IMPROVING STUDENTS' ENGLISH SPEAKING SKILL THROUGH SUPPLEMENTARY MATERIAL AT THE SECOND YEAR OF SMPN 4 BARAKA

(A Pre-Experimental Research)

A THESIS

Submitted as the Fulfillment to Accomplish Sarjana Degree
At faculty of Teacher Training and Education
Muhammadiyah University of Makassar

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Yang membuat perjanjian

ISMA ANDRIYANI

MOTTO

SUCCESS IS THE BEST REVENGE

Idedicated this thesis to my beloved parents Tarsan and Darmawati.

And my beloved sister (Ulfa, Rifda ,Sarah, Arsila) and

my beloved brother (alm).

ABSTRACT

ISMA ANDRIYANI. 2017. *"Improving the Students English speaking skill through supplementary material at the second year of SMPN 4 Baraka",* under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

Speaking is the productive skill in the oral mode. It's like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. English teacher in teaching speaking need creative and effective way to help students present their ideas in speaking.

This research aimed at finding out the improvement of the students' accuracy which cover vocabulary and pronunciation the students at Smp Negeri 4 Baraka by using Movie as a Supplementary Material.

The researcher applied pre-experimental design. The population was the Second Year Students of Smp Negeri 4 Baraka. The sample was taken by cluster random sampling technique and the total number of sample was 21 students. It employed of six meetings (one meeting for pre-test, four meetings for treatment, and one meeting for post-test). It employed speaking test as instrument.

The result of this research showed that Supplementary Material improved students' speaking skill which focused on accuracy (vocabulary and pronunciation). It was proved by the value of t test in speaking accuracy 7.22, which was higher than the value of t table (2.086). This indicated that H1 was accepted, and H0 was rejected and there was a significant difference of the students' speaking skill before and after using Supplementary Material. It was concluded that the use Supplementary Material can improved the students' speaking skill.

Keyword : Pre Experimental, Supplementary Material, Movie, Accuracy, Vocabulary, Pronunciation.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahi Rabbil A'lamin, the researcher expresses her sincere gratitude to the almighty God, Allah S.W.T, who has given guidance, mercy, and good health, so that the researcher could finished this thesis. Salam and shalawat are addressed to the final, chosen, religious, messenger, the prophet muhammad Saw.

The researcher would like to profound and gratitude to her beloved perents, her father Tarsan and her mother Darmawati for their blesses, prayers, financial, motivation and sacrificed and also for all of her big family for their support, love and care.

The researcher realized that many people had given their helped and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never had existed. Therefore, the researcher would like to express her appreciation and sincere thanks to :

1. Dr. H. Abd Rahman Rahim, SE.,MM. the Rector of the Muhammadiyah University of makassar.

2. Erwin Akib, M.Pd.,Ph.D. the Dean of Training and Education Faculty.

3. Ummi Kheraty Syam, S.Pd.,M.Pd. the Head English Education Department of FKIP UNISMUH Makassar.

4. The researcher high appreciation and great thankfulness to Ummi Khaerati Syam, S.Pd.,M.Pd, as the first consultan and Nunung Anugerawati,

S.Pd.,M.Pd. as the second consultan who have given their valuable time and guidance to finish this thesis.

5. Specially thanks to all lectures of the FKIP UNISMUH especially to the lectures of English Department for their guidance during his study. Unforgettable thanks to all of friends in class I .

6. Headmaster of SMP Negeri 4 Baraka Enrekang, the English Teacher and Students of SMP Negeri 4 Baraka Enrekang.

7. Specially to her best friends that given support and love starting from the first semester until finished this thesis, of course for thisclose friends and all the members of the Students English Department that could not mention one by one.

8. Speciall Thanks to her family for their support.

Billahi Fii Sabilil Haq Fastabiqul Khaerat.

Makassar,   November 2017

The Researcher

ISMA ANDRIYANI

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CHAPTER I

INTRODUCTION

A. Background

English language has four main language skills: listening, speaking, reading and writing skill. This skill should be thought interestingly in order to able students to express and get ideas, through speaking and writing and even absorb science and technologies through reading and listening. In the second language teaching, Speaking is the productive skill in the oral mode. It's like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

However, speaking skill is widely admit as one of the most difficult skills that the students ever do, either in foreign language or in their native language. Raimess (2009: 164) said that many adult native speakers of a language find speaking as a difficult skill. Similarly, Schwegler (2005: 12) said that speaking is one of the hardest things that people do and speaking is hard because it requires thinking and also the students difficulties when they have plan but they can speak up in front of their friend because they are lack of self-confident.

In this case, English teacher in teaching speaking need creative and effective way to help students present their ideas in speaking. Teachers look the students again difficulties when they are speaking. The student problem in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. They seldom practice their speaking in class. They just study

about memorizing and conversation, after that they practice their friends without know what is the meaning and how to speak the sentences well. It make students lower in speaking and then student does not creative in speaking.

In teaching learning process, almost all of teachers have problem in the all sides of teaching itself. Based an observation, in SMPN 4 Baraka still have some problems and difficulties in teaching process because the strategy and the students method used' teacher are not effective and efficient in the class. When the teacher taught in the class, the students did not pay attention teacher's explanation in front of the class and they felt bored to involve in learning and they are low in speaking accuracy especially in vocabulary and pronunciation.

In order to help students to acquire speaking skill, teacher should use a creative method. The method can help the students to speak up and enjoy during the learning process. One of method can be used to help the students in learning English Speaking Is Supplementary Material.

Supplementary material is material designed to be used in addition to the core material of a course, writing, listening, or speaking rather than to the learning of language items, but also include dictionaries, grammar book and workbooks. Therefore, the researcher is interested to select Movie as supplementary material.

Based on introduction previously, the background of this research is the researcher wants to know *Improving Student English Speaking Skill Trough Supplementary Material (Pre Experimental Research at the SMPN 4 BARAKA).*

B. Problem Statement

Base on the background above, the researcher formulated in this researcher can be focusing on this this problem statement as follow:

1. Does the use of supplementary material improve the students' speaking accuracy in terms of vocabulary at the second year of SMPN 4 Baraka.

2. Does the use of supplementary material improve the students' speaking accuracy in terms of pronunciation at the second year of SMPN 4 Baraka.

C. Objective of the Research

Base on the problem statement above the objective of this research by follows:

1. To find out whether the use supplementary material to improve the students' speaking accuracy focus on vocabulary at the second year students of SMPN 4 Baraka.

2. To find out whether the use supplementary material to improve the students' speaking accuracy focus on pronunciation at the second year students of SMPN 4 Baraka.

D. Significance of the Research

These researches expect to be useful information for the teaching process, such:

1. For the teacher, this research was expected to add information of the teaching approach in the class especially for teaching speaking sill through use supplementary material.

2. For the students, this research was expected to improve the students' vocabulary and pronunciation in speaking skill through supplementary material.

3. For the researcher, this research was expected information or contribution to other researcher who want to conduct more complex research especially through supplementary material.

E. Scope of the Research

The researcher focuses on the study of student's at the second years students of SMPN4 Baraka. The scope research was limited to use movie as a supplementary material. The supplementary materials here as prepared of the students improve their speaking accuracy in vocabulary and pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are some previous finding or some researchers have relation to this researcher such as follow:

1. Kalean (2013) has found that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media.

2. Erichah (2011) has found that the purpose of this research was to describe the teaching narrative speaking using film and to identify the improvement of students' narrative speaking after being taught using film.

3. Megawati (2011) has found that by using retelling short story Method could increase the students' speaking ability and make the students' speaking ability and make the students' active to speak in learning process.

4. Yuliani (2011) can be concluded that the use of supplementary materials are able to motivate students at the second year students of SMA Negeri 1 Alla Enrekang in 2010/ 2011 academic year.

Based on the explanation above, we can conclude that all the researchers above are similar. In this research the research would try to using short movie as a supplementary material to improve the students' speaking skill. The research hopes this strategy could give contribution to find out the improving students' speaking skill.

B. Some Concept of Speaking Skill

1. Definition of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2003: 140) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what.

Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Harmer (2007: 344) states that teaching speaking is to teach students to develop their conversational skill as their English improves, such us make them aware of what real conversation locks like and help them use some of the important phrases. Kayi (2006: 312) also propose that teaching speaking is to teach students to produce the English speech sounds and sounds pattern, use word and sentence stress, intonation patterns and rhythm of the second language; select appropriate words and sentences according to proper social setting, audience, situation, and subject matter, organize their though in meaningful and logical sequence; use language as a means to of expressing

values and judgments ; use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context.

Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

2. **The Element of Speaking**

   a. **Accuracy**

   According to Hornby (1995) accuracy is the state of being correct or exact and without error, especially as a result of careful effort. Marcel (1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences. In this case accurate divided into three elements, namely vocabulary, pronunciation.

1. Vocabulary

a. Definition of Vocabulary

It is important to know what vocabulary is. There are many definitions of vocabulary. According to Oxford Learner Dictionary of Current English, vocabulary is 'total number of words which (with rules for combining them) make up language (rang of) words to use by, a person in trade, profession etc" (Hornby, 1986).

