**ORAL PRESENTATION TECHNIQUE TO IMPROVE THE ENGLISH SPEAKING ABILITY OF THE STUDENT AT SMA 5 SINJAI**

*(A Pre Experimental Research)*



**A THESIS**

*Submitted to the faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement For the degree of education in English department*

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

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Demikian perjanjian ini saya buat dengan sebenarnya dan penuh kesadaran.

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Yang membuat perjanjian,

**NURHILALIAH**

# MOTTO & DEDICATION

Keeping our cheen up gives us the power to be optimistic

Optimist gives us the power to do an effort

Doing an effort gives us the power to be the winner

"Sesungguhnya sesudah kesulitan ada kemudahan, Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja untuk urusan lain,Dan hanya kepada Tuhanmulah engkau berharap…" (QS. 94:6,7,8)

"Jangan remehkan impian walau setinggi apapun.

Sesungguhnya TUHAN maha Mendengar…"

I dedicated this thesis
for my beloved family,my friends
and all people who love and pray for me . . .

# ABSTRACT

**Nurhilaliah. 2018.** *Oral Presentation Technique to Improve the English Speaking Ability of the Student (A Pre-Experimental Research).* A thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Farisha Andi Baso.

This research aimed to find out the improvement of the students' speaking ability in terms of accuracy dealing with pronunciation and fluency dealing with smoothness through Oral Presentation Technique at Tenth Grade MIA 4 of SMA 5 Sinjai.

The method in this research, the researcher used a pre-experimental research whichTenth Grade (Exact) Students of SMA Negeri 5 Sinjai with the number of the subject 20 students with 23 women and 7 men. Instruments are speaking test and observation.

The result of the data indicated that there was difference between students pre-test and post-test. The mean score of students speaking ability also was greater than the mean score of pre-test $(4,12 > 3,37)$. From t-test researcher found, the value of t-test $(6,25)$ was greater than t-tabel $(2.045)$ at the level of significance $0,05$ with degree of freedom $(df)=29$.It means that there was significant difference between student speaking ability before and after using Oral Presentation Technique. It is also said that the null hyphotesis $(H_o)$ was rejected and the alternative hyphotesis $(H_I)$ was accepted.

The conclusion of the research, oral presentation technique improved the students' speaking ability. There was significant improvement with students' speaking ability, especially improved the student ability in accuracy and fluency.

**Key Words** : *Oral Presentation, Speaking and Improve.*

# ABSTRAK

**Nurhilaliah. 2018.** *Oral Presentation Technique to Improve the English Speaking Ability of the Student (A Pre-Experimental Research)*.Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Hasnawati Latief. dan Farisha Andi Baso.

Tujuan penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa pada segi ketepatan yakni pengucapan dan kelancaran melalui teknik presentasi lisan.

Metode dalam penelitian ini, peneliti menggunakan penelitian pre-eksperimen pada kelas X IPA siswa SMA Negeri 5 Sinjai dengan jumlah sampel penelitian yaitu 30 siswa. Terdiri atas 23 siswa perempuan dan 7 siswa laki-laki. Intrumen dalam penelitian ini adalah tes berbicara dan observasi.

Hasil penemuan dalam penelitian ini mengindikasikan bahwa kemampuan berbicara siswa dalam segi ketepatan dan kelancaran melalui Tekni Presentasi Lisan terdapat perbedaan peningkatan. Itu terbukti dengan hasil penelitian bahwa nilai rata-rata setelah tes lebih baik dibandingkan sebelum tes (4,12 > 3,37). Dari nilai t hitung peneliti menemukan nilai t hitung (6,25) lebih baik dibandingkan t tabel (2.045) dengan nilai signifikan 0,05 dengan nilai df=29. Ini membuktikan bahwa ada hasil yang signifikan tentang nilai berbicara siswa sebelum dan sesudah menggunkan teknik presentasi lisan. Ini juga berarti bahwa null hipotesis ($H_o$) ditolak dan alternativ hipotesis ($H_1$) diterima.

Kesimpulan dalam penelitian ini, Teknik Presentasi Lisan meningkatkan kemampuan berbicara siswa. Terdapat hasil yang signifikan pada kemapuan berbicara siswa, terutama dalam meningkatkan kemampuan siswa dalam hal ketepatan dan kelancaran.

**Kata kunci** : *Presentasi Lisan, Berbicara, dan Meningkat*

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<div align="right">Makassar,   Januari 2018</div>

<div align="right">The Writer</div>

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# CHAPTER I

# INTRODUCTION

This chapter consists of five parts, they are background, problem statement, objective of the research, significance of the research, and scope of the research.

## A. Background

Language is a tool of communication. Through language, people can express their idea. In Indonesia, English as one of compulsory subjects in junior and senior high school up to the University. English is used as an international language where most of people speak in English and most of product used it. Mastering English can make the people easy to find a job because can compete with another people, especially in globalization era where all of the people must be able to speak in English. So that is why in education, the government requires that English should be thought from elementary school until university.

There are four skills in teaching Englils, namely listening, speaking, reading, and writing. From the four language skills, the researcher focuses her attention in speaking because speaking as productive skill is the single most important function of learning a second or foreign language. In teaching speaking, which is emphasized in all exercises and activities of the students, English teacher must apply this approach and ensure them that through speaking, we are easy to build a communication with the other people so it can help us to find more information.

Speaking is one of the fundamental language skills. It is considered as the most important aspect of learning a foreign language. The more practices in speaking performance activities, the more students would gain a good communication in English. The students' speaking ability lies on accuracy and fluency of their talking. The speaking accuracy lies on the students' mastery of vocabulary, grammar, and pronunciation. The speaking fluency lies on their speaking effort with fairly wide range of expression.

According to the researcher observation, most of the students have an ability in speaking English but sometimes, they are reluctant to speak because afraid of making mistakes. They do not want to try it because of their worries of grammar, vocabulary, and also lack of self confident so they are rarely practice speaking English. The student's ability in speaking English depends on their self. If they have a big willingness to master it, they will often to practice it. Beside that, the teaching technique also has an important role in improving the student's speaking ability.  If the teacher does not have an interesting technique in teaching the students, automatically their willingness to speak English is less. So that is why the teacher must have some interesting topics to build the speaking ability of the students so they like to speak in English.

In teaching speaking, many techniques can be applied for the students to improve their speaking ability. One technique that can help the student to solve their problem is oral presentation. With presentation, the students will have motivation to tell their opinion and argument because with this method, they will show their ability in mastering the topic to the other students.

Oral Presentation and speaking skill are two things which that help each other. Students need to develop speaking skill in order to be fluent and communicative in their presentation. According to Thornbury (2005:94) whether or not learners will have to give presentation or talks in real life‖, the experience of standing up front their collogues and speaking for a sustained turn is excellent preparation for real life speaking.

Rasyid (1992) stated that there were some advantages of presentation. They are: (1). It gives the presenting student good opportunity to practice unaided speaking; (2). It gives the other student good listening practice; (3). It increases the presenting students' confidence when using English; (4). It is an excellent generator of spontaneous discussion; and (5). It can be good practice for the real situation for those students who may actually need to give presentation in English in their professional life.

Based on the reasons above, the writer is inspired to carry out this research under title **"Oral Presentation Technique to Improve the English Speaking Ability of the Student at Senior High School 5 Sinjai".**

**B. Problem Statement**

Base on the previous description, writer formulates a research question as follow:

1. How does the use of oral presentation technique improve the students' speaking ability in term of Accuracy at SMA 5 Sinjai?

2. How does the use of oral presentation technique improve the students' speaking ability in term of Fluency at SMA 5 Sinjai?

**C. Objective of the Research**

The objective of the research is to find out :

1. The use of oral presentation technique can improve the students speaking ability or not in term of Acuuracy

2. The use of oral presentation technique can improve the students speaking ability or not in term of Fluency

**D. Significance of the Research**

The result of the research was expected to be useful contribution to the teachers in teaching- learning process, especially in English speaking skill. It also helped the students to see their ability in speaking by using oral presentation technique. The students know their ability in speaking and they can motivated themselves in learning speaking through presentation. Beside that, the teacher can improved their activities in teaching English through oral presentation in teaching speaking ability.

**E. Scope of the Research**

The research is emphasized on learning and teaching English, particularly in learning and teaching speaking. The researcher concentrated on the used of oral presentation in improving the speaking ability of the students. The researcher limited the element of speaking such as Accurancy in term of Pronounciation and Fluency in term of Smoothness.

# CHAPTER II

# REVIEW LITERATURE

## A. Previous Related Research Studies

Farabi (2017) in ***Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skills*** stated that the guide oral group outperform the freegroup on the post-test. Finally, implications of the study explain and recommendations proposed that EFL teachers should use guide oral presentation in developing speaking skill among pre-intermediate language learners.

Fitria (2013) in ***speaking activities in young learners classroom the implementation of project based learning approach*** stated the findings reveal that there were 11 kinds of speaking activities conducted by the teacher within 5 meetings, namely: drilling, directed response, sentence/dialogue completion, picture-cued, translation (of limited stretches of discourse), question and answer, discussion, games, oral presentation, retelling a story, and singing a song. This result shows that PBL approach encourages teachers to provide more vary speaking activities for the students.

Jufri (2012) in ***Teaching Reading Comprehension Through Group Presentation at Senior high school*** stated that teaching reading comprehension by Group Presentation can involve the students to think and work along in a group. The result is the students can process about their reading comprehension and tell their opinion to each other in a group.

Hill in Jufri (2012) stated that group presentation is a part of communication who deliver by a group of students at the class.

Jumrah (2012) stated that speaking is a way how to produce and show your opinion,statement that we want to say. Speaking activity is about self confidence.

Patterson in Eliza (2012) stated that group presentation must do well talk and avoid the bad talk. The speaker of group presentation should have it fluently if they ignore spelling, grammar and legibility, and then always use complete sentences, never just key words.

From the findings above, the writer concluded that the students must give something different in teaching English speaking. It aims to help them developing their speaking skill. In this case, the teacher can give students a technique which it can develop them to speak English. It is oral presentation.

## B. Some Pertinent Ideas

### 1. The Concept of Oral Presentation

#### a. The definition of oral presentation

Brown (2006) stated that presentation is when someone talks in front of the people or audience to promote something or talking about something important with formally style.Whitlam (1999) described presentation as an exhibition or theatrical performance that the position of the focusing relation to the cervix at the time of delivery.

According to Cunningsworth in Trialdi (2012) stated that presentation is the initial stage of learning a new item. The teacher

provides the new information, the new piece of knowledge, and the students concentrates on understanding it and remembering it. Although students may not seem to be doing very much overtly at this stage. The students are in fact very active mentally as students seek to understand and internalise the new rule which is being presented.

In addition, Al-Issa and Al Qubtan (2010:227), stated that presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

According to Thornbury (2005) whether or not learners will have to give presentation or talks in real life, the experience of standing up front their collogues and speaking for a sustained turn is excellent preparation for real life speaking .

Presentation is a kind of activity of communicating ideas and information in front of the audiences. Unlike a report, an Oral Presentation carries the speaker's personality better and allows immediate interaction between all of participants or audiences (Clark,2010). According to King (2002:401) Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency.

Thus, base on some definitions above, the researcher concluded that oral presentation is an activity of sharing ideas and or information in front of audiences which has purposed to improve students' oral proficiency. With presentation, the students can express their idea and their opinion about what they are present in. Also, the audience or the other students who listen the presenter. They will openly and directly asking question to the presenter about their topic. So automatically they will improve their idea with speaking.

b. **Type of oral presentation**

Oral presentations can be divided into three types: ***controlled, guided,*** and ***free*** (Al Issa and Al-Qubtan, 2010: 232). This division depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners' proficiency levels.

The ***first type*** is Controlled. It can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually for beginner to elementary. Hence, the teacher has to confine the topic to either what is in the textbook or something he or she feels the students can present with ease. For the Presentation method, because of the students at this language level are young (6-12 years old), they have limited or in some contexts no knowledge about computers and software (e.g., PowerPoint) and other technological equipment (e.g., OHPs). In other contexts, such technology

is not available. Hence, the teacher can ask learners to prepare their short oral presentations on paper and read them to their classmates. The aim behind implementing the controlled presentation should be to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

The *second  type* is Guided. In this type, the teacher determines the students' proficiency level, aids and materials, and memorization. The students' proficiency level for guided type can be classified as at the lower-intermediate  or  intermediate  level  of  English  proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should be guided to the appropriate level of grammar and lexical items. For the second consideration aids and material, students with this level of English proficiency can be guided to prepare their work using power point or OHP slides if the associate equipment is available. Such slides can include the important points about the topic research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional., more effective han presentations without such aids.

