

A THESIS

**IMPROVING STUDENTS' SPEAKING ABILITY TOWARD
FOCUS ON FORM (FONF) APPROACH AT THE SECOND
GRADE OF MAN 2 BARRU**



BY

**DEA AMANDA PUTRI
REG NUM. 17.1300.080**

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

2022

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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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Sarjana Pendidikan (S.Pd)**

English Education Program

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REG. NUM. 17.1300.080**

to

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

2022

iii

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Improving Students' Speaking Ability
Toward Focus on Form (FonF) Approach at the
second grade of MAN 2 Barru

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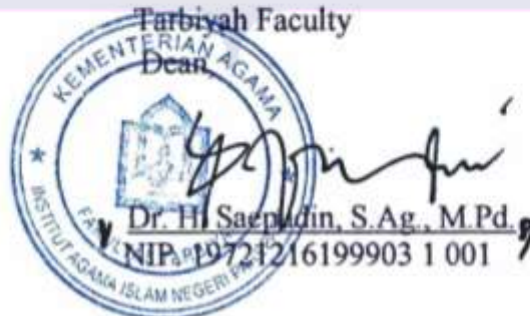
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil alamin. First of all, the writer would like to express her grateful to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in their world who still lend the writer good health, blessing, mercy so he can finish her skripsi. Shalawat and Salam to our prophet Muhammad saw. (Peace be upon him) as the king of the great kingdom namely Islam religion then brought us from uneducated person to be educated person.

The researcher wants to say her deepest appreciation goes to hers parents, her mother Riami for endless love, pray and support and his father Samijan for the all motivation and big lesson of live that make the researcher strong and never giving up, and also for everything that they had given to her. This wonderful time, the researcher wants to thank a lot to all people who have supported and helped her in finishing her skripsi. She realizes that without their support and help, she could not be able to finish her “Skripsi”.

Her high appreciation and profusely sincere thanks due to hers first consultant Dr.Arqam,M.PdandMujahidah,M.Pd.as hers second consultant who have patiently guided and given their construction suggestion, motivation and correction for finishing her skripsi.

Another side, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare who has worked hard to manage the education in our college.

2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.
3. Mujahidah, M.Pd. as the Chairman of English Education Program of Tarbiyah Faculty in State Islamic Intitute (IAIN) Parepare, for the fabulous serving to the students.
4. All lecturers, especially those of English Education Program, who have taught and given knowledge to the researcher.
5. Dra. Hj. Rosnawati Buhari, MM as the Headmaster of MAN 2 Barru for giving permission doing this research. The greatest thanks to all the teacher especially for Mam Ellyati Razak, S. Ag., MA. who helps the researcher in doing the research
6. Her Beloved Parents; her beloved Father (Samijan) and her beloved Mother (Riami), who always pray for her success and always give her supports, give spirit and as a biggest motivation to the researcher in accomplish her thesis.
7. To her Dearest older Sister (Yuli Arum Sari) and her younger sister (Triva Ambar Sari) who always give the researcher suggestion, support and hand to help every time she needs a help.
8. To her Bestfriend Risna Mansur, S.E, Selviana, S.Pd, Evi maghfiroh,S.Pd, for becoming very lovely roommate for the researchers.
9. Nahdiah Nurul Falaq, S.Sos, Febri, Yuliana,S.Sos Who always be The Researcher's Friends in a difficult situation and Special Thanks to Sutriani, S.Pd. Rika Adriani, S.H. Fitriana Rakhma,S.Pd. Rahmadani Fitri Majid, S.Pd.,

with their kind and pure heart who gave the researcher a good memories of college lives.

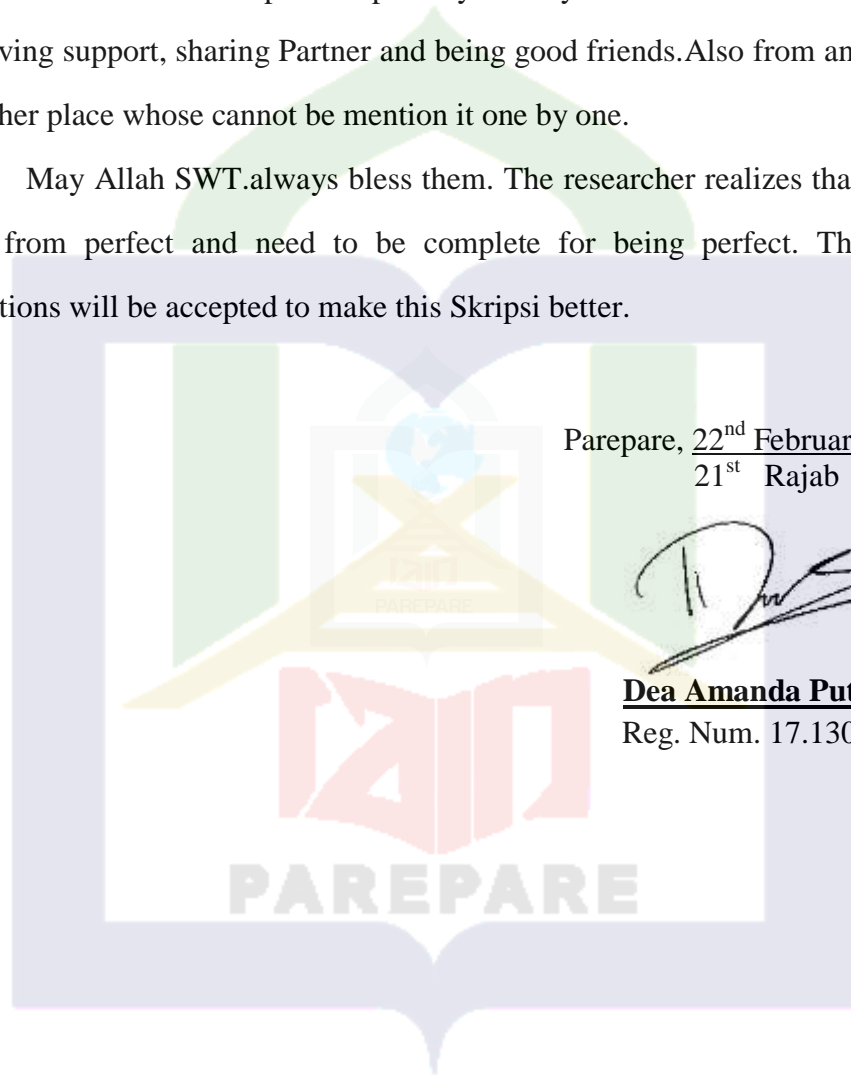
10. All friends, Students in English Department Tarbiyah Faculty 2017, big Family of LIBAM IAIN Parepare. Especially for my beloved Fantastic 17 thanks for giving support, sharing Partner and being good friends. Also from any major and other place whose cannot be mention it one by one.

May Allah SWT.always bless them. The researcher realizes that this Thesis is far from perfect and need to be complete for being perfect. Therefore, the suggestions will be accepted to make this Skripsi better.

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ABSTRACT

Dea Amanda Putri. *Improving Students' speaking ability toward Focus On Form (Fonf) Approach at The Second Grade of Man 2 Barru* (Supervised by Arqam and Mujahidah)

Communicative approach helps students to be aware of the grammatical form of language features that they are already able to use communicatively and natural. The objective of this study are to find out the difference in students' speaking ability after taught by Focus on form approach and to find out how the Focus on form approach help students to increase their speaking at the second grade of MAN 2 Barru. This research is an effort to answer how focus on form approach be able to increase student's speaking at the second grade of MAN 2 Barru. The study mainly focus on improving students speaking ability

The research used quantitative design with data collection was carried out through speaking test measurements (pre-test and post-test) and observation checklist. The Population of this research was the second grade students of MAN 2 Barru. The sample technique used was simple random sampling with a total sample of 20 students.

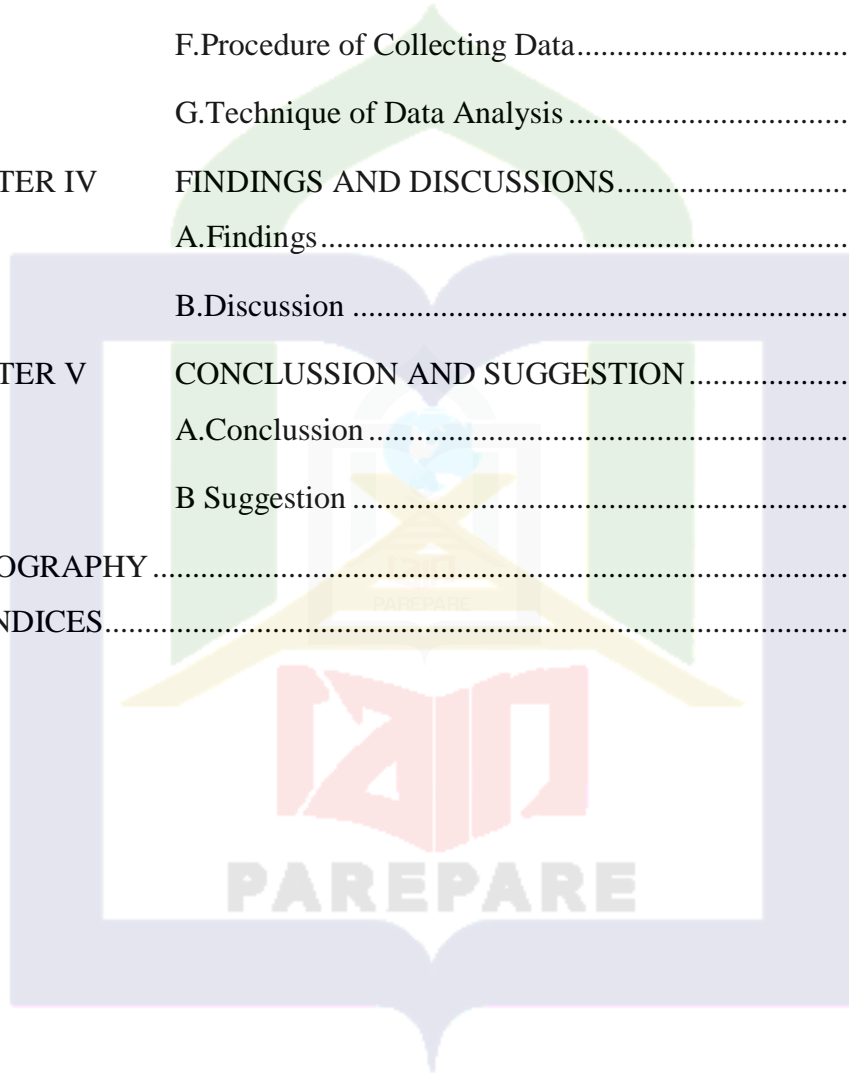
The result of this research indicates that there was an improvement of the students' speaking ability. It was showed in the students' mean score of post-test (62,8) that was greater than pre-test (30,4). Even, for the level significant (p) 5% and $df = 18$ and the value of table is 1.743, while the value of t-test is 3.19. It means that, the t-test value is greater than t-table ($3.19 \geq 1.743$). Thus, it can be concluded that the students' speaking ability is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on researchers' observation in implementing Focus on form approach the students speaking ability has increased. The result has shown on their ability in speak about the post-test theme. Their grammatical accuracy towards the topic improved because they had used to frequently practice with their friends.

Keywords: Communicative Approach, Focus on Form (FonF), Speaking ability.

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CHAPTER I

INTRODUCTION

A. Background

The most general English courses are driven by speaking and this phenomenon include to how students must be capable to mix some rules in order to speak English naturally with their friends in their daily activity. Students probably similar with other kinds of grammar like tenses, part of speech and mostly with simple chunks or collocation that can be very useful in practice. It is somewhat strange that the fact is student did not have too much time to practicing their knowledge of grammar and not just that, if they want to practice speaking in front of classroom most of the students feel under pressure and nervous because they afraid of making a mistake and also afraid that they did not have a huge vocabulary to produce the sentence.

Speaking can be tools to express our idea and thoughts. According to Rivers in Erwadi¹ on 2004 about the speaking ability He said the students need a target of language speaking ability so they can use it in the common conversation or acts of communication, because not like others. Speaking ability is a very complex and different to learn especially for EFL (English Foreign Language) students. Speaking is a language capability or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking ability needs direct interactions, in which someone speak to someone directly.

In fact the obstacle not just come from teacher or lecturer's behavior but also

¹Erwadi. A study on effectiveness of using picture in teaching speaking at SLPTN 6 Pekanbaru. Thesis. S1 Universitas Pekanbaru (2004)

come from side of students. Most of them do not have any support to keep them practice that make them difficult to enhance and improve their speaking ability. The linguistics problems such as poor in grammar, vocabulary, and pronunciation, physiological problem, lack of self-confidence and anxiety².

Another difficulties in learning speaking are as follows: 1) they do not have an area or partner in speaking English together 2) Students always took too much time thinking before speaking when they want to asking or answer a question it is because they do not have much vocabulary and grammar understanding to talk. 3). Students lack in self -confidence and always feel afraid.

This research is the result of researcher's interesting in fact that learning English inside the classroom is not enough for the students to have a good capability in speaking English naturally for their basic conversation with their friends. It's common we know that the use of communicative language for daily conversations is very different from English used in formal situations. Ignorance in the mistakes that students make in learning language is the cause of high school students to be afraid to start practicing its language.

In this research, the researcher focusing the form on the WH-question material because WH-Question is material that emphasized student to speak up and make a conversation in the classroom and it can be integrated with focus on form approach that has communicative curricula. WH-Question also related with Focus on form because the Purpose of Focus of form to emphasized students speaking ability in real-life situations especially in simple conversation outside the

²Dea Aries Fitriani, et al. *A Study On Student's English Speaking Problems In Speaking Performance*. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345/10753>. (Accessed on March 9th, 2021).p.4.

classroom. So, the researcher motivated to choose WH-Question as a subject of research in hope that teachers and students can make an active class to practicing students in how to give a simple question or answering. Moreover, we hope, Lecturer can help theirs students and learners can help their peers notice the forms that they currently lack toward focusing on form approach from the arguments above, the researcher concludes that communicative classroom is really important to improve students speaking ability, toward focus on form approach researcher want to revealed and emphasized student's ability in speaking focusing on Wh-question form as a target of language. The researcher interest to do a research about "Improving students speaking ability toward Focus on Form (FonF) Approach at the second grade of MAN 2 Barru" Basically the history of the Focus On Form (FONF) approach is to reduce and close the errors that arise because the focus on meaning approach is not to emphasized students to have an accurate and precise ability but rather they are focusing on theories and grammar lesson. So that, focus on form occur to make students be able to make a simple conversation with a correct grammatical rule and more fluent by practicing and get a feedback correction in every lesson.

The research setting is In MAN 2 Barru, especially in the Second grade Students. Why researcher choose the second grade students as a sample of research because, there is still many students has difficulty to speak English. They also did not have any way to facilitate them to speaking practice. Students still lack in experiencing English learning practice speaking than by using simple Sentence and daily expression for conversation. Meanwhile, the reason for the researchers choosing MAN 2 Barru as a research location is because this school has an

excellent quality English teacher that use different method of learning English to help their students understand the material.

Based on the problem and students' condition above, the researchers assumes that students needs some improvement to make them become more brave to start a basic conversation with their friends in English and have a good self confidence in speaking in front of their class in English the researcher hope. It can be achieved with this focus on form (FonF) So the researcher feel that the participants will be ready with focus on form approach.

