

**INCREASING STUDENTS' SPEAKING ABILITY THROUGH  
IMPROMPTU SPEECH AT THE SEVENTH GRADE  
STUDENTS OF SMPN 8 MAKASSAR**

**SKRIPSI**

**BY  
RAFIDAH BINTI EFINDI  
4514101002**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
2019**

**INCREASING STUDENTS' SPEAKING ABILITY THROUGH  
IMPROMPTU SPEECH AT THE SEVENTH GRADE  
STUDENTS OF SMPN 8 MAKASSAR**



Submitted to the Faculty of Teacher Training and Education in  
Partial Fulfillment of the requirements for the sarjan Degree

**BOSOWA**

**Rafidah Binti Efindi  
4514101002**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
2019**

SKRIPSI

INCREASING STUDENTS' SPEAKING ABILITY THROUGH  
IMPROMTU SPEECH AT THE SEVENTH GRADE  
STUDENTS OF SMPN 8 MAKASSAR

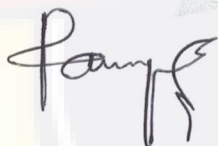
Submitted by

RAFIDAH BINTI EFINDI  
NIM 4514101002

Had been defended in front of Skripsi Examination Committee  
February 8<sup>th</sup>, 2019

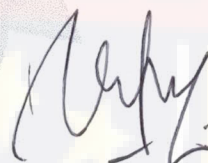
Approved by:

Supervisor I,



Rampeng, S.Pd., M.Pd.  
NIDN. 0916047806

Supervisor II,



Ulfah Syam, S.S., M.Pd.  
NIDN. 0914127804

Under the cognizance of,

Dean

Faculty of Teacher Training and Education,



  
Dr. Asdar, S.Pd., M.Pd. H  
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.  
NIK. D. 450394

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *“Increasing Students’ Speaking Ability through Impromptu Speech at the Seventh Grade Students of SMPN 8 Makassar”* beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 8 Februari 2019

Yang membuat pernyataan



  
Raidah Binti Efendi

## ABSTRACT

**Rafidah Binti Efindi. 2018. *Increasing Students' Speaking Ability through Impromptu Speech at the Seventh Grade of SMPN 8 Makassar.*** (Supervised by Rampeng, S.Pd, M.Pd and Ulfah Syam, S.S, M.Pd)

The aim of this research was to know through the Impromptu Speech can increase students' speaking ability. The results of this research are expected to be useful for students to increase their speaking ability and help teachers to be more creative.

This research used pre-experimental method. Population of this research was all students of students and the sample is class VII.10 which consists of 30 students but only 29 students became the sample. The data collected through speaking test (pre-test, treatment and post-test). After conducting pre-test, the writer conducted treatment and the last gave post-test.

The result of the research showed that there was a significant difference which gained by the students in pre-test and post-test. The value of T-test was 13,13 while t-table was 2.045 this values that T-test higher than t-table13,13 ( $13.13 > 2.045$ ). From this result it can be concluded that through Impromptu Speech exercise was effective to increase students' speaking ability at Class VII.10 at SMPN 8 Makassar 2018/2019 academic year.

**Keywords:** *Impromptu Speech, Speaking Ability*

## ABSTRAK

**Rafidah Binti Efindi. 2018. *Increasing Students' Speaking Ability through Impromptu Speech at the Seventh Grade of SMPN 8 Makassar.*** (Dibimbing oleh by Rampeng, S.Pd, M.Pd and Ulfah Syam, S.S, M.Pd)

Tujuan dari penelitian ini adalah untuk mengetahui Impromptu Speech dapat meningkatkan kemampuan berbicara Bahasa Inggris siswa. Hasil dari penelitian ini diharapkan bermanfaat bagi siswa untuk meningkatkan kemampuan berbicara bahasa inggrisnya dan membantu para guru untuk lebih kreatif lagi.

Penelitian ini menggunakan metode Pre-experimental. Populasi dari penelitian ini adalah semua siswa kelas tujuh dan sampelnya adalah kelas VII.10 dengan jumlah 29 murid. Data dikumpulkan melalui tes speaking (pre-test, treatment dan post-test). Setelah dilakukan pre-test, penulis melakukan treatment dan terakhir adalah memberikan post-test.

Hasil dari penelitian menunjukkan bahwa ada perbedaan signifikan yang bertambah dari siswa dalam pre-test dan post-test. Nilai dari T-test adalah 13,13 sedangkan T-table adalah 2.045, dengan itu T-test lebih tinggi dibandingkan dengan jumlah T-table ( $13,13 > 2,045$ ). Dari hasil ini dapat disimpulkan bahwa melalui latihan *Impromptu Speech* efektif untuk meningkatkan kemampuan bicara siswa di kelas VII.10 SMPN 8 Makassar tahun ajaran 2018/2019.

**Katakunci:** Pidato Mendadak, Kemampuan Berbicara

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil Aalamin, all praise to Allah SWT the Almighty who has given the writer mercy and occasion to finish this skripsi. Shalawat and salam to our prophet Muhammad (peace be upon him) that bring us from the darkness to the brightest hope we will get the syafaat from Rasulullah SAW.

First of all, the writer would like to gratitude to Dean Faculty of Teacher Training and Education Mr. Asdar, S.Pd., M.Pd, especially the writer dedicated her deepest gratitude to her supervisors, Mrs. Rampeng, S.Pd and Mrs. Ulfah Syam, S.S M.Pd who guided and advised the writer in writing this skripsi and thanks to all of lecturers in English Education Department for their kindness during her study. Thanks to endless prayer, support, and motivation to her beloved classmates in campus Nur Amelia, Noviana Tampi, NR Eka Putri, Rita, Mitrandia Patabo, Karyati Rumagutawan, Arwini Arfah, Andi Hesfi Andriany, Dilla Murtafiah, Ahmad Fajar Muhammad and Genoveva Benga Eban.

Second, the writer would like to thanks all Senior and Member of UKM Bridge that always support in doing her thesis and give motivation. Thank you very much for my Mr. Surya that helped her in doing her thesis and gave suggestion, Miss Ria Boy Duly that give many information and suggestion, Seniors Nurfadillah, Nurmagfirah and Sri Damawia that always give motivation. The writer would like to thank for all seniors and members from HMI Komisariat FKIP, and my friends' KKN Posko Arajang . There is

so many people the writer would like to thank that her cannot mention one by one but from the deepest heart, she really thankful for all of them.

Her special thanks to Mrs. Fatimah Rezkiyana S.Pd as the Form teacher of Seventh Grade Class Ten that helped and give suggestion and attention and Mrs. Nurdiana Nawir S.S, M.Si. Thanks to SMPN 8 Makassar especially to the students of class VII.10 cause they were cooperatively since the writer conducted the research. Thanks a lot for everyone who encourages her, may Allah bless them.

Moreover her special thanks to her beloved parents (Efindi Ansar and Nur Asma) who always give their greatest love, prayer, support, and they also always give their best to her. Then, her thanks to beloved brothers (Syahril, Ahmadisam, Muh. Ismail) and sister (Dewi Fatimah) who always support her. Without all of them the writer cannot be able at this path and finished her research.

Finally, for the names that have not been mentioned above, may Allah bless them all, and may Allah always be with us, Aamiin.

Makassar, February 2019

**Rafidah Binti Efindi**



## TABLE OF CONTENT

<b>COVER SHEET</b>	i
<b>PAGE OF APPROVAL</b>	ii
<b>PERNYATAAN</b>	iii
<b>ABSTRACT</b>	iv
<b>ACKNOWLEDMENT</b>	vi
<b>TABLE OF CONTENT</b>	viii
<b>LIST OF TABLE</b>	xi
<b>LIST OF APPENDICES</b>	xii
<b>CHAPTER I. INTRODUCTION</b>	
A. Research Background	1
B. Problem Statements	3
C. The Objective of The Research	4
D. Significance of The study	4
E. The Scope and Limitation of The Research	5
<b>CHAPTER II. REVIEW OF LITERATURE</b>	
A. Some Related Research Finding	5
B. The Nature Of Speaking	7
1. The Component Skills in Speaking	9
2. Teaching Speaking	12
3. The Importance of Speaking	12
4. Methods of Speaking	13

C. Impromptu Speech	14
1. Definition of Impromptu Speech	14
2. The Purpose of Impromptu Speech	16
3. The Advantages Using Impromptu Speech	17
4. The Standard Procedure of Impromptu Speech	18
D. Conceptual Framework	19
<b>CHAPTER III. RESEARCH METHOD</b>	
A. Research Design	21
B. Place and Time of the Research	22
C. The Population and the Sample of the Research	22
D. Research Variable	22
E. Instrument of the Research	22
F. Procedure of Collecting Data	23
G. The Technique of Data Analysis	23
<b>CHAPTER IV. FINDING AND DISCUSSION</b>	
A. Findings	29
B. Test of Significance (T-test)	35
C. Discussion	36
<b>CHAPTER V. CONCLUSION AND SUGGESTION</b>	
A. Research Conclusion	38
B. Suggestion	39
<b>BIBLIOGRAPHY</b>	40

## LIST OF TABLE

	Page
Table 4.1 The Students' Score and Classification	30
Table 4.2 Rate Percentage of Students' Speaking Ability	32
Table 4.3The Mean Score and Standard Deviation of Pre-Test and Post-Test	35
Table 4.4The Probability value of t-test of the students' achievement	36

UNIVERSITAS

BOSOWA

## LIST OF APPENDIX

	<b>Page</b>
Appendix Letter for doing research	44
Appendix 2 Lesson Plan	47
Appendix 3 Instrument of the Research	52
Appendix 4 Students' score in Pre-Test and Post-Test	55
Appendix 5 Students' all Score of the Students' pre-test and post-test	56
Appendix 6 Mean score of the Students' pre-test and post-test Speaking Ability	57
Appendix 7 T-Test Analysis	58
Appendix 8 The Distribution table of critical value-t	60
Appendix 9 Pictures	61
Appendix 10 Recording Sheet in Pre-Test	64

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the research background, problem statements, the objective of the research, significance of the research, the scope and limitation of the research.

#### **A. Research Background**

In learning English language, there are four skills that need for complete communication. When learn English, at first we have to listen, then to speak, then to read, and finally to write. These four skills cannot be separated from one another considering that the development of one skill will contribute to the development of other skills. Basically, the development of the four skills is integrated. Of the four skills, speaking skill usually gets the first priority in English Teaching. According to Brown and Yule (2000:267), speaking is one of the basic skills as measurement of language learners whether someone is successful in learning language or not.

Speaking also is English language that student still difficult to success on it. It is because students lacks of vocabulary, students speaking behavior, grammar knowledge or motivation. The main factors of students in difficulty in using English in speaking learning may be caused by student lack of confidence in using English in daily conversation. Speaking is not only about producing sound but also about expression and accent.

People need some purposes to talk about something. The reason why people talk or communicate one another is because they need to express ideas or feeling at that time.

According to Cannon (2000:115) stated that the teacher has the obligation to find out the right method in solving the problems occurred as mentioned above. Teachers have to find way how to increase students' speaking skill. There is call Impromptu Speech as the good way to Increase it. According to Beebe (2009), Impromptu speech is a delivering speech without preparing in advance. However, Puteh (2006:15) said the definition of an impromptu speech is a mini speech delivered with little or no immediate preparation time given to the speaker. Based on impromptu speech of two different definitions above, the researcher chooses the second definition. The researcher realizes those students of seventh grade are not used to it. So, they need times to focus their ideas. Through impromptu speech method, the teacher can give a challenging atmosphere in the class, so that the students can feel motivated in following the lesson. Moreover, the use of impromptu speech method can help the students to express their opinions or ideas about some issues or topics.

According to Jef Menguin in Munawwarah (2012:5), there are some benefits of an impromptu speech technique: it can improve oral expression of thought, develop confidence in public speaking, think quickly on your feet, and develop leadership and communication skills. Those are

supported by Dale on page 29 of his thesis. In addition, referencing to Cecilia B-Ikeguchi in Trismianti (2014:19), this technique is very challenging activity for his English students who would, at the end of the year say: "this class really taught me how to speak in English." Also an impromptu speech can reveal the student's ability to organize thoughts quickly, confidently, naturally and logically. However, it can make them creative and imaginative interpretation of the designated topic, supported by varied materials. The material given is something that related to a variety of everyday words, phrases and topics. Besides, there are some disadvantages of this technique: for those who do not have much knowledge and insight, they will make the speaker's relating to speech confusion or disorder.

Based on the explanation above, the researcher decide to choose title Increasing Students' Speaking through Impromptu Speech at the seventh grade of SMPN 8 Makassar. Researcher hopes this method can help students in speaking and deliver their thought also show their ability through Impromptu Speech.

## **B. Research Question**

Based on the explanation above, before having this research be done, the researcher propose a question, researcher will discuss in this research. The research question should be answered; "Can impromptu speech exercise increase students' speaking skill in SMPN 8 Makassar?"

### **C. The objective of the Research**

“To find out whether impromptu speech increase students’ speaking skill”

### **D. Significance of the study**

The research activity is significantly carried out for the following needs. They are:

1. To give some information to the teacher and the school about the effect of using impromptu speech toward students’ speaking skill.
2. To give some contributions to the students in order to increase students’ speaking skill.
3. To give information for readers this report can be used as a reference about the influence of impromptu speech on students’ speaking skill.

### **E. The Scope and Limitation of the Research**

The scope and limitation of the study is to increase the students’ speaking ability through impromptu speech took place at SMPN 8 in Makassar. The researcher limits the scope and the study because the researcher assumes that various factors can involve within this trial effort. But the researcher will only focus on using Impromptu Speech.



## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, researcher discusses some relevant theories with the problem and another aspect of the research. Discussing some theories that relevant to the researcher's research is the crucial thing to make the researcher easier in understanding and analyzing deeply the problems of the research.

