A THESIS

COMPARING THE STUDENTS' RECEPTIVE AND PRODUCTIVE SKILLS OF THE SIX SEMESTERS OF ENGLISH DEPARTMENT AT IAIN PAREPARE

BY

ADIL PRASETIA WARSITO

REG NUM. 17.1300.043

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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

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As Partial Fulfillment of the Requirement for the Attainment of the Degree Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

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Reg Num. 17.1300.043

to

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TARBIYAH FACULTY
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ENDORSEMENT OF CONSULTANT COMMISSION

The title of the thesis	: Comparing the students' Productive and Receptive skill of six semester of English department in IAIN parepare
Name of Student	: Adil Prasetia Warsito
Students' reg. Number	: 17.1300.043
Study Program	: English Program
Faculty	: Tarbiyah
By Virtue of consultan Degree	: The Dean of Tarbiyah faculty Num: 1050 2021
Date of Graduation	: February 23rd 2023

Approved by
Examiner consultant

Consultant	: Mujahidah, S.Pd.I, M. Pd.
NIP	: 197904122008012020
Co. Consultant	: Dra. Hj. Nanning, M. Pd.
NIP	: 196805232000032005

(.....)

(.....)

Cognizant of
Tarbiyah Faculty
Dean,

Dr. Zulfah, M.Pd
NIP. 198304202008012010

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ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Students	: Adil prasetia warsito
Student Reg. Number	: 17.1300.034
The Title of Thesis	: Comparing the students' Productive and Receptive skill of six semester of English department in IAIN parepare
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: SK The Dean of Tarbiyah Faculty No: 1050 Tahun 2021

Approved by Examiner Commisions

Mujahidah, S.Pd.I, M. Pd.	(Chairman)	(.....)
Dra. Hj. Nanning, M. Pd.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Kalsum, M.Pd.	(Member)	(.....)

Cognizant of
Tarbiyah Faculty
Dean,

Dr. Zulfah, M.Pd
NIP. 198304202008012010

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اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ

وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ.

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Parepare, January15th 2023

The Researcher,

ADIL PRASETIA WARSITO
Reg. Num. 17.1300.043

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DECLARATION OF THE RESEARCH AUTHENTICITY OF THESIS

The writer who signed the declaration below:

Name	: Adil prasetia warsito
NIM	: 17.1300.043
Place and Date of birth	: Pangkajene, 18th, January 2000
Faculty	: Tarbiyah Faculty
Study Program	: English Education
Title of Thesis	: Comparing the students' receptive and productive skills of the six semesters of English department at IAIN parepare

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

Parepare, January15th 2023

The Researcher,

ADIL PRASETIA WARSITO
Reg. Num. 17.1300.043

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ABSTRACT

Adil Prasetia Warsito. *Comparing the students' productive and receptive skills of the six semesters of english department at iain parepare*. (Supervised by Mujahidah, and Hj. Nanning)

This research uses quantitative descriptive research design, the research is conducted in IAIN parepare using sample of 35 students from the six-semester English department using random sampling, the instrument for the research is using multiple choice for listening, and reading, and writing a conclusion for writing text, and explaining topic for speaking test.

According to other researcher's research result said that the most of the skills that students mastered are dominantly receptive skills than productive skills, so because of that the researcher determined to test that assumption and to know the students receptive and productive and to see if there is any significant different between the two. The six semesters' students of English department of IAIN parepare are chosen as the research subject. The researcher decided to choose the six semesters' students because they have finished all their language subject so they have full understanding of all the language skill so they are the perfect subject for this research.

The result indicated that the score for the students listening test with mean score: 90,057, and reading test with mean score: 91 are greater than speaking test with mean: 83,342 and writing test with mean score: 58,571, thus indicated that the students mastered receptive skill better that productive skills and this also confirming the other researcher's research result. And from T test result we can see that the students' receptive skills are larger (M=90.528, SD= 10.842) compared to their productive skills (M= 70.597, SD= 7.351). In order to know if there is a significant different between students productive and receptive skills paired sample T test is conducted and the result shows that score of Sig.(2-tailed) .000<0.05, so the researcher concluded that H_0 is accepted and H_1 is rejected. Indicate that there is a significant different between students productive and receptive skills.

Key word: *Productive skills, Receptive skills.*

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CHAPTER I
INTRODUCTION

A. Background

English like many other languages function as a way of communication between people and not just as tools for communication, language is can be said as part of their society and culture and every language is different around the world. And there are also known as productive skills and receptive skills, speaking and writing are productive skills because they produced word whether in form of spoken word or written words in text. In receptive skills there is listening and reading, it called receptive because in listening and reading people receipt like the words that are being spoken by other people or reading the words in a text like magazine, and newspaper.

According to Harmer productive skills is where the students produce language themselves, these skills are writing and speaking skills not the same a preceptive skills like reading and listening skills. These two skills depict how language is a mean of communicate to each other by delivering message through spoken word or printed text the more correct and coherent language that are produce by the language learners the more proof about theirs's language acquisition[1].

Productive skills, speaking and writing, are defined by Jaramillo and Medina as an important form of expression used to persuade or convince other people as well as to share ideas and feelings. Speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct[2].

[1] Jeremy Harmer, *english teaching profesional*, (Pearson Education Limited, New York, 2007), p. 11

[2] Rico Alvarado, Johana Lenny, *identifying factors causing difficulties to productive skills among foreign languages learners*, (Pamplona, Colombia, 2014), p. 4

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Speaking is a person's ability to communicate with others using signs, gestures, and words. There are many languages in the world and each language is unique in its own. And one of it is English, English is considered as one of international language.

Speaking and writing skills is also a basic skill of life because sometimes people need to tell or inform someone about something and write a letter, email, fill in a form, and many other things, Therefore, human being will use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intentions, or needs and write everything that in their mind. Therefore, the correct way of speaking and writing will make sure the success of interaction among people and let other people understood what you want to deliver from your writing.

Meanwhile in writing is a skill that require a concentration and effort even for those who is skilled in writing. Writing is required a lot of practice because only by practice a lot one writing skill can improve. Writing is also a skill that we use in day-to-day life especially for students this skill is important for them.

In writing people can express their idea in the form written text so that other people can understand what are the writer is thinking. In order to have a good writing skill there are 4 things that we need pay attention to: 1. Content or idea in writing, 2. Structure of the words, 3. The choice of word I writing, and 4. convention.

Receptive skills, it called receptive because it refers to the listener and the reader because not like productive skills that are producing word through speaking and writing text they the one who listen to the speaker and reading the text that the writer made so they are received words trough listening and reading understands it.

In receptive skills the people don’t need to produce a word these skills are sometimes called passive skills. In case of learning a language people start by using receptive skill before they move on to productive skills because they need to know

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how is the word is spell and who is it write before they try to say or write they own word.

Listening is one of the receptive skills and also important skill in learning English and also one of the skills that the people use in their everyday-life to communicate with other people, because before someone can speak a word, they need to know how to pronounce it and the only way to do that is by listening to the word that are being spoken, so you can say to be a good speaker you need to be a good listener because how you pronounce a word is depends on how you listen to the way it being says.

Listening is an ability or skill to accurately receive and interpreted a massage in conversation and it also play important part in conversation because if the listening skill is not effective it can cause the message to be misunderstood and also cause the conversation to break down and a good listener is someone who always want to fully understands what other people say.

Reading in everyday-life is important skill and if you want to learn to write the first you must know how to read because the only way you know how to write a word is by reading the first. So reading is a crucial skill to learn especially for students because reading is a important part in their learning process and by reading they can understand the learning material in their book. Reading is an activity to understand information in a written text and also by reading people can access knowledge and train their sensitivity towards grammars and the choice of words

Reading skills are abilities related to a person's capacity to read, understand, interpret and decode written language and texts. Exceptional reading skills can be very beneficial for assimilating and responding to written communications such as emails, messages, letters and other written messages. Using reading skills in the workplace is also important to ensure effective written communication, which can reduce miscommunication or misunderstandings about expectations.

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So from the explanation we can conclude that productive and receptive skills is very important to have in order to learning a language because each one of them is connected to each other's like how people need have good listening skill to improve their speaking skill and people need to have good reading skill if they want to know how write right.

According to the research that was conducted on afghan tertiary students says: The study found that the participants' receptive vocabulary was larger than productive but the gap was not significant. Moreover, the vocabulary learning context of the participants was not suitable for the best vocabulary increment. This is followed by suggestions for instructors to be implemented in future vocabulary teaching, for example, to dedicate more class time to deliberate vocabulary learning and to create assignments for incidental vocabulary learning outside the class.

According to Müzeyyen Nazlı DEMİRBAŞ in his research title The comparison of gazi university elt freshmen's receptive and productive skill performances say that students that attended the preparatory school have skill such as reading and writing skills are more prominent than listening and speaking.

Based on the statement above the researcher decide to do research to know which one of the skills is most mastered by the six semester students of English department at IAIN Parepare and to know how much significant is the level of their productive and receptive skills.

The reason why the researcher conducts this research to the six semester students of English department at IAIN Parepare because the students of six semester have completed all their language subject, and because of that the researcher want to see between productive or receptive skills which are more stand out than the other

B. Research questions

1. What is students' productive skills at six semesters of English department at IAIN Parepare?

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2. What is students' receptive skills at six semesters of English department at IAIN Parepare?
3. Is there any significance different between students' productive and receptive skills at six semesters of English department at IAIN Parepare?

C. Objective of the research

Just like what have been mentioned on the problem statement, the object of the research is to know:

1. To know the students' productive skills at six semesters of English department at IAIN Parepare?
2. To know the students' receptive skills at six semesters of English department at IAIN Parepare?
3. To know any significance different between students' productive and receptive skill at six semesters of English department at IAIN Parepare?

D. Significance of the research

1. For the students

It can motivate students to improve their speaking, writing, reading, and listening reading, and help them to know the level of their language acquisition, this research also can help the students know what part of theirs' language skills that need to be improve.

2. For Lecturer and head of study program

This research can be a additional information and help them to know what are students lacking in their English skills and so that they can prepare the right learning method to help the students improve.

3. For others researcher

This research is expected to give a new knowledge to other researcher about how to comparing students' English skill and also can be use as reference for others researcher if they want to do research about comparing students' English skill.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Vocabulary development has been a big worry for English teachers and students, according to Songbo Zhou from the School of International Studies at Zhejiang University. The vocabulary knowledge of Chinese EFL learners has been the subject of extensive research, although little has been done about academic vocabulary. The goal of the study described in this paper is to look into Chinese EFL learners' receptive and productive academic vocabulary knowledge. The findings show that Chinese EFL students have greater receptive and productive academic vocabulary sizes, and there is a weak correlation between the two sizes. The study's implications for vocabulary education are then covered.

Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important? is the title of a study conducted by Zunita Mohamad Maskor and Harun Baharudin at the National University of Malaysia in Malaysia. To highlight the idea of Arabic productive vocabulary knowledge in writing, it is important to note how the concept is stressed at the single word level of form. When it comes to meaning, one needs to be aware of the translation and the word that is equivalent to the word target. Students need to understand how a word can be expanded into a full sentence in terms of use.

A. LANGUAGE SKILLS

1. Concept of language

Fundamentally, language is a talent. It is not a topic with a content-based focus like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to disseminate knowledge and saturate the mind with information. Language naturally

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falls under the psychomotor realm because it is a skill. An ability to accomplish something well might be referred to as a skill[3].

Language skills is divided into 4 skills that is: 1. Speaking, 2. Reading, 3. Writing, 4. Listening, this skill is connected to each other and every one of it is very important for learning language and English language is no exception. This skill is become a measuring tool in order to know how good is someone in English ability.

And this skill is further classified into two categories: **1. Productive skills**, and **2. Receptive skills**:

Just like the name productive skills is language skills where we produce words whether its spoken or sound and written words like in newspaper or letter the point of

[3] Nausad Husain, *Language and Language Skills*, (Maulana Azad National Urdu University, 2015), p. 14

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this skills is to make the one who read your writing or listen to you understands the meaning that you try to convey.

Meanwhile receptive skills are a skill where we receive whether its by listening to someone speak or reading a literature that was written by someone the point of this skill is to understand the meaning of what that person says or write.

2. System of language

A language is a system. Language is a complex whole like the human body. The system of language functions through sounds, words and structure. These are integrated with one another and constitute the complex whole which is language. A language is a system of phonetics, grammar and vocabulary which themselves are systems[4]. The systems are:

a. Phonology

The system of sound of language is called Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organisation of speech sounds in languages; how speech sounds are organised in the mind and used to convey meaning.

b. Morphology

Morphology is about words or a study of words, how they are formed, and their relationship to other words in the same language It analyses the structure of words and parts of words such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning.

[4] Nausad Husain, *Language and Language Skills*, (Maulana Azad National Urdu University, 2015), p. 20.

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c. Semantic

Semantics means the meaning and interpretation of words, signs, and sentence structure. Semantics largely determine our reading comprehension, how we understand others, and even what decisions we make as a result of our interpretations.

d. Syntax

Syntax refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. The term "syntax" comes from the Greek, meaning "arrange together." The term is also used to mean the study of the syntactic properties of a language.

2. Vocabulary

a. Concept of vocabulary

1. Definition of vocabulary

Vocabulary is all the words in a language that are known by people, there is two kind vocabulary: active and passive. Active vocabulary is consisted of the word that we use in everyday life in speaking dan writing while passive vocabulary is consisted of words that we know but didn't use it in the course of normal conversation

There also definition of vocabulary by expert like: Good defines vocabulary as the content and function words of language which learned so thoroughly that they become a part of the students understanding, speaking, later reading, and writing vocabulary, and word having meaning when heard or seen even though not produced by the individual himself to communication with other[5].

Hornby says that vocabulary is all the words that persons use, all the words in a particular language, the words that people when they are talking, a list of words with their meaning in a book for learning a foreign language[6].