In this type, memorization is always the possibility of some students done in their presentation. Memorization is a distinct feature of many educational systems round the world, particularly within the Asian and African contexts. Memorization can be helpful, because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary. Hence, students can be allowed to memorize, because good memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say. In addition, students giving the free type of oral presentations can handle questions from their classmates after they have completed their presentation. It also can be used to measure how deep the presenter comprehension toward the topic.

The *last type* is Free. In this type some considerations should be determined; those are students' proficiency level, and asking and answering questions. In the free type of oral presentations, students' proficiency level is expected to have upper- intermediate to advanced levels of proficiency. Students at this level are usually 16–22 years old and should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level.

**Table 2.1 Type of Oral Presentation Technique**

| Factors | Type of Oral Presentation Technique | | |
|---|---|---|---|
| | **Controlled** | **Guided** | **Free** |
| **Choose Topic** | According to the book materials | Appropriate the students language level | Free |
| **Time Allocation** | Short | Suit | Suit |
| **Grammar and Vocabulary** | Focus to the confidence | Guided to appropriate level | |
| **Method Presentation** | Limit | Memorization Can use OHP | Memorization Can use OHP |
| **Learner Pfoficiency Level** | Beginner elementary (6-12 years old) | Lower intermediate Intermediate level | Upper intermediate (16-22 years old) |

c. **The Technique of oral presentation**

There are some technique to do a presentation. According to Rasyid (1992) said that there was some technique to be a successful presenter of presentation:

1.) *Review*. The presenter have to identify the comprehension of the audience about the material. Because sometimes, there are the presenter who over estimate or under estimate with the audience.

2.) *Over view*. Just tell them the global material. It will be better if you give the main point of your material, and the important thing that must be report by the presenter is 5W + 1H.

3.) *Evaluation*. The presenter have to require the feed back from the audience. It seems like a small discussion, that discuss about the material of the presenter that was presented.

*4.) Summary.* Do not forget to make a conclusion. After that, close the presentation with nice words, such as an aphorism etc, because the flat presentation will create the bareness of the audience.

**d. The important thing in oral presentation technique**

Aris (2009) stated that there were 6 important things in presentation. They are mental, simulation before presentation, the material, opening, the psychology of the audience, and the time.

1.) *Mental.* You have to prepare your self to make a presentation in front of the audience. Do not be afraid to handle your presentation.

2.) *Simulation before presentation.* Somebody usually doing simulation before they present their presentation to make sure that they are ready.

3.) *The material.* The presenter have to prepare their material as well as possible.

4.) *Opening.* The difficult part in presentation is opening. Make something interesting at the beginning of your presentation.

5.) *The psychology of the audience.* We have to control the psychology of the audience with understanding their segment and never make them bored. Verbal and nonverbal also important such as intonation and eye contact. It means that we have to focus with the audience, and give a greeting with all of the audience.

6.) *The time.* The presenter have to adjust between the material and the time. It will be inflict you if the time was over, but you still explain something to the audience.

e. **The advantages of oral presentation technique**

Al Issa and Al-Qubtan (2010:228) stated that there are some advantages which can be gotten from Oral Presentation Technique, includes: (1) integrating language skill, (2) practicing speaking, (3) making decision, (4) preparing for real life, (5) acquiring knowledge through language, (6) promoting learner-centeredness, and (7) expanding the teacher's roles. The discussions of the advantages are as follows:

*Integrating language skill.* Oral Presentations help integrate the language skills, which are all equally essential and important in the global village. The literature on teaching English has emphasized integrating the four skills and giving them equal weight. Oral Presentations facilitate this. While the presenter is presenting his or her work using an overhead projector (OHP), for instance, everybody else is reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic.

*Practicing speaking.* Speaking is one of the least practiced and most neglect skills in almost any EFL classroom, despite its importance in people's daily social activities and interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills. Al Issa add that Oral Presentation is an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening.

***Making decision.*** Oral Presentation helps facilitate the decision making process for students. Such as, when students are given the freedom to choose a topic to present, for instance, in an intermediate level EFL classroom, they are indirectly asked to make a decision and take initiative.

***Preparing for real life.*** Taking the floor and standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. Yet it is a marketable skill that is much needed in various jobs round the world. Hence, presenting in the EFL classroom prepares students for the job market that they will enter when they leave school.

***Acquiring knowledge through language.*** Languages in general, and English in particular, are powerful tools for acquiring infinite knowledge and information. When students are ask to research a topic and search for particular information or data in English, they are using the language meaningfully and purposefully and are varying their exposure to sources of knowledge via the genuine use of the target language, which has its implications for their language improvement. One of the important sources of language acquisition is authentic materials, and Oral Presentations help activate reference to this source.

***Promoting learner-centeredness.*** Giving Oral Presentation helps students replace memory and transmission based learning, which are still in vogue in many education systems in the developing world, with interactive, dynamic, reflective, and independent learning and critical

thinking. Oral Presentations also promote and encourage learning through discovery and research. Students are placed at the heart of the learning process by taking responsibility for their own learning. It is important that such positive behaviors are instilled in students from an early age to scaffold their development as they grow older.

*Expanding the teacher's roles.* Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. According to King (2002:404) the teacher's role in oral presentations not only involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, but also the holding of Q & A sessions, providing feedback on the sequencing of ideas, and evaluating their performance. In addition, in an oral Presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning. In short, the teachers facilitate, support, organize, and guide students' learning.

2. **The Concept of Speaking**

   a. **The definition of speaking**

      As the key of communication, speaking have many definitions. There are experts who try to define what speaking is. Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because

it includes many aspects such as grammar, pronunciation, fluency and vocabularies. So it will not easy to get speaking skill because we should master those aspects (Tarigan 1990:15)

Brown (2006:225) stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

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.

Gronbeck in Trialdi (2012) stated that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to support their opinion. It is expected that through the speaking activities, the students can apply their speaking.

Speaking however particularly in English is not easy to do. Chastain in Trialdi (2012) stated that learning to speak is obviously more difficult than larning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only. Therefore, as students, they have to practice their

English anywhere. A teacher should give more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to improve students' English speaking.

Speaking is an oral communication process between speaker and listener and involves the productive skills of speaking and receptive skill of listening with understanding (Byrne, 1986).

Bygate (2001) stated that speaking is physically situated face-to-face, where usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Speaking also can be defined as delivering an address to a public audience where people came to see the candidates and hear the speechmaking.

Among the all language skill, speaking is considered as the most important skill. Ur (1996) stated that people who know language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing, and may if not most foreign language learners are primaily in learning to speak.

Widdowson in Trialdi (2012) stated that speaking means of oral communication in giving impormation which involves two elements, namely the speaker  is someone who gives the message and the listener is

someone who receives the message. in other word, the communication involves the productive skill of listening.

Learning to speak obviously more difficult than learning to understand the spoken language. Although it is difficult than learning to understand the spoken language, but it can be achieve by doing much practice in real situation.

In a speaking class, the students are hope to express their ideas, information and feeling to others. Much talking is important to develop the students' ability in speaking. The students will not be able to speak fluently if they do not practice the language in good, correct, and accurate language.

Relating to the explanation above, the researcher concluded that speaking is process between speaker and listener giving information each other and both listener and speaker are active during the oral communication takes place.The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body.

b. **The function of speaking**

According to Brown and Yule cited in Richard (2008:21), there are three function of speaking those are ; talk as interaction, talk as transaction, and talk as performance.

*First*, talk as interaction refers to what we normally mean by conversation‖ and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to

each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. There are some main features of talk as interaction, 1) has a primarily social function, 2) reflects role relationships, 3) reflects speaker's identity, 4) may be formal or casual, 5) uses conversational conventions, 6) reflects degrees of politeness, 7) employs many generic words, 8) uses conversational register, 9) is jointly constructed.

*Second*, talk as transaction refers to situations where the focus is on what is said or done. The message and making one self understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transaction are: 1) it has a primarily information focus, 2) the main focus is on the message and not the participants, 3) participants employ communication strategies to make themselves understood, 4) there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, 5) there may be negotiation and digression, 6) linguistic accuracy is not always important.

*Third,* talk as performance refers to public talk, that is talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The main features of talk as

performance are: 1) a focus on both message and audience, 2) predictable organization and sequencing, 3) importance of both form and accuracy, 4) language is more like written language, 5) often monologic.

## c. The process of speaking

Even though speaking is consider to be productive skill, it does not mean that speaking is simple process. As we know that speaking is a way to express our idea orally and bring message from one person to other , so that we can make an interaction in verbal form. Verbal form include every sound comes out from speech while non verbal symbols like gesture, mime, etc.

In cognitive theory, language production is view as an active process of meaning construction and expression. Anderson in Isnani (2004) indicated that language production into three stages. The three stages are as follows:

1.) *Construction.* In this stage, the speakers select the communication goal and identify appropriate meaning. In construction, an individual decides what to say. This decision is base on the goals the speaker process for the language production. Once a person has decide on the goals to be served troughs language generation. The second is, to select the fact to be express.

2.) *Transformation.* In this stage, language rules are apply to transform meaning into form of massage. In transformation stage of a language production, the speaker who decide of what to say must convert the information into meaningful sentences. Anderson in Isnani (2004) cite a number of study of oral production in which pauses occur at boundaries, individual cutting, in his view

that language is generate in phrases as well as being comprehend parsing of such constituents.

3.) *Execution.* In this stage of the message or what the speaker want to say is expressed in it is audible or observable form.

**d.  The Element of Speaking Ability**

In speaking, there are some specific elements that have strong correlation with this skill. They are:

1.) *Accuracy*

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in oxford dictionary (1991) accuracy is degree of being correct. Marcel in Nursyamsi (2010) stated that accuracy is a manner of people in using appropriate word and pattern of sentences.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

a.)  *Pronunciation*

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of consectness or acceptability.

Simon and Schuster in Trialdi (2012) defines pronunciation as: (1) The act of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc. (2) The manner of uttering a discourse noticeably accent is not most priority matter to be native speaker like pronunciation, but having sure that the saying are understood    more

important. Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of "pronunciation" may be said to include: The sound of the language, Stress Intonation. *The sound of the language*, One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something. *Stress.*Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question. *Intonation*. Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b.) *Vocabulary*

According to Webster's near world print dictionary (Webster: 1996), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

Good (1973:662) defined vocabulary as content and function words of language which are learned so thoroughly so that becomes part of Childs' understanding speaking, reading, and writing.

Vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language. Harmer in Nursyamsi (2010) distinguished two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably can not be produce.

c.) *Grammar*

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance Ba'dulu in Tasriyani (2012) As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

2.) *Fluency*

According to Hornby in Nursyamsi (2010) stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

Fluency refers to able to speak to write smoothly, easy reading, to an easy low is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a term of commendation.

e. **The Problems in Speaking**

In speaking activity sometimes we find some problems. According to Ur (1996:121) there are four problems of speaking activities. They are inhibition, nothing to say, low or uneven participation and mother tongue, as the following:

1.) *Inhibition*

Speaking is not like reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worry about making mistake and they are shy.

2.) *Nothing to say*

Even though students have many ideas in their mind but they cannot express because they have to think and express by second language. Even if they are not inhibited, we often hear learners complain that they cannot think anything to say but they have many idea actually.

3.) *Mother tongue use*

In learning second language the students are influenced by mother tongue use, because it is easier and they feel natural to speak. So, mother tongue can influenced the students in producing foreign language, if they are talking in small group it can be quite difficult to

get some classes particularly the loss disciplines or motivated ones to keep to the target language.