#### **A. Some Related Research Findings**

The previous studied related to this research is the research conducted by Siti Munawwarah (2012) entitled "*The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru*" which used quasi-experimental with nonequivalent research. The instruments were observation and oral production test. The writer took two classes; experimental class and control class. The mean score of experimental class is 61.40 while the mean score of control class is 51.20. Both of them are different; students' speaking ability in experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment.

According to Iwan (2015) in his research under the title "*The Implementation of English Meeting Club Towards Speaking Ability at The Third Semester of Bosowa 45 University Makassar*" the students joined

English Meeting Club because in club the students can study English easily without limited times, and the students can improve their English especially in speaking.

According to Ashidiqi (2016) under the title "*The Effectiveness of one-way Impromptu Speech Exercises in Improving students' oral ability: An Experimental study at the eighth grade students at SMPN 6 Mataram*" which used experimental as his research design. He took two classes they were experimental group and control group. Mean score of experimental group in pre-test reached 42.84 and 47.36 point in post-test which control group score mean got 47.37 in pre-test and 50.74 in post-test. The result of mean score in post-test between experimental group and control shows that there is significant in experimental control after giving treatment.

Based on Munawwarah (2012) research and Ashidiqi (2016) research used True Experimental design and took two classes to compare the improvement students' speaking ability between experimental class and control class show that both had a significant in experimental group than the control group. Meanwhile in Iwan (2015) research, observed the students' English meeting club activity in the club practice in repetitive time with a discussion topic each meeting can make students improve their speaking ability.

Due to the previous research above, the similarity with this research which the researcher took experimental design with Pre-experimental type and using the Impromptu Speech as the method to increasing students'

speaking ability, moreover this research used quantitative method to find out the improvement students' score between pre-test and post-test.

The difference of this research from the previous research is in their sample where the researcher took only one class and the way the researcher gave the treatment. Thus, the findings provided the difference result from the previous research.

## **B. The Nature of Speaking**

Speaking is one of the four language skills that is taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is perhaps the most demanding skill for the teacher to teach (Scott and Ytreberg in Firtiana 2012:9). Speakers talk in order to have some effect on their listeners. When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. In speaking, communication between two people should happen. (Dian Fitriana :9).

According to New Webster Dictionary in Candra (2016:11) stated that speaking is an act to express an ideas, feelings, purpose and though orally. It is also called oral communication. Speaking as communicate actively has a kind of scope or area that skill can apply. Speaking needs the performance, expression, intonation, stressing, pronunciation, grammar, and confidence to explore the idea or opinion, speaking is a

complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency (Syakur in Candra 2016:11).

According to Munawarah (2012:11) Speaking is a key of communication. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. Speaking is either as interaction or a social and situation-based activity. It means that the participants need to negotiate meaning contained the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students in learning language because it is used to communicate with other people naturally in real time. It can improve students' pronunciation, grammatical structure, and vocabulary.

Richards and Renandya in Aulia (2016: 67) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007:237) stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

According to Ladouse in Intan (2015:15) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Also, Wilson in Intan (2015:15) defines speaking as a development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or individual

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the researcher should develop ideas or build some topics to be talked and to make other responds to what speakers says.

## 1. The component skills in speaking

The component is the aspects influencing how well people speak English. Here is the component of speaking skill according to Brown (2004, p.27) namely:

### a. Accuracy

Accuracy is achieved to some extent by following students to focus on elements of phonology, grammar, pronunciation and vocabulary in their spoken output. In teaching English speaking, teachers have to explain to students how to speak accurately (clear, articulate, grammatically, and phonologically correct) language and of course fluent language (Heaton in Atakani 2015:18)

1) Pronunciation is the way of students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds and pattern in a language. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation.

### 2) Vocabulary

Vocabulary is one of the language aspects which is very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students

have to master a lot of vocabulary. Vocabulary is an important aspect in teaching learning process; students must continually learn words as they learn structure and as they practice sound system. Vocabulary is about the words, where they come from, how they change, how they related to each other and how to use them to view the world. In brief, vocabulary is a total number of words that make up the language.

### 3) Grammar

Grammar and pronunciation have a close relationship grammar is very crucial in speaking because if the speaker does not mastering grammar or structure, she/he cannot speak English well. In addition the listener will not understand what the speaker are trying to say.

#### b. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. Fluency is the ability to talk freely without too much stopping or hesitating. From the explanation above, it can be concluded that someone will be able to speak fluently and accurately when they have sufficient vocabulary and know how to pronounce the word correctly. In addition, their ability in using grammar also will help them to have a good speaking.

#### c. Comprehension

In oral communication, responding to a speaker speech is certainly required because when the listeners give respond well and correctly, it shows that the listeners" comprehend and understanding well what the

speakers" are saying. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

## 2. Teaching Speaking

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of information. It refers to how the teacher transfers the information or knowledge to the students by using technique and exercise.

The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

## 3. The Importance of Speaking

In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities.



Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.

#### 4. Methods of Speaking

In speaking there are several method used. Usually this method is used when someone wants to do a presentation or speech in public. According to Mulyana (2007, p. 67-71) there are four methods in public speaking namely:

- a. Impromptu speaking is calling for student to speech up by given time that they typically get no time to prepare what they are going to say. Usually impromptu used by people who has a lot of experience and knowledge.
- b. Extemporaneous speaking is assigning for students to speak with some prior preparation. This speaking involves the speaker use note cards to guide them from point to point and some embellishment to deliver a speech.
- c. Manuscript speaking, the speaker reads every word from a pre-written speech. Sometime, this method can be boring without eye contact, movement, and body language.
- d. Memory is memorizing over all of the text and speech without text.

From the method above, the students usually used manuscript or memorizing method because the manuscript or memorizing method is easier to use. Impromptu method is usually used in the situation that exposes students' experience and previous knowledge; *Impromptu* speech is appropriate for debate event.

### **C. Impromptu Speech**

#### **1. Definition of Impromptu Speech**

An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge on the topic. When called to speak "off the cuff" on the "spur of the moment," is usually because the speaker is quite knowledgeable about the subject. For example, if called on to speak in class, a student might give a short impromptu speech about a topic that was in the assigned readings. Business meetings also use a "check in" to tell everyone else about a current project. In small informal meetings, the audience will interrupt an impromptu speech and ask questions, which helps guide the speech and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time.

According to Mulyana (2007: 67) *impromptu* mean "in readiness". She/he was ready to speak wherever and whenever with varieties topic at that time, usually this method used by people who has more experience and knowledge. Then, Zarefsky (1996) said that, *impromptu*

speech methods a mode of presentation which the speaker has a little or no time for preparation. An *impromptu* speech was delivered on the spur of the moment, without advance notice or time for detailed preparation (Grice & Skinner, 1993). So, the researcher concluded that impromptu speech is a speech individual event that involves 2, 5 to 8 minute speech with a characteristically short preparation time.

There are 4 techniques to delivering a better impromptu speech;

a) Give yourself time to prepare

- 1) Take deep breaths
- 2) Rise slowly from the chair and walk slowly to the lectern(or stand behind and away from the chair). Use this time to collect and decide on the purpose and plan of speech
- 3) Think about the opening sentences
- 4) Don't have to start the speech immediately

b) Feel confident

- 1) Look at audience and smile
- 2) Don't slump, fidget, and do not put hands in your pocket
- 3) Speak and act in confident manner

c) Slow delivery

- 1) Give you time to think a head
- 2) Audience has time to absorb and react to what you are saying
- 3) Helps you reduce umm and ah

#### d) Focus

- 1) Be brief to point
- 2) Talk directly to the audience and adapt to their feedback
- 3) Maintain good eye contact with the audience
- 4) Don't ramble or say too much on the subject
- 5) Keep the focus on the subject while talking
- 6) Speak at the audience level

The Researcher concluded that, there are 4 techniques before doing a presentation such as make a preparation, self-confident, focus on the topics and slow delivery. This techniques very important in speech to make listeners understand and believe the speakers sentences.

#### 2. The Purpose of Impromptu Speech

According to Munawwarah (2012:33-34) there are several purposes of impromptu speech technique as follows:

- a. To offer students a unique forensics activity and valuable training in critical thinking, analysis, organization and delivery for situations outside of competition.
- b. To offer students enjoyable forensics activity and valuable training in critical thinking, analysis, organization and delivery for situations outside of competition.
- c. To offer the students do not need much preparation in delivering speech.

- d. To offer students become tentatively reasoned response. Reasoned response will offer a means to incorporate these educational goals in an event that should still be considered fun, thrilling and challenging to students.
- e. To helps the students more of a socially significant activity.
- f. To offer the students become competent in delivering a speech.
- g. To prepare students to communicate intelligently on the spur of the moment beyond the classroom into society.

### 3. The Advantages of using Impromptu Speech

According to Munawwarah (2012:34-35). There are some the advantages of using this technique. Actually, besides improving speaking students' ability in speaking, it can also improve their listening. They are:

- a. Improving oral expression of thought develops confidence in public speaking, think quickly on your feet, and develop leadership and communication skill.
- b. The impromptu speech allow students to work on both fluency and presentation skill.
- c. This technique enables to know the students' proficiency of speaking naturally in real time even their knowledge and insight. The materials for impromptu speaking are chosen by the teacher according to the students' interest level, rather than picking out topics from text materials.

- d. The students are simultaneously engaged in different activities instead of getting bored listening to all the classmates' speeches.
  - e. The class is given a chance to watch a variety of materials – although short - in a limited class time.
  - f. It is necessary to modify the speech while speaking depends on audiences' mood. Trialing to make the process of the speech becomes coherence and consistent.
  - g. It necessary to analyze the audiences' respond directly while delivering the speaking.
  - h. It enables students to be more independent learners because there has been a process of learning to think aloud what they have to speech spontaneously.
4. The Standard procedure of Impromptu Speech Technique

Siti M (2012: 35-36) stated that the standard procedures of impromptu speech techniques are:

- a. The teacher explains the material
- b. The teacher prepares some topics or questions from the material discussed that depends on the large of the class.
- c. The teacher divides students into some groups that consist of four or five students.
- d. The teacher assigns each group a topic or question to each group randomly by lottery.

- e. The teacher asks each student in a group to perform his/her topic continued by the next groups and the other groups may give a question to the group performance.
- f. When everybody is back into the big class group, the teacher asks students ready to ask questions, by being encouraged to do so or being assigned beforehand, about things they did not fully understand in the other groups' explanation and which they find interesting. Finally, be engaged in meaningful conversation.

The researcher concluded that to make a better speech students need to follow what teacher teach and pay attention of it. Teacher need to explain carefully to students so that they can understand and make a good speech in impromptu.

#### **D. Conceptual Framework**

##### **1. Impromptu Speech**

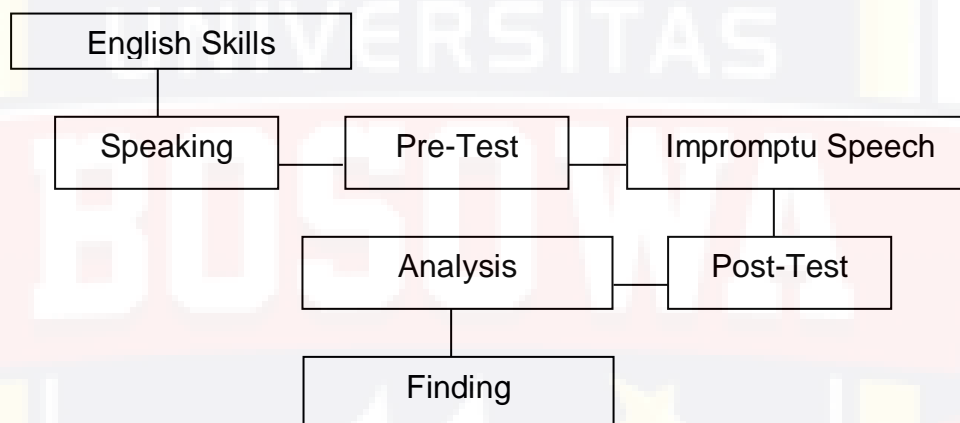
Impromptu speech is Impromptu speech technique is one teaching technique that is very useful for teaching speaking. This technique enables students to develop their capability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics. It refers to being able to organize one's ideas quickly and speak about a subject without an advance time to prepare.<sup>24</sup> People actually use it all of the time in most of conversations with friends, parents, teachers, and others that are really short impromptu talks. Besides, answering question, giving opinion, or sharing knowledge about many things on daily bases

also can be called an impromptu speech. (Paulette Dale and James C.Wolf in Siti Munawarah (2012:29))

## 2. Speaking Skill

Speaking skill is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot (Harmer in Rahmawati, 2015:15).

The conceptual framework in this research showed in the diagram as follow:



The diagram above describe about how describing method in using learning and teaching process. In this part the researcher used the method because there are students' problems, especially in speaking subject. This method has goals to enhance the students' speaking ability. The researcher used impromptu speech as the exercises to increasing students' speaking ability. The researcher used it in experimental and it will make student's interest and feel challenging in speaking. It is to be expectable as the result of speaking fluency and students confidently in speaking.



### CHAPTER III

#### RESEARCH METHOD

This chapter explained about the design of the research, method of the research, variables, population, sample, the research instrument, the procedures of collecting data and technique of data analysis.

#### A. Research Design

This research employed Pre-Experimental Research Method that apply One-group Pre-test and Post-test Design. This design involved one group that applied pretest and posttest, where the pretest administered before giving treatment by using Impromptu speech and posttest administered after giving treatment. The group received treatment by exercised their speaking using Impromptu Speech. The design could be illustrated as follow:

**Table 3.1 Research Design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-Test</b>
O1	X	O2

Where :    O1 =Pre-Test  
              X  =Treatment  
              O2 =Post-Test

(Gay L: 2006)

## **B. Place and Time of the Research**

This research was conducted at SMPN 8 Makassar on Jln. Batua Raya Kecamatan Manggala, Makassar. The data collected in November, 2018.

