

**THE USE OF STORY SEQUENCE AS AN ALTERNATIVE
MEDIUM TO ENHANCE STUDENTS' SPEAKING SKILL**

*(Pre-Experimental Research at the Second Grade Students of SMAN
19 Gowa)*



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan*

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2018**



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MOTTO



*As in grant my prayer, I am grateful because that's my desire.
When my prayer was not granted, I'm more grateful because that is the
choose from Allah.*

Ali bin Abi Thalib



*I dedicated this thesis for my parents (Tajuddin & Jumiati), my family,
and my best friend who give me a pray and support to achieve my wish
to be real.*

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ABSTRACT

Annisa Fatimatus Zahra. 2018. The Use of Story Sequence as An Alternative Medium to Enhance Students' Speaking Skill (Pre-Experimental Research at The Second Grade Students of SMAN 19 Gowa), under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Ummi Khaerati Syam and Nunung Anugrawati.

The objective of this research was to find out the improvement of the students' speaking skill in term of accuracy and fluency by using Story Sequence as An Alternative Medium.

The researcher applied Pre-experimental research with one group pre-test and post-test. The researcher used purposive sampling technique. The researcher applied speaking test that was oral test to collect the data. The sample of the research was 30 students in class XI MIA 3. The researcher took the data real from the school to know the students' speaking skill.

The research findings showed that the second grade students' of SMAN 19 Gowa have poor score in pre-test. After given the treatments, their speaking skill was enhanced especially in term of accuracy and fluency. The calculating of the t-test value showed that t-test of accuracy 24.92, then comparing with t-table and t-test ($24.92 > 2.045$). T-test of fluency got score 20.53, then comparing with t-table and t-test ($20.53 > 2.045$). After the researcher calculating the score of accuracy and fluency, she found that T-test of the students' speaking skill got score 27.51, then comparing with t-table and t-test ($27.51 > 2.045$). It meant that there was a significant different result of t-test and t-table value for the students' speaking skill in term of accuracy and fluency. Therefore, the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected.

The use of Story Sequence as an alternative medium might try to apply of English teacher in manage the classroom to enhance students' speaking skill in order to made the students more active, interest, and enjoy the learning process.

Keywords: Story sequence, Speaking skill, Accuracy and fluency

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Makassar, October 2017

Annisa Fatimatus Zahra

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CHAPTER I

INTRODUCTION

A. Background

In this globalization era, Indonesia is required to be able to keep abreast and compete with other countries especially in the field of science and technology. Ahmad (2016: 478) English is like a key to better education and occupation. So it is become a basic necessity in our life now. Moreover we are encouraged to adapt the order of life is generally acceptable. The importance of learning English should not simply ignore it, some people think that without English we are still alive, but life has been growing rapidly and requires us as the future generation to participation in the order of more advanced. There are several benefits of English language that as socializing tool, as the language of technology, the world of work, and also education.

In Indonesia English is a foreign language, and according to As (2016: 194) for many EFL students, speaking is a priority in evaluating their success in learning, on the basis of how fluent they feel in speaking English, but because it is not our own language, so the students may feel difficult to mastery it. According to Afisah (2015: 3) there are some difficulties in speaking English for the student, those are low vocabulary mastery that make them limit in understanding the conversation, then difficulties in pronouncing certain words, because it has different pronunciation and spelling, also they confused in arranging words in correct grammatically, so they were often afraid to speaking because they were worried of making mistakes.

The main problems in speaking for Indonesians' students may come from internal and external factor. According to Brown (2007), The internal factors can causes by the students itself like motivation, attitude, personal practice and their study habits, Then the external factor can be different for each individual, but the common factor is based on the circumstances outside around the students. The other problem causes by educational factor, some of teachers still use conventional method to teach in class, so the student doesn't interest to the learning subject.

The researcher found this problem in SMAN 19 Gowa that some of the students have low score in English subject, especially in their speaking aspect. The problem is they are lazy to learn English because they feel that English was difficult and their teacher still use talkative method in class, so the students not enjoy and interest the learning process.

As the person who manages the classroom, the teacher have to more creative to motivate the students to learn especially in speaking class in order to keep them away from feeling bored in learning English. According to Kayi (2006) he stated that there are some of speaking activities that can use in teaching speaking, those are discussion, role play, simulation, brainstorming, information gap, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, find differences, and etc. Therefore, the researcher used Story Sequence as an alternative medium to teach speaking class especially in retelling story.

In teacher vision, Story Sequence refers to the identification of the story component, which one is “the beginning, middle, and end” of the story. Sequenced picture story also one technique for the students to learn how they construct the story through the sequenced pictures and after that they have to tell the story in front of the class. According to Evans and Strong (1996) stated that retelling story as a part of speaking activities in class, is effective to both students’ social and academic development.

Based on the explanation above, the important for the teachers to encourage and motivate the students to speak English and use interesting media in the class. Therefore, the researcher conducted a research “**The Use of Story Sequence as An Alternative Medium to Enhance Students’ Speaking Skill**”.

B. Problem Statement

Related with the background above, the researcher formulates the following research problems:

1. Is the use of Story Sequence effective to enhance students’ speaking skill in term of accuracy at the second grade students of SMAN 19 Gowa?
2. Is the use of Story Sequence effective to enhance students’ speaking skill in term of fluency at the second grade students of SMAN 19 Gowa?

C. Objective of Study

Based on the problem statements above, the objective of the research is to find out whether or not:

1. The use of Story Sequence is effective to enhance students’ speaking skill in term of accuracy at the second grade students of SMAN 19 Gowa.

2. The use of Story Sequence effective to enhance students' speaking skill in term of fluency at the second grade students of SMAN 19 Gowa.

D. Significance of the Study

The researcher demands in theoritically, that the students' speaking skill can enhanced by using Story Sequence as an alternative medium in learning process. In Practically, that the result of this research can be useful as a reference for the development of education, and familiarize this medium to the students that help them easier in speaking especially in retelling story, and also for the researcher, as a way of practicing science in college doing this research to complete the education.

E. Scope of the Research

This research deals with the teaching of English language in speaking. It is more focused on students' accuracy that covers vocabulary, pronunciation, and grammar. Then fluency that covers smoothness. This is an alternative medium to enhance students' speaking skill.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previews Related Research Findings

Enhance the students' speaking skill is not a new topic in write a final project, using story sequence as a media also have been used some of researcher in their research. Some of the final project is used as the researcher references in conducting this final project.

Faizah (2014) in her study that "Implementing Sequence Pictures to Improve Students' Ability in Writing Narrative Text for Grade X of Man Lab UIN Yogyakarta in The Academic Year 2013/2014" she found that the implementation of discussions and other accompanying actions (i.e. using classroom English, giving rewards, using many kinds of media, and giving feedback) in cycle 1 and cycle 2 were successful in improving the students' writing ability and involvement in the English teaching and learning process.

A study by Indriani (2015) is "Improving Students' Writing Narrative Texts by Using the Combination of Story Sequencing Cards and Round Table Technique (The Case of Eighth Grade of Junior High School 19 Semarang in the Academic Year of 2014/2015)". She proved that The Combination of story sequencing cards and round table technique can be interesting and appropriate media and technique in teaching learning writing narrative texts for Junior High School students. It suggested being an interesting and effective media and technique which can be applied in a classroom. It can also be a reference for other researchers to conduct another similar research.

Ipit (2014) in his final project “Increasing Students’ Speaking Ability through Sequenced Picture Story (A Classroom Action Research at the Eighth Grade Students of SMPN 6 Pontianak in Academic Year 2013/2014)”. He found that the effectiveness of Sequenced Picture Story are the pictures that used in Sequenced Picture Story helped the students to get the idea to make a story and the storytelling in Sequenced Picture Story gave the students a lot of chance to practice their speaking. It is found that sequenced picture story is one technique which is useful to improve the students’ speaking ability.

The similarities of the previous research above and this research is use story sequence as a medium, but two of research above implementing in different ability those are writing ability, and even one of the research above use it in speaking, but different in this reseach methode, location, sample, and also materi.

B. Theories of Speaking

1. Definition of Speaking

Speaking is one of the four language skills that becomes an important element in language learning and should be mastered to communicate orally with the other people. Speaking is an essential tool of communicating, thinking, and learning. Many people feel that speaking is the hardest skill in learn a new language because speaking happens in the real time, so you can’t edit and revise what you wish to say.

According to As (2016) he stated that speaking is a medium to express ideas, opinions, feelings, and messages that needs a kind of practice such as how to pronounce the word. Just like a speaker, a listener are also actively

involved in speaking. When the speaker produces the language, the listener should try to listen carefully in order to understand the content of what is being spoken.

a. Components of Speaking

Every skill has a component to fulfill its needs. According to Vanderkevent (1990:8) there are three components in speaking:

1. The speaker.

Speaker is people who produce the sound to express opinion or feelings to the hearer. Without a speaker, the opinion or the feelings won't be stated.

2. The listener.

Listener is people who receive or get the speaker's opinion or feeling. Without listeners, speakers will express their opinion by writing.

3. The utterance.

The utterance is word or sentence, that produced by the speaker to state the opinion or feeling. Without utterance, the speakers and listeners will use sign to communicate.

b. Elements of Speaking

1. Speaking Accuracy

According to Srivastava (2014: 55) Accuracy is students' ability to produce sentence with correct grammatically and also speak

and write accurately. In this case accurate divided into three elements, namely vocabulary, pronunciation, and grammar.

a) Vocabulary

The essential element to learn before practicing speaking is vocabulary. We are difficult to speak without mastering vocabulary. Students sometimes get difficulties in memorizing all vocabularies that they have, it caused by lack of practicing and use them. That is why the student needs to practice more to keep in their mind. With a limited vocabulary anyone will also has a limited understanding in terms of speaking. Through vocabulary, someone can communicate his/her idea, feeling, emotion and desire.

According to Alqahtani (2015: 25) vocabulary is the stock of words that important to learn because it needed to use in express the ideas or opinion of the speaker to have an effective communication.

b) Pronunciation

According to Nordquist (2016) Pronunciation is a manner to produce the sounds of a word. There are many English words that different in pronunciation and in the way they are spelled, because some of the sounds can be represented by more than one combination of letters.

There are some components of speech which are combined together to form the pronunciation of language, such as sound, syllable, words and intonation. Those are:

1. Sound

According to ba'dulu (2011: 8) base on the phonetic properties, the basic classification among English sounds are consonants and vowels. It can be distinguished on the basis of differences in articulator. Consonant produce with a narrow or complete closure of the vocal tract, while vowels are produce with little obstruction in the vocal tract.

2. Syllable

According to Nordquist (2017) A syllable is letters that representing a unit of spoken language consist of a single uninterrupted sound. It made by a single vowel sound or a combination of vowel and consonant. A syllable that stands alone is called a monosyllable, and a word that has two or more syllables is called a polysyllable.

3. Stress

According to Ampa (2014: 95) stress may divide in several function those are to give the emphasis to a word that make a word contrast to another, and to identify the syntactic relationship between the words.

4. Intonation

According to Ampa (2014: 99) intonation is the term that refers to the patterns of sound which are evident in every utterance. Every language has its standard set of intonation patterns, in English, linguistic chart intonation patterns by using a system of marks to suggest the rising and falling of the voice tone.

c) Grammar

According to Nordquist (2017) Grammar is a study of language systematic rules that dealing with the syntax and word structures (morphology), then in Oxford advanced learner's dictionary (2006: 648) grammar is the rules in a language for changing the form of words and joining them into sentences.

2. Speaking Fluency

Fluency is an ability to speak with smoothly and clearly. According to Hoge (2015) fluency is when you speak English automatically and effortless, when the words come out of your mouth without translation and hesitation. You just speak as easily as you do with your native language.

