THE IMPLEMENTATION OF "GO AND FIND OUT" ACTIVITIES TO IMPROVE STUDENTS' ENGLISH SPEAKING SKILL AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 8 PINRANG

By

HASNIATI
Reg. Num: 14.1300.139

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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

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Skripsi

As Partial Fulfillment of the Requirements for the Degree of

"Sarjana Pendidikan (S.Pd)"

English Program

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to

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TARBIYAH AND ADAB DEPARTMENT
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PAREPARE

2018

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SKRIPSI

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Wassalamualaikun Wr. Wb.

Parepare, December 28th 2018

The writer,

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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

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Stated this skripsi is her own writing, and if it can be proved that it was copied, complied or duplicated by any other person, the writer agree that, this skripsi and the degree would be postponed.

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ABSTRACT

Hasniati, *The Implementation of "Go and Find Out" Activities to Improve Students' English Speaking Skill at the Eleventh Grade of Senior High School 8 Pinrang* (guided by H. Saepudin and Hj. Nurhamdah).

This research was carried out at SMAN 8 Pinrang. It was based on the problems of the students faced were still difficult, simply shy to speak and low motivation to learn in English. Therefore, the researcher were intended to apply "Go and Find Out" activities to solve any deficiencies in learning and teaching. This activity was selected to create an enjoyable classroom and students have a high self-confidence to speak especially in speaking class.

This research was design by using Quasi-experimental design with two groups, namely experimental group and control group**.** The populations of the research constituted at the eleventh grade students at SMAN 8 Pinrang which consisted of seven classes with the total numbers were 349 students. The sample used purposive sampling to take the sample. The researcher took one class and divided it into two groups, the first group was class IPA^1(A) as experimental group consist of 27 students and the second group was IPA^1(B) as control group consist of 27 students, both of them were 54 students. The instrument of the research was oral test. To collect the data, the researcher used procedure which used test was applying in pre-test and post-test and to apply of treatment treated about four meetings in both classes.

The result of this research indicated that students' English speaking skill significantly improved, it can be seen from the t-test value and the mean score. The mean score of post-test was higher than the mean score of pre-test in experimental group (73.11>58.07), while control group, the mean score in post-test was higher than pre-test as well (62.11>52.85). It showed that students' speaking skill could be improved, even if experimental group by using "go and find out" activities was higher than control group by using "discussion". After analyzing the data by using t-test value (3.1) was greeter than t-table value (2.000). It meant H_a was accepted and H_o was rejected. Therefore, implementing "Go and find out" activities effective to improve students' speaking skill at the eleventh grade of Senior High School 8 Pinrang.

Keywords: Speaking Skill, "Go and find out" Activities.

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CHAPTER I

INTRODUCTION

1.1 Background

People use language in their lives for expressing ideas, feelings or interacting to get or give information one another. For language learners, they have to know minimal one foreign language for doing communication such as English. As a global language, English is important to know and to practice. The skill which someone has to master is speaking skill because by mastering speaking, people will be able to do conversation. Every single person has different way to express her or his ideas when they speak. Occasionally he/she is too hard to make others understand. She/he has to deliver that statement clearly with the goal of recognizing someone's intention in her/his mind.

According to Richards and Renandya on Kaharuddinn's book, a large percentage of the world's language learners study English in order to develop proficiency in speaking. People use speaking for a variety of different purposes. Some people speak, in conversation for instance to make social contact with people, to establish rapport or understanding, or to build social relationships between two people or more.[1] As regard to the fact, master in speaking is an essential for the language learners in order to help them communicate with foreigner. Additionally, they will be easier to get a job and will not find difficult to interact with people all over the world.

[1]A. Kaharuddin Bahar, *Transactional Speaking a Guide to Improve Transactional Exchange Skills in English for Group Discussion and Interviews* (Gowa: Gunadarma Ilmu, 2014), p.1.

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On the contrary, the learner who cannot master to speak in English duo to lack of vocabularies and rarely to practice it will be difficult to make social contact and to build social relationships with people. Therefore speaking is the most important skill that learners have to master.

For beginner learners, teachers or educators previously have to give supplies for making them are able to practice in English such as doing conversation, memorizing many sentences or idioms, telling story in front of the class, and many other ways to make students speak up. Speaking skill supposed be developed by always doing practice it, not only in the class but also wherever and whenever we are. The most important to develop speaking skill is people should required to get used to speaking for instance practice every day as self-taught or practice talking with peers, and even direct practice with native speakers. Smoothness, fluency and speak effectively in English language depends on someone's habits to practice and have higher motivation. Someone who rarely doing practice and less motivation, will be difficult to express or develop ideas and capabilities, because of the smoothness of the English language was influenced by how often we hone the ability to practice with friends by using the environment and media as well as should have higher motivation. According to Lai-Mei Leong and Seyedeh Masoumeh Ahmadi in their paper stated that learners need a lot of practice, because through repeating and listening (practice) learners can improve their speaking skill and students who have higher motivation and lower anxiety can speak easily and effectively in order to help them overcome their difficulties in oral performance.[2]

[2]Lai-Mei Leong and Seyedeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education.* (http://ijreeonline.com/browse.php?a_code=A-10-26-1&sid=1&slc_lang=en) (accessed April 15 2018)

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Students who are not able to express their feelings or communicate with others in the second language (English Language) are not only by their own fault but also depend on the teachers' way when they are taught. Method or technique is also very significant in successfully of learning, a large number of the way teachers give lesson to their students are not applying the best method that may lead students more active in learning. Generally, in the classroom many teachers just applying speech method when they were teaching, but that fact students are bored accepted the material. So, Teacher should be smart in selecting teaching methods to make students easily develop speaking skills or understand something that conveyed by the speaker and the most important teachers have to know the students' need in learning.

"Go and find out" activities is an important factors to enhance students' speaking skill by doing ask for and give information to one another about their feelings, likes or dislikes, as well as activities in person's life. This activity is a communicative activity that students are able to express of their mind in order to make students speak more naturally.

Based on the problems faced by English language learners, the researchers try to apply "Go and Find Out" activities to solve any deficiencies in learning and teaching. This activity wish to create a classroom environment enjoyable owing to let the students interact one another in English by working together in pairs. There are many variations teachers can do when applying this activity depend on students and teacher interested in. According to the researcher that "go and find out" activity is a great technique in teaching, because except students can improve their skill in speaking they also can enhance their skill in writing, however speaking skill more often exist the students do in the classroom. Students of senior high school are appropriate applying

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this activities because adapted with the level of proficiency, even the students of senior high school is compatible object in increasing speaking skill.

Senior High School 8 Pinrang is a researcher's choice as an object because that students in there actually have skill in English but they don't know how to improve it, especially practice in speaking. It is probably happen duo to the students are lack of vocabularies and infrequent practice as well as lack of some various activities or technique of teacher's ways in teaching speaking. So the result of it, students feel bored when they were studying in English and feel that English is not attractive. Furthermore the students of SMAN 8 Pinrang are still deficient in self-esteem or lack of confidence when they spoke in front of the class or their friends. Therefore researcher attracted to formulate a research entitled "The Implementation of "Go and Find Out" Activities to Improve Students' English Speaking Skill at the Eleventh Grade of Senior High School 8 Pinrang.

1.2 Problem Statement

Based on the background above, the problem statement formulated as follows:

1.2.1 How is the students' speaking skill before and after treatment of "Go and find out" activities at experimental group?

1.2.2 How is the students' speaking skill before and after implementing "Discussion" at control group?

1.2.3 Is the implementation of "Go and find out" activities able to improve the students' English speaking skill better than "Discussion"?

1.3 Objective of The Research

Referring to the problem statement mentioned above, the objective of the research was to find out:

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1.3.1 To know the students' speaking skill before and after treatment of "Go and find out" activities at the Eleventh grade of Senior High School 8 Pinrang.

1.3.2 To know the students' speaking skill before and after implementing "Discussion" at control group.

1.3.3 To find out the students' speaking skill through "Go and find out" activities better than "Discussion".

1.4 Significance of The Research

The significance of the research expected to be valuable information mainly for those involves in English study, as follow:

1.4.1 The researcher expects that this research will be beneficial for increasing researcher's knowledge about this activities in improving students' English speaking skill.

1.4.2 For the teacher, this activities can be used by all the teacher to develop their teaching. Hopefully, it can give inspiration to make some variation in teaching English especially to improve speaking skill, so the students would not feel bored with the lesson.

1.4.3 For the students, by this activities students more interest and give more attention in learning English especially for speaking and of paramount importance that students can enjoyed the English class in fun a way.

1.4.4 To reader, specifically for the students of English Department of State Islamic College Parepare to applying this activities in teaching speaking in the class at the future, and it will be useful information for the next researcher.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some explanations. It covers the concept of speaking, concept of communicative activities and the concept of go and find out activities.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

Speaking is important skill, because it is the main skill needed to carry out a conversation and used orally to get and share meaning or ideas. According to Richards, people communicate information orally through speaking, in which speaking can be categorized into three types i.e. Interactional Speaking (IS), Transactional Speaking (TS), and Performance Speaking (PS).[1]

There are some definitions of speaking mentioned by experts. Hornby in Hadriana states that speaking is the ability of people to make use the language in ordinary one. Then, Ur in Hadriana said that of all the four skills, speaking seems intuitively the most important so that people who know a language are referred to as "speakers" of that language. Additionally, Nunan in Hadriana as well says that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[2]

---

[1]Burhanuddin Arafah and Kaharuddinn Bahar, *The Art of Developing Speaking As a Perform ance* (Yogyakarta: TrustMedia, 2015), p.3.

[2]Hadriana, "Improving Students' Speaking Skill through Communicative Activities in Small Group Discussions," *Journal of English and Education*, Vol. 2 no. 2 (December 2008), p. 38. (http://journal.uii.ac.id/index.php/JEE/article/view/6457/5817) (accessed January 7 2018).

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Kaharuddin Bahar states that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation, as well as cultural awareness in a spoken discourse.[3]

In other way, to understand speaking as a concept, it is important also that knowing some definitions of speaking by some linguists. Bailey in Kaharuddin assumes that speaking is the production skill that consists of producing systematic verbal utterance to convey meaning. Brown, Burns and Joyce are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Bahar defines speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.[4]

Speaking is a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language, this definition by Woodrow. In addition, according to Thornbury, speaking is highly dynamic as learners must be able to produce language 'on the fly' without the benefit of the planning and reflection associated with other skills, particularly reading and writing. Then, Goh and Burns argue that speaking is a 'combinatorial language skill'.[5]

While definition of speaking according to Brown that speaking is a productive skill that can be directly and empirically observed, those observations are invariably

[3]A. Kaharuddin Bahar, *The Communicative Competence Based English Language Teaching* (Yogyakarta: TrustMedia, 2013), p.22.

[4]A. Kaharuddin Bahar, *Interactional Speaking A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.1-2.

[5]Anne Burns and Joseph Siegel, *International Perspectives On Teaching the Four Skills in ELT* (UK: Palgrave Macmilan, 2018), p.5-6.

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colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[6]

Speaking term by Oxford dictionary is willing to be friendly towards somebody, especially after an argument.

By the all explanation of speaking concept above, it can be concluded that speaking is the ability of people for communicating information orally to express of mind, ideas, information and feelings by using the words, sentence, pronunciation, and contains meaning in order to establish and maintain social relationship. Therefore the language learners must be able to enhance their skill in speaking to interact with others fluently and correctly.

2.1.2 Function of Speaking

Richards specifically makes effort to describe speaking from the functions of speaking point of view. According to him, in human's daily lives, people use speaking to employ three major functions. These are speaking as interaction, speaking as transaction, as well as speaking as performance.[7]

2.1.2.1 Speaking as interaction

Speaking as interaction commonly found in our real social lives in terms of interpersonal dialogues or conversations. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. Interactional speaking reflects the rules and procedures that govern face-to-face

[6]H. Douglass Brown, *Language Assessment: Principles and Classroom Practices* (United States of America: Longman, Inc., 2004), p.140.

[7]A. Kaharuddin Bahar, *Interactional Speaking A Guide to Enhance Natural Communication Skills in English*, p.2.

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encounters such us the conversation discourse is casual in which the participants are chatting about many things. They will change their conversation topics very often, for instance, a conversation probably starts about the weather then move into sports and then into the current news before ending.

2.1.2.2 Speaking as Transaction

Richards claims that speaking as transaction refers to situations where the focus is on what is said or done. The massage meaning and making oneself understood clearly and accurately are the central focus. Transactional speaking can be identified in term of job interview, discussion, and so on. Participants in transactional speaking are in need of some skills in order to enable them involve in transactional discourse activities.

2.1.2.3 Speaking as Performance

Speaking as performance is recognized as third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such us classroom presentations, public announcements, lecture, as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.

Based on the function of speaking that mentioned by Richards, speaking as interaction is related to the researcher's paper who applying go and find out in classroom activities because the situation of applying this technique, students ask to do interaction with friend by face to face in exchanging greeting or opinion with a simple topics and try to look for another friend to talk when they are not connecting each other.

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2.1.3 The Components of Speaking

As the students begin to learn to speak the foreign language, they should know the components of speaking previously. Therefore in this research, researcher try to write some components of speaking that the learners have to pay attention to do interaction and while the conversation is starting, and hopefully after reading and learning this components students can practice in speaking as possible. These are the components according to Heaton as follow:

2.1.3.1 Accuracy

Accuracy is the ability of someone who is able to produce sentences correctly in pronunciation, grammar, and word choice so can be understood. According to Bryne that accuracy refers to the use correct forms where utterances do not contain errors affecting the phonological syntactic, semantic, or discourse features of a language. Accuracy is something that someone is not make a lot of mistakes when she/he speaks. Teacher who concentrates on accuracy will help their students to produce grammatically correct written and spoken English. There are three components of accuracy, they are pronunciation, vocabulary and grammar. To make it clearly, the researcher will write the definition of three components in accuracy:

2.1.3.1.1 Pronunciation, means the way students' produce language clearly when they are speaking, or the learner can communicate effectively when they have good pronunciation and intonation. Learning pronunciation is also important to make students' intonation, sound and rhythm more goodly is like a native.

2.1.3.1.2 Vocabulary, Vocabulary is the convenient diction that used in communication or all the words that person knows or uses in a language. Mastering vocabulary is very important variable in all elements of language. With a good command

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of words will find it much easier to communicate with other students or understand texts. Vocabulary is one of the part of component of speaking which is really significance thing in language skill except speaking, reading, writing and listening. Learners cannot be expected to generate words or communicate effectively without having a lots of vocabulary, therefore learners have to strive to memories it, so that is way she/he is able to communicate well to each other.

2.1.3.1.3 Grammar, Grammar may defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.[8] Grammar helps language learner can avoid misunderstanding in each communicator. Students have to know the pattern of sentence when they write English, so they must study of grammar, although it is not very essential in speaking. Many views that grammar is difficult to learn and uninteresting for many students, but that is very significance in working on paper or essay.

2.1.3.2 Fluency

Fluency is the ability to talk or be able to produce sentences coherently and have appropriate expressions in a large variety of context. Fluency is the smoothness, clearness and accurateness of students' speak or write a foreign language and able to communicate students' ideas and confidence will enhance. Habitual action is the basic factor to enhance fluency. Therefore, the aim of fluency is to help learners speak fluently and with easy. Fluency usually refers to express oral language freely without disruption, so it can informs the meaning smoothly in each situation. In other definition

[8]Penny Ur, *Grammar Practice Activities A Practical Guide for Teacher* (New York: Cambridge University Press, 2003), p.4.

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that fluency is the ability to read, to speak, or to write easily, smoothly, and expressively. Someone who concentrates on fluency will help herself fluent to express in English.

2.1.3.3 Comprehensibility

Comprehensibility may define as the process of understanding of the utterances sent by the speaker done by the listener. It means that people can understand what the speaker say and understand what the other say, because is not good communication if the people still confuse with what the other say. The good comprehension is when the listener easy to understand the speaker's intention and general meaning is clearly. According on Webster's dictionary comprehensibility is the quality or state of being comprehensible, or capability of being understood.

Based on the explanation of some components of speaking above the researcher conclude that they are the important one to be reference for a good speaker. Therefore learners have to pay attention more about it.

2.1.4 Types of Classroom Speaking Performance

Speaking not only happened in social context, but also happened in classroom context where students learn and practice using a foreign language. In the classroom, the students may produce some types of speaking performance to promote the communicative competence. Brown assumes that there are six speaking categories that students may carry out in the classroom.[9] These are imitative speaking, intensive speaking, responsive speaking, transactional speaking, interpersonal speaking, as well as extensive speaking.

[9]H. Douglass Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, p. 271-274.

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2.1.4.1 Imitative Speaking

Imitative speaking refers to producing speech by imitating language forms is like grammatical or phonological, for instance students are trying to practice the intonation contour. Imitative speaking is the learner's ability to listen and imitate sounds of the target language, words, phrases, or sentences. Imitation of this kind is conduct not for the purpose of meaningful interaction, but for focusing some specific element of language form.

2.1.4.2 Intensive Speaking

Intensive speaking goes a step more than imitative. Intensive of this speaking performance can be self-initiated or it can even from part of some pair work activity, where learners are checking over to practice some phonological or grammatical aspect of language.

2.1.4.3 Responsive Speaking

Responsive speaking is a good deal of students' speech production in the classroom with short replies to teacher or student-initiated question or comments. These replies are usually adequate and do not extend into dialogues.

2.1.4.4 Interpersonal Speaking

Interpersonal is conducted more for the purpose of keeping social relationships than for the transmission of facts of information. This conversations are a little trickier for learners.

2.1.4.5 Extensive Speaking

Extensive speaking is appropriate with the highest level of speaking that can only conducted by students at intermediate to advance level. This speaking

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type is compels the students to give extended monologues in the form of oral reports, summaries, or maybe short speeches.

2.1.4.4 Transactional Speaking

This type of speaking performance is conducted for the purpose of informing and exchanging specific information. It can be viewed as an expanded form of responsive speaking. Conversations, may have more responsive speech than negotiative nature.

In this research, "go and find out" activities is related to transactional speaking, because this research try to improve students' speaking skill by informing and exchanging the specific information with one another. The information that the students get from her/his friend is able to increase their speaking because they do interaction in the class and all of them are supposed to be active.

2.1.5 Characteristics of a Successful Speaking Activity

Ur suggests that the successful speaking activity in the classroom to organize as a teacher, they are as follow:

2.1.5.1 Learners talk a lot

As much as possible let the teacher allocate learners have more time and opportunities to talk, because often most time is taken with teacher talk.

2.1.5.2 Participation is even

It means that classroom discussion is not dominated by a minority of talkative participants, but every students get a chance to speak.

2.1.5.3 Motivation is high

Students are eager to speak because they are interested in the topic and have something new to talk about.

