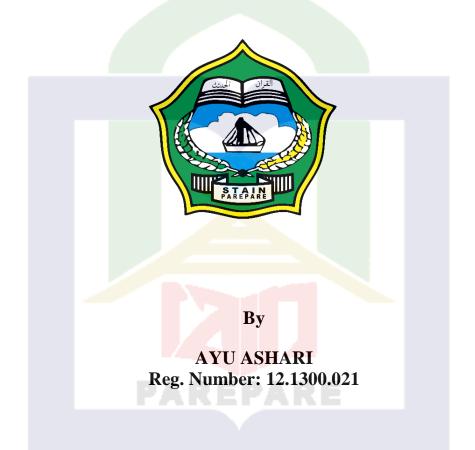
# **SKRIPSI**

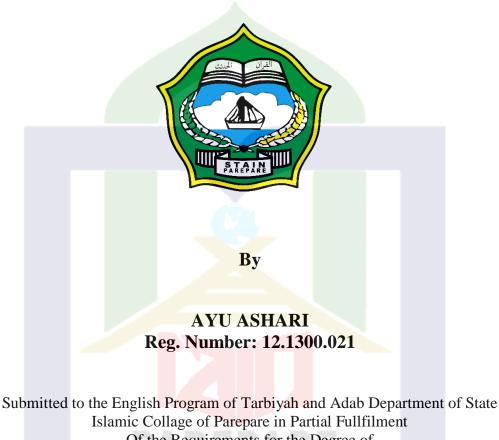
### TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE



### ENGLISH PROGRAM TARBIYAH AND ADAB DEPARTEMENT STATE ISLAMIC COLLEGE (STAIN) OF PAREPARE

2016

# TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE



Of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

# ENGLISH PROGRAM TARBIYAH AND ADAB DEPARTEMENT STATE ISLAMIC COLLEGE (STAIN) PAREPARE

2016

### TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE

Skripsi As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I.) English Program Submitted by AYU ASHARI Reg. Number: 12.1300.021

## ENGLISH PROGRAM TARBIYAH AND ADAB DEPARTEMENT STATE ISLAMIC COLLEGE (STAIN) PAREPARE

2016

# APPROVAL OF CONSULTANT COMMISSIONS

Name of Student	:	AYU ASHARI
Title of Skripsi		Teaching Speaking As A Performance by Using Topical Method for The Fourth Semester Students at The English Program of STAIN Parepare
Student Reg. Number	:	12.1300.021
Department	:	Tarbiyah and Adab Department
Study Program	:	English Program
By Virtue of Consultant degree	:	SK. Ketua Jurusan Tarbiyah No.Sti/19/PP.00.9/196/2015

Has been legalized by:

# Consultant

Consultant: Dr. A. Kaharuddin Bahar, S.IP., M.Hum.NIP: 197508142005011006Co-Consultant: Drs. Ismail, M.M.

: Drs. Ismail, M.M. : 196312071987031003

NIP

Jewes (... (...

Approved by The Chairman of Tactiyah and Adab Department AIN 5 r. S.Ag., M.A. Bahti NTPG119 20505 1998031004

#### SKRIPSI

#### TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE

Submitted by

### AYU ASHARI Reg Num. 12.1300.021

Had been examined of July 14<sup>th</sup> 2016 and had been declared that it fulfilled the requirements

Approved by

**Consultant Commissions** 

Consultant NIP

: Dr. A. Kaharuddin Bahar, S.IP., M.Hum. : 197508142005011006

Co-Consultant NIP : Drs. Ismail Latif, M.M. : 196312071987031003

(...

Head of STAIN Parepare

The Chairman of Tarbiyah and Adab

Bahtiar, S.Ag., M.A.

NIP: 19720505 199803 1 004

# **ENDORSEMENT OF EXAMINER COMMISSIONS**

Name of Student	:	AYU ASHARI
Title of Skripsi		Teaching Speaking as a Performance by Using Topical Method for the Fourth Semester Students at the English Program of STAIN Parepare
Student Reg. Number	:	12.1300.021
Department	:	Tarbiyah and Adab
Study Program	:	English Program
By Virtue of Consultant degree	:	SK. Ketua Jurusan Tarbiyah No.Sti/19/PP.00.9/196/2015
Date of Graduation	:	July 14 <sup>th</sup> 2016

Approved by Examiner Commissions

Dr. A. Kaharuddin Bahar, S.IP., M.Hum. (Chairman) Drs. Ismail Latif, M.M. Bahtiar, S.Ag., M.A. Abdul Haris Sunubi, S.S., M.Pd.

(Secretary) (Member)

(Member)

Juni .)

Cognizant of: d of STAIN Parepare Sultra Rustan, M.Si. 9640427 198703 1 002

### ACKNOWLEDGMENTS

Bismillahir Rahmani Rahim

Alhamdulillahi Rabbil Alamin, the writer would like to express her best regard to Allah SWT., the Lord of this world who has been given us His blessing and mercy so the writer can finish this study well. Also, shalawat and salam to prophet Muhammad SAW who has brought us from uneducational person to be educational person.

From the deepest of heart, the writer would like to express great thanks and higher appreciation to her beloved parents, Mr. Asri and Ms. Hasi who always give their best, give motivation, give supporting and pray to Allah for the successful of writer. Also, the writer sends her big love to her brother Irwan Ashari and her lovely sister Nuryana Ashari who have motivated and supported the writer.

The writer realize that the skripsi would never have been completed without guidance, support, motivation, and encouragement, therefore the writer's endless grateful to her consultant Dr. A. Kaharuddin Bahar, S.IP.,M.Hum as the first consultant who has been giving his uncounted knowledge and advice to guide her finish the script. Then, to the second consultant Drs. Ismail, M.M. as motivator, consultant and a great teacher who has shared everything about knowledge to the writer. May Allah keep and bless them anytime.

Then, the writer would like to express a lot of thanks to:

1. The Head of State Islamic Collage (STAIN) Parepare, Dr. Ahmad S. R

M.Si., and his staffs for their kind and supple management.

2. The Chairman of Tarbiyah and Adab Department, Bahtiar, S.Ag., M.A and also Drs. Abdul Haris Sunubi, M.Pd. as the Chairman of English Program who had educated and guided the writer during her study

- 3. The lecturers of English Program who have taken spare time to educate the writer during her study in State Islamic Collage (STAIN) Parepare.
- 4. All of the staffs of State Islamic Collage (STAIN) Parepare for their guidance.
- 5. Big thanks to Dr. Mahsyar Idris and Dr. St. Nurhayati Ali as the vice parent for the writer.
- 6. Million thanks to sisters Henni Liyastuti, Nasti, Mariani, Nur Janna, Nur Aisah, Nur Hana, Elmi Asiz and all her classmates since study in English Program for supporting and all great moments that make happy to finish this script.
- 7. Special thanks to Asdianto, S.E. for always motivate and support the writer.
- 8. All of friends that always accompany, support and help direct and indirectly during her study in State Islamic Collage (STAIN) Parepare.

Finally, the writer realized that this skripsi is not perfect. Therefore, the writer would appreciate all suggestion and correction for improvement of the skripsi. May Allah SWT always bestow His loving on us now and forever, aamiin.

Parepare, June 3<sup>th</sup> 2016

The Writerm

<u>AYUASHARI</u> Reg. Num.: 12.1300.021

# DECLRATION OF THE AUTHENTICICTY OF THE SKRIPSI

The writer who signed the declaration below:

Name of Student	: AYU ASHARI
Student Reg. Number	: 12.1300.021
Place and Date of Birth	: Welonge, 29 <sup>th</sup> Juni 1994
Study Program	: English Program
Department	: Tarbiyah and Adab
Title of Skripsi	: Teaching Speaking As A Performance by Using Topical Method for The Fourth
	Semester Students at The English Program of STAIN Parepare

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

Parepare, June 3<sup>th</sup> 2016

The Writer

<u>AYU <u>SHARI</u> Reg. Number: 12.1300.021</u>

### ABSTRACT

AYU ASHARI. Teaching Speaking as A Performance by Using Topical Method for the Fourth Semester Students at the English Program of STAIN Parepare. (Suprissed by A. Kaharuddin Bahar and Ismail).

This research was carried out at fourth semester students' at STAIN Parepare. Based on the preliminary study, the students got some problem in speaking performance so the research would like to teach it by topical method. The research problem of this study was "Is topical method able to improve students' speaking performance at fourth semester students in English Program of STAIN Parepare?"

This research used pre experiment method where the procedures are pre-test and post-test. In pre-test and post-test, the students were given some topics then they speech based on their topic. In treatment, the students got some material then they had practiced and done evaluation. The instruments of the research are test (pre-test and post-test). The researcher used the formula of SPSS computer to analyze and calculate data.

The result of this research was improved; it can be seen from the students' mean score pre-test and post-test. The students' mean score pre-test was 39,40 which is classified a Fair classification and the students' mean score post-test was 55,80 which is classified as Good classification. It means that using topical method can be improved students' speaking performance.

Key word: Speaking Performance, Topical Method

# TABLE OF CONTENTS

Page

PAGE OF TITI	.E	ii
SUBMITTED F	PAGE	iii
APPROVAL O	F CONSULTANT COMMISSIONS	iv
ACKNOWLED	OGEMENTS	v
DECLARATIO	N OF THE AUTHENTICITY OF THE SKRIPSI	
vii		
ABSTRACT		viii
TABLE OF CO	NTENTS	ix
LIST OF TABL	.E	xi
LIST OF APPE	NDICES	xii
CHAPTER I	INTRODUCTION	
	1.1 Background	1
	1.2 Proble <mark>m Statement</mark>	3
	1.3 Objective of the Research	3
	1.4 Significance of the Research	
CHAPTER II	REVIEW OF RELATED LITERATURE	
	2.1 Previous Related Findings	5
	2.2 Some Pertinent Ideas	6
	2.2.1 The Concept of Speaking	6
	2.2.2 Speaking as Performance	15
	2.2.3 The Topical Method	

	2.3 Conceptual Framework	21	
	2.4 Hypothesis		
CHAPTER III	II METHOLOGY OF THE RESEARCH		
	3.1 The Research Method and Design	30	
	3.2 Research Variable	31	
	3.3 Location and Duration	31	
	3.4 Population and Sample	32	
	3.5 Instrument of the Research	32	
	3.6 Procedures of Collecting Data	33	
	3.7 Treatment	33	
	3.8 Technique of Data Analysis	34	
CHAPTER IV	FINDING AND DISCUSSION		
	4.1 Findings	37	
	4.2 Discussion		
CHAPTER V	CONCLUSION AND SUGGESTION		
	5.1 CONCLUSION	74	
	5.2 SUGGESTION	74	
BIBLIOGRAP	HY DADEDADE	75	
APPENDICES			
CURICULUM	VITAE		

## LIST OF TABLE

No. Table	Title of Table	Page
3.1.	Rating Scale for Speaking as Performance Test	28
3.2.	Guideline for Evaluating The Students' Speaking as Performance	29
4.1.	The Design of Topics Survey	31
4.2.	Percentage of the Surveying Topics	32
4.3.	The Result of Pre-Test	40
4.4.	The Statistics Result of Pre-Test	41
4.5.	The Students' Rate of Post-Test	43
4.6.	The Statistics Result of Post Test	44
4.7.	The Scores Comparison Between Pre-Test and Post-Test	46
4.8.	One-Sample Kolmogorov-Smirnov Test	48
4.9.	Paired Sample Test	50
4.10	The Student's Achievement in Pre-Test and Post-Test	62

### LIST OF APPENDICES

No. Appendix	Title of Appendix	Page
1.	Topic Survey	71
1.	Lesson Plan and Teaching Material	77
2.	Students' Pre-Test	91
3	Students' Sheet of Practice	103
4	Students' Sheet of Evaluation	107
3.	Students' Post-Test	111
5.	Correspondence	130
6.	Documentation	133
7.	Curriculum Vitae	136



#### **CHAPTER I**

#### **INTRODUCTION**

#### **1.1 Background**

Speaking as the primary and the most important skills can be considered to allow people to organize their thoughts. It is looked when people see their thoughts and ideas becoming clear to them not only when they engage in a conversation on the topic with others, but also in the way they organize and clarify their thoughts and ideas by engaging in a loud or silent conversation with themselves. The people have to master in speaking well to convey their ideas, feelings, opinion, requirements, and etc. Besides, people should be more realize the importance of learning speaking, especially for speaking as performance. In this globalization era, interacting with other people is not always about discussion, make short conversation or dialogue. Elaine emphasized that we do not always speak in the same way exactly. A speech is like a dress where varies with the situation. It is mean that different situations calling for different styles.<sup>1</sup> Sometimes, there will be an occasion which requires standing in the podium and giving speech in front of audience. It is such of speaking as a performance that we called public speaking.

In other that, there are some reasons to learn about speaking as a performance or public speaking for the students. First about job opportunities, the employers are looking for college graduates who have some qualifications including communication skills. Most of companies are looking for candidates who expert in performance speaking because they are able to communicate idea easily and effectively. Second

<sup>&</sup>lt;sup>1</sup>Elaine Chaika, *Language the Social Mirror*, (Rowley: Newbury House Publishes, inc., 1982), p. 29.

about education benefits, performance speaking is a very important element for the students to make academic speeches and oral academic presentations because some lectures may find it more important to engage students in presentations focusing on discussing particular theory, research, reports, and critiques on a certain theory.<sup>2</sup> Knowing about the reason for learning speaking as performance hopefully will inspire and motivate students to learn it seriously.

As one of foreign language skills, speaking is taught as a subject in English Program of STAIN Parepare. The students learn things about speaking itself. They can improve their speaking and master it by attending the class actually. But it is not guarantee that all of students can be master in speaking, especially in speaking as performance. Many students learned speaking, however, they still cannot speak language well even though they know about grammar. Commonly, they will get nervous and get blank when they must speak in impromptu. They do not know what to talk and how to talk. Most of students have anxiety and get speechless when they speak in public, whereas the public speaking is needed for their improvement. This is because they are lack of practicing, either in the classroom or outside the classroom. According to Edward that in the classroom the students should be given some true speaking activity, either guided conversation, at later stages, free conversation, and etc. There should be a course where the teacher allows their students to talk a great deal and to express their ideas in the class not simply what their teacher tells them to say.<sup>3</sup> Therefore, the students in English Program of STAIN Parepare should be given

<sup>&</sup>lt;sup>2</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance* (Yogyakarta: Trust Media, 2015), p. 8.

<sup>&</sup>lt;sup>3</sup>Edward David Alles and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language* (New York: Harcourt Brace Jovanovich, 1972), p. 211.

3

much opportunity to practice their skills. In this case, they should be much involved in the classroom activity which speaking is used to express their ideas in front of their friends or the other audience.

From the description before, the researcher assumes that there should be a learning method in teaching speaking as performance to overcome such problems, a method which will accommodate the improving of students' speaking performance. The researcher is interest to make research about topical method because that method will useful to help the students to organize, describe or explain their ideas in front of audience structurally and systematically. Topical method is one of speech organization methods which the main points divide the topic into logical and consistent subtopic. It is a method to representing ideas which later can be used as starting point in teaching speaking. Based on explanation above, the researcher would like to carry out a research under the title 'Teaching Speaking as A Performance by Using Topical Method for The Fourth Semester Students at the English Program of STAIN Parepare'.

### **1.2 Problem Statement**

Accordance with the previous background, the problem staement is formulated as follow: "Is the topical method able to improve students' speaking performance at the fourth semester in English Program of STAIN Parepare?"

#### **1.3 Objective of the Research**

Based on the problem statement above, the researcher considers the main purpose is: To find out whether topical method able to improve students' speaking performance at the fourth semester in English Program of STAIN Parepare.

4

#### **1. 4 Significance of the Research**

The significance of the research is expected to be a piece of useful contribution to academicals practical development:

- 1.4.1 For the students, by study this topical method they are expected to be able to mastery in speaking performance.
- 1.4.2 For the teacher, this research will be useful as information to help the teacher improve their teaching method.
- 1.4.3 For the other researcher, this research will be used as one of the references for those who want to apply another method to improve students' speaking performance.



#### **CHAPTER II**

#### **REVIEW OF RELATED LITERATURE**

#### **2.1 Previous Research Findings**

Some researchers have observed and found the result related to the reference especially in teaching speaking. Some of their finding as follows:

Asriani in her research "Improving Students' Speaking Ability to the Second Year Students of Madrasah Aliyah Negeri (MAN) Polewali Mandar Through Story Telling Techniques" states that story telling was an affective technique to improve the students' speaking skills. The result of this study revealed that T-test was higher than T-table (9,46 > 0,05).<sup>4</sup>

The next researcher is Siti Aminah in her research "Improving Students' Speaking Performance by Using Oral Presentation at the Fith Semester Students of English Education Department at STAIN Parepare", found that oral presentation able to improve students' speaking performance. It is proved by the different mean in the statistical table of students' pre-test and post-test. Where mean in pre-test is 7,47 and in post-test is 14,00, it showed how the process of treatment by giving oral presentation gave big influence to the students' speaking performance.<sup>5</sup>

Based on the related findings above, the researcher concluded that there are some ideas and methods can be used to increase students' speaking skills. So, the

<sup>&</sup>lt;sup>4</sup>Asriani, "Improving Students' Speaking Ability To The Second Students of Madrasah Aliyah Negeri (MAN) Polewali Mandar Through Storytelling Technique", (Unpublished STAIN: Parepare. 2008). p. 65.

<sup>&</sup>lt;sup>5</sup>Sitti Aminah, "Improving Students' Speaking Performance by Using Oral Presentation (A Study at the Fith Semester Students of English Education Department at STAIN Parepare)", (Unpublished skripsi, Parepare: STAIN Parepare, 2015), p.52.

6

using of topical method hoped to be able to improve the students speaking skills especially in their speaking performance.

#### **2.2 Some Pertinent Ideas**

#### **2.2.1 The Concept of Speaking**

There are some concepts of speaking, they are: the definition of speaking, the components of speaking, the types of speaking, the functions of speaking skills, and the difficulties of speaking that will be briefly with the explanation below:

### 2.2.1.1 Definition of Speaking

According to Oxford that speaking is talk to someone about something by using your voice to express your opinion openly.<sup>6</sup> Besides in Webster, speaking is a way to express or convey as in speech, to deliver and address, to make known to be capable conversing especially in foreign language.<sup>7</sup>

In addition, speaking is also considered as the important skill of communication that humans learn it to speak as a need to interact and to communicate their ideas, feeling, thoughts as well as their wishes to others.<sup>8</sup> In the process of speaking, a person does not only consider the informational content of what they are saying but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which

<sup>&</sup>lt;sup>6</sup>Oxford Learners' Pocket Dictionary, (New York: New Edition Oxford University Press, 2003), p.414.

<sup>&</sup>lt;sup>7</sup>Webster, *The New International Webster's Pocket Dictionary of the English Language*, United States: New Revised Edition: Trident Press International 2002, p. 403.

<sup>&</sup>lt;sup>8</sup>Kaharuddin Bahar, *Interactional Speaking-A Guide to Enhance Natural Communication Skills in English*, (Yogyakarta: Trustmedia Publishing, 2014), p. 1.

7

engages their attention. However, speaking is a skill that is taken for granted, learned as it is through a process of socialization through communicating.<sup>9</sup>

Related some definition above, the researcher can conclude that speaking is a way to express something, either feeling, ideas, or anything in mind from the speaker to the listener by oral communication.

2.2.1.2 The Component of Speaking

There are some components that students must pay attention to help them speak fluently and accurately. These components of speaking influence how well they can practice their speaking skills. The component of the speaking as follow:

1. Vocabulary

Vocabulary as one of the language elements is important to study, because without enough vocabulary, the skills to communicate and convey cannot be established. Therefore, English teachers must have responsibility to use the material in teaching a foreign language. A vocabulary is defined as "all the words known and used by a particular person". In addition, vocabulary of a language reveals underlying attitudes of the society that produced it, as in euphemisms, taboo words, and propaganda.<sup>10</sup>

2. Pronunciation

Pronunciation refers how the word or sentence is produce in spoken or how the speaker utters the word. According to Oxford, pronunciation is way in which a

<sup>&</sup>lt;sup>9</sup>Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited, 2003), p. 22.

