

A THESIS
USING I HEREBY RESOLVE STRATEGY TO IMPROVE
STUDENTS' SPEAKING SKILL
AT SMAN 1 PAREPARE



By

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

2026 M / 1447 H

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

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to

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Research Tittle : Using I Hereby Resolve Strategy To Improve Students'

Speaking Skill at SMAN 1 Parepare

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Study Program : English Education Program

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate

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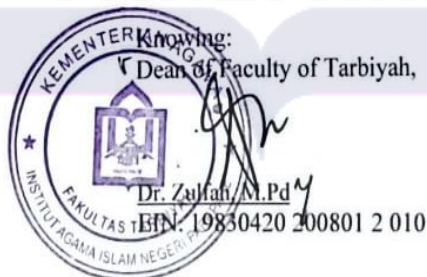
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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Indra Dzuljalali Wal Iqram. Using I Hereby Resolve Strategy To Improve Students' Speaking Skill at SMAN 1 Parepare (Supervised by Hj. Nurhamdah)

This research aims to determine the improvement of students' speaking skills through the implementation of I Hereby Resolve strategy for Grade XI students at SMAN 1 Parepare. This strategy is designed to encourage learners to express personal resolutions verbally, thereby enhancing their fluency, confidence, and overall quality of English use in communicative contexts.

This study employed a *Pre experimental research design* involve randomly assigning participants to experimental class used as the research sample with class XI.8 for 31 students. The experimental group was taught using the I Hereby Resolve strategy were given a pre-test and post-test to measure their speaking ability before and after the treatment.

The findings indicate a significant improvement in the speaking performance which the strategy had a significant positive impact on students' speaking performance with descriptive analysis of the experimental class showed a substantial increase in students' achievement, with the mean rising from 54.83 (Poor Category) in the pre-test to 81.55 (Very Good Category) in the post-test while the result showed t-value of 2.459 and t tabel was 1.695 which can be conclude ($2.459 > 1.695$) that the implementation of I Hereby Resolve strategy effectively improves students' speaking skill by encouraging consistent practice, meaningful self-expression, and enhanced confidence in using English. The strategy is able to improve students' speaking skill by providing structured opportunities for verbal expression and encouraging regular practice of self-formulated resolutions which helps students build confidence and develop the habit of organizing their ideas coherently before speaking.

Keyword: *Speaking Skill, I Hereby Resolve Strategy, English Learning*

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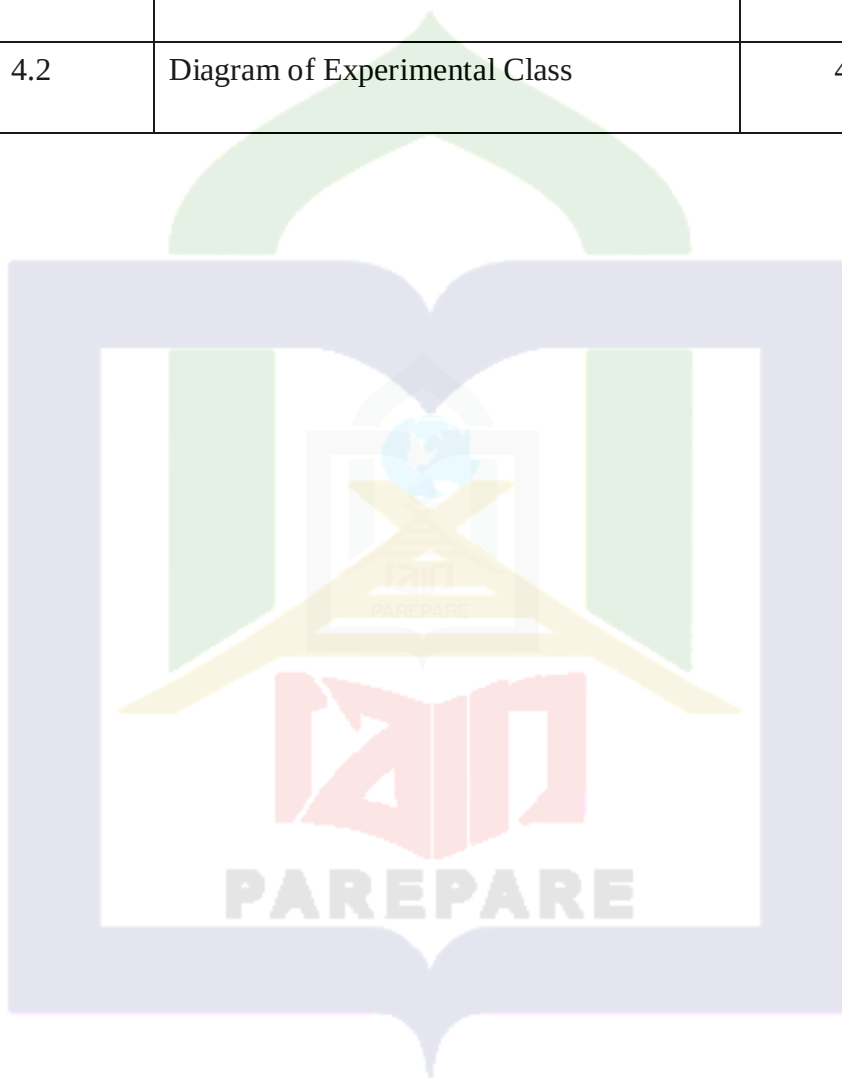
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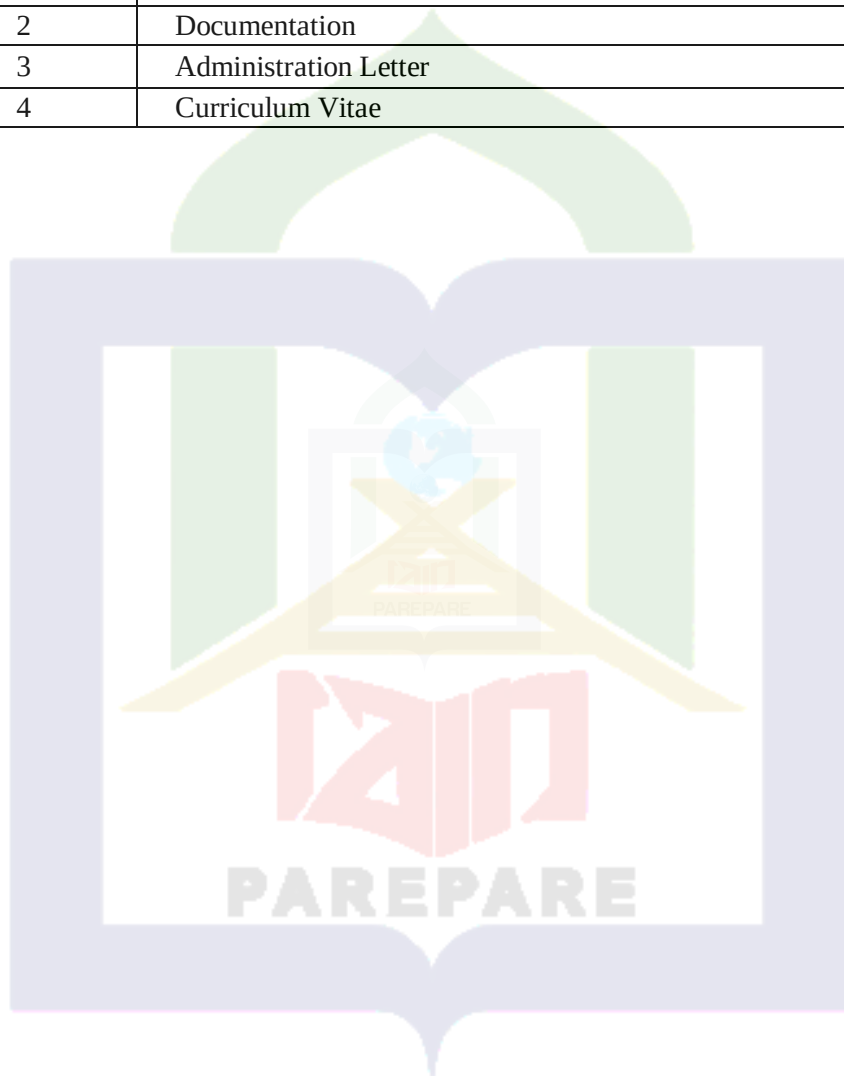
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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	,	Apostrof

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in

the middle or at the end, it is written with a sign (“).

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيَّ	Fathah and Ya	Ai	a and i
اَوَّ	Fathah and Wau	Au	a and u

Example :

كَيْفَ: Kaifa

هَوَّلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Latters	Name	Letters and Marks	Name
نَ/يَا	Fathah and Alif or ya	Ā	a and line above
يُ	Kasrah and Ya	Ī	i and line above
يُ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

مات : māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example:

رَوْضَةُ الْجَنَّةِ : rauḍahal-jannahatau rauḍatuljannah

الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah

الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign. Example:

رَبَّنَا	: <i>Rabbanā</i>
نَجِّنَا	: <i>Najjainā</i>
الْحَق	: <i>al-haqq</i>
الْحَج	: <i>al-hajj</i>
نُعَم	: <i>nu‘ima</i>
عَدُو	: <i>‘aduwwun</i>

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah 'ي', then it is transliterated as the letter *maddah* (i).

Example:

عَرَبِيّ : ‘Arabi (not ‘Arabiyyor ‘Araby)
عَلِيّ : ‘Ali (not ‘Alyyor ‘Aly)

1. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-).

Example:

الشَّمْسُ : *al-syamsu* (notasy- syamsu)

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*
 الْفَلْسَفَةُ : *al-falsafah*
 الْبِلَادُ : *al-bilādh*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta’murūna*
 النَّوع : *al-nau’*
 شَيْء : *syai’un*
 أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

Fīzilālal-qur’an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafẓlābikhusus al-sabab

10. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينِ َالله : *Dīnullah*

بِا َالله : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُم َفِي رَحْمَةِ َالله : *Humfīrahmatillāh*

11. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al).

Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhūnzilafīhal-Qur’an Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal- Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

12. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata 'āla</i>
saw.	=	<i>ṣallallāhu 'alaihiwasallam</i>
a.s.	=	<i>'alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../....: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

= صفحة

= ص بدون

دم

= صلى الله عليه وسلم

= صلعم طبعة

ط

من إلى آخرها = بدون ناشر

ال = إلى آخره /

= جزء

ج

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazine

CHAPTER I

INTRODUCTION

A. Background

As one of the basic skill of English, speaking has an important role in language learning process. It is the verbal use of language to as a tool of communication. It is the most important skill that should be master by the students. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Thus, speaking is ability of people to communicate with other people by using verbal language. Also the use of strategy in teaching EFL can impact students' speaking skill.

As for the research that has been done by Wei Zhu, in line with the current research, she concludes that analysis of the strategy in teaching like focus forum discussion, it showed that while the perceptions a groups converged to some extent, each group also had different concerns, thus indicating the need to examine multiple perspectives in student needs assessment.¹ The results also showed that speaking was perceived to be a crucial area of need, that academic language needs to be extended beyond the classroom, and that cultural skills were seen as an important part of academic language competence.