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2.1.5.4 Language is of an acceptable level

Leaners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[10]

All the characteristics above need to teacher know, in order to make students interest in learning a foreign language. But, to achieve or gain the characteristics above is not easy, because there are some problems probably faced by teachers in getting students to talk as participate. This below researcher will write the problems why it is difficult for them to speak.

2.1.6 Problem in Speaking Activities

In making interaction with people or each student, occasionally the language learner face the problem, so when they are talking seems like clumsy and it will happened misunderstanding. In Penny Ur's book stated that there are four problems in getting learners to talk in the classroom, such us: Inhibition, Nothing to say, low or uneven participation, and the last is mother tongue use.[11]

2.1.6.1 Inhibition

Speaking needs several degree of real-time exposure to an audience. Worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts, learners are often inhibited them when they are trying to say things in a foreign language in the classroom.

[10]Penny Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), p.120.

[11]Penny Ur, *A Course in Language Teaching, Practice and Theory*, p.121.

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2.1.6.2 Nothing to say

Sometimes teacher found or heard learners complain that she or he cannot think anything to say. They have no reason to express themselves beyond the fault feeling that they should be speaking.

2.1.6.3 Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. The problem is others speak very little or not at all, if the tendency of some learners to dominate. In a large group or class that each one will have only very little talking time.

2.1.6.4 Mother-tongue use

In a classes where a lots of learners share the same mother tongue, they may dispose to use it because it is easier and feels unnatural to speak to one another in a foreign language.

According to Dewi in Mukminatuz' paper stated that there are another problems that students faced in learning English, the causes of the students' low speaking skill are: *first*, not having enough time in practicing speaking, *second*, not having enough vocabularies, *third*, not having interest in speaking because of uninteresting teaching method, and *fourth*, not being able to relate the speaking content to their real life.[12]

However, teacher may not be worried or disappointed with these problems. They should use their experiences and authorities to overcome each of the problems. The following things can be held by the teachers.

[12]Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 10 no. 1 (February 2017), p. 120. (https://media.neliti.com/media/publications/60662-EN-storytelling-to-improve-students-speakin.pdf) (accessed January 7 2018).

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2.1.7 What the Teacher Can Do to Solve Some of the Problems

To overcome the students' problem in classroom activities, teacher has to make a good way and be smart to choose some alternative or ideas. Therefore Ur has stated that there are five alternative ways to solve it. They are:

2.1.7.1 Use group work

Group work is able to increase the sheer amount of learner talk going on in a limited period of time and also reduce the inhibitions of learners who are reluctant to speak in front of the class.

2.1.7.2 Base the activity on easy language

The level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class, it should be easily recalled and produced by the participants, so that learners can speak fluently with a minimum of hesitation.

2.1.7.3 Make a careful choice of topic and task to stimulate interest

On the totality, the distinct the purposes of discussion the more motivated participants.

2.1.7.4 Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For instance, tell learners to make sure that everyone in group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

2.1.7.5 Keep students speaking the target language

Choose one of the group as a monitor to remind participants to use the target language, and perhaps report later to the teacher how well the group managed

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to keep to it. Someone is monitoring such lapses helps participants to be more careful. The good way to keep students speaking the target language is to be there yourself as much as possible, reminding them and modelling the language use yourself.

After knowing some alternative ways that mentioned above, teacher as motivator and instructor hopefully to be able to find a good method and to create students more excited in learning English, as well as minimize the students' fear or anxiety when they are learning, therefore make the students in classroom activities more enjoyable, and have fearlessness to communicate a foreign language with their friends.

Quite apart from some definitions and concept of speaking, it is more important also knowing that in teaching speaking skill, the teacher must be able to assess their students for knowing the competence, capability and skill of them, but how can the teachers asses the student's speaking skill?. According to Sari that assessing speaking is challenging, because many aspects or factors that influence someone impression of how well learners can speak a foreign language and because someone expect test scores to be accurate.[13]

It is significance to understand are some kinds of criteria of speaking test in order to know the level of students' skill or their language performance, who based on the criteria of speaking test. In order to find a suitable scale, the teacher must begin to describe clearly the criteria for assessing oral ability. There are some differences criteria by some expert, According to Harris that there are five components which should be include in testing speaking skill, such as: pronunciation, structure,

[13]Sari Luoma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 1.

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vocabulary, fluency, and understanding the content. He follows the traditional model of language components, While Finch and Taeduck state that the descriptive guide of criteria for oral test is based on the degree of skill in language use specified by these criteria: *range* (content, vocabulary, size of utterance), *fluency* (effectiveness, appropriate use of grammar and structure), *delivery* (voice, hesitation, body language, non-verbal communication), *attitude* (enthusiasm, motivation, participation), and *interaction* (conversation skills).[14] Then, criteria of speaking by Heaton are there accuracy, fluency, and comprehensibility. Whatever the criteria selected by teacher, but the main thing that is suitable for what the teacher wants to assess.

It is also necessary for the research to choose the criteria of speaking that will be used to assess students' skill. Therefore is chosen by Heaton, these are accuracy, fluency, and comprehensibility.

2.1.8 The Concept of Communicative Activities

Communicative activities are any activities that cheer up, support, and require the learners to speak with and listen to other learners in the classroom and prepare them in real life language use. It is arouse students to practice through communicating and interacting with others, and to reach the outcome participant interact, not only speak with other but also listen to what he or she is saying and response to it. Communicative activities are descendant or part of communicative language teaching, it is an approach in which many kinds of methods and techniques can be developed so that they can be conducted directly in the teaching learning activity.

Littlewood defines communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings

[14] Baso Jabu, *English Language Testing* (Makassar: The UNM Publisher, 2008), p. 106.

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effectively. While Harmer stated that this activities typically involving students in real or realistic communication. The activities can encourage the students to speak in the target language so that they can give positive contributions toward learning process.

The purposes of learning through communicative activities includes improve motivations and allow natural learning. This activity provides opportunities for positive personal relationship to develop among and between learners and teacher. These relationship can create an environment that support an individual in his effort to learn.

2.1.8.1 Types of Communicative Activities

These are some types of communicative activities:

2.1.8.1.1 Information gap activities

According to Richard, information gap is one of the type of activity or an important aspect of communication that refers to a real communicative in which people normally communicate in order to get information they do not possess. Thronbury also says that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to get the information, the communicators have to communicate. While Klippel said that information gap exercises force the participants to exchange information in order to find a solution. For example solve a puzzle, write a summary, draw a picture, discovering missing information, and so on.

2.1.8.1.2 Role plays

Role play is one the activity which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. According to Ladousse, role plays can put students in situations in which they are required to use and develop language necessary in social relationships and helps them

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to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about themselves.

2.1.8.1.3 Discussion

Doing activities in speaking lessons, discussions are commonly used. A topic is introduced to the students through a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion either keeping time, taking notes or reporting the results made by the group members. Discussion creates an effective and efficient teaching and learning program. It also creates active participation of the students as the subject and object of teaching and learning program.

In the learning process, discussion is also used as a stimulus to grow students' interest, enthusiasm, motivation on what is being presented in a particular lesson. Classroom discussion hopefully can reduce the student's feeling of being burdened with the English learning process in the classroom and encourage better speaking performance in communicative contexts.

Harmer in Agustinus' paper states that there are three types of discussion activity.[15] They are buzz group, controversial topic, and debate. *First,* buzz group is discussion where the students are in loose groups of three or four (the number is unimportant). Frequently the teacher may ask them to think all possible things that they are discussing. The example might be the students are going to read a text about

[15]Agustinus Hary Setyawan, "The Effectiveness of Classroom Discussionin Improving English Speaking Skill among The Students of SMP N 3 Depok," *Journal of English Language and Education (JELE),* Vol. 1 no. 2 (December 2015), p. 186 (http://download.portalgaruda.org/article.php?article) (accessed January 2018)

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hobbies. The teacher puts them into groups for a session about two minutes. They should think about kinds of hobbies that they can figure out. They could be put into buzz discussion to think of as many activities as possible. It can form the prelude to a larger discussion session. *Second*, controversial statements are good discussion provokers. The students are given the following statements about smoking and told that they have to circle the number which best reflects their agreement or disagreement with the statement. When they have done the activity, they compare their answers in pairs and then groups. They have to agree a score. It is for consensus activity. This technique is a good example of using a small task to provoke discussion. *Third*, debate is suitable for more advanced classes. Students are given a controversial preposition such as *"with internet, students can learn more information and learn it quickly*". They are then put into two groups which have to prepare arguments either in favor of the preposition or against the preposition. When the arguments are ready, the teams elect a first and second person who makes formal speeches to argue their case. All the other students can then take part with short interventions. At the end of the discussion, the teacher can organize a free vote to see whether the proposition wins or not.

From the types of communicative activities above, the researcher took "discussion" as one of the activities to compare with "Go and find out" activities, whether the best activity to improve students' speaking skill. These activities would present in this paper as the researcher's treatment into two groups. The first group was experimental group with the treatment through "Go and find out" activities**,** and the second group was control group with the treatment through "Discussion". These activities hopefully can encourage students to speak, although in this paper try to compare each other.

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2.1.8.2 Pre-communicative Activities

Pre-communicative activities are a part of communicative activities that can be used to teach speaking and must be done before doing communicative activities or need to be given before entering the communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides learners with opportunities to practice. The examples of pre-communicative activities are question and answer practice, drilling, matching activity, pronunciation practice, completing sentences, grammar exercise, and mentioning words related to topic.

Dealing with examples of pre-communicative activities, question and answer practice is related to researcher's title that is "Go and find out" activities. Klippel divides question and answer include into several parts, such as warming up exercises, interviews, guessing games, jigsaw tasks and questioning activities. Therefore "Go and find out" activities concern with questioning activities who exist in question and answer practice.

2.1.9 The Concept of "Go and find out" Activities

2.1.9.1 Definition of "Go and find out" Activities

To gain students speak, "Go and Find Out" activities is one of the alternative ways to enhance their skill in speaking. To be more understand about this activities, is better to know the definition of "Go and Find Out" itself. "Go and Find Out" activities concern with communicative activities which encourage students are able to getting to know each other by asking for and giving specific information towards some things in daily life . It use a worksheet to be grip of students and whatever techniques on the worksheet, depend on the teacher ways in applying this activities. Activities can be

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recognized as a classroom task that has an objective to be attend by getting the students to interact among them, the task contains a mechanism the sequence the interaction. The focus of the task is mainly to exchange meaning and to produce target language[16].

"Go and find out" activities is a part of questioning activities that exist in question and answer. Question and answer is example of communicative activities that have mentioned previously. Klippel suggests some communicative activities for language teaching. In selecting and developing the activities, he has been guided by several principle i.e. message oriented communication, learner-centered activities, active learning, cooperative and empathy. Learner-centered activities are concerned with the learners themselves and their feelings and ideas. They necessarily need to be involved in real communicative situations to be able to express their own opinions and attitudes. For learners who are studying English in a non-speaking English country it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which, above all, they are taken seriously as people. Meaningful activities on a personal level can be a step towards this identification which improves performance and generates interest. And, of course, talking about something which affects them personally is eminently motivating for students. Klippel proposes 123 activities in total which has been grouped under three headings. They are question and answer, discussion and decision, and stories and scenes. The activities are structured in a similar way. They are interesting and easy to be applied in the classroom. From the explanation, it seems that communicative activities proposed by Klippel are the most appropriate to be applied in the classroom

[16]A. Kaharuddin Bahar, *The Communicative Grammar Translation Method* (Yogyakarta: TrustMedia, 2013), p. 72.

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because the activities are interesting and easy to be applied. Besides, the procedures of the activities are not strict so that teachers can modify them based on educational aims and learners‘ needs.

Teaching speaking through “Go and find out” activities by Klippel can make the students active in the classroom, because it put the students as the learner-centered, so they will be free to express their mind with friend, and also make them participated in learning process. Therefore, by using “Go and find Out” activities hopefully drive students more active in a learning process and make them more attractive in learning the foreign language, so they can be closely with it and feel fun in learning as well as keep them to talk without any inhibition or worried about making mistakes.

2.1.9.2 The Importance of Pair Work and Group Work

Pair work and group work are present ways of organizing the class while teaching speaking. In some activities pair work is essential, include questioning activities (Go and Find Out activities) and guessing games, and enable the students to express their opinions on a given topic within the pair or group. By doing pair and group work in the lesson especially in this activities are able to provide the students with a lot more practice and also feel more comfortable to speak rather than the teacher. On the other hand, pair work and group work will create opportunities for learners’ knowledge to be shared. In order to be successful, learners need to be accustomed to using English without the teacher’s permanent support. Therefore, it helps students to build up or increase their independence and confidence for further conversations.

2.1.9.3 Procedure of Using “Go and Find Out” Activities

There are some procedures of doing this activity in expected to successfully in learning process.

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Firstly, the researcher informed the topic or subject to the students, there are four topics that the researcher gave, the first was about *asking and giving agreement or disagreement statement*". It contained name, hobby, family, life school and activities in daily life, the second about *"accepting, and refusing invitation"*, the third about "*asking and giving opinion about natural disaster*" and the fourth about "*asking and giving opinion about information like or dislike something, to be or not to be*, etc.".

Secondly, after the researcher informed the topic, the researcher explained the material and passed the paper picture (handout) for every student. All students have to memorize the statement or phrases with pairs after looking the material on the paper picture. This phrases also based on the material that would taught at the time.

Thirdly, to make it sure that the students have memorized the phrases, the researcher rechecked their recitation classically, after students surely memorized it, then they would receive the handout/worksheet which contained the statement or question from the researcher based on the theme. The purposes of the handout was to do conversation by doing go and find someone in class who agree with statement or like to do the same things in daily life. The students who agreed or like about that would be the partner, but if she/he disagreed or unsuitable with the opinion she/he wants, they would look for another pair until they found the appropriateness each other.

Finally, if the students have done or finished with all of the rules of the activities, the researcher asked them to explain orally what they have found or report their findings in front of the class with trying not to read her/his finding, this case in order to make the students practice in English

This activity is supposed to be effective, because it gives the same opportunities with all students to talk in a foreign language, means the classroom is not

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dominated by a minority of talkative students, but everybody get a chance to speak and no one will stay quietly because this activity required the students to talk a lot. The purposes of doing this activity expected to make students are able to get to know each other, relaxation and less of students' inhibitions in speaking.

2.1.9.4 Teaching English Speaking Skill through "Go and Find Out" Activities by Friederike Klippel

There are some steps in applying this activities according to Friederike Klippel. They are: [17]

Step 1: Each student receives a worksheet and a list of the names of all the other students (in small groups where students know each other the list of names is not necessary).

Step 2: Each student now questions everybody else, according to his/her worksheet. He/she writes the answers down, and crosses off the list the names of the people he /she has asked.

Step 3: When everybody has finished asking, each student reads out his/she question and reports his findings.

The type of this worksheet can be varied according to the background, age, and interests of the group.

Another varied to do this activity is depend on the researcher wants or interest. This activity expected to be able increase the students' skill in speaking.

[17]Friederike Klippel, *Keep Talking Communicative Fluency Activities for Language Teaching* (New York: Cambridge University Press, 1987), p. 54.

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2.1.9.5 The Purposes of English Based on the curriculum in Senior High School 8 Pinrang (KTSP 2006)

2.1.9.5.1 Developing communication competencies in written and oral forms to achieve informational literacy levels.

2.1.9.5.2 Has an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society.

2.1.9.5.3 Developing learners' understanding of the interrelationship between language and culture.[18]

Based on the purposes of English above, the researcher's method are expect to be able achieve the objective especially that mention in the first point is developing communication competencies in written and oral forms, duo to this activity is trying to improve or develop students' speaking skill. This activity are supposed to increase the students' comprehension or make the students are capable to produce the English orally. And as the result of it, the students will have awareness that English is important to enhance the competitive in a global society. Besides, go and find out is a fun way to applying in intermediate level, because it is not difficult to study and will create the enjoyable condition in the class, therefore to achieve the objectives above the researcher are trying to implemented this activity.

2.2 The Previous Related Research Finding

Here are some research results that had been conducted by the previous researchers, especially related to improving speaking. The researcher used them as

[18]Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (Jakarta 2006), p. 126

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references in conducting this final requirement. Below are the previous research findings:

Adi, at Journal of English Educators Society (JEES) entitle "*Implementing Question and Answer Technique to Enhance Students' Speaking Ability at SMP Islam Paramitha Malang*". This research includes as a qualitative, in the type of Classroom Action Research (CAR). In his paper stated that, implemented question and answer technique is able to improve students' speaking ability on expressing their daily activities. It was found that 70% of the students had been successfully improving their speaking ability. As a result, the intended spoken communication.[19]

A thesis conducted by Lutfi Efendi, in his research entitle "*Improving Students' Speaking Skills through Communicative Activities of Grade Viii Students of SMP Negeri 2 Sewon in the Academic Year 2015/2016*" indicates that by conducting communicative activities there were some improvements of students' speaking skill. They gained more confidence to speak and were more motivated and willing to participate in the activities. It can proved and gain trustworthiness the researcher used some triangulation techniques. They were time, investigator, and theoretical triangulation. And as the result of it, the researcher showed the improvement of students' skill.[20]

Based on the previous research findings above, the researcher can conclude that there are many techniques and methods to improve speaking skill as the previous

[19]Adi, "Implementing Question and Answer Technique to Enhance Students' Speaking Ability at SMP Islam Paramitha Malang," *Journal of English Educators Society (JEES)*, vol. 1 (April 2016), p. 1. (http://download.portalgaruda.org/article.php?article=436662&val=9252) (Assessed January, 8th 2018).

[20]Lutfi Efendi, "Improving Students' Speaking Skills through Communicative Activities of Grade Viii Students of SMP Negeri 2 Sewon in the Academic Year 2015/2016," (A thesis: Faculty of Languages and Arts, Yogyakarta, 2016).

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researchers have done, such as communicative activities, and question and answer technique. Instead, the researcher use the other activity in improving students' speaking skill by implementing Go and find out activities. It will try to see the improvement of students' speaking skill than use the other technique using of the teacher in classroom. The differences of this activity with the research above although it also has a little bit similar. firstly from Adi, the focus problem in his journal was speaking as well, but in his research researcher used many questions as his technique to make the students active to answer the question on expressing their daily activities and the most problem in his research was the students as his object are failed to utter their idea in spoken manner, so he decided to carry out a two-cycle Classroom Action Research (CAR) by using observation sheets, interview guide, and test. While from Lutfi, he also focused on speaking skill problems, seems with Adi, Lutfi also used CAR by using pre and posttest, observation checklist, interview guidelines, and speaking assessment rubric, as well as the researcher had collaboration with the teacher as the part of democratic validity. But on this research in implementing "go and find out" activities, the focus problem faced in language learners is also in speaking, by applying quasi experimental design with nonequivalent control group design, it involved two groups with different treatment, namely experimental group and control group. These groups try to compare where is more effective. The researcher will give the students questions and also statement in treatment in practicing speaking. This activity hopefully is able to encourage students to communicative effectively and feel fun to do interaction with their pairs.

