

**THE EFFECTIVENESS OF MODIFYING LETTER IN
LEARNING SPEAKING AT THE ELEVENTH GRADE OF
SMAS YPN NOLING**

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



IAIN PALOPO

By:

**Sulvianti
1502020032**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose .

Palopo, 28th December 2022

Regard,



(Sulvianti)

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THESIS APPROVAL

This thesis entitled "**The Effectiveness of Modifying Letter in Learning Speaking at the Eleventh of SMANS YPN Noling**" Which is Written by Sulvianti **Reg. Number. 15.0202.0032**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 27th of April 2022**, coincided with **26 Ramadhan 1443 H** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Wednesday, 28th of April 2022
27 Ramadhan 1443 H

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Palopo, April 19th 2022

The Researcher,

Sulvianti



ABSTRACT

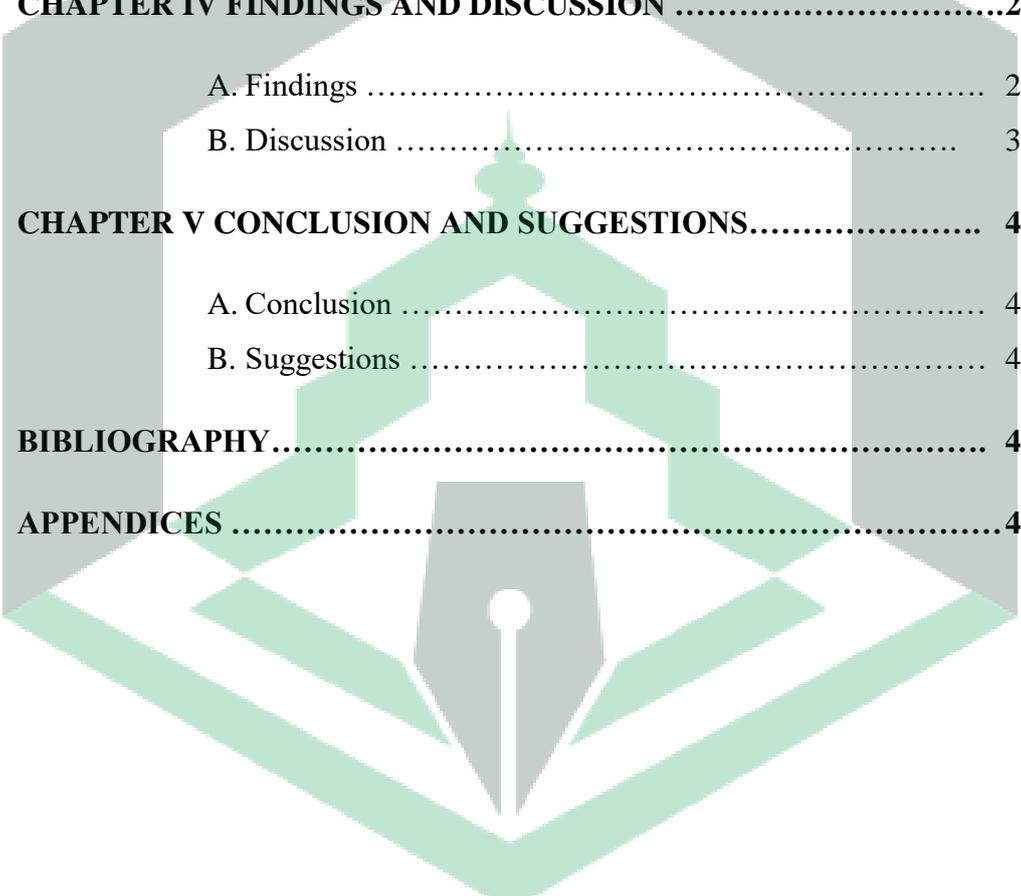
Sulvianti, 2022. *"The Effectiveness of Modifying Letter in Learning Speaking at the Eleventh Grade of SMAS YPN Noling."* Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by Masruddin and Muhammad Iksan

The Effectiveness of Modifying Letters in Learning Speaking at the Eleventh Grade of SMAS YPN Noling. The researcher question of this research is there any significant difference in the students' speaking skills between students taught by modifying letters and those prepared using a conventional method in the eleventh grade of SMAS YPN Noling? The objective of the researche was to investigate whether there was a significant difference in speaking between the students who were taught methods using modified letters and those who were trained. In this research, the researcher used quasi experimental method and involved 24 students for control class and experiment class as the total number of students in the 11th grade of SMAS YPN Noling. If probability (sig.) > 0.05 , it means that H_0 was accepted, and if probability (sig.) < 0.05 , it means that H_0 was rejected. This Research showed that the likelihood of the paired sample test probability was $0.000 < 0.05$. It implies that H_0 was rejected. Therefore, a different score for the pretest and the post-test in the experiment class explained how the modified letters were more effective. It can be seen based on a pair of sample test tables of the pretest and post-test, either control class or experiment class, which in the experiment class (64.40) was higher than in the control class (61.04).