B. Research Question

Based on the background of study above, the researcher formulates a research question as follow:

1. Is there any difference of students' speaking ability before and after using Focus On form Approach?
2. How focus on form approach implementation able to increase student's speaking at the second grade of MAN 2 Barru?

C. Objective of the research

Based on the problem statement made by the researcher above, this research has purpose to find out:

1. To Find out the results of the difference in students' speaking Ability before and after taught by Focus On form Approach
2. To Find out how the Focus on form Approach implementation help students to increase their speaking at the second grade of MAN 2 Barru

D. Significance of the Research

The significances of this research are expected to be useful contribution of:

1. For Teachers, this study will find out the easiest way to teach students about grammar. With this study, the teacher can take specific learning in one communicative teaching approach, namely focus on form and know its effectiveness so that it can be practiced on students and get students' speaking ability improved because of the maximum use of learning and practice.
2. For Students, it can be a simple way to improve and understanding grammar trough practice and speaking with their teacher. The increased trough the activity of teacher feedback and focus on form. so it can be motivated the students to develop their natural daily speaking ability especially In asking and giving answer.
3. For writer and further researchers, who are interested in learn about technique and kind of approach in learning language. I hope they can get the basic information from this study to do further researches.

CHAPTER II

REVIEW OF RELATED LITERATURE

There were many related theories as a basic of this research, this section is divided into five parts, which are, some previous related findings, some pertinent ideas, conceptual framework, hypothesis and variable so, this chapter will discuss about that.

A. Previous Research Finding

Many studies have been performed. There are three related research findings that research interest to explain. Many researchers conduct research about Focus on Form (FonF) especially in improving students' speaking ability here the researcher finds several studies that are relevant to this research:

The first previous research findings came from Javad Gholami and Mitra Gholizadeh³ in their research entitle the impact language play oriented with planed focus on form. This study investigated the possible effect that can be occur if teacher used language play-oriented task with focus on form approach on Iranian EFL learner's accuracy. It was conducted at Urmia University. For obtaining the data, the researcher finding out the homogeneity of the learners' ability in English through Cambridge young learners English flyers test. The focus material in this study was Wh-Question. The students are given an opportunity to make an interaction with their teacher or peers that can be included as a qualitative measurement. Then, after they get a treatment on the same topics through non

³Gholami.Javad-Ghilzadeh.Mitra,"*The Impact of Language play oriented tasks with planned focus on form on iranian EFL learners' accuracy in controlled writings*" Journal of Language and Linguistic Studies. Vol. 1

Playful task finally, they received a post test. Based on the analysis The results showed the language play that using focus on form method could improve the motivation and helped the students to understand the grammatical points better and in the same time they can socialize better with a lot of interaction in the classroom.

The second research came from Sasan entitle “Focus on Form in an EFL Communicative Classroom” the main investigation of her research is to examine the nature of focus on form in classroom context especially in how to examine the reaction of teacher when the students make a mistake or a grammatical error in a conversation. It was conducted at Shahid Behesti University in Tehran. The researcher used observation as a main tool of data collection in this study. The participants were 11 adults’ students with anaverage age 22 years old. Focus material in this study was reading short passage and thoughts. This research is ought to answer about the how frequently do reactive focus on form and preemptive focus on form occur and what kinds of form do they address. At last of the 31 focuses on form episodes. There were 39 reactive focuses on form and only 2 preemptive focuses on form. The findings of this study is focus on form occur in every 15 minutes, this rate of occurrence when it compares with previous research who is very fascinating different because focus on form occurred every 1.6 minutes. This study revealed that there were very few instances of preemptive focus on form. For investigate this result the researcher had an interview with the teacher. After the last session of data collection her students made a lot of ungrammatical forms which were simply ignored and not corrected. Reply to this question the teacher said she admitted theses wrong forms of her students because it would not be useful to interrupt her students as a result of being under

pressure of saying something. The researcher makes a conclusion about the findings of this research though it was found that the instructor was still working on assumption that in communicative language teaching learners should not be overcorrected and thus do not need much corrective feedback. The teacher should play more active role in informing trainee teacher about the value of Focus on form.

The third research came from Farahman Farrokhi⁴ entitled the effects of planned focus on form on Iranian EFL learners' oral accuracy. This research conducted at University of Tabriz in Iran. This research investigates whether planned focus on form and what type of corrective feedback would be useful for Iranian EFL learner's oral accuracy. The study employed a quasi-experimental design. The participants of this study were 57 Participants. The focus of this study was the simple Past tense. Three intact classes were selected, intact classes were randomly assigned to the group 1 as control group (received no feedback on their mistakes), group 2 as an experimental group (receive recast on their erroneous utterances during their oral story retelling) group 3 as an experimental group² (receiving delayed explicit and metalinguistic feedback on their errors after they finished their story retelling) they called low-intermediate based on their scores on the placement test. Result of this research is the planned focus on form Show its effects on the session 6 which was the last session of study. As we know there are 2 experimental classes in this research at last the result of the treatment shows that the two experimental groups were not significantly different regarding the oral accuracy of their production. The result shows that there are significant between the control group and 2 group of experimental. In other words, the findings indicated that both

⁴Farokhi.Farahman, "*The effects of planned Focus on form on iranian EFL Learners' Oral accuracy*". World Journal of Education. Vol. 2. No. 1, February 2012

experimental groups which received corrective feedback although a different kind of corrective feedback surprisingly performed significantly better than the control group in the session 6. In this research recast corrective and delayed explicit and metalinguistic treatment thus both appear to have been effective in the improvement of the EFL learner's oral accuracy considering the last problem in this research. The result of this study also suggests that the integration of planned focus on form into activity of communicative language teaching can positively effect.⁵

The fundamental difference between previous research and current research is on the Focus on Form approach. Focus on form approach in this research is not classified into a more specific form but is applied with a bit more widespread and adjust to the circumstances and learning situations (incidental FONF) but remain in the scope of the Focus on Form format with more communicative session. Another difference from the research is in the location of the study. Previous research locations were at Islamic Azad University In 2017, while the current research location is at MAN 2 Barru

B. Some Pertinent Ideas

1. Focus on Form (FonF)

a. The Concept of Focus on Form

The Focus on form (FonF) was proposed by Michael Long in 1988. The history of focus on form is motivated to solve the problem that occur because of in inadequacy for students to develop their ability to be communicative and also the lack of prepares students for real life communication situations."Focus on form"

⁵IBID.,p. 70.

arises with the effort to straighten the application of communicative approach to the language use, the learning objectives can be associated with the results of Loewen research (2003), which directs the use of language on basic communication functions (such as apology, explanation, invitation) so that language learners need to know and emphasize ways in certain grammatical forms that may be used to reveal these functions appropriately. Focus on Form emphasized students to mastery English by overtly draws learners' attention to some form in context of material by practicing the form through communicative interaction in the classroom. (Long 1991, Sasan 2010) Basically the Focus on Form approach is the second approach of replacing previous approach known as Focus on Meaning. Compared to the focus on meaning, Focus on Form is a approach of learner under Constructivism paradigm. The constructivism paradigm is a paradigm who focuses on giving the flexibility to the students to learning language with contrast and explore their knowledge according to the phenomenon that is happening. (Doughty & Wiliam, 1998⁶, Sumarwati, 2016)

Most experts argue that the appearance of new communicative approach like Focus on form is a reaction and effort to overcome student habit in making deviations abundance of communicative approach for practicing speaking English. The "Focus On Form" approach focuses on 'form (but still attaches meaning). In this case, the use of the term "Focus on Form" is only intended to distinguish with Focus on Meaning so that the understanding is not literally, namely just prioritize the shape. Thus, the existence of "Focus on form" of

⁶Doughty, C., & Williams, J. "Issues and terminology in C. & J. Williams (Eds) *Focus on form in classroom*. Second Language acquisition. Cambridge university Press. 1998

Basturkmen's version, Loewen&Ellis (2002)⁷ is basically the same as Hayashi (1995), which is the realization of the communicative approach in grammar learning.

There are two types of Focus on Form first known as the incidental focus on form and the second is planned focus on form. Planned Focus on Form that is grammar learning with the material that has been planned according to the syllabus so that the text and the media learned choose from the form of linguistic to want to learn. While Incidental Focus on Form is a language learning that is often granting of certain grammatical comments when the student makes mistakes. This is because the main goal of learning is to build the communication of students by taking into account the grammatical rules accordingly so that students are not difficult to practice the language.

b. The Characteristic of Focus on Form (FonF)

Focus on form helps students to be aware of the grammatical form of language features that they are already able to use communicatively. Teaching activity toward this focus on form has some characteristic is:

- a) Focus on form makes students triggered by giving them correction for their mistakes.
- b) Focus on form has some psycholinguistic plausibility so it emphasizes students to pay attention to certain form.
- c) Focus on form more focused in the context of meaningful communication.⁸

Focus on Form is a kind of instruction which emphasizes the importance

⁷Ellis, R., Basturkmen, H., & Loewen, S. "Doing Focus on Form. System, 30(4), 419-432
[https://doi.org/10.1016/50346-251X\(02\)00047-7](https://doi.org/10.1016/50346-251X(02)00047-7)

⁸Farahman, Op. Cit, p. 36

of communicative language teaching such as authentic communication, and also puts emphasis on occasional and overt study of L2 grammatical structures (Poole, 2005)⁹. According to Long (1991) and Long and Robinson (1998), it tries to maintain a balance between focus on forms and focus on meaning through motivating teachers and learners to attend to form when necessary, yet within a communicative classroom environment. It has a dual, simultaneous focus on form and accuracy as well as meaning and fluency.

c. Kinds of Focus on Form (FonF)

Based on the literature of research results and related theories can be known that here are two types of focus on form: named reactive focus on form and preemptive focus on Form. (1) Reactive Focus on Form is one of the circumstances in the Focus on Form approach where students do a grammatical error when speaking then teachers or other students react to the error and make corrections for additional knowledge to all students. So, this kind of focus on form is a good source of supplying learners with negative evidence. (2) Preemptive focus on form, on the other hand, is a situation when the teacher or student throws a problem or question related to grammatical rules or English in general to get answers to questions. Preemptive focus on form in the contrary is a condition which Students or Teacher take the initiative to make an explicit attention to bring up a problem that is predicted to arise or be experienced by students so that the solution will be jointly sought communicatively.

⁹Poole.Alex. 2005. "Focus on Form instruction: Foundations, Applications and Criticisms". The Reading matrix journal. Vol. 5 No. 1. p. 48

d. Long's Interactional hypothesis

Hypothesis Interaction is a collection of techniques that can prove that the interaction contributes is very large to the language skills of students in general. This is related to the statement that the more often the students negotiate in the classroom it increases the language. In his early literature Long (1983) emphasized the role play of interaction could be an input comprehensible and facilitate the students to engaging their interpersonal oral communication.

Focus on form has properties that are quite easy to implement in the classroom. Focus on form can be applied intensively (systematically) or extensively (incidentally) on the condition that the main point of learning in the classroom must be communication- based. In this study, the researcher chose to direct the implementation of the Focus on form approach by combining corrective feedback and metalinguistic teaching to get better results. This is taken based on research that has been conducted by Spada (1997)¹⁰ which in his research he concluded that the benefits obtained in the operationalization of focus on form are more supportive in the context of learning communication practices

Long in his research explained that there is an important element that can accelerate the development of student learning, namely changing the grammatical errors that students make during interaction so that they enter the modified input into their minds and will not make similar grammatical errors again and how students interact with each other.

Ellis (1999)¹¹ said that there is a link between interaction and learning.

¹⁰Spada, N. "Form Focused Instruction : A Review of Classroom and Laboratory research" Journal Language Teaching, 1997 p. 30

¹¹Ellis, R. "Learning a second Language through interaction. Amsterdam: John Benjamins.

Interactional Hypothesis (IH) will make a class be enjoyable, creative an initiative. Interaction facilitates comprehension (not cause it) when learners do interact or practice their English speaking, teacher should give them feedback or correction to make learners understanding and brave to ask for clarification. So, for make it simply understanding the scheme of this hypothesis is.



Facilitation of comprehension by input modification or interactional feedback to overwhelm some communicative difficulties. IH is primarily focused on the role of input, interaction, and output in learning. Second, it is also wrongly believed that the IH can be directly applicable to classroom methodology because the IH is focused primarily on how languages are learned. In this way interactional feedback plays a vital role in improve students speaking in focus on form approach. Roy Lyster (2010) states implementation of feedback has proven more effective than no feedback.¹² There are five types of feedback based on Roy Lyster (2020) that always occur with Focus on form.¹³

a). Recast, before we are going to define the recast, we must know that in general there are two kinds of correcting students' errors they are implicit and explicit. Recast technique is one of the examples that include in implicit feedback. (Gass, 2003; Dede Shandra, 2017) states that "Recast is a technique which uses an

¹²Lyster,Roy. " Interacional feedback as interactional input". Language,interactional and acquisition journal. Vol No. 2, 2010, p. 278

¹³ IBID.,p. 279

instance in which an interlocutor rephrases an incorrect utterance with a corrected version. Or in other definition recast in this feedback teacher implicitly reformulates all or part of students' grammatical error with the purposes to push students to self-repair

E.x S: There was fox.

T: There was a fox.

Recast can be applied by the teacher as an interlocutor in such a way to make students aware of the mistakes they have made "Recast is a technique which uses an instance in which an interlocutor rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning" (p. 239). This can be inferred that when applied in the EFL (English as a Foreign Language) classroom,

Student 1: "why?"

Student 2: "I want to be become...."

Teacher: "I want to become" (recast)

Student 2: "I want to become"

Dede Shandra (2017)¹⁴ on their journal of ELT research emphasized that the benefit of doing recast for the students are recast promotes students' language awareness and in the same time recast makes learning processes more

¹⁴Shandra, Dede. "Case study: The use of Recast in the EYL Classroom ". Journal of ELT research. Vol. 2, No. 1, 2017

fun. Students keep the spirit and motivation also encourages autonomous and independent learning because of the implementation of recast technique in focus on form. But there are several weaknesses of recast, namely in reality after getting recast feedback most students do not self-correct in other words there is no uptake that can emphasize students to remember these mistakes and avoid repeating the same mistakes. This happens because students think that the recast or correction given by the teacher is only the natural response of the teacher to the mistakes they make and not to correct their mistakes. Previous research stated that 50% of recast implementations were ignored by students and there were no significant progress even though other students who listened to the recast would be able to catch error points and improvements very well compared to corrected students. Teacher reformulates all or part of a student utterance, minus the error

S: I spent all my Time in shopping yesterday.

T: Oh, you spent all your Time on shopping yesterday.

S: Yes.

- b). Elicitation**, in this kind of feedback that directly elicits the correct form from the error that make by student by asking questions (e.g., "How do we say that in English?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation feedback questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response is one of feedback strategies which push learners to provide the correct form

teacher directly elicit a reformulation from students by asking a question “How do we say that in English?” or by asking the students to reformulate it by their selves.

E.x S: Once upon a time, there lives a poor girl named Cinderella

T: Once upon a time, there...?

Another example about the implementation of Elicitation Feedback is

E.x. S: I spent all my time in shopping yesterday.

T: I spent all my time...?

S: I spent all my time...on shopping yesterday.

Teacher reformulates all or part of a student utterance, minus the error.

– S: *My father cleans the plate.

– T: (Excuse me), he cleans the _____?

– S: Plates?

c). Metalinguistic clues, teacher provides a comment or question that related to the well-formed of the students error.

