SPEAKING ABILITY THROUGH ROLE-PLAY
BY DIALOGUE OF SECOND SEMESTER STUDENTS
AT ENGLISH EDUCATION DEPARTMENT
UNIVERSITY "45" MAKASSAR

SKRIPSI

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2014

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Submitted to the Faculty of Teacher Training and Education
in Partial Fulfillment of the Requirement for the Sarjana Degree

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June 3th, 2014

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PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul **"Speaking Ability Through Role-Play by Dialogue of Second Semester Students at English Education Department University "45" Makassar"**. Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya keilmuan saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,   Juni 2014
Yang membuat peryataan

Nur Putri Yanti

MOTTO and DEDICATION

A KEY TO SUCCESS IN LIFE,

IS NOT PUT OFF

WHAT MUST BE DONE AT THE TIME

and

A BEAUTIFUL WORKS

will not be created

BY THE PEOPLE WHO FEEL SAD

This Skripsi is dedicated to:

- My beloved parents and sisters;
- All of my big families
- And all of my friends that always help and pray for me to Allah SWT.

BY:

PUTRI_DATIES

ABSTRACT

Nur Putri Yanti., 2014. *"Speaking Ability Through Role-Play by Dialogue of Second Semester Students English Education Department at the University "45 "Makassar".* (supervised by: Dahlia D. Moelier and Nurhaerati)

This study aims to determine whether the role-play, especially using dialogue to improve their speaking ability is lacking and the writer wants to prove whether the scores of speaking taught by using role play better or not. The author also would like to know the process of role-play activities. The method used in this study is a Quasi-Experimental with two groups (experiment group and control group) pre-test and post-test. The population of this study is two-semester totaling 64 persons (28 and 36) and as many as 50 students selected as the study sample., The 25 students in the experiment group and 25 students in the control group. The selection of samples used in the study a total sampling technique.

The research data was obtained through the provision of pre-test and post-test using the instrument using materials Expression dialog. The pre-test was conducted to determine the ability of students to speak the English language, through a given topic, while the post-test is given after the treatment. In this treatment Expressions researchers explain about the material and ask students to dialogue in pairs in order to determine their speaking ability by using role-play.

The results of research and discussion in English Education researchers obtained Department University "45" Makassar is a change which is quite good in speaking English using role-play. In this issue, role-play is one of the teaching methods that contribute the speaking to the students of the second semester of English Education Department of the University "45" Makassar academic year 2013/2014.

Keyword: role-play, dialogue, speaking ability

ABSTRAK

Nur Putri Yanti., 2014. *"Kemampuan Berbicara Menggunakan Bermain Peran dalam Dialog pada Mahasiswa Semester Dua Jurusan Pendidikan Bahasa Inggris Universitas "45" Makassar".* (dibimbing oleh : Dahlia D. Moelier and Nurhaerati)

Penelitian ini bertujuan untuk mengetahui apakah bermai peran khususnya menggunakan dialog dapat meningkatkan kemampuan berbicara siswa yang kurang dan penulis ingin membuktikan apakah skor bicara yang diajarkan dengan menggunakan peran bermain lebih baik atau tidak. Penulis juga ingin mengetahui proses kegiatan bermain peran. Metode yang digunakan dalam penelitian ini adalah Quasi-Experimental dengan dua group (experiment group dan control group) pre-test dan post-test. Populasi penelitian ini adalah Mahasiswa semester dua yang berjumlah 64 orang (28 dan 36 orang) dan sebanyak 50 siswa dipilih sebagai sampel penelitian, yakni 25 mahasiswa di experiment group dan 25 mahasiswa di control group. Pemilihan sampel yang digunakan dalam penelitian yakni teknik total sampling.

Data penelitian ini diperoleh melalui pemberian pre-test dan post-test dengan menggunakan instrument yakni dialog dengan menggunakan materi ungkapan-ungkapan (expressions). Pre-test dilakukan untuk mengetahui kemampuan siswa dalam berbicara dengan menggunakan bahasa inggris, melalui topik yang diberikan, sedangkan post-test diberikan setelah treatment. Dalam treatment ini peneliti menjelaskan tentang materi Expressions dan meminta mahasiswa untuk berdialog secara berpasangan dengan tujuan untuk mengetahui kemampuan berbicara siswa dengan menggunakan bermain peran.

Hasil penelitian dan pembahasan yang didapatkan peneliti di jurusan Pendidikan Bahasa Inggris Universitas "45" Makassar yaitu adanya perubahan yang cukup baik dalam berbicara bahasa Inggris dengan menggunakan bermain peran. Dalam masalah ini, bermain peran merupakan salah satu metode yang berkontribusi dalam mengajarkan "speaking" kepada mahasiswa semester dua jurusan Pendidikan Bahasa Inggris Universitas "45" Makassar tahun akademik 2013/2014.

Kata kunci: bermain peran, dialog, kemampuan berbicara

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Alhamdulillahi rabbil 'alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta'ala for this blessing, love, opportunity, health, and mercy to complete this skripsi.

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In arranging this skripsi, there are a lot of people have provided motivation, advice, support, and even remark that had helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to all of them. First, the researcher's deepest appreciation goes to her beloved parents, Ir. Hj. Gawariah Arfah, M.M and Drs. H. Abdul Halim Daties, M.M for the endless love, pray, and support, who has become the researcher's inspiration to keep learning especially in academic level as their desired.

The researcher deepest thank to her first supervisor, Dra. Dahlia D.Moelier, M.Hum who has given advised and motivation and taught her about discipline. Then for her second advisor, Dra. Nurhaerati, who has helped her patiently finishing this skripsi by giving suggestion, guidance, and correction since the preliminary of manuscript until the completion of this skripsi.

The researcher presents her sincere appreciation to the Dean of FKIP University "45" Makassar, Prof. Dr. Muhammad Yunus, M.Pd and for Rampeng, S.Pd, M.Pd as the Head of English Education Department of FKIP University "45" Makassar and all the lecturers of English Education Department for their advice, motivation, and useful knowledge. Her thanks also goes to Andi Hamzah Fansury, S.Pd, M.Pd as the Speaking Class lecturer and students' second semester of 2012 English Education Department for their time that researcher used for doing the research, also for all staffs either in department or in faculty who have helped the researcher in managing all formal needs during this skripsi arrangement.

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Her thankfulness also goes to all her friends in English Department, there are May, Nurma, Anti, Mega, Cia, Ratna, Narti, Lina, Akhram and all friends of Class B 2010 who cannot be mentioned here one by one, particularly to her companions they are Kak Ikbal, Kak Riri, Aan, Angger, Eky, Riza, Hammad, Jhois, Mu'adz, Candra , Andin, Ciwang, Alif, Hans and Simson for cheerful days and togetherness, also to her comrades from BEM FKIP 2013/2014 and HIMAPBING 2013/2014 for their pray, motivation, and for being places to share. The last but not least,

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Finally, may Allah always bless us. Aamiin

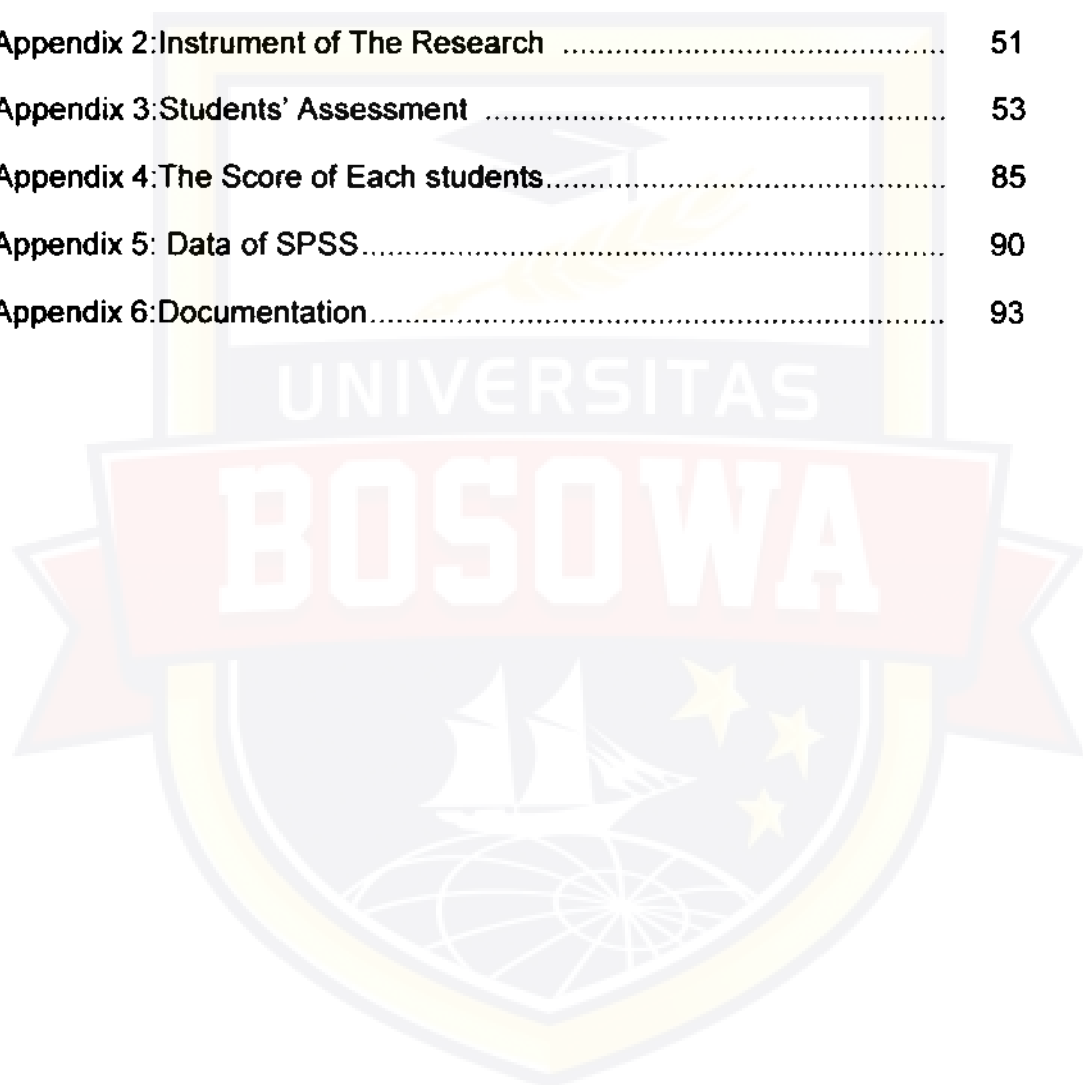Makassar,   June 2014

The researcher

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CHAPTER I

INTRODUCTION

This part deals with background, problem statements, objective of the research, significance of the research, and scope of the research.

A. Background

One of the language skills that have to be mastered by students in learning foreign language like English is Speaking. Many students find difficulties in Speaking English. Some factors are fear of making mistakes, fear of being laughed by their friends, and having less confidence of their own ability.

Our government realizes that English is important for the country's development, especially in the effort of human resource development, so it has been decided as one of the subjects to be given from Junior High school until University level. Because English is an international language, the skill of speaking are significant for everyone to be mastered, and in Indonesia English involves into education curriculum which every school runs, and as further explanation of English curriculum it can be found in Standard Competences and Basic Competence. Consequently, the government revealed the policy that includes English subject into national exam standard as some special subject such as *Bahasa Indonesia,* Science and Mathematics are included.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Teaching English speaking is a very important part of foreign language learning. The ability to communicate in a foreign language is clearly and efficiently has contribution to the learners' success in the next phase of their life. Therefore, it is essential for the language teacher to give more attention in teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes designed place.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

Role-play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

There were several reasons why the researcher was interested in investigating the improvement students" English speaking ability using role play. First, people who have learnt English for a long time in Indonesia, sometimes rather hesitate when they should speak with native speakers. Second, they are often embarrassed or shy to say anything when they do not understand what others speak.

For these reasons, the researcher is interested in analyzing the use of role play in teaching speaking for the students of the second semester in University "45" Makassar. Also wants to know the advantages and the problems encountered by learners and teachers in using it.

B. Problem Statement

The problems that analyzed in the research, as follow: Is role play really effective in developed students speaking skill at the second semester of English Education Department University "45" Makassar?

C. Objective Of The Research

The objectives of this study are the writer finds out that using role play in teaching speaking is quite effective. Therefore, the writer would like to prove whether the scores of speaking taught by using role play better or not. The writer also wants to know the process of role play activities.

D. Significance of The Research

This research is expected to be useful information for many people in learning process, such as:

1. For the teacher, this research expected to add information of teaching approach in the class and to encourage their teaching, especially for teaching speaking.

2. For the student, this research is expected to increase the students' achievement in learning English and make them interest to speak English.

