

**THE EFFECT OF PRIVATE SPEECH IN SPEAKING CLASS  
AT 5TH SEMESTER OF UNISMUH MAKASSAR**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Partial Fulfilment of the Requirement for the  
Degree of Education in English Department*

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**MOTTO AND DEDICATION**

“Kill them with your success, then bury  
them with smile”

This thesis is proudly presented to:

- ❖ My great father
- ❖ My beloved mother
- ❖ My brother and sister
- ❖ My Friends

## **ABSTRACT**

**LA ODE AZHAR ALIA.** 2018. The Effect of Private Speech in speaking Class at 5<sup>th</sup> Semester of Unismuh Makassar. A thesis. English Education Detpartment. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by H. Bahrun Amin and Ratu Yulianti Natsir.

The researcher aimed to find out the effect of private speech in speaking class at 5<sup>th</sup> semester of Unismuh Makassar.

Research subject of the research were students of Unismuh Makassar, English education department in A and B class at 5<sup>th</sup> semester. The populations were 70 students. The sample of the research was 15 students in A class and 15 students in B class that selected by purposive sampling. The method used in this research was descriptive qualitative method. The researcher used observation and questionnaire as instrument to collect the data. The researcher analyzed the data by using Likert Scale.

The result in video recording shown the students had 81% or good percentages in speaking. The students speak English very well. Most of students in A and B class at 5<sup>th</sup> semester had good pronunciation, accuracy, vocabulary and high-confidence. In private speech the result showed in three categories. Firstly, most of students agree if always do private speech before speak make them easy to speak. When the students do private speech, they had high-self-confidence. Secondly, most of students disagree if they can speak fluently without private speech. The students think if used private speech will help them to speak fluently although some of students still had filler and some of students think if private speech waste their time to speak directly but overall the results shown if private speech be good way to help students easy to speak. Thirdly, most of students not only used private speech in speaking but all subject in English.

**Keywords:** Effect, Private Speech, Students and Speaking

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This thesis is presented to the English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University as a partial fulfillment of the requirement for the Degree of Education (S.Pd) in English Educational Department.

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Makassar, November 2018

**La Ode Azhar Alia**

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## CHAPTER I

### INTRODUCTION

#### A. Background

English is very important for every people around the world. In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. In Indonesia, English be second language to commnication. So, every people especially the students must have skill in English. There are four skills in English: reading, writing, listening and speaking.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language

activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is difficult. The researcher believes the problems in learning speaking is internal factor. Internal factor is the condition of the students. One of them is lack of basic knowledge of English, for example lack of vocabulary, grammar, segmental and supra segmental phoneme, and strategy in speaking. This condition influences students' self confidence in speaking. According to Tanaka (2004) the conception of self efficacy /confidence in language learning has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning.

Sociocultural theory proposes that almost all mental functions of humans originate in the social and cultural context and language is like a tool for mediating our mental functioning (Vygotsky 1978) in Abadikhah and Khorshidi (2013). Embedded in sociocultural theory is the concept of *private speech*, a kind of speech directed to self with no communicative function. Private speech is a widespread phenomenon in children acquiring L1 (first language) (Fraunglass & Diaz 1985, Winsler et al. 2003). A growing number of studies have also reported the use of private speech by L2 (second



language) learners (Brooks, Donato & McGlone 1997, Dicomilla & Anton 2004, De Guerrero 1999, Ohta 2001). Nonetheless, little is known about the nature of private speech in peer-peer interaction of learners in English as a Foreign Language (EFL) context.

According to Vygotsky (1978) in Abadikhah and Khorshidi (2013), private speech is the process through which language initially serves a social purpose and later plays a self-regulatory function. He considers private speech as “the process of privatizing speech in a way that higher forms of consciousness arise on the inner plane and in this way our biological capacities are organized into culturally mediated mind” (Lantolf 2000, p.15). According to Ohta (2001) private speech as oral language uttered not for communicative interaction with another, but for dialogue with the self. Private speech is spoken out loud and is audible to others, but it differs from social speech in that it is directed at the self and serves no social purpose (Frauenglass & Diaz, 1985). Private speech is defined as “an audible conversation or speech of a child with himself which is neither addressed to another person nor received as such” (Gibrau, 2007 p.42).

As Lantolf (2006) in Abadikhah and Khorshidi (2013) claimed, without private speech language acquisition is not likely to occur; therefore, it seems necessary to explore the occasions when students employ private speech in L2 (second language) classrooms. In addition, creating a non-threatening language learning environment and providing adequate time for

learners to get psychologically ready through private speech is an important factor for learning to occur. Nonetheless, in EFL (English foreign language) classes, students are required to produce public speech and they are not given the chance to talk to themselves. Furthermore, the students are prohibited from using L1 (first language) when they want to produce the target form.

Rahimi and Tahmasbi (2010) studied the private speech and collaborative interaction among 54 EFL freshmen students during a reading course. For the control group, the teacher paraphrased and discussed the reading; the learners in the experimental group were asked to perform different tasks including paraphrasing, discussing collaboratively and using private speech. The sessions were video-recorded for nine sessions, each one lasting for 90 minutes. The final test of comprehension and oral presentation were the two measurements used in this study. The performance of learners was analyzed based on accuracy, complexity and fluency. It was revealed that scaffolding and private speech helped the learners be successful and accurate in task completion.

From the fact above, the researcher was interest in analyzing the effect of private speech of students' speaking ability in speaking class at 5<sup>th</sup> semester of Unismuh Makassar.

## **B. Problem Statement**

What were the effect of private speech toward students' speaking ability in speaking class at 5<sup>th</sup> semester of Unismuh Makassar?

