

**THE USING OF SHORT CONVERSATION TO INCREASE
SPEAKING MASTERY AT THE FIRST YEAR OF
SMPN 6 PAREPARE**



By
EKY ELJUM SUMARKINA
Reg. Num 12.1300.016
PAREPARE

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

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Submitted to the English Program of Tarbiyah and Adab Department
Institute Islamic College of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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Skripsi

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PAREPARE**

2018

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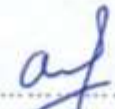
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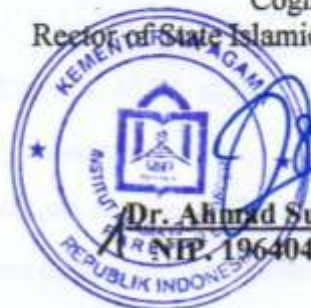
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The stamp is circular with a blue border. Inside the border, the text "KEMENTERIAN AGAMA" is at the top, "IAIN PAREPARE" is on the left, and "REPUBLIK INDONESIA" is at the bottom. In the center is a logo featuring an open book and a crescent moon. A blue ink signature is written over the stamp.

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Alhamdulillahillāhi Rabbil al-Ālāmīn. There is no beautiful sentence to say except praying and thanks to our God Allah SWT for His blessing, mercies, and enjoyment so that the writer could finish this skripsi. May shalawat and salam always be given to our Prophet Muhammad saw who has guided us from Jahiliyah era to the Islamiyah era.

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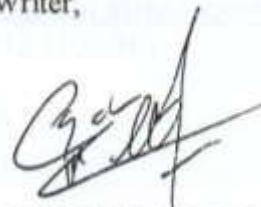
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Finally, the writer realizes that this Skripsi is still having some weaknesses. Therefore, the writer would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah SWT always bless us now and forever. Amin

Parepare, 1st August 2018

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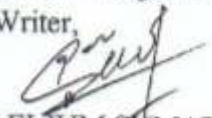
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ABSTRACT

Eky Eljum Sumarkina, 2017. *The Using of Short Conversation to Increase Speaking Mastery at the First Year of SMPN 6 parepare* (supervised by Ambo Dalle and Anwar Sani).

The objective of the research was to find out whether or not the use of short conversation could increase student's speaking mastery at the first year of SMPN 6 Parepare.

This research used a pre-experimental method, by one group pre test and post test design. There were two variables, those are independent variable which is using short conversation and dependent variable is students' speaking mastery. The population of this research is the first year students of SMPN 6 Parepare academic year 2015/2016 which consists of four classes. The total number is 83 students. The sample of this research was take one class of the population was class VII.4 by using purposive sampling technique. The research used instrument was test. The tests consists of pre-test by 3 items, post-test by 3 items.

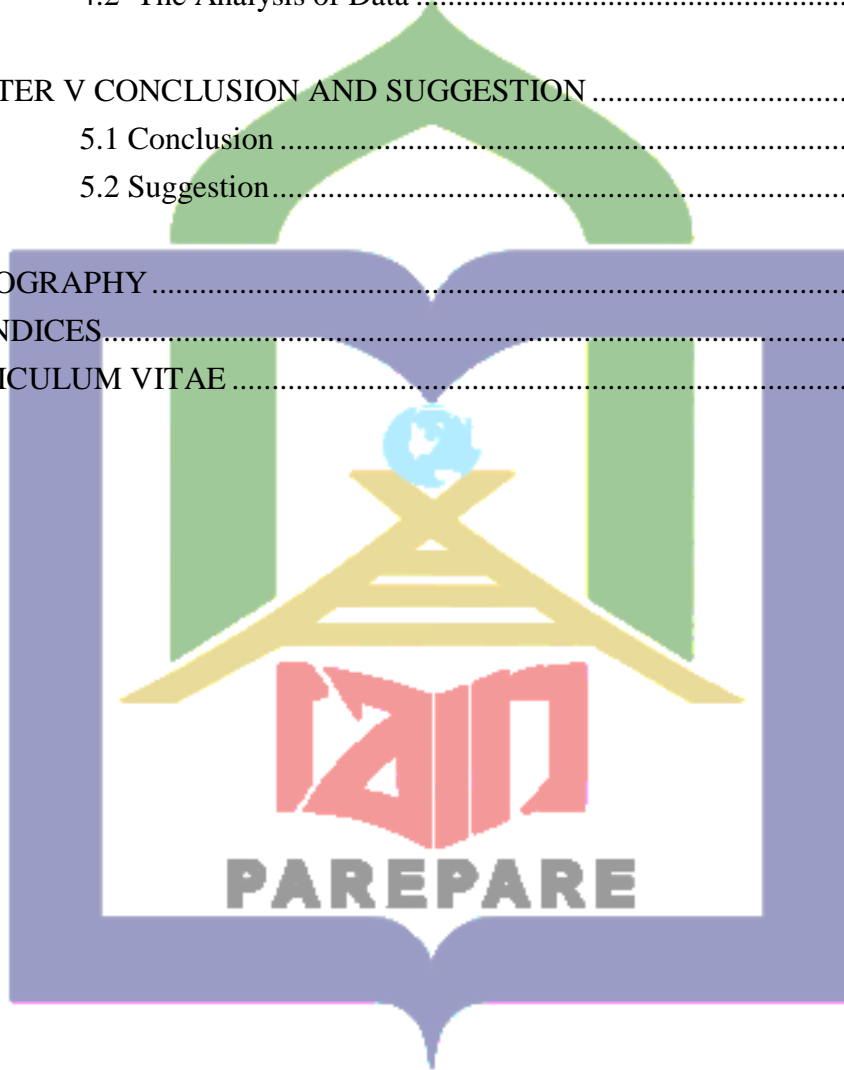
The students' mean score of pretest was 51.90 while the students' mean score of posttest was 78.81 which meant that the students' mean score of pretest was lower than the students' mean score of posttest. Besides, the result of the t-test was 11.086 and the t-table value was 1.725. As the t-test value was greater than the t-table value so that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. Based on the result, the researcher concluded that using short conversation technique was able improve the speaking mastery students' at first year in SMPN 6 Parepare.

Keyword: Short Conversation, Speaking

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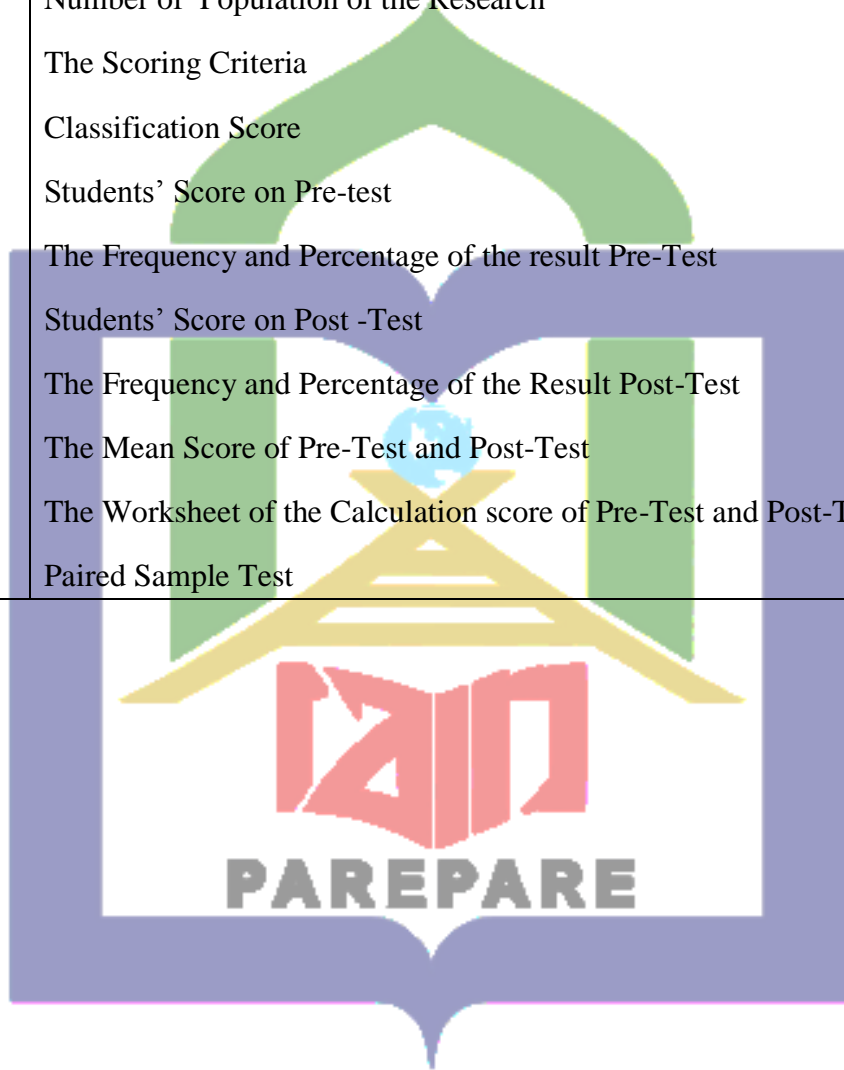
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CHAPTER I

INTRODUCTION

1.1 Background

Language plays the important role in education. By using language, the process of education could runs smoothly. As an international language, English is getting more and more important. It is used in many aspects of life such as communication, knowledge, education, technology, culture, and many other aspects. That is why in many countries English have been the second language.