This is also explained by Ur, there are many factors that cause difficulty in speaking. The first, on top of these came: Inhibition, students are worried about making mistakes; second, nothing to say, students have no motive to express themselves; third, low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate; and

¹Wei zhu, the use of focus group discussion technique to improve student speaking skill 2015

mother-tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.²

While Malaya, also conducts a research about the use of spontaneous group strategies to improve students' skill in speaking. In her research, the researcher concludes that the implementation of spontaneous group strategies can enhance students' interest in learning English especially speaking. The students' response is good. They are attracted in the strategy and the media used in the class.³ They feel happy and regard that English is fun during the English teaching-learning process. the process of learning using Spontaneous Group, students more interest followed in the learning process. Students are given freedom to express their own about the material and exercise, and also teacher accompanied students in the learning in order to the group of discussion run well.

According to the researcher, most of students in learning English speaking skill are difficult to produce the sound of the word. The students consider that learning English is very difficult, they often speak by using their language style, they easily bored and lazy to learn, they are also difficult to understand the material given by the teacher, they have less confidence and often shy, so they just keep silent during the teacher explain the material in teaching learning process, because students are not familiar with English and it is totally different from Indonesian. Another difficulty is the students lack of English speaking because they are passive users of English.

Nowadays, to improve students speaking skill, the students should learn to speak the foreign language by interacting to others while the English teacher

² Ur's book: "A Course in Language Teaching: Practice and Theory cambridge" 1996

³ Malaya, the use of spontaneous group strategies to improve students' skill in speaking subject 2015

should be creative to design many communicative activities in the classroom; creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components, and make the English lesson more exiting to get the students' interest.

Based on preliminary observations at SMAN 1 PAREPARE, the researcher conducted interviews with the English teacher and several students. The interviews revealed various reasons why speaking is considered one of the most important skills to learn, such as: using speaking to socialize with others, to ask for something, to request others to do something, to help someone else, to respond to others, to express feelings or opinions, to exchange information, to describe actions or events in the past, present, or future, to express possibilities.

The researcher also conducted an initial classroom observation with the English teacher of SMAN 1 PAREPARE. The observation indicated that many students tend to feel nervous and hesitant when using English in conversations. Some of them experience difficulties with self-confidence, are reluctant to create new sentences to communicate, and often remain passive unless prompted. Participation in classroom activities is still relatively limited, and students appear cautious when trying to speak English.

Pre observation was conducted by the researcher with English teacher of SMAN 1 PAREPARE . Through observation showed that teacher said:

“When studying the English process, Some problem is, many students are nervous and afraid in using English conversation, the students are having a problem with their confidence, not only that, students reluctant to create new sentences to share and communicate, they are still clumsy in speaking, they just speak when the teacher ask them, they also has a lack on participating in the

classroom.”⁴

Reflecting on this situation, it can be concluded that students need more engaging learning activities to enhance their speaking skills. To address this, the researcher proposes using the *I Hereby Resolve* strategy as part of the teaching process. Teachers may also benefit from experimenting with variations in teaching techniques and applying more interactive strategies. According to explanation above, in relevantes with Q. S Ali Imran 3:159:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ ۚ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ ۚ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ ۚ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

Translation :

Then when you have resolved, put your trust in Allah. Indeed, Allah loves those who rely upon Him.” (Q.S. Ali Imran 3 : 159)⁵

This verse highlights the importance of resolve (*‘azm*) according to Ibn Katsir that eliberate action in achieving goals. In the context of learning, students are encouraged to make clear resolutions and actively strive to improve their abilities, while teachers guide and facilitate the process. Therefore, the *I Hereby Resolve Strategy* aligns with Islamic values by fostering strong intention, effort, and consistency in the learning process.

The approach itself is not the only determinant of success. Many other factors also contribute, including the curriculum, teaching programs, teacher professionalism, learning materials, instructional strategies, learning resources, and assessment methods. In this sense, the approach is one important component

⁴ Burhanuddin, *English teacher at senior high school 1 Parepare*, Interview 21 August 2025

⁵ Ministry of Religious Affairs of the Republic of Indonesia, *Al-Qur'an and Translation*, (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019) p. 96.

among many that should be considered in the overall management of learning. A contextual approach, however, is particularly significant for two reasons. First, it serves as the foundation for designing program content, selecting materials, determining strategies, choosing resources, and developing assessment techniques

Applying such an approach, students are expected to gain more confidence in speaking English, as each of them has the opportunity to express their ideas. Furthermore, students can practice without always being required to speak in front of the class, which helps reduce feelings of nervousness or fear. Therefore, the researcher aims to integrate a learning medium in the form of an application that can be accessed anytime and anywhere to support EFL learning.

Students have more confidence to speak English because all students have the opportunity to express their ideas. In addition, students may not come in front of the class to speak, as a result, they are not nervous and afraid anymore. Therefore, the researcher wants to try one of the learning media in the form of application that can be accessed anytime and anywhere in learning EFL. The media that we can use to attract students' attention and increase students' enthusiasm in learning is using the I Hereby Resolve.

From the phenomena or symptoms mentioned above, it can be seen that Children's learning outcomes in English education tend to be low, what can be done is to apply the I Here By Resolve learning strategy. Mel Silberman said that the I Here By Resolve learning strategy is widely practiced strategy to gain commitment to implement what has been learned in class.⁶ This strategy is also a very good way good for helping students remember lessons that have been completed a long time ago and can enhance students speaking skill.

Using I here by resolve strategies in English speaking is based on the idea

⁶ Mel Silberman, *Active Learning 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani) 2009

of making a formal, clear commitment to oneself about a specific learning goal, habit, or outcome. It emphasizes the power of self-declaration to create motivation and accountability. When a learner uses this strategy, they are essentially setting an intention and publicly or privately declaring that they are committed to achieving a particular objective.⁷

Based on the problems and understanding of learning strategy I Here By Resolve above, the author is interested in conducting deep research with a title "Using I Hereby Resolve Strategy To Improve Students' Speaking Skill at SMAN 1 Parepare"

B. Research Questions

Basic background above, the researcher formulate the research problems are: "Does the implementation of I here by resolve strategy can improve the students' speaking skill in senior high school 1 Parepare?"

C. The Objectives of the Research

Based on the mentioned research question, this research aimed to determine the improvement of the students' speaking skill by using I here by resolve at senior high school 1 Parepare?"

D. Significance of Research

After conducting the research, the authors hope that this researcher can make a usefull contribution especially for students, teacher, and further researcher, which can be explained below:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly getting

⁷ Urip sulistiyo Improving English as a Foreign Language Teacher Education in Indonesia: The Case of Jambi University 2015

improvement in speaking skill after implementing I Hereby Resolve application and it can become the option of the students for their learning solution.

2. Teachers

The teacher can understand the technology of students' future to learning and improve their speaking skill and can become resources for teaching the next student or class, so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For Other Researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research as a source to make a consideration the next teaching learning

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of previous research

Many researchers have conducted their research on focusing by using strategies in teaching EFL/ESL. Their findings are consecutively presented below:

First research is conduct from Mel Silberman, in his works such as *Active Learning: 101 Strategies to Teach Any Subject* (1996), advocates for methods that actively involve students in their learning process. He emphasizes the importance of student engagement, motivation, and creating a sense of personal responsibility in the learning process. The strategy of making a formal resolution such as "I Hereby Resolve" fits well within his broader approach to learning.⁸

Second Research from Maslianti which title “learning strategies i here by resolve To improve student learning outcomes in Social sciences subject class iv madrasah Village integrated ibtidaiyah alfitrah Balung district xiii Kampar” of this research show that I Here By Resolve learning can improve student learning outcomes in terms of eyes Social Sciences lessons for Madrasah Ibtidaiyah Al Fitrah class students Integrated Balung Village, XIII Koto Kampar District, Kampar Regency.⁹

Third research from Zoltán Dörnyei “Motivation in Language Learning Strategies in the Language Classroom”, Dörnyei in his research discusses a lot about how motivational strategies can increase student commitment and involvement in learning. Dörnyei shows that when students make an explicit

⁸ Book of Silberman, Mel ‘Active Learning: 101 Strategies To Teach Any Subject’. ERIC Number: ED424243, publication date 1996

⁹ Maslianti “Penerapan Strategi Pembelajaran I Here By Resolve untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ips Kelas Iv Madrasah Ibtidaiyah Alfitrah Terpadu Desa Balung Kecamatan Xiii Koto Kamparkabupaten Kampar” UIN Suska Riau 2013

commitment to their learning goals, they are more likely to perform better and be more engaged in the learning process. Establishing personal goals such as "I am hereby resolved" can give students a greater sense of responsibility for their achievements.

Fourth research from Richard M. Ryan and Edward L. Deci which title is "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being" Ryan and Deci developed Self-Determination Theory (SDT)¹⁰ which explains how intrinsic motivation can be encouraged by giving students freedom and control in their learning process. In this theory, they discuss the importance of personal commitment in achieving goals, where students feel they have control over what they learn and how they learn. His research shows that strong personal commitment, as reflected in "I Hereby Resolve," can increase students' intrinsic motivation and learning satisfaction.

According to some previous finding above it is shown that all of them using a strategies each of them also using I here by resolve but in a different way. The study that the researcher is doing now is different from the previous studies above. This study is for the first grade student of Senior High School 1 Parepare. The method that is used in this study is pre experimental, to know whether I here by resolve strategy can improves students' speaking skill or not. Besides, this study did not focus on speaking skill in general but it is more focused on the fit strategies to use in sman 1 parepare, which relates to students need. The previous studies that has many differences from this study. From those study proves that

¹⁰ Richard M. Ryan and Edward L. Deci "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being" Univercity Rocester 2019

the use I here by resolve strategies can improve students', speaking, speaking and pronunciation in EFL, but it would be different from his research method, location, skill and the total sample. Thus, in this case the research interests to implemented I here by resolve to improve students' english speaking skill.

B. Some Patient Idea

a. The Concept of Learning Strategies

a. Definition Of Learning Strategies

A learning strategy is a mandatory learning activity carried out by teachers and students so that learning objectives can be achieved affectively and efficient. In line with the opinion above, Dick and Carey in Wina Sanjaya also stated that a learning strategy is a set of materials and learning procedures that are used together to give rise to student learning outcomes.¹¹ Hartono stated the same thing that learning strategies are methods or tactics used by teachers and students to create a process learning.¹²

A learning strategy refers to a set of actions, techniques, or approaches that learners use to achieve specific learning objectives or outcomes. These strategies help students optimize their learning process, overcome obstacles, and enhance retention and application of knowledge. They are often based on an individual's learning preferences, the nature of the material being learned, and the goals they are trying to achieve.

