THE EFFECTIVENESS OF DISCUSSION TO IMPROVE STUDENTS' SPEAKING FLUENCY AND ACCURACY

(A Quasi-Experimental Study at the Second Grade Students of MAN Mamuju)

A Thesis

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

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FACULTY OF TEACHER TRAINING AND EDUCATION
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Motto

Keep moving forward

Word hard in silence, “let the success makes noise”.

ABSTRACT

WINDASARI, 2019. *The Effectiveness of Discussion to Improve the Students' Speaking Fluency and Accuracy(A Quasi-Experimental Study at the Second Grade Students of MAN Mamuju).*A thesis of English education, Muhammadiyah University of Makassar. Guided by Bahrun Amin and Arief Muhsin.

The objective of this research was to find out there was the increasing of the students' ability in speaking by using Discussion method. This research employed quasi-experimental design. This type involved two classes with experimental class and control class.

The population of this research was the eleventh grade of MAN Mamuju. The sample was selected by using total sampling technique. The samples of this research were XI E as the experimental class and class XI C as the control class. Each class consist 40 students. The dependent variable in this research was speaking ability of students and Discussion was the independent variable. The data were gathered through speaking tests which were divided into pre-test and post-test.

The result of the research showed that the use of discussion method is effective to teach speaking in terms of fluency and accuracy. From the data analysis t-test is higher than t-table (1,72 >1.68488). In other word, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

Keywords:*Discussion Method, Speaking, and increasing.*

ABSTRAK

WINDASARI, 2019. Keefektivan diskusi untuk meningkatkan dalam ketepatan dan kelancaran berbicara siswa (Quasi-Experimental di MAN Mamuju XI. Skripsi pendidikan bahasa inggris, Universitas Muhammadiyah Makassar. Dibimbing oleh Bahrun Amin dan Arief Muhsin.

Tujuan penelitian ini adalah untuk menetahui ada peningkatan pada kemampuan berbicara siswa dengan menggunakan metode diskusi. Jenis penelitian ini adalah quasi-experimental design. Penelitian ini melibatkan dua ke;las dengan kelas percobaan dan kelas control.

Populasi pada penelitian ini adalah siswa Xi di MAN Mamuju. Pengambilan sampel pada penelitian ini menggunakan total sampling technique. Sampel pada penelitian ini adalah XI E sebagai kelas percobaan dan kelas XI C sebagai kelas control. Setiap kelas terdiri dari 40 siswa. Dependent variable penelitian ini adalah kemampuan berbicara siswa dan diskusi adalah independent variable. Pengumpulan data di lakukan melalui tes berbicara yang terbagi menjadi pret-test dan post-test.

Hasil penelitian ini menunjukkan bahwa penggunaan metode diskusi efektif untuk mengajar dalam hal ketepatan dan kelancaran berbicara siswa. Berdasarkan dari analisis data menunjukkan bahwa nilai t-test lebih tinggi dari pada nilai t-table (1,72 >1.68488). dengan kata lain Ha di terima dan Ho di tolak.

Kata kunci: Metode Diskusi, berbicara , dan meningkat

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Alahmdulliahi Rabbil ‘Alamin, Praise is to Allah SWT, the merciful, and the compassionate that the researcher can finish this thesis completely entitled “The effectiveness of Discussion to improve the Students’ speaking fluency and accuracy”. Shalawat and salam are given upon to our prophet Muhammad SAW who has brought us from darkness in to brightness.

Many problems and difficulties has been encountered in finishing this thesis. The researcher realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. It would be an honor to express her greatest appreciation and deepest thanks to all of them.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Makassar, June 2019

The Researcher

Windasari

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CHAPTER 1

INTRODUCTION

A. Background

English is international language. It makes people easier to communicate each other, from a country to another country. In speaking activities the problems include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.

Speaking is one of important skills in learning language. Besides speaking there are also some skills in learning language especially in English, such as, reading, writing and listening. Speaking should be mastered by language learners if they want to be a good learner in English. By learning speaking, learners will know how to express their feeling and their ideas orally.

According to Cameron (2001:40) speaking is the active use of language to express meanings so that other people can make sense of them.

Gert and Hans (2008:2) state that speaking is utterances with the goal of having their intentions recognized and 4ed recipients process a speaker's remarks with the goal of recognizing those intentions. Consequently, through speaking people can express their feeling and easily achieve the aims of communication.

In learning English especially in speaking, the students face some problems in learning process, such as pronunciation, vocabulary and lack of confidence. These

problems are also happened in Man Mamuju. The students face the same problems like the other students face in learning English.

Beside that all of the problems occur caused by factor from teacher or student. The factor from teacher, teacher always use the old method in teaching that make students feel bored so they do not understand the material. Besides that, it should consider with characteristic of the student and the factor from students usually come from inner self or the interest of the students related to the method. In teaching English speaking there are some method that can be used to improve fluency and accuracy in speaking.

Lindsay & Knight (2006:19) states that Speaking accuracy and fluency that learners need to develop the ability to string sounds and words together and to interact successfully with other speakers, which means to respond appropriately and use the appropriate language for the situation they are in. Even in early stage, learners need to be able to "talk round" words or expressions they do not know so that the conversation does not get stuck while they think of the right word. As it is evident, learners need to practice Speaking in a wide range of contexts and need to be able to understand without too much effort. One of the methods that can be used is English club.

According to Mouleka (2013:4), English Discussion will be connector to the college students". In this discussion, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are

roommates or acquaintance. By joining the club, the students‟ can share knowledge, information or ideas.

Based on the statement above from Mouleka, English Discussion is good to use in order to improve the students' speaking fluency and accuracy. Because of some problems above that the students face in learning speaking, the researchers decide to take Discussion as the method in achievement. This research is purposed to students' speaking ability. It's a method with the objective of education such as; approach, model, method, and a specific learning.

This research will explain about the students' improvement in speaking skill by applying Discussion method in teaching English. Speaking by using English discussion method will stimulate students to learn so that they are interested in learning English in MAN Mamuju. Based on the background above, the researcher hopes to carry out a research and to deeply investigate "*The Effectives of* Discussion *to Improve the Students Speaking fluency and Accuracy at MAN Mamuju"*

B. Problem Statement

Based on the background above, the researcher formulates the problem statement; "Does the use of Discussion Improve the Students' Speaking Accuracy and Fluency of *MAN Mamuju*?"

C. Objective Of The Research

Relating to the problem statement above, the researcher states that objective of the study is "to find out whether the Discussion Improve the Students' Speaking Accuracy and Fluency or not of *MAN Mamuju*".

D. Significance of the Research

1. The students

   In this study the students are expected to be able to improve their speaking skill ability by using Discussion.

2. The teachers

   This study is hoped to help teachers to increase student's speaking ability with using different method in teaching English Speaking.

3. The readers

   By reading this thesis, the readers are expected to catch any information in order to improve their knowledge.

4. The writer

   This thesis helps the writer to develop her knowledge and experience in composing academic writing.

E. Scope of the Research

This research is restricted to apply the Discussion on teaching English. It is applied in Class and it can use to increase student ability in speaking. In this research, there is one methods that is investigated namely discussion. This research is also restricted to find out of Discussion in improving students' speaking skill, especially about its fluency and accuracy by asking and giving opinion related to the material that the researcher give in treatment.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers who conduct researchers to find out the effect of Discussion. These researchers find out some useful results in learning process, namely:

1. Noyes (2004:6) states that communication skill determines how successfully we interact with others, whether one-on-one or in large group. Hence, it can be summed up that interaction done by the students‟ in the Discussion is very important in improving the students‟ speaking ability on Descriptive text.
2. Willerman (2010: 100) in his journal entitled *Promoting Speaking Accuracy and Fluency in Foreign Language Classroom* found that Speaking accuracy-oriented approach which accepts that grammatical errors cannot be neglected, that is because they can result in fossilization. Instant error-correction is strictly needed to avoid fossilization. This approach focuses on repetition of newly introduced forms and grammatical structures in speaking. Fluency-oriented approach which believes that grammatical or pronunciation errors are insignificant, especially in the early stages. Correction can hinder learners' development in speaking. This approach stems from the Natural approach and regards errors as tolerable and probable and they are signs of natural language development. All approaches are not adequate separately in education and

being eclectic and combining approaches is more feasible than being strictly bound to one approach. Then, the necessity of combining these two approaches in Discussion classes and using them separately or together according to students' needs, English levels, activity types, lessons' purpose, etc. will be a more plausible answer to how to foster Discussion skills and to gain authenticity in oral communication. Lastly, it should not be forgotten that accuracy and fluency are not contradictory, because they affect each other. Accuracy brings fluency and fluency brings further accuracy.