As a second language or in other word is foreign language, English has been taught in the schools as the compulsory subject for academic purpose especially to use to communicate. The problem that mostly students face when they are communicating in English that they do not know the right words to say because they cannot speak well.

There are many English experts considered if speaking is the important point in language teaching. As McDonough and Shaw opinions, in many contexts, speaking is often the skill upon which a person is judged at face value.¹ In other words, speaking skill is the major criterion to judge the English student's competent are good or lack.

Method and technique are important to use by the teacher in the classroom, they should choose the best model depending on the difficulties that faced by students cause there are many problems that occur in teaching speaking, it make them unable to say the words during speaking, the students afraid of making mistake, it make them shy to speak and the students rarely practice their English, so they are

¹Marianne Celce-Murcia, *Teaching English as Second or Foreign Language*, (Boston; Heinle Publisher, 1991), p. 126.

so strange in speaking. They cannot make communication actively and spontaneously with others. Although they have enough vocabulary to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students cannot improve their conversation into great communication.

Based on the researcher observation, there are several factors that initiate problems in teaching speaking skill. They are lack of practice in speaking skill because the teacher usually uses the English class by doing exercise. Inappropriate choosing method that make students do not interest to the activity, lack of mastering the aspects of oral proficiency, fluency, pronunciation, and grammar.

Nowadays, there are many teachers who have been teaching speaking skill by using conventional method, which is one way or passive teaching method and not the interactive method in class. Furthermore, many teachers just inquire their students to do some exercises and spend their time at the class in mastering other skill such as writing and reading because they have to make their students achieve a good result in the last examination. Therefore, the students lack practice in English communicating orally.

Based on the case above, the researcher considers if a problem occurs can be solved by choosing a suitable method and several technique that will build the students initiative in interacting and communicating in the class. After words, the students will improve their competent in speaking skills.

There are several techniques for English teaching that can help the teacher to build or create the situation where language is used actively. But in this case, researcher decided to use short conversation technique in teaching speaking skill to the students. The researcher believes that this technique can solve the problem faced in the speaking class activities and make students more interested and more desirable

to communicate and interact in many possibilities they have. Students must use the opportunity to express their opinions, feelings, and get some of information and to make a situation which can involve students in real communication.

1.2 Problem Statement

Based on the background, the researcher formulates a problem statement as follow “Is the use of short conversation could increase student’s speaking mastery at the first year of SMPN 6 Parepare?”

1.3 Objective of the Research

Based on the background and problem formula already been name previous, the researcher focus to find out whether or not the use of short conversation could increase student’s speaking mastery at the first year of SMPN 6 Parepare.

1.4 Significance of the Research

The significance of this research is expected:

- 1.4.1 For the English teacher: this research can be as a sample in teaching speaking by using this technique especially short conversation.
- 1.4.2 For student: this research will give useful information to improve their English especially in speaking.
- 1.4.3 For other researcher to start point in improving speaking skill and this research also can be as a book of references or others.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Descriptive Theory

2.1.1 The Definition of speaking

According to Bailey that speaking is the production skill that consists of producing systematic verbal utterances to convey meaning.² Burns & Joyce are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Bahar speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrases, and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.³

Speaking is the process of spoken language to express thoughts and feelings, express their experiences and a variety of information.⁴ The idea is a review of what we talked about and word to express it. Speaking is a complex matter because it involves thinking language and social skills. Speaking in general can be interpreted a delivery purpose (ideas, thoughts, hearts) one person to another by using oral language, so that purpose can be understood.

Based on the definition above, the researcher formulates that speaking is a great way to express one's opinion of his thoughts and convey information to someone in the spoken language. Person can convey feelings and ideas by speaking.

²Kaharuddin Bahar. *Interactional Speaking: A Guide to Enhance Natural Communication Skill in English*, (Trustmedia Publishing Yogyakarta, 2014), p.3.

³Kaharuddin Bahar. *Interactional Speaking: A Guide to Enhance Natural Communication Skill in English*. p. 4.

⁴Jane Revell, *Teaching Teachnique for Communicative English*, (London Macmilan: Press Ltd)

2.1.2 The components of speaking

There are some components of teaching spoken language such as conversational discourse, pronunciation, accuracy and fluency, affective factors, and the interaction effect.

2.1.2.1 Pronunciation

According to Oxford, Pronunciation is a way in which a language or particular word or sound is spoken.⁵ Pronunciation is one of important components in teaching speaking but the majority of adult learners will never acquire an accent-free command of a foreign language. A good language program will emphasize whole language meaningful context, and automatic production instead of focusing on these tiny phonological details of language.

2.1.2.2 Grammar

In linguistic grammar is the set of structural rules that govern the composition of the sentences, phrases, and words in any given natural language. The term refers also to study of such rules, and this field includes morphology, syntax and phonology, often complemented by phonetics, semantics and pragmatics. Linguistics do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammar may also refer to spelling and pronunciation.

The term “grammar” can also be used to describe the rules that govern the linguistic behavior of a group of speakers. The term “English grammar” therefore, may have several meanings. It may refer to the whole of English grammar that is to the grammars of all the speakers of the language, which mean including a great deal of variation.

⁵Oxford. *Oxford Learners' Pocket Dictionary*. (Oxford University Press, 2003), p. 343.

2.1.2.3 Vocabulary

Vocabulary as one of the component of language is important to study, because without enough vocabulary mastery, the ability to communicate and convey cannot be established. Therefore, English teacher must have responsibility to use the material in teaching a foreign language. A vocabulary is defined as “all the words known and use by a particular person”.

2.1.2.4 Fluency

In fluency practice, the learners concentrate on communicating fluently, paying little attention to accuracy. Their attention on the information they are communicating than on the language itself. According to Scott Thornbury, fluency is primarily the ability to produce and maintain speech in real time. To do this, fluent speakers are capable of two things: first, appropriate pausing (their pauses maybe long but are not frequent, their pauses are usually filled with pause fillers like arm, you know), second, long runs (there are many syllables and words between pauses).

2.1.2.5 Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example: a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension there is no learning.⁶

⁶Scott Thornbury, *An A – Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*, (Oxford: McMillan, 2006), p. 43.

2.1.3 Kinds of speaking

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

2.1.3.1 Speaking (Spoken Language) in social context

This type of speaking would lead us to see how speaking is employed for communicating ideas and building relationships in social lives. Brown categories speaking into two types :

2.1.3.1.1 Monologue

There are two kinds of monologue, namely planned monologue and unplanned monologue.

Monologue is a kind of speaking which is normally found in our social lives as in speeches, lectures and new broadcasts. This commonly refers to a stream of speech which will go on whether or not the hearer comprehends, the hearer must process the long speech without interruption. Planned, as opposed to unplanned, differ in their discourse structure.

2.1.3.1.2 Dialogue

There are two kinds of dialogue, namely interpersonal dialogue and transactional dialogue.⁷

Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. When the interaction is conducted to promote social relationship, the exchange is then identified as an interpersonal dialogue e.g conversation. When the

⁷A. Kaharuddin Bahar, *The Communicative Competence-Based*, (Yogyakarta: Trustmedia, 2013). p. 18.

exchange is carried out to convey propositional or factual information, the interaction is then recognized as a transactional dialogue e.g. discussion.

2.1.3.2 Speaking in classroom context

As previously stated that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. Speaking not only occurs in social context, but also occurs in classroom context where students learn and practice using a foreign language. Using a foreign language socially tends to be natural, while using a foreign language pedagogically tends to be artificial since in order to make the students speak, the teachers intentionally provide some classroom activities which are aimed at stimulating the students' oral production. In the classroom, the students may produce several types of speaking performance that are carried out from a continuum of classroom activities to promote communicative competence. According to Brown there are six speaking categories that students may carry out in the classroom.

2.1.3.2.1 Imitative Speaking

Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular elements of language form.⁸

Imitative speaking refers to producing speech by imitating language forms either phonological or grammatical e.g. the students practice an intonation contour or try to pinpoint a certain vowel sound.

⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Fransisco: Addison Wesley Longman, 2001), p. 271.

2.1.3.2.2 Intensive Speaking

Intensive speaking goes a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language.

2.1.3.2.3 Responsive speaking

Responsive speaking refers to the students' speech production in the classroom in the form of short replies or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues which can be meaningful and authentic e.g.

