

**IMPROVING STUDENT'S SPEAKING ABILITY THROUGH
MOBILE SOCIAL NETWORKING**

(Pre-Experiment Research at the tenth grade of SMA Negeri 8
Makassar)




A THESIS

*Submitted to the faculty of teachers and education Muhammadiyah University of
Makassar in partial fulfillment of the requirement for the degree of sarjana
Pendidikan*

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2019


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

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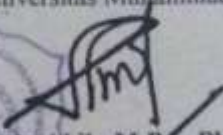
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26/12/18		→ Revise background (→ observation result, learning experience, and field data)	Uf

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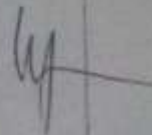

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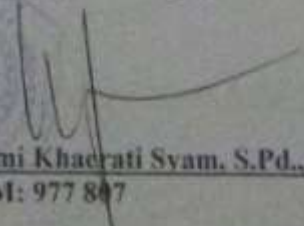
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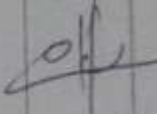


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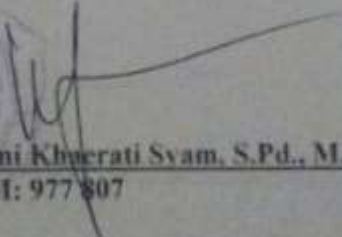
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wed/09 01/19		<ul style="list-style-type: none"> - Bridge findings with theories and previous previous findings in Discuss - suggest for further researches 	

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MOTTO

“God will not burden someone but according to his ability.”

(QS Al Baqarah -:268)

“And obey Allah and His messenger, and dispute not one with another lest ye falter and your strength depart from you; but be steadfast! Lo! Allah is with the steadfast.”

(QS Al-Anfal:46)

“Don't be afraid of something but fear to your god”

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Finally, by reciting Alhadulillah Robbil Alamin, the researcher has been succes to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar, January 2019

The researcher

Muh.Saefullah

ABSTRACT

MUH SAEFULLAH AL FAUZAN, 2018. *Improving Students' Speaking Ability Through Mobile Social Networking(Pre-Experimental Research At The Tenth Grade Of SMAN 8 Makassar)*. A Thesis, English Education Department Faculty of Teachers Training And Education Makassar Muhammadiyah University. (Under The Supervisor: Consultant I Ummi Khaerati Syam And Consultant II Herlina Daddi).

This research aimed at finding out whether or not the implementation mobile social networking method improve the students' ability in speaking term of accuracy and fluency at the tenth grade students' of SMAN 8 Makassar.

This research was conducted through pre-experimental method. The populasi of this research consisted of one class of the tenth grade and the sample of the research, the researcher took X-MIPA 1 class which consisted of 31 students at High School SMAN 8 Makassar, year 2018/2019. In collecting data, the researcher gave a speaking test, the speaking test help into two steps, there were pre-test and post-test, while to analyzed data , the researcher used (t)test.

The findings of this research showed that the mean score in pre-test in term of pronunciation was (3,06) and post-test was (5,65). The mean score in pre-test in term smoothness was (3,39) and post-test was (5,74). And the total result of pronunciation and smoothness or X_1 was (3,22) and the post-test or X_2 was (5,7). So, this is showed students got improvement in thier speaking after being taught through mobile social networking, the students ability in speaking english became better than befofe.

Keywords: Speaking, Social Networking, Accuracy (pronunciation), Fluency (Smoothness), Students

ABSTRAK

MUH SAEFULLAH AL FAUZAN. *Meningkatkan Kemampuan Berbicara Siswa Melalui Jejaring Sosial Seluler (Penelitian Pre-ekperimen di kelas 10 SMA Negeri 8 Makassar).* Skripsi, Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar.(Di bawah Pembimbing. Konsultan I Ummi Khaerati Syam dan Konsultan II Herlina Daddi).

Penelitian ini bertujuan untuk mengetahui apakah penerapan metode jejaring sosial seluler meningkatkan kemampuan siswa dalam hal ketepatan dan kelancaran berbicara di siswa kelas sepuluh di SMAN 8 Makassar.

Penelitian ini dilakukan melalui metode Pre-eksperimen. Populasi penelitian ini terdiri dari satu kelas kelas X dan sampel penelitian, peneliti mengambil kelas X-MIPA 1 yang terdiri dari 31 siswa di SMAN 8 Makassar, tahun 2018/2019. Dalam mengumpulkan data, peneliti memberikan tes berbicara, tes berbicara membantu menjadi dua langkah, ada pre-test dan post-test, sedangkan untuk menganalisis data, peneliti menggunakan (t) tes.

Temuan dari penelitian ini menunjukkan bahwa skor rata-rata dalam pre-test dalam hal pengucapan adalah (3.06) dan post-test adalah (5.65). Nilai rata-rata dalam pre-test dalam hal kelancaran adalah (3,39) dan post-test adalah (5.74). Dan hasil total dari pengucapan dan kelancaran atau X1 adalah (3,22) dan post-test atau X2 adalah (5.7). Jadi, ini menunjukkan siswa mendapat peningkatan dalam berbicara setelah diajarkan melalui jejaring sosial seluler, kemampuan siswa dalam berbicara bahasa Inggris menjadi lebih baik daripada sebelumnya.

Kata kunci :Berbicara, Jejaring Sosial, Akurasi (pengucapan), Kefasihan (Kelancaran), Siswa

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CHAPTER I

INTRODUCTION

A. Background

Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thoughts and feelings by using language. Language, communication and life can not be separated. Language can be applied in many aspects, such as education, society, politics, economics and culture. One of the ways in communication is through speaking (Nursyamsi 2006:1).

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading and writing. We use it to understand our world through listening and reading to communicate our feelings, needs, and desires through speaking and writing. By having more knowledge about language skills, we have a much better chance of understanding and being understood and getting what we want and need from those around us (Jamlan 2008:1).

Speaking is identified to be difficult to learn, whereas speaking is very important in human life. By speaking, people can communicate with others. Usually, people face some troubles in social interaction like he or she cannot produce his ideas, arguments and feelings communicatively. One sometimes can understand what others say but he or she is not able to communicate it. This may happen because of low practice, low motivation, less of communication

competence and also self confidence. Ideally, if one could understand an expression, should be able to produce it.

Based on the preliminary observation in SMAN 8 Makassar, there are some problems that english learning, such as they were lack of Vocabulary to learn english, they were lack of Motivation in english learning, and they were not Fluency in speak and also the students low self confidence in using english in speaking class, and they are shy to speak english in front of their friends. Besides, the teacher is not able realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom.

From the reason above, the researcher wants to improve students' speaking ability thorough social media. The used of social media in the learning process today is not just an option. However, the used of social media has become a demand for all teachers to be able to used it as an effort to facilitate students in the learning process (Lukman arif, 2016). It is undeniable today that the used of social media is now very popularly used as an authentic medium in learning such as examples of *Twitter*, *Facebook*, *Instagram* and others.

In learning English, the used of social media is one of the efforts in making the learning atmosphere to be effective and able to facilitate students in training in speaking English. This is because having the ability to speak English is a demand for everyone nowadays. In this globalization area, the necessity to communicate actively and well becomes a necessity in order to compete and cooperate internationally.

In fact, although the use of social media as a medium to improve the ability of English students is very popular, done by teachers, students who are able to speak English in school is still a minority. There are still obstacles in the learning of speaking and the application of social media as a medium to improve students' ability in speaking English. Learning from the experience of researchers as an English teacher, it is very difficult to improve the ability of students to be able to speak although the implementation of social media is often done in the learning process.

Considering that social media should be applied as a learning medium now and see there are still obstacles in the use of social media in the learning process in improving students' ability to speak in English.

In conclusion, according to results of the study by *kompas tekno* from *we are social*. Wednesday March, 1st 2018, Youtube ranks first a percentage of 43%, Facebook 41%, Whatsapp 40%, Instagram 38% and Line 33%. Globally, the total internet users penetrate the number of four billion users. For social users, up 13% with year-on-year users reached 3.196 billion.

