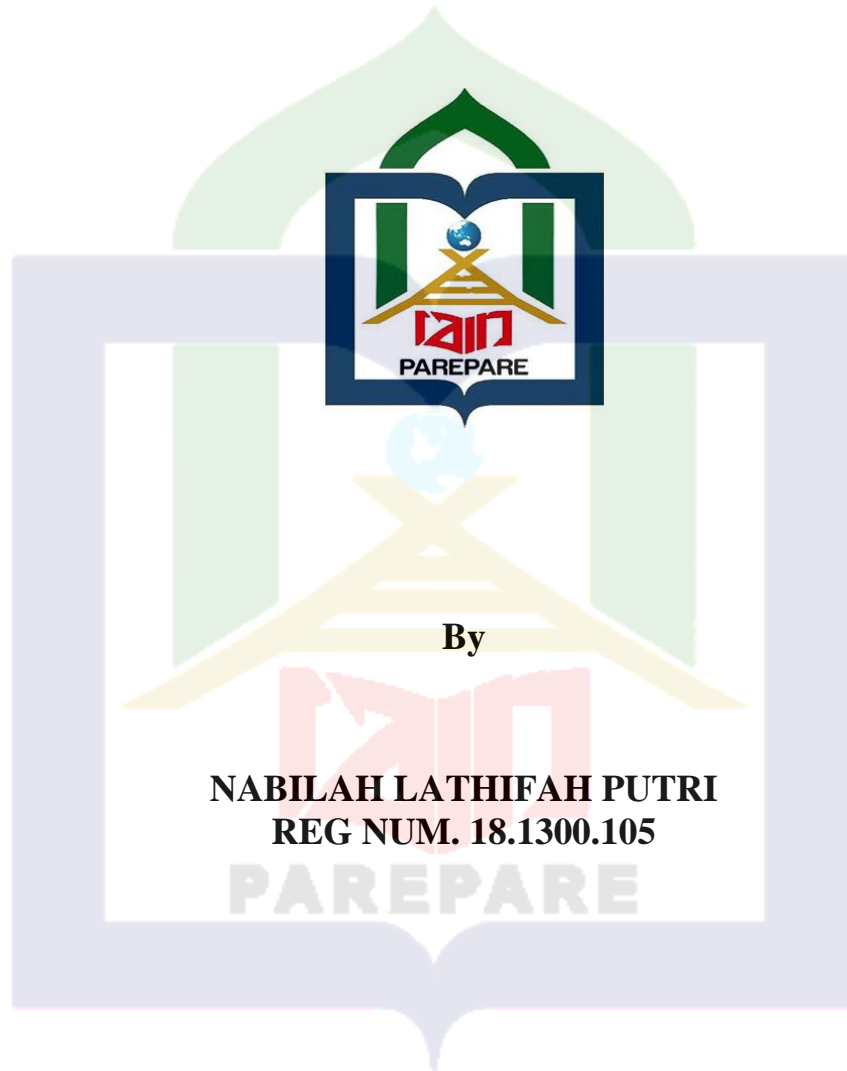


A THESIS

**USING ARIAS MODEL TO IMPROVE STUDENTS' SPEAKING
ABILITY AT SMP NEGERI 9 PAREPARE**



By

**NABILAH LATHIFAH PUTRI
REG NUM. 18.1300.105**

PAREPARE

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

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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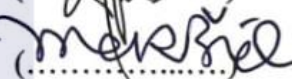
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 10 Januari 2023

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ABSTRACT

Nabila Lathifah Putri. *Using ARIAS Model to improve students' speaking Ability at SMP Negeri 9 Parepare* (Supervised by Hj. Nanning and Kalsum)

ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning theories. The five components are one unity require learning process to be more effective to improve students self confidence in speak. Many students' still afraid to speak and did not have any self confidence in speaking. The purpose of this research was to know either ARIAS Model can improve students speaking ability at SMP Negeri 9 Parepare

This research used experiment design with pre experimental. the total sample was 29 students' and treatment was four meetings, pretest and posttest. Analysis data by quantitative analysis.

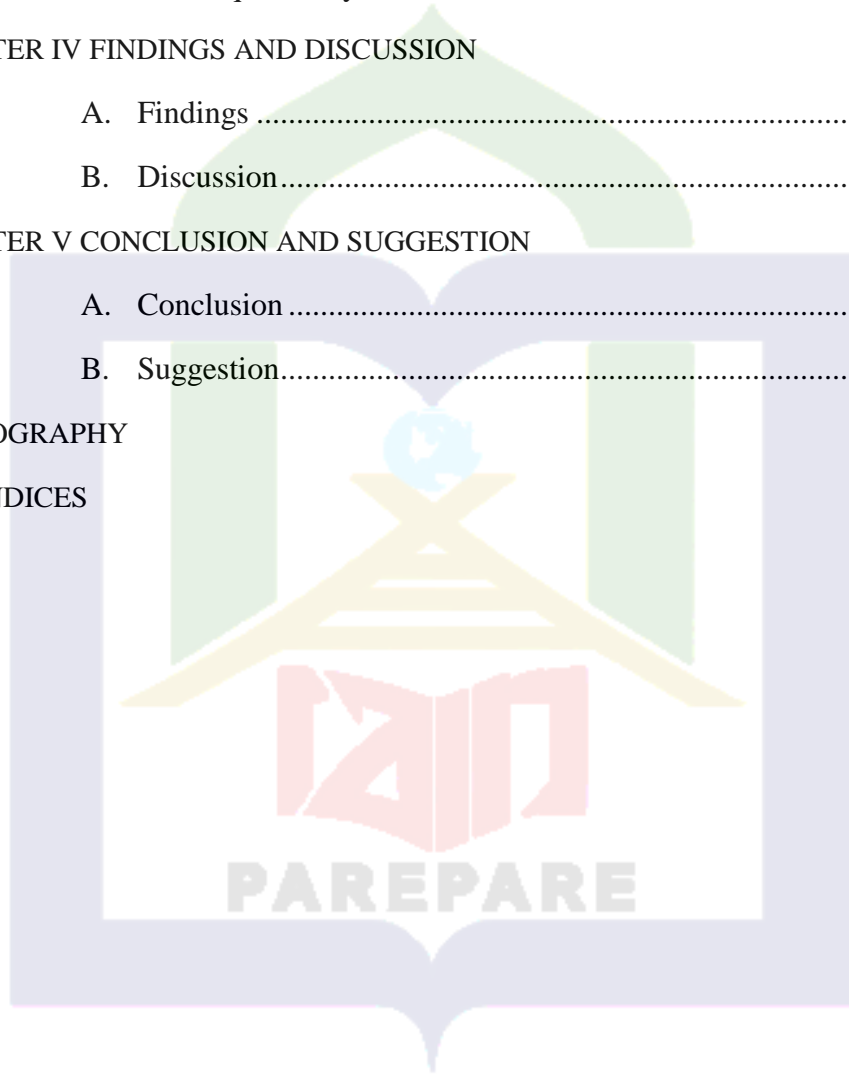
The result of the research showed the improvement of students speaking ability at SMP Negeri 9 Parepare using of ARIAS Model that the students speaking skill before using of ARIAS Model was 64,33 which category of fair, the students speaking skill after using of ARIAS Model was 80.52 which category of very good and the improvement obtained t value $2.507 > 2.011$, which means that there was a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare.

Keyword: *ARIAS model, students' speaking Ability, SMP Negeri 9 Parepare*

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CHAPTER I

INTRODUCTION

A. Background

Learning foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing.¹ By having more knowledge about language skill we have much better chance of understanding and being understood and getting from these around us. Speaking plays an important role in learning especially in foreign language; in this case a researcher should choose appropriate method, technique and a good atmosphere as an effort to make teaching fresh and interest in order to motivate students to learn English. In fact, speaking train students to practice their ability and understanding, how to send ideas, and how to spell words well.

Students mostly have difficulty using English to talk to each other; This is due to the condition of the school environment and the media used in teaching them. Therefore, the teacher can use media in teaching English, a method used to help students speak in interacting between teachers and students. And also the teacher must prepare devices that are interested before the learning process is carried out.

Based on the curriculum in teaching must be conclude of several achieve that is expected to; have speak verbally fluently and interact with classmates;

¹ Byrne, Donn. *Teaching English*. (Longman Publishing Group. 2014)

conducting activities such as inviting someone, accepting and rejecting offers, asking questions and giving opinions, praise, and congratulations.

Based on pre-determined goals, students are expected to achieve them. In reality students cannot communicate fluently. The fact can be shown through observation and interviews. From observations made by researchers, lack of skills in speaking students is the problem. the ability of students at SMP 9 Parepare in speaking material did not meet curriculum standards. There are three problems which the students have difficulty speaking English; First, they talk with lots of pauses. Second, they have difficulty finding the right words to make sentences or expressions. Third, they have problems in comprehension, so it is very difficult to answer questions and not dare to speak verbally in class.

Based on explanation above the researcher offer ARIAS Model teaching which hopely can improve students speaking ability, ARIAS learning model is interesting because it is developed based on learning and teaching theories. The evaluation or assessment is held not only in the end of the learning process but also during the learning process. Evaluation is held to measure how far the students' learning achievement. Evaluation which is held during the learning process. This term can influence the result of students' learning achievement.

Based on that prominent reason above, ARIAS is modified by adding evaluation component in the process of learning. This learning model involves five components, they are; attention, relevance, confidence, satisfaction, and assessment. modification is done by changing the “*confidence*” becomes “*assurance*” because “*assurance*” is a synonym of “*self-confidence*”.²

² Richard. *Learning to Teach. Ninth Edition.* (Boston: McGrawHill Education,2021)

Based on the fact and some ideas offering in order to improve students speaking ability, the researcher would like to improve students proficiency in speaking by conducting an experimental research by using ARIAS Model. This research will be conducted to analyze and prove whether the ARIAS Model can improve students' speaking skills by formulate the tittle of “ Using Arias Model to Improve Students’ Speaking Ability at SMP Negeri 9 Parepare”

B. Research Questions

Based on the background above, the following research questions formulate that: Is the using of ARIAS Model can improve students speaking ability at SMP Negeri 9 Parepare?

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research is to know whether ARIAS Model can improve students speaking ability at SMP Negeri 9 Parepare.