T: How are you today ?

S: Pretty good, thanks, and you ?

2.1.3.2.4 Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiative as in conversations e.g.

T: what is the main idea of this essay ?

S: the UN should have more authority.

T: more authority than what ?

S: than it does right now.

T: what do you mean?

S: well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: you don't think the UN has that power right now?

S: obviously not, Iraq is still manufacturing nuclear bombs.

2.1.3.2.5 Interpersonal speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.⁹ This interactional speaking is a little trickier for some learners because it can involve some of the following factors :

1. Casual register
2. Colloquial language
3. Emotionally charged language
4. Slang
5. Ellipsis
6. Sarcasm, etc.

For example :

A: Hi, Bob, how's it going?

B: Oh, so-so.

A: Not a great weekend, huh?

B: Well, far be it from me to criticize, but I am pretty miffed about last week.

A: What are you talking about?

B: I think you know perfectly, what I am talking about

A: Oh, that....How come you get so bent out of shape over something like that.

⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogic*. p. 274.

2.1.3.2.6 Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.¹⁰

In this research, the researcher will choose transactional speaking skills in the classroom to increase speaking skills of the students by using picture description task media.

2.1.4 The Concept of Conversation

No generally accepted definition of conversation exists, beyond the fact that a conversation involves at least two people talking together. Consequently, the term is often defined by what it is not. A ritualized exchange such as a mutual greeting is not a conversation, and an interaction that includes a marked status differential is also not a conversation.¹¹ An interaction with a tightly focused topic or purpose is also generally not considered a conversation.

Conversation follows rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle.

2.1.4.1 The Definition of Short Conversation

Conversation is a form interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills

¹⁰A. Kaharuddin Bahar, *The Communicative Competence-Based*, p. 18-24.

¹¹Warren. en.m.wikipedia.org/wiki/conversation. (Accessed on 11st April 2016)

and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.¹²

It could be concluded that short conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties.

2.1.4.2 The Classification of Short Conversation

2.1.4.2.1 Discussion

One element of conversation is discussion. Discussion is sharing opinion on subjects that are thought of during the conversation. In polite society the subject changes before the discussion becomes dispute. For example, if theology is being discussed, no one is insisting a particular view be accepted.¹³

2.1.4.2.2 Subject

Many conversations can be divided into four categories according to their major subject content, they are:

- 1) Conversations about subjective ideas, which often serve to extend understanding and awareness.
- 2) Conversations about objective facts, which may serve to consolidate a widely held view.
- 3) Conversations about other people (usually absent), which may be either critical, competitive, or supportive. This includes gossip.

¹²en.m.wikipedia.org/wiki/conversation. (Accessed on 11st April 2016)

¹³Mary Greer Conklin, *What to Say and How to Say It*, (New York; Funk and Wagnalls Company, 1912), p. 35.

- 4) Conversations about oneself, which sometimes indicate attention seeking behavior or can provide relevant information about oneself to participants in the conversation.

Practically, few conversations fall exclusively into one category. Nevertheless, the proportional distribution of any given conversation between the categories can offer useful psychological insights into the mind set of the participants. This is the reason that the majority of conversations are difficult to categorize.

2.1.4.2.3 Functions

Most conversations may be classified by their goal. Conversational ends may, however, shift over the life of the conversation.

- 1) Functional conversation is designed to convey information in order to help achieve an individual or group goal.
- 2) Small talk is a type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance, such as 'how is the weather' might be portrayed as an example, which conveys no practicality whatsoever.

2.1.4.3 Aspects of Short Conversation

2.1.4.3.1 Differences Between Men Women

A study in July 2007 by Matthias Mehl of the University of Arizona shows that contrary to popular belief, there is little difference in the number of words used by men and women in conversation.¹⁴ The study showed that on average each of the sexes uses about 16.000 words per day.

¹⁴ Roxanne Khamsi. *Are Women Really More Talkative Than Men?*. (en.m.wikipedia.org/wiki/conversation. (Accessed on 11st April 2016)

2.1.4.3.2 Conversation Between Strangers

There are certain situations, typically encountered while traveling, which result in strangers sharing what would ordinarily be an intimate social space such as sitting together on a bus or airplane. In such situations strangers are likely to share intimate personal information they would not ordinarily share with strangers. A special case emerges when one of the travelers is a mental health professional and the other party shares details of their personal life in the apparent hope of receiving help or advice.¹⁵

2.1.4.3.3 Conversational Narcissism

Conversational narcissism is a term used by sociologist Charles Derber in his book, *The Pursuit of Attention: Power and Ego in Everyday Life*. Derber observed that the social support system in America is relatively weak, and this leads people to compete mightily for attention. In social situations, they tend to steer the conversation away from others and toward themselves. Conversational narcissism is the key manifestation of the dominant attention getting psychology in America. It occurs in informal conversations among friends, family and coworkers. The profusion of popular literature about listening and the etiquette of managing those who talk constantly about themselves suggest its pervasiveness in everyday life.

What Derber describes as conversational narcissism often occurs subtly rather than overtly because it is prudent to avoid being judged on egotist.

2.1.4.3.4 Conversation with Artificial Intelligence

The ability to generate conversation that cannot be distinguished from a human participant has been one test of a successful artificial intelligence (the Turing

¹⁵ Liz Galst. *Cornered: Therapist on Planes*. en.m.wikipedia.org/wiki/conversation. (Accessed on 11st April 2016)

test). A human judge engages in a natural language conversation with one human and one machine, each of which tries to appear human. If the judge cannot tell the machine from the human, the machine is said to have passed the test. One limitation is that the conversation is limited to a text, not allowing tone to be shown.

2.1.4.3.5 Conversation with One's Self

Also called interpersonal communication, conversing with one's self is sometimes able to help solve problems, or serve therapeutic purposes, such as the avoidance of silence.

2.2 Previous Research Findings

The research about increasing student's speaking mastery with other techniques was frequent being done, but researcher not to find research about developing students' vocabulary with short conversation. There are several result researches that similar with the research that researcher will be held, which are:

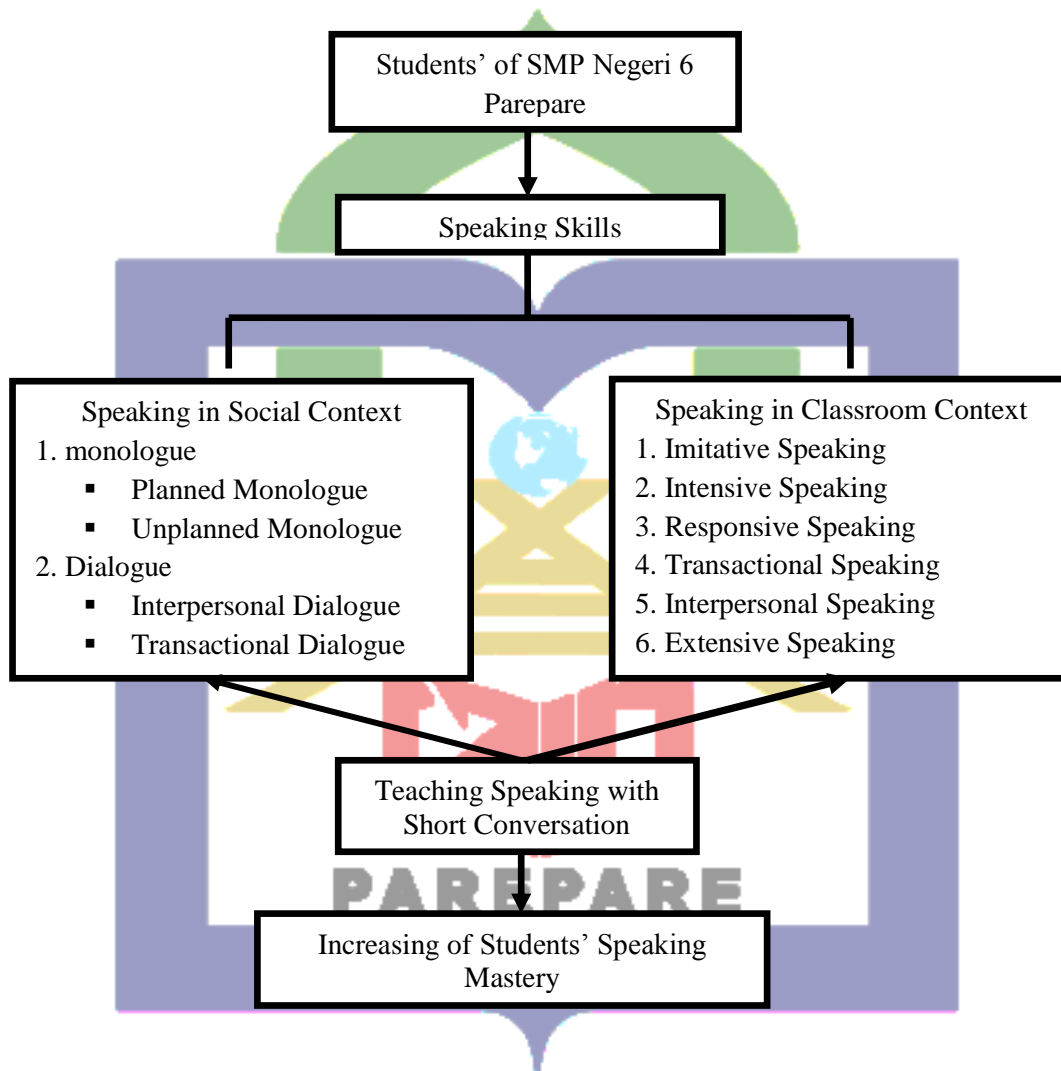
1. Amiruddin Hasan found that many students could not express their idea in English, then after did treatment through discussion to improve student's speaking ability during four meetings, he found that student's speaking ability has improved.¹⁶
2. The research that Heriady conducted showed that there is significant difference between the students's speaking ability on grammatical accuracy before and after learning English through asking and giving direction.¹⁷

¹⁶Amiruddin Hasan, "Improving Speaking Ability to the Second Year Students of SMP Negeri 1 Limboro Through Discussion." (STAIN Parepare: 2009), p. 41.