3. For the researcher, this research is expected information or contribution to other research.

E. Scope of The Research

The findings of the research is expected to be significant for the students who are learning English because they are get high motivation in learning speaking using the Role-Play Technique and for the teachers this is one technique that can be used in teaching speaking.
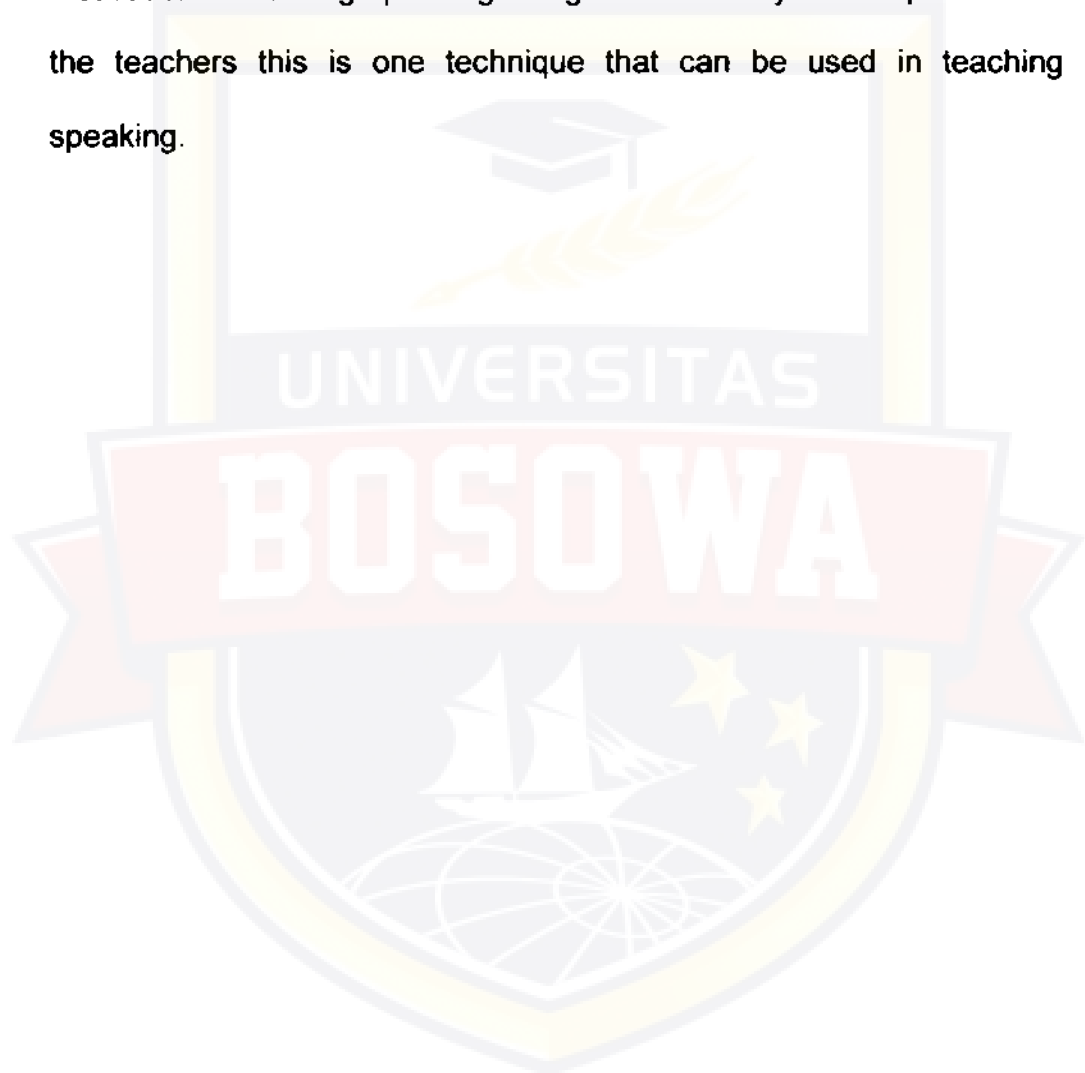
CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the role-play method, speaking ability, the nature of speaking, fluency of speaking, some ways to increase speaking skill, characteristic of a successful speaking, and conceptual framework.

A. Role-Play Method

A role-play game is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games.

According to Joice and Weil (2000), play a role (role-playing) is a teaching strategy that belongs to the group model of social learning (social models). This strategy emphasize the social nature of learning and perceive that cooperative behavior can stimulate students both socially and intellectually. Jill Hadfield (1986) said that the strategy of playing a role (role playing) is a movement game in which there is objective, rules and also involves an element of fun. In role playing students are conditioned on certain situations outside the classroom, even when it occurs in the classroom learning.

Playing a role is a teaching strategy that has some good advantages for both students and teachers.

So, based from the thought above, the researcher thinks that role-play is some kind of games which is actually related with social role and fun method for teaching and learning language.

B. Speaking Ability

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to known definition first. Many experts define speaking in different ways.

Speaking skill is tools of communication to other or speaking skill is way to bring a message from one person to other interacts. Communication will be not running well without speaking and it is essential way which the speakers can express themselves through the language, communication is collaborated venture in which the interlocutors negotiate meaning in order to achieve their communication end (Nunan 1999:47).

Tarigan (in Islamiyah, 2007: 14) states that speaking is one of the language skills in oral form to express the speakers' ideas to everybody else, while speaking is the informal interchange of thought and information by spoken words.

Another expert says that speaking is talk or speaks (Haryanto in Sunardi, 2004: 13). If both speaking and ability are combined, so it

means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1. Grammar

According to Michael Swan (2005:xix), grammar is the rules that show how words are combined arranged or changed to show certain kinds of meaning. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and

written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3. Pronunciation

Pronunciation is way in which a language or a particular word or sounds is spoken. Pronunciation is produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sound very and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot

of time searching for the language items needed to express the message (Brown. 1997: 4).

C. The Nature of Speaking

The nature of speaking is what speaker done. Means that the speaker is speak such as follow the speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk

Speaking is a kind of bridge for learners between classroom and the world outside (Hadfield, 1999:7). Speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people's daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of task and rating criteria. The more these concrete features of tests are geared towards the special features of speaking, the certain it is that the result will indicate what they purpose to indicate, namely the ability to speaker a language.

Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have. This type of speaking tends to be seen as something that individual do. It is legitimate, and for educational purposes useful, to see speaking in this way too, because

b. Long Turns

The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

c. Varied Situation, Emotion and Relationship

It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them. Conventional task-based discussions do not provide such opportunities; but, as the extract quoted here claims, role-play activities do-which is a cogent argument for including them in a language course.

2. Successful Speaking Activity

Students are successful in learning speaking when they can use the language in daily communication both in and out school. Ur (1996:120) has indicated some characteristics of a successful speaking activity:

a. Learner talk a lot

Teachers should give a lot of time to students to speak in the classroom. Let students speak as much as possible in the discussion. The more students talk, the more effective learning speaking is created.

b. Participation

Teacher should control everyone in the classroom. Do not let the talkative students has dominant contributions in the discussion. Each student has the same chance to speak in the classroom.

c. High motivation

Teacher should support students to have high motivation in learning. Having good or interesting topic may increase students' motivation to achieve a task objective.

d. Language is in acceptable level

Teacher should know what to be taught to their students, meaning that the lesson should be acceptable. Student can express themselves to use the language in communication to each other.

3. The Problem with Speaking Activities

The advantage of speaking is that students can use the language well. However, in the learning process, some problems were found. Ur (1996:121) explains the problem with speaking activities. These problems are described as follows:

a. Inhibition

Learning speaking is not much different from learning writing and reading. Speaking needs some level of real-time exposure to an audience. Learners are often inhibited of making

mistakes; a foreign language is a strange lesson for them, they are afraid of making mistakes and fear of criticism.

b. Nothing to say

In learning foreign language, learners usually do not have any idea in their mind because they do not think in English but in their own language. It happened because they fell that they should speak the language, which is strange for them.

c. Low participation

It happens because one student / participant only has a limited time to speak. Some students are dominant, while others speak very little or cannot express their idea optimally in the discussion.

d. Mother-tongue use

When learners are discussing some problems usually, they share with others by using their mother tongue, not the target language. It is because they feel unnatural to speak in foreign language.

D. Fluency of Speaking

Fluency (also called volubility and loquaciousness) is the property of a person or of a system that delivers information quickly and with expertise.

Fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. "Fluency disorders" is used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. Fluency disorders are most often complex in nature and they tend to occur more often in boys than in girls.

1. Language fluency

Language fluency is used informally to denote broadly a high level of language proficiency, most typically foreign language or another learned language, and more narrowly to denote fluid language use, as opposed to slow, halting use. In this narrow sense, fluency is necessary but not sufficient for language proficiency: fluent language users (particularly uneducated native speakers) may have narrow vocabularies, limited discourse strategies, and inaccurate word use. They may be illiterate, as well. Native language speakers are often incorrectly referred to as fluent.

Fluency in English is basically one's ability to be understood by both native and nonnative listeners. A higher level would be bilingual, which indicates one is native in two languages, either having learned them simultaneously or one after the other.

2. Some suggestion to gain speaking fluently

a. Don't allow students to speak their native language in class. Students won't become fluent in another language when they know they can slip back into their own language.

b. Sounds obvious minimize your TTT (Teacher Talking Time) and maximize STT (Student Talking Time) and schedule plenty of time for fluency activities.

c. When you teach new grammar and vocab - allow students lots of freer practice with the language.

d. Make materials relevant. Students are more likely to chat if the topic is relevant and interesting to them.

e. Fluency isn't only about conversation. Also use skills and task-based activities, such as problem solving.

f. Teach languages which allow students to scaffold their conversation- Discourse markers, sequencers etc.

g. Help students build their confidence. Give them loads of praise, don't interrupt them with needless correction and cold error correct at the end of the exercise.

h. Set up Fluency activities for success. Nothing will undermine a student's confidence more than being asked to use language they are not confident with or complete an activity they don't understand how to do.

E. Some Ways to Increase Speaking Ability

1. Speed Up, Slow Down

   Varying your speed! You can slow down just before you reach the climax of your speech to add to the suspense. Or you can speed up to add drama and excitement to your story. Either way, you may add interest to your speech.

2. Vary your Tone

   Same goes to your tone. You may use a high-pitched tone when describing a lady (or how your lady-boss howls at you at work) or a deep raspy one (like how Count Dracula might use to seduce his next victim).

   Emulate a firm one for authority or a looser and relaxed on to generate that playful mood.

3. Vary your Volume

   Increase your VOLUME to EMPHASIZE certain KEY words. Decrease it every now and then to make the audience strain to hear what you have to say.

   Varying between the two can help you capture their attention whilst adding interest to the story you're telling.

4. Pausing for Emphasis

   This concept is pretty similar to varying your volume – somewhat. Have you noticed that the audiences become

particularly sensitive to their surroundings when silence is introduced suddenly in a room?

Wouldn't you look up to check what's going on the room when the speaker cuts off halfway in silence?

Make full use of this heightened sensitivity to drive home a key word or idea. The words or phrase following this silence should be as short as possible, preferably between 1 – 3 words, to avoid dampening the effect.

5. Smile!

Smiling (whenever necessary and appropriate) helps take fear away from your mind. Research has proven that a person's state of mind may be affected by his physiology.

When you appear happy, confident and positive, your mind forgets about fear and you're left to enjoy your presentation.

Smile and the whole world smiles with you!

6. Animate

Animate your message! In moderation, of course. Gesticulate while trying to make point. Use your fingers to number your points "Firstly, Secondly, Thirdly, etc".

Also realized how powerful facial expressions can be where it comes to animating your messages. Raise your eyebrows to depict surprise or shock. Or squint your eyes to depict skepticism.

There're a thousand and one ways you can make use of your facial expressions to animate your message. Play around with your expressions and discover what your face can do by practicing in front of the mirror!

7. Relax

Most of us are usually able to relate and speak to our family and friends without much difficulty.

Our minds perform best when they're relaxed and free. Like our muscles, our tensing up can only lead to cramps, and it wouldn't be nice to have a mental 'cramp' while your speaking!

Relax by taking deep breaths and focus on having fun!

8. Practice, Practice, PRACTICE!

Now if you're still reading this, you may wonder – How may I relax and have fun if I've never done "this" before?!

"This", of course, refers to speaking in public for the first time, or speaking frequently in public.

Well, to be completely honest, didn't enjoy the process of speaking when first started too. IT WAS HORRIFYING!

But what really enjoyed was the end product of speaking. Enjoyed knowing that had taken a step that many others feared taking. And enjoy having the knowledge that a better person as a result of my act(s) of courage.

Now, continually seek every opportunity to practice. Every act of courage take propels me toward becoming a better speaker and person.

And derive delight after each practice session!

9. Review

So is this a case of "Practice makes perfect"? – NO! It's useless if you keep repeating the same mistake over and over again whilst hoping for a different a result!

Understand that there's no perfect speech. Regardless of how good you are as a speaker, or how well delivered a speech was, there ALWAYS be room for improvement.

Seek to improve yourself continuously. Review each speech session and see which areas you might need or want to pay greater attention to.

If required, record yourself and play it back for reviewing later.

Seek advice and feedback from your audience (where appropriate) to highlight blind spots.

F. Characteristic of A Successful Speaking

Characteristics of a successful speaking are characterized by more active people who are given the material of the presenters. Characteristics of a successful speaking activity are:

1. Learners talk a lot: most of the time allotted for the activity is occupied by learner talk not by teacher talk or pause.

2. Participation is even: Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are 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 achieve a task objective.

4. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensive to each other, and of an acceptable level of language accuracy.

G. Conceptual Framework

On the study of this class action is a framework of thinking in this study is the use of role play method that is expected to improve understanding and enhance children's learning outcomes. Schematically, the research can be seen in the following figure:

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┌─────────────────────────────────┐
│         SPEAKING ABILITY         │
└─────────────────────────────────┘
                 ⇩
┌─────────────────────────────────┐
│        DIALOGUE (ROLE-PLAY)      │
└─────────────────────────────────┘
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┌─────────────────────────────────┐
│       ANALYSIS OF SPEAKING       │
└─────────────────────────────────┘
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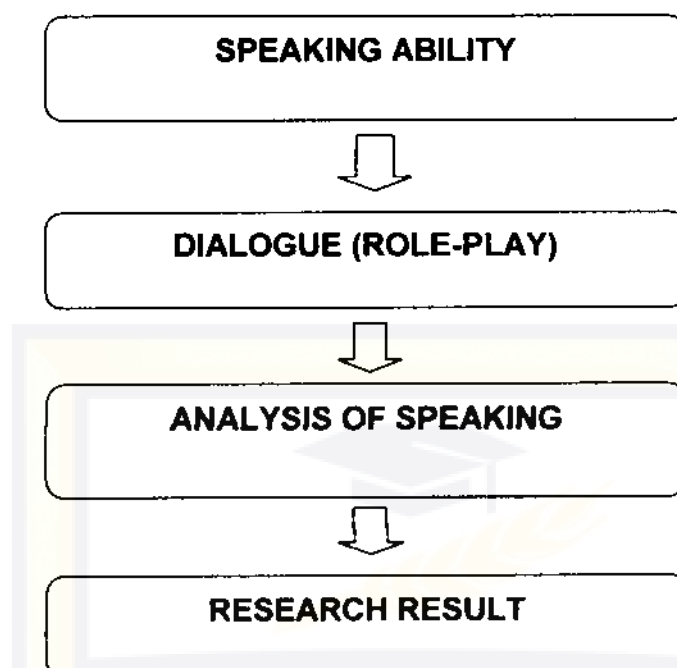
The diagram above describe about how role-play method in use in learning and teaching process. In this part, the researcher used the method because there are many problems of the students, especially in English subject. The researcher used role-play method in class by using expression in the dialogue or conversation and it can make the students interest to speak up. It is to be expectable as the result of speaking fluency.

H. HYPOTESIS

Null hypothesis (H_0): the use of role-play cannot significantly improve the students' speaking ability and alternative hypothesis (H_1): the use of role-play can significantly improve the students' speaking ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was quasi-experiment design, which uses Pre-Test, Treatment, and Post-Test. Each test took 100 minutes and consisted of four times meeting. First meeting was for pre-test, second and third meeting were for treatment, and fourth meeting was for post-test.