[5] Good, *Dictionary of education*, (New York, McGraw-Hill, 1959), p. 5.
[6] Hornby, *Advance learners of currents English*, (oxford university press, 2000), p. 7.

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Webster state that vocabulary is a list of word and sometimes, phrases, usually arranged in alphabetical order defined as a dictionary, glossary, or lexicon; all the words of a language; and all the words used by a particular person, class; profession, etc[7].

From the definition above we can conclude that vocabulary is the meaning of words, and is an important part in all language especially English and the level of someone speaking, writing, reading, and listening is affected by how many vocabularies they know, so we can say that vocabulary play a very important aspect in every language and learning language.

b. Types of vocabulary

1. Listening vocabulary: this vocabulary refers to the words we have heard and understand, since baby we keep listening to many different kinds of word when we are awake and in adulthood, we can understand more than a thousand words approximately near 50.000, Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The number of words modelled is much less than a hearing child's incidental listening vocabulary.

2. Speaking vocabulary: is the words we speak. Compare to the adult who use almost five to ten thousand words for communication whether in conversation or giving instruction, number of words that are being use is far less than listening vocabulary because the ease to use.

3. Reading vocabulary: this vocabulary refers to the words we read and understand. This vocabulary is important because you can't improve your vocabulary if you didn't read.

[7] Webster, *Dictionary Entries Near section,* (S. Converse, US, 1983), P.7.

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4. Writing vocabulary: in writing we can express ourselves without bound by anything because sometime people find it easier to express themselves through written text and the choice of words is also helping other people to understand the writer through their text and the writing vocabulary is really influence by how many words we can spell.

c. Kinds of vocabulary

In vocabulary there are two kinds of it: active and passive vocabulary

1. Active vocabulary is a vocabulary that we understand and always use like in speaking and writing, this vocabulary refers to the productive side of the language.
2. Passive vocabulary is a group of words that meaning we can understand to some extent and sometimes appear in other speech or writing but we didn't use it in our own speech or written text because we cannot fully understand the meaning. In passive vocabulary a person doesn't know the exact meaning of particular words and so he doesn't make use of those word whether in communication or writing but sometimes he can understand the meaning but only to some extent all depending on the context and passive vocabulary tend to refers to the receptive side of the language.

B. PRODUCTIVE AND RECEPTIVE SKILLS

One very important dimension of vocabulary knowledge is receptive vs. productive vocabulary knowledge. Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen while productive knowledge is the knowledge to produce a word when one writes or speaks. It is generally believed that words are known receptively first and only after intentional or incidental learning become available for productive use. Therefore, vocabulary knowledge should be regarded as a continuum on which a word grows from receptive to productive status. Although little is known till now about the transfer from receptive to productive

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mastery, it is generally believed that learners' receptive vocabulary size is much larger than their productive vocabulary size[8].

1. Receptive skill

Receptive means receive of gain word and sentence from spoken or written language, receptive skill is how children learn words from around them. To put it simply its ability to understand and comprehend word that we heard or read in case of children their ability to hear and follow instruction show their receptive skill. As they grew up the children can understand language before they are able to speak this making receptive skill the first skill they have and as the founding block to their language and their literacy education.

In teaching receptive skill, the best way is by using active method, teacher have to make a real communicative situation using the right material to attain useful knowledge. And in receptive skill is about understanding when you listen dan read while you received the language and decode the meaning to know what is it trying to tell you.

Building blocks necessary to develop receptive language (understanding words and language) include:

1. Attention and concentration: Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.

2. Pre-language skills: The ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention and eye contact.

3. Social skills: Determined by the ability to engage in reciprocal interaction with others (either verbally or non-verbally), to compromise with others, and be able to recognize and follow social norms.

[8] Songbo Zhou, *Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners*, (School of International Studies, Zhejiang University, China, 2010), p. 20.

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4. Play skills: Voluntary engagement in self-motivated activities that are normally associated with pleasure and enjoyment where the activities may be, but are not necessarily, goal oriented.

a. Listening

1. Concept of listening

a. Definition of listening

Listening is an activity where we listen when we are in conversation with someone else, listening is also can be used to obtain information, to understand the word that are being spoken and by listening to the speaker we as listener need to be able to comprehend and understand the meaning of the word. Listening is very important in a conversation because by listening we can understand the meaning of the conversation giving proper feedback and not just in conversation, listening is also important to improve other English skills especially if you are English speaking students for that listening is crucial In fact, it may not be possible to acquire the English language without listening as it provides second language learners with language input, which in turn plays a crucial role in language development[9].

Listening is considered an ability to identify and understand what others say or speak. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary and gauging the meaning. It is a language experience that operates in contexts ranging from simple conversation to academic discussions. "Listening (author's name) for perception and listening for comprehension are the two broad activities under which the micro skills could be practiced."[10]

listening is also critical for students because most of their learning activities are mostly listening like when the teacher teach in front of the class the students are to listen to what the teacher are saying. According to Larry Vandergrift emphasizes

[9]D. Darti, & A. Asmawati, *Analyzing students' difficulties toward listening comprehension English, Teaching, Learning, and Research Journal*, (Universitas Islam Negeri Alauddin Makassar 2017), p. 20.

[10] Nagendra Kottacheruvu, *"Listening as a Basic Skill of Communication" Journal of Business Management & Social Sciences Researc*, (Maulana Azad National Urdu University 2014), p. 8.

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that listening is a complex, active process of interpretation in which listeners match what they hear with what they already know[11].

2. Types of listening

a. Active Listening

Active listening is a type of listening that where you give a respond or feedback as proof that you understand what is the other person say in the conversation. This is a communication technique that's very different from the passive or unfocused listening that we often adopt in everyday conversation. When you accurately reflect back to a person what's been said, you show that you've been listening—not just hearing—and that you genuinely understand the feeling/s or message/s they are trying to convey. This creates an environment that allows the speaker to go deeper, and sometimes even to come to new realizations. It's the basis for trust and respect. It's also the foundation you need to better serve both donor and recipient families.

b. Passive listening

Meanwhile in passive listening is one way conversation where you didn't react and give respond or asking question and just let the speaker speak without interrupting, you just there not doing anything other than just hearing but not paying attention as well you may or may not understand the conversation.

To put it simply passive Listening means listening to the speaker during the communication but in an unconscious manner. He/she sits quietly without responding to the speaker. It is silent and patient listening, wherein the listener neither interrupts nor participates in the conversation. This means that the listener is present physically, but may not be paying attention to the speaker's speech due to which the message is not absorbed by the listeners as well as he/she may not be able to recall it in future.

[11] L. Vandergrift, *Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies*. *ELT Journal*, (Oxford University Press, US, 1999), p. 10.

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3. Process of listening

a. Receiving

Where we as listener focus on hearing what are the speaker saying

b. Understanding

In this stage, we as the listener is trying to understand and decide what are the meaning of the words to us.

c. Remembering

Remembering, when you in conversation you also need to remember what are the speaker is saying so that you can give good feedback especially when you trying to obtain a very detailed information.

d. Evaluating

evaluations of the same message can vary widely from one listener to another.

e. Respond or feedback

Responding sometimes referred to as feedback is the fifth and final stage of the listening process. Your reaction to the message. It can be emotional and intellectual

For example, you are giving positive feedback to your instructor if at the end of class, you stay behind to finish a sentence in your notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.

b. Reading

1. Concept of reading

a. Definition of reading

Reading is a skill that can help people to understands the meaning of the words or written symbol that is written inside text, reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being

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relayed in the written content. First is phonemic awareness which is defined by the National Reading Panel as "recognizing and manipulating spoken words in language"[12].

In reading there is things that you need be able to do to become a good reader:

1. Words cognition: you need to be able to identify the words in the text so that you can read the word properly.
2. Comprehension: understanding what the words are meaning
3. Fluency: connect the words and the meaning so that reading is more accurate and automatic.

2. Types of reading skill

a. Decoding: decoding is the ability to say words that children have heard but haven't seen written of it before, this skill relaying on the early language skill called phonemic awareness. Phonemic awareness is the ability to hear and changing sound into word, kids learn this ability when they are learning syllable, words, and sound this is act as building foundation for reading skill.

b. Phonics: is the ability of sound mapping that is recognizing the connection of sounds and written letters they make. This skill to change words into written words is important in reading skill, the kids first hear the words then try to write and spell it.

c. Vocabulary: vocabulary is very important not just in reading but in other skill to understand words, the context of the words, and their definition. Because the more vocabulary someone have the better their reading skill and understanding of words.

[12] Whalon, K. J., Otaiba, S. A., & Delano, M. E, *Evidence-based reading instruction for individuals with autism spectrum disorders*. *Focus on Autism and Other Developmental Disabilities, (*Oxford University Press, US, *2009), P. 21.*

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d. Fluency: is the ability to read and understand, speed, accuracy in reading, this skill is important for good reading with this skill someone can read accurately and fast without making errors.

e. Sentence construction and cohesion: this skill my sound like a writing skill but this skill is also important in reading skill, connecting idea between and in sentence is called cohesion.

f. Reading comprehension: Recognize the text's significance, both in fiction and nonfiction literature. Children imagine the characters in fiction books and go on an emotional and exciting journey with them. Children learn new information from nonfiction literature, which helps them comprehend new subjects and ideas more fully. The ability to properly improve reading comprehension is a complex one that takes time and effort.

g. Reasoning and background knowledge: Inferences and conclusions can be drawn by the youngster using this skill and the underlying knowledge. Most readers are able to connect their reading to what they already know. When the information isn't explicitly stated in the text, they can also read between the lines to deduce it.

h. Working memory and attention: These competencies, which are related but distinct and fall under the umbrella of executive function, are interconnected yet distinct. When kids read, their attention aids in understanding the text's material and their working memory makes it possible for them to remember it. This enables individuals to make sense of what they read and increase their knowledge.

3. Types of reading technique

a. Skimming: is a reading technique where the reader didn’t read all the words in text but only focus on a core text and the main theme, this technique is really useful when we are being presented with a long text because we can just skim trough

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the text to find the main idea without have to waste too much time example when we read through a magazine, newspaper or phonebook.

b. Scanning: is a reading technique where the reader scuttle trough the text to get to the particular part of the text, this technique involves rejecting any irrelevant information that doesn't have any connection to the main ide that the reader trying to find.

c. Intensive reading: this technique is emphasised on detailed and more accurate reading where the readers read the text more detailed to grasp the meaning of every word, and it is also time consuming than scanning and skimming because the reader need to fully focus on every word and detailed and the reader has to know the meaning every word so the accuracy and comprehension play bigger part in this technique.

d. Extensive reading: In this reading the readers are more focused on the fluency than the accuracy and this type of reading is something for fun or as hobby or just someone who want to practice his/her reading like when reading a comic, novel and etc.

2. Productive skills

One is undoubtedly and subconsciously exposed to both types of language skill when studying a foreign language. As previously indicated, productive skills, also known as active skills, refer to the communication of information produced by a language user, whether it be in spoken or written form. Without receptive skills' assistance, productive ones would not be possible. Reading and listening are examples of passive knowledge, which serves as a launching pad for applying grammatical rules actively. Passive vocabulary lists and heard and repeated sounds of a foreign language are also examples of passive knowledge. Any studied language can benefit from this theoretical grounding. This should demonstrate the interdependence of the two categories of skills and the impossibility of one without

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the other. Receptive abilities are typically developed first when learning a foreign language, and practical application should come next[13].

Productive skills are categorized as speaking and writing skills in language teaching. The language learners are expected to be able to produce an oral and a written fluent tongue by listening or being guided just as in native language acquisition. Thus, productive skills which contain different components of language are also indispensable for receptive skills. Learners need first listening, speaking, reading and then writing in the natural process of language acquisition. Below, speaking and writing skills are analysed in terms of definitions, aims, roles and teaching methods[14].

a. Speaking

1. Concept of Speaking

a. Definition of Speaking

Four language skills—listening, speaking, reading, and writing—must be mastered in order to acquire English. Most language learners strive to achieve fluency in speaking as quickly as possible. Of course, you can't say what you want to say if you don't have the words for it. A competent speaker is always expanding their vocabulary. Your speaking abilities will be stronger the more intriguing terms you know. Reading in English while keeping a vocabulary notebook handy is the best approach to increase your vocabulary.

Grammar is important and the fewer mistakes you make, the better your speaking skills will be. However, don't worry about making mistakes either! A good speaker doesn't have to use perfect grammar. Of course, though, it's a good idea to make sure that you've mastered the main tenses.

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[13] Dita Golkova, Sarka Hubacova, *Productive skill in second language learning,* (University of Hradec Kralove, Rokitanskeho, Czech Republic, 2014), p. 12

[14] Müzeyyen DEMİRBAŞ Nazlı, *the comparison of gazi university elt freshmen's receptive and productive skill performances, gazi university institute of educational sciences english language teaching programme,* (Gazi University, Ankara, Turkey, 2011), p. 29.

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The difficult to one to assess without precision is speaking skill, because speaking is complex skill to acquire. The following five components are generally recognized in speaking activity, such as: Comprehension, grammar, vocabulary, pronunciation, and fluency.[15]

- Comprehension

For oral communication comprehension definitely requires a subject to respond to the speech as well as to initiate it.

- Grammar

The Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.[16]

- Vocabulary

Without vocabulary people cannot communicate or express their idea both trough speaking or written, that just shows how important vocabulary in productive skill such as speaking and writing because without grammar only little word can be conveyed, but without vocabulary nothing ca be conveyed.

- Pronunciation

Students can talk more clearly by using proper pronunciation. An important part of learning to speak a foreign language is pronunciation. It can be exceedingly challenging to understand a kid if he or she mispronounces a term. However, even if pupils make grammatical errors, such as in the verb tense, the audience will still understand what is being said.[17]

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[15] H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Longman, 2003), p. 20

[16] Harmer Jeremy, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longma, 2007), p. 22

[17] Pollard Lucy, *Teaching English London*, (Lucy Pollard Publisher, 2008), p. 15.

