guru menutup pembelajaran dengan ucapan salam.

Pertemuan Kedua

1. Kegiatan Pendahuluan (15 Menit)

- Guru memulai pembelajaran dengan mengucapkan salam
- Guru memeriksa kehadiran siswa
- Guru menjelaskan tujuan pembelajaran hari ini, yaitu siswa akan melakukan tes berbicara dengan memperkenalkan diri secara formal dan informal.
- Guru menjelaskan pengertian *introduction yourself*
- Guru memberikan contoh singkat tentang cara memperkenalkan diri dengan struktur sederhana:
 - *Formal: "Good morning, my name is [Name]. I'm from [City]. I am [Age] years old, and I'm currently studying at [School Name] in Grade XI."*
 - *Informal: "Hi, I'm [Name]. I'm [Age], and I live in [City]. I love [hobby/interest]. Nice to meet you!"*
- Guru menjelaskan bahwa siswa akan berlatih berbicara menggunakan informasi tentang diri mereka dan mendapatkan umpan balik untuk meningkatkan kemampuan berbicara mereka.

2. Kegiatan Inti (90 Menit)

- Guru memberikan waktu kepada siswa untuk mempersiapkan materi tentang diri mereka yang akan disampaikan. Guru memberikan poin-poin panduan untuk mempermudah siswa, seperti:
 - Nama dan asal.

- Usia dan tempat tinggal.
- Minat, hobi, atau cita-cita.
- Informasi tambahan (contoh: keluarga, sekolah, pengalaman menarik).
- Siswa dapat mencatat poin-poin penting sebagai panduan, tetapi tidak membaca teks secara langsung saat tes.
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Setiap siswa diberikan waktu 2 menit untuk berbicara di depan kelas.
- Siswa memperkenalkan diri dengan menggunakan informasi yang telah mereka siapkan.
- Guru mengelola waktu sehingga semua siswa mendapatkan giliran untuk berbicara.
- Guru mendengarkan dengan saksama dan mencatat kekuatan serta area yang perlu diperbaiki untuk masing-masing siswa.
- Setelah semua siswa selesai berbicara, guru memberikan umpan balik umum tentang penampilan mereka.

"Kamu sudah bisa berbicara dengan cukup lancar. Cobalah untuk mengurangi jeda yang terlalu panjang di antara kalimat agar alurnya lebih terasa."

3. Penutup (15 menit)

- Guru mengajak siswa untuk merefleksikan pembelajaran hari ini dengan pertanyaan sederhana, seperti: *"Apa hal yang kamu rasa mudah atau sulit saat memperkenalkan diri?"*

- Guru mengucapkan terima kasih atas partisipasi siswa selama pembelajaran dan menutup sesi dengan salam.

Pertemuan Ketiga

1. Kegiatan Pendahulu (15 menit)

- Guru memulai pembelajaran dengan mengucapkan salam
- Guru memeriksa kehadiran siswa
- Guru menjelaskan bahwa pada pertemuan kali ini siswa akan berbicara tentang hobi dan minat mereka sebagai bagian dari tes berbicara.
- Guru menjelaskan maksud dari Hobby and Interest
- Guru memberikan contoh singkat tentang cara berbicara mengenai hobi dan minat, seperti: *"One of my favorite hobbies is cooking. I enjoy trying new recipes, especially desserts. On weekends, I like experimenting with different ingredients to make cakes or cookies for my family. It's both relaxing and rewarding to see them enjoy the food."*
- Guru mengingatkan siswa untuk menyampaikan hobi mereka dengan detail sederhana, seperti:
 - Nama hobi/minat.
 - Alasannya memilih hobi tersebut.
 - Manfaat atau pengalaman menarik terkait hobi.
- Guru menjelaskan bahwa siswa diharapkan mampu berbicara dengan percaya diri tentang hobi dan minat mereka, menggunakan kalimat sederhana namun terstruktur.

2. Kegiatan Inti (90 menit)

- Guru meminta siswa untuk mempersiapkan topik yang akan mereka bicarakan.
- Siswa diberikan poin panduan, seperti:
 - Hobi atau minat utama mereka.
 - Alasannya memilih hobi tersebut.
 - Manfaat atau pengalaman menarik terkait hobi.
- Guru berkeliling memberikan bantuan jika ada siswa yang mengalami kesulitan.
- Setiap siswa diberikan waktu 2 menit untuk berbicara secara individu di depan kelas.
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Siswa menyampaikan topik hobi/minat mereka berdasarkan poin-poin yang telah disiapkan.
- Guru mengatur waktu agar semua siswa mendapatkan giliran berbicara.
- Guru memberikan feedback umum kepada siswa setelah semua selesai berbicara:

"Pembicaraanmu sudah baik, tetapi cobalah untuk berbicara sedikit lebih cepat agar terdengar lebih natural."

3. Pentup (15 menit)

- Guru menyimpulkan pembelajaran dengan menekankan pentingnya berbicara tentang hobi sebagai cara mengenalkan diri lebih mendalam.

- Guru mengucapkan terima kasih atas partisipasi siswa selama pembelajaran dan menutup sesi dengan salam.

Pertemuan keempat

1. Kegiatan Pendahulu (15 menit)

- Guru memulai pembelajaran dengan mengucapkan salam
- Guru memeriksa kehadiran siswa
- Guru menjelaskan bahwa pembelajaran hari ini bertujuan untuk melatih keterampilan berbicara dengan topik keluarga.
- Guru menjelaskan apa itu family members
- Guru memberikan contoh singkat tentang cara berbicara mengenai anggota keluarga, seperti: *"I come from a small family. There are four members in my family: my father, my mother, my younger sister, and me. My father is a teacher, and my mother is a nurse. My younger sister is still in junior high school. We like spending time together on weekends, such as going to the park or watching movies."*
- Guru mengingatkan siswa untuk menyampaikan informasi sederhana, seperti:
 - Jumlah anggota keluarga.
 - Peran atau pekerjaan anggota keluarga.
 - Aktivitas atau kebiasaan bersama keluarga.
- Guru menjelaskan bahwa siswa diharapkan mampu berbicara tentang keluarga mereka dengan percaya diri dan menyampaikan informasi dengan jelas.

2. Kegiatan Inti (90 menit)

- Guru memberikan waktu kepada siswa untuk mempersiapkan cerita tentang keluarga mereka.
- Panduan untuk siswa:
 - Berapa jumlah anggota keluarga?
 - Apa pekerjaan atau peran mereka?
 - Aktivitas menarik yang dilakukan bersama keluarga.
- Guru memberikan arahan untuk tidak membaca teks secara langsung saat berbicara, tetapi fokus pada poin-poin penting.
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Siswa secara bergiliran berbicara tentang keluarga mereka selama 2 menit di depan kelas.
- Siswa diminta menyampaikan informasi tentang keluarga mereka sesuai dengan poin-poin yang telah disiapkan.
- Guru memastikan setiap siswa mendapatkan giliran berbicara.
- Setelah semua siswa selesai berbicara, guru memberikan umpan balik umum:

"Kamu sudah berusaha menyampaikan semuanya dengan baik.

Selanjutnya, coba latih berbicara tanpa terlalu banyak jeda 'um' atau 'uh' untuk membuat alur bicara lebih halus."

3. Penutup (15 menit)

- Guru mengajak siswa untuk merefleksikan pembelajaran dengan pertanyaan sederhana: *"Apa yang kamu pelajari hari ini tentang berbicara mengenai keluarga?"*
- Guru menyimpulkan pembelajaran dengan menekankan pentingnya berbicara tentang keluarga untuk memperkenalkan diri atau berbagi cerita.
- Guru mengucapkan terima kasih atas partisipasi siswa selama pembelajaran dan menutup sesi dengan salam.

Pertemuan Kelima

1. Kegiatan Pendahuluan (15 menit)
 - Guru memulai pembelajaran dengan mengucapkan salam
 - Guru memeriksa kehadiran siswa
 - Guru menyapa siswa dan menjelaskan bahwa pembelajaran hari ini akan melatih keterampilan berbicara dengan topik *describing people*.
 - Guru menjelaskan pengertian *describing People*
 - Guru memberikan contoh singkat tentang cara mendeskripsikan seseorang: *"I want to describe my uncle. His name is Mr. Arman. He is tall and has a muscular build. He has short black hair and tanned skin. Mr. Arman is very hardworking and disciplined. He is a chef, and he loves cooking delicious meals. During weekends, he enjoys gardening and taking care of his plants."*
 - Guru mengingatkan siswa untuk menyampaikan deskripsi yang meliputi:

- Penampilan fisik (height, hair, skin tone, etc.).
- Sifat atau karakteristik kepribadian (kind, friendly, hardworking, etc.).
- Aktivitas atau minat yang sering dilakukan.
- Guru menjelaskan bahwa siswa diharapkan mampu mendeskripsikan seseorang dengan jelas, mencakup aspek fisik, kepribadian, dan hobi mereka.

2. Kegiatan Inti (90 menit)

- Guru meminta siswa untuk memilih seseorang yang akan mereka deskripsikan, seperti teman, anggota keluarga, atau tokoh terkenal.
- Panduan yang diberikan kepada siswa:
 - Siapa yang akan dideskripsikan?
 - Seperti apa penampilan fisiknya?
 - Bagaimana sifatnya?
 - Apa aktivitas atau hobi yang sering dilakukannya?
- Guru membantu siswa yang kesulitan menyusun ide dengan memberikan kosakata tambahan.
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Siswa berbicara secara bergiliran selama 2 menit tentang orang yang mereka deskripsikan.
- Guru memastikan setiap siswa mendapatkan giliran untuk berbicara.
- Guru memberikan feedback umum setelah semua siswa selesai berbicara: *"Kata-kata yang kamu pilih sudah tepat. Selanjutnya,*

fokuslah berbicara lebih santai untuk mengurangi keraguan saat berbicara."

3. Penutup (15 menit)

- Guru mengajak siswa untuk merefleksikan pembelajaran dengan pertanyaan sederhana: *"Bagaimana pengalamanmu mendeskripsikan seseorang?"*
- Guru menyimpulkan pembelajaran dengan menekankan pentingnya keterampilan mendeskripsikan seseorang untuk komunikasi sehari-hari.
- Guru mengucapkan terima kasih atas partisipasi siswa selama pembelajaran dan menutup sesi dengan salam.

Peremuan Keenam

1. Kegiatan Pendahulu (15 Menit)

- Guru memulai pembelajaran dengan mengucapkan salam
- Guru memeriksa kehadiran siswa
- Guru menjelaskan tujuan pembelajaran hari ini, yaitu melatih keterampilan berbicara dengan menceritakan kembali sebuah cerita fairy talee (narrative text).
- Guru menjelaskan pengertian dari fairy tale narrative text
- Guru memberikan contoh singkat cara menceritakan cerita legenda:

The Legend of La Galigo's Golden Boat (*From Wajo, South Sulawesi*)

Long ago in Wajo, there was a wise prince named La Galigo who loved the sea. One night, he dreamed that the gods told him to build a golden boat and sail across the worlds—sky, land, and ocean.