**C.** **Theoretical Framework**

The theoretical framework underlying this research will be give in the following figure:
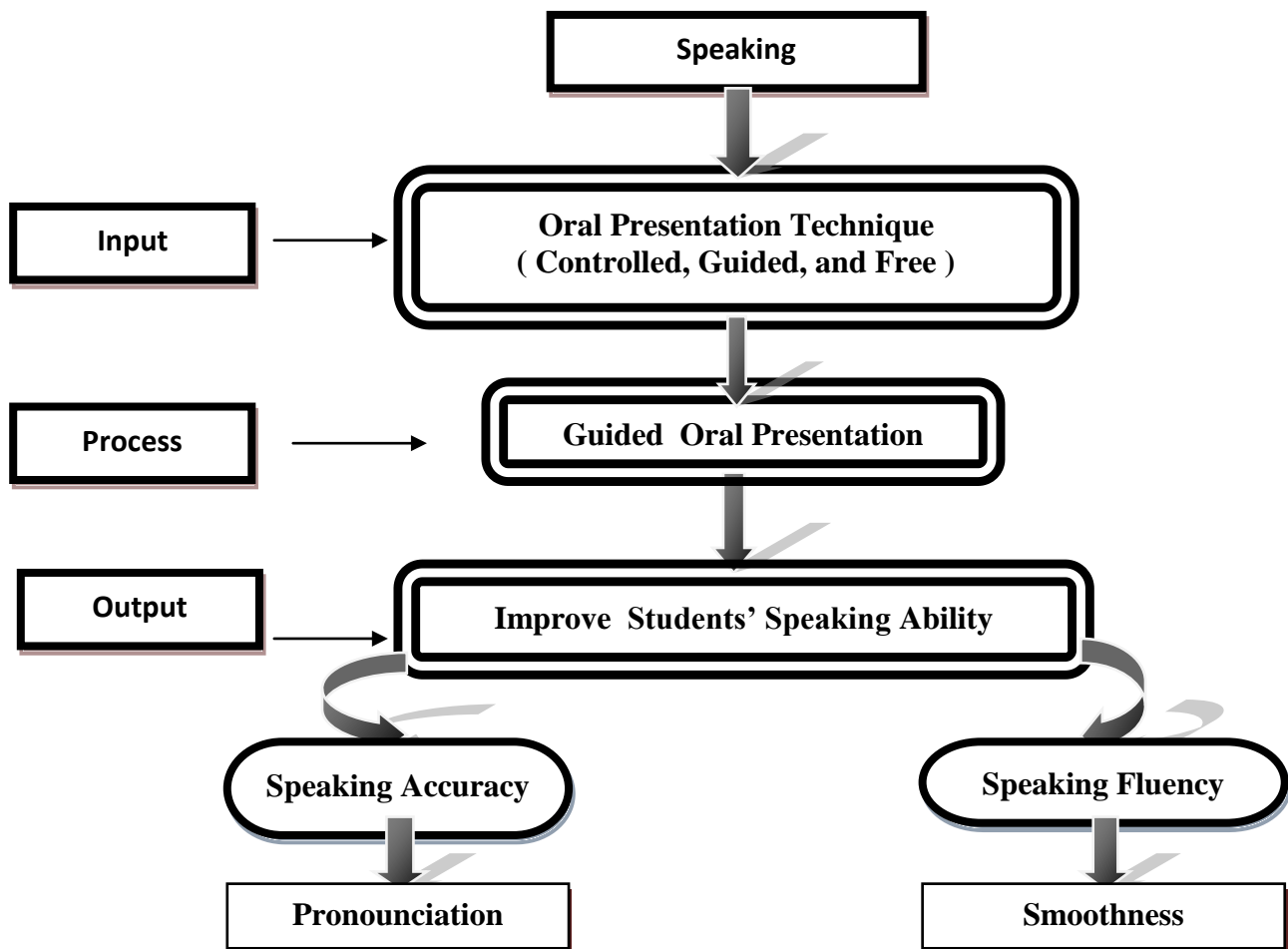


**Figure 2.1 Theoretical Framework**

The three variables are input, process, and output. They are briefly explaine as follow:

o Input refers to the teaching speaking ability through oral presentation.

o   Process refers to implementation of the input variable in the classroom.

o   Output refers to the students' speaking ability.

**D.   Hypothesis**

Base on the theoretical framework above, the research hypothesis is:

Null Hypothesis (HO)               :The use of oral presentation cannot improve

the students' speaking ability.

Alternative Hypothesis (HI)        : The use of oral presentation can improve

the students' speaking ability.

# CHAPTER III

## RESEARCH METHOD

This chapter waa deals with the research design,location, population and sample, variable,instrument of the research, procedure of collecting data, and technique of data analysis.

## A. Research Design

The researcher applied pre-experimental method which entails pre-test,treatment, and post-test. It is intended to see how the oral presentation can improved the speaking ability of the students. The diagram of the research design is formulate as follows:

$$X_1 \longrightarrow O \longrightarrow X_2$$
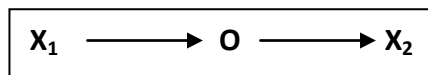
Where        :

$X_1$        : Pre-test

$O$        : Treatment

$X_2$        : Post-test

### 1. Pretest

The researcher use pre-test before treatment to identify the students speaking ability. The researcher observed the nature of the students as pretest. The researcher applied a pretest to the students. It is aim to saw how well the ability of the students in speaking. In this stage, the students discussed a topic with their own group. After that, each group maked a conclusion and then show it in front of the classroom.

## 2. Treatment

After give the pretest, the students will treat based on the procedure of presentation.

a. The researcher came to the classroom and told the students about presentation.

b. The researcher explained the procedure or the technique of presentation, and the advantages of presentation.

c. During the treatment, the researcher devided the students into group.

d. After that, the researcher gave them the a topic, one topic for a group.

e. After give them the topic, each group will discuss with their own members about their topic before presentation.

f. When the students finish their small discussion with their own group, they will presented their material based on their topic.

g. Each group presented their topic based on the technique.

h. After that, the audience or the other students asked the questions about their material.

## 3. Posttest

After give the treatment, the researcher applied a posttest to find out the value of the treatment whether or not the speaking ability of the students improved. In this stage, the students discussed a current topic with their own group. After that, each group makea conclusion and then present it based on the result of their group discussion.

### B. Population and Sample

#### 1. Population

The population of this research is the fisrt year students of SMA 5 Sinjai. It consist of 8 classes, 5 classes science and 3 classes social. Each class consists of 30 students so the total is 240 students.

#### 2. Sample

The sample select by using purposive sampling technique of one classes. In this research, the researcher take class science as the sample. It is conduct at the students of the fisrt grade of SMA 5 Sinjai class MIA 4 consist of 30 students. The researcher choose them as the sample based on assumption that their knowledge and ability are same.

### C. Research Variables

There are two kinds of variable which involved in this research, namely independent variable and dependent variable. The independent variable is a variable which influences the result of the dependent variable. It means that the used of oral presentation as the independent variable and it will influence to the speaking of the student as the dependent variable.

### D. Instrument of the Research

In collecting the data the researcher used speaking test and tape recorder. The aim of speaking test is to find out students ability in speaking English by using oral presentation technique. The test devided into two types, the pre test and post test.The pretest is to saw the students' ability in speaking before give the treatment and the posttest is to know their speaking ability

after give treatment.Tape recorder used by the researcher to collected the authentic data of students in speaking in the pre-test and post-test. The students speaking ability consists of accuracy and fluency.

E. **Techniques of Data Analysis**

The data collecting in this research analyze trough quantitative. Meanwhile, to get speaking score, the researcher will use scoring scale, which included accuracy and fluency of the students' speaking.

1. **Tabulating the score of the students speaking ability of accuracy :**

**Table 3.1  The Assessment of Pronounciation**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors. |
| Very Good | 5 | Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct. |
| Good | 4 | Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion. |
| Average | 3 | Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. |
| Poor | 2 | Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors. |
| Very poor | 1 | Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas |

| | | practiced in the course. |
|---|---|---|
| | | |

<div align="right">(Heaton in Tasriyan, 1989)</div>

**2. Tabulating the score of the students speaking ability of fluency :**

**Table 3.2 The Assessment of Smoothness**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Their speaking is very understandable and high of smoothness. |
| Very good | 5 | Their speaking is very understandable and very good of smoothness. |
| Good | 4 | They speak effectively and good of smoothness. |
| Average | 3 | They speak sometimes hasty but fairly good of smoothness |
| Poor | 2 | They speak hasty and more sentences are not appropriate in smoothness |
| Very poor | 1 | They speak very hasty and more sentences are not appropriate in smoothness and little or no communication |

<div align="right">(Layman in Tasriyani, 2012)</div>

**3. Scoring the result of the students' speaking ability**
**Tabel 3.5  Classifying the Score of the Student**

| Score | Classification |
|---|---|
| 9.6 – 10 | Excellent |
| 8.6 – 9.5 | Very good |
| 7.6 – 8.5 | Good |
| 6.6 – 7.5 | Fairly good |
| 5.6 – 6.5 | Fair |
| 3.6 – 5.5 | Poor |
| 0 – 3.5 | Very poor |

<div align="right">(Depdikbud, 2004)</div>

4. **Finding the students' mean score both pre test and pos-test by using the formula:**

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

Where:

$\overline{X}$     = Mean Score

$\sum X$    = The Sum of All Scores

$N$      = The Total Number of Students

(Gay, 1981)

5. **Finding standard deviation of the students' pre-test and post-test, will apply the formula below:**

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

Where:

SD      = Standard Deviation

$\sum X$     = Sum of All Score

$\left(\sum X^2\right)$ = The Square of $\sum X$

N      = The Total Number of Students

(Gay , 1981)

6. **Finding the significant differences between pre-test and pos-test by using the formula:**

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}} \qquad \text{Where: } D = \frac{\sum D}{N}$$

Where:

| | |
|---|---|
| t | = Test Significant Differences |
| D | = The Difference between the Matched Pairs ($X_2 - X_1$) |
| $\overline{D}$ | = The Mean of the Ds (Difference Score) |
| $\sum D^2$ | = The Sum of Square |
| $(\sum D)^2$ | = The Square of $\sum D$ |
| N | = the Total Number of Students |

(Gay, 1981)

7. **The criteria for the hyphotesis testing as follows :**

**Table 3.6 Hyphotesis Testing**

| Comparison | Hyphotesis | |
|---|---|---|
| | $H_o$ | $H_I$ |
| t-test < t-tabel | Accepted | Rejected |
| t-test > t-tabel | Rejected | Accepted |

The tabel above mean (1) The t-test value is smaller than t-table value, the null hyphotesis is accepted, while the alternative hyphotesis is rejected and (2) The t-test value is equal to greater than t-table value, the null hyphotesis is rejectedwhile the alternatiive hyphotesis is accepted.

# CHAPTER IV
# FINDING AND DISCUSSION

## A. The Findings

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores, and hypothesis testing of the faired samples. In result of data analysis was found that the Oral Presentation Technique can improve the students' speaking ability. The improvement of the students' speaking ability can be seen in the following table:

### 1. The Improvement of the Students' Speaking Ability in Term of Accuracy

Table 4.1. **The students' mean score of indicators**

| Indicators | Pre-Test Score | Post-Test Score | Improvement % |
|---|---|---|---|
| Accuracy | 3,30 | 4,13 | |
| $\sum X$ | 3,30 | 4,13 | 25,15 % |

The table above shows that, Accuracy had percentage (25,15%), pre-test is 3,30 mean score and Post test is 4,13 mean score.

### 2. The Improvement of the Students' Speaking Ability in Term of Fluency

Table 4.2 **The students' mean score of indicator**

| Indicators | Pre-Test Score | Post-Test Score | Improvement % |
|---|---|---|---|
| Fluency | 3,43 | 4,10 | |
| $\sum X$ | 3,43 | 4,10 | 19,5 % |

The application of Oral Presentation in improving the students' pronounciation in speaking ability is dealing with present a topic which is already decided before. We can see from the table 4.2, pre-test the students have 3,43 mean score and post-test have 4,10 mean score of the 30 students. The persentage of the students' pronounciation speaking ability is 19,5%. It is show that, the use of Oral Presentation can improve students' speaking ability.