### **C. Objectives of the Research**

Students had a lot problem when do performing in speaking class. The problem of students are pronunciation, lack of vocabulay, self-confident and filler. The students must prepare themself before do performing. In this case, the students need to do private speech before perform in speaking class. So the objectives of this research was to find out the effect of private speech of students' speaking abilityin speaking class at 5<sup>th</sup> semester of Unismuh Makassar.

### **D. Significances of the Research**

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research were:

1. For lecturer, it can be a mode and motivation to improving students' skill in speaking.
2. For students as the subjects of the research, it can be motivation to improving skill in speaking.
3. This research can be use as a source or reference for further research.

### **E. Scope of the Research**

In collecting the data for this research, the researcher would limit this study only focuses on the effect of private speech of students' speaking

ability in speaking class at 5<sup>th</sup> semester, English education department of Unismuh Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Literature**

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

Brooks, Donato and McGlone (1997) studied features of discourse among three pairs of intermediate university students of Spanish performing information-gap tasks. The data revealed that the learners used private speech during their interactions in the form of whispering to plan and control their language and actions. Moreover, the amount of private speech decreased across the five tasks as they become familiar with the task. They concluded that private speech produced during collaborative task is a tool for self-regulation, not a flawed communication. Another study, which investigated the private speech in collaborative context, was by Villamil and De Guerrero (1996). They studied the peer revision of written task of 54 intermediate ESL learners in Puerto Rico. Instances of private speech such as fillers, repetitions, question to self, self-reminders and verbal display of emotions in L1 (first language) were frequently observed in the data.

De Guerrero (1994) found a positive relationship between the increase in language proficiency and the use of private speech in L2 (second language)

learners. De Guerrero (1994) conducted a two-phase study to explore the nature of inner speech during mental rehearsal. In the first phase, a 35-item questionnaire was completed by 426 Puerto Rican ESL college students at three levels of high, intermediate and low. In the second phase, an interview was carried out with nine students with a tendency to rehearse mentally. It was reported that 84 % of the students experienced private speech while mentally rehearsing L2. The study also showed that there was a positive relationship between proficiency level and frequency of private speech.

Studying private speech in an L2 Japanese class, Ohta (2001) found that private speech can have three main uses (repetition, manipulation, and vicarious response), and that private speech can improve L2 development. She stated that private speech is a creative locus of linguistic manipulation and hypothesis testing. It is a phenomenon which results in what Ohta (2001) terms “ a covert social space” (p. 30) during which learners actively engage themselves in some sort of what Lave and Wenger (1991, cited in Ohta, 2001) termed “ legitimate peripheral participation”. According to Ohta (2001), learners cannot be regarded as passive or disengaged learners as they have their private speech strategy as a vehicle for “ interactive hypothesis testing” (p.30) during the moments when the learner is appropriating the language for him/herself.

Centeno-Cortés and Jiménez-Jiménez (2004, cited in Lantolf 2006) studied the use of L2 (second language) private speech in three groups of

participants: six intermediate learners of Spanish (L1 English), six advanced L2 speakers of Spanish, and six L1 speakers of Spanish (proficient in English). They reported that L1 private speech was the key to successful task completion. L1 speakers produced only two instances of private speech in L2 (English) and the rest was in L1 (Spanish); the intermediate group produced 35 % of their private speech in Spanish; however, the advanced learners uttered 52 % of their private speech in Spanish.

Lee (2008) on private speech produced by advanced Korean learners of English in a biology class at the University of Midwestern, it was found that participants resorted to both L1 and L2 private speech to better mediate the L2 learning process. Emphasizing the significance of private speech produced in interactional encounters, Smith (2007, cited in Lee, 2008) stressed the importance of private speech as a social semiotic tool which helps reorganize and regulate the cognitive functions of the learners.

The similarity of this research is to find out the effect of private speech to improving students' skill in English. The differences of this research are the level and location to do the research. Beside that, my research only focuses to get information about the effect of private speech in speaking class at 5<sup>th</sup> semester of Unismuh Makassar.

## **B. Some Pertinent Ideas**

### **a. Speaking**

#### **1. Definition of Speaking**

There are many definitions of speaking stated by different experts some of definition we have stated as below:

According to Chaney (1998: 13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Bygate (1998: 23) advocates adopting definition of speaking based on interactional skills which involve making decision about communication. Skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.

Doff (1987:2) states that in all communication or conversation, two people are exchanging information or they have a communication or conversation need. Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Tarigan (1985) states speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thought and feeling.



From experts statements above the researcher can get a conclusion that speaking is a process of oral activity use in daily life as a part of communication in which verbal and non-verbal symbol use in sending and receiving message.

## **2. Aspects of Speaking**

In teaching speaking, there are some aspects which considered by teacher. Brown (2001: 268-269) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

### **1. Fluency**

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches, etc (Nunan, 2003:55). Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

### **2. Accuracy**

Nunan (2003:55) states that accuracy happens when students speech matches what people actually say when they use the target

language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

### 3. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001: 284-285) states that there are some factors within learner that effect pronunciation. They are mentioned as follows:

#### a. Native language

It is clear enough that native language will become the most influential factors affecting learners' pronunciation. Moreover, the native language in this case the learners' mother tongue usually brings a strong accent in their pronunciation style.

#### b. Age

The ranges of age can influent the success of the pronunciation mastery. Children under age of puberty will have an excellent chance "sounding like native" if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a "foreign accent", attribute of age will have no longer

advantage. Therefore, it just a myth about the belief that “the younger, the better” in learning language.

c. Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

d. Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

e. Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

f. Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

#### 4. Vocabulary

Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary.

### 3. Types of Speaking

There are some types of language that we have to know as the teacher of English.