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- Fluency

When we refer to someone as a fluent speaker or when we speak a language fluently, we are defining fluency. Speed is a factor, but it does not always imply that the person is the only or even the most significant person. Fluent speakers imply that pausing is equally crucial. Appropriate pause placement is also crucial. The number of syllables between pauses and the length of the first word are both important factors in the sense of fluency. The speaker sounds more influenced the longer the thing runs. In other words, the ability to talk clearly and fluently might be understood as fluency. Numerous language learners aim to speak fluently. A suitable speech tempo and enough oddities to pause are indications of proper fluency.

3. Basic type of speaking

According to brown there are five main categories for assessing oral production[18]:

- Imitative: Simply put, students mimic the word, phrase, or statement they are taught. They must gather knowledge and then verbally recite it without being questioned. Despite the fact that this is the fundamental phonetic level of oral production, the performance requirements might incorporate a variety of prosodic (intonation, rhythm), lexical, and grammatical aspects of the language. The accurate pronunciation is the main concern in this area. Whether the spoken word has any sense at all or not, the listener expected the speaker to have a clear and good pronunciation.
- Intensive: The production of spoken language stretches intended to show proficiency within a constrained range of grammatical, lexical, phrasal, or phonological links is the second sort of speaking that is frequently utilized in assessment contexts. Understanding of meaning is important in this kind of assessment, although interaction with the interlocutor is limited. Speakers should

[18] Brown H, D, *language asessment principle and classroom practice*, (White Plains, NY: Pearson education, 2010), p. 12.

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quickly produce a brief discourse (no more than one sentence) that illustrates their linguistic talents at a certain language level while constructing tasks for intensive speaking performance. For the limited response task intensive speech test, there are three different strategies: mechanical tasks; controlled response; and controlled response.

- Responsive: In contrast to interactive speaking, the responsiveness exam requires only a brief amount of the test-creative taker's speech. Q&A sessions. It's critical to understand your motivations before engaging in this type of activity. Students should use direct language. As opposed to interactive assignments, where learners should apply their imagination in the short term, responsive tasks entail a quick conversation with our speech lines. The conversation should be authentic. In this kind of activity, students respond right away to your statements.
- Interactive: the two types of speaking listed below: interactive and extensive include activities with rather long interactive conversation (interviews, role-plays, discussions, oral presentations). Sentence complexity and the number of participants are the key distinctions between the responsive and interactive categories. Speaking that is responsive involves two speakers, whereas speaking that is interactive involves many people. play acting. In classes for teaching communicative languages, role playing is a common activity. Additionally, it enables students to express themselves creatively using words. Role-playing provides test-takers with various opportunities to employ discourse that might otherwise be challenging to achieve. Role-playing can be facilitated by the interviewer, but this method pushes test-takers beyond the straightforward intense and responsive levels to degrees of originality and complexity that resemble real-world pragmatics.
- Extensive: or, put another way, monologue. It covers oral presentations, extended speeches, and storytelling. There is little interaction between the speaker and the audience. Typically, registration is official. Extensive speaking duties typically entail convoluted discourses that are rather lengthy. narrate using visual

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cues. Visual pictures, photos, diagrams, and charts are frequently used to induce speech.

4. The function of speaking

The function of speaking skill is to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking skill is one way to communicate with other person and speaking skill have a very close relationship with listening skill because people need to listen first before speak up because speaking is not just about saying the word that have been memorize from a text but speaking is also spontaneously.

b. Writing

1. Concept of writing

a. The definition of writing

Writing is a system of interpersonal communication using paper symbols or graphic symbols. If we know how to use writing techniques properly then people can optimize their ideas, other effects. Why write more convenient ideas? Since a person can write his thoughts or ideas on paper with many ideas or thoughts, and not afraid of losing them.

In addition to being a vital method of communication in everyday life, writing is crucial in high school and college. One of the hardest skills to acquire in a native language and a second language is writing. Finding ideas for their writing can be difficult for students, and every culture has a different way of structuring academic writing.[19]

2. The function of writing

Writing is an important skill because it can help people to express their idea and help them to think critically and deeply in order to make a good writing and share

[19] Dorothy E Zemach and Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (spain, Macmillan, 2005), p. 19.

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their idea with other people. It also one of important component of education, in everyday live, and as basic function of society, according to Harmer (2004: 31-3). there are some the importance of learning writing those can be seen in the following points:

a. Writing is often not time-bound in the way conversation. It means in writing people have more time to think than when speaking. That way they can choose the best words that will be used to express their ideas, they can also check their writing in case there's an error or typo in their writing

b. Writing encourages people to be more focus on the accurate use of word because they think when they write. This can be way to make a development and resolve their problem in which writing puts in their mind.

c. Writing is use to reinforcing language that has been learned. teacher use writing skill to make the student take a note about recently learnt grammar in learning process.

d. Writing is often useful as a preparation for some activities. Especially when student is told to write a sentence, the students are given the time to think the ideas on what they want to write.

e. Writing can also be used to complete the part of a large where focus on something else.

f. Writing is also can be used on questionnaire-type activities, where students may be told to make a questioner type question to ask to their friends.

g. Writing is also used to help students to do other activities like listen to a news on tv an write the main point of the news that are being brought by the presenter. Students need to know how to write in order to do this.

3. Writing process

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Dorothy and Lisa claim that there are six processes involved in writing. To create a piece of writing, good authors go through a number of phases.[20]

a. Pre writing

Step one: First, pick a subject. The teacher will assign a specific topic or ideas for the students' writing in this step, or the students may select the topic themselves.

Step two: Next, gather concepts. After deciding on a topic, students should give it some thought before writing.

Step three: Organize is the third step. Choose which topic to discuss first, which to discuss next, and which to discuss last after the students have the ideas and wish to use them in their work.

b. Drafting

Step four: write. Write the essay or paragraph from beginning to end. Use notes to organize your thoughts.

c. Reviewing and revising

Step five: Review the content and structure. examining each paragraph, reading the writing, correcting any errors, and editing the text's content and structure.

[20] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay,* (Spain: Mcmillan, 2005), p. 10.

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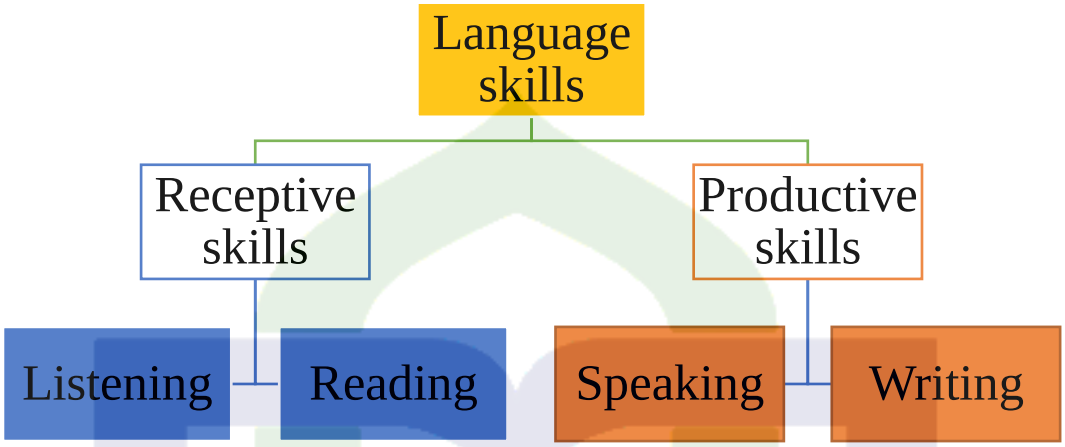
F. CONCEPTUAL FRAMEWORK



Listening is an activity where we listen when we are in conversation with someone else, listening is also can be used to obtain information, to understand the word that are being spoken and by listening to the speaker we as listener need to be able to comprehend and understand the meaning of the word. Listening is very important in a conversation because by listening we can understand the meaning of the conversation giving proper feedback and not just in conversation.

Reading is a skill that can help people to understands the meaning of the words or written symbol that is written inside text, reading skills lead a person to interact and gain meaning from written language. There are several components one must master which lead to independently comprehending the intended message being relayed in the written content. First is phonemic awareness which is defined by the National Reading Panel as "recognizing and manipulating spoken words in language".

Speaking is probably the language skill that most language students wish to perfect as soon as possible. The best way to grow your vocabulary is to read in English and make notes of every new word you encounter in

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a vocabulary notebook. Grammar is important and the fewer mistakes you make, the better your speaking skills will be. However, don't worry about making mistakes either! A good speaker doesn't have to use perfect grammar. Of course, though, it's a good idea to make sure that you've mastered the main tenses.

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include their writing, and each culture has its own style for organizing academic writing.

The conveyance of information produced by a language user, whether it be in spoken or written form, is referred to as productive skills, also known as active skills. Without receptive skills' assistance, productive ones would not be possible. Reading and listening are examples of passive knowledge, which serves as a launching pad for applying grammatical rules actively. Passive vocabulary lists and heard and repeated sounds of a foreign language are also examples of passive knowledge.

Receptive means receive of gain word and sentence from spoken or written language, receptive skill is how children learn words from around them. To put it simply its ability to understand and comprehend word that we heard or read in case of children their ability to hear and follow instruction show their receptive skill. As they grew up the children can understand language before they are able to speak this making receptive skill the first skill they have and as the founding block to their language and their literacy education.

G. HYPOTHESIS

H_0= There is a significant different between productive and receptive skills of the six semesters students of English department at IAIN Parepare

H_1= There is no significant different between productive and receptive skills of the six semesters students of English department at IAIN Parepare

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CHAPTER III

RESEARCH METHOD

A. RESEARCH METHOD

In this research, the researcher is conducted using quantitative descriptive. This type of research is design to collect information about variable without changing the environment or manipulating the variable so they do not look for cause and effect.

According to Grove, Burns, and Gray descriptive design "may be used to develop theory, identify problem with current practice, justify current practice, make judgment, or determined what others in similar situation are doing"[21]

B. RESEARCH SUBJECT

The research is conducted on the six semester students of IAIN Parepare. The sample of this research is consisted of 35 random respondents.

C. RESEARCH INSTRUMENT

The researcher used comparative design by using test in form of multiple choice for listening test, writing a narrative text for writing test, multiple choice for reading test and explaining a random topic for speaking test to the students.

D. PROCEDURE OF COLLECTING DATA

The researcher will conduct a test and documentation to compare students' productive and receptive skill in English language where the students required to answer a question in test to determined their listening, writing, reading, and speaking.

The listening test will have the students listening to a dialogue and monologue spoken in English and aster that the students will have to answer a question based on

[21] Grove, S. K., Burns, N., & Gray, J. R, *The practice of nursing research: appraisal, synthentis, and generation of evidence*, (St. Louis, MO: Elsevier Saunders, 2013), P. 12.

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the dialogue and monologue that they have heard. They will be in form of multiple choice, so the students need to choose one correct answer between 5 options available, the assessment tools for the listening test is using rubric with assessment excellent, very good, good, poor, very poor.

The reading test is conduct using multiple choice, where the students will have to choose the right answer between the five choice that are provided. The students will be present with a narrative text with certain topic and their job is to choose the correct answer the assessment tools for the reading test is using rubric with assessment excellent, very good, good, poor, very poor.

Table 3.1 score table for students listening and reading test

SCORE	CRITERIA	CONDITION
100	excellent	All answer corrects
81-99	Very good	8 to 9 answers are correct
61-80	good	6 to 8 answers are correct
41-60	fair	4 to 6 answers are correct
21-40	poor	2 to 4 answers are correct
0-20	Very poor	0 to 2 answers are correct

The speaking test is conducted using a web app smalltalk, the app will be the tool that is used in this research and the app will be determined how good is the student speaking skill using CEFR standard to assess the speaking skills. CEFR stands for Common European Framework of Reference a definition of different language levels written by the Council of Europe. In everyday speech, this level might be called “confident”, as in “I am a confident English speaker”. The official level descriptor is “upper intermediate”. At this level, students can function independently in a variety of academic and professional environments in English, although with a limited range of nuance and precision.

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Table 3.2. score table for the students speaking test

Category	Criteria	score
C2	Excellent	71-100
C1	Very good	61-70
B2	Good	51-60
B1	Fair	41-50
A2	Poor	31-40
A1	Very poor	0-30

The writing test is conducting with writing conclusion. The students will listen to a dialogue about certain topic and then after that they are given 2 minutes to read narrative text with the same topic as the dialogue, their job is to write a text with same topic using their own language. The researcher used a web app named quillbot as the assessment tools the aspect that are being assess is idea, organization, word of choice, convention.

Table 3.3 scoring Table for the students writing test

Aspect	**Clarification**	**Score**	**Criteria**
Idea	Very good	86-100	One clear idea, focused and on topics, concrete, specific, interesting and, fit.
	Good	71-85	Clear idea, focused and on the topics with concrete, and specific, and interesting detail to support the idea.
	Fair	56-70	On topic and clear theme, some are concrete and detailed, some are general predictive, but there are some parts that doesn't fit.
	Poor	41-55	Many text are repetitive and collection of unrelated idea, less specific, and more general predictive, and sketchy details.
	Very poor	≤ 40	Writing is too difficult to read and understands, there are too

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			many spelling errors, and many major errors.
Organization	Very good	86-100	Opening is clear, and attracts readers, topics, sentence, clear, and consistent, precise and appropriate use of transition.
	Good	71-85	Opening attracts readers, each paragraph is consistent, every idea is logically related, and effective use of transition.
	Fair	56-70	Good opening but doesn't have strong sense. There are one or two parts of paragraph that incorrect and there is still transition that aren't suitable.
	Poor	41-55	Weak opening, paragraph tend to be less appropriate, weak connection of idea, and little use of correct transition.
	Very poor	≤ 40	Unclear opening, lack organization in general, irregular order, inappropriate ending, and doesn't use transition.
Word of choice	Very good	86-100	All written in complete sentence no run-on, using sentence variation consistently, using consistent, appropriate, refined transition between sentence.
	Good	71-85	There a one fragment and run-on usually using variation of sentence, most sentence have various beginning, using appropriate transition.
	Fair	56-70	There are maybe two fragments, and run-on sometimes using varied sentence some variation in the beginning, some use correct transition.

