

A THESIS
THE USE OF AUGMENTED REALITY IN IMPROVING
STUDENTS' SPEAKING ABILITY AT THE 10th
GRADE OF MAN 2 SOPPENG



BY

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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

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ABSTRACT

Nurul Khafifah Rusni. *The Use of Augmented Reality in Improving Students' Speaking Ability at 10th Grade of Man 2 Soppeng* (Supervised by Nanning and Kalsum).

This study aimed to know whether augmented reality can improve the speaking ability of tenth grade students at MAN 2 Soppeng. With hope, the results of this study can be useful for teachers, students, and future researchers. with this study teachers have found a new way to manage speaking classes so that students can learn well and find a fun way to improve their speaking skills; therefore, future researchers are expected to use this study as inspiration or reference for their research.

This study used quantitative research by applying the pre-experiment method. The population of this study was tenth grade students of MAN 2 Soppeng. Therefore, the sampling technique used was cluster random sampling. The sample taken was class X2, consisting of 21 students. This study used tests (pre-test and post-test) in collecting data and used scoring and classification techniques with Likert scales in analyzing it.

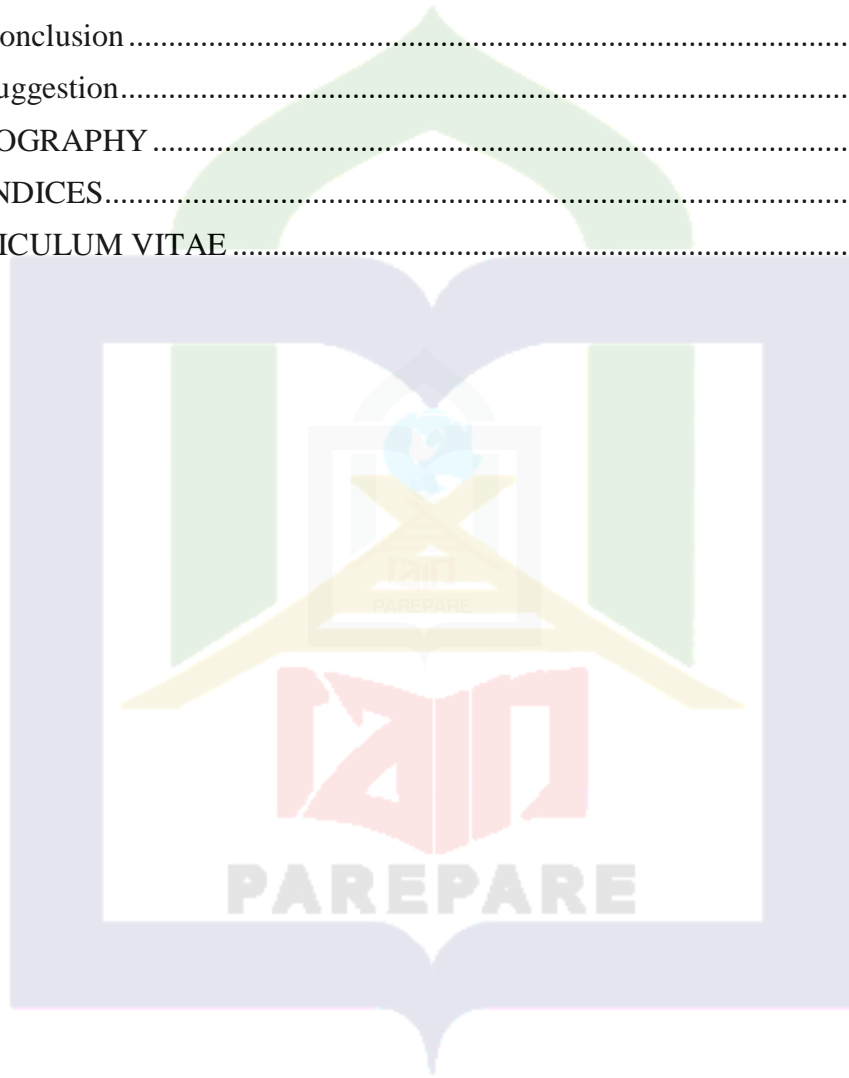
The results of this study showed that students got 3 categories in post test, namely Excellent (5 %), Good (43%), and fair (52%), yet in the results of the pretest, students only get 1 categories, namely Poor (100%). The data were then processed with SPSS 26.0 and found the T-Test value is -23, 5070 while the T-Table is 2,085 which were meant that the improvement of students speaking ability using AR was significant. The mean score of students' Pre test 41, 90 and post test 74, 28. Thus the results of this study indicated that AR is effective to improve students' speaking ability.

Keywords: Speaking Ability, Augmented Reality

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BAB I

INTRODUCTION

A. Background

Currently there are many learning technologies that are able to help the teacher's work while teaching, one of which is Augmented Reality, this is because these tools are more efficient and can be accessed by students whenever and wherever students are. Augmented reality is accompanied by features that are in accordance with native speaker standards. So this application can help to guide students when speaking more carefully both in pronunciation, intonation and so on. With this Augmented Reality can help students in learning independently. As for the teacher, it can be easier to direct better and effective learning and support learning in the classroom.¹

However, based on the results of pre-research on May 13, 2023 at MAN 2 SOPPENG and after interviewing English teachers. The researcher found some problems related to students' speaking ability. The results are below the minimum standard of understanding that students have. They have difficulty in pronouncing words, how to spell, how to make correct sentences and they are still confused in using words according to the context. This can be seen from the test results.

The researcher found that all of the above problems were influenced by several factors such as students, teachers, materials, or teaching methods. The first problem comes from the students. They are not confident and afraid of making mistakes when they want to express their opinions, ideas, and they have no partner to

¹Miftahul Reski Putra Nasjum, "The Use Of Augmented Reality (Ar) Media To Enhance Students' Speaking Ability At Ma Syekh Yusuf Sungguminasa," *Kaos GL Dergisi* 8, no. 75 (2020).

practice their English abilities. The second problem is related to the English teachers. English teachers use traditional methods. The teacher explains the material from the beginning to the end of the lesson without any action. Thus, it makes students feel bored and less motivated in the learning process. The third problem is related to the materials. The media used is only a textbook supported by a blackboard. So, as a teacher, you must think creatively in finding various ways to motivate students learn to speak.

To overcome these problems, researchers try to find effective solutions to improve students' speaking abilities. In this study, researchers will conduct research using augmented reality (AR) media. Augmented Reality is the process of using technology to place images, text, or sounds that can already be seen by people. Technology to place images, text, or sounds that people can already see through devices such as Smartphone cameras. This means that augmented reality is a technology that combines real-world images or videos on a screen or other display. The review of the research results shows that, overall, augmented reality technology has positive advantages that can be adapted in the world of education and this can be discussed in future research.²

By applying this media, the researcher expected it might improve the students' speaking ability. Based on the background above, the researcher conducted research entitled, "The Used of Augmented Reality (AR) in Improving Students' speaking ability at tenth Grade Students of MAN 2 Soppeng".

²Merry Christin Natalia, "The Use of Augmented Reality (Ar) Media To Enhance Students' Vocabulary Mastery At Seventh Grade Students of Smp Negeri 7 Tarakan," 2022.

B. Research Question

The researchers consider that it is very important to make the statement of problem before conducting the research as follows.

“Is Augmented Reality (AR) able to improve students speaking ability at MAN 2 Soppeng?”

C. The Object of the Research

The research objective is “To know whether Augmented Reality (AR) able to improve students speaking ability at MAN 2 Soppeng.”

D. The Significance of the Research

The significance of the study is as follows:

1. Theoretically

Future Researchers, This research is expected to provide the advantages and benefits of using augmented reality features that can involve students in the learning process, solve real problems in various fields of education, and help improve their visualization abilities.

2. Practically

- a. For Teachers, this research is expected to provide informative and alternative solutions for teachers regarding the use of augmented reality (AR) media that can improve speaking ability.
- b. For students, this research is expected to improve speaking ability through the use of augmented reality (AR) media and also make students active, enthusiastic, and easy to understand what is being taught.

- c. For Institutions, this research is expected to provide adequate technology facilities for schools to support the learning process in the classroom, especially augmented reality media. This technology is very suitable to be applied because it can provide positive feedback on student experience and understanding.



BAB II

REVIEW OF THE RELETED LITERATURE

A. Previous Research Findings

There have been some previous studies which are related to improving students speaking ability by Augmented Reality issues as follow:

The first research conducted by Dudu Suhandi, on his research “Improving students’ speaking skills through the application of augmented reality media in V grade. The purpose of this study is to improve students’ speaking skill using augmented reality media. This research use experimental design, with 40 students as sample of the research. The result of this study show that the use of augmented reality learning media can improve the speaking ability of elementary school students”³

Research conducted by Anggraini et al (2023). Their title is “Improving student speaking skills using the hello English”. This research found that the hello English application can improve students’ speaking skills. This can be seen in test cycle 2. The average test score in cycle 2 was 8.05 and percentage increase was 85.25%. These show that in cycle 2 the students’ score meets the success criteria of 75%. Thus, based on the result of cycle 2 the hello English application can improve student’s speaking skills.⁴

Nurul Aini (2022) conducted in her research 'Improving students speaking skill using hello English application as a medium learning from home at SDN Siderejo 1 Mojokerto.' The researcher used classroom action research to conduct this study. The research instruments were an observation sheet, questionnaire sheet, test, and documentation. This study was done in two cycles. The researcher procedures of this research consisted of four steps. They are planning, implementing, observing,

³Literature Proceeding et al., “Improving Students ’ Speaking Abilitys Through The Application Of Augmented Reality Media In Grade” 3, No. December (2022).

⁴Universitas Bina And Sarana Informatika, “Improving Student Speaking Abilitys Using The Hello English” 6 (2023):.

and reflecting. The criteria of success were 75% of students got a score of 9. From the findings and discussion, the result is Hello English application can improve students' speaking abilities. It can be seen in the test of cycle 2. In cycle 2, the result of students' speaking scores showed that 15 students passed and 2 of the students were failed. The mean scores of the test in cycle 2 were 9, 05 and the percentage of improvement 88, 23%. It is showed that in cycle 2, the students' scores passed the criterion of success 75%. Thus, based on the result of cycle 2 Hello English application can improve students' speaking ability.⁵

All of the above researchers examined speaking aspects in general, although the researcher also did the same but what the researcher did was to prove that previous research was indeed able to improve students' speaking. Besides that this research can also show which aspects of speaking need more improvement and attention.

B. Some Pertinent Ideas

1. Augmented Reality (AR)

a. Concept of Media Augmented Reality (AR)

Augmented Reality is a technology that combines two-dimensional or three-dimensional virtual objects and then projects these virtual objects in real time (Valino, 2011). Azuma in Kesim (2012) argues that Augmented Reality is defined as a technology that combines the real world with the virtual world, is interactive in accordance with real time, and in the form of three-dimensional animation. Thus Augmented Reality (AR) can be defined as a technology that is

⁵Nurul Aini, Firdausi Amalia, and Ary Setya Budhi Ningrum, "Improving Students' Speaking Ability Using Hello English Application as a Medium of Learning from Home," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022).

able to combine two-dimensional or three-dimensional virtual objects in a real environment and then display or project them in real time.

AR is a concept of combining the virtual world with the real world to generate information from data taken from a system on a real object that is raised so that the boundaries between the two become thinner. AR can create interaction between the real world and the virtual world; all information can be added so that the information is displayed in real time as if the information is interactive and real.⁶

Augmented Reality (AR) can be used to help visualize abstract concepts into the understanding and structure of an object model. Currently AR is widely used in the fields of games, medicine, and image processing, while in the field of education it is still rarely used.⁷

Kustandi and Sutjipto in Mustaqim (2013: 19), the position of media in the learning system is as a tool, channeling messages, reinforcing, and assisting teachers in conveying information thoroughly, clearly, and interestingly. According to Daryanto in Mustaqim (2011: 6) learning media occupies a very important position in learning. Learning media results in communication between educators and students in the learning process. If the learning process does not use the media, there will be no learning process. Learning process will not occur. This is because the communication between educators and students is not optimal.⁸

⁶Aplikasi Augmented et al., "Augmented Reality Applications For Learning English In Elementary School Children" 16, no. 2 (2021).

⁷Keyda de la Gala et al., "Application of Augmented Reality for the Development of Abilities in the Communication Area," *CEUR Workshop Proceedings* 2555 (2019).

⁸Kittisak Na and Education Prince, "The Use Of Augmented Reality Book To Enhance Writing Ability Of Primary School Students Using Thai As A Second Language" 20, no. 6 (2021).

The media becomes an intermediary to create communication, serving to facilitate educators and students to communicate; so that the teaching and learning process will occur which results in students will understand what the educator gives. When the material presented by the educator has been conveyed, the learning outcomes of students become feedback for educators. This feedback is taken into consideration in the next learning process. Learning media is the main key so that teachers and students can communicate with each other optimally because the media is a tool, channeled, amplifier, and teacher's representative in conveying information carefully, clearly, and interestingly. Thus the position of learning media is a very important means of connecting between one another because it contains information and messages from educators to students.⁹

Levie and Lents also argue in Mustaqim (2011: 16-17), suggesting that there are four functions of learning media:

- 1) The attention function creates student attention and attracts students to focus on the material displayed.
- 2) Affective function creates emotional comfort for students during the learning process.
- 3) Cognitive function accelerates in understanding and considering the displayed message.

⁹Irma Savitri Sadikin and Erista Martyani, "Integrating Augmented Reality (AR) In EFL Class For Teaching Vocabulary," *PROJECT (Professional Journal of English Education)* 3, no. 2 (2020).

- 4) Compensatory function is to accommodate students who are weak and slow in receiving and understanding material given verbally.¹⁰

It can be seen that learning media can have functions as:

- a) Attract student attention.
- b) Restore student focus.
- c) Provide a comfortable atmosphere for the participants.
- d) Presenting objects and truths, making imitation an appeal in reality, making abstract concepts real.
- e) Provide perception, to overcome time constraints, present information consistently to students.¹¹

The utilization of learning media with AR is very helpful in improving the learning process and student interest in learning because in AR itself has an entertainment aspect that can increase student interest in learning and playing and the project is real and involves the interaction of all five senses of students with AR technology. Therefore, the application of Augmented Reality technology in learning is intended to develop various domains of learning objectives, namely attitudes, abilities, and knowledge (Mantasia, 2016).

This is because AR has characteristics and functions that are almost the same as learning media, which functions to convey information between the receiver and the sender or educator and the learner, clarify the delivery of information provided by educators and students in the learning process can

¹⁰de la Gala et al., "Application of Augmented Reality for the Development of Abilitys in the Communication Area."

¹¹Karmila Rafiqah M. Rafiq and Harwati Hashim, "Augmented Reality Game (ARG), 21st Century Skills and ESL Classroom," *Journal of Educational and Learning Studies* 1, no. 1 (2018).

provide a stimulus for students to learn. Students in the learning process can provide a stimulus for motivation and interest in learning.¹²

b. Characteristics of Augmented Reality (AR) Media

The concept of AR was first introduced by Thomas P. Caudell in 1990 with the term "Augmented Reality". There are three characteristics expressed by a technology that applies the AR concept:

- 1) Able to combine the real world and the virtual world.
- 2) Able to provide information interactively and in real time.
- 3) Able to display in three-dimensional (3D) form.

Real objects and markers that have been mated are detected by the camera, and then information from the camera is forwarded to the graphics system in the form of camera position, which contains virtual object graphics data. The information in the form of a video of the real object is forwarded to the merge into the video. In the graphics system, the camera position determines the viewing angle of the virtual object to be displayed. In video merging, the information from the graphics system is merged into the real video from the camera. The results of the merge into will be displayed on the Smartphone screen that has been in the form of Augmented Reality (Mustaqim, 2017).¹³

¹²Carmarthenshire County Council and Social Sciences, "Using Augmented Reality Mobile Apps to Develop Welsh Oracy Skills," 2017.