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2.3 Conceptual Framework

Teaching speaking through "go and find out" activities is hope to be able in increase students' skill in speaking especially focus at the second grade of Senior High School 8 Pinrang. This activity allows students easy to interact with other and will not again feel reluctant to express their feelings. For this concern, the researcher draws the conceptual framework:

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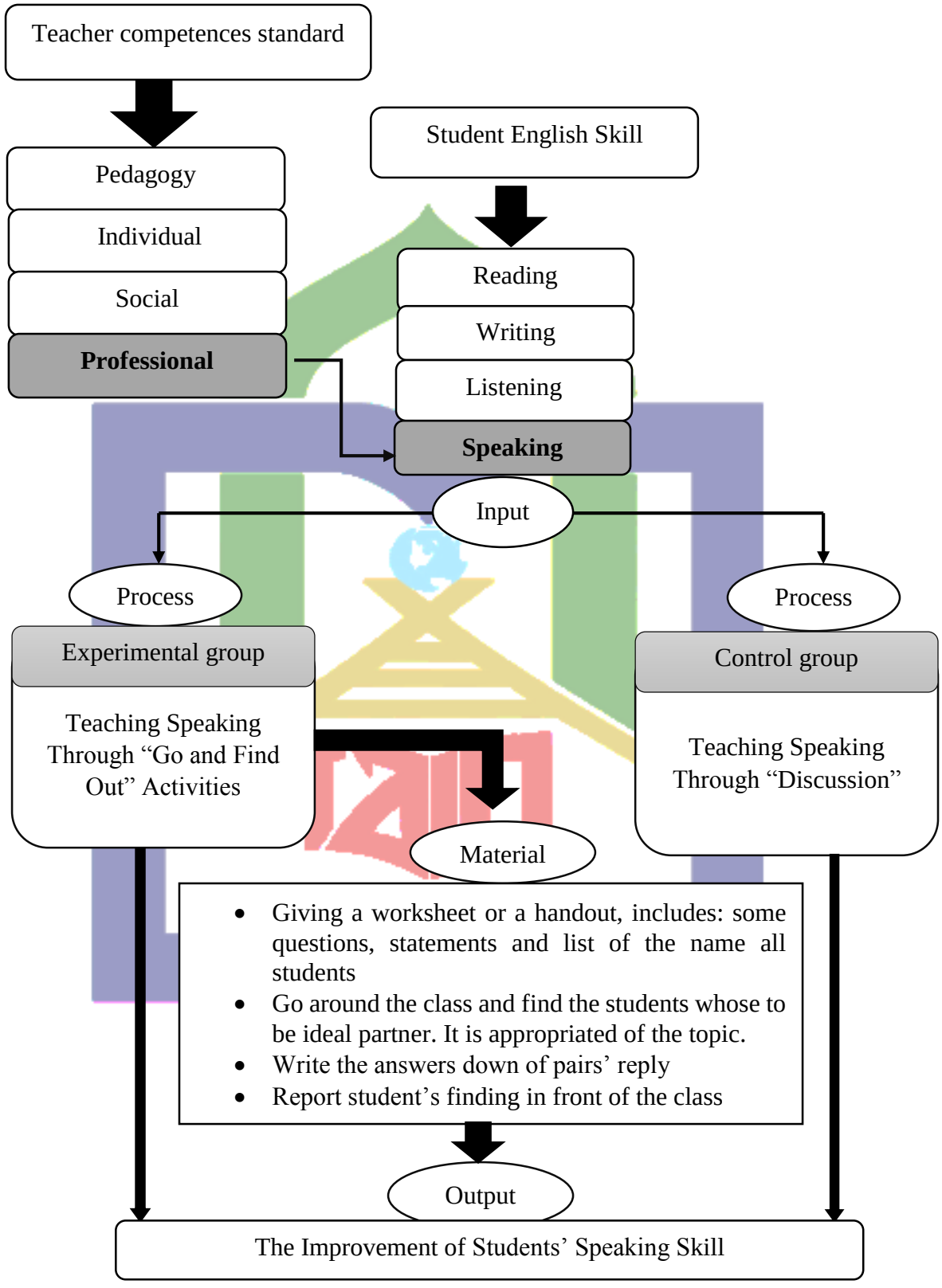

Figure 2.1 *Conceptual framework of the research*

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Input : This section refers to speaking as focus of the research to improve students' skill.

Process : This section is a process. It divided into two groups. The first was an experimental group. In the experimental group, the researcher applied "Go and find out" as activities to improve students' speaking skill. The second was a control group. In control group, the researcher applied "Discussion". The researcher gave the different treatments for experimental and control group to compare the students' improvement in speaking.

Output : This section refers to find out the improvement of students' speaking skill

2.4 Hypothesis

Hypothesis is a researcher's prediction of the research findings, a statement of the researcher's expectations about the relations among the variables in the research topic.[21] Based on the research problem mentioned above, the researcher predicts that:

2.4.1 Null Hypothesis (Ho)

By using "Go and Find Out activities is not able to improve students' speaking skill at the eleventh grade of SMAN 8 Pinrang or there is no significant different the pre-test and post-test of the students after treatment through "go and find out" activities

2.4.2 Alternative Hypothesis (H_a)

There is significant different the pre-test and post-test of the students after treatment through "go and find out" activities at the eleventh grade of SMAN 8 Pinrang.

[21]L. R Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research Competences for Analysis and Applications*, Tenth Edition (Columbus Ohio: Bell & Howell Company, 2012), p. 69.

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2.5 Variables and Operational Definition of Variables

2.5.1 Variables

There are two variables of this research; these are independent variable [X] and dependent variable [Y].

2.5.1.1 Independent Variable

Independent variable of this research is "Go and Find Out" activities

2.5.1.2 Dependent Variable

Dependent variable of this research is students' English speaking skill

2.5.2 Operational Definition of Variables

2.5.2.1 Go and find out activities are kind of communicative activities which encourage students are able to improve their skill in speaking by doing interaction with pairs about their feelings, like or dislike as well as some activities or things happened in daily life. This activity will try to make and effect the students speak naturally and spontaneously in giving and exchanging information from their pairs when they are interacting each other.

2.5.2.2 English speaking skill is a productive skill that giving people ability to communicate effectively. It means speaking is the most important skill for helping everybody to express of feelings and to inform someone's intention in his/her mind. By speaking, people will be able to build social relationship and make social contact with other people.

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CHAPTER III

RESEARCH METHOD

This chapter consists of research design, location of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The design of this research used quasi experimental design with Nonequivalent control group design to see the improvement or significance the skill of the eleventh grade of SMA Negeri 8 Pinrang by using "Go and Find Out" activities. In this research involved two groups with different treatment, namely experimental group and control group. Where the experimental group given a treatment using "Go and Find Out" activities, while control group treated through "Discussion". These groups to compare that where was more effective. The design is presented as follows:

$$E = \frac{O_1 \quad X \quad O_2}{}$$

$$C = O_1 \qquad O_2$$

Where:

O_1 : Pre-test for the experiment group and control group

X : Treatment in applying "Go and Find Out" activities to the experimental group

O_2 : Post Test for the experiment group and control group[1]

[1]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 116.

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3.2 Location of the Research

The research was conducted at Senior High School 8 Pinrang, by focusing at the eleventh grade in academic year 2018/2019. The duration of the research was about more than one month.

3.3 Population and Sample

3.3.1 Population

The population of this research constituted at the eleventh grade of Senior High School (SMA N) 8 Pinrang in academic year 2018/2019 which consisted of seven classes and the total number of population was 349 students. They were XI IPA^1, XI IPA^2, XI IPA^3, XI IPA^4, XI IPS^1, XI IPS^2, and XI IPS^3. The distribution of population as follow:

Table 3.1 The distribution of the eleventh grade students in Senior High School (SMA N) 8 Pinrang

No	Class	Number of Students
1	XI IPA^1	54
2	XI IPA^2	56
3	XI IPA^3	56
4	XI IPA^4	56
5	XI IPS^1	42
6	XI IPS^2	43
7	XI IPS^3	42
Total		349

Source: Administration of Senior High School (SMA N) 8 Pinrang Academic Year 2018/2019

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3.3.2 Sample

According to Gay, in the research study, a sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn.[2] Another defining of a Sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. One can also infer changes observed in the sample to changes that would likely have occurred in the population.[3]

In this research, the writer used purposive sampling to choose one class to represent all of the population. The researcher chose class XI IPA[1] consist of 54 students and divided it into two groups for the samples of the research, they were group XI IPA[1](A) as the experiment group consists of 27 students and XI IPA[1](B) as the control group consists of 27 students.

3.4 Instrument of the Research

An instrument is used to measure the value of the variables studied. Thus, the member of instruments to be used for research will depend on the member of variables studied.[4]

In collecting data, the researcher used the test as an instrument was applied in pre-test and posttest. Pre-test is an onset test to observe the students' knowledge in speaking before giving the treatment, while the posttest was giving test to observe the

[2]L. R Gay, Geoffrey E. Mills, and Peter W. Airasian *Educational Research Competences for Analysis and Applications*, Tenth Edition (Columbus Ohio: Bell & Howell Company, 2012), p. 129.

[3]Jhon W. Best, *Research in Education* (United Stated of America: Prentice Hall Inc, 1981), p. 13.

[4]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p. 133.

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students' improvement in speaking skill. The kinds of test was oral test, both of them consists of ten questions.

3.5 Procedure of Collecting Data

In this research, the researcher collected the data in some procedures, as follows:

3.5.1 Pre-test

The researcher gave the pre-test before giving treatment to the students. Its aim to know the students' prior skill in speaking. The researcher allowed give the students questions about their family, hobby/free time, education/school, general questions and giving opinion. Then students should answer by the available option.

3.5.2 Treatment

After giving pre-test, the researcher taught speaking to the students through "Go and find out" activities. In this case, experimental group handled by the researcher, it means the students would help to improve their speaking through new technique or activities. While control group was also teach through "Discussion". The treatment gave for four meetings. Procedures of treatment by using "Go and find out" activities in learning process as follows:

3.5.2.1 Experimental Group

3.5.2.1.1 The first meeting

Pre Activities:

3.5.2.1.1.1 The researcher greeted the students to open the class and gave direction to pray before studying.

3.5.2.1.1.2 The researcher checked the attendance list

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3.5.2.1.1.3 Gave an idea about the benefits studying the lesson will be discussed

3.5.2.1.1.4 Informed the learning objectives

3.5.2.1.1.5 Notify the basic competencies to be achieved and all the introduction that researcher do was finished during about ten minutes

Core Activities:

3.5.2.1.1.1 The researcher informed the topic or subject to the students about "asking and giving agreement or disagreement statement". It contained name, hobby, family, life school and activities in daily life.

3.5.2.1.1.2 The researcher explained the material during five minutes, then the researcher passed the paper picture (handout) for every student. They have to memorized the statement with pairs after looking the material on the paper picture, it was contained asking and giving agreement or disagreement for instance: *do you agree with..?, I totally agree,* and *etc.*. Perhaps seven for agreement statement and ten for disagreement statement.

3.5.2.1.1.3 After that, the researcher rechecked their recitation classically after eighth minutes, the researcher gave three or four statement example: *three hour classes* and they was answered and gave opinion from the statement by using asking and giving agreement or disagreement, probably where is the best statement or the best response that they have memorized previously, whether she/he *agree* or *disagree*. All the preparation was finished probably around 25 minutes.

3.5.2.1.1.4 After all the students have memorized the statement (agreement and disagreement), the researcher shared again the handout or worksheet about "find someone in class who agree with", but before they doing this activity,

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the researcher has to do explained the rules to the students probably 2 minutes.

3.5.2.1.1.5 Every student was received a handout or a worksheet from the researcher to do the conversation with their friends. The first that students have to do was go and find someone in class who agree with the statement which is suitable in the handout. Example: "The name who is given by parents should has meaning". The students who agreed about that, would give a signature to his/her partner. But, if she/he disagreed or unsuitable with the opinion she/he wants, they would look for another pair until they found the appropriateness each other. In all this activity expected to lead the students to speak naturally while thinking. This activity was held during 25 minutes

3.5.2.1.1.6 After the students done or finished with all of the rules of the activities, they asked to explain orally what they have found or report their findings in front of the class with trying not to read her/his finding, for example: *I have found my friend who agree with…., her/his name is…, and why does he/she agree about that because…..*, in this activity the students were found more than one of his/her friends who agree with the statement and explain all his finding from his friends.

3.5.2.1.1.7 Every student had to speak in the class and no one stay, because this activity required the students to talk a lot in improving their speaking.

Final activities:

3.5.2.1.1.1 Asked the difficulty in conducting learning activities.

3.5.2.1.1.2 Informed the lesson plan activities for the next meeting

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3.5.2.1.1.3 Gave the conclusion about the material and gave greeting for the students to close the class.

3.5.2.1.2 The second meeting

Pre Activities:

3.5.2.1.2.1 The researcher greeted the students to open the class and gave direction to pray before studying.

3.5.2.1.2.2 The researcher checked the attendance list

3.5.2.1.2.3 Gave an idea about the benefits studying the lesson will be discussed

3.5.2.1.2.4 Informed the learning objectives

3.5.2.1.2.5 Notify the basic competencies to be achieved and all the introduction that researcher do was finished during about ten minutes

Core Activities:

In the second until the last meeting were the same steps like the first meeting, but the differences among them which exist on material and title of the activities in the worksheet or handout, so that make students have high motivation in learning by using interesting topic.

3.5.2.1.2.1 The material in the second meeting was about "making, accepting, and refusing invitation". Before they do interaction with their friends, the researcher also gave previously some statement or passed the media to the students about making, accepting, and refusing invitation to memorize. The media in this activity was using picture paper (handout) in order to make students attractive in learning.

3.5.2.1.2.2 Then, after memorizing the phrases based on the worksheet, the researcher informed to the students to look and choose one of the pictures on the

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handout. After choosing the picture, all students began conversation with their friends by looking for partner who wants to receive his/her invitation. The phrases he/she can use for instance: *Would you like to …..?, Do you want to ……?, etc.* if their friend refusing his/her invitation, so he would go to look for another pairs until there are his friend accepted his invitation. They cannot stop until find suitable partner for inviting to the place. Students do the conversation and nobody would stay in this activities.

3.5.2.1.2.3 After finding their partner, each partner reported orally what she/he gets from her/his friend in front of the class with trying not to read his/her finding. This case in order to make the students practice in English. Example report is: *I have found my friend who accepted my invitation to go to……, he/she receive my inviting because……*

Final activities:

3.5.2.1.2.1 Asked the difficulty in conducting learning activities.

3.5.2.1.2.2 Informed the lesson plan activities for the next meeting

3.5.2.1.2.3 Gave the conclusion about the material and gave greeting for the students to close the class.

3.5.2.1.3 The third meeting

Pre Activities:

3.5.2.1.3.1 The researcher greeted the students to open the class and gave direction to pray before studying.

3.5.2.1.3.2 The researcher checked the attendance list

3.5.2.1.3.3 Gave an idea about the benefits studying the lesson will be discussed

3.5.2.1.3.4 Informed the learning objectives

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3.5.2.1.3.5 Notify the basic competencies to be achieved and all the introduction that researcher do was finished during about ten minutes.

Core Activities:

3.5.2.1.3.1 The material in the third meeting was about "asking and giving opinion about natural disaster"

3.5.2.1.3.2 Seems with the first until the second meeting that the researcher passed the handout (paper picture) to all students, and previously they memorized phrases about asking and giving opinion that given by the researcher.

3.5.2.1.3.3 After that, the researcher asked to all students to choose one picture about the natural disaster, then, they would asked each other in the class by doing conversation about debacle which is the most give effect or more dangerous for human life. The phrases of the students used when interact were: *what do you think of…? Do you think…? What is your opinion? Do you agree with..? where is the most give affect for human life*? Etc..

3.5.2.1.3.4 The students stop going around in the class, if they had found the partner who has the same picture what they choose, although has different opinion. It means that the picture they chose was the same that it give more effect or dangerous for human life.

3.5.2.1.3.5 Then ask students to report their findings at the front orally. Example reporting: *my partner is ……, I chose the same picture that is flood, he/she said that flood is give more effect or dangerous for human life because….*

Final activities:

3.5.2.1.3.1 Asked the difficulty in conducting learning activities.

3.5.2.1.3.2 Informed the lesson plan activities for the next meeting

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3.5.2.1.3.3 Gave the conclusion about the material and gave greeting for the students to close the class.

3.5.2.1.4 The fourth meeting

Pre Activities:

3.5.2.1.4.1 The researcher greeted the students to open the class and gave direction to pray before studying.

3.5.2.1.4.2 The researcher checked the attendance list

3.5.2.1.4.3 Gave an idea about the benefits studying the lesson will be discussed

3.5.2.1.4.4 Informed the learning objectives

3.5.2.1.4.5 Notify the basic competencies to be achieved and all the introduction that researcher do was finished during about ten minutes.

Core activities:

3.5.2.1.4.1 The material in the fourth meeting was about "asking and giving opinion about information like or dislike something, to be or not to be, etc.". The topic of the handout about "Go and find out an ideal roommate". It means that students do with pairs as well seems like in the first until the third meeting and also memorized the phrases.

3.5.2.1.4.2 The researcher passed the paper picture to every student, the paper contained the sentences, for instance: *I want a roommate who is willing to*…_____..etc. then all students completed the sentences with the words which has been available on the paper.

3.5.2.1.4.3 After that, asked students to fill or give a mark (√) in ""My ideal roommate should…." which is exist on **"*Ideal Roommate Search Survey Form*"**

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they fill it with the criteria he/she wants/likes and also asked them to write down some list of candidates' names he/she wants to asked each other.

3.5.2.1.4.4 If they had filled it, all of students began to look for a partner whether she/he agree or disagree with the sentences that they have completed before while answer the questions which was available on the handout (paper picture) see on appendices (lesson plan 4), when the partner has answered the questions, he/she give a mark (√) on the list of "*ideal roommate search survey form*" in prospective candidates name if she/he likes/agree the answer of the partner, otherwise give mark (X) if she/he dislike/disagree.

3.5.2.1.4.5 All student stop walking or doing conversation around the class, when she/he had found their own partner.

3.5.2.1.4.6 After the students had done all the activities, then the researcher asked them to report their findings.

Final activities:

3.5.2.1.4.1 Asked the difficulty in conducting learning activities.

3.5.2.1.4.2 Informed the lesson plan activities for the next meeting

3.5.2.1.4.3 Gave the conclusion about the material and gave greeting for the students to close the class.

3.5.2.2 Control Group

3.5.2.2.1 The first meeting

3.5.2.2.1.1 The researcher greeted the students to open the class

3.5.2.2.1.2 Notify the basic competencies to be achieved

3.5.2.2.1.3 Informed the topic or subject who will be taught

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3.5.2.2.1.4 Explained the topic to the students about definition and phrases used in a group discussion.

