

**THE STUDENTS' PERCEPTION ON READING LITERATURE IN
IMPROVING ENGLISH SPEAKING ABILITY AT THE FIFTH
SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF
MAKASSAR MUHAMMADIYAH UNIVERSITY**

(A Descriptive Research)



A THESIS

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

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**ENGLISH EDUCATION DEPARTMENT
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MAKASSAR MUHAMMADIYAH UNIVERSITY
2019**



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

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MOTTO

(O man), follow not that whereof thou hast no knowledge. Lo!
The hearing and the sight and the heart - of each of these it will
be asked.

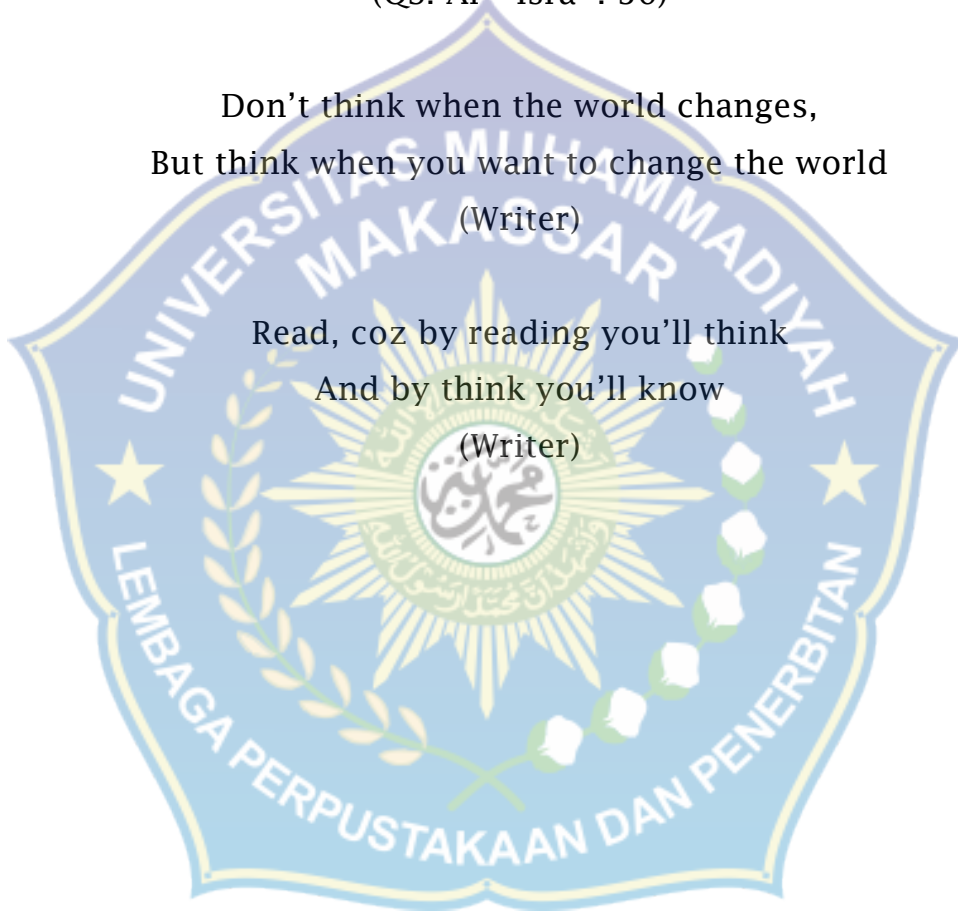
(QS. Al - Isra' : 36)

Don't think when the world changes,
But think when you want to change the world

(Writer)

Read, coz by reading you'll think
And by think you'll know

(Writer)

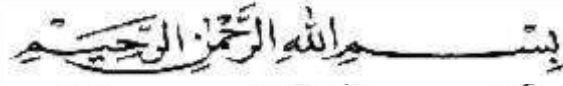


DEDICATION

Thanks to Allah SWT, the ruler of heaven and earth and all its contents, from which all life originated and nothing happened in this universe except with his permission. for all the achievements that I have now. I offer this thesis to my parents and family who have never stopped giving prayers and support, both morally and financially, and friends who helped me and accompanied me during the process of preparing this paper.



ACKNOWLEDGEMENT



In the name of Allah SWT, the beneficent, and the merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this proposal thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The author realizes that this thesis is still far from perfection even though it has been implemented with maximum ability. This is due to the limitations of the author, the author's references, energy, material, and other facilities that support the writing of this thesis. Therefore, the author expects positive criticism and suggestions for the perfection of this thesis.

This graduating paper would not have been completed without support, and guidance from individual and institution. Therefore, the researcher would like to express special thanks to :

1. My father, Arsyad Rifai, S.Pd.I and my mother Dra. Jumriati, who always pray, support, and entertain me when I felt down.
2. Ummi Khaerati Syam, S. Pd., M. Pd., as the Head of English Education Department of Muhammadiyah University of Makassar. Thanks for all her suggestion, recommendations and supports for this graduating paper from the beginning until the end.
3. Erwin Akib, M. Pd., Ph. D., as Dean of Teacher Training and Education Faculty of Makassar Muhammadiyah University

4. Dr. H. Abd. Rahman Rahim, SE, MM. as the Rector of Makassar Muhammadiyah University.
5. Dr. St. Asriati Am, S.Pd., M.Hum., as the first consultant who has guidance, dedication, and support during writing this thesis.
6. Maharida, S.Pd., M.Pd., as the second consultant who has guidance, dedication, and support during writing this thesis.
7. All the lectures in English Education Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
8. All of my friends who have provided assistance, taking the time and encouraging during the preparation of this thesis and fellow compatriots, students English Department of B Class Muhammadiyah University of Makassar, thank you for solidarity given during the lecture, hopefully our intimacy and togetherness does not end here.

All parties who have provided assistance that were not able to be mentioned one by one. Insyaa Allah there is nothing will be in vain, all will be rewarded beautifully by Allah SWT, may what they have given the author become worship and the light of life in the world and hereafter. I hope this thesis can be useful to all of people

There is not reward that can be given by the author, only to Allah SWT almighty the author gives up everything and hopefully the assistance provided so far is worth the worship beside Allah SWT. Aamiin

Makassar, November 2018

Muhammad Iqbal



ABSTRACT

MUHAMMAD IQBAL 2018. *The Students' Perception on Reading Literature in improving English Speaking Ability at the Fifth Semester of English Education Department Students of Makassar Muhammadiyah University*. A Thesis. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Sitti Asriati AM and Maharida.

The aimed of this research was to find out the students' perception on reading literature in improving english speaking ability. In this research the researcher used a descriptive method. Questionnaire were used as the instrument of eliciting data. The subject of this research was the students who had a high reading level of literature that consisted of 34 students of English Education Department Students in Makassar Muhammadiyah University.

The result of this research was reading a lot of literature, it could be improve students' speaking ability of English Education Department Students in Makassar Muhammadiyah University. This could be seen from the questionnaire the researcher got result was there were 193 response with answered strongly Agree with percentage was 56.76 % and for the speaking test, means that the most of the students had very good skill in speaking and showed that the habit of reading literature had an impact on increasing students' speaking ability.

Key word : Perception, Literature, and Speaking Ability

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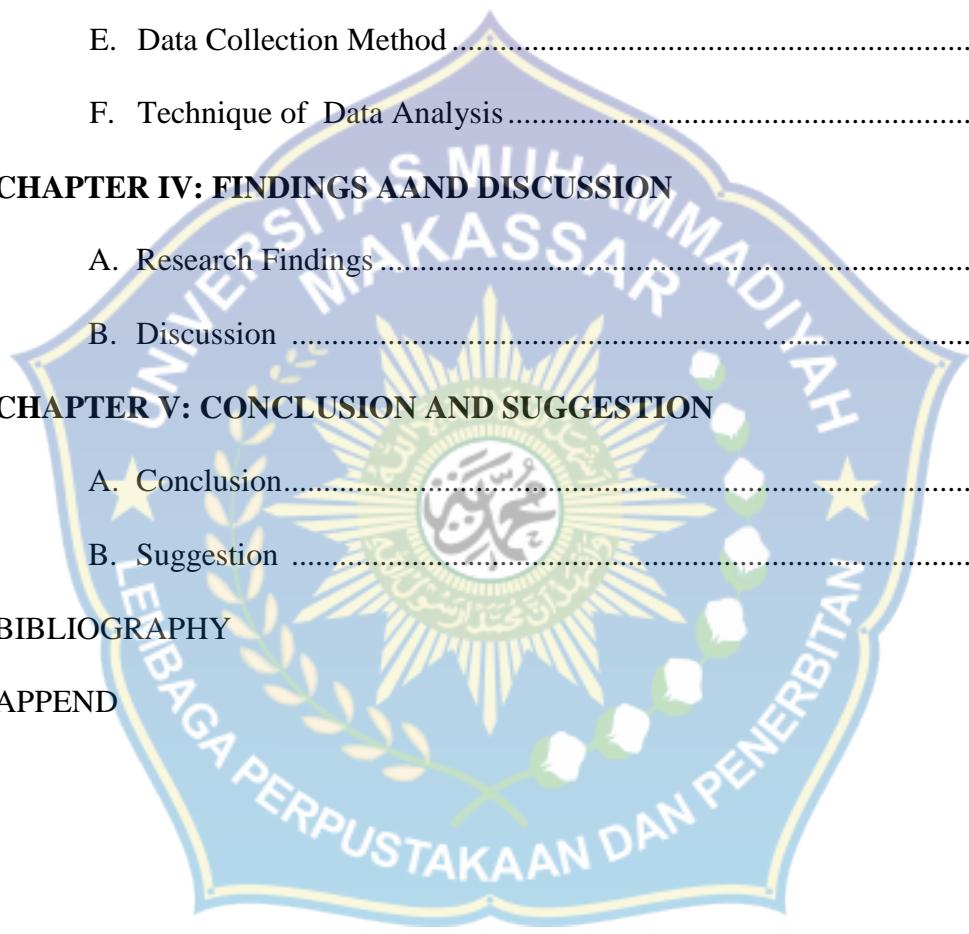
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CHAPTER I

