

SKRIPSI
USING MAGIC DISC TO INCREASE STUDENTS'
SPEAKING ABILITY AT THE FIRST GRADE STUDENTS OF
SMAN 4 BARRU



By

BILLASARI
Reg. Num.15.1300.044

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY STATE ISLAMIC
INSTITUTE (IAIN) PAREPARE

2020

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Submitted to the English Program of Faculty of State Islamic Institute of Parepare
in Partial of Fulfillment of the Requirements for the Degree
SarjanaPendidikan (S.Pd)

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

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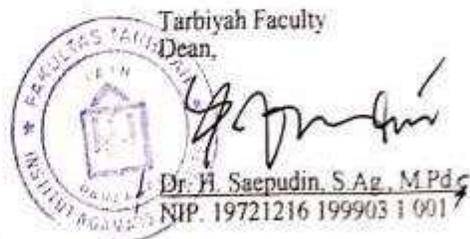
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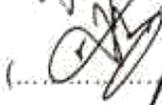
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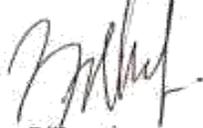
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Parepare, February 04th 2020

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ABSTRACT

Billasari. 2020. *Using Magic Disc to Increase Students' Speaking Ability at the First Grade Students of SMAN 4 Barru* (Supervised by Hj. Nurhamdah and Mujahidah).

This research was aimed to see the improvement of speaking skill students before and after learning process through magic disc at the first grade of SMAN 4 Barru. The result of the research are useful for the teacher and students. The teacher should aware that is important to supplied before teaching and the students also can be easier to express their ideas, make the students more active in learning process.

The subject of the research is X IPS.2 class which consisted 25 students. The design in this was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. Then the criterion of this research is the speaking skill students about telling their story that consist of four points are, fluency, accuracy, content and pronunciation. It aimed to know whether through magic disc is effective to increase students speaking ability.

The first result of the data analyzed that the students' achievement on the pre-test was (4,8) and post-test was (5,7) This showed that magic disc was a good media in English learning process at SMAN 4 Barru. After analyzing the data by using the t-test formula, the result of the t-test value (7,09) is bigger than the t-table value (1,7108). It means that there is an improvement before and after using magic disc as media of teaching speaking.

Keywords: Speaking Skill, Magic Disc.

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CHAPTER I INTRODUCTION

1.1 Background

Speaking is used to communicate and exchange information with people. Speaking is one of fundamental languages skill. It is considered as the most important aspect of learning a foreign language. The success of people in learning language is measured in terms of the ability to converse the language. One of the aims of teaching English as a second or foreign language is to make the learners be able to communicate the information effectively in spoken English. Speaking is one component of a foreign language that is very important and needs to be understood. In some situations, some speak to give instructions or to get things done.¹

The process of learning speaking cannot be said to be an easy matter. Mastering speaking means we must be able to understand several aspects of speaking, such as vocabulary, sentence structure, pronunciation and fluency to be able to be understood. The problem faced by students in developing their foreign language skills is a lack of habit in speaking caused by several things. Lack of understanding and confidence makes them not dare to speak. Basically the learning process and characteristics of a child can influence the development of different children, where the role of the teacher as a communication system to help develop students.² Another

¹A. Kaharudding Bahar. *Transactional Speaking* (GunaDarma: 2014), p. 2.

²Sanjaya Wina. *Media Komunikasi Pembelajaran* (Pustaka Nasional: Katalog dalam Terbitan: 2012), p. 5.

problem faced by students in the learning process is the learning process that is only teacher-centered so that it makes the situation seem tense.³

There are many ways in the learning process to improve students' speaking skills, one is media. Media is an obligation for a professional teacher to develop the abilities of their students. Aside from being a learning resource, teacher also acts as a learning designer who ensures that the teaching and learning process takes place effectively and efficiently, and provides learning experiences that are beneficial for students.⁴

The media helps teachers improve the quality of teaching and helps students to learn. The use of media will attract students' attention to learning which often makes them bored. The media can revive the student's lack of enthusiasm for learning, because it is capable of arousing excitement and attenuating students' mental activities.⁵ Media makes teachers more creative. The government encourages teachers to utilize learning media, each educator needs to learn how the establishment of learning media in order to effectively achieve learning objectives.⁶

In this study, researchers used media to increase students' interest in learning. Make students better understand the material provided so they can improve their abilities. The media functions as a tool for students to learn which provides a visual

³Ratumanan. *Inovasi Pembelajaran* (Pustaka Nasional: Katalog dalam Terbitan: 2015), p. 2.

⁴Wina Sanjaya. *Media Komunikasi Pembelajaran* (Pustaka Nasional: Katalog dalam Terbitan: 2012), p. 6.

⁵Esti Ismayanti. *Perencanaan Pengajaran n Bahasa* (Pustaka Nasional: Katalog dalam Terbitan: 2012), p.12.

⁶Tafonao Talizaro. *Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa* (Jurnal Komunikasi Pendidikan, Vol.2 No.2: 2018), p. 11.

experience to students in order to encourage learning motivation and increase absorption and retention of children towards learning materials.⁷

The media used is a magic disc. Magic disc is a media that is designed by using a number of colors in the form of circles that are filled with irregular verbs and tenses. In this study, researchers used magic disc media in learning to make conversations with several tense. This media has a display that is interactive enough to be able to attract students' attention. The user process can be said to be easy.

The difficulty of students in SMAN 4 Barru in English is their lack of understanding of English. Fortunately, they have confidence to speak, but sometimes they become lazy to speak because they do not know the words to be conveyed. Another difficulty they face is being lazy to learn new material. The process of teaching is monotonous and difficult to change the paradigm of students that English is a difficult subject to learn.

Therefore, researcher aims to attract the attention of students to learn and develop their knowledge through the magic disc.

⁷Asnawir & Usman Basyiruddin. *Media Pembelajaran*” (Pustaka Nasional: Katalog dalam Terbitan: 2002), p. 4.

1.2 Research Question

Based on the previous background, the researcher formulated the research question as follow:

1. How is the students' speaking ability before using magic disc?
2. Is the use of magic disc able to increase students' speaking ability at the first grade of students SMAN 4 BARRU?

1.3 Objective of The Research

Relating of the problem statment, the researcher decide the objective of the research is to examine:

1. To know the students speaking ability before using magi disc.
2. To find out the magic disc is able to increase students speaking ability at the first grade of students' SMAN 4 Barru.

1.4 Significance of The Research

The result of this research is expected to provide useful information for three people. They are:

1. The English Teachers

This research expected to add information and knowledge in application magic disc as a learning media. This research is expected to add information and knowledge in application magic discs as a learning media. give a reference for teachers to be more innovative in teaching.

2. The Students

This research is to attract the attention of students in learning English, which according to them is boring and makes them able to understand learning well. and change the way students think about learning that is always difficult and complicated. because basically learning can while playing.

3. Further researcher

This expected to be meaningful information and to give motivation for them to create another research about teaching speaking ability.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This research deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 The Concept of Speaking

2.1.1 Definition of Speaking

To understand speaking as a concept, it is essential that we take into account the definitions of speaking proposed by some linguistics and language practitioners. speaking as to say something from feeling and mind expressed through the sequence of the sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) convey a particular function within a language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.¹

¹Brown, 1994; Burns & Joyce, 1997 (Online)
(area.dge.mec.pt/gramatica/whatspeakingis.htm, assessed on 22 January 2019)

English is one of the foreign languages in Indonesia. The single most important aspect of learning a language is mastering the art of speaking and success as measured in terms of the skill to carry out a conversation in the language.

Speaking is the way to bring a message from one person to others in order to interact with them. Communication will not be running well without speaking. The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as their wanted.

Speaking not only function as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message being spoken.² Speaking as transaction refers to situations where the focus is on what is or done. The message meaning and making oneself understood clearly and accurately are the central focus. In our social lives, transactional speaking can be identified in terms of job interview, discussion, etc. The main features of transactional speaking are:

- 1) It functions to exchange information.
- 2) It is message-oriented which means to communicate meaning.
- 3) Participants use strategies understand each other.
- 4) It needs more questions, repetitions, checks for comprehension.
- 5) Ideas negotiation normally occurs.
- 6) Language accuracy is not always important.

²A. Kaharuddin Bahar. *Transactional Speaking* (Guna Darma Ilmu: 2014), p. 3.