## **C. The Population and the Sample of The Research**

The total population data of the seventh grade students of SMPN 8 Makassar were 310 students from eleventh classes which each class consisted of approximately 30 students. The sample of this research was VII-10 where consisted of 29 students.

## **D. Research Variable**

There are two kinds variable that researcher used there are namely Independent variable and dependent variable. The use of Impromptu Speech was independent variable and Increasing students' speaking skill was dependent variable.

## **E. Instrument of The Research**

The instrument of the research was oral presentation test. The speaking performance was recorded by researcher. The researcher gave a topic to students to make a speech.

In the test, the researcher recorded the students' voice and made transcribe each of them after finished test.

## **F. Procedure of Collecting Data**

### **1. Pre-Test**

The pre-test was done to find out the students' prior ability in speaking before the treatment is conducted. Here, the researcher gave a task to the students to speak in the spur of the moment by given topic.

### **2. Treatment**

After the pre-test, the researcher conducted the treatment in three meetings. The first meeting the writer explained about impromptu speech, techniques of speaking and steps before doing presentation and researcher gave topics to each student and make speech in 1-2 minutes. In second and third meeting the researcher asked the students' to practice their speaking by impromptu speech with a topic randomly by giving to each group. It was related to students' textbook and the topic that has been given in pre-test.

### **3. Post-Test**

The post-test was to find out whether their accuracy and fluency skill will improve or not after the treatment. After treatment has done, the researcher gave a post-test to the students with the same previous task.

## **G. The Technique of Data Analysis**

The researcher used this analysis to compare the students' achievement and performance during the pre-test, treatment and post-test.

1. The procedure of evaluation in giving score for the student speaking test:

## a. Accuracy

Classification	Score	Criteria
Excellent	5	Pronunciation is slightly influenced by the mother tongue a few minor grammatical and lexical error but most utterance are correct.
Good	4	Pronunciation is still moderate influenced by the mother tongue but no serious phonological errors but only causing confusion.
Average	3	Pronunciation is influenced by the mother tongue, only a few serious phonological errors several grammatical and lexical errors
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Seriously pronunciation errors as well as many basic grammatical and lexical errors no evidence of having mastered any of the language skill and areas practiced in the course.

## b. Fluency

Classification	Score	Criteria
Excellent	5	Speech without too great an effort with fairly wide range of expression search for words occasionally but only one or two 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 succeed in conveying the general meaning. Fair range or expression
Fair	3	Has to make an effort for much of time. Often has to search for 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 expression.
Very poor	1	Full long an unnatural pause. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

## c. Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for listener understand the speaker's intention and general meaning. Very few interruptions of clarification required.
Good	4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for shake of clarifications are necessary.
Average	3	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him in convey message or to seek clarification.
Poor	2	The listener can understand a lot of what

		said, but he must constantly seek clarification cannot understand many of the speaker's more complex of longer sentence.
Very Poor	1	Only small bits usually short sentence and phrases can be understood and then with considerable effort by someone who is to listening to the speaker.

(Heaton in Ria, 2017 :35)

2. Calculating the significance difference between pre-test and post-test.

- a. The researcher found out the mean score of all students by using mean score formula as follows :

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

Where:  $\bar{X}$  = Mean Score

$\sum x$  = The sum of all score

$N$  = The number of students

- b. To compare the scores of pretest and post-test of the students, the researcher used the following formula :

$$t = \frac{D}{\sqrt{\sum D^2 \left( \frac{\sum D^2}{N} \right)}}$$

$N(N - 1)$

Notation:

$t$  = Test of significant

$D$  = The mean of score

$\sum D$  = The sum of total score

$\sum D^2$  = The square sum of difference

$N$  = Total number of students

(Gay in Ria 2017: 36 & 38)

- c. Classifying the students' score based on the following class classification:

**Table 3.2 Score Classification**

Score	Classification
91-100	Excellent
76-90	Good
61-75	Fair
51-60	Poor
Less than 50	Very poor

(Ria 2017: 36)



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consisted of two sections: the findings of the research and the discussion of the research. The findings present the result of data analysis and the discussion deals with the arguments and interpretation of the research findings.

#### **A. Findings**

This part presented the result of the research that focus on increasing students' speaking performance covering accuracy, fluency, and comprehensibility through Impromptu Speech.

The researcher used speaking test to collect the data. The speaking test was a topic that related to students' English text book that learned recently. It was given in pre-test and post-test.

The researcher used speaking test to collect the data. The speaking test was given in pre-test and post-test. The aim of the pre-test is to know students' speaking ability. After pre-test, the researcher did treatment to giving explanation to students and exercise performance with another topic that related to the topic in pre-test also the post-test. Then, the researcher did the post-test in aim to know students' speaking ability after did the treatment, does Impromptu Speech have an effect to students speaking skill also to see the significance of students speaking skill. The findings of the research could be seen as follows:

## 1. The Result of Students' Speaking Score

There were 29 students as the sample of this research. The table below explained the students' score in pre-test and post-test.

**Table 4.1: The Students' Score and Classification**

No.	The Students' Initial	TEST SCORE									
		Pre-test					Post-test				
		A	F	C	Total	Class.	A	F	C	Total	Class.
1	AMY	3	3	2	53	Poor	3	3	3	60	Poor
2	AESF	3	3	3	60	Fair	3	4	4	73	Fair
3	INR	4	4	4	80	Good	5	5	5	100	Excellent
4	DAR	2	2	2	40	Very Poor	3	3	3	60	Poor
5	DRC	3	3	3	60	Fair	3	3	4	67	Fair
6	FAR	3	3	3	60	Fair	3	3	4	67	Fair
7	FAC	2	3	3	53	Poor	3	3	4	67	Fair
8	FPR	3	2	2	47	Very Poor	4	3	3	67	Fair
9	NAN	3	2	3	53	Poor	3	3	4	67	Fair
10	NKAN	2	3	3	53	Poor	3	4	4	73	Fair
11	RJ	2	2	2	40	Very Poor	3	3	4	67	Fair
12	APMM	2	2	2	40	Very Poor	3	3	4	67	Fair
13	AMIH	2	3	2	47	Very Poor	3	3	3	60	Poor
14	DL	2	3	2	47	Very Poor	3	4	4	73	Fair
15	DA	2	3	2	47	Very Poor	3	3	3	60	Poor
16	GAK	2	3	2	47	Very Poor	3	3	3	60	Poor
17	NAI	2	3	2	47	Very Poor	3	3	3	60	Poor
18	NRP	1	1	2	27	Very Poor	3	3	3	60	Poor
19	NHM	1	1	1	20	Very Poor	3	3	3	60	Poor
20	RA	3	2	3	53	Poor	4	3	4	73	Fair
21	SAG	3	3	3	60	Poor	4	3	3	67	Fair
22	SJ	2	3	3	53	Poor	4	3	4	73	Fair
23	WA	3	3	3	60	Poor	4	5	5	93	Excellent
24	ZDIR	3	3	3	60	Poor	4	4	5	87	Good

25	RNA	2	3	2	47	Very Poor	3	4	4	73	Fair
26	ATNA	3	2	2	47	Very Poor	4	3	4	73	Fair
27	DFRA	2	2	2	40	Very Poor	3	3	3	60	Poor
28	FAM	2	2	2	40	Very Poor	3	3	3	60	Poor
29	APF	2	3	2	47	Very Poor	3	3	3	60	Poor
<b>Total</b>		<b>69</b>	<b>75</b>	<b>70</b>	<b>1428</b>	<b>Very Poor</b>	<b>96</b>	<b>96</b>	<b>106</b>	<b>1987</b>	<b>Fair</b>
<b>Mean Score</b>		<b>2,37</b>	<b>2,58</b>	<b>2,41</b>	<b>49,24</b>		<b>3,31</b>	<b>3,31</b>	<b>3,65</b>	<b>68,51</b>	

**Source : SMP Negeri 8 Makassar**

Based on the table 4.1 above showed there were two students who got excellent classification in post-test and there was a student got poor classification in post-test. There students who got excellent are initial INR and WA and the student who got poor is AMY.

According to researcher observation, student INR is the smartest English speaker in the class and was school in elementary international school. INR score classified in the pre-test was 4 in accuracy, 4 in fluency, and 4 in comprehensibility. INR deliver her speech smoothly without hesitation and in post-test she got excellent classification where her score was 5 in accuracy, 5 in fluency, 5 in comprehensibility. The cause of her excellent was when the treatment she listened and practice well in her group.

In the other hand, student WA who got excellent classification in post-test previously, in pre-test her classification was poor where 3 in accuracy, 3 in fluency, 3 in comprehensibility. When she delivered her speech in pre-test she looked unconfident and some confusing in her vocabularies and not still confuse how to deliver a good speech. But, in post-test she

showed an improvement in her speech where she got 4 in accuracy, 5 in fluency, and 5 in comprehensibility. Based on the researcher treatment observation WA student can catch up what researcher explain and looked serious in practice in her group. She was one of the active students in her group.

Meanwhile AMY who got poor classification in post-test needs more practice and improvement. In pre-test AMY got 3 in accuracy, 3 in fluency and 2 in comprehensibility. The researcher got difficult in catch his speech, he lack of confident and vocabularies also not knowing how to deliver a speech. When treatment conducted he seen slowed to catch up the researcher's explanation and shy to asked question. He got poor classification where 3 in accuracy, 3 in fluency and gain her score one point where in pre-test he got 2 in comprehensibility but got 3 in comprehensibility. The researcher can understand when he delivered his speech and make several interruptions in his speech.

Table 4.1 showed the students' result of three elements of speaking. Based on the table above, there were 29 students as the sample of the research. The test focused on speaking through Impromptu Speech.

Based on the table 4.1 above in pre-test there was a student who got good classification, there were 3 students who got as fair classification, 9 student who got as poor classification, and the last there were 16 students that got as very poor classification. The table showed in table 4.1 that the total of accuracy is 69, the total of fluency is 75 and the total of

comprehensibility is 70. The table above show that in pre-test the total value was 1428 and the mean score was 49, 24. It means that the students' speaking ability is low and needed to be improved. In pre-test, the researcher asked students to make a speech with the topic that given in impromptu and the time that was given to each student for deliver their speech orally are 2 minutes.

While in post-test that showed by the table 4.1 after the treatment was given, the researcher's given the post-test to the students. The test is a same topic from pre-test but before that they did not know the same topic as before will be given to them because the researcher want make it impromptu to the students so it's call with impromptu speech.

Meanwhile, result score of students' post-test. There were 11 students classified as poor, 15 students classified as fair, a student classified as good, and 2 students got excellent classification. The table 4.1 showed that the total of accuracy is 96, the total of fluency is 96 and the total of comprehensibility is 106. Total score in post-test is 1987 and the mean score is 68,51.

From the calculation above showed mean score of pre-test is 49,24 and mean score of post-test is 68,51. It means that the students' speaking increases through Impromptu speech after the treatment.

## 2. Rate Percentage of Students' Speaking

The students' speaking ability in four components before and after treatment can be seen in the following table:

**Table 4.2: Rate Percentage of Students' Speaking Ability**

No.	Classification	Score	pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Excellent	5	0	0	2	6,89
2	Good	4	1	3,44	1	3,44
3	Fair	3	3	10,34	15	51,72
4	Poor	2	9	31,03	11	37,93
5	Very Poor	1	16	55,17	0	0
Total			29	100%	29	100%

Table 4.2 above showed the rate percentage of students' speaking ability in pre-test and post-test. It showed difference of percentage in students' result where in pre-test there is 3,44% as very good classification, 10,34% as fair classification, 31,03% as poor classification and 55,17% as very poor classification and total is 100%. In the post-test showed difference result from the pre-test where showed the significance of the students' speaking ability where is 6,89% as excellent classification, 3,44% as good classification, 51,72% as fair classification and 37,93% as poor classification. It can see in pre-test there is no student who got excellent but after the treatment was given by the researcher there are two students got excellent classification and there is no student who got poor classification in the post-test. It means after the treatment, the students' increased their ability in speaking through Impromptu Speech.

### 3. The Total Result of Analysis of Students' Speaking Ability

The total result of mean classification of students' speaking it can be seen in the table 4.3:

**Table 4.3:****The Mean Score and Standard Deviation of Pre-Test and Post-Test**

Test	Mean Score	Standard Deviation
Pre-test	7,37	1,69
Post-test	10,27	1,53

The table 4.3 above showed that the mean score of students' on pretest was 7,37 and the mean score on post-test is 10,27. The standard deviation of the pre-test in speaking is 1,69 while the standard deviation of students' post-test in speaking is 1,53. Because the mean score is an average value of the students and mean of the post-test is higher than mean score of pre-test after the treatment had given. It means that there is an improvement of students' ability in speaking. Standard deviation describes the spread value of the sample. The result of the mean classification indicated that students' speaking is very influenced through Impromptu Speech as well.

**B. Test of Significance (T-test)**

In order to determine if there is a significant results of students' score in pre-test and post test the researcher used T-test for Independent sample. The level significance is 0.05 with degrees of freedom (Df)= 29. The T-test presented in the following table.

**Table 4.4 : The probability value of t-test of the students' achievement**

Test	Mean Score	Standard Deviation	T-Test Result	T-Table
Pre-test	7,73	1,69	13,13	2.045
Post-test	10,27	1,53		

According to the table 4.4 above indicated that the value of t-test is greater than t-table. It can be inferred that the difference between pre-test score and post-test is significant.

### C. Discussion

This research successfully collected the data. On doing the research it was became the challenge for the researcher because the condition of the school environment was not good because some reasons, but in the end this research has gone well.