According to kayi (2006) Fluency in speaking is the aim of many students. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. It is indicate that the

speaker does not spend a lot of time to searching the language items to express the message.

a) Content

Speaking as oral communication involves two subjects, the speaker use the productive skill of speaking and the listener use the receptive skill of understanding. Both of them are actively involved in the process of the conversation.

b) Self-confidence

Speaking is the oral communication, with other people speaking need braveness. Self-confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. Self- confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the word is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we are involuntarily rating something.

c) Smoothness

Fluent speech is characterized by smoothness (lack of interruptions) which sounds, syllables, words and phrases are joined together when speaking quickly, without fluency disorders

like cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. According to Mansur (2009) smoothness is speak English smoothly without using siller words like “um”, and “you know” can make speech choppy and disconnected if use too much. This filler words make the speaker sound uncertain and less articulate.

3. The Problems in Speaking

According to Ur (1996:121), there are four problems in speaking activities. They are:

a. Inhibition

Speaking is different with reading, writing, and listening activities. Speaking requires some degrees of real time exposure to an audience. The students are often inhibited when try to say things in a foreign language because they will feel shy and afraid about making mistake.

b. Nothing to Say

Sometimes even they are not inhibited, and the students have some ideas in their mind but they difficult to express it because they have to think and express by second language.

c. Low or Uneven Participation

This problem may happen if only one or two participant that can talk at the time. So, the other students will have only very little

talking time. It causes by the tendency of some learners to dominate, while, others speak very little or not at all.

d. Mother Tongue Use

As the EFL students, they are influenced by mother tongue use, because it is familiar and they feel natural to speak. So, it can influence the students in producing foreign language. It can be quite difficult to get some classes, especially if they loss disciplines or motivation to keep the language target.

4. Solving of the Problems in Speaking

To solve some of the problem in speaking, According to Hoge (2017) these are some ways to improve English speaking skill:

a. Find An English-Speaking Conversation Partner

It is important to find native speakers to practice with. Students may be able to chat with people around them or find and meet with online tutors by using internet.

b. Make Sure to Listen as Well as Speak

When practicing with a native speaker, try to balance your listening and speaking. Prepare some questions that make the conversation will flow back and forth.

c. Record Your Conversation Practice

Recording is a great way to evaluate your practice conversation. When you listen the recording, you can check back your own pronunciation and notice the part that need to improve.

Make some notes on new vocabulary or misunderstandings, and prepare questions for the next conversation.

d. Surround Yourself with the English Language

In improve your speaking skills, try to immerse yourself in English as much as possible. You can start to learn with evething around you that you can enjoy it and make you not feel bored to learn English.

e. Practice with Music and Movies

Music and movies are some medium that can use for learn the intonation of the English pronunciation and also learn about the vocabulary, idioms, slang, pronunciation, and listening.

f. Read Aloud

When you do not have a conversation partner to practice your speaking, you can try to read aloud that will gives you a chance to focus on your pronunciation and pacing without worrying about making mistake.

g. Talk to Yourself

Try to express your thoughts out loud or narrating your speech by your actions in speaking English. Practicing alone makes you feel comfortable because of a low-pressure, since no one will hear your mistakes.

C. Theories of Story Sequence as An Alternative Medium

1. Definition of Story Sequence as An Alternative Medium

In reading rockets, Story Sequence is one of strategy to measure the students' ability in comprehend what they read, then retell the events in a story. This activity helps the students to develops both of their literacy and scientific inquiry skills.

Yumpu (2009: 2) stated that Sequencing is a skill that the students have to learn in fairly structured way, it is important to distinguish the most important events and the less important one. They need to understand the cause and effect relationship and how the events affect the central meaning of the story.

According to Becky and Spivey (2005: 167) Sequencing is a process to arrange events, ideas, and objects in a logical order. We divide the events into what we need to do first, second, and last, we can understand events in our lives by understanding the order in which they occur.

According to Marr (2005) Sequencing activities direct the students to put the steps of a process or procedure in the correct order. For example, they might be about the steps involved in fitting an electrical switch, setting up and naming a word processing file or assembling equipment. Sequencing activities not only assist students to remember the order in cases where this is important, but give them a language to talk about the process, the names of the steps and the equipment used for them. Sequencing activities could involve text instructions, pictures and/or diagrams or combinations of these. If used in

groups or pairs then, in order to promote cooperation and discussion, the set of instructions are cut into strips for students in pairs or groups, to assemble correctly.

2. Step Implementation of Story Sequences

In presenting visual sequences, how much it depends on the form in which this available, and also how much the students themselves contribute ideas, wherever possible, unless we want to give them the task of exact description which can be challenging activity if it is presented in right way. We should welcome to the opportunity of getting the students to contribute ideas. They are certainly likely to enjoy it more than if they are allowed to describe only what they can see.

According to Purwatiningsih (2015) using picture as a medium in teaching process has some advantages, those are the picture can translate abstract ideas into more realistic form, then we easily to found, it is also flexible to use even in different academic levels of the students, by using picture the teacher can save their time and energy, and can attract student's interest. Students who use pictures to tell stories free themselves from what they are saying. The joyful learning brought into the classroom through the pictures can really liven up the learning experience.

According to Beare (2016) Sequencing refers to the order in which events happened. These are some of the most common ways to sequence in writing or speaking:

a. Beginning Your Story

You can begin your story by using the introductory phrase like “Firstly”, “First of all”, “To start off with”, or “Initially”, etc.

b. Continuing the Story

You can continue the story with using a time clause beginning with “as soon as”, “next”, or “after”, etc. When using a time clause, use the past simple after the time expression.

c. Interruptions and Adding New Elements to the Story

In order to add some suspense to your story, you can use these expression to your story “Suddenly”, or “Unexpectedly”, etc. Make sure to use a comma after the expressions above.

In other way we can use incomplete sequence, and ask the students to continue the story. They will think more creative to choose the event in filling the gaps among the sequence picture story. It is stimulates students’ mind on what the appropriate one on that can be supplied in order the pictures arranged based on the sequences story context provided.

D. Conceptual Framework

The conceptual framework underlying this research can be designed as follows:

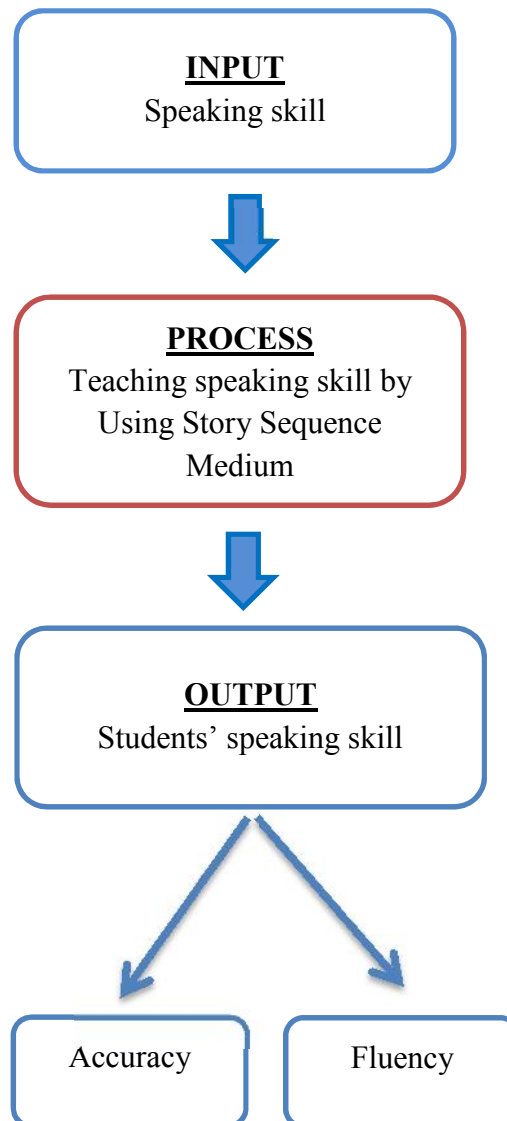


Figure 2.1 conceptual framework

Based on the theoretical framework diagram, there are three main elements to be explained. They are:

1. Input

Refers to the materials taught in the speaking class.

2. Process

Refers to the implementation of the input process in the classroom by using Story Sequence medium. The students will be observed whether or not they can improve their speaking skill during teaching and learning process.

3. Output

Refers to the students' speaking skill after conducting the treatment.

E. Research Hypothesis

The researcher would like to find out whether or not the use of Story Sequence effective to enhance students' speaking skill in term of accuracy and fluency before and after giving the treatment in the class. To accomplish this objective the researcher formulates two hypotheses to be tested. They are as follows:

1. Alternative Hypothesis (H_1)

The use of Story Sequence is effective to enhance students' speaking skill at the second grade students of SMAN 19 Gowa.

2. Null Hypothesis (H_0)

The use of Story Sequence is not effective to enhance students' speaking skill at the second grade students of SMAN 19 Gowa.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method and Design

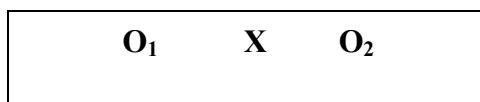
1. Method

This research was employed a pre-experimental method with one group pre-test and post-test. It took single class.

2. Design

The design of the research was one group pre-test and post-test design.

According to Sugiono (2016: 111) the design was described as follows:



O_1 = Pre test

X = Treatment using Story Sequence

O_2 = Post test

B. Research Variables and Indicators

There were two variables in this research, namely independent variable and dependent variable. Independent variable was the use of Story Sequence, and the dependent variable was the students' speaking skill. The indicators were speaking accuracy that covered the vocabulary, pronunciation, and grammar, and fluency that covered smoothness.

C. Population and Sample

1. Population

The population of this research was the students at the second grade of SMAN 19 Gowa that consists of eight classes. The numbers of population were 252 students. It can be seen in the following table below:

Table 3.1 List of Population

Class	The Number of Students
XI MIA 1	31
XI MIA 2	30
XI MIA 3	30
XI MIA 4	30
XI MIA 5	33
XI IS 1	33
XI IS 2	32
XI IS 3	33

(Source: Tata Usaha SMAN 19 Gowa, 2017)

2. Sample

The researcher took students in class XI MIA 3 as a sample of this research which fulfill with 30 students by using purposive sampling technique. The researcher selected class XI MIA 3 because the students of the class had been familiar and their English abilities had been known by the researcher.

D. Research Instrument

In collecting the required data, the researcher applied speaking test that was oral test. In this case was retelling the story by their own words in front of the class after arranging the Story Sequence Picture given by the researcher, the reseacher recorded the oral test of the studest in order to evaluated the students speaking skill. The test was given twice, the first in pre-test to see the students' speaking skill before giving the treatments that used Story Sequence as Medium. Then, the second in post-test to know the students' speaking skill after given the treatments that used Story Sequence as Medium.

E. Procedure of Data Collection

The procedures of collecting data in this research are as follow:

1. Pre-test

The pre-test is administered before the implementation of using Story Sequence as Medium.

2. Treatment

The treatment was given six times after the pre-test was conducted.

Below are the procedures of the treatment:

- a. The researcher came to the class and explained what and how to use Story Sequence as Medium.
- b. The researcher explained about the recount text and gave some of the vocabulary about the material and also the Story Sequence Medium. Then, the students arranging some picture sequense in the logical order.
- c. The students given time to made a concept of their story and they practiced to retelling their story in front of the class by their own opinion.

3. Post-test

The post-test was given after the treatment using Story Sequence as Medium. The purpose was to measure whether or not the medium enhance students' speaking skill. The procedure was same as done in the pre-test.

In scoring the result of students' test was evaluated based on two aspects speaking belows:

1) The Rubric of Speaking Accuracy

Table 3.2 the Rubric of Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman, 1972: 219)

Table 3.3 the Rubric of Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterances are correct.
Good	7.6 – 8.5	Pronunciation is till moderately influenced by mother tongue but no serious phonological errorrs. A few grammatical and lexical errorrs but only one or two major errorrs causing confusion.
Average	6.6 – 7.5	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errorrs. Several grammatical and lexical errorrs, two or more errorrs cause sonfusing.
Poor	5.6 – 6.5	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication. Many basic grammatically and lexical errors
Very Poor	4.6 – 5.5	Serious pronunciation errors as well as many “basic” grammatically and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

(Heaton, 1988)

Table 3.4 The Rubric of Grammar

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of grammatical for.
Very Good	8.6 – 9.5	They speak effectively and very good of grammatical form.
Good	7.6 – 8.5	They speak effectively and good of grammatical form.
Fairly Good	6.6 – 7.5	They speak sometimes hasty, but fairly good of grammatical form.
Fair	5.6 – 6.5	They speak sometimes hasty fair of grammatical form.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate in grammatical.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate in grammatical form and little or no communication.

