DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A THESIS

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

By
MUH. FIQRI
1902020059

Supervised by :
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2. **Yuyun Ruqiyyat Said, S.Pd., M.Pd.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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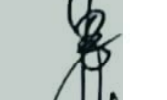
THESIS APPROVAL

This thesis entitled Designing Website for Learning Speaking Skill (a Study on English Department Students of IAIN Palopo), which is written by Muh. Fiqri, Registration Number 1902020059, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 01ˢᵗ September 2023/Shafar 15ᵗʰ 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 01ˢᵗ September 2023

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STATEMENT OF AUTHENTICITY

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Stating exactly that:

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Palopo, 01 September 2023

Regards,

Muh. Fiqri
1902020059

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12. Last, I thank myself for trusting me, doing hard work, never stopping, and always convincing myself.

13. The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions

from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.
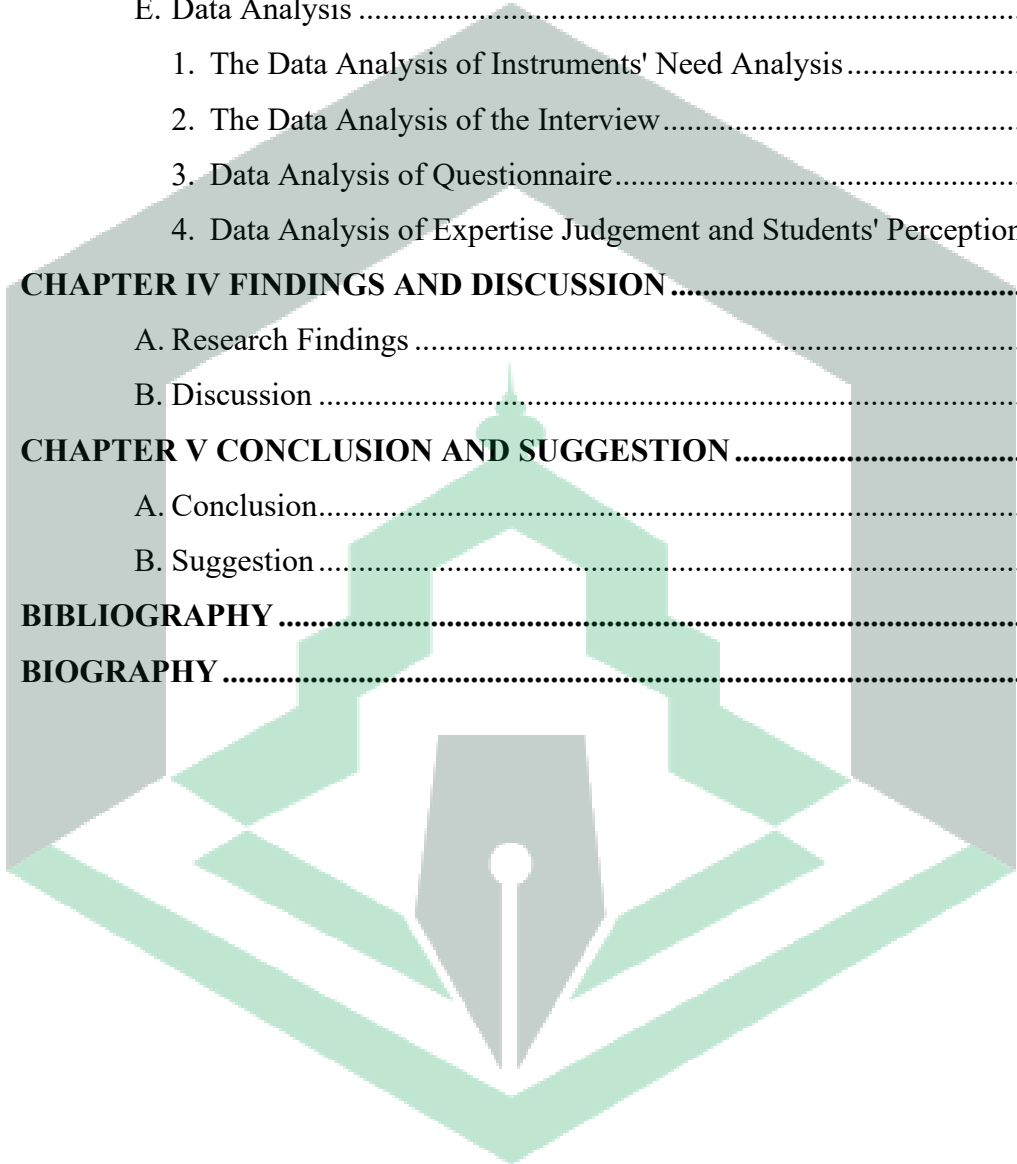
Palopo, 09thJune 2023

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ABSTRACT

Muh. Fiqri, 2023. *"Designing Website For Learning Speaking Skill (a Study on English Department Students of IAIN Palopo)."* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. H. Madehang (Consultant 1) and Yuyun Ruqiyyat Said (Consultant 2).

This research aims to designing a website for learning speaking skill using descriptive text material in BIG C class in the 2nd semester of the English department of IAIN Palopo. A research and development method with ADDIE model was used in this research. The subject on this study consisted of all 47 students enrolled in three classes for the second semester of IAIN Palopo. The subject was taken by using a purposive sampling technique, which consist of 17 students. While the research instrument used was a need analysis and questionnaire of student and expert perception about the product designed. The data were analyzed by calculating the mean score. This research showed the mean score on expert perception (3,3 out of 4) with "good" category. The result of students' perceptions also got a score of (4 out of 5) in the interval; this category gets "good". It can be concluded that the designed website for learning speaking skills is already used as a teaching medium for students and lecturers in the English department of IAIN Palopo.

Keywords: *Website, Speaking skill, Descriptive text*

CHAPTER I
INTRODUCTION

A. Background

Speaking skills are an ability where the speaker can master and be able to use a language properly and correctly. Some students in IAIN Palopo still tend to be less fluent in speaking English and cannot express their English fluently. A student (especially English students) must be able to master and use the language properly and correctly. Students at State Islamic Institute (IAIN) Palopo, especially for English Education Department, need supporting teaching and learning media to improve their speaking skills.

Based on the researcher's observation, some English education students at the State Islamic Institute (IAIN) Palopo still cannot use their English speaking skills properly and correctly. There is still awkwardness in using English because of limited interest in improving speaking skills and lack of supporting teaching media that is in line with the developments of the times that can attract the student's attention at the English Department of IAIN Palopo. The students should be stimulated and motivated by the use of appropriate media. The use of media in students' speaking activities is helpful to encourage and motivate them.[1] Therefore, students need supporting teaching and learning media that align with the times and can be used anytime and anywhere.

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[1] Henny Haryati Br. Sinaga, "The Effectiveness of Using Media toward Students' Speaking Ability at Eighth Graders' of SMPN 8 Kota Jambi" (2021).

The World Wide Web (www), also called web, website, or site, is an internet application and service with multimedia resources.[2] Using the Website as a supportive teaching and learning media is an important instrument to help students improve their speaking skills. Teaching using web is effective to enhance students' English speaking skills.[3] Students are more interested in studying and searching for information using media that aligns with the times and can be used anywhere and anytime. They can access it through the internet using smartphones or laptops whenever they want.

Some research related to teaching and learning media uses the Website. Fakhruddin and Yusuf (2016) stated that one of the ways to improve student learning outcomes is by using learning media, one of them is website-based learning media. With the existence of teaching media, it hopes that it can help teachers deliver subject matter so that the learning activities can be more interesting and effective and encourage students to understand the learning concepts more easily.[4]

Based on the problems and previous research described, the researcher intends to conduct this research with the title "Designing Website for Learning Speaking Skill (a Study on English Department Students of IAIN Palopo)."

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[2]Syaiful Rahman, Wahid Munawar, and Ega T. Berman, "Pemanfaatan Media Pembelajaran Berbasis Website Pada Proses Pembelajaran Produktif Di SMK," *Journal of Mechanical Engineering Education* 1, no. 1 (2016): 137.

[3] Irfan Suryana, Vicky Hidantikarnillah, and Ikmi Nur Oktavianti, "Enhancing Students' English Speaking Skills through Web-Based Teaching," *Eduvelop* 3, no. 2 (2020): 90–104.

[4]Yusuf Fakhruddin, "Media Pembelajaran Berbasis Website Untuk Sekolah Menengah Atas Pada Pelajaran," *Fakultas Komunikasi Dan Informatika Universitas Muhammadiyah Surakarta* (2016).

B. Research Question

Regarding the problem limitation, the researcher formulated the following research question: "How to design a website for learning speaking skills using descriptive text material for English Department of IAIN Palopo students?".

C. The Objective of Research

The purpose of the research based on the research question is to design a website for learning speaking skills, especially by using descriptive text material for English Department of IAIN Palopo students.

D. Specification of Research

The product specifications expected in this study are the site for learning speaking skills, the title, and the material display must have the main material students must achieve. The arrangement of teaching materials needs to pay attention to things such as an organized, attractive appearance, simple language, easy to understand, motivating, easy to use, and carry anywhere;

E. Significance of Research

Theoretically, this research are expected to be helpful, especially for English learning materials. Practically, this research will be useful for (1) English lecturers/English tutors as one of the teaching media for learning speaking skills through Descriptive Text materials to improve the quality of English speaking skills on English Department students' of IAIN Palopo, (2) Students will be expected to use this media to improve their English speaking skills and also to improve student motivation in learning English; (3) Future researchers are expected to be able to use this media as one of the references for further research.

F. The Assumption and Delimitation of The Research

The researcher has several assumptions in designing a Website for Learning Speaking Skills, as follows:

1. The students will use the Website as a learning media and can guide and learn about speaking skills using this media.

The researcher has several limitations in conducting this research, as follows:

1. The material used is limited to Descriptive Text material.
2. Budget limitations on site design.
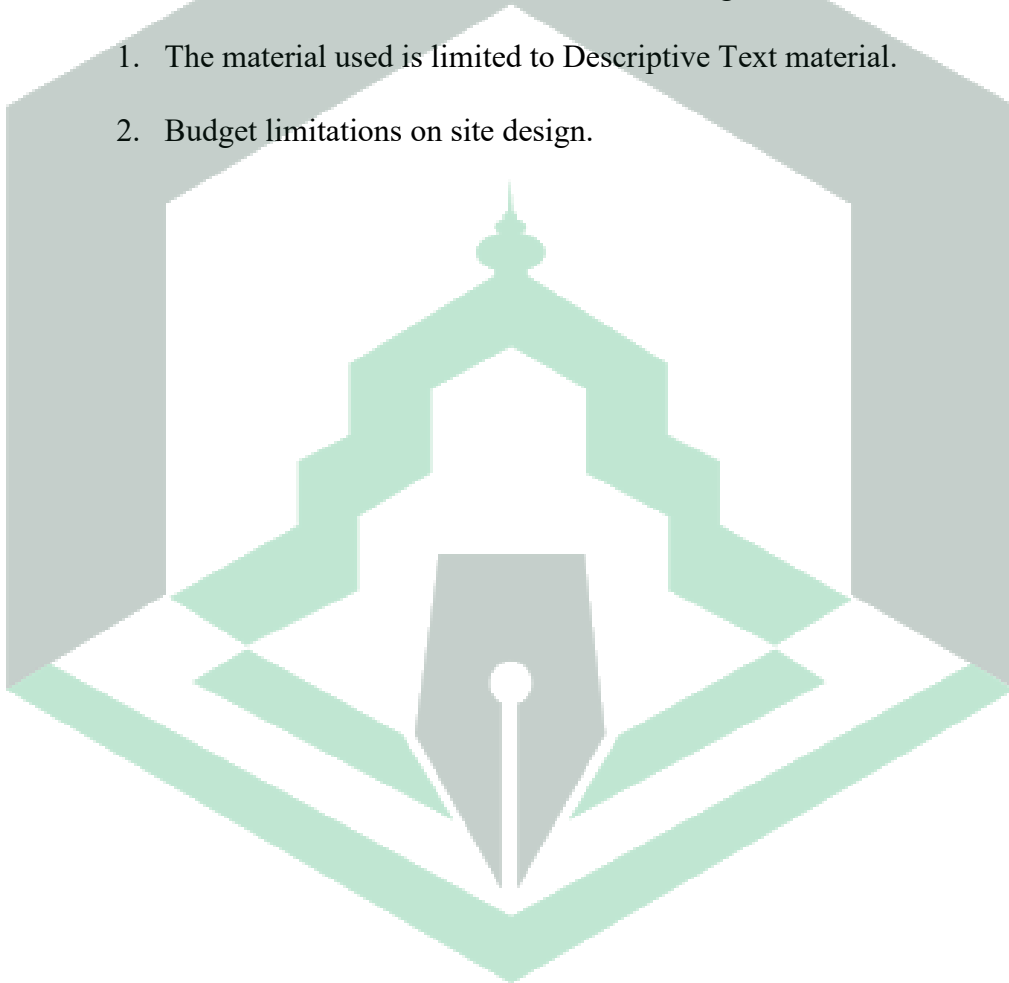
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

Some previous research related to this research about Website and speaking skills is mentioned below.

Novia Bulow (2020), in her thesis entitled "Penggunaan Media Pembelajaran Berbasis Website Pada Mata Pelajaran Agama Islam Di SMP Yapim Manado."[5] This research discusses the use of Website-Based Learning Media to improve the learning outcomes of class VIII students in Islamic Religious Subjects at SMP Yapim Manado. There are two differences between Bulow's research with this research: (1) In Bulow's website-based learning uses sunnah and Munfarid prayer material, while this study uses Descriptive text material; (2) The method used by Bulow is the Classroom Action Research method while this research uses the Research & Development method. The equation of this research is in the media used, namely website-based learning media.

Muhammad Sahrullah (2020), in his thesis entitled "Pengembangan Media PembelajaranBerbasis Web Pada Mata Pelajaran Pendidikan Agama Islam Di SMAN 2 Palangka Raya,".[6] This research stems from the development of technology and information that has a major impact on the world of education. The equation in this research lies in using the web as a learning media that is

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[5]Novia Bulow, "Penggunaan Media Pembelajaran Berbasis Website Pada Mata Pelajaran Agama Islam Di SMP Yapim Manado" 21, no. 1 (2020): 1–9.
[6]Muhammad Sahrullah, "Pengembangan Media Pembelajaran Berbasis Web Pada Mata Pelajaran Pendidikan Agama Islam Di SMAN 2 Palangka Raya" (2020): 57.

considered by the learning style of students who have led to the digital era and in this research method that uses the Research & Development method. In comparison, the difference lies in the development of web-based learning media in Islamic Religious Education subjects at SMAN 2 Palangka Raya, which in this research focuses on designing web-based learning media that focuses on descriptive text material to improve speaking skills.

Stevi Wulandari (2022), in her thesis entitled "Penggunaan Media Pembelajaran Interaktif Berbasis Website *Google Sites* Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran IPS Di SMP Islam Ngebruk Kecamatan Sumber pucung Kabupaten Malang."[7] Wulandari's research discusses learning media that can utilize technology and attract students' attention, which is adjusted to the curriculum and can improve student learning outcomes. There are similarities between Wulandari's research with this research, which uses website-based learning media, and the research methods used. What distinguishes this research is that this research aims to design a website for learning speaking skills, especially using descriptive text material.

The differences between this research and those previous research are the materials, method that researcher used, object of the research and in this research the website that researcher design is focus on speaking material.

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[7]Stevi Wulandari, Penggunaan Media Pembelajaran Interaktif Berbasis Website Google Sites Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran Ips Di SMP Islam Ngebruk Kecamatan Sumberpucung Kabupaten Malang, vol. 2, 2022.

B. Some Pertinent Ideas

1. Speaking Skill

There are some definitions of speaking skills. The first speaking skill in English is a person's speaking ability to express their mind to anyone verbally.

The second, according to Koşar and Bedir (2014), speaking is an interactive process of constructing meaning that consists of producing and receiving information. Speaking as one of the language skills requires communicative competence along with pronunciation, grammar, vocabulary, fluency, and comprehension.[8]

Speaking is an activity to explain someone in a certain situation or an activity to report something and according to Wallace (1998) Defining speaking as a meaningful oral practice, people have to understand what they are saying because they are using a foreign language. This speaking skill will support a person to express their interesting ideas orally.[9]

The fifth, according to Ramlannarie (2011), Speaking is a process of thinking and reasoning so that a person can be accepted and understood well by other people or listeners.[10]

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[8]Meida Rabia Sihite, Iskandar Zulkarnain, and Atika Suri, "Improving Students' Speaking Skill Through Two Stay Two Stray Strategy," Pedagogi: Jurnal Ilmiah Pendidikan 7, no. 2 (2021): 18–24.