3. Mouleka (2013:16) adds that an Discussion is a real place where the learning of English is more practical. Therefore, it can be summarized that Discussion is a media to facilitate students in practicing, increase and to buildup students‟ motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary and information among their friends. Discussion also might be a place to share students‟ difficulties in practicing speaking and to look forward how to solve their problems.

Based on these findings, the use of discussion method is a good method or good way because it makes students interest and more active in class. The students are hoped to use English and do the conversation every day because speaking needs more practices for the students in order to be able in Discussion.

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

According to Cameron (2001:40) speaking is the active use of language to express meanings so that other people can make sense of them.

b. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as follow:

1) Monologue

Brown states monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

2) Dialogue

It is different with monologue: Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Like Numan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or weeding

speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

c. Element of Speaking

According to Harmer (2001: 89), speaking covers to elements that cannot be separated one another they are accuracy which consists of pronunciation, grammar, vocabulary, and fluency which consists of effectiveness and accent. In this research the writer only focus on speaking Fluency and accuracy to know the effect of Discussion.

1. Accuracy

Marcel in Rahmawati (2008: 9) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy covers with three elements that cannot be separated one another. They are pronunciation, grammar, and vocabulary.

2. Fluency

According to Harmer (2007: 57), there are some features of fluency, first, pauses maybe long but not frequent. Pausing is equaled important, because the speakers have to draw breath. For example is sentence " what-can-I-do-for-you". The sentence is very clear, but the speaker is not fluent speaker. Second, pauses are usually filled. The important thing in fluency is the appropriate placement of pauses. Natural- sounding pauses are those that occur at the interest of clauses, or after group of words that form a meaningful unit. for example, "may I have- your name,-please?.

The last, there are long runs of syllables and words between pauses. The speakers can use strategies if he need time to think. For example, he says" uh, um, or I mean,". These words can be fluent in speaking.

d. Component of Speaking

The components of speaking need to be mastered by the students to use the language appropriately in communication. It is essential that speaking be supported by language components. The two components are discussed as follows:

1. Fluency

   Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

2. Accuracy

   Accuracy is one of the components of speaking which requires the use of pronunciation, grammar and vocabulary correctly. It refers to the framework about general purposes of testing oral skill; one of them is linguistically oriented which covers vocabulary, grammar and pronunciation (Luoma, 2004).

2. Some activities in teaching speaking

1. Discussion

Celce and Murcia (2001:17) states that discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion is really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

Celce and Murcia (2001:18) adds that discussion is an oral exploration of a topic, object, concept or experience. To succeed with discussions, the teachers need to employ these steps;

a. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
b. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how

to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

c. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
d. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
e. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
f. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation
g. Do topical follow-up: Have students report to the class on the results of their discussion.
h. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared discussion activities, teacher can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without

fear of embarrassment. This will contribute to their self-confidence as the speakers and to their motivation to learn more.

2. Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

3. Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. For example, it may be one panel from a comic strip or one photo from a set that tells a story, a sentence from a written narrative or a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present

this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

4. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some ways in determining the content of their talks (Celce & Murcia, 2001:22).

5. Contextual teaching and learning

Contextual teaching and learning is an approach of learning that can't be separated with behaviorism and constructivism theories. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and engage in the hard work that learning requires (Hudson& Whistler, 2007:1). This theory emphasizes students'

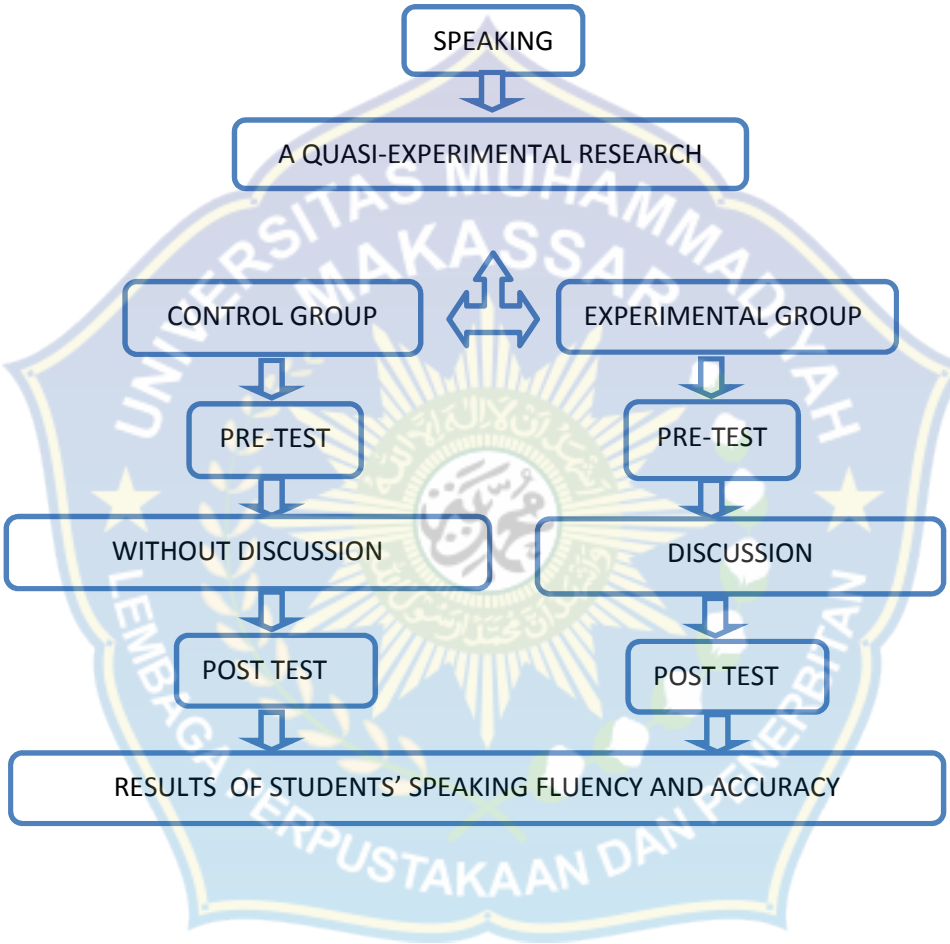
interest and experience (Satriani, Emilia, & Gunawan, 2012:11). Overall, contextual teaching and learning is an approach that focuses on the students' center. The purpose of the approach is to motivate the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives (Satriani, Emilia, & Gunawan, 2012:11).

6. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistic ally aware of many features of a language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication (Celce & Murcia, 2001:24).

C. Conceptual Framework

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



Conceptual framework

In the conceptual framework above about speaking, the researcher uses Quasi experimental research which is divided in two different type of experiment, they are control group and experimental group. Both of them consist of pre-test, treatment which is using Discussion and post-test. The purpose of this research is to find out the students' improvement in speaking especially about fluency and accuracy.

D. Research Hypotheses

There are two hypotheses in this research. They are H0 (Null hypothesis) and H1 (alterative hypothesis).

1. Null hypothesis (H_o) there is no significant effect from applying English discussion to students' speaking ability.
2. Alternative hypothesis (H_1) there is significant effect from English discussion to students' speaking ability.

CHAPTER III

RESEARCH METHOD

In this section the researcher presents the research design, population and sample, variable of the research, procedure of collecting the data, and the technique of data analysis.

A. Research Design

The research on the use of Discussion with a quasi-experimental research design where there are a pretest, a treatment and a posttest used in collecting and analyzing the data (Williman,2006:57). It is formal objective, systematic process in which numerical data with utilized to obtain information about the study and a common research approach in educational research.