<sup>&</sup>lt;sup>10</sup>Elaine Chaika, *Language The Social Mirror*, (Rowley: Newbury House of Publishes, inc., 1982), p. 195.

language or particular word or sound is spoken.<sup>11</sup> The pronunciation is important aspects in speaking because it is influence the meaning. A wrong pronouncing indicates wrong meaning. It will make misunderstanding if the speaker makes wrong pronunciation of the word or sentence.

#### 3. Grammar

Grammar is the set of structural rules in any given natural language which is establish the composition of sentences, phrases, and words. In addition, Brown affirms that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.<sup>12</sup> However someone has mastered the other component of speaking but she/he does not have good grammar, it will make the other is difficult to understand what she/he said.

### 4. Accuracy

Accuracy seen the extent is correct grammar, idioms, phrases, sentences. Accuracy is focused on issues appropriacy and other formal factors. Characteristics of accuracy are usage, language for display, languages for knowledge, attention, and correction. In this view the teaching of a language involves developing the ability to produce correct sentences.<sup>13</sup> Speaking accuracy means that students spell without grammatical errors and vocabulary

<sup>&</sup>lt;sup>11</sup>Oxford University Press, *Oxford Learners' Pocket Dictionary*, (The third edition, Printed in China, 2003), p.343.

<sup>&</sup>lt;sup>12</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogic*, Second Edition (San Fransisco: Addison Wesley Longman, Inc., 2001), p. 362.

<sup>&</sup>lt;sup>13</sup>H.G. Widdowson, *Teaching Language as Communication*, (Oxford University Press, 1978), p.1.

5. Fluency

Fluency refers to be able to communicate our ideas, without having to stop and think too much about what speaker wants to say. Fluency is hoped able to build students' confidence. Some characteristics of fluency are: Be an opportunity for students to recycle language and vocabulary, allows students to talk about what they want to talk about, need to listen to each other, provide the student lounge so that they can personalize, and have a positive impact on classroom dynamics. Based on britishcouncil.org, fluency means speaking easily, reasonably quickly and without having to stop and pause a lot.<sup>14</sup>

6. Appropriateness (Comprehensibility)

Appropriateness refers to suitability of language to situation. The students need to give more pay attention with this component. It is as guide to show them what they must reach when speaking process. It is also about the way in which informally is expressed by choosing vocabulary, idiom and syntax. In addition, by appropriate, we mean whether the language is suitable or fitting for ourselves, as the speaker, the audience, the speaking context and the speech itself.<sup>15</sup>

7. Content

Wherever possible, the content must be practical and can be understood, students are expected not too many use vocabulary or grammar new base, and focus on conversation. Convey the message to be in accordance with the intent of listener and speaker. The contents of a conversation that will greatly affect the message on to

<sup>&</sup>lt;sup>14</sup> Britishcouncil.org, "Fluency", http://learnenhlishteens.britishcouncil.org/exams/speaking-exams/fluency, (accessed on February 27, 2016).

<sup>&</sup>lt;sup>15</sup> Jason S. Wrench, "Stand Up, Speak Out: The Practice and Ethics in Speaking" http://catalog.flatworldknowledge.com/bookhub/reader/, (accessed on February 27, 2016).

convey that message perfectly or not. Therefore, students need to understand the contents of the contents of message. Dealing with the speaking as performance, one big goal of public speaking is to create content that serves both the speaker goals and the audience needs.<sup>16</sup>

2.2.1.3 The Types of Speaking

Speaking in pedagogical context focused on two approach namely in social context and classroom context.

1. Speaking in Social Context

Identifying two types of speaking category is commonly employed for building relationship in social lives and communicating ideas. They are

1). Monologue

Monologue is a type of speaking contains a stream of speech in speeches; news broadcasts, and lectures whether or not listener understands. The important one of the monologue is the listener must process the long speech without any interruption.

2). Dialogue

Dialogue is a type of speaking that indicates two or more speakers involved an interactional discourse. The purposes of the speakers' interaction that dialogue can be subdivided by two cases are interpersonal and transactional. The most influential thing on the conversation quality among the participants is familiarity of the interlocutors. Interact familiarly will produce more meanings, implications and assumptions which will assure effective comprehension.

<sup>&</sup>lt;sup>16</sup>Faqs, "About Content and Messages", http://speakupforsuccess.com/content-faq/, (accessed on February 27, 2016)

11

From the beginning to intermediate levels of proficiency, the students can share messages in some formal situation by dealing the two types as delivering speech, presentation in real context.

2. Speaking in Classroom Context

Students socially learn and practice using a foreign language in classroom context which tends to be natural. Besides that, using a foreign language pedagogically tends to be artificial so that it makes the students speak. To stimulate the students' oral production is the teacher intentionally must provide some classroom activities. According to Brown, there are six speaking categories in the classroom.

1). Imitative Speaking

The purpose of imitative speaking is not about meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty. Imitative speaking maintains on producing speech by imitating language forms either phonological or grammatical.

2). Intensive Speaking

Intensive speaking is further than imitative. In this aspect, the learners can be self-initiated or intensive speaking can even from part of some pair work activity where they are going over to practice some phonological or grammatical aspect of language.

3). Responsive Speaking

Responsive speaking refers to speech production of the students in the form of short replies or students-initiated questions or contents. The replies are usually short

enough and do not take into long dialogue or conversation which can be authentic and meaningful.

4). Transactional Speaking

According to A. Kaharuddin Bahar 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.<sup>17</sup> The purpose of transactional speaking is addressing and exchanging specific information. Transactional speaking can be noticed as an extended from of responsive speaking. This category is more responsive nature than negotiate such in conversation.

5). Interpersonal Speaking

Interpersonal speaking refers to an interactional activity which is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information e.g. greetings, engage in small talk, recount. By interpersonal speaking, we are looking at casual and formal conversation. The rules are completely difference in this style of conversation. Topics will change very often, a conversation that stars about the weather might move into sports and then into current news before ending. There are still many social rules in this type of conversation, but the rules are very different.<sup>18</sup> The more important is doing long conversation which serve as social function. In interactional speaking, we use some words such as "Really?" or "Oh,

<sup>&</sup>lt;sup>17</sup>A. Kaharuddin Bahar, *Interactional Speaking A Guide to Enhance Natural Communication Skills in English*, (Yogyakarta: Trust Media Publishing, 2014), p. 7.

<sup>&</sup>lt;sup>18</sup>Yule and Brown, Distinguished the Difference Between the Interactional Function of Speaking and Transactional Functions.

no!". The speakers often interrupt each other, where one person will stop the other by asking a question.

6). Extensive Speaking

Extensive speaking is more formal and deliberative. It requires the students to give extended monologues such as oral reports, summaries, or perhaps short speech. It is also can be carried out by students at intermediate to advanced levels.<sup>19</sup>

2.2.1.4 The Function of Speaking Skills

The mastery of English speaking skills is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking, they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches;

1. Talk as Interaction

Talk as interaction is about how people try to convey his message to other. In our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more speaker. The main intention in this function is social relationship.

2. Talk as Transaction

Talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type

<sup>&</sup>lt;sup>19</sup>Brown, H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (New York USA: Addison Wesley Longman, 2001), p. 271.

of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3. Talk as Performance

In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance happened at speeches, public talks, public announcement, retell story, telling story and etc.<sup>20</sup>

#### 2.2.1.5 The Difficulties of Speaking

The skill to speak a second language is often equated with competence in the language. Indeed, one problem commonly voiced by learners is that they spent many years to study English but still cannot speak English well. One of the main difficulties is that speaking usually takes places spontaneously and in real time. It means that planning and production is overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speakers' attention is directed on production, it is likely that accuracy will suffer.<sup>21</sup>

Penny Ur describes some difficulties in speaking activities that faced by the learners as bellow:

1. Inhibition

Learners are often inhibited about trying to say things in foreign language in the classroom, fearful of criticism, worried about mistakes or losing face or simply of the attention that their speech attract.

<sup>&</sup>lt;sup>20</sup>Gillan Brown and George Yule, *Teaching the Spoken Language*, (Cambridge University Press, 1983), p.26.

<sup>&</sup>lt;sup>21</sup>Scout Thronbury, An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching, (Oxford: McMilan, 2006), p. 208.

#### 2. Nothing to say

Even if they are not inhibited, sometimes, the learners complain that they cannot think anything to say. They are blank and they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation.

Only one participation that can talk a time if he/she is to be heard; and in a large group, this means that each one will have only very short talking time. This problem is complicated by the tendency of some learners to dominate, while others spend very short or not at all.

4. The Influencing of mother-tongue

In classes where all or a number of the learners share the same mother-tongue. They may tend to use it: because it is easier, it feels natural to speak to one another in a foreign language and they fell less 'exposed' if they are speaking their mother tongue. If they are talking in a small group, it can be quite difficult to get some classes-particularly the less disciplines motivated one- to keep the target language.<sup>22</sup>

### 2.2.2 The Concept of Speaking as Performance

According to Richards, speaking as performance is recognized as the third type of speaking which refers to public speaking. It is a speaking type that transmits information in front of the audience, such us classroom presentations, public announcements, lecture as well as speeches. When the speaker speaks, he often follows a recognizable format (e.g. a speech of welcome), and the language forms are

<sup>&</sup>lt;sup>22</sup>Penny Ur, A Course in Language Teaching: Practice and Theory, (London: Cambridge University Press, 1996), p. 121.

closer to written language than interpersonal language. Richards proposes some main features of speaking as performance such as; (1). A focus on both message and sequencing, (2). Predictable organizing and sequencing, (3). Importance of both form and accuracy, (4). Language is more like written language, (5). Often monologic.<sup>23</sup>

Speaking as Performance has been defined by communication and language experts. In the field of communication, Performance Speaking is recognized as Public Speaking. Public Speaking is characterized by face-to-face discourse to communicate certain information from the speaker to a group of people (an audience). Public Speaking also defined as the art of effective oral communication with an audience.<sup>24</sup> Being 'effective' when speaking means that the speaker need to make effort to make the audience easy to understand and to remember that the audience gets influenced by the speeches. Therefore, the speaker need to take into account factor what, whom, and how.

- 1. What to talk about. It is important for the speaker to decide and understand what topic they are going to talk about and what to say to talk about the topic.
- 2. Whom to talk to. It is also important to identify the people who will be an audience.
- 3. How to talk; the importance of collecting relevant information about the speech, organizing and planning everything that speaker want to say. The factor how to talk determines the way to carry out effective's public speaking. Hence, it can be extended in three integrated pillars called three Hs;

<sup>&</sup>lt;sup>23</sup>A. Kaharuddin Bahar, *Interactional Speaking*, (Trust Media: Yogyakarta, 2014), p. 9.

<sup>&</sup>lt;sup>24</sup>Dictionary and Thesaurus, "Public Speaking", http://www.merriam-webster.com, (accessed on March 1, 2016).

- How to verbalize. It refers to the act of determining the topic to talk about and selecting proper words or expressions to use when talking about the topic that deliver to the audience.
- 2). How to vocalize. It refers to the act of delivering the selected words or expressions in the speech by using gestures, facial expressions, pronunciations (stress and intonation), speech power, pausing and modulations.
- 3). How to visualize. It refers to the act of interacting with the audience by eye contact, performing self-confidence, and showing personality in front of the audience.<sup>25</sup>

Besides, the speaker needs to master of some aspect in performance speaking as follow;

1. Survival Language

It is quite common that in certain situations, students who are just learning English are able to communicate and get along quite well with the other students. These students, however, may struggle when it comes to academic work. This difference in abilities reflects how people learn different types of vocabulary, depending on the situation. Survival language consists of the words and phrases encountered in daily situations where the learner hears and can use the survival language.<sup>26</sup> The speakers have to know about survival language that is related with his topic in performing a speech.

<sup>&</sup>lt;sup>25</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 6.

<sup>&</sup>lt;sup>26</sup>Bilash Bio, *Basic and Survival Language, http://www.educ.ualberta.ca/staff/olenka.bilash,* accessed on March 2, 2016.

#### 2. Strategy of Communication

The strategy of communication is known as nonverbal communication. In delivering a speech, non-verbal communication can give a great impact to the listener. According to Widdowson, the act of speaking is considering the use of gesture, not only about the production of the sounds.<sup>27</sup> The speaker conveys meaning not only about what they say but how the way they say it. On the other hand, it is said that the spoken mode is not realized by speaking which is only by verbal communication. It is employs such paralinguistic devices as gesture, facial expression, etc.<sup>28</sup> which conveyed through visual medium. So, the speaker needs to care about eye contact, voice control, gesture and posture when delivering a speech in front of the audience.

#### 3. Structure of Speech

By having an outline, the speaker will be able to develop his speech more structuralized and systematically. A speech normally contains at least five basic structures. They are; addressing, greeting, attention grabber, introduction, body, conclusion, and ending.

Before starting a speech, a speaker needs to recognize whose the important people among the audience are, and address them by using their formal tittles starting from the most important people. Then, greeting is an important part to be available in a speech structure for two reasons i.e. it opens up the channel of communication between a speaker and the audience, is grabs the audience attention that will attract

<sup>&</sup>lt;sup>27</sup>H.G.Widdowson, Teaching Language as Communication, (Beirut: Oxford University Press, 1978), p.59.

<sup>&</sup>lt;sup>28</sup>H.G.Widdowson, Teaching Language as Communication, p.73.

their interest immediately. After that, the speaker should introduce the topic. Telling the topic will be able to make the audience know what a speaker is going to talk about. Then, reasons refer to the explanations about the benefits of the speech as the main motivate for listening.

Discussion is the next step of a speech. It deals with a process in which a speaker begins organizing the content of the speech into full detail starting from identifying the main points to providing supporting evidence and information to clarify a topic. Therefore, the discussion must cover two things i.e. formulating the speech's purpose and determining the speech's' main points. After it, there is a coclussion. The conclusion of speech is mainly drawn to summarize the main points that speaker has already described in his speech.<sup>29</sup>

#### 2.2.3 The Topical Method

Before making a speech, the speaker need to determine what he and the audience would like to talk about. The speaker must decide and organize his speech before standing in the podium. There are several types of public speech which is the topical method as one of the organization methods of informative public speaking; it is called topical order method.<sup>30</sup>

A topic is a particular issue or an idea that serves as the subject that a speaker is discussing in his speech. Topical order is way of structuring a text according to its main topics, often also subtopics, following logical steps or categories.<sup>31</sup> It refers to

<sup>&</sup>lt;sup>29</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 29.

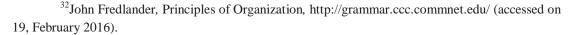
<sup>&</sup>lt;sup>30</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 125.

<sup>&</sup>lt;sup>31</sup> Larapedia, *Topical Order*, http://www.alanpedia.com/literary\_terms/topical\_order.html, (accessed on 19 February, 2016).

organization that emerges from the topic itself. For example, a description of a computer might naturally involve the separate components of the central processing unit, the monitor, and the keyboard, while a discussion of a computer purchase might discuss needs, products, vendors, and service.

Topical order, then, simply means an order that arises from the nature of the topic itself. Transitions in this pattern will be a little vague—things like another factor, the second component, in addition, and so on.<sup>32</sup> Commonly, this pattern is used in persuasive and informative speech.<sup>33</sup> Topical order is use to present supporting evidence that does not have a clear timeline, spatial organization, or causal relationships. In other word, it is used when the topic does not lend itself to another organizational strategy.<sup>34</sup> In topical method, there are some points that need to be considered by the speaker;

- 1. The speaker needs to categorize the information by certain specific topic in his speech.
- 2. The speaker arranges those topics in the order of most importance to least importance or by least importance to most importance.
- 3. The main points need to be supported more fully with sub points and full detail.



<sup>&</sup>lt;sup>33</sup>Yayan G.H. Mulyana, A Practical Guide English for Public Speaking, (Jakarta: Kesaint Blanc, 2000), p. 50.

<sup>&</sup>lt;sup>34</sup> McGraw, Preparing the Speech, http://www.mhhe.com/socscience/comm/new-home/tutorial/prepare/organize.htm, (accessed on March 2, 2016).

4. The notable thing about the topical method is that the speech can be organized independently and be interconnected.<sup>35</sup>

Here, the following example to see how topical order becomes the basis for organizing a speech entitled Learning English in facing AFTA 2015.

Specific Purpose : To inform an audience about the importance of learning English in facing AFTA 2015.

Main Idea : It is essential to learn English skill in facing AFTA 2015 such as learning general English conversation, business English and cross-cultural English.

Supporting Points:

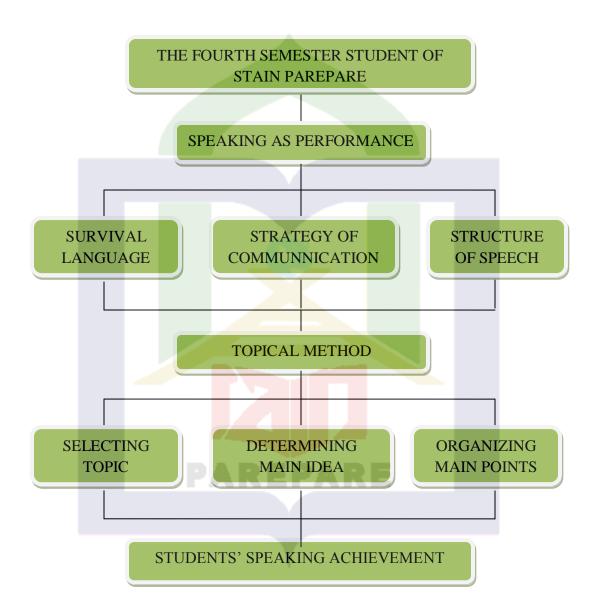
- I. The importance of learning general English conversation.
- II. The importance of learning business English e.g. meetings, interviewing.
- III. The importance of learning how to learn the culture of using English in international word.<sup>36</sup>

<sup>&</sup>lt;sup>35</sup> Patterns of Speech Organization, Public Speaking Guide Book, http://www.publicspeakingguidebook.com/, (accessed on February 16, 2016).

<sup>&</sup>lt;sup>36</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 126.

### **2.3 Conceptual Framework**

The conceptual framework is will be given in the following diagrams:



The researcher will conduct research at the fourth semester students in English Program of STAIN Parepare. The researcher chose the fourth semester students based on recommendation of the consultant who is as one of lecturers of English Program. In this research, the researcher will notice about the students' speaking performance which concern of some aspects; survival language, strategy of communication, and structure of speech. Those aspects will be related with the topical method which concern of selecting topic, determining main idea, and organizing main points. The last, researcher will see the students' achievement in performance speaking.

# 2.4 Hypothesis

Hypothesis is the conclusion based on facts and becomes the temporary answer that validity will be proven. Hypothesis means opinion/notion that needs to be tested. Based on the previous related literature and problem statement above, the researcher put forwards hypothesis as follow:

2.4.1 Null Hypothesis (H<sub>0</sub>)

 $H_0$  means that there is not an influence to improve students' speaking performance by using topical method at the fourth semester students at English Program of STAIN Parepare.

2.4.2 Alternative Hypothesis (H<sub>a</sub>)

 $H_a$  means that there is an influence to improve the students' speaking performance by using topical method at the fourth semester students at English Program of STAIN Parepare.