Key Words: Modifying Letter, Speaking Skill, Quasi Experimental

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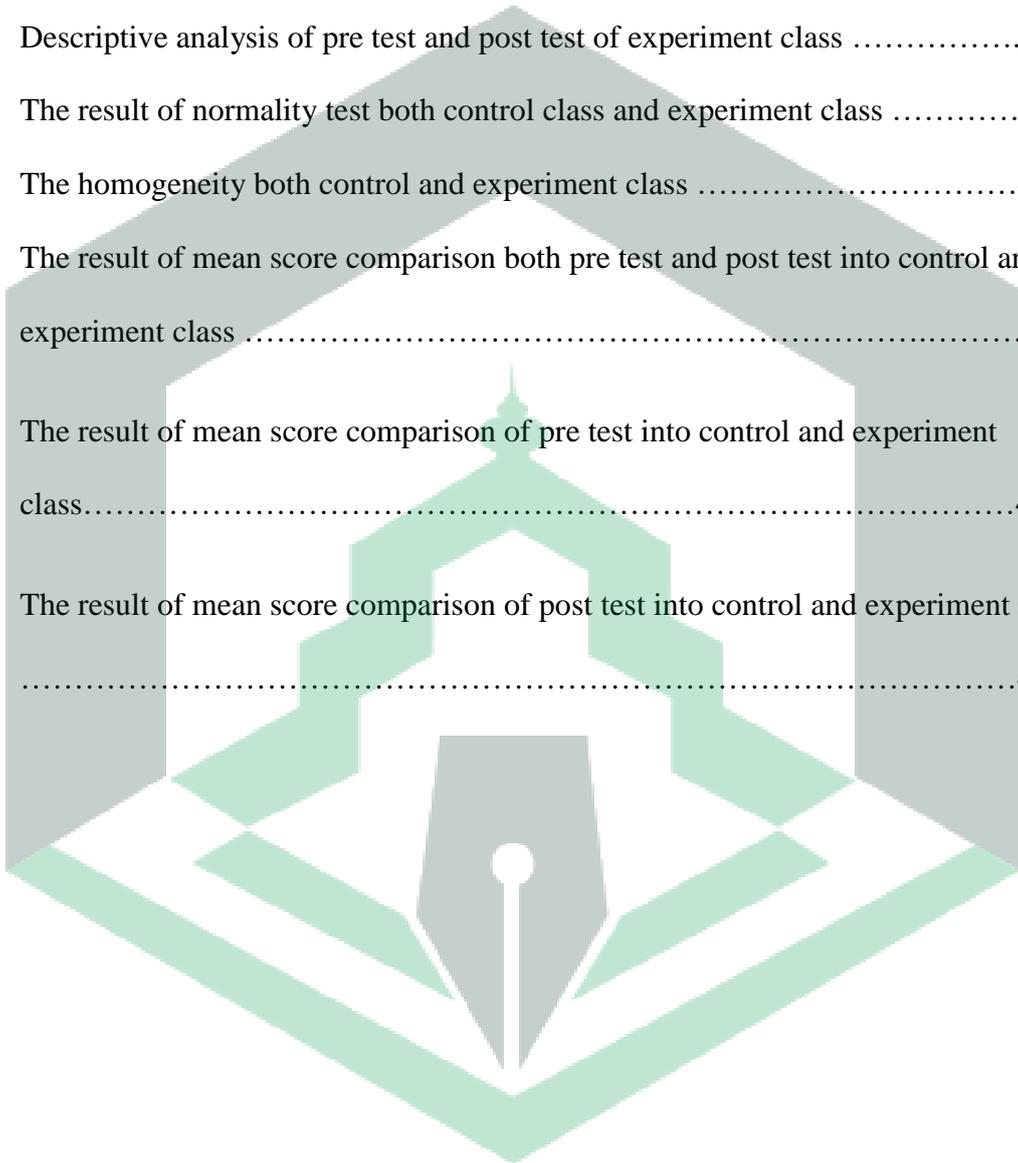
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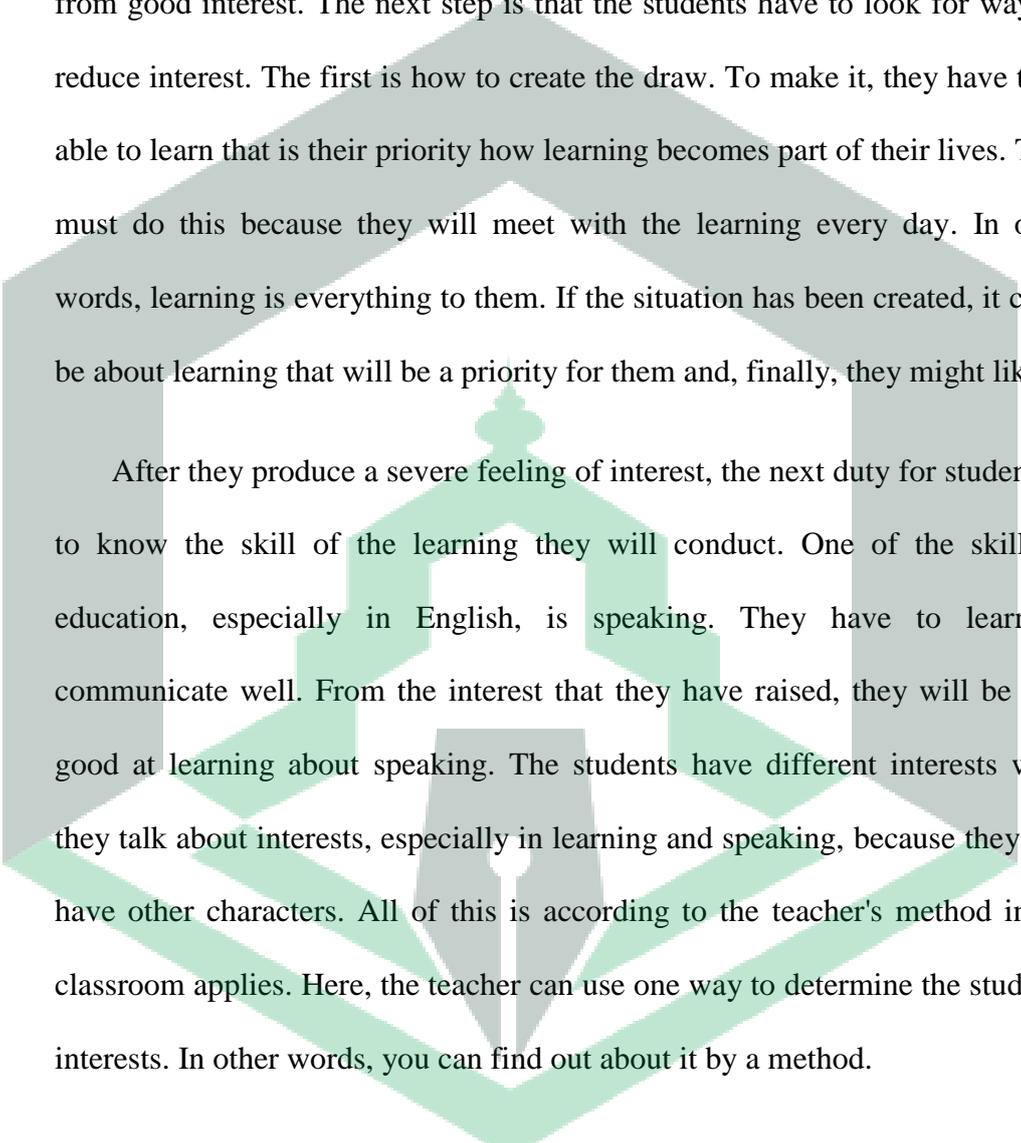
CHAPTER I

INTRODUCTION

A. Background

Learning, especially for students, is very important because it is the main component and precisely the main job. In this era, learning about something becomes a fundamental duty because they can see their results in future learning. Learning can make them bright in the future is based on their way of learning, especially in the classroom. Talking about education, they have understood many parts. For example, how learning can be comfortable for them because if they were precisely comfortable, it would be easy to learn something. This thing can be like that determines the students' seriousness about learning.

One of the components of learning is students. They become the fundamental component because if there are no students, there is precisely no learning. In other words, education and students become one way where they both need each other. How to make understanding is essential for the students and the next component. If they make it necessary, good results will be created for them in the future. The question is how to make it essential for them. This question can be answered if they have to be serious in learning about the explanation above. Feeling severe will make it easy to understand.



