

A THESIS

**THE USING OF MODEL UNITED NATION (MUN)
SIMULATION IN DEVELOPING STUDENTS'
SPEAKING SKILLS OF THE ELEVENTH
GRADE OF SMA NEGERI 1 PAREPARE**



BY

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

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

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

English Education Program

Submitted By

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to

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Finally, the researcher realized that this skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the readers.

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Stated this thesis was her own writing, and if it can be proved that is copied, duplicated or compiled by other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Afriani Tanjung. *The Using of Model United Nation (MUN) Simulation in Developing Students' Speaking Skills of the Eleventh Grade of SMA Negeri 1 Parepare* (Supervised by Abd. Rauf Ibrahim and Ismail Latief.)

Essentially this research aimed to exclusively see the effectiveness of this learning strategy toward students' speaking skills before and after learning process by using Model United Nation Simulation in SMA Negeri 1 Parepare. The results of the research were exclusively useful for the teacher, students and the next researcher. The teacher should aware that it is important to supply the strategy before teaching and the students also could be actively triggered to express their thought in learning process.

The population of this research was the eleventh grade students and the sample was XI MIPA 5 class which basically consisted of 32 students. The sample was taken by using single stage cluster random sampling. The design in this research was pre-experimental consisting of pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. Then the criteria of speaking skills are fluency, accuracy, content, and pronunciation. They were used to measure the students' speaking skills. It aimed to find out the students' speaking skills before and after giving treatment.

The result indicated that "Model United Nation Simulation" was effective to improve students' speaking skills. It was proved by the students' mean score of post-test (70) was greater than pre-test (45). Even, for the level significant (p) 5% and (df) = $N-1=32-1=31$, and the value of t table was 1,697, while the value of t-test was 2.976. It means that the t-test value was better than t-table ($2.976 \geq 1.697$). So, it could be concluded that the students' speaking skills was better after being treated. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Keywords: Speaking Skills, Model United Nation Simulation,

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CHAPTER I

INTRODUCTION

1.1 Background

In learning English as a foreign language, the students have to master the four skills: reading, writing, speaking and listening, all the elements are related, and it is important to master all of the four skills, especially speaking. Speaking is seen as the most essential communication skill since it is basic for communication and it is the most difficult skill after writing.¹ In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate to others.²

Basically, speaking is one of two productive skills that must be had by every individual, the other one is writing skill. Through speaking someone can communicate his or her ideas, feeling, opinion, emotion, and desire. According to Burns & Joyce in Kaharuddin's book state that speaking is as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and involving.³ Having the concept of speaking in mind will give valuable contribution in two ways. First,

¹Adek Adhiyati Z and Sitti Fatimah, "Using Werewolf Game to Teach Speaking to Senior High School," *Journal of Language Teaching and Research* 8, no 1, (2019), p. 61.

²Kaharuddin Bahar, *Interactional Speaking A guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trusmedia, 2014), p.1.

³Kaharuddin Bahar, *Interactional Speaking A guide to Enhance Natural Communication Skills in English*, p. 2.

related to learning-teaching speaking and second, investigating speaking in Language research.⁴

In learning process of English, especially in speaking, students face a lot of difficulties. There are many reasons that making students difficult in speaking English, one of the reasons is lack of self-confidence, this is happened because teacher's inability to build student's self-confidence. Most of English teacher adopted conventional method in classes. This method helps only to slow learners to some extent. It shows that twelve years of school study do not make students mastery over English. Teachers have to focus on encouraging students to speak in front of the class and aim them to express their idea in spoken language. Students don't accustom to speak without script. However, it would be solved if they practice as often as possible. Additionally, it must supported by teacher skill and an appropriate strategy in teaching speaking.

Teacher with good and adequate pedagogical skill can emerge students' interest to join the learning activity. Therefore, teacher should apply an interesting strategy that can involve the students directly. To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies in a fun way. The good teachers selected the most effective one in order the students to be more interested in the lesson.

Knowing the certain issues regarding to the importance of speaking above, the researcher assumes that the situation in the classroom needs some improvement to make the situation more interested and enjoyable in learning and teaching English. It can be achieved through speaking by using MUN" or also well known

⁴Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trusmedia, 2013), p.16.

as Model United Nation Simulation. This opinion is supported by the concept of model united nation by Calum Adamson on his journal, “Model United Nations (MUN) is a simulated forum in which young people role-play the decision-making protocols of selected committees and assemblies of the United Nations.”⁵ This activity takes students-centered as the learning process and the teacher becoming a facilitator. Students are required not only to increase their grasp through debates on specific issues, but they are also required to transmit the meta skills (the ability to do research, the ability to organize meetings, the ability to speak in public, the ability to defend a reasoned position) that can be applied in diverse environments.⁶

Based on the observation in SMA Negeri 1 Parepare, the researcher concludes that there are a lot of students who have difficulties in speaking because of some factors such as: the lack of vocabulary, grammar, lack of self-confidence and so on. Methods or strategies used are still few so a lot of researchers need to do research to develop the school to be better.

Relating on the explanation and the problem above, the researcher is interested in conducting a research entitled “The Using of Model United Nation (MUN) Simulation in Developing Students’ Speaking Skills of the Eleventh Grade of SMA Negeri 1 Parepare”.

⁵Calum Adamson, “Model United Nations as Means to Build Practical Transferable Skills,” *Journal of Language Teaching and Research* 2, no 12, (2016), p. 33.

⁶Enrico Calossi and Fabrizio Coticchia, “Students’ Knowledge and Perceptions of International Relations and the ‘Model United Nations’: an Empirical Analysis,” *Journal of Language Teaching Research* 53, no 3, (2018), p. 411.

1.2 Problem Statement

After explaining the background above, the researcher formulates research question “Is using Model United Nation (MUN) Simulation able to develop students’ speaking skills at the eleventh grade of SMA Negeri 1 Parepare?”.

1.3 Objectives of the Research

The Objective of the study is “To find out using Model United Nation (MUN) Simulation able to develop students’ speaking skills at the eleventh grade of SMA Negeri 1 Parepare”.

1.4 Significances of the Research

The researcher strongly hopes that her research about the using of Model United Nation (MUN) Simulation in developing students’ speaking skills can give some advantages for the researcher itself, the reader in general and the English education. The research gives contribution in the English education. The result of the research is expected to:

1.4.1 Their Researcher

The researcher expects this research can be useful for developing her ability in teaching speaking for students and to improve her knowledge in speaking as well.

1.4.2 The English Teachers

It is as input in English teaching can give information to the English teacher how to help students to improve their English speaking ability.

1.4.3 The Students

The researcher hopes that this research motivated the students to improve their English speaking ability.

1.4.4 The Future Researcher

The researcher hopes that this research can be used as one of the references for those who want to conduct a research in English learning and teaching process.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas were significantly clarify the concept of variable of the research

2.1.1 The Concept of Speaking

2.1.1.1 Definition of Speaking

Every language expert has their own definition regarding to speaking and indeed it the researcher only takes some of them.

According to oxford advanced learners' dictionary by oxford university press that speaking is talk to somebody about something or use your voice to say something, be able to speech or use a language, make speech to an audience.⁷

Bailey in Kaharuddin's book argues speaking is the capability which is express the main what we want to extend.⁸ It shows on how speaking is absolutely important for human life to have social link one another as social being.

Rahmawati stated that speaking is sound and symbol product by the speaker to communicate with the listener to share the meaning.⁹

Moreover Thornbury in Jeremy state various dimensions of different speaking events in order to describe different speaking genres. The people can make

⁷A.S. Hornby, *Oxford Advanced Learner's Dictionary*, Third Edition (Oxford: Oxford University Press, 2007), p. 198.

⁸Kaharuddin Bahar, *Interactional Speaking A guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p.1.

⁹Rahmawati, "Improving the Students' Speaking Ability by Make a Match Method at the Second Year of SMA Negeri 3 Takalar"(Published Thesis; Departement of English Education: Makassar, 2018),p.13.

distinction between transactional and interpersonal functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people.¹⁰

Speaking is the action of conveying information or expression one's thought and feelings in spoken language, to utter words or articulate sound, as human being, to express thought and opinion by word.¹¹

Speaking is the process of spoken language to express thoughts and feelings, express their experiences and variety of information.¹² The idea is a review of what we talked about and word to express it. Speaking is a complex matter because it involves thinking language and social skills. Speaking in general can be interpreted a delivery purpose (ideas, thoughts, hearts) one person to another by using oral language, so that purpose can be understood.

Based on some various definitions above, the researcher concludes the definition of speaking as the necessary skill of language is the process of social interaction between two people or more in greeting some information to achieve a particular goal of social relation between people.

2.1.1.2 The Element of Speaking

There are some components which should be mastered: fluency, accuracy, content and pronunciation.

¹⁰Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Longman, 2002), p. 343.

¹¹Webster's Comprehensive Dictionary, *The New International Webster Comprehensive Dictionary of the English Language* (Trident Press International, 2003), p. 330.

¹²Jane Revell, *Teaching Technique for Communicative English* (London: Macmillan Press Ltd), p. 243.

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 reasonable fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that speaker does not have to spend a lot of time searching for the language items needed to express the message.¹³ Fluency refers to able to communicate our ideas, without having to stop and think too much about what speaker want to say. Fluency is hoped able to build students’ confidence.

2. Accuracy

Accuracy seen the extent is correct grammar, idioms, phrases, sentences. Speaking accuracy means that students spell without grammatical errors and vocabulary. Accuracy is focus on issues appropriacy and other formal factors.

3. Content

Wherever possible, the content must be practical and can be understood, students are expected not too many use vocabulary or grammar new base, and focus on conversation. Convey the message to be in accordance with the intent of the conversation so it does not happen that different interpretations between the listener and speaker. The contents of a conversation that greatly affected the message on to convey that message perfectly or not. Therefore, students needed to understand the contents of the contents message.¹⁴

4. Pronunciation

¹³H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* Second Edition (San Francisco: Addison Wesley Longman Inc, 2001), p.267-269.

¹⁴Arsy Said, “The Effectiveness of Make a Match as Teaching Startegy to the Student Speaking Matery of the Second Year at Mts DDI,”(Published Skripsi; STAIN Parepare: Parepare,2012), p.17.

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. According to Oxford Advanced Learning Dictionary, pronunciation is the way in which a word is pronounced, the way a person speaks the word of a language. In pronouncing the words, the learners regularly have problem distinguishing between sounds in the new language that do not exist in languages they already know. Problems with pronunciation may be distracting for the listener, but they rarely lead miscommunication or misunderstanding.¹⁵

Based on the explanation above there is a number of different ways of getting students to speak, so the researcher concluded that to increase the students' speaking skill, the researcher had to apply in task fluency, accuracy, content and pronunciation. So, if we wanted to success in speaking we had to master all the items.

2.1.1.3 Models and Strategies in Teaching Speaking

Kayi point out activities to promote speaking, some of them are:¹⁶

1. Discussion

Students can share their idea about related topic and find solutions about it. Teacher should form a group and divide them into agree and disagree team. Along this activity, the students learnt how to make decision, learnt how to express and justify their argument, moreover it also train student how to build the critical thinking.

2. Role-Play

¹⁵Glenn Fulcher, *Testing Second Language Speaking* (London: Pearson Education Limited, 2003), p.22.

¹⁶Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language* (Nevada: University of Nevada, 2006), p.1.

Student played a role based on teacher deciding. Teacher told who they were and what they think or feel. It can be a buyer in the market who trying to bargain with the seller.

3. Simulation

Simulation is similar to the Role-play, the difference is in simulation students should bring the items to the classroom to create the situation as realistic as possible. For instance, student act as a doctor so he should use white custom and bring stethoscope. Simulation is very entertaining so it could gain students' interest to speak; it can be increase students' self confidence as well.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student would have the information that other partner does not have and the partners would share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner played an important role because the task cannot be completed if the partners did not provide the information the others need. These activities were effective because everybody has the opportunity to talk extensively in the target language.