B. Research Variables

Variable is an attribute, value / properties and individual objects / activities which have many specific variations between one and the other which has been determined by researchers to study and look for the information and conclusions drawn. If there are no variables in the study, no one can be obtained and conclusions drawn. The research used the variables, they were:

1. Independent Variable

The independent variable was the Role-Play method. It was a methode used when teaching the material.

2. Dependent Variable

The dependent variable of the research consisted of the students' ability.

C. Population and Sample

1. Population

The population of this research was the second semester of English Education Department in University "45" Makassar in academic year of 2013/2014. The number of population were 64 students, devided into two classes namely IIA and IIB.

2. Sample

Sample is part or representative of population. Sampling is the only way that is selected (it is impossible to learn the entire population). Because most of the students didn't come when the research was running, so the researcher took 25 students each classes and namely as experiment group (IIA), and control group (IIB).

D. Research Instrument

The researcher used speaking test to asses and examined the students' speaking ability. The test was given in pre-test and post-test. The pre-test was given to know the students' prior ability before treatment by dialogue. The post test would be given to found

out the improvement of students' ability in speaking after given treatment.

E. Procedure of Data Collection

The procedure of data collection from experiment group and control group were arranged as follows:

1. Pre-test

   Before the treatment, the students was been given the pre-test to know their achievement in speaking. The researcher asked the students to speak about themselves so it's easy to see how they speak or telling something.

2. Treatment

   The treatment consisted of two meetings. The researcher gave the material about expression and each meeting, researcher gave the different expressions.

   In the treatment, the researcher started explained to the students the way to speak well, such as follows:

   a. The researcher explained the material about expression in a dialogue.

   b. The researcher explained material about the expressions.

   c. Asked the students began their dialogue of the expression.

   d. Asked the students to played role in front of the class by the dialogue that they have been made.

3. Post-test

After gave the treatment, the researcher gave the post-test to find out the students speaking achievement. It used the same thing just like the pre-test.

F. Techniques of Data Analysis

To analyze the data, the researcher used the steps as follows:

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serous phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

Average	3	Pronunciation is influenced by the mother-tongue but only a few serous phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course

(Heaton: 1991)

2. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search for words. Nevertheless, smooth

		delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton: 1991)

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or classification required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interactions by listener for the sake of classification are necessary.
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by

		someone who is used to listening to the speaker.
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton: 1991)

To calculated the main score, to know the significant different between the score of pre-test and post-test, the researcher uses the SPSS program.

Then the obtained scores were analyzed by using some steps as follows:

1. Converting the scores

   To convert the scores, the researcher used the following formula:

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$

2. Classifying the scores

To classify the score of the students, the researcher used six levels as follows:

The Scoring Classification of the Students' Speaking Performance

Score		Classification
81 – 100	A	Very good
66 – 80	B	Good
56– 65	C	Average
41–55	D	Poor
≤ - 40	E	Very Poor

(Adapted from the students' report in PIA in Hamsar 2013)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

A. Findings

This section deals with the presentation and the elaboration of data about pre-test and post-test, and the students' improvement in learning speaking before and after employing treatments. In addition, mean score of pre-test, post-test, and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the speaking test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

1. Scoring classification of the students' pretest for experiment and control group.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into four levels adapted from the students' report in PIA in Hamsar 2013.

The following table is the students' pre-test score and percentage of experimental and control group.

Table 4.1 The Percentage of Students' Pre-test Score

Classification	Score	Experiment Group		Control Group	
		Frequency	%	Frequency	%
Very Good	81-100	4	28%	0	0
Good	61-80	6	42%	7	28%
Average	41-60	11	44%	16	64%
Poor	≤ - 40	4	28%	2	8%
Total		25	100%	25	100%

Data source: IIA & IIB English Education Department

Based on the table above, there is the percentage of the pre-test score in experiment group and control group. The percentage of pre-test score in experiment group was average. There are 4 students (28%) out of the students got very good classification, 6 students (42%) got good, 11 students (44%) out of students got average, and 4 students (24%) got poor. The percentage of pre-test score in control group was average. There is no one of the students got very good classification, 7 students (28%) got good, 16 students (64%) out of the students got average, and 2 students (8%) got poor.

Based on the explanation of both groups, the pre-test of experiment group had some students that got very good classification. It means that they've got the good basic of speaking.

2. The mean score and standard deviation of students' pre-test for experimental and control group.

Before the treatments were performed, both experimental and control group were given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether both experimental group and control group were at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 4.2 The Mean Score and Standard Deviation of Students' Pre-test

Group	Mean Score	Standard Deviation
Experiment	58.00	17.706
Control	52.56	9.125

Data source: IIA & IIB English Education Department

At table 4.2 clarified that before the treatment applied, the mean score was 58.00 and the standard deviation was 17.706 in the experiment group. While the control group was 52.56 for mean score and 9.152 for standard deviation.

3. Scoring classification of the students' post-test for experimental and control group.

The scores of students' vocabulary achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' post-test of both groups.

Table 4.3 The Percentage of Students' Post-test Score

Classification	Score	Experimental Group		Control Group	
		Frequency	%	Frequency	%
Very Good	81-100	16	64%	3	12%
Good	61-80	7	28%	21	84%
Average	41-60	2	8%	1	4%
Poor	≤ - 40	0	0	0	0
Total		25	100%	25	100%

Data source: IIA & IIB English Education Department

Table 4.3 showed the percentage of post-test score of experiment group and control group. The percentage of experiment group was very good because there were 16 students (64%) got very good classification. 7 students (28%) got good, 2 students (8%) got average, and there was no one of the student got poor classification. The percentage of control group was good. Only 3

students (12%) got very good classification, 21 students (84%) got good, 1 student (4%) got average, and there was no one of the student got poor classification.

4. The mean score and standard deviation of students' post-test for experimental and control group.

The result of the post-test employed to the control and experimental group was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of both groups.

Table 4.4 The Mean Score and Standard Deviation of Students' Post-test

Group	Mean Score	Standard Deviation
Experiment	81.24	14.959
Control	73.56	7.725

Data source: IIA & IIB English Education Department

Table 4.4 showed that the speaking ability of the students after the treatment applied and got the mean score 81.24 and standard deviation 14.959 in the experiment group. Control group got the mean score 73.56 and standard deviation was 7.725.

5. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest yielded by the control and the

experimental group. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = N-1, 25-1 = 24, the number of students of both groups (each 25). The following table illustrates the t-test value result.

Table 4.5 The Paired t-test Value of Students' Achievement on Control and Experimental Group

Variables	t-count	t-table	Probability Value	α	Remarks
Pre-test of control and experimental group	1.367	2.063	0,184	0,05	Not significant
Post-test of control and experimental group	2.629	2.063	0,015	0,05	Not significant

Data source: IIA & IIB English Education Department

The result of analyze the t-test, the pre-test of both groups (experiment and control) the researcher found the t-count was lower than t-table (1.367 < 2.063). The p-value, 0,184 > α = 0.05. So based on the result, it shows that the both of group was not

significant. Then, in the post-test of both groups (experiment and control), t-count is high than t-table (2.629 > 2.063) and also p-value is higher than α (0.015 > 0.05). It means that the remark of the post-test is not significant.

B. Discussion

From the findings above, the researcher found the mean score that in the experiment group before got the treatment 58.00 was able to rise 81.24 after got the treatment. It means that there was developed of speaking ability in the experiment group. Also in the control group, the researcher calculated the mean score at the pre-test (52.56) was able to rise at the post-test (73.56). So, there was developed of speaking even thought without applied the treatment. So based from the data above, it's indicated that role-play gave some contribution in students' speaking ability.

Based on the result of t-test the students' achievement of pre-test, it acquired that t_{count} was lower than t_{table} (1.367 < 2.063) and p-value was high than α (0,184 > 0.05). It means that the H_0 accepted. While the post-test, t_{count} was higher than t_{table} (2.629 > 2.063) and p-value is also higher than α (0.015 > 0.05) which is mean that H_1 denied. It because of the students' had good basic speaking before the treatment applied.

So, based on the discussion of the findings above, the researcher found that speaking by role-play gave some contribution to develop the students' second semester of English Education Department in University "45" Makassar. It because role-play can help the students to speak better in everywhere by concerned the things around like Jill Hadfield (1986) said that the strategy of playing a role (role playing) is a movement game (an action of the body that is conducted in accordance with the given role) in which there is objective, rules and also involves an element of fun. In role playing students are conditioned on certain situations outside the classroom, even when it occurs in the classroom learning (page 6).
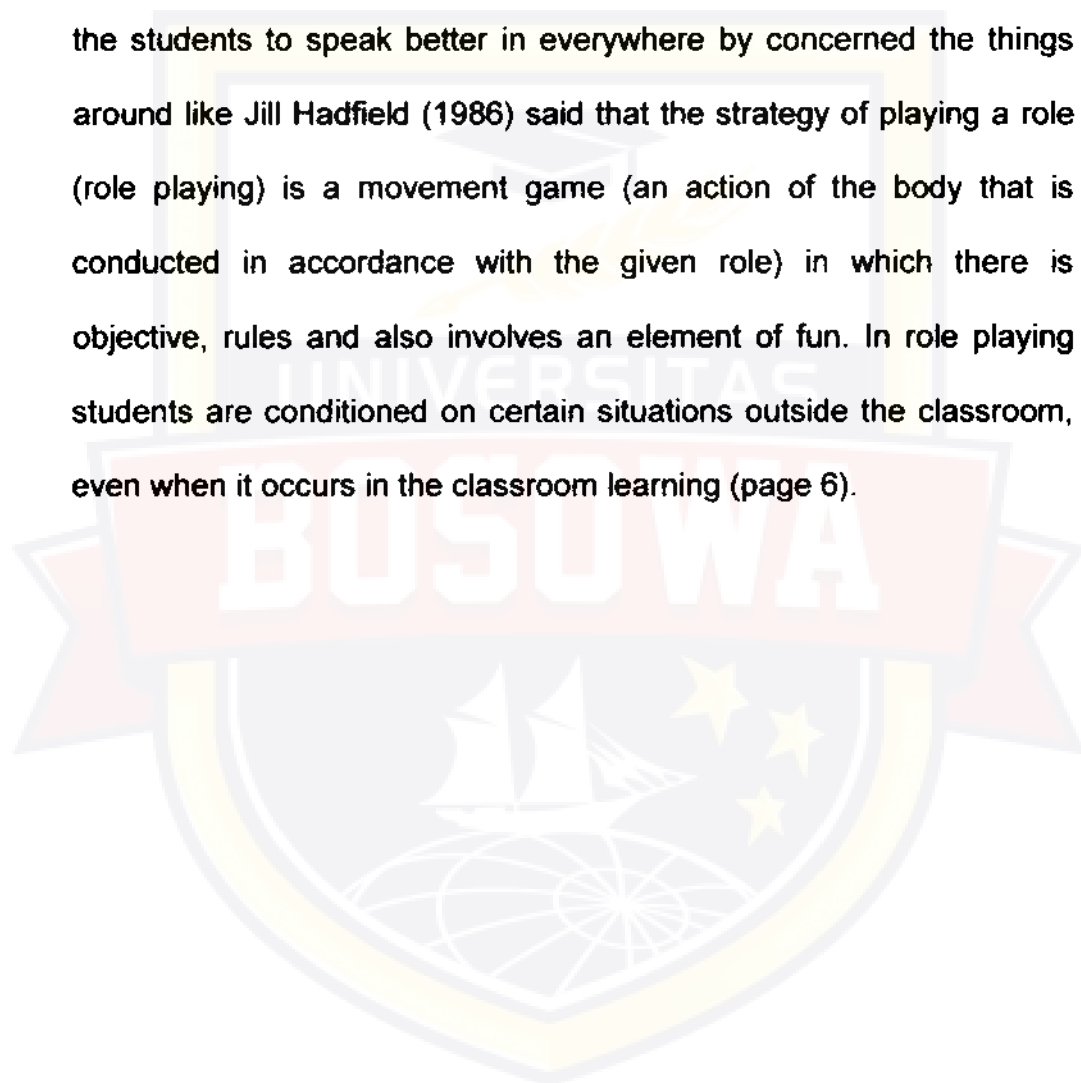
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Role-play as one of the method to teaching speaking English. From the data analyze of the students' in experiment group and control group, the researcher got conclusion;

1. The score of the experiment group is higher than control group.

2. Role-play gave the contribution for the students' speaking to be better.

3. Role-play makes students' to have motivation to speak well.

4. Role-play makes students' confident to speak with other people.

5. The mother-tongue is still becoming the problem of students' pronunciation and difficult to understand.

6. The lack of vocabulary makes some students' in experiment group and control group can't speak fluently.

7. H_0 is accepted and H_1 is denied.

B. Suggestion

In this point, researcher presented suggestion for the English lecturer that;