3.5.2.2.1.5 The researcher gave some minutes to memorize the phrases which used in discussion.

3.5.2.2.1.6 Chose some students to speak in front of the class, finally the researcher closed the class

3.5.2.2.2 The second meeting

3.5.2.2.2.1 The researcher greeted the students to open the class

3.5.2.2.2.2 Notify the basic competencies to be achieved

3.5.2.2.2.3 Informed the topic who will be taught about theme of discussion.

3.5.2.2.2.4 Divided students into several groups (4-5 groups)

3.5.2.2.2.5 Each group would discuss based on the theme at the time, and the theme in this meeting was about "**technology (Internet, etc.)**". Each group must defend their opinion and sum up it in the last time.

3.5.2.2.2.6 After time runs out, the researcher summarized the result of discussion topic.

3.5.2.2.2.7 Finally, the researcher closed the class.

3.5.2.2.3 The third meeting

The procedures of this meeting until the last were the same step of the second meeting, the different based on the theme.

3.5.2.2.3.1 The researcher greeted the students to open the class

3.5.2.2.3.2 Notify the basic competencies to be achieved

3.5.2.2.3.3 Informed the topic who will be taught about theme of discussion.

3.5.2.2.3.4 Divided students into several groups (4-5 groups)

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3.5.2.2.3.5 The researcher gave the theme about "**Television or movie's effect**"

3.5.2.2.3.6 After time runs out, the researcher summarized the result of discussion topic.

3.5.2.2.3.7 The researcher closed the class.

3.5.2.2.4 The fourth meeting

3.5.2.2.4.1 The researcher greeted the students to open the class

3.5.2.2.4.2 Notify the basic competencies to be achieved

3.5.2.2.4.3 Informed the topic who will be taught about theme of discussion.

3.5.2.2.4.4 Divided students into several groups (4-5 groups)

3.5.2.2.4.5 The researcher gave the theme about "**food**"

3.5.2.2.4.6 After time runs out, the researcher concluded the result of discussion topic.

3.5.2.2.4.7 Then, the researcher closed the class.

3.5.3 Post-test

After doing treatment, the researcher gave the post-test to students, to know the improvement of students' speaking skill after applying "Go and find out" activities. The post-test was given to find out the different in the students' achievement in speaking used the activities.

3.6 Technique of Data Analysis

The next step after all the data collated is the presentation of data based on the result obtained from test results related to the title. In analyzing students' English speaking skill test, the researcher used the standard of speaking score criteria by Heaton, and used scoring scale which includes the accuracy, fluency, and comprehensibility of students' speaking skill. The steps as follows:

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3.6.1 Scoring Classification

Table 3.2 the criteria of speaking scores:

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors	Speaks without too great an effort with fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the massages or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced	Long pauses while he searches for the desired	Only small bits (usually short sentences and

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	by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.[5]

3.6.2 Calculating the students' score

To calculate the student' score, the researcher used the formula in the following:

$$\text{Score: } \frac{Students' Correct\ Answer}{Total\ Score} \text{ X } 100$$

3.6.3 After calculating the score, the researcher classified it into following levels.

Table 3.3 classification scores:

No	Classification	score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	≤ 39[6]

[5]J.B. Heaton, *Writing English Language Test*, New Edition (New York: Longman Group, 2001), p. 100.

[6]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: PT Bumi Aksara, 2009), 245.

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3.6.4 The formula of score percentage present as follow:

$$\boldsymbol{P = \frac{F}{N}\, x\, 100}$$

Where:

P = Percentage

F = Frequency

N = Total number of sample

3.6.5 To calculate the mean score, the researcher applied the formula as follow:

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

Where :

X = Mean Score

∑x = The sum of all the score

N = Total number of sample[7]

3.6.6 The researcher determined the standard deviation of the student's score in pre-test and post-test, the researcher used the formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ in which } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

SD = Standard deviation

SS = The square root of the sum of square

N = The total number of subjects

$\sum x^2$ = The sum of square

[7]L.R. Gay, *Educatioanal Research Competencies for Analysis and Application*, Second Edition (Columbus Ohio: Person Merril Prentice, 1981), p. 298.

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3.6.7 Calculating the value of t- test to find out the differences of mean score at the pre-test and post-test in experimental and control group by using formula as follows:

$$t = \frac{X1-X2}{\sqrt{\left(\frac{SS1+SS2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum)(X_1))}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum)(X_2))}{n_2}$$

Where :

t = Test of significant

X = The mean scores

SS = The sum of square

n = The total number subject in particular group

$\sum X^2$ = The sum of the all squares

$(\sum X)$ = The sum of scores[8]

3.6.8 The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

To test hypothesis, the researcher used two-tail test, with 0,05 level of significance and degree of freedom (DF) = $N_1 + N_2 - 2$.

1. If t-table > t-test, H_0 is accepted and H_a is rejected. It means that implementing "Go and find out" activities cannot to improve students' speaking skill.

[8]L.R. Gay, *Educatioanal Research Competencies for Analysis and Application*, Second Edition, p. 327.

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2. If t-table < t-test, H_a is accepted and H_0 is rejected. The result of t-table was smaller than t-test value. It means that implementing "Go and find out" activities able to improve students' speaking skill.

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BAB IV

FINDINGS AND DISCUSSIONS

This chapter exists of two parts namely findings and discussions of the research. The findings include about description of the result of data collected from the test (pretest and posttest) or explain the findings based on the research questions which are exist in chapter I. While, the discussion explains and interprets the findings. The result of the research will be described in the following explanation.

4.1 Findings

Based on the technique of data analysis, the researcher used the test for experimental group and control group, they were pre-test and post-test. The pretest was given to know the students' prior skill in speaking and used before giving treatment. While, post-test was after doing treatment in order to know the different students' achievement.

Through the frequency and percentage of pre-test and post-test, the researcher is able to know the detail information result of the different students' score based on the criteria in accuracy, fluency and comprehensibility either in experimental group or control group**.** the way to give score for students was listened what the students say when ask and answer the question (make conversation) of the test. The total score of the test was 18 score, they are 6 for accuracy, 6 for fluency and 6 for comprehensibility.

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4.1.1 Students' Speaking Skill in Implementing "Go and Find Out" Activities as Experimental Group

This section described the result of data analysis pre-test and post-test in implementing "go and find out" activities at XI IPA[1] (A) class as experimental group in SMA N 8 Pinrang:

4.1.1.1 The Students' Score of Pre-test in Experimental Group

In pre-test the researcher gave some questions to the students for making conversation to see their skill in speaking before implementing go and find out activities, the kind of the test is oral test. Therefore, the researcher recorded the students' answer to gain the value of the students. There are three aspects to give score for students, they were accuracy, fluency and comprehensibility. The result was described in the following table:

Table 4.1 The Student Score on Pre-test

No	Name	Aspects			total	Score
		accuracy	fluency	comprehensibility		
1.	Astuti	3	2	3	8	44
2.	Fitrah handayani	3	3	4	10	55
3.	Fitriani B	2	2	3	7	38
4.	Nurasia	3	3	3	9	50
5.	M yusuf Abdullah	2	2	3	7	38
6.	Muh. Tasrif	3	3	3	9	50
7.	Sriwahyuni	5	5	6	16	88
8.	Danaria	4	4	6	14	77
9.	Dewi Sinta	2	3	3	8	44
10.	Rabiatul Adawiah	3	3	4	10	55
11.	Nur Husnul Khotimah	4	5	4	13	72

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Continuance of the table 4.1

12.	Nurnina Natasya Amir	3	2	3	8	44
13.	Nurul Hidayah Ismail	3	2	3	8	44
14.	Reski	4	4	5	13	72
15.	Yuyun	5	5	6	16	88
16.	Adelia Tahir	6	5	6	17	94
17.	Andriani Esse	3	3	5	11	61
18.	Nur Haziah Latief	2	3	2	7	38
19.	Zulfa Angraeni	3	4	4	11	61
20.	Hasmia	2	3	3	8	44
21.	Bunga	3	2	3	8	44
22.	M. Agung Dwi Guna	1	1	1	3	16
23.	Al Fauzan Anas	5	5	5	15	83
24.	Muh. Yusril Abidin	4	3	4	11	61
25.	Akmal Zuhdy Prasetya	6	5	6	17	94
26.	Ishak	4	4	4	12	66
27.	Fadel Muhammad	5	4	5	14	77
			Total		Σ= 290	Σ= 1598

4.1.1.2 The Students' Score of Post-test in Experimental Group

While the students' score on post-test or the result of students after giving treatment can be seen clearly in the following table:

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Table 4.2 The Student Score on Post-test

No	Name	Aspects			total	Score
		accuracy	fluency	comprehensibility		
1.	Astuti	4	3	4	11	61
2.	Fitrah handayani	4	3	5	12	66
3.	Fitriani B	3	3	3	9	50
4.	Nurasia	3	3	4	10	55
5.	M yusuf Abdullah	3	4	3	10	55
6.	Muh. Tasrif	5	5	4	14	77
7.	Sriwahyuni	5	6	6	17	94
8.	Danaria	4	5	6	15	83
9.	Dewi Sinta	4	4	5	13	72
10.	Rabiatul Adawiah	4	3	4	11	61
11.	Nur Husnul Khotimah	5	5	5	15	83
12.	Nurnina Natasya Amir	3	4	4	11	61
13.	Nurul Hidayah Ismail	4	4	5	13	72
14.	Reski	5	5	5	15	83
15.	Yuyun	5	6	6	17	94
16.	Adelia Tahir	6	6	6	18	100
17.	Andriani Esse	4	4	5	13	72
18.	Nur Haziah Latief	3	3	2	8	44
19.	Zulfa Angraeni	4	5	4	13	72
20.	Hasmia	3	4	4	11	61
21.	Bunga	3	5	4	12	66
22.	M. Agung Dwi Guna	2	3	3	8	44
23.	Al Fauzan Anas	6	5	6	17	94

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Continuance of the table 4.2

24.	Muh. Yusril Abidin	5	5	5	15	83
25.	Akmal Zuhdy Prasetya	6	6	6	18	100
26.	Ishak	5	5	4	14	77
27.	Fadel Muhammad	5	6	6	17	94
		Total			Σ= 357	Σ= 1974

After presented the data as on the table above, then classify the data in five classifications by looking at the table 4.3 below:

4.1.1.3 Scoring Classifications Achievement of the Students in Experimental Group on Pre-test and Post-test

Table 4.3 The Rate Percentage of the Students' Pretest and Posttest Score in Experimental Group (Go and Find Out Activities)

No	**Classification**	**Scores**	**Frequency**		**Percentage**	
			Pretest	**Posttest**	**Pretest**	**Posttest**
1	Very Good	80-100	5	10	18.52%	37.04%
2	Good	66-79	5	8	18.52%	29.63%
3	Fair	56-65	3	4	11.11%	14.81%
4	Poor	40-55	10	5	37.04%	18.52%
5	Very Poor	≤ 39	4	0	14.81%	0
Total			**27**		**100%**	

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Table 4.3 shows that the average score of students before implementing "go and find out" activities represented that most of students' speaking skill got poor classification. As the result of it, the researcher approximated that the speaking achievement of the students was low, because they were still shy to speak, lack of motivation in learning English and they could not dispense their skill especially in speaking. After giving treatment through "go and find out" activities no one student got very poor, it is different from students' percentage before giving treatment because the students' speaking achievement after treatment bigger than before implementing "go and find out" activities. It could be proven that teaching speaking through the activities leads the students have motivation and more interest in learning English. It could say that "go and find out" activity is significant.

4.1.2 Students' Speaking Skill in Implementing "Discussion" as Control Group

This section described the result of data analysis pre-test and post-test in implementing "Discussion" at XI IPA[1] (B) class as control group in SMA N 8 Pinrang:

4.1.2.1 The Students' Score of Pre-test in Control Group

In this pre-test researcher also gave the questions seems like in the experimental group. The result was described in the following table:

Table 4.4 The Student Score on Pre-test

No	Name	Aspects			Total	score
		Accuracy	fluency	comprehensibility		
1.	Fitra A.Pasinringi	3	3	2	8	44
2.	Febhy Mutiara	4	4	4	12	66
3.	Nurfadilla	3	4	3	10	55

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Continuance of the table 4.4

4.	Nursyamsi	2	3	3	8	44
5.	Wahidah	3	3	3	9	50
6.	Nirmat	2	3	2	7	38
7.	Nur Aulia Rahma	1	2	1	4	22
8.	Sinar Satta	4	5	5	14	77
9.	Sunalti	4	5	5	14	77
10.	Syahratul Maharani	3	3	4	10	55
11.	Anugrah Tansi	2	3	2	7	38
12.	Asriani Saing	3	3	3	9	50
13.	Kasmiati	3	4	4	11	61
14.	Miftahurrizqah .A	4	5	4	13	72
15.	Nuarain	2	2	3	7	38
16.	Sri Andira	3	4	3	10	55
17.	Elli Surianti	4	4	3	11	61
18.	Dian Paisal	4	4	4	12	66
19.	Nia Ramadani	4	3	3	10	55
20.	Nur Hikmah	3	2	3	8	44
21.	Nurul Najmi	3	3	4	10	55
22.	Ismail	4	4	3	11	61
23.	Rahim Puji Pamungkas	3	2	4	9	50
24.	Nurul Rahmi	4	4	3	11	61
25.	Nursyam	2	1	2	5	27
26.	Muh. Firdaus	2	2	2	6	33
27.	Muh. Abid Al-Jabar Rais	4	5	4	13	72
		Total			Σ= 259	Σ= 1427

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4.1.2.2 The Students' Score of Post-test in Control Group

While the students' score on post-test of control group through "Discussion" can be seen clearly in the table 4.5:

Table 4.5 The Student Score on Post-test

No	Name	Aspects			total	score
		accuracy	fluency	comprehensibility		
1.	Fitra A.Pasinringi	3	3	3	9	50
2.	Febhy Mutiara	4	5	4	13	72
3.	Nurfadilla	3	4	3	10	55
4.	Nursyamsi	3	4	3	10	55
5.	Wahidah	4	4	3	11	61
6.	Nirmat	4	3	4	11	61
7.	Nur Aulia Rahma	2	2	1	5	27
8.	Sinar Satta	6	5	6	17	94
9.	Sunalti	5	6	5	16	88
10.	Syahratul Maharani	4	3	4	11	61
11.	Anugrah Tansi	2	3	3	8	44
12.	Asriani Saing	4	4	4	12	66
13.	Kasmiati	4	5	4	13	72
14.	Miftahurrizqah .A	4	5	5	14	77
15.	Nuarain	3	3	3	9	50
16.	Sri Andira	3	4	3	10	55
17.	Elli Surianti	4	4	4	12	66
18.	Dian Paisal	4	5	5	14	77
19.	Nia Ramadani	4	4	4	12	66
20.	Nur Hikmah	3	3	3	9	50
21.	Nurul Najmi	4	3	4	11	61
22.	Ismail	4	4	4	12	66

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Continuance of the table 4.5

23.	Rahim Puji Pamungkas	3	3	4	10	55
24.	Nurul Rahmi	4	5	5	14	77
25.	Nursyam	3	3	2	8	44
26.	Muh. Firdaus	3	3	2	8	44
27.	Muh. Abid Al-Jabar Rais	5	5	5	15	83
		Total			Σ= 304	Σ= 1677

4.1.2.3 Scoring Classifications Achievement of the Students in Control Group on Pretest and Post-test

Table 4.6 The Rate Percentage of the Students' Pretest and Posttest Score in Control Group

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	3	0	11.11%
2	Good	66-79	6	9	22.22%	33.33%
3	Fair	56-65	4	4	14.81%	14.81 %
4	Poor	40-55	11	10	40.74%	37.04%
5	Very Poor	≤ 39	6	1	22.22%	3.70%
Total			**27**		**100%**	

Five classifications as table 4.6 shows that before giving treatment through "Discussion" indicated that many students got poor. It was also signify that the skill of students was also still fairly satisfactory. So, the students need the way to increase their skill in English especially in speaking. By the result of it, the researcher taught them

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through “Discussion”, and after giving the method the students have improved. It also different percentage of students’ score before and after giving “Discussion” based on the result above because there were three addition in very good classification.

4.1.3 The Different Improvement of Students’ Speaking Skill between Experimental Group and Control Group

To know was implementing go and find out activities better than discussion as follow:

4.1.3.1 The Raw Score of Pretest and Posttest in Experimental and Control Group

4.1.3.1.1 Experimental Group

To calculate speaking score of pre-test and posttest in experimental group, the researcher included in the following table.

Table 4.7 The Raw Score Students’ Speaking Skill of Pre-test and Posttest in Experimental Group

No	Name	Pretest (X_1)	Posttest (X_2)	X_1^2	X_2^2
1.	Astuti	44	61	1936	3721
2.	Fitrah handayani	55	66	3025	4356
3.	Fitriani B	38	50	1444	2500
4.	Nurasia	50	55	2500	3025
5.	M Yusuf Abdullah	38	55	1444	3025
6.	Muh. Tasrif	50	77	2500	5929
7.	Sriwahyuni	88	94	7744	8836
8.	Danaria	77	83	5929	6889
9.	Dewi Sinta	44	72	1936	5184
10.	Rabiatul Adawiah	55	61	3025	3721
11.	Nur Husnul Khotimah	72	83	5184	6889
12.	Nurnina Natasya Amir	44	61	1936	3721

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Continuance of the table 4.7

13.	Nurul Hidayah Ismail	44	72	1936	5184
14.	Reski	72	83	5184	6889
15.	Yuyun	88	94	7744	8836
16.	Adelia Tahir	94	100	8836	10000
17.	Andriani Esse	61	72	3721	5184
18.	Nur Haziah Latief	38	44	1444	1936
19.	Zulfa Angraeni	61	72	3721	5184
20.	Hasmia	44	61	1936	3721
21.	Bunga	44	66	1936	4356
22.	M. Agung Dwi Guna	16	44	256	1936
23.	Al Fauzan Anas	83	94	6889	8836
24.	Muh. Yusril Abidin	61	83	3721	6889
25.	Akmal Zuhdy Prasetya	94	100	8836	10000
26.	Ishak	66	77	4356	5929
27.	Fadel Muhammad	77	94	5929	8836
Total		**1598**	**1974**	**105048**	**151512**

4.1.3.1.2 Control Group

To calculate speaking score of pre-test and posttest in control group, the researcher included in the following table.