La Galigo obeyed and began his journey. Along the way, he helped many people and brought peace. But he was warned not to fall in love. One day, he met a beautiful princess and was tempted to stay. Remembering his duty, La Galigo left the princess and continued sailing. People believe he became a star in the sky, guiding sailors forever.

- Guru menekankan elemen penting dalam narrative text:
 - Struktur cerita (orientation, complication, resolution).
 - Penggunaan past tense.
 - Alur cerita yang jelas dan menarik.
- Guru menjelaskan bahwa siswa diharapkan mampu menceritakan kembali sebuah narrative text secara runtut, menggunakan bahasa Inggris yang jelas dan menarik.

2. Kegiatan Inti (90 menit)

- Guru meminta siswa memilih topik tentang cerita naratif, yaitu: *The Legend of Tokekong and the Crocodile (From Bone, South Sulawesi), The Legend of Bissu, the Sacred Gender (From Bugis-Makassar Culture, South Sulawesi) and The Legend of the King of Gowa and the Sacred Rooster (From Gowa, South Sulawesi).*
- Guru memberikan waktu 30 menit kepada siswa untuk mempersiapkan cerita mereka.
- Guru mendampingi siswa yang membutuhkan bantuan dalam memilih cerita atau kosakata.

- Siswa berbicara secara individu di depan kelas selama 2 menit untuk menceritakan kembali cerita yang telah mereka pilih.
- Guru memastikan semua siswa mendapatkan giliran untuk berbicara.
- Guru memberikan constructive feedback secara langsung setelah siswa selesai berbicara:

"Pengucapanmu sudah sangat bagus! Cobalah berbicara dengan lebih lancar tanpa terlalu banyak jeda atau terbata-bata. Kamu pasti bisa!"

3. Penutup (15 menit)
 - Guru mengajak siswa merefleksikan pengalaman mereka berbicara dengan pertanyaan: *"What did you enjoy about telling your story today?"*
 - Guru menyimpulkan pembelajaran dengan menekankan pentingnya menyampaikan cerita secara runtut dan menarik.
 - Guru menutup pembelajaran dengan ucapan salam.

VIII. LEMBAR KERJA PESERTA DIDIK (LKPD)

Speaking Test

Name:

Class:

Instructions:

- Choose one short legend from the options below.
- Prepare your narration (in English) for 30 minutes.
- Present the story orally in front of the class for 2 minutes.

Appendix 2 Speaking Test Procedure

1. Pre-test (Narrative Text: Local Legends from South Sulawesi)

- Purpose of the Pre-test

1. To assess students' fluency in speaking English before receiving the treatment.
2. The assessed aspects are speaking fluency, including the following components: *Speaking rate* (the speed of speaking) and *hesitation level* (pauses or delays).

- Steps of the Pre-test Implementation

Introduction and Preparation

1. The researcher will provide three short narrative summaries based on local legends from South Sulawesi, such as:

- **The Legend of Sawerigading (From Luwu, South Sulawesi)**

Sawerigading was a prince of Luwu, known for his strength and bravery. One day, he saw a beautiful woman in his dream named We Tenriabeng, and he fell in love. When he discovered that she was actually his twin sister, he was heartbroken. But his love was so strong that he decided to travel across the seas to forget her.

During his journey, Sawerigading faced many challenges. He fought sea monsters, sailed through storms, and met many strange people. He finally reached a distant land and married a beautiful princess. Later, he returned to Luwu as a wise and powerful king.

This story shows that even a strong person like Sawerigading had to fight with his emotions. His journey teaches us about the power of love, struggle, and destiny.

- **The Legend of Batu Batang Palakka** (*From Bone, South Sulawesi*)

Long ago in Bone, there was a boy who loved to spend time near a large stone called *Batu Batang Palakka*. One day, the boy did something wrong and his mother scolded him in public. Feeling ashamed and angry, he ran away and sat near the stone, crying and asking to disappear from the world.

Suddenly, a strange light appeared, and the boy slowly turned into stone. The villagers were shocked and believed that the stone was the boy who wanted to escape from shame. From that day, the stone became a reminder for children to respect their parents and not run away from problems.

This legend teaches that anger and shame can lead to something bad, and that we must face our problems, not run from them.

- **The Legend of Karaeng Pattingalloang** (*From Gowa, South Sulawesi*)

Karaeng Pattingalloang was a wise man from the Kingdom of Gowa. Although he was born in a royal family, he loved learning more than power. He could speak many languages and read books from Europe, China, and the Arab world. People called him the smartest man in the land.

Even though his people lived in a time of war and colonization, Karaeng Pattingalloang believed that knowledge was more powerful than weapons. He welcomed foreign traders and scholars to come and exchange ideas. He became a respected advisor to the king and helped protect his land through diplomacy and wisdom.

His story reminds us that intelligence, open-mindedness, and peace are great strengths in times of conflict.

2. Students will be asked to choose one of the three stories provided.

3. The researcher will give 30 minutes for students to read, understand, and prepare the story.
4. During this time, students can highlight key points and practice retelling with peers under the researcher's guidance.
5. No memorization is required; students are encouraged to use their own words during retelling.

Pre-test Implementation

1. Before speaking, students will state their names.
2. Each student will retell the selected story orally for 2 minutes.
3. The researcher will record students' performances for further analysis.
4. The researcher may provide motivational feedback after the session, e.g.,
“Great job on telling the story! Let’s work on reducing pauses to make your speaking smoother.”
5. All students will have equal opportunity to speak.

2. Post-test (Narrative Text: Different Local Legends from South Sulawesi)

- Purpose of the Post-test
 1. To assess students' fluency in speaking English after receiving the treatment.
 2. The assessed aspects are speaking fluency, including the following components: *Speaking rate* (the speed of speaking) and *hesitation level* (pauses or delays).
- Steps of the Post-test Implementation

Introduction and Preparation

1. The researcher will again provide three short narrative summaries, this time from different South Sulawesi legends than those used in the pre-test, such as:

- **The Legend of Topekkong and the Crocodile** (*From Bone, South Sulawesi*)

Long ago, there was a man named Topekkong who lived near a river in Bone. He was known for his kindness and strong bond with animals. One day, a crocodile in the river was injured and could not move. Instead of being afraid, Topekkong helped treat the crocodile's wounds.

As time passed, the crocodile healed and became loyal to Topekkong. It protected him and his family from danger. When Topekkong passed away, the crocodile disappeared. The people believed it went to guard his spirit. Today, the story of Topekkong teaches people the value of kindness, courage, and respect for nature.

- **The Legend of Bissu, the Sacred Gender** (*From Bugis-Makassar Culture, South Sulawesi*)

In ancient Bugis society, there were five genders, and one of them was called Bissu. The Bissu were not male or

female—they were believed to unite both. They served as spiritual leaders, healers, and protectors of sacred traditions.

According to legend, the first Bissu was chosen by the gods to connect heaven and earth. Bissu could speak to spirits and lead important rituals. They wore unique clothes and were highly respected by kings. Even today, some Bissu still exist and continue their sacred roles. The story of the Bissu reminds us that harmony, balance, and acceptance of diversity are important in life.

- **The Legend of the King of Gowa and the Sacred Rooster**
(From Gowa, South Sulawesi)

long time ago, the King of Gowa owned a powerful rooster. This rooster was no ordinary bird—it was believed to bring victory in battle and luck to the kingdom. The king took great care of it and often asked for its presence during important decisions.

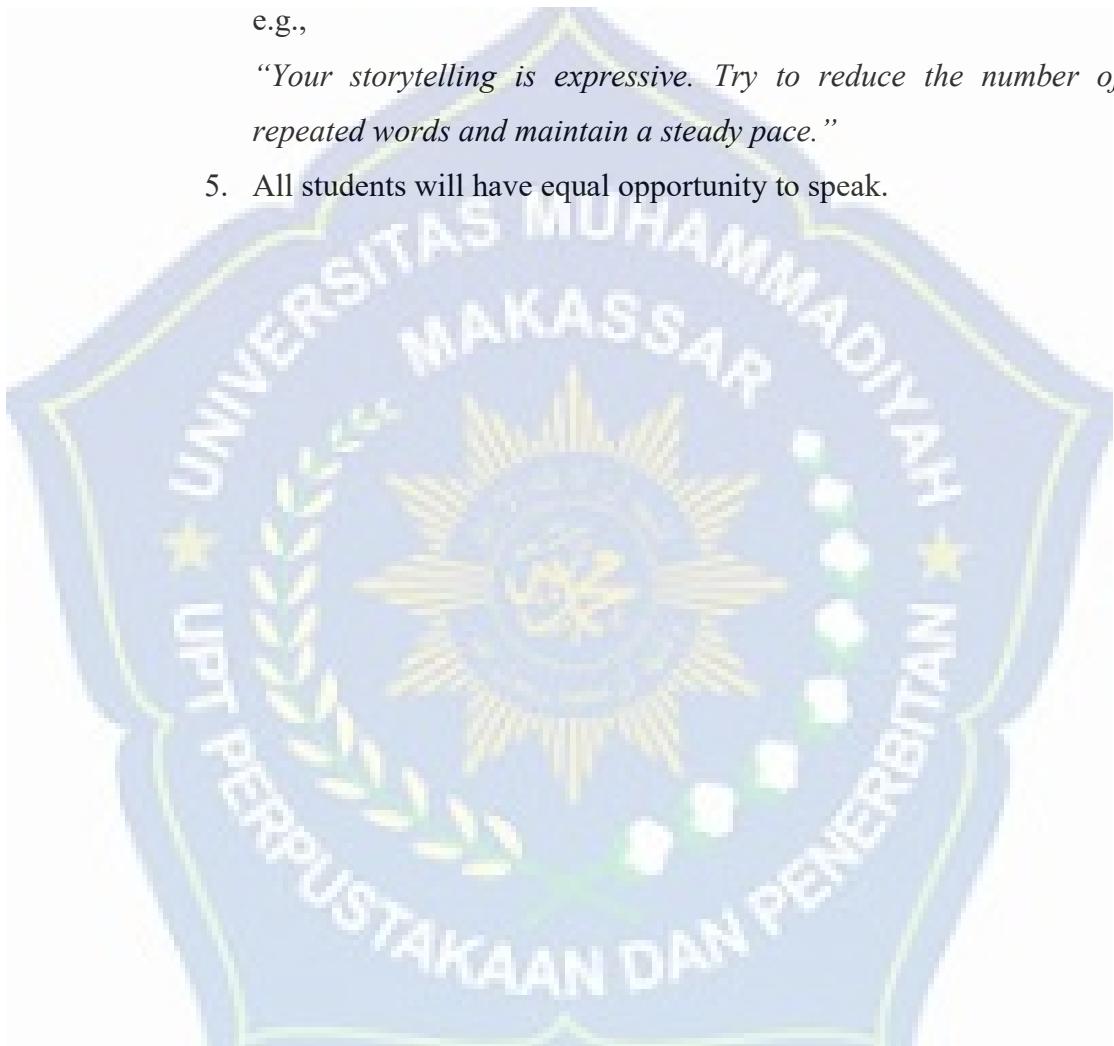
One day, enemies attacked the kingdom. The rooster crowed loudly and flew toward the battlefield. Strangely, the enemies grew confused and ran away. The people believed the rooster carried the spirit of protection. After the war, the rooster disappeared. The king built a shrine in its honor.