¹³Esteban Vázquez-Cano et al., "Use of Augmented Reality to Improve Specific and Transversal Competencies in Students," *International Journal of Learning, Teaching and Educational Research* 19, no. 8 (2020).

c. Advantages of Augmented Reality (AR)

According to Martin (2019) several ways AR can be utilized to help students learn faster and more effectively:

1) Enhancing the Classroom Learning Experience

The most obvious advantage of AR in education is the fact that it completely changes the way students interact with the world around them, and therefore, the way they learn various concepts.

2) AR Can Be Used to Explain Abstract and Complicated Ideas

Augmented Reality Used to Explain Human Anatomy Interactively By using AR technology, we are able to create 3D renderings of any physical object. In this way, teachers can take an abstract or complex idea and turn it into something almost tangible for students. As a result, students can approach the same concept in a different way and have a more concrete understanding of the problem at hand.

3) Make Class Trips More Informative and Fun

When it comes to learning, students who visit such places can use their smart phones to use their smart phones to learn more about them. Places can use their smart phones to access additional information about what they see. Naturally, curators should be involved to ensure the information conveyed in these AR experiences is relevant and accurate.

4) AR Improves Teaching Abilities

In a normal classroom environment, there is not enough time and resources for every student and teacher to have a learning experience tailored to

their needs. Moreover, in many cases, theoretical knowledge is hardly enough to transfer proper abilities in the professional field.¹⁴

Some advantages of Augmented Reality technology integrated into Curriculum 2013 as stated below:

1. It provides high usability and interactivity facilities;
2. With a learning approach using Augmented Reality students understand more and more easily understand how to do and not boring;
3. Learning with a simulation-based environment can display objects in 3 dimensions including structure and function, students can learn system principles quickly, effectively, and interactively and navigate through the virtual environment created;
4. Gives students creative freedom in conducting learning activities without having to follow an existing schedule;
5. Requires interaction, emphasizing active rather than passive participation;
6. Augmented Reality technology has a dynamic environment for development, knowledge attainment, and ability enhancement.¹⁵

2. Hello English Apps

a. Definition

Hello English was an application of English language learning, which allowed user to learn English language through interactive module and launched in October 2014 by Culture Alley founded by Nishant Patni. This application consists of 475 interactive lesson and games associated with

¹⁴Anggi Datiatur Rahmat, Heru Kuswanto, and Insih Wilujeng, "The Advantages and Applications of Augmented Reality in Science Education" 2022 (2022).

¹⁵Rahmat, Kuswanto, and Wilujeng.

speaking in the application. In addition, it has bilingual dictionary that available in 22 languages.¹⁶

Hello English is an interactive, personalized, and contextual English learning program intended exclusively for English as a second language learners. Hello English, which was launched in October 2014, is Asia's most downloaded and the world's third most rated Education app on Google Play.

The application was created to help learners improve their English ability, specifically speaking, by allowing them to look up language using the app's dictionary. Learning to talk can be made more enjoyable by playing a conversation game and acting out an intriguing scene with a virtual person. This application also provides a score for each spoken sentence the student does, as well as the option to repeat the sentence or go on to the following sentences. By repeating the incorrect lines into the correct pronunciation, the learner can improve their score and collect up to 100 coins as the ideal score.

b. Step of Applying Hello English

- 1) Download the hello application in apps store in your phone.
- 2) After downloading the apps, log in using your e-mail.
- 3) Input your phone number
- 4) Next, choose your gender and your avatar, (student, collage, etc.)
- 5) After that you have to choose the reason you want to learn from the apps, (business, exams, study, or want to watch movie without subtitle).
- 6) The application is ready to apply.¹⁷

¹⁶Shofi Nur Jannah, "Hello English Application As Supporting Device in English," 2020.

c. The Feature of Hello English

Apparently, this application consists of 19 phases which contains of 475 lessons. The exercise section show several term of practice, such as mention below:

1) News

This stage shows a newest of trending news. In this practice, learners had to read an article for answering the question. The article itself just has one page and it was a lot easier for learners to read and understand. Each article has 3 questionnaires contain of 10 coins each question. Learners can retake the practice to revise previous result.

2) Conversation

This phase performs an easiest conversation between learners and the virtual person. The spoken utterance would be rewarding in a coin form, also each spoken sentences has score from 1%- 100%.

3) Article

On the article side, learners would be showing of some general knowledge might related to English learning or some social stuff. Here, learners would not be asked question, it was just like reading section. Learners could click any word to know the meaning. The know meaning of the word, learners could press any word, the meaning shown in the bottom perfectly with the pronunciation.

¹⁷Shofi Nur Jannah.

4) Games

The site is consisted of many games. Each section in the game involves a number of levels. In the speed reading section it consists of 20 different topics, the flipping game consists of 10 levels, the summarizing game consists of 8 levels, the synonym game consists of 34 levels the pronunciation game consists of 3 levels, and the quick revision is to find the meaning in the right time.

5) Videos

The videos site complete learner experience by giving numerous topic of video. It is mostly like on the article site. After watching the video, learners will be given 3 questionnaires each of it worth 10 coins.

6) Audios

In this part, learners would hear an audio last than 1 minute; at least there are 60 topics inside. Each audio consist 3 questionnaires worth and it 10 coins for question.

7) Books

This section contains lot of books; in specific it was fiction novel at least there are 13 tittles inside. No task in this section, it is just a bunch of novel books. Learners could practice reading and understanding stories in this part.

These mentioned above was all the phase on the practice section, learners could do all the exercise to improve self -ability and productivity in learning English language. Hello English application just could be done individually, to emphasize self -development and monitoring the improvement and progress of English learning.

Beside practical section, there are other helpful sections in this application that can help learners a lot, it all listed below:

1) Dictionary

This application also provided a dictionary; more than 10 thousand words exist here. The dictionary made the learners a lot easier to search a vocabulary without closing the application.

2) Helpline

This section was very helpful, every day a different topic would ask here followed by multiple choices. Usually, after giving a question, it is followed by the explanation.

3) Teachers

This part service of teacher, the fact was the teacher would be rolling up every day. Teachers opened book section, so learners booked a class of teacher depend on the lesson and done live video at the current time. The example could be seeing on the figure, and the notification of the class shows in helpline.¹⁸

3. Speaking Abilities

a. Definition of Speaking Ability

Speaking is one of the most important of the four language abilities because individuals who learn a language are called speakers of that language. The main objective of teaching English is to provide learners with the ability to use English effectively and correctly in communicating. Speaking and writing are frequently compared to one another because they

¹⁸Shofi Nur Jannah.

are both regarded as "productive ability as opposed to "receptive ability like reading and listening. Speaking and listening are two ways of communicating that are inextricably linked. Every listener is at least potentially a speaker and every speaker is simultaneously a listener. A spoken exchange between two or more people to say something is known as speaking. In order to alter the information, it is a crucial component of daily interpersonal communication.¹⁹

Furthermore, speaking also plays a crucial part in communication. Speaking is the process of producing language sounds, placing stress appropriately, use intonation and pitch to express feeling and its purpose. Speaking ability is fundamentally the ability to produce a sound flow to communicate a person's needs, desires, and feelings to others. In addition, speaking is a productive linguistic ability; Speaking is a conversational interaction that involves both providing and receiving information in order to create meaning. It implies that speaking is our capacity to generate sounds with meaning and that other people can understand, therefore being able to develop effective communication.²⁰

Tarigan in Harnita (2008:23) states that, speaking is the ability of uttering articulated sounds, as well as the ability to express, state and convey thoughts, ideas, and feelings. In addition, Wahyuni said that communication is an exchange between people, exchange of knowledge, exchange of information, exchange of ideas, exchange of choices, exchange of feelings so

¹⁹Bina And Informatika, "Improving Student Speaking Skills Using The Hello English."

²⁰Rita Seroja BR Ginting, "The Effect of Hello English Application on the Students' Vocabulary Mastery At the Eighth Grade of Junior High School," *The Effect of Hello English Application on the Students' Vocabulary Mastery At the Eighth Grade of Junior High School*, 2019.

that there must be concepts, ideas, in the speaker about what they will convey. Speakers have basic competence in communicating their ideas. By being able to communicate their ideas, the students will be given the opportunity to practice their English.²¹

b. Types of Speaking

- 1) Imitative Speaking At the imitation level, it is clear what the students are trying to do. At this level, students simply try to repeat what was said to them in an understandable way and with some adherence to the pronunciation as conveyed by the speaker. It doesn't matter if students understand what they are saying or having a conversation. Its purpose is simply to reproduce what is said to them. One common example is the "repeat after me" experience in class.
- 2) Intensive Speaking Intensive speaking is a level of speech that involves the production of a limited amount of language in a very controlled context. Examples are reading a passage aloud or giving direct responses to simple questions. Competence at this level is demonstrated through the achievement of certain grammatical or lexical mastery.
- 3) Responsive Speaking Responsive speaking is a slightly more complex type than intensive but the distinctions are blurred, to say the least. At this level, dialogue includes simple questions with one or two follow-up questions. The conversation takes place at this point but the content is simple.

²¹Berlinda Mandasari and Dyah Aminatun, "Improving Students' Speaking Performance Through Vlog," *English Education : Journal of English Teaching and Research* 5, no. 2 (2020).

4) Interactive Speaking The unique feature of interactive speaking is that it is usually more interpersonal than transactional. Interpersonal is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. The challenge of interpersonal speaking is the context or pragmatics the speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate. This is much more complex than saying yes or no or giving directions to the bathroom in a second language.

5) Extensive Speaking Extensive communication is normally some sort of monolog. Examples include speech, story-telling, etc. This involves a lot of preparation and is usually not improvised communication.

So from the 5 types of Speaking above, the researcher will focus on improving students' speaking skills in the Interactive Speaking type. This also adjusts to the AI that will be used, where most of the features used are two-way communication. Apart from that, it also adjusts to the samples to be taken, where they are currently studying Interactive Speaking courses.

c. Elements of Speaking

Brown in Agus (2012:9) classifies the elements of speaking into five parts, namely:

1) Pronunciation

Pronunciation is extremely important in English speaking because it has a significant impact on the meaning of sounds. If someone makes a mistake in pronouncing some words in a sentence, it can disrupt

communication and even be one of the elements that lead to the dialogue breaking down.

Pronunciation is the way a word is pronounced, or the way a person speaks a language. Rebecca in nafisah endathi contrasts this by defining pronunciation as the process of creating the sound of speech, which includes articulation, vowel, formation, accent inflection and intonation, typically with relation to the appropriateness or acceptability of the speech sounds.²²

The preceding definitions have already covered the entire meaning of pronunciation. In general, pronunciation determines understanding between speakers and listeners who communicate or transfer their words, ideas, and thoughts. More precisely, pronunciation is the manner in which a person utters words or sounds in order for the speech to be easily understood.²³

Pronunciation factors splits into two categories: segmental and suprasegmental characteristics. The first are segmental characteristics, which are sound units that are organized in a sequential order. This trait can be investigated separately. Every speech can thus be split up or segmented into a linear sequence of segmental features. The other is suprasegmental qualities, which correspond to stress, length, intonation, and other characteristics that always accompany segmental output. Suprasegmental, on the other hand, cannot be investigated in isolation. Unless it deals with segmental features, suprasegmental features cannot be described.

²² Nafisah Endahati, "Peningkatan Kemampuan Pronunciation Mahasiswa Kelas A1 Semester I Program Studi Pendidikan Bahasa Inggris Fkip Upy Ta 2013/2014 Melalui Pendekatan Audiolingual," *FKIP Universitas PGRI Yogyakarta*, no. siklus I (2014).

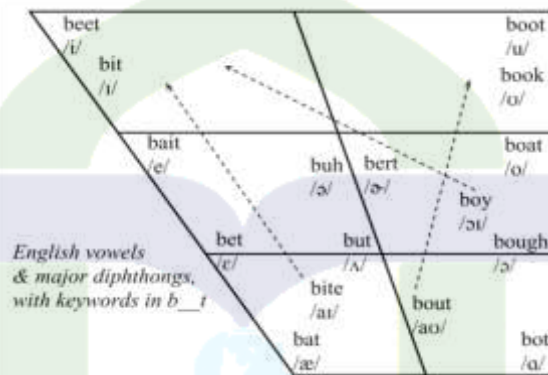
²³ Hari Wahyono, "Penilaian Kemampuan Berbicara Di Perguruan Tinggi," *Transformatika* 1 (2017).

Segmental Features of Pronunciation English:

a) Segmental Features Include:

(1) Vowels

Vowel is sound produced with a free passage. A free passage here means that vowel sounds are produced without obstruction.

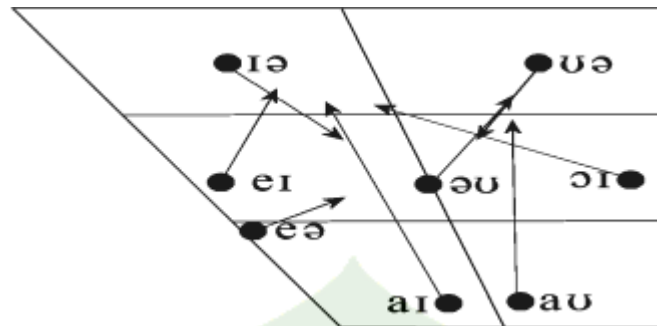


Picture 2.1 Vowel sounds

A vowel chart is a diagram for understanding vowel sounds. It tries to depict the position of the tongue in relation to the openness of the mouth when you produce a vowel. So, a closed front vowel /i:/ means that your tongue is in the front position in the mouth, which is in a relatively closed position.

(2) Diphthongs

Diphthong is a combination of two vowel sounds and involving a movement from one vowel sound to another (like /eɪ/, as in rain).



Picture 2.2 Diphthongs sounds

(3) Consonants

The term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j.

| Classification of NAE Consonant Phonemes | | | | | | | |
|--|-----------------------|-------------|--------|----------|---------|-------|---------|
| Manner of Articulation | Place of Articulation | | | | | | |
| | Bilabial | Labiodental | Dental | Alveolar | Palatal | Velar | Glottal |
| Stop | | | | | | | |
| Voiceless | p | | | t | | k | |
| Voiced | b | | | d | | g | |
| Fricative | | | | | | | |
| Voiceless | | f | θ | s | ʃ | | h |
| Voiced | | v | ð | z | ʒ | | |
| Affricate | | | | | | | |
| Voiceless | | | | | tʃ | | |
| Voiced | | | | | dʒ | | |
| Nasal | | | | | | | |
| Voiced | m | | | n | | ŋ | |
| Liquid | | | | | | | |
| Voiced | | | | l | r | | |
| Glide | | | | | | | |
| Voiced | w | | | | y | | |

Picture 2.3 Consonants sounds

A consonant chart lists all of the consonant sounds for a given language while neatly organizing them by place of articulation, manner of articulation and phonation.

b) Suprasegmental Features:

(1) Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into word stress and sentence stress.

(2) Intonation

Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

(3) Pause

English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short one and a final one. The fourth is rhythm. It means the beat of language.

(4) Rhythm

Rhythm is stress timed. For example, “Can you see the van?” the words see and van takes primary stresses for special purposes. This means that the time between two primary stresses is the same.

2) Vocabulary

According to Hornby in Harnita vocabulary are all the words a person knows or uses. According to Gardner that vocabulary has several meanings, namely vocabulary is supplying readers of books in foreign languages with the equivalent of English words used in them, assuming that they are not

nonsense, and also has the meaning of the entire supply of words used by a group of people, or by individuals.²⁴

Ur defines that vocabulary is what teachers teach in a foreign language and is the basis of the language. This means that vocabulary refers to word recognition which is the ability to recognize sound, spelling and meaning. However, in learning vocabulary, students should focus on words. Harmer (2007:159) classifies vocabulary into three types, namely:

- a) Active vocabulary is words that are commonly used in speaking.
- b) Reserve vocabulary is words that we know but rarely use in daily conversation. We use them in writing letters and looking for synonyms.
- c) Passive vocabulary is words that we vaguely recognize, but we are not sure of their meaning; we never use them in conversation or writing. We only know them because we have seen them.²⁵

3) Grammar

Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far.