From the explanation above, the research on the use of social media of Facebook to improve students' speaking ability. Facebook is being considered as an educational apparatus because of its beneficial qualities such as enabling peer feedback, goodness of fit with social context, and interaction tools (Mason, 2006). Through Facebook, students can express their thoughts, feelings and ideas more freely and relax. It has become the good preparation for them to deliver their

ideas when they communicate one another. in the learning process so that the used of social media can be more effective and maximal.

B. Problem of Statement

Base on backround above, the research formulated the problem statement by question “Does Facebook can improve the students' speaking ability at tenth grade of SMA Negeri 8 Makassar?”

C. The Objectives of Research

Relating to the problem statement above, the researcher states that objective of the study to “Find out whether there is improvement in students' speaking ability by using facebook or not at tenth grade of SMA Negeri 8 Makassar”

D. The Significance of Reserch

The significance of this research might be expected to help students' to improve speaking ability through social media especially Facebook and make students' more fun, happy and enjoy in learning especially english.

E. Scope of Research

This research was used facebook to improving Students' speaking ability in English learning. The result of this research are to improve accuracy (pronunciation) and fluency (smoothness) the students.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. Review Related of Literature

Some researchers have been conducted reseach, the related to this research and their findings revealed as follows:

Social networking and media can provide rich tools for teaching innovation and compiling ways to engage students effectively (APA, 2011). Results of some empirical studies show that educators should embrace social media (Ito et al., 2009). Some suggested that high school students used it to connect with other students for homework and group projects (Boyd, 2008). Some teachers used blogs as teaching tools, where they reinforce skills in English, written expression, and creativity (Borja, 2005). Social media also allow students to get together outside the class to collaborate and exchange ideas about projects and assignments (O'Keeffe and Clarke-Pearson, 2011).

Shih (2013) explored the impact of incorporating blended learning with Facebook and peer assessment for English for Business Communication course for college students. A total of 111 students from a public technological university were divided into three Facebook groups. A mixed method consisting qualitative and quantitative approaches was employed to analyze the collected data, including the pre- and post-tests, qualitative data of peer assessment on Facebook sites, interviews, a student self-efficacy scale, and a self-developed satisfaction survey questionnaire. The findings indicated that incorporating Facebook in the English

for Specific Purposes (ESP) course effectively assisted college students in learning business communication English. Moreover, students were able to improve their professional knowledge not only from the in-class instruction but also through peer assessing on Facebook. Additionally, the blended learning approach significantly enhanced students' learning motivation and interest.

Li et al. (2013) intended to integrate Facebook-based learning platform with blended learning model and flip learning strategies for sophomores, juniors and seniors. The results showed that the platform helped learners to promote online learning and that learners' participation in blended learning and flip learning was higher than that in traditional learning.

Blattner and Lomicka (2012) aimed to examine the used of Facebook (FB) as a social networking tool in an intermediate French class. Results suggested that students responded in a positive manner toward the used of FB in education and highlights some differences in the way FB is used in both personal and academic settings. Furthermore, the results revealed that students viewed participation positively in online collaborative experiences. In the pedagogical realm, FB was implemented in ways that promoted communication, collaboration, and student-centered activities that facilitated student learning and encouraged high academic achievement

Wang et al. (2011) explored the used of a Facebook group and students' perceptions of using Facebook in two teacher education hybrid courses in Singapore. The instructors for each course created a Facebook group before the

course started. The findings of this study confirmed that students were satisfied with the use of the Facebook group and agreed that those using Facebook were able to make announcements, share resources, take part in online discussions and participate in weekly activities. However, some older participants did not perceive Facebook as a safe environment for teaching and learning. Most of them were worried that their academic performance could potentially be discovered by their social friends, or were concerned that information about their personal lives might be accessed by the instructors.

Conclusion, the similarity in some previous research and this research is Facebook as a media learning tool that is used to improve students' ability to communicate and interact with the English language and make students more active, relaxed, and fun in learning. While the difference is that this research focuses on improving students' ability to speak English, especially in the case of fluency and pronunciation.

B. Concept of Social Networking (Social Media)

1. Social Network Sites (SNS)

Social network sites are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Boyd, D. M., and Ellison, N. B., 2007).

While the term "social network site" is used to describe this phenomenon, the term "social networking sites" also appears in public discourse, and the two terms are often used interchangeably. The term of "networking" is not chosen for two reasons: emphasis and scope. "Networking" emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC) (Warchauer, 2000: 3-4).

2. The Functions of Social Network Sites In Education

Social media plays an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education.

We are seeing education institutions adapting these developments into their systems and relying on group resources and mechanisms to improve the student life. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient.

Social network tools afford students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media plugins that enable sharing and interaction. Students can benefit from online tutorials and resources that are shared through social networks and Learning Management System (LMS).

There is valuable knowledge to be gained through social media such as analytics and insights on various topics or issues for study purposes. Social media is also a medium where students can establish beneficial connections for their careers. As an educational institution, it is crucial to be active in many social platforms possible, this helps create better student training strategies and shapes student culture.

3. Kinds of Social Networking (Social Media)

Social media and social networks, from Facebook to Snapchat to Twitter and beyond, are an increasingly important part of how we communicate and connect day to day. They're key for staying in touch and up-to-date as well as contributing to our world and being creative. Many teachers find social networking a great way to expand their personal learning network and to discover resources. Just about all students rely on social media of some kind as a part of their daily routines.

Here's a collection of the best and most interesting social networks and social media apps and websites we've looked at to help you decide.

a. Twitter

The best way to use Twitter for teaching is as a reminder to students that they need to complete an assignment for a particular due date or that they have an exam coming up soon so study this or that. Sometimes teachers even use it for inspiration by sending a famous quote.

b. Instagram

Students love Instagram for so many reasons but mainly for the photos and effects available to them. Teachers can create assignments that tap into the need to Instagram such as photo essays where students take photos, upload, and add captions or students can even create campaigns for certain organizations or just for a lesson.

c. Skype

Using Skype means connecting with anyone, anywhere, at any time. This means students not only connect with teachers but teachers encourage students to broaden their view of the world. Set up virtual connections by contacting other teachers then connect the students to each other. Also, Skype has a whole portal dedicated to educators who can use it to teach various lessons already set up by the Skype team.

d. Facebook

Facebook is a social networking site where people form connections, both personal and professional. It was originally developed for college and university use but has expanded to include people from all walks of life. People can post status messages on their wall about what they are doing or thinking, share photos and videos, and comment on status messages or media of others in their network. Developers can use hooks into the Facebook system to build small games and applications that people can subscribe to; these allow users to engage socially

with their connections, and they integrate with Facebook in a way that allows the applications to post information to the user's walls as well.

Facebook has many versions there are:

1) Facebook via Web

Facebook web is Facebook that can be accessed on a website from a personal computer, laptop, or smartphone.

2) Facebook App

Facebook app is Facebook that can be accessed by using a smartphone, before using a user should download the app from an official download service. This Facebook app doesn't provide messenger, so a user should install or download messenger.

3) Facebook Lite

Facebook Lite has the same features like Facebook app but has a smaller size so it is very helpful for users with low smartphone memory.

From the three kinds of Facebook above, none support messenger by audio, so it's not appropriate for the research. Therefore, the researcher used the messenger app to support this research.

To enter into the Facebook network, at first a user needs to create a profile with a valid email address, user name, password, gender, and date of birth. After creating a profile, a user can add friends and exchange messages. By adding a friend, you and that person are connected virtually, now you are members of his network and vice versa. Facebook offers several features like chats, photo sharing, video sharing, and automatic notifications when a user updates his or her profile and

users can create or join groups according to their interests etc. In your profile you can also fill your contact detail, your personal information for example your marital status, favorite books, shows, movies, teams and you can also provide your education and work details.

There are features of Facebook:

1) Facebook Application

The main application of the Facebook is its own feature which I have discussed under. Further Facebook is a combination of these features offered by Facebook Company and third party software development industry. For instance news feed, timeline, games, instant messaging, shopping lists usually categorized as third party software's. There are hundreds of applications have been offered on Facebook pages, users can install any application.