From observation and the test that has been done there is improvement in student speaking it shown in their pre-test. The researcher realize the students' speaking ability in pre-test that many of them got low score and confused with what they talked and low confident in speaking because afraid make mistake. The students' need improvement in their speaking with treatment that researcher gave that was train their speaking with impromptu topics.



In the treatment occurred, the researcher divided students to 6 groups with 4-5 people each group. Researcher given one topic in their group and they had to make speech with that topic. The topic also was related to the topic that was given in pre-test and post-test. The researcher took the topic from their textbook that they learn recently.

The treatment was gone well and really helpful to the students to train their critical thinking in speaking. Each student had to make speech in their group and take a turn to deliver their speech. Researcher helped them in evaluate their pronunciation and grammar.

The results score in post-test shown that there was improvement in their speaking specially in their content and comprehensibility. Although, the students' speaking in fluency there is still not excellent but is better than the pre-test.

According to pre-test, treatment, and post-test with using impromptu speech in training their speaking and also build their critical thinking it really helpful to students in speaking. The students' results showed the improvement in their speaking. By Impromptu Speech it also help students in gain their vocabulary because they have a willing to find new vocabularies to make their speech better and they have willing to correct their pronunciation by look in dictionary also they confident in speaking became better.

## CHAPTER V

### CONCLUSION AND SUGGESTION

There are two items that presented by the writer in this section namely conclusion and suggestion.

#### A. Research Conclusion

Referring on the data analyzes in chapter IV, the researcher concludes the results of students' ability through Impromptu Speech, where as follows:

1. The research had done well with 29 students as sample at seventh grade at SMPN 8 Makassar.
2. The researcher found there is significance there is a significant difference improvement of students' speaking ability who were taught by using impromptu speech exercises at the seventh grade students at SMPN 8 Makassar. It can be seen from the mean score of students' pre-test score was 49,24 and post-test score was 68,51. In this study, the students' score has t-score greater than t-table.
3. Impromptu speech is useful for students, such as encourage their willingness to practice English. Besides, the students can share knowledge each other during impromptu speech activity. However, students still have some problems in speaking, such as lack of self-confidence and lack of vocabulary, which make them difficult to express their ideas.

## **B. Suggestion**

Related to the research finding, the researcher would like to give some suggestions. The impromptu speech technique can give the significant improvement toward students' speaking ability, they are :

1. The teachers of english subject should give the students an interesting topic in learning speaking activity. So that, they will be more motivated to speak and to communicate in English.
2. The teachers should use various methods in speaking activity, because each student has a different level of understanding and learning styles. The impromptu speech may become one of alternative method to be considered.
3. In implementing impromptu speech activity, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students to participate.
4. For the students, they have to hard effort to improve their speaking ability and taking part actively in some interaction in order to support their speaking skill.

## BIBLIOGRAPHY

- Alfi, Intan. 2015. *Improving the Students' Speaking Skills through Communicative Games For The Grade VIII Students Of MTS N Ngemplak*. Thesis. Yogyakarta State University. (Retrieved on July 18 2018, <http://eprints.uny.ac.id/23854/1/A%20THESIS%20-%20INTAN%20ALFI%20-%2011202241002.pdf>).
- Ashidiqi, Fajar. 2016. *The Effectiveness of One-Way Impromptu Speech Exercises in Improving Students' Oral Ability: An Experimental Study at The Eighth Grade Students At SMPN 6 Mataram In Academic Year Of 2016/2017*. Journal. (Retrieved on May 1 2018, C:\Users\Windows 7\Downloads\Documents\tmp\_filesaya.pdf).
- Aulia, Khumairoh R. 2016. *The Effectiveness of Using Cooperative Script Method to Teach Students' Speaking Ability at The Eighth Grade Student's of SMP Negeri 1 Buay Bahuga*. Journal. STIKIP Nurul Huda. (Retrieved on July 17 2018, <https://media.neliti.com/media/publications/168586-EN-the-effectiveness-of-using-cooperative-s.pdf>).
- Bailey, K.M., & Nunan, D. 2005. *Practical English Language Teaching Speaking*. New York: Mec Graw-Hill Education.
- Beebe, S. A., & Beebe, S. J. 2009. *Public Speaking an Audience Centered Approach (Seventh Edition)*: Pearson Education, Inc.
- Boy, Ria D. 2017. *The Implementation of Scaffolding Talk Technique on Students' Speaking Ability at the Eleventh Grade of SMAN 7 Makassar*. Unpublished. Universitas Bosowa.
- Brown, Douglas. 2000. *Principles of Language Learning and Teaching*. 4th Edition. White Plains, NY: Pearson Education.
- Brown, G., & Yule, G. 2000. *Teaching by Spoken Language*. Beijing: People Education Press.
- Brown, H.D. 2007. *Principles of Language Learning and Teaching (5th Edition)*. New York: Pearson Education Inc.
- Candra, Juwita E. 2016. *A Study on Native English Speaking Teacher's (Nest) Technique in Teaching Speaking to the Second Grade Students Of MTS Darussalam*. IAIN Tulungagung Institutional Repository. (Retrieved on July 18 2018, C:\Users\Windows 7\Downloads\Documents\CHAPTER II\_2.pdf).
- Christamia Veronica,. 2014. *Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of SDN Adisucipto II in The*

*Academic Year of 2013/2014.* (Retrieved on July 18, 2018, <http://eprints.uny.ac.id/18526/1/Veronica%20Christamia%2008202241021.pdf>)

Fitriana, Dian. 2012. *Improving the Speaking Skills through Guessing Games of the Seventh Grade Students Of SMP Muhammadiyah 1 Seyegan Yogyakarta In The Academic Year Of 2012/2013.* Thesis. Yogyakarta. YOGYAKARTA STATE UNIVERSITY. (Retrieved on July 18, 2018, [http://eprints.uny.ac.id/43987/1/Dian%20Fitriana\\_05202244116.pdf](http://eprints.uny.ac.id/43987/1/Dian%20Fitriana_05202244116.pdf))

Fitriany, Usman. 2012. *Increasing Students' Speaking Ability through Flashcard Media of SMP Islam Al-Insyirah Makassar.* Skripsi. Unpublished.

Gay, L.R. 2006. (8<sup>th</sup> Edition). *Educational Research: Competencies for Analysis and Application.* Ohio: Pearson Merrill Prentice Hall.

Grice, G.L., & Skinner, J. F 1993. *Mastering Public Speaking* (2nd ed). Unite

Harmer, Jeremy. 2001. *The Practice of English Language Teaching.* London: Longman

Heinz, M. 2013. *Impromptu Speaking and Interpretation Studies: A Preliminary study.* *Journal of International Education Research*, 9 (4), p.1-10.

Iwan. 2015. *The Implementation of English Meeting Club towards Speaking Ability at The third Semester of Bosowa 45 University Makassar.* Skripsi. Unpublished.

Munawwarah, S. 2012. *The Effect of Using Impromptu Speech Technique toward Students' Speaking Ability.* (Unpublished Doctoral dissertation). University Sultan Syarif Kasim Riau, Pekanbaru. Retrieved on May 1 2018. [http://repository.uin-suska.ac.id/9411/1/2012\\_2012222.pdf](http://repository.uin-suska.ac.id/9411/1/2012_2012222.pdf)

Nuraini. 2016. *Increasing the Students' Speaking Ability through Guidance Conservation Method at SMPN 35 Makassar.* Skripsi. Unpublished.

Puteh, F. 2006. *Effective Oral Communication UHB 3052.* Universiti Teknologi Malaysia.

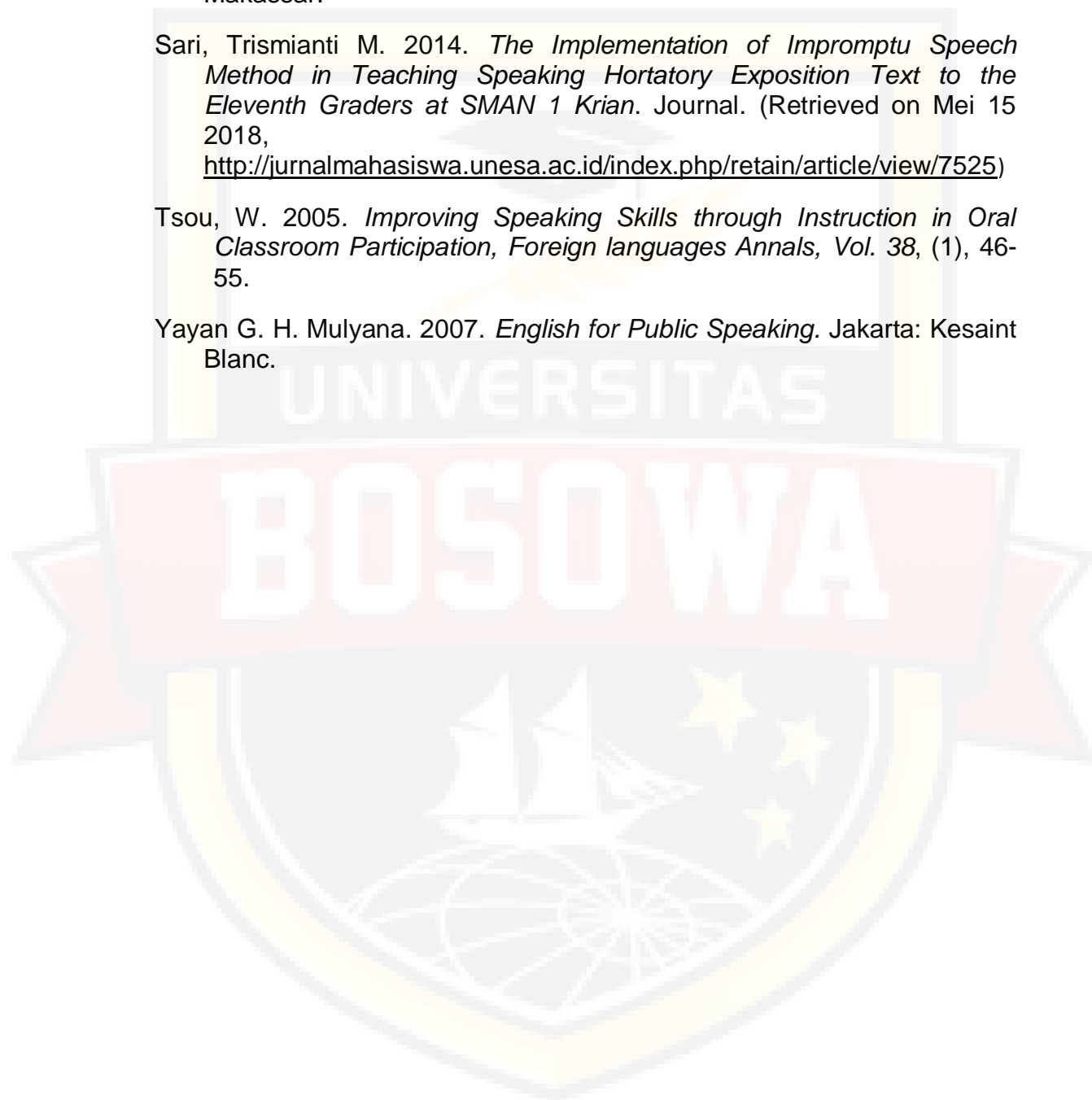
Rahmawati, Tika. 2015. *The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill (Classroom Action Research of the Eight Grade Students of MTS Negeri Andong in the Academic Year of 2013/2014 .* Skripsi. Unpublished

Rosmawati. 2013. *Improving Students' Speaking Performance by Using Think Pair Share of Third Semester English Education Department University "45" Makassar*. Skripsi. Unpublished. Universitas 45 Makassar.

Sari, Trismianti M. 2014. *The Implementation of Impromptu Speech Method in Teaching Speaking Hortatory Exposition Text to the Eleventh Graders at SMAN 1 Krian*. Journal. (Retrieved on Mei 15 2018, <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/7525>)

Tsou, W. 2005. *Improving Speaking Skills through Instruction in Oral Classroom Participation*, *Foreign languages Annals*, Vol. 38, (1), 46-55.

Yayan G. H. Mulyana. 2007. *English for Public Speaking*. Jakarta: Kesaint Blanc.





# APPENDIX

## Lesson Plan

**School** : SMPN 8 MAKASSAR  
**Subject** : English  
**Class** : VII.10  
**Skill** : Speaking  
**Time allotment** : 2 x 45 minute (5 meetings)

### A. Standard Competence

- Expressing meaning in transactional and interpersonal texts in the context of daily life

### B. Basic Competence

- Expressing meaning in transactional and interpersonal texts by using impromptu speech method to increase students' speaking skill.

### C. Indicators

- The students are able to increase their speaking skill.
- The students respond to the activity from the impromptu speech.
- The students are able to speak clearly in front of the other student by using impromptu speech method.

### D. Goal

- At the end of teaching learning process, the students are expected to be able to increase their speaking skill by using impromptu speech method.



## E. Method / Technique

- Method : impromptu speech
- Technique : presentation/performance

## F. Class activities

### 1. Meeting I ( pre-test)

#### a) Pre activities

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance.

#### b) Main activities

- The teachers tell about impromptu speech
- The teacher ask student to make a speech by topic that will given.
- Ask to students to prepare themselves about what they want to say.
- The teacher call students one by one to speak in front of class

#### c) Post activities

- Complimenting students" performance
- Give comment and critic to the students
- Greeting

### 2. Meeting II (treatment and practice)

#### a) Pre activities

- Greeting

- Checking the students' attendance
- Give the materials.