¹⁷Heriady, "Improving the Student's Speaking Ability through Asking and Giving Direction to the Ninth Year Students of SMPN 9 Parepare." (STAIN Parepare: 2012), p. 46.

2.3 The Conceptual Framework

The theoretical framework underlying the research will be given in the following diagram.



The researcher chose SMP Negeri 6 Parepare as an object to be studied. The material taught by the researcher is speaking skill. There are two types of speaking, namely speaking in social context and speaking in classroom context, but the researcher just focuses on the second type, speaking in classroom context. In teaching

speaking the researcher will use short conversation technique, and the result will conclude by the final test of the research object.

2.4 Hypothesis

Based on the related literature, the researchers formulates hypothesis as follows:

H0 : Short conversation cannot increase student's speaking mastery at the first year of SMP Negeri 6 Parepare

H1 : Short conversation could increase student's speaking mastery at the first year of SMP Negeri 6 Parepare

2.5 The Variable and Operational Definitions

2.5.1 Variable

There are two variables in this research namely independent variable and dependent variable:

1. The independent variable is short conversation
2. The dependent variable is speaking mastery

2.5.2 Operational Definition

1. Speaking mastery

Speaking is a great way to express one's opinion of his thoughts and convey information to someone in the spoken language. Person can convey feelings and ideas by speaking.

2. Short conversation

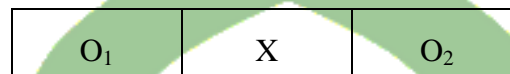
Short conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is pre-experimental method with pre test and post test design. The design is present as follows:



Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test¹⁸

3.2 Location and Duration of the Research

The location of this research got place in SMP Negeri 6 Parepare by focusing at the first year students on academic year 2015/2016, and the duration of the research are about two months, because this research is the quantitative and have a several time to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest.¹⁹ The population in this research is the first year students of SMPN 6 Parepare academic year 2015/2016

¹⁸Sugiyono, *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif, dan R&D, Bandung: Alfabeta, 2010) P.110-111.

¹⁹Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*, p.115.

which consists of four classes. The total number is 83 students. To be clear, the population as follows:

Table 3.1 The Population of the First Year Students of SMPN 6 Parepare

No	Classes	The Students		Total
		Male	Female	
1	VII ₁	11	10	21
2	VII ₂	11	9	20
3	VII ₃	11	11	22
4	VII ₄	10	10	20
	Total	43	40	83

(Source: the Data of SMPN6 Parepare)

3.3.2 Sample

Sample is a part of a population that will be investigated.²⁰ In this research the writer took the sample from the first year students of SMPN 6 Parepare. There four classes but the writer used clustering sampling technique. So, the writer chose VII.4 become sample. Because this class is not the superior class and also not the low class in English it was means that this was middle quality in English. This class consists of 20 students for economizing the time the writer used clustering sampling. So, the writer choses only one class was class VII.4 that has the students more than the other classes. The total the sample are 20 students.

²⁰ Suharsimi Anrikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Yogyakarta: Bhineka Cipta, 1997), p.109.

Table 3.2 Number of Sample

Class	Sex		Total
	Female	Male	
VII.4	10	11	21

3.4 Instrument of the Research

In this research, researcher used test as instrument. Test is a series of questions or exercise as well as other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.²¹ Test aims to gain data of the increased of the student's speaking mastery before and after the treatment. There are two test of speaking given to the students. The test would pre test and post-test. Pre test is administered to find the students' prior knowledge while post test is administered to find the students' achievement of speaking mastery after treatment.

3.5 Procedure of Collecting Data

3.5.1 Pre test

The researcher gave pre test to the students. Before the researcher gives the oral test for the students, the researcher will introduce herself and explain the aim the research. Then the researcher gave some pictures with different topic for the students and asked them to describe the picture without tell them how to describe picture well. And it will be done about 2 hours to identify the students' transactional speaking skills and the research was equivalent to measure the speaking of students.

²¹Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta 2006). P.150.

The test is applied to find out the proficiency before giving treatment. In this part the students will be asked to describe picture that the researcher provided before. It is intended to know the prior knowledge of the students' transactional speaking mastery before treatment.

3.5.2 Treatment

Treatment was given to the students after the researcher gives pre test to the students. The treatment will organize three meetings in the classroom. Each meeting will run for 80 minutes (2 x 40 minutes). In every meeting the researcher used short conversation technique.

3.5.3 Post-test

The post-test was undertaken after the treatment in this research. The test is same as that will be done in the pre test. The test is applied to find out or to identify the students' transactional speaking skills and the result will be matter equivalent to measure the speaking skills of the students by five four to assessing of speaking skills of students' transactional speaking skills.

3.6 Technique of Data Analysis

The technique used to describe of each research variables by showing descriptive statistical analysis:

1. Scoring the students' answer: to give a score on speaking, the researcher uses the following table as follows:

Table 3.3 Scoring Criteria

Component features	Score	Criteria
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors most utterance are correct.
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
	2	Pronunciation seriously influenced by the mother tongue with errors causing a break down and communication. Many basic and grammatical errors.
	1	Serious pronunciation errors as well many basic. Grammatical and lexical errors. No evidence of having mastery any of the languages skill and areas practice in the course.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by

	1	language limitation. Speech is so halting and fragmentary as to make conversation virtually impossible.
Grammar	5	Make view (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and words order errors make comprehension quite difficult.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligent.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

3.6. To analyze the data of this research, the research used the formula of SPSS statistic 21 to calculate data based on the students responses that was related of the test.

Technique of data analysis, in this research the researcher applied the test analyze quantitatively. This quantitative analysis employed statically calculation to test the hypothesis. The researcher will employ some steps as follow:

3.6.1 Scoring the students correct answer of pre-test and post-test by using this

$$\text{formula: Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100^{22}$$

Formula:

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

Where:

\bar{X} : Mean score

$\sum x$: Total of raw score

n : Number of students.²³

3.6.2 Classifying the student's score in to the following criteria:

Table 3.3 Classification score

No.	Scale	Classifying
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	≤ 40	Very Poor

Source: *Dasar Dasar Evaluasi Pendidikan Edisi Revisi*

²²Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas Terbuka 2008). p. 325.

²³L.R Gay. *Educational Research. Competencies for Analysis and Application*. (Second Edition: Charles E. Meril Publishing Company. 1981), p.298.

3.6.3 Calculating the frequency and percentage of the students:

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

Where:

P = Percentage

F = Frequency

N = Total Number of Sample²⁴

3.6.4 Finding out the mean score of the student's pre-test and post-test using this formula:

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

Where:

\bar{X} = mean score

$\sum x$ = the sum of the all score

N = total number of sample²⁵

3.6.5 Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \quad \text{Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD = Standard deviation

$\sum x^2$ = The sum all square

N = the total number of students

$(\sum x)^2$ = The sum square of the sum of square²⁶

²⁴L.R. Gay, *Educational Research Competencies for Analysis and Application*, p.225.

²⁵L.R. Gay, *Educational Research Competencies for Analysis and Application*, p.298.

²⁶L.R. Gay, *Educational Research Competencies for Analysis and Application*, p.298.