Table 4.8 The Raw Score of Students' Speaking Skill of Pre-test and Posttest in Control Group

No	Name	Pretest (X_1)	Posttest (X_2)	X_1^2	X_2^2
1.	Fitra A.Pasinringi	44	50	1936	2500
2.	Febhy Mutiara	66	72	4356	5184
3.	Nurfadilla	55	55	3025	3025
4.	Nursyamsi	44	55	1936	3025

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Continuance of the table 4.8

5.	Wahidah	50	61	2500	3721
6.	Nirmat	38	61	1444	3721
7.	Nur Aulia Rahma	22	27	484	729
8.	Sinar Satta	77	94	5929	8836
9.	Sunalti	77	88	5929	7744
10.	Syahratul Maharani	55	61	3025	3721
11.	Anugrah Tansi	38	44	1444	1936
12.	Asriani Saing	50	66	2500	4356
13.	Kasmiati	61	72	3721	5184
14.	Miftahurrizqah .A	72	77	5184	5929
15.	Nuarain	38	50	1444	2500
16.	Sri Andira	55	55	3025	3025
17.	Elli Surianti	61	66	3721	4356
18.	Dian Paisal	66	77	4356	5929
19.	Nia Ramadani	55	66	3025	4356
20.	Nur Hikmah	44	50	1936	2500
21.	Nurul Najmi	55	61	3025	3721
22.	Ismail	61	66	3721	4356
23.	Rahim Puji Pamungkas	50	55	2500	3025
24.	Nurul Rahmi	61	77	3721	5929
25.	Nursyam	27	44	729	1936
26.	Muh. Firdaus	33	44	1089	1936
27.	Muh. Abid Al-Jabar Rais	72	83	5184	6889
Total		**1427**	**1677**	**80889**	**110069**

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4.1.3.2 The Mean Score and Standard Deviation in Experimental and Control Group

After calculating the raw score seems like the table above, then determined the mean score and standard deviation of pre-test and posttest both in experimental group and control group below. To calculate the mean score of students' speaking skill in pre-test and post-test the researcher applied the formula as follow:

- **Mean score in experimental group:**

Pre-test:

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

$$\overline{X} = \frac{1598}{27}$$

$$\overline{X} = 58.07$$

Post-test:

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

$$\overline{X} = \frac{1974}{27}$$

$$\overline{X} = 73.11$$

- **Mean score in control group:**

Pre-test:

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

$$\overline{X} = \frac{1427}{27}$$

$$\overline{X} = 52.85$$

Post-test:

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

$$\overline{X} = \frac{1677}{27}$$

$$\overline{X} = 62.11$$

Then, to determine standard deviation of students' score in pretest and posttest the researcher used the formula:

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- **Standard deviation in experimental group:**

-Pre-test: $\sum X_1^2 = 105048$

$SD_1 = \sqrt{\frac{SS}{N}}$

Where:

$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$

$SS_1 = 105048 - \frac{(1598)^2}{27}$

$SS_1 = 105048 - \frac{2553604}{27}$

$SS_1 = 105048 - 94577.93$

$SS_1 = 10470.07$

$SD_1 = \sqrt{\frac{10470.07}{27}}$

$SD_1 = \sqrt{387.78}$

$SD_1 = 19.69$

-Post-test: $\sum X_2^2 = 151512$

$SD_1 = \sqrt{\frac{SS}{N}}$

Where:

$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$

$SS_1 = 151512 - \frac{(1974)^2}{27}$

$SS_1 = 151512 - \frac{3896676}{27}$

$SS_1 = 151512 - 144321.33$

$SS_1 = 7190.67$

$SD_1 = \sqrt{\frac{7190.67}{27}}$

$SD_1 = \sqrt{266.32}$

$SD_1 = 16.31$

- **Standard deviation in control group:**

-Pre-test: $\sum X_1^2 = 80889$

$SD_1 = \sqrt{\frac{SS}{N}}$

Where:

$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$

-Post-test: $\sum X_2^2 = 110069$

$SD_1 = \sqrt{\frac{SS}{N}}$

Where:

$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$

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$SS_1 = 80889 - \frac{(1427)^2}{27}$

$SS_1 = 80889 - \frac{2036329}{27}$

$SS_1 = 80889 - 75419.59$

$SS_1 = 5469.41$

$SD_1 = \sqrt{\frac{5469.41}{27}}$

$SD_1 = \sqrt{202.57}$

$SD_1 = 14.23$

$SS_1 = 110069 - \frac{(1677)^2}{27}$

$SS_1 = 110069 - \frac{2812329}{27}$

$SS_1 = 110069 - 104160.33$

$SS_1 = 5908.67$

$SD_1 = \sqrt{\frac{5908.67}{27}}$

$SD_1 = \sqrt{218.84}$

$SD_1 = 14.79$

To make it clear the result of the mean score and standard deviation of pre-test and post-test for experimental group and control group, the researcher presented the table below:

Table 4.9 The Mean Score and Standard Deviation

Group	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental group	58.07	73.11	19.69	16.31
Control group	52.85	62.11	14.23	14.79

Table 4.9 shows that the students' speaking skill in experimental group and control group almost have the same skill before treatment. It can be seen from the mean score gained by the students in experimental group and the mean score in control group was not far difference score. Although the score in experimental group (58.07) is higher than in control group (52.85), it showed just a little different score both of them. But

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after treatment (post-test), the main score obtained by the students in experimental group (73.11) is also higher than the main score in control group (62.11). The result score both in experimental and control group before and after treatment were increase. It means after implementing "go and find out" activities and discussion method the students' English speaking skill found the improvement. In classifications poor to very good for experimental group and for control group in classifications poor to good and very good.

Meanwhile, the standard deviation of the students in experimental group was higher than standard deviation in control group. It indicated that the students' speaking skill in experimental group was varied than the students in control group whether in pre-test or post-test. But the conclusion from the table 4.9 shows the standard deviation in experimental and control group in pre-test and post-test were lower than the mean score in experimental and control group, it means the mean score was able to used as the representative of whole the data.

To know the different improvement of students' speaking skill through "go and find out" activities as experimental group and "discussion" as control group, the researcher indicated the mean score in following table:

Table 4.10 Different Score of Students' Pre-test and Post-test in Experimental and Control Group

Group	Mean score		Different score
	Pre-test	Post-test	
Experimental group	58.07	73.11	15.04
Control group	52.85	62.11	9.26

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Table 4.10 showed that there were different improvement of students' value in experimental group and control group, although both of them exist raising score after giving treatment. As the table 4.10, it can be proven that there was difference of speaking achievement between experiment and control group. The mean score in experimental group (15.04) was higher than the mean score in control group (9.26) or 15.04 > 9.26. it means that the students' speaking skill after implementing go and find out activities as experimental group was more significant increasing than the students speaking skill through "Discussion" as control group. Therefore, the students who taught by go and find out activities was better than the students who taught by discussion" by look at the mean score.

4.1.3.3 The Application of T-test Formula in Experimental Group and Control Group

In this testing hypothesis, the researcher applied t-test formula at the level of significance with α = with degree of freedom is df = N1+N2-2. Below is the result of calculation:

 # T-test for experimental group:

$$\mathbf{t} = \frac{x1-x2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$= \frac{73.11 - 58.07}{\sqrt{\left(\frac{10470.07+7190.67}{27+27-2}\right)\left(\frac{1}{27}+\frac{1}{27}\right)}}$$

$$= \frac{15.04}{\sqrt{\left(\frac{17660.74}{52}\right)(0.074)}}$$

$$= \frac{15.04}{\sqrt{(339.63)(0.074)}}$$

$$= \frac{15.04}{\sqrt{25.13}}$$

 # T-test for Control group:

$$\mathbf{t} = \frac{x1-x2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$= \frac{62.11 - 52.85}{\sqrt{\left(\frac{5469.41+5908.67}{27+27-2}\right)\left(\frac{1}{27}+\frac{1}{27}\right)}}$$

$$= \frac{9.26}{\sqrt{\left(\frac{11378.08}{52}\right)(0.074)}}$$

$$= \frac{9.26}{\sqrt{(218.81)(0.074)}}$$

$$= \frac{9.26}{\sqrt{16.19}}$$

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$= \frac{15.04}{5.01}$ $= \frac{9.26}{4.02}$

= 3.1 = **2.3**

df = $N_1 + N_2 - 2$

= 27 + 27 – 2 = 52

α = **0, 05**

So, the result of t-table with two tail test is shown: **2000**

Table 4.11 the result of t-test and t-table value

T-test for experimental group	T-test for control group	t-table value
3.1	2.3	2.000

T-test value of the students in experimental group (3.1) was higher than t-table value (2.000) as the table 4.11 from the analysis after giving treatment. While T-test value of the students in control group (2.3) was higher than t-table value (2.000) as well. According to statistical hypothesis, if t-table value was lower than t-test value, H_a is accepted and H_0 is rejected. It meant that implementing "Go and find out" activities and "Discussion" are able to improve students' speaking skill at the Eleventh grade of Senior High School 8 Pinrang. But, there was significant difference score between the students who taught by "Go and find out" activities and taught by "Discussion". Based on the table of the t-test and t-table value above said that t-test in experimental group was higher than t-test in control group. Therefore, the researcher conclude that applied "go and find out activities" to improve speaking was one of the good way to lead the students more attracted in learning English especially for speaking. And learning English through "Go and find out" activity better than "Discussion" to improve students' speaking skill.

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4.1.3.4 The Effective of Teaching Process for both Experimental group through "Go and Find Out" Activities and Control Group through "Discussion"

To find out how effective applying "go and find out" activities and "Discussion" to improve speaking skill, the researcher have got some information from students' activities in learning process.

There were four meetings in experimental group and four meetings in control group, and two meetings for gave the test. To know the knowledge of students before and after treatment, the researcher gave the test namely pretest and post-test. The kind of the test was oral test consisted of ten questions for pre-test and ten questions for post-test. The researcher call two students to be pair in doing the test, and it be done until all the students have been tested, it aims to do the conversation when taking a test. The students was having the conversation based on the test given by the researcher about general questions which includes family, hobby/free time, education, and giving opinion. The students answered the questions each other from the test to know students' speaking skill. The researcher recorded the answers of the students while they were on the test, the goal of making it easier evaluate of students' speaking skill in some aspect, these are accuracy, fluency and comprehensibility.

4.1.3.4.1 Experimental Group

- The first treatment: asking and giving agreement and disagreement

The topic in the first treatment was find someone who agree with. The researcher started the activities by providing the list of phrases of how to ask agreement and how to give responses agreement and disagreement to be memorized. The purpose of the guiding questions and responses will help students speak when doing the conversation with their friends, therefore there were additional new sentences in

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English which can make students not hesitate anymore in talking. After that, the researcher gave the worksheet which contains ten statements about name, hobby, and education. From that statements, the students asked each other about his/her opinion based on the statement on the worksheet, it aimed for training the students in reflective thinking, because they try to express their mind of the statement given from their friends. In doing this activity, all of students feel free to ask the researcher or their friends about the vocabularies if she/he did not know how to say in English, so they can enrich his/her vocabularies by asking questions. And it was really effective to improve their speaking. Because they got many provision in doing this learning process. Moreover, after the students have done the activities, the researcher asked them to report their findings in front of the class or explained what they have gained from his/her friend orally and try not to read his/her findings, the effect of that as a challenge to lose their fearful in speaking English and to create the students' courage so, they were not shy to express their mind. And it proved that the students were not ashamed anymore after learning through go and find out activities.

- The second treatment: making, accepting and refusing an invitation

Seems like in the first meeting, the researcher have provided the phrases, and it must be memorized by the students, and it also as the provisions to begin in expressing their feeling when doing the conversation. When the students have memorized the phrases, they would freely to talk and would not fearful of criticism anymore. For this time the students looked enthusiasm in doing this learning activity because, the researcher have provided the pictures of which activity that students should select when making conversation about invitation. The pictures contained about *exhibition, study together, walking together, go to museum, watching concert,* and

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shopping. In doing this activity, the students also were free to ask about the vocabularies that they did not know. And it can make students have many expanding vocabularies. Therefore, by of many vocabularies, the students will improve their speaking. Besides that, when the students reported their findings in front of the class, some of the students chose to *go to museum, watching concert* and *study together*. The example partner who chose "*go to museum*" was Akmal with Fadel: Akmal said that, *I have invited someone that wants to join me to go to the museum his name is Fadel Muhammad. He wants join me to the museum because according to him we can learn many things in the museum and we can learn history and whatever*. While, the partner who chose "*study together*" was Yuyun with Reski. Yuyun said that, *she would like to join me to study together, because when we study together, we can get many knowledge, and when we have some of mistakes in our lesson, so we can share and fixed it together*. and the partner who chose "*watching concert*" was Al-Fauzan Anas with Muh. Yusril. Fauzan said that, *I have found someone that want to joined watching concert with me, his name is Yusril. He wants to go with me because it is a long time, he didn't go watching concert again and I think he likes because I invite him*. By some reported of students, the researcher looked them very enthusiasm when learning through "go and find out" activities. They looked feel fun and feel enjoy in the classroom, it because of the topic of the pictures looked attractive that may lead the students interested in it. It was one of the factor which can improve their motivation in English subject especially in speaking.

- The third treatment: asking and giving opinion about natural disaster

In this treatment, the researcher used the pictures about natural disaster. This topic would stimulate the students to express their opinion because it always happened

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in life. Natural disaster is something that familiar, so make the students was easy to say something. The kinds of the pictures such as: *tsunami*, *flood*, *eruption*, *earthquake*, *wind*, and *fire*. This time, the researcher took one example of student who were motivated in learning through "go and find out" activities, he was M. Agung, when the researcher gave the pre-test, he complained that no need to gave me a test sister, because I do not know how to express something and cannot think anything to say in English. It because he worried about making mistakes and fearful of criticism from his friend or the researcher. On the other hand, he was not having enough vocabularies and not having interest in speaking because of uninteresting teaching method. Otherwise, after the researcher gave the treatment through this activity, he was motivated in learning and wanted to speak in front of his friend, and he raised his hand when the researcher said who wants to report their findings. In his reported, Agum said that *I found someone who have the same opinion with me that "fire" is the most give effect or dangerous for human. Fire can burn everything. Then it can also kill the human in short time and make the ecosystem destroyed. He added the opinion that "fire" is not like other natural disaster, because the fire has long time effect.*

By his reported, the researcher concluded that through this treatment, he faced the improvement in speaking even he stammered when say something. It because he still lack in pronunciation. But at least, he has motivation in learning after studying with this activity (go and find out activities). One of the main factor who increased of students motivation is the interesting of the topic.

- The fourth treatment: giving opinion about like or dislike something with the topic looking for ideal roommate.

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In the last meeting, the researcher gave the students some pictures about "criteria of roommate you need". This topic can make the students more excited in speaking, because it showed something happened in human's life. And the researcher provided the funny pictures on the worksheet to attract the students, so they wanted to say things in a foreign language. It was proved that all students interested in talking something after given the treatment. The researcher saw the changes in students improvement in speaking. Because they always received some phrases and vocabularies in every meetings. Therefore, with an increased in English vocabularies and phrases they have learned, will stimulate the students in speaking as well. So, they will try to express their feelings when they were talking each other. The improvement of students when they learn English through "go and find out" was really effective because many students wanted to report their finding in front of the class. One of the partner who wanted to report their findings they were: Adelia Tahir with Dewi Sinta.

4.1.3.4.2 Control Group

In control group, the writer gave some materials for students but different treatment. The researcher gave the treatment through "Discussion". Through this method, the students also faced the improvement in speaking, the explanation improvement of students in fourth meetings they were:

- The first meeting: some phrases used in "Discussion"

In this meeting, the researcher gave the guiding phrases used in "Discussion", seems like introducing the topic, agreeing and disagreeing an opinion, interrupting the opinion, addition argument and closing the discuss. All phrases must memorized by all the students. From the phrases the students already have basic before begin the discussion. With memorized all of that, would enrich the new knowledge of students

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because they have known some statement in English especially in doing the discussion. Because the students have basic before doing the discuss in the class, they would not reluctant to speak and with the phrases would guide the students how to open, to begin, and to closed the discussion process. And it would be try to improve the students skill in speaking. The researcher had not seen the enthusiastic in this meeting because the main activity was not began yet. The students only faced the improvement in vocabularies and phrases in English, because they have memorized it previously in order to make them not confused about what the statement used to start the discuss.

- The second meeting: The theme of discussion was "internet"

The researcher gave the topic to the students about "*do you agree or disagree about this statement "with internet, students can learn more information and learn it quickly*". This topic was easy for students because that was familiar, so the students have enthusiasm to express her/his opinions for their friends. The students were enjoy as well with the method because the topic was attracted them to speak. In doing this method, the students also feel free to ask his/her friends when they did not know the vocabularies in English word. It was like in the experimental group, because the students was not hesitate to asking questions with their friends or the researcher, so it would make the students have got provision in doing learning process, and it could help the student to increase their speaking skill. In this treatment, the students have the different opinions and no one group wanted to lose their opinion because they defend their argumentation each other. One group said that, *our group agree that with internet students, can learn more information and learn quickly, because internet have provided many information, the students only type something what they need and what they want to know about the knowledge and many others things that we can get in internet*". While

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other group said that "*our group disagree with internet, because the students is really easy to copy and paste some information in internet, so they do not have effort to study, they just get the instant information with internet*. From the result of it this method would try to stimulate students' thinking, because they try to find out the solution of the problem in the topic discussion.

- The third meeting: the discussion' theme was "Movies' effect"

The topic was about "*do you agree or disagree about this statement "a young children should not be allowed to watch the fight movie*" in this third treatment, some of the students felt enthusiastic was like in previous meeting, because they have known the movie's effect for children, they have got little knowledge of the topic, therefore the students were feel stimulated to speak. Moreover, the students have memorized phrases as guiding to speak when express their opinion. But in this meeting, the researcher noticed the students when the discussion process began, some of students were not worried to say things in English, it was because they have more experience about the topic, so that easy to express their feelings. On the contrary, some of students felt bored and afraid to talk, it was different from other students who enthusiasm to learn, the students who felt bored, because they uninterested in the topic, and they confuse what they want to say, some of them did not attract to study through discussion method, they felt fearful of criticism from their friends who have skill in speaking. Therefore, although the researcher asked them to speak at the time, but they certain did not want to say something, they just said "I am shy". So that is one the inhibition faced of students will make them difficult to increase their speaking.