[9] David Nunan, "Research of Method in Language Learning" (1992): 249, https://www.academia.edu/31150928/_David_Nunan_Research_Methods_in_Language_Learning.

[10] Ramlannarie, "Pembelajaran Berbicara Dengan Model Pembelajaran Debat," *October 22, 2011*, last modified 2011, accessed August 25, 2023, https://ramlannarie.wordpress.com/2011/10/22/pembelajaran-berbicara-dengan-model-pembelajaran-debat/.

In general, speaking skills include four things:

a. Fluency

Fluency is the ability to speak fluently or smoothly. A good speaker will avoid speaking intermittently, will not make certain very distracting sounds (e.g., ee, hmmm, oo, aa), and can speak fluently.

b. Vocabulary

Vocabulary is fundamental in learning English and is the most important element, whereas vocabulary is a series of words that can use to speak.

c. Pronunciation

Pronunciation is how we pronounce or produce the sound of the words we will say.

d. Grammar

Grammar is the structure of sentence construction or word usage. By using the correct structure, a sentence will be perfect.

2. Website

a. Website Definition

A website is a collection of several web pages where information in the form of text, images, sounds, and others are presented in the form of hypertext and can be accessed by software called a browser.[11]

Website is one of the most frequently accessed platforms for various information and means of communication. A website is a group of pages on the internet where the content can be text, media, and applications.

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[11]Hamzah Hartono, "Pengertian Website Website," *Pengertian Website dan Fungsinya* (2012): 10–35.

b. Web History

Sir Timothy Tim Berners Lee first developed the history of the web, but at that time, the web was still running without being connected to the network. The web became increasingly popular when it began to be connected to the internet network, namely in the late 80s. At that time, the CERN laboratory in Geneva, Switzerland, stated that the web could be accessed via the network and owned by anyone.

In the history of the web, web browsers were used as a medium for surfing, and the first popular browser used was Internet Explorer. Internet Explorer is an application to access the web through a computer. One form part of the development of web history, the definition of the web, was born in the late 90s, namely web 2.0. late 90s, namely Web 2.0. Web 2.0 is defined as a web that functions collaboratively and is informative to bring users closer together. The presence of wikis, blogs, and social networks characterized them. Chris Anderson and Tim O'Reilly first proposed Web 2.0.[12]

According to Dillon, Schonthaler, and Vossen (2017: 1), Since the early 1990s, the world wide web or Website has revolutionized personal and professional life. The web became an ever-expanding site and a library of ubiquitous information accessible through search engines and portals.[13]

c. Element and Component of Website

There are some elements and components of a website:

1) Title

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[12]Sir Timothy and Tim Berners, "Sejarah Web" (2005).
[13]dan tim Sebok, Vermat, "Definisi Website," Paper Knowledge . Toward a Media History of Documents 7, no. 2 (2018): 107–15.

The title is a name of a web page. It is located in the browser's title bar.

Figure 1.1 Title of the page

2) Domain Name

A domain name is the alias of a website. The domain registrar pays for domain names on a per-year basis. Domains are used to make it easy for people to remember the name of a website. Sometimes the domain name also represents its personal name, brand name, product or company. Example: www.awesome.com

3) Url Address

URL stands for Uniform Resource Locator. If our web page is likened to a house, then this URL is the full address of our house. It is located in the browser's address bar. Every web page has a unique and different URL. URL format varies. However, they all always begin with the website's domain name.
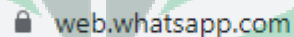
Figure 1.2 Url address of a website

4) Link

If we analogize again that a web page is a house, this link is the door/gate/hallway leading to other pages on the same web or different webs. Generally blue if clicked to move to another page.

The point is that the link, if clicked, moves to another page, for example, https://www.google.com.

5) Header

The header is the top part of a website. It usually contains the site name, logo, and description. The header serves to display the main identity of a site.

Figure 1.3 Header of a website

6) Content

A site's content is in the form of information and articles, usually located in the center. The article you are reading is also part of the content. Content is the most important part of a website.

7) Sidebar

Sidebar is the right or left side of a website and is located on the side of the content. Sidebars usually contain additional information and navigation of a website. Sidebar is filled with widgets. The existence of this sidebar is optional according to each web design. Some are only one column (without a sidebar), some are only one on the right or left, and some are only one on the right or left. On the right or left, and some have sidebars on both sides. Both sides have sidebars.

Figure 1.4 Sidebar of a website

8) Footer

The footer is the basic or bottom part of a website. Its main function is as a footer and contains copyright information, ownership, additional links, resources, sponsors, and credits of a website. Website and even displays widgets.
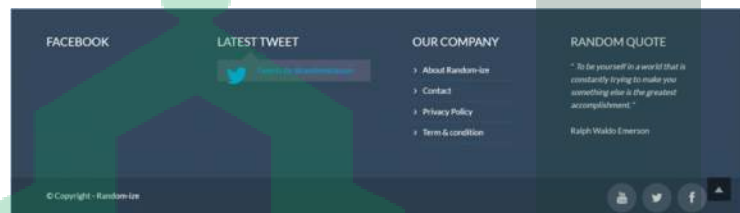
Figure 1.5 Footer of a website

9) Menu

A menu is part of a website containing the main links that lead to certain pages.
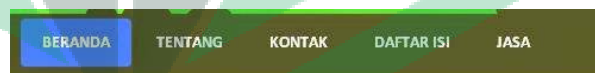
Figure 1.6 Menu of a website

10) Sharing Button Bar

The sharing button bar is where the various sharing buttons on social media are located. This sharing button shares posts or content on the visited page to the visitor's social media.[14]

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[14]Universitas Bina Sarana Informatika, "Konsep Dasar Web" (2014).

Figure 1.7 Sharing button bar of a website

Most web pages include multimedia, which refers to applications that combine text with media. These media include:

1) Graphics

Graphics represent contextualized information, such as images, charts, or photographs. A website often uses infographics to present concepts, products, and news. Infographics are a visual representation of data or information using graphs and diagrams. Graphic formats that are often used to display images on a website are JPEG and PNG formats.

2) Animation

Animation is the appearance of motion created by displaying a series of still images in sequence. For example, text animated by scrolling across the screen can serve as a ticker to display information.

3) Audio

Audio on a website includes music, speech, or other sounds. An audio file is compressed to reduce its file size. The most common audio format is MP3, which reduces the audio file to about one-tenth of its original size while retaining most of the original sound quality.

4) Video

The video consists of images that are played in motion. Users can upload, share, or view video clips on websites. Video files are often compressed due to their large size. Videos posted to a website usually take less than ten minutes.

d. Types of Website

The types of websites are divided based on the purpose and function of the website itself, according to Sebok, Vermat, and Mysch.id there are seventh types of website.[15] Such as:

1) Search Engine

Search engines are software that finds websites, web pages, images, videos, news, maps, and other information related to a particular topic.

2) E-commerce

E-commerce websites are better known as online shop websites. The owner can be an individual or a company. This website is a display of products or services that will be sold by the website owner or people who partner with the website owner. From that information, the purpose of this website is clearly to get profit from the sales and services offered.

3) Company Website

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[15]Sebok, Vermat, andthe team. "Definisi Website." Paper Knowledge . Toward a Media History of Documents 7, no. 2 (2018): 107–15.

Unlike e-commerce websites, company websites contain company profiles. So the company website focuses not on selling goods or services but on introducing its products or services so that potential buyers are more familiar with products and services and their benefits.

4) Agency and Organisation

This website belongs to an agency or non-profit organization, both government and private. This website aims to socialize an agency's work programs, activity reports, etc.

In Indonesia, official government agency websites are usually identified by the.go.id domain, while for organizations, it is usually identified by the .org or .or.id domain.

5) Education Website

Education websites is a type of website that design on this research, this website contain information from institutions, from higher education to primary education and even early childhood education. To create an education website, an educational institution, school, or university, should make a special submission to PANDI (Indonesian Internet Domain Name Manager). Higher education websites usually use the .ac.id extension, while school websites usually have the sch—id extension.

6) News, Weather, Sports, and Other Mass Media

This website contains newsworthy material, including stories and articles about current events, life, money, politics, weather, and sports.

7) Social Media

Social media websites are the most popular websites among internet users. With this website, users can easily exchange information, make friends or follow the latest news from someone personally. Some people utilize social media for work purposes and to make money. That is, by selling physical, digital, or service products.[16]

According to We Are Social (2022), Search Engine, Social Media, and E-Commerce are the most popular and most visited worldwide.[17]

e. How to Design a Website

There are various ways to create a website, but here the researcher explains one of the simplest and easiest ways to create a website. Here are the steps[18]:

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[16]Mysch.id, "Jenis-Jenis Website," last modified 2021, accessed February 23, 2023, https://www.mysch.id/blog/detail/61/jenis-jenis-website-dan-penjelasan-lengkapnya.

[17]Dzulfiqar Fathur Rahman, "10 Website Yang Paling Sering Di Kunjungi Di Dunia," last modified 2022, accessed February 24, 2023, https://databoks.katadata.co.id/datapublish/2022/08/15/10-website-yang-paling-sering-dikunjungi-di-dunia#:~:text=Secara keseluruhan%2C We Are Social,surel (e-mail).

[18]Faradilla A., "Cara Membuat Website Tanpa Ribet! [Pemula & Profesional]," last modified 2023, accessed February 24, 2023, https://www.hostinger.co.id/tutorial/cara-membuat-website.

1) Decide the type of website

First, we must determine the idea and type of website that we will create. As explained earlier, there are types of websites. This is important because this step determines the next steps, such as choosing a cheap domain and website platform.

2) Choose a web hosting service.

After deciding what type of website you want to create, the next step is to buy a hosting service that suits the user's needs. Web hosting is an online storage place that will store all the data of the site that will be created. There are various web hosting options for all needs. When creating a website, there are three types of web hosting: shared hosting, cloud hosting, and VPS hosting.

    a) Shared Hosting

        Shared hosting is the most suitable choice if you are starting to create a simple website. It's a type of server that houses multiple users and is intended for small to medium-sized websites.

        Shared hosting works like public transport, such as a bus or train. So, multiple websites use the same resources from one physical server, just like passengers on public transport.

    b) Cloud hosting

        Cloud hosting is best suited for online stores, large-scale projects, and online news websites where visitors keep

returning for more information. It offers the convenience of shared hosting but with the sophistication of a virtual server. It works by keeping a copy of the user's website on multiple physical servers that work together. So, if one server goes down, the other servers in the cluster will pick up the slack and keep the user's website online.

c) VPS Hosting

This type of hosting is best suited for those who want to create a large-scale, fully optimized website. VPS stands for virtual private server and is the perfect choice for users who want complete freedom and control to manage their platform and website. However, to run VPS hosting, the user must have server management skills and know how to operate a terminal. In short, VPS hosting offers a high degree of customization of all available options. The user can manage everything from the operating system to the software stack, thanks to root access.

3) Determining the Domain Name

The next step is to determine the domain name. Here, the user is free to determine the domain name, but it is recommended to use a simple name to facilitate future searches.

4)   Choose a website management platform.

Three options can be used to create a website. With this choice, users can decide what kind of steps they want. Here are three common options for creating a website:

a) They are using a CMS. Users can use a content management system or CMS if they want the easiest way to create a website. One CMS that allows the user to create a website for free is WordPress.

b) Website builder. If the user lacks web design skills, try using a website builder. In fact, with this tool, users can create a website without coding.

c) With coding, This option would not be difficult if the users were already web developers. Although it takes a lot of time and effort, you can freely add any features for website development.

Here, we will explain how to create a website easily using CMS.

5) Install the platform

At Hostinger, it's easy to install WordPress. If the users already use Hostinger's service, they can directly install WordPress to create a website.

6) Change the theme and install plugins.

Website design is very important so that the site can attract visitors and make them feel at home. Users can hire a web designer or do it themselves for the design process.

After that, install the plugin. Plugins are software that can add functionality to a WordPress website. With plugins, users can start creating a website without coding for any site.

7) Creating your first post

Creating a post in WordPress is pretty straightforward. Firstly, go to the navigation menu Posts → Add New. This will bring up a blog post editor with various features.

To create a new post in WordPress, first create a post title. Then, type the post content in the area provided. If users want to format the text, use the toolbar option. The toolbar is similar to the one in MS Word or other popular text editors.

8) Optimise website performance

To optimize your website's performance, you need to optimize it. That way, the website is in the top position of the Google search engine, does not load long, and gets more visitors. Here are the website optimization steps you need to take:

  a) Install Caching Plugin. Caching plugins are useful for creating a static version of the website and sending it so that the website can load faster.

b) Optimise permalinks. Permalinks favored by Google contain titles or keywords. Then, shorter permalinks will provide even better performance.

c) Image optimization. Image optimization is also necessary to make your website load faster.

d) Enable CDN. CDN is the latest technology as a form of mirroring website content. Using CDN, our web content such as CSS, Image, Video, and Custom Scripts, will be mirrored on backup servers in various countries.

9) Publish website

Hostinger automatically saves all your changes. So users don't have to worry about losing unsaved edits. Check each web page and link after customizing the content. If everything is as you wish, click the Publish button on the top right corner of the builder.

Those are the steps to creating the simplest and easiest website.

3. **Instructional Design Material**

Richards (2001:251) summarizes the roles of materials (particularly course books) in language teaching as 1) A resource for presentation materials (spoken and written). 2) A source of activities for learner practice and communicative interaction. 3) A grammar, vocabulary, and pronunciation reference source for learners. 4) A source of stimulation and ideas for classroom activities. 5) A syllabus (where they reflect learning objectives that have already been

determined). 6) Support for less experienced teachers who have yet to gain confidence.[19] The language teaching is important and useful for students.

The mastery of speaking skills in English is a priority for many second or foreign-language learners. Learners consequently often evaluate their success in language learning and the effectiveness of their English course based on how well they feel they have improved in their spoken language proficiency. the teaching of speaking have also been able to draw on a better understanding of the nature of spoken language and of the characteristics of different types of spoken discourse (interactional, transactional, and performance-based).[20]

David Nunan (1988) identified the six principles of materials design,[21] which are:

a. Materials should be clearly linked to the curriculum they serve.

Materials should be chosen on the basis of their relevance to the objective and goals of the curriculum.

b. Materials should be authentic in terms of text and task.

Text refers to the authenticity of the input data which are used as point f departure in materials development. Task authenticity refers to what learners actually o in relation to input data. Learners are asked to undertake tasks which replicate or rehearse their communicative behaviors.

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[19] Yuliyanti, "Designing English Instructional Materials for the Eleventh Grade of Accounting Students At SMK Negeri 1 Wonosari, Gunungkidul in the Academic Year of 2010/2011" (2011).

[20] Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: Www. Finchpark. Com/Courses/Tkt/Unit_07," *Richards-Teaching-Listening-Speaking. pdf* (2008): 1–37.

[21] Dr. Marcedita Alberto, "Principles in Materials Design" (2017), https://www.slideshare.net/rhonamerca/principles-in-materials-design?from_action=save.

c. Materials should stimulate interaction.

Materials should stir interaction among learners. Materials must cause the conversation among interlocutors for them to negotiate meaning, interpret signs and symbols, or understand dialogs.

d. Materials should allow learners to focus on formal aspects of the language

There is evidence that learners can benefit from form-focused activities that require them to solve problems, form and perform hypothesis, come to conclusions and construct their own rules form instances and examples of language use.

e. Materials should encourage learners to develop learning skills and skills in learning.

