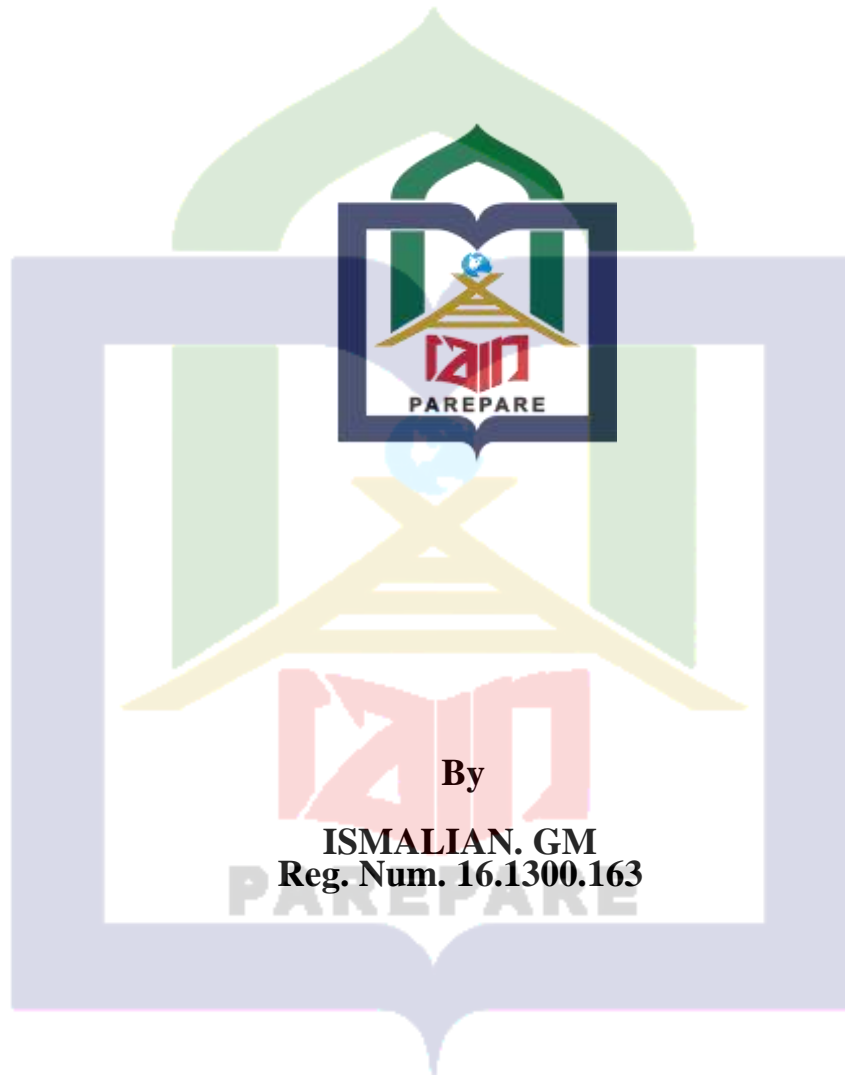


**A THESIS**  
**REMOTE LEARNING: SPEAKING SKILL AT THE SECOND  
GRADE OF VOCATIONAL HIGH SCHOOL 1 PINRANG**

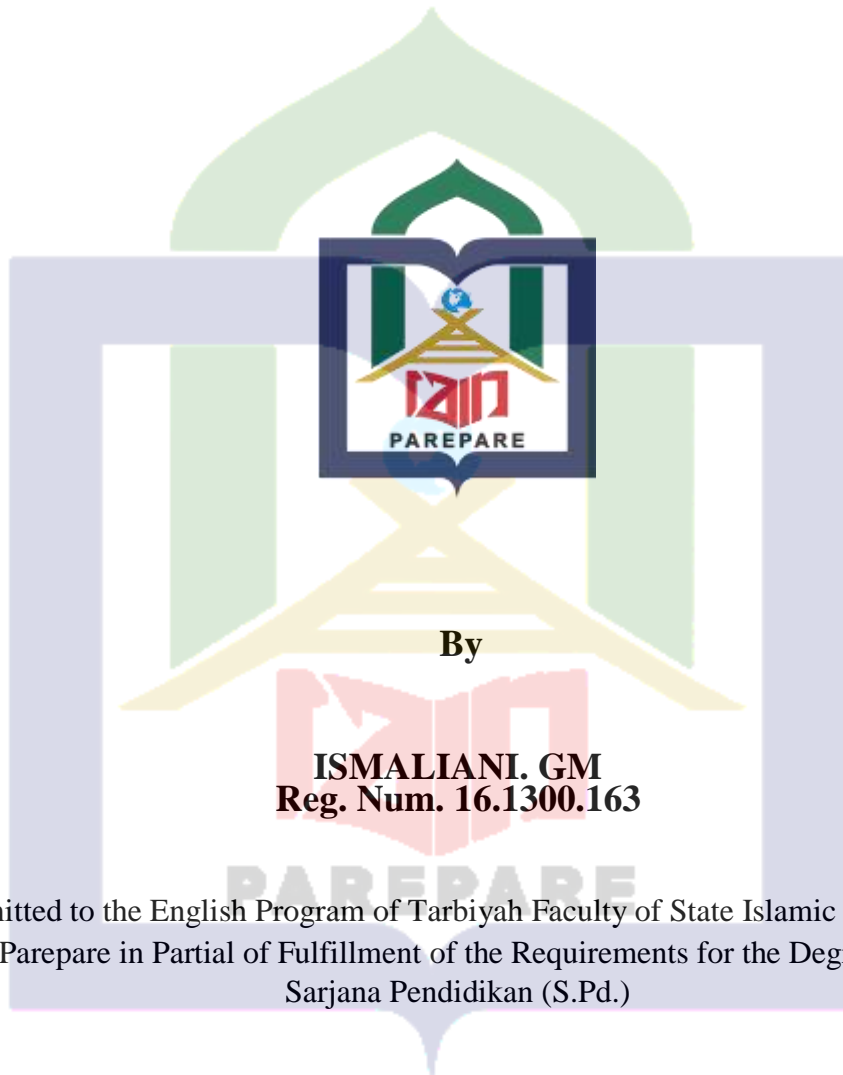


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**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2020**

**REMOTE LEARNING: SPEAKING SKILL AT THE SECOND  
GRADE OF VOCATIONAL HIGH SCHOOL 1 PINRANG**



**By**

**ISMALIANI. GM  
Reg. Num. 16.1300.163**

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

**ENGLISH EDUCATION PROGRAM  
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**Thesis**

**As Partial Fulfillment of the Requirements for the Degree  
Of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted By**

**ISMALIANI. GM  
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**to**

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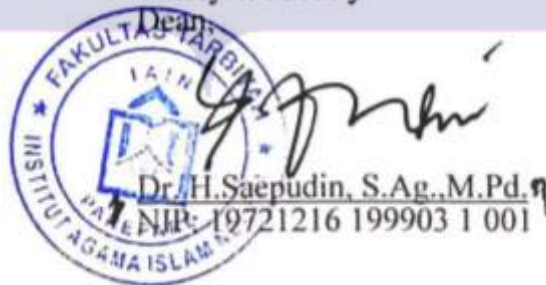
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A THESIS  
**REMOTE LEARNING: SPEAKING SKILL AT THE SECOND  
GRADE OF VOCATIONAL HIGH SCHOOL 1 PINRANG**

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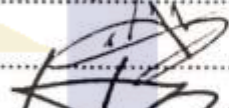
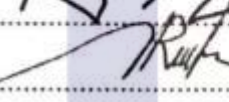

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Shalawat and Salam to our beloved prophet Muhammad saw (peace be upon him), the last messenger of Allah SWT. He has already spared Islamic teaching to all human beings in this world.

The researcher realizes that this skripsi has never been possible to be finished without the assistance of the people. Therefore the researcher wishes to express a lot of thanks to:

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10. All people who have given their help in writing this "Skripsi" that the researcher could not mention it one by one.

The words are not enough to appreciate for their help and contribution in writing this "Skripsi", may Allah SWT bless them all. Finally, the researcher realizes that this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestions from everyone who reads this research.

Finally, the researcher expects this "Skripsi" will give valuable information for the development of education and become the inspiration for people who read it.

Parepare, 10<sup>th</sup> Agustus 2020

The Researcher



ISMALIANI. GM

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## DECLARATION OF THE RESEARCH AUTHENTICITY

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

Parepare, 10<sup>th</sup> Agustus 2020

The Researcher



ISMALIANI. GM

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## ABSTRACT

**Ismaliani. GM.** Remote Learning: Speaking Skill at Vocational High School 1 Pinrang. *English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare.* (Supervised by Hj. Nurhamdah and Mujahidah).

This study is conducted in order to develop students' speaking at the second grade students of Vocational High School 1 Pinrang, through remote learning: speaking skill online teaching. The results of this study are beneficial for teachers and students because they will get a new strategy to use in the process of online teaching.

The subject of this study was randomly selected to get the data from the population, the sample of the research consisted of 16 students at the second grade of SMK Negeri 1 Pinrang. The research was used as descriptive research to answer the problem of this research. The researcher taught during the remote learning in teaching speaking.

