

**THE EFFECTIVENESS OF USING VIDEO CLIP IN TEACHING
SPEAKING TO DELIVER HORTATORY EXPOSITION TEXT**

(An Experimental Research at Eleventh Grade of SMAN 22 Makassar)



A THESIS

*Submitted to the English Education Program Faculty of Teacher and Training
Education of Makassar Muhammadiyah University*

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2018**



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

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Makassar, September 2017

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MOTTO

*Giving a try is always much better than doing nothing.
(Anonymous)*

*Surely, there is ease after hardship.
(Al-Inshirah: 6)*

Your success lies right behind the wall blocking your way.

Be your BEST self

ABSTRACT

SANDRA SUSANTI, 2017. *The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Exposition Text* (An Experimental Research at the Second Grade of SMA N 22 Makassar). Under the Thesis of English Department the Faculty Of Teachers Training and Education, Makassar Muhammadiyah University (guided by H. Bahrin Amin and Maharida)

This research aimed at finding out whether or not the use of Video Clip and Hortatory Exposition Text effective in improving student's pronunciation and student's vocabulary.

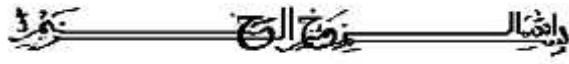
The researcher used an experimental research. The research had conducted a treatment, where the class consisted of six meetings. The location of this research was done at the second grade students of SMA N 22 Makassar with 30 students and stand by one class using individual test in pre-test, treatments and post-test design.

The research instrument was an oral presentation as a pre-test and post test. In pre-test the students presented their argument after they watched the video clip that given by cell phone and they were explained based on the structural of hortatory exposition text.

The findings indicated that the use of video clip as media in the teaching speaking to deliver hortatory exposition text was effective in term of pronunciation and vocabulary. It is provided by the pre-test is 59.75 and compare to the mean score of post-test is 72.84 and the percentages of the improvement is 21.90%.

Keywords: Effectiveness, Speaking, Hortatory Exposition Text, Video Clip and An Experimental Research.

ACKNOWLEDGEMENT



Alhamdulillah. The greatest praise for The One who never leaves me alone, The Most Gracious, The Most Merciful, my beloved Allah SWT.

Researcher would like to express my appreciation to my advisers, Dr.H.Bahrin Amin, M.Hum and Maharida.S.Pd., M.Pd who kindly help and support me during the process of finishing this thesis and has always patient to give me her valuable advice.

The researcher realized that many people had given their helps and useful suggestion for finishing this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to:

1. Dr. H. Abdul Rahman Rahim, S.E., M.M as the Rector of Makassar Muhammadiyah University.
2. Erwin Akib, M.Pd., Ph.D as the Dean of faculty of teacher and training education of Makassar Muhammadiyah University.
3. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English education department faculty of teaching and training education of Makassar Muhammadiyah University.

I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Makassar, October 2017

The Researcher

Sandra Susanti

TABLE OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF FIGURE	xiii
LIST OF GRAPHIC	xiv
LIST OF TABLE	xv
CHAPTER 1 INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	5
1.3 Objective of the Study	5
1.4 Significance of the Study	5
1.5 The Scope of the Study	6
CHAPTER 2 REVIEW OF RELATED LITERATURE	
2.1 The Previous Related Research Findings	7
2.2 The Concept of Speaking	9
A. Definition of Speaking	9
B. Aspect of Speaking Skills	11
a. Fluency	11
b. Accuracy	12
c. Pronunciation	12
d. Vocabulary	13
C. Micro Skill of Speaking	13
D. The Teaching of Speaking	16

2.3 The Concept of Video Clip	19
A. Definition of Video Clip	19
B. The Reasons of Using Video Clip	21
C. The Advantages and Disadvantages of Using Video Clips	22
2.4 The Concept of Hortatory Exposition Text	24
A. Definition of Hortatory Exposition Text	24
B. Generic Structure of Hortatory Exposition Text	25
2.5 Conceptual Framework	26
2.6 Hypothesis	27
CHAPTER 3 RESEARCH METHOD	
3.1 Research Design	28
3.2 Research Variable	29
3.3 Population and Sample	29
3.4 Research Instrument	30
3.5 Procedure of Colleting the Data	30
3.6 The Technique of Data Analysis	33
CHAPTER 4 FINDING AND DISCUSSION	
4.1 Findings	35
A. The Result of Data Analysis	35
B. Mean score and the improvement of percentage of pre-test and post-test	38
C. Hypothesis Testing	41
4.2 Discussion	42
CHAPTER 5 CONCLUSION AND SUGGESTION	
5.1 Conclusion	46
5.2 Suggestion	46
BIBLIOGRAPHY	
APPENDIX	

LIST OF FIGURE

Figure 2.1 Conceptual Framework	26
Figure 3.1 Research Design	28

LIST OF GRAPHIC

Graphic 4.1 Pre-Test of Pronunciation	36
Graphic 4.2 Pre-Test of Vocabulary	37
Graphic 4.3 Post-Test of Pronunciation	39
Graphic 4.4 Post-Test of Vocabulary	40

LIST OF TABLE

Table 4.1 Pre-Test of Pronunciation	35
Table 4.2 Pre-Test of Vocabulary	37
Table 4.3 Post-Test of Pronunciation	38
Table 4.4 Post-Test of Vocabulary	39
Table 4.5 Mean score and the improvement of percentage of pre-test and post- test	40
table 4.6 Hypothesis Testing	41

CHAPTER 1

INTRODUCTION

1.1. Background

Language have important role in our life. One of ways to help someone to know each other is language. Peoples who use language to communicate with one another constitute a society. Charles (2000:19) states, “Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand.” We can use language to express thoughts or feelings. There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it is not reasons of people to can communicate and interact with each other in the world. So language can help us to communicate each other. Beside that, language is the medium though which the child acquires the cultural, moral, religious, and other values of society.

One of languages in the world is English. Harmer (2001:27) English is an international language that is use broadly all over the world. The function of English is the tool for communication in which people from different nations interact. In Indonesia, English is the first foreign language that is taught at schools. It is consider an important language to develop science, technology, art and culture and to improve international relationship between people. In this era, which is consider as a globalization and information era, Indonesian people should be able to master English so that they can compete with other people from all over the world.

To be able to master English as a foreign language, students should master the four skills of English. They are listening, speaking, reading, and writing. Harmer (2007:20) Speaking have considered as the most important language skill in the classroom. It also become the most widely use language skill which is often used in relation to other skills. Good speaking ability is something that one should have in order to communicate with others. It is one of the four skills to be developed in the English language learning.

Speaking is an important skill of English language in conducting communication, so that, students should study well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. Ramelan (2000:3) Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, and other sociolinguistic features in certain contexts when they are expressing their ideas. Vocabulary and pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking. However, many students still mispronounce words and lack of vocabulary because they do not get an appropriate model of English. These problems be the caused by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process.

In the teaching and learning process, developing the students speaking skills seems to be the most difficult thing. Arsyad (2005:3) There are a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students speaking skill is the teachers have to building the communication between the teachers and the students. The teachers should be able to conduct a comfortable situation and always make a different style in teaching English, so that the students interest and enjoy the class activity.

Therefore according to the experience when doing P2K (Pre-Service Teaching Training) at February until April 2017 that many students still have difficulties in speaking. Many students said that speaking is very difficult. The students afraid if they are making mistakes when they speaking in front of the class. Its because they are lack of vocabulary and do not know how to pronounce the word. Beside that the students also shy and having lack of confidence when they speak English. Even though as a language learners the students must speak English to share their opinion and feeling without hesitation. Moreover the students do not fear and laugh with their friend if the students making mistakes when speaking.

Based on the information above the researcher knows that there are problems in speaking skills possessed by the students. Beside that the teacher said that the students also lazy to study and low in vocabulary and pronunciation so its make the students difficult to speak English. Therefore, the goals of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out the classroom.

As an English teacher, the teacher have to be a facilitator to help students in order to master speaking skills and overcome this problem to motivating the students. Teacher must try to give good and effective teaching method. Then, encourage them to practice the language. The way that can be improve students speaking ability with using video clip in teaching to deliver hortatory exposition text in the classroom. Canning (2000:1) Video clip is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. Hortatory exposition is a genre which have social function to persuade the reader or listener that something should or should not be the case. So this method would develop the attitude of students' skills in taking decisions objectively and independently.

Teaching speaking hortatory exposition text using video clip can help students easy to understand of hortatory exposition text and Video clip is very interesting, it can reduce boredom in teaching learning that can help students enjoy and be stimulated in speaking text Arsyad (2005:18). Beside that, the teacher must to help the students to solve these problems using video clip in teaching to deliver hortatory exposition text with motivating the students to improve their speaking ability and make the students interest in practice their speaking. So the method also can simulate the student's brain to speak English and improve their vocabulary and pronunciation.

Based on the background above, the researcher concerned to find out whether video clip could significantly effective to be used in teaching to deliver hortatory exposition text through the research, entitle "The Effectiveness of Using Video Clip in Teaching Speaking To Deliver Hortatory Exposition text".

1.2. Problem Statement

Based on the explanation in the background, the researcher formulate that there are two problems of study as follow, they are:

- a.** How effective are Video Clip and Hortatory Exposition Text model in improving the student's accuracy in pronunciation at SMA 22 Makassar?
- b.** How effective are Video Clip and Hortatory Exposition Text model in improving the student's accuracy in vocabulary at SMA 22 Makassar?

1.3. Objective of the Study

Based on the problem statement above, this research formulates that the objective of the study are:

- a.** To find out whether or not the use of Video Clip and Hortatory Exposition Text model effective in improving student's pronunciation.
- b.** To find out whether or not the use of Video Clip and Hortatory Exposition Text model effective in improving student's vocabulary.

1.4. Significance of the study

By doing the study, the writer hope the result of the investigation were useful and to improve the knowledge about teaching speaking hortatory exposition text and the students was enjoy following the English class. They were easy to understand the lesson and memorable, so that, it could improve their understanding on hortatory exposition text.

1.5. The scope of the study

This research was limited to the application of video clip and hortatory exposition text in teaching speaking skill which covers pronunciation and vocabulary that was investigated in the classroom at eleventh year of SMAN 22 Makassar.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. The Previous Related Research Finding

There are several researchers conducted the research under the similar topics. They are as follows:

Ermawati(2013 : 84-85) in her research. “Using Video Clips to Improve the Speaking Skills of the Fourth Grade Students of Sengon Elementary School 3 (SES 3) in the Academic Year of 2011/2012”. The findings of the study show that the use of video clips in the teaching of speaking improves the students’ confidence, motivation, involvement, and aspects of speaking skills. Based on the qualitative data, the students can respond to the language functions appropriately, speak at the normal speech without pausing, say the words and expressions in correct pronunciation and appropriate intonation, use language functions without grammatical errors, and join enthusiastically the teaching and learning process. The quantitative data show the improvement of the mean scores of the aspects of the speaking skills. They are 1.05 for fluency, 0.60 for accuracy, 0.81 for pronunciation, and 0.25 for vocabulary. There is also an increase of the average scores of 0.91857 from 6.7686 (pre-test) to 7.6871 (post test). According to the *t* statistic, the difference is significant at $p < 0.05$.

Wardani (2013 : 64-65) in her research “Improving Speaking Learning Process in Grade X of SMA 5 Yogyakarta Through Video Clips in the Academic Year of 2012/2013”. The results of this study show that there are

some improvements in speaking learning process in the form of the students' involvement, students' motivation, students' fluency, students' vocabulary, students' pronunciation accuracy, students' grammatical accuracy, and students' comprehension. The improvement can be seen from the students' performance in speaking activities in the class and the interview after the actions. So, the speaking learning process can be improved through video clips as the teaching and learning media.