3.6.6 Finding the significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{D^-}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

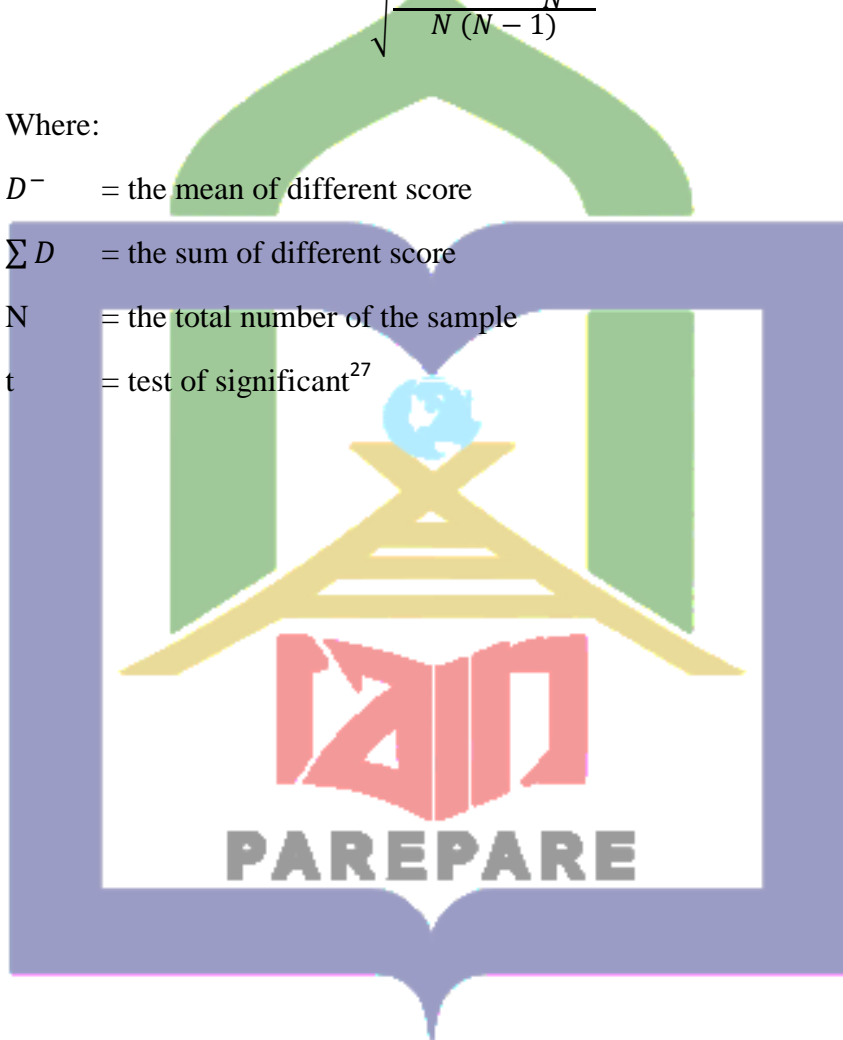
Where:

D^- = the mean of different score

$\sum D$ = the sum of different score

N = the total number of the sample

t = test of significant²⁷



²⁷L.R. Gay, *Educational Research Competencies for Analysis and Application*, p. 331.

CHAPTER IV

RESEARCH FINDINGS

This chapter deals with description of the research, data analysis and discussion. The result of data was presented in description of the research and further explanation in analysis data and discussion.

4.1 The Description of the Research

This chapter presents of the result of the research. The researcher obtained of two kinds of data; the scores of pre-test and the scores of post-test

4.1.1 The Scores of Pre-test

The data of pre-test scores can be seen in the table below

Table 4.1 The Students Pre-Test Score

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	3	2	3	3	11	55
2	2	3	3	2	10	50
3	3	3	1	3	10	50
4	1	2	2	3	8	40
5	2	3	3	2	10	50
6	3	3	2	2	10	50
7	3	2	3	4	12	60
8	2	3	3	3	11	55
9	3	3	3	3	12	60
10	3	3	3	4	13	65
11	2	2	3	3	10	50
12	2	2	2	3	9	45
13	3	2	2	3	10	50

14	3	3	2	2	10	50
15	3	3	3	2	11	55
16	2	2	3	4	11	55
17	2	2	3	2	9	45
18	2	2	3	3	10	50
19	3	2	3	2	10	50
20	3	3	2	3	11	55
21	3	3	2	2	10	50
Total Score						

Source: Result of Pre-test

From the result of the pre-test, 1 Student have score very poor or in interval <40, 17 student have score in interval between 41-55 and classified as poor, 3 student have score in interval 56-70 and classified as fair, none students have score in interval 71-85 and classified as good and none students who got very good score or interval 86-100. The score was classified into five levels as follow:

Table 4.2 The Frequency and Percentage of the Result Pre-Test

No	Classification	Score	Frequency	Percentage %
1	Very good	86-100	-	-
2	Good	71-85	-	-
3	Fair	56-70	3	14.28
4	Poor	41-55	17	80.96
5	Very poor	> 40	1	4.76
Total			21	100

Source: Result of Pre-test

The tables above describe that none students classified into very good at the pre-test, but most of the student's score classified into poor with rate frequency 17

(80.96%) of students, there was 3 (14.28%) classified fair, there was 1 (4.76%) classified very poor.

The pre-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following pre-test description:

Table 4.3 The Statistic Result of Pretest

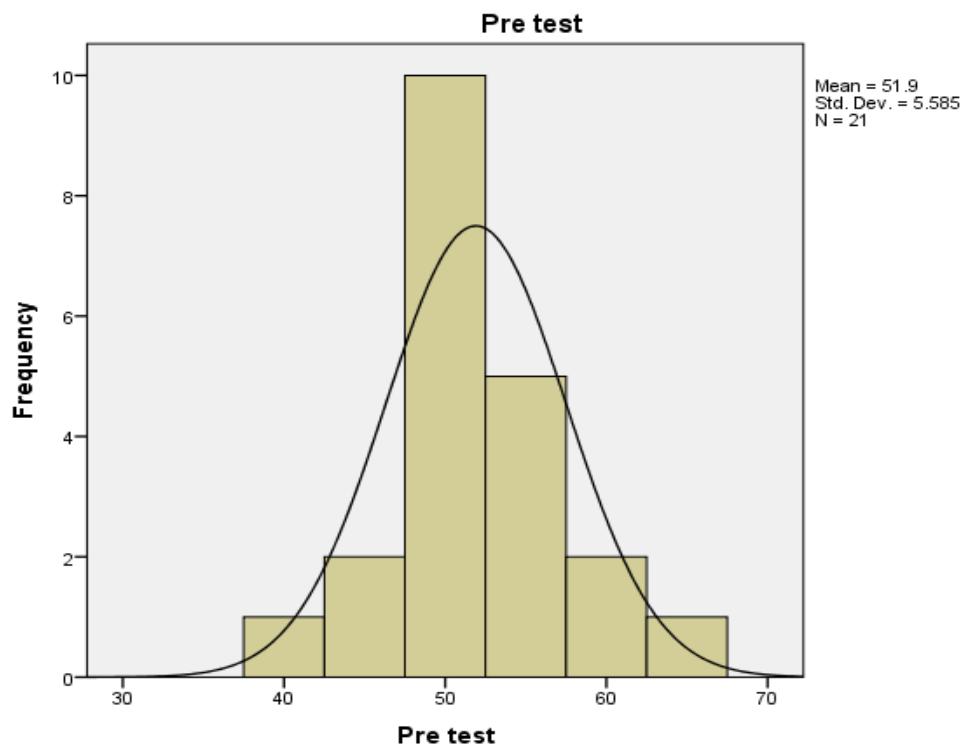
Statistics		
Pre Test		
N	Valid	21
	Missing	0
	Mean	51.90
	Median	50.00
	Mode	50
	Std. Deviation	5.585
	Variance	31.190
	Minimum	40
	Maximum	65

Source: Output SPSS 21 For Windows

Table above shown that the number of sample was 21 students' score could be described from table above that the students' maximum score was 65 and the minimum score was 40, the mean score 51.90, the median score 50.00 and the standard deviation score was 5.585

The significant pre-test scores can be seen in the histogram below:

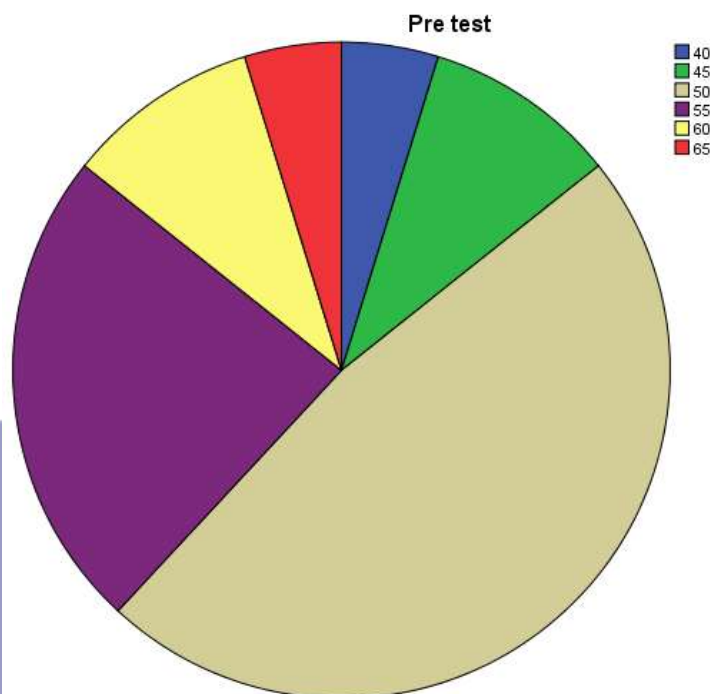
Chart 4.1 The Histogram of Pre-test Scores



Source: Output SPSS 21 For Windows

The histogram above showed of the pre-test score distribution and frequency of the students speaking mastery, the mean score of the pretest is 51.9, standard deviasi 5.585 from 21 sample, there is no students got very good score, 3 of students got fair, poor 17 students and 1 of students got very fair scores.