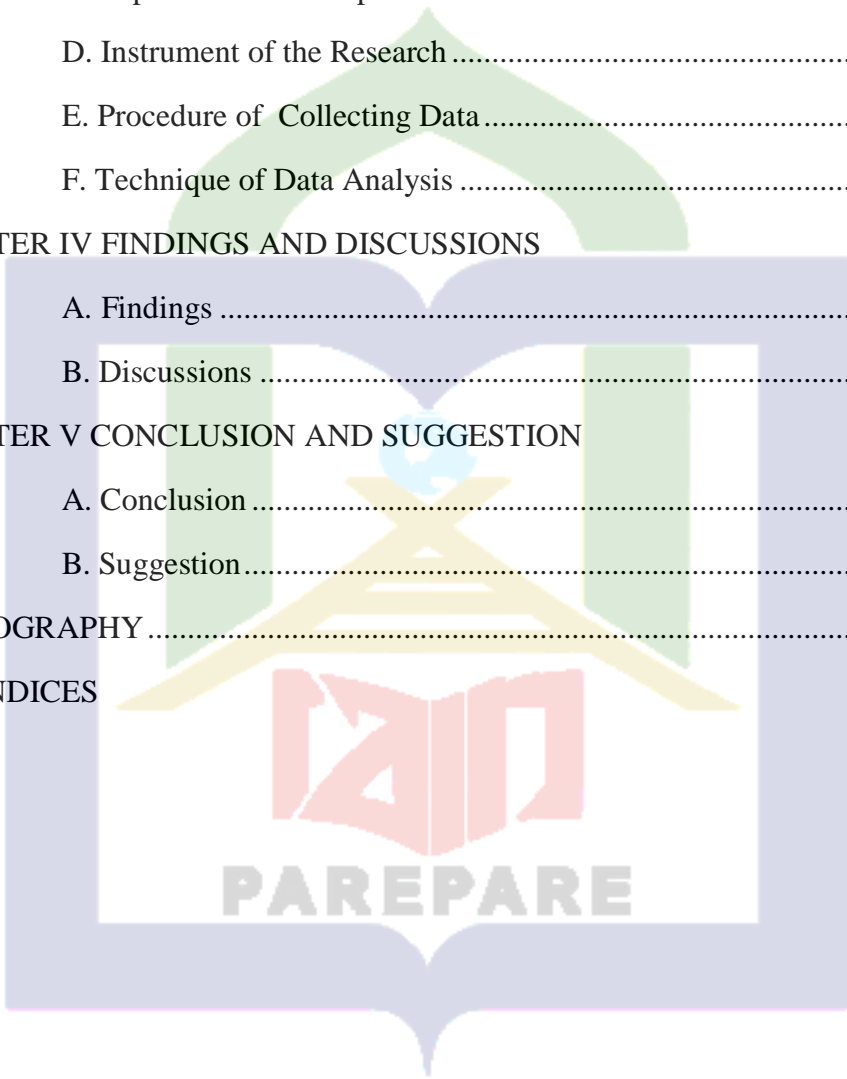
The result of this study shows that there were 4 students in the class who passed the KKM considering their mean score of test 1 is 55,4. Next, based on the result of test 2, there were 15 students in the class who passed the KKM considering their mean score of 65,5. It is shown that the students have significant improvement; the improvement can be seen from the score that gets higher, from test 1, and 2. The result of the questionnaire showed that students gave positive responses. Moreover, remote learning: speaking skill would be an alternative strategy in online teaching class. The data showed a score of 82,3% which means "Strongly agree".

**Keywords:** *Remote Learning, Speaking skill*

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## CHAPTER I

### INTRODUCTION

#### A. Background

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. It's because of the importance of English in any scope of our lives. Speaking is a language skill of oral communication to express human idea, feeling, opinion, and thought of information which helps people to communicate one another. This means people can express their feeling and understand what the other say. Learning language does not mean just learning language for communication to one or the other person, how we speak and make the people understand what we talk.<sup>1</sup>

Moreover, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner's language environment. In addition, speaking brings message from one person to others in the form of verbal language or orally. Furthermore, the purpose of learning speaking is to improve the capability in communication that is expressing all idea in this or her mind orally.

According to Richards and Renandya on Kaharuddin's book, a large percentage of the world's language learners study English in order to develop proficiency in speaking. People use speaking for a variety of different purposes. Some people speak, in conversation for distance to make social contact with people, to establish rapport or understanding, or to build social relationships between two people or more.<sup>2</sup>

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<sup>1</sup>Solliyah Purnamawati, Sofian, Luwandi Suhartono, "The Use of Role Play in Teaching Speaking," English Education Study Program, Vol. 4 no. 9 (2015).

<sup>2</sup>A. Kaharuddin Bahar, *Transactional Speaking a Guide to Improve Transactional Exchange Skills in English for Group Discussion and Interviews* (Gowa:Gunadarma Ilmu, 2014).



In addition, communicative activities can motivate students and increase their confidence in learning. It means that, in learning language the most important thing is action. Using target language in class activities can train the students to improve their speaking skills. In fact, the language is a habit, so it can improve or can proficient in using it by trying to practice or use the target language even if only using one or two words.

In learning English speaking, the students often face some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among technique can be applied, or even remote learning because of COVID-19 pandemic nowadays. Speaking is one of the important skills that should be mastered students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants this means that effective speaking also involve a good deal of listening. Speaking take places everywhere and became parts of our daily activities.<sup>3</sup>

Distance education is formal institution-based education in which students and instructors are in separate locations so that it requires an interactive telecommunications system to connect two and the various resources required in it.

Over 91% of the world student population has been affected by school closures due to the COVID-19 pandemic, according to UNESCO. How can national education during this unprecedented crisis? Remote Learning helping students deal with the

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<sup>3</sup> Siti Nurbaya, Urai Salam, Zainal Arifin, " *Improving Students' Speaking Ability Through Role Play,*" Teachers' Training and Education Faculty Tanjungpura University, Vol. 3 no. 3 (2015).

uncertainties caused by the pandemic, engaging students to continue learning even while normal school operations are disrupted.

Remote learning is learning that happens outside of the traditional classroom because the students and the teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology.

SMK Negeri 1 Pinrang is one of the excellent schools in Pinrang regency, where there are many majors, such as office, accounting, marketing, multimedia, fashion and engineering. In SMK Negeri 1 Pinrang has an English language organization but the students are predominantly majoring in accounting and office space. So the researcher, examined how is level of proficiency in English specially in speaking, so the researcher interviewed one of the English teacher there that it was true that the marketing department had problems in speaking English.

At SMK Negeri 1 Pinrang students have many problems in speaking they still do not know to speak English well the problems are : first, they still have poor vocabulary. Second, they are not interesting in the material about English that give. Third they rarely practice English.<sup>4</sup> If the English teacher of SMK Negeri 1 Pinrang showed the lack of students in speaking, we may assume that they still have problem during remote learning.

For that reason, the writer is interesting to do a descriptive research on students speaking skill they do remote learning.

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<sup>4</sup>Jamaluddin, One of English teacher at SMK Negeri 1 Pinrang, Kec.Watang Sawitto Kab Belawa, Sul-sel, *Interview* by writer at Pinrang, On Tuesday 11 November 2019.

## **B. Research Questions**

Based on the background above, the research formulates research question as a follows:

1. What is the student speaking skill of SMK Negeri 1 Pinrang during they do remote learning?
2. How does the students' response during learning through remote learning?

## **C. Objectives of the study are as follows:**

1. To determine Speaking skill at the second year of SMK Negeri 1 Pinrang during they do remote learning
2. To know the students responses by learning during remote learning.

## **D. Significant of the Research**

The significances of this research expected to be useful contributions to:

The research really hopes that can help the teacher to prepare their students in learning through remote learning speaking skill. And to provide the information of the students' during they do remote learning. The research hopes by Remote learning in teaching online the students can will be improve their speaking, and also motivate them to get enthusiasm in speaking.

For further researcher, the result of this research hope to get a valuable experience which can use for doing a better action research in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Pertinent Ideas

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research.

##### 1. The Definition of Speaking

According to Rees states “speaking is fundamental to human communication”. Communication can help people to interact with others. The students can learn about the language but the only way to learn to use it for communication. In fact, in teaching speaking, the teacher should cover some aspects such as fluency, accuracy, pronunciation and choices of proper words for the appropriate the expression. Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involve in communication because they have ideas and feeling they want to share. This sharing cannot be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at the grammar and vocabulary. It means that teacher must pay a lot attention on enriching student speaking.<sup>5</sup>

Chaney states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both languages learning and teaching. For long time, students recall

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<sup>5</sup> Siti Nurbaya, Urai Salam, Zainal Arifin, “*Improving Students’ Speaking Ability through Role Play*,” Teachers’ Training and Education Faculty Tanjungpura University, Vol. 3 no. 3 (2015).

the activities and memorized the conversation but nowadays, they should study how to express themselves. They should follow social and cultural rules in any context.<sup>6</sup>

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.”<sup>7</sup> According Bailey assumes that speaking is the production skill that consists of producing systematic verbal utterances to convey meaning.<sup>8</sup>

While another expert, Brown, Burns and Joyce, are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. For the reason, in social context, speaking not only requires the speakers to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but they also need to understand when, why, and in what ways to produce language (*sociolinguistic competence*). In addition, and mind expressed through the sequence (grammar) that contain meaning (pragmatic and semantic) to convey a particular function writing a language.

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<sup>6</sup> Dhea Mizhir Krebt, “*The Effectiveness of Role Play Technique in teaching Speaking for Efl College Students*,” Department of English Language College of Education Ibn-Rushd, University of Baghdad, Iraq, Vol 8, No 5, (September 2017), <http://dx.doi.org/10.17507/jltr.0805.04>.

<sup>7</sup> Ayu Diyah Harni Susanti, “*Using Role Play in Teaching Speaking (A Pre-Experimental Study at Islamic Junior High School Soebono Manto fani Jombang-Ciputat)*” (Has Fulfilled the Requirement for Degree of Sarjana At the English Department in the Faculty of Tarbiyah and Teachers Training: Jakarta, 2007).

<sup>8</sup> A. Kaharuddin Bahar, “*Intractional Speaking a Guide to Enhance Natural Communication Skills in English*”, (Yogyakarta: Trust Media, 2014).

Apart from those speaking ideas as stated above, Richards specifically makes effort to describe speaking from the functions of speaking point of view. According to him, in human daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as transaction, as well as speaking as performance. Each of these speech activities is quite distinct in terms of form and function. Therefore, this present book will specially present the discussion of the forms and the functions of speaking as interaction. However, it is very important to clarify what the writer normally means by all the speaking functions.<sup>9</sup>

## 2. The functions of speaking

People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as device of communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal of having their intentions recognized by the interlocutors. In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.<sup>10</sup>

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<sup>9</sup> A. Kaharuddin Bahar, “*Interactional Speaking a Guide to Enhance Natural Communication Skills in English*” (Yogyakarta: Trust Media, 2014).