3. **The Students' Rate Percentage and Frequency in term of Accuracy**

The students result on speaking ability improvement through Oral Presentation in pre-test and post-test was shown in the following:

**Table 4.3 The students' speaking ability before applying oral presentation:**

| No. | Classifications | Pre-Test | |
|-----|-----------------|---------------|------|
| | | Pronounciation | % |
| 1. | Excellent | - | - |
| 2. | Very Good | 4 | 13,3 % |
| 3. | Good | 5 | 16,65 % |
| 4. | Average | 17 | 56,61 % |
| 5. | Poor | 4 | 13,32 % |
| 6. | Very Poor | - | - |
| | **Total** | **30** | **100%** |

**Table 4.4 The students' speaking ability after applying oral presentation:**

| No. | Classifications | Post-Test | |
|-----|-----------------|---------------|------|
| | | Pronounciation | % |
| 1. | Excellent | 4 | 13,32 % |
| 2. | Very Good | 4 | 13,32 % |
| 3. | Good | 14 | 46,62 % |
| 4. | Average | 8 | 26,64 % |
| 5. | Poor | - | - |
| 6. | Very Poor | - | - |
| | **Total** | **30** | **100%** |

To see clearly the improvement of the students' speaking accuracy, the following chart was presented:

**Figure 4.1** : **The improvement of the students' speaking accuracy**
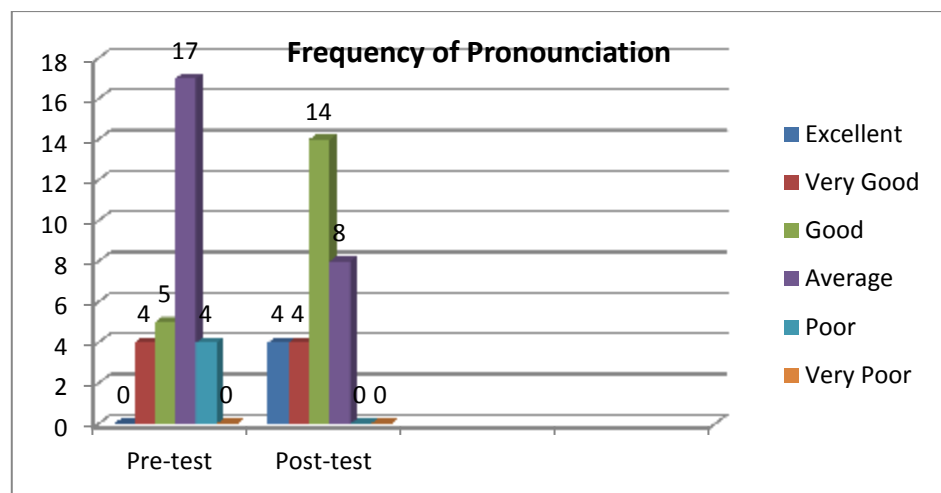


The table above shows that in term of accuracy dealt with pronounciation. The result of pronounciation in pre test  4 (13,3 %) students were classified as Very Good, 5 (16,65 %) students were classified as Good, 17 (56,61 %) students were classified as Average, and 4 (13,32 %) students were classified as Poor. After applied the Oral Presentation in post test, the result of pronounciation 4 (13,32%) students were classified as Excellent, 4 (13,32 %) students were classified as Very Good,  14 (46,62 %) students were classified as Good, and 8  (46,62 %) students were classified as Average . It is mean that the compentence students for pronounce the sentence based on the text more improve than before students used Oral Presentation Technique in class.

4. **The Students' Rate Percentage and Frequency in term of fluency.**

The students result on speaking ability improvement through Oral

Presentation in pre-test and post-test was shown in the following:

**Table 4.5 The students' speaking ability before applying oral presentation:**

| No. | Classifications | Pre-Test | |
|-----|-----------------|------------|-----|
| | | Smoothness | % |
| 1. | Excellent | - | - |
| 2. | Very Good | 4 | 13,32 % |
| 3. | Good | 8 | 26,64 % |
| 4. | Average | 15 | 49,95 % |
| 5. | Poor | 3 | 9,99 % |
| 6. | Very Poor | - | - |
| **Total** | | **30** | **100%** |

**Table 4.6 The students' speaking ability after applying oral presentation:**

| No. | Classifications | Post-Test | |
|-----|-----------------|------------|-----|
| | | Smoothness | % |
| 1. | Excellent | 3 | 9,99 % |
| 2. | Very Good | 5 | 16,65 % |
| 3. | Good | 14 | 46,62 % |
| 4. | Average | 8 | 26,64 |
| 5. | Poor | - | - |
| 6. | Very Poor | - | - |
| **Total** | | **30** | **100%** |

To see clearly the improvement of the students' speaking accuracy,

the following chart was presented:

**Figure 4.2 : The improvement of the students' speaking fluency**
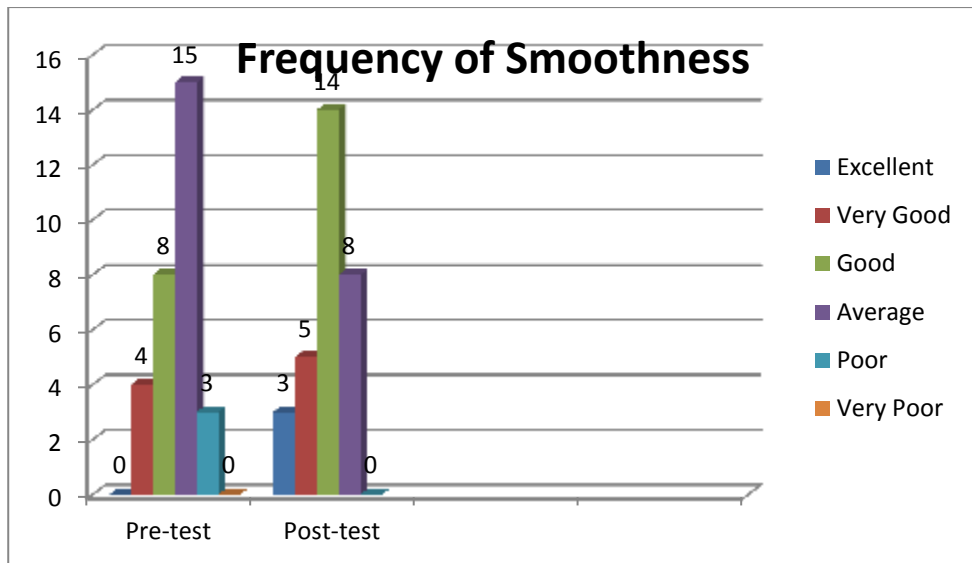


The table above showed that in term of fluency dealt with smoothness. The result of smoothness in pre test 4 (13,32 %) students were classified as Very Good, 8 ( 26,64 %) students were classified as Good, 15 (49,95 %) students were classified as Average, and 3 (9,99 %) students were classified as Poor. After applied the Oral Presentation in post test, the result of smoothness 3 (9,99 %) students were classified as Excellent, 5 (16,65 %) students were classified as Very Good, 14 (46,62 %) students were classified as Good and 8 (26,64 %) students were classified as Average. It is mean that the compentence students for smooth to say the sentence more improve than before students used Oral Presentation Technique in class.

## 5. The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of significance.

a. The rate percentage of the students score obtained through speaking test and the classifications of the students score before they were given the treatments were presented in the table 1 below:

**Table 4.7 The rate of percentage of the students' score before the treatments were given**

| No. | Classification | Score | Pre-Test | |
|---|---|---|---|---|
| | | | F | % |
| 1. | Excellent | 9,6 – 10 | - | - |
| 2. | Very Good | 8,6 – 9,5 | - | - |
| 3. | Good | 7,6 – 8,5 | - | - |
| 4. | Fairly Good | 6,6 – 7,5 | - | - |
| 5. | Fair | 5,6 – 6,5 | - | - |
| 6. | Poor | 3,6 – 5,5 | 7 | 23,31 |
| 7. | Very Poor | 00 – 3,5 | 23 | 75,59 |
| **Total** | | | **30** | **100%** |

Table 4.7 above showed that before the treatment was given, none of the students can be categorized as excellent, very good, good, fairly good, and fair . there are 7 (23,31 %) students got poor score and 23 (75,59 % ) students got the very poor score. The mean score (3,37)

indicated that before the treatment was given. The level of the students speaking abilityin speaking test was categorized into "very poor" classification. It means that the students have less improvement in their speaking ability before the treatment.

b. The classification of the students score after they were given the treatments are presented in the table 2 below:

**Table 4.8 The rate of percentage of the students score after the treatments were given**

| No. | Classification | Score | Post-Test | |
|-----|----------------|-------|-----------|-----|
| | | | **F** | **%** |
| 1. | Excellent | 9,6 – 10 | - | - |
| 2. | Very Good | 8,6 – 9,5 | - | - |
| 3. | Good | 7,6 – 8,5 | - | - |
| 4. | Fairly Good | 6,6 – 7,5 | - | - |
| 5. | Fair | 5,6 – 6,5 | 2 | 6,6 |
| 6. | Poor | 3,6 – 5,5 | 17 | 56,61 |
| 7. | Very Poor | 00 – 3,5 | 11 | 36,63 |
| **Total** | | | **30** | **100%** |

Table 4.8 above showed that after the treatments was given, 2 (6,6 %) students were categorized as Fair, 17 (56,61 %) students was categorized as Poor, , and 11 (36,63 %) students was categorized as very poor. The mean score (4,12 ) indicated that after the treatment were given, the level of the students' speaking ability in speaking test was categorized into "fair" classification.

To see clearly the improvement of the students' speaking accuracy and fluency  the following chart was presented:

**Figure 4.3 : The improvement of the students' speaking score**
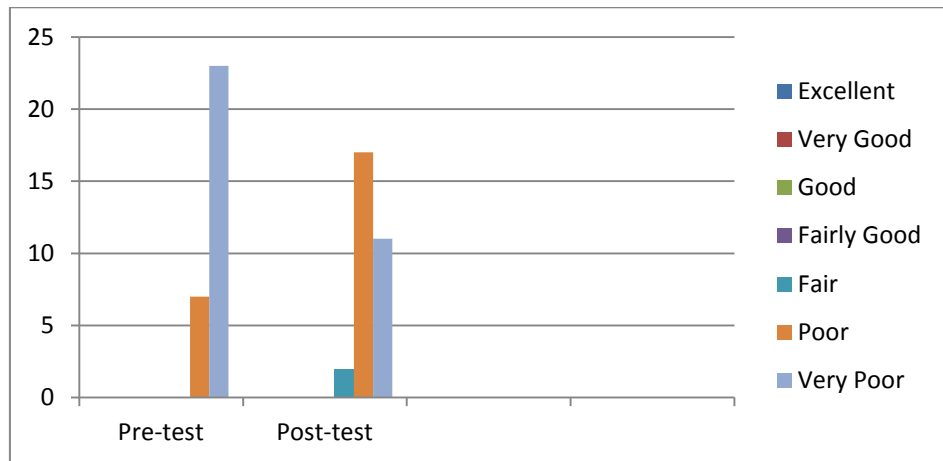


c. The mean score and standard deviation

After having calculated the result of the students pre-test and post-test, students' speaking ability in speaking  test are presented in the table 3 below:

**Table 4.9 The mean score and standard deviation of the students pre-test and post-test**

| Type of test | Mean score | Standard deviation |
|:---:|:---:|:---:|
| **Pre-test** | 3,37 | 0,79 |
| **Post test** | 4,12 | 0,88 |

The table 4.9   above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 3,37   which is classified as "very poor" with standard deviation 0,79  and the mean score of the result of

the students' post-test 4,12 is classified "poor" with standard deviation 0,88.

d. Test significance

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance 0,05 with the degree of freedom ( df ) = N-1 Where N= Number of students (30), the test statistical analysis for non independent sample was applied. The following table shows the result of the t-test analysis.

**Table 4.10 The t-test of the students' speaking ability**

| Speaking Ability | t-test | t-table | Comparison | Classification |
|---|---|---|---|---|
| **The Class** | 6,25 | 2.045 | t-test>t-table | Significantly Different |

Table 4.10 showed the significant difference between T-test and T-table. That t-test value was greater than t-table (t-test> t-table), the final result shows that t-test value for the final score of students' speaking ability was (6,25 > 2.045). It means that there is significant difference between the students' speaking abilitybefore and after using Oral Presentation. It is also said that the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted.

**B. Discussions**

In this part, the discussion deals with the interpretation of finding derived from the result of findings about the observation result of the student speaking ability in terms of accuracy (pronounciation) and fluency (smoothness) in teaching and learning process by using oral presentation technique. It is indicated by the students achievement in pre-test and post-test.

In the treatment process, the researcher made the eaching and learning process by using oral presentation technique. At the first, the students were lazy to participate in learning speaking by oral presentation technique but the researcher encouraged them and made in the classroom more practice. As a result, the students became enjoy and more excited in learning process.