The central part that the students have owned to produce profound feelings, especially in learning, is fascinating. The interest here is significant because it has become the first aspect of learning. Feeling serious can arise from good interest. The next step is that the students have to look for ways to reduce interest. The first is how to create the draw. To make it, they have to be able to learn that is their priority how learning becomes part of their lives. They must do this because they will meet with the learning every day. In other words, learning is everything to them. If the situation has been created, it could be about learning that will be a priority for them and, finally, they might like it.

After they produce a severe feeling of interest, the next duty for students is to know the skill of the learning they will conduct. One of the skills in education, especially in English, is speaking. They have to learn to communicate well. From the interest that they have raised, they will be very good at learning about speaking. The students have different interests when they talk about interests, especially in learning and speaking, because they also have other characters. All of this is according to the teacher's method in the classroom applies. Here, the teacher can use one way to determine the students' interests. In other words, you can find out about it by a method.

The teacher teaching in the classroom has exactly different methods. She can apply one way based on her students' skills. If her students have good knowledge, she can use high methods. Like the statement above, all of this is according to the students' skills. After that, based on the process that will be

applied, students have precisely different interests. Here it can be known how long the interest of the students is in learning, especially in speaking.

Speaking is one of the skill in English. It has main function because speaking is the most important skill in English. By speaking many people especially students can communicate with the others. Speaking also is one of the sign that students master about English. If there is communication by using speaking skill it means that English has been comprehended because there is application from them. This is also the reason the researcher here choose speaking skill in conducting this research.

Like the condition of this class in this school. Based on the observation from the researcher students here is enough low especially in speaking skill. This thing can be like that because the method of the teacher make students are bored and lack of spirit and interest. It becomes the main component so that students' speaking skill in this school is not good. Exactly the teacher must look for suitable method because it determines the students' improvement of speaking skill.

Every method that the teacher in the classroom can apply can produce exactly their interest from the students. Especially at the SMAS YPN Noling, the teacher uses her method with the students for teaching speaking. The teacher there is trusted that her approach can make the students have exciting feelings, and then it can also make them feel comfortable in learning. As can be known, speaking is one of the skills in English that make students interested in

learning because there is a statement from most people that if they master speaking, it means that they can master English.

Like the statement above, the researcher wants to apply one method of explaining speaking skills to the students there. The researcher believes that this method can make them interested in learning English, especially speaking. This method can make it easy to understand the speaking material because the way of it is straightforward to comprehend. The technique is modifying letters how the letter here can make them know in learning to speak. In other words, they can have a good interest in learning to speak. In the last part, the effectiveness of modifying letters in learning to speak can be known. Therefore, based on the situation above, the researcher wants to research The Effectiveness of Modifying Letters in Learning Speaking at the Eleventh Grade of SMAS YPN Noling.

B. Research Question

Based on the background above, the researcher formulated a problem statement: Is there any significant difference in the students' speaking skills between students who were taught by modifying letters and those who were conducted using a conventional method at the eleventh grade of SMAS YPN Noling?

C. Objective of the Research

According to the situation above, this research has an exact objective. Therefore, the Research aimed to investigate whether there is any significant difference in improvement in speaking skills between the students who will be taught using modified letters and those who will be trained using conventional methods.

D. Significances of the Research

The significance of this research was expected to be useful for:

1. the students, give knowledge and information that modifying letter is effective to improve students' speaking skill,
2. the teachers, the result of this research can be references that using modifying letters can be good method for the teachers in teaching speaking,
3. the researcher, the result of this research, gives knowledge, information and authentic experience on the effectiveness of the modifying letter in improving students' speaking skill.

E. Scope of the Research

In doing this research, the researcher focused on the aspects of speaking like pronunciation, grammar, vocabulary, fluency, and comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this draft, the researcher found related to this research as follows:

1. Kristanto and Hartati, in their journal research which is under the title "Improving Students' Speaking Skills by using their Spoken Audio Recording in Middle School". The result shows significant improvement in the students' speaking skills from the first cycle until the last process. Using their audio recording makes it easier to express what they will say, and it is obvious.¹
2. In her journal research, Citra is under the title "Developing Speaking Skills in EFL English Course". Based on the result, it can be understood that teachers are the main component in the teaching and learning process, especially in the classroom, where they can use many strategies to improve students' speaking skills. Using a unique system, especially in teaching and speaking, the students can understand easily, and an essential part is that they can get good spirit and motivation. Based on this situation, they can improve their speaking skills.²

¹Kristanto and Hartati.(2020). Improving Students' Speaking Skill by using their Spoken Audio Recording in the Middle School.*ELT Worldwide Volume 7 Number 2. P-ISSN 2203-3037; E-ISSN 2503-2291*

²Citra. (2015). Developing Speaking Skill in EFL English Course. *Journal on English as a Foreign Language, Volume 5, Number 2*

3. Parmawati and Inayah, in their journal research, are under the title "Improving Students' Speaking Skill through English Movie in Scope of Speaking for General Communication". Based on the results, it can be seen that the use of English movies is very effective in improving the students' speaking skills. It can be seen in the improvement from the first cycle until the last process. In other words, it can be concluded that English movies can improve students' speaking skills and improve speaking classrooms in a better situation.³

4. Taufan in International Journal under the title "Improving Students' Speaking Skills through Sociodramatic Play at the Second Grade Students of SMA Negeri 2 Mamuju". The results show that there is a significant improvement in students' speaking skills. There are no students again who do not understand speaking skills. From the tests results, it can be concluded that sociodramatic play is very effective at improving students' speaking skills. In addition, most students feel interested and enjoy themselves when following the teaching and learning process in the classroom.⁴

5. Hadriana, in her research journal, is under the title "Improving Students' Speaking Skills through Communicative Activities in Small Group Discussion at the Third Semester Class A of the English Study Program of

³Parmawati and Inayah.(2019). Improving Students' Speaking Skill through English Movie in Scope of Speaking for General Communication.*ELTIN Journal, Volume 7/II*

⁴Taufan. (2020). Improving Students' Speaking Skills through Sociodramatic Play at the Second Grade Students of SMA Negeri 2 Mamuju. *ELT Worldwide Volume 7 Number 2. P-ISSN 2203-3037; E-ISSN 2503-2291*

FKIP UNRI". Based on the results, the results show that some factors influence students' speaking skills. Therefore, communicative activities in a small group discussion can improve students' speaking skills in the third-semester class A of the English Study Program of FKIP UNRI. It can be seen from the score from the first cycle until the last process.⁵