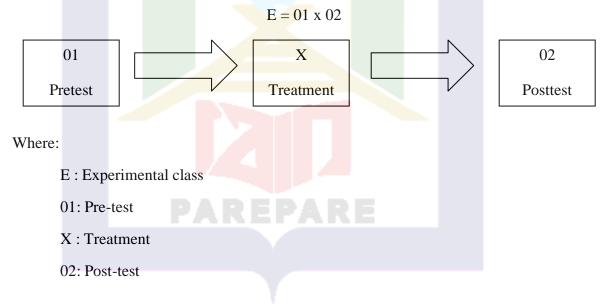
## **CHAPTER III**

# **METHODOLOGY OF THE RESEARCH**

## **3.1 The Research Method and Design**

This research is called quantitative research because it used statistical or numbers. The researcher applied pre-experimental method to improve the students' speaking performance at the fourth semester students in English Program of STAIN Parepare. The design of this research is one group of pre-test and post-test, treatment given between pre-test and post-test.

The design is described as follows:



# **3.2 Research Variable**

There are two variables in this research; those are namely the independent and the dependent variable.

#### 1. Independent variable

Independent variable (X) is a variable which influences or chaises and effect to dependent variable.<sup>37</sup> Independent variable in this research is topical method which used in teaching speaking.

## 2. Dependent variable

Independent variable is variable that is influenced by dependent variable.<sup>38</sup> Dependent variable of this research is the students' speaking skill, especially for the students speaking performance at the fourth semester students at English Program of STAIN Parepare.

## **3.3 Location and Duration**

The research conducted at fourth semester students of STAIN Parepare in academic year 2015/2016. The duration of this research was five meetings namely once in pre-test, three times in treatment and once in post-test.

## **3.4 Population and Sample**

1. Population

The population of this research is the fourth semester students at English Program of STAIN Parepare academic year 2015/2016. The total of the students are 174 (one hundred and seventy four) which is distributed in 5 classes in speaking 4 subjects.

<sup>&</sup>lt;sup>37</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, Cet. Kesebelas, Edisi revisi IV, 1998), p. 101.

<sup>&</sup>lt;sup>38</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 101.

2. Sample

The sample of this research used random sampling where the researcher chose 20 (twenty) students of all the fourth semester students which is taken speaking 4 subject.

# **3.5 Instrument of the Research**

In this research, the researcher used speaking test. Test used to gain data of the speaking skills before and after treatment. This test applied in pre-test and posttest. Pre-test was given before the treatment to find out the students' prior knowledge about speaking performance. Then, post-test was administered to find out the students' speaking achievement after teaching through topical method.

## **3.6 Procedure of Collecting Data**

The procedure of collecting data is in the chronological order as follows: 3.6.1 Pre-test

The researcher gave pre-test to identify the prior knowledge of the students' when they perform a speech. The researcher allowed the speaker to choose their own topic. After that, the students given worksheet to prepare their speech that will be deliver in front of their friend (audience). Then, the researcher recorded the speaker's voice. Actually, pre-test will do in once meeting but for dealing with the schedule of some participation in this research so, the pre-test held for three days.

3.6.2 Post-test

In the last activity, the researcher gave post-test to the student. The purpose of the post-test is to measure about the students' speaking performance after giving treatment. The test is same as the pre-test before but in post-test, the researcher gave 3

topics based on treatment. The topics were taken from the survey on the fourth semester student before. Actually, post-test will do in once meeting but for dealing with the schedule of some participation in this research so, the post-test done in three days.

# 3.7 Treatment

The students treated after conducting pre-test. The treatment conducted three times meeting. Each meeting, the students gave different topic. On the first meeting, the students gave topic about healthy lifestyle. The second meeting, the students gave topic about interesting culture in Indonesia. The last treatment, the student gave topic about impact technology on learning.

## **3.8 Technique of Data Analysis**

The data of this study was quantitative data. The quantitative data is the result of students' speaking test. The researcher was used the standard of speaking score criteria proposed by Baharuddin & Kaharuddin (2015: 198) to analyze the data which are gotten from the speaking as performance, the analysis is only gives score on three aspects. They are survival language, structure of speech, strategy of communication, as follow:

1. The test scores are gained from the students' speech samples which scored by utilizing a set of rating scale criteria proposed by Baharuddin and Kaharuddin as illustrated in the following table.

No.	Content			e
Ι	Survival Language	1	2	3
1.	The topic is interesting			
2.	The speaker uses appropriate addresses			
3.	The attention grabber is interesting			
4.	The speaker describes his expertise or the benefits of the speech			
5.	The speaker uses signposting to move from one idea to the other			
6.	The speaker uses transitions to move from one section to the other			
7.	The speaker recaptures the main points of his speech's conclusion			
8.	The speaker paraphrases the conclusion of his speech			
II	Structure of Speech			
1.	The speaker uses an attention grabber			
2.	The speaker greets the audience			
3.	The speaker states his main points clearly			
4.	The speaker describes the main ideas with supporting information			
5.	The speaker draws conclusion abruptly			
6.	The speaker draws conclusion with hope			
7.	The speaker draws conclusion with apology			
8.	The speaker closes his speech with platitude			
9.	The speaker closes his speech with attitude			<u> </u>
III	Strategy of Communication			
1.	The speaker addresses whole audience			
2.	The speaker states the topic clearly			<u> </u>
3.	The listener understands the speech whole			
4.	The speech effective and impressive			
5.	The speaker master his / her speech			<u> </u>

Table 3.1: Rating Scale for Speaking as Performance Test

2. The score result analyzed by using scale system. For the purpose of providing qualitative description of the score, a set of criteria are provided by Baharuddin and Kaharuddin as the table below:

Score Range	Qualitative Description
52 - 63	Good
37 - 51	Fair
22 - 36	Poor <sup>39</sup>

 Table 3.2: Guideline for Evaluating the Students' Speaking as Performance

3. To calculate the percentage of the students' perception, the researcher use the formula of SPSS computer software to rank the students' responses related to given question.



<sup>&</sup>lt;sup>39</sup>Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, (Yogyakarta: Trust Media), p. 198.

## **CHAPTER IV**

### FINDINGS AND DISCUSSION

This chapter contains two sections; they are the findings of the research and discussion of the findings.

#### 4.1 Findings

In this finding, the researcher will explain about the effectiveness of teaching topical method to improve the students speaking performance. These parts consist of two parts, the first is the effectiveness of implementing teaching materials and the second is the finding through the test.

# 4.1.1 The Effectiveness of Implementing Teaching Materials

The researcher has implemented the teaching materials through topical method in learning process. In order to find out the effectiveness of implementing teaching materials, the researcher used pre-test and post-test to know the students speaking performance achievement. To get the effectiveness of teaching materials, the researcher compiling the teaching material by doing some steps. They were survey topic, making lesson plan, and producing teaching material prototype.

#### 4.1.1.1 Compiling The Materials

The writer has already discussed the process employed to make lesson plan and teaching material. Before making the lesson plan, the researcher survey the students about the topic. Then, the researcher has made decision about lesson plan which is contain the goals and the objectives of the course, the materials, the procedures, the practice and the evaluation of the course. Another important thing to make teaching material was to map out the course in term of sections. In this case, the researcher had divided the course into three parts. In teaching material, the researcher

used the component of speaking performance to develop teaching material. The researcher taught the students about topical method so it would make easier for the students to arrange the organization of the speech discussion. Then the researcher gave practice and evaluation to improve students' speaking performance skill and to measure the achievement for the students.

1. Survey Topic

In order to determine appropriate topic to develop as a speech, the researcher survey 50 students on the fourth semester especially in speaking 4 class. The researcher give a list that is contain 10 speech topics. Then, the respondent gave checklist to measure the topic whether it is very important, important, or unimportant. Here is the form of topic survey:

No.	TOPICS Very Important Unimportant
1	Juvenile delinquency
2	Myth on your hometown
3	Advantages and disadvantages of television
4	Healthy lifestyle
5	Avoiding boredom
6	Interesting cultures in Indonesia
7	The adverse effects of smoking.
8	South Sulawesi tourism object
9	Impact of technology on learning
10	Natural resources development
	Name of respondent :

Table 4.1	The	Design	of To	pic	Survey

Name of respondent

:

Reg. Number

31

The result of the survey distributed on the percentage as the following table below:

		Percentage				
No	Topics	Very Important	Important	Unimportant		
1	Juvenile delinquency	48%	44%	8%		
2	Myth on your hometown	12%	46%	42%		
3	Advantages and disadvantages of television	18%	48%	34%		
4	Healthy lifestyle	68%	26%	6%		
5	Avoiding boredom	20%	54%	26%		
6	Interesting cultures in Indonesia	68%	30%	2%		
7	The adverse effects of smoking	34%	50%	16%		
8	South Sulawesi tourism object	40%	46%	14%		
9	Impact of technology on learning	62%	32%	6 %		
10	Natural resources development	14%	52%	34%		

Table 4.2 Percentage of the Survey Topics

The researcher chose three (3) very important topics to develop the lesson plan and teaching material. The first topic is Healthy Lifestyle (68%), the second is Interesting Cultures in Indonesia (68%), and the last is the Impact of Technology on learning (62%).

# 2. Making Lesson Plan

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan. $^{40}$ 

For the students, evidence of a plan shows that the teacher has devoted time thinking about the class. And for the teacher, a plan gives the lesson framework, an overall shape. In the classroom, a plan helps to remind teachers what they intended to do.<sup>41</sup> A lesson plan also as teaching item guides the teacher in delivering the material in the class. The teacher will available to teacph systematic with lesson plan. There are some components of lesson plan as follow:

1). Goals.

The overall purpose or goal that attempted to accomplish by the end of the class period. The goal may be quite generalized, but it serves as a unifying theme.

2). Objectives.

It most clearly captured in terms of stating what students will do. It is very important to state explicitly what students will gain from the lesson. In stating objectives, distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that needed to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective.

<sup>&</sup>lt;sup>40</sup>Wikipedia the Free Encyclopedia, "Lesson Plan", http://en.wikipedia.org/wiki/Lesson\_plan (accessed on May 21, 2016)

<sup>&</sup>lt;sup>41</sup>Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), p. 156.

3). Materials and Equipment.

A good planning includes knowing what we need to take or to arrange to have in the classroom. It is important to list material needed such as a tape recorder, a poster, some handouts, etc.

4). Procedures.

Lessons clearly have tremendous variation. But, as very general set of guidelines for planning, make sure to including; an opening statement or activity as a warm-up, a set of activities or technique and closure.

5). Evaluation.

Evaluation can take place in the course of regular classroom activity. Evaluation is an assessment, formal or informal, that you make after students have sufficient opportunities for learning.<sup>42</sup>

The researcher used the lesson plan in her research as the sample of lesson plan form. The design of the lesson plan as follow in the appendix page number 78. 3. The Prototype of Teaching Materials

Goes to National Centre for competency based training; teaching material is every material which is using for helping the teacher in doing teaching process. The materials are written material and oral material. <sup>43</sup> Teaching materials are systematically arranged material. Structure and systematic order, describes instructional objectives to be achieved, to motivate students to learn, anticipate

<sup>&</sup>lt;sup>42</sup>H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition; California: Longman, 2000), p. 151.

<sup>&</sup>lt;sup>43</sup> Kate13,"Pengertian Bahan Ajar Menurut Para Ahli", http://www.kajianteori.com/2014/02/pengertian-bahan-ajar-menurut-ahli.html. (accessed on May 20, 2016).

difficulty providing students with tutoring, given enough practice, providing summaries, oriented to individual student.<sup>44</sup>

In addition, teaching material is always being guidance for teacher to operate a lesson plan in the class. It is very useful to the successful of a learning process. Because, the both teacher and students' activity will be conducted systematically.<sup>45</sup> There are four components as the activities of teaching materials used in this research. They are; Survival language and structure of speech, strategy of communication, topical method, practice and evaluation.

1). Survival language

Survival language refers to a series of appropriate expression needed for speaking in public such as addressing and greeting the audience, introducing topic, describing main points, summarizing, dealing with questions, making clarification, etc.

2). Structure of Speech

In order to have good outline, a speech should highlight the basic structural element. All speeches normally contain at least five basic structures. They are: addressing, greeting, attention grabber, introduction, body, conclusion, and ending.

3). Strategy of communication,

Communicating messages explicitly through words, a speaker is also required to do interpersonal communication nonverbally to give a great impact on the listener

<sup>&</sup>lt;sup>44</sup> Lestari Dewi, "Penulisan Bahan Ajar", http://biologilestari.blogspot.com/2013/03penulisan-bahan-ajar.html. (accessed on May 24, 2016)

<sup>&</sup>lt;sup>45</sup>Ian Kanojo, "Definisi Bahan Ajar", Ian Kanojo Blog http://jaririndu.blogspot.com/definisibahan-ajar.html. (accessed on May 19, 2016).

and the outcome of his speech. When delivering speech, the speaker should be more interest in: eye contact, voice control, posture, and gesture

4). Topical order method

In this activity, the researcher asked the students to organize their speech by topical order method. The researcher gave different topic each meeting of the treatment to the student. The topic on the first treatment is about healthy lifestyle, then interesting cultures in Indonesia. The last topic of the treatment is impact technology on learning.

5). Practice

The researcher divided student into four groups. Each group consists of five members. The researcher asked the students to follow the direction of practice. In this activity, the students would try to organize a speech based on the topic through topical order method.

6). Evaluation

At the last of the activities, the researcher asked the students to deliver a speech in front of their own group based on what they have organized on their practice activity.

The teaching materials are identified as Lesson One: Healthy Lifestyle, Lesson Two: Interesting Cultures in Indonesia, Lesson Three: Impact Technology on Learning.

Lesson one is aimed to guide the students to know the appropriate survival language and structure of speech. Therefore the researcher gave some expression that commonly used in a speech. After getting materials, the students take part in practice which is aimed to train them to organize a speech structurally. The last activity, the

Lesson two is same with the lesson one. The different of the lesson one and lesson two are the topic and organizing the speech by using topical method. In practice, the students trained to organize their discussion part of speech through topical order method. The last activity, the students had to deliver speech based on practice and topic.

students had to deliver a speech based on the practice in their groups.

Lesson three is also same with lesson two. In this section, the researcher gave additional about the aspect in speaking performance; speech connectors and things to avoid in the conclusion to make the students' speech more perfect. In practice, the students trained to organize a speech based on the topic through topical order method. The last activity, the students had to deliver a speech based on practice and the topic in front of their groups' member. Teaching materials of this research as follow in the appendix page number 80.

# 4.1.2 The Finding Through The Test

The test is a way of <u>discovering</u>, by <u>questions</u> or <u>practical activities</u>, what someone <u>knows</u>, or what someone or something can do.<sup>46</sup> In this research there are two tests, they are pre-test and post-test. The tests are taken of the material that was taught to measure and evaluate the students' comprehension before treatment and after treatment.

<sup>&</sup>lt;sup>46</sup> Cambridge Dictionary Online, "Meaning of Test in English Dictionary", <u>http://dictionary.cambridge.org/dictionary/english/test.</u> (<u>17 Mei 2016</u>).

The test should also enable the teacher to ascertain which parts of the language program have been found difficult by the class. In this way, the teacher can evaluate the effectiveness of the lesson plan, teaching materials and method that was used.

In this part, the researcher presents the procedures of the pre-test and the posttest, the result of pre-test and post-test, the overall result pre-test and post-test, the assumption test and independent t-test.

4.1.2.1 The Procedures of Pre-Test and Post-Test

The pre-test and post-test of this research were administrated by using the following procedures.

1. Pre-Test

Pre-test is the test purpose to measure the students' speaking performance which is containing of speaking test. The researcher allows the student to prepare their topic which it will be performed. This pre-test conducted with 20 students at the fourth semester students of STAIN Parepare. The pre-test ran for three days to adjust the students' group and the raters' schedule.

2. Post-Test

Post test is the way to know how far the student speaking performance after did the treatment. It ran for three days to adjust with the students' group and the raters' schedule. The post-test in this research were administered by using the following procedures:

1). The researcher prepared three topics that chosen from the result of survey topic before. There are three topics i.e. Healthy Lifestyle, Interesting Culture in Indonesia, and the Impact of Technology on Learning.

- 2). The researcher asked to speech based on their chosen topic.
- 3). The students' speech was then scored in the rating scale sheet.

The students' speech scored by utilizing a set of rating scale criteria which was proposed by Baharuddin and Kaharuddin (2015: 198) as illustrated in the following table: 3.1 The Rating Scale for Speaking as Performance Test. The scores result gathered from the speech was analyzed by using a scale system from a score range twenty two (22) to sixty three (63). For the purpose of providing qualitative description of the score range, a set of criteria was then adapted from the one set up by Kaharuddin (2015: 198). In the criteria, the scores together with their score range as well as qualitative description are provided in the following table: Table 3.2 The Guideline for Evaluating the Students' Speaking as Performance.

4.1.2.2 The Result of Pre Test

Pre-test is conducted before treatment that was given to twenty (20) students' of the fourth semester students. The pre-test ran for 3 days, it began on April 25-27<sup>th</sup> 2016 in the room of Tarbiyah building at STAIN Parepare. The rater of the pre-test was a lecturer of Speaking 4 Subject in STAIN Parepare. The scores gave to the students' speaking performance covered three aspects i.e. survival language, structure of speech and strategy of communication. It were analyzed and resulted as shown in the following table:

Despender		Т	he Student's	Rate			
No.	Respondent Number	Survival	Structure	Strategy of	Total	Classification	
	number	Language	of Speech	Communication			
1	001	14	21	7	42	Fair	
2	002	14	21	9	44	Fair	
3	003	11	15	10	36	Poor	
4	004	12	22	9	43	Fair	
5	005	9	17	10	36	Poor	
6	006	13	23	12	48	Fair	
7	007	12	21	7	40	Fair	
8	008	10	22	9	41	Fair	
9	009	17	23	9	49	Fair	
10	010	9	14	7	30	Poor	
11	011	10	17	8	35	Poor	
12	012	11	17	7	35	Poor	
13	013	14	18	8	40	Fair	
14	014	11	16	8	35	Poor	
15	015	15	22	11	48	Fair	
16	016	11	16	7	34	Poor	
17	017	10	15	8	33	Poor	
18	018	14	17	12	43	Fair	
19	019	14	18	8	40	Fair	
20	020	11	18	7	36	Poor	
	Average	12, 1	18,65	8,65	39,40	Fair	

Table 4.3 The Result of Pre-Test

Source: Primer data processing

Based on the result of pre-test analysis in the table above, it has been found that the total score of this test ranges from twenty two (22) to sixty three (63). There are nine (9) students which is classified **Poor** and 11 (eleven) students classified as **Fair.** The highest total score was achieved by respondent 009 with forty nine (49) total score. On the other hand, the lowest total score was achieved by respondent 010 with thirty (30) total score. However, the overall students achieved **39,40** as the average score for their speaking performance which means that the quality of the

40

students' speaking performance was only Fair before learning and teaching the materials.

The pre-test was also processed and analyzed by using SPSS statistics 22 which had eventually resulted in the following pre-test description:

Statistics	
Pretest	
N Valid	20
Missing	0
Mean	39.40
Median	40.00
Mode	35 <sup>a</sup>
Std. Deviation	5.374
Variance	<b>28.8</b> 84
Minimum	30
Maximum	49

The description of the pre-test can also be seen in the following statistical histogram which was processed by using SPSS statistics 22 as well.

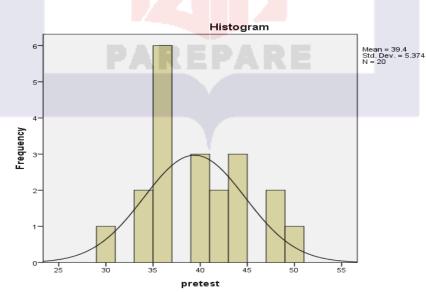


Chart 4.1 Pre-Test Score Distribution and Frequency

After giving pre-test, the activity continued with treatment. To find out the solution of the students' speaking performance, the researcher used topical method in treatment to improve the students' speaking performance. This treatment was given during 3 meetings.

1. First Meeting

This first meeting began in April 28<sup>st</sup> 2016. This activity ran for 90 minutes. The researcher introduce the topic will go to on Healthy Lifestyle, then the researcher presents survival language and structure of speech. Besides, the researcher splits students into three groups and gives hangout as practice for students to prepare their speech. The last, the students deliver a speech as their evaluation.