**1. The improvement of the students speaking ability in term of pronounciation**

In term of pronounciation, the students speaking ability improved because based on the prevoius chapter, oral presentation have some advantages in speaking skill. One of them was help student to making decision**.** Oral Presentation helps facilitate the decision making process for students. Such as, when students are given the freedom to choose a topic to present, for instance, in an intermediate level EFL classroom, they are indirectly asked to make a decision and take initiative.

As explained in the prevous finding section, it showed that the use of oral presentation technique improve the students speaking ability. It was supported by the students score of pre-test and post-test. The students speaking score after implemented through oral presentation technique was better before the treatment given to the students.

The result showed that the students mean score of the pronounciation as indicator of the accuracy in pre-test was 3,30,while in thye post-test was 4,13. There was improvement of the students speaking ability from the pre-test to the post-test was 25,15 %.

This research had line with Al-Issa and Al Qubtan (2010:227), stated that presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

So, the result could be concluded that there was a sigbificant improvement in the students achievement after doing the treatment by using oral presentation technique.

2. **The improvement of the students speaking ability in term of smoothness**

The implementation of oral presentation technique in speaking ability could improved the students speaking ability, especially in term of smoothness. The result showed that in smoothness, the students pre-test

was classified as average because mostly the students got that score. While in post-test, the students score was classified as good because mostly the students got good. So, it could be concluded that there was a improvement in students achievement after doing the treatment by using oral presentation technique.

After applying the Oral Presentation Technique in teaching speaking, the researcher found that such an Oral Presentation was effective. During the process of treatment, the researcher observed that the students were very interested in the material that the researcher presented to them. The researcher thought that the teaching speaking through Oral Presentation Technique was helpful to improve their speaking ability. It is can improve students' pronounciation and the smoothness when they are talk.

This research had line with King (2002:401) that oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency.The result showed that oral presentation gave improvement in the students speaking ability and had a positive impact on the students speaking interest. In this research, oral presentation guided the students to speaking and share their idea in front of many people.

In addition, from the pre-test, the mean score of the smoothness was 3,43, while from the post-test, the mean score was 4,10. It showed that fluency achieved better improvement after the implementation of Oral

Presentation Technique was 19,5 %. It mean that the competence students for smooth to say the sentence more improve than before students used Oral Presentation Technique in class.

3. **Hypothesis testing**

After calculating and comparing the t-test value and t-table value, it was found that t-test value was greater than t-table (t-test> t-table), the final result shows that t-test value for the final score of students' speaking ability was (6,25 > 2.045). It means that there is significant difference between the students' speaking abilitybefore and after using Oral Presentation. It is also said that the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted.

Based on the result of the t-test, researcher found that there was a significant difference between studeng speaking ability before and after teaching and learning processed by using oral presentation technique. It was because the students had learned and practice their speaking through oral presentation technique in the classroom and it help them to be easy when they would speak.

Based on the data, it can be concluded that, using oral presentation technique at the tenth grade of SMA 5 Sinjai was improved the students speaking ability.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

Considering the data analysis and the discussions in the previous chapter, the use of Oral Presentation Technique at Tenth grade MIA 4 of SMA 5 Sinjai is effective to improve the students speaking ability. It is proved by the mean score of pre-test and the mean score of post-test was significantly different. It can be seen from the students mean score of pre-test was 3,37, while the mean score of post-test was 4,12. Beside that, the t-test value of the students speaking ability improvement was greater that the t-table value.

## B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. The English teacher should be more creative to choose strategy in teaching speaking, so that the students will be more interested.

2. The english teacher must understand what the students need in the class for making students more active.

3. Oral Presentation Technique should be applied in learning speaking because it is making all students more active in the class and helping students for understand of the text.

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# APPENDICES

## RENCANA PELAKSANAAN PEMBELAJARAN

|                    |                                                           |
|--------------------|-----------------------------------------------------------|
| **Sekolah**        | : SMA Negeri 5 Sinjai                                     |
| **Mata Pelajaran** | : Bahasa Inggris                                          |
| **Kelas /Semester**| : X/ GANJIL                                              |
| **Materi Pokok**   | : Teks deskriptif tentang tempa wisata dan tempat bersejarah terkenal ( Descriptive text  about famous tourism destination  and historical place) |
| **Alokasi Waktu**  | : 8 x 45 (4 x Pertemuan)                                 |

## A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,  kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk

memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

**B.  Kompetensi Dasar (KD) Dan Indikator Pencapaian Kompetensi (IPK)**

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya | **Pertemuan 1**<br>3.4.1  Menentukan fungsi sosial teks deskriptif terkait tempat wisata dan bangunan sejarah terkenal.<br>3.4.2  Mengidentifikasi struktur teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal<br>3.4.3  Mengidentifikasi unsur kebahasaan dari teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal |
| 4.4 Teks *deskrptif*<br>4.4.1  Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, **pendek dan sederhana** terkait tempat wisata dan bangunan bersejarah terkenal<br>4.4.2 Menyusun teks *deskriptif* lisan dan tulis, **pendek dan sederhana**, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | **Pertemuan 2**<br>4.4.1.1 Menemukan ide utama (main idea)  paragraf dan ide pendukung ( supporting idea) teks deskriptif terkait tempat wisata dan dan bangunan bersejarah terkenal.<br>4.4.1.2 Menemukan informasi rinci dan informasi tertentu dari teks deskriptif terkait tempat wisata dan dan bangunan bersejarah terkenal dengan menjawab pertanyaan terkait dengan teks.<br>**Pertemuan 3**<br>4.4.2.1 Menulis teks deskriptif tertulis terkait bangunan bersejarah yang pernah dikunjungidengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks<br>**Pertemuan 4**<br>4.4.2.2 Mendeskripsikan secara lisan tempat wisata yang pernah dikunjungi |

| | dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks |
| --- | --- |

## C. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik dapat:

1. Menentukan fungsi sosial teks deskriptif terkait tempat wisata dan bangunan sejarah terkenal.

2. Mengidentifikasi struktur teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

3. Mengidentifikasi unsur kebahasaan dari teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

4. Menemukan ide utama (main idea)  paragraf dan ide pendukung ( supporting details) teks deskriptif terkait tempat wisata dan dan bangunan bersejarah terkenal.

5. Menemukan informasi rinci dan informasi tertentu dari teks deskriptif terkait tempat wisata dan dan bangunan bersejarah terkenal.

6. Menyusun teks deskriptif tertulis terkait bangunan bersejarah yang pernah dikunjungi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks

7. Mendeskripsikan secara lisan tempat wisata yang pernah dikunjungi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks

**D. Materi Pembelajaran**

1. Fakta : Teks lisan dan tulis dalam bentuk decriptive text tentang tempat wisata dan bangunan bersejarah terkenal.

2. Konsep

   - Fungsi Sosial : Untuk mendeskripsikan tempat tertentu, orang, benda atau binatang.(misalnya tempat wisata dan bangunan bersejarah ( To describe particular place, person or things).

3. Prosedur

   a. Struktur Teks

      - Identification (mention the specific participant).

      - Description ( mention the part, quality, and characteristics of the subject being described)

   b. Unsur Kebahasaan

      - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.

      - The use of adjectives and compound adjectives

        e.g :

            - amazing scenary

            - large black stone

            - a beautiful ancient Roman opera haouse

      - The use of Simple Present Tense , Misal : The hotel ***provides*** 450 rooms and a large swimming pool.

- The use of linking verbs/relating verbs

  - The temple *is* so magnificent

  - The temple *consists* of five terraces

- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

c. Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

## E. Metode Pembelajaran

1. Model : Inquary Learning
2. Metode : Discussion, Think pair and Square, Presentation

## F. Media Pembelajaran

Media / Alat : Hand out, gambar, notebook, speaker, rekaman untuk listening.

## G. Sumber Belajar:

- Buku teks bahasa inggris Kelas X
- Contoh teks deskripsi
- Sumber lain yang relevan

## H. Kegiatan Pembelajaran

Pertemuan ke-1

| Langkah Pembelajaran | Sintaks/Tahapan Pembelajaran | Deskripsi Pembelajaran | Alokasi Waktu |
|---|---|---|---|
| PENDAHULUAN | Kegiatan Awal | 1. Pendidik mengucapkan salam<br>2. Peserta didik menyiapkan kelas.<br>3. Peserta didik membaca doa sebelum pembelajaran dimulai.<br>4. Pendidik mengecek kehadiran siswa | 5' |
| | Apersepsi | 1. Pendidik menyampaikan tujuan pembelajaran<br>2. Pendidik memberikan pertanyaan terkait tempat wisata dan bangunan bersejarah terkenal. | 5' |
| INTI | | 1. Peserta didik dibagi dalam beberapa kelompok.<br>2. Peserta didikmembaca teks deskriptif tentang tempat wisata.<br>3. Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mendiskusikan fungsi sosial dan struktur teks deskriptif.<br>4. Peserta didik secara berkelompok mendiskusikan unsur kebahasaan teks deskriptif yang dibaca misalnya penggunaan simple present tense, adjective atau adjective phrases dalam teks.<br>5. Masing-masing kelompok mempresentasikan hasil diskusinya dan kelompok lain menanggapi. | 70' |
| PENUTUP | | 1. Pendidik dan peserta didik menarik kesimpulan dari hasil diskusi yang telah dilakukan<br>2. Melakukan refleksi tentang proses dan hasil pembelajaran pada hari itu.<br>3. Pendidik memberikan homework ( menjawab pertanyaan bacaan ) dan memotivasi untuk mengerjakan tugas dengan penuh tanggung jawab. | 10' |

| | | 4. Pendidik menyampaikan rencana kegiatan pada pertemuan berikutnya. | |
| | | | |

Pertemuan ke-2

| Langkah Pembelajaran | Sintaks/Tahapan Pembelajaran | Deskripsi Pembelajaran | Alokasi Waktu |
|---|---|---|---|
| PENDAHULUAN | Kegiatan Awal | 1. Pendidik mengucapkan salam<br>2. Peserta didik menyiapkan kelas.<br>3. Peserta didik membaca doa sebelum pembelajaran dimulai.<br>4. Pendidik mengecek kehadiran siswa | 5' |
| | Apersepsi | 1. Pendidik mengulas singkat materi pertemuan sebelumnya.<br>2. Pendidik menyampaikan tujuan pembelajaran<br>3. Pendidik menyampaikan kegiatan akan dilakukan peserta didik. | 5' |
| INTI | | 1. Peserta didikmenyimak dan melengkapi teks rumpang dan bekerja secara berpasangan.<br>2. Dengan bimbingan dan arahan guru, peserta didik mendiskusikan struktur teks deskriptif yang telah dilengkapi.<br>3. Peserta didik secara berkelompok ( terdiri atas 4 peserta didik dalam satu kelompok) mendiskusikan ide utama dan ide pendukung dari setiap paragraf.<br>4. Peserta didik secara berkelompok menemukan informasi rinci dan informasi tertentu dengan menjawab pertanyaan tentang teks yang dibaca..<br>5. Masing-masing kelompok mempresentasikan hasil diskusinya dan kelompok lain menanggapi. | 70' |
| PENUTUP | | 1. Pendidik dan peserta didik menarik kesimpulan tentang materi. | 10' |

| | | 2. Melakukan refleksi tentang proses dan hasil pembelajaran pada hari itu. <br> 3. Pendidik menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.( Menyusun teks tertulis tentang bangunan bersejarah) | |