6. Eka Wilany in her research journal, which is under the title "The Influence of Demonstration Method on English Foreign Learners' Speaking Skill". This Research used 2 classes in conducting the Research: the control class and the experiment class. In the control class, the Researcher uses a discovery learning method, and in the experiment class, we use a demonstration method. Based on the result, it can be understood that, especially in the post-test experiment class using a demonstration method, the mean score is higher than the control class. It means the influence of methods skills on English foreign learners' speaking skills.⁶

7. Gudu in International Journal under the title "Teaching Speaking Skills in English Language using Classroom Activities at Secondary School Level

⁵Hadriana. (2008). Improving Students' Speaking Skill through Communicative Activities in Small Group Discussion at the Third Semester Class A of English Study Program of FKIP UNRI. *Journal of English and Education Vol.2. No. 2*

⁶EkaWilany. (2019). The Influence of Demonstration Method towards English Foreign Learners' Speaking Skill. *Anglo Saxon.Vol. 10.No. 2.P-ISSN 2301 5292. E-ISSN 2598 9995*

in Eldoret Municipality, Kenya". This Research is also very effective for English teachers teaching in the classroom.⁷

Based on the researches previously, it can be understood that many methods can improve students' speaking skills. The most important part that there is not yet use of modifying letter in learning speaking skill. Based on the situation previously, the researcher is sure that this method is effective for the students, especially in learning to speak. From the result later can be the first research about the effectiveness of modifying letter. Therefore, she wants to conduct Research into The Effectiveness of Modifying Letter in Learning Speaking at the Eleventh Grade of SMAS YPN Noling.

B. Some Pertinent Ideas

1. Speaking skill

a. Definition of Speaking

According to the Oxford Advanced learner's Dictionary, speaking is the activity of saying words, to say or to talk, saying something about something and a condition, or it can be said to have a conversation with somebody and address somebody in words. While Harmer (2001) says, "they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation or speaking. The transaction function here aims to convey information and

⁷Gudu. (2015). Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality Kenya. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Vol.6, No.35

facilitate the exchange of goods and services. In contrast, the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is also a productive skill because we produce the language and knowledge".

Based on the explanation from the experts above, the Researcher concludes that speaking is one of the skills in English that has a primary function in daily life. It can be like that because, in speaking skills, there is prior knowledge so that if we speak with other people, we can share exactly and inform the new understanding. Besides that, if someone has a master's of speaking, it can be said that they have a master's in English because applying the knowledge is the main component of learning something.

b. Types of Speaking

According to Brown (2004), there are five basic types of speaking. The first is imitative. It performs the ability to imitate a word, phrase, or sentence, especially in English. The second is intensive. It serves the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The third is responsive. It includes the ability to perform short conversations or daily activities, standard greetings and small talk, simple requests and comments. The fourth is interactive. Its characteristics are the same as responsive characteristics, but the difference between responsive and interactive speaking is in the length and complexity

of the interaction. The last is extensive. It is an oral production task, including speeches, presentations, and storytelling.

According to Brandi (2017), there are three types of speaking, especially in communication in daily life. Such as:

1) Demonstrative Speaking

Demonstrations speaking here are demonstrations and role-play. This type of speaking requires speaking clearly and concisely to describe actions and perform those actions while speaking. For example, a demonstrative speaker may explain the process behind generating power while cycling to power a toaster. The idea behind expressive speaking is that the audience members leave with the knowledge of how to do something.

2) Informative Speaking

Informative speaking here if the speaker is trying simply to explain a concept to the audience members. College lecture courses involve informative speaking, industry conferences and public officials sharing vital information. In this type of speaking, knowledge is what is essential. The speaker is not trying to get others to agree with him or show them how to do something for themselves. Instead, he is disseminating vital information.

3) Persuasive Speaking

Persuasive speaking here tends to be the most glitzy. Politicians, lawyers and clergy members use persuasive speaking. This type of

speaking requires practising voice inflections and nuances of language that will convince the audience members of a particular viewpoint. The compelling speaker has a stake in the outcome of the speech. Politicians, for instance, may want votes or a groundswell of support for a pet project, while lawyers are trying to convince a jury of their position and clergy members are trying to win others over to their faith. The persuasive speaker uses emotional appeals and strong language in speeches.⁸

Based on some explanations from the expert above, it can be understood that there are two basic types of speaking. The first is plain speaking. We talk directly here if we communicate with other people directly without using any media or technology. The second is indirect speaking. We use technology if we speak or talk with other people in plain-speaking here. For example, we use social media to communicate about something.

c. Activities to Improve Speaking

According to Harmer (2001), there are some activities to improve speaking skills, especially for students in the classroom. The first is discussion. It happens when one person faces another person to talk to each other about his feelings, opinions, ideas, or something. The second is questionnaires. It is a collection of some questions that aims to collect data

⁸Brandi. Types of Speaking. What Are the Different Types of Public Speaking? (penandthepad.com. Accessed on July, 2nd, 2021)

from the number of people. The third is a simulation and role-play. They are examples of a set of events that the teacher uses to teach students how to do something in daily life.

Kavi (2001) states that some activities can develop students' speaking skills. The first is role-playing. This is a role-playing activity if the teacher usually asks the student to question another student's identity or character and additional information, such as hobby or life. The second is storytelling. In this part, the teacher usually asks the students to read a story several times. Then they ask the students to retell it. This activity can also be conducted in pairs, where one student reads the report. After that, another student retells it. The third is a picture that describes. This activity tells if the teacher usually gives the students pictures, then they ask them to mention or explain the characteristics of the images.

Based on some explanations from the expert above, the Researcher concludes that some basic activities can improve students' speaking skills. The first is to review the materials they have given at the school. This is very effective to achieve their knowledge. The second is they always have to practice conversation. They can invite their friends to join some conversation. The third is memorizing the vocabulary. This part is essential because vocabulary is the main component in English, especially in speaking skills.

d. Scoring for Speaking Skill

According to Brown (2004), speaking is a productive skill that experts or researchers can directly observe. Here the researcher explained the material of speaking by using modified letters, and then the researcher gave the test to find out the effectiveness of this method. Besides that, she will also record their speech and listen and then rewrite it for an advanced score. Both the experiment and the control group will be used for the rating score and the scoring rubric. Here the researcher used the scoring rubric proposed by Haris (1969) and Brown (2004) with little change to score the students' results on the speaking test.

Here is the table of the rating scale.

Pronunciation	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally misunderstandings.
	2	It is tough to understand because of pronunciation problems. I must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible

Grammar	4	Occasionally, it makes grammatical or word order errors that do not, however, obscure the meaning.
	3	Makes frequent errors in grammar and word order, which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict to basic patterns
	1	Errors in grammar and word order are as severe as to make speech virtually unintelligible
Vocabulary	4	Sometimes we use inappropriate terms or rephrase ideas because of lexical inadequacies
	3	We frequently use the wrong words. The conversation is somewhat limited because of inadequate vocabulary.
	2	Misuse of words and minimal vocabulary make comprehension quite tricky.