<sup>10</sup> A. Kaharuddin Bahar, “*Interactional Speaking a Guide to Enhance Natural Communication Skills in English*” (Yogyakarta: Trust Media, 2014).

a. Speaking as interaction

Speaking as interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations. Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons i.e. it primarily establishes social interaction, it focuses on satisfying the participants' social needs, and it is interactive and requires two-way participations. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experience, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them.

Hence, interactional speaking reflect the rules and procedures that govern face-to-face encounters such as the conversation discourse is casual in which the participants are chatting about many things. They will change their conversation topics very often, for instance, a conversation probably starts about the weather then move into sports and then into current news before ending. Besides, the participants will many rejoinders, such as, "Really?" or "Oh no!" During the interaction is going on, they often interrupt each other, in which one person will stop the other from speaking by asking a question.

According to Richards, mastering the art of speaking as interaction is difficult and may not be a priority for all learners. However, students who want to interact successfully in the global world need to familiarize themselves in such a speaking type.<sup>11</sup>

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<sup>11</sup> A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media, 2014).

### b. Speaking as Transaction

As regard to speaking types, besides recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken. Richards claims that speaking as transaction refers to situation where the focus is on what is said or done. The message meaning and making oneself understood clearly and accurately are the central focus. In our social lives, transactional speaking can be identified in terms of job interview, discussion, etc.<sup>12</sup>

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood early what is said or achieved in order to make people understood early and accurately. In speaking as transaction, the focus activity is group discussion. According to Killen that” discussion is an orderly process of face to face group interaction in solving problem, answering the question, enhancing their knowledge or understanding, or making decisions.<sup>13</sup>

### c. Speaking as performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog

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<sup>12</sup> A. Kaharuddin Bahar, ”*Interactional Speaking a Guide to Enhance Natural Communication Skills in English*”, (Yogyakarta: Trust Media, 2014).

<sup>13</sup> Siti Nurbaya, Urai Salam, Zainal Arifin, “*Improving Students’ Speaking Ability through Role Play,*” *Teachers’ Training and Education Faculty Tanjungpura University*, Vol. 3 no. 3 (2015).



rather than dialog. When the speaker speaks, he often follows a recognizable format and the language forms are closer to written language than interpersonal language.<sup>14</sup>

From the above definition, it can be inferred that speaking is expressing ideas, opinion, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies.

### 3. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

#### a. Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

#### b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure,

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<sup>14</sup>A. Kaharuddin Bahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media, 2014).

he cannot speak English well and grammar may defined as the way a language manipulates and combines words (or bits of words) in order to form longer unit of meaning.<sup>15</sup>

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going speaking spontaneously’. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.<sup>16</sup>

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<sup>15</sup>Penny Ur, *Grammar Practice Activities a Practical Guide for Teacher* (New York: Cambridge University Press, 2003).

<sup>16</sup>Nining Hidayanti, “*Using Role Play to Improve Students’ Speaking Ability*,” (Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education, Institute of Islamic Education and Teacher Training Faculty Walisongo State Islamic University: Semarang, 2015).

#### 4. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by teaching speaking is to teach English Language learners to:

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgment.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produce logically from thoughts.<sup>17</sup>

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<sup>17</sup> Nining Hidayanti, "Using Role Play to Improve Students' Speaking Ability," (A Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education, Institute of Islamic Education and Teacher Training Faculty Walisongo State Islamic University: Semarang, 2015).

## 5. Remote Learning

### a. Definition of Remote Learning

Remote learning is learning that happens outside of the traditional classroom because the students and the teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology.

Remote Learning helping students deal with the uncertainties caused by the pandemic, engaging students to continue learning even while normal school operations are disrupted.

Distance education is formal institution-based education in which students and instructors are in separate locations so that it requires an interactive telecommunications system to connect two and the various resources required in it.

Against the backdrop of the COVID-19 outbreak various policy initiatives are being launched by governments and tertiary institutions across the world to continue teaching activities so as to contain virus. However, there is ambiguity and disagreement about what to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Large-scale, national efforts to utilities technology in support of remote learning, distance education and online learning during the COVID -19 Pandemic are emerging and evolving quickly. Literature highlights certain deficiencies such as the weakness of online teaching infrastructure, the inexperience of teacher, the information gap, the complex environment at home, and so forth. However, despite certain limitations,

current situation demand action so that the education of the students is not affected in any way.<sup>18</sup>

b. Reason for Using Remote Learning

The reasons why teachers should use Remote learning in teaching speaking skill because the spread of the corona virus or COVID-19 pandemic in Indonesia has made many universities and schools stop the face-to-face learning process. Instead, learning is done remotely or remote learning.

Minister of Education and Culture (Mendikbud) Nadiem Makarim also seeks to build cooperation with various parties that focus on developing an online education system. The application of learning online requires read lines for both parties, be it from educational service providers or from the students themselves.

However, online and distance learning requires qualified technology assistance and can be accessed easily. In addition, students or students must also be ready to adapt to changes in learning arranged by schools and universities. Remote learning can be seen as more free and flexible to be accessed from home.

c. Remote learning done effectively

The spread of the corona virus or COVID-19 pandemic in Indonesia has made many universities and school stop the face-to-face learning process. Instead, learning is done remotely or remote learning. So Remote learning be done effectively by following tips:

1) Establish time management

Set regular study time. Do it with focus on the assignment assigned by the teacher or lecturer. This is easier to do if the school or university places restrictions

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<sup>18</sup> Dr. Wahab Ali, "Online and Remote Learning in Higher Education Institutes: a Necessity in Light of COVID-19 Pandemic." Head of Education Department, Fiji, Vol. 10, No,3; 2020.

on online access schedules for their students. This will be different if the education service providers provide full flexibility to students must arrange their own study schedule. For people who are not accustomed to self-study, they will usually work on school assignments or lectures at the last minute of asset deadline. Therefore, getting used to learning and doing assignment at the beginning of time is a skill that must be instilled in students who do remote learning.

#### 2) Prepare the necessary technology

Students or students must know what equipment is needed to distance learning. Not all campuses have provided adequate online learning service, therefore several online learning platforms can be alternative. Likewise, technological tools such as computers, smart devices, or tables are important, and especially a good internet network.

#### 3) Take seriously

The mistake that students often make, as reported by psychology today is not being focused when doing remote learning. During learning on the internet, there are lots of distractions that interfere with the learning process. The temptation to watch videos, access social media, and read news content impulsively is often done without prior plan. There for, it is important for students to try to focus and be consistent during the set study time. Avoid all kinds of distractions that could potentially interfere with the learning process. If possible, designate a special room for study and keep away from distractions from other family members.

#### 4) Maintain communication with teachers and classmates

For those who are not used to remote learning, they have to adjust themselves to remain visible and communicate responsive with other teachers or classmates. If needed, a special group should also be held to discuss the assignments assigned by

the teacher. Although it doesn't have to be face-to-face, communication must be well established to avoid misunderstandings.

Use moments like these to hone your online communication skills. If you are not sure about the results of the work being done, contact your teacher immediately. Do it as soon as possible to show commitment that you are serious about learning. As reported by apple insider, although many students find it difficult to do remote learning, if they are used to it, this actually gives freedom and flexibility, which is not found in teaching and learning activities in the classroom. In the midst of the spread of the COVID-19 corona virus, online learning like this can actually be an effective alternative instead of face-to-face class meeting.<sup>19</sup>

## **B. Some Previous Finding**

Several types of research have been conducted to find out whether or not by using remote learning. There are two previous related studies that will be describes.

1. Dr. Wahab Ali, in his research about *Online and Remote Learning in Higher Education Institute: A Necessity in light of COVID-19*. Based on his research in light if the rising concerns about the spread of COVID-19 and calls to contain the Corona Virus, a growing number of tertiary institutions have shut down in regards to face-to-face classes globally. The corona virus has revealed emerging vulnerabilities in education systems around the world. It is now clear that society needs flexible and resilient education systems as we face unpredictable futures. A meta-analysis methodology was adopted for this study and pertinent literature was visited to capture the essence of continued learning during the unprecedented times. Findings reveal that universities worldwide are moving more and more

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<sup>19</sup> Abdul Hadi, "Tips Belajar Online Jarak Jauh Selama Penyebaran Corona Covid-19," Tirtoid, 17 Maret 2020.

towards online learning or E-Learning. Findings also reveal that apart from resources, staff readiness, confidence, student accessibility and motivation play important function in ICT integrated learning. This exploratory paper proposes that staff members should use technology and technological gadgets to enhance learning especially during these exceptional times. Findings also propose online and remote learning as a necessity in times of lock downs and social distancing due to COVID-19 pandemic. It also provides a strong platform for further research.