E.x S: Men are Clever than women

T: you need a comparative adjective

Metalinguistic feedback is a type of feedback that contains comments, information or questions related to the correct grammatical form with the aim of making students aware of the grammatical errors that have been made and correcting them directly according to the teacher's direction. This technique indicates that errors made by students only require input in the form of

metalinguistic instructions so that they can be naturally reused. Another example about the implementation of Metalinguistic Feedback is

S: I spent all my time in shopping yesterday.

T: Use an appropriate particle accordingly.

S : I spent all my time ...on shopping yesterday.

d). Clarification requests,

The teacher use phrases such as: “Pardon?” and “I don’t understand”

E.x S: why does he talking to the flowers?

T: sorry?

Learner is asked to clarify their meaning (without any indication of the presence of an error). Clarification request indicates that the possibility of error occurs because of a misunderstanding or error in one thing which may be overcome by reformulating or repeating the wrong sentence. Phrases like "pardon me" or "excuse me" Another example about the implementation of Clarification Feedback is

S: I spent all my time in shopping yesterday.

T: Pardon?

S: I spent all my time...on shopping yesterday.

e). Repetition, the teacher repeat the students little utterance.

E.x S: Mrs. Jones travel a lot last year.

T: Mrs. Jones travel a lot last year?

In a simple word in the implementation of repetition feedback the teacher

repeats the learner utterance, including any error(s). Another example about the implementation of Repetition Feedback is

L: I spent all my time in shopping yesterday.

T: I spent all my time in shopping yesterday?

L: I spent all my time...on shopping yesterday.

Refers to Teacher's repetition of the learner's incorrect utterance generally with a change in intonation (rising, in most cases) we can see the example below;

S: “*I have three new toys.”

T: “Three new toy?”

With an explanation of the types of feedback above, we can conclude that the basic difference between recast and the other four types of feedback is that recast requires the teacher to thoroughly mention justifications for grammatical errors made by students (supplied by teacher) while clarification requests, metalinguistic feedback, elicitation and repetition. requires teachers to remind or provoke students to realize the mistakes they have made by providing clues or questions related to errors so that students have a sense of responsibility to find out and correct grammatical errors that have been remade.

e. Types of spoken Language

There are several types of spoken performance Based on Brown(2003):

1. Imitative, it means that the Learners Ability to imitate a word, phrase or sentences as a result of listening.
2. Extensive, have a same meaning with monologue. Extensive are oral production tasks including speech, oral presentation or storytelling.
3. Responsive, it is included the ability to perform short conversation standard

greetings and small talk, simple request and comments. Responsive means students should be able to be responsive in a conversation.

The other basic types in speaking are: (4) Intensive and (5) Interactive. Intensive means the ability to produce short stretches of oral language. Interactive speaking more complex than other types of speaking because interactive speaking designed to demonstrate In aphonological or grammatical competence, that include elements of intonation, stress rhythm, etc. Interactive speaking has a same characteristic with responsive and interactive speaking but the difference is in the length and complexity of the interaction.

The type of speaking in this research is included in responsive because the use of Focus on Form approach with outline of feedback and correction uses the active role of teachers and students until its results can be more maximal. On this study students should perform a short conversation or interaction with each other forgetting better in English speaking.

f. The Functions of speaking

Speaking is necessary for English learners. Learners need to know the language not only for make an interaction in the classroom but also for preparing their selves for a social communication out of classroom. Speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions a speed of high level. (Johnson and Morriw, 1981, Lia

Amalia,2015).¹⁵ Speaking is a crucial part of learning teaching process. Students' can be fluent in English speaking is a main goal of every adult English learner.

Improving students speaking ability is necessary because Learners can produce an accurately grammatical sentence if they have a capability in applying the rules of sentences or grammar to practice speaking outside the classroom. It implies that being able to communicate requires more than mastering linguistic structures. A lot of students in reality feel difficult to speak English so this may be one of the reasons why there are so many researchers interested to hold this kind of study. In another hand teacher as a tutor did not take too much attention in this problem. The teachers feel that teaching speaking is a burden. Most teachers just ask students to read a dialog, does the exercise learn and memorizing. Teacher does not give the students chance to talk a lot, motivation and sometimes classroom full of discussion who teacher more dominated talkative than the students.

People must have good speaking ability to express feeling and deliver thought. Speaking is the most important ability to achieve the goal of communication. When two people talked it namely communication, Communication is more complex and has a particular relevance for the learning and teaching process. The functions of communication according to Harmer (2001) there are three purposes why we should have an ability to speak and make a communication with others. They are: (1) as a human we need to say something. (2) we are speaking because we want something to happen as a purpose of what we say such as giving some information to express feeling, to agree or complain

¹⁵Amalia. Lia, Bachelor Thesis : "Improving Students'self Speaking skills through speaking Board Games of Grade VIII of SMP N 13 Yogyakarta" (Yogyakarta: Yogyakarta state University, 2015, 8)

something or if we should give a statement to someone. (3) Sometime we need to select the language that they we think are appropriate for the purpose. From the statements above the researcher can conclusion that the main function or the goals of improving the students' speaking ability is to preparing students become an expert in English speaking such us express thought and be able to convey the meaning of idea, opinion, feeling and etc.¹⁶

Ruchards¹⁷ (2008) in his research assert that there are two basic functions of speaking; the first is transactional function and the interpersonal or interactional function. Function of transactional is when we are speaking with the purpose to convey information and the facilitate the exchange of goods and services then the second function, that is interactional function in which the purpose is to maintain good relation between two people.

g. FONF in Speaking Classroom

In several studies, one of which is Rod Ellis rsearch (2015) it is said that focus on form is an activity related to pedagogic activities the on-form focus approach requires more intense interaction and behavioral observation. There are several assumptions that very often occur when the focus on form approach is carried out in the classroom first, students and teachers are likely to be too focused creating a communicative atmosphere in the classroom and therefore understanding the material is not the focal point. The second is that the focus on form approach will trigger sudden of unpredictable reactions. When students start actively speaking in front of the class, it cn be said that th FonF approach has

¹⁶ Ayu Fitriana, *The Effectiveness of Role play on students'self SpeakingSkill*, Skripsi, p. 8, (Jakarta: Syarif Hidayatullah State Islamic University), 2014

¹⁷ Helen Fraser, *ESL Pronunciation Teaching: Could it be More Effective?*, Presented at the ALAA Conference, Perth: 1999)

been successfully carried out so that the teacher must always concentrate on paying attention to all reactions and interactions that occur in order to be able to direct students to flow into the flow of conversation in accordance with the planned interaction hypothesis. Focus on Form is an approach that focuses on improving students' performance in speaking. As has been found in the research that has been done by Ellis, Basturkmen and Lowen in 2002 where in that research the Focus on Form approach took the attention of students with performing communicative tasks. It had been applied in college English teaching and learning to improve students' accuracy as well as fluency and communicative competence. Focus on Form needs to take place in a cultural atmosphere that allows students to actively participate in daily activities. Thus, administrators, teachers, parents, and students would need to feel some degree of comfort with letting students. The teacher always directs students to be able to speak in front of the class with student-centered learning habits through group discussions and presentations in front of the class. This is also related to learning English which implements learning into communicative methods so that language learning can be carried out optimally. It's just like the problem that has been explained from the start in college English teaching, teachers focus on the explanation of the words, sentences and the main idea of the text by translation. After having understood the different forms in the text, the students have no chance to practice speaking and listening. In the classroom it is not easy for teachers to design interactive activities. Cameron (2000:26)¹⁸ suggested that if the demand is too high, the learners will find the task too difficult, they're not likely to

¹⁸Cameron, L. *Teaching Languages to young learners*. Cambridge University Press. P. 26

finish it as well as they can, using what they know to complete the task but not using the language intended. Thus learning goals are not achieved.¹⁹

Without basic linguistic structures, there is no way to achieve this aim. So that teachers must be wisely designed and relevant support and friendly to students to make them have courage to speak bravely in front of the classroom while the speaking activity is started and also outside of the classroom naturally with their classmate. Because it is not enough to teach only grammatical structures or syntactic structures, for this cannot develop learners' communicative competence automatically. So that in focus on form approach there must be a communicative or interactional classroom to exchange and emphasized students to practice meaningful contexts in the process of speaking practice.

h. WH-Question in FONF as teaching Material

The target structure that students need to focus is English Wh-question form. Wh-question is one of the materials in English basic teaching. This Wh-question also one of an important lesson that must be integrated through speaking and writing. This is because answering or questioning something in English is one of the basic capabilities that students in English department must be master in. The speakers normally use the Wh-questions to interact with one another in everyday life. The questions are used to ask the ideas, suggestion, condition or situation toward someone. So that become master in speaking must be start with how to have a fully understanding with Wh-questions materials. These questions are asking about what happened, who was involved, where it took place, and when it happened. These

¹⁹Gao, Sixia. "Focus on Form in College English Teaching". English Language Teaching Journal. Vol. 2 No. 2, June 2009, p. 2

answers are appropriate with the details in English. These material is about Wh-question forms and we use what, when, where, which, who, whom, whose, why, how to get an information.

This subject is about how to make a question and interact with others. The question can have any number of answers. It asks about missing information the speaker needs about the subjects of the sentences (performer of the action). Wh-questions begin with what, when, where, who, whom, which, whose, why and how. Wh-question have a function to ask for information so that the answer cannot be yes or no. Why researcher choose this as a target of language is because many students cannot speak English, even the short and simple everyday English. They cannot answer the questions asked during the learning process. We use question word to ask certain types of questions. We often refer to these words as WH words because they include the letters WH for example Why, How.

Tabel 2. 1 WH Question In A Certain Types Of Question

Question word	Usage	Example
Who	Asking the subject (person)	Who is singing a song?
What	Asking the subject (thing)	What has eaten a bird?
How	Asking how something happen	How do you come here?
Where	Asking the place	Where did she hide my cat?
When	Asking when	When will you marry me?
Why	Asking about reason	Why do you leave me?

What, which and whose always used with or without a noun as a question word. For example :”What time is it?”or “Which one is yours?”. Whom can usually be used to get an elicit information about the object of the sentence in this case we also can use word who to make a formal sentence in the same question. For example : “Whom did you meet? “ or “Who did you meet?” According to Luoma (2003) when people hear someone speak, they make some judgments about the speaker’s ability in the language and also the speaker’s personality and attitude. For that reason, the mastery of speaking skill in English is a priority for foreign language students. In another side most students feel so difficult in teaching learning process, the teacher has an important role in making the good atmosphere in classroom and making the students’ ability in speaking English. Teacher is expected to make speaking become an activity that will make the students easier to write and become interested in speaking, especially in speaking aEnglish. Teaching English speaking using guided WH-questions can help the students to speak easily especially in speaking personal English. WH-questions can be as a target of language for the students because the answers of WH-questions can develop the ideas of students to make English.

Wh-question in Focus on form approach have been practicing by some previous researcher because WH-Question is one material that help students to available in speaking because they are easy to understanding. In Focus on form there are some Feedback in operationalized This approach they are recast, Metalinguistic feedback, Clarification request, ,repetition and elicitation. By doing these several corrective feedback teacher will reformulate the student’s erroneoussentence. Researcher will reformulated the whole sentence that identify wrong make by the

students. This is the example how recast will be operationalized inside the classroom.

Example of recast :

Students: Where Mia run?

Researcher :Where **Does** Mia run?

With all of the technique include beside the Focus on form Approach the linguistic errors that students make during a communicative activity will make a different result in speaking progress students. By doing some interaction and feedback students will be able to know their lack and causing students to reformulate it using a contraction and grammatical correct with maximal understanding. The example of using Focus on form approach in Wh question Material is

Example 1:

S : My group has a name

T : what name?

S: Best

T : Bess Group?