¹¹ Wina Sanjaya, Strategi Pembelajaran, (Jakarta: Kencana, 2007), h. 124

¹² Hartono, Strategi Pembelajaran, (Pekanbaru: LSK2P, 2007), h. 4

Meanwhile, Syaiful Bahri Djamarah explained that strategy Learning can be interpreted as general patterns of student teacher activities in the realization of teaching and learning activities to achieve the stated goals outlined. Therefore, four basic strategies can be put forward in the process teaching and learning are as follows:

- a) Identify and determine specifications and qualifications for changes The behavior and personality of students are as expected.
- b) Choose a teaching and learning approach system based on aspirations and society's view of life
- c) Select and determine procedures, methods and teaching and learning techniques which is considered the most appropriate and effective so that it can be used as a guide by teachers in carrying out their teaching activities.¹³

Establish norms and minimum limits for success or criteria as well as standards of success so that they can be used as guidelines by teachers evaluate the results of subsequent teaching and learning activities used as feedback for improving the instructional system full concerned.

From the explanation above, it can be seen that the use of strategies in. The teaching and learning process is very important in achieving. The learning objectives themselves are in accordance with the expectations to be achieved.

¹³ Syaiful Bahri Djamarah, Strategi Belajar Mengajar, (Jakarta: Rineka Cipta, h. 5- 6) 2006

b. I Here By Resolve Learning Strategies

The I Here By Resolve learning strategy is a strategy that widely practiced to obtain commitment to carry out what is done have studied in class. This strategy is also an excellent way to Syaiful Bahri Djamarah, Teaching and Learning Strategies, helps students remember lessons that have been completed a long time ago. Students required to pay attention to the lesson and write down on paper what is they haven't understood in the lesson. It also stated in the Qur'an that:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

Translation:

Read in the name of your Lord who created".¹⁴

This verse emphasizes the importance of learning, reading, and seeking knowledge with sincerity and purpose. It encourages learners to begin the process of understanding and reflection by connecting their learning activities to divine guidance and awareness of the Creator. I Hereby Resolve Strategy is a learning strategy that encourages students to make a personal and verbal commitment toward their learning goals. This strategy is rooted in the psychological concept of self-affirmation and goal-setting, which helps students become more responsible and motivated in performing tasks. In speaking classes, the I Hereby Resolve phrase is used as a structured prompt to help students set specific

¹⁴ Kementrian Agama RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*, (Semarang: PT. Karya Toha Putra, 2021)

intentions for improvement,

This strategy creates a psychological contract between the student and their learning objective, fostering ownership and engagement. It also builds students' confidence as they practice making public affirmations in English, which aligns with speaking skill development.

The I Hereby Resolve Strategy is a personal goal-setting and self-affirmation technique designed to improve learners' motivation, responsibility, and performance in learning, especially in language acquisition. This strategy was originally popularized in educational psychology to promote student engagement through verbal commitments.

The I Hereby Resolve learning strategy is an instructional technique designed to encourage students to actively use the target language, particularly in developing their speaking skills. The essence of this strategy lies in making personal statements or resolutions beginning with the phrase "I Hereby Resolve....," which serves as a stimulus for students to express their ideas, commitments, or intentions in English. By doing so, students are guided to construct meaningful sentences based on their own experiences, plans, or aspirations, which makes the speaking activity more authentic and relevant to their daily lives.

This strategy fosters self-expression, motivation, and confidence, as each student has the opportunity to share their resolutions without the fear of being judged. It allows learners to practice vocabulary, grammar,

and pronunciation within a meaningful communicative context. Moreover, the I Hereby Resolve strategy helps reduce anxiety because students are not pressured to deliver lengthy or complex speeches; instead, they can start from simple sentences and gradually develop their fluency.

In the classroom, teachers can apply this strategy by asking students to create personal resolutions at the beginning of a lesson, during practice sessions, or as a reflection at the end of learning. The activity can be conducted individually, in pairs, or in groups, and can be combined with other interactive techniques such as peer feedback, role play, or discussion.

In the context of English language teaching, especially in speaking classes, this strategy can be used to motivate students to actively participate and push past their fear of making mistakes. This type of affirmation helps in:

- a) Encouraging intrinsic motivation.
- b) Strengthening students' accountability for their learning process.
- c) Reducing language anxiety by promoting a positive mindset.
- d) Reinforcing learner autonomy and persistence.

The use of this strategy aligns with constructivist learning theory, which emphasizes active participation and self-direction in learning. It

also draws from goal-setting theory, where students who set specific, challenging, yet achievable goals tend to perform better than those who do not. In practical application, teachers can guide students to make their resolutions at the beginning of a speaking lesson, either orally or in writing. These resolutions serve as both personal goals and reflective tools, encouraging learners to evaluate their own progress and effort after the session. In language learning, especially speaking, using I Hereby Resolve strategy can help reduce anxiety, increase motivation, and improve learners' willingness to communicate. Therefore, this strategy is potentially effective in improving students' speaking performance, particularly in fluency, accuracy, and comprehensibility, I Hereby Resolve Strategy is not merely a motivational tool but an instructional strategy that has the potential to significantly enhance learners' speaking skills by increasing their self-awareness, commitment, and language use in authentic contexts.

Melvi Silberman explains the steps of learning strategy I Here By Resolve, namely:

1. Instruct students to tell you what they took from class. Jot down their thoughts and display them like a list mixed
2. Give students one blank sheet of paper and one envelope
3. Invite them to write a letter to themselves that shows what they (personally) took away from the lessons, steps what they take to

use, what they have learned or continue learning more about the subject according to his own way. Suggest that they start the letter with the words "I hereby decide."

4. Inform them that the letter is confidential. ask them Put it in an envelope, address it to yourself, and glue it envelope.
5. Ask students to post, write on the envelope what date want you to reply to them, promise to send letters to participants when they request them.¹⁵

The strategy of "I Hereby Resolve" is based on the idea of making a formal, clear commitment to oneself about a specific learning goal, habit, or outcome. It emphasizes the power of self-declaration to create motivation and accountability.¹⁶ When a learner uses this strategy, they are essentially setting an intention and publicly or privately declaring that they are committed to achieving a particular objective.

c. Step of implementation I Here By Resolve Strategy

The implementation of the I Hereby Resolve strategy can be carried out through several systematic steps to ensure that students are actively engaged in the learning process and gain confidence in using English. The steps are as follows:

1). Preparation Stage

¹⁵Syaiful Bahri Djamarah, Strategi Belajar Mengajar, (Jakarta: Rineka Cipta, h. 6-7) 2006

¹⁶Mel Silberman, Active Learning 101 Strategi Pembelajaran Aktif, (Yogyakarta: Pustaka Insan Madani) 2009

The teacher begins by explaining the purpose of the activity and introducing the phrase “I Hereby Resolve ...” as the central pattern for students to use. At this stage, the teacher may provide examples of resolutions related to daily life, study habits, or personal goals to help students understand the structure.

2). Guided Practice

Students are then guided to create their own simple resolutions using the phrase provided. The teacher may scaffold the process by offering key vocabulary, sentence structures, or prompts, such as health, study, friendship, or hobbies, to help students generate ideas.

3). Individual Expression

Each student writes down and practices their resolution. They are encouraged to say their resolution aloud, either to themselves or in small groups, in order to build fluency and confidence before speaking in front of others.

4). Sharing Session

Students present their resolutions orally, either in pairs, small groups, or in front of the whole class. This sharing session creates a communicative environment where students listen, respond, and give feedback to one another, thereby improving interaction and reducing anxiety.

5). Reflection and Feedback

After the activity, the teacher provides constructive feedback on students' pronunciation, vocabulary use, and sentence construction. Students may also reflect on their own performance and identify areas for improvement. This stage helps them become more aware of their progress in speaking skills.

6). Follow-up Activity

To reinforce the learning, teachers can assign follow-up tasks such as writing a short paragraph about their resolution, creating a dialogue based on it, or tracking their progress toward achieving the resolution. This extension ensures that the speaking practice is connected with other language skills.

Through these steps, the I Hereby Resolve strategy becomes an effective medium for students to practice English speaking in a structured yet meaningful way. It promotes confidence, creativity, and active participation in the classroom.

d. Strengths and Weaknesses of the I Here By Resolve Strategy

Every strategy used in the teaching and learning process has its own strengths and weaknesses. Strengths and weaknesses of the I Here By Resolve strategy that is:

a. Strengths

- 1) Students concentrate on lessons

2) Make students braver to ask questions

b. Weakness

1) The class became noisy.

2) Students sometimes find it difficult to understand the content of the material

c. **The Concept of Speaking Skill**

a. Definition of Speaking skill

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four language skills, which are: Listening. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation.¹⁷ Of course, some people talk to themselves. In fact, some English learners practise speaking standing alone in front of a mirror.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information , Its form and meaning are dependent on the context in which it occurs, including the

¹⁷ C. A. Hikmet, "The effects of English teaching methods course on the English Department of Kabul Education University on secondary school English teachers," Master's thesis), University of Massachusetts Amherst (2009).

participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Speaking skill refers to the ability to communicate effectively and fluently in spoken language. It involves expressing thoughts, ideas, and information clearly and appropriately in a conversation or speech. Speaking skill is a key component of oral communication, one of the fundamental ways humans exchange information. It requires not just the mechanical ability to produce sounds and words but also the cognitive skills to structure sentences, use appropriate speaking, understand the context, and engage in meaningful interaction.

Speaking is one of the four core skills in language learning, along with listening, reading, and writing. It is considered the most complex and demanding skill because it involves real-time processing and interaction. Mastery of speaking involves not only the ability to produce language but also to interact effectively and appropriately in various communicative contexts.

b. Key Components of Speaking Skill

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency and ect.¹⁸

¹⁸ Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.

1. Fluency:

This refers to the ability to speak smoothly and at a natural pace without unnecessary pauses or hesitations. A fluent speaker can articulate their ideas clearly and coherently, making it easy for listeners to understand and follow.

2. Pronunciation:

Proper pronunciation is crucial for effective communication. It involves articulating words clearly and correctly so that listeners can easily recognize them. Mispronunciation can lead to misunderstandings, especially in languages with complex pronunciation rules.

3. Vocabulary:

Having a wide and varied vocabulary helps a speaker express themselves more appropriately. The use of correct and rich vocabulary allows for more detailed, nuanced, and clear communication, which is essential for effective speaking.

4. Grammar and Sentence Structure:

The ability to form grammatically correct sentences is essential for clarity. Incorrect grammar can confuse listeners or give the impression that the speaker lacks proficiency in the language.

5. Comprehension:

Although speaking is about expressing ideas, it also involves being able to listen and comprehend what others are saying.

Effective speakers can engage in dialogue by responding appropriately based on what the other person has communicated.

c. Importance of Speaking Skill:

Good speaking skills help students communicate effectively in various situations, whether it's a casual conversation, a formal presentation, or a business meeting. They are essential for sharing information accurately, persuading others, and building strong relationships.¹⁹

1. Social Interaction:

Speaking is a primary means of interacting with others, whether in casual conversations, debates, discussions, or public speaking engagements. Good speaking skills help individuals express their ideas, understand others, and build relationships.

2. Professional Success:

In the workplace, strong speaking skills are crucial for tasks such as giving presentations, participating in meetings, negotiating, and networking. Professionals who can communicate clearly and persuasively are often seen as more competent and confident.