D. Significances of the Research

This result of research was expected to provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

This research hopes give beneficent for the teacher because it can give information about either students speaking ability get improve or not after using ARIAS Model.

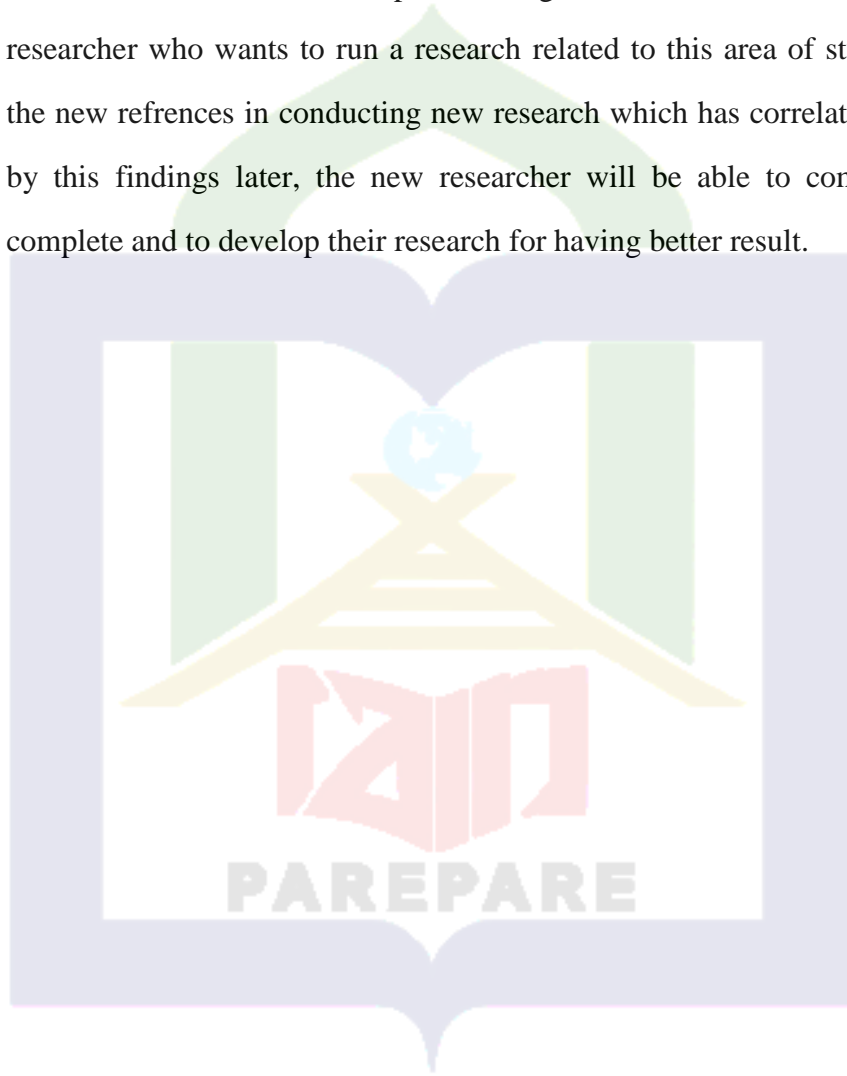
2. Students

This research may give significant for the students, this experimental design may give another perspective of students in learning speaking materials and

also this research can give more information about the students speaking ability.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This previous research explained which related to inductive approach and what they found is shown in the following:

1. First study conducted by Devi which title of “*ARIAS Learning (Assurance, Relevance, Interest, Assesment and Satisfaction) in Social Studies*”. This research explained about assurance, relevance, interest, assessment and satisfaction (ARIAS) is one learning model to students center. This learning model emphasizes the delivery the activeness of students in the class. In the implementation of this model has the five components which consists of five integrated components needed in the learning activities (1) assurance which foster student’s self-confidence, (2) relevance which connect the material with student’s real life, (3) interest which grow the student’s interest, (4) assessment which is an student assessment, and (5) satisfaction which provide a sense of proud to student. The aim of this research was to describe the teacher's ability to manage learning, student activities, student learning, and students' response using ARIAS learning model. Research conducted on the use of the model of ARIAS in social studies so far shown significant result on increase students’ understanding of social studies concepts. The Application Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) learning model can increase student learning outcomes social studies.³ Based on the previous research that, the similarity

³ Devi Vitriana, “ARIAS Learning (Assurance, Relevance, Interest, Assesment and Satisfaction) in Social Studies” (Faculty of Social Science and Law, Universitas Negeri Surabaya,

between this research and previous research that about the learning method which also yused ARIAS become the experiment method. This research probably has diffrentitate from the aspect of the skill developed, the previous research develop social study while this research develop speaking ability.

2. Second research from Siti Aisyah which tiitle of “*The Use of ARIAS Model with Media Spelling Bee Game to Imrove Speaking Ability*” The researcher did two cycles in Classroom Action Research. The data was taken in pre-test, cycle I, and cycle II. Before giving test in cycle I, the researcher gave pre-test. In pre-test the research findings showed that the mean score of pre-test was 43,33% and only 1 students or 43,3% who got the score passed the Minimal Mastery Criterion (KKM). In cycle I the research findings showed that the mean score was 62,16% and there were 15 students or 62% who got the score passed the Minimal Mastery Criterion (KKM). In cycle II the research findings showed that the mean score was 78,83 and there were 40 students or 78% who got the score passed the Minimal Mastery Criterion (KKM). It showed that the students’ speaking ability was improved. The result of observation showed that by using ARIAS learning through spelling bee game students more active.⁴ This previous research explained about the the method used also is ARIAS learning, but in the diffrentitate from the aspect of object research which previous research collaborate with spelling Be, but this research focuses on speaking ability.

Indonesia: Journal of Social Studies)

⁴ Siti Aisyah, “The Use of ARIAS Model with Media Spelling Bee Game to Imrove Speaking Ability” (Medan, Jurnal of English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara))

3. Third research was from Muh Sahfulla that “*Improving Student’s Speaking Ability through Mobile Social Networking*”. The findings of this research showed that the mean score in pre-test in term of pronunciation was (3,06) and post-test was (5,65). The mean score in pretest in term smoothness was (3,39) and post-test was (5,74). And the total result of pronunciation and smoothness or X1 was (3,22) and the post-test or X2 was (5,7). So, this is showed students got improvement in thier speaking after being taught through mobile social networking, the students ability in speaking english became better than before.⁵ The similarity between previous research and this research is about speaking ability which also become the focuses of this research, in diffrentitate from the object which collaborate with speaking ability, this researrch is focusing on media social networking, but this research focused on speaking ability.

Based on the description previous research above, The newest line from this research about combainning the ARIAS model with the materials of procedurals text which become the solution to encountered the students problem. The using of ARIAS model can give more contribution in doing practice for materials of procedural text.

⁵ Muh Saefullah Al Fauzan, “Improving Students’ Speaking Ability Through Mobile Social Networking(Pre-Experimental Research At The Tenth Grade” (Jurnal: Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar, 2018.)

B. Some Pertinent Ideas

1. Concept of Speaking Ability

a. Definition of Speaking Ability

Teaching English in any level, always involves four basic abilities. They are listening, speaking writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other abilities. According to Brown. Speaking as a productive ability that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening ability, which necessarily compromises the reliability and validity of an oral production test.⁶

One expert has different definition of speaking from another. Thornburg states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.⁷ According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.⁸ Furthermore, Wilson defines speaking as development of the relationship between speaker and listener. Another definition comes from Cameron. She says that speaking is about making people understand speaker's feeling and ideas by doing an act of

⁶H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 2012), p.140

⁷S. Thornbury, *How to Teach Speaking* (London: Longman, 2015), p.20.

⁸Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 2015), p.23.

communication using language.⁹ At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose.

Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior.¹⁰ Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan, speaking is a language ability that is developed in child life, which is produced by listening ability, and at the period speaking ability is learned.¹¹ Meanwhile, speaking is one of English ability that very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self-confidence and having good conversation with other by using English.

In addition, Keith and Morrow, speaking ability is an activity to produce utterances in oral communication, this activity is involving two or more people,

⁹Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p.40.

¹⁰Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2013), p.45.

¹¹H. Guntur Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 20), p.3-4.

in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that each participant has an intention or a set of intentions that he want.¹² Based on the explanation above, the researcher concludes that speaking needs more practices because there is not only meaning to speak fluently but also to use the grammatical rules and vocabularias.

There are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

b. Functions of Speaking

Speaking is very important, especially in daily communication. People are recognized that they are educated from the way and what they are speaking. When speaking, someone has to know what to speak and understand the ideas of what they are talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and

¹²Keith, Morrow, "Influence of Simulation Game"<http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on May 7th, 2018.

Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.¹³

c. Indicator of Speaking Ability

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

1) Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

¹⁴The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2) Vocabulary

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

¹³Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2018), p.20.

3) Fluency

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

4) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.¹⁵

d. Types of Speaking

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

1) Imitative Drills

¹⁵H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2016). p. 266.

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

2) Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

3) Responsive

Good deal of students’ speech in the classroom is responsive: short replies to the teacher – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic. This type of speaking will be researched as the material of this research in depth.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.¹⁶

e. Teaching Speaking

¹⁶H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2016). p. 266.

One of the abilities learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-abilities and it also may become essential for learners in language learning.

Hughes stated that “Speaking is not a discrete ability.” It cannot stand alone because some complex activities or sub-abilities such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation is included.¹⁷

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a ability in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-abilities are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan that speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other’s contributions.¹⁸

¹⁷ Hughes, Rebecca.. *Teaching and Researching Speaking* (Harlow: Pearson Education. 2012)

¹⁸ Nunan, David & Ronald, Carter. *The Cambridge Guide to Teaching English to Speakers of other Languages*. (Cambridge: Cambridge University Press. 2011)

The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Incommunicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation.

Speaking may essential for learners. Horwitz stated that speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.¹⁹ Speaking becomes essential because it is the ability which people can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated that in many contexts, speaking is

¹⁹ Horwitz, Eliane K. *Becoming A Language Teacher (A practical Guide to SecondLanguage Learning and Teaching)*. (Boston: Pearson Education Inc. 2013)

a ability upon which person is judged 'at face value'. In other words, people may sometimes make judgment about language competence from speaking ability rather than any other ability. Moreover, one of the main sources of evidence of language competency is the ability to speak the language you are learning. Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

The ability of speaking refers to the students' ability to express mind or feeling orally. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important ability they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral ability have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral ability has long been the focus of strategy logical debate. Her and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner

to know certain knowledge or ability, in certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁰ Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

Teaching in educational psychology can be seen as both art and science. Teaching is linked to both science and art.²¹ In terms of art, abilityful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas.