2. The stride of networks and telecommunications has opened new prospects and possibilities in the field of education. Indeed, *Asynchronous Remote Learning (ARL)*, through advancements in information technology as well as in developed telecommunication networks, provides today an alternative way to conventional education approaches and techniques. This paper refers to the prospect of using ARL in higher education program of the Hellenic Open University, the first postgraduate program in Business Administration offered in distance learning by Greek universities. Our analysis shows that ARL may offer an open and attractive solution to accredited education at postgraduate level, by broadening access to higher education to working students facing time limitations by their jobs in their effort to acquire knowledge. In addition to the above, we show that ARL may also (a) help trainees in managing more efficiently time devoted to in their studies (b) allow all users to enjoy a reduction in their incurred costs of education and (c) finally, upgrade quality learning in education, thus, leading to

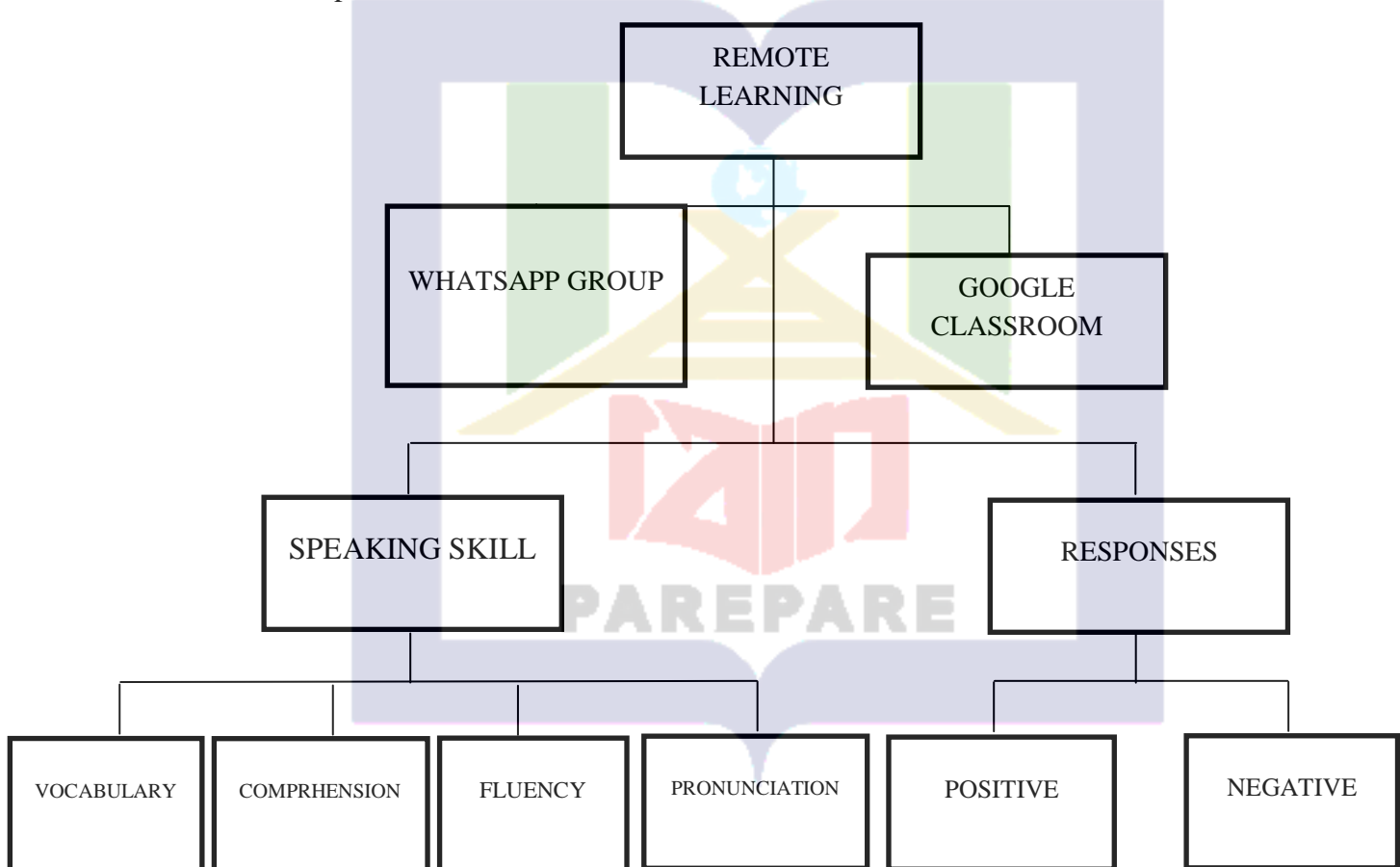


creation of human capital which, in turn, may lead to reductions in income inequalities observed today in many western societies.<sup>20</sup>

Based on research finding above, the researcher concludes that teaching by online class during remote learning the best reason to teach during remote learning because the COVID-19 Pandemic so many universities and school stop the face-to-face learning process. Instead, learning is done remotely or remote learning.

### C. Conceptual Framework

Conceptual framework of this research as follow:



Modified by the Writer

<sup>20</sup> George Myron Agiomirgianakis, "Asynchronous Remote Learning and Distance Learning: The Case of Master in Business Administration By H.O.U", Hellenic Open University, Article in the open Education Journal-December.

Based on the conceptual framework, the researcher did the research that Remote learning: teaching speaking skill in teaching English. In the process teaching English, the researcher would do the research Remote learning: speaking skill that is used by the teacher in teaching English by online learning.

#### **D. Definition of Operational Variable**

##### 1. Variable

There are two variables involved in this research in this research dependent variable and independent variable, were;

- a. Independent variable (X): Teacher's Remote learning: Speaking skill
- b. Dependent variable (Y): Students' Speaking skill teacher's remote learning in teaching online speaking

##### 2. Operational Definitional of Variable

- a. Remote learning means that helping students deal with the uncertainties caused by the pandemic, engaging students to continue learning even while normal school operations are disrupted. Helping teachers to control class online by remote learning: speaking skill in teaching online class.
- b. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills.
- c. The indicators of the speaking skill are fluency, pronunciation, fluency and comprehension. Fluency means directly explain completely, the students` able speak a language easily and well without many pauses. Pronunciation means that to know foreign accent required concentrated listening, and

mispronunciation, lead to occasional misunderstanding. Comprehension means can understand any conversation within the range of his experience.



## CHAPTER III RESEARCH METHOD

### A. Research Design

The method of this research was descriptive method. It aims are giving remote learning: speaking skill by giving dialogue conversation at vocational high school 1 Pinrang.

### B. Location and Duration of the Research

The location of the research would be conducted at SMK Negeri 1 Pinrang in academic year 2020 and focus at students at the second grade. And duration of this research was needed around two months in doing research and need several times to collect the data.

### C. Population and Sample

#### 1. Population

The population of this research is the tenth grade students of SMK Negeri 1 Pinrang in academic year 2020. There are 2 classes in Marketing Department of this grade.

No.	Class	Male	Female	Total
1.	XI.1	11	5	16
2.	XI.2	12	12	24
<hr/>				
	Total	13	17	40

#### 2. Sample

Sample is a small proportion of the entire population. Concerning this, the researcher selects all the population of this research. The researcher use random sampling. The writer chooses class XI.1 with 16 students as the sample to observe.

#### **D. Instrument of the Research**

In collecting data, the researcher used speaking test 1, 2 and questionnaire. The researcher gives the speaking test 1 to know student's speaking ability and give test 2 after give test 1 by remote learning: speaking skill by giving dialogue conversation. The speaking test would be done by giving dialogue conversation and made video. The criteria of the speaking test are fluency, pronunciation, accuracy, and comprehensibility. And then the researcher gives the questionnaire to students to know the responses of the students after teaching online by remote learning at vocational high school 1 Pinrang.

#### **E. Procedure of Collecting Data**

In the collecting the data, the researcher collect the data uses questionnaire, and test. Procedures of data collecting are:

##### **1. Questionnaire**

For many reasons, the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. In this study, the writer used questionnaire to know the students' response toward remote learning in teaching online learning activity.

##### **2. Test**

The test used in this study is test 1 and test 2. To know students' existing knowledge of speaking skill, the writer gives oral test to the students. Because the test is oral test by making voice note and video the writer divided the score into four

criteria, which are the scores of Pronunciation, vocabulary, fluency, and comprehension.

#### F. Technique of Data Analysis

The data collect from the students' remote learning: speaking. Scoring Classification to find out the students' speaking skills, it was viewed from the four components, and they were: Fluency, Accuracy, Comprehension, and Pronunciation.

Table 3.2: Speaking proficiency scoring categories.<sup>21</sup>

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		-Can understand and participate in any

<sup>21</sup>Brown, H. Douglas. *Language Assessment: Principle and Classroom Practice*. San Fransisco: Person Education." (2004).

conversation within the range of his experience with a high degree of precision of vocabulary.

7-8

-speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

9-10

Fluency

1-2

-(No specific fluency description. Refer to other four language areas for implied level of fluency.)

3-4

-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.

-Can discuss particular interest of competence with reasonable ease. Rarely

		has to grope for words.
	5-6	-Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	7-8	-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	9-10	
	1-2	-Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	3-4	-Accent is intelligible though often quite faulty.
		-Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously
	5-6	



foreign.

-Errors in pronunciation are quite rare.

-Equivalent to and fully accepted by educated native speakers.

7-8

9-10

Comprehension

1-2

-Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

-Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).

3-4

-Comprehension is quite complete at a normal rate of speech.

5-6

-Can understand any conversation within the range of his experience.

7-8

-Equivalent to that an educated native speaker.

9-10

### 1. The Classification of the Students Score

Table 3.3: The classification students' score.

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

### 2. Scoring the Students' Speaking tests

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

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

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

In which:

X = Mean score

$\Sigma$  = Total Score

$N$  = the total number of students<sup>22</sup>

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

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

Where:

$P$  = percentage

$F$  = frequency

$n$  = total of number of sample.<sup>23</sup>

Besides analyzing the result of the test and observing, the writer also uses question are to find out students' response toward during learning through remote learning in speaking. In analyzing the students' response, the writer use formula.

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

$P$  = the percentage

$F$  = frequency of the percentage is being calculated

$N$  = number of cases

The questionnaire of this research employs 20 questions which consists 10 positive and 10 negative statements about during learning through remote learning in English class to develop students' speaking skill. The formula of likert scale as follow:

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<sup>22</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009).

<sup>23</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

The skala likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	4	Strongly Agree (SA)	4
Agree (A)	3	Agree (A)	3
Disagree (D)	2	Disagree (D)	2
Strongly disagree (SD)	1	Strongly disagree (SD)	1 <sup>24</sup>

The following is rating score of the category:

Classifying the students response based on the criteria:

NO	Qualification	Interval
1	Strongly Agree (SA)	76% - 100%
2	Agree (A)	51% - 75%
3	Disagree (D)	26% - 50%
4	Strongly disagree (SD)	05% - 25%

<sup>24</sup> Subagyo, *Metode Penelitian Pendidikan* (Bandung:Penerbit Alfabeta,2010).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter consists of two parts, the finding of the research and the discussion of the research. The finding deals with the rate of percentage and frequency of the students score obtained through the test and questionnaire. In discussion part, further explanations about the findings are represented.

