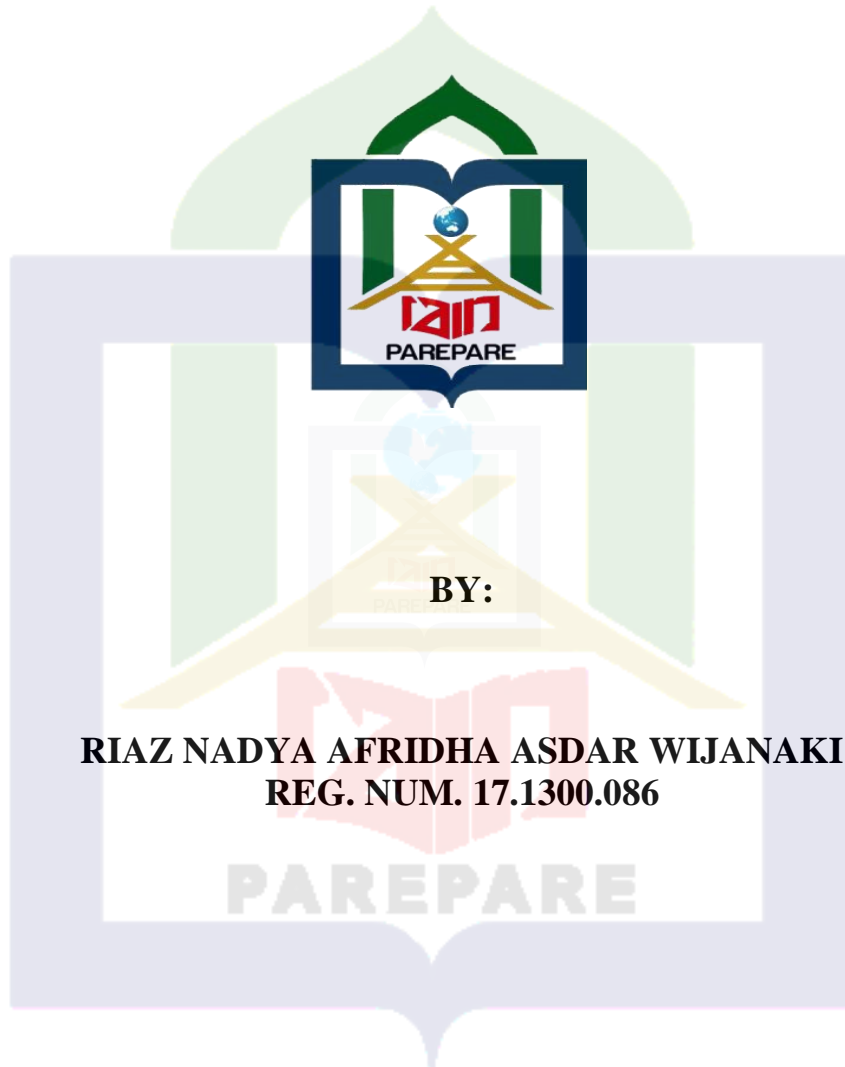


A THESIS
STUDENTS' SPEAKING SKILLS IN POST COVID-19
PANDEMIC AT MTSN PAREPARE



BY:

RIAZ NADYA AFRIDHA ASDAR WIJANAKI
REG. NUM. 17.1300.086

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ
وَأَصْحَابِهِ أَجْمَعِينَ

First of all, let us be thankful our God Allah SWT and be grateful to Allah who created the universe, a God who is most forgiving and merciful the owner of the Day of Judgment and don't forget to sent Sholawat and Salam to our prophet Muhammad SAW (peace be upon him), the last prophet of muslims and bearer of straight teachings, namely the era of injustice towards the age of peace and justice.

The researcher realizes that finish this thesis is not an easy task without the help of the closest people. However, the researcher would like to express deepest and great thanks to her beloved parents Muh. Asdar Mahmud Andi Naki and Rismawati Muis for their support and for always praying for her until Degree of Strata-1 (S1).

Her high appreciation and profusely sincere thanks are due to Hj. Nurhamdah, S,Ag, M.Pd., as the first consultant, and Nur Asiza, M.Pd., as the second consultant, who have patiently guided and given their construction suggestions motivated and corrected to the researcher for finishing the thesis.

The researcher also would like to express deepest and great thanks to :

1. Prof. Dr. Hannani, M. Ag. as the Rector of IAIN Parepare, has worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd., as the Dean of Tarbiyah Faculty of the State Islamic Institute (IAIN) Parepare, has given the writer a guideline to finish this thesis.
3. Kalsum, M.Pd., as the Chairman of the English Education Program, for the fabulous service to the students.
4. All lecturers of the English Education Program who have already taught the researcher during her study at IAIN Parepare.
5. All the staffs of Tarbiyah Faculty who have worked hard in order to complete the administration for this research.

6. Rusman Madina, S.Ag MA., as the headmaster of MTsN Parepare, Ibu Ica, Ibu Ummu Hani as the English program teacher at MTsN Parepare; and also great thanks for the students from IX.5 class who have given the researcher the opportunity to do his research in their class.
7. Her beloved brothers and sisters: Riefha Nurzulhiyyah Isnaini A.Wijanaki, Raniah Nurul Qalbi A.Wijanaki, Muhammad Riffat A.Wijanaki, Muhammad Ridza A.Wijanaki, Muhammad Razka Istiqlal A.Wijanaki and my cousins Putra Astaman Wijanaki and Dwi Septianingsi A.Wijanaki who have always given support, guidance, financial support and education to finishing this thesis, and all her family who have given endless love, advice, support and pray to God for the researcher's success.
8. Her special friends: Muhammad Fikri, Nirmala Febrianti, Putri Rahayu, Aprisal, Megawati Fatahuddin, Shinta Safira, Revit Rendra, Wahyudi, Ahmad Fauzi Darwis, Ashim Ansyari, Fika Kumara, Novitasari, Zindy, Putri Melati and Astri Ainun Sultan for always caring and helping to finishing this thesis.
9. For Class group "Temang Kelas" and Big family of English Education Program of Tarbiyah Faculty 2017 big thanks for giving support, sharing their time and story and being good friends.

May Allah SWT always bless them, however the researcher realize that this thesis is still not being perfect so criticism and suggestion would acceptable to make it better.

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated this thesis was her 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.

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ABSTRACT

Riaz Nadya Afridha Asdar Wijanaki. *Students' Speaking Skills in Post Covid-19 Pandemic at MTsN Parepare* (Supervised by Hj. Nurhamdah and Nur Asiza)

Speaking is one of the language skills that are exercised in our daily lives. The educational process, students are expected to speak fluently, which is why speaking skills are essential. Students are expected to verbally express their knowledge during the teaching and learning process. Since March, 2020. Covid-19 has been endemic in Indonesia and there is no sign of a decline or even an increase. This makes all educational institutions asked to organize a learning process in the form of learning from home or online which causes the current conditions of learning teaching to undergo a very drastic change. This research was aimed to find out and describe the Students' Speaking Skills in Post Covid-19 Pandemic at MTsN Parepare.

This research used descriptive research method with a quantitative approach. The samples of this research were taken from IX.5 class consisted of 15 students the instrument for collecting data by using interview with classmate method.

After analyzing the data, the researcher got; After the covid-19 pandemic, students' speaking skills of 15 students at MTsN Parepare found that the average student was in the good category in speaking ability. Around 80% of the total percentage, there were 12 students who obtained grades in the good category. Meanwhile, around 20% of the 3 students scored in the sufficient category.