	1	Vocabulary limitations so extreme as to make conversation virtually are
Fluency	4	Speed of speech seems to be slightly affected by language problems.
	3	Speech and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language limitations.
	1	Speech is as halting and incomplete as to make conversation virtually impossible
Comprehension	4	Understand nearly everything at average speed, although occasional repetition maybe necessary
	3	Understands most of what is said at a slower than usual speed with repetition
	2	It has incredible difficulties following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions

	1	Cannot be said to understand even simple conversational English
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Table 1. Scoring for speaking skills

2. Modifying Letter

According to Buzan (2020) in dictionary.com, modification is a change in making something. For example, in the learning process, we can change the structure of one language and become a simple structure. In other words, all of it is modified to become an easier way. Later students can get new vocabulary and then it can use to make the sentence in applying speaking skill.

Mary (2020) explains that modification is changing something and can be done by using modification in every part. According to Bruce (2009), writing, lettering, and type represent three distinct methods of creating letters or sentences. The goal is to make it easier for students to understand one material. A written letter or word is designed with very few words written. Implement think of cursive handwriting or a simple note.⁹

Based on the experts' explanation above, it can be understood that the modification here is to change or create a good word letter. Finally, we can know that the letter becomes a good word in English using this method. Besides that, modifying letters here also changes the type of word so that we

⁹Bruce. 2009. *Lettering & TYPE. Creating letters and designing typefaces.* Princeton Architectural Press, New York

can understand it. Later, students will be given random letters and then have to change or arrange them to become good words. This is the key to modifying a letter.

3. Teaching Speaking Skill by Using Modifying Letter

Modifying letter here is the researcher gives random letter into the students. The researcher can choose about the word either verb, noun or adjective. The next step the researcher writes all of the random letter in white board. After that the students modify or arrange the random letter become good word. Then all of good words can be used by them to ake sentences and then can be applied in speaking skill.

Based on the explanation previously the researcher concludes that one of the methods in teaching speaking is by using modifying letter. The teacher here just provides random letters and then the students modify them. After modifying they can make good sentences and then they can practice their speaking skill. By applying this method they can get many new words. After that all of the new words can be good sentences and finally they can speak with them.

C. Conceptual Framework

The researcher tried to formulate the conceptual framework that is relevant to this research as follows:

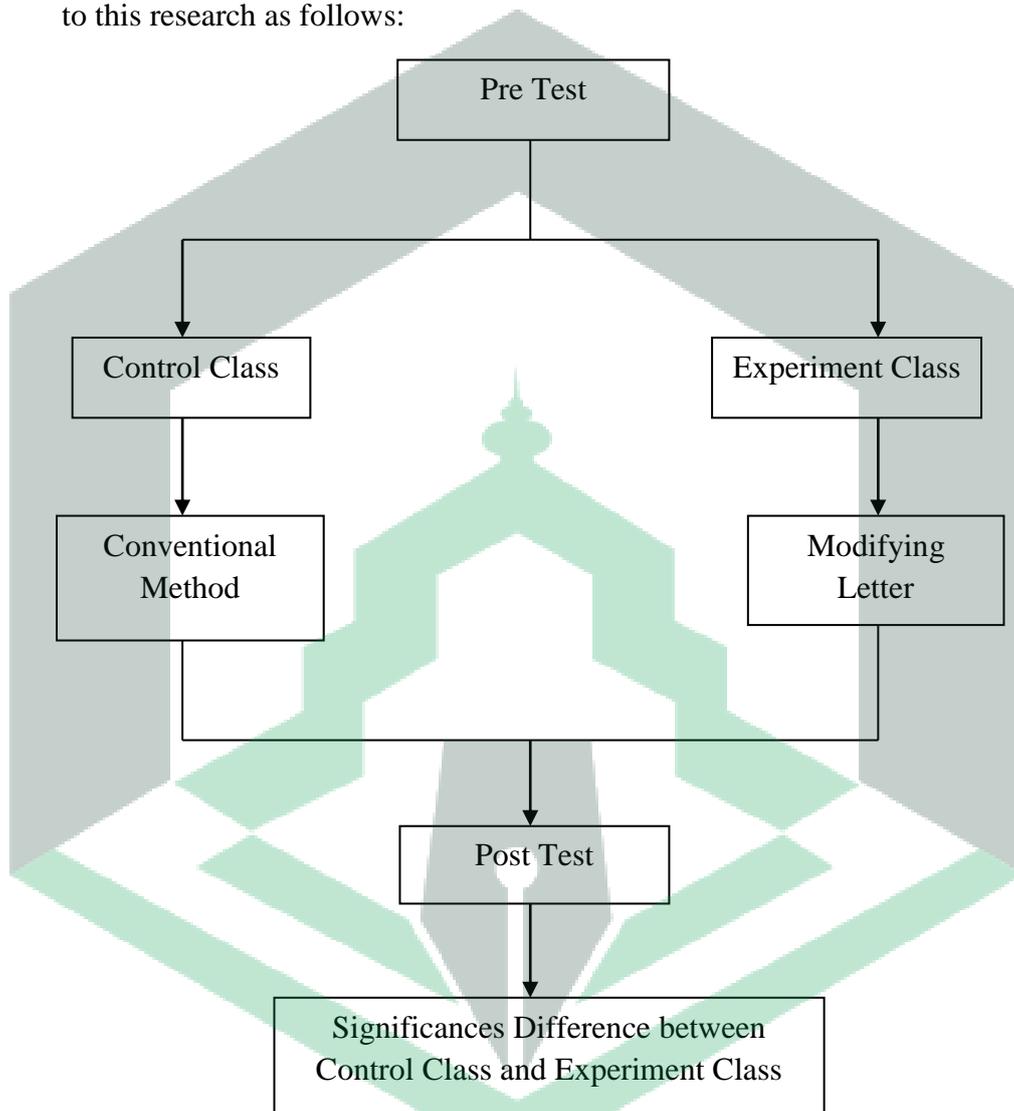


Figure1. The chart of research design

From the chart above, it can be known that before applying the method, the Researcher here gave the pres test for two classes. The class here was divided into a control class and an experiment class. The pretest is here to

know the result of prior knowledge of both speaking skills. After giving the pretest, she taught the control group using conventional methods or teaching like usual. While in the next class, she taught speaking skills by using modified letters in the experiment class.

After teaching either in the control or experiment class, she gave the test again. The difficulty here is post-test. Sharing the post-test here is given to the control and experiment class. In the last part, it can be understood that there are significant differences between power and experiment class using letters was.