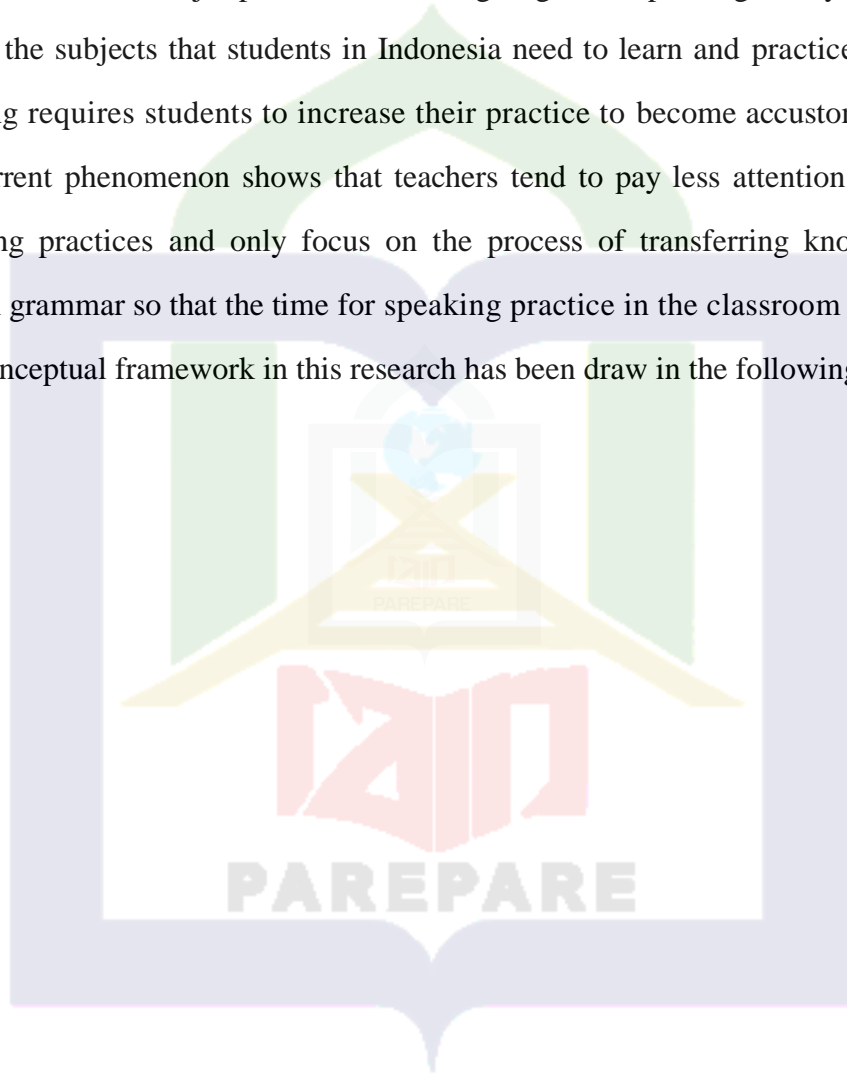
S : Best

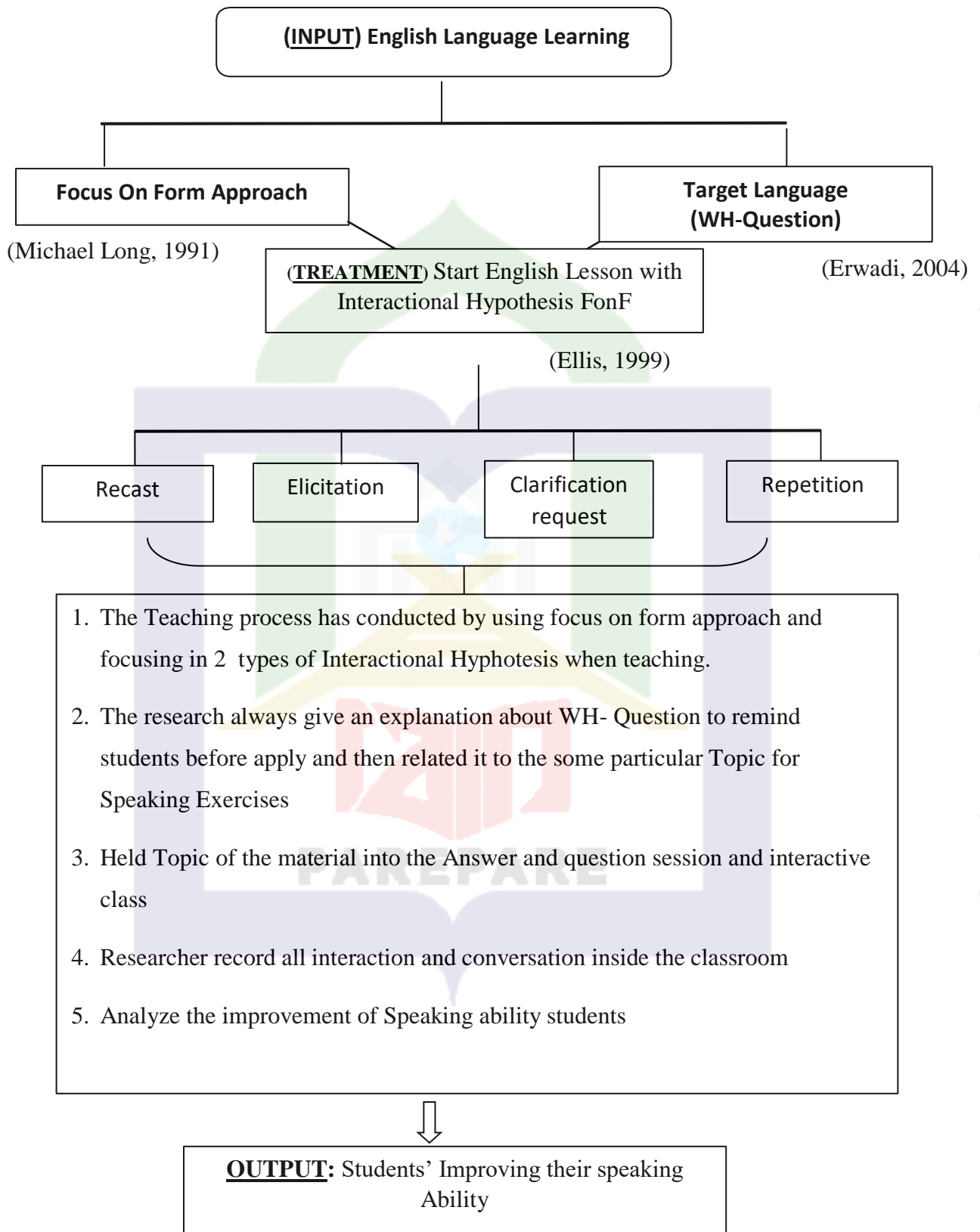
T :oh, best, okay

Sometimes, students error doesn't cause of any communication problem but the teacher still elects to correct it or mishearing some words because of Pronunciation problems that students have. Teacher must befocus to the effectiveness classroom and in other hands need to Understand what students are talking and then correcting the utterance.

C. Conceptual Framework

The teacher's ability to deliver a learning method plays an important role in the development of students' abilities. One of the students' abilities which until now has become a major problem in learning English is speaking ability. Speaking is one of the subjects that students in Indonesia need to learn and practice. Language learning requires students to increase their practice to become accustomed to it but the current phenomenon shows that teachers tend to pay less attention to students' speaking practices and only focus on the process of transferring knowledge and written grammar so that the time for speaking practice in the classroom is very less. The conceptual framework in this research has been draw in the following diagram





The main components above are described as follow:

- 1 **Input:** it refers to introduce students with Focus on form Approach especially in Implementation of Wh-Question as a Target of language.
- 2 **Treatment:** refers to the learning English with Wh- Question as a target of Language by implementation of Focus on Form Interactional. Which Spreads out in five kinds of feedback they are: Elicitation, Clarification request and Repetition
- 3 **Output** refers to the result of students' ability in speaking.

By the diagram above, clearly that the researcher will do the research at the second grade of MAN 2 Barru. The Focus material is WH-Question. To analyze the data of students' errors, researcher use two instruments of collecting data, namely Speaking Pretest and Posttest and Qualitative data collecting namely recording of the students' interaction in the classroom.

D. Hypothesis

Based on the conceptual framework, the researcher puts forward hypothesis as follows:

1. Alternative Hypothesis (H_o) : There is Improvement in students' ability of speaking at the second grade of MAN 2 Barru.
2. Null Hypothesis (H_a) : There is no Improvement in students' ability of speaking at the second grade of MAN 2 Barru.

E. Variable

This research has two variables; independent and dependent variable, namely:

1. Independent variable of this research is using Focus on Form (FonF) Approach in improving Students' speaking ability
2. Dependent variable of this research is the students' speaking ability



CHAPTER III

METHODOLOGY OF RESEARCH

This part discussed about research design, location and time, population and sample, focus of the research, types and data source, instrument, and data collection techniques.

A. Research Design

The researcher used a kind of quantitative research in this study. This research used A Pre-experimental Design. Why the researcher choose this design of the research because pre-experimental was intended to know and compare whether in certain conditions something will change if different treatment is done and it's going hand in hand with researcher purpose to answering the research question. Sugiyono (2015) said pre-experimental is a research method used to look for the effect of certain treatment against those under controlled conditions.²⁷ this research aimed to found out the Result of improvement students' Speaking ability toward Focus on Form Approach at The Second grade of MAN 2 Barru by using Pre-Experimental Design (One_ Group Pretest- Posttest). The design was presented as follow:

$$E = O1 X O2$$

Where: E : Experimental Class

O1 : Pre-test

X : Treatment

B. Location and Duration of Research

The Research conducted at MAN 2 Barru. This School located in Lakalitta, Cilellang Selatan, Kab. Barru. This research used quantitative design With Pre-Experimental Research therefore; the researcher will need time for a few of weeks to finish the research for collecting data and analyzed the result.

C. Population and Sample

1. Population

The population of this research was the students of MAN 2 Barru. The participants of the study were on the Second Grade students in academic year 2020.

Total students on the second grade are 92 students.

Table 3. 1 The Total Students On The Second Grade

No	Class	Male	Female	Total
1	11 MIA 1	5	14	19
2	11 MIA 2	2	16	18
3	11 MIA 3	6	16	22
4	11 IIS 1	7	7	14
5	11 IIS 2	9	10	19
Total		29	63	92

2. Sample

Based on population above, the researcher used Simple Random sampling technique. There were five classes on the second Grade and there researcher chooses students each class. So the sample of this research was consisted 20 members.

D. Focus of The Research

This research focused on improving students speaking ability toward Focus on Form Approach with WH-Question as a target/form of language. On the other words this study will Analyze how significant the improvement of students speaking ability after focusing on Form.

E. Instrument of the Research

In this research, the Researcher applied two kinds of instruments namely test and Observation. The instruments that used by the researcher in this research as follow:

1. Speaking Test

This test used to gain data of the student's speaking ability. There were two kinds of Speaking test which consisted of Pre-test and Posttest. The test was piloted before and after the study began to take as measurement tool to measure students speaking ability before and after the treatment was conducted. The researcher also used tape recorder to know the student's improvement in each test before and after given treatment by the researcher to made sure the accurate and relevant data.

2. Observation Checklist

Observation usually used to get some information about students' activity and improvements inside the classroom when the treatments are conducted. In this study, the researcher used the form of observation checklist each meeting to know how the students' response to the question and how accurate they speak. in the classroom i also used a tape recorder and at last the researcher will write the conversation that happened inside the classroom to be a documentation of the research.

F. Procedure of Collecting Data

To collect the data the researcher used procedure as follows:

1. Pretest

Pretest was giving before presenting the material. The researcher had given speaking test in order to know the students' speaking ability.

2. Treatment

The operational had held after pretest for four meetings. It has spent 80 minutes for each meeting. The step of treatment was presented as follows:

a. The First Meeting

The researcher gave greeting to the students and started the introduction session. After that researcher, gave motivation and introduced about focus on form Approach and the rules of class to implement the Researcher's strategy before teaching the WH-question. The Wh-question material had applied by the researcher conducted by using focus on form Approach with Recast and Metalinguistic clue as an Interactional Hypothesis from Focus on Form early theory. Then researcher gave chance to ask about the material. Then, students asked to make a short conversation based on the material that has given. Researcher asked to students to present their short conversation in orally without see note. Tape recorder recorded all the interaction Inside the Classroom.

b. The Second Meeting

The researcher gave greeting to the students and asked students a simple question for testing their understanding material. Then Teacher Read a short story and frequently pointed one student to translate it. Each student must have at least one question related to the story. Then teacher started to ask some particular question that

related to audio and makes students discuss about the answer. Then the researcher divided students into 3 groups and the researcher started to choose one of students in a group to speak about the audio. Using Wh-question students can ask some question and the member of group must be capable to answer it. The researcher will apply FonF elicitation, and Recast to correct and give feedback to the students. Each student gave an opportunity for applying communicative learning. Tape recorder recorded all the interaction Inside the Classroom.

c. The Third Meeting

The researcher gave greeting to the students after that gave motivation to the students before teaching material of speaking. The researcher brings a photo and then described into a story slowly to provoke student comments. The researcher described and narrated the image so that it raises questions. These questions guide the class to a relaxed interactive situation without making students aware that they practiced by getting used to producing interrogative sentences. With a focus on the form the researcher hope students could reduce worry and anxiety in interactions using English.

d. The Fourth Meeting

The researcher gave greeting to the students after that gave motivation to the students before teaching material of speaking. The Researcher taught students about wh-question and Rule of the class then the researcher gave students an opportunity to enjoy an interaction time to each other. They allowed to ask everything to everyone one by one. All students had an opportunity to ask and answer. Students also allowed for asking the teacher a question. The researcher took a note on the white board of grammatical error that occurs when students still

did an interaction. After 15 minutes students allowed to sit down and calm down. The researcher asked students some question in English and who could solve the grammatical error in the whiteboard. The students should solve the grammatical error in orally. Tape recorder had recorded all the interaction inside the classroom.

3. Post-test

After the researcher gave treatment to the student Then the researcher gave students a post speaking test to measure speaking ability through free talking based on their experience as long as they learn English speaking by using Focus on form approach. After that student gave a time to ask their friends to see the improvement of speaking ability students Researcher recorded all the activity inside the classroom.

G. Technique of Data Analysis

The technique was used to describe of each research variable by showed descriptive statistics analysis:

1. Scoring the students by using the formula

To found out the students' speaking ability it was viewed from the four components, and they were: fluency, accuracy, grammatical accuracy, and Pronunciation.

Table 3.2: The Measurement Rubrics of Speaking²⁰

Aspect	Score	Category	Indicators
Fluency	9 - 10	Excellent	Natural delivery, only occasional halting when searching for appropriate word/ expression.
	7 - 8	Good	Student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	5 - 6	Fairly Good	Slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	3 - 4	Fairly	students speak so little that no “fluent” speech can be said to occur
Pronunciation	9 - 10	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded
	7 - 8	Good	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	5 - 6	Fairly Good	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation
	3 - 4	Fairly	Words are unintelligible
Vocabulary	9 - 10	Excellent	Effective use of vocabulary for the task with few improprieties
	7 - 8	Good	Effective use of vocabulary for the task with some examples of inappropriate
	5 - 6	Fairly Good	limited use vocabulary with frequent inappropriate
	3 - 4	Fairly	inappropriate and inadequate vocabulary
Grammatical accuracy	9 - 10	Excellent	Very few grammatical errors evident.
	7 - 8	Good	Some errors in use of sentence structures and grammatical forms. But, these do not interfere with comprehension.
	5 - 6	Fairly Good	Speech is broken and distorted by frequent errors
	3 - 4	Fairly	Unable to construct comprehensible sentence

²⁰Nurbaidah. Lilik, Bachelor Thesis : “*Imprving the students speaking skills by using talking stick strategy among the eight Graders of SMP N 4 sekampung east Lampung*” (Lampung: State Institute for Islamic Studies Of Metro, 2019) p. 15

2. The Classification of the Students' Score

The researcher used criterion in order to know how well the students speaking ability. The data was classified into five classifications by referring to scoring system as follows:

First, the researcher collected the data from the test. Next, identification of students' interaction, and then score they ability in answering a question (are they nervous or not) and how many errors that they made while speaking. then the researcher identifies the types of error and the factors of errors that were appeared in the student

Table 3.3 The classification students' score²¹

Classification	Score
Excellent to very good	86-100
Good to Average	71-85
Fairly good	56-70
Fairly	41-55
Very Poor	≤40

3. Scoring the Students' Speaking of Pre-test and Post-test

Table 3.4 Students scoring of pre-test and post-test

Score =	Students' correct	x100
	The total item	

a. Finding out the mean score by using the following formula:

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

²¹Suharsimi, Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. Bumi Aksara, 2005), p.245

In which:

\bar{X} = Mean score

Σ = Total score

N = the total number of students²².

- b. Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = Percentage

F = Frequency

N = Total of number of sample²³.

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

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

Where:

T = Test of significance

D = The mean score of difference(X2-X1)

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

$\sum D^2$ = The square of the sum score of differences

N =The total sample²⁴

²²Ibid.,p.298.

²³Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006) p.43

²⁴Gay L.R. *Educational Research, Competencies for Analysis and Application second edition* (Columbus: Charles E Merrill Company, 1981), p.331.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This Chapter is divided into two parts: survey results and survey discussions. The findings include a description of the Results of the data collected through the pre-test and posttest described in the next section

A. Findings

The finding of this research consists of the classification students' pre-test and post-test. It aims to find out the answer of the research question. The researcher gives two speaking tests that is pre-test and post-test. Pre-test is given before treatment to know students' speaking ability then post-test gives to know students' speaking ability after doing the treatment. From the result of the post-test, it aims to find out that implementing Focus on Form approach is able to improve students' speaking ability at the second grade of MAN 2 Barru.

1. The Differentiate in Students' Speaking ability score after implementing Focus On form (FonF) approach.

This part covers the result of data analysis about improving students' Speaking ability by Focus on Form approach English

- a. The Students' Score In Pre-Test

The researcher gives topic to the students' as the pre-test to know the students' speaking ability. Every student has to explain about theirself introduction and about their favorite thing in 2 minutes. Then the researcher finds out the result of students' speaking ability based on the criteria of speaking ability which are fluency, Grammar accuracy, vocabulary and pronunciation

before giving treatment. students' speaking score in pre-test:isshown in the following table.

Table 4.1 The students' speaking score in pre-test

No	Name	Pre-test of Student (X1)			
		Max Score	Total Score (X1)	(X1) ²	Clasification
1	SN	40	23	529	Poor
2	ZF	40	20	400	Poor
3	S	40	23	529	Poor
4	INH	40	20	400	Poor
5	M	40	40	1600	Poor
6	APB	40	35	1225	Poor
7	NA	40	30	900	Poor
8	WS	40	33	1089	Poor
9	AR	40	35	1225	Poor
10	STR	40	35	1225	Poor
11	MR	40	33	1089	Poor
12	AL	40	38	1444	Poor
13	KF	40	28	784	Poor
14	J	40	30	900	Poor
15	US	40	33	1089	Poor
16	RA	40	38	1444	Poor
17	IA	40	43	1849	Fair
18	RS	40	20	400	Poor
19	AA	40	28	784	Poor
20	SNS	40	23	529	Poor
Total			$\sum X = 608$	$\sum X^2 = 19434$	

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

The total score in pretest ($\sum X$) is 608, this total score can be used to known value of final measure between the observe score and the expectvalue. To find out the total of the score quadrat ($\sum X^2$) we can sum up all the score until we found $\sum X^2 = 19434$. From the table above shows about students'

speaking score in pre-test. Based on the table above then we can know the frequency of the classification by looking the following table.

