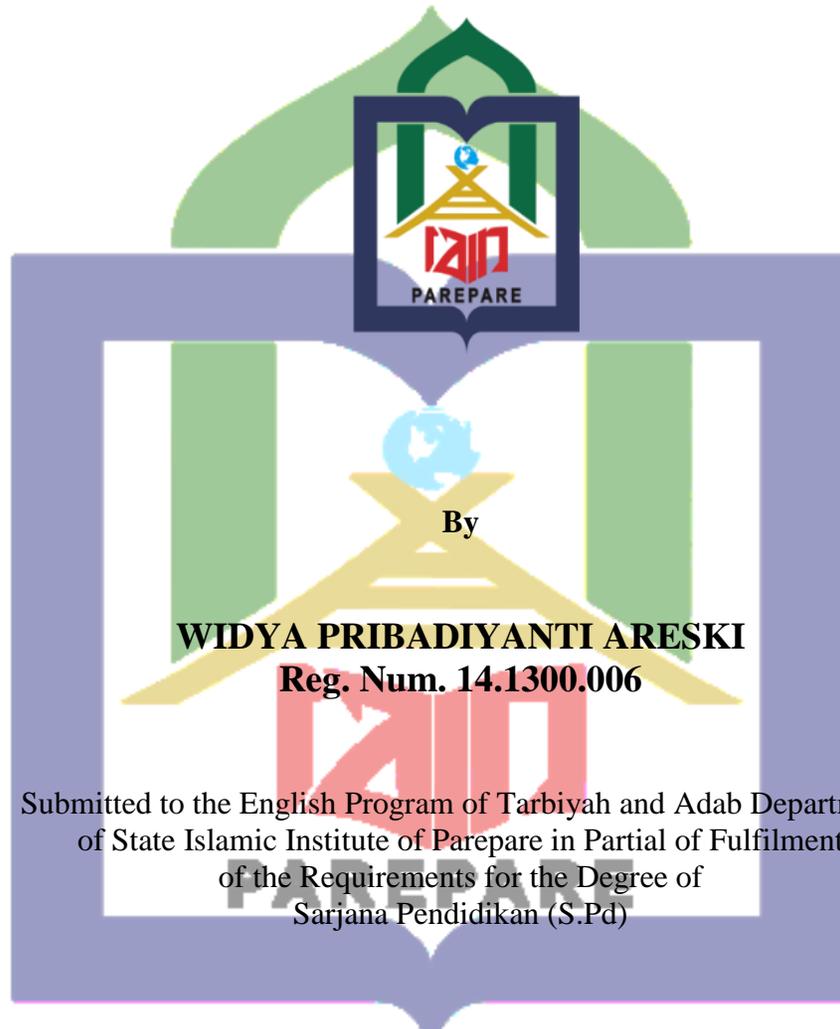


**USING EXPRESSION CARD MEDIA TO IMPROVE THE
STUDENTS' SPEAKING SKILL AT THE SECOND
GRADE OF SMA NEGERI 1 PAREPARE**



2018

**USING EXPRESSION CARD MEDIA TO IMPROVE THE
STUDENTS' SPEAKING SKILL AT THE SECOND
GRADE OF SMA NEGERI 1 PAREPARE**



By

WIDYA PRIBADIYANTI ARESKI

Reg. Num. 14.1300.006

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

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

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Skripsi

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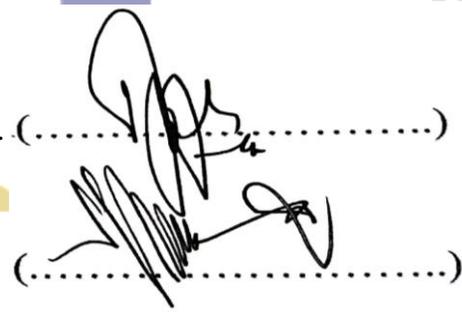
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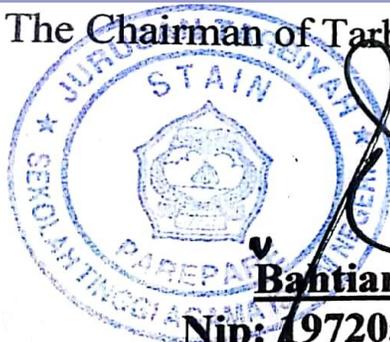
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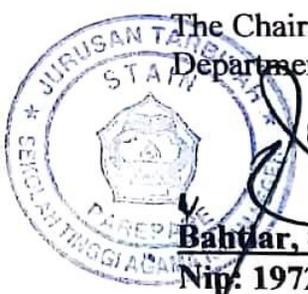
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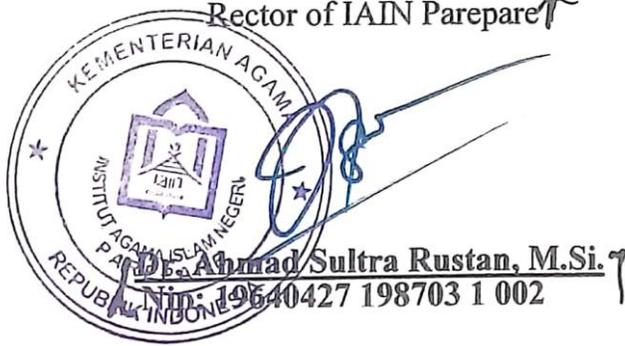
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In the name of Allah, The Beneficent and The Merciful

First of all, the writer would like to extend her sincere to Allah SWT, the king of the king, and the lord of the universe who has given opportunity and courage to accomplish this skripsi by the title “Using Expression Card Media to Improve the Students’ Speaking Skill at The Second Grade of SMA Negeri 1 Parepare” Peace and blessing be upon beloved prophet Muhammad SAW, and his family, his companion, his followers. The best messenger for people all over the world.

The writer wants to thank a lot to all people who have supported and helped her. She realizes that without their support and help, she could not be able to finish this skripsi.

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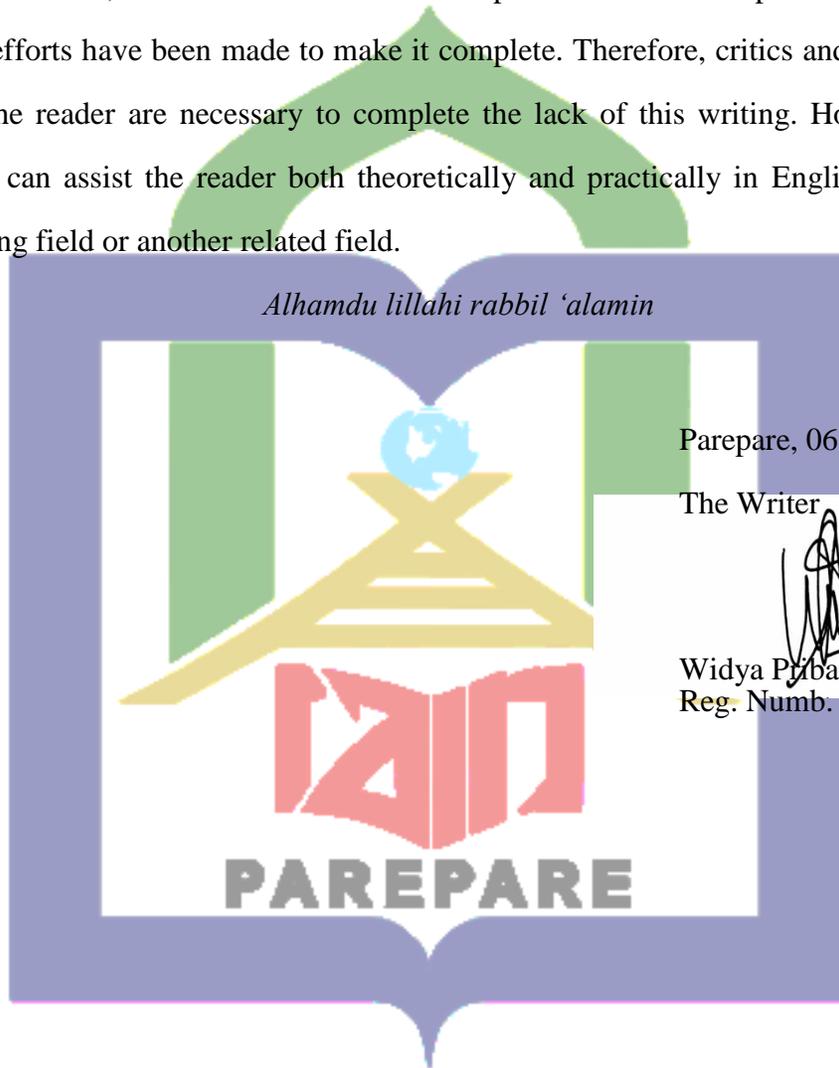
At least, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoretically and practically in English Language Teaching field or another related field.

Alhamdu lillahi rabbil 'alamin

Parepare, 06 June 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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State this skripsi was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 19 June 2018

The Writer



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ABSTRACT

Widya Pribadiyanti Areski. *Using Expression Card Media to Improve the Students' Speaking Skill at The Second Grade of SMA Negeri 1 Parepare, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Muzdalifah Muhammadun and Amzah).

This research aims to see the students' speaking skill before and after learning process by using expression card media at the second grade of SMA Negeri 1 Parepare. The results of the research are useful for the teacher and students. The teacher should aware that it is important to supplied the technique or strategy before teaching and the students also can be easier to express their ideas, make the students more active in learning process.

The subject of this research is XI IIS 4 class which is consisted of 30 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. Then the criteria of speaking skills are fluency, accuracy, content, pronunciation and they were used to measure the students' speaking skill. It aimed to know whether using expression card media can improve the students' speaking skill.

The result in this research was indicated that there was improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (73.3) was greater than pre-test (41.9). Even, for the level significant (p) 5% and (df) = $N-1=30-1= 29$, and the value of table is 1.699, while the value of t-test is 16.18. it means that, the t-test value is greater than t-table ($16.18 \geq 1.699$). Thus, it can be concluded that the students' speaking skill is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Speaking Skill and Expression Card Media.

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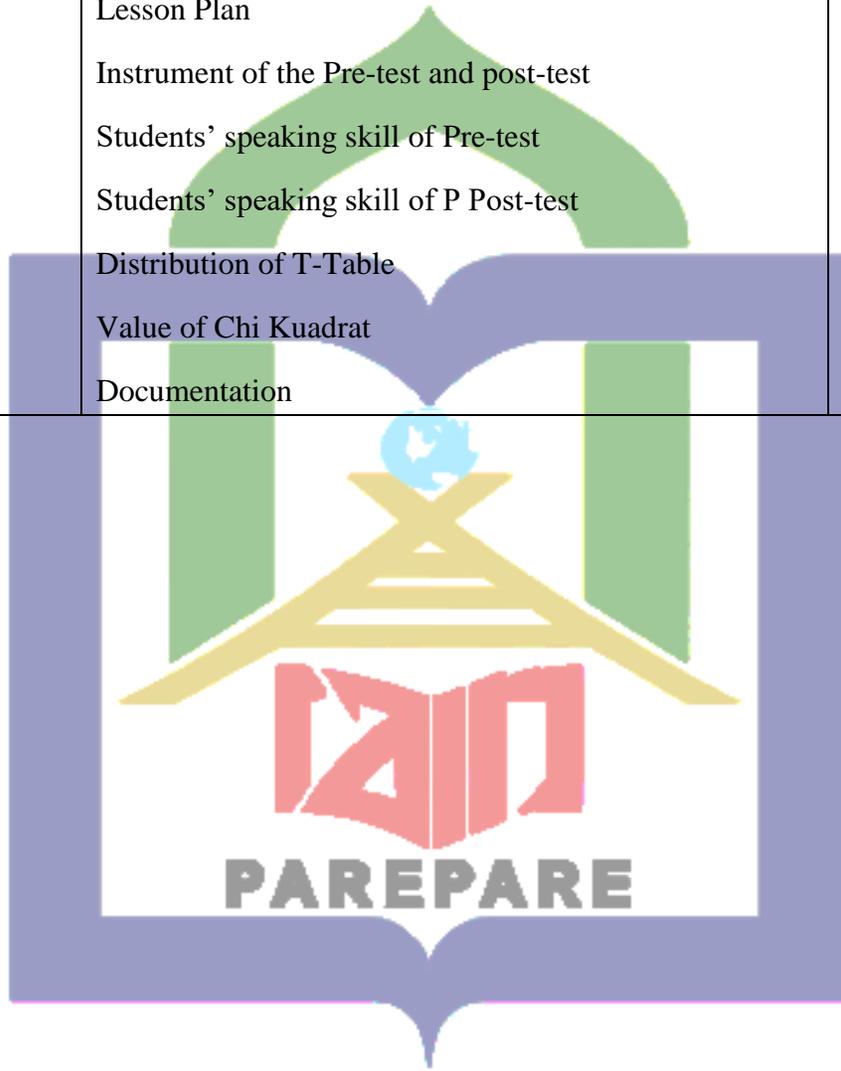
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CHAPTER I

INTRODUCTION

1.1 Background

Language is an important thing for people to communication each other. People are able to express thought and feeling by using language. In this globalization era, the communication carries the paramount momentous. The importance of communication skill is relatively extraordinary. Those skills are awfully needed in every single part of life to be success people. By having more knowledge about language skill people have much better understanding and getting what we want as well as our needed. Besides, one of the important languages that should be known by the people in this world is English because English as a tool to communicate with the people from the other country. Mastering in English, people should know the language skill and element skill in English.

As people learn a foreign language e.g. English, they will involve in the process of learning four kinds of skill namely listening, reading, speaking, and writing.¹ These language skills can be developed in language components namely pronunciation, structure and vocabulary. Nowadays living without knowledge of language, especially speaking of English. People will difficulties in communication and get interaction among individual and group, because people use language for producing their ideas, feeling, as well as wishes. That is why speaking is one of important skill that show how useful in daily life.

¹KaharuddinBahar, *Transactional Speaking* (SamataGowa: GunaDarmaIlmu, 2014), p. ix.

Speaking is one of the important and significant skills that must be practiced to communicate orally. Through speaking people are able to know what kind of situations in the world. Does people who have competence in speaking were better in sending and receiving information or message to each person. In oral communication is a two-ways process between speaker and listener and that involves the productive skill of speaking and receptive skill of understanding.² The productive are consist of speaking and writing. It should produce the text meaningful in the nature of communication to make the listener acquired the message and the feedback from the speaker. While receptive skill include understanding what people are listening and reading, receive the language and decode the meaning to understand the message.

The writer focuses in one of skills in English that is speaking. It is assumed that many students are still not active in spoken language when compared with other capabilities. Therefore more efforts are teachers required to solve the problems, especially in speaking ability. Based on the previous observation at the second grade of SMA Negeri 1 parepare the writer got information from the students and English teacher to know the students' problems in speaking skill. It was found that the students were difficult to speak, it is able to prove that when the students are asking to speak in the class they do not know what should they are saying or do not have material to express. Most of students got bored in learning speaking class because it was not interesting. The activities of the students in the class were boring such as discussion some topics, making the conversation and reading materials in front of

²KaharuddinBahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trusmedia, 2013), p.16.

class. To make worse, the students had poor vocabulary so that they could no talk much about the topic.