Keywords: Post Covid-19 Pandemic, Students' Speaking Skills

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CHAPTER I

INTRODUCTION

A. Background

Students' speaking abilities are significantly impacted by their input activities, like reading and listening, leading to varying skill levels despite having the same teaching material. Various factors, including motivation, maturity, student-teacher relationship, verbal ability, level of freedom, sense of security, and teacher communication skills, affect students' learning activities. Students can acquire good knowledge and speaking skills during the learning process if the factors mentioned above are satisfied

Speaking is one of the language skills that are exercised in our daily lives.¹ Talking is a more effective way to communicate, hence why speaking is used as a tool. It's important for every person to have speaking skills because speaking skills are a key aspect of effective communication, Speaking is the ability to pronounce articulation sounds or words that express, or convey thoughts, ideas and feelings.² The educational process, students are expected to speak fluently, which is why speaking skills are essential. Students are expected to verbally express their knowledge during the teaching and learning process.

However, speaking ability of secondary high school students in Indonesia were considered weak. In 2021, Anisa Putri conducted research to identify the speaking difficulties of eighth-graders at State Junior High School 20 Pekanbaru.

¹Jauharoti, Alfin. "*Keterampilan Dasar Berbahasa*" Surabaya: Pustaka Intelektual, 2009.

² Tarigan, Guntur Henry. "*Berbicara Sebagai Suatu Keterampilan Berbahasa*" 1983.

This study used qualitative descriptive method. Simple random sampling technique was used to obtain a sample of 35 students from 4 classes for this study. The study result indicate that when speaking, students struggle with grammar, pronunciation, vocabulary, anxiety and shyness.³ Additionally, Santoso, W & Perrodin, D. D. (2022) investigated the causes of students' speaking anxiety at a private Junior High School at Salatiga, Central Java by using case study method. The study involved distributing questionnaires to 66 participants between grades 7 and 9. From the questionnaire items provided, students chose the causes of their speaking anxiety based on their personal opinions. According to the result, the participants' speaking anxiety was majorly caused by their concern for grammar and accuracy.⁴

Furthermore, since March 12, 2020. Covid-19 has been endemic in Indonesia and there is no sign of a decline or even an increase. Covid-19 is an infectious disease caused by the acute respiratory syndrome Coronavirus 2 (SARS-CoV-2). The covid-19 virus can cause disturbances in human respiration which can be transmitted from one human to another. Therefore, the Indonesian government immediately took action, one of which was in the form of social Distancing or Physical Distancing so that the spread of the virus could be stopped. But now the impact of the Covid-19 virus is also being felt by the world of education.

This makes all educational institutions are asked to organize a learning process in the form of Learning from Home (BDR) or online, also known as Distance

³ Putri A, Thesis: *"A Study on English Speaking Problems in Speaking Performance Encountered by Students at State Junior High School 20 Pekanbaru"* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2021)

⁴Santoso, W., & Perrodin, D. D, Thesis: *"Factors Contributing to Students' Speaking Anxiety (A Case Study at Students' Junior High School"* (Anglophile Journal: 2022), 2(1), 55-67

Learning (PJJ), which causes the current conditions of learning and teaching to undergo a very drastic change. The head of the Ministry of Education responded to this decision by making Circular No. 4 of 2020 regarding the Distance Learning (PJJ) application. The PJJ system is a learning method that is not done face-to-face in the classroom, but is carried out through the use of Internet information technology services.

Distance Learning is not so effective that it has an impact on teachers and students, namely the teachers find it difficult to manage Distance Learning (PJJ) and the students also have difficulty accessing the learning links provided because of network restrictions and also the impact of the learning on students. According to Sintema (2020) the level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding.⁵ The difficulty to concentrating learning from home and complaining about the severity of the assignment of questions from the teacher as well as increasing a sense of stress to the student and boredom due to continuous isolations isolation has the potential to cause anxiety, depression and decrease student competence. This will affect students' speaking skills and decrease student learning competencies which are very influential in a learning process.

Based on the result of conversations with the Research Teacher during PPL as well as one of the English Subject Teachers at MTsN Parepare showing low or poor

⁵Sintema, E. J (2020, April 7). *Effect of Covid-19 on the performance of grade 12 students: Implications for STEM Education*. EURASIA Journal of Mathematics, Science and Technology Educations, 16(7). <https://doi.org/10.29333/ejmste/7893>

speaking skills, this is evidenced by the condition of students who are still shy in conveying their ideas so that it causes the students' voices to become unclear or small and students are still afraid, nervous and confident when asked to discuss, appear and explain or present the result of other discussions and learning in front of the class or in front of their friends.⁶

This situation is caused because students have low learning motivation, students' study habits are not good, students have not been able to master good and appropriate language components and low students interaction. On the other hand, the teacher has made efforts and efforts to help improve students' speaking skills using several media, strategies and methods. However, the media, strategies and methods used are less interesting and not yet varied to help improve students' speaking skills. Apart from all that, the teacher will continue to try to help students so that students' speaking skills can continue to improve and show good result.

Based on the description and explanation above, it shows that the lack or low condition of students' speaking skills cannot be separated from the lack or not optimal learning process at school, but this situation has become the duty of all parties in the school, especially teachers to play an important and dominant role in determining, assisting and training students to be skilled at speaking well in learning English.

Based on the background described above as well as interviews and direct observations in the field, the authors seek to conduct research with the title "Students'

⁶Mrs. Siti Haisah, S.s, English Teacher, Interview 28 May 2022 at MTsN Parepare

Speaking Skills in Post Covid-19 Pandemic” with the aim to reveal the students’ speaking ability after Covid-19 pandemic at MTsN Parepare.

B. Research Question

Based on the statement above, the researcher would like to forward research question “How are the students’ speaking skills at MTsN Parepare after the Covid-19 pandemic ?”

C. Objective of the Research

Based on the problem statement made by the researcher above, this research has purpose to find out and describe the students’ speaking ability at MTsN Parepare.

D. Significance of the research

The results of this study are expected to provide benefits for several parties

1. For Teachers

- 1) Increased creativity of teachers in presenting learning using varied and effective media and methods.
- 2) In order to increase the insight and knowledge of the teachers in helping and training students to be skilled in speaking well in learning English.
- 3) Become a more professional, active and creative teacher in the process of improving the quality of learning.

2. For Student

- 1) Students have good speaking skills.
- 2) Help and motivate students to be more confident, brave, enthusiastic and active in improving and improving students’ speaking skills in the English learning process.

3. For writers

Can add insight and knowledge of researchers, regarding the speaking skills of class IX students at MTsN Parepare in learning english.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The objective of previous research is to gather material for comparison and reference. Furthermore, in order to prevent the assumption of similarity with this study. In this literature review, the researchers incorporated the outcomes of earlier research in the following manner:

The first is from Siti Surianah Harahap in her thesis about “An Analysis on Students’ Speaking Skills at Second Grade SMP 8 Rambah Hilir”. This research used descriptive qualitative method. The study’s objective was to evaluate students’ speaking skills, focusing on the analysis and description of errors.

The research sample included approximately 21 second-grade pupils from SMP 8 Rambah Hilir district. Based on the conducted reserach, the writer concluded that the second grade students in SMP 8 at Rambah Hilir district had good speaking skills in the 2014/2015 academic year. According to the analysis, 67% of the 21 students demonstrated good speaking skills, while 33% had average to good speaking skills. None of the students had poor or average ability levels. The conclusion is that students possess good speaking skills.⁷

The second research was conducted by Dini Eka Andestina. In her research Entitled “Teacher’s Techniques in Teaching Speaking Skill for Eight Grade Students at SMPN 7 Jambi City”. The subject of the research was Eighth Grade Students of

⁷Harahap, S. S., Antoni, R., & Rasyidah, U. (2015). *An Analysis on Students’ Speaking Skill at Second Grade SMP 8 Rambah Hilir*. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, 1(1)

SMPN 7 Jambi City and the researcher employs a qualitative descriptive approach. The objective of this study is to determine the teaching method employed by teachers in educating their students speaking skills at SMPN 7 Jambi city and how the teacher applies role playing techniques and small group discussion in teaching students speaking skills at SMPN 7 Jambi city.