Webster (1980) point out that the vocabulary is a list of words and sometimes phrase, usually arranged in alphabetical may be categorized as having for separate but largely overlapping components indicate how vocabulary is processed and how it is used. Each of us has receptive and productive capacity and within capacity we processed and utilized both spoken and written language.

b. Kinds of vocabulary

Harmer (1991: 157) divides vocabulary into types namely:

a. Active vocabulary; refers to vocabulary which students have learned and which they are expected to be able to use.

b. Passive vocabulary; refers to vocabulary which students will recognize when they meet them, but which they will probably no able to produce

2. Pronunciation

According to Hornby (1995) pronunciation is way in which a language or a particular word or sounds is spoken. While Harmer

(1991: 11) states that pronunciation is how to say a word in which make of sound, stress and intonation.

a. Sound

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound.

b. Stress

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also giving shape to a word as spoken, (Boughton, 1997).

c. Intonation

According to Harmer (1991: 12) intonation means the tune you use when you are speaking, the music of speech.

b. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern very in word order and omit element of structure and also certain aspect of the prosily of discourse.

For example, a learner might be fluent (make their meaning clear) but not accurate (make a lot of mistake). To speak fluently, we must have both rhythms in our speaking and an absence of non fluency in our word. Rhythm has to do with regularly of irregularity of accenting and phrasing with which we present our words. Hornby (1995) states that fluency is the quality or condition of being fluent.

3. Techniques in Teaching Speaking

According to Byrne (1998), Many of classroom speaking activities which are currently use are:

1. Acting from sprit

    This activities encourage students to act out from plays or their course book, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involve them in coming out to the front of class.

2. Communication picture

    Speaking activities based on games are often useful way of giving student valuable practice, where younger learners are involved. Game based activities can involve practice of oral strategies such describing, predicting, simplifying, and asking from feedback.

3. Discussion

    One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of

anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.

4. Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre. And it properly organized, can be extremely interesting for both speaker and listener.

5. Questionnaires

Questionnaires are useful because by being pre plan they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they may well encourage the natural use of certain receptive language pattern and thus be sited in the middle of our communication continuum. Student can design questionnaire on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

6. Simulation

Many student drive greet benefit from simulation. Student simulate a real life encounter as if they were doing so in the world. A simulation can be used to encourage general oral fluency to train students for specific situation.

4. The Roles of Teacher In Speaking Class

According to Heaton (1988) As with any other type of classroom procedure, teacher need to play a number of different roles during the speaking

activates. However, three have particular reliance if teacher are trying to get students to students to speak fluently:

1. Prompter

   Student something get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of the them. However, teacher may be able to help them and the activity to progress by offering discrete discussion, suggestion. If this can be bone supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frosts on that some students feel when they come to a "deed end" of language or ideas.

2. Participant

   Teacher should be good animators when asking student to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm.

3. Feedback provider

   The vexed question of when and low to give feedback in speaking activities is answer by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity over-correction may inhibit them and take the communicativeness out of the activity.

C. Some Concept of Supplementary Materials

1. Definition of Supplementary Materials

According to McGrath (2002), supplementary materials refer to materials taken to another source or any other material that is designed for learning

purposes. It means that adding something new to provide additional materials in order to supplement the textbooks. The early stage in gaining the motivation for the students is to make them understand how they learn. Supplementary materials are designed to help them understanding better. Supplementary material is material designed to be used in addition to the core material of a course, writing, listening, or speaking rather than to the learning of language items, but also include dictionaries, grammar book and workbooks.

According to Enni (2005) states that materials choosing as supplementary materials have familiar things to the students. They will better like with the familiar than unfamiliar.

Addition of Brown (1992) states that there are two rules in selecting materials (1) Students interest and usefulness, often interest and usefulness are related (2) has to with level of difficulty. It causes the teacher has to know about condition of their students before giving material. The teacher has to be innovative and creative one. Therefore the students feel enjoyable and get fun in process learning.

In supplementary materials, the researcher uses short story, Kennedy (1998) states taught short story is more than just a sequence of happenings. A finally wrought short story has the richness and conciseness of an excellent lyric poem. Spontaneous and natural the finished story may seem, the writer has written it so artfully that there is meaning even seemingly casual speeches and apparently trivial details.

2. Procedure Teaching Supplementary Materials

The procedure of teaching supplementary material is an important known. Because of the supplementary material is not curriculum material, the teachers can make the procedure with their selves. They can choose the material to relate with the lesson at the school. Their chose have to support the material. To makes a specific mater, the researcher choose movie as a supplementary material, the procedure of using Movie as a Supplementary Material in learning English process as follow:

a. Preparation Supplementary material before teach.

b. Asking your opinion students about movie.

c. The researcher divide students groups, one group consists of four students.

d. The researcher play movie.

e. The students watch a movie several time .

f. The students write the difficult word and discuss what the meaning of the word.

g. Students ask to the teacher pronounce the difficult word.

h. The teacher show of the meaning of new words.

i. The student retelling story in font of class

3. Advantages of Supplementary Materials

There are some advantages of supplementary materials proposed by Reddy (2003). The benefits are:

a. Creativity

Students can find various references in supplementary materials. They can find varied types of activities and boost their creativity in doing the tasks.

b. Activities can excite students

Supplementary materials are designed based on the students‟ needs and interests, so it gains their interest in the learning process. Materials in the textbooks might not be enough for the students, so they need other sources such as supplementary materials.

c. Breaks monitory of the class

Supplementary materials can give the learners extra language practice, so that they can have varied lessons and useful practice. This might be the way to overcome the problem faced by the students who often feel bored when the teachers only use one textbook in the teaching and learning process.

d. Encourages situational English

Supplementary materials can encourage speaking skills to the students. They can have more speaking materials to enhance their skills. Besides gaining the students‟ interest in speaking, it can make them aware in using English in the classroom.

e. Enhances language skills and communication skills

Varied activities and tasks in the supplementary materials can enhance the language and communication skills of the students. By doing some activities in supplementary materials students are encouraged to practice their skill more.

f. Leads to group/team work

Some activities in supplementary materials lead students to work in a group. They can discuss, argue, and make conclusion together with their group. This can build their social skill and learn how to be a leader in the team work.

g. Tasks can be challenging

Supplementary materials sometimes use authentic materials which are not design for a particular level, in order to give learners with experiences of working in one step or few steps higher level challenge materials.

D. Definition of Movie

a. What is Movie

A movie is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process.

According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

In the film or movie theory, genre refers to the primary method of movie categorization. The main types are often used to categorized movie genre; setting, mood, and format. The movie's location is defined as the setting. The emotional charge carried throughout the movie is known as its mood. The film may also

have been shot using particular equipment or is presented in a specific manner, or format. The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable. Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation.

As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students" enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them. Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing).

In fact, movie can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, movie can provide variety, interest, stimulation and help to maintain motivation.

b. The type of Movie

Bordwell and Thompson that was cited on Retno Ayu's thesis defined the types of movie of film as follows:

1. Documentary Film

   A documentary film supports to present factual information about the world outside the film. As a type of films, documentary present themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

   a. Compilation films; produced by assembling images from archival sources.

   b. Direct cinema; recording an on going event „as it happens" with minimal interference by the filmmaker.

2. Fictional Film

   A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated Film

   Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

c. The advantages of Movie

Teaching is general or English teaching in particular ia a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning.

The advantages of using movie will be explained as follows:

1. Seeing Language-in-use

    When using movie, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often convoyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

2. Cross Cultural Awareness

    A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British "body language" when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

3. The Power of Creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

4. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate students in teaching learning process.

E. Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram:

```
┌─────────────────────┐
│       INPUT         │
│                     │
│  (Speaking Skill)   │
└─────────────────────┘
            │
            ▼
        ┌──────────────────────────┐
        │        PROCESS           │
        │                          │
        │  Supplemantary Material by│
        │     using short movie    │
        └──────────────────────────┘
                    │
                    ▼
            ┌──────────────────────────┐
            │         OUTPUT           │
            │                          │
            │  Improving students speaking│
            │           skill          │
            └──────────────────────────┘
```
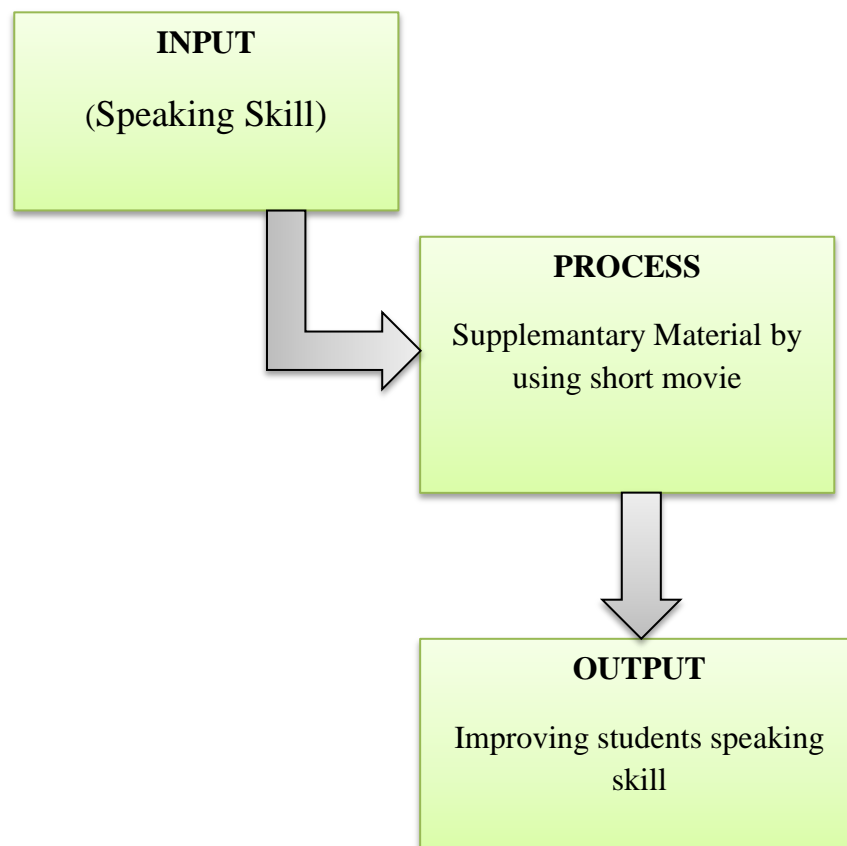
The conceptual framework above explained the process of teaching English speaking in improving the students' speaking skill in terms of speaking accuracy dealing with vocabulary and pronunciation. Supplementary materials was one of the good method that could encourage the students to speak English. So, teacher would be easy to know the students' improvement in speaking skill through supplementary materials.