D. Hypothesis

1. h_0 : There is no significant difference in learning modified speaking between the students taught using modified letters and those trained using conventional methods in the eleventh grade of SMAS YPN Noling.
2. h_1 : There is a significant difference in learning to speak between the students who are taught using modified letters and those who are trained using conventional methods in the eleventh grade of SMAS YPN Noling

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used quantitative research methods. The researcher used this method to explain phenomena by collecting numerical data that are analyzed using mathematically based methods, particularly statistics (Aliaga and Gunderson: 2002 in Muijs). In this research, quantitative data refers to statistical analysis to calculate the numeral data gathered and analyze it using correlation analysis. These data are expressed in mathematics and must be evaluated and interpreted using appropriate statistical procedures. Therefore, in this part, she used quasi-experimental research design. Experimental research here is the way to find the causal relationship between the two factors that was applied by researcher. In doing empirical research, two groups are usually involved and compared to see the effectiveness of treatment.

In using the quasi-experimental design named Pre-test and Post-test. This research used pretest and post-test to obtain the data. According to Best (1995: 151), the creation of the experiment can be described as follows.:

Experiment Group	O1	X1	O2
Control Group	O1	X2	O2

From the table above, it can be understood that two groups were employed in this design. One group was the experiment group. It received treatment (X1), while the second group was the control group. It also received another treatment. In this part, the conventional method (X2). Both groups received a pretest (O1) to obtain the first data. Then, the experiment group was given the treatment of using the modified letter (X1) while the control group used a conventional method (X2). Finally, both groups were given a post-test (O2) to obtain the second piece of data. The effectiveness of modifying letters and the relative improvement of the two groups can be seen from the mean score, the post-test, minus the pretest score of the two groups.

B. Location and Time of the Research

The location of this research at SMAS YPN Noling on Jalan Trans Sulawesi, Noling South Sulawesi. The researcher in doing this research at about 1 month.

C. Variable Operational Definition

1. Letter is the component of language that can be used for the students in making sentences,
2. Speaking is one of the skill in English that very important. It can be like that because the main point of understanding of English if can be applied in speaking skill.

D. Population and Sample

According Cited in Best 1995, the population is a group of individuals with one or more exciting characteristics. In this research, the population is the eleventh grade of SMAS YPN Noling in the academic year 2021-2022. It is located. There were two classes there; each type had 24 students. It means that the total population is 48 students. The students of control class consist of 24 students and in the experiment class also same were 24 students

E. The Technique of Collecting Data

In this research, the researcher used tests to collect the data. These are some techniques that were used, namely:

1. The researcher observed the location and population that would be carried out. This research was conducted in two classes or groups: the experiment and control groups. Before applying the treatment using modified letters, the researcher gave the pretest to the students in both categories, either experiment or control group, to find out the homogeneity of skills. Here the students come forward one by one in front of the class. This activity can show the result of the pretest.
2. The treatment that was applied in the experiment group was modifying letters. Here, the researcher explained the definition, function, and use of modified modes to improve speaking skills. While the researcher in the control group applied conventional methods in teaching speaking. The

traditional approach here is, as usual, explaining thoroughly the speaking skill and how to use it in daily life,

3. Post-test was given after finishing the treatment in both the control and experiment groups. The Researcher used this test either in an experiment group or a control group. Finally, the Researcher calculated the result from both of the results.

F. Instrument of the Research

In this research there are some instrument of the research such as pre test, modifying letter, and post test. All of the instruments previously can be used to get the result of this research. Pre test here was conducted by the researcher by using test to find out the students' prior knowledge before giving the treatment. After giving the treatment the researcher gave the test again into the students. The name of this test was post test to find out the effectiveness of modifying letter for their speaking skill.

G. Variable of the Research

A variable is a [factor](#) that can change in quality, quantity, or size, which you have to take into [account](#) in a [situation](#)¹⁰. In this research there were two variables, like a dependent variable and an independent variable. Dependent variables are variables or characteristics that can be changed and improved by the students. In other words, a dependent variable here is the ability or skill of the students' speaking skill. While independent variables are conditions or

¹⁰ [Variable definition and meaning | Collins English Dictionary \(collinsdictionary.com\)](#). Accessed on April 19th, 2022 at 11.15 am

characters that cannot change like phenomena. In this part can also be the way, strategy or method that will be applied method to the students. Therefore, the independent variable here is the modified letter.

H. Technique of Data Analysis

In analyzing the data, the Researcher used Kolmogorov-Smirnov and Shapiro-Wilk. This technique was used to test whether there is a significant difference between the two variables that will be tested. Before analyzing the data, it is necessary to calculate the data into statistical calculation. The Researcher used a tested formula to calculate the data. A test was used to find whether there were scores between the students' scores in learning to speak by using modified letters and conventional methods. The experiment group was the X1 variable, and the control group was the X2 variable. All of the techniques of data analysis above were analyzed using SPSS.

The formula of t_{test} will be expressed as follows

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_N}{N}$$

Where:

X: Sample

N: Sample Total

Before the calculation of t_{test} , some procedures will be used, namely:

1. Determining Standard of Deviation Score of Variable

$$S = \sqrt{\sum \frac{(x_1 - \bar{x})^2}{n}}$$

2. Determining Error Standard of Mean Score

$$SE_{M_x} = \frac{SD_X}{\sqrt{N-1}}$$

I. Validity and Reliability of the Instrument

1. Validity

Muijth (2004:67) state that validity is probably the single most important aspect of the design of any measurement of the instrument educational research. It can be conclude that validity is the process that refers how to make the suitable test measures what it is purported to measure. According Latif (2011: 223) valid means correct.¹¹ It means that when the researcher claims that the result of students writing assessment is valid, the researchers convinced that the speaking assessment result correctly reflects the students' speaking skill. Validity is very important because one of main characteristic of test without having this characteristic a test is not important

2. Reliability

In this case, before the researcher conduct research in this class, the researcher made a test and then the researcher asked two experts to give correction about this test, such as fluency, accuracy, and comprehensibility. After that, the researcher revises the test. Finally the researcher tried it out to at about 15 students to know how far the reliability of the instrument. The

¹¹ Latif dalam buku Ridwan (2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)

researcher used SPSS 22 version to account the data collected. So the researcher know whether this test have reliability or not



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These findings consist of a descriptive analysis of the pre and post-test control class or experiment class, normality test, homogeneity, and t-test value.