3. Educational Success:

In an academic context, speaking skills are essential for participating in class discussions, giving oral presentations, and communicating effectively with peers and instructors. Being able to

¹⁹ Midmine Global “Boost Your Career: The Importance of Speaking Skills” July 30, 2024

express ideas clearly in spoken form is often just as important as writing.

4. Building Confidence:

Effective speaking builds confidence. When individuals can communicate well, they feel more capable of contributing to discussions, expressing opinions, and asserting themselves in different situations.

5. Cultural Understanding:

In a globalized world, speaking skills, especially in second languages, are important for cross-cultural communication. Effective speakers can bridge cultural gaps and enhance mutual understanding through language.

c. Improving Speaking Skills:

Improving speaking skills involves regular practice and engaging in activities that challenge and develop both the form (grammar, speaking, pronunciation) and function (ability to interact, engage, and express ideas) of language use.²⁰ Here are some common ways to improve speaking skills:

- 1) Practice Speaking Regularly: Engage in conversations with friends, colleagues, or language partners. Participate in public speaking or join groups like Toastmasters to practice and improve your speaking abilities.

²⁰ Basic, L. 2011. Speaking Skill: An obstacle to a second language learning. Brown, H. Douglas. 2007. Principles of Language Learning and Teaching. New York

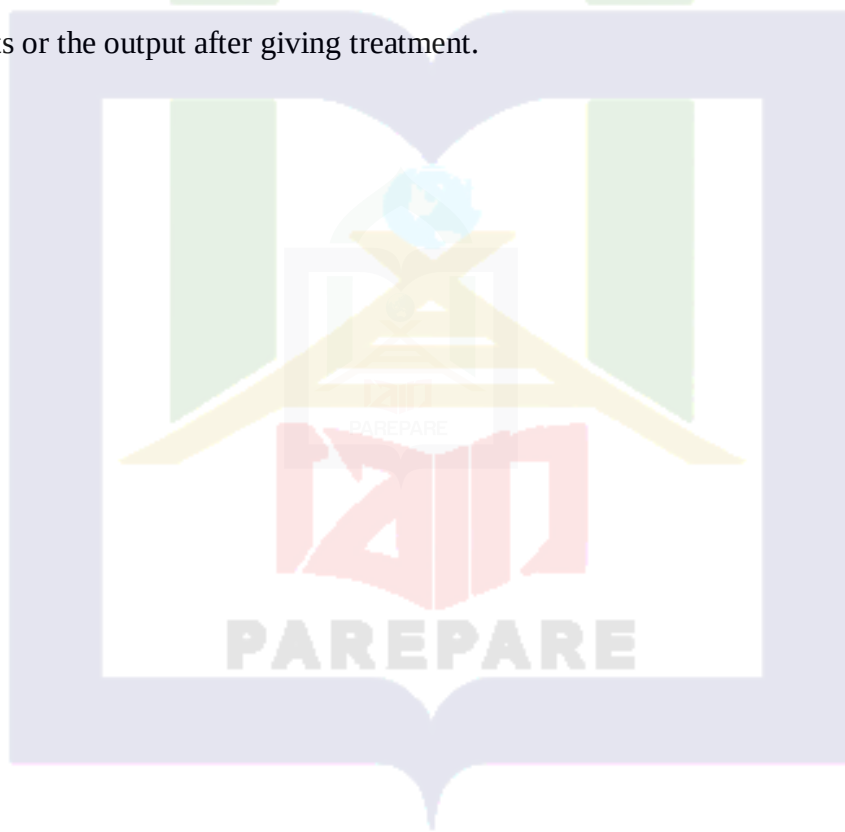
- 2) **Expand Your Speaking:** Read books, watch movies, or listen to podcasts in the target language to learn new words and phrases. Use these words in conversations to increase your speaking range.
 - 3) **Focus on Pronunciation:** Listen carefully to native speakers and imitate their pronunciation, stress, and intonation patterns. Using resources like language apps or YouTube videos can help with this.
 - 4) **Record Yourself:** Recording your speech and listening to it afterward can help you identify areas for improvement, such as pronunciation or fluency.
 - 5) **Engage in Active Listening:** Listening carefully to others helps you improve your own speaking by mimicking effective communication techniques and learning from others.
 - 6) **Take Public Speaking or Debate Classes:** Joining classes where you can practice speaking in front of an audience will help you become more comfortable with speaking and improve your communication skills in formal settings.
 - 7) **Seek Constructive Feedback:** Ask for feedback from teachers, peers, or mentors about your speaking performance. Constructive criticism helps you identify areas to work on.
 - 8) **Think in the Language:** If you're learning a second language, try to think directly in that language instead of translating from your native language. This can improve fluency and speed when speaking.
- Speaking skill is a crucial aspect of communication that allows

individuals to express themselves clearly and effectively in various situations. It is not only about the ability to articulate words but also involves using appropriate non-verbal cues, understanding the context, and engaging the listener. Developing strong speaking skills contributes to personal success, professional development, and social connection, making it one of the most essential skills in both academic and real-life situations. Whether in formal presentations, casual conversations, or language learning, effective speaking fosters better communication and opens up opportunities for growth and success.

Based on the explanation above, the researcher given definition that Speaking is key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. social contact in interactive language functions is a key importance and in which is body language, gestures, eye contact, physical distance and other nonverbal messages. From some definitions above it can be concluded that speaking skill is always related to communication.

Based on the statement above, the researcher focuses on teaching speaking skill by using I here by resolve strategies. In this research, the students will be given a pre-test to know the students improvement in English speaking skill before giving treatments. After that, they will be given some treatment as a process of learning speaking by using I here by strategies.

After conducting both items, the researcher comes to the last items namely giving a post-test to know whether any significant development to the students or the output after giving treatment.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed pre experimental research design, which was commonly used in educational research to examine the effect of a treatment or strategy on a particular learning outcome.²¹ Instead, it utilized existing classes or groups that have already been formed, making it more practical in real classroom settings.

The purpose of using a pre-experimental design in this study were determine the effectiveness of the I Hereby Resolve strategy in improving students' speaking skills. One groups of students be involved: the experimental group, which taught using the I Hereby Resolve strategy.²²

The comparison between the pre-test and post-test results of the researcher to identify whether the used of the I Hereby Resolve strategy significantly influences students' speaking performance. This design considered appropriate because it provide a reliable way to measure the effectiveness of the teaching strategy while accommodating the natural classroom environment where random assignment is often not feasible. The design of this research was pre-experimental design with group pre-test and post-test. The formula was presented as follow

Acitviities	Pretest	Treatment	Posttest
Class	XI	X	X2

²¹ The Use of Experimental Methods by IS Scholars: An Illustrated Typology Marta Ballatore, Lise Arena, Agnès Festré 2020

²² Experiential learning theory (ELT), dasar model pembelajaran experiential learning, dikembangkan oleh David Kolb sekitar awal 1980

Where:

XI: pre-test

X: Treatment with I Hereby Resolve

X2: Post-test²³

B. Location and Duration of the Research

The location of the research took place at SMAN 1 PAREPARE. The researcher used quantitative research methods that involve several rounds of data collection and analysis. Therefore, the researcher allocated one month to collecting the data with 7 meetings.

C. Population and Sample

1. Population

The population of this research was the students of the SMAN 1 PAREPARE.

Table 3.1 The Total of Second Years Students of SMAN 1 PAREPARE

NO.	Class	Total
1	XI.1	34
2.	XI.2	30
3.	XI.3	34
4.	XI.4	33
5.	XI.5	35
6.	XI.6	33
7.	XI.7	32

²³ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015)

8.	XI.8	31
9.	XI.9	30
10.	XI.10	29

2. Sample

Azwar states that a sample was a part of the population. A sample was a group selected from a population for observation. In this study, the researcher used cluster random sampling as the sampling technique to determine the class sample. The researcher chose class XI.8 as the sample of this research because the students showed homogeneity in their speaking scores compared to other classes. The term homogeneity in this context means that the students had similar scores, especially in speaking tests, based on the researcher's prior observation when conducting teaching practice in that class. The sample can be explain below:

Table 3.2 Sample of the research

No	Category Class	Class	Number Students
1	Treatment	XI.8	31

D. The Instrument of the Research

In order to the research data have high enough quality, therefore the instrument that was used must meet requirements as good instruments. Instrument was used to collect data in research and it was one of the significant steps in conducting the research. Therefore, the researcher must choose some instruments in data collecting process.

The instrument that was used in this research was speaking test by using I Hereby Resolve strategy. The researcher applied pretest and posttest. Pretest was taken before doing an experimental study or before teaching by using I Hereby Resolve strategy. These kinds of test was oral test. The second was Post test, it was taken after doing an experimental study or after teaching by using I Hereby Resolveas media. These kinds of tests were oral test by asking the students to speak orally.

E. Procedure of Collecting Data

1. Pre-test

To ascertain students' speaking skill prior to treatment, researchers administered a pre-test researcher used the I Hereby Resolve technique. The researcher evaluated the students' work to determine areas in which they were deficient in speaking skill after administering the pre-test. The researcher then used the same technique in order to enhance their speaking skill.

2. Treatment

After completing the pre-test, the researcher administer the treatment to the students in the classroom over the course of several meetings. The researcher applied the process to each activity. The treatment conducted for treatment class as explain below:

Meeting	Experimental Class (I Hereby Resolve Strategy)
1. Introduction	The researcher explained the purpose of the study and introduce the phrase “I Hereby Resolve ...”. Students given simple examples of

	resolutions to model the target structure.
2. Guided Practice	Students practiced making simple resolutions using prompts (e.g., study, health, hobbies). The teacher guided students in constructing sentences and encourage them to say them aloud.
3. Individual Practice	Each student created their own “I Hereby Resolve ...” statement and practice saying it aloud. They worked individually and then share with a partner.
4. Sharing Session	Students presented their resolutions in small groups or in front of the class. The teacher encouraged peer feedback and responses to foster interaction.
5. Feedback and Reflection	The teacher provided feedback on pronunciation, grammar, and vocabulary. Students reflected on their own progress and confidence in speaking.
6. Follow-up Activity	Students asked to write a short paragraph about their resolution and track their progress in the next meeting.

3. Post-test

After providing treatment, the researcher given a post-test to students to assess the results of the treatment and measure students' speaking skill achieved after giving treatment by using I Hereby Resolve strategy.²⁴

²⁴ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), Cet.Ke-4. P. 243

F. Technique of Data Analysis

In this study, the data analysis method would be the t-test, normality, and homogeneity statistical analyses. These statistical analyses are conducted in phases, beginning with the data generated in the normality test and proceeding with the homogeneity test and, lastly, the t-test, to illustrate the differences between the pre- test and post-test results for each group-control and experiment class. It was calculated using software known as SPSS 26.

1. Test of Normality

To determine whether the data was already distributed normally, the normality

Shapiro-Wilk and Kolmogorov-Smirnov tables were used in the analysis. By selecting the analyze menu – descriptive statistics – explore in the SPSS software, the researcher conducted analysis. There were two principles to consider when making a decision: a Sig value more than 0.05 indicates a normally distributed data set, whereas a Sig value less than 0.05 indicates a non- normal data distribution.