Learning skills refer to 4C's: Critical thinking, creative thinking. Communication and collaborating. While, skills in learning are those research on learning styles and work in learner-centered curriculum development has led to the trend of incorporating into materials activities that teach students about learning as it is impossible to teach everything students need to know in class. Hence, it is necessary to provide learners with efficient learning strategies, develop skills in self-evaluation, assist them to set their objectives and develop skills needed to negotiate the curriculum.

f. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

A good language learner who always looks for opportunities must be made a part of the materials. Many learners fail to connect the language work done in

class and the language they encounter outside—tasks designed to get learners to apply their skills need to be elaborated.
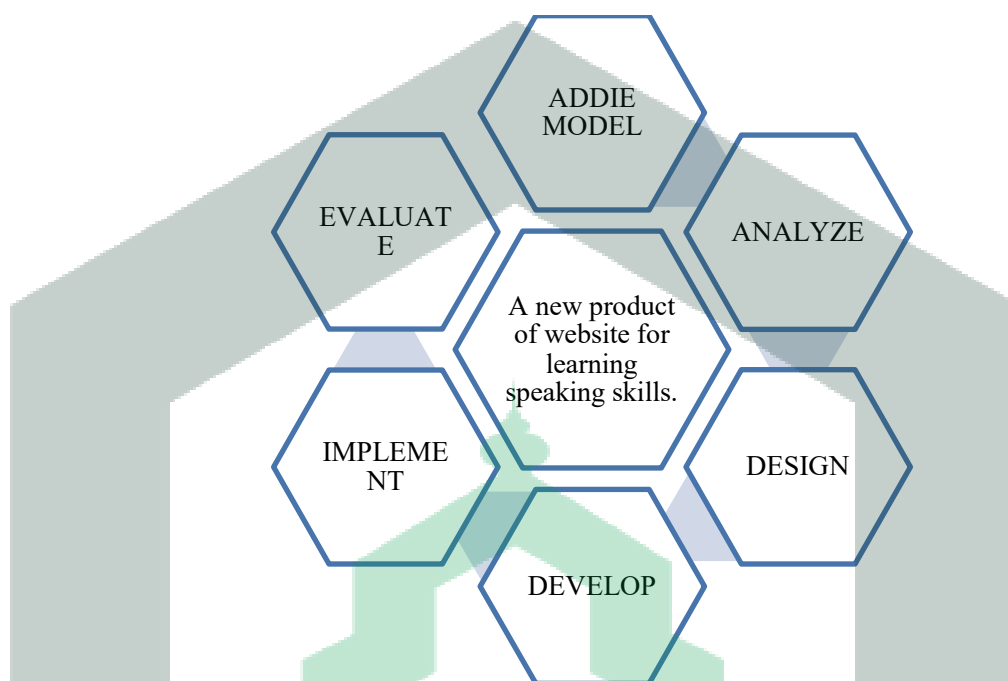
C. Conceptual Framework

Figure 2.1 Conceptual Framework

Teaching media are very important to support students' interest in learning. Therefore, researchers are interested in supporting learning media products through websites that align with technological developments and the times.

Website for learning speaking skills is a website that contains English learning, especially descriptive text material, which is used to help students to learn speaking skills anytime and anywhere. In designing the product, the researcher applied Rusman's theory, using internet technology as a teaching and learning medium. In line with Nugroho in Mujiyono (2020), "Websites or blogs

can make learning more interesting, enjoyable, make students learn actively, interactively, and flexibly."[22]

The researcher used the Research and Development method in the design phase by applying the ADDIE model. First, the researcher analyzed the needs of learners by interviewing students and directly observing their daily lives of students, the demand of the target situation determines the type of need.[23] After collecting the data, the researcher designed the Website for learning speaking skills according to the previous analysis data. After designing, the researcher developed the Website for learning speaking skills and some additional learning materials to evaluate the product. Next, the researcher implemented the product by conducting direct trials on the target. This aims to identify the product's validity, reliability, and feasibility. The researcher evaluated the product by using questionnaires and interviewing the target audience.

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[22]Mujiyono Wiryotinoyo et al., "Pemanfaatan Website Sebagai Media Promosi Dan Sumber Belajar Di Sekolah Menengah," Jurnal Abdi Pendidikan 01, no. 1 (2020): 1–5.

[23] Tom Hutchinson Alan Waters, English For Specific Purposes (Cambridge University Press, 1987).

CHAPTER III
RESEARCH METHOD

A. Research Design

Research and Development (R&D)is applied in this research. R&D aims to validate and develop a product. To validate a product, the researcher must test the effectiveness or validity of the existing product. To develop a product means that the researcher must be able to upgrade an existing product (to provide a more practical, effective, and efficient product) or create a new product that does not yet exist. The product can be a book, worksheet, syllabus, program, or module.

The researcher designed a website for learning speaking skills in this research. In designing the product, the researcher conducted a needs analysis through qualitative and quantitative surveys, designed the product prototype, developed the product based on expert suggestions, implemented the product according to the target, and evaluated the product based on the data collected in the implementation phase. Furthermore, the researcher applied the ADDIE model (analyze, design, develop, implement, and evaluate) in constructing the product.

B. Participants

The participants in this research are English Department students of IAIN Palopo second semester. It is only one class, Big C 2023, with 17 students.

C. Research Procedure

In this research, the ADDIE has five phases they were:

1. **Analyze**

   At the analysis stage, the researcher analyzed students' needs (lack, desire, and need) to construct the product. The researcher used a questionnaire to collect data based on student needs.

2. **Design**

   The data collected during the analysis phase was used to design the new product. The product is designed based on the data from the analysis phase. In this phase, the researcher produces the content used in the learning media and the instrument used to validate the design. In this phase, the researcher designed the Website by himself from the internet. In addition, the researcher uses instruments that will be used in the development phase.

3. **Develop**

   In the development phase, the researcher develops a product prototype: a website for learning speaking skills. The validator will validate the product prototype using the instrument developed at the design stage. The validator will assess the design by considering content feasibility, language feasibility, visual feasibility, and the suitability of the approach used in the product. Validation is carried out until the prototype is ready for students to implement.

4. **Implement**

   The next phase was implementation. The researcher applied the product and tried it out on students. In this phase, researchers aim to determine the effectiveness of the product. The implementation phase will be conducted with a few Big II C class English Department students of IAIN Palopo.

5. Evaluate

In the last stage, evaluation, the researcher revised the Website for learning speaking skills. The revision was based on student questionnaires and expert opinions about the Website as a learning medium. This stage is done to provide an accurate product and also by the needs of IAIN Palopo students.

D. Data Collection

1. Interview

The researcher interviewed English education department students in the needs analysis. There are several items of questions that discuss students' understanding of English learning, especially descriptive text material and speaking skills.

2. Questionnaire

The questionnaire helps the researcher collect data about this study's target needs (needs, lacks, and desires). The questionnaire was distributed to analyze the needs of students' perceptions and collect the evaluation of expertise in developing the product. The questionnaire consisted of 10 questions to collect students' needs analysis, 11 questions about students' perception of the product, and 31 about expert validation.

E. Data Analysis

1. The Data Analysis of Instruments' Need Analysis

The researcher validated the needs analysis instrument with experts. To collect validation scores, researchers calculated the average with the following formula:

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

X = Mean

$\sum$x = Total of an aspect

N = Total of the instruments' questions

The following data conversion table categorizes the average score and percentage results.

Table 3.1 The Example of Data Conversion Table

Aspect	Mean
Contents	
Scope of Contents	
Language	
Average Scores	

2. **The Data Analysis of the Interview**

The researcher uses the descriptive qualitative method in analyzing the data collected in the interview.

3. **Data Analysis of Questionnaire**

The researcher analyzed the data using quantitative descriptive methods. The researcher calculated the percentage and calculated using the following formula[24].

$$x = \frac{\sum x}{N} \times 100\%$$

X = Percentage (%)

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[24]Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," FOSTER: Journal of English Language Teaching 1, no. 1 (2020): 15–28.

$\sum$x = Students who have the same answers.

N = Total of the Student.

The most frequently chosen answer by students indicates the most agreed choice. This became the data for the researcher to design a website. To visualize the data, the researcher used a bar chart according to the percentage of data.

4. **Data Analysis of Expertise Judgement and Students' Perception**

The researcher applies the Likert scale to calculate the data of expert judgment. The result of the data is calculated by the average of the experts' answers. The data analysis uses the formula as follows:

The number of Excellent answer : E x 4   = . . .

The number of Good answer   : G x 3   = . . .

The number of Average answer   : A x 2   = . . .

The number of Poor answer   : P x 1   = . . .

Total score   = . . .

To find the percentage (x), the total score will be averaged (Mean) using the following formula:

$$M = \frac{B}{N}$$

M= Mean score

B = Total Score.

N = The Number of Topic Materials

After collecting the average (Mean), the researcher calculates the average to find the percentage (x) by using the formula as follows:

$$x = \frac{M}{N} \times 100\%$$

X = Percentage (%)

M = Mean score.

N = Total of the Student.

After collecting the results, the researcher determined it was a website for learning speaking skills in the English department of IAIN Palopo. The following data conversion table categorizes the average score and percentage results.

Table 3.2 The Example of Expertise Validation Table

NO	Criteria	Average Score	Description

Table 3.3 The material topics qualification of product evaluation

Score	Percentage	Qualification	Classification
3,6 - 4	90% - 100%	Excellent	Can be used without revision
2,6 – 3,5	65% - 89%	Good	Can be used with a little revision
1,6 – 2,5	40% - 64%	Average	Can be used with much revision
0 – 1,5	0% - 39%	Poor	Cannot be used

Table 3.4 The Example of Students' Perception Table

NO	Criteria	Average Score	Description

Table 3.5 The students' material qualification for product evaluation

Score	Percentage	Qualification	Classification
4,6 - 5	90% - 100%	Excellent	Can be used without revision
3,6 – 4,5	65% - 89%	Good	Can be used with a little revision
2,6 – 3,5	40% - 64%	Average	Can be used with much revision
1,6 – 2,5	20% - 39%	Poor	Cannot be used
0 – 1,5	0% - 19%	Very Poor	Cannot be used
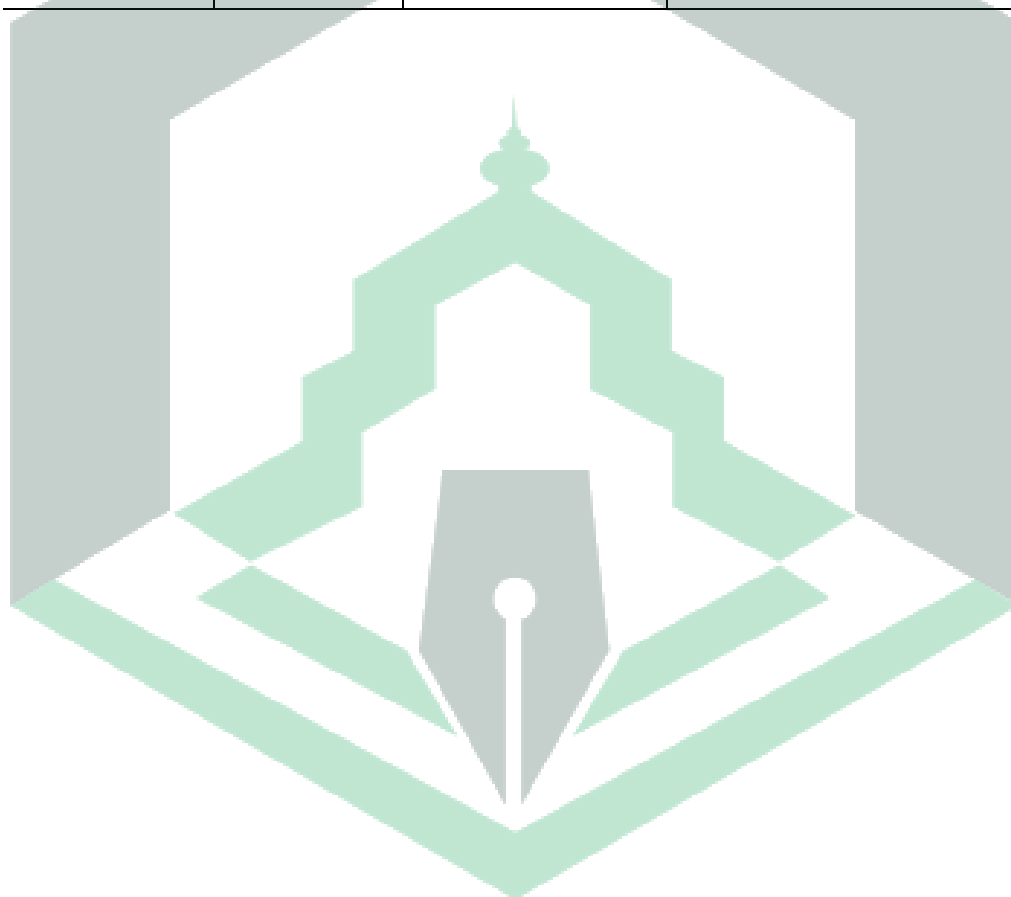
CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

This developmental research used ADDIE (Analyze, Design, Develop, Implement, and evaluate.) Design. This research aimed to design a website for learning speaking skills, especially by using descriptive text material for students of the English Department of IAIN Palopo. The data gathered were derived from a questionnaire and interview administered to the samples and experts to obtain the data related to designing a website for learning speaking skills.

1. Need Analysis

To get the data related to the research, the researcher distributed the questionnaires with ten questions, and the total number of respondents was 17 students. It can be seen below the students' responses to each statement in the questionnaire:

The first question is, "What are your objectives in learning English?" the researcher gave five choices, and most students chose C, which is "to communicate with English goodly and correctly."
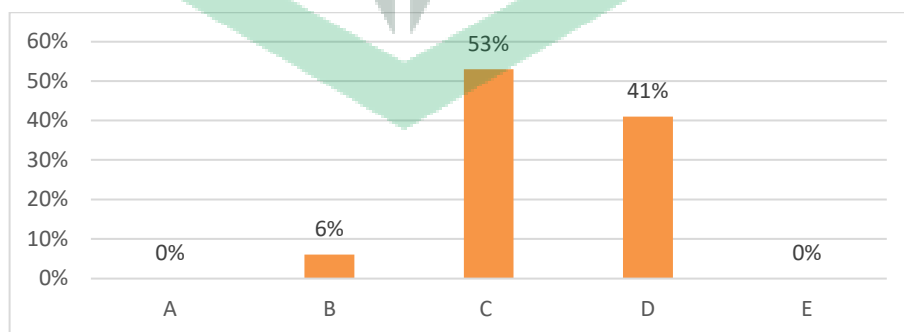
Figure 4.1 The students' objectives in learning English

The second question is, "How often do you study English especially speaking skill and descriptive text?" the researcher found that most students chose C "only on the certain subject material."
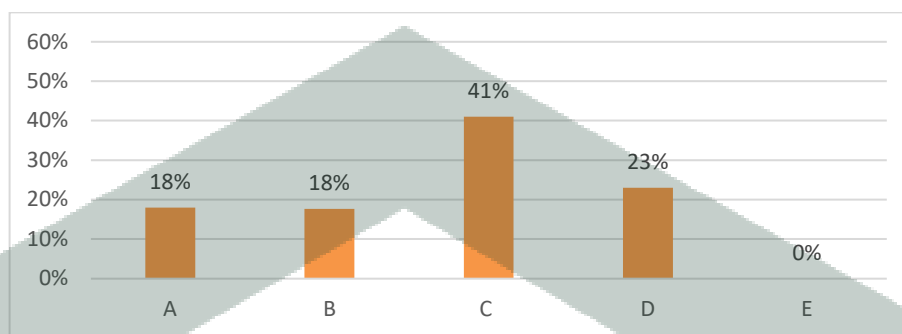
Figure 4.2 The students oftenly study English

The third question is "How is your English speaking skill mastery now?" based on this question, the researcher found the most answers in option B as seen in the graph below.
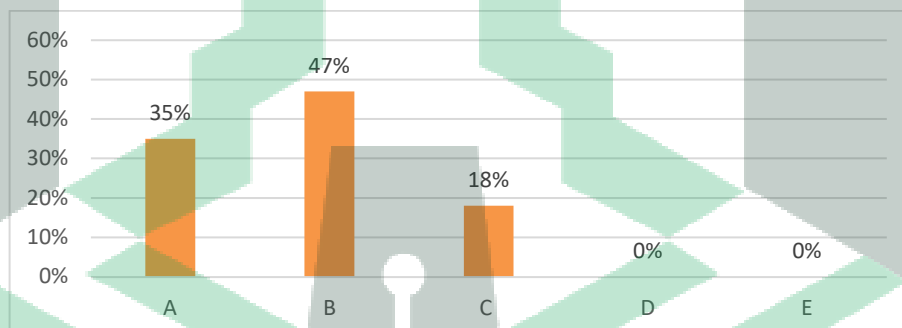
Figure 4.3 The students' English speaking skill mastery

The fourth question is, "Your mastery of descriptive text material is in what category?" based on the chart below, most students prefer to choose option C, "be able to explain something but still stammered when speaking." None of them chose option D, "be able to explain something well and smoothly in their daily life."
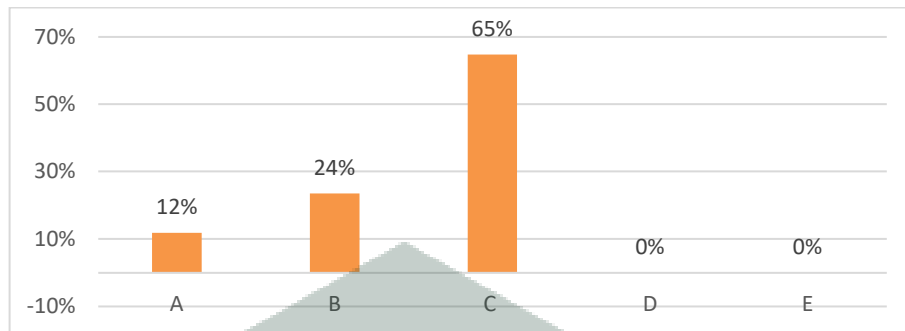
Figure 4.4 The students' mastery of descriptive text material