Grammar is the rules for forming words for combining words to form sentences. The frequency of the students' activity is that the students sometimes want to speak with other people but they have lack functional

²⁴Nurina Ayuningtyas, *Improving Students Vocabulary Mastery Through Word Clap Game*, 2016.

²⁵Mandasari and Aminatun, "Improving Students' Speaking Performance Through Vlog."

grammar. Grammar, which focuses on the organization of words into various combinations, often represents multi-layered structures, such as phrases sentences and complete utterances as the basic framework for finding productive sentences. Furthermore, grammar is a branch of linguistics study that deal with classes of words, their inflection or their means of indicating relation to each other function and relation in the sentences as employed according to establish usage and that is sometimes extended include related matter.

4) Fluency

According to Hornby in Harnita, fluency is the quality or state of being fluent. Fluency is a very complex thing that relates mainly to the fluency of continuity in discourse. This includes consideration of how sentences are connected, how sentence patterns are highly in word order, and omitting structural elements as well as other aspects and omitting structural elements and also certain aspects of discourse prosody.

Pollard in Harnita (2015:11) states that fluency is the ability to read, speak, or write easily, fluently, and expressively. Fluency can be defined as the ability to speak fluently and accurately.²⁶

According to Webster (1975:500) fluency refers to the ability to speak or write fluently, easily and readily for an easy flow is word to word being able to communicate with a base if it suggests a flow that is ready to complete speaking or writing. It is usually a communication term. Hornby in Harnita (2015:12) states that fluency is the quality or condition of fluency, rhythm,

²⁶Mohammad Wedyan et al., "Augmented Reality-Based English Language Learning: Importance and State of the Art," *Electronics (Switzerland)* 11, no. 17 (2022).

intonation, stress, speed of speech and the use of interjections and instructions. It refers to how well you communicate in a natural way. In this case, fluency refers to fluency, confidence and content.²⁷

a) Smoothness

Fluency is the ability to speak English through good grouping and reduced form Brown in Harnita (2015:12). Good grouping is speaking fluently in the form of phrases. That is, speaking English instead of words and reducing the form is using English with contractions, ellipses and reducing vowels.

b) Confidence

Speaking is oral communication, talking to others requires courage. There are still many students who are not confident so that they cannot communicate with others, in other words it is rare to face our true face. It is considered a strange behavior on our part if we show our face inadvertently judging something. According to Heaton in Harnita (2015: 3) that self-confidence is an understandable way of speaking from self-confidence and has several classifications of criteria.²⁸

Self-confidence is a feeling of confidence in something that is expressed or done by someone to others. Furthermore, self-confidence is the way we feel about what we will do or say, Klippel in Harnita (2015: 14) states that self-confidence is a mental process that makes a person strong to do or take action.

²⁷Oksana Simonova and Alvina Kolesnichenko, "The Effectiveness of the Augmented Reality Application in Foreign Language Teaching in Higher School," *SHS Web of Conferences* 137 (2022).

²⁸Natalia, "The Use of Augmented Reality (Ar) Media To Enhance Students' Vocabulary Mastery At Seventh Grade Students of Smp Negeri 7 Tarakan."

5. Comprehension

Comprehension refers to the fit of the language to the situation. It is also concerned with the way in which informality is expressed through vocabulary choices, idioms, and systems. Comprehensible input is language input that can be understood by the listener despite not understanding all the words and structures in it. It is described as one level about the learner if it is comprehensible only.²⁹

In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.³⁰

C. Conceptual Framework

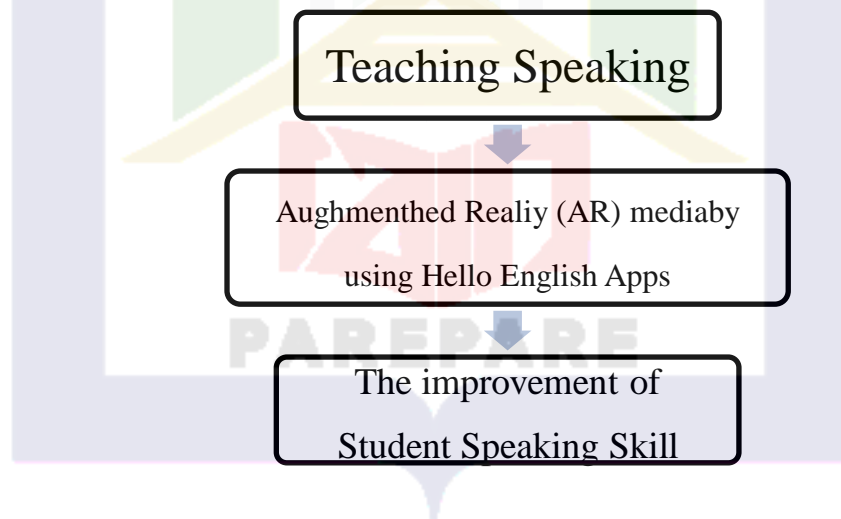


Figure 2.4 Conceptual Framework

²⁹M. Rafiq and Hashim, "Augmented Reality Game (ARG), 21st Century Skills and ESL Classroom."

³⁰Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (2020).

Based on the conceptual framework, the researcher applied Augmented Reality (AR) Media in teaching speaking ability. The first, researcher told the students how to use the Augmented Reality (AR) Media. Then ask to the students looking at material. The last was given students expression about material in front of class to applied students speaking ability.

D. Hypothesis

The hypotheses in this research there were two, as follow:

1. Alternative Hypothesis (H^1): There was a significant effect of the use of Augmented Reality (AR) media in improving students' speaking ability.
2. Null Hypothesis (H^0): There was no significant effect of the use of Augmented Reality (AR) media in improving students' speaking ability.

E. Operational Definition

1. Augmented reality (AR)

Augmented reality is an application that can help in lightening the participants in understanding learning, with the presence of this AR can make it easier for students in understanding material because in addition to showing where to place errors it can also help to correct by mentioning directly at that moment. Which is with this AR we can combine reality and also virtual at the same time.

2. Speaking Ability

Speaking abilities are one of the four abilities that must be mastered in English. Without speaking abilities we will not be able to express our ideas and desires. With the presence of speaking ability we can obtain information more easily by communicating. It because speaking is a productive skill.

BAB III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, the researcher used quantitative methods and perform data based on pre-experimental design with pre-test- treatment - post-test to know whether Augmented Reality able to improve student speaking ability.

B. Location and Time

This research was conducted at MAN 2 Soppeng which is located in Marioriawa sub-district, Soppeng city. This research took approximately 1 month. The researcher chose this school as a research site because the researcher has several reasons , the first is because students at MAN 2 Soppeng have problems in speaking ability. The second is because the school and teachers have not utilized technology such as augmented reality in teaching. And the last is that this school is where researchers study and want to improve speaking skills there by using augmented reality (AR) as a tool in teaching.

C. Population and Sample

1. Population

The population of this research was the students of MAN 2 Soppeng. Where all of the tenth grade students was population. There were six classes.

Table 3.1 Population of tenth grade MAN 2 Soppeng

| Class | Population |
|-------|------------|
| X 1 | 22 |
| X 2 | 21 |
| X 3 | 21 |
| X 4 | 21 |
| X 5 | 20 |
| X 6 | 20 |
| Total | 125 |

2. Sample

In this research the researcher used the cluster random sampling technique and its chosen X 2 consist of 21 students consist of 13 female and 8 male as the sample and respondent of this research.

D. Instrument of Research

The research instrument used speaking test. The researcher gave students speaking test as the instrument. There are two tests, namely pre-test and post-test. In the pre-test the researcher asked the students to talk about one topic provided by the researcher (see appendix). Each of the students talked about a topic in front of class for about 1 minute. Pre-test was used to know the students' speaking ability. The treatment held 3 times. In post-test the researcher was using the same way as the pre-test.³¹At treatment process the researcher will use the material from hello apps and apply the material in the class.

E. Procedure of Collecting Data

The researcher used pre-experimental design because there was relationship between dependent variable and independent variable to find out the result of the treatment. The design was given below:

Table 3.2 One Group Pretest Posttest Design

| | | |
|----|---|----|
| 01 | X | 02 |
|----|---|----|

Where:

01 = Pretest

X = Treatment

02 = Posttest (Gay, 2006)

³¹Miftahul Reski Putra Nasjum, "The Use Of Augmented Reality (Ar) Media To Enhance Students' Speaking Ability At Ma Syekh Yusuf Sungguminasa," *Kaos Gl Dergisi* 8, No. 75 (2020).

1. The pre-test

Before doing treatment, the researcher did speaking test to assess the students' initial speaking ability. Each student had a chance to describe about their self with duration 1-2 minutes to know the students speaking ability.

2. Treatment

a. The first treatment

- 1) The first treatment, the researchers introduced the Hello English app to the students, which includes what and how to use Hello English and what are the benefits of using the app.
- 2) Once the students understand the explanation, then they will start downloading the application on their respective smart phones.
- 3) After downloading the application they will begin to use the application by following the instructions:
 - a) Download hello apps in Google play store or apps store.
 - b) After downloading the use allowed to sign in the apps with g-mail.
 - c) Then the user had to put self information to access the apps
 - d) After following the instruction the apps ready for run. After downloading and sign in, the researcher tried to make the student more active in speaking by using Hello English apps.
 - e) The researcher tried to make the participant practice about how to introducing their self with a good way by using Hello English apps.
 - f) After practicing the researcher gave games. This game was one of the item in hello English apps the game name is spelling bee.

- g) Before close the class the researcher gave some assignment for the participant by practicing about the topic at that time.
- b. The second, third and fourth treatment had the same treatment method but with different materials:
- 1) Self introduction and introducing others
 - 2) Hobby
 - 3) Greeting

3. Post-test

After doing the entire four meetings, the last step was the posttest. In this research, the posttest used a test which same with the pretest but different topic. The mean score of pre-test and post-test compared in order to find out whether they were different significantly or not.

F. Technique of Data Analysis

There were two techniques of analyzing the data, namely descriptive statistic and inferential statistic. The following procedure is used:

1. Descriptive Statistics

The researcher used Descriptive Statistics to accumulate the data; Descriptive analysis was used to analyze the data before t-test calculation. This research analysis was used to find out the scoring, classifying, and calculating mean score and standard deviation.

a. Scoring the Students' Answer

In this study, researchers used a speaking test to measure students' speaking ability by giving 3 topics that would be chosen randomly by students. After choosing a topic, students are given 1-2 minutes to speak freely about the topic they have chosen.

When speaking students are assessed according to the assessment standards, there are 5 components that are assessed namely pronunciation, vocabulary, grammar, fluency, and comprehension. The components, scores, and descriptions of speaking are explained as follows:³²

Table 3.3 The Measurement of Speaking Components

| Component | Score | Description |
|---------------|-------|---|
| Pronunciation | 5 | Native pronunciation, without any hint of a foreign accent. |
| | 4 | Foreign accents and occasional mispronunciations do not interfere with comprehension. |
| | 3 | Foreign accents with some mispronunciations which occasionally lead to Pronunciation misunderstanding, concentrated listening is required. |
| | 2 | Frequent mispronunciations and extremely heavy accents make comprehension difficult and require repetition to be understood. |
| | 1 | Pronunciation is often incomprehensible. |
| Grammar | 5 | There are few mistakes and no failure patterns. |
| | 4 | There are occasional errors that show a lack of control over specific patterns, but no mistakes that cause misunderstandings. |
| | 3 | Frequent errors indicate major patterns that are out of control and occasionally cause misunderstanding and irritation. |
| | 2 | Constant errors frequently obstruct communication and reveal control over only a few important patterns. |
| | 1 | The majority of the grammar is incorrect. |
| Vocabulary | 5 | Professional vocabulary is precise and comprehensive, while generic vocabulary is adequate for addressing a variety of social contexts and complex practical issues. |
| | 4 | Professional vocabulary is sufficient for discussing specific interests, while generic vocabulary allows for the circumlocutionary discussion of any non- Vocabulary technical subject. |
| | 3 | The word choice is occasionally incorrect, and vocabulary constraints prohibit discussion of some frequent social and professional themes. |

³² Cut Mawar Helmanda Rahmatun Nisa, "Teknik Penilaian Speaking Skill Dalam Meningkatkan Kemampuan Mahasiswa Bahasa Inggris Universitas Muhammadiyah Aceh" (2018).

| | | |
|---------------|---|---|
| | | Vocabulary |
| | 2 | vocabulary is restricted to fundamental, survival, and personal topics (Food, transportation, time, family, etc.) |
| | 1 | Even for the most basic discussion, vocabulary is insufficient. |
| Fluency | 5 | Speech is effortless and fluid as that of native speakers on all professional and general themes. |
| | 4 | Speech is smooth and fluent, but there is apparent non-native speech and evenness. |
| | 3 | Speech is occasionally hesitant, with some unevenness caused by word-searching fluency and rephrasing. |
| | 2 | Speech is often hesitant and abrupt; sentences are sometimes left incomplete. |
| | 1 | Speech is extremely slow and inconsistent, except when it comes to brief or routine sentences. |
| Comprehension | 5 | Understands all expectations of an educated native speaker in formal and conversational communication. |
| | 4 | Understands all of the words used in a typical formal discussion, except the simplest or low-frequency themes and extremely rapid speech. |
| | 3 | Understands formal speech quite well when involved in dialogue, but sometimes requires repetition of words |
| | 2 | Understands cautious, slightly simplified speech when conversing, but it may be necessary to repeat and rephrase some words. |
| | 1 | Understands only slow and very simple speech on typical touristic and social issues; continuous repetition and rephrasing are necessary. |

b. Calculating the students answers

After collecting the students' speaking results, the researcher calculated the students' scores using the following steps:

1) First, analyzed the total score of the students' speaking ability by using this formula:

$$\text{Total Score} = P + G + V + F + C$$

Where:

P = Student's ability in pronunciation

G = Student's ability in grammar

V = Student's ability in vocabulary

F = Student's ability in fluency

C = Student's ability in comprehension³³

Then, the following formula is used by the researcher used to find out the real score of the students:

$$RS = \frac{TS}{N} \times 100\%$$

Where:

RS = Real score of every student

TS = Total score of the speaking components

N = Maximum score³⁴

2) Classifying Student Answers

In assessing student answers, the researcher classified student score into four criteria, namely excellent, good, fair, and poor. The score range is as follows:

Table 3.4 Classification of Score

| Score | Classification |
|---------|----------------|
| 91– 100 | Excellent |
| 76 – 90 | Good |
| 61 –75 | Fair |
| <60 | Poor |

(Source: Based on Standard of MAN 2 Soppeng, 2020)

c. Calculating the Mean Score and Standard Deviation

³³Ruhut Febiola Simanjuntak, Atni Prawati, and Masyhur Masyhur, "The Effect of Hello English Application on Speaking Ability," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 6 (2022).

³⁴Simanjuntak, Prawati, and Masyhur.