2. Second Meeting

This first meeting began in May 5<sup>th</sup> 2016. This activity ran for 90 minutes. The researcher introduce the topic will go to focus on Interesting Cultures in Indonesia, then the researcher presents topical order method. Beside that the researcher splits students into three groups and gives hangout as practice for students to prepare their speech. The last, the students deliver a speech about Interesting cultures in Indonesia as their evaluation.

3. Third Meeting

This first meeting began in May 12<sup>th</sup> 2016. The researcher introduce the topic will go to focus on the Impact of Technology on Learning, then the researcher presents topical order method. Beside that the researcher splits students into three groups and gives hangout as practice for students to prepare their speech. The last, the students deliver a speech about the Impact of Technology on Learning as their evaluation.

# 4.1.2.3 The Result of Post Test

This post-test conducted after treatment activities with 20 students' of the fourth semester students at STAIN Parepare. It done after the students got some treatment by topical method for 3 meetings. The Post-test ran for 3 days. It was administrated on May 15<sup>th</sup> - 17<sup>th</sup> 2016 in the room of Tarbiyah building in STAIN Parepare. The rater of the pre-test was a lecturer of Speaking 4 Subject. The analysis of the speaking performance test results can be indicated in the following table:

	Despendent	The Student's Rate		Rate		
No.	Respondent Number	Survival	Structure of	Strategy of	Total	Classification
	Inumber	Language	Speech	Communication		
1	001	21	24	11	56	Good
2	002	21	25	13	59	Good
3	003	20	22	11	53	Good
4	004	21	24	13	58	Good
5	005	18	22	9	49	Fair
6	006	22	25	12	59	Good
7	007	20	23	13	56	Good
8	008	22	25	15	62	Good
9	009	21	22	14	57	Good
10	010	18	21	9	48	Fair
11	011	21	25	14	60	Good
12	012	21	24	12-	57	Good
13	013	21	23	11	55	Good
14	014	19	23	10	52	Good
15	015	20	25	13	58	Good
16	016	19	23	10	52	Good
17	017	23	25	12	60	Good
18	018	18	24	11	53	Good
19	019	21	23	12	56	Good
20	020	20	23	10	53	Good
	Average	20,35	23,55	11,75	55,80	Good

Table 4	.5 The	Students'	Rate	of Post-T	est

Source: Primer data processing

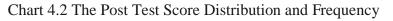
Based on the result of post-test analysis in the table above, it has been found that the total score of the range from twenty two (22) to sixty three (63). There are 2 students got **Fair** classification which is the minimum total score was achieved by respondent number 010 with **48** total score. Then, there are 18 students got **Good** classification and the maximum total score was achieved by respondent number 007 with **62** total score. However, the overall students achieved **55,80** as the total average score which means that the quality of the students' speaking performance after getting treatment using the teaching materials is **Good**.

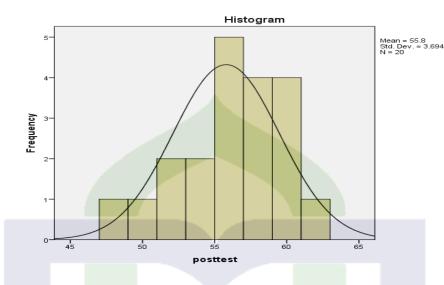
The data gathered in the post-test were also processed and analyzed by using SPSS statistics 22 and the result of the analysis can be illustrated in the following statistical description:

		Statis	tics		
		Postt	est		
	N	Valid		20	
_		Missing		0	
	Mean			55.80	
	Medi <mark>an</mark>			56.00	
	Mode			56	
	Std. Dev	viation	AF	3.694	
	Varianc	e		13.642	
	Minimu	m		48	
	Maximu	ım		62	

Table 4.6 The Statistics Result of Post Test

This description of the post test data analysis can be seen in the following statistical histogram which was processed by using SPSS statistics 22 as well.





4.1.2.4 The Overall Results of Pre-Test and Post-Test

In order to determine the comparison of students' post-test to students' pre-test score enables us to see whether the treatment was successful in improving students' speaking performance of the teaching material in treatment. The comparison of the gain score between pre-test and post-test can be illustrated as follow:



Ne	Respondent	Scor	re Pre Test	Sco	re Post Test	
No.	Number	Total	Classification	Total	Classification	
1	001	42	Fair	56	Good	
2	002	44	Fair	59	Good	
3	003	36	Poor	56	Good	
4	004	43	Fair	58	Good	
5	005	36	Poor	49	Fair	
6	006	48	Fair	59	Good	
7	007	40	Fair	56	Good	
8	008	41	Fair	62	Good	
9	009	49	Fair	57	Good	
10	010	30	Poor	48	Fair	
11	011	35	Poor	60	Good	
12	012	35	Poor	57	Good	
13	013	40	Fair	55	Good	
14	014	35	Poor	52	Good	
15	015	48	Fair	58	Good	
16	016	34	Poor	52	Good	
17	017	33	Poor	60	Good	
18	018	43	Fair	53	Good	
19	019	40	Fair	56	Good	
20	020	36	Poor	53	Good	
	Average	39,40	Fair	55,80	Good	

 Table 4.7 The Scores Comparison Between Pre-Test and Post-Test

#### Source: Primary data processing

The table shows that significant before and after treatment. It means that the students get improvement in their speaking performance after getting treatment that was using topical method. The improvement can be measured by taking a look at the minimum and the maximum score in pre-test and post-test. The minimum score of pre-test is **30** (**Poor**) and the minimum score of post-test is **48** (**Fair**). Then the maximum score of pre-test is **49** (**Fair**) and the maximum score of post-test is **62** (**Good**). In addition, the students' progress can be measured by comparing the

average the students' score in pre-test is **39,40** (Fair) and the students' score in post-test is **55,80** (Good).

The data in table above were processed and analyzed by using SPSS statistics 22 which resulted in the presentation of Box Plots. The box plots enable us to see the significant improvement of the students' speaking performance before and after treatment.

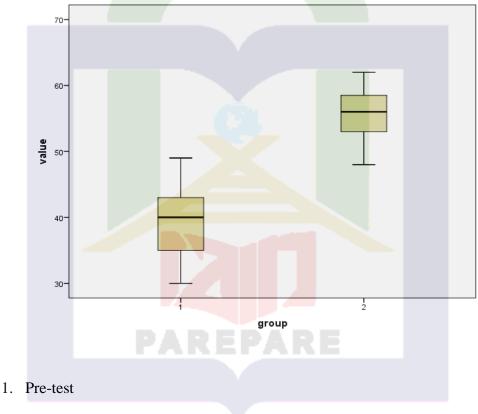


Chart 4.3 The Comparison Between Pre-Test and Post-Test Score Distribution

2. Post-test

4.1.2.5 Assumption Test

In order to find out whether the sample is normal or non-normal, it is necessary to test the sample distribution which called normality test generally. The normality test result deals with the statements of hypothesis test:

(H<sub>o</sub>)= The Null Hypothesis

The sample has a normal distribution when the significance value is greater than 0.05 (sig> 0,05).

(H<sub>a</sub>)= The Alternative Hypothesis

The sample is not normally distributed when the significance value is less than 0,05 (sig < 0,05).

In order to test the normality of sample distribution, this research uses Kolmogorov-Smirnov statistical test as follow:

Table 4.8 One-Sample Kolmogorov-Smirnov Test

One-Sample Konnogor ov-Simi nov Test										
		Pre-test	Post-test							
Ν		20	20							
Normal Paramete	ers <sup>a,b</sup> Mean	39.40	55.80							
	Std. Deviation	5.374	3.694							
Most Extreme	Absolute	.187	.172							
Differences	Positive	.187	.078							
	Negative	095	172							
Test Statistic		.187	.172							
Asymp. Sig. (2-ta	ailed)	.067 <sup>c</sup>	.125 <sup>°</sup>							

# **One-Sample Kolmogorov-Smirnov Test**

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the researcher can conclude that:

- 1. Significant value of pre-test = 0,67 > 0,05. It means that the sample is normally distributed.
- 2. Significant value of post-test = 0,125 > 0,05. It means that the sample is also normally distributed.
- 4.1.2.6 Independent T-test

The finding assumed that the pre-test and post-test samples are normally distributed. The improving of the fourth semester students' speaking performance through topical method are tested with the following hypothesis namely:

Ho= The Null Hypothesis

The students who learn English through topical method to improve their speaking performance do not get improvement in their writing skills *p*-value at a = 0,05 (the treatment has no significant improvement on the students' speaking performance).

H1= The Alternative Hypothesis

The students who learn English through topical method to improve their speaking performance get improvement in their speaking performance with *p*-value at  $\alpha$ =0,05 (5%). (The treatment has significant improvement on the students' speaking performance).

If the *p*-value is below 0,05 (5%), the null hypothesis is rejected and concluded; it means that the given treatment is effective in which there is a statistically significant main effect of treatment on students' achievement in speaking performance.

The independent t-test is used to test the hypothesis. It is enable us to know the null hypothesis is accepted or rejected.

Table 4.9 Paired Sample Test

		Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	Interva	nfidence l of the rence Upper	t	df	Sig. (2- tailed)
Pair 1 Pretest Posttest	-16.400	4.935	1.104	-18.710	-14.090	14.861	19	.000

**Paired Samples Test** 

Related to the table above, it is found that SPSS statistic 22 output for one sample t-test = 14.861 and sig (2-tailed)= 0,000. This output proves that sig=0,000 < p-value= 0,05. From the explanation, it can be inferred that there is significant difference between the students' speaking performance before and after giving treatment by topical method. It shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that topical method can improve the fourth semester students' speaking performance at STAIN Parepare.

# 4.2 Discussion

Discussion sections will discuss about the findings result of this research. Based on the data through the test that has been explained in the previous section were the result showed there is improvement to the students' speaking performance after teaching topical method-speech organization in the class.

In order to know the effectiveness of teaching materials, so the researcher gave pre-test to the students. The pre-test purposed to know the students' prior knowledge before they taught by the compiling of teaching material. The result of pre-test showed that students speaking performance was **Fair.** The fair classification in speaking performance means that the speaker may not use appropriate address in delivering speech. The speakers do not use interesting attention grabber. They may not use any signposting or transition to move from one section. Furthermore, the speaker may not recapture or paraphrase his speech in conclusion. In addition, the speaker did not use good structure when delivering the speech; addressing, greeting, attention grabber, introduction, body, conclusion and ending. Besides, the speaker may get fair if they do not well in strategy of communication. According to Nclrc.org., the fair classification in speaking means that the speech is often hesitant. Sentences may be left uncompleted and speaker conveys meaning in simple sentences. But the speaker is able to continue however haltingly.<sup>47</sup>

## **4.2.1. Pre-Test**

Generally, the result of pre-test showed that the students' speaking performance was fair in the aspect;

## 4.2.1.1 Survival language

1. Respondent 003 got eleven (11) in the survival language because he did not use an interesting attention grabber and he did not describe his expertise or the benefits of the speech. It is proved in his speech;

"..., so on this beautiful day, we are still be able to gather in our classroom. Drugs are illegal in the eyes of every religious and illegal in the eyes of the law and continuously can make addiction and lead the users to be sick ..."

<sup>&</sup>lt;sup>47</sup>Nclrc,org., Analytic Scale for Assessing Speaking, <u>http://www.nclrc.org/essentials/assessing</u> /analyticscalepop.htm. (Accessed on June 1, 2016)

It makes the audience uninterested and confuse about what will be presented in his speech. While grabbing the audience attention is the first point that the speaker should notice when delivering a speech.<sup>48</sup>

2. Respondent 010 got nine (9) because he did not use an appropriate address. Besides, the speaker did not describe his expertise or the benefits of the speech. It is proved on his speech;

"Assalamu 'alaikum warahmatullahi wabarakatuh. First of all let us give thanks for always kept in Allah SWT who has given grace and also health so that we can assemble this simple place to aims weeks to discuss about the environment. Then shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth. ..."

The speaker did not address his audience. While, addressing is an alert to audience before the speaker going to deliver his speech.<sup>49</sup> Besides, the speaker also did not recapture his main point of his speech's conclusion. So, he got nine (9) in the survival as lower score language in the pre-test.

3. Respondent 014 got eleven (11) in the survival language because he did not

describe his expertise or the benefits of the speech. It is proved on his speech;

"...And I would like to deliver my speech which titled 'Teachers are Hero Too'. Ladies and gentlemen. Indonesia is an absolutely rich in source and human. So, we must say thanks a lot to the God who made us here..."

The speaker directly goes into the body of his speech without any attention grabber.

He also didn't explain to the audience the benefit of his speech. Without any

<sup>&</sup>lt;sup>48</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, (Jakarta: Yayasan Obor Indonesia, 2005), h. 215.

<sup>&</sup>lt;sup>49</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 30.

explanation first, the audience will not focus on what will they listen. The audience will interest in something clearly. According to Rustica said that in the opening of a speech, the speaker must prove himself as a passionate and get attention by drawing important message that will be conveyed to the audience. If not so, the audience would not be interested at all the speech.<sup>50</sup> In other word, the audience will interest in something useful to them.

4.2.1.2 Structure of Speech

1. Respondent 010 got fourteen (14) as the lower score in structure of speech in the pre-test because he did not use an interesting attention grabber. It is proved in his speech;

"... First of all let us give thanks for always kept in Allah SWT who has given grace and also health so that we can assemble this simple place to aims weeks to discuss about the environment. Then shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth...."

After opening his speech, the speaker directly goes into the body of the speech without any attention grabber. It is an awkward to the audience to listen something that is so boring and clumsy. According to Baharuddin and Kaharuddin said that the audience will never be interested in a speech with dull and boring start. It will make them yawn if the speaker has no effort to attract and grab their attention.<sup>51</sup>

<sup>&</sup>lt;sup>50</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, (Jakarta: Yayasan Obor Indonesia, 2005), h. 214.

<sup>&</sup>lt;sup>51</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 44.

2. Respondent 012 got score seventeen (17) because she drawn conclusion with apology. Besides, she did not describe the main ideas with supporting information. It is proved in her speech;

"... The dangers of consuming drugs open our eyes that the usage of drugs beyond the medical treatments is profitless. Because the drugs just lead us in the destruction for the users..."

The speaker should give some information to support her statement that consuming drugs is profitless. The audiences need some information to update their knowledge, revise any misunderstanding and other reason to listen a speech. So, the speaker should be delivering clear information to her audience. Rustica said that, the audience will listen carefully to the speaker who gives valuable information although the way to deliver the speech is rather boring.<sup>52</sup>

3. Respondent 017 got fifteen (15) because the speaker did not use appropriate structure of speech. Then, the speaker has drawn his conclusion with apology. It is shown in her speech;

"... Youth generations can have the provisions to become the agents of alteration. It is our youth times to become the part of Islams' awakening history in Indonesia. That is all I could say. Please forgive me for the mistakes on my words. Thanks for the attention..."

Closing a speech with apologizing to the audience is show that the speaker is not capable to deliver a speech. It is make the audience unsatisfied. According to Rustica and Anacleta said that reasons to apologize are prove that the speaker is unqualified and do not have self confident to speak in front of the audience.<sup>53</sup>

<sup>&</sup>lt;sup>52</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, h. 49.

<sup>&</sup>lt;sup>53</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, h. 241.

#### 4.2.1.3. Strategy of communication

1. Respondent 005 got ten (10) score in the strategy of communication. It is because the speaker did not address the whole audience. Besides, the speaker was not master his speech. It is proved in his speech;

"Assalamu 'alaikum warahmatullahi wabarakatuh. The fate of the universe depends on us. If you keep the nature of God reason, will take of you. You ready to be that..."

After greeting, the speaker did not address the audience. But actually, according to Baharuddin and Kaharuddin that before starting a speech, a speaker needs to recognize who the important people among the audience. Then the speaker must address them starting from the most important one by using their formal tittles.<sup>54</sup> Besides, the speaker needs to make eye contact to for impressing his audience. In addition, Baharuddin and Kaharuddin state that making eye contact means to send a message of appreciation towards the audience. It will make the audience feel special and being an important person.<sup>55</sup> So when address someone, the speaker need to make eye contact with the person whom he address. It will make his utterance more valuable.

2. Respondent 010 got seven (7) as lower score in the strategy of communication. It is because the speaker did not address the whole audience. Then, the speech is not effective and impressive. Besides, the speaker was not master his speech. It is shown in his opening speech;

"...First of all let us give thanks for always kept in Allah SWT who has given grace and also health so that we can assemble this simple place to aims weeks

<sup>&</sup>lt;sup>54</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 31.

<sup>&</sup>lt;sup>55</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 96.

to discuss about the environment. Then shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth. ..."

The speaker neglected the clarity of his voice control when delivering speech. A good, effective and impressive speech also influenced by voice of the speaker. According to Kevin that if the volume of the voice is low, the speaker may deliver speech monotonous. If the speech monotonous, it will make the audience boring.<sup>56</sup> So, the speaker needs to control his voice when delivering a speech.

3. Respondent 014 got eight (8) score. It is because the speaker did not address the audience. Besides, his speech not effective because he is neglected the pace of his speech.

"... The teacher is one of the occupation in Indonesia. They are also as the human resources. Being a independent generation which develop the main character of student as the next generation is not a easy..."

The speaker was delivered too past. The audiences have no time to process what being said. Rustica and Anacleta said that effective speech is depend on what the speaker said and how is the way he say it.<sup>57</sup>

## 4.2.2. Post-Test

After gave pre-test, the researcher applied the compiling teaching material on the treatment section. It done by three times meetings which are attended by twenty students and the material was taught by the researcher in the learning process. After giving treatment, students' score of post-test was higher than the students' score of pre-test. The average score of post-test was 55,80. It is classified as **Good**.

<sup>&</sup>lt;sup>56</sup>Kevin Daley, *Speaking Mastering*, (Jakarta: Bhuana Ilmu Populer), p. 28.

<sup>&</sup>lt;sup>57</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, h. 49.

According to NcIrc.org., good is speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.<sup>58</sup> In the speaking performance, a speech classified good when the topic is interesting. The speaker uses appropriate addresses, there are any signposting or transition to move from one section. Furthermore, the speaker may recapture or paraphrase his speech in conclusion and the speaker describes his expertise or the benefits of the speech. In addition, the speaker must use good structure when delivering the speech. It starts from addressing, greeting, attention grabber, introduction, body, conclusion and finishing by the ending. In addition, a good speech is when the speaker is expert in strategy of communication such as addresses whole audience, stating the topic clearly, listeners understand the speech whole. The important points in the strategy of communication are the speech effective and impressive and the speaker must be master his speech.

Generally, the result of post-test showed that the students' speaking performance was good in aspect;

4.2.2.1 Survival language

1. Respondent 003 already got eleven (21) in the survival languages score because he already used an interesting attention grabber by asking a rhetorical question. He also described his expertise or the benefits of the speech. It is proved in his speech;

"... Ladies and gentlemen. Have you ever wonder, how can we learn something without any technology? Where would we be without technology? From the phone to the computer to the new pad, there will always be new technology to come for years. Without technology we wouldn't even have the pen. I believe that technology is a friend rather than a foe. Dear brother and sisters. Standing in front of you all, I would like to present my speech under

<sup>&</sup>lt;sup>58</sup>Nclrc,org., "Analytic Scale for Assessing Speaking", <u>http://www.nclrc.org/essentials/assessing /analyticscalepop.htm</u>. (Accessed on June 1, 2016)

the title of: "The impact technology in learning. The development of technology - cannot be denied if the advancement of today's technology is developing very rapidly. This can be evidenced by the many innovations from the simple one up to the tremendous one ..."

The speaker grabbed the attention of audience by asking question. That no need to answer but it is challenge the audience to think about it. Rustica and Anacleta said that by asking question in the opening of speech, it will be impressed and catches the audience attention.<sup>59</sup>

2. Respondent 010 got eighteen (18) because in the survival languages score because

he already used an appropriate address. Besides, the speaker described his expertise

of the speech. It is proved in his speech;

"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now?. Ladies and gentlemen allow me to commence this occasion by saying that it's a great honour for me to have an opportunity to deliver a speech before the intellectual audience. And this time, I'd like to present a speech about the effect of advance technology in education. Ladies and gentlemen. This a new era, an era where people connect each other easily. It's very easy to talk with someone in different place, town, city, even different country..."