5. Retelling

Teacher gave a topic and the students produced the idea about it. The benefit of Retelling is students are able to write idea freely and quickly.

6. Storytelling

In this activity students retold the story they heard before and create their own story and perform it in front of the class.¹⁷

¹⁷Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language* (Nevada: University of Nevada, 2006), p. 1-2.

Based on the several activities to improve speaking skills above, the researcher concluded that there were many kinds of activities that useful for teacher to implement it in the classroom. The focus was on how teacher able to create as good as possible environment to support students to practice speaking. The researcher tried to use simulation by applying Model United Nations (MUN) Simulation. Students acted as a delegates or representative of country and bring their country's view toward topic. It is approximately help students to practice speaking because the researcher conducted the conference as similar as possible with United Nations conference.

2.1.1.4 Type of Classroom Speaking Performance

Speaking occurs in a social context and classroom context where students learn and practice using a foreign language. The educational strategy to enhance speaking achievements in the class room interaction is also necessary and useful. According to Brown, there are six speaking categories that students may carry out in the classroom e.g.¹⁸

1. Imitative Speaking

Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular elements of language form.

Imitative speaking refers to producing speech by imitating language forms either phonological or grammatical e.g. the students practice an intonation contour or try to pinpoint a certain vowel sound.

¹⁸H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* Second Edition (San Francisco: Addison Wesley Longman Inc, 2001), p.271.

2. Intensive Speaking

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

3. Responsive Speaking

Responsive speaking refers to the students' speech production in the classroom in the form of short replies or student-initiated questions or comments. These are usually sufficient and do not extend into dialogue which can be meaningful and authentic.

4. Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiate as in conversation.

5. Interpersonal Speaking

Interpersonal speaking is the interactional activity which is carried out for more the purpose of maintaining social relationships than for the transmission of facts and information.¹⁹ 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

¹⁹H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman Inc, 2001), p. 274.

- d. Slang
- e. Ellipsis
- f. Sarcasm, etc.

6. Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by the 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.²⁰

Based on the explanation above, the researcher found that there are many types of speaking. In Model United Nations (MUN) Simulation, the activity would be covered several types of speaking such as responsive, transactional speaking, and extensive speaking. These types of speaking occurred during the beginning until the end of Model United Nations conference.

2.1.2 The Concept of Model United Nation Simulation

2.1.2.1 Definition of Simulation

Anyone who has taught a required basic communication course knows that sometimes getting students motivated to learn is difficult. Instructors have long utilized games and simulations to encourage student involvement and learning. Many articles reviewed suggest that games and simulations promote more student interest and involvement than traditional classroom instruction. Simulations have become popular in the social sciences and related fields as pedagogical tools.

Simulation is an exercise in empathic learning that "simulates" how our self-concept and communication change when someone's perceptions of ourselves

²⁰A. Kaharuddin Bahar, *The Communicative Competence-Based*, 2013, p.18-24.

contradict our own.²¹ Ellington in Victor Asal's journal states simulations as “ongoing representations of real situations.” Simulations can be quite useful in illustrating how real institutions function and allowing students to see how an institutional structure can affect how decisions are made in the real world.²²

According to Oxford Advance Learner's Dictionary, simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality.²³

Simulations provide an efficient and effective way to learn. According to Aless “studying by using a simulation is quite different than studying a book, listening to a lecture, or doing a computer drill. In a scientific discovery simulation, for example, the learner is performing experiments, varying input variables in a systematic fashion, observing and recording output, and (if the simulation is designed well) reflecting on the results”.²⁴

Thus, simulation learning is more than a single activity and can be seen as a series of activities that move between *using* and *creating* simulations fulfilling different advantages in terms of learning efficiency and depth.²⁵

²¹Darin L. Garard, *et al.*, eds., “Alternatives to Traditional Instruction: Using Games and Simulations to Increase Student Learning and Motivation,” *Journal of Language Teaching and Research* 15, no 1, (2013), p. 40.

²²Victor Asal, “Playing Games with International Relations,” *Journal of language Teaching and Research* 6, no 3, (2005), p. 360.

²³*Oxford Advanced Learner's Dictionary* Fourth Edition. (Oxford: Oxford University Press, 2011), p. 1249.

²⁴Stephen Alessi, “Building Versus Using Simulations: In Integrated and Holistic Perspectives on Learning, Instruction and Technology,” *Journal of Language Teaching and Research* 15, no 2, p. 185.

²⁵Jose J. Padilla, *et al.*, “Using Simulation Games for Teaching and Learning Discrete-Event Simulation,” *Journal of Language Teaching and Research* 8, no 2, (2016), p. 3376.

Based on the quotation above, the researcher assumed that simulation is an activity where the students played role as they have accepted, the activity setting itself is similar with the real-life situation, so it could make students feel the atmosphere with the real-life. In example the Researcher setting simulation of United Nations, so the classroom set like United Nations conference while students would be role as delegates and did conference same as what exactly happened in United Nations conference.

2.1.2.2 Definition of Model United Nation

Model United Nations is an extra-curricular activity in which students typically role play delegates to the United Nations and simulate UN committees". This activity takes place at MUN conferences, which is usually organized by a high school or college MUN club. At the end of most conferences, outstanding delegates in each committee are recognized and given an award certificate; the best delegate in each committee, however, receives a gavel. Thousands of middle school, high school, college students across the country and around the world participates in Model United Nations, which involves substantial researching, public speaking, debating, and writing skills, as well as critical thinking, teamwork, and leadership abilities.²⁶

Model United Nation is an academic simulation of the United Nations where students play the role of delegates from different countries and attempt to solve real world issues using the policies and perspectives of their assigned country. For example, a student may be assigned the United Kingdom and will have to solve global topics such as nuclear non-proliferation or climate change from the policies and perspectives of the United Kingdom.²⁷

Model United Nation (also Model UN or MUN) is commonly defined as an academic simulation of the United Nations that aims to educate participants about

²⁶Kareem Khalil and Azd Billeh, *Imun Delegate Guide* (Amman: International Academy, 2017), p. 2.

²⁷Best Delegate, *Mun Made Easy: How to Get Started with Model United Nation*, <http://bestdelegate.com/mun-made-easy-how-to-get-started-with-model-united-nations/>, (access on September 6th2019).

current events, topic in international relations, diplomacy, and the United Nations agenda.²⁸

Model United Nations (MUN) provides a great forum for students to learn about global issues and political processes, while also practicing communication and negotiation skills that will serve them well for a lifetime.²⁹

Based on the explanation above, the researcher concluded that Model United Nation is a simulation of United Nations. The participant played the role of delegates. They presented their country perspective related to the topic/issue. In the Model United Nations conference, students learnt about international relation, diplomacy, negotiate, discussion, debating, public speaking and teamwork.

2.1.2.3 Parts of Model United Nation

According to United Nations Association of United States of America, these are the part of Model United Nations.³⁰

1. Topics

Topic is the items discussed in committee; the issues is crucial that happen nowadays and it might be about political, social, economy, etc.

2. Delegates

A Model United Nations delegate is a student who assumes the role of an ambassador to the United Nations in a Model United Nations simulation.

²⁸Ed Micklous and J. Thomas Brannan, *Coaching Winning Model United Nations Teams* (United States of America: University of Nebraska Press, 2013), p. 1.

²⁹Brian Ripley, Neal Carter, and Andrea K. Grove, "League of Our Own: Creating a Model United Nations Scrimmage Conference," *Journal of Language Teaching and Research* 5, no 1, (2009), p. 55.

³⁰United Nations Association of United States of America, "Part of Model United Nations," <http://www.unausa.org/>, (access on September 27th 2019)

3. Draft Resolutions

Draft resolutions are all resolutions that have not yet been voted on. Delegates write draft resolutions alone or with other countries. A draft resolution must always gain the support of a certain number of member states in the committee before the sponsors.

4. Bloc

A group of countries with similar policies that work together to advance their ideas. Blocs often draft working papers together during unmoderated caucuses.³¹

5. Chair

A person that moderates debate, keeps time, rules on points and motions, and enforces the rules of procedure. Also known as a Moderator.³²

Every MUN committee has a chair, the person who leads the committee and administers the rules of procedure fairly. The chair is almost always seated at the front of the room. The chair also holds a gavel, the symbol of their leadership over a committee which can be used to call the committee to order. Typically, there are multiple people at the front of the room that share the responsibilities of being a chair. This group is called the dais, and they may pass the gavel between each other to symbolize who is leading the committee.

6. Dais

The group of people, usually high school or college students, in charge of a Model UN committee. It generally consists of a Chair, a Director, and a Rapporteur. The dais is also the raised platform on which the chair traditionally sits.

³¹Kareem Khalil, *Beginner Delegate Guide* (New York: International Model United Nation, Inc, 2018), p. 37.

³² Kareem Khalil, *Beginner Delegate Guide*, p. 13.

7. Director

A member of the dais that oversees the creation of working papers and draft resolutions, acts as an expert on the topic, makes sure delegates accurately reflect the policy of their countries, and ensures that decorum is maintained.

8. Rapporteur

Person who responsible for maintaining the speakers list, order of the resolutions on the floor, verifying vote counts, and other administrative matters.

9. Motion

Motions are proposals from delegate to change the way that the committee is debating. The two most common motions are to enter a moderated and unmoderated caucus. However, there are also motions to open and close the Speakers List, close debate, etc.³³

10. Placard

A piece of cardstock with a country's name on it that a delegate raises in the air to signal to the Chair that he or she wishes to speak.

11. Point

A request raised by a delegate for information or for an action relating to that delegate. Examples include a point of order, a point of inquiry, and a point of personal privilege.

12. Roll Call

The first order of business in a Model UN committee, during which the Rapporteur reads aloud the names of each member state in the committee. When a delegate's country's name is called, he or she may respond "present" or "present and

³³Kareem Khalil, *Beginner Delegate Guide* (New York: International Model United Nation, Inc, 2018), p. 38.

voting." A delegate responding "present and voting" may not abstain on a substantive vote.

13. Vote

A time at which delegates indicate whether they do or do not support a proposed action for the committee. There are two types: procedural and substantive.

Based on the explanation above, the researcher implemented all the part of Mun in order to create the real simulation of Model United Nation, the distribution started by giving the role or position of every students so they represented their position that has been distributed and using all the component in order to this simulation can going.

2.1.2.4 Rules of Procedure of Model United Nation

MUN is like many forms of debate. It is governed by the rules of procedure, which are the rules that determine when and how delegates are allowed to speak. Without the rules of procedure, MUN conferences would just turn into shouting matches, which wouldn't really create meaningful conversations. Here, we must note that there is no single set of rules of procedure that all conferences share. The major themes are usually shared among conferences, but each one may have its own special set of rules. Here is the procedure of rules of Model United Nation:

1. Opening Debate

Debate typically started with a speakers list: the list of countries in the order in which they had the floor to speak. The speakers list is the most democratic of the forms of MUN debate. Each country is allowed to be on the speakers list only once at any given moment, allowing everybody in the room to share their positions equally. Speeches during the start of debate were typically expository in nature. Each country framed the problem in a way that makes their solution make the most

sense. They also explained their country's involvement in the issue and discuss the kinds of solutions they want to see pass.³⁴

This is also the time where countries identify their blocs: groups of countries that share beliefs about how to address the problem. Blocs are critical for getting anything passed through the committee, as a resolution with a single sponsor is unlikely to pass. By listening for opening speeches that advocate for similar policies, delegates can easily identify potential allies.