The researcher determined that teaching speaking through role play and small group discussions was effective after conducting the research. Students' speaking skills were enhanced by teaching techniques including role play and small group discussion. Students' speaking skills were enhanced by teaching techniques including role play and small group discussion.

Role play allows students to practice dialogue using their language skills by assuming different roles. The teaching of speaking involved role play, with students performing dialogues from the book. The objective of incorporating role play in teaching speaking was to elevate the pronunciation skills of students.

Trough small group discussions, students have opportunity to express their ideas, thoughts, and arguments. The teacher divided the students into groups and prompted them to discuss the picture. Small group discussions encouraged student interaction and activity. By utilizing small group discussions, students' speaking skills can be improved, while also fostering active participation and critical thinking in learning.⁸

⁸ Andestina, D. E., Ritonga, H., & Mahmudah, F. (2019). *Teacher's Techniques in Teaching Speaking Skill for Eight Grade Students at SMPN 7 Jambi City* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

The next is a thesis was conducted by Nurdiana Holida entitled “Students’ Perception on Speaking Class in Online Learning at English Education Study Program of State Islamic University Sulthan Thaha Saifuddin Jambi”. This research tha used quantitative methods. The purpose of this research is to identify how english Education Study Program students view speaking class in online learning.

Survey result indicate that 44.7% of fourth-semester students at the State Islamic University Sulthan Thaha Saifuddin Jambi consider their online speaking class to be in the standard percentage category. Speaking classes are not effectively conducted through online learning. Several factors cause this, first factors internal which is the lack of interaction, boring and some of student desire to speak and to share their opinion with ither students in the classroom. Students to choose offline studying over online. In the process of learning speaking, students encounter several problems. The students need sufficient time to adjust to changes in the new learning method, as it will influence thei comprhension of the learning theory and practical application. Some students struggle to comprehend the speaker due to limited vocabulary, fluency, pronunciation, and grammar control. External factors, such as unstable connection, high cost of internet data, and unstimulating learning environment provided by the lecturer, impede the development of speaking skills.⁹

B. Some Pertinent Ideas

This section discusses some of the relevant theories related to research.

⁹ Holida, N., Nurhasanah, A., & Nafiah, U. (2021). “*Students Perception on Speaking Class in Online Learning at English Education Study Program of State Islamic University Sulthan Thaha Saifuddin Jambi*” (Doctoral dissertation, UIN Sultan Thaha Saifuddin Jambi).

1. The Concept of Speaking Skills

a. Definition of speaking skills

The ability to speak is a crucial language skills for fulfilling human needs. When it comes to communication, speaking plays a significant role in how we interact with others.¹⁰ Language is a medium of communication for social humans, with good use of language and in accordance with Indonesian language rules, humans will find it easier to speak and convey messages or information to the interlocutor or listener. In communicating activities between individuals and groups, it is necessary to have skills when speaking and conveying messages or information according to the goals and objectives to be achieved, so that listeners are able to properly receive messages or information conveyed by speakers or speakers in these communication activities.

Skills according to Nadler are activities that require practice or can be interpreted as implications of activities.¹¹ To get a skill or skill for a thing, a person needs habituation that is carried out continuously, so that the expected skills can be further honed and increased. Because, skills are produced from continuous practice and reflection.

¹⁰Kusuma, A. R. “Penerapan Keterampilan Berbicara dalam Pidato”, file:///C:/Users?WINDOWS/Download/Paper Anggita Rahma.pdf,(2019). Diakses 15 januari 2022 pukul 19.00.

¹¹Hakima, A. (2020). “Peran Model Experiential Learning Dalam Pendidikan Berbasis Keterampilan Tata Busana” Jurnal Online Tata Busana, 9 (03), 51-59

So, in social life skills are very important to be possessed by each individual, so that everything that is done becomes easier and quickly handled properly. Skills in everyday life are very much needed, especially in terms of communications or speaking, because communication or speaking is one of the activities most often done to convey and receive messages or information according to certain goals or needs in social life. Speaking, as defined by Tarigan in Subhayani, Sa'adiah, Armiah, is the act of enunciating articulation sounds or words in order to express and convey one's thoughts, ideas, and emotions.¹² Speaking is also a verbal communication orally and directly between speakers and speech partners who can also use audio or audiovisual communication media so that the idea can be understood.¹³ In addition, speaking is a form of human behavior that utilizes physical, psychological, semantic, and environmental factors so extensively that it can be said as the most important human tool for social control, speaking is also a process of thinking and reasoning.¹⁴

Speaking is seen as a form of oral communication, a branch of knowledge about spoken language, or a linguistic activity using spoken

¹²Armia, S. S. A. (2017). *"Keterampilan Berbicara"*. Banda Aceh: Syiah Kuala University Press".

¹³Houda, G. (2015). *Enhancing Students' Reading Comprehension Through Extensive Reading*. Retrieved from <http://ronymbonster.blogspot.com/2017/05/readingis-process-of-looking-at-series.htm>.

¹⁴Ningsih, A. G., & Syahrul, R. (2013). Peningkatan Keterampilan Berbicara Melalui Metode Bermain Teka-teki Siswa Kelas X MAS-TI Tabek Gadang Kabupaten Lima Puluh Kota. *Bahasa, Sastra, dan Pembelajaran*, 1(3).

language.¹⁵ This explains that speaking is one of the characteristics of speaking skills. Speaking skills must be owned by everyone, the more skilled in speaking, the easier it is for everyone to get the information needed. In addition, good speaking skills will make it easier for someone to socialize with fellow surrounding communities, such as the home environment, school, and so on. Speaking skills will be better and perfect if speaking or communication activities are often trained, so that the structure, choice of words and sentences are more correct and precise.

Speaking skill is also the next skill that we master after we go through the process of learning to listen (listening). Speaking is one of the important communication tools to declare oneself as a member of society. In other words, to connect fellow community members, communication is needed. Learning speaking skills is an effort to be able to speak well. Starting from the pronunciation of vowels, increasing to a meaningful form is done by practicing. Likewise, humans can communicate with other people in more complex forms that can be improved through the process and effort of practice.¹⁶ Speaking using skills can increase confidence so that when speaking a person can put aside shyness, nervousness and fear of speaking.

¹⁵Rosita, F. Y. (2015). Pengembangan Multimedia Interaktif Untuk Pembelajaran Berbicara Bagi Siswa Kelas IV Sekolah Dasar. *JINoP (Jurnal Inovasi Pembelajaran)*, 1(1), 25-37.

¹⁶Setyonegoro, A. (2013). Hakikat, alasan, dan tujuan berbicara (dasar pembangun kemampuan berbicara mahasiswa). *Pena: Jurnal Pendidikan Bahasa dan Sastra*, 2(2).