The speaker already addressed his audience. He also stated his topic clearly. It

made the audience know what the speaker is going to talk. In addition, Baharuddin

and Kaharuddin state that the audience will be easier to know a speech direction and

the easier a speaker deliver his speech when the topic specified clearly.<sup>60</sup>

<sup>&</sup>lt;sup>59</sup>Rustica C. Carpio and Anacleta M. Encarnacion, *Private and Public Speaking*, h. 223.

<sup>&</sup>lt;sup>60</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 52

3. Respondent 014 already got nineteen (19) in the survival languages score because he already stated his expertise of the speech. Also, the speaker used an attention grabber. It is shown in his speech;

"Ladies and gentlemen. Good morning. Assalamu 'alaikum warahmatullahi wabarakatuh. Health is wealth is a famous proverb which means that health is everything and its importance is more than the wealth. If one maintains his/her health, he gets everything in the life very easily. As we have gathered here to celebrate this auspicious occasion, I would like to speech over health is wealth. As we all know about the common saying that health is wealth but I do not think that we follow this proverb in our daily life to get maintained. Everyone of us knows well that a good health lead to the good way however no one of us take care of the health. If we are not living in discipline and following nature's rule..."

Stating topic clearly in opening of speech would make the audience focus on what

will they listen. The audience will interest in something clearly.

4.2.2.2 Structure of Speech

1. Respondent 010 got twenty one (21) in the structure of speech score because he

already used an interesting attention grabber. Besides, he addressed the audiences and

greets them. It is proved in his speech;

"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now?"

2. Respondent 012 got score twenty four (24) because she already did not drawn

conclusion with apology. Besides, she did not describe the main ideas with

supporting information. It is proved in her speech;

"... In conclusion, internet has many positive effects on learning. The important is you use the internet as well as the positive effect of the internet. For example me, use the internet for getting information to do our duty. I think that's all. Thank you for your nice attention. Wassalamu 'alaikum warahmatullahi wabarakatuh."

The speaker did not close his speech by apologizing. It showed the speaker has a good self confident.

3. Respondent 017 got twenty nine (25) because the speaker already use appropriate

structure of speech. Then, the speaker did not draw her conclusion with apology. It is

shown in her speech;

"...I'd like to conclude that all of place has interesting and unique characteristics. If you are bored in your home, just go around or visiting a place in Indonesia. Visit Indonesia Explore Indonesia, Visit Indonesia... enjoy the beauty of nature. Explore Indonesia..... feel the uniqueness of culture. Thanks for your attention. Wassalamu'alaikum Wr. Wb...."

4.2.1.3. Strategy of communication

1. Respondent 005 got twelve (12) score in the strategy of communication. It is

because the speaker already addressed the whole audience. Besides, the speaker was

master his speech. It is proved in his speech;

"The Excellency our Lecture. The Respectable our senior. Dear all audiences in happiness. Assalamu 'alaikum warahmatullahi wabarakatuh. Firstly let's thanks unto Allah SWT who has given us mercies and blessing so that we can gather in this place in good condition. The real danger is not that computers will begin to think like men, but that men will begin to think like computers. – *Sydney Harri*. Dear brother and sister. Ladies and gentlemen. In this great opportunity permit me to deiver my speech under the title: The Impact technology on learning. …"

2. Respondent 010 got nine (9) score in the strategy of communication. It is because

the speaker already addressed the whole audience. Then, the speech was effective and

impressive. It is shown in his opening speech;

"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now? Ladies and gentlemen. Allow me to commence this occasion by saying that it's a great honour for me to have an opportunity to deliver a speech before the intellectual audience. And this time, I'd like to present a speech about the effect of advance technology in education....".

3. Respondent 014 got eight (10) score. The speaker already addressed the audience.Besides, his speech effective because he was gave attention in the pace of his speech.The speaker was not too past. It is proved in his speech;

"Some decades ago, people were strong and healthy because they were used to walk for long distance and they have to perform every house hold chores own. In the recent decades, the growth of technologies in very fast manner has decreased the man efforts in every walk of life. Earlier, the life of our grandparents was good and their livelihood was very healthy because of the hunting, farming, ploughing, harvesting, planting, walking, running, etc. Now-a-days, almost every people of any age group suffer from one or more diseases (like high blood pressure, heart attack, gout, stress-related disease, etc) from the starting of life."

The speaker able to know when to decide speaks fast and when to speak slowly. He also able to control his volume, when to raising or lowering his voice. According to Baharuddin and Kaharuddin stated that the pace of speaking can greatly affect the comprehension of the audience.<sup>61</sup>

The minimum score of pre-test is **30** (**Poor**) and the minimum score of posttest is **48** (**Fair**). Then the maximum score of pre-test is **49** (**Fair**) and the maximum score of post-test is **62** (**Good**). In addition, the students' progress can be measured by comparing the mean score of pre-test is **39,40** (**Fair**) and the mean score of posttest is **55,80** (**Good**).

The implication of implementing topical method in speaking performance showed in the following table:

<sup>&</sup>lt;sup>61</sup> Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, p. 98.

N	Survival Language				
No	Pre- Test	Score	Post-Test	Score	
R. 003	", so on this beautiful day, we are still be able to gather in our classroom. Drugs are illegal in the eyes of every religious and illegal in the eyes of the law and continuously can make addiction and lead the users to be sick"		" Ladies and gentlemen. Have you ever wonder, how can we learn something without any technology? Where would we be without technology? From the phone to the computer to the new pad, there will always be new technology to come for years. Without technology we wouldn't even have the pen. I believe that technology is a friend rather than a foe. Dear brother and sisters. Standing in front of you all, I would like to present my speech under the title of: "The impact technology in learning. The development of technology - cannot be denied if the advancement of today's technology is developing very rapidly. This can be evidenced by the many innovations from the simple one up to the tremendous one"	21	
R. 010	"Assalamu 'alaikum warahmatullahi wabarakatuh. First of all let us give thanks for always kept in Allah SWT who has given grace and also health	9	"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the	18	

Table 4.10 The Student's Achievement in Pre-Test and Post-Test

	so that we can assemble this simple place to aims weeks to discuss about the environment. Then shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth. "		technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now?. Ladies and gentlemen allow me to commence this occasion by saying that it's a great honour for me to have an opportunity to deliver a speech before the intellectual audience. And this time, I'd like to present a speech about the effect of advance technology in education. Ladies and gentlemen. This a new era, an era where people connect each other easily. It's very easy to talk with someone in different place, town, city, even different country"	
R 014	"And I would like to deliver my speech which titled 'Teachers are Hero Too'. Ladies and gentlemen. Indonesia is an absolutely rich in source and human. So, we must say thanks a lot to the God who made us here"	11	"Ladies and gentlemen. Good morning. Assalamu 'alaikum warahmatullahi wabarakatuh. Health is wealth is a famous proverb which means that health is everything and its importance is more than the wealth. If one maintains his/her health, he gets everything in the life very easily. As we have gathered here to celebrate	19

			this auspicious occasion, I would like to speech over health is wealth. As we all know about the common saying that health is wealth but I do not think that we follow this proverb in our daily life to get maintained. Everyone of us knows well that a good health lead to the good way however no one of us take care of the health"	
2	S	tructure	of Speech	
R 010	" shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth"		"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now?"	21
R 012	"The dangers of consuming drugs open our eyes that the usage of drugs beyond the medical treatments is profitless. Because the drugs just lead us in the destruction for the users"	17	"In conclusion, internet has many positive effects on learning. The important is you use the internet as well as the positive effect of the internet. For example me, use the internet for getting information to do our duty. I think that's all. Thank	24

			you for your nice attention.Wassalamu 'alaikum warahmatullahi wabarakatuh."	
R 017	" Youth generations can have the provisions to become the agents of alteration. It is our youth times to become the part of Islams' awakening history in Indonesia. That is all I could say. Please forgive me for the mistakes on my words. Thanks for the attention"	15	"I'd like to conclude that all of place has interesting and unique characteristics. If you are bored in your home, just go around or visiting a place in Indonesia.Visit Indonesia Explore Indonesia,Visit Indonesia enjoy the beauty of nature.Explore Indonesia feel the uniqueness of culture. Thanks for your attention.Wassalamu 'alaikum Wr. Wb"	25
3	Strate	egy of C	ommunication	
R 005	"Assalamu 'alaikum warahmatullahi wabarakatuh. The fate of the universe depends on us. If you keep the nature of God reason, will take of you. You ready to be that"	10	The Excellency our Lecture. The Respectable our senior. Dear all audiences in happiness. Assalamu 'alaikum warahmatullahi wabarakatuh. Firstly let's thanks unto Allah SWT who has given us mercies and blessing so that we can gather in this place in good condition. The real danger is not that computers will begin to think like men, but that men will begin to think like computers. – Sydney Harri. Dear brother and sister. Ladies and gentlemen. In this great opportunity permit me to deiver my speech under the title: The Impact technology on learning"	12

R 010	"First of all let us give thanks for always kept in Allah SWT who has given grace and also health so that we can assemble this simple place to aims weeks to discuss about the environment. Then shalawat and salam should never bored greeting we had given to the lord of nature spirits that greet prophet Muhammad. Environment is one thing that is very important for the survival of mankind and should for us to take good care. Our country is a country that has tremendous natural wealth. "	7	"My lovely brothers and sister. Ladies and gentlemen. Assalamu 'alaikum warahmatullahi wabarakatuh. Scientists say that in around 50 years the technology will go too far and we will use up to much power. If we didn't have technology we wouldn't have anything that we have like a computer, a clock, or even a piece of paper. Without this piece of technology, where would we be now? Ladies and gentlemen. Allow me to commence this occasion by saying that it's a great honour for me to have an opportunity to deliver a speech before the	9
R. 014	" The teacher is one of the occupation in Indonesia. They are also as the human resources. Being a independent generation which develop the main character of student as the next generation is not a easy"	8	speech before the intellectual audience. And this time, I'd like to present a speech about the effect of advance technology in education". Some decades ago, people were strong and healthy because they were used to walk for long distance and they have to perform every house hold chores own. In the recent decades, the growth of technologies in very fast manner has decreased the man efforts in every walk of life. Earlier, the life of our grandparents was good and their livelihood was very	10

	healthy because of the hunting, farming, ploughing, harvesting, planting, walking, running, etc. Now-a-days, almost every people of any age group suffer from one or more diseases (like high blood pressure, heart attack, gout, stress-related disease, etc) from the starting of life."
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusions**

The end of this research, the researcher would like to give a conclusion as stated below:

- 1. The way to compiling teaching material and lesson plan through topical method is have big contribution to improve the students' speaking performance.
- 2. The research of data analysis showed that there is a significant difference between the pre-test and post-test. The pre-test score is **39,40** (Fair) and posttest score is **55,80** (Good).

#### **5.2 Suggestions**

To increase the English quality of students, the writer further proposes some suggestions as follow:

- a. For the English teacher
  - 1. The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition so that the students are not bored following the materials.
  - The English teacher should give high motivation to the students in learning English, so that they can improve their English mastery.
     For the students, does not less motivation in learning English and always

practice so that you will understand English well.

#### **BIBLIOGRAPHY**

- Alles, Edward David and Rebecca M. Valette. 1972. *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanovich.
- Aminah, Sitti.2015. "Improving Students' Speaking Performance by Using Oral Presentation". Unpublished STAIN Parepare.
- Arafah, Burhanuddin and Kaharuddin Bahar. 2015. *The Art of Developing Speaking* As a Performance. Yogyakarta: Trust Media.
- Arikunto, Suharsimi. 1998. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: PT. Rineka Cipta.
- Asriani. 2008. "Improving Students' Speaking Ability To The Second Students of Madrasah Aliyah Negeri (MAN) Polewali Mandar Through Technique". Unpublished STAIN Parepare.
- Bahar, Kaharuddin. 2014. Interactional Speaking-A Guide to Enhance Natural Communication Skills in English. Yogyakarta: Trustmedia Publishing.
- Brown and Yule, Distinguished the Difference Between the Interactional Function of Speaking and Transactional Functions.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogic.* San Fransisco: Addison Wesley Longman.
- Britishcouncil.org. "Fluency". http:learnenhlishteens.britishcouncil.org/ (accessed on February 12, 2016).
- Carpio, Rustica C. and Anacleta M. Encarnacion. 2005. Private and Public Speaking. Jakarta: Yayasan Obor Indonesia.
- Chaika, Elaine. 1982. Language The Social Mirror. Rowley: Newbury House Publishes.
- Daley, Kevin. Speaking Mastering. Jakarta: Bhuana Ilmu Populer.
- Dictionary and Thesaurus. "Public Speaking", http://www.merriam-webster.com (accessed on March 1, 2016).
- Faqs, "About Content and Messages", http://speakupforsuccess.com/content-faq/, (accessed on February 27, 2016).
- Fridlander, John. "Principles of Organization. http://grammar.ccc.commnet.edu/.stm. (accessed on 19, February 2016).

- Fulcher, Glenn. 2013. Testing Second Language Speaking. London: Pearson Education Limited.
- Heaton, J.B. 2001. Writing English Language Tests. New York, United States of America: Longman inc.
- Larapedia."TopicalOrder".http://www.alanpedia.com/literary\_terms/topical.order.htm 1 (accessed on February 19, 2016).
- McGraw. "Preparing the Speech". http://www.mhhe.com/socscience/comm/newhome/tutorial/prepare/organize.htm (accessed on March 2, 2016).
- Mulyana, Yayan G.H. 2000. A Practical Guide English for Public Speaking. Jakarta: Kesaint Blanc.
- *Oxford Learners' Pocket Dictionary.* 2013. New York: New Edition Oxford University Press.
- Oxford University Press. 2003. Oxford Learners' Pocket Dictionary. The third edition, Printed in China.
- "Public Speaking Guide Book". http://www.publicspeakingguidebook.com/ (accessed on February 16, 2016).
- Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif dan R & D.* Bandung: Alfabeta.
- Thronbury, Scout. 2006. An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching. Oxford: McMilan.
- Ur, Penny. 1996. A Course in Language Teaching: Practice and Theory. London: Cambridge University Press.
- Webster, 2002. The New International Webster's Pocket Dictionary of the English Language, United States: New Revised Edition: Trident Press International.
- Widdowson, H.G. 1978. *Teaching Language as Communication*. Beirut: Oxford University Press.
- Wrench, Jason S. "Stand Up, Speak Out: The Practice and Ethics in Speaking" http://catalog.flatworldknowledge.com/bookhub/, (accessed on February 27, 2016).



Here is 10 list of college speech topics from some resources. To make things easy on ourself, we will choose 3 topics that interest you and something you will be able to speak about with passion! Please give checklist on every topics either it is very important, important, or unimportant.

No.	TOPICS	Very Important	Important	Unimportant
1	Juvenile delinquency			1
2	Myth on your hometown	nin kan kanan ang kanan kanan kan kanan kan kanan kan		and an arrestory of the particulation of the second second
3	Advantages and disadvantages of television			
4	Healthy lifestyle		an a	989) beter and the ansatz of the second s
5	Avoiding boredom	1977		
6	Interesting cultures in Indonesia		e Conservation de la propertie de la construction de la construction de la construction de la construction de l	enne Brenn sa antara anna a bha an an an datha
7	The adverse effects of smoking.	<ul> <li>Second of the standard standard start of an and standard start of a standard start sta </li> </ul>		
8	South Sulawesi tourism object	en Paler Herbergen Herbergen bezenen et en		b (0) of the second states space of a second state of a second state of a second state of the second st
9	Impact of technology on learning			
10	Natural resources development			na 1999 – Palanda mara ana ang kang pang mang pang na mang pang mang pang na mang pang na mang pang na mang pan
Very	ic Score's y important: 3 portant : 2 mportant : 1	EPA	RE	

Name of respondent	: ELEA SAFITRI
Reg. Number	: 19,200 120

Here is 10 list of college speech topics from some resources. To make things easy on yourself, we will choose 3 topics that interest you and something you will be able to speak about with passion! Please give checklist on every topics either it is very important, important, or unimportant.

ło,	TOPICS	Very Important	Important	Unimportant
1	Juvenile delinquency	$\checkmark$	3	
2	Myth on your hometown	analana sika ing ini ini ini	$\checkmark$	*
3	Advantages and disadvantages of television			
1	Healthy lifestyle	an a	en de la compañía de	
5	Avoiding boredom		~	
5	Interesting cultures in Indonesia	n fa in Anna a an a degaranti ingina a	$\checkmark$	nin produktionen die einen die Einen die einen die ein
7	The adverse effects of smoking.		$\checkmark$	100,200,52
3	South Sulawesi tourism object	b) Provent Million and All Provent All Provent All All and Proventing Research providers and any and proventing of the All Proventing Research and Proventing Research and Proventing Research and Proventing Research and Proventing Research and Prov Research and Research and Research and Research and Proventing Rese		
9	Impact of technology on learning		~	
0	Natural resources development			net fan nen nederlânsen fan se al dike sterne. en

#### **Topic Score's**

Very important: 3 Important : 2 Unimportant : 1

1.1

Name of respondent : DAYANTI Reg. Number : 14.1300-032

Here is 10 list of college speech topics from some resources. To make things easy on yourself, we will choose 3 topics that interest you and something you will be able to speak about with passion! Please give checklist on every topics either it is very important, important, or unimportant.

No.	TOPICS	Very Important	Important	Unimportant
1	Juvenile delinquency		13	
2	Myth on your hometown	and an an and a second seco		e e e e e e e e e e e e e e e e e e e
3	Advantages and disadvantages of television			
4	Healthy lifestyle		na tana amangananga nana ang ananana na	
5	Avoiding boredom			
6	Interesting cultures in Indonesia	e de serie de constante de constante de la const	58	
7	The adverse effects of smoking.			
8	South Sulawesi tourism object	e de la Companya de la construcción de la Companya de la construcción de la construcción de la construcción de	New Works and the second particular system is a grant of the second system is a second system in the second sys	
9	Impact of technology on learning	V	99 destruite de la constant de la co	
0	Natural resources development	ander en algemente angene al general and angene and angene and angene and angene angene angene angene angene a	a and a contract of the second se	an de la companya de La companya de la comp

# Topic Score'sVery important: 3Important: 2

Unimportant :1

Name of respondent : ERAUSA Reg. Number : 14.1300.145

Here is 10 list of college speech topics from some resources. To make things easy on yourself, we will choose 3 topics that interest you and something you will be able to speak about with passion! Please give checklist on every topics either it is very important, important, or unimportant.

No.	ΤΟΡΙCS	Very Important	Important	Unimportant
1	Juvenile delinquency		1	1
2	Myth on your hometown			
3	Advantages and disadvantages of television		and the second	
4	Healthy lifestyle		la fant i stransserier an	and free shares and exercise set with the state of the set of the s
5	Avoiding boredom	~		ter (entre entre
6	Interesting cultures in Indonesia		and the first standard and the standard and the standard standard standard standard standard standard standard	a bar na manana ing matakan na manana na Manana na manana na ma
7	The adverse effects of smoking.			Control Matter of Matter control and an analysis and provide a second se Second second sec
8	South Sulawesi tourism object	an lan dan dari kara sa karanga arti sa karanga arti s		
9	Impact of technology on learning	$\sim$		
10	Natural resources development	nder die der der Beseiner under Bester under Bester der Bester der Bester under Bester der Bester der Bester d		
'ery npoi	c Score's important: 3 rtant : 2 portant : 1	PAR		

Name of respondent	:	Masriani	V
Reg. Number	:	14-1300-00	3

'e is 10 list of college speech topics from some resources. To make things easy on Irself, we will choose 3 topics that interest you and something you will be able to speak out with passion! Please give checklist on every topics either it is very important, portant, or unimportant.