This legend teaches that strength does not always come from weapons, but sometimes from symbols of hope, loyalty, and unity.

2. Students will be asked to choose one of the three stories provided.
3. The researcher will give 30 minutes for students to read, understand, and prepare the story.
4. During this time, students can highlight key points and practice retelling with peers under the researcher's guidance.
5. No memorization is required; students are encouraged to use their own words during retelling.

Post-test Implementation

1. Before speaking, students will state their names.
2. Each student will retell the selected story orally for 2 minutes.
3. The researcher will record students' performances for further analysis.
4. The researcher may provide motivational feedback after the session, e.g.,
"Your storytelling is expressive. Try to reduce the number of repeated words and maintain a steady pace."
5. All students will have equal opportunity to speak.



Appendix 3 Pre-Test and Post-Test

Pre-test

Name:

Class:

Instructions:

1. Choose one short legend from the options below.
2. Prepare your narration (in English) for 30 minutes.
3. Present the story orally in front of the class for 2 minutes.

Topics:

- **The Legend of Sawerigading** (*From Luwu, South Sulawesi*)

Sawerigading was a prince of Luwu, known for his strength and bravery. One day, he saw a beautiful woman in his dream named We Tenriabeng, and he fell in love. When he discovered that she was actually his twin sister, he was heartbroken. But his love was so strong that he decided to travel across the seas to forget her.

During his journey, Sawerigading faced many challenges. He fought sea monsters, sailed through storms, and met many strange people. He finally reached a distant land and married a beautiful princess. Later, he returned to Luwu as a wise and powerful king.

This story shows that even a strong person like Sawerigading had to fight with his emotions. His journey teaches us about the power of love, struggle, and destiny.

- **The Legend of Batu Batang Palakka** (*From Bone, South Sulawesi*)

Long ago in Bone, there was a boy who loved to spend time near a large stone called *Batu Batang Palakka*. One day, the boy did something wrong and his mother scolded him in public. Feeling ashamed and angry, he ran away and sat near the stone, crying and asking to disappear from the world.

Suddenly, a strange light appeared, and the boy slowly turned into stone. The villagers were shocked and believed that the stone was the boy who wanted to escape from shame. From that day, the stone became a

reminder for children to respect their parents and not run away from problems.

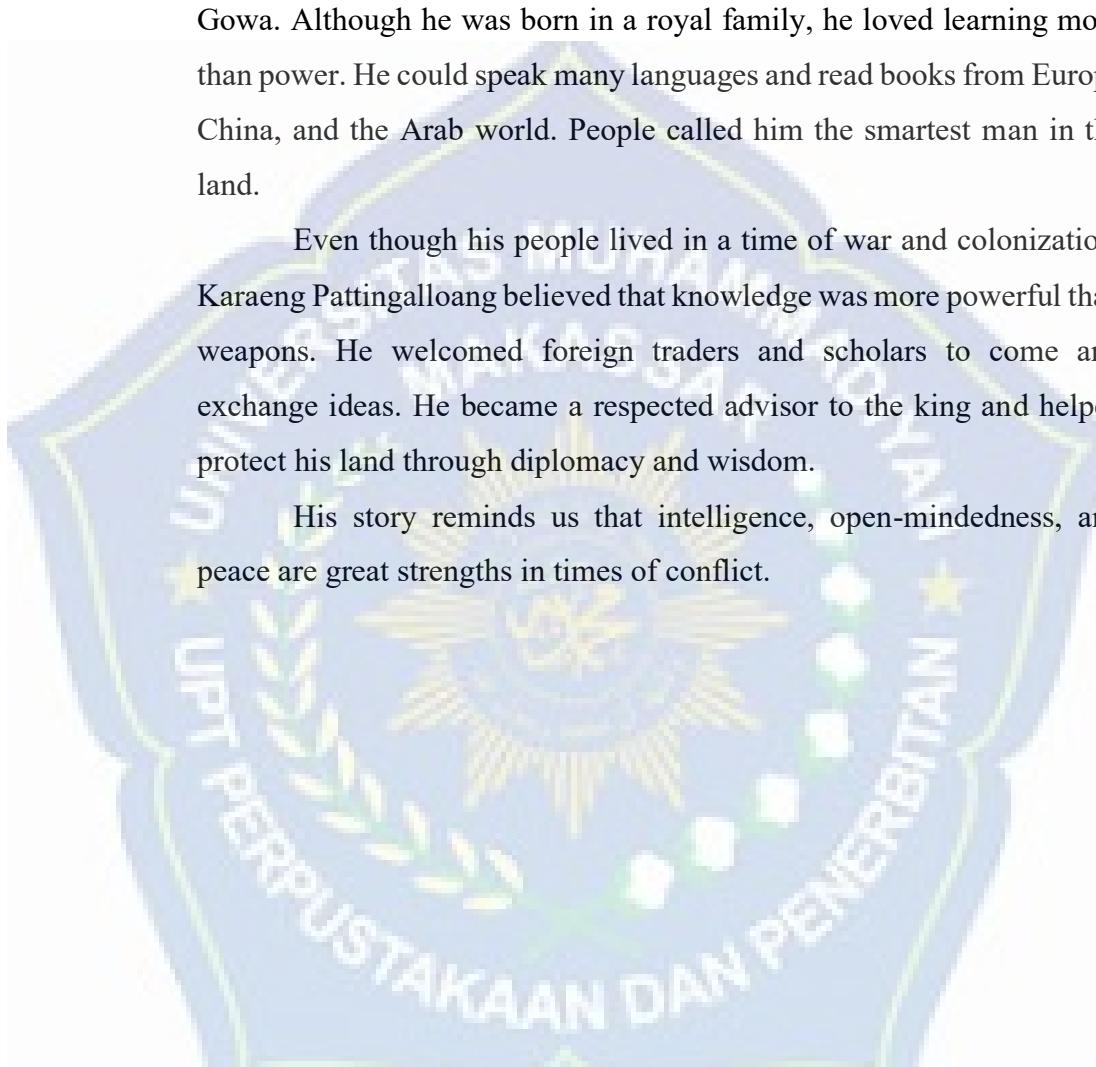
This legend teaches that anger and shame can lead to something bad, and that we must face our problems, not run from them.

- **The Legend of Karaeng Pattingalloang** (*From Gowa, South Sulawesi*)

Karaeng Pattingalloang was a wise man from the Kingdom of Gowa. Although he was born in a royal family, he loved learning more than power. He could speak many languages and read books from Europe, China, and the Arab world. People called him the smartest man in the land.

Even though his people lived in a time of war and colonization, Karaeng Pattingalloang believed that knowledge was more powerful than weapons. He welcomed foreign traders and scholars to come and exchange ideas. He became a respected advisor to the king and helped protect his land through diplomacy and wisdom.

His story reminds us that intelligence, open-mindedness, and peace are great strengths in times of conflict.



Post-test

Name:

Class:

Instructions:

1. Choose one short legend from the options below.
2. Prepare your narration (in English) for 30 minutes.
3. Present the story orally in front of the class for 2 minutes.

Topics:

- **The Legend of Topekkong and the Crocodile** (*From Bone, South Sulawesi*)

Long ago, there was a man named Topekkong who lived near a river in Bone. He was known for his kindness and strong bond with animals. One day, a crocodile in the river was injured and could not move. Instead of being afraid, Topekkong helped treat the crocodile's wounds.

As time passed, the crocodile healed and became loyal to Topekkong. It protected him and his family from danger. When Topekkong passed away, the crocodile disappeared. The people believed it went to guard his spirit. Today, the story of Topekkong teaches people the value of kindness, courage, and respect for nature.

- **The Legend of Bissu, the Sacred Gender** (*From Bugis-Makassar Culture, South Sulawesi*)

In ancient Bugis society, there were five genders, and one of them was called Bissu. The Bissu were not male or female—they were believed to unite both. They served as spiritual leaders, healers, and protectors of sacred traditions.

According to legend, the first Bissu was chosen by the gods to connect heaven and earth. Bissu could speak to spirits and lead important rituals. They wore unique clothes and were highly respected by kings. Even today, some Bissu still exist and continue their sacred

roles. The story of the Bissu reminds us that harmony, balance, and acceptance of diversity are important in life.

- **The Legend of the King of Gowa and the Sacred Rooster** (*From Gowa, South Sulawesi*)

long time ago, the King of Gowa owned a powerful rooster. This rooster was no ordinary bird—it was believed to bring victory in battle and luck to the kingdom. The king took great care of it and often asked for its presence during important decisions.

One day, enemies attacked the kingdom. The rooster crowed loudly and flew toward the battlefield. Strangely, the enemies grew confused and ran away. The people believed the rooster carried the spirit of protection. After the war, the rooster disappeared. The king built a shrine in its honor.

This legend teaches that strength does not always come from weapons, but sometimes from symbols of hope, loyalty, and unity.



Appendix 4 Instrument Rubric

1. Instrument Rubric

The results of the pre-test and post-test will be evaluated based on the four components of speaking fluency adapted from Santos & Ramirez-Avila.

Descriptors/ Score	1 point	2 points	3 points	4 points	5 points	6 points
Speaking rate (WPM)	< 20 WPM	20-29 WPM	30-44 WPM	45-59 WPM	60-74 WPM	> 75 WPM
Hesitation	>1.75 hesitations per 5 words	1.5- 1.75 hesitations per 5 words	1.25- 1.49 hesitations per 5 words	1.0- 1.24 hesitations per 5 words	0.5- 0.99 hesitation per 5 words	< 0.5 hesitation per 5 words
Total:						

Calculation Formula:

$$1. \ WPM \ (Words \ Per \ Minute) = \frac{(Number \ of \ Words \ Spoken)}{(Duration \ of \ Time)} =$$

*Duration of time is converted from second into minute (second ÷ 60 =).

$$2. \ Hesitation \ Ratio = \left(\frac{(Number \ of \ Hesitations)}{Number \ of \ Words} \right) \times 5 =$$

Appendix 5 The Result Pre-test and Post-test

1. PRE-TEST RESULT

Descriptors/ Score	1 point	2 points	3 points	4 points	5 points	Point 6
Speaking rate (WPM)	< 20 WPM	20-29 WPM	30-44 WPM	45-59 WPM	60-74 WPM	> 75 WPM
Hesitations	>1.75 hesitations per 5 words	1.5-1.75 hesitations per 5 words	1.25-1.49 hesitations per 5 words	1.0-1.24 hesitations per 5 words	0.5-0.99 hesitations per 5 words	< 0.5 hesitation per 5 words
Total:						

Calculation Formula:

$$1. \text{ WPM (Words Per Minute)} = \frac{(\text{Number of Words Spoken})}{(\text{Duration of Time})}$$

*Duration of time is converted from second into minute (second ÷ 60 =).

$$2. \text{ Hesitation Ratio} = \left(\frac{(\text{Number of Hesitations})}{(\text{Number of Words})} \right) \times 5 =$$

S1: My name is S1. I am from class 10 D. (**hesitation: silent pause**) The Legend of Karaeng Pattingaloang from Gowa, *ssee* (**hesitation: filler word**) South Sulawesi. Karaeng Pattingaloang was a wise (**hesitation: silent pause**) was a wise from the kingdom of Gowa. Although he was born in a royal family, he loved (**hesitation: silent pause**) he loved more (**hesitation: silent pause**) than he could many language (**hesitation: silent pause**) and *eee* (**hesitation:**

filler word) read books from **(hesitation: silent pause)** Europe, China, and the Arab world.