#### **A. Findings**

The finding of this research is the classification of students' test 1 and test 2. The finding of students' responses in teaching speaking skill during learning through remote learning at the second year of SMK Negeri 1 Pinrang the researcher used observation and questionnaire. This research aims to find out whether during learning through remote learning able to develop students speaking at class XI.I Pemasaran of SMK Negeri Pinrang.

1. Finding through the test 1
2. The students' score of the test 1

The researcher gave a dialogue conversation to the students' as the test 1 to know the students' speaking skills. Every student got the dialogue conversation making. After giving the test 1 to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which is fluency, comprehension, vocabulary, and pronunciation. The result would be presented in the following table:

Table 4.1: the students' score in test 1

NO	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Total (X <sub>2</sub> )
1	AA	6	6	5	5	22
2	ARS	5	5	5	5	20
3	DRI	6	6	5	5	22
4	HDP	8	8	8	8	32
5	IR	6	6	6	5	23
6	RA	6	6	5	5	22
7	RH	5	5	4	4	18
8	SA	6	6	6	6	24
9	ST	6	7	5	6	24
10	WA	7	6	6	6	25
11	IS	4	4	5	5	18
12	ISS	4	6	5	5	20
13	KA	6	6	5	5	22
14	MI	4	7	5	5	21
15	MYS	7	5	5	5	22
16	PA	5	5	5	4	19
<b>Total</b>		91	94	85	84	354

After qualified, the students score in test 1 based on the criteria of speaking skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in test 1:

Table 4.2: the students' score in test 1

NO.	Students	Test 1 of Students ( $X_2$ )		$X_2^2$	CLASSIFICATION
		Max Score	Score $X_2$		
1.	AA	40	55	3025	Fair
2.	ARS	40	50	2500	Fair
3.	DRI	40	55	3025	Fair
4.	HDP	40	80	6400	Very good
5.	IR	40	58	3364	Fair
6.	RA	40	55	3025	Fair
7.	RH	40	45	2025	Fair
8.	SA	40	60	3600	Fair
9.	ST	40	60	3600	Fair
10.	WA	40	63	3969	Good
11.	IS	40	45	2025	Fair
12.	ISS	40	50	2500	Fair
13.	KA	40	55	3025	Fair
14.	MI	40	53	2809	Fair
15.	MYS	40	55	3025	Fair
16.	PA	40	48	2304	Fair
Total			$\Sigma X=887$	$\Sigma X^2=50221$	

(Data' Source: the students' score in test 1)

The table above shows about students' speaking scores in the test 1. To find out the students' speaking score in the test 1 by dividing students' total score with maximum score, after that time with 100. Based on the table above about students' speaking score in test 1 we can know the frequency of the classification score by looking at the following table:

Table 4.3 the rate percentage of the frequency of the test 1

No.	Classification	Score	Frequency of test 1	Percentage of test 1
1.	Very Good	81-100	1	6%
2.	Good	61-80	1	6%
3.	Fair	41-60	14	88%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			16	100%

*(Data' source: The rate percentage of the frequency of test 1)*

The table above showed the result of students' improvement in speaking skills after give test 1 during remote learning. Most students were on good classification with the percentage was 6%. It means that the students' speaking skills had improved. The total score in the test 1 was 887. It proved that there was improving students' scores in the test 1. In addition, the result of the test 1 showed that no students had to fail classification.



In this table, the researcher analysed the data of students' score in test 1

Mean score of the test 1:

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

$$x = \frac{887}{16}$$

$$x = 55.4$$

Thus, the mean score ( $X_1$ ) of test 1 is 55.4

Based on the result of the test 1. The data shows that the mean score of the test 1 was 55.4. From that analysis, it could be seen that almost 16 students' speaking was a good and fair score.

Table 4.4: the students' score in test 2

NO	Name	Vocabulary	Comprehension	Fluency	Pronunciation	Total (X <sub>2</sub> )
1	AA	7	7	7	7	28
2	ARS	6	6	6	6	24
3	DRI	7	7	6	6	26
4	HDP	8	8	9	9	34
5	IR	7	7	6	6	27
6	RA	7	7	6	6	26
7	RH	6	6	6	6	24
8	SA	7	7	7	7	28
9	ST	7	8	6	6	27
10	WA	8	7	7	6	29
11	IS	5	5	6	6	22
12	ISS	5	7	6	6	24
13	KA	7	7	6	6	26
14	MI	5	7	6	6	24
15	MYS	8	6	6	6	26
16	PA	6	6	6	6	24
<b>Total</b>		106	108	103	102	419

After qualified, the students score in test 2 based on the criteria of speaking

skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in test 2:

Table 4.5: the rate percentage of the frequency of the test 2

NO.	Students	Test 2 of Students (X <sub>2</sub> )		X <sup>2</sup>	CLASSIFICATION
		Max Score	Score X <sub>2</sub>		
1.	AA	40	70	4900	Good
2.	ARS	40	60	3600	Fair
3.	DRI	40	65	4225	Fair
4.	HDP	40	85	7225	Very good
5.	IR	40	68	4624	Good
6.	RA	40	65	4225	Good
7.	RH	40	60	3600	Fair
8.	SA	40	70	4900	Good
9.	ST	40	68	4624	Good
10.	WA	40	73	5329	Good
11.	IS	40	55	3025	Fair
12.	ISS	40	60	3600	Fair
13.	KA	40	65	4225	Good
14.	MI	40	60	3600	Fair
15.	MYS	40	65	4225	Good
16.	PA	40	60	3600	Fair

Total	$\Sigma X=1049$	$\Sigma X^2=69527$	
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(Data' Source: the students' score in test 2)

The table above shows about students' speaking scores in the test 2. To find out the students' speaking score in the test 2 by dividing students' total score with maximum score, after that time with 100. Based on the table above about students' speaking score in test 2 we can know the frequency of the classification score by looking at the following table:

Table 4.6: the rate percentage of the frequency of the test 2

No.	Classification	Score	Frequency of test 2	Percentage of test 2
1.	Very Good	81-100	1	6%
2.	Good	61-80	8	50%
3.	Fair	41-60	7	44%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			16	100%

(Data' source: The rate percentage of the frequency of test 2)

The table above showed the result of students' improvement in speaking skills after implementing treatment through role playing. Most students were on good classification with the percentage was 50%. It means that the students' speaking skills. The total score in the test 2 was 1049. It proved that there was improving

students' scores in the test 2. In addition, the result of the test 2 showed that no students had to fail classification.

In this table, the researcher analysed the data of students' score in test 2 Mean score of the test 2:

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

$$X = \frac{1049}{16}$$

$$x = 65,5$$

Thus, the mean score ( $X_1$ ) of test 2 is **65.5**

Based on the result of the test 2. The data shows that the mean score of the post-test was 65, 6. From that analysis, it could be seen that almost 16 students' speaking was a good and fair score. The result of the test 1 and test 2

The researcher compared the result of the test 1 and test 2 by calculating the mean score of the test. The result of test 1 and test 2 were presented in the following table to know the difference between the mean score and standard deviation:

Table 4.7: The mean score and test

Test	Mean Score
Test 1	55,4

Test 2 65, 5

(Data' source: The mean score of test 1 and –test 2)

The data in table 4.7 showed that the mean score of the test 1 was 55, 4 while the mean score of the test 2 increased 65, 5.

As a result at this item is the mean score of the test 1 was greater than the mean score in the test 2. It means that students' speaking skill had improvement after doing the learning process by online class.

### 3. The rate percentage of the frequency of the test 1 and test 2.

The researcher compared by calculating the percentage of students' classification score namely very good, good, fair, poor and very poor. The result of the rate percentage of the frequency of the test 1 and test 2 were presented in the following table:

Table 4.8: the rate percentage of the frequency of the test 1 and test 2

No.	Classification	Score	Frequency		Percentage	
			Test 1	Test 2	Test 1	Test 2
1.	Very Good	81-100	1	1	6%	6%
2.	Good	61-80	1	8	6%	50%
3.	Fair	41-60	14	7	88%	44%
4.	Poor	21-40	0	0	0%	0%
5.	Very Poor	0-20	0	0	0%	0%

<b>Total</b>	16	16	100%	100%
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(Data source: the rate percentage of the frequency of the test 1 and test 2)

The data of the table above indicated that the rate percentage of the test 1 and test 2 increased, from the fair classification from test 1 there were 7 of the students changed into good classification. Before that there were 14 students got fair classification. In test 1 there was 1 student got good classification, in test 2 there were 8 students got good classification, so the percentage in the test 2 that students got a good score was higher than the percentage in the test 1. It showed that students were able to improve the students' speaking skills after teaching during they do remote learning.

4. The students' response toward during learning through remote learning to develop students' speaking.

The response of students using questionnaire during learning through remote learning to develop students' speaking skill. This result of percentage as follows:

Table 4.9: the questionnaire score

No. Rsp	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	70
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	70
4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60





questionnaire results, the data showed in score 82, 3% which means “Strongly Agree”

## **B. Discussion**

The result in findings the researcher using two instruments to get the result, where the researcher using test and questionnaire for got the answer of the teacher about the teacher’s remote learning: speaking skill, the researcher using questionnaire also to know the students respond after using remote learning: speaking skill in teaching online class at vocational high school 1 Pinrang. This section provides the discussion about finding that showed in previous section.

1. Students speaking skill before learning online process by Remote learning  
Students faced some problems in learning speaking.