The research design and variable of the study included in the following sentences.

It is designed to test theories and also hypothesis. This research uses *totality sampling* where the experimental and control groups classes are taking all students in each class. In addition, there also an arrangement of the essential conditions to collect and analysis the data on the proposed research work and have to answer the general findings of the research.

The test result used to investigate whether the experimental teaching approach has led to an improvement in the technique given and the application

population and sample where the design of this study could be described as follows:

Table 3.1

E	0_1	X_1	0_2
C	0_1	X_0	0_2

Where:

E = the experimental class

C = the control class

0_1 = Pre-test

X_1 = Unusual Treatment

X_0 = Control Treatment

0_2 = Post-test

1) The experimental class is to help the students' learn more about the material they are studying.
2) The control classis a class used to model control behavior specific to one or more use cases.

(Gay, 2006: 255)

B. Research Variable

There are independent variable and dependent variable that are involved to see the improvement of students' speaking skill towards the given treatments where the use of English speaking activity the independent variable and speaking fluency and accuracy as the dependent variable.

C. Population and Sample

The population and sample of the research are contained in the following sentences.

1. Population

   This research conducted in MAN Mamuju. There are two classes take as investigation group which consist of 20 students per class. The total of population is 40 students.

2. Sample

   The researcher used *total sampling* technique in which two classes taken as sample. In this case, the researcher chooses class XI E as the experimental class and class XI C as the control class. Each of the classes consists of 20 students; therefore the total numbers of students are 20. These classes are divided into experiment and control class.

D. Instrument of the Research

In procedure and data collection, there is one aspect is included it is oral test.

a. Test

In scoring technique, there is one aspect that assessed which divided into fluency and accuracy

The research is utilized two instruments as the tools in collecting the data (Walliman, 2006:78). The instrument is a test. Test is divided into two parts, the test before treatment and the test after treatment.

The test is organized in order to find the students' English speaking improving towards the use English club activity in speaking class. It is carried out oral test as the test instrument where the students' works are examined. The first oral test (pre-test) is aimed to know the students' English speaking before the study is conducted. In addition, there are seven main aspects in scoring and analyzing the students English speaking of speaking fluency and accuracy.

1) Pre-.Test

The test (pretest and posttest) is identified the quality of students' speaking skill before and after treatment. It is intended to administer in order to gain the needed data. It is addressed to both experimental group and control group. The criteria of speaking score include some component such pronunciation and vocabulary.

2).Treatments

After give the test to know the basic pronunciation and vocabulary of students, the researcher applied the Discussion method to the students; the treatment is will be conduct in 4 times in a month.

c).posttest

Posttest is to measure on some attribute or characteristic that you assess from participants in experiment after they receive treatment. The posttest conducted after applies Discussion in English teaching. It is aimed to quantify the efficiency of Discussion method applies in experimental group and conventional teaching to the control group.

E. Research Procedure

There are some procedures in conducting the research, as follows:

1. Administering the teaching schedule

   The teaching learning activity is two times a week for experimental and control group. The more explanations about the teaching schedules of the research and the materials given set as on the table in appendix page.

2. Conducting the pre-test

   The pre-test is conducted as the next step on the procedure of the research. The pre-test is administered as the basic important information about students' skill before the treatment is given.

3. Giving the treatment

Treatment is the next step of the study. In this stage, the research acts as the teacher of both control and experimental group, as the focus of the study, there is the Discussion activity in improving students speaking fluency and accuracy. In contrast, the research does not give a special treatment for the control group. The teacher only follow the guide speaking technique in teaching speaking that explained in the previous chapter.

4. Conducting the post-test

The next stage of the research is conducted the post-test. It is the final test of the study which is conducted after the treatment. The post-test is given in both of control and experimental groups which had the same question and topic with the pretest in order to find out whether or not the use of Discussion activity improves students' speaking fluency and accuracy.

Table 3.2

a. Fluency

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

(Harmer in Fadly, 2014:33)

b. Accuracy

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

(Harmer in Fadly, 2014:33)

F. Technique of Analyze Data

The purpose of analyzing data is to find meaning in the data by systematically arranging and presenting the information.

1. To find out mean score of the students' test, the researcher used the formula:

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

Where:

X = Mean score

$\sum X$ = Total Score

N = Number of students

(Gay, 2008:32)

2. To calculate the percentage of the students' score, the formula used as follows:

$$P = \frac{F}{N} X\ 100$$

Where:

P= Rate Percentage

F= Frequency of the Correct Answer

N= the Total Number of Students

(Sudjana, 19999:42).

3. Finding out the significant difference between control and experimental class by calculating the value of t-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{\frac{SS_1}{n_1} + \frac{SS_2}{n_2}}{2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Where t : Test of significance

X_1 : Mean score of experimental group

X_2 : Mean score of control group

SS_1 : Sum of square of experimental group

SS_2 : Sum of square of control group

n_1 : Subject of experimental group

n_2 : Subject of control group

(Gay in Sairil:2011)

4. Calculating the standard deviation of students between control and experimental class by using this formulate:

$$SD = \sqrt{\frac{SS}{N - 1}}$$

Where: $SS = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$

$\sum X^2$: the sum of the square

$(\sum X)^2$: the square of the sum

N : total number of subject

SD : standard deviation

(Gay in Sairil:2011)

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

In findings section, there were several sections that would be explored. They were pre-test results, post-test results. Each section is presented in detail as follows:

1. The Students' Improvement in Speaking by Using Discussion

a. Pre-test Results

The pre-test was aimed to discover the equity of the two groups before administering treatments by using t-test procedure. It was conducted on December 14st 2019 to two classes of the second grade students of Man Mamuju. The pre-test involved 40 students that divided into two classes. Class XI A was as experimental group and XI B was as control group. Each of group consists of 40 students. In assessing students' speaking, this study assessed five aspects of speaking namely, pronunciation, vocabulary, accuracy, fluency and self-confidence. Based on pre-test result (in appendix 6.a) which showed that the sum of students' Speaking in experimental group was 3000 and the sum of control group (in appendix 6.b) was 117.5.

Table 4.1 Mean Result of Pre-test

Group	N	($\bar{x}$)
Experimental	20	60,8
Control	20	56,7

***t*-test Computation on Pre-Test**

Independent t-test formula was used to analyze the significant differences between the pre-test means of experimental and control groups. Firstly, it has been stated that the hypothesis as follows:

H1: there was a significant difference between means of experimental and control groups.

The result of the calculation of t-test on pre-test (in appendix 8) was 61.3. In the t-table (in appendix 7) for $\alpha = 0.05$ $df = 40$ t-ratio was 2.02. The data showed from the experimental and control groups were equal with the value of t was lower than t-table (61.3 < 8.08). It indicated that the alternative hypothesis was rejected; there was no significant difference between the data of the two groups. This result implied that the experimental and control group were similar in their initial ability.

b. Post-test Result

The post-test was administered on December 14nd 2018 to experimental group and October 19th 2018 to control group. Both groups were assigned to practice a conversation (in appendix 1a).

The students' post-test scores (in appendix 6b) showed that the sum of students' post-test scores of experimental group was 157.0 and the control group (in appendix 6d) was 151.5. Like pre-test scores, those scores were gained from the calculation of two aspects of speaking namely Accuracy and fluency.

***t*-test Computation on Post-Test**

Independent t- test formula was used to analyze the significant differences between the pre-test means of experimental and control groups. Firstly, it has been stated that the hypothesis as follows:

H1: there was a significant difference between means of experimental and control groups.

The result of the calculation of t-test on post-test (in appendix 4) was 8.08. In the t-table (in appendix 5) for $\alpha = 0.05$ $df = 40$ t-ratio was 2.02. Based on the calculation, the value of t was smaller than the ratio on t table, $8.08 < 2.02$. According to the result, it could be concluded that the alternative hypothesis was not rejected. There was a significant difference between students who were assigned Discussion and students who were not.

Table 4.2 Mean Result of Post-test

Group	N	($\bar{x}$)
Experimental	20	71.5
Control	20	60.4

The chart above showed that the means of both experimental and control groups were significantly different. Mean of experimental group was higher than mean of control group after conducting treatment.