In this study, researchers used SPSS Version 23.0 to collect and process data from the pre-test and post-test results. The researcher processed the data to see the difference in students' speaking ability by finding the N Gain value for each pre-test and post-test score using the N Gain formula. The formula for calculating N Gain is as below:

$$N \text{ Gain} : \frac{\text{Mean Posttest} - \text{Mean Pretest}}{\text{Score Maximum} - \text{Mean Pretest}}$$

Based on the formula above, the classified for the N Gain Score Improvement there are three High categories (0.71 – 1.00), Normal (0.31 – 0.70), and Low (0.0 – 0.30) in the table shown below 3.5:

Table 3.5 N Gain Score Improvement

| N Gain (Score Improvement) | |
|------------------------------------|-----------------|
| Range | Describe |
| 0.0 -0.30 | Low |
| 0.31-0.70 | Normal |
| 0.71- 1.00 | High |

2. Inferential Statistics

In the inferential statistics, this research used tests of normality, a test of homogeneity, and a test of hypothesis. In this case, SPSS 23.0 Version was used to analyze the data.

a. Test of Normality

Normality testing was used to know whether the data has a normal distribution or not. According to Purnomo (2016, p.83), the normality data is an important thing because the first thing to do in analyzing the data is to investigate whether the data is normal or not. In this research, the normality of the data used the Shapiro-Wilk test because the

samples are less than 50 (Small Sample). If the values of the significance level of investigation variables are greater than 0,05, the data distribution was normal.

b. Test of Homogeneity

After the normality test was done, the next step was to find out the homogeneity of the variance of the variable. Test of homogeneity was used to investigate whether the two variables are homogeneous or not. In this case, the researcher used Levene's Statistics formulated. If the values of significance are greater than 0,05, then the variance in variables is homogeneous.

c. Test of Hypothesis

The testing hypothesis is a process to determine whether to reject the null hypothesis or the alternative hypothesis in favor of the research hypothesis. Before the researcher tests the hypothesis, the data must be normal. According to SPSS Indonesia (2019) mentioned if the data showed normal the next step is using paired sample t-test. A paired sample t-test is proposed to find out whether two groups have a relationship or not. Meanwhile, if the data was not normal, the researcher used the Wilcoxon Signed Rank test. The Wilcoxon test is different from the paired sample t-test, where the test can be used in normal data or not.

BAB IV

FINDING AND DISCUSSION

A. Finding

1. Students' Improvement on Using AR in Improving Speaking Skill

In this section, the researcher tests whether after the treatment there is a significant improvement in students' speaking ability. As for the steps that must be taken to determine whether there is an increase or not, the researcher must know the pre-test and post-test scores of each student which are then calculated using SPSS 26.0 version.

a. Pre-Test Score

The following are the results of the pre-test scoring and the classification of the score obtained as a measure of students' initial abilities before receiving treatment.

Table 4.1 Students' Speaking Score and Classification in Pre-test Activity

| No | Student | P | G | V | F | C | Total Poin | Max Point | Score | Classification |
|----|---------|---|---|---|---|---|------------|-----------|-------|----------------|
| 1 | AF | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 2 | AG | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 3 | ARI | 3 | 2 | 3 | 3 | 3 | 15 | 25 | 60 | Poor |
| 4 | ANS | 2 | 3 | 2 | 3 | 2 | 12 | 25 | 48 | Poor |
| 5 | AA | 2 | 3 | 2 | 2 | 3 | 12 | 25 | 48 | Poor |
| 6 | FP | 2 | 2 | 2 | 1 | 1 | 8 | 25 | 32 | Poor |
| 7 | HRT | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 8 | MA | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 9 | MT | 3 | 2 | 3 | 2 | 3 | 13 | 25 | 52 | Poor |
| 10 | NFS | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 11 | NR | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 12 | NV | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 13 | NKAP | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |

| | | | | | | | | | | |
|----|-----|---|---|---|---|---|----|----|----|------|
| 14 | PSP | 2 | 1 | 2 | 1 | 2 | 8 | 25 | 32 | Poor |
| 15 | RA | 3 | 3 | 3 | 3 | 3 | 15 | 25 | 60 | Poor |
| 16 | RAS | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 17 | RKA | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 18 | RR | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 19 | RLA | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 20 | ZAZ | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 21 | MFP | 3 | 2 | 3 | 2 | 2 | 12 | 25 | 48 | Poor |

Based on the table above about students' speaking scores and the classification in the pre-test we can find the frequency of the classification score by looking the following table:

Table 4.2. The Rate Percentage of the Frequency of the Pre-Test

| No | Classification | Score | Frequency | Percentage |
|-------|----------------|----------|-----------|------------|
| 1 | Excellent | 91 – 100 | 0 | 0% |
| 2 | Good | 76 – 90 | 0 | 0% |
| 3 | Fair | 61 – 75 | 0 | 0% |
| 4 | Poor | < 60 | 21 | 100% |
| Total | | | 21 | 100% |

(Source: Based on standard MAN 2 Soppeng, 2020)

As explained in the table above, before the students used hello English app to improve their speaking ability, out of 21 students who became the sample of the study, all students got POOR category in the pre-test assessment. The measurement of the speaking component includes 5 aspect, they are pronunciation, fluency, grammar, vocabulary, and comprehension. In general, most of student's got 2 point on each aspect of measurement component. It mean the students speaking ability was very low.

b. Post – test Score

After carrying out the treatment, the researcher do post test as measurement of the student's speaking ability as material to compare students' speaking abilities before and after the students were given treatment. As in the pre-test activities, the total points that have been obtained by students are then converted into scores as well as determining the classification of each student. Therefore, the following table presents the conversion of student points into scores and their classification.

Table 4.3 Students' Speaking Score and Classification in Post-test Activity

| No | Students | P | G | V | F | C | Total Point | Max Point | Score | Classification |
|----|----------|---|---|---|---|---|-------------|-----------|-------|----------------|
| 1 | AF | 3 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 2 | AG | 4 | 4 | 4 | 3 | 3 | 18 | 25 | 72 | Fair |
| 3 | ARI | 4 | 4 | 4 | 4 | 5 | 21 | 25 | 84 | Good |
| 4 | ANS | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | Good |
| 5 | AA | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 6 | FP | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 7 | HRT | 4 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 8 | MA | 3 | 3 | 4 | 3 | 3 | 16 | 25 | 64 | Fair |
| 9 | MT | 4 | 4 | 5 | 4 | 5 | 22 | 25 | 88 | Good |
| 10 | NFS | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 11 | NR | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 12 | NV | 3 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 13 | NKAP | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | Good |
| 14 | PSP | 4 | 4 | 4 | 3 | 4 | 19 | 25 | 76 | Good |
| 15 | RA | 5 | 4 | 5 | 4 | 5 | 23 | 25 | 92 | Excellent |
| 16 | RAS | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 17 | RKA | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 18 | RR | 4 | 3 | 4 | 3 | 4 | 18 | 25 | 72 | Fair |
| 19 | RLA | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 20 | ZAZ | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 21 | MFP | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | GOOD |

Based on the table above about students' speaking scores and the classification in the pre-test we can find the frequency of the classification score by looking the following table:

Table 4.4. The Rate Percentage of the Frequency of the Post-Test

| No. | Classification | Score | Score Frequency of Post-test | Percentage of post-test |
|-------|----------------|----------|------------------------------|-------------------------|
| 1 | Excellent | 91 – 100 | 1 | 5% |
| 2 | Good | 76 – 90 | 9 | 43% |
| 3 | Fair | 61 – 75 | 11 | 52% |
| 4 | Poor | < 60 | 0 | 0% |
| Total | | | 21 | 100% |

The post test results show that every aspect of speaking has improved. After giving treatment and conducting a post-test using the Hello English application, the results showed that only 1 student (5%) got a score in the "VERY GOOD" category, 9 students (43%) got the "GOOD" category and there were 11 students (52%) who were still in the "MEDIUM" category.

c. Calculating the Mean Score and Standard Deviation

To know the N gain value it must input the pre test and post test values, then the post test value is reduced by the pre test value, then the ideal score is reduced by the pre test, the results of this are the n gain value for each participant. Then the n gain value is presented until the n gain percent is obtained.

Below is a table that explains the results of N Gain from the participants' scores both pre and posttest.

Table 4.5 Descriptive Statistics of the Research

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest | 21 | 28.00 | 60.00 | 41.9048 | 9.17554 |
| Posttest | 21 | 64.00 | 92.00 | 74.2857 | 7.54416 |
| Valid N (list wise) | 21 | | | | |

Table 4.5 above shows the standard deviation value of the pre-test is 9.17554, which means that the value of the data distribution in the pre-test is more diverse, so that the student test results are very diverse and scattered even only a few participants get the same score. Meanwhile, the standard deviation value of the post-test is 7.54416, which explains that the distribution of data on the post-test is not too scattered and many participants have the same value. As for the average value of the pre-test is 41.9 while the average value of the post-test is 74.28, this can prove that this research is successful.

This below is how to calculate the N Gain value:

$$N - Gain = \frac{\text{Mean Posttest} - \text{Mean Pretest}}{\text{Score Maximum} - \text{Mean Pretest}}$$

$$N - Gain = \frac{74,28 - 41,90}{100 - 41,90}$$

$$\frac{32,38}{58,1} = 0,557 \text{ (Normal)}$$

Based on the N Gain Score Improvement, the level of improvement in the pre-test and post-test is Normal 0.55 because it is less than 0.70 and higher than 0.31.

B. Hypothesis Testing

Before conducting the hypothesis testing by using a t-test, the data in pre-test and post-test were calculated to know the normality and homogeneity of variance of the data.

a. Normality of Data

Normality testing is a test that aims to determine whether the data are normal distributed or not. The researcher used Shapiro-wilk to test the normality of the data. The data of Pretest and Posttest was tested by the significant value (α) = 0, 05 which indicated the normality. The result of normality was tabulated in table 4.7. Below:

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Pretest | .180 | 21 | .075 | .931 | 21 | .145 |
| Posttest | .226 | 21 | .006 | .890 | 21 | .023 |

(Source: Results of Data Processing)

The table above showed the result of test distribution. The value of Sig. in pre-test (0,145) and post-test (0, 23) was higher than 0, 05. The result showed that the data from both pre-test and post-test were distributed normally. After ensuring the normality of the data, the researcher has to calculate the homogeneity test of the data.

b. Homogeneity of Data

Homogeneity testing is a test that aims to measure whether the data is homogeneous or not. The data were tested by using Levine's Statistic formula with IBM SPSS Statistics Subscription. The test used the value of significance (α) = 0, 05. The result of the homogeneity test was presented in table 4.8. As follow:

4.7 Test of Homogeneity of Variance

| Levine | | | |
|-----------|-----|-----|------|
| Statistic | df1 | df2 | Sig. |
| .232 | 1 | 40 | .632 |

(Source: Results of Data Processing)

The table above described that the value of significance was 0,632. The result was higher than 0, 05. It means that the data from the pre-test and post-test were homogeneity.

c. Test of hypothesis

The researcher used a Paired Sample t-test to analyze the score from the speaking test with media augmented reality in the pretest and posttest. The testing was done in table 4.8 and 4.9 below:

Table 4.8. Paired Samples Test

| Pair | Pretest- Posttest | Paired Differences | | | | | T | df | Sig.(2 tailed) |
|------|----------------------|--------------------|-------------------|---------------|--|-----------|---------|----|-------------------|
| | | Mean | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference Lower | Upper | | | |
| 1 | | -32.38095 | 6.31250 | 1.37750 | -35.25437 | -29.50754 | -23.507 | 20 | .000 |

(Source: Results of Data Processing)

Table 4.8 above described the result of pre-test and post-test which was analyzed by using paired sample t-test. There were two ways to answer the hypothesis of this research. The first way was comparing the result of the t-test with the t-table. In this case,

the df was 20 and the t-test was -23.507. The standard for making a decision is if the t-table is higher than the t-test the significance of the value H_a was accepted. From the table above - t-test = -23.507 > - t-table = - 2,056 (2-tailed /2).

It means that there was a significant improvement in pre-test and post-test. The second way was to compare the probability of value if Sig. < 0, 05/2 = 0,025, then H_0 was rejected. From the table, it can be seen that the Sig. was 0,000 < 0,025, and the result showed that augmented reality (AR) is effective in improving students' speaking ability. It can be said that augmented reality has successfully given experience in learning speaking.

Table 4.9 Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | PRETEST | 41.9048 | 21 | 7.54416 | 1.64627 |
| | POSTTEST | 74.2857 | 21 | 9.17554 | 2.00227 |

(Source: Results of Data Processing)

Based on table 4.10. Above, the output shows the results of descriptive statistics from the two samples studied namely the pretest and posttest. The result shows that there was an improvement of the mean from 41.90 to 74.28. The population (N) in this research was 21 students. For std value. Deviation in the pretest is 7.54416 and the posttest is 9.17554. In measuring the appropriate mean score before and after the treatment can be seen in standard error, from the table above the result of Std Error Mean were 1.64627 and 2.00227. It can be concluded that the post-test on the data above was higher than the pre-test.

C. Discussion

This section presents a discussion of the findings presented in the previous section. The discussion part of this study provides an explanation of students' abilities after using augmented reality in improving speaking skills and the results of students' improvement after receiving treatment. The data analysis in this study shows that there is an increase in students' speaking skills, this is evidenced by the average score of the pre-test is 41.9 from the average score of the post-test average score is 74.2. This means that the average value in the post-test activity is higher than the average value in the pre-test. As for what becomes the benchmark for researchers to measure students' speaking skills are aspects of speaking, namely grammar, vocabulary, fluency, pronunciation and understanding.

As explained in the related literature, the level of speaking used in this study is interactive speaking, so the assessment conducted to measure students' speaking skills is interactive speaking. Interactive speaking became the choice researchers because they see the importance of speaking skills to maintain relationships to maintain relationships in college. On the other hand, interactive speaking is the most important basic for English students to interact and communicate with friends and lecturers to share information.

As for the research findings, all students (100%) scored a poor on the post-test activity, most students (52%) got a fair level, some other students (43%) got a good level, and other students (5%) got an excellent level. This means that most of the students' speaking skills improved from a poor level to a fair level. Furthermore, the data analysis display shows us the T-test value and the T-table value. The T-test in the results of this study is 23.507, while the T-table is 2.000. So these results mean that the T-test value is higher than the T-table value. Therefore, based on the findings above, the use of AR in

improving students' speaking ability proves that the use of AR in learning has a significant effect on students' ability to learn to speak. On the other hand, x2 class students at MAN 2 soppeng found a new way of learning English with technology.

In this study, the augmented reality-based application used to improve students' abilities, namely Hello English, this application has a big impact. This is due to the various features available in the Hello English application that support the development of speaking, such as news, speaking practice, games, audio and video learning and dictionary.

All the features above are able to improve the speaking ability of participants in class x2 MAN 2 soppeng. This can be seen from the pre-test results, which show that all participants get poor scores. This is because in all aspects of speaking, they get low scores. One of the aspects that showed the most improvement was the pronunciation aspect. The most obvious improvement is in the use of words that are clearer and easier to understand. During the pre-test, the participants only read or mentioned the word based on what was written, for example, my name, which they immediately read according to all the letters; even the mention of 'a' and 'e' was very messy. But after the treatment, the participants were able to mention the letters 'a' and 'e' correctly.

The improvement was not only in the pronunciation aspect, but also the grammar aspect, although not as high as the pronunciation aspect. In the pre-test results, the grammar aspect shows that all students are very lacking in this grammar aspect; even what they say is very incomprehensible because many subject words do not match the verb, and even the placement of objects is often confused. However, by using the Hello English application, participants are taught to adjust the subject with the verb and place everything according to the right grammar. Although not as good as good grammar

preparation, they have been able to compose words that are appropriate and easy to understand.

In the pretest, the participants' vocabulary mastery was also very poor, they only knew the basic vocabulary that they often heard, even though they often heard the vocabulary but they were also unable to place the vocabulary properly and only pronounced the word carelessly, this was continuous with their poor grammar aspects. This is due to their limited vocabulary. However, by using hello English, participants have learned a lot of new vocabulary and are able to use it well. This is also explained in the research conducted by angraini et al, which states that hello English is able to increase vocabulary master with the features in hello English that can attract students to increase their vocabulary through games.