According to Brown (2001:250), language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types:

1. Monologue
  - a. Planned
  - b. Unplanned
2. Dialogue
  - a. Interpersonal
  - b. Transactional

The meaning of Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently. The meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual information. In this research, researcher will focus on interpersonal dialogue because it is suitable with the purpose of role play as a simulator for learners in experiencing real atmosphere of daily speaking in society.

#### **4. The Importance of Speaking**

Although English has 4 skills, speaking may be the most important skills of English. Mai (cited in Pattison) confirms that when people know or learn a language, they mean being able to speak the language. It means that when someone is acquiring a language, the proof

that people want to confirm is when that person can speak the language well, it also happens for English. Besides, Ur stated that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. It may be true because speaking involve a lot of ability within, such as pronunciation, vocabulary, grammar and even accent. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages.

The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages Therefore, any gap in communication results in misunderstandings and problems with the person to communicate with because that person does not understand the message uttered by the speaker.

## **5. How to Give Feedback in Speaking**

Harmer (2001: 104-109) says when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

- a. Repeating the errors or mistakes made,
- b. echoing like a precise way of pin-pointing error,

- c. making statement or question for example “That’s not quite right” and so forth,
- d. hinting which is a quick way of helping students to activate rules they already know,
- e. giving a facial expression or gesture indicating there is something wrong with the performance,
- f. reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can break down the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication breaks down during a fluency activity. Second, the teacher can give correction after students’ performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

## **b. Private Speech**

### **1. Definition of Private Speech**

Lantolf (2000) defined private speech as “speech that has social origins in the speech of others but that takes on a private or cognitive

function” p.15. In other words, it is a speech that is not for communication; however, it is originally social.

Lantolf and Thorne (2006) described private speech as an utterance in which the child attempts to self-regulate in the face of complex process of learning.

Private speech is spoken out loud and is audible to others, but it differs from social speech in that it is directed at the self and serves no social purpose (Frauenglass & Diaz, 1985). Ohta (2001) defines private speech as “audible speech not adapted to an addressee”.

According to Vygotsky (1978), private speech is the process through which language initially serves a social purpose and later plays a self-regulatory function. He considers private speech as “the process of privatizing speech in a way that higher forms of consciousness arise on the inner plane and in this way our biological capacities are organized into culturally mediated mind” (Lantolf 2000, p.15). The issue of private speech, as an important phenomenon in language learning and development is an under researched area (Ehrich 2006, p.20).

From experts statements above the researcher can get a conclusion that private speech is a process of people to produce the language direct by the self.



## 2. Characteristics of Private Speech

The fact that private speech is the internalization of social speech turns it into the most complicated form of speech (Lantolf & Frawley, 1984, cited in Centeno-Cortes & Jimenez Jimenez, 2004). The nature of private speech, contrary to what it seems, is dialogic rather than monologic (Centeno-Cortes & Jimenez Jimenez, 2004). In the private speech, as argued by Centeno-Cortes and Jimenez Jimenez (2004), not all the information becomes explicit, and words do not need to be fully pronounced, because of the fact that they can be understood by the intention to utter them.

This form reduction is compensated by semantic richness (Centeno-Cortes & Jimenez Jimenez, 2004). Vygotsky (1986, cited in Centeno-Cortes & Jimenez Jimenez (2004) distinguishes between the sense of a word and its meaning. Meaning is deco textual while sense is put in the context where the word is produced, “to the extent that the new senses are created every time the word is uttered” (p. 10). “In private speech, sense predominates over meaning, and type deeper underground private speech goes, the more predominance sense has” (Vygotsky, 1986, cited in Centeno-Cortes & Jimenez Jimenez, 2004, p. 10), thus allowing for concluding that in extreme cases, private speech becomes pure sense and, as a consequence, it is situated in a way that if it were to be heard by a person not conversant with that particular situation, it could be completely incomprehensible.

Therefore characteristics of private speech are:

1. The people do interaction by themselves to produce language
2. Private speech is monologic, it means only one person
3. Private speech uses simple words when talking about something but the information is informative.

#### **4. Functions of Private Speech**

Vygotsky's socio-cultural theory shows great progress in both first and second language acquisition studies, since unlike Chomsky who considers the role of environment solely as a trigger in language development, Vygotsky regards its role as of high significance in the development of child language. Vygotsky's theory is embraced by many SLA scholars in that many aspects of language learning are related to interactional and psychological issues rather than being purely linguistic factors! DiCamilla and Anton (2004) state that sociocultural theory makes two important claims regarding the phenomenon of private speech. First, although private speech is often social and communicative in appearance, it is psychological in function, which means that private speech is directed by the self as the speaker to the self as a listener. In the early stages of child development, as argued by DiCamilla and Anton (2004), Private speech functions more in naming and describing specific aspects of children's actions and their environment than with planning and directing actions, and as children mature, "private speech takes on planning, directive, and evaluative function,

and tends to precede and follow actions rather than co-occur with them” (p. 39). Second, private speech is more abbreviated than social speech.

According to Vygotsky (1986, cited in McCamilla and Anton, 2004), the major distinguishing feature of inner speech is dearth of psychological subject and existence of psychological predicates. It is explained by Wertsch (1979, cited in McCamilla & Anton, 2004) that the psychological subject has to deal with what an utterance is about and what is already in the mind of listener, “while psychological predicate is new, what is said about the (psychological) subject” (p.39).

It is argued by Lantolf (2006) that private speech is responsible for both regulating mental ability in complex tasks and facilitating internalization of mental ability. It is also claimed by Diaz (1992, cited in Winsler, Femyhough, & Way, 2005) that the function of private speech goes back to the possibility of the consequence of the utterance for the learner’s ongoing behavior. Winsler et al (2005) further report the following three functions of private speech identified by Furrow (1992):

1. Self-regulatory

In self regulatory, the learner can organize what they want to say in social environment. For example in classroom when the students learn about dialog transactional so the learner can control themselves to talk only about the topic.