INTRODUCTION

A. Background

There are many languages in the world which are used as communication media for people to communicate each other. Therefore, the function of language is absolutely important for people's social life because always make interaction with others. Language must have function and meaning. Language which exists in world perhaps can reach one billion languages, because each race rounds the world which has particular attitude, they exactly have special language also. However, there is language, which the people often to use it as a communication and that language is English.

English language for Indonesia is the first foreign language that is learned in schools. It is the language used by almost every country in the world. Learning English had a great necessity to everyone who realized the importance of this international language. Because of its importance, English became a compulsory subject in schools started at junior high school. Nowadays, in some places started even from elementary school.

Basically, there are four skills required in English teaching learning programs. They are reading, speaking, listening and writing. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. It is stated by British Council report (1998) that more than two billion people use English to communicate (British council

report in Syakir 2006). Some people often think that the ability to speak a language is the product of language learning. They assumed that speaking is a crucial part of language learning process.

Speaking is the skills that the students should be mastered. And the proofs of the students able to do that are they can speak English and they can take the information well. By speaking someone can take information from the other people and it can to share information to the other people, and the student can spend their time in a positive thing such as make some conversation, debating, dialogue, it can be a way for them to get new information, increase vocabulary, and improving their structure. According to Bygate as quoted by Nunan adopted by Antoni (2005:9) “speaking is oral interaction where the participants need to negotiate the meaning continued in ideas, feelings, and manage in term of who is to say what, to whom and about what”. It means that speaking is an oral interaction of the people, it can be applied by two people or more.

On the contrary, speaking is a neglected language skill in many classroom. The students may have good knowledge of grammar to express their ideas. The students who are able to correct grammar do not definite they have been expressed it in oral. Meaning that even someone good in grammar, it does not possible for them definite it orally. These may be caused by the limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when speaking English and also inappropriate method for the characteristic of the students.

In our daily communication we require more verbal communication (speaking) skills than visual and auditory communication. There is dearth of studies on how literature plays an important role in developing speaking skills of students at any level of education. To improve our language we primarily focus on literature than raw, lifeless sentences as examples of grammar. One needs to concentrate the basic concepts of that particular language. First focus on alphabet, small word lists, word groups, phrases, sentences, paragraph of stories.

Furthermore, it might be impossible to learn a language without mastering in vocabulary. Sometimes it is difficult to group the idea transmitted to the students. The acquisition of a large number of vocabularies can help the students to speak. Vocabulary is the first and foremost important step in language acquisition (Naveen, 2009:1) meaning that vocabulary is very important part in the language because every language needs vocabulary, so that English is a kind of languages so vocabulary is needed by English. As stated by Susanti (2002:89), "vocabulary is the total number of words in a language. It is also a collection of word a person knows uses in speaking and writing. It means that vocabulary is a total number of words that we use in the language, every word we produce to be a sentence we called by vocabulary. And vocabulary is a collection of word that a person uses it for speaking or writing project.

Although the implementation of authentic literature is through reading however according to Day and Bamford (1998) as cited in Thomas (2006)

entitled *Developing Presentation Skill by Using Authentic Literature*, he reviews several studies of extensive reading programs; these studies indicate that students who read extensively not only improve their listening and speaking skill. So that it can be seen that it is appropriate to use authentic literature in teaching speaking skill. Supported by Phat (2013) says that studying literature can foster the students' interpretations and enhance their language and communication skill.

Literature builds vocabulary, and vocabulary controls what students can think about to talk about. One way lack of literature limits student's opportunities. Limited language limits what a student can notice and think about. Studies have shown that in English language, the language that is used in print is far richer than the language used in everyday speech or on television. Even the vocabulary in books written for readers is more sophisticated than the table talk of college-educated adults. Moreover, print has many words that never occurred in speech, in several large scale studies (Stanovich, 1992). Words like "isolated," "probability," "prohibit," and "null and void" are found in print, but almost never used in oral language (speaking).

In this research, the researcher focuses on the literature impact for the students' vocabulary mastery in speaking. The researcher will observe and analysis the students in classroom. Based on the explanation, the researcher wants to conduct a research about "The Students' Perception on Reading

Literature in Speaking English Ability at The Fift Semester of English Education Department Students of Makassar Muhammadiyah University”.

B. Problem Statement

Based on the previous background, the researcher formulates the problem statement in question:

How is the students' perception on reading literature in improving english speaking ability at the fifth semester of english education department students of makassar muhammadiyah university.

C. Objective of Research

In relation to the problem statements above, the objectives of the research is to find out how is the students' perception on reading literature in improving english speaking ability at the fifth semester of english education department students of makassar muhammadiyah university.

D. Significance of the Research

The significance of the research classifies into theoretically and practically. Theoretically, the result of study can be as document research and give them information regarding to know the students' perception on reading literature in improving english speaking ability. Practically, for the teacher, for the result of this study can give contribution to enrich their way in implemented in teaching literature to gain their speaking skill and students can enhance their language and communication skill.

E. Scope of the Research

Based on the identification of the problem above, the researcher limits the problem of the study based on the students' perception in reading literature. Moreover, the object of this study focuses on the students especially at the fifth semester in Muhammadiyah University of Makassar.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

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

Shalpoosh and Safari (2007) in their journal “ Literature comes to the aid of pedagogy : Teaching speaking through literature” stated that literature has been shown to be an effective resource for all language skills, grammar, and vocabulary. It provides ample topics for discussion, composition, and reading. The present study explores the ways literature can be used for teaching speaking. Different literary genres such as, poetry, short story, and drama could be applied for practicing and enhancing speaking. Different techniques and exercise types can be used for applying literature in teaching speaking. Scenarios, improvisation, role-play, simulation, split exchanges, speculation on context and other techniques have been widely used in second / foreign language. The present study discusses these literary works and techniques in detail and offer suggestions for applying literature in teaching speaking.

Reppert (2014) in her thesis “Literature and the development of oral fluency: a study using poetry and children’s literature in ESL instruction” showed that the study investigates the use poetry and children’s literature written in verse as materials for helping advanced adult learners of English as a second or foreign language develop oral fluency skills which fifteen native Chinese-speaking graduate students of professionals associated with Iowa

State University participated in the study. As the results of the study, it provides little evidence to support claims that reading poetry aloud is a useful way for students to develop oral fluency. However, the short treatment period and other limitations may be responsible for these results rather than the literature itself.

Salma (2007) in her thesis “Use of literature in developing learner’s speaking skills in Bangladesh EFL context” concluded that the stimulus for the study derived from the view that the teaching of English language could be accomplished through the use of literary pieces, especially in order to help Bangladeshi learners develop their skills of interpretation and speaking. As has already been identified, the traditional approach currently used in English classes suffers from certain limitations, mainly due to problems which are rooted in the mismatch of pedagogical approaches with the teaching of literary texts.

Phat (2014) in his thesis “The implementation of Literature in Teaching Speaking for Advanced Students” stated that the research confirms the fact that literature helps to enhance not only the learner’s literary competence but also their language development. Moreover, literature is also a great tool to build up the learner’s cultural enrichment process and increase their love for the literature where the language is spoken.

The similarity of previous researches with this research is they have the same research objective which is the implementation of literature that affect the students speaking ability. The difference of previous researches with this

research is the type of research. The first, the second, and the third research are experimental which show the development of the learner's speaking skill through literature, and the last is quantitative research with the given questionnaire which improve the learner's literary competence while this research is qualitative descriptive.

B. Some Pertinent Ideas

1. Concept of perception

a. Definition of Perception

Perception is the way people judge others with whom they are in contact. A person's attitude to an idea or object determines what the person thinks, feels and how the person would like to behave towards that idea or object. Therefore, the students' perception of their teachers' qualification could influence their attitude towards learning mathematics or any other school subject. Students more often than not, judge their teachers in such areas as the teachers' knowledge of the subject matter, communication, ability and the choice of appropriate teaching method. A teacher who is rated high on these indices in the perception of the students is likely to enjoy the confidence, respect and admiration of his/her students and vice versa.