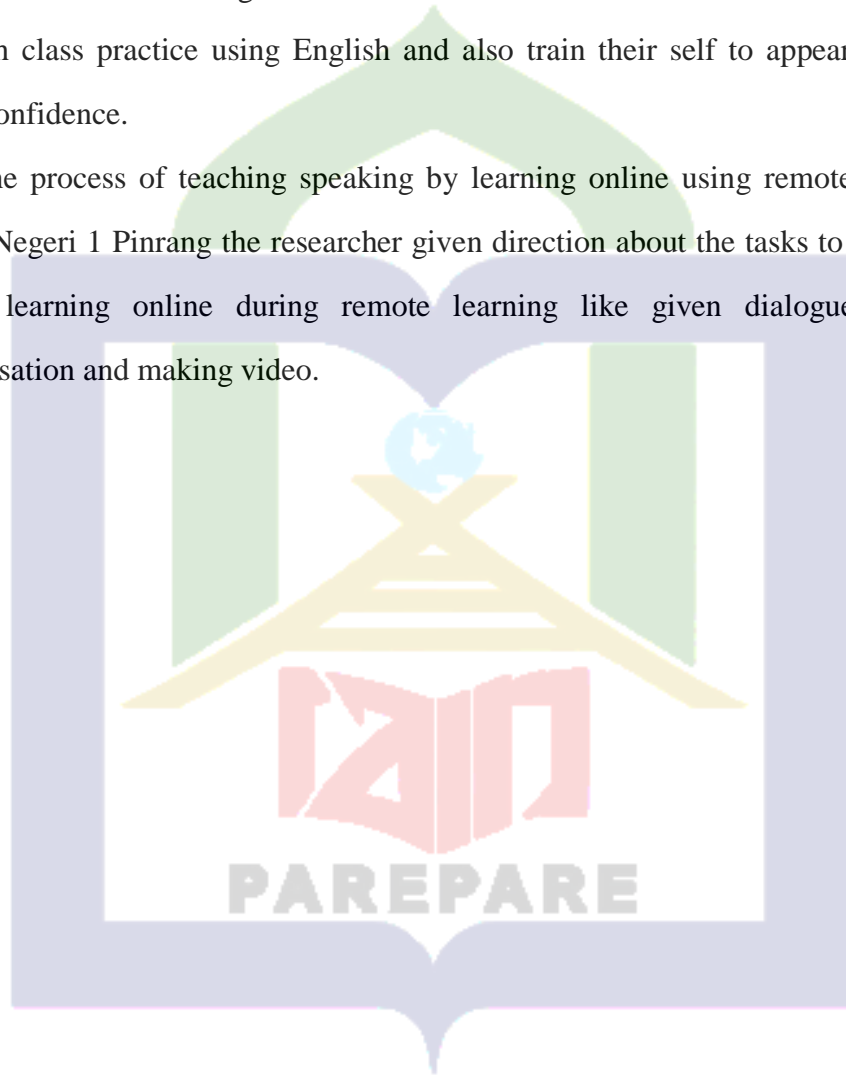
Like some of them have less vocabulary, they also not try to using English in chatting online group class English, so they do not have self-confidence. Therefore, that is important to give attention for students to use the target language in language learning especially English in learning online process. So, the researcher concluded that in fact students in SMK Negeri 1 Pinrang Class XI 1 had knowledge about English but lacked in action. The data from the test 1 showed that at the first meeting researcher conducted research on students speaking skill based on pronunciation, vocabulary, fluency and comprehension.

2. Development of students remote learning: speaking skill

The researcher concludes that after give the test 1, the students feel difficult to understand about English like they do not how to use English in conversation well, do not have high confidence to make a question in their group English class and afraid to saying something in English.

After knowing the students' speaking ability in the first meeting, the researcher then continued to give remote learning: speaking skill. This technique was chosen by researcher during remote learning is a technique that can teach students by online class. So remote learning can attract the attention of students to teaching online English class practice using English and also train their self to appear in order to have confidence.

The process of teaching speaking by learning online using remote learning at SMK Negeri 1 Pinrang the researcher given direction about the tasks to the students about learning online during remote learning like given dialogues to made conversation and making video.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion was concluded based on the finding and discussion. The suggestion deals with some suggestions given by writer.

#### **A. Conclusion**

Based on the research conducted in XI Pemasaran 1 class of SMK Negeri 1 Pinrang, the writer concluded that remote learning: speaking skill can improve students speaking skill showed by the score test 1 and score test 2. Furthermore, from the students response toward the teaching and learning activity during remote learning: speaking skill, it is proved that the response of the students toward the teacher professionalism and their interest in online learning English class using remote learning: speaking skill. It concluded that the students like remote learning: speaking skill. Related with the finding and discussion, the researcher would like to present several conclusions as follows:

1. Based on the result of the mean score, the writer concluded in test 1 there were four students who passed the KKM. Meanwhile, in the result of test 1. There were 4 students in the class who passed the KKM considering their mean score of test is 55, 4. Next, based on the result of the test 2, there were 15 students in the class who passed the KKM considering their mean score 65,5. It is showed that the students have significant improvement; the improvement can be seen from the score that gets higher, from test 1, and 2.
2. The result of questionnaire showed that students gave positive responses to implementation remote learning: speaking skill and learning process of English class specially speaking skill. Moreover, remote learning: speaking skill would be

alternative strategy in online teaching class. The data showed in score 82, 3% which mean “Strongly agree”

### **B. Suggestion**

Based on the conclusion above, the writer give some suggestions to improve the English in general and to improve the speaking skill in specific as follow:

#### 1. For English teacher

English teacher should be able to develop the methods or media as teaching aid to intrique the students’ willingness to study English, specially speaking. English teacher of SMKN 1Pinrang can use remote learning: speaking skill as an alternative teaching in online class to increase in students’ learning English especially speaking skill.

#### 2. For students

The students must study hard about speaking to improve the speaking skill, because speaking is one of communication that should be mastered. Don’t be shy to speak in English in front of all the people. The students should increase their knowledge about English specially in speaking skill.

#### 3. For other researcher

For all of the researcher have to give some suggestion and addition to increase the students’ English speaking as foreign language.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this research better.

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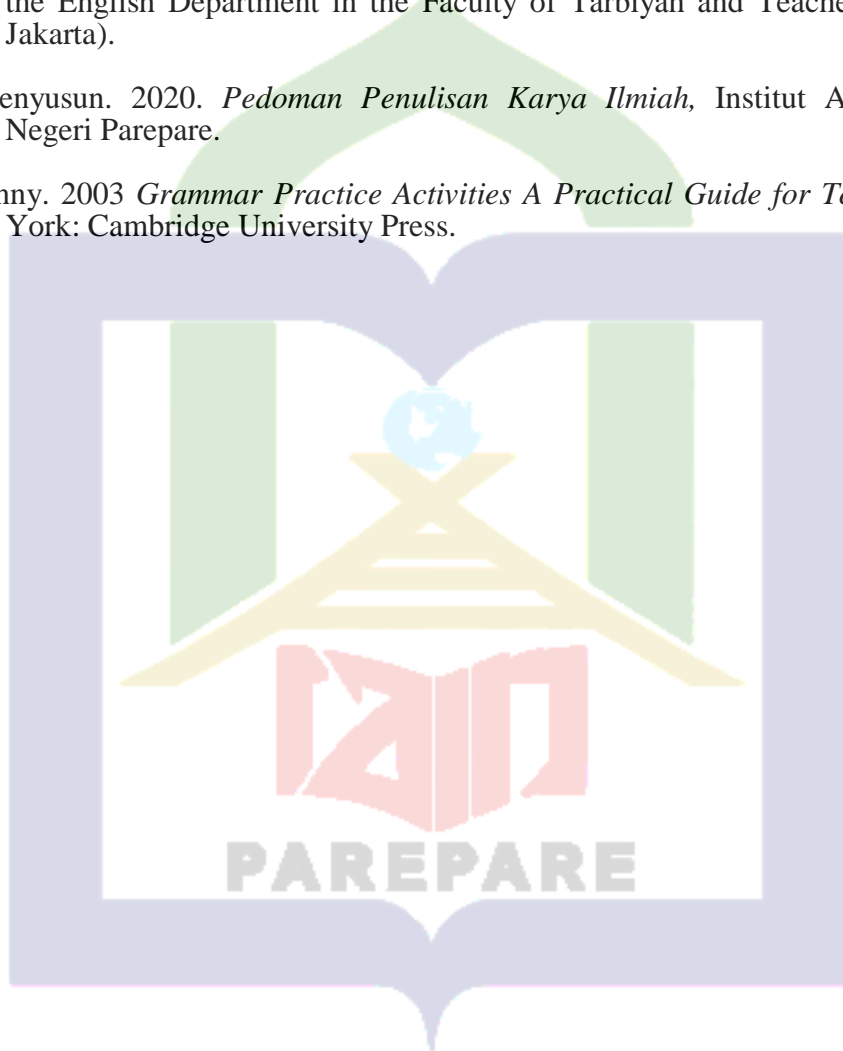
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# Appendices



## Appendix 1

### Dialogue 1 : Telephone Conversation

Please, read this dialog carefully!

Mr. Firhan : Good morning. Am I speaking with Ms. Rada?

Rada : Good morning. This is Rada speaking.

Mr. firhan : I am Firhan from Martha Tilaar Group.

Rada : Yes sir. How can I help you?

Mr. firhan : I have received and reviewed your application; and I am glad to congratulate you now that you are shortlisted in our Martha Tilaar Group.

Rada : What a good news. What should I probably do?

Mr. firhan : I need to see you in person, just to making sure that you are eligible to join in my Martha Tilaar Group. We are going to have a small conversation.

Rada : It would be nice. When will it be?

Mr. firhan :How about tomorrow afternoon?

Rada : I would love to, but I already had an appointment with my mother to check her up at hospital. How about the day after tomorrow afternoon?.

Mr. firhan : Let me check my schedule.. I didn't see anything on the day so it would be okay.

Rada : Alright. Where will it be? Should I meet you at your office?

Mr.firhan : Yes. You should. I need you to bring your latest CV with achievements, education and qualifications, employment history; make sure that you highlight tasks and responsibilities that show your skills and strength.