The results of the pre-test research on the fluency aspect show that students' fluency when speaking English is very lacking. This is in accordance with the state of the participants, who sometimes hesitate in speaking, with some unevenness caused by word search, fluency, and repetition. Speech is often hesitant and abrupt, and sentences are sometimes incomplete. Speech is often hesitant and abrupt. Speech is very slow and inconsistent, except for short or routine sentences. However, as the treatment progressed, participants experienced a little progress and began to speak fluently, even though there was still a little hesitation when speaking. This happens because the implementation of treatment is often interspersed with games such as tongue twister, which can help them improve pronunciation and fluency. With this treatment, the participants' post-test results have begun to improve. This proves that the level of fluency of the participants has begun to increase, even though it still cannot be said to be fluent.

As for the comprehension aspect, the results of the pre-test showed that the participants had great difficulty understanding the speech they were speaking; they would only understand simple speech when speaking without knowing the meaning of what they were saying, but the comprehension slowly began to improve, although it may need to repeat and repeat some words. Only understanding slow and very simple speech and continuous repetition is required, but this improves after the application of AR; they begin to understand and can answer simple and short questions.³⁵

From the five aspects, it shows that the aspect that has improved quite rapidly is the pronunciation aspect. These two aspects have proven the statement that has been put forward by Seflianti and anggraini, which states that hello English can help the students in practicing, they are not just practice, but the app also could detect if the students mispronounce the word and corrected it. Because the app always corrected them when they mispronounce the words it gave good effect to their pronunciation, it makes the students could be practice continuously to pronounce the words in correct ways. Students can use the application's conversation feature to practice speaking English, and play games to practice speaking, it is easier to use because they can download it for free, the future is interesting and simple, and the theory is easier to understand.³⁶

In addition to the two aspects above that experienced a good improvement, there are 3 aspects of speaking that can be said to be in the sufficient category. Because of the improvement is not too sharp. The three aspects are grammar, fluency and comprehension. For these three aspects, more intensive improvement and attention is still needed to be done by teachers and students. Because of these three aspects are not

³⁵ Shofi Nur Jannah, "Hello English Application As Supporting Device in English."

³⁶ Anggraini, Yastanti, and Faisal, "Improving Student Speaking Skills Using the Hello English Application."

possible to improve in a short time. Even all aspects of speaking are not possible to improve rapidly in a short time, all they need time and a lot of practice. It is also mentioned by Dudu Suhandi and previous researchers that all improvements in speaking aspects require a lot of practice to improve. So, with enough practice, the improvement will definitely be seen.³⁷

Talking about the payment of Hello English, all features used in this application are free, but to be able to use more features and maximize learning, users must pay according to the application's request. For example, to be able to use more games and more diverse materials, you have to upgrade to the pro level, but when users pay to use it, there are still many more interesting features for them to use. pay to use it, there are many more interesting features to use for speaking learners. One feature has a significant impact, even more so if you activate all the features.³⁸

The improvement that the participants experienced is contained and presented in the data that has been proven and accumulated using SPSS by using pre-test and post-test data. As stated in the previous finding section. In finding the average value of participants in the pre test is 41.90 and the average value of the post test results is 74.28. this shows that the post test value is higher than the pre test value.

The results of the pre test and post test are a necessary condition for calculating the N Gain value of the participants. The n gain value is used to measure the improvement of process skills and cognitive learning outcomes between before and after

³⁷ Saputra et al., "Improving Students' Speaking Skills Through The Application Of Augmented Reality Media In Grade."

³⁸ Wanda Agustiana, St. Haliah Batau, and Rampeng, "The Influence of Using 'Hello English' Application Towards Students' Pronunciation of the Eighth Grade At Smpn 1 Sumarorong." *Klasikal: Journal of Education, Language Teaching and Science* 3.1 (2021).

learning. The result of the N Gain score in this study is 0.55. Based on the N Gain score improvement, the level of improvement is classified as normal because it is less than 0.70 and more than 0.31.

In addition to conducting the n gain test, researchers also conducted normality tests, homogeneity tests and hypothesis tests. In the normality test, researchers used spss as a tool in obtaining results. This normality test is very important to know whether the data is normally distributed or not, and the results obtained in the field show that the test is normal where the results obtained are the pre-test and posttest values higher than 0.05.

In addition to the normality test, there is also a homogeneity test which is carried out to measure whether the data is homogeneous or not, the test results are measured using SPSS and obtained results showing that the results of the homogeneity test are higher than 0.05. Which is the value obtained by researchers is 0.6.

The result of pre-test and post-test which was analyzed by using paired sample t-test. There were two ways to answer the hypothesis of this research. The first way was comparing the result of the t-test with the t-table. In this case, the df was 20 and the t-test was -23.507. The standard for making a decision is if the t-table is higher than the t-test the significance of the value H^a was accepted. From the table above - t-test = -23.507 > - t-table = 2,000 (2-tailed /2).

It means that there was a significant improvement in pre-test and post-test. The second way was to compare the probability of value if Sig. < 0,05/2 = 0,025, then H_0 was rejected. From the table, it can be seen that the Sig. was 0,000 < 0,025, and the result showed that augmented reality (AR) is effective in improving students' speaking ability. It can be said that augmented reality has successfully given experience in learning speaking.

Based on the data above, it can be seen that AR is able to act as a native speaker in training and becoming students' speaking partners in learning to speak. This condition is related to Dudu suhandi's statement that AR aims to do human activities in analyzing and responding to everything around. This is also in line with what Anggaraini et al, Nurul Aini and sefliana stated in their research, they stated practice with native speakers is the best way to improve speaking abilities. It can be conclude that AR was able to improve students speaking abilites significantly.³⁹



³⁹ Aini, Amalia, and Ningrum, "Improving Students' Speaking Skill Using Hello English Application as a Medium of Learning from Home."

BAB V CLOSING

After conducting the study and analyze the data from the instrument, the researcher find out two conclusion. Those are the students' perception in using AI in improving speaking ability and the students' improvement after doing the treatment.

A. Conclusion

1. The five aspects of speaking that were tested on the participants, two of the five aspects that were tested had a significant improvement. These aspects are pronunciation and vocabulary aspects, while the other three aspects are quite improved but not as sharp as the improvement in pronunciation and vocabulary. The three aspects are grammar, fluency, and comprehension.
2. The improvement of students' speaking ability can be seen in the results of the t-test. The t_{test} results show that the t_{test} value is higher than the t_{table} . The t_{test} result is -23.507, while the t_{table} result is 2.000, which means that the use of AR is indeed able to improve students' speaking ability. Means that the use of AR is indeed able to improve the speaking ability of students in class.

B. Suggestion

About the conclusion before, the researcher would like to give some suggestions about the result of this research:

1. For the Teachers

The teachers should be considered using Augmented Reality (AR) as teaching and learning media dan juga lebih fokus dalam meningkatkan kemampuan siswa dengan

mengadakan latihan berbicara baik dengan teman ataupun menggunakan aplikasi seperti AR.

2. For the Students

The students can use Augmented Reality (AR) to learn at home which makes them interested to study English and also helps the students to explore, organize, and develop their ideas, Mereka juga harus lebih sering berlatih untuk bisa meningkatkan kemampuan berbicara mereka.

3. For the Future Researchers

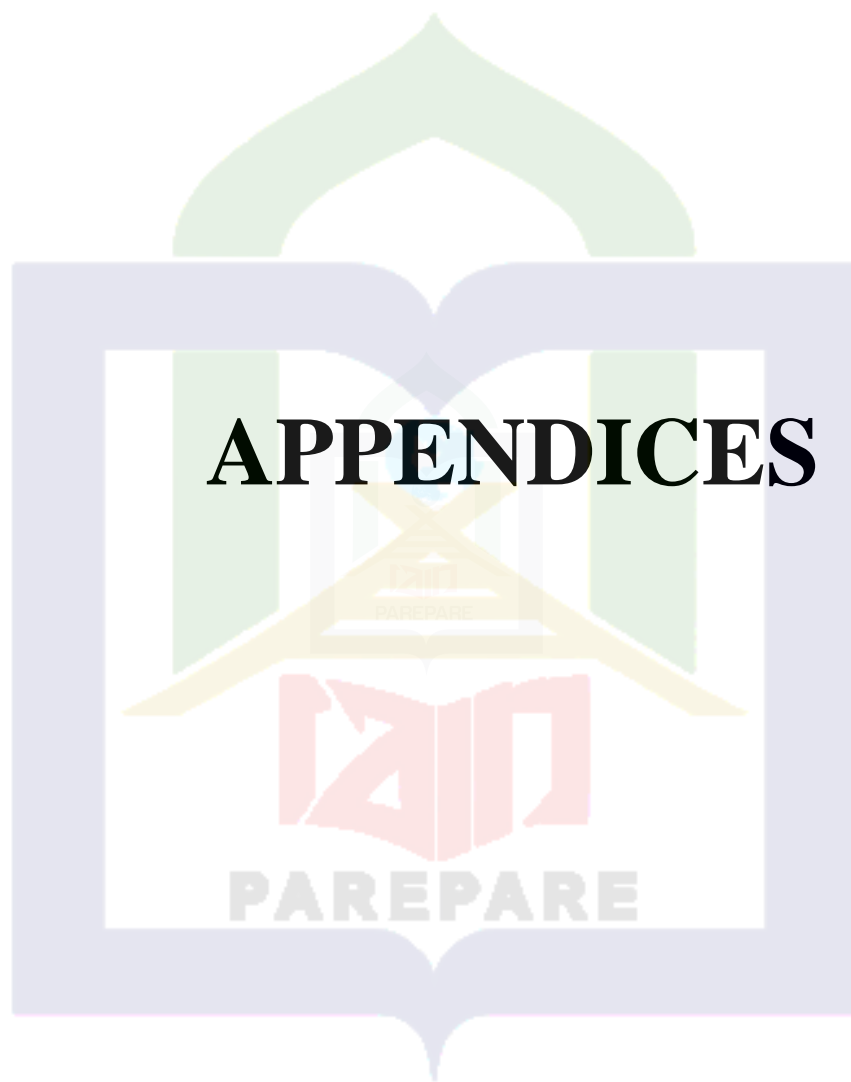
The result of this research can be used as a reference for other researchers who are interested in using Augmented Reality (AR) media with other materials. In addition, they also can implement this media for another grade of junior high school or senior high school as long as the materials are suitable for the students' level and hopefully the next researcher bisa meneliti lebih dalam mengenai aspek speaking dan menyelesaikan masalah yang masih belum diselesaikan oleh peneliti sebelumnya.

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Appendix 1: Virtue of Consultant Degree


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3226 TAHUN 2022
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 2022; |
| | | b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. |
| Mengingat | : | 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; |
| | | 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; |
| | | 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; |
| | | 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; |
| | | 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; |
| | | 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; |
| | | 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; |
| | | 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; |
| | | 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; |
| | | 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. |
| Memperhatikan | : | a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; |
| | | b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022. |
| Menetapkan | : | <p style="text-align: center;">MEMUTUSKAN</p> <p>KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;</p> |
| Kesatu | : | Menunjuk saudara; 1. Drs. Hj. Nanning, M.Pd. 2. Kalsum, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Nurul Khafifah Rusni NIM : 19.1300.027 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Use of Augmented Reality To Improve Student's Speaking Ability at MAN 2 Soppeng |
| 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 : 29 Agustus 2022



Appendix 2 : Research Permit Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-4818/ln.39/FTAR.01/PP.00.9/11/2023

21 November 2023

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SOPPENG

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

| | |
|--------------------------|--|
| Nama | : NURUL KHAFIFAH RUSNI |
| Tempat/Tgl. Lahir | : MADINING, 11 Juni 2001 |
| NIM | : 19.1300.027 |
| Fakultas / Program Studi | : Tarbiyah / Pendidikan Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Alamat | : MADINING, KEL. ATTANG SALO, KEC. MARIORIAWA, KAB. SOPPENG |

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

THE USE OF AUGMENTED REALITY IN IMPROVING STUDENTS SPEAKING ABILITY AT 10th GRADE OF MAN 2 SOPPENG

Pelaksanaan penelitian ini direncanakan pada bulan Nopember sampai selesai.

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

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix 3 : Permission Research

SRN C00005148


PEMERINTAH KABUPATEN SOPPENG
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU,
TENAGA KERJA DAN TRANSMIGRASI
Jl. Sabrang No. 2 Tg. Baka - 2741 Watansoppeng 9812

IZIN PENELITIAN
Nomor : 415/IP/DPMPNT/XI/2023

DASAR 1. Surat Permohonan **NURUL KHAFIFAH RUSNI** Tanggal 23-11-2023
2. Rekomendasi dari **BAPPELITBANGDA** Nomor 273/IP/REK-T.TEKNIS/BAP/XI/2023 Tanggal 27-11-2023

MENGIZINKAN

KEPADA
NAMA : **NURUL KHAFIFAH RUSNI**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI PARE-PARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **MADINING, KEL. ATTANG SALO, KEC. MARIORIAWA**
UNTUK : melaksanakan Penelitian :

JUDUL PENELITIAN : **THE USE OF AUGMENTED REALITY IN IMPROVING STUDENTS SPEAKING ABILITY 10TH GRADE OF MAN 2 SOPPENG**

LOKASI PENELITIAN : **MAN 2 SOPPENG**

JENIS PENELITIAN : **KUANTITATIF**
LAMA PENELITIAN : **22 November 2023 s.d 22 Desember 2023**
Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng
Pada Tanggal : **29 November 2023**
An. BUPATI SOPPENG
KEPALA DINAS


ANDI DHAMRAH, S.Sos, M.M
Pangkat : **PEMBINA UTAMA MUDA**
NIP : **19700815 199803 1 007**


Biaya : Rp. 0,00

Catatan :
• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 : Dokumen elektronik disertai Asal ciptanya mempunyai nilai hukum yang sah
• Dokumen ini telah dibastaransi secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **Balit**
• Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada **QR Code**

Appendix 4 : Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SOPPENG
MADRASAH ALIYAH NEGERI 2 SOPPENG
JL. LATAPPARENG NO. 214 TELP. (0484) 2511520 BATU-BATU 90952
Email : Man_marioriewa@yahoo.co.id

SURAT KETERANGAN PENELITIAN
NOMOR : B-1005/Ma.21.20.02/KP.02.3/12/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 2 Soppeng menerangkan bahwa :

Nama : **NURUL KHAFIFAH RUSNI**
Universitas/Lembaga : Institut Agama Islam Negeri Pare-Pare
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Program Studi : S1

Berdasarkan Surat pemerintah kabupaten Soppeng Dinas Penanaman Modal, pelayanan terpadu satu pintu, Tenaga Kerja dan Transmigrasi , tanggal 29 November 2023, Perihal permohonan izin penelitian dan yang bersangkutan benar telah melaksanakan penelitian di Madrasah Aliyah Negeri (MAN) 2 Soppeng mulai tanggal 29 November 2023 sampai tanggal 29 Desember 2023. Dalam rangka penyelesaian tugas akhir mahasiswa (SKRIPSI) pada Program Studi S1 Universitas Agama Islam Negeri Pare-Pare

Jurusan Pendidikan Bahasa Inggris dengan judul penelitian : **"THE USE OF AUGMENTED REALITY IN IMPROVING STUDENTS' SPEAKING ABILITY AT 10TH OF MAN 2 SOPPENG"**

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

Latappareng, 29 Desember 2023



PAREPARE

Appendix 5: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

| | |
|-------------------|------------------|
| Satuan Pendidikan | : MAN 2 SOPPENG |
| Mata pelajaran | : Bahasa Inggris |
| Materi pokok | : Introduction |
| Kelas/Semester | : X/1 (Ganjil) |
| Tahun pelajaran | : 2023/2024 |
| Alokasi Waktu | : 2 x 30 menit |
| Pertemuan | : 1 |