Wahyuni (2014 : 90) in her research. "Improving Speaking Skills of the Seventh Grade Students of SMP N 1 MLATI, SLEMAN, Through the Use of Video Clips in the Academic Year of 2013/2014". The results of the research show that the implementation of the video clips in the English teaching and learning process improved the students' speaking skills. They could perform more confidently, more bravely, and less hesitantly during the speaking process. Moreover, their motivation and enthusiasm in English learning also improve. Furthermore, after comparing the score of post-test 1 and post-test 2, there is an increase from 72.03 to 86.87. The research findings also supported by the means of the students' speaking scores that improve from 83.28 in the pre-test to 86.87 in Cycle 2 test.

Based on the result of the researcher above, the researcher concludes that the three researchers have similarity and the dissimilarity. The similarity of the research is the researcher using video clip as a media that was applying by the researcher and the dissimilarity of the research is the researcher trying to applying video clip by difference significance. So the researcher used video

clip and hortatory exposition text with different significance. The researcher was focus on students' pronunciation and students' vocabulary at the second grades of SMAN 22 Makassar by pre-experimental research. This method is an effective way for teaching and learning process to enhance the students speaking ability.

2.2.The Concept of Speaking

A. Definition of Speaking

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. Brown (2001:32). They must practice it especially in learning speaking in order to be fluent. Without an ability to speak, it would be impossible to have a natural communication among people. In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistake while trying to communicate in English. Students might have so many ideas to be said but they are afraid to utter or say what they suppose to say.

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. (Cameron, 2001: 40; Brown, 2004: 140). There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning it means that the purpose of producing language in verbal communication is to

deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

Fulcher (2003: 22) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Linse (2005: 47) states that speaking is equally important in young learners' language development. Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context". Kayi (2006: 1). Speaking is a crucial part of second language learning and teaching. Without speaking, the oral communication between people cannot be occurred.

Scott and Ytreberg (2004:33) state that speaking is perhaps the most demanding skill for the teacher to reach. Speakers talk in order to have some effects on their listeners. When speaking to other people, speakers try to make their communication run as well. Speakers have to speak when they want to assert things to change their knowledge. Speakers ask other people questions to make them provide information. Speakers request things to make other people do things for them. In speaking, communication between two people should happen.

Jones (2000:14) states, “Speaking is a form of communication.” It means that the speaker must consider with the person who they were talking as the listeners. Every communication surely have a message across because speaking is not only producing a sound. Therefore, the speaking process is the important activity that should be paid attention well to get the goals and the speakers also should used the appropriate way to say.

According to Valdman (2000:194), speaking is, “The ability to speak a foreign language is without doubt the most highly prized language skills, and rightly.” Johnson and Morrow (2001:70) states speaking which is popular with the term „oral communication“, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.

B. Aspects of Speaking Skills

Experts have proposed various aspects of speaking skills. Brown (2001:268) proposed four aspects of speaking skills namely fluency, accuracy, pronunciation, and vocabulary

a. Fluency

The first aspect is related to fluency. It is the ability to speak quickly and automatically that have signs including the speed of speaking and few pauses which are used to characterize a person’s level of communication proficiency (Brown, 2001:10 and Richards, 2006:108-109). In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal

conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search for the language items needed to express the message.

b. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001:268). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c. Pronunciation

The third aspect is related to pronunciation. Having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility (Derwing and Munro, 2005). Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce clearer language when they speak. To be able to have a successful communication, the speaker of the language needs to be able to understand each other's skills and competences. It should be taught integratively with the other skills and competences in the class.

d. Vocabulary

The fourth aspect is related to vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone also have a limited understanding in terms of listening, speaking, reading, and writing. Willis (2000: 42) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary have to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

C. Micro Skills of Speaking

Brown (2001: 271) states in teaching oral communication, teachers need to show the details of how to convey and negotiate. Below are micro skills of oral communication:

- a. Being able to use the language in real time (fluency).
- b. Being able to pronounce the language sufficiently correctly to enable communication to take place.
- c. Being able to use a range of vocabulary and grammatical structures (in the early stages, the range of grammatical structures students used be relatively small).
- d. Talking about a range of common topics (e.g. family, school, hobbies)
- e. Expressing a wide range of language functions, such as, greeting, agreeing, and so on.
- f. Using different exponents to express the same function.

- g. Selecting the appropriate exponent depending on the situation, their social status with regard to the person they are speaking to, or the degree of formality/informality required.
- h. Knowing a range of basic scripts (how to start and finish a conversation, or how to buy things in a shop or order in a restaurant).
- i. Being able to cope with insufficient language resources, by paraphrasing, simplifying, inventing a word, using the L1 as a resource, miming, and using hesitation devices.
- j. Being able to cope with communication breakdowns, e.g. when they simply don't understand (by asking for repetitions).
- k. Using intonation to convey meaning.

A necessary strategy for language learners is to develop an ability to communicate ideas which they do not know exactly how to express. The essential attitude to build is one of the confidences in a situation of uncertainty. According to Brown (2001: 271) there are six types of classroom speaking performance:

1) Imitative

Imitative speaking is the most common activities that the teacher used in the class. However, the imitative activity in the class should be in limited portion. For example, learners practice an intonation contour and a certain pronunciation. Imitation is not only for meaningful interaction purposes, but also for focusing on some particular elements of the language form.

2) Intensive

Intensive speaking is one step forward imitative. Intensive is designed to practice some phonological or grammatical aspects of language in any speaking performance. Intensive speaking can be said initiative speaking. It can be a form part of some pair work activity, where learners examine certain language forms.

3) Responsive

Responsive speaking is included short replies to teacher or student-initiated questions or comments. The form of respond itself is only short form and not extending into dialogues.

4) Transactional

Transactional speaking occurs to conveying or exchanging specific information. Conversation, for example, may have more of a negotiation nature to them than responsive speech.

5) Interpersonal (dialogue)

Interpersonal dialogue occurs to maintain social relationships than for the show of facts and information.

6) Extensive (monologue)

In this speaking activity, students at intermediate to advanced levels are mostly participating. They extend monologues in the form of oral reports, summaries, or perhaps short speeches. In the extensive monologue, the language forms are more formal and purposeful. These monologues can be planned or spontaneous.

D. The Teaching of Speaking

Harmer (2007: 345-348) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking, including:

a. Preparation

Giving enough time to think about how they were speak, or, it may mean letting them practice dialogues in pairs before having to do anything more public.

b. The values of repetition

Allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to repeat and repeat their speaking. Harmer (2007: 346) quotes, characterize the process of speaking by the pattern:

Plan Ë perform Ë analyze Ë repeat

c. Big groups , small groups

Making sure that they get chances to speak and interact in big or small groups.

d. Mandatory participation

Allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

In addition, there are three stages in teaching speaking (Harmer, 2001:118). They are introducing the new language, practice, and communicative activities.

1) Introducing the new language

English is the new language for the students; it should be introduced as its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.

2) Practice

Practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students can find the words to make them speak in a real situation.

3) Communicative activities

Communicative activities should be aimed at the communication that happens daily. Most of the time, the students are prepared to learn speaking within the text available in the students' book. These models of dialogs, of course, are limited because the students have no chance to express their own ideas and they have no challenge to create a new situation. Because of that, the communicative activities cannot be occurred.

In relation to the teaching of speaking, Brown (2001: 275-276) proposes some principles for implementing speaking teaching techniques. They are as follows:

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interactions, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and comments.
- e. Capitalize on natural link between speaking and listening.
- f. Give students opportunities to innately oral communication.
- g. Encourage the development of speaking strategies.

In line with the teaching of speaking, Paul (2003: 6) suggests some ways related to prepare students to communicate,

- 1) introducing and practicing patterns in ways that feel meaningful to do students
- 2) practicing new pattern in combination with the other patterns the students have learned
- 3) giving the students many opportunities to guess how to use patterns flexibly.
- 4) giving the students confidence to speak put in front of others by talking independently with others.
- 5) focusing on the questions form of new pattern, so the students can ask about the things they do not know.

In conclusion, speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, the teacher should

provide learners with opportunities for meaningful communication. This requires the teachers to give guidance for the learners' need. The learners learned how to communicate verbally and nonverbally as their language skill develops. Consequently, the exchanges of messages enable the learner to create discourse that conveys their intentions in real communication. Furthermore, it is an aspect that needs special attention and instruction. In order to provide the effective speaking, it is necessary for teachers to examine carefully the factor that underlie speaking effectiveness. It was gradually help learners speak fluently and appropriately. It makes other people know what they want.

2.3. The Concept of Video Clip

A. Definition of Video Clip

Dundar and Simpson (2000: 98) says that video clip is a dynamic medium that is better than a static text or a sound-only recording. Ravitch (2007: 148) suggests that video clip is one of the educational programs to communicate ideas that integrate different content forms as a multimedia learning. Richards and Schmidt (2002:153) state that video clip is audio-visual device used by a teacher to the learning. In the term of educational technology, video can also be defined as a machine and educational equipment of different sorts to assist teachers and students in language learning.

Smaldino, Lowther, and Russell (2007: 310) say that "the trend today is delivery of video media as short, concise segments that teacher can assemble in a variety of ways to support a varieties of utilization scenarios". Moreover,

Richards and Renandya (2002: 165) state that “it is better to export a short (3-5 minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

Berk (2009) in his thesis states that a short video clip may make a gigantic difference in the students’ moods, motivation, and attitude. Short video sequences of between one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating (Harmer, 2007: 283). It is clear that short segments of video are more effective in the teaching learning process because teacher can choose any part which consists of certain language function that learned by the students.

Harmer (2007: 308) states that a video clip can provide “language in use”. It means that video clips allow the students to see a lot of paralinguistic behavior. For example, the students can see how information matches facial expression and what gestures accompany certain phrases. Video is useful in teaching speaking because they include all the characteristics of natural spoken English language in realistic situation. English pronunciation varies from speaker to speaker and accent of speech can also changed in different speed. By using the video clips, the input of materials can be better. Students get better understanding and recognition about the content.

Applying video clips is an innovative breakthrough that is largely used in the language learning to improve the quality of the learning process.

Moreover, the students also can enjoy teaching learning activity that eases them to accept the learning material. In other words, video clips enrich the students' knowledge and entertain them at once.

B. The Reasons of Using Video Clip

Moreover, Harmer (2001: 282) states that there are many reasons why video clips are useful for language learning. There are as follows:

a. Seeing language-in-use

The advantage of video clips is that students do not just hear language, they see it too. In addition, they can observe how intonation can match facial expression. These features can give valuable meaning clues and help viewers to see beyond what they are listening to, and interpret the text more deeply.

b. Cross-cultural awareness

Video clips allow students a look at situation far beyond their classrooms. Video clips are great value in giving students a chance to see how the other countries are look like.

c. The power of creation

When students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d. Motivation

Most students show an increased level of interest when they have chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

C. The Advantages and Disadvantages of Using Video Clips

Harmer (2007:282). Using video clip as media in teaching learning process have advantages and disadvantages. They are:

1) Advantages using video clip

(1) When using video clip students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

(2) Video clip uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speaks to waiters. Video clip is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

(3) When students use video camera themselves they are given potential to create something memorable and enjoyable. In addition students were enjoyable in learning activity. Video clip can help them to achieve in understanding the material.

(4) For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.

2) Disadvantages using video clip

(1) We have to provide activities that are unique learning experiences and do not just replicate home television viewing. Students bore easily, when they watch viewing which have been before.

(2) We have to be sure that students can see and hear the video clip. If all students cannot watch and hear clearly, they get difficult to catch information on video clip.

(3) Some students become frustrated when teacher constantly stop and start the video clip, only showing little bits at a time.

(4) Some people think that more than one two or three minutes of video clip sends students to sleep. It can be happen when theme of video clip is unfamiliar with them. They get difficult to express their opinion based on video clip.

Using video clip in teaching speaking hortatory exposition is actually meant to help students in achieving and expressing their idea easily, because video clip gives description about something case. It can help students to build their idea in speaking hortatory exposition text.

In this case the researcher choose the best video clip which is related with materials. Video clip have to have a good moral value in order to persuade and motivate students in doing positive something.

