

**IMPROVING SPEAKING SKILL THROUGH PROMOTING
A PRODUCT TECHNIQUE AT THE SECOND YEAR
STUDENTS OF MAN PALOPO**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S. Pd. Degree in English Education**

By,

HATIKA SUMINAH

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO**

2014

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2014

PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, “Improving Speaking Skill through Promoting a Product Technique at the Second Year Students of MAN Palopo”, is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

IAIN PALOPO

Palopo, June 30th 2014

Researcher

HATIKA SUMINAH
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آله وصحبه أجمعين أما

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Finally the researcher prays to the God may Allah swt. Shower divine judgment of their service who has given to the researcher expects that this thesis can give a lot of contribution for all readers for regional, nation and state. Therefore, it can be a charity.

Palopo, June 20th 2014

The researcher

Hatika Suminah

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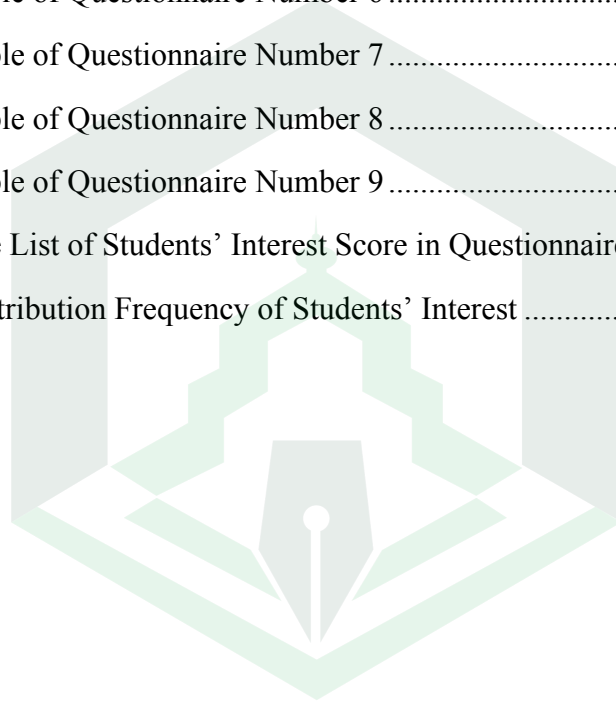


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ABSTRACT

Suminah, Hatika, 2014, **Improving Speaking Skill Through Promoting a Product Technique at The Second Year Students of MAN Palopo.** Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Masruddin as the first consultant and Wahibah as the second consultant.

Key Words : Improving, speaking skill, promoting a product technique.

This thesis focuses on the improvement of students' speaking skill at MAN Palopo by using Promoting a Product technique. This thesis focuses on two research questions are: Is promoting a product effective to improve the students' speaking at the second year students of MAN Palopo? And, how are the students' interest toward promoting a product?

This research used pre experimental method with pre test and post test design. The pre test was given to know basic ability of the students in speaking and the post test was given to know the students' improvement in speaking skill after given the treatment, and researcher used promoting a product as a technique.

The population of this research was the second year students of MAN Palopo in Academic Year 2014 and the researcher used purposive sampling which taken from class XI IPA I consist of 20 students as the samples that used by researcher.

The result of this research shows that there were significant improvements on students' speaking skill at the second year students of MAN Palopo after conducting the treatments by using Promoting a Product technique. In which the score of ttest (12.23) is bigger than the score of ttable (2.093). It means that Promoting a Product gives significant improvement to students' speaking skill.

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CHAPTER I

INTRODUCTION

A. Background

Language is the important thing in life. Language can connect people from various countries, region and tribes. By using language the people can express their ideas and desires, it is used as a medium to interact with one another to fulfill their daily need. Feeling and emotion can be understood with language as communication tool. Language can not be separated to the human life because communication is a process by which we translate for other people our view of the world. By communicating, we pass information back and forth and help each other see the world from another point of view.¹

English becomes the most important language in international communication. It is because almost all the people from many different countries around the world use it to communicate. As an international language, it is used in many purposes of people activities. The people all over the world speak the language when they meet one another in every international meeting, workshop or conference. All countries in the world have set English as one of the compulsory subject studied at school. In fact, there are many jobs that need people to have English ability, particularly speaking skill because it is used as international language for communication.

¹ J. Jerome Zetton and Gerald M. Philips, *Speaking to an Adventure*, (First Edition: Indianapolis: ITT Bobbs – Merrill Educational Publishing Company, 1985), p. 5.

The point of speaking skill is not just speaking fluency but also accuracy and comprehensibility. Students always think that good speaker is who can speak fluently, but it is useless when speaker talking so fluently but listener do not understand what speaker talking about. Comprehensibility is one aspect that support speaker to be better, because he/she can be success when his/her speaking is understandable. Therefore it is considered that the most important aspect in speaking is comprehensibility.

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

Owning to the difficulties of speaking, teacher should give more attention in teaching speaking skill to improve the students` ability to speak English. One of the ways to improve the students` attention in speaking is to provide media which are interesting to them. Besides, the students should be given much motivation to improve their speaking. In this case, the students should be much involved in the classroom activity. Teacher needs to be more innovative, creative and have an important role to make their lesson interesting. Teacher needs to find the effective technique that is suitable to the learning tasks to make the students active in speaking English. In this occasion, the researcher used promoting a product as one technique which we can use in teaching learning process.

Promoting a product is one way to improve students speaking skill. By using this technique, the students will be more active to practice their speaking in learning process and they learn to make a good presentation and also they practically solve the problem of boredom. Besides, this technique can increase their vocabularies. Since it is still new and fresh and also enjoyable, the students will pay more attention. The point of promoting a product technique in teaching process is to make the students more active to practice their speaking in learning process.

Sometimes, there are many students still lack of speaking skill, especially at the first and second class, students less of speaking skill is also experienced by the students of MAN Palopo. Based on the observation that the researcher did on October 2013, by interviewing the students and English teacher of MAN Palopo, the students at second year of MAN Palopo were still less of speaking skill. Moreover, the students who are considered being the best in the class also have lack of speaking English well and based on that, the writer got from the speaking test with the students at the second year of MAN Palopo, most of the students could not answer the question perfectly. From the observation that the writer did at MAN Palopo, the writer tries to do a research about English, especially in improving speaking skill.

Hopefully, the students at the second year of MAN Palopo could spend more time to speak English especially in giving ideas, asking question and responding or answering in English through promoting a product, which then is hoped to diction them to speak truly without feeling anxiously, becoming more

proficient and creative. The writer chose promoting a product as a technique in improving students' speaking skill in order that the students can learn to express their ideas, they learn to make a good presentation and they can train to get imagination.

In relation to the problem of speaking English faced by the students, the writer would like to search the effect of promoting a product as a technique to improve the students' speaking skill and their interest in learning speaking. Considering the statement above, the writer carried out the research under the title ***“Improving Speaking Skill through Promoting a Product Technique at the Second Year Students of MAN Palopo”***.

B. Problem Statements

Based on the background above, the researcher formulates the research questions as follows:

1. Is promoting a product technique effective to improve the students' speaking at the second year students of MAN Palopo?
2. How are the students' interest toward promoting a product technique?

C. Objectives of the Research

Relevant to the research questions above, the researcher states that the specific objectives of this research as follows:

1. To find out the improvement of the speaking skill through promoting a product technique at the second year students of MAN Palopo.

2. To find out the students' interest toward promoting a product technique in term of speaking skill improvement.

D. Significances of the Research

The result of this research is expected to be useful for:

1. The teacher; the findings of this research are hopeful to be a very meaningful information and reference.

2. The students; to give contribution and solution in learning English especially in improving their speaking skill.

3. The other researchers and readers; to give information and contribution about teaching technique especially in teaching speaking through promoting a product technique.

E. Scope of the Research

The researcher focuses to find out the contribution of promoting a product technique towards students' speaking ability at the second year students of MAN Palopo. This research is restricted on three aspects namely: fluency, accuracy and comprehensibility.

F. Operational Definition

Based on the title is "***Improving Speaking Skill through Promoting a Product Technique at the Second Year Students of MAN Palopo***", the researcher gives definition as follows:

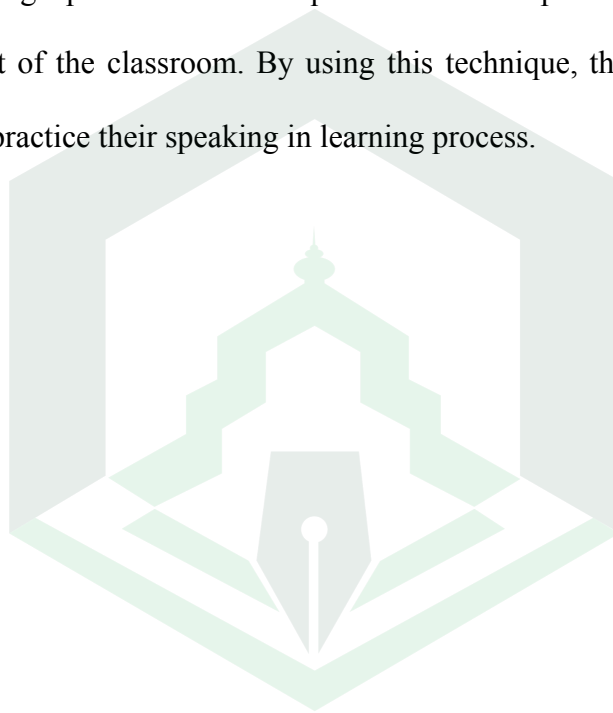
1. Speaking is making use word in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in word, making speech.

Speakers talk in order to have some effect on their listeners.

2. Students' speaking skill is the ability of the students to speak English.

3. Technique is a procedure used to accomplish a specific activity.

4. Promoting a product is a technique in the form of presentation which will be diction in front of the classroom. By using this technique, the students will have more times to practice their speaking in learning process.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researches related to this research. Nurhayati's thesis in her research entitled "Developing Students Speaking Skill through Interview at the Third Year Students of M.Ts.N. Belopa". She states that, there are any positive influence in improving speaking skill through interview.² Oktarina, in her research "Improving Students' Speaking Skill through Critical Thinking at the Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo". She states that, there are any improvement of the students' speaking skill after giving treatments through critical thinking.³

A research was done by Nasrullah about "Improving Speaking Skill through Retelling Story at the Tenth Year Students of Madrasah Aliyah Negeri (MAN) Palopo". He states that, retelling story strategy is one way to improve students' speaking skill. Through this strategy, the students will have more times to practice their speaking in learning process.⁴ Amin, in his research "Improving Students Speaking Skill at SMA 1 Bone-Bone through English Super Camp". He

² Nurhayati, *Developing Students' Speaking Skill Through Interview at the Third Year Students of M.Ts.N. Belopa*, (The State College for Islamic Studies, 2008).

³ Ika Diani Oktarina, *Improving Students' Speaking Skill Through Critical Thinking at the Third Semester Students of English Study Program Tarbiyah Department STAIN Palopo*, (The State College for Islamic Studies, 2013).

⁴ Nasrullah, *Improving Speaking Skill Through Retelling Story at The Tenth Year Students of Madrasah Aliyah Negeri (MAN) Palopo*, (The State College for Islamic Studies, 2008).

states that, there are any improvement of the students' speaking skill who join in Super Camp Program.⁵

Based on the previous researches above, it can be seen that there are some ways in improving students' speaking skill. Those ways can be various based on the media used. Therefore, in this research the writer chooses promoting a product as a technique in teaching speaking to students in order the students can speak well and fluently.

B. Theories of Speaking

1. Definition

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.⁶

Kang Sumin in Richard said that speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.

⁵ Muh. Amin, *Improving Students Speaking Skill at SMA 1 Bone-Bone through English Super Camp*, (The State College for Islamic Studies, 2009).

⁶ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, Ed. I (New York: Cambridge University Press, 2002), p. 210.

In other view, speaking is fundamentally on instrumental act.⁷ Speaker talks in order to have some effect on their learners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them and they promise warn and explain to affect them is still other ways. The nature of the speech act should therefore play a control role in process of speech production. Speaker begin with the intonation of affecting their listeners in particular way and they select utter a sentences theory believes will bring about just theory this affect.⁸

Rivers states that, in speaking we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver associations and expectations which will enable that person to form an interpretation of the intention of our message.⁹

2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.¹⁰ Testing students spoken language and this command is one of the most important aspect or an overall evaluation of the students language

⁷ Hebert H. Clark and Eve V Clark, *Psychology and Language*, (United State of America: Harcount Brace Jorovich, ich., 1997), p. 223.

⁸ Salihi Adriani, a thesis on title *Improving Students' Speaking Skill through Demonstration Method at the Elevent Year Students of SMA Negeri 2 Palopo*, (Palopo: STAIN Palopo, 2008), p. 6.