1) Search

There are two main search options on Facebook page, (1) it is a general search facilitating users to search people, places and things (pages, groups and apps) connected with Facebook and (2) other search provides the friends search (Find Friends) within your own friends network. Basically Facebook search permits you to search anyone in the entire Facebook network, as long as users did not impose any security on their public Facebook profile details. Facebook uses the Bing search engine for its external searches and you can sort the search results by people, places, groups and pages.

2) Facebook photos

This feature facilitates users to create, upload and delete online photos, videos and albums. It is also quite frequently used feature of the Facebook which can be accessed from main page of the user profile. By the time of writing this thesis 300 million photos are being uploaded daily on Facebook.

3) Groups

Groups provide a closed space for small groups of people to communicate about shared interests. Creating and administering the group is similar to a blog. Every Facebook user can create a group and he can add or permit the other interested user to join the group. Members can receive notifications by default and view each other posting within the group. Group members can participate in chats, upload photos to shared albums, collaborate on group docs and invite members who are friends to group events (Facebook.com, 2013).

4) Messenger

Messenger is a free mobile messaging app used for instant messaging, sharing photos, videos, audio recordings and for group chats. The app, which is free to download, can be used to communicate with your friends on Facebook and with your phone contacts.

Messenger can be used in conjunction with Facebook on your computer, at Messenger.com or accessed using the mobile Messenger app on Android and iOS devices. Because Messenger works on iPhones, it also works on the Apple Watch.

Even though Messenger is easily accessible through the Messenger website, your Facebook account on your computer, and the mobile apps, you can install add-ons in some browsers that are designed to make it even easier to use. These add-ons are not official Facebook apps. They're third-party extensions that non-Facebook developers released for free. For example, Firefox users can put Messenger on the side of their screens and use it while on other websites, in a split-screen fashion, with the Messenger for a Facebook add-on.

The features of messenger are:

1. Send Text, Pictures, and Video

At its core, Messenger is a texting app for both one-on-one and group messaging, but it can also send images and video. Messenger includes lots of built-in emojis, stickers, and gifs that you can even search through to find exactly what you want.

Some useful small features included in Messenger is its typing indicator to see when the person is writing something, delivered receipts, read receipts, and timestamp for when the message was sent, with another for when the most recent one was read. Much like on Facebook, Messenger lets you react to messages on both the website and app.

Something else great about sharing images and videos through Messenger is that the app and website collect all the media files so you can easily sift through them.

If you're using Messenger with your Facebook account, any private Facebook message is shown in Messenger. You can delete these texts as well as

archive and unarchive the messages at any time to hide or show them from constant view.

2. Make Voice or Video Calls

Messenger also supports audio and video calls from both the mobile app, the desktop Messenger website, and the Facebook site. The phone icon is for audio calls, while the camera icon makes face-to-face video calls.

Voice Messenger allows you to send and receive text messages by voice. Automatically have new text messages read aloud and respond hands free! Customize the voice commands and personalize how you communicate.

To send a voice message on Facebook Messenger, tap on the microphone icon to record a message. After you send the message, Facebook will transcribe it for users. Next to the voice message is an icon with three lines. Tapping on that icon auto-creates the transcription of the voice message. The transcript accuracy depends on interference, accents and the clarity of the call.

The purpose of Voice Messenger is to give you an easy and simple way to send and receive text messages by voice without learning any voice commands. Voice Messenger offers a simple and predictable way of sending and receiving SMS messages by voice. Lots of features make this one of the easiest and customizable voice-to-text applications available.

C. Definition of Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can

know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with others by using a language as a means, certainly, they want to convey something important. For example, they want to utter their feelings and thoughts. It is strongly impossible for someone to make a communication with others without having any purpose. As people communicate, there must be a speaker and an interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinions, views or feelings.

Keith and Marrow say "Speaking is an activity to produce utterances for oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution at a high speed, so each participant has an intention or a set of intentions that he wants. So, the English teacher should activate the students' speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skills as much as possible.

According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as a medium to show ideas, opinions, thoughts and feelings to others.

1. Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Harmer 2000, there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their command. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

2. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan such as:

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they used the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they used the target language.

Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

3. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
4. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

3. Measurement of Speaking Skill

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability was be measured by speaking measurement adapted from Arthur Hughes (2007) collaborated with FSI (foreign service instate). There are five components have rating range from 1-6 with different weighting point from the lowest to the highest.

The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

A. Pronunciation:

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked foreign accent and occasional mispronunciations which donot interfere with understanding
5. No prominent mispronunciations, but would not be taken for anative speaker.
6. Native pronunciation, with no trace of foreign accent.

B. Fluency :

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for shot or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

D. Concept of Framework

The concept framework of this reserach is described as follow:

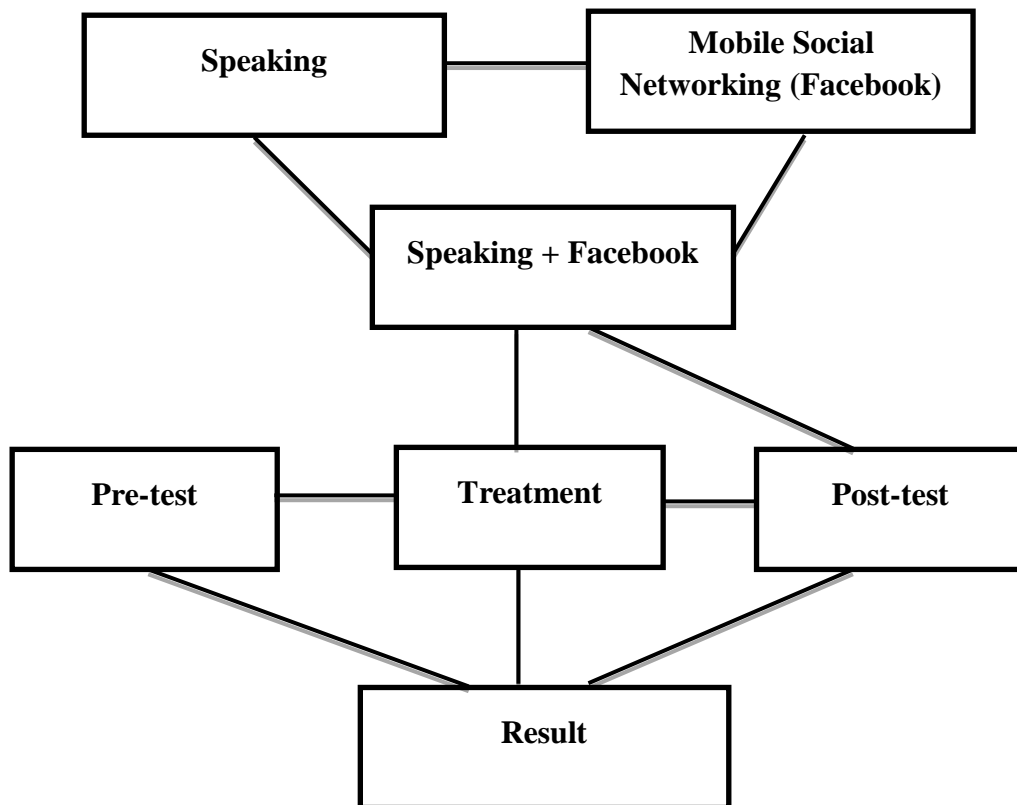


Figure 2.1The Conceptual Framework

The diagram above shows the framework of this study. It starts with the researcher was analyze students speaking ability by giving the pre-test. From that test, the researcher collection of data and analyze students speaking ability . After given the test, The researcher given treatment used of facebook during four meeting. Since given treatment, the researcher given post-test to find out the development of students speaking after usedof facebook.

E. Hypothesis of The Research

The hypothesis of the research are formulated as follows:

1. Null hypothesis (H_0) : There was not a significant difference between the result of pre –test and post of the students' english speaking ability by using mobile social (Facebook).
2. Alternative hypothesis (H_1) : There was a significant difference between the result of pre-test and post-test students' english speaking ability by using mobile social (Facebook).