1. Always give motivations for the students' to becoming a good speaker.

2. Use simple word to understand in teaching of speaking.

3. Give an assignment for the students' to improve their vocabulary.

4. Give other method in speaking class to improve students' speaking ability.

The researcher is also suggests the students' to keep practicing the pronunciation so the students can speak like a native and improve the vocabulary. The researcher also hopes for the other researcher will continue this research use other material by using role-play. So, the students more usual in using role-play in speaking English.
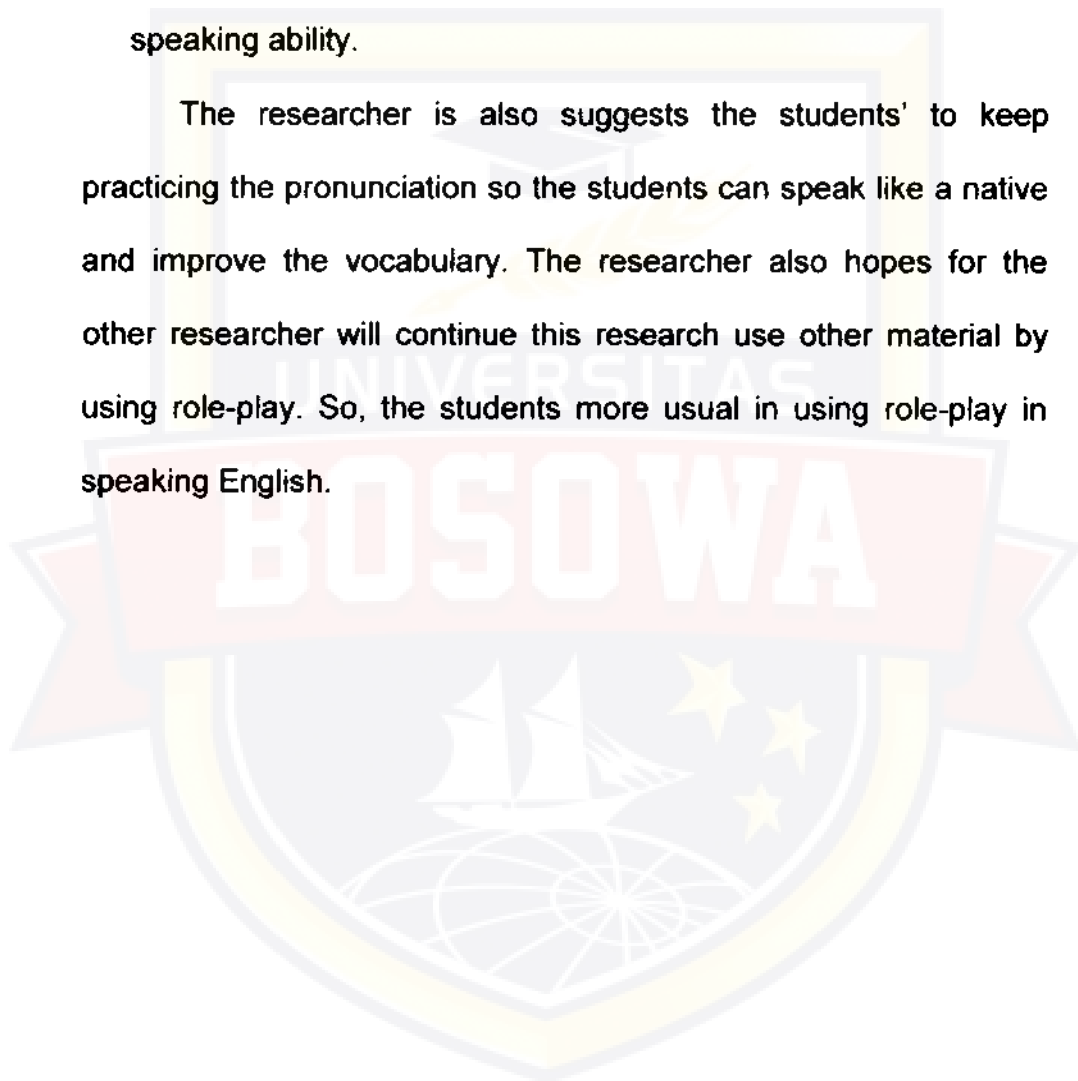
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APPENDICES

Appendix 1: Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Fakultas	: FKIP
Program Studi	: Pend. Bahasa Inggris
Mata Kuliah	: Speaking I
Kode Mata Kuliah	: 207PE2
Bobot	: 2 SKS
Semester	: II (Dua)
Pertemuan ke--/Waktu	: VI (Enam)/100 Menit
Standar Kompetensi	: Mahasiswa diharapkan mampu mempraktekkan percakapan sehari-hari baik secara formal dan informal berdasarkan beberapa topic dan kegiatan dalam kompetensi dasar berkomunikasi
Kompetensi Dasar	: *Asking & giving opinion*
Indikator	: 1. Siswa dapat memahami dan menggunakan ungkapan *Asking & giving opinion*

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber Belajar	Alokasi Waktu
1	Pendahuluan	• Masuk ke dalam ruang • Menguacapkan salam • Mengecek daftar hadir				5 Menit
2	Penyajian	• Memulai perkuliahan dengan menjelaskan materi hari ini	Ceramah, diskusi, role play	LCD proyektor	Function in English-oxford 1982	85 Menit

		• Menjelaskan tujuan pembejaran				
		• Menjelaskan materi tentang ungkapan *Avoiding giving an opinion and Trying to change someone's opinion*				
		• Mengecek pemahaman siswa terhadap materi				
		• Memberikan contoh penggunaan ungkapan *Avoiding giving an opinion and Trying to change someone's opinion*				
		• Memberikan latihan dalam bentuk dialog singkat kemudian mempraktek kannya di depan kelas				
		• Mengecek				

3	Penutup	waktu perkuliahan				10 Menit
		• Memberikan pekerjaan rumah				
		• Mengakhiri seluruh kegiatan				
		• Memberikan beberapa pengumuma n				
		• Menutup perkuliahan				

Makassar, 21 Maret 2014

Peneliti,

<u>Nur Putri Yanti</u>
Stambuk: 4510 101 083

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Fakultas : FKIP
Program Studi : Pend. Bahasa Inggris
Mata Kuliah : Speaking I
Kode Mata Kuliah : 207PE2
Bobot : 2 SKS
Semester : II (Dua)
Pertemuan ke--/Waktu : VII (Tujuh)/100 Menit
Standar Kompetensi : Mahasiswa diharapkan mampu

mempraktekkan percakapan sehari-hari baik

secara formal dan informal berdasarkan

beberapa topic dan kegiatan dalam

kompetensi dasar berkomunikasi

Kompetensi Dasar : *Expressing to do something*
Indikator : 1. Siswa dapat memahami dan menggunakan
ungkapan *Expressing to do something*

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber Belajar	Alokasi Waktu
1	Pendahuluan	• Masuk ke dalam ruang				5 Menit
		• Menguacapkan salam				
		• Mengecek daftar hadir				
2	Penyajian	• Memulai perkuliahan dengan menjelaskan materi hari ini	Ceramah , diskusi, role play	LCD proyektor	Function in English-oxford 1982	85 Menit
		• Menjelaskan tujuan pembejaran				
		• Menjelaskan				

		materi tentang ungkapan *Telling someone to do something, Telling someone how to do something and Advising someone to do something*				
		• Mengecek pemahaman siswa terhadap materi				
		• Memberikan contoh penggunaan ungkapan *Telling someone to do something, Telling someone how to do something and Advising someone to do something*				
		• Memberikan latihan dalam bentuk dialog singkat kemudian mempraktekkannya di depan kelas				
3	Penutup	• Mengecek waktu perkuliahan				10 Menit
		• Memberikan pekerjaan				

		rumah				
		• Mengakhiri seluruh kegiatan				
		• Memberikan beberapa pengumuman				
		• Menutup perkuliahan				

Makassar, 28 Maret 2014

Peneliti

Nur Putri Yanti
Stambuk: 4510 101 083
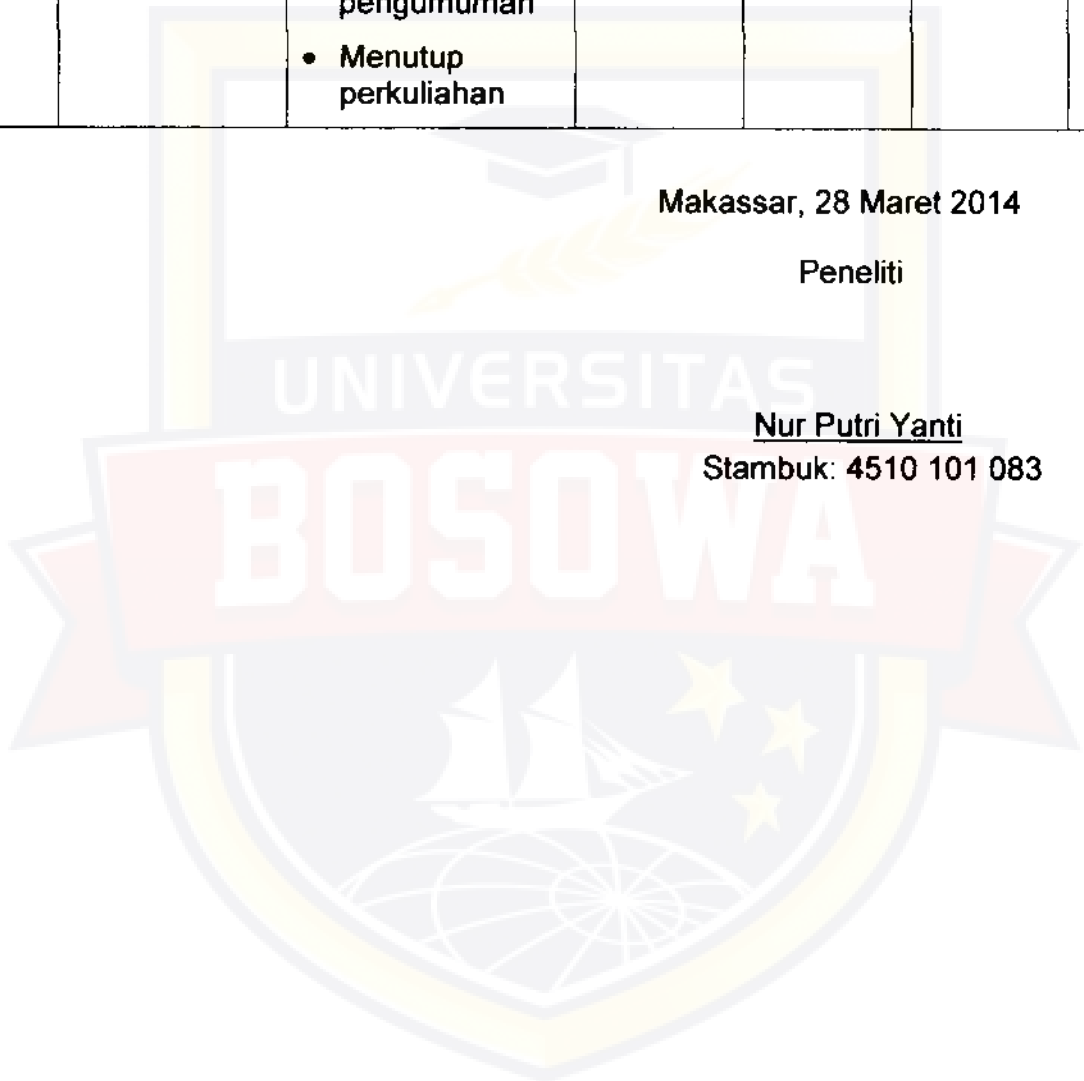
Appendix 2: Instruments of the Research

SPEAKING ABILITY OF SECOND SEMESTER STUDENTS' AT ENGLISH EDUCATION DEPARTMENT UNIVERSITY "45" MAKASSAR THROUGH ROLE-PLAY BY DIALOGUE

Keterangan

1. Tes ini bertujuan untuk mengetahui kemampuan berbicara siswa dalam memperkenalkan diri sendiri.

2. Hasil tes akan menjadi data dalam penyusunan skripsi pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar.

3. Peneliti sangat mengharapkan agar siswa mampu berbicara dengan lancar dan penuh percaya diri.

4. Atas partisipasi dan kerja sama para siswa, peneliti mengucapkan banyak terima kasih.

Speaking Assignment

Masing-masing siswa harus memperkenalkan diri atau menceritakan tentang diri sendiri dengan menggunakan pemikiran masing-masing, sebagai contoh;

Hai, guys,. mai neym is putri. Ai lif in gowa end ai kom from ambon.

Ai was born on twenti sixth julai naintin nainti trui. So naw ai em twenty wan yirs old.Ai em de tird caild end ai hev for sisters.Mai faders neym is mr. halim end mai madders neym is mala. Naw mai mader end fader stey in ambon. in hir, Makassar, ail if wit mai elde sister. Naw ai stadi in yuniversiti forti faif Makassar wit mai elde sister bat wi ar difrent fakulti. Sye in enjinering end ai in ticer treining.

Mai hobi is lisen tu de myusik. Ai olso lovs tu hengaut wit mai frends end geder wit mai sisters.

Tengkyu.....
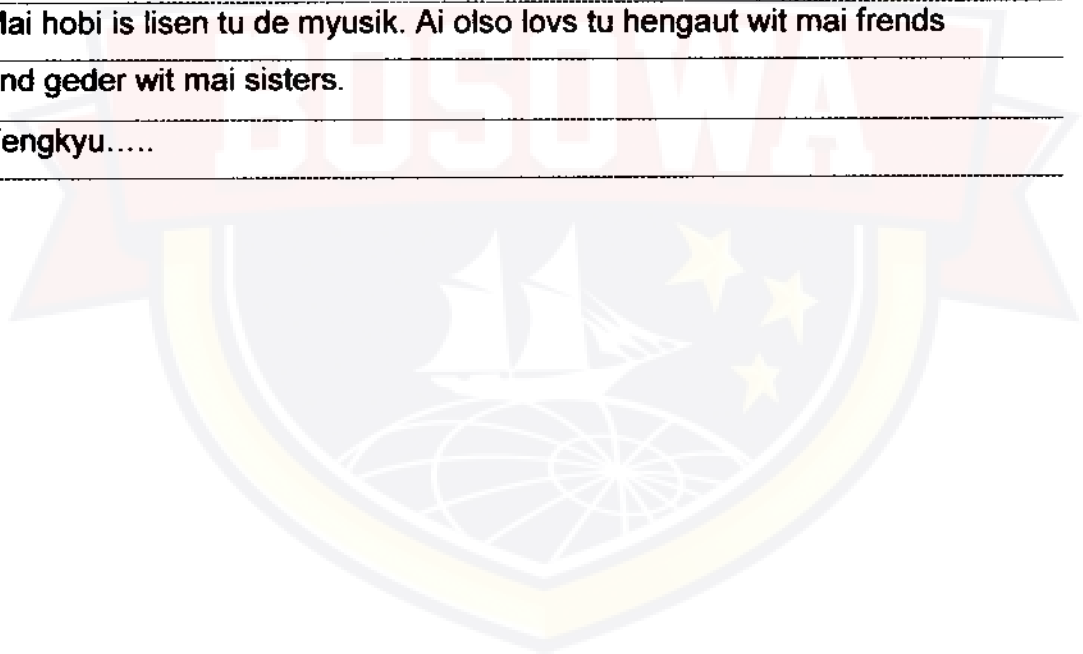
Appendix 3: Students' Assessment

Pre-Test Assessment

- Experiment Group

NO.	NO. STAMBUK NAMA MAHASISWA	TRANSKIP "SPEAKING"
1.	45 13 101 001 RISMAYANA R.	Asalamualaikum Warahmatullahi wabarakatu let mi introjus mai self. Mai nem is a rismayana. Yu ken kal mi ana a an inspektipan strit. Ai was born a on december tuwenti nen nentin nenti faif, mai hobi is listening musik en sing a kors. A oke tengs al ai ting is inaf. Teng kyu.
2.	45 13 101 003 SITTI NUR MAGFIRA	Asalamualaikum Warahmatullahi wabarakatu Oke teng kyu por mi mai ai introjus mai self. Mai nem is siti nur magfira, bat yu ken kal me fira. A ai yem from makassar. Ai lif in btp, a mai hobi is batminton en wocing upin ipin. Ai was born on desember tirtin nentin nenti faif. Oke tengs por atension.
3.	45 13 101 004 JONNI PAHABOL	Teng kyu ai yem so sori aa teng por taim given to mi a deskrip. Ai won ai wul laik tu sai tengs mis atten en a teng kyu por taim tu me a pren aaa inggrejek in the fron plis atension. A mai nem is joni pahabol. Ai kam from jaya pura. Ai aws born from bali a dek enam sembilan seribu sembilan ratus sembilan empat.