According to Bimo (1980: 89), perception is a process that precedes the perception process, which is a process that is accepted by the stimulus by the individual via the sense organ or also so-called sensors' process. Furthermore, Rakhmat in Alex (2003: 446) states that perception

is the experiences about objects, events, or the relations that are gotten by concluding the information and interpreting the message. The more complex definition is given by Pareek in Alex (2003:446) who states that perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimuli of the senses or data.

The students' perspective is very much important because the modern age is the age of media, propaganda and mass communication. Every person desirous to reap the full benefits of modern education, library use, research knowledge, science, commerce and trade etc know how should have a sound knowledge of English language and good communication skills. The person who has not good communication skills will suffer badly in this era of competition in comparison to the person who has good communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility in order to increase his self-esteem and reputation.

The way students perceive a subject determines their success or failure in that subject. Some students perceive mathematics as no go area because of the negative impression passed down to them by the past generations who had bad experience with unqualified mathematics teachers; that mathematics is the most difficult subject in the school, it is not meant for every body, not everybody passes it, it is meant for those with special talent, some were born to do mathematics while others were not (Audu, 1995). On hearing all these negative expressions before school

age or getting admission into school, the child psychologically develops fear for the subject and comes to the lesson with these bad notions which dis-associate learning patterns which are impossible to build upon. It has done a lot of harm to the teaching and learning of mathematics. Ale (1989) coined the term “ math phobia” for the condition that these bad notions lead to. That is, fear followed by low productivity and consequently leads to low achievement in mathematics. For this reason, this paper which is based on a study, examined the extent to which students perceived factors like teachers qualification, method of teaching, instructional materials and students’ attitude towards mathematics as factors that influence the teaching and learning of mathematics in Maiduguri Metropolis, Borno State. The aim is to educate the new incoming generations on the likely variables perceived to be affecting teaching and learning of mathematics resulting to the persistent rate of failure in the subject.

b. Principles of Perception

Slameto in Huspa (2010:110) mentions several principles of perception. The principles of perception cover:

1) Relative Perception

It means that the perception of someone or group is different from others. The perception sometimes will be different even though they talk about the same object. For example, when two people talk about the effectiveness of using power point as media

in teaching, it is probably that they will have different perception toward this one although they talk about the same thing.

2) Selective Perception

It means that perception that is given by someone or group come based on their attention. It depends on their brain or their motivation about the object and it will be different each other. For example, when a teacher is teaching the students with the material about paragraph, they probably will have different perception each other toward that lesson. It is because of they may have different attention and interest about that one.

3) Object Arrangement

It means that perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and so on. For example, someone maybe will have negative perception toward English lesson because of their bad experience before related to English itself. In other words, the arrangement of the object can give influence toward the perception about that object.

4) Influenced Perception

It means that stimulus and expectation that is owned by someone will give different effect about someone's perception. Someone's perception and group perception is very different from other people or group perception. Someone's or group's

perceptions depend on their personality. It can be influenced by their brain, motivation, attitude, etc. For example, when a group has good expectation toward drama lesson, it is very possible that they will have positive perception toward drama itself.

Based on the elaboration above, it can be concluded that perception has several principles. They are relative perception, selective perception, object arrangement, and influenced perception. They are the basic things related to the perception itself.

c. Types of Perception

According to Walters in Desi (2011:14), there are five types of perception. The five types include:

1) Self Perception

Self perception is based on self-esteem, self-concept, and self-efficacy. It means that the perception occurs based on individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

2) Environmental Perception

Environmental perception is perception that is formed based on the context in which the information is received. Its example is the perception that is given by someone or group toward the

effectiveness of using drama in developing speaking ability. The information that is used in order to get the perception is based on the context where that situation is applied.

3) Learned Perception

Learned perception is perception that is formed around personality, culture, and habit. For instance, a student who used to learn in an eastern atmosphere can give negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

4) Physical Perception

Physical perception is perception that is tangible. For example, how the eyes see and the brain processes it. In other words, physical perception is related to the physical activity that can be measured.

5) Cultural Perception

Cultural perception is the largest perception and this is different with one to another city such as people's perception toward the importance of English subject at elementary level. The perception about this one can be different from one city or place to others. It depends on the culture that is embraced in that place.

Based on that explanation, it can be stated that there are five types of perception. They are self perception, environmental perception, learned perception, physical perception, and cultural

perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes in order to build the perception itself.

d. Factors Influencing Perception

Bimo (2004: 89) states that there are three factors that influencing perception, namely:

1) Objects

Objects can cause the stimulus that has contact with the senses or receptor. The stimulus can come from outside or inside of the person who give perception toward something but mostly it comes from outside of the person. For example, when a teacher gives his/ her perception toward the students' learning style, it can be stated that the object in this case is the students' learning style. In other words, the stimulus comes from outside of the person.

2) The Senses

The senses or receptor is the tool to receive the stimulus. Besides, there is also sensory nerve as the tool to continue the stimulus to the central of nerve that or brain. Then, there is also motoric nerve to respond or give reaction toward the stimulus. Its example is when people are asked to give the perception toward a scenery painting, they can give that perception because they have shown the painting through their receptor that is the eyes. It is

continued then to their brain and finally they can express their perception toward that painting.

3) Attention

Attention is also needed to give perception toward something. This is the first step as preparation in giving perception. Attention is concentration from whole of individual activities that is aimed for something or a group of objects. For instance, someone cannot give his/ her perception toward particular thing without giving the attention toward it. It is because the perception will come by giving the attention the thing that is as an object of that perception.

So, it is clear that there are three factors influencing perception. They are object, the senses, and attention. All of them give contribution in order to build someone's perception toward particular thing. It means that they cannot be separated each other.

e. **Components of Perception**

Bimo in Salmi (2012:15) states that perception consists of three components, namely:

- a. Cognitive or perceptual component is component that is related to knowledge, opinion, belief, that is good things that relate how person's perception toward attitude's object.
- b. Affective or emotional component is component that related to like or dislike towards attitude's object. Like is a positive thing, while

dislike is negative things. This component indicates attitude's direction, positive and negative.

- c. Connative or action component is component that related to action tendency toward attitude's object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward attitude's object.

Based on the explanation above, it can be concluded that there are some components related to someone's perception. It consists of cognitive, affective, and connative. So, there is internal process among three components above in building the perception toward an object or event.

f. Stages of Perception

According to Doyle in Yuhendra (2012: 15), there are three stages of perception. Those stages are:

1) The Occurrence of Sensory Stimulation

Basically, this part of the perception process involves coming in contact with a particular stimulus. In other words, this process is related to the contact directly with the stimulus in order to get the perception. The examples are listening to a song, reminiscing about a childhood friend, etc.

2) The Organization of Sensory Stimulation

The second part of the perception process is organizing the perceived notion in the mind, making it ready to be shaped up in overt response. For example is forming a positive or negative cerebral response to the stimulus.

3) The Interpretation of Sensory Stimulation

It includes the execution of response, expressed verbally or physically. Interpreting and expressing the thoughts that have been elicited. It often involves an emotional response such as smiling to an event. Another example is giving a statement about something that has been shown before.

Based on explanation above, it can be concluded that perception has three stages. First is the occurrence of sensory stimulation. Second is the organization of sensory stimulation. Last is the interpretation of sensory stimulation. All of those stages have continuation each other in order to get someone's perception toward particular thing or event.

2. Definition of Literature

Understanding exactly what literature, i.e. pinning down a definition of literature has proven to be a challenge. There have been numerous definitions of literature and each of them is the reflection of its author's view of what the "essence" of literature really is. Therefore, the researcher

would like to approach the issue of how a work is considered as literature by bringing together some views and arguments relating to the question.

Literature comes from the Latin word “*littera*” meaning letter and “*litteratura*” meaning the knowledge of reading and writing. Many attempts have been made to provide some essential criteria that mark out a piece of writing as literature. There were some definitions which considered literature to be imaginative and not true, i.e. far from fact and reality. However, there is much doubt in this argument. Ha (2002) argued:

Literature is not always fiction; in fact, it is the production of certain reality. If “imaginative” is exclusively attributed to literature, does it imply that other kinds of writing such as philosophy, history are imaginative? So fiction and realism are not the concepts for the production of literature.

Some people defined literature as kind of writing in which the language is different from everyday speech. In Jakobson's words, literature is “A deliberate deformation of ordinary language” and “organized violence committed on ordinary speech” (as cited in Ha, 2002).

Another definition of literature as a subject is that it is a kind of activity that gets the student involved and to make use of the language. Literature is seen as a medium for the students to develop their appreciation of different language systems. Moreover, studying literature can foster the student's interpretations and enhance their language and communication skills.

Even if literature is considered to be fictional as mentioned above, it is obvious that literature as a subject provides the students with real life experiences, interactions with the society where the target language is spoken. Therefore, it enhances the student's understanding of the language much better. In this light, literature is regarded as a beneficial medium in language teaching.