F. Research Hypothesis

In this research, the researcher formulates hypothesis of the research as the following:

H0: There was no an improving the students' accuracy focus on vocabulary and pronunciation of speaking skill through supplementary material.

H1: There was an improving the students' accuracy focuses on vocabulary and pronunciation of speaking skill through supplementary material.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a pre-experimental research method with one group pre-test and post-test design. Them treatment was conducted after the pre-test and before post-test. The design was presented in the following table:

Pre-test	Treatment	Post-test
X_1	O	X_2

(Gay in Asrul (2011)

Where:

X_1 = Pre-test

O = Treatment

X_2 = Post-test

B. Research Variables and Indicators

1. Research Variables

    This research has two variables, those are as follows:

   a. Independent variable was the use of Supplementary Materials to teach speaking.

   b. Dependent variable was the students' speaking accuracy.

2. Indicators

    The indicator of speaking accuracy was vocabulary and pronunciation.

C. Population and Sample

1. Population

   The population of this research was the second year students of SMP Negeri 4 Baraka, in academic year 2017/2018. There were 2 classes for the second grade. The number of population is 43 students.

2. Sample

   The researcher applied cluster random sampling technique in which the second year of SMP Negeri 4 Baraka. In this research, the sample of the research was Class VIII. A was the sample of the research as the result of applying cluster random sampling technique that consists of 21 students.

D. Research Instrument

In the research, instrument used in collecting data was speaking test. The test was used in pre test and post test. The pre test was conducted to find out and measure the students' prior knowledge of speaking accuracy (vocabulary and pronunciation) they are given a treatment by using Supplementary Materials while the post test was conducted to know whether the students' improvement in speaking accuracy after giving a treatment.

In assessing the students' speaking skill by using Supplementary Materials, the researcher given speaking assessment in scoring the performance of the students' speaking skill in accuracy:

Table 3.1 Score Classification of Speaking Vocabulary

No	Criteria	Score
1	Vocabulary apparently as accurate and extensive as that of and education native speaker	5
2	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation	4
3	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies	3
4	Choice of words sometimes inaccurate and limitations of vocabulary	2
5	Frequently uses the wrong words, conversation somewhat limited vocabulary	1

(Hughes, 1989: 111

Table 3.2 Score Classification of Speaking Pronunciation

No	Criteria	Score
1	Pronunciation and intonation are almost always very clear/accurate	5
2	Pronunciation and intonation are usually clear/accurate with a few problem areas	4
3	Pronunciation and intonation errors sometimes make it difficult to understand the student	3
4	Frequent problems with pronunciation and intonation	2
5	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication	1

(Longman, 2005)

D. Procedure of Collecting Data

In collecting data, the researcher used pre test, treatment, and post test.

1. Pre test

   The researcher conducted pre- test for one meeting before giving tremens. The researcher gave the students one movie, the students watching the movie during 20 minutes, after that each students gave 3-5 minutes to present what they had watch in front of the class. The students speaking skill would the recorded by using recorder. After recording, the researcher gave score dealing with accuracy (vocabulary and pronunciation) of the students, It spent 90 minutes.

2. Treatment

   After giving pre test, the researcher conducted a treatment by using supplementary materials. It would be done six times, each meetings run for 90 minutes.

   a. The researcher preparation about supplementary material before teaching.

   b. The researcher explain about movie as supplementary material in teaching.

   c. The researcher asking the students opinion about movie .

   d. The researcher divided students in some groups.

   e. After divided the group, the teacher showed a simple movie that was familiar to the students.

   f. Students discuss simple movie with their groups.

g. After the students watch movie, ask group to retell the movie.

h. And the group leader who point members to retell the movie in rfont of calss.

i. The researcher made possible question of these movie. The question could be started with 5 W +1 H and moral message and the students must answer the question based on movie.

3. Post test

After doing treatment, the last procedure of collecting data was post test. The post test was a test that given in the last meeting after conducting treatment. The objective of post test was aim to find out whether or not supplementary materials (Movie) improve the students' speaking skill. The researcher do same thing as in pre test.

F. Technique of Data Analysis

1. Calculating the students' mean score of the pre test and post test by using the formula:

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

Where :

$\overline{X}$: The mean score

$\sum X$: The number of all scores

N : The number of sample

(Gay in Asrul (2011)

2. Finding out the improvement of percentage of the students' pre test and post test by using the formula:

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

Where :

      %   : The percentage of improvement

      $X2$: The total of post test

      $X1$: The total of pre test

(Gay in Asrul (2011)

3. Find out the significant different between mean score of the students by calculating the value of the t-test, the formula was used as follows:

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

Where :

      t   : test of significance

      $\overline{D}$: the mean score of total deviation

      $\sum D$: the sum of total score of difference

      $\sum D^2$: the square of sum score for difference

      N   : total number of subject

(Arikunto,2013:125)

4. To classify the students' score, there are six classifications which used as follows:

Table 3.3 To Classify the students' Score

96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
46 – 55	Low
0 – 45	Very Low

(Depdikbud 1985:5)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The data were collected through carrying out speaking test and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of pre test and post test. Moreover, in this chapter, the findings of this research described the improvement of students' in pre test and post test, the frequency and percentage of students' score and the t-test value.

1. Students' Speaking Accuracy in term of Vocabulary and Pronunciation in Pre Test

Before doing treatment, the researcher has given Pre test for the researcher to now their prior knowledge. The result of students' score of vocabulary and Pronunciation in pre test could be presented in the following table:

Table 4.1: The Score Score of the Students' Speaking Vocabulary and Pronunciation in Pre Test

No.	Variable	Test	Mean score
1.	Vocabulary		45.71
2.	Pronunciation	Pre Test	40.95

From the table 4.1 above, the score of Vocabulary and pronunciation in pre test showed that the mean score was 45.71 in vocabulary and 40.95 in pronunciation.

Figure 4.1: Mean Score of the Students' Speaking Vocabulary and Pronunciation in Pre Test

Score of the Students' Speaking Vocabulary and Pronunciation
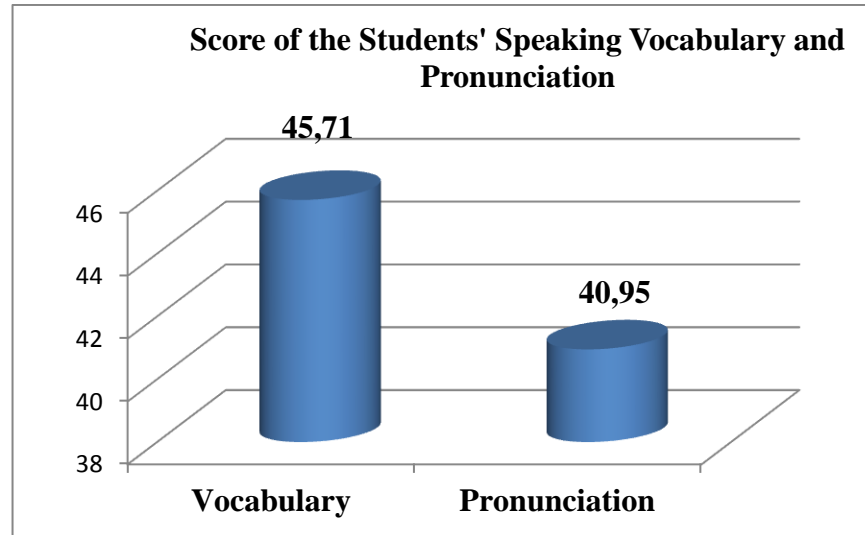
2. **Students' Speaking Accuracy in term of Vocabulary and Pronunciation in Post Test**

After doing treatment, the researcher has given Post test for the researcher to now their prior knowledge. The result of students' score of vocabulary and Pronunciation in post test could be presented in the following table:

Table 4.2: Mean Score of the students' Speaking Vocabulary and Pronunciation in Post Test

No.	Variable	Test	Mean score
1.	Vocabulary		71
2.	Pronunciation	Post Test	70

From the table 4.2 above, the score of pronunciation in post test showed that the mean score was 71 in vocabulary and 70 in pronunciation.