- Speaking rate : $55 = \frac{55}{1.6} = 34.38 = 3$ points
- Hesitations : $8 = (\frac{8}{55}) \times 5 = 0.73 = 5$ points

: 8 points

S2: My name is S2 from class 10 D **(hesitation: silent pause)** The Legend of Batu Batang Pallaka from Bone, South Sulawesi. Long ago in Bone, there was a boy **(hesitation: silent pause)** who loved **(hesitation: silent pause)** spend time **(hesitation: silent pause)** and **(hesitation: silent pause)** scolded. Feeling something and angry **(hesitation: silent pause)** he run away *eee* **(hesitation: filler word)** and *a a large* a large **(hesitation: silent pause)** eeem enm **(hesitation: filler word)** and the start.

- Speaking rate : $52 = \frac{52}{1.5} = 34.6 = 3$ points
- Hesitations : $9 = (\frac{9}{52}) \times 5 = 0.87 = 5$ points

: 8 points

S3: My name is S3 from class 10. The legend of Sawerigading. Sawerigading was a prince of Luwu, South Sulawesi, known for his bravery **(hesitation: silent pause)** one day *ee* **(hesitation: filler word)** have the are you beautiful **(hesitation: silent pause)**.

- Speaking rate : $28 = \frac{28}{0.87} = 32.18 = 3$ points
- Hesitations : $4 = (\frac{4}{28}) \times 5 = 0.71 = 5$ points

: 8 points

S4: My name is S4 from class 10 D. The legend of Batu Batang Pallaka from Bone, South Sulawesi. Long ago in Bone, there was a boy who loved to **(hesitation: silent pause)** spend time near **(hesitation: silent pause)** a large

stone called batu batang pallaka one day (**hesitation: silent pause**) the boy did something wrong and hiss mother mother scholded him in public. Feeling ashamed (**hesitation: silent pause**) and angry he run away and sat in the stone (**hesitation: silent pause**) crying and asking to disappear from the world.

- Speaking rate : $89 = \frac{89}{1.55} = 57.42 = 4$ points
- Hesitations : $5 = (\frac{5}{89}) \times 5 = 0.28 = 6$ points

: 10 points

S5: My name is S5, from class 10 D (**hesitation: silent pause**) *thee* the legend (**hesitation: silent pause**) of Sawerigading *froo* from Luwu, South Sulawesi (**hesitation: silent pause**). Sawerigading was a prince of Luwu (**hesitation: silent pause**) known for his strength and bravery He show aa beautiful women in his dream name (**hesitation: silent pause**) tenriabeng and he falling in love with his distropert.

- Speaking rate : $47 = \frac{47}{0.98} = 48.0 = 4$ points
- Hesitations : $5 = (\frac{5}{47}) \times 5 = 0.53 = 5$ points

: 9 points

S6: My name is S6, class 10 D. (**hesitation: silent pause**) The legend of *Batu Batang Pallaka* from Bone, South Sulawesi. Long ago in Bone, there was (**hesitation: silent pause**) a boy who loved to spend (**hesitation: silent pause**) spend (**hesitation: silent pause**) who... spend..loved to spend.

- Speaking rate : $35 = \frac{35}{1.1} = 1.05 = 31.82 = 3$ points
- Hesitations : $4 = (\frac{4}{35}) \times 5 = 0.57 = 5$ points

: 8 points

S7: My name is S7. A boy (**hesitation: silent pause**) there boy a loved (**hesitation: silent pause**) their loved did (**hesitation: silent pause**) In loved *aa* (**hesitation: filler word**) loved (**hesitation: silent pause**) a large struggle

it (**hesitation: silent pause**) Batu Batang Pallaka. One day (**hesitation: silent pause**) one day *sss* (**hesitation: filler word**) the boy did something and this and his mother scolded, scolded (**hesitation: silent pause**) him in pub in public (**hesitation: silent pause**) ashamed and angry she ran away to (**hesitation: silent pause**) to them (**hesitation: silent pause**) to them to ashamed and she ran she ran away in to them them shee shee.

- Speaking rate : $71 = \frac{71}{1.83} = 38.80 = 8$ points
- Hesitations : $13 = (\frac{13}{71}) \times 5 = 0.91 = 5$ points

: 8 points

S8: My name is S8 from class 10 D (**hesitation: silent pause**) the legend of Batu Batang Palakka from from Bone, South Sulawesi. Long ago in Bone, there *eee* (**hesitation: filler word**) there was of (**hesitation: silent pause**) there was a boy who loved loved to spend time *ee* (**hesitation: filler word**) spend time err never (**hesitation: filler word**) called Batu Batang Palakka. One day the boy *ee* (**hesitation: filler word**) something *ee* wrong and his mother scolded him in public.

- Speaking rate : $47 = \frac{47}{1.07} = 43.93 = 4$ points
- Hesitations : $6 = (\frac{6}{47}) \times 5 = 0.63 = 5$ points

: 9 points

S9: My name is S9, my class 10 D. The legend (**hesitation: silent pause**) of Karaeng Pattingaloang from Gowa, South Sulawesi. Karaeng Pattingaloang was (**hesitation: silent pause**) and wise the kingdom of Gowa. Although he was born in royal family (**hesitation: silent pause**) he cleaning and loved spend time read books from europe china and the arab world.

- Speaking rate : $41 = \frac{41}{0.83} = 49.40 = 4$ points
- Hesitations : $3 = (\frac{3}{41}) \times 5 = 0.36 = 6$ points

: 10 points

S10: My name is S10, you can call me Wulan. *Ee* class 10 D *ee* the legend of Karaeng Pattingaloang from Gowa, South Sulawesi. Karaeng, Karaeng Pattingaloang was a wise man from from **(hesitation: silent pause)** the Kingdom of Gowa. *Ee ee e* **(hesitation: filler word)** although his his wise born in a **(hesitation: silent pause)** royal family. He loved power more *sss* than power. He was a *eee* **(hesitation: filler word)** could speak Europe, China and the Arab world.

- Speaking rate : $54 = \frac{54}{1.48} = 36.49 = 3$ points
- Hesitations : $4 = (\frac{4}{54}) \times 5 = 0.37 = 6$ points

: 9 points

S11: My name is S11 from class 10 D. The legend of Sawerigading. Sawerigading as a prince of Luwu know his strength and bravery. On day **(hesitation: silent pause)** *eee* **(hesitation: filler word)** he saw beautifull woman in his dream *eeee* **(hesitation: filler word)** his dream named Tenriabeng **(hesitation: silent pause)**.

- Speaking rate : $37 = \frac{37}{1.05} = 35.24 = 3$ points
- Hesitations : $4 = (\frac{4}{37}) \times 5 = 0.54 = 5$ points

: 8 points

S12: My name is S12 **(hesitation: silent pause)** from class **(hesitation: silent pause)** 10 the legend of batu batang pallaka from bone south sulawesi. In bone ee live was a boy **(hesitation: silent pause)** *eee* **(hesitation: filler word)**.

- Speaking rate : $22 = \frac{22}{1.08} = 20.37 = 2$ points
- Hesitations : $4 = (\frac{4}{22}) \times 5 = 0.90 = 5$ points

: 7 points

S13: My name is S13 from 10 D the legend of karaeng pattingaloang south sulawesi. Karaeng pattingaloang was a wise was a wise **(hesitation: silent**

pause) man from the kigdom of gowa. Although born in ee royal family he loved ee (**hesitation: filler word**) he loved learn than power. He could speak many languages and (**hesitation: silent pause**) and read books from europe, ee (**hesitation: filler word**) china and the arab world.

- Speaking rate : $48 = \frac{48}{1.08} = 44.44 = 3$ points
- Hesitations : $4 = (\frac{4}{48}) \times 5 = 0.41 = 6$ points

: 9 points

S14: My name is S14 my class 10 D the legend of batu batang palakka from bone south sulawesi. Long ago in bone the there was a ee (**hesitation: filler word**) boy who loved spend time (**hesitation: silent pause**) in large stone called batu batang palakka. One day eethe they boy did somethime and give and his mother mother scolded in public. Feeling eee (**hesitation: filler word**) feling ashamed (**hesitation: silent pause**) angry. He (**hesitation: silent pause**) ee (**hesitation: filler word**) he run away.

- Speaking rate : $55 = \frac{55}{0.98} = 56.12 = 4$ points
- Hesitations : $6 = (\frac{6}{55}) \times 5 = 0.54 = 5$ point

: 9 points

S15: My name is S15 my class ee (**hesitation: filler word**) 10 d ee (**hesitation: filler word**) the legend of sawerigading. Sawer sawerigading was prince of luwu (**hesitation: silent pause**) eeee (**hesitation: filler word**) know his strenght and bravery one day he was a beautiful woman in is dream name is tenriabeng. His (**hesitation: silent pause**) falling love.

- Speaking rate : $37 = \frac{37}{0.62} = 59.68 = 4$ points
- Hesitations : $5 = (\frac{1}{78}) \times 5 = 0.06 = 6$ points

: 10 points

S16: My name is S16 (**hesitation: silent pause**) the legend of karaeng pattingaloang, karaeng pattingaloang was a wise was aa (**hesitation: filler**

word) wis (hesitation: silent pause) from the kingdom of gowa. Ee (hesitation: filler word) although he was his was born in royal family. He love lerning more than power (hesitation: silent pause) he was many language and read a books ee europe and china and the arab world.

- Speaking rate : 48 = $\frac{48}{0.88} = 54.55 = 4$ points
- Hesitations : 5 = $(\frac{5}{48}) \times 5 = 0.52 = 5$ points

: 9 points

S17: My name is S17 from class 10 D. The legend of Karaeng Pattingalloang from Gowa South Sulawesi. He was a wise man *eee* (hesitation: filler word) from the kingdom. Although *ehh* (hesitation: filler word) he was born in royal family, he love learn (hesitation: silent pause) than power. He could speak many language and read (hesitation: silent pause) books.