2. Working Papers

After many speeches have passed and the different blocs have come together, each bloc started to write their resolutions outlining how they wanted to see the issue addressed by the UN. However, because resolution was a term reserved for things that have been voted on and approved by the committee, MUN used the term working paper to describe the documents drafted during this phase of debate. A working paper was a document that aspires to be a resolution but hasn't been submitted to the chair yet. Once a working paper was submitted to the chair, it was then introduced to the committee (usually by projecting it at the front of the room or making and distributing copies of it to each delegate). At the point that it was distributed to the committee, the document is known as a draft resolution. This distinction became important when we discussed voting procedure.³⁵

The chair never formally announced that it is time to begin drafting working papers, and therefore the transition between opening debate and the start of writing working papers was never precise. However, once a bloc felt like it has enough

³⁴Kareem Khalil, *Beginner Delegate Guide* (New York: International Model United Nation, Inc, 2018), p. 13.

³⁵Kareem Khalil, *Beginner Delegate Guide*, p. 14.

members to start developing their solution to the problem, they should feel empowered to begin writing a working paper.

During this phase, the speakers list continued, but the committee more often voted to enter caucuses. In short, caucuses were a suspension of the rules, meaning that countries no longer follow the speakers list. The committee decided when it went into a caucus. First, a delegate raised their placard (a card with their country's name on it), was recognized by the chair, and then makes a motion. A motion was essentially a proposal for the committee to temporarily change the rules of debate.

Delegates most often move to enter caucuses. The two types of caucuses are:

a. Moderated Caucus

Sometimes, the committee wanted to focus on a specific subtopic. For example, in a discussion about water scarcity, the committee decided it wanted to focus on the effects of desertification for a short period. This was where a moderated caucus was useful. In this form of caucus, delegates picked a single, narrow topic they wanted to make short speeches on. The chair will then call on countries that wanted to speak on that topic, and they must speak *only* about the topic. Example Motion: "I move to enter a five-minute moderated caucus with a thirty second speaking time on the topic of water rights in Chad."³⁶

b. Unmoderated Caucus

An unmoderated caucus was where all delegates were invited to get out of their seats and move about the room. This was extremely useful when it came time to draft working papers, as it allowed blocs to speak freely with each other and debate ideas as they committed them to paper. It's much easier to write together in a group than scattered across the room! Example

³⁶Kareem Khalil, *Beginner Delegate Guide* (New York: International Model United Nation, Inc, 2018), p. 14.

Motion: “I move to enter a ten-minute unmoderated caucus.” Closely related to motions are points. Points were questions to the chair or comments about the way committee was being run. They rarely related to the topic being discussed and have more to do with the way debate was being run. An example of a point was the point of order, used to notify the chair that one of the rules of procedure may have been violated.

Throughout this phase, different blocs might split or merge depending on whether any issues become more or less important to the committee. It was not unusual for there to be varying numbers of working papers and draft resolutions as debate progresses. These changes were usually the effect of caucus blocs splitting or merging, a normal thing for MUN conferences.

Finally, more advanced conferences allowed time to alter draft resolutions with amendments. We believed that new delegates should not be terribly concerned by this, and even many advanced conferences didn't feature amendments because the students didn't have any to propose.³⁷

3. Voting Procedure

The committee ended with voting procedure. Voting procedure began when a delegate moves to close debate, which requires a two-thirds majority of the committee to pass. Once this motion was approved, *only* the draft resolutions continue to be recognized; any working papers were ignored. However, by this point, delegates have had ample time to write their draft resolutions and read everyone else's draft resolutions, so a decision must be made. The committee did a final review of each draft resolution and then votes on them one by one. New delegates should only be concerned with whether they are going to vote yes or no

³⁷Kareem Khalil, *Beginner Delegate Guide* (New York: International Model United Nation, Inc, 2018), p. 15.

on each resolution. The walked the committee through the various steps on how to cast those votes. However, it was important to note that the UN and MUN committees could pass more than one resolution at a time, so there was no need for tit-for-tat voting. Countries were encouraged to vote according to their policy to produce the most realistic result from the simulation.

Based on the explanation above, the researcher implemented all the rules of procedure in order to make real atmosphere to the student about Model United Nation Simulation and the student followed the flow of the MUN as their country's position. The countries that involved in the conference are Australia, China, Egypt, France, Indonesia, Italy, Japan, Russian Federation, South Africa, United Kingdom, United States of America, India, South Korea, Saudi Arabia, Thailand and Vietnam.

2.2 Previous Related Research Finding

There are many research findings which relate to this study, here is some of the previous finding mentioned with their report below:

Suryati did an experimental study at SMKN 2 Jepara entitled "The Effectiveness of Using Simulation in Improving Students' Speaking Skill for Vocational High School" and found that simulation was efficient and effective to improve the students' speaking ability. It is proved by the higher achievement of experimental group that was 82.91 rather than the control group achievement that was 66.³⁸

³⁸Suryati, "The Effectiveness of Using Simulation in Improving Students' Speaking Skill for Vocational High School"(Published Skripsi; Semarang State University: Semarang,2010), p.58.

In the research above, the researcher determined the simulation as an independent variable that was almost the same as this research that using Model United Nation as a simulation then, this research also had a significant similarity in the dependent variable. The research above chose the students' speaking skill as the dependent variable which was has the same focus on this research that was the students' speaking skills at SMA Negeri1 Parepare.

Eka Milani Dewi stated in her research entitled "Improving the Speaking Ability of the Eleventh Year Student of MAN 2 Parepare through Model United Nations Based Simulation" found that the use of Model United Nations based simulation was able to improved students speaking ability. It is proved by the difference between score of pre-test and post-test of the four components of speaking scoring which the scores of students' post-test was higher than the score of the students' pre-test.³⁹

In the research above, the researcher determined the Model United Nation simulation as an independent variable that was the same as this research that using Model United Nation as a simulation then, this research also had a significant similarity in the dependent variable. The research above chose the students' speaking ability as the dependent variable which was has the same focus on this research that was the students' speaking skills at SMA Negeri1 Parepare.

Hardianti, Nadrum, Mukrim conducted research entitled "improving Speaking Skill through Simulation technique" in SMA alkhairat Kulkubala and indicated that eleventh grade students' speaking ability was improved by using simulation method". It can be seen from the result of the data analysis, in the pre-

³⁹Eka Milani Dewi, "Improving The Speaking Ability of the Eleventh Year Student of MAN 2 Parepare through Model United Nations Based Simulation"(Published Skripsi; Muhammadiyah University Parepare: Parepare, 2016), p. 57.

test the result was 35.4 while in the post-test the result increased to 57. Moreover they also found that the students able to speak more fluently and easily understand what other speaker says.⁴⁰

In the research above, the researcher determined the simulation as an independent variable that was almost the same as this research that using Model United Nation as a simulation then, this research also had a significant similarity in the dependent variable. The research above chose the students' speaking skill as the dependent variable which is has the same focus on this research that was the students' speaking skills at SMA Negeri1 Parepare.

Based on the related research finding, the researcher assumed that simulation was a useful strategy to improve students' speaking skills. It showed on all the research finding above that the score in pre-test was higher than post-test. In relation with this, the researcher used Model united Nations Simulation to see whether it can improve the students' speaking skills of the eleventh grade of SMA Negeri 1 Parepare or not

2.3 Conceptual Framework

Conceptual framework divided into three stages namely input, process and output which are explained as follows:

In input stage, the researcher collected the main information about students' speaking skills before applying the treatment. In this stage the researcher saw the low ability of students speaking skills. They faced a lot of difficulties in speaking because of some factors such as: the lack of vocabulary, grammar, and low of self-confidence. So, the researcher prepared what students have before the whole

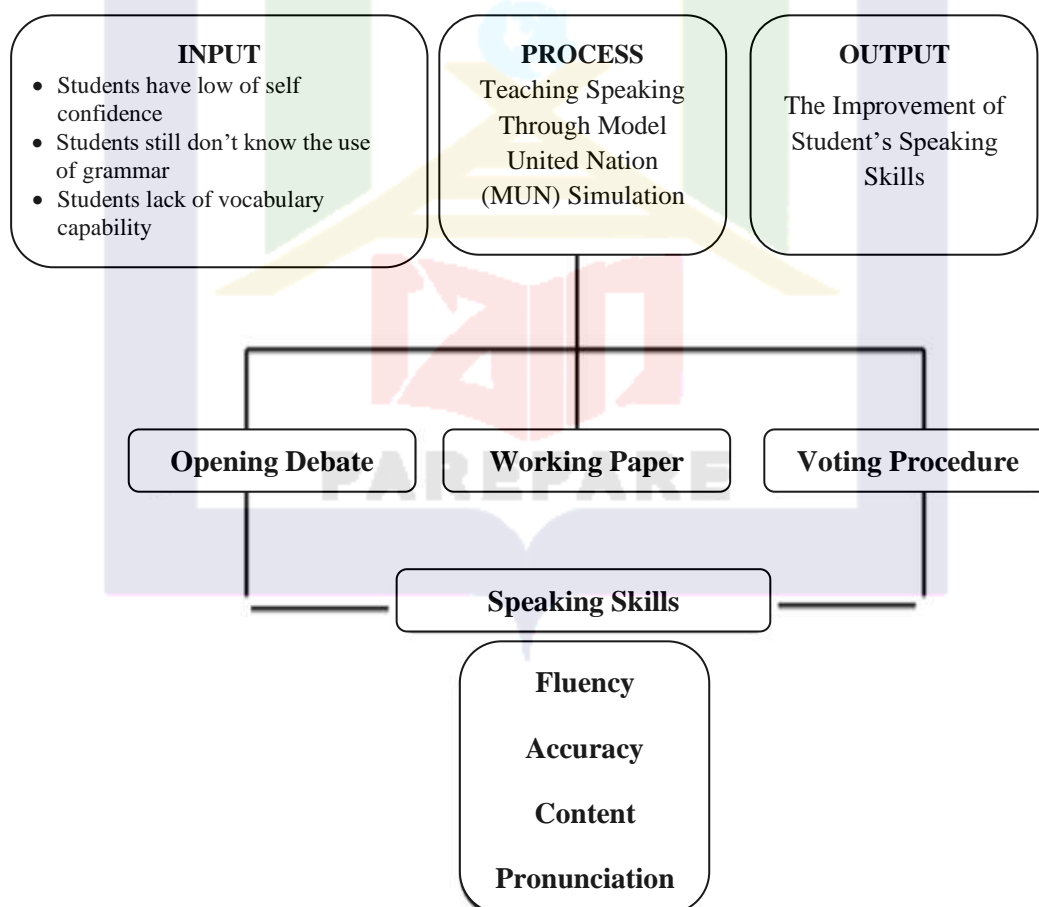
⁴⁰Hardianti, Nadrum and Mukrim, "Improving Speaking Skill Through The Use of Simulation Technique," *Journal of Language Teaching and Research* 1, no 2, (2013), p. 9.

process start. The researcher gave materials that applied in the classroom then introduce “Model United Nation Simulation”.

In process stage, the researcher applied the treatment by teaching speaking through Model United Nation Simulation. Learning process applied by following the rules of procedure.

In output stage, the researcher knew the effect from applying Model United Nation Simulation to the student. It would be possible that the treatment can show the result, it improved or not. The researcher knew the treatment result the best use in learning speaking.

Following is the conceptual framework which is underlying this research:



The three main components are explained in the following:

- 2.3.1 Input: it refers to the students speaking skill which was still low and also introducing “Model United Nation Simulation”.
- 2.3.2 Process: it refers to give treatment in applying “Model United Nation Simulation”.
- 2.3.3 Output : the result of this treatment was the improvement of students’ speaking skills.

2.4 Hypothesis

Before formulating the hypothesis people should know what is hypothesis. Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the idea.⁴¹

Based on theoretical point of view, the tentative answers of the research problem are formulated in the following hypothesis:

- 2.4.1 H_0 (Null hypothesis): Using the “Model United Nation (MUN) Simulation” is not effective to develop the students’ speaking skills.
- 2.4.2 H_a (Alternative hypothesis): Using the “Model United Nation (MUN) Simulation” is effective to develop the students’ speaking skills.