There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the teacher should namely providing ability, experience, knowledge, and certain information to themselves to be able to guide and facilitate learner.

According to Brown and G.Yule explain that in teaching speaking the teacher helps their students develop for real life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to specific context and to do so using acceptable (that is, comprehensible) pronunciation.²²

²⁰Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.),. (Longman, New York. 2010)

²¹Sanjaya, Wina. *Strategi pembelajaran berorientasi standar proses pendidikan*. (Jakarta: Kencana Prenada Media Group. 2017)

²²Yule, George dan Brown..*Discourse Analysis*. (Jakarta : Gamedia.2010)

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. The purpose of teaching speaking is to help the students to accomplish four things:

1. To improve self-confidence in speaking and listening to English.
2. To improve intelligibility in speaking and listening to speaking English.
3. To improve fluency in speaking English.
4. To improve accuracy in speaking English.

From the explanation from the experts above, the researcher concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be able to be said as successful learning.

In teaching speaking, it is then become important to know the characteristic of spoken language that can influence some element of speaking. According to Brown there are some characteristics of spoken language can make oral performance becomes easy or difficult: ²³

1. Clustering, fluent speech is phrasal, not by word. Learner can organize their output both cognitively and physically (in beat groups) through such clustering.
2. Redundancy, the speaker has opportunity to make meaning clear through the redundancy of language. Learners can capitalize of this feature of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowel, etc. All from special problem in teaching speaking English.

²³ Brown, H. Douglas. 2014. Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition. New York: Pearson Education Company

4. Performance variables, one of the advantages of spoken language is that a process of thinking as you speak allows you to manifest certain number of performance hesitations, pauses backtracking, and corrections. Learners can actually be taught how to pause and hesitate.
5. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases colloquial language and they get practice in producing these forms.
6. Rate of delivery, another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.
8. Interaction, learning to produce waves of language in a vacuum without interlocutor would rob speaking ability of its richest component the creativity of conversational negotiation.

In Teaching speaking is also becomes important to know what exactly the goal of teaching speaking itself. When teaching speaking is meant to be communicative, fluency and accuracy are the most being concerned features. According to Richard fluency and accuracy are as follows:²⁴

1. Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate

²⁴Richard, Jack C and Lockhard, Charles. 2016. Reflective Teaching in Second Language Classroom. Cambridge University Press.

of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a. The ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
 - c. The ability to communicate ideas effectively.
2. Accuracy refers to produce grammatically correct sentences but may not include the ability to speak or write fluently. As it is explained above, both fluency and accuracy seems to be contrasted to each other, yet in teaching speaking fluency and accuracy have to be taught at the same time.

Based on the explanation above, the researcher concludes that elements of speaking are consist of both strategies and goals. The strategies are related to the linguistic competence, such as pronunciation, grammar and vocabulary. Meanwhile, the goals of speaking will influence the speaking fluency and accuracy.

f. Principle for Designing Speaking Techniques

Brown stated that there are several principles for designing speaking techniques.²⁵ They will be mentioned below:

- 1) Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Based on the statements, those means that the techniques

²⁵H.Douglas Brown, *Teaching by principle: an interactive approach language pedagogy*. Englewood (Cliffs, NJ. Prentice: Hall regents, 2016) p.275.

designed to help students to perceive and use the building blocks of language.

- 2) Providing intrinsically motivating techniques. In this term, the teacher try to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.
- 3) Encouraging the use of authentic language in meaningful context. It takes energy and creativity to devise authentic contexts and meaningful interaction. The teacher can use the appropriate material as the resource. Drills techniques also can be structured to provide a sense of authenticity.
- 4) Providing appropriate feedback and correction. The students are commonly get the feedback in the teaching and learning process, in the classroom or beyond the classroom . So, it is important to the teacher to inject the kinds of corrective feedback that appropriate to the moment.
- 5) Capitalizing on the natural link between speaking and listening. Actually, many interactive techniques that involve speaking will also course include listening. Speaking and listening are two abilitys that have relation each other. So, don't lose out on opportunities to integrate these two abilitys.
- 6) Giving students opportunities to initiate oral communication. In this case, the teacher gives opportunities to the students to initiate conversations, to ask questions, to nominate topics, and to change the subject. Those all the part of oral communicative competence that can be initiated by the students.

7) Encouraging the development of speaking strategies. This statement means that the teacher can use any kinds of teaching strategy in the purpose students become aware of, and have a chance to practice.

g. Strategy in Teaching Speaking

The ability of speaking is the language ability that is seen as the evidence and the hallmark of language teaching and learning. Discussing about speaking ability.

Woods stated that Speaking effectively depends very much on the speakers' ability to interact with an interlocutor. Another statement is stated by Linder that the "Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation. The statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.²⁶

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as bellow:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seems obvious, but often most time is taken up with teacher talk or pauses.

²⁶Woods, Caroline. *Teaching and Assessing Abilitys in Foreign Languages*. (Cambridge: Cambridge University Press. 2005.)

2. Participation is even. Classroom discussion is not dominated by admonitory of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.²⁷ Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the strategy), and different strategies make use of different kinds of classroom activity (the strategy).

2. Concept of Learning Model

a. Definition of Model

Learning model is an effort process undertaken by a person for a person to gain a completely new behavioral change, because of his own experience in

²⁷Richard, J. C., et al.. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Cambridge University. 2012)

interaction with his environment. According to R. Gagne in Slameto there are two definitions of learning, namely: a) Learning is a process to gain motivation in knowledge, skills, habits, and behavior. B) Learning is the mastery of knowledge or skills gained from instruction. According to Djamarah in Slameto learning model is a series of body and soul to gain a change of behavior as a result of individual experience in interaction with its environment concerning the cognitive, affective and psychomotor aspects. Thus, learning is the process of a series of activities to seek to gain knowledge and can lead to change (behavior, intelligence, etc.) derived from the experience of people related to the cognitive, affective and psychomotor spheres.²⁸

According to Sudjana in Slameto says that model of learning and teaching are as a process of containing three distinguishable elements, namely instructional (instructional), teaching (learning) process, and learning outcomes. Judging from the angle of language, assessment is defined as the process of determining the value of an object, so to be able to determine a value required the existence of size or criteria.²⁹

b. Definition of Arias Model

ARIAS Learning Model is modification of the ARCS model (Attention, Relevance, Confidence, Satisfaction) developed by Keller and Kopp an effort to design learning that can affect achievement motivation and learning outcomes.³⁰ This model was developed based on the theory of expectation (expectacy value theory) which contains two components,

²⁸Gagne. Robert M, *Kondisi Belajar dan Teori Pembelajaran*. (terjemah. Munandir :Pustaka).

²⁹Sudjana, Nana, *Penilaian Hasil Proses Belajar Mengajar, Cet ke-13*, (PT Remaja Rosdakarya, Bandung.2009)

³⁰ Keller, Kopp. 2009. *Models of Teaching*. Boston: Allyn and Bacor.

namely the value (value) of the goals to be achieved and expectations (expectancy) in order to successfully achieve the desired goal. The two components which later became the beginning were developed by Keller into four components. The four components are attenuation, relevance, confidence and satisfaction with the acronym ARCS.³¹

After doing more study, finally according to Keller and Kopp that ARIAS learning model is interesting because it is developed based on learning and teaching theories. The evaluation or assessment is held not only in the end of the learning process but also during the learning process.³² Evaluation is held to measure how far the students' learning achievement. Evaluation which is held during the learning process according to Saunders et.al. it will influence the result of students' learning achievement. Based on that prominent reason, ARIAS is modified by adding evaluation and interest materials component in the process of learning which not only theory in fact combining of interest aspect.³³

b. Component of Arias Model

ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning theories. The five components are one unity require learning process. The short descriptions of

³¹ Rahman, M., dan Sofan Amri. *Model Pembelajaran ARIAS Terintegratif*. (Jakarta: PT. Prestasi Pustakaraya, 2014)

³² Rynugraha dan Sulisty. "Pengembangan Perangkat Pembelajaran Model Arias (Assurance, Relevance, Interest, Assesment And Satisfaction) Pada Standar Kompetensi Memperbaiki Compact Cassette Recorder Kelas Xi Tav 1 Di Smk Negeri 7 Surabaya. (Vol 2 Nomor 2., 2013)

³³ Shoimin, Haris. *Model Pembelajaran Inovatif dalam Kurikulum 2013*. (Yogyakarta : Ar-Ruzz Media, 2016)

each component and some samples can be done to intrigue and increase learning. The component of Arias Model can be seen below:

1. Assurance

Assurance is related to self-confidence, be sure for being successor related to expectation to achieve something.. According to Bandura, a man who has self- confidence prone to be success with what she or he has.³⁴ Attitude for being confidence, believe can be success to achieve something will influence them to behave for a success. This attitude encourages the students to behave to achieve success in learning activity. In other word, education in the globalization era is more emphasize the development of students in all aspects. The teacher doesn't only pay attention to speech ability, coordination, and social skill. The teacher encourages each individual to solve emotional or physical problem of them.³⁵

2. Relevance

Relevance is related to students' life, whether about their experiences in this present time or in the past which are related with career needs for this time being or for the future. Students feel the learning activities that they follow have contributions, and advantages for their life. Students will be assisted to learn something if they know the relevance of the lessons with their life. In learning process, the teacher needs to pay attention toward the substantial of relevance. Some of ways can be used to increase the relevance

³⁴ Keller, J. M. Development and Use of The ARCS Model of Motivational Design. *Journal of Instructional Development*, 10(3), 2-10.