The fifth question is " I want to improve my speaking skill for?" based on graph 4.5 below, it can be concluded that most students chose D. Some students had different options, as shown in the graph below.
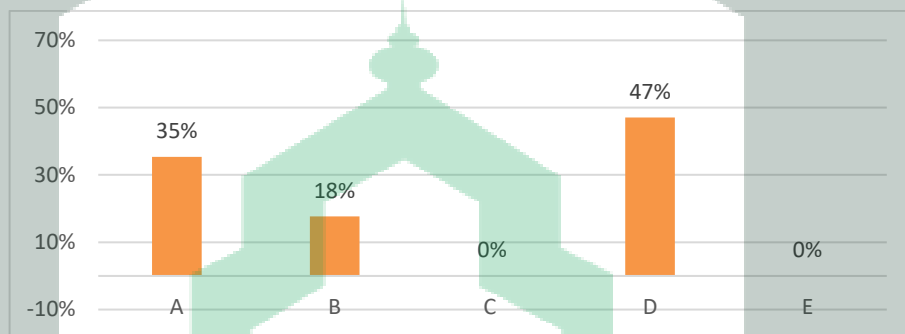

Figure 4.5 The students speaking skills improve

The sixth question is "How do you learn Speaking skills in English?" based on graph 4.6 below, it can be concluded that most students choose B (53%) to use a vocabulary book to learn English speaking skills).
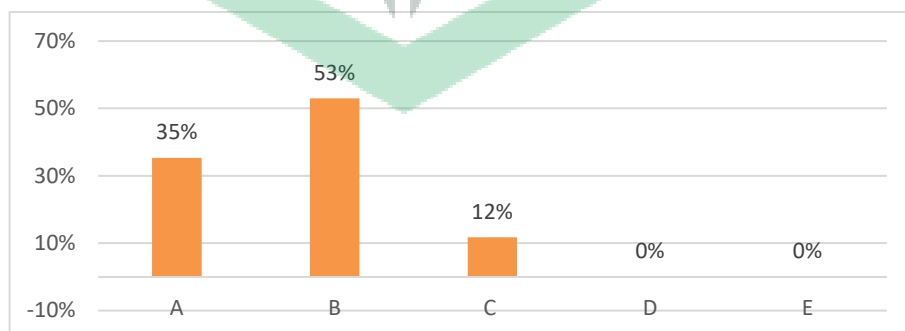

Figure 4.6 The students' English speaking skill learning way

The seventh question is, "In learning speaking skills material, especially using descriptive text, what do you prefer?" most students prefer to choose C. They prefer to team up with their friends when they learn the material. None of them choose D or E option.
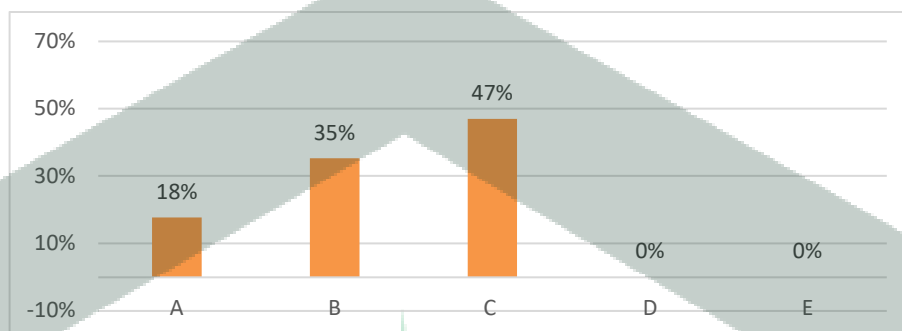

Figure 4.7 The students' English speaking skill learning way

The eighth question is "What is your opinion about speaking skills?" as shown in the chart below, many students prefer the A option, and only a few choose the C option. They agreed that speaking skill is the most important skill to learn.
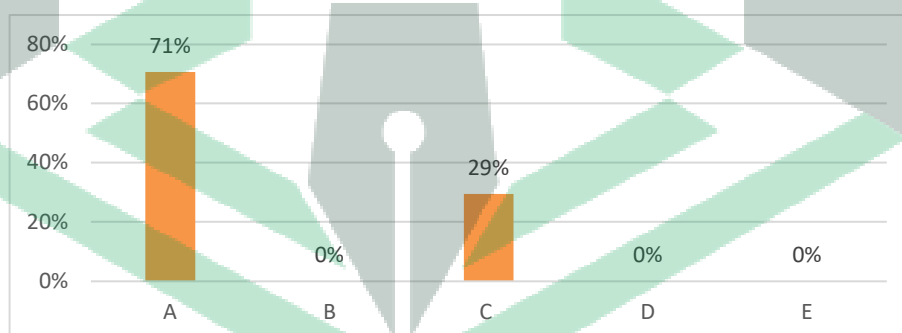

Figure 4.8 The students' English speaking skill opinion

The ninth question is "Where the place to learn speaking skill do you likes?" in this part of the question, most students like to study anywhere they want, so the most option to choose is D. none of them chose the B option Library.
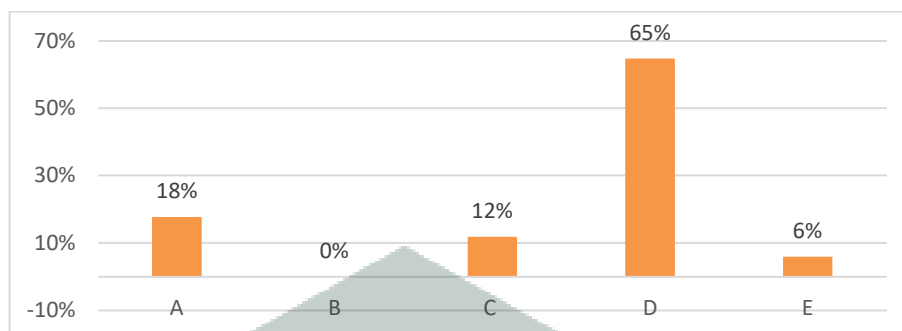
Figure 4.9 The students' English speaking skill learning place

The tenth or the last question is, "In learning a speaking skill, I prefer like if the lecturer?" most choose the A option. They want the lecturer to involve the students in learning activities.
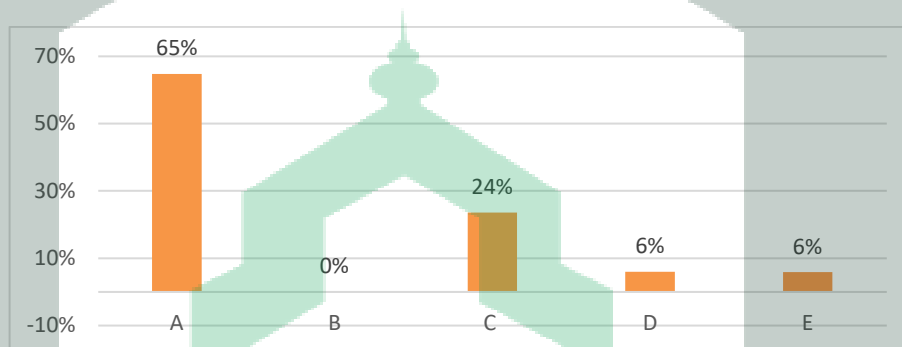

Figure 4.10 The students' perception of the lecturer

Based on the students need analysis, the researcher would conclude that most of students need to improve their time and desire to learn speaking skill, the students believe that the speaking skill is one of the important skill that must to be mastered.

2. **Design**

The data collected during the analysis phase was used to design the new product. The product is designed based on the data from the analysis phase. In this phase, the researcher produces the content used in the learning media and the instrument used to validate the design. In this phase, the researcher designed the Website by himself from the internet. In

addition the website consist of header, content, footer, sharelink, menu, material menu (Descriptive text material, Practice menu with sound recorder, dictionary, picture with audio, and video.

3. Development

In the development phase, the researcher develops a product prototype: a website for learning speaking skills. The product contains of the title of web, youtube video about descriptive text, theory of descriptive text (definition, purpose, structure, characteristic, and the example of descriptive text) picture with sound and practice menu with picture and sound recorder.

a. Expert's Validation

The researcher validated the Product website for learning a speaking skill by providing expert judgment questioners related to the website designed by the researcher. The experts consisted of Material experts, namely Husnaini, S.Pd.I. M.Pd., The Language expert, namely Dewi Furwana, M.Pd.and The Design and Layout expert, namely Imam Fadly, S.Pd. This is done so that the designed website can be used to learn speaking skills. The result of expert validation can be seen in the table below:

Table 3.6 Expert Validation

No.	Criteria	Average Score	Description
Content:			
1.	The material coverage on the Website for Learning Speaking Skills is on the needs of IAIN Palopo students.	2,3	Average

2.	The depth of the material on the Website for Learning Speaking Skills for IAIN Palopo students is adequate.	2,6	Good
3.	The originality of the materials on the Website for Learning Speaking Skills for IAIN Palopo Students is adequate.	3,3	Good
Language:			
1.	The language used on the Website for Learning Speaking Skills is appropriate.	4	Excellent
2.	Vocabulary presented on the Website for Learning Speaking Skills is by the level of students.	3,6	Excellent
3.	The language used is easy to understand	4	Excellent
4.	The overall material is appropriate to the student's ability.	3,6	Excellent
Input:			
1.	Input material on the Website for Learning Speaking Skills helps improve the Speaking Skills of IAIN Palopo students.	2,3	Average
2.	Input material on the Website for Learning Speaking Skills by the ability of IAIN Palopo students.	3	Good
3.	The input material on the Website for Learning Speaking Skills is interesting.	3	Good
4.	Input material on the Website for Learning Speaking Skills by the language skills of IAIN Palopo students.	3	Good
5.	Input material on the Website for Learning Speaking Skills includes correct language structure.	3	Good
6.	The choice of material is by the characteristics of students.	3	Good

No.	Criteria	Average Score	Description
7.	Input material on the Website for Learning Speaking Skills can add insight to IAIN Palopo students.	4	Excellent
Design & Layout:			
1.	The design colors on the Website for Learning Speaking Skills are attractive.	3,3	Good
2.	The content display of the Website for Learning Speaking Skills is clear.	3,6	Excellent
3.	The use of punctuation is correct.	3,6	Excellent
4.	The arrangement of materials on the Website for Learning Speaking Skills is systematic.	3,6	Excellent
5.	The auxiliary media in the Website for Learning Speaking Skills is clear.	3,3	Good
6.	The spacing is appropriate.	3,6	Excellent
	Total Score	**3,3**	**Good**

The average result of the expert's validation instrument is good, meaning the website could be used with a little revision.

4. Implement

The researcher applied the product and tried it out on students. In this phase, researchers aim to determine the effectiveness of the product.

a. Student's Perception

Table 3.7 Student Perception

No.	Criteria	Average Score	Description
1.	Website for Learning Speaking Skill materials are appropriate to the level.	4.1	Good

2.	The website material for Learning Speaking Skills is for the needs of IAIN Palopo students.	3.8	Good
3.	The website material for Learning Speaking Skills helps students communicate in English well.	4.1	Good
4.	The website material for Learning Speaking Skills is interesting and easy to understand overall.	4.3	Good
5.	The material topic of the website for Learning Speaking Skills is overall by the needs of students at IAIN Palopo.	4	Good
6.	The material topics of the Website for Learning Speaking Skills are easy to learn and apply daily in the IAIN Palopo area.	3.7	Good
7.	The choice of font type and size on the Website for Learning Speaking Skills is attractive and comfortable to read.	3.9	Good
8.	The color selection on the Website for the Learning Speaking Skill display is attractive and pleasant to look at.	3.8	Good
9.	The display design of the Website for Learning Speaking Skills is attractive.	4.05	Good
10.	The display of sample images on the Website for Learning Speaking Skills is interesting and appropriate.	4.35	Good
11.	The advantages of the Website for Learning Speaking Skills are practical, easy to use anywhere, and by time.	4.3	Good
Total Score		**4**	**Good**

The result of the Website for learning speaking skills students perception on average is good, which means that the website could be used with a little bit of revision.

5. **Evaluate**

The researcher revised the Website for learning speaking skills. The revision was based on student questionnaires and expert opinions about the Website as a learning medium. This stage is done to provide an accurate product and also by the needs of IAIN Palopo students.

B. **Discussion**

This thesis is research on the designing website for learning speaking skills, a study on English Department students of IAIN Palopo. This research aims to design a website for learning speaking skills, especially by using descriptive text material for students of the English Department of IAIN Palopo—the method used in this research, Research and Development (RND) method. The research subjects were English Department IAIN Palopo students, with 17 respondents in class c the second semester.

The researcher develops the product using the ADDIE model procedure. The ADDIE model consists of five stages: (1). Analysis. At this stage, the researcher distributed questionnaires to 15 respondents to find out the student's needs, desires, and shortcomings in learning speaking and descriptive text. (2) Design, after knowing the student's needs, desires, and shortcomings, the researcher designs the products that students can use to learn speaking skills in this internet era. In this case, the researcher designed a website for learning

speaking skills, especially using descriptive text material. The researcher collected data related to the website, speaking skills, descriptive text, and the tools and materials used to make the website for learning speaking skills. After collecting everything, the researcher made the website by himself from the start until the finish. (3) Development, at this stage, the researcher develops the product that has been designed. The products made are then tested by three experts: material expert, language expert, and design layout expert. (4) Implementation. At this stage, the products validated by experts will be implemented by students. This aims to see the English Department students' suitability and usefulness, especially in the second semester. (5) Evaluation. Evaluation stage to measure development achievement. The product in this research is a website for learning a speaking skill; the website's contents are title, domain name, URL address, link header, descriptive text, footer, menu, sharing, picture, audio, and video.

The website for learning speaking skills is useful for English Department IAIN Palopo students. The assessment of the feasibility of the website for learning speaking skills shows the following results: The experts gave an average score of 3,3 in good categories. Students' perceptions obtained an average score of 4 in good categories. The results of the data from students' perception showed that the students of the English Department IAIN Palopo. Students will use this media to improve their English speaking skills by teaching media related to this era. This research results from the statement (Lestianingrum: 2019) The use of Internet-

based Learning Media by Teachers is Very High.[25]The learning process using the internet, of course, will greatly facilitate students in learning and receiving lessons and will foster interest in learning in students.[26] According to the statement above website for learning speaking skills is suitable for learning media. This is in line with the results of research conducted by Novia Bulow (2020) in her thesis entitled "Penggunaan Media PembelajaranBerbasis Website Pada Mata Pelajaran Agama Islam di SMP Yapim Manado." This research uses Classroom Action Research (CAR). This research shows that every cycle using website-based learning media is evidenced by the average score obtained in cycle I, 57.18, and in cycle II, 85.75. With the average value above, it can be concluded that web-based learning media in Islamic Religion subjects can be said to be successful.[27] What dissects Novia Bulow's research with the research conducted by the researcher is that it lies in the content, method, and subject being researched and the development model. Second, Muhammad Sahrullah (2020), through his thesis entitled "Pengembangan Media PembelajaranBerbasis Web Pada Mata Pelajaran Pendidikan Agama Islam di SMAN 2 Palangka Raya". This research uses Research and Development (R&D) research with ADDIE model procedures that consist of five stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. This research indicates that the data analysis technique uses the score results from the validation of media experts, material

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[25]Nur Lestianingrum, "Pemanfaatan Media Pembelajaran Berbasis Internet Oleh Guru Pendidikan Jasmani Olahraga Dan Kesehatan Sekolah Dasar," 2019.

[26]Sukma Andika Alamsyah et al., "Analisis Penggunaan Media Internet Terhadap Minat Belajar Materi Simulasi Digital Kelas X Smk Negeri 1 Pacitan" (n.d.): 1–9.