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	Poor	41-55	Have a lot of fragments, and run-on, only use simple and compound sentence, slight variation at the beginning slightly uses appropriate transition.
	Very poor	≤ 40	There is no sense in using punctuation and sentence just simple sentence and fragment, all the sentence has the same beginning, transition almost non-existent.
Convention	Very good	86-100	Correct spelling even if it's a difficult words, accurate punctuation, complete understanding, and consistent application of grammar. All legible and clean
	Good	71-85	Spelling generally correct, capitalization generally correct, correct grammar and usage generally legible and clean.
	Fair	56-70	Some misspelled word, usually punctuation is correct, capitalization usually correct, grammar usage usually corrects. The writing is usually legible and clean.
	Poor	41-55	Frequently spelling mistake, a lot of wrong punctuation, lots of wrong capitalization, grammar usage is often wrong.
	Very poor	≤ 40	Writing is too difficult to read, understands and interpret because of many spellings' errors. No punctuation, repeated use of capitalization, almost all grammar usage are wrong, illegible.

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F. PROCEDURE OF ANALYSING DATA

The data that were collected through the Listening, writing, reading, and speaking test will be taken to quantitative analysis there are two techniques that are use, they are:

1. Comparative Descriptive analysis

The students' achievement from test is analysed by using comparative descriptive analysis. This analysis is to compare the students' achievement in each test.

2. Statistical analysis

To know students' achievement in each test, the researcher used statistic analysis.

3. T-test

is a type of inferential statistic used to determine if there is significant difference between the means of two groups, which may be related in certain features, this t-test is to know any significant difference between the students' productive and receptive skills.

The interval in this research will take from the students result from the test. The test in this research consists of 10 items in listening test, 1 item in writing test, 10 item in reading test, and 1 item in speaking test, the tests in this research is to know how well is the students productive and receptive skill of the six semesters in IAIN parepare.

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3.4 Classification of score

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

Scoring the students correct answer

$$\textbf{Scoring : } \frac{\textbf{Students' correct answers}}{\textbf{Total number of items}} \textbf{ X 100}$$

Counting the mean score of the students

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

Where:
$\bar{x}$ = Mean score
ΣX = The sum of all score
N = The number of subject (students)

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t-test to know significant difference of students' productive and receptive skills

$$t = \frac{\mathrm{m} + \mu}{\mathrm{s}/\sqrt{n}}$$

t= Student's t-test

m= Mean

μ= Theoretical value

s= standard deviation

n= Variable size

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CHAPTER IV

FINDING AND DISCUSSION

1. Findings

The objective of this research is to compare the students productive and receptive skills of six semester of English department in IAIN Parepare. According to the observation of the researcher the students of six semester of English department have finished all their English subject in matter of speaking, writing, reading, and listening that gave them the understanding in all language skill. After doing few short interviews after the test some of the students claimed that their having some difficulties because the limited vocabulary mastery and the accent of the speaker that they still not that familiar with.

2. Observation and evaluation

The observation and evaluation which were done in the test. From the observation researcher sees that the majority of students don't have any difficulty in finishing the listening and reading test, meanwhile in speaking many students lack the confident to speak and even given time to prepared they still lack the courage to speak and in writing only some are able to finish their writing test in given time while the others take a little bit longer.

Table 4.1. the result of students productive and receptive skills test

No	Subject	Listening Test	Reading Test	Speaking Test	Writing Test	Receptive	Productive
1	S01	90	100	88	60	95.00	74.00
2	S02	100	100	71	55	100.00	63.00
3	S03	100	84	79	70	92.00	74.50
4	S04	80	87	89	65	83.50	77.00
5	S05	72	86	70	60	79.00	65.00
6	S06	100	73	90	52	86.50	71.00
7	S07	85	90	100	45	87.50	72.50
8	S08	90	100	99	50	95.00	74.50

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9	S09	93	90	78	70	91.50	74.00
10	S10	100	100	90	70	100.00	80.00
11	S11	100	100	100	66	100.00	83.00
12	S12	50	50	69	60	50.00	64.50
13	S13	100	98	80	63	99.00	71.50
14	S14	96	98	100	56	97.00	78.00
15	S15	100	100	95	70	100.00	82.50
16	S16	100	80	90	70	90.00	80.00
17	S17	100	86	89	70	93.00	79.50
18	S18	62	70	79	40	66.00	59.50
19	S19	89	100	88	66	94.50	77.00
20	S20	85	100	87	58	92.50	72.50
21	S21	90	100	93	70	95.00	81.50
22	S22	100	90	64	60	95.00	62.00
23	S23	100	100	78	61	100.00	69.50
24	S24	100	83	90	45	91.50	67.50
25	S25	100	100	91	42	100.00	66.50
26	S26	90	90	87	43	90.00	65.00
27	S27	70	90	80	45	80.00	62.50
28	S28	90	100	94	56	95.00	75.00
29	S29	100	100	64	67	100.00	65.50
30	S30	60	80	60	40	70.00	50.00
31	S31	80	100	78	55	90.00	66.50
32	S32	80	90	75	56	85.00	65.50
33	S33	100	80	76	66	90.00	71.00
34	S34	100	90	76	61	95.00	68.50
35	S35	100	100	80	67	100.00	73.50
	Total	3152	3185	2917	2050		
	Mean	90,05714286	91	83,34285714	58,57142857		

From the table above we can see the students score of productive and receptive skills test, the mean for the listening test is 90,05 which is very good. The mean score for reading test is 91 is also very good. The mean score for writing test is 83,34 means very good. And the mean score for speaking test is 58,57 which is fair.

From the test result above we can see that the mean score for receptive skill was greater than the productive skills. This indicate that in term of skills the students master the receptive skills than productive skills better.

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a. Analysis the corelation and the different between the productive and receptive skills of students using SPSS

In this study, the analysis was carried out with using paired-sample T test by SPSS application. There is table below:

Table 4.2 The output table of descriptive standard of productive and receptive skills

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Receptive Skills	90.5286	35	10.84242	1.83270
	Productive Skills	70.9571	35	7.35184	1.24269

Based on table above, showed that the total sample data is 35, the mean score for receptive skills is 90.5286, while the mean score for productive skills is 70.9571. therefore, the researcher can conclude as descriptive that there is the differentiate of mean score between receptive and productive skills.

Table 4.3 The output table of corelation between productive and receptive skills

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Receptive Skills & Productive Skills	35	.521	.001

From the table above, showed that the score of Sig. is 0.01<0,05. Mean that there is a corelation between the students productive and receptive skills

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Table 4.4 The output table of paired sample T test

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Receptive Skills - Productive Skills	19.57143	9.41303	1.59109	16.33794	22.80492	12.301	34	.000

From the 2 paired sample T test result we can see that the students receptive skills is larger (M=90.528, SD= 10.842) compared to their productive skills (M= 70.597, SD= 7.351). In order to know if there is a significant different between students productive and receptive skills paired sample T test is conducted and the result shows that score of Sig.(2-tailed) .000<0.05, so the researcher concluded that H_0 is accepted and H_1 is rejected. Indicate that there is a significant different between students productive and receptive skills.

3. Discussion

The researcher aim for this research is to know how good is the students receptive and productive skills and to know is there insignificant between the two, many research this present day shows that people are dominant in receptive skills than productive skills. Analyzing the data shows that the students master receptive skills more than productive skills and it also shows that there is significant different between the two.

As example of the same study by according to Songbo Zhou from the School of International Studies at Zhejiang University. The vocabulary knowledge of Chinese EFL learners has been the subject of extensive research, although little has been done about academic vocabulary. The goal of the study described in this paper is to look into Chinese EFL learners' receptive and productive academic vocabulary

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knowledge. The findings show that Chinese EFL students have greater receptive and productive academic vocabulary sizes, and there is a weak correlation between the two sizes. The study's implications for vocabulary education are then covered.

The researcher using quantitative descriptive as research method for this research. The research is conducted on the six semester students of IAIN Parepare. The sample of this research is consisted of 35 random respondents.

The students will hear a dialogue and a monologue in English during the listening test, and then they will have to respond to questions based on the dialogue and monologue they have heard. The listening test assessment tools include a rubric with the following levels of evaluation: excellent, very good, good, good, poor, and extremely poor. They will be in the form of multiple choice, so the students must select one accurate response from the available five possibilities.

The reading test is administered using a multiple-choice format, requiring the students to select the correct response from a list of five options. The reading test assessment tools use a rubric with assessment levels of very good, good, fair, poor, and very poor. The students will be given a narrative text with a specific topic, and their task is to select the right answer.

The speaking test is administered via the online application smalltalk; the app will be the research tool used in this study, and it will be used to assess the speaking abilities of the student using the CEFR standard. Common European Framework of Reference, or CEFR, is the name of the Council of Europe's classification system for language proficiency. This degree of proficiency could be described as "confident" in ordinary speech, as in "I am a confident English speaker." The phrase "upper intermediate" is used to describe the level. Although with a restricted range of nuance and precision, students at this level can freely function in a variety of academic and professional situations in English.

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Writing narrative text is part of the writing test. The students will hear a debate about a certain topic, and then, they will have two minutes to read a narrative text on the same subject. It is then their responsibility to produce a text on the same subject in their own language. The idea, organization, word of choice, and convention are the aspects being evaluated by the researcher using a web application called Quillbot as the assessment instrument.

Based on the finding in the previous section on students receptive and productive skills showed that the students of six semester mastery of the language skills. According to the data the students have higher score on the listening and reading test than the writing and speaking test. As have been explained the reason for the researcher to give the students listening, reading, writing, and speaking test is to know the mastery of students productive and receptive skills.

From the data the researcher concluded that the students have difficulties when it comes to productive skills being speaking the main problem because the limited vocabulary the students have and lack of confident making the students afraid to speak because worried about their pronunciations of certain words, there are some word similar sounds but different meaning, and afraid that their accent might affect their speaking when speaks in English.

When in writing, same as speaking students are having difficulties because of the lack of vocabulary and didn't really know much about the writing structure and when to use a certain form of verb like for past, present, and future tense, because of that in writing test they end up taking longer time to finished than the designated time limit that are given.

Different from how they perform in speaking and writing test, the students when given listening test they don't have that much of a problem other than the accent of the speakers in the audio that sometimes to them hard to differentiate when saying two words with almost the same pronunciation because of that the students

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manage to finished their test without much of a problem and scoring a high score in this test.

In reading test, they don't really have any problem at all because when it comes to reading, they didn't have to worries because all they have to do is just rad the narrative text that have been provided and answer the question and according to them it is really easy thing to do because they don't really restrict by the limit of their vocabulary very much as the other test and they don't have to worries about the word structure or anything, because of that the students managed to finished their test faster than designated time limit.

The first step in learning a word is often to be able to recognize a word by its form and understand what it means. Then gradually, with more practice of this word in reading, listening, writing, or some other activities, learners increase their knowledge of this word and learn to use the word productively in writing or speaking. Therefore, it is apparent that productive skills builds on receptive knowledge.

Since the students accomplishment and performance tend leaning towards receptive skills this indicated that in term of productive skills the students still need to practice their speaking and writing skill and widening their vocabulary by learning it trough listening, and reading. With this the researcher concluded this researcher in is to know and compare the productive and receptive skills of students of six semester of English department of IAIN Parepare.

And this also prove the others research result that says students tend to be more dominant in receptive skills than productive skills, and this also prove that the students' receptive skills is more advance then their productive skills, just like what have been explained from above that many research result from other researcher implying that the students are more prominent in receptive skills.

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This shows that in order of language mastery it all start from receptive skills then develop to productive skill, because babies when in development of speaking they always start from listening to know how it sounds and how to say it, or is know as cooing developing to true speech in this stage, they start from listening to the sounds around them. Same with writing they all start from them seeing a symbol and try to imitate that symbol until they finally manage to write perfectly, this just shows that how receptive skills is the foundation in learning productive skills because we need to know master receptive skills in order to become a good speakers and writers.

From the research result above indicate that the receptive skills of students of the six semesters of English department at IAIN parepare have high score in their listening and reading test, based on the observation done by the researcher the students in the listening test the students didn't have any difficulty other than their vocabulary and the accent of the speakers that made some of the sound of the word indistinguishable between one another

Meanwhile in reading test the students didn't really have that much of a problem other than not knowing the meaning of the word and their vocabulary, because when they are task to choose a word that have the same meaning but different writing, they kind a confuse to choose what because they don't know the meaning of the word.

From the research result above indicate that the productive skills of students have lower score in their speaking and writing test, based on the observation done by the researcher the students in the speaking test the students have many problem around the vocabulary and wrong pronunciation because the lack of vocabulary that the students have limited their speaking ability to form long sentence in result making the students speak without a proper structural word and sometimes making the meaning hard to understands, one others thing that the result of this lack of

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vocabulary and wrong pronunciation is the lack of courage that causing the students feel shy to speak because afraid of others comments about his/hers speaking skills.

In writing test the students mostly having difficulties in the structure of writing and the lack of vocabulary, making the students having hard time when writing text because not just the structure of the word that are a mess the lack of vocabulary causing the students didn't know the spelling of the word causing a lot of typos in the text making the students hesitate and contemplating their choice of word whether it correct grammatically or not and the reader can understand the main point of their writing or not.

So, from that explanations the researcher can says that in term of which skills that the students master more is receptive skills, one of the research question is to know what is the students receptive skills are. From the result of the test the researcher concluded that the students the six semesters of English department at IAIN parepare have a very good listening and reading skill.