- Speaking rate : 40 = $\frac{40}{0.78} = 51.28 = 4$ points
- Hesitations : 4 = $(\frac{4}{40}) \times 5 = 0.5 = 5$ points

: 9 points

S18: Assalamualaikum warahmatullahi wabaraktu, my name S18 from class 10 d the legend of batu batang palakka long ago, *ihh eh* (hesitation: filler word) ago (hesitation: silent pause) long ago in bone in bone (hesitation: silent pause) war. where a wise boy loved spend his spend (hesitation: silent pause) time a large batu batang palakka. One day the boy did something wrong and his mother schooled him in public. Feeling ashmed he run away.

- Speaking rate : 58 = $\frac{58}{0.8} = 72.5 = 5$ points
- Hesitations : 4 = $(\frac{4}{58}) \times 5 = 0.34 = 6$ points

: 11 points

S19: My name is S19 from class 10 D. The Legend of Batang Palakka *eee eh* (hesitation: filler word) from bone *eee eh* (hesitation: filler word) south sulawesi. *Eee eh* (hesitation: filler word) long ago in bone (hesitation:

silent pause) there was a boy whom who loved who spend time in a large stone name batu *ee* batu batang palakka palaka. One day the boy make something (**hesitation: silent pause**).

- Speaking rate : $43 = \frac{43}{1.1} = 39.09 = 3$ points
- Hesitations : $5 = (\frac{5}{43}) \times 5 = 0.58 = 5$ points

: 8 points

S20: My name S20 kelas 10 D. The legend of batu batang palakka from bone south sulawesi. Long a go in bone dear was (**hesitation: silent pause**) a boy want to spend time *eee* (**hesitation: filler word**) lerge stone (hesitation) batu batang palakka. One they the boy something wrong and his mother scolded him in public. Feeling angry he run away (**hesitation: silent pause**) pray asking to dissapear on the world.

- Speaking rate : $55 = \frac{55}{1.29} = 42.64 = 3$ points
- Hesitations : $5 = (\frac{5}{55}) \times 5 = 0.45 = 6$ points

: 9 points

S21: Hello my name is S21 from class 10 D. The legend of saweEerigading (**hesitation: silent pause**) from luwu south sulawesi. Sawerigading was a pris of luwu he know for his bric (**hesitation: filler word**) bravery and then, hmmm (**hesitation: filler word**) the saw a beautiful woman in his named We tenriabeng and he feel in love. When he discovered he was actually his with sister he has broken. His love was so strong to travel a cross the seas to forget his. During his journey sawerigading pas (**hesitation: filler word**) facess many challenges he fought sea monsters and meet many stange people.

- Speaking rate : $70 = \frac{70}{1.6} = 43.75 = 4$ points
- Hesitations : $4 = (\frac{4}{70}) \times 5 = 0.29 = 6$ points

: 10 points

S22: My name is S22 class from 10 D. The Batu the legend of Batu Batang Palakka from bone south Sulawesi Selatan. Long ago in bone there was a boy would love (**hesitation: silent pause**) spend time share learn in stone called Batu Batang Palakka, one day the boy mother he called in public feeling (**hesitation: silent pause**) ashmaed the angry (**hesitation: silent pause**) hiding away and near at stone care and asking into the support.

- Speaking rate : $50 = \frac{50}{0.98} = 51.02 = 4$ points
- Hesitations : $3 = (\frac{3}{50}) \times 5 = 0.3 = 6$ points

: 10 points

S23: Hello my name is S23 from class 10 D. Sawerigading *eee* (**hesitation: filler word**) was a prince of luwu know for his steight and bravery one day his saw a beautifull woman in his dream name (**hesitation: silent pause**) what dream beng and he fall in love *eee* (**hesitation: filler word**) and dream his journey sawerigading was many challenges.

- Speaking rate : $44 = \frac{44}{1.05} = 41.90 = 3$ points
- Hesitations : $3 = (\frac{3}{44}) \times 5 = 0.34 = 6$ points

: 9 points

2. POST-TEST RESULT

Descript ors/ Score	1 point	2 points	3 points	4 points	5 points	6 point
Speakin g rate (WPM)	< 20 WPM	20-29 WPM	30-44 WPM	45-59 WPM	60-74 WPM	> 75 WPM
Hesitatio ns	>1.75 hesitati ons per 5 words	1.5- 1.75 hesitati ons per 5 words	1.25- 1.49 hesitati ons per 5 words	1.0- 1.24 hesitati ons per 5 words	0.5- 0.99 hesitati on per 5 words	< 0.5 hesitati on per 5 words
Total:						

Calculation Formula:

$$1. \text{ **WPM (Words Per Minute)** } = \frac{(\text{Number of Words Spoken})}{(\text{Duration of Time})} =$$

*Duration of time is converted from second into minute (second÷60=).

$$2. \text{ **Hesitation Ratio** } = \left(\frac{(\text{Number of Hesitations})}{\text{Number of Words}} \right) \times 5 =$$

S1: My name is S1 from class 10 D. The legend of topekkong and then the **(hesitation: silent pause)** crocodile from bone south sulawesi long ago there was man name topekkong live near river in bone. He was for know kindness and strong bown with animals one *day*... one day the crocodile in *thee*... the river was **(hesitation: silent pause)** not move instead of beeing afraid topekkong helped the crocodile. His protect him and family from danger.

- Speaking rate : 76 = $\frac{76}{1.45} = 52.41 = 6$ points

- Hesitations : 2 = $(\frac{2}{76}) \times 5 = 0.13 = 6$ points

: 12 points

S2: My name is S2 from class 10 D. The legend of topekkong and crocodile from bone south sulawesi. Long ago (**hesitation: silent pause**) there was a man name topekkong who lived near *aa..(hesitation: filler pause) a river...* a river in bone. His was know for his kindness and strong bown with *aan aa (hesitation: filler word)* an *anim... animals*. One day the crocodile in the river was *emmm (hesitation: filler word)* injured and call not move *eee (hesitation: filler word)* Topekkong helped crocodile. As time pass the crocodile help and become loyal to topekkong and protected his family from danger.

- Speaking rate : $87 = \frac{87}{1.2} = 72.5 = 5$ points
- Hesitations : $5 = (\frac{5}{87}) \times 5 = 0.13 = 6$ points

: 11 points

S3: Assalamualikum warahmatullahi wabarakatuh, let me introduce my self my name is S3 from class 10 D. the legend of bissu the secret gender from bugis makassar culture south sulawesi. In ancient bugis society there were five gender and one of called bissu the bissu where not *not... (hesitation: filler hesitation)* may male or female their where belived (**hesitation: silent pause**) to yunineee unite both they served as *as... (hesitation: filler word)* spiritual leader healer and protectors of secret tradition traditions. According to legend to was choosen *bii... (hesitation: filler word)* bite god to connet heaven and earth, bissu could speak to spirit and lead important rituals.

- Speaking rate : $95 = \frac{95}{1.85} = 51.35 = 4$ points
- Hesitations : $4 = (\frac{4}{95}) \times 5 = 0.21 = 6$ points

: 10 points

S4: The legend of bissu the scared gender from bugis Makassar culture south sulawesi. In ancient bugis society there is five gender and (**hesitation: silent pause**) one from them was called bissu, the bissu are male not famale their

believed to unite both. They served as *ass...* spiritual leaders, healers, and protectors of sacred tradition. According to legend the first bissu was chosen by the gods to connect heaven and **(hesitation: silent pause)** earth. Bissu speak to spirits and lead important ritual. They wore unique clothes and were highly respect by the king.

- Speaking rate : $91 = \frac{91}{0.95} = 95.79 = 6$ points
- Hesitations : $2 = (\frac{5}{91}) \times 5 = 0.27 = 6$ points

: 12 points

S5: The legend of bissu the secret of bugis Makassar culture south sulawesi. *ennn...(hesitation: filler hasitation)* in ancient bugis society there four gender and one of them call is bissu. The bissu are not male or female there where believed unity both. They served a spiritual leader healers and protectors of secret traditions. According to legend the bissu was chosen by the gods to connect heaven and earth. Bissu could speak to spirit and lead important ritual. They wore unique clothes and highly **(hesitation: silent pause)** respected by kings. Event today some bissu still exist and continue their **(hesitation: silent pause)** sacred roles.

- Speaking rate : $91 = \frac{91}{1.07} = 85.05 = 6$ points
- Hesitations : $3 = (\frac{3}{91}) \times 5 = 0.16 = 6$ points

: 12 points

S6: The legend of the king of Gowa and the secret rooster **(hesitation: silent pause)** from gowa south sulawesi, long time ago the king of gowa owned a powerful rooster, this rooster is was no ordinary it bird. It was believed bring victory and *battzz* battle **(hesitation: silent pause)** and luck to the kingdom.

- Speaking rate : $51 = \frac{51}{0.61} = 83.61 = 6$ points
- Hesitations : $2 = (\frac{2}{51}) \times 5 = 0.19 = 6$ points

: 12 points

S7: My name is S7 you can call me S7, I am class 10 D, the legend of topekkong and the crocodile from south sulawesi. long ago there was a name man toppekkong live near in river (**hesitation: silent pause**) in bone, (**hesitation: silent pause**) know for his kindess and strong a bond with animals one day a crocodile in the river (**hesitation: silent pause**) was injured and called not move instead of beeing afraid topekkong helped crocodile the crocodile wounds. At as time passed the crocodile healed and become luuyaal loyal to topekkong (**hesitation: silent pause**) protect him and his family dangerous. When pass away the crocodile disappear.

- Speaking rate : $96 : 2.0 = \frac{96}{2.0} = 48 = 4$ points
- Hesitations : $4 : 4 = (\frac{4}{96}) \times 5 = 0.20 = 6$ points

: 10 points

S8: My name is S8 from class 10 D. The Legend of Topekkong and the crocodile from bone south sulawesi. Long a ago there a name topekkong who lived near river in bone (**hesitation: silent pause**) he was know for his kindess and strong boy with bond animals one day a crocodile in river was (**hesitation: silent pause**) injured and not nat move. Instead of beeing afraid topekkong help treat the crocodile (**hesitation: silent pause**) suhands. As time passed, the crocodile healed and become loyal topekkong protect his and his family from danger. When topekkog pass away the crocodile (**hesitation: silent pause**) desappear the peaople beliave his spirit today the story of topekkong teach peopleof value kindness and respect for nature.

- Speaking rate : $102 : 1.3 = \frac{102}{1.3} = 78.46 = 6$ points
- Hesitations : $4 : 4 = (\frac{6}{47}) \times 5 = 0.63 = 5$ points

: 11 points

S9: My name is S9 my class 10 D. the legend of the king of gowa (**hesitation: silent pause**) and the sacred rooster from gowa south sulawesi. Long time (**hesitation: silent pause**) ago, the king of gowa owned a powerful rooster . (**hesitation: silent pause**) this rooster this rooster was not a bird it was

belived do bring this viiictory and the luck kingdom. The king took great care of in a aften asked its present during important. One day enemies attacked the kingdom the **(hesitation: silent pause)** rooster crowd loudly.