2. information seeking

In this case the learner looking for references to get the information about what the learner want to say. So when the learner speak, they can speak very well with accurate information.

### 3. Informative

In this case when the learner speak, the content by the learner give benefits or new knowledge for other studets..

## 5. Types of Private Speech

Ohta (2001, cited in Mitchell & Myles, 2004) identifies three types of private speech:

### a. Repetation

The first type of private speech is repetation. In repetation, the learners privately repeat what teacher and another students said. In this case must do repetation in second language. This type of practice is argued by Mitchell and Myles (2004) to be the most common practice with the newly lexical items being taught in the second language or with sentences that are the focus of class attention.

### b. Vicarious Responses

The second type of private speech is vicarious responses. In vicarious responses the learners privately respond to questions from teacher or utterance by someone which is repaired or completed.

### c. Manipulation

The third type of private speech is manipulation. In manipulation the learners privately construct their own language utterance, “manipulating sentence structure, building up and breaking down word, and engaging in sound play” (p. 205).

Centeno-Cortes and Jimenez Jimenez (2004) also introduce private verbal thinking (PVT) as a type of private speech. They define private verbal thinking as “a particular type of private speech that surfaces during the reasoning process as a tool used in resolution of problem-solving tasks’ (p. 8).

## **6. Feedback and Private Speech**

Ohta (2001, cited in Iwashita, 2003) investigated the role that private speech plays as a language learner response to recast in teacher-student interaction in a Japanese language classroom. She, in particular, examined the potential effectiveness and salience of recast, defined by Richards and Schmidt (1985, cited in Iwashita, 2003) as a type of negative feedback in which a more proficient interlocutor rephrases an incorrect or an incomplete learner utterance by changing one or more sentence components while still referring to the central meaning of the utterance, through occurrence of private speech (Iwashita, 2003).

Ohta (2001, cited in Iwashita, 2003) explains that private speech give better insight and sheds more light on the mental activities that language

learners engage in regarding corrective feedback. In Ohta's (2001, cited in Iwashita, 2003) study, private speech also occurred after language learners' choral utterances were addressed by the teacher.

Ohta (2001) argued that the fact that language learners' responses to teacher were addressed to other language learners through the private speech was evidence confirming the fact that recasts are useful and salient (Iwashita, 2003). Fine-tuned analysis, as stated by Iwashita (2003), revealed that language learners produced private speech when they responded to teacher recast which was not directly addressed to them. This type of response was, according to Iwashita (2003) named auditor response to recast. Ohta (2001, cited in Ellis, 2005) has shown that in Japanese as a second language classroom, learners use corrective feedback not just for uptake, and they frequently respond to correction through private speech rather than overt uptake.

Based on expert theory above, the feedback of private speech is the learner can organize the information they get by teacher and speak based on information using their own word but still referring to the central meaning of the utterance through private speech.

### C. Conceptual Framework

Referring from all previous statements above which related to the effect of private speech of students' speaking ability in speaking class, below is presenting conceptual framework. This part gives explanation about the scheme of this research. It is described by the following Figure 2.1:

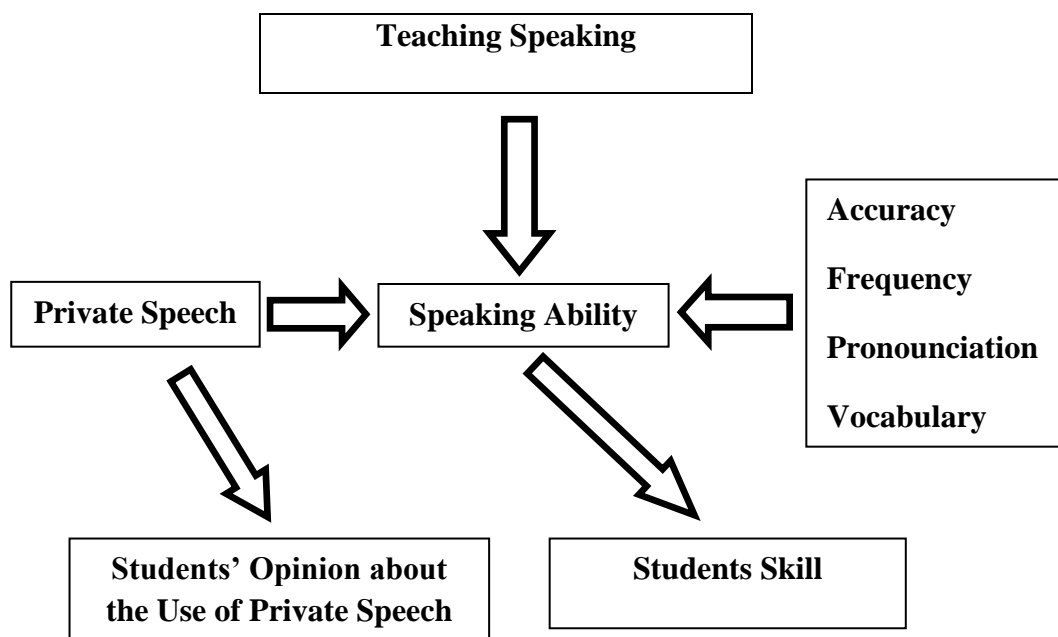


Figure 2.1: The Conceptual Framework

The figure 2.1 above describe about aims of this research. In this case the researcher want to get the effect of private speech to improving students' speaking ability in speaking class. So, to collect the data the researcher will use observation to know the students' ability in speaking and questionnaire to know students' opinion about the use of private speech.