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

No	Classification	Score	Frequency Of Pre-Test	Frequency Of Pre-test
1	Very Good	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	1	5%
4	Poor	21-40	19	95%
5	Very Poor	0-20	0	0%
Total			20	100%

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

As the explanation in the table above, the average score of students' prior speaking ability before teach by Focus on form approach. Most student is on poor classification with the percentage is 95%. The total score in pre-test was 608. It has shown that the students speaking ability in pre-test is low, because most of the students get , poor and Fair score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.3. Mean score of the pre-test :

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

$$X = \frac{608}{20}$$

$$X = 30.4$$

Thus, the mean score (X_1) of pre-test is 30,4. This result means that The average score of the pre-test is 30,4. from that analyzing. It has shown that almost of the 20 students skill in speaking is still low because most of the

students get poor, and fair score. The total score in pre-test was still low. The mostly have low score in pronunciation and fluency. They spoke with errors in pronunciation and they lack of arrange a good sentence in order to speak more natural and brave.

The standard deviation of pre-test:

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

$$SD = \sqrt{\frac{19434 - \frac{(608)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{19434 - \frac{369664}{20}}{19}}$$

$$SD = \sqrt{\frac{19434 - 18483}{19}}$$

$$SD = \sqrt{\frac{951}{19}}$$

$$SD = \sqrt{50}$$

$$SD = 7$$

Thus, the standard deviation of pre-test is 7. After determining the mean score (X_1) of pre-test is 30 and standard deviation of the pre-test is 7. It shows that students' speaking skill were in low category.

d. Students' score in post-test

The researcher gives topic to the students as the post-test to know the students' speaking ability. Every students got the topic and explain it then the researcher finds out the result of students' speaking ability based on the

criteria of speaking ability which are fluency, grammar accuracy, vocabulary and pronunciation before giving treatment.:After qualify the students score in post-test based on the criteria of speaking ability which are vocabulary, fluency, grammar, and pronunciation. The following table below is to know students speaking score in post-test. We can know that:

Table 4.5 The Students' Score in Post-Test.

No	Name	Post-test of Student (X2)			
		Max Score	Total Score (X2)	(X2) ²	Clasification
1	SN	40	63	3969	Good
2	ZF	40	63	3969	Good
3	S	40	63	3969	Good
4	INH	40	65	4225	Good
5	M	40	65	4225	Good
6	APB	40	65	4225	Good
7	NA	40	58	3364	Fair
8	WS	40	58	3364	Fair
9	AR	40	65	4225	Good
10	STR	40	63	3969	Good
11	MR	40	55	3025	Fair
12	IA	40	65	4225	Good
13	KF	40	65	4225	Good
14	J	40	65	4225	Good
15	US	40	68	4628	Good
16	RA	40	65	4225	Good
17	AL	40	63	3969	Good
18	RS	40	58	3364	Fair
19	AA	40	58	3364	Fair
20	SNS	40	65	4225	Good
Total			$\sum X = 1255$	$\sum X^2 = 78979$	

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

From the table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times with 100, Then the researcher sums up all the total score ($\sum X$) until we find The total score in posttest ($\sum X$) Is 1255, this total score uses to known value of final measure between the observe score and the expect frequencies.. To find out the total of the score quadrat ($\sum X^2$) we can sum up all the score in X^2 until we find $\sum X^2=78979$. Based on the table above then we can know the frequency of the classification by looking the following table.

Table 4.6 The Rate Percentage of The Frequency of The Post-Test

No	Classification	Score	Frequency Of Post-Test	Frequency Of Post-test
1	Very Good	81-100	0	0%
2	Good	61-80	15	75%
3	Fair	41-60	5	25%
4	Poor	21-40	0	%
5	Very Poor	0-20	0	%
	Total		20	100%

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

The table above shows the result of students' improvement in speaking ability after implementing treatment toward focus on form approach. Most students are on good classification with the percentage is 75%. It means that the students' speaking ability improve through implementing one of communicative approach toward focus on form approach. The total score in post-test is 1255. It proves that there is improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this table, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in implementing focus on form approach to improve students speaking skill.

Mean score of the post-test:

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

$$X = \frac{1255}{20}$$

$$X = 62.8$$

Thus, the mean score (X_2) of post-test is 62.8. Based on the result of the post-test the data shows that the mean score of the post-test is 62.8. From that analyzing, it can be seen that almost of the 20 students' speaking is get a good and fair score. The standard deviation of post-test

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

$$SD = \sqrt{\frac{78979 - \frac{(1255)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{78979 - \frac{1575025}{20}}{19}}$$

$$SD = \sqrt{\frac{78979 - 78751}{19}}$$

$$SD = \sqrt{\frac{228}{19}}$$

$$SD = \sqrt{12}$$

$$SD = 3$$

Thus, the standard deviation (SD) of post-test is 3

e. The compared Result of the pre-test and post-test

The researcher compares the result of the pre-test and post-test by calculating the mean score and standard deviation of the test. The result of pre-test and post-test present in the following table to know the difference between the mean score and standard deviation:

Table 4.7 The Mean Score and Standard Deviation of Pre-Test and Posttest

Test	Mean Score	Standar Deviation (SD)
Pre-test	30,4	7
Post-test	62,8	3

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

The data in table 4.7 shows that the mean score of pre-test is 30.4 (X1) while the mean score of the post-test increased 62,8 (X2). The standard deviation of pre-test is 7 while the standard deviation of post-test is 3.

As the result at this item is the mean score of the post-test is greater than the mean score in pre-test. It means that students' speaking ability improve after doing the learning process that implementing Focus on form approach as a focus communicative students inside the classroom.

f. The rate percentage of the frequency of the pre-test and post-test

The researcher compares the percentage of students' classification by calculating score. The score are very good, good, fair, poor and very poor. The result the rate percentage of the frequency of the pre-test and post-test present in the following table:

Table4.8 The Rate Percentage of The Frequency of The Pre-Test and Post-Test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	VeryGood	81-100	0	0	0%	0%
2	Good	61-80	0	15	0%	75%
3	Fair	41-60	1	5	5%	25%
4	Poor	21-40	19	0	95%	0%
5	VeryPoor	0-20	0	0	0%	0%
Total			20	20	100%	100%

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

The data of the table above indicates that rate percentage of the pre-test and post-test increase, table shows that 19 students get poor score and it reaches until 95% of all the total of researcher sample, after implementing the Focus on approach the students score improve until 75% (15 students) that get a good score and the rest students get fair score on posttest. That's different from the pre-test; on pre-test 5 students get fair score. The conclusion of comparing students score is to know how significant student improves in learning English after learns with Focus on form and it proves that students is able to improve their students speaking ability after the treatment.

g. T-test value

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

Table 4.9 The Worksheet of The Calculation the Score in Pre-Test and Post-Test of The Students' Speaking Ability.

No	X1	X2	(X1) ²	(X2) ²	D(X2- X1)	D(X2-X1) ²
1	23	63	529	3969	40	3440
2	20	63	400	3969	43	3569
3	23	63	529	3969	40	3440
4	20	65	400	4225	45	3825
5	40	65	1600	4225	25	2625
6	35	65	1225	4225	30	3000
7	30	58	900	3364	28	2464
8	33	58	1089	3364	25	2275
9	35	65	1225	4225	30	3000
10	35	63	1225	3969	28	2949
11	33	55	1089	3025	22	1936
12	38	65	1444	4225	27	2781
13	28	65	784	4225	37	3441
14	30	65	900	4225	35	3325
15	33	68	1089	4628	35	3539
16	38	65	1444	4225	27	2781
17	43	63	1849	3969	20	2120
18	20	58	400	3364	38	2964
19	28	58	784	3364	30	2580
20	23	65	529	4225	42	3696
Σ	ΣX1=608	ΣX2=1255	ΣX1²=19434	ΣX2²=78979	ΣD=647	ΣD²=61750

In the other to see the students' score, the following is T-test was statistically applied: To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{647}{20} = 33$$

The calculating the T-test value

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

$$t = \frac{33}{\sqrt{\frac{61750 - \frac{(647)^2}{20}}{20(20-1)}}$$

$$t = \frac{33}{\frac{\sqrt{61750 - \frac{418609}{20}}}{20(19)}}$$

$$t = \frac{33}{\frac{\sqrt{61750 - 20930}}{380}}$$

$$t = \frac{33}{\frac{\sqrt{40830}}{380}}$$

$$t = \frac{33}{\sqrt{107}}$$

$$t = \frac{33}{10,34}$$

$$t = 3,19$$

Thus, the T-test value is 3,19.

This research uses pre-experimental design with pre-test and post-test design. The data below shows the value of t-test is greater than t-table value Inidicated that there is a significant difference between the result

students' pre-test and post-test.

Table 4.10 The Test of Significant

Variable	T-test	T-tablevalue
Pre-test–post-test	3.19	1.743

(Data source: Primary data processing)

h. Hypothesis Testing

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

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

For the level, significant (α) 5% and $df = 19$, and the value of the t-table is 1.743, while the value of t-test 3.19. It means that the T-test value is greater than T-table ($3.19 \geq 1.743$). Thus, it automatically can be concluded that there is significant difference between the students' speaking ability before and after give treatment toward implementing "Focus on Form (FONF) Approach" at MAN 2 Barru. It shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, it cannot be denied that "focus on Form Approach" approach is able to improve speaking ability students in MAN 2 Barru.

2. The Ways How Focus On Form (Fonf) Improve Students' speaking Ability (Treatments)

Before giving the treatment there is pre-test on Tuesday 25th January 2022. In the first meeting on Saturday, January 29th, 2021, the students responded well and showed their spirit and interest which meant they were willing to learn. The researcher explained the Technique that she used that is Recast and Metalinguistic clues and asks students to at least understand about the feedback and used it in classroom. Students start to learn about part of Wh-Question. All the students were still shy and awkward to speak and correcting others because they still feel under for themselves. But, some of them had a great interest and speak bravely in learning or in correct the mistake out loud. The Students First attempt in metalinguistic clues appear in form

R : The Question is "Does Bill Play golf?"

S: "Does Bill play golf?"

R: "How to change it into Positive statement?"

S: "Bill does play golf."

R: "Bill DOES? Play golf. There is something wrong."

S : " Bill Play golf? "

R : Bill Plays Golf.

S : "Ooough, yeah"

Another Clarification than happen while students does exercise on the front of the class.

R : How to change “She is thinking. ” into an interrogative yes no question?

S1: “Does she think?”

R : “Haaa?”

S : “Ooough, wait”

S2: “Maybe without ‘does’!”

R : “Does she?”

S3: “Does She Think?”

R: “Yeahh Good!”

Every student have the basic of grammar and some basic vocabulary but still hesitate and anxiety to make mistake and speak. On the day 1 student learn about level 1 that is yes-no Question material and little bit of Wh question on conversation This expression then will be very useful to improve their speaking ability and self-confidents. After that, the researcher divided class into groups.

On Thursday, January 27th 2022, here the researcher did the same activity with the first meeting but with the different Opening. In the second meeting students start with collecting their daily expression Students explained about the kind of feedback correcting that will used that is elicitation, Metalinguistic Clue and Recast. In this meeting, there was an improvement in students’ self-confidence especially for students in 11 MIA 1, they are active and full of cheer. The process of applying Focus on Form Approach was running well because the Researchers has sent them a power point and explanation about Wh question the day before trough Whatsapp

group. The researcher starts the material by read a short story entitled “Does Travel Broaden The Mind?” and arrange students to make yes no question by the statement that include in the story. After they have 5 yes no question on their book. Then researcher explains about rules how to make a question use WH question. Several Kind of feedback appears in some way when students learn or when they speak. Several students became so good on listen and understanding and some of them has a good capability in correct the mistake or help their classmate to speak in English while the rest of them still shy, silent and calm. Some Result of feedback that happen inside the classroom appears when they try to make a good WH question.

S : “Have Harry and Lucy Left for London?”

S1 : “No! There is Does”

R : “It’s okay, they also can used to have in asking yes no question.”

Another Focus on form appeared when students come to the front of the class answering an exercise about WH question. She wrote “Does she and a teacher coming?” then suddenly. Recast as expected appear

S1 : “There is something wrong miss. Teacher, miss. as a teacher. ‘Does she as a teacher coming?’”

R : “Sorry, Does she and a teacher?”

S2 : “COME Miss! Does she and a teacher come?”

R : “Yeahhh Right!”

Students have a good interest and understanding but they still not too

accurate when speak and write a question. After learn about How to make a Wh Question material the researcher then write 7 Daily expressions for students to be memorizing and also give them a welcoming speech text to memorize.

The third meeting on Monday, January,31th2022, Same as the previous meeting, The researcher started the class by greeting. The students responded well and excited to collect their memorizing meant they were willing to learn. Before the researcher gave the material, The researcher ask students to repeat their memorizing of welcoming speech and also give them an ice breaking that related to material. After that every students are decide into 4 groups. The topic in this meeting was to explain and to make a story related to some picture that brought buy the researcher. The researcher just gave the picture and let the members to make the concept of the story. The researcher did not allow the students to write the concept but she give time to each group for make their sentence In their mind. After ten minutes each students raise her hand and speak about the story related to the picture in their imagination. After one student explains other students raise their hand to give a question to their friend. Some of the students do it more often than others. Some students feel confident in learn and speak and it influence their friends to enjoy and finished the class well. That researcher also was active to explain the material and the strategy of feedback that she used. In this third meeting the researcher explain about metalinguistic and recast feedback and ask students to implementing this feedback to their friends at least once. All the students got improvement in speaking especially with their capability in

asking. because for the students who had not used English frequently for practicing they forced them self to memorizing a lot of daily common asking word, welcoming speech and try to speak with English and get a correction made student excited and think that learn English with easy interaction correct is more effective, in order all students could prepare themselves to speak about the story to their friends, almost all students in each group were active because they started to practice the yes no question and Wh-question to be answered by their friends who was standing in front of class and tell the story based on the picture they got. If the students did not know the English of several words they would say the key note and then one of their friends would translate it.

The fourth meeting. On Wednesday, January 2nd 2022 the researcher gave an explanation about the feedback that the researcher will use and to remind students about Focus on Form Approach so they cannot be lost of focus of the day's material. The material was about question tags and it's the last level of how to asking or Answering something. First, the tutor explained about the feedback that would be used on that day. Next, the researcher starts the lesson by using focus on form approach which has so many exercise and practice while learning. The class was very crowded because they are so excited about how can we make a word "kan!" in English used question tags. Somehow they think it was so cool to practice in real time conversation. But as before they still not accurate yet when they wrote the question use question tags. They still lack to focus and grammatical correct still always got wrong. So that some students one by one come to the front of class to correct the

mistakes that their friends have made. The class was controlled well. The researcher did not allow the students to be silent in group. At first some of the students were not sure to speak up but after they know that every piece of students inside the classroom were always wrong and get corrected by the researcher or his friend, they started to try and happy with their brave and satisfy with their effort, they felt enjoy and laughed at herself when they are corrected by his friends because they know that mistakes is a sign of an effort. The researcher also gave them a positive affirmation and praises the students.