Chart 4.2 Pie Chart of Pre-test Scores



Source: Output SPSS 21 For Windows

The chart above showed of the pre-test score distribution and frequency of the students speaking mastery, there is no students got very good score, 3 (14.28%) of students got fair, poor 17 (80.95%) and 1 (4.76%) of students got very fair scores.

4.1.2 The Scores of Post-test

The data of post-test scores can be seen in the table below:

Table 4.5 the Students Post-test Score

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	4	4	3	3	14	70
2	5	4	5	5	19	95
3	3	4	3	4	14	70
4	4	4	4	5	17	85
5	5	5	5	3	18	90
6	4	3	3	4	14	70

7	4	3	3	5	15	75
8	5	4	4	4	17	85
9	4	4	3	4	15	75
10	3	4	4	4	15	75
11	4	4	4	5	17	85
12	3	4	4	4	15	75
13	3	3	4	4	14	70
14	3	4	5	5	17	85
15	4	5	3	5	17	85
16	3	4	4	4	15	75
17	4	4	2	4	14	70
18	3	3	3	5	14	70
19	4	5	5	5	19	95
20	4	3	4	3	14	70
21	5	4	3	5	17	85
Total Score						

Source: The Result of Post-test

From the result of the post-test, none, student have score very poor or in interval < 40 , none Student have score poor or in interval between 41-55, 7 student have score in interval between 56-70 and classified as fair, 11 students have score in interval 71-85 and classified as good and 3 students who got very good score or interval 86-100. The score was classified into five levels as follows:

4.6 The Frequency and Percentage of the Result Post-test

No	Classification	Score	Frequency	Percentage %
1	Very good	86-100	3	14.29
2	Good	71-85	11	52.38
3	Fair	56-70	7	33.33
4	Poor	41-55	-	-
5	Very poor	> 40	-	-
Total			21	100

Source: Result of Post-test

At the post test of students classified at very good score with rate frequency 3 (14.29%), 7 (33.33%) students classified fair, Good there were 11 (52.38%) students, none students classified at very poor score and none students classified poor.

The post-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following post-test description:

Table 4.7 The Statistic Result of Post-test

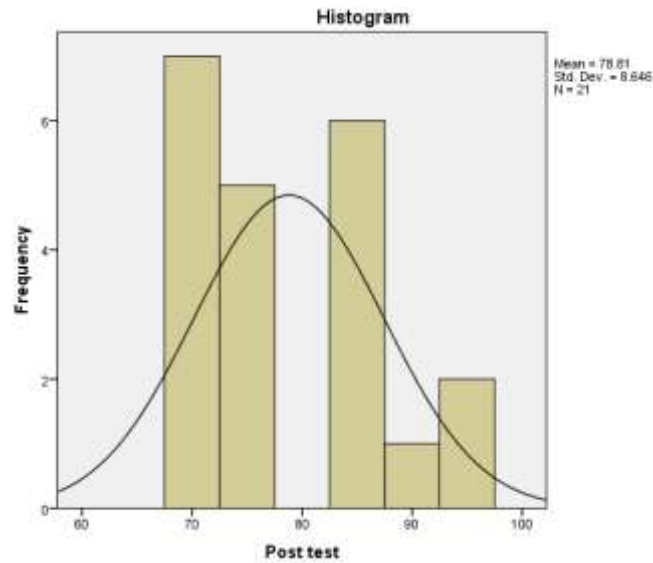
Statistics		
Post test		
N	Valid	21
	Missing	0
Mean		78.81
Median		75.00
Mode		70
Std. Deviation		8.646
Variance		74.762
Minimum		70
Maximum		95

Source: Output SPSS 21 For Windows

Table above shown that the number of sample was 21 students could be described from table above that the students' maximum score was 95 and the minimum score was 70, the mean score 78.81, the median score 75.00 and the standard deviation score was 8.646.

The significant pre-test scores can be seen in the histogram below:

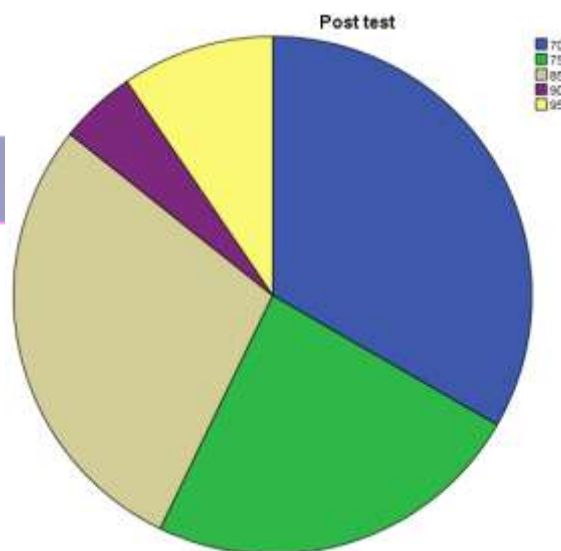
Chart 4.3 The Histogram of Post-test Scores



Source: Output SPSS 21 For Windows

The histogram above showed of the post-test score distribution and frequency of the students speaking mastery, the mean score of the posttest is 78.81, standar deviation is 8.646 from the 21 sample, there are 3 of students got very good score, 7 of students got fair scores and 11 students got good scores.

Chart 4.4 Pie Chart of Post-test Scores



Source: Output SPSS 21 For Windows

The chart above showed of the post-test score distribution and frequency of the students speaking mastery, there are 3 (14.29%) students got very good score, 7 (33.33%) of students got fair scores and 11 (52.38%) students got good scores.

4.2 The Analysis of the Data

Before the researcher analyzed the data the researcher prior to test data Normality.

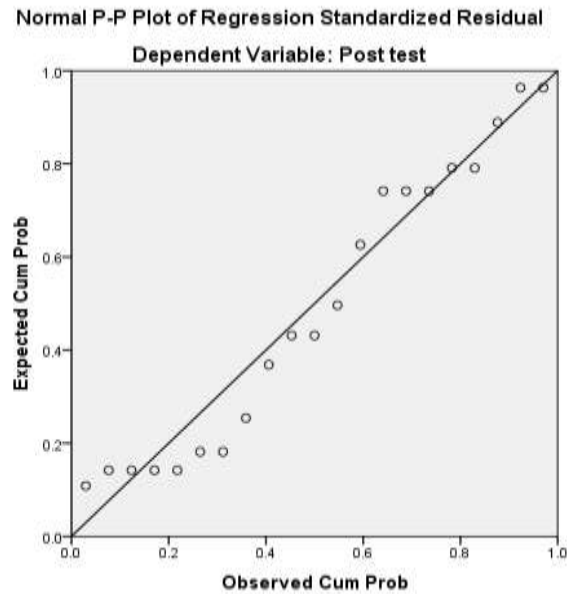
4.2.1 The Test of Normality Data

Normality test is used to determine the types of statistics that will be used in the study, if the data is normally distributed, the statistic used is a parametric statistic, and if the data distribution is not normal, then the statistic used is a non-parametric statistics.

Basis for a decision in the normality test: if the significance value greater than 0.05 the data normally distributed. Conversely, if the significance value less than 0.05 the data are not normally distributed.

To calculate the normality of the data can be performed with Kolmogorov-Smirnov with SPSS ver. 21 for windows are presented the table below:

Chart 4.5 Normal P-P Plot of Regression Standardized Residuals



Source: Output SPSS 21 For Windows

Table 4.9 Test of the Normality Data

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		21
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.49941062
	Absolute	.158
Most Extreme Differences	Positive	.158
	Negative	-.128
Kolmogorov-Smirnov Z		.724
Asymp. Sig. (2-tailed)		.672

a. Test distribution is Normal.

b. Calculated from data.

The table above shows N= 21, which means the number of samples was 21.

The statistical test of Kolmogorov-Smirnov Z is 0.724. The value is listed as Asymp.

Sig.2-Tailed, which in this case p-values 0.672. It means the data distribution normal because P value $0.672 > 0.05$

Before the researcher analyzed the data, the researcher has calculated the data into the statistic calculation. The researcher used T_{test} formula to find empirical evidence statically and to make the testing of the hypothesis. So this research will be easier.