Pertemuan ke-3

| Langkah Pembelajaran | Sintaks/Tahapan Pembelajaran | Deskripsi Pembelajaran | Alokasi Waktu |
|---|---|---|---|
| PENDAHULUAN | Kegiatan Awal | 1. Pendidik mengucapkan salam <br> 2. Peserta didik menyiapkan kelas. <br> 3. Peserta didik membaca doa sebelum pembelajaran dimulai. <br> 4. Pendidik mengecek kehadiran siswa | 5' |
| | Apersepsi | 1. Pendidik mengulas singkat materi pertemuan sebelumnya. <br> 2. Pendidik menyampaikan tujuan pembelajaran <br> 3. Pendidik menyampaikan kegiatan akan dilakukan peserta didik. | 5' |
| INTI | | 1. Peserta didik dibagi dalam beberapa kelompok. <br> 2. Dengan bimbingan dan arahan guru, peserta didik menyusun draft teks deskripsi tentang bangunan bersejarah yang pernah dikunjungi. <br> 3. Peserta didik menyusun teks deskripsi tentang bangunan bersejarah. <br> 4. Peserta didik merevisi dan menyunting teks deskripsi yang telah disusun. | 70' |
| PENUTUP | | 1. Pendidik dan peserta didik menarik kesimpulan tentang materi. <br> 2. Melakukan refleksi tentang proses dan hasil pembelajaran pada hari itu. <br> 3. Pendidik menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.( Mendeskripsikan tempat wisata | 10' |

| | | secara lisan) | |
|---|---|---|---|

Pertemuan ke-4

| Langkah Pembelajaran | Sintaks/Tahapan Pembelajaran | Deskripsi Pembelajaran | Alokasi Waktu |
|---|---|---|---|
| PENDAHULUAN | Kegiatan Awal | 1. Pendidik mengucapkan salam<br>2. Peserta didik menyiapkan kelas.<br>3. Peserta didik membaca doa sebelum pembelajaran dimulai.<br>4. Pendidik mengecek kehadiran siswa | 5' |
| | Apersepsi | 1. Pendidik mengulas singkat materi pertemuan sebelumnya.<br>2. Pendidik menyampaikan tujuan pembelajaran<br>3. Pendidik menyampaikan kegiatan akan dilakukan peserta didik. | 5' |
| INTI | | 1. Peserta didik dibagi dalam beberapa kelompok.<br>2. Setiap anggota kelompok secara bergiliran mendeskripsikan tempat wisata yang berbeda yang pernah dikunjungi. | 70' |
| PENUTUP | | 1. Pendidik dan peserta didik menarik kesimpulan tentang materi.<br>2. Melakukan refleksi tentang proses dan hasil pembelajaran pada hari itu.<br>3. Pendidik menyampaikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya. | 10' |

## I. Teknik Penilaian

1. KRITERIA PENILAIAN

- Tingkat ketercapaian dalam membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal.

- Tingkat ketercapaian dalam menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal.

- Tingkat ketercapaian dalam menyusun teks deskriptif secara tertulis dan mendeskripsikan secara lisantempat wisata dan banguan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2. Cara Penilaian:

❖ Sikap:

- Melakukan observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.

- Observasi terhadap sikap positif dan sikap negative siswa dalam proses pembelajaran.

❖ Pengetahuan

- Melakukan tes secara tertulis dan penugasan

❖ Keterampilan:

- Melakukan penilaian terhadap teks deskriptif tertulis yang telah disusun oleh peserta didik melalui rubrik penilaian menulis.

- Melakukan pengamatan terhadap performancepeserta didik dalammendeskripsikan secara lisan tempat wisata yang telah dikunjungi.

Rubrik penilaian sikap spiritual dan sikap sosial

| NO | HARI/ TANGGAL | NAMA PESERTADIDIK | CATATAN PRILAKU | BUTIR SIKAP | POS/NEG | TINDAK LANJUT | PREDIKAT |
|----|---------------|-------------------|-----------------|-------------|---------|---------------|----------|
| 1. | | | | | | | |
| 2. | | | | | | | |
| | | | | | | | |

Rubrik penilaian keterampilan :

1. Speaking

| NO | NAMA PESERTA DIDIK | PRONOUNCIATION | FLUENCY | GRAMMAR | VOCABULARY | COMPREHENSION | SCORE |
|----|--------------------|----------------|---------|---------|------------|---------------|-------|
| 1. | | | | | | | |
| | | | | | | | |
| | | | | | | | |

2. Writing

| No. | Nama Peserta Didik | Ide penulisan | Struktur text | Grammar | Vocabulary | Score |
|-----|--------------------|---------------|---------------|---------|------------|-------|
| 1 | | | | | | |
| 2 | | | | | | |
| | | | | | | |

3. Pembelajaran Remedial dan Pengayaan Pembelajaran remedial dilakukan

setelah kegiatan penilaian.

Format Remedial

| NO | NAMA PESERTA DIDIK | IPK | Pengayaan/ Remedial | Rencana Kegiatan |
|----|--------------------|-----|---------------------|------------------|
| 1. | | | | |
| 2. | | | | |

Sinjai,  17  September 2018

Mengetahui

Guru Mata Pelajaran                                    Mahasiswa

**HERLINA RAUF, S.Pd**                          **NURHILALIAH**

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**LAMPIRAN RPP**

**Lampiran 1**

**KD. 3.4** dan **KD. 4.4.1 , 4.4.2**

Materi Pembelajaran

1.  The social function of descriptive text is to describe particular place, person or things.

2.  Text organization :

    - Identification (mention the specific participant).

    - Description ( mention the part, quality, and characteristics of the subject being described)

3.  Language Features:

    - The use of adjectives and compound adjectives

      e.g :

        - amazing scenary

        - large black stone

        - a beautiful ancient Roman opera haouse

    - The use of Simple Present Tense , Misal : The hotel **provides** 450 rooms and a large swimming pool.

    - The use of linking verbs/relating verbs

      - The temple **is** so magnificent

      - The temple **consists** of five terraces

- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.

**Contoh Teks Deskriptif**

## The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

**A. Read the following text carefully.**



| Identification<br>identify subject to<br>be described | → | **Borobudur is a Hindu – Buddhist temple** → | Simple Present tense |

**Borobudur is a Hindu – Buddhist temple** built in the nineth century under the Syailendra dynasty of java. Borobudur is located near Magelang, on the Island of Java, Indonesia.

**Description** describe the quality →

Abondoned in the 11th century and partially excavated by archeologist in the early 20th century, Borobudur temple **is** well-known all over the world.

**Influenced by the Gupta architecture of India,** the temple is constructed on a hill 46 m (150 ft)high and consists of eight -step like stone terraces, one on the top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist

sculpture in bas-relief;the upper three are circular, each with a circle of **bell shape-stupas** (Buddhist shrines).

The entire edifice is crowned by a large stupa at the center at the centre of the **top** circle. The way to the summit extends through some 4.8 km of passage and starways.

The design of Borobudur, a temple mountain symbolizing the structure of universe, is **similar to** the temples built at Angkor, Cambodia.

**Parts**

**Characteristics**

The Borobudur Temple, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

Relating verbs

Participle phrases

Compound Adjectives

Adjectives

Comparative degree

Find out:

1. What is the text talking about?

2. What is the purpose of the writer in this text?

3. What is the text organization/text structure of the text above

4. Does the text use adjectives? Mention some of them?

5. Is the text written in Simple Present Tense? Why?

6. When was Borobudur temple built?

7. What makes Borobudur temple so well-known?

8. What specific parts does Borobudur have?

SOAL LISTENING

Listen to this monolog and fill in the blanks. Then answer the questions.

Descriptive Text

Structure Text

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an (1) ...........................city. Its population is about three million people. Most Singaporeans live in high-rise (2)..............................

Uhm.......Singapore is a beautiful city with lots of parks and open (3)...........................It is also a very clean city. You know, the business (4).........................is very modern, with lots of tall and new (5)....................

Now, let me tell you about the old section of the city. In Chinatown there are

rows of old shop (6).............................The government buildings in Singapore are also very (7).........................and (8).........................They date back to the British (9)...........................days.

Shopping! Wow, this is the part that I like very much! Singapore is (10) ............................for its many great shopping centers. Most of goods are duty free. It's heaven for shoppers.

cWhat about food? Uhmm.....yummy....yummy. It's (11).........................Singapore's restaurants (12).......................chinese, Indian, Malay, and European food, and the prices are quite (13).........................I bet you'll like it.

Well, since Singapore lies near the equatorial line, of course, it has a tropical climate, with nice weather in both dry and (14)..............................seasons.
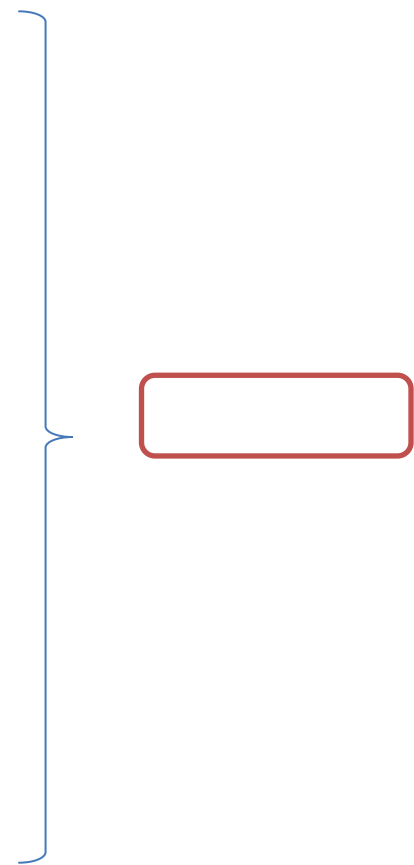
Find Out :

1. What is the topic of the monolog above ?

2. What is the population of Singapore ?

3. What does Singapore look like ?

4. What can you find in the old part of the city ?

5. Why is Singapore considered heaven for shoppers ?

6. Do Singaporean foods taste good ?

7. How is the weather in Singapore ?

8. What is the purpose of the speaker talking about Singapore ?


Answer Key :

| | |
|---|---|
| 1. island | 8. antique |
| 2. apartments | 9. colonial |
| 3. spaces | 10. famous |
| 4. district | 11. delicious |
| 5. buildings | 12. provide |
| 6. houses | 13. reasonable |
| 7. unique | 14. rainy |


1. Singapore

2. 3 million peoples

3. Beautiful city lots of park and a very clean city

4. In China town, rows of Old Shop

5. Most of the goods are duty free

6. Yes

7. A tropical climate with nice weather in both dry and rainy seasons

8. To describe about Singapore

Lampiran 2

Instrumen Penilaian

Pengetahuan:

**Choose the best answer to each question from the alternatives given.**

Text 1

### Pingvellir

Pingvellir is  a very famous historic place in Iceland where a lot of things happened, which have influenced the Icelandic history.

Pingvellir was reserved in 1928 and became a national park. Now there is a fence all around Pingvellir to protect it from sheep and other animals which can destroy the vegetation. Pingvellavatn, which is in Pingvellir, is the largest lake in Iceland. It is 83,7 km2, and 144 m deep. There are many kinds of fish in the lake, like trouts, and tiddlers.

Pingvellir is also a very famous tourism place and thousands of people come there every year to see his smashing nature and its beautiful surroundings.

Men have tried to do anything they can do to protect this old, famous place. They have put fences all around Pingvellir and there are special rules. They have also made any paths and you only allowed to camp on special places, to

protect the vegetation. They have rebuilt the houses and many things for the travel industry.

1. What does the text describe?

  a. A famous tourism place     d. A smashing nature

  b. Kinds of fish in the lake     e. A travel industry

  c. The Pingvellavatn

2. Which statement is TRUE according to the text?

  a. The fence protects tourists.

  b. Pingvellavatn is the largest island

  c. The visitor can camp at any place

  d. Pingvellir is a famous historic place

  e. Everyday a lot of people visit Pingvellir

3. "Pingvellir was <u>reserved</u> in 1928.." (Ph. 2)

  The underlined word is synonymous with….

  a. built   b. replaced  c. booked  d. restored  e. remained

4. What is the social function of the text above?

  a. explain about Pingvellir

  b. retell about Pingvellir

  c. give information about Pinvellir

  d. describeabout Pingvellir.

  e. persuade readers to come to Pingvellir.

5. The structure of text above is….

  a. Opening, content, closing

b. Identification, description

c. Orientation, complication, resolution

d. Orientation, evaluation, complication

e. General statement, a sequenced explanation

**Text 2**

Tujuh Lake is one of the many lakes inKabupaten Kerinci in Jambi province. It is an amazing tourist place to visit. The location of Gunung TujuhLake is in Kecamatan Kayu Aro. It is about 50 km from Sungai Penuh to Pelompek village by publictransport. Then people climb and walk for another 4km or for 2.5 hours. The lake is surrounded by steepforest slopes and seven mountains. The highest peak of Gunung Tujuh Lake is 1,950 m above sea level. Thelength of the lake is 4,5 km and the width is 3 km. It is a volcanic lake and the highest in Southeast Asia. Thetemperature around the lake is very cold. Besideswaterfalls you can also find animals such as siamang.elephants and birds. Gunung Tujuh Lake is reallybeautiful with a spectacular scenery.

6. What does the text mainly talk about?

    a. Amazing tourist resorts in Jambi,

    b. Gunung Tujuh Lake in Jambi.

    c. Volcanic lakes in Jambi,

    d. Steep forest slopes in Jambi.

    e. Waterfalls in Jambi.

7. The main idea of the text is that ...

a. Gunung Tujuh Lake is a beautiful tourist resort

b. the location of Gunung Tujuh Lake is difficult toreach

c. Gunung Tujuh Lake is the only lake in Sumatra

d. tourists from Southeast Asia visit this beautifullake

e. the animals are more attractive than the lake itself

8. Which statement is TRUE according to the text?

a. The lake is 3 km long,

b. Gunung Tujuh Lake is not a volcanic lake.

c. Gunung Tujuh Lake is 4.5 km away from SungaiPenuh.

d. There are steep forest slopes and seven mountainsaround the lake,

e. Siamangs are the only animals that can be found inGunung Tujuh Lake.

9. "Gunung Tujuh Lake is really beautiful with aspectacular scenery."

The underlined word means ...

a. amusing      b. remarkable  c. lovely        d. pretty        e. touching

10. "The lake is surrounded by steep ..."

The underlined word means almost ...

a. vertical       b. broad        c. deep         d. high          e. large

**Keterampilan:**

1. Work in a group of four. Make a short description about historical place you once visited. Use the following questions and outlines to guide you.

   Questions:

   a. What is the name of the building?

   b. Where is it?

c. What does it look like?

d. What history do people know about the building?

e. Is there any information saying that the building is mysterious?

Outline:

```
┌────────────────────────────────────────┐
│           Identification               │
│   Identify the subject to be described │
└────────────────────────────────────────┘
                    │
                    ▼
┌────────────────────────────────────────┐
│              Description               │
│ Describe the quality, characteristics  │
│              and parts                 │
└────────────────────────────────────────┘
```
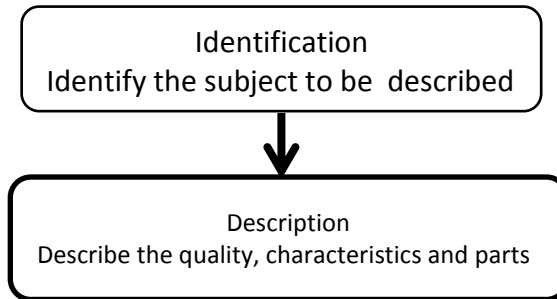
2. Work individually.Practice to describe about tourism destination you've visited. Report to the class.

**RUBRIK PENILAIAN**

**Pengetahuan:**

Skor maksimal untuk soal Pilihan Ganda = 10

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa    x 100

        Skor maksimal

**Keterampilan:**

**1.    Rubrik Monolog**

| Kriteria | Skor 4 | Skor 3 | Skor 2 | Skor 1 |
|---|---|---|---|---|
| 1. Pelafalan (pronouncing) | Lafal dapat difahami meskipun dengan aksen tertentu | Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman | Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering. | Hampir selalu kelur dalam pelafalan sehingga tidak dapat dimengerti |
| 2. Tata Bahasa (Grammar) | Hampir tidak ada kekeliruan tata bahasa | Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti | Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan | Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami |
| 3. Kosakata (Vocabulary) | Kadang-kadang pelafalan | Sering menggunakan kosakata yang | Menggunakan kosakata yang salah | Kosakata sangat terbatas |

| | | | | |
|---|---|---|---|---|
| | tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai | tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas. | sehingga tidak dapat difahami. | sehingga tidak memungkinkan terjadinya dialog |
| 4. Kelancaran (Fluency) | Monolog lancar, sangat sedikit menemui kesulitan | Tidak terlalu lancar karena menemui kesulitan bahasa | Sering ragu dan berhenti karena keterbatasan bahasa | Sering berhenti dan diam selama monolog sehingga monolog tidak tercipta |
| 5. Pemahaman (Comprehension) | Seluruh isi monolog dapat difahami meskipun sesekali ada pengulangan pada bagian-bagian tertentu | Sebagian besar Isi monolog dapat dimengerti meskipun ada beberapa pengulangan | Sulit untuk mengikuti monolog yang dilakukan kecuali pada bagian monolog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan. | Tidak dapat difahami bahkan dalam bentuk monolog yang singkat sekalipun |

Cara Penilaian Monolog:

| No. | Nama Siswa | Perolehan Skor | | | | | Jumlah skor perolehan |
|---|---|---|---|---|---|---|---|
| | | Kriteria ke-1 | Kriteria ke-2 | Kriteria ke-3 | Kriteria ke-4 | Kriteria ke-5 | |
| 1. | | | | | | | |
| 2 | | | | | | | |

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa   x 100

Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh

  siswa dari kriteria ke-1 sampai dengan ke-5

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan

  jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal=

  4x5 = 20

**Rubrik penilaian menulis (Descriptive text)**

2.  **Rubrik Penilaian Menulis**

| Kriteria | Skor 4 | Skor 3 | Skor 2 | Skor 1 |
|---|---|---|---|---|
| Ide Penulisan | Ide yang dipilih orisinal, Ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan terarah, | Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan . |
| Organisasi/ Struktur Teks dan isi | Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami. | Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 1 atau bahkan tidak memnuhi semua kriteria yang ditetapkan |
| Tata Bahasa | Tidak ada | Ada beberapa | Sering | Banyak |

| | kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas | kesalahan tata bahasa namun tidak terlalu berpengaruh terhadap makna kalimat dan isi teks | ditemukan kesalahan tata bahasa, namun makna dan isi teks masih dapat dipahami | sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami |
|---|---|---|---|---|
| Perbendahara an Kata | Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi lexical dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar | Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan | Hanya memenuhi 1 atau bahkan tidak memnuhi semua kriteria yang ditetapkan |

Cara Penilaian keterampilan menulis :

| No. | Nama peserta didik | Perolehan Skor | | | | Jumlah skor perolehan |
|---|---|---|---|---|---|---|
| | | Kriteria ke-1 | Kriteria ke 2 | Kriteria ke 3 | Kriteria ke 4 | |
| 1 | | | | | | |
| 2 | | | | | | |

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal/ideal

Keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh

siswa dari kriteria ke-1 sampai dengan ke-4.

- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal/ideal= 4x4 = 16

Sinjai, 17 September 2018

Mengetahui

Guru Mata Pelajaran                    Mahasiswa

**HERLINA RAUF, S.Pd**                **NURHILALIAH**

NIP.19800622 201101 2 003            NIM : 10535583014

**APPENDIX B**

## Teaching Materials

❖ **First Meeting and Second Meeting**

Descriptive Text

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

**The features:**

- The topic is usually about the attributes of a thing.

- Third person pronoun forms are used.

**The examples:**

- Requirements for employment

- The appearance of a person

- The details of a location

**Text Organization**

- Introduction

  Introduction is the part of the paragraph that introduces the character.

- Description

  Description is the part of the paragraph that introduces the character.

*Study the picture!*



It is a cat. It is very cute and cuddly. It has white and black fur. Its tail is

long with white stripes

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





The king of the jungle. Tigers

It has a train of dazzling

are strong swimmers.

Feathers

- 2<sup>nd</sup> Meeting

**Work in groups.**

*Go outside the classroom and find some animals or plants. Make*

*descriptions about them. Then, present your task in front of the class.*

❖ **Third Meeting and fourth Meeting**

**Simple Present Tense**

Simple present tense digunakan untuk mengungkapkan/menggambarkan suatu peristiwa/kejadian/kebiasaan setiap saat sekarang dalam bentuk yang paling sederhana dan merupakan tindakan atau aktivitas sehari-hari atau yang dilakukan berulang-ulang.

**a. Bentuk Nominal**

(+) **S + To Be + Non Verb**

(-) **S + To be + Not + Non Verb**

(?) **To be + S + Non verb**

Where **To be** here are **am/is/are**

Examples :

- I am a new student here.

- They are at home every evening.

- She is very rich.

**b. Bentuk Verbal**

a. Bentuk Verbal

(+) **S + V1$_{(s/es)}$ + O/C**

(-) **S + do/does+ Not + V1**

(?) **Do/does + S + V1**

Examples :

- I go to Surabaya every Sunday.

- They learn English at school.

- He watches TV in the evening.


Descriptive Text



**Bongo the Orangutan**

**Source**: *www.omepage.mac.com*

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

**Work in Groups!**

*Write a description for each of the following pictures (animal or plant). Use the words given next to pictures. These guiding questions will help you to make good descriptions. After finishing, present in front of the class.*

1. What is the name of the animal or plant?

2. Where does it live?

3. What are the physical features?

4. What is the unique about it?

❖ **Fifth Meeting and Sixth Meeting**

*Describe all of these pictures orally into text descriptive.*



1. **Introduce the pictures into descriptive text**

2. **Describe the pictures into descriptive text**

❖ **Seventh Meeting and Eighth Meeting**

*Work in groups. Look at the picture. Then answer the question orally.*



❖

The questions:

1. What picture is it?

2. Have you ever stayed in this kind of room?

3. What do you usually find in a hotel room?

**Text 1**

## My Lovely House



I live with my parents and two brothers in a nice little house on the suburban area of Bogor. I really love our house. It's not large, but very shasy and pretty since my parents grow many fruits and flowers in a yard.

My house is a two-storey building. It has living room, a family room, and a large kitchen on the first floor. All bedrooms are located on the second floor. There is also another family room on the second floor. Wespend our time together there every evening.

My favourite room in the house is the kitchen. It is a very clean and everything is arranged nicely. As you enter the kitchen, you will see a table in front of you. It is on the right side of the room. Behind the table is a window. On the window shelf, there is a plant and a candle. On the left side of the room, there is a sink, refrierator, and cabinets. There is a long counter and beautiful bouquet of flowers.

Besides the kitchen, I also like my bedroom. But unlike the kitchen, my bedroom is quite messy. I like it because I can do a lot of things there.

**Text 2**



     Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

     Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favourite place to visit.

**APPENDIX C**
**Pre-test**

| | | |
|---|---|---|
| Name | : | |
| Reg. Number | : | |
| Class | : | |

**ACTIVITY**     : Speaking Test
**TIME**       : 2 x 45 minutes
 **INSTRUCTION**   **:** Select one of the topics available below! At least two paragraphs and then present it in front of the class. *(Teacher will give the students ten until fifteen minutes to think before come out their opinion)*

1. **Economic**

2. **Educational**

3. **Politic**

4. **Social**

**Post-test**

| Name | : |
|---|---|
| Reg. Number | : |
| Class | : |

**ACTIVITY**         : Speaking Test
**TIME**                 : 2 x 45 minutes
 **INSTRUCTION**    **:** Select one of the topics available below! At least two paragraphs and then present it in front of the class. *(Teacher will give the students ten until fifteen minutes to think before come out their opinion)*

1. **Technology and Teenager**

2. **Educational**

3. **Lifestyle**

4. **Cheatting in the Examination**

# APPENDIX D

## THE RESULT OF THE STUDENTS' SPEAKING ABILITY IN PRE TEST

| Sample | Pre-Test | | Score | Classification |
| --- | --- | --- | --- | --- |
| | Accuracy | Fluency | | |
| | Pronounciation | Smoothness | | |
| 1 | 3 | 3 | 3 | Very Poor |
| 2 | 3 | 3 | 3 | Very Poor |
| 3 | 3 | 3 | 3 | Very Poor |
| 4 | 3 | 4 | 3,5 | Very Poor |
| 5 | 3 | 4 | 3,5 | Very Poor |
| 6 | 3 | 3 | 3 | Very Poor |
| 7 | 4 | 3 | 3,5 | Very Poor |
| 8 | 4 | 5 | 4,5 | Poor |
| 9 | 3 | 4 | 3,5 | Very Poor |
| 10 | 3 | 3 | 3 | Very Poor |
| 11 | 5 | 5 | 5 | Very Poor |
| 12 | 3 | 2 | 2,5 | Very Poor |
| 13 | 3 | 3 | 3 | Very Poor |
| 14 | 4 | 5 | 4,5 | Poor |
| 15 | 3 | 3 | 3 | Very Poor |
| 16 | 3 | 3 | 3 | Very Poor |
| 17 | 3 | 3 | 3 | Very Poor |
| 18 | 3 | 2 | 2,5 | Very Poor |
| 19 | 2 | 3 | 2,5 | Very Poor |
| 20 | 4 | 4 | 4 | Poor |
| 21 | 3 | 3 | 3 | Very Poor |
| 22 | 5 | 4 | 4,5 | Poor |
| 23 | 4 | 4 | 4 | Poor |
| 24 | 3 | 3 | 3 | Very Poor |
| 25 | 5 | 5 | 5 | Poor |
| 26 | 3 | 4 | 3,5 | Very Poor |
| 27 | 2 | 3 | 2,5 | Very Poor |
| 28 | 2 | 3 | 2,5 | Very Poor |
| 29 | 2 | 2 | 2 | Very Poor |
| 30 | 5 | 4 | 4,5 | Poor |
| $\sum X$ | 99 | 103 | 101 | |
| X | 3,30 | 3,43 | 3,37 | |