- Speaking rate : $88 = \frac{88}{1.36} = 64.71 = 5$ points
- Hesitations : $4 = (\frac{4}{88}) \times 5 = 0.22 = 6$ points

: 11 points

S10: My name is S10 from class 10 D. They the legend of topekkong and crocodile from bone south sulawesi. Long ago there was a man name topokkeng when live near river **(hesitation: silent pause)** in bone, he know for his kindness and strong bond with animals. One day the crocodile in river was injured and could not move, the days **(hesitation: silent pause)** of being afraid was time pass the crocodile and because loyal topokkeng, in protect him and his family from dead then topokkeng pass away they crocodile disappear then people belived to grow his spirit today **(hesitation:silent pause)** they story of topekkong teach people of kindess from and rivers for naturals.

- Speaking rate : $97 = \frac{97}{1.61} = 60.25 = 5$ points
- Hesitations : $3 = (\frac{3}{97}) \times 5 = 0.15 = 6$ points

: 11 points

S11: The legend of bissu the secret gender from bugis makassar culture south sulawesi. Inn... **(hesitation:silent pause)** in ancient bugis society there was four gender one of them was called basss... bissu **(hesitation: silent pause)** the bissu was not male or famale, were belaived to unite both. Ekhmmmm the served sprititeal legend heals and protect secret tradition. **(hesitation: silent pause)** According to the legend the fist bissu was choosen to connect heavent and earth bissu could speak important spiritual.

- Speaking rate : $72 = \frac{72}{1.3} = 55.38 = 5$ points
- Hesitations : $3 = (\frac{3}{72}) \times 5 = 0.20 = 6$ points

: 11 points

S12: My name is S12 from class 10 D. long time ago (**hesitation:silent pause**) the king of gowa the king of gowa owned a powerful rooster. This was no ordianry (**hesitation:silent pause**) bird it was bring to victory and battle and luck of the kingdom. The king took great care of it and asked for presence during improtan decision. one day enemies (**hesitation:silent pause**) attacked the kingdom thr rooster crowed laoudly and flew away.

- Speaking rate : $67 : 1.33 = \frac{67}{1.33} = 50.38 = 4$ points
- Hesitations : $3 : 67 = (\frac{3}{67}) \times 5 = 0.22 = 6$ points

: 10 points

S13: My name is S13 you can call me nia from class 10 D. *thee... the..* the legend topekkong and the crocodile from bone south sulawesi. Long ago three was a man name topekkong lived near at (**hesitation:silent pause**) river in Bone. How as know for his kindness and strong (**hesitation:silent pause**) one day a crocodile in river was (**hesitation:silent pause**) injuread not move instead of beeing afraid topekkong help care crocodile and protect him family from danger.

- Speaking rate : $64 : 1.01 = \frac{64}{1.01} = 62.94 = 5$ points
- Hesitations : $3 : 64 = (\frac{3}{64}) \times 5 = 0.23 = 6$ points

: 11 points

S14: The legend of the king gowa and the secret rooster from gowa south sulawesi. Long time ago the king of gowa owned a powerfull rooster was not ordinary bird was bealived bring victory in battle and luck to the kingdom. The king to great and care it and often asked for his presence during improtant decisions. (**hesitation:silent pause**) one day enemies attacked the kingdom the rooster crowed loudly and flew toward the battlefield. Strangely the enemies grew confuesed and ran away.

- Speaking rate : $78 : 0.88 = \frac{78}{0.88} = 88.63 = 6$ points

- Hesitations : 1 $= (\frac{1}{78}) \times 5 = 0.01 = 6$ points
: 12 points

S15: My name is S15 my class is 10 D. I will grid that assesment are have given the legend of the king of Gowa and the secret rooster from gowa south sulawesi. Long time a go the king of gowa owned powerful rooster (**hesitation:silent pause**) this rooster was not bird it was deliver to bring victory in ballet and in baleet and luck in (**hesitation:silent pause**) the kingdom. The king took great and often asked for its presence during decisions. All day animals attacked the kingdom (**hesitation:silent pause**) the rooster crowed loudly and flew toward the battlefield.

- Speaking rate : 89 $= \frac{89}{1.07} = 83.18 = 6$ points
- Hesitations : 3 $= (\frac{3}{89}) \times 5 = 0.16 = 6$ points
: 12 points

S16: My is S16 from class 10 D. the legend of the king of Gowa and the secret rooster. Long time ago, the king of gowa (**hesitation: silent pause**) owned a powerful rooster, rooster this rooster was no (hesitation: filler pause) was no ordinary *bird.. bird..* bird it was bealived to bring fictory and battle and luck to the kingdom. The king took great care of it and often ask it for it presence during important decisions. One day enemies attacked the kingdom the rooster (**heistation: silent pause**) crowed loudly and flew toward.

- Speaking rate : 84 $= \frac{84}{1.36} = 61.76 = 5$ points
- Hesitations : 2 $= (\frac{2}{84}) \times 5 = 0.12 = 6$ points
: 11 points

S17: My is S17 from class 10 D. The Legend of Topekkong and the Crocodile Long ago, there was a man named Topekkong who lived near a river in Bone. One day, *eee* (**hesitation: filller pause**) crocodile in the river was injured and could not move. Instead of being afraid, Topekkong helped (**heistation: silent pause**) treat the crocodile's wounds. As time passed, the crocodile healed and

became loyal to Topekkong. It *eee.. (hesitation: filler pause)* protected him and his family from danger.

- Speaking rate : $80 = \frac{84}{1.1} = 76.36 = 6$ points
- Hesitations : $3 = (\frac{3}{80}) \times 5 = 0.18 = 6$ points

: 12 points

S18: My name is S18 from class 10 D, I want to share story about the legend king **(hesitation: silent pause)** of gowa and the secret rooster from gowa south sulawesi. Long time ago king of gowa owned a powerfull rooster and his rooster not only ordinary bird he is was bealived battle and luck in the kingdom, the kingdot **(hesitation: silent pause)** the kingdom great care up **(hesitation: silent pause)** in up often for it present importan decision. One day enemies attacked **(hesitation: silent pause)** the kingdom the rooster crowed loudly and the flew toward. And the battlefield.

- Speaking rate : $85 = \frac{85}{0.83} = 102.41 = 6$ points
- Hesitations : $4 = (\frac{4}{85}) \times 5 = 0.24 = 6$ points

: 12 points

S19: My name is S19 class 10 D. the legend of king of gowa anf the secret rooster from gowa south sulawesi. Long time ago the king of gowa owned **(hesitation: silent pause)** a powerful rooster this roster is not only ordinary bird, they was bealived to bring fictory in battle and luck **(hesitation: silent pause)** for the kingdom. The king took great care and aften asked for it presence during important **(hesitation: silent pause)** decisions. One day anemies attacked the kingdom rooster crowed loudly and flew battleflied. Strungly enemies grew confused and run away, the peop.. people bealived the rooster carried the **(hesitation: silent pause)** spirit of protection.

- Speaking rate : $90 = \frac{90}{1.45} = 62,07 = 5$ points
- Hesitations : $4 = (\frac{4}{90}) \times 5 = 0.22 = 6$ points

: 11 points

S20: My name S20 kelas 10 D. so th legend of topekkong and (**hesitation: silent pause**) the crocodile from bone south sulawesi long ago. There was a man name topekkong (**hesitation: silent pause**) near live river in bone. They was know kindess and strong bound with animals. One day a crocodile in the river was injured call not move (**hesitation: silent pause**) instead of beeing fraid of topekkong helped crocodile want time pass it the crocodile help and become loyal to topekkong and protect it his family from dangers.

- Speaking rate : $85 : 1.12 = \frac{85}{1.12} = 75.89 = 6$ points
- Hesitations : $3 : (\frac{3}{85}) \times 5 = 0.18 = 6$ points
: 12 points

S21: Bismillah my name is Reski Ardillah from class 10 D. the legend of bissu the secret *eee ee* (**hesitation: filler word**) the secret gender of bugis Makassar. Culture shock... culture south sulawesi. *Ekhemm* In ancient bugis society, there five gender and one of them was called bissu. The bissu *eee* (**hesitation: filler word**) were not male or famale they were bealived unine. They served spiritual leaders healers protector of secret (**hesitation: silent pause**) tradition. According for the legend first bissu was chosson by the gods to connect heaven to earth the bissu could speak *and...* and rituals.

- Speaking rate : $94 : 1.12 = \frac{94}{1.12} = 89.93 = 6$ points
- Hesitations : $3 : (\frac{3}{94}) \times 5 = 0.16 = 6$ points
: 12 points

S22: My name is Aidil Rezky Anugrah class from *eee* (**hesitation: filler pause**) 10 D. The legend of bissu and the secret gender from bugis Makassa south sulawesi. In ancient bugis society the were five gender and one of them was call of bissu were not male of female (**hesitation: silent pause**) bealived to unite bot.. unite both. There as a spiritual leader to protector of secret tradition. Accordin to legend the first bissu was choosen by gods to connect heavent and earrh. Bissu can speak speer.. spirit and lead *eee* (**hesitation:**

filler pause) important ritual their high respect from the king. Even today some bissu still exist and continues their roles.

- Speaking rate : $101 = \frac{101}{1.08} = 93.52 = 6$ points
- Hesitations : $3 = (\frac{3}{103}) \times 5 = 0.15 = 6$ points

: 12 points

S23: Bismillahirahmanirahim my name nurandini saputri from class 10 D. the legend of bissu the secret gender from bugis Makassar culture from south sulawesi in bugis ancient there five gender (**hesitation: silent pause**) and one of the was called bissu the bissu was are not male or famale there were (**hesiation: silent pause**) bealived to unite both. They served as spiritual leaders healers and protector of *sacck...* secret tradition. According to legend the first bissu was choosen by the gods to connect heavent and earth. Bissu can speak to spiritsand lead eeee (**hesitation: filler pause**) important ritual. Their were a need high respected by king. Event today (**hisetation: silent pause**) some bissu still exist and continue their sacred roles.