The students' capability in communicative situation had better Progress in this meeting. Their effort towards the topic improved because they had forced themselves to combine and try to speak English when class is started the material. Then, the researcher evaluated by asking each student to make some wh-question and yes no question and Forced their friends to answer it. For the surprised, all the Students from 11 MIA 1 were more fluent and give an excellent Improvement when they are speaking if compared with the first meeting. . Since, we had limited time in the class so the as and question could not accept to all the students inside the classroom. Only the representative of each Group. but after all the session was running very well.

The focus on form approach in focused to wh-question material was running very well as the researcher hoped. There were so many improvements in this last treatment; the improvement was seen in all aspects of speaking. The students' fluency increased as the students start to memorize the entire

task about welcoming speech and simple daily expression about asking and answering. They also could express their answer very well without being afraid of making a mistake because their friends and the researcher were there to give some correction. Next, their grammatical accuracy also improved, as in the previous meetings they have learnt about 3 levels of giving a question and all the exercise they have. Not only in fluency and grammatical accuracy, their vocabulary and pronunciation also improved. Comparing with the first meeting most of the students were shy to speak because they were afraid if they have missed pronunciation and awkward to each other in the process of learning, in this meeting all students were so confident to express their answer when we do an exercise and enjoy to make an opinion towards the grammatical or pronunciation mistake that their friends make..

The researcher was so happy about it and she was proud of the student who has learned English with their excellent curiosity in speaking at that time. All of the students engaged fully in the process of learning English toward focus on form approach. Several of them were so active and funny than before. They always want to speak and learn more about the grammatical mistakes they have done. They felt so fun and enjoy discussing a mistake that her friends make. The researcher really grateful to learn and teach with full of friendship atmosphere in the class. Even though, the focus on form approach was not running smoothly in some meeting. It can become the best experience and story that always be the favorite story that the researcher ever had. In the last,

The researcher gave post-test still on Friday, 4th 2022. In this meeting the researcher gave the topic “Why you like to study English?” then, the students explained their arguments with their own words. Most of the Student could speak more than one paragraph. It aimed to know the students’ speaking ability after doing the treatment. The researcher took the recording of the students to make easier gave a score of speaking aspects because the researcher had to focus on four aspects.

B. Discussion

Based on the result of data analysis, mean of the students’ score after having treatment were higher than before giving treatment. Mean score of pre-test was 30,4 meanwhile mean score of post-test was 62,8. Besides, the result of t-test analysis shows that t-test value (3,19) was greater than t-table (1.743). It means that the Focuson form approach that focused on wh-question as a targets language is able to improve English speaking ability students’. After conducting the research, the researcher found those students really excited and having fun in the class. So, they followed the teaching and learning process enthusiastically. According to Ellis in previous chapter that focuson form approach requires more intense interaction and behavioral observation in which learners help each other and learn by giving or accept a question while get a maximal practice trough interaction. .practicing and correcting helped students to understand the material and to express their knowledge towards communication approach.

Based on the statement of the researcher in previous chapter, the most of students have some problems in speaking orally and understanding the grammatical

rules and communicative basic. It is proved by the mean score of students' in pre-test which was very poor. But there are some factors that are influenced the students in their speaking ability after they got treatment using focus on form approach as a communicative curricula with wh question as a main topic or target language..

According to Long (1991)²⁵ in the previous chapter he explained feedback and focused creating a communicative atmosphere in the classroom is the vocal point. Interesting in speaking and capability.

Based on Spada's (1997)²⁶ research in the same chapter, Focus on form has properties that are quite easy to implement in the classroom by combining corrective feedback and metalinguistic teaching to get better result. Researched has use focus on form approach as a communicative curricula to help and accomodate students to an undstanding and maximum practice to become more active and fluent in simple conversation related to the material that have been learning. Teacher should consider prepare it such an exercise and how to make students keep trying to speak in their classroom. While according on Long statement Focus on Form emphasized students to mastery English by overtly draws learners' attention to some form in context of material by practicing the form through communicative interaction.

As a result, the PAREPARE can draw conclusion that the implementation of Focus On Form (FONF) Approach with WH question as a target language is able to improve English speaking skill at The second grade of MAN 2 barru.

²⁵ Long, M. (1991). Focus on Form: A Design Feature in Language Teaching Methodology. In K. De Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign Language Research in Cross-Cultural Perspectives* (pp. 39-52). Amsterdam: John Benjamins. <http://dx.doi.org/10.1075/sibil.2.07lon>

²⁶ Spada, N. "*Form Focused Instruction : A Review of Classroom and Laboratory research*" *Journal Language Teaching*, 1997 p. 30

BAB V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, the researcher put forward following conclusions:

1. The research of data analysis test showed that there is a significant difference between students speaking ability after being taught by Focus On Form approach, it was proved by the development of mean score from 30,4 on pre-test to 62,8 on post test, while t-test 3 was greater than t-table 1.743. It means that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, Focus on form approach was able to improve speaking ability of students at the second grade of MAN2 Barru.
2. The research showed that there is a significant difference between the students' speaking ability after being taught with Focus on Form approach, it was proved by the students improvement especially in vocabulary and gramatical accuracy. Comparing the first meeting and the last meeting that member tended to keep silent, shy and awkward to express their ideas at the beginning of the meeting, but in the next meeting member were more active and confident in expressing their ideas orally because they didmemorise a lot of daily expression and exercise with speaking practice well.

B. Suggestion

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

- a) For Next Researcher who take this research as a reference. Researcher Recommend that Focus on Form approach can be widely open to the different topic or skill in English. Researcher hope that the next researcher will focused on who the sample and how the research will design the research because Focus on Form is an Approach that more effectively and fun with the right group.
- b) In learning Speaking at class teacher should be more creative and active. They must speak in English first and make an innovative and friendly situation inside the classroom
- c) We recommend that teacher is expected to use some media and practical expression sentence to keep students in practicing their ability in speaking. Teacher must lead the student to always use English as a daily common conversation inside the classroom with their friends
- d) Teachers must play an active role in providing feedback to students so that students' focus is not divided on other things.

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APPENDICES

Appendix 1.The Student Score of Pre test

No	Name	Pre-test of Student (X1)			
		Max Score	Total Score (X1)	(X1) ²	Clasification
1	SN	40	23	529	Poor
2	ZF	40	20	400	Poor
3	S	40	23	529	Poor
4	INH	40	20	400	Poor
5	M	40	40	1600	Poor
6	APB	40	35	1225	Poor
7	NA	40	30	900	Poor
8	WS	40	33	1089	Poor
9	AR	40	35	1225	Poor
10	STR	40	35	1225	Poor
11	MR	40	33	1089	Poor
12	AL	40	38	1444	Poor
13	KF	40	28	784	Poor
14	J	40	30	900	Poor
15	US	40	33	1089	Poor
16	RA	40	38	1444	Poor
17	IA	40	43	1849	Fair
18	RS	40	20	400	Poor
19	AA	40	28	784	Poor
20	SNS	40	23	529	Poor
Total			$\sum X = 608$	$\sum X^2 = 19434$	

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

Mean score of Pre-Test

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

$$X = \frac{608}{20}$$

$$X = 30.4$$

The Standard Deviation of Pre-Test

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

$$SD = \sqrt{\frac{19434 - \frac{(608)^2}{20}}{20-1}}$$

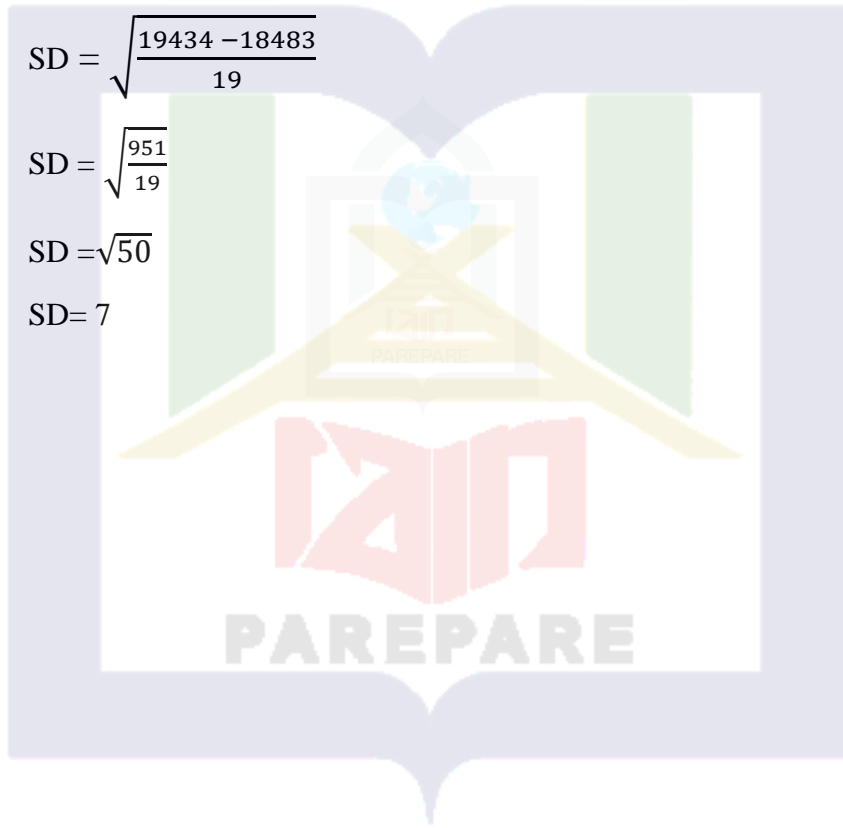
$$SD = \sqrt{\frac{19434 - \frac{369664}{20}}{19}}$$

$$SD = \sqrt{\frac{19434 - 18483}{19}}$$

$$SD = \sqrt{\frac{951}{19}}$$

$$SD = \sqrt{50}$$

$$SD = 7$$



Appendix 2. The Student Score of Post test

No	Name	Post-test of Student (X2)			
		Max Score	Total Score (X2)	(X2) ²	Classification
1	SN	40	63	3969	Good
2	ZF	40	63	3969	Good
3	S	40	63	3969	Good
4	INH	40	65	4225	Good
5	M	40	65	4225	Good
6	APB	40	65	4225	Good
7	NA	40	58	3364	Fair
8	WS	40	58	3364	Fair
9	AR	40	65	4225	Good
10	STR	40	63	3969	Good
11	MR	40	55	3025	Fair
12	IA	40	65	4225	Good
13	KF	40	65	4225	Good
14	J	40	65	4225	Good
15	US	40	68	4628	Good
16	RA	40	65	4225	Good
17	AL	40	63	3969	Good
18	RS	40	58	3364	Fair
19	AA	40	58	3364	Fair
20	SNS	40	65	4225	Good
Total			$\sum X = 1255$	$\sum X^2 = 78979$	

Mean score of Post-Test

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

$$X = \frac{1255}{20}$$

$$X = 62.8$$

The Standard Deviation of Post-Test

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

$$SD = \sqrt{\frac{78979 - \frac{(1255)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{78979 - \frac{1575025}{20}}{19}}$$

$$SD = \sqrt{\frac{78979 - 78751}{19}}$$

$$SD = \sqrt{\frac{228}{19}}$$

$$SD = \sqrt{12}$$

$$SD = 3$$

Appendix 3. The Worksheet Calculation of the Score on Pretest and Post Test on The Improving Students Speaking ability

No	X1	X2	(X1) ²	(X2) ²	D(X2- X1)	D(X2-X1) ²
1	23	63	529	3969	40	3440
2	20	63	400	3969	43	3569
3	23	63	529	3969	40	3440
4	20	65	400	4225	45	3825
5	40	65	1600	4225	25	2625
6	35	65	1225	4225	30	3000
7	30	58	900	3364	28	2464
8	33	58	1089	3364	25	2275
9	35	65	1225	4225	30	3000
10	35	63	1225	3969	28	2949
11	33	55	1089	3025	22	1936
12	38	65	1444	4225	27	2781
13	28	65	784	4225	37	3441
14	30	65	900	4225	35	3325
15	33	68	1089	4628	35	3539
16	38	65	1444	4225	27	2781
17	43	63	1849	3969	20	2120
18	20	58	400	3364	38	2964
19	28	58	784	3364	30	2580
20	23	65	529	4225	42	3696
Σ	ΣX₁=608	ΣX₂=1255	ΣX₁²=19434	ΣX₂²=78979	ΣD=647	ΣD²=61750

In the other to see the students' score, the following is T-test was statistically applied: To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{647}{20} = 33$$

The calculating the T-test value

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

$$t = \frac{33}{\sqrt{\frac{61750 - \frac{(647)^2}{20}}{20(20-1)}}$$

$$t = \frac{33}{\sqrt{\frac{61750 - \frac{418609}{20}}{20(19)}}$$

$$t = \frac{33}{\sqrt{\frac{61750 - 20930}{380}}}$$

$$t = \frac{33}{\frac{\sqrt{40830}}{380}}$$

$$t = \frac{33}{\sqrt{107}}$$

$$t = \frac{33}{10,34}$$

t= 3,19

Thus, the T-test value is 3,19.

Variable	T-test	T-tablevalue
Pre-test–post-test	3.19	1.743

a. Hypothesis Testing

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

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

For the level, significant (α) 5% and $df = 19$, and the value of the t-table is 1.743, while the value of t-test 3.19. It means that the T-test value is greater than T-table ($3.19 \geq 1.743$). Thus, it automatically can be concluded that there is significant difference between the students' speaking ability before and after give treatment toward implementing "Focus On Form (FONF) Approach" at MAN 2 Barru. It shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, it cannot be denied that "focus on Form Approach" approach is able to improve speaking ability of students in MAN 2 Barru.

Appendix 4. Instrument of the Pre Test and post Test



A. Pre-Test Instrument

The researcher will instruct the students' to explain about their self and Their favorite thinks at school for three minutes and the researcher will record it to know their ability in speaking orally. After the topic has explained. 3 students in the class have a chance to asking a question. Topic template:“**Me and My Favorite**”

1. Discussion of the topic (3minutes)
2. Answer a question (90 seconds)

B. Post Test Instrument

The researcher will instruct the students' to Explain and talk in front of the class.About “give us a logical explanation why does you like to study English? . The research will ask a students about

1. Do you feel that you have improved specially in speak English basic converstaion? Why?
2. Honestly, do you feel more Confidence and frequently speak english?