1. The score of pretest and post-test in the control and experiment class

No	Control Class		Experiment Class	
	Pre test	Post test	Pre test	Post test
1	30	55	20	55
2	35	60	25	65
3	35	60	20	55
4	20	70	20	50
5	45	75	20	55
6	20	55	30	70
7	25	55	20	50
8	30	60	30	65
9	40	65	40	75
10	25	55	40	80
11	50	80	20	60
12	20	55	20	55
13	20	55	20	60
14	30	60	20	55

15	35	65	20	55
16	20	55	35	75
17	20	50	20	60
18	35	60	35	80
19	25	55	35	75
20	25	60	20	60
21	20	55	20	55
22	25	60	25	65
23	30	70	25	80
24	30	75	40	75

Based on the table above, it can be understood that every student is either in the control class or experiment class before applying the method the Researcher gave the test. The name of this test was pretest. After that, both of the courses used the technique. In the control class, she applied conventional methods, while in the experiment class, she applied modified letters. The test result is either pretest or post-test in the control class, and the experiment class can be seen from the table above.

2. This is a descriptive analysis of the pretest and post-test of the control class

Descriptive				Statistic	Std. Error
Pre test	Mean			28.75	1.709
	95% Confidence Interval for Mean	Lower Bound		25.21	
		Upper Bound		32.29	
	5% Trimmed Mean			28.10	
	Median			27.50	
	Variance			70.109	
	Std. Deviation			8.373	
	Minimum			20	
	Maximum			50	
	Range			30	
	Interquartile Range			15	
	Skewness			.917	.472
	Kurtosis			.445	.918
	Post test	Mean			61.04
95% Confidence Interval for Mean		Lower Bound		57.75	
		Upper Bound		64.33	
5% Trimmed Mean				60.60	
Median				60.00	
Variance				60.824	
Std. Deviation				7.799	
Minimum				50	
Maximum				80	
Range				30	
Interquartile Range				10	
Skewness				1.047	.472
Kurtosis				.309	.918

3. The descriptive analysis of pre test and post test experiment class

Descriptive			Statistic	Std. Error	
Pre test	Mean		26.00	1.500	
	95% Confidence Interval for Mean	Lower Bound	22.90		
		Upper Bound	29.10		
	5% Trimmed Mean		25.56		
	Median		20.00		
	Variance		56.250		
	Std. Deviation		7.500		
	Minimum		20		
	Maximum		40		
	Range		20		
	Interquartile Range		13		
	Skewness		.837	.464	
	Kurtosis		-.834	.902	
	Post test	Mean		64.40	2.088
		95% Confidence Interval for Mean	Lower Bound	60.09	
		Upper Bound	68.71		
5% Trimmed Mean			64.11		
Median			60.00		
Variance			109.000		
Std. Deviation			10.440		
Minimum			50		
Maximum			85		
Range			35		
Interquartile Range			20		
Skewness			.411	.464	
Kurtosis			-1.141	.902	

4. These are the result of normality tests in both control class and experiment class

Tests of Normality (Control Class)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.173	24	.062	.885	24	.010
Post test	.261	24	.000	.857	24	.003

a. Lilliefors Significance Correction

Tests of Normality (Experiment Class)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.308	25	.000	.767	25	.000
Post test	.183	25	.030	.907	25	.026

a. Lilliefors Significance Correction

5. These are the homogeneity of both control and experiment classes, where:

a. h₀: Data has the same variant (homogenous)

b. h₁: Data different variants (heterogenous)

Test of Homogeneity of Variances

Value of Control Class

Levene Statistic	df1	df2	Sig.
.192	1	46	.664

Test of Homogeneity of Variances

Value of Experiment Class

Levene Statistic	df1	df2	Sig.
4.144	1	48	.047

Criteria:

- If probability (sig.) > 0.05, it means that h0 is accepted
- If probability (sig.) < 0.05, it means that h0 is rejected

6. T-test Value

The result of mean score comparison of both pretest and post test into control and experiment class

		Score Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control Class	Pre test Post test	-32.292	6.252	1.276	-34.932	-29.652	-25.304	23	.000
Experiment Class	Pre test Post test	-38.400	4.726	.945	-40.351	-36.449	40.628	24	.000

Output Analysis:

Hypothesis for the first case

h0: There is no difference in the score between the pre test and post test in the control class

h1: There is a difference between the pretested and post-test scores in the control class.

Criteria for making a decision:

- If probability (sig.) > 0.05 , it means that h0 is accepted
- If probability (sig.) < 0.05 , it means that h0 is rejected

Hypothesis for the second case

h0: There is no difference in the scores for the pretest and post-test in experiment class

h1: There is a difference in the score for the pretested and post test in experiment class

Criteria for making a decision:

- If probability (sig.) > 0.05 , it means that h0 is accepted
- If probability (sig.) < 0.05 , it means that h0 is rejected

The result of the mean score comparison of pre test into control and experiment class can be seen in the table below:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Pre Test Score	Equal variances assumed	.024	.878	1.212	47	.232	2.750	2.269	-1.814	7.314
	Equal variances not assumed			1.209	45.951	.233	2.750	2.274	-1.828	7.328

Analysis:

There is two steps analysis, namely:

- a. By *Levene's Test*, are both samples of population variants the same (homogeneous) or different (heterogeneity)?

Hypothesis:

H_0 : Both population variant are same (homogen)

H_1 : Both population variant are different (heterogen)

Criteria:

If probability (sig.) > 0.05 , its means that H_0 is accepted

If probability (sig.) < 0.05 , it means that H_0 is rejected

- b. By *t-test* for the same variant, assuming

Hypothesis:

H_0 : There is no score difference in the pretest into control and experiment class

h1: There is a score difference in the pretest in control and experiment class

Criteria:

If probability (sig.) > 0.05, it means that h0 is accepted

If probability (sig.) < 0.05, it means that h0 is rejected

The result of the mean score comparison of post test into control and experiment class can be seen in the table below:

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
Post Test Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Score	Equal variances assumed	4.374	.042	-1.271	47	.210	-3.358	2.641	-8.672	1.955
	Equal variances not assumed			-1.279	44.368	.208	-3.358	2.626	-8.649	1.932

Analysis:

There is two steps analysis, namely:

- By *Levene's Test*, are both samples of population variants the same (homogeneous) or different (heterogeneity)?

Hypothesis:

h0 : Both population variant are same (homogen)

h1 : Both population variant are different (heterogent)

Criteria:

If probability (sig.) > 0.05 , it means that h_0 is accepted

If probability (sig.) < 0.05 , it means that h_0 is rejected

b. By *t-test* for the same variant, assuming

Hypothesis:

h_0 : There is no score difference in the post-test in control and experiment class

h_1 : There is a score difference in different post-test in control and experiment class

Criteria:

1) The probability (sig.) = $0.208 > 0.05$ means that h_0 was accepted, and there is no different score in the control and experiment class.