CHAPTER III

RESEARCH METHOD

A. Research Design

There are a variety of research methods , including experimental research. In this is research, the researcher used Pre-Experimental Research. Pre-experimental research used one group, that is experimental group. This study was pre-experimental group as the students' achievement in speaking after being taught by using Facebook.

In this research, the researcher was given pre-test to students, then the researcher given treatment about speaking by using facebook group. In facebook group, the reseacher given picture and then students describe their picuter by using voice note in Messenger. After treatment is given, the researcher given the student post-test.

Table 3.1. Pre-test and post-test pre-experimental research design

Pre-test	Treatment	Post-test
X 1	O	X 2

(ary et al 2010)

X 1 : students speaking ability of experimental group in pre-test

O : Treatment teaching speaking by using facebook

X 2 : Students speaking ability of experimental group in post-test

B. Research Variabel

According Ary (2002), a variable is an attribute that is regarded as reflecting or expressing some concept or construct. Variable was divided into two, they were independent variable and dependent variable.

1. Independent variable

Independent variable is the conditions or characteristics that the experimenter manipulates in his or her attempt to answer their relationship to observed phenomena. The independent variable in this research is using social media (Facebook) in teaching speaking.

2. Dependent variable

Dependent variable is the conditions or characteristic that appear, disappear or change the experimenter introduce, removes, or changes independent variable. The dependent variable was the students achievement in speaking.

C. Population and Sample of Research

In this part, the researcher was describe about sample and population of the research:

1. Population

The population of this research was the tenth grade year students of SMAN 8 Makassar acedemic year 2018/2019.

The population of X grade at SMAN 8 Makassar were :

CLASS	NUMBER OF STUDENTS	
	MALE	FEMALE
X	50	65
Total	115	

2. Sample

According to Arikunto (2010), sample is number or part of investigated population. Therefore, to take the sample, present researcher was used purposive sampling. Arikunto (2010, p. 97) states that “purposive sampling is a sampling technique which is used by a researcher if the researcher has certain judgments in taking the sample”.

This research took one class, the researcher used X-MIPA 1 class as the sample of this research because this class has higher quality in term of motivation in learning than the other class.

D. Instruments of Research

One of most important activities in doing research is how to get and collect the data needed: the researcher has tried to applied some appropriate research instrument. According to Arikunto (2006), the research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

In this study, the researcher used picture as instrument. The picture took from group has created. Then the researcher given direction the students to join the group, after that the researcher send a pictures on group to become a test material for participants.

E. Procedure of Data Collection

In collection of data the reseacher was used pre-test and post-test. Pre-test was administered to the subject before applied social media facebook. Meanwhile post-test was administered after applied social media facebook. The researcher was used these items as the pre-test and post-test which includes three steps. Those are pretest, treatment, and posttest.

1. Pre-test

Pre-test refers to a measure or test given to the subject prior to the experimental treatment. Pre-test was a test given to the students of experimental group to measure their speaking ability before treatment process. This test was given to know the basic competence for students and to know their earlier knowledge before they get the treatment.

2. Treatment

Before having post-test, the students get treatment. Treatment it means that the researcher applied pictures in facebook to teaching speaking, then students decribed the picture with using audio chat on messenger. The research was useds four meetings for treatment.

3. Post-test

Post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after treatment. Post-test was used to measure students ability after treatment process, to know their knowledge after they got treatment. Pre-test and post-test also have some application when they are conducted in a classroom.

The post-test was in the form of a descriptive text using pictures. Time allocation was followed the schedule in teaching English at the school. This test was used to assess the students' ability after they were given treatment.

There were two aspects to measure on students' speaking performance, they were accuracy and fluency which was scored based on criteria which classified as follows:

Table 3.2. The Classification of Scoring Accuracy

Classification	Score	Criteria
Excellent	9-10	Pronunciation is only very slightly influenced by the mother tongue, Two or three minor grammatical and lexical errors
Very good	7-8	Pronunciation is slightly influenced by the mother tongue. A few utterances are correct
Good	5-6	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	3-4	Pronunciation is influenced by the mother tongue. Only a few serious phonological, even some of which cause confusion.
Poor	1-2	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. Many grammatical and lexical errors.

Table.3.3.The Classification of Scoring Fluency

Classification	Score	Criteria
Excellent	9-10	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	7-8	Has to make an effort at time and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	5-6	Although has to make any efforts and search words, there are not too many unnatural pauses. Fairly smooth delivery mostly
Average	3-4	Has to make an effort for much of the time. Often repeat the word which has already said. Rather halting delivery and range of expression often limited
Poor	1-2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the times. Limited range of expression.

(Accuracy and fluency classification, Heaton:1988:100)

F. Technique of Data Analysis

The technique of quantitative data analysis. Quantitative data is a technique to analyze and count the data. In this study, the researcher was used the quantitative data to know the students' ability in speaking after they are taught by using picture on facebook as media in teaching speaking. The researcher conduct test to the students before and after they was taught by using picture. The test result was compared, then the researcher took the percentage of students' score by using frequency and pronouncation.

To analysis the data, the researcher also used the procedure as follow :

1. To calculated the percentage of the students' score in the pretest and post-test, the formula which used as follow:

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

Where: P = Persentage

X1 = The mean Score of pre-test

X2 = The meean score of post-test (Gay:1981)

2. To find out the mean score of the students' test, the rsearcher used the following formula:

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

Where: X = mean score

$\sum x$ = the sum of all score

N = the total number of students, (Gay , 1981:298)

3. To find out significant differences between score of pre-test and post-test by using the following formula:

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

Where: t = Test of significant difference

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

$\sum D$ = The sum of all score

$\sum D^2$ = The square of the sum for difference

N = The total number of sample (Gay,1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings of the research and its discussion. The finding of the research present the result of the improvement of the students' speaking ability the covers the students' speaking accuracy and fluency, and the discussion the research covers further explanation of the findings.

A. Findings

The findings of pre experimental research deal with presentation the research which it aimsto improve the students' accuracy and fluency in speaking. The findings concists of students' ability in speaking and observation result. The data of speaking accuracy deal with pronouncation and while the data of speaking fluency deal with smoothness.

1. The studetns' mean score of Pronouncation and Smoothness in Pre-test and Post-test

After calculating the result of the students' score, the mean score of both the pre-test and post-test could be present in the following :

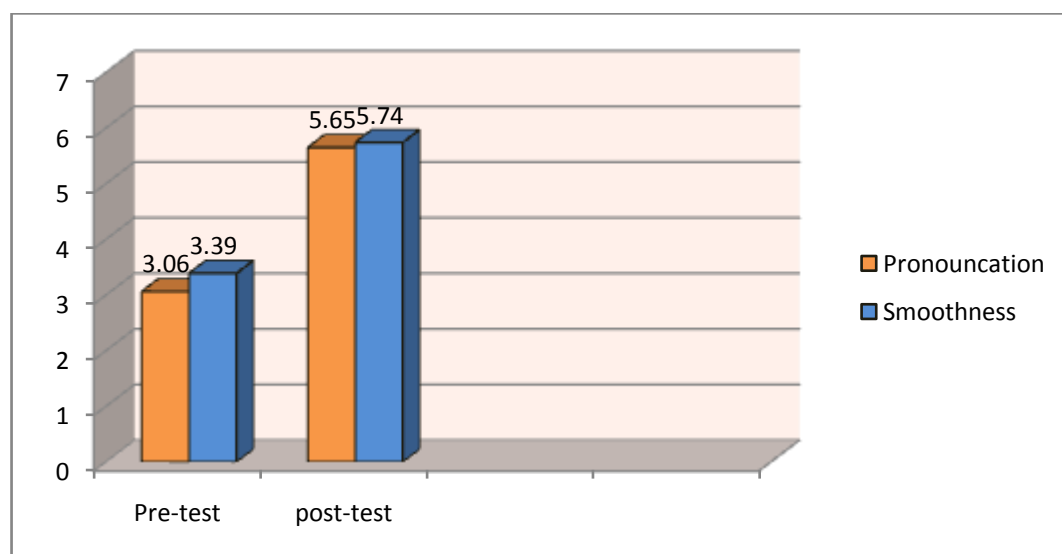
Table 4.1 : The Students' Mean Score of Pronouncation and Smoothness in Pre-Test and Post-Test

Variable	Score		Improvement
	Pre-Test (X^1)	Post-Test (X^2)	
Pronouncation	3.06	5.65	84%
Smoothness	3.39	5.74	69%

The table 4.1 above show that, the students' mean score of the pronunciation in pre-test was 3.06 and the students' mean score of smoothness in pre-test was 3.39. While the students' mean score of pronunciation in post-test was 5.65 and the mean score of smoothness in post test was 5.74. So, the improvement of the students' pronunciation in pre-test was 84% and the students' improvement of the smoothness was 69%. It mean, the mean score of post test was higher than pre-test.