2. Test of Homogeneity

To determine if two classes were the same or not, the homogeneity test was utilized. To perform a T-test, this test-also known as the normalcy test-becomes necessary. By selecting the analyze menu-descriptive statistics explore in the SPSS software, the researcher conducted analysis. Two criteria was also used to determine the final

decision: a Sig value more than 0.05 indicates that the data were homogeneous, while a Sig value less than 0.05 indicates that the data were not.

3. T-test

To ascertain whether the means of test findings from two groups differ significantly, a statistical technique known as the t-test is employed (Hayes, 2021). The t-test was separated into three groups based on the samples: one sample T-test, paired sample T-test, and independent sample T-test. Because it calculates the difference in mean between two unpaired samples, this study also used an independent sample T-test. By selecting the analyze menu – compare means – independent samples T-Test in SPSS software, the researcher conducted an analysis. Two principles were used to make the ultimate decision:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Ceterangan :

$\bar{X}_1$ = Mean Group 1

$\bar{X}_2$ = Mean Group 2

S_1^2 = Varian Group 1

S_2^2 = Varian Group 2

n_1 = Total Sample Group 1

n_2 = Total Sample Group 2

- a. There is no significant effect if the Sig. (2-tailed) value was less than 0.05.
- b. On the other hand, no significant effect is seen if the Sig. (2-tailed) value was greater than 0.05.

4. Effect size

Effect size was a type of statistical analysis to measure how far the T-test measurement effects/ which level the significance whether low, medium, or high. Mostly determining the effect size used a formula Cohen. The researcher calculated it through Microsoft Excel.

Table 3.3 Scoring Rubric²⁵

Aspect	5	4	3	2	1
Fluency	Speaks fluently with minimal hesitation and natural flow	Minor hesitation, flow remains smooth	Some hesitation that slightly affects flow	Frequent pauses and hesitations	Very halting and disjointed speech
Grammar	Uses accurate and complex grammar structures without noticeable errors	Minor grammatical errors that do not affect meaning	Noticeable errors affecting some clarity	Frequent grammatical errors interfering with meaning	Grammar makes understanding very difficult

²⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004).

Vocabulary	Uses wide range of vocabulary appropriately and precisely	Good range with few misuses	Limited range; occasionally inappropriate choices	Repetition and limited word choice	Inappropriate or very limited vocabulary
Pronunciation	Clear and accurate pronunciation; easily understood	Minor mispronunciations but understandable	Some mispronunciations that affect understanding	Many mispronunciations; hard to understand	Pronunciation hinders comprehension greatly
Comprehensibility	Message is fully understood with no effort from listener	Message mostly clear with little effort	Message understandable with some effort	Message hard to follow; needs repetition	Message not understood without guessing

2. Classifying the score of students by using following scale:

Tabel 3.4 Score of Students' Clasical Achievement

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²⁶

²⁶ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2011)*,p.245.

(Score: Suharsimi Arikanto, 2013;281)

3. Percentage of students' skill score using the following formula:

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

Where:

P: Percentage

F: Frequency

N: Total Number of Students

To find out the average score following formula:

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

Where:

$\bar{x}$: Mean Score

$\sum x$: The total number of the students score

N : The number of student.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of this research present the results of implementing the I Hear and I Resolve (IHIR) strategy to improve students' speaking skills at Senior High School 1 Parepare. To examine the effectiveness of this strategy, the researcher conducted treatments in class XI.8 as the treatment class consisting of 31 students. The treatment received systematic instruction using the I Hear and I Resolve strategy during speaking activities. Through this experimental design, the researcher was able to compare the progress of both groups and determine the extent to which the I Hear and I Resolve strategy contributed to enhancing students' speaking performance

1. Students Speaking Skill at SMAN 1 Parepare

The students speaking skill can be described based on the experimental class and control class which describe below:

a. Experimental Class (Class XI.8)

Table 4.1 Pre and Posttest of Experimental Class

No	Name Initial	Pretest	Posttest
1	AD	55,00	90,00
2	AH	75,00	90,00
3	AHM	45,00	65,00
4	ZAH	65,00	85,00
5	AIS	45,00	75,00
6	AND	55,00	90,00
7	ANG	50,00	70,00

8	AQ	50,00	85,00
9	ARI	45,00	70,00
10	ASH	55,00	90,00
11	ATH	50,00	80,00
12	FEM	55,00	80,00
13	FIL	60,00	80,00
14	FIR	55,00	85,00
15	HID	50,00	80,00
16	ISM	55,00	85,00
17	REZ	55,00	85,00
18	KOU	70,00	75,00
19	MON	55,00	100,00
20	MUH.	55,00	70,00
21	MUH	45,00	55,00
22	MUH	65,00	95,00
23	MUHA	50,00	100,00
24	MUHA	55,00	100,00
25	MUHA	65,00	90,00
26	MUHA	50,00	85,00
27	MUL	60,00	80,00
28	NUR	65,00	80,00
29	NURUL	50,00	90,00
30	PUT	55,00	90,00
31	REZ	55,00	85,00

Sources: *Data Output Excel*

The findings of the study indicate a substantial improvement in the speaking skills of students in the experimental class (XI.8) at SMAN 1 Parepare after being taught using the *I Hear and I Resolve* strategy. The comparison between pretest and posttest scores demonstrates that all students experienced an increase in their speaking performance, with initial scores ranging from 45.00 to 75.00 and rising significantly to between 55.00 and 100.00 after the treatment.

This consistent upward trend across all participants reflects the effectiveness of the strategy in enhancing key aspects of speaking such as Fluency, Grammar, Vocabulary, Pronunciation and Comprehensibility.

Table 4.2 Frequency of Pre-Test

PRE TEST EXPERIMENTAL CLASS				
No	Category	Range	Frekuensi	Presentase %
1	Very Good	80-100	0	0.00%
2	Good	66-79	2	6.45%
3	Fair	56-65	6	19.35%
4	Poor	40-55	23	74.19%
5	Very Poor	<39	0	0.00%
Jumlah			31	100%

Sources : Result of Microsoft Excel

Based on the results of the pre-test in the experimental class, the majority of students demonstrated low speaking proficiency across key components such as fluency, grammar, vocabulary, pronunciation, and comprehensibility. As shown in Table 4.2, 74.19% of students fell into the “Poor” category, indicating that most learners struggled to express ideas smoothly, construct grammatically accurate sentences, select appropriate vocabulary, produce clear pronunciation, and convey meaning effectively. Only a small portion of students achieved the “Good”

category (6.45%) or “Fair” category (19.35%), while none reached “Very Good.” These findings suggest that before the implementation of the teaching strategy, students' speaking skills were generally limited.

Table 4.3 Frequency of Post-test

POST TEST EXPERIMENTAL CLASS				
No	Category	Range	Frekuensi	Presentase %
1	Very Good	80-100	24	77.42%
2	Good	66-79	5	16.13%
3	Fair	56-65	1	3.23%
4	Poor	40-55	1	3.23%
5	Very Poor	<39	0	0.00%
Jumlah			31	100%

.The post-test results of the experimental class demonstrate a significant improvement in students' speaking performance across essential components such as fluency, grammar, vocabulary, pronunciation, and comprehensibility. As shown in Table 4.3, a majority of students (77.42%) achieved the “Very Good” category. An additional 16.13% reached the “Good” category, reflecting competent speaking ability, while only a small percentage remained in the “Fair” and “Poor” categories (each 3.23%). Notably, no students were classified as “Very Poor.” These results suggest that after treatment I Hereby Resolve strategy,

students experienced substantial growth in their overall speaking skills, highlighting the effectiveness of the implemented strategy

Table 4.4 Descriptive Analysis

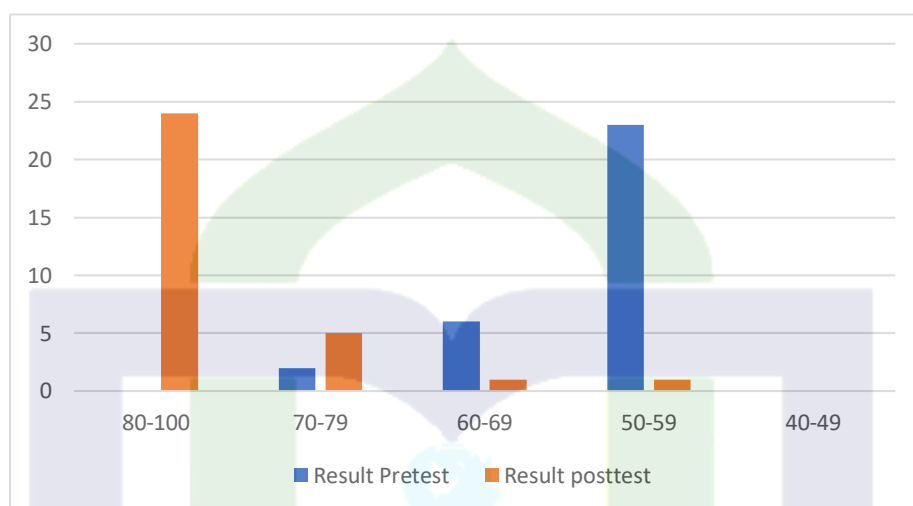
		Pre_test	Post_test
N	Valid	31	31
	Missing	0	0
Mean		54,83	81,55
Median		55,00	85,00
Mode		55,00	80,00
Std.Deviation		6,75	10,84
Variance		45,60	117,52
Minimum		45,00	55,00
Maximum		75,00	100,00
Sum		1645,00	2365,00

Sources : SPSS Data

The descriptive analysis in Table 4.4 shows a clear and substantial improvement in students' speaking performance from the pre-test to the post-test. The mean score increased from 54.83 in the pre-test to 81.55 in the post-test, indicating overall progress in students' mastery of speaking components such as fluency, grammar, vocabulary, pronunciation, and comprehensibility. The median also rose notably from 55.00 to 85.00, suggesting that most students achieved higher proficiency after the treatment.

According to the descriptive analysis that pretest categorized as **Poor Category**. While posttest categorized as **Very Good Category**.

Picture 4.1 Diagram of Students Speaking



The comparison between the pre-test and post-test results clearly shows a substantial improvement in students' speaking ability after the implementation of the instructional strategy. In the pre-test, none of the students achieved scores in the 80–100 range, whereas in the post-test, 24 students reached this highest category, indicating a strong enhancement in fluency, grammar, vocabulary, pronunciation, and comprehensibility. Likewise, the number of students in the 70–79 range increased from only 2 to 5 students, demonstrating further upward progress.

The I Hereby Resolve strategy improves students' speaking skills by guiding them through a structured, reflective, and communicative process that strengthens key aspects of oral performance. This strategy encourages students to actively listen, identify their speaking weaknesses, and make personal resolutions to improve specific components such as fluency, grammar, vocabulary,

pronunciation, and comprehensibility. During speaking activities, students first observe and evaluate their own performance, then set clear goals for improvement.

The strategy promotes repeated practice and self-monitoring, allowing students to internalize corrections and build confidence through continuous improvement. As a result, students become more engaged, motivated, and intentional in their speaking tasks, leading to significant and measurable gains in their overall speaking.