Rate percentage of the pre-test Experimental Class and Control Class

Table: 4.3

The Rate Percentage of Pre-Test

No.	Classification	Experimental		Control	
		F	**%**	**F**	**%**
1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	4	20%	6	30%
3.	Fair (61-74)	10	50%	13	65%
4.	Poor (51-60)	6	30%	1	5%
5.	Very poor (Less than 50)	0	0%	0	0%
	Total	**20**	**100%**	**20**	**100**

Based on the table of percentage above shows that from experimental class 20 students' and control class 20 students', none of them got very good score for speaking skill in term of fluency. In experimental class there were 4 students (20%) got good score, 10 of them (50%) got fair score, there were 6 of them (30) got poor score. In control class there were 6 students (30%) got good score, 13 of them (65%) got fair score, there were 1 of them (5%) got poor score. So, the result can be concluded that the students' speaking in pre-test was categorized less.

Rate percentage of the post-test Experimental Class and Control Class

Table: 4.4

The Rate Percentage of Post-Test

No.	Classification	Experimental		Control	
		F	%	F	%
1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	14	70%	12	60%
3.	Fair (61-74)	6	30%	7	35%
4.	Poor (51-60)	0	0%	1	5%
5.	Very poor (Less than 50)	0	0%	0	0%
	Total	**20**	**100%**	**20**	**100**

Based on the table of percentage above shows that from experimental class 20 students' and control class 20 students', none of them got very good score for speaking skill in term of accuracy. In experimental class there were 14 students (70%) got good score, 6 of them (30%) got fair score. In control class there were 12 students (60%) got good score, 7 of them (35%) got fair score, there were 1 of them (5%) got poor score. So, the result can be concluded that the students' speaking in post-test was categorized good.

c. Standard Deviation and Mean Score between the Experimental and the Control group

To find out the answer of the research question in the previous chapter, the writer was used speaking test twice. A pre-test was administrated before the treatment, which aims to know whether there was a significant difference of the students' speaking achievement before and after treatments were given to the students. After calculating the result of the students score, the mean score and standard deviation of both groups be explained table below:

Table 4.5
Mean Score and Standard Deviation between the Experimental and the Control group

Type of Test	Mean Score		Standard Deviation	
	Experimental Group	**Control Group**		
	Total Mean $\sum X$	**Total Mean** $\sum X$	**Experimental Group**	**Control Group**
Pre test	2.435	2.395	1.557.5	1.432.5
Post test	3.125	3.000	716.25	716.25
The Improvement	690	605	56050	5300

1. Mean Score

The rate percentage of score of experimental group in post-test from 20 students as table 4.3 above shows In the pre-test, the mean score of the experimental group was 2.435 and the control group was 2.395, it showed

that the score had relatively equal or there was no significant difference result of the test. Meanwhile, the post-test of the experimental group 3.125 and the post-test of the control group were 3.000. The result of the experimental group's post-test was higher than the control group's post-test. The improvements mean score of experimental group was 690. Meanwhile, the improvement means score of control group was 605.

2. Standard Deviation

Standard deviation of the control group was 5.300 then the experimental group was 5.6050 because the result experimental group > control group, so that the experimental groups' data had higher variation than control group.

B. Discussion

There were two parts in discussion which divided to the students' improvement in Speaking by using Discussion English speaking.

1. The Students' Improvement in Speaking by Using Discussion

The first purpose of this study was the effectiveness of Discussion in improving students' Speaking and it was expected that Discussion improves students' Speaking skill. Referring to the comparison between pre-test and post-test means of the experimental group that could be seen on the (appendix 6a and 6c), there was an improvement on the student score where the pre-test score was 5.7 and the post test score was 71.5.

Moreover, the findings from the calculation of the study and the hypothesis testing above showed that the Speaking scores of the students in experimental group had a significant difference after the use of Discussion in Speaking was done in compared to the control's group achievement who did not receive the Discussion as on the experimental group, but received the usual treatment as the teacher uses in the class. The statement above was strengthened by the findings on the independent t-test computation.

The result means that the null hypothesis was rejected and there was significant difference between post-test means of the control and experimental groups. In other words, the students' score in experimental group was significantly different from the students' in control group after the treatment on the use of Discussion which had been given.

The results showed that students' speaking skills increased especially in pronunciation. After doing the Discussion "Who am i game" the results of the pre-test on the experimental class showed the students pronunciation mean score was 6.3 while in the post-test the mean score of the students was 8. This increase was due to Discussion "Who am i game" is a guessing game where players use questions yes or no to guess the identity of a famous person. Questions are based on the nature and characteristics of a person that can be identified by everyone. Everyone tries to find out who the famous person was by just asking "yes" or "no" questions to get clues about the name on their back or forehead. With this activity the teacher was able to saw the ability of each student in pronunciation. Significant differences also occur in

students' self-confidence. After doing the Discussion "Desert Island" the mean score self-confidence obtained in the pre-test was 5.7, while the post-test was 7.8. "Desert Island" was designed to make people talk about themselves and what they like and in the process of getting to know each other. Then after doing Discussion "Simon's Says" which was a game where students are more active in mentioning words, there was a significant difference in vocabulary and fluency where the mean score on the pre-test was 5.54 and on the post-test was 7.6. The last significant difference is in grammar, where the pre-test mean score was 5.4, while in the post test it was 7. This increase occurs after doing English speaking "Tall Stories", where students are asked to continue a story from their friends using the word "suddenly" so the story was more exciting and fun. with this activity the teacher was able to saw the students' abilities in composing sentences and good grammar. So, it could be concluded that the use of Discussion in speaking class on the eighth grade students of senior high school made some improvements to the students' Speaking fluency and accuracy.

Then, the statement that had been stated in the second chapter of the study towards the use of Discussion where English speaking was an activity that helped the students to interact with one another and also to exchange learning through series of games and activities and teamwork. Discussion is a part of creative thinking, strategic thinking, positive thinking, problem solving and learning strategies, not only in business organizations but also for students of all age groups. The reason is classroom English speaking activities help to develop various soft skills such as interpersonal

skill, communication skills that include written, verbal and non-verbal and team building skills (Forbes-green, 2007).

The chart 4.1 showed the significant different mean scores between pre-test and post-test of the experimental class. Before the treatment given, the mean score of students in the experimental class was 5.7. However, after the researcher conducted treatment to the experimental class, the mean score of the students became 71.5. This means there was significant increasing of the students' Speaking achievement.

The significant difference also happened in the post-test result of both classes. The treatment made the mean score of both groups is significantly different. The mean score of control class was 60.4 and the mean score of experimental class was 71.5. Based on the mean score difference of both group, it could be concluded that the mean score of control class was lower than the experimental class.

The significant differences are also showed the level difference between experimental and control class. The experimental class which got the treatment showed the better score than the control group. In experimental class, 2 students got very good score and 10 students got good scores. Another side, no students got very good score, 9 students got good scores, and 3 students at the fairly level in the control group.

In conclusion, it was relatively fair to state that the use of Discussion in speaking class at the eighth grade students of senior high school can improve the students' speaking fluency and accuracy in speaking class in terms of Pronunciation, vocabulary, grammar, fluency and self-confidence. Further, the second purpose of

this study was to identify the students' perceptions towards the use of Discussion in students' Speaking achievement.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

As has been stated on the previous chapter, the present study investigated the effectiveness of Discussion to improve the students' speaking fluency and accuracy in Speaking and identify the students' ability the use of English speaking in teaching English. The study employed quasi-experimental design in Man Mamuju. Two classes, each of which consists of 40 students, were selected as the control group and the experimental group.

The data gathered through pre-test and post-test was computed while data were calculated and interpreted into percentages. Furthermore, this study has proven that Discussion was effective in terms of improving students' Speaking.

It could be seen on the means' scores on both of control and experimental group where the experimental group gained higher means scores (71.5) than the control group (60.4). If we converted these scores to interval 100, the mean score of the students in the experimental group was 77 and the control group was only 72.This means the experimental group which was given treatment got a better score than the control group. And also the scores of posttest in experimental group are improved (in appendix 6b).