		A ai lip in rapocing strit, maibi ai ting abaut enggrijis mai self. Teng kyu so mach for inaf.
4.	45 13 101 005 OKTAVIANUS B.K	Asalamualaikum Warahmatullahi wabarakatu sori. Ai yem sori en gut moning, ai want tu introjus mai self. Mai nem is oktavianus B.K bat yu ken kal mi an yu ken kal me raymon en ai kam from flores. Ai was born nopember tuwenti nentin nenti tu. Mai hobi riding buk en pleying futbal. Oke tengs
5.	45 13 101 006 SRI DAMAWIA	Oke gut moning efribadi en tengs por ceng mi ai wil introjus mai self. Mai nem is sri damawia bat yu ken kal mi elo en ai lif in jalan pampang en ai kam from raha sot is, en ai was born on september nentin en sepen nenti faif, en mai hobi ar pleying batminton en play takro. En ai ting is al. Teng kyu.
6.	45 13 101 007 N U R D I N	Asalamualaikum Warahmatullahi wabarakatu teng yu por ceng gif tu mi. A mai nem is nurdin bat yu ken kal mi didin. Aa ai was born barru a barru desember a kosong tujuh kosong sepen nenti tri. A ai lif in jalan urip sumoharjo. Mai hobi is pleying batminton. Teng kyu.
7.	45 13 101 008 FANNY MARCELLA	Gut morning efribadi tengs por the ceng given tu mi. Let mi introjus mai self. Mai nem is fani marsela. Bat yu ken kal mi yu fani. Ai kam from mamuju en ai was

		born on jun seven nentin nenti faif. A mai hobiis riding en ai ting dets al.
8.	45 13 101 009 ROSDIANA YAINAHU	Asalamualaikum Warahmatullahi wabarakatu oke teng kyu. Oke teng kyu por the taim introjus mai self, mai nem is rosdiana yainahu bat yu ken kal mi ocha. Ai was born in ternate. A sik a sik *pebruari nentin nen nentin nenti sikti nentin nenti*. Ai lif in sukaria. Mai hobi is riding en sing.
9.	45 13 101 010 WA NURSILA	Asalamualaikum Warahmatullahi wabarakatu let mi introjus mai self. Mai nem is wa nursila bat yu ken kal mi nur. Ai yem sepen yers ol, a mai adres sukamaju faif en ai lif in ambon. Ai yem lif in ambon. Mai hobi is riding en musik. Ai hep tri brader en tu sister.
10.	45 13 101 011 FATIMA SANG LATAR	Asalamualaikum Warahmatullahi wabarakatu let mi introjus. Let mi introjus mai self, mai nem is fatima sanglatar, mai nik nem a taima. Yu was born in tobo, a nen september nen september nentin nenti sik, a mai hobi is listening myusik. A oke tengs.
11.	45 13 101 012 P I R D A	Oke. Ass let mi introjus mai self. Mai nem is prida. Ai lif in batua raya strit. Ai was born jun tuwenti faif nentin nenti faif. Mai hobi is listening myusik. Ai kam from sout sulawesi.
12.	45 13 101 013	Asalamualaikum Warahmatullahi

	UMRA MARIPADANG	wabarakatu teng kyu por the mach por the taim gipen tu mi, a mai ai introjus mai self mai nem is umra en ai was born on juni fipti nentin nenti faif en ai kam from sout sulawesi. Ai lif in batua raya tri. In mai hobi is polibal en lisening musik. Teng kyu.
13.	45 13 101 014 EUVRONIUS MAGIS	Teng kyu por taim. It given tu mi no i wul laik tu introjus mai self tu yu al. Mai komplit nem is euronius magis. Ai was born in flores. Mai berday, mai bertday tegas nentin nentin en nentin tri mai laif, sori mai leif sukari strit. Mai hobi are batminton en riding buk.
14.	45 13 101 016 RIKARDUS F. LADA	Oke tengs por the ceng let mi tu introjus mai self tu yu al. A mai nem is rikardus plada en yu ken kal me kade. Ai from in momere, maibi yu don no momere. Momere is soutof flores ada. Ai was born siktin, nentin nenti yers ol. A mai is inaf, teng kyu.
15.	45 13 101 017 R O S N A N I	Asalamualaikum Warahmatullahi wabarakatu ai wan tu introjus mai self. Mai nem is rosnani, bat yu ken kal me nani en mai hobi is singing en a listening myusik, en mai lif is sukaria sik. Ai was born on mbima tu pebruari nentin nenti sik.
16.	45 13 101 021 NURUL	Asalamualaikum Warahmatullahi wabarakatu teng kyu por apportuniti tu

	SUCIANINGSIH	let mi introjus ai mai self. Mai nem is nurul sucianingsi, yu ken kal mi nurul. Ai was born ai was born in ujung pandang tuwenti for juli nentin nenti sik from wakatobi sout a sulawesi. Ai lif in pampang wan. Ai ting dets al. Ass
17.	45 13 101 022 C H R I S M A W A T Y	Tengs por the ceng por mi litel introdeksion mai self. Mai nem is krismawat, mai nik nem is eri. Ai was born a desember tuwenti a seven nentin nenti faif. Ai lif a urip sumoharjo strit. Teng kyu.
18.	45 13 101 023 NURFADILA SAVITRI	Oke let mi introjus mai self. Mai nem is nurfadila savitri. Yu ken kal me dila or justin en ai was born in pare-pare, sik augus nentin nenti faif en mai hobi is listening myusik en ai lif in daya. Tengs.
19.	45 13 101 024 MARIETA PADU	Asalamualaikum Warahmatullahi wabarakatu let mi introjus mai self. Mai nem is marieta padu bat yu ken kal mi ita. Ai was born momere. Tirti wam marc, tirti wan nentin nenti tri. Ai kam from flores. Ai kam from sukamaju strit tri. Mai hobi is riding. Ai ting dis al.
20.	45 13 101 025 MOCHTAR S.G.R	Asalamualaikum Warahmatullahi wabarakatu mai nem is muktar gazali ramora, yu ken kal me gazali. Ai was born in ambon, mai bersday nentin nentin nenti faif. Ai lif in grahinda gorong raya. Mai hobi is wocing tu indonesia

		dot klab.
21.	45 13 101 027 RIA BOY DULY	Oke. Asalamualaikum Warahmatullahi wabarakatu en gut morning efribadi. Oke let mi tu introjus mai self, mai nem is ria boy duly but yu ken kal mi ria boy. Ai was born palu a eiktin desember eiktin nentin nenti tri en ai kam from flores. *Mai hobi is riding. I ting is inaf tengs.*
22.	45 13 101 029 SUMIANTY ARSYAD	Asalamualaikum Warahmatullahi wabarakatu. Oke tengs the taim por mi. A let mi introjus mai self, mai nem is sumiati arsyad yu ken kal mi sur. A ai yem from flores a ai was born ai was born a nen jun nentin for. Mai hobi is listening tu the musik.
23.	45 13 101 031 NURISKA PUTRI	Helo gais gut moning. Mai nem is a nuriska putri a but yu ken kal me dede, a mai born mai born, a ai was born a juli a tuwen, a nentin nenti faif. Ai kam from kalimantan. Mai hobi is pleying gitar, lisen musik en ceting. Yeah dets al.
24.	45 13 101 033 K A R T I N I	Asalamualaikum Warahmatullahi wabarakatu a let mi introjus mai self. Mai nem is kartini a nik nem tini. Ai kam from bima, a mai bertday on naru a naru fittin marc. Nentin nenti faif. Mai hobi is a volibal.

| 25. | 45 13 101 034

M E G A W A T I | Asalamualaikum Warahmatullahi wabarakatu let mi introjus mai self mai nem is megawati bat yu ken kal mi mega. A ai was born in bima desember tu nentin nenti faif. A mai hobi riding en mai adres in sukaria. Terimah kasih a teng kyu. |

- Control Group

NO.	NO. STAMBUK NAMA MAHASISWA	TRANSKIP "SPEAKING"
1.	45 13 101 042 MARPYANTI SALU	Helo gais gut afternun. Oke teng kyu por the taim tu mi. Ai wan tu introjus mai self. Mai nem is marpyanti bat yu ken kal mi marpi. Ai kam from in toraja bat now ai lif in pampang raya. Mai hobi is riding nopel. Ai yem stadi a faif yuniversiti Makassar ai wan tu bi English lekcer department a English edukasion department. Ai seken semester. Mai spich det ai teng kyu.
2.	45 13 101 045 BERNADUS K.T	Teng kyu taim given tu me. A helo mai pren a dis taim ai ken a wil introjus mai self por yu mai nem is bernadus. A plis kal mi tukang, ai yem NTT propis ai lif at jalan sukaria wan a number fiftin a mai hobi is a pleying futba, a mai favorit fut is nasi goreng evri taim. Ai a jas sumbung tu bulding naulecs a hep a tu

		sister en tri brader. Teng kyu.
3.	45 13 101 047 PRIYO GANDANG	Hai gut dai al ai sten hir tu introjus mai self mai nem is priyo gandang bat yu ken kal mi priyo. A ai lif in panaikang strit, a am ai lif in wit mai perent a mai is pley futbal en after gitar an mai aktiviti everidai go tu aktiviti kampus end slip. A oke maibi lets a ai ken introjus oke.
4.	45 13 101 048 SURI INDAH PRATIWI	Hello ass hai gais wer is yur faiting ai ting gais how ar yu tudai. Oke ai yem faim tu no ai let mi introjus mai self wel mai nem is sari indah pratiwi bat yu ken kal me tiwi ai mektin yur self no en ai yem stadi et porti faif yuniversiti a the seken semester English deparmen. Ai was born in makassar November for nentin nenti faif. Ai lif hep to brader en wan sister. Mai fader nem is haryadi muliono.Si hi serpan en mai mader nem andi haslinda his lekcer en maibi jus it teng kyu.
5.	45 13 101 050 NUR WAHYUNI	Asalamualaikum Warahmatullahi wabarakatu. Helo gais teng kyu peri mach por lisen to mi. Hir ai intrejus mai self. Mai nem nurwahyuni but yu ken kal mi aa ai lif in abdul daeng sirua paropo tiga wit mai brader em stadi porti faif yunipersiti makassar the seken semester ai kam from plores. Maibi dets ol. Teng kyu peri mas.

6.	45 13 101 051 VIKTOR AMMA	oke ai wul tu laik introjus mai self to yu mai nem is victor amma. Ai was born on juni tuwenti seken nentin nentin faif. Ai lif in BTP ai kam from tanah toraja en den efridey. Ai wan tu kolek yusing a pablik transfo . Dis tan por it veri komplit bat eventok a is it was very eksaitit por mi a wai bekaus ai ken slip nex a women how veri stress ful teng kyu
7.	45 13 101 052 ARSYAD RUMADAY	Asalamualaikum Warahmatullahi wabarakatu hes don hep tu let mi introjus mai self. Mai nem arsyad tumarain ai from in ambon. Ai lip in strit pampang wan. Mai hobi is mai hobi is a reading buk, pleying futba. Bikes riding but a open mai det en mor tu lengguit en den pleying futbal ken de open mai deir eh in tectik mai ambisien in English ticer en also buk en interes kors bikes ei wan tu bi a ai wana tu bi difikal en defenifik ot ot mai spic teng kyu.
8.	45 13 101 056 SRI HARLIANA	Helo gais. Oke teng kyu,. teng kyu sipen mi introjus mau self. Mai nem is sri harliana, mai nik nem sri. Mai lif jalan sukamaju namber sik. Ai kam from Maluku ternate, ai was born lode nain februari sebelas enam lima ,ai hep wan sister en ai don mai brader. Oke teng kyu.
9.	45 13 101 057	aa de fers ai wilt u tengs ai mai fren en

	SRI WANA A.M	mai tic, ticer bekaus ridi mi tu sten ap hir tu introjus. Mai self a mai nem is sri wana bat yu ken kal mi wana. Ai kam from wajo en a ai was born on tuwenti for of april nentin nenti fai. Ai hep wan brader en wan sister en ai yem the las. Ai yem muslim a ai wan tu be a ticer bat ai hep drim, ai ting det bik drim. Ai wan tu lif a in sout korea en smar family in der ai veri laik a riding romantic nopel. Ai ting det al teng kyu.
10.	45 13 101 058 DOMINGGUS	Asalamualaikum Warahmatullahi wabarakatu gut apternun hai gais. Ai wil introjus mai self. Ai yem jas a boy. Mai nem is dominggus, yu ken kal mi domi a akcuali domi is not mai pul nem but ai laik if yu ken kal mi domi. Mai hobi is singing en mai deli ektifiti its jus nongkrong, ngopi, en begadang.
11.	45 13 101 063 ST. AMINAH	Tengs por dist aim por mi a mai nem is siti aminah but yu ken kal mi ina. Ai lif in pampang tu en ai was born in polewali. Ai gut eigh nentin nenti faif, aiting jus.
12.	45 13 101 064 AYU F. HIDAYAT	introjus mai self por yu al, mai nem is Ayu febri intayat yu ken mi Ayu ai mai ambisien is ai want tu bi English ticer. Aaa lif in urip sumaharjo strit. Ai kam from palopo. A ai was born tuwenti faif of februari nenti nenti a sik a teng kyu .
13.	45 13 101 065	Tengs por dis taem let mi introjus mai