2.1. Arguments for the use of literature

Although there still remain some arguments against the use of literature in language teaching, It holds a strong belief that literature would be a great potential resource in teaching language and communications skills, especially speaking skills for the language 673 learners. To give a deeper insight into this issue, there are some arguments for the use of literature in language teaching.

2.2. Types of Literature

Taken from the journal belongs to Patki (2003) entitled "Development of Speaking Skills Through Authentic Literature" states that there are three appropriate materials in teaching speaking by using authentic literature, those are:

a. Prose

Written on this journal that stories is very effective in teaching speaking as it is very interactive. Type of writing process is usually used to describe a fact or idea. The process can be used for newspapers, novels, magazines, letters, encyclopedias, letters and

various other types of media. It is so since stories enrich students' visual imagination and creativity. It organizes, retains, and assists students to access information. So that, it brings out the emotions which provokes learning. Moreover, once the initial hitch of speaking is removed, the students become more confidence in delivering their thoughts. Furthermore, when they see their story are got attention, valued, recognized, and heard with interest, it gives them confident to stand. Thus, it can be seen by using stories can develop students' positive attitude towards the learning process. In addition, stories bring many advantages for students in learning speaking skill since it can improve students' vocabulary, sentence formation, the use of tense and verb but also work positively on students' fluency when they speak. So that, it can be concluded that stories assist students to build up an overall personality of students as they are connected to the society directly, improving their communication.

b. Poetry

Based on this journal says that poetry is such a sophisticated literacy tool that it works on the moods and emotions of the students. Through poetry the students are able to express and deliver their point of view without concerning on grammatical accuracy. Through poetry the students are facilitated with awareness of pronunciation, intonation, and sentence flow. Moreover, they also

practice their specific language structures such as phrases, idioms, work order, and verb tense. Moreover, when teacher gives poetry for students and ask them to analyse it automatically it creates an atmosphere for students to get involve in discussion. Hence, they will talk about their responses, ideas and etc. So that, it absolutely enrich their confidence in speaking fluently.

c. Drama

Basically, through drama, it offers ways for students to have chances to respond to and express their individual thought and shared understanding of a text. Because eventually, when students work in drama role play, they got the opportunity to use the language asit is used in real life and gain confidences as when they act and assume roles and interact improvisation. Hence, when the students want to acquire the proficient speaking skill, drama has always been great help for it. It is so since when they play drama they also play a certain roles which might be familiar for them, so that it brings out their inner potential to think deeply and express their ideas. They are also able to express themselves explicitly as they can relate to the characters they play. Unconsciously, they are working on their imaginations, vocabulary, structure sentence, stress, intonation, and rhythm. Moreover, the modulation of tone is important during the dramatization so that when students work on it, it automatically enhances their speaking skill.

2.3. Benefits of Literature in Enriching Language Skills

In this part, there are the merits of literature in language learning and the reasons for implementing literature in language teaching. Thus, some arguments that support the use of literature in enhancing the language and communication skills for EFL students will be examined.

A study suggested that “the teaching of literature in EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process.”

Since the middle of 1980s, literature was reappraised due to considerations on its feasible applications in EFL classes after being neglected for a long period of time as Maley stated that “Literature is back but wearing different clothes.” (p.59). It was observed by Cairney (1988) that literature was not and should not be seen as a “frill” but it should represent “the very heart and soul of the language curriculum” (p.14). In teaching a foreign language, it is essential that the teachers should incorporate literary texts as literature is a wonderful resource for enhancing and developing the learner’s linguistic competence. Moody noted “the study of literature is fundamentally a study of language in operation” and “literature can fit into virtually any language methodology.”

The use of literature in the EFL classes was also supported by McKa, who argued that “... literature offers several benefits to ESL

classes. It can be useful in developing linguistic knowledge both on a usage and use level. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency.”

According to Brumfit shared the same idea that literature was a skill subject. Not a content subject and stressed the potential of literature in enhancing the reading skills.

Literature is viewed as a rich resource for language learning. Brumfit and Carter pointed out “Literary texts provide examples of language resources being used to the full.”. Wilkin (1972) addresses this aspect in a more persuasive way “if one wishes to discover what is finest, what is “most beautiful”, what is quite simply “best”, it is to the written literature that one looks.”

Literary texts contain lots of meaningful contexts in which linguistic components such as lexical items and grammatical structures are used in natural way. By this, students will be able to exposed to a variety of unexpected uses and types of linguistic expressions. Then the gradually gain familiarity with different linguistic uses, conventional forms of written mode and develop their communicative capacity. With this aspect, literature offers learners a chance to process and interpret new language in specific contexts. Loff introduced literature as a “conceptualized source of practice.” Literary texts served as a good foundation for improving

the vocabulary and strengthening syntax as in Povey's study (as cited in McKay. 1982) found that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax."

Moreover, literature can meet the target objectives of communicative language teaching as it accelerates interpretations, classroom discussions and interactions between teacher and students as mentioned in Maley's research. Study by Van (2009) also showed that literature is full of instance of real-life language in various situations; it provides a lot of opportunities for student to ameliorate syntactic, pragmatic, cultural, and discoursal awareness among learners.

3. The Definition of Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "speak" means say thing; talk, be able to use a language, make a speech, express ideas, feelings, etc. speaking is the verbal use of language to communicate with other. In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is something considered

a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking also explain in the Qur'an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ﴿٣﴾

The meaning: Created man, (and) taught him eloquence.

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking.

Allah SWT also says in Q.S Al-Mujadila: 9

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنَجَّوْا بِالْإِثْمِ وَالْعُدْوَانِ
وَمَعْصِيَةِ الرَّسُولِ وَتَنَجَّوْا بِالْبِرِّ وَالنَّقْوَىٰ وَأَتَّقُوا اللَّهَ الَّذِي إِلَيْهِ
تُحْشَرُونَ ﴿٩﴾

The meaning: You who believed, when you converse privately, do not converse about sin and aggression and disobedience to the messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be gathered.

In this verse Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone with a good road, with a gentle word, don't talk about sin and always talk about the good things. That's the attributes of the believers if seen from the way he speaks. From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in same context, and the listener understand about the message.

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson I can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lessons.

As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small

talk about the weather, work, sport, and family relationship. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of conversation.

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking ability because speaking is an activity that we always

do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feeling orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is very necessary activity for all ages of learners because from this activity people can understand what the other people said who use a foreign language too.

3.1. Students Speaking Achievements

The student use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “speaking achievement” here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within the purpose: the ability to understand English dealing with every subjects and spoken at normal speed., to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy, and fluency for Junior High School students.it puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

3.2. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the function of speaking in human interaction.

According to Brown and Yule there are three functions of speaking “...three part version of Brown and Yule’s framework: talks as interaction; talk as transaction; talk as performance, each of these speech activities is quite distinct in term of form and functional and requires different teaching approaches.

a. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a

comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

b. Talk as performance

Speaking is a performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as a performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

3.3. Classroom Speaking Activity

Many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

a. Acting from a Script

We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Prepared Talks

A popular kind of activity is the prepared talk where the students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speakers and listener. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

c. Simulations and Role-Play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or talking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

4. Conceptual Framework

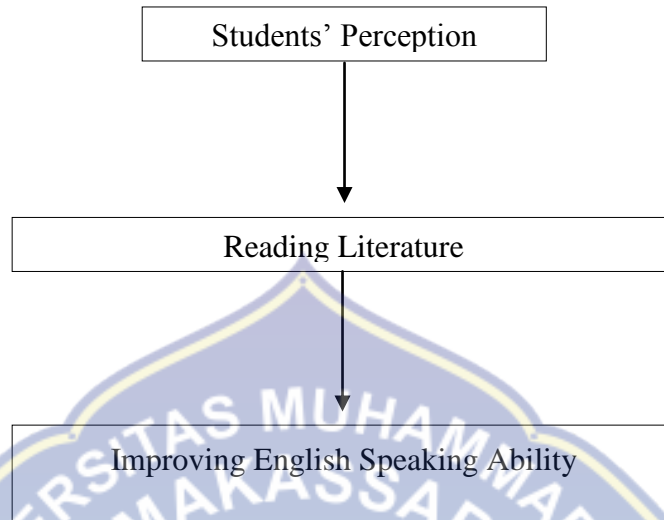


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, reading literature is the important point, the researcher wants to know how is the students perception about reading literature in improving english speaking ability. There are two steps to know the role of students' perception on reading literature in improving english speaking through questionnaire. Through that step the researcher can know how the students' perception on reading literature in improving english speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the title, the researcher chose the Descriptive method as design method because it was comparable to collect data from an analysis on the students' needed. According to SuharsimiArikunto (2013: 3) descriptive terms derived from English to describe which means describe a thing, such as circumstances, conditions, situations, events, and others. The purpose of this research design was to find out the influence of the literature on students' vocabulary in speaking at fifth semester of English Education Department Students in Muhammadiyah University of Makassar.