A. Kompetensi Inti (KI)

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

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

B. Tujuan Pembelajaran :

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial dan struktur teks dari ungkapan untuk memberi dan meminta informasi terkait jati diri dan hubungan keluarga,
2. Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya,
3. Menyusun teks interaksi transaksional lisan dan tulis terkait ungkapan untuk
4. Memberi dan menerima informasi tentang jati diri dan hubungan keluarga dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Kegiatan Pembelajaran :

| Langkah Pembelajaran | Deskripsi | Alokasi |
|----------------------|--|----------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> - mengucapkan salam dan menyapa peserta didik - mengecek kehadiran peserta didik, berdoa, menyiapkan suasana belajar yang kondusif - memberikan apersepsi dan motivasi, menanya tentang jati diri - menyampaikan materi yang akan dipelajari - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan - menyebutkan kriteria sikap yang akan dinilai - memberikan kesempatan peserta didik untuk menyampaikan ide dan berbagai komentar terkait kegiatan belajar mengajar | 2 minute |
| Kegiatan Inti | <ul style="list-style-type: none"> - memberikan cerita sederhana tentang perkenalan pribadi | 7 menit |

| | | |
|------------------|--|---------|
| | <ul style="list-style-type: none"> - menekankan peserta didik untuk mengingat atau mencatat informasi yang diperoleh dari guru - memberikan beberapa pertanyaan/meminta informasi terkait dengan cerita perkenalan yang diperdengarkan - memberikan kesempatan kepada peserta didik untuk bertanya/meminta informasi dan menjawab/memberi informasi terkait dengan cerita perkenalan tersebut - bersama-sama peserta didik membahas jawaban - memberikan apresiasi terhadap jawaban - memberikan kesempatan kepada peserta didik untuk bertanya dan memberikan komentar tentang pembelajaran yang berlangsung - dengan buku penunjang bersama masing-masing kelompok membaca dan mengerjakan latihan yang tersedia - membahas jawaban latihan dengan berbagai penguatan dan komentar | |
| Kegiatan Penutup | <ul style="list-style-type: none"> - membahas manfaat pembelajaran yang telah diselesaikan - membahas kesulitan yang ditemukan - menyimpulkan hasil pembelajaran - mengkoordinasikan tugas rumah (tuliskan dan lisan) - menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya dan menutup pelajaran dengan cerita motivasi dan atau game. | 8 menit |

D. PENILAIAN PEMBELAJARAN

Teknik Penilaian : Otentik

Sikap : Observasi

Pengetahuan : rubrik pengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan

Bentuk tes : berbicara

Keterampilan : unjuk kerja dalam bentuk tindakan komunikatif lisan dan tulis.

Tugas tertulis membuat teks perkenalan diri sendiri dan keluarga Sederhana dan menjelaskannya di depan kelas tanpa melihat teks.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

| | |
|-------------------|------------------|
| Satuan Pendidikan | : MAN 2 SOPPENG |
| Mata pelajaran | : Bahasa Inggris |
| Materi pokok | : Greeting |
| Kelas/Semester | : X/1 (Ganjil) |
| Tahun pelajaran | : 2023/2024 |
| Alokasi Waktu | : 2 x 30 menit |
| Pertemuan | : 2 |

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Menghargai dan menghayati ajaran agama yang dianutnya

Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

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

B. Tujuan Pembelajaran :

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial dan struktur teks dari ungkapan untuk memberi dan meminta informasi terkait menyapa dan membalas sapaan,
2. Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang

melibatkan tindakan memberi dan meminta informasi terkait menyapa dan membalas sapaan, sesuai dengan konteks penggunaannya,

3. Menyusun teks interaksi transaksional lisan dan tulis terkait ungkapan untuk Memberi dan menerima informasi tentang menyapa dan membalas sapaan dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Kegiatan Pembelajaran :

| Langkah Pembelajaran | Deskripsi | Alokasi |
|----------------------|---|----------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> - mengucapkan salam dan menyapa peserta didik - mengecek kehadiran peserta didik, berdoa, menyiapkan suasana belajar yang kondusif - memberikan apersepsi dan motivasi, menyapa seseorang dan menjawab sapaan seseorang - menyampaikan materi yang akan dipelajari - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan - menyebutkan kriteria sikap yang akan dinilai - memberikan kesempatan peserta didik untuk menyampaikan ide dan berbagai komentar terkait kegiatan belajar mengajar | 2 minute |
| Kegiatan Inti | <ul style="list-style-type: none"> - memberikan cerita sederhana tentang sapaan - menekankan peserta didik untuk mengingat atau mencatat informasi yang diperoleh dari guru - memberikan beberapa pertanyaan/meminta informasi terkait dengan sapaan - memberikan kesempatan kepada peserta didik untuk bertanya/meminta informasi dan menjawab/memberi informasi terkait dengan cerita sapaan tersebut - bersama-sama peserta didik membahas jawaban - memberikan apresiasi terhadap jawaban - memberikan kesempatan kepada peserta didik untuk bertanya dan memberikan komentar tentang pembelajaran yang berlangsung - dengan buku penunjang bersama masing-masing | 7 menit |

| | | |
|------------------|---|---------|
| | kelompok membaca dan mengerjakan latihan yang tersedia - membahas jawaban latihan dengan berbagai penguatan dan komentar | |
| Kegiatan Penutup | - membahas manfaat pembelajaran yang telah diselesaikan - membahas kesulitan yang ditemukan - menyimpulkan hasil pembelajaran - mengkoordinasikan tugas rumah (tulis dan lisan) - menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya dan menutup pelajaran dengan cerita motivasi dan atau game. | 8 menit |

D. Penilaian Pembelajaran

Teknik Penilaian : Otentik

Sikap : Observasi

Pengetahuan : rubrik pengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan

Bentuk tes : berbicara

Keterampilan : unjuk kerja dalam bentuk tindakan komunikatif lisan dan tulis.

Tugas bercakap di depan kelas dengan pasangan yang telah dilakukan.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

| | |
|-------------------|------------------|
| Satuan Pendidikan | : MAN 2 SOPPENG |
| Mata pelajaran | : Bahasa Inggris |
| Materi pokok | : Hobby |
| Kelas/Semester | : X/1 (Ganjil) |
| Tahun pelajaran | : 2023/2024 |
| Alokasi Waktu | : 2 x 30 menit |
| Pertemuan | : 3 |

B. Kompetensi Inti (KI)

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

B. Tujuan Pembelajaran :

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial dan struktur teks dari ungkapan untuk memberi dan meminta informasi terkait jati diri dan hubungan keluarga,
2. Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya,
3. Menyusun teks interaksi transaksional lisan dan tulis terkait ungkapan untuk
4. Memberi dan menerima informasi tentang jati diri dan hubungan keluarga dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Kegiatan Pembelajaran :

| Langkah Pembelajaran | Deskripsi | Alokasi |
|----------------------|--|----------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> - mengucapkan salam dan menyapa peserta didik - mengecek kehadiran peserta didik, berdoa, menyiapkan suasana belajar yang kondusif - memberikan apersepsi dan motivasi, menanya tentang jati diri - menyampaikan materi yang akan dipelajari - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan - menyebutkan kriteria sikap yang akan dinilai - memberikan kesempatan peserta didik untuk menyampaikan ide dan berbagai komentar terkait kegiatan belajar mengajar | 2 minute |
| Kegiatan Inti | <ul style="list-style-type: none"> - memberikan cerita sederhana tentang perkenalan pribadi - menekankan peserta didik untuk mengingat atau mencatat informasi yang diperoleh dari guru - memberikan beberapa pertanyaan/meminta informasi terkait dengan cerita perkenalan yang | 7 menit |

| | | |
|------------------|--|---------|
| | <p>diperdengarkan</p> <ul style="list-style-type: none"> - memberikan kesempatan kepada peserta didik untuk bertanya/meminta informasi dan menjawab/memberi informasi terkait dengan cerita perkenalan tersebut - bersama-sama peserta didik membahas jawaban - memberikan apresiasi terhadap jawaban - memberikan kesempatan kepada peserta didik untuk bertanya dan memberikan komentar tentang pembelajaran yang berlangsung - dengan buku penunjang bersama masing-masing kelompok membaca dan mengerjakan latihan yang tersedia - membahas jawaban latihan dengan berbagai penguatan dan komentar | |
| Kegiatan Penutup | <ul style="list-style-type: none"> - Membahas Manfaat Pembelajaran Yang Telah Diselesaikan - Membahas Kesulitan Yang Ditemukan - Menyimpulkan Hasil Pembelajaran - Mengkordinasikan Tugas Rumah (Tulis Dan Lisan) - Menyampaikan Kegiatan Dan Topik Rencana Pembelajaran Untuk Pertemuan Berikutnya Dan Menutup Pelajaran Dengan Cerita Motivasi Dan Atau Game. | 8 Menit |

D. Penilaian Pembelajaran

Teknik Penilaian : Otentik

Sikap : Observasi

Pengetahuan : rubrik pengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan

Bentuk tes : berbicara

Keterampilan : unjuk kerja dalam bentuk tindakan komunikatif lisan dan tulis.

Tugas tertulis membuat teks perkenalan diri sendiri dan keluarga Sederhana dan menjelaskannya di depan kelas tanpa melihat teks.

Appendix 6 : Instrument Test

| | |
|---|---|
|  | <p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p> |
| <p align="center">VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p> | |

NAME OF STUDENTS : NURUL KHAFIFAH RUSNI
 STUDENT'S REG. NUMBER : 19.1300.027
 FACULTY : TARBIYAH
 THE TITLE OF RESEARCH PROPOSAL : THE USE OF AUGMENTED REALITY IN IMPROVING STUDENTS SPEAKING ABILITY AT 10th GRADE OF MAN 2 SOPPENG

INSTRUMENT TEST

Nama Sekolah : Man 2 Soppeng
 Kelas / Semester : X2/ 1
 Mata Pelajaran : Bahasa Inggris
 Pokok Bahasan : (Introducing Self And Others)
 Alokasi Waktu : 2 X 30 Menit

A. Pre-Test

Please choose one topic and describe about the topic below in 2 minute !

- Introducing self
- Introducing other
- Hobby

- Greeting

B. Post-test

Please choose one topic and describe about the topic below in 2 minute !

1. Introducing self
2. Introducing other
3. Hobby
4. Greeting

LEMBAR PENILAIAN PESERTA

Class : X2

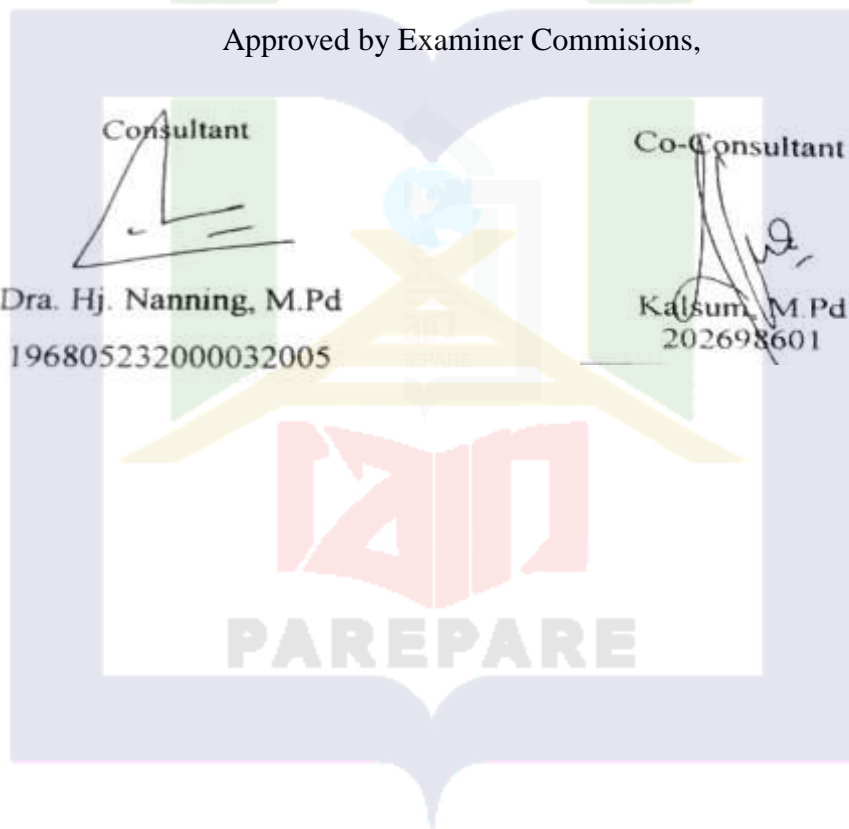
| No. | Name | Pronunciation | Grammar | Vocabulary | Fluency | Comprehention | Total Point |
|-----|------|---------------|---------|------------|---------|---------------|-------------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |
| 16 | | | | | | | |
| 17 | | | | | | | |
| 18 | | | | | | | |
| 19 | | | | | | | |
| 20 | | | | | | | |
| 21 | | | | | | | |

Description:

- 1: Poor : 0 – 60
- 2: Fair ; 61 - 79
- 3: Good : 80- 90
- 4: Excellent : 91-100

After examining the drafting of the students thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