- The fourth meeting: the discussion' theme was "food"

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The researcher gave the topic about "*some people prefer to eat at food in stall or restaurants, but other people prefer to eat food at home*" *Which one do you prefer?*" The topic was very general and familiar in students' life, and even they faced that situation, so it was able to make the students greeter to speak because this topic show the real life. It could drive student to speak without doubtful or hesitate. Because they did not bashful to say in foreign language, so it was try students to increase their motivation in speaking. In this meeting, the students more excited to express their opinion while in the third meeting, it just because existed in the topic, many students felt difficult to speak in previous meeting due to they do not interest in it. It could conclude that students' interest was based on the topic discussion. The topic was able to stimulate students in talking, although they still lack in vocabularies but, at least they have motivation in learning process. When the researcher gave this issues, many students said that it is easy, it was allowing students to share their knowledge and experiences. Seems in the second meeting, they attracted to defend their opinion until the learning process was done. As example argumentation come from Febi Mutiara, who said that " *I as the representative from the second group prefer to eat food in stall or restaurant, why because, if we eat food at the restaurant, we can feel the taste from the out-country, and it is different taste the food at home. And addition, if the people want to eat something, and at the time they feel tired, automatically, they will go to the stall or restaurant for looking something to eat.* While the other group who come from Ramdhani said her argument that "*we are opposite with the second group statement, according to my group, we or some people prefer to eat food at home, because the food at home more delicious while the food at the stall or restaurant, our tongue more fluently taste the food at home moreover the food is cooked by our mother. There is*

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something different when we eat at home, we can feel togetherness with our family. And addition, when we feel hungry, we can express our creativity in our kitchen. And also we free to eat something what we want to eat at home. From the different argument, the students try to express their opinion and try to find the solution with the opposite statement. The students will train in self-expression, and they have opportunity for making conclusion and giving the solutions of the problem. Therefore it can try students to improve their speaking skill.

By the result from that meetings, "Discussion" as activities gave the different improvement for students. Some of them have enthusiastic in learning, it because they have basic in speaking, even they have not fluent yet. But they brave to express things in English. Otherwise, some of students felt bored when joined this treatment through "Discussion", it because they did not have enough vocabularies, and lack knowledge in discussion topic, so that, they felt reluctant, and hesitate to express their opinion. As a conclusion, classroom "Discussion" makes the students feel enthusiasm, and it some cases, make the students bored. It was depend on the basic of students itself and the topic discussion.

4.2 Discussions

In this part will explain the discussion about the result findings that showed in the previous chapter. This section of this research will provides insight about the students' English speaking skill before and after treatment through go and find out activities in experimental group, then explained students' English speaking skill before and after implementing "Discussion" in control group, and the last explained the significant different improvement of students' speaking skill between experimental group and control group. It is based on the problem statement that exist in chapter I.

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4.2.1 Students' Speaking Skill Before and After Treatment of "Go and Find Out" Activities at Experimental Group.

Before implementing "go and find out" activities based on the result finding, it found the students' skill in speaking was still low. The classifications of students in speaking a lot of students got poor and very poor. It proven that speaking skill of students is not good enough, the researcher discovered that, the students are still less on the accuracy aspect. Those happened because beside students were still shy to say something in front of their friends or lack of confidence, they also still lack of motivation to study duo to was not attractive about English and also they cannot remembering anything to say in English, these problems supported by Rivers in Lai Mei Leong's journal who thinks that learners often have nothing to say because their teachers had selected a topic that is not appropriate for them and less information about it and the learners is very difficult to tell things in a foreign language because they have little opinions about what to say and which vocabularies to apply. Besides that, Hui Ni added the opinion that students who lack of confidence are usually found the fearful, timid, and bashful to express their opinion or feelings and even unable to utter a complete meaningful sentence in a class. Therefore, self-confidence is one of the significant factors which profoundly influences the learners' performance[1].

By the result of it, the alternative way to solve the problems or inhibitions that the students faced, the researcher gave the treatment through go and find out activities, it supposed that this activity is able to increase students' English skill especially in expressing something what they want to say to others and try to lose inhibitions faced

[1]Hui Ni, "The Effects of Affective Factors in SLA and Pedagogical Implications," *Theory and Practice in Language Studies*, Vol. 2 no. 7 (July 2012), p. 1509. (http://pdfs.semanticscholar.org/8d1a/) (accessed November 7, 2018).

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by students. As Klippel said that this activities are concerned with the learners themselves. Their feelings and ideas are the focal point of these exercises. For the learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes. “Go and find out” activities is one of the part of communicative activities that encourage students to improve their speaking skill and try to effect the students speak naturally and spontaneously in giving and exchanging information when they are interacting each other.

Besides that, “go and find out” activities is also concern with the activity which doing with pair work and group work that enable students to express their opinions, and it is very essential to improve their speaking. According to Penny Ur in chapter II, who said that using pair work or group work is able to provide the students with a lot more practice and also feel more comfortable to speak. On the other hand pair work or group work will create opportunities for learners’ knowledge to be shared. Therefore, it helps students to build up their confidence for further conversations. Moreover, use pair work can reduce the inhibitions of learners who are reluctant to speak in front of the class.

In this treatment of experimental group there were four meetings, the first meeting the researcher gave teaching material about asking and giving agreement or disagreement, it contained about name, hobby, family, school life and activities in life. The second meeting was about accepting and refusing invitation, the third was about asking and giving opinion about the natural disaster and the last meeting about asking and giving opinion about like or dislike something with the handout talking about ideal roommate.

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In that four meetings, the students were very happy and have enthusiasm to speak, because the situation in the class was enjoy and they like the material what the researcher gave, as Jeremi Harmer assumes that one of the main task for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic that may influence the students[2]. Besides that, Ni stated that the motivation directly influences how much knowledge they gained from language learning. With high motivation, students have enthusiasm and spirit in learning English.

By doing this activities, many students more motivated and confidence to speak in front of the class after they found the partner. Ni assumes that students have much confidence in learning language sure that they have ability the language well and because of that they will perform very actively in classroom. Therefore "go and find out activities" gave the students awareness that learning English is easy and fun. Furthermore, this research was also supported by the researchers related to this research in teaching speaking skill through communicative activities, he was from Lutfi Efendi, in his thesis indicated that there were some improvements of students speaking skill, they gained more confidence to speak and were more motivated and willing to participate in the activities. Harmer supported the statement that communicative activities are having purposed in developing students' ability to use language to interact with people. Beside that the research also from Adi in his journal with the title Implementing question and answer technique to enhance students' speaking ability, who said that this activity is able to improve students' speaking on expressing daily

[2]Jeremy Harmer, *How to Teach English*: *an Introduction to the Practice of English Language Teaching* (Edinburgh Gate: Longman, 1998), p.20.

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activities. From the other research which related of this research proved that this activity is good. Addition, by doing this activities, the students feel more enjoyable to speak in classroom process.

From that explanation, some of the students who have motivated to speak that the researcher took as example, in the first meeting was told about agreement statement; Muh. Tasrif and Al-Fauzan was to be a partner, Fauzan said that *I have found the someone who agree about "name should has meaning" his name is Tasrif, he thinks name is pray, so, if we give someone good name, we also give good pray to him/her*. While tasrif said *I have found fauzan who agree about "hobby can make someone's life more fun" because hobby is good things and hobby can make us happy*. Although they spoke a little but, they want to try to say something. It because they interest in teaching method so, they interest in speaking seems Dewi said in her paper. The second meeting was about invitation, one of the partner that the researcher chose as example was Fadel Muhammad and Akmal Zuhdy Prasetya. Akmal said that *I have invited someone that wants to join me to go to the museum his name is Fadel Muhammad. He wants join me to the museum because according to him we can learn many things in the museum and we can learn history and whatever*. While Fadel Muhammad said that *I have found someone who wants to join me to study together, he is Akmal, he knows that I have so many problems on math and he would like to help me to do together so I can be better about math*.

By some examples above, the researcher concluded that the students feel enjoy when they are learning with fun way, in this case of learning English through go and find out activities, every student talk in the classroom and it was not dominated by a minority talkative participations, but everybody get a chance to speak. It is based on

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the Ur's opinion. Besides that, student who could not speak a lot, he/she still have motivation to express their feeling because there was no compulsion to speak with good grammar, yet they free to say something what they want to say, that is why all learners active in doing this activity, so this activity is effective as Friederike Klippel said that learning is more effective if the learners are actively involved in the process.

In addition, to know the successful of this activity, the researcher described the achievement of students' English speaking skill by look at the data in post-test. Based on the data, when the researcher have given the treatment through go and find out activities, the students' speaking skill found some improvement in different classification, because nobody got very poor after treatment or from very poor to good classification and also from poor to very good classification. In posttest the students experience an increase in the accuracy while in pretest previously, although the fluency and comprehensibility higher than it, yet it was just a little different score. But the point is, this treatment is said to succeed. As the conclusion, after giving treatment through go and find out" activities, the students' speaking skill is good and effective for students in learning process, because everybody wanted to participate in it. Harmer stated that with this activity are helpful to motivate quiet students to participate in the class by doing the interaction with friends or their pairs. This statement also supported by Porter who asserts that with this communicative technique develops students' fluency, increases students' motivation as well as create the classroom interaction.[3]

[3]Cesar Ochoa, *et al.*, "The Effect of Communicative Activities on EFL Learners' Motivation a Case Study of Students in the Amazon Region of Ecuador," *Research Articles*, Vol. 18 no. 2 (July-December 2016), p. 46. (www.scielo.org.co/scielo.php?pid=S0123-46412016000200004&script=sci_abstract&tlng=en) (accessed November 9, 2018).

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4.2.2 Students' Speaking Skill Before and After Implementing "Discussion" at Control Group.

Besides that, after the researcher explained the process and the result finding of experimental group, the researcher move to explain the pre-test of control group based on the result finding as well, it found the students' English speaking skill in pretest was also still low. It was the same factors that problem faced in experimental group, are certain lacks such as lack of motivation, lack of self-confidence and even nothing to say which could make the students feel bashful to speak, and fearful to make mistakes. This factors have been explained by Penny Ur who stated that learners are often inhibited them when they are trying to say things in a foreign language in the classroom and also sometimes teacher found learners complain that she/he cannot think anything to say, they have no reason to express something in English. Many factors that influence students so, they difficult to speak. But most of them was dominated of less motivated and lack in performance. As Rao reported that the students who studied for several years have gained knowledge of vocabularies and read well. However, they lack of good training in English speaking skill.

But after teaching speaking through "Discussion" there was an improvement as well, and it can say this method was also good. Classroom "Discussion" tried to stimulate the students in order to find out the solution from the problem of discussion topic or issues. Relating of this opinion, Killen support that "Discussion" is effective way due to allowing students to share their knowledge and experience, and also they can generate new ideas or produce the solutions of the problem. Moreover, Suryosubroto also said that through "Discussion" can give the opportunity to the students for having scientific dialogue in gathering opinions, making conclusion and

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giving the solutions of the problem. In addition, "Discussion" can training in reflective thinking, because the students are trying to express their mind of the topic, they reflect to talk when the teacher gave the problem discussion. And also, training in self-expression. The main point of this method is gave opportunities for the students to think about information and try to solve the problem discussed.[4]

There were four meetings in control group seems like in experimental group. As for the topics or material in control group were *the first meeting*, the researcher gave "the definition and some phrases" used in group discussion, *the second meeting* the researcher gave the theme about "technology (internet)", *the third meeting* about "movie's effect", and *the fourth meeting* about "food". In that four meeting, the researcher have seen the activities of students when received the method, they also have enthusiasm in learning as the discussion progressed, it was because of they attract on discussion topic.

4.2.3 The Different Improvement of Students' Speaking Skill between Experimental Group and Control Group

From the result above, the researcher can conclude that implementing "go and find out" activities in experimental group and "Discussion" in control group there were any improvement both of them. But to know that implementation of "Go and find out" activities better to improve students' speaking skill than "Discussion", the researcher found the different from the t-test value who exist in table 4.11. The score in experimental group higher than the score in control group, it can be seen from the

[4]S. Menggo, Seken Ketut, and Ratminingsih, "The Effect of Discussion Technique and English Learning Motivation toward Students' Speaking Ability," *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol. 1 (Tahun 2013), p. 2. (http://www.nelti.com/publications/117772/the-effect-of -discussion-technique-and english-learning-motivation) (accessed November 9, 2018)

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different amount of variance score for experimental was 3.1, while control group was 2.3 (15.04>9.26). Therefore, "go and find out" activities more significant improved than "Discussion".

According to researcher, based on the observation as doing the research, there were significant different improvement both of them, the researcher has observed the students when joined this material by implementing "go and find out" activities in experimental group. The students were very enthusiasm and attractive to speak in English. The students feel free to say something and enjoy the topic and material what the researcher gave and also they enjoy the way of technique through go and find out activities. Moreover, this activities let the learners have more time and opportunities to talk. It because of the learning environment more relaxed. Therefore, the students are excited and motivated, rather than fearful about learning a foreign language. Carolina Rivera is also recommend that using this various activity in classroom is to provide the structure necessary to make learners feel comfortable. Addition supported from Ur that make a careful choice of topic and task, because it can stimulate interest of students. On the totally, the distinct the purposes of this activity more motivated participants to speak. And also, Radzi in Nina Marlini's journal support that this activity encouraged students' participation and prepared students for real-life communication and it could encourage low proficiency students to participate because they did not feel shy when working in pairs.[5]

On the contrary, in control group, the students actually have also enthusiasm to learn when doing the discussion. But the deficiency of this method was exist in

[5]Nina Marlini Ahmad, et al., The Impact of Communicative Approach on Students' Speaking Skills," *Journal of Business and Social Development*, Vol. 2 no. 1 (March 2014), p. 65 (jbsd.umt.edu.my/wp-content/uploads/sites/53/2014/08/8.) (accessed November 7, 2018)

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students motivation to speak, because just the talkative participant who want to speak. For the students who feel shy to talk, they would not speak at all although the researcher forced or motivated them to say something, and most of them worried about making mistakes when they are trying to say things in a foreign language in the classroom. Therefore, the researcher concluded that discussion method just dominated of students who have self-confidence to talk. As Kristin Hammond said that the class discussion allows a few individual students to dominate the class conversation. It can be used only to students who have some basic knowledge in the topic or theme discussion and some of the students may feel shy or reluctant to take part while others may try to dominate. From that, class "Discussion" had some limitations for making students feel difficult to talk in classroom. By the result of it, the students' speaking skill in experimental group more motivated students to speak than in control group.

The conclusion, to find out the statistical hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher applied t-test formula at the level of significance with α = with degree of freedom is df = N1+N2-2 (27+27-2=**52**). According to Sugiyono if t-table was lower than t-test value it means H_a is accepted and H_0 is rejected.

This research found that the t-test value is 3.1 greater than t-table value 2.000 (3.1>2.000). It meant that implementing "Go and find out" activity is able to improve students' speaking skill at the eleventh grade of Senior High School 8 Pinrang or in other word H_a was accepted and H_0 was rejected. After seeing the result, it found that there was a significant difference of students' speaking skill in pre-test and post-test between experimental group and control group, but from the different result of t-test through "go and find out" in experimental group was greater than using "Discussion"

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in control group. It was caused by the involvement of the students' during the learning process, and also implemented "go and find out" activities made English become joyful subject to be learnt and it will become inspirited for teaching method/technique. So, implementing "Go and find out" activities to improve students' English speaking skill better than implementing "Discussion".

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BAB V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion based on the discussion and research findings that exist in the previous chapter. While the suggestion based on the conclusion of the research.

5.1 Conclusion

Based on the research findings and discussions in previous chapter, the result of the data analysis showed that:

5.1.1 The students' English speaking skill of the second grade of Senior High School 8 Pinrang in class XI IPA^1 (A) as experimental group was improved significantly through teaching speaking by using "go and find out" activities. It could be seen from the different score of pre-test and post-test. Where the score of post-test was 73.11, which is compared with the score of pre-test that is 58.07. And also from analyzing the data by using the test formula showed that t-test (3.1) in post-test was higher than t-table value (2.000) means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It shows that there were significant different the students' speaking skill before and after implementing "go and find out" activities. Therefore this activities is able to say as good activities.

5.1.2 The students' speaking skill in class XI IPA^1 (B) as control group by teaching speaking through "discussion" was also improved seems in experimental group. Because, there was different improvement that indicated in the mean score of

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pretest and posttest. The mean score in posttest was 62.11 higher than the mean score in pretest that is 52.85. Therefore teaching speaking through "Discussion" was good as well. And it also could be seen from the test formula showed that t-test (2.3) in post-test was higher than t-table value (2.000).

5.1.3 The implementation of "go and find out" activities to improve students' English speaking skill better than "Discussion", because there were significant different improvement of the students' speaking skill at the eleventh grade of Senior High School 8 Pinrang before and after implementing "go and find out" activities in experimental group and "discussion" in control group. According to the researcher, teaching English through both activities actually were the good ways to improve speaking skill, although the improvement of students faced was not the same both of them, it seen from the result score in t-test formula. The different improvement of students between experimental group was higher than improvement of students in control group (3.1 > 2.3). The researcher found there were some factors affecting the differences both in experimental and control group, such as: motivation in learning and speak in English, self-confidence in speaking, the interest in topic/subject as well as the enjoyment to learn. Therefore, teaching speaking through "Go and find out" activities better than teaching through "Discussion".

5.2 Suggestion

After conducting the research at the eleventh grade of SMAN 8 Pinrang by implementing "go and find out" activities, the researcher has found out the positive effect in learning English especially for speaking skill. There some important things that can be suggested to readers and hopefully it can be useful to others, especially for:

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5.2.1 *English teachers.* Teaching English through "go and find out" activities can improved speaking skill. Therefore it is a one of suggestion to implemented in classroom, because beside it is easy to learnt, it also can help students more interest to speak, making them enjoy in learning, and it can improve their motivation to study English.

5.2.2 *Teachers.* Study English known as difficult subject for a lot beginner learners, so to become impressed of beginning, the teacher should be able smart in selecting method or technique in order to make students interest in learning and feel fun when learning process.

5.2.3 *Students.* Students have to struggle to study English especially in speaking, because it will give influence for better achievement in making social contact to other people. Besides that, after learning through "go and find out" activities, the students are expected to more creative and improve their skill, and also no need to worry about making mistakes when say any things, so it will improved their confidence itself.

5.2.4 *The next researchers,* this research can be used as an additional reference who conduct a research in the same topic.

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APPENDICES

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Appendix 1. Instrument of the Pre-Test and Post-Test (Oral Test)

Instrument of the Pre-Test

Name :

Reg. Num :

***INSTRUCTION:* Make the conversation with your partner based on the general questions below which includes: family, hobby/free time, education, and general questions.**

1. Could you tell me who gave you the name and why the person gave you?
2. Can you tell me a little about your family?
3. What things do you like about your mother and your father?
4. Can you describe the relationship you have with your siblings (sisters, brothers)?
5. Do you have a special hobby or do any sports? and why do you enjoy your hobby or sport?
6. Can you tell me how you spend your weekdays and weekends?
7. Are there any places where you can go in your free time? Why?
8. Do you like your school? Why?
9. What subject do you like most/best? Why is that?
10. Tell me, what are your plans once you graduate from high school?