B. Variable and Indicator

1. Variable

A variable was everything that become that object of research or the in the impact. Variable is everything to which the researcher expects to find the answer and that become point of research. Based on the title of the thesis, it had two variables :

a. Independent Variable

Independent variable was reading literature, it could be help the students to improve their ability in English especially in speaking.

b. Dependent Variable

Dependent variable was the students' perceptions

2. Indicator

The indicator of this research was the students' perception on reading literature in improving English speaking ability.

C. Population and Sample

1. Population

Population was a complete set of elements (person or object) that possesses a common characteristic defined by the sampling criteria established by the researcher. The population is an aggregate or totality of all objects, subjects, or members that conform to a set of specifications. In this research, the population was the students of the fifth semester students of English Education Department. There were ten classes of fifth semester with a total number of populations were 371 students.

2. Sample

The researcher used the Purposive Sampling technique. Purposive Sampling also known as judgmental, selective, or subject sampling technique. Non-probability sampling focusing on sampling techniques where the units investigate based on the judgment of the researcher. In this research, the sample was the students who had a high reading level of literature of English Education Department with the number of students were 34 people.

D. Instrument of the Research

In this study, the researcher used questionnaire as a technique in collecting the data.

Questionnaire

Based on the problem statement above, the researcher wanted to know about the students' literature competence and how the literation affected on students' vocabulary in speaking. A questionnaire was required to collect data from the students or participants. The questionnaire aimed to give the opportunity for researchers to gather data from a number of people and the good thing about descriptive questionnaire was that they were flexible and could be work in different ways to allow participants to responses.

The researcher used Likert Scale to get questionnaire data from the students. Likert scale was used to measure attitudes, opinions, and perceptions of persons or groups of people about social phenomena. in research, this social phenomenon had beenspecified specifically by the researchers, hereinafter referred to as research variables (Sugiyono, 2015: 134). Likert Scale usually had five potential choices (strongly agree "SA" (5), agree "A" (4), Undecided "UnD (3) disagree" DS "(2), strongly disagree" SDS (1)) but sometimes go up to ten or more

Table 3.1 The Likert Scale and Scoring

No.	Items	Score
-----	-------	-------

1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

(Sugiyono,2014:136)

The statement of questionnaire of this research consisted of closed-ended question form. The statement of questionnaire allowed the respondents to answer the question (John: 2012). It consisted of 10 numbers of closed-ended statements questionnaire.

E. Data Collection Method

In this research, data collection techniques were questionnaire and speaking test. In questionnaire, the researcher gave ten questions for students and there were five form answers from questionnaire with the score that was strongly agree (5), agree (4), partially agree (3), disagree (2) and strongly disagree (1). In speaking test, the researcher gave one instruction for students to explain their experiences about two minutes. Then, the researcher recorded the students speaking based on the test. The researcher recorded students speaking test from beginning until ending. Then, the researcher transcripts the students speaking test from the record.

F. Techniques of Data Analysis

There were some procedures in doing the analysis of data that the researcher applied in research. Firstly, collected the data which to be

analyzed. Secondly, classified the answer based on the questions. From the data of questionnaire, the researcher used Likert Scale as a measure of data from questionnaire..

According to Sugiyono (2014: 136) state that Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In this research, the social phenomenon has been specifically by the researchers, hereafter referred to as research variables. With Likert scale, then the variable to be measured is translated into indicator variable, then the indicator is used as a starting point to arrange the items of the instrument can be a statement or question.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this section, the research findings discussed in detail about the results of research that had been obtained by researcher with a type of descriptive research based on data obtained in the field located at Makassar Muhammadiyah University against English students at the fifth semester as a trial class. In this research through a questionnaire to the students.

1. Description of students response

The research instrument used to obtain students response data about the impact of literature on student vocabulary in speaking was students' response questionnaire as measured by giving questionnaires to determine student responses.

In this explanation, The percentage of score that strongly agree was 56.76% with the total score were 193, the percentage of score that agree was 12.35% with the total score were 42, the percentage of score that partially agree was 9.41% with the total score were 32, the percentage of score that disagree was 17.05% with the total score were 58, and the percentage of score that agree was 4.41% with the total score were 15

Total score based on an explanation of 10 questions that 34 students had answered above showed 193 answered strongly agree, 42

answered agree, 35 answered partially agree, 58 answered disagree, and 15 answered strongly disagree. The score of the response as follows:

Table 4.1 Student Response About the Reading Literature

Items of Question	Total Score	Percentage (%)
Strongly agree	193	56.76
Agree	42	12.35
Partially agree	32	9.41
Disagree	58	17.05
Strongly Disagree	15	4.41

Based on the table above, the research using a questionnaire it obtained the percentage of 56.76% for students who answered Strongly Agree with the total score were 193, the percentage of 12.35% for students who answered Agree with the total score were 42, the percentage of 9.41% for students who answered Partially Agree with the total score were 32, the percentage of 17.05% for the students who answered Disagree with the total score were 58, and the percentage of 4.41 % for students who answered Strongly Disagree with the total score were 15, it concluded that the reading literature had quite an influence because it fulfilled the response criteria of $\geq 50\%$ for strongly agree with percentage 56.76%, means that the literature in students vocabulary had an impact of students speaking ability.

B. Discussion

Based on the results of the research using a questionnaire, there were 10 items in this questionnaire, the result of each are explain as follows:

a. Reading literature can improving my vocabulary .

For this question there were 0 students (0%) answered strongly disagree, 4 students (11.76%) answered disagree, 2 students (5.88%) answered partially agree, 6 students (17.64%) answered agree, and 22 students (64.70%) answered strongly agree.

b. Often reading literature can help improving my speaking ability

For this question there were 1 students (2.94%) answered strongly disagree, 5 students (14.70%) answered disagree, 11 students (32.35%) answer partially agree, 4 students (11.76%) answered agree, and 13 students (38.23%) answered strongly agree.

c. Reading literature is the most supportive part in improving speaking

For this question there were 3 students (8.82%) answered strongly disagree, 14 students (41.17%) answered disagree, 7 students (20.58%) answered partially agree, 4 students (11.76%) answered agree, and 6 students (17.64%) answered strongly agree.

d. Reading literature can increase my self-confidence in speaking

For this question there were 0 students (0%) answered strongly disagree, 0 students (0%) answered disagree, 2 students (5.88%) answered partially agree, 10 students (29.41%) answered agree, and 22 students (64.70%) answered strongly agree.

e. Literature is the most important factor for improving my speaking ability

For this question there were 2 students (5.88%) answered strongly disagree, 18 students (52.94%) answered disagree, 7 students (20.58%) answered partially agree, 5 students (14.70%) answered agree, and 2 students (5.88%) answered strongly agree.

- f. I am interested in developing my vocabulary mastery with reading literature

For this question there were 0 students (0%) answered strongly disagree, 4 students (11.76%) answered disagree, 0 students (0%) answered partially agree, 3 students (8.82%) answered agree, and 27 students (79.41%) answered strongly agree.

- g. Reading literature makes me able to speak and express my opinion

For this question there were 4 students (11.76%) answered strongly disagree, 5 students (14.70%) answered disagree, 0 students (0%) answered partially agree, 4 students (11.76%) answered agree, and 21 students (61.76%) answered strongly agree.

- h. Literature help me to get better understanding of the culture of speaking.

For this question there were 5 students (0%) answered strongly disagree, 1 students (2.94%) answered disagree, 3 students (8.82%) answered partially agree, 3 students (8.82%) answered agree, and 22 students (64.70%) answered strongly agree.

- i. Literature bring me into contact with real language For this question there were 0 students (0%) answered strongly disagree, 4 students (

11.76%) answered disagree, 0 students (0%) answered partially agree, 2 students (5.88%) answered agree, and 28 students (82.35%) answered strongly agree.

j. Literature can stimulate the development of my conversation skills.

For this question there were 0 students (0%) answered strongly disagree, 3 students (8.82%) answered disagree, 0 students (0%) answered partially agree, 1 students (2.94%) answered agree, and 28 students (82.25%) answered strongly agree .

The percentage of score that strongly agree was 56.76% with the total score were 193, the percentage of score that agree was 12.35% with the total score were 42, the percentage of score that partially agree was 9.41% with the total score were 32, the percentage of score that disagree was 17.05% with the total score were 58, and the percentage of score that strongly disagree was 4.41% with the total score were 15, it concluded that the literature in students vocabulary had quite an impact because it fulfilled the response criteria of $\geq 50\%$ for strongly agree with percentage 56.76%, means that reading a lot of literature could improve of students english speaking ability.

The researcher gave a value to the students by looking at the following lists of questionnaire that had given in the previous chapter. The previous lists of the questionnaire that have given by the researcher consisted of ten questions for students and there were five form answers from questionnaire with the score that was strongly agree, agree, partially agree, disagree and strongly disagree.

The Literature was a powerful methodology to improve students' speaking ability because by reading a lot of literature can increase students' knowledge and vocabulary so that it will be easier when they want to express in spoken language because they have a lot of knowledge or references supported by adequate vocabulary. This statement was supported by Phat (2014) in his thesis with the title "The implementation of Literature in Teaching Speaking for Advanced Students" stated that the research confirms the fact that literature helps to enhance not only the learner's literary competence but also their language development.

Moreover, literature is also a great tool to build up the learner's cultural enrichment process and increase their love for the literature where the language is spoken, and the next supported by Ainy (2007) in her thesis with the title "Use of literature in developing learner's speaking skills in Bangladesh EFL context" concluded that the stimulus for the study derived from the view that the teaching of English language could be accomplished through the use of literary pieces, especially in order to help Bangladeshi learners develop their skills of interpretation and speaking.

Based on the discussion above, it concluded that the literature on students' could improve students' English speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that with reading a lot of literature, it could be increase students' speaking ability. For the questionnaire the researcher got result was there were 193 response with answered strongly Agree with percentage was 56.76 % means that the most of the students had very good skill in speaking and provided that literature had an impact of students speaking ability.

B. Suggestion

From the result of this research, the researcher suggested to students, teachers and prospective educators.

a. Students

Students should be able to motivate themselves in learning to improve students speaking skills.

b. Teachers

- 1) Teachers' were able to apply various forms of creativity to improve students speaking skill.

- 2) Teachers' were able to use many literatures in learning process of Speaking so that students' interest and learning outcomes would be good and improved.



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A

P

P

E

N

D

I

X



APPENDIX 1: STUDENTS' QUESTIONNAIRE

No	Statements	Students Response				
		1	2	3	4	5
1	Reading literature can improving my vocabulary (membaca literature dapat meningkatkan kosa kata saya)					
2	Often reading literature can help improving my speaking ability (sering membaca literatur dapat membantu meningkatkan kemampuan berbicara saya)					
3	Reading literature is the most supportive part in improving speaking (membaca literatur adalah bagian yang paling mendukung dalam mengembangkan kemampuan berbicara)					
4	Reading literature can increase my self-confidence in speaking (membaca literatur dapat meningkatkan kepercayaan diri saya dalam berbicara)					
5	Literature is the most important factor for improving my speaking ability (literatur adalah factor terpenting untuk meningkatkan kemampuan speaking saya)					
6	I am interested in developing my vocabulary mastery with reading literature (saya tertarik dalam mengembangkan penguasaan kosa kata saya melalui membaca literatur)					
7	Reading literature makes me able to speak and express my opinion (membaca literatur membuat saya mampu untuk berbicara dan mengungkapkan pendapat saya)					

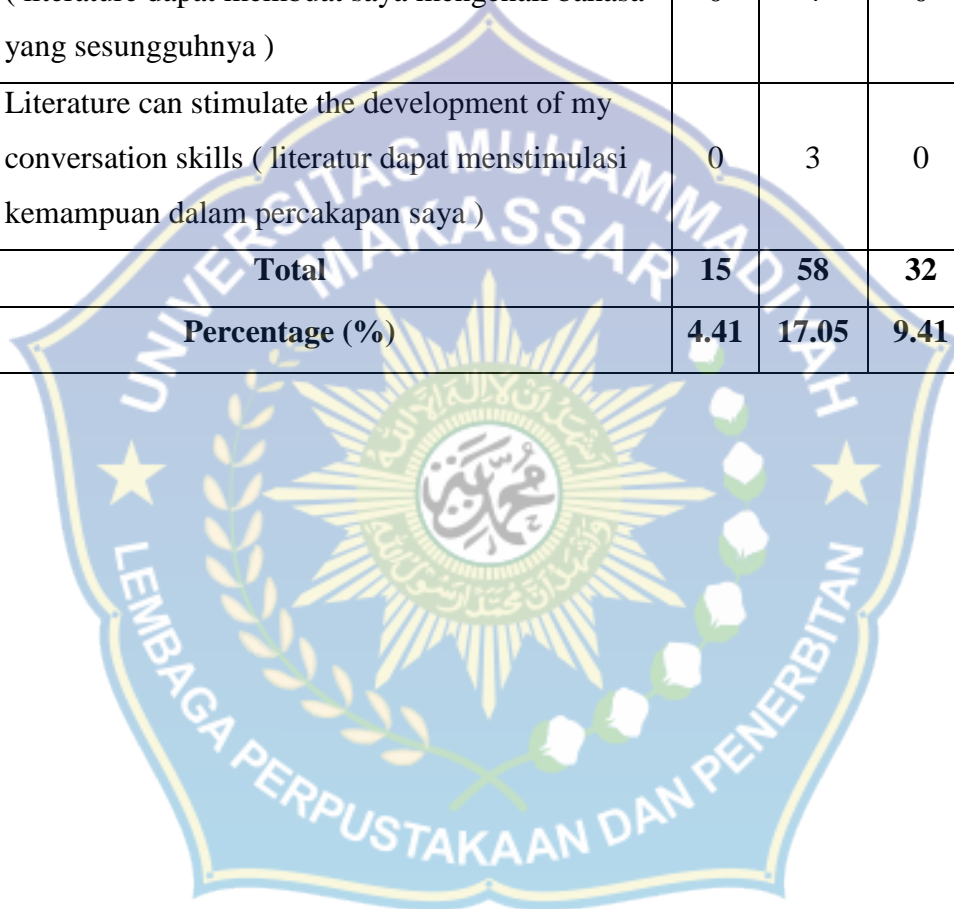
8	Literature help me to get better understanding of the culture of speaking (literatur membatu saya dalam memahami dengan baik tentang budaya dari berbicara)					
9	Literature bring me into contact with real language (literatur dapat membuat saya mengenali bahasa yang sesungguhnya)					
10	Literature can stimulate the development of my conversation skills (literatur dapat menstimulasi kemampuan dalam percakapan saya)					
Total						
Percentage (%)						



APPENDIX 2: STUDENTS' RESPONS OF QUESTIONNAIRE

No	Statements	Students Response				
		1	2	3	4	5
1	Reading literature makes me able to speak and express my opinion (membaca literatur membuat saya mampu untuk berbicara dan mengungkapkan pendapat saya)	0	4	2	6	22
2	I am interested in developing my vocabulary mastery with reading literature (saya tertarik dalam mengembangkan penguasaan kosa kata saya melalui membaca literatur)	1	5	11	4	13
3	Reading literature is the most supportive part in improving speaking (membaca literatur adalah bagian yang paling mendukung dalam mengembangkan kemampuan berbicara)	3	14	7	4	6
4	Reading literature can increase my self-confidence in speaking (membaca literatur dapat meningkatkan kepercayaan diri saya dalam berbicara)	0	0	2	10	22
5	Literature is the most important factor for improving my speaking ability (literatur adalah factor terpenting untuk meningkatkan kemampuan speaking saya)	2	18	7	5	2
6	Often reading literature can help improving my speaking ability (sering membaca literatur dapat membantu meningkatkan kemampuan berbicara saya)	0	4	0	3	27
7	Reading literature can improving my vocabulary (membaca literature dapat meningkatkan kosa	4	5	0	4	21

	kata saya)					
8	Literature help me to get better understanding of the culture of speaking (literatur membantu saya dalam memahami dengan baik tentang budaya dari berbicara)	5	1	3	3	22
9	Literature bring me into contact with real language (literatur dapat membuat saya mengenali bahasa yang sesungguhnya)	0	4	0	2	28
10	Literature can stimulate the development of my conversation skills (literatur dapat menstimulasi kemampuan dalam percakapan saya)	0	3	0	1	30
Total		15	58	32	42	193
Percentage (%)		4.41	17.05	9.41	12.35	56,76



Questionnaire For the Students

Name :

Class :

Intruccion :

Please give check (√) on the column based on your answer !