2.4.The Concept of Hortatory Exposition Text

A. Definition of Hortatory Exposition Text

Ibid (2003:122) An exposition is a piece of text that presents one side of an issue. Exposition text have two kind, they are analytical exposition and hortatory exposition. Here, the writer discuss about hortatory exposition text.

So many arguments about hortatory exposition text, Gerrot and Wignel (2000:209) have opinion, they state, “Hortatory exposition is a genre which have social function to persuade the reader or listener that something should or should not be the case.” According to Desmal, (2008:196) he sate, “Hortatory exposition is to represent the attempt of the writer to have the addressee do something or act in certain way. Then, Grace and Sudarwati (2007:204) point out hortatory exposition, they state, “Hortatory exposition is to persuade the reader or listener that something should or should not be case”.

From the statement above we can conclude that hortatory exposition is type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

To strength the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of the text can be called as argumentation.

Grace and Sudarwati (2007:204) have view the social function of hortatory exposition text, they sate that, “the social function of hortatory exposition text is to persuade the reader or listener that something should or should be the

case. Then, the purpose of hortatory exposition text is influencing and persuading the readers by presenting the supporting arguments.

Hortatory exposition text can be found in scientific books, magazines, news paper, latter or editor, advertisings, speeches, and research report.

Hortatory exposition is popular among science, an academic community and educated people.

B. Generic Structure of Hortatory Exposition Text

The structure of a text is called generic structure. One way in understanding hortatory exposition text is by identifying the generic structure of that text. The simple generic structure of hortatory exposition text is divided into the following three elements, namely thesis, argumentations, and recommendations.

1) Thesis

Thesis is announcement of issue of concern. The writer's thought is presented as thesis which is proven with several arguments. Usually answer the following questions:

(1) What is the topic of the text?

(2) What is the text about?

2) Argumentations

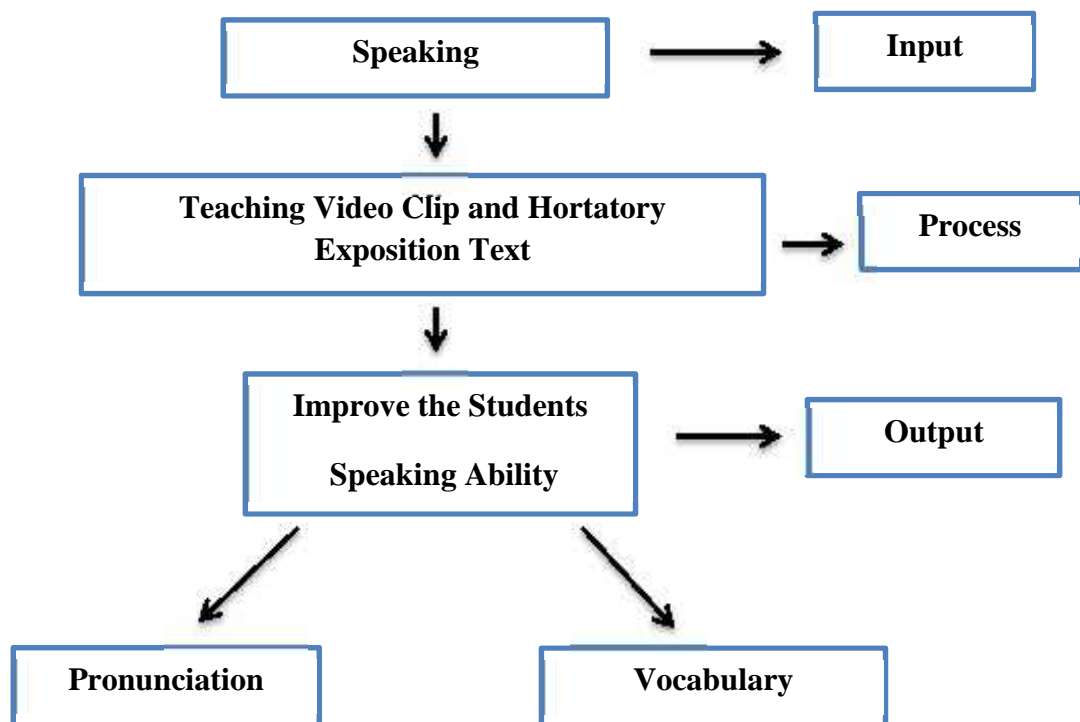
The next paragraphs show the writer arguments in supporting his thesis. Arguments are reasons for concern, leading to recommendation. In this case the writer show the reason or reasons why supporting or opposing an idea or suggestion, or a process of explaining.

3) Recommendation

Recommendation is statement of what ought or ought not to happen. It was ended with a strong recommendation or persuade the reader or listener.

2.5. Conceptual Framework

(Figure 1)



Based on the conceptual framework above, the researcher teaches English Learning especially for speaking skill (two times) but before that, the researcher conducted the pre test (once) to know the students prior knowledge, after that, the researcher conducted the treatment (6 meetings) by using video clip and hortatory exposition text. After that, the researcher conducted post test (once) to know the used of video clip and hortatory exposition text could improve students speaking ability in pronunciation and vocabulary.

2.6. Hypothesis

- a. Null hypothesis (H₀) There is no increase between the result of pre-test and post-test on students to speak English before and after using video clip and hortatory exposition text.
- b. Alternative hypothesis (H₁) there is an increase between the result of pre-test and post-test on students to speak English before and after using video clip and hortatory exposition text

CHAPTER 3

RESEARCH METHOD

In this section the researcher presents the research design, population and sample, Variable of the research, procedure of collecting the data, and the technique of data analysis.

3.1. Research Design

In this research the researcher applied pre-experimental method to improve the students speaking ability using video clip and hortatory exposition text in the classroom of the second grade of SMAN 22 Makassar.

The procedure of the treatment between pre test (T1) and the post test (T2), the pre test gave to found out the students speaking ability before the treatment was done, and the post test gave to find out the students ability after the treatment. The research design can be seen in figure 1 as follow:

Figure (2) research design

Pre-test	Treatment	Post-test
T1	X	T2

Where : T1 = pre-test

X = Treatment

T2 = post-test

(Gay, 2012:265)

The pre-test used to find out the prior knowledge to simulate the students speaking ability at the second grades of SMAN 22 Makassar. The pre-test had given to know the students knowledge in the treatment, where the use of video clip and hortatory exposition text applied as a method in the class after implementing the treatment the researcher given the post-test in the same form as in the pre-test, but in different topic.

3.2. Research Variable

These researches consisted of two variable, dependent variable and independent variable. The dependent variable was English speaking skill and independent variable was the use of video clip and hortatory exposition text in the classroom.

3.3. Population and Sample

These research conducted in senior high school and in this research the subject were class XI

a. Population

Population in this study was the second grade of the school which consists of three classes. Each class consisted of approximately 30≥ students. The totals of population are 120≥ students.

b. Sample

In these research, the researcher used purpose sampling technique. The researcher taken one class as a sample and the class consisted of 36

students and they were representative enough be the sample of this research.

3.4. Research Instrument

In this case the researcher used instrument with pre-test like 4 pictures in arrangement and post-test 4 pictures in arrangement but with different topic. The students re-tell the picture for ± 3 minutes for one student. There were 36 students in the class, so pre test done until ± 90 minutes in the first meeting and post-test in the last meeting. The researcher gave the topics to measure the increase of significant value after giving the treatment until 4 times. In this case the researcher prepared video clip and the students' retell their arguments based on video clip in front of class orally and individually based on the structural of hortatory exposition text.

3.5. Procedure of Collecting the Data

The procedure of the research described as follows:

1. Pre-Test

Pre-Test was done in the first meeting (once) in ± 90 minutes to know the students' pronunciation and vocabulary in speaking. Before the researchers gave the treatment, the researcher gave a task like 4 pictures in arrangement and the students re-tell the picture for ± 3 minutes for one student.

2. Treatment

After giving pre-test, the researcher applied the treatment for six meeting with using the video clip that given by cell phone and hortatory exposition text model to the students and the treatment conducted in ± 90 minutes with different topics in one meeting. For beginning the class the researcher applied the learning steps in the class like; say greeting when entering the class, checking student's attendance, linking the material that learned with the character of the student's, providing stimulus in giving material accustom the students to giving questions, provide feedback to students and provide reinforcement material.

3. Post-Test

After conducted the treatment, In post-test students given different topic in pre-test that used to measure students' pronunciation and vocabulary in speaking after they got treatment and to found the students progress. Post-test done in the last meeting (once) in ± 90 minutes. Analytic scoring of speaking can be seen on the following figures:

Aspects	Score	Description
Pronunciation	91-100	Have few traces of foreign accent.
	75-90	Always intelligible, though one is conscious of a definite accent
	61-74	Pronunciation problem necessitate concentrated listening and occasionally

		lead to misunderstanding.
	51-60	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	10-50	Pronunciation problems so severe as to make speech virtually unintelligible.
Vocabulary	91-100	Use of vocabulary and idioms is virtually that of a native speaker.
	75-90	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	61-74	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	51-60	Miss use of word and very limited vocabulary make comprehension quite difficult.
	10-50	Vocabulary limitations so extreme as to make conversation virtually impossible.

(Harris 2000:217)

3.6.The Technique of Data Analysis

a. Scoring Technique

The researcher gave speaking test to the students to analyze their scores on pronunciation and vocabulary, beside that the researcher also analyzed the idea of students while they speak up. Was the idea related to the topic or not and were they had a good idea or not. In giving scores to the students, the researcher used analytic scale which categorize by some categories and the writer followed the scoring criteria for each category. This analytic score had five items and each item scores was five. So, the maximum score is 100 in one aspect of speaking so the final maximum score was 100.

a. The result from the convert score put in this score classification:

Classification	Score
Excellent	91-100
Good	75-90
Fair	61-74
Less	51-60
Poor	×<50

(Depdiknas 2015:214)

b. Mean score

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

Where: \bar{X} = Mean score

x = Total row score

N = The total number of students (Gay, 2012:323)

- c. To find the percentage of improvement

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

Where :

% : The percentage of improvement

X₂ : The total score of post-test

X₁ : The total score of pre-test (Gay,2006:320)

- d. To Finding out the significant difference between the pretest and posttest to calculating the value of the test.

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

Where: t = Test of significance

\bar{D} = Different between the matcher pairs

D = The sum of total score of significance

D² = The square of D

N = Number of students

(Gay, 1981:331)

CHAPTER 4

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the findings of the research and the second section deals with discussion. Particularly covers the findings and discussion of this research and the description of the result of data analysis that would be discussed in discussion section.

4.1. Findings

A. The Result of Students Speaking Research

After analyzing the data derived from the pre-test and post-test. The data were served at table 4.1 which consist of some forms of analysis namely classification, score, frequency, and percentage. Below was the result of data analysis of pre-test.

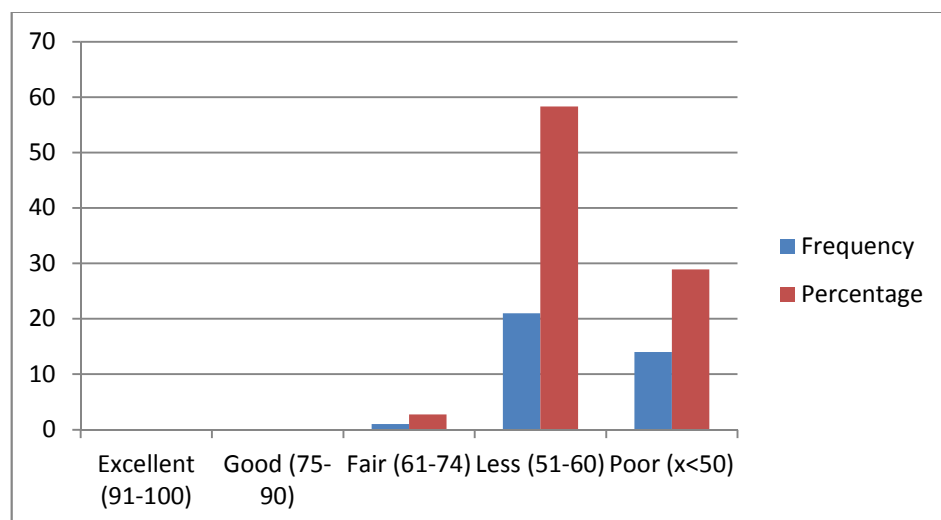
- a. The rate percentage of pre-test score in term of pronunciation and vocabulary.