⁹ Wilga M. Rivers, *Teaching Foreign Language Skill*, Ed II (London: The University of Chicago Press, 1981), p. 222.

¹⁰ M. Basri Wello and Hafsah Amin J. Nur, *An Introduction to ESP*. (Ujung Pandang: CV. Sunu Baraya, 1999), p. 71.

performance. Rasyid and Hafsah J. Nur divide speaking skill into two features, first is competency features that consist of fluency and accuracy, and the second is performance features that consist of content and intonation. Appropriacy is the ability in use of language generally appropriate to the function.¹¹ Based on the statements above, the speaking skill individe into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undo hesitation and searching.¹² According to Scott Thornbury, fluency is simply the ability to speak fast.¹³ Speak without you great an effort with a fairy wide range of expression. In the past research Rasyid and Hapsah J. Nur find that in the students speaking skill they were fairly fluent interaction with speak of 75-89 words per minute with not more than 7 fillers per 10 words.

One way of improving speaking fluency is read as much English as possible, not only will reading in English improve your vocabulary, but it also improve your syntax and grammar.¹⁴

¹¹ Muhammad Rasyid and Hafsah J. Nur, *Teaching English and Foreign Language*, p. 201.

¹²Wilga M. Rivers, *Teaching Foreign Language Skill*, Ed. II (London; 1981), p. 372

¹³ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p. 5.

¹⁴ Lucy Dale, *How to Improve Your Fluency in English Speaking*. Online: http://www.ehow.com/how_6605195_improve-fluency-english-speaking.html#ixzz2tcjoQ31C. Accessed on January 28th 2014.

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their output.¹⁵ Rachael Roberts in her article states that one way to improve accuracy in speaking is by always practicing students speaking, one of the ways is using task repetition.¹⁶

c. Comprehensibility

Comprehension is exercise to improve one understands.¹⁷ According to Scott Thornbury, comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.

3. Elements of Speaking

According to Harmer that the ability to speak fluently presupposes not only knowledge of language features, but also the ability process information and language on the spot.

a. Language Features

1. Connected Speech

¹⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Ed. II (San Francisco: Addison Wesley Longman Inc., 2001), p. 268.

¹⁶ Rachael Roberts, Task Repetition: Helping Students to Improving Accuracy, Repertoire and Fluency. Online: <http://elt-resourceful.com/2012/11/14/task-repetition-helping-students-to-improve-accuracy-repertoire-and-fluency>. Accessed on January 28th 2014.

¹⁷ H. Martin Manser, *Oxford Learners Pocket Dictionary*, New Edition; 1995, p. 81.

In connected speech, should be modified assimilation omitted, added or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2. Expressive Devices

The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to develop at least some of such supra segmental features and devices in some way if they are to be fully effective communicators.

3. Lexis and Grammar

Spontaneous speech is marked by the use of all numbers of common lexical phrases, especially in the performance of certain language functions.

4. Negotiating Language

Effective speaking benefits from the negotiator language we use seek clarification and to show the structure of what we are saying.

b. Metal/Social Processing

1. Language Processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the

main reasons for including speaking activities in language lesson is to help students to develop habits of rapid language processing in English.

2. Interacting with Others

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

3. (On the Spot) Information Processing

Quite apart from our response to others feelings we also need to be able to process information they tell us the mean we get it. The teachers' talk will two folds: to be given them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.¹⁸

4. Characteristic of a Successful Speaking Activities

Hymes states successful communication involves more than just the mastery of the “rules of grammar” that is the linguistic forms of a language, but also the understanding and appropriate application of the “rule of use”. Thus effective teaching of oral skills would naturally involve developing “communicative competence” or “pragmatic competence” in the learners.¹⁹

Penny Ur states that there are four characteristics of speaking activities, as follow:

¹⁸ Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p. 8-9.

¹⁹ Foley J. A., *New Dimension in Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55.

a. Learner to Talk

As much as possible of the period or time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

b. Participation is Even

A minority of talkative participants does not dominated classroom discussion, all get change to speak, and contribution is evenly distributed.

c. Motivation is High

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an Acceptable

Learner expresses themselves in utterance that are relevant. Easily comprehensibility to each other and of acceptable level of language accuracy.²⁰

5. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to Brown, the following characteristic of spoken language can make oral performance easy as well as in some cases difficult.

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and psychically (in breath group) through such clustering.

²⁰ Penny Ur, A., *Course in Learning Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21.

b. Redundancy

The speaker has an opportunity to make meaning clearly through redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced Form

Contractions, elisions, reduced vowels, etc. all form special problems teaching spoke English.

d. Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, background and correlation. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another silent characteristic of fluency is rate of dilatory.

g. Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation pattern convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component the creativity of conversational negotiating.²¹

6. Creating a Positive Environment for Speaking Skills

The key to encouraging speaking skills in the classroom is creating the proper environment. Children should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- a. To speak clearly with proper pronunciation in order to communicate with others.
- b. To speak expressively with feeling and emotion and avoid the monotone.
- c. To speak effectively in different situations: with individuals, small groups, and the whole class.
- d. To utilize speaking in all the communication arts and content areas to further learning.

The most people mastering the art of speaking the single language and success is measured in terms of the ability to carry out a conversation in the language. Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. While skill is the ability to do something well. Therefore the researcher can infer that speaking is the ability to make use of words or language to express oneself

²¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Ed. II (San Francisco: Addison Wesley Longman, 2001), p. 270-271.

in an ordinary voice. In short the speaking skill is the ability to perform the linguistic knowledge in actual communication.

7. Planning Speaking Activities

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or [getting it](#) or low structure (for example role plays, simulations) for [using it](#). Questions to consider in relation to speaking include the following:

- a. Is it necessary to review the language to be used in a task?
- b. Will the learners work in pairs or small groups?
- c. How will learners be monitored as they complete task?
- d. How will teachers provide feedback to students?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the three areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

- a. Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocab, grammar and word order.
- b. Functions: This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.

c. Social/cultural rules and norms: This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

a. Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose is to develop comfort with certain forms/structures.

b. Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

8. Enhancing Speaking Performance

Speaking in front of a large audience for many of us, is quite difficult. It is okay to feel nervous in front of a large audience. However, you can overcome the fear of public speaking completely by making presentations on a regular basis. This form of oral communication is very different from interpersonal communication. Here, you must speak precisely and present the topic in a concise manner. Holding the attention of listeners is the key to become a proficient public speaker.

To speak effectively learners need to have a reasonable command of the basic grammar of the target language and a working vocabulary, but language knowledge alone is not sufficient. They must also develop a range of skills in four key areas of speaking competence. These are:

- a. Phonological skills, produce accurate sounds of the target language at the phonemic.
- b. Speech function skills, use spoken perform communicative function, such request, demand, decline, explain, complain, encourage, beg, direct, warn and agree.
- c. Interaction management skills, manage face to face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics and negotiating meaning.
- d. Extend discourse organization skills, Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.²²

To teach speaking we need activities for learners to practice speaking skills as well as develop their linguistic knowledge for various spoken genre. Fluency activities can help learners become confident speaking in the target language even though they do not always express their thoughts clearly and precisely for their listeners.

Teaching speaking involves drawing our students' attention to its processes, skills and outcomes. It also involves providing them with support when they speak so that they will not be overwhelmed by the demands of the task. Instead, they can focus on developing selected aspects of speaking competence each time they participate in a speaking task.

²² Willy A Renandya and Jack C Richards, *Teaching Speaking in the Language Classroom*, RELC portopolio series 15, p. 4.

The objectives of a public speaker's presentation can range from simply transmitting information, to motivating people to act, to simply telling a story. Professional public speakers often engage in ongoing training and education to refine their craft. This may include seeking guidance to improve their speaking skills such as learning better storytelling techniques, for example, or learning how to effectively use humor as a communication tool as well as continuous research in their topic area of focus. Speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess.

The purpose of the teaching speaking research are to develop speaking skills and apply a new technique of teaching English in the classroom but find out the impact of a good relationship between the students and the teachers in a sense that is to employ direct observation and the teachers must learners to develop various types of speaking skills in order to interact orally and gesture, because the language teachers must describe a favorite speaking activity that the students need in the class.

9. Teaching Speaking

Speaking is important for language. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. In situation where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning. However, even when there are speaking activities, it is probably true to say that while speaking occurs, the skills may not necessarily be thought. Furthermore, unlike

with lessons on reading and writing where the teacher will have a record of performance in the form of written text, speaking output is transient, with little record of it once the activities are over. Teachers do not have a corpus of learner work which they could evaluate and give feedback on. As a result, problem that learners face when doing speaking activities often go unnoticed or uncorrected.²³ Language teacher function as a model for producing correct expression and judges whether the learners' contributions to the learning process and their efforts are relevant and correct.²⁴

In a communication process, body language of a person is considered as important as the spoken words. Body language of the speaker has a great impact on the listener. This is because it gives them an idea or indication of the direction in which the communication process is heading. The listener either gets positively or negatively influenced by the body language of the speaker.

a. Oral Communication

The oral communication skills hold great importance in properly interacting with people. The communication process conducted through spoken words is referred to as oral communication. In the 'University of Virginia, Oral Communication Competency Report', oral communication is defined as the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience. In today's world, the emergence of different forms of

²³ Christine C. M. Goh, *Teaching Speaking in the Language Classroom*, RELC Portfolio series 15, p. 1.

²⁴ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, Jakarta: Terpadu 2006, p. 15.

media has led to the communication process to take place through different channels like telephones, teleconferences, video conferences, etc. Earlier, face-to-face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking. So, let us find what are some skills you need to develop for the communication to be effective.

b. Oral Communication Skills in the Workplace

Workplace communication is that of a formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An interviewer should be capable of retrieving necessary information from the interviewee. Remembering these points should help in the development of skills.

c. Skills Required for Oral Presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point-to-point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable; however, you should not wander away from the topic of importance. Your speech should be interactive in nature. The audience should not feel that the presentation being made is just an activity of reading out a

piece of dry, textual information. Understanding the nature of corporate communication should help the working professionals in communicating with their colleagues in a better manner.

d. Different Settings for Oral Communication

Interpersonal communication is one of the best ways to start with the process of developing your communication skills. You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing the communication skills. People get to know each others' views and thoughts through such exercises. More exercises can be used both at school/college level and professional level.

Importantly, discussing on a particular topic compels the participants to listen to each other carefully. Group discussion it is necessary to develop oral communication skills in order to survive in today's information-oriented world. Dissemination of information can be conducted in a proper manner only if you possess good communication skills. Individual and business relations can be developed and maintained with the use of these skills. The examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication.²⁵ There is much that we can do to

²⁵Anonym, <http://www.buzzle.com/articles/oral-communication-skills.html>, accessed on January 16th 2014 at 10.42 am.

ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

10. Principles for Teaching Speaking

Before teaching speaking in the classroom, it is very important to know the principles for teaching speaking. Because it will help us as guiding to know what the teaching speaking looks like. It also can make the instructor easier in managing the students and the learning process in speaking class, and also to make easier to get the goal of teaching speaking itself. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners.²⁶

There are five principles for teaching speaking according to Khatleen, those are:

- a. Be aware of the differences between second language and foreign language learning contexts.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group work or pair work and limiting teacher talk.
- d. Plan speaking task that involve negotiating for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and international speaking.²⁷

²⁶ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p. 19.

²⁷ Khatleen M. Balley, *Practical English Language Teaching*, David Nunan (ED), Speaking (USA: International Editor), p. 54.

C. Promoting a Product

1. Theory of Promoting a Product

Promoting a product is a technique in the form of presentation which will be showed in front of the classroom. A promotion can take many forms. In its most general sense, it is a special event or a series of events or some other device that's used to draw attention to their organization, generate interest in their issue, or raise membership or participation.

A promotion might focus on the sale or distribution of a particular object (e.g. a T-shirt with their organization's logo or message on it). Promoting a product is a very complex process. Prior to doing any promotion, you have to know your product, your competitors, and your target market. The point of promoting a product is to make as many people as possible stand up and take notice. It is also important that as well as showing that the product is up to standard with the competition, make it very obvious and exciting what is different about the product.²⁸

There are a number of elements to planning the promoting a product. The fact that the students have a creative idea does not necessarily mean that it's appropriate for what they want to do. They need to consider what they want to say, to whom they want to say it, the timing of their promotion and whether the medium they choose and the promotion itself fit their message and the mission of their organization. They need to make their promotional efforts clear, quick, and

²⁸ http://wiki.answers.com/Q/How_do_you_promote_your_product, accessed on May 20th 2014.

informative without being overly-dense. Prioritize the most important information about whatever makes it a better product than its competitors.²⁹

2. The Advantages of Promoting a Product Technique in Teaching

Process:

- a. The students learn to express their ideas.
- b. The students learn to make a good presentation.
- c. Asking question and responding or answering in English.
- d. The students can speak truly without feeling anxiously, becoming more proficient and creative.
- e. The students train to get imagination.