	Very Important	Important	Unimportant
Juvenile delinquency	1	V.	
Myth on your hometown		$\checkmark$	
Advantages and disadvantages of television	and the second sec		
Healthy lifestyle		V	
Avoiding boredom		V	
Interesting cultures in Indonesia			an a
The adverse effects of smoking.			IV
South Sulawesi tourism object			n mar ann an ann an an an Anna a' aide
Impact of technology on learning			
Natural resources development	* * **********************************	n hanna a' ann a' a bhaile na sheanna ann an sheanna a' ann a	n dha adar in chim na san san sa anna a sa an

nportant : 1

Name of respondent : PAMLI Reg. Number : 14-1300-060



	LESSON PLAN ONE	
College Name	STAIN Parepare	
Study Program	English	
Semester	Fourth Semester	
Skills	Speaking	
Topic	Healthy Lifestyle	
Time	2 x 45 Minutes	
I. Goal	The students speaking performance will be more	
	effective where they are able to use a correct speech	
	structure, appropriate survival language and good	
	strategy of communication.	
II. Objectives	1. Terminal lesson objective	
	The students will be able to speech effectively with	
	the topic 'Healthy Lifestyle	
	2. Enabling objectives	
	- The students will be able use correct speech	
	structure when delivering a speech about	
	'Healthy Lifestyle'.	
	- The students will be able to use appropriate	
	survival language when speech about 'Healthy	
	Lifestyle'.	
- The students able to use a good strategy		
	communication when delivering speech about	
	'Healthy Lifestyle'.	
III. Material and equipments LCD, laptop, handout, script.		

IV.	Proce	lure			
	a. First meeting				
	1. (	Opening			
		- The teacher greets the students by using target language.			
	2. 4	Activities			
		- The teacher introduces the topic which is going to talked 'Healthy Lifestyle'.			
		- The teacher gives handout to the students.			
		- The teacher explains the aspects of speaking as performance.			
		- The teacher asks students to determine the main idea of the topic.			
		- The teacher asks students to organize the supporting points of the main idea.			
		- The teacher asks students to arrange a speech by the topic selected.			
	3. 0	Closure			
		- The teacher concludes the given material.			
		- The teacher gives the students motivation to practice and to improve their			
		speaking skill.			
	b. Sec	ond Meeting			
	Pra	ctice			
		- The teacher divides students into some group.			
		- The teacher explains the rules.			
		- Each student performs their speech in front of their group, one by one.			
		- The other students rate their friend performance.			
V.	Evalu	ation The student performs speech in front of audience without			
		script.			

### **TEACHING MATERIAL**

#### Survival Language

Survival language refers to a series of appropriate expression needed for speaking in public such as addressing and greeting the audience, introducing topic, describing main points, summarizing, dealing with questions, making clarification, etc.

#### Strategy of Communication

Besides communicate messages explicitly through words, a speaker is also required to do interpersonal communication nonverbally to give a great impact on the listener and the outcome of his speech. When delivering speech, the speaker should be more interest in:

- 1. Eye contact
- 2. Voice control
- 3. Posture
- 4. Gesture

#### Structure of Speech

In order to have good outline, a speech should highlight the basic structural element. All speeches normally contain at least five basic structures. They are:

- 1. Addressing
- 2. Greeting
- 3. Attention grabber
- 4. Introduction
- 5. Body
- 6. Conclusion
- 7. Ending

#### **1. Structure of Speech**

Learn the structure and expressions below to guide you to be able to perform a speech effectively! Here is the basic *Structure of Speech*;

- 1. Addressing
- : Address the audience to start
- 2. Greeting : Greet them to show friendliness
- 3. Attention grabber : Get the audience attention
- 4. Introduction : Tell them what you are going to say
- 5. Body / Discussion : Tell them
- 6. **Conclusion** : Tell them all you have said
- 7. Ending : Make them remember something or give your gratitude to them

#### 2. Survival Language that commonly used

#### 4 1. Addressing

Before starting a speech, a speaker needs to recognize whose the important people among the audience are, and address them by using their formal tittles starting from the most important people. Here are the guideline of appropriate expressions to *address* important audiences;

Position	Address	Meaning	Example
The King (Sang Raja)	His Majesty, King (Name of the King)	-Yang Mulia Raja (Nama Sang Raja)	His Majesty, King Fadh of Saudi Arabia
Ambassador (Duta Besar)	-His/Her Excellency (First name & surname) -Ambassador of (Country)	-Yang Mulia (Nama depan & nama belakang -Duta Besar (Negara)	His Excellency Jose Tavares, Ambassador of Indonesia
Member of Legislative Assembly (Anggota DPR)	Mr./Mrs./Ms./Miss (First name & surname), M.L.A.	Bpk/Ny/Ibu/Nona (Nama depan & nama keluarga), M.L.A	Mr Peter Abetz MLA Electorate: Southern River Party
Religious Dignitaries (Pemuka Agama)	-H.H. Sheikh (name of Sheikh) -The venerable & Very Reverend father -Your Holiness,	-Yang Mulia Sheikh (Nama Sheikh)	His Highness Sheikh Mohammed bin Rashid Al Maktoum
General Public	-Ladies and Gentlemen -Dear friends -Distinguished guests -Honoured guests	-Bapak & ibu sekalian -Teman sekalian -Tamu yang terhormat -Tamu yang terhormat	
Academicians (Akademisi)	<ul> <li>-(Name with academic degree),</li> <li>President of (Name University)</li> <li>-His/her excellency, the dean of (Name of faculty)</li> <li>-The honorable, Prof (Full name)</li> <li>-Fellow teachers</li> <li>-Fellow students</li> </ul>	-(Nama & gelar akademik) Piminan (nama universitas) -Yang terhormat, dekan (Nama fakultas) -Yang terhormat, Prof (Nama lengkap) -Rekan sesama guru -Rekan sesama mahasiswa	-Dr. Shirley Aan Jackson, President of Renselaer Polytechnic Institute

#### 📥 2. Greetings

Greeting is an important part to be available in a speech structure for two reasons i.e. it opens up the channel of communication between a speaker and the audience, is grabs the audience attention that will attract their interest immediately.

Peace be unto you and so may the mercy of Allah and His blessings	Assalamu 'alaikum warahmatullahi wabarakatuh
Good morning	Selamat pagi
Good afternoon	Selamat siang
Good evening	Selamat malam
Good morning, ladies and gentlement	Selamat pagi, bapak dan ibu sekalian

#### **4** 3. Attention Grabbers

Attention grabber is the device that the speaker uses at the beginning of a speech to capture an audiences' interest and make them interested in the speech topic.

Arouse suspense or curiosity Membangkitkan ketegangan atau rasa ingin t	
Make a starling statement	Membuat pernyataan mengejutkan
Tell a story	Menceritakan sebuah kisah
Ask a rhetorical question	Menanyakan pertanyaan retorikal
Begin with a quotation	Mulai dengan sebuah kutipan
Reference the occasion	Merujuk pada situasi

#### 4. Introduction

There are some functions of an introduction in a speech i.e. to state the topic and to provide reasons to listen. Telling the topic will be able to make the audience know what a speaker is going to talk about. Then, reasons refer to the explanations about the benefits of the speech as the main motivate for listening. There are some expressions that commonly used in *Introduction;* 

	f all, I'd like to extend my sincere gratitude to the organizing committee who has me this unity to deliver a speech on (the topic)
• It is a g	reat pleasure for me to be given the opportunity to deliver a speech on the subject of
	tell you, first of all, how pleased I am to have an opportunity to stick here and deliver a speech you. May speech title (this morning) is ""
• I am gr 	reatly honored and grateful for the opportunity given to me in addressing a speech on the titl
deliver	me to commence this occasion by saying that it is a great honor for me to have an opportunity to a speech before the intellectual community of audience. And I'd like to thank the organizing ttee for such moment. The title of my speech is ""

- I'd like, first of all, to say thank you very much to the organizing committee for this precious opportunity to deliver a speech. In this occasion I'd like to speak about "....."
- It is a great pleasure for me to have this opportunity to give a speech on .....
- At the first place, permit me to express my appreciation to all of you and anyone else who is concerned with this activity for any effort you have don, for any fatigue you spent and for any single willing you have initiated. In this opportunity I'd like to speak about "....."
- It is a great honor and a privilege for me to be granted this opportunity to speak before this distinguished audience of many colleagues. My topic (today) is entitled "....."
- I am honoured to speak to such a distinguished audience. My subject is "....."
- First of all, I would like to thank you for giving me the opportunity to say a few words at this seminar. The seminar on "....." is an interesting and urgent undertaking.

#### 📥 5. Discussion

The discussion of a speech deals with a process in which a speaker begins organizing the content of the speech into full detail starting from identifying the main points to providing supporting evidence and information to clarify a topic. Therefore, the discussion must cover two things i.e. formulating the speech's purpose and determining the speech's' main points.

Menyampaikan rencana isi pidato	• I have divided my speech into three sections
	• I'd like firstly to talk about
	• Finally, I'd like to talk a little about
	Finally, I shall address the problem of
Membuka bagian utama pidato	• Let me start by asking you the following questions
	Let me start by posing the question
	Let me begin by noting that
	Let me begin by telling you an anecdote,
Beralih ke bagian atau pembicaraan	• Let me now turn to
lain	• Can we now turn to
	Now let's see another part of our talk
	I would now focus on
Memberi aba-aba untuk	• Let me speak about this more detailly.
pengembangan suatu ide	• Can I develop this point a bit further?
	• Let's look at this problem in a bit more detail.
Menggarisbawahi hal atau bagian	4 The most important thing about is
penting suatu pidato	4 The thing to remember is
	What we have to realize is
	What I find most interesting about is <sup>62</sup>

<sup>&</sup>lt;sup>62</sup> The expressions are adapted from the book *A Practical Guide-English for Public Speaking*, Yayan G.H. Mulyana, (Jakarta: Kesaint Blanc, 2000).

#### 🖊 6. Conclusion

Here are speech transitions from discussion to conclusion. The conclusion of speech is mainly drawn to summarize the main points that speaker has already described in his speech. Some important things need to consider in drawing the conclusion of a speech among other things: recapture the essence of the speech, paraphrase the main points and share a quotation or anecdote.

Single Statement	Including a Review of the Key Points
In short, In summary, In conclusion,	-Let's summarize the key points of this talk
To wrap up the things, To finalize, To	- Finally, let me conclude this talk by saying that
end, I'd like to conclude that, in closing,	- Summarizing what we have just talked about
let me say, If I may conclude, To finish	- In summary, this report found that
up, To close this off	- To summarize briefly what was just discussed
	- I would like to conclude my speech by
	- In conclusion, I should just like to say
	- Lastly, I wish to say a word about

#### **4** 7. Ending of a Speech

To ending a speech, a speaker can choose one of two ways i.e. end a speech with platitude or to end a speech with attitude. Here are some examples of ending speech:

Ending a Speech with Platitude	Ending a Speech with Attitude
-I am proud of your trust, and I will justify it to the best of my competence and knowledge. <b>Thank you.</b>	<b>1. The Challenging Close</b> "the problem now is: can you study hard? This <b>question</b> is challenging you. Answer the question honestly from the bottom of your heart because the heart says the mind instructs and the body acts. Think about
<ul> <li>Here I am, truly honored and just completely excited by what you all are going to achieve in your future success. Thank you.</li> <li>Thank you all for being with us, joining us, and supporting our beginnings. Thank you all!</li> </ul>	<ul> <li>says, the mind instructs and the body acts. Think about it."</li> <li>2. The Invitation Close <ul> <li>therefore, to the success of this year's elections, <i>let us</i> hand in hand in maintaining security and stability in the country so the election process can run properly.</li> </ul> </li> <li>3.The Quotation Close <ul> <li>finally, I want to mention the words of famous scientist Albert Einstein, who said, "Try not to become a man of success but a man of value". Think about it."</li> <li>4. The Repetitive Close <ul> <li>and so what we have been saying is that life is an adventure, dare it. A duty, perform it. An opportunity, take it. A journey, complete it. A promise, fulfill it. A puzzle, solve it. A goal, achieve it."</li> </ul> </li> <li>5. The Sing-Song Close <ul> <li>I know that none of us can solve this alone, but I really know that together (pause) we can (pause while influencing the audience to complete the phrase by</li> </ul> </li> </ul></li></ul>
	waving one of his hand until the audience responds) <sup>363</sup>

<sup>&</sup>lt;sup>63</sup>The teaching material is adapted from the book *The Art of Developing Speaking As a Performance*, Burhanuddin Arafah and Kaharuddin Bahar, (Yogyakarta: Trust Media, 2015).

### **TEACHING MATERIAL 2**

### **Topical Method**

Here is the example of organizing a speech by using topical method.

The topic	The Power of Social Media		
Specific purpose	To inform the audience the impact of using any social		
	media.		
Main Idea	Social media is the hottest online trend of the last		
	few years that provides a way to keep in contact		
	with people such as facebook, twitter, instagram and		
	youtube.		
Supporting Points	1. Facebook as a social interaction		
	2. Twitter as the real-time information sharing.		
	3. Instagram as an online mobile photo-sharing,		
	video-sharing.		
	4. Youtube as a free video-hosting.		

#### The discussion part that organized by topical order method

Social media is the hottest online trend of the last few years that provides a way to keep in contact with people. It can be advantageous for users' relation. Some advantages of social media include the ability to communicate with many different people. Social media brings you to worldwide connectivity. Why I said so? Because by social media, you may chat online with others that can be a great way to strengthen long distance ties with people you might not otherwise be able to talk too often. You can also rekindle friendships that might have been lost due to a move, a falling out, or you just simply have lost touch. Besides, social media provides real-time information sharing. Many social networking sites incorporate an instant messaging feature, which lets people exchange information in real-time via a chat. If you are like most people, you already use at least one social media platform. *Well, let's speak about some social media more details.* 

*First is facebook as social interaction.* If we talk about facebook it's so famous, right? Especially for teenagers, doesn't it? Or is there someone here who has a title as miss facebook or mr facebook? Anyone here? Nobody? Yeah, I hope so. Well... talking about facebook, we know that it is a social networking website that can connect each other, although distance apart of us. We can do chatting, sharing, communicating, with our parents, brother, sister,

grandmother, grandfather, friends, and others, if sometimes you miss your old friend and never seen him again in many years if you and her/him have facebook it can be solved or we also get the information from our friends, when they update status, although sometimes they update about what they are feeling, for example when someone update status "duuhh ujannya ga berhenti-berhenti", so we can ask him/her "butuh payung?" or "kasian" for example

<u>The other top social media is twitter</u> which known as the real-time, public<u>microblogging</u> network where news breaks first. Most users loved it for its iconic 140-character limit and unfiltered feed that showed them absolutely everything. Unlike <u>Facebook</u>, where members need to approve social connections, anyone can follow anyone on public Twitter. To weave tweets into a conversation thread or connect them to a general topic, members can add hashtags to a keyword in their post. The hashtag, which acts like a <u>meta tag</u>, is expressed as #keyword.

Ladies and Gentlemen,

In addition, there are also instagram as an online mobile photo-sharing and video-sharing. It allows us to apply different types of photo filters to our pictures with a single click, then share them with others. While nearly all <u>smartphones</u> have built-in cameras, they often do not produce quality photos. By using Instagram, you can liven up otherwise mediocre images and make them look more professional. For example, the Earlybird filter adds a slight blur to the image, warms the colors, and vignettes the corners, giving photos a softer look. We can also make more drastic changes to photos using a filter like "1977," which makes images look like vintage photographs taken with an old camera.

Let me now turn to the other social media. It is called *youtube, a free video-hosting*. It is a popular video sharing website where registered users can upload and share videos with anyone able to access the site. These videos can also be embedded and shared on other sites. Most of the videos found on YouTube are created by amateurs, but some professional film makers also use the platform to share their work. Virtually all types and genres of videos are posted on the site, from sports accidents to homemade music videos. Because of the nature of YouTube sharing and voting, there have even been cases where new talents got discovered through simple videos, one of the most notable of which is teen pop star Justin Bieber.

#### Ladies and gentlemen,

On the other hand, despite all the advantages of social media, many people could get disadvantages if it is not used for what it was intended. It can be used to do malicious things. Social media is the root of cyber bullying and crimes against children. Thousands of teens use social media everyday, but not all have the best intentions. Many use a computer screen to hide behind, which makes it easier to make fun of someone, because you are not face to face. You will become anti-social and if you never talk to people face to face. This is a terrible disorder, which can also put into depression. You will less time with people. *In addition*, social media is also a place where it is easy to spread false information that no one questions leading to misinformed people. It is just as easy to manipulate on the net than any other place. Social media is also a lurking place for predators. What we have to realize is while social media does have its advantages, if it is not used for what it was intended, many people could get hurt from it.

### **TEACHING MATERIAL 3**

#### **SPEECH CONNECTORS**

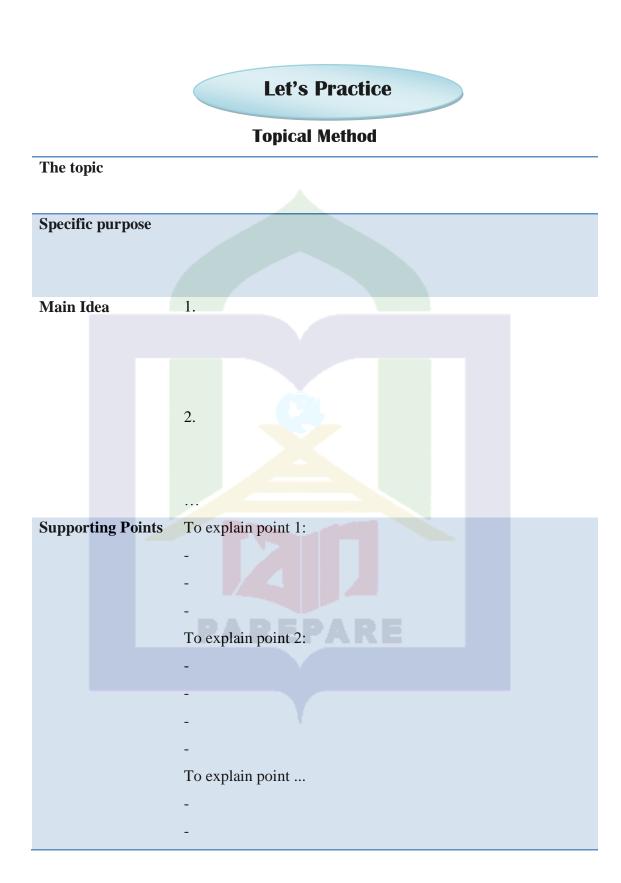
Speech connectors are phrases used to help the arguments in a speech flow fluently. Here are some of common signposts that used in speech;

Purpose	Common Signposts	Meaning
Highlight	-Primarily	-Terutama
priority/important	-Of primary importance	-Yang paling
(Sorotan priotitas /	-Most importantly	penting
penting)	<i>Ex</i> : The first issue, of primary importance, is	-Yang terpenting
Make a contrast	-However	-Akan tetapi
(Membuat kontras)	-Despite this	-Meskipun demikian
	-On the other hand	-Di sisi lain
	-Nevertheless	-Namun demikian
Add an extra point	-Additionally	-Selain itu
(Menambahkan ide lain)	-In addition	-Dan lagi
	-Furthermore	-Lebih lanjut
	-Added to this	-Ditambah dengan
		ini
Give emphasis	- In fact/actually	-Bahkan/sebenarnya
(Memberikan penekanan)	-Indeed	-Memang
	-Not only but also	-Tidak
		hanyatetapi juga
	-Because(of)	-Karena
Give a reason	-Due to	-Karena
(Memberikan alasan	-Owing to	-Karena
	<i>Ex:</i> Owing to the delays, we now require	

#### THINGS TO AVOID IN THE CONCLUSION

There are some things to avoid in conclude a speech.