In fact, there are a lot of way to improve the students' speaking skill for instance, yes-no answering, debating and etc. This way can be a tool of students' speaking skill. Commonly, as the way above cannot change the students' way to express and to improve the students' opinion. In teaching speaking, the teacher needs a good technique or media to absorb information and ideas for making their students have a capability in English. The other side knowing the capability of speaking in the class, the writer recommends a media that able to make the students easier to express their ideas in speaking.

In accordance with the explanation and problem describes above, expression card media use to teach speaking to the second grade of SMA Negeri 1 Parepare was conduct in this research. Therefore, the title of this study is "Using Expression Card Media to Improve the Students" Speaking Skill at the Second Grade of SMAN 1 Parepare."

1.1 Problem Statement

In relation with the background above, the problem of the research can be stated as follow:

- 1.2.1 How is the students' speaking skill before and after using expression card media?
- 1.2.2 Is using expression card media able to improve the students speaking skill?

1.3 Objective of the Research

The following are objectives of the research:

- 1.3.1 To know the score of students' speaking skill before and after using expression card media.
- 1.3.2 To find out the using expression card media is able to improve the students' speaking skill.

1.4 The Significance of the Research

The writer formulates some uses of this research. The uses of this research are:

- 1.4.1 For the students, in using expression card media will help the students easier to express their ideas, enjoy with the card media as a clue which is help them in speaking. It is able to make the students more active in learning process.
- 1.4.2 For the teacher, this research will help the teacher in considering that what technique that good for the students in improving their speaking skill and motivate the teacher to apply this technique in the classroom.
- 1.4.3 For the school, the result of this research is able to use in developing English language teaching and learning process and evaluation.
- 1.4.4 For the writer, this research an improve the knowledge and experience in teaching.
- 1.4.5 For the readers, it is hoped to give more information and contributes the knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Concept of Speaking

There are some part will be explained here, they are definition of speaking, the element of speaking, and the function of speaking.

2.1.1.1 Definition of Speaking

As the writer will write in this part that should understand the concept of speaking especially definition of speaking. The following are some definition of speaking according to scientist. Bailey in Kaharuddin argues that speaking is the capability which is express the main what we want to extend.¹ It means that how the people are able to acquit in expressing their ideas.

According McDonough and Shaw state that speaking is desire and purpose-driven, in other words the writer genuinely wants to communicate something to achieve a particular end. This may involve expressing ideas and opinion; expressing a wish or a desire to do something; negotiation and/or solving particular problem; or establishing and maintaining social relationships and friendships.² It is very important to expression the ideas to find the goals.

¹Kaharuddin Bahar, *Interactional Speaking*, (Yogyakarta: Trust Media Publishing, 2014), p. 1

²Jo McDonough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide*, (Cambridge:Blackwell Publisher, 1993), p. 151.

Furthermore, Thornbury in Jeremy suggests various dimensions of different speaking between transactional and interpersonal functions. Transactional function has as its main purpose conveying information and facilitate the exchange of goods and services, where the interpersonal function is all about maintaining and sustaining good relations between people.³ Doing communication to other people it should give more attention to earn a good understanding.

According to Oxford argue speaking be willing to be friendly toward somebody, especially after an argument speak your mind express your opinion openly.⁴

Siti Nurhayati in Kayfetz argues that Speaking is human verbal communication which set out with the ability of utilizing mechanism that will involve oral production language. It is the main concern in speaking.⁵

Based on the various definition above, the writer concludes that the definition of speaking as the essential skill of language is naturally the way of human communicate to express their ideas, feelings, as well as opinions to achieve a particular goal while maintain social relations between people.

³Jeremy Harmer, *The Practice of English Language Teaching; Fourth Edition* (England: Longman Pearson, 2002), p. 343.

⁴Oxford Learner's Pocket Dictionary, p. 426.

⁵Siti Nurhayati, "Teaching Speaking Skill Through Communicative Language Teaching" (Unpublished Skripsi; Department of English Education: Jakarta, 2011), p. 9-10.

2.1.1.2 The Element of Speaking

In speaking we should know the elements of speaking, or the important thing which in speaking that we able to master in.

1. Vocabulary

Vocabulary is a list of words and phrases usually alphabetically arranged and explained or designed.⁶ Vocabulary is the most important thing to be known or to be mastered for people who want to have skill in speaking. It is very important because the weapon of speaking is vocabulary, without vocabulary we will not be able to say something. In this case, vocabulary is the first element of speaking.

2. Pronunciation

Pronunciation is the act or manner of producing something. Articulate utterance.⁷ Definitely, pronunciation cannot be separated between intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition.

3. Grammar

In reality, most of student has competence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so that they will be able to get plus when they speak well because they have a good grammar. A good grammar we have, it makes the people also who hear what we say can understand.

⁶Webster's Third New International Dictionary: 1982.p.572

⁷Webster's Third New International Dictionary: 1982.

4. Fluency

Fluency can be defined of the fluently or accurately to speak. When the students have capability in this forth element, they will not to spend much time to express the message, because they have only small number of pauses and “ums” or “ers”.

2.1.1.3 The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Base on Brown and Yule (1983) as cited by Richards, the functions of speaking are classified into three types; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and function and requires different teaching approaches.⁸ Below are some the explanations of the function of speaking:

2.1.1.3.1 Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When a person meet with others, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to build a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

⁸Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (Cambridge University, 2008), p.21-28.

Talk as interaction has several main features as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker's identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register
9. Is jointly constructed

Some of the skills involved in using teaching as interaction are the following things:

1. Open and close conversation
2. Choose topic
3. Make small talk
4. Joke
5. Recount personal incidents and experiences'
6. Turn talking
7. Using adjacency pairs
8. Interrupt
9. React to others
10. Use an appropriate style of speaking⁹

Mastering the art of talk as relation s difficult and may not be a priority for all students.

⁹A.Kaharuddin Bahar, S.IP, M.Hum, *Interactional Speaking a Guide to Enhance Natural Communication Skill in English*(Yogyakarta: TrustMedia Publishing, 2014), p.3-4.

2.1.1.3.2 Talk as transaction

Talk as transaction refers to situation that focus is on what is said or done.

The main features of talk as transaction are:

1. It has a primarily information focus
2. The main focus is on the message and not the participants
3. Participants employ communications strategies to make themselves understood
4. There may be frequent questions, repetitions and comprehension checks, as in the example from the preceding classroom lesson
5. There may be negotiation and digression
6. Linguistic accuracy is not always important

2.1.1.3.3 Talk as Performance

This refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches.

The main features of talk as performance are:

1. Explaining a need or interaction
2. Describing something
3. Asking questions
4. Asking for clarification
5. Confirming information
6. Justifying an opinion
7. Making suggestion
8. Clarifying understanding
9. Making comparison

10. Agree and disagree¹⁰

2.1.1.4 The Types of Speaking Activity

Marianne Celce-Murcia classifies speaking activities and material into four types¹¹:

1. Drills, or linguistically structured activities

Prator classifies classroom activities for ESL (English as a second language) learners by means of continuum, with “manipulative” activities at one extreme and communicative at the other extreme. Although today, in ESL/EFL (English as foreign language) classroom trough out the world, communicative activities tend to more effectively meet the goals of curriculum, also useful are “manipulative” activities, or does which provide the students with “prepackaged” structure by mean of teacher, tape or book.

Such activities need not to be void of meaning, as were some of the more classic manipulative techniques associated with audio-lingual approach, with its repetition drills and pattern practices. Rather, it is possible to contextualize such activities so that they are predominately rather than wholly manipulative and thus meet some of requirements of a communicatively oriented design.

In controlled practice the teacher can model the form to be produced, providing necessary linguistically correct input. The students are then allowed to practice. What is important is that students are allowed to speak about what is

¹⁰Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*(Cambridge University, 2008), p.30.

¹¹Marianne Celce-Murcia, *Teaching English as Second or Foreign Language* (Bosto: Heinle Publisher, 1991), p. 128-132.

important is that students are allowed to speak about what is true, real, and interesting.

2. Performance activities

“Performance” activities are those in which the student prepares beforehand and delivers a message to a group. A good example of such an activity is the student speech, which could be made a specific in content as necessary. An EST course, for example might require students to explain a process or experiment; a course in conversational or Social” English might assign students to simply tell a story from their own experience in casual an social setting.

A variation on the speech given by one person is assigning two or more people to deliver a talk. Role-play and dramas, if performed in front of the class, can also function as “performance activities”. Finally, debates can serve as an opportunity for a classroom performance activity for immediate and advanced learners.

3. Participation activities

“Participation” activities can be some of the most diverse and interesting in the oral communication repertoire. These are activities where the student participates in some communicative activity in a “natural setting”. One of the commonly used participation activities is the guided discussion, where the instructor provides a brief orientation to some problem or controversial topic, usually by means of a short reading. Students in small group discuss the topic, suggesting possible solutions, resolutions, or complications.

4. Observation activities

These are activities in which a student observes and /or records verbal and nonverbal interactions between two or more native or fluency speaker of the target

language. This technique is useful for building student appreciation and awareness of language as it is actually used in the real world, and since the student is talking the role of nonparticipant observer, he or she is free to concentrate on the subject without fear performance errors, a problem for beginners, who productive skill usually lag behind their receptive capabilities.

2.1.2 The Concept of Media

The term media is derived from the Latin word “Medium” which means “between”. It refers to anything which can bring the information between sender (teacher) and receiver (students) to achieve their understanding. Heinech states that media convey the instructional purpose, for instance to facilitate communication, considered as the instructional media.¹² Examples of media are film, television, diagrams, printed materials, computers and instruction. It shows that instructions media are the tools used by the teacher to their students to convey the instructional purpose in learning process.

2.1.2.1 Definition of Media

Media are often slighted in a very predictable way in the classroom usually as starting point for teaching speaking, thus they can also be key of importance in the communicative an interactive classroom. Media will help establish the condition for the learners to identify or describe someone or something. Some definitions giving their opinions dealing with media:

Media in teaching and learning is one module in the form of teaching materials. Teaching materials are all kinds of materials that are used to help teachers/instructors in carrying out teaching and learning activities in the

¹²Neneng Suhaimin, “The Effectiveness Of Using Flash Card In Teaching Vocabulary” (Published Skripsi; Department of English Education: Jakarta, 2014) p. 8.

classroom.¹³ It means that media is able to make the teachers more easier apply the material. Also the students will easily understand.

Gerlach and Ely in Jurnal Edukasi state that to understand in board outline is human, material, or event that build condition that make students able to acquire knowledge, skill and attitude is media.¹⁴ One of the definitions of educational that is quite popular is the tools, methods, and techniques used in order to further streamline communication between teachers and students in the process of education and teaching in schools. Devina Frau-Meigs state that media play is an important part in the socialization of young people, a phenomenon which has been gaining in momentum.¹⁵ It seems that in the class room, media is very important. Without media the learning process will not be effective.

2.1.3 Kinds of Media

There is a lot of media in teaching learning process. Gerlach and Ely classify media into the following kinds:

2.1.3.1 Still Picture

Still Picture is a record or a copy of a real object or event. It can be projected in textbook illustration, bulletin board materials, sliders, filmstrips, frames, or overhead transparencies.

¹³Ambar Sri Lestari, “Pembuatan Bahan Ajar Berbasis Modul Pada Mata kuliah Media Pembelajaran Di Jurusan Tarbiyah Stain Sultan Qaimuddin Kendari,” (*Jurnal Al-Ta’dib* 7, no. 2 Juli-Desember 2014), p. 154.

¹⁴Sapto Harkoyo, “Efektifitas Pemanfaatan media Audio-Visual Sebagai Alternatif Optimalisasi Model pembelajaran,”(*JurnalEdukasi@Elektro5*, no 1, Maret 2009), p. 3.

¹⁵Unesco, *A Kit for Teachers, Students, Parents and Professional*, L’expriemeur – Paris, 2006), p. 7.

2.1.3.2 Audio Recording

Audio Recording is made on magnetic tape, disc, motivation picture, and soundtrack. These are reproductions of actual events or sound effect.

2.1.3.3 Motion Picture

It is moving procedure in color or black and white from live action or graphic representation.

2.1.3.4 Real Things, Simulations, and models

They include people, events, objects, and demonstration. Real things are the actual objects or events.

2.1.3.5 Program and Computer-Assisted Instruction

Program are sequences of information (verbal, visual, and audio), which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared of computers.¹⁶

From the definition above, the writer concludes that expression card media include in still picture, it is one of media that can be used in teaching learning process, help the student to express their idea orally based on a copy of a real object or event. By using it, students more active and they would not confused what they want to say.

¹⁶Hany Wahyuni Wulandari, "Using Download Audio in Teaching Speaking," *Situs Resmi Wordpress.com*. <http://hanywahyuwulandari.wordpress.com/category/uncategorized/>

2.1.4 The Concept Of Expression

2.1.4.1 Definition of Expression

All of people use expression in daily communication to express their feeling and opinion to other people; it means they can interact one another word or phrase that has a particular meaning. Other definition about expression in Cambridge dictionary state that expression is the act of saying what you think or showing how you feel using word or actions.¹⁷In doing interaction to other, people should understand what the people are saying to make their communication is running well.

Farlex state that expression is:

1. The act of expression, conveying, or representing in words, arts, music or movement.
2. Something that expresses or communicates.
3. Mathematics a symbol or combination of symbols that represent a quantity or a relationship between quantities.
4. The manner in which one expresses oneself, especially in speaking, depicting, or performing.
5. A particular word or phrase.
6. The outward manifestation of a mood or a disposition.
7. A facial aspect or a look that conveys a special feeling.
8. The act of pressing or squeezing out.
9. Genetics the act or process of expressing a gene.¹⁸

¹⁷“Expression,” *Cambridge English Dictionary online*.<http://dictionary.cambridge.org>.(20 December 2017).

¹⁸Farlex, *the free dictionary online*. <http://www.Thefreedictionary.co/expression>. (wednesday, 07 july 2010).

Based on explanation above, the writer assumed that expression is an activity which is used to communicate with other people. Developing ideas and feelings to produce an arrangement sentence that come from our thought.

2.1.4.2 English Typical Expression

Speaking is one of skill in English which is used to communicate with the other people from the other countries. English learners have to practice to speak with the native speakers of English to make their ability in speaking increase. To speak with the native speakers they have to master expression commonly used in their daily life. The ability to communicate socially is the basic o success in using English.

English has a number of polite and impolite expressions. To express something the speakers has to know which expressions is better to use at that situation. Below are some expression and phrases to help the English learners to ask and answer questions correctly and effectively. Practicing these expression and phrases with the other friends can be helpful to improve the English learners' skill especially in speaking.

2.1.4.2.1 Expression of Opening Question

In order to make the question sound more polite English native speakers normally use opening expressions like these before supply the questions.

1. I wonder if you could tell me....
I wonder if you could tell me what you do in your spare time.
2. Would you mind telling me....
Would you mind telling me what your favorite movie?
3. I'd like to know...

I'd like to know where you live

4. Something else I want to know is....

Something else I want to know is the historical of muslim?

2.1.4.2.2 Expressions of Extending Questions

Sometimes people need addition to get more information from people explanation, if they do not get enough information and want to extend the argument further, then they use techniques like this.