3. Developing Promoting a Product

Developing promoting a product is a necessary piece of "selling" the organization, the issue, and the message to the people or to a specific target audience. It will help raise your profile, and will assure that people understand what you're about and why. Part of following up on a promotion is making sure people don't forget it.

In order to develop promoting a product, it is important to:

- a. Think creatively.
- b. Be clear about why you are running this promotion.
- c. Present all information clearly and concisely.
- d. Choose the message carefully.

²⁹ <http://www.wikihow.com/promote-a-product>, accessed on May 20th 2014.

- e. Differentiate your product from its competitors.
- f. Think about the timing of the promotion.
- g. Try to match the form and character of the promotion to the issues and values of the organization.
- h. Follow up on the promotion, to understand what went right or wrong, and to guide or improve the next effort.³⁰

One great way to increase your advertising campaign's chances of success is to create a catchy, memorable tagline or jingle for it and use it in every advertisement. Taglines and jingles act like mnemonic devices, making it easier for customers to remember a given product when they need it.

Another modern example is McDonald's recent *"I'm lovin' it"* campaign. This jingle is just a few seconds long, but it's instantly recognizable to anyone who's heard it before, which thanks to an enormous marketing effort, is almost everyone in the United States - truly massive brand recognition.

4. Promoting a Product Technique in Teaching Process

The ability to speak, expressing idea/opinion of each individual is different. One may be fluent, more fluent, or less fluent/stammer. In teaching speaking we are not only concerned in developing the students' knowledge of structure, grammar and pronunciation but we need to teach them how to use the language. In developing the students' communicative proficiency, conversation practice is probably not reliable route to true communications where student

³⁰ <http://ctb.ku.edu/en/tablecontents>, accessed on May 23th 2014 at 10.30 am.

interested only in learning to write and read the new language, directed conversation practice has little relevance. But it is rare for people who study another language not to have a desire to speak it.

In the classroom situation especially in EFL classroom now days have trouble in solving boredom problem. In the school, especially for teaching speaking where the students' eagerness needed this problem arouse. What students need is something new, fresh and enjoyable as teaching aids. Even some methods offered and have been tried by the teacher, but it is still an unsolved problem. When we stressed to something new, fresh and enjoyable, promoting a product technique could be better choice. What is special from promoting a product technique related the students' mood in learning. Teaching in this study refers to an activity that teacher used in transferring their knowledge and their skill to the students. Promoting a product refers to strategy that is implemented by teacher in making their presentation better and their teaching and learning activities more interesting. In this study, the writer uses promoting a product technique.

Displaying the promoting a product technique in the classroom especially for teaching speaking, will help the students to be more active and practically solve the problem of boredom. Since it is still new and fresh and also enjoyable, the students will pay more attention. The writer hope, in speaking class the students are expected to contribute ideas, information, opinion and feeling to others. Whatever they are talking about, as long as they are speaking. Generally speaking,

the more they practice to talk the more facilitates the students to make a good speaking.

The phases in applying promoting a product technique in teaching process:

- a. Students are divided in a few little groups.
- b. For each group take a part as planner of a corporate production. In launching a product, obviously has to have brand (brand name) one that has special meaning, adjusted by its market target.
- c. The writer determines the product that the students will make. The students should make the promotion as interest as possible, so the audience can be interest to their product.
- d. In the promotion, they must explain the characteristics and the advantages of the product.
- e. The promotion is made as creative as possible. Audience as firm owner that shall be made sure for has the honor to make that product.³¹

5. The Pattern of Language Expression in Promoting a Product Technique:

a. Opening

- *Assalamu 'alaikum Wr. Wb.*
- *Thank you very much for the time that has given to us
We are from "Zink Milk Agency" will promote our product...*
- *Thank you very much for the chance that has given to us
We would like to promote our product with brand name "Zink Milk"*

Well friends/brothers and sisters, we are from "Zink Milk Agency", let us promote our product with brand name "...."

³¹ Dessy Danarti, *50 Games for Fun* (Andi Yogyakarta: 2008), p. 72.

b. Promoting (explaining characteristics and superiorities of the product)

Example:

We are from “Zink Milk Agency” will promote our product. It is the product of healthy drink with brand name “Zink Milk”. The meaning is something that has extra energy. This product made of natural materials, such as: the pure milk of cow, cream extract, carbonate calcium and sugar. The taste is really nice. It is a nutritive potion because it contains of vitamin A, D3, B1, B3, B6 and E. It can help our body to keep surface the coat perfection. It can works as koenzim that can changes the carbohydrate becomes energy. That is why we choose young people as market target. This product does not have sideways effect, so it is safe to be consumed.

c. Closing

- *That is all about our product.....*
- *I think that is all.....*
- *Thank you very much for your nice attention...*

Example of a good promotion:

Assalamu ‘alaikum Wr. Wb

Well, thank you very much for the time that has given to us...

We are from “Zink Milk Agency” will promote our product. It is the product of healthy drink with brand name “Zink Milk”. The meaning is something that has extra energy. This product made of natural materials, such as: the pure milk of cow, cream extract, carbonate calcium and sugar. The taste is really nice. It is a nutritive potion because it contains of vitamin A, D3, B1, B3, B6 and E. It can help our body to keep surface the coat perfection. It can works as koenzim that can changes the carbohydrate becomes energy. That is why we choose young people as market target. This product does not have sideways effect, so it is safe to be consumed.

I think that is all about our product, we hope you can be interest with our product. Thank you very much for your attention and Assalamu ‘alaikum Wr.Wb...

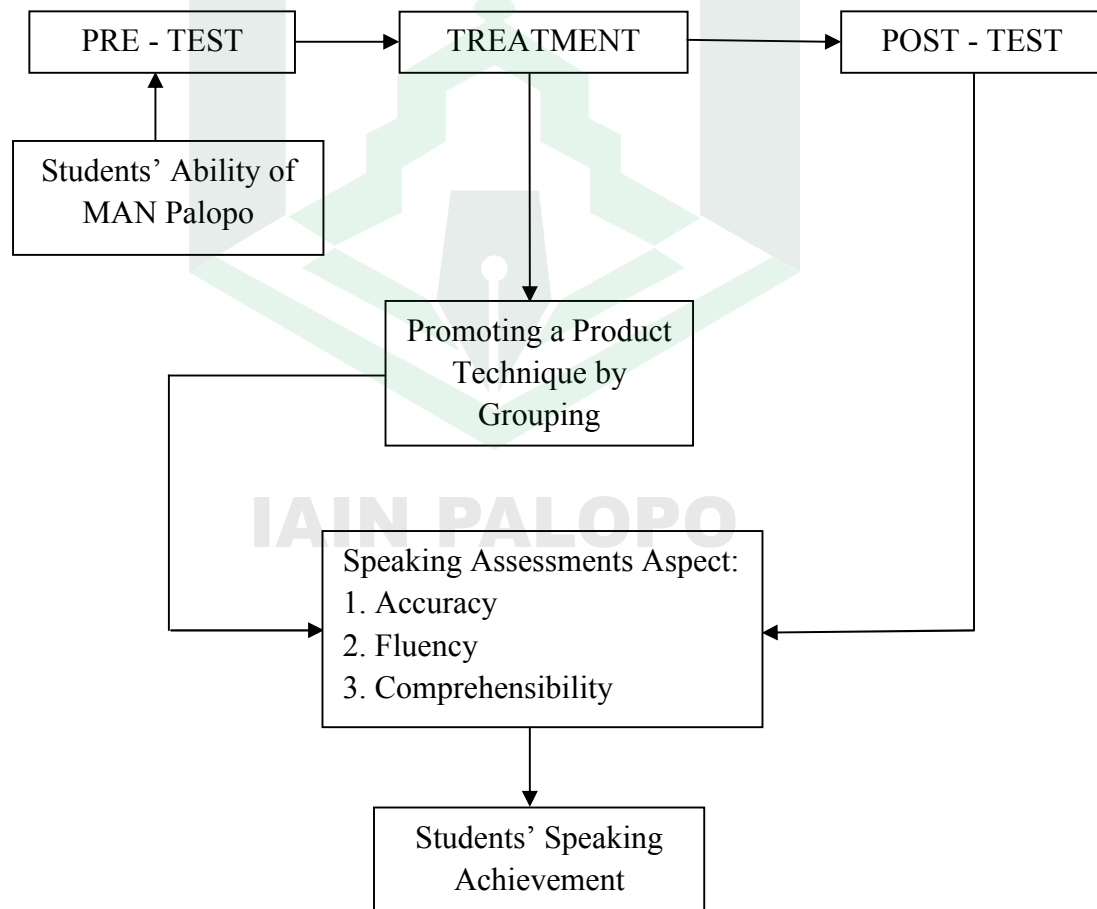
D. Theoretical Framework

In this research, the researcher took the number of samples from population where the students was be given test by the researcher to know their

ability in speaking before giving treatment. In this case, it is called input. After knowing students' ability in speaking, then they would be given some treatments as a process of learning speaking by using promoting a product technique, the treatment conducted in group. The process is expected to give development to the students' skill.

After conducting both items, the researcher come to the last, it is namely giving test to the students to know whether any significance development to the students or the output after giving treatment.

The processes are formulated as follow:



E. Hypothesis

The hypothesis of this research will be formulated as follows:

- (Ha) = Promoting a product technique is effective to improve students' speaking skill at the second year students of MAN Palopo.
- (Ho) = Promoting a product technique is not effective to improve students' speaking skill at the second year students of MAN Palopo.



IAIN PALOPO

CHAPTER III

METHOD OF RESEARCH

This section discusses about research design, population and sample, variables, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

1. Method

This research applied pre experimental method. It aims for giving description about the effect of promoting a product technique to improve the students' speaking skill at the second year of the students at Madrasah Aliyah Negeri (MAN) Palopo.

2. Design

The writer can explain about that experimental group is is the group which receive treatment.³² The design of this research could be described as follow:

$$E = O_1 \times O_2$$

Where : E : Experimental

O₁ : Pre-test

X : Treatment

O₂ : Post-test³³

³² Sudrajat & Subana, *Dasar-Dasar Penelitian Ilmiah*, Cet.1 (Bandung: CV Pustaka Setia, 2005), p. 99.

³³ Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Edisi Revisi IV (Jakarta: PT. Rineka Cipta, 1998), p. 84.

B. Population and Sample

1. Population

According to Ary et.al said that population is all members of well defined class of people, events or object.

The population of this research is the second year students of MAN Palopo. The population consists of 115 students (6 classes).

2. Sample

In this research, the researcher used purposive sampling, based on the students' ability. The researcher took 20 students to be sample in class XI IPA I, because based on the observation that the researcher did at the class XI IPA I, the researcher found that the students in class XI IPA I were still low in speaking skill, so that the researcher interested to do the research at that class. Beside that the Schoolhead of MAN Palopo suggested to do research only in one class, because the students of MAN Palopo would meet the final test.

C. Variables of the Research

The variables of the research included dependent and independent variables.

1. Dependent variable, there are two variables:

- d. Students' interest to speak English through promoting a product technique.
- e. The students' participation to speak.

2. Independent variable is the uses of promoting a product technique.

D. Operational Definition of Variables

1. Promoting a product is a technique in the form of presentation which will be showed in front of the classroom.

2. Interest is reaction of the student enjoyment in learning speaking through promoting a product technique.

3. Students' ability to speak is the students competence to give commend on the promoting a product technique.

E. Instrument of the Research

For collecting data from the students, the researcher used two kinds of instrument, namely;

1. Speaking test

Speaking test consists of pre test and post test. Pre test used to measure the students' speaking ability before treatment was given by the teacher. Post test used to measure the students speaking performance after treatments have been given.

2. The questionnaire

The questionnaire used to find out whether the students were interested in learning speaking through promoting a product or not.

3. Video recorder

The researcher used video recorder to record the students' performance.

F. Procedure of Collecting Data

1. Pretest

Before giving the concept that the students need, the writer gave pre test to know the basic ability of the students in speaking. The writer asked the students to explain about a thing especially the definition, characteristics and the functions of the thing with their own words. The researcher used video recorder to record the students' performance.

2. Treatment

After giving pre-test, the treatment was given to the students. The treatment was divided into some phases. This research is expected to improve their accuracy, fluency and comprehensibility speaking.

The phases in applying promoting a product technique in teaching process:

- f. Students are divided in a few little groups. Each group was given one theme about a product that they have to promote, and than the researcher explained the rules of promoting a product and how to promote the product well.
- g. For each group take a part as planner of a corporate production. In launching a product, obviously has to have brand (brand name) one that has special meaning, adjusted by its market target.
- h. The researcher determines the product that the students will make. The students should make the promotion as interest as possible, so the audience can be interest to their product.