Table 4.9 Hypothesis Test

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	Experimental	87.879	11.7798	1.234	76.45	83.25	2.459	30	.000

Based on the results of the paired samples test, the analysis shows a statistically significant difference between the pre-test and post-test scores in the experimental class. The mean difference of 87.879 indicates a substantial improvement in students' speaking performance after the instructional treatment. The standard deviation of 11.7798 and standard error of 1.234 reflect relatively stable score differences among participants. The 95% confidence interval ranges from 76.45 to 83.25, confirming that the true mean difference lies within this interval and does not cross zero, which strengthens the evidence of a real effect. The obtained t-value of 2.459 with 59 degrees of freedom and a significance value

of 0.000 ($p < 0.05$) indicates that the difference between the paired scores is statistically significant. The result showed t-value of 2.459 and t tabel was 1.695 which can be conclude that ($2.459 > 1.695$) the hypothesis stating that the I Hereby Resolve strategy improves students' speaking skills is accepted, demonstrating that the strategy had a meaningful and positive impact on student performance.

According to the result findings the researcher explained the implementation of I Hereby Resolve strategy in improving students' speaking skills in the table below:

No.	Implementation Stage	Description of Activities
1	Preparation Stage	The teacher introduces the learning objectives and presents the phrase "I Hereby Resolve ..." as the main pattern. Examples of resolutions related to daily life (I Hereby Resolve <i>to wake up early</i>) and hobbies (I Hereby Resolve <i>to practice playing guitar every day</i>) are provided to help students understand context and sentence use.
2	Guided Practice	Students are guided to create resolutions based on themes of daily routines (studying, exercising, helping at home) and hobbies (reading, drawing, cooking, sports). The teacher provides vocabulary lists and sentence frames to help students form accurate and meaningful statements.

3	Individual Expression	Each student writes their own resolution related to daily activities or hobbies. Students practice speaking their resolution aloud individually or in small groups to build fluency and confidence before formal presentation.
4	Sharing Session	Students present their resolutions orally to partners, small groups, or the entire class. They listen to each other's daily-life and hobby-related resolutions and respond using simple expressions, promoting interaction and reducing speaking anxiety.
5	Reflection and Feedback	The teacher gives feedback on pronunciation, fluency, vocabulary, and grammatical accuracy. Students reflect on how well they expressed their daily-life or hobby-based resolutions and identify what aspects need improvement.
6	Follow-up Activity	Students complete follow-up tasks, such as writing a short paragraph about how they will practice their resolution in daily life, creating a dialogue based on their hobby, or recording themselves practicing their resolution to monitor progress.

Four clear points explaining how the I Hereby Resolve strategy improves

students' speaking skills based on the key indicators: Fluency, Grammar, Vocabulary, Pronunciation, and Comprehensibility can be explained below:

1. Enhancing Fluency Through Repetitive

The researcher concludes that students' speaking fluency improved because the I Hereby Resolve strategy provides a repetitive yet meaningful speaking structure. When students continuously practice producing sentences beginning with "I Hereby Resolve....," they gain confidence in initiating and sustaining speech. This repetition lowers hesitation and allows students to speak more naturally over time.

The classroom interactions such as guided practice, peer sharing, and oral presentations require students to speak repeatedly in front of others. This frequent exposure helps them overcome anxiety and enhances their ability to produce longer utterances with fewer pauses. Therefore, the researcher concludes that the strategy significantly strengthens students' fluency

2. Improving Grammar Accuracy Through Patterned Sentence

The researcher concludes that students' grammatical accuracy improved because the I Hereby Resolve pattern provides a clear and consistent sentence structure. By repeatedly using "I Hereby Resolve to + verb," students internalize the correct syntactic form. This structured model reduces errors and supports the development of accurate sentence formation.

The feedback sessions allow students to identify and correct their grammatical mistakes. Teacher guidance helps them notice incorrect verb forms, missing words, or improper sentence structures. As students revise and restate their resolutions, their grammatical precision improves. Based on these observations, the researcher concludes that the strategy effectively enhances students' grammar mastery.

3. Vocabulary Through Themed Resolutions Based on Daily Life and Hobbies

The researcher concludes that students' vocabulary improved because the strategy requires them to choose topics related to daily life and hobbies, which naturally introduces new words. Students learn and use vocabulary associated with studying, exercising, socializing, and other activities as they formulate their resolutions.

During the guided practice stage, the teacher provides thematic word lists and prompts to support students in expressing their ideas. This explicit vocabulary support enables students to access lexical choices they may not have known before.

4. Improving Comprehensibility Through Oral Presentation and Feedback

The researcher concludes that students' comprehensibility improved because the strategy includes structured oral presentations that require them to articulate their resolutions clearly. As students deliver their statements, they become more aware of how to organize ideas logically and deliver them in a way listeners can understand. This consistent practice enhances their clarity and coherence.

Interaction plays an important role in improving comprehensibility. During the sharing session, students listen to each other and provide simple feedback on parts that are unclear. This experience helps students become more aware of how their speech is perceived by others, encouraging them to adjust their pronunciation, pacing, and clarity.

After completing the pre-test, the researcher administered the treatment to the students in the experimental class over four meetings. The treatment aimed to improve students' speaking ability by applying the I Hereby Resolve Strategy.

1. First Meeting (Daily Activities)

The first meeting focused on *Daily Activities* and aimed to introduce students to the *I Hereby Resolve Strategy* as a way to improve their speaking ability. The activities were designed to familiarize students with the sentence structure, build confidence in speaking, and help students connect the language use with their everyday routines.

a) Opening Class

- 1) The researcher greeted the students, checked attendance, and created a positive learning atmosphere.
- 2) The researcher explained the learning objectives and introduced the topic of daily activities. The phrase “*I hereby resolve ...*” was introduced, and simple examples related to daily routines were provided, such as “*I hereby resolve to wake up early every day.*”
- 3) Students listened and repeated the examples to become familiar with the pronunciation and meaning.

b) Main Class

- 1) The researcher explained how to construct sentences using the *I Hereby Resolve Strategy* and gave several guided examples.
- 2) Students were given prompts related to daily activities such as studying, helping parents, and managing time. Under the researcher’s guidance, students practiced forming and saying their resolutions aloud.
- 3) After guided practice, students individually created their own “*I*

hereby resolve ...” statements and practiced speaking them.

- 4) Some students then shared their resolutions with partners or in front of the class to encourage interaction and confidence.

c) Closing Class:

- 1) The researcher provided feedback on students’ pronunciation, grammar, and vocabulary use.
- 2) Students were asked to reflect briefly on what they had learned and how confident they felt using the new expression.
- 3) The lesson was concluded by summarizing the key points and motivating students to apply their resolutions in daily life before the next meeting.

2. Second Meeting (Hobbies)

The second meeting focused on the topic of Hobbies and aimed to develop students’ speaking ability through the application of the I Hereby Resolve Strategy. In this meeting, students were encouraged to express their commitment to hobbies they enjoy or wish to develop using the target phrase “I hereby resolve.

a) Opening Class

- 1) The researcher greeted the students, checked attendance, and reviewed the material from the previous meeting.
- 2) The topic of hobbies was introduced by asking students simple questions about their favorite activities in their free time.
- 3) The researcher then reminded students of the structure and function of the

phrase “*I hereby resolve ...*” and provided examples related to hobbies, such as “*I hereby resolve to practice playing football every weekend.*”

b) Main Class

- 1) The researcher explained how to develop resolution sentences related to hobbies and modeled several examples.
- 2) Students were given prompts such as sports, music, reading, and art. Through guided practice, students constructed and spoke their resolution sentences aloud with teacher support.
- 3) After that, students independently created their own “*I hereby resolve ...*” statements based on their personal hobbies.
- 4) Students practiced speaking individually and then shared their resolutions with a partner or small group to encourage interaction and confidence.

c) Closing Class

- 1) The researcher provided feedback on students’ pronunciation, sentence structure, and vocabulary use.
- 2) Students were asked to reflect on their speaking performance and participation during the lesson.
- 3) The meeting was concluded by summarizing the material and encouraging students to continue practicing their hobby-related resolutions in their daily lives.

3. Third Meeting (Students Interest)

The third meeting focused on Students’ Interests and aimed to further improve students’ speaking ability through the application of the I Hereby

Resolve Strategy. This meeting encouraged students to express their personal interests and goals confidently by using the target phrase I hereby resolve strategy.

a) Opening Class

- 1) The researcher greeted the students, checked attendance, and reviewed the material from the previous meeting.
- 2) The topic of students' interests was introduced by asking students about subjects or activities they like at school and outside school.
- 3) The researcher recalled the use of the phrase "*I hereby resolve ...*" and provided examples related to students' interests, such as "*I hereby resolve to improve my English speaking skill.*"

b) Main Class

- 1) The researcher explained how to express interests and goals in the form of resolution statements.
- 2) Students were given prompts related to academic interests, talents, and future aspirations. Through guided practice, students constructed sentences using the *I Hereby Resolve Strategy* and practiced speaking them aloud.
- 3) Afterward, students independently created their own resolution statements based on their interests and presented them in pairs or small groups. Peer interaction was encouraged to build confidence and engagement.

c) Closing Class

- 1) The researcher provided feedback on students' pronunciation, grammar, and vocabulary usage.

- 2) Students were asked to reflect on their confidence and ability to express their interests in English. The lesson was concluded by summarizing the key points and motivating students to stay committed to their resolutions.

4. Four Merting (Dreams)

The fourth meeting focused on the topic of Dreams and aimed to strengthen students' speaking ability through the application of the I Hereby Resolve Strategy. In this meeting, students were encouraged to express their dreams and future aspirations confidently by using the target phrase I hereby resolve.

a) Opening Class

- 1) The researcher greeted the students, checked attendance, and reviewed the previous materials.
- 2) The topic of dreams was introduced by asking students about their future ambitions and life goals.
- 3) The researcher recalled the use of the phrase I hereby resolve ...and gave examples related to dreams, such as I hereby resolve to become a successful teacher in the future.

b) Main Class

- 1) The researcher explained how to express dreams in the form of resolution statements using the I Hereby Resolve Strategy.
- 2) Students were provided with prompts related to careers, education, and personal aspirations. Through guided practice, students constructed and practiced speaking their resolution sentences aloud.
- 3) After that, students independently created their own I hereby resolve.

statements about their dreams and presented them in front of the class or in small groups. Peer feedback and interaction were encouraged to build confidence and improve speaking performance.

c) Closing Class

- 1) The researcher provided overall feedback on students' pronunciation, grammar, vocabulary, and fluency.
- 2) Students were asked to reflect on their progress and confidence in speaking compared to earlier meetings.
- 3) The lesson was concluded by summarizing the material and motivating students to continue pursuing their dreams and practicing English speaking skills.

Based on the implementation of the *I Hereby Resolve Strategy* across four meetings, it can be concluded that the treatment provided students with structured and meaningful opportunities to practice speaking English. Through topics such as daily activities, hobbies, students' interests, and dreams, students were gradually guided from simple sentence construction to more confident and fluent oral expression. The step-by-step activities, including guided practice, individual practice, and sharing sessions, helped students improve their pronunciation, grammar, vocabulary, and confidence in speaking.