Meanwhile the research question number two is about to know what is the students' productive skills, and from the speaking dan writing test indicate that the students the six semesters of English department at IAIN parepare the researcher concluded that the students productive skills is range from poor to good and thus still need of more development their productive skills that consist of speaking and writing test are the test that students having many problem than listening and reading test, the students having problem mostly lack of vocabulary, confident, grammatical structure, and pronunciation. For speaking the main problem for the students is their lack vocabulary and wrong pronunciation in result lack of confident. And in writing test they lack of vocabulary and knowledge on writing structure which cause them to have difficult in writing a long narrative text.

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The explanation also proved by Mohammad Asif Amin in his research title the comparison of receptive and productive vocabulary size of afghan tertiary students, where he explained that due to the little exposure to many vocabulary, causing the majority of the participants would not be able to comprehend authentic texts or produce adequate oral or written discourse, as expected in the academia. Hence, these elements would negatively impact their overall English proficiency and they would struggle in academic environment.

There does not seem to be an acceptable vocabulary learning environment offered by teachers, materials, textbooks, and both within and outside the classroom. The participants may find it more difficult as a result to expand their vocabulary and meet the necessary level of vocabulary for success in college. Low receptive and productive vocabulary scores were the outcome of the limited input and output.

Talking about vocabulary input, the teachers indicated that there were relatively few opportunities to practice using productive words, such as when writing discrete sentences, occasionally when writing paragraphs and essays, and to some extent while engaging in speaking exercises. These activities appeared to be extremely few in number, which had a substantial impact on the results for productive vocabulary. There should be more chances for students to create vocabulary. For instance, peer discussions, class debates, and group presentation assignments could improve their ability to speak, while writing journals, reflections, essays, and online writing assignments could help them improve their written vocabulary.

Particularly for those children who have little experience to the target language outside of the classroom, this context of vocabulary learning is relatively constrained and less beneficial for building a strong receptive and productive vocabulary threshold. The interviewers also avoided discussing strategies for getting pupils to learn terminology outside of the classroom when pressed. Such activities might involve, for instance, using the internet or the media, which are effective

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resources for such students to increase their vocabulary and, ultimately, their English language skills.

This shows how important is to have a practice on students' vocabulary so that their language skills can develop, with proper material, method and tools the teacher can provide the students with good education and practical practice that can help them to understand and memorized a difficult word and help them to understand more about receptive and productive skills.

And the last research question is to know any significant different between receptive and productive skills, to know this the researcher conduct a 2 paired t-test which show that the score of 2tailed is <0.05 indicate that there is significant different between the two.

This indicated that the students of six semester of English department of IAIN Parepare still need a practice regarding their productive skills especially writing skills this can be seen in the Table 4.1. the result of students productive and receptive skills test where the score for the productive skill mostly ranged from 40 to 80 compare to the receptive skill where the students mostly managed to obtained scores from 50 to 100 this just shows how different are the level of skill that this students have regarding receptive and productive skills.

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CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the data analysis above the researcher concluded that the students of six semester of English department at IAIN Parepare has a low mastery of productive skills than receptive skills and thus making the students having a difficulty when it comes to writing and speaking test.

This proves the result of others research are true that in process of learning language the that are mastered by the students is receptive skills such as listening and reading are much more easier to do that speaking and writing, and like the explanations of others researcher that says this receptive skills also plays important role in developing students productive skills like in order to be good at speaking students need to have a good listening skills because the students need to listen in order to know how word are says. When someone want to have a good writing skill, he/she need to have a good reading skill, this shows that productive skills are built upon receptive skills.

The evidence of this is that by conducting test the researcher able to obtain the result of students productive and receptive skills. It was indicated that the result showed that the mean score of the students productive skills is (M= 70.597) which can be categories as fair meanwhile the mean score for the receptive skills is larger (M=90.528) which is very good than productive skills.

In order to know if there is a significant different between students productive and receptive skills paired sample T test is conducted and the result shows that score of Sig.(2-tailed) .000<0.05, so the researcher concluded that H_0 is accepted and H_1 is rejected. Indicate that there is a significant different between students productive and receptive skills.

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2. Suggestion

Based on the research, the researcher give some suggestion as follow:

1. In order to improve the student's vocabulary, they need to conducting more reading and listening whether it's reading a newspaper or listening to a podcast or news in English.
2. The lecturer should be given the students more active exercise in order to improve the students speaking and writing skills.
3. The lecturer should encourage students despite if their make a mistake and give their guidance.
4. This skripsi can be a reference for others researcher to conduct the next research.

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APPENDICES

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Appendix 1 The Students' Score of Receptive and Productive test

No	Subject	Listening Test	Reading Test	Speaking Test	Writing Test	Receptive	Productive
1	S01	90	100	88	60	95.00	74.00
2	S02	100	100	71	55	100.00	63.00
3	S03	100	84	79	70	92.00	74.50
4	S04	80	87	89	65	83.50	77.00
5	S05	72	86	70	60	79.00	65.00
6	S06	100	73	90	52	86.50	71.00
7	S07	85	90	100	45	87.50	72.50
8	S08	90	100	99	50	95.00	74.50
9	S09	93	90	78	70	91.50	74.00
10	S10	100	100	90	70	100.00	80.00
11	S11	100	100	100	66	100.00	83.00
12	S12	50	50	69	60	50.00	64.50
13	S13	100	98	80	63	99.00	71.50
14	S14	96	98	100	56	97.00	78.00
15	S15	100	100	95	70	100.00	82.50
16	S16	100	80	90	70	90.00	80.00
17	S17	100	86	89	70	93.00	79.50
18	S18	62	70	79	40	66.00	59.50
19	S19	89	100	88	66	94.50	77.00
20	S20	85	100	87	58	92.50	72.50
21	S21	90	100	93	70	95.00	81.50
22	S22	100	90	64	60	95.00	62.00
23	S23	100	100	78	61	100.00	69.50
24	S24	100	83	90	45	91.50	67.50
25	S25	100	100	91	42	100.00	66.50
26	S26	90	90	87	43	90.00	65.00
27	S27	70	90	80	45	80.00	62.50
28	S28	90	100	94	56	95.00	75.00
29	S29	100	100	64	67	100.00	65.50
30	S30	60	80	60	40	70.00	50.00
31	S31	80	100	78	55	90.00	66.50
32	S32	80	90	75	56	85.00	65.50
33	S33	100	80	76	66	90.00	71.00
34	S34	100	90	76	61	95.00	68.50
35	S35	100	100	80	67	100.00	73.50
	Total	3152	3185	2917	2050		
	Mean	90,05714286	91	83,34285714	58,57142857		

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Appendix 2 The score classification

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

Appendix 3 the instrument of listening test

Adopted from Longman: The complete course of TOEFL test

Listening test

Listen to the dialogue and choose the correct answer to the question below basedon the dialogue you heard.

PART 1

Questions 1-5

Listen as a student consult with a university office worker.

1. Why does the student go to see the office worker?
   a. To determine why his grades were so low
   b. To find out why he did not receive a grade report
   c. To ask where he could find the student with the same name
   d. To replace an incorrect document with a correct one

2. Why does the office worker suggest that the student talk to his professors?
   a. Because she feels that they took too long to submit the grades
   b. Because she does not fully understand the man's problem
   c. Because they are more familiar with the courses that the university offers
   d. Because she thinks that they might have the correct grade report

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3. What is stated about the grade report the student received? This question is worth 2 points (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).

Choose 3 correct answers.

   a. It was sent to his current residence.
   b. It was sent to his dorm.
   c. It listed the wrong grade for Latin American history.
   d. It listed grades for mathematics and physics classes.
   e. It had his correct name and address on it.

4. According to the office worker, what caused the student's problem?

   a. The student made a mistake on the change of address form.
   b. The office did not receive the student's change of address form.
   c. The student's professor did not send out a corrected grade report.
   d. One of the office workers incorrectly processed the change of address form.

5. Listen again to part of the conversation. Then answer the question.

Why does the office worker say this:

   a. To express confusion about the similar names
   b. To explain that this situation is not that uncommon
   c. To explain that this is the first time that she experienced this kind of situation
   d. To explain the university is too small for this situation to happen

Questions 6-11

Listen to a lecture in a government class.

6. What is the lecture mainly about?

   a. How Pierre Charles L'Enfant designed the city of Washington, D.C.
   b. How the location of Washington, D.C. was decided
   c. How Washington, D.C. was governed before direct elections
   d. Factors that make Washington, D.C. a distinctive city

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7. According to the lecture, why did politicians from the southern states not want New York City to be the capital city?

   a. They thought it was too far from the southern states.

   b. They thought the weather was too hot and humid in summer.

   c. They did not like the European inspired design of the city

   d. They did not like the idea of the capital city not being a part of any state

8. According to the lecture, how was the local government chosen when Washington, D.C. was first established?

   a. People voted in a nationwide election.

   b. Congress appointed a mayor.

   c. The president chose the local government.

   d. The local government was run by the military.

9. According to the lecture, what two points make Washington, D.C. different from other U.S. cities?

   Choose 2 correct answers.

   a. It was named after a famous president.

   b. It is not part of any state.

   c. It has streets radiating from the center of the city.

   d. It became self-governing only recently.

10. Is each of these true according to the lecture? **This question is worth 2 points** (2 points for 4 correct answers, 1 point for 3 correct answers, and 0 points for 2, 1, or 0 correct answers).

    For each answer, mark the YES or NO column.

	Yes	**No**
Part of the original state of Virginia was used to create Washington, D.C.		
Washington, D.C. used to be part of the state of Virginia.		
Part of Washington, D.C. was returned to the state of Virginia.		
Today, Washington, D.C. is part of the state of Virginia.		

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Appendix 4 the instrument for reading test

Reading test

Read the passage and answer the questions that follow.

Paragraph

Seventeenth-Century Dutch Painting The seventeenth century is generally acknowledged as the golden age of Dutch painting. At this time the Netherlands was the most prosperous nation in Europe, leading the continent in commerce, scientific advancements, and the arts. In the Netherlands, most of the inhabitants of the rich merchant towns adhered to the tradition of good craftsmanship, and consequently there was a proliferation of distinct branches of painting. The majority of painters of this period had to concentrate on a certain branch of painting, constituting the bulk of their artistic output.

The most important of these branches was portrait painting. Most portraits of this period were commissioned (the artist was hired to paint the subject) or were at least the product of negotiation between the artist, the sitter, and a patron. Many merchants desired to have their likeness represented in a painting to pass on to their descendants, or elected officials commissioned portraits to indicate the importance of their office. In addition, there were many local committees or governing boards—so dominant in Dutch civil life—that followed the tradition of having group portraits painted that would adorn the meeting rooms of the companies. A painter whose style appealed to the public could reasonably expect a steady income. However, no matter how successful a painter may have been, once his style ceased to be fashionable or in the face of an economic downturn, he could experience severe financial hardship. For example, Rembrandt van Rijn (1606-1669), the most renowned Dutch painter of the seventeenth century, had his greatest financial success as a portrait painter in Amsterdam, but in his later years had considerable difficulty earning a living. As the popularity of his paintings declined, Rembrandt went into debt and eventually his creditors sold his house and liquidated his art collection at auction.

Painters of this period who had no inclination or talent for portrait painting turned to less esteemed genres. Once an artist found a certain degree of success in painting in a specific genre, such as landscapes, still life, or battle scenes, he would repetitively and without originality, stick with that genre. **[8a]** Unlike portrait painters, the genre painters had to paint their pictures first, and then try to find prospective buyers for their works. **[8b]** To some degree many of these artists were happy to be relieved of the burden of having to please a patron, who often dictated what the artist was to create. **[8c]** However, once freed from the patronage system, the

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genre painter was at the mercy of the changeable tastes of the buying public. **[8d]** These painters had to either go into the market places and sell directly to their customers, or rely on middlemen who would buy paintings in bulk from an artist at a reduced price and then later sell the paintings at a considerable mark-up.

Moreover, competition among genre painters was intense. It has been estimated that approximately 1.3 million paintings were produced over a 20-year period. Because of the sheer volume of production, the price of paintings was relatively low with the exception of the most fashionable painters of the times, whose works could sell for considerable sums of money. These factors often forced less-skilled painters into a restrictive degree of specialization, producing essentially the same painting repeatedly to ensure a stable but meagre income.

Landscape painting was one of the most mass-produced genres of the seventeenth century. The tradition of landscape painting in the Netherlands began in the previous century. These earlier landscapes, however, lacked a sense of realism due to the fact that a semi-aerial viewpoint, rather than a frontal viewpoint, was used in order to add more detail to the composition. Often these paintings were created in the artist's studio, not out in nature, requiring the artist to paint these scenes from memory or partially from imagination. However, landscape paintings in the seventeenth century were in a more realistic style based on drawings made outdoors, and employing a ground-level viewpoint. The ground-level point of view allowed for lower horizons in the compositions, which made it possible for the artists to paint impressive cloud formations that are a hallmark of Dutch landscape paintings of this period. Favorite subjects in landscape paintings were coastal sand dunes, winter scenes with frozen canals and streams, and rivers with broad adjoining meadows where cattle grazed. Landscapes with cattle in the foreground also became a popular subgenre at the time, capitalizing on the fact that cows were a symbol of prosperity to the Dutch.

1. According to paragraph 1, most of the Dutch artists of the seventeenth century?
   a. Had experience in the fields of business and science
   b. Produced most of their work in a specific genre
   c. Created works in traditional branches of painting
   d. Were unaware of the adherence to traditional craftsmanship

2. The word "prosperous" in paragraph 1 is closest in meaning to

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a. Affluent
b. Populous
c. Sophisticated
d. Prestigious

3. The word “proliferation” in paragraph 1 is closest in meaning to
   a. Standardization
   b. Alteration
   c. Increase
   d. Improvement

4. According to paragraph 2, all of the following were reasons for people to commission portraits EXCEPT
   a. To decorate their offices with the portraits
   b. To hand down the portraits to later generations of their family
   c. To give the portraits as gifts during business negotiations
   d. To indicate the level of their political power

5. According to paragraph 2, even the most successful artists could experience
   a. Restrictions on the number of patrons they were allowed to have
   b. Being prohibited from serving on local committees or governing boards
   c. Their art not being included in prestigious collections
   d. Financial setbacks due to changes in the public's taste

6. The word "inclination” in paragraph 3 is closest in meaning to
   a. Incentive
   b. Preference
   c. Example
   d. Experience

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7. In paragraph 3, it can be inferred that portrait painters
   a. Had arranged for their payment before they started a painting
   b. Were more likely to paint in different genres than less skilled painters
   c. Were not overly concerned about pleasing their patrons
   d. Painted their works in order to satisfy prospective customers

8. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 3.