- i. In the promotion, they must explain the characteristics and the advantages of the product.
- j. The promotion is made as creative as possible. Audience as firm owner that shall be made sure for has the honor to make that product.
- k. And finally, the researcher corrected some mistakes done by the students.

The treatment was carried out in six meetings. For each meeting took 90 minutes, so the total time for six meetings were 540 minutes. It was done for two weeks.

- a. At the first meeting, the researcher taught about how to promote the product well, and than she asked the students to make promotion of the product of *healthy drink*.
- b. At the second meeting, the researcher asked the students to make promotion of the product of *beauty soap*.
- c. At the third meeting, the researcher asked the students to make promotion of the product of *T-shirt*.
- d. At the fourth meeting, the researcher asked the students to make promotion of the product of *unique toy*.
- e. At the fifth meeting, the researcher asked the students to make promotion of the product of *white powder*.
- f. At the sixth meeting, the researcher asked the students to make promotion of the product of *mobile phone*.

3. Post test

The post test was done after treatment has conducted. The form of post test was the same as the pre test. The realization of their speaking ability could be identified, classified, tabulated and analyzed.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students' test

In this test, the researcher used 1-6 point scale to measure the students' oral answers based on rating ability.

The scoring of the students' speaking can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech). The following marking scheme (using a 6- point scale) as follows:

Table 3.1

The Assessment of Speaking

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

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

Rating

Fluency

- 6 Speaks without too great and effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural pauses.
- 5 Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
- 4 Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
- 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.
- 2 Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.

- 1 Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarify anything he seems to have said.

(Adopted From Heaton)³⁴

Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the students' speaking ability. The following is rating scale classification:³⁵

³⁴ J.B Heaton, *Writing English Language Test* (Ed. 1: New York Inc, 1998), p. 100.

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

1. Looking for D (difference) between score variable I (x) and score variable II

$$D = X - Y$$

2. Looking from mean from difference, by using the following formula

$$MD = \frac{\sum D}{N}$$

3. Looking for standard deviation from differences (SD_I)

$$SDD = \sqrt{\frac{\sum (D - \bar{D})^2}{N}}$$

4. Looking for error standard from mean of difference, by using the following formula:

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

5. Looking for “ ”, by using the following formula:

$$\frac{MD}{SE_{MD}}$$

Where: MD = Mean of Difference

SE_{MD} = Error Standard from M_D

(This formula above adopted from Sudijono)

To see the students' interest in learning English through promoting a product technique, the researcher used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

- a. Strongly agree is scored 4
- b. Agree is scored 3
- c. Disagree is scored 2
- d. Strongly disagree is scored 1

Acceptability criteria of hypothesis according to Subana:³⁶

$t_o \geq t_t$ = reject Null Hypothesis

$t_o < t_t$ = accept Null Hypothesis

³⁶ Subana, Rahardi Moestiah, *Statistik Pendidikan*, (Bandung: CV. Pustaka Setia, 2001), p. 178.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the researcher analyzed finding and discussion of the data.

A. Findings

The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprised of the students' score in per test and post test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre test and post test, and analysis data of questionnaires.

1. The analysis students' speaking score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of the students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 18. For more clearly, at first the researcher would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated by following table:

Table 4.1
The Scores of Students' Speaking Skill in the Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	2	3	8
R2	2	2	3	7
R3	3	3	3	9
R4	3	2	2	7
R5	2	2	3	7
R6	4	3	3	10
R7	4	3	4	11
R8	3	2	2	7
R9	2	4	2	8
R10	3	3	3	9
R11	4	2	2	8
R12	1	2	3	6
R13	3	3	3	9
R14	2	1	3	6
R15	3	2	3	8
R16	2	3	2	7

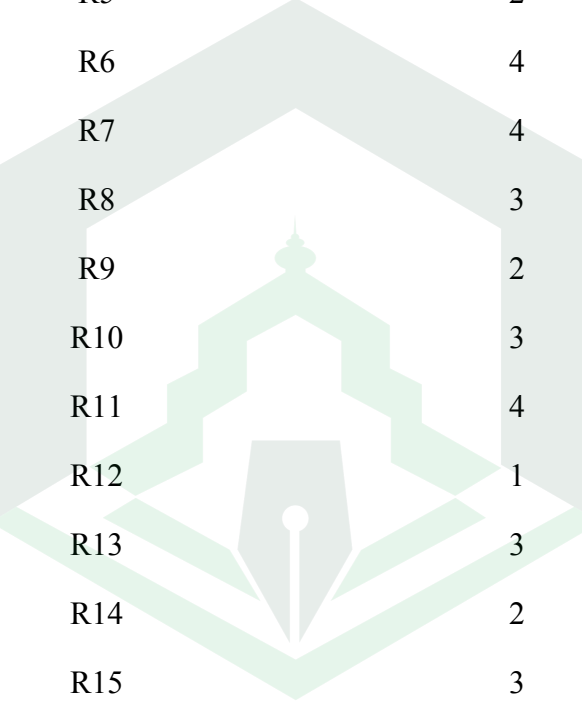
R17	1	2	3	6
R18	3	2	2	7
R19	3	2	2	7
R20	2	1	3	6



Speaking skill consisted of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher would present and tabulate the mean score of the students' speaking ability one by one. All of those would explain for more clearly by following tables:

1) Accuracy

Table 4.2
The Score of Students' Accuracy in Pre-test



Respondents	Accuracy
R1	3
R2	2
R3	3
R4	3
R5	2
R6	4
R7	4
R8	3
R9	2
R10	3
R11	4
R12	1
R13	3
R14	2
R15	3
R16	2
R17	1
R18	3
R19	3
R20	2
N=20	

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 18. The result can be presented in to the table descriptive statistic as follows:

Table 4.3
The Mean Score of Students' Accuracy in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3.00	1.00	4.00	53.00	2.6500	.19568
Valid N (listwise)	20						

Table 4.3 shows that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test was 2.6 and the standard deviation error was 0.19568.

In other side, the researcher also had written the students' score of accuracy before giving treatment by using promoting a product technique and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.4
The Rate Percentages Score of the Students' Accuracy in Pre-test

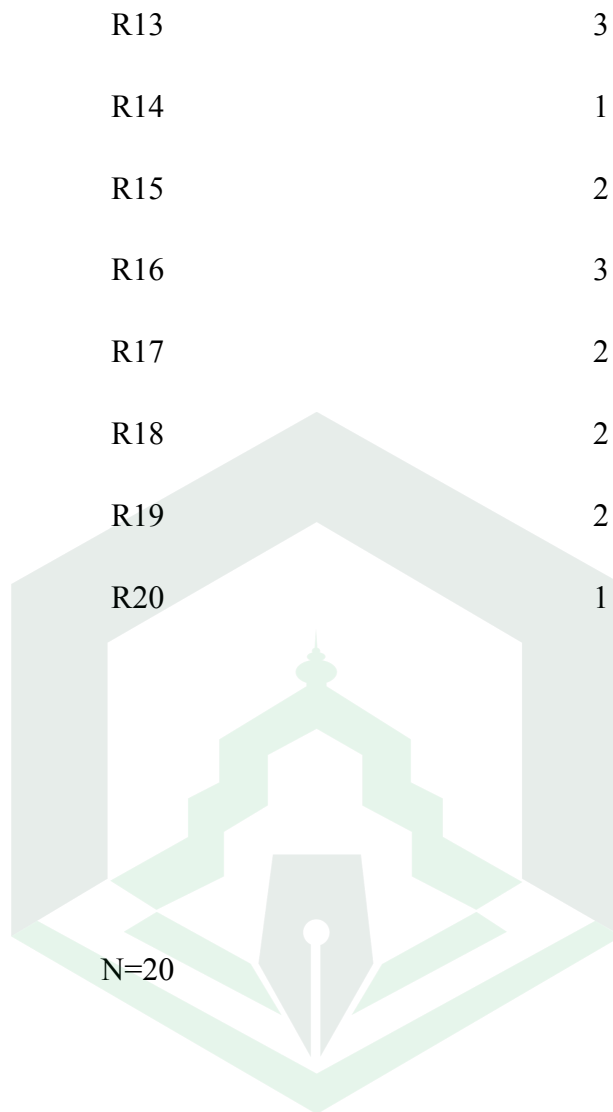
Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	3	15%
Average	41-55	3	9	45%
Poor	26-40	2	6	30%
Very Poor	≤ 25	1	2	10%
Total			20	100%

Table 4.4 indicates the students' score in accuracy of pre test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 3 students (15%) who got good and there were 9 students (45%) who got average. There were 6 students (30%) who got poor and the last there were 2 students (10%) who got very poor.

2) Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondents	Fluency
R1	2
R2	2
R3	3
R4	2
R5	2
R6	3
R7	3
R8	2
R9	4
R10	3
R11	2
R12	2



For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 18. The result can be presented in to the table descriptive statistic as follows:

Table 4.6
The Mean Score of Students' Fluency in Pre-test
Descriptive Statistics

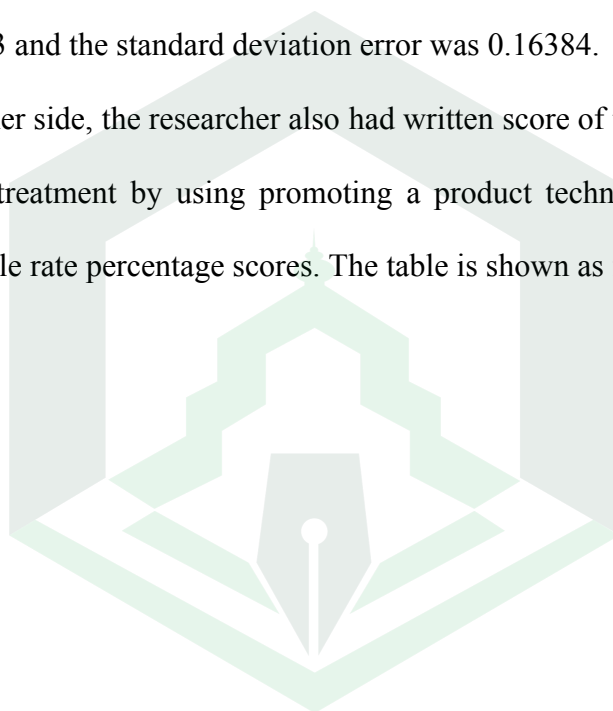
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	3.00	1.00	4.00	46.00	2.3000	.16384

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	3.00	1.00	4.00	46.00	2.3000	.16384
Valid N (listwise)	20						

Table 4.6 shows that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test was 2.3 and the standard deviation error was 0.16384.

In other side, the researcher also had written score of the students' fluency before giving treatment by using promoting a product technique and it presents through the table rate percentage scores. The table is shown as follows:



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Table 4.7
The Rate Percentages Score of Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
----------------	-------	--------	-----------	------------

Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	1	5%
Average	41-55	3	6	30%
Poor	26-40	2	11	55%
Very Poor	≤ 25	1	2	10%
Total			20	100%

Table 4.7 indicates the students' score in the frequency of pre-test. It shows that there was none of the students (0%) who got excellent and very good. The other showed that there was 1 student (5%) who got good, there were 6 students (30%) who got average and there were 11 students (55%) who got poor. The last, it also showed that there were 2 students (10%) who got very poor.

3) Comprehensibility

Table1 4.8

The Score of Students' Comprehensibility in Pre-test

Respondents	Comprehensibility
R1	3
R2	3
R3	2
R4	2
R5	3
R6	4
R7	4
R8	2
R9	2
R10	3
R11	3
R12	3
R13	2
R14	3
R15	3
R16	2
R17	3

R18	2
R19	2
R20	3



For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 18. The result can be presented in to the table descriptive statistic as follows:

Table 4.9
The Mean Score of Students' Comprehensibility in Pre-test
Descriptive Statistics

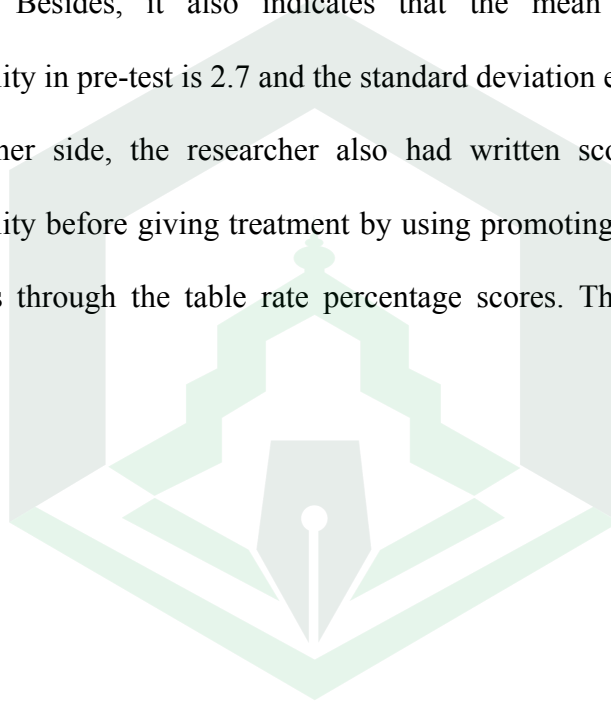
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	2.00	4.00	54.00	2.7000	.14690

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	2.00	4.00	54.00	2.7000	.14690
Valid N (listwise)	20						

Table 4.9 shows that the highest score of students was 4 and the lowest score was 2. Besides, it also indicates that the mean score of students' comprehensibility in pre-test is 2.7 and the standard deviation error was 0.14690.