Speaking as interaction is commonly found in our real social life in terms of interpersonal dialogues or conversation. Since speaking display interactional function that this kind of Speaking is also recognized as interactional speaking.³

In mastering English, the thing that needs to be mastered is speaking. Speaking makes us able to establish communication with each other. In speaking, some basic components such as vocabulary, grammar, pronunciation and so on are needed. One of the things we must have in speaking is the courage and confidence to express what is thought. In the process of learning in speaking class is a form of practice to master English and speaking ability will be remembered with practice.

2.1.2 The Component of Speaking

Falling back on the ideas of speaking concept as previously described, it is essential that the learners no more recognize speaking as to say something by using voice⁴, more than that, it must be described as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabularies, phrases and sentences (grammar) that contain meaning (pragmatics and semantics) according to the functional and social convention in a certain language.

³A. Kaharuddin Bahar. *Interactional Speaking* (Trust Media Publishing Yogyakarta:2014), p. 2.

⁴S. A. Hornby. *Oxford Advanced Learner's Dictionary of Current English. Fourth Edition* (Oxford: Oxford University Press:2005), p. 134.

1. Fluency

The 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 reasonable 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. Fluency in speaking can reflect no one in mastering a language. However, to be able to speak with fluent speakers must master the basic components of language. If you are able to talk about without having to think long it can be agreed to talk.

2. Accuracy

Accuracy is clear, articulate, grammatically and phonologically correct language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the “stream” of speech to “flow”.

3. Content

Content is an idea that will be expressed in terms of speaking. This content is very important to start talking. This is the main foundation for someone to talk. Every person must have an idea in mind to express it. It is through these ideas that will become the main points of what we say. Even the little things that we convey are content, like names, places and more. Content has meaning in noun classes or nouns so that the content can state the name of a person, place, or all objects and everything that is subjected.

4. Pronunciation

Having established that intelligible pronunciation is one of the necessary components of oral communication.⁵ Pronunciation is the way to produce the word clearly when they are speaking. It deals with phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.

Component of speaking becomes the foundation of mastering English, by understanding the component makes us understand the basics in English. In every component of speaking we need to be well mastered to be able to be fluent in English. To master English we need to have enough vocabulary and be able to arrange it into sentences that can be understood. And good pronunciation makes us easier to understand in speaking.

2.1.3 Type of Speaking

Using a foreign language socially tends to be natural, while using a foreign language pedagogical tends to be artificial since in order to make the students speak, the teachers intentionally provide some classroom activities which are aimed at stimulating the students' oral production. In the classroom, students may produce several types of speaking performance that carried out from the continuum of

⁵Marianne Celce-Murcia and Donna M. Brinton. *Teaching Pronunciation* (Cambridge University Press: 2010), p. 9.

classroom activities to promote communicative competence.⁶ There are six speaking categories that students may carry out in the classroom.

1. Imitative Speaking

Imitative Speaking tends on producing speech by imitating language forms either phonological or grammatical. This category is not for the purpose of meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty.

2. Intensive Speaking

Intensive Speaking, goes a step further than imitative. If imitative speaking generally is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect language.

3. Responsive Speaking

Responsive Speaking, refers to the students' speech production in the classroom in the form of short replies or student-initiated question or comments. These replies are usually sufficient and do not make into dialogue which can be authentic and meaningful e.g.

A: How are thing?

B: Fantastic

4. Transactional Speaking

⁶A. Kaharuddin Bahar. *The Communicative Competence-Based English Language Teaching* (Trust Media: 2013), p. 22

Transactional language, carried out for the purpose conveying or exchanging specific information, is an extended form responsive language.⁷ This type of speaking is more responsive nature than negotiative as conversation e.g.

A: What is the main idea of this essay?

B: The UN Should have more authority.

A: More authority than what?

B: Than it does right now

A: What do you mean?

B: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

A: You don't think the UN has that power right now?

B: Obviously not, Iraq is still manufacturing nuclear bombs.

5. Interpersonal Speaking

Interpersonal Speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors:

- a. Casual register
- b. Colloquial language
- c. Emotionally charged language
- d. Slang

⁷Douglas H Brown ., *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Francisco State University, 2000), p. 273

- e. Ellipsis
- f. Sarcasm, etc.

For example:

A: Hi, Bob, how's it going?

B: Oh, so-so

A: Not a great weekend, huh?

B: Well, far it be from me to criticize, but I am pretty miffed about last week.

A: What are you talking about?

B: I think you know perfectly, what I am talking about

A: Oh, that.. How come you get so bent out of shape over something like that.

6. Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

A teacher must recognize their students well to provide material suitable for them. In each class there are various types of students in speaking, ranging from the proficient to the beginner. For this reason, teachers must be smart in choosing

teaching methods that are suitable for every student in the class so they can speak well.

2.1.4 The Difficulties of Speaking

The learning process in English is very difficult to understand without the techniques and learning processes that are more effective, in the process of learning English has many obstacles. Constraints in teaching English do not only happen to pursuers, but to students. There are many people suggest about the problem. One of them says that problem will appear is inappropriate between exception and reality. Another problem defines that a problem will happen if someone's necessary does not fulfill.

Penny Ur describes some difficulties in speaking activities that faced by the learners below:

1. Inhibition. Learners are often inhibition about trying to say things in foreign language in the classroom, worried about mistakes, fearful of criticism or losing face or simply the attention that their speech attract. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Even if they are not inhibition, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation, only ones participation can talk a time if he/she is to be heard and in large group, this means that each one will have only very

little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.⁸

Based on the theory, the researcher conclude that there are some problem activities that may be faced by the students speak, so a teacher must be able to adjust the problem of the students in speech and provide corrections to the students.

2.2 The Concept of Media

2.2.1 Definition of Media

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information.⁹ Media is a component of learning resources or physical vehicles containing instructional material in the student environment that can stimulate students to learn.

In teaching and learning activities, often the use of the word learning media is replaced by terms such as hearing-aids, teaching materials, communication of sight-

⁸Penny Ur.A *Course in Language Teaching: Practice and Theory* (London: Cambridge University press: 1996), p. 121.

⁹Azhar Arsyad.*Media Pembelajaran* (Perpustakaan Nasional: Katalog dalam Terbitan Jakarta: 2009), p. 1.

hearing, education of visual aids, educational technology, teaching aids and explanatory media.

Based on the description of some of the limitations of the above media, the following general characteristics are stated in each of these limits.

1. Educational media have a physical understanding that today is known as hardware, which is something that can be seen, heard, or touched with the senses.
2. Educational media has a non-physical meaning known as software, namely the message content contained in the hardware which is the content that is to be conveyed to students.
3. The emphasis of educational media is on visuals and audio.
4. Education media have the understanding of tools in the learning process both inside and outside the classroom.
5. Educational media are used in the context of communication and interaction of teachers and students in the learning process.
6. Educational media can be used massively (for example: radio, television), large groups and small groups (for example: films, slides, videos, OHP), or individuals (for example: modules, computers, radio tapes / tapes, video recorders).
7. Attitudes, actions, organization, strategies, and management related to the application of a science.

The role of the media is very important for teachers and students in schools. Its application in the learning process can help increase student interest in learning. Using interesting and diverse media is one of the tasks of an educator. The smart teacher will choose the right media for the application of the material and help students.

2.2.2 Function and Benefits of Media

In a teaching learning process, two very important elements are the teaching method and the learning media. These two aspects are interrelated. The choice of one particular teaching method will affect the appropriate type of learning media, although there are still many other aspects that must be considered in choosing media, including learning objectives, types of tasks and responses expected by students to master after learning takes place, in the context of learning including student characteristics . Nevertheless, it can be said that one of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that are arranged and created by the teacher.

The media functions for the purpose of instruction where the information contained in the media must involve students both in mind or mentally and in the form of real activities so learning can occur. The material must be designed more systematically and psychologically in terms of learning principles in order to prepare effective instruction. Besides fun, learning media must be able to provide a pleasant experience and meet the needs of individual students.

Some practical benefits of using instructional media in the teaching and learning process as follows:

1. Learning media can clarify the presentation of messages and information so as to facilitate and improve the process and learning outcomes.
2. Learning media can increase and direct the child's attention so that it can lead to motivation to learn, more direct interaction between students and their environment, and the possibility of students to learn independently according to their women and interests.
3. Learning media can overcome the limitations of the senses, space and time.
4. Learning media can provide students with similar experiences about events in their environment, as well as allowing direct interaction with the teacher, the community, and the environment.