1. Could you like to tell me a bit more about...?

2. Sorry, but I'd like to know some more about...?

3. I did not quite follow what you said about...? (asking for clarification)

4. Sorry to press you, but could you tell me....? (pushing for more information)

5. That is interesting explanation. Could you explain further?

2.1.4.2.3. Expressions Before Answering a Questions

Before answering questions the native speaker often use phrases like expressions below to introduce the answer. These phrases are also helping the speakers to think of what to say:

1. Well, let me see....

2. Well now...

3. Oh, let me think for a moment...

4. That is an interesting question.....

2.1.4.2.4 Expressions of Avoiding to Answer Questions

In expressing idea or an argument to other people, sometimes speakers may want to avoid answering question altogether. Then they use phrases like these:

1. I'm sorry I'm not really sure.
2. I cannot tell you off-hand, I'm afraid.
3. I'm terribly sorry, I really don't know.
4. I have no idea. I'm afraid.
5. I cannot answer that one, but I will tell you where you can find out.
6. I did rather not answer that, if you do not mind.

2.1.4.2.5 Expressions of Seeking Clarification (Asking for something to be repeated)

In doing conversation, people sometimes ask for something to be repeated or summarized to make the argument is clear. The following expressions can be used for that purpose in speaking.

Polite (formal)

1. I beg your pardon but I don't quite follow/understand.
2. Pardon me.
3. Can/could/would you repeat that again. Please?
4. I wonder if you could say that in a different way?

Neutral

1. Do you think we could/ can we/go over that again?
2. Would you mind repeating that?
3. Whould you mind saying that again?
4. Sorry, but I'm not sure I'm following you.
5. Excuse me, but I didn't catch the last part/the part about.....
6. I'm sorry, but what did you say about.....?
7. Do you think you could repeated the part about.... once again please?

Least polite (informal)

1. I didn't/ don't get that.
2. What was that?
3. You lost me.
4. What did you say?
5. Again, please.
6. Say taht again.
7. I don't get it.
8. I am lost/confused.
9. What?
10. Huh?

2.1.5 The Concept of Card

There are many kinds of media and one of them is card. Card is a media which is effective to be used in teaching English especially for speaking skill. Card is a simple media that can help the studets' to express their ideas orally. The techer also easier to teach speaking by using card as a madia because they do not need to talk more but they only need to devide the card for each students'. Putting the vocabulary, expression or sentence on the card will help the students' to speak because they have the basic idea to explain. Oxford university press stated that thick stiff paper, piece of stiff paper or plastic with information, place of card with a picture on it that you use for sending a greeting.¹⁹It means card is able to make the students' getting information and open their mind to speak.

¹⁹Oxford Learner's Pocket Dictionary, Op, cit., p.61.

2.1.5.1 Types of Card

Card is able to find wherever too and take from a paper or a carton. The types of card are post card, business card, credit card, magnetic card, picture card, greeting card, etc.²⁰ Teacher may use the card as a media in learning teaching to make the students' are able to enjoy the learner. The teacher choosing the media in

2.1.6 The Concept of Expression Card Media

The writer has given the explanation about the media, card and expression above so, expressions card media means that some expressions will be written in some cards as the media which are used to improve the students' skill in speaking. The expression in the card as the basic for the students to open their mind and develop their ideas to speak in front of the class, by using this expression card media, the students will not confuse what they want to say when the teacher asks them to speak. In the other hand, the students' can improve their expressions by this learning process. In short, these activities will train them to think critically and creatively. The function if the expression card media is to guide the speaker when she/he speak in front of the class or people.

Expression card media look note card with words written on them that speakers remember what they have to say. Sudrajad (2016) argues that expression card media it may only contain brief notes and key terms. Nunan (2003) state that it usually is used to organize idea in presentation, you do not need to write a text but you just need to make some notes on card media. According to harmer (2007, p. 136) it is small card which students use in pair or group work. Teacher put students in pair

²⁰Farlex, *the free dictionary online*. <http://www.Thefreedictionary.co/expression>. (wednesday, 07 july 2010).

or groups and gives them some expression card media so that when a student's picks up the top card in a pile he or she has to say sentence that the card suggests. By using expression card media student will be more interest in learning since they are able to link the materials with image or script.

From the explanation above, many people try to adopt the function of card media in television to improve students' speaking achievement in the class. In the education, expression card media one of media in teaching and learning process.

Based on the quotation, expression card media can improve students' speaking skill with natural ways. Using expression card media will be an interesting activity because students use a medium in the class. This is the examples of expression card media can be used in the class.

- Where are you going?
- Why is it your hobby?
- Any advantage you have from it

PAREPARE

- Why is he better than others?
- What would you like most about him?
- Any changes you would like to make him?

2.1.6.1 The Procedures of Applying Expression Card Media in Teaching Speaking.

By doing this research. There are some steps to apply expression card media, 1) the writer divides the students in pair or small groups, 2) the writer gives an expression card media, 3) the writer explain the procedure of expression card media, 4) the writer ask the students to make a conversation or story based on expression card media with their groups, 5) every group is given change to make the sentence or conversation and call each groups to display in front of the class, 6) the writer gives a conclusion about the expression card media that have been learned.

2.1.6.2 The advantages of using expression card media

There are many advantages of using expression card media has a great influence in teaching and learning process of a foreign language, because it could be one of the ways to give students better condition to improve communicative skill in daily context. Moreover the writer expresses that the common use of expression in daily speech for English speaker has brought a necessary in the teaching field to implement the use of this tool in and outside the classroom in order to help students be competitive, increase their vocabulary and their informal way to speak in English.

Holleman says that as English learners work to improve their conversational proficiency, they soon realize that the number of expression used in spoken English is staggering. They discover immediately as they interact with native speakers, expressions can be serious challenge in understanding the dynamics of a conversation. Most importantly, being able to use expressions in a discussion increases a persons' confidence in their overall communicative proficiency in spoken English.

Using expression card media in the class, the teacher will ask the students to perform based on the clues. The activity trains the students to speak in front of the public to build their self-confidence. Therefore, they will be accustomed to speak in front of many people. The speaker talent for speaking will increase automatically. It is clear if the public speaking will be better with speak up in front of the friends or class.

2.2 Previous Research Findings

Learning English is conditioned by the people way in which to observe and find some ideas or information. So that is why it is important to know the key of learning English and teaching the nature of language. People also need some information which is connected with our research.

The following are some researchers have observed and found the result about speaking skill:

Elza Eka Putri (2014) in her research states that the objective of the research was to find out the way cue card to improve the students' speaking ability at the second year of SMK Negeri 4 Pinrang and to find out the students' responses of cue card to improve the students' speaking ability at the second year of SMK Negeri 4 Pinrang. The writer found that using cue card media with make a story, make conversation and giving opinion based on the cue card create a good learning atmosphere to get students' to participate more and made the students' enjoy the learning atmosphere in order to reduce anxiety. They expressed their minds, emotion and their feeling freely. This case they felt comfort and convenience in progress their

idea. This media also build up students' motivation, enthusiasm, and stimulate students' to speak up freely.²¹

Muh. Akmaluddin (2011) in his research state that this thesis employed experimental method. It aims at describe Improving Speaking Ability by Using Question Cards of the tenth grade students' SMA Negeri 1 Belawa. The result of this research showed that he using question cards able to improving speaking ability to the tenth grade Students of SMA Negeri 1 Belawa. There is significant between students speaking ability before and after the using question cards.²²

Dasna Sanu (2013) in her research "Using Information Card to Stimulate Students' Speaking Ability of the second year students of MTS DDI Taqwa Parepare" state that the Objective of this research were to find out the way of students' speaking and the contributions which were given to the students' speaking through information card. This result of the research found that information cards can improve the students' ability in speaking specially on vocabulary. Based on the test, we can see that there is a significant improvement before and after the treatment. The result of the research based on the score factor showed that information card gives positive contributions to stimulate the student speaking ability. Based that according to the data analysis which was post-test is greater than pre-test showed the students is stimulated in learning English with information cards.²³

²¹Elsa Eka Putri, "Using Cue Card Media to Improve The Stdents' Speaking Ability at the second year of SMK Negeri 4 Pinrang" (Unpublished Scrips; English Department: Parepare, 2014), p. x.

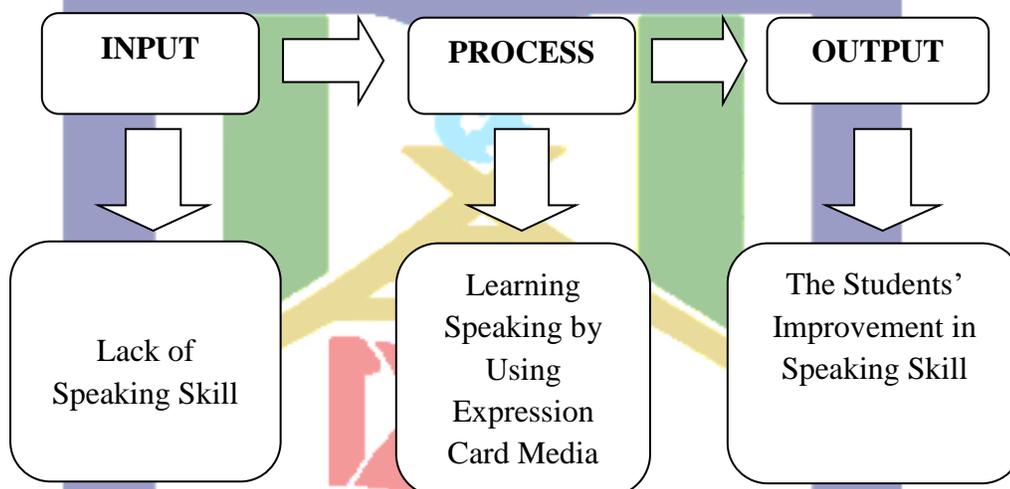
²²Muh. Akmaluddin, "Improving the Speaking Ability to The Students by Using Question Cards of SMA Negeri 1 Belawa" (Unpublised Scrips; English Department: Parepare, 2011), p. ix.

²³DasnaSanu, (Using Information card to Stimulate Students Speaking Ability of the second year students of MTs DDI Taqwa Parepare" (Unpublished Scrips; English Department: Parepare, 2014), p. xi

Base on the research finding above that shown of three researchers have been done the research with the some method and other way that they used to improve the students' speaking skill. That is all about how the card media are able to improve students' speaking skill. In this research, the writer will focus on students' speaking skill by using expression card media. It aims to know how important expression card media able to improve students' speaking skill.

2.3 Conceptual Framework

The following is the conceptual framework that research underlying:



There are three components explained in the following:

Input : It refers to the material of that is applied

Process : It refers to teaching and learning speaking by using expression card media, include research will give pre-test after that give treatment and post-test in the last meeting.

Output : It refers to the Students' Improvement in Speaking Skill.

In this case, the writer makes the process of collecting data about students in improving speaking skill at SMANegeri 1 Parepare. The writer will use pre-test, treatment and post-test to know how is the English skill of students' at SMAN 1 Parepare.

2.4 Hypothesis

In this research, the writer put forward the hypothesis as follow:

2.4.1 H_0 (Null Hypothesis): Expression card media is not able to improve the students speaking skill at the second grade students' of SMA Negeri 1 Parepare.

2.4.2 H_1 (Alternative Hypothesis): expression card media is able to improve the students' speaking skill at the second grade students' of SMA Negeri 1 Parepare.

The statistical hypothesis in this research as follows:

$$H_0 : D \leq 0$$

$$H_a : D \geq 0$$

To the hypothesis, The writer used one-tailed test, with 0,05 level of significance.

1. If $t\text{-table} < t\text{-test}$, H_a is accepted and H_0 is rejected. It means that using expression card media is able to improve students' speaking skill.
2. If $t\text{-test} < t\text{-table}$, H_0 is accepted and H_a is rejected. It means that using expression card media is unable to improve students' speaking skill.²⁴

²⁴Burhan Bungin, *Metode Penelitian Kuantitatif*, (Jakarta: Kencana Pradana Media, 2005), p.79.

2.5 Variable and Operational Definition

2.5.1 Variable

In this research there are two variable involved, dependent variable and independent variables, which are dependent variable is the students' speaking skill and the independent variable is using expression card media.

2.5.2 Operational Definition

2.5.2.1 Expression card media is one of media will use the writer in teaching and doing activities in the class room. Expression card media is the way of the students' to be easier to express their ideas orally based on expression that they get from the writer.

2.5.2.2 The students' speaking skill an oral which used to communicate with other people in expressing ideas, feelings, opinions, willingness, intention, etc. The indicators of the speaking skill are fluency, accuracy, content and pronunciation. Fluency means directly explain completely, the students' able speak a language easily and well without many pauses. Accuracy means no mistakes, the quality of being correct in explaining an idea. Content means the ideas that students express and pronunciation means when producing something the listener can understand what are speaker saying.

CHAPTER III

THE RESEARCH METHOD

This part covers about the description of the research design, setting of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

This research design of this research was a pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether using expression card media especially in speaking skill can improve the students' Speaking at the second grade of SMA Negeri 1 Parepare.

The following is the formula:

$$R \quad O_1 \quad X \quad O_2$$

Where: R: Random

O_1 : Pretest

X: Treatment

O_2 : Posttest¹

3.2 Location and Duration of the Research

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

¹Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 110-111.

3.3 Population and sample

3.3.1 Population

The population of the research was the second-year students' of SMA Negeri 1 Parepare academic year 2017/2018. XI IIS 1, XI IIS 2, XI IIS 3, XI IIS 4, XI IIS 5, XI MIA 1, XI MIA 2, XI MIA 3, and XI MIA 4. The total of population was 288 students.

Table 3.1 the total students Of SMAN 1 Parepare

| No | Class | Number of students |
|-------------------|----------|--------------------|
| 1. | XI IIS 1 | 31 |
| 2. | XI IIS 2 | 31 |
| 3. | XI IIS 3 | 31 |
| 4. | XI IIS 4 | 30 |
| 5. | XI IIS 5 | 28 |
| 6. | XI MIA 1 | 35 |
| 7. | XI MIA 2 | 35 |
| 8. | XI MIA 3 | 34 |
| 9. | XI MIA 4 | 33 |
| Total of students | | 288 Students |

3.3.2 Sample

The sample was taken by using simple random sampling. The writer used this technique because it was easier to do for taking sample from many classes. The writer only random all the classes in the second grade and took one of the class as the sample. The class is XI IIS 4 which is consisted of 30 students as the sample in this research.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

To collect data from the students, the research applied speaking test to find out the students' speaking skill of the second grade students of SMA Negeri 1 Parepare. In collecting data, the writer focused on English speaking material to know the students ability before and after did the treatment. Then the criteria of speaking are fluency, accuracy, content, pronunciation and they were used to measure the students' speaking skill. The writer used tape recorder as the aid of these activities, how the students' speaking skill influences, by using expression card media.

3.4.2 Procedure of collecting Data

The procedures of collecting data were divided in three stages, namely:

3.4.2.1 Pre-test

Before doing the treatment, the writer introduced herself to the students also the students, and then explained the purpose of the research. After that the writer would administer to the students by giving them some question and statement to answer by the students'. After giving pre-test the writer checked the students' skill in speaking.

3.4.2.2 Treatment

After giving pre-test and getting the students ability in English, the writer gave a treatment to the students in the classroom. The treatment has carried out for four times. The procedure of this treatment, the writer checked the students' errors in speaking skill in pre-test that have been corrected by the writer. After that, the writer gave explanation base on the students' error in pre-test.