(Heaton, 1988)

2) **The Rubric of Speaking Fluency****Table 3.2: The Rubric of Smoothness**

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Layman, 1972: 219)

F. Technique of Data Analysis

1. Find out the students' mean score of the pretest and posttest, the formula:

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

\bar{X} = The mean score

$\sum x$ = The sum of all score

N = The total number of students

(Gay, 1981: 298).

2. Find out the percentage of enhancing students' speaking skill, the formula:

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

Where:

P : Improvement

X_2 : Average score of post-test

X_1 : Average score of pre-test

(Gay and Mills, 2006: 320).

3. To know the significance difference between the students' score of the pre-test and post-test, the researcher calculated the value of the test by using the following formula:

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

Where:

t = Test of significance

D = The difference score between pre-test and post-test

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

$\sum D$ = The sum of D score

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

N = The number of subject

(Gay, 2007: 355).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research based on the result of data analysis, the researcher found that using Story Sequence as Medium in teaching speaking class at the second grade students of SMAN 19 Gowa was enhanced their speaking skill. The researcher analyzed the data that obtained from the students pre-test and post-test score and the result has proved that the Story Sequence Medium was effective to enhance the students' speaking skill. It means that this medium was successful.

The findings deal with the students' mean score, pre-test and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen the result of data analysis was follow:

1. The Enhance of Students' Accuracy in Speaking

The use of Story Sequence as an Alternative Medium enhanced the students' speaking skill. The enhanced of the students' speaking skill can be seen clearly in the following table:

Table 4.1 The Enhance of Students' Vocabulary

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	4.63	6.6	42.44%
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	Very Poor	0.0 – 3.5			

The table 4.1 above showed that the students' mean score of pre-test was 4.63 which classified as poor and the students' mean score of post-test was 6.6 which classified as fairly good. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' vocabulary score was enhanced until 42.44% after using Story Sequence as Medium in teaching speaking at the classroom.

Table 4.2 The Enhance of Students' Pronunciation

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	5.2	6.67	28.20%
2	Very Good	8.6 – 9.5			
3	Good	7.6 – 8.5			
4	Average	6.6 – 7.5			
5	Poor	5.6 – 6.5			
6	Very Poor	4.6 – 5.5			

The table 4.2 above showed that the students' mean score of pre-test was 5.2 which classified as poor and the students' mean score of post-test was 6.67 which classified as average. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' pronunciation score was enhanced until 28.20% after using Story Sequence as Medium in teaching speaking at the classroom.

Table 4.3 The Enhance of Students' Grammar

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	4.43	6.16	39.09%
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	Very Poor	0.0 – 3.5			

The table 4.3 above showed that the students' mean score of pre-test was 4.43 which classified as poor and the students' mean score of post-test was 6.16 which classified as fair. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' grammar score was enhanced until 39.09% after using Story Sequence as Medium in teaching speaking at the classroom.

2. The Enhance of Students' Fluency in Speaking

Table 4.4 The Enhance of Students' Smoothness

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	4.43	6.36	43.60%
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	Very Poor	0.0 – 3.5			

The table 4.4 above showed that the students' mean score of pre-test was 4.43 which classified as poor and the students' mean score of post-test was 6.36 which classified as fairly good. It indicates that the mean score of post-

test was greater than the mean score of pre-test. The students' smoothness score was enhanced until 43.60% after using Story Sequence as Medium in teaching speaking at the classroom.

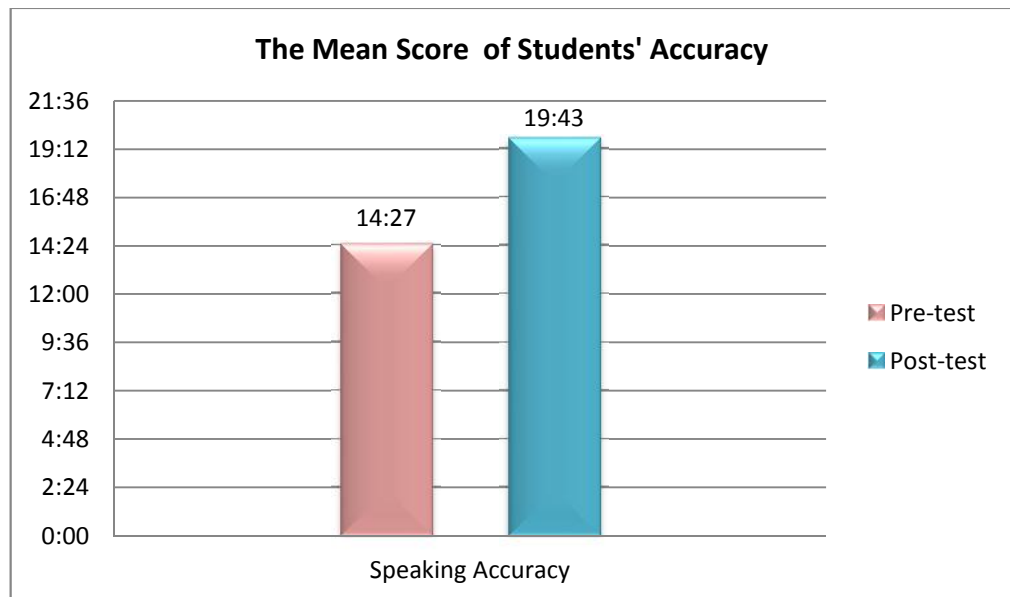
3. The Enhance of Students' score in Speaking

This research deal with the speaking accuracy that covered vocabulary, pronunciation, and grammar and fluency, after calculating all of the variable score of speking accuracy and fluency the result score can be seen clearly in the following table:

Table 4.5 The Enhance of Students' Accuracy in Speaking

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	14.27	19.43	36.21%
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	Very Poor	0.0 – 3.5			

The table 4.5 above showed the calculating score of accuracy that covered vocabulary, pronunciation and grammar. The students' mean score of pre-test was 14.27 and the students' mean score of post-test was 19.43. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' accuracy score was enhanced until 36.21% after using Story Sequence as Medium in teaching speaking at the classroom. It is clearly shown in the graphic below:

Chart 4.1 The Enhance of Students' Accuracy in Speaking

The chart 4.1 showed that students' accuracy score in post-test is higher than students' score in pre-test after conducted the treatments. It proves that applying Story Sequence as medium to teach speaking class has significant effect in enhancing students' speaking skill.

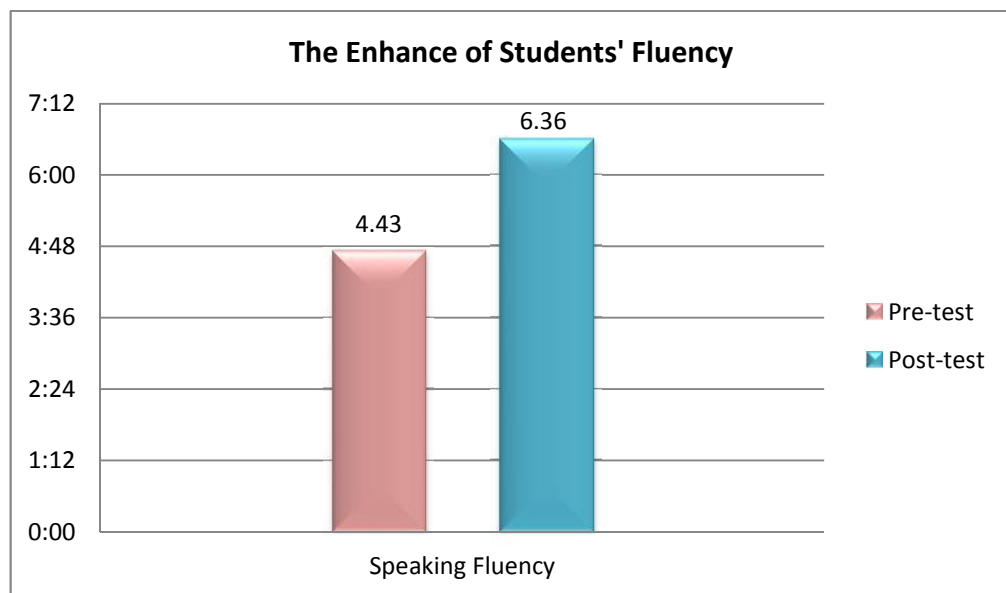
Table 4.6 The Enhance of Students' Fluency in Speaking

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	4.43	6.36	43.60%
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	Very Poor	0.0 – 3.5			

The table 4.6 above showed the calculating score of fluency that covered smoothness. The students' mean score of pre-test was 4.43 and the students' mean score of post-test was 6.36. It indicates that the mean score of post-test

was greater than the mean score of pre-test. The students' fluency score was enhanced until 43.60% after using Story Sequence as medium in teaching speaking at the classroom. It is clearly shown in the graphic below:

Chart 4.2 The Enhance of Students' Fluency in Speaking



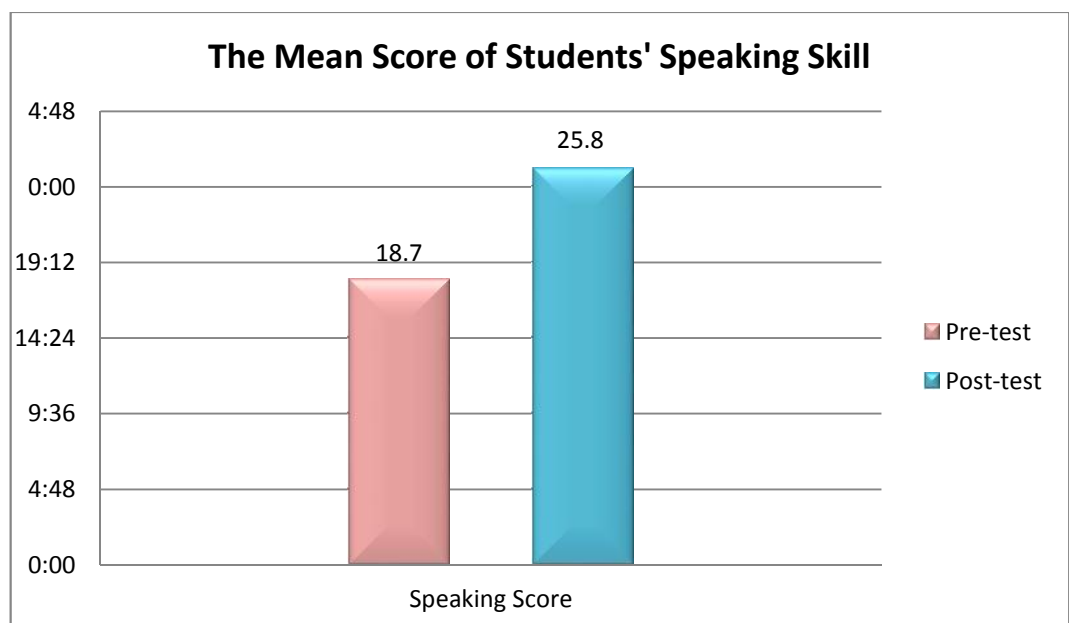
The chart 4.2 showed that students' fluency score in post-test is higher than students' score in pre-test after conducted the treatments. It proves that applying Story Sequence as medium to teach speaking class has significant effect in enhancing students' speaking skill.

Table 4.7 The Enhance of Students' Score in Speaking

No.	Classification	Score	Students' Mean Score		Percentage (%)
			Pre-test	Post-test	
1	Excellent	9.6 – 10	18.7	25.8	37.96%
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	Very Poor	0.0 – 3.5			

The table 4.7 above showed the calculating score of Accuracy that covered vocabulary, pronunciation, and grammar, and fluency that covered smoothness. The students' mean score of pre-test was 18.7 and the students' mean score of post-test was 25.8. It indicates that the mean score of post-test was greater than the mean score of pre-test. The students' accuracy and fluency score was enhanced until 37.96% after using Story Sequence as medium in teaching speaking at the classroom. It is clearly shown in the graphic below:

Chart 4.3 The Enhance of Students' Speaking Skill



The chart 4.3 showed that students' speaking skill in term of accuracy and fluency score in post-test is higher than students' score in pre-test after conducted the treatments. It proves that applying Story Sequence as medium to teach speaking class has significant effect in enhancing students' speaking skill.