Criteria for the score :

1 = Strongly disagree	3 = Partially agree	5 = Strongly agree
2 = Disagree	4 = Agree	

No	Statements	Students Response				
		1	2	3	4	5
1	Reading literature makes me able to speak and express my opinion (membaca literatur membuat saya mampu untuk berbicara dan mengungkapkan pendapat saya)					
2	I am interested in developing my vocabulary mastery with reading literature (saya tertarik dalam mengembangkan penguasaan kosa kata saya melalui membaca literatur)					
3	Reading literature is the most supportive part in improving speaking (membaca literatur adalah bagian yang paling mendukung dalam mengembangkan kemampuan berbicara)					
4	Reading literature can increase my self-confidence in speaking (membaca literatur dapat meningkatkan kepercayaan diri saya dalam					

	berbicara)					
5	Literature is the most important factor for improving my speaking ability (literatur adalah factor terpenting untuk meningkatkan kemampuan speaking saya)					
6	Often reading literature can help improving my speaking ability (sering membaca literatur dapat membantu meningkatkan kemampuan berbicara saya)					
7	Reading literature can improving my vocabulary (membaca literature dapat meningkatkan kosa kata saya)					
8	Literature help me to get better understanding of the culture of speaking (literatur membatu saya dalam memahami dengan baik tentang budaya dari berbicara)					
9	Literature bring me into contact with real language (literatur dapat membuat saya mengenali bahasa yang sesungguhnya)					
10	Literature can stimulate the development of my conversation skills (literatur dapat menstimulasi kemampuan dalam percakapan saya)					

APPENDIX 3: STUDENTS' SCORING OF SPEAKING TEST

No	RESPONDENTS	SCORE
1	AGA	5
2	NH	4
3	H	5
4	N	6
5	N	3
6	N	3
7	SW	3
8	NA	5
9	UF	5
10	AA	4
11	SAA	5
12	NAL	5
13	NSA	5
14	AHYS	5
15	DPT	6
16	W	3
17	NK	5
18	ASFR	5
19	EMA	5
20	MS	5
21	NIMA	6
22	EMY	3
23	MAT	3
24	SAJ	5
25	GYP	5
26	NFH	3
27	H	5
28	JK	3
29	MRJ	5
30	AK	5
31	RA	5
32	ARF	3
33	M	5
34	MFF	5

1. AGA

Okay, Talk about my unforgettable moment, when I was senior high school I had follows one of extracurricular is scout and then my experience in scout when I feel there is unforgettable moment is when I always stayed in the school from the morning until the night. I am at the school at 7 o'clock until 12 o'clock for learn, but after that I still stay in the school until the night for my extracurricular and it is make me with my friends more know each other. Why I said that? Because we life in school environment more than 14 hours seven days in a week. Full of seven days in a week I still see my friends and it's make my relationship with my friend is more close than others. And then the unforgettable moment that I always remember until now, is when I follow one event and then thank you very much.

2. NH

Oke right now I would like to tell you my unforgettable moment. When I was in senior high school I am not a good girl. Maybe you can said that I someone not better because I am too naughty. When I was senior high school I am never cover my aurat and also I always go out without cover my aura and also go out with my ex-boyfriend and then I feel so..

3. H

Okay, bismillahirramanirrahim. My unforgettable moment when I was in senior high school. That the time iam in the first semester in 3rd class. In the year I see my senior. He played basketball and he is so very cool and then I know he is very smart boy and he very like football and played basketball in the year. Why I am very excited with him ? because he is very cool, very smart, and he is my motivation to go to school everyday and the one time I go to the store and I see him there. I can't control my brain.

4. N

I want to talk about my unforgettable moment when I was senior high school. That is the valentines day, my boyfriend gives me flowers, ring, and doll. I was so happy at the time but the next months he lefts with another girl and it is my unforgettable moment. Thank you

5. N

I am from English department in muhammadiyah university of Makassar. So I will tell you about my unforgettable moment when I was senior high school. Actually I am from boarding school, so I spent my time around six year in boarding school without parents. So I live far away from my family. I think i

have a lot of specific moment when I senior high school but I just tell about my experience when I was in boarding school. I live with my friends, I sleep with my friends, study with my friends, a lot of time I spent with my friends and I think that is a previous moment that I ever have in my whole life. So I think so. Thank you.

6. N

When I was senior high school, In my school there is an event called is putus massal. Putus massal is an event for student who have relationship with the other schoolmates. And that day I was keciduk that I have partner in relationship. At that day we get there in the field and my name was called. I go forward the field, but how pity I am, my partner didn't come and I think I am so embarrassed and I think I want to take other partner to be my partner. And I think that is my unforgettable moment in my senior high school. The other unforgettable moment is with my classmate I'm so happy because I have the good classmates in my senior high school. All my classmate understand what I need and I feel at the time and one day my kepala sekolah , my head master go to class and see the dust in the window and he say "don't brush this dust because the dust is ajaib, this dust can lose and this is.."

7. SW

Okay, my name is sri wahyuni. I'm from class 5f. so, I will tell about my unforgettable moment in senior high school. Actually many unforgettable moment in senior high school. So, I will tell about when I first came in senior high school. when in first meeting with my senior so, and i have many new friends and then when senior high school I really came early in the morning. So, I got always punishment so, it's become habbit if I clean the toilet everyday and just that

8. NA

Okay, my name is nur asisa. I will tell you about my unforgettable when I was senior high school. First I school in the boarding high school. The first time I entered in my school actually I'm not very interesting because I hope I will entered in senior high school outside. And I think boarding high school is very boring, I can't do anything what I want. And one month in boarding high school I feel I am so lucky because I can study much what I never find in outside school. Not only that my teacher also very kind and I love much my teacher. I has a new friend and I find a new culture, I learn much and I was

spend my time in my canteen because I love there food and I can study cooking in there. I think that's all

9. UF

My unforgettable moment, for the first is in the mos. I think this is time at we were bullying especially in osis members. And we make using clothes is not good I think. And the second is new friends new atmosphere. This is ee. There is a gank with this part I think. This is our time crazy together and any else and next is choose to enter ipa or ips and all my best friend choose ips and just myself to choose ipa but not to make hancur our friendship actually but just add new friends when the break tell about the killer teacher and another. The second is pensi performance. This is starting from preparation there are many problems and expensive for that. There must be people who are hard to work. But so what this is especially many enjoy this show and UN I think.

10. AA

Okay I have moment I forgetting my homework bring at my school. The moment in junior high school I ever fall of and there is someone help me. And then

11. SAA

I have unforgettable moment, when I was senior high school I have two unforgettable moment. The first when the first grade we study Indonesian language in the classroom I forget bring the text book with my friends and my teacher say tell to get out and go to the library to study and after that she close the door. And the last unforgettable moment when the second grade at the first time when I go to the school I use lipstick and in front of my classroom with my friends and then my teacher come nd look at me and she says why you use the..

12. NAL

My unforgettable moment when I was senior high school is when I learning and teaching process physics and my physics teacher is very idolize or I am fall in love with my teacher but he have a wife and child. I am fall in love with him because there is something special with him I see and when teaching and learning process suddenly there was my friend say "ayu is your fans sir" and I was immediately speechless and cry because I feel shy and at the sometime

my friend tease my teacher and I don't know what I must to say. I can look at my teacher physics.

13. NSA

Okay thank you for the chance, so I would like to tell you about my unforgettable moment when I was in senior high school. So at the time when I was in senior high school. I was I went to the school by general kendaraan alias pete-pete. And you know that I have school so far away from my home. And I help to go to the school in early morning because. I'll be back in the afternoon.in the school I have many friends that will make me so happy with them but at the time I just surprised wheni saw my friend fighting in front of my eyes. I don't know what the problem but they apadi, they didn't ah sudahmi deh. And then they didn't see what the apadi.

14. AHYS

Thanks for the time, I would like to tell you about my unforgettable moment when I was senior high school, did you know that when I was senior high school I join the sports and art. And the present is alfalink. Did you know that I want it so much. So I'll try my best to join the contest and the contest name is English speech contest. So at the time I join the contest and did you know that I am the winner. So I am so happy because I get the alfalink and then the teachers give me, my handsome teacher gives me alfalink. So at the time I'm so happy and did you know that I'm entered in youtube and so I'm sock why I am on youtube. So I think that's all for me. Thank you.

15. DPT

Assalamu'alaikum wr.wb. My name is nina sri astuti I will tell you about my unforgettable moment when I was in senior high school. Besides study in the class I also study in extracurricular activities. As for extracurricular with I follow among other like love subject, student of ... lovers, teenage ... and national science olimpic. At the time I didn't know to holiday because for me knowledge is very important. Extracurricular can help me become stronger, know medical sign, many friend and a lot of experience. And active in extracurricular give a scholarship when I went national science olimpic especially biological subject. I think that's all thank you very much.

16. W

Bismillahirrahmanirrahim, assalamu'alaikum wr.wb
my unforgettable moment when I was senior high school. I am graduated of senior high school number 2 bulukumba. That was my first day at senior high school. I live in bira and my school places in bonto bahari. So I need around 20 minutes for arrive in school. I go to school by motorcycle every day and that one day I forget to bring my books everything. But, I am still enjoyed. But one day the accident repeated I forget bring my phone and you know ? I feel so bad, I must comeback in my home to take my phone so I choose back to bira with my friends. You know I need 20 minutes for back and 20 minutes for go to my school. Sure, I am sure that late when I arrive in my school and of course my teacher give me punishment I can't use my phone.

17. NK

Hello guys, my name is Depika Pramadani Tahir ok. I want to tell you about my unforgettable moment when I was senior high school. kronologies story that at the time my friends tell me that she went to school with me. And I answer her request with sure thank you. And did you know that at the end my friends forget me and go to school with herself so I am still waiting her in my home and I feel that oh she forget me. So I am crying and went to school with my self. So I arrived in my school and my teachers saw me and their so disappointed to me. Cause you know that this is the first time I feel late and I don't like it cause it so make me like another friends that some like nackal. So I go in the class and I said that I am so sorry to my teacher because I am late. Cause I think I don't never do that, and I think that I never hope with someone again except my god.