### **CHAPTER III**

#### **RESEARCH METHOD**

In this chapter the researcher explained about research design, subject research, instrument of the research, procedure collecting data and technique of data analysis.

##### **A. Research Design**

In this study the researcher had got the information about "The Effect of Private Speech toward Students' Speaking Ability in Speaking Class at 5<sup>th</sup> Semester of Unismuh Makassar". In this case the researcher used the design descriptive qualitative method. According to Sugiono (2005) the descriptive method is a method that is used to describe or analyze research results but is not used to broader.

This research includes the type of case study used descriptive qualitative method. Yin and Davis (2007) states case study has the characteristics as a study that is conducts intensively, detail and depth toward



an organization, institution or certain phenomenon. Case can be an individual, an institution or a group considers as a unit in the research. Correlating to the explanation, this research is a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research was the effect of private speech toward students' speaking ability in speaking class at 5<sup>th</sup> semester of Unismuh Makassar.

## **B. Research Subject**

Research subject of the research were students of Unismuh Makassar, English education department in A and B class at 5<sup>th</sup> semester. The population were 70 students. To determine the subject in this research, the researcher applied purposive sampling the sample as reason is the students have experience previously about private speech because the class is more than excellent in speaking it easiness to get the data. The sample of this research was 15 students in A class and 15 students in B class at 5<sup>th</sup> semester of English education department.

## **C. Instrument of the Research**

In this research, the researcher used observation and questionnaire to collect the data.

1. Observation

In this case the researcher observed speaking ability of students in speaking class when students speak in front of class. The observation did by recording and the observation taken for 2 meetings and also a recorder was settling to record classroom interaction.

## 2. Questionnaire

The respondents restrict to choose among any of the given multiple choice answers were known as close format or closed-ended questions. Questions are ideal for calculating statistical data and percentages, as the answers set was known. Closed-ended questions classify into 7 types and the researcher choose Likert question which can help the researcher to as certain how strongly the respondents agree to a particular statement.

The answer for every item of instrument that use Likert scale has gradation from Strongly Agree, Agree, Disagree, And Strongly Disagree (Sugiyono, 2016: 135). In this study the instrument, respondents were asking to choose their retort to signify one of the numbers from 1 to 4 base explanation for the numbers, that were:

NO	Scale	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3

4	Disagree	2
5	Strongly Disagree	1

Meanwhile, for negative statement, respondents were giving opposite score. In this study, Questionnaires" were using with the purpose of collect qualitative data, to make it amenable to statistical analysis. Private speech questionnaire were to identify students' opinion about effect of private speech in speaking class.

#### **D. Procedure of Collecting Data**

The data of the research collected through observation and questionnaire. The procedure of collect the data in this research describe below.

##### **1. Observation**

The aim of this observation was to know speaking ability of students in speaking class. The type of observation used in this research was the researcher had been non-participant in the activity been observing. In addition, a recorder was place in the classroom

To answer the research questions state in Chapter I, two meetings did in classroom conducted in 2 weeks where the researcher begins to observer. Each meeting in classroom was  $\pm 45$  minutes. The observation included recording to find out speaking ability of students in speaking class.

## 2. Questionnaire

For data collection, the researcher used the questionnaire as instruments. The researcher gave questionnaire for the sample that consist of 15 close-ended questions, the researcher gave 30 minutes for the students to answer the question base by their own word. In gathering the data, the researcher used the following procedures. a) The researcher gave questionnaire to the sample of the research. b) The researcher collected the questionnaire. c) The researcher analyzed the data. d) The researcher classified the answers based on the questions.

### E. Techniques of Data Analysis

Based on video-recording In observation, to know students' speaking ability, the researcher used speaking assesment below.

Aspect	Score			
	1	2	3	4
Fluency	Speaking with many pauses	Speaking to slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	Speaking word in comprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation
Accuracy	The serious errors present in speech makes the message difficult to	The errors present in speech would frequently create confusion	The speech is still understand although it consists of many errors	The error present in speech are so minor so that the message

	understand			would be easily comprehended
Vocabulary	Using wrong vocabulary and it is limited so it is difficult to understand	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited	Sometimes using vocabulary which is not appropriate	Using vocabulary and expression like native speaker

(Brown, 2004)

$$\text{Students Score} = \frac{\text{Total Score}}{100} \times 100$$

Explanation:16

85-100= Very Good

70-84= Good

55-69= Okay

54-25= Poor

In questionnaire, the score was determine by summing the point of value of each statement.

1. To analyze the research data, the researcher applied Likerts Scale to know students' opinion about effect of private speech in speaking class.
2. Data from questionnaire was analysis by using Likert scale :

NO	Scale	Score
1	Strongly Agree	5
2	Agree	4

3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

3. The technique of analyzing data in this research used descriptive percentage. This technique used to assess variable of the research. The researcher classified their collect data from questionnaire, the researcher analyzed by using the percentage technique, the researcher used the following formula :

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

Explanation:

P = Percentage

E = the frequency of items

N = total respondent

(Sudjana, 2001 : 128)

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The findings of this research deals with scoring classification of students questionnaire and video recording. The aim of this study was to know the effect of private speech of students in speaking class at 5<sup>th</sup> semester of unismuh Makassar. The data from the questionnaire used formula in chapter 3 to know the percentages of the students about the effect of private speech.

In video recording the researcher used assessment by Brown (2004). In this research finding if most of students in A and B class at 5<sup>th</sup> semester had good skill in speaking. The students able to speak with a good pronunciation, accuracy, vocabulary and intonation but still had filler. The researcher got the results if most of the students in 5<sup>th</sup> semester had percentages 81% or good in speaking.