Figure 4.2: Mean Score of the Students' Speaking Vocabulary and Pronunciation in Post Test

Score of the students' Speaking Vocabulary and Pronunciation
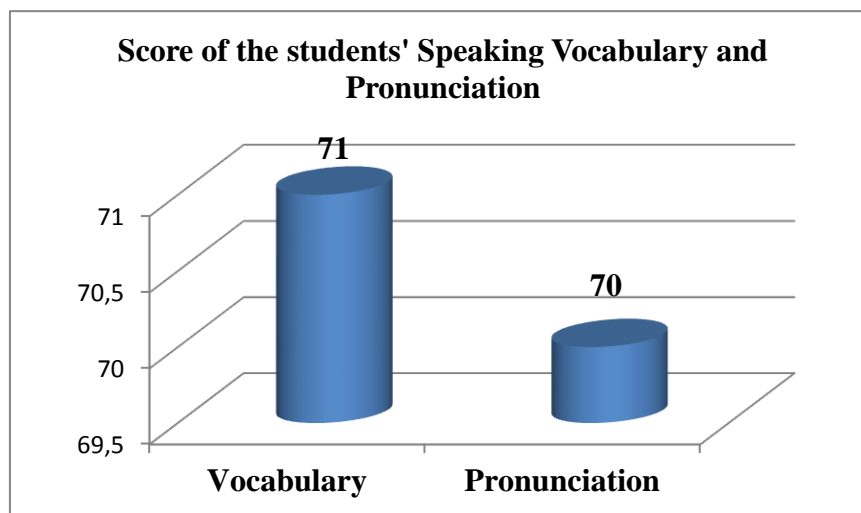
3. Improvement of Students' Speaking Accuracy in Term of Vocabulary

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pre- test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of students'' speaking skill before and after the treatments were given to students.

The improvement of the students' speaking accuracy in term of vocabulary at the second grade of SMP Negeri 4 Baraka by using movie as a Supplementary Material was presented clearly in the following table:

Table 4.3: The Improvement of the Students' Speaking Accuracy in Term of Vocabulary

No.	Test	Mean Score	Improvement
1	Pre Test	45.71	56.25%
2	Post Test	71	

The data in the table shows that the students' speaking accuracy in term of vocabulary in the result of calculating of students' pre test and post test by using Supplementary Material. The students' score in pre test (45.71) was different from the post test (71). It means that the mean score of the post test was greater than the pre test. Based on the result, it can be concluded that the use of Supplementary Material was effective to improve the students' speaking accuracy in term of vocabulary with the percentage (56.25%) from the mean score (45.71) on pre test to be (71) on post test (See the calculating of score in appendix C.1and C.2). To know clearly the improvement of the students' speaking accuracy in term of vocabulary could be described as the following chart:

Figure 4.3: Improvement of the Students' Speaking Accuracy in Term of Vocabulary

The students' Speaking Vocabulary

	Pre test	Post test
	45.71	71
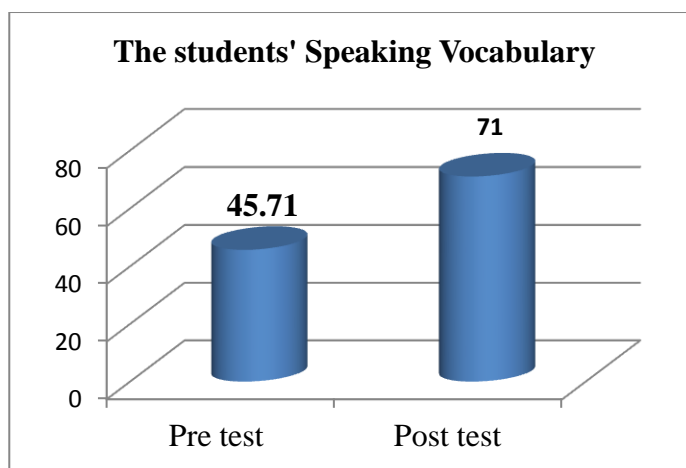
4. Improvement of Students' Speaking Accuracy in Term of Pronunciation

The improvement of the students' speaking accuracy in term of Pronunciation at the second grade of SMP Negeri 4 Baraka by using movie as a Supplementary Material was presented clearly in the following table:

Table 4.4: Improvement of the Students' Speaking Accuracy in Term of Pronunciation

No.	Test	Mean Score	Improvement
1	Pre Test	40.95	70.93%
2	Post Test	70	

The data in the table shows that the students' speaking accuracy in term of Pronunciation in the result of calculating of students' pre test and post test by using Supplementary Material. The students' score in pre test (40.95) was different from the post test (70). It means that the mean score of the post test was greater than the pre test. Based on the result, it can be concluded that the use of Supplementary Material was effective to improve the students' speaking accuracy in term of pronunciation with the percentage (70.93%) from the mean score (40.95) on pre test to be (70) on post test (See the calculating of score in appendix C.1and C.2). To know clearly the improvement of the students' speaking accuracy in term of vocabulary could be described as the following chart:

Figure 4.4: The improvement of the Students' Speaking Accuracy in Term of Pronunciation
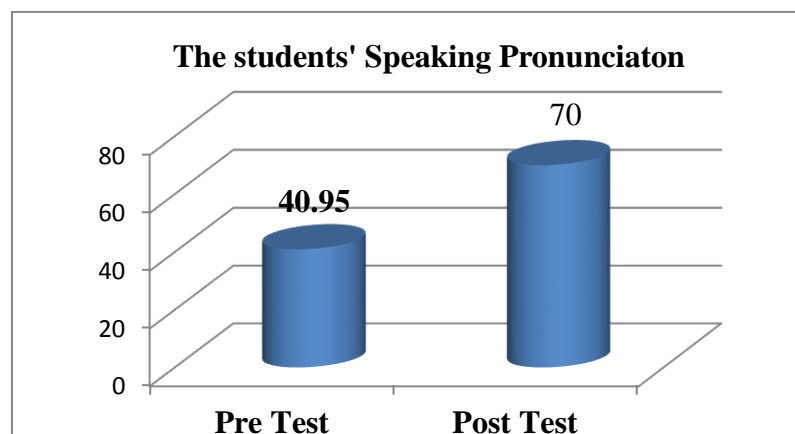
After calculating the students' result in speaking accuracy in term of vocabulary and pronunciation, the researcher calculated the students' pre test and post test which was presented in the following table:

Table 4.5: The Students' Result in Speaking Skill

No.	Test	Mean Score	Improvement
1	Pre Test	42.85	51.11%
2	Post Test	64.76	

The data in the table shows that the students' speaking skill in the result of calculating of students' pre-test and post-test by using Supplementary Material. The students' score in pre-test (42.85) was different from the post test (64.76). It means that the mean score of the post test was greater than the pre-test. Based on the result, it can be concluded that the use of Supplementary Material was effective to improve the students' speaking skill with the percentage (38.58%). (See the calculating of score in appendix D and E). To know clearly the improvement of the students' speaking skill could be described as the following chart:

Figure 4.5: Score of the Students' Speaking Skill

The Student Speaking Skill
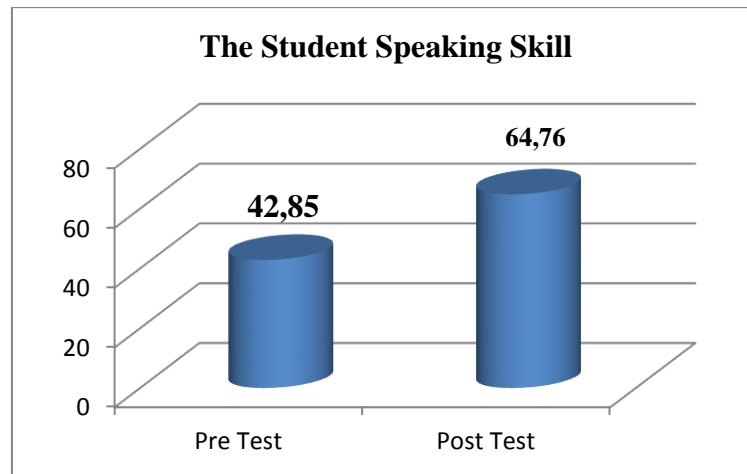
5. The Frequency and Rate Percentage of the Students' Score

The frequency and rate percentage of the students' score presents the result of the students' speaking achievement in term of accuracy by using Supplementary Material. The students' scores of pretest and post-test were classified into some criteria. They were presented in the table below:

Table 4.6: The Frequency and Rate Percentage of Student' Score

No	Classification	Range	Pre-test		Post-test	
			F	(%)	F	(%)
1.	Excellent	96 – 100	-		-	
2.	Very Good	86 - 95	-		-	
3.	Good	76 - 85	-		1	4.76%
4.	Fairly Good	66 - 75	-		8	38.09
5.	Fair	56 - 65	-		6	28.57%
6.	Low	36 - 55	6	28.57%	6	28.57%
7.	Very Low	0 - 35	15	71.42%	-	
Total			21	99.99%	21	99.99%

Based on the table above, it shows that in the pre test there was 6 (28.57%) student of the 21 students classified into "Low" score, 15 (71.42%) of them classified into "Very Low" score, and none of the students classified into "Excellent", "Very Good", "Good", "Fairly Good", and "Fair".

In the other side, in post test can be seen that there were 1 (4.76%) of the 21 students classified into 'Good" score, 8 (38.09%) of them classified into "Fairly Good" score, 6 (28.57%) of them classified into "Fair" score, 6 (28.57%) of them classified into "Low" score and none of the students classified into "Excellent", "Very Good" and "Very low" scores.

6. **Test of Significance in the Students' Speaking**

To know the significant difference of the students' result in pre test and post test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df)= N-1, where N= number of sample (21 students) or (df is (N-1) 21-1 =20). Then, the value of t-table is 2.086 See clearly the t-table in appendix G). The t-test statistical analysis for independent sample was applied. The following table shows the result of t-test calculation.