Based on the explanation above, it can be concluded that speaking skills are a person's skills in communicating and conveying messages directly or indirectly according to the required objectives in the form of words and sentences. Communication or speech delivered based on ideas, ideas, information, insights, feelings and knowledge.

b. The Purpose of Speaking Skills

Speaking has many goals which are very important to develop one's potential and creativity to be more skilled and accustomed to speaking based on correct and effective words and sentences. One of the main goals is to communicate, communicate based on information, ideas, ideas, and expressions of feelings to the listener or interlocutor. In general, speaking can be interpreted as a delivery of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.¹⁷ In addition, what is certain is that the purpose of speaking is to pass messages from us to other parties with others. As a good speaker, you must be prepared to deal with multicultural conditions and ways of conveying diverse messages. Various approaches can be taken, some of which are through an approach to conveying information, entertaining,

¹⁷Mabruri, Z. K., & Aristya, F. (2017). Peningkatan Keterampilan Berbicara Pembelajaran Bahasa Indonesia Kelas Iv Melalui Penerapan Strategi Role Playing Sd N Ploso 1 Pacitan: Peningkatan Keterampilan Berbicara Pembelajaran Bahasa Indonesia Kelas Iv Melalui Penerapan Strategi Role Playing Sd N Ploso 1 Pacitan. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 1(2), 112-117.

influencing, or even inspiring. The more often you become a speaker or speaker to the other person or listener, the confidence will increase.¹⁸

The purpose of speaking skills in junior high school is to train students to be skilled in speaking. Students' speaking skills can be trained by providing opportunities for students to express their opinions orally. So that the purpose of speaking can be achieved properly, there are several aspects that need to be considered, including aspects of speaking fluency, speaking coherence, and dexterity.¹⁹

Speaking skills need to be revealed to children from an early age or students in elementary school, so that children or students can pronounce articulation sounds or words so that they are able to express, state, and convey other people's ideas, thoughts, or hearts. Learning to speak can be done with the help of adults through conversation. By conversing, children will discover experiences and increase their knowledge and develop their language. Children need reinforcement (reinforcement), rewards (gifts, praise), stimulation, and good models or examples from adults so that their language skills can develop optimally. To understand what will be conveyed or communicated. According to Tarigan (2008) in Rita Kurnia, speaking

¹⁸Sirait, C. B. (2016). The power of public speaking. Elex Media Komputindo.

¹⁹Permana, E. P. (2016). Pengembangan Media Pembelajaran Boneka Kaus Kaki untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II Sekolah Dasar. *Profesi Pendidikan Dasar*, 2(2), 133-140.

has three general purposes, namely: 1) To inform and report (to inform); 2) Entertaining and entertaining (to entertain), and 3) To persuade, invite. Urge, and convince (to persuade).²⁰

The purpose of speaking above is to make speakers better prepare how to present information or messages that are effective, good and appropriate, besides that speakers must better understand the information that will be presented so that it is more easily accepted and understood by listeners. The program of teaching speaking skills must be able to provide opportunities for each individual to be able to achieve the expected goals. These objectives include the following:

1) Ease of Speaking

Learners should have ample opportunity to practice speaking until they develop these skills in a natural, fluent, and enjoyable way, both in small groups and in front of a larger general audience. Students need to develop self-confidence that grows through practice.

2) Clarity

Learners practice speaking correctly and clearly, both articulation and diction of sentences. The ideas spoken must be well structured through exercises such as discussions, seminars, interviews, guiding events in a speech degree, all of which

²⁰Kurnia, R. (2019). Bahasa Anak Usia Dini. Yogyakarta: Deepublish.

require skills to organize logical and clear ways of thinking so that clarity of speech can be achieved.

3) Responsible

Good speaking practice emphasizes the speaker's responsibility to speak appropriately, and to think carefully about what is the topic of conversation, the purpose of the conversation, who is being spoken to, and what is the situation and momentum of the conversation. Such an exercise will prevent students from speaking irresponsibly or using tongues that deceive the truth.

4) Shaping Critical Hearing

Good speaking practice as well as developing proper and critical listening skills are also the goals of this program. Here students need to learn to evaluate the speaker's words, intentions, and goals.

4) Forming Habits

Speaking skills cannot be achieved without the habit of interacting in the language learned or even in the mother tongue. This factor is so important in shaping the habit of speaking in one's behavior.²¹

²¹Firmansyah, M. B. (2018). *Model Pembelajaran Diskusi Berbasis Perilaku Berliterasi Untuk Keterampilan Berbicara. Jurnal Ilmiah Edukasi & Sosial*, 8(2), 119-125.

Based on the explanation above, it can be concluded that the purpose of speaking is to communicate with the interlocutor or listener. Another goal is to provide and present information, entertainment, persuading, influencing others to increase and increase the knowledge of listeners (listeners).

c. Factors Supporting the Effectiveness of Speaking Skills

Speaking is a productive process because speaking can produce informative messages that will increase knowledge for listeners or listeners, to support effectiveness in speaking or communicating and presenting information, there are several factors that can support effectiveness in speaking skills, including factors linguistic and non-linguistic factors. The following is an explanation of the factors supporting the effectiveness of speaking skills:

- 1) Language factors which include several aspect, namely:
 - a) Speech accuracy
 - b) Appropriate placement of pressur, tone, joint and duration;
 - c) Word choice (diction)
 - d) The accuracy of the target of the conversation.
- 2) Non-linguistic factors which include several aspects, namely:
 - a) A reasonable attitude, calm and not rigid;
 - b) The view that must be directed to the interlocutor;
 - c) Willingness to respect the opinions of others;

- d) Precise gestures and expressions;
- e) Loudness of sound;
- f) Fluency
- g) Relevance/reasoning;
- h) Topic mastery.²²

Each individual has different capacities and expertise in speaking skills. Therefore, it takes factors supporting the effectiveness of speaking, so that communication activities can be carried out optimally. In addition to the above opinion, there are factors supporting the effectiveness of speaking skills consisting of linguistic factors and non-linguistic factors according to Sabarti kharga, et al in Hidayat, Syaodih, Zahara, as follows. The linguistic factors as supporting the effectiveness of speaking include: 1) Placement of pressure, 2) Tone, 3) Term, 4) Intonation, 5) Rhythm, 6) Use of words and sentences. Meanwhile, non-linguistic factors as supporting the effectiveness of speaking, include: 1) Attitude of speaking, 2) Eyes to the interlocutor, 3) Willingness to respect the opinions of others, 4) Courage, 5) Mimics and pantomimes, 6) Loudness of voice, 7) Fluency and, 8) Polite speaking.²³

²²Sujinah. (2017). *Menjadi Pembicara Terampil*. Yogyakarta: Deepublish.

²³Hidayat, L. M., Syaodih, E., & Zahara, R. (2016). Efektivitas Metode Role Playing untuk Meningkatkan Keterampilan Berbicara pada Mata Pelajaran Bahasa Indonesia Kelas IV Madrasah Ibtidaiyah Muhammadiyah 2 Sumbersari. *EDUCARE*, 18-29

Based on the explanation above, it can be concluded that the factors supporting the effectiveness of speaking skills are individual skills in speaking or communication activities which include linguistic factors and non-linguistic factors in speaking skills that must be carried out so that speaking activities can be carried out effectively and optimally.

d. The main Factors in Assessing Speaking Ability

The following are the main factors that need to be considered in assessing speaking ability, namely:

1) Pronunciation

Pronunciation is the way in which a language or particular or sound is spoken.²⁴ "Pronunciation" is the way a word or language is spoken, and having "correct pronunciation" means speaking within the confines of a particular dialect.

Communication skills can be demonstrated through two methods, oral and written abilities. Pronunciation is a crucial factor that students must learn and focus on in their oral skills. When someone mispronounces, they may not be able to communicate their ideas effectively.

²⁴A.S Hornby. (1987). Oxford Advanced Learner's Dictionary of Current English. New York: Oxford University Press.

From explanation above, the researcher can conclude that all aspect influences each other. In addition, speaking English in this context requires more than just language proficiency; it also involves the student's personality and their ability to effectively present their knowledge of the language.

2) Vocabulary

Vocabulary is the most important thing to be known or the be mattered for people who want to have skill in speaking. It is very important because the weapon of speaking because the weapon of speaking is vocabulary, without vocabulary we will not be able to say something in this case, vocabulary is the first element of speaking. Vocabulary acquisition is an area of language learning more amenable than most to such techniques as this.²⁵

3) Grammar

Grammar in reality, most of student has impotence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so that they will be able to get plus when they speak well because they

²⁵Tomlinson, B. (1998). Comments on part A. *Materials development in language teaching*, 146-148.

have a good grammar, it makes the people also who hear what we say can understand.