The following are the activities in treatment:

3.4.2.2.1 First Meeting:

1. The writer explained to the students what is speaking itself.
2. The writer explained the procedure of expressions card media before teaching the material.
3. The writer gave expression card media each student.
4. The writer gave the students' times about 5 minutes to make a sentence base on the expression card media.
5. The writer called the students name randomly and asked them to deliver the sentence that they have been made.
6. The students had an opportunity to give some questions about expression card media.
7. The writer answered the students' question.
8. The writer closed the learning process but before that, the writer gave some motivations.

3.4.2.2.2 The Second Meeting:

1. The writer divided the students in pairs.
2. The writer gave the students some expressions card and asked them to make conversation base on the expression.
3. The writer gave a change in each pairs to practice the conversation that they have made.

3.4.2.2.3 The Third Meeting:

1. The writer divided the students into several groups.
2. The writer gave expressions card media to each groups and the students express their own ideas.
3. The writer asked the students to make a conversation or story based on expression card media with their own groups.
4. Every student has a chance to practice the conversation in a group.
5. The writer examined the mistake of students have done in their work, and let them to repaired.

3.4.2.2.4 The Fourth Meeting:

1. The writer gave the expression card media for each student and let them to make a sentence based on the expression card media.
2. The writer gave the students several times to make the sentence and called each student to display in front of the class.

3.4.2.3 Post-test

After giving the treatment, the writer gave the students post-test to find out the result of the treatment to measure the students' improvement in speaking skill after using expressions card media. The writer gave the same test in post-test. It conducts to check the result of treatment and it also useful to know whether using the expressions card media were applied to improve student speaking skill.

3.5 The Technique of Data Analysis

The data was collected through the tests that have been analyzed by using quantitative analysis. The steps were undertaken in quantitative analyze are following:

3.5.1 Scoring Classification

To find out the students' speaking skill, it was viewed from the four components, and they were: Fluency, Accuracy, Content, and Pronunciation.

Table 3.2: Scoring formulation for students' speaking skill.

| Classification | Score | Criteria |
|----------------|-------|---|
| Fluency | 9-10 | - Directly explain completely |
| | 7-8 | - Explain completely while thinking |
| | 5-6 | - Explain but not complete |
| | 3-4 | - Explain while thinking but not complete |
| | 1-2 | - Answer nothing right |
| Accuracy | 9-10 | - No mistake |
| | 7-8 | - One inaccurate |
| | 5-6 | - Two inaccurate word |
| | 3-4 | - Three inaccurate word |
| | 1-2 | - More than three inaccurate |
| Content | 9-10 | - Message required is dealt with effectively |
| | 7-8 | - Message required is dealt with effectively but a little unsystematic |
| | 5-6 | - Message required is adequately conveyed and organized but some lost of detail |
| | 3-4 | - Message is broadly conveyed but with little subtlety and some lost of detail |
| | 1-2 | - Inadequate or irrelevant attempts at conveying the message |
| Pronunciation | 9-10 | - Very good pronunciation |
| | 7-8 | - Good pronunciation |
| | 5-6 | - Fair pronunciation |
| | 3-4 | - Poor pronunciation |
| | 1-2 | - Very poor pronunciation |

(Data' source of SMA Negeri 1 Parepare)

3.5.2 Scoring the Students' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Max score}} \times 100$$

3.5.3 The Classification of the Students Score in the following criteria as in the table below:

Table 3.3: The classification students' score

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

3.5.4 Finding out the mean score by using the following formula:

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

Where:

X = Mean score

\sum = Total Score

N = The total number of students²

² Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

3.5.5 Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.³

3.5.6 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T = test of significance

D = the mean score of difference

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

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

N = the total sample⁴

³Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

⁴Gay L.R Education *Research, competencies for analysis and aplication secon edition*, p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The writer gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that using expression card media is able to improve the students' speaking skill of the XI IIS 4 class at SMA Negeri 1 Parepare.

The technique that writer recommended is using expression card media. It is able to influence the students' mindset and open their thought as well as in making idea by their communicative in language or the way to understand the key expression from the sentence of the card to collect their ideas in their mindset first then express it by speaking in front of the class.

4.1.1 Students' Speaking Skill in Using Expression Card Media

This section described the result of data analysis in using expression card media to improve students' speaking skill at SMA Negeri 1 Parepare:

4.1.1.1 The students' Score in Pre-test

The writer gave some questions to the students' as the pre-test to know the students' speaking skill. Every student got the questions and answered it then the

writer recorded the students' answers. After giving the pre-test to the students, the writer found out the result of students' speaking skill based on the criteria of speaking skill which are accuracy, fluency, content and pronunciation before giving treatment. The result was shown in the following table:

Table 4.1 the students' score in pre-test based on speaking skill

| NO | Name | Fluency | Accuracy | content | Pronunciation | Total (X ₁) |
|----|------|---------|----------|---------|---------------|-------------------------|
| 1 | AS | 5 | 2 | 7 | 6 | 20 |
| 2 | AK | 4 | 2 | 5 | 3 | 14 |
| 3 | AP | 3 | 4 | 4 | 4 | 15 |
| 4 | AN | 7 | 2 | 4 | 4 | 17 |
| 5 | AM | 8 | 8 | 7 | 8 | 31 |
| 6 | AJ | 5 | 2 | 4 | 5 | 16 |
| 7 | AA | 4 | 3 | 5 | 2 | 14 |
| 8 | AN | 4 | 2 | 4 | 3 | 13 |
| 9 | AB | 5 | 2 | 4 | 2 | 13 |
| 10 | FR | 3 | 2 | 5 | 2 | 12 |
| 11 | FI | 3 | 2 | 5 | 2 | 12 |
| 12 | HA | 6 | 4 | 6 | 6 | 22 |
| 13 | IC | 4 | 1 | 5 | 2 | 12 |
| 14 | JI | 3 | 2 | 6 | 2 | 13 |
| 15 | MP | 7 | 3 | 5 | 3 | 18 |
| 16 | MA | 7 | 7 | 6 | 5 | 25 |
| 17 | AR | 4 | 3 | 5 | 5 | 17 |
| 18 | DG | 3 | 2 | 5 | 3 | 13 |
| 19 | AG | 2 | 2 | 6 | 2 | 12 |
| 20 | MR | 6 | 7 | 8 | 6 | 27 |
| 21 | ND | 3 | 2 | 4 | 3 | 12 |
| 22 | NF | 4 | 2 | 5 | 2 | 13 |
| 23 | NR | 8 | 4 | 6 | 4 | 22 |
| 24 | AH | 3 | 2 | 6 | 2 | 13 |
| 25 | ID | 6 | 6 | 5 | 4 | 21 |
| 26 | ZR | 5 | 2 | 6 | 4 | 17 |

| | | | | | | |
|--------------|----|------------|-----------|------------|------------|------------|
| 27 | PN | 3 | 3 | 5 | 3 | 14 |
| 28 | RC | 2 | 3 | 5 | 2 | 12 |
| 29 | TZ | 2 | 3 | 5 | 2 | 12 |
| 30 | ZD | 7 | 6 | 8 | 7 | 28 |
| Total | | 136 | 95 | 161 | 108 | 500 |

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

After knowing the students' score in pre-test based on scoring rubric of speaking, the following tables are students' score to find the mean score.

Table 4.2: The students' score in pre-test

| No. | Name | Pre-Test of Students (X_1) | | | |
|-----|------|--------------------------------|-----------------|---------|----------------|
| | | Max Score | Total Score (X) | X_1^2 | classification |
| 1 | AS | 40 | 50 | 2500 | Fair |
| 2 | AK | 40 | 35 | 1225 | Poor |
| 3 | AP | 40 | 38 | 1444 | Poor |
| 4 | AN | 40 | 43 | 1849 | Fair |
| 5 | AM | 40 | 78 | 6084 | Good |
| 6 | AJ | 40 | 40 | 1600 | Poor |
| 7 | AA | 40 | 35 | 1225 | Poor |
| 8 | AN | 40 | 33 | 1089 | Poor |
| 9 | AB | 40 | 33 | 1089 | Poor |
| 10 | FR | 40 | 30 | 900 | Poor |
| 11 | FI | 40 | 30 | 900 | Poor |
| 12 | HA | 40 | 55 | 3025 | Fair |
| 13 | IC | 40 | 30 | 900 | Poor |
| 14 | JI | 40 | 33 | 1089 | Poor |
| 15 | MP | 40 | 45 | 2025 | Fair |
| 16 | MA | 40 | 63 | 3969 | Good |
| 17 | AR | 40 | 43 | 1849 | Fair |
| 18 | DG | 40 | 33 | 1089 | Poor |
| 19 | AG | 40 | 30 | 900 | Poor |
| 20 | MR | 40 | 68 | 4624 | Good |

| | | | | | |
|--------------|----|----|---------------|------------------|------|
| 21 | ND | 40 | 30 | 900 | Poor |
| 22 | NF | 40 | 33 | 1089 | Poor |
| 23 | NR | 40 | 55 | 3025 | Fair |
| 24 | AH | 40 | 33 | 1089 | Poor |
| 25 | ID | 40 | 53 | 2809 | Fair |
| 26 | ZR | 40 | 43 | 1849 | Fair |
| 27 | PN | 40 | 35 | 1225 | Poor |
| 28 | RC | 40 | 30 | 900 | Poor |
| 29 | TZ | 40 | 30 | 900 | Poor |
| 30 | ZD | 40 | 70 | 4900 | Good |
| Total | | | $\sum X=1257$ | $\sum X^2=58061$ | |

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

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

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

| No. | Classification | Score | Frequency Of Pre-Test | Percentage Of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 81-100 | 0 | 0% |
| 2. | Good | 61-80 | 4 | 13% |
| 3. | Fair | 41-60 | 8 | 27% |
| 4. | Poor | 21-40 | 18 | 60% |
| 5. | Very poor | 0-20 | 0 | 0 |
| Total | | | 30 | 100% |

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

As the illustrated in the table above, the average score of students' prior speaking skill before applying the expression card media. There were two students got good score, eight students got fair score and eighteen students got poor. The total score in pre-test was 1257. It had shown that the students' speaking skill in pre-test

was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{1257}{30}$$

$$x = 41.9$$

Thus, the mean score (X_1) of pre-test is 41.9

Based on the result of the pre-test, the data showed that the average score of the pre-test is 41.9. From that analyzing, it had shown that almost of the 30 students skill in speaking was still low because most of the students got fair and poor score. The total score in pre-test was still low. They mostly have low score in accuracy that they spoke ungrammatically with very limited speaking vocabularies as well as in fluency since they spoke unnaturally with many pauses.

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

$$SD = \sqrt{\frac{58061 - \frac{(1257)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{58061 - \frac{1580049}{30}}{29}}$$

$$SD = \sqrt{\frac{58061 - 52668.3}{29}}$$

$$SD = \sqrt{\frac{5392.7}{29}}$$

$$SD = \sqrt{185.95}$$

$$SD = 13.63$$

Thus, the standard deviation of pre-test is 13.63

After determining the mean score (X_1) of pre-test was 41.9 and standard deviation of the pre-test was 13.63. It had shown that the students' speaking skill were in low category.

4.1.1.2 The students score in post-test.

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

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

| NO | Name | Fluency | Accuracy | Content | pronunciation | Total (X_2) |
|----|------|---------|----------|---------|---------------|-----------------|
| 1 | AS | 9 | 8 | 8 | 9 | 34 |
| 2 | AK | 8 | 7 | 7 | 8 | 30 |
| 3 | AP | 8 | 7 | 6 | 8 | 29 |
| 4 | AN | 8 | 7 | 8 | 8 | 31 |
| 5 | AM | 9 | 9 | 9 | 9 | 36 |
| 6 | AJ | 8 | 7 | 7 | 7 | 29 |
| 7 | AA | 7 | 7 | 7 | 6 | 27 |
| 8 | AN | 9 | 8 | 8 | 8 | 33 |
| 9 | AB | 8 | 7 | 8 | 7 | 30 |
| 10 | FR | 8 | 7 | 7 | 8 | 30 |
| 11 | FI | 7 | 6 | 7 | 6 | 26 |

| | | | | | | |
|--------------|----|------------|------------|------------|------------|------------|
| 12 | HA | 8 | 8 | 8 | 8 | 32 |
| 13 | IC | 7 | 7 | 8 | 6 | 28 |
| 14 | JI | 7 | 7 | 7 | 6 | 27 |
| 15 | MP | 8 | 6 | 7 | 6 | 27 |
| 16 | MA | 8 | 7 | 8 | 6 | 29 |
| 17 | AR | 8 | 7 | 8 | 7 | 30 |
| 18 | DG | 8 | 8 | 8 | 7 | 31 |
| 19 | AG | 7 | 6 | 7 | 6 | 26 |
| 20 | MR | 9 | 7 | 8 | 8 | 32 |
| 21 | ND | 7 | 7 | 7 | 6 | 27 |
| 22 | NF | 7 | 7 | 7 | 7 | 28 |
| 23 | NR | 7 | 8 | 8 | 7 | 30 |
| 24 | AH | 7 | 7 | 7 | 7 | 28 |
| 25 | ID | 8 | 7 | 7 | 7 | 29 |
| 26 | ZR | 7 | 6 | 7 | 6 | 26 |
| 27 | PN | 7 | 6 | 7 | 6 | 26 |
| 28 | RC | 7 | 6 | 7 | 6 | 26 |
| 29 | TZ | 8 | 7 | 7 | 7 | 29 |
| 30 | ZD | 8 | 8 | 8 | 7 | 31 |
| Total | | 232 | 212 | 223 | 210 | 877 |

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

Table 4.5 the students' speaking score in post-test

| No. | Name | Post-Test of Students (X_2) | | | |
|-----|------|---------------------------------|-----------------|-------|----------------|
| | | Max Score | Total Score (X) | X^2 | Classification |
| 1 | AS | 40 | 85 | 7225 | very good |
| 2 | AK | 40 | 75 | 5625 | Good |
| 3 | AP | 40 | 73 | 5329 | Good |
| 4 | AN | 40 | 78 | 6084 | Good |
| 5 | AM | 40 | 90 | 8100 | very good |
| 6 | AJ | 40 | 73 | 5329 | Good |
| 7 | AA | 40 | 68 | 4624 | Good |
| 8 | AN | 40 | 83 | 6889 | very good |

| | | | | | |
|--------------|----|----|---------------|-------------------|------|
| 9 | AB | 40 | 75 | 5625 | Good |
| 10 | FR | 40 | 75 | 5625 | Good |
| 11 | FI | 40 | 65 | 4225 | Good |
| 12 | HA | 40 | 80 | 6400 | Good |
| 13 | IC | 40 | 70 | 4900 | Good |
| 14 | JI | 40 | 68 | 4624 | Good |
| 15 | MP | 40 | 68 | 4624 | Good |
| 16 | MA | 40 | 73 | 5329 | Good |
| 17 | AR | 40 | 75 | 5625 | Good |
| 18 | DG | 40 | 78 | 6084 | Good |
| 19 | AG | 40 | 65 | 4225 | Good |
| 20 | MR | 40 | 80 | 6400 | Good |
| 21 | ND | 40 | 68 | 4624 | Good |
| 22 | NF | 40 | 70 | 4900 | Good |
| 23 | NR | 40 | 75 | 5625 | Good |
| 24 | AH | 40 | 70 | 4900 | Good |
| 25 | ID | 40 | 73 | 5329 | Good |
| 26 | ZR | 40 | 65 | 4225 | Good |
| 27 | PN | 40 | 65 | 4225 | Good |
| 28 | RC | 40 | 65 | 4225 | Good |
| 29 | TZ | 40 | 73 | 5329 | Good |
| 30 | ZD | 40 | 78 | 6084 | Good |
| Total | | | $\sum X=2199$ | $\sum X^2=162357$ | |

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

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

| No. | Classification | Score | Frequency of pre-test | Percentage of pre-test |
|-------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 81-100 | 3 | 10% |
| 2. | Good | 61-80 | 27 | 90% |
| 3. | Fair | 41-60 | 0 | 0% |
| 4. | Poor | 21-40 | 0 | 0% |
| 5. | Very poor | 0-20 | 0 | 0% |
| Total | | | 30 | 100% |

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

The table above shows the result of students' improvement in speaking skill after applying treatment through expression card media. There were three students' got very good score and twenty-seven students' got good score. It means that the students' speaking skill had improved through expression card media. The total score in post-test was 2199. It proved that there was improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this case, the writer analysed the data of students' score in post-test to know whether there is or no a significant different of students' achievement before and after learning process in using expression card media in speaking skill.