So, the application of media will have a major influence on the learning process of students. Media will be a means for students to better understand the material provided by the teacher and give them enthusiasm in learning. The application of media is also a form of teacher's seriousness in educating students.

2.2.3 Principle for Media Selection

Effective learning requires good planning. The media to be used is the learning process that also requires good planning. Nevertheless the reality on the ground shows that a teacher chooses one of the media in his class activities based on consideration. The criteria for media selection stem from the concept that media is

part of the overall instructional system. For this reason, there are several criteria that must be considered in selecting media.

1. In accordance with the objectives to be achieved. The media are chosen based on predetermined instructional goals which generally refer to one or two groups of two, three cognitive, affective, and psychomotor domains.
2. Appropriate to support the content of lessons that have facts, concepts, principles or generalizations. Different media, such as films and graphics require different symbols and codes, and therefore require different mental processes and skills to understand them. In order to be able to help the learning process effectively, the media must be in harmony and in accordance with the needs of the learning task and the mental abilities of students.
3. Practical, flexible, and enduring. If time, funds or other resources are not available to produce, there is no need to force it. The selected media should be used wherever and whenever with the available equipment around it, and easily moved and carried everywhere.
4. The teacher is skilled at using it. This is one of the main criteria. Whatever the media is, the teacher must be able to use it in the learning process. The value and the benefits of the media are largely determined by the teacher who uses it.
5. Grouping of goals. Effective media for large groups may not be as effective if used in small groups or individuals.

6. Technical quality. Visual development of both images and photographs must meet certain technical requirements. For example, the visuals on the slides must be clear and the information or messages that are highlighted and want to be conveyed should not be disturbed by other elements in the form of background.

Based on the above principle, the magic disc as the media chosen by the researcher is in accordance with existing criteria. This media is in accordance with the objectives to be achieved which lead to the cognitive and psychomotor development of students. Appropriate to support the contents of the lesson in accordance with the material to be given to students. In choosing media, researchers must be able to operate this media so that they can be used by students.

2.3 The Concept of Magic Disc

2.3.1 Definition of Magic disc

The Magic Disc media is a new learning media used as a teacher's teaching tool. By design the unique media can attract students' attention, so students will be more enthusiastic in learning. Magic disc has semantic functions, especially in pronunciation or understanding of symbols, names or foreign terms, the average yield of English language learning increases after being treated by using bingo and Magic disc games repeatedly. Magic discs have also been modified in various forms. The

use of English audiovisual media can significantly increase students' motivation in learning languages.¹⁰

This magic disc was adapted by a stroboscope that was the invention of professor Simon Ritter Von Stampfer of the Polytechnical Institute. This device is also known as Fantoscope, Phantamascope, magic disc or Keidorama. This toy has a disc which carries a sequence of images, this picture is placed on a ring surrounded by a circle. When the disc rotates, the images are seen through a small gap that is pierced like a pair of binoculars so that the image seen seems to move.¹¹

The first stroboscopes were invented in 1832 by Stampfer of Vienna and Plateau of Ghent, each working independently of the other. Plateau called his device "phenakistoscope". Stampfer chose the name "stroboscope", which is derived from two Greek words, meaning "whirling watcher". Whirling watcher may be a curious name for the modern electronic stroboscope, but it described the first stroboscope perfectly. These were disks, with slots at regular intervals, as the disks whirled, the "watcher" looked through the slots. Thus the vision path between an object and the eyes was interrupted, producing the stroboscope effect. Some of these mechanical stroboscopes featured disks driven by chronometer motors, with speed accurately controlled by spring governors. The primitive stroboscope was to put many ingenious uses both as a tachometer and as a device for permitting slow-motion observation. Its

¹⁰Anna Nurlia. *Pengembangan Pteridisc Pokok Bahasan Pteridophyta Sebagai Media Pembelajaran Taksonomi Tumbuhan* (Jurnal BIODIK Universitas Jambi: 2015), p. 2.

¹¹Oka Arya Putu Gede. *Media dan Multimedia Pembelajaran* (Grup Penerbitan CV. Budi Utama Yogyakarta: 2017), p. 95.

tachometric talents were put to use by General radio in 1930, in the form of a stroboscopic frequency meter.¹²

Magic Disc as a learning media is an important facility in schools because it is useful to increase children's attention. With Magic Disc, children are invited to actively pay attention to what educators teach. The use of Magic Disc is followed by an active child method, the effectiveness of teaching will be better. As a medium for magic disc learning, it is a supporting facility in schools because it is useful to increase students' attention.¹³

Magic disc is used as a learning media to improve student learning. The display of magic discs that attract attention will make students interested in learning. The emergence of interest in student learning will lead to a sense of pleasure to learn so that the material will be easy to understand. At present the interest of students in learning begins to be replaced by various activities that are fun for them. So from this media as a tool to make students happy in terms of learning.

¹²Veen van Frederick. *Hanbook of Stoboscopy* (General Radio Company West Concord, Massachusetts, U.S.A: 1966), p. 3.

¹³Galuh Sandra Pangesti. *Pengembangan Media Pembelajaran Smart Disk Ilmu Pengetahuan Sosial (IPS) Pada Materi Keanekaragaman Suku Bangsa dan Budaya di Indonesia untuk Siswa Kelas V Semester I SD/MI* (Skipsi, PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga, Yogyakarta: 2016), p. 27.

2.3.2 The Content of Magic Disc

Magic Disc is designed very unique with a combination of three red, black and white with attractive images that are very popular with students, on the side of a large circle there are 92 irregular verbs complete with their meanings on the back. In the small circle on the front of the box there are 16 tenses along with to be and how to arrange sentences according to the tenses. With a little playing the students will be led to make sentences that are in accordance with each tenses with changing verbs and can evoke imagination and creativity students use basic verbs (Basic Verb) and understand Tenses divided into 5 forms: S-Form, Past Form, Participle form and ING-Form and the translation into 16 Tenses as the basic capital for students to master the concepts (4 skills) Speaking, Reading, Writing, and Listening.

Magic disc consists of two circular shapes (Discs). Between one part and the other part together with a button (as) in the middle. How it works is rotated by one part or both clockwise or vice versa. So that it is practical and very helpful in the teaching and learning process.¹⁴

The description of magic disc:

1. This magic disc is easy to use and makes English easy to learn by saving a lot of time.
2. The outermost part consists of 92 irregular verbs in the most commonly used basic form.
3. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
4. In simple present tense, third-person pronouns (he, she, it) end the verb with -s.
5. The verb "to be" is different from other verbs and has 3 forms. The basic form "be" is used in an imperative and infinitive state, but will differ in simple present tense sentences. There are three forms of "to be" in simple present tense, i.e. am, is, are. While "to be" in simple fitting there are two, namely: were, was.

¹⁴Risky Kurnianti. *Pengembangan Algadisc Pokok Bahasan Mikroalga Sebagai Media Pembelajaran Taksonomi Monera Dan Protista* (Jurnal Pendidikan Biologi FKIP Universitas Jambi: 2017), p. 4.

6. Capital consists of can, could, may, might, might, must, ought to, shall, should, will, would. Capital generally shows the attitude / mood of the speaker. Each capital has more than one meaning or use.