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Instrument of the Post-Test

Name :

Reg. Num :

***INSTRUCTION:* Make the conversation with your partner based on the general questions below which includes: family, hobby/free time, education, general questions and giving opinion.**

1. Could you give me the reason, why the name is important for someone?
2. Can you describe your relationship you have with your family?
3. Do you have special hobby and why do you enjoy them?
4. Is education important and should it be compulsory?
5. What is your favorite subject at school and why is that?
6. How do you think about your teachers?
7. Who is your favorite teacher and why she/he is?
8. What kind of movies do you like? Why is that?
9. What is your opinion about this picture:

1 travelling abroad

10. What is your opinion about this picture:

2. aggressive behaviour

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Appendix 2. Lesson Plan in Experimental Group and Control Group

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA^{1}(A)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 1

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "asking and giving agreement or disagreement statement",	▪ Menggunakan tindak tutur ungkapan "asking and giving agreement and disagreement statement" dalam bahasa inggris dengan percaya diri. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan "asking and giving agreement or disagreement statement" melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri

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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan tindak tutur ungkapan "asking and giving agreement or disagreement statement" dalam bahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam tindak tutur "asking and giving agreement or disagreement statement" melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar:

- Asking and giving agreement or disagreement statement

a. Statement for asking agreement:

What do you think about my idea/my statement?

Don't you think...?

Don't you agree that...?

Do you agree if...?

b. Giving response agreement and disagreement:

I agree

I agree with you

Absolutely agree with you

I totally agree with you

I simply must agree with that

I am of the same opinion

That's exacly what i think.

No doubt about it....etc

I don't think so

I totally disagree

That's not always true

I beg to differ

I don't agree with you

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I cannot agree with this idea

I don't entirely agree with....

You maybe right, but...

I see what you mean, but...etc

E. Metode Pembelajaran

"Go and Find Out" activities

F. Media Pembelajaran

1. Media

❖ Worksheet atau lembar kerja (siswa) atau handout

2. Alat/Bahan

❖ spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran ➢ **Pemberian Acuan**. **11.** Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai**.**	20
Kegiatan Inti	• .Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran terdiri dari empat topic yang diberikan oleh guru/peneliti. Pertama tentang "meminta dan memberi persetujuan atau ketudaksetujuan" (*asking and giving agreement or disagreement statement*). Yang terdiri dari nama, hobi, keluarga kehidupan sekolah dan aktivitas dalam kehidupan sehari-hari. Kedua, tentang	60

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		"menerima dan menolak undangan" *(accepting, and refusing invitation)*, ketiga tentang meminta dan memberi pendapat tentang bencana alam (*asking and giving opinion about natural disaster*), dan yang ke empat yaitu meminta dan memberi pendapat tentang sebuah informasi suka atau tidak suka terhadap sesuatu (*asking and giving opinion about information like or dislike something, to be or not to be*, etc.) • Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan membagikan kertas gambar kepada semua siswa, kemudian siswa diminta untuk menghapal pernyataan atau statement dengan berpasangan yang terdapat pada kertas gambar. • Untuk meyakinkan bahwa siswa telah menghapal semua pernyataan, maka guru/peneliti mengecek hapalan siswa secara klasik. Setelah itu, siswa menerima lembar kerja yang berisi pernyataan atau pertanyaan dari guru/peneliti berdasarkan tema yang akan diajarkan. Tujuan lembar kerja yaitu untuk melakukan percakapan dengan cara mencari dan menemukan pasangan yang setuju dengan kegiatan atau pernyataan yang siswa inginkan. Siswa yang setuju dengan hal tersebut (pernyataan atau kegiatan) maka akan menjadi partner/pasangan, tapi apabila siswa tidak setuju atau tidak sesuai pendapat yang ia inginkan maka mereka akan mencari pasangan yang lain sampai menemukan kecocokan satu sama lain. Tujuan kegiatan ini dilakukan yaitu untuk meningkatkan dan mengembangkan kemampuan berkomunikasi, sehingga memiliki keahlian berbicara dalam bahasa Inggris. • Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta siswa untuk memaparkan hasil temuannya didepan kelas dengan berusaha untuk tidak membaca hasil yang ia terima dari temannya.	

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Kegiatan Penutup	• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	20

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

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Take a look the example opinion then memorize it

I think school food in the canteen is great. It's so cheap

1

I disagree. I think.....
.....

I'm not sure about that. I think.....
.....

I really don't like electronic devices in the classroom.
.....
.....

2

In my opinion university dormitories
.....
.....

3

Bike-sharing is so cool
.....
.....

I don't feel that way at all.
.....
.....

I completely agree.
.....
.....

4

Being away from your family is difficult. I have to do everything myself.

I'm not sure I really agree.
.....
.....

6

Three hour classes are too long. Students get tired and hungry

.....
I don't think so.
.....

5

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After looking the pictures and examples opinion above and on the screen previously, then do this conversation based on the statement below by using your opinion…..

Find someone in class who agree…..	**Name & signature**
1. Name should has meaning.	_____
2. Electronic devices in the classroom	_____
3. Hobby is not essential in someone's life.	_____
4. Hobby can make someone's life more fun.	_____
5. Young people should live with their parents until they marry.	_____
6. A young people shouldn't be allowed to date before they're at least 17 years old.	_____
7. Living away from home or family	_____
8. Teens shouldn't have their own telephones.	_____
9. Women should have a job before and after they married.	_____
10. Every school has to have dormitory to live.	_____

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA^{1}(A)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 2

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "accepting, and refusing invitation"	▪ Menggunakan tindak tutur ungkapan "accepting, and refusing invitation" dalam bahasa inggris dengan percaya diri. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan "accepting, and refusing invitation" melalui kegiatan terintegrasi

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	menyimak, berbicara dan menulis dengan percaya diri

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan tindak tutur ungkapan "accepting, and refusing invitation" dalam bahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam tindak tutur "accepting, and refusing invitation", melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar:

- **Phrases for making an invitation**
  - **a. Making invitation:**
    i would like to invite you
    i was wondering if you'd like to come to...
    would you like to...?
    what/how about....?
    let's go to...
    are you doing anything this weekend?
    Are you free tomorrow afternoon?
    Do you want to go.....?
  - b. **Aceepting Invitation:**
    Thanks for your invitation. I'd be delight to
    Thank you. I'd love to.
    Yes, thanks. That would be great/wonderful
    Sounds great/like fun
    Ok/all right
    Sure
    Sounds good....etc
  - c. **Refusing invitation:**
    I'm awfully/terrible sorry. I have other plans for that night
    I'd really like to but i have an oppointment that day
    Thanks for asking, but i'm afraid i'm busy
    I can't. I've got a lot of work to do

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Sorry. I'm already tied up
I don't think i can
Maybe another time.....etc

E. Metode Pembelajaran

"Go and Find Out" activities

F. Media Pembelajaran

1. **Media**
   - ❖ Worksheet atau lembar kerja (siswa) atau handout
2. **Alat/Bahan**
   - ❖ spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran ➢ **Pemberian Acuan**. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai**..**	20
Kegiatan Inti	• .Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran terdiri dari empat topic yang diberikan oleh guru/peneliti. Pertama tentang "meminta dan memberi persetujuan atau ketudaksetujuan" (*asking and giving agreement or disagreement statement*). Yang terdiri dari nama, hobi, keluarga kehidupan sekolah dan aktivitas dalam kehidupan sehari-hari. Kedua, tentang	60

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

		"menerima dan menolak undangan" *(accepting, and refusing invitation)*, ketiga tentang meminta dan memberi pendapat tentang bencana alam (*asking and giving opinion about natural disaster*), dan yang ke empat yaitu meminta dan memberi pendapat tentang sebuah informasi suka atau tidak suka terhadap sesuatu (*asking and giving opinion about information like or dislike something, to be or not to be*, etc.) • Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan membagikan kertas gambar kepada semua siswa, kemudian siswa diminta untuk menghapal pernyataan atau statement dengan berpasangan yang terdapat pada kertas gambar. • Untuk meyakinkan bahwa siswa telah menghapal semua pernyataan, maka guru/peneliti mengecek hapalan siswa secara klasik. Setelah itu, siswa menerima lembar kerja yang berisi pernyataan atau pertanyaan dari guru/peneliti berdasarkan tema yang akan diajarkan. Tujuan lembar kerja yaitu untuk melakukan percakapan dengan cara mencari dan menemukan pasangan yang setuju dengan kegiatan atau pernyataan yang siswa inginkan. Siswa yang setuju dengan hal tersebut (pernyataan atau kegiatan) maka akan menjadi partner/pasangan, tapi apabila siswa tidak setuju atau tidak sesuai pendapat yang ia inginkan maka mereka akan mencari pasangan yang lain sampai menemukan kecocokan satu sama lain. Tujuan kegiatan ini dilakukan yaitu untuk meningkatkan dan mengembangkan kemampuan berkomunikasi, sehingga memiliki keahlian berbicara dalam bahasa Inggris. • Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta siswa untuk memaparkan hasil temuannya	

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	didepan kelas dengan berusaha untuk tidak membaca hasil yang ia terima dari temannya	
Kegiatan Penutup	• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	20

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

Peneliti,

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INVITATION: ACCEPTING AND REFUSING

Make conversation with your friends by choosing the pictures below based on the example phrases which available on your paper and phrases that have you seen on the screen (lcd)

Hey, I'm going to the new art gallery on the weekend. Would you like to come with me ?

Sorry, I can't. I have to study for exams on the weekend.

Thank you. I'd love to.

Yes, thanks. That would be great/wonderful.

Sounds great/like fun.

Thanks for asking, but I'm afraid I'm busy.

Sorry, I can't. I've got a lot of work to do.

Would you like to..... Do you want to.....?

We're going to . . . . Would you like to come ?

There's a . . . . (tonight). Would you like to go?

I wonder if you would like to . . .

I was wondering if you would like to . . .

1. Exhibition

3. walking together

4. Go to museum

5.Watching concert

2. Study together

6. shopping

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA[1](A)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 3

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "asking and giving opinion about natural disaster"	▪ Menggunakan tindak tutur ungkapan "asking and giving opinion about natural disaster" dalam bahasa inggris dengan percaya diri. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan "asking and giving opinion about natural disaster" melalui kegiatan

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	terintegrasi menyimak, berbicara dan menulis dengan percaya diri

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan tindak tutur ungkapan "asking and giving opinion about natural disaster" dalam bahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam tindak tutur "asking and giving opinion about natural disaster", melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar:

- Asking and giving opinion about natural disaster

a. Asking opinion :

Do you think....?

what do you think about.....?

What is your opinion about..?

Do agree with me...

Would you agree with me that...?

b. Giving opinion:

In my opinion....

From my point of view

The way i see it is (that)

I feel that...

Personally

I could be wrong but,

I'm no expert, but

etc.

E. Metode Pembelajaran

"Go and Find Out" activities

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F. Media Pembelajaran

1. Media

❖ Worksheet atau lembar kerja (siswa) atau handout

2. Alat/Bahan

❖ spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran ➢ **Pemberian Acuan.** • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai**.**	20
Kegiatan Inti	• .Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran terdiri dari empat topic yang diberikan oleh guru/peneliti. Pertama tentang "meminta dan memberi persetujuan atau ketudaksetujuan" (*asking and giving agreement or disagreement statement*). Yang terdiri dari nama, hobi, keluarga kehidupan sekolah dan aktivitas dalam kehidupan sehari-hari. Kedua, tentang "menerima dan menolak undangan" *(accepting, and refusing invitation)*, ketiga tentang meminta dan memberi pendapat tentang bencana alam (*asking and giving*	60

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	opinion about natural disaster), dan yang ke empat yaitu meminta dan memberi pendapat tentang sebuah informasi suka atau tidak suka terhadap sesuatu (*asking and giving opinion about information like or dislike something, to be or not to be,* etc.) • Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan membagikan kertas gambar kepada semua siswa, kemudian siswa diminta untuk menghapal pernyataan atau statement dengan berpasangan yang terdapat pada kertas gambar. • Untuk meyakinkan bahwa siswa telah menghapal semua pernyataan, maka guru/peneliti mengecek hapalan siswa secara klasik. Setelah itu, siswa menerima lembar kerja yang berisi pernyataan atau pertanyaan dari guru/peneliti berdasarkan tema yang akan diajarkan. Tujuan lembar kerja yaitu untuk melakukan percakapan dengan cara mencari dan menemukan pasangan yang setuju dengan kegiatan atau pernyataan yang siswa inginkan. Siswa yang setuju dengan hal tersebut (pernyataan atau kegiatan) maka akan menjadi partner/pasangan, tapi apabila siswa tidak setuju atau tidak sesuai pendapat yang ia inginkan maka mereka akan mencari pasangan yang lain sampai menemukan kecocokan satu sama lain. Tujuan kegiatan ini dilakukan yaitu untuk meningkatkan dan mengembangkan kemampuan berkomunikasi, sehingga memiliki keahlian berbicara dalam bahasa Inggris. • Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta siswa untuk memaparkan hasil temuannya didepan kelas dengan berusaha untuk tidak membaca hasil yang ia terima dari temannya	
Kegiatan Penutup	• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran	20

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

Peneliti,

HASNIATI
NIM. 14.1300.139

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NATURAL DISASTER

Make conversation with your friends after choosing one of the picture below, and tell your friends which is the most give effect for human.

tsunami

flood

eruption

earthquake

wind

Fire

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA^{1}(A)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 4

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "asking and giving opinion about information like or dislike something, to be or not to be, etc.."	▪ Menggunakan tindak tutur ungkapan "asking and giving opinion about information like or dislike something, to be or not to be, etc." dalam bahasa inggris dengan percaya diri. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan "asking and giving opinion about information like or dislike something, to be or not to be, etc" melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan tindak tutur ungkapan "asking and giving opinion about information like or dislike something, to be or not to be, etc." dalam bahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam tindak tutur "asking and giving opinion about information like or dislike something", melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar:

- Asking and giving opinion about any informations like or dislike something.

a. Asking opinion:

do you like.....?

what do you think about.....?

What is your opinion about..?

b. Giving opinion:

I like/love...

I really enjoy....

I really hate...

I don't think..

I am very keen on..

I am crazy about..

I hate..

I don't think i like..

I detest..

In my opinion...

E. Metode Pembelajaran

"Go and Find Out" activities

F. Media Pembelajaran

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1. Media

❖ Worksheet atau lembar kerja (siswa) atau handout

2. Alat/Bahan

❖ spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran ➢ **Pemberian Acuan**. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai**.**	20
Kegiatan Inti	• .Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran terdiri dari empat topic yang diberikan oleh guru/peneliti. Pertama tentang "meminta dan memberi persetujuan atau ketudaksetujuan" (*asking and giving agreement or disagreement statement*). Yang terdiri dari nama, hobi, keluarga kehidupan sekolah dan aktivitas dalam kehidupan sehari-hari. Kedua, tentang "menerima dan menolak undangan" *(accepting, and refusing invitation)*, ketiga tentang meminta dan memberi pendapat tentang bencana alam (*asking and giving opinion about natural disaster*), dan yang ke empat yaitu meminta dan memberi pendapat tentang sebuah informasi suka atau tidak suka terhadap sesuatu (*asking and giving opinion about information like or dislike something, to be or not to be*, etc.) • Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan	60

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	membagikan kertas gambar kepada semua siswa, kemudian siswa diminta untuk menghapal pernyataan atau statement dengan berpasangan yang terdapat pada kertas gambar. • Untuk meyakinkan bahwa siswa telah menghapal semua pernyataan, maka guru/peneliti mengecek hapalan siswa secara klasik. Setelah itu, siswa menerima lembar kerja yang berisi pernyataan atau pertanyaan dari guru/peneliti berdasarkan tema yang akan diajarkan. Tujuan lembar kerja yaitu untuk melakukan percakapan dengan cara mencari dan menemukan pasangan yang setuju dengan kegiatan atau pernyataan yang siswa inginkan. Siswa yang setuju dengan hal tersebut (pernyataan atau kegiatan) maka akan menjadi partner/pasangan, tapi apabila siswa tidak setuju atau tidak sesuai pendapat yang ia inginkan maka mereka akan mencari pasangan yang lain sampai menemukan kecocokan satu sama lain. Tujuan kegiatan ini dilakukan yaitu untuk meningkatkan dan mengembangkan kemampuan berkomunikasi, sehingga memiliki keahlian berbicara dalam bahasa Inggris. • Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta siswa untuk memaparkan hasil temuannya didepan kelas dengan berusaha untuk tidak membaca hasil yang ia terima dari temannya	
Kegiatan Penutup	• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	20

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

Peneliti,

HASNIATI

NIM. 14.1300.139

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Talking about roommates speaking exercise

1. I don't like roommates who are_____

2. I hate _____ roommates

3 _____roommates really annoy me.

4 I want a roommate who is willlling to _____.

5. I would let my roommate drink _____ sometimes

6. I would be happy if my roommate's girl/ boy friend stayed _____

7I would complain if my roommate _____

8 I want my roommate to be a _____student

9 I want a roommate who _____ parties

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Complete the sentences with the words below:

snored, alcohol , cruel , enjoys, messy, noisy, diligent, share, overnight

Discuss with a partner whether you agree/disagree with the statements above. Then answer the questions below:

A: What kind of roommate do you want ?
B:_____
A:What type of behavior would annoy ?
B:_____
A: And what would you be willing to share? (eg, food, clothes, homework, Iphone)
B:_____
A: What things wouldn't you share?
B:_____
A: What would make you kick out a roommate?
B:_____

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Ideal roommate search survey form

My ideal roommate should….		Prospective candidates' name (√) (X)							
Want a male roommate ___	Want a female roommate ___								
Be a cruel person ___	Be enjoy person ___								
Be neat person ___	Messy person ___								
be a noisy person ___	be a calm person ___								
Like joking ___	Be serious person ___								
Be willing to share ___	Be a stingy person ___								
A snored person ___	like to sleep together ___								
Be fun-loving ___	Be reserved person ___								
Want to do chores together ___	Want to do chores ___ independently								
sometimes drink alcohol ___	Not drink alcohol at al ___								
Be willing to share food ___	Wouldn't to share food and clothes ___								
Person overnight party ___	Doesn't like party ___								

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Control class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA^{1}(B)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 1

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "diskusi kelompok"	▪ Menggunakan tindak tutur ungkapan yang digunakan dalam berdiskusi kelompok dengan berbahasa inggris. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan-ungkapan untuk berdiskusi "melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan ungkapan-ungkapan yang digunakan dalam diskusi berbahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam berdiskusi kelompok melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar:

- **Phrase used in discussion method:**

Ladies and gentlement, i declare the discussion open..

Today, we'd like to discuss about..

Our topic today is..

Do you agree/disagree with that..

What do you think...

In my opinion..

It seems to me that..

Yes i agree..

I see what you mean but,..

I don't entirely agree with you..

Sorry, i beg your pardon

I am sorry to interrupt you here, but...

Let's conclude our discussion...