Table 4.1 : Pre-Test of Pronunciation

No	Classification	Pre-test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	0	0%
3	Fair (61-74)	1	2,77%
4	Less (51-60)	21	58,33%
5	Poor (X<50)	14	28,88%
Total		36	100%

Based on table 4.1 the percentage of the pre –test above showed that, for excellent category (91-100) and good category (75-90) out 36 students none of them got excellent and good for speaking ability in term of pronunciation. There were 1 students (2.77%) got fair category (61-75) score, for less category (51-60) there were 21 students (58.33%) and for poor category ($X < 50$) there were 14 students (28.88%). And only 1 of them got good category (75-90). So the result can be conclude that the students' in speaking in pre-test was less categorized.

To see clearly the percentage of Pre-Test in Pronunciation, it would be showed in the graphic:



Graphic 4.1 The Percentage of Pre-Test in Pronunciation

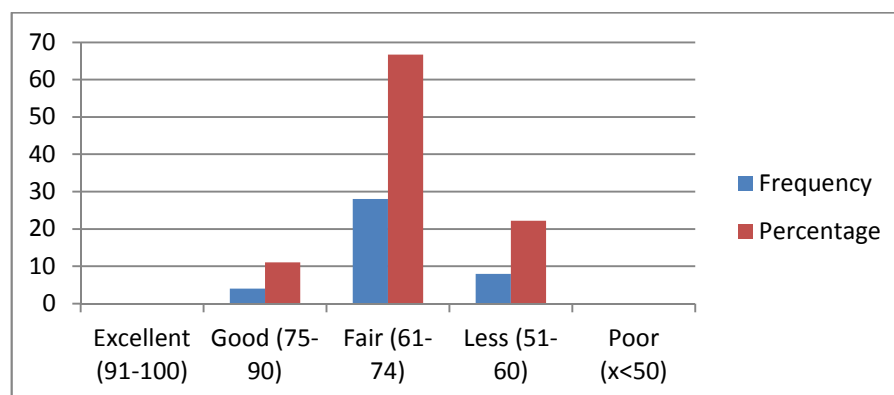
Graphic 4.1 showed that the percentage of students pronunciation was too less before the students used the video clip in teaching hortatory exposition text. There were some students difficult to pronounce the word. It was showed by the graphic that there were 21 students in 36 students got less score (51-60).

Table 4.2 : Pre-Test of Vocabulary

No	Classification	Pre-test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	4	11.11%
3	Fair (61-74)	24	66.66%
4	Less (51-60)	8	22.22%
5	Poor (X<50)	0	0%
Total		36	100%

Based on table 4.2, the percentage of the pre-test above showed that out of 36 students', none of them got excellent category (91-100) and poor category (X<50) score for speaking ability in term of vocabulary. There were 4 students' (11.11%) got good category (75-90), 24 students' 66.66% got fair category (61-74), and 8 students 22.22% got less category (51-60) score. So the result can be conclude that the students speaking in pre-test was fair categorized.

To see clearly the percentage of Pre-Test in vocabulary, it would be showed in the graphic:



Graphic 4.2 The Percentage of Pre-Test in Vocabulary

Graphic 4.2 indicated that the percentage of students' vocabulary was too fair score (61-74) before the students used the video clip in teaching hortatory exposition text. There were some students difficult to memorize the word. It was showed by the graphic that there were 24 students in 36 students got Fair score (61-74).

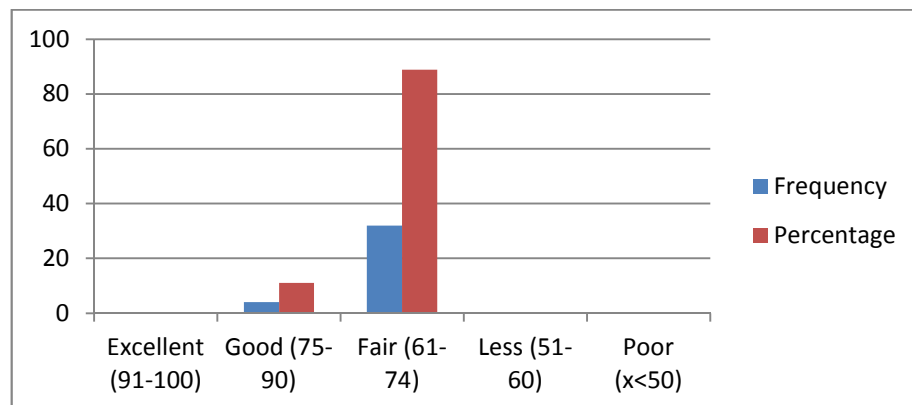
- b. The rate percentage of post-test in term of pronunciation and vocabulary

Table 4.3 : Post-test of Pronunciation

No	Classification	Pre-test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	4	11.11%
3	Fair (61-74)	32	88.88%
4	Less (51-60)	0	0%
5	Poor ($X < 50$)	0	0%
Total		36	100%

Based on table 4.3, the percentage of the post-test showed that out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor ($X < 50$) category for speaking ability in term of pronunciation. There were 4 students (11.11%) got good category (75-90) score and 32 students (88.88%) got fair category (61-74) score. So the result can be conclude that the students pronunciation in post-test was fair categorized (61-74) score.

To see clearly the percentage of Post-Test in Pronunciation, it would be showed in the graphic:



Graphic 4.3 The Percentage of Post-Test in Pronunciation

The result of graphic 4.3 showed that, the percentage of post-test in pronunciation were better and higher than the result of pre-test after using the video clip in teaching hortatory exposition text. It showed by the score of the students in the graphic was fair (61-74).

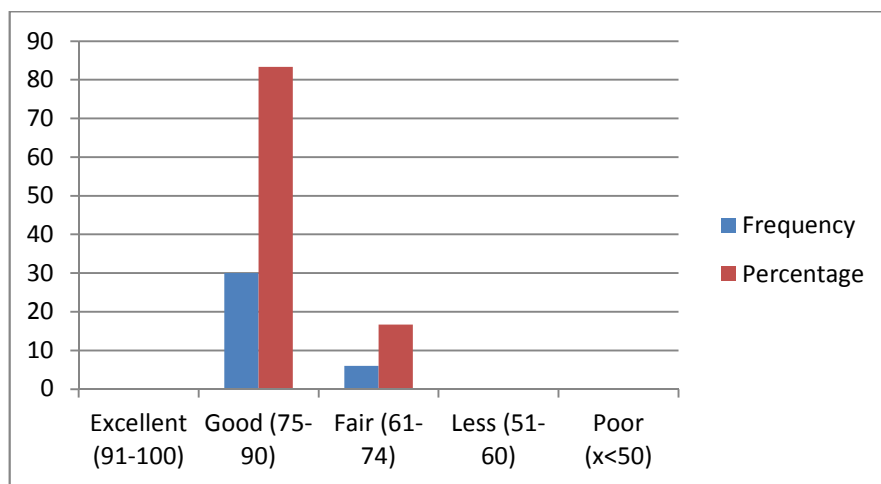
Table 4.4 : Post-test of Vocabulary

No	Classification	Pre-test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	30	83.33%
3	Fair (61-74)	6	16.66%
4	Less (51-60)	0	0%
5	Poor (X<50)	0	0%
Total		36	100%

Based on table 4.4, the percentage of the post-test showed that out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor (X<50) category for speaking ability in term of vocabulary. There were 30 students' (83.33%) got good score (75-90) and 6 16.66%of them got fair score

(61-74). So the result can be concluded that the students' vocabulary in post-test was good categorized.

To see clearly the percentage of Pre-Test in vocabulary, it would be showed in the graphic:



Graphic 4.2 The Percentage of Post-Test in Vocabulary

The result of graphic 4.3 showed that, the percentage of post-test in vocabulary were better and higher than the result of pre-test after using the video clip in teaching hortatory exposition text. It showed by the score of the students in the graphic was good (75-90).

B. Mean score and the improvement percentage of pre-test and post-test

Table 4.5 : Mean score and the improvement percentage of pre-test and post-test

No.	Kind of Test	Mean Score	The Improvement (%)
1	Pre-Test	59.75	21.90%
2	Post-Test	72.84	

In order to set the opportune of 21.90% in the percentage of the improvement, the researcher determined the final score of pre-test and post-test and divided based on the number of students to be the mean score of pre-test and post-test. Pre-test and post test were taken and it was 13.09 or 21.90%. The opponent of 21.90% means that the improvement and the students speaking ability was less.

C. Hypothesis Testing

In order to see whether or not, there was a significant difference between the results of the pre-test was applied. The test variable (pre-test and post-test) are statistically different on alpha level (α) = 0,05 at the degree of freedom (Df) $N-1 = 35$ to see the difference.

Table 4.6 : Hypothesis testing

Variable	t-test value	t-table
T2-T1	9,887	2.0301

Table 4.6 indicates that the value of t-test (9,887) was greater than the value of t-table (2.0301). It means that there was a significant difference between the results of the pre-test and post-test of the students. So the null hypothesis (H_0)

was rejected where as alternative hypothesis (H1) was accepted and it means that there was a significance difference between the teaching speaking hortatory exposition text using video clip.

4.2. Discussion

A. The use of video clip in teaching speaking to deliver hortatory exposition text.

The description of the data collected, used video clip and hortatory exposition text in speaking as explain in the previous section showed that the students was simulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to speak English used video clip and hortatory exposition text media in individual was better than before the treatment given to the students'.

Based on the findings result, the students score percentage in speaking before used the video clip and hortatory exposition text hat the students speaking ability at the second grade students of SMAN 22 Makassar especially class XI A were very less. It was showed in pre-test that out of 36 students, none of hem got excellent (91-100) and good category (75-90) score for speaking ability in tern of pronunciation. There was 1 students (2.77%) got fair category (61-75) score, for less category (51-60) there were 21 students (58.33%) and for poor category ($X < 50$) there were 14 students (28.88%). And only 1 of them got good category

(75-90). So, the speaking in pre-test was less categorized with the total were 21 students (58.33%) and it was means that the students' very hard to understand because of pronunciation problems, must frequently be asked to repeat.

The score for speaking ability in term vocabulary none of them got excellent category (91-100) and poor category ($X < 50$) score for speaking ability in term of vocabulary. There were 4 students' (11.11%) got good category (75-90), 24 students' 66.66% got fair category (61-74), and 8 students 22.22% got less category (51-60) score. So the result can be conclude that the students in pre-test was fair categorized where the students frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. It was because most of students lazy to memorize the word and lazy to learn how to pronounce the word.

In treatments, at the first meeting the researcher actually found that there were the most of the students got problem in speaking, The second meeting until last they tried to speak well. Beside that, they also paid attention to explanation that given by the researcher. After giving some treatment, the students speaking in term of pronunciation and vocabulary was improved. Based on the analysis of students' ability, it was found that after getting treatment, students' ability improved. Students were given video clip in the treatments. They were given video clip of cell phone in classroom, and learning English, because the researcher thought that the

video clip were happening and could make students enjoy in their lesson. It was suitable with Wardani (2013:59) state that Video clips were effective to improve the speaking learning process. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context or daily conversation. Their pronunciation and grammar accuracy, fluency, vocabulary mastery and comprehension increased.

The improvement was proved by the students score percentage in post-test. In the post-test result in term pronunciation showed that, out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor ($X < 50$) category for speaking ability in term of pronunciation. There were 4 students (11.11%) got good category (75-90) score and 32 students (88.88%) got fair category (61-74) score. It was means that the students' have few traces of foreign accent. Always intelligible, though one is conscious of a definite accent. The score for speaking in term vocabulary out of 36 students' none of them got excellent (91-100) score, less (51-60) score and poor ($X < 50$) category for speaking ability in term of vocabulary. There were 30 students' (83.33%) got good score (75-90) and 6 (16.66%) of them got fair score (61-74). It means the students sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate. So the result can be conclude that students speaking ability in term pronunciation was fair categorized and in vocabulary was good categorized.