	A S M I T A	self. Mai nem is asmita. Ai was born februari tuwel nentin nenti. A ai kam from bone. Ai lif sukaria strit mai hobi wach a mofi. Lisening myusik, riding buk. Mai ambisien is ai want tu be an English ticer.
14.	45 13 101 066 SEPTI NINGSIH J.B	oke tengs por dis taim tu mi let mi introjus mai self. Mai nem is septi ningsih bat yu ken kal mi septi. Ai lif in panaikang ai kam from luwu bangai, ai was born banggai sepen nentin nenti faif. Mai hobi ar holibal, pleying gitar, a mai ambision is ai wan to be an ticer, a ai hep tu faif brader en tu man and tri women. Oke teng kyu.
15.	45 13 101 067 NELMI LISU	Helo gais let mi introjus mai self. Mai nem is lisu yu ken kal mi nelmi. Ai was born, ai ws born taratallo tuwenti wan of march tu nenti tu.
16.	45 13 101 068 MERSY LOANG K.	Helo gais afternun teng por taim given tu mi a ai wul laik inrojur. Mai self for al. Mai nem is mersi yu ken kal me mersi. Ai kam from toraja lif in palopo ai hep wan brader en wan sister. Mai ambision ai wan tu be lekcer ai ting jus teng kyu.
17.	45 13 101 069 ANDI KRISNA A.	Asalamualaikum Warahmatullahi wabarakatu gut afternun a tengs por given tu mi ai won tu introjus mai self. Mai nem is Andi krisna yu ken kal mi andi. Ai was born in palopo. Seventin

		desember nentin nenti tri. Mai hobi is pleying myusik ai lif at makmur strit namber tuwentri wa . Mai daily ektifiti is ai go apter bek from kampus yuseli go tu deir shous join wit ai wana saw yuseli ben komuniti. Ai yuseli join wit komuniti .
18.	45 13 101 070 ROFINUS SOBAN	hai efribadi mai nem is rofinus, yu ken kal mi nem noval, ai kam from idernal, ai en mai hobi is lisening the musik and wac muvi. Teng kyu
19.	45 13 101 071 HIJRAH RIDWAN	Asalamualaikum Warahmatullahi wabarakatu en gut apternun efribadi. Fersli ai wul laik tu sai meni teng tu our lekcer mis putri tu hes given tu a ceng ebaut sten hir in from of yu al tu introjus a litel ebaut mai self. Wel gais mai nem is hijrah ridwa bat mai pren alwais kal mi hijrah. Ai kam from palopo en in hir stai wit mai aunt, ai hap wan brader en wan sister ai yem the pers in dis yuniversiti. Ai cus bikes ai wan tu bi faun de wor spesiali paris, amsterdan en els en den a ai peri laik a wocing movi, dis enimals riding a novel, ai ting det al a litel introjus mai self tu yu. Wel teng kyu veri much for atension. Ass
20.	45 13 101 072 M. ASWAR	helo gais gut afternun a let mi introjuse mai self mai nem is Muh aswar en yu ken kal mi ahmad. Ai kam from biyudiful

		emesing det is wonderpul palopo. Ai was born in juli faif nentin nenti faif. Mai hobi is pleying batminton bat also laik pleying futbal en mai favorit fut is nodel. Mai daili ektifiti apter is bek kampus ai yuseli no yuseli ai alwais stadi English, par of department bikaus as ting, no ai fil English is par of mai laif. Ai yem going tu bi a eper yu go yu mast u no English lengguitc. Ai ting jus it teng kyu very match. Ai ting tengs so match. Ass
21.	45 13 101 073 A M I R U D D I N	Oke Asalamualaikum Warahmatullahi wabarakatu tengs port dis taim a al wan introjus mai self tu yur, mai nem is Amiruddin. Yu ken kal me amir. Ai kam from bima. Ai was born in bima sik juni nentin nent faef hobi is tenis teble, eh swiming en it ai lif in jalan sukamaju sik. Evri dai ai kam tu kampus en apter kam bek mai dorem en riding sam tens filosopis buk.
22.	45 13 101 074 YUYUN IPA	oke gais gut afternun en lisen tu mi ai wil introjus mai self. Mai nem is yuyun ipa bat yu ken kal mi yu. A ai kam from ambon. Ai lif in sukamaju strit wit mai sister. Ai was born ambon tirti op desember nentin neti faif. Ai wan tu bi English ticer. Mai bobi is volibal oke tengs .
23.	45 13 101 075	helo gais gut afternun. Tengs por the

	MERLIN THOMAS	taim given mi. Ai wil introjus mai self. Wel mai nem is merlin tomas bat yu ken kal mi merlin. Ai yem kam prom sulawesi tengah. Ai kam prom suiting. Ai lif a jalan dirgantar dua belas a mai hobi is play tu volibal. Mai ambision is bikam ticer English a hep wan brater en tri sister. Teng kyu.
24.	45 13 101 076 M A M B O N G	The fers ai folow teng kyu veri mach deir master of seremoni hau given tu mi garden aportuniti mai self tu yu. Mai personal identitl mai nem is mombong ai kam from mamasa, ai was born in nentin eigti faif in latimo joing strit, mai hobi is a pleying myusik, singing en spor, en mai special daili ektiviti in stadi English lengguitc so mai ambision ai wan tu be gut ticer if yu mor informesion ebout mai identitis mai. Kuestion tu me. Not kuestion epolojis mai mistek .
25.	45 13 101 078 RESKY MARKUS	oke the fers ai wana sai teng kyu tu yu al a bekaos giv mi faif for introjus mai self. Wel mai nem is riski markus . Ai kam from mamuju bat no ai lif in urip sumoharjo strit. Ai was born mamuju , tuwel September nenti nenti faif. A mai hobi jus listening music en sing e song. Mai mader nem is rima melati tamang dalang en mai pader nem is markus luter, a ai hep faif sister en no brader a

		ai ting inaf teng kyu.

Post-Test Assessment

- Experiment Group

NO.	NO. STAMBUK NAMA MAHASISWA	TRANSKIP "SPEAKING"
1.	45 13 101 001 RISMAYANA R.	Okey gais let mi introjus mai self. Mai nem is Rismayana bat yu can col mi wit ana a'em from makassar ai liv in nn enpasukan sue of dee ai'yem desember twenti nain. Naitin nainti vaif mai hobi is ivening muvik aem mm singing of curs ai ting dats ol tengkyu.
2.	45 13 101 003 SITTI NUR MAGFIRA	Tangs for de taim tu given tu mi naw ai wul laik eee tel yu abaut mai self okei mai nem is siti nur magfira bat yu can col mi fira ai liv in bititi eee aem from makassar en naw aen studen ii aem studen in yuniversiti of empat lima ee en ai fit in de seken semester ee mai favorit mai mai hobi aem sori mai hobi et ee badminton en foli bal eee mai favorit e mai favorit fud is fukai ee fud kicen frai kicen en ee mai favorit dring is eee ee en e dring e tengkyu assalamu alaikum warohmatullahi wabarakatu.
3.	45 13 101 004 JONNI PAHABOL	Selamat pagi. Gut gut afternun everibadi hawwaryu aem fain too tengkyu for de taim ee let mi ai wud laik

		inder gut mai self mai nem is jonni pahabol yu can col mi jon ai wes born et jon naintin nainti faiv e e mai hobi plei plei fut bol eeee................... mai sukai fut it fukato mas kato tu signa tengkyu for de taim for yyu compen.
4.	45 13 101 005 OKTAVIANUS B.K	Okei tengkyu for de taim en tengs given tu mi.. ai won tu introjus mai self mai nem is oktavianus Begodan yu col mi remon ai kam from flores ai wes bon nevember twenti... twenti nainti nainti tuu mai hobi fut bol........................ okei tengkyu.
5.	45 13 101 006 SRI DAMAWIA	Okei gudb gut afternun everibadi en ai wul lai ai wuld lai eee introjus mai self mai nem is sri damawia mai nik nem elong wes bon ee september steven naintin nainti faiv e aem from eee raha sauty sulawesi e en ai liv e jalan pampang en mai hobi eee plei bedminton en plei takrou e... en den... eee... ai ting is ol tengkyu.
6.	45 13 101 007 N U R D I N	Assalamu alaikum warohmatullahi wabarokatuh let mi introjus mai self mai nem is nurdin mansyur bat yu can col mi dede ai cam from barru siti en ai liv et urip simoharjo srit mai hobi is pleying bedminton en naw aem stadi in fourty faiv yuniversity seken semester.... ai ting inaf assalmu alaikum.

7.	45 13 101 008 FANNY MARCELLA	Ukei tengs for de taim given to mi ai wud laik introjus mai self mai nem is fanni marcella en yu can col mi fanni e ai come from mamuju en ai wes bon in mamuju jum seven naintin nainty faiv it min det eee ai wil nainty yirs ago rait? Mai hobi is riding.. en lizen musik bicauz *wit riding wi cen ee fain e nyu word en it* min det wi cen impruf ower fokebyuleri en den lizen musik if ai lizen musik eee ai fil in yur feis en den.. ai veri veri lav mai famili mai fren bi bicaz widat dem mai mai laif fil lonli ai ting dats ol tengkkyu.
8.	45 13 101 009 ROSDIANA YAINAHU	Assalamu alaikum wraohmatullahi wabarokatuh. Ai wud laik intrujus mai self mai nem is rosdiana yainahu bat yu cen col mi oca ai cam from in ambon en wes bon in ambon.......... feb e febbruari fiftin nainttin nainti six... ai liv in suka ria mai hobi in singing............... okei tengkyu.
9.	45 13 101 010 WA NURSILA	Helo guys ntrojus mai self mai nem is wa nursila bat yu kan ken kol mi nur ai kom from buton mai andres sukamaju faif oke tengkyu
10.	45 13 101 011 FATIMA SANG LATAR	Assalamu alaikum wraohmatullahi ta'ala wabarokatuh. Okei teng tengkyu veri mac..... let mi intrujust mai self mai nem is fatima sang latar bat yu cen col mi

		tima ai wes bon on doboh september nain naintin naianti six mai hobi is listening kyuzi musik... e en ai cam from in maluku..... mai hob.......... en nn okei tengkyu.
11.	45 13 101 012 F I R D A	Okei tengs for de cens given tu mi en naw i wuud laik intrujus mai self mai *nem is firda ai wos bor in jun juni twenti* faif naintin nainti faiv ai liv in batua raya en na naw aem stadi ing in universiti forti faiv..... ee... mai favorit caler ee ping en blu en mai hobi is liztening musik en foli bal ai ting dets ol.
12.	45 13 101 013 UMRA MARIPADANG	Assalamu alaikum wraohmatullahi wabarokatuh. Tengkyu feri mac for de cens given to mi en naw ai wud laik introjust mai self mai nem is umra maripadang bat yu cen col mi umra en aim from souti sulawesi en naw ai liv in batua raya tri en... ai wes bon ee julai faiv julai faiv naintin nainti faiv en.. aem stadi in yuniersiti fourti faiv en....... en...... ai ting dets ol tengkyu.
13.	45 13 101 014 EUVRONIUS MAGIS	Gut afternun sen... ee ten de taim given tu mi naw ai wud laik tuu introjus mai self tu yu ol mai nem is euvronius magis yu can col mi iron ai liv in suka ria srit ai wes bon ai wes born in flores mai bir det egat ee mai bir det tu gat tuu sen nai nain naitin naintin tuu ee mai hobi al huli

		buk en badminten en am seken semester en aem stadi in forti faiv universiti ai ting is inaf tengkyu.
14.	45 13 101 016 RIKARDUS F. LADA	Tengs for de cens taim tu mi hello gais gut afternun ee ai wud laik tu introjus mai self tu yu ol mai ful nem is ricardus f. Lada en yu can col mi radex aem from mamere of flores alax naw ai liv in suka ria srit namber tuu ee mai hobi ee plei fut bol plei gitar ai ting det tengs.
15.	45 13 101 017 R O S N A N I	Hai gais let mi introjus mai self mai mai nem is rosnani bat yu con col ee yu cen col mi nani... aim from bima ai lif in suka ria sek rit nambeeer fa namber naintin... mai hobi is swimming en liztening e myusik aim stadi aim stadi in fourti faiv universitin en now aim de seken semester ai bon..... ai wes bon ai wes bon februari ton naintin nainti six ee tengkyu.
16.	45 13 101 021 NURUL SUCIANINGSIH	Assalamu alaikum wraohmatullahi wabarokatuh. Tengkyu for apportuniti givven to mi ai wud laik introjus mai self mai nem is nurul sucianingsih bat yu cen col mi nurul ai wes born in ujung pandang julai naintin nainti twenti four nainti nainti six ai lif in pampang satu.... ai from wak ai from wakatobi sout sulawesi ai stadi in universiti empat lima makassar..... inglish educesion

		departmen ee en naw aem seken semester tengkyu Assalamu alaikum wraohmatullahi wabarokatuh.
17.	45 13 101 022 C H R I S M A W A T Y	Okei tengs for de cens given tu mi ee e ai won tu ee introjus mai self mai nem is krismawati yu cen col mi erik ee ai wes bon on bisambah ee twenti seven eee naintin nainti faiv ai kam ai ai kam from mamassa eee ai lif in ee urip simoharjo srit tengkyu.
18.	45 13 101 023 NURFADILA SAVITRI	Okei tengkyu for de chans hello gais aem going to sintrojjus mai self mai nem is nurfadila savitri yu can col mi dila ai liv in daya ai wes bon in pare-pare en oolves six naintin nainti faiv ee... am mm stadi in fourti faiv universiti in de seken semester en mai meijer is inglish departmen mai hobi is lizten to de myusik yu now wi lizen to de musik is de gut we ar fil so lonli en... de seken is ee lov riding novel if yu have e novel yu mei lend to me tengkyu.
19.	45 13 101 024 MARIETA PADU	Assalamu alaikum wraohmatullahi wabarokatuh. Hai gais let mi introjus mai self mai nem is mareta padu bat yu can col mi eta ai wos bor in.. mamere.... faivtin aintin ainti tri ai kam from mamere of flores ai lif in suka maju tri srit mai hobi is liztening fidio musik ai ting so en tengkyu.