To know presentage of the students' mean score of pronunciation and smoothness in pre-test clearly, following diagram was presented :

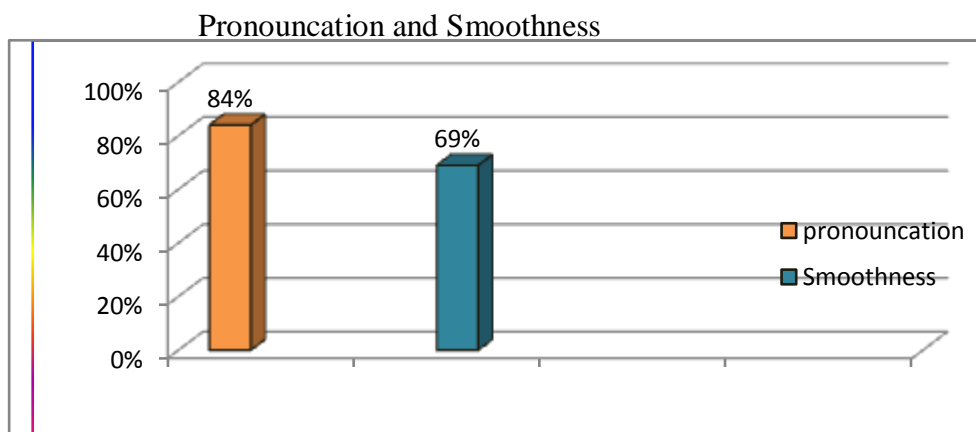
Figure 4.1.1 :The Students' Mean Score of Pre-Test and Post-Test in Pronunciation and Smoothness



Based on the chart above shows that the mean's score of pronunciation (5.65) and the smoothness (5.74) in post-test is higher than the mean's score of pronunciation (3.06) and the smoothness (3.39) in pre-test.

It showed that the mean's score of the students' speaking ability was improved. The improvement of students speaking ability in term pronunciation and smoothness presented in the diagram below:

Figure 4.1.2 :The Percentage of The Students Improvement in Term



The chart above shows that the percentage improvement of the students' pronunciation (84%) is higher than in the smoothness (69%). It shows that the students' speaking ability in term of pronunciation more improve than in term of smoothness.

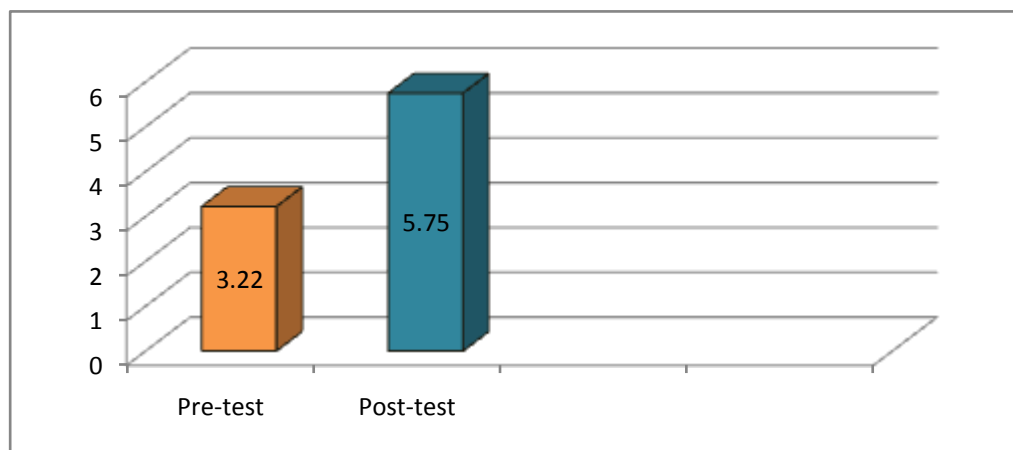
2. The Total Mean Score of Pre-Test and Post-Test in Term Pronunciation and Smoothness

Table 4.2 : Total Mean Score Between Pre-Test and Post-Test in Term of Pronunciation and Smoothness

	Score	
	Pre-test (X^1)	Post-test (X^2)
Total	100	176.5
Average	3.22	5.7

The table 4.2 above shows that there was an improvement of students' speaking in term of pronunciation and smoothness before and after treatment was given. The total means score of pre-test (X_1) was 3.22 and post test (X_2) was 5.7. The improvement of the student' speaking ability was showed by the chart below:

Figure 4.2.1 : Total Mean Score of Pre-Test and Post-Test in Term Of Pronunciation and Smoothenss



3. The comparison of the result

The comparison of mean score and standar deviation of both data between Pre-test and post-test can be seen in following the table below:

Table 4.3 : Mean Score and Standar Deviation of Students' Pre-test and Post-test

Data	Mean Score	Standar Deviation
Pre-test	3.22	0.52
Post-test	5.75	10.7

Based on the table above, the mean score of Pre-test is 3.22 and Standar Deviation is 0.52. The mean score of post test is 5.75 and Standar Deviation is 10.7.

Then , the last calculatin is calculating the t-test to find out significant different between pre-test and post-test of the students' by using t-test and the result of t-test below:

Table 4.3.1 : Distribution The Value of T-test and T-table

T-Test Value	T-Table Value
20.24	2.042

To complete the result of the research, the researcher found out the degree of freedom (df) with formula:

$$\begin{aligned} \text{Df} &= \text{N}-1 \\ &= 31-1 \\ &= 30 \end{aligned}$$

Df=31(see of table of "t" value at the degree of significance of 5%)

at the degree of significance 5% = 2.042

The result is $20.24 > 2.042$

The of analyzing the data by using the above formula shows that the coefficient is 20.24. It mean that there is significance increase after using social media in teaching speaking.

B. Discussion

In this session, the discussion dealing with the interpretation of findings derived from the result of findings about the the observation result of the students speaking accuracy in term of Pronunciation and fluency in term of Smoothness.

In improving students' speaking accuracy in term of pronunciation and fluency in term of smoothness, the research used mobile social (Facebook). From many features on facebook, the researcher used voice chat to help students to speak what they think about picture. According to Ur penny (1996) has defined characteristic of successful speaking activities are a lot of learner talk, even participation including media, high motivation, and an acceptable level of language. What the students need and want, they can get them through Voice chat.

1. The improvement of students speaking skill in term of Accuracy (Pronunciation)

Pronunciation is the way in which someone can pronounce the words or language clearly. It related with oxford dictionary. It state that pronunciation is the way in which a language or particular word or sound is spoken.

Based on the previous findings, the description of the data collected from students speaking accuracy in term pronunciation in the previous showed that the students speaking skill had improved. It was supported by the mean score and percentage of the students result in pre test and post test. It was also proved by the mean score of students speaking in post test (5.65) was greater than pre-test (3.06) with the percentage of improvement (84%).