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B. Suggestions

Based on the conclusion above, the writer proposed suggestion as follows:

1. For the English Teacher at the Second Grade of Man Mamuju.

   It is suggested that English teacher should be use Discussion in teaching English. It was effective to make students understand about words and meanings.

2. For the next writer

   For the next writer, particular who has the same problem and interested in conducting research, it is suggested that this study can be a reference that using Discussion was effective in teaching English fluency and accuracy.

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UNIVERSITAS MUHAMMADIYAH
MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MAN MAMUJU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1
Alokasi Waktu	: 4x 45 menit (2 x pertemuan)
Topik Pembelajaran	: Menyatakan puas dan menyatakan tidak puas
Skill	: Speaking

A. Standar Kompetensi

Mengungkapakan makna dalam teks percakapan transksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

3.2 Mengungkapkan makna dalam percakapan teks transaksional (to get thing done) Interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan bahsa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas dan menytakan tidak puas.

.

C. Indikator Pencapaian Kompetensi

- Menggunakan tindak tutur meluluskan permintaan
- Merespon tindak tutur meluluskan permintaan
- Menggunakan tindak tutur menyatakan perasaan
- Merespon tindak tutur menyatakan perasaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat mendiskusikan tindak tutur yang di gunakan dan responnya dalam percakapan yang di dengar secara berkelompok
- Siswa dapat menyimak percakapan dengan baik dan benar

E. Materi Pembelajaran

Expressing Satisfaction

Wigia : Have you done your magazine project?
Darto : Not yet. It is still in the process. How about you?
Wigia : Well, I have finished it. My friends helped me.
Darto : Are you satisfied with the result?
Wigia : Yes, I am really satisfied with it. Even my teacher gave me the best score.
Darto : Wow. That's cool.
Wigia : Thank you. Do you finish all the design by yourself?
Darto : I think I need a help from my friend who studies arts. It will make my magazine look great.
Wigia : That sounds good. Good luck for your project.
Darto : Yeah, I hope we can make a project together.
Wigia : I hope so.

Expressing Dissatisfaction

Jia : Keke, how are you?
Keke : Not really good.
Jia : Why?
Keke : Well, I failed to cook a nice dish in the test last week.
Jia : What happened?
Keke : Well, I applied as a chef in a big restaurant. I did not do my best in the cooking test.
Jia : You seem so sad with it.
Keke : Yes, I'm really displeased about it. I should have done better than I did last week.
Jia : Come on, you can do better than that in another test. I believe it. You are the best cook I have ever known.
Keke : Thanks Jia for calming me down.
Jia : Never mind, keep your spirit up.

F. Metode Pembelajaran.

Metode : Discussion and presentation

G. Media, Alat Dan Sumber Pembelajaran

1. Media : Buku
2. Sumber Belajar : Buku Cetak Bahasa Inggris
3. Internet

H. Langkah-langkah kegiatan pembelajaran

Kegiataan awal : (10 Menit)

- Mengucapkan salam kepada siswa ketika memasuki ruang kelas.
- Tanya kabar ke pada siswa
- Berdoa
- Mengecek kehadiran siswa
- Guru mengatur penampilan kelas

Kegiatan Inti : (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan stimulus berupa pemberian teks fungsional pendek
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/materi yang akan di pelajari
- Menggunakan beragam pendekatan pembelajaran media pembelajaran, dan sumber belajar lain.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.
- Membiasakan peserta didik membuat kalimat teks fungsional pendek
- Memfasilitas peserta didik melalui pemberian tugas ,diskusi, dan lain-lain.
- Untuk memunculkan gagasan baru baik berupa lisan maupun tertulis.

Kegiatan penutup : (10 Menit)

- Guru memberikan feedback
- Guru memberikan tugas
- Guru dan siswa mengucapkan salam

a. Pedoman Penilaian

1. Tiap jawaban benar skor 10.
2. Jumlah skor maksimal 100.
3. Nilai maksimal = 100
4. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} x100$

b. Rubrik Penilaian

Uraian	**Skor**
Jawaban yang benar	10
Jawaban yang hampir benar	7
Jawaban yang sedikit benar	4
Jawaban yang salah	0

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

RENCANA PELAKSANAAN PEMBEAJARAN

(RPP)

Nama Sekolah : MAN Mamuju

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/I

Topik Pembelajaran : Asking and Inviting Someone to do Something

Skill : Speaking

Alokasi Waktu : 4 x 45 menit (2 pertemuan)

Standar Kompetensi : 4.1. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : 4.1. Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Mengungkapkan makna atau memberikan pendapat yang berkaitan dengan topik pembelajaran
b. Memberikan ucapan atau ungkapan mengundang seseorang
c. Menerima atau menolak undangan

❖ **Karakter siswa yang diharapkan:**

- Dapat dipercaya *(Trustworthines)*
- Rasa hormat dan perhatian *(Respect)*
- Tekun *(Intelligence)*

2. Materi Pembelajaran

Invitation yang berarti mengundang adalah ekspresi yang diungkapkan ketika ada seseorang yang meminta orang lain untuk melakukan sesuatu untuknya. Ketika kita mendapatkan sebuah undangan maka kita memiiki dua kemungkinan menerima atau menolak undangan tersebut. Berikut contoh ungkapan-ungkapan yang dapat digunakan ketika mengundang menerima undangan dan menolak undangan.

Inviting someone:

- Would you like to ….
- Could you come to…
- I'd very much like
- Would you care to ….
- I'll really happy if you come to….
- I'm sure that you won't be disappointed to come to….
- Perhaps you'd care to…
- We should be very pleased/delighted if you could…

Accepting an Invitation:

- Thank you for inviting me.
- That sounds a nice idea
- I would/will ….
- We'd very much like to…
- That would be very nice.
- I'd like to love to come.
- That's fine.
- With pleasure
- Sure. Why not?

Declining an Invitation:

- I'm very sorry, I don't think I can.
- I regret that I shall not be able to accept…
- I wish I would but…

- I’m afraid I’ve already promised to…
- I’d like to, but ….
- I’m terribly sorry. I don’t think I can.
- Thank you for asking me, but ….
- Unfortunately, I can’t ….

Dialog Examples:

Rani : Hi, Siti. Nice to see you again.
Siti : Hello, Rani. Nice to see you too.
How are you doing?
Rani : Not so bad, thanks. Want to have some drink?
Siti : Yes, I’d like to have orange juice, please. What about you?
Rani : waiter, two glasses of orange juice, please.
Waiter : Two oranges, anything else?
Rani : Yes, two fried rice, please.
Waiter : two oranges and two fried rice, right?
Rani : Right, thanks. Siti, can you join us to watch an english debating competition?
Siti : watch an english debate competition? I’d love to. What is the topic of the debate?
Rani : Smoking should be banned in public areas. Why don’t you ask your sister to join us? She is also interested in english, isn’t it?
Siti : oh, thanks a lot
Rani : Bring your camera with you, okay.!
Siti : Okay.

3. Metode Pembelajaran

- Three phase technique adalah teknik yang membagi kegiatan belajar dan pembelajaran menjadi 3 bagian yaitu kegiatan awal, kegiatan inti, kegiatan akhir.

4. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (10 menit)

Apersepsi

- Tanya jawab tentang materi meminta dan mengundang seseorang
- Brainstorming ideas: *When we use asking and inviting someone? Why we should invite someone? How we accepting/rejecting the invitation someone?*

Motivasi

- Menjelaskan pentingnya materi yang akan dipelajari berikut komptensi yang harus dikuasai siswa

B. Kegiatan Inti (70 menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- Memberi kesempatan peserta didik untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tulisan, secara individual maupun kelompok

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar

C. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau membuat rangkuman/simpulan pelajaran sendiri
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Membimbing peserta didik untuk bersama-sama membaca doa sebelum proses belajar mengajar selesai

5. Sumber Belajar

a. Buku English SMA/MA
b. Gambar-gambar yang relevan
c. Internet

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen Soal**

Menggunakan bahasa lisan dalam penyampaikan pendapat yang konteksnya berkaitan dengan tema	Tes berbicara	Teks percakapan singkat	*The students make a short dialogue with their pair and then read the dialogue in front of class.*

- Rubrik Penilaian

		RUBRIK PENILAIAN SPEAKING			
		ASPEK	SKOR		KETERANGAN
		Pengucapan	5	☐	Mudah dipahami dan memiliki aksen penutur asli
			4	☐	Mudah dipahami meskipun dengan aksen tertentu
			3	☐	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
			2	☐	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
			1	☐	Masalah pengucapan serius sehingga tidak bisa dipahami

➢

		ASPEK	SKOR		KETERANGAN
		Tata Bahasa	5	☐	Tidak ada atau sedikit kesalahan tata bahasa
			4	☐	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
			3	☐	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
			2	☐	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
			1	☐	Kesalahan tata bahasa begitu parah sehingga sulit dipahami

➢

		ASPEK	SKOR		KETERANGAN
			5	☐	Menggunakan kosa kata dan ungkapan seperti penutur asli
			4	☐	Kadang-kadang menggunakan kosa kata

		Kosa Kata			yang tidak tepat
			3	☐	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
			2	☐	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
			1	☐	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi

		ASPEK	SKOR		KETERANGAN
		Kelancaran	5	☐	Lancar seperti penutur asli
			4	☐	Kelancaran tampak sedikit terganggu oleh masalah bahasa
			3	☐	Kelancaran agak banyak terganggu oleh masalah bahasa
			2	☐	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
			1	☐	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi

		ASPEK	SKOR		KETERANGAN
		Pemahaman	5	☐	Memahami semua tanpa mengalami kesulitan
			4	☐	Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
			3	☐	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
			2	☐	Susah mengikuti apa yang dikatakan.
			1	☐	Tidak bisa memahami walaupun percakapan sederhana

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MAN Mamuju
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X1 / 1
Topik	: Holiday in hawaii
Alokasi Waktu	: 4x 45 menit (2x pertemuan)
Skill	: Speaking

A. Standar Kompetensi

3.2. Mengungkapakan makna dalam teks percakapan transksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

3.2 Mengungkapkan makna dalam percakapan teks transaksional (to get thing done) Interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan bahsa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas dan menytakan tidak puas.

C. Indikator Pencapain Kompetensi

- Menggunakan tindak tutur menasehati
- Merespon tindak tutur menasehati
- Menggunakan tindak tutur memperingatkan
- Merespon tindak tutur memperingatkan
- Menggunakan tindak tutur meluluskan permintaan
- Merespon tindak tutur meluluskan permintaan
- Menggunakan tindak tutur menyatakan perasaan
- Merespon tindak tutur menyatakan perasaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mendiskusikan tindak tutur yang di gunakan dan responnya dalam percakapan yang di dengar secara berkelompok
- Bermain peran secara berkelompok

E. Materi Pembelajaran

Holiday in Hawaii.

Robert : Hi Trench. You're looking good. Did you go for a vacation somewhere?

Trench : Yes, I've just come back from Hawaii.

Robert : Hawaii! Wow, that sounds exotic! I've heard that Hawaii Volcanoes National Park and Na Pali Coast are amazing.

Trench : Yes, I agree. The islands are so green and the water's so blue. The beaches go on forever and the food is fantastic. I'll always remember this vacation..

Robert : Did you swim along the shore?

Trench : Yes, I went swimming every day. I had the time of my life.

Robert : How was the weather there?

Trench : It was nice...bright and sunny. You should go there if you can. It feels like paradise on earth and I'm sure you'd have a great time.

Robert : Yes, I think I would.

F. Metode Pembelajaran.

Metode : Discussion and presentation

G. Media, Alat Dan Sumber Pembelajaran

1. Media : Internet
2. Sumber Belajar : Buku Cetak Bahasa Inggris

H. Langkah-langkah kegiatan pembelajaran

Kegiataan awal : (10 Menit)

- Mengucapkan salam kepada siswa ketika memasuki ruang kelas.
- Tanya kabar ke pada siswa
- Berdoa
- Mengecek kehadiran siswa
- Guru mengatur penampilan kelas

Kegiatan Inti : (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan stimulus berupa pemberian teks fungsional pendek
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/materi yang akan di pelajari
- Menggunakan beragam pendekatan pembelajaran media pembelajaran, dan sumber belajar lain.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.
- Membiasakan peserta didik membuat kalimat teks fungsional pendek

- Memfasilitas peserta didik melalui pemberian tugas ,diskusi, dan lain-lain.
- Untuk memunculkan gagasan baru baik berupa lisan maupun tertulis.

Kegiatan penutup : (10 Menit)

- Guru memberikan feedback
- Guru memberikan tugas
- Guru dan siswa mengucapkan salam

a. Pedoman Penilaian
   1. Tiap jawaban benar skor 10.
   2. Jumlah skor maksimal 100.
   3. Nilai maksimal = 100
   4. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} x100$

b. Rubrik Penilaian

Uraian	**Skor**
Jawaban yang benar	10
Jawaban yang hampir benar	7
Jawaban yang sedikit benar	4
Jawaban yang salah	0

Mamuju, 2018

Guru Mata Pelajaran | Mahasiswa Meneliti

Dra. Muliani | **Windasari**
NIP.196803302005012003 | **Nim.10535590014**

Mengetahui,
Kepala MAN Mamuju

Abdul Rahman, S.Pd., MM
NIP. 196907 199103 1 005

RATE PERCENTAGE OF STUDENTS' SCORE

A. The Rate Percentage of Pre-Test (X1) and Post-Test (X2) of Experimental Class

No.	Classification	Pre-test		Post-test	
		F	%	F	%
1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	4	20%	14	30%
3.	Fair (61-74)	10	50%	6	65%
4.	Poor (51-60)	6	30%	1	5%
5.	Very poor (Less than 50)	0	0%	0	0%
	Total	**20**	**100%**	**20**	**100%**

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{Fq}{N} x100\%$$

Pre-Test

For **"Poor"** category:

$$P = \frac{6}{40} x100\%$$
$$= 0.15 \text{ x } 100\%$$
$$= 15\%$$

For **"Fair"** category:

$$P = \frac{30}{40} x100\%$$
$$= 0.75 \text{ x } 100\%$$
$$= 75\%$$

For **"Good"** category:

$$P = \frac{4}{40} x100\%$$
$$= 0.1 \text{ x } 100\%$$
$$= 10\%$$

Post-Test

For **"Fair"** category:

$$P = \frac{18}{40} x100\%$$
$$= 0.45 \text{ x } 100\%$$
$$= 45\%$$

For **"Good"** category:

$$P = \frac{22}{40} x100\%$$
$$= 0.55 \text{ x } 100\%$$
$$= 55\%$$

B. The Rate Percentage of Pre-Test (X1) and Post-Test (X2) of Control Class

No.	Classification	Pre-test		Post-test	
		F	%	F	%
1.	Very good (91-100)	0	0%	0	0%
2.	Good (75-90)	14	70%	12	60%
3.	Fair (61-74)	6	30%	7	35%
4.	Poor (51-60)	0	0%	1	5%
5.	Very poor (Less than 50)	0	0%	0	0%
	Total	**20**	**100%**	**20**	**100%**