³⁵ Nesbit, J., Belfer K., & Leacock T., *Learning Object Review Instrument (LORI) User Manual*.(2017)

in learning; explain the benefits of the lessons to the students, explain the goals will be achieved, use clear languages to explain and real samples based on environment experiences and also use strategy and appropriate tools in teaching³⁶

3. Interest

Interest is related to students' attention and willingness to study. Woodruff state that the learning process will not happen without interest and willingness.³⁷ Keller also state that in learning process interest is not only needed to be assist but also be maintained during the process of learning. Interest is a useful tool in increasing students' achievement. Some ways can be used to increase students' willingness to study: the teacher use a story, analogy, picture series or something new in to teach, the teacher make some variations in learning activity as Lesser state variations from serious to humorist, from slow to be fast, and style in teaching.

4. Assesment

Assessment is related to the evaluations. Evaluation is one of main part in learning process whether for the teachers or the students. Among the macro skills of language, it has been widely recognized that speaking, particularly in a second or foreign language, is the most difficult language skill to assess.

The various directions and foci in the testing of speaking abilities of

³⁶ Rahman, M, Sofan Amri. *Model Pembelajaran ARIAS Terintegratif*. (Jakarta: PT. Prestasi Pustakaraya, 2014)

³⁷ Rahman, M,Sofan Amri. *Model Pembelajaran ARIAS Terintegratif*. (Jakarta: PT. Prestasi Pustakaraya, 2014)

learners frequently Lack solid grounding on theory and pedagogy and reliable test designs. This is due, for the most part, to the difficult matching of the testing goals and the appropriate instruments and tasks for assessment. Speaking as a major construct for testing is likewise divided into different criteria with highly diverse applications.³⁸

This is a challenge for classroom teachers and researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assessment strategy. As a result, drawing upon applied linguistic theories. Some ways can be used to evaluate students' result in learning. Does the evaluative feed- back toward students' achievement, give the objective evaluation and inform the result to the students. Give a chance for students to evaluate their self and their friend.

5. Satisfaction

Satisfaction is related to the gloried of the students with their achievement in learning. Success and proudness is reinforcement for the students for the next success. Reinforcement will give satisfaction to the students is prominent in learning process. Some ways can be used to give satisfaction to the students; give a chance to the students to apply their skill or knowledge in the real situation or simulation, ask the students to help their friends who find difficulties in learning activities.

³⁸ Herawan dan Utami. Pengaruh Model Pembelajaran Assurance, Relevance, Interest, Assessment And Satisfaction (Arias) Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Ips. Vol 3 No. 2 Tahun 2015,

c. Characteristic of Arias Model

ARIAS Learning model is consists of five components compiled based on learning theory. The components in this model are presented in five stages, as shown in table below:

Table 2.1 Steps of ARIAS Learning

Step ARIAS Learning	The Role of Teacher
Phase 1 Assurance (Self Confidence)	Teacher helps students realize their strengths and weaknesses and instills confidence in students towards themselves)
Phase 2 Relevance	Teacher presents the goals to be achieved by students and encourages them to achieve purpose.
Phase 3 Interest	Interest is related to students' attention and willingness to study, teacher must give more attention to the student while aslo stimulate them.
Phase 4 Assessment	Teacher does the assesment which is a challenge for classroom teachers and researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assessment strategy.
Phase 5 Satisfaction	The students with their achievement in learning. Success and proudness is reinforcement for the students for the next success. Reinforcement will give satisfaction to the students is prominent in learning process

The ARIAS learning model helps students to develop five basic elements that are in the learning process. The five basic elements are the development of students 'self-confidence, adjusting to the situation and conditions of the students' environment, fostering interest in learning of

students, evaluating learning, and instilling pride in students.³⁹

The researcher explained specifically about how to teach speech materials which correlate with the model of ARIAS, it can be explained below :

Table 2.2 Implementing of ARIAS Learning

Step ARIAS Learning	Teaching Speech
Phase 1 Assurance (Self Confidence)	<p>Teacher helps students realize their strengths and weaknesses and instills confidence in students towards themselves)</p> <p>The implementation of this step is that, teacher asked the students to identify their weakness in speaking performance when they try to speech. Why they fell shy and ashamed during the class.</p>
Phase 2 Relevance	<p>Teacher presents the goals to be achieved by students and encourages them to achieve purpose.</p> <p>The researcher than evaluate the students' assurance step than relevance it tot the goals of the materials in speech content.</p>
Phase 3 Interest	<p>Interest is related to students' attention and willingness to study, teacher must give more attention to the student while aslo stimulate them.</p> <p>The researcher stimulate the students' to take more attention during the speech and try to make fun class before the students speak in front their class.</p>
Phase 4 Assessment	<p>The researcher try to challange the students' to do more classroom activities on how the students did not fell boreed and lazy to do activities at class.</p>

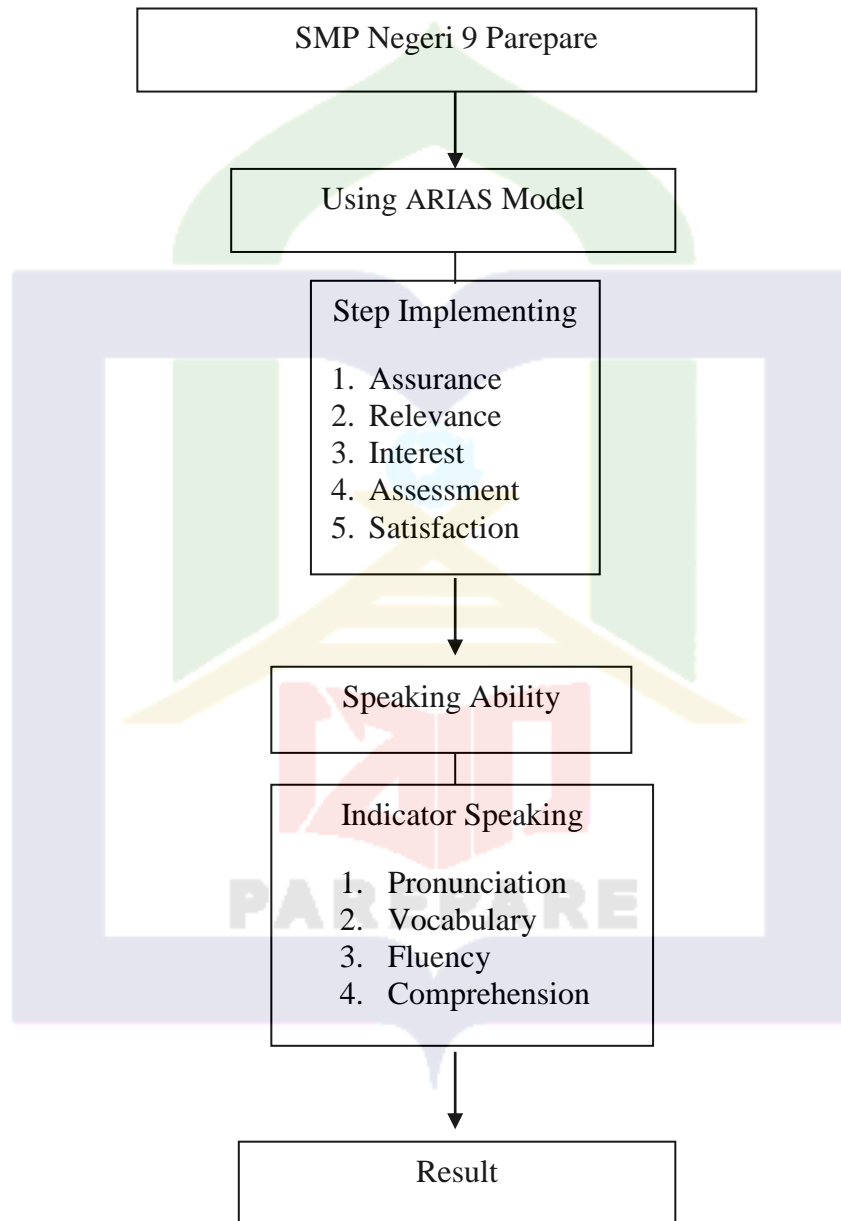
³⁹ Rahman, M, Sofan Amri. *Model Pembelajaran ARIAS Terintegratif*. (Jakarta: PT. Prestasi Pustakaraya, 2014)

	Teacher does the assesment which is a challenge for classroom teachers and researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assesment strategy.
Phase 5 Satisfaction	The researcher try to give more reinforcment to the students'.



C. Conceptual Framework

The researcher designed the conceptual framework of this research by showing the diagram below:



D. Definition of Operational Variable

The researcher explains about the operational variable:

1. The first variable is ARIAS Model which develop by Keller and Kopp that an effort to design learning that can affect students self-confidence by follow some role:
 - a) Assurance explained that teacher helps students realize their strengths and weaknesses and instills confidence in students towards themselves.
 - b) Relevance explained that teacher presents the goals to be achieved by students and encourages them to achieve purpose.
 - c) Interest explained that teacher must give more attention to the student while aslo stimulate them.
 - d) Assesment explained about teacher does the assesment which is a challenge for classroom teachers and researchers of learners' speaking abilities.
 - e) Satisfaction explained that the students with their achievement in learning. Success and proudness is reinforcement for the students for the next learning.
2. The second variable is “speaking ability” which referred to the indicator of speaking namely; pronunciation; vocabulary; fluency; comprehension.

C. Hypothesis

The researcher formulated the hypothesis as follow:

Ho : There is no improvement of students ability after using Arias Model at SMP Negeri 9 Parepare

H₁ : There is improvement of students ability after using Arias Model at SMP Negeri 9 Parepare.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher was intended to know the students speaking ability after using of ARIAS Model and another was about the using of ARIAS Model in improve students speaking ability at SMP Negeri 9 Parepare.

B. Location and duration of the research

The location of the research was in SMP Negeri 9 Parepare. It place in Jln. Agussalim Kota Parepare. South Sulawesi, and the research plan about a month including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research was the Second Grade of SMP Negeri 9 Parepare, The total of the students as shows in table below:

Table 3.1 Population

No	Class	Male	Female
1	VIII1	16	11
2	VIII 2	15	13
3	VIII 3	15	14
4	VIII 4	15	13
5	VIII 5	13	16

6	VIII 6	17	12
7	VIII 7	15	14
Total		200 Students'	

Sources: Staff at SMP Negeri 9 Parepare

2. Sample

The sample of my research was class VIII 7 which total students of 29 student by simple random sampling which taking the sample by random data..⁴⁰

D. Procedure of Collecting Data

1. Data Collection

First procedure data is data collection is activity which referred to the first step in research, because the data collected is used to identify the result of test that have been formulated in this study. In general, there are several methods of data collection techniques, namely:

a) Giving Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge and students speaking ability, The test will use in this research is test of Speech become the main materials.