In treatment, to improve their pronunciation in descriptive picture. The researcher provided voice recording the way of pronunciation every word that is difficult to understand students by using voice chat, then the students' can repeat the recording repeatedly, so the pronunciation of students can increase. This is also the same as the statement from Pop, Tomuletiu, & David (2011), they are stated voice recording tools have been introduced and used in a variety of ways in language instruction in an attempt to provide learners with opportunities to produce oral output "as they allow language students to practice and enhance their speaking skills outside the classroom while receiving feedback on their performance"

2. The Improvement of Students Speaking In Term Fluency (Smoothness)

The used of voice chat on facebook made the students speaking in term of smoothness increased. The table 4.1.1 indicated that the students smoothness in post test was greater than pre test ($5.74 > 3.39$). The process that could be explained from pre-test to post test and the giving of treatment as follows :

At the first meeting, the researcher gave pre-test. At the pre-test The researcher found that the lack of students' English vocabulary and the non-mastery of grammar hindered them to speak fluently. And the result that they made too many pauses, halting, and repeated words several times. This condition automatically influenced the rhythm of their speaking. They looked stammering so that it fell down their speaking performance. Therefore, most of them were difficult to speak

with smooth delivery. As a result, the mean score of the students speaking smoothness in pre test was still low.

In contrast, in implementing the Voice Chat on the facebook, the students spoke expressively and bravely. One of the most advantages for the students to use Voice Chat is they can ask their partner about the difficult word written while running the dialogue or making. This is also the same as statement from O'Keeffe and Clarke-Pearson (2011), that social media also allow students to get together outside the class to collaborate and exchange ideas about projects and assignments

Intreatment process, to improve their fluency to descriptive picture, the researcher asked students to record and memorize new vocabulary at each meeting. and if they don't know how to mention the vocabulary, they can search it in an Oxford dictionary. After the researcher gave treatment by using voice chat on facebook then the reseacher gave post test and as a result students can speak English fluently in describing something.

One of the students problem not using English fluently is lack of confidence in English in front of their classmates, but by using voice chat, students can delivered their ideas or ideas without having to meet face to face with classmates. So that they are not aware, their fluency in English has increased.

After calcuting the score, the researcher finds the students speaking ability in term of smoothness is improved (69%) from mean score 3.39 on pre-test to be 5.74 on post test. It is supported by the mean score post test of students speaking ability in term of smoothness is higher than pre test.

Based on the result of the data, it was concluded that after the treatment by using mobile social (Facebook) the students' were in very good category. It means that using Facebook in teaching speaking simulated the students' to increase their speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, they were conclusion and suggestion. Conclusion present the findings of this research based in the data analysis and discussion in previous chapter, while suggestion deal with what the reearcher recommends to do.

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the research concludes that :

1. Based on the result of research , the researcher used of media social in speaking at the tenth grade of SMA Negeri 8 Makassar is effective to improve students speaking ability. It was proved by the significance difference between students' achievement before and after used of media social (facebook) in speaking especially in term accucary and fluency. The mean score of pre –test in accuracy deal with pronunciation was 3.06 and the mean score of fluency in term smoothness was 3.39 which was classified as poor, while mean score of post test in accuracy deal with pronunciation was 5.65 and the mean score of fluency in term smoothness was 5.74 that was classified as fairly good. Moreover, the students improvement in pronunciation was 84% and smoothenss was 69%.

2. There was a significance improve in accuracy and fluency for the students. It was proved by t-test is higher than t-table was $20.24 > 2.042$. It means that the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted, where the t-test was greater than t-table.

B. Suggestion

Based on the result of the research and conclusion that regarding with improving students speaking ability through mobile social networking is enjoyable, the researcher would like to suggest as follows :

1. For the Teacher
 - a. The teacher should give enough opportunity to the students to practice their speaking skill through social media, one of them is facebook , because it is easy to be presented and it is also enjoyable for the students in learning process.
 - b. The teacher of english who teach in senior high school level should be creative in teaching english. Specially in speaking because to master it need more medias or method to improve it. The teacher should provide easy and fun activities in speaking , therefore the students may follow the class or active and responsive.

2. For the Students

- a. The students should be diligent to practice english speaking whenever and wherever
- b. The students should not be afraid to speak in english. In other word, they should have self-confidence in speaking

3. For the next Reseacher

For the next research, it is expected to develop social networking for next research, because there are still many things that need to be careful like reading, writing, and listening. In this researcher, the reseacher just focuses on english speaking by using facebook at the tenth grade of SMAN 8 Makassar.

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PRE-TEST

Choose one picture. Then describe a person in the picture in front of the class!







APPENDIX B

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 8 Makassar

Kelas/Semester : X / 1 (Ganjil)

Nama Peajaran : Bahasa Inggris

Topik : Descriptive (Speaking)

Alokasi Waktu : 8 x 45 Menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

- 2.2.2 Mengakui ketika membuat kesalahan.
- 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
- 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, hewan dan tempat wisata, sesuai dengan konteks penggunaannya

- 4.10.2 Menyampaikan teks deskriptif secara tulis tentang tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

D. Tujuan Pembelajaran

1. siswa dapat mendeskripsikan seseorang, hewan, atau tempat dengan spontanitas
2. siswa dapat mengenal bagian-bagian /komponen –komponen dalam mendeskripsikan seseorang, hewan, atau tempat.
3. siswa dapat mengidentifikasi komponen-komponen/ bagian -bagian yang ada dalam teks descriptive.
4. siswa dapat menampilkan pekerjaannya (berbicara) di depan kelas sesuai hasil membuat teks berdasar situasi tersebut.

E. Mode of learning Method : Contextual Teaching and Learning (CTL)

F. Materi Pembelajaran

Text Descriptive

- *Fungsi sosial*

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Memberi informasi tentang orang, tempat wisata, dan bangunan bersejarah terkenal melalui ciri-ciri yang dimiliki.

- *Generic structure of the text*

- (1)Penyebutan nama orang, tempat wisata, hewan dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (2)Penyebutan sifat orang, tempat wisata, hewan dan bangunan bersejarah terkenal dan bagiannya, dan
- (3)Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, hewan dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

• Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang, tempat wisata, hewan dan bangunan bersejarah terkenal
- (2) Kata sifat yang terkait dengan orang, tempat wisata, hewan dan bangunan bersejarah terkenal
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata

G. Media dan sumber belajar

Media : Whiteboard ,spidol ,Picture,Facebook (Messenger)

Sumber belajar : Internet

H. Teaching-Learning Activities

Pertemuan 1

Activity Number	Description	Time Allocation
Kegiatan Awal (Pre Activity)		
1.	Guru menyapa peserta didik dengan sapaan good morning dan, How are you?	10 menit
2.	Guru mengecek kehadiran siswa.	
3.	Guru mengajukan pertanyaan yang mengaitkan pertemuan sebelumnya dengan materi yang akan dipelajar	
Kegiatan Inti (While Activity)		
1.	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa Memahami definisi ,dan tujuan pada descriptive yang di ajarkan oleh guru 	70 menit

2.	<ul style="list-style-type: none"> • Siswa memahami struktur mendeskripsikan seseorang • mengamati guru yang memberikan contoh teks deskriptif seseorang yang sederhana 	
3	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Peserta didik membuat pertanyaan berdasarkan contoh teks <i>Descriptive</i> yang diterima. <p>Mengekplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih mendeskripsikan Seseorang di depan kelas secara lisan. • Guru memberi contoh pelafalan kata yang benar saat siswa salah dalam pronounciationnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari • Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa untuk membuat group khusus kelas di facebook messenger • Guru menjelaskan kepada siswa tentang materi yang di bahas akan di lanjutkan di group messenger • Siswa di minta untuk mendeskripsikan gambar yang 	

	nanti di upload di group messenger dengan bahasa inggris menggunakan voice chat	
Kegiatan Akhir (Post Activity)		
1. 2. 3.	Guru menanyakan kesulitan siswa atas materi yang telah dibahas. Guru mengulang kembali dan membuat kesimpulan bersama siswa atas materi yang telah dibahas. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	10 menit

Pertemuan 2

Activity Number	Description	Time Allocation
Kegiatan Awal (Pre Activity)		
1. 2. 3.	Guru menyapa peserta didik dengan sapaan good morning dan, How are you? Guru mengecek kehadiran siswa. Guru mengajukan pertanyaan yang mengaitkan pertemuan sebelumnya dengan materi yang akan dipelajari	10 menit
Kegiatan Inti (While Activity)		
1.	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memahami struktur mendeskripsikan animal • mengamati guru yang memberikan contoh teks deskriptif animal yang sederhana 	70 menit