The communicative grammar translation method teaches grammar not just for studying language rules, but also to help students improve their listening, speaking, reading, and writing skills.²⁶

4) Comprehension

Comprehension is the topic of discussion for both speakers due to its ability to help individuals gather information. Comprehension can be defined as the capacity to obtain something through a reasonable understanding of the subject or as the knowledge of the actual nature of a situation.²⁷

5) Fluency

Fluency is a complex idea that primarily relates to the smoothness of discourse continuity. Sentence connection, word-order variation, structure omission, and discourse prosody are all considered in the analysis. It shows that people are able to communicate well because it consists of the ease and speed of the flowing speech.

²⁶Kaharuddin, A. (2013). *The Communicative Grammar Translation Method: An Integrated Method of CLT and GT for Teaching English Communicatively and Accurately*. Cyprus: Trust Media Publishing.

²⁷Hidayati, N. (2015). Using Roleplay to Improve Students' Speaking Ability. *A classroom action research with eighth grade students of MTs. NU*, 5.

Fluency is the ability to communicate smoothly and easily through speaking or writing, suggesting a ready flow of words and the capacity to respond and accomplish tasks. It is usually a term of communication whereas. Marcel states that fluency is someone's way of speaking dealing with how to procedure words their speech.²⁸

2. Concept of English Learning

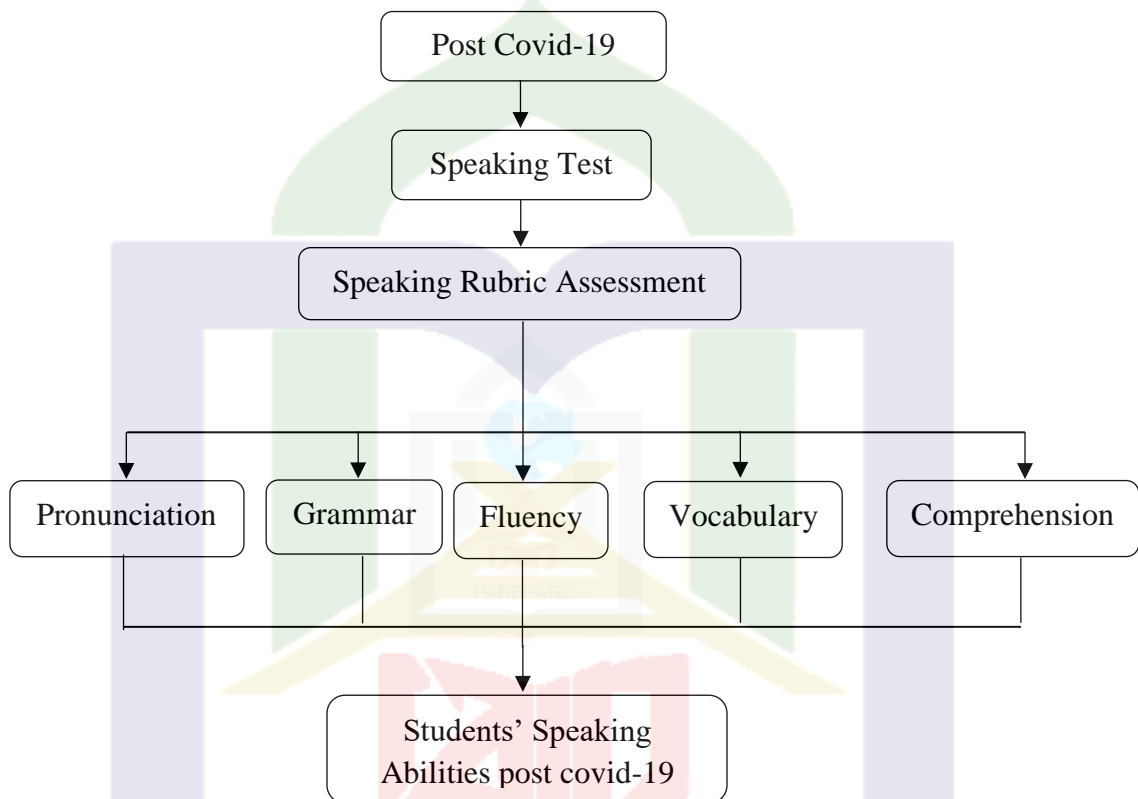
It is important to know the difference between “English Learning” and “Learning English”. Learning English is what people do when they want to use the English language. In language learning, we often talk about language skills and language systems. Whereas, English Learning is the acquisition of knowledge or skills through study, experience, or being taught. The study of foreign language learning has a long history to linguists concluded that there are three main terms, namely Approaches, Methods, and Techniques.²⁹ In language study, three approaches are often used approaches structural, functional, and interactional approaches. Structural flow view language as a system formed from several elements structurally related.

²⁸Marcel. (1978). *English Speaking Element*. London: Longman.

²⁹Sugimanur, S. (2020). *Students' beliefs toward the importance of english learning for ekonomi syariah major students at IAIN Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya).

C. Conceptual Framework

The researcher designed the concept of this research framework by showing the diagram below:



This conceptual framework means that the researcher wants to know the students' speaking skills after Covid-19 at MTSN Parepare. The researcher will guide an interview with classmate method as a test, then asses students speaking ability based on 6 components namely; pronunciation, grammar, vocabulary, fluency, comprehension and task.

CHAPTER III

THE RESEARCH METHOD

A. Research Design

The research method used is descriptive research method with a quantitative approach. Descriptive research is "research that trying to describe a symptom or events that occur at the time".³⁰ Based on this understanding, it can be concluded that descriptive research is done by looking for information related to existing symptoms, explained clearly explain the objectives to be achieved, plan how to do approach, and collect various kinds of data as material for making report. In this research the author wants to determine students' speaking skills after the Covid-19 pandemic.

This research approach used quantitative approach because it uses numbers, starting from data collection, interpretation of the data, as well as the appearance of the data, as well as the appearance of the results. This approach is also connected with research variables that focus on current issues and phenomena that are phenomena that are happening at the present time with the form of research results in the form of numbers that has meaning.

B. Location and Duration of the Research

The location of this research is MTsN Parepare which located in Jln Jenderal Ahmad Yani KM.02, Kec. Soreang, Kota Parepare, Sulawesi Selatan and this research plans 1 month research including of analysis data.

³⁰Sudjana, N. dan Ibrahim. (2004). *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algesindo.

C. Population and Sample

1. Population

In social research, population is defined as a group subject to be subject to generalization of research results. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. In this study, the population was all grade IX students at MTsN Parepare.

Table 3.1. The Data of Population

No.	Class	Total		Total
		Male	Female	
1	IX	80	76	156

2. Sample

The sample is part of the number and characteristics possessed by the population. If the population is large and the researcher cannot study everything in the population, for example due to limited funds, manpower and time, the researcher can use samples taken from that population. In this study, the sample were 15 students using the simple random sampling method.

D. The Instrument of the Research

The procedure of collecting data that will be used in this study is a test by using interview with classmate method. According to Fitriyanti et al, the support from classmates has a positive impact on students' interest in speaking English.³¹ The use of the test as a research instrument has the goal to obtaining data relating to students' speaking ability. There was a standard/grading rubric adapted from Brown (2001) that will be used to assess students' speaking skills based on the Aspect of Speaking.³²

E. Techniques of Data Analysis

After Collecting the data from students', then the researcher analyze the data using quantitative analysis. The following is the procedure that the researcher will go through in analyzing the data. the scores obtained are then calculated using the following formula:³³

$$\text{score} = \frac{\text{Students' Point}}{\text{Maximum Point}} \times 100$$

In the next stage, the score of students' ability in the test will be classified to determine their level of the ability using the classification standard from Arikunto's book. Therefore, the classification was as follows.³⁴

³¹Fitriyati, F., Hengki, H., & Aprizani, Y. (2022). Junior High School Students' Interest in English Speaking Supported by Classmates and Teacher. *Proceeding: Islamic University of Kalimantan*.