Aspects that need to be used in the speaking assessment are

- a. Fluency
- b. Accuracy
- c. Content
- d. Pronunciation.
- e. Grammatical error

Parepare, 8 Januari 2022

Mengetahui

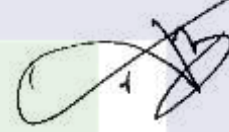
Pembimbing Utama



Dr. Arqam M. Pd

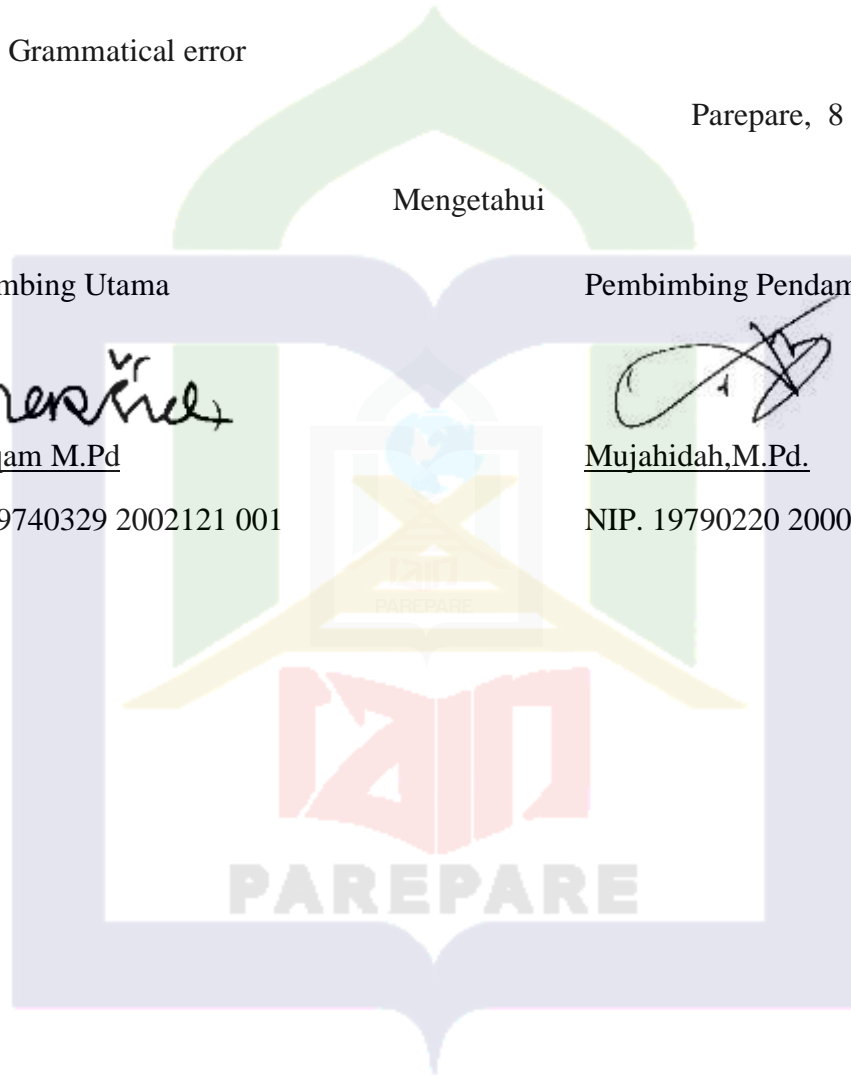
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Pembimbing Pendamping



Mujahidah, M. Pd.

NIP. 19790220 200031 002



Appendix 5. The Students Result of Observation Checklist

Observation Checklist (1stMeeting)

No	Students' Activity	Students' Name																			
		SN	Z F	S	I N H	M	A P B	NA	WS	A R	S	MR	I A	K F	J	US	R A	M Z	R S	A A	S N S
1.	Frequently asking a question about material or topic discussion .	-	-	-	-	-	-	-	-	√	-	-	√	-	-	-	√	√	-	√	-
2.	Students have enthusiasm to answering a question	-	-	-	-	-	-	√	-	-	√	-	√	√	-	-	√	√	-	√	-
3.	Seem to understand when someone is speaking.	-	-	√	√	√	√	√	√	-	√	√	√	√	√	-	-	√	√	√	√
4.	Confident to Speak in front of Classroom.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	Frequently do Conversation in English with their classmate	-	-	-	-	-	-	√	√	-	√	√	√	-	√	√	-	√	√	√	√
6.	Responds to feedback that giving and listening attentively	√	-	√	√	√	-	-	-	-	√	√	-	-	-	-	√	√	√	√	√
7.	Developing new vocabulary and have a good comprehensive	√	-	√	-	-	-	-	-	-	-	√	√	-	√	√	-	-	-	√	√
8.	Students can do the assignment well	-	-	√	√	-	-	-	√	√	√	√	√	√	√	-	√	√	√	√	√
9.	Students can pronounce English well	√	-	-	-	-	-	-	-	-	-	-	√	-	√	√	-	-	-	-	-
10.	Students become active in the classroom	√	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-

Observation Checklist (2nd Meeting)

No	Students' Activity	Students' Name																			
		SN	ZF	S	INH	M	APB	NA	WS	AR	S	MR	IA	KF	J	US	RA	MZ	RS	AA	SNS
1.	Frequently asking a question about material or topic discussion .	-	√	√	-	√	√	√	-	√	√	-	√	√	-	√	-	√	√	√	√
2.	Students have enthusiasm to answering a question	-	√	√	-	√	√	√	√	√	-	√	√	-	-	√	-	√	√	√	√
3.	Seem to understand when someone is speaking.	-	-	-	-	-	√	-	√	-	√	√	√	√	√	-	√	-	√	-	-
4.	Confident to Speak in front of Classroom.	-	-	-	√	√	√	√	-	-	-	-	-	-	√	√	√	√	√	√	√
5.	Frequently do Conversation in English with their classmate	√	√	√	√	-	-	√	√	√	-	-	√	√	-	√	-	-	√	-	√
6.	Responds to feedback that giving and listening attentively	√	-	-	-	√	-	√	-	-	-	√	√	-	-	√	√	-	√	-	-
7.	Developing new vocabulary and have a good comprehensive	√	-	-	-	-	-	√	√	-	√	-	√	-	-	√	√	-	√	√	√
8.	Students can do the assignment well	√	√	√	√	-	-	-	-	√	√	√	√	-	√	-	√	√	√	√	√
9.	Students can pronounce English well	-	-	-	-	√	-	-	√	-	-	-	-	√	-	√	√	-	√	-	-
10.	Students become active in the classroom	√	√	-	-	√	√	-	-	√	-	√	-	√	√	-	√	-	√	-	√

Observation Checklist (3th Meeting)

No	Students' Activity	Students' Name																			
		S N	Z F	S	I N H	M	A P B	NA	WS	A R	S	MR	I A	K F	J	U S	R A	M Z	R S	A A	S N S
1.	Frequently asking a question about material or topic discussion .	√	√	√	√	√	√	√	-	√	-	√	√	√	-	√	√	√	√	√	√
2.	Students have enthusiasm to answering a question	√	√	-	√	-	√	-	-	√	√	√	√	√	√	√	-	-	√	-	√
3.	Seem to understand when someone is speaking.	√	-	√	√	-	√	√	-	√	-	√	-	√	-	√	√	√	√	√	√
4.	Confident to Speak in front of Classroom.	√	√	-	√	√	√	-	√	-	√	√	√	√	-	√	√	-	√	-	√
5.	Frequently do Conversation in English with their classmate	√	-	√	√	√	-	√	√	√	-	√	√	√	√	√	√	√	√	√	√
6.	Responds to feedback that giving and listening attentively	√	√	√	-	√	√	-	√	√	-	√	√	√	√	√	√	√	√	-	√
7.	Developing new vocabulary and have a good comprehensive	√	-	√	√	√	√	√	-	√	√	-	√	√	√	√	-	√	√	√	√
8.	Students can do the assignment well	-	√	√	-	√	-	√	√	√	√	√	-	√	-	√	√	-	√	-	√
9.	Students can pronounce English well	√	-	√	√	√	√	√	-	√	-	√	√	-	√	-	√	√	-	√	√
10.	Students become active in the classroom	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Observation Checklist (4th Meeting)

No	Students' Activity	Students' Name																			
		SN	Z F	S	I N H	M	A P B	NA	WS	A R	S	MR	I A	K F	J	U S	R A	M Z	R S	A A	S N S
1.	Frequently asking a question about material or topic discussion .	√	√	√	-	√	√	√	√	√	√	√	√	√	-	√	√	-	√	√	√
2.	Students have enthusiasm to answering a question	√	√	√	√	√	-	√	√	√	√	-	√	√	√	√	-	√	√	√	√
3.	Seem to understand when someone is speaking.	√	√	√	√	√	-	√	√	√	-	√	√	√	√	-	√	√	√	√	√
4.	Confident to Speak in front of Classroom.	√	-	√	-	√	√	-	√	-	√	-	√	√	-	√	-	√	-	√	√
5.	Frequently do Conversation in English with their classmate	√	√	√	√	-	√	√	-	√	√	√	√	-	√	√	√	√	√	√	√
6.	Responds to feedback that giving and listening attentively	√	√	√	√	√	√	√	√	√	√	√	√	-	√	-	√	√	√	√	√
7.	Developing new vocabulary and have a good comprehensive	√	-	-	√	-	√	-	√	√	√	√	√	√	√	-	√	√	√	√	√
8.	Students can do the assignment well	√	√	-	√	√	√	√	√	√	-	√	√	-	√	√	√	-	√	√	√
9.	Students can pronounce English well	√	√	√	-	√	√	-	√	-	√	√	-	-	√	-	√	√	√	√	√
10.	Students become active in the classroom	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Appendix 5. The Students Result of Pre-test

The Recording of pre test

1. Ikhlasul Amal

Ikhlasul Amal : *“Let me intoduesmy self. My name is Ikhlasulamal, I am from elevent science one I live in palanro my favorite hobbie is drawing I think that’s all. Saya sulit merangkai kata. HmMMM I have three siblings hmMM my hobbie is cooking I always cooking nasigoreng and fried rice in English. Hmm apalagi, tidak ada mi kak. I like study hmMM (no one are asking, researcher ask the student)”*.

Researcher : *Who is your mothers’ name?*

Ikhlasul Amal : *My Mothers name is SitiRapih and my Father’s name is abdurrahman, my ambition is I want to study English for study English to my career.*

2. Riski awalia

Riski Awaliah : *“Assalamualaikumwr.wb let me introduce my self, my name is ReskiAwaliah, sekianterimakasih (all students laugh) I am from hmMM Sebelas science one (all students laugh) hmMM apalagidih, my hobbie is reading I want to be berguna.” (students laughing, no one ask).*

3. Afifah Azima

Afifah : *“Assalamualaikum wr. Wb. let me introduce my self my name is afifah azima but they call me afifah or azima I am from eleven exact two my ambition is dosen or doctor my hobbie is cooking and reading hmMM”*.

Student 1 : *“what is your favorite pelajaran?”*

Afifah : *“little semuanya”*

Student 2 : *“why you lancaar speak English?”*

Afifah :*“First, tingkatkan motivation, kedua, apa bahasa inggrisnya berdoa? (some students say ‘pray’) and listen apa yang guru katakana, I thing enough thank you very much assalamualaikum wr.wb”*

4. Khairulfiqri

“My name is khairul fiqri you can call me khaerul, I am from parepare but I live in barru palanro, I like sleep and nice to meet you guys hmm oke kak”

5. AyuRahayu

Rahayu: *“Assalamualaikumwr.wb, let me iintudusie my name, hmmm my name ayurahayu you can call me ayu I live in palanro and play game hmm my ambition teachermymy favorite thinks are kpop hmm and anime and reading wattpad’.*

Researcher :*“what kind of book have you read?”*

Student 1: *“Buku apa yang sudahka mubaca?”* (help their friends to translate it)

Rahayu : *“novel, lupajudulnyakak”*

Researcher : *“Tell us about your favorite movie.”*

Rahayu :*“Spiderman, I like watching spiderman”*

Student 2 :*“Where your bestfriend?”*

Rahayu : *“All my friend. She isWulan sari, Mutmainnah dan Nuraisyah.”*

6. Uliana Sri

Rahayu :*“Assalamualaikumwrwb. Let me intruus”* (wrong pronunciation) (other students noise and correct her)

Another students : *“let me introuduce myself.”*

Rahayu :*“Let me introds (still wrong inpronunciation) my self,my name is ulianasri. Iam from toe hmmm I am my hobby hmmm my fathers name sahri and my father jamaluddin my hobby is sport and sing. Nice to meet you.”*

7. MagfirahRamadani

“AssalamualaikumwrwbMy name is magfirahramadani, you can call me magfirah, I am form in kampong baru my hobbie is reading a book my ambition hmmm techer my favorite colour is blue and pink I don’t like watching mpvies and cartoon. Hmmm I like study bahasaarab.”

8. Satriana

“Assalamualaikumihmmm willintrouducemy self my name is satriana , you can call me ana. im from mangkoso my hobbie is reading my ambition hmmm is lecturer I like pramuka.”

9. Nuraisyah

“Jumriana I would like to introduce my self, my hobby ambition is teacher I like math and hmmm my favorite think is kpop...” (suddenly her phone rang and she take permission to take the phone)

10. Mutmainnah

Mutmainnah :*“Assalamualaikumlet me introduce my self my name is mutmainnah you call me innah, I am from cilellangselatan my hobbie reading wamppad my ambition itu success.” (suddenly one students raise her hand)*

Student 1: *“Do you have boyfriend?”*

Mutmainnah : *“Apaartinya?”* (another student translate it) *“ouhhhYess!”* (students in class being noisy)

11. Zulfi Fadilla

“Assalamualaikum let me introduce my name you can call me Zulfi, I like (making gesture sleep) tidur. (another students correcting with yelled word “sleep”) yah I like sleep. I am birth on julyduaribu lima.”

12. Wulan Sari

Wulan: *“Assalamualaikum let me introduce my self, my name is wulan sari you can called me ulan, I’m from cilellang, hmmm my hmm hobby reading wattpad my ambition is teacher, my hmmm favorite thinks are kpop and sing”*

Student 1: *“apa you hungry?”*

Wulan : *“yess.”*

13. Muthia Zahrani

Muthia : *“Assalamualaikumwr. Wb let me introduce my self my name is mutiazahrani, I am from in palanro my hobby is listen to music. Hmmm my favorite thinks are kpop. Hmmm” (class silent and no one ask and Muthia seems confused)*

Researcher : *“Do you like sport?”*

Muthia : *“No, Miss”. (still silent and shy)*

Researcher : *“what is your favorite subject?”*

Muthia : *“I like economi”*

Student 1 : *“How old are you?”*

Muthia : *“Seventeen”*

Student 2 : *“How are you?” (some student said in whispers “I am fine, I am good”)*

Muthia :*"I am fine"*

14. Jumriana

"Assalamualaikum let me hmm introducing my self , my name is jumriana hmm I am from awerange my hobby is reading wattpad, my ambition hmm a teacher. I like matematika. Hmm Myfavorit think is kpop."

15. Rita Suliyanti

"Assalamualaikum my name is ritasugianti you can call rita , I from tellullange my hoby reading. My ambiton tidak ada."

16. Sitinurhalizahsyam

"Assalamualaikum my name is Sitinurhalizahsyam my favorite think is sleep and drama korea. I like watching drama. Hmmm apalagi (long silent) hmm my ambition is Doctor and hmm fathers name awal mymothersname Suriana nice to meet you all wassalamualaikumwr.wb"

Some student : *"nice to meet you"*

17. Sardia

"Assalamualaikum my name is rita sugianti you can call rita , I from tellullange my hobyreading. My ambiton tidakada."

18. Safiyah Natasya

"Assalamualaikum let me introduce my self, my name is SafiyahNatasya . I am from To'e my favorite thinks is hmm watching drama korea and reading webtoon. Hmmm I think its special to do because I like watching movie. I like triller, drama, hmm and serial movie. I like math and I want to be n accounting. I think enough thank you."

19. Indah nurhasna

“Assalamualaikum my name is Indah nurhasna you can call indah , I from mallawa my hobyis reading. My ambitonis banker I want to smart speak english and I join on club to reach my purpose. I still don't know muany thinks but I will try harder to hmm become smart.”