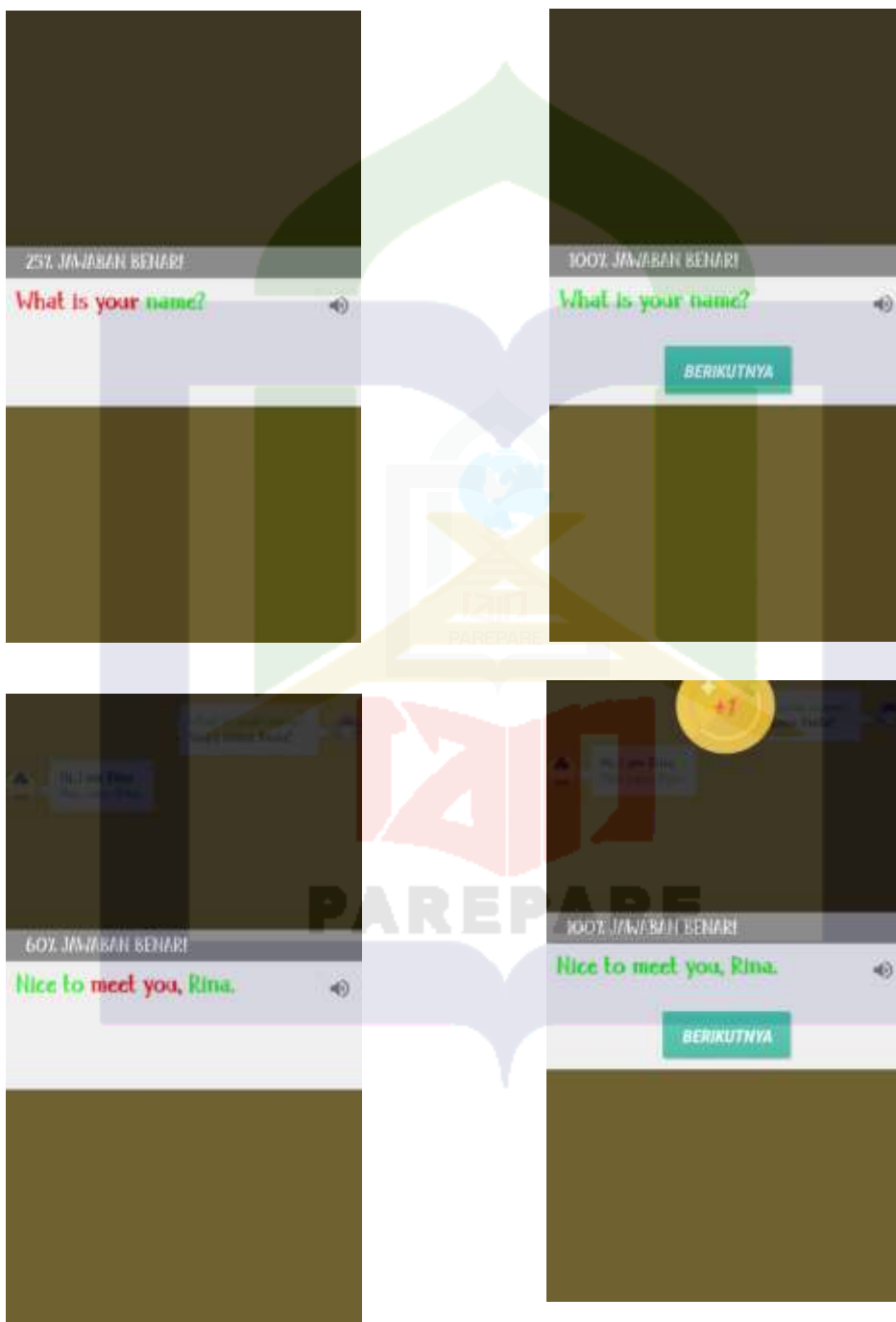
Parepare, 9 January 2024



Appendix 7 : Hello English App Usage Example

Pre test

Post test



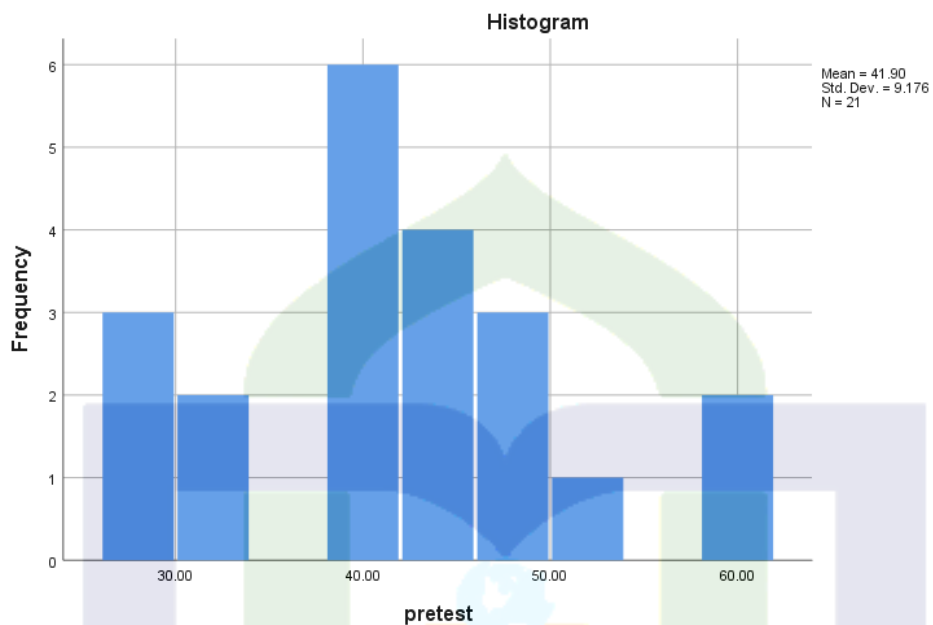
Appendix 8: Pre-Test Result

| No | Name | Student's Point | | | | | Total Point |
|----|------|-----------------|---------|------------|---------|---------------|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | |
| 1 | AF | 2 | 2 | 3 | 2 | 2 | 11 |
| 2 | AG | 2 | 2 | 2 | 2 | 2 | 10 |
| 3 | ARI | 3 | 2 | 3 | 3 | 3 | 14 |
| 4 | ANS | 2 | 3 | 2 | 3 | 2 | 12 |
| 5 | AA | 2 | 3 | 2 | 2 | 3 | 12 |
| 6 | FP | 2 | 2 | 2 | 1 | 1 | 8 |
| 7 | HR | 2 | 1 | 2 | 1 | 1 | 7 |
| 8 | MA | 2 | 1 | 2 | 1 | 1 | 7 |
| 9 | MT | 3 | 2 | 3 | 2 | 3 | 13 |
| 10 | NFS | 2 | 2 | 2 | 2 | 2 | 10 |
| 11 | NR | 2 | 2 | 3 | 2 | 2 | 11 |
| 12 | NV | 2 | 1 | 2 | 1 | 1 | 7 |
| 13 | NKAP | 2 | 2 | 3 | 2 | 2 | 11 |
| 14 | PSP | 2 | 1 | 2 | 1 | 2 | 8 |
| 15 | RA | 3 | 3 | 3 | 3 | 3 | 15 |
| 16 | RAS | 2 | 2 | 2 | 2 | 2 | 10 |
| 17 | RA | 2 | 2 | 2 | 2 | 2 | 10 |
| 18 | RR | 2 | 2 | 2 | 2 | 2 | 10 |
| 19 | RA | 2 | 2 | 3 | 2 | 2 | 11 |
| 20 | ZAZ | 2 | 2 | 2 | 2 | 2 | 10 |
| 21 | MFP | 3 | 2 | 3 | 2 | 2 | 12 |

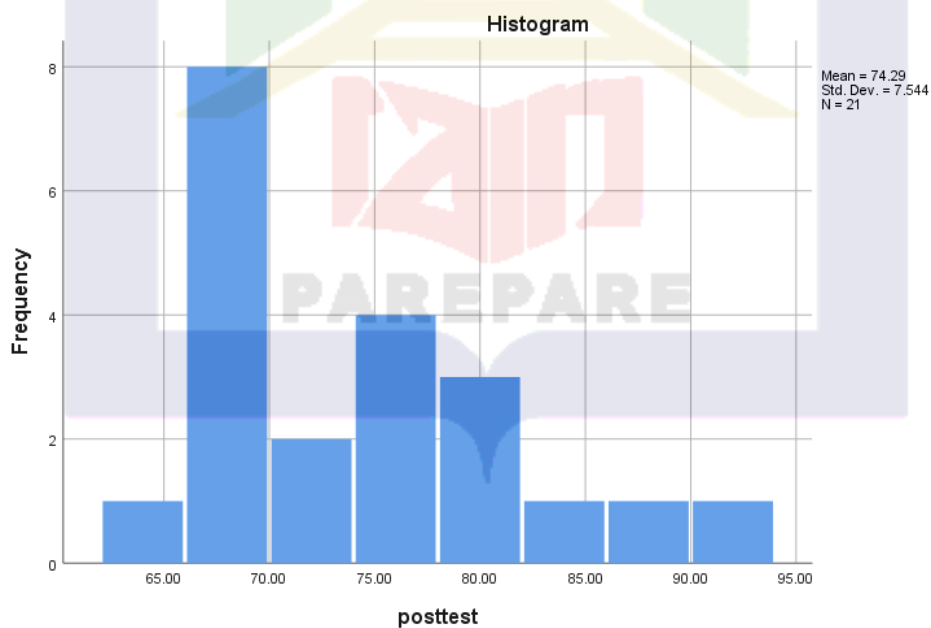
Appendix 9: Post Test Result

| No | Name | Student's Point | | | | | Total Point |
|----|------|-----------------|---------|------------|----------------|----------------|-------------|
| | | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension | |
| 1 | AF | 3 | 3 | 4 | 3 | 4 | 17 |
| 2 | AG | 4 | 4 | 4 | 3 | 3 | 18 |
| 3 | ARI | 4 | 4 | 4 | 4 | 5 | 21 |
| 4 | ANS | 4 | 4 | 4 | 4 | 4 | 20 |
| 5 | AA | 4 | 3 | 4 | 4 | 4 | 19 |
| 6 | FP | 4 | 3 | 4 | 4 | 4 | 19 |
| 7 | HR | 4 | 3 | 4 | 3 | 4 | 17 |
| 8 | MA | 3 | 3 | 4 | 3 | 3 | 16 |
| 9 | MT | 4 | 4 | 5 | 4 | 5 | 22 |
| 10 | NFS | 4 | 3 | 4 | 3 | 3 | 17 |
| 11 | NR | 4 | 3 | 4 | 3 | 3 | 17 |
| 12 | NV | 3 | 3 | 4 | 3 | 4 | 17 |
| 13 | NKAP | 4 | 4 | 4 | 4 | 4 | 20 |
| 14 | PSP | 4 | 4 | 4 | 3 | 4 | 19 |
| 15 | RA | 5 | 4 | 5 | 4 | 5 | 23 |
| 16 | RAS | 4 | 3 | 4 | 3 | 3 | 17 |
| 17 | RA | 4 | 3 | 4 | 3 | 3 | 17 |
| 18 | RR | 4 | 3 | 4 | 3 | 4 | 18 |
| 19 | RA | 4 | 3 | 4 | 3 3 | 3 3 | 17 |
| 20 | ZAZ | 4 | 3 | 4 | 4 | 4 | 19 |
| 21 | MFP | 4 | 4 | 4 | 4 | 4 | 20 |

Appendix 10 : Pre Test Scores And Bar Chart



Appendix 11 : Post Test Scores And Bar Chart



Appendix 12: Normality Test Results

Case Processing Summary

| | Valid | | Missing | | Total | |
|----------|-------|---------|---------|---------|-------|---------|
| | N | Percent | N | Percent | N | Percent |
| Pretest | 21 | 100.0% | 0 | 0.0% | 21 | 100.0% |
| Posttest | 21 | 100.0% | 0 | 0.0% | 21 | 100.0% |

Descriptives

| | Statistic | Std. Error |
|----------|---|------------|
| Pretest | Mean | 41.9048 |
| | 95% Confidence Interval for Lower Bound | 37.7281 |
| | Mean Upper Bound | 46.0814 |
| | 5% Trimmed Mean | 41.6720 |
| | Median | 40.0000 |
| | Variance | 84.190 |
| | Std. Deviation | 9.17554 |
| | Minimum | 28.00 |
| | Maximum | 60.00 |
| | Range | 32.00 |
| | Interquartile Range | 12.00 |
| | Skewness | .254 |
| | Kurtosis | -.073 |
| Posttest | Mean | 74.2857 |
| | 95% Confidence Interval for Lower Bound | 70.8517 |
| | Mean Upper Bound | 77.7198 |
| | 5% Trimmed Mean | 73.8730 |
| | Median | 72.0000 |
| | Variance | 56.914 |
| | Std. Deviation | 7.54416 |
| | Minimum | 64.00 |
| | Maximum | 92.00 |
| | Range | 28.00 |

| | | |
|---------------------|-------|------|
| Interquartile Range | 12.00 | |
| Skewness | .841 | .501 |
| Kurtosis | .030 | .972 |

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .180 | 21 | .075 | .931 | 21 | .145 |
| Posttest | .226 | 21 | .006 | .890 | 21 | .023 |

a. Lilliefors Significance Correction



Appendix 13: N Gain Test Results Using Spss

| No. | pre | Post | post_kurang_pre | skor_ideal_kurang_pre | NGain_score | NGain_persent |
|-----|-------|-------|-----------------|-----------------------|-------------|---------------|
| 1 | 44.00 | 68.00 | 24.00 | 56.00 | .43 | 42.86 |
| 2 | 40.00 | 72.00 | 32.00 | 60.00 | .53 | 53.33 |
| 3 | 60.00 | 84.00 | 24.00 | 40.00 | .60 | 60.00 |
| 4 | 48.00 | 80.00 | 32.00 | 52.00 | .62 | 61.54 |
| 5 | 48.00 | 76.00 | 28.00 | 52.00 | .54 | 53.85 |
| 6 | 32.00 | 76.00 | 44.00 | 68.00 | .65 | 64.71 |
| 7 | 28.00 | 68.00 | 40.00 | 72.00 | .56 | 55.56 |
| 8 | 28.00 | 64.00 | 36.00 | 72.00 | .50 | 50.00 |
| 9 | 52.00 | 88.00 | 36.00 | 48.00 | .75 | 75.00 |
| 10 | 40.00 | 68.00 | 28.00 | 60.00 | .47 | 46.67 |
| 11 | 44.00 | 68.00 | 24.00 | 56.00 | .43 | 42.86 |
| 12 | 28.00 | 68.00 | 40.00 | 72.00 | .56 | 55.56 |
| 13 | 44.00 | 80.00 | 36.00 | 56.00 | .64 | 64.29 |
| 14 | 32.00 | 76.00 | 44.00 | 68.00 | .65 | 64.71 |
| 15 | 60.00 | 92.00 | 32.00 | 40.00 | .80 | 80.00 |
| 16 | 40.00 | 68.00 | 28.00 | 60.00 | .47 | 46.67 |
| 17 | 40.00 | 68.00 | 28.00 | 60.00 | .47 | 46.67 |
| 18 | 40.00 | 72.00 | 32.00 | 60.00 | .53 | 53.33 |
| 19 | 44.00 | 68.00 | 24.00 | 56.00 | .43 | 42.86 |
| 20 | 40.00 | 76.00 | 36.00 | 60.00 | .60 | 60.00 |
| 21 | 48.00 | 80.00 | 32.00 | 52.00 | .62 | 61.54 |

Descriptive Statistics

| | N | Minimu m | Maximu m | Mean | Std. Deviation |
|---------------------|---------|-------------|-------------|---------|-------------------|
| Pretest | 21 | 28.00 | 60.00 | 41.9048 | 9.17554 |
| Posttest | 21 | 64.00 | 92.00 | 74.2857 | 7.54416 |
| Valid (listwise) | N 21 | | | | |

Appendix 14 : Homogeneity Test Results

Case Processing Summary

| | Kelas | Cases | | | | | |
|-------|----------|-------|---------|---------|---------|-------|---------|
| | | Valid | | Missing | | Total | |
| | | N | Percent | N | Percent | N | Percent |
| hasil | Pretets | 21 | 100.0% | 0 | 0.0% | 21 | 100.0% |
| | Posttest | 21 | 100.0% | 0 | 0.0% | 21 | 100.0% |

Descriptives

| | Kelas | Statistic | Std. Error | |
|---|---------|---|------------|---------|
| hasil | Pretets | Mean | 41.9048 | |
| | | 95% Confidence Interval for Lower Bound | | 37.7281 |
| | | Mean Upper Bound | | 46.0814 |
| | | 5% Trimmed Mean | 41.6720 | |
| | | Median | 40.0000 | |
| | | Variance | 84.190 | |
| | | Std. Deviation | 9.17554 | |
| | | Minimum | 28.00 | |
| | | Maximum | 60.00 | |
| | | Range | 32.00 | |
| | | Interquartile Range | 12.00 | |
| | | Skewness | .254 | .501 |
| | | Kurtosis | -.073 | .972 |
| | | | Posttest | Mean |
| 95% Confidence Interval for Lower Bound | | | | 70.8517 |
| Mean Upper Bound | | | | 77.7198 |
| 5% Trimmed Mean | 73.8730 | | | |
| Median | 72.0000 | | | |
| Variance | 56.914 | | | |
| Std. Deviation | 7.54416 | | | |
| Minimum | 64.00 | | | |
| Maximum | 92.00 | | | |
| Range | 28.00 | | | |
| Interquartile Range | 12.00 | | | |
| Skewness | .841 | | | .501 |

| | | |
|----------|------|------|
| Kurtosis | .030 | .972 |
|----------|------|------|

Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|-------|---|------------------|-----|--------|------|
| hasil | Based on Mean | .232 | 1 | 40 | .632 |
| | Based on Median | .197 | 1 | 40 | .660 |
| | Based on Median and with adjusted df | .197 | 1 | 37.723 | .660 |
| | Based on trimmed mean | .235 | 1 | 40 | .631 |



Appendix 15: Paired Sample Test

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | PRETEST | 41.9048 | 21 | 9.17554 | 2.00227 |
| | POSTTEST | 74.2857 | 21 | 7.54416 | 1.64627 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | PRETEST & POSTTEST | 21 | .731 | .000 |