⁴¹Saepudin, dkk., *Pedoman Penulisan Karya Ilmiah*, Sekolah Tinggi Agama Islam Negeri (STAIN), (Parepare: Departemen Agama, 2013), p.26.

2.5 Variable and Operational Definition

2.5.1 Variable

Variable can be interpreted as the object of observation or phenomenon in perusal.⁴²There were two variables in this research, namely dependent variable and independent variable. Dependent variable was students' speaking skills and independent variable was the Model United Nation (MUN) Simulation.

2.5.2 Operational definition of variable

2.5.2.1 The "Model United Nation (MUN) Simulation", which was designed to develop students' speaking skills and with this strategy, the students were stimulated to talk by providing the active situation. Students started this activity with debate, then they made a work paper and the last was voting procedure.

2.5.2.2 The students' speaking skills in practicing public speaking was the result and the successfulness as well as progress of students' speaking skills in SMA Negeri 1 Parepare. In this research the researcher focused in all elements of speaking. In this case, they were fluency, accuracy, content and pronunciation.

⁴²Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kwantitatif Dalam Pendidikan*, (Jakarta: PT Raja Garfindo Persada, 1996), p. 156.

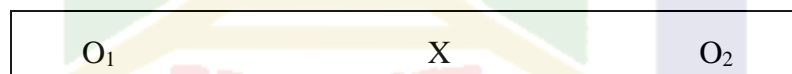
CHAPTER III

RESEARCH METHOD

This part simply represents the description of the research design, setting of the research, population and samples, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was basically a pre-experimental with pre-test and post-test design. The students did the pre-test, get the treatment and do the post-test. It aimed to know whether using “Model United Nation (MUN) Simulation” especially in speaking skills can develop the students’ speaking at the eleventh grade of SMA Negeri1 Parepare. The following is the formula:



Where:

O₁: Pretest

X: Treatment

O₂: Posttest⁴³

3.2 Location and Duration of the Research

The location of the research took a place at SMA Negeri 1 Parepare. The research used the quantitative research that has several times to collect and analyze the data. So, the researcher used more than one month for collecting the data.

⁴³Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), p. 110-111.

3.3 Population and Sampel

3.3.1. Population

The population of the research was the eleventh grade students of SMA Negeri 1 Parepare academic year 2019/2020. There were 10 classes in that school which were XI MIPA 1, XI MIPA 2, XI MIPA 3, XI MIPA 4, XI MIPA 5, XI MIPA 6, XI IS 1, XI IS 2, XI IS 3 and XI IS 4. The total of population was 317 students.

Table 3.1 The total students of the eleventh grade of SMA Negeri 1 Parepare

No	Class	Number of Students
1.	XI MIPA 1	32
2.	XI MIPA 2	32
3.	XI MIPA 3	31
4.	XI MIPA 4	31
5.	XI MIPA 5	32
6.	XI MIPA 6	31
7.	XI IS 1	32
8.	XI IS 2	32
9.	XI IS 3	32
10.	XI IS 4	32
Total of students		317 Students

Data Sources: administration of SMA Negeri 1 Parepare

3.3.2. Sample

The sample was taken by using single stage cluster sampling because the researcher needed to find out the using of “Model United Nation Simulation” in speaking skill toward all students in the random class (cluster of the population above).

Cluster sampling is a sampling plan used when mutually homogeneous yet internally heterogeneous groupings were evident in a statistical population. In this sampling plan, the total population was divided into these groups (known as clusters) and a simple random sample of the selected groups. The elements in each cluster were then sampled. If all elements in each sampled cluster were sampled, then this is referred to as a "one-stage" cluster sampling plan. If a simple random subsample of elements is selected within each of these groups, this is referred to as a "two-stage" cluster sampling plan. A common motivation for cluster sampling is to reduce the total number of interviews and costs given the desired accuracy. For a fixed sample size, the expected random error is smaller when most of the variation in the population presented internally within the groups, and not between the groups. The researcher took the class XI MIA 5 which consists of 32 students as the sample in this research.

3.4 Instrument of the Research

In this research, the researcher used speaking test as the instrument. The kind of speaking test was question that giving students chance to think in certain perception and it was applied in pre-test and the post-test. The pre-test was aimed to know the students speaking ability before treatment while the aim of the post-test was to find out whether the students speaking was exclusively developed after the treatment.

3.5 Procedure of Collecting Data

The procedures of collecting data were divided into two stages, consists of two meetings divided into Pre-Test and Post-test. These are the details:

3.5.1 Pre-Test

Before doing the treatment, the researcher introduced herself to the students and so does with the students. Then, the researcher started the pre-test by giving several questions and asks them to speak up. So, the researcher significantly assessed the pre-test ability of the students.

3.5.2 Treatment

After giving pre-test and getting the students ability in English, the researcher gave a treatment to the students in the classroom. The treatments were carried out for four meetings. The procedure of this treatment was the researcher used Model United Nations in teaching and learning process. Days before the meeting, the researcher divided and distributed the background of the topic as reference for the students to search their country position.

3.5.2.1 First Meeting:

1. The researcher explained to the students about the procedure of Model United Nation.
2. The researcher gave the students vocabularies or terms used in Model United Nation.
3. The researcher started the practical procedure by starting to make delegate groups consist of two students of each group.
4. The researcher acted as Chair committee and chooses two students as Dais of committee members.
5. Committee set up the conference with the topic “Video Game”

6. Chair committee opened the speaker list which will have all the delegates to speak regarding to the given topic.
7. Chair committee let delegates to form a bloc (group of delegates that share same belief or stance).
8. Committee had the blocs to make their working paper for entering the caucus.
9. Committee had the delegates to enter 20 minutes moderated caucus.
10. The researcher ended the conference with the voting procedures.
11. The researcher announced the topic for the next meetings and has the students to gain information about the given topic.

3.5.2.2 Second Meeting:

1. The researcher started the practical procedure by starting to make delegate groups consist of two students of each group.
2. The researcher acted as spectator only and let one student as Chair committee and chooses two students as Dais of committee members. (They can swap their position).
3. Committee set up the conference with the topic “Nuclear Energy”
4. Committee opened the speaker list which will have all the delegates to speak regarding to the given topic.
5. Chair committee let delegates to form a bloc (group of delegates that share same belief or stance).
6. Committee had the Blocs to make their working paper for entering the caucus.
7. Committee had the delegates to enter 40-60 minutes moderated caucus.
8. The researcher ended the conference with the voting procedures.

9. The researcher announced the topic for the next meetings and has the students to gain information about the given topic.

3.5.2.3 The Third Meeting:

1. The researcher started the practical procedure by starting to make delegate groups consist of two students of each group.
2. The researcher acted as spectator only and let one student as Chair committee and chooses two students as Dais of committee members. (They can swap their position).
3. Committee set up the conference with the topic “Global Warming”
4. Committee opened the speaker list which will have all the delegates to speak regarding to the given topic.
5. Chair committee let delegates to form a bloc (group of delegates that share same belief or stance).
6. Committee had the Blocs to make their working paper for entering the caucus.
7. Committee had the delegates to enter 40-60 minutes moderated caucus.
8. The researcher ended the conference with the voting procedures.
9. The researcher announced the topic for the next meetings and has the students to gain information about the given topic.

3.5.2.4 The Fourth Meeting:

1. The researcher started the practical procedure by starting to make delegate groups consist of two students of each group.
2. The researcher acted as spectator only and let one student as Chair committee and chooses two students as Dais of committee members. (They can swap their position).

3. Committee set up the conference with the topic “Effect of Internet”
4. Committee opened the speaker list which will have all the delegates to speak regarding to the given topic.
5. Chair committee let delegates to form a bloc (group of delegates that share same belief or stance).
6. Committee had the Blocs to make their working paper for entering the caucus.
7. Committee had the delegates to enter 40-60 minutes moderated caucus.
8. The researcher ended the conference with the voting procedures.

3.5.3 Post- test

After giving the treatment, the researcher gave the students post-test to find out the result of the treatment to measure the students’ development in speaking skills after using “Model United Nation (MUN) Simulation”. The researcher gave the same test in post-test. It was conducted to check the result of treatment and it was also useful to know whether using the “Model United Nation (MUN) Simulation” was applying to develop student speaking skills.

3.6 Technique of Data Analysis

The data was collected through a speaking test that was analyzed by using quantitative analysis. The steps were undertaken in quantitative analyze are following:

3.6.1 Scoring the Students’ Answer

To find out the students’ speaking skills, it is viewed from the four components, and they are Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: Scoring speaking rubric for fluency activities

Classification	Score	Criteria
Content	5-6	- Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost 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
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
	1-2	- Answer nothing right

Advance Table 3.2

Classification	Score	Criteria
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

3.6.2 The Classification of the Students Score

Table 3.3: The classification students' score

No.	Classification	Score
1.	Very good	81-100
2.	Good	61-80
3.	Fair	41-60
4.	Poor	21-40
5.	Very poor	0-20

Data Source: Depdiknas (Kurikulum 2006: Standar Kompetensi SMA/MA)

3.6.3 Finding Out the Mean Score by Using the Following Formula:

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

Where:

X = Mean score

Σ = Total Score

N = The total number of students⁴⁴

3.6.4 Calculating the Rate Percentage of the Students' Score by Using the Following Formula:

$$p = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = frequency

N = total of number of sample.⁴⁵

3.6.5 Finding Out the Difference of the Mean Score between Pre-test and Post-test by Calculate the T-test Value Using the Following Formula:

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

Where:

T = test of significance

D = the mean score of difference

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample⁴⁶

⁴⁴Suharsimi Arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

⁴⁵Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

⁴⁶Gay L.R, *Education Research Competencies for Analysis and Application, Second Edition*, p.331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the research findings and the discussion of the research. The finding of the research covers the description of the result of data collected through a test can be discussed in the section below.

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' speaking skills then post-test was given to know students' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out the students' speaking skill before and after giving treatment through "Model United Nation Simulation" in SMA Negeri 1 Parepare.

4.1.1 The Result of Pre-test and Post-test

This section described the result of the data analysis using Model United Nation Simulation on students' speaking skills of the eleventh grade of SMA Negeri 1 Parepare.