7. The form of will or would often be used for person (he, she, it, you, they).

Shall or should be used for person (I and we).

| | | | |
|----------|--------------|----------|----------------|
| • Be | =adalah | • Fight | =berjuang |
| • Beat | = memukul | • Find | = menemukan |
| • Become | = menjadi | • Fly | = terbang |
| • Begin | = memulai | • Forget | = melupakan |
| • Blow | = meniup | • Freeze | = membeku |
| • Break | = memecahkan | • Get | =memperoleh |
| • Bring | = membwa | • Give | =memberi |
| • Buy | = membeli | • Go | = pergi |
| • Can | = dapat/bisa | • Grow | = memelihara |
| • Catch | =menangkap | • Hang | = menggantung |
| • Choose | = memilih | • Have | = mempunyai |
| • Come | = datang | • Hear | = mendengar |
| • Cost | =harganya | • Hit | = memukul |
| • Cut | =memotong | • Hold | = menahan |
| • Dig | = menggali | • Hurt | = menyakiti |
| • Do | =mengerjakan | • Keep | = menjaga |
| • Drink | = minum | • Know | = tahu, kenal |
| • Drive | =mengendarai | • Lay | = meletakkan |
| • Eat | = makan | • Lead | = memimpin |
| • Fall | = jatuh | • Leap | = melompat |
| • Feed | =memberi | • Leave | = meninggalkan |
| • Feet | =merasa | • Lend | = meminjamkan |

- Let = membiarkan
- Lie = berbohong
- Lose = kehilangan
- Make = membuat
- May = mungkin
- Mean = bermaaksud
- Meet = bertemu
- Must = wajib, harus
- Ought = seharusnya
- Pay = membayar
- Put = meletakkan
- Read = membaca
- Ride = mengendarai
- Ring = membunyikan
- Rise = naik
- Run = lari
- Say = mengatakan
- See = melihat
- Sell = menjual
- Send = mengirimkan
- Set = mengatur
- Sew = menjahit
- Shake = jabat tangan
- Shall = akan
- Shine = bersinar
- Sing = menyanyi
- Shrink = menyusut
- Sink = tenggelam
- Sit = duduk
- Sleep = tidur
- Speak = berbicara
- Spend =
membelanjakan
- Stand = berdiri
- Steal = mencuri
- Swim = berenang
- Swing = berayun
- Take = mengambil
- Teach = mengajar
- Tear = merobek
- Tell = menceritakan
- Think = berfikir
- Throw = melempar
- Understand = memahami
- Wake =
membangunkan
- Wear = memakai
- Will = akan, mau
- Win = memenangkan
- Write = menulis

According to researcher Zuhrotul Azizah the steps taken in making learning media this Magic Disc is as follows;

1. Determine the material used.
2. Designing media on paper.
3. Make a Magic Disc design using Corel Draw X5.
4. Print the Magic Disc design in paper form.¹⁵

Referring to the use of media, this magic disc is expected to have benefits, as follows:

1. Help achieve learning goals.

The material presented by the magic disc is in accordance with the competence, substance and structure of English learning. So, that the use of the magic disc is expected to help students understand English, so it allows students to achieve learning goals. Achievement of learning objectives through the use of magic discs can be done when students use magic disc discs to recognize and understand pairs of tenses, and use worksheets to better understand the use of verb pairs in words, phrases, sentences, and paragraphs with various forms of practice questions. Magic disc is expected to further clarify the meaning of learning through images, text, and material presented. Students are expected to better understand the meaning and material presented through the use of magic.

¹⁵ Azizah Zuhrotul. *Pengembangan Media Pembelajaran Madic Disc untuk Membantu Pengerjaan Soal Fisika Secara Mandiri bagi Siswa SMP* (Diajukan Untuk Melengkapi Tugas-tugas dan Memenuhi Syarat-syarat Guna Memperoleh Gelar Sarjana Pendidikan:2018), p. 49.

2. Increase learning motivation

Media is able to direct and attract students' attention to concentrate on the content of learning. Students will pay more attention to the visual meaning displayed or accompanying the text of the learning material. This can happen because magic disc learning media has a function of attention as a visual media. Magic disc contains tensens material that can be used in learning English. Magic discs are packed with interesting images, colors, and writing, as well as various training activities that can attract students 'interest and increase students' learning motivation towards learning English.

3. Improve student learning activities

The development of magic discs with the shape of discs and variations in practice questions are expected to improve student learning activities. Through the use of magic discs students can carry out various learning activities, namely understanding, reading, writing, and can be used to play while learning. The teacher can also take advantage of the use of magic discs by arranging learning designs with various activities carried out by students, for example conducting demonstrations of learning using magic discs. In addition, the use of magic discs individually can be used according to ability.

4. Learning methods vary

The use of magic discs is expected to help teachers in designing varied learning so that they can overcome students who are passive in learning. Examples of learning methods that can be used by teachers when using magic discs are

demonstration methods, training methods, question and answer method, assignment and recitation methods, and discussion methods. Through the use of magic discs with various learning methods, it is hoped that it will also be able to improve students' meaning and understanding in learning English.

5. Learning fun

Learning by using a magic disc is expected to create fun learning. The use of variations in learning methods and variations of activities designed by the teacher combined with the presentation of magic discs with the shape, color, and presentation of interesting material are expected to be a factor in creating pleasant English learning.¹⁶

So, magic disc can be said as a good medium to be used in teaching English. Through this media, it is expected to improve the ability of students and attract students to learn English.

2.4 Relevant Previous Studies

This part discusses the previous study, especially those dealing with the research about the use of magic disc to teaching speaking. Huri conducted the research under the title "*Peningkatan keterampilan berbicara bahasa Inggris melalui permainan magic disk*". The subject of this research was the students of fourth grade of SD Sumber Sari 2 Malang. From his study, it was concluded that the application of

¹⁶Sadiman dkk. *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya* (PT. Raja Grafindo Persada: 2012), p. 57.

the magic disk game can improve English speaking skills in aspects of pronunciation, accuracy, vocabulary, fluency, courage and volume.¹⁷

The second study is conducted by Citra under the title “*Using Magic Disc as a Medium to Teach the Simple Past Tense in Reading Recount Text to Junior High School Students*”. From his study, the use of magic disc in teaching the Simple Past Tense is very appropriate to attract students' attention in learning.¹⁸

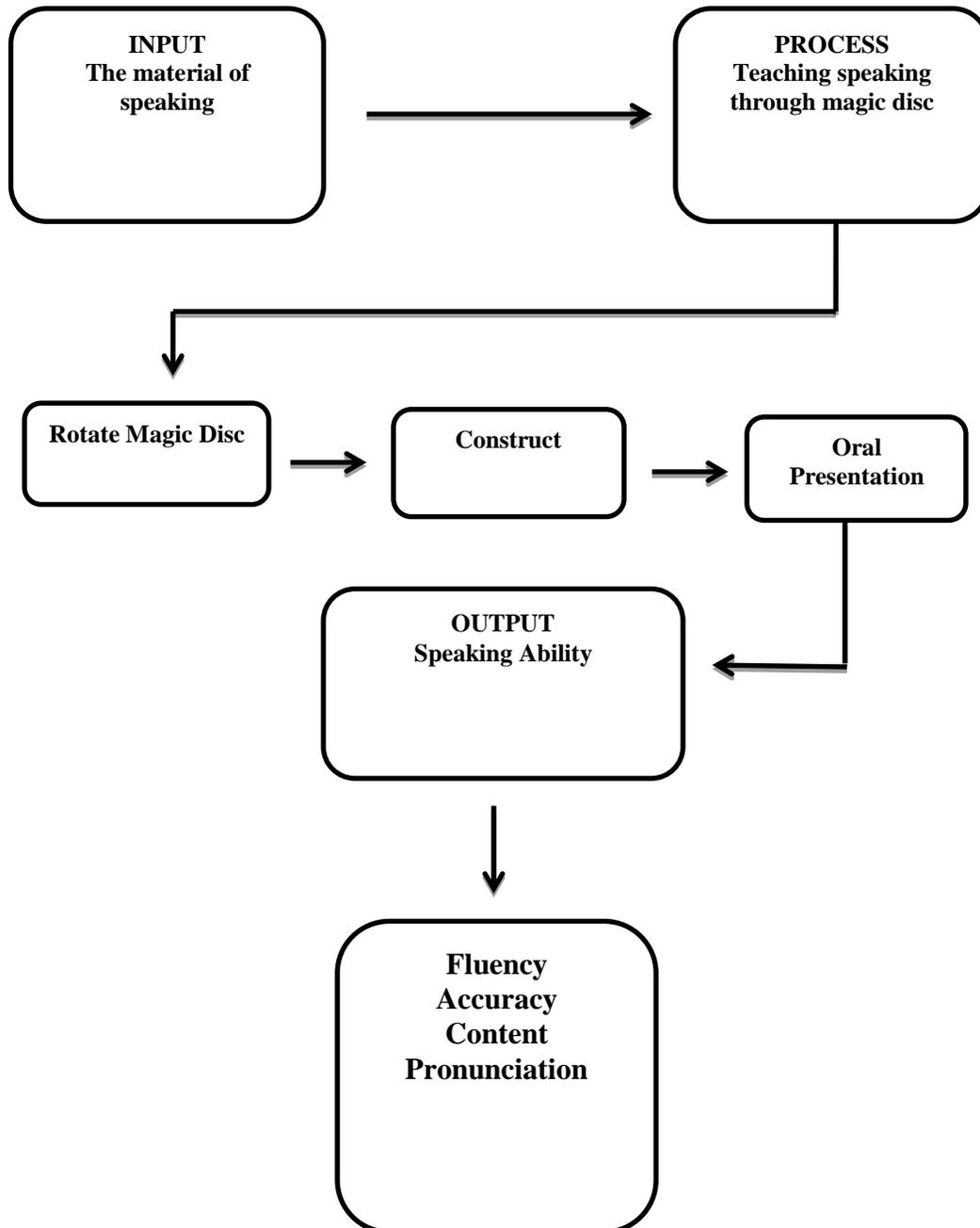
Different from the previous study explained above, the writer focuses on improving the speaking ability of upper level students using magic disc as a learning medium.