- 1) **Pre-test** was an activity to test the level of students' knowledge of the material to be delivered, the pre-test is carried out before teaching ARIAS Model activities begin. Before researcher giving the treatment

⁴⁰ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2019), p.245

on the first meeting researcher gave pre-test to students' to identify the students speaking ability before the ARIAS Model to speech materials at class.

Step of pre test namely:

- (a) Researcher prepared the test form
- (b) Researcher identify the total of the students
- (c) Researcher spread the test to the students and asked them to do speech
- (d) The researcher evaluate the students speaking.

2) **The post-test** was the test that the researcher after the treatments. Post-test is the final evaluation of their speaking performance about the certain in about ARIAS when the material taught on that day has been given a post-test in other words whether he understand the material given. The similar test given from pretest. The step of post test can be explained below:

1. Researcher prepared the test form
2. Researcher identified the total of the students
3. Researcher spread the test to the students and asked them to do speech
4. The researcher evaluate the students speaking.

b) Treatment

This step basically put between the pre test and post test. The researcher give the treatment to students' and give some materials about speech materials from the text book. The treatment using ARIAS Model

which correlated to the speaking ability explained clearly in RPP. The process of treatment spent around 45 minutes for each meeting.

E. Instrument of the Research

Instrument was a tool used to collect data. The instrument were a tool or facilities that are used by the researcher to collect the data completely and systematically.⁴¹ Then in this study the instrument used was test. The researcher used test in this study as an instrument for collecting data, the test were pre-test and post-test. The purpose of giving was to find out the students ability after using of ARIAS Model at SMP Negeri 9 Parepare.

F. Technique of Data Analysis

Data analysis techniques was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students speaking ability after using of ARIAS Model at SMP Negeri 9 Parepare and some of any test before conducting inferential analysis.

⁴¹ Eri Kusumawati, "Increasing Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders of Mts N 1 East Lampung In Academic 2019".

Table 3.2 Rubric Score

No	Component	Description	Indicator (Scale)
1	Pronunciation	Pronunciation of individual sounds and words	Many wrong (1) Frequent incorrect (2) Occasional errors (3) Some errors (4) No errors/ minor errors (5)
2	Vocabulary	The learner's ability in choosing appropriate words	Little knowledge of English (1) Frequent errors of word choice (2) Occasional (3) choice Minor errors (4) Effective/ appropriate word (5)
3	Fluency	The ability to keep the conversation going and Read a text smoothly without hesitation.	Dominated by hesitation (1) Frequent hesitation (2) Occasional hesitation (3) Minor hesitation (4) No hesitation (5)
4	Comprehension	The ability to explain more comprehension which the meaning across.	Message unclear (1) Disconnected idea (2) Ideas stand organized (3) Clear and organized ideas (4) Well organized and clear ideas (5)

Scoring the students' correct answer of students speaking ability in pre-test and post-test by using formula :

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

The analysis used with descriptive statistic were done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution,⁴²

⁴²Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2018)

2. Classifying the score students' classification as follow:

Table 3.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ⁴³

Score: Suharsimi Arikanto, 2013;281

Percentage of students' score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students

To find out the average score following formula :

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

Where :

\bar{x} : Mean Score

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

N : The number of student

⁴³ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Cet. X, Jakarta: Bumi Aksara, 2019), p.245

Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

- S : The standard Deviation
- SS : The square root of the sum of square
- $\sum X^2$: The sum of square
- $(\sum x)^2$: Total square of the sum
- N : Total number of student ⁴⁴

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

- t : Test of significance
- \bar{x}_1 : Mean score of Pre Test

⁴⁴ Rukminingsi, M.Pd, Dr. Gunawan Adhnan., Ph.D, Prof. Muhammad Adnan Latief, M.A., Ph. D, Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas, 2020

- \bar{x}_2 : Mean score of Post Test
- SS_1 : Sum square of Pre Test
- SS_2 : Sum square of Post Test
- n_1 : Number of students
- n_2 : Number of students
- 1 : Constant number
- 2 : Number of class

T test become very essential test for comparing the two result data which has different category of sample and average result. ⁴⁵

Step-step operational SPSS.

1. The first step is to open the SPSS application
2. Enter the page and press Analyze.
3. Then press Descriptive Statistics.
4. Then select Descriptives again.
5. After that, choose which variable to do the analysis.
6. Transfer the variables from the left column to the right column.
7. Next press the Option key.
8. Please select the analysis to be calculated.
9. Continue by pressing OK.
10. Wait until the analysis results appear on the Output page.
11. Pay attention to whether the steps for carrying out the analysis are correct.
12. If you have copied and moved the analysis results to Word.

⁴⁵ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2019), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

This research began from the observation step which did by the researcher at SMP Negeri 9 Parepare, this school was chosen by the criteria of the research which identify from the concept research, the pre observing before conducted this research did by pay attention to the research sample, this research explained more about the used of ARIAS Model can improved students speaking ability at SMP Negeri 9 Parepare.

This research explained about the research question, the research question was about the used of ARIAS Model can improved students speaking ability at SMP Negeri 9 Parepare. First activities did by the researcher was observing the condition of the sample it were. Many students showed inactive behavior during the process of learned at class, students' did not get any attention from the teacher at class, the researcher was noted some of the activities which did by the teacher at class and summary the weakness of the teaching process.

The researcher firstly explained about the processed did by the researcher in treatment class for doing experimental research, here some explanation mention based on the three activities, namely opening activities, main activities and closing activities.

1. Treatment

a) Opening Activities

The opening class beginning to introduce the students the materials would be used for the treatment class, more about students' improvement in their speaking. More activities did in opening activities namely:

- 1) Introducing of the researcher profile
- 2) Check the attendance list
- 3) Preparing the media would be used
- 4) Explaining the purpose of materials

The researcher summary about the first activities in treatment section by did more welcoming meeting to the students'. It did because the researcher need to know more about the students characteristic first.

b) Main Class

The main activity was an activity in which the researcher carries out the learning process using of ARIAS Model can improve students speaking ability refers to several steps, the step can be drawn as explanation below:

- a) The researcher divided the students into several group
- b) The students divided into homogeny category.
- c) After divided, the researcher spread the materials about speech with random materials of topic.
- d) The researcher explains the materials regarding to the topic of speech spread to the entire group.
- e) The researcher followed the model of ARIAS approach.
 - 1) The researcher asked the students to identify their interest in speech content.

- 2) Students who mention their interest noted by the researcher during learning activities.
 - 3) All students explain their interest to talk about their own text.
 - 4) Developing students' *self-confidence* to choose their own theme.
 - 5) Asked the students to create their own speech text
 - 6) The students are supported to create their sentences into complex speech
 - 7) The students were asked to perform in their own group
 - 8) The students' are evaluated with their friend without any differentiate level
 - 9) The students get reinforcement after perform their speech text.
 - f) The processed of the learning activities by ARIES model has been finish when it's in evaluation term.
- c) Closing Class

The closing activity at the treatment stage is carried out by providing verbal reinforcement to students. The material explained in the main activities is repeated for many time in order to make sure the students may understand the materials.

The closing activities of the treatment activity is direct evaluation, the researcher asks several questions directly to students, questions in the form of directions to students to mention the vocabulary and materials which explained before and also contained during learning in speech materials, other questions are also directed to students to translate sentences containing at English materials before.

The stages of closing activities also include a summary of the teaching material that has been given during the learning process. Evaluation and affirmation of teaching material is considered very important to be explained in the final activity because students will start to remember all the teaching material that they have recorded and memorized both using their notes and using their notepaper.

2. Descriptive Analysis

This research did some evaluation which identify from the experiment processed, the evaluation were pretest and posttest, the research give pretest to the students before the treatment was done, the researcher explained the data below:

a) Pretest

Pretest was given by the researcher before the treatment conducted, the result of treatment showed below:

Table 4.1 Pretest result

N0	Category	Result Pre test	
		Frequency	Percent
1	Very good 80-100	3	10,3%
2	Good 66-79	11	37,9%
3	Fair 56-65	6	20,6%
4	Poor 40-55	9	31,03%
5	Very poor <35	0	0%
Total		29	100

According to the data above, the findings showed that, students which get score in very good was 3 students which percentage of 10,3%, while category of good was 11 students or 37%, while category of fair was 6 students or 20,6% from total students', while category of poor was 9 students or 31,03% from total students', while category of very poor was 0 students or 0% from total students'.

This table explained about the dominant score can be seen on the table that, good category become dominant category which presentation of 37,9%. And the findings may conclude about the pre test category for the good category, in fact the average score in category of fair. It can be explained below:

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
Data Sampel	29	1875.00	64.66	7.929
Valid N (listwise)	29			

Sources : SPSS Windows 22

According to the data above, the students speaking skill before using of ARIAS Model was category of fair, which mean showed for 64,33 or below of <KKM. The students' need to be more active in learning on how their speaking get improve for the next test in post test.

b) Posttest

Posttest was given by the researcher after the treatment conducted, the result of treatment showed below:

Table 4.2 Posttest result

N0	Category	Result Posttest	
		Frequency	Percent
1	Very good 80-100	22	75,86%
2	Good 66-79	7	24,13%
3	Fair 56-65	0	0%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total			100

According to the data above, the findings showed that, students which get score in very good was 22 students which percentration of 75,86% , while category of good was 7 students or 24,13%, while category of fair was 0 students, while category of poor was 0 students, while category of very poor was 0 students or 0% from total students'.

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	29	2335.00	80.52	6.879
Valid N (listwise)	29			

Sources : SPSS Windows 22

According to the data above, the students speaking skill after using of ARIAS Model was category of very good, which mean showed for 80.52 or below of <KKM. The students' were get improvement.