4.1.1.1 The Students' Score in Pre-test

The researcher gave several questions regarding the topic to the students' as the pre-test to know the students' speaking skills. Every student got the question and answered it then the researcher recorded the students' answers. After giving the pre-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skill which are fluency, accuracy, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1. The Students' Score in Pre-test based on Speaking Skill

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score (X ₁)
1	AFD	5	4	4	4	17	43
2	ARH	4	3	3	4	14	35
3	AD	6	5	5	6	22	55
4	AJG	5	4	5	5	19	48
5	AMT	6	5	6	6	23	58
6	AAT	6	5	5	7	23	58
7	AM	4	3	4	4	15	38
8	AAA	5	5	4	5	19	48
9	AR	3	3	4	3	13	33
10	AFF	5	4	5	5	19	48
11	AM	6	5	6	6	23	58
12	ARB	4	4	3	4	15	38
13	DAW	4	3	3	3	13	33
14	FH	5	4	5	5	19	48
15	KDJ	7	7	8	8	27	67
16	MMR	6	5	6	7	24	60
17	MA	4	3	4	5	16	40

18	MMY	5	4	5	6	20	50
19	MR	3	3	4	3	13	33
20	NSM	4	3	3	3	13	33
21	NFR	5	4	4	5	18	45
22	NAH	6	5	6	7	24	60
23	NT	4	3	3	4	14	35
24	PKR	4	3	3	4	14	35
25	RM	6	5	6	7	24	60
26	RFP	3	3	3	4	13	33
27	SPM	6	5	5	6	22	55
28	SW	5	4	4	5	18	45
29	TRS	4	3	3	3	13	33
30	TFL	5	3	3	5	16	40
31	UHB	4	3	4	4	15	38
32	VF	5	4	4	6	19	48
Total		154	127	140	159	577	1451

(Data' Source: the students' score in pre-test)

Table 4.2. To find out the students' Mean score and Standard Derivation of the Pre-test can be calculated based on the content of the following table

No.	Name	Pre-Test of Students (X_1)		
		Total Score (X_1)	X_1^2	Classification
1	AFD	43	1849	Fair
2	ARH	35	1225	Poor
3	AD	55	3025	Fair
4	AJG	48	2304	Fair
5	AMT	58	3364	Fair
6	AAT	58	3364	Fair
7	AM	38	1444	Poor
8	AAA	48	2304	Fair
9	AR	33	1089	Poor
10	AFF	48	2304	Fair
11	AM	58	3364	Fair
12	ARB	38	1444	Poor
13	DAW	33	1089	Poor
14	FH	48	2304	Fair
15	KDJ	67	4489	Good

16	MMR	60	3600	Fair
17	MA	40	1600	Poor
18	MMY	50	2500	Fair
19	MR	33	1089	Poor
20	NSM	33	1089	Poor
21	NFR	45	2025	Fair
22	NAH	60	3600	Fair
23	NT	35	1225	Poor
24	PKR	35	1225	Poor
25	RM	60	3600	Fair
26	RFP	33	1089	Poor
27	SPM	55	3025	Fair
28	SW	45	2025	Fair
29	TRS	33	1089	Poor
30	TFL	40	1600	Poor
31	UHB	38	1444	Poor
32	VF	48	2304	Fair
Total		$\Sigma X=1451$	$\Sigma X^2=69091$	

(Data' Source: the students' score in pre-test)

The following table shows the percentage of the frequency in pre-test

Table 4.3. The rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	1	3%
3.	Fair	41-60	18	56%
4.	Poor	21-40	13	41%
5.	Very poor	0-20	0	0%
Total			32	100%

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior speaking ability before conducting Model United Nation Simulation. There were one student got good score, eighteen students got fair score and thirteen students got poor. The total score in pre-test was 1451. It had shown that the students' speaking skill in pre-test was ordinary, because most of the students got fair score instead of good. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{1451}{32}$$

$$x = 45$$

Thus, the mean score (X_1) of pre-test is 45

Based on the result of the pre-test, the data showed that the average score of the pre-test is 45. From that analyzing, it had shown that almost of the 32 students skill in speaking was still low because most of the students got fair and poor score. The total score in pre-test was still low.

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

$$SD = \sqrt{\frac{69091 - \frac{(1451)^2}{32}}{32 - 1}}$$

$$SD = \sqrt{\frac{69091 - \frac{2105401}{32}}{31}}$$

$$SD = \sqrt{\frac{69091 - 65793.7}{31}}$$

$$SD = \sqrt{\frac{3297.3}{31}}$$

$$SD = \sqrt{106.3}$$

$$SD = 10.31$$

Thus, the standard deviation of pre-test is **10.31**

4.1.1.2 The Students Score in Post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.4. The students' score in post-test based on speaking skill

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score (X ₂)
1	AFD	7	6	6	6	25	63
2	ARH	7	5	6	7	25	63
3	AD	8	6	8	8	30	75
4	AJG	7	6	7	7	27	67
5	AMT	9	7	9	9	34	85
6	AAT	9	7	8	9	33	83
7	AM	7	5	6	7	25	63
8	AAA	7	5	6	7	25	63
9	AR	8	5	7	8	28	70
10	AFF	7	5	7	7	26	65
11	AM	7	6	7	7	27	68
12	ARB	8	6	7	8	29	73
13	DAW	7	5	7	7	26	65
14	FH	7	6	8	8	29	73
15	KDJ	9	9	9	9	36	90
16	MMR	7	6	7	8	28	70

17	MA	8	6	7	8	29	73
18	MMY	7	6	7	7	27	68
19	MR	7	5	7	7	26	65
20	NSM	7	5	7	8	27	68
21	NFR	8	6	7	8	29	73
22	NAH	7	5	7	8	27	68
23	NT	7	5	7	7	26	65
24	PKR	8	5	7	8	28	70
25	RM	8	6	7	8	29	73
26	RFP	8	5	7	7	27	68
27	SPM	8	6	7	8	29	73
28	SW	8	5	7	8	28	70
29	TRS	7	5	7	8	27	68
30	TFL	8	6	7	8	29	73
31	UHB	8	6	7	8	29	73
32	VF	7	5	6	7	25	63
Total		242	182	226	245	895	2247

(Data' source: The students' score in post-test)

Table 4.5. To find out the students' Mean score and Standard Derivation of the Post-test can be calculated based on the content of the following table.

No	Name	Post-Test of Students (X_2)		
		Total Score (X_2)	X_2^2	Classification
1	AFD	63	3969	Good
2	ARH	63	3969	Good
3	AD	75	5625	Good
4	AJG	67	4489	Good
5	AMT	85	7225	Very Good
6	AAT	83	6889	Very Good
7	AM	63	3969	Good
8	AAA	63	3969	Good
9	AR	70	4900	Good
10	AFF	65	4225	Good
11	AM	68	4624	Good
12	ARB	73	5329	Good
13	DAW	65	4225	Good
14	FH	73	5329	Good
15	KDJ	90	8100	Very Good

16	MMR	70	4900	Good
17	MA	73	5329	Good
18	MMY	68	4624	Good
19	MR	65	4225	Good
20	NSM	68	4624	Good
21	NFR	73	5329	Good
22	NAH	68	4624	Good
23	NT	65	4225	Good
24	PKR	70	4900	Good
25	RM	73	5329	Good
26	RFP	68	4624	Good
27	SPM	73	5329	Good
28	SW	70	4900	Good
29	TRS	68	4624	Good
30	TFL	73	5329	Good
31	UHB	73	5329	Good
32	VF	63	3969	Good
Total		$\Sigma X=2247$	$\Sigma X^2=159049$	

(Data' Source: the students' score in post-test)

Table 4.6 The rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of Post-Test	Percentage of Post-Test
1.	Very Good	81-100	3	9%
2.	Good	61-80	29	91%
3.	Fair	41-60	0	0%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			32	100%

(Data' source: The rate percentage of the frequency of post-test)

Basically, the table above showed the result whether or not the students' had improvement in speaking skills after being treated through Model United Nation Simulation. There were three students got very good score and twenty nine students got good score. It means that the students' speaking skill had improvement through Model United Nation Simulation. The total score in post-test was 2247. It proved that there was improving of students' score in post-test. Moreover, the result of post-test showed that neither the students had Fair, Poor or Very poor Classification.

In this case, the researcher analysed the data of students' score in post-test to know whether or not there are some significant diversity of students' ability before and after learning process through Model United Nation Simulation.

Mean score of the post-test:

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

$$x = \frac{2247}{32}$$

$$\bar{x} = 70$$

Thus, the mean score (\bar{X}_2) of post-test is 70.21

Based on the result of the post-test the data showed that the mean score of the post-test was 70.21 from that analysing, it could be seen that almost of the 32 students' speaking skills was very good and good score.

The standard deviation of post-test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ SD &= \sqrt{\frac{159049 - \frac{(2247)^2}{32}}{32 - 1}} \\ SD &= \sqrt{\frac{159049 - \frac{5049009}{32}}{31}} \\ SD &= \sqrt{\frac{159049 - 157781.5}{31}} \\ SD &= \sqrt{\frac{1267.5}{31}} \\ SD &= \sqrt{40.9} \\ \mathbf{SD} &= \mathbf{6.39} \end{aligned}$$

Thus, the standard deviation of post-test is 6.39

After determining the standard derivation of pre-test was 10.31 and standard deviation of the post-test was 6.39. It had shown that the students' speaking skill were in low category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.7 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-Test	45	10.31
Post-Test	70	6.39

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7 showed that the mean score of pre-test was 45 (X_1) while the mean score of the post-test increased 70 (X_2). The standard deviation of pre-test was 10.31 while the standard deviation of post-test was 6.39

As the result at this item, the mean score of the post-test was exclusively better than the mean score in pre-test. It means that students' speaking skill had improvement after doing the learning process using Model United Nation Simulation.

4.1.1.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the frequency in pre-test and post-test.

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	3	0%	9%
2.	Good	61-80	1	29	3%	91%
3.	Fair	41-60	18	0	56%	0%
4.	Poor	21-40	13	0	41%	0%
5.	Very Poor	0-20	0	0	0%	0%
Total			32	32	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. One student got good score (3%), eighteen students got fair score (56%), and thirteen students got poor score (41%) while the rate percentage of the post-test, three students got very good score (9%) and twenty nine students got good score (91%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skills after treatment by Model United Nation Simulation.

4.1.2 The implementation of using Model United Nation Simulation to develop students' speaking skills of the eleventh grade of SMA Negeri 1 Parepare.

This part presented the result of data analysis about the implementation of using Model United Nation Simulation to develop students' speaking skills of the eleventh grade of SMA Negeri 1 Parepare.

4.1.2.1 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill

In the other to see the students' score, the following is T-test was statistically applied:

NO.	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1	43	63	1849	3969	20	2120
2	35	63	1225	3969	28	2744
3	55	75	3025	5625	20	2600
4	48	67	2304	4489	19	2185
5	58	85	3364	7225	27	3861

6	58	83	3364	6889	25	3525
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Advanced Table of 4.9

NO.	X1	X2	(X1) ²	(X2) ²	D(X2-X1)	D ² (X2-X1) ²
7	38	63	1444	3969	25	2525
8	48	63	2304	3969	15	1665
9	33	70	1089	4900	37	3811
10	48	65	2304	4225	17	1921
11	58	68	3364	4624	10	1260
12	38	73	1444	5329	35	3885
13	33	65	1089	4225	32	3136
14	48	73	2304	5329	25	3025
15	67	90	4489	8100	23	3611
16	60	70	3600	4900	10	1300
17	40	73	1600	5329	33	3729
18	50	68	2500	4624	18	2124
19	33	65	1089	4225	32	3136
20	33	68	1089	4624	35	3535
21	45	73	2025	5329	28	3304
22	60	68	3600	4624	8	1024
23	35	65	1225	4225	30	3000
24	35	70	1225	4900	35	3675
25	60	73	3600	5329	13	1729
26	33	68	1089	4624	35	3535
27	55	73	3025	5329	18	2304
28	45	70	2025	4900	25	2875
29	33	68	1089	4624	35	3535
30	40	73	1600	5329	33	3729
31	38	73	1444	5329	35	3885

32	48	63	2304	3969	15	1665
Total	$\Sigma X=1451$	$\Sigma X_2=2247$	$\Sigma X_1^2=69091$	$\Sigma X_2^2=159049$	$\Sigma D=796$	$\Sigma D^2=89958$

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{796}{32} = 25$$

The calculation the t-test value

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

$$t = \frac{25}{\sqrt{\frac{89958 - \frac{796^2}{32}}{32(32-1)}}$$

$$t = \frac{25}{\sqrt{\frac{89958 - \frac{633616}{32}}{32(31)}}$$

$$t = \frac{25}{\sqrt{\frac{89958 - 19800.5}{992}}}$$

$$t = \frac{25}{\sqrt{\frac{70157.5}{992}}}$$

$$t = \frac{25}{\sqrt{70.7}}$$

$$t = \frac{25}{8.4}$$

$$t = 2.976$$

Thus, the t-test value is 2.976

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicating that there was a significant difference between the result students' pre-test and post-test.

Table 4.10 The test of significant

Variable	T-test	T-table value
Pre-test – post-test	2.976	1.697

4.1.2.2 Hypothesis Testing

The overall comparison between students' achievement score in pre-test and post-test in previous subchapter showed the improvement of the quality of students' speaking skills from fair to good and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with female and male.