Meanwhile the researcher finding the results about private speech below:

#### 1. I always do private speech in speaking class before perform

**Table 3.1 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	17	57
2.	Agree	10	33
3.	Neutral	3	10

4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I always do private speech in speaking class before perform”*. The Result indicates that 17 students or 57% of the students whose strongly angree and 10 students or 33% were agree with the statement. Meanwhile, there were 3 students or 10% whose undecided with the statemant and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students were always do private speech in speaking class before perform.

**2. I don't find the problem in speaking if use private speech.**

**Table 3.2 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	13	44
3.	Neutral	10	33
4.	Disagree	7	23
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I don't find the problem in speaking if use private speech”*. The Result indicates that none of the students whose strongly angree and 13 students or 44% were agree with the statement. Meanwhile, there were 10 students or



33% whose undecided with the statement and 7 students or 23% whose answered disagree and none of the students whose answered strongly disagree with the statement. It shows that most of the students were don't find the problem in speaking if use private speech. It means private speech help the students to speak English very well.

**3. The lecturer always ask me to do private speech before do performing in speaking class.**

**Table 3.3 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	27
2.	Agree	14	46
3.	Neutral	6	20
4.	Disagree	2	7
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“The lecturer always ask me to do private speech before do performing in speaking class”*. The Result indicates that 8 students or 27% whose strongly agree and 14 students or 46% were agree with the statement. Meanwhile, there were 6 students or 20% whose undecided with the statement and 2 students or 7% whose answered disagree and none of the students whose answered strongly disagree with the statement. It shows that most of the students strongly agree or agree if the lecturer always asked the students to do private speech before do performing in speaking class.

#### 4. My pronunciation is good after use private speech in speaking class

**Table 3.4 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	17
2.	Agree	14	46
3.	Neutral	8	27
4.	Disagree	3	10
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement "*My pronunciation is good after use private speech in speaking class*". The Result indicates that 5 students or 17% whose strongly agree and 14 students or 46% were agree with the statement. Meanwhile, there were 8 students or 27% whose undecided with the statemant and 3 students or 10% whose answered disagree and none of the students whose answered strongly disagree with the statement. It shows that most of the students strongly agree or agree if the pronunciation of students were good after use private speech in speaking class.

#### 5. My speaking skill is good after apply private speech.

**Table 3.5 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	17

2.	Agree	16	53
3.	Neutral	7	23
4.	Disagree	2	7
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“My speaking skill is good after apply private speech”*. The Result indicates that 5 students or 17% whose strongly agree and 16 students or 53% were agree with the statement. Meanwhile, there were 7 students or 23% whose undecided with the statemant and 2 students or 7% whose answered disagree and none of the students whose answered strongly disagree with the statement. It shows that most of the students agree if used private speech the students had good skill in speaking.

#### **6. If I use private speech only waste my time to speak directly**

**Table 3.6 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	7
2.	Agree	10	33
3.	Neutral	8	27
4.	Disagree	7	23
5.	Strongly Disagree	3	10
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“If I use private speech only waste my time to speak directly”*. The Result indicates that 2 students or 7% whose strongly agree and

10 students or 33% were agree with the statement. Meanwhile, there were 8 students or 27% whose undecided with the statemant and 7 students or 23% whose answered disagree and 3 students or 10% whose answered strongly disagree with the statement. It shows that most of students agree if private speech only waste the time to speak directly and some of the students disagree if private speech only waste my time to speak directly.

**7. I have high self-confidence when use private speech in speaking class.**

**Table 3.7 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	10
2.	Agree	18	60
3.	Neutral	5	17
4.	Disagree	3	10
5.	Strongly Disagree	1	3
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to rpond the statement “*I have high self-confidence when use private speech in speaking class*”. The result indicates that 3 students or 10% whose strongly agree and 18 students or 60% were agree with the statement. Meanwhile, there were 5 students or 17% whose undecided with the statemant and 3 students or 10% whose answered disagree and 1 student or 3% whose answered strongly disagree with the statement. It shows that most of students agree if the students had high self-confidence when use private speech in speaking class. Private speech made the students be confident to show the best skill what they have in English especially in

speaking. It will conclude if private speech have effect to make students be confident to speak.

### 8. I can speak English fluently without private speech

**Table 3.8 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	3
2.	Agree	5	17
3.	Neutral	12	40
4.	Disagree	12	40
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement "*I can speak English fluently without private speech*". The Result indicates that 1 student or 3% whose strongly agree and 5 students or 17% were agree with the statement. Meanwhile, there were 12 students or 40% whose undecided with the statement and 12 students or 40% whose answered disagree and none of the students whose answered strongly disagree with the statement. It shows that most of the students strongly disagree if the students can speak English fluently without private speech.

**9. I never have filler after use private speech**

**Table 3.9 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	3
2.	Agree	5	17
3.	Neutral	13	43
4.	Disagree	8	27
5.	Strongly Disagree	3	10
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement "*I never have filler after use private speech*". The Result indicates that 1 students or 37% whose strongly agree and 5 students or 17% were agree with the statement. Meanwhile, there were 13 students or 43% whose undecided with the statemant and 8 students or 27% whose answered disagree and 3 students or 10% whose answered strongly disagree with the statement. It shows that most of the students still had filler after use private speech.

**10. I always get new vocabulary after use private speech**

**Table. 3.10 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	17	57

2.	Agree	11	36
3.	Neutral	2	7
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I always get new vocabulary after use private speech”*. The Result indicates that 17 students or 57% whose strongly agree and 11 students or 36% were agree with the statement. Meanwhile, there were 2 students or 7% whose undecided with the statemant and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students always got new vocabulary after use private speech.