1.	Guru menanyakan kesulitan siswa atas materi yang telah dibahas.	10 menit
2.	Guru mengulang kembali dan membuat kesimpulan bersama siswa atas materi yang telah dibahas.	
3.	Menyampaikan rencana pembelajaran pada pertemuan berikutnya	

Pertemuan 3

Activity Number	Description	Time Allocation
Kegiatan Awal (Pre Activity)		
1.	Guru menyapa peserta didik dengan sapaan good morning dan, How are you?	10 menit
2.	Guru mengecek kehadiran siswa.	
3.	Guru mengajukan pertanyaan yang mengaitkan pertemuan sebelumnya dengan materi yang akan dipelajar	
Kegiatan Inti (While Activity)		
1.	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memahami struktur mendeskripsikan tempat wisata atau tempat bersejarah mengamati guru yang memberikan contoh teks deskriptif tempat wisata atau tempat bersejarah yang sederhana <p>Mempertanyakan</p> <ul style="list-style-type: none"> Peserta didik membuat pertanyaan berdasarkan 	70 menit
2.		

3	<p>contoh teks <i>Descriptive</i> yang diterima.</p> <p>Mengekplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih mendeskripsikan Seseorang di depan kelas secara lisan. • Guru memberi contoh pelafalan kata yang benar saat siswa salah dalam pronounciationnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari • Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa untuk membuat group khusus kelas di facebook messenger • Guru menjelaskan kepada siswa tentang materi yang di bahas akan di lanjutkan di group messenger • Siswa di minta untuk mendeskripsikan gambar yang nanti di upload di group messenger dengan bahasa inggris menggunakan voice chat 	
Kegiatan Akhir (Post Activity)		
1. 2.	<p>Guru menanyakan kesulitan siswa atas materi yang telah dibahas.</p> <p>Guru mengulang kembali dan membuat kesimpulan</p>	10 menit

3.	bersama siswa atas materi yang telah dibahas. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	
----	--	--

I. Evaluasi

Describe the picture below :

- Describe of People



Barack Obama

His full name is Barack Hussein Obama. People often call him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiles when he gives speech. Obama has got married to Michelle. They have 2 daughters, Malia and Natasha Obama. Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

- Describe Of Animal



Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “*Giraffa camelopardalis*” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.

- Describe of place



Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more

tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

J. Rubrik penilaian

No.	Aspek yang dinilai	Skor				
		1	2	3	4	5
1.	Pengucapan (pronunciation)					
2	Kelancaran (fluency)					
	Jumlah					

a. Pengucapan (pronunciation)

5 = hampir sempurna

4 = ada beberapa kesalahan tapi tidak mengganggu makna

3 = ada beberapa kesalahan dan mengganggu makna

2 = banyak kesalahan dan mengganggu makna

1 = terlalu banyak kesalahan sehingga sulit dipahami

b. kelancaran (fluency)

5 = sangat lancar

4 = lancar

3 = cukup lancar

2 = kurang lancar

1 = tidak lancar



Post-test

Choose one picture. Then describe a person in the picture in front of the class!



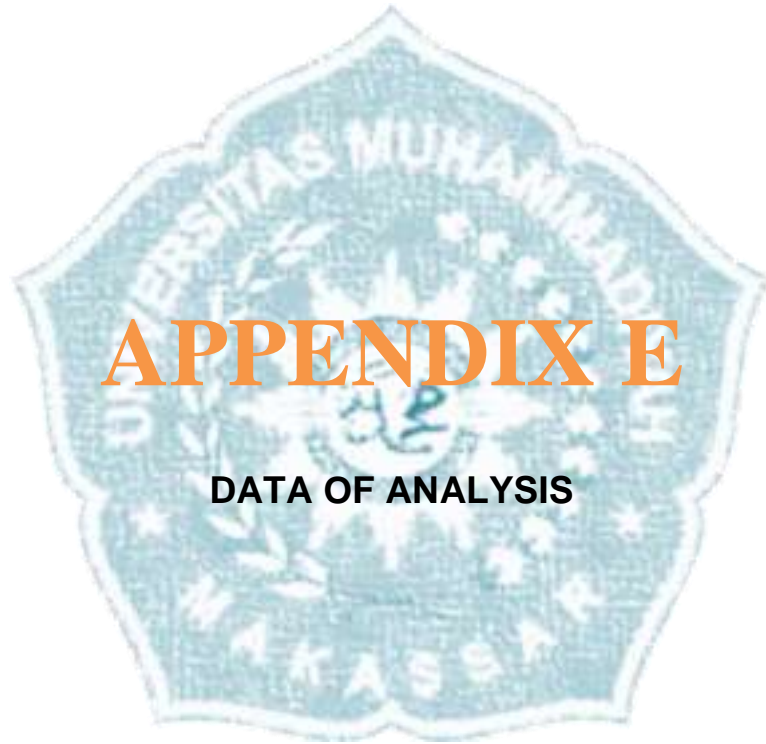




THE STUDENTS' NAME OF CLASS X-IPA I

NO	NAME	SAMPLE
1	Adrian Vargas	S-1
2	Alfred Putra Bungga	S-2
3	Andi Fidela	S-3
4	Angela Ghiriani	S-4
5	Angela Stefani	S-5
6	Aprilyyadidimas	S-6
7	Ariani	S-7
8	Ayu Saputri	S-8
9	Dhela Krisniyani	S-9
10	Erika Anggraini	S-10
11	Febiola Danisa	S-11
12	Hady Pratama	S-12
13	Imelda	S-13
14	Muh.Ary	S-14
15	Muh.Rafly	S-15
16	Muh.Resky	S-16
17	Muh.Raehan	S-17
18	Muh,Syahfurallah	S-18
19	Nadya Vefriani	S-19
20	Nafesya	S-20
21	Nur Akila	S-21

22	Nur Hasbulah	S-22
23	Nurul Ramdhani	S-23
24	Pangeran Valent	S-24
25	Rahmat Rahat	S-25
26	Santri Haba	S-26
27	Seryn Buth	S-27
28	Sesila Reynula	S-28
29	Siti Dwi Hamdayani	S-29
30	St Aisyah	S-30
31	Syela Valentina	S-31



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

1. Score of Pre-test

Sample	Score		Total score
	Pronunciation	Smoothness	
S-1	4	3	7
S-2	2	3	5
S-3	3	5	8
S-4	2	2	4
S-5	3	3	6
S-6	4	3	7
S-7	4	3	7
S-8	4	2	6
S-9	3	4	7
S-10	3	5	8
S-11	3	3	6
S-12	4	4	8
S-13	3	3	6
S-14	3	4	7
S-15	3	4	7
S-16	3	5	8
S-17	2	4	6
S-18	2	3	5

S-19	3	3	6
S-20	3	3	6
S-21	4	3	7
S-22	3	2	5
S-23	3	4	7
S-24	3	4	7
S-25	5	3	8
S-26	4	3	7
S-27	2	3	5
S-28	2	4	6
S-29	2	3	5
S-30	3	4	7
S-31	3	3	6
Total	95	105	200
Average	3,06	3,39	6,45

2. Score of Post-test

Sample	Score		Total score
	Pronunciation	Smoothness	

S-1	5	5	10
S-2	5	6	11
S-3	5	5	10
S-4	4	6	10
S-5	5	6	11
S-6	7	5	12
S-7	7	5	12
S-8	5	6	11
S-9	6	6	12
S-10	7	5	12
S-11	8	5	13
S-12	6	5	11
S-13	5	7	12
S-14	6	7	13
S-15	7	5	12
S-16	5	7	12
S-17	5	7	12
S-18	5	5	10
S-19	7	5	12
S-20	5	5	10
S-21	6	5	11
S-22	5	7	12
S-23	6	6	12
S-24	5	5	10