[27]Novia Bulow, "Penggunaan Media Pembelajaran Berbasis Website Pada Mata Pelajaran Agama Islam Di SMP Yapim Manado."

experts, and student responses to web-based learning media that the developed media are suitable for use as learning media in class X SMAN 2 Palangka Raya.[28] The similarity between Muhammad Sahrullah's research with this research conducted by the researcher lies in the method and model used, namely the R&D and ADDIE models. In contrast, the difference lies in the content. Muhammad Sahrullah developed a teaching media with website-based learning, while the researcher is designing a website for learning speaking skills. And the last is Stevi Wulandari (2022) through her thesis entitled "Penggunaan Media Pembelajaran Interakif Berbasis Website Google Sites Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran IPS di SMP Islam Ngebruk Kecamatan Sumber pucung Kabupaten Malang." This research uses R&D research method with Borg and Gall Model. The development of interactive learning mediaThis google sites website-based interactive learning media development has the following values: validation of media experts 94%, material experts 78%, Islamic junior high school social studies teacher 107 Ngebruk 78%, field trial students 80-100%. The data obtained stated that this product is "feasible" and has "no need for revision." In comparing learning outcomes according to the independent sample test, the control class got an average of 75.70. In contrast, the experimental class got an average of 82.70. the experimental class got an average value of 82.70. Conclusion Learning outcomes of the control and experimental classes and the product declared "successful" and "feasible." Where students feel happy with the

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[28]Sahrullah, "Pengembangan Media Pembelajaran Berbasis Web Pada Mata Pelajaran Pendidikan Agama Islam Di SMAN 2 Palangka Raya."

learning media website google sites.[29] The similarity between Stevi Wulandari's research with this research conducted by the researcher is the method used by using R&D method and media using. The differences are that Stevi Wulandari's research uses the Borg and Gall Model and the content of the research.

Based on the description above, it can be concluded that the website for learning the speaking skill has been designed according to students' and lecturers' needs. It is ready to be distributed to the English Department students of IAIN Palopo.

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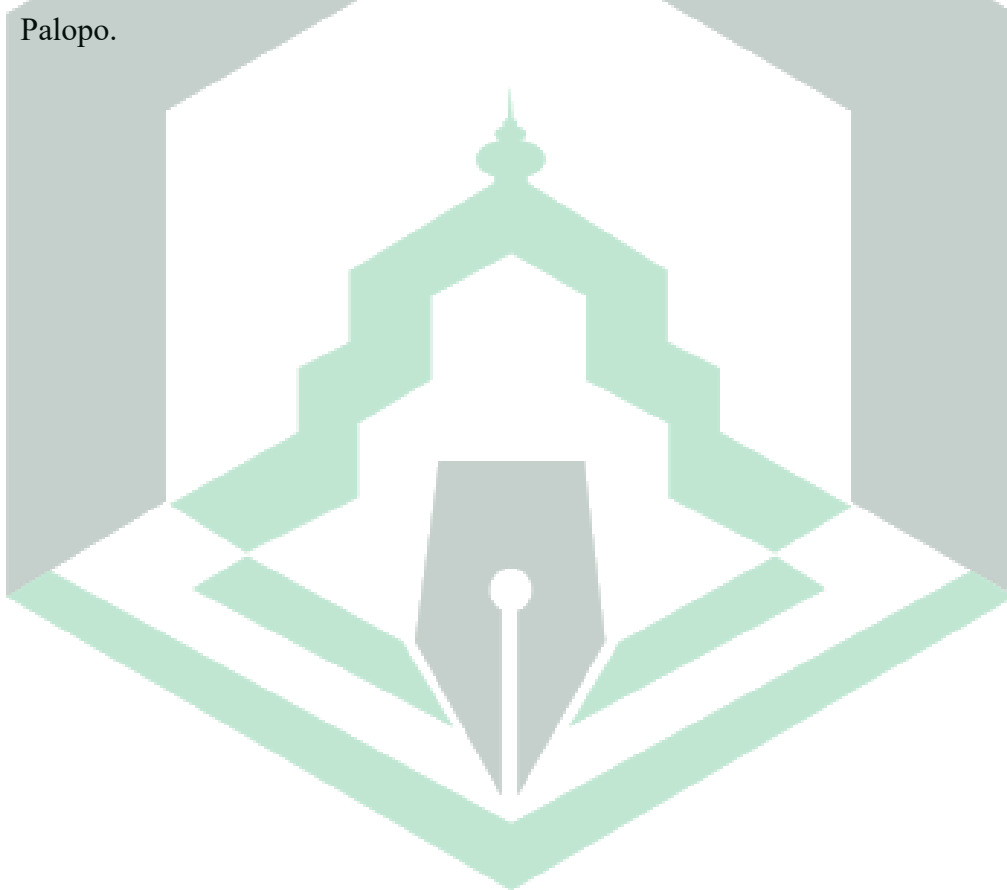
[29]Stevi Wulandari, *Penggunaan Media Pembelajaran Interaktif Berbasis Website Google Sites Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran Ips Di Smp Islam Ngebruk Kecamatan Sumberpucung Kabupaten Malang*, vol. 2, p. .

CHAPTER V
# CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in Chapter IV, it can be concluded that this research discusses website for learning speaking skills. This research aimed to design a website for learning speaking skills for English Department students of IAIN Palopo. The method used in this research is the R&D method— the researcher design products using the ADDIE model. How to design a website: First, Decide the type of website, then choose a web hosting service. The next step is to determine the domain name. After that, choose the website management platform and install the platform that users want, then change the theme and install the plugin; the next step is creating the post with material or content that users want to share. Optimize website performance, and last, publish the website.

The product already designed in this research is a website for learning speaking skills. The website's contents consist of descriptive text material, how to describe a thing or something. The website structure consists of a header, title, menu, list of content, content about descriptive text, youtube video, an example with audio, sharing button, and a footer. This product is considered useful for the English Department of IAIN Palopo students. This can be seen from the assessment given by three experts, namely a material expert, a language expert, and a design & layout expert, with a score of 3.3 out of 4 in the interval. This category is "good". The result of students' perceptions also got a score of 4 out of 5 in the interval; this category gets "good."

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. It is suggested to the English Department of IAIN Palopo students and lecturers to use the website for learning speaking skills and other materials in learning and teaching.

2. It is suggested to the next researcher who wants to continue this research. It is a designed website for learning English material, especially speaking skills. Hopefully, the next researcher could develop this website for various English Skills (Listening, Reading, and Writing Skills). For next researcher in design the website do not forget to interview or collect data from the lecturers or the teacher.
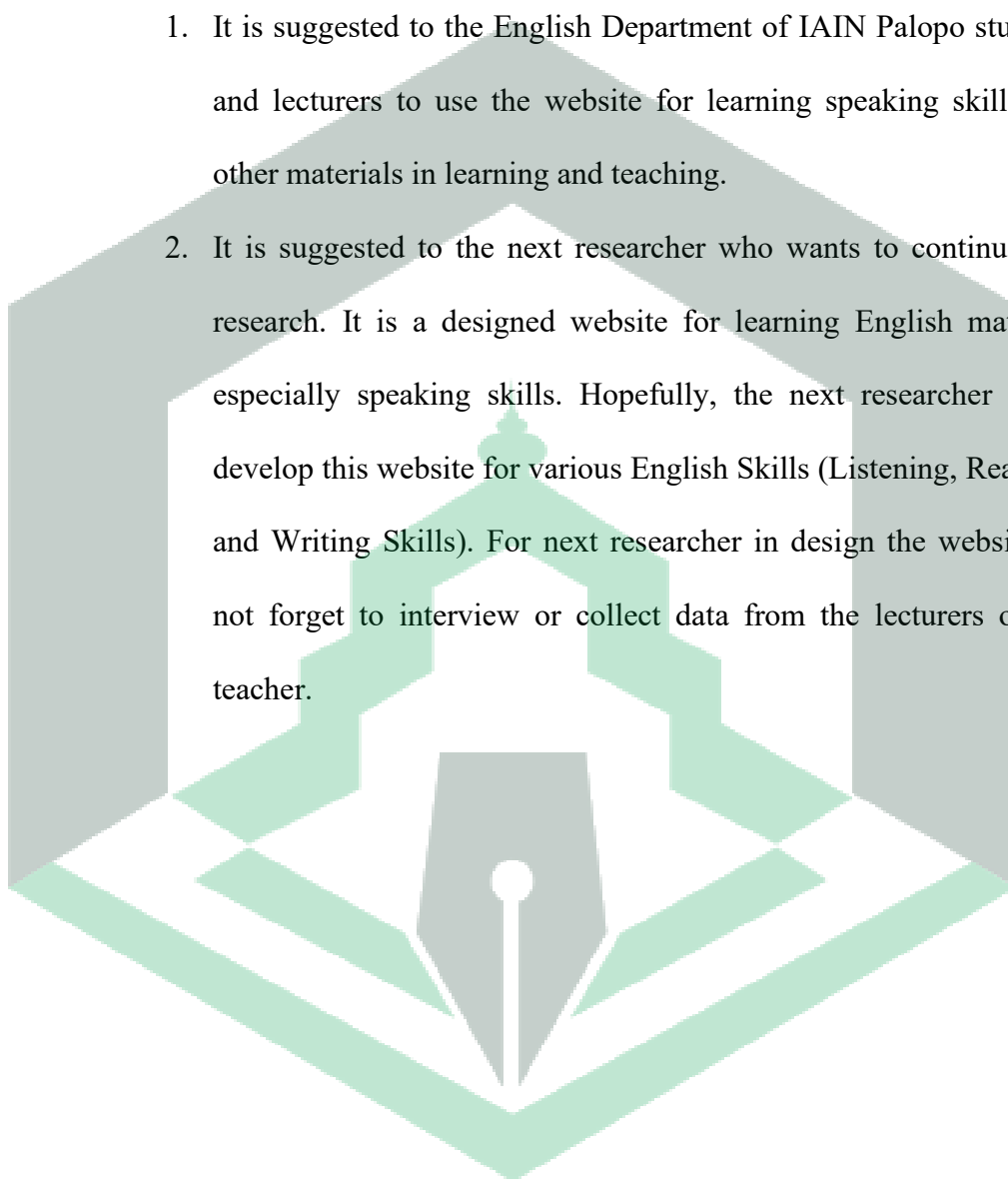
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APPENDICES
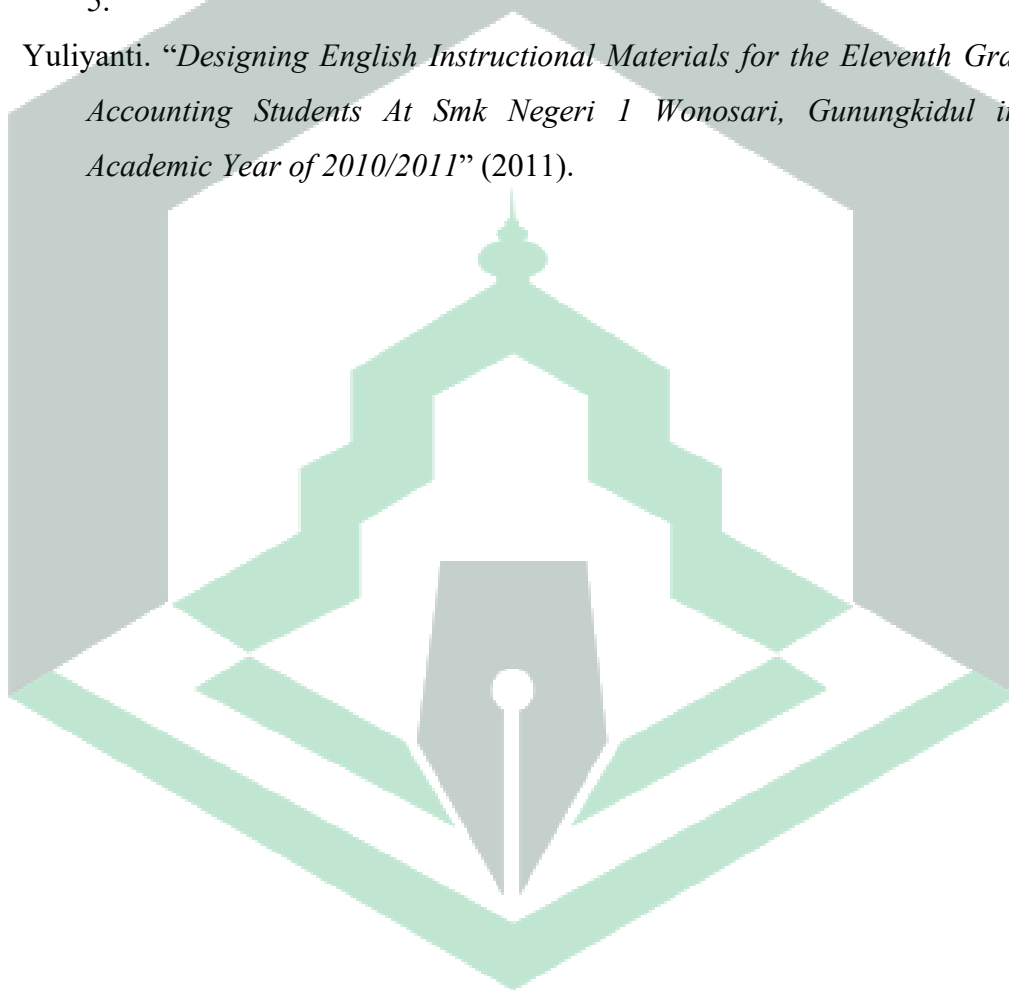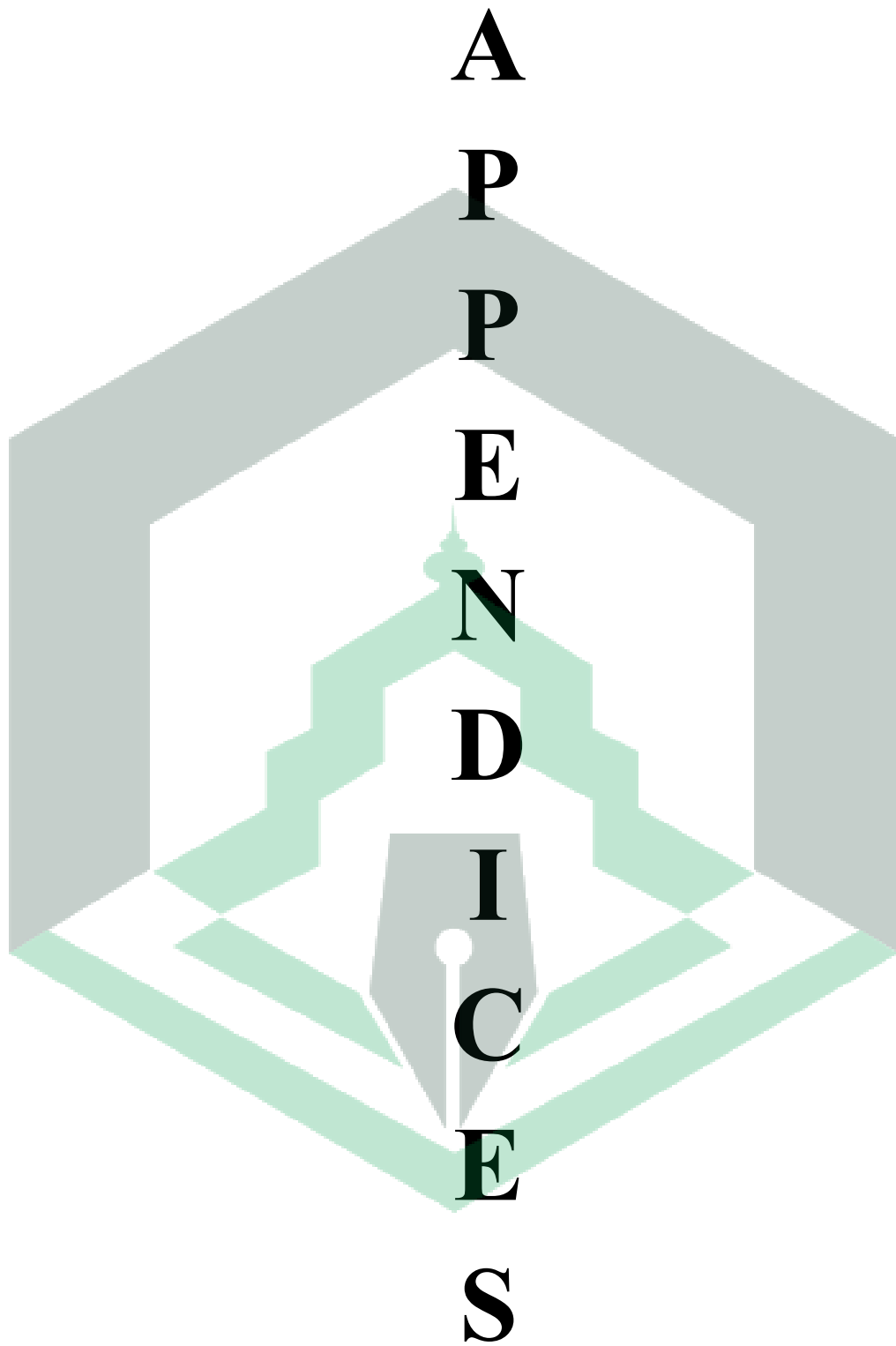
APPENDIX 1

QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

THE BLUEPRINT OF NEED ANALYSIS QUESTIONNAIRE

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. **Data Responden**

Nama   :

Usia   :

Jenis Kelamin   :

Kelas   :

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Speaking Skills di Jurusan Pendidikan Bahasa Inggris IAIN Palopo.

Criteria of the question		Indicator/Theory	Questions
Target Need	**Need**	**Hutchinson & Waters (1987: 59)** *The demand of the target situation determines the type of need.*	1. Tujuan anda mempelajari Bahasa Inggris ialah . . . a. Sebagai kewajiban karena memasuki jurusan Bahasa Inggris. b. Sebagai alat bantu pembelajaran c. Saya ingin berkomunikasi menggunakan Bahasa Inggris yang baik dan benar. d. Sebagai penunjang untuk ke pendidikan selanjutnya. e. Lain-lainnya (tuliskan bila ada) ....

		Hutchinson & Waters (1987: 56) *To know what the learner already knows of English.*	2. Seberapa sering anda belajar Bahasa Inggris terkhusus speaking skill dan descriptive text (describing things) ? a. Setiap hari b. Sekali seminggu. c. Hanya pada mata kuliah Bahasa Inggris tertentu. d. Hanya ketika memiliki kesempatan e. Lain-lainnya (tuliskan bila ada) ....
	Lack	**Supriyadi (2005)** *People with good speaking skills will benefit from social and professional benefits.*	3. Penguasaan Speaking Skills anda saat ini ialah... a. Saya dapat memahami percakapan orang lain dalam kehidupan sehari-hari. b. Saya dapat berbicara Bahasa Inggris ketika membaca teks Bahasa Inggris. c. Saya dapat berbicara Bahasa Inggris yang berhubungan dengan suatu hal tertentu. d. Saya dapat berbicara Bahasa Inggris secara lancar dan baik e. Lainnya (tuliskan bila ada)....... 4. Penguasaan anda terkait materi Descriptive text berada pada kategori...

			a. Perkenalan Diri
			b. Membaca teks Berbahasa Inggris.
			c. Mampu menjelaskan hal tertentu namun masih terbatah-batah.
			d. Mampu menjelaskan sesuatu dengan baik dan lancer dikehidupan sehari-hari
			e. Lainnya (tuliskan bila ada)...
Learning Need	**Learning Material, Activity, and Media.**	**Nunan (1991: 23)** *Speaking is an activity to explain someone in a certain situation or an activity to report something.*	5. Saya ingin meningkatkan Speaking Skills saya untuk... a. Membantu saya dalam berbicara Bahasa Inggris b. Membantu saya dalam menjelaskan suatu hal secara spesifik c. Membantu saya dalam proses perkuliahan saya d. Membantu saya dalam kehidupan sehari-hari dan juga dimasa depan. e. Lainnya (tulisakan bila ada)..

		Wallace (1978: 98) *Defining speaking as a meaningful oral practice, people have to understand what they are saying because they are using a foreign language. This speaking skill will support a person to express their interesting ideas orally.*	6. Bagaimana cara anda mempelajari hal terkait speaking skills dalam Bahasa Inggris? a. Melihat orang lain berbicara. b. Menggunakan buku daftar kosakata Bahasa Inggris untuk belajar. c. Mengikuti kursus pembelajaran Bahasa Inggris. d. Lainnya (tuliskan bila ada)....
		Ramlannarie (2011:88) *Speaking is a process of thinking and reasoning so that a person can be accepted and understood well by other people or listeners.*	7. Dalam mempelajari materi terkait speaking skills terkhusus descriptive text (describing things), anda lebih tertarik pada... a. Memperhatikan dosen b. Praktek Langsung c. Bekerjasama dengan teman menjelaskan sesuatu d. Lainnya (tulisakan bila ada)...
		Arsjad dan Mukti U. S (1993:23) *Speaking ability is the ability to utter sentences to express, state, convey thoughts, ideas, and feelings.*	8. Bagaimana pendapat anda terkait Speaking skills... a. Speaking skills merupakan skill yang paling penting. b. Merupakan hal yang biasa saja. c. Hal yang sangat wajib di pelajari oleh setiap orang. d. Lainnya (tuliskan bila ada)...

	Setting	**Hutchinson and Waters (1987: 63)** *The ESP course takes place in surrounding pleasant, dull, noisy, cold, etc.*	9. Tempat belajar Speaking Skills yang anda sukai adalah... a. Ruang kelas b. Perpustakaan c. Luar kelas (taman, gazebo, dan sebagainya.) d. Dimana saja (menggunakan media yang sesuai) e. Lainnya (tuliskan bila ada)
	Teacher's Role	**Nunan (2004: 67)** *The teacher has three main roles which are to act as a facilitator, as a participant, and as an observer and learner.* **Abin Syamsuddin** *The role of the teacher in learning process as follows:* *The teacher as a planner.* *The teacher as an organizer.* *The teacher as an evaluator.*	10. Dalam pembelajaran Speaking Skills, saya lebih suka jika dosen... a. Melibatkan siswa dalam kegiatan pembelajaran (organizer) b. Mencatat dan menilai hasil kinerja mahasiswa (assessor) c. Memberikan umpan balik terhadap ungkapan mahasiswa (feedback provider) d. Memberikan fasilitas untuk meingkatkan kinerja mahasiswa (resource) e. Lainnya (tuliskan bila ada)..

QUESTIONNAIRE

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. **Data Responden**
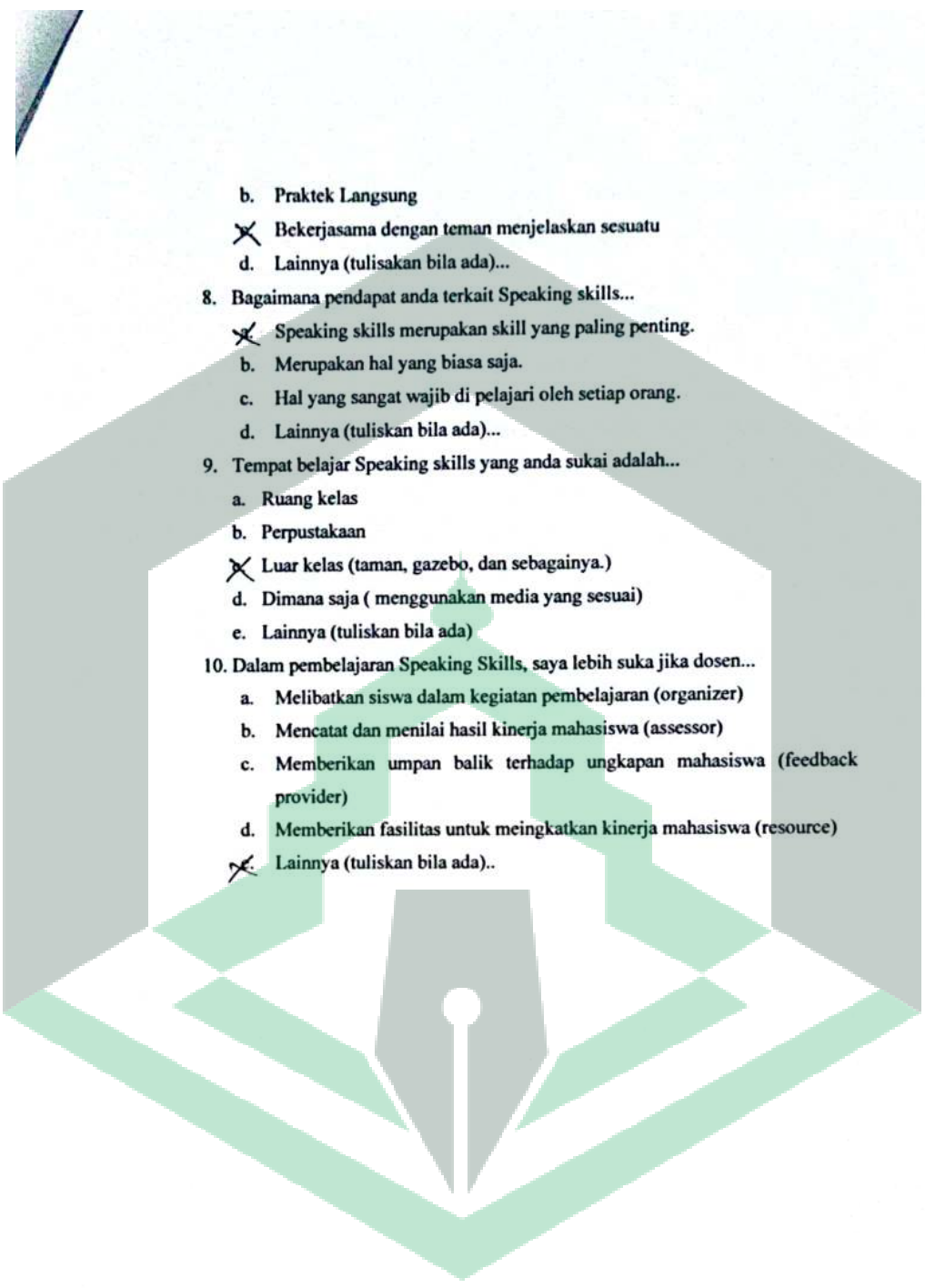
Nama : Miftahul Jannah

Usia : 19 tahun

Jenis Kelamin : Perempuan

Kelas : PBI 2 C

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Speaking Skills di Jurusan Pendidikan Bahasa Inggris IAIN Palopo.

1. Tujuan anda mempelajari Bahasa Inggris ialah . . .

    a. Sebagai kewajiban karena memasuki jurusan Bahasa Inggris.

    b. Sebagai alat bantu pembelajaran

    X Saya ingin berkomunikasi menggunakan Bahasa Inggris yang baik dan benar.

    d. Sebagai penunjang untuk ke pendidikan selanjutnya.

    e. Lain-lainnya (tuliskan bila ada)…

2. Seberapa sering anda belajar Bahasa Inggris terkhusus speaking skill dan descriptive text (describing things) ?

    a. Setiap hari

    b. Sekali seminggu.

    X Hanya pada mata kuliah Bahasa Inggris tertentu.

    d. Hanya ketika memiliki kesempatan

    e. Lain-lainnya (tuliskan bila ada)…

3. Penguasaan Speaking Skills anda saat ini ialah...

   a. Saya dapat memahami percakapan orang lain dalam kehidupan sehari-hari.

   ✗ Saya dapat berbicara Bahasa Inggris ketika membaca teks Bahasa Inggris.

   c. Saya dapat berbicara Bahasa Inggris yang berhubungan dengan suatu hal tertentu.

   d. Saya dapat berbicara Bahasa Inggris secara lancar dan baik

   e. Lain-lainnya (tuliskan bila ada)...

4. Penguasaan anda terkait materi Descriptive text berada pada kategori...

   a. Perkenalan Diri

   ✗ Membaca teks Berbahasa Inggris.

   c. Mampu menjelaskan hal tertentu namun masih terbatah-batah.

   d. Mampu menjelaskan sesuatu dengan baik dan lancer dikehidupan sehari-hari

   e. Lainnya (tuliskan bila ada)...

5. Saya ingin meningkatkan Speaking Skills saya untuk...

   a. Membantu saya dalam berbicara Bahasa Inggris

   ✗ Membantu saya dalam menjelaskan suatu hal secara spesifik

   c. Membantu saya dalam proses perkuliahan saya

   d. Membantu saya dalam kehidupan sehari-hari dan juga dimasa depan.

   e. Lainnya (tulisakan bila ada)…

6. Bagaimana cara anda mempelajari hal terkait speaking skills dalam Bahasa Inggris?

   a. Melihat orang lain berbicara.

   b. Menggunakan buku daftar kosakata Bahasa Inggris untuk belajar.

   ✗ Mengikuti kursus pembelajaran Bahasa Inggris.

   d. Lainnya (tuliskan bila ada)...

7. Dalam mempelajari materi terkait speaking skills terkhusus descriptive text (describing things), anda lebih tertarik pada...

   a. Memperhatikan dosen

b. Praktek Langsung

✗ Bekerjasama dengan teman menjelaskan sesuatu

d. Lainnya (tulisakan bila ada)...

8. Bagaimana pendapat anda terkait Speaking skills...

✗ Speaking skills merupakan skill yang paling penting.

b. Merupakan hal yang biasa saja.

c. Hal yang sangat wajib di pelajari oleh setiap orang.

d. Lainnya (tuliskan bila ada)...

9. Tempat belajar Speaking skills yang anda sukai adalah...

a. Ruang kelas

b. Perpustakaan

✗ Luar kelas (taman, gazebo, dan sebagainya.)

d. Dimana saja (menggunakan media yang sesuai)

e. Lainnya (tuliskan bila ada)

10. Dalam pembelajaran Speaking Skills, saya lebih suka jika dosen...

a. Melibatkan siswa dalam kegiatan pembelajaran (organizer)

b. Mencatat dan menilai hasil kinerja mahasiswa (assessor)

c. Memberikan umpan balik terhadap ungkapan mahasiswa (feedback provider)

d. Memberikan fasilitas untuk meingkatkan kinerja mahasiswa (resource)

✗ Lainnya (tuliskan bila ada)..

QUESTIONNAIRE

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY
ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. **Data Responden**

Nama   : ARMIA

Usia   : 19 tahun

Jenis Kelamin : Perempuan

Kelas   : Big 2C

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Speaking Skills di Jurusan Pendidikan Bahasa Inggris IAIN Palopo.

1. Tujuan anda mempelajari Bahasa Inggris ialah . . .

 a. Sebagai kewajiban karena memasuki jurusan Bahasa Inggris.

 b. Sebagai alat bantu pembelajaran

 c. Saya ingin berkomunikasi menggunakan Bahasa Inggris yang baik dan benar.

 ~~d.~~ Sebagai penunjang untuk ke pendidikan selanjutnya. [x]

 e. Lain-lainnya (tuliskan bila ada)…

2. Seberapa sering anda belajar Bahasa Inggris terkhusus speaking skill dan descriptive text (describing things) ?

 a. Setiap hari

 b. Sekali seminggu.

 ~~c.~~ Hanya pada mata kuliah Bahasa Inggris tertentu. [x]

 d. Hanya ketika memiliki kesempatan

 e. Lain-lainnya (tuliskan bila ada)…

a. Saya dapat memahami percakapan orang lain dalam kehidupan sehari-hari.

~~b.~~ Saya dapat berbicara Bahasa Inggris ketika membaca teks Bahasa Inggris.

c. Saya dapat berbicara Bahasa Inggris yang berhubungan dengan suatu hal tertentu.

d. Saya dapat berbicara Bahasa Inggris secara lancar dan baik

e. Lain-lainnya (tuliskan bila ada)...

4. Penguasaan anda terkait materi Descriptive text berada pada kategori...

   a. Perkenalan Diri

   b. Membaca teks Berbahasa Inggris.

   ~~c.~~ Mampu menjelaskan hal tertentu namun masih terbatah-batah.

   d. Mampu menjelaskan sesuatu dengan baik dan lancer dikehidupan sehari-hari

   e. Lainnya (tuliskan bila ada)...

5. Saya ingin meningkatkan Speaking Skills saya untuk...

   a. Membantu saya dalam berbicara Bahasa Inggris

   b. Membantu saya dalam menjelaskan suatu hal secara spesifik

   c. Membantu saya dalam proses perkuliahan saya

   ~~d.~~ Membantu saya dalam kehidupan sehari-hari dan juga dimasa depan.

   e. Lainnya (tulisakan bila ada)…

6. Bagaimana cara anda mempelajari hal terkait speaking skills dalam Bahasa Inggris?

   a. Melihat orang lain berbicara.

   ~~b.~~ Menggunakan buku daftar kosakata Bahasa Inggris untuk belajar.

   c. Mengikuti kursus pembelajaran Bahasa Inggris.

   d. Lainnya (tuliskan bila ada)...

7. Dalam mempelajari materi terkait speaking skills terkhusus descriptive text (describing things), anda lebih tertarik pada

c. ~~Praktek langsung~~

~~X~~ Bekerjasama dengan teman menjelaskan sesuatu

d. Lainnya (tulisakan bila ada)...

8. Bagaimana pendapat anda terkait Speaking skills...

~~X~~ Speaking skills merupakan skill yang paling penting.

b. Merupakan hal yang biasa saja.

c. Hal yang sangat wajib di pelajari oleh setiap orang.

d. Lainnya (tuliskan bila ada)...

9. Tempat belajar Speaking skills yang anda sukai adalah...

a. Ruang kelas

b. Perpustakaan

c. Luar kelas (taman, gazebo, dan sebagainya.)

~~X~~ Dimana saja (menggunakan media yang sesuai)

e. Lainnya (tuliskan bila ada)

10. Dalam pembelajaran Speaking Skills, saya lebih suka jika dosen...

a. Melibatkan siswa dalam kegiatan pembelajaran (organizer)

b. Mencatat dan menilai hasil kinerja mahasiswa (assessor)

~~X~~ Memberikan umpan balik terhadap ungkapan mahasiswa (feedback provider)

d. Memberikan fasilitas untuk meingkatkan kinerja mahasiswa (resource)

e. Lainnya (tuliskan bila ada)..

QUESTIONNAIRE

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. Data Responden

Nama : Atira Zanabila
Usia : 18
Jenis Kelamin : P
Kelas : PBI 2C

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Speaking Skills di Jurusan Pendidikan Bahasa Inggris IAIN Palopo.

1. Tujuan anda mempelajari Bahasa Inggris ialah . . .
   a. Sebagai kewajiban karena memasuki jurusan Bahasa Inggris.
   b. Sebagai alat bantu pembelajaran
   c. Saya ingin berkomunikasi menggunakan Bahasa Inggris yang baik dan benar.
   x Sebagai penunjang untuk ke pendidikan selanjutnya.
   e. Lain-lainnya (tuliskan bila ada)…

2. Seberapa sering anda belajar Bahasa Inggris terkhusus speaking skill dan descriptive text (describing things) ?
   a. Setiap hari
   b. Sekali seminggu.
   c. Hanya pada mata kuliah Bahasa Inggris tertentu.
   x Hanya ketika memiliki kesempatan
   e. Lain-lainnya (tuliskan bila ada)…

3. Penguasaan Speaking Skills anda saat ini ialah...

   a. Saya dapat memahami percakapan orang lain dalam kehidupan sehari-hari.

   X. Saya dapat berbicara Bahasa Inggris ketika membaca teks Bahasa Inggris.

   c. Saya dapat berbicara Bahasa Inggris yang berhubungan dengan suatu hal tertentu.

   d. Saya dapat berbicara Bahasa Inggris secara lancar dan baik

   e. Lain-lainnya (tuliskan bila ada)...

4. Penguasaan anda terkait materi Descriptive text berada pada kategori...

   a. Perkenalan Diri

   X. Membaca teks Berbahasa Inggris.

   c. Mampu menjelaskan hal tertentu namun masih terbatah-batah.

   d. Mampu menjelaskan sesuatu dengan baik dan lancer dikehidupan sehari-hari

   e. Lainnya (tuliskan bila ada)...

5. Saya ingin meningkatkan Speaking Skills saya untuk...

   a. Membantu saya dalam berbicara Bahasa Inggris

   b. Membantu saya dalam menjelaskan suatu hal secara spesifik

   c. Membantu saya dalam proses perkuliahan saya

   X. Membantu saya dalam kehidupan sehari-hari dan juga dimasa depan.

   e. Lainnya (tulisakan bila ada)…

6. Bagaimana cara anda mempelajari hal terkait speaking skills dalam Bahasa Inggris?

   a. Melihat orang lain berbicara.

   b. Menggunakan buku daftar kosakata Bahasa Inggris untuk belajar.

   X. Mengikuti kursus pembelajaran Bahasa Inggris.

   d. Lainnya (tuliskan bila ada)...

7. Dalam mempelajari materi terkait speaking skills terkhusus descriptive text (describing things), anda lebih tertarik pada...

   a. Memperhatikan dosen

b. Praktek Langsung

X Bekerjasama dengan teman menjelaskan sesuatu

d. Lainnya (tulisakan bila ada)...

8. Bagaimana pendapat anda terkait Speaking skills...

X Speaking skills merupakan skill yang paling penting.

b. Merupakan hal yang biasa saja.

c. Hal yang sangat wajib di pelajari oleh setiap orang.

d. Lainnya (tuliskan bila ada)...

9. Tempat belajar Speaking skills yang anda sukai adalah...

a. Ruang kelas

b. Perpustakaan

c. Luar kelas (taman, gazebo, dan sebagainya.)

d. Dimana saja (menggunakan media yang sesuai)

X Lainnya (tuliskan bila ada)

10. Dalam pembelajaran Speaking Skills, saya lebih suka jika dosen...

a. Melibatkan siswa dalam kegiatan pembelajaran (organizer)

b. Mencatat dan menilai hasil kinerja mahasiswa (assessor)

X Memberikan umpan balik terhadap ungkapan mahasiswa (feedback provider)

d. Memberikan fasilitas untuk meingkatkan kinerja mahasiswa (resource)

e. Lainnya (tuliskan bila ada)..

APPENDIX 2
INSTRUMENTS VALIDATION
BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY
ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi asper pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Cukup layak

   4: Layak

   5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	**Aspek Isi**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas.				✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
II	**Aspek Cakupan (Isi)**	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	
III	**Aspek Bahasa**	1	2	3	4	5

a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.			✓		
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden			✓		

C. Komentar

....

....

....

....

D. Saran

....

....

....

....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

....

....

....

Palopo, ...

Penilai Kelayakan

Hurnaiwi, S.Pd., M.Pd.

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi asper pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:
   1: Tidak layak
   2: Kurang layak
   3: Cukup layak
   4: Layak
   5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	**Aspek Isi**					
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas.					✓
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	**Aspek Cakupan (Isi)**	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓
III	**Aspek Bahasa**	1	2	3	4	5

a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓	
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden				✓	

C. Komentar

Angketnya suloh diperbaiki semoi saran

D. Saran

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

Silakan digunakan untuk meneliti

Palopo, 10 - 4 - 2023
Penilai Kelayakan

Dewi Furwana, M.Pd.

APPENDIX 3

QUESTIONNAIRE OF STUDENT PERCEPTIONS

**KUESIONER EVALUASI UNTUK PENGGUNA WEBSITE FOR
LEARNING SPEAKING SKILL
(ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)**

A. **Data Responden**

Nama: Miftahul Jannah

Kelas: 2 C

B. **Petunjuk**

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

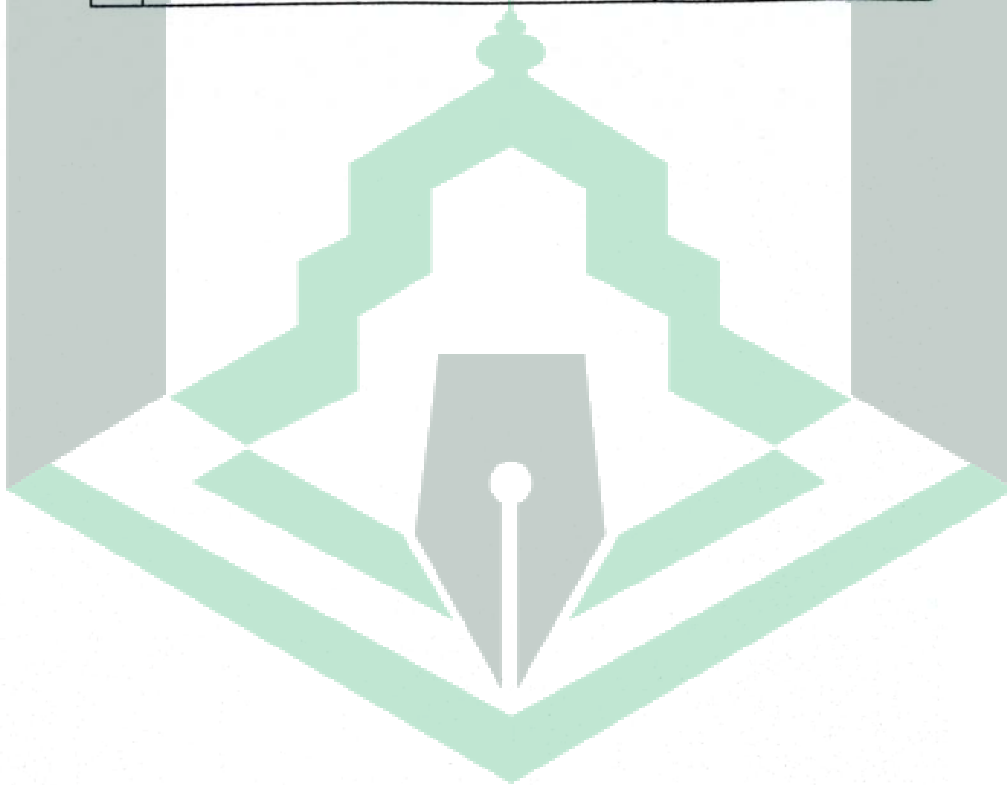**Keterangan:**

SS   : Sangat Setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi situs *Website for Learning Speaking Skill* sesuai dengan tingkatan.		✓			
2.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.		✓			
3.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan membantu mahasiswa untuk berkomunikasi dalam Bahasa Inggris dengan baik.			✓		
4.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan menarik dan mudah dipahami.	✓				
5.	Topik materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.	✓				
6.	Topik materi situs *Website for Learning Speaking Skill* mudah dipelajari dan diaplikasikan setiap hari di area IAIN Palopo.		✓			

7.	Pemilihan jenis dan ukuran huruf pada situs *Website for Learning Speaking Skill* menarik dan nyaman dibaca.		✓			
8.	Pemilihan warna pada tampilan *Website for Learning Speaking Skill* menarik dan menyenangkan untuk dilihat.	✓				
9.	Desain tampilan *Website for Learning Speaking Skill* menarik.	✓				
10.	Tampilan contoh gambar pada *Website for Learning Speaking Skill* menarik dan sesuai.	✓				
11.	Kelebihan dari situs *Website for Learning Speaking Skill* praktis, mudah digunakan dimana saja, dan sesuai dengan perkembangan jaman.	✓				

LEARNING SPEAKING SKILL
(ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

A. Data Responden

Nama: ARMIA

Kelas: BIG 2C

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi situs *Website for Learning Speaking Skill* sesuai dengan tingkatan.	✓				
2.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.				✓	
3.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan membantu mahasiswa untuk berkomunikasi dalam Bahasa Inggris dengan baik.	✓				
4.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan menarik dan mudah dipahami.	✓				
5.	Topik materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.	✓				
6.	Topik materi situs *Website for Learning Speaking Skill* mudah dipelajari dan diaplikasikan setiap hari di area IAIN		✓			

7.	Pemilihan jenis dan ukuran huruf pada situs *Website for Learning Speaking Skill* menarik dan nyaman dibaca.		✓			
8.	Pemilihan warna pada tampilan *Website for Learning Speaking Skill* menarik dan menyenangkan untuk dilihat.		✓			
9.	Desain tampilan *Website for Learning Speaking Skill* menarik.	✓				
10.	Tampilan contoh gambar pada *Website for Learning Speaking Skill* menarik dan sesuai.	✓				
11.	Kelebihan dari situs *Website for Learning Speaking Skill* praktis, mudah digunakan dimana saja, dan sesuai dengan perkembangan jaman.	✓				

**KUESIONER EVALUASI UNTUK PENGGUNA WEBSITE FOR LEARNING SPEAKING SKILL
(ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)**

A. **Data Responden**

Nama: Alura Lanabila

Kelas: PBI 2C

B. **Petunjuk**

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi situs *Website for Learning Speaking Skill* sesuai dengan tingkatan.		✓			
2.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.		✓			
3.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan membantu mahasiswa untuk berkomunikasi dalam Bahasa Inggris dengan baik.		✓			
4.	Materi situs *Website for Learning Speaking Skill* secara keseluruhan menarik dan mudah dipahami.	✓				
5.	Topik materi situs *Website for Learning Speaking Skill* secara keseluruhan sesuai dengan kebutuhan mahasiswa di IAIN Palopo.		✓			
6.	Topik materi situs *Website for Learning Speaking Skill* mudah dipelajari dan diaplikasikan setiap hari di area IAIN Palopo.		✓			

7.	Pemilihan jenis dan ukuran huruf pada situs *Website for Learning Speaking Skill* menarik dan nyaman dibaca.	✓				
8.	Pemilihan warna pada tampilan *Website for Learning Speaking Skill* menarik dan menyenangkan untuk dilihat.	✓				
9.	Desain tampilan *Website for Learning Speaking Skill* menarik.	✓				
10.	Tampilan contoh gambar pada *Website for Learning Speaking Skill* menarik dan sesuai.	✓				
11.	Kelebihan dari situs *Website for Learning Speaking Skill* praktis, mudah digunakan dimana saja, dan sesuai dengan perkembangan jaman.		✓			

APPENDIX 4

QUESTIONNAIRE THE EXPERTS' EVALUATION OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. **Data Responden**

Nama :

Umur :

Jenis Kelamin :

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun
☐ ≥ 6 Tahun

B. **Tabel Evaluasi**

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
	A. Konten				
1.	Cakupan materi dalam *Website for Learning Speaking Skill* sesuai dengan kebutuhan Mahasiswa IAIN Palopo.			✓	
2.	Kedalaman pilihan Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.			✓	
3.	Keaslian Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.		✓		
Rangkuman Kualitatif: *website yang dibuat lebih sesuai untuk Reading skill*					
	B. Bahasa				
4.	Penggunaan Bahasa yang digunakan dalam *Website for Learning Speaking Skill* sesuai dengan benar.	✓			

No.	Pernyataan				
5.	*Vocabulary* yang disajikan dalam *Website for Learning Speaking Skill* sesuai dengan tingkatan Mahasiswa.	✓			
6.	Bahasa yang digunakan mudah dipahami	✓			
7.	Keseluruhan Materi sesuai dengan kemampuan Mahasiswa.	✓			
Rangkuman Kualitatif:					
	C. Input				
8.	Input Materi dalam *Website for Learning Speaking Skill* membantu meningkatkan *Speaking Skills* Mahasiswa IAIN Palopo.			✓	
9.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan Mahasiswa IAIN Palopo.		✓		
10.	Input Materi dalam *Website for Learning Speaking Skill* menarik.		✓		
11.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan berbahasa Mahasiswa IAIN Palopo.		✓		
12.	Input Materi dalam *Website for Learning Speaking Skill* mencakup struktur bahasa yang benar.		✓		
13.	Pilihan Materi sesuai dengan karakteristik Mahasiswa.			✓	
14.	Input Materi dalam *Website for Learning Speaking Skill* dapat menambah wawasan Mahasiswa IAIN Palopo.	✓			
Rangkuman Kualitatif:					
	D. Desain dan *Layout*				
15.	Pemilihan warna desain pada *Website for Learning Speaking Skill* menarik.	✓			
16.	Tampilan isi *Website for Learning Speaking Skill* jelas.	✓			

17.	Pengguaan tanda baca tepat.	✓			
18.	Sususan materi dalam *Website for Learning Speaking Skill* sistematis.	✓			
19.	Media pembantu dalam *Website for Learning Speaking Skill* jelas.	✓			
20.	Jarak spasi sesuai.	✓			
Rangkuman Kualitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap Website For Learning Speaking Skill yang dibuat::

a. Layak

(b.) Layak dengan perbaikan

c. Tidak layak

Palopo, 10 - 4 - 2023
Penilai Kelayakan

Dewi Farwana, M.Pd.

Note : 1. Untuk judul materi baiknya "Describing someone/something" karna "descripve teat" lebih cocok u/ reading class
2. Baiknya ada kegiatan speaking practice di websitenya bukan reading.

KUESIONER EVALUASI UNTUK AHLI MATERI

A. **Data Responden**

Nama : HUSNAINI, S.Pd I, M.Pd

Umur : 38 TAHUN

Jenis Kelamin : PEREMPUAN

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☐ 4-6 Tahun ☑ ≥ 6 Tahun

B. **Tabel Evaluasi**

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
	A. Konten				
1.	Cakupan materi dalam *Website for Learning Speaking Skill* sesuai dengan kebutuhan Mahasiswa IAIN Palopo.		✓		
2.	Kedalaman pilihan Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.		✓		
3.	Keaslian Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.		✓		
Rangkuman Kualitatif:					
	B. Bahasa				
4.	Penggunaan Bahasa yang digunakan dalam *Website for Learning Speaking Skill* sesuai dengan benar.	✓			

5.	*Vocabulary* yang disajikan dalam *Website for Learning Speaking Skill* sesuai dengan tingkatan Mahasiswa.		✓		
6.	Bahasa yang digunakan mudah dipahami	✓			
7.	Keseluruhan Materi sesuai dengan kemampuan Mahasiswa.	✓			
Rangkuman Kualitatif:					
	C. Input				
8.	Input Materi dalam *Website for Learning Speaking Skill* membantu meningkatkan *Speaking Skills* Mahasiswa IAIN Palopo.		✓		
9.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan Mahasiswa IAIN Palopo.		✓		
10.	Input Materi dalam *Website for Learning Speaking Skill* menarik.		✓		
11.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan berbahasa Mahasiswa IAIN Palopo.		✓		
12.	Input Materi dalam *Website for Learning Speaking Skill* mencakup struktur bahasa yang benar.		✓		
13.	Pilihan Materi sesuai dengan karakteristik Mahasiswa.	✓			
14.	Input Materi dalam *Website for Learning Speaking Skill* dapat menambah wawasan Mahasiswa IAIN Palopo.	✓			
Rangkuman Kualitatif:					
	D. Desain dan *Layout*				
15.	Pemilihan warna desain pada *Website for Learning Speaking Skill* menarik.	✓			
16.	Tampilan isi *Website for Learning Speaking Skill* jelas.		✓		

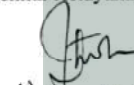| 17.	Pengguaan tanda baca tepat.	✓		
18.	Sususan materi dalam *Website for Learning Speaking Skill* sistematis.	✓		
19.	Media pembantu dalam *Website for Learning Speaking Skill* jelas.	✓		
20.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap vocabulary collection book yang dikembangkan:

    a. Layak

    (b.) Layak dengan perbaikan

    c. Tidak layak

Palopo, ...
Penilai Kelayakan

HUSNAINI, S Pd.F. M.Pd

KUESIONER EVALUASI UNTUK AHLI DESAIN DAN *LAYOUT*

A. Data Responden

Nama   : Iman Fadli, S.Pd.

Umur   :

Jenis Kelamin   : LK.

Pendidikan   : ☑ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 Tahun ☑ 4-6 Tahun ☐ ≥ 6 Tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4   : Sangat Baik

3   : Baik

2   : Kurang Baik

1   : Tidak Baik

No	Pernyataan	4	3	2	1
	A. Konten				
1.	Cakupan materi dalam *Website for Learning Speaking Skill* sesuai dengan kebutuhan Mahasiswa IAIN Palopo.			✓	
2.	Kedalaman pilihan Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.		✓	✓	
3.	Keaslian Materi dalam *Website for Learning Speaking Skill* untuk Mahasiswa IAIN Palopo memadai.	✓			
Rangkuman Kualitatif:					
	B. Bahasa				

4.	Penggunaan Bahasa yang digunakan dalam *Website for Learning Speaking Skill* sesuai dengan benar.	✓			
5.	*Vocabulary* yang disajikan dalam *Website for Learning Speaking Skill* sesuai dengan tingkatan Mahasiswa.	✓			
6.	Bahasa yang digunakan mudah dipahami	✓			
7.	Keseluruhan Materi sesuai dengan kemampuan Mahasiswa.		✓		

Rangkuman Kualitatif:

C. Input					
8.	Input Materi dalam *Website for Learning Speaking Skill* membantu meningkatkan *Speaking Skills* Mahasiswa IAIN Palopo.			✓	
9.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan Mahasiswa IAIN Palopo.		✓		
10.	Input Materi dalam *Website for Learning Speaking Skill* menarik.		✓		
11.	Input Materi dalam *Website for Learning Speaking Skill* sesuai dengan kemampuan berbahasa Mahasiswa IAIN Palopo.		✓		
12.	Input Materi dalam *Website for Learning Speaking Skill* mencakup struktur bahasa yang benar.		✓		
13.	Pilihan Materi sesuai dengan karakteristik Mahasiswa.		✓		
14.	Input Materi dalam *Website for Learning Speaking Skill* dapat menambah wawasan Mahasiswa IAIN Palopo.	✓			

Rangkuman Kualitatif:

	D. Desain dan *Layout*			
15.	Pemilihan warna desain pada *Website for Learning Speaking Skill* menarik.			✓
16.	Tampilan isi *Website for Learning Speaking Skill* jelas.	✓		
17.	Pengguaan tanda baca tepat.	✓		
18.	Sususan materi dalam *Website for Learning Speaking Skill* sistematis.	✓		
19.	Media pembantu dalam *Website for Learning Speaking Skill* jelas.			✓
20.	Jarak spasi sesuai.	✓		

Rangkuman Kualitatif:
→ Perbaiki audio player.
→ Layout buat lebih interaktif
→ Background diubah/disesuaikan dgn tema.

C. **Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap Website For Learning Speaking Skill yang dibuat:

    a. Layak

    b. Layak dengan perbaikan

    c. Tidak layak

Catatan:
1) web yg bagus: Responsive, stabil, aman.

2) Cari min 3 website mentor sebagai referensi.

Palopo, 7 Juli 2023
Penilai Kelayakan

Imam Fadli, S.Pd.

DOKUMENTARIES

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

ASLI

IZIN PENELITIAN
NOMOR : 550/IP/DPMPTSP/V/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	MUH. FIQRI
Jenis Kelamin	:	Laki-Laki
Alamat	:	Jl. Andi Kaddi Raja 3 Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	1902020059

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

DESIGNING WEBSITE FOR LEARNING SPEAKING SKILL (A STUDY ON ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO)

Lokasi Penelitian	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	:	12 Mei 2023 s.d. 12 Juni 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 15 Mei 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id /Web. www.ftik-iainpalopo.ac.id

Nomor	: 087 /In.19/FTIK/HM.01/04/2023	Palopo, 04 April 2023
Lampiran	: -	
Perihal	: *Permohonan Surat Izin Penelitian*	

Yth. Kepala Badan Kesbangpol dan Limnas Kota Palopo

di –

      Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu:

Nama	:	Muh. Fiqri
NIM	:	1902020059
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Tahun Akademik	:	2022/2023

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi IAIN Palopo dengan judul: **"Designing Website for Learning Speaking Skill (A Study on English Department Students of IAIN Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.
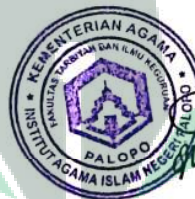
Dekan,

Dr. Nurdin K, M.Pd.
NIP19681231 199903 1 014

Giving Questionnaire to The Students

The appearance of the website and the content of the website

A. Definition of Descriptive Text

Descriptive text is a text that describes a particular object in detail. Basically, a descriptive text is a text that aims to explain, describe, or characterize something. This can be anything, be it animals, things, locations, people, etc.

Singkatnya, descriptive text adalah teks yang menjelaskan tentang suatu hal. Baik orang, benda, peristiwa, ataupun tempat. Descriptive text memberikan penjelasan secara rinci agar pembaca paham objek informasi yang mereka cari.

B. The Purpose of Descriptive Text

The purpose of descriptive text is to describe an object in detail. The purpose of descriptive text is only one, which is to describe, represent or express a person or an object, whether abstract or concrete. This is why descriptive texts are written in straightforward and concise language so that the content of the text is easy to understand.

Misalnya *descriptive text* tentang seekor hewan. Teks tersebut dapat memuat berbagai informasi tentang deskripsi fisik, makanan, habitat, asal usul, perkembangbiakkan, hingga fakta-fakta unik yang terkait.

Ingat, *descriptive text* hanya menjelaskan satu objek tertentu secara detail. Jadi, kalau kamu mau membuat sebuah *descriptive text*, kamu bisa menjelaskan ciri-ciri salah satu kucing peliharaanmu, bukan menjelaskan ciri-ciri kucing secara umum yang ada di dunia.

C. The Structure of Descriptive Text

Setiap teks pasti terdiri dari beberapa bagian yang menyusunnya. **Struktur descriptive text terdiri dari dua bagian, yaitu *identification* (identifikasi) dan *description* (deskripsi)**.

- Identification (identifikasi)

Identification contains an introduction or explanation of the main character to be described. This section is located in the first paragraph. A character can be a person, object, place, or event.

- Description (deskripsi)

The description section contains clear and specific explanations about the characteristics, traits, habits or other things related to the object to be described.

D. The Characteristic of Descriptive Text

Descriptive text has 4 special characteristics. Here is the explanation:

- Use simple present tense

Descriptive Text menggunakan simple present tense untuk menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang.

- Use a lot of adjective

Adjective dikenal dengan kata sifat, seperti baik-buruk, besar-kecil. Adjective digunakan karena descriptive text akan menjelaskan sifat - sifat dari suatu benda, manusia, atau binatang.

- There are Relating Verb

Relating verb adalah jenis kata kerja yang berusaha sebagai penghubung terhadap penjelasan kata benda yang menjadi subjek, seperti be, have, seem. Descriptive text banyak menggunakan relating verb sebagai penghubung antara subjek dengan penjelasannya.

- The descriptive text has only one focus, which is to describe one object.
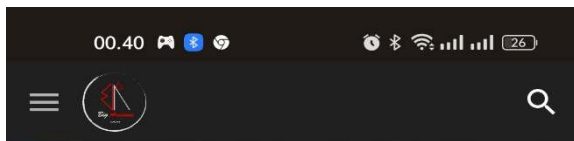
E. The Example of Descriptive Text

To have a better understanding of the descriptive text, check out the descriptive text example below :

Click on the picture to listen the audio.


My Best Friend, Novri

Identification:

Let me introduce you to my best friend. Her name is Novri. You can call her Sayang. She is my classmate in College. She is Twenty one years old.

Description:

Novri is so pretty. She has an oval face, rounded eyes, and pointed nose. Her skin color is fair. Also, she has a slim body and is quite tall. She is 175 centimeters tall.

Novri really loves to sing and dance. She is smart and friendly. She often helps me to do my homework and always respects the elders. Everyone loves her.
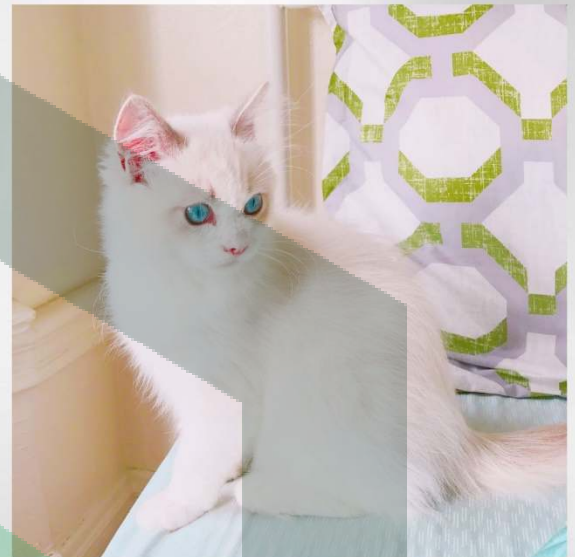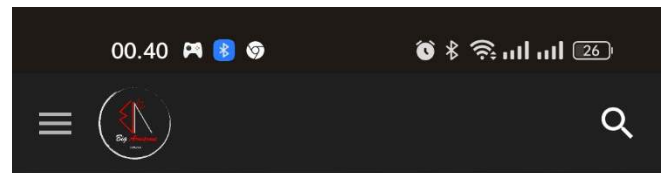
My Kitten

Whity is the name of my kitten. She is an angora cat. She has long fluffy fur. Her white fur is so soft to the touch. She has beautiful blue eyes. Her small nose is pink.

She is very friendly, in a cat's way. She likes it if I rub her back. She will purr softly when I do that. But if I accidentally touch her tail, she will bite me. She likes to sleep with me by my side. Sometimes, I get up at midnight because her fur tickles me. She will curl herself in my arms, and we sleep together.
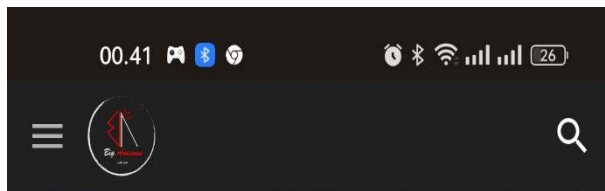
Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Bedroom

Bedroom is my favorite place in my house. My bedroom is placed in the second floor, next to my brother's room. My room is designed with minimalist and homey concept.

The floor is covered by wood granite and the wall is full of white. I put my PC on my desk, close to the window. This is the place where I spend a whole day. I work, play some video games, and take my rest at this room.
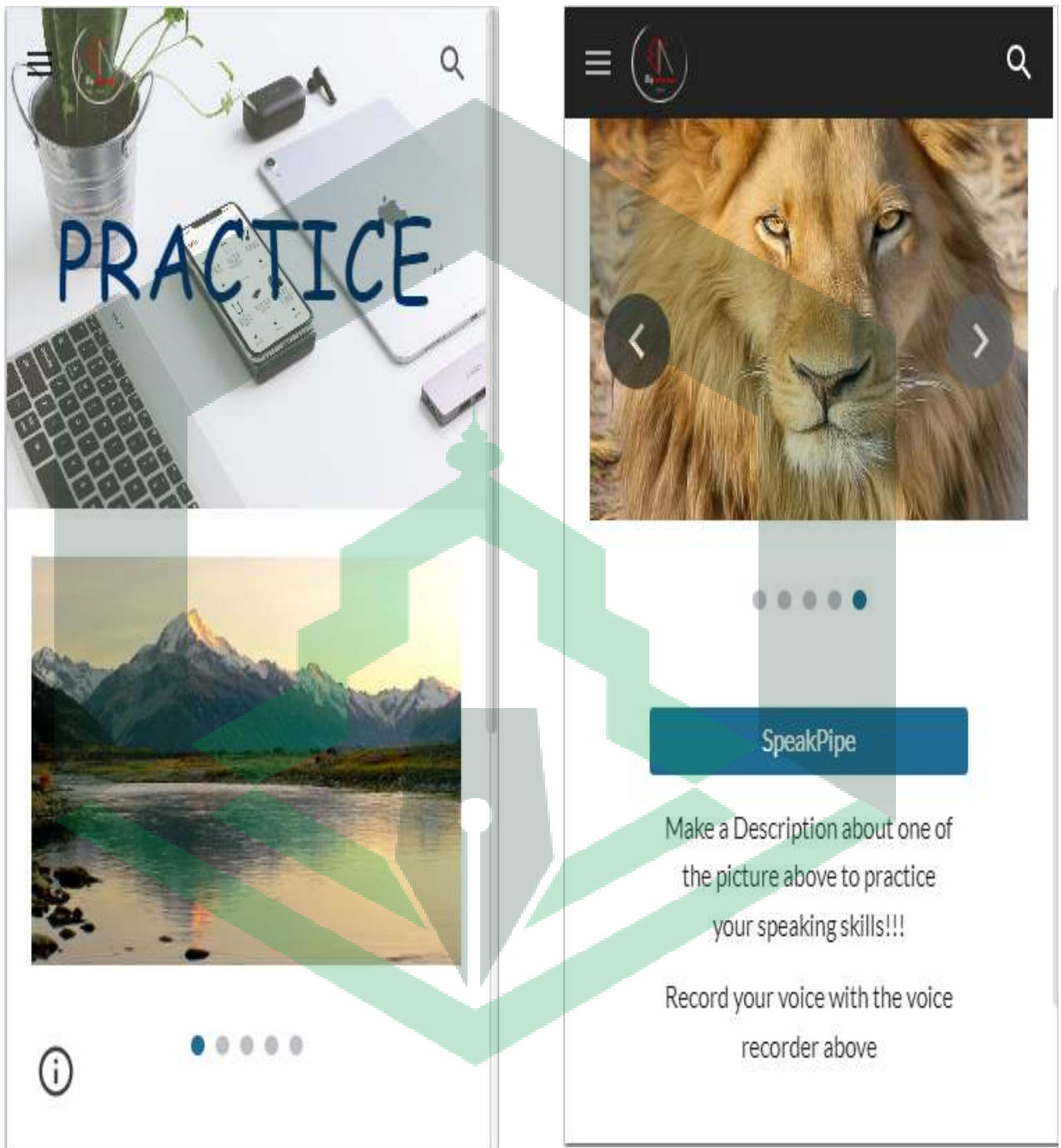
Fried Rice

Fried rice is one of the typical foods that are often found in various regions in Indonesia. Served in various flavors that can be tailored to the wishes of consumers. The distinctive aroma of the fried rice seasoning will make anyone who smells it feel hungry.

Fried rice in general has a distinctive brown color from soy sauce, but there are also those with yellow, purple, red, yellow and black colors, these colors have recently appeared in the public. Usually fried rice is served with fried eggs and additional sweetener vegetables such as tomatoes and cucumbers.

The practice menu of the website

Powered by SpeakPipe

Send a voice message
to lecturer

We would love to hear from you!
Please record your message.

Is your microphone ready?

🎤 **Start recording**

① Record - ② Listen - ③ Send

https://sites.google.com/view/bigawesome19/home/practice

Speak now

🎙️

00:04

Max duration 90 seconds

⬜ **Stop**   ↻ Reset

https://sites.google.com/view/bigawesome19/home/practice

BIOGRAPHY

Muh. Fiqri, was born on Baliase, November 07th 2001. The author is the oldest child of four siblings; he is a son of Khaeruddin, S.E., and Sumarni, S.Pd. SD. Currently, the author lives in Takkalala, South Wara, Palopo. The author's basic education was completed in 2013 at SD Islam Datok Sulaiman Palopo. Next, in the same year studying at MTSN Model Palopo until 2016. In 2016, he studied at SMKN 1 Palopo. After graduating high school in 2019, the author continued his education at Palopo and majored in the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo (IAIN Palopo).