³²Helmanda, C. M., & Nisa, R. (2018, October). Teknik Penilaian Speaking Skill Dalam Meningkatkan Kemampuan Mahasiswa Bahasa Inggris Universitas Muhammadiyah Aceh. In *Prosiding Seminar Nasional Pendidikan Dasar 2018*. STKIP Bina Bangsa Getsempena.

³³Sunariah, N. S. (2019). *Panduan modern penelitian kuantitatif*.

³⁴Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.

Table 3.2 Classification Students' Score

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

Furthermore, the formula of score percentage will be presented as follows:

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

where:

P : Percentage.

F : Frequency.

N : Number of Respondents.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter is the findings of the research, which is referred to the research question. The researcher described the data based on the research questions. First research question is to describe how are the students' speaking abilities at MTsN Parepare after the covid-19 pandemic.

The findings of this research are based on students' answer of the test. After analyzing all the students' answer test, the researcher shows students' speaking abilities in the table below:

Table 4.1. Students' Speaking Abilities

NO	Sample	Students' Point	Max Point	Score	Classification
1	DZ	18	25	72	GOOD
2	EF	20	25	80	GOOD
3	FL	19	25	76	GOOD
4	FN	20	25	80	GOOD
5	MHI	19	25	76	GOOD
6	MA	17	25	68	FAIR
7	MG	16	25	64	FAIR
8	MI	16	25	64	FAIR
9	MR	18	25	72	GOOD
10	N	19	25	76	GOOD
11	NF	20	25	80	CGOOD

12	RRL	18	25	72	GOOD
13	SFM	18	25	72	GOOD
14	SM	20	25	80	GOOD
15	YA	20	25	80	GOOD
Mean score				74	GOOD

(Data source: The result of students' result in Interview with classmate page1 &2)

Based on the table above, it shows the results of interviews with classmates. Based on interviews, it can be seen that 12 students received the good category, 3 students were in the fair category and the total average score is 74 with good classification. There was a standard/grading rubric adapted from Brown (2001) that will be used to assess students' speaking skills based on the Aspect of Speaking:

1. Fluency

Table 4.2. Fluency Assesment Rubric

SPEAKING ASSESMENT RUBRIC		
Aspect	Score	Explanation
Fluency	5	Fluent like a Native speaker
	4	Fluency is not optimal because of language problems
	3	Fluency is disturbed a lot due language limitations
	2	Often hesitates and stops due to language barrier

	1	Intermittent speech or even stopping so that the conversation does not occur.
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The table below is the score points for students' speaking skills post covid-19 pandemic in the fluency aspect:

Table 4.3. Fluency Score

NO	SAMPLE	FLUENCY SCORE
1	DZ	3
2	EF	4
3	FL	4
4	FN	4
5	MHI	5
6	MA	3
7	MG	2
8	MI	2
9	MR	3
10	N	3
11	NF	4
12	RRL	3
13	SFM	3
14	SM	4
15	YA	4
Mean Score		3.4

In the point score table in the fluency aspect of students' speaking skills, The average score is 3.4 of the total. There were 6 students' who got a score of 3, which means that the students' speaking fluency was greatly impaired due to language limitations. There were 6 students' who got a score of 4, which means that the students' fluency was less than optimal due to language problems. There were 2 students who got a score of 2, which means that in their speaking fluency the students often hesitate and stop because of language barriers, and there was 1 student who got a score of 5 because the students' speaking fluency was as fluent as a native speaker.

2. Comprehension

Table 4.4. Comprehension Assesment Rubric

SPEAKING ASSESMENT RUBRIC		
Aspect	Score	Explanation
Comprehension	5	Understand all conversations without finding difficulty
	4	Understand everything even though there is repetition of words/sentences in certain parts
	3	Understanding most of what is said when speaking is somewhat slowed down even though there is repetition

	2	It's hard to follow what's being said
	1	Couldn't understand even a simple conversation

The table below is the score points for students' speaking skills post covid-19 pandemic in the comprehension aspect:

Table 4.5. Comprehension Score

NO	SAMPLE	COMPREHENSION SCORE
1	DZ	3
2	EF	4
3	FL	3
4	FN	5
5	MHI	4
6	MA	3
7	MG	3
8	MI	4
9	MR	4
10	N	4
11	NF	4
12	RRL	4
13	SFM	3
14	SM	4
15	YA	4

Mean Score	3.7
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In the point score table for the comprehension aspect of students' speaking skills, the average score is 3.7 of the total. There was 1 student who got a score of 5, which means the student comprehension all the conversations without encountering any difficulties. There were 9 students who got a score of 4, which means the students comprehension everything even though there were repetitions of words/sentences in certain parts. There were 5 students who got a score of 3, which means they comprehension most of what was said when speaking was a bit slow even though there was repetition.

3. Grammar

Table 4.6. Grammar Assessment Rubric

SPEAKING ASSESMENT RUBRIC		
Aspect	Score	Explanation
Grammar	5	No/only a few mistakes in grammar
	4	Sometimes make mistakes in the use grammar but does not affect the meaning
	3	Often makes grammatical errors that affect meaning
	2	Many grammatical errors hinder meaning and often rearrange sentences

	1	Grammar errors are so severe that they are hard to understand
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The table below is the score points for students' speaking skills post covid-19 pandemic in the grammar aspect:

Table 4.7. Grammar Score

NO	SAMPLE	GRAMMAR SCORE
1	DZ	4
2	EF	4
3	FL	4
4	FN	4
5	MHI	3
6	MA	4
7	MG	4
8	MI	3
9	MR	3
10	N	4
11	NF	4
12	RRL	3
13	SFM	4
14	SM	4
15	YA	4
Mean Score		3.7

In the point score table for the grammatical aspect of students' speaking skills, the average score is 3.7 of the total. There were 11 students' who got score of 4, which means students sometimes make mistakes in using grammar but it doesn't affect the meaning. There were 4 students who got a score of 3, which means students often make grammatical errors that affect the meaning.

4. Vocabulary

Table 4.8. Vocabulary Assesment Rubric

SPEAKING ASSESMENT RUBRIC		
Aspect	Score	Explanation
Vocabulary	5	Use vocabulary and expressions like native speakers
	4	Sometimes using inappropriate vocabulary
	3	Often uses inappropriate vocabulary, limited conversation due limited vocabulary mastery
	2	Many uses incorrect vocabulary and limited vocabulary making it difficult to understand
	1	Vocabulary is very limited so conversation is very difficult to happen

The table below is the score points for students' speaking skills post covid-19 pandemic in the grammar aspect:

Table 4.9. Vocabulary Score

NO	SAMPLE	VOCABULARY SCORE
1	DZ	4
2	EF	4
3	FL	4
4	FN	3
5	MHI	4
6	MA	3
7	MG	4
8	MI	4
9	MR	4
10	N	4
11	NF	4
12	RRL	4
13	SFM	4
14	SM	4
15	YA	4
Mean Score		3.8

In the point score table for the vocabulary aspect of students' speaking skills, the average score is 3.8 of the total. There were 13 students who got a score of 4, which means students sometimes use inappropriate vocabulary. There were 2 students who got a score of 3,

which means students often use inappropriate vocabulary, have limited conversation due to limited mastery of vocabulary.