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using promoting a product technique and it presents through the table rate percentage scores. The table is shown as follows:



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Table 4.10
The Rate Percentages Score of Students' Comprehensibility in Pre-test

Classification	Score	Rating	Frequency	Percentage
----------------	-------	--------	-----------	------------

Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	2	10%
Average	41-55	3	10	50%
Poor	26-40	2	8	40%
Very Poor	≤ 25	1	-	0%
Total			20	100%

Table 4.10 indicates the students' score in the comprehensibility of pre-test. The table shows that there was none of the students (0%) who got excellent and very good. In other that, there were 2 students (10%) who got good and 10 students (50%) who got average. There were also 8 students (40%) that got poor and there was none of the students (0%) who got poor.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presents in the tables. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in pre-test are tabulated as follows:

Table 4.11
The Scores of Students` Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	4	4	4	12
R2	3	4	4	11
R3	4	4	4	12
R4	3	3	3	9
R5	4	3	3	10
R6	5	5	5	15
R7	5	5	5	15
R8	3	3	4	10
R9	4	3	3	10
R10	4	4	5	13
R11	5	5	4	14
R12	3	3	4	10
R13	4	4	3	11
R14	3	3	3	9
R15	4	4	3	11
R16	3	4	3	10

R17	3	3	3	9
R18	3	3	4	10
R19	3	3	4	10
R20	2	3	3	8



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

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents Accuracy

R1 4

R2 3

R3 4

R4 3

R5 4

R6 5

R7 5

R8 3

R9 4

R10 4

R11 5

R12 3

R13 4

R14 3

R15 4

R16 3

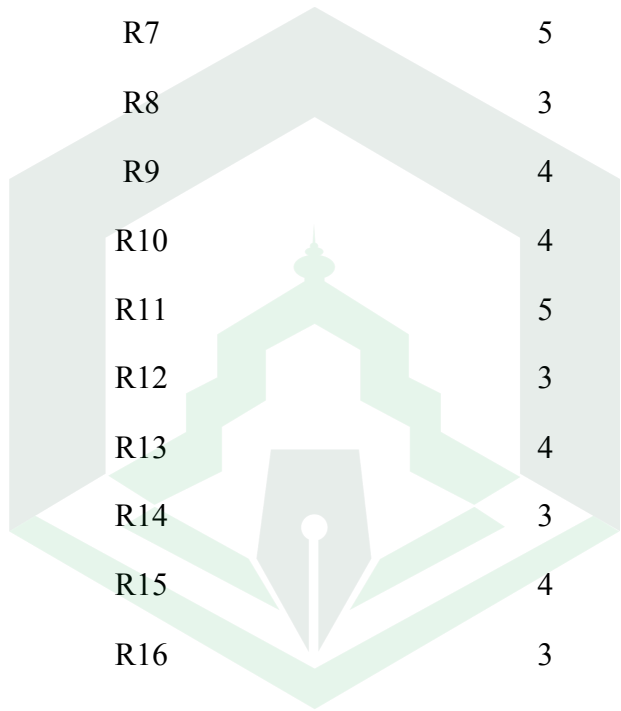
R17 3

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R18 3

R19 3

R20 2

N=20



To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 18. The result could be presented in to the table descriptive statistic as follows:

Table 4.13
The Mean Score of Students' Accuracy in Post-Test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3.00	2.00	5.00	72.00	3.6000	.18353
Valid N (listwise)	20						

Table 4.13 shows that the highest score of students were 5 and the lowest score were 2. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.6 and the standard deviation error was 0.18353.

In other side, the writer also has written score of the students' accuracy who had been given treatment by using promoting a product technique and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.14
The Rate Percentages Score of Students' Accuracy in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	15%

Good	56-70	4	7	35%
Average	41-55	3	9	45%
Poor	26-40	2	1	5%
Very Poor	≤ 25	1	-	0%
Total			20	100%

Based on table 4.14, the percentages of the students' accuracy score in post-test indicates that there was none of the students (0%) who got excellent. Besides, it also shows that there were 43 students (15%) who got very good and 7 students (35%) who got good. There were 9 students (45%) who got average and 1 student (5%) who got poor. And the last there was none of students who got very poor.

2) Fluency

Table 4.15
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	4
R2	4
R3	4
R4	3
R5	3
R6	5

R7	5
R8	3
R9	3
R10	4
R11	5
R12	3
R13	4
R14	3
R15	4
R16	4
R17	3
R18	3
R19	3
R20	3
N=20	

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 18. The result could be presented in to the table descriptive statistic as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-Test
Descriptive Statistics

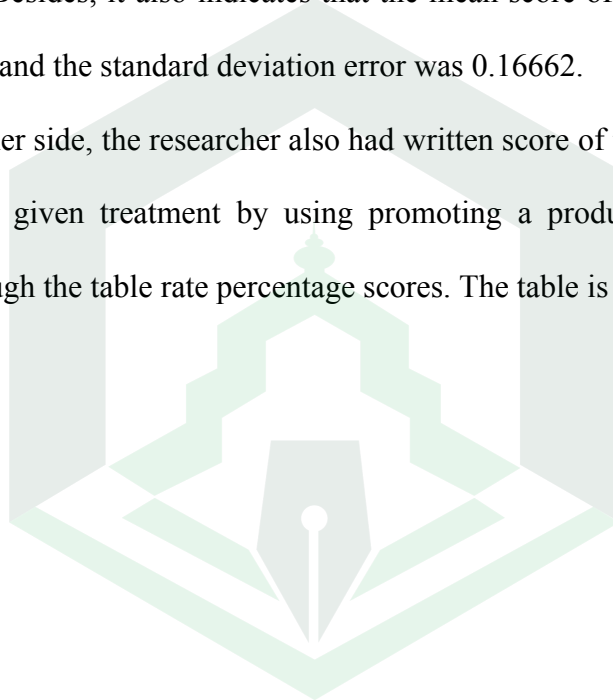
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	2.00	3.00	5.00	73.00	3.6500	.16662

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	2.00	3.00	5.00	73.00	3.6500	.16662
Valid N (listwise)	20						

Table 4.16 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test is 3.6 and the standard deviation error was 0.16662.

In other side, the researcher also had written score of the students' fluency who had been given treatment by using promoting a product technique and it presented through the table rate percentage scores. The table is shown as follows:



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Table 4.17
The Rate Percentages Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
----------------	-------	--------	-----------	------------

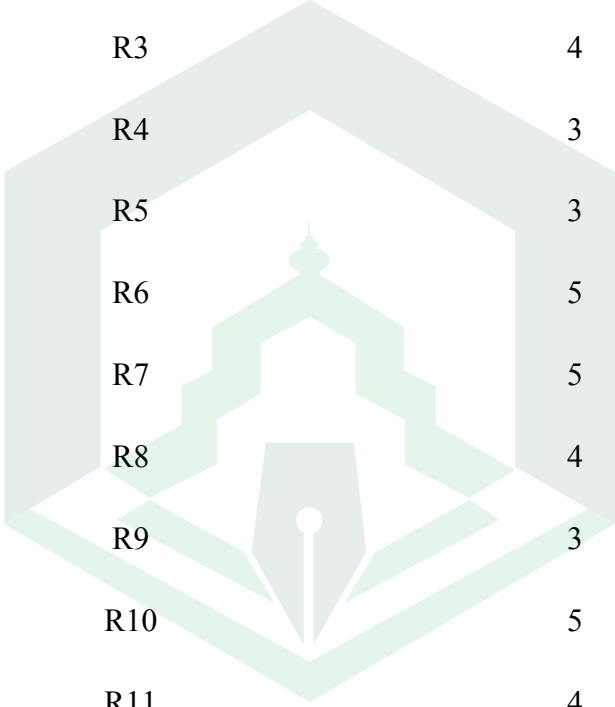
Excellent	86-100	6	-	0%
Very good	71-85	5	3	15%
Good	56-70	4	7	35%
Average	41-55	3	10	50%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100

Based on the table 4.17, the percentages of students' fluency score in post-test indicates that there was none of the students (0%) who got excellent. But there were 3 students (15%) who got very good, 7 students (35%) who got good and 10 students (50%) who got average. The last, it shows that there was none of the students (0%) who got poor and very poor.

3) Comprehensibility

Table 4.18
The Score of Students' Comprehensibility in Post-test

Respondents	Comprehensibility
R1	4
R2	4
R3	4
R4	3
R5	3
R6	5
R7	5
R8	4
R9	3
R10	5
R11	4
R12	4
R13	3
R14	3
R15	3
R16	3



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R17	3
R18	4
R19	4
R20	3



For looking the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 18. The result can be presented in to the table descriptive statistic as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-Test
Descriptive Statistics

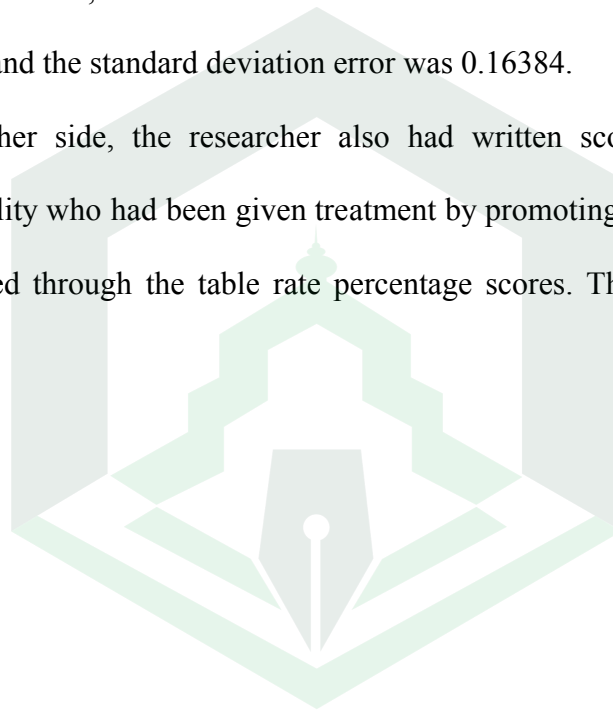
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	3.00	5.00	74.00	3.7000	.16384

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2.00	3.00	5.00	74.00	3.7000	.16384
Valid N (listwise)	20						

Table 4.19 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in pre-test is 3.7 and the standard deviation error was 0.16384.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by promoting a product technique and it presented through the table rate percentage scores. The table is shown as follows:



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Table 4.20
The Rate Percentages Score of Students' Comprehensibility in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%

Very good	71-85	5	3	15%
Good	56-70	4	8	40%
Average	41-55	3	9	45%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100%

Table 4.20 indicates the percentages of students' comprehensibility score in post-test. It table shows that there was none of students (0%) who got excellent. But there were 3 students (15%) who got very good and 8 students (40%) who got good. Besides, there were 9 students (45%) and none of students (0%) who got poor and very poor.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, the researcher also would present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result would be presented in to the table descriptive statistic as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	17	6.00	11.00	135.00	7.9412	1.51948
Posttest	17	9.00	15.00	194.00	11.4118	1.90587
Valid N (listwise)	17					

Table 4.21 indicates that the standard deviation in pre-test were 1.51 and in post-test were 1.90. It also shows that mean score of the students in pre-test were 7.94 and the mean score of the students in post-test were 11.41. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It is concluded that using reporting method was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 18. The results can be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

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The Table 4.22
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	10.9500	20	1.98614	.44411
Pretest	7.6500	20	1.46089	.32667

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttest & Pretest	20	0.937	.000

The table paired samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test was 1.46089 and 1.98614 in post-test. Besides, the standard deviation error in pre-test was 0.32667 and in post-test was 0.44411. The table above also shows that mean score in pre-test was 7.65 and in post-test was 10.95. It could be concluded that the students' score improved from 7.6 to 10.9.

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0.9. It means that there was a significant correlation of students' ability in teaching speaking by using promoting a product technique before and after treatment.