3. Hypothesis

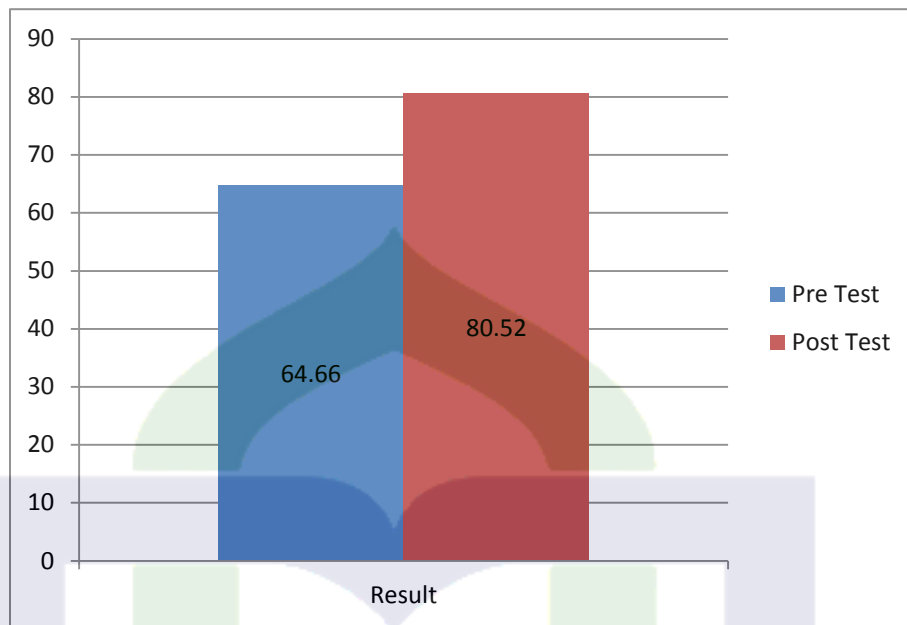
The improvement of the students' can be explained for the answered according to the score which students get in pre and posttest, it can be explained below:

a. The difference between pretest and post test

The researcher explained the different between the pretest and post test, the table can be seen below:

N0	Category	Result Data	
		Pre test	Post test
1	Very good 80-100	10,3%	75,86%
2	Good 66-79	37,9%	24,13%
3	Fair 56-65	20,6%	0%
4	Poor 40-55	31,03%	0%
5	Very poor <35	0%	0%
Total		100%	100

According to the data explained above, the researcher showed the data on the diagram that:



Based on the data above, the average score for pretest was 64,66 and post test for 80,52. The data which category as good category for the post test data, and the score for pretest as fair category.

b. T Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.3 T Test Independent

		Paired Differences					t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std.Error Mean	95% Confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre_test Post_test	72.59	2.1987	.1432	.7560	.2157	2.507	28	.247

Based on the results of the analysis, it is obtained that the t-count value is 2,507 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $29-1 = 28$. If you refer to the t table value of 2.011.

Thus the results of the analysis obtained t value $2.507 > 2.011$, which means that there is a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare.

B. Discussion

Based on the result data above, the researcher explained more the result data by discussion, the data discussed about the the using of ARIAS Model can improve students speaking ability at SMP Negeri 9 Parepare.

According to the data which explain in the result data above, the researcher intent to analyzed the data which category of fair and low category, Based on the result data which showed the findings about students which get score in very good was 3 students which presentation of 10,3%, while category of good was 11 students or 37%, while category of fair was 6 students or 20,6% from total

students', while category of poor was 9 students or 31,03% from total students', while category of very poor was 0 students or 0% from total students'.

More explanation regarding from the students speaking skill before using of ARIAS Model was category of fair, which mean showed for 64,33 or below of <KKM. The students' need to be more active in learning on how their speaking get improve for the next test in posttest.

After did many things in treatment section, the researcher explain many things about the using of ARIAS Model which effective to be implemented. The findings showed that, students which get score in very good was 22 students which percentration of 75,86% , while category of good was 7 students or 24,13%, while category of fair was 0 students, while category of poor was 0 students, while category of very poor was 0 students or 0% from total students' Based on that, according to the data above, the students speaking skill before using of ARIAS Model was category of very good, which mean showed for 80.52 or below of <KKM. The students' were get improvement. it is obtained that the t-count value is 2,507 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $29-1 = 28$. If you refer to the t table value of 2.011.

Thus the results of the analysis obtained t value $2.507 > 2.011$, which means that there is a significant improvement students speaking ability using ARIAS Model at SMP Negeri 9 Parepare. The data from the result data explained the improvement of the students after using ARIAS model,

The using of ARIAS Model may impact to the students speaking skill at SMP 9 Parepare which may innovative and varied learning process is the key to success in students' speaking thinking skills. The teacher in each lesson not only explains the material in a monotone but can also provide a new learning model accordingly. ARIAS Learning Model (Assurance, Relevance, Interest, Assessment, and Satisfaction) can be a solution to the problems about self-confidence. The ARIAS learning model which this learning model is developed to make learning that can affect achievement motivation and competency in speaking as skill specially for the students in SMPN 9 Parepare.

According to the result data also that explains that the ARIAS learning model affects understanding the concept of students' speaking. This is also supported by other research which states that the problem-solving abilities of students in ARIAS learning with performance assessment are better. In line with other research that explains that the ARIAS learning really improve the students' self confidence in doing any practice to speak in front the other students.

Comparing to the data explained that the study which aims to determine the effectiveness of ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model on the students' speaking speaking skills. The data were obtained from student test results which were distributed to the research hypothesis test, the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model effective in terms of the speaking skills of elementary school students. the ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfaction) learning model based on students' speaking skill.

In the initial stage, the opening is carried out by saying opening statement until the end of the speech contents.

The students' get challenge from researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require applicable theories and valid procedures that map out the direction of the assessment strategy. As a result, drawing upon applied linguistic theories. Some ways can be used to evaluate students' result in learning. Does the evaluative feed- back toward students' achievement, give the objective evaluation and inform the result to the students. Give a chance for students to evaluate their self and their friend.

Lastly, in this satisfaction is related to the gloried of the students with their achievement in learning. Success and proudness is reinforcement for the students for the next success. Reinforcement will give satisfaction to the students is prominent in learning process. Some ways can be used to give satisfaction to the students; give a chance to the students to apply their skill or knowledge in the real situation or simulation, ask the students to help their friends who find difficulties in learning activities.

According to the result data above, the researcher supported the result data by comparing the previous research about the use of arias model with media spelling bee game to imrove speaking ability. The researcher did two cycles in Classroom Action Research. The data was taken in pre-test, cycle I, and cycle II. Before giving test in cycle I, the researcher gave pre-test. In pre-test the research findings showed that the mean score of pre-test was 43,33% and only 1 students or 43,3% who got the score passed the Minimal Mastery Criterion (KKM). In

cycle I the research findings showed that the mean score was 62,16% and there were 15 students or 62% who got the score passed the Minimal Mastery Criterion (KKM). In cycle II the research findings showed that the mean score was 78,83 and there were 40 students or 78% who got the score passed the Minimal Mastery Criterion (KKM). It showed that the students' speaking ability was improved. These researches intended to do action research which also found the similar result data with this research. The students' get speaking improvement using ARIAS in teaching for spelling Bee materials either this research get improvement using ARIAS Model for speech materials.

The result of observation showed that by using ARIAS learning through spelling bee game students more active.⁴⁶ Based on that result data, the researcher also did the similar result data which, in fact, Using ARIAS Model become very effective model which can be implemented at class.

⁴⁶ Siti Aisyah, "The Use of ARIAS Model with Media Spelling Bee Game to Improve Speaking Ability" (Medan, Jurnal of English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the result data, the researcher concluded that The students speaking ability can be improved using ARIAS Model at SMP Negeri 9 Parepare which proved that the data of students speaking skill before using of ARIAS Model was 64,33 which category of fair, the students speaking skill after used of ARIAS Model was 80.52 which category of very good and the improvement obtained t value $2.507 > 2.011$, which means that there is a significant improvement students speaking ability used ARIAS Model at SMP Negeri 9 Parepare.

B. Suggestion

Based on the data above, the suggestion offer to:

1. English Teacher

The teacher is suggested to do more teaching by doing with media interactive and innovative model.

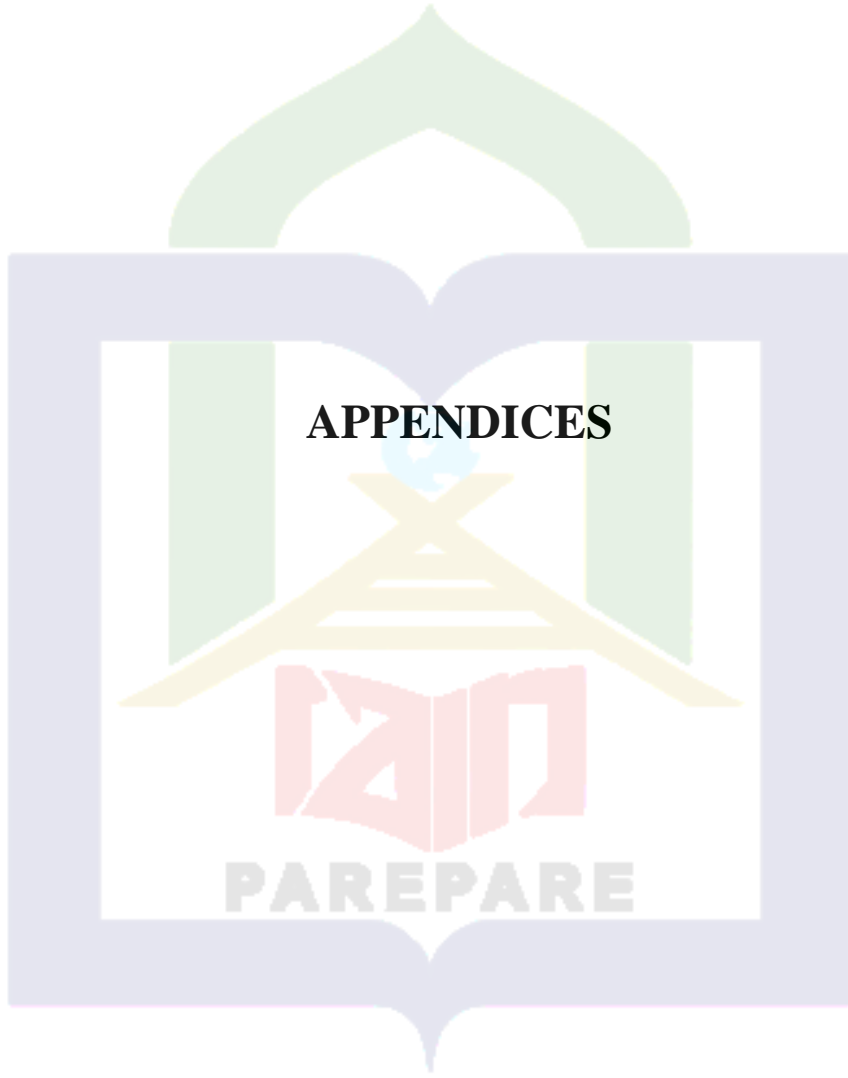
2. Next Researcher

Next researcher is suggested to do more experimenting or action research by follow the step of ARIAS Model in teaching English at class. The improvement of students' skill can be developed after using this model.