Table 4.7: T-test of the Students Speaking

T-test	T-table	Comparison	Classification
7.22	2.086	T-test > T-table	Significant

The table above shows that the value of t-test (7.22) (See clearly the t-test value in appendix G) was greater than the value of t-table (2.086) for the level of

significance (p) = 0.05. It indicated that there was a significant different between the pretest and posttest of the students' speaking skill in accuracy in term of Vocabulary and Pronunciation.

7. Hypothesis Testing

The result of the statistical analysis for the level of significance (p) = 0.05 with degree of freedom (df) = N − 1 = 21 where N = 20 students. The value of t-test was higher than the t-table (7.22> 2.086). It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. In other words, Supplementary Material can be used to improve the speaking skill of the students.

B. Discussion

In this part, the researcher presents the discussion with the interpretation of the research findings that gained from the result of data analysis that has been presented in the previous section.

The description of the data collected from students' speaking accuracy in term of Vocabulary and pronunciation in the previous section showed that the students' speaking skill had improved. It was supported by the mean score and percentage of the students' result in pre test and post test. It was also proved by the mean score of students' speaking in post test (64.76) was greater than post test (42.85) with the percentage of improvement (51.11%). Based on the findings above, the use of Supplementary Material affected the students' mean score which was greater in post test rather than before teaching them Supplementary Material by using Movie.

Based on the previous findings research Yuliani (2011) can be concluded that the use of supplementary materials are able to motivate students in speaking skill. It is proved by the t-test value that is 22,5, which is greater than the t-table (2.064). So, it could be concluded that this method effective to improve the students' in speaking skill.

1. The Improvement of Students' Speaking Accuracy in Term of Vocabulary

Vocabulary is the important component in speaking skill. By mastering enough vocabularies, students can express their idea clearly. Turk, (2003:87) states that the second way in which spoken language differs from written language is that the choice of vocabulary is very different. The result of the data analysis through supplementary material the speaking test show the students' has improve speaking accuracy term of vocabulary.

During the use of Supplementary material in the treatment, the students can improve their accuracy in vocabulary. The result of the data shows that the score of vocabulary is improved (56.25%). The score of students' pre-test show that the students have some mistakes in term vocabulary. In pre-test, the students mean score in speaking accuracy term of vocabulary (45.71) because they always make the mistake in pronouncing the words when they presented the topic. After the treatment, the result of students' score in post-test (71) is greater than pre-test.

2. The improvement of the students' speaking accuracy in term of pronunciation

Burns and Claire (2003:5) state that the survey conducted for this project showed that pronunciation can be something of a 'Cinderella' in language teaching –to be given low priority or even avoided. Sometimes teaching learning process only stressed in using of grammar or the fluency without correcting the student's pronunciation. The result of the data analysis through supplementary material the speaking test show the students' has improve speaking accuracy term of pronunciation.

Based on the findings, the data are collected through the test as explained in the previous findings section show that the students' speaking accuracy term of pronunciation is significantly improved. The result of the data shows that the score of pronunciation is improved (70.93%) from the mean score 40.59 on pre-test to be 70 on post-test. It is supported by the mean score post-test of students' speaking skill in fluency is higher than pre-test.

3. The Improvement of the Students' Speaking Skill Trough Supplementary Material

Based on the findings, in the use of Supplementary Material in the class, the data are collected through the test as explained in the previous findings section show that the students' speaking skill is significantly improved. As explained before, the students present the material about the theme during the pre-test and post-test. In the pre-test the researcher find that the most of students skill difficult to speak. In the post-test, the students follow the similar procedure with pre-test. Along the post-test, the researcher finds that the students are fair in delivering the materials. As the explanation above, the mean score in the pre-test is improved in

the post-test. It is indicated that the use of Supplementary Material gives contribution in improving the students' speaking skill.

4. The Significance of the Students' Speaking

The data described shows that the students' score is success to improve the students' speaking accuracy by using Supplementary Material. This improvement is also followed by the significance. After calculating the value of t-test, it was compared with the value of t-table. Based on the table 4.4, the t-test value (7.22) was greater that t-table (2.086) for the degree of freedom (df) = N-1 (21-1) = 20 and the level of significance (p) = 0.05. It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. On the other hand, the researcher concluded that the students' speaking score improved in term of accuracy at the second year of SMPN 4 Baraka

Based on the t-test result, the researcher found that there was a significant difference between pre test and post test. In the other word, it could be concluded that the use of students' Supplementary Material was effective to improve the students' speaking skill in term of accuracy (vocabulary and pronunciation) at the second year of SMPN 4 Baraka.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in previous chapter, the researcher drew a conclusion as follows:

1. The students' speaking accuracy was effective to improve after being used movie as a Supplementary Material at the second year of SMPN 4 Baraka. It was proved by the improvement of the students' mean score in speaking accuracy (Vocabulary) the mean score of students post test was greater than the pre test.

2. The students' speaking accuracy was effective to improve after being used movie as a Supplementary Material at the second year of SMPN 4 Baraka. It was proved by the improvement of the students' mean score in speaking accuracy (Pronunciation) the mean score of students post test was greater than the pre test.

The students who are taught by using movie as a supplementary material have better speaking skill. So, supplementary material is effective in improving students' speaking.

B. Suggestions

After seeing the findings as well as the discussion, the researcher gave several suggestions which may be useful as follows:

1. For the English teacher

   English teachers in SMPN 4 Baraka are suggested to keep on motivating their students to improve the students' speaking skill. For the Supplementary Material by using movie of the method contributed significant improvement to the students' speaking accuracy. Then, it is also suggested to be applied by the teacher in the classroom. Furthermore, the teacher is also to enhance students' speaking skill in expressing idea orally.

2. For the Students

   The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot in improving speaking skill. Furthermore, the students are suggested to have a lot of practice speaking in order to improve their vocabulary and pronunciation in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking.

3. For the Other Research

   For further the research, the researcher recommended for the other researcher in applying the research in studying the effectiveness of Supplementary material by using movie there is improvement of the student' speaking skill, especially on accuracy.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 4 Baraka

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / Ganjil

Aspek/Skill   : Speaking/ Reteling the story

Pertemuan   : I (Pertama)

A. Standar Kompetensi

- Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

- Memahami makna dalam teks lisan fungsional pendek dan monolog pendek sederhana bentuk descriptive dan recount dalam berinteraksi dengan sekitar.

B. Kompetensi Dasar

- Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks yang berbentuk descriptive dan recount.

- Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan penggunaan vocabulary yang cukup luas dan tepat.
- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan pengucapan pronunciation dengan baik dan benar.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat :

1. Dapat menggunakan kosakata baru dalam konteks kehidupan sehari-hari.

2. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendri penggunaan vocabulary yang cukup luas dan tepat.

3. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendiri dengan pronouncation yang baik dan benar.

E. Metode Pembelajaran

- Explanation
- Discussion
- Cooverative learning

F. Materi Pembelajaran

Supplementary materials   : Short story dengan menggunakan movie pendek.

Judul movie : Jack And The Beanstalk

G. Langkah- Langkah Kegiatan Pembelajaran

a. Kegiatan awal

- Salam dan tegur sapa.

- Berdoa, Cek kehadiran, menyiapkan buku pelajaran.

- Menjelaskan tujuan pembelajaran.

- Memberikan apersepsi.

- Siswa merespon pertanyaan dari guru berkenaan dengan materi yang akan di ajarkan.

b. Kegiatan inti

- Guru menjelaskan Supplementary Materials yang akan di ajarkan.

- Guru membagi siswa dalam bentuk beberapa kelompok.

- Guru menayangkan video/movie tentang sederhana yang sudah familiar di mata siswa.

- Siswa mengamati video/movie sederhana sesuai dengan kelompoknya masing-masing.

- Setiap kelompok mempunyai ketua dan ketua kelompok yang mengontrol anggotanya.

- Siswa menceritakan kembali cerita dalam bentuk video/movie yang di tontonya dalam bahasa inggris dengan pengunaan pronounciation yang baik dan benar berdasarkan kelompoknya.

- Dan ketua kelompok yang menunjuk anggotanya untuk bercerita di depan kelas secara bergantian.

- Memberi penilaian kepada siswa berdasarkan format penilaian.

c. Kegiatan akhir

- Guru menanyakan kesulitan siswa.

- Memotivasi dan menginstruksika siswa berlatih speaking agar dapat berbicara dengan lancar.

H. Media dan Sumber Pembelajaran

Sumber Pembelajaran : Movie pendek sederhana yang tidak mengikat

Alat   : Kamus dan LCD

I. Penilaian

a. Tes tertulis

b. Speaking.

J. Instrument penilaian

The assesment of speaking accuracy

1. Vocabulary

No	Criteria	Score
1	Vocabulary apparently as accurate and extensive as that of and education native speaker	5
2	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation	4
3	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies	3
4	Choice of words sometimes inaccurate and limitations of vocabulary	2
5	Frequently uses the wrong words, conversation somewhat limited vocabulary	1

(Hughes, 1989: 111

2. Pronunciation

No	Criteria	Score
1	Pronunciation and intonation are almost always very clear/accurate	5
2	Pronunciation and intonation are usually clear/accurate with a few problem areas	4
3	Pronunciation and intonation errors sometimes make it difficult to understand the student	3
4	Frequent problems with pronunciation and intonation	2
5	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication	1

(Longman, 2005)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 4 Baraka

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / Ganjil

Aspek/Skill   : Speaking/ Reteling the story

Pertemuan   : II (Kedua)

A. Standar Kompetensi

- Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

- Memahami makna dalam teks lisan fungsional pendek dan monolog pendek sederhana bentuk descriptive dan recount dalam berinteraksi dengan sekitar.