In the mean score the score of pre-test was 59.75 and the score of post-test was 72.84. Then, the percentage of the improvement was 21.90% or 13.09. It is were taken after the researcher determined the final score of pre-test and post-test and divided based on the number of students to be the mean score of pre-test and post-test. So, It means that the improvement and the students speaking ability was less.

There were some weakness of this research because the most of students still difficult to speak English. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. Moreover they do not know what should they say when they want to convey their meaning. Students' ability was in low level when they had to arrange words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well-organized to support the transformation of meaning.

B. Test of significance testing and hypothesis

After getting the t-test result it was greater than the value of t-table on alpha level. It means that there was a significance difference between the teaching speaking hortatory exposition text using video clip and without video clip for the eleventh grade students of SMAN 22 Makassar. So it could got appropriate models of English through video watching activity and learn how to use the language in real context or daily conversation.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

After conducting the research, the researcher felt that the use of video clip as media in the teaching speaking to deliver hortatory exposition text was helpful because the students interest with the video and the video clip were happening and could make students enjoy in their lesson. It is provided by the pre-test is and compare to the mean score of post-test is. There is an improvement in the student speaking ability in term of pronunciation and vocabulary after using video clip and hortatory exposition in the classroom.

5.2. Suggestion

From the conclusion above, there are some suggestions that are proposed by the researcher. The teacher may use video clip in language learning because it help students to express their ideas not only based on their imagination but also reality and teacher should prepare the equipment well. It means that before using video clip as media in language teaching. It was better if teacher make sure that the qualities of equipment used are good enough and than teacher should plan the time well. They should be careful in selecting video clip and considering its time duration and the length of time for speaking activity. So the students could show their imagination based on the video.

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APPENDIX

PRE-TEST AND POST-TEST

THE DANGEROUS OF TRASH FOR HEALT (PRE-TEST)



<http://pontianak.tribunnews.com/2014/01/02/warga-jl-serdam-blokir-jalan-dengan-tumpukan-sampah>



<http://sriwahyono.blogspot.co.id/2010/06/hati-hati-di-sampah-ada-penyakit.html>



<https://yukiwaterfilter.wordpress.com>



<http://www.nawasis.com/persampahan/category/jakarta-pusat>

The first picture in pre-test

In the picture there are many people passing through the street where there is a lot of garbage that are scattered. It is make the people uncomfortable with the situation. So they are covered their nose with their hand.

The second picture in pre-test

In the picture there are bacteria that come from garbage. The bacteria can attack the people when they are around the garbage. The name of bacteria is bacteri Escherichia coli.

The third picture of pre-test

There are three people sick in the picture, there is a man, woman and child. They are get sick because of the bacteria of the garbage. It is make the man get influenza, the woman get headache and the child get fever.

The last picture of pre-test

There are many people cleaning in the street, they want to keep their environment from disease that came from the garbage. So it is the solution in this case to keep the healthy.

POST-TEST



<http://www.fitness-world.in/do-not-skip-breakfast/>



<http://takaitu.com/manfaat-sarapan-pagi>



<https://cungkringweb.wordpress.com/sehat/>



<http://thesharpe.com/fitness/is-breakfast-still-the-most-important-meal-of-the-day/>

The first picture in post-test

In the picture there is a writing says that “why one should not skip breakfast ?” and there is a man breakfast. The picture want to show to us for keep breakfast when we want to start our activity.

The second picture in post-test

In the picture there is a man get stomachache, it is because he does not breakfast

The third picture of post-test

There are three people in the picture, there is a man, woman and child. They are walking in the morning and keep breakfast for keep their health.

The last picture of post-test

There is writing say that, “Breakfast is the most important meal of the day” and there is a late food. The picture want to tell us to keep breakfast every day for keep the healthy.

LESSON PLAN

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 1

A. Standart Competency

1. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 1.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>report what has been obtained and the difficulties faced regularly to teachers.</p>
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Steps of Learning Activities

- Initial Activity (10 ')
 - Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
 - Checking student attendance (values inculcated: discipline, diligence)
 - Linking the material / competencies to be learned by character
 - Students discuss questions in textbooks
- Core Activities (70 ')

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic "Bullying"
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 2

A. Standart Competency

1. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 1.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>report what has been obtained and the difficulties faced regularly to teachers.</p>
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Steps of Learning Activities

- Initial Activity (10 ')
 - Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
 - Checking student attendance (values inculcated: discipline, diligence)
 - Linking the material / competencies to be learned by character
 - Students discuss questions in textbooks
- Core Activities (70 ')

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic "Pleas Don't cheating"
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 3

A. Standart Competency

2. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 2.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and report what has been obtained and the

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>difficulties faced regularly to teachers.</p>
--	---	--

Steps of Learning Activities

- Initial Activity (10 ')
 - Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
 - Checking student attendance (values inculcated: discipline, diligence)
 - Linking the material / competencies to be learned by character
 - Students discuss questions in textbooks
- Core Activities (70 ')
 - Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
 - Discuss material with students (Book: English Language Material on simple monologue text questions ..
 - Listen to a video clip with the topic "Brush Your Teeth Before You Sleep"
 - Students are asked to discuss and re-explain English teaching materials

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic "Brush Your Teeth Before You Sleep"
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 4

A. Standart Competency

3. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 3.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and report what has been obtained and the

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>difficulties faced regularly to teachers.</p>
--	---	--

Steps of Learning Activities

- Initial Activity (10 ')
- Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
- Checking student attendance (values inculcated: discipline, diligence)
- Linking the material / competencies to be learned by character
- Students discuss questions in textbooks
- Core Activities (70 ')

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic “Don’t try illegal racing”
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 5

A. Standart Competency

4. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 4.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and report what has been obtained and the

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>difficulties faced regularly to teachers.</p>
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Steps of Learning Activities

- Initial Activity (10 ')
 - Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
 - Checking student attendance (values inculcated: discipline, diligence)
 - Linking the material / competencies to be learned by character
 - Students discuss questions in textbooks
- Core Activities (70 ')
 - Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
 - Discuss material with students (Book: English Language Material on simple monologue text questions ..
 - Listen to a video clip with the topic "Manage Your Time Please"
 - Students are asked to discuss and re-explain English teaching materials

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic "Manage Your Time Please"
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

PLEARNING IMPLEMENTATION PLAN (RPP)

Name of School : SMA N 22 Makassar
Lesson : English
Class / Semester : XI / 2
Allocation Time : 2 x 45 minutes (1x meeting)
Lesson : Hortatory Exposition Text
Skill : Speaking
Meeting : 6

A. Standart Competency

5. Express the meaning of short functional text in the form of hortatory exposition text in the context of everyday life and to access science.

B. Basic Competence:

- 5.2 Expressing meaning with an emphasis on complex interpersonal meaning in the interactional discourse / and oral monologue in the context of everyday life and to access science in hortatory exposition text.

C. Indicators:

1. Identify the meaning of hortatory text of exposition.
2. Identify generic structure in exposition hortatory.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition

D. Learning Objectives

At the end of the student's learning can:

1. Identify the meaning of hortatory text of exposition.
2. Identify the generic structure in the exposition hortatory text.
3. Identify the main ideas of exposition hortatory text.
4. Identify the steps of rhetoric in hortatory text of exposition.

E. Learning Materials

1. hortatory exposition text

a. Definition:

Hortatory exposition is a text which represents the object of the writer.

b. Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that should not be the case.

c. Social Function of Hortatory Exposition

To persuade the readers or listeners that something should or should not be the case or be done.

d. Generic Structure of Hortatory exposition Text

Thesis: Thesis is the announcement of issue concern.

Arguments: Argument is reason for concern, leading to recommendation.

Recommendation: Recommendation is a statement of what ought or ought to happen.

F. Learning method

Method: Discussion, Problem based learning

G. Learning Strategy

Face to face	Structured	Independent
<ul style="list-style-type: none">▪ Being responsible about simple monologue text questions in the form of Hortatory exposition.▪ Discusses the elements and steps of rhetoric in the question of simple monologue text in the form of Hortatory	<ul style="list-style-type: none">▪ With the study group, students are given the task to do the following, and report each activity to the teacher, a.l. About the place, anyone who comes, the difficulties encountered.▪ Be responsible about the content of stories (characters, settings, plots) that have been read, watched, and / or	<ul style="list-style-type: none">▪ Students perform various activities related to the discourse in the form of Hortatory exposition outside of the task of face-to-face and structured given teacher.▪ Students collect every work in the portfolio, and report what has been obtained and the

<p>exposition.</p> <ul style="list-style-type: none"> ▪ Discusses the characteristics of lexicogramme. ▪ Retelling stories to groups or classes (monologues). ▪ Discusses the difficulties faced by students in conducting activities structured and independent. 	<p>heard with the study group</p> <ul style="list-style-type: none"> ▪ Discusses the elements and steps of rhetoric in Hortatory exposition text. ▪ Discusses the characteristics of lexicogramme. ▪ Retelling the story to the group (monologue). 	<p>difficulties faced regularly to teachers.</p>
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Steps of Learning Activities

- Initial Activity (10 ')
 - Greet a friendly greeting to the students when entering the classroom (the value embedded: polite, caring)
 - Checking student attendance (values inculcated: discipline, diligence)
 - Linking the material / competencies to be learned by character
 - Students discuss questions in textbooks
- Core Activities (70 ')

Exploration

In teacher exploration activities:

- Provide a stimulus in the form of simple short functional oral short text questions in the form of Hortatory exposition text.
- Discuss material with students (Book: English Language Material on simple monologue text questions ..
- Listen to a video clip with the topic "Study For Your Future"
- Students are asked to discuss and re-explain English teaching materials

Elaboration

In teacher elaboration activities:

- Familiarize students make simple short functional oral functional text sentences.
- Facilitating students through assignment

Confirmation

In teacher confirmation activities:

- Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.
- Provide confirmation on the work done by the students.
- Provide motivation to students who are less and can not follow in the material about simple short functional oral text questions.

The Last Activity (10 ')

- Students are asked to make a summary of the material.
- Students are given homework (PR) related to the material
- Deliver a lesson plan at the next meeting.

H. Source / Materials / Tools

1. English class XI book
2. LCD / Video clip

I. Assessment

I. Indicators, Techniques, Forms, and Examples.

No.	Indicator	Techniques	Forms	Examples
1.	Presents verbal arguments based on the video clip.	Performance Assessment (responding)	Complete the text	Complete the dialogue based on video clip!