5. Pronunciation

Table. 4.10. Pronunciation Assesment Rubric

SPEAKING ASSESMENT RUBRIC		
Aspect	Score	Explanation
Pronunciation	5	Easy to understand and use accent like a native speaker
	4	Easy to understand even with a certain accent
	3	There are pronunciation problems that require listeners to focus and sometimes misunderstanding occur
	2	Difficult to understand because of mispronunciation, often asked to repeat
	1	Serious pronunciation problems making it difficult to understand

The table below is the score points for students' speaking skills post covid-19 pandemic in the pronunciation aspect:

Table 4.11. Pronunciation Score

NO	SAMPLE	PRONUNCIATION SCORE
1	DZ	4
2	EF	4

3	FL	4
4	FN	4
5	MHI	3
6	MA	4
7	MG	3
8	MI	3
9	MR	4
10	N	4
11	NF	4
12	RRL	4
13	SFM	4
14	SM	4
15	YA	4
Mean Score		3.8

In the point score table for the pronunciation aspect of students' speaking skills, the average score is 3.8 of the total. There were 12 students who got a score of 4, which means the students' pronunciation was easy to understand with a certain accent. There were 3 students who got a score of 3, which means there are pronunciation problems that require the listener to focus and sometimes misunderstanding occur.

Based on the table above, the frequency of the classification score can be seen in the following table:

Table 4.12. The Rate Percentage of the Frequency

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	12	80%
3	Fair	56-70	3	20%
4	Poor	41-55	0	0%
5	Very Poor	≤40	0	0%
Total			15	100%

The table above illustrates students' speaking abilities at MTsN Parepare after the covid-19 pandemic. It can be seen that 12 students' achieved good category while 3 students experienced score in range fair category. Students speaking performance at MTsN Parepare after the covid-19 pandemic can be characterized as predominantly good, with 80% of students range (71-85 points) on the assesment. The fair range (56-70 points) accounted for the remaining 20% of students, indicating some need for improvement. Moreover, the conclusion is further supported by an overall mean score of 74. This result is then classified into the Likert scale indicating that the overall perception of students is in the good category. In conclusion, this finding shows that most respondents witnessed good performance in speaking at MTsN Parepare after the covid-19 pandemic.

B. Discussion

In discussion of this research was based on the data interpretation from the 15 respondents at MTsN Parepare. The main point of this part is to describe students speaking abilities after the covid-19 pandemic.

The findings revealed that the majority of students, comprising 80% of the sample, achieved scores in the range of 71-85, falling within the good. This finding indicates that the students have achieved a commendable level of speaking proficiency. The high performance of many students suggests a positive trend in speaking skills at MTsN Parepare after covid-19. In contrast, the fair category consisted of 20% of students who scored between 56-70. Although this percentage is comparatively lower, it's crucial to analyze the factors that influence this performance range.

Additionally, the researcher found the students demonstrated satisfactory comprehension in every question, even though they answered it with repeated words in certain sections. Comprehension is the ability to understand something through a reasonable understanding of the subject or as knowledge of the true nature of a situation.³⁵ Comprehension is an indicator of language understanding among students because it is the key developing speaking abilities and helps in improving language proficiency and sharpening sentences construction.

³⁵Hidayanti, N. (2015). Using Roleplay to Improve Students' Speaking Ability. *A classroom action research with eight grade students of MTs. NU*,5.

Furthermore, most students have good control of grammar. Sometimes they make grammar mistakes but not impacting the meaning. Students struggle with grammar because they have difficulty recognizing the grammar rules, which hinders their ability to speak English effectively. However, there are pronunciation problems that require listeners to focus and limited conversation due to limited vocabulary mastery. Therefore, students' fluency in speaking is not optimal due to language limitations.

The findings have significant implications for educators and administrators at MTsN Parepare. A successful adaptation to pandemic challenges is reflected in the high percentage of students in the good category. Gaining insight into effective teaching methods can be achieved by understanding the strategies used during this period. Addressing specific challenges identified through qualitative research may be beneficial for the subgroup in the fair category using a targeted approach. Addressing gaps in speaking proficiency may require the use of additional support mechanisms, tailored instructional strategies, or interventions.

The use of English in everyday conversations is not very common in Indonesia, considering its status as a foreign language. Nonetheless, in specific communities within this country, English has been adopted for diverse purposes (Musyahda, 2002), resulting in its use as a second language by some individuals.³⁶ For instance, at the academic level, some scholars are

³⁶Musyahda, L. (2002). Becoming bilingual: A view towards communicative competence. *Teflin Journal*, 13(1), 12-21.

highly proficient in English and use it occasionally for communication. Therefore, speaking skills need to be revealed to students from an early age or in elementary school, so they will be able to express, state, and convey their ideas fluently. According to Khan (2005), speaking difficulties can lead to various issues, including lack of confidence and psychological problems. Psychological problems of speaking are related to students' emotion' speaking abilities. Positive thinking empowers someone's capacity to accomplish great things with self-confidence. Self-confidence can be seen in someone's personality, abilities, and occasionally, excessive displays of power. Focusing on oneself leads to good self-confidence, while negative emotions and thoughts can cause a decrease in confidence. Lack of confidence can lead to students becoming poor speakers. Therefore, building students' confidence is crucial for effective oral expression.³⁷

Fluency is primarily concerned with the smooth flow of language in communication, particularly speech rate, which reflects communication skills. Learning to speak can be done with the help of adults through conversation. By conversing, children will discover experiences and increase their knowledge and PAREPARE. In Harmer's (2007) view, speaking involves fluent communication with a grasp of language features and information processing abilities.³⁸ Good speaking practice emphasizes the

³⁷Khan, H. R. (2005). Speaking strategies to overcome communication difficulties in the target language situation–Bangaladeshis in New Zealand. Language in India.

³⁸Harmer. (2007). The Practice of English Language Teaching. Fourth Edition. England: Pearson Education Limited.

students to speak appropriately, and to think carefully about what is the topic of conversation to support effectiveness in speaking or communicating and presenting information.

There are several factors that can support effectiveness in speaking skills, including linguistic and non-linguistic factors. The linguistic factors as supporting the effectiveness of speaking including tone, intonation, and diction. Meanwhile, non-linguistic factors as supporting the effectiveness of speaking, including willingness to respect the opinions of others, mimics and pantomimes, fluency and polite speaking.

Furthermore, learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.³⁹ Khan (2005) stated that foreign learners often struggle to use words and expressions in spoken language. Students face this problem when they lack the ability to combine their vocabularies into coherent utterances. Remembering is key to learning new vocabulary, and students typically need to use and see these words repeatedly to truly learn them. A complete comprehension of English grammar and pronunciation is essential for students to speak the language fluently, but a diverse range of English vocabulary is

³⁹McCarten, J. (2007). Teaching vocabulary. *Lessons from the Corpus. Lessons from the Classroom.*

also essential because even with a brilliant idea, one may struggle to articulate it without the right words.

The students' pronunciation errors at MTsN Parepare require listeners to focus because of some mispronunciation and their accent may clearly indicate that they are not native speakers. Students mispronounce words occur due to their lack of understanding in spelling them. This problem negatively impacts the students' pronunciation, leading to inappropriate meaning. Speaking without considering the pronunciation results in misunderstanding in the meaning because pronunciation is one of the most crucial elements of communication in English. Pronunciation influences various elements of language. Communicative competence relies heavily on understandable pronunciation. Hence, it is important for teachers to prioritize this over achieving native-like pronunciation.⁴⁰

Even though students at MTsN Parepare had some speaking errors, their abilities were considered good after the Covid-19 pandemic. To summarize, most students in the good category performed well, indicating promising speaking proficiency at MTsN Parepare after covid-19. The overall effectiveness of language instruction and learning methodologies at MTsN Parepare post covid-19 is highlighted by this finding. By taking advantage of these insights, language education strategies can be optimized, resulting in a consistent positive development in students' speaking abilities.