4. The Classification of Students' Score in Pre-Test and Post-Test

Table 4.8 The Classification of Students' Vocabulary Score

No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	9.6 - 10	-	-	-	-
2	Very good	8.6 - 9.5	-	-	4	13.3%
3	Good	7.6 - 8.5	-	-	5	16.7%
4	Fairly good	6.6 - 7.5	1	3.3%	9	30%
5	Fair	5.6 - 6.5	8	26.7%	6	20%
6	Poor	3.6 - 5.5	15	50%	4	13.3%
7	Very poor	0.0 - 3.5	6	20%	2	6.7%

Based on the table 4.8 above, we can see the classification of the students' vocabulary score from the pre-test and post-test. In the pre-test there were only 1 students got fairly good score (3.3%), 8 students got fair score (26.7%), 15 students got poor score (50%), and 6 students got very poor score (20%). While, in the post-test there were 4 students got very good score (13.3%), 5 students got good score (16.7%), 9 students got fairly good score (30%), 6 students got fair score (20%), 4 students got poor score (13.3%), and 2 students got very poor score (6.7%)

Table 4.9 The Classification of Students' Pronunciation Score

No.	Classification	Score	Pronunciation			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	9.6 - 10	-	-	-	-
2	Very good	8.6 - 9.5	-	-	-	-
3	Good	7.6 - 8.5	-	-	6	20%
4	Average	6.6 - 7.5	1	3.3%	11	36.7%
5	Poor	5.6 - 6.5	4	13.3%	10	33.3%
6	Very poor	4.6 - 5.5	25	83.3%	3	10%

Based on the table 4.9 above, we can see the classification of the students' pronunciation score from the pre-test and post-test. In the pre-test there were only 1 students got average score (3.3%), 4 students got poor score (13.3%), 25 students got very poor score (83.3%). While, in the post-test there were 6 students got good score (20%), 11 students got average score (36.7%), 10 students got poor score (33.3%), and 3 students got very poor score (10%).

Table 4.10 The Classification of Students' Grammar Score

No.	Classification	Score	Grammar			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	9.6 - 10	-	-	-	-
2	Very good	8.6 - 9.5	-	-	-	-
3	Good	7.6 - 8.5	-	-	6	20%
4	Fairly good	6.6 - 7.5	3	10%	5	16.7%
5	Fair	5.6 - 6.5	5	16.7%	9	30%
6	Poor	3.6 - 5.5	14	46.7%	10	33.3%
7	Very poor	1.0 - 3.5	8	26.7%	-	-

Based on the table 4.10 above, we can see the classification of the students' grammar score from the pre-test and post-test. In the pre-test there were 3 students got fairly good score (10%), 5 students got fair score (16.7%), 14 students got poor score (46.7%), and 8 students got very poor score (26.7%). While, in the post-test there were 6 students got good score (20%), 5 students got fairly good score (16.7%), 9 students got fair score (30%), 10 students got poor score (33.3%).

Table 4.11 The classification of students' Smoothness score

No.	Classification	Score	Smoothness			
			Pre-test		Post-test	
			frequency	percentage	frequency	percentage
1	Excellent	9.6 - 10	-	-	-	-
2	Very good	8.6 - 9.5	-	-	-	-
3	Good	7.6 - 8.5	-	-	7	23.3%
4	Fairly good	6.6 - 7.5	-	-	7	23.3%
5	Fair	5.6 - 6.5	6	20%	10	33.3%
6	Poor	3.6 - 5.5	18	60%	5	16.7%
7	Very poor	2.0 - 3.5	6	20%	1	3.3%

Based on the table 4.11 above, we can see the classification of the students' smoothness score from the pre-test and post-test. In the pre-test there were 6 students got fair score (20%), 18 students got poor score (60%), and 6 students got very poor score (20%). While, in the post-test there were 7 students got good score (23.3%), 7 students got fairly good score (23.3%), 10 students got fair score (33.3%), 5 students got poor score (16.7%), and only 1 students got very poor score (3.3).

5. Hypothesis testing

If the result of t-test was higher than t-table' values, the Alternative Hypothesis (H_1) was accepted. While, if the result of t-test was lower than the t-table' value, the null hypothesis (H_0) was accepted. The statistical analysis of t-test at the level of significance 5% (0.05) at the degree of freedom ($df = N-1$) = 30-1=29. The result of the calculation is shown as follows:

Table 4.12 The T-Test Value of the students' Speaking Skill

Speaking skill	T-test	T-table	Comparison	Classification
	27.51	> 2.045	t-test > t-table	Significant

Table 4.12 showed that t-test value for students' speaking skill that focused in the terms of accuracy and fluency with the t-test value was $27.51 > 2.045$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there was a significant different between the results of pre-test and post-test of students' speaking skill.

B. Discussion

This discussion presented the result of the findings from pre-test and post-test. The pre-test was held before applying story sequence as an alternative medium in teaching speaking class. While, the post-test was held after applying the treatments. This discussion will describe the students' speaking skill achievement in accuracy and fluency after conducting the treatments.

The using of story sequence as an alternative medium to enhance students' speaking skill can be known by seeing the data analysis of the difference result between students' mean score of pre-test and post-test in vocabulary, pronunciation, grammar, and also smoothness.

Based on the previous finding, the researcher would like to compare of the finding from Ipit (2014) that in his final project by the title "Increasing Students' Speaking Ability through Sequenced Picture Story (A Classroom Action Research at the Eighth Grade Students of SMPN 6 Pontianak in Academic Year

2013/2014)". He found that the effectiveness of Sequenced Picture Story are the pictures that used in Sequenced Picture Story helped the students to get the idea to make a story and the storytelling in Sequenced Picture Story gave them a lot of chance to practice their speaking. In the first meeting, the mean score of students' ability was 34, in the second meeting was 58.2, and in the last meeting was 74. It means that Sequenced Picture story is one technique which is useful to improved the students' speaking ability.

The research also conducted a study which consisted of three stages. First, the researcher gave the pre-test in first met to the students by used story sequence medium that consisted of some pictures sequence and asked the students to made a concept of a story according to the Story Sequence Picture. The pre-test was given to know the result of the students before given the treatments. In the treatment process, the researcher had done six meetings to teach the students in the English class by using Story Sequence medium. In the last meeting after treatments, the researcher gives post-test to know the result of the students after given the treatments.

The researcher compared t-test value to know whether the use of Story Sequence as an alternative medium to enhance students speaking skill in term of accuracy that covered vocabulary, pronunciation, and grammar. Also fluency that covered smoothness. The researcher used formula to find out the degree of freedom ($df = N-1$, $=30-1=29$, for the level of the significant $\alpha = 0.05$ and $df = 29$ and t-table got score 2.045. After calculating the t-test value, t-test of vocabulary got score 17.98, then comparing with t-table and t-test ($17.98 > 2.045$). T-test of

pronunciation got score 11.23, then comparing with t-table and t-test ($11.23 > 2.045$). T-test of grammar got score 18.40, then comparing with t-table and t-test ($18.40 > 2.045$). T-test of smoothness got score 20.53, then comparing with t-table and t-test ($20.53 > 2.045$). After that, the researcher calculating all of the score variable (vocabulary, pronunciation, grammar, and smoothness) of speaking and found that T-test of the students' speaking skill got score 27.51, then comparing with t-table and t-test ($27.51 > 2.045$). It meant that there was a significant different result of t-test and t-table value for the students' speaking skill in term of accuracy that covered vocabulary, pronunciation, grammar and fluency that covered smoothness.

Based on the result above, the researcher found that the second grade students of SMAN 19 Gowa have good response in learning process by using of Story Sequence as medium in speaking English classroom. So, The researcher concluded that the use of Story Sequence as An Alternative Medium to enhance students' speaking skill was significant and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, which are conclusion based on the research findings and the suggestion, which is based on the conclusion.

A. Conclusion

Based on the findings in the previous chapter, the following conclusions were presented:

1. Story Sequence as Medium was effective to enhance the students' speaking skill in terms of accuracy at the second grade students of SMAN 19 Gowa. The mean score of students in pre-test was 14.27 and post-test was 19.43. So, the enhanced of students speaking accuracy was 36.21%. It indicated because the students' accuracy score in post-test was higher than in pre-test.
2. Story Sequence as Medium was effective to enhance the students' speaking skill in terms of fluency at the second grade students of SMAN 19 Gowa. The mean score of students in pre-test was 4.43 and post-test was 6.36. So, the enhanced of students speaking fluency was 43.60%. It indicated because the students' fluency score in post-test was higher than in pre-test.

B. Suggestion

Based on the conclusion above, the researcher suggestions as follows:

1. For the teachers
 - a. The teacher should be active and creative to arrange English material and manage the class to made the students more active learning process.
 - b. The English teacher should apply Story Squence medium in teaching English in order to enhance students' speaking skill. Especially, in students accuracy and fluency, the teacher have to provide more interesting picture that can stimulate the students' skill to deliver direct information among all of skill of English.
2. For the students
 - a. The students should be active and serious in studying English, especially in vocabulary, pronunciation, grammar, and also smoothness because it was very important to improve the English in speaking skill.
 - b. The students should be diligent to memorize vocabulary practice their English not only in the classroom, but also in every day life. So their speaking skill can be improved.
3. For the next researchers
 - a. To the next researcher who used this medium. It was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in speaking skill.

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APPENDIX A

DATA ANALYSIS

A. Data Analysis of Students' Accuracy in Speaking English

1. The Students' Vocabulary Score of Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Vocabulary		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D^2
	Pre-test x_1	Post-test x_2				
S1	3	3	9	9	0	0
S2	5	7	25	49	2	4
S3	2	4	4	16	2	4
S4	6	9	36	81	3	9
S5	2	2	4	4	0	0
S6	5	7	25	49	2	4
S7	6	9	36	81	3	9
S8	4	6	16	36	2	4
S9	6	9	36	81	3	9
S10	4	6	16	36	2	4
S11	5	7	25	49	2	4
S12	5	7	25	49	2	4
S13	2	4	4	16	2	4
S14	4	6	16	36	2	4
S15	5	7	25	49	2	4
S16	4	6	16	36	2	4
S17	5	7	25	49	2	4
S18	6	8	36	64	2	4
S19	4	6	16	36	2	4
S20	7	9	49	81	2	4
S21	6	8	36	64	2	4
S22	6	8	36	64	2	4
S23	3	5	9	25	2	4
S24	4	6	16	36	2	4
S25	5	7	25	49	2	4
S26	6	8	36	64	2	4
S27	5	7	25	49	2	4
S28	5	7	25	49	2	4
S29	3	5	9	25	2	4
S30	6	8	36	64	2	4
N= 30	$\sum x_1 =$ 139	$\sum x_2 =$ 198	$\sum x_1^2 =$ 679	$\sum x_2^2 =$ 1396	$\sum D =$ 59	$\sum D^2 =$ 127

a. Mean score of students' pre-test in vocabulary

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{139}{30}$$

$$\bar{X}_1 = 4.63 \text{ (Poor)}$$

b. Mean score of students' post-test in vocabulary

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{198}{30}$$

$$\bar{X}_2 = 6.6 \text{ (Fairly Good)}$$

c. The improvement of students' score in vocabulary

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

$$= \frac{198 - 139}{139} \approx 100\%$$

$$= \frac{59}{139} \times 100\%$$

$$= \frac{5900}{139}$$

$$= 42.44$$

d. Calculating the T-test Value

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

$$= \frac{59}{30}$$

$$= 1.96$$

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

$$= \frac{1.96}{\sqrt{\frac{127 - \frac{(59)^2}{30}}{30(30-1)}}$$

$$= \frac{1.96}{\sqrt{\frac{127 - \frac{3481}{30}}{30(29)}}$$

$$= \frac{1.96}{\sqrt{\frac{127 - 116.03}{870}}$$

$$= \frac{1.96}{\sqrt{\frac{10.97}{870}}$$

$$= \frac{196}{0012}$$

$$= \frac{1.96}{0109}$$

$$t=17.98$$

2. The Students' Pronunciation Score of Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Pronunciation		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D^2
	Pre-test x_1	Post-test x_2				
S1	5	5	25	25	0	0
S2	5	7	25	49	2	4
S3	5	6	25	36	1	1
S4	5	8	25	64	3	9
S5	5	5	25	25	0	0
S6	5	7	25	49	2	4
S7	6	8	36	64	2	4
S8	5	6	25	36	1	1
S9	6	8	36	64	2	4
S10	5	6	25	36	1	1
S11	5	7	25	49	2	4
S12	5	6	25	36	1	1
S13	5	6	25	36	1	1

S14	5	7	25	49	2	4
S15	5	7	25	49	2	4
S16	5	7	25	49	2	4
S17	6	8	36	64	2	4
S18	6	8	36	64	2	4
S19	5	6	25	36	1	1
S20	7	8	49	64	1	1
S21	5	7	25	49	2	4
S22	5	7	25	49	2	4
S23	5	5	25	25	0	0
S24	5	6	25	36	1	1
S25	5	6	25	36	1	1
S26	5	7	25	49	2	4
S27	5	7	25	49	2	4
S28	5	6	25	36	1	1
S29	5	6	25	36	1	1
S30	5	7	25	49	2	4
N= 30	$\sum x_1 =$ 156	$\sum x_2 =$ 200	$\sum x_1^2 =$ 818	$\sum x_2^2 =$ 1358	$\sum D =$ 44	$\sum D^2 =$ 80

a. Mean score of students' pre-test in pronunciation

$$\bar{X}_1 = \frac{\sum x_1}{N}$$

$$\bar{X}_1 = \frac{156}{30}$$

$$\bar{X}_1 = 5.2 \text{ (Poor)}$$

b. Mean score of students' post-test in pronunciation

$$\bar{X}_2 = \frac{\sum x_2}{N}$$

$$\bar{X}_2 = \frac{200}{30}$$

$$\bar{X}_2 = 6.67 \text{ (Average)}$$

c. The improvement of students' score in pronunciation

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

$$= \frac{200 - 156}{156} \times 100\%$$

$$= \frac{44}{156} \times 100\%$$

$$= \frac{4400}{156}$$

$$= 28.20$$

d. Calculating the T-test Value

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

$$= \frac{44}{30}$$

$$= 1.46$$

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

$$= \frac{1.46}{\sqrt{\frac{80 - \frac{(44)^2}{30}}{30(30-1)}}$$

$$= \frac{1.46}{\sqrt{\frac{80 - \frac{1936}{30}}{30(29)}}$$

$$= \frac{1.46}{\sqrt{\frac{80 - 64.53}{870}}}$$

$$= \frac{1.46}{\sqrt{\frac{15.47}{870}}}$$

$$= \frac{146}{0017}$$

$$= \frac{1.46}{0130}$$

$$t = 11.23$$

3. The Students' Grammar Score of Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Grammar		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D^2
	Pre-test x_1	Post-test x_2				
S1	2	4	4	16	2	4
S2	3	5	9	25	2	4
S3	3	5	9	25	2	4
S4	6	8	36	64	2	4
S5	2	5	4	25	3	9
S6	4	6	16	36	2	4
S7	6	8	36	64	2	4
S8	6	7	36	49	1	1
S9	7	8	49	64	2	4
S10	5	7	25	49	2	4
S11	5	6	25	36	1	1
S12	4	5	16	25	1	1
S13	2	4	4	16	2	4
S14	3	5	9	25	2	4
S15	6	7	36	49	1	1
S16	4	6	16	36	2	4
S17	6	8	36	64	2	4
S18	7	8	49	64	1	1
S19	4	6	16	36	2	4
S20	7	8	49	64	1	1
S21	5	6	25	36	1	1
S22	3	5	9	25	2	4
S23	4	6	16	36	2	4
S24	5	7	25	49	2	4
S25	4	6	16	36	2	4
S26	4	5	16	25	1	1
S27	5	7	25	49	2	4
S28	4	6	16	36	2	4
S29	3	5	9	25	2	4
S30	4	6	16	36	2	4
N= 30	$\sum x_1 =$ 133	$\sum x_2 =$ 185	$\sum x_1^2 =$ 653	$\sum x_2^2 =$ 1185	$\sum D =$ 52	$\sum D^2 =$ 98

a. Mean score of students' pre-test in grammar

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{133}{30}$$

$$\bar{X}_1 = 4.43 \text{ (Poor)}$$

b. Mean score of students' post-test in grammar

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{185}{30}$$

$$\bar{X}_2 = 6.16 \text{ (Fair)}$$

c. The improvement of students' score in grammar

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

$$= \frac{185 - 133}{133} \times 100\%$$

$$= \frac{52}{133} \times 100\%$$

$$= \frac{5200}{133}$$

$$= 39.09$$

d. Calculating the T-test Value

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

$$= \frac{52}{30}$$

$$= 1.73$$

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

$$= \frac{1.73}{\sqrt{\frac{98 - \frac{(52)^2}{30}}{30(30-1)}}$$

$$= \frac{1.73}{\sqrt{\frac{98 - \frac{2704}{30}}{30(29)}}$$

$$= \frac{1.73}{\sqrt{\frac{98 - 90.13}{870}}$$

$$= \frac{1.73}{\sqrt{\frac{7.87}{870}}}$$

$$= \frac{173}{0009}$$

$$= \frac{1.73}{0094}$$

$$t = 18.40$$

B. Data Analysis of Students' Fluency in Speaking English

1. The Students' Smoothness Score of Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Smoothness		$(x_1)^2$	$(x_2)^2$	D ($x_2 - x_1$)	D^2
	Pre-test x_1	Post-test x_2				
S1	2	2	4	4	0	0
S2	5	7	25	49	2	4
S3	2	4	4	16	2	4
S4	6	8	36	54	2	4
S5	2	5	4	25	3	9
S6	4	6	16	36	2	4
S7	6	8	36	64	2	4
S8	3	5	9	25	2	4
S9	5	8	25	64	3	9
S10	4	6	16	36	2	4
S11	4	6	16	36	2	4
S12	5	7	25	49	2	4
S13	3	5	9	25	2	4

S14	4	6	16	36	2	4
S15	5	7	25	49	2	4
S16	4	6	16	36	2	4
S17	6	8	36	64	2	4
S18	5	7	25	49	2	4
S19	4	6	16	36	2	4
S20	6	8	36	64	2	4
S21	5	7	25	49	2	4
S22	3	5	9	25	2	4
S23	5	6	25	36	1	1
S24	5	6	25	36	1	1
S25	6	8	36	64	2	4
S26	5	7	25	49	2	4
S27	5	7	25	49	2	4
S28	4	6	16	36	2	4
S29	4	6	16	36	2	4
S30	6	8	36	64	2	4
N= 30	$\sum x_1 =$ 133	$\sum x_2 =$ 191	$\sum x_1^2 =$ 633	$\sum x_2^2 =$ 1271	$\sum D =$ 58	$\sum D^2 =$ 120

a. Mean score of students' pre-test in smoothness

$$\bar{X}_1 = \frac{\sum x_1}{N}$$

$$\bar{X}_1 = \frac{133}{30}$$

$$\bar{X}_1 = 4.43 \text{ (Poor)}$$

b. Mean score of students' post-test in smoothness

$$\bar{X}_2 = \frac{\sum x_2}{N}$$

$$\bar{X}_2 = \frac{191}{30}$$

$$\bar{X}_2 = 6.36 \text{ (Fair)}$$

c. The improvement of students' score in smoothness

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

$$= \frac{191 - 133}{133} \times 100\%$$

$$= \frac{58}{133} \times 100\%$$

$$= \frac{5800}{133}$$

$$= 43.60$$

d. Calculating the T-test Value

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

$$= \frac{58}{30}$$

$$= 1.93$$

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

$$= \frac{1.93}{\sqrt{\frac{120 - \frac{(58)^2}{30}}{30(30-1)}}$$

$$= \frac{1.93}{\sqrt{\frac{120 - \frac{3364}{30}}{30(29)}}$$

$$= \frac{1.93}{\sqrt{\frac{120 - 112.13}{870}}}$$

$$= \frac{1.93}{\sqrt{\frac{7.87}{870}}}$$

$$= \frac{193}{0009}$$

$$= \frac{.93}{0094}$$

$$t=20.53$$

C. Classification of students' Pre-test and Post-test score in Accuracy

1. The Classification of Students' vocabulary Score

Code	Vocabulary			
	Pre-test	Classification	Post-test	Classification
S1	3	Very poor	3	Very poor
S2	5	Poor	7	Fairly good
S3	2	Very poor	4	Poor
S4	6	Fair	9	Very good
S5	2	Very poor	2	Very poor
S6	5	Poor	7	Fairly good
S7	6	Fair	9	Very good
S8	4	Poor	6	Fair
S9	6	Fair	9	Very good
S10	4	Poor	6	Fair
S11	5	Poor	7	Fairly good
S12	5	Poor	7	Fairly good
S13	2	Very poor	4	Poor
S14	4	Poor	6	Fair
S15	5	Poor	7	Fairly good
S16	4	Poor	6	Fair
S17	5	Poor	7	Fairly good
S18	6	Fair	8	Good
S19	4	Poor	6	Fair
S20	7	Fairly good	9	Very good
S21	6	Fair	8	Good
S22	6	Fair	8	Good
S23	3	Very poor	5	Poor
S24	4	Poor	6	Fair
S25	5	Poor	7	Fairly good
S26	6	Fair	8	Good
S27	5	Poor	7	Fairly good
S28	5	Poor	7	Fairly good
S29	3	Very poor	5	Poor
S30	6	Fair	8	Good

2. The Classification of Students' Pronunciation Score

Code	Pronunciation			
	Pre-test	Classification	Post-test	Classification
S1	5	Very poor	5	Very poor
S2	5	Very poor	7	Average
S3	5	Very poor	6	Poor
S4	5	Very poor	8	Good
S5	5	Very poor	5	Very poor
S6	5	Very poor	7	Average
S7	6	Poor	8	Good
S8	5	Very poor	6	Poor
S9	6	Poor	8	Good
S10	5	Very poor	6	Poor
S11	5	Very poor	7	Average
S12	5	Very poor	6	Poor
S13	5	Very poor	6	Poor
S14	5	Very poor	7	Average
S15	5	Very poor	7	Average
S16	5	Very poor	7	Average
S17	6	Poor	8	Good
S18	6	Poor	8	Good
S19	5	Very poor	6	Poor
S20	7	Average	8	Good
S21	5	Very poor	7	Average
S22	5	Very poor	7	Average
S23	5	Very poor	5	Very poor
S24	5	Very poor	6	Poor
S25	5	Very poor	6	Poor
S26	5	Very poor	7	Average
S27	5	Very poor	7	Average
S28	5	Very poor	6	Poor
S29	5	Very poor	6	Poor
S30	5	Very poor	7	Average

3. The Classification of Students' Grammar Score

Code	Grammar			
	Pre-test	Classification	Post-test	Classification
S1	2	Very poor	4	Poor
S2	3	Very poor	5	Poor
S3	3	Very poor	5	Poor
S4	6	Fair	8	Good
S5	2	Very poor	5	Poor
S6	4	Poor	6	Fair
S7	6	Fair	8	Good
S8	6	Fair	7	Fairly good
S9	7	Fairly good	8	Good
S10	5	Poor	7	Fairly good
S11	5	Poor	6	Fair
S12	4	Poor	5	Poor
S13	2	Very poor	4	Poor
S14	3	Very poor	5	Poor
S15	6	Fair	7	Fairly good
S16	4	Poor	6	Fair
S17	6	Fair	8	Good
S18	7	Fairly good	8	Good
S19	4	Poor	6	Fair
S20	7	Fairly good	8	Good
S21	5	Poor	6	Fair
S22	3	Very poor	5	Poor
S23	4	Poor	6	Fair
S24	5	Poor	7	Fairly good
S25	4	Poor	6	Fair
S26	4	Poor	5	Poor
S27	5	Poor	7	Fairly good
S28	4	Poor	6	Fair
S29	3	Very poor	5	Poor
S30	4	Poor	6	Fair

D. Classification of students' Pre-test and Post-test Score in Fluency

4. The Classification of Students' Smoothness Score

Code	Smoothness			
	Pre-test	Classification	Post-test	Classification
S1	2	Very poor	2	Very poor
S2	5	Poor	7	Fairly good
S3	2	Very poor	4	Poor
S4	6	Fair	8	Good
S5	2	Very poor	5	Poor
S6	4	Poor	6	Fair
S7	6	Fair	8	Good
S8	3	Very poor	5	Poor
S9	5	Poor	8	Good
S10	4	Poor	6	Fair
S11	4	Poor	6	Fair
S12	5	Poor	7	Fairly good
S13	3	Very poor	5	Poor
S14	4	Poor	6	Fair
S15	5	Poor	7	Fairly good
S16	4	Poor	6	Fair
S17	6	Fair	8	Good
S18	5	Poor	7	Fairly good
S19	4	Poor	6	Fair
S20	6	Fair	8	Good
S21	5	Poor	7	Fairly good
S22	3	Very poor	5	Poor
S23	5	Poor	6	Fair
S24	5	Poor	6	Fair
S25	6	Fair	8	Good
S26	5	Poor	7	Fairly good
S27	5	Poor	7	Fairly good
S28	4	Poor	6	Fair
S29	4	Poor	6	Fair
S30	6	Fair	8	Good

APPENDIX B

A. THE SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN ACCURACY

Code	ACCURACY							
	Pre-test			Total	Post-test			Total
	Vocabulary	Pronunciation	Grammar		Vocabulary	Pronunciation	Grammar	
S1	3	5	2	10	3	5	4	12
S2	5	5	3	13	7	7	5	19
S3	2	5	3	10	4	6	5	15
S4	6	5	6	17	9	8	8	25
S5	2	5	2	9	2	5	5	12
S6	5	5	4	14	7	7	6	20
S7	6	6	6	18	9	8	8	25
S8	4	5	6	15	6	6	7	19
S9	6	6	7	19	9	8	8	25
S10	4	5	5	14	6	6	7	19
S11	5	5	5	15	7	7	6	20
S12	5	5	4	14	7	6	5	18
S13	2	5	2	9	4	6	4	14
S14	4	5	3	12	6	7	5	18
S15	5	5	6	16	7	7	7	21
S16	4	5	4	13	6	7	6	19
S17	5	6	6	17	7	8	8	23
S18	6	6	7	19	8	8	8	24
S19	4	5	4	13	6	6	6	18
S20	7	7	7	21	9	8	8	25

S21	6	5	5	16	8	7	6	21
S22	6	5	3	14	8	7	5	20
S23	3	5	4	12	5	5	6	16
S24	4	5	5	14	6	6	7	19
S25	5	5	4	14	7	6	6	19
S26	6	5	4	15	8	7	5	20
S27	5	5	5	15	7	7	7	21
S28	5	5	4	14	7	6	6	19
S29	3	5	3	11	5	6	5	16
S30	6	5	4	15	8	7	6	21
N= 30	$\sum x_1 =$ 139	$\sum x_1 =$ 156	$\sum x_1 =$ 133	428	$\sum x_2 =$ 198	$\sum x_2 =$ 200	$\sum x_2 =$ 185	583

B. THE SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN FLUENCY

Code	FLUENCY			
	Pre-test (x_1)	Total	Post-test (x_2)	Total
	Smoothness		Smoothness	
S1	2	2	2	2
S2	5	5	7	7
S3	2	2	4	4
S4	6	6	8	8
S5	2	2	5	5
S6	4	4	6	6
S7	6	6	8	8
S8	3	3	5	5
S9	5	5	8	8
S10	4	4	6	6
S11	4	4	6	6
S12	5	5	7	7
S13	3	3	5	5
S14	4	4	6	6
S15	5	5	7	7
S16	4	4	6	6
S17	6	6	8	8
S18	5	5	7	7
S19	4	4	6	6
S20	6	6	8	8
S21	5	5	7	7
S22	3	3	5	5

S23	5	5	6	6
S24	5	5	6	6
S25	6	6	8	8
S26	5	5	7	7
S27	5	5	7	7
S28	4	4	6	6
S29	4	4	6	6
S30	6	6	8	8
N= 30	$\sum x_1 =$ 133	133	$\sum x_2 =$ 191	191

1. The Total Score of Students' Accuracy in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Accuracy		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D^2
	Pre-test total score	Post-test total score				
S1	10	12	100	144	2	4
S2	13	19	169	361	6	36
S3	10	15	100	225	5	25
S4	17	25	289	625	8	64
S5	9	12	81	144	3	9
S6	14	20	196	400	6	36
S7	18	25	324	625	7	49
S8	15	19	225	361	4	16
S9	19	25	361	625	6	36
S10	14	19	196	361	5	25
S11	15	20	225	400	5	25
S12	14	18	196	324	4	16
S13	9	14	81	196	5	25
S14	12	18	144	324	6	36
S15	16	21	256	441	5	25
S16	13	19	169	361	6	36
S17	17	23	289	529	6	36
S18	19	24	361	576	5	25
S19	13	18	169	324	5	25
S20	21	25	441	625	4	16
S21	16	21	256	441	5	25
S22	14	20	196	400	6	36
S23	12	16	144	256	4	16
S24	14	19	196	361	5	25
S25	14	19	196	361	5	25
S26	15	20	225	400	5	25
S27	15	21	225	441	6	36
S28	14	19	196	361	5	25
S29	11	16	121	256	5	25
S30	15	21	225	441	6	36
N= 30	$\sum x_1 =$ 428	$\sum x_2 =$ 583	$\sum x_1^2 =$ 6352	$\sum x_2^2 =$ 11689	$\sum D =$ 155	$\sum D^2 =$ 839

a. Mean score of students' pre-test in Accuracy

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{428}{30}$$

$$\bar{X}_1 = 14.27$$

b. Mean score of students' post-test in Accuracy

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{583}{30}$$

$$\bar{X}_2 = 19.43$$

c. The improvement of students' score in Accuracy

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

$$= \frac{583 - 428}{428} \times 100\%$$

$$= \frac{155}{428} \times 100\%$$

$$= \frac{15500}{428}$$

$$= 36.21$$

d. Calculating the T-test Value of Accuracy

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

$$= \frac{155}{30}$$

$$= 5.16$$

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

$$= \frac{5.16}{\sqrt{\frac{839 - \frac{(155)^2}{30}}{30(30-1)}}$$

$$= \frac{5.16}{\sqrt{\frac{839 - \frac{24025}{30}}{30(29)}}$$

$$= \frac{5.16}{\sqrt{\frac{839 - 800.83}{870}}$$

$$= \frac{5.16}{\sqrt{\frac{38.17}{870}}$$

$$= \frac{516}{0043}$$

$$= \frac{5.16}{0207}$$

$$t=24.927$$

1. The Total Score of Students' Fluency in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	fluency		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D ²
	Pre-test x_1	Post-test x_2				
S1	2	2	4	4	0	0
S2	5	7	25	49	2	4
S3	2	4	4	16	2	4
S4	6	8	36	54	2	4
S5	2	5	4	25	3	9
S6	4	6	16	36	2	4
S7	6	8	36	64	2	4
S8	3	5	9	25	2	4
S9	5	8	25	64	3	9
S10	4	6	16	36	2	4
S11	4	6	16	36	2	4
S12	5	7	25	49	2	4
S13	3	5	9	25	2	4
S14	4	6	16	36	2	4
S15	5	7	25	49	2	4
S16	4	6	16	36	2	4
S17	6	8	36	64	2	4
S18	5	7	25	49	2	4
S19	4	6	16	36	2	4
S20	6	8	36	64	2	4
S21	5	7	25	49	2	4
S22	3	5	9	25	2	4
S23	5	6	25	36	1	1
S24	5	6	25	36	1	1
S25	6	8	36	64	2	4
S26	5	7	25	49	2	4
S27	5	7	25	49	2	4
S28	4	6	16	36	2	4
S29	4	6	16	36	2	4
S30	6	8	36	64	2	4
N= 30	$\sum x_1 =$ 133	$\sum x_2 =$ 191	$\sum x_1^2 =$ 633	$\sum x_2^2 =$ 1271	$\sum D =$ 58	$\sum D^2 =$ 120

a. Mean score of students' pre-test in fluency

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{133}{30}$$

$$\bar{X}_1 = 4.43$$

b. Mean score of students' post-test in fluency

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{191}{30}$$

$$\bar{X}_2 = 6.36$$

c. The improvement of students' score in fluency

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

$$= \frac{191 - 133}{133} \times 100\%$$

$$= \frac{58}{133} \times 100\%$$

$$= \frac{5800}{133}$$

$$= 43.60$$

d. Calculating the T-test Value of fluency

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

$$= \frac{58}{30}$$

$$= 1.93$$

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

$$= \frac{1.93}{\sqrt{\frac{120 - \frac{(58)^2}{30}}{30(30-1)}}$$

$$= \frac{1.93}{\sqrt{\frac{120 - \frac{3364}{30}}{30(29)}}$$

$$= \frac{1.93}{\sqrt{\frac{120 - 122.13}{870}}$$

$$= \frac{1.93}{\sqrt{\frac{7.87}{870}}$$

$$= \frac{193}{0009}$$

$$= \frac{.93}{0094}$$

$$t = 20.53$$

C. THE SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN FLUENCY

1. The Accuracy and Fluency Score of Students' Pre-Test And Post-Test In Speaking

Code	Speaking					
	Accuracy Pre-test	Fluency Pre-test	Total	Accuracy Post-test	Fluency Post-test	Total
S1	10	2	12	12	2	14
S2	13	5	18	19	7	26
S3	10	2	12	15	4	19
S4	17	6	23	25	8	33
S5	9	2	11	12	5	17
S6	14	4	18	20	6	26
S7	18	6	24	25	8	33
S8	15	3	18	19	5	24
S9	19	5	24	25	8	33
S10	14	4	18	19	6	25
S11	15	4	19	20	6	26
S12	14	5	19	18	7	25
S13	9	3	12	14	5	19
S14	12	4	16	18	6	24
S15	16	5	21	21	7	28
S16	13	4	17	19	6	25
S17	17	6	23	23	8	31
S18	19	5	24	24	7	31
S19	13	4	17	18	6	24
S20	21	6	27	25	8	33
S21	16	5	21	21	7	28
S22	14	3	17	20	5	25
S23	12	5	17	16	6	22
S24	14	5	19	19	6	25
S25	14	6	20	19	8	27
S26	15	5	20	20	7	27
S27	15	5	20	21	7	28
S28	14	4	18	19	6	25
S29	11	4	15	16	6	22
S30	15	6	21	21	8	29
N= 30	428	133	561	583	191	774

2. The Total Score of Students' Speaking in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)

Code	Speaking		$(x_1)^2$	$(x_2)^2$	D (x_2-x_1)	D ²
	Pre-test total score x_1	Post-test total score x_2				
S1	12	14	144	196	2	4
S2	18	26	324	676	8	64
S3	12	19	144	361	7	49
S4	23	33	529	1089	10	100
S5	11	17	121	289	6	36
S6	18	26	324	676	8	64
S7	24	33	576	1089	9	81
S8	18	24	324	576	6	36
S9	24	33	576	1089	9	81
S10	18	25	324	625	7	49
S11	19	26	361	676	7	49
S12	19	25	361	625	6	36
S13	12	19	144	361	7	49
S14	16	24	256	576	8	64
S15	21	28	441	784	7	49
S16	17	25	289	625	8	64
S17	23	31	529	961	8	64
S18	24	31	576	961	7	49
S19	17	24	289	576	7	49
S20	27	33	729	1089	6	36
S21	21	28	441	784	7	49
S22	17	25	289	625	8	64
S23	17	22	289	484	5	25
S24	19	25	361	625	6	36
S25	20	27	400	729	7	49
S26	20	27	400	729	7	49
S27	20	28	400	784	8	64
S28	18	25	324	625	7	49
S29	15	22	225	484	7	49
S30	21	29	441	841	8	64
N= 30	$\sum x_1 =$ 561	$\sum x_2 =$ 774	$\sum x_1^2 =$ 10931	$\sum x_2^2 =$ 20610	$\sum D =$ 213	$\sum D^2 =$ 1571

a. Mean score of students' pre-test in speaking

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{561}{30}$$

$$\bar{X}_1 = 18.7$$

b. Mean score of students' post-test in speaking

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{774}{30}$$

$$\bar{X}_2 = 25.8$$

c. The improvement of students' score in speaking

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

$$= \frac{774 - 561}{561} \approx 100\%$$

$$= \frac{213}{561} \times 100\%$$

$$= \frac{21300}{561}$$

$$= 37.96$$

d. Calculating the T-test Value of speaking

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

$$= \frac{213}{30}$$

$$= 7.1$$

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

$$= \frac{7.1}{\sqrt{\frac{1571 - \frac{(213)^2}{30}}{30(30-1)}}$$

$$= \frac{7.1}{\sqrt{\frac{1571 - \frac{45369}{30}}{30(29)}}$$

$$= \frac{7.1}{\sqrt{\frac{1571 - 1512.3}{870}}$$

$$= \frac{7.1}{\sqrt{\frac{58.7}{870}}}$$

$$= \frac{322.63}{\sqrt{0067}}$$

$$= \frac{7.1}{0258}$$

$$t = 27.51$$

APPENDIX C

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df)=N-1, df= 30-1,df=29. So, t-value = 2.04523, it can be seen in distribution of t-table below

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al, 2005: 206)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMAN 19 Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1 (ganjil)
Alokasi Waktu	: 2 x 45 menit
Aspek/skill	: Speaking

A. Kompetensi Inti

- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, 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.
- KI 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

- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

3.9.1 Mengidentifikasi makna dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa.

4.14.1 Mempresentasikan teks recount dengan menggunakan tata bahasa, kosa kata yang beragam dalam menceritakan teks recount sesuai konteks dalam gambar dengan menggunakan media story sequences cards (rangkaiian peristiwa sebuah cerita dalam bentuk kartu bergambar).

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Menentukan urutan peristiwa dari sebuah cerita sesuai dengan gambar yang disediakan yaitu story sequences cards (rangkaiian peristiwa sebuah cerita dalam bentuk kartu bergambar).
- Menceritakan teks recount dengan lancar dan menggunakan tata bahasa, serta kosa kata yang beragam dalam menceritakan teks recount sesuai dengan urutan yang telah mereka tentukan.

E. Metode Pembelajaran

Media Story Sequences Cards (rangkaiian peristiwa sebuah cerita dalam bentuk kartu bergambar).

F. Materi Pembelajaran

Penyajian materi Story Sequences Cards (rangkaian peristiwa sebuah cerita dalam bentuk kartu bergambar).

G. Langkah-Langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</p> <p>b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>c. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang <i>recount text</i>.</p> <p>d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.</p> <p>e. Guru menjelaskan media story sequence (rangkaian peristiwa sebuah cerita) yang akan digunakan dalam proses belajar.</p>	10 Menit

Kegiatan Inti	<p>Mengamati</p> <p>a. Siswa menyimak contoh teks recount.</p> <p>b. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</p>	10 Menit
	<p>Mempertanyakan</p> <p>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount.</p>	5 Menit
	<p>Mengeksplorasi</p> <p>Siswa belajar menentukan informasi rinci dan informasi tertentu dari teks recount.</p>	10 Menit
	<p>Mengasosiasi</p> <p>a. Siswa menganalisis teks recount tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p> <p>b. Siswa mendiskusikan informasi rinci dan informasi tertentu dari teks.</p> <p>c. Siswa memperoleh penjelasan dari guru mengenai unsur-unsur yang ada dalam teks recount tersebut.</p>	10 Menit
	<p>Mengkomunikasikan</p> <p>a. Guru membagi siswa menjadi beberapa kelompok.</p>	40 Menit

	<p>b. Guru menunjukkan contoh teks recount dan menjelaskan langkah- langkah dalam membuat teks recount dengan generic structure yang benar.</p> <p>c. Guru menyiapkan beberapa gambar rangkaian peristiwa sebuah cerita tentang teks recount yang familiar.</p> <p>d. Berkelompok, siswa mendiskusikan tentang urutan gambar kejadian yang tepat dari sebuah cerita yang diberikan.</p> <p>e. Tiap-tiap kelompok terlebih dahulu diminta untuk menafsirkan dan menggambarkan rangkaian peristiwa sesuai dengan konteks.</p> <p>f. Siswa diberikan waktu untuk kemudian menkonsep ide apa saja yang mereka pikirkan berdasarkan urutan peristiwa yang telah ditentukan sebelumnya.</p> <p>g. Siswa mempresentasikan hasil diskusi kelompoknya didepan kelas secara individu.</p> <p>h. Guru memberikan koreksi terhadap kesalahan siswa dalam mempresentasikan</p>	
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	cerita yang berbentuk teks recount dan kesimpulannya.	
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru bersama siswa menyimpulkan materi pembelajaran.</p> <p>c. Guru dan siswa berdoa bersama dan mengucapkan salam penutup.</p>	5 Menit

H. Media dan Sumber Pembelajaran:

- Media : rangkaian gambar yang berbentuk kartu.
- Sumber Belajar : buku paket SMA yang relevan dan internet.

I. Penilaian Hasil Pembelajaran

- Teknik : oral test

Makassar, 2017

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

()

(Annisa Fatimatus Zahra)
10535542913

INSTRUMENT (PRE-TEST)

Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below

How does Julia get ready for dinner? Put these pictures in the right order to create a logical story. Write 1, 2, 3, 4 in the small boxes.



Get Ready for Dinner (1st meeting)

- Wash = mencuci
- Paint = melukis
- Bathroom sink = wastafel
- Kitchen = dapur
- Dining room = ruang makan
- Beef = Daging sapi
- Bacon = daging babi yang diasini
- Cheese = keju
- Chicken = ayam
- Chocolate = coklat
- Chef = juru masak
- Cooking = masakan
- Cup = cangkir
- Dessert = makanan pencuci mulut
- Dinner = makan malam
- Dish = hidangan
- Food = makanan
- Fork = garpu
- Glass = gelas
- Grill = alat pemanggang
- Knife = pisau
- Main course = menu makanan utama
- Meal = makanan, hidangan
- Napkin = serbet dari kain/kertas
- Pastry = kue kering
- Pepper = lada, cabai
- Plate = piring
- Rice = nasi
- Roast = daging panggang
- Salad = salad
- Salt = garam
- Sauce = saus
- Sausages = sosis
- Slices = potongan, irisan
- Soup = sup
- Spoon = sendok
- Vegetables = sayuran
- Vegetarian = vegetarian, orang yang hanya makan sayur-sayuran
- Waiter = pelayan pria
- Waitress = pelayan wanita
- Water = air putih
- Egg = telur
- Fish = ikan
- Ketchup = saus tomat
- Mayonnaise = mayones
- Noodles = mie
- Pancakes = panekuk
- Peanuts = kacang
- Shrimp = udang
- Toast = daging panggang
- Corn = jagung
- Oat = sejenis gandum, gandum oat
- Rye = gandum hitam
- Brown rice = nasi/beras merah
- Wheat = gandum
- Biscuits = biskuit
- cake = kue
- cheese sticks = stik keju
- cookies = kue kering
- corn bread = roti jagung
- crackers = biskuit renyah asin
- Doughnuts = donat
- Muffins = kue muffin
- wheat bread = roti tawar
- Coffee = kopi
- Coke = minuman bersoda
- green tea = teh hijau
- ice coffee = es kopi
- ice tea = es teh
- juice = jus
- lemonade = minuman limun
- milk = susu
- milkshake = susu kocok (dengan es krim)
- Orange juice = jus jeruk
- Punch = minuman campuran (dengan agar-agar, dsb)
- soda = soda
- soft drink = minuman ringan
- Tea = teh
- Water = air putih

INSTRUMENT (POST-TEST)

Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below!

Wayne's run into a little problem. Can you help him? Put these pictures in the right order to create a logical story. Write 1, 2, 3, 4 in the small boxes.



Washing Clothes (8th meeting)

- Washing machine = mesin cuci
- Hand wash = mencuci dengan tangan
- Detergent = detergen
- Softener = pelembut pakaian
- Bleach = pemutih pakaian
- Scrubbing brush = sikat pakaian
- Clothes hanger = gantungan pakaian
- Clothesline = tali jemuran
- Clothespin = jepit jemuran
- Laundry basket = keranjang cucian
- Dryer = pengering
- Iron = setrika
- Ironing board = papan setrika
- Fold = melipat
- Washbasin = baskom
- Pail = ember
- Stain = noda
- Faded = luntur
- Clean = bersih
- Neat = rapi
- Fragrant = wangi
- Wet = basah
- Damp = lembab
- Hat = Topi
- Coat = Mantel, jas
- Jacket = Jaket
- Scarf = Syal leher, selendang
- Gloves = sarung tangan
- Shoes = sepatu
- Suit = baju setelan
- Socks = kaos kaki
- T-shirt = kaos
- Shirt = kemeja
- Dress = gaun
- Sweater/jumper = baju hangat
- Bikini = pakaian renang, bikini
- Blazer = jaket seragam
- Bloomers = celana pendek dekat lutut
- Boxer shorts = celana boxer pendek
- Bra = bra, beha
- Caftan = jubah
- Cardigan = rompi lengan panjang
- Clothing = pakaian
- Collar = kerah baju
- Corset = korset
- Coveralls = baju monyet
- Fez = kopiah
- fur coat = mantel bulu
- Outerwear = baju usang, bekas
- Pajamas = piyama
- Overalls = baju kerja
- Sarong = sarung
- Uniform = seragam
- Skirt = rok

TEACHING MATERIAL 1

Name : _____

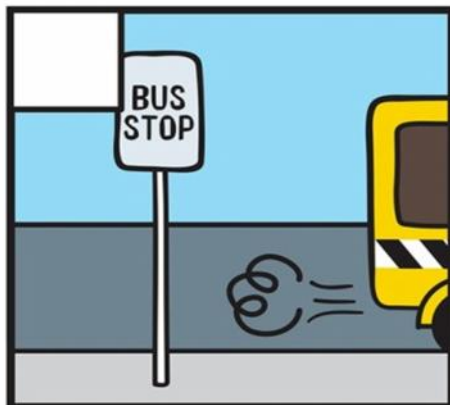
Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.

How do Patrick and Ivan get to school on time? Put these pictures in the right order to create a logical story. Write 1, 2, 3, 4 in the small boxes.