### **11. I am easy to speak when use private speech**

**Table 3.11 Students’ Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	20
2.	Agree	17	57
3.	Neutral	6	20
4.	Disagree	1	3
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I am easy to speak when use private speech”*. The Result indicates that 6 students or 20% whose strongly agree and 17 students or 57% were agree with the statement. Meanwhile, there were 6 students or 20% whose

undecided with the statement and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students were easy to speak when use private speech.

**12. I can arrange the sentence with a good grammar if use private speech**

**Table 3.12 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	13
2.	Agree	17	57
3.	Neutral	9	30
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement “*I can arrange the sentence with a good grammar if use private speech*”. The Result indicates that 4 students or 13% whose strongly agree and 17 students or 57% were agree with the statement. Meanwhile, there were 9 students or 30% whose undecided with the statement and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students can arranged the sentence with a good grammar if use private speech.

**13. I will use private speech to improving my speaking ability**

**Table 3.13 Students' Perception**



No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	9	30
2.	Agree	18	60
3.	Neutral	3	10
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I will use private speech to improving my speaking ability”*. The Result indicates that 9 students or 30% whose strongly agree and 18 students or 60% were agree with the statement. Meanwhile, there were 3 students or 10% whose undecided with the statemant and none of the students whose answered disagree strongly disagree with the statement. It shows that most of the students will use private speech to improve speaking ability.

#### **14. I not only use private speech in speaking but all subject in English**

**Table 3.14 Students’ Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	13
2.	Agree	16	54
3.	Neutral	10	33
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I not only use private speech in speaking but all subject in English”*. The Result indicates that 4 students or 13% whose strongly agree

and 16 students or 54% were agree with the statement. Meanwhile, there were 10 students or 33% whose undecided with the statemant and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students not only use private speech in speaking but all subject in English. The students used private speech in another subject like reading, writing, listening and subject have related in English. It means private speech help the students not only in speaking but all subject in English.

**15. I believe if all of students in Unismuh Makassar use private speech in learning English, they will have good skill in speaking**

**3.15 Students' Perception**

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	19	64
2.	Agree	7	23
3.	Neutral	4	13
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		30	100

Based on the table above, the result reveal that there were 30 students whose involved to respond the statement *“I believe if all of students in Unismuh Makassar use private speech in learning English, they will have good skill in speaking”*. The Result indicates that 19 students or 64% whose strongly agree and 7 students or 23% were agree with the statement. Meanwhile, there were 4 students or 13% whose

undecided with the statement and none of the students whose answered disagree and strongly disagree with the statement. It shows that most of the students believed if all of students in unismuh Makassar use private speech in learning English, they will have good skill in speaking.

## **B. Discussion**

As has been presented on findings, the result in video recording shown the students had 81% or good precentages in speaking. The students speak English very well. Most of students in A and B class at 5<sup>th</sup> semester had good pronunciation, accuracy, vocabulary and high-confidence. the problem was the students still had filler in speaking but overall were good. the researcher used four aspect to knew the students ability. Four aspect were pronunciation, fluency, accuracy and vocabulary.

Based on the data analysis collected through questionnaire, it was found that private speech had good effect for students. The researcher become to known the effect of private speech in speaking class at 5<sup>th</sup> semester of unismuh Makassar those categories.

Firstly, Most of students agree if always do private speech before speak make them easy to speak. Beside that the students can arrange the sentence with good grammar, got new vocabulary, had good pronunciation and when the students do private speech, they had high-self-confidence.

Secondly, most of students disagree if they can speak fluently without private speech. The students think if used private speech will help them to speak fluently. Although some of students still had filler when speak and some of students think if private speech waste their time to speak directly but overall the results shown if private speech be good way to help students easy to speak.

Thirdly, most of students not only used private speech in speaking but all subject in English. Beside that most of students agree if the lecturer always ask them to used private speech before speak so the students speak English very well. The results shown if most of students will use private speech to improve their speaking ability and the students believed if all students in muhammadiyah university of Makassar especially English education use private speech in learning English, they will have good skill in English especially in speaking.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

This chapter presents the conclusion and suggestion of this study, The first was the conclusion which based on the research findings and discussions. The second was suggestions which based on the conclusion purposed.

#### **A. Conclusion**

Based on the findings and discussion, it could be concluded that most of students had good skill in English especially in speaking because most of the students always do private speech before perform so when speak the students had good pronunciation, high self-confidence and the students can arrange the word with good grammar. The students also easy to speak when use private speech. Although some of students still had filler when speak after use private speech.

Based on problem statement the researcher got the result if private speech had good effect for students in speaking class at 5<sup>th</sup> semester of unismuh Makassar.

#### **B. Suggestion**

On the basis of the present research findings, the researcher suggests as follows:

1. In speaking, the students need to use private speech so it will help students to have good skill in speaking.
2. The lecturer need to apply private speech when teaching in classrom so the students have motivate to use private speech in learning English.
3. Further research need to do research about private speech in all subject in English.

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**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**

## APPENDIX I

### Questionnaire

**SA = Strongly Agree**

**A = Agree**

**N = Neutral**

**D = Disagree**

**SG = Strogly Disagree**

NO	Question	Answer				
		5 SA	4 A	3 N	2 D	1 SD
1	I always do private speech in speaking class before perform.					
2	I don't find the problem in speaking if use private speech.					
3	The lecturer always ask me to do private speech before do performing in speaking class.					
4	My pronunciation is good after use private speech in speaking class					
5	My speaking skill is good after apply private speech.					
6	If I use private speech only waste my time to speak directly					
7	I have high self-confidence when use private speech in speaking class.					
8	I can speak English fluently without private speech					

9	I never have filler after use private speech					
10	I always get new vocabulary after use private speech					
11	I am easy to speak when use private speech					
12	I can arrange the sentence with a good grammar if use private speech					
13	I will use private speech to improving my speaking ability.					
14	I not only use private speech in speaking but all subject in English					
15	I believe if all of students in Unismuh Makassar use private speech in learning English, they will have good skill in speaking.					