Pre-Test

For **"Poor"** category:

$$P = \frac{1}{40} x100\%$$
$$= 0.025 \text{ x } 100\%$$
$$= 2.5\%$$

For **"Fair"** category:

$$P = \frac{33}{40} x100\%$$
$$= 0.825 \text{ x } 100\%$$
$$= 82.5\%$$

For **"Good"** category:

$$P = \frac{6}{40} x100\%$$
$$= 0.15 \text{ x } 100\%$$
$$= 15\%$$

Post-Test

For **"Poor"** category:

$$P = \frac{1}{40} x100\%$$
$$= 0.025 \text{ x } 100\%$$
$$= 2.5\%$$

For **"Fair"** category:

$$P = \frac{27}{40} x100\%$$
$$= 0.675 \text{ x } 100\%$$
$$= 67.5\%$$

For **"Good"** category:

$$P = \frac{12}{40} x100\%$$
$$= 0.3 \text{ x } 100\%$$
$$= 30\%$$

APPENDIX 1

ATTENDENT LIST OF CLASS XI IPA 1

Code	Name	Pre Test	Attendance List								Post Test
			Treatment								
			1	2	3	4	5	6	7	8	
S-1	Alief dzaki	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-2	Andi Reski Amalia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-3	Andi Sara Safitri	✓	✓	✓	✓	✓	✓	✓	A	✓	✓
S-4	Anisa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-5	Aulia Dialira	✓	✓	✓	✓	✓	✓	✓	✓		✓
S-6	Cahaya Indah S	✓	A	✓	✓	✓	✓	✓	✓	✓	✓
S-7	Futri Ainun F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-8	Hafida	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-9	Hilnayanti	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-10	Maqbul zamannaim	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-11	Muh. Ichwan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-12	Muh. Yogi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-13	Munawara Sartika	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-14	Nurbaeni	✓	✓	✓	✓	✓	✓	✓	✓	A	✓
S-15	Nurfadillah F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

S-16	Nurmasita	✓	✓	A	✓	✓	✓	✓	✓	✓	✓
S-17	Nurmila khaerunisa	✓	i	A	✓	✓	✓	✓	✓	✓	✓
S-18	Rani. R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-19	Wulan Wandari	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-20	Irwandi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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ATTENDENT LIST OF CLASS XI IPS 1

Code	Name	Pre Test	Attendance List								Post Test
			Treatment								
			1	2	3	4	5	6	7	8	
S-1	Abdul Rahman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-2	Ahmat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-3	Andi. Nurfadilla	✓	✓	✓	✓	✓	✓	✓	A	✓	✓
S-4	Alifuddin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-5	Asriani	✓	✓	✓	✓	✓	✓	✓	✓		✓
S-6	Baiq Sukma Widia	✓	A	✓	✓	✓	✓	✓	✓	✓	✓
S-7	Dewi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-8	Fahira	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-9	Mardia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-10	Mujahidin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-11	Muh.Alif Farhan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-12	Nadila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-13	Nurhikmah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-14	Revi	✓	✓	✓	✓	✓	✓	✓	✓	A	✓
S-15	Suriatman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-16	Ujan Dirwansya A	✓	✓	A	✓	✓	✓	✓	✓	✓	✓

S-17	Muh. Fauzan	✓	i	A	✓	✓	✓	✓	✓	✓	✓
S-18	Devi Juina Tasya	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-19	Lili Ibrahim	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-20	St. Aisyah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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APPENDIX II

DATA ANALYSIS 1

Score of Pre-test

Code	Pre Test of controlling class		Total
	Accuracy	Fluency	
S-1	55	55	110
S-2	60	65	125
S-3	70	50	120
S-4	65	50	115
S-5	70	60	130
S-6	50	60	110
S-7	55	50	105
S-8	60	65	125
S-9	65	70	135
S-10	55	60	115
S-11	50	60	110
S-12	60	55	115
S-13	70	55	145
S-14	60	60	120
S-15	60	60	120

S-16	50	60	110
S-17	65	50	115
S-18	50	75	125
S-19	60	65	125
S-20	70	50	120
Total	**1200**	**1175**	**2395**
Average	**60**	**58.75**	**118.75**

Code	**Pre Test of Experiment class**		**Total**
	Accuracy	**Fluency**	
S-1	60	50	110
S-2	60	65	125
S-3	65	75	140
S-4	65	70	135
S-5	70	55	135
S-6	65	55	120
S-7	55	60	115
S-8	70	55	125
S-9	70	60	130
S-10	65	50	115

S-11	50	65	115
S-12	65	50	115
S-13	70	65	135
S-14	60	50	110
S-15	60	60	120
S-16	50	60	110
S-17	55	60	110
S-18	70	65	135
S-19	60	55	115
S-20	70	50	120
Total	**1255**	**1175**	**2435**
Average	**62.75**	**58.75**	**121.5**

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Score of Post-test

Code	Post Test of controlling class		Total
	Accuracy	Fluency	
S-1	60	70	130
S-2	65	75	140
S-3	70	70	140
S-4	75	75	150
S-5	85	65	150
S-6	70	65	135
S-7	70	75	145
S-8	80	75	155
S-9	85	80	165
S-10	80	80	160
S-11	75	75	145
S-12	80	80	160
S-13	85	75	160
S-14	65	80	145
S-15	75	80	145
S-16	80	80	160
S-17	85	75	160

S-18	80	80	160
S-19	75	85	160
S-20	70	75	145
Total	**1510**	**1515**	**3000**
Average	**75.5**	**75.75**	**151.25**

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Score of Post-test

Code	Post Test of Experiment class		Total
	Accuracy	Fluency	
S-1	80	85	165
S-2	85	75	160
S-3	80	85	165
S-4	80	85	165
S-5	80	85	165
S-6	85	75	160
S-7	70	85	155
S-8	85	80	165
S-9	85	70	155
S-10	70	80	150
S-11	70	75	145
S-12	80	85	165
S-13	85	80	165
S-14	70	75	145
S-15	70	80	150
S-16	65	80	145
S-17	80	75	155

S-18	80	80	160
S-19	85	65	150
S-20	70	70	140
Total	**1555**	**1570**	**3125**
Average	**77.75**	**78.5**	**155.65**

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DATA ANALYSIS 2

Data of Pre-Test of controlling class

No	Code	Score		Total	Final Score (X_1)	$(X_1)^2$
		Accuracy	Fluency			
1	S-1	55	55	110	55	3025
2	S-2	60	65	125	62.5	3906
3	S-3	70	50	120	60	3600
4	S-4	65	50	115	57.5	3306
5	S-5	70	60	130	65	4225
6	S-6	50	60	110	55	3025
7	S-7	55	50	105	52.5	2756
8	S-8	60	65	125	62.5	3906
9	S-9	65	70	135	67.5	4556
10	S-10	55	60	115	57.5	3306
11	S-11	50	60	110	55	3025
12	S-12	60	55	115	57.5	3306
13	S-13	70	55	145	72.5	5256
14	S-14	60	60	120	60	3600
15	S-15	60	60	120	60	3600
16	S-16	50	60	110	55	3025

17	S-17	65	50	115	57.5	3306
18	S-18	50	75	125	62.5	3906
19	S-19	60	65	125	62.5	3906
20	S-20	70	50	120	60	3600
Total		**1200**	**1175**	**2395**	**1.135**	**72.447**
Average		**60**	**58.75**	**119.75**	**56.75**	**3.622**

Data of Pre-Test of Experiment class

No	Code	Score		Total	Final Score (X_2)	$(X_2)^2$
		Accuracy	Fluency			
1	S-1	60	50	110	55	3025
2	S-2	60	65	125	62.5	3906
3	S-3	65	75	140	70	4900
4	S-4	65	70	135	67.5	4556
5	S-5	70	55	135	67.5	4556
6	S-6	65	55	120	60	3600
7	S-7	55	60	115	57.5	3306
8	S-8	70	55	125	62.5	3906
9	S-9	70	60	130	65	4225

10	S-10	65	50	115	57.5	3306
11	S-11	50	65	115	57.5	3306
12	S-12	65	50	115	57.5	3306
13	S-13	70	65	135	67.5	4556
14	S-14	60	50	110	55	3025
15	S-15	60	60	120	60	3600
16	S-16	50	60	110	55	3025
17	S-17	55	60	110	55	3025
18	S-18	70	65	135	67.5	4556
19	S-19	60	55	115	57.5	3306
20	S-20	70	50	120	60	3600
Total		**1255**	**1175**	**2435**	**1.217**	**74.291**
Average		**62.75**	**58.5**	**121.75**	**60.85**	**3.714.55**