Table 4.23
The Paired Samples Test of Pre-test and Post-test

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	Posttest - Pretest	3.50000	1.27535	.28342	2.90417	4.09561	12.236	19	.000

From the table sample test 4.24, the researcher got the data that t_0 (t_{count}) = 12.236 and df (degree of freedom) = 19. According to the gay the value of t_t = 2.093.³⁷ It was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$12.236 > 2.093$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} , it concluded that there was a significant difference in teaching speaking before and after using promoting a product technique. Because of that, the researcher assumes that promoting a product technique was effective in teaching speaking at the second year students of MAN Palopo.

2. Analysis of Questionnaires

³⁷ L.R. Gay. Geoffrey E. Mills. Pette airasian, *education research*.

To get data of students' interest in learning speaking by promoting a product technique, the researcher made questionnaire that consisted of 9 items. To find out the percentage of students in questionnaire assessment by using the formula below:

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

Where:

P = the percentage from the student's response³⁸

F = the frequency

N = number of students.

The results and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

Table 4.24
1. Promoting a Product Technique is Very Effective in Improving Students' English Efficiency at MAN Palopo

Item of Choice	Frequency	Percentage
Strongly Agree	10	45%
Agree	10	55%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

³⁸ Husaini Umar and R. Purnomo Setiadi Akbar, *Pengantar Statistik* in Indar Susanti Thesis "*The Influence of Attending English Course toward English Speaking Skill at the Eight Year Students of SLTPN 8 Palopo*". (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p. 30.

Table 4.24 indicates that there were 10 students (50%) chose “Strongly Agree” and 10 students (50%) chose “Agree”. But in fact, there was none of the students (0%) chose “Disagree” and “Stongly Disagree”.

The result above shows that most of students chose strongly agree and agree, so it could be concluded that this technique is effective in improving students’ English efficiency at MAN Palopo.

Table 4.25
2. Promoting a Product Technique Can Motivate the Students to Speak English

Item of Choice	Frequency	Percentage
Strongly Agree	11	50%
Agree	9	50%
Disagree	-	5%
Strongly Disagree	-	0%
Total	20	100%

Table 4.25 presents that there were 11 students (55%) chose “strongly agree” and 9 students (45%) chose “agree ”. Besides, it shows that there was none of the students (0%) chose “disagree” and “stongly disagree”.

The result shows that there none of the students chose “strongly agree” and ”agree”, it shows that the students were interested in learning speaking through promoting a product technique. Because of the students realized that the promoting a product technique was useful for them especially to improve their speaking skill.

One of the benefits that they got from promoting a product technique, it was could motivate them to speak.

Table 4.26
3. Promoting a Product Technique Can Improve the Students' Speaking Fluency

Item of Choice	Frequency	Percentage
Strongly Agree	13	60%
Agree	7	40%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.26 shows that there were 13 students (65%) chose “Strongly Agree” and there were 7 students (35%) chose “Agree”. The table indicates that there was none of the students (0%) chose “Disagree” and “Stongly Disagree”. The statement above shows that the students’ gave positive respond to promoting a product technique. It can be seen from the students’ answer, where some of them chose strongly agree and the others chose agree. Therefore, the researcher assumes that promoting a product technique can improve the students’ speaking fluency. And it can be concluded that the students had big attention in learning speaking when applying the promoting a product technique.

Table 4.27
4. Through Promoting a Product Technique the Students Can Speak English Easily

Item of Choice	Frequency	Percentage
Strongly Agree	7	30%
Agree	11	55%
Disagree	2	15%
Strongly Disagree	-	0%
Total	20	100%

Table 4.27 indicates that there were 7 students (35%) chose “strongly agree”, 11 students (55%) chose “agree”, and 2 students (10%) chose “disagree”. But in fact, there was none of the students (0%) chose “strongly disagree”.

The result above shows that most of students (11) chose “agree”, they realized that studying speaking subject by applying promoting a product technique did not make them difficult to practice speaking English, it made them easier to practice speaking. So it can be concluded that this technique is effective to make the students at the second year of MAN Palopo can speak English easily.

Table 4.28

5. The Use of Media in Learning Affects the Successful of This Technique

Item of Choice	Frequency	Percentage
Strongly Agree	16	75%
Agree	4	25%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.28 indicates that there were 16 students (80%) chose “strongly agree” and there were 4 students (20%) chose “agree”. From table above, it includes that there was none of students (0%) chose “disagree” and “strongly disagree”. It means that the students interested to the media in learning process by applying promoting a product technique. It shows from the result of students’ choices which were most of them more choosing strongly agree and agree. And there was none of them chose strongly disagree and disagree.

Table 4.29
6. Promoting a Product Technique is More Effective in Improving Students' Speaking Skill Than Other Techniques

Item of Choice	Frequency	Percentage
Strongly Agree	6	30%
Agree	10	45%
Disagree	4	25%
Strongly Disagree	-	0%
Total	20	100%

Table 4.29 indicates that there were 6 students (30%) chose “strongly agree”, 10 students (50%) chose “agree”, and 4 students (20%) chose “disagree”. But in fact, there was none of the students (0%) chose “strongly disagree”. The result above shows that most of students (10) chose “agree”, so it means that the

students interested to studying speaking by applying the promoting a product technique.

Table 4.30
7. Promoting a Product Technique Gives New Nuance in Learning Process to Improve Students' Speaking Skill

Item of Choice	Frequency	Percentage
Strongly Agree	11	50%
Agree	9	50%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.30 presents that there were 11 students (55%) chose “strongly agree” and 9 students (45%) chose “agree”. Besides, it shows that there was none of the students (0%) chose “disagree” and “strongly disagree”.

The result data shows that there none of the students chose “strongly disagree” and ”disagree”, and the reality indicates that most of students chose “strongly agree” and “agree”. It can be concluded that the students interested in learning speaking by promoting a product technique. Because of the students realized that the promoting a product was useful for them, especially to improve their speaking skill.

Table 4.31

8. Promoting a Product Technique Can Influence Speaking Skill and Improve Vocabulary in English

Item of Choice	Frequency	Percentage
Strongly Agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

Table 4.31 indicates that there were 13 students (65%) chose “strongly agree” and 7 students (35%) chose “agree”. But there was none of the students (0%) chose “disagree” and “strongly disagree”. It means that the students who studying speaking subject by promoting a product technique could improve their speaking and their vocabulary. So, the researcher could conclude that the students interested in learning speaking by promoting a product technique.

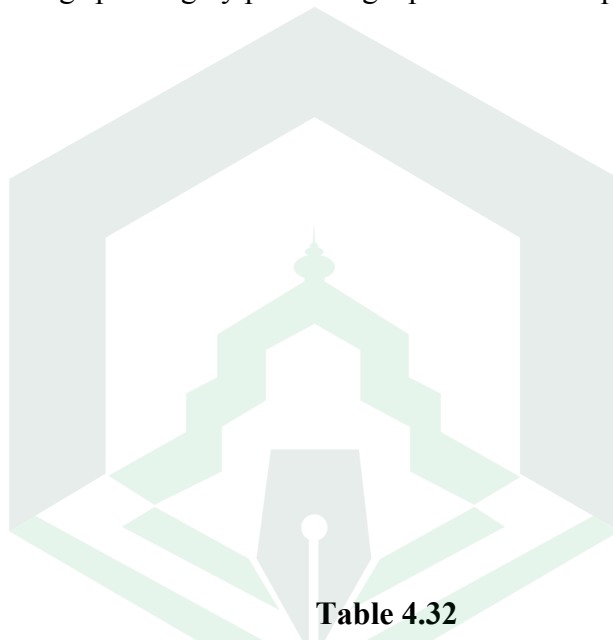


Table 4.32
9. Through Promoting a Product Technique the Students Can Learn English Happily

Item of Choice	Frequency	Percentage
Strongly Agree	12	60%
Agree	8	40%
Disagree	-	0%
Strongly Disagree	-	0%

1.	R1	3	3	3	4	4	3	4	4	4	32
2.	R2	3	4	4	4	4	3	4	4	3	33
3.	R3	4	4	4	3	4	4	4	4	3	34
4.	R4	4	4	4	3	4	4	4	4	4	35
5.	R5	4	4	4	3	4	3	4	3	4	33
6.	R6	4	4	3	4	4	2	4	4	3	32
7.	R7	4	3	3	4	4	2	3	3	3	29
8.	R8	4	3	4	3	4	4	3	4	3	32
9.	R9	4	4	4	3	4	3	4	4	4	34
10.	R10	3	4	3	3	4	4	3	3	4	31
11.	R11	3	3	4	3	3	2	4	4	4	30
12.	R12	3	3	4	3	3	3	3	3	3	28
13.	R13	3	3	3	3	4	4	3	3	3	29
14.	R14	3	4	4	3	3	3	3	3	3	29
15.	R15	3	4	4	4	4	4	4	4	4	35
16.	R16	3	3	3	4	4	3	3	4	4	31
17.	R17	4	4	4	3	4	3	3	4	4	33
18.	R18	4	3	4	2	4	2	4	4	4	31
19.	R19	3	3	3	2	3	3	3	3	4	27
20.	R20	4	4	4	4	4	3	4	4	4	35

By totaling the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 27 and the highest score was 35.

The table distribution frequency about the students' interest score toward the learning process by promoting a product technique was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that $H=35$ and $L=27$. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:

Table 4.34
Distribution Frequency of Students' Interest

Score	Frequency	Percentage
35	3	15%
34	2	10%
33	3	15%
32	3	15%
31	3	15%
30	1	5%
29	3	15%
28	1	5%
27	1	5%
$\Sigma=633$	$N=20$	100%

Based on the table above, it can be seen that the students who got the high score 35 were 3 students (15%) and only one student (5%) got the lowest score 27. The others got score 33, 32, 31 and 29 was 3 student (15%) and there was 2 students (10%) got score 34, and 1 student (5%) got score 27, 28 and 30.

B. Discussions

1. Speaking Test

This section presents the result of data analysis in findings. It discuss about the use of promoting a product technique in developing speaking at the

second year students of MAN Palopo since the pre-test until post-test had been conducted.

In pre-test, the researcher asked the students to explain some topics about thing, especially the definition, characteristic and function of the thing to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test.

From the result showed that in **accuracy** there was none of students (0%) got *excellent* and *very good*. But there were 3 students (15%) got *good*, 9 students (45%) got *average*, 6 students (30%) got *poor*, and 2 students (10%) got *very poor*. Where as in **fluency** showed that there was also none of students (0%) got *excellent*, *very good*. But there was 1 student (5%) got *good* and there were 6 students (30%) got *average*, 11 students (55%) got *poor*, and 2 students (10%) got *very poor*. In **comprehensibility**, there was none of students (0%) got *excellent* and *very good* score. But there were 2 students (10%) got *good*, 10 students (50%) got *average*, 8 students (40%) got *poor* and there was none of students (0%) got *very poor*.

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher concluded that the students' speaking skill was still *low*.

In post test, its form is the same as the pre test. The researcher gave some topics about things to the students that must be explained, they must explain the definition, characteristic and the function of the thing. The post-test was done after

giving six treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking skill improvement. It was found that in **accuracy** there was still none of them (0%) got *excellent*. But in this time, there were 3 students (15%) got *very good*, 7 students (35%) got *good*, 9 students (45%) got *average*, and there was 1 student (5%) got *poor*. There was none of them got *very poor* in post-test. In **fluency**, it presents that there was also none of them (0%) got *excellent*. There were 3 students (15%) got *very good*, 7 students (35%) got *good*, and 10 students (50%) got *average*. The result showed that there was none of them (0%) got *poor* and *very poor*. While, in **comprehensibility** there was none of the students (0%) got *excellent*. But there were 3 students (15%) got *very good*, 8 students (40%) got *good*, and 9 students (45%) got *average*. The result also showed that there was none of students (0%) got *poor* and *very poor*.

Some examples of the students' speaking record in pre-test and post-test:

Respondent 2 (R2) in pre test:

My name is Anto..... definition of mobile phone e e e the first e e e used for communication emmm... and others. And than, the characteristic of mobile phone first, have button e e e e and others. Than, the function . . . to . . . e e e . . . we can berfoto-foto and thank you.

Criteria of score of components:

Accuracy (2) = His pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. There are many basic grammatical and lexical errors. For example, the respondent pronounces “*mobile*” as “*mobil*” and “*phone*” as “*pon*”, these are Indonesian style. He should

pronounce “mobile” as ”mobail” and “phone” as “fon”, because in English, lexical “ph” is pronounced as “f” and “i” is pronounced as “ai”.

Fluency (2) = He still has to make an effort to much time, very halting fragmentary delivery, almost give up making the effort at times. It is very limited range of pausing. For example, he always say “e e e” or “emmm” while trying to look for another words and also he always say “and others” when he lack of ideas.

Comprehensibility (3) = Hardly anything of what he said and what are the message that he try to tell to the listeners can be understood.