Ending Abruptly	Ending with Hope	Introducing New Points	Apology
<ul> <li>Wellthat's all I have to say</li> <li>Oops! My time is up. I'd better stop now</li> </ul>	-I hope you now understand -I hope you will	-In conclusion, you can seeoh wait I forgot to tell you about	<ul> <li>-I'm sorry for my mistakes during the talk.</li> <li>-I'm so nervous, I'm still shaking</li> <li>-I guess I've rambled on long enough.</li> </ul>



## Evaluation

Please use this structure below as guideline to make your speech!						
Addressing	A					
Greeting						
Introduction						
Discussion						
		· · · ·				
		· · · ·				
Conclusion						
Ending						



#### **PRE-TEST**

Imagine that you are invited to speak at an event. Pick up one good topic to discuss as an important first step in preparing for a good speech, where the topic is up to you.

- 1. Please chose the topic!
- 2. Speak it out in front of the audience (your friend)!



#### PRE-TEST

Imagine that you are invited to speak at an event. Pick up one good topic to discuss as an important first step in preparing for a good speech, where the topic is up to you.

1. Please chose the topic!

2. Speak it out in front of the audience (your friend)!

Dros Your Speech: Assolar valakon Warden zhollah Wabarokatuh lodiger and gentlyrun to Allon who has given the best health for us; so on this beautiful day, we are still be able to gother in our classingur proge are illegol in the eyes of every relegious and illegol in the eyes of the low and continously con make addiction and lead the users. to be sick, oven it can make death all my friends who I love, As we know the drugs Con spreze rapidly like a plague not just parents and zdults who are strending beinegers, especially those students who are strending school, as the next generation, we are as sentor high stuff Note our concentration focus on learning and creativiti Om Actually, government have shown the threat of punishment for trafficteers and drugs loss been set in legislation, with threats and heavy fines but there are still many people who do not core about such tings, and they still use and traffic drugs freely. gentivent and 12dies



session myreles up less

hice stenton

of thistopes during delivering the visiterial and Thanks for your

Let us together say "no to Drugs" the best way freep away from drugs is never try drugs " beep yourself from the environment which is not good to do a variet of activities, as well invite friender family and relatives to concrat this bad shuff

### RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

Respondent : 003

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1 = No	2 = Undecided	3 = Yes
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)

No.	Content		Score		
Ι	Survival Language	1	2	3	
1.	Is the topic interesting?	V			
2.	Does the speaker use appropriate addresses?		11		
3.	Is the attention grabber is interesting?		1		
4.	Does the speaker describe his expertise or the benefits of the speech?	V			
5.	Does the speaker use signposting to move from one idea to the other?		11		
6.	Does the speaker use transitions to move from one section to the other?	V			
7.	Does the speaker recapture the main points of his speech's conclusion?	V			
8.	Does the speaker paraphrase the conclusion of his speech?		1		
Π	Structure of Speech				
1.	Does the speaker use an attention grabber?	V			
2.	Does the speaker greet the audience?		/	1	
3.	Does the speaker state his main points clearly?	V			
4.	Does the speaker describe the main ideas with supporting information?		V		
5.	Does the speaker draw conclusion abruptly?		V		
6.	Does the speaker draw conclusion with hope?		V		
7.	Does the speaker draw conclusion with apology?		1		
8.	Does the speaker close his speech with platitude?		V		
9.	Does the speaker close his speech with attitude?	V	1		
III	Strategy of Communication				
ĺ.	Does the speaker addresses whole audience?		0	V	
2.	Does the speaker states the topic clearly?		V		
3.	Does the listener understands the speech whole?		V		
4.	Is the speech effective and impressive?	V			
5.	Does the speaker master his / her speech?		V		

#### PRE-TEST

Imagine that you are invited to speak at an event. Pick up one good topic to discuss as an important first step in preparing for a good speech, where the topic is up to you.

1. Please chose the topic!

2. Speak it out in front of the audience (your friend)!

Your Speech: Assolance Alaikum Wr. Wb.

First of all let's un give thanks for always kept in Allah swit who has given grace and also health so that we can assemble the this simple place to aims weeks to discuss about the environment.

Then stralawat and a salary should never bored steading greating we had given to the lord of nature spirits that great prophet Muhammad.

Environment is one thing that is very important for the survival of mankind and should for us to take good care. Out country is a country that has tremendous natural wealth. Indonesian forest long ago have become the longs of the world and become one of the world when developed countries smake because their industries, then aur country clean up the pollution with green forests

that exist in many areas. When the forest we have started getting damaged, I believe that one day we no longer could feel the fresh air and the cool breeze at noon time. Our country will turn into a very hot country and tortured. We weather Changes are present in this country can not be predicted and the arrival of the dry searon would be more quickly and last longer.

For that always let us always leep our environment especially keeping our environment. Thanks For attention. I desist Wassalamu Alaikum Wr.Wb.

## RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

Respondent : 010

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1 = No	2 = Undecided	3 = Yes
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)

No.	Content			
I	Survival Language	1	2	3
1.	Is the topic interesting?	Ī		
2.	Does the speaker use appropriate addresses?	V		1
3.	Is the attention grabber is interesting?			
4.	Does the speaker describe his expertise or the benefits of the speech?			
5.	Does the speaker use signposting to move from one idea to the other?			t
6.	Does the speaker use transitions to move from one section to the other?		1	
7.	Does the speaker recapture the main points of his speech's conclusion?	V	1.	
8.	Does the speaker paraphrase the conclusion of his speech?		17	
Π	Structure of Speech			
1.	Does the speaker use an attention grabber?			
2.	Does the speaker greet the audience?			17
3.	Does the speaker state his main points clearly?			
4.	Does the speaker describe the main ideas with supporting information?			
5.	Does the speaker draw conclusion abruptly?		V	
6.	Does the speaker draw conclusion with hope?	./		
7.	Does the speaker draw conclusion with apology?		V	
8.	Does the speaker close his speech with platitude?		V	
9.	Does the speaker close his speech with attitude?			
III	Strategy of Communication			
Ì.	Does the speaker addresses whole audience?		· ə	
2.	Does the speaker states the topic clearly?		1	
3.	Does the listener understands the speech whole?			
4.	Is the speech effective and impressive?			
5.	Does the speaker master his / her speech?	Y	$\checkmark$	

#### PRE-TEST

Imagine that you are invited to speak at an event. Pick up one good topic to discuss as an important first step in preparing for a good speech, where the topic is up to you.

1. Please chose the topic!

2. Speak it out in front of the audience (your friend)!

Your Speech:

DRUGS

Ladies and gentlemen

Unig? What is that? I am sure you all already know, and may be better than me about what drug is and what the advantages and disadvantages are. Drugs actually are midicine for anesthetize patients in surgery. But that perception was misapplied by some people. Oruge have been misapplied by some people for a long time. some people which use drugs beyond the medical treatment consider that drugs can make them feel better when they facing some problems, make them feel easy to find new britiant ideas or just for a pleasure.

The effect of drugs are not only dangerous por drugs user themselves but also people surrounding. For the users, drugs are so risky because they may lead to overdoses. HIV/AIDS and brain or mental damage. Drugs are also dangerous for the people surrounding as it has already mentioned above. The dangers of consuming drugs open our eyes that the usage of drugs beyont the medical treatments is profitless. Because drugs just lead us in the destruction for the users themselves and for other people surrounding. Dear ladies and gantiement

But it is so sad, if we hear many of our young generations Consume the drugs such as Heroin, cokain, Koplo, dektron, extacy, or Marijuana. They merely consume thrangs to get drunk, enjoyment, and temporal satisfaction without consider the risks.

Because the drugs is so dangerous for our health, for our body, for our future. To we must keep a way from it. We must avoir it. Don't try to consume it, don't try to sell or buyit. Those are what I can cleaver to you at this moment, thank a lot of for your attention and I ask forgingeness for my mistakes, and the last I say: Wassalamualaikum wr.wb.

### RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

Respondent : 012

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1 = No	2 = Undecided	3 = Yes
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)

No.	Content		Score	2
Ι	Survival Language	1	2	3
1.	Is the topic interesting?		V	
2.	Does the speaker use appropriate addresses?		1	ir.
3.	Is the attention grabber is interesting?	V		
4.	Does the speaker describe his expertise or the benefits of the speech?	V		
5.	Does the speaker use signposting to move from one idea to the other?	1		
6.	Does the speaker use transitions to move from one section to the other?	1		
7.	Does the speaker recapture the main points of his speech's conclusion?		-	
8.	Does the speaker paraphrase the conclusion of his speech?			
II	Structure of Speech			
1.	Does the speaker use an attention grabber?			1/
2.	Does the speaker greet the audience?		./	
3.	Does the speaker state his main points clearly?		V	
4.	Does the speaker describe the main ideas with supporting information?		J	
5.	Does the speaker draw conclusion abruptly?			
6.	Does the speaker draw conclusion with hope?		$\Box$	
7.	Does the speaker draw conclusion with apology?			
8.	Does the speaker close his speech with platitude?		V	-
9.	Does the speaker close his speech with attitude?	1		
III	Strategy of Communication			
ĺ.	Does the speaker addresses whole audience?	1/		ð.
2.	Does the speaker states the topic clearly?	1		
3.	Does the listener understands the speech whole?		V	
4.	Is the speech effective and impressive?			2
5.	Does the speaker master his / her speech?		1	

## THE STUDENTS' SCORES OF PRE TEST

No.	Respondent Number	Г	The Student's Rate			
1		I	П	III	Total	Classification
	003	U	15	10	36	Poor
2	006	13	23	12	48	Fair
3	Q1Q	9	19	7	30	Poor
4	916 -	1(	16	7	34	
5	018	-14	17	12	43	foor Fair
6	019	14	18	8	40	Fair
7					10	Tar

Day : Monday Date : April 25, 20

I : Survival Language

II : Structure of Speech

III : Strategy of Communication

Parepare, 25 April 2016 Rater

< Juny

Dr. A. Kaharuddin Bahar, S. P., M. Hum.

## THE STUDENT'S SCORES OF PRE-TEST

: Tuesday : April 26th, 2016 Day Date

No.	Respondent	T	ne Student's Rat	te	Total	Classification	
	Number	I	п	Ш	Total	Classification	
1	005	9	17	10	36	Poor	
2	() (3	14	18	8	40	Fair	
3	002	19	21	9	44	Fair	
4	908	10	22	9	41	Fair	
5	014	ار	16	8	35	Poor	
б	012	11	17	7	35	Poor	
7	017	10	[5	8	33	Paor	

I : Survival Language

П : Structure of Speech

III : Strategy of Communication

Parepare, 26 April 2016

Rater

Juin

Dr. A. Kaharuddin Bahar, S. IP. M. Hum.

# THE STUDENTS' SCORES OF PRE TEST : Wednesday : April 27th, 2016

Day Date

No.	Respondent Number	Т	The Student's Rate			
1		I	П	Ш	Total	Classification
	015	15	22	u	48	Fair
2	009	17	23	9	49	Fair
3	011	10	17	8	35	Poor
4	020	11	18	7	36	Poor
5	004	12	22	9	43	Fair
6	007	12	21	7	40	Fair
7	001	19	21	7	42	Fair

: Survival Language I

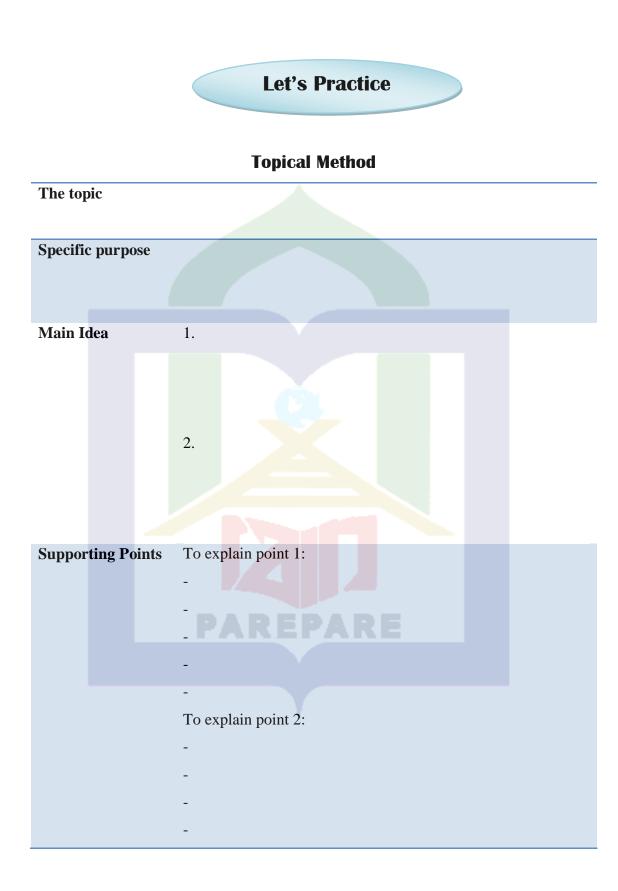
: Structure of Speech II

Ш : Strategy of Communication

Parepare, 27 April 2016 Rater

Dur. A/kaharuddin Bahar, S-IP. M. Hum





Let's Practice

008

#### **Topical Method**

The topic Interes	ting Culture in Indonesia
Specific purpose Main Idea	To inform the audience about how rich us of interesting cultures that have to phosothigh phosoth especially for culture of Mappacci in buginess and that Mave to love deeply. 1. Mappacci is one of interesting cultures of Indonesta
Supporting Points	as a prayer that have high phosophy philosophy by the tool of the procession.  To explain point 1: - The tool of the procession in Mappacci is to use - Some leaves of the
	1. leap of Banang 2. leap of Juckfruit 3. leap of Pacci / pacur To explain point 2:
	- - -
	- To explain point -

019

**Let's Practice Topical Method** The topic HEALTHY LIFE STYLE Specific purpose 1. Health is more valuable for us than Main Idea life There are some other things in ways to keep health; the dicine DUT and limited te lief, positive thinking and 2. Pusical excercises To explain point 1: **Supporting Points** - Nedicine and limited relief - Nedicine and limited relief - positive thinking to bring happiness - physical ercer sises to care the budy To explain point 2: To explain point ...



## **Evaluation**

Please use this structure below as guideline to make your speech!

Addressing	
Greeting	
Attention grabber	
Introduction	
Discussion	
Conclusion	
	PAREPARE
Ending	

## EVALUATION

Addressing	
Ladies	and gentlemen
Greeting	
Assalamu	ialaikum warahmatullahi wabarakatut
(peace be e	upon unto you and so many may the mercy of Allah and his blessings
Attention grabber	0
"The gre	catest wealth is health"
	· · · · · · · · · · · · · · · · · · ·
ntroduction	
	honored and grateful for the opportunity given to me
in adressing a	speech on the tittle " healthy lifestyle".
Discussion	
	speech into three sections. I'd like Fristly to talk about
	food, getting some exercises and no smoking.
	this world want to behealthy, because healthy is very
	. With a healthy body, we can do anything what
we want to do <	ome ways camp make our body healthy like chosing
Pealthe Food action	ig some exercises and no some smoking.
	althy food is one way to make our body healthy and also
Kaan and hanth T	he healthy good such as pruits, vegetables, etc. Don't
always eat junt po	
the second way	he exercises to strengthen and make our body healthy is
one second way	to make our body healthy. With getting exercises everyday
	ites or more in everyday can mal safe us for some deseas
	vay is no smoking for the sake of health. Without
0	an sace our health, our family and the other people
for some desea	se,
·····	
Conclusion	· · · · · · · · · · · · · · · · · · ·
In conclusion,	I should just like to say Let's keep our healthy.
	-
Ending	

017 EVALUATION Please use this structure below as guideline to make your speech! Addressing Dear Brother and gisters. Ladies and Gentlemen. Greeting. Assalamu alaikum warahmatullahi wabarakatuh. Attention grabber Are you Buginess? Do you know if there are many Interesting cultures in Buginess? ..... Introduction Today, I'm going talk about "Buginess wedding". ..... Discussion Now adays, Bugis is one of clan in Indonesia which has a great possibility to be leading in sectors of agriculture, tourism, and culture Bugis is also well-known for it's natural resources supported with friendly and harmonious Society. \* We should know that, there are many beautiful and interesting tourism objects or culture of Bugis, one of that is Buginess wedding " In Buginess wedding you will see many something interesting First, you will see mappacci ceremony, in Buginess mappacci ceremony mean that someone who will be merried must do it because buginess believe if mappacci make someone clean from the sin before merried Next, you will see tavi podduppa. Tavipodduppa use to welcome the gues, and it's so interesting, because the people who do tavi padduppa mert use press from Bugis (Beju bokto). Not only about wedding ceremony, but in Buginess wedding you will find many traditional food, such as ; Baudang - bandang, cangkuning, sokko, lapisi and etc. ..... Conclusion I'd like to conclude that all of them have interesting and unique characteristics that show in Buginess wedding. ..... ..... Ending Ending I just want to say "don't be courious, come to Bugis and let's see the Buginess wedding and enjoy the traditional food". Wassalamu alaikum warahmatullahi wabaratatuh.



## **Topical Method**

The topic	
Specific purpose	
Main Idea	1.
	2.
Supporting Points	To explain point 1: - - - - - To explain point 2: -
	To explain point - -

Respondent :

1. Chose one topic below!

#### 2. Please do a speech!

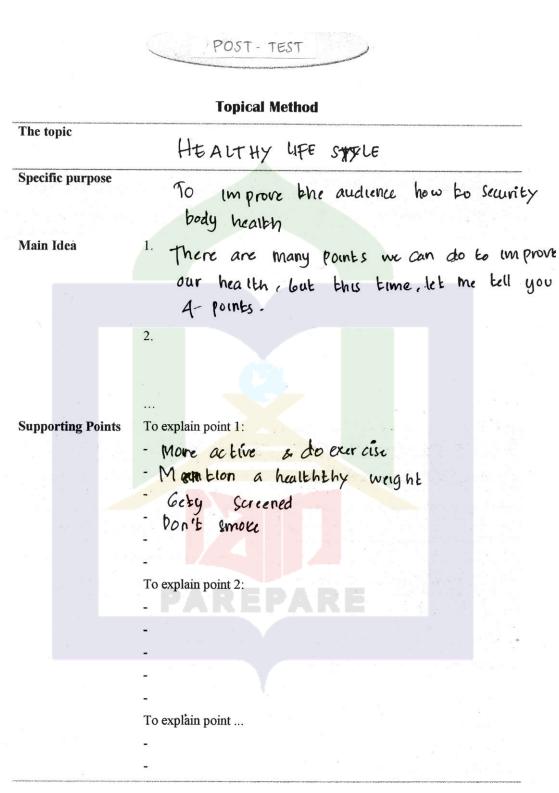
#### 1. HEALTY LIFESTYLE

#### 2. INTERESTING CULTURES IN INDONESIA

#### 3. IMPACT OF TECHNOLOGY ON LEARNING

PAREPARE

DADEDADE
The Respondent
()



.....