- Speaking rate : $108 = \frac{108}{1.2} = 90.00 = 6$ points
- Hesitations : $4 = (\frac{4}{108}) \times 5 = 0.18 = 6$ points

: 12 points

Appendix 6 Surat Keterangan Bebas Plagiasi





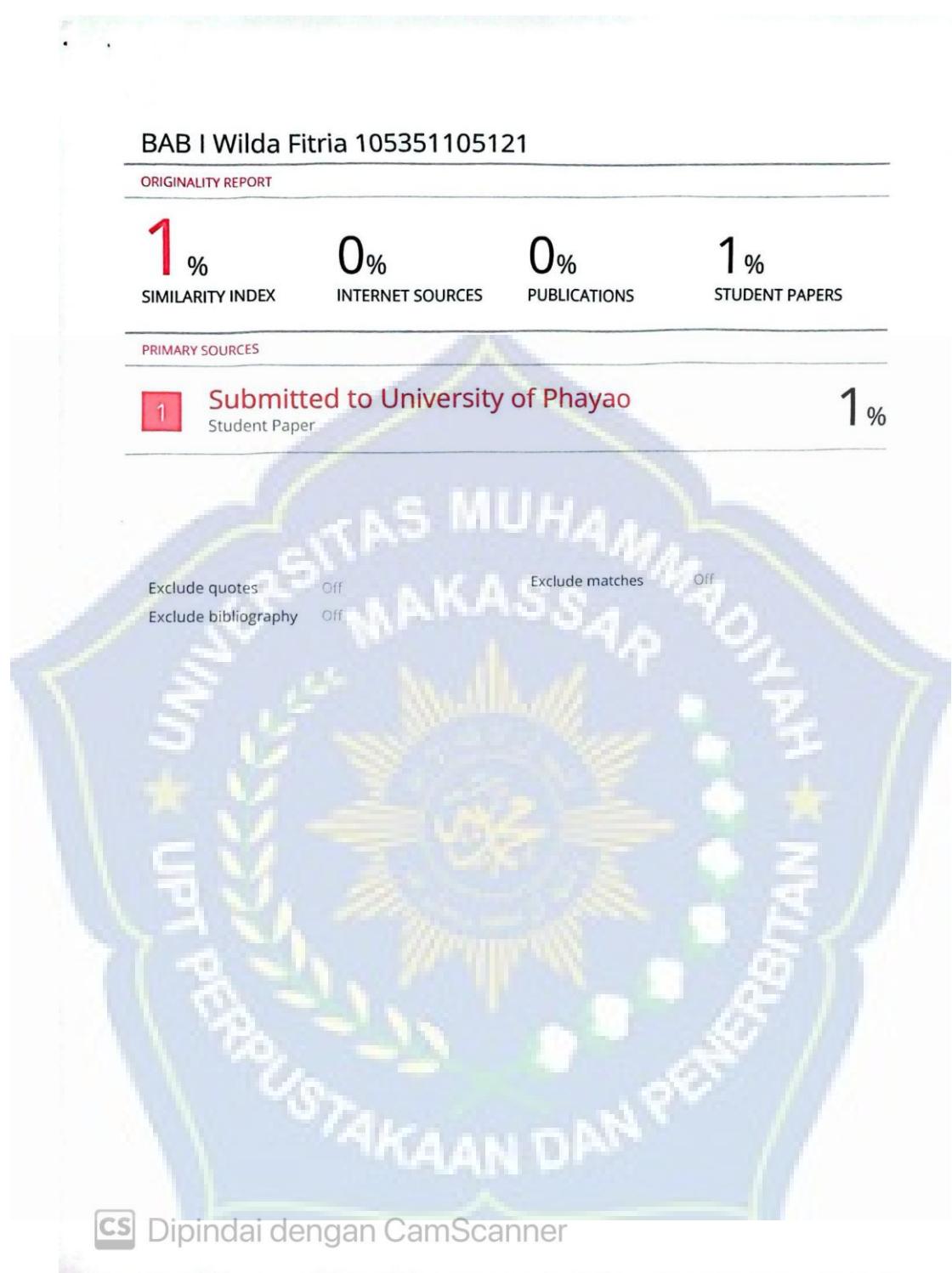
CHAPTER I

INTRODUCTION

A. Background

As an international language, English plays a vital role in global communication. English has become a subject taught in Indonesia from elementary school to higher education. The importance of this subject as a tool to gain knowledge and opportunities in the international world cannot be underestimated (Turahman & Mutiarani, 2024). In line with this, there are four key skills in the English subject, one of which is speaking. Speaking is one of the essential skills in language learning due to its role as a tool for communication. This skill continues to develop and has become one of the dominant skills in social, academic, and professional contexts (Arputhamalar & S, 2022). One of the essential components of speaking skills is fluency, which refers to the ability to speak smoothly without frequent pauses or hesitation.

Speaking fluency is the ability to communicate naturally and effectively without fillers or pauses (Lopez et al., 2021). This skill is crucial in various situations, enabling individuals to express their thoughts, such as in academic discussions. According to Pangabean et al. (2020), the ability to speak English fluently empowers individuals to convey their ideas, emotions, and information effectively through verbal communication. Nonetheless, there are challenges commonly faced by students in developing speaking fluency skills.



BAB II Wilda Fitria

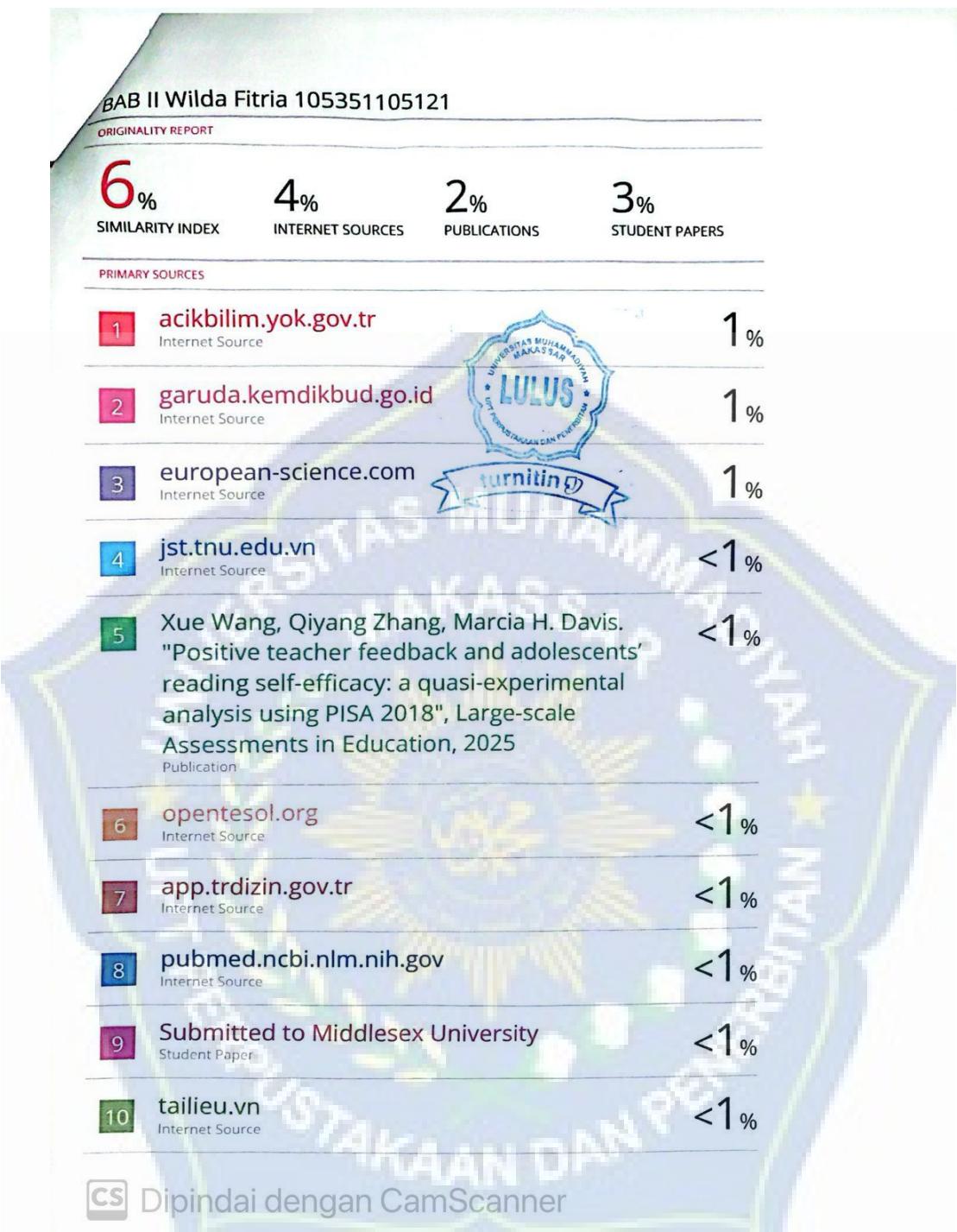
105351105121

by Tahap Tutup

Submission date: 01-Jul-2025 10:29AM (UTC+0700)
Submission ID: 2708687322
File name: BAB_2_29.docx (363.11K)
Word count: 4588
Character count: 27324