**b) Main activities**

- The teachers explain the materials related to impromptu speech method
- The teacher give time to question-answer
- The teacher divides students into 6 group that consist of 6 students.
- The teacher gives a topic to each group.
- The students in a group doing the presentation by their own topic in their group. (2minutes taking turn each students)

**c) Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

**3. Meeting III (treatment and practice)****a) Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

**b) Main activities**

- The teacher gives a tips in impromptu speech
- The teacher asks the students to create the outline with a free title for 5 minutes
- Practice in their group (2minutes taking turn each students)

**c) Post activities**

- Complimenting students" performance
- Give comment and critic to the students
- Greeting

**4. Meeting IV (treatment and practice)****a) Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

**b) Main activities**

- The teacher ask the students repeat the materials from the first meeting until the last meeting
- Question session
- Practice in their group by the topic that given from the researcher. (2minutes taking turn each students)

**c) Post activities**

- Complimenting students" performance
- Give comment and critic to the students

## 5. Meeting V (post-test)

### a) Pre activities

- Greeting
- Starting the goal of the class
- Checking the students" attendance.

### b) Main activities

- The teacher calls the students stand in front of the class one by one
- Describe the topic (the teacher give 2 minutes only to each students)

### c) Post activities

- Complimenting student' performance
- Give comment and critic to the students

## PRE-TEST AND POST-TEST

“This is my world”

Directions:

1. Researcher will show a topic for all students in the class.
2. Students will give time 2 minutes for prepare their speech.
3. Students will give their speech in front of the class. The time that will given is 2 minutes each students.
4. Researcher will record their voice in recorder.

**BOSOWA**



## TREATMENT

Before the researcher ask for student to make their speech, the researcher will explain what is impromptu speech and give an example and practice to make speech by their own.

The treatment will held in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> meeting and divided in three parts.

### 1. 2<sup>nd</sup> Meeting (Treatment part 1)

Researcher will explain what impromptu speech is and give an example.

- Researcher will explain materials related to impromptu speech.
- Researcher will give time for question-answer.
- Researcher will divide students into 6 groups each group consist with 5 students and give a topic to each group.
- Students will practice with deliver their speech in their group one by one and teacher will observe.

The Practice topics are:

1. Describe about your class.
2. Describe about your house.
3. Describe about building in public area.

## 2. 3<sup>rd</sup> meeting (Treatment part 2)

- Researcher will ask the students to create the outline with a free title for 5 minutes by their own.
- Practice in their group and teacher will observe them.

## 3. 4<sup>th</sup> meeting(Treatment part 3)

- The researcher will ask students for repeat the materials from first meeting until the last repeating.
- Question session.
- Practice speech. The topic will given from researcher to each group (same in the 1<sup>st</sup> treatment with the different topics)

The practice topics are:

1. Describe the things in my living room.
2. Describe the things in my kitchen.
3. Describe the things in my bedroom.

#### Appendix 4: Students' Result Scores in Pre-test and Post-test

No.	Students Initial	The Result of The Test	
		Pre-Test	Post-Test
1	AMY	53	60
2	AESF	60	73
3	INR	80	100
4	DAR	40	60
5	DRC	60	67
6	FAR	60	67
7	FAC	53	67
8	FPR	47	67
9	NAN	53	67
10	NKAN	53	73
11	RJ	40	67
12	APMM	40	67
13	AMIH	47	60
14	DL	47	73
15	DA	47	60
16	GAK	47	60
17	NAI	47	60
18	NRP	27	60
19	NHM	20	60
20	RA	53	73
21	SAG	60	67
22	SJ	53	73
23	WA	60	93
24	ZDIR	60	87
25	RNA	47	73
26	ATNA	47	73
27	DFRA	40	60
28	FAM	40	60
29	APF	47	60
<b>Total Score</b>		<b>1428</b>	<b>1987</b>
<b>Mean</b>		<b>49,24</b>	<b>68,51</b>



### Appendix 5: STUDENTS' SCORE IN PRE-TEST AND POST-TEST

No	Students' Initial Name	Pre-Test (X1)	$\Sigma x1$	Post-test (X2)	$\Sigma x2$	Gain D (X2-X1)	D2
1	AMY	8	64	9	81	1	1
2	AESF	9	81	11	121	2	4
3	INR	12	144	15	225	3	9
4	DAR	6	36	9	81	3	9
5	DRC	9	81	10	100	1	1
6	FAR	9	81	10	100	1	1
7	FAC	8	64	10	100	2	4
8	FPR	7	49	10	100	3	9
9	NAN	8	64	10	100	2	4
10	NKAN	8	64	11	121	3	9
11	RJ	6	36	10	100	4	16
12	APMM	6	36	10	100	4	16
13	AMIH	7	49	9	81	2	4
14	DL	7	49	11	121	4	16
15	DA	7	49	9	81	2	4
16	GAK	7	49	9	81	2	4
17	NAI	7	49	9	81	2	4
18	NRP	4	16	9	81	5	25
19	NHM	3	9	9	81	6	36
20	RA	8	64	11	121	3	9
21	SAG	9	81	10	100	1	1
22	SJ	8	64	11	121	3	9
23	WA	9	81	14	196	5	25
24	ZDIR	9	81	13	169	4	16
25	RNA	7	49	11	121	4	16
26	ATNA	7	49	11	121	4	16
27	DFRA	6	36	9	81	3	9
28	FAM	6	36	9	81	3	9
29	APF	7	49	9	81	2	4
<b>Total</b>		<b>214</b>	<b>1660</b>	<b>298</b>	<b>3128</b>	<b>84</b>	<b>290</b>
<b>Mean Score</b>		<b>7,37</b>	<b>57,24</b>	<b>10,27</b>	<b>107,86</b>	<b>2,89</b>	<b>10</b>

## Appendix 6: Mean Score of the Students' Pre-Test and Post-Test in Speaking Ability

### a. Mean Score of The Students' Pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{214}{29} \\ &= 7,37\end{aligned}$$

### b. Mean score of students' Post-test:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{298}{29} \\ &= 10,27\end{aligned}$$

### c. The standard deviation of students' Pre-test in Speaking Ability

$$\begin{aligned}SD &= \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{1660 - \frac{(214)^2}{29}}{29 - 1}} \\ &= \sqrt{\frac{1660 - \frac{45796}{29}}{28}} \\ &= \sqrt{\frac{1660 - 1579,17}{28}} \\ &= \sqrt{\frac{80,83}{28}}\end{aligned}$$

$$=\sqrt{2,88}$$

$$=1,67$$

d. The standard deviation of students' Post-test in Speaking Ability

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{3128 - \frac{(298)^2}{29}}{29 - 1}}$$

$$= \sqrt{\frac{3128 - \frac{88804}{29}}{28}}$$

$$= \sqrt{\frac{3128 - 3062,21}{28}}$$

$$= \sqrt{\frac{65,79}{28}}$$

$$= \sqrt{2,35}$$

$$=1,53$$

### Appendix 7: THE T-TEST ANALYSIS

$$\begin{aligned}
 T &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} & \text{where } \bar{D} &= \frac{\sum D}{N} = \frac{84}{29} = 2,89 \\
 &= \frac{2,89}{\sqrt{\frac{290 - \frac{(84)^2}{29}}{29(29-1)}}} \\
 &= \frac{2,89}{\sqrt{\frac{290 - \frac{7056}{29}}{29(28)}}} \\
 &= \frac{2,89}{\sqrt{\frac{290 - 243,31}{812}}} \\
 &= \frac{2,89}{\sqrt{\frac{46,69}{812}}} \\
 &= \frac{2,89}{\sqrt{0,05}} \\
 &= \frac{2,89}{0,22} \\
 &= 13,13
 \end{aligned}$$

Appendix 8: The distribution table of critical value-t

df	Level of Significance					
	0.2	0.1	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.61
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.06	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	<b>2.045</b>	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.399	1.684	2.021	2.423	2.704	3.551

## Appendix 9: Documentation



Picture 1. The researcher was observing the students while they were discussing their topic



Picture 2. The researcher was observing the students while they were discussing their topic

### Appendix 9: Documentation



Picture 3. The students were discussing in their group



Picture 4. A student was delivering her speech in front of the class

## Appendix 9: Documentation



Picture 5. A student was delivering his speech in front of the class



Picture 6. The researcher was observing a student who was delivering a speech



### APPENDIX.10 Students' Recording Sheet

NO.	NAME	PRE-TEST	POST-TEST
1.	Andi Muhammad Yasif Ilmani	Assalamualaikum warahmatullahi wabarakatuh. Ai will ixplain ebot dis is mai werld . in mai werl ai li:f in makassar south Sulawesi. Ai will iksplain ebot mai we:ld det is area eroun mai hom. Eroun of mai hom fon tris , kar, baik end bedbaik. In mai hom derr is mai.. mai e plen gri:n. aim happi lain, laif in mai hos ar. Ai will laif in hos to ri:d. aiem also desair bikom futbol. Aim sorri if mai we:rd en we"rd en tengkyu.	Assalamualaikum warahmatullahi wabarakatuh I will introduce mai self. Mai neim andi Muhammad yasif ilmani yu: ke:n kal mi ilman. Eee... ai will explain ebo:t thisis mai werld. In mai werld ai li:v in Indonesia to be presisli in south Sulawesi in Makassar. In mai sku:l ai em student of seven tin in smp negeri delapan Makassar . in hi:r ai e.. ai have em.. mor frens. In mai haus area bifoun a tri:, mosqyu en various oder tings. At mai bedrooms I hav a betroom, a laptop, mirror, surt, air condisioner roop en set area en exec..tra. dats it.
2.	Andi Erinda Sheva Fahira	Assalamualaikum warahmatullahi wabarakatuh Hello gais, mai neim Andi Erinda Sheva Fahira ... yu: ken kal mi sheva aim from makassar. Ai will deskripsion mai bedroom, there are many things in the my room . wan there is a	Assalamulaikum warahmatullahi wabarakatuh en gu:d afternun gais. Aim.. mai neim is andi erinda sheva fahira bet yu kaen ka:lmi sheva. Aim twelve yers old en aim namber four. Ai was born in Makassar te:rti wan may tu tauzen en six. Aill diskripsyen mai hous. In

		<p>window ; tuu there is a bed in mai bed I hav a pillow en blengket: three there is eee television ; four there is a books, so meni books of kours; faif aim have em.. have cupboard in the raiegt mai table. That's all mai stori about mai room. Tenkyu.</p>	<p>mai hous der is maeni ru:ms en maeni tings. wen entering tru:g de do:r we will si: living ru:m, in the living ru:m der ar is e sofa , ceir, en maeni tings ader items. Den den is e bedru:m, in de bedru:m der is e bed, blangket, pillow en maeni tings. den den is de kitcen, in de kitcen der is e sto:f , na:if, fre:j en maeni tings. den den is de ba:tru:m, in de ba:tru:m der is shawer, toilet,syampo:, su:p, en maeni tings. soo maeni of mai dikripsyen en tengkyu, wassalamualaikum warahatullahi wbarakatuh. Tengkyu.</p>
3.	Ishmah Nurwasilah	<p>Assalamualaikum warahmatullahi wabarakatuh and gu:d afternun everiwan. Fers, tenkyu yu for your taim and your ettension. Aim genna introdyus mai se:f mai naem is Ishmah Nurwasilah yu kaen ka:l mi isma, ai wes bo:n et September twelve tu: tauzen en six. Aim de s'kaen yangges student in dis klaes. So de taitel of mai spi:c teday is mai we:rd. We:rd simpli mi:ns ebaut all</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gud afternu:n evriwan, Tudai ai wu:d laik tu du e spi:c. de taitel ebout mai spi:c diz taim is ebaut mai sku:l. de:re so: maeni tings in awe: sku:l. bat b'four ai start mai spi:c let mi introdyus maiself fers. Mai neim is Isman Nur Asila ai was bern at desember twelve tu: tauzen en six ai em en eleven years old en ai stadi et esempe</p>

		<p>sorounding, environmen en pipel emong as. But de main badi of mai spi:c today will bi talking ebaut klaesru:m. de:r was so maeni tings in awer klaesru:m. Example, e wait board dat de tings ai mension jes naw is yus to help to stadi bay de help over ti:cer. O:l tings in awer klaesru:m is naw awers, so wi ri:li help to taek kaer all of di:s sku:l fasiltis en ki:p it klin. Ai thing dat jes inaf for mai spi:c today. Assalamu alaikum warahmatullahi wabarakatuh and thank you.</p>	<p>negeri delapan junior haig sku:l. be:t tu de toupik jes laik de taitel dat ai jes mension sku:l is be:sikli de pleis we:re wi stadi, maek fre:ns en maek mo:r i:xpirienses bai de help o:ver tiecer wi kaen stadi mo:r en maek mo:r nawle:j. sku:ls of kours has maeni kain of rums en sku:l faeci'li'dis. Deirs is maeni kain of rum in de sku:l sech as kla:s rum, tiecers rum, kanti:n, toilet en maeni mo:r. tings in sku:l is ka:l sku:l faeci'lidi sech as taebesl, caeirs, waitbo:rd, le:m en maeni mo:r. ai ting dat will end may spi:ce naw, ai ho:p dis spi:c will bi yusful tu all di audiences, tengkyu for yu ettension. Assalamualaikum warahmatullahi wabrakatuh.</p>
4.	Dedi Aditia Rahman	<p>Assalamualaikum warahmatullahi wabarakatuh. This is mai werld. Ai am student od smp negeri 8 makassar . ai em seven gred ai em seven student. In mai klass so.. ma.. in mai klass hav so mani things have so ma eh have so mani things</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gud afternun all. So today ai will dikraib ebout mai ho:m. bifor ai start it ai will introducing mai self mai neim is dedi aditia rahman. Aim student of smp negeri delapan Makassar. Ai em twelw</p>

		<p>en my klass have.. have tertii six students. Mai skul ar so ma .. ar so mani sku.. student are so.. are so mani student room .. room en teacers. In mai skull.. in mai sku.. in mai klass have.have ten studi . in mai.. in mai .. in mai... in mai.. in mai.. in mai skull have so ma.. have so mani room like mosque..mosqu..laibe.. laibrari eee.. laibrari en so mani klass ae ai em .. in mai skull ai followed .. ai followed Indonesian red kross exkul.</p>	<p>yers old. Yu kaen ko:l mi adit. Okay ai will start it, mai haus ple:s at at jalab bontobila Makassar. In mai haus has tu entrenc. In mai haus has so maeni ru:m laik kitcen, bedru:m, wasru:m, betru:m, living ru:m en faemili ru:m. faemili ru:m eee.. in mai haus hav garden tu. In mai garden der is so maeni flowers wit maeni kaler. En infront of mai haus ders e maenggo tri: en de raig en de le:f of mai haus der is kompleks. Ok tengkyu.</p>
5.	Daffa Ferdinan Rizki.	<p>Assalamulaikum warahmatullahi wabarakatuh. ai will explain about this.. this is mai werk. In mai werd ail iv in Makassar south Sulawesi. I wiil explain about mai werd is det is area around mai hum. Eroun of mai hum befoun traces, car, bike, and fedway. In mai hom derrr is mani a plent green , aim happi laif in mai haus area. Aim will laif ..liv in hous tourit aim also desir bekom rest kar. At mai bedroom , I hav mai bedroom, a television , mirror, book, clock, pillow, bluster en</p>	<p>Assalamualikum warahmatullahi wabarakatuh. ai will explein about dis is mai werd. Bat fer de fers taim, ai wanna introdus maiself. Mai neim is dafa so ai wil tell yu ebout werd naw. ai li:f in Makassar south Sulawesi. Eeeee ai will explain ebout mai hom. In mai hom wi will bi fon e video gem, ee televisyen, computer, ee en e lots of toys. Et mai bedru:m, ai hev e bedru:m, televisyen, klok, pillow, bolster, fe:n en meni bu:ks. Eeee et mai bedru:m ee have</p>

		nigt lam.	meni bu:ks. In haus, ee ai laik in toto ri:d bifor ai sli:p. ai ting dets i:naf, tengkyu. Assalamualaikum warahmatullahi wabarakatuh.
6.	Denil Richard Christian	Gud afternun. Hello everi badi. mai neim Denil Richard Christian mai skull in smp delapan. Aim stand ha:r to meik e speech about this is mai werld. Mai werld is everiting eroun e.. eroun of me. In eround me ai foun mas ting laik e tebel, caeir, wall, picture, rug and sa. in mai werld or in mai klasroom ai hav mani frens its mek mai werld is very wonderful. Mai speech is dan naw. Aim sorri if mai werd is w'rong en tenkyu.	Hello evribadi, gud afternu:n. ai sten hier for describe ebout mai haus. Mai haus, bifor det, ai wan introdus mai self. Mai neim is Denil Richard Christia bat yu kaen ka:l mi denil. Mai yiers is eleven yers old. Oke, mai hous is mai hous is very byutiful en mai haus is mai in mai haus its mai its wer aim lef aim li:v. in mai haus ai hav in mai haus ai hav for bed four bedru:m en four bedru:m en tu ba:tru:m. ai ai hav living ru:m en ai hav family ru:m. in mai haus ai hav wan pispul pispul. En den en den in mai living ru:m ai hav wan tv wan television en mai bedru:m wan bed en wan ba:ru:m. its mai deskropsion of mai haus tengkyu.
7.	Fadillah Aini Risya	Assalamualikum warahmatullahi wabarakatuh. mai neim is fadilla aini risa yu ken kall mi fafa. Aim	Assalamualaikum warahmatullahi wabarakatuh en gu:d afternun. Tengkyu for de taim en ettensyen. Fers

		<p>standing in hier bikos ai wan to tell yu spi:ch about this is mai werld. So, lets gets started. In my werdl that's is bedrum. In mai bedroom ai oftenli duing mai faevourit activity like e pleying hendpon, studi, sliiping en san. Wen ai stadi ai yus chair, taebel em buk en wen ai sliiping ai yus bed, pillow en bouter. Wen aim pleying henpon ai .. ai.. oftenli open wats ap, intagram, yutub, galeri, en sun. ai tink dats all. Wassalamualaikum warahmatullahi wabarakatuh.</p>	<p>ai will intradek maiself. Mai neim is fadillah aini risya namber fiftin. De seken, ai will iexplain about mai villej. Ai hav e villej in we:s java to be presesli in Surabaya. Ai was born en spe:n mai ci:ldhu:d in de:r. ai was very haepi we:n visiting mai villej. In villej, aaa der ai kaen play wi:t faemili, te:k e wa:k en aders. In villej, ai hav gren fader, gren mader, ee aa angel, aunti, en kauzin. Ai la:f mai villej ai miss e ai miss eir in mai villej. Ai wan tu go be:k tu mai villej. Pli:s forgiv is der is e miste:k en tengkyu.</p>
8.	Fanina Alea Casta	<p>Assalamualaikum warahmatullahi wabarakatuh. En gud afternun all. Fers ai will intodus maiself. Mai neim is fanina ayla kasta bat yu ken kall mi fani. Aim from makssar en ai em twelve yers old. Naw ai will tell de tings in mai bedroom. Insaid mai bedrum de:r is e capbo:rd in.. in de raiht, e mirror in de lef, taebel and chair bisaid de capbo:rd e bed in fron of de mirror en deir is e eir kondisioner at de top of</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gu:d afternun. Ai will do e presentesyen ebout de tings in mai ho:m. bat bat ai will introdus maiself fers. Mai neim is fanina alea qasta en namber sixtin,twelv yers old en aim student of esempe negeri delapan Makassar. En naw ai will deskripsyen ebout de tings in mai ho:m. in mai ho:m derar living ru:m, faemili ru:m, four bedru:ms, en tu</p>

		<p>de woll. Ai tink dat just all. Tenkyu for de taim.</p>	<p>betru:ms. In living ru:m der ar sofa, taebel, kapberd, e flaver ve:s, in faemili ru:m der ar television, karpet, taebel, sofa, kapberd en kapberd. In bedru:m der ar bed, blangket, pillow, dressing taebel, ceir, kapberd en window. In kitcen der ar sto:v, fork, na:if, spu:n, aaa kapberd en maeni mo:r. ai ting dat jes all ai kaen deskraib deskrip tengkyu for de ettension. Assalamualikum warahmatullahi wabarakatuh.</p>
9.	<p>Arzaq Previanda Faqih</p>	<p>Dis is mai werld. Ai will explain ebout mai werld. Deir is area eroun mai sku:l. ai sku:l at esempe negeri delapan makssar. Eroun mai sku:l hav is e tris, kentin, en klas. Mai klas is seven ten. In mai klas yu foun e waitbo:rd , taebel, caeir, pikcer, fan, wo:l, flo:r en dor. Aim so hepi bi e student of smp delapan Makassar.</p>	<p>Assalamualikum warahmatullahi wabarakatuh. Mai neim is arzaq previanda faqih, tudai ai will explain ebout mai sku:l. mai.. a.. mai skul:l is de fers sekendari skul eigt Makassar. Mai skul hav.. tertii eigh klasru:m. fiftiin gren nain, ileven gerid eigh, en twelve gred seven. Der arr tu ko:r in mai skul, der ar basketball ko:r en seremoni ko:r. eeee.... In mai skul der ar maeni ekstakulikuler basketbol. Futbol, skout, karate, en aders. In mai skul der ar eigtin ticers.</p>

10.	Fegan Putri Ramaru	<p>Assalamualaikum warahmatullahi wabarakatuh.</p> <p>Fers, ai will introdus maiself, mai neim is Fegan. Aim twelve ye:rs old. Aim from bogor, so ai wil deskripsion dis klas en in mai bihain des is.. dis is e waitbo:rd en in de lef dis is a a dis e.. e.. taebel tice:r. en sebentar en.. den in de.. in de raig deir is wal en de window. Dets all , tengkyu.</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gu:d afternun evriwan. In hier ai will diskripsyen mai ho:m. bat fers ai will introdyus maiself. Hello everiwan, mai neim is fegan putrid ramaru mai ebsen is eigti. Aaa ai em twelve yers old. Aim from we:s java en ai ka:m tu: Sulawesi wit mai parens. In mai ho:m, yu kaen mi:t sam ke:ts, deir name is jingga n jerri. In mai ho:m der is aa der is aa e living ru:m, der is aa e faemili ru:m, der is kitcen, der is e bedru:m, der is e be:tru:m, eee yap. In mai living ru:m der is aaa in mai living ru:s der is e sofa, der is a taebel, der is aa karpet, en der is e flaver in de midel. In mai faemili ru:m der is e television der is e karpet der is e sofa der is e laem, der isa faen, der is aa e television. In mai bedru:m der is e pillow, der is blengket, der is aa e ceir, der is aa e taebel, der is e bu:k, der is e window. In mai kitcen der is e spu:n, der is a</p>



			<p>fork, der is e fraying paen, der is ee der is ee eblender, der is e mixer, der is e rais ku:ker. In be:tru:m der is soup, der is e shampoo, der is e shower, der is e water en der is e der is e tu:t paes. Ai ting dat is oll ai ting dets its all tenkyu. Wassalamualikum warahmatullahi wabarakatuh.</p>
11.	Nashwa Aqila Nurhaidi	<p>Assalamualikum warahmatullahi wabarakatuh.</p> <p>Fers, I wan tu introdus mai self . mai ful neim naswa aqila nurhaidi yu kaen ka:l mi naswa. Ai li:v et batua raya stri:t namber sixti:n ef. Ai was bo:rn et Makassar September seven tu: tauzen en faif. Ai wi:l tell spi:c ebout dis mai wer:d. dis mai we:rd is mai ho:m. in mai ho:m deir ar som room laik bedro:m, living ro:m, kitchen exextra. In mai bedro:m deir ar maeni tings laik e bed, e chaer, a taebel, a kaepberd en e.. exextra. De tings in de ro:m hav mani fangsion. After de:t ai want to daeskraib ebout mai li:ving ro:m, in mai living ro:m hav maeni</p>	<p>Gu:d afternun. Ai wan tu introdyus maiself. Mai ful neim is naswa aqila nurhaidi bat yu kaen ka:l mi nazwa. Ai li:v et batua raya ten strit namber sixtin ef. Aiyem tertin tertin yers old. Mai faeverit fu:d is fred rais, mai faeverit drink is milkshek. Ai ting jes a:l eboouutttt introdutsyen maiself. Ai wan tell ebout mai haus. Mai haus is et batua raya ten strit namber sixtin ef. Mai haus konsis tri flo:r, en maeni ru:m, der ar for bedru:m, wan dining ru:m, wan living ru:m en maeni mo:r. in mai ru:m ai elweys kli:n, en in ma in mai ru:m der ar maeni tings laik bed, pillow wit de ka:ver, taebel, ceir. En ai lov maiiii haus, ai lov mai haus bikaus ai</p>

		<p>tings .... have ma:ni tings deir ar wan taebel, sa:m faemili pitcher en tri sofa, in sofa deir ar sam pillow. In living ro:m yu kaen spi:k with faemili. Ai tings just all tenkyu. Assalamualaikum warahmatullahi wbarakatuh.</p>	<p>fi:l so kamfertabel.</p>
12.	Ni Komang Asti Negary.	<p>Assalamualikum warahmatullahi wabarakatuh. Hello everi wan, ai wil introdus mai self. Mai neim is ni komang asti negari bat yu kaen kal mi asni ai em twelve yers old. Aim from Makassar. Aim student of smp negeri delapan Makassar. So, aim standing he:r beko:s I wan tell yu gais a spi:ch ebout dis is mai wer:rd. Naw ai will diskripsion ebout de ti:ngs in mai bedro:m. insed mai bedro:m deir ar e bed, pillow, bouster, ble:nket, fe:n, taebel, chaeir, plus wardro:b. on top of de taebel deir ar e buk en aelerm klok. Ai ting de .. ai ting dat its all, tenkyu.</p>	<p>Tenkyu for ettension, fers ai will introdus mai self. Mai neim is ni komang asti negari aim tertin yers old aim from bali ai li:v in Makassar, aim staden of smp negeri delapan Makassar. So aim standing hier bekaus ai wan tell yu gais e sp:c ebout di is mai we:rd. naw ai will diskripsyen ebout mai vilej, mai vilej in bali. Bali is lokesyen in java, in .. islen of java. Bali is femes wit its natural byuti en kultur of its. In bali der ar mani touris plej, laik e saner bi:j, kuta bi:j, de islen of pandawa en ma:c mo:r. bali hav e lot tra.. tradisional de:ns laik e tari pendet, tari rejang, tari kecak, tari barong en ma:c mo:r. ai ting dat jes all en tengkyu.</p>
13.	Reyhan	Assalamulaikum	Assalamualikum

	Jovansa	<p>warahmatullahi wabarakatuh. mai neim is reyhan jovansa en ai will introducing mai we:rdl. In mai we:rdl ai hav e skul in mai skull ai hav maeni fren en maik en .. maeni ticer in mai skul ai hav e..e.. twelve lessen. Everi dai ai elweis stadi et mai skul. Ai go to de skul et six et half en ai go to de ha:m en tu et ha:lf e tes bifour pley, e.. prei bifour mai pley mai fren , bifour pley e..a.. after pley ai go tu de kafetarian for it dinner. Ai laik religion lesson bekaus ai lov mai religion. Dat is mai we:rdl en ai lov mai we:rd.</p>	<p>warahmatullahi wabrakatuh, mai neim is reyhan jovansa en today ai will explain mai we:rdl. Naw ai will explain mai sku:l . mai sku:l is de fers sekaenderi sku:l et Makassar. Mai sku:l hav terti eigt klaes. Der ar fifitin gred nain, eleven gred eigth en twelv gred seven. Mai sku:l hav tu ka:r end ceremony fi:ld. Ee... mai sku:l hav lat of ekstra kulikulerder ar basketbel, futbel, karate, skut en di ader. Mai sku:l hav eigti tiecers, evri klaes hav e twelve tiecer. Ee...ehh.. evri klaes hav twelve ter tu ti:ch. Mai sku:l hav lots e ru:m, der ar fisik laeb, kitjen, tiecer ru:m, mosqyu, ee.. prinsipal ru:m en e ene en edministrasyen ru:m en di ader. Ai ting dat jes all ai kaen explain. Assalmualikum warahmatullahi wabarakatuh.</p>
14.	Alfreda Pratiwi Mughtar Masli	<p>Assalamualaikum warahmatullahi wabarakatuh. Hello mai neim is alfreda pratiwi mughtar masli steven bat yu kaen kall mi alfreda. Aim e student of smp negeri</p>	<p>Assalamualikum warahmatullahi wabarraktuh. Ai will introdyus maiself. Main neim is Alfrida ..... Mai eg: twelve yers old, ai was born is sidrap. Ai grii.. ai em e</p>

		<p>delapan Makassar. In hi:r der ar maeni ekstra kurikuler laik e klass vocal group, pramuka, en es it. Ai laf skull in smp negeri delapan Makassar klass ten. A taebel, caeir , waitbo:rd, bleak en window.</p>	<p>gri:d Makassar. Ai liv on de ri:t et tidung eig fof faif. Eleven number seventi for . ai skull in junior haig ss.. haig kountri Makassar. Mai ho:bi ar swimming en badminton. Aktivitas mediali mandei tu fraidai skull en saterdag e.. en man sandai exersais de red kross. Ai will tell yu ebout mai werld. Ai will te:l yu ebaut mai ho:m. in mai ho:m deir ar sam rums, es bedrum, faemili rum, livingrum end batrum. The fers we will diskus de bedrum, mai bedrum der ar de:s, ka:binet, fan, bed, en aders. Bedrum for mis is de ma:s a.. ai laiked ho:m as in de bedrum ai kaen ai du sa:mting plisis mi. uniterentip mai brader en mai syster. Ne:x, we will diskuss de faemili rum. In de faemili rum der ar television, sofa, en aders. Faemili rum is de plis wer ar tuge:der wit faemili en talking ebout de expe:rens all expraings. After diskus de faemili rum, next wi will diskus de living rum. In de living rum der ar sofa, taebel, cabinets, cabinet</p>
--	--	--	---

			<p>sovernir en aders. Living rum is e persen ka:m tu visit tu de ho:m as tu diskus de important ting or jes for visit. Ne:x wi will diskus de bedrum, in bedrum der ar sowel, se:p, sampo, en aders. Tengkyu for yu ettension en your taim. Assalamualikum warahmatullahi wabarakatuh.</p>
15.	Andi Muhammad Ikhsan Husni	<p>Assalamualikum warahmatullahi wabarakatuh. ai will introdus maiself mai neim andi Muhammad ihsan husni Ai li:f in Makassar south Sulawesi stri:t hertasning. To bi presisli ai li:f at sevent stri:t hertasning en mai bedroom ai hav bed, piccer, taebel, en pillow. Ai ting det is all. Tengkyu.</p>	<p>Assalamualikum warahmatullahi wabrakatuh. Fers, aim genna introdus maiseld. Mai neim is andi Muhammad ikhsan husni mai serial number is six. Ai li:f et stri:t hertasning bloke m twenty tu number seven. Ai li:f et .. mai ho:s klin en byutiful environmen, mai neighbor is kain en iezi tu talk tu, iezi tu talk tu. Der is flower mai haus is mai pelej, so yu hav to klin or haus laik e pelej. Mai ro:m was e pelepel tu, if ai waek up ai tidi ap en klin it maiself. In mai rum ai hav bed, caeir, kaepber:d, faen,. Ai ting dat jes all . walbilahi walhidayah wassalamualaikum warahmatullahi</p>

			wabarakatuh.
16.	Andi Pujirahayu Putri	Assalamualaikum warahmatullahi wabarakatuh. En gu:d afternun. Ai will.. ai will tell yu ebout mai litel we:rdl in klasrum. Deir is never severetit from de help of oders. Derfor ai ni:d pipel tu mil mai taim. In de pawer klasrum ai hav mani frenzy u kaen maeks mi lav, help mi , du samting en so on. Bisaid frins der olso ni:d e ticer tu ti:ch evriting. Bisaid liviing dis ai olso ni:d preten of e skrebel, pulpen en oders tu help mi evriting . al dat maek mi laik dis. Ai ting dats all tengkyu.	Assalamualikum warahmatullahi wabarakatuh En gud afternun evriwan. Aim genna introdus maiself , mai neim is andi pujirahayu putri aim terstin yers old. Ai was stending hierr aim standing in hier tu spi:ch ebout dis is mai wer:rdl. Ai wan tu deskripsion awer klasrum. Der was so mani tings in ower klasrum for example a waitbo:d, a fan, maeni taebel en caeirs en maeni freis e piscure freim, e marker en aeijt. Ai ting jes enaf for a.. mensien maeni tings in ower klasrum. Dat baesikli all. Ai only mens.. mension of yu. Tengkyu.
17.	Farrel Arzaqi Mecca	Assalamualikum warahmatullahi wabarakatuh. Tudai ai will eksprein .. eksplein ebout mai werld. In mai werld ai hav e skull, mai skull iz is on batua raya street. Mai skul hav seven lessen. Ai go tu de skull at six at a half. Ai baek tu de hom at half. At teers ai prei bifor pley	Dis taim ai will introdus.. ai will ixplain ebaut mai sku:l. bifo:r ai start ai will introdus maiself. Mai neim is Farel arzaqia mecca Yu kaen ka:l mi fare, ai li:f in bukit baruga ai sku:l et fas sekendari eight Makassar. In mai sku:l hav terti eigtklasru:m. der ar tri ko:r in masi sku:l. fers

		<p>wit mai frend. After pley ai go to de kitcen for i:t. ai ting dat jes all en tengkyu.</p>	<p>ko:rds, baskebo:l en futsal, seken ko:rd for voli en terd ko:rd for seremoni. Der is also hav e ken'tin. Et mai skul e.. a .. hav eigti.. eigti ticerr ee eigti ticerr e... evri kla:s hav twelve.. twelv ticerr tu muing ticerr tu tich. In mai sku:l der ar e lot of ru:ms laik tiecers rum, principal rum,adminitraror rum e.. laibrri, kitcen en oder. Ai ting jes all en tengkyu.</p>
18.	Dian Lestari	<p>Gud afternun. Fers, tengkyu for your taim en ettension. Mai neim is dian lestari yu kaen kall mi dian aim student of smp negeri delpan makssar. So, de title of mai spi:c tudai is dis is mai we:rdl. Deir was so mani in ting in awer skull for eksampel fael, de rum klassrum, konsling inten grup , principal ofis, en mani mo:r. all ting in awer skul is not awer sorri really ha:p all of yu tek ker all dis fasilitas en kip in kli:n. ai ting dets inaf for e spi:c tudai. Gud afternun en tengkyu.</p>	<p>Gu:d afternun. Fers tengkyu for de taim en ettensyen. Ai ganna introdus mai self, mai neim dian lestari yu kaen kalmi dian. Aim a student esempe negeri delapan Makassar. Naw ai will deskripsyen about mai self. Ai li:v on lasoraro stri:t in faif namber twentieth on perumnas antang. Ai hav a medium saiz haus, nat tu big nat tu small. Ai laik mai haus bikaus mai haus is very kli:n en komfortaebel. Der is program mai haus is mai paelec, so wi kaen kondus det wi ma:s maek ower haus komfortaebel en kli:n laik a paelaec bikaus</p>

			<p>samwans haus reflek of person personaeliti. Mai haus konsis, mai haus sten iiee gri:n en komfertaebel environment. Mai haus konsis ee tri bedru:ms, e living ru:m, e kitcen, e faemili ru:m, en e bethru:m. ai olso, ai elweys tidi of mai bedru:m erreing mai self. Mai ru:m is biyutiful en ku:l bikaus der ar lo:s of tri:s in mai neighbour ha:l eraun mai haus. Ai laik, ai olso laik living in mai haus bikaus mai neighbour ha:l nais en frenli. Dat its all for mi. gu:d afternun en tengkyu.</p>
19.	Dwi Athirah	<p>Assalamulaikum warahmatullahi wabarakatuh. En gud afternun evri wan. Tudai ai will spi:c ebout dis is mai we:rdl. Mai neim is athirah yu kaen ko:l mi iit. Aiem e student at junior haig skull smp negeri eig Makassar. In mai skul der lot of placs in mai klaes, derr lot a taebels caeir on student. Ai hav mani frensip mai klaes. Ai ting dat is all.tengkyu. Wassalamualaikum warahmatullahi</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gu:d afternu:n evriwan. Tудay ai will spi:c wi:t mai taitel wi:t tu taitel dis is mai we:rdl en dis is mai haus. Ai will introdyus maiself, mai neim is dwi athirah yu kaen ko:l mi dwi, ai studi et junior haig sku:l e:ig Makassar. Ai li:v simple ai li:v et simple haus wi:t mai li:tel faemili. Mai li:tel haus is kwit i:naf wi:t e frenli wi:th e frenli en kwit environment. In mai</p>



		wabarakatuh.	haus. Ai li:v ai li:v ma mai faemili. Evridey wii se:r werkshipmen et ho:m. ai hev brader en sister. Insaid ee insaid de haus der ar several part neimli neimli deliving ru:m, bedru:m, kitcen, be:tru:m en aders. Dats all mai spi:c tuda, tengkyu for your ettensyen.
20.	Andi Tyas Nur Atda	Assalamualikum warahmatullahi wabarakatuh. En gud morn .. en gud afternun evriwan. Fers at.. fers of all ai wan tu sei tenks for de opportunity tu stend in fron of yu all. De title of mai spi:c is makassar. Biforu ai making mai spi:c ai woll introdus maiself , mai neim is andi tyas aiem twelve yers old en naw ai will tell... In mai klasrum, deirs e lot of tings laik waitbo:rd, en taebels, en caeirs, le:m, window, e den mami mor. Dis staf tu ushelp tu studi. Example de waitbo:rd, e le:m in help yu stak..yu stuf. In fran of klas en for de laig in klasrum. Ai ting dats all en tengkyu for yu ettension.	Assalamualikum warahmatullahi wabarakatuh en gu:d afternun evriwan. Mai neim is andi tya nur atda bat yu kaen kolmi tyas. Ai li:v in Makassar on der puri taman sari. Tu bi pri:s ai li:v in ai li:v en puri taman sari blok sin amber eigi:n. ai want tu diskraib mai haus. Ai li:v in puri taman sari housi we:r ai li:v evridai ha:lway. In fron of mai haus de:r is an ordinary fi:eld. Bat after yu su:d der ar parking lu:t. deir ai wil diskraib mai haus. In de fers flo:r der is e kitcen, tu bedru:ms, tu toilets, e living ru:m, e wa:c ru:m en de autsaid of de gre:j. de se:ken flor der is e wa:c ru:m, tri bedru:ms, tu toilets, ee de in fron of de pele:j bat its nat

			<p>speses. En den ai wil den wil deee in de te:rd flor maybi ai kaen on der is open space bat der is e bedru:m de midel part of it is e gu:ds, behain deeee ma de sevoir en deee en de fron en de fron is e faemili speses te:res. Den ai will diskraib mai bedru:m. mai bedru:m is level.. mai bedru:m is seken flor. Eeee of kours mai bedru:m has e window den der is maetras, stadi taebel, kouter singer, kouters ennn samwa:t.</p>
21.	Nabilah Islamiyah	<p>Assalamualikum warahmatullahi wabarakatuh  En gudafternun. Mai neim is nabilah islamiyah  Yu kaen kolmi nabilah. Tudai tudai ai woud spic ebout dis is mai hom. Ai hav e kaet, mai kaet neim is maiuna, it make mi haepi wen ai tikel her, ci:r her en touc in mai hend. Si hav blek koler en wait. Si often slei:p on mi wen ai was studi en ai was bisi. Somtaim, si sli:p in mai bed wit mi in mai fit wi feils wan. Ai ting is all. Tengkyu. Wassalamualaikum</p>	<p>Assalamualikum warahmatullahi wabarakatuh en gud afternun. Mai neim is nabilah al islamiyah. Tudai ai will spi:c ebout dis mai we:rd bai mai haus. Ai hav e haus on batua raya strit six namber wan. Mai haus mai haus nat big nat smel. De plec en keler of mai haus e blek. In mai haus der ar six ru:ms naemli tu bedru:ms, wan betru:m, wan daining ru:m, wan living ru:m en wan kitcen. In ma ma haus der der ar several plec infron ho:m. even taug mai haus in simple</p>

		warahmatullahi wabarakatuh.	ai bat rather for he:vit e plec to liv en ai le:f mai haus. Tengkyu.
22.	Nadiyah Rizky Putri	Assalamualikum warahamtulahi wabarakatuh. Hello evriwan mai neim is nadiyah riski putri Bat yu kaen kal mi nadiyah or bule, aim from Makassar. Ai wil deskripsion mai bedrum. In mai bedrum ai hav e.. bed, pillow, miyor, le:m. kap.. kapberd, window, carjer, en mani mor. Wassalamualikum warahmatullahi wabarakatuh.	Hello, mai neim is nadiyah riszi putri bat yu ken kall mi nadiyah, aim twelve yers old. de: ar mani tings in de living ru:m. der is e big window, next tu de window der is wan big pikcer. Der is e buk keys bisaid e big pikcer. Der is tu beks on de buk keys. Der ar maeni buks on de big keys. Der is e taebel, der is e television on de taebel der is e... le:m on the taebel, der is e telpon on the taebel, der is e sofa in in fron of big window. Deir is e taebel in front of sofa, under de taebel der ar de karpet. Tenkyu so mach yu ettension. Wassalamualikum warahmatullahi wabarakatuh.
23.	Nursyafi Hamzah Ma'arif	Assalamualikum warahamtulahi wabarakatuh. Hello, mai neim is nursyafiah hamzah ma'arif. Aim student of smp negeri delapan makasssar. Ai will spi:c ebout dis is mai we:rld. Mai we:rld is everiting eround mi. in erroun mi	Aasalmualikum warahmatullahi wabarakatuh. mai neim is nursyafi hamzah ma'arif mai serial namber twenty eight. Ai diskrib mai haus. Ai li:f in be te en ce ve Dewi Medan nomor lima. Mai haus has tu flo:rs. Mai hous has a kitchen,