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 32-1 \\ &= 31 \end{aligned}$$

For the level, significant (α) 5% and $df=31$, and the value of the table is 1.697, while the value of t-test 2.976. It means that the t-test value is better than t-table ($2.976 \geq 1.697$). Thus, it can be concluded the students' speaking skill through using Model United Nation Simulation is better after being treated. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The ways of experimenting the effectiveness of using Model United Nation Simulation in developing students' speaking skills:

After finishing the research, the conclusion made by the researcher is the students were more active and open minded in expressing their ideas due to Model United Nation Simulation. It made them easier to express their ideas orally because they felt like if they were in real Model United Nation Simulation conference where they had their own role as the representative of the given nation as well as taking a part as a dais of committee members to exclusively to decide which opinion was better from every single group (nation). Moreover, this strategy forced them to speak full English by bringing their learning area into a real international meeting circumstance like.

Using Model United Nation Simulation in teaching English is effective in developing the students' speaking skills. In fact, based on the finding, most students had a good score in post-test it means that applying Model United Nation Simulation is effective to develop students' speaking skills. Furthermore, because the Model United Nation Simulation provides student English area condition, it means that the students are no longer fear to speak especially while doing public speaking in front of many people.

Before doing the treatment, the researcher did pre test on Thursday, January 16th, 2020, the researcher introduced herself and gave explanation about how the strategy would be done and the purpose of the research to make the students understand what they would do. After that the researcher gave several questions about their opinion toward the topic, "Hometown or Village" to know the students'

skill in speaking. The researcher recorded the students' answer in order to evaluate their speaking skill easier and to diminish the misunderstanding.

In the first meeting on Friday, January 17th, 2020, the researcher gave motivation to the students about learning English and explained the procedures of Model United Nation Simulation. After that, the researcher set up the conference with the topic about "Video Game?" to discuss with as well as being Moderator (Chair Committee). Two of students were chosen as dais of committee members, the role to conclude the issue and the other students were divided into sixteen groups and the name of each group was based on a country name and they were given fifteen minutes to construct their positions and working paper about their country's role based on the topic. After that, the researcher entered the roll call section which was the students name randomly were called and asked them to deliver the sentence that has been made. Then they made a bloc and entered the vote section to choose the best solution for the problem that has been discussed before. Even most of the students were still lack of argument elaboration, fluency and had grammatical error.

On Friday, January 24th, 2020 was the second meeting. The researcher still set up the conference and gave students a topic, which was "Nuclear Energy". Especially because they have learnt to be moderator (Chair Committee) by seeing what the researcher did at the previous meeting, so the researcher gave the role of moderator to one of students. Same as before, two of students were chosen as dais of committee members, the role to conclude the issue and the other students were divided into sixteen groups and the name of each group was based on a country name and they were given fifteen minutes to construct their positions and working paper about their country's role based on the topic. After that, the researcher entered

the roll call section which was the students name randomly were called and asked them to deliver the sentence that has been made. Then they made a bloc and entered the vote section to choose the best solution for the problem that has been discussed before. Their speaking skill was better to be heard than previous meeting.

The third meeting on Friday, January 31st, 2020, the conference set up and the students sit based on their group that has been divided before. Same as the previous meeting, the researcher gave a topic which was “Global Warming” then two of students were chosen as dais of committee members, the role to conclude the issue and the other students were divided into sixteen groups and the name of each group was based on a country name and they were given fifteen minutes to construct their positions and working paper about their country’s role based on the topic. After that, the researcher entered the roll call section which was the students name randomly were called and asked them to deliver the sentence that has been made. Then they made a bloc and entered the vote section to choose the best solution for the problem that has been discussed before. At least, their speaking skill was slightly better to be heard than previous meeting.

The fourth meeting on Friday, February 7th, 2020, the researcher started the practical procedure and set up the conference. Then, the students gathered with their groups in the previous meeting. After that, the researcher gave a topic which was “Effect of Internet” then, one student role as moderator (Chair Committee) and two of students were chosen as dais of committee members, the role to conclude the issue and the other students were divided into sixteen groups and the name of each group was based on a country name and they were given fifteen minutes to construct their positions and working paper about their country’s role based on the topic. After that, the researcher entered the roll call section which was the students name

randomly were called and asked them to deliver the sentence that has been made. Then they made a bloc and entered the vote section to choose the best solution for the problem that has been discussed before. Then, their speaking skill was better to be heard than previous meeting.

In the last, the researcher gave post-test on Friday 14th, February, 2020. In this meeting the researcher gave several questions about “something you own which is important”. It aimed to know the students’ speaking skill after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students elaborate their argument by talking and discussing about several substantial topics which were “Video Game”, “Nuclear Energy”, “Global Warming” and “Effect of Internet”. The researcher hoped to make the students confidence, speak effectively and also develop their ideas. Applying Model United Nation Simulation in learning speaking was able to help the students to speak elaborately, slightly correctly and slightly fluently. As the conclusion, the Model United Nation Simulation is able to at least slightly improve the speaking ability.

4.2.2 The development of students’ speaking skills through Model United Nation Simulation

Based on the previous result, it showed that the Model United Nation Simulation is effective to develop students speaking skills because the mean score of the pre-test was 45 and the mean score of post-test was 70. The researcher conclude that the mean score of students’ before giving the treatment was lower than the mean score of students’ after giving the treatment.

The researcher used Model United Nation Simulation in teaching speaking because Model United Nation Simulation is supposed as active learning strategy and it is commonly used by teacher of EFL students as a public speaking strategy and it applied in college MUN club and in the international conference, thus the researcher would like to do it in senior high school. The researcher measured the students' speaking by focusing on the aspect of speaking namely fluency, accuracy, content and pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking. There was an improvement skill after being treated because the students score in the pre-test was 45 and it was very low score then the score of the post-test was 70 and it was very high score.

From the test finding, the data provided in classification table based on the aspects of speaking, one student got good score (3%), eighteen students got fair score (56%), and thirteen students got poor score (41%) in the pre-test, while in the post-test, three students got very good score(9%) and twenty nine students got good score (91%). From the result the researcher concluded that the students speaking skill is in poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 2.976 was better than t-table value 1.697 table ($2.976 \geq 1.697$) with degree of freedom (df) 31. It means alternative hypothesis (H_a) was concluded that Model United Nation Simulation is slightly effective to develop students' speaking skills of the eleventh grade of SMA Negeri 1 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

According to Brian Ripley, Model United Nation Simulation provides a great forum for students to learn about global issues and political issues, while also practicing communication skill and negotiation skill that will serve them well for a life time. This activity was suitable to stimulate students' ideas because it gave more chances to students to speak up freely. It asked participants (delegate) to raise their placard when they wanted to share their views and request that the present speaker call on the next speaker (rather than the instructors performing this role). Use this method when you are sure there is a lot of interest in the discussion or activity and you wish to promote participant interaction.

Moreover, since Model United Nation was basically one of the active learning strategy which literally means it focused on making children active in learning process, the previous research named Eka Milani Dewi in her research "Improving the Speaking Ability of the Eleventh Year Student of MAN 2 Parepare through Model United Nation Based Simulation" stated that she had found that the use of Model United Nation based Simulation was able to improve students speaking ability. It proved by the difference between scoring of pre-test and the post-test of the four components of speaking scoring which was the score of post-test is higher than pre-test, and basically Model United Nation Simulation has similar principle as Cooperative Learning which was focusing in making students to develop their speaking through active learning.

Based on the finding above, the researcher concluded that the Model United Nation Simulation was slightly effective to develop students' speaking skills. It can be proved by seeing their speaking skill before and after being treated.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion.

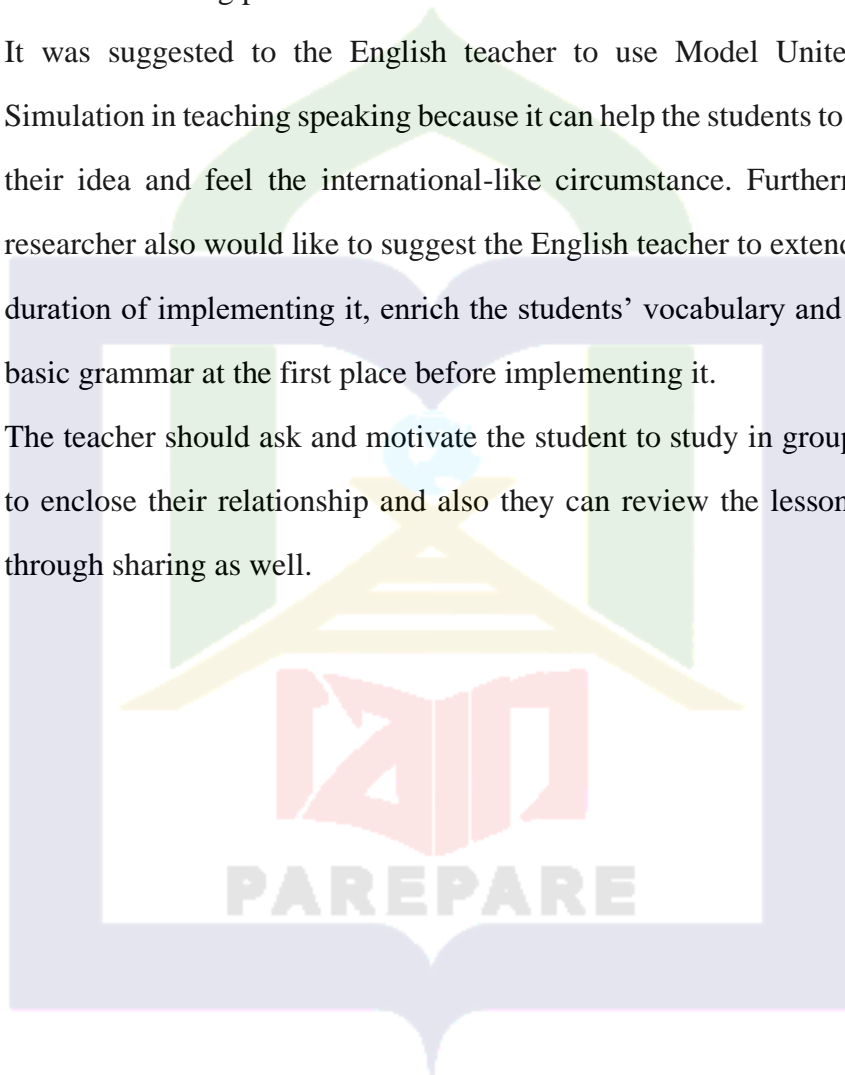
5.1 Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, this study was categorized as pre-experiment research design, the objective in this study was to find out the students' speaking skills before and giving treatment through Model United Nation Simulation in SMA Negeri 1 Parepare. Therefore, the researcher showed that there was an improvement although it's not too significant due to the limited time set up by the researcher and the lack students' knowledge of vocabulary and basic grammar. It can be seen the students' speaking before applying Model United Nation Simulation. The researcher gave the students pre-test with result of mean score was 45 and the standard deviation was 10.31. While the students' speaking after applying Model United Nation Simulation, the researcher gave post-test with several questions and the result of the mean score was 70 and standard deviation 6.39. It can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test was lower than the mean score of post-test. Then the T-test result in which the value of t-test was 2.976. It was better than t-table 1.697 at the level significance 0, 05 and degree of freedom (df) was 31. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the researcher, the researcher gave some suggestions as follows:

- 5.2.1 The teacher was demanded to master many ways to teach English so that, make the learning process ran well.
- 5.2.2 It was suggested to the English teacher to use Model United Nation Simulation in teaching speaking because it can help the students to elaborate their idea and feel the international-like circumstance. Furthermore, the researcher also would like to suggest the English teacher to extend the time duration of implementing it, enrich the students' vocabulary and teach the basic grammar at the first place before implementing it.
- 5.2.3 The teacher should ask and motivate the student to study in group in order to enclose their relationship and also they can review the lesson together through sharing as well.