S-25	5	6	11
S-26	7	6	13
S-27	6	6	12
S-28	5	6	11
S-29	5	7	12
S-30	5	5	10
S-31	5	6	11
Total	175	178	353
Average	5,65	5,74	11,39

B. THE STUDENTS' DATA ANALYSIS OF PRE-TEST AND POST-TEST

1. Data of Pre-test

Sample	Score		Total	Final Score (X_1)	(X_1)
	Pronunciation	Smoothness			
S-1	4	3	7	3,5	12,25

S-2	2	3	5	2,5	6,25
S-3	3	5	8	4	16
S-4	2	2	4	2	4
S-5	3	3	6	3	9
S-6	4	3	7	3,5	12,25
S-7	4	3	7	3,5	12,25
S-8	4	2	6	3	9
S-9	3	4	7	3,5	12,25
S-10	3	5	8	4	16
S-11	3	3	6	3	9
S-12	4	4	8	4	16
S-13	3	3	6	3	9
S-14	3	4	7	3,5	12,25
S-15	3	4	7	3,5	12,25
S-16	3	5	8	4	16
S-17	2	4	6	3	9
S-18	2	3	5	2,5	6,25
S-19	3	3	6	3	9
S-20	3	3	6	3	9
S-21	4	3	7	3,5	12,25
S-22	3	2	5	2,5	6,25
S-23	3	4	7	3,5	12,25
S-24	3	4	7	3,5	12,25
S-25	5	3	8	4	16

S-26	4	3	7	3,5	12,25
S-27	2	3	5	2,5	6,25
S-28	2	4	6	3	9
S-29	2	3	5	2,5	6,25
S-30	3	4	7	3,5	12,25
S-31	3	3	6	3	9
Total	95	105	200	100	331
Average	3,06	3,39	6,45	3,22	10,7

2. Data of Post-Test

Sample	Score		Total	Final Score (X_2)	(X_2)
	Pronunciation	Smoothness			
S-1	5	5	10	5	100
S-2	5	6	11	5,5	121
S-3	5	5	10	5	100
S-4	4	6	10	5	100

S-5	5	6	11	5,5	121
S-6	7	5	12	6	144
S-7	7	5	12	6	144
S-8	5	6	11	5,5	121
S-9	6	6	12	6	144
S-10	7	5	12	6	144
S-11	8	5	13	6,5	169
S-12	6	5	11	5,5	121
S-13	5	7	12	6	144
S-14	6	7	13	6,5	169
S-15	7	5	12	6	144
S-16	5	7	12	6	144
S-17	5	7	12	6	144
S-18	5	5	10	5	100
S-19	7	5	12	6	144
S-20	5	5	10	5	100
S-21	6	5	11	5,5	121
S-22	5	7	12	6	144
S-23	6	6	12	6	144
S-24	5	5	10	5	100
S-25	5	6	11	5,5	121
S-26	7	6	13	6,5	169
S-27	6	6	12	6	144
S-28	5	6	11	5,5	121

S-29	5	7	12	6	144
S-30	5	5	10	5	100
S-31	5	6	11	5,5	121
Total	175	178	353	176,5	4047
Average	5,65	5,74	11,39	5,7	130,5

C. ANALYSIS THE COMPARISON BETWEEN STUDENTS' ACCURACY AND FLUENCY IN PRE-TEST AND POST-TEST

Sample	Score Of Pre-Test (X_1)	Score of Post-test (X_2)	$D = (X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
S-1	3,5	5	1,5	2,25
S-2	2,5	5,5	3	9
S-3	4	5	1	1
S-4	2	5	3	9
S-5	3	5,5	2,5	6,25

S-6	3,5	6	2,5	6,25
S-7	3,5	6	2,5	6,25
S-8	3	5,5	2,5	6,25
S-9	3,5	6	2,5	6,25
S-10	4	6	2	4
S-11	3	6,5	3,5	12,25
S-12	4	5,5	1,5	2,25
S-13	3	6	3	9
S-14	3,5	6,5	3	9
S-15	3,5	6	2,5	6,25
S-16	4	6	2	4
S-17	3	6	3	9
S-18	2,5	5	2,5	6,25
S-19	3	6	3	9
S-20	3	5	2	4
S-21	3,5	5,5	2	4
S-22	2,5	6	3,5	12,25
S-23	3,5	6	2,5	6,25
S-24	3,5	5	1,5	2,25
S-25	4	5,5	1,5	2,25
S-26	3,5	6,5	3	9
S-27	2,5	6	3,5	12,25
S-28	3	5,5	2,5	6,25
S-29	2,5	6	3,5	12,25

S-30	3,5	5	1,5	2,25
S-31	3	5,5	2,5	6,25
Total	100	176,5	76,5	202.7
Average	3,2	5,7	2,47	6,54

D. THE STUDENTS MEAN SCORE AND STANDARD DEVIATION

1. Mean score and standar deviation of pre-test

a. Mean score of pre-test

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

$$\bar{X}_1 = \frac{100}{31}$$

$$\bar{X}_1 = 3.22$$

b. Standar deviation of pre-test

$$SD = \sqrt{\frac{\sum X_1 \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{331 - \frac{(100)^2}{31}}{31-1}}$$

$$SD = \sqrt{\frac{331 - \frac{10000}{31}}{30}}$$

$$SD = \sqrt{\frac{331 - 322.5}{30}}$$

$$SD = \sqrt{\frac{8.5}{30}}$$

$$SD = \sqrt{0.28}$$

$$SD = 0.52$$

2. Mean score and standar deviation of post-test

a. Mean score of post-test

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

$$\bar{x}_2 = \frac{176.5}{31}$$

$$\bar{x}_2 = 5.7$$

b. Standar deviation of post-test

$$SD = \sqrt{\frac{\sum X_2 \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{4047 - \frac{(176.5)^2}{31}}{31-1}}$$

$$SD = \sqrt{\frac{4047 - \frac{31152}{31}}{30}}$$

$$SD = \sqrt{\frac{4047 - 1004}{30}}$$

$$SD = \sqrt{\frac{3.043}{30}}$$

$$SD = \sqrt{101.4}$$

$$SD = 10.7$$

E. CALCULATING T-TEST VALUE AND DEGREE OF FREEDOM (df)

1. T-Test value

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

$$t = \frac{2.47}{\sqrt{\frac{202.7 - \frac{(76.5)^2}{31}}{31(31-1)}}$$

$$t = \frac{2.47}{\sqrt{\frac{202.7 - \frac{5852}{31}}{31(30)}}$$

$$t = \frac{2.47}{\sqrt{\frac{202.7 - 188.7}{930}}}$$

$$t = \frac{2.47}{\sqrt{\frac{14}{930}}}$$

$$t = \frac{2.47}{\sqrt{0.015}}$$

$$t = \frac{2.47}{0.122}$$

$$t = 20.24$$

2. Degree of Freedom (df)

$$Df = N-1$$

$$= 31-1$$

$$= 30$$

Df=31(see of table of “t” value at the degree of significance of 5%)

at the degree of significance 5% = 2.042

The result is $20.24 > 2.042$

F. CALCULATED THE PERCENTAGE OF THE STUDENTS' SCORE IN THE PRETEST AND POST-TEST

1. Percentage of Pronunciation

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

$$P = \frac{5.65 - 3.06}{3.06} \times 100\%$$

$$P = 84\%$$

2. Percentage of Smoothness

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

$$P = \frac{5.74 - 3.39}{3.39} \times 100\%$$

$$P = 69\%$$

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.3088 4
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



DOCUMENTATION



CURRICULUM VITAE



The researcher, Muh.Saefullah, was born in Ujung Pandang on April 17th 1995, he is the fourth child of Syarifuddin and Mursida. He started his education, first was in elementary school at SD Inpres Pangentungan Selatan and graduated in 2007. Then, he continued his junior high school MTs.Sultan Hasanuddin and graduated in 2010 and senior high school SMK Negeri 2 Somba Opu and graduated in 2013. In 2014, he entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis with title **Improving Students' Speaking Ability Through Mobile Social Networking (Pre-ExperimentResearch at the tenth grade students in SMAN 8 Makassar)**