Rada : Noted sir. Is there anything else I should take?

Mr. firhan : Ah. One thing, make sure that you are well groomed.



Rada : Absolutely. What time will it be at?  
Mr. firhan : 09.00 AM. Don't be late.  
Rada : Of course. Let me sum it up.  
Mr. firhan : Well. I'm counting on you. Send my regard to your mother and have a nice day.  
Rada ; Have a nice day sir.



## Appendix 2

### Dialogue2 : Job Interview

Please, read this dialog carefully!

- Mr. Firhan : Good morning sit down please.
- Rada : Good morning. Thank you, Ma'am.
- Mr. Firhan : I'm talking to Ms. RadaRemba, right?
- Rada : Yes, That's me.
- Mr. Firhan : How can I suppose to call you, miss?
- Rada : Rada, please.
- Mr. Firhan : Ok, Miss Rada. Please introduce, I am Mr. firhan. I'm the third chairman of this company.
- Rada : Nice to meet you sir.
- Mr. Firhan : Are you prepared for the employee interview today?
- Rada : Yes, I am prepared Sir.
- Mr. Firhan :How would you know the information about the occupation opportunity of this organization?
- Rada : I read an advertisement on a Jakarta Post Newspaper released on Monday last week. And, I feel I'm really excited to it.
- Mr. Firhan : Well, okay. So, what makes you interested to apply on the position of Marketing Manager in this company?
- Rada : I'm interested to apply as the head of Marketing Manager due to my capability. I feel that I am capable to get that position. Besides, I graduated from Business and Management Course with Cumlaude GPA 3.70. Not only that, I also have skills and experiences to promote my ability.

- Mr. Firhan : Really? So, how about your skills? Could you tell me about your skills?
- Rada : I have sharpened the management project skill and I'm really tech savvy. I can also create user friendly tools and apps. You can see them on my PC. I'm bringing them.
- Mr. Firhan : Very nice. How about your experiences? Have you been on my employment encounters at Marketing Management before?
- Rada : Yes Sir. Of course. I had worked at different company on the same position for about 3 years. However, I resigned because my office was too far. I need to work in a closer office to my house.
- Mr. Firhan : I see. How about dialects and languages? Could you talk different languages and dialects?
- Rada : Yes. I can speak English, Japanese and Chinese.
- Mr. Firhan : Wow, That's really intriguing. Where did you learn the languages?
- Rada : While I was in school and university, I took a course to explore learning languages. Basically, I'm really interested in languages. They are very unique.
- Mr. Firhan : Great. I can't agree more with you. Anyway, do have quality and shortcoming point? Tell me, please.
- Rada : Of course. My main quality is my skills and experiences, beside I also have greater thing that is my spirit and my responsibility in doing something. I additionally love to learn different and new things. My shortcoming is about my fearness of height.
- Mr. Firhan : Well, it was an amazing time to meet you and talk about many things with you. I thought you are the one we are looking for so far. I agree that you are fitted to top off this position. I'll call you later after the all majoring body settles get on a choice. Thank you very much for your time, Rada.
- Rada : Well, Sir. May I ask something?
- Mr. Firhan : Yes, please.

Rada : How much time this company need to inform to me the result of this interview?

Mr. Firhan : As soon as possible. Maybe at the end of this week, we will send you an email about the result.

Rada : Thank you, Sir.

Mr. Firhan : You are welcome.



### Appendix 3

The Students' Speaking Score of Test 1 and Test 2

No	Name	Test 1	Test 2
1.	AA	55	70
2.	ARS	50	60
3.	DRI	55	65
4.	HDP	80	85
5.	IR	58	68
6.	RA	55	65
7.	RH	45	60
8.	SA	60	70
9.	ST	60	68
10.	WA	63	73
11.	IS	45	55
12.	ISS	50	60
13.	KA	55	65
14.	MI	53	60
15.	MYS	55	65
16.	PA	48	60
	Mean :	55, 4	65, 5

## Appendix 4

### Questionnaire

#### A. Petunjuk pengisian angket/kuesioner

1. Isilah identitas responden terlebih dahulu sebelum melangkah ke pertanyaan .
2. Bacalah dengan teliti pertanyaan dalam angket/kuesioner di bawah ini sebelum menjawab.
3. Jawablah pertanyaan dengan jujur sesuai keadaan diri kalian.
4. Cara menjawabnya cukup memberi tanda ceklis (✓) pada pilihan keterangan jawaban yang telah disediakan.
5. Hasil angket tidak akan mempengaruhi nilai kalian, angket hanya dibutuhkan untuk hasil penelitian saja dan tidak akan disebarluaskan.

#### B. Identitas Responden

Nama : Satriani

Kelas : XI pemasaran 1

#### Keterangan

1. Sangatsetuju (SS)
2. Setuju (S)
3. TidakSetuju (TS)
4. SangatTidakSetuju (STS)

Pertanyaan!

NO	QUESTIONNARE	S	S	T	S
		S	S	T	S
1	Sekolah menghentikan proses pembelajaran dilakukan jarak jauh atau remote learning dikarenakan kondisi saat ini.		✓		
2	Pembelajaran bahasa Inggris dengan melalui pembelajaran remote learning membuat saya mudah memahami materi pembelajaran.		✓		
3	Penerapan pembelajaran bahasa Inggris dengan speaking skill melalui remote learning dapat meningkatkan kepercayaan diri saya.	✓			
4	Saya bersedia mengikuti pembelajaran bahasa Inggris khususnya speaking skill by remote learning dipertemuan berikutnya.	✓			
5	Dengan mengajar melalui remote learning distuasi sekarang ini mendorong saya untuk berbicara dalam bahasa Inggris.	✓			
6	Belajar bahasa Inggris menggunakan speaking skill melalui remote learning membuat saya merasa lebih termotivasi.		✓		
7	Belajar speaking dengan pembelajaran remote learning dapat membuat pengetahuan bahasa Inggris saya lebih baik.		✓		
8	Belajar bahasa Inggris dengan pembelajaran remote learning		✓		

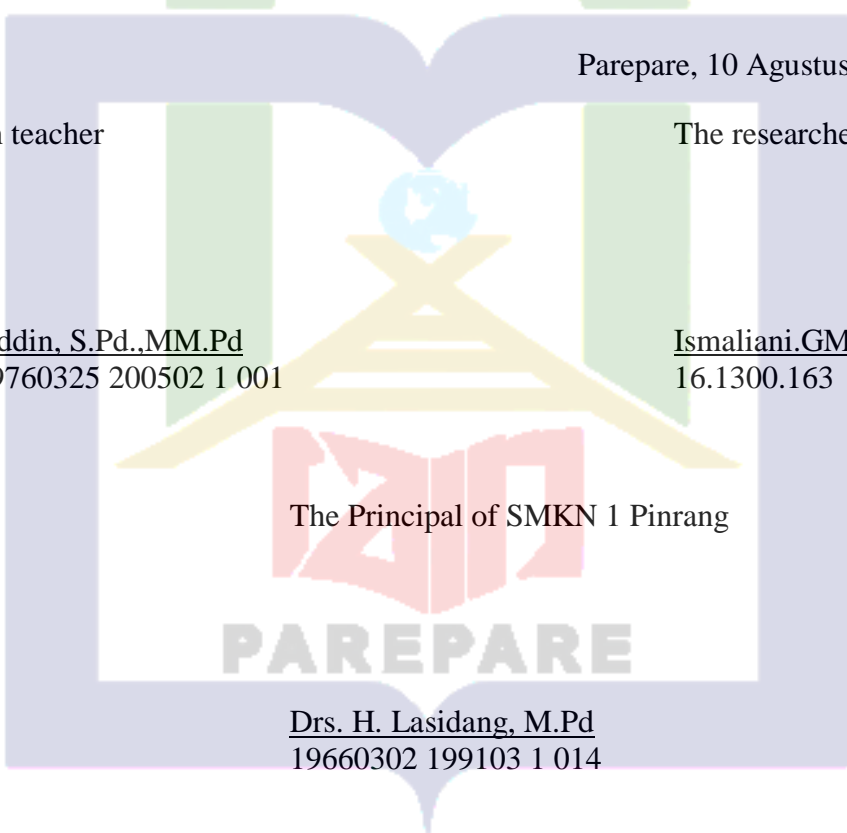
- membuat saya lebih aktif dalam belajar.
- 9 Pembelajaran melalui remote learning membuat pelajaran bahasa Inggris lebih menarik untuk dipelajari. ✓
  - 10 Dengan belajar melalui remote learning membuat saya berlatih bekerjasama dengan teman yang lain. ✓
  - 11 Belajar bahasa Inggris melalui remote learning membuat saya tertekan. ✓
  - 12 Saya tidak tertarik mengikuti pembelajaran bahasa Inggris melalui remote learning. ✓
  - 13 Pembelajaran bahasa Inggris melalui remote learning membuat saya kurang/susah memahami materi pembelajaran. ✓
  - 14 Pembelajaran bahasa Inggris melalui remote learning membuat saya mengantuk. ✓
  - 15 Belajar bahasa Inggris melalui remote learning membuang waktu belajar saya. ✓
  - 16 Dengan melakukan pembelajaran secara berkelompok hanya akan membuat saya merasa tidak nyaman. ✓
  - 17 Saya tidak bias memahami materi dalam pembelajaran bahasa Inggris dengan melauai pembelajaran. ✓
  - 18 Penerapan pembelajaran bahasa Inggris melalui remote ✓



learning membuat saya kurang percaya diri.