B. Discussion

The findings of this study indicate that the speaking skill of students at SMAN 1 Parepare improved significantly after the implementation of the I

Hereby Resolve strategy. The pre-test results showed that the majority of students in the pretest were initially categorized as low to moderate speakers, with limited ability to produce accurate and fluent English utterances. This baseline data supports the assumption that students required an intervention that directly targeted key components of speaking performance.

The application of the I Hereby Resolve strategy resulted in remarkable progress. Students moved from predominantly poor and fair categories in the pre-test to predominantly good and very good categories in the post-test. Twenty-four students achieved scores between 80–100 after the treatment. This shift demonstrates that the strategy was effective in enhancing students' confidence, fluency, and clarity in expressing personal resolutions related to daily life and hobbies.

One of the main reasons the class outperformed the repetitive and patterned structure embedded in the strategy, which directly supports fluency. Students repeatedly practiced the phrase “I Hereby Resolve...” followed by their chosen commitments. This research findings supported theory from Midmine Global that structured practice helped minimize hesitation and encouraged smoother speech production. Frequent oral repetition reduced students' anxiety and increased their ability to speak spontaneously.²⁷

The strategy also contributed to the improvement of grammar accuracy. As students consistently constructed sentences based on the same syntactic pattern, they naturally internalized grammatical forms. Guided practice sessions allowed

²⁷ Midmine Global “Boost Your Career: The Importance of Speaking Skills” July 30, 2024

the teacher to model correct structures, while peer sharing helped students become aware of common grammatical mistakes. Over time, students were able to expand their sentences using connectors, reasons, and supporting details, demonstrating noticeable improvement in grammatical competence.

Vocabulary development was another area where the strategy proved beneficial. Since students were asked to create resolutions related to everyday activities and hobbies, they were exposed to a variety of thematic vocabularies such as health, study habits, entertainment, and personal development.²⁸ The strategy encouraged active lexical retrieval, enabling students to use newly learned words in meaningful and communicative contexts. As a result, their vocabulary became richer and more contextually appropriate.

Pronunciation also improved as students practiced delivering their resolutions orally. During the sharing sessions, students repeatedly pronounced specific words and structures, gaining familiarity with English stress patterns and intonation. Teacher feedback allowed students to correct mispronounced sounds and improve articulation. This continuous cycle of practice, correction, and repetition contributed to clearer and more intelligible speech.

According to the theory that comprehensibility was another significant indicator influenced by the strategy. Students were encouraged not only to speak but also to ensure that their listeners understood them. During peer sharing and teacher feedback, students learned how to adjust their speaking speed, emphasize

²⁸ Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.

important information, and structure their ideas logically.²⁹ Over the course of the treatment, their ability to be understood by listeners improved, showing that the strategy helps develop both clarity and coherence.

The hypothesis test further supports the effectiveness of the strategy. The paired samples test showed a significant difference between the pre-test and post-test scores of the experimental and control groups ($\text{Sig} = .000 < 0.05$), indicating that the improvement was statistically significant. This result validates the conclusion that the I Hereby Resolve strategy had a meaningful impact on students' speaking performance and was not due to chance. Overall, the findings confirm that the speaking skills of students at SMAN 1 Parepare improved through the structured and engaging application of the I Hereby Resolve strategy. The strategy created an interactive, student-centered environment, encouraged self-expression, and supported key speaking indicators systematically. Compared to traditional instruction, this approach provided students with stronger motivation, clearer speaking patterns, and more meaningful opportunities to practice spoken English. Therefore, the I Hereby Resolve strategy can be considered an effective and practical method for enhancing students' speaking skills in senior high school contexts.

This findings also relevant to the previous research from Mel Silberman, said advocates for methods that actively involve students in their learning process. He emphasizes the importance of student engagement, motivation, and creating a sense of personal responsibility in the learning process. The strategy of making a

²⁹ Mel Silberman, *Active Learning 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani) 2009

formal resolution such as "I Hereby Resolve" fits well within his broader approach to learning.³⁰ Therefore, the researcher concludes that the implementation of the I Hereby Resolve strategy effectively improves students' speaking skills by promoting consistent practice, meaningful self-expression, and increased confidence in using English.

Learning becomes more effective when students are actively involved rather than passively receiving information. Silberman argues that students learn best when they are mentally, emotionally, and socially engaged in the learning process. The I Hereby Resolve strategy reflects this principle by requiring students to make a clear and personal commitment to speak in English, which increases their sense of responsibility and ownership over their learning outcomes.

³⁰ Book of Silberman, Mel 'Active Learning: 101 Strategies To Teach Any Subject'. ERIC Number: ED424243, publication date 1996

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings related to the research focused on Using I Hereby Resolve Strategy To Improve Students' Speaking Skill at SMAN 1 Parepare, the conclusion can be explained that : The strategy had a significant positive impact on students' speaking performance with descriptive analysis of the experimental class showed a substantial increase in students' achievement, with the mean rising from 54.83 (Poor Category) in the pre-test to 81.55 (Very Good Category) in the post-test while the researcher concludes that the implementation of I Hereby Resolve strategy effectively improves students' speaking skill by encouraging consistent practice, meaningful self-expression, and enhanced confidence in using English.

B. Suggestion

According to the conclusion above, some suggestion can be explained to:

1. For Teacher

Teachers are encouraged to apply the I Hereby Resolve strategy as an alternative approach to enhance students' speaking skills. This strategy provides a structured and meaningful framework that supports students in expressing ideas confidently while practicing fluency.

2. For Students

Students are advised to make full use of the I Hereby Resolve strategy by consistently practicing their spoken English, both inside and outside the

classroom.

3. For Next Researcher

Future researchers are recommended to further explore the effectiveness of the I Hereby Resolve strategy by applying it to different grade levels, language skills, or learning contexts.



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APPENDIX 01

Speaking Test Questions

Using I Hereby Resolve Strategy

Instruction:

Choose *ONE* topic and speak for 2–3 minutes using the phrase “**I Hereby Resolve ...**”. Explain your resolution clearly.

Test Items

1. **Daily Routine**

Make a resolution about your **study habit**. Explain why you choose this resolution.

(Example: studying English, doing homework, reading books)

2. **Daily Life**

Make a resolution about **waking up early or managing your time** at home and school.

3. **Healthy Lifestyle**

Make a resolution related to **exercise or healthy habits** in your daily life.

4. **Helping at Home**

Make a resolution about how you will **help your parents or family members** at home.

5. **Hobby: Sports**

Make a resolution about a **sport** you like and explain how often you will practice it.

6. **Hobby: Arts or Music**

Make a resolution about **drawing, singing, playing music, or other artistic hobbies**.

7. **Reading Habit**

Make a resolution about **reading books, novels, or articles** in your free time.

8. **Technology Use**

Make a resolution about **using your phone or social media wisely** in daily life.

9. **Self-Improvement**

Make a resolution about **improving your English speaking skill** using daily practice.

10. **Free Topic (Daily Life or Hobby)**

Make your own resolution related to **any daily activity or hobby**, and explain your plan to achieve it.

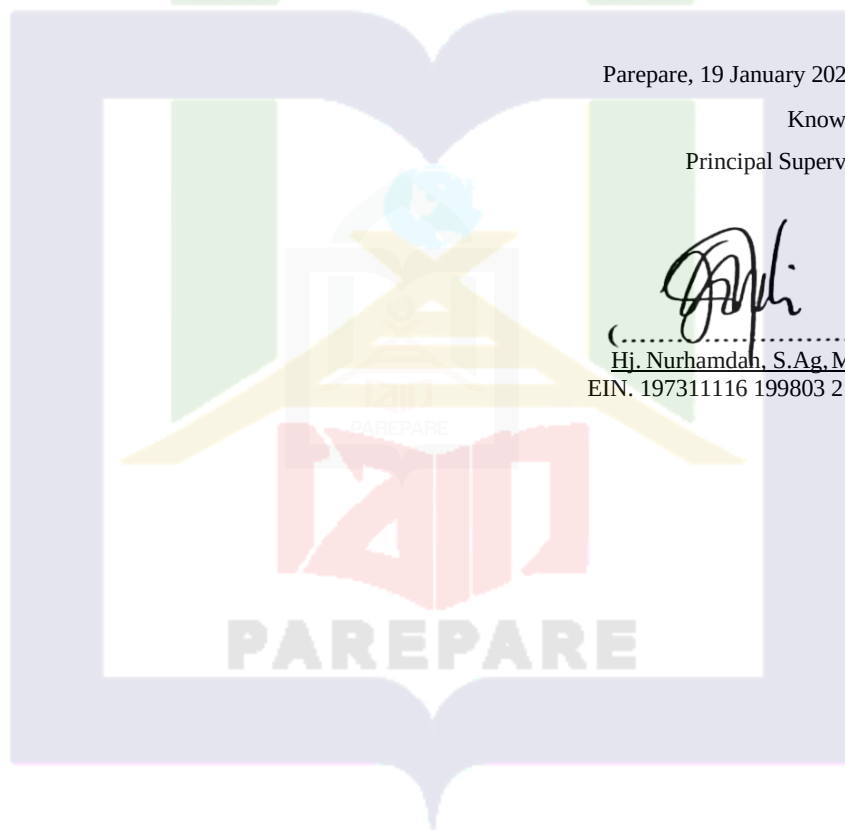
Parepare, 19 January 2026

Knowing:

Principal Supervisor



(.....)
Hj. Nurhamdan, S.Ag, M.Pd
EIN. 197311116 199803 2 007



RUBRIC OF RESEARCH

Aspect	5	4	3	2	1
Fluency	Speaks fluently with minimal hesitation and natural flow	Minor hesitation, flow remains smooth	Some hesitation that slightly affects flow	Frequent pauses and hesitations	Very halting and disjointed speech
Grammar	Uses accurate and complex grammar structures without noticeable errors	Minor grammatical errors that do not affect meaning	Noticeable errors affecting some clarity	Frequent grammatical errors interfering with meaning	Grammar makes understanding very difficult
Vocabulary	Uses wide range of vocabulary appropriately and precisely	Good range with few misuses	Limited range; occasionally inappropriate choices	Repetition and limited word choice	Inappropriate or very limited vocabulary
Pronunciation	Clear and accurate pronunciation; easily understood	Minor mispronunciations but understandable	Some mispronunciations that affect understanding	Many mispronunciations; hard to understand	Pronunciation hinders comprehension greatly
Comprehensibility	Message is fully understood with no effort from listener	Message mostly clear with little effort	Message understandable with some effort	Message hard to follow; needs repetition	Message not understood without guessing