		<p>bifoun tri:, human, plein, en enimel. Uhmm mai ix its all. Assalamualaikum warahmatullahi wbarakatuh.</p>	<p>daining ru:m, living ru:m, bedru:m, dining ru:m, baetru:m en gerej. Mai haus is blue en on de fo:nt der is a mango tri:, lesli mai haus has tu entrance. Mai haus ivin taug mai haus is stil haulpi bat ai ri:lli laik mai haus it is bso byutiful en ai living wit a family dat ai la:f. ai ting dat jes all. Assalamualaikum warhamtullahi wabaraktuh end tengkyu.</p>
24.	<p>Reva Aldaniah Zahra Aulia.S</p>	<p>Assalamualikum warahamtulahi wabarakatuh. Ai will introdus maiself. Mai neim is Reva aldaniah yu kaen kall mi her.. yu kaen kal mi reva aim student of smp negeri eight Makassar. Aim standing hier bikaus ai want tell yu gaiz spic ebout dis is mai we:rld. In mai we:rld is faemili rum. In faemili rum deir ar televisyen, sofa, re:dio, si:t, taebel en kapbe:d. in faemili rum.. e... ai.. oftenli doing mai faevourit aektiviti laik pleiying heinpon, wotcing end sa:tz. In faemili rum, ai wassed mai.. ta:im. E..a.. ai ting det jes all.</p>	<p>Assalamualikum warahmatullahi wabarakatuh. mai neim is reva aldaniah Zahra aulia es. Yu kaen ko:l mi reva. Aim student ee aa aim ee student of esempe negeri delapan Makassar. Ai wan tu tell yu ebout mai haus. Dis is mai haus ai e medium haus not tu big or tu small. It konsis of e living ru:m e bat ba:tru:m e kitcen, e faemili ru:m en tu bedru:m. mai haus is klen en tidi. Laik oder normal haus ee it is windows, taebel, ke:ir , eir kondisyener aa maeni mo:r. i:c i:c i:c ru:m hav hav difren kale:r in de living ru:m is yellow ee dee de kitcen</p>

		Wassalamualikum warahmatullahi wabarakatuh.	is orens de be:tru:m is gri:n, en en maeni mo:r. dets o:l ebout mai haus. Tengkyu. Assalamualaikum warahmatullahi wabarakatuh.
25.	Sandrina Ardy Garini	Assalamualikum warahmatullahi wabarakatuh. En gud afternun. Mai neim is Sandrina Ardy Garini yu kaen kal mi seni. Ai will spi:c ebout dis is mai we:rld. Mai we:rld is fulles , ai hav lots of buks in mai rum, in mai bedrum ai elweis rids book if deir is fri:taim. In i:c buk ai fain nyew spells dat ar yuniq en interested. De buk elweis meiks mi pi:cful en ka:lm. De be:s pleics tu ri:d is e laibreri or e qwayet en comfroteibel pleic. Buks in part of mai laif.	Assalamulaikum warahmatullahi wabrakatuh en gu:d afternun. Mai neim is sandrina ardy garini, en ai wan spi:c ebout dis is mai we:rld, dis mai haus. Ai hav ee haus in.. taman makam pahlawan strit komplek be te en paropo blok sin amber twenty seven. Mai haus kaler is grey en wa:it. En der ar nain ru:ms in mai haus. Tri bedru:ms, tu ba:tru:ms, wan dining ru:m, wan living ru:m,wan kitcen en wan faemili ru:m. so maeni ple:ns in fron mai haus. En ai hav tu kets in mai ru:ms, en deir neim is tu mai deir neim is WI en FLO. Mai haus is warm en komferteibel. Ai le:f mai haus. Ai ting dat jes a:l en tengkyu.
26.	Ghaida Aliya Khairunnissa	Assalamualikum warahmatullahi wabarakatuh. Hello everiwan en gudafternun. Ae.. fers, ai want tu introdus ma self	Assalmualikum warahmatullahi wabrakatuh en gu:d afternu:n evriwan. Mai neim is ghaida aliya khairunnisa bat yu kaen

		<p>mai neim is ghaida aliya khairunnisa bat yu kaen kalmi illa. So de taitel of mai spi:c tudai is dis is mai we:rd. Mai we:rd is mai ho:m. in mai ho:m deir is e bedrum. In mai bedrum de:r ar maenitings for example e bed, e le:m, e de:s, e wardrobe en maeni mo:r. in mai bedrum ai elweis kli:n mai rum en te:k ke:r all tings in de:r. ai tings dets inaf. Assalamualakum.</p>	<p>kal mi illa. Aim twelve yers old. Ai was born in Makassar in de..on de nine of november in de yer tutauzen en faif. Aim e student of smn negeri delapan Makassar. Ai will disraib mai sku:l. mai sku:l is loke:t in jalan batua raya 1. Mai sku:l is very waid. Mai sku:l hav e.. hav e laibraeri, som kaentin , tiecers ru:m en tri fi:lds. Et mai sku:l der ar tri fi:s ye.. nem.. naemli de ceremony felds, de basketball ka:d,, en de en de volibal ka:d. in mai sku:l der ar seventi tiecers en ten e enni edmi edministrasi staf.</p>
27.	Widya Anandyah	<p>Assalamualikum warahmatullahi wabarakatuh. En gud afternu:n. ai will introdus maiself mai neim is widya anandya bat yu kaen kall mi bidya. Aim e student of smp negeri delapan Makassar. So, ai standing hier bi:kau:s ai wan tu tell yu gayz spi:c ebout dis is may werld. Ai hav e biutifu:l e sma:l bedrum. Mai bedrum kaler is e blu:. Ai ri:lli laik e blu: mai bedrum is comfertaebael pleics. In</p>	<p>Assalamualaikum warahmatullahi wabrakatuh en gud afternu:n. mai neim is widya andyah yu kaen ka:l mi widya. Aim student of smp negeri delapan Makassar. So aim standing hier bikus ai want tu tell yu gais spi:c ebout dis is mai we:rd. ai hav e byutiful en small haus. Mai haus kaler is gri:n. in front of mai haus, der is small flower garden wat is byutiful in mai haus. Mai haus konsis of e gaerej,</p>

		<p>mai bedrum ai kaen du eni.. enitaim dat ai wan. Laik stadi, sli:p, wa:c tivi en maeni mo:r. de must taim dat ai elweis is readi deir ar e lots of buks in mai bedrum. All of de:m in part said of teksbuks, intonaeri, ensiklopedia, . maeni pi:s , mai fevourit spi:c e long taim e buk, in mai bedrum der ar sta:f . ai ting dat jes all. Assalamualikum warahmatullahi wabarakatuh.</p>	<p>living ru:m, as well a faemili ru:m, tu bedru:ms, e kitcen, e ba:thru:m en e small bedru:m. in mai gaerej der is a ka:r, several motorbaik en tu baisikel. In mai faemili ru:m der ar saem pitjers, a taebel, e bu:k shell en maeni mo:r. in mai bedru:m der is a wardrobe en eir kondisyener. In mai kitcen der is a stove, som plets, som spuns, en glaess en maeni mo:r. in mai be:thru:m der is der ar sam bethaps, en maeni mo:r. in mai bekyerd der is a houslayn for as dry klo:ts dat hav been wa:s. ai ting det jes all. Wassalamualikum warahmatullahi wabrakatuh en tengkyu.</p>
28.	Zulaikha Dzatil Izzah Rasidin	<p>Assalamualikum warahmatullahi wabarakatuh. En gud afternun, hai mai neim is zulaikha yu kaen kall mi ikha, ai em twelvers old. Ai we:s born in Makassar November twenti eiig tu tauzen en faif. So aim standing hier tu bi:kaus ai wan tu tell yu gais spi:c about dis is mai we:rld. Simpli mai we:rldis e spais ai kaen</p>	<p>Assalamualikum warahmatulahi wabrakatuh en gud afternun evribadi. Mai neim is zulaika satiliza rasidin yu ken .. yu kaen ka:l mi alike, ai em twelve years old en aim from Makassar south Sulawesi. So aim standing hier bike:s ai want tu tell yu gais about mai ho:m. ho:m is de pleis we:r I ken stayin in</p>

		<p>yu:s tu du samting wat ai laik. Yup, it is mai bedrum, mai bedrum is e pleics dat ai yusualli yu:s tu re:s wen ai from mai skul. Deir ar maeni tingsinsaid mai rum, mai rum is na:t tu big bat stil kamfertaebel for mi, der ar ekla:k, e mirror, e bed en e wardrob, en also deirs tivi bikaus ai usually watching tivi we:n aim fi:ling bo:rd, aim oftenli sli:p in mai sisters. Mai bedrum is in de seken flo:r of mai haus. So, ai ting dats inaf. Tenks for you ettension.</p> <p>Wassalamualaikum warahmatullahi wabarakatuh.</p>	<p>wit mai faemilis en liv saeffli. For mi, ho:m is de be:s pleis bike:s a... ai kaen .. e.. stey with ma..i pe:rens en mai sisters. Mai ho:m e.. i:zen tu big be:t et li:s i:naf for as to liv ka:mfertebli. ..ah.. it has a... it has tu: flo:rs, in de lowes flo:rs deir ar bed wan bedru:m a... en den wan kitcen, wan daining taebel, wan... en wan living ru:m. .. bisaid dat yu will si ab... yu will si sa:m steirs with sa:m throfis en pissur deir. In de seke'n flo:r, der ar... tu.. der ar tri: bedru:ms wicis mai ru:m en mai paere:ns ru:m. der ar e lit.. a...bako:ni tu: wit litel garden de:r. mai ma:der yuszit tu pleis de flowers or de.. or pleis de:t shi: dat shi: e.. boug. Dis haus we:s..dis haus we:s tu:k bay mai fa:der in tu tauzen four from mai gre:npaere:ns. Aur ho:m is very byuzi in de morning bat wi never forget tu all ki:p aur milk tu'geder ki:p de joy of aur faemili. Ai fi:l fulli seiv en secyur in mai haus. Ai lo:v mai swi:t ho:m. ai ting dats l'naf. Teks for you ettension.</p> <p>Wassalamualikum</p>
--	--	--	---



			warahmatullahi wabarakatuh
29.	Raissa Nareswari AS	<p>Assalmualikum warahmatullahi wabarakatuh.</p> <p>Hello evriwan en gudafternun. Fers, ai wan introdus maiself. Mai neim is raisa nareswari Yu kaen kall mi raina. So, de taitel of mai spi:c tudai diz is may werld. Aim e student at smp negeri delapan Makassar. Aim .....</p> <p>In mai klas deir ar de nais student, deir ar.. deir ar maeni ting in mai klasrum. Laik maeni caeirs en taebels fa:m student, wan mo:r klo:k , la:m:ps, slaek, en wan taebel tiece:r. finish.</p>	<p>Halo, mai neim is Raissa nareswari bat yu kaen ka:l mi raina. Naw ai will diskripsyen ebout mai haus. Mai haus faif ru:m, the faif ru:m ar wan living ru:m, wan kitcen ru:m, wan batru:m, en two bedru:ms. Ee mai haus has smol park tu. In mai smol park haus der ar der ar maeni ple:n se:c as orcid flower, en sa:m fres dres. Der ar wan taebel en two ceirs. Ai olmos spe:n awer taim it et mai eee smol park haus. Mai kitcen is big enaug. Der ar maeni ku:k tu:ls, taebel, ceirs en plets. Mai haus ee mai mam elweis ku:k delisies fu:d et awer kitcen ru:m. tut u bedru:ms ha:v sam ting. Der ar bed, mirror,ceir en taebel. Ee de ba:tru:m is smol. Et living ru:m et living ru:m der ar televisyen, fan, ceir, taebel. Mai faemili spen awer taim et living ru:m haeppli.</p>

## BIOGRAPHY



Rafidah Binti Efindi was born on January 6<sup>th</sup> 1995 in Tawau, Sabah Malaysia. She is the fourth child from her family. She is a daughter of Efindi Ansar and Nur Asma. She started her study in 2001 elementary school at SDN Mattiro Bulu Alitta, Pinrang city, and moved to SDN 030 Nunukan on grade 1<sup>th</sup>-2<sup>th</sup>, then moved to PBC (Pusat Bimbingan Cemerlang) in Tawau, Malaysia, and continued her school in grade 4<sup>th</sup> – 6<sup>th</sup> at Private School MJU (Maktab Jaya Utama) on Tawau, Malaysia. In 2007, she moved to Indonesia precisely in Nunukan and she finished her elementary school at SDN 002 Nunukan. Then, she finished her junior high school at SMPN 01 Nunukan in 2011 and graduated from SMK Negeri 01 Nunukan in 2014.

In 2014, she studied at Bosowa University and took English Education Department Faculty of Teacher Training and Education. When she was in college, she joined organizations. They were HIMAPBING, UKM English Meeting, and HMI Komisariat FKIP. Rafidah also participated as volunteer in teaching community Makassar named Sanggar Kelapa, where helped children to study in Lakkang and she finished her study at University in February Graduated in April, 2019