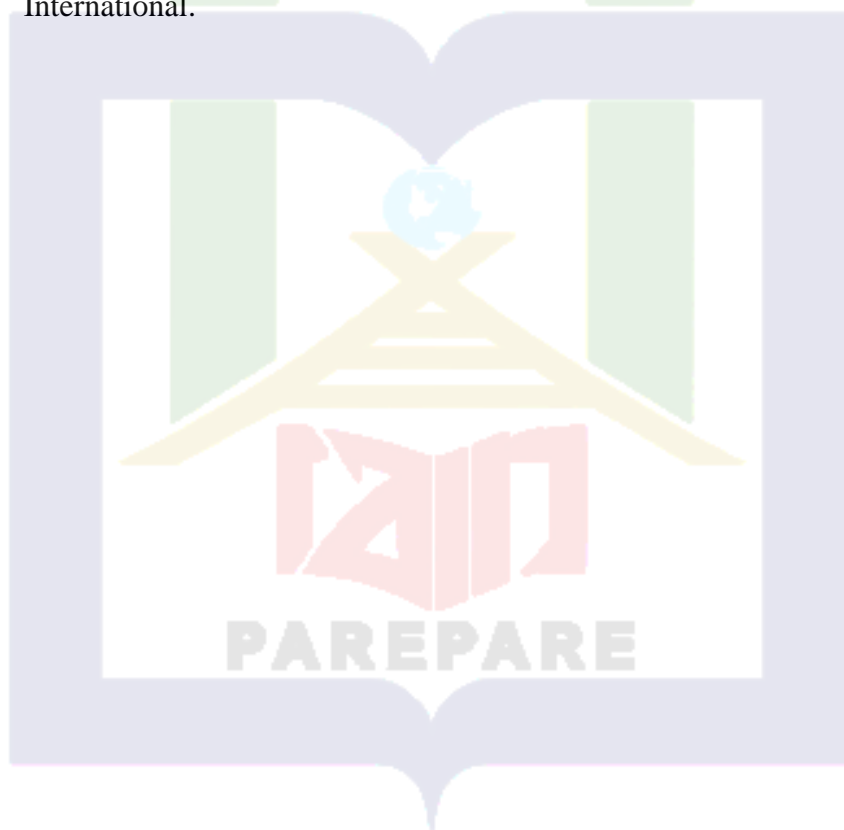


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APPENDICES



Appendix 1. Research Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404</p>
	<p style="text-align: center;">VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : AFRIANI TANJUNG
 NIM/ PRODI : 15.1300.048 / PBI
 FAKULTAS : TARBIYAH
 JUDUL : THE USING OF MODEL UNITED NATION
 (MUN) SIMULATION IN DEVELOPING
 STUDENTS' SPEAKING SKILLS OF THE
 ELEVENTH GRADE OF SMA NEGERI 1
 PAREPARE

Research Instrument

- **Pre Test**

(The researcher will ask some questions to the student. Then they will speak up about their opinion based on the question and the researcher will record it.)

Pre Test

ANSWER THE QUESTION BELOW ORALLY

- **Let's talk about your home town or village. Where's your hometown?**
- What kind of place is it?
- What's the most interesting part of your hometown?
- What kind of jobs do the people in your hometown do?
- Would you say it's a good place to live? (Why?)

- **Post test**

(The researcher will do the same activity in post test by asking some questions to the student. Then they will speak up about their opinion based on the question and the researcher will record it.)

Post Test

ANSWER THE QUESTION BELOW ORALLY

- **Describe something you own which is very important to you and explain why it is important?**
- Where you got it from?
- How long you have had it?
- What you use it for?

Appendix 2. Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Mahasiswa : Afriani Tanjung
NIM : 15.1300.048
Sekolah : SMA NEGERI 1 PAREPARE
Mata Pembelajaran : Bahasa Inggris
Kelas : XI MIPA 5
Alokasi Waktu : 2 x 45 menit
Skill : Speaking (Using Model United Nation
Simulation)
Pertemuan : 1

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun
3.	4.2 Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

C. Tujuan Pembelajaran:

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

- 1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima
- 1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. Materi Pembelajaran.

- Fungsi Sosial
 - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan baku yang lazim digunakan.,
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
 - Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran: Scientific Approach

F. Media, Alat, dan Sumber Pembelajaran

1. Media dan Alat: white board, board marker dan teks.
2. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Pengajar menjelaskan tentang betapa penting nya Speaking. 2. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok. 3. Menjelaskan cara kerja dari strategi yang akan digunakan 4. Mempraktekkan cara kerja strategi dengan menggunakan materi hortatory exposition/ discussion text. 5. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar. 6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

H. Bahan Ajar

Does video game bring more harm than good?

Nowadays, the video games industry is developing rapidly. It becomes a multi-billion dollar industry. Video games have become an important part not only in the children's life, but also in the adults' life. Nevertheless, there is an argument whether video games bring good or bad influences on children.

People who have a pro argument claim that video games give a lot of benefits, playing video games is a good way to kill children's boredom. It can refresh the children's mind after a tiring school day. Moreover, they also argue that video games can trigger children to be more creative because the games provide challenging ways to win. In other words, they believe that the video games can actually sharpen a human's brain.

Conversely, some people believe that video games make children lazy. They argue that playing video games is addictive. As a consequence, most of the children prefer playing video games to studying. These children find it hard to concentrate on their study because they always think about how to spend more time playing video games. In fact, there are also some children who skip their extracurricular lessons, just because they want to play video games. In addition, most of the video games often expose too much violence. Two years ago in the USA, for example, a student shot his teacher and some of his friends. Newspapers said that the boy was deeply influenced by the actions in the video games he used to play with.

It is obvious that video games have more disadvantages than advantages. Therefore, parents should be very careful in selecting the appropriate games for their children.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Mahasiswa : Afriani Tanjung
NIM : 15.1300.048
Sekolah : SMA NEGERI 1 PAREPARE
Mata Pembelajaran : Bahasa Inggris
Kelas : XI MIPA 5
Alokasi Waktu : 2 x 45 menit
Skill : Speaking (Using Model United Nation Simulation)
Pertemuan : 2

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
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2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun
3.	4.2 Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

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- 1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima
- 1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima
- 4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.
- 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. Materi Pembelajaran.

- Fungsi Sosial
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 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
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 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
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Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Pengajar menjelaskan tentang betapa pentingnya Speaking. 2. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok. 3. Menjelaskan cara kerja dari strategi yang akan digunakan 4. Mempraktekkan cara kerja strategi dengan menggunakan materi hortatory exposition/ discussion text. 5. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar. 6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 	10 menit

	<p>2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>3. Menyampaikan rencana kegiatan pertemuan berikutnya</p>	
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H. Bahan Ajar

Is Nuclear energy justified to be used as Power Plant?

Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate whether the use of nuclear energy is an appropriate choice or not, has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to the environment.

Those who agree with the operation of nuclear reactors usually argue that nuclear energy is the only feasible choice to answer the ever – increasing energy needs. In their opinion, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be sustainable when produced in a safe way.

However, people who disagree with the use of nuclear energy point out that the waste of nuclear products can completely destroy the environment and human lives. A meltdown in reactor, for example, usually results in the contamination of the surroundings soil and water. Take for example, the blow up of the nuclear reactor at the Chernobyl Nuclear Power Station in Russia twenty years ago. The serious contamination imperiled people and the environment severely.

It is obvious that nuclear energy should be avoided because it really endangers the environment but what about a less polluted energy instead of nuclear energy. Is there any alternative energy to overcome the crisis of energy? In my opinion, nuclear energy is the best choice to overcome the crisis of energy. However, government should make sure that nuclear reactor's construction and maintains are safe.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Mahasiswa : Afriani Tanjung
NIM : 15.1300.048
Sekolah : SMA NEGERI 1 PAREPARE
Mata Pembelajaran : Bahasa Inggris
Kelas : XI MIPA 5
Alokasi Waktu : 2 x 45 menit
Skill : Speaking (Using Model United Nation Simulation)
Pertemuan : 3

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun
3.	4.2 Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

C. Tujuan Pembelajaran:

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

- 1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima
- 1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. Materi Pembelajaran.

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan baku yang lazim digunakan.,
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
 - Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran: Scientific Approach

F. Media, Alat, dan Sumber Pembelajaran

1. Media dan Alat: white board, board marker dan teks.
2. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	10 menit
Inti	<ol style="list-style-type: none"> 1. Pengajar menjelaskan tentang betapa penting nya Speaking. 2. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok. 3. Menjelaskan cara kerja dari strategi yang akan digunakan 4. Mempraktekkan cara kerja strategi dengan menggunakan materi hortatory exposition/ discussion text. 5. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar. 6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

H. Bahan Ajar

Global Warming

Global warming becomes the hottest issue around the world. The scientists around the world say that the main factor of that phenomenon is human activities. Human activities releasing many dangerous gasses to the atmosphere. Those gasses especially carbon dioxide, driving the temperatures up and it will rise continuously every year. The impact of human activities is the cause of issue which take them to the hard world.

In a fact, human do those activities to fill their requirement. They start an industrial revolution by build many factories to support their life. They produce a lot of vehicles to make their industry easier. They need a thousand hectare areas to build their house because their population continuously increase. It means that human doesn't have any choice to take the other way, they must do that activities to resume their life.

Apart of its reason, those human activities are dangerous to the environment. Carbon dioxide and other gasses which released by the factories, vehicle, and others make the heat trapped in the atmosphere. The phenomenon called The Greenhouse Effect. The greenhouse effect make the atmosphere absorbs some energy from the sun and radiated back to Earth. It makes the temperature hotter. This condition makes a lot of bad effects such as the climate change extremely, the floods around the world, the shrinking of Arctic sea ice and the dead of some species of animals.

To reduce the impact of global warming, we can do some simple thing to save our earth. We can save the energy around the house and switch off the light bulb . Those simple thing may help our Earth cooler.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Mahasiswa : Afriani Tanjung
NIM : 15.1300.048
Sekolah : SMA NEGERI 1 PAREPARE
Mata Pembelajaran : Bahasa Inggris
Kelas : XI MIPA 5
Alokasi Waktu : 2 x 45 menit
Skill : Speaking (Using Model United Nation Simulation)
Pertemuan : 4

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

No.	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
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- 1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

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D. Materi Pembelajaran.

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan baku yang lazim digunakan.,
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
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Inti	<ol style="list-style-type: none"> 1. Pengajar menjelaskan tentang betapa penting nya Speaking. 2. Memperlihatkan contoh-contoh yang terkait dengan materi ajar dan membagi siswa dalam beberapa kelompok. 3. Menjelaskan cara kerja dari strategi yang akan digunakan 4. Mempraktekkan cara kerja strategi dengan menggunakan materi hortatory exposition/ discussion text. 5. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar. 6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas. 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya 	10 menit

H. Bahan Ajar

Does internet bring more harm than good?

The Internet is a network connecting computers across the world. It has its origins in military and academic projects dating back to the 1960s, but began to be more widely available from the end of the 1980s. The creation of the World Wide Web (1989) and web browsers (early 1990s) gave ordinary people easy ways of getting around the Internet. Over the past fifteen years, millions of different websites have been set up, giving people the chance to shop, do business, play, learn and communicate online. Over the same period it has become much easier, cheaper and faster to get online in order to do these things.

Now more than 30% of the global population has access to the Internet. Continent-wise, this breaks down as: Europe: 58.3%, North America 78.3%, Latin America 36.2%, Africa 11.4%, Asia 23.8% and Oceania 60.1%. [1] These figures are growing all the time, as technology designed to access the Internet becomes both more mobile and much cheaper to produce. The arrival of the Internet has vastly changed the way in which people search and access information. News travels more quickly than ever, and current affairs can be discussed all over the world instantaneously via forums, blogs, and social networks. Search engines like Google and Wikipedia have now become ubiquitous starting points for researching anything from minor queries to academic reports. Many people also maintain social links through the Internet with services such like Facebook, Skype, and Flickr, to name but a few. Research in the UK has shown that the average adult spends around 22 hours 15 minutes online each month.