An artist who painted in these less prestigious branches of painting could not depend on commissions.

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

9. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.
   a. Artists lowered their prices in order to sell directly to customers who wanted to avoid the high markups associated with middlemen.
   b. Customers depended on middlemen to find the best paintings in the market despite their huge markups.
   c. Artists depended on middlemen to sell large quantities of their paintings or they had to find individual buyers themselves.
   d. Considerable markups encouraged artists to sell the bulk of their paintings directly to customers rather than middlemen in the market places

10. According to paragraph 4, because of the high volume of paintings being produced in the seventeenth century
   a. Artists were freed from having to paint the same kind of paintings repeatedly.
   b. The financial survival of artists depended on their specialization in a narrow range of paintings.
   c. Most artists were forced out of financial necessity to produce more fashionable paintings.
   d. Most artists could receive considerable sums of money from the sale of their paintings.

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Appendix 5 the instrument of writing test

Writing test

Instruction

For this task, you will first have three minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes. Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage.

Marco Polo

In his book, *Marco Polo,* an Italian merchant claimed to have traveled through China and met the Mongol ruler of China, Kublai Khan during the thirteenth century. However, many historians suggest that Polo's accounts of his travels in China were fabricated with the help of Arab and Persian merchants who had visited China, and that Polo never set foot in China. There are several reasons why the credibility of Marco Polo's accounts of his travels to China in the thirteenth century has been called into question.

In his book Polo claimed that he was a trusted advisor to Kublai Khan, participating in military actions and even serving as a governor for three years. However, there is no mention of Polo in any Chinese records. This is highly unusual because the Chinese were meticulous record keepers and one would assume that if Polo was so politically well connected there should be some written record about him.

It is extremely puzzling that Polo never mentioned tea, which was popular in China. The Chinese were the first culture to cultivate tea plants and develop the custom of drinking tea. Chinese records indicate that the use of tea dates as far back as the first millennium b.c. Tea drinking was widespread as a beverage that was consumed for pleasure on social occasions during the period that Polo was traveling around China and writing his journals. Given the uniqueness of this custom, it seems that this would have been of great interest to Polo if he had actually been to China.

Throughout Polo's accounts of China, he paid great attention to and reported in great detail about the architecture of the buildings he saw in China. However, not even once did Polo mention perhaps the most famous structure in China, the Great Wall. The Great Wall, a massive defensive structure, was built many decades before Polo supposedly travelled to China. It was built to prevent the Mongol people, who

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ruled China during the period that Polo claimed to have been in China, from conquering China. If Polo truly spent several years exploring China, we would definitely expect that there would be some reference to the Great Wall in his journals.

Appendix 6 the instrument of speaking test

Speaking test

Read the question. You have 15 seconds to plan an answer and 45 seconds to give your spoken response.

Some people prefer to buy innovative high-tech electronic products like cell phones and computers when they first come out on the market, while other people would rather buy these devices after they have been available in stores for a while. Which way do you prefer? Explain why.

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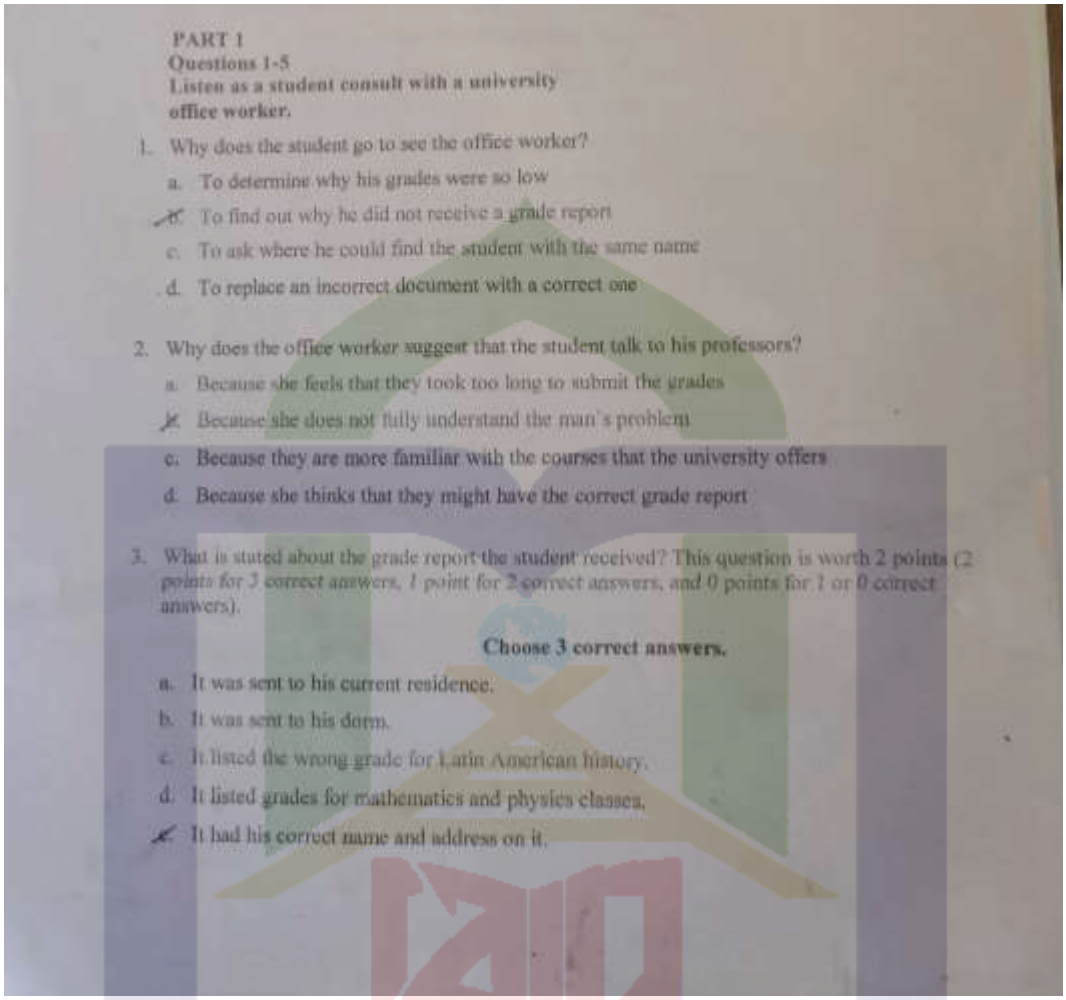
Appendix 7 the students listening test



PART 1
Questions 1-5
Listen as a student consult with a university office worker.

1. Why does the student go to see the office worker?
   a. To determine why his grades were so low
   b. To find out why he did not receive a grade report
   c. To ask where he could find the student with the same name
   d. To replace an incorrect document with a correct one

2. Why does the office worker suggest that the student talk to his professors?
   a. Because she feels that they took too long to submit the grades
   b. Because she does not fully understand the man's problem
   c. Because they are more familiar with the courses that the university offers
   d. Because she thinks that they might have the correct grade report

3. What is stated about the grade report the student received? This question is worth 2 points (2 points for 3 correct answers, 1 point for 2 correct answers, and 0 points for 1 or 0 correct answers).

   Choose 3 correct answers.

   a. It was sent to his current residence.
   b. It was sent to his dorm.
   c. It listed the wrong grade for Latin American history.
   d. It listed grades for mathematics and physics classes.
   e. It had his correct name and address on it.

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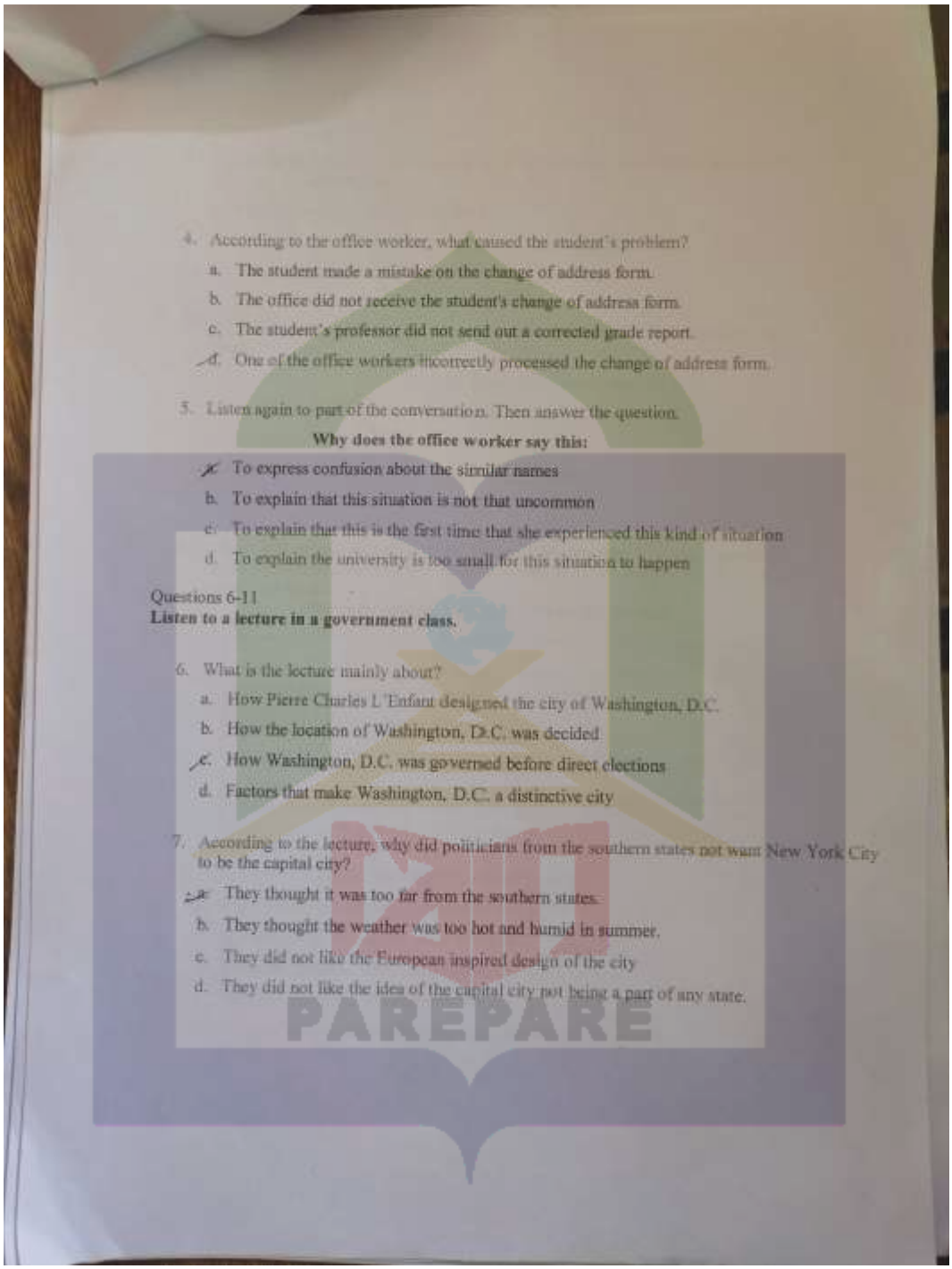

4. According to the office worker, what caused the student's problem?
   a. The student made a mistake on the change of address form.
   b. The office did not receive the student's change of address form.
   c. The student's professor did not send out a corrected grade report.
   d. One of the office workers incorrectly processed the change of address form.

5. Listen again to part of the conversation. Then answer the question.

   Why does the office worker say this:

   a. To express confusion about the similar names
   b. To explain that this situation is not that uncommon
   c. To explain that this is the first time that she experienced this kind of situation
   d. To explain the university is too small for this situation to happen

Questions 6-11
Listen to a lecture in a government class.

6. What is the lecture mainly about?
   a. How Pierre Charles L'Enfant designed the city of Washington, D.C.
   b. How the location of Washington, D.C. was decided
   c. How Washington, D.C. was governed before direct elections
   d. Factors that make Washington, D.C. a distinctive city

7. According to the lecture, why did politicians from the southern states not want New York City to be the capital city?
   a. They thought it was too far from the southern states.
   b. They thought the weather was too hot and humid in summer.
   c. They did not like the European inspired design of the city
   d. They did not like the idea of the capital city not being a part of any state.

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8. According to the lecture, how was the local government chosen when Washington, D.C. was first established?

a. People voted in a nationwide election.

b. Congress appointed a mayor.

c. The president chose the local government.

d. The local government was run by the military.

9. According to the lecture, what two points make Washington, D.C. different from other U.S. cities?

Choose 2 correct answers.

a. It was named after a famous president.

b. It is not part of any state.

c. It has streets radiating from the center of the city.

d. It became self-governing only recently.

10. Is each of these true according to the lecture? **This question is worth 2 points** (2 points for 4 correct answers, 1 point for 3 correct answers, and 0 points for 2, 1, or 0 correct answers).

For each answer, mark the YES or NO column.

	Yes	No
Part of the original state of Virginia was used to create Washington, D.C.	✓	
Washington, D.C. used to be part of the state of Virginia.		✓
Part of Washington, D.C. was returned to the state of Virginia.	✓	
Today, Washington, D.C. is part of the state of Virginia.		✓

11. What is stated in the lecture about the capitol building?

a. It is located on a street that runs north and south.

b. It is located on the highest point in the city.

c. It was not finished when the government

d. officially moved to Washington, D.C.

e. George Washington lived there during his first term as president.