Prior the calculation of T_{test} the researcher made the calculation table to gain mean and standard deviation from pre-test and post-test score.

4.2.2 The Mean Score and Standard Deviation of Students Pre-test and Post-test

The researcher calculating the mean score and standard deviation of the students pre-test and post-test by using SPSS version 21 for windows and are presented in the following table.

Table 4.10 Mean and Standard Deviation of the Pre-test and Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre test	21	40	65	51.90	5.585	31.190
Post test	21	70	95	78.81	8.646	74.762
Valid N (listwise)	21					

Source: Output SPSS 21 for windows

Based on the table above, it can be see that mean score of the students in post-test are significant because the result of post-test is better than the result of pre-test. The score of pre-test can be classified as poor classification and the score of

post-test is good classification. It is proved by the mean score of posttest 78.81 that is higher than the mean score of pretest 51.90. It means that the mean score of pre-test is low, and the mean score of post-test is high. It indicates that student's speaking mastery increase after the researcher gives short conversation to the students.

The table above also show that standard deviation of students on pre-test was 5.585 and standard deviation of the students on posttest was 8.646

4.2.3 The Comparison Between Students of Pre-test and Post-test Scores

Comparing of the students pre-test score and post test score enable us to see whether the treatment was successfully or not in increase students speaking mastery by using short conversation in treatment. The comparison of the gain score between pre-test and post-test can be illustrated as follows:

Table 4.11 The Worksheet of the Calculation Score of Pre-test and Post-test

No	X_1	X_2	X_1^2	X_2^2	D ($X_2 - X_1$)	$D^2 (X_2 - X_1)^2$
1.	55	70	3025	4900	15	225
2.	50	95	2500	9025	45	2025
3.	50	70	2500	4900	20	400
4.	40	85	1600	7225	45	2025
5.	50	90	2500	8100	40	1600
6.	50	70	2500	4900	20	400
7.	60	75	3600	5625	15	225
8.	55	85	3025	7225	30	900

9.	60	75	3600	5625	15	225
10.	65	75	4225	5625	10	100
11.	50	85	2500	7225	35	1225
12.	45	75	2025	5625	30	900
13.	50	70	2500	4900	20	400
14.	50	85	2500	7225	35	1225
15.	55	85	3025	7225	30	900
16.	55	75	3025	5625	20	400
17.	45	70	2025	4900	25	625
18.	50	70	2500	4900	20	400
19.	50	95	2500	9025	45	2025
20.	55	70	3025	4900	15	225
21.	50	85	2500	7225	35	1225
Total	1090	1655	57200	131925	565	17675

Source: The Analysis Data

Independent t-test is used to test the hypothesis. It is enabled as to know the null hypothesis is accepted or rejected. The finding assumed that pretest and posttest sample are normally distributed, the increasing the students speaking mastery by using short conversation are tested with the following hypothesis

The researcher formulated the null hypothesis (H_0) and the alternative hypothesis (H_a) as follow:

H_0 : Short conversation cannot increase student's speaking mastery at the first year of SMP Negeri 6 Parepare.

H_a : Short conversation could increase student's speaking mastery at the first year of SMP Negeri 6 Parepare

If the T_{value} is below 0.05 (5%), the null hypothesis is rejected and concluded; it means that given treatment is effective in which there is statically significant main effect of treatment on students achievement in speaking matery.

The independent t-test to the test the hypothesis it is enable as to know the null hypothesis is accepted or rejected. This test use SPSS 21 for windows as follows:

Table 4.12 Paired Sample Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test - Post test	26.905	11.122	2.427	31.967	21.842	11.086	20	.000

Source: Output SPSS 21 for windows

Related to the table above, it is found that SPSS statistic 21 output for one sample t-test = 11.086 and sig (2-tailed) = 0.000. This output proves that sig (2-tailed) = 0.00 < T_{value} = 0.05. From the explanation it can be inferred that there is significant difference between the students speaking mastery before and after given

treatment by use short conversation. It shows that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that short conversation increasing students speaking mastery at the first year of SMPN 6 Parepare.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

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

The short conversation is have a contribution to increase students speaking mastery. It can be provided by the research of data analysis showed that there are significant difference between the pre-test and post-test.

5.2 Suggestion

Dealing with the conclusion, the writer would like to suggest as follow:

5.2.1 To the teacher

5.2.1.1 Teacher should improve their way in teaching English, especially in teaching speaking skill in order to increase student's vocabulary.

5.2.1.2 Teacher should realize that there are many ways in teaching English to get the student's attention in the classroom, especially in teaching speaking.

5.2.1.3 The teacher should use various methods or techniques in teaching English especially teaching speaking and he might choose cloze technique to be used in teaching speaking skill as well as motivate them in learning.

5.2.1.4 The teacher should determine the right method based on their objectives and learning situation, because different learning objectives and different learning situation need different teaching method.

5.2.2 To the students

5.2.2.1 Students should be active in learning English not just depending on the materials given by teacher in the class.

5.2.2.2 Students should increase their speaking skill and be more serious in learning English by bringing their dictionary to the school to help and facilitate them in studying.

5.2.2.3 Students should practice English language every day in the class to improving their speaking.



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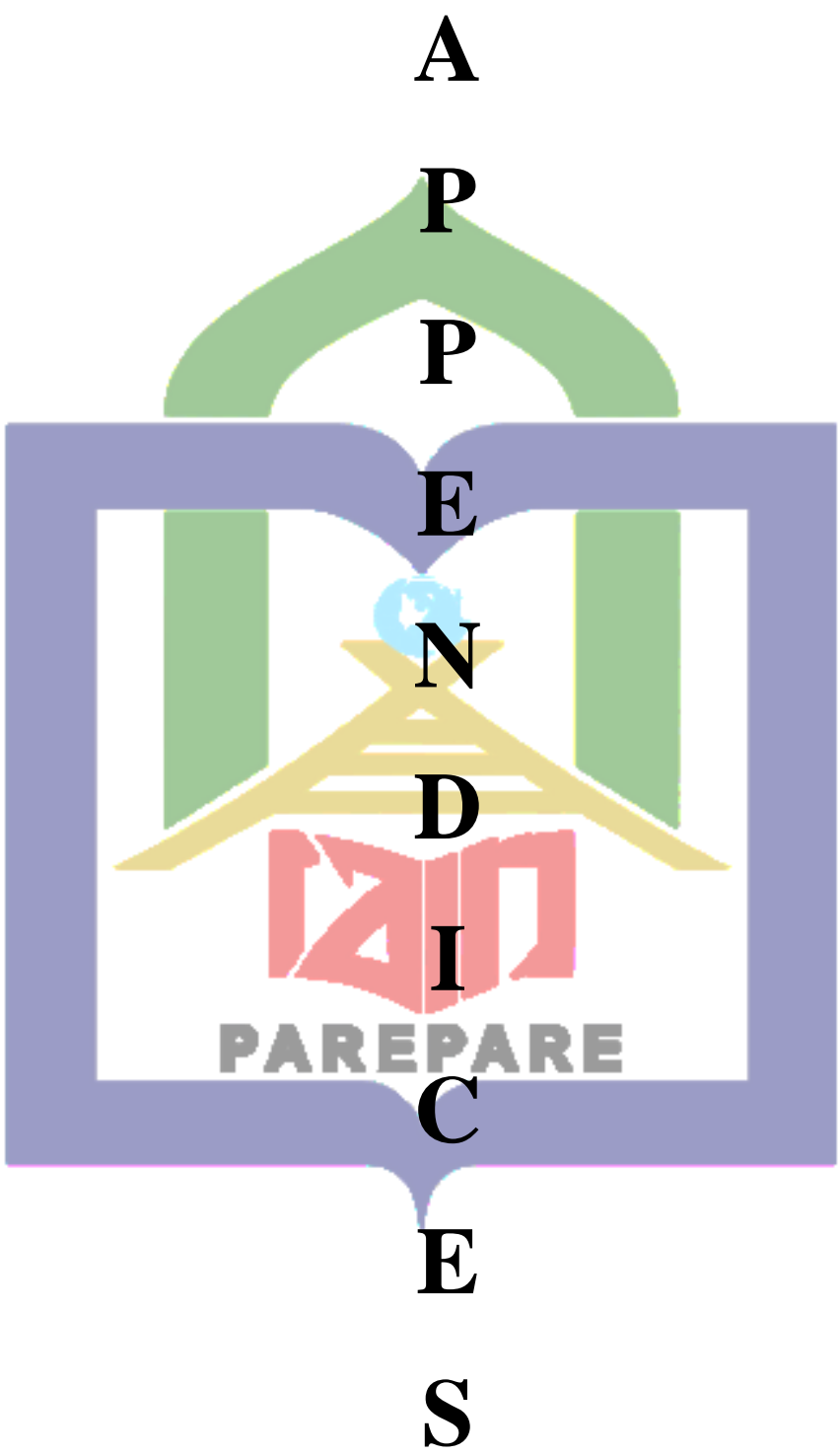
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INSTRUMENT OF PRE TEST AND POST TEST

SPEAKING TEST

Choose one of the topic of the dialogue below

1. Asking and giving opinion
2. Asking and giving something
3. Asking and giving help

ASKING AND GIVING OPINION

Lisa : do you think that English is difficult lesson?