B. Discussion

The technique is modifying letters how the letter here can make them know in learning to speak. In other words, they can have a good interest in learning to speak. In the last part, the effectiveness of modifying letters in learning to speak can be known.

Based on the findings that can be seen in the output paired sample test, it can be understood that the probability was $0.000 < 0.05$. It means that h_0 was rejected. Therefore, a difference in the scores in the pretest and post-test experiment classes explained why the modified letters were more effective. It

can be seen based on the pair sample test table of the-test and post test, either control class or experiment class, which in the experiment class was higher than in the control class.

Based on the normality test using Kolmogorov-Smirnov, who was gotten for the pre test in control class sig. 0.062 > 0.05 means that variable data distribution was normal. For the post test in control class sig. 0.000 < 0.05, which means that variable data distribution was not expected. For the pre test in experiment class sig. 0.000 < 0.05 means that the variable data distribution was not expected. The last post test in experiment class, sig. 0.030 < 0.05 means that the variable data distribution was not expected.

While based on a normality test using Shapiro-Wilk, it was gotten for pre test in control class sig. 0.010 < 0.05 means that the variable data distribution was not expected. For the post-test in control class sig. 0.003 < 0.05, which means that variable data distribution was not expected. For the pretest in experiment class sig. 0.000 < 0.05 means that the variable data distribution was not expected. The last post-test in experiment class sig. 0.026 < 0.05 means that the variable data distribution was not expected.

Like the theory in the chapter before, especially from Hadriana, by using communicative activities in small group discussion, the researcher here used modifying letters to improve students' speaking skills. In the application here, the students changed or arranged the Researcher's words. Many random letters have to be set or changed, and then they can be gotten into the new terms. The note here is the main component in improving their speaking skills.

From this activity, it can be understood that modifying letters was adequate for the students, especially in improving their speaking skills. This thing can be like that because they did good and enjoyed activities for example there are many interaction and feedback between researcher and students like the theory above but got a lot of knowledge. One of the aspect of the interaction most of students gave good spirit during conducting this research. The result showed that their speaking skills were improved and, in other words, modifying letters were effective.

The real improvement can be seen from the table in the findings that there is a difference in scores between control and experiment classes. The results showed that modifying the letter was effective, complete with the result either in mean score or t-test table value.

Based on the researches previously on chapter 2, it can be understood that many methods can improve students' speaking skills. The most important part that there is not yet use of modifying letter in learning speaking skill. Based on the situation previously, the researcher is sure that this method is effective for the students, especially in learning to speak. Finally from the final result of this research can be seen that modifying letter was effective in learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the Researcher concluded that from the paired sample test, it understood that the probability either control class or experiment class was $0.000 < 0.05$. It means that H_0 was refused. Therefore, a difference in the score in the pretest and post-test-control class explained why modifying that letter was effective. It can be seen based on a pair of sample test tables of the pretest and post-test- either control class or experiment class.

Based on the explanation above, it can be understood that the mean score of the experiment class was higher than the control class. It showed that modifying letters was more effective than the conventional method.

B. Suggestions

Based on the result of this Research and the conclusion above, the Researcher gave some suggestions as follows:

1. in teaching English skills, especially speaking skills, the teachers have to use reasonable methods for the students,
2. before applying the method, the teachers should conduct observations to find out the students' prior knowledge. Based on this, it is a suitable method for them.

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APPENDICES

**SINSTITUT AGAMA ISLAM NEGERI PALOPO**
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
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SURAT KETERANGAN
No.1239/In.19/FTIK/PBI/PP.00.9/04/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Sulvianti
NIM : 15 0202 0032
Semester : XIV (empat belas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22%. Sebagaimana lembar hasil uji terlampir.

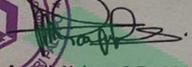
Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 26 April 2022

Admin Turnitin PBI,


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Mengetahui,
Ketua Prodi,


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LEMBAR VALIDASI SOAL

PRE-TEST

Judul Penelitian : The Effectiveness of Modifying Letter in Learning Speaking at The Eleventh of SMAS YPN Noling

Peneliti : Sulvianti

NIM : 15 0202 0032

Prodi : Bahasa Inggris

Petunjuk:

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal Isian dan Essay dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang Baik

5 : Sangat Baik

3 : Cukup Baik

No.	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indicator pencapaian hasil belajar .				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahas yang digunakan pada soal dengan kaidah bahas Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 09, Mei 2021

Validator

(Tri Endar Yogi, S.Pd., M.Pd)



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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Nomor : 301/PENELITIAN/12.11/DPMPTSP/X/2021
Lamp : -
Sifat : Biasa
Perihal : ***izin Penelitian***

Kepada
Yth. Ka. SMAS YPN Noling
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2023/In.19/FTIK/HM.01/10/2021 tanggal 26 Oktober 2021 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Sulvianti
Tempat/Tgl Lahir	: Noling / 20 Agustus 1997
Nim	: 15 0202 0032
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Lingk. Kambuno Kelurahan Noling Kecamatan Bupon

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF MODIFYING LETTER IN LEARNING SPEAKING AT THE ELEVENTH GRADE OF SMAS YPN NOLING

Yang akan dilaksanakan di **SMAS YPN NOLING**, pada tanggal **29 Oktober 2021 s/d 29 November 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 1 1 9 3 1 5 0 0 0 2 5 5



Diterbitkan di Kabupaten Luwu
pada tanggal 29 Oktober 2021

Kepala Dinas,

Drs. H. RAHMAT ANDIPARANA

Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Sulvianti;
5. Arsip.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN
SMAS YPN NOLING

Alamat: Jln. YPN noling Kel. Noling Kec. Bupon Kab. Luwu 91993

SURAT KETERANGAN SELESAI MENELITI

Nomor : 221 /SMA YPN/ XI / 2021

Yang bertanda tangan di bawah ini:

Nama : PARDI MIRANI, S. Pd
Nip : -
Jabatan : Kepala Sekolah
Unit Kerja : SMAS YPN Noling

Menerangkan bahwa sesungguhnya bahwa:

Nama : SULVIANTI
Nim : 15 0202 0032
Asal Perg Tinggi : IAIN (palopo)
Jurusan : Pendidikan bahasa inggris
Fakultas : FTIK

Telah melaksanakan penelitian di SMAS YPN Noling, pada tanggal 29 Oktober 2021 s/d 29 November 2021 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul
**THE EFFECTIVENESS OF MODIFYING LETTER IN LEARNING SPEAKING AT
ELEVENTH GRADE OF SMAS YPN NOLING**

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.



23 November 2021
Kepala Sekolah,
PARDI MIRANI, S. Pd



The researcher gave the preface to the students before explaining the material about speaking



Students' pre test in control class



Students' pre test in experiment class



Students' post test in control class



Students' post test in experiment class