⁴⁰Gilakjani, A. P. (2017). English pronunciation instruction: Views and recommendations. *Journal of Language Teaching and Research*, 8(6), 1249-1255.

According to Volya (2009), teachers should use appropriate strategies for teaching speaking skills. The main objective of teaching speaking is to enhance students' oral production, which involves cultivating a friendly classroom ambiance and ensuring each student has an opportunity to speak or take on a role.⁴¹ Due to its role in communicative competence, it is important for teachers to prioritize teaching speaking strategies, often overlooked by EFL instructors. The instruction of English as a Foreign Language (EFL) speaking in Indonesia is strongly linked to the concept of communicative competence, which is prioritized in the Communicative Language Teaching (CLT) approach. The emphasis on student interaction in this approach to language learning highlights the importance of classroom activities in enhancing speaking proficiency.

⁴¹Volya, D. (2009). Students' speaking strategies and teachers' teaching speaking strategies at senior high school in Kerinci district. Retrieved from <http://jurnal.pdii.lipi.go.id/-admin/jurnal/96jan098790.pdf> on December 15th, 2023.

CHAPTER V

CLOSING

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

A. Conclusion

The analysis of students' speaking skills after Covid-19 pandemic to 15 students at MTsN Parepare found that students had categories good in speaking abilities. Around 80% of the total percentage, 12 students achieved a score in the good category, whereas 3 students or 20% obtained the fair category. Some speaking errors, such as mispronunciation and limited vocabulary, occurred and affected students' fluency in speaking.

Moreover, the overall positive trend in speaking proficiency is further supported by the mean score of 74. The mean falls within the "GOOD" category, aligning with the majority of students' scores.

B. Sugestion

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

1. For the English teacher, they should act as the speaker model and give feedback to the students in order to improve students' speaking abilities.
2. For the students, it is suggested to keep practice and doing some exercise of speaking. This activity will help to improve the abilities in speaking skills.

3. For the next researcher, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on the same research topic.



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APPENDICES



Appendix 1



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3614 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 diserahi 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-025.04.2.307381/2021, 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.
- Menetapkan : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
- Kesatu : Menunjuk saudara; 1. Hj. Nurhamdah, M.Pd.
2. Nur Asiza, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Riaz Nadya Afridha Asdhar A.W
NIM : 17.1300.086
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher Perception of The Student Speaking Skill In English Subjects During The Covid-19 Pandemic At MTs N Parepare
- 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 : 06 Desember 2021

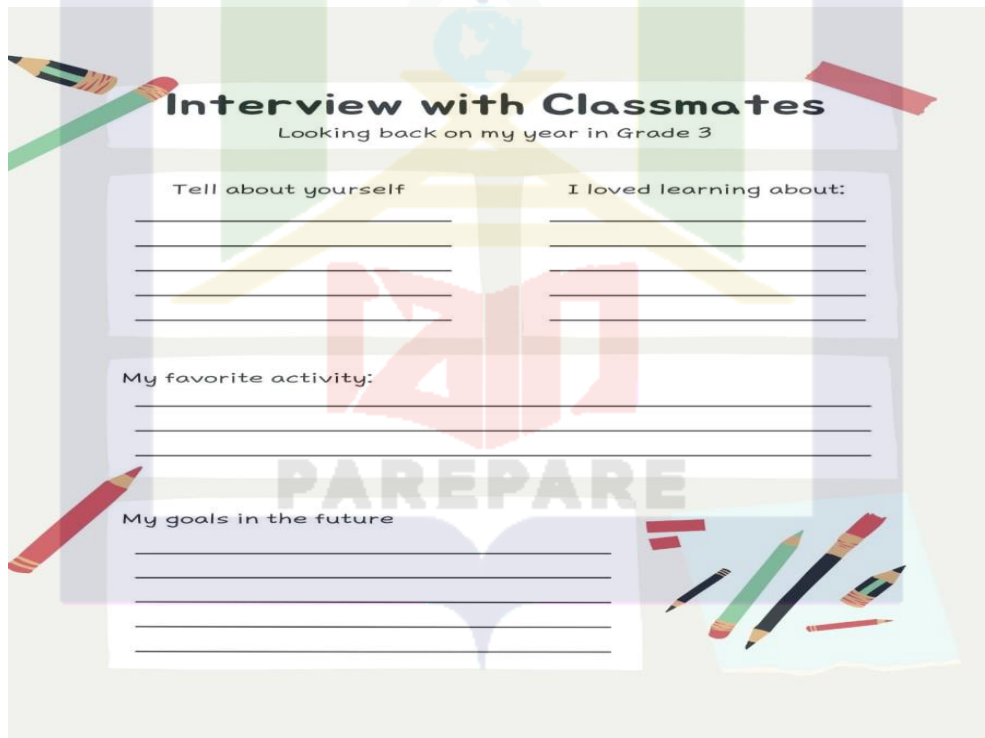
Dekan,



Appendix 2 Research Instrument

	KEMENTRIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
VALIDASI INSTRUMEN PENELITIAN SKRIPSI	

NAMA MAHASISWA : Riaz Nadya Afridha A. W
NIM : 17.1300.086
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA ARAB
JUDUL : Students' Speaking Skills in Post Covid-19 Pandemic
at Mtsn Parepare



Interview with Classmates
Looking back on my year in Grade 3

Tell about yourself	I loved learning about:
_____	_____
_____	_____
_____	_____

My favorite activity:

My goals in the future

Appendix 3 Documentation



Appendix 11 Research Allowance



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH TSANAWIYAH NEGERI KOTA PAREPARE
Jalan Jenderal Ahmad Yani Km. 2 Parepare
Telepon (0421) 21800; Faksimili (0421) 21800





SRN IP000495

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 496/IP/DPM-PTSP/6/2023

- 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 :

MENGIZINKAN

KEPADA
NAMA : **RIAZ NADYA AFRIDHA ASDHAR W**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. H. ANDI UNRU, KEC. MALLUSETASI, KAB. BARRU**

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

JUDUL PENELITIAN : **STUDENT'S SPEAKING SKILLS IN POST COVID-19 PANDEMIC AT MTSN PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA PAREPARE (MTS NEGERI PAREPARE)**

LAMA PENELITIAN : **12 Juni 2023 s.d 12 Juli 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 : **09 Juni 2023**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



HJ. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina Tk. 1 (IV/b)**
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 cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSR/E
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



Balai Sertifikasi Elektronik





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bekti No. 08 Sorang Parepare 91132 ☎ 0421) 21907 Fax.24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.2203/In.39/FTAR.01/PP.00.9/05/2023 31 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : 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 : Riaz Nadya Afridha A.W
Tempat/Tgl. Lahir : Mallawa, 18 Maret 1999
NIM : 17.1300.086
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : Jl. H. Andi Unru, Desa Palanro, Kec. Mallusetasi, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Student's Speaking Skills In Post Covid-19 Pandemic At MTsN Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



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

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

CURRICULUM VITAE



Parepare”.

RIAZ NADYA AFRIDHA ASDAR WIJANAKI. The writer was born in Mallawa 18th March 1999. She is the first child from 6 sibling. From couple of Muh Asdar A.Naki and Rismawati, She have three brothers and two sisters. She began her study at elementary school at SD Inpres Palanro Kabupaten Barru, and graduate at 2011, then continue her study at junior high school at SMP negeri 1 Mallusetasi and graduated at 2014. She continued in senior high school at MA negeri 2 Barru and graduated at 2017. She continued her 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 her major. Finally, on 2024 She completed her thesis with the title “**Students’ Speaking Skills in Post Covid-19 Pandemic at MTsN**