Get to School (2nd meeting)

- School = sekolah
- Class = kelas
- Desk = meja tulis
- Blackboard = papan tulis (kapur)
- Chalk = kapur
- White board = papan tulis (spidol)
- Marker = spidol
- Eraser = penghapus
- Paper clips = penjepit kertas
- Vehicle = kendaraan
- Bus = bis
- Motorcycle = motor
- Bicycle = sepeda
- Car = mobil
- Truck = truk
- Scooter = skuter
- Streetcar = trem
- Subway = kereta api bawah tanah
- Taxi = taksi
- Train = kereta
- Driver = sopir
- Cost = ongkos
- Ticket = tiket
- Terminal = terminal
- Station = setasiun
- Passenger = penumpang
- Walk = berjalan
- Stand in line = antri
- Stopping place for public vehicles = halte
- Rearview mirror = kaca spion
- Horn = klakson
- Together = bersama-sama
- Waiting = menunggu

TEACHING MATERIAL 2

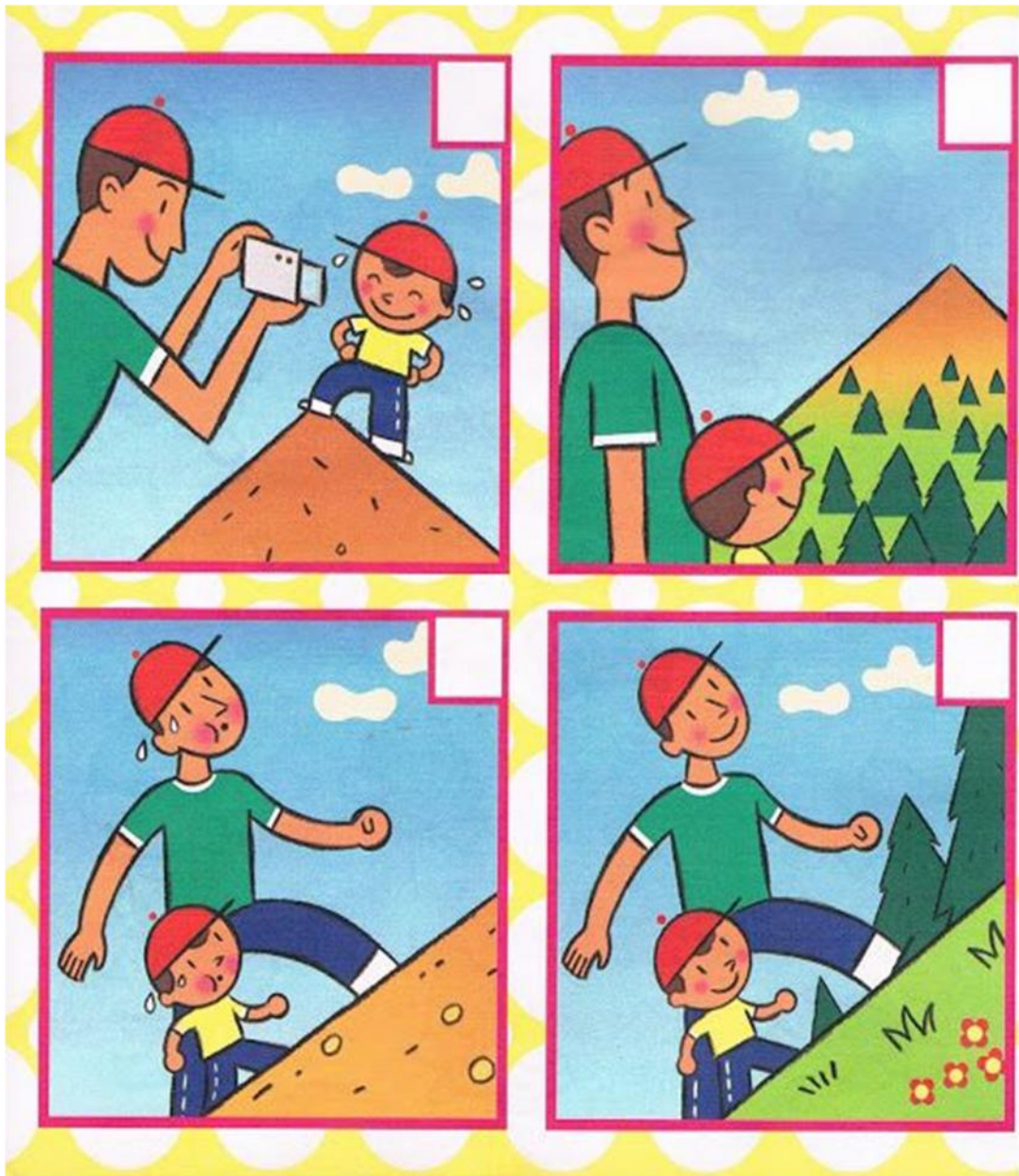
Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.



Climbing the Mountain (3rd meeting)

- Climb = mendaki
- Ascend = tanjakan
- Summit = Puncak
- Forest = hutan
- Mountain Backpack = Ransel Gunung
- Tent = Tenda
- Jacket = Jaket
- Mountain Shoes = Sepatu Gunung
- Mountain Slippers = Sandal Gunung
- Raincoat = Jas Hujan
- Clothes = Pakaian Ganti
- Portable Gas Stove = Kompor Gas Portabel
- Tableware = Peralatan Makan
- Sleeping Bag = Kantung Tidur
- Mattress = Matras
- Gloves = Sarung Tangan
- Mask = Masker
- Hood = Kupluk, Penutup Kepala
- Head Lamp = Senter Kepala
- Socks = Kaos Kaki
- Trash Bag = Kantung Plastik Sampah
- Compass = Kompas
- Tracking Pole = Tongkat
- Personal Medicines = Obat Pribadi
- Hat = Topi
- Rain Cover = Pelindung Tas dari Hujan
- Water = Air

TEACHING MATERIAL 3

Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.



Catch the thief (4th meeting)

- Thief = pencuri
- Robber = perampok
- Gunman = perampok bersenjata api
- Receiver = penadah barang curian
- Smuggling = penyelundupan
- Steal = mencuri
- Stolen goods = barang curian
- Liar = penipu
- Gambler = penjudi
- Hit man = pembunuh bayaran
- Corruption = korupsi
- Dacoit = anggota perampok
- Culprit = pelaku kejahatan
- Kidnap = menculik
- Kidnapper = penculik
- Hostage = sandera
- Ransom = uang tebusan
- Pickpocket = mencopet
- Drug = obat bius
- Slitther = menyelinap
- Muffle = membekap
- Catc = menangkap
- Call = menelpon
- Dial menekan tombol
- Report = melaporkan
- Police = polisi
- Pistol = pistol
- Gun/ weapon = senjata
- Handcuff = borgol
- Shooting = tembakan
- Punishment = hukuman
- Death penalty = hukuman mati
- Prison = penjara
- Protect fee = uang perlindungan
- Judge = hakim
- Court = pengadilan

TEACHING MATERIAL 4

Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.

Julia loves flowers! Can you put these pictures in the right order to create a logical story? Write 1, 2, 3, 4 in the small boxes.



Plant the flower (5th meeting)

- Trunk, stem = Batang
- Twig = Ranting
- leaf = Daun
- Root = Akar
- Aerial root = Akar Gantung
- Bulb = Umbi
- Tom = Duri
- Shoot = Tunas
- Bud = Tunas Bunga
- Fruit = Buah
- Seed = Biji
- Resin = Getah
- Stalk = Tangkai
- Bloom = Mekar
- Wilted = layu
- Flower = Bunga
- Stamen = Benang Sari
- Pistil = Putik
- Corolla = Mahkota Bunga
- Rose = Mawar
- Jasmine = Melati
- Orchid = Anggrek
- Sun-flower = Bunga Matahari
- Shoe-flower = kembang sepatu
- Lotus = Teratai
- Flamboyant = Flamboyan
- Carnation = Anyelir
- Tulip = Tulip
- Rafflesia Arnoldy = Bunga Bangkai
- Ornamental-plant = Tanaman hias

TEACHING MATERIAL 5

Name : _____

Reg. number : _____

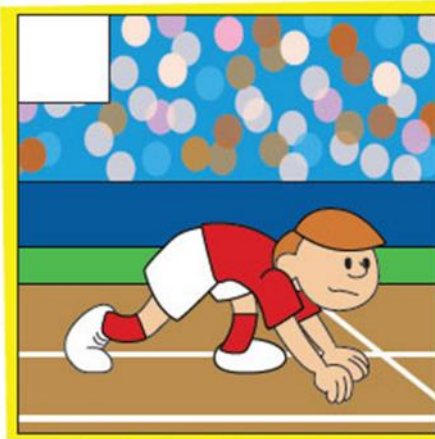
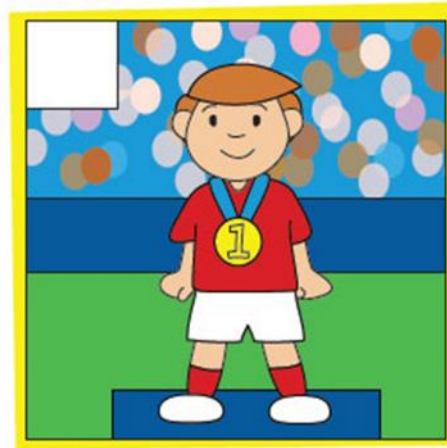
Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.

Matt wins the race!

Put these pictures in the right order to make a story.
Write 1, 2, 3 or 4 in the boxes.



Wins the race (6th meeting)

- Sport = olahraga
- Sportman = olahragawan
- Athlete = atlet
- Coach = pelatih
- Start = permulaan
- Finish = penghabisan
- Run = lari
- Runner = pelari
- Race = perlombaan
- Exercise = latihan
- Ready = siap
- Sprint = lomba lari jarak pendek
- Marthon = maraton
- Relay race = lari estafet
- Baton = tongkat lari estafet
- Fatigue = kelelahan
- Lose = kalah
- Win = menang
- Draw = seri
- Dais = podium
- Champion = juara
- Medal = medali
- Gold = emas
- Silver = perak
- Bronze = perunggu
- Prize = hadiah
- Rival = lawan, saingan
- Speed = kecepatan
- Stadium = stadion
- Field = lapangan
- Score = skor
- Result = hasil
- Time = waktu
- Umpire = wasit
- Spectator = penonton
- Supporter = pendukung
- Running track = jalur lari

The End of the Long Day (7th Meeting)

- Bedroom = kamar tidur
- Bed = tempat tidur
- Sleep = tidur
- Wake up = bangun
- Get up = bangun dari tempat tidur
- Pray to god = berdoa kepada tuhan
- Dream = mimpi
- Tidy up = merapikan
- Window = jendela
- Curtain = tirai
- lamp = lampu
- pillow = menyusun bantal
- Blanket = selimut
- Go outside = keluar rumah
- Take a rest = beristirahat
- Take a bath = mandi
- Teeth brush= sikat gigi
- Tooth paste = odol
- Soap = sabun
- Hanger = gantungan baju
- Towel = handuk
- Bathtub = bak mandi
- Shower = air mancur
- Closet = WC/kakus
- Tap/faucet = keran
- Water dipper = gayung
- Shampoo = sampo
- pajamas = piyama
- Get dress = berpakaian
- Look in the mirror = bercermin
- Comb hair = menyisir rambut
- Turn on = menhidupkan
- Turn off = mematikan
- Moon = bulan
- Star = bintang

TEACHING MATERIAL 6

Name : _____

Reg. number : _____

Class : _____

Instuction:

Arrange the sequences of the story from the picture below, then telling the story by using your own words. Be imaginative and creative as possible as you were working with story sequence cards below.

What does Mimi do at the end of a long day? Put these pictures in the right order to create a logical story. Write 1, 2, 3, 4 in the small boxes.



Pre-test Transcription

Get Ready for Dinner

Student : “One day, Julia paint it a sun. But his mother call she to dinner. Before she dinner, Julia wash her, wash hand in bathroom sink. After that, Julia dries her hand and go to dining room to dinner. There, Julia eat with a rice, beef, and she eat using a spoon and fork and Julia drink one glass a water.”

Pos-test Transcription

Washing Clothes

Student : “Jeno was very happy to play ball with friends. But after playing the ball, Jeno’s clothes are dirty. Jeno decide to wash his clothes, he then put his t-shirt into the washing machine. Jeno waiting near the washing machine for a few minutes. After waiting a few minutes, Jeno t-shirt was washed. He then put back his clean clothes.”



CURRICULUM VITAE



Annisa Fatimatus Zahra was born on October 5th, 1995 in Jayapura. She has 1 brother. She lives at Jl. Borong Raya, Makassar. She is the youngest child from the couple of Muh. Tajuddin Nur and Jumiati. She started her education, first was in kinderganten at TK Kartika Wirabuana and graduated in 2001. Then, she continued in elementary school at SDN 118 Patampanua and graduated in 2007. Then, she continued her junior high school and senior high school at the same Islamic boarding school namely PONPES Al-Maza'akhirah Baramuli Pinrang and graduated in 2010 and 2013. Then she entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **The Use of Story Sequence as An Alternative Medium to Enhance Students' Speaking Skill** (*Pre-Eksperimental Research at The Second Grade Students of SMAN 19 Gowa*).