Some believe the Internet is dominating the lives of its users. Nicholas Carr in his book *The Shallows: How the Internet is Changing the Way we Think, Read and Remember*, that all this time spend online cannot be healthy, whereas other have cheered the increased possibilities for research, meeting new people and keeping in contact with one another. The strongly contested debate remains as to whether the internet is an active force for good in society or not.

Appendix 3. Students' Speaking Skill of Pre-Test

Name : Ainun Maulidyah Thafriza

Class : XI. MIPA. 5

Researcher : Let's talk about your home town or village. Where's your hometown?

Student : /e/ My village is in Sengkang.

Researcher : What kind of place is it?

Student : Sengkang is [pause] just a normal village. /e/ The road is very bad when we get there /e/ because there is a lot of mud and I think the government never touch it.

Researcher : What's the most interesting part of your hometown?

Student : /e/ [pause] just like the [sic] chocolate. There are many he chocolate trees /e/ in front of my home too [laugh]

Researcher : What kind of jobs do the people in your hometown do?

Student : /e/ Many of them [sic] a farmer and a breeder.

Researcher : Would you say it's a good place to live? (Why)?

Student : Not really,/e/ because the government never does anything there so/e/ the people just fix their problem by their self. It makes this village limit of any access.

Fluency	accuracy	Content	pronunciation	Total
6	5	6	6	23

Name : Khodijah

Class : XI. MIPA. 5

Researcher : Let's talk about your home town or village. Where's your hometown?

Student : My village is in Makassar.

Researcher : What kind of place is it?

Student : Makassar is [pause] so good because capital city of South Sulawesi. You can find everything you want /e/ like food, clothes, [pause] like belonging. You see, Makassar is hectic city /e/ because many people move there to looking for the job.

Researcher : What's the most interesting part of your hometown?

Student : There are many things there[laugh]. I can't mention it one by one /e/ but the one most place that I like is 99 Kubah mosque.

Researcher : What kind of jobs do the people in your hometown do?

Student : Of course, [laugh] many jobs like lawyer, doctor, employee, and fisher. /e/ I think this town is /e/ full of every single job and [pause] people do all things here. Whether it's bad or good job.

Researcher : Would you say it's a good place to live? (Why)?

Student : /e/ hmm I'm not really sure that is good place to live because /e/ as you know, there is traffic jam and I prefer to live here because I can improve myself and my talent. /e/ My friend in Parepare is friendly than there.

Fluency	accuracy	Content	pronunciation	Total
7	7	8	8	27

Name : Muhammad Mufly Yasser

Class : XI. MIPA. 5

Researcher : Let's talk about your home town or village. Where's your hometown?

Student : /e/Hometown in Parepare.

Researcher : What kind of place is it?

Student : [pause] It's a wonderful city /e/ because the people is friendly.

Researcher : What's the most interesting part of your hometown?

Student : The interesting part [sic] the statue of Habibie Ainun.[laugh] /e/ Many People from another city go there/e/ [sic] see the statue and /e/ it is symbol of Parepare.

Researcher : What kind of jobs do the people in your hometown do?

Student : /e/There are many job[sic] there. /e/ For example my parent work in harbor [pause] teacher, online seller, etc.

Researcher : Would you say it's a good place to live? (Why)?

Student : Yes, /e/ because I live here for a long time. I feel it directly.[pause] The situation is safe and little quiet so it is nice.

Fluency	accuracy	Content	pronunciation	Total
5	4	5	6	20

Name : Uswatun Hasanah Baskar

Class : XI. MIPA. 5

Researcher : Let's talk about your home town or village. Where's your hometown?

Student : /e/ Parepare.

Researcher : What kind of place is it?

Student : Parepare is very beautiful city/e/[pause] because many interesting thing we can see [laugh]. I'm happy to live here /e/ because the people kind[sic].

Researcher : What's the most interesting part of your hometown?

Student : The interesting part is [sic] /e/Senggol market, /e/ beach and many café.

Researcher : What kind of jobs do the people in your hometown do?

Student : /e/ Just the same like another town, [pause] like employee, army and businessman.

Researcher : Would you say it's a good place to live? (Why)?

Student : Yes,/e/ because[pause] I have many good friend[sic] in here.[laugh]

Fluency	accuracy	Content	pronunciation	Total
4	3	4	4	15

Appendix 4. Students' Speaking Skill of Post-Test

Name : Ainun Maulidyah Thafriza

Class : XI. MIPA. 5

Researcher : Describe something you own which is very important to you and explain why it is important?

Student : My important thing is /e/ a book, which is not/e/ a regularly book. This is a sketch book. [pause] It has good color and cover so /e/I like every time I see it and use it for draw.

Researcher : Where you go it from?

Student : /e/ I got from [pause] the person who I love so much. /e/She is my mother. She buy [sic] t it for my birthday gift because she knew that I like draw.

Researcher : How long have you had it?

Student : I have had for /e/ two years ago. /e/ It almost full right now and I'm planning to change it with another one. So, [pause] I think I will tell to my mother to buy it for me again.

Researcher : What you use it for

Student : /e/ I use my sketch book to draw something because [pause] suddenly I get new inspiration and /e/ I need to put it into beautiful draw. This book is really useful for me.

Fluency	accuracy	Content	pronunciation	Total
9	7	9	9	34

Name : Khodijah

Class : XI. MIPA. 5

Researcher : Describe something you own which is very important to you and explain why it is important?

Student : The important thing for me is my business because /e/ my business is providing many benefits for me for example/e/ I can earn money by myself. [pause] I can also help my parent with that and /e/ I'm happy to work like that. This is a food business. My business' name is "eating_well".

Researcher : Where you go it from?

Student : /e/ I got the idea to make this business around one year ago. /e/ I see many chances in Parepare to open such as this business [pause] and I decided to start it with my sister. /e/ She helps me to manage this business together.

Researcher : How long have you had it?

Student : I manage it /e/ for one year and I'm planning to develop it into big marketing.

Researcher : What you use it for?

Student : I use it for earn money [laugh] /e/ so I can train myself independently.

Fluency	accuracy	Content	pronunciation	Total
9	9	9	9	36

Name : Muhammad Mufly Yasser

Class : XI. MIPA. 5

Researcher : Describe something you own which is very important to you and explain why it is important?

Student : /e/ The thing that important is my hand phone. [lauhgh] The color is [pause] black [stammered] same as my favorite color. I has small size /e/ so it easier when I bring it everywhere.

Researcher : Where you go it from?

Student : /e/ I got from a store in Makassar city.[pause] I buy [sic] it by myself with my money.

Researcher : How long have you had it?

Student : I just /e/ buy [pause] bought [sic] it last month. /e/ So, it look [sic] still new

Researcher : What you use it for?

Student : I use it for many thing [sic] such as photo, /e/ save memories, playing social media/e/ and tool for communicate to everyone.

Fluency	accuracy	Content	pronunciation	Total
7	6	7	7	27

Name : Uswatun Hasanah Baskar

Class : XI. MIPA. 5

Researcher : Describe something you own which is very important to you and explain why it is important?

Student : /e/The item that important for me/e/ is watch. [pause] I think It's cool [stammered] watch /e/ because we can use it for telephone someone, /e/ message and video call. /e/ It is connect [sic] to my phone

Researcher : Where you go it from?

Student : /e/ I got from my grandmother [stammered] for my birthday gift but I don't get it /e/on my birthday exactly. She gave me the next day after my birthday party.

Researcher : How long have you had it?

Student : /e/ I have had around one year ago.

Researcher : What you use it for?

Student : I use it for my communication tool. [Pause] It is easier to bring [sic] /e/ because it just take [sic] small place when I bring it. /e/ I also feel comfortable/e/ when I use it on my hand because my friend will be so curious to see it.

Fluency	accuracy	Content	pronunciation	Total
8	6	7	8	29

Appendix 5. Distribution of T-Table

Df	α (level of significance) (<i>one-tailed test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 6. Documentation



The researcher explained the rule procedure of MUN simulation



The students started the MUN conference by making a working paper together based on their country's position



Students spoke up about a topic based on their country's position



Students raised their placard



The researcher started the MUN simulation again in the next meeting



The students did the same activity like in the previous meeting



The researcher gave test



The researcher recorded the students' answer

Appendix 7. Research Allowance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jln. Amal Bakli No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 908 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.906/In.39/FT/4/2019 26 April 2019
 Lamp. : -
 Hal : Penetapan Pembimbing Skripsi

Kepada Yth.
 1. Drs. Abdul Rauf Ibrahim, M.Si.
 2. Drs. Ismail Latief, M.M.

di-
 Tempat

Assalamu Alaikum wr. wb.

Berdasarkan surat permohonan mahasiswa:
 Nama : Afriani Tanjung
 Nim : 151300048
 Prodi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah

Pada tanggal 26 April 2019 tentang pengusulan judul penelitian *The Use of Model United Nation(MUN) Stimulation in Developing Students' Speaking Skill of The Second Grade of Senior High School 1 Parepare*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



Dekan

 H. Saepudin.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B. 1457/In.39.5.1/PP.00.9/12/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah VIII
Provinsi Sulawesi Selatan
DI,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Afriani Tanjung
Tempat/Tgl. Lahir : Dili, 10 April 1998
NIM : 15.1300.048
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Asrama Kodim 1405 KM. 4 Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"The Use Of Model United Nation (MUN) Simulation In Developing Students' Speaking Skills Of The Eleventh Grade Of SMA Negeri 1 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Parepare, 30 Desember 2019

Wakil Dekan I,


Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 / 1519 -CD.WILVIII/DISDIK

"The Use Of Model United Nation (MUN) Simulation In Developing Students' Speaking Skills Of The Eleventh Grade Of SMA Negeri 1 Parepare"

Yang Bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

- Nama : Afriani Tanjung
- NIM : 15.1300.048
- Program Studi : Tarbiyah/Pendidikan Bahasa Inggris

Kami tidak keberatan memberikan izin penelitian di SMA Negeri 1 Parepare, mulai Tanggal 13 Januari s.d 13 Februari 2020 dengan mendahului laporan ke sekolah dan hasil (Penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 8 Januari 2020

KASI SMA & FASILITAS PAUD, DIKMAS & PT
CABANG DINAS PENDIDIKAN
WILAYAH VIII,



AMIRUDDIN, S.Sos

Pangkat: Penata

NIP : 19690802 198903 1 082



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE**

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111

Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : 422/0445-UPT SMA. 1/Parepare/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

Nama : AFRIANI TANJUNG
Prodi : Tarbiyah / Pendidikan Bahasa Inggris
NIM : 15.1300.048

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 13 Januari s.d. 13 Februari 2020 dalam rangka penyusunan skripsi yang berjudul :

" The Use of Model United Nation (MUN) Simulation in Developing Students ' Speaking Skills of the Eleventh Grade of SMA Negeri 1 Parepare "

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 17 Februari 2020



Appendix 8. Curriculum Vitae

CURRICULUM VITAE

AFRIANI TANJUNG, the researcher was born in Dili (Timor Leste), on April 10th 1998. She is the second child from two siblings of an endless love couple, Yong Jefri and Suardiman Zain. She has one sister. Her name is Rawanda Dianti Tanjung

She began her study in Elementry School at SD Negeri 22 Parepare and graduated on 2009. In the same year, she continued her studying in Junior High School. She studied in SMP Negeri 2 Parepare and finished her junior high school on

After that, she continued her studying in Senior High School, she studied at SMA Negeri 1 Parepare and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2020 she Completed her skripsi under the title “The Using of Model United Nation (MUN) Simulation in Developing Students’ Speaking Skills of the Eleventh Grade of SMA Negeri 1 Parepare”.