Mean score of the post-test:

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

$$x = \frac{2199}{30}$$

$$x = 73.3$$

Thus, the mean score (X_1) of pre-test is 73.3

Base on the result of the post-test. The data shows that the mean score of the post-test was 73.3. From that analysing, it could be seen that almost of the 30 students' speaking was very good and good score.

The standard deviation of post-test

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

$$SD = \sqrt{\frac{162357 - \frac{(2199)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{162357 - \frac{4.835.601}{30}}{29}}$$

$$SD = \sqrt{\frac{162357 - 161.18}{29}}$$

$$SD = \sqrt{\frac{146.23}{29}}$$

$$SD = \sqrt{5.04}$$

$$SD = 2.24$$

Thus, the standard deviation (SD) of post-test is 2.24

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

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

| Test | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 41.9 | 13.6 |
| Post-test | 73.3 | 2.24 |

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

The data in table 4.5 shows that the mean score of pre-test was 41.9 (X_1) while the mean score of the post-test increased 73.3 (X_2). The standard deviation of pre-test was 13.6 while the standard deviation of post-test was 2.24.

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

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

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

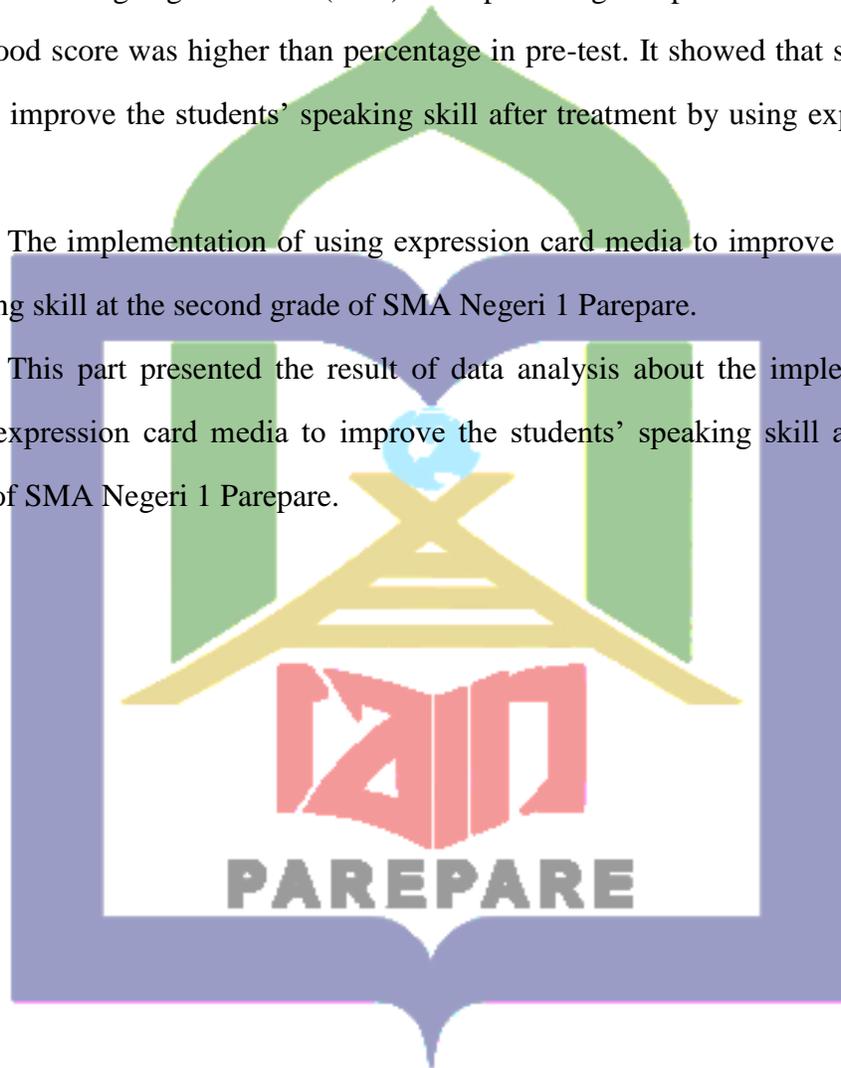
Table 4.8 the rate percentage of the frequency of the pre-test and post-test

| No. | Classification | Score | Frequency | | Percentage | |
|--------------|----------------|--------|-----------|-----------|------------|-----------|
| | | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| 1. | Very Good | 81-100 | 0 | 3 | 0% | 10% |
| 2. | Good | 61-80 | 4 | 27 | 13% | 90% |
| 3. | Fair | 41-60 | 8 | 0 | 27% | 0% |
| 4. | Poor | 21-40 | 18 | 0 | 60% | 0% |
| 5. | Very Poor | 0-20 | 0 | 0 | 0% | 0% |
| Total | | | 30 | 30 | 100% | 100% |

The data of the table above indicated that the rate percentage of the pre-test. Four students' got good score (13%), and eight students got fair score (27%), while the rate percentage of the post-test, three students got very good score (10%), twenty-seven students got good score (90%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skill after treatment by using expression card media.

4.1.2 The implementation of using expression card media to improve the students' speaking skill at the second grade of SMA Negeri 1 Parepare.

This part presented the result of data analysis about the implementation of using expression card media to improve the students' speaking skill at the second grade of SMA Negeri 1 Parepare.



4.1.2.1 t-test value

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

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

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

| NO. | X1 | X2 | (X1) ² | (X2) ² | D(X ₂ -X ₁) | D ² (X ₂ -X ₁) ² |
|-----|----|----|-------------------|-------------------|------------------------------------|---|
| 1 | 50 | 85 | 2500 | 7225 | 35 | 1225 |
| 2 | 35 | 75 | 1225 | 5625 | 40 | 1600 |
| 3 | 38 | 73 | 1444 | 5329 | 35 | 1225 |
| 4 | 43 | 78 | 1849 | 6084 | 35 | 1225 |
| 5 | 78 | 90 | 6084 | 8100 | 12 | 144 |
| 6 | 40 | 73 | 1600 | 5329 | 33 | 1089 |
| 7 | 35 | 68 | 1225 | 4624 | 33 | 1089 |
| 8 | 33 | 83 | 1089 | 6889 | 50 | 2500 |
| 9 | 33 | 75 | 1089 | 5625 | 42 | 1764 |
| 10 | 30 | 75 | 900 | 5625 | 45 | 2025 |
| 11 | 30 | 65 | 900 | 4225 | 35 | 1225 |
| 12 | 55 | 80 | 3025 | 6400 | 25 | 625 |
| 13 | 30 | 70 | 900 | 4900 | 40 | 1600 |
| 14 | 33 | 68 | 1089 | 4624 | 35 | 1225 |

| | | | | | | |
|--------------|---------------|---------------|--------------------|---------------------|--------------|--------------------|
| 15 | 45 | 68 | 2025 | 4624 | 23 | 529 |
| 16 | 63 | 73 | 3969 | 5329 | 10 | 100 |
| 17 | 43 | 75 | 1849 | 5625 | 32 | 1024 |
| 18 | 33 | 78 | 1089 | 6084 | 45 | 2025 |
| 19 | 30 | 65 | 900 | 4225 | 35 | 1225 |
| 20 | 68 | 80 | 4624 | 6400 | 12 | 144 |
| 21 | 30 | 68 | 900 | 4624 | 38 | 1444 |
| 22 | 33 | 70 | 1089 | 4900 | 37 | 1369 |
| 23 | 55 | 75 | 3025 | 5625 | 20 | 400 |
| 24 | 33 | 70 | 1089 | 4900 | 37 | 1369 |
| 25 | 53 | 73 | 2809 | 5329 | 20 | 400 |
| 26 | 43 | 65 | 1849 | 4225 | 22 | 484 |
| 27 | 35 | 65 | 1225 | 4225 | 30 | 900 |
| 28 | 30 | 65 | 900 | 4225 | 35 | 1225 |
| 29 | 30 | 73 | 900 | 5329 | 43 | 1849 |
| 30 | 70 | 78 | 4900 | 6084 | 8 | 64 |
| Total | $\sum X=1257$ | $\sum X=2199$ | $\sum X_1^2=58061$ | $\sum X_2^2=162357$ | $\sum D=942$ | $\sum D^2 = 33112$ |

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{942}{30} = 31.4$$

The calculation the t-test value

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

$$t = \frac{31.4}{\sqrt{\frac{33112 - \frac{942^2}{30}}{30(30 - 1)}}$$

$$t = \frac{31.4}{\sqrt{\frac{33112 - \frac{887.36}{30}}{30(29)}}$$

$$t = \frac{31.4}{\sqrt{\frac{33112 - 2.95}{870}}$$

$$t = \frac{31.4}{\sqrt{\frac{33.10}{870}}}$$

$$t = \frac{31.4}{\sqrt{3.80}}$$

$$t = \frac{31.4}{1.94}$$

$$t = 16.18$$

Thus, the t-test value is 16.18

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

Table 4.10 the test of significant

| Variable | T-test | T-table value |
|----------------------|--------|---------------|
| Pre-test – post-test | 16.18 | 1.699 |

4.1.2.3 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

Table 4.11 Normality Test

| Interval | f_o | f_h | $f_o - f_h$ | $(f_o - f_h)^2$ | $\frac{(f_o - f_h)^2}{f_h}$ |
|--------------|-----------|-----------|-------------|-----------------|-----------------------------|
| 7 – 14 | 4 | 0.81 | 3.19 | 10.17 | 56.5 |
| 15 – 22 | 3 | 4 | -1 | 1 | 0.25 |
| 23– 30 | 3 | 10.19 | -7.19 | 51.69 | 5.07 |
| 31 – 38 | 13 | 10.19 | 2.81 | 7.89 | 80.3 |
| 39 – 46 | 6 | 4 | 2 | 4 | 1 |
| 47 – 52 | 1 | 0.81 | 0.19 | 0.03 | 0.03 |
| Total | 30 | 30 | 0 | 74.78 | 143.15 |

(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Kuadrat hitung = 1.43.15 and then, the value is equalized with value of Chi Kuadrat Table (Appendix 6) with degree of freedom (df) $6-1 = 5$. If df 5 and (α) 5%, so value of Chi Kuadrat Table = 11.070. Because Chi Kuadrat hitung \leq Chi Kuadrat Table ($1.43.15 \leq 11.070$). Thus, the sample is normally distributed.

4.1.2.4 Hypothesis Testing

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

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

$$\begin{aligned} Df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

For the level, significant (α) 5% and $df=29$, and the value of the table is 1.699, while the value of t-test 16.18. It means that the t-test value is greater than t-table ($16.18 \geq 1.699$). Thus, it can be concluded the students' speaking skill through using expression card media is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

In teaching speaking for high school students, an English teacher should be able to use the appropriate way in order to make the students be more enthusiastic and interested in speaking English. Harmer (2007, p. 136) explains the expression card media is a small card which students use in pair or group work. By using expression card media students will be more interested. In learning since they are able to link between the materials with the image or script. It is clear expression card media can make students interact with other students. When they are interacting, they can

improve their speaking achievement. Every student can learn from their mistake or from their friends. It will be more effective rather than just sit and learn in the class. Not all the students will be interested in that activity but at least the teacher can make students speak English briefly.

In this research, the writer focused on students' speaking skill and expression card media as the method in teaching speaking. Based on the informal interview with the students and English teacher in preliminary study, many problems were found in learning speaking. The students were difficult to speak in front of the class because it was not interesting. The activities of the students in the class such as discussing some topics, reading materials in front of the class. To make it worse, the students had poor vocabulary so that they could not talk much about the topic and make the student stiff then lost in confidence.

4.2.1 The ways of using expression card media in improving students' speaking skill.

After finishing the research, the writer conclude that the students felt happy and fun in learning English by using expression card media. It made them easier to express their ideas orally by using the expression card media and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Using expression card media in teaching English has impact in improving the students' speaking skill. In fact, based on the finding most students have a good score in post-test it means that, using expression card media effective to be used in improving students' speaking skill. This media also helped the student to find their

ideas so, they would not confuse to speak in front of the class and communicate one another.

There was one meeting before doing the treatment of the research, which was pre-test. The meeting of the pre-test, the writer introduced herself and gave explanation the purpose of the research to make the students understood what they would be done. After that the writer gave several questions about personal identity to know the students skill in speaking. The writer recorded the students answer to make easier evaluate the aspects of students' speaking.

In the first meeting on Wednesday, May 2nd, 2018, the searcher gave motivation to the students about learning English and explained the procedures of expression card media. After that the writer gave expression card media about daily activities for each student. The students had about five minutes to make a sentence based on the expression card media that the writer has given. After that, the writer call the students name randomly and asked them to deliver the sentence that has been made. Most of the students were still shy to speak and make some grammatical errors in their speaking.

On Tuesday, may 8th, 2018, was the second meeting, the writer divided the students in pairs and gave the expression card media about told in the canteen for each student. The students made conversation based on the expression with their partner. In this meeting, students' speaking better than the first meeting it made the students enjoy the learning process because they can share their ideas with their partner.

The third meeting on Wednesday, May 9th, 2018, the students were divided into several groups. Same as the day before this day, the writer gave expression card media about telephone shop for each students in their groups. Each student had a chance to speak based on the expression card media in their group. The writer examined the mistake of the students and let them repaired by themselves.

On Tuesday, May 15th, 2018 was the fourth meeting. The writer gave the expression card media about expression in the hospital for each student. Each student has a chance to express their feeling in front of the class by using the expression card media. The writer gave some corrections after the students spoke.

In the last, the writer gave post-test on 16th, May, 2018. In this meeting the writer gave several questions about the students planning on holiday. It aimed to know the students' speaking skill after doing the treatment. The writer took the recording of the students to make easier gave a score of speaking aspects because the writer had to focus on four aspects which are fluency, accuracy, content and pronunciation.

From the first meeting until the last meeting, the students express their ideas in speaking with a different theme for each meeting, which are daily expression, expression in the canteen, expression in the hospital and expression in the telephone shop. It was hoped to make the students confidence, speak effectively and also develop their ideas. Using expression card media in learning speaking was able to help the students to speak correctly and fluently. As the conclusion, expression card media has an impact in improving the students' speaking skill.

4.2.2 The improvement of students' speaking skill through using expression card media.

Based on the previous result. It showed that the improvement of students' speaking skill by using expression card media because the mean score of the pre-test was 41.9 and the mean score of post-test was 73.3. The writer conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

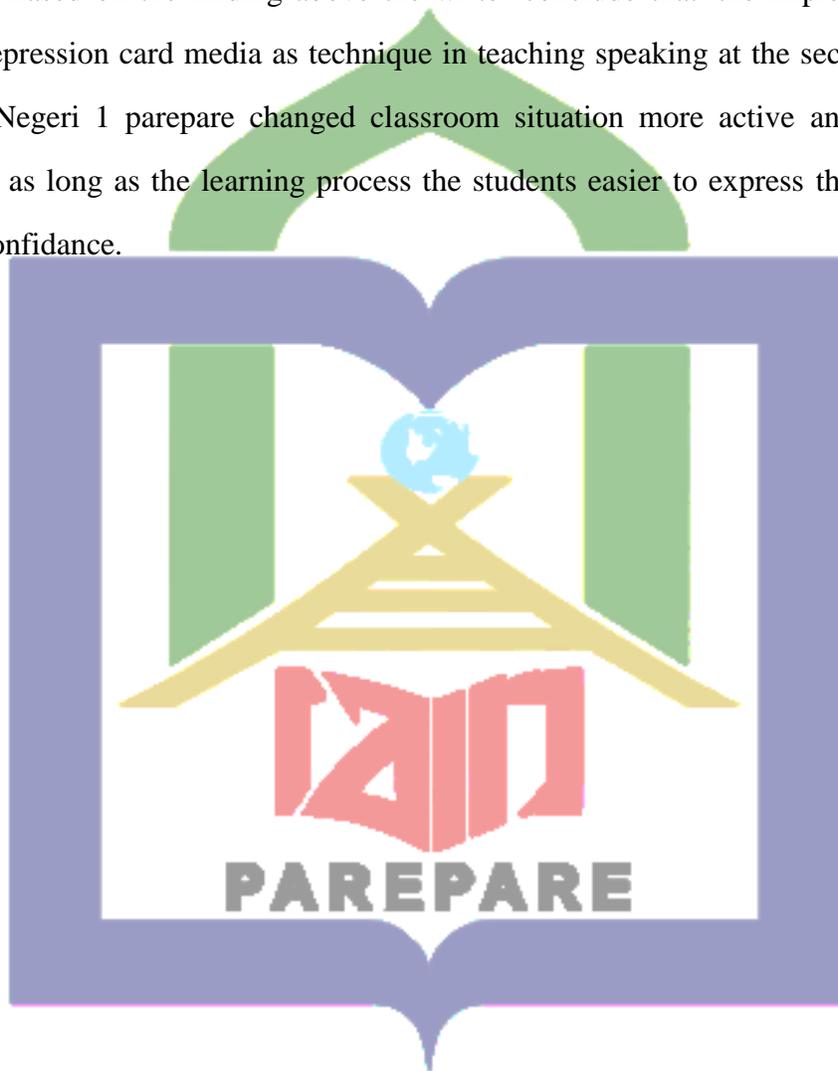
The writer used expression card media in teaching speaking to make the students easier to speak effectively. The writer measured the students' speaking by focusing on the aspect of speaking which are fluency, accuracy, content and pronunciation. These aspects also were a guideline of the writer in scoring students' speaking. There was an improvement skill after giving the treatment because the students score in the pre-test was 41.9 and it was very low score then the score of the post-test was 73.3 and it was very high score.

From the test finding, the data provided in classification table based on the aspects of speaking, four students got good score (13%), eight students got fair score (27%) and eighteen students got poor score (60%) in the pre-test, while in the post-test, three students got very good score (10%), twenty-seven students got good score (90%). From the result the writer concluded that the students speaking skill from poor to very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the writer use t-test to calculating result showed that on the t-test value 16.18 was greater than t-table value 1.699 table ($16.18 \geq 1.699$) with degree of freedom (df) 29. It means alternative hypothesis (H_a)

was concluded that by using expression card was able to improve the students' speaking skill at the second grade of SMA Negeri 1 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the writer conclude that the implementation of using epression card media as technique in teaching speaking at the second grade of SMA Negeri 1 parepare changed classroom situation more active and it can be proved as long as the learning process the students easier to express their ideas and moreconfidance.



CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' speaking skill and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether using expression card media was able or not to improve the students' speaking skill. Therefore, the writer concluded that there is a significant difference of the students' speaking skill before and after treatment. It can be seen the students' speaking before applying expression card media or did treatment. The writer gave the students pre-test with result of mean score was 41.9 and standard deviation was 13.6. While the students' speaking after applying expression card media or did treatment, the writer gave post-test with several questions and the result of the mean score was 73.3 and standard deviation 2.24.

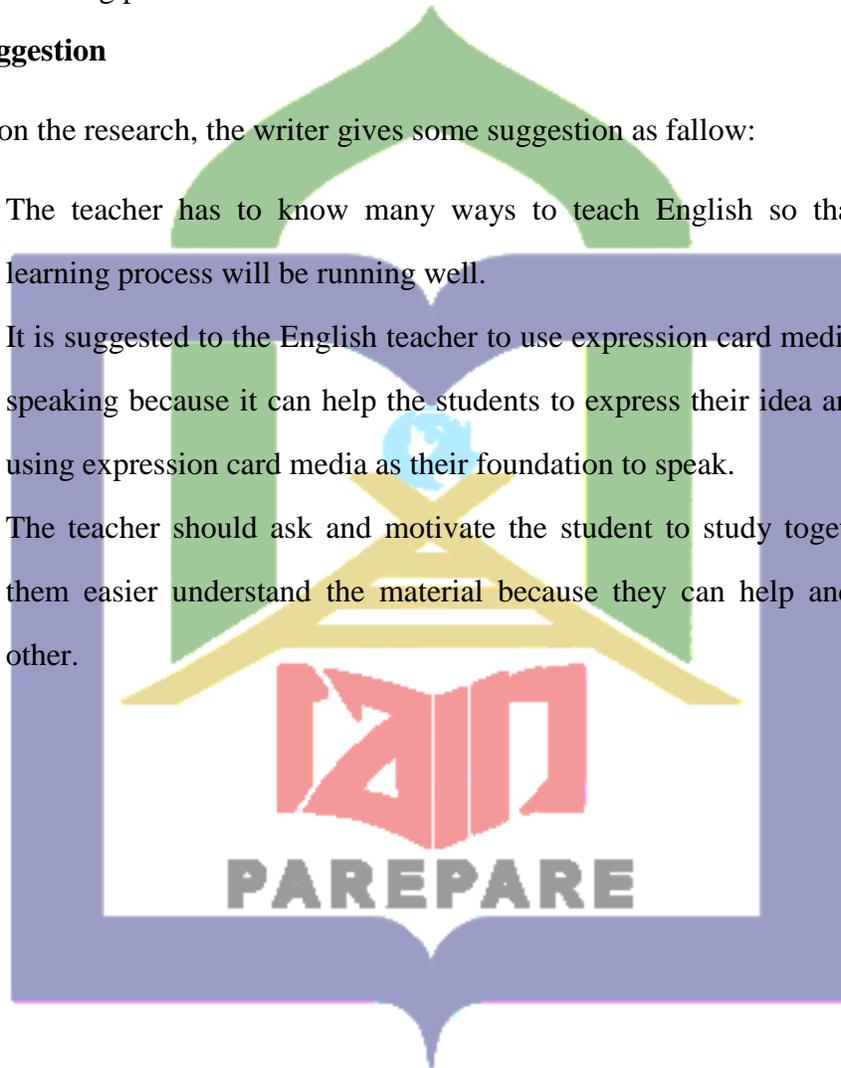
It can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test is lower than the mean score of post-test. Then the T-test result in which the value of t-test was 16.18. It was greater than t-table 1.699 at the level significance 0,05 and degree of freedom (df) was 29. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Finally, using expression card media could help the students in learning English, the students will not confuse what they want to say when the teacher asks them and most of them easier to express their ideas. It means this technique able to be used in learning process.

5.2 Suggestion

Based on the research, the writer gives some suggestion as fallow:

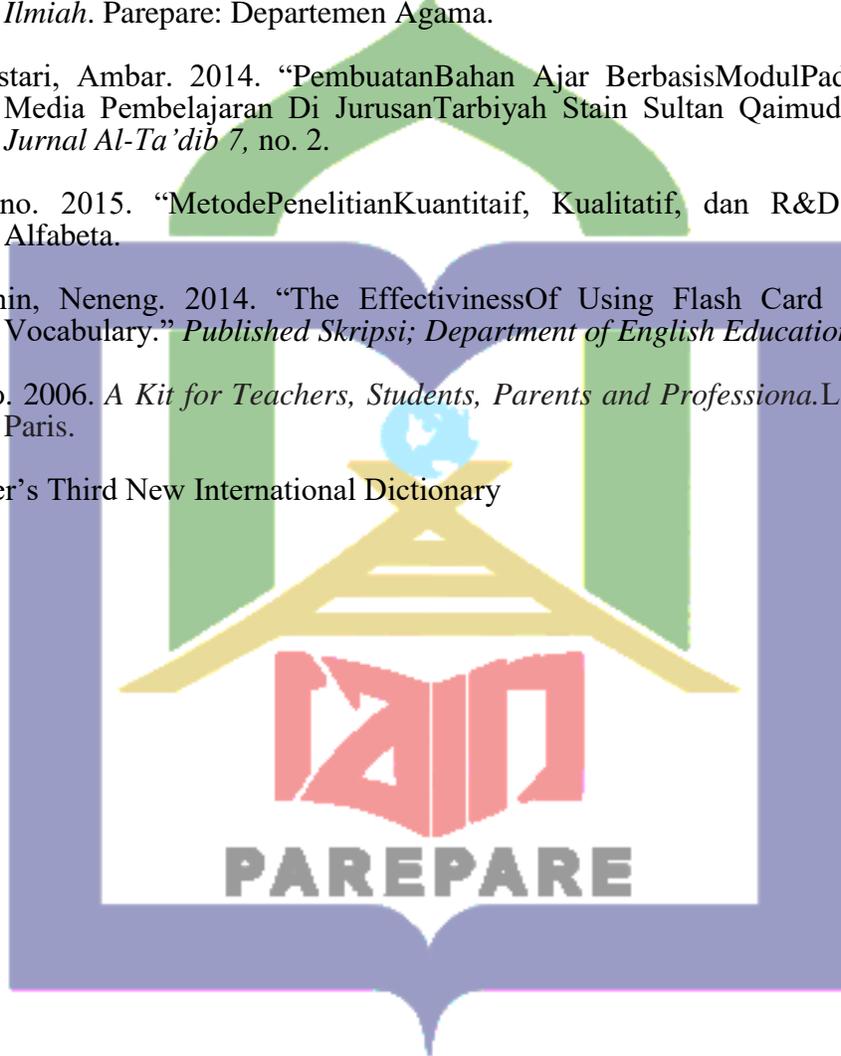
- 5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.
- 5.2.2 It is suggested to the English teacher to use expression card media in teaching speaking because it can help the students to express their idea and feeling by using expression card media as their foundation to speak.
- 5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.



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Appendix 1. Lesson plan

(RPP) 01

Sekolah : SMA Negeri 1 Parepare
Matapelajaran : BAHASA INGGRIS
Kelas/Semester : XI/1
Materi Pokok : Giving the example of expression card media. (daily activities).
Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Menjelaskan pengertian speaking dan expression card media.
2. Memahami penggunaan expression-expression yang diberikan
3. Mengembangkan ide melalui expression card media

C. Tujuan Pembelajaran:

1. Siswa mampu memahami pengertian speaking dan expression card media.
 2. Siswa mampu Memahami penggunaan expression-expression yang diberikan
 3. Siswa mampu mengembangkan ide dari expression card media
- Fungsi Sosial
 - Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
 - Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
 - Unsur Kebahasaan
 - Ungkapan yang sesuai dengan tema.

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Giving the example of expression card media (Daily activities).

D. Metode pembelajaran : Scientific approach

E. Media, Alat, dan Sumber Pembelajaran

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

F. Kegiatan Pembelajaran:

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|---|---------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas | 10 menit |
| Inti | <ol style="list-style-type: none"> 1. Peneliti menjelaskan tentang speaking dan prosedur dari expression card media 2. Membagikan expression card media ke setiap siswa. 3. Peneliti memberikan waktu selama 5 menit kepada siswa untuk membuat kalimat dari expression yang diberikan. 4. Peneliti menyebutkan nama siswa secara acak dan meminta siswa untuk menyampaikan | 70 menit |

| | | |
|---------|--|----------|
| | <p>kalimat yang telah dibuat dari expression card tersebut.</p> <p>5. Peneliti memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait dengan materi ajar.</p> <p>6. Menjawab pertanyaan dari siswa, memberikan motivasi sebelum meninggalkan kelas..</p> | |
| Penutup | <p>1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran.</p> <p>2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>3. Menyampaikan rencana kegiatan pertemuan berikutnya</p> | 10 menit |

PENILAIAN PENGETAHUAN

| NO | NAMA SISWA | PENILAIAN | | | | JUMLAH NILAI | KET |
|----|-------------|------------|-----------|----------|------------|--------------|-----|
| | | PENGUCAPAN | PEMAHAMAN | KOSAKATA | KETELITIAN | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| | RATA – RATA | | | | | | |
| | NILAI MAX | | | | | | |
| | NILAI MIN | | | | | | |

Rubrik Penilaian Pengetahuan

Pengucapan

1. Sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami

5. Hampir sempurna

Kosakata

- 1: Banyak kesalahan sehingga sulit dipahami
- 2: Banyak kesalahan dan mengganggu makna
- 3: Ada beberapa kesalahan dan mengganggu makna
- 4: Ada kesalahan tapi tidak mengganggu makna
- 5: Hampir sempurna

H. Bahan Ajar

percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Daily expressions**:

List of expression

- ✓ I've got something for you.
- ✓ Don't interrupt me!
- ✓ I don't know for sure.
- ✓ As for me, it's better not to go.
- ✓ Which one?

List of expression

- ✓ Let see tomorrow.
- ✓ In the case, I'd better go.
- ✓ She/he will be disappointed.
- ✓ I've got no share.
- ✓ It's out of my mind.
- ✓ How do you know that?

List of Expression

- ✓ Shall we go now?
- ✓ Don't let it get you down!
- ✓ I have an appointment.
- ✓ There is no harm to try.
- ✓ I can't stand anymore
- ✓ The exam is delayed.
- ✓ I'm no body
- ✓ I don't have much time.

List of Expression

- ✓ I'll keep on trying.
- ✓ Stop pretending!
- ✓ I've no word to say.
- ✓ You had better go right now.
- ✓ Mind your own business.
- ✓ Finally, I've found you here.
- ✓ It's not small thing.

Peneliti



Widya Pribadiyanti Areski
14.1300.006

(RPP) 02

Sekolah : SMA Negeri 1 Parepare
Matapelajaran : BAHASA INGGRIS
Kelas/Semester : XI/1
Materi Pokok : Expression in the canteen
Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Memahami penggunaan expression-expression yang diberikan (Expression in the canteen)
2. Mengembangkan ide dari expression card media.

C. Tujuan Pembelajaran:

1. Siswa mampu memahami penggunaan expression yang telah diberikan (expression in the canteen).
2. Siswa mampu mengembangkan ide dari expression card media.

D. Materi Pembelajaran.

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan yang sesuai tema Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in the canteen**

E. Metode pembelajaran : Scientific approach

F. Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|--|---------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas | 10 menit |
| Inti | <ol style="list-style-type: none"> 1. Peneliti membagi siswa secara berpasangan. 2. Memberikan expression card media dan meminta siswa untuk membuat percakapan dari expression card yang diperoleh. 3. Memberikan kesempatan kepada setiap pasangan untuk mempraktikkan percakapan yang telah dibuat. | 70 menit |
| Penutup | <ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan | 10 menit |

| | | |
|--|--|--|
| | <p>motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>3. Menyampaikan rencana kegiatan pertemuan berikutnya</p> | |
|--|--|--|

PENILAIAN PENGETAHUAN

| N O. | NAMA SISWA | PENILAIAN | | | | JUMLAH NILAI | KET |
|------|-------------|-------------|-------------|-----------|-------------|--------------|-----|
| | | PENG UCAPAN | PEMA HAMA N | KOSA KATA | KETELI TIAN | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| | RATA – RATA | | | | | | |
| | NILAI MAX | | | | | | |
| | NILAI MIN | | | | | | |

Rubrik Penilaian Pengetahuan

Pengucapan

1. Sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna
5. Hampir sempurna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

Kosakata

1. Banyak kesalahan sehingga sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna
5. Hampir sempurna

Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti

H. Bahan Ajar

Percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in canteen:**

List of Expression.

- ✓ I will treat you to the cafeteria.
- ✓ Are you ready to order?
- ✓ Could we see the food and beverage list?
- ✓ As starter, I would have a glass of tea, please.
- ✓ It was very nice, thank you.
- ✓ You must pay in cash.
- ✓ Can you recommend anything?

List of Expression

- ✓ As a main course, I'd like to have fried rice, please.
- ✓ Do you have anything vegetarian?
- ✓ How was the food?
- ✓ I don't like the sweet foods.
- ✓ Would you like anything to drink/ eat?
- ✓ We would like to order now, please.
- ✓ Keep the change.

List of Expression

- ✓ As a desert, it'll be better to have bread.
- ✓ I'm on a diet
- ✓ Enjoy your meal
- ✓ What would you like for a main course?
- ✓ I'd like a.....
- ✓ I'm full
- ✓ I'm severely allergic to.....
- ✓ Would you like anything else?

List of Expression

- ✓ This is a local specialty in this canteen.
- ✓ May I have the bill?
- ✓ Wow, how expensive this white coffee is!
- ✓ How cheap this bread is!
- ✓ You may pay in instalments.
- ✓ You Still owe me one hundred thousand rupiah.
- ✓ Everything was great.



Peneliti

Widya Pribadiyanti Areski
14.1300.006

(RPP) 03

Sekolah : SMA Negeri 1 Parepare
Matapelajaran : BAHASA INGGRIS
Kelas/Semester : XI/1
Materi Pokok : Expression in the telephone shop
Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Membuat percakapan atau cerita pendek berdasarkan expression yang telah dibagikan (expression in the telephone shop)
2. Memahami penggunaan expression card media yang dibagikan.

C. Tujuan Pembelajaran:

1. Siswa mampu membuat percakapan pendek bersama dengan pasangan berdasarkan expression yang diberikan di setiap kelompok.
2. Siswa mampu mempraktekkan percakapan yang telah dibuat bersama pasangannya sesuai dengan expression yang telah diberikan

D. Materi Pembelajaran.

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/ tidak diharapkan)
- Unsur Kebahasaan
 - Ungkapan yang sesuai tema.

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in the telephone shop.**

E. Metode pembelajaran : Scientific approach

F. Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|---|---------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas | 10 menit |
| Inti | <ol style="list-style-type: none"> 1. Peneliti membagi siswa dalam beberapa kelompok. 2. Peneliti membagi expression card media ke setiap kelompok dan mengembangkan expression card media yang telah diberikan 3. Peneliti meminta siswa untuk membuat percakapan berdasarkan expression card media yang diperoleh. | 70 menit |

| | | |
|---------|---|----------|
| | <ol style="list-style-type: none"> 4. Setiap kelompok berkesempatan untuk mempraktekkan percakapan secara berkelompok. 5. Peneliti memperbaiki kesalahan-kesalahan yang dilakukan oleh siswa. | |
| Penutup | <ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada siswa untuk tetap semangat belajar. 3. Menyampaikan rencana kegiatan pertemuan berikutnya | 10 menit |

PENILAIAN PENGETAHUAN

| N O. | NAMA SISWA | PENILAIAN | | | | JUMLAH NILAI | KET |
|------|-------------|-------------|-----------|-----------|------------|--------------|-----|
| | | PENG UCAPAN | PEMAHAMAN | KOSA KATA | KETELITIAN | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| | RATA – RATA | | | | | | |
| | NILAI MAX | | | | | | |
| | NILAI MIN | | | | | | |

Rubrik Penilaian Pengetahuan

Pengucapan

1. Sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna
5. Hampir sempurna

Kosakata

1. Banyak kesalahan sehingga sulit dipahami
2. Banyak kesalahan dan mengganggu makna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

Ketelitian

1. Tidak teliti
2. Kurang teliti

- | | |
|--|------------------|
| 3. Ada beberapa kesalahan dan mengganggu makna | 3. Cukup teliti |
| 4. Ada kesalahan tapi tidak mengganggu makna | 4. Sangat teliti |
| 5. Hampir sempurna | |

H. Bahan Ajar:

Percakapan dan pernyataan yang memuat ungkapan yang terkait dengan **Expression in the telephone shop:**

Telephone Shop:

1st GROUP

- ✓ Good.....,
- ✓ I'm from personal department.
- ✓ How can I help you?
- ✓ What is about?
- ✓ Who would like to speak to?
- ✓ I look forward to seeing/ meeting/ hearing from you next week.
- ✓ He/she is on vacation.
- ✓ Nice talking to you.

2nd GROUP

- ✓ Who's calling, please?
- ✓ I'll check that he/she is in the.....
- ✓ She/he is out of the office today.
- ✓ Would you mind calling back in an hour?
- ✓ Would you like to leave a message?
- ✓ Hold the line please.
- ✓ Can I pass you to his colleague?

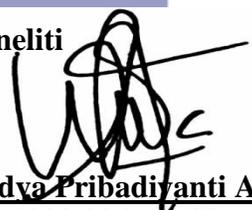
4th GROUP

- ✓ Could you please repeat that?
- ✓ Please don't call this number.
- ✓ Is there anything else?
- ✓ You are very faint. Can you speak up?
- ✓ Nice talking to you.
- ✓ There are some problems with the connection.
- ✓ Speak to you again soon!

3rd GROUP

- ✓ I'm sorry I didn't hear what you said.
- ✓ My battery is nearly out.
- ✓ Could you let me know when she'll be in the....., please?
- ✓ It's terrible/bad line. Can you hear me?
- ✓ You're breaking up. I'm going into a tunnel.
- ✓ I was just on my way to a meeting.
- ✓ Ok well, let's leave it there for the moment.

Peneliti


Widya Pribadiyanti Areski
 14.1300.006

(RPP) 04

Sekolah : SMA Negeri 1 Parepare

Matapelajaran : BAHASA INGGRIS

Kelas/Semester : XI/1

Materi Pokok : Expression in the hospital

Alokasi Waktu : 2X45 MENIT

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

KD 3.1 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponya, sesuai dengan konteks penggunaannya.

Indikator:

1. Membuat cerita berdasarkan expression-expression yang diberikan.
2. Menyampaikan cerita yang telah dibuat.

C. Tujuan Pembelajaran:

1. Siswa mampu mengembangkan expression card media yang diperoleh menjadi sebuah cerita.
2. Siswa mampu menyampaikan cerita yang telah dibuat di hadapan teman-temannya dengan hanya membawa expression card media.

D. Materi Pembelajaran.

- Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

- Struktur Teks

- Memulai
- Menanggapi (diharapkan/ tidak diharapkan)

- Unsur Kebahasaan

- Ungkapan yang sesuai tema.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

- Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
- Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- Materi : Percakapan dan pernyataan yang memuat ungkapan yang terkait dengan **Expression in the hospital**

E. Metode pembelajaran : Scientific approach

F. Media, Alat, dan Sumber Pembelajaran

- a. Media dan Alat: white board, board marker dan teks.
- b. Sumber Belajar: Buku bahasa Inggris dan Internet.

G. Kegiatan Pembelajaran:

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|---|---------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam 2. Mengecek kehadiran siswa 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas | 10 menit |
| Inti | <ol style="list-style-type: none"> 1. Peneliti memberikan expression card media di setiap group dan meminta group untuk membuat drama berdasarkan expression yang diberikan. 2. Peneliti memberikan waktu kepada setiap kelompok dan memanggil setiap kelompok untuk mempraktekkan di depan kelas. | 70 menit |
| Penutup | <ol style="list-style-type: none"> 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. 2. Guru mengakhiri pelajaran dengan memberikan | 10 menit |

| | | |
|--|--|--|
| | <p>motivasi/arahan kepada siswa untuk tetap semangat belajar.</p> <p>3. Menyampaikan rencana kegiatan pertemuan berikutnya</p> | |
|--|--|--|

PENILAIAN PENGETAHUAN

| N O. | NAMA SISWA | PENILAIAN | | | | JUMLAH NILAI | KET |
|------|-------------|-------------|-----------|-----------|------------|--------------|-----|
| | | PENG UCAPAN | PEMAHAMAN | KOSA KATA | KETELITIAN | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| | RATA – RATA | | | | | | |
| | NILAI MAX | | | | | | |
| | NILAI MIN | | | | | | |

Rubrik Penilaian Pengetahuan

Pengucapan

1. Sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna
5. Hampir sempurna

Kosakata

1. Banyak kesalahan sehingga sulit dipahami
2. Banyak kesalahan dan mengganggu makna
3. Ada beberapa kesalahan dan mengganggu makna
4. Ada kesalahan tapi tidak mengganggu makna

Pemahaman

1. Tidak memahami
2. Kurang memahami
3. Cukup memahami
4. Memahami
5. Sangat memahami

Ketelitian

1. Tidak teliti
2. Kurang teliti
3. Cukup teliti
4. Sangat teliti

H. Bahan Ajar:

Percakapan dan pernyataan yang memuat ungkapan-ungkapan tentang **Expression in the hospital.**

| | |
|---|--|
| <p style="text-align: right;">1st GROUP</p> <ul style="list-style-type: none"> ✓ What's the matter? ✓ I don't feel very well. ✓ I have a temperature. ✓ I must go and see a doctor. ✓ I hope the doctor will give me the prescription. ✓ I'm suffering from hay fever. ✓ I knocked myself unconscious. | <p style="text-align: right;">2nd GROUP</p> <ul style="list-style-type: none"> ✓ I want to see a general ✓ I should go to the chemist and get some medicine ✓ I have stomach upset. ✓ Do you have any allergies? ✓ What are my opinions for treatment? ✓ I cut my finger quite badly. ✓ What is your problem sir/ miss? ✓ Hello. have you ever come here before? |
| <p style="text-align: right;">3rd GROUP</p> <ul style="list-style-type: none"> ✓ What should I do? ✓ I've got a cold/flu. ✓ I have go to the hospital and have an injection. ✓ I have a sore throat. ✓ How long have you been feeling like this? ✓ Ouch! That hurts ✓ You will soon be well again | <p style="text-align: right;">4th GROUP</p> <ul style="list-style-type: none"> ✓ How do you feel? ✓ Does it hurt when I press here? ✓ Your blood pressure's..... ✓ I have a hangover. ✓ I had a bad bruise. ✓ Could you prescribe some medicine for me? ✓ Don't worry. There is no serious problem. |

Peneliti



Widya Pribadiyanti Areski
14.1300.006 1,

Appendix 2. Instrument of pre-test and post-test

Instrument of the pre-test

Give your explanation about the questions below!

1. What is your hobby?
2. Why do you like do that thing?
3. What is your planning about your hobby in the future?
4. Please, explain to me the advantages of having your hobby?
5. Tell me about your ambition?
6. What do you do to get your ambition?

Instrument of the post-test

Give your explanation about the questions below!

1. Where will you go on holiday?
2. Describe your favourite place!
3. Why will you go to that place?
4. What activities do you like to do on holiday?
5. What place will you visit next time?
6. Tell me your unforgettable moment?

Appendix 3. Students' speaking skill of Pre-test

Name : Ade Sandra

Class : XII. IIS. 4

The writer : What is your hobby?

Student : My hobby is taking a walk.

The writer : Why do you like do that thing?

Student : Because If I'm taking a walk I can forget my problem and I can be happy.

The writer : What is your planning about your hobby in the future?

Student : Hmm I think I can get many experience like many friends.

The writer : Please, explain to me the advantages of having your hobby?

Student : keuntungannya itu kak saya bisa mendapatkan banyak pengalaman and than get many friends and bisa berbaur dengan sesama.

The writer : Tell me about your ambition?

Student : I want to be a jugde.

The writer : What do you do to get your ambition?

Student : Because I want to infor the law in this country.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 5 | 2 | 7 | 6 | 20 |

Name : Muadz Amjad

Class : XI. IIS. 4

The writer : What is your hobby?

Student : My hobby is swimming and playing volly ball

The writer : Why do you like do that thing?

Student : Because it's make our body feel so strong and our healty become good.

The writer : What is your planning about your hobby in the future?

Student : Aaaaaa i'm planning that I want to join in ASIAN games wow...

The writer : Please, explain to me the advantages of having your hobby?

Student : I think ee--- have that hobby that hmmm apa,, hmm if I swimming it's can make my breath become good and my fisik is stronger than usually and my healty is good.

The writer : Tell me about your ambition?

Student : My ambition is to be eee... soldier and I want to be a soldier because I want to proud my parents' just it.

The writer : What do you do to get your ambition?

Student : I'm practice so hard like running, swimming, studing and yah for make my intellectual raise.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 7 | 7 | 6 | 5 | 25 |

Nama : Zeind dwi saputra

Class : XI. IIS. 4

The writer : What is your hobby?

Student : My hobby is playing badminton or traveling, yes

The writer : What do you like do that thing?

Student : Because eeee it like traveling it's make me happy when I traveling and if I playing badminton it make my body more than stronger.

The writer : What is your planning about your hobby in the future?

Student : may be I want to become a professional attlet of bedminton some day

The writer : Please, explain to me the advantages of having your hobby?

Student : I think that's ammmm when my traveling I feel so happy to.... apa lakukan di aa----- untuk ee---- to do that things so I'm happy to like traveling and I'm fell so happy.

The writer : tell me about your ambition?

Student : Eeee, first I want to be a professional attlet of bedminton and second I want to being influence or businessman.

The writer : What do you do to get your ambition?

Student : I think I... I starting training from like a five or six year, so I keep training till now

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 7 | 6 | 8 | 7 | 28 |

Name : Andini Marshanda

Class : XII. IIS. 4

The writer : What is your hobby?

Student : reasonly, I like writing

The writer : Why do you like do that thing?

Student : Because I like refeeling what's on my mind and what's on in feeling so in hand writing.

The writer : What is your planning about your hobby in the future?

Student : Actually I don't want to be a writer but may be if it can be develop may be I can be a writer.

The writer : Please, explain to me the advantages of having your hobby?

Student : oh, there are many of having my hobby because if we can writing well we can be a writer in the future and I think now writer is expensive.

The writer : Tell me about your ambition?

Student : My ambition is I want to work in foreign company.

The writer : What do you do to get your ambition?

Student : Of course study hard and always pray and do the best.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 8 | 8 | 7 | 8 | 31 |

Name : Hikma Afrianti Setio Susila

Class : XII. IIS. 4

The writer : What is your hobby?

Student : My hobby is writing.

The writer : Why do you like do that thing?

Student : Because from writing I can explain or show my imagination in writing a book.

The writer : What is your planning about your hobby in the future?

Student : I think with my hobby I can rilis my first book or lain-lain.

The writer : Please, explain to me the advantages of having your hobby?

Student : Because I have like dunia sendiri dalam menulis.

The writer : Tell me about your ambition?

Student : My ambition is Psycology.

The writer : What do you do to get your ambition?

Student : I will study hard and get my ambition.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 6 | 4 | 6 | 6 | 22 |

Name : Muh. Alim Ramadhan

Class : XII. IIS. 4

The writer : What is your hobby?

Student : My hobby is a music.

The writer : Why do you like do that thing?

Student : Because, when I listening to the music I feel my body is calm and I enjoy it.

The writer : What is your planning about your hobby in the future?

Student : My planning in the future I want to make a cafe because when I go to the cafe I can enjoy the food and listening to the music and the cafe with the like music.

The writer : Please, explain to me the advantages of having your hobby?

Student : the advantage of my hobby is you can meet with the people wich one like music and you can shere it with them from the music you can get the anuu Ee,, money hehehhe.

The writer : Tell me about your ambition?

Student : My ambition is psychology.

The writer : What do you do to get your ambition?

Student : I will do with studing because from study I can reach my ambition.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 4 | 3 | 5 | 5 | 17 |

Name : Muhammad Rifky.

Class : XII. IIS. 4

The writer : What is your hobby?

Student : My hobby is playing basket ball.

The writer : Why do you like do that thing?

Student : Because is excination?????

The writer : What is your planning about your hobby in the future?

Student : actually I don't have any planning with my hobby because it's just hobby.

The writer : Please, explain to me the advantages of having your hobby?

Student : We can make many friends

The writer : Tell me about your ambition?

Student : to be a teacher

The writer : What do you do to get your ambition?

Student : I have to study.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 6 | 7 | 8 | 6 | 27 |

Appendix 4. Students' speaking skill of P Post-test

NAME : Ade Sandra

CLASS : XI. IIS.4

The writer : Where will you go on holiday?

Student : I will go to on holiday in Raja ampat island.

The writer : Describe your favourite place!

Student : My favourite place is Raja Ampat, because it's a famous island located in the northwest tip of birds head peninsula on the island of New Guinea, in Indonesia west Papua province. Beside that Raja Ampat has a beautiful scenery, especially from underwater corals and its beach. So, because of that there are manu tourists come to Raja Ampat Island.

The writer : Why will you go to that place?

Student : Because that place is very amazing place to holiday with family and it has to be at the top of most Indonesian back packers travel a list. And raja Ampat has the fascinating beauty for everyone.

The writer : What activities do you like to do on holiday?

Student : I think I want to do many activities like watch the sunset and sunrise, snorkel at a jetty, walk on floating sand island, and feed the fish.

The writer : What place will you visit next time?

Student : I will visit the next place is Bali.

The writer : Tell me your unforgettable moment?

Student : My unforgettable moment is when I was holiday in many place I can get new experience and learn about culture.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 9 | 8 | 8 | 9 | 34 |

NAME : Muadz Amjad

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I will go to united state of Amerika

The writer : Describe your favourite place!

Student : There are so many my favourite place but I want to go to Men Helton and Drin canyon.

The writer : Why will you go to that place?

Student : In Men Helton there are so many interesting places there such as liberty, Ampere state, Central part and the most popular is Time square then Drin canyon is a beautiful place and also the biggest and famous Canyon in the world.

The writer : What activities do you like to do on holiday?

Student : I want to take many pictures and also I want to make a vlog if go there someday and also buy many souvenirs.

The writer : What place will you visit next time?

Student : I want to go Japang,

The writer : Tell me your unforgettable moment?

Student : My unforgettable moment is when I went to Malino, Goa. I slept at night an used comfortable coast and my uncle said that I was tireless like is been possessed by the ghost there that was a cold place.

| Fluency | Accuracy | Content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 8 | 7 | 8 | 6 | 29 |

NAMA : Zeind Dwi Saputra

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I think I'm going to anywhere, but the most place I want to go is America or Bandung, I think everyone dreams to go to that place.

The writer : Describe your favourite place!

Student : I like the place when I can show my own expression, a place where I won't shy to do anything, and a place where I can meet friendly people.

The writer : Why will you go to that place?

Student : because I love traveling, traveling makes me happy more than anything.

The writer : What activities do you like to do on holiday?

Student : Traveling, trying same foods and workout.

The writer : What place will you visit next time?

Student : I think, I will go to Malang next month

The writer : Tell me your unforgettable moment?

Student : In 2015, where my family visited Bali, we had so much fun moment and I think that was my unforgettable moment in my life till today.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 8 | 8 | 8 | 7 | 31 |

NAME : Andini Marshanda

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I think if has had much money. I will go to Bandung to spend my holiday.

The writer : Describe your favourite place!

Student : My favourite place is the place where it surrounds with the nature like mountain, park, ect. Because the air is still fresh and of course the scenery must be wonderful. But actually, the most favourite place is the place where I can see the dust because dust is my best view, it's so beautiful.

The writer : Why will you go to that place?

Student : because like I have told you if my place is nature place. So, I chose Bandung. Why? Because Bandung has my type of place. According to me Bandung is the most wonderful place in Indonesia. It's so natural, there are many mountain there and also beautiful park which can spoil our eyes.

The writer : What activities do you like to do on holiday?

Student : As usual, I like doing take a walk, taking a photo especially the dusk. When I go to take a walk, I always visit tanggul or beach because that

is the place where I can see the sun set and of course I can take a photo there.

The writer : What place will you visit next time?

Student : If I had much money, I would visit Paris, France, that is my favourite country. Because Paris its own beauty and as we have known that Paris is the romantic city then the most popular place over there is Eiffel tower, hmm, I hope someday I can be under the Eiffel tower and take photo there.

The writer : Tell me your unforgettable moment?

Student : I think every moment that we spent with people we love is an unforgettable moment for us. But, I will chose one of my unforgettable moment that is when I visited Firdaus park in Pinrang I like that place so much because I can play in its play grounded or I can only seat in its bench while enjoying Pinrang city.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 9 | 9 | 9 | 9 | 34 |

PAREPARE

NAME : Hikma Afrianti Setio Susila

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I want to go holiday in Japang.

The writer : Describe your favourite place!

Student : Japang has a beautiful tourist destinations. In spring along the way there are many beautiful cherry Blossoms. But in autumn and winter the flowers don't bloom.

The writer : Why will you go to that place?

Student : I want to go Japang because I want to meet with Oda Sensei, He is writer "one place" anime. Why. Because I really like "one place" anime.

The writer : What activities do you like to do on holiday?

Student : Activities that I will do is, I want to explore the typical culiner Japang tour, adding knowledge about Japang culture, may be, that is I could want to climb mount Fuji.

The writer : What place will you visit next time?

Student : Next time, I want to visit my grandmother in the village because honestly I have been several times in this call by my grandmother to the village. Because the busy schedule didn't allow me to visit my grand mother.

The writer : Tell me your unforgettable moment?

Student : A moment that I have never forgotten, when I and my organization friends vocation to Malino. I think it's an experience that cannot be forgotten because for the first time I was out of town without my parents.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 8 | 8 | 8 | 8 | 32 |

NAME : Muh. Alim Ramadhan.

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I want to go Bali.

The writer : Describe your favourite place!

Student : Jimbara beach, one of the favourite beach in Bali the most visited by tourists.

The writer : Why will you go to that place?

Student : Because we are travelling this beach, can enjoy the beauty of the sunset and it's waves with a variety of typical culinary from Bali we enjoy on the edge of Jimbara beach, Bali.

The writer : What activities do you like to do on holiday?

Student : I want to enjoy a variety of beaches in Bali with surfing and diving the sea, also I want to enjoy historic place of worship in Bali.

The writer : What place will you visit next time?

Student : Next rime I want to visit Tokyo, Japang.

The writer : Tell me your unforgettable moment?

Student : The unexpected moment when I was visited the house of God that is Mecca, Saudi Arabia.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 8 | 7 | 8 | 7 | 30 |



NAME : Muhammad Rifky

CLASS : XI.IIS.4

The writer : Where will you go on holiday?

Student : I go to in Bugis waterpark

The writer : Describe your favourite place!

Student : My favourite place is Bugis waterpark because I like playing the water and place it exciting.

The writer : Why will you go to that place?

Student : Because I like playing the water.

The writer : What activities do you like to do on holiday?

Student : Go on vocation to Bugis waterpark.

The writer : What place will you visit next time?

Student : The place I'm going to go next is the beach.

The writer : Tell me your unforgettable moment?

Student : I don't forget when I playe on the way I like to see the sight on the road to Bugis waterpark.

| Fluency | accuracy | content | pronunciation | Total |
|---------|----------|---------|---------------|-------|
| 9 | 7 | 7 | 8 | 32 |

Appendix 5. Distribution of T-Table

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

Appendix 6. value of Chi Kuadrat

| dk | Tarf significant | | | | | |
|----|------------------|--------|--------|--------|--------|--------|
| | 50% | 30% | 20% | 10% | 5% | 1% |
| 1 | 0.455 | 1.074 | 1.642 | 2.706 | 3.841 | 6.635 |
| 2 | 1.386 | 2.408 | 3.219 | 4.605 | 5.991 | 9.210 |
| 3 | 2.366 | 3.665 | 4.642 | 6.251 | 7.815 | 11.341 |
| 4 | 3.357 | 4.878 | 5.989 | 7.779 | 9.488 | 13.277 |
| 5 | 4.351 | 6.064 | 7.289 | 9.236 | 11.070 | 15.086 |
| 6 | 5.348 | 7.231 | 8.558 | 10.645 | 12.592 | 16.812 |
| 7 | 6.346 | 8.383 | 9.803 | 12.017 | 14.067 | 18.475 |
| 8 | 7.344 | 9.524 | 11.030 | 13.362 | 15.507 | 20.090 |
| 9 | 8.343 | 10.656 | 12.242 | 14.684 | 16.919 | 21.666 |
| 10 | 9.342 | 11.781 | 13.442 | 15.987 | 18.307 | 23.209 |
| 11 | 10.341 | 12.899 | 14.631 | 17.275 | 19.675 | 24.725 |
| 12 | 11.340 | 14.011 | 15.812 | 18.549 | 21.026 | 26.217 |
| 13 | 12.340 | 15.119 | 16.985 | 19.812 | 22.362 | 27.688 |
| 14 | 13.339 | 16.222 | 18.151 | 21.064 | 23.685 | 29.141 |
| 15 | 14.339 | 17.322 | 19.311 | 22.307 | 24.996 | 30.578 |
| 16 | 15.338 | 18.418 | 20.465 | 23.542 | 26.296 | 32.000 |
| 17 | 16.338 | 19.511 | 21.615 | 24.769 | 27.587 | 33.409 |
| 18 | 17.338 | 20.601 | 22.760 | 25.989 | 28.869 | 34.409 |
| 19 | 18.338 | 21.689 | 23.900 | 27.204 | 30.144 | 36.191 |
| 20 | 19.337 | 22.775 | 25.038 | 28.412 | 31.410 | 37.566 |
| 21 | 20.337 | 23.858 | 26.171 | 29.615 | 32.671 | 38.932 |
| 22 | 21.337 | 24.939 | 27.301 | 30.813 | 33.924 | 40.289 |
| 23 | 22.337 | 26.018 | 28.429 | 32.007 | 35.172 | 41.638 |
| 24 | 23.337 | 27.096 | 29.553 | 33.196 | 35.415 | 42.980 |
| 25 | 24.337 | 28.172 | 30.675 | 34.382 | 37.652 | 44.314 |
| 26 | 25.336 | 29.246 | 31.795 | 35.563 | 38.885 | 45.642 |
| 27 | 26.336 | 30.319 | 32.912 | 36.741 | 40.113 | 46.963 |
| 28 | 27.336 | 31.391 | 34.027 | 37.916 | 41.337 | 48.278 |
| 29 | 28.336 | 32.461 | 35.139 | 39.087 | 42.557 | 49.588 |
| 30 | 29.336 | 33.530 | 36.250 | 40.256 | 43.773 | 50.892 |

Appendix 7. Documentation







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 89 /Sti.08/PP.00.9/05/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

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

Nama : WIDYA PRIBADIYANTI ARESKI
Tempat/Tgl. Lahir : PARIJA, 03 Pebruari 1997
NIM : 14.1300.006
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : DESA PARIJA, KEC. DUAMPANUA, KAB. PINRANG

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

"USING EXPRESSION CARD MEDIA TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMA NEGERI 1 PAREPARE"

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

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

Terima kasih,

2 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 4 Mei 2018

Nomor : 050 / 323 / Bappeda
Lampiran : --
Perihal : **Izin Penelitian**

Kepada
Yth. Kepala Cabang Dinas Pendidikan Provinsi Sulawesi
Selatan Wilayah VIII

Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 89/Sti.08/PP.00.9/05/2018 tanggal 2 Mei 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : WIDYA PRIBADIYANTI ARESKI
Tempat/Tgl. Lahir : Paria / 3 Februari 1997
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Desa Paria, Kec. Duampanua, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

"USING EXPRESSION CARD MEDIA TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMA NEGERI 1 PAREPARE"

Selama : Tmt. Mei s.d Juni 2018

Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E. W. ARYADI S. ST., MT
Pangkat Pembina
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare



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

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111
Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

SURAT KETERANGAN

Nomor : 422/0191/SMA.01/2018

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

N a m a : WIDYA PRIBADIYANTI ARESKI
Tempat/Tgl. Lahir : Paria, 03 Pebruari 1997
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi Institute Agama Islam Negeri Parepare
Alamat : Jl. Amal Bhakti No. 8 Parepare

Benar telah melakukan penelitian pada SMA Negeri 1 Model Parepare pada tgl. 02 Mei s.d. 02 Juni 2018 dalam rangka penyusunan Skripsi yang berjudul :

” USING EXPRESSION CARD MEDIA TO IMPROVE THE STUDENTS’ SPEAKING SKILL AT THE SECOND GRADE OF SMA NEGERI 1 PAREPARE ”

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 22 Mei 2018



Kepala

Drs. ERMIN

Pangkat : Pembina Tk. 1

NIP : 19660402 199503 1 003

CURRICULUM VITAE



The researcher was born on February 03rd, 1997 in Paria. She is the first child from three siblings; she has two sisters. Her father name is Bohari and her mother name is Halipa Hanika. Her educational background began 2001 in garden school (TK) AL-Hidayah Paria, Kec. Duampanua, Kab. Pinrang and graduate on 2002. She continue her study in the same year on 2002 in SDN 36 paria, Kec Duampanua, Kab. Pinrang and graduated on 2008. She continued her study at SMPN 1 Duampanua, Kab. Pinrang and graduated on 2011. She registered in senior High school SMAN 1 Kab. Pinrang but now it was changed become SMAN 2 Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare bur now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduua her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “Using Expression Card Media to Improve the Students’ Speaking Skill at The second Grade of SMA Negeri 1 Parepare”