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APPENDICES

PAREPARE

Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421)
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : Nabila Latifah Putri

NIM : 18.1300.105

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA ARAB

JUDUL : Using ARIAS Model to Improve Students' Speaking Ability at SMP Negeri 9 Parepare

PENGOLAHAN DATA

1. Test Speech
2. RPP

1. Lembar Kerja Siswa

NAME :

CLASS / DATE :

A. Please make a context of Speech

Theme :

1. Tour Destination
2. School
3. Independence day
4. Mother's Day

EXAMPLE :**EXAMPLE : MOTHER'S DAY**

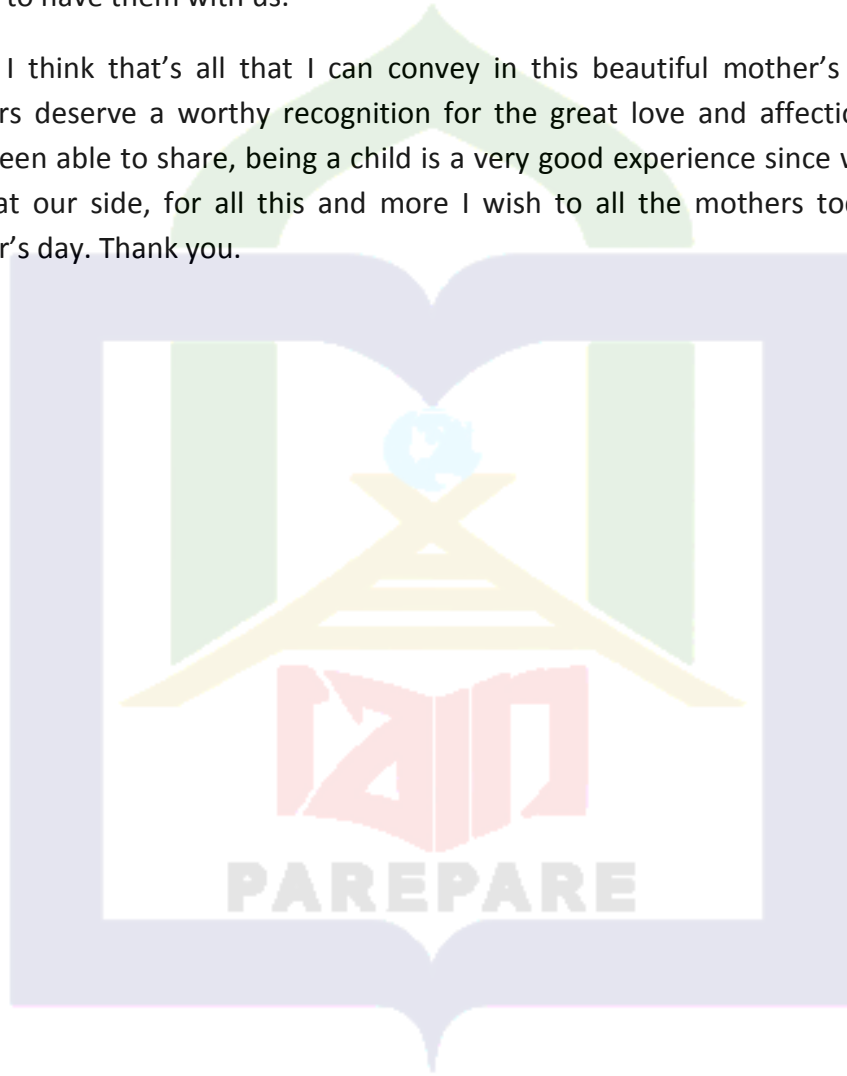
Good morning my respectable teacher and my beloved friends. Best wishes to all of us. Allow me to thank you for giving me the chance to stand here and deliver my speech today. Today is a day worthy of celebration as we celebrate the day of an incredible human being, of a person who is capable of giving up her own life in order not to see us suffer, that angel who takes care of us and watches over our well-being, that shield and protects us from any evil that approaches, I am talking about our Mother.

Mother. The word Mother has a great meaning in the life of a person; mother is our first contact and connection with the world that awaits us, mother is probably the first name we babble and with whom we become fond since our eyes meet. With the passage of time we will know more about her, her strength and determination, the fierceness in protecting us, and, above all, the great love that she lavished on us since we were in her womb.

My beloved friends, there is no other person in this world who can give us that pure and sincere love as is the love that our Mother gives us, no one else would be able to forgive our mistakes and to love us in the same way, to teach us with patience about the good way of life. A person who take care of us and stay awake when we are sick, to try to make ourselves happy at the expense of everything, to ensure that we do not miss a meal, and that is our beloved Mother.

So my beloved friends, a tribute once a year is not enough to give back all the love that she has given us, we must express our affection every day of the year, and always give her happiness, since our triumphs are her own, and our sadness also she feels it. Every day we should thank God for the fact that we still have our mother on our side. We must express the great affection we feel towards them and how happy we are to have them with us.

I think that's all that I can convey in this beautiful mother's day. All the Mothers deserve a worthy recognition for the great love and affection that they have been able to share, being a child is a very good experience since we have that angel at our side, for all this and more I wish to all the mothers today a happy Mother's day. Thank you.



EXAMPLE : ATTITUDE OF PATRIOTISM



Assalamualaikum warahmatullahi wabarakatuh Good morning, my respected teacher and my beloved friends I would like to express my gratitude to all of you who present here for giving me this opportunity to be standing here speaking on the topic love for country in this occasion. First for all, let us all give thank to the almighty for giving us his blessing so that we all can be here together in good health. On this occasion i will give a speech about the attitude of patriotism that should be owned by students.

In simple terms, patriotism can be understood as a willingness to sacrifice for the glory of Indonesia. In practice we also do not need to fight against the invaders, but this attitude can still be reflected in the steps in filling independence.

Not only that, patriotism can also be done in many areas of life. For example, you want to take part in a flag ceremony on Indonesian holidays, do social services according to health protocols, and studi hard. This is not without reason, because of we are willing to sacrifice to do all three sincerely, the we Will contribute to shaping a better Indonesia in the future.

So, let's cultivate the attitude of patriotism in independence. Then do it sincerely together.

That's the speech i can deliver about patriotism. If there is a wrong word, i apologize profusely.

Assalamualaikum warahmatullahi wabarakatuh.

EXAMPLE : THE IMPORTANT OF EDUCATION



Assalamualaikum warahmatullahi wabarakatuh Good morning, honorable teachers and my dear friends I would like to express my gratitude to all of you who present here for giving me this opportunity to be standing here speaking on the topic the important of education in this very nice occasion. Thank you for being here. It is a great honor for me to give a brief speech on the importance of education.

Education is essential for every person as it can lead us to a better future. However, we may still face the major problem concerning different standards of education in our country, Indonesia.

Education plays a vital role in providing us with knowledge. It helps us to understand rightly how the world works so we can apply it in our real life to make it easier. The true education is not only limited to lessons in classes but it is the whole knowledge that can be obtained from lessons taught by life.

Apart from that, education also transforms us into a civilized human. It helps a person to build good manners and characters, teaching us how to behave. In short, a good education can humanize human.

Well, this is all I can deliver, thank you for your nice attention, sorry if there is any mistake, the last I say wassalamualaikum wr. Wb.

EXAMPLE : TOUR DESTINATION “HABIBI AND AINUN TRUE LOVE MONUMENT”



Assalamualaikum Wr. Wb. The honorable all the audience. On this occasion, I invite all present to offer praise and gratitude to the presence of God the Almighty. I also want to thank the audience for taking their time on this occasion. On this occasion I will deliver a short speech about " Habibi and Ainun True Love Monument"

Ladies and gantlement, who does not know the figure of BJ. Habibie? His love story with Mrs. Hasri Ainun Besari is now a legend. Not to mention his achievements that are so proud and have contributed a lot to this motherland. It is nothing new if the figure of the son of this nation has many fans and is very much loved by the people of Indonesia. Even when he died, many felt the loss of his figure.

Talking about this one meritorious figure will never be separated from his love story which is so romantic. Putting aside his reputation as a technocrat with a shrewd brain

and his contributions. BJ figure. Habibie is a romantic figure who has sincere love for Ainun. In fact, until he followed Mrs. Ainun who passed away earlier on May 22, 2010, his love story became so great and also romantic.

This statue is deliberately presented to provide inspiration for future generations to be able to commit to their life partners. This monument is also a symbol of eternal love and compassion against all temptations. We all know that since Ainun passed away, Habibie never missed visiting his grave from the first day to the hundredth day. He always comes to pray and let go of longing.

For the full address is at Jl. Karaeng Burane at the southwest end of the Andi Makkasau Field. You can go to this monument using private vehicles or using public transportation. Easy access makes this monument not to be missed if you stop by in Parepare City. You can go to this monument according to very clear directions and found on the main road

Ladies and gantlement. I think all that can I deliver. The last I say wassalamualaikum wr. wb.

Appendix 02 : RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP 9 PAREPARE
Mata Pelajaran : Bahasa Inggris
Kelas : VIII.7
Materi Pokok : Speech
Alokasi waktu : Pertemuan I,II,III,IV

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

B. Tujuan Pembelajaran

Peserta didik (*audience*) mampu mengidentifikasi dan membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dan selanjutnya menyusun teks speech direct and indirect, sangat pendek dan sederhana, dalam bentuk resep (*behavior*) melalui scientific approach (*condition*) secara tepat dan benar (*degree*).