Dipindai dengan CamScanner



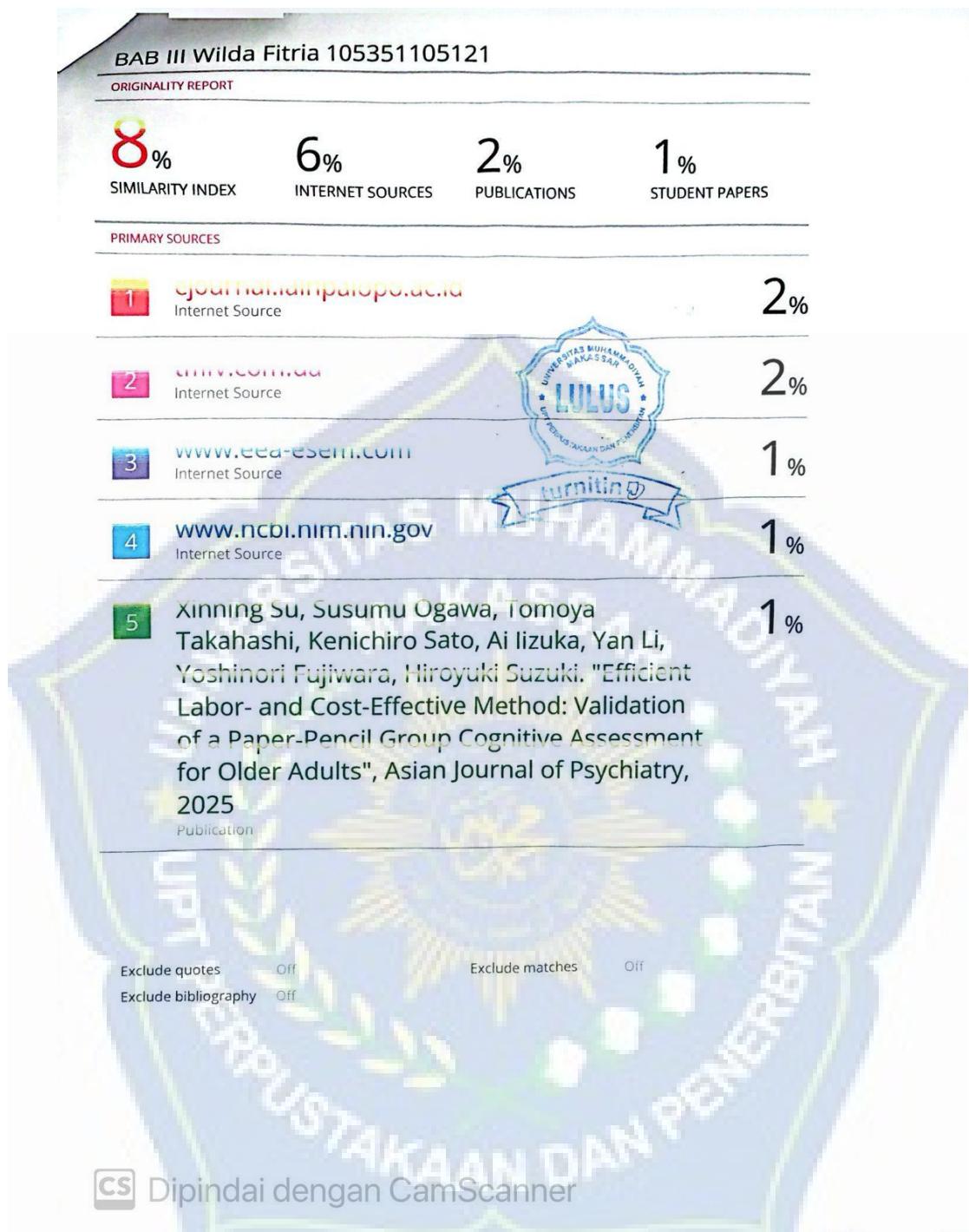
BAB III Wilda Fitria
105351105121

by Tahap Tutup

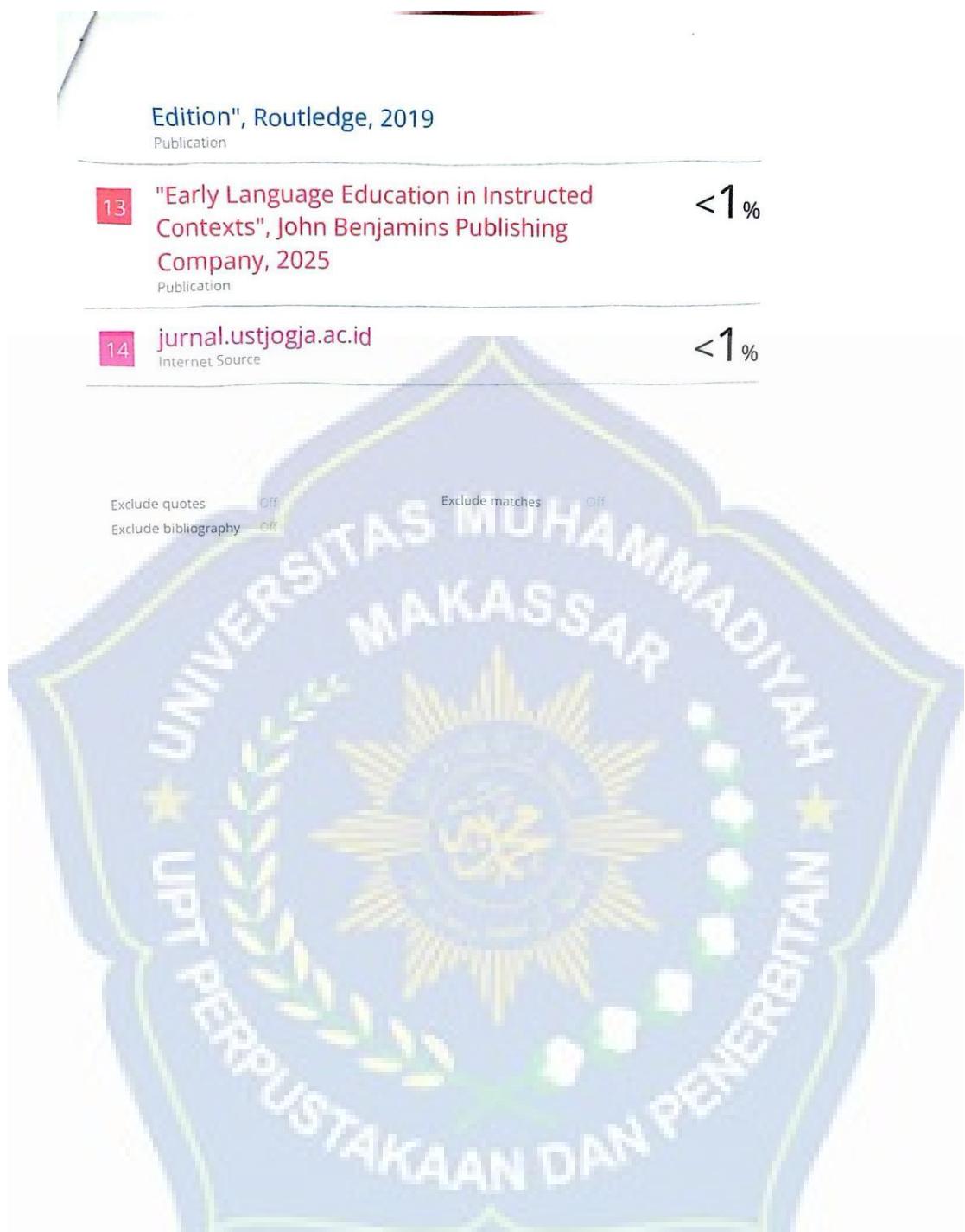
Submission date: 01-Jul-2025 10:29AM (UTC+0700)
Submission ID: 2708687643
File name: BAB_3_31.docx (304.16K)
Word count: 851
Character count: 4627



Dipindai dengan CamScanner







Dipindai dengan CamScanner





Appendix 7 Surat Pengantar Penelitian dari Fakultas



Appendix 8 Surat Pengantar Penelitian dari LP3M



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 6696/05/C.4-VIII/IV/1446/2025

15 April 2025 M

Lamp : 1 (satu) Rangkap Proposal

17 Syawal 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –

Makassar

أنتَ مُحَمَّدُ عَلِيٌّ وَرَبُّ الْأَنْوَارِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0329/FKIP/A.4-II/IV/1446/2025 tanggal 15 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **WILDA FITRIA**

No. Stambuk : **10535 1105121**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

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

"THE INFLUENCE OF TEACHER FEEDBACK ON FLUENCY IN ENGLISH SPEAKING AMONG STUDENT AT MAN GOWA"

Yang akan dilaksanakan dari tanggal 17 April 2025 s/d 17 Juni 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullah khaeran

أنتَ مُحَمَّدُ عَلِيٌّ وَرَبُّ الْأَنْوَارِ

Ketua LP3M,

Dr. Muly Arief Muhsin, M.Pd.
NBM 112/761

Appendix 9 Surat Izin Penelitian

PEMERINTAH KABUPATEN GOWA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl Hos Cokrominoto No 1 Gedung Mai Pelayanan Publik Lt. 3 Sungguminasa Kab Gowa 92111,
 Website dpmptsp.gowakab.go.id

Nomor	:	500.16.7.4/652/PENELITIAN/DPMPTSP-GOWA	Kepada Yth,
Lampiran	:	-	Man Gowa
Perihal	:	Surat Keterangan Penelitian	di – Tempat

Berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel Nomor : 8344/S.01/PTSP/2025 tanggal 28 April 2025 tentang Izin Penelitian.
 Dengan ini disampaikan kepada saudara/lahwa yang tersebut dibawah ini:

Nama	:	WILDA FITRIA
Tempat/ Tanggal Lahir	:	Makassar / 27 Oktober 2000
Jenis Kelamin	:	Perempuan
Nomor Pokok	:	105351105121
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa(S1)
Alamat	:	Lembangbune

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi / Tesis / Disertasi / Lembaga di wilayah/tempat Bapak/bu yang berjudul :
"THE INFLUENCE OF TEACHER FEEDBACK ON FLUENCY IN ENGLISH SPEAKING AMONG STUDENTS AT MAN GOWA"

Selama : 28 April 2025 s/d 28 Mei 2025
 Pengikut :
 Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab.Gowa;
2. **Penelitian** tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Surat Keterangan akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat keterangan ini tidak mentaati ketentuan tersebut diatas.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan disungguminasa, pada tanggal :

a.n. BUPATI GOWA
 KEPALA DINAS PENANAMAN MODAL & PELAYANAN
 TERPADU SATU PINTU KABUPATEN GOWA

[Signature]

H.INDRA SETIAWAN ABBAS,S.Sos,M.Si
 Nip. 19721026 199303 1 003

[QR Code]

Tembusan Yth:

1. Bupati Gowa (sebagai laporan);
2. Ketua LP3M UNISMUH Makassar

Dokumen ini sebagai alat bukti yang sah yang diterbitkan oleh Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 Kabupaten Gowa

Dipindai dengan CamScanner

Appendix 10 Kartu Kontrol Penelitian


MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS
 سمه البارحة مهار حمد

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: Wildah Fitria
NIM	: 105351105121
Judul Penelitian	: The Influence of Teacher Feedback on Fluency in English Speaking Among Student at MAN Gowa
Tanggal Ujian Proposal	: 08 Maret 2025
Tempat/Lokasi Penelitian	: MAN Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 21 April 2025	Melakukan pelaporan ke kepala sekolah	Titi Wahyuningri S.Pd	
2	Selasa, 22 April 2025	Pengaplikasian (pre-test)		
3	Selasa, 29 April 2025	Treatment 1		
4	Selasa, 6 Mei 2025	Treatment 2		
5	Senin, 13 Mei 2025	Pelaksanaan treatment ke-3		
6	Rabu, 14 Mei 2025	(Pelaksanaan treatment ke-4)		
7	Jumat, 16 Mei 2025	Kegiatan akhir post-test	Titi Wahyuningri S.Pd	
8				
9				
10				

16 Mei 2025

Mengetahui


 Kepala Sekolah/Instansi
 NIP. 197303062006041005
 JUHNI S.AG


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



Appendix 11 Surat Keterangan Selesai Meneliti



Appendix 12 Letter of Acceptance



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



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0974/BG-FKIP/LOA/B/VII/1447/2025

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 1782101 (Secretary)
Email. prodibg@unismuh.ac.id
Web. bg.fkip.unismuh.ac.id

Dear WILDA FITRIA

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

THE INFLUENCE OF TEACHER FEEDBACK ON FLUENCY IN ENGLISH SPEAKING AMONG STUDENTS AT MAN GOWA

The manuscript ID: 1873

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	✓	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlt@bg.unismuhmakassar.ac.id

Makassar, 25 Juli 2025 M
30 Muharram 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

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

NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

CS Dipindai dengan CamScanner

Appendix 13 Documentations

1. Pre-test

Picture 1 Pre-test



2. Treatmens

Picture 2 Treatment



3. Post-test

Picture 3 Post-test





BIOGRAPHY OF AUTHOR

Wilda Fitria was born on October 27, 2000, in Makassar. She is the first child of Muslimin and Jumriani. She began her primary education at MI Yapit Lembangbune in 2006. She continued her studies at MTS Muhammadiyah Lembangbune in 2012 and then at MAN Gowa in 2015, from which she graduated in 2018. She pursued her undergraduate studies in the English Education Study Program, Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar and successfully completed her thesis entitled **“The Influence of Teacher Feedback on English Speaking Among Students at MAN Gowa”**.