Paired Samples Test
Paired Differences

| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|--------|--------------------|-----------|----------------|-----------------|---|-----------|---------|----|-----------------|
| | | | | | Lower | Upper | | | |
| Pair 1 | PRETEST - POSTTEST | -32.38095 | 6.31250 | 1.37750 | -35.25437 | -29.50754 | -23.507 | 20 | .000 |

Appendix 16: The Result of Pre Test Data Analysis

| No | Student | P | G | V | F | C | Total Point | Max Point | Score | Classification |
|----|---------|---|---|---|---|---|-------------|-----------|-------|----------------|
| 1 | AF | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 2 | AG | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 3 | ARI | 3 | 2 | 3 | 3 | 3 | 15 | 25 | 60 | Poor |
| 4 | ANS | 2 | 3 | 2 | 3 | 2 | 12 | 25 | 48 | Poor |
| 5 | AA | 2 | 3 | 2 | 2 | 3 | 12 | 25 | 48 | Poor |
| 6 | FP | 2 | 2 | 2 | 1 | 1 | 8 | 25 | 32 | Poor |
| 7 | HRT | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 8 | MA | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 9 | MT | 3 | 2 | 3 | 2 | 3 | 13 | 25 | 52 | Poor |
| 10 | NFS | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 11 | NR | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 12 | NV | 2 | 1 | 2 | 1 | 1 | 7 | 25 | 28 | Poor |
| 13 | NKAP | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 14 | PSP | 2 | 1 | 2 | 1 | 2 | 8 | 25 | 32 | Poor |
| 15 | RA | 3 | 3 | 3 | 3 | 3 | 15 | 25 | 60 | Poor |
| 16 | RAS | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 17 | RKA | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 18 | RR | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 19 | RLA | 2 | 2 | 3 | 2 | 2 | 11 | 25 | 44 | Poor |
| 20 | ZAZ | 2 | 2 | 2 | 2 | 2 | 10 | 25 | 40 | Poor |
| 21 | MFP | 3 | 2 | 3 | 2 | 2 | 12 | 25 | 48 | POOR |

Appendix 17: The Result of Post Test Data Analysis

| No | Students | P | G | V | F | C | Total Point | Max Point | Score | Classification |
|----|----------|---|---|---|---|---|-------------|-----------|-------|----------------|
| 1 | AF | 3 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 2 | AG | 4 | 4 | 4 | 3 | 3 | 18 | 25 | 72 | Fair |
| 3 | ARI | 4 | 4 | 4 | 4 | 5 | 21 | 25 | 84 | Good |
| 4 | ANS | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | Good |
| 5 | AA | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 6 | FP | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 7 | HRT | 4 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 8 | MA | 3 | 3 | 4 | 3 | 3 | 16 | 25 | 64 | Fair |
| 9 | MT | 4 | 4 | 5 | 4 | 5 | 22 | 25 | 88 | Good |
| 10 | NFS | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 11 | NR | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 12 | NV | 3 | 3 | 4 | 3 | 4 | 17 | 25 | 68 | Fair |
| 13 | NKAP | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | Good |
| 14 | PSP | 4 | 4 | 4 | 3 | 4 | 19 | 25 | 76 | Good |
| 15 | RA | 5 | 4 | 5 | 4 | 5 | 23 | 25 | 92 | Excellent |
| 16 | RAS | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 17 | RKA | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 18 | RR | 4 | 3 | 4 | 3 | 4 | 18 | 25 | 72 | Fair |
| 19 | RLA | 4 | 3 | 4 | 3 | 3 | 17 | 25 | 68 | Fair |
| 20 | ZAZ | 4 | 3 | 4 | 4 | 4 | 19 | 25 | 76 | Good |
| 21 | MFP | 4 | 4 | 4 | 4 | 4 | 20 | 25 | 80 | Good |

PAREPARE

Appendix 18: Students' Attendance List

| No | Nama | Pre Test | I | II | III | Post Test |
|----|--------------------------|-------------|---------------|---------------|---------------|---------------|
| | | 08.30-09.30 | 10.00 - 11.00 | 08.30 - 09.30 | 10.00 - 11.00 | 08.00 - 09.00 |
| 1 | Ahmad Faridurrizki | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Ahmad Ghazali | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Ainur Rizky Islamiyah | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Aisyah Nur Sakina | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Astrid Ananda | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | Fharil Prasatya | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Hartini | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 | Muh. Arizal | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | Muh. Tang | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | Nur Fadilla Safitri | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11 | Nur Rahmatullah | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12 | Nur Vidhia | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13 | Nurul Kheyza Adika Putri | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14 | Puspa Sartika Putri | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15 | Rahma | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16 | Raja Ahmad Siraj | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17 | Resky Anugra | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18 | Rifki Rahim | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19 | Rola Arman | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20 | Zhafirah Az-Zahra | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21 | Muh. Fachri Padar | ✓ | ✓ | ✓ | ✓ | ✓ |

Appendix 19 : Research Implementation Schedule

| NO. | DAY/DATE | TIME | TOPICS | DESCREPTION |
|------------|----------------------------------|------------------|----------------------------|--------------------|
| 1 | Tuesday, 5 Desember 2023 | 08.30 – 09.30 | Pre test | Retrieved |
| 2 | Thursday, 7 Desember 2023 | 10.00 – 11-00 | Introducing self and other | Retrieved |
| 3 | Friday, 8 Desember | 08.30 – 09.30 | Greeting | Retrieved |
| 4 | Tuesday, 11 Desember 2023 | 10.00 – 11-00 | Hobby | Retrieved |
| 5 | Thursday, 14 Desember 2023 | 08.00 – 09.00 | Post Test | Retrieved |



Appendix 20 : Transkrip

1. Ahmad Faridur Rizki

Pre Test :

My name is Ahmad Faridur Rizki, I address in panincong I lima belas years old I born in panincong, 17 may 2008, hobby sepak bola ehfh football.. Football

Post test:

My name is Ahmad Faridur Rizki i was born in panincong, seventeen may two thousand and eight, i am fifteen years old my hobby is playing football, i live in panincong with my parents, my father name is Yusuf and my mother name is Herni. In the future I will become an army.

2. Zhafira Az-Zahra

Pre test :

My name is Zhafira Az-Zahra I address in Batubatu I fifteen years old I born in Soppeng 07 Mei 2008, hobby reading

Post test :

My name is Zhafira Az-Zahra I was born in Soppeng, seven May two thousand and eight, I am fifteen years old my hobby is reading, I live in Batubatu, my father name is Akbarullah and my mother name is Sukena. In the future I will become a designer.

3. Puspa Sartika Anugrah

Pre test:

My name is Puspa Sartika Anugrah I address in Ajupute I fifteen years old I born in Tolitoli 16 Juni 2008, hobby playing volley ball.

Post test:

My name is Puspa Sartika Anugrah I was born in Tolitoli, Sixteen June two thousand and eight, I am fifteen years old my hobby is playing volleyball, I live in Batubatu, my father name is Kamaruddin and my mother name is Nuraini . In the future I will become a doctor.

4. Muh.Tang

My name is Muh. Tang I Address In Panincong I Fifteen Years Old I Born In Panincong 12 April 2008, Hobby Playing Volley Ball.

Post Test :

My Name is Muh.Tang I was born in Panincong, twelve April two thousand and eight, I am fifteen years old my hobby is playing volleyball, I Live in panincong, my father name is Baharuddin and my mother name is Nursanti .In the future I will become a bussinessman.

5. Raja Ahmad Siraj

My name is Raja Ahmad Siraj I address in Lapajung I fifteen years old I born in Sidrap 24 Juni 2008, hobby playing football.

Post Test :

My name is Raja Ahmad Siraj, I was born in Sidrap, twenty four june two thousand and eight, I am fifteen years old my hobby is playing football, I live in Lapajung, my father name is Rasdiyansyah and My Mother name is Chadijah. In the future I will become a police.

6. Ahmad Ghazali

Pretest

My name is Ahmad Ghazali I Address In Kaca I fifteen years old I born in Kaca 31 Maret 2008, hobby playing volleyball.

Post test :

My name is Ahmad Ghazali I was born in Kaca, thirty one March two thousand and eight, I am fifteen years old my hobby is playing volleyball, I live in Kaca, my father name is A. Muh. Arsyam and my mother name is Asnyanti .In the future i will become an army.

7. Rola Arman

Pretest

My name is Rola Arman I address in Cempa I fifteen years old i born in Parepare 20 April 2008, hobby playing game and watching youtube.

Post test:

My name is Rola Arman I was born in Parepare, twenty April two thousand and eight, I am fifteen years old my hobby is playing game and watching youtube, I live In Cempa, My father name is Arman And My mother name js Jariani .In The future I will become a gamer.

8. Muh. Arizal

Pretest

My name is Muh. Arizal I address in Sumpang Ale I fifteen years old I born in Sumpang Ale 28 Maret 2008, hobby singing and playing game.

Post test :

My name is Muh. Arizal I was born In Sumpang Ale, twenty eight March two thousand and eight, I am fifteen years old my hobby are singing and playing game, I live in Sumpang Ale, my father name is Muslimin and my mother name is Masriani .in the future I will become a gamer.

9. Aisyah Nur Sakina

Pretest

My name is Aisyah Nur Sakina I address in Tanete, I fifteen years old I born in Parepare 20 April 2008, hobby playing game and watching youtube.

Post test:

My name is Aisyah Nur Sakina I was born In Muara Badak, twenty nine August two thousand and seven, I am sixteen years old my hobby is watching youtube, I live in tanete, my father name is Jumadil And my mother name is Hasnah. In the future I will become a youtuber.

10. Nurfadilla Safitri

Pretest

My name is Nurfadillah Safitri I address in Aju Pute I sixteen years old I born in Aju Pute 28 Agustus 2007, hobby reading, singing, and listen to music.

Post test :

My name is Nurfadillah Sapitri I was born in Aju Pute, twenty eight august two thousand and seven, I am fifteen years old my hobby are reading, singing, and listen to music, I live in Aju Pute, My father name is Tabran And My mother name is Hasirah .In the future I will become a singer.

11. Reski Anugrah

Pretest

My name is Reski Anugrah I address in paria I sixteen years old I born in Tanete 25 Oktober 2007, hobby playing volleyball.

Post test :

My name is Reski Anugrah I was born In Tanete, twenty five october two thousand and seven, I am sixteen years old my hobby are playing volley ball, I live in paria, my father name is Irwan And my mother name is Risdawati .In the future i will become an athlet.

12. Nur Rahmatullah

Pretest

My name is Nur Rahmatullah I address in latappareng I sixteen years old I born in tanete 22 oktober 2007, hobby playing volleyball.

Post Test :

My name is Nur Rahmatullah I was born in Tanete, twenty two october two thousand and seven, I am sixteen years old my hobby are playing volley ball, I live in latappareng, My father name is Yahya And My mother name is Hasnawatii .In the future i will become a police.

13. Nur Vidhia

Pretest

My name is Nur Vidhia address in Madining I sixteen years old i born in madining, 16 july 2007, hobby watching korean drama.

Post Test :

My name is Nur Vidhia I was born in Madining, sixteen july two thousand and seven, I am sixteen years old my hobby are watching korean drama, I live in madining, my father name is Ambo Aman and my mother name is Rosnaini . In the future I will become a teacher.

14. Ainur Rizky Islamiah

Pretest

My name is Ainur Rizky Islamiah I address in batubatu I sixteen years old i born in madining, 25 september 2007, hobby reading.

Post Test :

My name is Ainur Rizky Islamiah I was born in Batubatu, twenty five september two tausand and seven, I am sixteen years old my hobby is reading, I live in batu batu, my father name is Haeruddin and my mother name is Hj.A. Tenri Sennong. In the future I will become a novelist.

15. Astrid Ananda

Pretest

My name is Astrid Ananda I address in limpongmajang I sixteen years old I born in madining, 22 agustus 2007, hobby reading.

Post Test :

My name is Astrid Ananda I Was Born In Limpongmajang, twenty two August two tausand and seven, I am sixteen years old my hobby is reading, I live in limpongmajang, my father name is Saiful and my mother name is Lily . In the future I will become a dubbing actris.

16. Nurul Kheyza Adika Putri

Pretest

My Name is Nurul Kheyza Adika Putri I address in batubatu I sixteen years old I born in batubatu, 27 februari 2008, hobby reading.

Post Test :

My Name is Nurul Kheyza Adika Putri I was born in Batubatu, twenty seven February two thousand and eight, I am fifteen years old my hobby is reading, I live in

limpongmajang, my father name is Farhan and my mother name is Tika Diastuti .in the future I will become a producers.

17. Rahma

Pretest

My Name is Rahma I address in Batubatu I sixteen years old I born in barru, 17 November 2007, hobby reading.

Post test :

My Name is Rahma I was born in Batubatu, seventeen November two thousand and seven, I am sixteen years old my hobby is reading and listen to music, I live in Ajupute, My father name is Taufik and My mother name is Samsiah .In the future i will become an english teacher.

18. Fharil Prasetya

Pretest

My Name is Fharil Prasetya I address in tanete I sixteen years old I born in Soppeng, 30 Mei 2007, hobby football.

Post Test :

My Name is Fharil Prasetya I was born in Soppeng, thirty November two thousand and seven, I am sixteen years old my hobby is playing football, I live in Tanete, my father name is Ruslan Nasir and my mother name is Nurbaya .In the future I will become a teacher.

19. Hartini

Pretest

My Name is Hartini I address in Batubatu, I sixteen years old i born in batubatu, 18 februari 2007, hobby reading a book.

Post Test :

My Name is Hartini I Was Born In Batubatu, Eighteen February Two Thousand And Seven, I Am Sixteen Years Old My Hobby Is Reading A Book, I Live In Batubatu, My Father Name is Sali And My Mother Name is I Salama .In The Future I Will Become A Chef.

20. Rifki Rahim

Pretest

My Name is Rifki Rahim I Address In Batubatu, I Sixteen Years Old I Born In Timika, 13 Februari 2007, Hobby Playing Game.

Post Test :

My Name is Rifki Rahim I Was Born In Batubatu, Thirteen February Two Thousand And Seven, I Am Sixteen Years Old My Hobby Is Playing Game, I Live In Batubatu, My Father Name is Abd. Rahim And My Mother Name is I Jumiati .In The Future I Will Become A Gamer.

21. Muh. Fachri Padar

Pretest

My Name is Muh. Fachri Padar I Address In Lapajung, I Sixteen Years Old I Born In Jakarta, Eight July 2008, Hobby Running.

Post Test :

My Name is Muh. Fachri Padar I Was Born In Jakarta, Eight July Two Thousand And Eight, I Am Sixteen Years Old My Hobby Is Running, I Live In Lapajung, My Father Name is Abdullah And My Mother Name is Sinar .In The Future I Will Become An Army.

Appendix 21: Documentation

Pretest



Treatment 1



Treatment 2



Treatment 3



Post Test





CURRICULUM VITAE



Nurul Khafifah Rusni was born on June 11th 2001 in Madining, Soppeng regency, South Sulawesi. She is the Only Child from the marriage of her parents, Rustan Razak and Masnaini. Her education background began at SDN 169 Sumpang Pala on 2007 and graduated on 2013. Her junior high school was at SMPN 1 Marioriawa and graduated on 2016, then she continued her education at MAN 2 Soppeng and graduated in 2019. She enrolled and was accepted in the English Education study program, Faculty of Tarbiyah, Institut Agama Islam Negeri Parepare in 2019. When accepted on campus she chose to live in the Ma'had Al-Jami'ah IAIN Parepare dormitory. After living as a participant she continued to be a coach in the dormitory. During her stay in the dormitory she has served as chairman of the worship coordinator and became the head of the English language learning program in 2022/2023. She completed her studies with a thesis entitled "The Use of Augmented Reality in Improving the Speaking Ability of Grade X Students of MAN 2 Soppeng."