C. Materi Pembelajaran

Teks lisan dan tulis teks speech direct and indirect:

1. *Fungsi sosial*

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

2. *Topik*

Penjelasan topik yang digunakan ialah kejadian kejadian penting yang selalu peserta didik alami

D. Metode Pembelajaran

- Action Class
- Diskusi
- Unjuk kerja

E. Media/alat, Bahan, dan Sumber Belajar

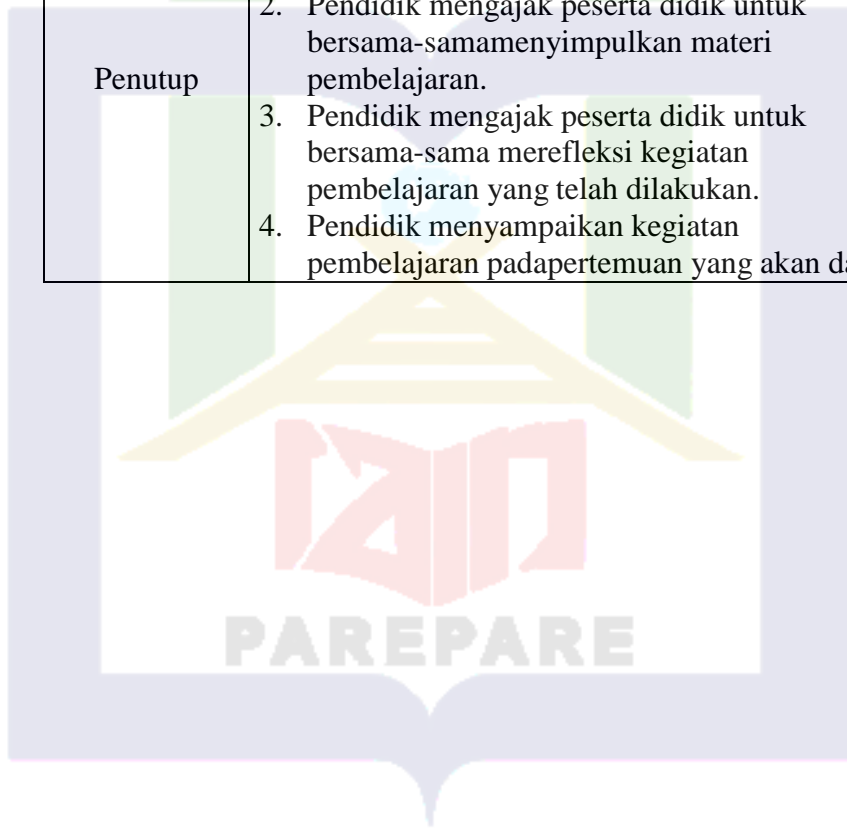
1. Platform : Vidio
2. Sumber Belajar:
3. Buku Paket Bahasa Inggris kelas VIII

Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dan sapaan Pendidik 2. Pendidik mengecek kesiapan peserta didik dan ruangan dalam melakukan pembelajaran. 3. Peserta didik berdo'a 4. Pendidik memberikan apersepsi: <ul style="list-style-type: none"> - Menanyakan tugas yang telah diberikan pada hari sebelumnya sebagai bahan belajar peserta didik hari ini - memberikan gambar dan melakukan tanya jawab hal-hal yang berkaitan dengan topik yang akan dipelajari. 5. Pendidik menyampaikan tujuan, scenario, dan penilaian pembelajaran beserta manfaat dari materi yang akan dipelajari.

Inti	<p>Mengamati</p> <p>Assurance</p> <ul style="list-style-type: none"> - Pendidik memberikan stimulus untuk mengetahui apa saja kesulitan yang dirasakan selama proses pembelajaran - Peserta didik akan mengidentifikasi kesalahan dan kekurangan yang mereka rasakan sebelumnya. - Pendidik meminta siswa untuk menuliskan kata kunci dari kesulitan yang mereka hadapi. - Peserta didik diarahkan untuk menuliskan beberapa kosakata bahasa Inggris yang sulit mereka pahami.
	<p>Mengumpulkan Informasi</p> <p>Relevance</p> <ul style="list-style-type: none"> - Pendidik akan mengarahkan peserta didik untuk mengamati text melalui video belajar tentang speech
	<p>Interest</p> <ul style="list-style-type: none"> - Peserta didik diarahkan untuk memberikan feedback dari hasil analisa
	<p>Mengasosiasi</p> <p>Assurance</p> <ul style="list-style-type: none"> - Peserta didik mendapatkan test secara lisan atau langsung - Peserta didik menyampaikan hal-hal yang ingin diketahuiberkenaan dengan aktivitas yang dilakukan - Pendidik membagi peserta didik menjadi 2 kelompok(maksimal 5 peserta didik) - Pendidik menayangkan kembali beberapa video tentang speech - Pendidik meminta kelompok untuk menganalisis salah satu contoh speech - Kelompok bersama-sama membandingkan fungsi sosial, yang digunakan dalam setiap kelompoknya tentang speech - Pendidik menjelaskan atau memberi jawaban atas pertanyaan-pertanyaan dari peserta didik atau memintapeserta didik lain untuk menjawab. - Pendidik menanyakan pentingnya isi bacaan dari

	<p>text speech yang di buatnya hari ini</p> <p>Satisfaction</p> <ul style="list-style-type: none"> - Pendidik memberikan hadiah atas pencapaian yang dilakukan - Peserta didik mengidentifikasi beberapa kosakata dan menuliskan tahapan speech - Pendidik mengumpulkan hasil kerja siswa sebagai evaluasi
Penutup	<ol style="list-style-type: none"> 1. Pendidik menanyakan kesulitan yang dialami peserta didik ketika belajar. 2. Pendidik mengajak peserta didik untuk bersama-sama menyimpulkan materi pembelajaran. 3. Pendidik mengajak peserta didik untuk bersama-sama merefleksi kegiatan pembelajaran yang telah dilakukan. 4. Pendidik menyampaikan kegiatan pembelajaran pada pertemuan yang akan datang



Appendix 03: Result Data

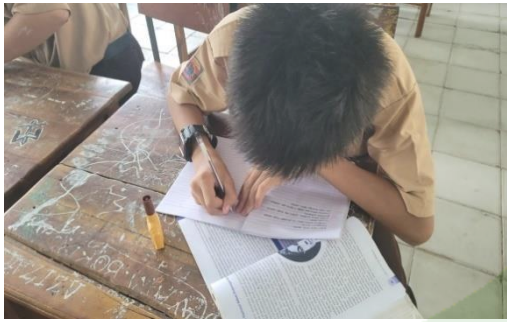
NO	INISIAL SISWA	<i>PRETEST</i>
1	Ag	55.00
2	An	55.00
3	An	70.00
4	Aur	55.00
5	Fad	70.00
6	Fak	80.00
7	feb	65.00
8	fit	70.00
9	gu	60.00
10	ha	55.00
11	im	70.00
12	me	80.00
13	moh	65.00
14	mu	70.00
15	muh	60.00
16	reh	70.00
17	rus	60.00
18	yei	55.00
19	nir	70.00
20	nor	70.00
21	fad	60.00
22	put	55.00
23	rat	70.00
24	res	80.00
25	re	55.00
26	ri	75.00
27	su	55.00
28	yu	70.00
29	za	50.00
MAKSIMAL		80.00
MINIMAL		50.00
RATA RATA		64.66

NO	INISIAL SISWA	POSTTEST
1	Ag	85
2	An	90
3	An	75
4	Aur	70
5	Fad	80
6	Fak	85
7	feb	80
8	fit	70
9	gu	80
10	ha	80
11	im	70
12	me	80
13	moh	90
14	mu	85
15	muh	95
16	reh	80
17	rus	85
18	yei	80
19	nir	85
20	nor	80
21	fad	85
22	put	80
23	rat	70
24	res	80
25	re	80
26	ri	70
27	su	80
28	yu	90
29	za	75
MAKSIMAL		95
MINIMAL		70
RATA RATA		80.52

Appendix 04 : Documentation



Experiment Class



Experiment Class

Appendix 05 : Administration



PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 9
Alamat : Jalan Bau Massepe No. 94A ☎ (0421) 21940
P A R E P A R E

SURAT KETERANGAN

Nomor : 800 / 388 / SMP.9

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a : NABILA LATIFAH PUTRI
N I M : 18.1300.105
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Kejayaan Raya I Blok G No. 43 Parepare

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan SKRIPSI yang berjudul :

“ USING ARIAS MODEL TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP NEGERI 9 PAREPARE ”

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untu dipergunakan seperlunya.



24 Januari 2023

H. HASMUSUBROTO, S.Pd.M.Pd
NIP. 197909122003121008



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 telp (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.5043/In.39/FTAR.01/PP.00.9/12/2022 21 Desember 2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nabila Latifah Putri
Tempat/Tgl. Lahir : Parepare, 3 Juli 2000
NIM : 18.1300.105
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Kejayaan Raya I Blok G No.43, Kel. Galung Maloang,
Kec. Bacukiki, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Using Arias Model To Improve Students' Speaking Ability At SMP Negeri 9 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Desember 2022 sampai bulan Januari Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.



Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah



SRN IP0000928

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 928/IP/DPM-PTSP/12/2022

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

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

M E N G I Z I N K A N

KEPADA
NAMA

: **NABILAH LATHIFAH PUTRI**

UNIVERSITAS/ LEMBAGA
Jurusan

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
: PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **JL. KEJAYAAN RAYA I BLOK G NO. 43 PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **USING ARIAS MODEL TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP NEGERI 9 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 9 PAREPARE)**

LAMA PENELITIAN : **23 Desember 2022 s.d 23 Januari 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **23 Desember 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina (IV/a)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

▪ UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

▪ Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

▪ Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**

▪ Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPISP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



CURRICULUM VITAE



Nabilah Lathifah Putri is usually called when the writer was born in Parepare City, July 3, 2000, South Sulawesi. he was the only child in his family, her father was named Faizal Soewarto and her mother was named Rawalniah Aceh.

She is a student of the English Education Study Program at the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. Her educational background, she began her studies in 2006-2012 at SD Negeri 85 Parepare and then continued his studies at SMP Negeri 9 Parepare in 2012-2015 and SMA Negeri 4 Parepare graduating in 2018. Then he continued her studies at the Tarbiyah Faculty of IAIN Parepare and completed his studies with the title "USING ARIAS MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 9 PAREPARE"