20.	45 13 101 025 MOCHTAR S.G.R	Hello gais ai wud laik tu introjus mai self mai nem is mochtar gazali renhoran mai nik nem gazali.. ai wes born in ambon mai big berd jun nain naintin nainti faiv ai kam from southis of malukas ai live in borong raya............. okei tengkyu.
21.	45 13 101 027 RIA BOY DULY	Assalamu alaikum wraohmatullahi wabarokatuh. Hai gais gut afternun ee okei let mi introjus mai self mai nem is ria boi duli bat yu can col mi ria boi ai kam from flores en mm aem stadi in.... forti faiv universiti en aim in de seken semester en mai meijer is... ee inglish departmen e mai hobi aa ee joging en riding e buk okei tengkyu.
22.	45 13 101 029 SUMIANTY ARSYAD	Hello gais gut afternun... ee tengkyu for de cens given tu mi let mi introjus mai self mai nem is sumianti arsyad yu cen col mi sum eee ai liv in suka ria srit ee ai wes bon ee en jan nain naintin nainti for mai hobii liztening tu de musik mai understen ee ai won tu be inglish ticer ee ai tings inaf tengkyu.
23.	45 13 101 031 NURISKA PUTRI	Assalamu alaikum wraohmatullahi wabarokatuh. Ee tengs for de apportuneti...mai nem is nuriska putri bat mai frends col mi wit dede eee ai kam from kalimantan bat hir e ai stei with mai brader mmm ai have tuu brader en e nyu sister... eee meibe

		meibe jas it eee tengkyu ee... tengkyu veri mac for yu ar ettension.
24.	45 13 101 033 K A R T I N I	Assalamu alaikum wraohmatullahi wabarokatuh. Let mi introjus mai self mai nem is kartini bat yu cen col mi tini ai kam from bima mai hobi is foli bol ai wes bo'on mart faivtin naintin nainti faiv aem stadi in universiti emmpat empat lima makassar........... ai liv in suka ria tu be eee... tengkyu.
25.	45 13 101 034 M E G A W A T I	Assalamu alaikum wraohmatullahi wabarokatuh. Let mi introjus mai self mai nem is megawati yu can col mi mega ai wesbon ai wes bon ee in bima september to naintin nainti faiv en e ai iv in suka ria... srit en aem stadi in yuniversiti forti faiv of makassar tengkyu.

- Control Group

NO.	NAMA MAHASISWA	TRANSKIP "SPEAKING"
1.	45 13 101 042 MARPYANTI SALU	Gud morning efribadi ai wan tu introjus mai self tu yu mai nem is marpyanti salu bat yu kon kol mi marpi a kam from toraja en ai was born aa in saba of tirti nenti naintii faif nao ai lif in pampang raya strit aa aem stadi et yuniversiti of i yuniversiti faifti si forti faif of makassar aa inglish de inglish edukesen departemen en de

		seken semester ee ai cus englis edukesion departemen bikos aaa ai wan ai wan to nou aa ebout inglis legwic a mor den ekstensif en ai won tu aa ticer inglish den mai hobi is a riding novel
2.	45 13 101 045 BERNADUS K.T	Eee oke tengkyu fer mach ee ai sten hier for intrijus mai self ee for ol mai bes frens ee mai nem is bernads ee koll mi soha ai kam from eee flores ailan eeee mai faders nem is bernad en mai maders neim kristina e ai hev ee tri sister en tu braders in makassar ai lif et eee sukaria strit namber wan eem ai stadi et ee 45 yuniversiti mmm a cus ee program ee inglis edukesien en ikspitesien is e kam bek to bi eee ee inglish ticer eee ai hop ai hen gut prononsesion e tuu eee ticing mai stadi e mai studen
3.	45 13 101 047 PRIYO GANDANG	Oke tengs ee tengs for given tengs for cein given tu mieee aim stay hir tu introjas mai sel mai nem is priyo gandang yu ken kol mi rio ee ai lif ai lifs on panaikang strit eee ai was born eee tirtin wan oktober nainti naintin faif mai fader mai fader nem is gandang mai mai mader nem is fina ee mai fader job pe enes mai mader mai mader job homwaif oke tengs

4.	45 13 101 048 SURI INDAH PRATIWI	Assalamualaikum warahmatulahi wabarakatuh en gud morning gays ai stai hier in fron of yu al tu introdus mai self wel mai nem is suri indah pratiwi bat yu ken kol me tiwi nao ai nentin yers old ai wes born ee november naintinenti faif in hier ai stey in todopuli en amim from *polewali mandar. Eee ai hev tu brader en* wan sister en mai maders nem mai mader nem ee andi aslinda en mai faders nem haryadi mulyono mai fader is sevil serven en mai mader is lecturer ee mai hobi is haiking en mmmm deili ektifiti aim jus to go aim jus going tu kampus en eee fil mai dai wit mai organizesien en eniting aa mebi jas it tengs wassalamu alaikum warahmatullahi wabarakatuh
5.	45 13 101 050 NUR WAHYUNI	Mmm mm e tengktu feri much mei nem is sri wahyuni bat yu ken kol mi yuni emm ai was born in labuangbajo on tu jun on nenti nainti faif mmm am de fers chail from faif kousen ai lif in abdullah deng sirua paropo 3 am stadi e fortifaif yuniversiti ai laif in mai brader. Mai braders nem amir hamsah nao ai wan to tel e stori ebot ee mai hobi aim veri laik e miusik i ting miusik is may laif everi taim everi wer miusik issi e lotof mi en mai favorit singger is agnes monika bikaus ee se is biudiful enerjik en smart eksep miusik emm

6.	45 13 101 051 VIKTOR AMMA	E ai wucu laik ai wuc laik tu intrujus mai self tu yu ee mai nem is viktor amma em mai nik nem is viktor eee ai wes born on jun tuenti seven neintin neinti faif ai lif in betepe ee ai kem from tana toraja eee aw ai wan tu tel yu samting ebout mai laif ee eee wen tu kolej yusing e pablik *transpor eee dets taim fo is veri* komplikeit bat efen touh is veri eksaiting for mi bikes eee ai ken sit neks tu e women ee oke tengkyu
7.	45 13 101 052 ARSYAD RUMADAY	Salamualaikum warahmatullahi wabarakatuh. Oke gays ai wan to introjus mai sel mai nem is arsyad rumadai bat yu ken kol mi arsyad ee ai was born on nopember nainti nanti sikx mai hobi is riding a buk en play futbal mai ambisen is ee ai wan tu be english ticer bikos ai wan to a parson de benefik or benefid of de auder pipel en den ai wan gif mai englis knoleg ee of de pipel tengs for de taim in gifing tu mi walekum salam warahmatulahi wabarkatu
8.	45 13 101 056 SRI HARLIANA	Samulekum warahmatulahi wabarakatuh tengs for for de taim lisen tu mi eee mai nem is sri harliana mai nik nem sri mm ai was kam from maluku mai hobi is fotbal en batminton mai adres in sukamaju namber siks eemmmm mmm mm ai studen ai studi in 45 universiti 45

		makassar en mai direksien englis inggeris ai de fers from tu brader en tu sister tengkyu
9.	45 13 101 057 SRI WANA A.M	Eee oke tengs for cengs ee yu gif mi tu mi lisen tu introdes ee mit tu yu al ee mai nem is sri wana aem bat yu ken kol mi wana eee ai kam from wajo ai was born *in on e epril en tuentifo nentinetifaif* eee mai hobi is lisen to musik ee each en wach ee wach e muvi mai ambisen ai wan to bi ee e ticer bat a hev eeeem ambisen ai wan to laif in korea en hes ee e smol famili en dier eem ai ting dets al tengkyu.
10.	45 13 101 058 D O M I N G G U S	Salamulekum waramatulahi wabarakatuh e, tengkyu mis puteri en yu all. Ehmm mai nem is doni bat doni is not mai kamplit nem ehm e ai ai kam from *mamuju* en hier ai *lif* in urip sumoharjo. E ai laik pley, pley al en ehm en daili aktifiti ayem mos slip en ..... or etlis samtaim smuking en dring kofi yes ai ting its inaf tengkyu
11.	45 13 101 063 ST. AMINAH	Salamualaikum warahmatullahi wabarakatuh en gud morning gays. Aim stending hir for introjus mai self tu yu wel mai nem is siti aminah bat yu ken kol mi ina ai kam from polewali mandar sulawesi barat en ai lif in strit pampang tcu namber tuenti seven. Me mai mai

		fader nem is imran en mai mader nem is rabiah aim de firs en ai hev tu sister en tu brader. Mai hobi is wacing muvi en riding novel, riding e novel ke gays ai ting jes jes det tengkyu
12.	45 13 101 064 AYU F. HIDAYAT	Oke tengkyu for dis taim let mi introjus mai self for yu al mai nem is ayu febriani hidayat yu ken kal mi ayu ai kam from palopo mai hobi is lisening musi miusik e ai lif in urip sumoharjo strit mai ambisien ai wan to bi english ticer ai was bron februari twentifaif nentin nenti siks aim de seken of faif cildren aim stadi bosowa fodesion 45 yuniversiti
13.	45 13 101 065 A S M I T A	Assalamu alaikum warahmatullahi wabarakatuh tengs for di tem ee let mi introdus mai self mai nem is asmita yu ken kol mi cinta ai was born februari ee twelef neinti naintisiks ai kam from bone mai hobi ar ee lisening miusik ee wach e muvi en riding e buk ee mai ambisen is ai wan to bi an englis ticer am semester tu en ee aim de fers of ee tu cildren eee ai ting enauf e tengs for yu atensien
14.	45 13 101 066 SEPTI NINGSIH J.B	e gud morning tengkyu veri much for dis oportuniti let mi introjus mai self mai nem is septi ningsih eee ai kamfrom luwuk banggai ai was born ee in banggai seventin neintinaintin faif e mai hobi is voli bal en den ai lif in panaikang ai hev

		tu brader en tri sister ai ting dets oll of yu ee mai introdus tengkyu veri much for ful atensien
15.	45 13 101 067 NELMI LISU	Let mi introjus mai self mai nem is nelmi lisu yu ken kol mi nelmi ai ai kam from masamba ai stei in antang ai was born masamba mars tuentiwan nentin nentitu mai hobi is singing eem jus it
16.	45 13 101 068 MERSY LOANG K.	Helo gays gud moning e oke tengs for taim given tu mi ei wuld laik tu introjus mai self tu yu e wel mai nem is mersi loang kasorwan bat yu ken kol mi mersi ayem tuenti yers old ai lif on paropo 3 ayem kam from tana toraja ai hev wan brader en wan sister mai brader nem is erwin en mai sister nem is citra. Eeee mai hobi is listening musik mai embisen is ai wan to bi lektcer eee okei ai ting jus it tengkyu
17.	45 13 101 069 ANDI KRISNA A.	Salamulekum warahmatulahi wabarakatuh. Tengs for de oportuniti given tu mi ai wan tu introjus mai self eeee mei nem is krisna en pipel yuseli kol mi krisna eee mai nem mai ful nem is andi krisna adiatma ai was born in de town of palopo in desember seventin nentinentitri ee bat cench de seken let elementeri skul ee ai movit mai perens tu makassar. In makassar ai lif et maccini raya strit namber twenti wan eem mai

		hobi is ..?.. en potografi. Ai ting dis inaf tengkyu veri much wassalamu alaikum warahmatulahi wabarakatuh
18.	45 13 101 070 ROFINUS SOBAN	Elo epribadi eem ai wil introdus mai self . mai fulnem rofinus soban can yull kol mi nem nopel ai kam from flores mai hobis pleying gem ai lif in sukamaju ai stadi , stadiii yuniversitas 45 makassar, tengkyu
19.	45 13 101 071 HIJRAH RIDWAN	Assalamu alaikum warahmatullahi wabarakatuh en gud morning everibadi fersely ai wulaik to sey meny tengs tu ower le'turer miss putri hu hes given to mi a cench tu stend hier in fron of yu al tu introjus e litel about mai self tu yu. Wel gays lisen tu mi mai fulnem is hijrah ridwan but mai frens yuseli kal mi hijrah ai was born on .?. wen ...?... epril nainti nenti nain aaaamm ai kam from bonebone. Mai fader nem is ridwan en mai mader nem is sumarni mai fader job is aaa farme farmer en mai mader job is hoswaif ai graduitid from senior haig skul wan of bonebone en nou ai kontinyu mai stadi at bosowa fondesion 45 yuniversity english edukesion departemen en nou am de seken semester wai ai cus englis edukesion bekes fers
20.	45 13 101 072 M. ASWAR	Oke assalamu alaikum warahmatullahi wabarakatuh. Let mi introjus mai self mai nem is muhammad aswar bat yu

		ken kol mi ahmad ai kam from palopo teling about palopo ai wan to tel yu litel about palopo. Palopo is a biutiful is amezing is wanderful siti. Way Way du ai say laik det bekaus palopo hev meni ples en meni biutiful plesis for eksampel palopo hev e waterfol en den palopo hev a biudiful montain. Eeee visit tu palopo spesialli bone bone is not kamplit, is not kamplit if yu not yet eeee visit beidiful plesis mmmmmmm ai was born on juli faif nenti nenti faif mai hobi is pleying futbol
21.	45 13 101 073 A M I R U D D I N	Samulekum warahmatullahi wabarakatuh tengkyu for taim ee ai wan introjus mai self tu yu ol mai nem is amirudin ai kam from bima ai was born in bima twentisiks zun nainti en nainti faif ai hev wan brader is nem is .... mai mader mai fader nem is samsudin mai mader nem is habibah mai fader is spesial in mai laif eee nao ai lif in sukamaju strit. Tengkyu
22.	45 13 101 074 YUYUN IPA	Assalamualaikum warahmatullahi wabarakatuh gud morning en lisen to mi tengkyu very much for dis oportuniti let mi introjus mai self in front of yu all mai nem is yunipa bat yu ken kal mi yun i kam from ambon ai was born in ambon tirtin of desembe november nainti nainti

		faif ai stadi in fot fortifaif yuniversiti english departemen. Ai ai lif in sukamaju strit . mai faforit clor in blu en wait ai hev faif sister en wan ba wan brader oke tengkyu
23.	45 13 101 075 MERLIN THOMAS	Hay gas gud morning tengs fol taim to mi ai wil intrujas mai self wel mai nem is marlin tomas bat yu ken kol mi merlin ai hev tli sistel en wan brader mai fader nem tomas en mai mader nem radita. Mai faders job wiraswasta mai hobi is plai volibal mai ambisen ai wil bikam ticer anglis no am studi et bosowa fondesion unversitas 45 makassar ai kam from morowali sulawesi tengah en hir ai lif in jalan dirgantara 12 tengkyu
24.	45 13 101 076 M A M B O N G	Ya ee alright, wassalamu alaikum warahmatullahi wabarakatuh. Aaa de ferst of ol ai culd to laik to say a tengkyu very much aaaa to dee missis putelai hu hes given mai galden oportuniti tu introjus mai self to yu alraigt aaaa mai nem is mombong yaaa samtaims aaaaa mai friens very very difikelt tco mensien mai nem bat if yu to laif aaaaa difikal to say mai nem aid laik to spel it aaaaa em o em bi o en ji yaa mombong bat ectuali mai friend or mai jess from japanis australia england yaaa yuseli col mi marsel or mombong yaaa samtaims.