Makassar, 4 September 2017

Ascertain,

Headmaster of SMAN 22 Makassar

The Researcher of Study

Drs. Nasriadi M, M.Pd

Sandra Susanti

NIP. 19640827 198903 1 02

DATA ANALYSIS

Data Analysis 1

SCORE OF PRE-TEST

No	Name	Score		Total
		pronunciation	Vocabulary	
1	ADHAR SYAPUTRA	50	63	113
2	AFDAL WARDANA	55	75	130
3	AFGANI NUZUL RAMADHAN	60	78	138
4	ALFI KHAERA	53	73	126
5	AMALIA ANDINI	50	73	123
6	AMRAN HIDAYAT	50	68	118
7	AMRIN HIDAYAT	48	63	108
8	ANDI AMARAL MA'RUF	48	63	111
9	AZIZAH NURFATIMA AZZAHRA	55	73	128
10	ELMA	53	63	116
11	EVI SETIANI SANI	50	68	118
12	FAIDATUL ISMA	55	70	125
13	FATMAWATI SUPARTO	53	70	123
14	FHADILAH EKA PUTRI	53	70	123
15	ILHAM NASIR	50	68	118
16	KASMAWATI	55	73	128
17	MAULIDYAH SALSABILA	55	78	133
18	MEGA MAWARNI SRIANTO	53	70	123
19	MUH.NUR WAHID HASYIM	55	75	130
20	MUH.RIFKY	48	53	111
21	MUHAMMAD AL'ISRA	48	55	103

22	MUHAMMAD SENDI BAHRI	50	55	105
23	NUR HASMI ANASTASYA	53	63	116
24	NUR TAUFIQURRAHMAN	50	60	110
25	NURVINA DAMAYANTI	50	63	113
26	REZKY	55	68	123
27	RIZKI KANO	48	53	111
28	SATRIA WIRATAMA SANGGABUA	55	70	125
29	SITI NUR JANNAH AYU FADILLAH	53	60	113
30	SUKMAWATI SYUKUR	53	63	116
31	SULFADILLAH WARDANI	55	63	118
32	TRISNA INNDAH MAHARANI SAID	55	65	120
33	ZAKAT RIAN TO	50	60	110
34	ZULKIFLI DUMA	50	58	108
35	ZYANNINA FATTIANDA	55	70	125
36	NURAHMA FADILLAH	70	73	143
TOTAL		1.889	2.386	4.302
AVERAGE		52,75	66,277	119.5

DESCRIPTION SCORE OF PRE-TEST IN PRONUNCIATION

NO.	NAME	SCORE	DESCRIPTION
1	ADHAR SYAPUTRA	50	Pronunciation problems so severe as to make speech virtually unintelligible.
2	AFDAL WARDANA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
3	AFGANI NUZUL RAMADHAN	60	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
4	ALFI KHAERA	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
5	AMALIA ANDINI	50	Pronunciation problems so severe as to make speech virtually unintelligible.
6	AMRAN HIDAYAT	50	Pronunciation problems so severe as to make speech virtually

			unintelligible.
7	AMRIN HIDAYAT	48	Pronunciation problems so severe as to make speech virtually unintelligible.
8	ANDI AMARAL MA'RUF	48	Pronunciation problems so severe as to make speech virtually unintelligible.
9	AZIZAH NURFATIMA AZZAHRA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
10	ELMA	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
11	EVI SETIANI SANI	50	
12	FAIDATUL ISMA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
13	FATMAWATI SUPARTO	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
14	FHADILAH EKA PUTRI	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.

15	ILHAM NASIR	50	Pronunciation problems so severe as to make speech virtually unintelligible.
16	KASMAWATI	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
17	MAULIDYAH SALSABILA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
18	MEGA MAWARNI SRIANTO	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
19	MUH.NUR WAHID HASYIM	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
20	MUH.RIFKY	48	Pronunciation problems so severe as to make speech virtually unintelligible.
21	MUHAMMAD AL'ISRA	48	Pronunciation problems so severe as to make speech virtually unintelligible.
22	MUHAMMAD SENDI BAHRI	50	Pronunciation problems so severe as to make speech virtually

			unintelligible.
23	NUR HASMI ANASTASYA	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
24	NUR TAUFIQURRAHMAN	50	Pronunciation problems so severe as to make speech virtually unintelligible. Pronunciation problems so severe as to make speech virtually unintelligible.
25	NURVINA DAMAYANTI	50	Pronunciation problems so severe as to make speech virtually unintelligible.
26	REZKY	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
27	RIZKI KANO	48	Pronunciation problems so severe as to make speech virtually unintelligible.
28	SATRIA WIRATAMA SANGGABUA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
29	SITI NUR JANNAH AYU FADILLAH	53	Very hard to understand because of pronunciation problems, must

			frequently be asked to repeat.
30	SUKMAWATI SYUKUR	53	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
31	SULFADILLAH WARDANI	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
32	TRISNA INNDAH MAHARANI SAID	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
33	ZAKAT RIAN TO	50	Pronunciation problems so severe as to make speech virtually unintelligible.
34	ZULKIFLI DUMA	50	Pronunciation problems so severe as to make speech virtually unintelligible.
35	ZYANNINA FATTIANDA	55	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
36	NURAHMA FADILLAH	70	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

DESCRIPTION SCORE OF PRE-TEST IN VOCABULARY

NO.	NAME	SCORE	DESCRIPTION
1	ADHAR SYAPUTRA	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
2	AFDAL WARDANA	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
3	AFGANI NUZUL RAMADHAN	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
4	ALFI KHAERA	73	
5	AMALIA ANDINI	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
6	AMRAN HIDAYAT	68	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
7	AMRIN HIDAYAT	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
8	ANDI AMARAL	63	Frequently uses the wrong words;

	MA'RUF		conversation somewhat limited because of inadequate vocabulary.
9	AZIZAH NURFATIMA AZZAHRA	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
10	ELMA	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
11	EVI SETIANI SANI	68	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
12	FAIDATUL ISMA	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
13	FATMAWATI SUPARTO	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
14	FHADILAH EKA PUTRI	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
15	ILHAM NASIR	68	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

16	KASMAWATI	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
17	MAULIDYAH SALSABILA	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
18	MEGA MAWARNI SRIANTO	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
19	MUH.NUR WAHID HASYIM	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
20	MUH.RIFKY	53	Miss use of word and very limited vocabulary make comprehension quite difficult.
21	MUHAMMAD AL'ISRA	55	Miss use of word and very limited vocabulary make comprehension quite difficult.
22	MUHAMMAD SENDI BAHRI	55	Miss use of word and very limited vocabulary make comprehension quite difficult.
23	NUR HASMI ANASTASYA	63	Frequently uses the wrong words; conversation somewhat limited

			because of inadequate vocabulary.
24	NUR TAUFIQURRAHMAN	60	Miss use of word and very limited vocabulary make comprehension quite difficult.
25	NURVINA DAMAYANTI	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
26	REZKY	68	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
27	RIZKI KANO	53	
28	SATRIA WIRATAMA SANGGABUA	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
29	SITI NUR JANNAH AYU FADILLAH	60	Miss use of word and very limited vocabulary make comprehension quite difficult.
30	SUKMAWATI SYUKUR	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
31	SULFADILLAH WARDANI	63	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

32	TRISNA INNDAH MAHARANI SAID	65	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
33	ZAKAT RIANTO	60	
34	ZULKIFLI DUMA	58	
35	ZYANNINA FATTIANDA	70	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
36	NURAHMA FADILLAH	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

Data Analysis 2

SCORE OF POST-TEST

No	Name	Score		Total
		pronunciation	Vocabulary	
1	ADHAR SYAPUTRA	68	80	148
2	AFDAL WARDANA	73	85	158
3	AFGANI NUZUL RAMADHAN	78	85	163
4	ALFI KHAERA	68	80	148
5	AMALIA ANDINI	68	78	146
6	AMRAN HIDAYAT	68	75	143
7	AMRIN HIDAYAT	65	73	138
8	ANDI AMARAL MA'RUF	65	73	138
9	AZIZAH NURFATIMA AZZAHRA	68	80	148
10	ELMA	68	78	146
11	EVI SETIANI SANI	68	78	146
12	FAIDATUL ISMA	65	75	140
13	FATMAWATI SUPARTO	68	78	146
14	FHADILAH EKA PUTRI	68	73	141
15	ILHAM NASIR	63	73	136
16	KASMAWATI	68	78	146
17	MAULIDYAH SALSABILA	63	78	141
18	MEGA MAWARNI SRIANTO	68	75	143
19	MUH.NUR WAHID HASYIM	78	83	161
20	MUH.RIFKY	63	75	138
21	MUHAMMAD AL'ISRA	63	73	136

22	MUHAMMAD SENDI BAHRI	68	78	146
23	NUR HASMI ANASTASYA	68	78	146
24	NUR TAUFIQURRAHMAN	63	78	141
25	NURVINA DAMAYANTI	63	75	138
26	REZKY	75	80	155
27	RIZKI KANO	63	73	136
28	SATRIA WIRATAMA SANGGABUA	73	80	153
29	SITI NUR JANNAH AYU FADILLAH	65	78	143
30	SUKMAWATI SYUKUR	63	78	141
31	SULFADILLAH WARDANI	70	78	148
32	TRISNA INNDAH MAHARANI SAID	70	80	150
33	ZAKAT RIAN TO	63	78	141
34	ZULKIFLI DUMA	63	75	138
35	ZYANNINA FATTIANDA	73	78	151
36	NURAHMA FADILLAH	80	88	168
TOTAL		2.444	2.801	5.245
AVERAGE		67,88	77,80	145,694

DESCRIPTION SCORE OF POS-TEST IN PRONUNCIATION

NO.	NAME	SCORE	DESCRIPTION
1	ADHAR SYAPUTRA	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
2	AFDAL WARDANA	73	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
3	AFGANI NUZUL RAMADHAN	78	Always intelligible, though one is conscious of a definite accent
4	ALFI KHAERA	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
5	AMALIA ANDINI	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
6	AMRAN HIDAYAT	68	Pronunciation problem necessitate

			concentrated listening and occasionally lead to misunderstanding.
7	AMRIN HIDAYAT	65	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
8	ANDI AMARAL MA'RUF	65	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
9	AZIZAH NURFATIMA AZZAHRA	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
10	ELMA	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
11	EVI SETIANI SANI	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

12	FAIDATUL ISMA	65	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
13	FATMAWATI SUPARTO	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
14	FHADILAH EKA PUTRI	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
15	ILHAM NASIR	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
16	KASMAWATI	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
17	MAULIDYAH SALSABILA	63	Pronunciation problem necessitate concentrated listening and occasionally lead to

			misunderstanding.
18	MEGA MAWARNI SRIANTO	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
19	MUH.NUR WAHID HASYIM	78	Always intelligible, though one is conscious of a definite accent
20	MUH.RIFKY	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
21	MUHAMMAD AL'ISRA	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
22	MUHAMMAD SENDI BAHRI	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
23	NUR HASMI ANASTASYA	68	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

24	NUR TAUFIQURRAHMAN	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
25	NURVINA DAMAYANTI	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
26	REZKY	75	Always intelligible, though one is conscious of a definite accent
27	RIZKI KANO	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
28	SATRIA WIRATAMA SANGGABUA	73	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
29	SITI NUR JANNAH AYU FADILLAH	65	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
30	SUKMAWATI SYUKUR	63	Pronunciation problem necessitate

			concentrated listening and occasionally lead to misunderstanding.
31	SULFADILLAH WARDANI	70	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
32	TRISNA INNDAH MAHARANI SAID	70	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
33	ZAKAT RIAN TO	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
34	ZULKIFLI DUMA	63	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
35	ZYANNINA FATTIANDA	73	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

36	NURAHMA FADILLAH	80	Always intelligible, though one is conscious of a definite accent
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DESCRIPTION SCORE OF POS-TEST IN VOCABULARY

NO.	NAME	SCORE	DESCRIPTION
1	ADHAR SYAPUTRA	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
2	AFDAL WARDANA	85	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
3	AFGANI NUZUL RAMADHAN	85	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
4	ALFI KHAERA	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
5	AMALIA ANDINI	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
6	AMRAN HIDAYAT	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
7	AMRIN HIDAYAT	73	Frequently uses the wrong words;

			conversation somewhat limited because of inadequate vocabulary.
8	ANDI AMARAL MA'RUF	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
9	AZIZAH NURFATIMA AZZAHRA	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
10	ELMA	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
11	EVI SETIANI SANI	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
12	FAIDATUL ISMA	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
13	FATMAWATI SUPARTO	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
14	FHADILAH EKA PUTRI	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

15	ILHAM NASIR	73	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
16	KASMAWATI	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
17	MAULIDYAH SALSABILA	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
18	MEGA MAWARNI SRIANTO	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
19	MUH.NUR WAHID HASYIM	83	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
20	MUH.RIFKY	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
21	MUHAMMAD AL'ISRA	73	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
22	MUHAMMAD SENDI BAHRI	78	Sometimes uses inappropriate terms and/ or must rephrase the

			idea because of lexical inadequate
23	NUR HASMI ANASTASYA	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
24	NUR TAUFIQURRAHMAN	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
25	NURVINA DAMAYANTI	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
26	REZKY	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
27	RIZKI KANO	73	
28	SATRIA WIRATAMA SANGGABUA	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
29	SITI NUR JANNAH AYU FADILLAH	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
30	SUKMAWATI SYUKUR	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate

31	SULFADILLAH WARDANI	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
32	TRISNA INNDAH MAHARANI SAID	80	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
33	ZAKAT RIAN TO	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
34	ZULKIFLI DUMA	75	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
35	ZYANNINA FATTIANDA	78	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate
36	NURAHMA FADILLAH	88	Sometimes uses inappropriate terms and/ or must rephrase the idea because of lexical inadequate

Data Analysis 3

SCORE OF PRE-TEST

No	Name	Score		Total	Final score	(X1)2
		pronunciation	Vocabulary		X1	
1	ADHAR SYAPUTRA	50	63	113	56.5	3192.25
2	AFDAL WARDANA	55	75	130	65	4225
3	AFGANI NUZUL RAMADHAN	60	78	138	69	4761
4	ALFI KHAERA	53	73	126	63	3969
5	AMALIA ANDINI	50	73	123	61.5	3782.25
6	AMRAN HIDAYAT	50	68	118	59	3481
7	AMRIN HIDAYAT	48	63	108	54	2916
8	ANDI AMARAL MA'RUF	48	63	111	55.5	3080.25
9	AZIZAH NURFATIMA AZZAHRA	55	73	128	64	4096
10	ELMA	53	63	116	58	3364
11	EVI SETIANI SANI	50	68	118	59	3481
12	FAIDATUL ISMA	55	70	125	62.5	3906.25
13	FATMAWATI SUPARTO	53	70	123	61.5	3782.25
14	FHADILAH EKA PUTRI	53	70	123	61.5	3782.25
15	ILHAM NASIR	50	68	118	59	3481
16	KASMAWATI	55	73	128	64	4096
17	MAULIDYAH SALSABILA	55	78	133	66.5	4422.25
18	MEGA MAWARNI SRIANTO	53	70	123	61.5	3782.25
19	MUH.NUR WAHID HASYIM	55	75	130	65	4225
20	MUH.RIFKY	48	53	111	55.5	3080.25
21	MUHAMMAD AL'ISRA	48	55	103	51.5	2652.25

22	MUHAMMAD SENDI BAHRI	50	55	105	52.5	2756.25
23	NUR HASMI ANASTASYA	53	63	116	58	3364
24	NUR TAUFIQURRAHMAN	50	60	110	55	3025
25	NURVINA DAMAYANTI	50	63	113	56.5	3192.25
26	REZKY	55	68	123	61.5	3782.25
27	RIZKI KANO	48	53	111	55.5	3080.25
28	SATRIA WIRATAMA SANGGABUA	55	70	125	62.5	3906.25
29	SITI NUR JANNAH AYU FADILLAH	53	60	113	56.5	3192.25
30	SUKMAWATI SYUKUR	53	63	116	58	3364
31	SULFADILLAH WARDANI	55	63	118	59	3481
32	TRISNA INNDAH MAHARANI SAID	55	65	120	60	3600
33	ZAKAT RIANTO	50	60	110	55	3025
34	ZULKIFLI DUMA	50	58	108	54	2916
35	ZYANNINA FATTIANDA	55	70	125	62.5	3906.25
36	NURAHMA FADILLAH	70	73	143	71.5	5112.25
TOTAL		1.889	2.386	4.302	2151	129261
AVERAGE		52,75	66,277	119.5	59.75	3590.57

Data Analysis 4**SCORE OF POST-TEST**

No	Name	Score		Total	Final score	(Y1)2
		pronunciation	Vocabulary		Y1	
1	ADHAR SYAPUTRA	68	80	148	74	5476
2	AFDAL WARDANA	73	85	158	79	6241
3	AFGANI NUZUL RAMADHAN	78	85	163	81.5	6642.25
4	ALFI KHAERA	68	80	148	74	5476
5	AMALIA ANDINI	68	78	146	73	5329
6	AMRAN HIDAYAT	68	75	143	71.5	5112.25
7	AMRIN HIDAYAT	65	73	138	69	4761
8	ANDI AMARAL MA'RUF	65	73	138	69	4761
9	AZIZAH NURFATIMA AZZAHRA	68	80	148	74	5476
10	ELMA	68	78	146	73	5329
11	EVI SETIANI SANI	68	78	146	73	5329
12	FAIDATUL ISMA	65	75	140	70	4900
13	FATMAWATI SUPARTO	68	78	146	73	5329
14	FHADILAH EKA PUTRI	68	73	141	70.5	4970.25
15	ILHAM NASIR	63	73	136	68	4624
16	KASMAWATI	68	78	146	73	5329
17	MAULIDYAH SALSABILA	63	78	141	70.5	4970.25
18	MEGA MAWARNI SRIANTO	68	75	143	71.5	5112.25
19	MUH.NUR WAHID HASYIM	78	83	161	80.5	6480.25
20	MUH.RIFKY	63	75	138	69	4761
21	MUHAMMAD	63	73	136	68	4624

	AL'ISRA					
22	MUHAMMAD SENDI BAHRI	68	78	146	73	5329
23	NUR HASMI ANASTASYA	68	78	146	73	5329
24	NUR TAUFIQURRAHMAN	63	78	141	70.5	4970.25
25	NURVINA DAMAYANTI	63	75	138	69	4761
26	REZKY	75	80	155	77.5	6006.25
27	RIZKI KANO	63	73	136	68	4624
28	SATRIA WIRATAMA SANGGABUA	73	80	153	76.5	5852.25
29	SITI NUR JANNAH AYU FADILLAH	65	78	143	71.5	5112.25
30	SUKMAWATI SYUKUR	63	78	141	70.5	4970.25
31	SULFADILLAH WARDANI	70	78	148	74	5476
32	TRISNA INNDAH MAHARANI SAID	70	80	150	75	5625
33	ZAKAT RIANTO	63	78	141	70.5	4970.25
34	ZULKIFLI DUMA	63	75	138	69	4761
35	ZYANNINA FATTIANDA	73	78	151	75.5	5700.25
36	NURAHMA FADILLAH	80	88	168	84	7056
	TOTAL	2.444	2.801	5.245	2622.5	191575
	AVERAGE	67,88	77,80	145,69 4	72.8472	5321.53

Data Analysis 5

Pre-Test And Post-Test

No	Name	Score of pre-test	Score of post-test	D=(Y-X)	D2= (X-Y)2
		(X)	(Y)		
1	ADHAR SYAPUTRA	56.5	74	17.5	306.25
2	AFDAL WARDANA	65	79	14	196
3	AFGANI NUZUL RAMADHAN	69	81.5	12.5	156.25
4	ALFI KHAERA	63	74	11	121
5	AMALIA ANDINI	61.5	73	11.5	132.25
6	AMRAN HIDAYAT	59	71.5	12.5	156.25
7	AMRIN HIDAYAT	54	69	15	225
8	ANDI AMARAL MA'RUF	55.5	69	13.5	182.25
9	AZIZAH NURFATIMA AZZAHRA	64	74	10	100
10	ELMA	58	73	15	225
11	EVI SETIANI SANI	59	73	14	196
12	FAIDATUL ISMA	62.5	70	7.5	56.25
13	FATMAWATI SUPARTO	61.5	73	11.5	132.25
14	FHADILAH EKA PUTRI	61.5	70.5	9	81
15	ILHAM NASIR	59	68	9	81
16	KASMAWATI	64	73	9	81
17	MAULIDYAH SALSABILA	66.5	70.5	4	16
18	MEGA MAWARNI SRIANTO	61.5	71.5	10	100
19	MUH.NUR WAHID HASYIM	65	80.5	15.5	240.25
20	MUH.RIFKY	55.5	69	13.5	182.25
21	MUHAMMAD AL'ISRA	51.5	68	16.5	272.25

22	MUHAMMAD SENDI BAHRI	52.5	73	20.5	420.25
23	NUR HASMI ANASTASYA	58	73	15	225
24	NUR TAUFIQURRAHMAN	55	70.5	15.5	240.25
25	NURVINA DAMAYANTI	56.5	69	12.5	156.25
26	REZKY	61.5	77.5	16	256
27	RIZKI KANO	55.5	68	12.5	156.25
28	SATRIA WIRATAMA SANGGABUA	62.5	76.5	14	196
29	SITI NUR JANNAH AYU FADILLAH	56.5	71.5	15	225
30	SUKMAWATI SYUKUR	58	70.5	12.5	156.25
31	SULFADILLAH WARDANI	59	74	15	225
32	TRISNA INNDAH MAHARANI SAID	60	75	15	225
33	ZAKAT RIAN TO	55	70.5	15.5	240.25
34	ZULKIFLI DUMA	54	69	15	225
35	ZYANNINA FATTIANDA	62.5	75.5	13	169
36	NURAHMA FADILLAH	71.5	84	12.5	156.25
TOTAL		2151	2622.5	471.5	222312
AVERAGE		59.75	72.8472	13.0972	171.537

Data analysis 6

A. Mean Score and the Improvement Percentage of Pre-Test and Post-Test.

Table 1 : Mean score and the improvement percentage of pre-test and post-test

No.	Kind of Test	Mean Score	The Improvement (%)
1	Pre-Test	59,75	21,90%
2	Post-Test	72,84	

e. Mean score

1. Mean score of Pre-Test

$$X1 = \frac{\sum x1}{N}$$

$$X1 = \frac{21,51}{36}$$

$$X1 = 59,75$$

2. Mean score of Post-Test

$$X2 = \frac{\sum x2}{N}$$

$$X2 = \frac{26,22}{36}$$

$$X2 = 72,84$$

f. The percentage of improvement

$$\% = \frac{X2-X1}{X1} \times 100$$

$$\% = \frac{72,84-59,75}{59,75} \times 100$$

$$\% = \frac{13,09}{59,75} \times 100$$

$$\% = 21,90$$

$$= 21,90 \%$$

Data Analysis T-Test

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

13.0972

$$t = \frac{\sqrt{\frac{2223,12 - \frac{(471,5)^2}{36}}{36(36-1)}}}{13.0972}$$

13.0972

$$t = \frac{\sqrt{\frac{2223,12 - \frac{(222,31)^2}{36}}{36(36-1)}}}{13.0972}$$

13.0972

$$t = \frac{\sqrt{\frac{2223,12 - 6,175}{36(36-1)}}}{13.0972}$$

13.0972

$$t = \frac{\sqrt{\frac{2216,94}{36(35)}}}{13.0972}$$

13.0972

$$= \frac{\sqrt{\frac{2216,94}{1260}}}{13.0972}$$

$$= \frac{13.0972}{\sqrt{1.759}}$$

$$\mathbf{t} = \frac{13.0972}{1.326}$$

$$\mathbf{t} = 9.877$$

Data Analysis T-Table

One, Two Tailed T Distribution Table

(1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001
(2 tail)	0.1	0.05	0.02	0.01	0.005	0.002
df						
1	6.3138	12.7065	31.8193	63.6551	127.345	318.493
2	2.92	4.3026	6.9646	9.9247	14.0887	22.3276
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145
4	2.1319	2.7764	3.747	4.6041	5.5976	7.1732
5	2.015	2.5706	3.365	4.0322	4.7734	5.8934
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076
7	1.8946	2.3646	2.998	3.4995	4.0294	4.7852
8	1.8595	2.306	2.8965	3.3554	3.8325	4.5008
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437
11	1.7959	2.201	2.7181	3.1058	3.4966	4.0247
12	1.7823	2.1788	2.681	3.0545	3.4284	3.9296
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.852
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874
15	1.753	2.1314	2.6025	2.9467	3.286	3.7328
16	1.7459	2.1199	2.5835	2.9208	3.252	3.6861
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105
19	1.7291	2.093	2.5395	2.8609	3.1737	3.5794
20	1.7247	2.086	2.528	2.8454	3.1534	3.5518
21	1.7207	2.0796	2.5176	2.8314	3.1352	3.5272
22	1.7172	2.0739	2.5083	2.8188	3.1188	3.505
23	1.7139	2.0686	2.4998	2.8073	3.104	3.485
24	1.7109	2.0639	2.4922	2.797	3.0905	3.4668
25	1.7081	2.0596	2.4851	2.7874	3.0782	3.4502
26	1.7056	2.0555	2.4786	2.7787	3.0669	3.435
27	1.7033	2.0518	2.4727	2.7707	3.0565	3.4211
28	1.7011	2.0484	2.4671	2.7633	3.0469	3.4082
29	1.6991	2.0452	2.462	2.7564	3.038	3.3962
30	1.6973	2.0423	2.4572	2.75	3.0298	3.3852
31	1.6955	2.0395	2.4528	2.744	3.0221	3.3749
32	1.6939	2.0369	2.4487	2.7385	3.015	3.3653
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563