(Sudjana, 2001 : 128)

## APPENDIX 2

### Results of Students Skill in Speaking

No	Subject	Aspect of Speaking				Students Score
		Accuracy	Fluency	Vocabulary	Pronunciation	
1	Student 1	3	3	4	4	87
2	Student 2	4	3	4	4	94
3	Student 3	3	2	3	4	75
4	Student 4	4	3	3	3	81
5	Student 5	2	3	3	3	67
6	Student 6	3	3	3	4	81
7	Student 7	3	4	4	4	94
8	Student 8	3	3	4	3	81
9	Student 9	3	3	4	4	87
10	Student 10	3	2	3	4	75
11	Student 11	3	3	3	3	75
12	Student 12	3	3	2	3	67
13	Student 13	3	4	4	3	87
14	Student 14	3	3	4	4	87
15	Student 15	4	4	3	4	94
16	Student 16	2	3	3	2	62
17	Student 17	3	3	4	4	87
18	Student 18	3	3	3	3	75
19	Student 19	3	3	3	3	75
20	Student 20	4	4	3	4	94
21	Student 21	4	3	4	4	94
22	Student 22	3	3	4	2	75
23	Student 23	3	3	4	3	81
24	Student 24	3	3	3	4	81
25	Student 25	4	4	4	3	94
26	Student 26	3	3	3	3	75
27	Student 27	4	3	3	3	81
28	Student 28	3	2	3	3	67
29	Student 29	3	3	3	4	81
30	Student 30	3	3	4	4	87
Average						81

### APPENDIX 3

#### Result of Questionnaire

#### (The Effect of Private Speech)

No	Subject	Questionnaire															Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Student 1	5	4	5	4	4	2	5	3	4	5	5	5	4	5	5	87
2	Student 2	5	3	4	3	3	5	4	4	3	4	4	3	5	4	5	79
3	Student 3	4	3	4	3	3	5	2	4	1	4	3	3	4	4	5	69
4	Student 4	5	4	2	4	4	4	3	2	5	5	5	5	4	3	4	79
5	Student 5	4	2	4	3	4	2	4	3	2	4	4	3	3	3	4	65
6	Student 6	5	4	3	4	5	4	5	4	4	4	4	4	5	3	3	81
7	Student 7	5	3	4	4	3	4	4	4	3	4	3	3	4	3	5	75
8	Student 8	4	3	3	3	5	3	4	3	2	4	3	3	3	4	4	68
9	Student 9	4	3	4	4	4	3	4	3	2	4	3	4	4	3	4	71
10	Student 10	3	2	5	2	5	1	4	4	1	5	2	4	4	5	5	69
11	Student 11	4	4	4	3	5	2	5	2	3	5	4	4	4	4	5	77
12	Student 12	5	4	5	5	4	2	4	2	4	5	4	4	5	4	5	83
13	Student 13	4	4	3	4	4	3	4	3	3	4	4	4	4	4	4	75
14	Student 14	4	2	5	3	3	4	4	3	2	3	4	4	5	4	5	73
15	Student 15	3	3	4	5	4	3	5	4	3	4	4	3	4	4	3	75
16	Student 16	4	4	3	2	2	1	3	4	3	3	5	4	4	3	3	64
17	Student 17	5	3	4	4	4	3	4	2	3	5	5	3	5	3	4	76
18	Student 18	5	3	3	3	3	2	3	3	4	5	3	3	4	3	5	69
19	Student 19	5	3	3	3	3	2	3	3	4	5	3	3	4	3	5	69
20	Student 20	3	4	4	5	5	2	4	2	4	5	4	4	4	4	3	76
21	Student 21	5	2	4	4	4	3	3	3	3	5	5	5	3	3	5	76
22	Student 22	5	4	4	4	4	4	4	3	3	5	4	4	4	4	5	81
23	Student 23	5	3	4	4	4	4	3	4	3	4	4	4	5	5	4	80
24	Student 24	4	4	5	4	4	3	4	4	2	5	4	4	4	4	5	80
25	Student 25	5	4	4	4	4	2	4	3	3	5	5	5	5	5	5	84
26	Student 26	5	2	4	5	4	5	4	4	2	5	4	4	5	4	5	83
27	Student 27	5	2	5	5	5	4	4	4	3	5	4	4	4	4	5	84
28	Student 28	5	2	2	2	2	4	2	4	2	4	4	4	4	4	5	67
29	Student 29	4	4	5	4	4	4	4	3	3	5	4	4	4	4	5	81
30	Student 30	5	4	3	4	3	5	4	5	1	5	4	4	5	4	5	81
Average																	76

## Documentation





## CURRICULUM VITAE



**LA ODE AZHAR ALIA** is a student of English Department in Muhammadiyah University of Makassar. He was born on 10<sup>th</sup> February 1996 in Wanci. He is the youngest of marriage between La Ode Alia and Salmia. He has one brother (La Ode Juhardin) and one Sister ( Wa Ode Juliati).

In 2002, he started in elementary school at SD I PONGO, graduated in 2008. Then he continued her junior high school at SMP Negeri I Wangi-Wangi and graduated in 2011. After that she continued her senior high school at SMA Negeri 1 Wangi-Wangi and graduated in 2014. In 2014, he was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “*the effect of private speech in speaking class at 5th semester of unismuh Makassar*”.