20. Azhara Putri B

“Assalamualaikum my name is ritasugianti you can call rita , hmm nice to meet you all I am from the 11 MIA 3. My favorite thiks is reading a novel. I like Sherlock holmes movie aand captain marvel. I like watching movie and I also like to study english. I want to become an english teacher but I still cannto arrange my word perfectly. I still need a lot of”

The Recording of Post Test

1. IkhlasulAmal

IkhlasulAmal : “Assalamualaikumwr. Wb. My name is ikhlasulamalil live in palanro I am sixteen years old and I like to drawing and reading book. I have pleasant personality and friendly sometimes I shy if I met with people, sometimes I became annoying and selfish too. Why do I like to learn English. Learning English is fun. I learn English not because I was unproud with my own language. I learn English prepare the future because English is a global language in the world. In addition by learning English can access various think such as in the field of knowledge socializing, greeting and also in career fielad. Do I feel confident when I speak English? No. Not yet. I still feel a little embrace little bit shy because there still a lot I don't know in English”.

2. AfifahAzima

Afifah: *“Assalamualaikumwr. Wb.The reason I love learning English because, number one it is a global language which by mastering a language that is commonly language on the world. Number two adding to my languade, learning English also can be spoken everywhere because it’s a global language. Number three, the important reason why I like learning English is that english is scientific language so that we can both reading book and find reference without a doubt. Number four English make me more clever and I have a lot of change to abroad if I can speak English. Number five English empoveself confident and if we can speak English if I visit to America or England and communicate in english then people will happy to ask without look into rasscolour and background. But all of that I like to study English because I want to improve my own language Indonesia if I have a change to study abroad.”*

3. Wulan Sari

Wulansari : *“ let me introduce my self, my name is wulan sari kelas 11 mia 3. Why I like study English because it’s a lesson in schooland when I want to traveling keluaranegerimisalnya. I can speak or communicate with orang asinglainitu. Dengansaya study English. I can mengikuti competition of English such as speech, debate, danlainlain. Sayajugainginmendaftarbeasiswa yang sayainginkan.I reeady like study English.”*

4. NurAisyah

Nuraisyah : *“Assalamualaikumwr. Wb. My name is nuraisyah class eleven Mia three I like study English because English is hmm fun and then I like English because English is cool. English is very hmm very interest for me. I like study English because*

citacitasaya is English teacher. I like very study English because, because English is important for me. English is international language. I like English very very much. Thankyou very much assalamualaikumwr.Wb”.

5. Ayurahayu

AyuRahayu : “ My name is ayurahayu from sebelas Mia , so hmm I will speak about my reason why I like study English. So the reason why I like study English because I think English is fun. I like and interested to learn about English and in English present at my school. Teacher also fun and explanation easy to understand that is my reason in learning English and also by study English I feel a little confident to sing English and if I read sometink in social media such as instagram, facebook I know the meaning so I think my self confidentmeningkat. Another reason I like English is because as we know that English is global language and good for our future. I think it is my reason wassalamualaikumwr.wb.”

6. Satriana

Satriana: “Assalamualaikumwr. Wb. Let me iintroducemy self my name is satriana I am from kelassebelasmia one. I want to speak up why I like to study English. First since I introduce English. I think English is so cool we know that, hmmm English is eh hh international language. English is a second language hmmm so,ehh English is importan to travel abroad if we can speak English we can have a good job. I think that’s all my reason why I like to study English wassalamualaikumwr.wb”

7. Muthiazahrani

“Assalamualaikumwr.Wb. My name is Muthiazahrani from kelasbelasehiissatu. Why do you like study English. Iam not make progress but over all I sometimes watching movie and listen music so I understand the meaning a little.”

8. SitiNurhalizahSyam

Assalamualaikumwr.Wb I like to introduce my self my name is sitinurhalizahsyam, the first why I like study english. banyak people can mengerti if we can speak English. If we can speak English we can have a job . English is most use in the world. The important is we can understand what people maksudkanoke, wassalammualaikumwr.wb.

9. Magfirah Ramadani

“The reason why I like to study English because English is an international language, so it very important, sometimes I confident speak English sometimes I am not confident because iam still beginner”

10. Reski Awalia

“let me introduce my name, I am reskiawalia why I like tod study English hmm, no no. I am not like English. Maafkakapadih, I just like play in class tapi I can belajarkalauehhsambil play. I like English in class ini because. English is fun, I meet my friend and I know a little about English ehthaknyou”

11. Khairul Fiqri

“AssalamualaikumWr.WbMy name is khairulfiqri, i want to explain about the question, why do you like to study english. because learning English does not need to counthaha I hate mathematic. i do not like study but learning English sometimes

easy and sometimes hard. When i child, my sister always listen song from west life. Since then i like to listen to music. English is very influential for the future. Rarely do many things use English such as computers and manuals. without having language skills we will have limited dreams.

12. Jumriana

” hello my name is Jumriana. i would answer the question why i like to study English. maybe same like all my friend. i am not like English specially. i like all the subject in school. i still did not know about English so i joined on the study club. I stick confident to speak English with my friend because English is difficult. it is my first time to join on English club and i enjoy it. i like if we are study with use a game and i don't like if we must memorize. Because I difficul to remember something.”

13. Uliana Sri

“My name isUlianaSri why i like to study English. The answer of the question is i like to study English because speak Englishis very cool and if you can speak English you look smarter than others. We have learn trough story that said travel broadened our mind. Nah withoutEnglish capability we cannot go abroad and that's can make our mind narrow. I have a shy and closed personality so that it makeme so difficult in learning to speak in front of classroom. Because i still bad in English .“

14. Rita Sulianti

“English is fun, i have got a course of English before so that i feel really grateful to god because here we are learning and practice speaking for free after the end of school. I like study English alone because i afraid to being silly and mistake. In this class I feel great with all my class friend who tell me if I am wrong and help me to speak when I don't know. But my

language still bad so i must try harder. Hmm. I think enough thank you very much wassalamualaikum.”

15. SafiyahNatasya

“Assalamualaikumwr.Wb. I want to answer the question why I like to study english. Sebenarnya I don’t like study english. I more like to practice but tidakada orang yang can help me to practice together. Capable in speaking Englishsangatpenting in my opinion. Because if we can speak English we can get job and have much money. Also can go another country for study.”

16. Zulfifadilla

“Assalamualaikumwr.Wb First think first I would like to say thank you miss. I like English but I just know little. I need study lebihbanyak and I need practice hmm I am sorry miss, I don’t like memorizing but I like learning english if I enjoy”

17. Azharaputri B

“My name isAzharaputriB why i like to study English. i like to study English because, I want to make my mother and my father proud. I still not confident in speak but I understand when someone speak. I like this focus on form approach because many feedback we use and I learn English without affraid”

18. Sardia

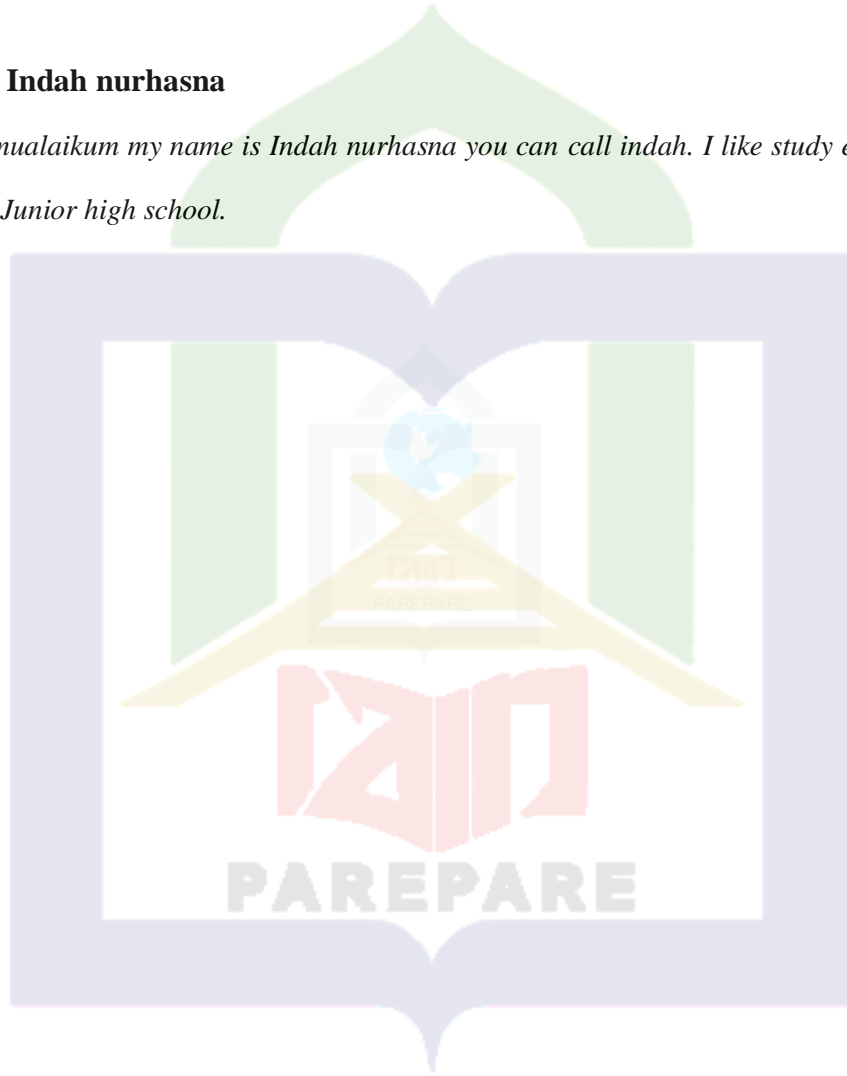
“I like to study english because english is international language. We can get beasiswa if we can speak english. We also can understand many social media and tidakterbatasdalamencarainformasi because we don’t have any keterbatasan dalam language.”

19. Mutmainnah

“Assalamualaikumwr.Wb my name is mutmainnah I like to study english because I like to watching movie and I Like to listen music in my home. I want to become a fluent in english and become a lecturer but I stil don’t confident becaue I can said anything without write it first”

20. Indah nurhasna

Assalamualaikum my name is Indah nurhasna you can call indah. I like study english since I was on Junior high school.



Appendix 6. Distribution of T-table

dk	α untuk Uji Satu Pihak (<i>one tail test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix7. Documentation

DOCUMENTATION





KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 975 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 2015 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.
- MEMUTUSKAN
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Mujahidah, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Dea Amanda Putri
NIM : 17.1300.080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Speaking Skill Toward Focus On Form (FOFF) Technique Especially In Learning Wh-Question At MAN 2 Baru.
- 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 : 26 Maret 2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Nomor : B. 040/In.39.5.1/PP.00.9/01/2022
Jl. Dwi Widi Parepare 91391, Sulawesi Selatan, Indonesia telp. (0411) 31907 Fax 34918
E-mail: iainparepare@gmail.com

Nomor : B. 040/In.39.5.1/PP.00.9/01/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
C q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Barru

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Dea Amanda Putri
Tempat/Tgl. Lahir : Makassar, 26 Oktober 1999
NIM : 17.1300.080
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Palanro, Dusun Pekkae Utara, Kec. Mallusetasi, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul "Improving Students' Speaking Ability Toward Focus On Form (FONF) Approach At The Second Grade Of MAN 2 Barru". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

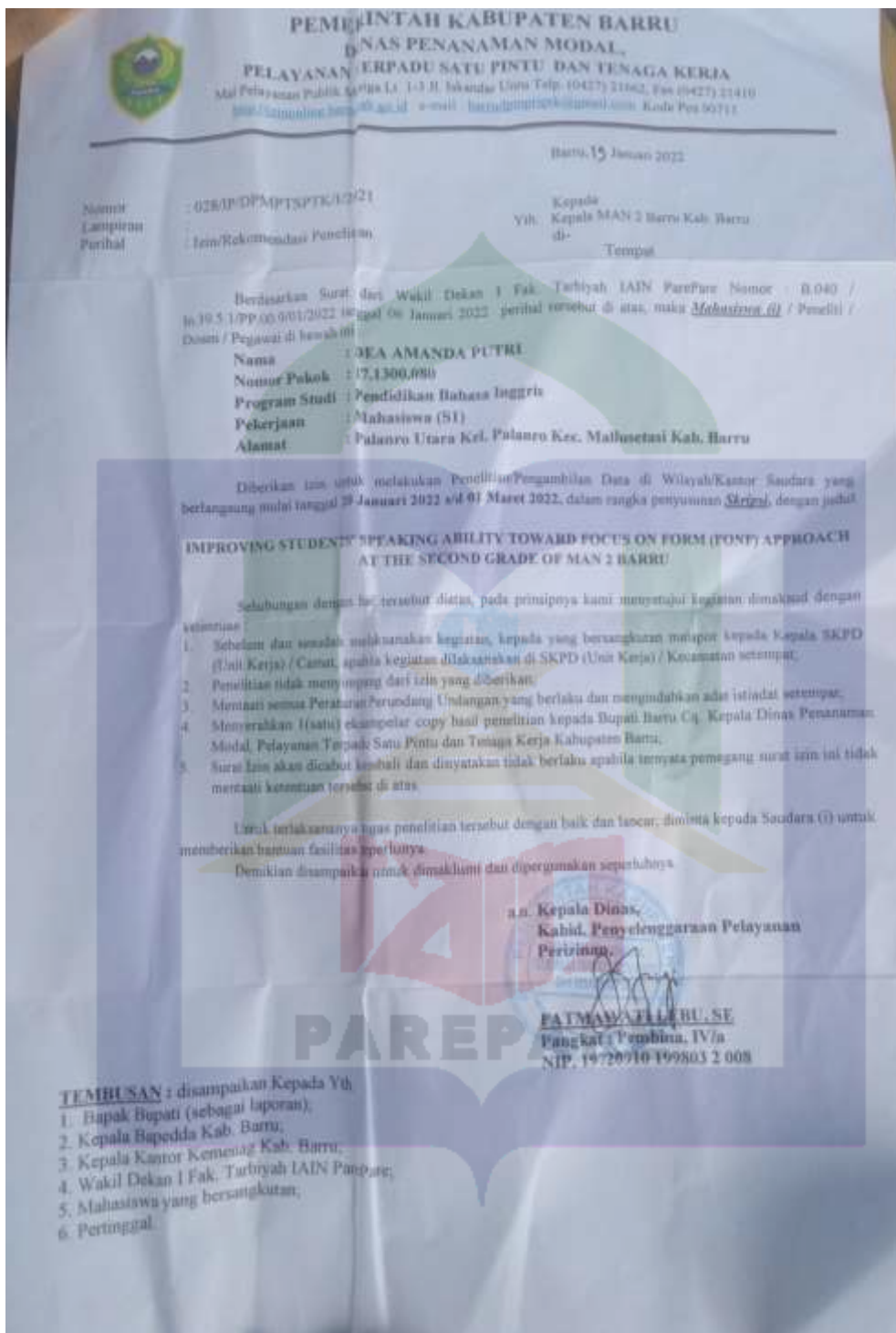
Parepare, 06 Januari 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



CURRICULUM VITAE



Dea Amanda Putri, the writer was born on 26th October 1999 in Makassar, South Sulawesi. She is the Second child from three child in her family, her father's name is Samijan and Her mother's name is Riami. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare.

Her education background began when she study in SD Inpres Palanro on 2005-2011, and graduated on 2011. At the same year she study in SMP N 1 Mallusetasi but now it changes become SMP N 22 Barru. She finished in junior high school on 2014, then continued her study in MAN 2 Barruand graduated on 2017. Then continued hers study Tarbiyah Faculty of IAIN Parepare on 2017 and completed her study with the title "Improving Students' Speaking Skill Toward Focus On Form (Fonf) Approach In Learning Wh-Question At The Second Grade of Man 2 Barru"