B. Kompetensi Dasar

- Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks yang berbentuk descriptive dan recount.

- Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan penggunaan vocabulary yang cukup luas dan tepat.
- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan pengucapan pronunciation dengan baik dan benar.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat :

1. Dapat menggunakan kosakata baru dalam konteks kehidupan sehari-hari.

2. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendri penggunaan vocabulary yang cukup luas dan tepat.

3. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendiri dengan pronouncation yang baik dan benar.

E. Metode Pembelajaran

- Explanation
- Discussion
- Cooverative learning

F. Materi Pembelajaran

Supplementary materials   : Short story dengan menggunakan movie pendek.

Judul movie   : Beauty and The Beast

G. Langkah- Langkah Kegiatan Pembelajaran

a. Kegiatan awal

- Salam dan tegur sapa.

- Berdoa, Cek kehadiran, menyiapkan buku pelajaran.

- Menjelaskan tujuan pembelajaran.

- Memberikan apersepsi.

- Siswa merespon pertanyaan dari guru berkenaan dengan materi yang akan di ajarkan.

b. Kegiatan inti

- Guru menjelaskan Supplementary Materials yang akan di ajarkan.

- Guru membagi siswa dalam bentuk beberapa kelompok.

- Guru menayangkan video/movie tentang sederhana yang sudah familiar di mata siswa.

- Siswa mengamati video/movie sederhana sesuai dengan kelompoknya masing-masing.

- Setiap kelompok mempunyai ketua dan ketua kelompok yang mengontrol anggotanya.

- Siswa menceritakan kembali cerita dalam bentuk video/movie yang di tontonya dalam bahasa inggris dengan pengunaan pronounciation yang baik dan benar berdasarkan kelompoknya.

- Dan ketua kelompok yang menunjuk anggotanya untuk bercerita di depan kelas secara bergantian.

- Memberi penilaian kepada siswa berdasarkan format penilaian.

c. Kegiatan akhir

- Guru menanyakan kesulitan siswa.

- Memotivasi dan menginstruksika siswa berlatih speaking agar dapat berbicara dengan lancar.

H. Media dan Sumber Pembelajaran

Sumber Pembelajaran : Movie pendek sederhana yang tidak mengikat

Alat   : Kamus dan LCD

I. Penilaian

a. Tes tertulis

b. Speaking

J. Instrument penilaian

The assesment of speaking accuracy

1. Vocabulary

No	Criteria	Score
1	Vocabulary apparently as accurate and extensive as that of and education native speaker	5
2	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation	4
3	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies	3
4	Choice of words sometimes inaccurate and limitations of vocabulary	2
5	Frequently uses the wrong words, conversation somewhat limited vocabulary	1

(Hughes, 1989: 111

2. Pronunciation

No	Criteria	Score
1	Pronunciation and intonation are almost always very clear/accurate	5
2	Pronunciation and intonation are usually clear/accurate with a few problem areas	4
3	Pronunciation and intonation errors sometimes make it difficult to understand the student	3
4	Frequent problems with pronunciation and intonation	2
5	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication	1

(Longman, 2005)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMPN 4 Baraka

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / Ganjil

Aspek/Skill   : Speaking/ Reteling the story

Pertemuan   : III (Ketiga)

1. **Standar Kompetensi**

   - Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

   - Memahami makna dalam teks lisan fungsional pendek dan monolog pendek sederhana bentuk descriptive dan recount dalam berinteraksi dengan sekitar.

2. **Kompetensi Dasar**

   - Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks yang berbentuk descriptive dan recount.

   - Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

3. **Indikator**.

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan penggunaan vocabulary yang cukup luas dan tepat.

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan pengucapan pronunciation dengan baik dan benar.

4. **Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat :

1. Dapat menggunakan kosakata baru dalam konteks kehidupan sehari-hari.

2. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendri penggunaan vocabulary yang cukup luas dan tepat.

3. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendiri dengan pronouncation yang baik dan benar.

5. **Metode Pembelajaran**

- Explanation

- Discussion

- Cooverative learning

6. **Materi Pembelajaran**

Supplementary materials   : Short story dengan menggunakan movie pendek.

Judul movie : Cinderella

7. **Langkah- Langkah Kegiatan Pembelajaran**

   a. **Kegiatan awal**

   - Salam dan tegur sapa.

   - Berdoa, Cek kehadiran, menyiapkan buku pelajaran.

   - Menjelaskan tujuan pembelajaran.

   - Memberikan apersepsi.

   - Siswa merespon pertanyaan dari guru berkenaan dengan materi yang akan di ajarkan.

   b. **Kegiatan inti**

   - Guru menjelaskan Supplementary Materials yang akan di ajarkan.

   - Guru membagi siswa dalam bentuk beberapa kelompok.

   - Guru menayangkan video/movie tentang sederhana yang sudah familiar di mata siswa.

   - Siswa mengamati video/movie sederhana sesuai dengan kelompoknya masing-masing.

   - Setiap kelompok mempunyai ketua dan ketua kelompok yang mengontrol anggotanya..

   - Siswa menceritakan kembali cerita dalam bentuk video/movie yang di tontonya dalam bahasa inggris dengan pengunaan pronounciation yang baik dan benar berdasarkan kelompoknya.

- Dan ketua kelompok yang menunjuk anggotanya untuk bercerita di depan kelas secara bergantian.

- Memberi penilaian kepada siswa berdasarkan format penilaian.

c. Kegiatan akhir

- Guru menanyakan kesulitan siswa.

- Memotivasi dan menginstruksika siswa berlatih speaking agar dapat berbicara dengan lancar.

8. Media dan Sumber Pembelajaran

Sumber Pembelajaran : Movie pendek sederhana yang tidak mengikat

Alat   : Kamus dan LCD

9. Penilaian

   a. Tes tertulis

   b. Speaking

10. **Instrument penilaian**

The assessment of speaking accuracy

1. Vocabulary

No	Criteria	Score
1	Vocabulary apparently as accurate and extensive as that of and education native speaker	5
2	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation	4
3	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies	3
4	Choice of words sometimes inaccurate and limitations of vocabulary	2
5	Frequently uses the wrong words, conversation somewhat limited vocabulary	1

(Hughes, 1989: 111

2. Pronunciation

No	Criteria	Score
1	Pronunciation and intonation are almost always very clear/accurate	5
2	Pronunciation and intonation are usually clear/accurate with a few problem areas	4
3	Pronunciation and intonation errors sometimes make it difficult to understand the student	3
4	Frequent problems with pronunciation and intonation	2
5	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication	1

(Longman, 2005)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMPN 4 Baraka

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Ganjil

Aspek/Skill : Speaking/ Reteling the story

Pertemuan : IV (Empat)

i. Standar Kompetensi

- Memahami makna percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

- Memahami makna dalam teks lisan fungsional pendek dan monolog pendek sederhana bentuk descriptive dan recount dalam berinteraksi dengan sekitar.

ii. Kompetensi Dasar

- Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks yang berbentuk descriptive dan recount.

- Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

iii. **Indikator**

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan penggunaan vocabulary yang cukup luas dan tepat.

- Menceritaka kembali bacaan atau short story dalam bentuk movie dengan pengucapan pronunciation dengan baik dan benar.

iv. **Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat :

4. Dapat menggunakan kosakata baru dalam konteks kehidupan sehari-hari.

5. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendri penggunaan vocabulary yang cukup luas dan tepat.

6. Mampu menceritakan kembali bacaan atau short story dalam bentuk movie pendek dengan menggunakan bahasa sendiri dengan pronounction yang baik dan benar.

v. **Metode Pembelajaran**

- Explanation

- Discussion

- Cooverative learning

vi. **Materi Pembelajaran**

Supplementary materials : Short story dengan menggunakan movie pendek.

Judul movie : The Ugly Duckling

vii. Langkah- Langkah Kegiatan Pembelajaran

a. Kegiatan awal

- Salam dan tegur sapa.

- Berdoa, Cek kehadiran, menyiapkan buku pelajaran.

- Menjelaskan tujuan pembelajaran.

- Memberikan apersepsi.

- Siswa merespon pertanyaan dari guru berkenaan dengan materi yang akan di ajarkan.

b. Kegiatan inti

- Guru menjelaskan Supplementary Materials yang akan di ajarkan.

- Guru membagi siswa dalam bentuk beberapa kelompok.

- Guru menayangkan video/movie tentang sederhana yang sudah familiar di mata siswa.

- Siswa mengamati video/movie sederhana sesuai dengan kelompoknya masing-masing.

- Setiap kelompok mempunyai ketua dan ketua kelompok yang mengontrol anggotanya.

- Siswa menceritakan kembali cerita dalam bentuk video/movie yang di tontonya dalam bahasa inggris dengan pengunaan pronounciation yang baik dan benar berdasarkan kelompoknya.

- Dan ketua kelompok yang menunjuk anggotanya untuk bercerita di depan kelas secara bergantian.

- Memberi penilaian kepada siswa berdasarkan format penilaian.

c. Kegiatan akhi

- Guru menanyakan kesulitan siswa.