¹⁷Huri, Yanti Ika. *Peningkatan Keterampilan Berbicara Bahasa Inggris melalui Permainan Magic Disk pada Siswa Kelas IV SDN Sumbersari 2 Malang* (Skripsi (Sarjana)--Universitas Negeri Malang: 2011), p. 13.

¹⁸Anggelina Citra. *Using Magic Disc as a Medium to Teach the Simple Past Tense in Reading Recount Text to Junior High School Students*. 2014

2.5 Conceptual Framework

Conceptual framework of this research as follow:



Based on the diagram above there are three elements namely:

1. Input refers the material that will apply.
2. Process refers to the teaching and learning in speaking by using magic disc.
3. Output refers to the result of the students, speaking ability.

2.6 Hypothesis

1. H_0 (Null Hypothesis): There is no significant different between the students' speaking by using magic disc and the students' learning writing without using magic disc at the first grade students of SMAN 4 Barru.
2. H_1 (Alternative Hypothesis): There is significant different between the students' speaking by using magic disc and the students' learning writing without using magic disc at the first grade students of SMAN 4 Barru.

2.7 Operational Definition of Variable

There are two variables that will be explained by researchers, including research variables and operational variables:

2.7.1 Research Variable

There are two variable involved in this research, there are independent variable and dependent variable. The independent variable is magic disc as a learning media and dependent variable speaking skill.

1. Independent variable is a variable which influences or chaises and effect to the dependent variable. Independent variable of the research is to use magic disc as a medium of learning to improve students' speaking abilities.

2. Dependent variable is variable that influenced by the independent variable. The dependent variable of this research is the increase of speaking skill of students SMAN 4 Barru.

2.7.2 Operational definition

There are two operational definitions of this research, namely:

1. Speaking is one of the English skills which is very influential in the development of language. The component of speaking are vocabulary, grammar, content, pronunciation, and fluency. In this case, the research will focus on students' speaking ability in vocabulary and grammar.
2. Magic disc is a learning media that is suitable for English lessons. This tool makes it possible to improve students' speaking skills by focusing on mastering grammar and vocabulary.

CHAPTER III

RESEARCH METHOD

3.1 Research Method and Design

The research was employed Pre-Experimental designed that applied one group pre-test, treatment and post-test designed. The designed might also be presented as follow:

E = 01 X 02

Where:

E : Experimental group

01 : Pre-Test

X : Treatment

02 : Post-test

3.2 Location and Duration of The Research

Researchers have determined the place and duration in this study. Among them:

1. Location

The location of this research was conducted at the first grade students of SMAN 2 Barru in academic year 2019/2020.

2. Duration

The duration of this research were be eight meeting namely once in pre-test, six times in treatment and once in post-test. This research needed more than one month.

3.3 Population and Sample

1. Population

The population of this research took the first grade students of SMAN 4 Barru. In academic year 2019/2020, which consist of one class and the total number of population is 106 students. There were five class namely: class X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, X IPS 2. The total of population were 106 students.

2. sample

The researcher used purposive sampling technique which involve one class for use as class pre-experimental is X IPS 2. There several reasons to pick this class at the sample, the varied of students ability might be the first reason. She stated that the students in the class have represented the population. The total of sample is 25 students.

3.4 Instrument of The research

In this research, there were the instrument used namely:

1. Observation

This section the research observed about their basic speaking ability notably about the vocabulary and structure in speaking.

2. Test

Test was defined as to participate in or administer an exam or evaluation. The research used Pre-Test and Post-Test to find the students speaking ability before and after treatment.

3.5 Procedure of Collecting Data

The procedure of collecting data divide in there stages, namely:

1. Observation

In this observation the researcher observed the basic students' ability and the students' situation and learning speaking.

2. Pre-Test

Before continuing giving treatment, the researcher gave the students pre-test as an activity in the first meeting. It purposes to know the students ability in speaking before treatment.

3. Treatment

After giving pre-test, the researcher was give treatment to the students and it will be done four meetings. The steps of this learning process were:

1. The First Meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research gave the preface about the magic disc.
4. The research explained how to use the magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. Researchers give students several greetings to understand.
7. The researcher gives an example to students a sentence in the form of a simple present tense, simple past tense and future tense made using a magic disc.

8. The researcher tells students to come forward in front of each other to have a conversation.
9. The researcher asks students to start a conversation with the greetings that have been given, then students form sentences with the help of a magic disc. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.
10. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.
11. The researcher asked the students to understand about used the magic disc.
12. The researcher explained about the conclusion of the lesson.
13. The researcher closed the class.

2. The Second Meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research evaluated the student that had given yesterday.
4. The researcher gives an example to students of a sentence using modals made using a magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. The researchers invite students to come forward and tell their ideals using modals.

7. Researchers tell students to start telling stories using magic discs as a tool. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.
8. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.
9. The researcher asked the students understand about modals.
10. The researcher explained about the conclusion of the lesson.
11. The researcher closed the class.

3. The Third Meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research evaluated the student that had given yesterday.
4. The researcher gives an example to students a sentence in the present form of perfect tense and past perfect tense that is made using a magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. The researcher tells students to tell their experiences using formulas.
7. The researchers tell students to start telling stories using magic discs as a tool. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.

8. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.
9. The researcher asked the students understand about perfect tense and past perfect tense.
10. The researcher explained about the conclusion of the lesson.
11. The researcher closed the class.

4. The Fourth Meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research evaluated the student that had given yesterday.
4. The researcher gives an example to students of a sentence in the form of present continuous tense and past continuous tense made using a magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. The researcher tells students to share the activities they enjoy now using the present continuous tense and past continuous tense formula.
7. Researchers tell students to start telling stories using magic discs as a tool. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.
8. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.

9. The researcher asked the students understand about the form of present continuous tense and past continuous tense.
10. The researcher explained about the conclusion of the lesson.
11. The researcher closed the class.

5. The fifth Meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research evaluated the student that had given yesterday.
4. The researcher gives an example to students of a sentence in the form of present perfect continuous tense and past perfect continuous tense made using a magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. The researcher divides the class into four groups
7. The researcher tells students to retell a film in groups using the present perfect continuous tense and past perfect continuous tense.
8. Researchers tell students to start telling stories using magic discs as a tool. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.
9. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.

10. The researcher asked the students understand about the form of present perfect continuous tense and past perfect continuous tense.
11. The researcher explained about the conclusion of the lesson.
12. The researcher closed the class.

6. The six meeting

1. The researcher gave the greetings for the students.
2. The researcher gave the motivation to the students.
3. The research evaluated the student that had given yesterday.
4. The researcher gives a brief explanation of all the lessons that have been learned using magic disc.
5. To get five different forms of verbs, turn the magic disc and point the hint image to the desired verb.
6. The researcher asked students to connect stories with friends "*the best teacher*" using all the tense they know.
7. Researchers tell students to start telling stories using magic discs as a tool. The way is a compilation of students who start talking and cannot form sentences, they play magic discs to find the right words and match them to the formula according to the sentence they want to convey.
8. Behind the magic disc are several vocabularies, as well as a formula that allows students to form sentences correctly.
9. The researcher explained about the conclusion of the lesson.
10. The researcher closed the class.

1. Post-Test

Post-test will be given on the last meeting. The activity intended to know the students progressed in speaking after four times on treatment. The researcher gave the students post-test to check their speaking ability.

3.6 Technique Data Analysis

The data collected through the test analyzed quantitatively in percentage to measure the student's achievement. This quantitative analysis employed statically calculation to test the hypothesis. The step was follows; to find out the student's speaking ability.