Respondent : 001

1. Chose one topic below!

2. Please do a speech!

#### 1. HEALTY LIFESTYLE 2. INTERESTING CULTURES IN INDONESIA 3. IMPACT OF TECHNOLOGY ON LEARNING

Fellow Students

Good Morning

Assalamu alaikum warahmatullahi wabarakatuh
what is the most important thing according to you? I that
money, throne, or may be dominance? almost all people in the world
focus on thing that actually not the main probleam and forget
that their health is the important one. How can you get money,
property , throne, or whatever it is it you don't have a good
health ?
In this opportunity, I am going to talk about : "how
to Improve your health *
ladies and Gentelman.
Actually there are many point we can do to improve our
health, but I just tak with you 9 points and now, I want to
mention the 4 points.
Ladies and Gentelmen
First, Be more Active and Exercise, exercise Offen so many heath
benefits. Samething as simple as a brisk walk for half an hour
a day dramatically reduces the risk of heart disease, and several
forms of concer, including colon cancer, one of the leading

Killers. A life time of a regular exercise improves brain punction, allows people to be achive and independent in their later years and adds years to life. Well, the next is Maintain a Healthy Weight, Easier Said than done, according to findings from a new analysis of data from state health departements. Over the past five years, obe sity takes climbed in nearly all stakes. Losing weight and keeping it OFF is difficult. Yet studies show that losing weight just a Few pounds if you're overweight will improve your health. if your weight is normal, work to keep it there by reining in calories and exercising Frequently. A healthy diet includes abundant fruits. vegetables, and whole grains. One easy way to Shed calories from your dict: drink water instead of Sugary beveragos. The third is get screened and Get your shots. Flu in the headlines, no one needs to be reminded that the shots can drama ticony reduce the narof getting this seasonal bug and its potentially life-threatening complications. yet only 42% up people SD to 69 get yearly plu shots. Roubine health screens are also life savers. Knowing and managing your choles that levels and blood pressure is crucial to reducing your risk of heart disease. Cancer screening bests have been shown to catch hom some forms of the duease early enough to eliminate them. The Respondent true

ladies and Genbelmen

The next poin, Pont Smoke: lung cancer remains the leading Cause of cancer death - and between 30% and go% of cases and directly caused by smoking.

The good news; smoking rakes are falling in the u.s. one recent analysis of studies found that nicotine replecements can almost double the odds that smokers will sucesfully quit. New medications to help smokers kick the habit are also available.

IF I may conclude, bluere are a pointes that we can do be Improve our heath. They are be more active and exercise, maintain a healthy weight, get screened and get your shots, and don't smoke fellow soudents.

We have given an overview about how to improve our health. How, It is all depends on us how we can apply it por our live. Think about [1]

## RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

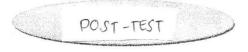
Respondent : 001

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1 = No	2 = Undecided	3 = Yes
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)

No.	Content		9	
Ι	Survival Language		Scol	
1.	Is the topic interesting?	1	2	3
2.	Does the speaker use appropriate addresses?		V	-
3.	Is the attention grabber is interesting?			V
4.	Does the speaker describe his expertise or the benefits of the speech?		+	
5.	Does the speaker use signposting to move from one idea to the other?		V	1
6.	Does the speaker use transitions to move from one section to the other?		1	
.7.	Does the speaker recapture the main points of his speech's conclusion?		+	V
8.	Does the speaker paraphrase the conclusion of his speech?			
Π	Structure of Speech		V	
1.	Does the speaker use an attention grabber?		+	-
2.	Does the speaker greet the audience?			V
3.	Does the speaker state his main points clearly?			V
4.	Does the speaker describe the main ideas with supporting information?		V	
5.	Does the speaker draw conclusion abruptly?			~
6.	Does the speaker draw conclusion with hope?			1
7.	Does the speaker draw conclusion with apology?		0.	1
8.	Does the speaker close his speech with platitude?			1
9.	Does the speaker close his speech with attitude?	V		-
III	Strategy of Communication			
1.	Does the speaker addresses whole audience?			
2.	Does the speaker states the topic clearly?		V	V
3.	Does the listener understands the speech whole?			
4.	Is the speech effective and impressive?		V	
5.	Does the speaker master his / her speech?			





## **Topical Method**

The topic The positive effect of Internet on Education

Specific purpose	To inform the audience the Benefits of Internet on learning/education
Main Idea	1. Internet is international computer network connecting other networks and computer from companies, universitie and etc.
	2. Internet has many benefits.
5 ··· 7	
Supporting Points	To explain point 1:
te destable en e	
	- BABBBBBBB CON
n an	To explain point 2:
	1. 경영 가장 및 전 16명 100 M 16 10 10 10 10 10 10 10 10 10 10 10 10 10
a na ina manana ang kang kang kang kang kang kang	
	To explain point

The Positive e Effect Of Internet On Education

Respondent : 012

1. Chose one topic below!

2. Please do a speech!

#### 1. HEALTY LIFESTYLE 2. INTERESTING CULTURES IN INDONESIA

#### (3) IMPACT OF TECHNOLOGY ON LEARNING

Honourable teacher, Respectable audance, my beloved Brothers and suker Assalamu Alaikum wr.wo First of all, I would like to thank you for giving me the opportunity to say a few woeds at this moment from my speech. My topic today is impact of technology on learning. Ladies and Centlemen Today i'm going to talk about "The positive effect of Internet on Education" Internet is international computer network concepting other networks and computer from companies Universities Internet in as many benefits, there is so much that students can do with Internet not only can they communicate international etudents, but also with Internet you can get many benefits. Some of them are: I. Easy. Access. 2. Online Exams

3. More Information 4 E. Learning

first is easy Access. Howdays people don't have to search in boots to get information. Which was a very time consuming method. How you can just search the web directly and easily access all the information for various Engineering entrance examp in our county like English, match, physic, and etc are available online. No need to attend any carety Counselling as all the information is easily accessible over the internet. Apart from engineering other field are also making maximum use of Internet to share information.

second is Online tram. Students are already in stress while appearing for examination and the environment of classroom doesn't help it in any way. But now people have strarted giving online exams that helps in reducing travel time and minimize the unnecessary efforts. Generally online exam have type question which tests the knowledge of students in a better way. Time managemen is the biggist challenge while appearing for online exams. One more benefits of giving exams online is, most of the time you get to know the results immediately.

mone directic of giving erann contract, not of immediately. Ladies and gentlement in addition, there is also More information. Books can only provide limited amount of knowledge given that you don't have access to a nearby library. But internet has bors of webpages throwing information right at you. You just have to open a seach engine, type what you want and you have access to all the information. Most a the information available is free, that's another benefit of using internet. You can up

save this information easily with the press of a few bottons. Search engines litre Google have made the information easily evailable by applying advance data winning algorithms which digs through all data and returns only the important incommation books could only give you information in the form of text and image, but with the use of Internet you also have acces to audio and video. The last is E-learning. With the enhanced use of Internet, a new form of learning began to evolve called as E-learning. Using learning is the fitting at home and attending your classes. Orgitally completing your homework and learning from video hytomals comes under E-learning. Computers can more efficiently understand the progress and weak points of a ritudents by using complex algorithms. The major benefits of E-learning is you don't have to go any where to complete your education. You can even get a degree online by completing E-learning courses. Many, famous education institutes are focusing on E-learning in this digital age due to its penefits. Ladies and gentlement In conclution, internet has many positive effects on learning, the important is you use the internet as well as the positive effect of the internet. For example we use internet por get impormation to do our duty. I think that's all. Thank you for your thice attention. Worsaignu aleitum wr wb ..... The Respondent as Bullinger (....NURFITRI )

#### RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

Respondent : Q12

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1 = No	2 = Undecided	3 = Yes	
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)	1

No.	Content		Score	•
Ι	Survival Language	1	2	3
1.	Is the topic interesting?		~	
2.	Does the speaker use appropriate addresses?			~
3.	Is the attention grabber is interesting?			~
4.	Does the speaker describe his expertise or the benefits of the speech?		V	
5.	Does the speaker use signposting to move from one idea to the other?			レ
6.	Does the speaker use transitions to move from one section to the other?			レ
7.	Does the speaker recapture the main points of his speech's conclusion?			2
8.	Does the speaker paraphrase the conclusion of his speech?		5	
Π	Structure of Speech			
1.	Does the speaker use an attention grabber?			5
2.	Does the speaker greet the audience?			1-
3.	Does the speaker state his main points clearly?		5	
4.	Does the speaker describe the main ideas with supporting information?			-
5.	Does the speaker draw conclusion abruptly?			L
6.				
7.	Does the speaker draw conclusion with apology?			レン
8.	Does the speaker close his speech with platitude?			V
9.	Does the speaker close his speech with attitude?	2		
Ш	Strategy of Communication			
1.	Does the speaker addresses whole audience?		a.	レ
2.	Does the speaker states the topic clearly?		~	
3.	Does the listener understands the speech whole?		1	
4.	Is the speech effective and impressive?		~	
5.	Does the speaker master his / her speech?			~

Respondent : 0\$7

1. Chose one topic below!

2. Please do a speech!

1. HEALTY LIFESTYLE

2. INTERESTING CULTURES IN INDONESIA

3. IMPACT OF TECHNOLOGY ON LEARNING

Ladies and Gentelmen
Dear brother and sister
Assa lamu'a laikum warahma kullahi wa ba?a Kakuh
Fellow Students
A people without the knowledge of their past history, origin
and cultures in Indonesia? Don't you know that we are rich op
culture ? Actually, there are many people who don't know about
our culture. So on this golden opportunity, I'm greatly honored
in addressing a specie on the title interesting cultures in Indonesia.
Well lid like to begin by drawing your attention to know about
a ritual on bruginese wedding un Indonesia. Have you ever heard about
Mappaci? Yes, mappaci mappaci is one of buginese witure when
When will celebrate a wedding - Mappaci means to dean by americ
hope that by mappaci, God will celebrate a wedding. Mappaci means to Clean. Buginese hope that by mappaci. God will avoid some trouble
Clean. Buginese hope that by mappair God will avoid some brouble
thing during the wedding and after the wedding. Besides, the bride
hope fully gets happiness. Commanly, Mappai held a night or a day
before the wedding. In Mappaci, the people use some leap of Banan
Jack pruit and the leaf of Pacor of Pacu: There arealso rise, coconnet,
Candle, pillow, seven saving and etc. each things in Mappali has

Unique Philosophy. IF you want to know it more, please come to a buginese wedding. ladies and Gentlemen The other interesting culture in Indonesia istan Padduppa. Tari podduppa y one of traditional dance of Undonesia uperially buginese which is supported by performance of arts. Performance entres such arts use indigenously Produced costumes and musical instruments. Usually, this dance performs by six unmarried women. Those doncers will donce by traditional custom which called bazu Godo. This Poddupper perform to welcome any very important person or special guest in any part or alobration like on the wedding, welcoming party, buginese thanks giving tradition, and etc. Well - My happy audience In addition, indonesia also has many traditional poeds. Such as like; Soto, Ketopak, Umper, tumpeng, Sanggarg pepper onde and many more Happy audience, for this time I just will bell you detaily about the ondie . Onde Is a cake Enat made by study plour mix with water then make one of it, then put red Sugar inside. After that Goil it untill cooked then give water coconut and it ready to serve. it's so. Yummy and tasty ... So. It you are an curious to East, the onde. plage visit indongra and enjoy it. OK my brokher and Aster 14 like to conclude that all of Place how interesting and unique Characteristic. It you are Gored in your home, Just go around or Usiburg a place in Undonesia. Visit Undonesia Creative indo nasia, crisit indonesia - engoy the beauty of natur Explore undonesia... teel the uniqueness of culture. Thanks for your Ablention.

Wassalom 'alactom wowb.

## RESEARCH QUESTIONNAIRE OF THE FOURTH SEMESTER STUDENTS' RESPON SPEAKING PERFORMANCE THROUGH TOPICAL METHOD

Respondent : 017

Learn the score level below then give a check list on the score table as your response after listen your friend speech!

1

1

1 = No	2 = Undecided	3 = Yes
1 = Yes (no. 5, 6, 7)	2 = Undecided (no. 5, 6, 7)	3 = No (no. 5, 6, 7)

No.	Content		Scor	e
I	Survival Language	1	2	3
1.	Is the topic interesting?			V
2.	Does the speaker use appropriate addresses?			1-
3.	Is the attention grabber is interesting?	-	<u> </u>	-
4.	Does the speaker describe his expertise or the benefits of the speech?			1
5.	Does the speaker use signposting to move from one idea to the other?			
6.	Does the speaker use transitions to move from one section to the other?			~
7.	Does the speaker recapture the main points of his speech's conclusion?			1
8.	Does the speaker paraphrase the conclusion of his speech?			1-
II	Structure of Speech			-
1.	Does the speaker use an attention grabber?			~
2.	Does the speaker greet the audience?			12
3.	Does the speaker state his main points clearly?			1-
4.	Does the speaker describe the main ideas with supporting information?		1-	
5.	Does the speaker draw conclusion abruptly?			L
6.	Does the speaker draw conclusion with hope?			14
7.	Does the speaker draw conclusion with apology?			1-
8.	Does the speaker close his speech with platitude?			2
9.	Does the speaker close his speech with attitude?	A	14	
Ш	Strategy of Communication			
1.	Does the speaker addresses whole audience?			<u>i</u>
2.	Does the speaker states the topic clearly?			-
3.	Does the listener understands the speech whole?			+
4.	Is the speech effective and impressive?			+
5.	Does the speaker master his / her speech?			1

## THE STUDENT'S SCORES OF POST-TEST

Day : Monday Date : May \$5, 2016

No.	Respondent Number	5	The Student's Ra	te	Trach	
-	Number	I	Ш	m	Total	Classification
1	003	20	25	Ц	56	Good
2	00.6	22	25	12	59	Good
3	010	18	21	9	- 48	Fair
4	016	19	23	10	52	Good
5	618	18	24	ti	53	Good
6	019	21	23	12	56	Good
7						

- I : Survival Language
- II : Structure of Speech
- III : Strategy of Communication

Parepare, 15 May 2016

Rater

Dr. A/Kaharuddin Bahar, S. IP. M. Hum.

## THE STUDENT'S SCORES OF POST-TEST

Day : Fuesday Date : 16 May 2016

No.	Respondent The Stude		Tetal			
	Number	I	Ш	111	Total	Classification
1	002	21	95	13	59	Good
2	005	18	2-2	9	49	Fair
3	008	22	25	15	62	Good
4	012	21	24	12	57	Good
5	013	21	23	. 11	55	Good
6	019	19	23	10	52	Good
7	017	23	25	12	60	Good

I : Survival Language

II : Structure of Speech

III : Strategy of Communication

Parepare, 16 May 2016

Rater

Juny Dr. A. Kaharuddin Bahar, S. IP., M. Hum.

## THE STUDENT'S SCORES OF POST-TEST

Day : Wednesday Date : 17 Mars 201

Γ

0	: 17	May	2016
	Respondent		The Student's Rate

Respondent Number	The Student's Rate				
rumber	I	II	III	Total	Classification
001	21	29	11	56	Good
004	21	24	13	58	Good
007	20	23	13		Good
011	21	25	14		Good
015	20	25	13		Good
009	21	22	19		Good
020	20	23	lo	53	Good
	001 004 007 011 015 009	I       001     21       004     21       007     20       011     21       015     20       009     21	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	IIIIII $001$ $21$ $24$ $11$ $56$ $004$ $21$ $24$ $13$ $58$ $007$ $20$ $23$ $13$ $56$ $011$ $21$ $25$ $14$ $60$ $015$ $20$ $25$ $13$ $58$ $009$ $21$ $22$ $14$ $57$

I : Survival Language

- II : Structure of Speech
- III : Strategy of Communication

P<mark>arep</mark>are, 17 M*a*y 2016

Rater

Dr. A. Kaharuddini Bahar, S. 1P. M. Hum.





Nomor

Perihal

#### PEMERINTAH KOTA PAREPARE

BADAN KESATUAN BANGSA DAN POLITIK

Jalan Ganggawa No. 5 Parepare, Telp. (0421) 24920 Fax. (0421) 24920 Parepare Kode Pos 91111, Email : kesbang@pareparekota.go.id Website :....

Parepare, 18 April 2016

Kepada

: 070/241/BKBP Yth. Ketua STAIN Kota Parepare Lampiran Izin Penelitian.-Di -Parepare DASAR UU Nomor 32 Tahun 2004 Tentang Pemerintah Daerah. 1. UU Nomor 8 Tahun 1985 Tentang Organisasi Kemasyarakatan. 2 3. Peraturan Daerah Kota Parepare Nomor 4 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Teknis Daerah. Peraturan Walikota Parepare Nomor 21 Tahun 2011 Tentang Tugas Pokok, Fungsi dan 4. Uraian Tugas Badan Kesatuan Bangsa dan Politik Kota Parepare. Surat Bidang Akademik dan Per Nomor : Sti.08/PP.00.9/0834/2016 dan Pengembangan 5 STAIN Parepare Lembaga Nomor Tanggal 18 April 2016 Perihal Permohonan/Rekomendasi Izin Penelitian. Setelah memperhatikan hal tersebut diatas, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare) dapat memberikan Izin Penelitian kepada :

Nama	:	AYU ASHARI
Tempat/Tgl Lahir	:	Welonge, 29 Juni 1994
Jenis Kelamin	1	Perempuan
Pekerjaan	:	Mahasiswi
Alamat	:	Desa Laringgi, Kab. Soppeng

Bermaksud untuk melakukan Penelitian / Wawancara di Kota Parepare dengan judul :

" TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR

THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE "

Tmt. 19 April s/d 20 Mei 2016

Selama Pengikut / Peserta

Tidak Ada

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan

Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada 1. Instansi/Jawatan Badan yang bersangkutan.

- 2 Pengambilan Data/Penelitian tidak menyimpang dari masalah telah diizinkan, sematamata untuk kepentingan Ilmiah
- 3 Mentaati semua Per Undang-undangan yang berlaku dan mengindahkan Adat Istiadat setempat.
- 4 Menyerahkan 1 (satu) berkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare)
- Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang 5 Surat Izin tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperlunya,-



TEMBUSAN : Kepada Yth,

Gubernur Prov. Sul Sel Cq. Kepala BKB Sul Sel di Makassar 1

Walikota Parepare di Parepare 2

3. Ketua STAIN Kota Parepare di Parepare

4. Sdr. AYU ASHARI

5.



#### KEMENTERIAN AGAMA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

JI. Amal Bakti Soreang Tlp. (0421) 21307 Fax. (0421) 24404

#### SURAT KETERANGAN PENELITIAN

Nomor : Sti.08/PP.09/ 1195 /2016

Yang bertanda tangan dibawah ini, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare menerangkan sesungguhnya bahwa :

Nama	: AYU ASHARI			
Tempat/ Tanggal Lahir	: Welonge, 29 Juni 1994			
Nim	: 12.1300.021			
Jurus <mark>an/ Prodi</mark>	: Tarbiyah da <mark>n Adab/P</mark> BI			
Alamat	: Desa Laring <mark>gi, Dusun</mark> Welonge			
	Marioriawa, Kab. Soppeng			

Yang bersangkutan telah melakukan penelitian di STAIN Parepare dengan Judul Skripsi : "TEACHING SPEAKING AS A PERFORMANCE BY USING TOPICAL METHOD FOR THE FOURTH SEMESTER STUDENTS AT THE ENGLISH PROGRAM OF STAIN PAREPARE"

Mulai Tanggal 19 April s.d. 20 Mei 2016

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 03 Juni 2016 a.n.Ketua, Wakil Ketua Bidang APL

Drs. Muh. Djunaidi, M. Ag.

Nip. 195412311991031032

RIAN

IK IN





The students' practice activity in the learning process



The students' performance in Post-Test activity



#### **CURRICULUM VITAE**



Ayu Ashari was born in Welonge, on June 29<sup>nd</sup> 1994. She is the second child of Asri and Hasi. She is a student of English program of Tarbiyah and Adab Department in State Islamic Collage (STAIN) Parepare. When study in STAIN Parepare, she joined LIBAM (2012-2013) and manuscript lovers community Komunitas Tarian Pena (2012-2016). Besides, she joined volunteering activity in SAHABAT PULAU. In her post experience, she has joined in PMR, Scout, and

SISPALA MAN Marioriawa. Since 1999, she started her study in TK Perwanida. In 2006, she finished her study in SDN 52 Welonge. In 2009, she graduated her study in MTs Yasrib Batu-Batu. Then, she continued her study in Islamic Boarding School in Soppeng for one semester. Then in 2012, she completed her study in MAN Marioriawa. Then she continued her study in State Islamic Collage (STAIN) Parepare. While study in STAIN Parepare, she takehold of alumnus organization treasures in MAN MArioriawa. Besides, she often invited to be a Master Ceremony in some events. Finally she has done her study at State Islamic Collage (STAIN) Parepare entitled *"Teaching Speaking as a Performance by Using Topical Method for the Fourth Semester Students at the English Program of STAIN Parepare*".