- Memotivasi dan menginstruksika siswa berlatih speaking agar dapat berbicara dengan lancar.

viii. Media dan Sumber Pembelajaran

Sumber Pembelajaran : Movie pendek sederhana yang tidak mengikat

Alat   : Kamus dan LCD

ix. Penilaian

c. Tes tertulis

d. Speaking

x. Instrument penilaian

The assessment of speaking accuracy

1. Vocabulary

No	Criteria	Score
1	Vocabulary apparently as accurate and extensive as that of and education native speaker	5
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(Hughes, 1989: 111

2. Pronunciation

No	Criteria	Score
1	Pronunciation and intonation are almost always very clear/accurate	5
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3	Pronunciation and intonation errors sometimes make it difficult to understand the student	3
4	Frequent problems with pronunciation and intonation	2
5	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication	1

(Longman, 2005)

Pre test

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

The list of questions :

1. **Retell what the important this story from the beginning until end.**
2. **What the moral message.**

Post Test

Short Movie   : Little Red Riding Hood

List of the questions :

1. **Retell what the important this movie from the beginning until end.**

2. **What the moral message.**

TEACHING MATERIAL

The First Meeting

Movie : Jack And The Beanstalk

❖ After watching movie :

1. Write the difficult word and discuss what the meaning of the word.

2. Ask the teacher if there are difficult word.

3. Students discuss simple movie with their groups.

4. And the group leader who point members to retell the movie in rfont of calss.

❖ Questions

1. Retell what the important this story from the beginning until end.

2. What the moral message.

The Second Meeting

Movie : Beauty and The Beast

❖ After watching movie :

1. Write the difficult word and discuss what the meaning of the word.

2. Ask the teacher if there are difficult word.

3. Students discuss simple movie with their groups.

4. And the group leader who point members to retell the movie in rfont of calss.

❖ Questions

1. Retell what the important this story from the beginning until end.

2. What the moral message.

The Third Meeting

Movie : Cinderella

❖ After watching movie :

1. Write the difficult word and discuss what the meaning of the word.

2. Ask the teacher if there are difficult word.

3. Students discuss simple movie with their groups.

4. And the group leader who point members to retell the movie in rfont of calss.

❖ Questions

1. Retell what the important this story from the beginning until end.

2. What the moral message.

The Four Meeting

Movie : The Ugly Duckling

❖ After watching movie :

1. Write the difficult word and discuss what the meaning of the word.

2. Ask the teacher if there are difficult word.

3. Students discuss simple movie with their groups.

4. And the group leader who point members to retell the movie in rfont of calss.

❖ Questions

1. Retell what the important this story from the beginning until end.

2. What the moral message.

APPENDIX B

The Students' score in Pre-test and Post-test

Students' Score in Pre-test

NO	Sample	Accuracy		Vocabulary
		Pronunciation		
		Vowel	Consonant	
1	S-1	1	2	3
2	S-2	2	3	2
3	S-3	1	1	2
4	S-4	2	3	3
5	S-5	1	2	2
6	S-6	3	2	2
7	S7	2	1	1
8	S-8	2	2	2
9	S-9	3	2	3
10	S-10	2	3	2
11	S-11	2	2	2
12	S-12	2	2	3
13	S-13	2	3	3
14	S-14	3	2	2
15	S-15	2	1	2
16	S-16	1	2	2
17	S-17	2	2	3
18	S-18	2	2	2
19	S-19	3	3	2
20	S-20	2	3	3
21	S-21	1	2	2

APPENDIX B.2

Students' Score in Post-test

NO	Sample	Accuracy		Vocabulary
		Pronunciation		
		Vowel	Consonant	
1	S-1	4	3	4
2	S-2	3	3	3
3	S-3	3	3	4
4	S-4	4	3	3
5	S-5	2	2	3
6	S-6	2	3	3
7	S7	2	3	4
8	S-8	3	3	4
9	S-9	2	2	3
10	S-10	3	3	4
11	S-11	4	2	3
12	S-12	3	4	4
13	S-13	3	3	3
14	S-14	3	4	4
15	S-15	2	3	4
16	S-16	2	2	3
17	S-17	2	3	4
18	S-18	4	3	4
19	S-19	4	4	4
20	S-20	4	3	4
21	S-21	2	2	3

APPENDIX C

APPENDIX C.1

The Students Total Score in Pre-test and Post- test

Pre-test

No	Sample	Pronunciation	Vocabulary	$\sum$	X_1
1	S-1	30	60	90	**45**
2	S-2	50	40	90	**45**
3	S-3	20	40	60	**30**
4	S-4	50	60	110	**55**
5	S-5	30	40	70	**35**
6	S-6	50	40	90	**45**
7	S-7	30	20	50	**25**
8	S-8	40	40	80	**40**
9	S-9	50	60	110	**55**
10	S-10	50	40	90	**45**
11	S-11	40	40	80	**40**
12	S-12	40	60	100	**50**
13	S-13	50	60	110	**55**
14	S-14	50	40	90	**45**
15	S-15	30	40	70	**35**
16	S-16	30	40	70	**35**
17	S-17	40	60	100	**50**
18	S-18	40	40	80	**40**
19	S-19	60	40	80	**40**
20	S-20	50	60	110	**55**
21	S-21	30	40	70	**35**
$\sum$		**860**	**960**	**1800**	**900**
X		**40.95**	**45.71**	**85.71**	**42.85**

APPENDIX C.2

Post-test

No	Sample	Pronunciation	Vocabulary	$\sum$	X_2
1	S-1	70	80	150	75
2	S-2	60	60	120	60
3	S-3	60	80	140	70
4	S-4	70	60	130	65
5	S-5	40	60	100	50
6	S-6	50	60	110	55
7	S-7	50	80	130	65
8	S-8	60	80	140	70
9	S-9	40	60	100	50
10	S-10	60	80	140	70
11	S-11	60	60	120	60
12	S-12	70	80	150	75
13	S-13	60	60	120	60
14	S-14	70	80	150	75
15	S-15	50	80	130	65
16	S-16	40	60	100	50
17	S-17	50	80	130	65
18	S-18	70	80	150	75
19	S-19	80	80	160	80
20	S-20	70	80	150	75
21	S-21	40	60	100	50
$\sum$		1470	1500	2720	1360
X		70	71	129.52	64.67

APPENDIX D

The Students' Score in Pre Test and Post Test

No	Sample	Pre Test (X_1)	Post Test (X_2)	D $(X_2 - X_1)$	D^2
1	S-1	45	75	30	900
2	S-2	45	60	15	144
3	S-3	30	70	40	1600
4	S-4	55	65	10	100
5	S-5	35	50	15	225
6	S-6	45	55	10	100
7	S-7	25	65	40	1600
8	S-8	40	70	25	625
9	S-9	55	50	-5	-25
10	S-10	45	70	25	625
11	S-11	40	60	20	400
12	S-12	50	75	25	625
13	S-13	55	60	5	25
14	S-14	45	75	25	625
15	S-15	35	65	30	900
16	S-16	35	50	15	225
17	S-17	50	65	15	225
18	S-18	40	75	35	1225
19	S-19	40	80	40	1600
20	S-20	55	75	20	400
21	S-21	35	50	15	225
Total Score ($\sum$)		$\sum X_1$= 900	$\sum X_2$= 1360	$\sum D$= 450	$\sum D^2$= 12369
Mean Score (X)		42.85	64.76		

APPENDIX E

Mean Score of Pre Test and Post Test

➢ **Mean Score of the Students' Speaking Accuracy**

Pre Test	Post Test

Pre Test

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

$$X = \frac{900}{21}$$

$$X = 42.85$$

Post Test

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

$$X = \frac{1360}{21}$$

$$X = 64.76$$

APPENDIX F

The Percentage of the Improvement of Students' Pre Test and Post Test

- ➢ **The Improvement of the Students' Speaking Accuracy**

$$P = \frac{X2 - X1}{X1} \text{ X } 100$$

$$P = \frac{1360 - 900}{900} \text{ X } 100$$

$$P = \frac{460}{900} \text{ X } 100$$

$$P = \frac{46000}{900}$$

$$P = 51.11 \%$$

APPENDIX G

Significance Difference of Students' Score between the Score of the Pre Test and Post Test

1. **T-test**

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where} \quad \overline{D} = \frac{\sum D}{N} = \frac{450}{21} = 21.42$$

$$t = \frac{21.42}{\sqrt{\frac{12369 - \frac{(450)^2}{21}}{21(21-1)}}}$$

$$t = \frac{21.42}{\sqrt{\frac{12369 - \frac{202500}{21}}{21(20)}}}$$

$$t = \frac{21.42}{\sqrt{\frac{12369 - 96.42}{420}}}$$

$$t = \frac{21.42}{\sqrt{\frac{12.36}{420}}}$$

$$t = \frac{21.42}{\sqrt{2.95}}$$

$$t = \frac{21.42}{1.71}$$

$$t = 7.22$$

2. **T-table**

   Level of Significance (p) = 0.05

   Degree of Freedom (df) = N-1 = 21-1= 20

   T-table = 2.086

APPENDIX H

The Result ot the students' speaking Skill

Sample	Pre test	Classifying	Post Test	Classifying
S-1	45	**Very Low**	75	**Fairly Good**
S-2	45	**Very Low**	60	**Fair**
S-3	30	**Very Low**	70	**Fairly Good**
S-4	55	**Low**	65	**Fair**
S-5	35	**Very Low**	50	**Low**
S-6	45	**Very Low**	55	**Low**
S7	25	**Very Low**	65	**Fair**
S-8	40	**Very Low**	70	**Fairly Good**
S-9	55	**Low**	50	**Low**
S-10	45	**Very Low**	70	**Fairly Good**
S-11	40	**Very Low**	60	**Fair**
S-12	50	**Low**	75	**Fairly Good**
S-13	55	**Low**	60	**Low**
S-14	45	**Very Low**	75	**Fairly Good**
S-15	35	**Very Low**	65	**Fair**
S-16	35	**Very Low**	50	**Low**
S-17	50	**Low**	65	**Fair**
S-18	40	**Very Low**	75	**Fairly Good**
S-19	40	**Very Low**	80	**Good**
S-20	55	**Low**	75	**Fairly Good**
S-21	35	**Very Low**	50	**Low**

Distribution of T-table

df	Probability (p)			
	0.10	**0.5**	**0.1**	**0.001**
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792

23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	**2.045**	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay,1981)

APPENDIX

Documentation of the Research

CURICULUM VITAE

ISMA ANDRIYANI. Was born on October 24th, 1995 in Loka, Enrekang regency. She is the second child from four sisters of the marriage of her parents Tarzan and Darmawati. In 2001, she registered as students in Elementary School SDN Matoa Kaimana in Papua Barat province and she graduate in 2007. The next in same year, she registered as a student in SMPN 4 Baraka Enrekang regency and graduate in 2010. Then, she registered in Senior High School of MAN 1 Babulu Penejam Paser Utara regency and graduate in 2013. In 2013, she registered to study of English department in Makassar Muhammadiyah University.

PRODI PENDIDIKAN BAHASA INGGRIS

FORMAT PENGAJUAN JUDUL SKRIPSI

* Required

Email address *

isma.indriyani@yahoo.co.id

Nama Lengkap *

ISMA ANDRIYANI

NIM *

10535571213

Kelas *

I

Judul Skripsi

Masukkan tiga (3) alternatif judul untuk dipertimbangkan di PRODI

Judul 1 *

IMPROVING STUDENT'S MOTIVATION TO STUDY ENGLISH THROUGH
SUPPLEMENTARY MATERIALS AT THE SECOND YEAR OF SMP 4 BARAKA
KABUPATEN ENREKANG

Judul 2 *

THE APPLICATION OF CONTEXTUAL GUESSING TECHNIQUE TO
IMPROVE THE STUDENTS' READING COMPREHENSION AT THE SECOND
YEAR OF MTS MUHAMMADIYAH PASUI KABUPATEN ENREKANG

Judul 3 *

THE IMPLEMENTATION OF PORTFOLIO ASSESSMENT IN ENGLISH
TEACHING AT MADRASA ALIYAH NEGERI 1 BARAKA KABUPATEN

Alternatif Pembimbing 1

Ummi Khaerati Syam S-Pd M-Pd

Alternatif Pembimbing 2

~~Ummi Khaerati Syam~~ Hmmy Anzrawati spd M.pd

Keterangan

1. Untuk Alternatif Pembimbing, Jangan di isi.
2. PRINT OUT form ini untuk dilampirkan ke PRODI dengan melampirkan buku Panduan
Penulisan Skripsi.
3. Untuk buku panduan penulisan skripsi, silahkan menghubungi front desk PRODI.

(handwritten, right margin): Improving Student's motivatio To study English Through supplementary material in speaking skill at the second year of smp N4 Baraka Kabupaten Enrekang

(handwritten): 19/5/17.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Nomor : 2209/Izn-5/C.4-VIII/IX/37/2017
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

10 Muharram 1439 H
30 September 2017 M

Kepada Yth,
Bapak / Ibu Bupati Enrekang
Cq. Ka. Kantor Penanaman Modal & Pelayanan Terpadu Satu
di –

Enrekang

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1572/FKIP/A.1-II/IX/1439/2017 tanggal 27 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ISMA ANDRIYANI**
No. Stambuk : **10535 5712 13**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Improving Students' English Speaking Skill Through Supplementary Material At The Second Year of SMPN 4 Baraka (An Pre Experimental Research)"

Yang akan dilaksanakan dari tanggal 30 September 2017 s/d 30 Nopember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

09-17

SURAT KETERANGAN
Nomor : 421.3/049/SMP.04/X/2017

Yang bertanda tangan di bawah ini :

N a m a	: **M.N U R, S.Pd, M.Pd**
NIP	: 19670105 199203 1 010
Pangkat / Golongan	: Pembina / IV b
Jabatan	: Kepala Sekolah
Alamat	: Baraka

Menerangkan bahwa :

N a m a	: **Isma Andriyani**
Tempat,Tgl Lahir	: Enrekang, 24 Oktober 1995
Jenis Kelamin	: Perempuan
Instansi/Pekerjaan	: Mahasiswi
Alamat	: Babulu Darat Kec. Babulu

Telah melaksanakan penelitian dalam rangka penyusunan Skripsi,dengan judul :

"Improving Student's English Speaking Skill Through Suplementary Material At The Secon Year of SMPN 4 Baraka (An Pre Experimental Research)"

Yang dilaksanakan selama satu bulan mulai tanggal 06 oktober s/d 03 November 2017

Demikian keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagai mana mestinya.

Bau, 23 Oktober 2017
Kepala Sekolah

M.N U R, S.Pd. M.Pd
NIP 19670105 199203 1 010

PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Sudirman Km. 3 Pinang Enrekang Telp/Fax (0420)-21079
ENREKANG

Enrekang, 06 Oktober 2017
Kepada

Nomor   : 640/DPMPTSP/IP/X/2017   Yth. Kepala SMPN 4 Baraka
Lampiran : -   Di-
Perihal   : Izin Penelitian   Kec. Baraka

Berdasarkan Surat dari Ketua LP3M Universitas Muhammadiyah Makassar, Nomor: 2209/Izn-5/C.4-VIII/IX/37/2017 tanggal 30 September 2017 menerangkan bahwa yang tersebut di bawah ini:

Nama   : **Isma Andriyani**
Tempat Tanggal Lahir   : Enrekang, 24 Oktober 1995
Instansi/Pekerjaan   : Mahasiswi
Alamat   : Babulu Darat Kec. Babulu

Bermaksud akan mengadakan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi dengan judul: *"Improving Student's English Speaking Skill Trough Supplementary Material At The Second Year Of SMPN 4 Baraka (An Pre Experimental Research)."*

Dilaksanakan mulai, 06 Oktober 2017 s/d 03 November 2017.

Pengikut/anggota: -

Pada prinsipnya dapat menyetujui kegiatan tersebut diatas dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Pemerintah/Instansi setempat.
2. Tidak menyimpang dari masalah yang telah diizinkan.
3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 1 (satu) berkas foto copy skripsi kepada Bupati Enrekang Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang.

Demikian untuk mendapat perhatian.

a.n. BUPATI ENREKANG
Kepala DPM PTSP Kab. Enrekang

HARWAN SAWATI, SE
Pangkat   : Pembina Utama Muda
Nip   : 19670329 198612 1 001

Tembusan Yth :
    01. Bupati Enrekang (Sebagai Laporan).
    02. Asisten Administrasi Umum Setda Kab. Enrekang.
    03. Kepala DISDIKBUD Kab. Enrekang
    04. Kepala BAKESBANGPOL Kab. Enrekang.
    05. Camat Baraka.
    06. Universitas Muhammadiyah Makassar.
    07. Yang bersangkutan (*Isma Andriyani*).
    08. Pertinggal.

BERITA ACARA

Pada hari ini Jum'at .... Tanggal .... 15 .... 14 ...... H bertepatan
tanggal ..15../.September..20.15..M bertempat diruang ... Mini Hall FKIP....
kampus Universitas Muhammadiyah Makassar, telah dilaksanakan seminar
Proposal Skripsi yang berjudul :

Improving student's English speaking skill Through
Supplementary Materials At The Second Year
Of SMPN 4 Baraka (An-pre-Experimental Research)

Dari Mahasiswa :

Nama   : Isma Andriyani
Stambuk/NIM   : 10535571213
Jurusan   : Pendidikan Bahasa Inggris
Moderator   : Ummi Khaerati Syam S.Pd., M.Pd
Hasil Seminar   :
Alamat/Telp   : JL. Sultan Alauddin 2 lr. 2D / 085193312921

Dengan penjelasan sebagai berikut :

- Revisi.

IV. Biblio, Scoring Rubric For U&P, References.

Disetujui
Penanggap I   : Ummi Khaerati Syam., SPd. MPd (   )
Penanggap II   : Mul. Arfin Dt Bahri   (   )
Penanggap III : Andi Asri Jumiaty   (   )
Penanggap IV   : Farista Andi Baso   (   )

Makassar, 15 September 2015
Ketua Jurusan

بسم الله الرحمن الرحيم

KETERANGAN PERBAIKAN HASIL UJIAN PROPOSAL

Berdasarkan Hasil Ujian :

Nama	:	Ismi Andriyani
Stambuk	:	10535 5712 13
Program Studi	:	Pend. Bahasa Inggris
Judul	:	Improving Students' English Speaking Skill Through Supplementary Material At The Second Grade of SMPN 4 Baraka (An- Pre-Experimental Research)

Oleh tim penguji, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan disetujui oleh tim penguji sebagai berikut :

No	Tim Penguji	Disetujui Tanggal	Tanda Tangan
1	Ummi Khaerati Syam, S.Pd.,M.Pd		
2	Muh. Arief Salem, M.Pd.,Ph.d	24/5/17	
3	Andi Asri Juniaty, S.Pd.M.Pd	26 / 5 / 2017	
4	Farisha Andi Baso, S.Pd.M.Pd	28 / 5 / 17	

Makassar, ----------------------------
1438 H
2017 M

Ketua Prodi,

(Ummi Khaerati Syam, S.Pd.,M.Pd)