34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.34
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.319
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069
41	1.6829	2.0196	2.4208	2.7012	2.967	3.3013
42	1.682	2.0181	2.4185	2.6981	2.963	3.2959
43	1.6811	2.0167	2.4162	2.6951	2.9591	3.2909
44	1.6802	2.0154	2.4142	2.6923	2.9555	3.2861
45	1.6794	2.0141	2.4121	2.6896	2.9521	3.2815
46	1.6787	2.0129	2.4102	2.687	2.9488	3.2771
47	1.6779	2.0117	2.4083	2.6846	2.9456	3.2729
48	1.6772	2.0106	2.4066	2.6822	2.9426	3.2689
49	1.6766	2.0096	2.4049	2.68	2.9397	3.2651
50	1.6759	2.0086	2.4033	2.6778	2.937	3.2614
51	1.6753	2.0076	2.4017	2.6757	2.9343	3.2579
52	1.6747	2.0066	2.4002	2.6737	2.9318	3.2545
53	1.6741	2.0057	2.3988	2.6718	2.9293	3.2513
54	1.6736	2.0049	2.3974	2.67	2.927	3.2482
55	1.673	2.0041	2.3961	2.6682	2.9247	3.2451
56	1.6725	2.0032	2.3948	2.6665	2.9225	3.2423
57	1.672	2.0025	2.3936	2.6649	2.9204	3.2394
58	1.6715	2.0017	2.3924	2.6633	2.9184	3.2368
59	1.6711	2.001	2.3912	2.6618	2.9164	3.2342
60	1.6706	2.0003	2.3901	2.6603	2.9146	3.2317
61	1.6702	1.9996	2.389	2.6589	2.9127	3.2293
62	1.6698	1.999	2.388	2.6575	2.911	3.2269
63	1.6694	1.9983	2.387	2.6561	2.9092	3.2247
64	1.669	1.9977	2.386	2.6549	2.9076	3.2225
65	1.6686	1.9971	2.3851	2.6536	2.906	3.2204
66	1.6683	1.9966	2.3842	2.6524	2.9045	3.2184
67	1.6679	1.996	2.3833	2.6512	2.903	3.2164
68	1.6676	1.9955	2.3824	2.6501	2.9015	3.2144
69	1.6673	1.995	2.3816	2.649	2.9001	3.2126
70	1.6669	1.9944	2.3808	2.6479	2.8987	3.2108
71	1.6666	1.9939	2.38	2.6468	2.8974	3.209
72	1.6663	1.9935	2.3793	2.6459	2.8961	3.2073

73	1.666	1.993	2.3785	2.6449	2.8948	3.2056
74	1.6657	1.9925	2.3778	2.6439	2.8936	3.204
75	1.6654	1.9921	2.3771	2.643	2.8925	3.2025
76	1.6652	1.9917	2.3764	2.6421	2.8913	3.201
77	1.6649	1.9913	2.3758	2.6412	2.8902	3.1995
78	1.6646	1.9909	2.3751	2.6404	2.8891	3.198
79	1.6644	1.9904	2.3745	2.6395	2.888	3.1966
80	1.6641	1.9901	2.3739	2.6387	2.887	3.1953
81	1.6639	1.9897	2.3733	2.6379	2.8859	3.1939
82	1.6636	1.9893	2.3727	2.6371	2.885	3.1926
83	1.6634	1.9889	2.3721	2.6364	2.884	3.1913
84	1.6632	1.9886	2.3716	2.6356	2.8831	3.1901
85	1.663	1.9883	2.371	2.6349	2.8821	3.1889
86	1.6628	1.9879	2.3705	2.6342	2.8813	3.1877
87	1.6626	1.9876	2.37	2.6335	2.8804	3.1866
88	1.6623	1.9873	2.3695	2.6328	2.8795	3.1854
89	1.6622	1.987	2.369	2.6322	2.8787	3.1844
90	1.662	1.9867	2.3685	2.6316	2.8779	3.1833
91	1.6618	1.9864	2.368	2.6309	2.8771	3.1822
92	1.6616	1.9861	2.3676	2.6303	2.8763	3.1812
93	1.6614	1.9858	2.3671	2.6297	2.8755	3.1802
94	1.6612	1.9855	2.3667	2.6292	2.8748	3.1792
95	1.661	1.9852	2.3662	2.6286	2.8741	3.1782
96	1.6609	1.985	2.3658	2.628	2.8734	3.1773
97	1.6607	1.9847	2.3654	2.6275	2.8727	3.1764
98	1.6606	1.9845	2.365	2.6269	2.872	3.1755
99	1.6604	1.9842	2.3646	2.6264	2.8713	3.1746
100	1.6602	1.984	2.3642	2.6259	2.8706	3.1738

Df = N-1

Df = 36-1

Df = 55 → t-table for () = **0.05 = 2.0301**

DOCUMENTATIONS

PRE-TEST



TREATMENT



POST-TEST





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1233/FKIP/A.1-II/VIII/1438/2017
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : SANDRA SUSANTI
NIM : 10535 5613 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Sudiang


Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Exposition Text**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Agustus 2017

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 866924



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 239 Telp. 866872 Fax (0411)865588 Makassar 90221 E-mail: lp3muh@pmu.ac.id



Nomor : 1856/Izn-5/C.4-VIII/VIII/37/2017

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPM D Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1233/TKIP/A-1-II/VIII/1438/2017 tanggal 8 Agustus 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SANDRA SUSANTI

No. Stambuk : 10535 5613 13

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

"The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Exposition Text"

Yang akan dilaksanakan dari tanggal 12 Agustus 2017 s/d 12 Oktober 2017.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziira.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

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



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 12202/S.01P/P2T/08/2017
Lampiran :
Perihal : Izin Penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1856/lzn-05/C.4-VIII/VIII/37/2017 tanggal 09 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : SANDRA SUSANTI
Nomor Pokok : 10535 5613 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE EFFECTIVENESS OF USING CLIP IN TEACHING SPEAKING TO DELIVER HORTATORY EXPOSITION TEXT "

Yang akan dilaksanakan dari : Tgl. **14 Agustus s/d 30 September 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 10 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.

Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar.
2. Peninggal.

SMAR PTSP 11-08-2017



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://p2tbkcmd.sulselprov.go.id> Email : p2t_prov.sulsel@yahoo.com
Makassar 90222





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
Jalan : Perintis Kemerdekaan Km 10 Tamalanrea Makassar 90254
MAKASSAR 90245

Makassar, 16 Agustus 2017

Nomor : 070/ 717 /-FAS.3/DISDIK
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMA Negeri 22 Makassar
Di
Tempat

Dengan hormat,

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor 12202/S.01P/P2T/08/2017 tanggal 10 Agustus 2017 perihal Izin Penelitian oleh Mahasiswa tersebut dibawah ini:

Nama : SANDRA SUSANTI
Nomor Pokok : 10535 5613 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No. 259 , Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMA Negeri 22 Makassar dalam rangka penyusunan Skripsi dengan Judul :

" THE EFFECTIVENESS OF USING CLIP IN TEACHING SPEAKING TO DELIVER HORTATORY EXPOSITION TEXT "

Yang akan dilaksanakan dari : Tanggal 14 Agustus s.d 30 September 2017

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n. KEPALA DINAS PENDIDIKAN
Kepala Bidang Fasilitas Paud,
Dikdas, Dikmas Dan Dikti

Drs. AHMAD FARUMBAN, M.Pd
Pangkat: Pembina Tk. I
NIP: 19600829 198710 1 002

Tembusan:

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai Laporan);
2. Pertinggal.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sandra Susanti
 NIM : 10535 5613 13
 Judul Penelitian : *"The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Text at SMA Negeri 22 Makassar"*
 Tanggal Ujian Proposal : 26 Juli 2017
 Tempat/Lokasi Penelitian : SMA Negeri 22 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Monday Aug 14 th 2017	Pre-test	ASRIANI, S.Pd, M.Pd	
2	Monday Aug 21 st 2017	First treatment	ASRIANI, S.Pd, M.Pd	
3	Monday Aug 28 th 2017	Second treatment	ASRIANI, S.Pd, M.Pd	
4	Monday Sep 4 th 2017	Third treatment	ASRIANI, S.Pd, M.Pd	
5	Monday Sep 11 th 2017	Fourth treatment	ASRIANI, S.Pd, M.Pd	
6	Monday Sep 18 th 2017	fifth treatment	ASRIANI, S.Pd, M.Pd	
7	Monday Sep 25 th 2017	Sixth treatment	ASRIANI, S.Pd, M.Pd	
8	Monday Oct 2 nd 2017	Post-Test	ASRIANI, S.Pd, M.Pd	
9				
10				

Makassar, 2 Oktober 2017

Mengetahui,

Kepala Jurusan,

 Ummi Rhaeriti Syam, S.Pd., M.Pd.
 NBM. 917 807

Kepala Sekolah,

 Dra. Nurhidayah M.M. Pd.
 Np. 19640827 198903 1012



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 22 MAKASSAR

<http://Smanandad.wordpress.com> (Sman22-Makassar@ymail.com)

Alamat : Jln. Pajala'yang Komp. KOR/KNPI Sudiang Kel. Sudiang Raya Telp. (0411) 515436 Kode Pos 90241

SURAT KETERANGAN PENELITIAN

Nomor : 410.5/ /SMAN.22/IX/2017

Yang bertanda tangan di bawah ini :

Nama : Drs. NASRIADI M, M. Pd.
NIP : 19640827 198903 1 012
Pangkat/Golongan : Pembina Tk. I, IV/b
Jabatan : Kepala Sekolah
Instansi : SMA Negeri 22 Makassar

Menerangkan bahwa :

Nama : SANDRA SUSANTI
NIM : 10535 5613 13
Program Study : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Perguruan Tinggi : Universitas Muhammadiyah Makassar
Pekerjaan : Mahasiswa

Benar yang bersangkutan telah mengadakan Penelitian di SMA Negeri 22 Makassar dalam rangka Penyusunan Skripsi di Universitas Muhammadiyah Makassar dengan judul " *THE EFFECTIVENESS OF USING VIDEO CLIP IN TEACHING SPEAKING TO DELIVER HORTATORY EXPOSITION TEXT* ".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 03 Oktober 2017

Kepala Satuan Pendidikan
SMA Negeri 22 Makassar,



Drs. NASRIADI M, M. Pd.

Pangkat : Pembina Tk. I

NIP: 19640827 198903 1 012

CURRICULUM VITAE



The researcher, Sandra Susanti, was born on September, akassar, Southeast Sulawesi. She is the first child of H.Hamza and Hj. Nurhayati. She has a sister sandi Tias .

In 2000, She began her Education in TK Islam Dinul Karim Makassar than she started her study in Elementary school namely SDN 6 Tanrutedong on Sidrap in 2001. She continued study in Junior High School namely SMPN 3 Kalosi on Sidrap in 2007. She registered her school in Senior High School in 2010 and graduate in 2013. And then in 2013, she proceeded her study and accepted as a students in English Department Faculty of Teacher Training and Education of Makassar Muhammadiyah University. She could finished her study in 2017 with the thesis under the title “The Effectiveness of Using Video Clip in Teaching Speaking to Deliver Hortatory Exposition Text”.