1. Scoring Classification

Table. 3.1 Scoring formulation for students' communicating ability

| Classification | Score | Criteria |
|-----------------------|--------------|--|
| Fluency | 9-10 | Directly explain completely |
| | 7-8 | Explain completely while thinking |
| | 5-6 | Explain but not complete |
| | 3-4 | Explain while thinking but not complete |
| Accuracy | 9-10 | No mistake |
| | 7-8 | One inaccurate |
| | 5-6 | Two inaccurate word |
| | 3-4 | Three inaccurate word |
| | 1-2 | More than three inaccurate |
| Content | 9-10 | Message required is dealt with effectively |

| | | |
|---------------|------|---|
| | 7-8 | Message required is dealt with effectively but a little unsystematic |
| | 5-6 | Message required is adequately conveyed and organized but some loss of detail |
| | 3-4 | Message is broadly conveyed but with little subtlety and some loss of detail |
| | 1-2 | Inadequate or irrelevant attempts at conveying the message |
| Pronunciation | 9-10 | Very good pronunciation |
| | 7-8 | Good pronunciation |
| | 5-6 | Fair pronunciation |
| | 3-4 | Poor pronunciation |
| | 1-2 | Very poor pronunciation |

(Brown, H. Daughlas. *Language Assessment and Classroom Practice*¹)

2. The Data Classified in to the Following Ways of Classification as the Table below :

Table. 3.2 Classification of the student's communicating score.

| No | Classification | Score |
|----|----------------|--------|
| 1 | Excellent | 86-100 |
| 2 | Good | 71-85 |

¹Daughlas H Brown. *Language Assessment and Classroom Practice* (San Francisco: State University: 2004), p. 406-407.

| | | |
|---|-----------|-------|
| 3 | Fair | 56-70 |
| 4 | Poor | 41-55 |
| 5 | Very poor | ≤ 40 |

3. Percentage of the students score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : the total number of the student

1. To Find Out The Mean Score by using The Following Formula:

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

Where :

X : Mean Score

$\sum x$: The sum of the all score

N : Total Number of Sample

2. To Calculate Standard Deviation by Using The Following Formula:

$$SD = \sqrt{\frac{\sum x_1^2 - (\sum x_1)^2 / N}{n-1}}$$

Where:

SD : Standard Deviation

$\sum x$: The sum of the all score

N : Total Number of Sample

$(\sum x)^2$: The sum square of the sum of square

3. Finding Significant Difference between The Meat Score Pre-test and Post-test by

Calculating The Value of The Test Using The Following Formula:

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

Where :

t : Test of significance

D : the total score differences

$\sum D^2$: the sum of total differences

$\sum D^2$: the square of the sum score of differences

N : the total sample.²

²L.R. Gay, *Education Research Competencies For Analysis and Application*, p. 331

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two sections, the findings of the research and discussion of the finding. The researcher analyzed the data consisting of the result of the pre-test and post-test in experimental class.

4.1 Finding

The finding of the research dealt with the result of pre-test, the result of post-test, standard deviation and t-test.

4.1.1 The Result of Pre-Test

The pre-test was given to twenty five (25) students from the first year of SMAN 4 Barru specially X IPS 2 class. The score was given to students' speaking skills. The data of this pre-test was for the first problem in the previous chapter. It covered speaking components were fluency, accuracy, content and pronunciation.

Table. 4.1 The Students' Score of Pre-test

| No | STUDENTS | Speaking Score | | | | Sum | Score (X_1) |
|----|----------|----------------|----------|---------|---------------|-----|--------------------|
| | | Fluency | Accuracy | Content | Pronunciation | | |
| 1 | AR | 6 | 5 | 5 | 5 | 21 | 70 |
| 2 | AB | 4 | 5 | 5 | 3 | 16 | 53.3 |
| 3 | AGAI | 6 | 5 | 4 | 5 | 20 | 66.6 |

| | | | | | | | |
|----|-----|---|---|---|---|----|------|
| 4 | AS | 4 | 3 | 5 | 4 | 16 | 53.3 |
| 5 | AB | 6 | 5 | 6 | 4 | 21 | 70 |
| 6 | EB | 4 | 6 | 6 | 4 | 19 | 63.3 |
| 7 | EA | 6 | 5 | 5 | 5 | 21 | 70 |
| 8 | FY | 6 | 5 | 6 | 4 | 21 | 70 |
| 9 | HK | 5 | 4 | 5 | 5 | 19 | 63.3 |
| 10 | IS | 4 | 4 | 5 | 5 | 18 | 60 |
| 11 | KR | 6 | 4 | 4 | 4 | 18 | 60 |
| 12 | ML | 5 | 6 | 5 | 5 | 21 | 70 |
| 13 | MI | 4 | 4 | 5 | 3 | 16 | 53.3 |
| 14 | MFS | 5 | 5 | 5 | 4 | 19 | 63.3 |
| 15 | MT | 4 | 5 | 5 | 4 | 18 | 60 |
| 16 | MN | 5 | 4 | 5 | 3 | 17 | 56.6 |
| 17 | MS | 5 | 5 | 4 | 4 | 18 | 60 |
| 18 | MD | 5 | 6 | 5 | 6 | 22 | 73.3 |
| 19 | NA | 6 | 5 | 6 | 4 | 21 | 70 |
| 20 | RF | 6 | 5 | 6 | 5 | 22 | 73.3 |
| 21 | ST | 4 | 5 | 4 | 3 | 16 | 53.3 |
| 22 | SR | 5 | 5 | 6 | 5 | 21 | 70 |
| 23 | SS | 6 | 5 | 5 | 5 | 21 | 70 |
| 24 | WY | 5 | 5 | 6 | 5 | 21 | 70 |

| | | | | | | | |
|----------|----|---|---|---|---|-----|--------|
| 25 | WL | 5 | 5 | 6 | 4 | 19 | 63.3 |
| Σ | | | | | | 482 | 1606.2 |

Calculating the mean score of pre-test as follow:

$$X = \frac{\Sigma X}{N}$$

In which:

X = Mean score

ΣE = Total f row score

N = Number of Students

$$X = \frac{1606.2}{25}$$

$$X = 64.2$$

Based on the data of pre-test in the table above, it was stated that were 19 students who got score 56-70 (fair), and no one student who got 86-100 (excellent) also ≤ 40 (very poor). However the average score was 64.2 from the overall students' achieved of their speaking skill which mean the quality of the students speaking skill was still low because none of students got highest score and most of them got fair and poor classification. For more classification about the data of pre-test, the research put the table of the percentage of students' pre-test:

Table. 4.2 Percentage of students' pre-test

| No | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|------------|
| 1 | Excellent | 86-100 | 0 | 0% |
| 2 | Good | 71-85 | 2 | 8% |
| 3 | Fair | 56-70 | 19 | 76% |
| 4 | Poor | 41-55 | 4 | 16% |
| 5 | Very poor | ≤40 | 0 | 0% |
| Total | | | 25 | 100% |

4.1.2 The Result of Post-Test

This post-test was administered after using magic disc as learning media in the treatment of this research. The data of this post-test was for the second problem in the previous chapter. It was done with the same students in the previous pre-test and also treatment. The procedures were the same in pre-test. the analysis of the students' speaking skills was indicated in the following table:

Table4.3 The students' score of post-test

| No | STUDENTS | Speaking Score | Sum | Score |
|----|----------|----------------|-----|-------|
|----|----------|----------------|-----|-------|

| | | Fluency | Accuracy | Content | Pronunciation | | |
|----|------|---------|----------|---------|---------------|----|------|
| 1 | AR | 6 | 6 | 6 | 5 | 23 | 76.6 |
| 2 | AB | 6 | 5 | 6 | 4 | 21 | 70 |
| 3 | AGAI | 6 | 5 | 5 | 5 | 21 | 70 |
| 4 | AS | 4 | 3 | 5 | 4 | 16 | 53.3 |
| 5 | AB | 6 | 5 | 7 | 4 | 22 | 73.3 |
| 6 | EB | 5 | 6 | 6 | 6 | 23 | 76.6 |
| 7 | EA | 6 | 6 | 5 | 5 | 22 | 73.3 |
| 8 | FY | 6 | 6 | 6 | 5 | 23 | 76.6 |
| 9 | HK | 5 | 4 | 6 | 5 | 20 | 66.6 |
| 10 | IS | 5 | 6 | 7 | 5 | 23 | 76.6 |
| 11 | KR | 6 | 4 | 6 | 4 | 20 | 66.6 |
| 12 | ML | 5 | 6 | 6 | 6 | 23 | 76.6 |
| 13 | MI | 5 | 5 | 5 | 6 | 21 | 70 |
| 14 | MFS | 5 | 5 | 6 | 5 | 21 | 70 |
| 15 | MT | 5 | 6 | 6 | 4 | 21 | 70 |
| 16 | MN | 5 | 6 | 6 | 5 | 22 | 73.3 |
| 17 | MS | 5 | 5 | 6 | 5 | 21 | 70 |
| 18 | MD | 5 | 6 | 5 | 6 | 22 | 73.3 |

| | | | | | | | |
|----------|----|---|---|---|---|-----|--------|
| 19 | NA | 6 | 6 | 6 | 5 | 23 | 76.6 |
| 20 | RF | 6 | 6 | 6 | 6 | 24 | 80 |
| 21 | ST | 4 | 5 | 4 | 3 | 16 | 53.3 |
| 22 | SR | 6 | 5 | 6 | 5 | 22 | 73.3 |
| 23 | SS | 6 | 5 | 5 | 6 | 22 | 73.3 |
| 24 | WY | 6 | 5 | 6 | 6 | 23 | 76.6 |
| 25 | WL | 5 | 6 | 6 | 5 | 22 | 73.3 |
| Σ | | | | | | 537 | 1789.1 |

Calculating the mean score of pre-test as follow:

$$X = \frac{\Sigma X}{N}$$

In which:

X = Mean score

ΣE = Total f row score

N = Number of Students

$$X = \frac{1789.1}{25}$$

$$X = 71.5$$

Based on data of post-test in the table above, it was state that there were 15 students who got score 71-85 (good), 8 students who got score 56-70 (fair), 2 students who got score 41-55 (poor), and no one student who got 86-100 (excellent) and also ≤ 40 (very poor). Overall, the result of the average total score in the post-test was 71.5 which meant the students speaking skills after using magic disc was better than the students speaking score in the pre-test. For more classification about the data of post-test, the research put the table of the percentage of students' post-test:

Table. 4.4 Percentage of students' post-test

| No | Classification | Score | Frequency | Percentage |
|--------------|----------------|-----------|-----------|------------|
| 1 | Excellent | 86-100 | 0 | 0% |
| 2 | Good | 71-85 | 15 | 60% |
| 3 | Fair | 56-70 | 8 | 32% |
| 4 | Poor | 41-55 | 2 | 8% |
| 5 | Very poor | ≤ 40 | 0 | 0% |
| Total | | | 25 | 100% |

4.1.3 Standard Deviation

Table. 4.5 The Worksheet of The Calculation Score Pre-test and Post-test

| No | Students | X_1 | $(X_1)^2$ | X_2 | $(X_2)^2$ | $D(X_2-X_1)$ | D^2 |
|----|----------|-------|-----------|-------|-----------|--------------|-------|
| 1 | AR | 21 | 441 | 23 | 529 | 2 | 4 |
| 2 | AB | 16 | 256 | 21 | 441 | 5 | 25 |

| | | | | | | | |
|----|------|----|-----|----|-----|---|----|
| 3 | AGAI | 20 | 400 | 21 | 441 | 1 | 1 |
| 4 | AS | 16 | 256 | 16 | 256 | 0 | 0 |
| 5 | AB | 21 | 441 | 22 | 484 | 1 | 1 |
| 6 | EB | 19 | 361 | 23 | 529 | 4 | 16 |
| 7 | EA | 21 | 441 | 22 | 484 | 1 | 1 |
| 8 | FY | 21 | 441 | 23 | 529 | 2 | 4 |
| 9 | HK | 19 | 361 | 20 | 400 | 1 | 1 |
| 10 | IS | 18 | 324 | 23 | 529 | 5 | 25 |
| 11 | KR | 18 | 324 | 20 | 400 | 2 | 4 |
| 12 | ML | 21 | 441 | 23 | 529 | 2 | 4 |
| 13 | MI | 16 | 256 | 21 | 441 | 5 | 25 |
| 14 | MFS | 19 | 361 | 21 | 441 | 2 | 4 |
| 15 | MT | 18 | 324 | 21 | 441 | 3 | 9 |
| 16 | MN | 17 | 289 | 22 | 484 | 5 | 25 |
| 17 | MS | 18 | 324 | 21 | 441 | 3 | 9 |
| 18 | MD | 22 | 484 | 22 | 484 | 0 | 0 |
| 19 | NA | 21 | 441 | 23 | 529 | 2 | 4 |
| 20 | RF | 22 | 484 | 24 | 576 | 2 | 4 |
| 21 | ST | 16 | 256 | 16 | 256 | 0 | 0 |
| 22 | SR | 21 | 441 | 22 | 484 | 1 | 1 |
| 23 | SS | 21 | 441 | 22 | 484 | 1 | 1 |

| | | | | | | | |
|--------------|----|------------|-------------|------------|--------------|-----------|------------|
| 24 | WY | 21 | 441 | 23 | 529 | 2 | 4 |
| 25 | WL | 19 | 356 | 22 | 484 | 3 | 9 |
| Total | | 482 | 9385 | 537 | 11625 | 55 | 181 |

The data of calculating score of pre-test and post-test above made the research easier for counting standard deviation of pre-test and post-test.

The standard deviation of pre-test was 1.95 and the standard deviation of post-test was 1.93. It mean that there was a good impact of distributing data to the students.

4.1.4 The result of the pre-test and post-test were presented in the following: Table 4.6

The mean score and standard deviation of the pre-test and post-test

| Test | Mean score | Standard deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 64.2 | 1.95 |
| Post-test | 71.5 | 1.93 |

The data in table 4.5 indicates that there was an improvement while doing pre-test up to post-test, in pre-test had score 64.2 and the post-test score increased become 71.5. The standard deviation of pre-test was 1.95(SD) while the standard deviation of post-test was 1.93(SD).

As the result at this item was the mean score of post-test was greater than the mean score in pre-test. It mean that the students' speaking skill had improvement after doing the learning process that used the magic disc as media learning.

4.1.5 T-test

The result of t-test was 7,09. Then, to find out (df) dependent sample:

$$Df = N-1$$

$$= 25-1$$

$$Df = 24$$

$$T\text{-table } (\alpha) = 1,7108$$

Table 4.7 The test of significance

| Variable | T-test | T-table value |
|--------------------|--------|---------------|
| Pre-test-post-test | 8,5 | 1753 |

The data above meant that t-test higher than t-table ($1,7108 < 7,09$). It meant that there was significance difference on students speaking ability between before and after using magic disc as learning media and there was a significant impact on students' speaking ability before and after using magic disc. Based on the result above, it had convinced that through magic disc able to increase students' speaking ability.

4.1.5 The Students' Improvement on Speaking through Magic Disc

This section deals with the technique applied in teaching English speaking. The implementation of magic disc as learning media could increase students' speaking ability at the first grade of students' SMAN 4 Barru. By giving some topics to the students, they could express their opinion about the topics based on their experience and also explain easily with the vocabularies that had been prepared in addressing their ideas and opinion.

There were some problem that students faced when they tried to address their ideas or opinion, for example inhibition, lack of vocabulary, lack of topical knowledge, and mother-

tongue use. So, the research tried to solve these problems by using magic disc, they will find a lot of vocabulary and tense formulas in unique and interesting shapes to help them form the sentence to be spoken. Each meeting had a different topics.

The first meeting of the researchers gave motivation about the importance of English as an international language before being introduced to the material and the aims of this treatment. Researchers show and explain the use of magic discs. At this meeting the researcher explained simple present tense, simple past tense and future tense and gave examples of usage in sentences. After that students are asked in pairs to do a simple conversation using Magic Dis as a tool, students are given free topics according to their wishes. Each of the students standing holding a magic disc. Starting with common sentences such as "good morning" and "how are you?", After that students continue their conversation by asking each other questions. They talked while using the magic disc in their hands. To say a sentence they play the magic disc and look for what verb they will use, after that they see the formula and form a sentence accordingly. When students start talking many obstacles they experience, such as not being able to form a sentence to say. They are only able to express a few words in English, but are unable to put them together in a sentence or expression. This is where they will utilize the magic disc, they will look for words and formulas that are appropriate. As it happens, a student wants to say "sing a song", but he says "singer a song". Well, the researchers reprimanded that the sentence he just said was wrong and asked to repeat it. The student is asked to look for the word singing behind the magic disc then play it and look for the appropriate word to use so that it is able to pronounce the correct sentence. At this meeting the researchers focused on helping students recognize magic discs because there

were still many of them who were unable to speak despite using magic discs, because they still felt awkward with the media.