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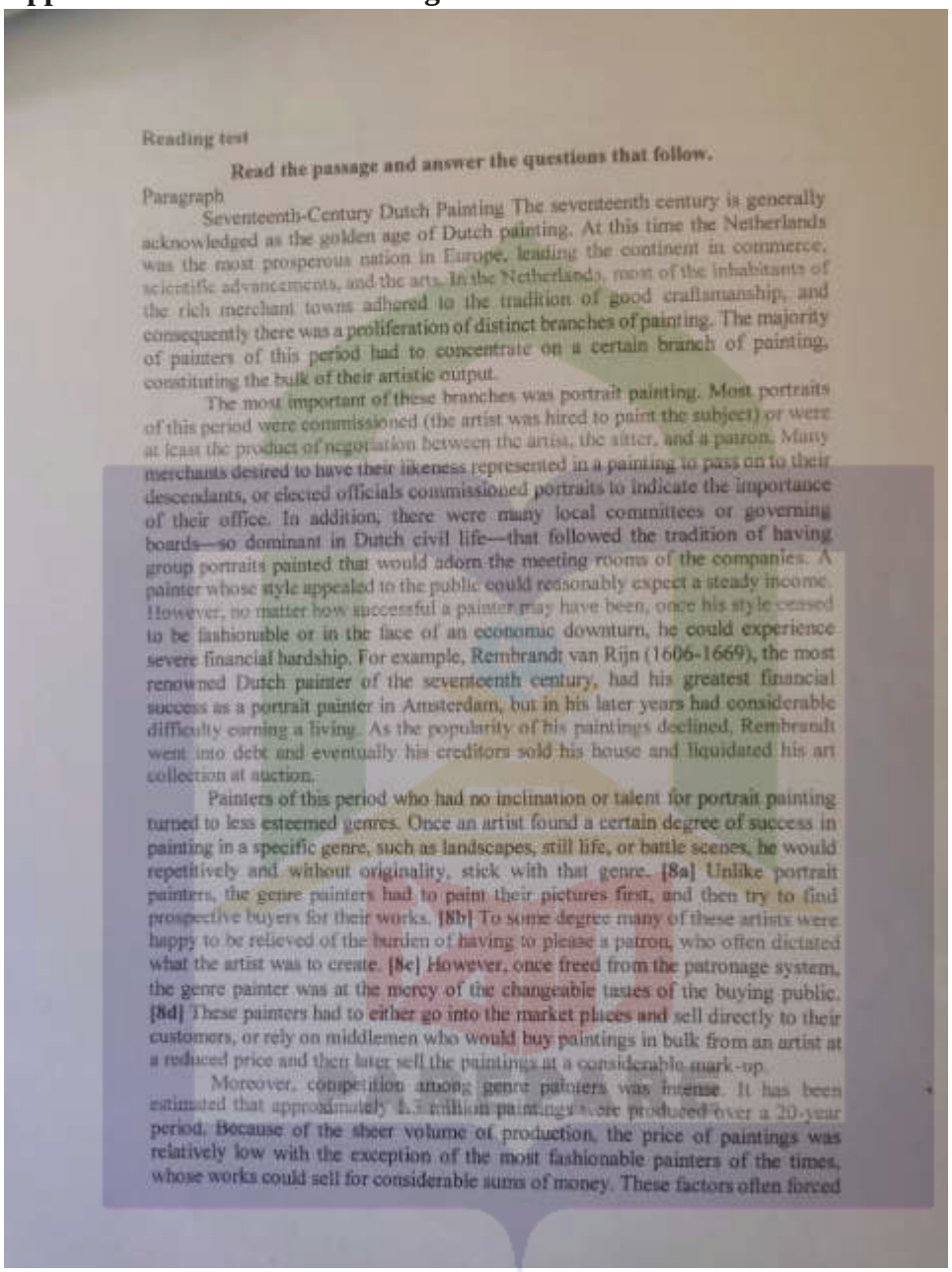
Appendix 8 the students reading test



Reading test

Read the passage and answer the questions that follow.

Paragraph

Seventeenth-Century Dutch Painting The seventeenth century is generally acknowledged as the golden age of Dutch painting. At this time the Netherlands was the most prosperous nation in Europe, leading the continent in commerce, scientific advancements, and the arts. In the Netherlands, most of the inhabitants of the rich merchant towns adhered to the tradition of good craftsmanship, and consequently there was a proliferation of distinct branches of painting. The majority of painters of this period had to concentrate on a certain branch of painting, constituting the bulk of their artistic output.

The most important of these branches was portrait painting. Most portraits of this period were commissioned (the artist was hired to paint the subject) or were at least the product of negotiation between the artist, the sitter, and a patron. Many merchants desired to have their likeness represented in a painting to pass on to their descendants, or elected officials commissioned portraits to indicate the importance of their office. In addition, there were many local committees or governing boards—so dominant in Dutch civil life—that followed the tradition of having group portraits painted that would adorn the meeting rooms of the companies. A painter whose style appealed to the public could reasonably expect a steady income. However, no matter how successful a painter may have been, once his style ceased to be fashionable or in the face of an economic downturn, he could experience severe financial hardship. For example, Rembrandt van Rijn (1606-1669), the most renowned Dutch painter of the seventeenth century, had his greatest financial success as a portrait painter in Amsterdam, but in his later years had considerable difficulty earning a living. As the popularity of his paintings declined, Rembrandt went into debt and eventually his creditors sold his house and liquidated his art collection at auction.

Painters of this period who had no inclination or talent for portrait painting turned to less esteemed genres. Once an artist found a certain degree of success in painting in a specific genre, such as landscapes, still life, or battle scenes, he would repetitively and without originality, stick with that genre. **[8a]** Unlike portrait painters, the genre painters had to paint their pictures first, and then try to find prospective buyers for their works. **[8b]** To some degree many of these artists were happy to be relieved of the burden of having to please a patron, who often dictated what the artist was to create. **[8c]** However, once freed from the patronage system, the genre painter was at the mercy of the changeable tastes of the buying public. **[8d]** These painters had to either go into the market places and sell directly to their customers, or rely on middlemen who would buy paintings in bulk from an artist at a reduced price and then later sell the paintings at a considerable mark-up.

Moreover, competition among genre painters was intense. It has been estimated that approximately 1.5 million paintings were produced over a 20-year period. Because of the sheer volume of production, the price of paintings was relatively low with the exception of the most fashionable painters of the times, whose works could sell for considerable sums of money. These factors often forced

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less-skilled painters into a restrictive degree of specialization, producing essentially the same painting repeatedly to ensure a stable but meagre income.

Landscape painting was one of the most mass-produced genres of the seventeenth century. The tradition of landscape painting in the Netherlands began in the previous century. These earlier landscapes, however, lacked a sense of realism due to the fact that a semi-aerial viewpoint, rather than a frontal viewpoint, was used in order to add more detail to the composition. Often these paintings were created in the artist's studio, not out in nature, requiring the artist to paint these scenes from memory or partially from imagination. However, landscape paintings in the seventeenth century were in a more realistic style based on drawings made outdoors, and employing a ground-level viewpoint. The ground-level point of view allowed for lower horizons in the compositions, which made it possible for the artists to paint impressive cloud formations that are a hallmark of Dutch landscape paintings of this period. Favorite subjects in landscape paintings were coastal sand dunes, winter scenes with frozen canals and streams, and rivers with broad adjoining meadows where cattle grazed. Landscapes with cattle in the foreground also became a popular subgenre at the time, capitalizing on the fact that cows were a symbol of prosperity to the Dutch.

1. According to paragraph 1, most of the Dutch artists of the seventeenth century?
   a. Had experience in the fields of business and science
   b. Produced most of their work in a specific genre
   c. Created works in traditional branches of painting
   d. Were unaware of the adherence to traditional craftsmanship

2. The word "prosperous" in paragraph 1 is closest in meaning to
   a. Affluent
   b. Populous
   c. Sophisticated
   d. Prestigious

3. The word "proliferation" in paragraph 1 is closest in meaning to
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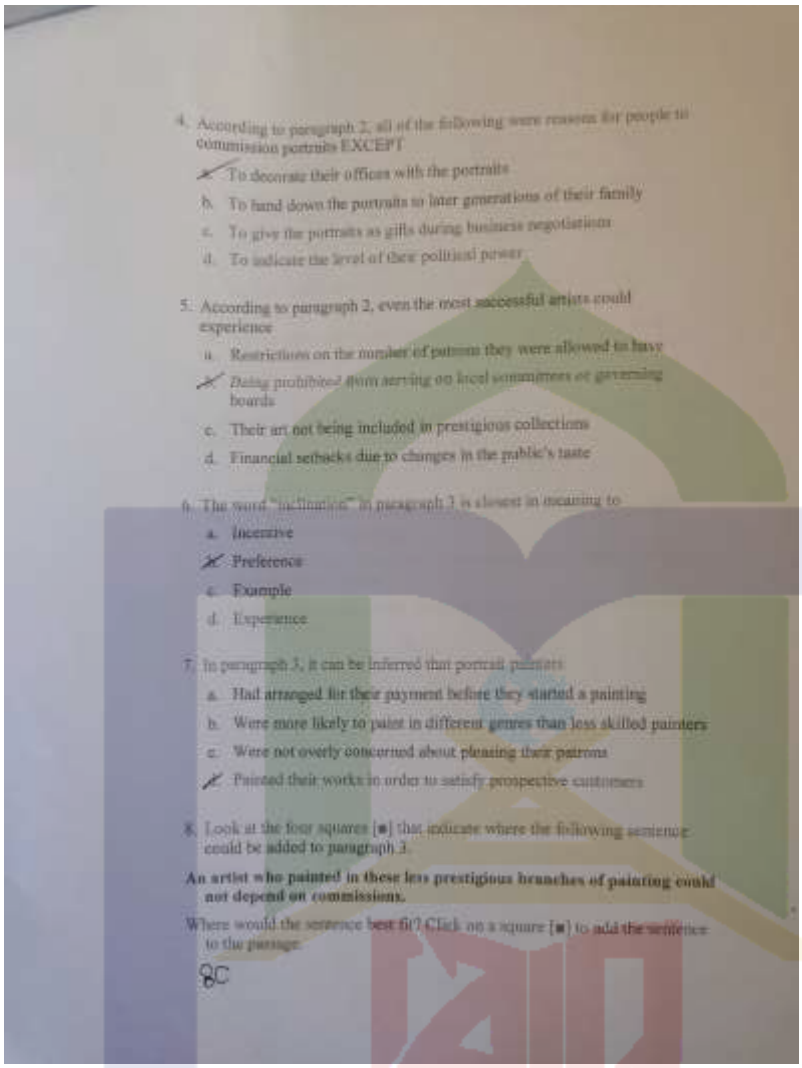

4. According to paragraph 2, all of the following were reasons for people to commission portraits EXCEPT

a. To decorate their offices with the portraits
b. To hand down the portraits to later generations of their family
c. To give the portraits as gifts during business negotiations
d. To indicate the level of their political power

5. According to paragraph 2, even the most successful artists could experience

a. Restrictions on the number of patrons they were allowed to have
b. Being prohibited from serving on local committees or governing boards
c. Their art not being included in prestigious collections
d. Financial setbacks due to changes in the public's taste

6. The word "inclination" in paragraph 3 is closest in meaning to

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b. Preference
c. Example
d. Experience

7. In paragraph 3, it can be inferred that portrait painters

a. Had arranged for their payment before they started a painting
b. Were more likely to paint in different genres than less skilled painters
c. Were not overly concerned about pleasing their patrons
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8. Look at the four squares [■] that indicate where the following sentence could be added to paragraph 3.

An artist who painted in these less prestigious branches of painting could not depend on commissions.

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

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9. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.

a. Artists lowered their prices in order to sell directly to customers who wanted to avoid the high markups associated with middlemen.

✗ Customers depended on middlemen to find the best paintings in the market despite their huge markups.

c. Artists depended on middlemen to sell large quantities of their paintings or they had to find individual buyers themselves.

d. Considerable markups encouraged artists to sell the bulk of their paintings directly to customers rather than middlemen in the market places.

10. According to paragraph 4, because of the high volume of paintings being produced in the seventeenth century

a. Artists were freed from having to paint the same kind of paintings repeatedly.

✗ The financial survival of artists depended on their specialization in a narrow range of paintings.

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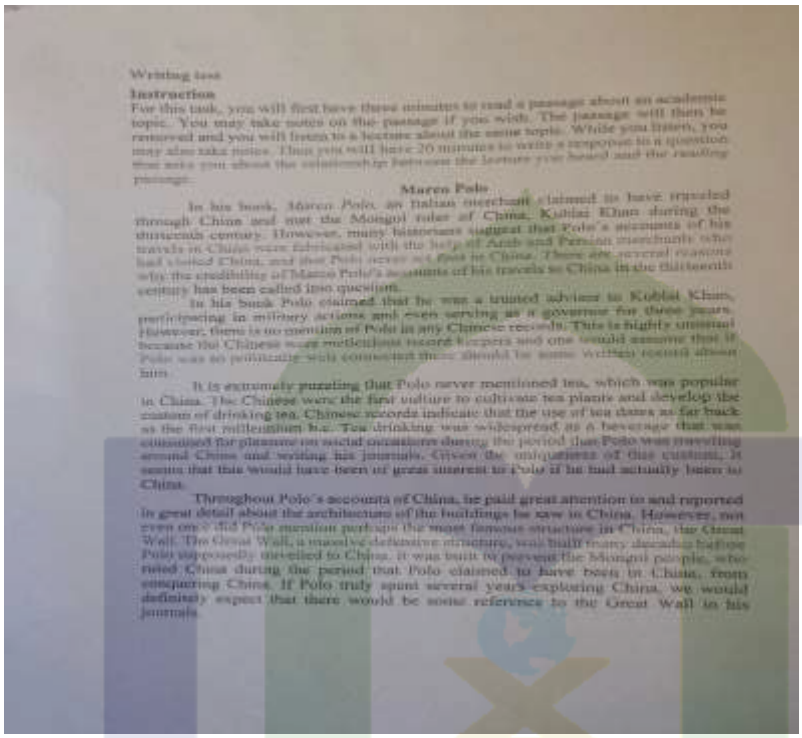
Appendix 9 The students writing test



Writing test

Instruction

For this task, you will first have three minutes to read a passage about an academic topic. You may take notes on the passage if you wish. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes. Then you will have 20 minutes to write a response to a question that asks you about the relationship between the lecture you heard and the reading passage.