Respondent 3 (R3) in pre test:

My name is Nur Sayyidah Amalia. Well, I will explain about mobile phone to you all... the brand name of this mobile phone is Samsung... the definition is tool for communication for all people in the world, e e e the characteristics of mobile phone is the screen is touch screen and the shape is square. And the functions are used for selfie selfie, listening to the music and for communication. And I think that is all, thank you very much for your attention and wassalamualaikum wr. wb.

Criteria of score of components:

Accuracy (3) = Her pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion. For example, the respondent pronounces “all” as “al” and “screen” as “Skren”. She should pronounce “all” as “o:l” and “screen” as “skri:n. Because in English, lexical “ee” is pronounced as “i”.

Fluency (3) = Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. It is

limited range of pausing. For example, she often say “e e e” while trying to look for another words.

Comprehensibility (3) = The listener can understand a lot what is said, but that is must constantly seek clarification to understand what are the students talking about.

Respondent 10 (R10) in pre test:

My name is Nurindah... I want to explain mobile phone to you all. e e e . . . Mobile phone is one of technology art, this is function is communication e e e . . . we can use e e e mobile phone for communication and send message . . . e e e the characteristic of mobile phone e e e . . . this shape is square and has touch screen. And we can use this mobile phone for browsing, play game, listening to the music and many others.

Criteria of score of components:

Accuracy (3) = Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Only a few words that had grammatical and lexical errors. For example, the respondent said “*this is function is*” and the true words is “*this function is/are*”.

Fluency (3) = Has to make an effort to much time. Often has to search for the desire meaning. Frequently fragmentary and halting delivery, almost give up making the effort at times. It is limited range of pausing. For example, she often say “e e e” while trying to look for another words.

Comprehensibility (3) = The listener can understand a lot what is said, but she must constantly seek clarification. Cannot understand many of speakers more complex or longer sentences.

Respondent 13 (R13) in pre test:

My name is Abdul Aziz Wahab, I would like to explain about mobile phone. Mobile phone is tool for communication. The function is for communication e e e . . . send message and we can use mobile phone for browsing, play game and listening to music. . . e e e the characteristic of mobile phone e e e . . . the shape is square and has screen and many others.

Criteria of score of components:

Accuracy (3) = His pronunciation is influenced by mother tongue and only a few words that had grammatical and lexical errors. For example, For example, the respondent pronounces “other” as ”oder”, and “phone” as “pon”, these are Indonesian style. He should pronounce “other” as “ader” and “phone” as “fon”, because in English, lexical “ph” is pronounced as “f”.

Fluency (3) = He still has to make an effort for much of time to speak his ideas. It is limited range of pausing. For example, he often say “e e e” while trying to look for another words.

Comprehensibility (3) = Hardly anything of what he said and what are the message that he try to tell to the listeners can be understood.

Respondent 16 (R16) in pre test:

My name is Abdul Ridwan, I will explain about mobile phone. Ok, the definition of mobile phone yaitu sebagai tool for communication. The characteristics of mobile phone. . . it has camera, layar...oh yeah screen, buttons. And than, the function of mobile phone, it is used for communication for long distance and send message. Ok, I think that is all and thank you very much... Wassalamualaikum. Wr. Wb.

Criteria of score of components:

Accuracy (2) = His pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. There are many basic grammatical and lexical errors. For example, the respondent pronounces “*phone*” as “*pon*”, it is Indonesian style. He should pronounce “*phone*” as “*fon*”, because in English, lexical “*ph*” is pronounced as “*f*”.

Fluency (3) = He still make an effort to find out the word or sentence that he wants to tell.

Comprehensibility (2) = Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.

Respondent 2 (R2) in post test:

My name is Anto, I will explain about bag. Bag is a container or receptacle of leather, plastic, cloth, paper etc. It is capable of being closed at the mouth. The characteristics of bag: First, it has many colors. Second, it is capable of being opened and closed at the top. And the last, it is usually made of paper, plastic or cloth. The function of bag is used for carrying or storing items.

Criteria of score of components:

Accuracy (3) = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusion. For example, the respondent pronounced “*has*” as “*has*” and he pronounced “*function*” as “*funcnsion*”. He should pronounce “*has*” as “*hez*” and “*function*” as “*fanksien*”.

Fluency (4) = Although he has to make an effort and search for words, there are not too many unnatural pauses, fairly smooth delivery mostly.

Comprehensibility (4) = Clear and the listener can understand a lot what is said.

Respondent 3 (R3) in post test:

My name is Nur Sayyidah Amalia. Well I will explain about definition, characteristic and function of book. The first is definition of book; book is a written work consisting of many pages ghied and bound in covers. The characteristic of book; the first, it has many pages and the second it has square shape. The next, the function of book, first, it can be used for studying, and it can be used for reading to add our knowledge.

Criteria of score of components:

Accuracy (4) = Her pronunciation is better than in pre-test and her grammatical errors is less than in pre-test.

Fluency (4) = Do not long pause anymore, and with a wide fairly range expression and there is not repetition sentences anymore as in pre-test before treatment.

Comprehensibility (4) = Most of what the speaker says in easy to follow. Her intention is always clear but several interruptions are necessary to help her to convey the message to seek clarification.

Respondent 10 (R10) in post test:

My name is Nurindah. I will explain about book. Book is a set of printed sheets of paper that are held together inside a cover. The characteristics of book: first, it has many pages. Second, it has a square shape. And than, the function of

book are it can be used for writing and it can be used for reading to add our knowledge.

Criteria of score of components:

Accuracy (4) = Her Pronunciation is better than in pre-test and her grammatical errors is less than in pre-test.

Fluency (4) = Although she still has to make an effort at times to search the words, but there are not too many unnatural pauses, fairly smooth delivery mostly.

Comprehensibility (5) = Clear and the listener can understand a lot what is said.

Respondent 13 (R13) in post test:

My name is Abdul Aziz Wahab, I would like to explain about car. The definition of car, car is a motor vehicle for carrying passengers. And the characteristic of car; car typically has four wheels, cars are equipped with controls used for driving, parking and passenger comfort and safety, and it is powered by an engine. The function of car, it is used for transporting passengers. Thank you.

Criteria of score of components:

Accuracy (4) = Although that the pronunciation is still influenced by mother tongue, but we can quite understand of what is he talking.

Fluency (4) = Do not long pause anymore, and with a fairly wide range expression and there is no repetition sentences anymore, as in pre-test before treatment.

Comprehensibility (3) = The listener can understand a lot of what is said, but he must constantly seek clarification.

Respondent 16 (R16) in post test:

My name is Abdul Ridwan, I will explain about book. The definition of book; book is a bound set of blank sheets for writing or keeping records in. Next, the characteristics of book; it has square shape and it consist of many pages. Next, the function of book; it can be used for studying, it can be used for writing and it can be used for reading. Thank you.

Criteria of score of components:

Accuracy (3) = There are improvements for his accuracy which are his grammatical errors is less than in pre-test, and also his pronunciation is better than in pre-test.

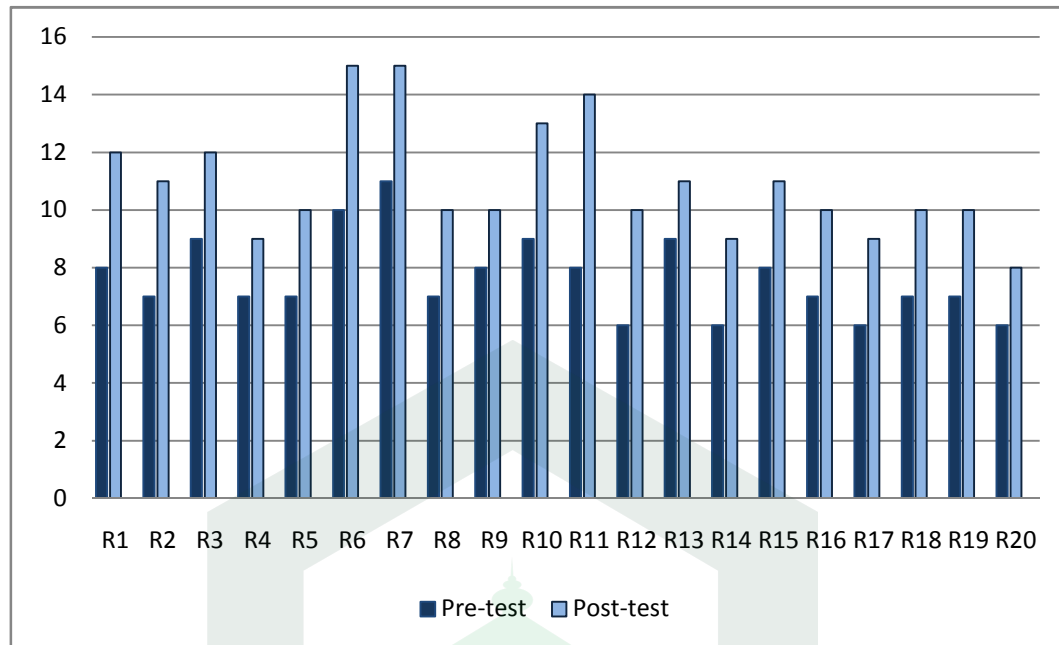
Fluency (4) = Although that sometimes he still try to find the word that he wants to tell, but it is less than his effort in pre-test.

Comprehensibility (3) = The listener can understand a lot of what is said, but he must constantly seek clarification.



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Bar Chart of the Students' Score in Pre-test and Post-test



The bar chart above shows that there was significant difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there was improvement of students' score from pre-test to post-test after they learnt speaking by promoting a product technique. The improvement of students' score showed that there was improvement of students' speaking skill. It presented that the students' speaking skill increase after the learn speaking by promoting a product technique.

Based on the result above and the mean score of students' speaking skill (accuracy, fluency, and comprehensibility) in pre-test and post-test (see table 4.21), it could be concluded that promoting a product was effective in teaching speaking especially to improve the students' speaking skill of the students at the second year

of the students of MAN Palopo. It could be seen from the mean score of students (10.95) in post-test was higher than the mean score of students (7.65) in pre-test.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to promote their product. It occurred because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students who were taught by promoting a product technique were easier to present their ideas, opinions, and arguments.

Some examples of the students' speaking record in treatment:

Group 2 (in third treatment)

Assalamu 'alaikum Wr. Wb...

Well, thank you very much for the time that has given to us...

We are from "Darbost Agency" will promote our product. It is the product of T-Shirt . . . brand . . . eee . . . with brand name "Darbost". This product has the good quality. Its cloth is ground, thick and durable. It is cozy to be wear. It is match to be used on summer. It has various colors, they are: blue, red, white, e e e . . . And also, it has many sizes, they are: small, medium size, large size and extra large. That is why it can be wear by young people and adult. The price is not expensive.

I think that is all about our product, we hope you can be interest with our product. Okay. . . Thank you very much for your attention and Assalamu 'alaikum Wr.Wb.

Group 1 (in fourth treatment)

Assalamu 'alaikum Wr. Wb...

Well, thank you very much for the time that has given to us...

We are from "Automoblox Agency" will promote our product. It is the product of toy with brand name "Automoblox". This product is made of woods. It has good quality and durable. The shape is like car. It will be liked by children, because the shapes are varying, funny and unique. It has various colors of its glasses and tires, they are: red, white, green and blue. Its price is not expensive.

I think that is all about our product, we hope you can be interest with our product. Thank you very much for your attention and Assalamu 'alaikum Wr.Wb.

In fact, by promoting a product technique that focused on speaking made the students were more active in learning process. The students could be free to express and share their ideas and opinion about the product that they would be explained. Beside that they could work together with their friends to make a good performance.

Promoting a product technique could facilitate the students to have more motivation to use English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they can practice.

2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students` interest in learning speaking by promoting a product technique, it could be indicates that there were most of the students very interested in learning speaking by promoting a product and the others were interested in learning speaking.

Learning speaking by promoting a product technique was one of effective and interesting ways that could be applied in the classroom. Besides, promoting a

product technique could motivate the students` to improve speaking skill. In this method the students` were expected to contribute ideas information, opinion and feelings to others, so that way the students` could get new solution in speaking skill. This technique could improve the students` vocabulary, make the students focus active during the learning process. By applying this technique we could learn enjoying.

In addition the students` interest in learning speaking by promoting a product technique could be seen through the answers of the questionnaire by the students. Having analyzed the result of students` responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 52% students chose strongly agree, 44% students chose agree, 4% students disagree, but there was none of the students chose strongly disagree. Many students chose positive choices in all the statements, it shows that the students gave positive response to this technique.

From the result of the questionnaire, the researcher gave the analysis about answer majority of the students. Most of students chose agree and strongly agree as their answer. The researcher concluded the students at the second year of MAN Palopo were interested in learning speaking through promoting a product technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Based on the findings, data analysis, and discussions in the previous chapter, the researcher draws conclusions as in following:

1. Having implemented the treatments by using promoting a product technique, it can be concluded that promoting a product technique is effective teaching speaking at the second year students of MAN Palopo. It was found that the mean score of post test (10.95) was higher than pre test (7.65). The data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got $t_t = 2.093$ and standard of signification 0.05, the result of t_o (t count) is 12.23. From this result the researcher gave interpretation that t_o (t count) is higher than t_t (t table), $12.23 > 2.093$. It means that there is a significant difference between students' ability before and after treatment by using promoting a product technique.

2. Having analyzed the result of students' interest toward the technique applied by the researcher in this research, the data shows that many students chose positive choices in all the statements, it shows that the students gave positive response to this technique. Based on the data, the researcher concluded the students at the second year of MAN Palopo were interested in learning speaking through promoting a product technique.

B. *Suggestions*

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various method or technique to manage the class more lively and enjoyable. The method and technique also help the teachers and lectures, and give much opportunity for the students to be active in teaching learning process. Regarding to teaching speaking by promoting a product technique, the researcher gives some suggestion for the teacher, students and the next researchers as follows:

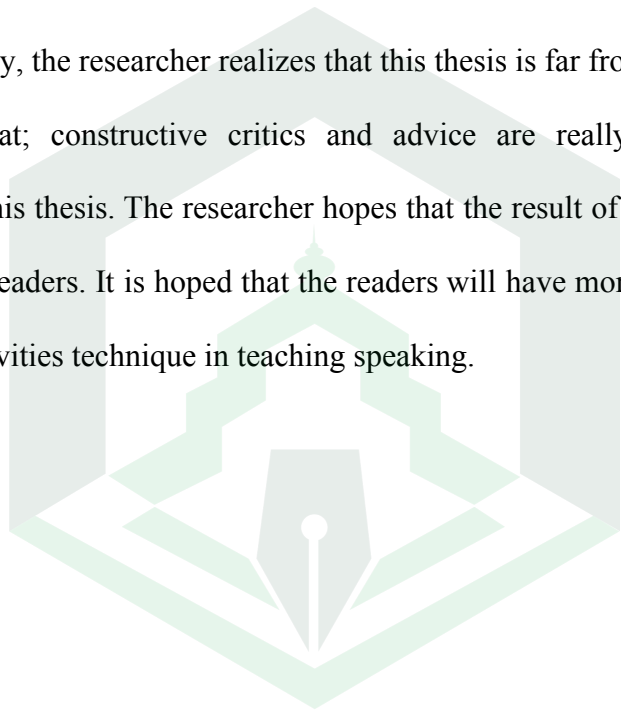
1. For the teachers, they should know the rules or the ways to promote the product and they need to give example of promoting a product well to the students by practice it. And also, the researcher suggests the teacher to use positive topic and the topic which is very close to the students' live.

2. For the students, they need to bring dictionary particularly bilingual dictionary. Because, it is more completed than monolingual dictionary and it can make the students easily to look for the word that difficult from English - Indonesian or Indonesian - English, and also it is completed by phonetic symbol based on International Phonetic Alphabet. Besides, they should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because to have a good speaking we have to always practice.

3. For the next researchers, they need to make all the students active and speak up in class during applied this activities. And also, this research can be one of the references for them in conducting other researchers with more detailed

information about interactive activities to improve students' speaking skill. Besides, this technique can be applied in other skill of language, for example in writing skill. The researcher can ask the students to make a writing of promotion, for example "*promoting a product of healthy drink*" but before it, the researcher has to explain about how to make a good writing of promotion and give example of a good writing the students.

Finally, the researcher realizes that this thesis is far from being perfect and because of that; constructive critics and advice are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique in teaching speaking.



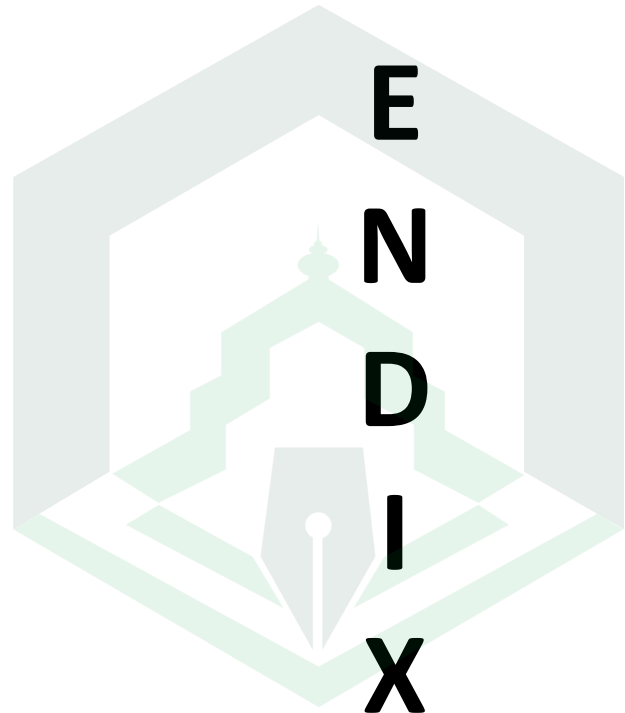
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IAIN PALOPO

LESSON PLAN

1. Subject : English
2. Time Allotment : 2 x 45
3. Class/Semester : XI IPA 1/Two
4. School : MAN Palopo
5. Treatment : 1st
6. Language Focus : Speaking Skill
7. Standard of Competency :
 - Expressing the ideas.
8. Basic Competency :
 - Doing promotion by expressing the ideas with the own words.
9. Indicators :
 - The students will be able to comprehend about speaking skill.
 - The students will be able to comprehend about promoting a product.
 - The students will be able to speak truly without feeling anxiously, becoming more proficient and creative.
 - The students will be able to express their ideas and train to get imagination.
10. Objectives : Promoting the product with creative ideas.
11. Learning Materials : The topic is healthy drink product.
12. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Lee Breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. 	± 40-50 min

		<ul style="list-style-type: none"> • Making brainstorming of the topic. • Putting the ideas into a graphic organizer. • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min

LESSON PLAN

13. Subject : English
14. Time Allotment : 2 x 45
15. Class/Semester : XI IPA 1/Two
16. School : MAN Palopo
17. Treatment : 2nd
18. Language Focus : Speaking Skill
19. Standard of Competency :
- Expressing the ideas.
20. Basic Competency :
- Doing promotion by expressing the ideas with the own words.
21. Indicators :
- The students can speak truly without feeling anxiously, becoming more proficient and creative.
 - The students can express their ideas and train to get imagination.
22. Objectives : Promoting the product with creative ideas.
23. Learning Materials : The topic is the product of beauty soap.
24. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. • Making brainstorming of the topic. • Putting the ideas into a 	± 40-50 min

		<p>graphic organizer.</p> <ul style="list-style-type: none"> • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance. 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



IAIN PALOPO

LESSON PLAN

25. Subject : English
26. Time Allotment : 2 x 45
27. Class/Semester : XI IPA 1/Two
28. School : MAN Palopo
29. Treatment : 3rd
30. Language Focus : Speaking Skill
31. Standard of Competency :
- Expressing the ideas.
32. Basic Competency :
- Doing promotion by expressing the ideas with the own words.
33. Indicators :
- The students can speak truly without feeling anxiously, becoming more proficient and creative.
 - The students can express their ideas and train to get imagination.
34. Objectives : Promoting the product with creative ideas.
35. Learning Materials : The topic is T-shirt.
36. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. • Making brainstorming of the topic. • Putting the ideas into a 	± 40-50 min

		<p>graphic organizer.</p> <ul style="list-style-type: none"> • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance. 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



IAIN PALOPO

LESSON PLAN

37. Subject : English
38. Time Allotment : 2 x 45
39. Class/Semester : XI IPA 1/Two
40. School : MAN Palopo
41. Treatment : 4th
42. Language Focus : Speaking Skill
43. Standard of Competency :
- Expressing the ideas.
44. Basic Competency :
- Doing promotion by expressing the ideas with the own words.
45. Indicators :
- The students can speak truly without feeling anxiously, becoming more proficient and creative.
 - The students can express their ideas and train to get imagination.
46. Objectives : Promoting the product with creative ideas.
47. Learning Materials : The topic is unique toys.
48. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. • Making brainstorming of the topic. • Putting the ideas into a 	± 40-50 min

		<p>graphic organizer.</p> <ul style="list-style-type: none"> • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance. 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



IAIN PALOPO

LESSON PLAN

49. Subject : English
50. Time Allotment : 2 x 45
51. Class/Semester : XI IPA 1/Two
52. School : MAN Palopo
53. Treatment : 5th
54. Language Focus : Speaking Skill
55. Standard of Competency :
- Expressing the ideas.
56. Basic Competency :
- Doing promotion by expressing the ideas with the own words.
57. Indicators :
- The students can speak truly without feeling anxiously, becoming more proficient and creative.
 - The students can express their ideas and train to get imagination.
58. Objectives : Promoting the product with creative ideas.
59. Learning Materials : The topic is white powder.
60. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. • Making brainstorming of the topic. • Putting the ideas into a 	± 40-50 min

		<p>graphic organizer.</p> <ul style="list-style-type: none"> • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance. 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



IAIN PALOPO

LESSON PLAN

61. Subject : English
62. Time Allotment : 2 x 45
63. Class/Semester : XI IPA 1/Two
64. School : MAN Palopo
65. Treatment : 6th
66. Language Focus : Speaking Skill
67. Standard of Competency :
- Expressing the ideas.
68. Basic Competency :
- Doing promotion by expressing the ideas with the own words.
69. Indicators :
- The students can speak truly without feeling anxiously, becoming more proficient and creative.
 - The students can express their ideas and train to get imagination.
70. Objectives : Promoting the product with creative ideas.
71. Learning Materials : The topic is mobile phone.
72. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Telling the rules of promoting a product activity to the students. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into some groups. One group consists of 3 members. • Giving the topic to the students. • Making brainstorming of the topic. • Putting the ideas into a 	± 40-50 min

		<p>graphic organizer.</p> <ul style="list-style-type: none"> • Asking the members in each group to discuss their topic in group before doing promotion. • Each group will promote their product with their own words and creativity. • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • Explaining the correction of the students' performance. 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min

Mahasiswa

Hatika Suminah

NIM 10.16.3.0051

IAIN PALOPO

QUESTIONNAIRE

Daftar ini bertujuan untuk mengumpulkan data tentang sikap terhadap pengaplikasian *promoting a product* terhadap peningkatan berbahasa Inggris siswa. Untuk itu anda diharapkan memberikan jawaban dengan sejujur-jujurnya. Kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penilaian ini dan atas kerjasamanya diucapkan terima kasih.

Petunjuk:

1. Bacalah petunjuk kerja sebelum mengerjakan angket di bawah ini.
2. Pada setiap pertanyaan disediakan empat criteria yaitu: Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
3. Berilah tanda checklist (√) pada setiap pilihan.
4. Terima kasih atas kejujuran anda dalam mengerjakan angket ini.

IDENTITAS RESPONDEN

Nama :

NIS :

Kelas/Semester :

NO	PERTANYAAN	SS	S	TS	STS
1	Teknik " <i>Promoting a Product</i> " sangat efektif dalam peningkatan kecakapan berbahasa Inggris siswa MAN Palopo.				
2	Teknik " <i>Promoting a Product</i> " mampu				

	memotivasi anda untuk meningkatkan kemampuan berbahasa Inggris.				
3	Teknik <i>"Promoting a Product"</i> dapat menambah kelancaran speaking anda.				
4	Melalui teknik <i>"Promoting a Product"</i> anda dapat berbicara dalam bahasa Inggris dengan mudah.				
5	Penggunaan media sangat berperan dalam proses pembelajaran pada teknik <i>"Promoting a Product"</i> .				
6	Teknik <i>"Promoting a Product"</i> lebih efektif dibandingkan dengan tehnik lainnya dalam peningkatan speaking siswa.				
7	Teknik <i>"Promoting a Product"</i> memberikan nuansa baru dalam peningkatan dan proses pembelajaran bahasa Inggris.				
8	Teknik <i>"Promoting a Product"</i> dapat mempengaruhi kemampuan speaking siswa dan meningkatkan kosakata dalam bahasa Inggris.				
9	Melalui teknik <i>"Promoting a product"</i> kita dapat belajar bahasa Inggris dengan menyenangkan.				

PRE TEST

The researcher asked the students to explain about a thing, especially the definition, characteristic and the function of the thing with their own words in pre test to know the ability of their speaking skill before being given treatments.



TREATMENTS

By Using Promoting a Product Technique



POST TEST

The form of post test was the same as the pre test. The researcher asked the students to explain about a thing, especially the definition, characteristic and the function of the thing to know the students' improvement in speaking skill after given the treatment.