In the second meeting, students talked about their ideals. The researcher explains the application of magic disc to form sentences using modals. After that students come forward and share their ideals and hopes. Students start talking by saying a few expressions they know such as let me tell my ideal, I want to be ..., and I want to go ... then develop them into several paragraphs while holding the magic disc. Previously, researchers had asked students to memorize 10 irregular verbs. First they start speaking according to their ability, then when they confuse converting a word into an understandable expression they start turning the magic disc towards the word they will use. After matching the words with the formula to be used, students begin to talk again, and so on until they form a perfect story. There are students who talk about their desire to become a pilot. When he wanted to say that he would bring his parents to Mecca, he began to be confused about what verb to use if he wanted to say the word bring which was followed by “Will”. Then he turned the magic disc towards the word bring and found what sentence was appropriate to say. Thus, students are able to improve the sentence structure little by little to be able to be understood by others. At the end of the teaching and learning process students have been able to speak using a few sentences that they have understood even though not all are able to express their opinions. There are still many of them who lack the confidence to talk because of fear of causing exhaustion.

In the third meeting, researchers explained the use of present perfect tense and past perfect tense. After giving an explanation the researcher gave several examples of sentences using the tense. After that students are able to form sentences using these tenses. Students play

games to determine who will ride to tell about their valuable experiences. Students tell stories about things they have experienced before and still remember it today. They start the conversation with greetings and form other sentences with a few words that they understand. They began to get used to using magic disc, they turned back on the magic disc to determine the words that match what they were going to say. Like a student who is narrating about his experience stating a sentence about his theme swimming before he arrived. Students who initially only knew the meaning of the word “berenang” is swimming, after using the magic disc he had used the word swung to use the sentence. Here students begin to show their self-confidence when speaking because they feel they form a sentence with an English sentence. Students who listen are given the opportunity to ask the speaker. They ask simple questions like, where did the incident happen?, etc. After the two previous meetings, students have shown a bit of their interest in English because they are surrounded by games that make them relax.

In the fourth meeting, students are given the theme of their daily activities. students tell their friends about their activities. Before starting to tell the story, the researcher explained the use of present continuous tense and past continuous tense and gave several sentence examples. Afterward, students will talk about each other's activities with their peers. The researcher asks students to face each other in their seatmates and let them tell stories. They told him what he did while at home, the activities they had done yesterday and various other things. They again use the magic disc and play it to form the right sentence. Students begin to tell stories with a few sentences they remember from previous meetings. The use of this media allows them to remember a number of words and various other sentences because they

practice it directly. There are students who talk about activities that he always does, with the help of magic discs he uses the word running in accordance with the sentence he is saying. Some of the students who previously seemed embarrassed to talk in front were able to talk more relax with their seatmates.

In the fifth meeting, at this meeting students are asked to tell a story or a movie they like. Previously, researchers explained the use of present perfect continuous tense and past perfect continuous tense along with examples using magic disc media. Classes are divided into four groups and each group discusses the story they will tell. They determine the film they have watched and make a synopsis of the story first and determine who will tell the story in the group. After that, students begin to tell a film in turn each group member. Each of the groups chose three of their friends to stand up and tell stories. Each group was given the opportunity to tell stories. People who have been appointed alternately stand up and tell stories, they interlock the story according to what they have determined in the group. They are able to speak comfortably even though there are still some sentence patterns that are not appropriate. However, when compared to the initial meeting, at least students are able to speak better. Those who were initially confused about using verbs to form sentences slowly began to understand using irregular verbs. They still use the magic disc if they feel they don't know the changing shape of a verb when they start talking. Like a student who tells a frozen movie, stating a sentence he freezes the whole city, students who initially only knew the word frozen, began to understand the change in the word. Although there are still students who lack the confidence to speak, but in this meeting some of them have shown some progress.

In the last meeting, students repeat the lessons at the previous meeting. Researchers give a theme of "the best teacher" and students create stories about the theme spontaneously. They determine the first person to speak. After being appointed, the student starts talking and reveals that the best teacher is someone who is patient in pursuing them. After the sentence is finished, the student designates one more friend, and the person who is assigned continues what the sentence is in accordance with the previous sentence. They interconnect sentences with each other that are still related to the previous sentences. In this meeting students seemed to start talking using words they remembered and sentence patterns they understood. Students will stand up and talk in sentences. There are students who express the teacher's sentence has given a lot of knowledge using simple present tense sentence patterns. There are also students who say I will be a good teacher in the future. Students have been able to use the magic disc well to express their opinions. In fact, some students are able to express two or three sentences without using a magic disc. After several meetings students have several words and sentence patterns that they can understand. There are some students who still lack the confidence to speak, but compared to the first meeting they have shown little progress.

In the post-test, it was state that there were 15 students who got score 71-85 (good), 8 students who got score 56-70 (fair), 2 students who got score 41-55 (poor), and no one student who got 86-100 (excellent) and also ≤ 40 (very poor). Overall, the result of the average total score in the post-test was 5,73 which meant the students speaking skills after using magic disc was better than the students speaking score in the pre-test.

4.2 Discussion

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after being given treatment. The students' score after treatment was higher than before the treatment. Before the treatment the students faced some problems in speaking class activity. Therefore, after being given treatment by using magic disc, there was an improvement to the student activity such as, the students had a good grammar than before and they are able to use good tenses when they were arranging a sentence.

In this research it appears that students have additional vocabulary and procedures for expressing their sentences for the better. Researchers can teach many things to students in English at one time such as grammar, vocabulary, and fluency and pronunciation. So, it can be said that students' speaking ability is improved especially in their mastery of vocabulary and sentence patterns. The results of this study are in line with the theory delivered by researcher Yanti Ika Hura which states that the application of magic disc can improve students' speaking skills in aspects of pronunciation, accuracy, vocabulary, fluency, courage and volume.

Applying this media students also become more comfortable in their learning easier to understand the material given. Learning becomes more active and the learning process feels more interesting. this media can increase student motivation in learning English. At first they felt that English was very difficult to learn, slowly they began to understand that they could learn English with the help of this media. Impacts on their learning activities are slightly increased than usual. This media also helps teachers become more creative in creating a learning atmosphere. Making students active in the classroom is an achievement for a teacher. We are able to create learning methods that are comfortable with students, so this media can

improve students' abilities. This was also conveyed by Sadiman who assumed that learning by using magic disc is expected to be created for fun learning.

The habits of students who tend to be lazy in learning English can be slightly overcome by this media. Students look more concerned about the lesson and are interested in being actively involved in using this media. They feel comfortable in learning English using this media. Like the research revealed by Citra Angelina that the magic disc is able to attract the attention of students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. The students have inadequate English skills. This is marked by their difficulties when starting to talk. Students do not have a lot of vocabulary and understanding in forming sentences. We can say that the students' English proficiency is still lacking, judging by the results of the tests 5,73.
2. The using of Magic disc to increase students' speaking ability at the first grade of SMA Negeri 4 Barru. T-test result in which the value of the t-test was 7,09 than t-table was 1,7108 at the level significance and degree of freedom (df) was 24.

5.2 Suggestion

Based on the conclusion above and the research that had been done in SMAN 4 Barru the researcher gives some suggestions to English teachers, the students of SMAN 4 Barru and for other researchers as follows:

1. For English Teachers

In teaching English especially in speaking, the researcher hopes that the teachers should be more creative and able to develop strategy, method, or media to make the students

not feel bored in the classroom. English teachers of SMAN 4 Barru can also use magic disc as an alternative media to teach speaking or other skills in English language.

2. For Students

The researcher suggests the students to be more active in the classroom, they should be brave to speak about their ideas even in a simple way.

3. For Other writers

For other researchers, the researcher hopes that this research can be a reference for those who are interested in conducting the same research by magic disc especially in speaking. The other researchers should read more books, articles, and journals about magic disc and find more references. Furthermore, this result can be used as a reference for other research in another topic discussion, in speaking or different English language skills.

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