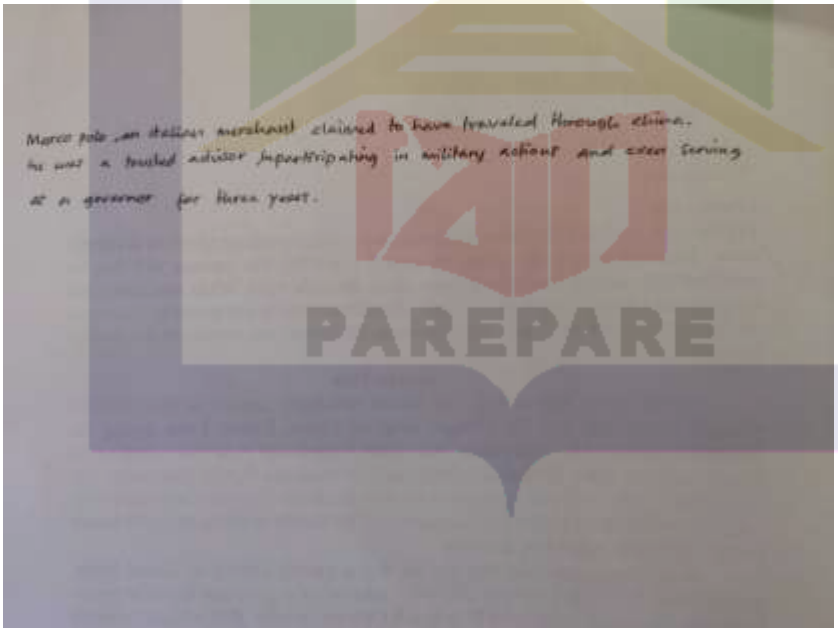
Marco Polo

In his book, *Marco Polo*, an Italian merchant claimed to have traveled through China and met the Mongol ruler of China, Kublai Khan during the thirteenth century. However, many historians suggest that Polo's accounts of his travels in China were fabricated with the help of Arab and Persian merchants who had visited China, and that Polo never set foot in China. There are several reasons why the credibility of Marco Polo's accounts of his travels to China in the thirteenth century has been called into question.

In his book Polo claimed that he was a trusted advisor to Kublai Khan, participating in military actions and even serving as a governor for three years. However, there is no mention of Polo in any Chinese records. This is highly unusual because the Chinese were meticulous record keepers and one would assume that if Polo was so politically connected there should be some written record about him.

It is extremely puzzling that Polo never mentioned tea, which was popular in China. The Chinese were the first culture to cultivate tea plants and develop the custom of drinking tea. Chinese records indicate that the use of tea dates as far back as the first millennium B.C. Tea drinking was widespread as a beverage that was consumed for pleasure on social occasions during the period that Polo was traveling around China and writing his journals. Given the uniqueness of this custom, it seems that this would have been of great interest to Polo if he had actually been to China.

Throughout Polo's accounts of China, he paid great attention to and reported in great detail about the architecture of the buildings he saw in China. However, not even once did Polo mention perhaps the most famous structure in China, the Great Wall. The Great Wall, a massive defensive structure, was built many decades before Polo supposedly traveled to China. It was built to prevent the Mongol people, who ruled China during the period that Polo claimed to have been in China, from conquering China. If Polo truly spent several years exploring China, we would definitely expect that there would be some reference to the Great Wall in his journals.



Marco polo an italian merchant claimed to have traveled through china.
he was a trusted advisor participating in military actions and even serving
as a governor for three years.

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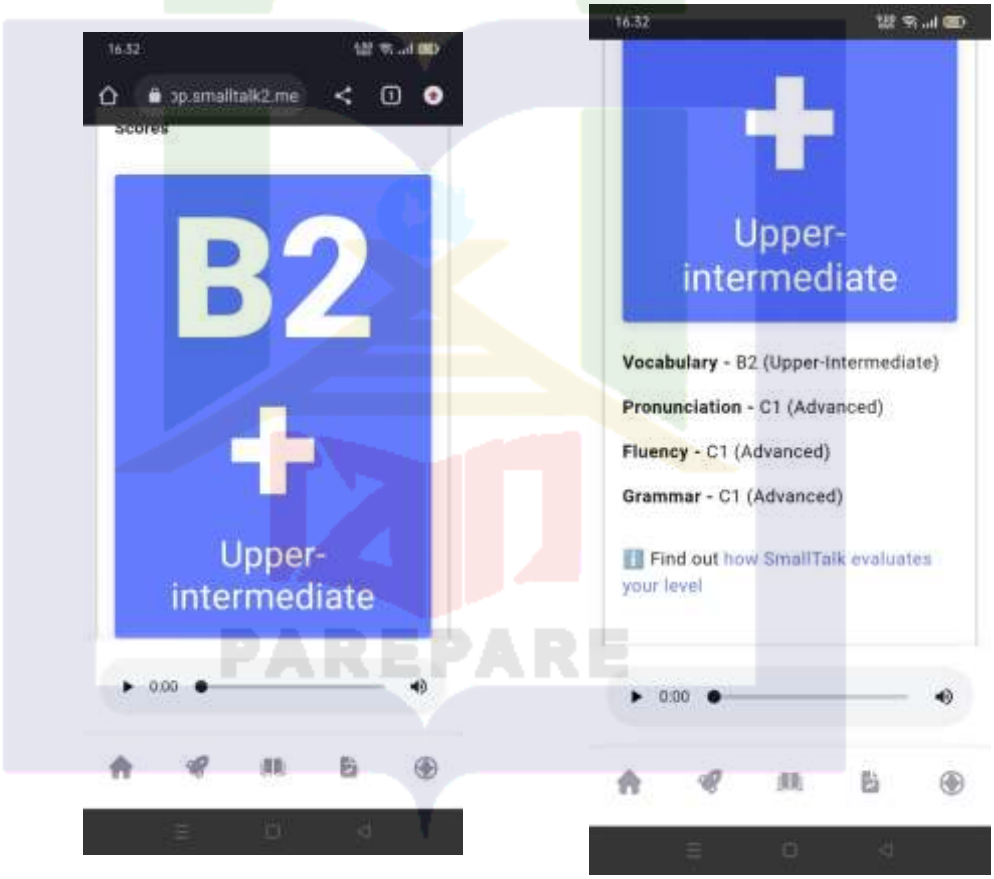
Appendix 10 the students speaking test

Speaking test

Read the question. You have 15 seconds to plan an answer and 45 seconds to give your spoken response.

Some people prefer to buy innovative high-tech electronic products like cell phones and computers when they first come out on the market, while other people would rather buy these devices after they have been available in stores for a while. Which way do you prefer? Explain why.



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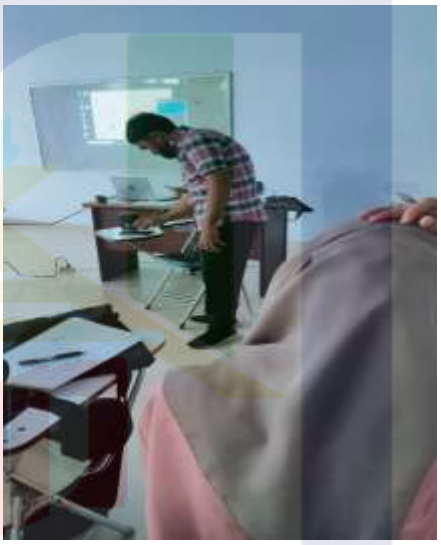
Appendix 11 Documentation



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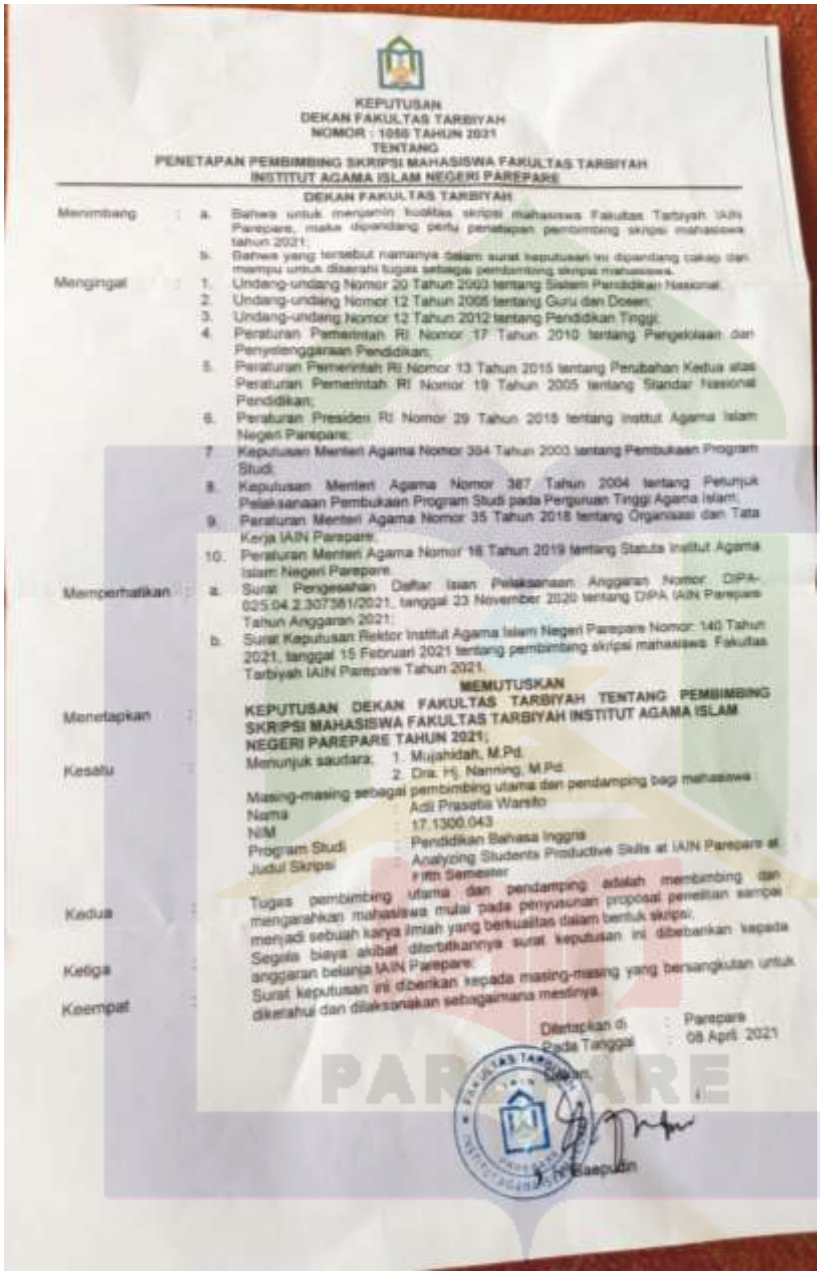
Appendix 12 Research allowance



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1058 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk dibebani tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307581/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu : Menunjuk sautara:
1. Mujahidah, M.Pd.
2. Dra. Hj. Nanning, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Adli Prasetia Warsito
NIM : 17.1300.043
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analyzing Students Productive Skills at IAIN Parepare at Fifth Semester

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 08 April 2021

Dekan,

Saepudin

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 13 Form recommendation research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Nomor : B.5026/In.39/FTAR.01/PP.00.9/12/2022 20 Desember 2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Adil Prasetia Warsito
Tempat/Tgl. Lahir	: Pangkajene, 18 Januari 1998
NIM	: 17.1300.043
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: Jl. Rusa, Desa Lautang Benteng, Kec. Mariengngae, Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Comparing The Students' Productive And Receptive Skills Of The Six Semester Of English Departement At IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Desember 2022 sampai bulan Januari Tahun 2023.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

a.n. Dekan I,
Bahtiar, M.A

Tembusan :
1 *Rektor IAIN Parepare*
2 *Dekan Fakultas Tarbiyah*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

SRN IP0000922

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@parepare.kota.go.id

REKOMENDASI PENELITIAN

Nomor : 924/IP/DPM-PTSP/12/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **ADIL PRASETIA WARSITO**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. RUSA NO. 2 PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **COMPARING THE STUDENTS PRODUCTIVE AND RECEPTIVE SKILLS OF THE SIX SEMESTER OF ENGLISH DEPARTMENT AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **26 Desember 2022 s.d 30 Januari 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **23 Desember 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetakannya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 9132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.565/In.39/FTAR.01/PP.00.9/02/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd.
NIP	: 19830420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Deka n Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Adil Prasetia Warsito
NIM	: 17.1300.043
Fakultas/Prodi	: Tarbiyah/ Tadris IPS
Alamat	: Jl. Rusa No.2 Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Desember 2022 sampai dengan bulan Januari 2023, dengan judul penelitian **"Comparing The Students Productive And Receptive Skills Of The Six Semester Of English Department At IAIN Parepare".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 02 Februari 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

ADIL PRASETIA WARSITO. the writer was born in pangkajene 18th January 2000. He is the third child from 4 sibling. From couple of Hasanuddin and Hasna amin, he have three brothers. He began his study at elementary school at SD negeri 15 pangsid, and graduate at 2011, then continue his study at junior high school at SMP negeri 2 pangsid and graduated at 2014. He continued in senior high school at SMA negeri 1 pangsid and graduated at 2017. He continued his education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as his major. Finally, on 2022 he completed his thesis with the title **"Comparing the students' Receptive and Productive skills of six semester of English department in IAIN parepare"**

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE