IMPROVING STUDENTS` SPEAKING SKILL BY USING RETELLING STORY THROUGH PANTOMIME AT THE SECOND SEMESTER OF ENGLISH STUDY PROGRAM TARBIYAH DEPARTMENT STAIN PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By:

SUARDI SAHID
Reg. Num. 09.16.3.0102

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Palopo , 26th june 2013

The researcher

NOTA DINAS PEMBIMBING

Hal　　: Skripsi

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Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

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Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

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Declares that this thesis he wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state College for Islamic Studies Palopo entailed,`` Improving Student`s Speaking Skill by Using Retelling Story Through Pantomime at the Second Semester of English Study Program Tarbiyah Department STAIN Palopo". Is truly my original work. It does not incorporate any materials previously written or published by another person except those 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.

Palopo, January 18th 2013

Researcher

SUARDI SAHID
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ABSTRACT

Suardi Sahid, 2013. *Improving Students` Speaking Skill by Using Retelling Story Through Pantomime at the Second Semester of English Study Program Tarbiyah Department STAIN Palopo.* Thesis, English Study Program Educational Department in State Collage for Islamic Studies (STAIN) Palopo. Supervised by Dr. Masruddin, S.S., M.Hum. And Wahibah, S.Ag., M.Hum.

Keyword: Retelling Story, Pantomime, and Speaking skill.

This thesis focuses on the improvement of students` Speaking skill at STAIN Palopo by retelling story through pantomime. This thesis focused on two research questions; is pantomime effective to improve the students` speaking at English Study Program Tarbiyah Department STAIN Palopo? And are the students` interested in learning speaking through pantomime?

This researcher applied experimental research with pre-test and post-test design. This research was undertaken at the second semester English Study program Tarbiyah Department STAIN Palopo. The numbers of population were 120 students and the researcher took 33 students from class A as samples using purposive sampling technique. The researcher used questionnaire as instruments of the data collection.

The result of this research shows that there were significant developments on students` speaking skill at the second semester English study Program Tarbiyah Department STAIN Palopo after conducting the treatments by using Retelling Story through Pantomime. In which the score of t_{test} (6,23) is bigger than the score of t_{table} (2,03). It means that Retelling Story through pantomime gives significant improvement to the students` speaking skill. In addition, the researcher found almost all of the students gave positive responds toward retelling story through pantomime in improving speaking skill.

IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Pantomime is the art motion that hides meaning inside. We watch it, we enjoy it, and became curious to seek for the meaning behind it. Pantomime has been being the entertainment since 1717 from the traditional dumb show in the eighteenth and nineteenth century in French and English.[1] This is a kind of show that attracts the audience from beginning of the performance until the end.

Pantomime is the art of creating the illusion of reality by dealing with imaginary object or situation.[2] It`s art rests on the ability to imply weight, texture line, rhythm and for the air around them.

The illusion of reality that is represented by the funny and interesting motion that makes the audience will be curious to guess and know the answer of the motion. Thus making pantomime as one of the alternative media for classroom will provide the chance for the students not only to enjoy such a mazy   entertainment but also to practice their speaking ability by guessing the idea behind the motion.

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[1]Anonym http://christmas-celebrations.org/185-pantomime.html, accessed on Monday 03 April 2012

[2]Andri Irawati Rahman, *Encouraging students to speak English through pantomime* (A Published Thesis (Faculty Of Language and Arts Makassar State University2001), p.4

Teaching speaking in classroom needs a method to make the students active and improve in speaking English which are most important to the English lecturer find solutions by creating effective technique in teaching speaking ability.

The use of pantomime as a media in the classroom will also create an interesting classroom atmosphere considering the pantomime itself as one of the entertainments. The crucial question is how to improve their speaking in using English especially in social interaction either in or outside the classroom. The facts there are many students who still cannot speak English well, even though they know the grammar.

Therefore, the students should be given much motivation to improve their speaking in this case they should be much involved in the classroom activity ,teacher of English as a foreign language need to be more innovative, creative and have an important role to make their lesson interesting. They should use a wide variety of materials to enhance, foster and motivate students to improve their speaking.

Related to the difficulties of speaking, lecturer should give more attention in teaching speaking skill to increase the students` ability to speak English. One of the ways to increase the students` attention in speaking is to provide media, which are interesting to them. By presenting the lesson in such ways, the students are expected to practice using the language function learned with a partner or group to be more successful in learning English, especially in speaking.[3] To enhance an interesting classroom, the teacher should not stop trying to discover techniques that are suitable

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[3]Maryati, *Bahasa Inggris Maestro*, Klagen CV : Hasan Pratama, p1

to different learning tasks. In this occasion, the writer will introduce pantomime as one medium which we can use in teaching learning process.

Pantomime as an entertainment that can be used as a medium in teaching speaking illusion, pantomime portrays concrete emotions and situation by means of conventional gestures, body movement or physical statement. Through pantomime the students can express their opinion about what the pantomime tells.

The lecturer sometimes fined difficulties in doing pantomime. For this case the teacher can present pantomime directly or by using video. In every level of university sometimes there are many students still lack of speaking skill, especially in second semester, students less of speaking skill is also experienced by the students of STAIN Palopo. Based on the preliminary research that the researcher got on September 29th 2012, by interviewing the students and English lecturer of STAIN Palopo, the students at 2nd semester of STAIN Palopo are 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 semester of STAIN Palopo, most of the students could not answer the question perfectly.

Hopefully, the students at the second semester of English Department could spend more time to speak English especially in giving ideas, asking question and responding or answering in English through pantomime, which then is hoped to

accustom them to speak truly without feeling anxiously to continue use skill on their own, becoming more proficient and creative.[4]

In relation to the problem of speaking English faced by the students, the writer would like to search the effect of pantomime to improve the student`s to English speaking and their interest in learning speaking. Considering the statement above, the writer will carry out the research on **Improving Students` Speaking skill by using Retelling Story Through Pantomime at the second semester students` of English Study Program Tarbiyah Department STAIN Palopo.**

B. Problem Statements

Related to the issues put forward in the background, the writer formulated research question as follows:

1. Is pantomime effective to improve the student`s speaking at the Second Semester Students` of English Study Program Tarbiyah Department STAIN PALOPO?

2. How is the students` interest towards the use of pantomime at the Second Semester Students` of English Study Program Tarbiyah Department STAIN PALOPO?

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[4]Penny Ur, *A Course in Language Teaching*, Jakarta: 2009, p. 144

C. Objectives of the Research

The objectives of this research were:

1. To find out the effect of pantomime in improving the student`s speaking skill at the second semester students` of English Study Program Tarbiyah Department STAIN Palopo.

2. To find out the students` interest to speak English through pantomime at the second semester students` of English Study Program Tarbiyah Department STAIN Palopo.

D. Significance of the Research

The result of this research was expected to be useful information for the teacher and the lecturer in using pantomime in class as a medium in teaching speaking. And also to overcome weakness of students in speaking skill, to give information for all reader, to improve their communicative ability through pantomime.

E. Scope of the Research

This study was proposed to be conducted specifically to examine the effectiveness of pantomime in improving the students` speaking. The students improve their speaking by retelling the story of pantomime after the teacher performance. Their activity conducted on group work in the classroom. The main

focus of this research is the student`s ability in expressing their idea about an interesting topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Research Findings*

Many researchers have reported their study to explore teaching learning process, implementing various techniques and arranging the classroom in several group sizes such as pairs; groups and the whole classes. They research to create the teaching learning process more effective and to give the students simple opportunities to practice their English in the classroom.

1. Andri Irawati had conducted research about encouraging students to speak English through pantomime she concludes that since using pantomime is effective for encouraging students to speak English as the writer found, the English lecturers should consider pantomime as the alternative method for speaking class.[1] The students are more communicative in learning speaking process by using pantomime, because it is fun for them.

2. Ibrahim Elfiky, if there is nothing consolation or entertainment, I could not thinking well and I could not be a success people.[2]Consolation or entertainment is really important for the people because entertainment have a strong power and spirit to make some people feel well to create something that different from before and with

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[1]Andri Irawati Rahman , *Encouraging students to speak English through pantomime*(Faculty of language and Arts Makassar State University 2001),p. 24

[2]Ibrahim Elfiky,*Terapi Berpikir Positif*, Jakarta: Zaman, 2009, p. 339

entertainment you can guide yourself to reach your dream and became one way to improve your skill to be the best, entertainment also can became one solution to solve your problem about how to improve your skill and your ability to be the best to the future.

3. Christine c.m. Goh, there is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for a learner to develop speaking skills and acquire the language.[3]

4. Rusdi had conducted research about improving students` speaking skill through suggestopedia method at the eleventh year students of SMA Negeri 1 Palopo. He concludes that using suggestopedia is an effective technique in teaching English[4], especially to improve students speaking skill. Then, he suggests that in teaching speaking skill, the teacher should present material which can stimulate students to speak more actively.

5. Nuralang had conducted research about improving students` speaking skill through survey is an effective technique in teaching English, especially to improve students speaking skill. Then, he suggests that students should be given enough time

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[3]Christine c.m. goh, *Teaching Speaking in the Language Classroom*, Singapore: Seameo, 2007. P. 68

[4]Nirmala Rusdi, *Improving Teaching Speaking through Suggestopedia Method at the eleven year Students of SMA Negeri 1 Palopo.(* The state College for Islamic Studies, 2009)

to practice their speaking skill with their classmates and bring the students to the fun and happy condition.[5]

6. Wuryanano states that imagination creative can support someone to increase their ability and they can easy to describe anything with their perception, it means imagination creative can support someone to describe their idea.

7. Dzakaria Drajat states that there are so many technique that we can applied in communication interaction such as, role play, speech, discussion, peed- back questionnaire, drama, traveling culture, guess gesture. This made the students easy to understand with the materials and the teacher can find the impact of a good technique.

And differences are all researcher using different technique in their research. In this research the researcher using pantomime for teaching speaking, it can stimulate students to practice speaking directly by using retelling story through pantomime.

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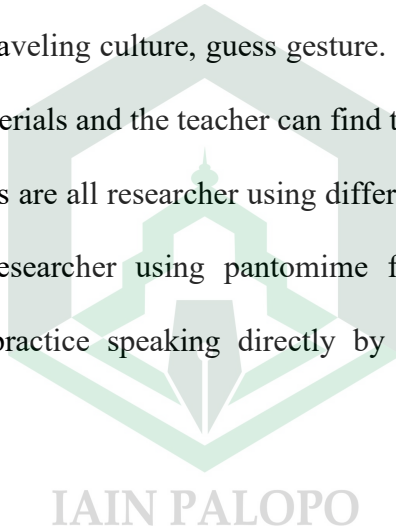
B. Some Pertinent Ideas

1. **Speaking Skill**

Speaking consists of producing systematic verbal utterance to convey meaning (utterance are simply thing people say). Flores said, "Speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information". Speaking in language is especially difficult for foreign

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[5]Akhiruddin nuralang*, Improping Speaking Skill through Survey is an Effective Technique in Teaching English.(*The State College For Islamic Studies,2001)

language learners, because effective oral communication requires the ability to use language appropriate in social interaction. Diversity in interaction involved not only verbal communication, but also part linguistic elements of speech such as pitch, stress and intonation.[6] Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity.

Speaking skill is like listening skill, it is often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

Speaking enable the students to express a meaning through a transactional and interpersonal conversation in term of suggestion, complain, excuse, possibility contextually used in daily live.[7] Dialogue by using expression is one way to find people respond to make conversation. Beside that the student is also expected to improve their speaking skill.

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[6]Richard and Renandya in www.scribd.com/doc/5981804/*Improving Students Speaking through Drama,* accessed on Thursday 20 11 2012

[7]Swastanto Wahyu ,*Modul Bahasa Inggris* , solo: Hayati, p.1

a. Communication and Interaction to Improve Speaking

For a lesson on speaking skill, one objective might be:

Student will practice short conversational exchange involving greetings and leave taking. They will take part in classroom role-play activities involving social situation and will exchange greetings with other classmates and with the teacher.[8] If you want to improve your speaking consider a simple sentence that you think is correct.[9]

The student`s discover the process of analysis, logically connect, apply, synthesize and evaluate information. This knowledge improves their communication skills and they become word perfect in the fine art of arguing assertively without aggression and also develop negotiating skills which is very important in the place of work and grasp the finer points of presentation and body language.[10] Knowledge with logically connect is one way to improve the communication skills to find evaluate information.

With this mode the students are easy and confidence to speak English in the classroom or outside the classroom. The purpose of this scientific research to develop and apply a new technique of teaching English in the classroom and find out the impact of a good relationship between   students and the teachers.

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[8]Jack C Richards and Charles lockHart, *Reflective Teaching in Second Language Class rooms* (Cambridge university press 1996),p.80

[9]Ahmad Rafi`I, *How to Speak English,* Kaysa Media 2009, p.112

[10]J.A. Foley ,*New Dimensions in the Teaching of Oral Communication* Anthology Series 47,Singapore:2005, p.148

Communication and interaction take place in a particular social context defined by a shared world of its members. This shared grounds ,unfortunately are not readily available to access and discover yet to be created by learners` playing actively as the agent of social chance. Byram, notes that the acceptance to the social membership entails the subscription to beliefs, behaviors, and meanings of the shared world. Nonetheless, it should be underlined that it is not a dogmatic and static condition. It is dynamically developed and negotiated through a process of socialization[11], Communication and interaction is one way that can help the student`s to make a new relation with the others to found teaching techniques and implementation of the teaching to the social.

Experts recommend humor to release endorphins. Trigger health, increase relaxation and alter brain chemicals in the direction of winning

1. Release endorphins into the brain so that pain can be reduced, and people appear happily distracted from difficult situation.

2. Trigger health by stimulating the immune system and connecting mind and body exchanges in positive healthier ways.

3. Increase relaxation through added oxygen to the brain, better air exchange and fuel for deeper though or learning.

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[11]J.A. Foley ,*New Dimensions in the Teaching of Oral Communication* Anthology series 47,Singapore: 2005, p.148

4. alter chemicals within the brain in ways that reduce stress ,lift emotions and contribute to and sustains a sense of well being.[12],The class speaking with humor is the best design to make the students interesting to study about the lesson. And the teachers will also interesting to create teaching techniques that are suitable to the students ability.

b. 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:

1) to speak clearly with proper pronunciation in order to communicate with others.

2) to speak expressively with feeling and emotion and avoid the monotone.

3) to speak effectively in different situations: with individuals, small groups, and the whole class.

4) to utilize speaking in all the communication arts and content areas to further learning[13]

The most people mastering the art of speaking the single language and success in measured in terms of the ability to carry out a conversation in the

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[12]Munif,Chatif , *Menjadikan Semua Anak Istimewa dan Juara* ,CET 1; Bandung : Kaifa, 2011, p.98

[13]Anonym http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm, accessed on Friday 7 June 2012

language. Speaking is making use word in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in word, making speech. While skill is the ability to do something well. Therefore the researcher can infer that speaking is the ability to make us of words or language to express oneself in an ordinary voice. In short the speaking skill is the ability to perform the linguistic knowledge in actual communication.

c. 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:

1) Phonological skills, produce accurate sounds of the target language at the phonemic,

2) Speech function skills, use spoken perform communicative function, such request, demand, decline, explain, complain, encourage, beg, direct, warn and agree.

3) Interaction management skills, manage face to face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics and negotiating meaning.

4) Extend discourse organization skills, Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.[14]

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.

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

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[14]Willy A Renandya and Jeck C Richards,*Teaching Speaking in the Language Classroom*, RELC Portofolio Series 15,p.4

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.[15]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 spiking 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.

Language teacher function as a model for producing correct expressions and judges whether the learners` contributions to the learning process and their efforts are relevant and correct. [16] Technique is not exclusive to certain methods. But we must have other different technique to develop our skill, Language teachers may develop their own technique as long as the technique consistent with the assumption and the technique must suitable with the theories and the method. The results of this repetition, language teachers will be more active in learning speaking at the classroom.

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[15]Www. *Public speaking*, accessed on Tuesday 07April 2012a

[16]Ag. Bambang setiyadi, *Teaching Englih as Foreign Language*, Jakarta , Terpadu.2006 p.15

d. Communication Strategies in Speaking

Closely related to the development of speaking skills is the use of communication strategies. Communication strategies are deliberate ways or plans for solving communication problems or enhancing one`s message. The first type of strategies is cognitive or physicolinguistic in nature. These strategies are used by learners to deal with gaps in their vocabulary knowledge when they are speaking.[17] Purpose of these strategies is including various situations in English teaching learning and communication strategies as a result, the learners to develop the target language.

The speaking as an oral communication as is mentioned above can be classified into four responses as follows:

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 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

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[17]Willy A Renadya and jack C Richards, *Teaching Speaking in The Language Classroom* RELC Portfolio Series 15.p.6

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 Skill 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 shouldn't wander away from the topic of importance. Your speech should be interactive in nature. The audience shouldn't 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.[18] There is much that we can do to 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.

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[18]Anonym ,http://www.buzzle.com/articles/oral-communication-skills.html, accessed on Monday 24 Mei 2012

2. Teaching Speaking through Pantomime

As most EFL students/countries, speaking used to be neglected in our collage syllabus and there existed a common phenomenon of `dumb' English. The students keep silent and the teacher monopolized the class.

The problem is complicated. Although English is the principle foreign language in our country, there is no natural English input for our students from the community. In our environment almost the only foreign language input from the community. In our environment almost the only foreign language input from teacher and teaching materials. The students therefore find it difficulties to extend their opportunities to improve their speaking ability.[19]There are many problems to improve speaking skills students and I hope with pantomime action the students can improve their abilities to think critically.

The direct cause may be rooted in our teaching itself. For instance in the aural/oral class, students were made to listen much more than speak and   audiovisual class was seldom followed by discussion. As the result the student were given few opportunities to practice English. It is no wonder the students feel into the habit of using only their ears and eyes instead of their mouths.

Even in our oral class, emphasis was generally put on making individual sentences and drilling on mini dialogues, at the neglected of training in longer discourse. At the end of their first year of English study most of our students in oral

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[19]Andri Irawati Rahman , *Encouraging students to speak English through pantomime,* A Published Thesis (Faculty of language and Arts Makassar State University 2001),p. 10

communication.[20] Although pantomime show without word but we hope the students can make a new participation to improve their speaking skill through pantomime, because it is not only commedia but also to added communication language.

Even some methods offered and have been tried by lecturer, but it is still an unsolved problem. When we stressed to something new, fresh and enjoyable pantomime could be better choice. What is special from pantomime related the students` mood in learning. When talking about pantomime we will talk about eagerness, curiousness, funniest things and interesting thing.[21] Teaching in this study refers to an activity that teacher used in transferring their knowledge and their skill to the students. Pantomime 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 used the pantomime. Pantomime is a unique technique that will use in teaching and studying to create fun class activities. What we feel when we watch pantomime of course we will not only feel happy but also we are curious to know what the pantomime is talking talk about. We will eager to know and then we will make our own conclusion about the message of the performances.

Displaying the pantomime in the classroom especially for the speaking class, will help the students to be more active and practically solve the problem of boredom. Since is still new and fresh and also enjoyable, the students will pay more attention

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[20]Andri Irawati Rahman, *Encouraging students to speak English through pantomime*, A Published Thesis (Faculty of Language and Arts Makassar State University) 2001, 11

[21]Andri Irawati Rahman, *Encouraging students to speak English through pantomime*, A Published Thesis (Faculty of Language and Arts Makassar State University)2001),p . 10

and then the teacher will be easier to give assignment of course by using pantomime as the media [22].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.

3. Pantomime

Pantomime is basically acting without words and communicating with your body. Mimes (those performing pantomime) do not speak with their mouths, but express life through movement and through using their bodies to suggest their environment. Acting like you are trapped in an invisible box is an example of pantomime, or mime. There are two main types of pantomime, narrative and plot/story-based. Narrative pantomime utilizes a storyteller or narrator as one act out the action of the narrative. Plot/story-based pantomime is a story that unfolds or progresses on its own, with the audience seeing the story rather than hearing it.[23] There are much that we can do to ensure speaking lessons such as teaching them the essence of acting from pantomime and fabulous way to broaden confidence and self awareness.

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[22]Andri Irawati Rahman, *Encouraging students to speak English through pantomime*, A Published thesis (Faculty Of Language And Arts Makassar State University) 2001), p. 10

[23]g-drama-and pantomime/http://digitaldjs.info/joomla/index. php/pantomime, accessed on Monday 4 November 2012

Harmer highlights the importance of engagement in his ESA model of language learning engage study activate. Basically, there has to be some part of the lesson that really gets the students interested and involved. Then they can become activated, producing or thinking in real language. In the pantomimes, we see the process where the students engage each other (yet dialectic).[24]

Hollet describes how, in letting students be free to provide the content of their lesson the traditional presentation, practice, production procedure can be put into reverse, the pantomimes are one way to show that this highly possible, with the students greatly taking charge of the function of practice and presentation too. This is in line with a process of language education that develop students understanding and ability to become cooperative, self directed and autonomous in their learning.[25]

Diaz has developed an information gap format of pantomimes with the pantomimes; we have an opportunity to give students control to develop their own meaningful experiences"[26]

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[24]Harmer,j.in http/ www.njcu.edu/cill/voI6/courtney.html *How to Teach English London Longmansaturday ,*accessed on1 February 2012

[25]Anonym http/ www.njcu,edu/cill/vol6/courtney.html, accessed on Tuesday 11 November 2012

[26]Diaz,j. http/ www.njcu.edu/cill/voI6/courtney.html *a Gesture is Worth a Thousand Words Presented at the Sixteenth Annual Thai ESOL Convention , Voices of Jomtien*, *Pattaya*, accessed on Monday 11 November 2012

Mundy quotes lisenborghs" the real objective is to get the students motivated, interested and confident enough to explore the language. On his or her owns".[27]

In the pantomimes, the students are taking different starting points in order to perform and discover the truth of the text, with the pantomimes that can be widely expanded to the teaching of EFL, and the functions of pantomime such as interpretation, reflection, imagination, pinpointing and conceptualization. Some students even, independently, check information in their text after a performance.

In viewing the pantomimes, students are exposed to a number of dramatic techniques and abstract relations employed by their classmates. A dramatic technique is defined as a particular way that. Students attempt to aid their classmates in making connections to a certain piece of literature whether the performing students are aware of a noticeable dramatic technique is beside the point.[28]

Literary pantomime involves students basing their silent acting on literary text there are substantial benefits for learners:

1. Motivation to interpret text

2. Representing literary texts creatively.

3. Relating texts to physical action and positioning.

4. Gaining sights into texts from observing their peers pantomimes.

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[27]Mundy,m. in http/ www.njcu,edu/cill/vol6/courtney.html *an Interview With Robert Liesenbor ghs the English Teacher*, Sunday 11November2012

[28]Anonym http/ www.njcu,edu/cill/vol6/courtney.html, accessed on Friday 11 November 2012

5. Independently organizing and preparing performance.

6. Visualizing physical relationship and settings.

7. Projecting and representing textual sequencing and movement.

8. Conceptualizing and recreating literary images.

9. Representing characters feelings circumstance and point of view.[29] Literary pantomimes can be introduced in many different ways in language classrooms, depending on the resources available as well as the imagination and abilities of teachers and learning alike.

a. The Function of Pantomime

Pantomime can be one of the disliked units in classes. In all facets of acting, pantomime takes more concentration and is technically complicated because you have to learn to get your performance across without speaking. It is safe to say the pantomime is a base for all performances, due to movement and storytelling. When teaching pantomime to a beginner, here are simple guidelines to keep in mind.

Good Quality Pantomime

1) Be consistent

If a performer is miming using a cup, it is the actor's job to keep that cup the same size thought out the performance. It can't get bigger or smaller as you mime. This requires concentration and being aware of your object at all times.

2) Amplify your Resistance

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[29] Anonym http/ www.njcu,edu/cill/vol6/courtney.html, Sunday 1August 2012

If you're closing a door, screwing in a bolt, or doing weightlifting, remember to over exaggerate these movements. Unlike acting with props, you have to remember what the audience needs to know what you are doing to follow your movements.

3) Amplify your Emotions and Gestures

When you are in a scene and acting out a story where you just received bad news, make sure you tell that emotion in your face. Your face tells the story as well as your body. Don't hold back! Remember no words are being delivered. Therefore, every gesture and emotion must be made bigger than life.

Pantomiming a Storyline

4) Keep it Basic

Don't try to make the story so deep that the audience can't understand that is going on. This takes away from your performance and causes confusion. It is more rewarding when your story is well performed with purpose.

5) Tell a Story

Like in any script or book, there is a begging, middle and end. It is the performer's job to create a situation, the problem, and then the solution. Once all three have been established, the story will make sense.[30] Once you become comfortable with pantomime, you will be aware of your environment when acting on stage sing gestures or "body language" is a universal way that humans communicate. Whatever the culture base, human emotions have a way of being translated by facial

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[30]Anonym http://www.ammusicedfoundation.org/the-art-of-pantomime-embrace-it.htm, accessed on 24 Mei 2012

expressions and body mannerisms. Frequently the same, or similar, gestures are the same across cultures. Such expressions connect us with one another.

a) Teacher/Student Objective

The goal of this activity is to make students aware of the use of the face and body as expressive of emotion in a variety of situations, and to have them recognize that such expressions are universal in nature.

b) Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through mime and self-constructed images, students will display their recognition of certain emotions as reflected in the faces, hand gestures, and through the body motions of their peers. They will reach this understanding by observing both real people and visual representations how those same emotions might be represented in other cultures.[31] The purpose of teach pantomime are how to compare and contrast these images with the responses which expressed their own emotions or feelings. And the students   describe these as indicators of facial or body language, to improve their speaking.

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[31]Anonym http://www.globaled.org/curriculum/speaking.html, accessed on Sunday 12 Mei 2012

c) Pantomime and Oral Language Development

Pantomime is the art of conveying ideas without words and incorporates gestures and expressions. It is more like theater acting in the sense that an entire story can be told through the movements of the characters. Props and simple costumes can be used, but no speaking is allowed.

In preparing for their skit, students plan and talk among themselves. They choose parts; decide on the movements they will use to convey their story; and make simple props, signs or costumes, if necessary. This aspect of the preparation involves verbal communication. But once the group gets onstage (the front of the class), no talking is allowed. This is the real challenge of pantomime.

Another kind of group pantomime skit can be based on a familiar story that the class has heard or read.

There are several kinds of choral speaking activities to choose from:

a. Antiphonal or dialogue: Poems with two parts or a question-and-answer format are appropriate here. Often the deep voices take one part while the light voices take the other. This usually means the dialogue takes place between a group of girls and a group of boys.

b. Line-a-group or line-a-child: In this approach, individuals or small groups read one line of a poem at a time. They work to keep in harmony and tempo.

c. Refrain: Narrative poems with a chorus are good candidates for refrain. A teacher or student can recite the story, with the other children in the class joining in on the chorus.

d. Unison: Although unison speaking appears simple, it really requires skill for the students to keep together. Since everyone speaks every line, the rhythm and timing have to be perfect. Almost every poem is appropriate for unison speaking.

e. Cumulative speaking: One speaker begins, with other speakers, one by one, joining the first speaker. This type of speaking helps the student who may be nervous or shy in front of classmates to gain confidence by speaking with others.

You may want to start choral speaking by just repeating some favorite poems to the children and having them join in with you. With longer poems, you may want the students to have copies of the text for reference. One pitfall you need to guard against is allowing this activity to become merely a test of oral fluency. The true goal is to help children understand the meaning of poems and to interpret that meaning through oral expression.

Here we discuss some strategies for teaching pantomime as a wonderful activity for teaching drama or pantomime to young children and adult.

There are five ways to use pantomime in the classroom:

1. Students use pantomime

Students benefit from pantomime in many ways. Learning to be silent is one of them! Pantomime utilizes precise economic movement. From practicing, students gain communication skills, self control, build listening skills, practice focus, learn economy of movement, and create and understand plot lines and situations. This is a great tool for visual learners.

2. Pantomime fit into curriculum

Everywhere many areas are addressed by pantomime including physical education, communication, and math (calculating and projecting the size and weight of imaginary objects).Such as: history, literature, moral issues, physical education. Physical education in form of activity, body coordination, control of body and start use pantomime

Begin by introducing your students to movement and body language. As with any creative drama activity, it is best to start playing in brief segments where everyone is participating simultaneously, then move toward individual playing and spotlighting. Start by acting out stories that are narrated, then moving on to improvisational situations using no voices.

3. Pantomime look like in a lesson plan

Type out narrative pantomime (optional) Insert "students participate by pantomiming'' or specify scenes, plot lines, or objectives that students must communicate in a pantomime without using words.

4. Using Pantomime in a lesson may look something like this:

As I read this narration aloud, remember that pantomime means no voices. Use your body to show how you feel, and what you are thinking. You may move around the room, keeping your hands to yourself. Everyone lay down, take in a deep breath, turn off your voices, and listen.

You lie motionless on the ground. You are cold, hard, dusty, ancient. You're pebbled with flecks of mica. You're a rock on a mountainside, and you've experienced

all there is to experience, you've felt every element on your strong, solid back. The ground beneath you is cool and uneven. Jagged rocks poke into you. The sun is hot overhead, the sky cloudless. The sun bakes your surface, heating you, warming you to temperatures too hot to touch. (And on.........)

5. Educational standards are met by Pantomime[32]

Pantomime is one way to selected information or ideas for adequate knowledge and this condition may make the learners with positive attitudes, confidence and suggest will be more successful of the target language.

a. National Theatre Standard and Benchmarks Standard

Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

1) Understands the visual, aural, oral, and kinetic elements of dramatic performances.

2). Understands how the wants and needs of characters are similar to and different from one's own wants and needs.

3). Provides rationales for personal preferences about the whole as well as the parts of dramatic performances

4). Knows how alternative ideas can be used to enhance character roles, environments, and situations.

5). Know, intent, structure, effectiveness and worth).

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[32]g-drama-and-pantomime/http://digitaldjs.info/joomla/index.php/ pantomime

b. Identifies people, events, time, and place in classroom dramatizations

1). Understands the effect of publicity, study, guides, programs, and physical environments on audience response and appreciation of dramatic performances.

2). Articulates the meanings constructed from one's own and others' dramatic performances,

3). Understands the perceived effectiveness of artistic choices found in dramatic performances,

4). Understands the perceived effectiveness of contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of developing improvised and scripted scenes.

c. Applies research from print and non print sources to script writing, acting, design, and directing choices:

1) Knows how social meanings (aural, oral, and visual symbols with personal and/or social significance) communicated in informal productions, formal productions, and personal performances of different cultures and historical periods can relate to current personal, national.

2) Articulates and justifies personal aesthetic criteria for comparing perceived artistic intent with the final aesthetic achievement.

3) Understands how the context in which a dramatic pirate terminology used in analyzing dramatizations (e. g performance is set can enhance or hinder its effectiveness.

4) Knows how varying collaborative efforts and artistic choices can affect the performance of informal and formal productions.

5) Identifies and researches cultural, historical, and symbolic clues in dramatic texts.

6) Understands the validity and practicality of cultural, historical, and symbolic information used in making artistic choices for informal and formal productions fun[33]. Whenever drama teachers direct children, it is extremely important to focus on the positive. So, tell a child first what they did well the teacher and director, need to focus on each little bit and help the children show, with pantomime, what is happening in each scene. This very and international issues and pantomime activity can be done exclusively without words. It teaches physicalization, cooperation, and of course, acting

b. **Meanings of pantomime**

Pantomime has meanings as follows:

1) Having the characteristic of or constituting a pantomime (a entertainment or a dance)[34]

2) Of a relating pantomime

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[33] g-drama-and-pantomime/http://digitaldjs.info/joomla/index.php/pantomime, accessed on 24 April 2012

[34] Bull, Victoria, *Oxford Learner`s Pocket Dictionary Fourth Edition*, Oxford University p.158

3) Communication by means of gesture and facial expression: *Some tourists make themselves understood abroad by pantomime*

4) The telling of a story without words, by means of bodily movements, gestures, and facial expressions. Body language is one of the best ways to make the students easy to understand with the explanation.

5) A player in such a performance.

6) To express oneself in pantomime.

7) Resembling or suggestive or pantomime (The students of the transformation)

8) Dancing using realistic or symbolic gestures and body movements to suggest a narrative.

9) By action without words; a player who employs only action mimicry, gestures, movements, and posturing in presenting his part.[35] The ability in speak in English will support by body language since the teacher can describe the explanation with action mimicry.
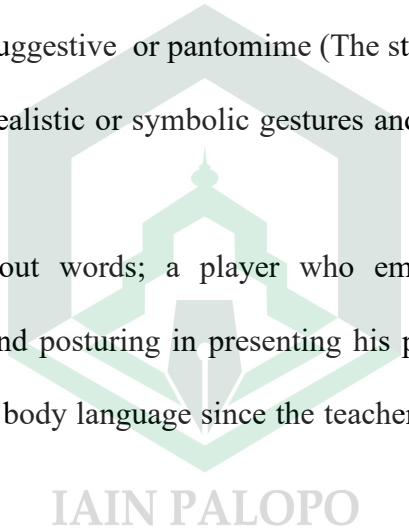
c. **Interest**

Interest is a mentally condition of someone that procedure a response to particularly situation and object that give pleasure as satisfaction and also interest is a subjective objective attitude, concern on condition involving a perception or idea in attention and combination of intellectual and feeling consciousness.

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[35] Anonym http://www.wordnik.com/words/pantomime, accessed on Saturday 18 November 2012

Chaplin in Jalil says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object.[36] Is a feeling which determines activity liking or object that are valued for someone and is a certain motivation that lead one`s behavior to particular aims.

Interest also refers to the kind of things we are appreciating and enjoy. The selection of an occupation and the satisfaction we get from other works usually depend more interest that our abilities. Interest and abilities are closely related but our interest gives us more motivation to use are abilities.

From the definition above the writer concludes that the human interest will be appeared when the human felt the activities or other things are useful, pleasured or value for their life.

C. Theoretical Framework

Speaking is one of integrative skills taught at schools. However, most of the students are not able to use English as a means of communication. In this case, a teacher of English had better use the appropriate technique, appropriate methods and interesting media to the students.

Input: This refers to the use pantomime will be applied in the classroom. Teacher provides pantomime; teacher will use two kinds of theme.

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[36] Jalil, *Minat Mahasiswa Jurusan Pendidikan Seni Rupa dan Kerajinan FBPS IKIP. Makassar 1988* p ,12 .

Process: This refers the implementation of input variable. The two themes will be implementing in one meeting. One of themes will cut in the middle of the pantomime show.

Output: The output of the student`s attitude towards the use of pantomime in the teaching speaking. After presenting all the themes, the writer will give the test to identify the student`s interest and speaking ability toward the use of pantomime in teaching speaking.

The explanation above written on the diagram:

INPUT	PROCESS	OUTPUT
Pantomime	Implementation of input variable	-The student interest -The students speaking ability
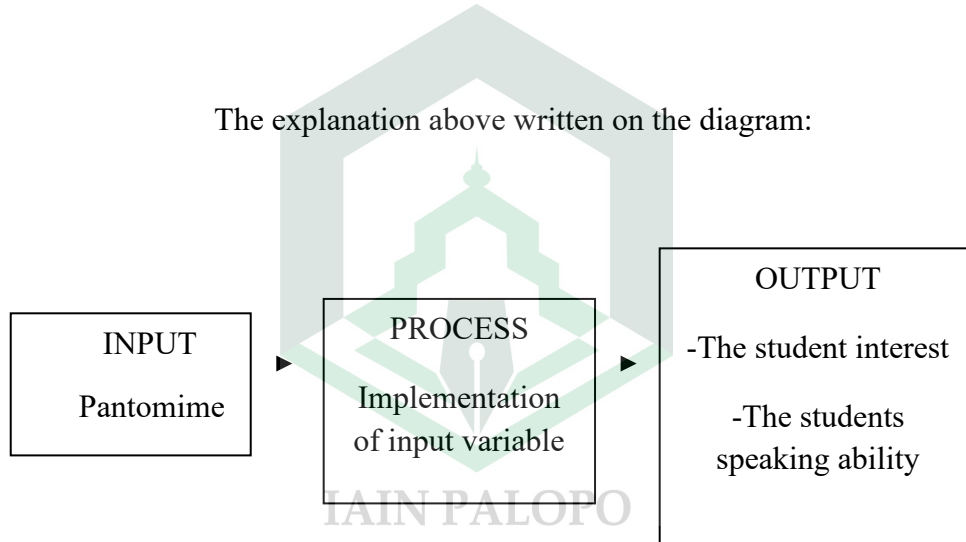
CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses about research design, instrument of the research and procedure of collecting data.

A. Research Design

In this research, the writer applied experimental method. It aims for giving description about the effect of pantomime to improve the student`s speaking through pantomime at the second semester of English department STAIN Palopo.

B. Population and Sample

1. Population

The population of this research was the second semesters of STAIN Palopo. There were 120 students. But the population of this research consisted of the class A at second semesters of STAIN Palopo. Total populations are 33 students.

2. Sample

The technique of this research was purposive sampling. It chose class A as sample. Since all of the students at class A have good participation and easy to understand with the lesson so that is way the researcher chooses class A as research object. There were 33 students took as sample as an ideal teaching learning process.

C. Variables

The variables of the research include dependent and independent variables.

1. Dependent variable, there are two variables:

a) Student`s interest to speak English through pantomime.

b) The student`s participation to speak.

2. Independent variable is the uses of pantomime.

D. Operational Definition of Variables

1. Pantomime is a teaching technique in the form of art motion which will be showed in front of at the classroom. In addition, the writer also provides some questions.

2. Interest is reaction of the student enjoyment in learning speaking through pantomime.

3. Student ability to speak is the students competence to give commend on the pantomime show with pantomime.

E. Instrument of the Research

For collecting data from the students, the writer uses two kinds of instrument, namely;

1. Speaking test, this consists of pre-test and post-test. Pre-test used to measure the students` speaking before treatment given by the teacher. Post-test used to measure the students speaking performance after treatments have been given.

2. The Questionnaire

The questionnaire consists of 10 items. The items are to see the student interest. The questioner is meant to find out whether the students are interested in learning speaking through pantomime or not.

F. *Procedure of Collecting Data*

1. Pret-Test

The researcher asked the students tell about a topic such as: Dream, Love Story, and experience to identify the student`s ability of speaking before applied treatment.

2. Treatment

After giving a pre-test the treatment gave in five meetings, each meeting takes 90 minutes. The treatment done in two step. For each meeting,

The first step the researcher explained the rules of pantomime and how to perform the story telling well with pantomime,

The second step the researcher explained to the students how they retell the story that they see in the screen or directly from the lecturer perform with their idea and their creativity.

3. Post test

After giving treatment to the students for five meetings, the researcher gave post-test. In the post-test the researcher gave the same way in pretest to the students.

the lecturer asked the student to tell the story to identify the improving student`s speaking skill.

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 uses 1-6 point scale to measure the students` oral answers based on rating ability.

The scoring of the test 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:

The assessment of oral test

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mot 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 in 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 clarity anything he seems to have said.

(Adopted From Heaton)[1]

Beside the technical of scoring through seven scales above, the writer also makes rating classification to measure the student`s speaking ability. The following is rating scale classification:[2]

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]J.B Heaton, *Writing Englih Language Tes*t, ed. 1: New York inc, 1998, p. 100

[2]Daryanto*, Evaluasi Pendidikkan*, Jakarta PT : Rineka Cipta, 2007, p 211.

1.   Looking for D (difference) between score variable1(x) and score variable II according to Suharsimi Arikunto.[3]

$$D = X - Y$$

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

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

3. Looking for standard deviation from differences (SD_{D})

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

IAIN PALOPO

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

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

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[3]Suharsimi Arikunto,*Manajemen Penelitian* , PT: Rineka Cipta,1998 p 18

5. Looking for "t_o", by using the following formula:

$$t_o = \frac{M_D}{SE_{MD}}$$

Where: MD   = mean of Difference

     SE$_{MD}$ = Error standard from M$_D$

     (This formula above adopted from Sudijono)

Criteria of hypothesis acceptability

    $t_o \geq t_t$: Reject null hypothesis

    $t_o < t_t$: Receive null hypothesis

2. To see the students` interest in learning English through pantomime, the writer used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree
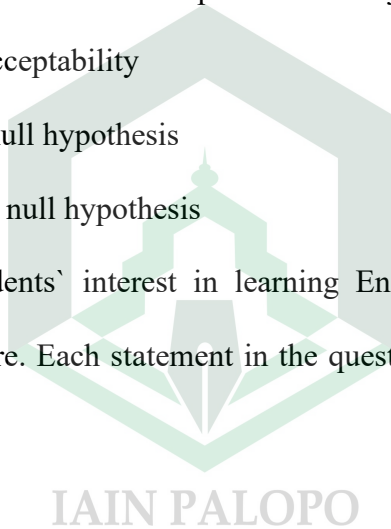
P = FQ/ N X 100%

Where:

     P   = Percentage.

     FQ = Frequency of Items.

     N   = Total.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consisted of two main items namely finding and the discussion of finding.

A. *Findings*

The findings of the research deals with the rate percentage of students score in pre test and post test, analysis of test in the area of accuracy, fluency and comprehensibility, analysis of test from the raw score of pre test and post test , percentage students` participation and the analysis of questionnaires.

1. The rate percentage of students` score in three aspects of speaking assessment consists of accuracy, fluency, and comprehensibility in pre test and post test.

Table 1.1

Score of the Students` Speaking Skill in the Pre-test

Respondents	Three aspect of speaking			Total
	Accuracy	Fluency	comprehensibility	
R1	3	2	1	2
R2	3	3	3	3
R3	2	3	2	2
R4	3	4	2	3
R5	3	4	3	3

R6	1	1	2	1
R7	1	1	1	1
R8	4	4	4	4
R9	1	2	1	1
R10	3	3	3	3
R11	3	3	3	3
R12	4	4	4	4
R13	3	3	3	3
R14	2	2	2	2
R15	1	2	1	1
R16	1	1	1	1
R17	3	3	3	3
R18	3	2	4	3
R19	5	5	5	5
R20	4	2	3	3
R21	4	4	4	4
R22	4	3	2	3
R23	2	2	2	2
R24	2	1	3	2
R25	4	4	4	4
R26	3	2	2	2

R27	3	3	3	3
R28	2	2	2	2
R29	1	1	1	1
R30	2	2	2	2
R31	4	4	4	4
R32	2	1	1	1
R33	4	3	3	3

The table above shows that there were 33 students observed in this research before giving the treatment and all students got unexpected score. The highest score is 4 and the lowest score is 1. Seven students got 1, eight students got 2, twelve students got 3, five students got 4, and only one students` got 5.

Table 1.2

Classification of the Students` Speaking Skill in the Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	1	3%
Good	56-70	4	5	18%
Average	41-55	3	12	34%
Poor	26-40	2	8	24%
Very Poor	≤ 25	1	7	21%

The table above shows that there were 33 students observed in this research before given treatment. From all of the students observed, only one student (3%) who got very good scores, 5 students (18%) who got good, 12 students (34%) who got average, 8 students (24%) who got poor, and 7 students (21%) who got very poor scores.

Besides that, the writer also make score of the students speaking who have given treatment by using pantomime was elaborated into seven scale through the table distribution frequency and percentage. The writer have classified based on English speaking perform, consist of accuracy, fluency, comprehensibility.

Table 1.3

The Rate Percentages of Students` Score in the Area of Accuracy of Pre-test.

Rating	Frequency	Percentage
6	-	0%
5	1	3%
4	8	24%
3	11	34%
2	7	21%
1	6	18%
Total	33	100%

The table above shows that students` score in the of accuracy of pre test were varieties; in which there none of the students (0%) got 'excellent' , there were 1 students (3%) got 'very good' and there were 8 students (21%) got 'good' classification. There were 11 students (31%) got 'average', there were 7 students (24%) got 'poor' and 6 (21%) got 'very poor' classification.

Table 1.4

The Rate Percentage of Students` Score in the Area of Fluency of Pre-test.

Rating	Frequency	Percentage
6	0	0%
5	1	3%
4	7	18%
3	9	24%
2	10	31%
1	6	24%
Total	33	100%

The table above shows that students` score in the area of accuracy of pre-test were varieties; in which there were none of the students (0%) got 'excellent' , there were 1 students (3%) got ' very good' and there were 7 students (18%) got 'good' classification. There were 9 students (24%) got ' average' , there were 10 students (31%) got 'poor' and 6 (24%) got 'very poor' classification.

Table 1.5

The Rate Percentage of Students` Score in the Area of Comprehensibility of Pre-test.

Rating	Frequency	Percentage
6	-	0%
5	1	3%
4	6	18%
3	10	30%
2	9	31%
1	7	18%
Total	33	100%

The table above shows that students` score in the area of accuracy of post test were varieties; in which there none of the students (0%) 'got excellent', there were 1 of the students (3%) got ' very good', and 6 of the students (18%) got 'good' classification. There were 10 students (30%) got 'average ', there were 9 students (31%) got 'poor' and 7 of the students (18%) got ' very poor' classification.

Table 1.6

Score of the Students` Speaking kills in of Post-test

Respondents	Three Aspect of Speaking Assessment			Total
	Accuracy	Fluency	comprehensibility	
R1	3	4	2	3
R2	4	4	4	4
R3	3	3	3	3
R4	3	3	4	3
R5	5	5	5	5
R6	2	4	3	3
R7	2	3	4	3
R8	4	4	5	3
R9	3	4	2	3
R10	3	3	3	3
R11	4	4	4	4
R12	4	5	4	4
R13	4	4	4	4
R14	3	3	3	3
R15	2	2	2	2
R16	3	2	2	2
R17	3	3	3	3

R18	3	3	3	3
R19	5	5	5	5
R20	2	4	3	3
R21	4	4	4	4
R22	4	4	4	4
R23	2	4	3	3
R24	4	2	3	3
R25	4	4	4	4
R26	3	3	3	3
R27	4	4	4	4
R28	3	4	2	3
R29	2	1	1	1
R30	4	3	2	3
R31	5	5	5	5
R32	2	3	4	3
R33	3	3	3	3

Table 1.7

Classification of the Students` Speaking Skill in the Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	9%
Good	56-70	4	8	27%
Average	41-55	3	18	43%
Poor	26-40	2	3	18%
Very poor	≤ 25	1	1	3%

The table above shows that students` score in the area of accuracy of post-test are varieties; in which there were none of the students (0%) got ' excellent' , there were 3 students (9%) got 'very good', and 8 of the students (27%) got 'good' classification. There were 18 students (43%) got 'average'. There were 3 students (18%) got 'poor' and one of the students (3%) got' very poor' classification.

Table 1.8

The rate percentage of students` score in the area Accuracy of post-test.

Score	Frequency	Percentage
6	-	0%
5	3	9%
4	11	30%
3	12	34%
2	7	27%
1	-	0%
Total	33	100%

The table above shows that students` score in the area of accuracy of pre-test are varieties; in which there were none of the students (0%) got 'excellent', and there were 3 students (9%) got 'very good', and 11 of the students (34%) got 'good' classification. There were 12 students (27%) got 'average', there were 7 students (27%) got ' poor', and none of the students (0%) got 'very poor' classification.

Table 1.9

Frequency Distribution and Percentage of the Students` Speaking Skill in

Fluency

Rating	Frequency	Percentage
6	0	0%
5	4	15%
4	14	37%
3	11	36%
2	3	9%
1	1	3%

The table above shows that students score in the area of accuracy of post test were varieties, in which there were none of the students (0%) got excellent , 4 of the students (15%) got very good, and 14 students (37%) got good, 11 of the students (36%) got average , 3 of the students (9%) got poor. And 1 of the students (3%) got very poor.

Table 1.10

Frequency Distribution and Percentage of the Students` Speaking Skill in

Comprehensibility

Rating	Frequency	Percentage
6	0	0%
5	4	12%
4	11	30%
3	11	34%
2	6	18%
1	1	9%

The table above shows that students` score in the area of accuracy of post test were parities, in which there none of the students (0%) got excellent and 4 of the students (12%) got very good, 11 of the students (30%) got good and 11 of the students (34%) got average, 6 of the students (18%) got poor and 1 of the students (3%) got very poor.

Table   1.11

Score the Students Speaking Skill in Pre test and Post test

Respondent	Variable(x) (pre test)	Variable (y) (post test)	D=(x-y)	$D^2=(x-y)^2$
R1	2	3	-1	1
R2	3	4	-1	1
R3	2	3	-1	1
R4	3	3	0	0
R5	3	5	-2	2
R6	1	3	-2	2
R7	1	3	-2	2
R8	4	4	0	0
R9	1	3	-2	2
R10	3	3	0	0
R11	3	4	-1	1
R12	4	4	0	0
R13	3	4	-1	1
R14	2	3	-1	1
R15	1	2	-1	1
R16	1	2	-1	1

R17	3	3	0	0
R18	3	3	0	0
R19	5	5	0	0
R20	3	3	0	0
R21	4	4	0	0
R22	3	4	-1	1
R23	3	3	0	0
R24	2	3	-1	1
R25	4	4	0	0
R26	2	3	-1	1
R27	3	4	-1	1
R28	2	3	-1	1
R29	1	1	0	0
R30	2	3	-1	1
R31	4	5	-1	1
R32	1	3	-2	4
R33	3	3	0	
N = 33			$\sum D = 25$	$\sum D^2 = 35$

The table above shows that W_1 had got $\sum D = 25$ and $\sum D^2 = 35$. After got $\sum D$ and $\sum D^2$, the next looking for different of deviation between variable x (pretest) and variable y (post- test) as follows:

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

$$= \frac{\sqrt{35 - (25)^2}}{33}$$

$$= \sqrt{1,06 - (0,76)^2}$$

$$= \sqrt{1,06 - 0,58}$$

$$= \sqrt{0,48}$$

$$= 0,6928$$

After find standard deviation of difference (SD_D) about 0,6403, the next looking for standard error of mean difference (SE_{MD}) between variable y as follows:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{0,6928}{\sqrt{33-1}}$$

$$= \frac{0,6928}{\sqrt{32}}$$

$$= \frac{0,6928}{5,6569}$$

$$= 0,122$$
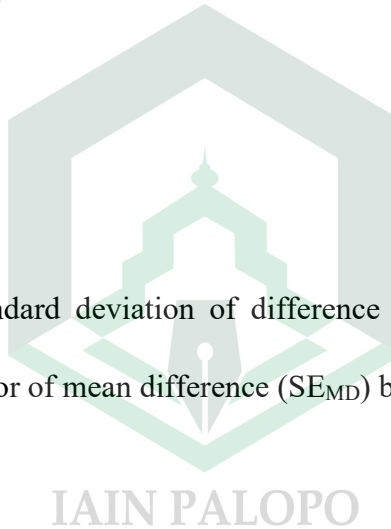
After find standard Error of Mean Difference (SE$_{MD}$), the next looking t value(t$_0$) with the formula as follows:

$$T_O = \frac{MD}{SE_{MD}}$$

The formula for MD is as follows :

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

$$= \frac{25}{33}$$

$$= 0{,}76$$

Now looking for the difference between the two variables with observed t value as follows:

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{0{,}76}{0{,}122}$$

$$= 6{,}23$$
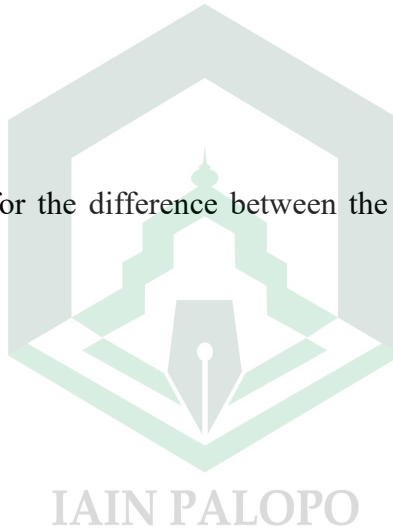
After that, looking for t table (t_t) as follows:

$$\text{Df } df = n - 1$$

$$df = 33 - 1$$
$$= 32$$

Based on the table " t_t" standard of significant 5% with df= 32, got 2,03 ,from the result above, the writer gives interpretation that t value (to) is greater (or equal to) t_{table} (t_t)

$$6,23 \geq 2,03$$

Where 6,23 is greater (or equal to) 2,03

2,03 = the result of t_{table} from 5% with df =32

Based on paired of the sample statistic and sample test above, the result of this research indicates that null hypothesis is rejected , and alternative hypothesis is accepted.

2. Analysis of questionnaires

Having conducted research at STAIN Palopo , the researcher found the students perception toward retelling story through pantomime to improve speaking skill through questionnaire ,students perception were presented as follows:

Table 2.1

1. Retelling story through pantomime is effective to apply in improving
    students` speaking skill at STAIN Palopo.

Option	Frequency	Percentage
Strongly agree	11	34%
Agree	20	63%
Disagree	2	3%
Strongly disagree	-	0%
Total		100%

The table above shows that there were 11 students (34%) choose strongly agree, there were 20 students (63%) choose agree, there were 2 students (2%) choose disagree, and none of the students choose strongly disagree. It means that most of the students liked this method to be applied in improving speaking skill.

Table 2.2

2. Retelling English story through pantomime can motivate the students to improve speaking skill.

Option	Frequency	Percentage
Strongly agree	16	52%
Agree	13	42%
Disagree	4	6%
Strongly disagree	-	0%
Total		100%

The table above shows that there were 16 students (52%) choose strongly agree, there were 13 students (42%) choose agree, there were 4 students (65) choose disagree. And none of the student choose strongly disagree. It means that the students had high spirit in improving speaking skill.

Table 2.3

3. Retelling English story through pantomime can improve the students speaking fluency.

Option	Frequency	Percentage
Strongly agree	5	13%
Agree	22	71%
Disagree	6	16%
Strongly disagree	-	0%
Total	33	100%

The table above shows that were 5 students (13%) choose strongly agree, there were 22 students (71%) choose agree, there were 6 students (16%) choose disagree. And none of the students choose strongly disagree. It meant that retelling story can improve the students` speaking fluency.

Table 2.4

4. Speaking is one English skill.

Option	Frequency	Percentage
Strongly agree	18	55%
Agree	15	45%
Disagree	-	0%
Strongly disagree	-	0%
Total	33	100%

The table above shows that there were 18 students (55%) choose strongly agree, there were 15 students (45%) choose agree, and none of the students choose disagree, and none of the students choose strongly disagree. It meant most of student had been realized that speaking was one of the important skills in English.

Table 2.5

5. Retelling story through pantomime the students can speak English easily.

Option	Frequency	Percentage
Strongly agree	14	42%
Agree	18	55%
Disagree	1	3%
Strongly disagree	-	0%
Total	33	100%

The table above shows that there were 14 students (42%) choose strongly agree, there were 18 students (55%) choose agree, there were 1 students (3%) choose disagree, and none of the students choose strongly disagree. it meant most the students realized that retelling English through pantomime made easier to speak English.

Table 2.6

6. The Using media in learning affects the successful in retelling English story.

Option	Frequency	Percentage
Strongly agree	6	18%
Agree	25	76%
Disagree	2	6%
Strongly disagree	-	0%
Total	33	100%

The table above shows that there were 6 students (18%) choose strongly agree, there were 25 students (76%) choose agree, there 2 students (6%) choose disagree and none of the students chose strongly disagree. It meant the using of media in learning affects the successful of retelling English story through pantomime to increase speaking skill.

Table 2.7

7. Retelling English story is more effective in improving speaking skill than
   other method.

Option	Frequency	Percentage
Strongly agree	10	30%
Agree	21	64%
Disagree	2	6%
Strongly disagree	-	0%
Total	33	100%

The table above shows that there were 10 students (30%) choose strongly agree, there were 21 students (64%) choose agree, there were 2 (6%) choose disagree and none of the students choose strongly disagree. it meant the students agreed to apply this method to improve their speaking skill.

Table 2.8

8. Retelling English story through pantomime give new solution in increasing

   Students` speaking skill in English teaching process.

Option	Frequency	Percentage
Strongly agree	22	67%
Agree	11	33%
Disagree	-	0%
Strongly disagree	-	0%
Total	33	100%

The table above shows that there were 22 students (67%) choose strongly agree, there were 11 students (33%) choose agree, none of the students choose disagree, and none of the students choose strongly disagree. It meant most student were happily and enjoyable to the learning process by applying this method.

Table 2.9

9. This method can influent speaking skill and improve vocabulary and
   creativity in English.

Option	Frequency	Percentage
Strongly agree	18	45%
Agree	15	55%
Disagree	-	0%
Strongly agree	-	0%
Total		100%

The table above shows that there were 18 students (45%) choose strongly agree, there were 15 students (55%) choose agree, there were none of the students choose disagree and none of the students choose strongly disagree. It ,meant in improving speaking skill we should improve our vocabulary and creativity.

Table 2.10

10. By applying this method we can learn speaking easily and happily.

Option	Frequency	Percentage
Strongly agree	25	76%
Agree	8	24%
Disagree	-	0%
Strongly disagree	-	0%
Total		100%

The table above showed that there were 25 students (76%) choose strongly agree, there were 8 students (24%) choose agree, there were none of the students choose disagree, there were none of the students choose strongly disagree. It meant most of the students agreed that by using this method we were able to learn speaking easily.

B. Discussion

In this research the writer focused in improving speaking skill because speaking is the based component that has to be mastered by the young learners, according to Richard Speaking consists of producing systematic verbal utterance to convey meaning(utterance are simply thing people say). Flores said speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information. Speaking is a language is especially difficult for foreign language learners, because effective oral communication requires the ability to use language appropriate in social interaction. Diversity in interaction involved not only verbal communication, but also part linguistic   elements of speech such as pitch, stress and intonation.[1] Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity.

Furthermore, the quality of person`s speaking skill depends on the quality and the quantity of the speaking process. The richer of the quality and quantity that we have the bigger the possibility we will have a good speaking skill. Improving you speaking can be done at any age and any level of education, as the young learners when they are thought words which related about their surrounding and that was the researcher did, the researcher introduced the speaking by using entertain. In this case

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[1]Richard and Renandya in www.scribd.com/doc/5981804/Improving *Students Speaking through Drama,* accessed on Thursday 22 November 2012

pantomime. Generally, young learners are faster to learn speaking if supported by entertain media like pantomime.

Pantomime as an entertainment that can be used as a medium in teaching speaking illusion, pantomime portrays concrete emotions and situation by means of conventional gestures, body movement or physical statement. Through pantomime the students can express their opinion about what the pantomime tells.

The teacher will need to give the students many opportunities to practice to speaking. From this experiment that applied pantomimes the students become aware and have potential for the creation of new meaning of language. The students can realize that language is an available tool, which can be used in many ways. From this reason, speaking the language should be natural activity from the first lesson. Beside that of course we have questions, why are some student` failure at language learning while other are successful? If we know answer to that question, the job of teaching and learning a language would be easy. We cannot point to a number of factors which seen to have a strong effect on a students will be motivated in learning that is all caused by pantomime method in teaching.

The speaking skill is the most important of English skill that must be learnt to be able to communicate with each other to communicate with the native speakers. Then, to improve speaking skill is not just opportunities because many ways that we can do to improve our skill specially for speaking skill. The data are supported by

Zakia Darajat[2] many kinds of technique that we can apply to increase communication, such as: Games, role play, guess gesture or pantomime. Ibrahim Elfiky, if there is nothing consolation or entertainment, I could not thinking well and I could not be a success people.[3]Consolation or entertainment is really important for the people because entertainments have a strong power and spirit to make some people feel well to create something that different from before and with entertainment you can guide yourself to reach your dream and became one way to improve your skill to be the best

Related to the explanation above, it can be said that retelling story through pantomime in improving speaking skill can improve the students` ability to speak in English well. In addition this result most of the students were very active in the participation of speaking English by displaying pantomime.

Furthermore according to Dessy Danarti with pantomime students` can apply expression and body language to support their speaking to make other people understand with their speaking and also make the students easily to create logic word with their own word.[4]

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[2]Zakia Drajat, *Pendidikan Islam dalam Sekolah dan Keluarga,* Bandung: PT Remaja Rosda karya, p 17

[3]Ibrahim Elfiky,*Terapi Berpikir Positif*, (jakarta: zaman, 2009),p. 339

[4] Dessy Danarti, *50 Games fun* , Jakarta: Andi, 2007, p. 51

Mundy quotes lisenborghs" the real objective is to get the students motivated, interested and confident enough to explore the language. On his or her owns".[5]

In addition Harmer highlights the importance of engagement in his ESA model of language learning engage study activate. Basically, there has to be some part of the lesson that really gets the students interested and involved. Then they can become activated, producing or thinking in real language. In the pantomimes, we see the process where the students engage each other (yet dialectic).[6] It meant that by using this pantomime method we were able to learn speaking easily.

In the pantomimes, the students are taking different starting points in order to perform and discover the truth of the text, with the pantomimes that can be widely expanded to the teaching of EFL, and the functions of pantomime such as interpretation, reflection, imagination, pinpointing and conceptualization. Some students even, independently, check information in their text after a performance

This research presents the result of data analysis. Of using retelling story through pantomime in improving speaking skill at the second semester students` of English department STAIN Palopo academic year 2013/2014,since treatment had been conducted. The result of t table (t_t) with significant 5% we got 2,03 with comparing t which he had got in (t_o = 6,23), the writer gives interpretation t_o is bigger

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[5]Mundy,m. in http/ www.njcu,edu/cill/vol/courtney.html *an Interview with Robert Liesenbor ghs the English Teacher,* accessed on Monday 11 November 2012

[6]Harmer,j.in http/ www.njcu.edu/cill/voI6/courtney.html *How to Teach English London Longman,* accessed on Saturday 1 February 2012

than tt. It is showed as follows. Since t_o is greater (or equal to) than t_t , the score of students` speaking skill before and after giving treatment is significant. It means that there were significant developments on the students` speaking skill at the second semester English study program of STAIN Palopo.

Based on the result of the questionnaire, it is found that most of the students were very interested in learning speaking through pantomime. Furthermore according to Chaplin in Jalil says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object[7]. Related to the explanation above it can be said that Interest also refers to the kind of things we are appreciating and enjoy. The selection of an occupation and the satisfaction we get from other works usually depend more interest that our abilities. Interest and abilities are closely related but our interest gives us more motivation to use are abilities.

In other word, most of the students were very interested in learning speaking through pantomime and the students also have good participation of speaking English by displaying of pantomime. From the definition above the writer concludes that the human interest will be appeared when the human felt the activities or other things are useful, pleasured or value for their life.

In addition, the researcher found that most of the students give positive responds to the method applied by the researcher.

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[7]Jalil, *Minat Mahasiswa Jurusan Pendidikan Seni Rupa dan Kerajinan* FBPS IKIP. Makassar 1988 ,p .12

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. Having conducted the treatments by using retelling story through pantomime, it was found that this method is effective and could give significant development toward the student`s speaking ability in English. It meant that pantomime is effective to improve the second semester students of English study program Tarbiyah Department to speak English.

2. Having analyzed the result of student`s attitude toward the method applied by the researcher in this research, it was found that most of the second semester students of English Study program Tarbiyah Department were very interested in learning speaking through pantomime.

B. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. It is suggested that the teachers should use some different media and method to attract the students` attention in learning English.

2. The lecturer should bring the media or teaching aids into the classroom, because it will attract, motivate and encouraging the students to speak English and make class lively.

3. This thesis is a result of analysis and research about the influence of one of the way to improve English speaking skill students, therefore this thesis can be a contribution especially for teacher, to become as a teacher has obligatory to create our students to be the best, and complete with other schools.

IAIN PALOPO

THE STUDENTS RAW INTEREST SCORE IN THE QUESTIONNAIRE OF STUDENTS` INTERET

No	RES	1	2	3	4	5	6	Dominant Option
1	01	2	3	3	3	4	3	S
2	02	3	3	3	3	3	4	S
3	03	3	4	4	4	3	4	SS
4	04	3	4	3	4	2	3	S
5	05	3	4	2	4	4	4	SS
6	06	4	4	4	4	3	4	SS
7	07	3	3	4	4	2	4	SS
8	08	4	4	4	3	3	4	SS
9	09	4	4	4	4	3	4	SS
10	10	4	4	4	3	4	4	SS
11	11	4	4	4	4	2	3	SS
12	12	4	4	3	3	3	3	S
13	13	3	2	3	4	3	3	S
14	14	3	4	4	4	4	4	SS
15	15	4	4	3	3	3	3	S
16	16	3	3	3	3	4	3	S
17	17	2	4	4	4	4	4	SS
18	18	3	4	3	3	2	4	S
19	19	3	3	3	4	4	4	SS
20	20	2	2	4	4	4	3	SS
21	21	2	3	4	3	4	4	SS
22	22	3	3	2	4	4	4	SS
23	23	3	3	4	4	4	4	SS
24	24	3	2	4	4	4	4	SS
25	25	4	4	2	3	4	4	SS
26	26	3	3	2	3	4	3	S
27	27	3	3	4	4	3	3	S
28	28	3	3	3	4	3	3	S
29	29	2	3	3	4	4	3	S
30	30	4	4	4	4	3	3	SS
31	31	3	2	3	4	4	4	SS
32	32	3	3	3	4	2	3	S
33	33	3	3	2	3	3	4	S

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