Data of Post-Test of controlling class

No	Code	Score		Total	Final Score (X_2)	$(X_2)^2$
		Accuracy	Fluency			
1	S-1	60	70	130	65	4225
2	S-2	65	75	140	70	4900
3	S-3	70	70	140	70	4900
4	S-4	75	75	150	75	5625
5	S-5	85	65	150	75	5625
6	S-6	70	65	135	67.5	4556
7	S-7	70	75	145	72.5	5256
8	S-8	80	75	155	77.5	6006
9	S-9	85	80	165	82.5	6806
10	S-10	80	80	160	80	6400
11	S-11	75	75	145	72.5	5256
12	S-12	80	80	160	80	6400
13	S-13	85	75	160	80	6400
14	S-14	65	80	145	72.5	5256
15	S-15	75	80	145	72.5	5256
16	S-16	80	80	160	80	6400
17	S-17	85	75	160	80	6400

18	S-18	80	80	160	80	6400
19	S-19	75	85	160	80	6400
20	S-20	70	75	145	72.5	5256
Total		**1510**	**1515**	**3000**	**1.432.5**	**113.723**
Average		**75.5**	**75.75**	**150**	**716.25**	**5.686.15**

Data of Post-Test of Experiment class

No	**Code**	**Score**		**Total**	**Final Score (X_2)**	**$(X_2)^2$**
		Accuracy	**Fluency**			
1	S-1	80	85	165	82.5	6806
2	S-2	85	75	160	80	6400
3	S-3	80	85	165	82.5	6806
4	S-4	80	85	165	82.5	6806
5	S-5	80	85	165	82.5	6806
6	S-6	85	75	160	80	6400
7	S-7	70	85	155	77.5	6006
8	S-8	85	80	165	82.5	6806
9	S-9	85	70	155	77.5	6006
10	S-10	70	80	150	75	5625
11	S-11	70	75	145	72.5	5256

12	S-12	80	85	165	80	6400
13	S-13	85	80	165	80	6400
14	S-14	70	75	145	72.5	5256
15	S-15	70	80	150	75	5625
16	S-16	65	80	145	72.5	5256
17	S-17	80	75	155	77.5	6006
18	S-18	80	80	160	80	6400
19	S-19	85	65	150	75	5625
20	S-20	70	70	140	70	4900
Total		**1555**	**1570**	**3125**	**1.557.5**	**121.591**
Average		**75.5**	**75.75**	**150**	**716.25**	**6.079.55**

DATA ANALYSIS 3

Analysis of Pre-test and Post-test

Code	Score of Pre-test (X)	Score of Post-test (Y)	D = (Y-X)	$D^2 = (X-Y)^2$
S-1	50	70	20	400
S-2	62.5	75	12.5	156.25
S-3	81	90	9	81
S-4	76.5	85	8.5	72.25
S-5	76	85	9	81
S-6	47.5	55	7.5	56.25
S-7	52.5	55	2.5	6.25
S-8	83	89	6	36
S-9	78	89	11	121
S-10	83	90	7	49
S-11	55.5	72	16.5	272.25
S-12	50.5	82	31.5	992.25
S-13	72.5	89	16.5	272.25
S-14	30	35	5	25
S-15	60	70	10	100
S-16	40	50	10	100

S-17	42.5	55	12.5	156.25
S-18	77.5	89	11.5	132.25
S-19	30	35	5	25
S-20	60	70	10	100
Total	**1208.5**	**1430**	**211.6**	**3234.25**
Average	**60.42**	**71.5**	**10.58**	**161.71**

DATA ANALYSIS 4

A. Mean Score and Standard Deviation of Pre-Test Score

1. Mean Score of the Pre-Test

Pre-test $\bar{X}1 = \frac{\sum X}{N}$

$= \frac{2455}{40}$

$= 61.3$

2. Standard Deviation of the Pre-Test

$SD = \sqrt{\frac{\sum X1^2 - \frac{\sum X2^2}{N}}{N-1}}$

$SD = \sqrt{\frac{5.248.567.809 - \frac{5.519.152^2}{40}}{40-1}}$

$SD = \sqrt{\frac{5.248.567.809 - \frac{761.525.969977}{40}}{39}}$

SD = $\frac{\overline{5.248.567.809 - 19.038.149.249}}{39}$

SD = $\frac{\overline{13.789.581.440}}{39}$

SD = $\sqrt{353.5}$

SD = 18,8

B. Mean Score and Standard Deviation of Pre-Test Score

1. Mean Score of Post-Test

Post-test $\bar{X}2 = \frac{\sum X}{N}$

$= \frac{\mathbf{2435}}{40}$

= 60.87

2. Standard Deviation of Post-Test

SD = $\frac{\overline{\sum X2^2 - \frac{\sum X2\ ^2}{N}}}{N-1}$

SD = $\frac{\overline{14.784.371281 - \frac{14.784371281\ ^2}{40}}}{40-1}$

SD = $\frac{\overline{14.784.371281 - \overline{\frac{2.17879}{40}}}}{39}$

SD = $\frac{\overline{14.784.371281-5.446.975}}{39}$

SD = $\frac{\overline{14.778.924.306}}{39}$

SD = $\sqrt{378.9}$

SD = 19.44

DATA ANALYSIS 4

1. **Percentage of Accuracy**

P = $\frac{x2-x1}{x1}$ x 100%

P = $\frac{1.432.5-1.135}{1.135}$ x 100%

P = $\frac{13.190}{1.135}$ x 100%

P = 11.62%

2. **Percentage of Fluency**

P = $\frac{x2-x1}{x1}$ x 100%

P = $\frac{1.432.5-1.135}{1.135}$ x 100%

P = $\frac{13.190}{1.135}$ x 100%

P = 11,62%

DATA ANALYSIS 5

A. T-Test Value

$$\overline{D} = \frac{\Sigma D}{N}$$

$$= \frac{\mathbf{3234.25}}{40}$$

$$= 8.085.625$$

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

$$t = \frac{8.085.625}{\frac{104.603.730.625 - \frac{3234.25^{\,2}}{40}}{40 \;\; 40-1}}$$

$$t = \frac{8.085.625}{\frac{104.603.730.625 - \frac{44774.56}{40}}{40 \;\; 39}}$$

$$t = \frac{8.085.625}{\frac{104.603.730.625 - \; 111.936.4}{1.560}}$$

$$t = \frac{8.085.625}{\frac{7.333}{1.560}}$$

$$t = \frac{8.085.625}{\sqrt{4.700}}$$

$$t = \frac{8.085}{4.700}$$

$$t = 1.72$$

t-table Distribution

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	**0.50**	**0.20**	**0.10**	**0.050**	**0.02**	**0.010**	**0.002**
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.3088 4
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518

31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	**1.66691**	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733

73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

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English Speaking Pre-Test

MAN MAMUJU

Phase 1

Teacher gave the students two assignment. the first assignment by their self and the second assignment with their partner.

1. Teacher ask the students to retell their experience in front of class. Teacher gave times to think about their story.
2. Make a dialogue orally in front of class with their partner. before that, they choose one picture they want.

English Speaking Post-Test

MAN MAMUJU

Phase 2

1. Students tell story what they want and after that they tell one story used expression invitation and agreement
2. Choose one of the activities below and invite your friend to that activity. Your partner should accept some of the invitations, but decline others. If they decline, they should offer polite reasons for rejecting the invitation. If they accept the invitation, both partners should continue the conversation to get more information about the event, such as:
    a. the day and time
    b. where they should meet
    c. how much money it will cost
    d. what kind of dress is required
    e. how long the event will last
    f. if anything special is needed to participate in the even

Choose one of invitation:

a. T o go library
b. To go swimming
c. Wedding party
d. Birthday party

Documentations of Teaching

1. The teaching process in XI MIA 1

The teaching process in XI IIS 2

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LEMBAGA PERPUSTAKAAN DAN PENERBITAN

CURRICULUM VITAE

WINDASARI was born in Salulino on February, 13th, 1996. She is the last child in her family. She has one brother. Her father is Awaluddin and her mother is Sarinah. She graduated her elementary school in 2008 at SD Negeri 312 Salulino. She continued her Junior High School at SMP Negeri 3 Lamasi and graduated in 2011. Then she continued at MAN Mamuju and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Departsment at 2014.

At the end of her study, she could finish with her thesis under the title "The effectiveness of Discussion to Improve the Students' Speaking Fluency and Accuracy at MAN Mamuju".