18. ASFR

Thank you for the chance, I will tell you about my experience when I senior high school. My experience is that with my friends and I usually things like skipping school, I and my friends go to the canteen and get caught not learning. Then I was invited to the teacher room and the teacher gives me a punishment, law in the middle in field. After that I entered the class and my friends was laugh me because it was discovered to the canteen. I was the most lazy to do an assignment, and often sleep in class and I taugh it was the bad thing. Ee I think that's all. Sometimes me and my friend go to the library and i sometimes I found tidak ada, okay I think that's all. Thank you very much.

19. EMA

Assalamu'alaikum wr.wb. Thanks for the time. I wanna tell you about my experience when I was senior high school. My experience is when friends and I go to the canteen, I fall on the school yard. I will not forget that because many people laugh at me and I think it's very embarrassing for me, and then because of that I decide to skip and go to the home. When I go to home I was call that by my mother. Because only because that I was willing to skip, I think that's all thank you.

20. MS

Okay I will tell you about my unforgettable moment when I school at boarding school while six years. so I really happy had school at boarding school. Because it can make me be independent person. Because when I was school in boarding school, my parents just look me one month, one person in a month. That my unforgettable moment in the school is begin from I get up until I sleep again. So all of what I do must work by rules from I get up until sleep again. Begin from I get up at 3 o'clock for take a bath with quick and after that I went to masjid for take pray subuh and then I back to boarding to take a bath so do with quick. So at the morning I must breakfast while 5 minutes because I and my friends must meeting forget vocabulary at half past six. And after that I went to school at seven o'clock after that I take pray dzuhur in the noon and I have a lunch. And then after I back from school I take a rest until afternoon and I take a pray afternoon and after that I join extracurricular.

21. NIMA

Moment I unforgettable in I was senior high school is I and my friends has big voice and I and my friends have a class and my teacher give us text and we study about that. And after my teacher give us a text, my teacher get out in my class and after that I and my friends become laugh in class and make my friend who sitting in our beside become angry and because that my friend who sitting in our beside angry and he throw his bag in our face but my friends expose that exposed his bag and my friend become cry and my friend who throw his bag in my friend still angry. And I was shock about that accident because we aware we very laugh in school and class and I never be laugh again in class because I am afraid if my become angry again and ..

22. EMY

I was from social class, as you know the social students are so social and solid in all things, including skipping the classes. All of the students in my

class agreed to truant economic class, some of them went to canteen and garden until the end of the class. The next day we were ready to get the punishment, we already knew that we would stand all day in the middle of the field but we were not scared, we were happy because we sang, played, and had fun together. I am so lucky to have a solid classmates like them.

23. MAT

Thank you for the opportunity, my unforgettable moment when I was senior high school is when I attended a meeting, at the meeting, I was surprised because the club chairman appointed me as chairman of the committee. It was a pride for me, on the other hand it was a big responsibility on my shoulders. But I will give my best effort to make the event a success. A month later, I proved it. In the film festival, there were many competitions such as filmmaking competitions, record making, acting, and film script writing competitions. Despite some technical problems during the festival, I was able to lead coordination with all the committees well. The program went very well. I also received praise from the principal and the teachers. I never expected that compliment, but I got it.

24. SAJ

My unforgettable moment when I was senior high school is I was active in Academic even though I was not in science class I still did my best. I'm not that kind of genius person but through my hard working and dedication I did my best. Even though I was in lower rank. But I didn't loss hope that time I told to myself there are 3 years more to come,"Babawi Ako". Until then, when I was in 2nd year my grades were getting better ...I was transferred in science class. I am happy to belong to science class. I was quiet girl in that time because I get ashamed on another new faces but I'm glad to knowing there and of course for additional friends. Science class are difficult part. Many challenges that you will give you a not easy project like a scrapbook. Although, that project are usually nice to me because it gives me a more knowledge to do it. Scrapbook is the best project I have did of my high school.

25. GUYP

My unforgettable moment is when last year, we need to goodbye to our teachers that he/she gave a lesson that we need in college and thanks to my advisory teacher that every problem I have he/she gave me an advice and to supporting me. Friends always there in my side but we didn't knows that every friends you are are true friend sometimes their true if

he needs your help... all this are usually I feel now in 4th year. But more of them are true friends. Teacher and friends is the memorable person of my high school because they are part of my life of how many years....i wishes you all the best.

26. NFH

In second year i experience many things. in that level I started to enjoy my high school life. We went anywhere and we always have a bonding moments. Sometimes we make cutting classes. When we have review we rather went to our house and eat fruits than to attend a Nat review. We do lots of craziest things for that year. For me second year high school is the best. We do lots of activities, bonding moments and sharing our differences. It is the most unforgettable moment of mine.

27. H

Senior high school moments were really best moments ever in my life. I met a lot of new friends and also I can know what is the meaning of friendship and how to appreciate life. Same as the others adolescent, my senior high school life was little bit messed up. Skip class, bullying my weak classmates, lie to teacher, got punishment with my friends. It's really unforgettable moments in my life. At two last year before i graduate from high school, i got a lot of experiences that useful for me in the future.

28. JK

My most memorable moment in high school last year. It's a day I will not forget & forever will stay in memory in my heart. I could remininse all the great moments I had with all my close friends & the school. That day we had a free fun day we had to do anything we wanted, besides our assembly. We all tried having the best memories at school, big laughs, & huge fun. I remember all of us were just having a blast, chatting, signing eachothers yearbooks. I can't forget all the smiles on the people faces and we are going to truly miss each other.

29. MRJ

The first time entering a new sheet in high school will definitely meet this situation. MOS !! I used to want to really hindarin the name MOS. If necessary, there is no need to enter just during the orientation of this student. But fortunately I did not follow the perverse heart. From MOS, I learned about discipline, independence, politeness, and I also got new acquaintances. From

MOS too, what I thought was impossible turned out to be possible. In essence, MOS memories can't be forgotten. So beautiful.

30. AK

Story telling about high school experience is a very pleasant story and is a story of experience that will never be forgotten at any time. The story that I experienced in high school was very diverse, from pleasant to sad or embarrassing. At the beginning of entering high school, I thought that I was on the verge of thinking that leads to aspiration began to think and had to be carefully and steadily thought to succeed in the future. Thinking more mature, bad behavior and behavior must be transformed into a good personality because high school is adolescence that leads to adulthood. The experience of being in high school is a life experience that will never happen again and only happens once in life. While in middle school I got along with people who were not used to me before, being close because they occupied the same class

31. RA

Okay, I have so a lot happiest moment in high school because in high school is the most unforgettable that happened in my life. Since falls a year to three years because in this school you meet many friends the best is laugh all the time. In this school there are many events or program like teacher's day, math camp and science camp and so many events happened but guys remember that happiest in the classroom will not gone every time, morning, minutes, and hour and the laugh at these time but most especially, taking will not gone and remembered guys the doll happiest moment that happened in my life is the most unforgettable specially in my school, so thank you.

32. ARF

Unforgettable moment in senior high school, maybe my memories at senior high school its hard to remember because it's very long time. And my time in SHS is pretty boring is normally and not special there was one thing that make me very frustration at the time and because that's about my mother and at the time I was class two. I have some bad news from my father it's about my mother. And my mother it's that time is that place and me is very long is pretty far. So, in the morning I got call from my daddy, and my daddy calls about ten times but I don't pick up, but in the afternoon I calling back and I ask what is getting on and my father telling about my mother, and my mother is sick and in the hospital. I think .that is.

33. M

When I was in school I have the best moment part one of them unforgettable moment in school like having a group project and doing most of the works, and I do is the ninety nine percent of the works, and my friend has no doing what's going on in the whole time. And other my friends, he going to help but it's not. Other friends disappear at the very beginning and doesn't show until end. And second one is teacher asking you a question because you talk you are not hang assignments and getting the answer right. and then you really sick but your parents talk you were lying again make me go to school anyway, and my feeling is happy when I found my best friends was in the same class with me.

34. MFF

Okay, so thanks for the chance. In this time I wanna tell you my unforgettable moment when I was senior high school especially in boarding Islamic. Exactly I have many experience for example in the first grade I was in the yard for the example rice and the other trees and then I am also was a teacher in my boarding since 2014 until 2016. So it I got many experience about teaching learning because I and then since in boarding school I am also as...





CURRICULUM VITAE



The writer, **Muhammad Iqbal** was born on August 1st, 1996 in Bulukasa, South Sulawesi. He is the second daughter from four siblings from the marriage of Arsyad Rifai, S.Pd.I and Dra. Hj. Jumriati. He began his study at SD YAPIS Al-Furqan Mimika in 2002 and graduated in 2008. Then he continued his education at SMP Negeri 2 Mimika in 2008 and graduated in 2011. Afterwards, he continued his study at SMA Negeri 1 Mimika in 2011 and graduated in 2014. In year 2014, he was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah Makassar University. At the end of his study, he could finish his thesis by the title *The Students' Perception on Reading Literature in Improving Speaking English Ability at the Fifth Semester of English Education Department Students of Makassar Muhammadiyah University*.

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