SCORE RESULT

No	Name Initial	Pretest	Posttest
1	AD	55,00	90,00
2	AH	75,00	90,00
3	AHM	45,00	65,00
4	ZAH	65,00	85,00
5	AIS	45,00	75,00
6	AND	55,00	90,00
7	ANG	50,00	70,00
8	AQ	50,00	85,00
9	ARI	45,00	70,00
10	ASH	55,00	90,00
11	ATH	50,00	80,00
12	FEM	55,00	80,00
13	FIL	60,00	80,00
14	FIR	55,00	85,00
15	HID	50,00	80,00
16	ISM	55,00	85,00
17	REZ	55,00	85,00
18	KOU	70,00	75,00
19	MON	55,00	100,00
20	MUH.	55,00	70,00
21	MUH	45,00	55,00
22	MUH	65,00	95,00
23	MUHA	50,00	100,00
24	MUHA	55,00	100,00
25	MUHA	65,00	90,00
26	MUHA	50,00	85,00
27	MUL	60,00	80,00
28	NUR	65,00	80,00
29	NURUL	50,00	90,00
30	PUT	55,00	90,00
31	REZ	55,00	85,00

STUDENTS PRETEST INDICATOR TRANSCRIP

No	Name Initial	Fluency	Grammar	Vocabulary	Pronunciation	Comprehensibility	Pretest
1	AD	10	10	10	10	15	55,00
2	AH	20	15	15	15	10	75,00
3	AHM	10	10	10	10	5	45,00
4	ZAH	15	15	15	10	10	65,00
5	AIS	10	10	10	10	5	45,00
6	AND	10	10	10	10	15	55,00
7	ANG	10	10	10	10	10	50,00
8	AQ	10	10	10	10	10	50,00
9	ARI	10	10	10	10	5	45,00
10	ASH	10	10	10	10	15	55,00
11	ATH	10	10	10	10	10	50,00
12	FEM	10	10	10	10	15	55,00
13	FIL	15	15	10	10	10	60,00
14	FIR	10	10	10	10	15	55,00
15	HID	10	10	10	10	10	50,00
16	ISM	10	10	10	10	15	55,00
17	REZ	10	10	10	10	15	55,00
18	KOU	15	15	15	15	10	70,00
19	MON	10	10	10	10	15	55,00
20	MUH.	10	10	10	10	15	55,00
21	MUH	10	10	10	10	5	45,00
22	MUH	15	15	15	10	10	65,00
23	MUHA	10	10	10	10	10	50,00
24	MUHA	10	10	10	10	15	55,00
25	MUHA	15	15	15	10	10	65,00
26	MUHA	10	10	10	10	10	50,00
27	MUL	15	15	10	10	10	60,00
28	NUR	15	15	15	10	5	65,00
29	NURUL	10	10	10	10	15	50,00
30	PUT	10	10	10	10	15	55,00
31	REZ	10	10	10	10	15	55,00

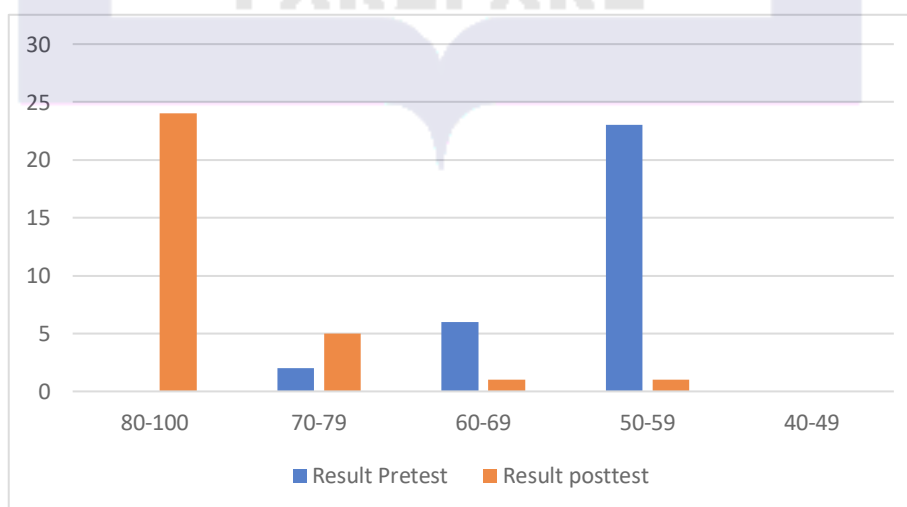
STUDENTS POSTTEST INDICATOR TRANSCRIP

No	Name Initial	Fluency	Grammar	Vocabulary	Pronunciation	Comprehensibility	Posttest
1	AD	20	20	20	15	15	90,00
2	AH	20	20		15	15	90,00
3	AHM	15	15	15	10	10	65,00
4	ZAH	20	20	15	15	15	85,00
5	AIS	15	15	15	15	15	75,00
6	AND	20	20	20	15	15	90,00
7	ANG	15	15	15	15	10	70,00
8	AQ	20	15	15	15	20	85,00
9	ARI	15	15	15	15	10	70,00
10	ASH	20	20	20	15	15	90,00
11	ATH	20	15	15	15	15	80,00
12	FEM	20	15	15	15	15	80,00
13	FIL	20	15	15	15	15	80,00
14	FIR	20	20	15	15	15	85,00
15	HID	20	15	15	15	15	80,00
16	ISM	20	20	15	15	15	85,00
17	REZ	20	20	15	15	15	85,00
18	KOU	15	15	15	15	15	75,00
19	MON	20	20	20	20	20	100,00
20	MUH.	15	15	15	15	10	70,00
21	MUH	15	15	10	10	10	55,00
22	MUH	20	20	20	20	15	95,00
23	MUHA	20	20	20	20	20	100,00
24	MUHA	20	20	20	20	20	100,00
25	MUHA	20	20	20	15	15	90,00
26	MUHA	20	20	15	15	15	85,00
27	MUL	20	15	15	15	15	80,00
28	NUR	20	15	15	15	15	80,00
29	NURUL	20	20	20	15	15	90,00
30	PUT	20	20	20	15	15	90,00
31	REZ	20	20	15	15	15	85,00

SPSS RESULT

N	Pre_test		Post_test	
	Valid	31	Valid	31
	Missing	0	Missing	0
Mean		54,83		81,55
Median		55,00		85,00
Mode		55,00		80,00
Std.Deviation		6,75		10,84
Variance		45,60		117,52
Minimum		45,00		55,00
Maximum		75,00		100,00
Sum		1645,00		2365,00

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	Experimental	87.879	11,7798	1,234	76,45	83,25	2,459	30	.000



DOCUMENTATION



Teaching Process



Teaching Process



ADMINISTRATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Arafat No. 9, Sonewang, Kota Parepare 91222 ☎ (0421) 21307 📠 (0421) 24434
 PO Box 909 Parepare 9220, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-3381/In-39/PTAR.01/PP.06.9/10/2025 13 Oktober 2025
 Sifat : Biasa
 Lampiran : -
 Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALUKOTA PAREPARE
 Cq. Kepala Dinas Pemasaran Modal dan Pelayanan Terpadu Satu Pintu
 di
 KOTA PAREPARE

Assalamu Alaihum Mr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: INDRA ZULIDJALALI WAL IQRAM
Tempat/Tgl. Lahir	: JAKARTA, 16 Oktober 2000
NIM	: 202020388203077
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: PAREPARE, JL. GELATK, NO 11

Bermaksud akan mengadakan penelitian di wilayah WALUKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

USING I HEREBY RESOLVE STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT SMAN 1 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 13 Oktober 2025 sampai dengan tanggal 13 November 2025.

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

Wassalamu Alaihum Wb.

Dekan,



Dr. Zulifah, S.Pd., M.Pd.
 NIP 196304202008012010

Tembusan :

L. Rektor IAIN Parepare

SRN IP000864



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bunder Mekar No. 3 Telp (0411) 233941 Fax (0411) 27739 Kode Pos 9000, Email : dpmptsp@pareparekota.go.id

IZIN PENELITIAN
Nomor : 844/TP/DPM-PTSP/10/2025

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

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

MENGIZINKAN

KEPADA NAMA UNIVERSITAS/ LEMBAGA Jurusan ALAMAT UNTUK	: INDRA ZULDIYALI WAL IQRAM : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : Pendidikan Bahasa Inggris : Jl. Gelatik No. 13 PAREPARE : melaksanakan Penelitian/kegiatan dalam kota Parepare dengan ketentuan sebagai berikut : : JUDUL PENELITIAN : USING HERBERTY RESOLVE STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL AT SMAN 1 PAREPARE : LOKAS PENELITIAN : KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 1 PAREPARE) : WAKTU PENELITIAN : 27 Oktober 2025 s.d 28 November 2025 a. Izin Penelitian berlaku selama penelitian berlangsung b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan peraturan - undangan
--	---

Dikeluarkan di : **Parepare**
 Pada Tanggal : **29 Oktober 2025**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

H. ST. RAHMAT AMIR, ST, MM
 Pembina Tk. 1 (IV/b)
 NIP. 19741013 200604 2 010

Biaya : Rp. 0.00



PENERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111

Website : www.sman1parepare.sch.id email : sman1parep-arr@yahoo.co.id

SURAT BETERANGAN

Nomor : 421.3/009/UPT SMA.1/PRP/DESDIK

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

Nama : Indes Zaidjaleli Walipran
NIM : 2020203888203877
Program Studi : Pendidikan Bahasa Inggris
Lembaga : Tarbiyah
Alamat : JL. GILATIR No. 11 Parepare

Barang telah melakukan penelitian di UPT SMA Negeri 1 Parepare pada tanggal 13 Oktober s.d 13 November 2025 dalam rangka penyusunan skripsi yang berjudul :

“ USING I HERBY RESOLVE STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT SMAN 1 PAREPARE ”

Demiikian surat keterangan ini di berikan untuk dipergunakan seperlunya.

Dikeluarkan : Parepare
Pada tanggal : 09 Januari 2026
Kepala UPT Satuan Pendidikan
SMA Negeri 1 Parepare



Sulawesi Selatan
Ditamantri dan ditandatangani secara digital

Drs. Muhammad Asyhar Rahim, M.Pd.
Pangkat : Pembina Tk. I
NIP : 19660716 199003 1 000



Catatan :

- UPT ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik elektronik hasil cetaknya merupakan alat bukti yang sah."
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik**, yang diterbitkan BKR.
- Surat ini dapat dibuktikan keabsahannya dengan melakukan scan pada QR Code

CURRICULUM VITAE



Nama INDRA ZULDJALALI WAL IQRAM lahir di Jakarta, 16 Oktober 2001. Anak tunggal yang lahir dari pasangan bapak Muh. Hendra dan ibu Rasyida. Pendidikan yang ditempuh penulis yaitu SDN 4 Kota Parepare dan lulus pada tahun 2014, SMPN 2 Parepare masuk pada tahun 2014 dan lulus pada tahun 2017, lalu melanjutkan pendidikan di SMAN 1 Parepare dan lulus pada tahun 2020. Kemudian melanjutkan studi ke jenjang S1 di Institut Agama Islam Negeri (IAIN) Parepare dan memilih program studi Pendidikan Bahasa Inggris, penulis melaksanakan Kuliah Pengabdian Masyarakat di kabupaten Enrekang di tahun 2023 dan kemudian melaksanakan Praktik Pengalaman Lapangan di SMAN 3 Parepare di tahun 2023 lalu menyelesaikan tugas akhirnya yang berjudul “Using I Hereby Resolve Strategy to Improve Students Speaking Skill at SMAN 1 Parepare “