## APPENDIX E

## THE RESULT OF THE STUDENTS' SPEAKING ABILITY IN POST-TEST

| Sample | Post-Test | | Score | Classification |
|--------|-----------|----------|-------|----------------|
| | Accuracy | Fluency | | |
| | Pronounciation | Smoothness | | |
| 1 | 4 | 3 | 3,5 | Very Poor |
| 2 | 4 | 4 | 4 | Poor |
| 3 | 3 | 3 | 3 | Very Poor |
| 4 | 4 | 5 | 4,5 | Poor |
| 5 | 6 | 6 | 6 | Fair |
| 6 | 5 | 4 | 4,5 | Poor |
| 7 | 4 | 4 | 4 | Poor |
| 8 | 5 | 4 | 4,5 | Poor |
| 9 | 4 | 5 | 4,5 | Poor |
| 10 | 4 | 4 | 4 | Poor |
| 11 | 5 | 5 | 5 | Poor |
| 12 | 3 | 3 | 3 | Very Poor |
| 13 | 3 | 4 | 3,5 | Very Poor |
| 14 | 4 | 4 | 4 | Poor |
| 15 | 4 | 3 | 3,5 | Very Poor |
| 16 | 3 | 4 | 3,5 | Very Poor |
| 17 | 4 | 5 | 4,5 | Poor |
| 18 | 3 | 4 | 3,5 | Very Poor |
| 19 | 4 | 3 | 3,5 | Very Poor |
| 20 | 4 | 4 | 4 | Poor |
| 21 | 3 | 3 | 3 | Very Poor |
| 22 | 5 | 4 | 4,5 | Poor |
| 23 | 4 | 4 | 4 | Poor |
| 24 | 4 | 4 | 4 | Poor |
| 25 | 6 | 6 | 6 | Poor |
| 26 | 6 | 5 | 5,5 | Poor |
| 27 | 3 | 3 | 3 | Very Poor |
| 28 | 4 | 4 | 4 | Poor |
| 29 | 3 | 3 | 3 | Very Poor |
| 30 | 6 | 6 | 6 | Fair |
| $\sum X$ | 124 | 123 | 123,5 | |
| X | 4,13 | 4,10 | 4,12 | |

# APPENDIX F

## The Students' Total Score

| Sample | Score | | $(X_1)^2$ | $(X_2)^2$ | D | $D^2$ |
|--------|-------|-------|-----------|-----------|-----------|-------|
| | Pre-test $(X_1)$ | Post-test $(X_2)$ | | | $(X_2 - X_1)$ | |
| 1 | 3 | 3,5 | 9 | 12,25 | 0,5 | 0,25 |
| 2 | 3 | 4 | 9 | 16 | 1 | 1 |
| 3 | 3 | 3 | 9 | 9 | 0 | 0 |
| 4 | 3,5 | 4,5 | 12,25 | 20,25 | 1 | 1 |
| 5 | 3,5 | 6 | 12,25 | 36 | 2,5 | 6,25 |
| 6 | 3 | 4,5 | 9 | 20,25 | 1,5 | 2,25 |
| 7 | 3,5 | 4 | 12,25 | 16 | 0,5 | 0,25 |
| 8 | 4,5 | 4,5 | 20,25 | 20,25 | 0 | 0 |
| 9 | 3,5 | 4,5 | 12,25 | 20,25 | 1 | 1 |
| 10 | 3 | 4 | 9 | 16 | 1 | 1 |
| 11 | 5 | 5 | 25 | 25 | 0 | 0 |
| 12 | 2,5 | 3 | 6,25 | 9 | 0,5 | 0,25 |
| 13 | 3 | 3,5 | 9 | 12,25 | 0,5 | 0,25 |
| 14 | 4,5 | 4 | 20,25 | 16 | -0,5 | 0,25 |
| 15 | 3 | 3,5 | 9 | 12,25 | 0,5 | 0,25 |
| 16 | 3 | 3,5 | 9 | 12,25 | 0,5 | 0,25 |
| 17 | 3 | 4,5 | 9 | 20,25 | 1,5 | 2,25 |
| 18 | 2,5 | 3,5 | 6,25 | 12,25 | 1 | 1 |
| 19 | 2,5 | 3,5 | 6,25 | 12,25 | 1 | 1 |
| 20 | 4 | 4 | 16 | 16 | 0 | 0 |
| 21 | 3 | 3 | 9 | 9 | 0 | 0 |
| 22 | 4,5 | 4,5 | 20,25 | 20,25 | 0 | 0 |
| 23 | 4 | 4 | 16 | 16 | 0 | 0 |
| 24 | 3 | 4 | 9 | 16 | 1 | 1 |
| 25 | 5 | 6 | 25 | 36 | 1 | 1 |
| 26 | 3,5 | 5,5 | 12,25 | 30,25 | 2 | 4 |
| 27 | 2,5 | 3 | 6,25 | 9 | 0,5 | 0,25 |
| 28 | 2,5 | 4 | 6,25 | 16 | 1,5 | 2,25 |
| 29 | 2 | 3 | 4 | 9 | 1 | 1 |
| 30 | 4,5 | 6 | 20,25 | 36 | 1,5 | 2,25 |
| ∑X | 101 | 123,5 | 358,5 | 531,25 | 22,5 | 30,3 |
| X | 3,37 | 4,12 | 11,95 | 17,7083 | 0,75 | 1,0 |

# APPENDIX G

## The Students Mean Score of the Students' Test

**A. Speaking Ability**

**Mean Score of the Students Pre-Test**

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

$\sum X_1 = 101$

$N = 30$

$$X = \frac{101}{30}$$

$X = 3,37$

**Mean Score of the Students' Post-Test**

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

$\sum X_2 = 123,5$

$N = 30$

$$X = \frac{123,5}{30}$$

$X = 4,12$

## B. Speaking Ability in term of Accuracy

**Mean Score of the Students Pre-Test**

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

$$\sum X_1 = 99$$

$$N = 30$$

$$X = \frac{99}{30}$$

$$X = 3,30$$

**Mean Score of the Students' Post-Test**

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

$$\sum X_2 = 124$$

$$N = 30$$

$$X = \frac{124}{30}$$

$$X = 4,13$$

## C. Speaking Ability in term of Fluency

### Mean Score of the Students Pre-Test

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

$\sum X_1 = 103$

$N = 30$

$X = \frac{103}{30}$

$X = 3{,}43$

### Mean Score of the Students' Post-Test

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

$\sum X_2 = 123$

$N = 30$

$X = \frac{123}{30}$

$X = 4{,}10$

# APPENDIX H

## The Percentage of Increasing Achievement

1. The Improvement of the Students' Speaking Ability

    $P = \dfrac{X2-X1}{X1} \; x \; 100$

    $P = \dfrac{4,12-3,37}{3,37} x \; 100$

    $P = \dfrac{0,75}{3,37} x \; 100 = 22,25\%$

2. The Improvement of the Students' Accuracy

    $P = \dfrac{X2-X1}{X1} \; x \; 100$

    $P = \dfrac{4,13-3,30}{3,30} x \; 100$

    $P = \dfrac{0,83}{3,30} x \; 100 \; = 25,15\%$

3. The Improvement of the Students' Fluency

    $P = \dfrac{X2-X1}{X1} \; x \; 100$

    $P = \dfrac{4,10-3,43}{3,43} x \; 100$

    $P = \dfrac{0,67}{3,43} x \; 100 = 19,53\%$

**Students Standard Deviation in Pre-Test and Post-Test**

1. **Standard deviation in pre-test**

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

$$SD = \frac{\sqrt{358{,}5 - \frac{(101)^2}{30}}}{30 - 1}$$

$$SD = \frac{\sqrt{358{,}5 - \frac{10201}{30}}}{29}$$

$$SD = \frac{\sqrt{358{,}5 - 340{,}03}}{29}$$

$$SD = \frac{\sqrt{18{,}47}}{29}$$

$$SD = \sqrt{0{,}63}$$

$$SD = 0{,}79$$

2. **Standard deviation in post-test**

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

$$SD = \frac{\sqrt{531{,}25 - \frac{(123{,}5)^2}{30}}}{30 - 1}$$

$$SD = \frac{\sqrt{531{,}25 - \frac{15252{,}25}{30}}}{29}$$

$$SD = \frac{\sqrt{531{,}25 - 508{,}41}}{29}$$

$$SD = \frac{\sqrt{22{,}84}}{29}$$

$$SD = \sqrt{0{,}78}$$

$$SD = 0{,}88$$

**Test of significant Difference**

A. **T-Test**

Notes: $\sum D = 22,5$
$\qquad \sum D^2 = 30,3$
$\qquad N = 30$

$D = \dfrac{\sum D}{N} = \dfrac{22,5}{30} = 0,75$

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

$t = \dfrac{0,75}{\dfrac{\sqrt{30,3 - \frac{(22,5)2}{30}}}{30\,(30-1)}}$

$t = \dfrac{0,75}{\dfrac{\sqrt{30,3 - \frac{(506,25)}{30}}}{30(29)}}$

$t = \dfrac{0,75}{\dfrac{\sqrt{30,3 - 16,875}}{870}}$

$t = \dfrac{0,75}{\dfrac{\sqrt{13,425}}{870}}$

$t = \dfrac{0,75}{\sqrt{0,015}}$

$t = \dfrac{0,75}{0,12} = 6,25$

B. **T-Table**

For level of significance (D) = 0,05
Degree of freedom (df) = N-1=30-1=29
t- Table = 2.045

**APPENDIX K**

**TRANSCRIPT OF THE STUDENTS PRE-TEST IN SPEAKING**

Assalamualaikum warahmatullahi wabarakatuh.

My name is Zahwa Amalia Jamal, I wanna explain about education.

Right now, education in indonesia is bigen to develop. So many children are very creative. They like to make something, like making pencil case from a bottle. *Bices* it can look different and according to their *wisis*. Beside, it can reduse west in Indonesia. So, *nou* there are many compeny that save the pencil case.

# APPENDIX L

## TRANSCRIPT OF THE STUDENTS POST-TEST IN SPEAKING

Assalamualaikum warahmatullahi wabarakatuh.

My name is Zahwa Amalia Jamal, I wanna explain about lifestyle.

Lifestyle is a part of human secondary needs and it can changes depending the time or someone. Lifestyle is influence by the globalization of the economic media industry. Lifestyle has influence but **.....** but lifestyle has not only for women but also man. Lifestyle can be seen interm how to dress,habbit and others. **.......** not all of lifestyle can be emlet. There are a good lifestyle and bad lifestyle. A good lifestyle such as eating and resting regulerly excercising dilligently and others. While bad lifestyle such as eating caressly ,prisefully and others.

Thank you for your attention

Wassalamualaikum warahmatullahi wabarakatuh.

# APPENDIX M

## DOCUMENTATION

1. Process teaching and learning

2. The teacher explain the material tothe students

3. Pre and post test

**CURRICULUM VITAE**

The writer, Nurhilaliah, was born on July $8^{th}$, 1996 in Sinjai from the marriage of Bakri (the late) and Sarifah. She is the second of two siblings.

She began her studies in elementary school (SD Negeri No. 03 Sinjai) in 2002 and graduated in 2008. In the same year, she continued her study to junior high school (SLTP Neg. 2 Sinjai) and graduated in 2011, then she continued her study to senior high school (SMA Neg. 2 Sinjai) and graduated in 2014. And in August 2014, she was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of her study, She could finish her thesis with title **Oral Presentation Technique to Improve the English Speaking Ability of the Student at Senior High School 5 Sinjai.**