19 Pembelajaran bahasa Inggris melalui remote learning sulit untuk diterapkan. ✓

20 Menggunakan pembelajaran melalui remote learning dalam pembelajaran bahasa Inggris terlalu monoton. ✓



Parepare, 10 Agustus 2020

English teacher The researcher

Jamaluddin, S.Pd.,MM.Pd  
NIP. 19760325 200502 1 001

Ismaliani.GM  
16.1300.163

The Principal of SMKN 1 Pinrang

**PAREPARE**

Drs. H. Lasidang, M.Pd  
19660302 199103 1 014

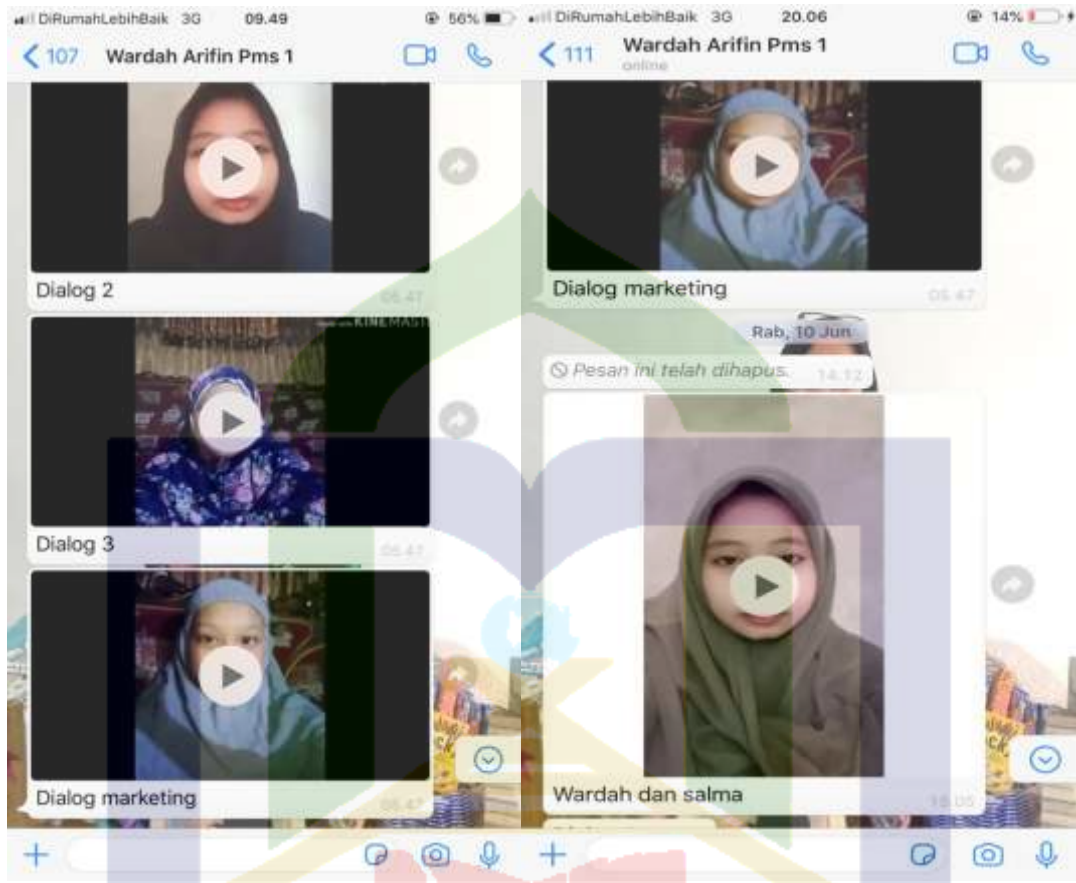


## Appendix 5

Documentation

Process of test 1 and test 2





PAREPARE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307 , Fax. (0421) 24404

Nomor : B.1350/In.39.5/PP.00.9/08/2019

12 Agustus 2019

Lamp : -

Hal. : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Mujahidah, M.Pd.

di-

Tempat

Asslamu Alaikum Wr. Wb.

Berdasarkan Hasil Keputusan Sidang Judul Penelitian pada tanggal 19 Juli 2019, maka dengan ini kami menunjuk dan menetapkan Ibu sebagai pembimbing pada mahasiswa:

Nama : Ismaliani GM  
NIM : 16.1300.163  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Judul : Remote Learning Spearing Skill At Vocational High School 1 Pinrang

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



Dekan

H. Saipudin



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

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [info@iainparepare.ac.id](mailto:info@iainparepare.ac.id)

Nomor : B. 788/In.39.5.1/PP.00.9/03/2020  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X  
Provinsi Sulawesi Selatan  
di,-

Kab. Pinrang

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Ismaliani. GM  
Tempat/Tgl. Lahir : Pinrang, 22 Desember 1997  
NIM : 16.1300.163  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Jl. Poros Benteng Kel. Tonyamang Kec. Patampanua  
Kab. Pinrang


Bermaksud akan mengadakan penelitian di wilayah Kabupaten Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"Improving Speaking Through Role Play at The Second Grade of Vocational High School 1 Pinrang"**

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 10 Maret 2020  
Wakil Dekan I,

  
/ Muh. Dahlan Thalib



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
UPT SMK NEGERI 1 PINRANG

Alamat : Jalan LanggaTassokko Telp (0421)3911728, Fax (0421)3911728  
Email: smknegeri1pinrang@yahoo.co.id ; Web: smkn1pinrang.sch.id

REKOMENDASI

Nomor :421.5/235.3-UPT SMK.1/PRG/DISDIK

Berdasarkan Surat Rekomendasi Penelitian Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Atap Pintu Kabupaten Pinrang Selatan Nomor:867/21010/P.PTK-FAS/DISDIK tanggal 25 September 2018, maka Kepala UPT SMK Negeri 1 Pinrang bersedia menerima Mahasiswa yang tersebut di bawah ini untuk melakukan penelitian:

N a m a : ISMALIANI GM  
Nomor Pokok : 16.1300.163  
Program Studi : Bahasa Inggris  
Pekerjaan / Lembaga : Mahasiswa( S1 ) IAIN Parepare  
A l a m a t : Jl. Amal Bakti No. 8 Soreang Parepare

Demikian Rekomendasi ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Pinrang, 13 April 2020  
Kepala Sekolah,  
Drs. H. LASIDANG, M.Pd  
NIP. 19660302 199103 1 014



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0143/PENELITIAN/DPMPPTSP/03/2020

Tentang

**REKOMENDASI PENELITIAN**

**Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 19-03-2020 atas nama ISMALIANI GM, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

- Mengingat** :
1. Undang - Undang Nomor 29 Tahun 1959;
  2. Undang - Undang Nomor 18 Tahun 2002;
  3. Undang - Undang Nomor 25 Tahun 2007;
  4. Undang - Undang Nomor 25 Tahun 2009;
  5. Undang - Undang Nomor 23 Tahun 2014;

- Memperhatikan** :
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
  7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
  8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
  9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
1. Rekomendasi Tim Teknis PTSP : 0321/R/T.Teknis/DPMPPTSP/03/2020, Tanggal : 19-03-2020
  2. Berita Acara Pemeriksaan (BAP) Nomor : 0142/BAP/PENELITIAN/DPMPPTSP/03/2020, Tanggal : 23-03-2020

**MEMUTUSKAN**

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- |                              |  |
|------------------------------|--|
| 1. Nama Lembaga              | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE  |
| 2. Alamat Lembaga            | : JL. AMAL BAKTI NO. 8, SOREANG PAREPARE   |
| 3. Nama Peneliti             | : ISMALIANI GM   |
| 4. Judul Penelitian          | : IMPROVING SPEAKING THROUGH ROLE PLAY AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL 1 PINRANG |
| 5. Jangka waktu Penelitian   | : 2 Bulan  |
| 6. Sasaran/target Penelitian | : SISWA SMK NEGERI 1 PINRANG   |
| 7. Lokasi Penelitian         | : Kecamatan Watang Sawitto   |
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 19-09-2020.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 23 Maret 2020



Blaya : Rp 0,-

Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP., M.Si**  
 NIP. 197406031993112001  
 Kepala Dinas Penanaman Modal dan PTSP  
 Selaku Kepala Unit PTSP Kabupaten Pinrang



**OMBUDSMAN**  
 REPUBLIK INDONESIA





**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
UPT SMK NEGERI 1 PINRANG**

Alamat : Jalan Langnga Tassokko Telp.(0421)3911728,Fax.(0421)3911728  
Email: smkn1\_prg@yahoo.com ; Web: <http://smkn1pinrang.sch.id>

**SURAT KETERANGAN**

**Nomor : 421.5/312.3-UPT SMK.1/PRG/DISDIK**

Yang bertanda tangan di bawah Kepala UPT SMK Negeri 1 Pinrang, menerangkan bahwa :

Nama	: ISMALIANI. GM
NIM	: 16.1300.163
Program Studi	: PBI
Pekerjaan/ Lembaga	: Mahasiswa (S1) IAIN PAREPARE
Alamat	: TALABANGI

benar yang tersebut namanya di atas telah melaksanakan penelitian di UPT SMK Negeri 1 Pinrang sejak tgl 15 April s/d 18 Juni 2020, dalam rangka Penyusunan Skripsi dengan Judul **"REMOTE LEARNING : SPEAKING SKILL AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL 1 PINRANG"**

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



31 Agustus 2020

**Drs. H. YASIDANG, M.Pd**

Pangkat : Pembina Tk. 1

NIP. 19660302 199103 1 014

## CURRICULUM VITAE



**Ismaliani. GM**, the writer was born on December 22<sup>th</sup> 1997 in Pinrang, South Sulawesi. She is the first child from three children in her family. Her father's name is Gannur and her mother's name is Hj. Murni. She is a student of English program or Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare. When study in IAIN Parepare, she lived at Dormitory (2016-2017) IAIN Parepare. Her educational background, she began her study on 2004 at MI DDI Palirang, Pinrang and graduated on 2010, at the same year her registered of SMPN 2 Pinrang and graduated 2013. Then she continued her study in vocational high school 1 Pinrang and graduated 2016. Then she continued her study at Tarbiyah Faculty, English program, State Islamic Institute (IAIN) Parepare and completed her study with her skripsi in title "Remote: Learning: Speaking Skill at the Second Grade of Vocational High School 1 Pinrang".