I declare the discussion closed

E. Metode Pembelajaran

"Discussion Method"

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

F. Media Pembelajaran

Alat/Bahan

❖ spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung**.** ➢ **Pemberian Acuan** • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung**.**	20
Kegiatan Inti	• Membagi siswa dalam beberapa kelompok yang terdiri dari 4-5 kelompok • Memperkenalkan kepada siswa tentang topik atau materi yang akan diberikan sesuai dengan tema diskusi. Tema pertama yaitu Teknologi, kedua yaitu television's effect, ketiga yaitu makanan. • Menyuruh siswa untuk menghapal ungkapan-ungkapan yang digunakan dalam berdiskusi. • Menyampaikan topik kepada siswa dan memulai untuk berdiskusi, masing-masing kelompok harus mempertahankan pendapatnya. • Setelah waktu diskusi selesai, guru menyimpulkan hasil diskusi.	60

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Kegiatan Penutup	• Refleksi tentang apa yang sudah dipelajari • Menanyakan kesulitan dalam melakukan aktivitas pembelajaran • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	20

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

Peneliti,

HASNIATI
NIM. 14.1300.139

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI IPA^{1}(B)/1

Alokasi Waktu : 2 x 45 menit

Materi : Speaking

Pertemuan : 2 - 4

A. Standar Kompetensi

- **Berbicara**

  Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indicator Pencapaian

Kompetensi Dasar	Indikator
▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: "diskusi kelompok"	▪ Menggunakan tindak tutur ungkapan yang digunakan dalam berdiskusi kelompok dengan berbahasa inggris. ▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan-ungkapan untuk berdiskusi "melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan ungkapan-ungkapan yang digunakan dalam diskusi berbahasa inggris dengan baik dan percaya diri**.**
- Memberi respon atau feedback dalam berdiskusi kelompok melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri**.**

D. Materi Ajar dari Pertemuan 2 – 4

-Pertemuan 2:

Memberi tema diskusi tentang "technology (internet)"

Do you agree or disagree about this statement "with internet, students can learn more information and learn it quickly" use your reason and examples to support your answer.

-Pertemuan 3:

Memberi tema diskusi tentang "movies' effect"

Do you agree or disagree about this statement "a young children shouldn't be allowed to watch the fight movie" use your reason and examples to support your answer.

-Pertemuan 4:

Memberi tema diskusi tentang "Food"

"some people prefer to eat at food in stall or restaurants, but other people prefer to eat food at home" Which one do you prefer? use your reason and examples to support your answer. (*Sumber: Kaharuddin Bahar "Transactional Speaking"*)

E. Metode Pembelajaran

"Discussion Method"

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F. Media Pembelajaran

Alat/Bahan

- spidol, papan tulis, buku, dan kamus

G. Kegiatan Pembelajaran dari pertemuan 2 – 4

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	➢ **Orientasi** • Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran**.** • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. ➢ **Motivasi** • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung**.** ➢ **Pemberian Acuan** • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung**.**	20
Kegiatan Inti	• Membagi siswa dalam beberapa kelompok yang terdiri dari 4-5 kelompok • Memperkenalkan kepada siswa tentang topik atau materi yang akan diberikan sesuai dengan tema diskusi. Tema pertama yaitu Teknologi, kedua yaitu television's effect, ketiga yaitu makanan. • Menyuruh siswa untuk menghapal ungkapan-ungkapan yang digunakan dalam berdiskusi. • Menyampaikan topik kepada siswa dan memulai untuk berdiskusi, masing-masing kelompok harus mempertahankan pendapatnya. • Setelah waktu diskusi selesai, guru menyimpulkan hasil diskusi.	60

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Kegiatan Penutup	• Refleksi tentang apa yang sudah dipelajari • Menanyakan kesulitan dalam melakukan aktivitas pembelajaran • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut. • Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.	20

H. Evaluasi

Technique : Oral

Kinds of instrument test : performance test

Peneliti.

HASNIATI
NIM. 14.1300.139

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 3. Distribution of T-table

α untuk uji dua pihak (two tail test)						
	0.50	**0.20**	**0.10**	**0.05**	**0.02**	**0.01**
α untuk uji satu pihak (one tail test)						
dk	**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	2,947
16	0.689	1,337	1,746	2,120	2,583	2,921
17	0.688	1,333	1,740	2,110	2,567	2,898
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	1,323	1,721	2,080	2,518	2,831
22	0.686	1,321	1,717	2,074	2,508	2,819
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	2,779
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
∞	0.674	1.282	1.645	1.960	2.326	2.576

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 4. Transcription

The Result of Pre-test in Experimental Group

1. Akmal Zuhdy Prasetya

Question	Student's answer	Student's score
- Could you tell me who gave you the name and why the person gave you?	The person give me the name **is** my parents, the reason why they choose my name, I don't really know exactly why parents choose my name, but according to me all parents want the best for their children, so I think they give me this name because they want the best of me. /ðə p'ɜrsən gɪv mi ðə neɪm **ɪz (grammatical error)** maɪ perənts, ðə rizən waɪ ðeɪ tʃ'uz maɪ neɪm, 'aɪ d'oʊnt r'ɪli noʊ ɪgz'œktli waɪ perənts tʃ'uz maɪ neɪm, b'ʌt ək'ɔrdɪŋ tu mi 'ɔl perənts w'ɑnt ðə b'est fɔr ð'er tʃ'ɪldrən, soʊ 'aɪ θ'ɪŋk ðeɪ gɪv mi ðɪs neɪm bɪk'ɔz ðeɪ w'ɑnt ðə b'est fɔr mi/	Accuracy : 6 Fluency : 5 Comprehensibility : 6 Total: 17 17 100/18 = 94

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2. Fadel Muhammad

Questions	Student's answers	Student's score
- Can you tell me a little about your family?	It is not a special family, just me, my little brother, my little sister, my mother, and my father. Just **just** a usual family. /ɪt ɪz n'ɑt ə sp'eʃəl f'œməli, dʒʌst mi, maɪ lɪtəl br'ʌðɜr, maɪ lɪtəl s'ɪstɜr, maɪ mʌðɜr, ənd maɪ fɑðɜr. dʒʌst **dʒʌst** (make an effort and search for words) **əs** j'uʒəwəl f'œməli/	Accuracy : 5 Fluency : 4 Comprehensibility : 5 Total: 14 14 x 100/18 = 77
- Can you describe the relationship you have with your siblings (sister or brother)	Eeeee I think I never fight with my little brother, but almost about my little sister, my little sister is so disgusting **mengganggu**, ee she is easy always disturb me, so I can't I **can't say** that I like her but she still my family and yeah that's what I feel about my siblings. Eee 'aɪ θ'ɪŋk aɪ n'evɜr faɪt w'ɪθ maɪ lɪtəl br'ʌðɜr, b'ʌt ɔlm,oʊst əb'aʊt maɪ lɪtəl s'ɪstɜr, maɪ lɪtəl s'ɪstɜr 'ɪz	

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	s'oʊ dɪsg'ʌstɪŋ **mengganggu** (meralat kata disgusting), ee ʃ'i 'izi 'ɔlw,eɪz dɪst'ɜrb mi, s'oʊ aɪ k'ænt **s'aɪ** (pronunciation error) ð'æt aɪ l'aɪk hɜr b'ʌt ʃ'i stɪl maɪ f'æməli ənd yeah ðæts wʌt aɪ f'il əb'aʊt maɪ s'ɪblɪŋz/	

3. M. Agung Dwi Guna

Question	Student's answer	Student's score
- Can you tell me a little about your family?	My **father name** is Guntur, S, Pd., my mom **my mother name** eeee Nadira, S.Pd. /maɪ maɪ **fɑdər nem** (pronunciation error and grammatical error) iz Guntur, S, Pd., maɪ m'ɑm **maɪ mɑdər nem** eee (pronunciation error and grammatical error) Nadira, S.Pd/ Note: before Agum answer the question, the researcher have to translate all the questions. He did not	Accuracy : 1 Fluency : 1 Comprehensibility : 1 Total: 3 3 x 100/18 =16

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	understand at all the questions. Then, he full of long and unnatural pauses. And also hardly to say something in English. Therefore the researcher gave him 3 scores.	

The Result of Pre-test in control Group

1. Sinar Satta

Question	Student's answer	Student's score
- Do you like your school? Why?	Yes I like, because I think my **school very** good and many people **say** that my school, there **are student** in this very **confider** and smart, so students very **confiderse** speak in front of the people, so I think the **students good** in here. /j'es 'aɪ l'aɪk, bɪk'ɔz 'aɪ θ'ɪŋk **maɪ sk'ul very (grammatical error/nothing "is")** g'ʊd ənd meni p'ipəl **s'eɪ** (it should "said") ð'œt maɪ sk'ul ðer **'ɑr st'udənt (grammatical error/ it**	Accuracy : 4 Fluency : 5 Comprehensibility : 5 Total: 14 14 x 100/18 =77

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	should use "students" plural) ɪn ðɪs v'eri **k'ɑnfədər (pronunciation error)** ənd sm'ɑrt. s'oʊ **st'udənts v'eri** (grammatical error/ it should students **are** very) **k'ɑnfədər (pronunciation error)** sp'ik ɪn fr'ʌnt 'ʌv ðə p'ipəl, s'oʊ 'aɪ θ'ɪŋk ðə **st'udənts v'eri** g'ʊd ɪn h'r/	

2. Nirmat

Question	Student's answer	Student's score
- what things do you like about your mother and your father?	I like eee father give me **many (money)**, because my father and my mother don't don't live with me, I live together grandmother /'aɪ l'aɪk eee fɑðɜr g'ɪv mi **m'eni** (pronunciation error), bɪk'ɔz maɪ fɑðɜr ənd maɪ mʌðɜr d'oʊnt l'ɪv wɪθ mi, 'aɪ l'ɪv **tugeðɜr** (pronunciation error) gr'œndm,ʌðɜr/	Accuracy :2 Fluency : 3 Comprehensibility : 2 Total: 7 7x 100/18 =38

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The Result of Post-test in Experimental Group

1. Adelia Tahir

Question	Student's answer	Student's score
- Could you tell me the reason, why the name is important for someone?	According to me, in point of my view name is like first identities of human's have after the genders. It so important. Beside that the reason is same with you. / ək'ɔrdɪŋ tu mi, ɪn pɔɪnt ʌv mai vj'u n'eɪm ɪz l'aɪk fɜrst aɪd'entɪt,iz ʌv hj'umənz hœv 'œftɜr ðə dʒ'endɜrz. ɪt s'oʊ ,ɪmp'ɔrtənt. bɪs'aɪd ð'œt ðə r'izən ɪz s'eɪm w'ɪθ j'u	Accuracy :6 Fluency : 6 Comprehensibility : 6 Total: 18 18 x 100/18 =100

2. Al Fauzan Anas

Question	Student's answer	Student's score
- Is education important and should it be compulsory?	Of course, education is the most **important** and it is so compulsory. Why as we know that there is someone or people that said education is the most powerful weapon that we can use to change the world. And also education is	Accuracy :6 Fluency : 5 Comprehensibility : 6 Total: 17 17 x 100/18 =94

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	a way that we can use to get our dream. / ‘ʌv k’ɔrs, ˌedʒək’eɪʃən ɪz ðə m’oʊst ˌimp’**ɔrtent** (pronunciation error) ənd ɪt ‘ɪz s’oʊ kəmp’ʌlsɜri. W’aɪ ‘œz w’i n’oʊ ð’œt ð’er ɪz s’ʌmwˌʌn ‘ɔr p’ipəl ð’œt s’ed ˌedʒək’eɪʃən ɪz ðə m’oʊst p’aʊɜrfəl w’epən ð’œt w’i kœn j’us t’u tʃ’eɪndʒ ðə w’ɜrld. ənd ‘ɔlsoʊ ˌedʒək’eɪʃən ɪz ə w’eɪ ð’œt w’i kœn j’us t’u get ‘aʊɜr dr’im/.	

3. Rabiatul Adawiah

Questions	Student’s answers	Student’s score
- What is your favorite subject at school and why is that?	**Biology**, because eeee why I say that, because I like to see **pertumbuhan**, for example animals, and then any else. /**bɪologɪ** (pronunciation error), bɪk’ɔz eee w’aɪ ‘aɪ s’eɪ ð’œt, bɪk’ɔz ‘aɪ laɪk t’u si **pertumbuhan**, f’ɔr	Accuracy :4 Fluency : 3 Comprehensibility : 4 Total: 11 11 x 100/18 =61

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- How do you think about your teachers?	ɪg'zœmpəl œnəməlz ənd ð'en 'eni 'els/ I think teacher was good human, because eeeee **berkorban** she wanna sacrifice her times to **learn** us, because she think if **us** didn't have education, she **know** that **it so** bad for us. /'aɪ θ'ɪŋk t'itʃər wɑz gʊd hj'umən, bɪk'ɔz eeee **berkorban** ʃ'i w'ɑnə sœkrəf,aɪs hɜr t'aɪmz t'u lɜrn 'ʌs, bɪk'ɔz ʃ'i θ'ɪŋk 'ɪf 'ʌs (grammar error/ it should we) d'ɪdənt hœv edʒək'eɪʃən, ʃ'i n'oʊ ð'œt **ɪt s'oʊ** (seharusnya pakai "is) bœd/	

The Result of Post-test in Control Group

1. Feby Mutiara

Question	Student's answers	Student's score
- Do you have special hobby and why do you enjoy them?	Yes, my special hobby, maybe my hobby eee same with your hobby and **I am** I like **singing**, and I enjoy it	Accuracy : 4 Fluency : 5 Comprehensibility : 4

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	when I singing I can **expression** my feeling. / j'es, m'aɪ sp'eʃəl hɑbi, m'eɪbi m'aɪ hɑbi s'eɪm wɪθ j'ɔr hɑbi ənd aɪ œm aɪ laɪk **s'ɪŋɪŋ**, aɪ ,endʒ'ɔɪ ɪt w'en aɪ **s'ɪŋɪŋ** (grammatical error) aɪ k'œn **ɪkspr'eʃən** (grammatical error) m'aɪ f'ilɪŋ/	Total: 13 13 x 100/18 = 72

2. Nur Aulia Rahma

Questions	Student's answers	Student's score
- What kind of movies do you like? Why is that?	About romantic, **because** I feel senang if I watching **movies romantic** /əb'aʊt roʊm'œntɪk, **bekaʊs (pronunciation error)** aɪ fil ɪf aɪ w'ɑtʃɪŋ **m'uviz roʊm'œntɪk (grammatical error)**	Accuracy : 2 Fluency : 2 Comprehensibility : 1 Total: 5 5 x 100/18 = 27
- How do think about your teachers?	Eeeee I think **is** teacher is our **parents** (pronunciation error) in school and teacher very kayak sangat…	

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	/eeee aɪ θ'ɪŋk **ɪz** (grammatical error) t'itʃɜr ɪz 'aʊɜr pɑr'ents (pronunciation error) ɪn sk'ul ənd t'itʃɜr v'eri kayak sangat/….	

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Appendix 4. Documentations

Learning Process

The students when they were interacting each other in the class to look for ideal partner in experimental group through “Go and find out” activities

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The students reported their findings in front of the class, they told what they have found from his partner orally, this activity existed in experimental group.

The students in control group, she explained her argument to the others group because they have opposite opinion with them.

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Nomor : B 1158 /In.39/PP.00.9/07/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: HASNIATI
Tempat/Tgl. Lahir	: PANGAPARANG, 21 Maret 1995
NIM	: 14.1300.139
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: KARAJO, DESA SABBANG PARU KEC. LEMBANG KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. PINRANG*** dalam rangka penyusunan skripsi yang berjudul :

" THE IMPLEMENTATION OF "GO AND FIND OUT" ACTIVITIES TO IMPROVE STUDENTS' ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF SENOR HIGH SCHOOL 8 PINRANG "

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

27 Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Pinrang, 30 Juli 2018

Nomor : 070/ 489 /Kemasy.
Lampiran : -
Perihal : Rekomendasi Penelitian

Kepada
Yth, Kepala SMAN 8 PINRANG
di-
Pinrang

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.1158/In.39/PP.00.9/07/2018 tanggal 27 Juli 2018 Perihal Permohonan Izin Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	:	HASNIATI
NIM	:	14.1300.139
Pekerjaan/Prog.Studi	:	Tarbiyah dan Arab/Pendidikan Bhs.Inggris
Alamat	:	Karajo,Desa Sabbang Paru Kec.Lembang Kab.Pinrang.
Telepon	:	082 348 028 051

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara Dalam Rangka Penyusunan Skripsi dengan Judul " *THE IMPLEMENTATION OF 'GO AND FIND OUT' ACTIVITIES TO IMPROVE STUDENTS ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF SENIOR HIGH SCHOOL 8 PINRANG*"" Yang Pelaksanaannya pada tanggal 06 Agustus s/d 15 September 2018.

Sehubungan hal tersebut di atas,pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini di sampaikan kepada saudara untuk di ketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra

PEMERINTAH SETDA PINRANG

Drs.RISMAN LAUPE
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1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
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6. Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
7. Camat Watang Sawitto di Pinrang;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

PEMERINTAH PROVINSI SULAWESI SELATAN
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Nomor : 421.3 / 145 - UPT SMA.8 / PRG / DISDIK

Yang bertandatangan di bawah ini, Kepala UPT SMA Negeri 8 Pinrang menerangkan bahwa :

N a m a	: **HASNIATI**
NIM	: **14.1300.139**
Program Studi	: **Tarbiyah dan Adab/Pendidikan Bhs. Inggris**
Alamat	: **Karajo, Desa Sabbang Paru, Kec. Lembang**

Yang tersebut namanya di atas telah melaksanakan Penelitian di SMA Negeri 8 Pinrang Kab. Pinrang dengan Judul **"THE IMPLEMENTATION OF'GO AND FIND OUT'ACTIVITIES TO IMPROVE STUDENTS ENGLISH SPEAKING SKILL AT THE SECOND GRADE OF SENIOR HIGH SCHOOL 8 PINRANG".**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tuppu, 14 September 2018

Kepala UPT SMA Negeri 8 Pinrang

MUHAMMAD ARIS, S.Pd.,M.Pd
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CURRICULUM VITAE

The researcher, Hasniati the student of English education program in IAIN Parepare was born on March 21th, 1995 in Pangaparang Pinrang, South Sulawesi. She is the first child from three siblings of the couple of Abd Muing and Wahida.

She started her education at SD Neg. 147 Pangaparang in 2002 and graduated in 2007, in the same year she continued her study at SMP Neg. 2 Lembang and graduated in 2010. Then, she continued her study at SMA Neg. 1 Lembang, but has been changed to be SMA Neg. 8 Pinrang and graduated in 2013. In 2014, she continued her study S1 program in State Islamic Institute (IAIN) Parepare at English program Tarbiyah and Adab Department. During she studied in IAIN Parepare, she stayed in dormitory and in 2016, she became an advisor and one of the English tutor for the new members of dorm. Finally, she graduated from IAIN Parepare in 2018 for the Degree of Sarjana Pendidikan (S, Pd).

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