| 25. | 45 13 101 078 RESKY MARKUS | Oke e de firs ai wil say tengkyu for yu ol for gif mi taim tu introdus mai self mai nem is reski markus ee ai kam from mamuju bat now ai stei in urip sumoharjo strit ai was bron ee mamuju sertin september neinti nentifaif ee mai embeisen ee bii bi english ticer ee mai mader naim is e rima melati en mai fader neim is markus lutang mai hobi jus lisening musik en ee ai hev faif sister en no brader oke tengkyu |
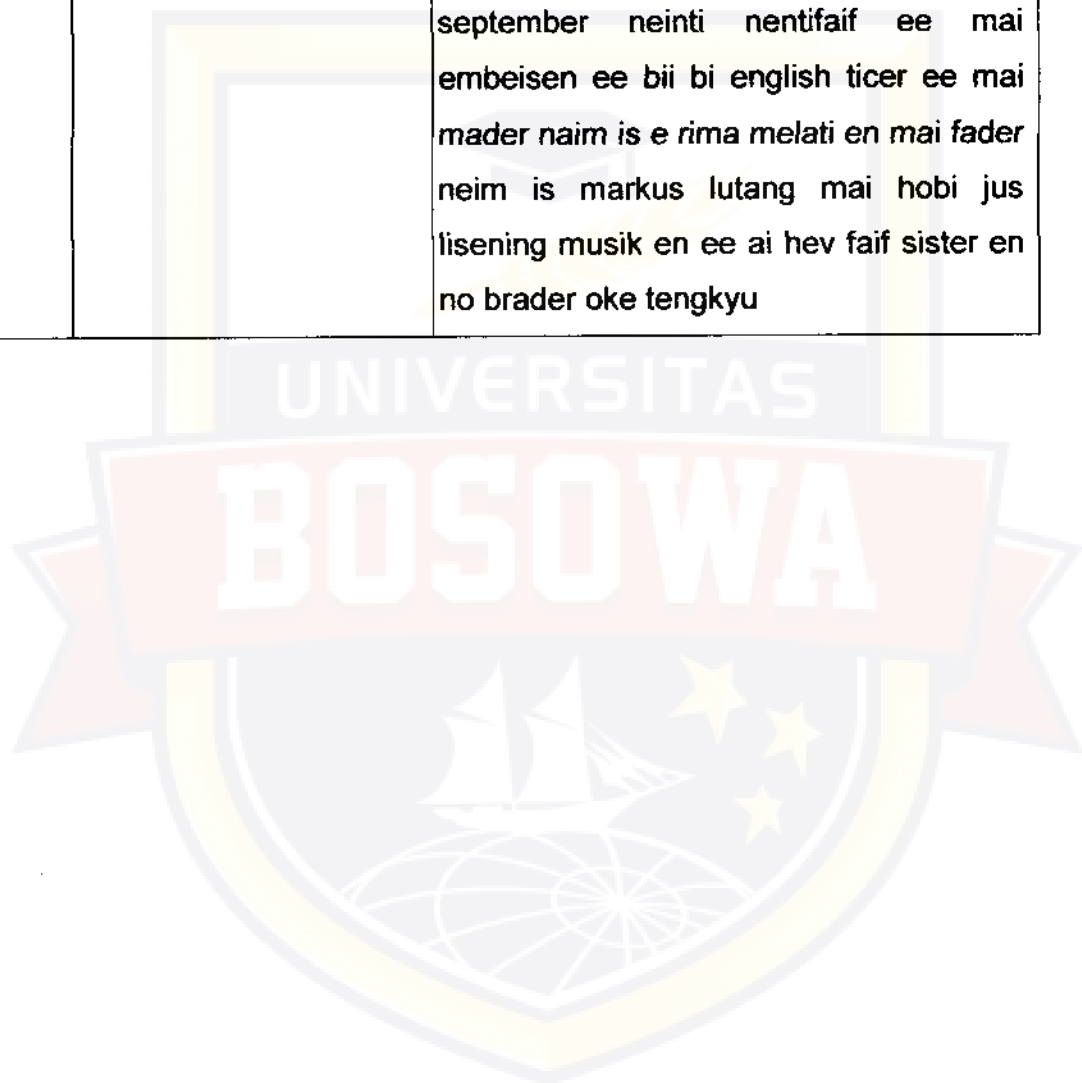
Appendix 4: The Score of Each Student

Remarks:

A: Accuracy

F: Fluency

C: Comprehension

S: Score

Pre- test Score

- Experiment Group

NO.	NO. STAMBUK	NAMA MAHASISWA	A	F	C	S
1.	45 13 101 001	RISMAYANA R.	4	3	5	66,6
2.	45 13 101 003	SITTI NUR MAGFIRA	3	3	4	55,5
3.	45 13 101 004	JONNI PAHABOL	1	2	1	22,2
4.	45 13 101 005	OKTAVIANUS B.K	3	3	3	50
5.	45 13 101 006	SRI DAMAWIA	3	4	3	55,5
6.	45 13 101 007	N U R D I N	3	3	3	50
7.	45 13 101 008	FANNY MARCELLA	4	5	5	77,7
8.	45 13 101 009	ROSDIANA YAINAHU	2	3	3	44,4
9.	45 13 101 010	WA NURSILA	2	2	2	33,3
10.	45 13 101 011	FATIMA SANG LATAR	3	4	3	55,5
11.	45 13 101 012	P I R D A	3	4	3	55,5
12.	45 13 101 013	UMRA MARIPADANG	2	3	3	44,4
13.	45 13 101 014	EUVRONIUS MAGIS	4	4	4	88,8
14.	45 13 101 016	RIKARDUS F. LADA	4	4	4	88,8
15.	45 13 101 017	R O S N A N I	3	2	2	38,8
16.	45 13 101 021	NURUL SUCIANINGSIH	4	5	4	72,2
17.	45 13 101 022	C H R I S M A W A T Y	4	5	4	72,2

18.	45 13 101 023	NURFADILA SAVITRI	5	5	5	83,3
19.	45 13 101 024	MARIETA PADU	3	4	3	55,5
20.	45 13 101 025	MOCHTAR S.G.R	5	5	5	83,3
21.	45 13 101 027	RIA BOY DULY	3	4	4	61,1
22.	45 13 101 029	SUMIANTY ARSYAD	3	3	3	50
23.	45 13 101 031	NURISKA PUTRI	4	4	4	66,6
24.	45 13 101 033	K A R T I N I	2	2	2	33,3
25.	45 13 101 034	M E G A W A T I	3	4	3	55,5

- Control Group

NO.	NO. STAMBUK	NAMA MAHASISWA	A	F	C	S
1.	45 13 101 042	MARPYANTI SALU	3	3	3	50
2.	45 13 101 045	BERNADUS K.T	4	3	4	61,1
3.	45 13 101 047	PRIYO GANDANG	3	3	3	50
4.	45 13 101 048	SURI INDAH PRATIWI	4	4	4	66,6
5.	45 13 101 050	NUR WAHYUNI	3	3	3	50
6.	45 13 101 051	VIKTOR AMMA	3	3	3	50
7.	45 13 101 052	ARSYAD RUMADAY	2	2	2	33,3
8.	45 13 101 056	SITI HARLIANA	3	2	3	44,4
9.	45 13 101 057	SRI WANA A.M	3	3	3	50
10.	45 13 101 058	D O M I N G G U S	3	2	3	44,4
11.	45 13 101 063	ST. AMINAH	3	3	3	50
12.	45 13 101 064	AYU F. HIDAYAT	3	3	3	50
13.	45 13 101 065	A S M I T A	3	5	4	66,6
14.	45 13 101 066	SEPTI NINGSIH J.B	3	3	4	55,5
15.	45 13 101 067	NELMI LISU	3	2	3	44,4
16.	45 13 101 068	MERSY LOANG K.	3	3	3	50
17.	45 13 101 069	ANDI KRISNA A.	4	4	4	66,6
18.	45 13 101 070	ROFINUS SOBAN	3	2	2	38,8

19.	45 13 101 071	HIJRAH RIDWAN	4	4	4	66,6
20.	45 13 101 072	M. ASWAR	3	4	4	61,1
21.	45 13 101 073	A M I R U D D I N	3	3	3	50
22.	45 13 101 074	YUYUN IPA	3	4	3	55,5
23.	45 13 101 075	MERLIN THOMAS	2	3	3	44,4
24.	45 13 101 076	M A M B O N G	4	4	4	66,6
25.	45 13 101 078	RESKY MARKUS	3	3	4	55,5

Post-Test Score

- Experiment Group

NO.	NO. STAMBUK	NAMA MAHASISWA	A	F	C	S
1.	45 13 101 001	RISMAYANA R.	6	6	6	100
2.	45 13 101 003	SITTI NUR MAGFIRA	4	4	5	72,2
3.	45 13 101 004	JONNI PAHABOL	3	3	3	50
4.	45 13 101 005	OKTAVIANUS B.K	5	5	5	83,3
5.	45 13 101 006	SRI DAMAWIA	5	5	6	88,8
6.	45 13 101 007	N U R D I N	6	6	6	100
7.	45 13 101 008	FANNY MARCELLA	6	6	6	100
8.	45 13 101 009	ROSDIANA YAINAHU	4	4	5	72,2
9.	45 13 101 010	WA NURSILA	3	3	3	50
10.	45 13 101 011	FATIMA SANG LATAR	4	4	4	66,6
11.	45 13 101 012	P I R D A	3	4	4	61,1
12.	45 13 101 013	UMRA MARIPADANG	4	4	5	72,2
13.	45 13 101 014	EUVRONIUS MAGIS	5	5	6	88,8
14.	45 13 101 016	RIKARDUS F. LADA	6	6	6	100
15.	45 13 101 017	R O S N A N I	4	4	4	66,6
16.	45 13 101 021	NURUL SUCIANINGSIH	5	5	5	83,3
17.	45 13 101 022	C H R I S M A W A T Y	5	5	5	83,3
18.	45 13 101 023	NURFADILA SAVITRI	6	6	6	100

NO.	NO. STAMBUK	NAMA MAHASISWA	A	E	C	S
19.	45 13 101 024	MARIETA PADU	4	5	5	77,7
20.	45 13 101 025	MOCHTAR S.G.R	5	5	6	88,8
21.	45 13 101 027	RIA BOY DULY	6	6	6	100
22.	45 13 101 029	SUMIANTY ARSYAD	4	5	6	83,3
23.	45 13 101 031	NURISKA PUTRI	5	5	5	83,3
24.	45 13 101 033	K A R T I N I	5	5	5	83,3
25.	45 13 101 034	M E G A W A T I	5	5	5	83,3

- Control Group

NO.	NO. STAMBUK	NAMA MAHASISWA	A	E	C	S
1.	45 13 101 042	MARPYANTI SALU	4	4	5	72,2
2.	45 13 101 045	BERNADUS K.T	4	5	5	77,7
3.	45 13 101 047	PRIYO GANDANG	3	4	5	66,6
4.	45 13 101 048	SURI INDAH PRATIWI	5	5	5	83,3
5.	45 13 101 050	NUR WAHYUNI	4	4	5	72,2
6.	45 13 101 051	VIKTOR AMMA	4	4	5	72,2
7.	45 13 101 052	ARSYAD RUMADAY	5	5	5	83,3
8.	45 13 101 056	SITI HARLIANA	3	4	4	61,1
9.	45 13 101 057	SRI WANA A.M	3	3	4	55,5
10.	45 13 101 058	D O M I N G G U S	4	4	5	72,2
11.	45 13 101 063	ST. AMINAH	4	4	5	72,2
12.	45 13 101 064	AYU F. HIDAYAT	4	5	5	77,7
13.	45 13 101 065	A S M I T A	4	5	5	77,7
14.	45 13 101 066	SEPTI NINGSIH J.B	4	5	5	77,7
15.	45 13 101 067	NELMI LISU	4	4	5	72,2
16.	45 13 101 068	MERSY LOANG K.	3	5	5	72,2
17.	45 13 101 069	ANDI KRISNA A.	4	4	5	72,2
18.	45 13 101 070	ROFINUS SOBAN	3	4	4	61,1
19.	45 13 101 071	HIJRAH RIDWAN	5	6	6	94,4

20.	45 13 101 072	M. ASWAR	4	5	5	77,7
21.	45 13 101 073	A M I R U D D I N	3	5	5	72,2
22.	45 13 101 074	YUYUN IPA	4	4	5	72,2
23.	45 13 101 075	MERLIN THOMAS	4	5	5	77,7
24.	45 13 101 076	M A M B O N G	4	5	5	77,7
25.	45 13 101 078	RESKY MARKUS	4	5	5	77,7

Appendix 5: Data of SPSS

- Pre-test both of groups

Statistics

		Control	Experimental
N : Valid		25	25
Missing		0	0
Mean		52.56	58.00
Median		50.00	55.00
Std. Deviation		9.152	17.706
Minimum		33	22
Maximum		66	88
Sum		1314	1450

- Post- test both of groups

Statistics

		Control	Experimental
N : Valid		25	25
Missing		0	0
Mean		73.56	81.24
Median		72.00	83.00
Std. Deviation		7.725	14.959
Minimum		55	50
Maximum		94	100
Sum		1839	2031

The Paired t-test

- Pre-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Experimental & Control	25	.004	.984

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Pair 1 Experimental – Control	5.440	19.898	3.980	-2.773	13.653	1.367	24	.184

- Post- test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Experimental & Control	25	.303	.140

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Experimental - Control	7.680	14.605	2.921	1.651	13.709	2.629	24	.015

Appendix 6: Documentation

- at the experiment group

- at the control group

BIOGRAPHY

Nur Putri Yanti was born July 26th, 1993 in Ambon, Maluku from the marriage of her parents Drs. H. Abdul Halim Daties, M.M and Ir. Hj. Gawariah Arfah, M.M. The researcher is the third daughter of five sisters.

The researcher finished her first education in SD Inpres 4 Tulehu in 2004, after that the researcher continued her study to junior high school in MTs. Negeri Tulehu and graduated in 2007. In 2010, the researcher proceeded and finished her study in SMA Negeri 3 Ambon, Maluku. She continued her college in University "45" Makassar on Faculty of Teacher Training and Education Science at English Education Department in 2010 and graduated in 2014.

She is an active person since Elementary School, Junior High School and Senior High School. She ever showed in a TV show "Debat Bahasa Inggris TVRI (Ambon)" in 2010. She joined some organizations in Campus like HIMAPBING University "45" Makassar in 2011, 2012, 2013 and BEM FKIP University "45" Makassar in 2011.