Sifa : I don't think so. I don't think there is no difficult lesson.

Lisa : Excuse me?

Sifa : yes, I think if we learn seriously, there is no difficult. It's depend on our seriously.

Lisa : I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.

Sifa : according to me, it is because of you are lack of vocabularies. So, try to enrich your vocabulary then.

Lisa : Hhmm, I think so. Anyway, English in our class is scheduled at the last class right?

Sifa : yes, what do you think about it?

Lisa : it's good. There is no problem about it.

Sifa : I don't think so. I think if English is in the first class, it will be easier to do the lesson. I am hard to follow that schedule.

Lisa : but I think if we learn seriously, there is no hard in it. It's depend on our seriously.

Sifa : hahaha, are you kidding me? That's my words!

Lisa : I think so, hahaha.

ASKING AND GIVING HELP

Said : Hi, are you in your house?

Eddy : Yes, I am. What's going on?

Said : I have a little problem

Eddy : what is that?

Said : I have to do my mathematic homework. But, my book left in the class. so it makes me cannot see the questions that I have to answer.

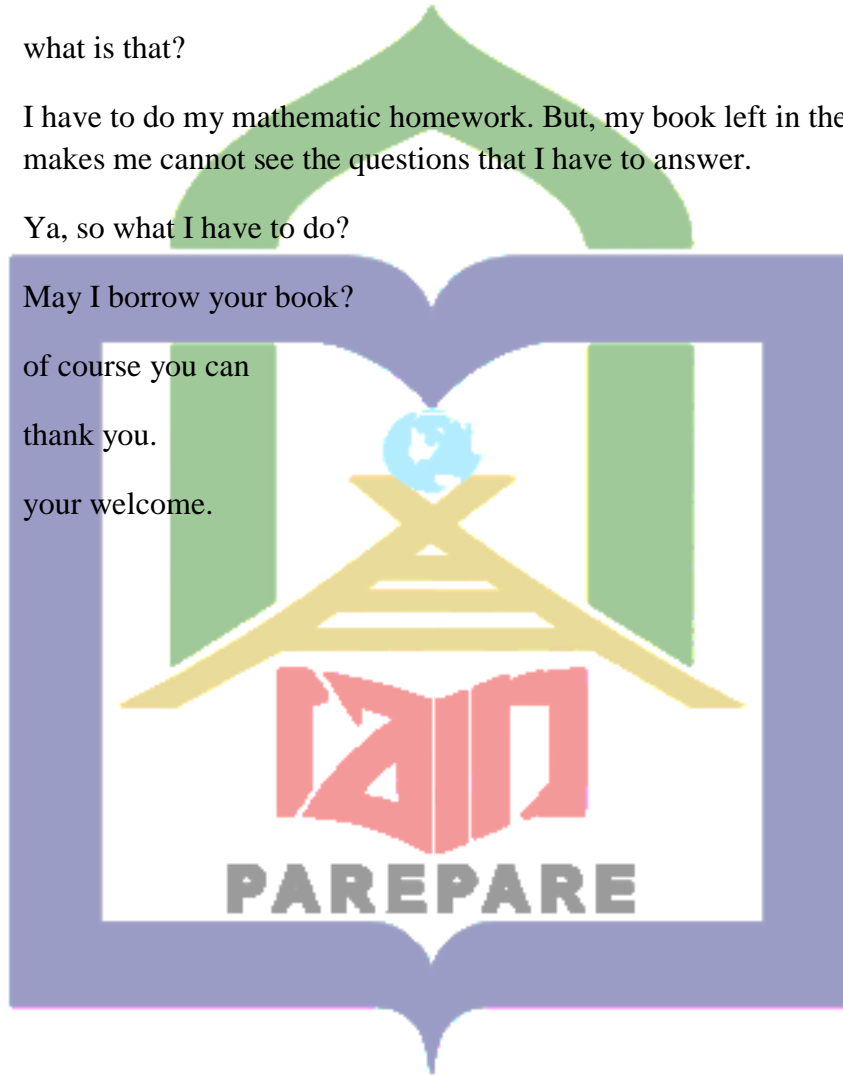
Eddy : Ya, so what I have to do?

Said : May I borrow your book?

Eddy : of course you can

Said : thank you.

Eddy : your welcome.





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Nomor : B-2161 /St.08/PP.00.9/11/2016
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : EKY ELJUM SUMARKINA
Tempat/Tgl. Lahir : PAREPARE, 28 Juni 1993
NIM : 12.1300.016
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : JL. SUMUR JODOH KEL. WATTANG SOREANG KEC. SOREANG KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"THE INFLUENCE OF SHORT CONVERSATION TO INCREASE SPEAKING MASTERY AT THE FIRST YEAR OF SMPN 6 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **November** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

10-November 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djusaidi



PEMERINTAH KOTA PAREPARE

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Parepare, 11 November 2016

K e p a d a

Yth. Kepala SMP Negeri 6 Kota Parepare

Nomor : 070/ 1000 /BKBP
Lampiran :
Perihal : Izin Penelitian.-

Di - Parepare

D A S A R

1. UU Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.
2. UU Nomor 8 Tahun 1995 Tentang Organisasi Kemasyarakatan.
3. Peraturan Daerah Kota Parepare Nomor 4 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Teknis Daerah.
4. Peraturan Walikota Parepare Nomor 21 Tahun 2011 Tentang Tugas Pokok, Fungsi dan Uraian Tugas Badan Kesatuan Bangsa dan Politik Kota Parepare.
5. Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare Nomor : B - 2161/Sti.19/PP.00.9/11/2016 Tanggal 10 November 2016. Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut diatas, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a : **EKY ELJUM SUMARKINA**
 Tempat/Tgl Lahir : Parepare, 28 Juni 1993
 Jenis Kelamin : Perempuan
 Pekerjaan : Mahasiswa
 A l a m a t : Jl. Sumur Jodoh, Kota Parepare

Bermaksud untuk melakukan Penelitian / Wawancara di Kota Parepare dengan judul :
" THE INFLUENCE OF SHORT CONVERSATION TO INCREASE SPEAKING MASTERY
AT THE FIRST YEAR OF SMPN 6 PAREPARE "

Selama : Tmt. 14 November s/d 14 Desember 2016
Pengikut / Peserta : Tidak Ada

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

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada instansi/Jawatan Badan yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah telahizinkan, semata-mata untuk kepentingan ilmiah.
3. Mentaati semua Per Undang-undangan yang berlaku dan mengindahkan Adst Istiadat setempat.
4. Menyerahkan 1 (satu) berkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare)
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperkunya.-



TEMBUSAN : Kepada Yth.

1. Gubernur Prov. Sul Sel Cq. Kepala BKB Sul Sel di Makassar
2. Walikota Parepare di Parepare
3. Kepala Dinas Pendidikan Kota Parepare di Parepare
4. Ketua STAIN Kota Parepare di Parepare
5. Sdr. EKY ELJUM SUMARKINA

6



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Nomor : 421.3/021/SMPN.06/II/2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Parepare menerangkan bahwa :

Nama : **EKY ELJUM SUMARKINA**
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Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa STAIN
Program Studi : Pendidikan Bahasa Inggris
NIM : 12.1300.016
Judul Penelitian : **"The Influence Of Short Conversation To Increase Speaking Mastery At The First Year Of SMP Negeri 6 Parepare"**.

Benar-benar telah melakukan Penelitian di SMP Negeri 6 Parepare selama 1 bulan (14 November s.d 14 Desember 2016).

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Parepare, 04 Februari 2017



cc.Arsip

DOCUMENTATION











PAKEPARE

CURRICULUM VITAE



EKY ELJUM SUMARKINA, the writer was born on June 28th, 1993 in Parepare, South Sulawesi. The writer is the single child. She started her elementary school at SDN 42 Parepare in 2001 and finished in 2006. In the same year, she continued her study to junior high school of SMPN 12 Parepare and finished in 2009. In the same year, she continued her study to senior high school of SMAN 3 Parepare and finished in 2012. She subscribed and accepted studying in S1 English Program of Tarbiyah and Adab Departement State Islamic Institute (IAIN) Parepare in 2012 and graduated 2018. The writer completed her study by submitted skripsi on title *“The Using of Short Conversation to Increase Speaking Mastery at the First Year of SMPN 6 Parepare ”*

**IAIN
PAREPARE**