THE EFFECTIVENESS OF USING ONE WORD BECOMES ONE HUNDRED WORDS STRATEGY TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILL AT THE TENTH GRADE OF SMAN 1 PALOPO

A THESIS

Submitted to the English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Education

By

S U P R I A D I

REG.NUM: 15.0202.0042

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019

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STATE ISLAMIC INSTITUTE OF PALOPO
2019

THESIS APPROVAL

This thesis, entitled "**The Effectiveness of Using One Word Becomes One Hundred Words Strategy to Improve the Students' English Speaking Skill at the Tenth Grade of SMAN 1 Palopo**" written by **Supriadi, Reg. Number 15.0202.0042**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Saturday**, **September 21st 2019 M**, coincided with **Muharram 21st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21st 2019
Muharram 21st 1441 H

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Wassalamu Alaikum Wr. Wb.

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Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

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ACKNOWLEDGEMENT

The highest gratitude and thanks to almighty Allah SWT because Allah's blessing and guidance so the researcher was able to finish this thesis. The researcher realized that there were still many lack. The researcher expected constructive critical and suggestion from the readers for the improvement and perfection. We never forget convey sholawat and taslim to the great prophet Muhammad SAW, his family, his friends and all people that still do his commands of Allah and avoid Allah's prohibitions.

The researcher expressed his appreciation and thankful to the all of the people who have given motivation, supports and suggestions to the researcher in finished this thesis. The special thanks to:

1. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo who always support the researcher during the year of study at IAIN Palopo
2. Dr. Nurdin K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, SE., M.Hum as the head of English study program of Tarbiyah Department of IAIN Palopo who always gives support, encouragement and idea to the researcher during her studying at IAIN Palopo.
4. Amalia Yahya, SE., M.Hum as the first consultant who has taught, helped, advised, and guided the researcher during her study and finished her thesis.

5. Jufriadi, S.S.,M.Pd who has taught, advice, delivered patiently guidance, explanation, corrections suggestion, some ideas and motivation to the improvement of this thesis until finished
6. Dr. H. Rustan S., M.Hum and Muhammad Iksan, S.Pd.,M.Pd as the first and the second examiner who have give correction and suggestion and some ideas until the writer finish this research.
7. All the lecturers as well as staffs of IAIN Palopo. Especially lectures of English department who have given the researcher knowledge, motivation and attention in learning language. And also for all staffs in IAIN Palopo who have given help to the researcher.
8. Special thanks to English teacher and headmaster of SMAN 1 Palopo especially English teacher is Andi Armin S.Pd M.Pd who gave the research opportunity to conduct research and my best student is class X IIS 2.
9. The entire researcher's family. Special thanks to her beloved parents, father (Sultan) and mother (Hj Sutriani) who has given their love, attention, money and their praying for the researcher's successful. Their regards also go to his beloved siblings are Muh Yusriadi, Muh Asril S,Nur Sakila,Muh Irwanzyah and Siti Fatimah who always give support, motivation, strength in pray and sacrifices during his studying at IAIN Palopo and big thanks for all of my family.

10. Thanks to all my friends are (Ashar,Akbar Cahya, Umar Hidayat,M Adib Ideawan, Febri, Sulfianti, Muh Muzakkar and Dwi Sukma Hardiyanti) who always give the researcher support, help and motivation.
11. All of my friends at IAIN Palopo Special Big (B) thanks for nice friendship, support, helping and our togetherness during study at IAIN Palopo.

The researcher also recites thanked to the others who cannot be mentioned one by one who always helped and supported the researcher to complete this thesis. The researcher realized this thesis would not be created without their participation. Finally, the researcher dedicates this thesis. May Allah SWT gives reward to all people who helped the researcher. The researcher hopes this thesis will give positive contribution to the readers, religion, and the state, Aamiin.

Palopo, 19th September 2019

The Researcher

Supriadi

Reg.Num.15.0202.0042

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ABSTRACT

SUPRIADI, 2019 "Using One Word Becomes One Hundred Words Strategy to Improve the Students' English Speaking Skill at the Tenth Grade of SMAN 1Palopo". A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under Supervisors Amalia Yahya, S.E., M.Hum. as the first consultant and Jufriadi, S.S., M.Pd as the second consultant.

Key Words: *Improving, Speaking Skill, One Word Becomes One Hundred Words Strategy*

The objective of this research is to find out whether or not One Word Becomes One Hundred Words Strategy is effective in improving speaking skill of students SMAN 1Palopo.

In this research, the research was applied pre-experimental and conducted in six meetings. In this research the researcher aims to know whether One Word Becomes One Hundred Words Strategy effective in improving speaking skill of students SMAN 1Palopo. The researcher conducted pretest, treatment and posttest. The population of this research was the tenth grade students of SMAN 1Palopo.The researcher used purposive sampling technique from three class, the researcher chose 24 students from class X IIS 2. The instrument used to collect data was speaking test.

The data of this research was analyzed by using SPSS program version 20. The finding of this research showed that using One Word Becomes One Hundred Words Strategy is effective in teaching speaking skill to the tenth grade students of SMAN 1Palopo. It is proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in pre-test was 23, 37 and the mean score of post-test was 46, 99. Moreover, the statistical test by using SPSS showed that t_o (t_{count}) = 9, 676 was bigger than t_t (t_{table})= 2,069, it means that the alternative hypothesis (H_1) is accepted ($t_o > t_t$).

CHAPTER I

INTRODUCTION

A. Background

Language is important thing in life. Language can connect people from various counties, region, and tribes. Feeling, emotion can be understood with language as communication tool.

English language as foreign language now is becoming international language that can be used to build relationship in business, a tour or countries development.[1]English is used in many countries as their second language or foreign language to build their relationship and connected one and another.

Speaking is one of the abilities used in global activities. In speaking, someone phrases their feeling, talking about ideas and perception about something. Therefore English is the language that the word uses to communicate with the others people in the other part of the world[2]. It means by speaking English we can learn not only culture, but their economic system or education system from different country.

When someone can speak English, it means he or she will gather much information from various sources in example printed and internet hardware and software use English as guide. Therefore someone will get trouble in getting information when he or she does not know English well.

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[1] Howard Jackson, *Analyzing English: an introduction to Descriptive Linguistics*,(England: Pergamon Press Ltd, 1982),P.1.

[2] Jack Richards c.,and Willy Renandya, *Methodology In Language Teaching* (USA: Cambridge University Press. 2002), P.3

Nowadays Indonesian students face many problems in learning English. This happen because many reasons, such as less confidence, not eager with learning method or in the learning media, it can be several reasons why English is so difficult to learn by students or they difficult to understand what people mean and they difficult to express their respond.

The similar cases can also be found in the SMAN 1 Palopo that their difficulties in speaking English are caused by:

1. Less vocabulary in conveying an idea or opinion.
2. Difficult to speak English in common place such as in front of class because not confidence.
3. The limited ability of English grammar that hinders in speaking
4. The difficulty of pronouncing English vocabulary so difficult to pronounce it.

Based on the problem above, the researcher is motivated to study about The Effectiveness of Using One Word Becomes One Hundred Word Strategy to Improve the Students' Speaking Skill at the Tent Grade of SMAN 1Palopo. As the way of learning, One Word Becomes One Hundred Word Strategy can help students to improve their speaking skill. In One Word Becomes One Hundred Word Strategy the students will interest to express their opinion or idea about the word by enjoyably and their own ways. This strategy builds their confidence to speak up, because they can describe the word that familiar in their life and use their own word, way and their experiences with the word.

B. Problem Statements

Based on the background above, the researcher formulates a research question as follow:

Is the use of One Word Becomes One Hundred Words Strategy effective to improve the Students' English Speaking Skill at the Tent Grade of SMAN 1 Palopo ?

C. Objective of the Research

Based on the problem statement, the objective of the research is to find out whether or not the use of One Word Becomes One Hundred Words Strategy effective to improve the Students' English Speaking Skill at the Tent Grade of SMAN 1 Palopo.

D. Significances of the Research

This research will give some contributions for various parties, the contributions are:

1. Theoretically this research is expected to give input in developing the students' English speaking skills

2. Practically expected to improve students' support and confidence in speaking English.

3. Can be a reference for future researchers.

E. Scope of the Research

By discipline, this research under apply English Language Teaching. By activity, this research will apply One Word Becomes One Hundred Words Strategy in teaching speaking, by the content, this research will focus on speaking

skill which consist of accuracy, fluency, and comprehensibility by describing the word about technology.

F. Operational Definition

To get general understanding about the title, the researcher will explain as follows:

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information[3]. It is form and meaning are dependent on the context in which it occurs, including the participants their collective experience, the physical environment and purpose in speaking. It is often spontaneous, open ended and involving.[4]
2. Speaking skill is ability to speak target language to communicative with others that consist of accuracy, fluency, and comprehensibility.
3. One Word Become One Hundred Words Strategy is one of the strategies in English learning process to improve the students' English speaking skill by giving them a word then they improve it become many words what they knew about it in speaking English for a few minutes that teacher or lecturer give. [5]
4. One Word Becomes One Hundred Word Strategy is strategy that helps the students to get their own words, ideas, and ways by describing the word enjoyably.

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[3]H.D Brown, *Teaching by principles: a interactive approach to language pedagogy*. *Englewood cliffs*, (NJ: prentice Hall Regents, 1994).

[4]A.Burns & H. Joyce, *focus on speaking*, (Sydney: National Center for English Language Teaching and Research, 1997).

[5] Ronald Fairbairn,*object relation Theory*,from Wikipedia, the free ensiclopedia. Thursday September 25th 2007.accessed on june 29th 2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this chapter the researcher present the previous related research findings, they are citied below :

1. **N**urhayati (2013), in her research ‘‘Improving Students’ Speaking Skill Through One Word Becomes One Hundred Words Strategy at The Eleventh Year of SMAN 4 Malang’’. The problem of this research: what is the effective way in teaching speaking by using One Word Becomes One Hundred Word Strategy? The researcher used Classroom Action Research (CAR) with two circles. In collecting data the researcher used observation sheets, test, video tabe recorder and questionnaire. Each cycle consist of four parts: planning, action, observation, and reflection. The research found that by using One Word Becomes One Hundred Words Strategy at the eleventh year of SMAN 4 Malang was teacher give interesting topic as give a student a word then he explain it, student practice speaking English in the front of his friends, students bring English Dictionary in every meeting, give students motivation about important of English. The result of the research showed that were significant improvement on students’ speaking skill at the eleventh year students of SMAN 4 Malang after conducting the one word becomes one hundred words strategy in learning process. In which the students score in cycle II is bigger that the students score in cycle I. Besides that, their speech was more fluently than the previous cycle. The researcher found almost all of the students give positive responds toward one word becomes one

hundred words strategy in improving speaking skill. It means that one word becomes one hundred words give significant improvement to the students speaking skill[6]

2. **M**uh.Takdir (2012), in his research "Improving Speaking Skill Though One Word Becomes One Hundred Words Strategy at The Tenth Year Students of Junior High Scholl SMPN 1 Mojoanyar Mojokerto". He stated that, by using this strategy, it can improve the students speaking skill and has been significant influence in teaching speaking class performance.[7]
3. **R**onny (2009), in his research "The Improvement of Student's Speaking Skill through One Word Becomes One Hundred Words Strategy at The Eleventh Year Students of SMAN 5 Bogor". He stated that, by using One Word Becomes One Hundred Words Strategy, it can give significant influence to improve the students' speaking skill especially at intermediate level.[8]

Those researchers above are the same with this research in the case of focusing on speaking skill on students. It is the same with researcher namely how to improve speaking skill of students by using one word becomes one hundred words strategy and difference only in object of the research. The first researcher did her research at the eleventh year of SMAN 4 Malang, the second research did his research at tenth year of SMPN 1 Mojoanyar Mojokerto, and the last research did his research at the eleventh year of SMAN 5 Bogor. Different with this research, the researcher did his research at SMAN 1 Palopo. So the researcher tries to compare about using one

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[6] Nurhayati,*Improving students' speaking skill Trough One Word Become One Hundred Word Strategy of The Eleventh Year of SMAN 4 Malang(a thesis)*Online: www.scird .com/doc/22057958. Accessed on Juny 28th 2018.

[7]Muh. Takdir,2012, *Improving speaking skill though One Word Become One Hundred Words Strategy at the tenth year students of Junior High Scholl SMPN 1 Mojoanyar Mojokerto, accessed on Mei,08,2019,*

[8]Ronny, *The Improvement of Students' Speaking Skill Through one word become one hundred word stratey for Eleventh Year Students of SMAN 5 Bogor(A Thesis).* Online: www.scird .com/doc/22057958. Accessed on Juny 28th 2018.

word becomes one hundred words in improving students' English speaking skill of SMAN 1 Palopo.

B. Speaking

1. Definition of Speaking

There are many definitions of speaking according to experts.

Harmer J (2007:284) stated speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Nunan (in kayi, 2006:1) defined speaking as the use of the language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in variety of contexts (Chaney, 1998:13). [9]

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994;Burns & joyce,1997). [10]

From the definitions of Speaking above, the researcher concludes that speaking is ability to talk in English. On other word, speaking is ability to speak target language to communicative with others that consist of accuracy, fluency, and comprehensibility.

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[9] Harmer . J *how to teach speaking. (*Longman : England 2007 : 284)

[10]Burns,a.,&Joyce,H.(1997).*Focus On Speaking.*Sidney. National Center for English Language Teaching and Research.

In communicating something to the order we should have many vocabularies to explain our ideas. In formal and formal communication we should understand what the other says and he understand what we say too.[11]

Therefore, in formal environment between teachers and students always interaction to make communication where communication is the output modality and learning is the input modality of language acquisition. Because in fact, much of our daily communication remain interactional being been able to enter act in a language is essential. On the other word, language instructor should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner-interaction as the key to teaching language for communication because communication derives essentially from interaction.

In other view, speaking is fundamentally and instrumentally act. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask the question to get them to provide information. They request things to effect them is still other ways. The nature of the speech act should the fore play a control role in the process of speech. Speaker begins with the intention of effect their listeners in a particular way.[12]

C. One Word Becomes One Hundred Words Strategy

1. Definition of One Word Becomes One Hundred Words Strategy

There are three definitions according to experts.

Ronald Fairbairn (2007) One word becomes one hundred words means explain a word or vocabulary including information on part of speech, usage, register, style, collection, meaning, pronunciation and grammar. Describing,

[11]M.Solahuddin,*Kiat-kiat Praktis speaking*. (Jakarta:divas press,2008)

[12]H.Dounglas Brown,*Princple of Language Learning and Teaching*(New York: practice hal, 1980),p.87.

narrating, explaining (the formulation is all of informative); greeting, apologizing, asking racially acceptable questions (the ritual); a playing language games. Such learning is essential if efforts at Marco language use to rich and expensive rather than searching and impoverished [13].

Mc Callum (1999), stated that one word becomes one hundred words strategy is an activity that can provoke students to use their language through the use of hypothetical situation[14].

Uun Nurcahyanti (2008), One Word Becomes One Hundred Words Strategy is one of the strategies in English learning process to improve the students' speaking skill by giving them a word then they improve it become many words what they knew about it in, speaking English for a few minutes that teacher or lecturer gave. [15]

From some theories about one word becomes one hundred words strategy is one of the strategy can use in speaking class performing, the researcher stated one word becomes one hundred words strategy is expected to improve the learner in presenting their idea easily and enjoyably. Sometimes, one word becomes one hundred words strategy helpful and important. One word becomes one hundred words strategy must contain the information about when the word is used is using the word "mate" is unsatisfactory if it is said that the word "friend" without any explanation. In using one word becomes one hundred words strategy

[13]Ronald Fairbairn,*object relation Theory*,from Wikipedia, the free ensiclopedia. Thursday September 25th 2007.accessed on june 29th 2018.

[14]Jhon and Liz Soars, headway (Astudent'book) ,(New York: Oxford Universty Press, 1999)p.58

[15] Uun Nurcahyati (2008)., *Develoving the English Vocabulary of the second year students of MTs Kediri Trough One word become one hundred words strategy"* A Thesis S1, (Kediri: UNISKA,2007).p.8

the students can take out their ideas about what they will say, a way to improve their speaking performance.

Object relation theory is a psychodynamic within psychoanalytic psychology. The theory describe or explanation is processes of developing a mind as one grows in relation to others in the environment the object of word theory are both real others in one's word, and one's internalized images of others. Object relationships are initially formed during early interaction with primary care gave. These early patterns can be altered with experience, but often continue to exert a strong influence throughout life.

When the student describes the word the first need to have some ideas to speak about the word. So there are many ways to get the inspiration or ideas, one of them is through one word becomes one hundred words strategy. The researcher assumed that one word becomes one hundred words strategy can stimulate to get the information and inspiration, because when the student wants to explain about the word that they have to get much information about it and if the word explanation can develop students' speaking skill. [16]

[16] Jeremy Harmer, *the practice of English Teaching*,(New York: Longman, 2007),p. 154

2. Procedures of One Word Becomes One Hundred Words Strategy

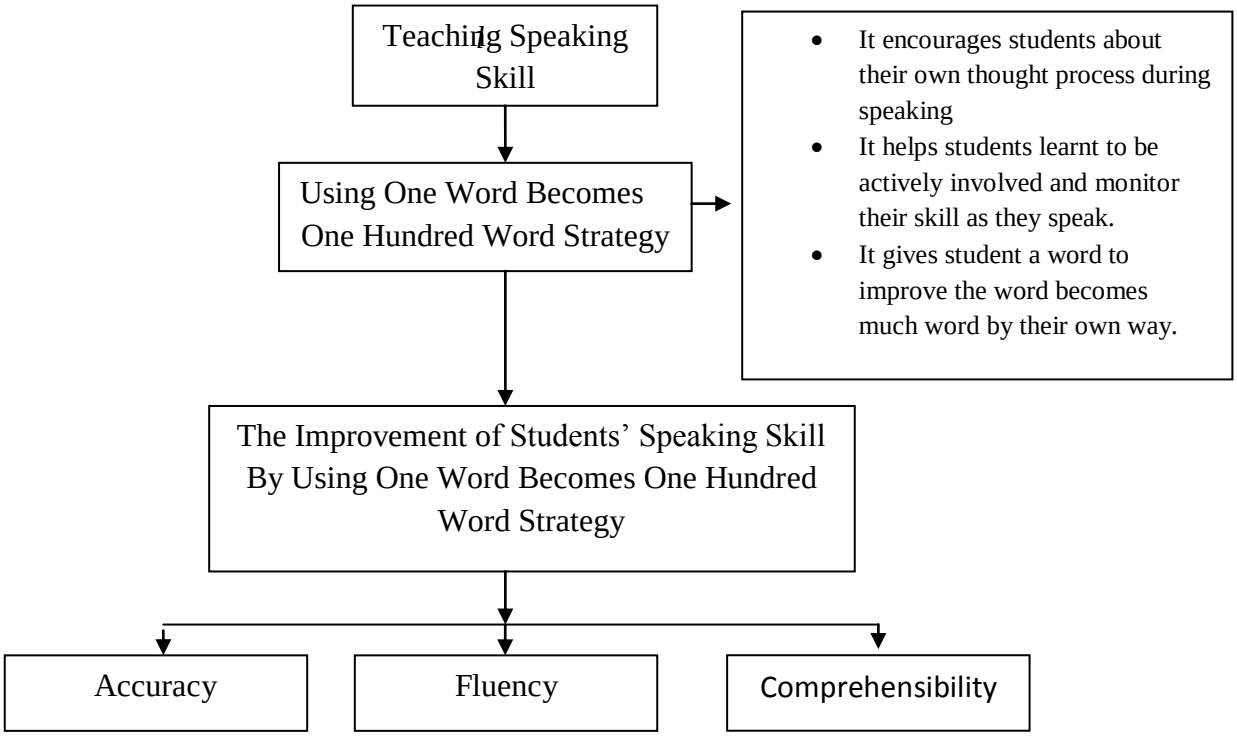
Here the researcher as a teacher who guides the class of learning speaking by using one word becomes one hundred words strategy. Teaching speaking using one word becomes one hundred words strategy as follows:

a. The researcher explains to whole class about the rules of study by using one word becomes one hundred words strategy.
b. The researcher calls one student come forward.
c. The researcher gives the student a word to explain it.
d. The student begins to speak English after the researcher giving him/her a word to explain it.
e. The student closes his/her speaking after accepting clue from the researcher that time is over.
f. The researcher calls the next student to come forward for doing the activities above and the last.
g. The researcher evaluates and gives correction about the students' mistake in explaining a word.[17]

[17]Uun Nurcahyati (2008)., *Develoving the English Vocabulary of the second year students of MTs Kediri Trough One word become one hundred words strategy"* A Thesis S1, (Kediri: UNISKA,2007).p.10

D. Conceptual Framework

The theoretical frame work of this research was present as follows:



In the diagram above is classified in the following:

There are some ways to improve students speaking skill by using one word becomes one hundred words strategy, the teacher will make students interest in learning process. In conection with the importance of speaking skill in the students in beginner learner study as English teacher should look for some effective ways teaching by using one word becomes one hundred words strategy in learning process make effective teaching speaking, can improve speaking skill motivation the students speaking skill by using one word becomes one hundred word strategy solving problem can improve students speaking skill.

E. Hypothesis

The hypothesis of this research will be formulated as follows :

H_0: The use of one word becomes one hundred words strategy is not effective to improve the students' English speaking skill at The Tenth grade of SMAN 1Palopo.

H_1: The use of one word becomes one hundred words strategy is effective to improve the students' English speaking skill at The Tenth grade of SMAN 1Palopo".

CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of the Research

In this research, the researcher applied a pre-experimental research method. It aimed to know whether or not "The Students' English Speaking Skill Using One Word Becomes One Hundred Words Strategy Skill at The Tenth Grade of SMAN 1Palopo.

2. Research Design

This research used pre-test and post-test design the researcher gave pre-test to find out the students' ability to master speaking English before giving One Word Becomes One Hundred Words Strategy. Furthermore, the students were given post-test to know their speaking skill after applying One Word Becomes One Hundred Words Strategy.

The researcher design conducted as follows:

Pre-test	**Treatment**	**Post-test**
O_1	**X**	**O_2**

Notes: $O_{1:}$ Pre-Test

X: Treatment

$O_{2:}$ Post-Test [18]

[18]Suharsimi Arikunto. *Prosedur Penelitian : Suatau Pendekatan Praktis,* (Jakarta : Rineka Cipta 2002),P185 .

B. Variable of the Research

This researcher consisted of two variables, namely:

1. Dependent variable was students' English speaking skill.
2. Independent variable was the implementation of using one word becomes one hundred words strategy.

C. Population and Sample

1. Population

   The population of the research used the students at tenth grade of SMAN 1Palopo.

2. Sample

   In this researcher, the researcher applied purposive sampling technique in taking the sample and selected class X IIS 2 as a sample. The researcher selected this class because the students of this class active but in learning English they still low score especially in speaking skill.

D. Instruments of the Research

In conducting this research, the researcher was used some instruments on collecting the data during the process of the research, those instruments are:

1. Speaking test

   The researcher was used speaking test, which consist of pre-test and post-test in collecting data, the researcher gave the students' score of their participation. It aimed to know the students 'English speaking skill. Post-test was given after treatment done, it aimed at knowing the achievement score of students 'ability in speaking skill before and after treatment.

2. Documentation

The research was used voice recorder for helping the researcher in this research to know condition in the class and help the research and as evaluation the data

E. Procedure of Collection Data

The data was collected by using the procedures below:

1. Giving Pre-Test

In pre-test the researcher was given speaking test to find out students' speaking skill in speaking English for a few minutes that the researcher gives.

2. Giving treatment

In treatment the researcher was conducted some steps. The steps were follows:

a. The researcher explains about pattern language to make a sentence.
b. The researcher explains to whole class about the rules of study by using one word becomes one hundred word strategy.
c. The researcher calls one student come forward.
d. The researcher gives the student a word to explain it.
e. The student begins to speak English after the researcher gives him/her a word to explain it.
f. The student closes his/her speaking after accepting clue from the researcher that time is over.
g. The researcher calls the next student to come forward for doing the activities above and the last.

h. The researcher evaluates and gives correction about the students' mistake in explaining a word.

The researcher conducted treatment for six meeting. The steps are follows:

1) The first meeting

a) Researcher explained English sentence patterns:

• Intransivite (S + V Intransitive) Sentences She eats.

• Intransivite sentences use Adverb (S + V intransive + Adv) She runs quickly.

• Intransitive Sentences with Prepositional Phrases (S + Verb Intransitive + Prepositional Phrases) I go at 8.00 o'clock.

• Transitive Verb Sentences (S + Verb Transitive + Direct Object)

My Brother washes his Motorcycle.

• Researchers will explain what one word becomes one hundred words strategy.

• Researcher provided a subject for discussion on "what do you think about computer?"

b). The teacher instructed students to form several groups.

c). Each group consists of 5-6 people.

d). The teacher gave the topic of learning to each group.

e). The teacher gave the opportunity for each group to discuss their respective learning topics.

f). Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

g). Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student come to the front of the class to present ideas of the content of the discussion.

2) The Second Meeting

a) Researcher reviewed the previous material

b) Researcher provided a subject for discussion on "what do you think about Television?"

c) The teacher instructed students to form several groups.

d) Each group consists of 5-6 people.

e) The teacher gave the topic of learning to each group.

f) The teacher gave the opportunity for each group to discuss their respective learning topics.

g) Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

h) Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student come to the front of the class to present ideas of the content of the discussion.

3) The Third Meeting

a) Researcher reviewed the previous material

b) Researcher provided a subject for discussion on "what do you about Motorcycle?"

c) The teacher instructed students to form several groups.

d) Each group consists of 5-6 people.

e) The teacher gave the topic of learning to each group.

f) The teacher gave the opportunity for each group to discuss their respective learning topics.

g) Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

h) Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student came to the front of the class to present ideas of the content of the discussion.

4) The Forth Meeting

a) Researcher reviewed the previous material

b) Researcher provided a subject for discussion on "what do you think about Radio?"

c) The teacher instructed students to form several groups.

d) Each group consists of 5-6 people.

e) The teacher gave the topic of learning to each group.

f) The teacher gave the opportunity for each group to discuss their respective learning topics.

g) Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

h) Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student came to the front of the class to present ideas of the content of the discussion.

5) The Fifth Meeting

a) Researcher reviewed the previous material

b) Researcher provided a subject for discussion on "what do you think about Plane?"

c) The teacher instructed students to form several groups.

d) Each group consists of 5-6 people.

e) The teacher gave the topic of learning to each group.

f) The teacher gave the opportunity for each group to discuss their respective learning topics.

g) Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

h) Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student came to the front of the class to present ideas of the content of the discussion.

6) The Sixth Meeting

a) Researcher reviewed the previous material

b) Researcher provided a subject for discussion on "what do you think about Car?"

c) The teacher instructed students to form several groups.

d) Each group consists of 5-6 people.

e) The teacher gave the topic of learning to each group.

f) The teacher gave the opportunity for each group to discuss their respective learning topics.

g) Each group had one representative to come forward to the class explaining the characteristics and characteristics of the topics they got.

h) Then the teacher gave the opportunity to other groups to explain the learning topic.

• Students collected the ideas of the discussion content and arrange them into a text.

• Student came to the front of the class to present ideas of the content of the discussion.

3. Giving post-test

In post- test researcher was the same activities as in pre-test, namely the researcher was given speaking test to find out students' speaking skill in speaking English for a few minutes that the researcher gives.

F. Data Analysis Procedure

Having collected the data by conducting the pre-test, treatment and post-test which involved some instruments, the researcher then focus on the data analysis. Therefore, there were some procedures which done by researcher, namely; determining the scoring classification to make the researcher easy to conclude the data collected, standard of deviation it know about how far was the students deviate in speaking and the test of significance to know the final result of the research. Those procedures were used one word becomes one hundred words strategy:

1. Scoring Classification

In analyzing the data was collected, the researcher had to determine the scoring classification which includes of accuracy, fluency, and comprehensibility. Those assessment criteria explained by J.B Heaton as follows[19]:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue. But not serious phonological errors. A few grammatical and lexical errors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother-tongue with errors causing a break-down in communication. Many 'basic' grammatical and lexical errors.

[19] J. B. Heaton, *Writing English Language Test* , (New York; Longman, 1991), p. 98

Very Poor	1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often

		limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequency fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's intention and general meaning. Very few interruptions or classifications required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. Hits intention is always clear but several interruptions are necessary to help him to convey the message or to seek classification.

Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Can-not understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Beside the technical of classification through six scales above, the researcher also make rating classification which used to give students obtained. The following in rating scale classification:

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	1-25

In this research the divided mean score and standard deviation of the students' score in pre-test and post-test by using SPSS 20.

G. Criteria of Hypothesis Acceptability

To prove the hypothesis, the data obtained from the experiment class was concluded by using the t-test formula with the assumption as follows:

2. If T-count ≥ T- table : (H_o) is rejected and (H_1) is accepted. It means that the score of the students' have significantly different and One Word Becomes One Hundred Words Strategy is effective to improve students' speaking skill.
3. If T-count ≤ T-table : (H_o) is accepted and (H_1) is rejected. It means that the score of the students' not have significantly different and One Word Becomes One Hundred Words Strategy is not effective to improve students' speaking skill.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the experimental class in pre-test and post-test. In this part, the researcher reported the result of pretest and posttest.

1. Students' Score of Pre Test and Post Test

a. Students' Pretest Result

Table 4.1. : The Score of Students' Pretest Result

Respondents	The Aspects Score of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	1	2	2	5
R2	1	1	1	3
R3	1	2	1	4
R4	1	1	1	3
R5	2	2	1	5
R6	1	1	1	3
R7	1	1	1	3
R8	1	1	1	3

R9	2	2	1	5
R10	1	2	1	4
R11	2	1	1	4
R12	1	1	1	3
R13	1	1	1	3
R14	1	1	2	4
R15	1	2	2	5
R16	2	2	2	6
R17	1	2	1	4
R18	1	2	1	4
R19	1	1	2	4
R20	1	2	2	5
R21	1	2	2	5
R22	1	1	2	4
R23	1	2	2	5
R24	1	2	1	4

Speaking skill consisted of three aspects; namely accuracy, fluency and comprehensibility. The researcher would present and tabulated the mean score of the students speaking ability one by one. All of those would explain by the following tables:

Table 4.2. : The Mean Score of Students' Accuracy Pretest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	24	1.00	1.00	2.00	28.00	1.1667	.38069
Valid N (listwise)	24						

From the result of descriptive statistic, it is found that the highest score of students was 2 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 1, 16 and the standard deviation error is 0, 38.

Table 4. 3. : The Rate Percentage Score of Students' Accuracy in Pretest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	4	16,7
Very Poor	≤ 25	1	20	83,3
	Total		24	100

Table 4.3 shows that students' score of speaking skill in pre-test especially in accuracy. There were 20 students (83,3%) got very poor score. There were 4 students (16,7%) got poor score.

Table 4. 4. : The Mean Score of Students' Fluency in Pretest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	24	1.00	1.00	2.00	37.00	1.5417	.50898
Valid N (listwise)	24						

The data shows that the highest score of students was 2 and the lowest score was 1. It also indicates that the mean score of students' fluency in pretest was 1.54 and standard deviation error was 0.50.

Table 4. 5. : The Rate Percentage of Students' Fluency Score in Pretest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	13	54,17
Very Poor	≤ 25	1	11	45,83
Total			24	100

Table 4.5 shows that students' score of speaking skill in pre-test especially in fluency. There were 11 students (45,83%) got very poor score. There were 13 students (54,17%) got poor score.

Table 4. 6.: The Mean Score of Students' Comprehensibility in Pretest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	24	1.00	1.00	2.00	31.00	1.2917	.46431
Valid N (listwise)	24						

The data above shows that the highest score of students was 2 and the lowest score was 1. It also indicates that the mean score of students' comprehensibility in pretest was 1.29 and standard deviation error was 0.46.

Table 4. 7. : The Rate Percentage of Students' Comprehensibility Score in Pretest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	7	29,11
Very Poor	≤ 25	1	17	70,83
Total			24	100

Table 4.7 shows that students' score of speaking skill in pre-test especially in comprehensibility. There were 17 students (70,83%) got very poor score. There were 7 students (29,11%) got poor score.

b. Students' Posttest Result

After knowing the students' score in pre-test, the researcher gave them treatment by using one word becomes one hundred words strategy. The result of the students' score in posttest presented in the following table by dividing them into three aspects, they are accuracy, fluency and comprehensibility.

Table 4. 8. : The Score of Students' Posttest Result

Respondents	The Aspects Score of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	4	5	5	14
R2	2	3	3	8
R3	4	5	4	14
R4	3	3	3	9
R5	2	3	2	7
R6	2	2	2	6
R7	2	2	2	6
R8	2	2	2	6
R9	3	4	3	10
R10	2	3	1	6
R11	3	3	3	9
R12	2	2	2	6
R13	2	3	3	8
R14	2	3	3	8
R15	2	3	3	8
R16	4	4	5	14
R17	3	3	4	10
R18	2	2	2	6
R19	2	3	2	7
R20	3	4	4	11
R21	2	2	2	6
R22	3	3	3	9
R23	3	4	4	11
R24	2	3	2	7

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through table distribution frequency and percentage.

Table 4. 9. : The Mean Score of Students' Accuracy in Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	24	2.00	2.00	4.00	61.00	2.5417	.72106
Valid N (listwise)	24						

From the result of descriptive statistic above, it is found that the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in post-test is 2,54 and the standard deviation error is 0,72.

Table 4. 10. : The Rate Percentage Score of Students' Accuracy in Posttest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	12,5
Average	41-55	3	7	29,16
Poor	26-40	2	14	58,34
Very Poor	≤ 25	1	0	0
Total			24	100

Table 4.10 shows that students' score of speaking skill in post-test especially in accuracy. There were 14 students (58,34%) got poor score. There were 7 students (29,16 %) got poor score. There were 3 students (12,5 %) got good score.

Table 4. 11. : The Mean Score of Students' Fluency in Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	24	3.00	2.00	5.00	74.00	3.0833	.88055
Valid N (listwise)	24						

The data shows that the highest score of students was 5 and the lowest score was 2. It also indicates that the mean score of students' fluency in posttest was 3.08 and standard deviation error was 0.88.

Table 4. 12. : The Rate Percentage of Students' Fluency Score in Posttest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	2	8,33
Good	56-70	4	4	16,67
Average	41-55	3	12	50
Poor	26-40	2	6	25
Very Poor	≤ 25	1	0	0
Total			24	100

Table 4.12 shows that students' score of speaking skill in post-test especially in fluency. There were 6 students (25%) got poor score. There were 12 students (50%) got average score. There were 4 students (16, 67%) got good score. There were 2 students (8, 33%) got very good score.

Table 4. 13. : The Mean Score of Students' Comprehensibility in Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	24	4.00	1.00	5.00	68.00	2.8333	.96309
Valid N (listwise)	24						

The data above shows that the highest score of students was 5 and the lowest score was 1. It also indicates that the mean score of students' comprehensibility in posttest was 2.83 and standard deviation error was 0.96.

Table 4. 14. : The Rate Percentage of Students' Comprehensibility Score in Posttest

Classification	Score	Rating	Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	1	4, 16
Good	56-70	4	5	20, 84
Average	41-55	3	8	33, 34
Poor	26-40	2	9	37, 5
Very Poor	≤ 25	1	1	4, 16
Total			24	100

Table 4.14 shows that students' score of speaking skill in post-test especially in comprehensibility. There was 1 student (4, 16%) got very poor score. There were 9 students (37, 5%) got poor score. There were 8 students (33, 34 %) got average score. There were 5 students (20, 84%) got good score. There was 1 student (4, 16%) got very good score.

2. The Mean Scores and Standard Deviation of The Students' Pre-test and Post-test

Table 4. 15. : Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	16.67	44.44	23.3796	6.75051
Posttest	24	33.33	72.22	46.9907	13.20583
Valid N (listwise)	24				

From the table 4.15 it indicated that the standard deviation in pre-test were 6, 75 and in post-test were 13, 20. It also shows that mean score of the students in pre -test were 23, 37 and the mean score of the students in post-test were 46, 99. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using one word becomes one hundred words strategy was effective in teaching speaking.

3. The Calculation of t-test Pretest and Posttest

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of the research, the researcher used t-test analysis and calculated it by SPSS 20. The result could be shown in the

table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

Table 4. 16. : The Paired Samples Statistics Paired Samples Correlations and the Paired Samples Test of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	23.3796	24	6.75051	1.37794
	Posttest	46.9907	24	13.20583	2.69563

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	.432	.035

Table paired sample statistics of pretest and posttest above indicates that value of standard deviation in pretest was 6, 750 and 13, 205 in posttest. Besides, the standard deviation error in pretest was 1, 377 and in posttest was 2, 695. The table above also shows that mean score in pretest was 23, 37 and in posttest was 46, 99. It can be concluded that the students 'score improved from 23, 37 to 46, 99.

The table paired samples correlations of pretest and posttest above present that correlation of the students 'speaking skill before and after treatment was 0,4. It means that there was significant correlation of students' speaking skill in teaching speaking English by using one word becomes one hundred words strategy before and after treatment.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-23.61111	11.95469	2.44024	-28.65913	-18.56309	9.676	23	.050

From the table paired samples test, the researcher got the data that T_o(T c_{ount}) = 9,676 and df (degree of freedom) = 23. To know clearly about the table distributions of t-table, can be seen in table below:

Table 4. 17. : T-Table Distributions

Df	P (Level of Significance One Tailed Test)			
	0.01	**0.05**	**0.01**	**0.001**
1	6.314	12.706	63.657	636.619
5	2.015	2.571	4.032	6.869
10	1.812	2.228	3.169	5.587
15	1.753	2.131	2.947	4.140
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	**2.069**	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
30	1.670	2.042	2.750	3.646
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

Tt(T_{table})= 2,069, it was the standard of signification5% (0, 05) with degree of freedom (df) = 23. Based on the result the researcher concluded that T_o(T_{count}) was higher than T_t (T_{table}), $T_o > T_t$.

9.676 > 2.069

Related to the result that T-count ≥ T- table : (H_o) is rejected and (H_1) is accepted. It means that the score of the students' have significantly different and

One Word Becomes One Hundred Words Strategy Was Effective to Improve Students' Speaking Skill At The Tenth Grade SMAN 1Palopo.

B. Discussions

Based on the findings of the research the data analysis above shows that using one word becomes one hundred words strategy improved students' speaking skill in posttest, it can be seen on the table before after giving treatments continually by using one word becomes one hundred words strategy the mean score of students.

In this part, the researcher took 3 respondents as the representation that has different skills they are students R1, R2, and R3. From these three respondents were different comparison on speaking skill of one word becomes one hundred words strategy are height, medium and low in pretest. The research found the R1 can describe the topic in pretest. But she was very poor accuracy then poor fluency and comprehensibility in describe a topic. Besides that, after the researcher giving treatment about one word becomes one hundred words strategy even more the R1 excited to learn to describe something. Before the researcher giving treatment she was 1, 66 mean score in pretest and after give treatment she got 4, 33 mean score in posttest.

R2 has a different comparison between R1 above. Because he has very low from R1 and R3. After the researcher giving treatment about one word becomes one hundred words strategy he was not interest and lazy to describe a topic. Before the researcher give treatment he was 1, 00 mean score in pretest and after giving treatment he got 2, 66 mean score in posttest.

R3 has a medium ability to describe a topic. After the research giving treatment about one word becomes one hundred words strategy she has a motivation to learn speaking especially describe something. After that, before the researcher giving treatment she was 1, 33 mean score in pretest and after giving treatment she got 4, 33 mean score in posttest.

In this research, there were previous researchers; the first is **N**urhayati in her research "Improving Students' Speaking Skill through One Word Becomes One Hundred Words Strategy at The Eleventh Year of SMAN 4 Malang''. The problem of this research: what is the effective way in teaching speaking by using One Word Becomes One Hundred Word Strategy? The researcher used Classroom Action Research (CAR) with two circles.

The second is **M**uh.Takdir, in his research "Improving Speaking Skill Though One Word Becomes One Hundred Words Strategy at The Tenth Year Students of Junior High Scholl SMPN 1 Mojoanyar Mojokerto". He states that, by using this strategy, it can improve the students speaking skill and has been significant influence in teaching speaking class performance.

The last is **R**onny, in his research "The Improvement of Student's Speaking Skill Through One Word Becomes One Hundred Words Strategy at The Eleventh Year Students of SMAN 5 Bogor". He states that, by using One Word Becomes One Hundred Words Strategy, it can give significant influence to improve the students' speaking skill especially at intermediate level.

Those researchers above are the same with this research in the case of focusing on speaking skill on students. It is the same with researcher namely how

to improve speaking skill of students by using one word becomes one hundred words strategy and difference only in object of the research. The first researcher did her research at the eleventh year of SMAN 4 Malang, the second research did his research at ninth year of SMPN 1 Mojoanyar Mojokerto, and the last research did his research at the eleventh year of SMAN 5 Bogor. Different with this research, the researcher did this research at SMAN 1Palopo.

Based on explanation above, teaching speaking skill by using one word becomes one hundred words strategy at SMAN 1Palopo, the students got significant improvement in their score speaking skill. Therefore, it could be stated that one word becomes one hundred words strategy in teaching learning of speaking have solved the students' speaking problem and increase the students' speaking skill for the tenth grade students of SMAN 1Palopo. So, the hypothesis proposed in this research which says "the use of one word becomes one hundred words strategy was effective to teach speaking skill" is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher can conclude that the use of one word becomes one hundred words strategy is effective to improve students' speaking skill especially describing about technology such as radio, television, plane, laptop, motorcycle, car, mobile phone and internet at the tenth grade of SMAN 1Palopo. That was significant improvement. It was proven by the significant difference between the students' mean score at the pre-test and the post-test, the mean score of the students in the pre-test was 23, 3 and the mean score of the post-test was 46, 9. It indicates that data alternative enhances the students' speaking skill.

B. Suggestions

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For the Teacher

   The teacher must given the new or interest strategy to students which close to the students' life because it will give the students more interested to learn and also make the students enjoy and fun when they apply one word becomes one hundred words strategy.

2. For the students

The students should be diligent to practice and have strategy, such as describing an interesting topic to improve their speaking skill in English.

3. For the next researcher

The researcher realizes that this research is far from being perfect. Therefore the research suggests that other researchers who conduct similar research to develop this research to improve the students' speaking skill or in others materials.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X / 1

Materi Pokok : What Do You Think About Mobile Phone?

Pertemuan : 1st

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator**
• Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	• Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
• Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Berperilaku santun dalam menyampaikan atau mempresentasekan pendapat kepada orang orang lain tentang konten pembahasan. • Bersikap peduli terhadap orang lain dengan memberikan perhatian dan menghargai pendapat.
• Menyusun teks tulisan tentang apa yang mereka ketahui tentang konten pembelajaran yang berlangsung	• Siswa mampu menyajikan idea tau gagasanya masalah konten pembelajaran. • Membuat teks tulis tentang atau gagasanya masing-masing masalah konten pembelajaran. • Mengungkapkan idea tau gagasan masalah konten pembelajaran.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
- Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

(Penerapan)

- Peserta didik dapat menerapkan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about mobile phone?

E. Metode :

One Word Become One Hundred Words Strategy.

F. Media

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

Kegiatan	**Deskripsi Kegiatan**
Pendahuluan (15 Menit)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan kewajiban sebagai seorang pelajar. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Inti
 	
(60 Menit)
	• Peneliti menjelaskan pola kalimat bahasa Inggris:
	  • Kalimat Intransivite *(S + V Intransitive)* **She eats.**
	  • Kalimat Intransivite menggunakan Adverb (*S+V*

	intransive + Adv) **She runs quickly**. • Kalimat Intransitive dengan Prepositional Phrase (*S + Verb Intransitive + Prepositional Phrase*) **I go at 8.00 o'clock.** • Kalimat Transitive Verb (*S + Verb Transitive + Direct Object*) **My Brother washes his Motorcycle.** • Peneliti akan menjelaskan apa itu one word become one hundred words strategy. • Peneliti memberikan satu pokok pembahasan tentang "*what do you think about mobile phone?"*. • Siswa mengumpulkan ide-ide konten pembahasan dan menyusunnya kedalam suatu teks. • Siswa maju kedepan kelas mempresentasikan ide-ide masalah konten pembahasan.
Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian :

SPEAKING RUBRIC ASSESSMENT

Name : …… Class/Number : ……../ ……..

Name : …… Class/Number : ……../ ……..

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to	Accurate	

			vary the intonation	intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X / 1

Materi Pokok : What Do You Think About Television?

Pertemuan : 2nd

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator**
• Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	• Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
• Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Berperilaku santun dalam menyampaikan atau mempresentasekan pendapat kepada orang orang lain tentang konten pembahasan. • Bersikap peduli terhadap orang lain dengan memberikan perhatian dan menghargai pendapat.
• Menyusun teks tulisan tentang apa yang mereka ketahui tentang konten pembelajaran yang berlangsung	• Siswa mampu menyajikan idea tau gagasanya masalah konten pembelajaran. • Membuat teks tulis tentang atau gagasanya masing-masing masalah konten pembelajaran. • Mengungkapkan idea tau gagasan masalah konten pembelajaran.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.

- Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

(Penerapan)

- Peserta didik dapat menerapkan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about television?

E. Metode :

One Word Become One Hundred Words Strategy.

F. Media

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

Kegiatan	**Deskripsi Kegiatan**
Pendahuluan (15 Menit)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan kewajiban sebagai seorang pelajar. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Inti
 	
(60 Menit)
	• Peneliti akan menayakan ulang materi sebelumnya.
	• Peneliti menjelaskan pola kalimat bahasa Inggris:
	  • Kalimat Intransivite *(S + V Intransitive)* **She eats.**
	  • Kalimat Intransivite menggunakan Adverb (*S+V intransive + Adv*) **She runs quickly**.

	• Kalimat Intransitive dengan Prepositional Phrase (*S + Verb Intransitive + Prepositional Phrase*) **I go at 8.00 o'clock.** • Kalimat Transitive Verb (*S + Verb Transitive + Direct Object*) • **My Brother washes his Motorcycle.** • Peneliti memberikan satu pokok pembahasan tentang "*what do you think about television?"* menggunakan one word become one hundred words strategy.. • Siswa mengumpulkan ide-ide konten pembahasan dan menyusunnya kedalam suatu teks. • Siswa maju kedepan kelas mempresentasikan ide-ide masalah konten pembahasan.
Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian :

SPEAKING RUBRIC ASSESSMENT

Name : …… Class/Number : ……../ ……..

Name : …… Class/Number : ……../ ……..

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	Monotonous	begins to vary the	Accurate intonation	

			intonation		
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 1 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas	: X / 1
Materi Pokok	: What Do You Think About Car?
Pertemuan	: 3rd
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator**
• Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	• Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
• Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Berperilaku santun dalam menyampaikan atau mempresentasekan pendapat kepada orang orang lain tentang konten pembahasan. • Bersikap peduli terhadap orang lain dengan memberikan perhatian dan menghargai pendapat.
• Menyusun teks tulisan tentang apa yang mereka ketahui tentang konten pembelajaran yang berlangsung	• Siswa mampu menyajikan idea tau gagasanya masalah konten pembelajaran. • Membuat teks tulis tentang atau gagasanya masing-masing masalah konten pembelajaran. • Mengungkapkan idea tau gagasan masalah konten pembelajaran.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
- Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

(Penerapan)

- Peserta didik dapat menerapkan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about Car?

E. Metode :

One Word Become One Hundred Words Strategy.

F. Media

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

Kegiatan	**Deskripsi Kegiatan**
Pendahuluan (15 Menit)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan kewajiban sebagai seorang pelajar. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Inti
 	
(60 Menit)
	• Peneliti akan menayakan ulang materi sebelumnya.
	• Peneliti menjelaskan pola kalimat bahasa Inggris:
	  • Kalimat Intransivite *(S + V Intransitive)* **She eats.**
	  • Kalimat Intransivite menggunakan Adverb (*S+V intransive + Adv*) **She runs quickly**.
	  • Kalimat Intransitive dengan Prepositional Phrase (*S + Verb Intransitive + Prepositional Phrase*) **I go at 8.00**

	o'clock. • Kalimat Transitive Verb (*S + Verb Transitive + Direct Object*) • **My Brother washes his Motorcycle.** • Peneliti memberikan satu pokok pembahasan tentang "*what do you think about Car?"* menggunakan one word become one hundred words. • Siswa mengumpulkan ide-ide konten pembahasan dan menyusunnya kedalam suatu teks. • Siswa maju kedepan kelas mempresentasikan ide-ide masalah konten pembahasan.
Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian :

SPEAKING RUBRIC ASSESSMENT

Name : …… Class/Number : ……../ ……..

Name : …… Class/Number : ……../ ……..

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	

3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X / 1

Materi Pokok : What Do You Think About Internet?

Pertemuan : 4th

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator**
• Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	• Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
• Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Berperilaku santun dalam menyampaikan atau mempresentasekan pendapat kepada orang orang lain tentang konten pembahasan. • Bersikap peduli terhadap orang lain dengan memberikan perhatian dan menghargai pendapat.
• Menyusun teks tulisan tentang apa yang mereka ketahui tentang konten pembelajaran yang berlangsung	• Siswa mampu menyajikan idea tau gagasanya masalah konten pembelajaran. • Membuat teks tulis tentang atau gagasanya masing-masing masalah konten pembelajaran. • Mengungkapkan idea tau gagasan masalah konten pembelajaran.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.

- Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

(Penerapan)

- Peserta didik dapat menerapkan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about Internet?

E. Metode :

One Word Become One Hundred Words Strategy.

F. Media

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

Kegiatan	**Deskripsi Kegiatan**
Pendahuluan (15 Menit)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan kewajiban sebagai seorang pelajar. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Inti
 	
(60 Menit)
	• Peneliti akan menayakan ulang materi sebelumnya.
	• Peneliti menjelaskan pola kalimat bahasa Inggris:
	  • Kalimat Intransivite *(S + V Intransitive)* **She eats.**
	  • Kalimat Intransivite menggunakan Adverb (*S+V intransive + Adv*) **She runs quickly**.

	• Kalimat Intransitive dengan Prepositional Phrase (*S + Verb Intransitive + Prepositional Phrase*) **I go at 8.00 o'clock.** • Kalimat Transitive Verb (*S + Verb Transitive + Direct Object*) • **My Brother washes his Motorcycle.** • Peneliti memberikan satu pokok pembahasan tentang "*what do you think about internet?"*menggunakan one word become one hundred words strategy. • Siswa mengumpulkan ide-ide konten pembahasan dan menyusunnya kedalam suatu teks. • Siswa maju kedepan kelas mempresentasikan ide-ide masalah konten pembahasan.
Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian :

SPEAKING RUBRIC ASSESSMENT

Name : …… Class/Number : ……../ ……..

Name : …… Class/Number : ……../ ……..

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	Monotonous	begins to vary the	Accurate intonation	

			intonation		
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 1 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas	: X / 1
Materi Pokok	: What Do You Think About Plane?
Pertemuan	: 5th
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator**
• Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	• Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
• Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	• Berperilaku santun dalam menyampaikan atau mempresentasekan pendapat kepada orang orang lain tentang konten pembahasan. • Bersikap peduli terhadap orang lain dengan memberikan perhatian dan menghargai pendapat.
• Menyusun teks tulisan tentang apa yang mereka ketahui tentang konten pembelajaran yang berlangsung	• Siswa mampu menyajikan idea tau gagasanya masalah konten pembelajaran. • Membuat teks tulis tentang atau gagasanya masing-masing masalah konten pembelajaran. • Mengungkapkan idea tau gagasan masalah konten pembelajaran.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
- Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

(Penerapan)

- Peserta didik dapat menerapkan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan dengan guru dan teman, dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about plane?

E. Metode :

One Word Become One Hundred Words Strategy.

F. Media

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

Kegiatan	**Deskripsi Kegiatan**
Pendahuluan (15 Menit)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan kewajiban sebagai seorang pelajar. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

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	  • Kalimat Intransitive dengan Prepositional Phrase (*S + Verb Intransitive + Prepositional Phrase*) **I go at 8.00**

	o'clock. • Kalimat Transitive Verb (*S + Verb Transitive + Direct Object*) • **My Brother washes his Motorcycle.** • Peneliti memberikan satu pokok pembahasan tentang "*what do you think about plane?"* menggunakan one word become one hundred words strategy. • Siswa mengumpulkan ide-ide konten pembahasan dan menyusunnya kedalam suatu teks. • Siswa maju kedepan kelas mempresentasikan ide-ide masalah konten pembahasan.
Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

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Name : …… Class/Number : ……../ ……..

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4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 1 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas	: X / 1
Materi Pokok	: What Do You Think About Laptop?
Pertemuan	: 6th
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti (KI)

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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(Pengetahuan)

- Peserta didik terampil menyusun, mengumpulkan ide-ide atau gagasan serta memiliki kepercayaan diri dalam mengungkapkannya kepada orang lain terkait masalah konten pembahasan yang berlangsung

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D. Materi Pembelajaran

Memperkenalkan one word become one hundred words strategy dalam pembelajaran bahasa Inggris.

What do you think about Laptop?

E. Metode :

One Word Become One Hundred Words Strategy.

F. **Media**

White board, worksheet, spidol dll.

G. Langka-Langka Kegiatan Pembelajran

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Penutup (10 Menit)	• Siswa diminta menyampaikan kesulitan atau hambatan pembelajaran yang mereka dapat hari ini. • Guru memberi panduan kepada siswa dalam menyimpulkan hasil pembelajaran. • Menyimpulkan apa yang dipelajari hari ini • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

I. Penilaian :

SPEAKING RUBRIC ASSESSMENT

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Name : …… Class/Number : ……../ ……..

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3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
Total score					
Final Score = Total score : 4					

Pre-Test

1. What is your name ?
2. What is your father's and mother's name ?
3. What is your hobby ?
4. What is your ambition ?
5. What do you think about mobile phone ?

Post – Test

1. Could you tell me about your self ?
2. Tell me about your family ?
3. Tell me about your hobby ?
4. Why do you want to be a doctor etc ?
5. What do you think about internet?

The connection between Written and Spoken Language

Pre-Test

R1. My name is A. Annisa Nurul R, Nisa my father is abdul rohman is mother st maryam is manu is badminton, cita-cita teacher, handpone is internet, google, whatsapp ,IG, youtube ituji kak.

R2. My name is Ahmad Faiz, my mother's name is Rosda and my Father's name is Suhardi , my hobby is reading yes reading book, my ambition is akuntan, my mobile phone is, ndk bias pake bahasa inggris ka, information is communication, tempat berkomunikasi tempat menemukan informasi dan berkomunikasi dengan orang- orang yang jauh.

R3. My name is Aisyah Ramadhani Khairunnisa , Icha, my father is Saruddin my mother is Nuriska, my hobby is swimming, ndk tau I wanna be police woman ndk tau, handphone is information social media examples instagram, facebook , messenger.

R4. My name is Aldy Sucipto,Aldy, my name is father my father is name is Sugingduliarta my mother is subya said, hobby gamers free fire suka I like it free fire cara mainnya bagus nice, police policeman, application face book whatsapp instagram pubg I like it I like it.

R5. My name is Siska Febianty, Siska, my father Abdullah my moms Erman, sing pop and dangdut, modeling fashion yes, can be earns listen to music photography and all up.

R6. My name is Ashabul Kaffi, Ashabul, my name father is Abdul Jawaluddin S.Hm., my name mother Nurpakahar, my hobby badminton karena ehm ndk mengerti ka bahasa Inggris, cita-cita entrepreneur pengusaha ya yes ndk tau ka artikan ih bisa ka kak, mobile phone is ndk mengerti ka kak iyye.

R7. My name is Dandi, my name is father is name father eeehh Umar your mother Ramlah, hobby football ndk ada, tentara, kenapa hp is oppo ai ndk tau ka kak.

R8. My name is Fauzaih Ainun Nisa, Icha, my mother itu pake bahasa Inggris My father name is Rauf Rosita, swimming and karena swimming kak iyye, policewoman beh ndk tau ka saya bahasa inggris kak ndk di tau, I always call my mother.

R9. My name is Gloria Suryani, Glory, my mother name is Syanda Duma my father name is Suriyanto, my hobby is badminton because, my ambition is teacher bisa pake bahasa Indonesia kak, because di gunakan untuk social media mencari informasi.

R10. My name is Hijeriati you can call me Hijry, my name father is Abdul Manan my name mother is Nurhaema ndk ada hobby ku kak my hobby is traveling, my ambition is teacher untuk mengajar, nakasi malas kin a kasi tidak tidur ki jam dua belas.

R11. My name is Hilal Ridwan, my father is Ridwan my mother name is Nurhana, play game banyak pubg freefire coc the last of survivor mobile legends juga, soldier Tentara, dapat menelpon mengirim pesan.

R12. My name is Kiki Zaskia Zabilla Wardana, Kia, Wahida Tammu Yusrianto, hobby basket ball anu apa itu kak, oh cita-cita dokter, whatsapp and e fb massager instagram.

R13. My name is M Agus Kurniawan, Agus, Siliwati siliwati Muh Tanang, Futsal ndk ada, police because yes, hp bisa di pake main game.

R14. My name is Fikri, Muh Fikri Abdillah, my father and my mather name is my father is Rifai and my mother's is Farida, my hobby is football yes Neymar eh bagus gayanya ia yes I like it, police, mobile phone is play game social media sms massager.

R15. My name is Muh Farhan Ekafriansyah, Eka, my father Syahril M Nur my mother Nur Malisa, Futsal ,because Police, bisa main game.

R16. My name is Syaifullah Musakkir, Ipul, my father name is Burman my mother name is Burmarina, my hobby is play game, accounting, moble phone is to play game and reading a new information about the world.

R17. My name is Mutia Nur Hikma my father, Mutia, my father Muh Lutfi and my mother Ana Maimana, my hobby is Swimming karena kusuka ji kak, my ambition is doctor, play game ndk saya tau bahasa inggrisnya kak instagram.

R18. My name is Napila Frasiska, Napila, my father is Juasdin, my mother is Masna, my hoby is swimming karena apalee' itu ji kak, polwan karena apalekk, ndk saya tau pake bahasa inggris kak bahasa Indonesia mo whatsapp fb massager gunanya misalnya sosmed.

R19. My name is Nurpadila you can call me Imel, my father is Aji Muchlis Adi my mother is Aji Nursida Satin, my hobby is Badminton I like it yes, I wanna be Moa and Designer anu orang tua, hand phone is give information with my family and my friends social media whatsapp id youtubers.

R20. My name is Putri Maharani, Putri, my name is father is Munsir my name is mother Hasni, hobby badminton I like it yes, I wanna be a doctor because I like it, hand phone is give information social media example whatsapp instagram youtube and facebook.

R21. My name is Putri Senolinggi, Putri, my father Senolinggi my mother Idem, reading, bisnis, mobile phone is tell news social media youtube calendar camera whatsapp massanger.

R22. My name is Riska, my name is Father Rahma my name is mother Suriyani, my hobby is badminton I like it, I wanna be policewoman karena suka, hand phone is give information my family and my friends facebook and whatsapp.

R23. My name is Vita Muliyanti Masdar A. Supu, Vita, my name is father Masdar my name is mother is Juarni, my hobby is reading novel marivosa, I wanna be police woman, my hand phone is give information social media example whatsapp and instagram.

R24. Topik Nasir, Topik, my father is Aji Nasir Aras my mother is Saenab, teacher, badminton, bagimana itu bisa main game menonton youtube main facebook main instagram wa.

Post- Test

R1 My name is A. Annisa Nusrul R but generally called by everyone as Sisi or Nisa depends on you I was born in Palopo on November 12th 2003. I live and grew up in Jl Dr Ratulangi no 58 B I am almost 16 years old this year. There are 6 ppl in my family I live with my parents and my siblings I have 3 siblings two brothers and 1 sister in law I am the youngest in my family my dad's name is Drs. A Rivai he is entrepreneur and my mom's name is an housewife but she is also a politician and entrepreneur. If we are talking about hobby I enjoy reading surfing the social media listening to music or going out with my friends. Internet is something that you can use if you want to explore the world; it gives you everything that you are searching for. It can be useful if you use it for positive and useful things, but it can be

dangerous if you use it for negative and bad things, I swear mostly people nowadays really cannot stay alive without internet.

R2 **my name is Ahmad Faiz I live in Andi tenriajeng Strett I like to play games because it is very fun for my entertainment I am fifteen years old. my mother's name is Rosda my father's name is Suhardi I have a sister and 1 brother. My hobby is reading book because it is very exiting in my free time. My ideas became accounting because I like them. In my opinion the internet is not only a means of entertainments but also a learning tool are we know that the internet is a means of finding as much information yes for example looking for a very defenses and the answer is not in our notebook as a medium of learning as a medium of entertainment are medium for salons or banking.**

R3 **My name is Aisyah Ramadhani Khairunnissa, you can call me Icha for short my place and date of birth Makassar 26th October 2004 and I am the youngest of two siblings. My family is small family, that's the reason why the house always quiet, lol I have both parents named Yasmin and Wahida, my father worked as a lecture at University as well as avill servant too and my mom only become as a housewife and my brother named Abdurahman, he has graduated in this year and want to continue his studies in Rajamangala University in Thailand with a major in sociology. My hobby is reading book and watching superhero movie especially marvel movie,, haha sometimes I am just lie down in the bed and listening ballad song. Okay, I am confused here. My ambition,? Well I just want to boast my parents, lol that's a joke. Tbh I want to become a psychotherapy at the hospital because when I go to college I will major in psychology. I do not know I am just wanna say internet is very usefull.**

R4 **my name is aldy Sucipto my first child of 3 siblings I live in salobulo. My family 3 are 5 people consisting of mother and father and sister. My hobby is playing games because games make me calm. My goal is to become a soldier. My opinion about the internet is very good for getting viral information that is available all over the world which consists of facebook, youtube, whatsapp, instagram and others.**

R5 **My name is Siska Febianty, Siska, my father Abdullah my moms Erman, sing pop and dangdut, modeling fashion yes, can be earns listen to music photography and all up.**

R6 my name is Ashabul Kaffi I am a 4th child of 5 siblings buddy I live in nonci. My family there are 1 people consisting of father's mother and brother. My hobby is badminton because a lot of my friends. My goal is to be an entrepreneur. My opinion about the internet is very good for getting viral information that is available all the world which consist or facebook, youtube, whatsapp, instragram and others.

R7 my name is Dandi I live nonci. My family there are 1 people consisting of father's mother and brother. My hobby is badminton because a lot of my friends. My goal is to be an entrepreneur. My opinion about the internet is very good for getting viral information that is available all the world which consist or facebook, youtube, whatsapp, instragram and others.

R8 My name is Fauzaih Ainun Nisa, Icha, my mother itu pake bahasa Inggris My father name is Rauf Rosita, swimming and karena swimming kak iyye, policewoman. My opinion about the internet is very good for getting viral information that is available all over the world which consists of facebook, youtube, whatsapp, instagram and others.

R9 My name is Gloria Suryani you can call me Glori my reborn in Kupang 29th july 2004 my address asrama Polres Palopo blok C no 4. My fathet name is Suryanto my mother name is Sanda Duma my siter name is fredela I am a big Family. My hobby is swimming and badminton. My ambition is designer because I like designer. Internet is looking for information.

R10 my name is Hijeriati, call me Hije, I was born in Palopo 1 february 2004. My name father is Abdul my name mother is Nurrahma. My hobby is traveling my ambition is a teacher geography because I like studying geography. Internet itu bisa membuat kita melihat Negara termasuk korea.

R11 my name is Hial Ridwan I am the first child I live on the road TPI I wass fifteen years old. a family of 3 me and my parents. My hobby is playing games. My ambition to be a soldier is the reasoul become a soldier to protect the country. The internet is a global communication network that connects billions of computer networks openly using a student global transmission contort system.

R12 My name is Kiki Zaskia Zabilla Wardana, Kia, Wahida Tammu Yusrianto, hobby basket ball anu apa itu kak, oh cita-cita dokter, whatsapp and e fb massager instagram.

R13 My name is Muh Agus Kurniawan , my father and my mather name is my father is Rifai and my mother's is Farida, my hobby is football yes Neymar eh bagus gayanya ia yes I like it, police, mobile phone is play game social media sms massager.

R14 My name is Muh Fikri I am the second of three siblings my address is pajalesang street, I am 15 years old. My family are 3 brothers and parents. My hobby is football and swimming. My goal is to become a police officer because I want to make my parents happy if I successes later. Because in my opinion the internet is a network in carrying out activities to find various information and also communicate with people far away.

R15 My name is Muh Farhan Ekafriansyah my first child of 3 siblings I live in Sungai Ussu. My family there are 5 people consisting of mother an father and sister. My hobby is playing futsal because futsal we can find many friends. My goal is to police a soldier. My opinion about the internet is very good for getting information that is available al over the world which consists of facebook, youtube, whatsapp, instagram and others.

R16 My name is Muhammad Syaifullah Musakir. I live an Sugai Preman I like to play games because it is very fun for my entertiment, I am fifteen years old. My family are six people 1 sister 2 younger sisters and parents. My hobby is playing games because it is very exciting in my free time. My ideals become accounting become I like them. In my opinion, the internet is a means of finding as much information yes for example looking for a very defenses and the answer is not in our notebook as a medium of learning as a medium of entertainment are medium for selling or banking.

R17 My name is Mutiah Nur Hikmah and my nick name is Muti, I am a moslem, I was born on 12 October 2004 in Palopo I live at Jl Benteng Raya no 35 palopo I graduated from MTsN Palopo, now I am studying in SMAN I palopo. I am a happy child from Muhammad Lutfi and Ana Maemanah . my father is a civil servant and my mother is a house wife I am the third child in my family , I have 1 older brother , one older sister and one young sister my older sister's name is Desy Octaviani and

she is a banking.i enjoy listen to music and hangout. I want to be a doctor. I think the internet is one of the important things in my life because the internet make easy our life everything need the internet one of the examples is in the modern era we need the internet to study.

R18 My name is Napila Frasiska, Napila, my father is Juasdin, my mother is Masna, my hoby is swimming karena apalee' itu ji kak, polwan karena apalekk, ndk saya tau pake bahasa inggris kak bahasa Indonesia mo whatsapp fb massager gunanya misalnya sosmed.

R19 My name is Napila Frasiska, Napila, my father is Juasdin, my mother is Masna, my hoby is swimming karena apalee' itu ji kak, polwan karena apalekk, ndk saya tau pake bahasa inggris kak bahasa Indonesia mo whatsapp fb massager gunanya misalnya sosmed.

R20 My name is Putri Maharani Usually called Putri my place and dateof birth Palopo 26 october 2004 and I am the 2nd child of 3 siblings. My family is small family I have both parents named Munsir and Hasni and I am the 2nd child of 3 siblings is have brother name Fatur and my sister name is Firda. My dream of becoming a doctor is the destire to help people who need help. I love badminton because it challenges adrenaline and is interesting to me. In my opinion, the internet is not only a means of entertainment but also learning tool as we know that the internet is a means of finding as much information.

R21 My name is Putri Senolinggi, Putri, my father Senolinggi my mother Idem,my hobby is reading, my ambition bisnis, internet this looking for information.

R22 Introduce my name is Riska I attend SMAN 1 Palopi class X iis 2. I am the 4th child of 6 siblings. I love badminton because it can make us healthy. My goal is to become a policewoman because I want to catch someone who commits a crime. The internet can provide us with knowledge that can help us I finding information.

R23 my name is Vita Mauliyanti Masdar Andi Supu can be called Vita, date of birth Palopo 19 may 2003 street addreas pareman river 1, school at SMAN 1 Palopo my hobby of reading novels and the ideals of policiwoman. I have a small family, I have parent's on father and one mother, my parent's name is Masdar and My Mother's name is Juarni, I am the second of three siblings, my sister's name is Tenri awaru m, the first child and my brother name is Muh Arfa Syaputra The 3rd or

last child. My hobby is reading novels like mariposa novels because the story is good and fun it tells about friendship and someone who likes each other, and stories that have good motives can be pickup or molded in everyday life. Reason why I want to be a policewoman because to maintain the security and order of the community and want to provide self to the country and make both parents happy. In my opinion, the internet is in additional to entertainment facilties as well as learning facilities as we know that the internet is a means of findings as much information.

R24 My name is topic Nasir I live in ratulangi, I like to play a games because it is very fun for my entertainment I am 16 years old. My family are 9 people 1 sister 1 younger sister and parent. My hobby is playing badminton it very exciting in my free time. My ideals become teacher cause I like them. In my opinion, the internet is not only a means of entertainment but also learning tool as we know that the internet is a means of finding as much information yes for examples looking for a very difficult farkand the answer is not in our notebooks.

DOCUMENTATION

The Picture Above Showed That the Researcher Explains What Is One Word Becomes One Hundred Words Strategy And the Rules to the Students

These Pictures Below Showed That the Researcher Gives Treatments in the Class

Those Pictures Above Showed the Researcher Gives the Students Speaking Test in Pretest

These Pictures Showed the Researcher Gives Speaking Test to the Students in Posttest

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 1 PALOPO

Alamat :- Jl. Andi Pangerang No.4 Telp (0471) – 21050 Fax. (0471) – 327378 Palopo
- www. sman1-plp.sch.id& E-mail : palopo.smansa@gmail.com

SURAT KETERANGAN HASIL PENELITIAN
Nomor : 420/0603 -UPT. SMA.1/PLP/DISDIK

Yang bertandatangan dibawah ini, Kepala UPT SMA Negeri 1 Palopo Kota Palopo Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: **SUPRIADI**
Nomor Pokok	: 15 0202 0042
Jenis Kelamin	: Laki-laki
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan	: Mahasiswa IAIN

Benar telah melaksanakan penelitian pada UPT SMA Negeri 1 Palopo dalam rangka penyusunan Skripsi yang berjudul **"The Effectiveness Of Using One Word Becomes One Hundred Words Strategy To Improve The Students English Speaking Skill At The Tenth Grade Of SMAN 1 Palopo"**. Penelitian dilaksanakan pada tanggal 22 Agustus s.d. 22 September 2019
Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 02 September 2019
Kepala UPT SMA Negeri 1 Palopo

MUHAMMAD ARSYAD, S.Pd.
NIP. 19700223 199803 1 006

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1149/IP/DPMPTSP/VIII/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: SUPRIADI
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Cempaka Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 15 0202 0042

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING ONE WORD BECOMES ONE HUNDRED WORDS STRATEGY TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILL AT THE TENTH GRADE OF SMAN 1 PALOPO

Lokasi Penelitian	: SMA NEGERI 1 PALOPO
Lamanya Penelitian	: 22 Agustus 2019 s.d. 22 September 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 23 Agustus 2019
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :
1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama	: Supriadi
NIM	: 15 0202 0042
Jurusan/Program Studi	: Ilmu Kegu / Pendidikan Bahasa Inggris
Hari/Tanggal Ujian	: Sabtu / 21 September 2019
Judul Skripsi	: The Effectiveness of Using One Woird Becomes One Hundred Word Strategy to Improve English Speaking Skill at the Tenth of SMAN 1 Palopo

Please revise the following :

1. Mispelling words, ungrammatical sentences, writing techniques
2. Covea
3. Pronouncement
4. Read how to write a good abstract
5. Operational definition
6. Read more about experimental method of Research
7. Chapter 2

Pembimbing/Penguji,

NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama	**: Supriadi**
NIM	**: 15 0202 0042**
Jurusan/Program Studi	**: Ilmu Kegu / Pendidikan Bahasa Inggris**
Hari/Tanggal Ujian	**: Sabtu / 21 September 2019**
Judul Skripsi	**: The Effectiveness of Using One Woird Becomes One Hundred Word Strategy to Improve English Speaking Skill at the Tenth of SMAN 1 Palopo**

1. Pay attention to capitalization, especially in rewriting to your title of the research in the body of your thesis.

2. Make your operational definition clearer and correct the sentence structure

3. Read articles about "good abstract" for to help you ~~re~~ revise your abstract

4. In your previous research, just put the important information. ~~Avoid~~ avoid repetition!

5. Explain more ~~abo~~ about your reason conducting the same research with the previous research in different context.

Pembimbing/Penguji,

Muhammad Ikram, M.Pd.
NIP. 19860327 201801 1001

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama	: Supriadi
NIM	: 15 0202 0042
Jurusan/Program Studi	: Ilmu Keguruan / Pendidikan Bahasa Inggris
Hari/Tanggal Ujian	: Sabtu / 21 September 2019
Judul Skripsi	: The Effectiveness of Using One Woird Becomes One Hundred Word Strategy to Improve English Speaking Skill at the Tenth of SMAN 1 Palopo

1. Fix the research Disigh.
2. Need also format of writing Syste—
3. Make sure that the difference of the inicial researches are clear.

Pembimbing/Penguji,

Dr. Rustam

NIP.